





Printed Pupil's Book + Digital Student's Book (consistent with the printed version)

Manualul în varianta tipărită + Manualul în varianta digitală (conformă cu varianta tipărită)

The Pupil's Book contains one Starter Unit + ten Units + Extra resources.

Each pair of units has the following structure: Input lessons 1a/b (Vocabulary + Grammar +

Skills lesson

Input lessons 2a/b (Vocabulary + Grammar +

Game/Song)

Story reinforcement

CLIL lesson and Project

Revision and Phonics

Quiz

Extra resources: two Attainment tests, Festivals,

photocopiable sheets

Manualul cuprinde o unitate introductivă + zece unități

+ Resurse suplimentare.

Fiecare pereche de unități are următoarea structură:

Lecție de inițială de asimilare 1a/b (vocabular +

gramatică + joc/cântec)

În lecția de abilități

Lecție 2a/b de exersare a abilităților (vocabular +

gramatică + joc/cântec)

Poveste de fixare a cunostintelor

Lecție de CLIL și Proiect

Recapitulare și fonetică

Test de unitate

Resurse suplimentare: două teste de cunoștințe,

Sărbători, fișe fotocopiabile

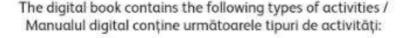




Table of contents / Curpins

Help section / Sectionea Ajutor

Full screen display mode / Mod de ecran complet

Automatic switching display mode / Mod de afișare comutare automată

Digital responsive display mode / Mod de afisare digital responsive

> Book (2 pages) display mode / Mod de afisare 2 pagini (tip carte)

Wide page display mode (page by page) / Mod de afișare pagină (ată (pagină sub pagină)

Notes button / Butonul Notice



Animated activity / Activitate animată Video/animation / film/animație



previous page / pagina precedentă next page / pagina următoare •))

Static activity / Activitate statică Listening and studying a significant image / ascultarea și observarea a unei imagini semnificative





Interactive activity / Activitate interactivă Exercise with immediate feedback / exercițiu cu feedback imediat





Coursebook tour Instrucțiuni de utilizare a manualului

Grammar / Gramatică

Target grammar structures are presented and practised in the topic-based context of the unit. / Structurile gramaticale vizate sunt prezentate și exersate în contextul tematic al unității.

*Content for high-achievers / Conținut pentru performantă

Vocabulary / Vocabular
Care vocabulary is presented and
contextualised in a colourful cartoon
story / Vocabularul cheie este
prezentat și contextualizat într-o
poveste ilustrată.

Story / Poveste

The main story of the book is presented in every input lesson and it brings the unit context, vocabulary and structures together. / Povestea principală a cărții continuă în fiecare lecție de initială pentru a aduce impreună tematica, vocabularul și structurile vizate în fiecare unitate.



Game or Song |
Joc sau Cântec
Vocabulary and
grammar of the
unit are combined
in a game or song
for pupils to join in
and play or sing.
| Vocabularul si
gramatica unității
sunt combinate
într-un joc sau
cântec pentru fixare
ludică prin joc sau
cântec.

Skills lesson /
În lecția de abilități
offers topic-based skills work
consolidating the language of the unit
while developing all four language
skills / elevii vor face activități bazate
pe tematica unității, consolidând
elementele învățate în contextul
integrat al tuturor celor patru
competente lingvistice



Card games / Jocuri de cărți

Story / Poveste

offers an extra story consolidating the language of the unit while developing all four language skills. / oferă o poveste suplimentară care consolidează elementele parcurse în unitate, dezvoltând în același timp toate cele patru competențe lingvistice.





CLIL lesson (Content and language integrated learning) / Lectia CLIL (Învățarea integrată a conținutului și a limbajului) encourages pupils to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks.

that knowledge in follow-up tasks.

/ încurajează elevii să învețe despre
alte materii prin intermediul limbii
engleze și apoi să demonstreze și să
aplice aceste cunostințe în sarcinile
de lucru.

Review page / Pagina de recapitulare

provides revision in a fun format after every unit. I revizuirea într-un format distractiv a cunoștințelor acumulate în fiecare unitate

Phonics / Fonetică

Difficult for discrimination English sounds are presented in a fun rhyme. I Sunetele specifice limbii engleze sunt prezentate într-o poezie amuzontă

Attainment Test / Test de cunastinte

Two assessment tests for teachers to evaluate students' progress; performance descriptors are provided at the foot of the page. / Două teste de evaluare pentru ca profesorul să poată evalua progresul elevilor; descriptorii de performanță sunt furnizați în partea de jos a paginii.







Your Project! /

Proiectul tău!

Brings together the topic and language of the unit in creative ways to encourage pupils to use their imagination. / Reuneste în moduri creative tema și elementele de limbă parcurse în unitate pentru a încuraja elevii să-și folosească imaginația.

Quiz / Autoevaluare

A self-evaluation tool for students to measure their own progress; performance descriptors are provided at the foot of the page. I Instrument de autoevaluare pentru ca elevii să-și măsoare propriul progres; descriptorii de performantă sunt furnizati la partea de jos a paginii.

Picture Dictionary / Dictionar ilustrat

Festivals / Sārbātori pages at the back of the book introduce traditional and international festivals / paginile din finalul manualului prezintā diferite sārbātori.





Photocopiable pages
/ Fise fotocopiabile
provide playing cards
for pupils to copy
and cut for some of
the interactive games.
/ ofera elevilor carts
de joc pentru copiere,
decupare si utilizare
in cadrul unora din
jocurile interactive.

36	2000	*
40	A TO	J. COX
Contents		sha W

Topic		Vocabulary	Functional grammar	Competences
Welcome				
Welcome to Our Zoo!	p.8	Greetings: Hello./Hi. 1' How are you? I'm fine	1.3	
Colours	p.10	Colours	It's (red).	1.3, 2.2, 3.2
Numbers 1–10	p.12	Numbers 1–10	How many?	1.2, 1.3
School things • Toys • Birtho	day pres	sents		
1a It's a School	p.14	School things	What's this? It's a/an	1.1, 1.3, 3.2
1b Spell 'octopus'	p.16	Classroom objects	What colour is it? It's (purple). The octopus is purple.	1.3, 2.2, 3.2
Skills: My Classroom	p.18			1.1, 2.2, 3.2
2a Cars and Dolls	p.20	Toys	What are they? They are Regular plurals (balls)	1.3. 2.1. 3.2
2b That's a Robot!	p.22	Birthday presents	This/That	1.1, 1.3, 2.1, 3.2, 4.1
Story: Hurry up, Harry!	p.24	Clock times	It's time to/for	1.2, 1.3, 2.1, 2.2, 3.2
CLIL: Social Science: Parts of the School	p.26	Parts of the school		1.1, 2.1, 3.2, 4.1
Review 1 / My Progress 1	p.28	Revision / Self-evaluation		Phonics /e/ /æ/
Family • Numbers • Charact	ers in a	traditional story		A.
3a She's Pretty	p.30	Family members	I amYou areHe/she is	1.1, 1.3, 2.1, 3,2
3b Is He Your Grandpa?	p.32	Family members	Are you? Is he/she? short answers	1.1, 1.3, 2.1, 2.2, 3.2
Skills: My Family	p.34			1.1, 2.2, 3.2
4a We're Cowboys	p.36	Dressing up	We/You/They are	1.3, 2.1, 3.2
4b Are We Pirates?	p.38	Dressing up	Are we/you/they? short answers	1.1, 1.3, 2.1, 2.2, 3.2
Story: The Grey Duck	p.40	Opposite adjectives		1.3, 2.2, 3.2
CLIL: Maths: Numbers 11–20	p.42	Numbers 11–20		1.1, 2.1, 3.2, 4.1
Review 2 / My Progress 2	p.44	Revision / Self-evaluation		Phonics /i/ /e/
Possessions • Toys • Pets • P	eople			All and a second
5a It's His Kite	p.46	Toys Opposite adjectives	his/her/its	1.1, 1.3, 3.2
5b They Are Our Toys	p.48	Toys Opposite adjectives	our/your/their	1.3, 2.2, 3.2
Skills: Our Favourite Toys	p.50			1.1, 2.2, 3.2
6a She's Got a Pet	p.52	Parts of the body	I/you/we/they've got He/She/It's got	1.3, 2.1, 3.2
6b Has It Got Wings?	p.54	Parts of the face	Have I/you/we/they got? Has he/she/it got?	1.1, 1.3, 2.1, 3.2
Story: Sam, the Circus Boy	p.56			1.3, 2.2, 3.2
CLIL: Social Science: People Are Different	p.58	Physical characteristics		2.1, 2.3, 3.2, 4.1
Review 3 / My Progress 3	p.60	Revision / Self-evaluation		Phonics /o/ /a/
Attainment Test 1	p.62	Evaluation		





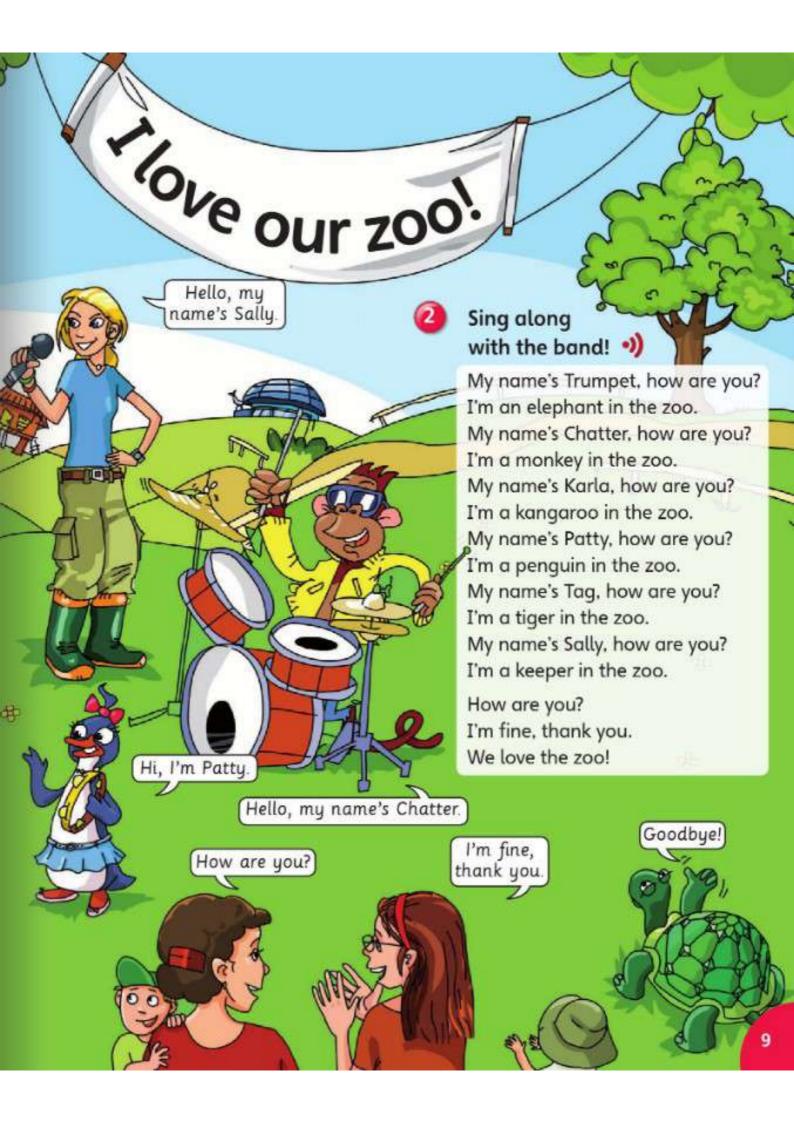
Topic		Vocabulary Functional grammar		Competences
Likes and dislikes • Activities	and h	obbies		
7a We Like Breakfast	p.64	Breakfast food We like / They don't like		1.1, 1.3, 3.2
7b Patty Likes Fish	p.66	Lunch food	He likes / He doesn't like Do you like?, short answers	1.3, 2.2, 3.2
Skills What's on the Menu?	p.68		Can I? (request)	1.1, 2.1, 2.2, 3.2
8a She Can Sing	p.70	Activities and hobbies	She can / He can*t (ability)	1.3, 2.1, 3.2
8b Can You Skip?	p.72	Activities and hobbies	Can he/they? (ability) short answers	1.1, 1.3, 2.1, 3.2
Story: Where's My Mobile Phone?	p.74	Furniture at home	in/on/under/next to	1.3, 2.2, 3.2
CLIL: Science: Our Senses	p.76	Senses		2.1, 3.2, 4.1
Review 4 / My Progress 4	p.78	Revision / Self-evalue	ation	Phonics /at/
Time out and holidays • Clo	thing •	Shopping		No.
9a They're Having a Shower	p.80	Clothes	I'm/They're wearing	1.1, 1.3, 2.1, 3.2
9b They Aren't Swimming	p.82	Sports	I'm not/He isn't playing We/They aren't playing	1.3, 3.2, 3.3
Skills: A Fantastic Holiday	p.84	Holiday activities	I like to / I don't like to	1.1, 2.2, 3.2, 3.3
10a Are They Sleeping?	p.86	Activities	Is Tag / Are the animals sleeping?; short answers	1.1, 1.3, 2.1
10b Are You Going Shopping?	p.88	Places in town	Revision Where are you going to?	1.3, 2.1, 3.1, 3.2
Story: The Beat Fight	p.90			1.3, 2.2, 3.2
CLIL: Social Science: My E-pals	p.92			1.1, 2.1, 3.1, 3.2, 4.2
Review 5 / My Progress 5	p.94	Revision / Self-evaluation		Phonics /au/
Attainment Test 2	p.96	Evaluation		
Music Show	p.98			1.3
Festivals				
World Animal Day	p.100			1.3, 2.2, 3.2
Merry Christmas	p.102			1.3, 2.2, 3.2, 4.1
International Children's day	p.104			1.3, 2.2, 3.2, 4.1
My Picture Dictionary	p.105		p.109	

Competențe generale și specifice din programa școlară:

- Receptarea de mesaje orale simple
 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 vårstei
- 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

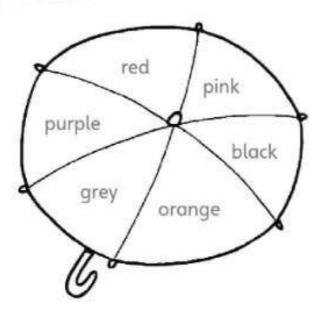
- Receptarea de mesaje scrise simple
- 3.1. Recunoașterea semnificației unor fraze uzuale tipice pentru viața cotidiană
- 3.2. Identificarea semnificației globale a unui text simplu pe teme familiare
- 3.3. Descifrarea unor mesaje simple familiare primite de la prieteni, colegi, profesor
- Redactarea de mesaje simple în situații de comunicare uzuală
- 4.1. Scrierea unei felicitări de ziua culva sau pentru o sărbătoare
- 4.2. Redactarea unui mesaj simplu către un coleg

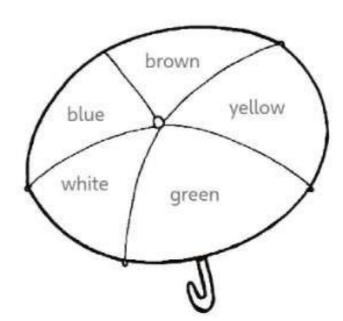






Colour.





Write the colour. Then play the game.



red









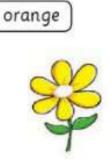








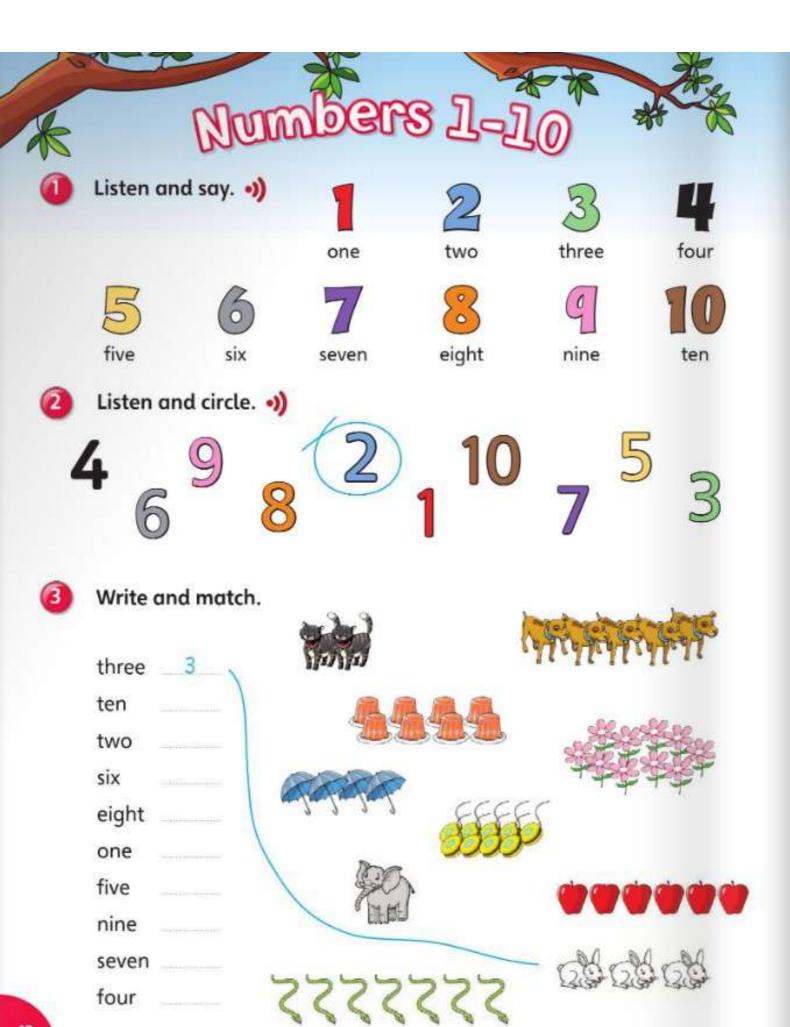












Sing along with the band! •)

One, two, three, four, five, Six, seven, eight, nine, ten. One, two, three, four, five, Six, seven, eight, nine, ten.

Then colour by number.





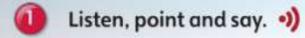
Play the game.







Krs a School















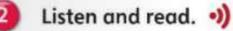


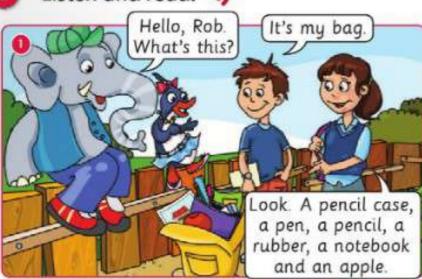
school

pencil case

pen

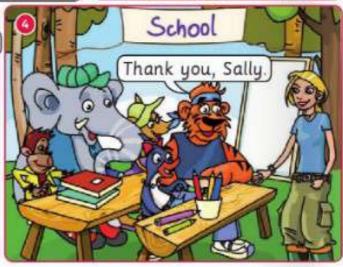
rubber notebook







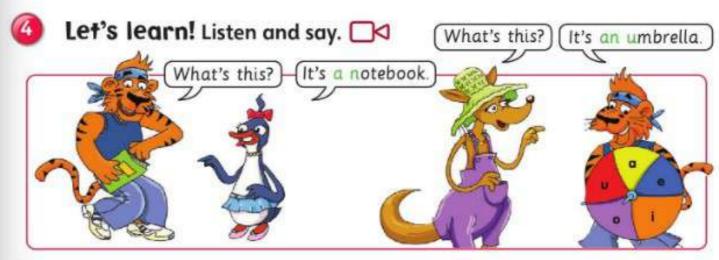




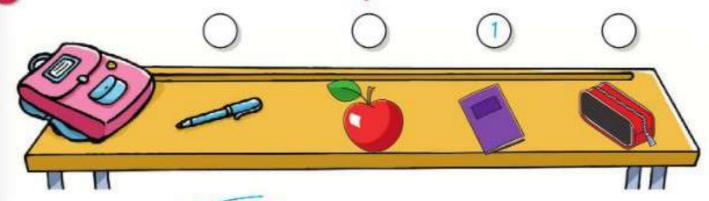
- Read and circle.
- It's a desk.



- yes / no
- 2 It's a pencil. _ 3 It's a rubber. // yes / no
 - 4 It's a bag. yes / no

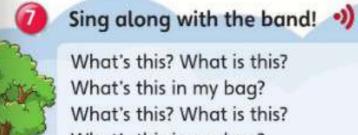


Listen and number. Then circle. •)



- 1 What's this? It's a notebook / rubber. 3 What's this? It's a notebook / pen.
- 2 What's this? It's a rubber / pencil case. 4 What's this? It's an apple / umbrella.
- 6 Write a or an.
 - 1 It's a bag.
 - 2 It's octopus.

- 3 It's elephant.
- 4 It's desk.



What's this? What is this? What's this in my bag? What's this? It's a pencil.

A pencil and a pen.

A pencil, a rubber, a book and a pen.

A pencil, a rubber, a book and a pen.



1b Spell octopus

Listen, point and say. •)















ruler

chair

board spell

clean

be quiet

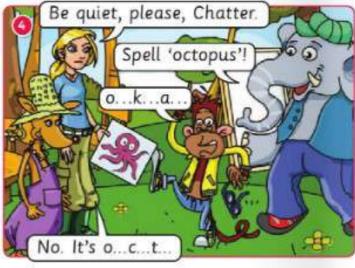
Listen and read. •)



Very good, Patty! Tag, write on the board, please. Write 'ruler'.

Thank you, Tag. Clean the board, please.



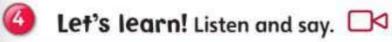


- Read again and match.
 - 1 Spell

- a quiet, please.
- 2 Write on
- b 'ruler', please.

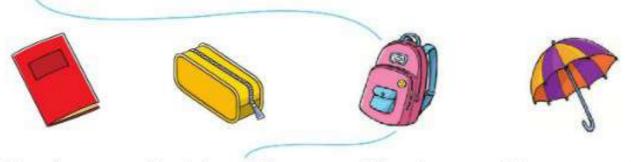
3 Be

the board, please.





- Read and match.
 - 1 It's a bag. 2 It's a notebook. 3 It's an umbrella. 4 It's a pencil case.



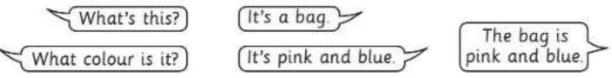
It's yellow.

It's pink and blue.

It's red.

It's orange and purple.

6 Look at the pictures in exercise 5. Point, ask and answer.

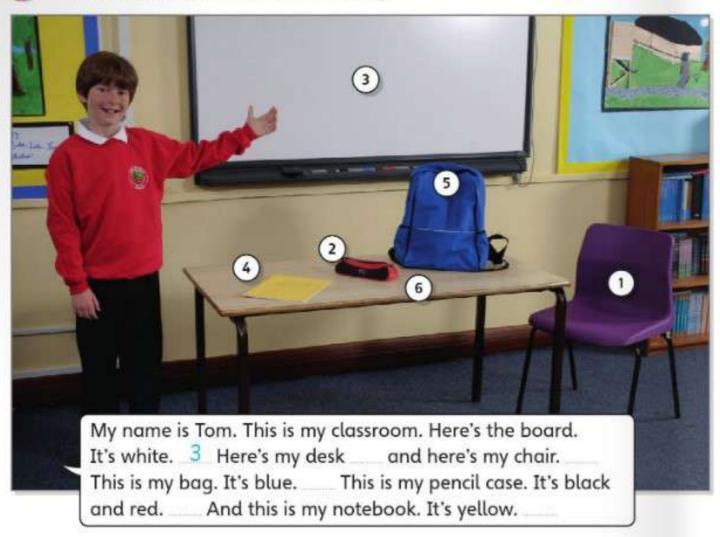


Play the game.



skills My Classroom

- What can you see in the classroom? Point and say. ruler notebook desk bag cat chair board pencil case
- Listen and read. Then number. •)



Read and match.

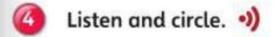
- It's blue.
- 2 It's white.
- 3 It's yellow.
- 4 It's black and red.

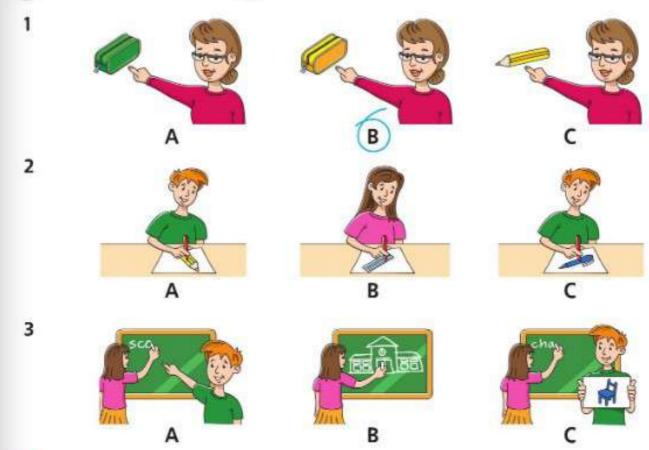




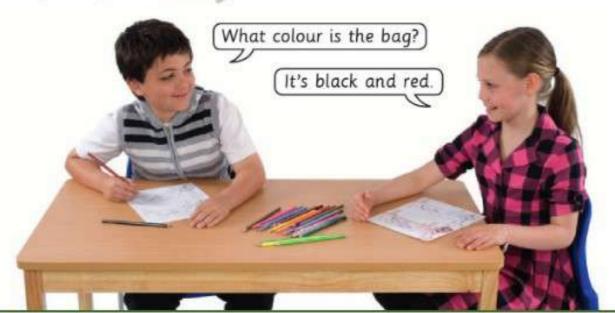








- Look at exercise 4 and write A, B or C.
 - 1 It's green. A
 - 2 It's a ruler.
 - 3 Write 'chair' on the board, please.
- Play the game.



cors and bolls

Listen, point and say. •))













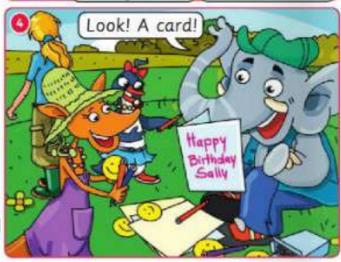
balloon

Listen and read. •))









Read and tick or cross.



green balloons 🔽



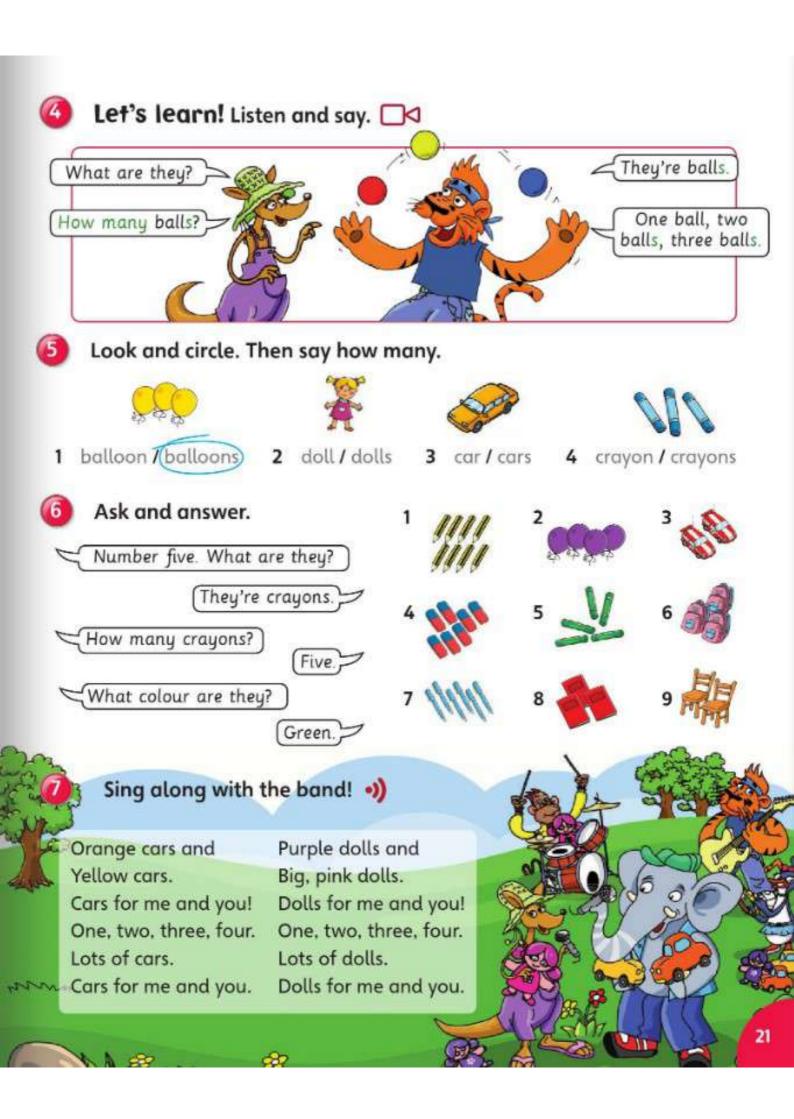
yellow stickers



black cars 2



blue crayons



That's a Roboty

Listen, point and say. •)











cake

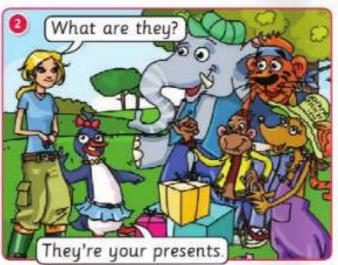
birthday

present

watch

Listen and read. •)





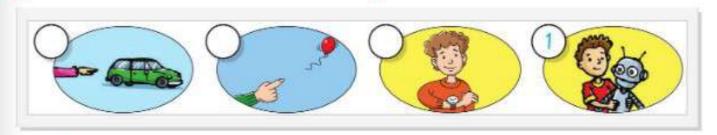




- Read again. Find and circle the name.
 - This is my cake. Sally/ Karla
 - They're your presents. Chatter / Patty
- This is a watch. Patty / Tag
- Thank you, Tag. Tag / Sally

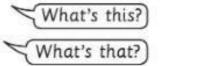


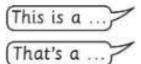
Listen and number. Then circle. •)



- 1 This is / That's a robot.
- 2 This is / That's a car.

- 3 This is / That's a balloon.
- 4 This is / That's a watch.
- 6 Look at the pictures in exercise 5. Point, ask and answer.





Your project! Make a birthday card for a friend.







story Hurry up, Horry

Listen, point and say. •)















half past eight

hurry up

Maths

Listen and read.





Read and match.

- 1 It's eight o'clock.
- 2 It's nine o'clock.
- 3 It's half past two.
- 4 It's half past three.
- 5 It's half past nine.

- a It's time for bed.
- b It's time for football.
- c It's time for breakfast.
- d It's time for Maths.
- e It's time for school.

What's the

Ask and answer.

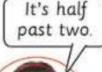




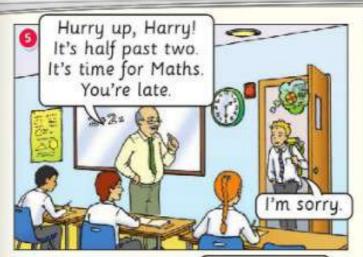


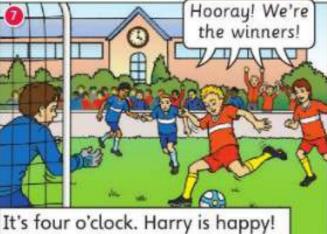


















Listen again and act out. •)

CLIL: Social Science

Listen, point and read. •))



This is the office. You can see Mrs White, the secretary.

I'm Helen. I'm in year 3. This is my school.



This is the hall. That's Mr Barnes. He's the head teacher.



Look! This is my classroom. Here's Mrs Norman. She's my teacher. She's nice.



Can you see the pupils in the library? They're very quiet!



Here's the canteen. That's Mrs Butler. She's the cook.

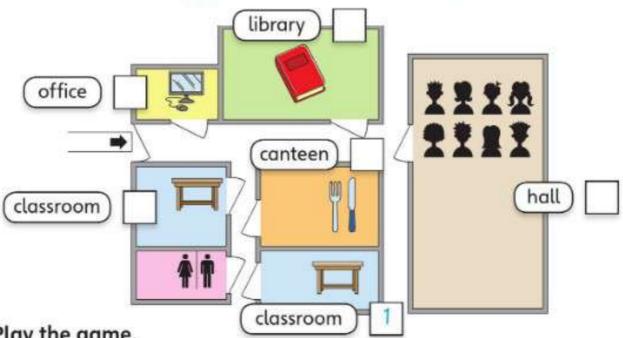
- Listen and number the pictures in exercise 1. •)
- Read again and circle.



- Number 1 is the hall /canteen.
- Number 2 is the office / classroom.
- Number 3 is the library / canteen.
- 4 Number 4 is the office / hall.
- 5 Number 5 is the classroom / library.

Listen and number. •)

Parts of the School



Play the game.



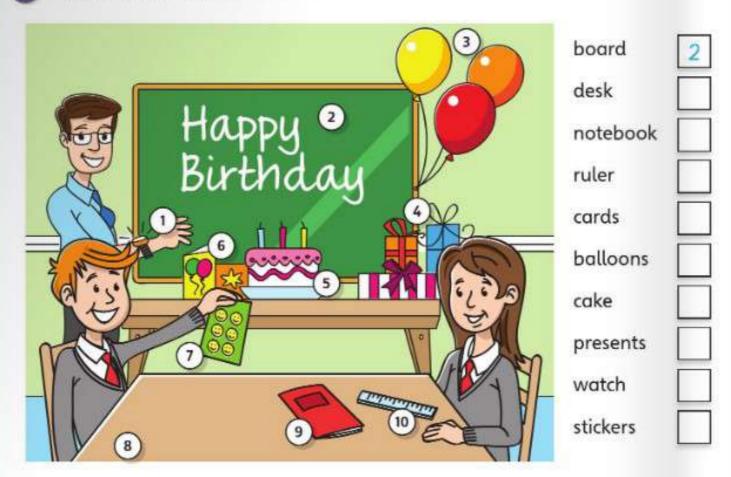
Your project! Write about your school. Draw a picture.

My school
This is the canteen.
That's the cook.
They're pupils.



Review 1

Look and number.



Look at exercise 1. Point, ask and answer.

What's that?
What are they?

It's a board.

They're stickers.

Listen and chant. *)



Ten red pens in Tag's black bag.





My Progress (1)

Write	a.	an	or	The.
******	u,	Cere	٠.	1110

- 1 It's an umbrella. The umbrella is red.
- pencil. pencil is yellow. 2 It's
- board. board is white. 3 It's
- chair. chair is brown. 4 It's

Circle and write.



This is / That is a robot



This is / That is



This is / That is



This is / That is



1 Open the door.



2 Write on the board.

3 Be quiet.

4 Clean the board.







Total /6

Total /3



Total /3

Match.









- 1 It's half past seven.
- 2 It's half past eleven.
- 3 It's half past ten.
- 4 It's half past three.

Total 13

TOTAL / 15







Self-evaluation You can do better: 3–5 p. Good: 6–10 p. Well done: 11–15 p.