

Ministerul Educației

art Klett

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4

Limba modernă  
**Engleză**  
Clasa a IV-a



# Foreword

This textbook offers an English language course that enhances young learners' thinking skills, sharpening their memory and creativity while improving their language skills through fun activities, songs, chants and colourful stories.

With children's development in mind, the authors have worked together to bring this exciting adventure to fourth grade students through a course that follows the Romanian Curriculum step by step and:

- creates an inclusive learning environment through modern learning strategies, games and dynamic activities to ensure all students achieve success;
- inspires passion and sparks the imagination through chants, colourful stories, action songs and fun arts and crafts.

Join the Explorers, Ben and Lucy, and their dog, Buster, on this exciting adventure in the world of English!

# Unit tour *Limba modernă. Engleză. Clasa a IV-a*

**Printed Pupil's Book + Digital Pupil's Book (consistent with the printed version) / Manual, varianta tipărită + Manual, varianta digitală (conformă cu varianta tipărită)**

The Pupil's Book contains 9 Units + Extra resources (Manualul cuprinde 9 Unități + Resurse suplimentare)

Each unit has the following structure / Fiecare unitate are următoarea structură:

Vocabulary + Grammar 1 + Song + Grammar 2 + Story + Story reinforcement and Phonics focus + Skills work + Creativity / CLIL + Revision (Game / Quiz time / My Blog)

Extra resources / Resurse suplimentare: two Revision units, two Term tests, Festivals, Grammar focus

The digital book contains the following types of activities / Manualul digital conține următoarele tipuri de activități:



**Static activity** – listening/ studying a significant image / activitate statică, de ascultare și observare a unei imagini semnificative



**Animated activity** – video/ animation / activitate animată (film/ animație)



**Interactive activity** – exercise with immediate feedback after it is solved / activitate interactivă, de tip exercițiu, în care elevii rezolvă și primesc feedback imediat

## Vocabulary / Vocabular

- core vocabulary presented and contextualised in a colourful illustration / **vocabularul cheie** prezentat și contextualizat printr-o ilustrație
- topic is presented at the foot of the page / tema este prezentată în subsolul paginii



## Grammar 1 / Gramatică 1

- first grammar point presented and practised in the topic-based context of the unit / **primul set de structuri gramaticale** prezentat și exersat în contextul tematicii unității
- target structures are at the foot of the page / structurile țintă se găsesc în subsolul paginii

## Song / Cântec

- vocabulary and grammar of the unit are combined in a song for pupils to join in and sing / **vocabularul și gramatica din unitate sunt combinate într-un cântec** pe care copiii îl vor cânta împreună

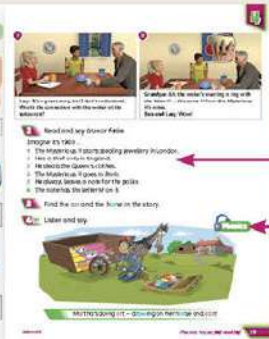


## Grammar 2 / Gramatică 2

- second grammar point introduced and practised in a similar manner to the first / este introdus **al doilea set de structuri gramaticale** predat și exersat în aceeași manieră ca și primul
- target structures are at the foot of the page / structurile țintă se găsesc în subsolul paginii

## Story / Poveste

- the main story of the unit, introduced in Lesson 1 / **povestea principală a unității**, introdusă în lecția 1
- it brings the unit context, vocabulary and structures together / realizează conexiunea dintre contextul unității, vocabularul și structurile predate



## Story follow-up and Phonics focus / Consolidare poveste și focus pe pronunție

- explores the story in more depth / **exploatează povestea** în profunzime
- **Phonics focus** introduces basic sounds, that are particularly relevant to Romanian speakers / **Focus pe pronunție** introduce sunete de bază relevante pentru vorbitorii de limbă română

### Skills work / Formare de competențe

- offers topic-based skills work consolidating the language of the unit while developing all four language skills / oferă stimulare pentru dezvoltarea tuturor celor patru competențe specifice
- skills focus is identified at the foot of each page / competențele vizate sunt identificate în subsolul paginii



### Create that! Guided visualisation / Creează! Vizualizare ghidată

- brings together the topic and language of the unit in creative ways to encourage pupils to use their imagination / combină tema unității și limbajul țintă într-un mod creativ pentru a-i încuraja pe elevi să își folosească imaginația

### CLIL lessons (Content and language integrated learning) / Lecții transdisciplinare

- encourage pupils to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks / încurajează elevii să învețe despre alte discipline prin intermediul limbii engleze și apoi să aplice cunoștințele dobândite



### My Blog - portfolio / Blogul meu - portofoliu



### Projects and investigation / Proiecte și teme de investigație

### Review pages / Recapitulare

- different activity types (board games, quizzes and projects) provide revision in a fun format / jocuri de masă, ministețe de tip quiz și proiecte ce asigură recapitularea într-un format distractiv
- performance descriptors are at the foot of the page / descriptorii de performanță sunt în subsolul paginii

### Revision, Assessment and Systematically observing students / Recapitulare finală, evaluare și observare sistematică

- assessment tools are provided for teachers to evaluate pupils and for pupils to self-evaluate / instrumente de evaluare și autoevaluare
- 2 Revision sections at the end of a semester / 2 secțiuni de recapitulare finală la finalul unui semestru
- 2 Term tests / 2 evaluări sumative
- Checklists for teachers to observe students' progress / Liste de verificare pentru ca profesorii să urmărească progresul elevilor



### Festivals / Sărbători

- pages at the back of the book introduce 3 different festivals - Halloween, Christmas and Valentine's Day / paginile de la sfârșitul cărții ce introduc 3 sărbători - Crăciun, Halloween și Valentine's Day



### Grammar focus / Focus pe gramatică

- pages at the back of the book provide extra practice for all the grammar lessons in the book / pagini de la sfârșitul cărții ce asigură exersarea suplimentară a structurilor predate pe parcurs

# Contents

## Well Done, Explorers! (pages 8 – 17)

<b>Vocabulary</b> Numbers 20 to 100 At town events Competences: 1.1, 1.3, 2.1, 2.2, 3.1, 4.2	<b>Grammar</b> Free-time activities Talking about activities happening at the moment of speaking	<b>Story and value</b> <i>The Map</i> Working together <b>Phonics</b> Groups of consonants	<b>Skills</b> Reading Writing Listening Speaking ▶ <b>Review</b> — My Blog (portfolio)
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## 1 His Hair Is Curly (pages 18 – 27)

<b>Vocabulary</b> Physical appearance Competences: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2	<b>Grammar</b> Revision of possession. Describing people Introducing and describing friends	<b>Story and value</b> <i>The Knight</i> Problem-solving <b>Phonics</b> The letter sound ow	<b>CLIL</b> <b>History:</b> Discover Museums <b>Skills</b> Reading Writing Listening ▶ <b>Project: Do some research!</b>	<b>Thinking skills</b> Matching Interpreting pictures Investigating
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## 2 Eating Out (pages 28 – 37)

<b>Vocabulary</b> Food Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	<b>Grammar</b> Talking about meals; <i>some and any:</i> questions and answers Talking about meals; <i>going to</i>	<b>Story and value</b> <i>At the Restaurant</i> Looking after your possessions <b>Phonics</b> Silent consonants	<b>Skills</b> Reading Speaking ▶ <b>Creativity</b>	<b>Thinking skills</b> Sequencing Finding relevant information Imagining
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Quiz time

In the Pizza Restaurant

## 3 The Journey (pages 38 – 47)

<b>Vocabulary</b> Personal belongings Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	<b>Grammar</b> Asking for and giving an opinion Position <i>in front of, between,</i> <i>behind, next to</i>	<b>Story and value</b> <i>The Tunnel</i> Thinking creatively <b>Phonics</b> The sound /eə/	<b>CLIL</b> <b>Geography:</b> Directions <b>Skills</b> Speaking	<b>Thinking skills</b> Interpreting pictures Analysing and making inferences
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▶ **Revision 1 Unit 0 – Unit 3 (pages 48–51)**

**Term test 1 Unit 0 – Unit 3 (pages 52–53)**

## 4 Our Daily Tasks (pages 54 – 63)

<b>Vocabulary</b> Daily tasks Competences: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2	<b>Grammar</b> Telling the time: moments of the day; habits and routines Talking about routines; <i>before and after</i>	<b>Story and value</b> <i>The Mysterious H</i> Being observant <b>Phonics</b> The sounds /ɑ:/ and /ɔ:/	<b>Skills</b> Listening Speaking ▶ <b>Creativity</b> ▶ <b>Review</b> — My Blog (portfolio)	<b>Thinking skills</b> Interpreting a table Imagining
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## 5 Look at that Baby! (pages 64–73)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Animals and their babies The home Competences: 1.1, 1.3, 2.1, 2.3, 3.1	Talking about animals <i>Where's / Where are ... ? She's / He's / They're in the ...</i>	<i>The Secret Door</i> Keeping calm <b>Phonics</b> The letter sound ea	Listening Reading Speaking ▶ <b>Creativity</b>	Interpreting pictures Logical reasoning Imagining

Quiz time

Save the Panda Cub

## 6 Our School (pages 74–83)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
School places Weather Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1	Revision of time and routines Asking and answering about the weather	<i>In the Music Room</i> Having healthy snacks <b>Phonics</b> The sounds /ɜ:/ and /ɔ:/	Reading Speaking Writing <b>CLIL</b> <b>Music:</b> Musical Instruments ▶ <b>Creativity</b> ▶ <b>Project: Do some research!</b>	Matching Logical reasoning Imagining Investigating

## 7 I'd Like to Be a ... (pages 84–93)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Jobs Competences: 1.1, 1.3, 2.1, 2.3, 3.1, 3.2	<i>Have to</i> <i>Have to:</i> questions and answers	<i>The Trap</i> Counting on others for help <b>Phonics</b> Word stress and /ə/	Speaking Reading Writing <b>CLIL</b> <b>Science:</b> The Solar System	Interpreting a table

## 8 Holidays at the Seaside (pages 94–103)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Holiday activities Competences: 1.1, 1.3, 2.1, 2.2, 3.1, 3.3, 4.2	<i>Why ... ? Because ...</i>	<i>The Last Line</i> Being altruistic <b>Phonics</b> Unstressed words	Listening Speaking ▶ <b>Creativity</b>	Matching Interpreting pictures Imagining

Quiz time

Who? What? Where?

▶ **Revision 2 Unit 4 – Unit 8 (pages 104–107)**

**Term test 2 Unit 4 – Unit 8 (pages 108–109)**

### General and specific competences from the curriculum explored in the units:

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>Understand simple oral messages               <ol style="list-style-type: none"> <li>1.1. Identify details in simple messages that have been clearly and slowly articulated in familiar / predictable contexts</li> <li>1.2. Follow simple directions with the purpose of reaching a goal</li> <li>1.3. Show interest in understanding details from a variety of oral messages articulated clearly and slowly (movies, children's songs)</li> </ol> </li> <li>Speak in everyday communication situations               <ol style="list-style-type: none"> <li>2.1. Ask and give information about the classroom, family, address, people, hobbies, routines</li> <li>2.2. Talk about activities in a dialogue</li> <li>2.3. Describe objects, homes</li> </ol> </li> <li>Understand simple written messages               <ol style="list-style-type: none"> <li>3.1. Identify details in simple texts which contain everyday information</li> <li>3.2. Identify specific information regarding an event on a poster (including digital posters) or in other types of material</li> <li>3.3. Identify specific information in a simple form (name, surname, birthday, address)</li> </ol> </li> <li>Write short simple messages in everyday communication situations               <ol style="list-style-type: none"> <li>4.1. Fill in a questionnaire with personal details (name, surname, address, age, hobbies)</li> <li>4.2. Write simple messages about oneself / about others</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>Receptarea de mesaje orale simple               <ol style="list-style-type: none"> <li>1.1. Identificarea unor detalii din mesaje simple articulate clar și rar în contexte cunoscute / previzibile</li> <li>1.2. Urmărirea unor instrucțiuni simple de orientare, în vederea atingerii unui obiectiv</li> <li>1.3. Manifestarea interesului pentru înțelegerea de detalii dintr-o varietate de mesaje orale simple, articulate clar și rar (filme, cântece pentru copii)</li> </ol> </li> <li>Exprimarea orală în situații de comunicare uzuală               <ol style="list-style-type: none"> <li>2.1. Cererea și oferirea de informații referitoare la casă, familie, adresă, persoane, hobby-uri, obiceiuri</li> <li>2.2. Prezentarea unor activități în cadrul unei interacțiuni</li> <li>2.3. Descrierea unor obiecte, a locuinței</li> </ol> </li> <li>Receptarea de mesaje scrise simple               <ol style="list-style-type: none"> <li>3.1. Identificarea unor detalii din texte simple care conțin informații uzuale</li> <li>3.2. Identificarea unor elemente importante de reperare a unui eveniment pe un afiș (inclusiv afiș igital) sau pe un alt support</li> <li>3.3. Identificarea datelor cerute pe un formular simplu (nume, prenume, data nașterii, adresa)</li> </ol> </li> <li>Redactarea de mesaje simple în situații de comunicare uzuală               <ol style="list-style-type: none"> <li>4.1. Completarea unui chestionar cu detalii personale (nume, prenume, adresă, vârstă, pasiuni)</li> <li>4.2. Redactarea de mesaje simple despre sine/ despre alții</li> </ol> </li> </ol> |
|--|--|

# Well Done, Explorers!



1 Listen and look. Then listen and say the words.

1 statue

2 twenty - fifty

3 mayor

4 photographer

5 sixty - one hundred

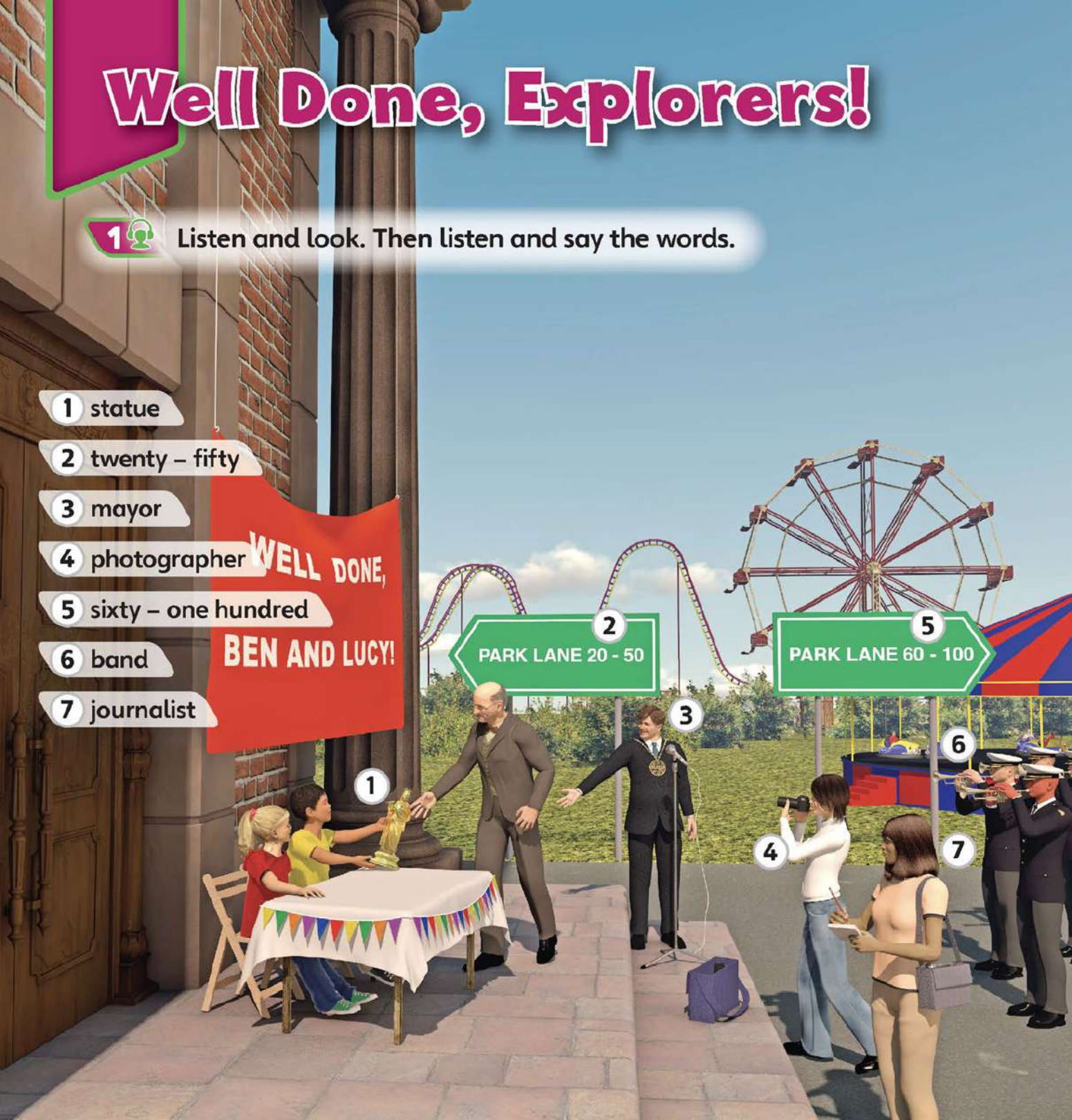
6 band

7 journalist

WELL DONE,  
BEN AND LUCY!

2  
PARK LANE 20 - 50

5  
PARK LANE 60 - 100



2

Pair work. Ask and answer.

What's number 4?

It's a photographer.



**3** Read the interview with Ben and guess the correct answers. Then listen and check.



- 1 Do you like adventure?
  - a Yes, I do.
  - b No, I don't.
- 2 What do you do in your free time?
  - a I ride my bike and go on adventures with my dog.
  - b I ride my bike and go on adventures with Lucy and my dog.
- 3 What does Lucy do in her free time?
  - a She likes singing.
  - b She likes painting.
- 4 Do you and Lucy do other things together?
  - a Yes, we do.
  - b No, we don't.
- 5 Does Lucy like Buster?
  - a Yes, she does.
  - b No, she doesn't.



**4** Listen and say.

### Grammar focus

Do you **read** books?

Yes, I **do**. / No, I **don't**.

Does Emma **go swimming**?

Yes, she **does**. / No she **doesn't**.

What **do you do** in your free time?

We **ride** our bikes.

What **does Paul do** in his free time?

He **listens** to music.



**5** Interview a friend. Find out four new things.

Do you go to bed at nine o'clock?

No, I don't. I go ...



**1** Listen and sing.

**THE EXPLORERS**

**The Explorers!**

Here they come.  
Lucy and Ben. Adventure and fun.  
The Explorers!  
Here they are.  
Ben and Lucy. Action stars.

Does Ben like adventure?  
Yes, he does.  
He loves real action  
Just like us.

**The Explorers! ...**

Is Lucy scared of things?  
No, she's not.  
Does she find much treasure?  
Yes, a lot!

**The Explorers! ...**

Do they like good stories?  
Yes, they do.  
Here's their next adventure.  
You can join in too!

**The Explorers! ...**



**2** Pair work. Ask and answer.

Does Ben like adventure?

Yes, he does.

3

Read the questions. Look and say the correct answers.



- |  |   |
|--|---|
| 1 Are the girls listening to music?    | a No, they aren't. They're dancing.     |
| 2 Is the boy playing football?         | b Yes, he is.                           |
| 3 Is the mayor talking on the phone?   | c No, he isn't. He's looking at a book. |
| 4 Is the journalist talking to a girl? | d Yes, they are.                        |
| 5 Is the photographer painting?        | e Yes, she is.                          |
| 6 Are the boy and girl having lunch?   | f No, he isn't. He's taking a photo.    |

4

Listen and say.

### Grammar focus

Are you **listening** to the radio?

Yes, I **am**.

Are Chris and Tina **sleeping**?

No, they **aren't**. They're **fishing**.

Is the journalist **talking** to a girl?

Yes, she **is**.

Is Peter **having** lunch?

No, he **isn't**. He's **watching** TV.



5

Look at the picture in Activity 3. Play the memory game.

Are the girls playing the guitar?

No, they aren't. They're ...



**Mr Davidson:** Mmm. It's a beautiful statue.  
**Lucy:** And it's very, very old.  
**Ben:** Yes, it is.



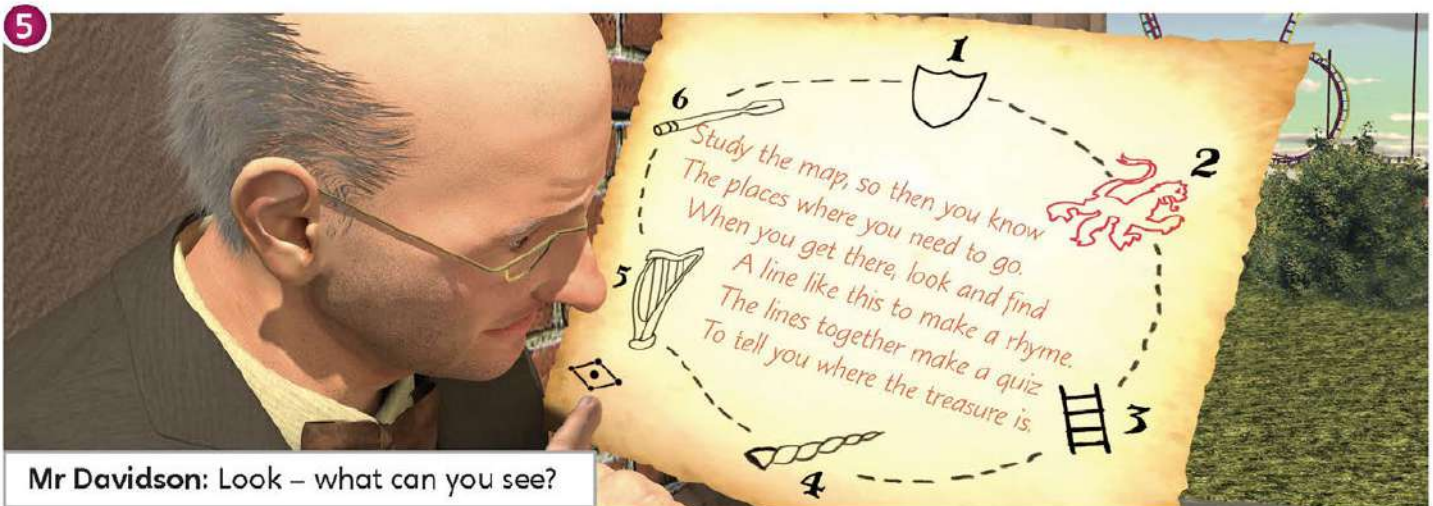
**Mr Davidson:** This strange symbol here ... I know this ...  
**Lucy:** What is it?  
**Mr Davidson:** That's it! Now I remember. Wait here.



**Ben:** Mmm. *What* does he remember?  
**Lucy:** And where is he now?  
**Ben:** I think he's in the museum. But what's that symbol?



**Mr Davidson:** Here you are. Look at this.  
**Lucy:** What is it?  
**Mr Davidson:** A map from the museum.



**Mr Davidson:** Look – what can you see?

6



**Ben:** The symbol! It's the same as on the statue.  
**Mr Davidson:** This diamond is the symbol of an old English king. With this map you can find more of his treasure.

7



**Horax:** Zelda, it's me. The kids have got a treasure map.  
**Zelda:** Let's follow them and find that treasure!

## 2 Answer the questions.

- 1 What does Mr Davidson find on the statue?
- 2 Where does he go?
- 3 What does he get?
- 4 What can Ben and Lucy find with the map?
- 5 Who is watching them?

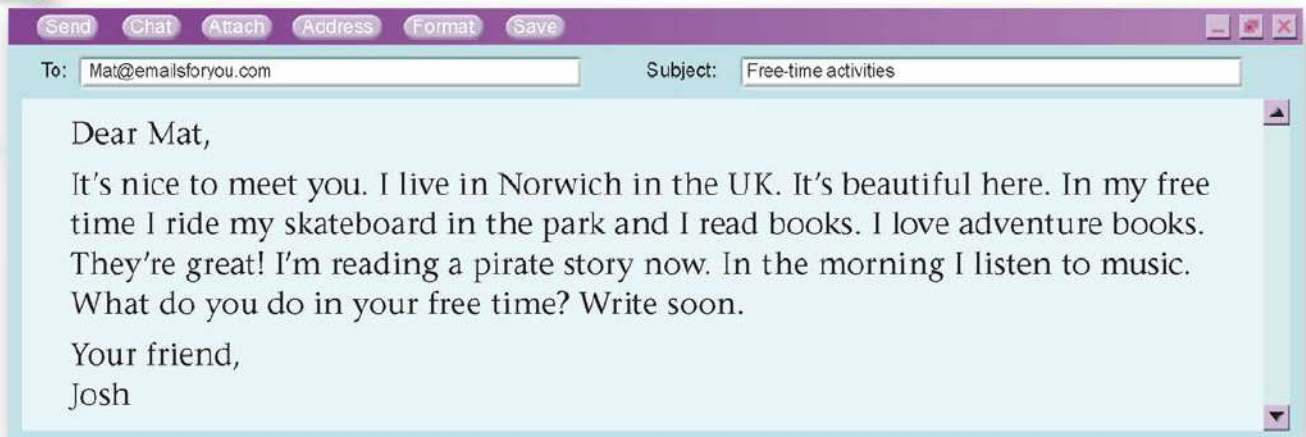
## 3 Find the **strange** symbol in the story.

## 4 Listen and say.



They wear **mask**s when they do **test**s on **wasps** with the new **spr**ay.

## Read the email. Then answer the questions.



- Who is the email from?
- Who is the email for?
- What does Josh write about?

## 2 Read the email again and circle the pictures.

1 What does Josh do in his free time?



2 What does Josh like to read?



3 What does Josh do in the morning?



## 3 Write an answer to Josh's email.





# Skills

1

Look, read and point to the correct picture.  
Listen and check.



Tom



Anna



Paul and Sarah



- 1 Tom is playing with his cat. He isn't talking on the phone.
- 2 Anna is reading a book. She isn't playing the piano.
- 3 Paul and Sarah are dancing. They aren't listening to the radio.

2

Look at the picture. Say and guess.

He's playing with ...

It's ...



3

Pair work. Draw your own picture.  
Then tell your partner about it.

In my picture the boy is ...



# Review – My Blog

1 Read Julie's Blog. Then number the pictures.

Portfolio



Hi,  
I'm Julie!

Welcome to my blog! Let's talk about hobbies!

**I like exercising** in my free time. Sometimes I do yoga. My dog Jonesy helps me. Do you exercise? What exercises do you do? Every day I go for a long walk with my dog. We walk in the park for one hour. The fresh air is really good for me.

**I love watching TV.** I watch cartoons and romantic films. Do you watch TV? What do you like watching?

**I really like reading.** My favourite stories are fantasy stories. At the moment I'm reading a book with princesses, witches and flying horses... Do you like reading? What do you read? Oh, and every day **I chat online with my friends. I enjoy that very much.** I'm chatting with them right now.

I have to go now! My favourite TV show is on.

Tell me about your hobbies in the comment section below!

Bye for now!

Like Comment Share SUBSCRIBE



**2****Read and say which comment answers Julie's questions.**

Alice

30 minutes ago

Dear Julie, I love your blog. I exercise every day. I ride my bike in the park. I love fresh air too. I don't have a dog. I have a cat. We play every day. It's lots of fun. I don't watch TV, but I read books. My favourites are adventure stories. I'm reading a book called *Pirates of the East Seas* now. I chat online with my friends too. We chat for hours and send photos. It's great.

Love, Alice

132 REPLY

View 23 replies ▾



Mike

2 hours ago

Dear Julie, I read your blog all the time. My daily routine looks like this: every day I get up at seven o'clock and I have a shower. I have breakfast and then I go to school. I come home at one o'clock, I have lunch and I do my homework. I go to bed at nine o'clock.

Best wishes, Mike

55 REPLY

View 123 replies ▾

**3****Write a comment on Julie's blog. Put it in your portfolio.**

You

3 hours ago

Dear Julie, I read your blog all the time.  
My hobbies are ...

13 REPLY

View 1 reply ▾

**4****Pair work. Talk to your partner about your hobbies. What do you do in your free time? What are your favourite activities?**

I like exercising in my free time. I love reading, too. What about you?



# 1

# His Hair Is Curly



Listen and look. Then listen and say the words.



1 blonde

2 curly

3 moustache

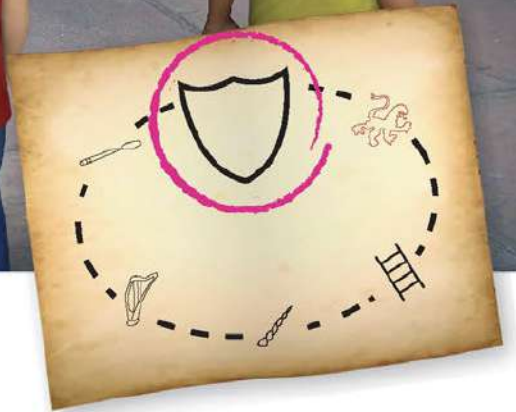
4 teeth

5 straight

6 beard

7 fat

8 thin



2

Pair work. Say and guess.

He's got a moustache.

It's king A.

### 3 Look, read and say the letter.

a



b



c



d



e



f



- 1 Our eyes are green.
- 3 My teeth are big and white.
- 5 Their hair is short and straight.

- 2 His nose is long.
- 4 Her ears are big.
- 6 Her hair is blonde and curly.

### 4 Listen and say.

#### Grammar focus

My eyes are **big**.

His moustache is **long**.

Our eyes are **brown**.

Your hair is **blonde** and **curly**.

Her hair is **short** and **straight**.

Their teeth are **white**.



### 5 Pair work. Describe a classmate. Your friend guesses.

His hair is brown and curly.



I think it's ...