

CAMBRIDGE

art
Klett

Herbert Puchta
Günter Gerngross
Peter Lewis-Jones
with Oana-Cristina Stoica



Limba modernă **Engleză**

Caietul elevului
Clasa a III-a

Better
Learning

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Limba modernă. Engleză. Clasa a III-a. Caietul elevului presentation

The authors have created through **Limba modernă. Engleză. Clasa a III-a. Caietul elevului** a material that reinforces the core vocabulary and grammar introduced in **Limba modernă. Engleză. Manual pentru clasa a III-a** and consolidates the pupils' skills development by offering:

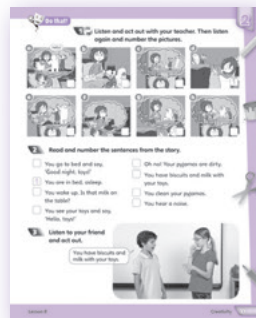
Reading, matching and colouring puzzles, written practice at word level, listening input and opportunities for oral work.



Story follow-up activities and a values activity for each unit drawn from the message in the Pupil's Book story. Pronunciation activities that are particularly relevant to Romanian speakers.

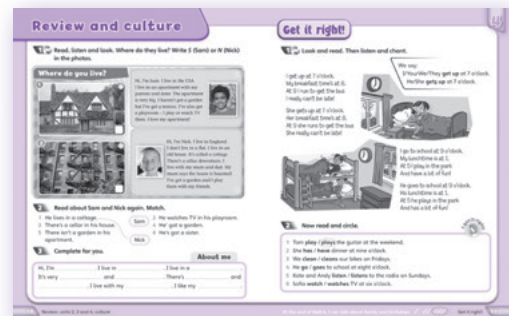


An action sequence telling a story in simple language.



Topic-based skills work consolidating the language of the unit while developing all four language skills.

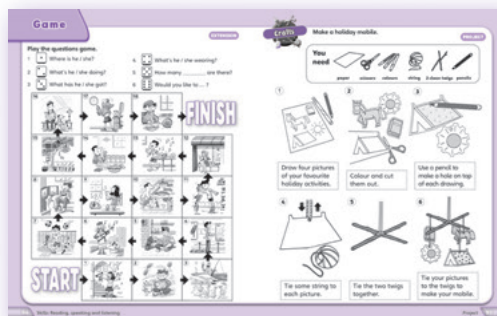
Double-page **Review sections** matching the Pupil's Book content. This includes a focus on **culture**, providing further reading and listening comprehension practice, and **Get it right!** to reinforce problematic linguistic areas for Romanian speakers.



Two **Revision** units covering and reinforcing the vocabulary and grammar of the previous units and providing a lot of extra skills work. Each **Revision** unit is followed by a **Term Test** which also provides performance descriptors.



A unit-by-unit **My review page** with a self-assessment section 'I can do'. This is an additional record of learning. It encourages pupils to reflect on their learning in a fun, simple way.



Fun games
and projects.

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

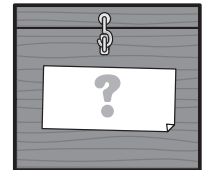
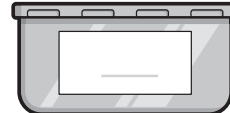
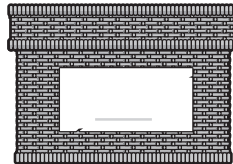
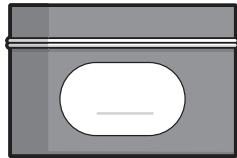
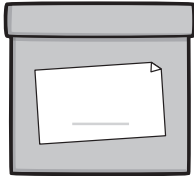
4. Redactarea de mesaje simple în situații de comunicare uzuală

- 4.1. Scrierea unei felicitări de ziua cuiva sau pentru o sărbătoare
- 4.2. Redactarea unui mesaj simplu către un coleg

Meet The Explorers

1 ^{CD}₀₂

Listen and write the numbers.



2

Look at Activity 1. What are the missing numbers?

3

Write the words.

1 13 thirteen

4 16 _____

2 10 _____

5 12 _____

3 20 _____

6 11 _____

4

Look at page 8 of the Pupil's Book. Complete the sentences.

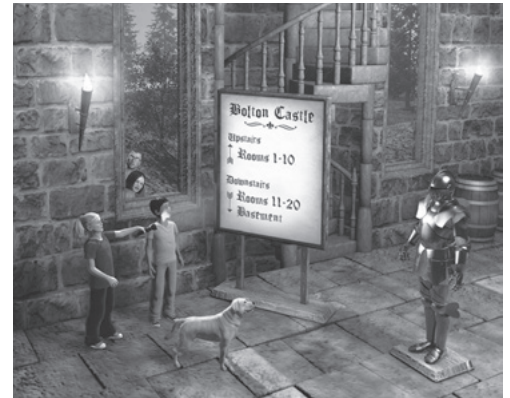
upstairs ~~castle~~ basement downstairs

1 Ben and Lucy are in a castle.

2 Rooms 1 to 10 are _____.

3 Rooms 11 to 20 are _____.

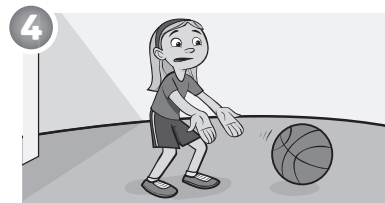
4 There's a _____ in the castle.



5 Look and match.



He can play football.
She can ride a bike.
She can't bounce a ball.
He can't swim.



6 What can they do? Write sentences with *can* and *can't*.



jump



play basketball



swim



Tim

✓

✗

✓



Clara

✗

✓

✓

Tim

1 He can jump.

2 He can't _____.

3 _____.

Clara

4 She _____.

5 _____.

6 _____.

7 Write about yourself.

I can _____.

I can't _____.

1 CD 03

Listen to the song. Number the lines in each verse 1 to 4. Then write *Ben or Lucy*.

____ Just like you and me.

____ In the sea, in the sea.

____ She's an action star, an action star

1 She can skip and paint and swim

____ In the sea, in the sea.

1 He can ride a bike and swim

____ Just like you and me.

____ He's an action star, an action star

2

Read Louis and Emily's new verses. Write the words.



Louis

I can draw and paint
And I like sports a lot.

I can't ⁽¹⁾ snorkel but I can ⁽²⁾ _____ football!



Emily

I can ride a bike
And fly a kite.

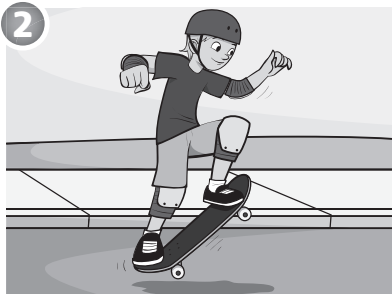
I can't ⁽³⁾ _____ but I can ⁽⁴⁾ _____ .

Come and sing with me!

3 Look, read and write sentences.



Maria and Mark



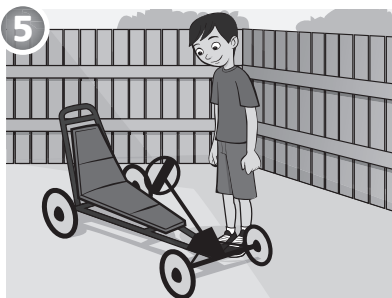
Luc



Vicky and David



Jill



Sam



Susie

1 Maria and Mark have got a dog.

2 Luc _____ a skateboard.

3 Vicky and David _____ .

4 Jill _____ .

5 Sam _____ .

6 Susie _____ .

4 Look at the pictures in Activity 3. Answer the questions.

1 Has Susie got a pencil case?

Yes, she has.

2 Has Sam got a ball?

3 Have Vicky and David got a go-kart?

4 Has Luc got a skateboard?

5 Have Maria and Mark got a dog?

6 Has Jill got a computer?

1**Remember the story. Who says these things? Circle.****'Here's the book!'****Ben / Lucy****'Stop there! We want that book.'****Zelda / Horax****'Quick, Buster!'****Ben / Lucy****'How can we get the book back?'****Ben / Lucy****'Go away, silly dog!'****Zelda / Horax****'Run! We've got the book.'****Ben / Lucy**

2 CD 04

Write the words. Listen and check. Then say with a friend.

Well done get them



Woman: They've got my bag!
 Policewoman: Let's _____ .
 Woman: OK!



Chris: Oh, there's my cap.
 _____ , Rex!

3

Look and write *a*, *e*, *i*, *o* or *u*.



a b	a b	a b
1 a p <u>e</u> ts b p <u>a</u> ts	2 a b _ n b B _ n	3 a c _ t b c _ t
a b	a b	a b
4 a b _ d b b _ d	5 a m _ n b m _ n	6 a c _ p b c _ p

4 CD 05

Listen, say and check your answers.

1 ^{CD 06} Listen and tick (✓) or cross (X).

- | | | | | |
|-------------------|-----------------|--------------------------|-----------------|--------------------------|
| 1 Jack: | ride a bike | ☐ | play football | ☐ |
| 2 Sally: | fly a kite | ☐ | skip | ☐ |
| 3 Harry and Bill: | play basketball | ☐ | play football | ☐ |
| 4 Mary: | paint | ☐ | draw | ☐ |
| 5 John: | swim | ☐ | jump | ☐ |
| 6 Grace: | bounce a ball | ☐ | play basketball | ☐ |

2 ^{CD 07} Listen and match. There is one extra name.

James

Anna

George



Billy

Kate