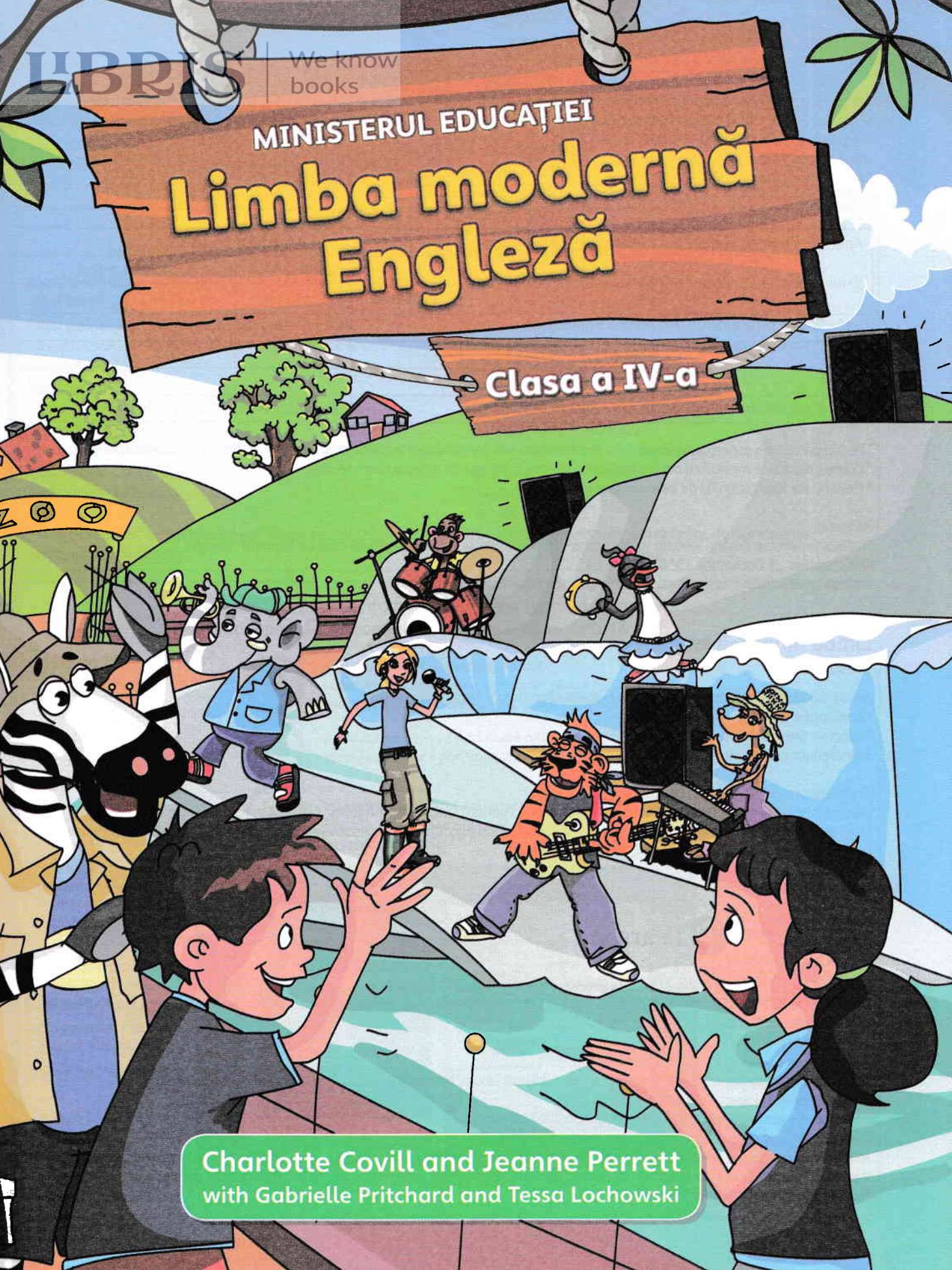


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MINISTERUL EDUCAȚIEI

# Limba modernă Engleză

Clasa a IV-a



Charlotte Covill and Jeanne Perrett  
with Gabrielle Pritchard and Tessa Lochowski

Unit Topic	Page	Vocabulary	Functional grammar	Competences
<b>Welcome!</b>				
Hello, Girls and Boys!	8		<i>Hello/Hi; Welcome to...; How are you? I'm fine, thank you!; My name is...; This is ...; They are...</i>	1.3
Numbers 1–20	10	Numbers 1–20	<i>How many...?</i>	1.3, 2.1
My Classroom	12	School things	<i>How do you spell...?</i>	1.1, 2.1
The School Fair	13		<i>Where is...? in, on, under, next to</i>	2.1
<b>Family • Holidays</b>				
<b>1a</b> He's from Africa	14	Family; Holidays; Countries	<i>I am / You are / He is...</i>	1.1, 1.3, 3.1
<b>1b</b> Are You Hungry?	16	Personality adjectives; Food;	<i>Are you / Is he/she / Are they...? short answers</i>	2.1, 3.1
<b>Skills:</b> I'm from Romania	18	Countries and nationalities		3.1, 3.3, 4.1
<b>2a</b> I've Got a Camera	20	Clothes; Travel things	<i>have/has got</i>	1.3, 2.1, 3.1
<b>2b</b> Have You Got Your Passports?	22	Travel things	<i>Have you got...? Has he/she got...? short answers</i>	1.1, 2.1, 3.1
<b>Story:</b> Snowy	24			1.3, 2.3, 3.1, 4.1
<b>CLIL:</b> Social Science: My E-pals	26			2.1, 3.1, 3.3, 4.1, 4.2
<b>Review / My progress 1</b>	28	Revision / Self-evaluation		<b>Phonics</b> /tʃ/ /dʒ/
<b>Home and Family • Family Habits • Dishes</b>				
<b>3a</b> I'm Cooking	30	Activities at home	<i>I am / He is / We are (cooking).</i>	1.1, 1.3, 2.2, 3.1
<b>3b</b> You Aren't Helping	32	House chores	<i>I'm not / He isn't / They aren't (playing).</i>	2.1, 2.2, 3.1
<b>Skills:</b> My Birthday Party	34			2.1, 2.2, 3.1
<b>4a</b> There Are Some Apples	36	Food	<i>There are some... There aren't any... Are there any...?, short answers</i>	1.3, 2.1, 2.3
<b>4b</b> Is There Any Pizza?	38	Food	<i>There is some... There isn't any... Is there any...?, short answers</i>	1.1, 2.1, 2.3, 3.1
<b>Story:</b> Harry and Greta	40			1.3, 2.2, 3.1
<b>CLIL:</b> Social Science: Other Homes	42	Rooms		2.1, 2.3, 3.1
<b>Review / My Progress 2</b>	44	Revision / Self-evaluation		<b>Phonics</b> /eɪ/
<b>Moments of the Day • Days, Months, Seasons • Weather</b>				
<b>5a</b> He Gets up at Seven O'clock	46	Clock times; Daily routines	<i>He/She/It (cleans).</i>	1.1, 1.3, 2.2, 3.1
<b>5b</b> Does Rob Go to the Zoo Every Day?	48	Days of the week	<i>Does he (go to the zoo) every day? short answers</i>	1.1, 2.2, 3.1
<b>Skills:</b> I Arrive at Twenty to Nine	50			1.1, 2.2, 3.1
<b>6a</b> She Doesn't Like Meat	52	<i>panda, China, leaves, meat, awake, excited</i>	<i>Does he (eat meat)? short answers</i>	1.3, 2.1, 3.1
<b>6b</b> They Always Wake up Early	54	<i>bird, show, wake up, want, early</i> Parts of the day	<i>He always / sometimes / never gets up early.</i>	1.1, 2.2, 3.1
<b>Story:</b> Months and Seasons	56	Months; Seasons; Weather		2.1, 3.1
<b>CLIL:</b> Social Science: Clothes and Weather	58			2.1, 2.3, 3.1

Unit Topic	Page	Vocabulary	Functional grammar	Competences
<b>Review / My Progress 3</b>	60	Revision / Self-evaluation		<b>Phonics</b> /v/ /w/
<b>Attainment Test 1</b>	62	Evaluation		
<b>Community – city and village • Occupations</b>				
<b>7a</b> There's a Town	64	Places in town	<i>There is/are...</i>	1.1, 1.3, 3.1
<b>7b</b> Wait Here. Don't Move	66	Actions	<i>Let's... / Don't...</i>	1.1, 1.2, 3.1
<b>Skills:</b> My Town	68			1.1, 2.2, 3.1, 3.2
<b>8a</b> These Are Crabs	70	Sea animals	<i>This – These</i>	1.1, 1.3, 3.1
<b>8b</b> It's Got Big Teeth	72	Irregular plurals	Spelling rules	2.1, 3.1
<b>Story:</b> A Week in London	74			2.2, 3.1
<b>CLIL:</b> Social Science: Jobs in Our Community	76	Jobs		1.1, 2.1, 3.1, 2.3
<b>Review / My Progress 4</b>	78	Revision / Self-evaluation		<b>Phonics</b> /ʃ/ /tʃ/
<b>Family Holidays • Passions</b>				
<b>9a</b> He Comes Every Morning	80	<i>postman, postcard, parcel, beach</i>	Revision	1.1, 1.3, 3.1
<b>9b</b> Do They Play Basketball?	82	<i>weekend, year, photo album, mountain, ski</i>	Revision	1.1, 2.1, 3.1
<b>Skills:</b> My Holiday Postcards	84			1.1, 2.1, 2.2, 3.1
<b>10a</b> We Want to Visit Ziggy	86	Holiday things	Revision	1.1, 1.3, 3.1
<b>10b</b> Can We Make a Sand Castle?	88	Beach things	Revision	1.1, 2.1, 3.1
<b>Story:</b> Our Beautiful World	90	Nature		2.2, 3.1
<b>CLIL:</b> Science: Environment	92			2.1, 2.3, 3.1
<b>Review / My Progress 5</b>	94	Revision / Self-evaluation		<b>Phonics</b> /e/
Let's Meet Mel	96	Round-up	Round-up	1.1, 3.1, 4.2
<b>Attainment Test 2</b>	98	Evaluation		
Goodbye!	100			1.3
Music Show	102			1.3
<b>Festivals</b>				
Festivals in Britain	104			3.1, 4.1
<b>My Picture Dictionary p.106</b>		<b>Photocopiable pages p.110</b>		

### Competențe generale și specifice din programa școlară:

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. <i>Receptarea de mesaje orale simple</i></li> <li>1.1. Identificarea unor detalii din mesaje simple articulate clar și rar în contexte cunoscute/ previzibile</li> <li>1.2. Urmărirea unor instrucțiuni simple de orientare, în vederea atingerii unui obiectiv</li> <li>1.3. Manifestarea interesului pentru înțelegerea de detalii dintr-o varietate de mesaje orale simple, articulate clar și rar (filme, cântece pentru copii)</li> <li>2. <i>Exprimarea orală în situații de comunicare uzuală</i></li> <li>2.1. Cererea și oferirea de informații referitoare la casă, familie, adresă, persoane, hobby-uri, obiceiuri</li> <li>2.2. Prezentarea unor activități în cadrul unei interacțiuni</li> <li>2.3. Descrierea unor obiecte, a locuinței</li> </ol> | <ol style="list-style-type: none"> <li>3. <i>Receptarea de mesaje scrise simple</i></li> <li>3.1. Identificarea unor detalii din texte simple care conțin informații uzuale</li> <li>3.2. Identificarea unor elemente importante de reperare a unui eveniment pe un afiș (inclusiv afiș digital) sau pe un alt suport</li> <li>3.3. Identificarea datelor cerute pe un formular simplu (nume, prenume, data nașterii, adresa)</li> <li>4. <i>Redactarea de mesaje simple în situații de comunicare uzuală</i></li> <li>4.1. Completarea unui chestionar cu detalii personale (nume, prenume, adresă, vârstă, pasiuni)</li> <li>4.2. Redactarea de mesaje simple despre sine/ despre alții</li> </ol> |
|---|--|

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## Hello, Girls and Boys!

1 Listen and say.

Hello, girls and boys! Welcome to the zoo! My name is Rob and this is my sister, Vicky.

Hello! Look! Here are our friends. They're the animals in the zoo!

I'm fine, thank you, Sally.

How are you, Chatter?

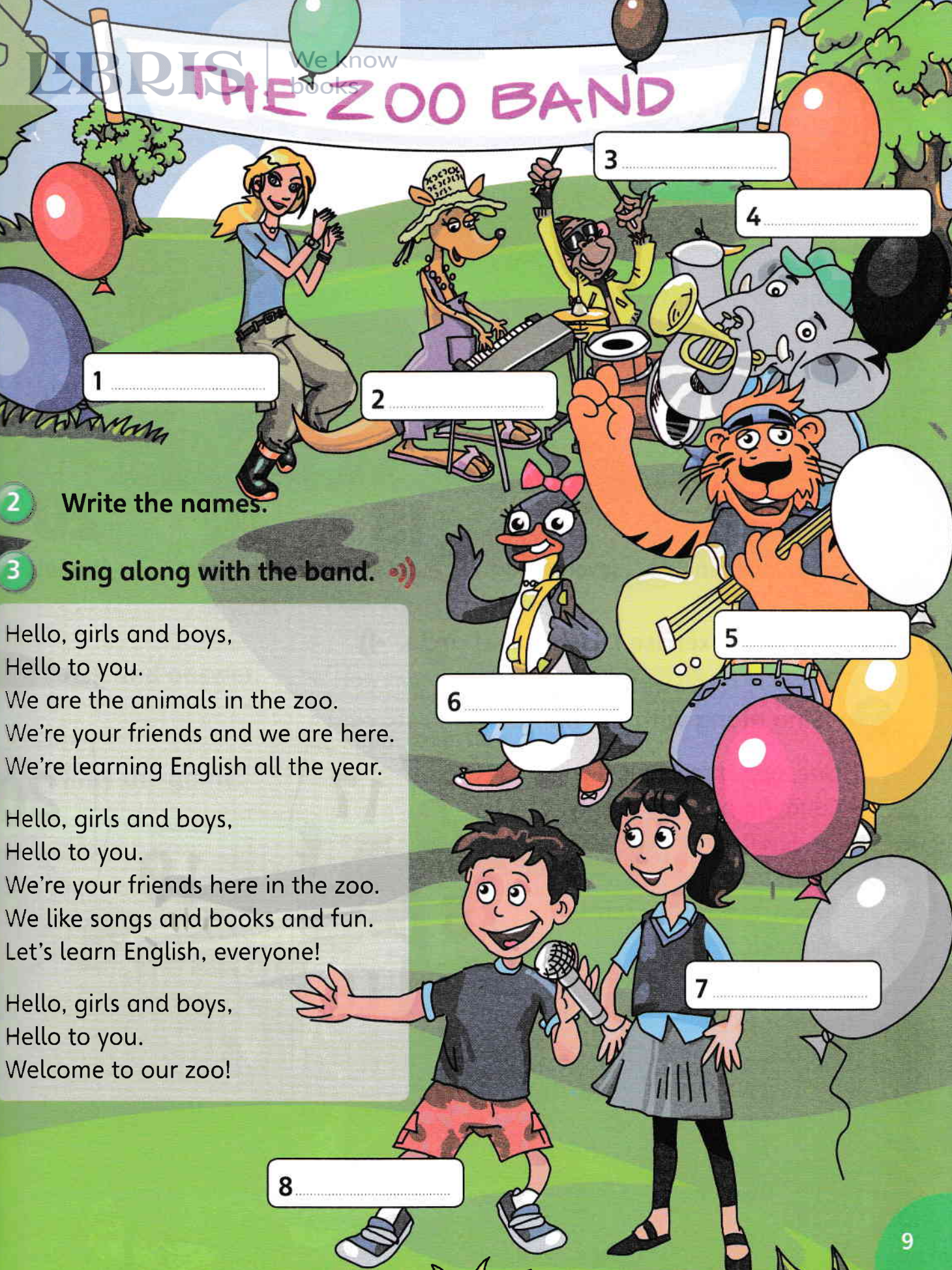
Hello, Tag!

Hi, Trumpet!

Hi, Karla!

Hello, Patty!

# THE ZOO BAND



1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

2

Write the names.

3

Sing along with the band. 

Hello, girls and boys,  
 Hello to you.  
 We are the animals in the zoo.  
 We're your friends and we are here.  
 We're learning English all the year.

Hello, girls and boys,  
 Hello to you.  
 We're your friends here in the zoo.  
 We like songs and books and fun.  
 Let's learn English, everyone!

Hello, girls and boys,  
 Hello to you.  
 Welcome to our zoo!

# Numbers 1-20

1 Listen, point and say. 🎧

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

nine

10

ten

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

19

nineteen

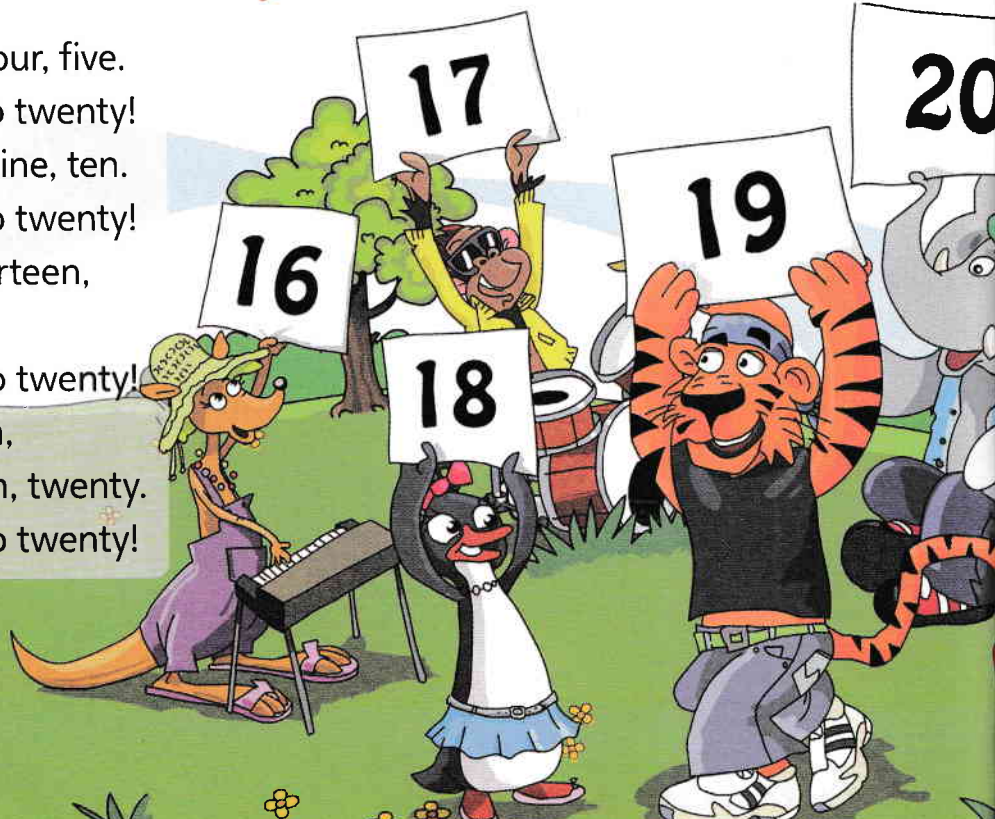
20

twenty

2 Look at exercise 1. Listen and circle. 🎧

3 Sing along with the band! 🎧

One, two, three, four, five.  
Count from one to twenty!  
Six, seven, eight, nine, ten.  
Count from one to twenty!  
Eleven, twelve, thirteen,  
Fourteen, fifteen.  
Count from one to twenty!  
Sixteen, seventeen,  
Eighteen, nineteen, twenty.  
Count from one to twenty!





..... three ..... goats ..... snakes ..... monkeys  
 ..... nests ..... rabbits ..... apples  
 ..... insects ..... flowers

5 **Ask and answer.** How many goats? Three.

Right. Your turn.

6 **Play the game.**

