Contents

Meet The Explorers (pages 8 – 17)

Vocabulary	Grammar	Story and value	Skills
Numbers *castle*, *upstairs*, *downstairs*, *basement* Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 3.2	*Can / can't* *Have got*	*The Old Book* Being brave **Phonics** Short vowel sounds	Speaking Listening

▶ **Review: The Explorer Game**

1 Our School (pages 18 – 27)

Vocabulary	Grammar	Story and value	CLIL	Thinking skills
School subjects Competences: 1.1, 1.3, 2.2, 3.1, 3.2, 4.2	*I like listening to (music).* *He loves / doesn't like learning about (Science).*	*Getting Help* Being curious **Phonics** Letter names	**Literature:** Fairy Tales **Skills** Communication ▶ **My Scrapbook**	Decoding a puzzle Sequencing Classifying Communication

2 Family and Birthdays (pages 28 – 37)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Family members and party words Competences: 1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2	*Mike is John's uncle.* *Nora is John's aunt.* *The doll's (happy).* *The puppy's (sad).*	*Tidying Up* Tidying up **Phonics** The letter sounds *v* and *b*	Reading Writing ▶ **Creativity**	Analysing and making inferences Logical reasoning Imagining

▶ **Review and self-evaluation: Quiz time** **Act Out a Birthday Party**

3 Our Day (pages 38 – 47)

Vocabulary	Grammar	Story and value	CLIL	Thinking skills
Daily routines Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2	*What's the time? It's (nine) o'clock.* *When do you (have breakfast)?* *At (seven) o'clock.* *He/She (gets up) at (eight) o'clock.* *Does he/she (get up) at (eight) o'clock? Yes, he/she does. /* *No, he/she doesn't.*	*The Golden Apple* Perseverance **Phonics** The sounds /ɪ/ and /aɪ/	**Social science:** I'm Healthy! ▶ **Project:** **Do some research!** **Skills** Communication ▶ **My Scrapbook**	Making inferences Sequencing Reflecting on one's habits Investigating

▶ **Revision 1 Unit 0 – Unit 3 (pages 48 – 51)** **Term test 1 Unit 0 – Unit 3 (pages 52 – 53)**

4 By the Sea (pages 54 – 63)

Vocabulary	Grammar	Story and value	CLIL	Thinking skills
Clothes Competences: 1.1, 1.3, 2.2, 3.1, 3.3, 4.2	*Do you like my hat? Yes, I do. / No, I don't.* *What are you wearing? I'm wearing a red sweater.* *Are you wearing blue shoes? Yes, I am. / No, I'm not.*	*The Trap* Asking for help **Phonics** The letter sounds *s* and *sh*	**Art and Maths:** Patterns and Symmetry ▶ **Project:** **Do some research!** **Skills** Reading	Matching Interpreting pictures Applying previous knowledge Investigating

5 The Market (pages 64 – 73)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Food and shopping Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2	*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.*	*The Cave* Being resourceful **Phonics** Long vowel sounds	Reading Speaking ▶ **Creativity**	Making associations Matching Imagining

▶ **Review: The Food Game**

6 Around the World with My Family (pages 74 – 83)

Vocabulary	Grammar	Story and value	CLIL / Skills	Thinking skills
Travelling Competences: 1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2	*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.*	*The Final Letters* Showing interest in other cultures **Phonics** The sounds /iː/ and /ɪ/	**CLIL** **Science:** We Are All Different **Skills** Speaking ▶ **My Scrapbook**	Making inferences Finding relevant information Applying previous knowledge

7 Holiday Plans (pages 84 – 93)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Holidays Competences: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 4.2	*Can I/we go camping? Can we visit Grandpa?* *Would you like to (go hiking)?* *Yes, I would. / No, thank you.* *What would you like to do?*	*The Treasure* Problem-solving **Phonics** The sound /ɜː/	Reading Speaking Listening ▶ **Creativity**	Logical reasoning Analysing and making inferences Imagining

▶ **Review and self-evaluation: Quiz time** **The Dressing Game**

▶ **Revision 2 Unit 4 – Unit 7** (pages 94 – 97) **Term test 2 Unit 4 – Unit 7** (pages 98 – 99)

Festivals: pages 100 – 103 **Grammar focus:** pages 104 – 110 **My Scrapbook:** page 111 **Picture dictionary:** pages 112 – 119

Do some research!

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

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.

1. castle
2. upstairs
3. one – ten
4. downstairs
5. eleven – twenty
6. basement

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

Where's room 12?

Downstairs.

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.

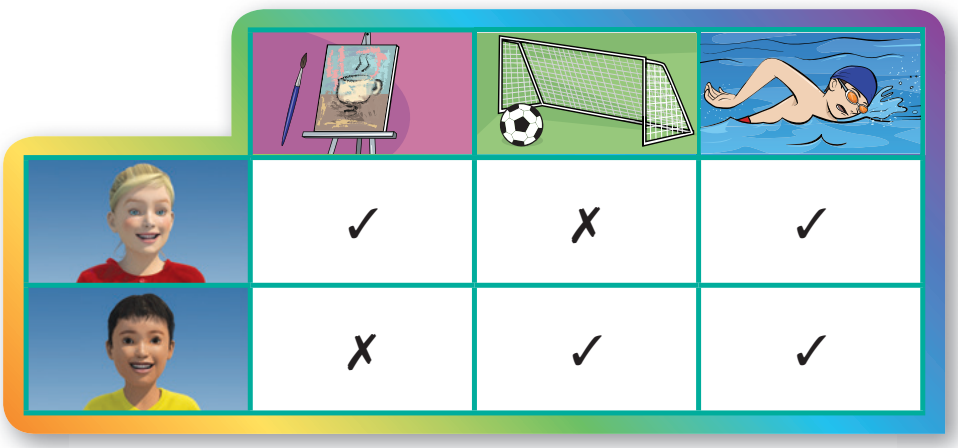
Grammar focus

I can ride a bike.
She can't play football.
They can fly a kite.

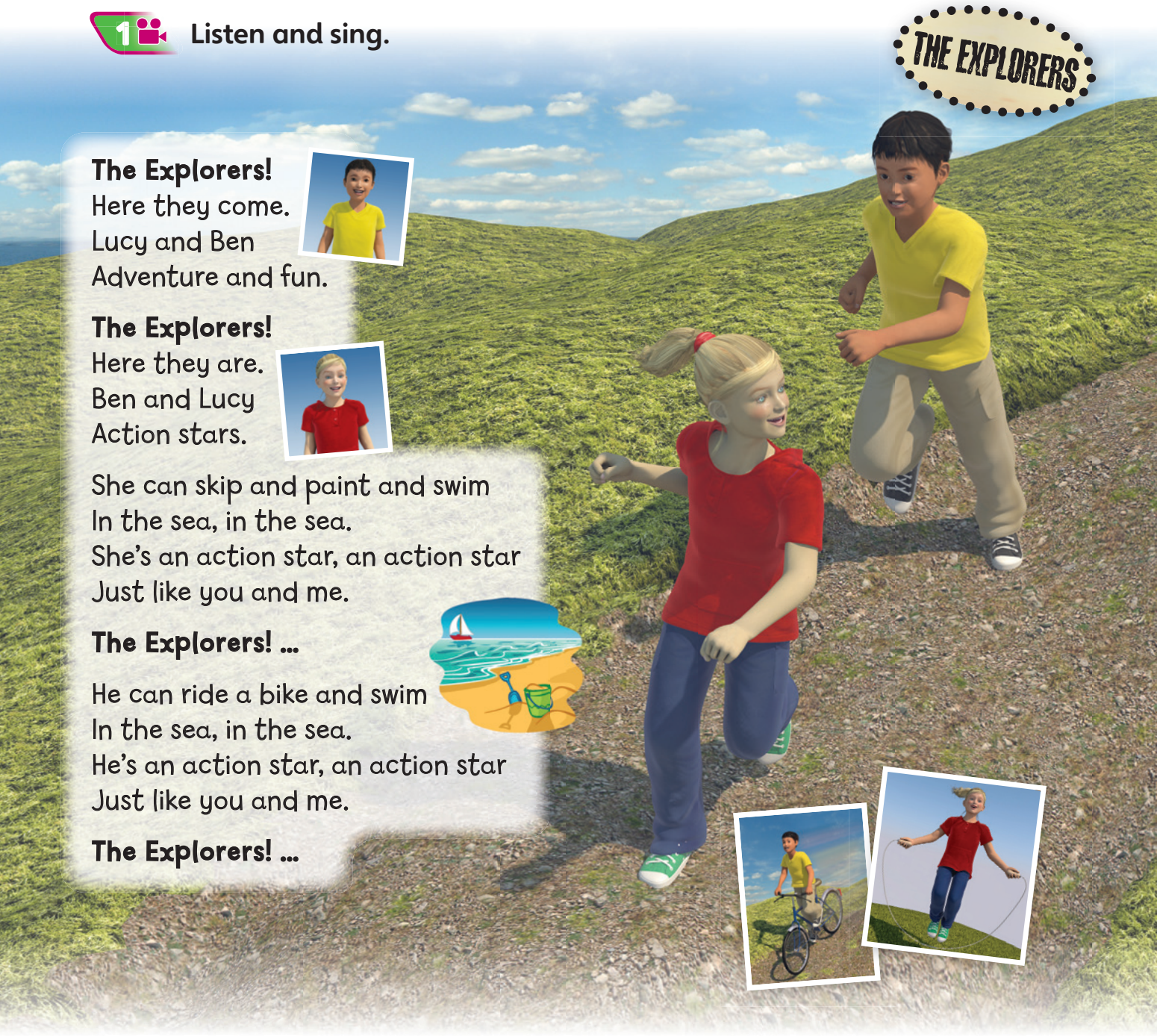


5 Look and make sentences.

Lucy can paint.



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! ...

2 Choose words and write a new verse.

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

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

1 
David

2 
Sandra

3 
Tom and Kim

4 
Daniel and Emma

a 

b 

c 

d 

4 Listen and say.

Grammar focus

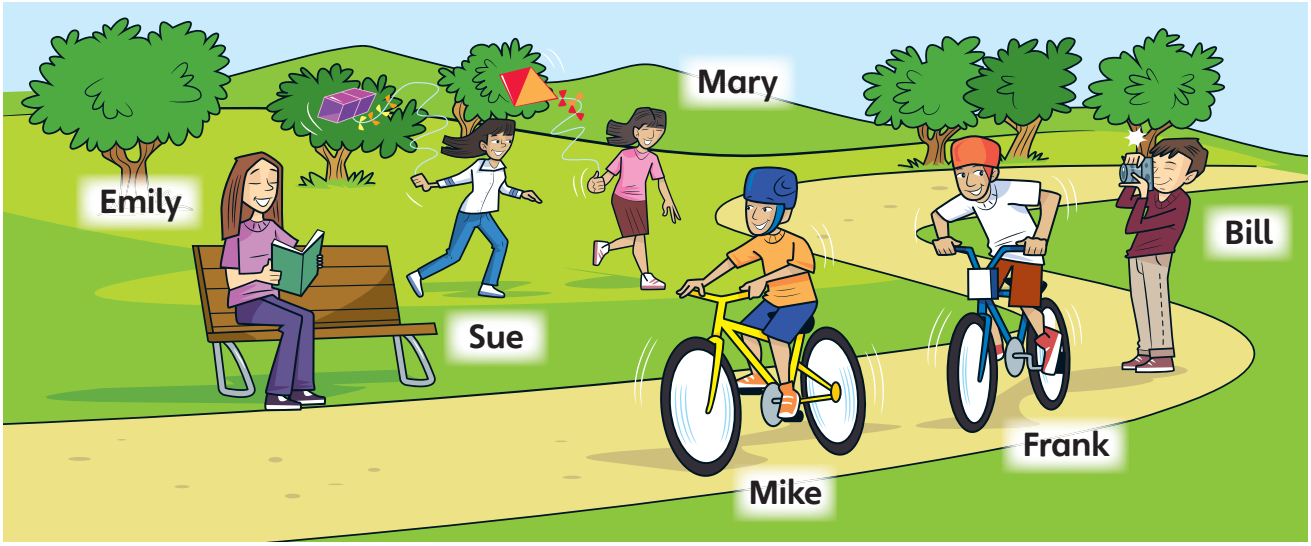
She's got a dog.
We've got two cats.
He's got a bike.
They've got a football.



5 Look at the picture. Say and guess.

They've got bikes.

Mike and …



The Old Book

1



Lucy: What's that?
Ben: It's a door. A secret door.
Lucy: Let's open it. Buster, wait here!

2



Ben: Here's the book!
Zelda: They've got the book, Horax! Let's get them.
Horax: Wait, Zelda!

3



Ben: Let's go.
Horax: Stop there! We want that book.
Ben: Oh no! Who are they?

4



Horax: Give me the book!
Lucy: No, you can't have it!
Horax: Yes, we can!

5



Ben: Good dog, Buster!
Lucy: Quick, Buster!
Ben: Where are those people, Buster?

6



Ben: How can we get the book back?
Lucy: I've got an idea!

7



Horax: Oh no, stop!
Zelda: Go away, silly dog!
Lucy: Help, Buster!

8



Lucy: Run! We've got the book.
Ben: Well done, Buster!

2 Read and say *true* or *false*.

1 There's a secret door in the castle.
2 Ben, Lucy and Buster go to the basement.
3 Ben and Lucy find the old book.
4 Horax and Zelda don't want the book.
5 Buster and The Explorers get the book back.

3 Find who says ...

Let's get them.

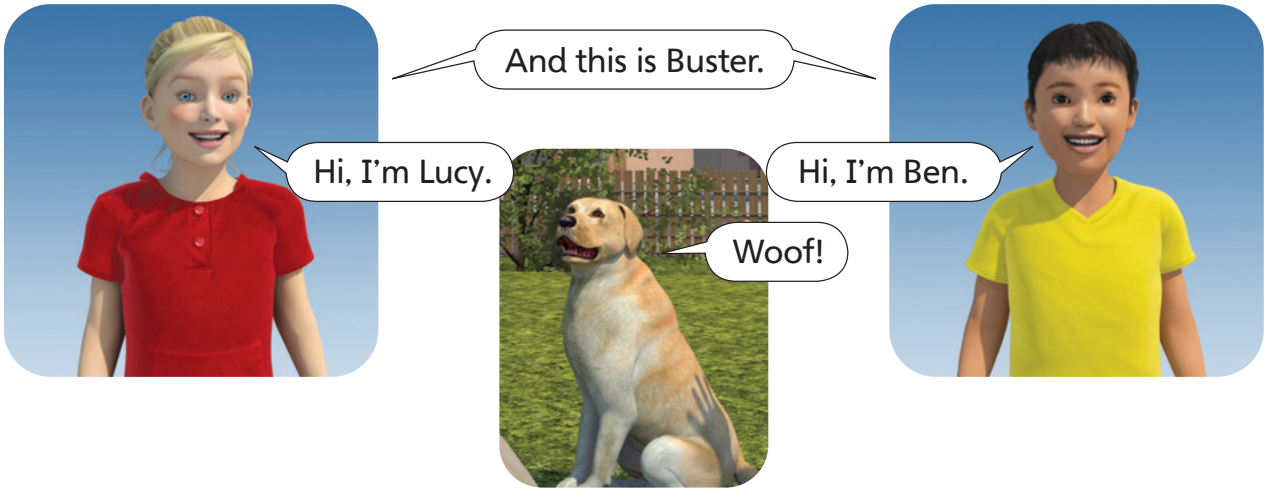
4 Listen and say.



Gus pats his pets a lot.

Skills

1 Read and act out.



2 Pair work. Ask and answer.

What's your name?

I'm Alice.

3 Pair work. Look at the pictures. Point, ask and answer.







Who's this?

This is Zelda.

Skills

1 Listen and write the numbers.

11 12 ~~13~~ 14 15 16 17 18 19 20

1



2



3



4



2 Listen and say.

Have you got a pencil?

Yes, I have. I've got 13 pencils!

No, I haven't.

3 Pair work. Play the guessing game.



Review

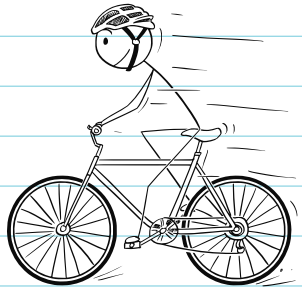
1 **Pair work. What pets have they got? What can their pets do?**



The boy has got a dog. It can jump.

2 **Draw a picture in your notebook. Write, then tell your partner about what you can and can't do.**

I can ride a bike and I can climb a tree, but I can't skip and I can't paint.



The Explorer Game

1 Pair work. Roll the dice and say the numbers.

Extension

