

Ministerul Educației

We know
books

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4

Limba modernă
Engleză
Clasa a IV-a

Contents

We know books

Well Done, Explorers! (pages 8 – 17)

Vocabulary Numbers 20 to 100 At town events Competences: 1.1, 1.3, 2.1, 2.2, 3.1, 4.2	Grammar Free-time activities Talking about activities happening at the moment of speaking	Story and value <i>The Map</i> Working together Phonics Groups of consonants	Skills Reading Writing Listening Speaking ▶ Review – My Blog (portfolio)
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1 His Hair Is Curly (pages 18 – 27)

Vocabulary Physical appearance Competences: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2	Grammar Revision of possession. Describing people Introducing and describing friends	Story and value <i>The Knight</i> Problem-solving Phonics The letter sound ow	CLIL History: Discover Museums Skills Reading Writing Listening ▶ Project: Do some research!	Thinking skills Matching Interpreting pictures Investigating
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2 Eating Out (pages 28 – 37)

Vocabulary Food Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	Grammar Talking about meals; <i>some and any:</i> questions and answers Talking about meals; <i>going to</i>	Story and value <i>At the Restaurant</i> Looking after your possessions Phonics Silent consonants	Skills Reading Speaking ▶ Creativity	Thinking skills Sequencing Finding relevant information Imagining
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Quiz time

In the Pizza Restaurant

3 The Journey (pages 38 – 47)

Vocabulary Personal belongings Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	Grammar Asking for and giving an opinion Position <i>in front of, between,</i> <i>behind, next to</i>	Story and value <i>The Tunnel</i> Thinking creatively Phonics The sound /ea/	CLIL Geography: Directions Skills Speaking	Thinking skills Interpreting pictures Analysing and making inferences
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▶ **Revision 1** Unit 0 – Unit 3 (pages 48 – 51)

Term test 1 Unit 0 – Unit 3 (pages 52 – 53)

4 Our Daily Tasks (pages 54 – 63)

Vocabulary Daily tasks Competences: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2	Grammar Telling the time; moments of the day; habits and routines Talking about routines; <i>before and after</i>	Story and value <i>The Mysterious H</i> Being observant Phonics The sounds /a:/ and /ɔ:/	Skills Listening Speaking ▶ Creativity ▶ Review – My Blog (portfolio)	Thinking skills Interpreting a table Imagining
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5 Look at that Baby! (pages 64–73)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Animals and their babies The home Competences: 1.1, 1.3, 2.1, 2.3, 3.1	Talking about animals <i>Where's / Where are ... ? She's / He's / They're in the ...</i>	<i>The Secret Door</i> Keeping calm Phonics The letter sound ea	Listening Reading Speaking ▶ Creativity	Interpreting pictures Logical reasoning Imagining

Quiz time

Save the Panda Cub

6 Our School (pages 74–83)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
School places Weather Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1	Revision of time and routines Asking and answering about the weather	<i>In the Music Room</i> Having healthy snacks Phonics The sounds /ɜ:/ and /ɔ:/	Reading Speaking Writing CLIL Music: Musical Instruments ▶ Creativity ▶ Project: Do some research!	Matching Logical reasoning Imagining Investigating

7 I'd Like to Be a ... (pages 84–93)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Jobs Competences: 1.1, 1.3, 2.1, 2.3, 3.1, 3.2	<i>Have to</i> <i>Have to:</i> questions and answers	<i>The Trap</i> Counting on others for help Phonics Word stress and /ə/	Speaking Reading Writing CLIL Science: The Solar System	Interpreting a table

8 Holidays at the Seaside (pages 94–103)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Holiday activities Competences: 1.1, 1.3, 2.1, 2.2, 3.1, 3.3, 4.2	<i>Why ... ? Because ...</i>	<i>The Last Line</i> Being altruistic Phonics Unstressed words	Listening Speaking ▶ Creativity	Matching Interpreting pictures Imagining

Quiz time

Who? What? Where?

▶ **Revision 2 Unit 4 – Unit 8 (pages 104–107)**

Term test 2 Unit 4 – Unit 8 (pages 108–109)

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

- | | |
|--|---|
| <ol style="list-style-type: none"> Understand simple oral messages <ol style="list-style-type: none"> 1.1. Identify details in simple messages that have been clearly and slowly articulated in familiar / predictable contexts 1.2. Follow simple directions with the purpose of reaching a goal 1.3. Show interest in understanding details from a variety of oral messages articulated clearly and slowly (movies, children's songs) Speak in everyday communication situations <ol style="list-style-type: none"> 2.1. Ask and give information about the classroom, family, address, people, hobbies, routines 2.2. Talk about activities in a dialogue 2.3. Describe objects, homes Understand simple written messages <ol style="list-style-type: none"> 3.1. Identify details in simple texts which contain everyday information 3.2. Identify specific information regarding an event on a poster (including digital posters) or in other types of material 3.3. Identify specific information in a simple form (name, surname, birthday, address) Write short simple messages in everyday communication situations <ol style="list-style-type: none"> 4.1. Fill in a questionnaire with personal details (name, surname, address, age, hobbies) 4.2. Write simple messages about oneself / about others | <ol style="list-style-type: none"> Receptarea de mesaje orale simple <ol style="list-style-type: none"> 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) Exprimarea orală în situații de comunicare uzuală <ol style="list-style-type: none"> 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 Receptarea de mesaje scrise simple <ol style="list-style-type: none"> 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 support 3.3. Identificarea datelor cerute pe un formular simplu (nume, prenume, data nașterii, adresa) Redactarea de mesaje simple în situații de comunicare uzuală <ol style="list-style-type: none"> 4.1. Completarea unui chestionar cu detalii personale (nume, prenume, adresă, vârstă, pasiuni) 4.2. Redactarea de mesaje simple despre sine/ despre alții |
|--|---|

We know books Well Done, Explorers!

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

1 statue

2 twenty - fifty

3 mayor

4 photographer

5 sixty - one hundred

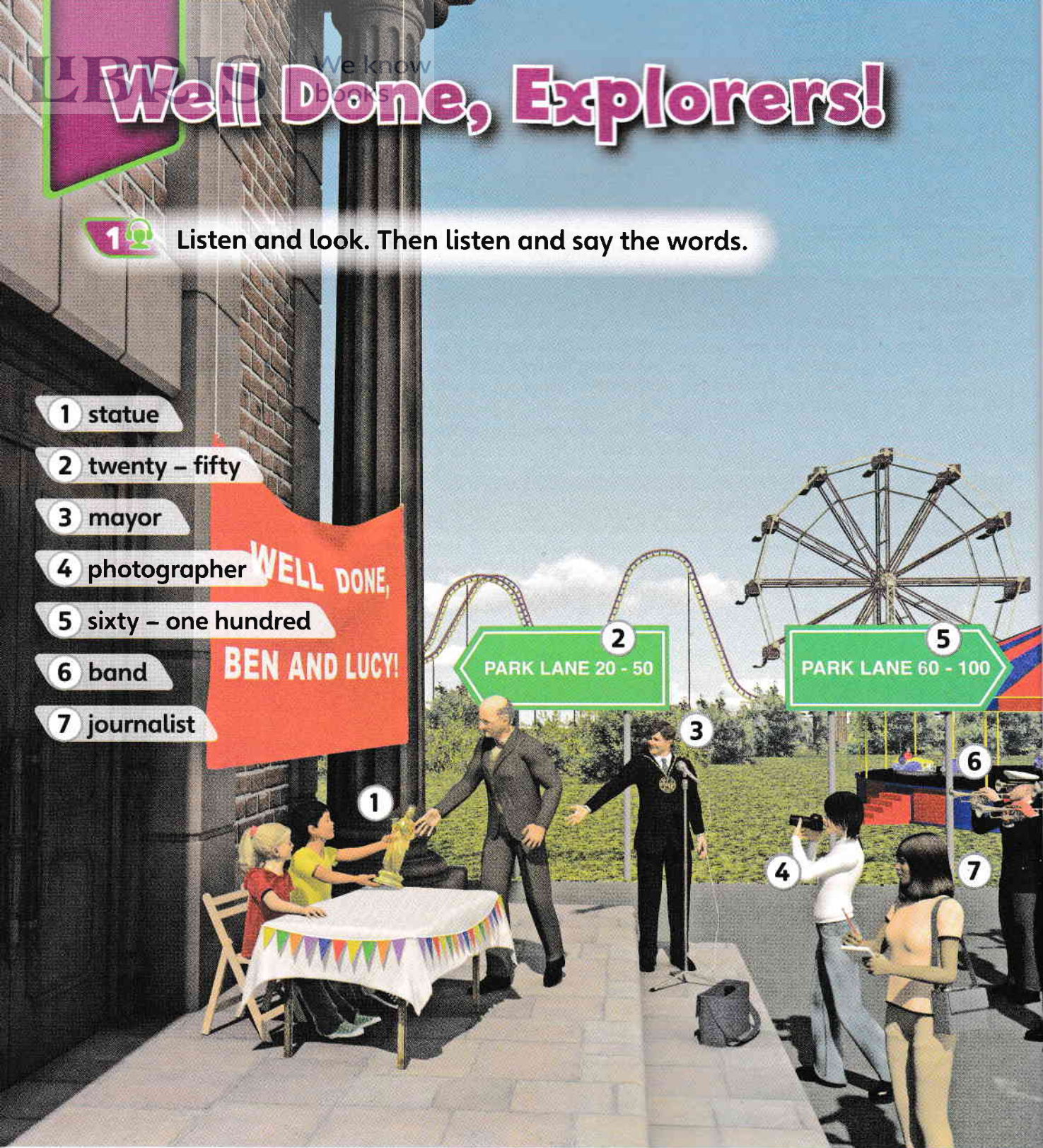
6 band

7 journalist

WELL DONE,
BEN AND LUCY!

PARK LANE 20 - 50

PARK LANE 60 - 100



2 Pair work. Ask and answer.

What's number 4?

It's a photographer.

3  Read the interview with Ben and guess the correct answers. Then listen and check.



- 1 Do you like adventure?
 - a Yes, I do.
 - b No, I don't.
- 2 What do you do in your free time?
 - a I ride my bike and go on adventures with my dog.
 - b I ride my bike and go on adventures with Lucy and my dog.
- 3 What does Lucy do in her free time?
 - a She likes singing.
 - b She likes painting.
- 4 Do you and Lucy do other things together?
 - a Yes, we do.
 - b No, we don't.
- 5 Does Lucy like Buster?
 - a Yes, she does.
 - b No, she doesn't.

4  Listen and say.

Grammar focus

Do you **read** books?

Yes, I **do**. / No, I **don't**.

Does Emma **go swimming**?

Yes, she **does**. / No she **doesn't**.

What **do you do** in your free time?

We **ride** our bikes.

What **does Paul do** in his free time?

He **listens** to music.



5 Interview a friend. Find out four new things.

Do you go to bed at nine o'clock?

No, I don't. I go ...

THE EXPLORERS

The Explorers!

Here they come.
Lucy and Ben. Adventure and fun.
The Explorers!
Here they are.
Ben and Lucy. Action stars.

Does Ben like adventure?
Yes, he does.
He loves real action
Just like us.

The Explorers! ...

Is Lucy scared of things?
No, she's not.
Does she find much treasure?
Yes, a lot!

The Explorers! ...

Do they like good stories?
Yes, they do.
Here's their next adventure.
You can join in too!

The Explorers! ...



2

Pair work. Ask and answer.

Does Ben like adventure?

Yes, he does.

3 Read the questions. Look and say the correct answers.



- | | |
|--|---|
| 1 Are the girls listening to music? | a No, they aren't. They're dancing. |
| 2 Is the boy playing football? | b Yes, he is. |
| 3 Is the mayor talking on the phone? | c No, he isn't. He's looking at a book. |
| 4 Is the journalist talking to a girl? | d Yes, they are. |
| 5 Is the photographer painting? | e Yes, she is. |
| 6 Are the boy and girl having lunch? | f No, he isn't. He's taking a photo. |

4 Listen and say.

Grammar focus

Are you **listening** to the radio?

Yes, I **am**.

Are Chris and Tina **sleeping**?

No, they **aren't**. They're **fishing**.

Is the journalist **talking** to a girl?

Yes, she **is**.

Is Peter **having** lunch?

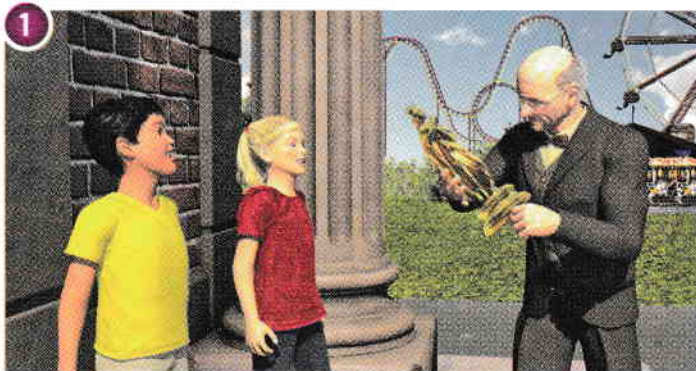
No, he **isn't**. He's **watching** TV.



5 Look at the picture in Activity 3. Play the memory game.

Are the girls playing the guitar?

No, they aren't. They're ...



Mr Davidson: Mmm. It's a beautiful statue.
Lucy: And it's very, very old.
Ben: Yes, it is.



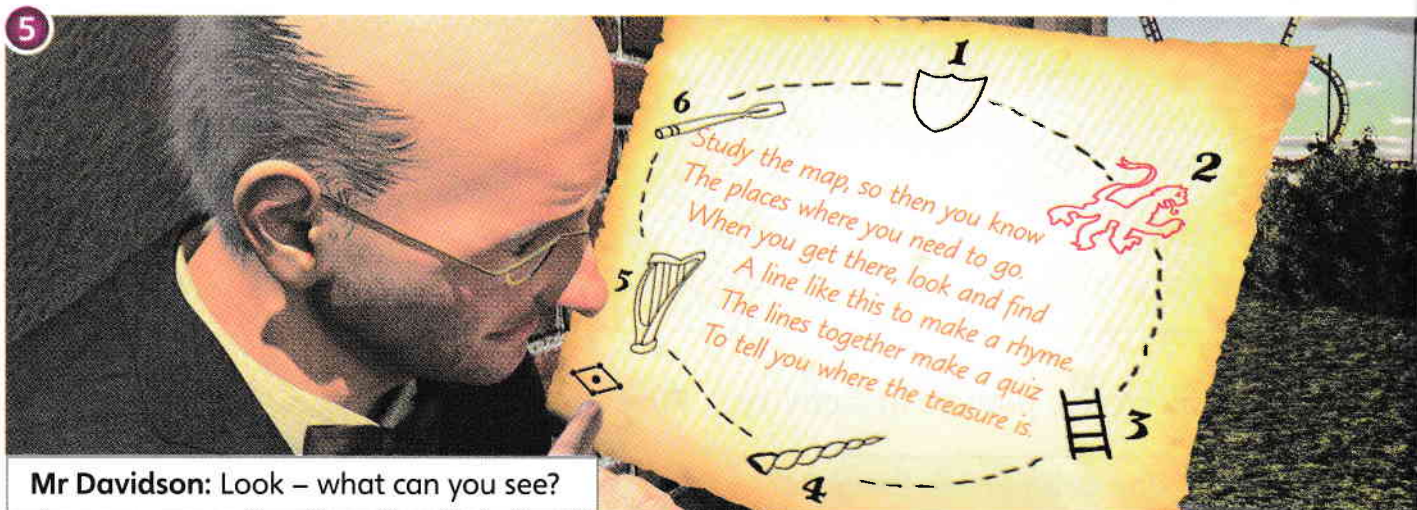
Mr Davidson: This strange symbol here ... I know this ...
Lucy: What is it?
Mr Davidson: That's it! Now I remember. Wait here.



Ben: Mmm. *What does he remember?*
Lucy: And where is he now?
Ben: I think he's in the museum. But what's that symbol?



Mr Davidson: Here you are. Look at this.
Lucy: What is it?
Mr Davidson: A map from the museum.



Mr Davidson: Look – what can you see?

6



Ben: The symbol! It's the same as on the statue.

Mr Davidson: This diamond is the symbol of an old English king. With this map you can find more of his treasure.

7



Horax: Zelda, it's me. The kids have got a treasure map.

Zelda: Let's follow them and find that treasure!

2 Answer the questions.

- 1 What does Mr Davidson find on the statue?
- 2 Where does he go?
- 3 What does he get?
- 4 What can Ben and Lucy find with the map?
- 5 Who is watching them?

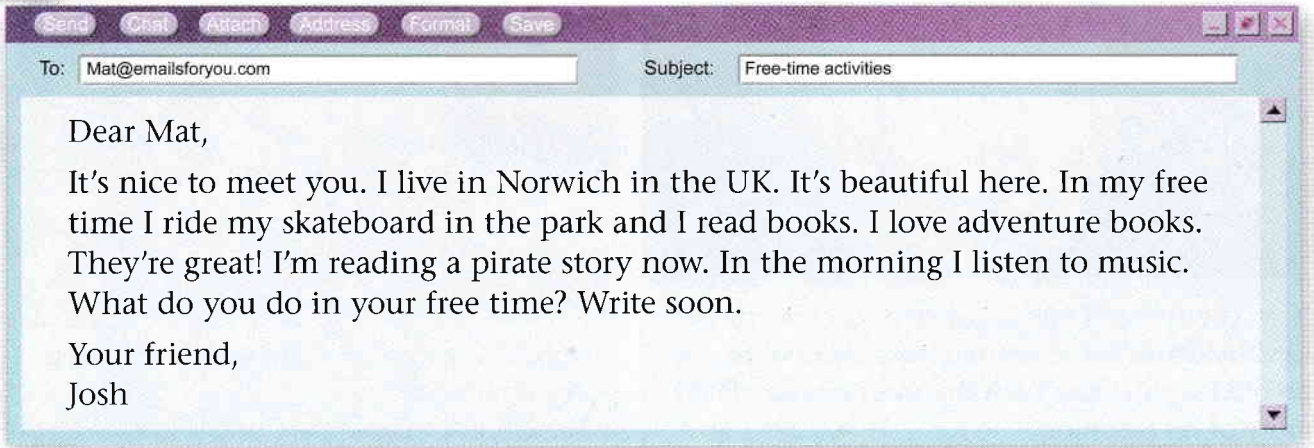
3 Find the **strange** symbol in the story.

4 Listen and say.



They wear **mask**s when they do **test**s on **wasps** with the new **spr**ay.

Read the email. Then answer the questions.



- a Who is the email from?
- b Who is the email for?
- c What does Josh write about?

2 Read the email again and circle the pictures.

1 What does Josh do in his free time?



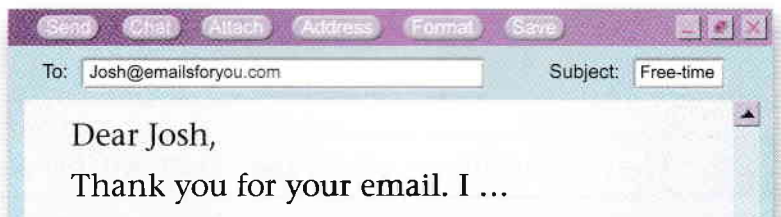
2 What does Josh like to read?



3 What does Josh do in the morning?



3 Write an answer to Josh's email.



We know
 Look, read and point to the correct picture.
 Listen and check.



Tom



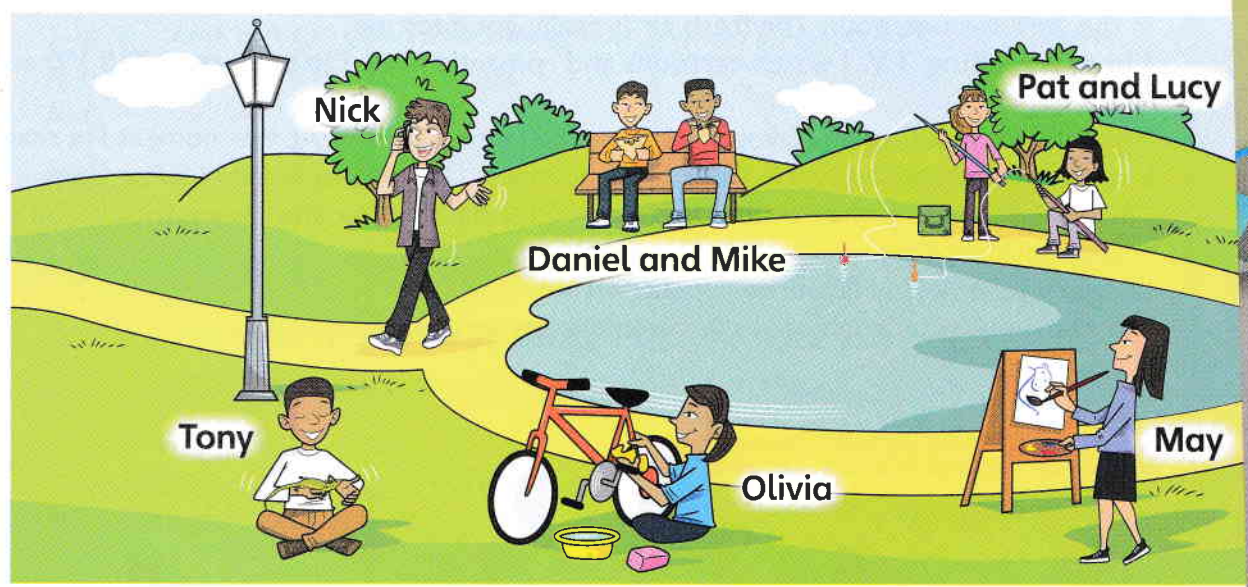
Anna



Paul and Sarah

- 1 Tom is playing with his cat. He isn't talking on the phone.
- 2 Anna is reading a book. She isn't playing the piano.
- 3 Paul and Sarah are dancing. They aren't listening to the radio.

2 Look at the picture. Say and guess. He's playing with ... It's ...



3 Pair work. Draw your own picture. Then tell your partner about it.

In my picture the boy is ...

