

UBRIS
We know
books

Limba modernă Engleză

Clasa a III-a



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Topic	Vocabulary	Functional grammar	Competences	
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Competențe generale și specifice din programa școlară:

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

Aims: to learn words for classroom objects; to choose the correct image from a set to illustrate the meaning; to understand a cartoon story – to answer simple questions about the text

Target language: school, desk, bag, pencil case, pen, rubber, notebook, It's a ..., yes/no

Recycled language: apple

Receptive language: Look, Here's your ..., Thank you., in (my bag)

Materials: class audio, vocabulary flashcards / realia for the vocabulary items

Warm-up

- Sing the Colours song.

Review

- Check the homework from the previous lesson.

1 Listen, point and say. Track 10

- Use flashcards or classroom objects to present the target vocabulary. Hold up an item and say the word each time for the children to repeat.
- Ask the children to look at the pictures. Play the recording. The children point to each picture as they listen.
- Play the recording again, pausing after each word for the children to repeat.
- Say one of the target words and ask the children to hold up or point to that item.
- Say the colours of the items in the pictures; the children say the words, e.g. say *red and blue*. The children say *rubber*.

2 Listen and read. Track 11

- Pre-reading: ask the children to look at the story. Ask in L1 *Where are the animals? What has Sally made for the animals?* Elicit the names of the characters they can see. Ask what items they can see from Exercise 1. Ask about colours, e.g. *Is the pencil case purple? (yes). Is the bag yellow? (yes).*
- Play the recording. The children listen and follow the words in their books.
- Play the recording again, pausing after each frame to ask questions, e.g. *What has Rob got in his bag? Where are they in picture 4? (in the School).*
- Play the recording a third time, pausing for the children to repeat as a class.
- Ask some questions in L1 to check understanding, e.g. *Do you like Sally's school? Is it the same as your school?*

3 Read and circle.

- Focus on the first picture. Say *Is it a notebook? No. Is it a desk?* Elicit *Yes*. Ask the children which word is circled in the example (yes).
- Explain that they have to read the sentence, look at the picture and decide if they match. If they do, they circle yes; if not, they circle no.
- To check answers, say the sentences. The children call out the answer. If the answer is *no*, ask *What is it?*

Answers

2 no 3 no 4 yes

Optional activity

Divide the children into groups and allocate roles. Play the recording. The children repeat their character's lines. Encourage them to mimic their character's voice and mime appropriate actions. Let them practise, then invite groups to act out the story in front of the class.

Homework

Activity Book, p. 8

1a It's a School

1 Listen, point and say.

school

desk

bag

pencil case

pen

rubber

notebook

2 Listen and read.

3 Read and circle.

1 It's a desk.

yes / no

2 It's a pencil.

yes / no

3 It's a rubber.

yes / no

4 It's a bag.

yes / no

STRUCTURE

Aims: to learn the use of *a* and *an* with nouns; to listen to a conversation and choose the correct choice in a presented set of images; to manifest reception of thematically and linguistically age-adequate songs

Target language: *What's this?, It's a/an ...*

Recycled language: classroom objects; *apple, elephant, insect, octopus, umbrella*

Materials: class audio

Optional activity

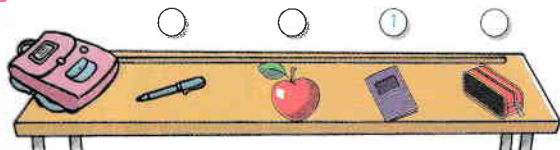
Ask the children to write one of the words from exercise 1 in their notebook. Call out the words at random. When children hear their word, they stand up.

4 Let's learn! Listen and say. Track 12

- Ask the children who they can see in the pictures.
- Play the recording twice. The children follow in their books and repeat as a class.
- Write *It's a ...* on the board. Hold up a pen and ask *What's this?* Elicit *It's a pen.* Repeat with *bag, desk, ruler, rubber.*
- Write *It's an ...* on the board. Write *apple, elephant, insect, octopus and umbrella.*
- Ask the class to call out the letters on Tag's umbrella. Explain that we use *an* when the next word starts with *a, e, i, o* or *u.*



5 Listen and number. Then circle.



- 1 What's this? It's a notebook / rubber. 3 What's this? It's a notebook / pen.
2 What's this? It's a rubber / pencil case. 4 What's this? It's an apple / umbrella.

6 Write a or an.

- 1 It's a bag. 3 It's a elephant.
2 It's a octopus. 4 It's a desk.

7 Sing along with the band!

What's this? What is this?
What's this in my bag?
What's this? What is this?
What's this in my bag?
What's this? It's a pencil.
A pencil and a pen.
A pencil, a rubber, a book and a pen.
A pencil, a rubber, a book and a pen.



5 Listen and number. Then circle. Track 13

- Tell the children they are going to hear some questions and answers about classroom objects.
- Play the recording and let the children listen.
- Play the recording again. Pause after each item to allow time for the children to write the correct number.
- Check the children have put the correct numbers by asking *What's number 1?* (a notebook) etc.
- Ask the class to read the question and the correct answer for number 1 (*It's a notebook.*) Tell them to circle the correct answers for 2–4 individually or in pairs.

Audioscript

- 1 What's this? – It's a notebook!
Right. It's a notebook.
2 What's this? – It's a pencil case.
Right. It's a pencil case.
3 What's this? – It's a pen!
Right. It's a pen.
4 What's this? – It's an apple!
Right. It's an apple.

Answers

2 pencil case 3 pen 4 apple

6 Write a or an.

- Remind the children we use *an* with words starting with *a, e, i, o* or *u.*
- Ask them to read the example, then to do the exercise individually or in pairs.

Answers

2 an 3 an 4 a

7 Sing along with the band!

Track 14 (Track 15 – karaoke)

- Ask the children to look at the picture and tell you who they can see (The Zoo Band).
- Play the recording. The children listen and follow in their books. They can nod their heads to the rhythm.
- Teach the song line by line, using classroom items and mime.
- Play the recording again. The children join in and point to or hold up the appropriate item as they sing.

Round-up

- Walk round the class asking individual children to close their eyes and placing a classroom object (pen, pencil case, rubber, notebook, bag) in their hand. Ask *What's this?* each time and elicit the correct answer.

Homework

Activity Book, p. 9

Aims: to learn classroom language; to choose the correct image from a set to illustrate the meaning; to understand a cartoon story– to answer simple questions about the text

Target language: ruler, chair, board, spell, write, clean, be quiet

Recycled language: What colour is it?, a/an

Receptive language: please, very good

Materials: class audio, vocabulary flashcards

Warm-up

- Sing the song from the previous lesson to review *What's this? It's a...*

Review

- Check the homework from the previous lesson. See the Introduction for guidance on checking homework effectively and revising vocabulary and spelling.

1 Listen, point and say. Track 16

- Use flashcards or classroom objects and mime actions to present the target vocabulary.
- Ask the children to open their books and look at the pictures.
- Play the recording. The children point to each picture as they listen.
- Play the recording again, pausing after each word for the children to repeat.
- Call out the words at random. The children either point the object or mime the action.

2 Listen and read. Track 17

- Pre-reading: Ask the class to look at the story. Ask them who they can see and where they are (in the Zoo school). Talk about each frame of the story. Ask them to find items from exercise 1 and say which frame they are in.
- Play the recording. The children listen and follow the words in their books.
- Play the recording again, pausing after each frame to ask questions, e.g. for frame 3, ask *What's this?* (an octopus) *What colour is it?* (purple).
- Play the recording a third time, pausing for the children to repeat as a class.
- Ask some questions in L1 to check understanding and engage the children. Ask *Are Chatter and Trumpet quiet? Is Sally angry? Can Chatter spell octopus?*

3 Read again and match.

- Ask the children to read the example answer.
- Tell them to match the other words to make sentences. They can find the same words in the story.
- Let the children work individually or in pairs.
- To check answers, say the sentence stems; the children complete the sentences.

Answers

2 c 3 a

Optional activity

Prepare the children to act out the story. Let them practise in their groups. Then invite groups to act out the story in front of the class.

Homework

Activity Book, page 10

1 Listen, point and say.

ruler chair board spell write clean be quiet

2 Listen and read.

What's this?
 It's a chair.
 Yes. Spell 'chair', please.
 C...h...a...i...r

Karla, what's this?
 It's an octopus. It's purple.
 I'm an octopus.

Very good, Patty! Tag, write on the board, please. Write 'ruler'.
 Thank you, Tag. Clean the board, please.

Be quiet, please, Chatter.
 Spell 'octopus!'
 O...k...a...
 No. It's O...c...t...

3 Read again and match.

1 Spell a quiet, please.
 2 Write on b 'ruler', please.
 3 Be c the board, please.

STRUCTURE

We know

Aims: to learn the use of *the* with nouns; to choose the correct choice in a presented set of images; to ask and answer about colour; to participate in role play games to practise spelling

Target language: *What colour is it?, It's (colour), a/an, The*

Recycled language: *What's this? It's a/an ... , classroom objects, colours*

Receptive language: *Spell 'apple', please., Very good!*

Materials: class audio, vocabulary flashcards

Optional activity

Say different classroom words (*pen, pencil case, bag, notebook, ruler, rubber*). The children mime using that object each time.

4 Let's learn! Listen and say. Track 18

- Ask the children to look at the pictures. Play the recording. The children follow in their books.
- Play the recording again and pause after each item. The children repeat as a class.
- Point to the octopus in the picture and ask *What's this?* Elicit *It's an octopus*. Remind them that we use *an* when the next word starts with *a, e, i, o* or *u*.
- Write on the board *It's an octopus. The octopus is purple*. Read the sentences and point to an in the first sentence and The in the second sentence. Explain further in L1 if necessary.

4 Let's learn! Listen and say.



Read and match.

1 It's a bag. 2 It's a notebook. 3 It's an umbrella. 4 It's a pencil case.



It's yellow.



It's pink and blue.

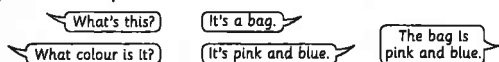


It's red.



It's orange and purple.

Look at the pictures in exercise 5. Point, ask and answer.



7 Play the game.



5 Read and match.

- Focus the children on the example. Say *It's a bag*. The children point to the bag. Ask *What colour is it?* Elicit *It's pink and blue*.
- Ask the children to complete the exercise in pairs. Walk round and help where necessary.

Answers

2 (notebook) It's red. 3 (umbrella) It's orange and purple. 4 (pencil case) It's yellow.

6 Look at the pictures in exercise 5. Point, ask and answer.

- Hold up your book and point to the picture of the bag in exercise 5. Focus attention on the speech bubbles in exercise 6. Model the dialogue with a child. Point to the notebook and ask two children to ask and answer in the same way.
- Ask the children do the exercise in pairs, taking turns to point to the items in exercise 5 and ask each other questions. Walk round and monitor.

7 Play the game.

- Ask the class to chant the alphabet. As they chant, write the letters on the board in order.
- Focus on the photo. Explain that the boy is spelling *apple* and pointing to the letters on the board as he spells.
- Divide the class into two teams, A and B. Hold up flashcards or classroom items. Team members take it in turns to come to the front to spell the word and point to the letters on the board. Teams get a point for each correct spelling. If they make a mistake they don't get a point. The other team has the chance to spell the word and gain an extra point.

Round-up

- Put a collection of classroom items from various children on your desk, making sure they are all different colours. Describe the items by saying what colour(s) they are. The children guess the items.

Homework

Activity Book, page 11

VOCABULARY, READING

Aims: to consolidate vocabulary; to read and understand descriptions of classroom objects; to answer simple questions about the text; to choose the correct choice in a presented set of images

Recycled language: vocabulary and structures from Unit 1, *This is (my) ...*

Receptive language: *Here's ...*

Materials: class audio

Warm-up

- Play *I Spy* with the children. Use classroom objects. Explain that you will say the first letter of something you can see in the classroom and the children must guess what it is.

Review

- Check the homework from the previous lesson. See the Introduction for guidance on checking homework effectively and revising vocabulary and spelling.

1 What can you see in the classroom? Point and say.

- Ask the children to look at the photo in exercise 2. Ask them what it is and elicit that it is a photo of the boy's classroom. Read out the words in exercise 1 slowly. Ask the children to point to the item and repeat the word if they can see that item in the photo, but to sit still if they can't.

2 Listen and read. Then number. Track 19

- Tell the children that they are going to hear the boy talking about his classroom. Play the recording. The children follow the text in their books.
- Play the recording again. Then ask simple comprehension questions, e.g. *What's his name? (Tom) Is the board black? (No, it isn't.) What colour is the notebook? (yellow).*
- The children read the text again and write the numbers in the text according to the photo.

Answers

Here's my desk (6) and here's my chair. (1) This is my bag. It's blue. (5) This is my pencil case. It's black and red. (2) And this is my notebook. It's yellow. (4)

3 Read and match.

- Do the example with the class: read *It's blue.* Ask the children which item is blue (*c, the bag*).
- Give the children time to complete the exercise: they find and write the correct letter.
- Check the answers by inviting different children to read the sentences and asking what the item is each time.
- Point to various items belonging to you and say: *This is my (bag). What colour is it?* Elicit *It's (red).* Invite individual children to do the same with their own things. Let them continue in pairs when they are confident.

Answers
2 a 3 d 4 b

Homework

Activity Book, page 12

Skills My Classroom

1 What can you see in the classroom? Point and say.
board ruler notebook desk bag cat chair pencil case

2 Listen and read. Then number. →

My name is Tom. This is my classroom. Here's the board. It's white. 3 Here's my desk and here's my chair. This is my bag. It's blue. This is my pencil case. It's black and red. And this is my notebook. It's yellow.

3 Read and match.

1 It's blue. c

2 It's white. a

3 It's yellow. d

4 It's black and red. b

LISTENING, SPEAKING, WRITING

Aims: **Listening:** to listen to a conversation and identify pictures from descriptions; **Speaking:** to participate in role play games; **Writing (Activity Book):** to identify full sentences, **What about you?** – write about school things
Recycled language: vocabulary and structures from Unit 1

Materials: class audio, a bag and several classroom objects, cut outs from Pupils' book page 110, *Unit Quiz, I can do this!* and *Language check* worksheets

Optional activity

Secretly put a classroom item into a bag. Give it to a child and ask *What is it?* They feel the item and guess.

4 Listen and circle. Track 20

- Ask the children to look at the first set of pictures. Focus on the differences between the pictures. Ask *What colour is the pencil case in picture A/pencil case in picture B/pencil in picture C?*
- Tell them they are going to hear a teacher and two children talking. They have to listen and circle the picture that matches what they hear.
- Play the recording twice. Pause after each item to allow the children to circle the correct letter.

Audioscript

- 1 Shh! Be quiet, please. Now, what's this? – It's my pencil case.
 Yes. What colour is your pencil case? – It's yellow.
 Yes, very good. It's yellow.
- 2 What's this, Ann? – It's a pencil.
 No. – It's a ruler.
 No! It's a pen! – Oh!
- 3 Ann, write 'school' on the board, please.
 – s – c – o – o – l
 It's s – c – H – o – o – l.
 Very good, Nick. Thank you. Thank you, Ann.

Answers

2 C 3 A

5 Look at exercise 4 and write A, B or C.

- Do the example with the class. Then children do the exercise individually.

Answers

2 B 3 C

Activity Book, page 13, Exercise 3

Circle the sentences. Then count.

- Write the example sentences on the board. Ask how many sentences there are (1). Circle it.
- The children circle the remaining sentences, then count how many there are. (2 – 2; 3 – 3; 4 – 4)
- Ask them to count the total number of sentences (10).

6 Play the game.

- Ask the children to copy and cut out the pictures from Photocopiable page 110 at the back of their Pupils' Book.
- Explain that they are going to colour in the items in one picture. Then they will ask a partner about the colour of his/her items and colour in the second picture accordingly.
- When they are ready, put them in pairs. Model questions and answers as in exercise 6 for the class to repeat.
- Encourage them to take turns to ask and answer a question and colour in the second picture according to the answer. Then let them continue on their own. Help as necessary.

Homework

Activity Book, page 13

Evaluation

- The children are now ready for the *Unit Quiz* for this unit (See the Quizzes and Tests section.) and the *I can do this!* and *Language check* worksheets (Extra Resources).

6 Listen and circle.

1

2

3

5 Look at exercise 4 and write A, B or C.

1 It's green. A

2 It's a ruler. _____

3 Write 'chair' on the board, please. _____

6 Play the game.

19