

LIBRIS We know books

Limba modernă Engleză

Clasa a IV-a



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Competențe generale și specifice din programa școlară:

1. **Receptarea de mesaje orale simple**
 - 1.1. Identificarea unor detalii din mesaje simple articulate clar și rar în contexte cunoscute/ previzibile
 - 1.2. Urmărirea unor instrucțiuni simple de orientare, în vederea atingerii unui obiectiv
 - 1.3. Manifestarea interesului pentru înțelegerea de detalii dintr-o varietate de mesaje orale simple, articulate clar și rar (filme, cântece pentru copii)
2. **Exprimarea orală în situații de comunicare uzuală**
 - 2.1. Cererea și oferirea de informații referitoare la casă, familie, adresă, persoane, hobby-uri, obiceiuri
 - 2.2. Prezentarea unor activități în cadrul unei interacțiuni
 - 2.3. Descrierea unor obiecte, a locuinței
3. **Receptarea de mesaje scrise simple**
 - 3.1. Identificarea unor detalii din texte simple care conțin informații uzuale
 - 3.2. Identificarea unor elemente importante de reperare a unui eveniment pe un afiș (inclusiv afiș digital) sau pe un alt suport
 - 3.3. Identificarea datelor cerute pe un formular simplu (nume, prenume, data nașterii, adresa)
4. **Redactarea de mesaje simple în situații de comunicare uzuală**
 - 4.1. Completarea unui chestionar cu detalii personale (nume, prenume, adresă, vârstă, pasiuni)
 - 4.2. Redactarea de mesaje simple despre sine/ despre alții

Aims: to revise classroom language and classroom objects; to ask and answer about numbers, to mime actions in a simple message (play 'Simon says' with commands)

Target language: numbers 1–20, classroom objects, the alphabet, classroom instructions

Receptive language: *How many...?, How do you spell...?, Simon says...*

Materials: classroom objects

Warm-up

- Review classroom objects and numbers 1–20.
- Count aloud from 1–20 with the class.
- Pick up three books and ask *What are these?* Elicit the answer *books*. Then ask *How many books?* Elicit the answer *three*.
- Repeat with various classroom objects.

Review

- Check the Homework from the previous lesson.

1 Look, count and write. Then ask and answer.

- Ask the children to look at the picture and to tell you who they can see (Rob, Vicky, Trumpet, Tag, Karla, Patty, Chatter, Mr. Light). Ask *Where are Rob and Vicky?* (*in the classroom*).
- Point to a pencil. Ask *What is it?* Point to two books. Ask *What are they?* Repeat with other objects around the classroom.
- Read out the list of objects on the right. Ask the children to find and count how many of each item they can see in the picture. Tell them to write the number next to each object.
- Read out the speech bubbles underneath the list. Check the answers by asking *How many [object]?* and eliciting the answer.
- Now ask children to practise asking and answering about the objects in the picture in pairs, using the speech bubbles to help them.

Answers

14 pencils 6 pens 2 computers 12 books 7 rubbers
4 desks 4 chairs 5 rulers 2 pencil cases 10 crayons

2 Ask and spell.

- Revise the alphabet with the class. Elicit the letters a–z and write them on the board. Say the alphabet aloud with the class. Then point to individual letters and ask the children to say them.
- Hold up a book and read the first speech bubble aloud with the class. Read the second speech bubble; the children repeat.

- Ask the children to practise spelling classroom objects in pairs, using the words from the list in exercise 1.
- Check the answers by asking individual pairs to ask and answer a question.

3 Play the game.

- Tell the class that the children in the photo are playing a game of 'Simon says'.
- Read the speech bubble aloud with the class. Explain that if you say *Simon says* before the instruction, e.g. *Simon says 'Stand up.'*, they must do the action. But if you don't say *Simon says* then they mustn't do the action. If they do the wrong thing then they are out of the game. The winner(s) is the last person remaining at the end of the game.
- Read the instructions in the word star aloud with the class. Ask the children to mime them. Then play the game.

Homework

Activity Book, page 8

My Classroom

1 Look, count and write. Then ask and answer.

3 bags
pencils
pens
computers
books
rubbers
desks
chairs
rulers
pencil cases
crayons

How many bags?
Three.

2 Ask and spell.
How do you spell 'book'? B-O-O-K.

3 Play the game.
Simon says 'Sit down!'.

open your book
be quiet
stand up
close your book
write
read

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The School Fair

We know books

Aims: to revise prepositions of place; to ask and answer about numbers and place; to perform a drawing depending on a heard message (play a drawing dictation)

Target language: *How many ... can you see?, Where's the ...? It's (in, on, under, next to) the table.*

Recycled language: *girls, boys, teacher, police officer, clown, animals, toys, classroom objects, numbers*

Materials: class audio, classroom objects

Warm-up

- Play a game to revise vocabulary for animals and toys. Say a word from one of these categories, e.g. *frog*. Ask the children to continue an animal word chain around the class, e.g. *frog, dog, cat, lion*, etc. See how long they can continue it.

Review

- Check the Homework from the previous lesson.

1 Listen and say. Track 8

- Use classroom objects to revise prepositions of place. Put your pen *on, under, next to* and *in* your bag/pencil case and elicit the prepositions.
- Tell the children to look at the pictures. Read the prepositions aloud with the class. Then ask *Where's Tag?* And elicit the correct answer each time, e.g. *He's (in) the bag.*

- Play the recording. Ask the children to point to each preposition as they hear it.

Audioscript

- Where's Tag? – He's in the bag.
- Where's Tag? – He's on the bag.
- Where's Tag? – He's under the bag.
- Where are Tag and Chatter? – They're next to the bag.

2 Look, read and answer.

- Ask the children to look at the picture and say what they can see. Elicit known vocabulary and structures, e.g. *How many pizzas can you see? Where's the cat?*, etc.
- Read question one and elicit the answer. Then ask the children to work in pairs to answer the remaining questions as quickly as possible. The first pair to put their hands up and answer all the questions correctly wins.
- Check the answers by asking the questions and eliciting the answers.

Answers

2 four 3 six 4 10 5 under the table 6 in the box
7 on the chair 8 next to the police officer

3 Look at exercise 2. Ask and answer.

- Ask the class to tell you more things they can see in the picture in exercise 2, e.g. *tigers, elephants, kangaroos, boys, balls, bikes, computer games, dolls, cars*, etc. Write these words on the board.
- Ask individual children questions about the picture, e.g. *How many boys can you see?* Elicit answers.
- Read the speech bubbles aloud with the class. Then ask the children to work in pairs to ask each other questions about the picture.

Round-up

- Play a drawing dictation game to practise prepositions, e.g. say *Draw a table. Draw a ball under the table. Draw a chair next to the table. Draw a cat on the chair. Draw a hat on the table. Draw a rabbit in the hat.* Children could do this individually, or you could play as a class, asking for volunteers to come and draw on the board.

Homework

Activity Book, page 9

1 Listen and say.

1 in 2 on 3 under 4 next to

2 Look, read and answer.

- How many girls can you see? *five*
- How many lions can you see? _____
- How many robots can you see? _____
- How many frogs can you see? _____
- Where's the cat? _____
- Where are the frogs? _____
- Where's the clown? _____
- Where's the teacher? _____

3 Look at exercise 2. Ask and answer.

How many frogs can you see? *Ten.*

Where's the police officer? *Next to the teacher.*

VOCABULARY

Aims: to understand a cartoon story (to discover characters and some features in a short illustrated story, to answer simple questions about a text, to answer multiple choice based on information in the text); to learn more family and holiday words

Target language: *aunt, uncle, cousin, holiday, airport, Africa*

Recycled language: *noise, mobile phone, friend, zebra, How are you? I'm fine, thank you. Hooray!*

Receptive language: *It's a beautiful day.*

Materials: class audio, vocabulary flashcards

Warm-up

- Introduce the topic of the lesson. Tell the children they are going to meet a friend of the zoo animals. His name is Ziggy and he's from Africa. He's here on holiday with his family. Use the flashcards to teach *holiday, airport* and *Africa*. Ask the children what they know about Africa.
- Draw a family tree on the board to revise family words. Use the flashcards to introduce the new words *aunt, uncle* and *cousin*. Point to the family tree and say, *This is my mum. This is her sister. She's my aunt.*

Review

- Check the homework from the previous lesson.

1 Listen, point and say. Track 9

- Ask the children to open their books and look at the pictures.
- Play the recording. The children point to each word as they listen.
- Play the recording again, pausing after each word for the children to repeat.
- Hold up the flashcards in random order and elicit the words from the class.

2 Listen and read. Track 10

- Pre-reading: Talk about the story with the class. Ask questions about each frame, e.g. *Who can you see in picture 1? Where's Ziggy? Look at picture 3. Who are they? (Ziggy, his aunt, uncle and cousin)*
- Play the recording. Tell the children to follow the story in their books.
- Play the recording again, pausing after each picture to ask more questions, e.g. *Is it a beautiful day? Is it a mobile phone?* etc. Elicit *yes/no* responses.
- Ask the children to find and point to the new words from exercise 1.
- Play the recording a third time, pausing for the children to repeat as a class.

3 Read again and circle.

- Ask the children *Is Ziggy an elephant?* and elicit *no*. Ask *Is Ziggy a zebra?* Elicit *yes*. Say *Circle a zebra.*
- Ask the children to read the sentences, look back at the story, then circle the correct answers.

Answers

2 at the airport 3 on holiday 4 from Africa

Optional activity

Prepare the children to act out the story. Divide them 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. Repeat without playing the recording. Let them practise, then invite groups to act out the story in front of the class.

Homework

Activity Book, page 10

1a He's from Africa

1 Listen, point and say.

aunt uncle cousin holiday airport Africa noise

2 Listen and read.

1 It's a beautiful day! Yes, it is! What's that noise?
It's my mobile phone.

2 Hello? Ziggy! How are you? I'm fine, thank you.

3 I'm at the airport. I'm with my aunt, uncle and cousin.
Ziggy is here on holiday.

4 Hooray! Ziggy is my friend. He's a zebra. He's from Africa!

3 Read again and circle.

1 Ziggy is an elephant / a zebra.
2 He's in Africa / at the airport.
3 He's on holiday / at school.
4 He's from Africa / the zoo.

STRUCTURE

We know
books

Aims: to practise the verb *to be* (affirmative); to choose the correct choice in a set of images based on a heard message; to talk about where people are from; to understand details in children's songs

Target language: *I'm/You're/He's/She's/We're (from) ... , flag, countries, greetings and introductions*

Recycled language: animals, colours

Receptive language: *Let's...*

Materials: class audio, a world map/globe, your country's flag (optional)

Optional activity

Ask the children where Ziggy comes from (Africa). Write the names of the countries from this lesson on the board. Find them on the map/globe.

4 Let's learn! Listen and say. Track 11

- Look at the pictures. Play the recording twice. The children follow the words and repeat as a class.
- Point to yourself and say *I'm a teacher*. Point to the whole class and say *You're pupils*. Point to a boy/girl and say *He's a boy./She's a girl*. Then, gesturing to show the whole class and yourself, say *We're in the classroom*. Repeat the gestures and sentences and ask the class to repeat after you.
- Write on the board: *I am*. Then rub out the *a* and replace it with an apostrophe. Repeat with other short forms.

5 Listen and match. Track 12

- Explain that the children in the pictures are holding the flag of their country. Elicit the colours of each flag.
- Play the recording twice. The children match the correct flag.

Audioscript

Hello, how are you? – I'm fine, thanks.

What's your name? – My name is Anna.

Where are you from, Anna? – I'm from Poland and this is my flag. It's white and red.

Hello, how are you? – I'm fine, thanks.

What's your name? – My name is Bahar.

Where are you from, Bahar? – I'm from Turkey and this is my flag. It's red.

Hello, how are you? – I'm fine, thanks.

What's your name? – My name is Carlos.

Where are you from, Carlos? – I'm from Argentina and this is my flag. It's blue and white.

Answers

2 c 3 b

6 Look at exercise 5. Read, circle and write.

- The children circle the correct country and complete the sentences with colour words to describe the flags.

Answers

1 white 2 Turkey, red 3 Poland, white, red

7 What about you? Write.

- Ask individual children *Where are you from? What colour is your flag?* Elicit *I'm from Romania. My flag is red, yellow and blue*.
- Tell them to complete the sentences in their books.

8 Sing along with the band! Track 13 (Track 14 – karaoke)

- Talk about the picture. Say *Look at Karla the kangaroo. Where's she from? (Australia)*. Repeat for the other animals and children in the picture (Trumpet: Kenya, Tag: India, Karla: Australia, Vicky: England, the other children: France and Greece).
- Play the recording. The children listen, follow in their books and clap along with the rhythm.
- Teach the song line by line, using actions.

Homework

Activity Book, page 11

4 Let's learn! Listen and say.



5 Listen and match.



6 Look at exercise 5. Read, circle and write.

- Carlos is from Argentina / Poland. His flag is blue and white.
- Bahar is from Turkey / Argentina. Her flag is red and white.
- Anna is from Poland / Turkey. Her flag is white and red.

7 What about you? Write.

I'm from My flag is

8 Sing along with the band!

I'm from England,
He's from France,
We're from Greece,
Come on, let's dance,
Play and laugh, boys and girls,
You're the children of the world.
Where are you from?
Where are you from?
Let's all dance and sing this song.
Where are you from? Where are you from?
Let's all dance and sing this song.



VOCABULARY

Aims: to understand a cartoon story (to discover characters and some features in a short illustrated story, to answer simple questions about a text, to answer a true/false questions based on information in the text); to learn more food words and adjectives to describe people

Target language: *England, sauce, cheese, ice cream, shy, tired, hungry*

Recycled language: food, family, holiday

Receptive language: *Welcome to ..., It's nice to meet you.*

Materials: class audio, food pictures (optional)

Warm-up

- Sing the song from the previous lesson. The children act out or dance to the song.
- Ask the children to make sentences about the picture, e.g. *He's a boy., He's an elephant., They're happy., She's from England., etc.*

Review

- Check the homework from the previous lesson.

1 Listen, point and say. Track 15

- Review food words. Ask the children to tell you as many foods as they can. Prompt them with the food pictures if you have any, or draw different foods on the board. Include the food words from the story (spaghetti, ice cream, cheese).
- Act out the adjectives, e.g. say *I'm hungry.* and rub your tummy.
- Do the actions again in a different order and invite children to say *You're hungry.* etc.
- Ask the children to look at the pictures.
- Play the recording. The children point to each word as they listen.
- Play the recording again, pausing after each word for the children to repeat.

2 Listen and read. Track 16

- Talk about the story with the class. Ask questions about each frame, e.g. *Look at picture 1. Where are they? Who can you see in picture 2? (Ziggy, his aunt, uncle and cousin).*
- Play the recording. Tell the children to follow the story in their books.

- Play the recording again, pausing after each picture to ask more questions, e.g. *Is she shy? Are they hungry?* Elicit *yes/no* responses.
- Ask the children to find and point to the new words from exercise 1.
- Play the recording a third time, pausing for the children to repeat as a class.

3 Read again and write yes or no.

- Read out the first statement and invite the class to answer *yes* or *no*.
- Tell the children to read the story again and complete the exercise individually.

Answers

2 no 3 yes 4 yes

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 12

1b Are You Hungry?

1 Listen, point and say.

England sauce cheese ice cream shy tired hungry

2 Listen and read.

1 Hello, Ziggy! Welcome to our zoo!
It's nice to meet you.
Thank you. It's nice to meet you, too.

2 This is my aunt and uncle and this is my cousin.
Is she shy?
She's tired.
No, I'm not.

3 Are you on holiday?
Yes, we are. England and Turkey.

4 Are you hungry? There's spaghetti with sauce, cheese and ice cream.
Yes, we are! Thank you, Sally!

3 Read again and write yes or no.

1 Ziggy is at the airport. **no** 3 Ziggy and his family are on holiday.
2 His cousin is shy. 4 The animals are hungry.

STRUCTURE

We know

Aims: to practise the verb *to be* (negative, Yes/No questions and short answers); to ask and answer about people

Target language: *Are you/they (tired)?, Yes, I/am./Yes, we are./Yes, they are. / No, I'm not./No, we aren't./No, they aren't., Is he/she/it (tired)?, Yes he/she/it is. / No, he/she/it isn't.; She/It isn't., They aren't.*

Recycled language: *animals, hungry, tired, shy, big, small, funny, happy, strong; teacher, dancer, doll, robot, police officer* (Activity book)

Materials: class audio

Optional activity

- Use mime to revise adjectives that the children know. As you mime, ask the children what you are miming, e.g. *Am I tired?* Elicit answers.
- Ask for volunteers to mime adjectives and have the class ask them questions and guess what they are miming.

4 Let's learn! Listen and say. Track 17

- Ask the children to look at the pictures. Say *Tag is a lion. Chatter is a kangaroo. They're tired.* Elicit *yes* or *no*.
- Play the recording twice. The children follow the words in their books and repeat as a class.

- Ask various questions about the children. Point to a child and ask the class *Is he/she a monkey?* Elicit *No, he/she isn't*. Repeat using other pronouns, known adjectives and nouns. Elicit correct short answers.
- Write some prompts on the board, e.g. *shy, tired, kangaroo*. Encourage the children to ask similar questions about other children in the class using these words.

5 Look, read and circle.

- Ask the children to look at the pictures. Ask the first question and elicit the correct answer.
- The children circle the correct answers individually.
- Check the answers.

Answers

2 Yes, he is. 3 No, they aren't. 4 Yes, I am. 5 No, it isn't. 6 Yes, they are.

Optional activity

Put the children in small groups. Ask them to take turns asking and answering *Are you ...?, Is he/she ...?, Am I ...?, and Are we ...?* questions about people in the group.

6 Play the game.

- Explain that the children in the photo are playing a guessing game. Read the speech bubbles aloud.
- Ask pairs of children to choose an animal and mime it. The class asks questions to guess the animal.

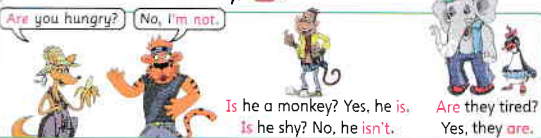
Round-up

- Ask various children to mime an adjective, e.g. *happy, shy*. The other children ask them questions, e.g. *Are you tired?* until they guess correctly.

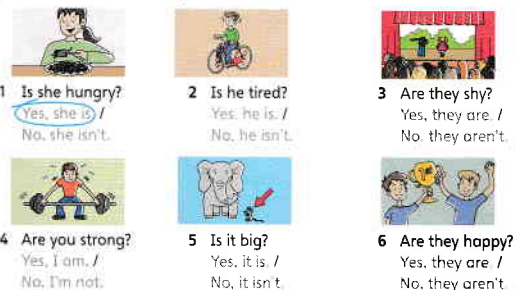
Homework

Activity Book, page 13

4 Let's learn! Listen and say.



5 Look, read and circle.



6 Play the game.

zebra
cat
lion
kangaroo
frog
elephant
monkey
tiger

