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Limba modernă Engleză

Ghidul profesorului
Clasa a III-a

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Map of the course

Meet The Explorers

Vocabulary Numbers <i>castle, upstairs, downstairs, basement</i>	Grammar <i>Can / can't</i> <i>Have got</i>	Story and value <i>The Old Book</i> Being brave Phonics Short vowel sounds	Skills <ul style="list-style-type: none"> • Speaking • Listening • Reading and writing (AB) 	Basic competences <ul style="list-style-type: none"> • Language • Social and civic • Mathematical, science and technology • Sense of initiative and entrepreneurship • Cultural awareness and expression
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1 Our School

Vocabulary School subjects: English, Geography, Music, I.T., History, Maths, Science, Art, P.E.	Grammar <i>I like listening to (music).</i> <i>He loves / doesn't like learning about (Science).</i>	Story and value <i>Getting Help</i> Being curious Phonics Letter names	CLIL Literature: Fairy Tales Project work: Our Favourite Subjects – conduct a survey and make a bar chart Skills <ul style="list-style-type: none"> • Listening (AB) • Reading and writing (AB) My Scrapbook – Portfolio	Thinking skills <ul style="list-style-type: none"> • Decoding a puzzle • Sequencing • Classifying • Communication • Analysing and making inferences (AB) • Matching (AB) • Logical-mathematical reasoning (AB) 	Basic competences <ul style="list-style-type: none"> • Language • Mathematical, science and technology • Sense of initiative and entrepreneurship • Social and civic • Cultural awareness and expression • Learning to learn
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2 Family and Birthdays

Vocabulary Family members and party words: <i>mother, father, sister, brother, cousin, birthday cake, candles, balloon, party hat, guest</i>	Grammar <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>	Story and value <i>Tidying Up</i> Tidying up Phonics The letter sounds v and b	Skills <ul style="list-style-type: none"> • Reading • Speaking • Reading (AB) • Writing (AB) <p>► Creativity My toys are having a party</p>	Thinking skills <ul style="list-style-type: none"> • Analysing and making inferences • Logical reasoning • Imagining • Interpreting pictures (AB) 	Basic competences <ul style="list-style-type: none"> • Language • Social and civic • Cultural awareness and expression • Mathematical, science and technology • Sense of initiative and entrepreneurship • Learning to learn
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► Review: Meet The Explorers, units 1 and 2

Pupil's Book Quiz time Act out a birthday party	Activity Book Culture: My birthday Get it right!: Prepositions <i>in</i> and <i>on</i>
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3 Our Day

Vocabulary Daily routines: <i>get dressed, get up, go to bed, go to school, have a bath, have breakfast, have dinner, have lunch, play in the park, watch TV</i>	Grammar <i>What's the time?</i> <i>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?</i> <i>Yes, he/she does. / No, he/she doesn't.</i>	Story and value <i>The Golden Apple</i> Perseverance Phonics The sounds /t/ and /a:/	CLIL Social science: I'm healthy! Project: A class survey Project work: Our Jobs at Home – conduct a survey and table Skills <ul style="list-style-type: none"> • Communication My Scrapbook – Portfolio	Thinking skills <ul style="list-style-type: none"> • Making inferences • Sequencing • Reflecting on one's habits • Investigating • Hypothesising (AB) • Logical-mathematical reasoning (AB) 	Basic competences <ul style="list-style-type: none"> • Language • Social and civic • Mathematical, science and technology • Sense of initiative and entrepreneurship • Cultural awareness and expression • Learning to learn
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Revision 1 Unit 0 – Unit 3

Term test 1 Unit 0 – Unit 3

4 By the Sea

Vocabulary Clothes: <i>jeans, hat, T-shirt, cap, shorts, sweater, shirt, goggles, skirt, dress, shoes</i>	Grammar <i>Do you like my hat?</i> <i>Yes, I do./No, I don't.</i> <i>What are you wearing?</i> <i>I'm wearing a red sweater.</i> <i>Are you wearing blue shoes?</i> <i>Yes, I am. / No, I'm not.</i>	Story and value <i>The Trap</i> Asking for help Phonics The letter sounds s and sh	CLIL Art and Maths: Patterns and Symmetry Project: Make a symmetrical fish Skills <ul style="list-style-type: none"> • Reading 	Thinking skills <ul style="list-style-type: none"> • Matching • Interpreting pictures (PB and AB) • Applying previous knowledge • Investigating • Making associations (AB) 	Basic competences <ul style="list-style-type: none"> • Language • Social and civic • Cultural awareness and expression • Mathematical • Science and technology education • Sense of initiative and entrepreneurship • Learning to learn
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► **Review: Units 3, 4**

Pupil's Book

Quiz time

Activity Book

Culture: Where do you live?

Get it right!: *I get up at 7 o'clock.* vs. *He/She gets up at 7 o'clock.*

5 The Market

Vocabulary

Food: *beans, bread, eggs, fish, grapes, lemons, mangoes, potatoes, tomatoes, watermelons*

Grammar

*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.*

Story and value

The Cave
Being resourceful

Phonics

Long vowel sounds

Skills

- Reading
 - Speaking
 - Reading (AB)
 - Writing (AB)
 - Listening (AB)
 - **Creativity**
- My favourite fruit salad
- Review**
The Food Game

Thinking skills

- Making associations
- Matching
- Imagining
- Logical-mathematical reasoning (AB)

Basic competences

- Language
- Social and civic
- Sense of initiative and entrepreneurship
- Cultural awareness and expression
- Learning to learn

6 Around the World with My Family

Vocabulary

Travelling: *Egypt, China, Spain, India, Australia, Turkey, Brazil, flag*

Grammar

*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.*

Story and value

The Final Letters
Showing interest in other cultures

Phonics

The sounds /i:/ and /ɪ/

CLIL

Science: Describing People
Skills

- Speaking
- Reading and writing (AB)

Project work: Holiday time – planning a holiday

My Scrapbook – Portfolio

Thinking skills

- Making inferences
- Finding relevant information
- Applying previous knowledge
- Interpreting pictures (AB)
- Logical reasoning (AB)
- Sequencing (AB)

Basic competences

- Language
- Social and civic
- Cultural awareness and expression
- Sense of initiative and entrepreneurship
- Learning to learn

7 Holiday Plans

Vocabulary

Holidays: *build a tree house, go camping, go hiking, help in the garden, learn to play the guitar, read a comic, take riding lessons, visit my cousins*

Grammar

*Can I/we go (camping)?
Would you like to (go hiking)?
Yes, I would. / No, thank you.
What would you like to do?*

Story and value

The Treasure
Problem-solving

Phonics

The sound /s:/

Skills

- Reading 
- Speaking 
- Listening
- Reading (AB) 
- Writing (AB) 
- **Creativity**
- My holiday

Thinking skills

- Decoding a puzzle
- Logical reasoning
- Analysing and making inferences
- Imagining

Basic competences

- Language
- Social and civic
- Sense of initiative and entrepreneurship
- Mathematical
- Cultural awareness and expression
- Learning to learn

► **Review: Units 5, 6 and 7**

Pupil's Book

Quiz time
The Dressing Game

My Scrapbook – Imagine a Holiday – Portfolio

Activity Book

Culture: Favourite places to visit

Get it right!: *Would you like ... ?* vs. *Do you like ... ?*

Revision 2 Unit 4 – Unit 7

Term test 2 Unit 4 – Unit 7

Festivals

Grammar focus

Picture dictionary

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

1. Understand simple oral messages
 - 1.1. Identify the global meaning of an oral message that has been clearly articulated in a familiar context
 - 1.2. Identify time and numerical quantity (prices, numbers) in an audio message that has been articulated clearly and slowly
 - 1.3. Understand simple age-appropriate oral messages
2. Speak in everyday communication situations
 - 2.1. Ask for and give information about numbers, prices, time
 - 2.2. Take part in everyday conversations about familiar topics
 - 2.3. Describe people/ characters in a simple way
3. Understand simple written messages
 - 3.1. Recognise the significance of symbols typically encountered in everyday situations
 - 3.2. Understand the global meaning of simple texts about familiar topics
 - 3.3. Understand simple familiar messages from friends, peers, teacher
4. Write short, simple messages in everyday communication situations
 - 4.1. Write a birthday card or a holiday card
 - 4.2. Write a simple message to a classmate

1. Receptarea de mesaje orale simple
 - 1.1. Identificarea semnificației globale a unui mesaj oral clar articulat în contexte familiare
 - 1.2. Identificarea orei și a cantității exprimate numeric (prețuri, numere) în cadrul unui mesaj audiat articulat clar și rar
 - 1.3. Manifestarea disponibilității pentru receptarea de mesaje orale simple adecvate vârstei
2. Exprimarea orală în situații de comunicare uzuală
 - 2.1. Cererea și oferirea de informații referitoare la numere, la prețuri, la exprimarea orei
 - 2.2. Participarea la interacțiuni în contexte de necesitate imediată/pe teme familiare
 - 2.3. Descrierea simplă a unei persoane/unui personaj
3. Receptarea de mesaje scrise simple
 - 3.1. Recunoașterea semnificației unor fraze uzuale tipice pentru viața cotidiană
 - 3.2. Identificarea semnificației globale a unui text simplu pe teme familiare
 - 3.3. Descifrarea unor mesaje simple familiare primite de la prieteni, colegi, profesor
4. Redactarea de mesaje simple în situații de comunicare uzuală
 - 4.1. Scrierea unei felicitări de ziua cuiva sau pentru o sărbătoare
 - 4.2. Redactarea unui mesaj simplu către un coleg

Introduction

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

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

Limba modernă. Engleză. Clasa a III-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 III-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 and 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 can be found in the following units: the Starter unit, units 2, 4, 5 and 7
- **Revision units** at the end of each semester
- **Evaluation** at the end of the Revision units
- **A Picture dictionary** with a self-assessment feature at the end of the Pupil's Book
- **Portfolio tasks** can be found in the *My Scrapbook* lessons. These tasks will enable the pupils to create a record of their learning

Building solid foundations

Limba modernă. Engleză. Clasa a III-a has been designed specifically for the Romanian primary schools, and with the Romanian educational curriculum in mind so that linguistic competence develops in line with 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 Cambridge English: Young Learners language requirements. *Limba modernă. Engleză. Clasa a III-a* syllabus covers *Cambridge English Starters*.

Expanding young minds

Limba modernă. Engleză. Clasa a III-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 III-a*, specific activities develop a range of skills from observation to thinking skills such as memory, sequencing, categorising and deciphering codes. 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 III-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 III-a* also uses stories as a vehicle for the illustration and discussion of values.

The pupils are encouraged through discussion and specific Activity Book activities to think about the deeper meaning of the stories, such as the importance of perseverance, asking for help, being resourceful and showing interest in other cultures.



Methodology

Themes and cross-curricular content

Each unit in *Limba modernă. Engleză. Clasa a III-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 Art and Science. In this way *Limba modernă. Engleză. Clasa a III-a* helps pupils to link their English learning to their learning in other subjects.

Working with stories

Limba modernă. Engleză. Clasa a III-a begins in a castle, where the pupils meet Ben and Lucy, The Explorers, and Ben's dog, Buster. The pupils join them in their exciting treasure hunt as they follow the clues and try to keep one step ahead of the baddies, Horax and Zelda.

The scene-setting on the opening page of each unit creates anticipation, which encourages the pupils to listen and follow the main story when they reach Lesson 5. The teaching notes suggest ways of referring back to the initial scene, offering an ideal opportunity to revise the core vocabulary before the story.

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



Create that!

The **Create that!** pages in the Pupil's Book and the **Do that!** pages in the Activity Book 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 III-a includes a variety of oral comprehension tasks. Pupils listen to short dialogues in familiar situations, and longer stories help develop pupils' oral comprehension. Songs, chants and phonics rhymes 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 III-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 III-a caters for reading and writing at a 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 writings.

Pupil's components



Pupil's Book (Manualul)




The Pupil's Book contains:

- An introductory Meet The Explorers unit (10 pages) which introduces the characters Ben, Lucy, Buster the dog and Horax and Zelda and presents and practises numbers 1–20, *can* for ability and *have got*
- Seven core units (10 pages) with an easy-to-use single page lesson format rounding off with **Review sections**
- Three festival pages
- **Grammar focus section** (pages 104–110) to review core grammar
- **Picture dictionary** to review vocabulary and to provide and extra self-assessment opportunities

The Pupil's Book offers:

- 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 Romanian speakers
- 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 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 7 covering and reinforcing the vocabulary and grammar of the four 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
- A full-colour **Picture dictionary** guiding pupils to label the core vocabulary from each unit and to use it in context, providing an additional record of 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, matching and colouring puzzles, written practice at sentence 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 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.

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, new and recycled language, any necessary or optional materials and

the basic competences that the pupils will achieve

- Clear guidance on the basic competences 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 from the previous lesson 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 III-a* can be found on the platform: <https://manualedigitaleart.ro/biblioteca/art-en2-lm-1>. 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 III-a begins with an introductory ten-page Meet The Explorers unit in both the Pupil's Book and the Activity Book. This introduces The Explorers characters and numbers 1–20, *can* for ability and *have got*.

There are then seven 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 III-a offers two 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 usually a discussion of the value in the story, relating it to examples in pupils' own lives.
- Lesson 6 explores the story in more depth and features a

Phonics focus which gradually introduces basic sounds, many of which are particularly relevant to Romanian speakers.

- A follow-up comprehension or Think! activity encourages pupils to think about the story in more detail or check their understanding.
- The teaching notes then guide a discussion in English and L1 (the pupils' own language) of the value illustrated in the story. The pupils are encouraged to think about what the characters say and do and to reflect on what is right (or wrong) about the characters' behaviour.
- 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.
- The **Phonics focus** in both the Pupil's Book and the Activity Book works on specific sounds. A memorable cartoon helps the pupils visually associate the sentence with its meaning. The Teacher's Book provides additional notes on specific L1 errors to watch out for.

Lesson 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 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 put their heads on the desks, 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 (or make) 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.

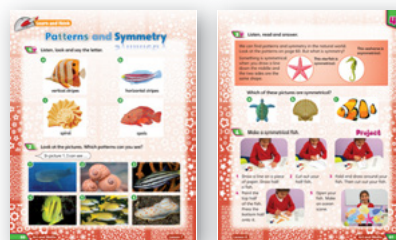


Do that! TPR action sequences

- The corresponding lesson in the Activity Book involves TPR action sequences.
- The pupils look at illustrations 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 and acting out individual instructions with a friend.



Learn and think CLIL



This double-page lesson introduces 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 lesson usually introduces the topic and presents words which the pupils use actively but which are not core vocabulary.
- The pupils then 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

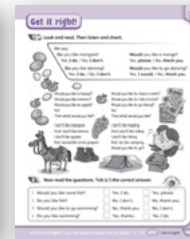


Three pages at the back of the Pupil's Book introduce three different festivals – Christmas, Pancake Day and Mother's Day. Pupils read about the festivals before singing a song, doing a chant or reading a poem related to the topic.

Revision



- The Pupil's Book **Review pages** appear after units 0, 2, 4, 5 and 7. They feature different activity types: board games to be played in small groups encourage oral production of the language and quizzes provide revision in a fun format.



- The Activity Book **Review and culture** and **Get it right!** 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 audio presentation of an aspect of everyday life in an English-speaking country. The **Get it right!** section focuses on specific language points in a fun chant, as well as offering pupils the opportunity to reflect on their learning through a task reviewing key vocabulary from the previous three units.

- The **Grammar focus** section at the back of the Pupil's Book can be completed after each grammar page



My review

The **My review** section at the back of the Activity Book (pages 96–102) 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.

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

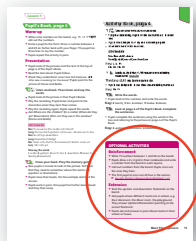
Working with mixed abilities

Limba modernă. Engleză. Clasa a III-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.



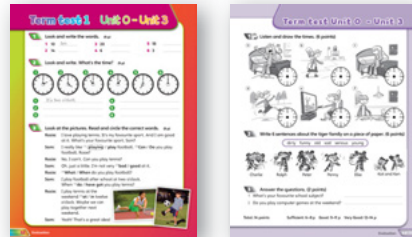
Every lesson in the Teacher's Book closes with an Optional activities box, offering both a **Reinforcement activity** and an **Extension activity**.

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 III-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 27, 72, 89, 91, 107 and 109 and in the Activity Book on pages 15, 25, 45 and 69.

The **My Scrapbook** pages will enable the pupils to 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 96–102) offers unit language revision, and **I can do** tests pupils' memory of the core language and encourages them to reflect on their learning.

Meet The Explorers

Lesson 1

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.

- castle
- upstairs
- one – ten
- downstairs
- eleven – twenty
- basement

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

Where's room 12?

Downstairs.

8 Numbers; castle, upstairs, downstairs, basement

Lesson 1

Meet The Explorers

1 Listen and write the numbers.

2 Look at Activity 1. What are the missing numbers?

3 Write the words.

1	13	<i>thirteen</i>	4	16	_____
2	10	_____	5	12	_____
3	20	_____	6	11	_____

4 Look at page 8 of the Pupil's Book. Complete the sentences.

upstairs castle basement downstairs

- Ben and Lucy are in a castle.
- Rooms 1 to 10 are _____.
- Rooms 11 to 20 are _____.
- There's a _____ in the castle.

6 Numbers; castle, upstairs, downstairs, basement

Lesson 1

Objectives

- to present parts of a castle and numbers
- to present the characters
- to practise the core vocabulary through a communicative game
- to practise writing the core vocabulary

Language

New language: *castle, upstairs, downstairs, basement, numbers 1-20*

Receptive language: *secret, lost treasure*

Materials

Audio tracks, pictures, wordcards, number flashcards, digital textbook (optional)

Basic competences

Language competence: Pupils learn numbers 1–20 and parts of a castle.

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

Mathematical competence: Pupils practise numbers by working out number patterns.

Pupil's Book, page 8

Warm-up

- Teach numbers 1–20 using number flashcards.
- Display the flashcards around the room or against the board.
- Call out numbers. Pupils listen and point to the flashcard numbers.
- Write some numbers on the board, e.g. 19, 13, 7. Pupils call out the numbers.
- Invite a pupil to the front. Draw a number between 1 and 20 on his/her back with your finger. The pupil has three tries to say the number.
- Pupils repeat the activity in pairs.

Presentation

- Pupils look at the pictures and the text at the top of page 8 of the Pupil's Book.
- Read the text aloud. Pupils follow.
- Check they understand *secret* and *lost treasure*. Ask *Who else is looking for the book?* Pupils point to the picture of Horax and Zelda.



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

- Pupils look at the picture in their Pupil's Books.
- Play the recording. Pupils listen and point to the characters when they hear their names.
- Play the recording again. Pupils repeat the words.
- Ask *Where are the children?* (In a castle.) *Where do they go?* (Downstairs.) *Who can they see in the window?* (Horax and Zelda.)

Transcript:

Ben: The book's in this castle. Let's find it!

Lucy: We can start upstairs. Let me see – Rooms one to ten.

Ben: No, let's go downstairs.

Lucy: Downstairs? Really?

Ben: Yeah. Let's start in the basement. Buster, come on!

Lucy: OK. Let's go!

Now say the words.

1 castle, 2 upstairs, 3 one to ten, 4 downstairs, 5 eleven to twenty, 6 basement

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

- Give pupils a minute to look at the picture. Tell them that they need to remember where the rooms are (upstairs or downstairs).
- Pupils close their books. Do the example and elicit the answer.
- Pupils work in pairs. One pupil has his/her book closed and they then swap.

Activity Book, page 6

1  Listen and write the numbers.

- Play the recording. Pupils write the numbers for each line.
- Pupils check in pairs. Play the recording again.
- Check answers with the class.

Transcript:

Two, five, eight, eleven.

Twenty, eighteen, sixteen, fourteen.

Key: 5, 8, 11;
20, 18, 16, 14

2 Look at Activity 1. What are the missing numbers?

Thinking skill: logical-mathematical thinking

- Pupils work in pairs to work out the missing numbers.

Key: 14; 12

3 Write the words.

- Pupils look at the numbers and write the words.

Key: 2 twenty, 3 ten, 4 sixteen, 5 twelve, 6 eleven

4 Look at page 8 of the Pupil's Book. Complete the sentences.

- Pupils complete the sentences using the words in the box and referring to the picture on page 8 of the Pupil's Book.

Key: (1 castle), 2 upstairs, 3 downstairs, 4 basement

OPTIONAL ACTIVITIES

Reinforcement

- Write 15 numbers between 1 and 20 on the board. Pupils draw a 2 x 2 grid in their notebooks and write a number from the board in each square.
- Call out numbers from the board. Pupils cross out the ones they hear.
- The first pupil to cross out all four is the winner.

Extension

- Stick the *upstairs* and *downstairs* flashcards on the board.
- Ask pupils where different rooms are in school, e.g. *their classroom*, *the Music room*, *the playground*. They answer *Upstairs!/Downstairs!* pointing to the correct flashcard.
- Pupils ask and answer in pairs about rooms in their school.

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	✓	✓

Lesson 2

Can / can't 9

5 Look and match.



He can play football.
She can ride a bike.
She can't bounce a ball.
He can't swim.



6 What can they do? Write sentences with can and can't.

	✓	X	✓
	X	✓	✓

Tim
1 He can jump.
2 He can't _____.
3 _____.

Clara
4 She _____.
5 _____.
6 _____.

7 Write about yourself.

I can _____
I can't _____

Lesson 2

Can / can't 7

Objectives

- to introduce the first core grammar
- to practise the core grammar through a speaking activity
- to review language for actions
- to practise the core grammar through a matching and writing activity and a personalised writing task

Language

New language: can / can't for ability

Recycled language: actions

Materials

Pictures, wordcards, digital textbook (optional)

Basic competences

Language competence: Pupils use can and can't to talk about abilities.

Sense of initiative and entrepreneurship: Pupils write sentences about what they can and can't do.

Pupil's Book, page 9

Warm-up

- Mime actions for pupils to guess, e.g. *ride (a bike), fly (a kite), play (football), jump, bounce a ball.*
- Pupils can guess by saying *You're jumping* or simply *Jump*.
- Pupils can play the game in pairs or groups.

Presentation

- Draw a tick and a cross on the board.
- Draw a bike, a kite and a football.
- Pointing to the tick (and the appropriate picture) say *I can ride a bike, I can fly a kite.* Point to the cross and the football as you say *I can't play football.*
- Point to the pictures and elicit *can/can't* sentences from the pupils.
- Repeat your sentences as necessary to encourage pupils.

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

- Pupils look at the pictures. Read the sentences once. They point to the bike, sandcastle and kite in the pictures as they hear the words.
- In pairs, they take it in turns to read a sentence and say *Ben or Lucy*.
- Elicit the answers in class.

Key: 1 Ben, 2 Lucy, 3 Lucy, 4 Ben

4 Listen and say.

- Play the recording. Pupils listen and repeat in chorus.
- They practise saying the sentences in pairs.

5 Look and make sentences.

- Point to the first tick for Lucy and read the example.
- Point to the cross and elicit *Lucy can't play football.*
- In pairs, pupils take turns to point to a tick/cross and say a sentence with *can/can't*.
- Elicit sentences from the class.

Note: Pupils can also revise questions and short answers with *can* on Pupil's Book page 104.

Key: Lucy can paint. Lucy can't play football. Lucy can swim. Ben can't paint. Ben can play football. Ben can swim.

Activity Book, page 7

5 Look and match.

- Pupils look at the pictures and match them to the *can/can't* sentences.

Key: 2 He can play football. 3 He can't swim. 4 She can't bounce a ball.

6 What can they do? Write sentences with *can* and *can't*.

- Pupils look at the activities and ticks/crosses in the table, and write sentences about the children.

Key: 2 She can't jump. 3 He can't play basketball. 4 She can play basketball. 5 He can swim. 6 She can swim.

7 Write about yourself.

- Pupils write sentences about actions and activities they can and can't do.

OPTIONAL ACTIVITIES

Reinforcement

- Pupils look at PB page 9.
- Say sentences about the characters, e.g. *Ben can ride a bike.*
- If your sentence is true, pupils clap. If it is false, pupils shake their heads.
- Pupils continue the activity in small groups taking turns to say a sentence.

Extension

- Pupils draw a simple 6 x 4 table in their notebooks to do a class survey.
- Down the side they write six activities, e.g. *swim, fly a kite*, etc. Along the top they write *Me* and the names of three pupils.
- They fill the *Me* column with a tick or a cross.
- Then they work with the pupils they've written down in turn. They tell each other what they can do and add ticks/crosses in the table as appropriate.
- Pupils write sentences in their notebooks about their partners, e.g. *Mario can jump. Gabriela can't swim.*

Note: If desired, revise the question and short answers with *can* (see Grammar focus, PB page 104) before this task. Pupils do the survey asking and answering questions.

Grammar focus [PB p104]

1 Say the complete sentences. Use *can* or *can't*.

- Point to the tick in 1 and say *I can bounce a ball*. Point to the cross in 2 and elicit *He can't ride a bike*.
- In pairs, pupils say sentences. Monitor and check.

Key: 1 can, 2 can't, 3 can't, 4 can, 5 can't

1 Say the complete sentences.

- Pupils revise questions and short answers with *can*.
- Do an example with the class. Pupils work in pairs asking a question for their partner to answer referring to the question/answer prompts.
- Invite pairs to ask and answer a question for the whole class.

Key: 1 Can, can, 2 Can, can, 3 Can, can't, 4 Can, can't, 5 Can, can

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.



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! ...

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.



2 Choose words and write a new verse.

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

1 Listen to the song. Number the lines in each verse 1 to 4. Then write Ben or Lucy.

Just like you and me.	In the sea, in the sea.
In the sea, in the sea.	1 He can ride a bike and swim
She's an action star, an action star	Just like you and me.
1 She can skip and paint and swim	He's an action star, an action star

2 Read Louis and Emily's new verses. Write the words.



I can draw and paint
And I like sports a lot.

I can't ⁽¹⁾ *smoke* but I can ⁽²⁾ _____ football!



I can ride a bike
And fly a kite.

I can't ⁽³⁾ _____ but I can ⁽⁴⁾ _____ .
Come and sing with me!



Objectives

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

Language

Recycled language: actions, activities, *can / can't*

Receptive language: *Here they come. Here they are. Action star, In the sea, Just like*

Materials

Pictures, wordcards, digital textbook (optional)

Basic competences

Language competence: Pupils join in with a song.

Cultural awareness and expression: Pupils sing together as a class. They write a new verse for the song and read it out.

Pupil's Book, page 10

Warm-up

- Elicit activities from the previous lesson and write them on the board.
- Mime an example for the class, e.g. *play football badly*. Elicit *You can't play football*. Mime a different activity well to elicit, e.g. *You can swim*.
- Pupils play the game in groups of four using the activities on the board or their own ideas.

1 Listen and sing.

- Pupils look at the picture. Elicit who they can see (Ben and Lucy) and where they are (at the sea). Pre-teach *action star* and *just like you and me*.
- Play the recording. Pupils follow the song in their Pupil's Books.
- Play the recording again, pausing after each verse for pupils to repeat.
- When pupils have learnt the song, practise it with the whole class.

2 Choose words and read out your verse.

- Give an example, e.g. *I can fly a kite and run*.
- Pupils complete their verse in their notebooks with their own ideas. Monitor and help.
- Invite pupils to read out or sing their verse.

Key: Pupils' own answers

Activity Book, page 8

1 Listen to the song. Number the lines in each verse 1 to 4. Then write *Ben* or *Lucy*.

- Pupils order the verses of the song and match them to the correct person.

Key: 4, 2, 3, (1) – Lucy; 2, (1), 4, 3 – Ben

2 Read Louis and Emily's new verses. Write the words.

- Pupils look at the pictures and complete new verses for the song.

Key: (1) snorkel), 2 play, 3 swim, 4 sing

OPTIONAL ACTIVITIES

Reinforcement

- Pupils take turns to sing their own verses from PB Activity 2.

Extension

- Pupils draw a picture to illustrate their verse.
- They show their work in small groups and take turns to sing or read their verse.

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



4 Listen and say.

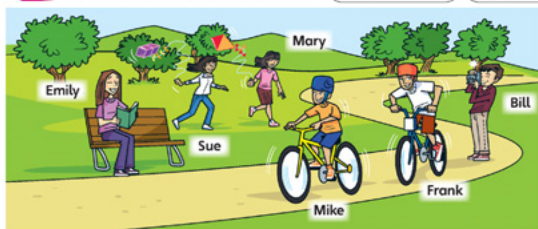
Grammar focus

She's got a dog.
We've got two cats.

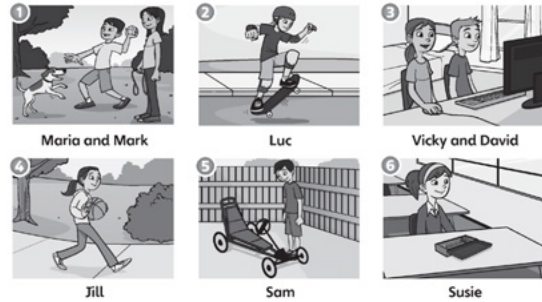
He's got a bike.
They've got a football.



5 Look at the picture. Say and guess. They've got bikes. Mike and ...



3 Look, read and write sentences.



- 1 Maria and Mark *have got* a dog.
- 2 Luc _____ a skateboard.
- 3 Vicky and David _____.
- 4 Jill _____.
- 5 Sam _____.
- 6 Susie _____.

4 Look at the pictures in Activity 3. Answer the questions.

- 1 Has Susie got a pencil case? *Yes, she has.*
- 2 Has Sam got a ball? _____
- 3 Have Vicky and David got a go-kart? _____
- 4 Has Luc got a skateboard? _____
- 5 Have Maria and Mark got a dog? _____
- 6 Has Jill got a computer? _____

Objectives

- to introduce the second core grammar
- to practise the core grammar through listening for specific information

- to give further practice in free time activities with the core grammar through a game
- to give further practice in the core grammar through writing

Language

New language: *have got*

Recycled language: *ball, bike, cat, computer, dog, football, go-kart, kite, skateboard*

Materials

Audio tracks, pieces of paper with words written on (optional), classroom objects, digital textbook (optional)

Basic competences

Language competence: Pupils describe what people in a picture have got.

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