

CAMBRIDGE

art Klett

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# Limba modernă Engleză

Caietul elevului  
Clasa a III-a

Better  
Learning

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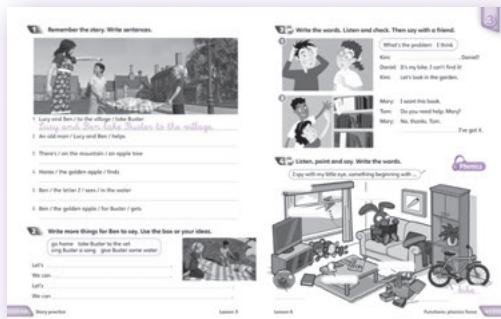
# Limba modernă. Engleză. Clasa a III-a. Caietul elevului presentation

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:

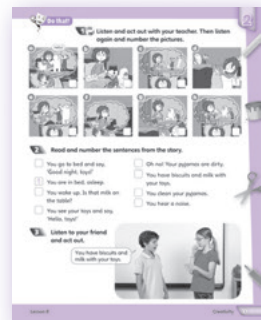
Reading, matching and colouring puzzles, written practice at word level, listening input and opportunities for oral work.



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.

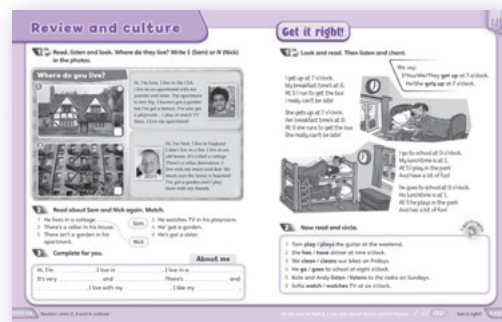


An action sequence telling a story in simple language.

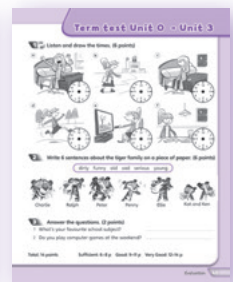


Topic-based skills work consolidating the language of the unit while developing all four language skills.

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.

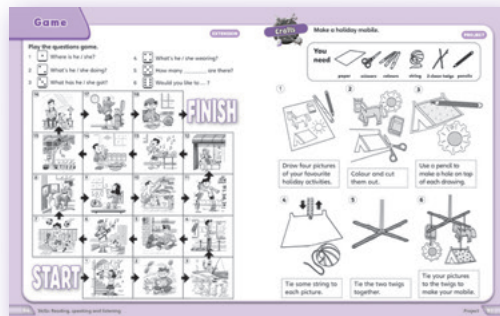


Two **Revision** units covering and reinforcing the vocabulary and grammar of the previous units and providing a lot of extra skills work. Each **Revision** unit is followed by a **Term Test** which also provides performance descriptors.



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

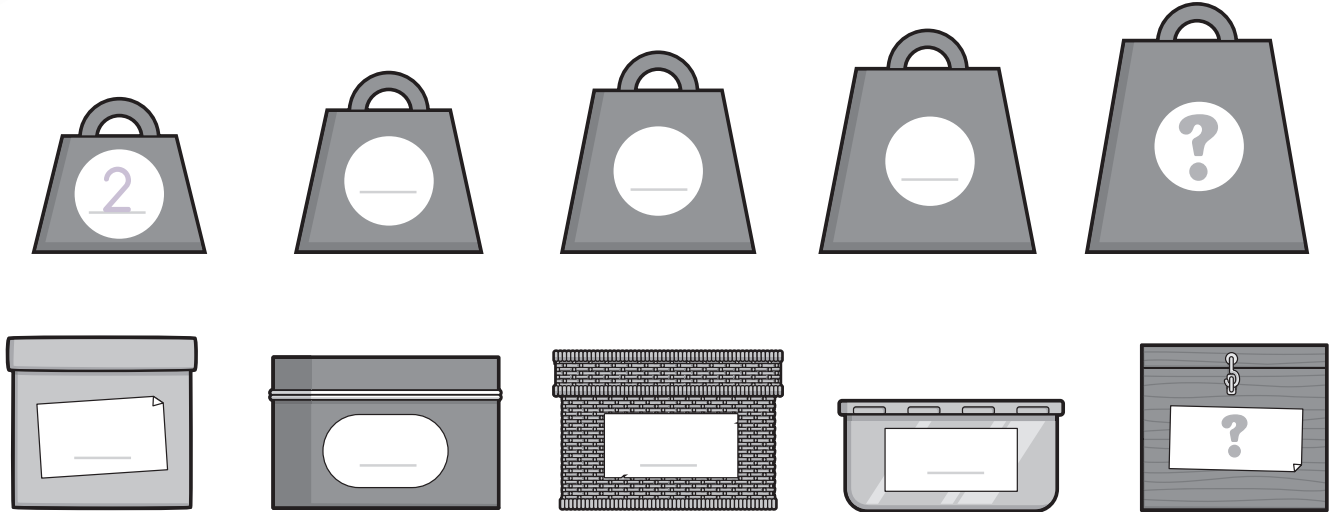
- 3.1. Recunoașterea semnificației unor fraze uzuale tipice pentru viața cotidiană
- 3.2. Identificarea semnificației globale a unui text simplu pe teme familiare
- 3.3. Descifrarea unor mesaje simple familiare primite de la prieteni, colegi, profesor

### 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** <sup>CD</sup><sub>02</sub> Listen and write the numbers.



**2** Look at Activity 1. What are the missing numbers?

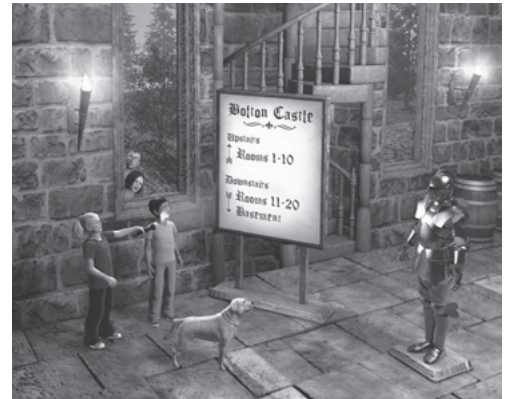
**3** Write the words.

- |   |    |                 |   |    |       |
|---|----|-----------------|---|----|-------|
| 1 | 13 | <i>thirteen</i> | 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

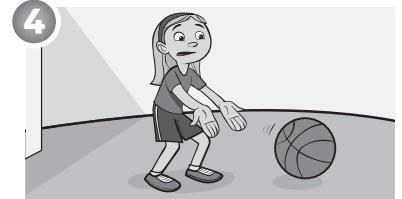
- Ben and Lucy are in a castle.
- Rooms 1 to 10 are \_\_\_\_\_.
- Rooms 11 to 20 are \_\_\_\_\_.
- There's a \_\_\_\_\_ in the castle.



**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.

\_\_\_ In the sea, in the sea.

1 He can ride a bike and swim

\_\_\_ She's an action star, an action star

\_\_\_ Just like you and me.

1 She can skip and paint and swim

\_\_\_ He's an action star, an action star

2

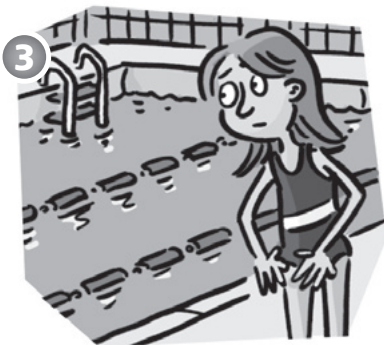
Read Louis and Emily's new verses. Write the words.



Louis

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

I can't <sup>(1)</sup> snorkel but I can <sup>(2)</sup> \_\_\_\_\_ football!



Emily

I can ride a bike  
And fly a kite.

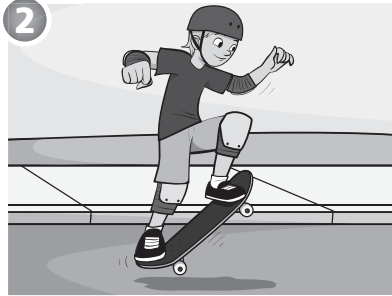
I can't <sup>(3)</sup> \_\_\_\_\_ but I can <sup>(4)</sup> \_\_\_\_\_ .

Come and sing with me!

**3** Look, read and write sentences.



**Maria and Mark**



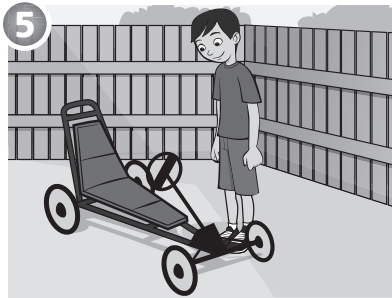
**Luc**



**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 <sup>CD</sup><sub>04</sub>

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*.

**Phonics**

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

4 <sup>CD</sup><sub>05</sub>

Listen, say and check your answers.

**1** <sup>CD</sup><sub>06</sub> Listen and tick (✓) or cross (X).

- |                   |                 |                          |                 |                          |
|-------------------|-----------------|--------------------------|-----------------|--------------------------|
| 1 Jack:           | ride a bike     | <input type="checkbox"/> | play football   | <input type="checkbox"/> |
| 2 Sally:          | fly a kite      | <input type="checkbox"/> | skip            | <input type="checkbox"/> |
| 3 Harry and Bill: | play basketball | <input type="checkbox"/> | play football   | <input type="checkbox"/> |
| 4 Mary:           | paint           | <input type="checkbox"/> | draw            | <input type="checkbox"/> |
| 5 John:           | swim            | <input type="checkbox"/> | jump            | <input type="checkbox"/> |
| 6 Grace:          | bounce a ball   | <input type="checkbox"/> | play basketball | <input type="checkbox"/> |

**2** <sup>CD</sup><sub>07</sub> Listen and match. There is one extra name.

James

Anna

George



Billy

Kate