

Ministerul Educației

art Klett

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3

Limba modernă  
**Engleză**

Clasa a III-a



# Foreword

This textbook offers an English language course that enhances young learners' thinking skills, sharpening their memory and creativity while improving their language skills through fun activities, songs, chants and colourful stories.

With children's development in mind, the authors have worked together to bring this exciting adventure to third grade students through a course that follows the Romanian Curriculum step by step and:

- creates an inclusive learning environment through modern learning strategies, games and dynamic activities to ensure all students achieve success;
- inspires passion and sparks the imagination through chants, colourful stories, action songs and fun projects.

Join the Explorers, Ben and Lucy, and their dog, Buster, on this exciting adventure in the world of English!

# Unit tour *Limba modernă. Engleză. Clasa a III-a*

**Printed Pupil's Book + Digital Pupil's Book (consistent with the printed version) / Manual, varianta tipărită + Manual, varianta digitală (conformă cu varianta tipărită)**

**The Pupil's Book contains 8 Units + Extra resources (Manualul cuprinde 8 Unități + Resurse suplimentare)**

Each unit has the following structure / Fiecare unitate are următoarea structură:

Vocabulary + Grammar 1 + Song + Grammar 2 + Story + Story reinforcement and Phonics focus + Skills work + Creativity / CLIL + Revision (Game / Quiz time / My Scrapbook)

Extra resources / Resurse suplimentare: two Revision units, two Term tests, Festivals, Grammar focus, Picture dictionary

**The digital book contains the following types of activities / Manualul digital conține următoarele tipuri de activități:**



**Static activity** – listening/ studying a significant image / activitate statică, de ascultare și observare a unei imagini semnificative



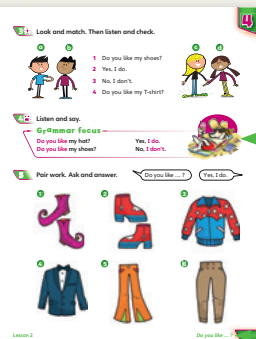
**Animated activity** – video/ animation / activitate animată (film/ animație)



**Interactive activity** – exercise with immediate feedback after it is solved / activitate interactivă, de tip exercițiu, în care elevii rezolvă și primesc feedback imediat

## Vocabulary / Vocabular

- core vocabulary presented and contextualised in a colourful illustration / **vocabularul cheie** prezentat și contextualizat printr-o ilustrație
- is presented at the foot of the page / este prezentat în subsolul paginii



## Grammar 1 / Gramatică 1

- first grammar point presented and practised in the topic-based context of the unit / **primul set de structuri gramaticale** prezentat și exersat în contextul tematicii unității
- target structures are at the foot of the page / structurile țintă se găsesc în subsolul paginii

## Song / Cântec

- vocabulary and grammar of the unit are combined in a song for pupils to join in and sing / **vocabularul și gramatica** din unitate sunt combinate într-un cântec pe care copiii îl vor cânta împreună

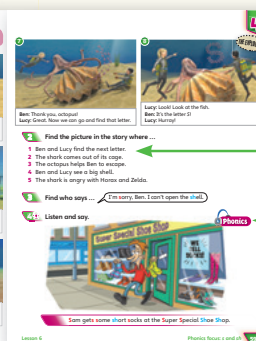
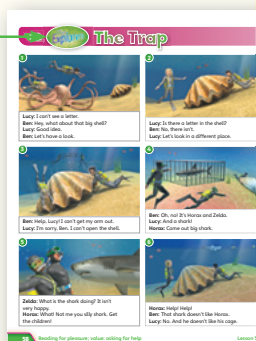


## Grammar 2 / Gramatică 2

- second grammar point introduced and practised in a similar manner to the first / este introdus **al doilea set de structuri gramaticale** predat și exersat în aceeași manieră ca și primul
- target structures are at the foot of the page / structurile țintă se găsesc în subsolul paginii

## Story / Poveste

- the main story of the unit, introduced in Lesson 1 / **povestea principală** a unității, introdusă în lecția 1
- it brings the unit context, vocabulary and structures together / realizează conexiunea dintre contextul unității, vocabularul și structurile predate



## Story follow-up and Phonics focus / Consolidare poveste și focus pe pronunție

- explores the story in more depth / **exploatează povestea** în profunzime
- **Phonics focus** introduces basic sounds, that are particularly relevant to Romanian speakers / **Focus pe pronunție** introduce sunete de bază relevante pentru vorbitorii de limbă română

## Skills work / Formare de competențe

- offers topic-based skills work consolidating the language of the unit while developing all four language skills / oferă stimulare pentru dezvoltarea tuturor celor patru competențe specifice
- skills focus is identified at the foot of each page / competențele vizate sunt identificate în subsolul paginii



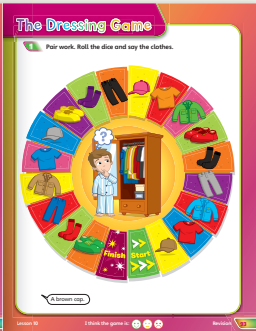
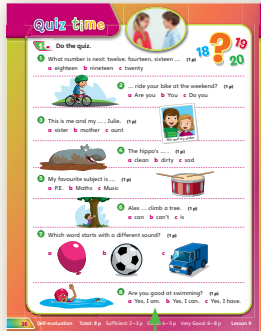
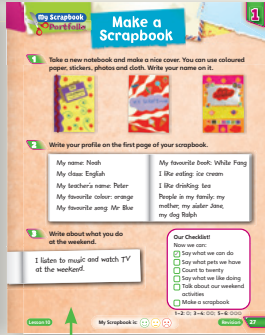
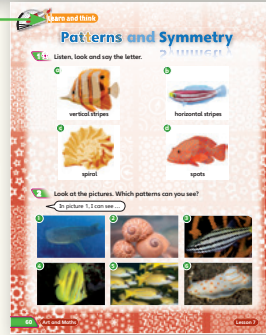
## Create that! Guided visualisation / Creează! Vizualizare ghidată

- brings together the topic and language of the unit in creative ways to encourage pupils to use their imagination / combină tema unității și limbajul țintă într-un mod creativ pentru a-i încuraja pe elevi să își folosească imaginația

## CLIL lessons (Content and language integrated learning) / Lecții transdisciplinare

- encourage pupils to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks / încurajează elevii să învețe despre alte discipline prin intermediul limbii engleze și apoi să aplice cunoștințele dobândite

## My Scrapbook – portofoliul meu

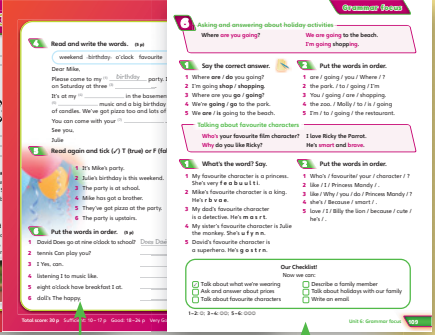
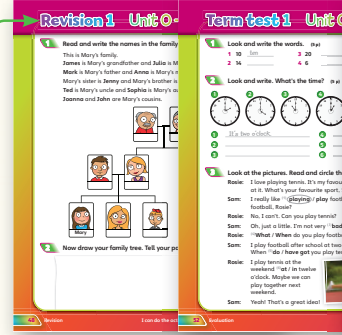


## My project – Do some research! / Proiectul meu – Investighează!

- after every unit / după fiecare unitate
- different activity types (board games, quizzes and projects) provide revision in a fun format / jocuri de masă, miniteste de tip quiz și proiecte asigură recapitularea într-un format distractiv
- performance descriptors are at the foot of the page / descriptorii de performanță sunt în subsolul paginii

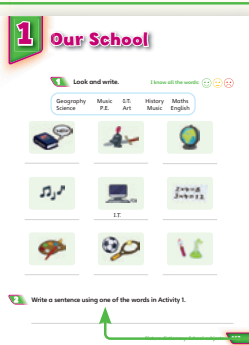
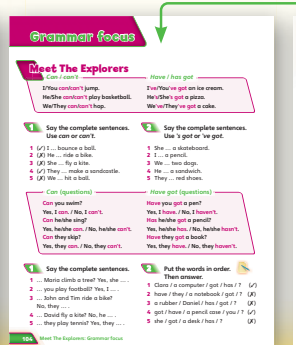
## Revision, Assessment and Systematically observing students / Recapitulare finală, evaluare și observare sistematică

- assessment tools are provided for teachers to evaluate pupils and for pupils to self-evaluate / instrumente de evaluare și autoevaluare
- 2 Revision sections placed after every 4 units / 2 secțiuni de recapitulare finală la fiecare 4 unități
- 2 Term tests with performance descriptors / 2 evaluări sumative cu descriptorii de performanță
- Checklists for teachers to observe students' progress / Liste de verificare pentru ca profesorii să urmărească progresul elevilor



## Festivals / Sărbători

- pages at the back of the book introduce 3 different festivals – Christmas, Pancake Day and Mother's Day / paginile de la sfârșitul cărții ce introduc 3 sărbători – Crăciun, Pancake Day și Ziua mamei



## Grammar focus / Focus pe gramatică

- pages at the back of the book provide extra practice for all the grammar structures taught in the book / paginile de la sfârșitul cărții asigură exersarea suplimentară a structurilor predate pe parcursul cărții

## Picture dictionary / Dicționar cu poze

# Contents

## Meet The Explorers (pages 8 – 17)

<b>Vocabulary</b> Numbers <i>castle, upstairs, downstairs, basement</i>  Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 3.2	<b>Grammar</b> <i>Can / can't</i> <i>Have got</i>	<b>Story and value</b> <i>The Old Book</i> Being brave  <b>Phonics</b> Short vowel sounds	<b>Skills</b> Speaking Listening
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► Review: The Explorer Game

## 1 Our School (pages 18 – 27)

<b>Vocabulary</b> School subjects Competences: 1.1, 1.3, 2.2, 3.1, 3.2, 4.2	<b>Grammar</b> <i>I like listening to (music).</i> <i>He loves / doesn't like learning about (Science).</i>	<b>Story and value</b> <i>Getting Help</i> Being curious  <b>Phonics</b> Letter names	<b>CLIL</b> <b>Literature:</b> Fairy Tales  <b>Skills</b> Communication ► <b>My Scrapbook</b>	<b>Thinking skills</b> Decoding a puzzle Sequencing Classifying Communication
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## 2 Family and Birthdays (pages 28 – 37)

<b>Vocabulary</b> Family members and party words Competences: 1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2	<b>Grammar</b> <i>Mike is John's uncle.</i> <i>Nora is John's aunt.</i> <i>The doll's (happy).</i> <i>The puppy's (sad).</i>	<b>Story and value</b> <i>Tidying Up</i> Tidying up  <b>Phonics</b> The letter sounds v and b	<b>Skills</b> Reading Writing  ► <b>Creativity</b>	<b>Thinking skills</b> Analysing and making inferences Logical reasoning Imagining
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► Review and self-evaluation: Quiz time

Act Out a Birthday Party

## 3 Our Day (pages 38 – 47)

<b>Vocabulary</b> Daily routines Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2	<b>Grammar</b> <i>What's the time? It's (nine) o'clock.</i> <i>When do you (have breakfast)?</i> <i>At (seven) o'clock.</i> <i>He/She (gets up) at (eight) o'clock.</i> <i>Does he/she (get up) at (eight) o'clock? Yes, he/she does. / No, he/she doesn't.</i>	<b>Story and value</b> <i>The Golden Apple</i> Perseverance  <b>Phonics</b> The sounds /i/ and /a/	<b>CLIL</b> <b>Social science:</b> I'm Healthy! ► <b>Project:</b> <b>Do some research!</b>  <b>Skills</b> Communication ► <b>My Scrapbook</b>	<b>Thinking skills</b> Making inferences Sequencing Reflecting on one's habits Investigating
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► Revision 1 Unit 0 – Unit 3 (pages 48 – 51)

Term test 1 Unit 0 – Unit 3 (pages 52 – 53)

## 4 By the Sea (pages 54 – 63)

<b>Vocabulary</b> Clothes Competences: 1.1, 1.3, 2.2, 3.1, 3.3, 4.2	<b>Grammar</b> <i>Do you like my hat? Yes, I do. / No, I don't.</i> <i>What are you wearing? I'm wearing a red sweater.</i> <i>Are you wearing blue shoes? Yes, I am. / No, I'm not.</i>	<b>Story and value</b> <i>The Trap</i> Asking for help  <b>Phonics</b> The letter sounds s and sh	<b>CLIL</b> <b>Art and Maths:</b> Patterns and Symmetry ► <b>Project:</b> <b>Do some research!</b>  <b>Skills</b> Reading	<b>Thinking skills</b> Matching Interpreting pictures Applying previous knowledge Investigating
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## 5 The Market (pages 64–73)

<b>Vocabulary</b> Food and shopping Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2	<b>Grammar</b> <i>Would you like a (tomato) / some (bread)? Yes, please. / No, thank you. I'd like an (orange), please. Can I have a mango, please? Yes, here you are. How much is the bread? It's £1. How much are the bananas? They're £2.</i>	<b>Story and value</b> The Cave Being resourceful <b>Phonics</b> Long vowel sounds	<b>Skills</b> Reading Speaking  ► <b>Creativity</b>	<b>Thinking skills</b> Making associations Matching Imagining
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► **Review: The Food Game**

## 6 Around the World with My Family (pages 74–83)

<b>Vocabulary</b> Travelling Competences: 1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2	<b>Grammar</b> <i>Where are you going? We are going to the beach/shopping. Who's your favourite character? My favourite character is / I like/love Super Boy. Why do you like Super Boy? He's strong and brave.</i>	<b>Story and value</b> The Final Letters Showing interest in other cultures <b>Phonics</b> The sounds /i:/ and /ɪ/	<b>CLIL Science:</b> We Are All Different <b>Skills</b> Speaking ► <b>My Scrapbook</b>	<b>Thinking skills</b> Making inferences Finding relevant information Applying previous knowledge
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## 7 Holiday Plans (pages 84–93)

<b>Vocabulary</b> Holidays Competences: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 4.2	<b>Grammar</b> <i>Can I/we go camping? Can we visit Grandpa? Would you like to (go hiking)? Yes, I would. / No, thank you. What would you like to do?</i>	<b>Story and value</b> The Treasure Problem-solving <b>Phonics</b> The sound /z:/	<b>Skills</b> Reading Speaking Listening ► <b>Creativity</b>	<b>Thinking skills</b> Logical reasoning Analysing and making inferences Imagining
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► **Review and self-evaluation: Quiz time**

**The Dressing Game**

► **Revision 2 Unit 4 – Unit 7 (pages 94–97)**

**Term test 2 Unit 4 – Unit 7 (pages 98–99)**

**Festivals: pages 100–103**

**Grammar focus: pages 104–110**

**My Scrapbook: page 111**

**Picture dictionary: pages 112–119**

**Do some research!**

### General and specific competences from the curriculum explored in the units:

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Understand simple oral messages                         <ol style="list-style-type: none"> <li>1.1. Identify the global meaning of an oral message that has been clearly articulated in a familiar context</li> <li>1.2. Identify time and numerical quantity (prices, numbers) in an audio message that has been articulated clearly and slowly</li> <li>1.3. Understand simple age-appropriate oral messages</li> </ol> </li> <li>2. Speak in everyday communication situations                         <ol style="list-style-type: none"> <li>2.1. Ask for and give information about numbers, prices, time</li> <li>2.2. Take part in everyday conversations about familiar topics</li> <li>2.3. Describe people / characters in a simple way</li> </ol> </li> <li>3. Understand simple written messages                         <ol style="list-style-type: none"> <li>3.1. Recognise the significance of symbols typically encountered in everyday situations</li> <li>3.2. Understand the global meaning of simple texts about familiar topics</li> <li>3.3. Understand simple familiar messages from friends, peers, teacher</li> </ol> </li> <li>4. Write short, simple messages in everyday communication situations                         <ol style="list-style-type: none"> <li>4.1. Write a birthday card or a holiday card</li> <li>4.2. Write a simple message to a classmate</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Receptarea de mesaje orale simple                         <ol style="list-style-type: none"> <li>1.1. Identificarea semnificației globale a unui mesaj oral clar articulat în contexte familiare</li> <li>1.2. Identificarea orei și a cantității exprimate numeric (prețuri, numere) în cadrul unui mesaj audiat articulat clar și rar</li> <li>1.3. Manifestarea disponibilității pentru receptarea de mesaje orale simple adecvate vârstei</li> </ol> </li> <li>2. Exprimarea orală în situații de comunicare uzuală                         <ol style="list-style-type: none"> <li>2.1. Cererea și oferirea de informații referitoare la numere, la prețuri, la exprimarea orei</li> <li>2.2. Participarea la interacțiuni în contexte de necesitate imediată/ pe teme familiare</li> <li>2.3. Descrierea simplă a unei persoane/ unui personaj</li> </ol> </li> <li>3. Receptarea de mesaje scrise simple                         <ol style="list-style-type: none"> <li>3.1. Recunoașterea semnificației unor fraze uzuale tipice pentru viața cotidiană</li> <li>3.2. Identificarea semnificației globale a unui text simplu pe teme familiare</li> <li>3.3. Descifrarea unor mesaje simple familiare primite de la prieteni, colegi, profesor</li> </ol> </li> <li>4. Redactarea de mesaje simple în situații de comunicare uzuală                         <ol style="list-style-type: none"> <li>4.1. Scrierea unei felicitări de ziua cuiva sau pentru o sărbătoare</li> <li>4.2. Redactarea unui mesaj simplu către un coleg</li> </ol> </li> </ol> |
|---|--|

# Meet The Explorers



Meet Ben and Lucy – *The Explorers*. These two friends and their dog, Buster, are in a castle. There's an old book in the castle. The book has got the secret of some lost treasure. But someone else is looking for the book too ...



1 Listen and look. Then listen and say the words.

1 castle

2 upstairs

3 one – ten

4 downstairs

5 eleven – twenty

6 basement

1 Bolton Castle  
Upstairs 2  
3 ↑ Rooms 1-10  
Downstairs 4  
5 ↓ Rooms 11-20  
Basement 6

2 Pair work. Close your book. Play the memory game.

Where's room 12?

Downstairs.

3

Look, read and say *Ben* or *Lucy*.



Who says ...

- 1 I can ride a bike.
- 2 I can't make a sandcastle.
- 3 I can skip.
- 4 I can't fly a kite.

4

Listen and say.

### Grammar focus

I **can** ride a bike.

She **can't** play football.






They **can** fly a kite.



5

Look and make sentences.

Lucy can paint.

			
	✓	X	✓
	X	✓	✓



**1** Listen and sing.

**THE EXPLORERS**

**The Explorers!**

Here they come.

Lucy and Ben  
Adventure and fun.



**The Explorers!**

Here they are.

Ben and Lucy  
Action stars.



She can skip and paint and swim  
In the sea, in the sea.  
She's an action star, an action star  
Just like you and me.

**The Explorers! ...**

He can ride a bike and swim  
In the sea, in the sea.  
He's an action star, an action star  
Just like you and me.



**The Explorers! ...**



**2** Choose words and write a new verse.



I can ...

And ...

I'm an action star, an action star  
Just like Ben and Lucy.

**3**  What pet have they got? Listen and say the letter.

1



David

2



Sandra

3



Tom and Kim

4



Daniel and Emma

a



b



c



d



**4**  Listen and say.

**Grammar focus**

She's got a dog.

We've got two cats.

He's got a bike.

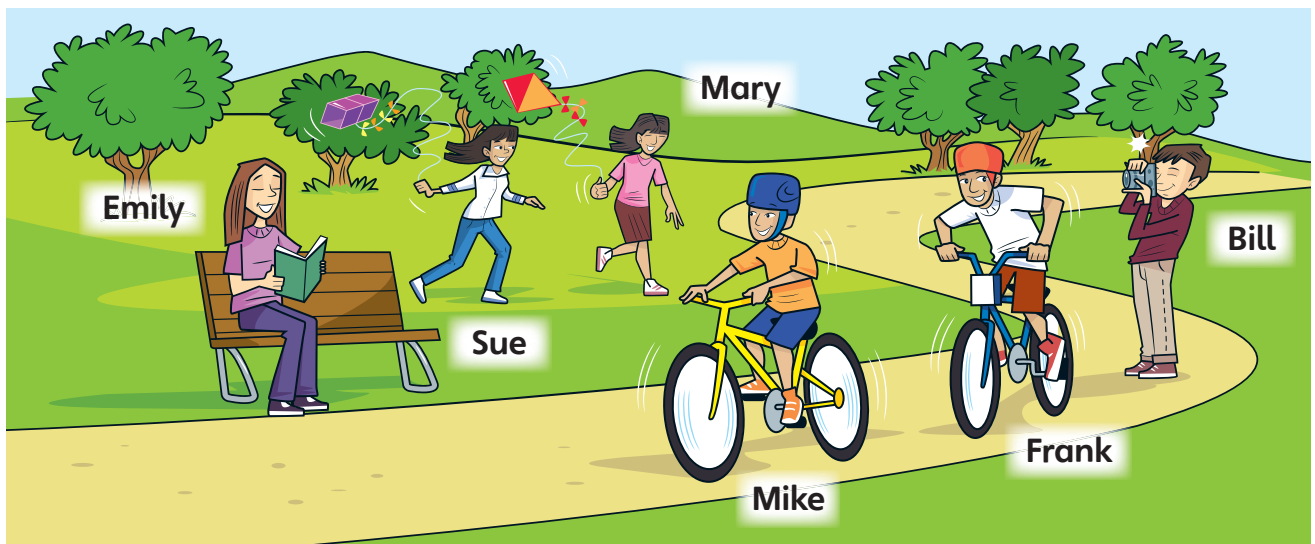
They've got a football.



**5** Look at the picture. Say and guess.

They've got bikes.

Mike and ...





**Lucy:** What's that?

**Ben:** It's a door. A secret door.

**Lucy:** Let's open it. Buster, wait here!



**Ben:** Here's the book!

**Zelda:** They've got the book, Horax! Let's get them.

**Horax:** Wait, Zelda!



**Ben:** Let's go.

**Horax:** Stop there! We want that book.

**Ben:** Oh no! Who are they?



**Horax:** Give me the book!

**Lucy:** No, you can't have it!

**Horax:** Yes, we can!



**Ben:** Good dog, Buster!

**Lucy:** Quick, Buster!

**Ben:** Where are those people, Buster?



**Ben:** How can we get the book back?

**Lucy:** I've got an idea!



**Horax:** Oh no, stop!  
**Zelda:** Go away, silly dog!  
**Lucy:** Help, Buster!



**Lucy:** Run! We've got the book.  
**Ben:** Well done, Buster!

**2** Read and say *true* or *false*.

- 1 There's a secret door in the castle.
- 2 Ben, Lucy and Buster go to the basement.
- 3 Ben and Lucy find the old book.
- 4 Horax and Zelda don't want the book.
- 5 Buster and The Explorers get the book back.

**3** Find who says ... Let's get them.

**4** Listen and say.



**Phonics**

Gus pats his pets a lot.



**Skills**

**1** Read and act out.



Hi, I'm Lucy.

And this is Buster.



Woof!



Hi, I'm Ben.

**2** Pair work. Ask and answer.

What's your name?

I'm Alice.

**3** Pair work. Look at the pictures. Point, ask and answer.



Who's this?



This is Zelda.





# Skills

1

Listen and write the numbers.

11 12 ~~13~~ 14 15 16 17 18 19 20

1



2



3



4



2

Listen and say.

Have you got a pencil?

Yes, I have. I've got 13 pencils!

No, I haven't.

3

Pair work. Play the guessing game.

Have you got a book?

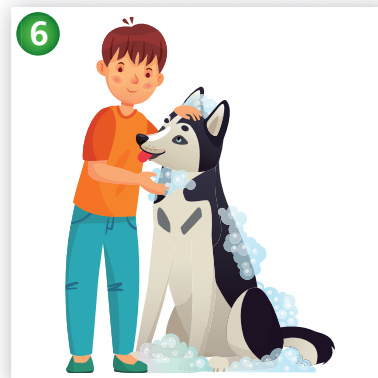
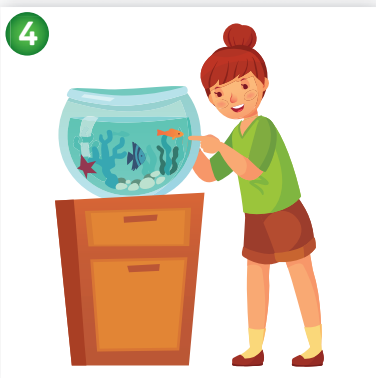
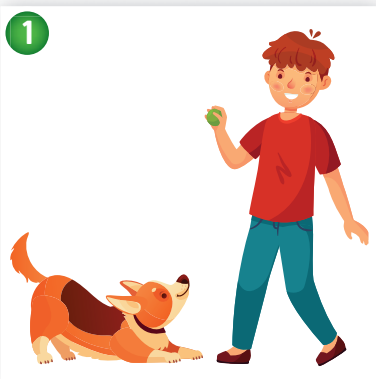
12!



Yes! I've got ...

# Review

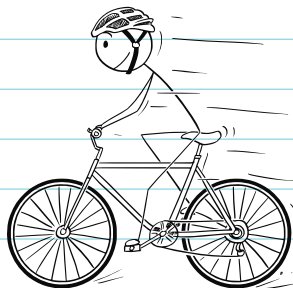
1 Pair work. What pets have they got? What can their pets do?



The boy has got a dog. It can jump.

2 Draw a picture in your notebook. Write, then tell your partner about what you can and can't do.

I can ride a *bike* and I can climb a *tree*, but I can't *skip* and I can't *paint*.



# The Explorer Game

1

Pair work. Roll the dice and say the numbers.

**Extension**

