

CAMBRIDGE

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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.

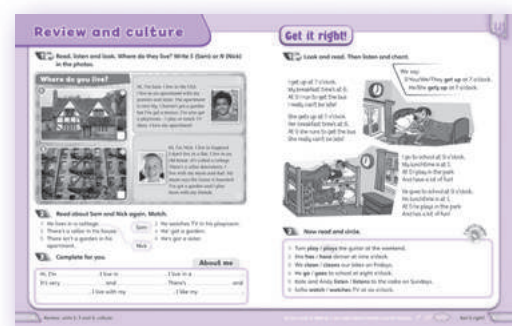


An action sequence telling a story in simple language.



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.

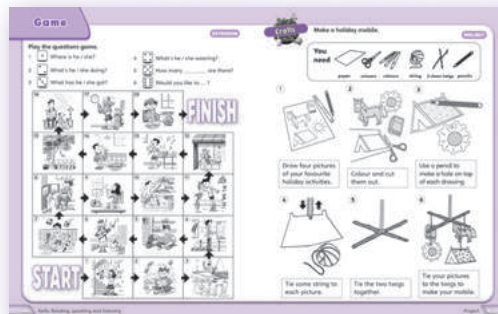


Two **Revision** units covering and reinforcing the vocabulary and grammar of the previous units and providing a lot of extra skills work. Each **Revision** unit is followed by a **Term Test** which also provides performance descriptors.



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

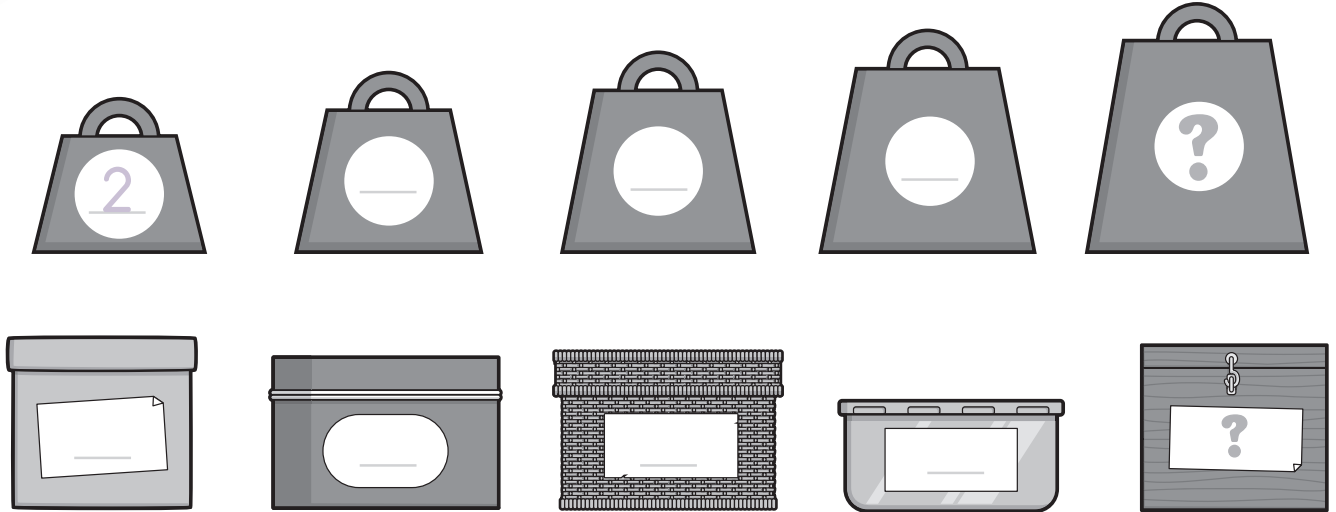
- 3.1. Recunoașterea semnificației unor fraze uzuale tipice pentru viața cotidiană
- 3.2. Identificarea semnificației globale a unui text simplu pe teme familiare
- 3.3. Descifrarea unor mesaje simple familiare primite de la prieteni, colegi, profesor

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 ^{CD}₀₂ Listen and write the numbers.



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

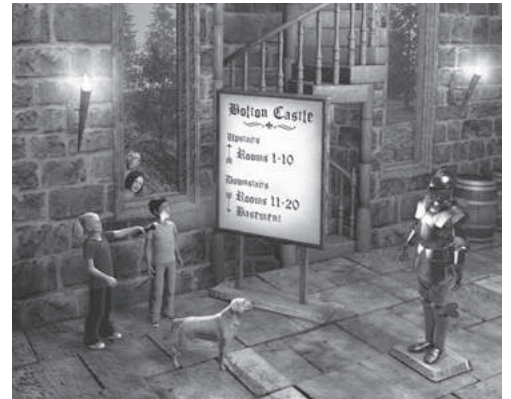
3 Write the words.

- | | | | | | |
|---|----|-----------------|---|----|-------|
| 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

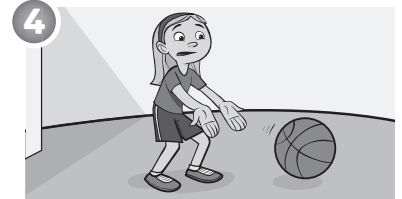
- 1 Ben and Lucy are in a castle.
- 2 Rooms 1 to 10 are _____.
- 3 Rooms 11 to 20 are _____.
- 4 There's a _____ in the castle.



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.

___ 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 ⁽¹⁾ snorkel but I can ⁽²⁾ _____ football!



Emily

I can ride a bike
And fly a kite.

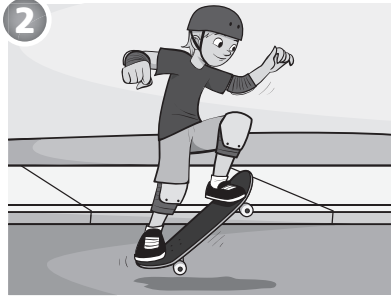
I can't ⁽³⁾ _____ but I can ⁽⁴⁾ _____ .

Come and sing with me!

3 Look, read and write sentences.



Maria and Mark



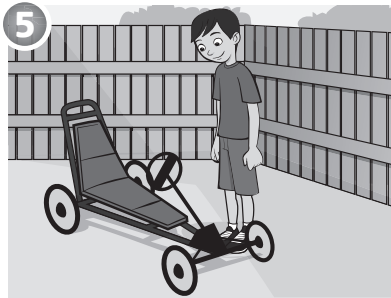
Luc



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*.

Phonics

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

4 ^{CD}₀₅

Listen, say and check your answers.

