

CAMBRIDGE

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# Limba modernă Engleză

Caietul elevului  
Clasa a IV-a

Better  
Learning

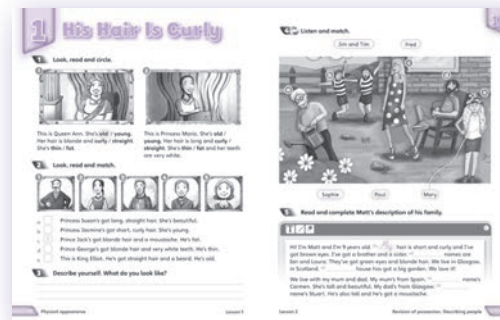
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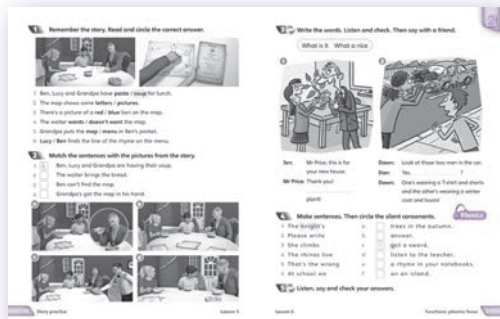
# Limba modernă. Engleză. Clasa a IV-a. Caietul elevului presentation

The authors have created through *Limba modernă. Engleză. Clasa a IV-a. Caietul elevului* a material that reinforces the core vocabulary and grammar introduced in *Limba modernă. Engleză. Manual pentru clasa a IV-a* and consolidates the pupils' skills development by offering:

Reading, matching and colouring puzzles, written practice at word level, listening input and opportunities for oral work.



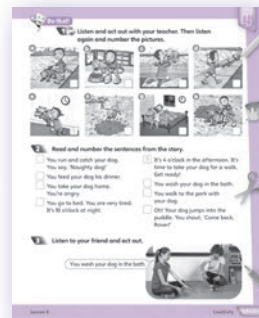
Story follow-up activities and a values activity for each unit drawn from the message in the Pupil's Book story. Pronunciation activities that are particularly relevant to Romanian speakers.



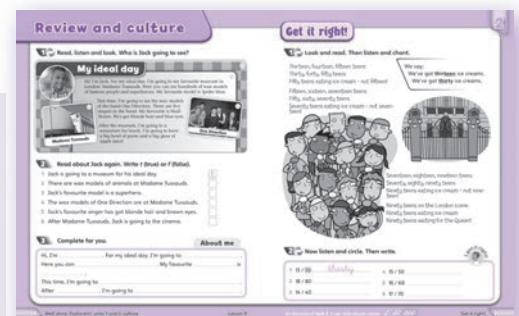
Topic-based skills work consolidating the language of the unit while developing all four language skills.



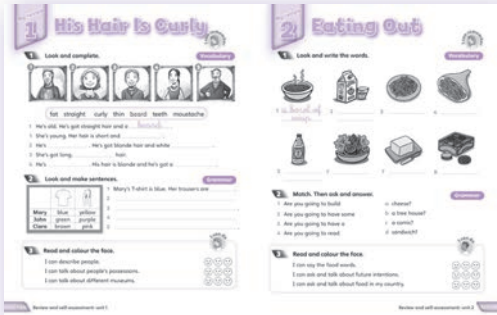
An action sequence telling a story in simple language.



Double-page **Review sections** matching the Pupil's Book content. This includes a focus on **culture**, providing further reading and listening comprehension practice, and **Get it right!** to reinforce problematic linguistic areas for Romanian speakers.



Two **Revision units** covering and reinforcing the vocabulary and grammar of the previous units and providing a lot of extra skills work. Each **Revision unit** is followed by a **Term Test** which also provides performance descriptors.



A unit-by-unit **My review page** with a self-assessment section 'I can do'. This is an additional record of learning. It encourages pupils to reflect on their learning in a fun, simple way.

Fun games and projects.



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

### 1. Understand simple oral messages

- 1.1. Identify details in simple messages that have been clearly and slowly articulated in familiar / predictable contexts
- 1.2. Follow simple directions with the purpose of reaching a goal
- 1.3. Show interest in understanding details from a variety of oral messages articulated clearly and slowly (movies, children's songs)

### 2. Speak in everyday communication situations

- 2.1. Ask and give information about the classroom, family, address, people, hobbies, routines
- 2.2. Talk about activities in a dialogue
- 2.3. Describe objects, homes

### 3. Understand simple written messages

- 3.1. Identify details in simple texts which contain everyday information
- 3.2. Identify specific information regarding an event on a poster (including digital posters) or in other types of material
- 3.3. Identify specific information in a simple form (name, surname, birthday, address)

### 4. Write short simple messages in everyday communication situations

- 4.1. Fill in a questionnaire with personal details (name, surname, address, age, hobbies)
- 4.2. Write simple messages about oneself / about others

### 1. Receptarea de mesaje orale simple

- 1.1. Identificarea unor detalii din mesaje simple articulate clar și rar în contexte cunoscute / previzibile
- 1.2. Urmărirea unor instrucțiuni simple de orientare, în vederea atingerii unui obiectiv
- 1.3. Manifestarea interesului pentru înțelegerea de detalii dintr-o varietate de mesaje orale simple, articulate clar și rar (filme, cântece pentru copii)

### 2. Exprimarea orală în situații de comunicare uzuală

- 2.1. Cererea și oferirea de informații referitoare la casă, familie, adresă, persoane, hobby-uri, obiceiuri
- 2.2. Prezentarea unor activități în cadrul unei interacțiuni
- 2.3. Descrierea unor obiecte, a locuinței

### 3. Receptarea de mesaje scrise simple

- 3.1. Identificarea unor detalii din texte simple care conțin informații uzuale
- 3.2. Identificarea unor elemente importante de reperare a unui eveniment pe un afiș (inclusiv afiș digital) sau pe un alt suport
- 3.3. Identificarea datelor cerute pe un formular simplu (nume, prenume, data nașterii, adresa)

### 4. Redactarea de mesaje simple în situații de comunicare uzuală

- 4.1. Completarea unui chestionar cu detalii personale (nume, prenume, adresă, vârstă, pasiuni)
- 4.2. Redactarea de mesaje simple despre sine/ despre alții

# 1

# His Hair Is Curly

1 Look, read and circle.



This is Queen Ann. She's **old** / young.  
Her hair is blonde and **curly** / straight.  
She's **thin** / fat.



This is Princess Maria. She's **old** / young.  
Her hair is long and **curly** / straight.  
She's **thin** / fat and her teeth  
are very white.

2 Look, read and match.



- a  Princess Susan's got long, straight hair. She's beautiful.
- b  Princess Jasmine's got short, curly hair. She's young.
- c  1 Prince Jack's got blonde hair and a moustache. He's fat.
- d  Prince George's got blonde hair and very white teeth. He's thin.
- e  This is King Elliot. He's got straight hair and a beard. He's old.

3 Describe yourself. What do you look like?

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4 CD  
08

Listen and match.

Jim and Tim

Fred



Sophie

Paul

Mary

5

Read and complete Matt's description of his family.

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✕

Hi! I'm Matt and I'm 9 years old. <sup>(1)</sup> *My* hair is short and curly and I've got brown eyes. I've got a brother and a sister. <sup>(2)</sup> \_\_\_\_\_ names are Ian and Laura. They've got green eyes and blonde hair. We live in Glasgow, in Scotland. <sup>(3)</sup> \_\_\_\_\_ house has got a big garden. We love it!

We live with my mum and dad. My mum's from Spain. <sup>(4)</sup> \_\_\_\_\_ name's Carmen. She's tall and beautiful. My dad's from Glasgow. <sup>(5)</sup> \_\_\_\_\_ name's Stuart. He's also tall and he's got a moustache.

Listen to the song from the Pupil's Book and answer the questions. Write Roy or Isabelle.

1 Who's got curly hair? Isabelle

2 Who's got small ears? \_\_\_\_\_

3 Who likes sport? \_\_\_\_\_

4 Who is a little thin? \_\_\_\_\_

5 Who's got straight hair? \_\_\_\_\_

6 Who's got a short nose? \_\_\_\_\_

7 Who's got big teeth? \_\_\_\_\_



2 Choose one of the other children from the song. Describe him or her.

His / Her name is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

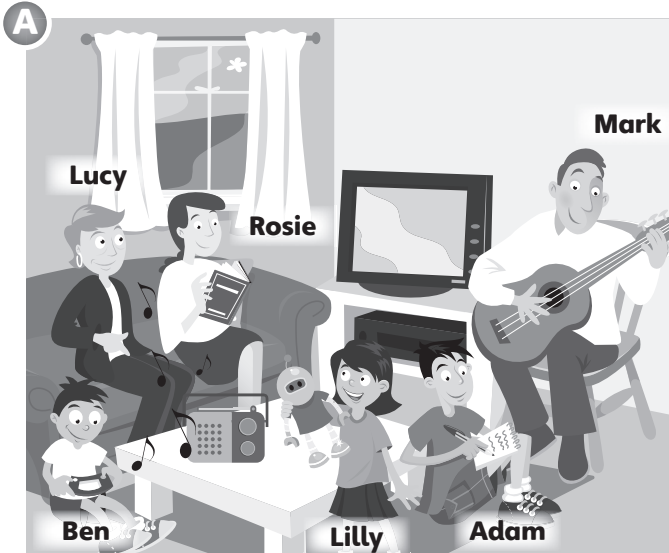
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3 Look at pictures A and B. Then write about picture B.

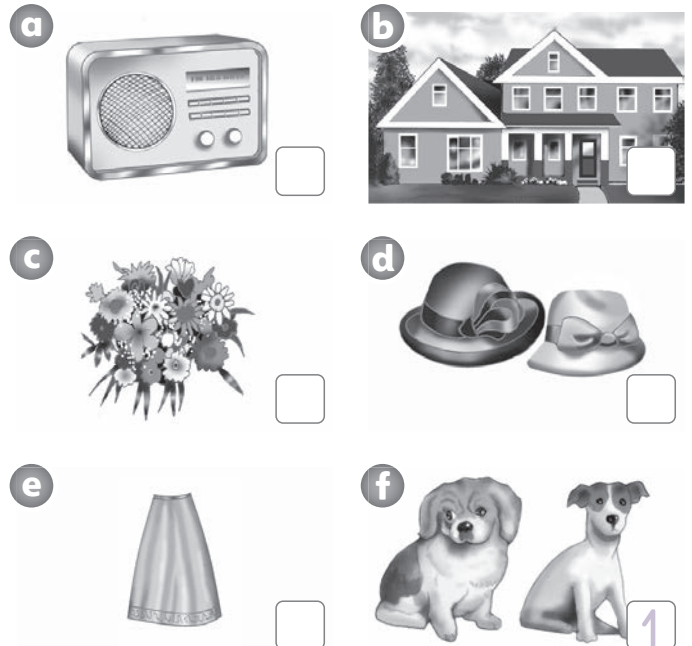


This is Rosie and this is her family. In picture B ...

- 1 *Rosie's book* is on the sofa.
- 2 \_\_\_\_\_ is next to the wall, behind the chair.
- 3 \_\_\_\_\_ is under the chair.
- 4 \_\_\_\_\_ is on the chair.
- 5 \_\_\_\_\_ is on the table.
- 6 \_\_\_\_\_ is next to the TV.

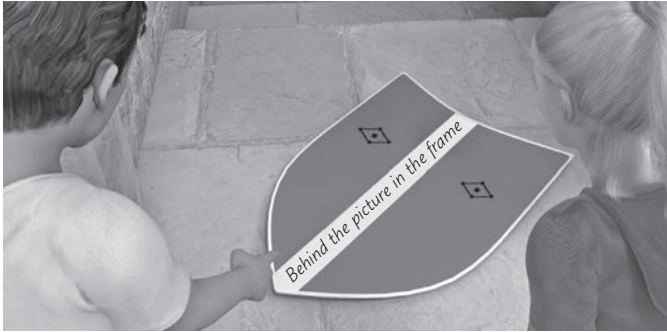
### 4 Write sentences. Then look and match. Tell the class.

- 1 Jack / dogs / small  
*Jack's dogs are small.*
- 2 Clare / skirt / long  
\_\_\_\_\_
- 3 Mary / hats / new  
\_\_\_\_\_
- 4 Peter / house / big  
\_\_\_\_\_
- 5 Pat / flowers / beautiful  
\_\_\_\_\_
- 6 Melissa / radio / old  
\_\_\_\_\_





**1** Remember the story. Write *t* (true) or *f* (false).



- 1 Someone is trying to hurt Ben and Lucy with a stone.
- 2 The knight comes after Ben and Lucy.
- 3 Ben and Lucy hide from the knight.
- 4 Buster falls down the stairs.
- 5 The Explorers find the line of the rhyme on the knight's shield.
- 6 The knight is Zelda.

*f*

**THE EXPLORERS**

**Be an Explorer! Find the lines of the rhyme to find the king's treasure. Write them here.**

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2 CD 10

Write the words. Listen and check. Then say with a friend.

an idea Look out



Tim: \_\_\_\_\_ !

Mary: What's that?

Tim: It's a tree! It's falling!

Mary: Wow!



Liam: What would you like for your birthday?

Kim: I've got \_\_\_\_\_ .

Liam: What?

Kim: Nothing! Just come to my party!

3

Colour the squares yellow or brown.

Phonics



yellow	brown	arrow	crown
know	window	how	town
show	now	flower	snow

4 CD 11

Listen, say and check your answers.



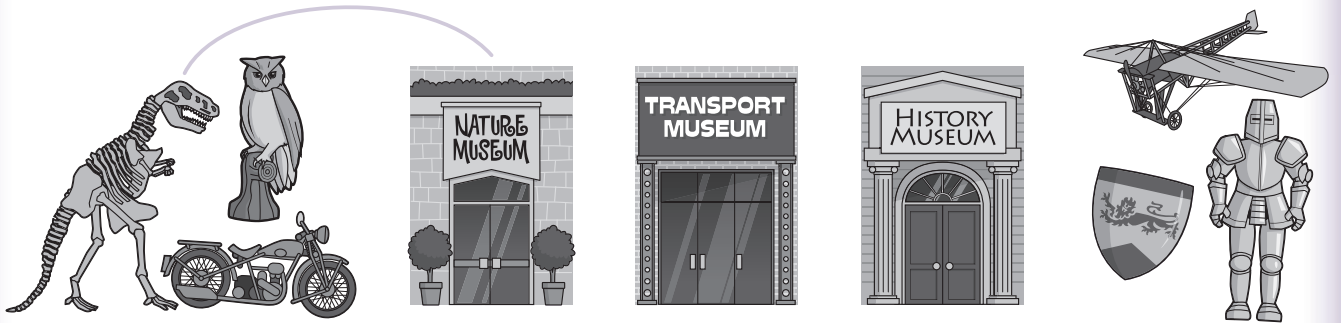
# Discover museums

## 1 Read and write the words.

collection exhibits galleries ancient

- 1 ancient very old
- 2 objects in a museum \_\_\_\_\_
- 3 a group of objects; the objects in this group are the same. \_\_\_\_\_
- 4 rooms in a museum \_\_\_\_\_

## 2 Match the objects with the museums. Then complete the sentences.



- 1 The dinosaur is from the Nature Museum .
- 2 The owl \_\_\_\_\_ .
- 3 The motorbike \_\_\_\_\_ .
- 4 The shield \_\_\_\_\_ .
- 5 The plane \_\_\_\_\_ .
- 6 The knight \_\_\_\_\_ .

3 Look, read and write the words.

meat feet garden fruit



Giant Shoe Museum,  
Washington, USA



British Lawnmower Museum,  
Merseyside, UK



International Banana Museum,  
California, USA



German Sausage Museum,  
Thuringia, Germany

- 1 Have you got big feet ? Visit this museum and try a pair of giant shoes!
- 2 Has your house got a \_\_\_\_\_ with trees and flowers? Then go to this museum.
- 3 Do you like \_\_\_\_\_ ? There are a lot of bananas in this museum. They're all different!
- 4 My brother likes this museum in Germany. He loves \_\_\_\_\_ .

# Project: Be a Curator!

## 1 Read about the Rosetta Stone. Answer the questions.



The Rosetta Stone is very famous. It is from Egypt and it's more than 2,000 years old. You can see it in the British Museum in London. The Rosetta Stone is important because it helps us to understand Egyptian writing – called *hieroglyphics*. You can see these on the stone.

### The Rosetta Stone

- 1 What is it called? \_\_\_\_\_ .
- 2 Where is it from? \_\_\_\_\_ .
- 3 Which museum is it in? \_\_\_\_\_ .
- 4 Why is it important? \_\_\_\_\_ .

## 2 Do some research on the Internet. Find out about a famous exhibit and find a picture of it.

- 1 What is it called? \_\_\_\_\_
- 2 Where is it from? \_\_\_\_\_
- 3 Which museum is it in? \_\_\_\_\_
- 4 Why is it important? \_\_\_\_\_

## 3 Write about your exhibit.

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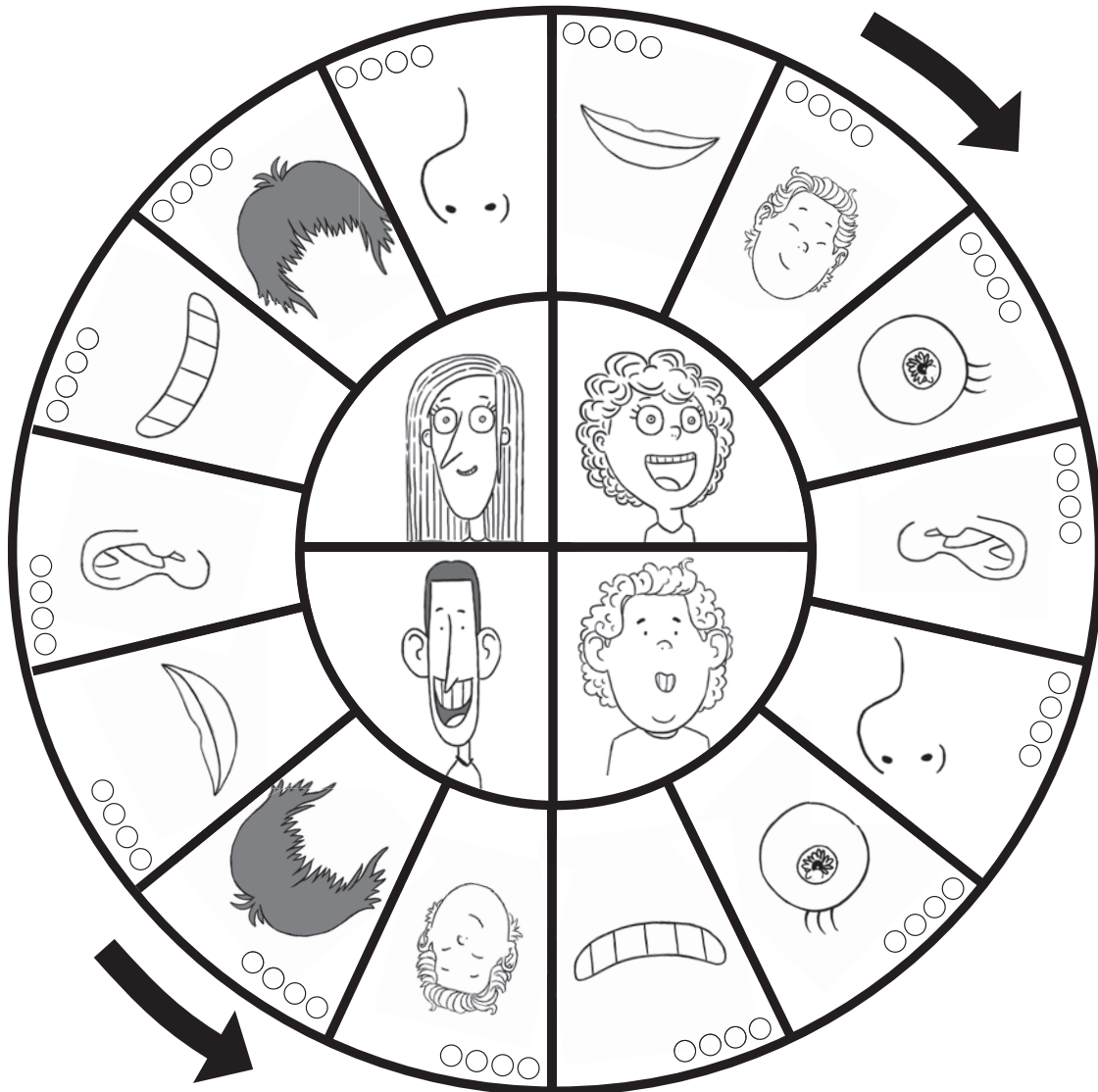
## 4 Be curators! Show your exhibit and talk about it.

My checklist at the end of *Unit 1*:

- I can describe a family member.  I can introduce a friend and talk about them.   
I can talk about my favourite museum.  I can talk about my project.

**1** Play the game. Roll a die and make sentences.

					
my	your	his	her	our	their



Her face is thin. My teeth are small.