

# Guide – How to use the course – Instrucțiuni de utilizare a manualului



Printed book  
Varianta tipărită

Digital app  
Varianta digitală



The course comprises 4 modules and each module consists of 2 units. Each unit has 5 lessons. The course consists of the printed book and the digital application that contains all the lessons in the printed book and a variety of interactive, static and animation/video activities.

Manualul este structurat în 4 module de învățare. Fiecare modul cuprinde 2 unități de învățare, iar fiecare unitate este alcătuită din 5 lecții. Manualul este compus din varianta tipărită și varianta digitală. Manualul digital conține toate lecțiile din manualul tipărit având în plus activități interactive, statice și animate.

## Key features of a unit – Caracteristicile unității de învățare

Big colourful pictures introduce the topic and engage the pupils' attention.

Imagini mari și colorate pentru o prezentare atractivă a subiectului.



Presentation of new vocabulary through audio and visual stimuli.

Prezentarea vocabularului nou prin stimuli audiovizuali.

The pupils use English to explore other subject areas in a fun and creative way (CLIL).

Elevii folosesc limba engleză pentru a explora alte discipline (Interdisciplinaritate).



Games help develop the pupils' social skills.

Jocuri ce contribuie la dezvoltarea abilităților sociale ale elevilor.

Craftwork activities promote a hands-on approach to language learning.

Activități practice ce ajută la însușirea limbii moderne.

TPR songs that help the pupils remember the new vocabulary.

Cântece care ajută la memorarea vocabularului nou.



Lessons with captivating dialogues.

Leccións cu dialoguri captivante.



Listening activities consolidated and expand the language of the module.

Activități de ascultare pentru consolidarea și extinderea cunoștințelor de limbă modernă.

Portfolio sections with colourful projects that can be used as models for the pupils' own work.

Secțiuni cu proiecte colorate care pot fi folosite de elevi ca modele pentru propriile lucrări.



Go Green! lessons that promote respect for the environment.

Go Green! lecții ce promovează respectul pentru mediul înconjurător.



Our World lessons explore aspects of life in other countries and broaden the pupils' horizons.

Our World lecții ce explorează aspecte ale vieții în alte țări, lărgind orizontul elevilor.



Consolidation sections at the end of each unit.

Secțiuni de consolidare la sfârșitul fiecărei unități de învățare.

My Progress sections promote self-evaluation and help pupils develop their autonomy.

Secțiuni de auto-evaluare care ilustrează progresul elevilor și îi ajută să-și dezvolte autonomia.

SYMBOLS:  
SIMBOLURI:



songs  
cântece



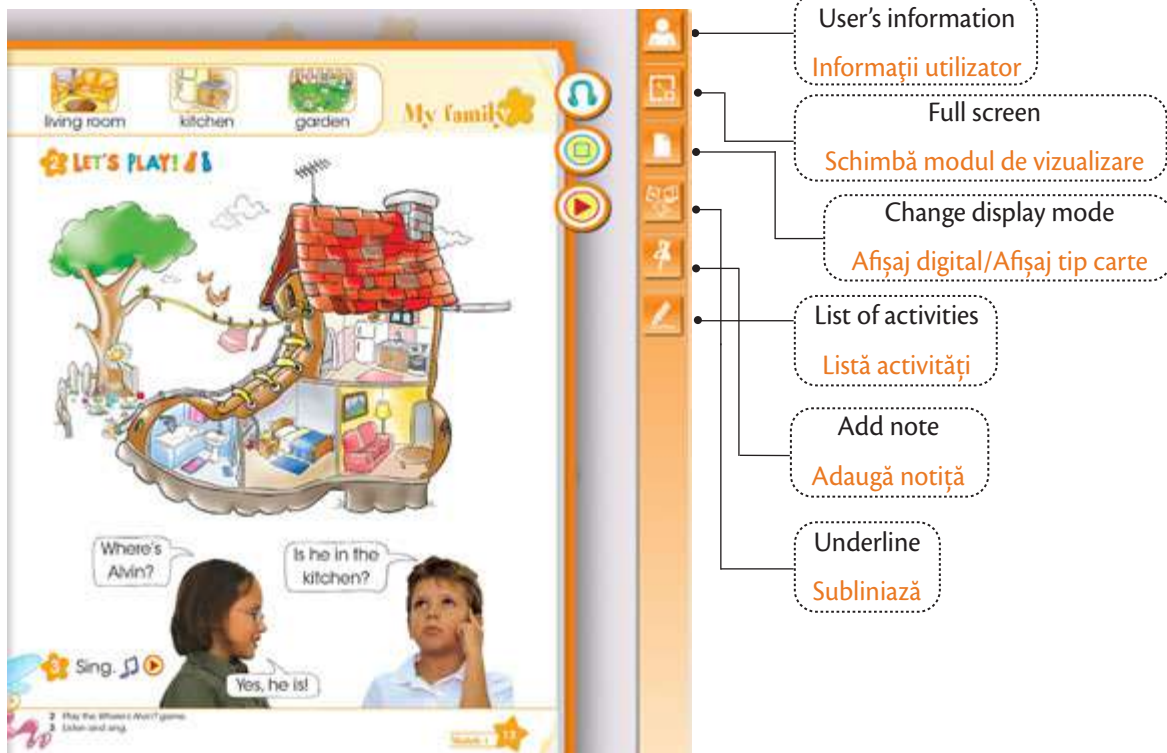
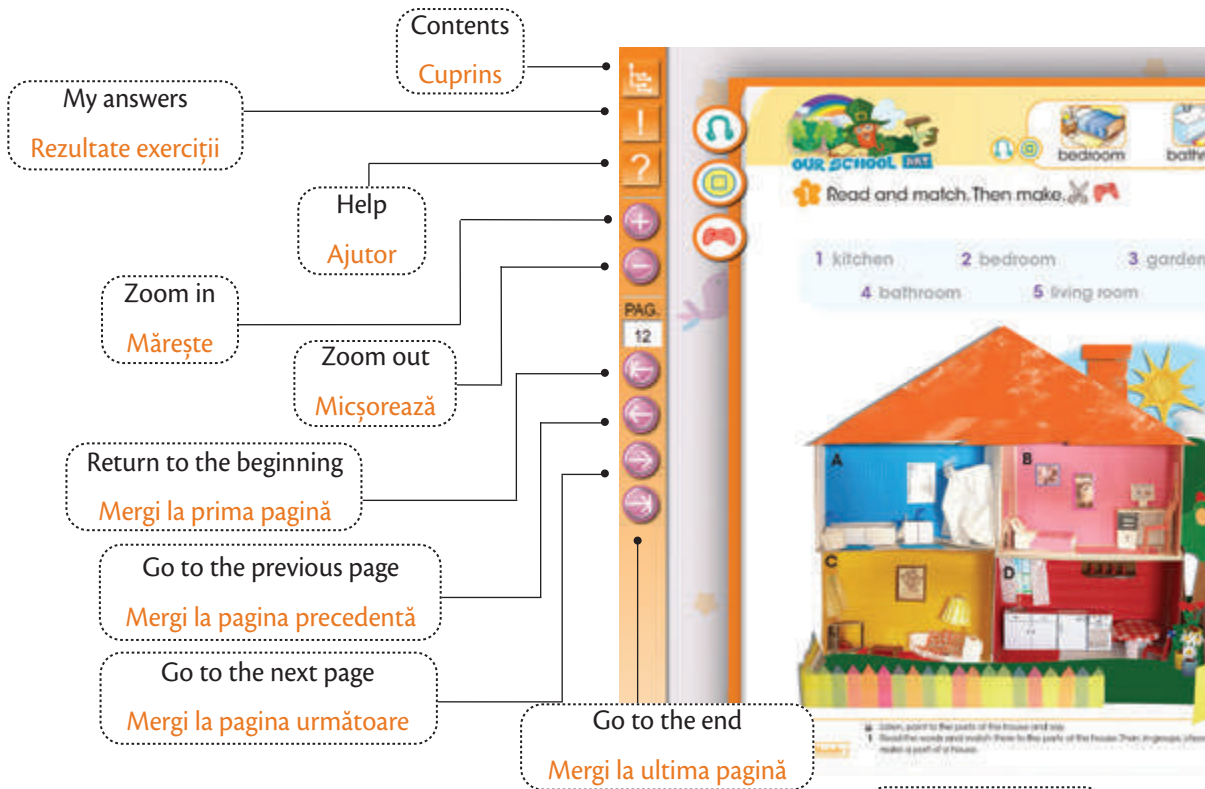
craftwork  
activități de abilități  
practice



role play  
joc de rol



colour  
colorare



listening activities  
audio



animation/video activities  
activități animate/video



static activities  
activități statice



interactive activities  
activități interactive

# Contents



## Module 1

## Module 2

## Module 3

## Module 4

|   | Vocabulary   | Structures  | Project                          |
|---|--|---|----------------------------------|
| <b>Let's Start!</b><br>(pp. 8-9)<br>1.1, 2.4                                    | <ul style="list-style-type: none"> <li>• revision</li> </ul>   | <ul style="list-style-type: none"> <li>• Who has got a green pen?</li> </ul>  |                                  |
| <b>Unit 1 - My family</b><br>(pp. 10-21)<br>1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1   | <ul style="list-style-type: none"> <li>• mummy, daddy, brother, sister</li> <li>• bedroom, bathroom, living room, kitchen, garden</li> </ul>                     | <ul style="list-style-type: none"> <li>• This is my mummy, Vicky.</li> <li>• Where's Alvin?</li> <li>• Is he in the kitchen?</li> </ul>                         | Where's (Frosty)?                |
| <b>Unit 2 - My birthday</b><br>(pp. 22-23)<br>1.1, 1.2, 1.3, 2.1, 2.4, 3.1, 4.1 | <ul style="list-style-type: none"> <li>• robot, clock, computer, bike, TV, lamp</li> <li>• square, circle, triangle, rectangle</li> </ul>                        | <ul style="list-style-type: none"> <li>• This is for you.</li> <li>• A clock. Thank you.</li> <li>• It's a blue rectangle.</li> </ul>                           | A Birthday Card                  |
| <b>Unit 3 - My body</b><br>(pp. 34-45)<br>1.1, 1.3, 2.1, 2.2, 3.1, 4.1          | <ul style="list-style-type: none"> <li>• head, arm, tummy, leg, foot</li> <li>• clap your hands, nod your head, stamp your feet, wave your arms</li> </ul>       | <ul style="list-style-type: none"> <li>• What's the matter?</li> <li>• My arm hurts!</li> <li>• Clap your hands!</li> </ul>                                     | My Body                          |
| <b>Unit 4 - I can sing!</b><br>(pp. 46-57)<br>1.1, 1.3, 2.1, 2.2, 3.1, 4.1      | <ul style="list-style-type: none"> <li>• sing, dance, ride a bike, play football, draw</li> <li>• piano, guitar, triangle, drum, tambourine, recorder</li> </ul> | <ul style="list-style-type: none"> <li>• I can dance!</li> <li>• I can play the guitar!</li> </ul>  | What I can do                    |
| <b>Unit 5 - A butterfly!</b><br>(pp. 58-69)<br>1.1, 1.3, 2.1, 3.1, 4.1          | <ul style="list-style-type: none"> <li>• butterfly, elephant, spider, bird, frog, monkey</li> <li>• numbers 11-20</li> </ul>                                     | <ul style="list-style-type: none"> <li>• A bird can't swim!</li> <li>• A bird has got two legs.</li> <li>• One and nine is ten.</li> </ul>                      | My Favourite Animal              |
| <b>Unit 6 - A sweet tooth</b><br>(pp. 70-81)<br>1.1, 1.3, 2.1, 2.2, 3.1, 4.1    | <ul style="list-style-type: none"> <li>• chocolate, jam, cake, lollipops, juice, sweets,</li> <li>• carrots, potatoes, peas, tomatoes, pears, oranges</li> </ul> | <ul style="list-style-type: none"> <li>• Do you like cake?</li> <li>• Yes, I do.</li> <li>• Eat tomatoes. They're good for you.</li> </ul>                      | My Favourite Fruit and Vegetable |
| <b>Unit 7 - The weather</b><br>(pp. 82-93)<br>1.1, 1.3, 2.1, 3.1, 4.1           | <ul style="list-style-type: none"> <li>• It's hot. It's cold. It's sunny. It's raining. It's snowing.</li> <li>• spring, summer, autumn, winter</li> </ul>       | <ul style="list-style-type: none"> <li>• What's the weather like today?</li> <li>• It's sunny.</li> <li>• Erlina's favourite season is spring.</li> </ul>       | My Favourite season              |
| <b>Unit 8 - Looking good!</b><br>(pp. 94-105)<br>1.3, 2.1, 3.1, 4.1             | <ul style="list-style-type: none"> <li>• boots, jacket, jeans, jumper, dress, hat, T-shirt, shorts, vest, socks, cap, shoes</li> </ul>                           | <ul style="list-style-type: none"> <li>• I'm wearing my jumper and my jeans.</li> <li>• Daddy Bear's shorts are big.</li> <li>• Take off your shoes.</li> </ul> | What I'm wearing today           |
| <b>Fun Time</b> (pp. 106-113)   | 1.2, 2.2, 2.3, 2.4, 3.1, 4.1   | <b>Happy Halloween!</b> (p. 118)  | 1.1, 2.1                         |
| <b>Round-up</b> (pp. 114-115)   | 1.1, 1.2, 2.4  | <b>Happy New Year!</b> (p. 119)   | 2.1, 3.1, 4.1                    |
| <b>Story Time</b> (pp. 116-117)   | 1.3, 2.3, 2.4  | <b>Happy Easter</b> (p. 120)  | 2.1                              |



## General competences/Specific competences:

### 1. Understand simple oral messages

- 1.1 Respond appropriately (*in basic communication situations*) to short, simple questions in a clear and concise way.
- 1.2 Recognise the basic location (*on, in, under, in front of, behind*) of objects in the surrounding environment, in clear oral messages.
- 1.3 Develop interest and general comprehension of films and songs for children in the English language.

### 2. Speak in everyday communication situations

- 2.1 Reproduce short and simple songs/poems.
- 2.2 Present a familiar person/character giving personal details (*name, gender, age, hobbies*).
- 2.3 Participate in communication games and reproduce or create short messages.
- 2.4 Request and give short and simple information related to the location of objects within the surrounding environment.

### 3. Understand simple written messages

- 3.1 Understand short, simple written texts used in everyday situations.

### 4. Write simple messages in everyday communication situations

- 4.1 Participate in group/class projects and, with help, create and write short texts/messages.

---

## Competențe generale/Competențe specifice

### 1. Receptarea de mesaje orale simple

- 1.1 Oferirea unei reacții adecvate în situații de comunicare uzuale, la o întrebare/instrucțiune simplă rostită clar și foarte rar.
- 1.2 Recunoașterea pozițiilor de bază (pe, sub, în față, în spatele, în) ale unor obiecte din universul imediat, în mesaje articulate clar și rar.
- 1.3 Manifestarea curiozității față de sesizarea semnificației globale a unor filme și a unor cântece pentru copii în limba modernă respectivă.

### 2. Exprimarea orală în situații de comunicare uzuală

- 2.1 Reproducerea unor cântece/poezii simple pentru copii.
- 2.2 Prezentarea unei persoane/unui personaj cunoscut folosind câteva detalii familiare (nume, gen, vârstă, hobby).
- 2.3 Participarea la jocuri de comunicare în care reproduce sau creează rime/mesaje scurte.
- 2.4 Cererea și oferirea unor informații scurte și simple referitoare la localizarea obiectelor din universul imediat.

### 3. Receptarea de mesaje scrise simple

- 3.1 Manifestarea curiozității pentru decodarea unor mesaje scrise simple și scurte din universul imediat.

### 4. Redactarea de mesaje simple în situații de comunicare uzuală

- 4.1 Participarea la proiecte de grup/la nivelul clasei în care elaborează cu sprijin scurte mesaje scrise.

1 Read and match in your notebook.

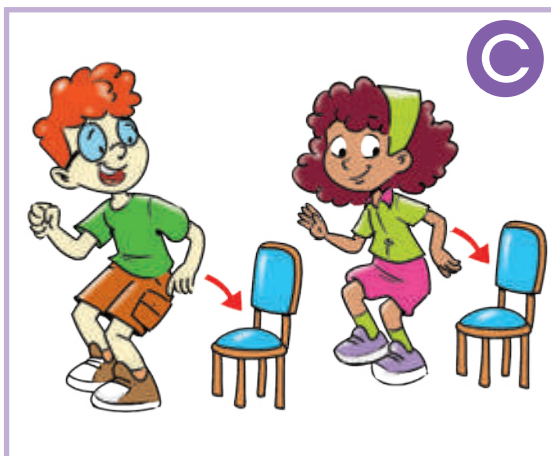
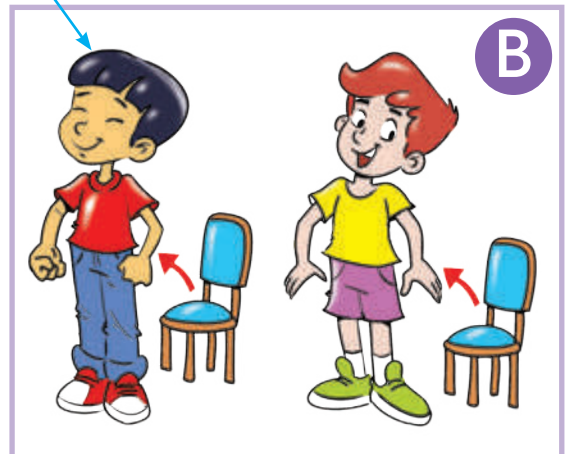


1 Stand up!

3 Sit down!

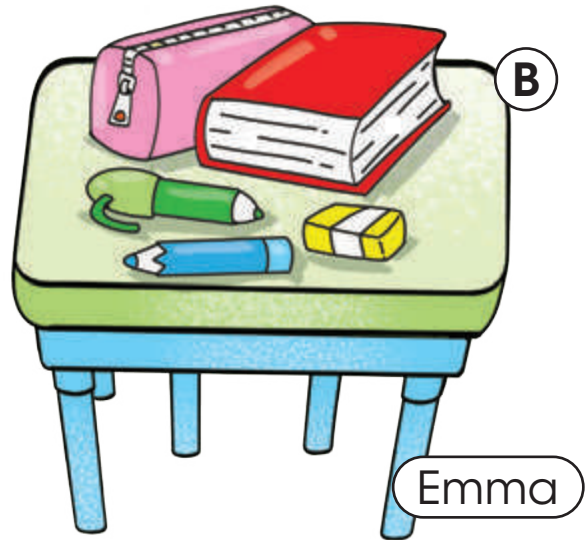
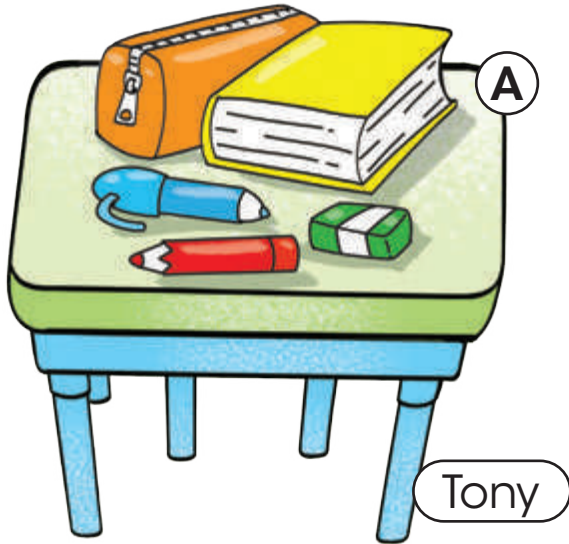
2 Open your books!

4 Close your books!



1 Look, read and match the phrases to the pictures in your notebook. Point and say: *One. B.* Then listen to the teacher and do. e.g. *All the boys, open your books!*

2 Look, read and say **Tony** or **Emma**.



- 1 I've got a red pencil.
- 2 I've got a yellow rubber.
- 3 I've got a blue pen.
- 4 I've got a green pen.

- 5 I've got an orange pencil case.
- 6 I've got a pink pencil case.

## 3 LET'S PLAY!



- 2 Look. Read the sentences and say *Tony* or *Emma*. Point and say: *One. Tony*. Then talk with your friend. A: *Who has got a green pen?* B: *Emma*.
- 3 Play the *Guessing* game.

Unit  
1

# My family




mummy

daddy

1 Listen and point.  



2 Sing.  

-  Listen, point to the family members and say.
- 1 Listen and point to the family members.
- 2 Listen and sing. In groups, have a singing contest. Vote for the best group.



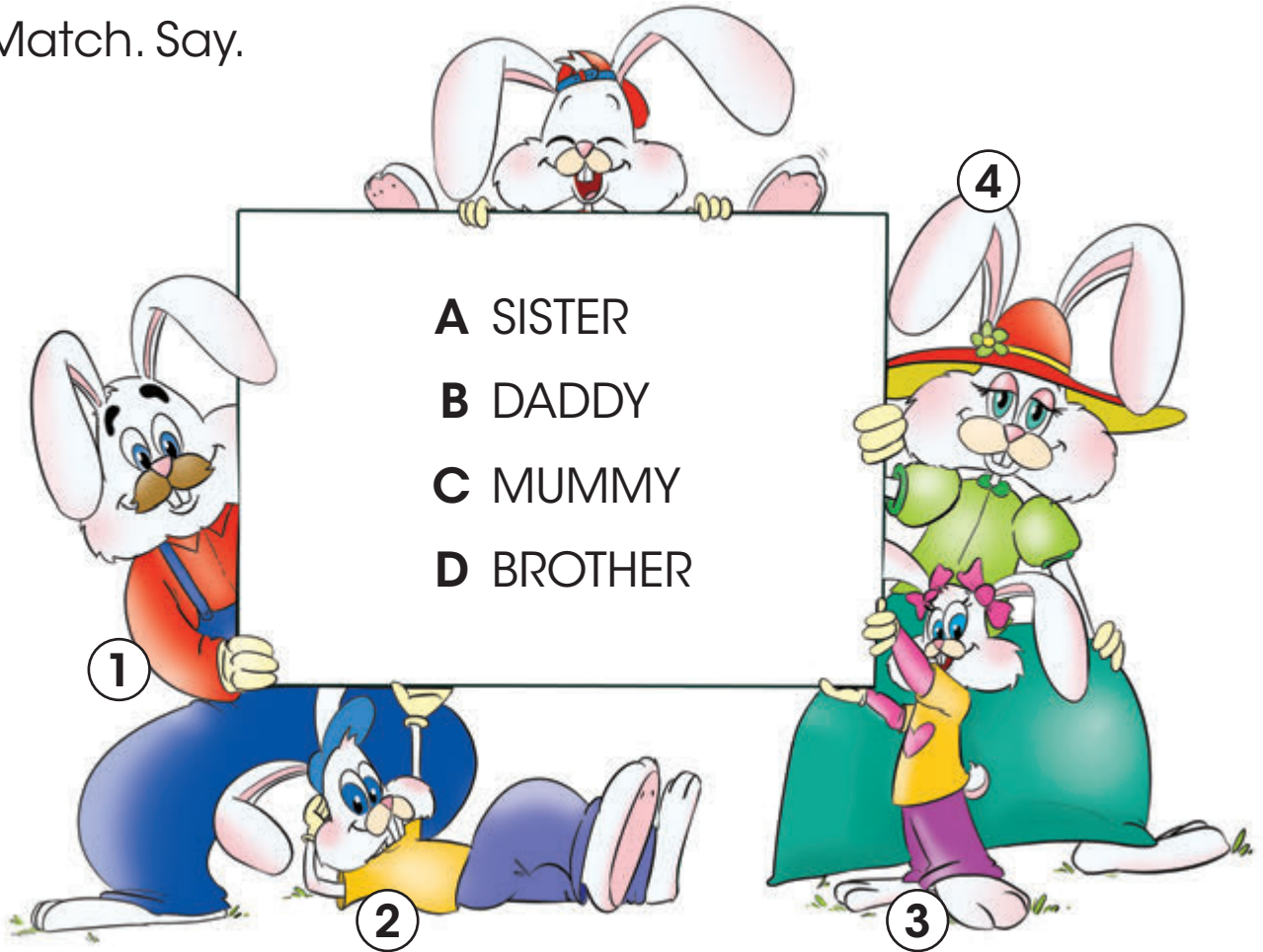


brother



sister

### 3 Match. Say.



### 4 Draw in your notebook. Say.

This is my mummy, Vicky.



- 3 Match the words to Ronny's family members. Then point and say: (One.) This is Ronny's (daddy).
- 4 Draw a picture of your family in your notebook. Present it to the class. Say: This is my (mummy, Vicky).



bedroom



bathroom

1 Read and match. Then make. ✂️ 🎮

1 kitchen

2 bedroom

3 garden

4 bathroom

5 living room



👂 Listen, point to the parts of the house and say.

1 Read the words and match them to the parts of the house. Then, in groups, choose and make a part of a house.



living room



kitchen



garden

# My family

## LET'S PLAY!



Where's Alvin?

Is he in the kitchen?

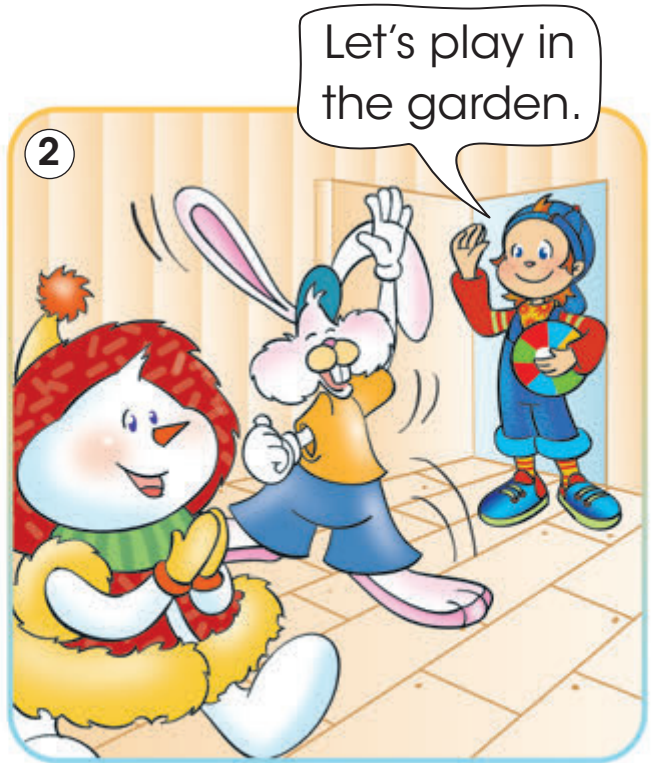
 3 Sing.  

Yes, he is!

- 2 Play the *Where's Alvin?* game.
- 3 Listen and sing.



1 Let's listen.   



- 1 Listen to the story and point to the pictures.
- In groups, have a *Guess the picture* miming contest.



Do you like the story? Draw a face.





# Go Green!

1 Where's Mummy? Follow and say.



lamb



puppy



kitten



foal



horse



sheep



dog



cat

1 Help the babies find their mummies. Then say: A (lamb) is a baby (sheep).

## 2 Listen and choose. Talk with your friend.

1 Where's my mummy?

3 Where's my daddy?



2 Where's my brother?

4 Where's my sister?



## 3 **PORTFOLIO PROJECT:** Draw and write in your notebook.



- 2 Listen and choose the correct picture. Point and say: *One. b - In the kitchen.* Then talk with your friend: A: *Is Ronny's (mummy) in the (living room)?* B: *Yes, (she) is. or No, (she) isn't.*
- 3 Draw and write in your notebook. Present your picture to the class. Add it to your Portfolio.



1 Look and say.

Karen



This is Karen's daddy.

This is Karen's mummy.



This is Karen's house.

This is Karen's brother.



2 INVESTIGATION: Find. Make a poster and say.

- 1 Read, then talk about Pedro's family.
- 2 Find pictures of your family and home. Make a poster and present it to the class.



**3** Look, read and say **yes** or **no**.



**1** garden



**2** bedroom



**3** bathroom



**4** living room



**5** kitchen

**4** Look, read and choose. 



- a** mummy
- b** sister



- a** brother
- b** daddy



- a** sister
- b** mummy



- a** daddy
- b** brother

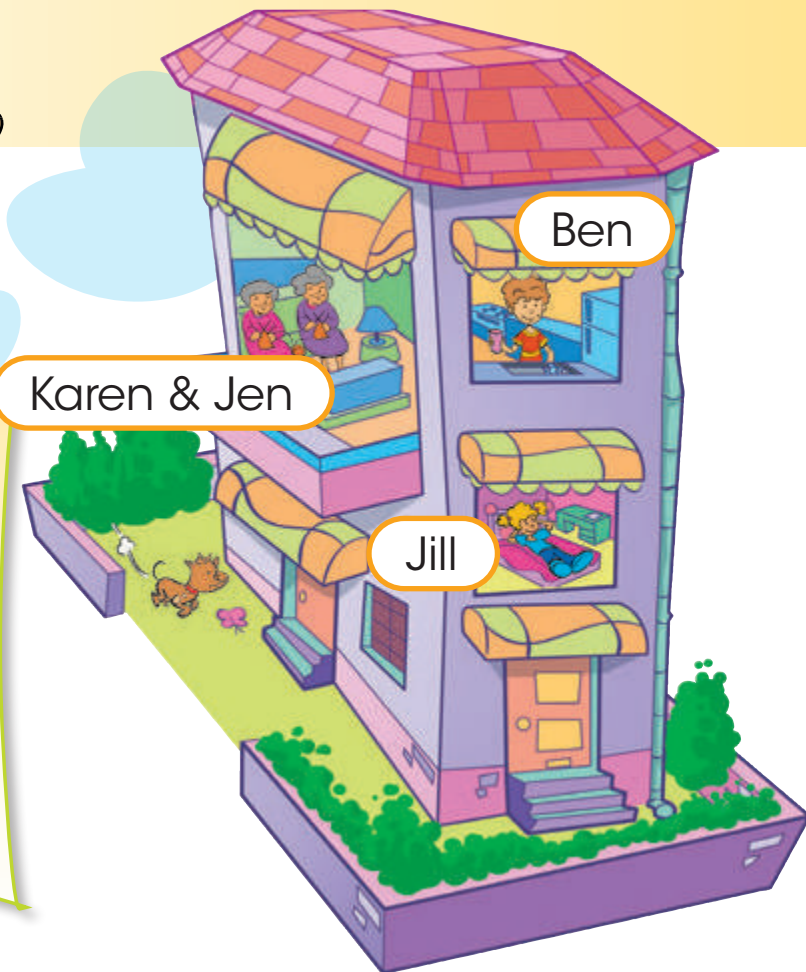
**3** Look at the pictures. Read the words. Say: *One. Garden.* - *Yes.*  
**4** Look at the pictures. Read and choose the right words.

# Review

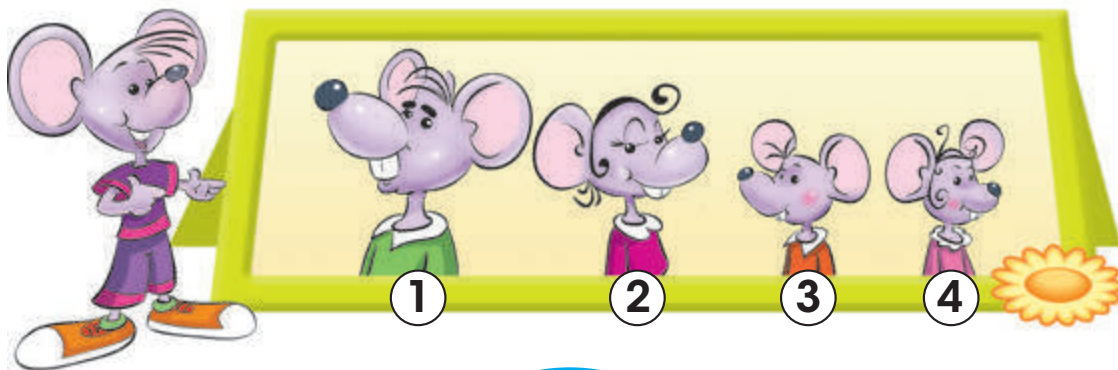


1 Look and answer.

- 1 Where's Jill?
- 2 Where are Karen and Jen?
- 3 Where's the dog?
- 4 Where's Ben?



2 Look, choose and say.



- 1 Who is he? He's my **daddy** / **brother**.
- 2 Who is she? She's my **mummy** / **sister**.
- 3 Who is he? He's my **daddy** / **brother**.
- 4 Who is she? She's my **mummy** / **sister**.

- 1 Look, read and answer. Then point and say: (*Jill*) is in the (*bedroom*).
- 2 Look, read and choose. Then take roles and talk with your friend.  
A: *One. Who is he?* B: *He's my daddy.*



# My Progress 1

**My top favourite activity: Choose.**



GAME



STORY



SONGS



CRAFTWORK



PROJECT



VIDEOS

## What's my progress?

Read and choose. Point and say.

I can name my family members.



I can name parts of a house.



I can say where someone is.



I can present family members.



## Systematic Observation:

Read and choose. Point and say.

I can ...

do my homework well.



work well in pairs.



work well in groups.



work well on my own.



ask my teacher for help.



follow instructions.



Key:



Very well!





OK



I need some help.

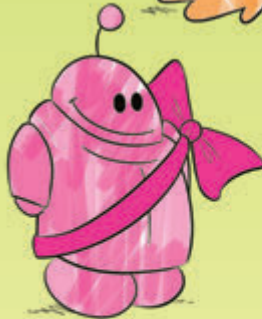
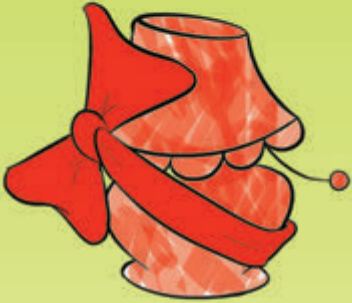


1 Sing.  

I'm seven today.



I'm seven today, too!



2 Point and say.

 Listen, point to the presents and say.

1 Listen and sing.

2 Point to the presents and say: *It's a (blue bike).*



bike



TV



lamp



clock

# My birthday

## 3 Listen and match.

|  |   |  |  |
|--|---|--|--|
| 1<br>               | 2<br>                | 3<br>                | 4<br>               |
| A<br><br><b>Sam</b> | B<br><br><b>Anna</b> | C<br><br><b>Lucy</b> | D<br><br><b>Tom</b> |

## 4 Make. Talk with your friend.



- 3 Listen and match. Point and say: One. C - Lucy. Play with your friend:  
A: How old are you? B: I'm (nine). A: You're ...!
- 4 Make a present for your friend and give it to him/her.



square

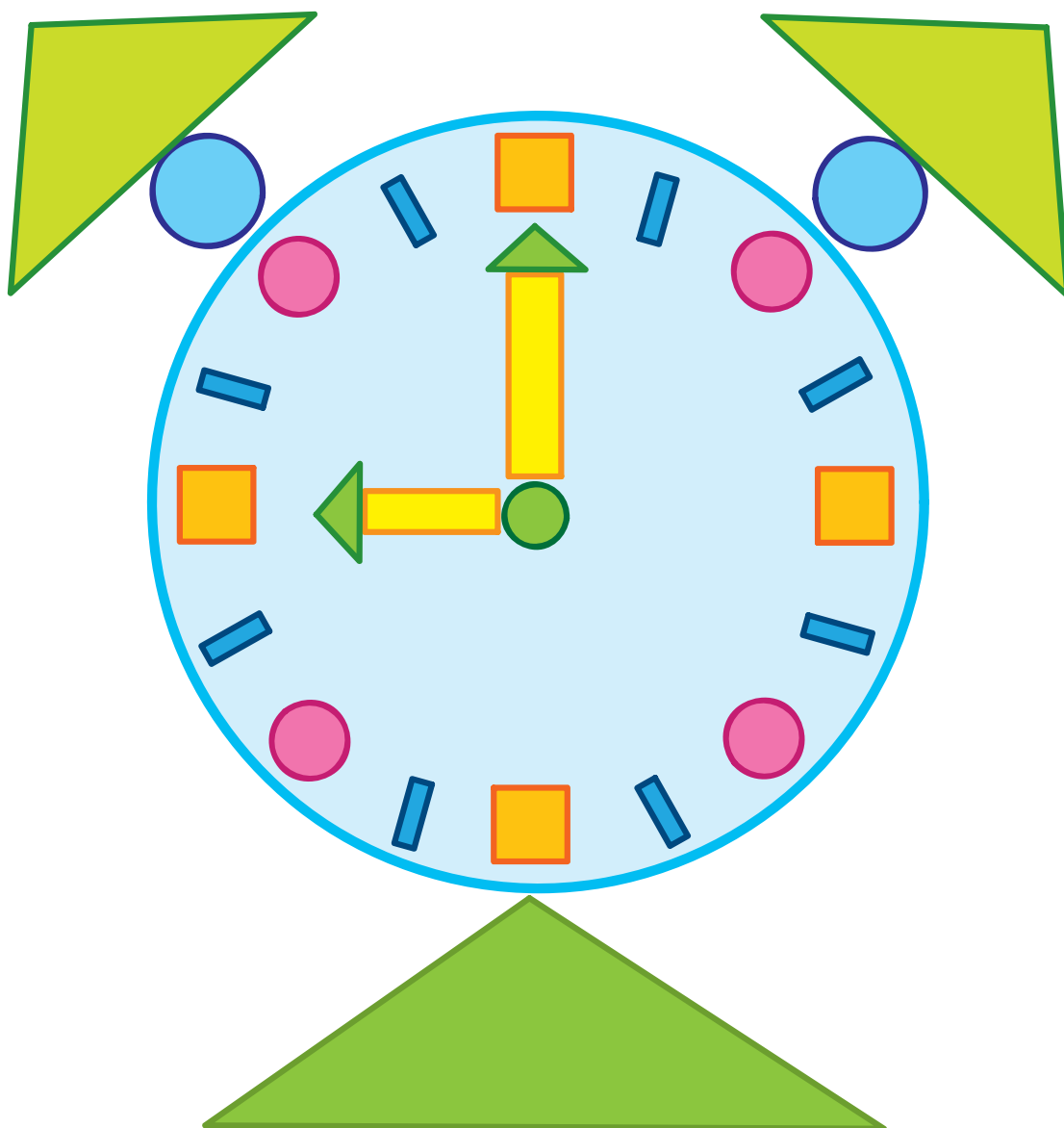
1 Count and say. 

squares

circles

rectangles

triangles



 Listen, point to the shapes and say.

1 Count the shapes and say: *I can see (four squares).*



circle



triangle



rectangle

# My birthday

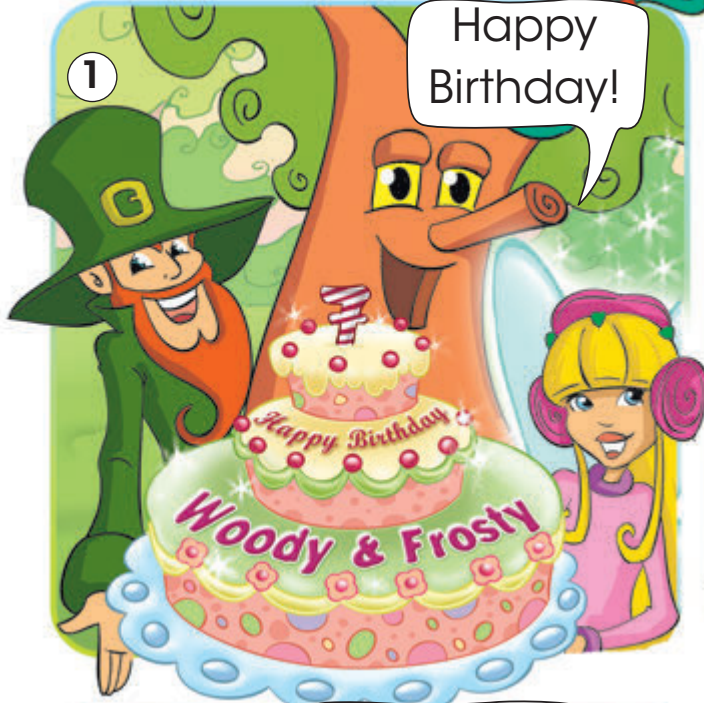
## 2 Look and say.



## 3 Sing and do. In groups, have a contest.

- 2 Look at the shapes. Say: *It's a (red circle).*
- 3 Listen to the song, sing and do, e.g. *I'm a circle, like a ball, ...* Get in groups and have a singing contest. Vote for the best group.

1 Let's listen. 🎧 ▶️ 📺



- 1 Listen to the story and point to the pictures.
  - In groups, have a *Guess the picture* miming contest.





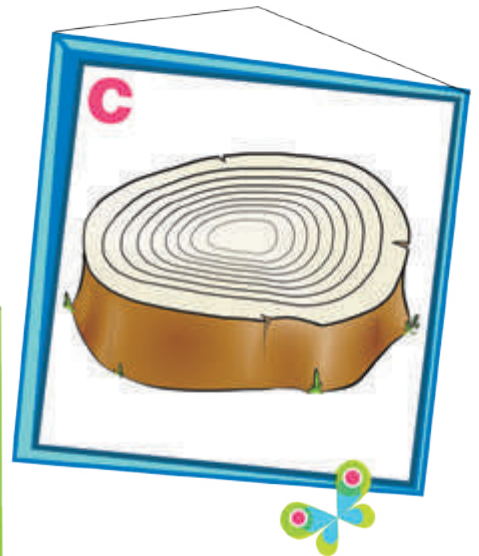
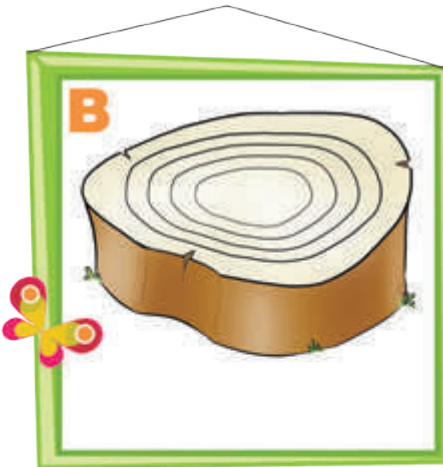
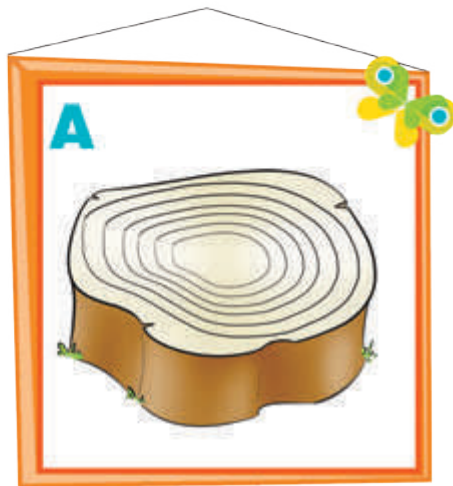
Do you like the story? Draw a face.





# Go Green!

1 Count. Say.



1 Count the circles. Then say: *Tree (A) is (six) years old.*