

CAMBRIDGE

art
Klett

Emma Szlachta and Melanie Williams
with Herbert Puchta, Günter Gerngross,
Peter Lewis-Jones and Oana-Cristina Stoica



Limba modernă Engleză

Ghidul profesorului
Clasa a IV-a

Contents

	Map of the course	4
	Introduction	
	<i>About Limba modernă. Engleză. Clasa a IV-a</i>	6
	Methodology	7
	Skills development	7
	<i>Limba modernă. Engleză. Clasa a IV-a components</i>	8
	Tour of a unit	10
	Teaching with <i>Limba modernă. Engleză. Clasa a IV-a</i>	13
	Teaching notes	
	Well Done, Explorers!	14
1	His Hair is Curly	34
2	Eating Out	54
3	The Journey	74
	Revision 1 Unit 0 – Unit 3	94
	Evaluation Unit 0 – Unit 3	100
4	Our Daily Tasks	102
5	Look at that Baby!	122
6	Our School	142
7	I'd Like to Be a ...	162
8	At the Seaside	182
	Revision 2 Unit 4 – Unit 8	202
	Evaluation 2 Unit 4 – Unit 8	208
F	Halloween	210
F	Christmas	211
F	Valentine's Day	212
	My Portfolio	213

Map of the course

Well Done, Explorers!

Vocabulary Numbers 20 to 100 At town events Competences: 1.1, 1.3, 2.1, 2.2, 3.1, 4.2	Grammar Using the present simple to talk about free-time activities Using the present continuous to talk about activities happening at the moment of speaking	Story and value <i>The Map</i> Working together Phonics Consonant clusters	Skills <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening Portfolio: Write a comment on a blog Revision (AB)	Thinking skills <ul style="list-style-type: none"> • Matching • Investigating • Sequencing (AB) • Interpreting pictures (AB) 	Basic competences <ul style="list-style-type: none"> • Linguistic • Mathematics • Social and civic • Cultural awareness and expression • Sense of initiative and entrepreneurship
---	--	--	--	--	--

1 His Hair Is Curly

Vocabulary Physical appearance Competences: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2	Grammar Revision of possessive adjectives: <i>my, your, his, her, our, their</i> Possessive apostrophe: (<i>Tom's sweater is (blue). (Daniel's trousers are (big). Describing people</i>)	Story and value <i>The Knight</i> Problem-solving Phonics The letter sound <i>ow</i>	CLIL History: Discover museums Project: A collage for a time capsule Portfolio: Write about two museums Skills <ul style="list-style-type: none"> • Reading, writing, listening 	Thinking skills <ul style="list-style-type: none"> • Sequencing • Finding relevant information • Imagining • Matching (AB) 	Basic competences <ul style="list-style-type: none"> • Linguistic • Social and civic • Sense of initiative and entrepreneurship • Cultural awareness and expression • Learning to learn
---	--	--	--	--	--

2 Eating Out

Vocabulary Food Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	Grammar <i>Is there any (salad)? There isn't any / is some (salad). Are there any (biscuits)? There aren't any / are some (biscuits). I'm going to (buy some bread). I'm not going to (make pasta). Are you going to (make soup)? Yes, I am. / No, I'm not.</i>	Story and value <i>At the Restaurant</i> Looking after your possessions Phonics Silent consonants	Skills <ul style="list-style-type: none"> • Reading • Speaking • Listening (AB) ► Creativity My perfect pizza	Thinking skills <ul style="list-style-type: none"> • Sequencing • Finding relevant information • Imagining • Interpreting pictures (AB) 	Basic competences <ul style="list-style-type: none"> • Linguistic • Social and civic • Sense of initiative and entrepreneurship • Cultural awareness and expression • Learning to learn
---	---	---	--	---	--

► Review: Well done, Explorers!, units 1 and 2

Pupil's Book Quiz time In the pizza restaurant	Activity Book Culture: My ideal day Get it right!: <i>thirteen vs thirty</i>
---	---


3 The Journey

Vocabulary Personal belongings Places in town Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	Grammar <i>What do you think of (my bike)? I think it's (great). Prepositions of place: in front of, between, behind, next to</i>	Story and value <i>The Tunnel</i> Thinking creatively Phonics The sound /eə/	CLIL Geography: Directions Portfolio: Draw a map and give directions Skills <ul style="list-style-type: none"> • Speaking • Writing (AB) 	Thinking skills <ul style="list-style-type: none"> • Interpreting pictures • Analysing and making inferences • Logical reasoning (AB) 	Basic competences <ul style="list-style-type: none"> • Linguistic • Social and civic • Sense of initiative and entrepreneurship • Cultural awareness and expression • Geography • Learning to learn
--	---	--	--	--	---

Revision 1 Unit 0 – Unit 3

Term test 1 Unit 0 – Unit 3

4 Our Daily Tasks

Vocabulary Daily tasks Moments of the day Competences: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2	Grammar <i>It's (eight) o'clock. It's quarter past / half past / quarter to (eight). I start / finish / He/She starts / finishes (washing up) at (quarter past four). John always / sometimes / never goes to bed before / after (half past eight).</i>	Story and value <i>The Mysterious H</i> Being observant Phonics The sounds /a:/ and /ɔ:/	Skills <ul style="list-style-type: none"> • Listening  • Speaking • Reading (AB) • Writing (AB) ► Creativity Five animals in my house	Thinking skills <ul style="list-style-type: none"> • Interpreting a table • Imagining 	Basic competences <ul style="list-style-type: none"> • Linguistic • Social and civic • Sense of initiative and entrepreneurship • Mathematics • Cultural awareness and expression • Learning to learn
--	---	--	--	---	---

5 Look at that Baby!

Vocabulary Animals and their babies The home Competences: 1.1, 1.3, 2.1, 2.3, 3.1	Grammar <i>(Tigers) are bigger than (lions). (Cats) are better runners than (mice). Where's / Where are ... ? She's / He's / They're in the (kitchen/bedroom/bathroom ...)</i>	Story and value <i>The Secret Door</i> Keeping calm Phonics The letter sound ea	Skills <ul style="list-style-type: none"> • Listening • Reading • Speaking • Reading, speaking (AB) ► Creativity My haunted house	Thinking skills <ul style="list-style-type: none"> • Interpreting pictures • Logical reasoning • Imagining • Sequencing (AB) • Analysing and making inferences (AB) • Interpreting pictures (AB) 	Basic competences <ul style="list-style-type: none"> • Linguistic • Social and civic • Learning to learn • Cultural awareness and expression • Sense of initiative and entrepreneurship
--	--	---	--	---	---

► Review: units 3, 4 and 5

Pupil's Book

Quiz time
Save the Panda Cub

Activity Book

Culture: My favourite place to see animals
Get it right!: *than vs that*




6 Our School

Vocabulary School places Weather Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1	Grammar <i>I am / You are in the music room at 10 o'clock. I'm not / You aren't in the library. What's the weather like? It's cloudy / stormy / foggy / raining / snowing / hot / cold. Is it cloudy? Yes, it is. / No, it isn't.</i>	Story and value <i>In the Music Room</i> Having healthy snacks Phonics The sounds /s/ and /z/	Skills <ul style="list-style-type: none"> • Reading, writing, speaking • Listening, writing, speaking (AB) CLIL Music: Musical instruments Project: Make some maracas ► Creativity My dream school	Thinking skills <ul style="list-style-type: none"> • Matching • Logical reasoning • Imagining • Investigating • Making inferences (AB) 	Basic competences <ul style="list-style-type: none"> • Linguistic • Social and civic • Cultural awareness and expression • Sense of initiative and entrepreneurship • Learning to learn
--	---	---	---	--	---

7 I'd like to Be a ...

Vocabulary Jobs Competences: 1.1, 1.3, 2.1, 2.3, 3.1, 3.2	Grammar <i>I have to / don't have to (get up early at the weekend). They have to / don't have to (drive a car). Do you have to (go to bed early)? Yes, I do. / No, I don't. Do they have to (wear a uniform)? Yes, they do. / No, they don't.</i>	Story and value <i>The Trap</i> Counting on others for help Phonics Word stress and /ə/	CLIL Science: The Solar System Project: Moons in our solar system Skills <ul style="list-style-type: none"> • Speaking • Reading • Writing • Listening, reading (AB) 	Thinking skills <ul style="list-style-type: none"> • Interpreting a table • Analysing and making inferences (AB) • Sequencing (AB) • Matching (AB) 	Basic competences <ul style="list-style-type: none"> • Linguistic • Social and civic • Sense of initiative and entrepreneurship • Cultural awareness and expression • Learning to learn • Science and technology • Digital
---	---	---	---	---	--

8 At the Seaside

Vocabulary Weekend activities Competences: 1.1, 1.3, 2.1, 2.2, 3.1, 3.3, 4.2	Grammar <i>Why are you (learning to play golf)? Because (I like it). Revision of Levels 3 and 4</i>	Story and value <i>The Last Line</i> Being altruistic Phonics Unstressed words	Skills <ul style="list-style-type: none"> • Listening • Speaking • Listening (AB)  • Reading (AB)  • Writing (AB)  ► Creativity My holiday at the seaside	Thinking skills <ul style="list-style-type: none"> • Matching • Interpreting pictures • Imagining 	Basic competences <ul style="list-style-type: none"> • Linguistic • Mathematics • Social and civic • Cultural awareness and expression • Sense of initiative and entrepreneurship • Learning to learn
--	---	--	--	---	--

► Review: units 6, 7 and 8

Pupil's Book

Quiz time
Who? What? Where?

Activity Book

Culture: My favourite holiday destination
Game: Play the question game

Revision 2 Unit 4 – Unit 8

Term test 2 Unit 4 – Unit 8

Festivals

Portfolio

Grammar focus

* see competences on page 12

Introduction

About *Limba modernă. Engleză. Clasa a IV-a*

What is *Limba modernă. Engleză. Clasa a IV-a*?

Limba modernă. Engleză. Clasa a IV-a is an English course for Romanian primary school students. It has been developed following the curriculum for the teaching of English in Romanian primary schools. The syllabus covers the *official curriculum* and the basic competences developed in each unit have been marked in the *Map of the course* section.

A flexible approach

Limba modernă. Engleză. Clasa a IV-a offers maximum flexibility accommodating all language learning environments and needs (mixed ability, regional differences and different types of schools). The course consists of core lessons, plus additional lessons (skills, creativity, CLIL and portfolio).

The teaching notes include advice about what to do with larger class sizes, with suggestions for using the digital tools provided (in the Digital textbook) and the Activity Book.

Clear signposting is provided in the Pupil's Book footers (indicating the lesson number and lesson objective).

The assessment and review features also offer flexibility:

- **Unit reviews** and **self-assessment** in the form of quizzes and games can be found in the following units: 2, 5 and 8)
- **Revision** units at the end of each semester
- **Term tests** at the end of the Revision units
- A **Portfolio** page with instructions about assessing this year's portfolio
- **Portfolio tasks** can be found in the **My Blog** lessons. These tasks will enable the pupils to create a record of their learning

Building solid foundations

Limba modernă. Engleză. Clasa a IV-a has been designed specifically for Romanian primary schools, and with the Romanian educational curriculum in mind, so that linguistic competence develops in line with the pupils' age and cognitive development. This is a syllabus that guarantees solid and progressive language acquisition, while maintaining a balance of skills.

The syllabus has also been developed in line with the Cambridge English: Young Learners language requirements. *Limba modernă. Engleză. Clasa a IV-a* syllabus covers Cambridge English Movers.

Expanding young minds

Limba modernă. Engleză. Clasa a IV-a begins from the premise that the pupils are not just language learners, but explorers in every aspect of their educational development. The course provides a perfect framework for children to develop their creativity and imagination in three ways:

- The development of thinking skills underpins the course methodology and is clearly signposted in purposeful activities. These thinking skills are the building blocks of learning and the activities keep in step with the pupils' increasing maturity through the course.
- Wider thinking through the application of knowledge is encouraged by content and language integrated learning (CLIL), with topic-based material clearly linked with subjects across the curriculum.
- Games and other activities in pairs, groups or as a whole class are designed to improve pupils' memory and concentration skills.

In *Limba modernă. Engleză. Clasa a IV-a*, specific activities develop a range of skills from interpreting pictures to thinking skills such as sequencing, logical reasoning and making inferences. This whole child approach motivates pupils and helps to foster positive values. Children learn to become smart and competent. Multiple intelligences and thinking and learning skills are the essence of the basic competences approach to learning.

Kindling the imagination

From the beginning, *Limba modernă. Engleză. Clasa a IV-a* fuels the imagination, not just through the adventures of The Explorers characters, but also through specific activities. Rounding up the language and contexts of the unit, guided visualisation activities invite the pupils to relax and listen before creating the picture that they saw in their mind, and TPR (total physical response) action sequences enable them to act out a story using simple language.

Fostering positive values

Stories are a highly valuable teaching tool and in addition to the rich linguistic input that they offer, *Limba modernă. Engleză. Clasa a IV-a* also uses stories as a vehicle for the illustration and discussion of values.

The pupils are encouraged through discussion to think about the deeper meaning of the stories, such as the importance of working together, thinking creatively, being observant and counting on others for help.



Methodology

Themes and cross-curricular content

Each unit in *Limba modernă. Engleză. Clasa a IV-a* is organised around a theme connected to the pupils' world. Topic-related language and concepts are presented in an integrated way, enabling pupils to learn and practise language in a unified context. Each odd unit includes one cross-curricular topic (CLIL) in two lessons in which the pupils learn about the world around them. These lessons further develop the unit themes from a different angle and provide conceptually appropriate information from a variety of subject areas, such as Music and Science. In this way *Limba modernă. Engleză. Clasa a IV-a* helps pupils to link their English learning to their learning in other subjects.

Working with stories

Limba modernă. Engleză. Clasa a IV-a begins with a continuation of the storyline from *Limba modernă. Engleză. Clasa a III-a*, at the museum to which Ben and Lucy have donated the statue that they found. Any pupils who have not studied the previous level will meet Ben and Lucy, the Explorers, together with Ben's dog Buster, in the opening unit. The pupils join them in their exciting treasure hunt as they look for the lines of a rhyme which will lead them to some treasure, trying to keep one step ahead of the baddies, Horax and Zelda.

The scene-setting on the opening page of each unit in *Limba modernă. Engleză. Clasa a IV-a* creates anticipation, which encourages the pupils to listen and follow the main story when they reach Lesson 5.

Teachers and pupils also have an opportunity to reflect on the value portrayed by the story.

Songs and chants

As well as providing a welcome change in the class dynamic, songs are an extremely valuable part of the language-learning process at this stage for three reasons:

- The pupils will produce far more language in a song than in any other form of practice activity.
- Through songs, the pupils are producing a series of connected sentences when their spoken work may still only be at the short phrase or sentence stage.
- Songs and chants provide a motivating and social way for children to learn and practise language. They help to fix new language in the child's memory and nurture musical skills associated with rhythm, melody and tone.

Creativity and personalisation



The **Create that!** pages in the Pupil's Book and the **Do that!** pages in the Activity Book (in each even unit) allow the pupils to personalise what they have learnt, thus making the learning more memorable. These lessons bring together the topic and language of the unit in creative ways to encourage the pupils to use their imagination. Guided visualisation is followed up in the Activity Book by TPR (total physical response).

Skills development

Listening

Limba modernă. Engleză. Clasa a IV-a includes a variety of aural comprehension tasks. Pupils listen to mini-dialogues in familiar situations, and longer dialogues and interviews help develop pupils' aural comprehension. Songs, chants and phonics sentences allow pupils to hear the new language in an enjoyable context and to become aware of different features of English pronunciation such as rhythm, stress and intonation.

Speaking

Oral skills are developed in a systematic way in *Limba modernă. Engleză. Clasa a IV-a* with equal emphasis on spoken production and interaction. Spoken production is practised through activities such as playing games with the new words, reciting the chants and singing songs. In addition, pupils interact with each other to complete game-based activities.

Reading and writing

Limba modernă. Engleză. Clasa a IV-a offers controlled reading and writing practice at sentence level, but also enhances pupils' skills with more extensive reading and writing tasks.

The Activity Book exercises in each unit help pupils build up their writing by focusing on individual words as well as sentences. In the **Create that!** pages of the Pupil's Book, pupils draw a picture and then write a short description guided by questions and a model paragraph. In the **Review and culture** pages of the Activity Book, pupils are introduced to authentic-type texts and are encouraged to use them as models in order to produce their own personalised written work.

Pupil's components



Pupil's Book (Manualul)

The Pupil's Book contains:

- An introductory Well done, Explorers! unit (10 pages) which re-introduces the characters Ben, Lucy, Buster the dog and Horax and Zelda, revises the present simple and present continuous and presents numbers 20–100
- Eight core units (10 pages) with an easy-to-use single page lesson format sometimes rounding off with **Review sections** after every three units
- Three festival pages
- A **My portfolio** page describing what this year's portfolio should contain, as well as portfolio assessment and self-assessment criteria
- **Grammar focus section** (pages 115–119) to review core grammar

The units in the Pupil's Book offer:

- An opening scene in contemporary and attractive 3D artwork which establishes the setting of the unit story and also provides a vehicle for the presentation of core vocabulary
- Two grammar lessons with varied presentation and practice activities, including targeted oral production of the new language in a Grammar focus feature
- An engaging song for further language practice
- A story featuring The Explorers characters, illustrating a different value in each unit for class discussion and leading into a phonics focus on specific sounds relevant to Spanish speakers and common sound and spelling patterns in English
- Activities to develop a range of thinking skills

Flexible content includes:

- **Learn and think** Cross-curricular **English for school** lessons, broadening the unit topic in the context of other school subjects, encouraging the pupils to learn and then apply knowledge, and offering an accessible follow-up project
- **Skills** **Skills pages** focusing on speaking, listening and reading skills based on the topic of the unit
- **Create that!** **Creativity** lessons featuring a guided visualisation activity
- **Review pages** featuring a topic-based game, project or quiz
- Two **Revision units** after Unit 3 and after Unit 8 covering and reinforcing the vocabulary and grammar of the preceding units and providing a lot of extra skills work

- Each Revision unit is followed by a **Term test** covering content taught in the previous semester and providing performance descriptors
- **Portfolio** pages enabling pupils to create a record of their learning



Digital Pupil's Book (Manualul digital)

The Digital Pupil's Book complements the printed Pupil's Book and is available for free on the platform

<https://manualedigitaleart.ro/>.

It can be run on a computer, on a tablet or on any other mobile device and offers:

- Full audio content for the course
- Interactive activities and games
- The Pupil's Book stories brought to life with high-quality animation
- Videos that present the new grammar structures in a fun, intuitive way
- Animated Pupil's Book songs



Activity Book (Caietul elevului)

This reinforces the core vocabulary and grammar and consolidates the pupils' skills development by offering:

- Reading and matching puzzles, written practice building from sentence to short paragraph level, listening input and opportunities for oral work
- **Do that!** 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.



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

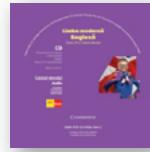
Teacher's components



Teacher's Book (Ghidul profesorului)

Each page of teaching notes features the Pupil's Book and Activity Book pages and in addition:

- Detailed lesson objectives, lists of **new**, actively **recycled** and **receptive** language (some of which may already be familiar but is not required for the task) and any necessary or optional materials
- The basic competences that the pupils will achieve and how they relate to the activities in the Pupil's Book and Activity Book
- Concise and clear instructions and answers for all the Pupil's Book and Activity Book activities
- **Recording scripts** for all the listening activities in the Pupil's Book and Activity Book.
- Additional lesson stages:
 - Warm-up:** ideas for beginning the lesson, recycling language or presenting new language
 - Optional activities:** reinforcement and extension activities, for which any additional materials are listed as optional in the Materials box



Class Audio CD

The full audio content for *Limba modernă. Engleză. Clasa a IV-a* can be found on the platform: <https://manuedigitaleart.ro/biblioteca/art-engleza-4-2021>. This includes the recordings for the Listening sections of the **Term tests**. The Activity Book has its own audio CD for which contains recordings for all the listening activities, as well as songs and audio for the tests.



Tour of a unit

Limba modernă. Engleză. Clasa a IV-a begins with an introductory ten-page *Well done, Explorers!* unit in both the Pupil's Book and the Activity Book. This re-introduces The Explorers characters, revises the present simple and the present continuous and presents numbers 20–100.

There are then eight main units, each with ten lessons. There is a corresponding Activity Book page for each page of the Pupil's Book.

The material is structured in a flexible way to make it suitable for different teaching situations:

- Core lessons 1–6 present and practise new core language, including a song and a story with its follow-up activities.
- Extension Lessons 7–10 either focus on skills work together with creativity, or introduce and develop a CLIL topic.

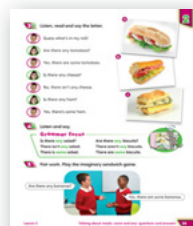
Limba modernă. Engleză. Clasa a IV-a offers three core hours (or two 45-minute lessons) of English a week over 34 weeks in a year. Lessons 1–6 in each unit provide the core material, while the skills, creativity and CLIL pages offer flexibility.



Lesson 1 Vocabulary presentation

The core vocabulary of the unit is presented and contextualised in a colourful illustration which also acts as an introductory scene-setting frame for the story later in the unit.

- The pupils first hear a short dialogue from the opening of the story.
- The pupils listen and look at the picture and then listen again, this time repeating the words.
- The new words are then practised in the form of a simple game.
- The Activity Book offers a wide variety of practice activities, most of which are suitable for homework if necessary.



Lesson 2 Grammar 1

The first of two core grammar points in the unit is presented and practised in Lesson 2, in the topic-based context of the unit.

- In most cases, the pupils first hear or read the language and give a response such as saying the correct number, letter or answer.

- **Grammar focus** There is then a specific oral focus on the new language which can be used for presentation and discussion.
- This is followed by an opportunity to use the language, usually in a game.
- The practice activities in the Activity Book cover both receptive tasks and active production at sentence/text level. They also sometimes include listening.

Lesson 3

Song

The vocabulary and usually the first grammar point of the unit are combined in a song for pupils to join in and sing.



- The pupils first listen to the song, following the words in their Pupil's Books, before joining in.
- There is then a follow-up comprehension activity.
- The practice activities in the Activity Book are varied and sometimes require pupils to read the song in the Pupil's Book again.

Lesson 4 Grammar 2



Lesson 4 introduces the second grammar point for the unit. The range of presentation and practice activities is similar to Lesson 2, including Grammar focus.

Lessons 5 and 6

These lessons feature the main story of the unit which was introduced in Lesson 1, bringing the unit context, vocabulary and structures together. The clear and expressive illustrations invite the pupils to follow as they listen, and inspire them



to act out the story with real emotion later in the lesson.

- The teacher's notes first suggest ways of reviewing the characters and the story.
- The story is brought off the page with clear character voices and sound effects to help pupils to follow the action.
- The **Reinforcement activity** in Lesson 5 is usually a role play in groups to practise the story.
- The optional **Extension activity** in Lesson 5 is often

a discussion of the value in the story, relating it to examples in the pupils' own lives.

- Lesson 6 exploits the story in more depth and features a **Phonics focus**, which practises sounds in English which are particularly relevant to Spanish speakers, together with common sound and spelling patterns in English. A memorable cartoon helps the pupils to associate the sentence visually with its meaning.
- A follow-up comprehension activity encourages pupils to think about the story in more detail or check their understanding.
- The teaching notes, either as a core task or as Extension, guide a discussion of the value illustrated in the story. The pupils are encouraged to think about what the characters do and to relate it to their own lives.
- The Activity Book contains follow-up activities to help pupils remember the story or check comprehension. Pupils also focus on key functional language from the story and do further practice of the Pupil's Book Phonics focus.

Lessons 7 to 10

- Lessons 7 to 10 vary so that they ensure flexibility. Nevertheless, they follow a logical and methodologically efficient sequence. They cover Skills work, Creativity, CLIL, while Lesson 10 is mainly a review lesson containing either a project, a game, a quiz or a portfolio task.



Skills work

This lesson offers topic-based skills work consolidating the language of the unit while developing all four language skills. The particular skills focus is clearly

identified at the foot of each page.

The varied activities include:

- Speaking activities for work in pairs, groups or as a whole class
- Tasks in the style of the Cambridge English: Young Learners tests as a gentle introduction to the exam
- An opportunity to personalise the language of each unit through a speaking activity in the Pupil's Book and a writing activity in the Activity Book



Creativity

This lesson brings together the topic and language of the unit in creative ways to encourage the pupils to use their imagination. Guided visualisation is followed up in the Activity Book by TPR (total physical response).

Create that! Guided visualisation

- The pupils are first encouraged to close their eyes and relax.
- They then hear a voice with soft music in the background, asking questions to fire the pupils' imagination and to encourage them to visualise in their mind.
- After the listening, the pupils draw the picture that they imagined. This activity is to encourage self-expression, so the pupils are encouraged to draw freely, with no sense of 'a right answer'.
- The pupils are then encouraged to write about their picture, with the guidance of questions and a model description, and finally they show and describe their picture to the class.

Do that! TPR action sequences

- The corresponding lesson in the Activity Book involves TPR action sequences.
- The pupils look at pictures and hear a sequence of sentences telling a simple story. They order the pictures and match the sentences to them.
- They consolidate their learning by giving the same sequence of events as instructions for a friend to act out.

Learn and think CLIL



These lessons introduce a topic from another area of the primary school curriculum which is related to the overall unit topic.

This is designed to encourage the pupils to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks including a project.

- The material in these lessons presents words which the pupils use actively, but which are not core vocabulary.
- Through both lessons, the pupils have an opportunity to apply the knowledge, developing their thinking skills.
- A creative project to be done as a whole class, in groups or individually rounds off the work on the topic.
- The corresponding pages in the Activity Book consolidate the work on the topic through a wide variety of activities.

Festivals



Three pages at the back of the Pupil's Book introduce three different festivals: Halloween, Christmas and Valentine's Day. Pupils read about the festivals before doing a chant, singing a song or reading a poem related to the topic.

Revision



- The Pupil's Book **Review pages** appear after units 0, 2, 4, 5 and 8. They feature different activity types: quizzes to provide revision in a fun format,

board games to be played in small groups encourage oral production of the language, a portfolio to enable pupils to create a record of their learning.

- The Activity Book **Review and culture** and **Get it right!**

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

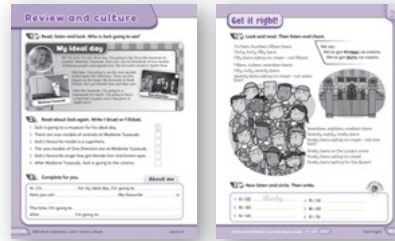
- 2.1. Ask and give information about the classroom, family, address, people, hobbies, routines
- 2.2. Talk about activities in a dialogue
- 2.3. Describe objects, homes

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



pages offer an opportunity for the pupils to review both grammar and vocabulary from the previous three units through a variety of activities. These

double-page spreads gently introduce the pupils to the concept of learning about other cultures through the presentation of an aspect of everyday life in an English-speaking country. The **Get it right!** section focuses on a Romanian-specific language point in a fun chant, as well as offering pupils the opportunity to reflect on their learning through a task reviewing key vocabulary or grammar from the previous three units.

- The **Grammar focus** section at the back of the Pupil's Book can be completed after Lessons 2 and 4 in each unit.

My review

The **My review** section at the back of the Activity Book (pages 104–111) gives pupils the chance to review core language from the unit. This can be used at the end of each unit. Pupils complete a variety of exercises to help them review core vocabulary and grammar.



In the **I can do** section, pupils read a sentence and colour a face to match how well they think they can remember and use the core language. This gives pupils the opportunity to evaluate their own progress and practise saying the core language in pairs.

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, fami lie, 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 igital) sau pe un alt support
- 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

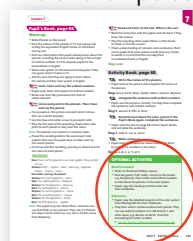
Teaching with Limba modernă. Engleză. Clasa a IV-a

Working with mixed abilities

Limba modernă. Engleză. Clasa a IV-a provides resources to cater for all abilities. The Teacher's Book explains how to combine the activities in the Pupil's Book with the ones in the Activity Book in order to appeal to all types of learners.



In class, you can use less demanding texts and tasks and vary the focus of the skill practised with the corresponding section of the Pupil's Book and the Activity Book. For more able pupils, you can extend the topic or personalise tasks so that pupils can read, write or speak about what they like or their personal experience. For other pupils, think



about including more open-ended activities or tasks with less focus on academic achievement, such as colouring, drawing or games. Relying on cooperative pair-work activities is also a good way of encouraging pupils of differing abilities to work together.

Every lesson in the Teacher's Book closes with an Optional activities box, offering both a **Reinforcement activity** and an **Extension activity**.

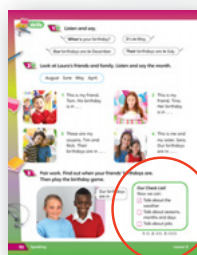
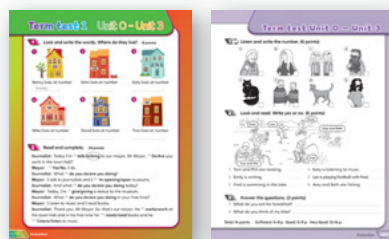
Effective use of L1

With young learners, it is helpful to establish an English-speaking environment as far as is possible. However, there are times when the use of L1 is an effective tool, for example when you need to clarify instructions, when pupils need emotional support, or when more abstract concepts are being discussed, like the values in the stories.

Assessment

Limba modernă. Engleză. Clasa a IV-a provides assessment tools for teachers to evaluate pupils and for pupils to self-evaluate. For teachers, there are three **Review sections** in the Pupil's Book, which include quizzes, games and projects. The corresponding Activity Book pages include a **Review and culture** page and **Get it right!**

In addition, both the Pupil's Book and the Activity Book provide **Term tests** (after every four units) which evaluate the core vocabulary and structures with listening, reading and simple writing activities such as sentence completion. The audio for these can be found in the digital textbook for the Pupil's Book tests and on the audio CD for the Activity Book tests. In both situations, the tests are accompanied by performance descriptors to help teachers and pupils easily assess progress.



Checklists are a good way for pupils to see what progress they've made and for the teacher to observe them. They can be found in the Pupil's Book on pages 47, 92, 99 and 119 and in the Activity Book on pages 15, 24 and 59.

The **My Blog** pages will enable the pupils to revise vocabulary and grammar from the previous units, as well as make a personal account of their learning. At the end of the school year, the pupils will have a portfolio containing personalised records of learning.

For pupils, a **My review** section at the back of the Activity Book (pages 104–111) offers unit language revision, and **I can do** tests pupils' memory of the core language and encourages them to reflect on their learning.

Well Done, Explorers!

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

- statue
- twenty – fifty
- mayor
- photographer
- sixty – one hundred
- band
- journalist

8 Numbers 20 to 100; at town events

Lesson 1

Well Done, Explorers!

1 Look at the pictures and letters. Write the words.

greathophpr routjailns dabn

1 *photographer* 2 _____ 3 _____

ymrao tuatse

4 _____ 5 _____

2 Listen and tick (✓) the box.

- | | |
|---|---|
| a | b |
| | |
- | | |
|---|---|
| a | b |
| | |
- | | |
|-----------|-----------|
| a | b |
| | |
| 90 pieces | 80 pieces |
- | | |
|----------|-----------|
| a | b |
| $6+10=?$ | $60+10=?$ |

3 Look at Activity 2. Circle.

- John lives at number fifteen / fifty.
- There's the number thirteen / thirty bus.
- There are ninety / eighty pieces.
- Sixty / Six and ten make seventy.

6 Numbers 20 to 100; at town events

Lesson 1

Objectives

- to present the core vocabulary (numbers 20 to 100 and at town events)
- to present the characters
- to practise the core vocabulary through a communicative game
- to practise writing the core vocabulary

Language

New language: numbers (21–100), at town events: *statue, mayor, photographer, band, journalist*

Recycled language: numbers 1–20

Receptive language: *well done, welcome, museum*

Materials

Audio tracks, flashcards, digital textbook (optional)

Basic competences

Competence in linguistic communication: Pupils identify and name people and things at town events and numbers 20–100.

Competence in mathematics: Pupils identify numbers in digits and written form.

Social and civic competences: Pupils work together to ask and answer about a picture.

Pupil's Book, page 8

Warm-up

- Write the names *Ben* and *Lucy* on the board.
- Create a word map on the board (referring to page 11) about the characters using key words, e.g. *Explorers*, *treasure*, *give it back to the museum*, *Buster*, *a golden statue*.

Presentation

- Hold up each flashcard in turn. Say the word for pupils to repeat in chorus.
- Pupils look at the picture in the Pupil's Book.
- Use the picture to present the new vocabulary in context.
- Say each word for pupils to repeat. Check understanding.
- Elicit what pupils can see and what they think is happening and confirm the character names.
- Check that they understand *Well done* in the banner above Lucy and Ben.

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

- Pupils look at the numbered words, people and things in the picture.
- Play the recording. Pupils hear an introductory dialogue. They then listen to the numbered words and repeat.

Transcript:

Mayor: Please welcome Mr Davidson from the town museum.

Mr Davidson: Thank you.

Lucy: Mr Davidson, we'd like to give you this statue.

Ben: It's for the museum.

Mr Davidson: Thank you, Ben. Thank you, Lucy. This is a really beautiful statue.

Mayor: Ben, Lucy, the photographer wants to take a photo and the journalist wants to talk to you later.

Mr Davidson: She'd like to write about your adventure.

Mayor: And now, it's food and drink for everyone!

Now say the words.

1 statue, 2 twenty ... thirty ... forty ... fifty, 3 mayor, 4 photographer, 5 sixty ... seventy ... eighty ... ninety ... one hundred, 6 band, 7 journalist

- Play the recording again. Pupils repeat in chorus.
- In pairs, pupils practise pointing to the picture and saying the words.

2 Pair work. Ask and answer.

- Read the example to the class encouraging them to point to the photographer in the picture.
- Pupils work in pairs, taking it in turns to ask and answer.
- Do class feedback by asking individual pupils about each number.

Activity Book, page 6

1 Look at the pictures and letters. Write the words.

- Pupils write the letters in the correct order to make a word using the pictures to help them.

Key: (1) photographer, (2) journalist, (3) band, (4) mayor, (5) statue

2 Listen and tick (✓) the box.

- Pupils listen and tick the correct picture according to the number that they hear.

Transcript:

1 Girl: John lives at number fifty.

2 Boy: There are ninety pieces.

3 Girl: There's the number 13 bus.

4 Boy: Sixty and ten make seventy.

Key: (1) b, (2) a, (3) a, (4) b

3 Look at Activity 2. Circle.

- Pupils read the sentences and circle the correct number.

Key: (1) fifty, (2) ninety, (3) thirteen, (4) Sixty

OPTIONAL ACTIVITIES

Reinforcement

- If relevant, write your flat, house or street number as a number on the board, e.g. 54 and then say it, e.g. *fifty-four*. Explain that this number is part of your address.
- Ask if any child's address includes any numbers from 1–100. Invite them to write the number on the board and help them to say it e.g. *forty-three*. Ask the class to repeat.

Extension

- Pupils write the new vocabulary items in their notebooks. They draw pictures next to each word to help them remember it (e.g. a big gold chain for *mayor*).

Pupil's Book, page 9

Warm-up

- With books closed, copy a word its letters mixed up from AB page 6 Activity 1 onto the board.
- Ask a pair of pupils to come to the board and write the word correctly.
- Repeat with other pairs and the rest of the words.
- Use the wordcards to check spelling.

Presentation

- Say *Ben and Lucy like adventure. Now ask me* and elicit the question *Do you like adventure?*
- Pupils ask and answer around the class. Prompt/Supply the short answers.
- Ask *Does (Eva) like adventure?* and ask pupils to practise this question and the short answers in the same way.
- Write both questions and all four answers on the board.
- Ask various pupils *What do you do in your free time?* Elicit answers. Then continue with open pairs.
- Point to one pupil and ask *What does (Pablo) do in his free time?* Elicit the answer from the class.
- Chain drill the question and answer by asking the pupil who answers to ask another pupil a question.

3 Read the interview with Ben and guess the correct answers. Then listen and check.

- Pupils look at the picture. Elicit what they can see (a journalist is asking Ben some questions).
- Invite volunteers to read out the questions.
- In pairs, pupils predict Ben's answers.
- Play the recording. Pupils check their predictions.
- Play the recording again. Check with the class.

Transcript:

Journalist: Hi, Ben. Can I ask you some questions?

Ben: Sure.

Journalist: You're an explorer- do you like adventure?

Ben: Yes, I do. I love adventure!

Journalist: So do I! Now tell me, what do you do in your free time?

Ben: I ride my bike ... and I go on adventures with my friend Lucy and my dog.

Journalist: Great! So what about Lucy? What does she do in her free time?

Ben: Lucy likes painting.

Journalist: And do you do other things together?

Ben: Yes, we do. We go swimming together. Oh! And we play with Buster.

Journalist: Erm, Buster? Who's that?

Ben: He's my dog. He helps in our adventures.

Journalist: Does Lucy like Buster?

Ben: Yes, she does. Lucy loves Buster. She thinks he's very clever!

Key: 1 a, 2 b, 3 b, 4 a, 5 a

4 Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the questions and answers in pairs.

5 Interview a friend. Find out four new things.

- Brainstorm questions that pupils could ask each other and note them on the board, e.g. *Do you like ... ?*
- In pairs, pupils take it in turns to ask questions until they find out four new things about their friend.
- Pupils report back to the class at the end. They say one thing that they have found out about their partner. Make sure that they use the third person -s on the verb.

Activity Book, page 7

4 Follow the lines. Then write. Use the words from the boxes.

- Pupils match the children with the pictures and write a sentence for each child.

Key: (1 f), 2 c, 3 e, 4 b, 5 a, 6 d

(1 I play football in my free time.) 2 I play the guitar in my free time. 3 I take photos in my free time. 4 We ride our bikes in our free time. 5 I go swimming in my free time. 6 I read my comics in my free time.

5 Look at Activity 4. Play the memory game.

- Pupils play in pairs with one book closed.
- Monitor to make sure that they are using *Does/doesn't*.

OPTIONAL ACTIVITIES

Reinforcement

- Say sentences about characters from the lesson, e.g. *Ben likes reading.*
- If it is true, pupils clap their hands. If it is false, pupils shake their heads.

Extension

- Pupils make a chart with all the information that they found out about Ben and Lucy in the lesson, e.g. *best friend – Lucy, best friend – Ben.*

Grammar focus [PB p115]

1 Say the correct answer.

- Pupils work in pairs saying the correct word.

Key: 1 like, 2 doesn't, 3 goes, 4 don't, 5 play

1 Put the words in order. Answer.

- Pupils say the questions in the correct order.
- Pupils work in pairs to ask the questions and look at the tick or the cross to answer.

Key: 1 Does Silvia play hockey? No, she doesn't. 2 Do you get up at 7 o'clock? Yes, I do. 3 Does David like baseball? Yes, he does. 4 Do they ride their bikes? No, they don't. 5 Does she go swimming? Yes, she does.

1 Listen and sing.

The Explorers!
Here they come.
Lucy and Ben. Adventure and fun.
The Explorers!
Here they are.
Ben and Lucy. Action stars.

Does Ben like adventure?
Yes, he does.
He loves real action
Just like us.

The Explorers! ...
Is Lucy scared of things?
No, she's not.
Does she find much treasure?
Yes, a lot!

The Explorers! ...
Do they like good stories?
Yes, they do.
Here's their next adventure.
You can join in too!

The Explorers! ...

2 Pair work. Ask and answer.
Does Ben like adventure? Yes, he does.

10 Singing for pleasure Lesson 3

1 Listen to the song. Write the words in order.
fun. / Here / they / The / come. / and / stars. / Ben / are. / Here / The / and / Adventure / and / Lucy / Explorers! / Ben. Action / they / Lucy. / Explorers!

The Explorers!

2 Is it Ben or Lucy in the song? Write the sentences on the T-shirts.
I find a lot of treasure. I like adventure.
I love real action. I'm not scared of things.

3 Answer the questions.

Are you an Explorer?

1 Do you like adventure? _____
2 Do you like real action? _____
3 Do you like exciting things? _____
4 Are you scared of things? _____

Key
Q 1-3: yes = 1 point, no = 0 points
Q 4: no = 1 point, yes = 0 points
4 points: You're an excellent Explorer, just like Ben and Lucy.
3 points: You're a good Explorer.
1-2 points: You aren't an Explorer at the moment, but this can change!
0 points: You aren't an Explorer.

8 Song practice Lesson 3

Objectives

- to consolidate the core vocabulary and grammar through a song
- to sing a song for pleasure
- to check comprehension of the song
- to encourage pupil creativity

Language

New language: action, scared of, join in

Recycled language: present simple: positive statements, questions and short answers

Materials

Audio tracks, digital textbook (optional)

Basic competences

Competence in linguistic communication:
Pupils join in with a song.

Cultural awareness and expression:
Pupils sing together as a class.

Sense of initiative and entrepreneurship:
Pupils respond to a quiz with their own ideas.

Pupil's Book, page 10

Warm-up

- Elicit a few example questions to the board, e.g. *Do you read books? Do you go swimming?*
- Give pupils one minute to think about and write their own question on a piece of paper.
- Give pupils three minutes to walk around the classroom asking their question to as many of their classmates as possible, but they should try to remember as many answers as they can.
- Do class feedback by asking individual pupils what they can remember about their friends. Remind them to use the -s on the verb.

1 Listen and sing.

- Pupils look at the picture. Elicit who they can see (Buster, Lucy and Ben). Pre-teach *action*, *scared of* and *join in*.
- Play the recording. Pupils follow the song in their Pupil's Books.
- Play the recording again, pausing after each verse for pupils to repeat. Do this slowly at first and then encourage them to copy the speed and rhythm of the song until they are ready to sing with the track.

2 Pair work. Ask and answer.

- Demonstrate the activity by reading the example in the Pupil's Book.
- Elicit another example asking *Does Lucy find much treasure?* (Yes, she does.)
- Pupils ask and answer in pairs.
- Monitor and help with question forms.
- Do class feedback by eliciting questions and answers in open pairs.

Activity Book, page 8

1 ^{CD}₀₃ Listen to the song. Write the words in order.

- Pupils write the words in the correct order to form the chorus.

Key:

Here they come.
Lucy and Ben. Adventure and fun.
The Explorers!
Here they are.
Ben and Lucy. Action stars.

2 Is it Ben or Lucy in the song? Write the sentences on the T-shirts.

- Pupils write the sentences on the correct T-shirt.

Key: Ben I like adventure. I love real action.

Lucy I find a lot of treasure. I'm not scared of things.

3 Answer the questions.

- Pupils answer the questions about themselves.
- They count their points and read the descriptions.

Key: Pupils' own answers

OPTIONAL ACTIVITIES

Reinforcement

- In pairs, pupils write a new verse for the song, e.g. *Is Lucy really clever? / Yes, of course. / She always finds clues / And the treasure too.*
- They practise singing their new verse in pairs.
- Sing as a class. Each group sings their verse and everyone sings the chorus.

Extension

- Pupils write the song from the Pupil's Book in their notebooks changing the names to their own names and the activities to ones that they like.
- Elicit ideas, e.g. *Does (Felipe) like (swimming)?*
- Pupils take it in turns to sing their own words.

3 Read the questions. Look and say the correct answers.



- | | |
|--|---|
| 1 Are the girls listening to music? | a No, they aren't. They're dancing. |
| 2 Is the boy playing football? | b Yes, he is. |
| 3 Is the mayor talking on the phone? | c No, he isn't. He's looking at a book. |
| 4 Is the journalist talking to a girl? | d Yes, they are. |
| 5 Is the photographer painting? | e Yes, she is. |
| 6 Are the boy and girl having lunch? | f No, he isn't. He's taking a photo. |

4 Listen and say.

Grammar focus

- | | |
|--------------------------------------|-----------------------------------|
| Are you listening to the radio? | Yes, I am. |
| Are Chris and Tina sleeping? | No, they aren't. They're fishing. |
| Is the journalist talking to a girl? | Yes, she is. |
| Is Peter having lunch? | No, he isn't. He's watching TV. |



5 Look at the picture in Activity 3. Play the memory game.

- | | |
|-----------------------------------|------------------------------|
| Are the girls playing the guitar? | No, they aren't. They're ... |
|-----------------------------------|------------------------------|

4 Listen and number. Then complete the sentences.



- | | |
|---|--|
| a | Tim <i>is doing</i> his homework. |
| b | Mary _____ a book. |
| c | Jess and Paul _____ breakfast. |
| d | Mandy _____ on the phone. |
| e | Sophie and Carla _____ in the garden. |
| f | Dave and Michael _____ in the living room. |

5 Put the words in order to make questions. Then write your answers.

- | | | | | |
|---|-------------------------------------|-----------------------------------|---|--------|
| 1 | music you Are listening to | <i>Are you listening to music</i> | ? | _____. |
| 2 | your friend Is writing | | ? | _____. |
| 3 | teacher Is talking the | | ? | _____. |
| 4 | friends Are painting your picture a | | ? | _____. |
| 5 | doing you What are | | ? | _____. |

Objectives

- to revise and practise the present continuous
- to give further practice in the core grammar through writing
- to practise the core grammar through reading
- to give further practice with the core grammar through a speaking activity

Language

- New language:** at town events
- Recycled language:** present continuous: positive statements, questions and answers, free time activities

Materials

Audio tracks, digital textbook (optional)

Basic competences

- Competence in linguistic communication:**
Pupils use the present continuous to ask and answer questions.
- Social and civic competences:**
Pupils work together to play a memory game.