

# Table of Contents

| UNITS   | TOPIC   | VOCABULARY  | STRUCTURES  | COMPETENCES                                 |
|---|---|---|---|---|
| <b>1.</b><br><b>A NEW FRIEND</b><br>pp. 10 - 17             | <ul style="list-style-type: none"> <li>Introducing a friend</li> <li>Greetings</li> <li>Telling the time</li> </ul>                       | <ul style="list-style-type: none"> <li>colours</li> <li>numbers 11-20</li> <li>clothes items</li> </ul>   | <ul style="list-style-type: none"> <li>have got / has got</li> </ul>  | 1.1. 2.1.<br>1.2. 3.2.<br>1.3. 3.3.         |
| <b>2.</b><br><b>THE GOLDEN BOOK</b><br>pp. 18 - 25          | <ul style="list-style-type: none"> <li>Talking and asking about location of objects</li> </ul>  | <ul style="list-style-type: none"> <li>school objects</li> </ul>  | <ul style="list-style-type: none"> <li>on, under, in, next to</li> <li>a / an</li> </ul>  | 1.1. 3.1.<br>1.3. 3.2.<br>2.2. 3.3.         |
| <b>3.</b><br><b>THE CHINESE DRAGON</b><br>pp. 26 - 33       | <ul style="list-style-type: none"> <li>Describing people</li> <li>Introducing family members</li> </ul>                                   | <ul style="list-style-type: none"> <li>physical appearance</li> <li>the extended family</li> <li>China, the Great Wall</li> </ul>                       | <ul style="list-style-type: none"> <li>my, your, his, her, our, their</li> <li>have got / has got</li> </ul>  | 1.1. 3.1.<br>1.3. 3.2.<br>2.1. 3.3.<br>2.3. |
| <b>4.</b><br><b>THE TREE HOUSE</b><br>pp. 34 - 41           | <ul style="list-style-type: none"> <li>Describing the house, identifying rooms, furniture and location of objects in the house</li> </ul> | <ul style="list-style-type: none"> <li>rooms</li> <li>furniture</li> <li>objects in the house</li> <li>location of objects</li> </ul>                   | <ul style="list-style-type: none"> <li>on, in, in front of, next to, behind</li> <li>there is / there are</li> </ul>  | 1.1. 3.1.<br>1.3. 3.2.<br>2.1. 3.3.<br>2.3. |
| <b>5.</b><br><b>CHEWBOOK IS IN LONDON</b><br>pp. 42 - 49    | <ul style="list-style-type: none"> <li>Talking about locations in town</li> </ul>   | <ul style="list-style-type: none"> <li>buildings</li> <li>colours</li> <li>clothes</li> <li>England, London, Big Ben, the British Museum</li> </ul>     | <ul style="list-style-type: none"> <li>between, in front of, next to, behind</li> <li>have got / has got</li> </ul>   | 1.1. 3.1.<br>1.3. 3.2.<br>2.2. 3.3.         |
| <b>6.</b><br><b>THE CHRISTMAS BOOK</b><br>pp. 50 - 57       | <ul style="list-style-type: none"> <li>Christmas activities</li> </ul>  | <ul style="list-style-type: none"> <li>winter activities</li> <li>toys</li> <li>magic creatures</li> <li>the North Pole, Santa's toy factory</li> </ul> | <ul style="list-style-type: none"> <li>can / can't cannot</li> </ul>  | 1.1. 2.2.<br>1.3. 3.1.<br>2.1. 3.2.         |
| <b>REVISION 1 (UNIT 1-UNIT 6)</b> pp. 58 - 59               |   |   |   |   |
| <b>7.</b><br><b>WELCOME TO ITALY!</b><br>pp. 60 - 67        | <ul style="list-style-type: none"> <li>Asking about items in a menu / shop</li> </ul>   | <ul style="list-style-type: none"> <li>food</li> <li>Italy, Rome</li> </ul>   | <ul style="list-style-type: none"> <li>some / any</li> <li>have got / has got</li> <li>a / an</li> <li>there is / there are</li> </ul>                                      | 1.1. 2.1.<br>1.2. 2.2.<br>1.3. 3.1.         |
| <b>8.</b><br><b>WE ARE SURFING IN HAWAII</b><br>pp. 68 - 75 | <ul style="list-style-type: none"> <li>Writing an e-mail / a postcard to a friend</li> </ul>  | <ul style="list-style-type: none"> <li>leisure activities</li> <li>Hawaii, the beach</li> </ul>   | <ul style="list-style-type: none"> <li>Yes, I can. / No, I can't.</li> <li>I am / am not swimming.</li> <li>Are you swimming?</li> <li>Yes, I am. / No, I'm not.</li> </ul> | 1.1. 3.2.<br>1.2. 3.3.<br>1.3. 4.2.<br>2.2. |

# Table of Contents

| UNITS  | TOPIC   | VOCABULARY   | STRUCTURES   | COMPETENCES  |
|--|---|--|--|--|
| <b>9.</b><br><b>THE FLYING BOOK</b><br>pp. 76 - 83   | <ul style="list-style-type: none"> <li>Talking about farm animals</li> </ul>  | <ul style="list-style-type: none"> <li>farm animals</li> <li>numbers</li> <li>Romania, Bran Castle</li> </ul>                                  | <ul style="list-style-type: none"> <li>How many...?</li> <li>there is / there are</li> </ul>                                   | 1.1.<br>1.2.<br>1.3.<br>2.2.<br>3.2.<br>3.3.<br>4.2.         |
| <b>10.</b><br><b>THE MYSTERY AGENCY</b><br>pp. 84 - 91                                     | <ul style="list-style-type: none"> <li>The town: indicating location</li> <li>Describing daily routines</li> <li>Telling the time</li> </ul>                  | <ul style="list-style-type: none"> <li>daily activities</li> </ul>   | <ul style="list-style-type: none"> <li>next to, in front of, behind, at, to</li> <li>Yes, I do. / No, I don't.</li> </ul>      | 1.1.<br>1.2.<br>1.3.<br>2.1.<br>2.2.<br>3.2.                 |
| <b>11.</b><br><b>WELCOME TO RIO!</b><br>pp. 92 - 99  | <ul style="list-style-type: none"> <li>Describing a movie / book character</li> <li>Describing routines and leisure activities</li> </ul>                     | <ul style="list-style-type: none"> <li>movie / book characters</li> <li>physical appearance</li> <li>Rio Carnival, Statue of Christ</li> </ul> | <ul style="list-style-type: none"> <li>I like / I don't like wizards.</li> <li>I like / I don't like dancing samba.</li> </ul> | 1.1.<br>1.3.<br>2.2.<br>2.3.<br>3.2.<br>3.3.                 |
| <b>12.</b><br><b>WIZBOOK PAINTS IN PARIS</b><br>pp. 100 - 107                              | <ul style="list-style-type: none"> <li>Talking about free time activities and hobbies</li> </ul>  | <ul style="list-style-type: none"> <li>leisure activities</li> <li>hobbies</li> <li>Paris, the Eiffel Tower</li> </ul>                         | <ul style="list-style-type: none"> <li>this / that</li> <li>these / those</li> </ul>   | 1.1.<br>1.3.<br>2.2.<br>3.1.<br>3.2.<br>3.3.                 |
| <b>13.</b><br><b>WE ARE ALL FRIENDS</b><br>pp. 108 - 115                                   | <ul style="list-style-type: none"> <li>Preparing a party / celebration</li> <li>Describing people</li> <li>Locating familiar objects and buildings</li> </ul> | <ul style="list-style-type: none"> <li>party elements</li> <li>locations</li> <li>clothes</li> </ul>   | <ul style="list-style-type: none"> <li>How much...?</li> <li>It's Christie's book. / It's her book.</li> </ul>                 | 1.1.<br>1.3.<br>2.1.<br>3.1.<br>3.2.<br>3.3.<br>4.1.<br>4.2. |
| <b>FINAL REVISION</b> pp. 116 - 117  |   |  |  |  |
| <b>PROJECTS (HALLOWEEN, HAPPY EASTER!)</b><br>pp. 118 - 119                                |   |  |  | 1.1.<br>1.3.<br>2.1.<br>2.3.<br>3.1.<br>3.2.<br>3.3.<br>4.1. |
| <b>ANEXĂ – OBSERVAREA SISTEMATICĂ A ACTIVITĂȚII ȘI COMPORAMENTULUI ELEVILOR</b><br>pp. 120 |   |  |  |  |

## LIMBA MODERNĂ ENGLEZĂ CLASA A III-A

### 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

# Ghid de utilizare a manualului digital

## Ce este manualul digital?

Manualul digital reproduce întregul conținut din versiunea tipărită, oferind elevilor posibilitatea de a interacționa cu diverse elemente de conținut. Astfel, aceștia vor putea viziona animații sau filme, rezolva exerciții interactive și naviga prin manual.

## Simbolurile folosite în manualul digital:

### 1. AMII animat:

- videoclipuri cu informații și activități suplimentare;
- înregistrări audio.

### Videos:

- videos with extra information and activities;
- audio recordings.

### 2. AMII static:

- imagini;
- informații și activități suplimentare.

### Pop-ups:

- pictures and extra practice.

### 3. AMII interactiv:

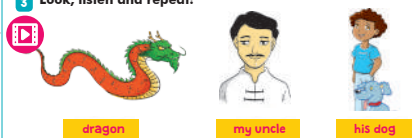
- exerciții de alegere multiplă, de tip adevărat sau fals, de asociere, de completare.

### Interactive activities:

- multiple choice, true or false, writing and matching exercises.

**LESSON 1**

**3 Look, listen and repeat:**




dragon      my uncle      his dog

**4 Look at exercise 1 and write T (True) or F (False):**

a. Our mission is the Chinese Dragon. ( )      c. Chewbook has got the Silver Book. ( )  
b. The dragon is in China. ( )      d. That's my uncle, Dong. ( )

**5 Do you remember? Match the words to the pictures:**



mother      father      sister      brother      grandpa      grandma

**LESSON 2**

**4 Look and match:**



jumper hat dress jacket skirt T-shirt  
trousers boots shorts sandals bag

**5 Fill in has got / hasn't got:**

Example: Tommy has got a purple T-shirt.  
Jenny hasn't got jeans.

a. Jenny \_\_\_\_\_ a bag?  
b. Jenny \_\_\_\_\_ a blue jacket?  
c. Tommy \_\_\_\_\_ orange shoes?  
d. Jenny \_\_\_\_\_ glasses?  
e. Tommy \_\_\_\_\_ an umbrella?



**6 Look again at the picture in exercise 5. Circle has got / has not (hasn't) got:**

1. Jenny has got / hasn't got a pink dress.      3. Tommy has got / hasn't got jeans.  
2. Tommy has got / hasn't got a bag.      4. Jenny has got / hasn't got gloves.

## Cum se folosește manualul digital?

### 1. Meniul superior



**Mărire/micșorare** – se mărește sau se micșorează fereastra, pentru o vizualizare adecvată a elementelor de interes.



**Căutare** – pot fi efectuate căutări în manualul digital după cuvinte-cheie.



**Cuprins** – deschide cuprinsul manualului digital.



**Înapoi la prima pagină** – se revine la prima pagină a manualului digital.



**Pagina anterioară** – se accesează pagina anterioară paginii curente.



**Pagina următoare** – se accesează pagina următoare paginii curente.



**Salt la ultima pagină** – se accesează ultima pagină a manualului digital.



**Adnotări** – deschide o galerie de instrumente, cu funcții diferite, ce permit operații în timp real: sublinieri, adnotări, încercuiri, demarcări, mascări, evidențieri etc.






**Indicații** – se accesează ecranul cu indicații.



### 2. Ajutor în utilizarea AMII interactiv:

Deschide interacțiunea dând click cu mouse-ul pe exercițiu. Pentru exercițiile de completare, utilizează mouse-ul pentru a poziționa cursorul pe spațiul în care dorești să completezi. Pentru exercițiile de alegere, utilizează mouse-ul pentru alegerea variantei de răspuns. Apasă butonul **Check (Verifică)** pentru a vedea dacă ai ales corect. Pentru ambele tipuri de exerciții apare culoarea verde și ✓ pentru răspunsul corect. Pentru răspunsul greșit apare culoarea roșie și ✗. Pentru a relua rezolvarea exercițiului, apasă butonul **Retry (Reîncearcă)**. Poți vedea răspunsurile corecte și apăsând butonul Show answers (**Afișează soluția**).

### 3. Ajutor în utilizarea AMII animat:

Apasă pe butoanele  /  pentru a deschide aplicația. Butonul **Play** este localizat pe bara de jos a ferestrei, alături de **Volum** și opțiunea de **Afișare completă** pe ecran. Pentru a opri temporar aplicația, apasă butonul **Pauză**, de pe bara de jos a ferestrei. Pentru a ieși din aplicație, apasă pe butonul  din colțul din dreapta sus al ferestrei.










### 4. Ajutor în utilizarea AMII static:

Apasă pe butonul . Imaginea se va deschide mărită. Apasă pe butonul  din colțul din dreapta sus, pentru a închide aplicația.

# User guide for the digital textbook

## How to use the digital textbook




### 1. The main menu

-  **Zoom-in/Zoom-out** – enlarge or reduce the page.
-  **Search** – search for keywords in the digital textbook.
-  **Menu** – open and close the menu.
-  **Go to first page**
-  **Previous page** – go to previous page.
-  **Next page** – go to next page.
-  **Go to last page**
-  **Annotation** – A tool gallery for performing different actions in real time, such as: underlining, annotating, highlighting, etc.
-  **Help**



### 2. How to solve interactive exercises:

Click on the exercise. For *Fill in the blanks*, read each question or sentence carefully; use your mouse to place the cursor on the 'fill in box' and type in the answer. For *Choose the correct option*, click on the answer you think is correct. There is only one correct answer. Click on **Check** to verify your answers. Answers marked with green and ✓ are correct; the incorrect ones are marked with red and ✗. Click on **Retry** if you want to start the exercise again. You can also check the correct answer by clicking on **Show answers**.

### 3. How to use the audio-video icons:

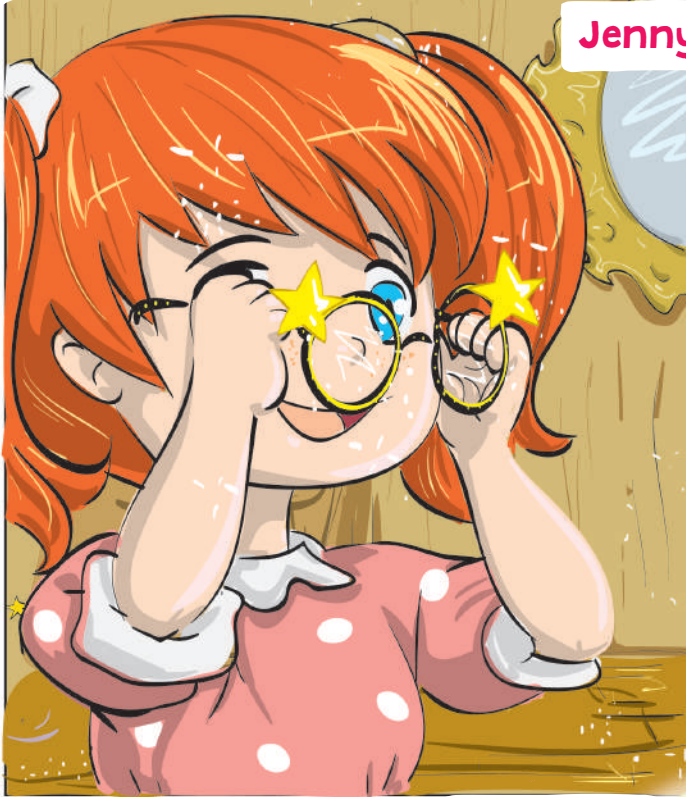
Click on the  /  icon; the video file will open in a new window. The **Play** button is located on the menu bar at the bottom of the window, along with **Volume** control and **Full-screen display** options. You can pause the recording by clicking on **Pause**, or close the window by clicking on the  button in the upper right corner, on the left.

### 4. How to use the pop-up icons:

Click on the  icon; a new window will open, showing the enlarged image. Use the  button in the upper right corner to close the window.



# MEET YOUR FRIENDS



Jenny



Christie



Blip Blop

Chewbook

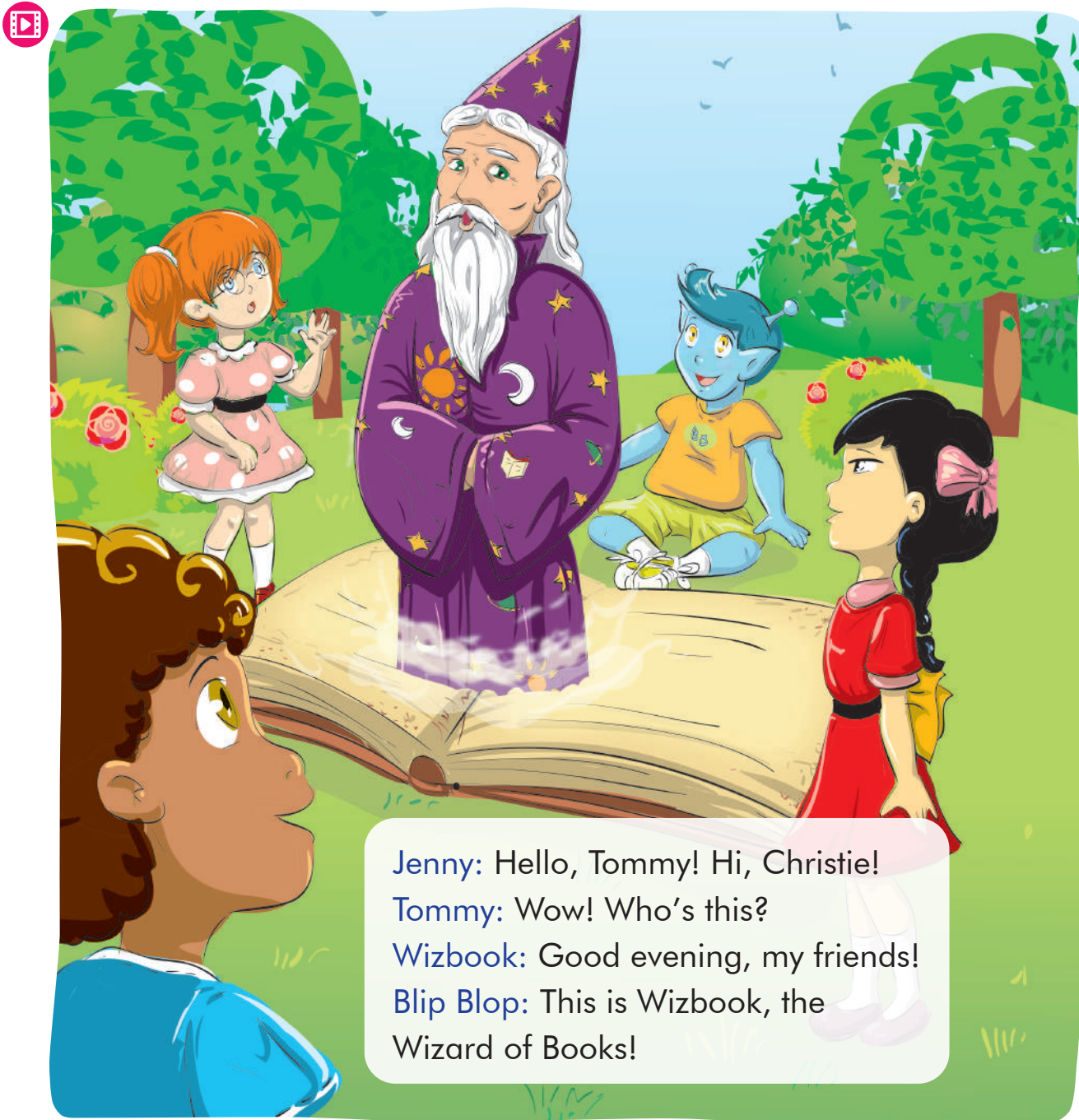
Tommy



Wizbook



## 1 Look, listen and read:



Jenny: Hello, Tommy! Hi, Christie!  
Tommy: Wow! Who's this?  
Wizbook: Good evening, my friends!  
Blip Blop: This is Wizbook, the  
Wizard of Books!

## 2 Listen again and choose the right answer:

The new friend is:    a. a boy            **b. a wizard**            c. a girl



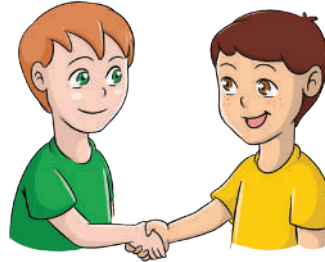
### 3 Look, listen and repeat:



wizard



evening



Nice to meet you!



Who's this?

### 4 Draw lines and match the words!



GOOD  
NICE  
WIZARD  
WHO'S

MAGIC  
THIS?  
EVENING  
TO MEET YOU!

### 5 Look at the pictures and talk to your friend:



**You:** Who's this?  
**Your friend:** This is Jenny.

## 1 Listen and repeat:



11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

19

nineteen

20

twenty

## 2 Look, say and point:



06:00

It's 6 o'clock!  
Good morning!



12:00

It's 12 o'clock!  
Good afternoon!

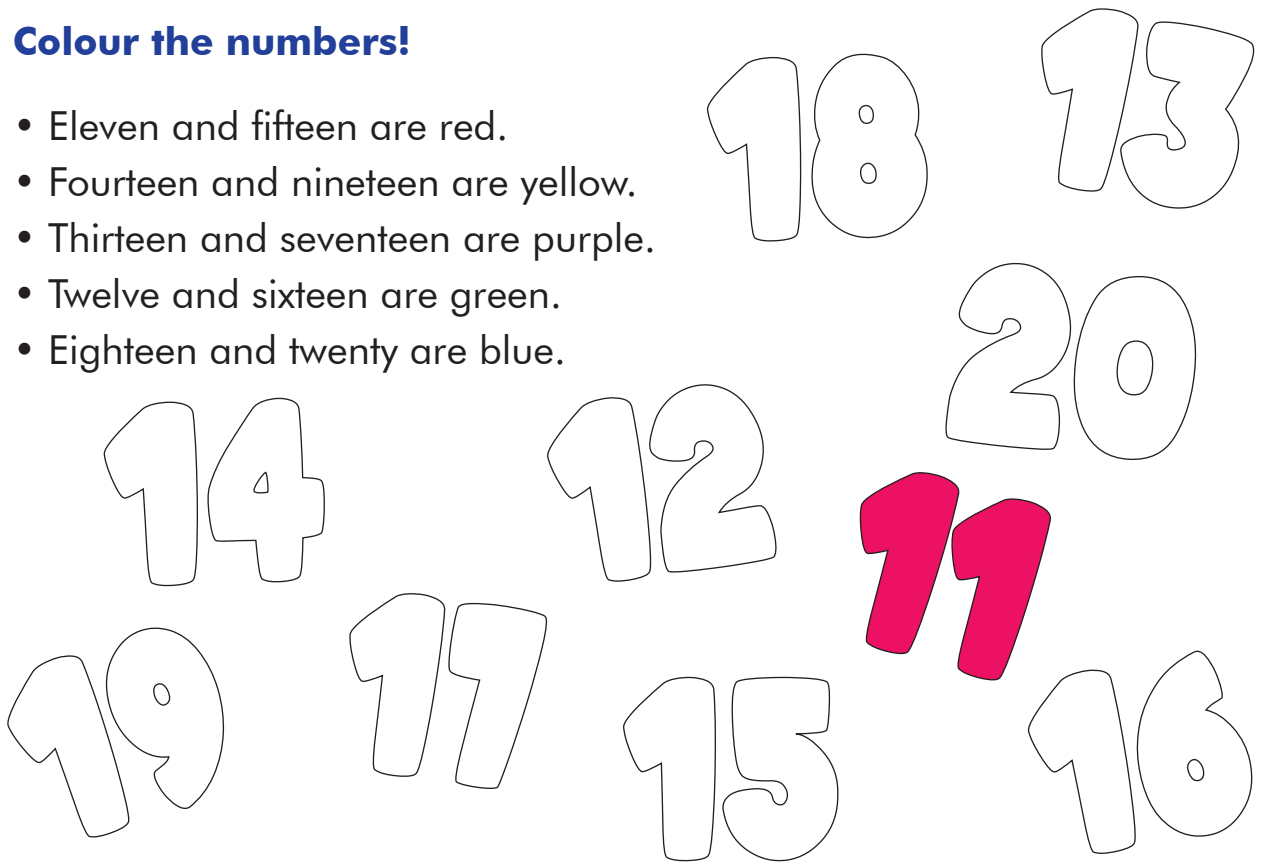


08:00

It's 8 o'clock!  
Good evening!

## 3 Colour the numbers!

- Eleven and fifteen are red.
- Fourteen and nineteen are yellow.
- Thirteen and seventeen are purple.
- Twelve and sixteen are green.
- Eighteen and twenty are blue.

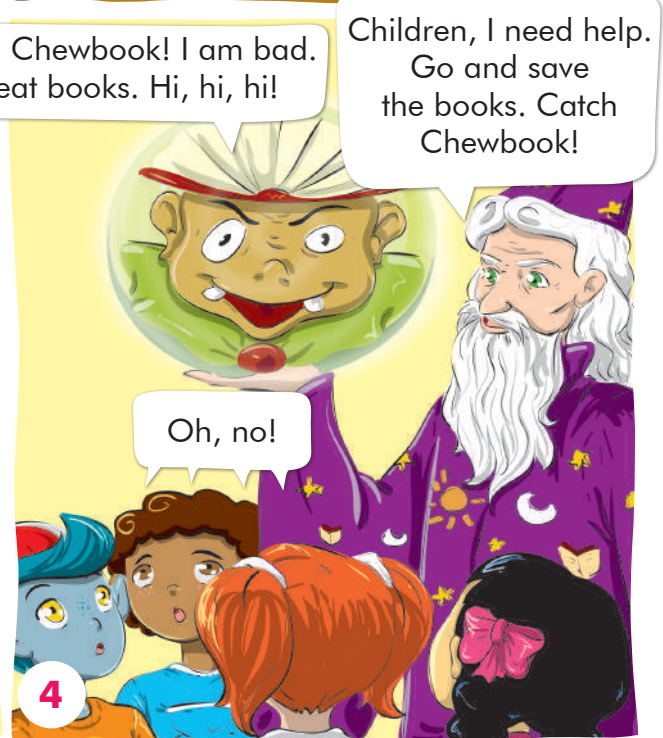
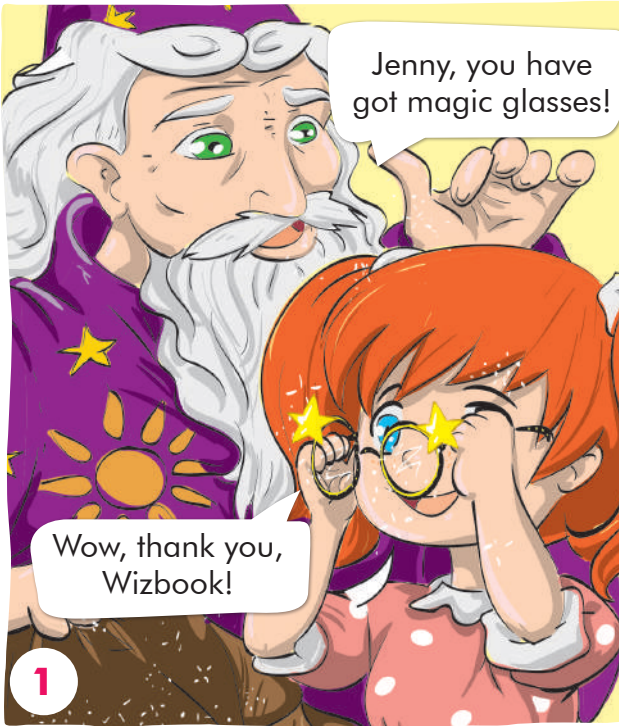


## 4 Find the numbers!

1. eleven
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



## 1 Look, listen and read:



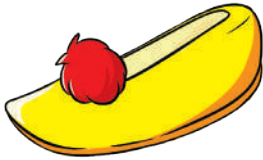


## 2 Read and say YES or NO:

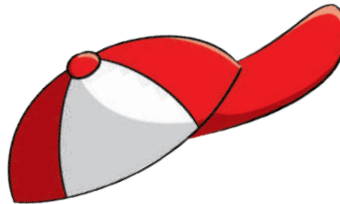
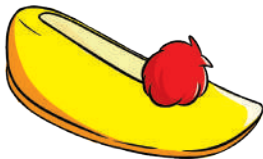
- a. Chewbook is good.
- b. Blip Blop has got a magic cap.
- c. Tommy has got magic glasses.
- d. Christie has got magic shoes.

| YES                   | NO                               |
|-----------------------|----------------------------------|
| <input type="radio"/> | <input checked="" type="radio"/> |
| <input type="radio"/> | <input type="radio"/>            |
| <input type="radio"/> | <input type="radio"/>            |
| <input type="radio"/> | <input type="radio"/>            |

## 3 Look, listen and repeat:



shoes



cap



glasses



gloves

## 4 Look and fill in:



Blip Blop has got a magic **cap**.



Jenny has got magic \_\_\_\_\_.



Tommy has got \_\_\_\_\_.



Christie has got \_\_\_\_\_.



## GAME

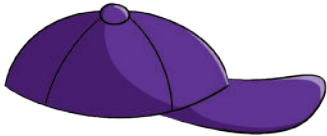
### HOW TO PLAY

Roll the dice. The player with the highest number starts the game. When your answer is wrong, the next player continues.

## START!

1

2. What colour is the cap?



3. Go back to start!

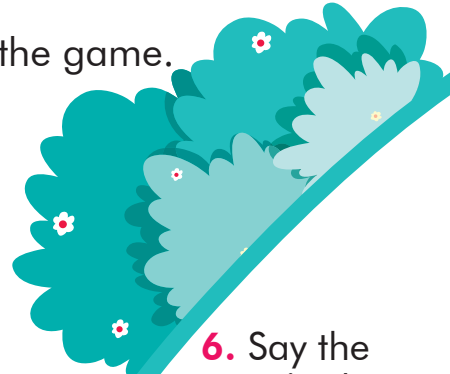
4. Go to number 6!



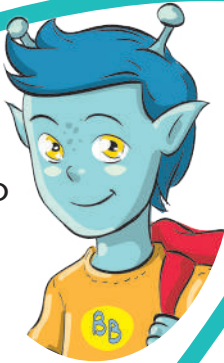
5. It's \_\_\_ o'clock.



6. Say the greeting!



7. Who is this?



8. Go back to number 5!



9. Go to number 11!



10. Say the greeting!



11. It's \_\_\_\_\_ o'clock.



12. What colour are the gloves?



**MISSION COMPLETE!**

HOW I THINK I'M DOING: 😊  😐  ☹️

## 1 Look, listen and read:



**Wizbook:** Children, I have a mission for you! This is mission 1. Find the Golden Book. It's in your school.

**Christie:** Jenny, put on your magic glasses! What can you see now?

**Jenny:** Ready! I can see a green room, an eraser, an orange bookshelf and many books. It's the classroom.

**Tommy:** No, it's the library, it's green. The classroom is orange!

## 2 Look, listen and repeat:



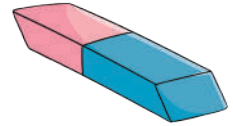
golden



bookshelf



library

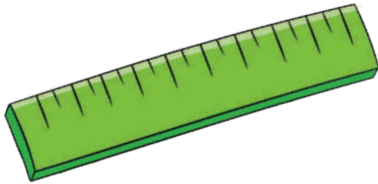


eraser

## 3 Look at exercise 1 and write T (True) or F (False):

- a. Put on your magic shoes. ( F )
- b. The bookshelf is orange. ( )
- c. This is mission 3. ( )
- d. The classroom is not green. ( )

## 4 Do you remember? Match the objects to the words:



pencil

ruler

pencil case

schoolbag



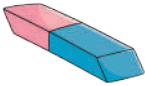
pen


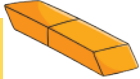
## 5 Listen and repeat the poem:

Welcome to Rainbow School!



## 1 Listen and repeat:




a book
BUT
an eraser



a golden book
BUT
an orange eraser


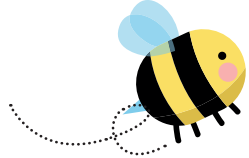
## 2 Circle the correct word:

- a. A / An elephant is big.
- b. An / A mouse is small.
- c. Give me a / an apple.
- d. I can see a / an orange bookshelf.
- e. It's an / a black cat.
- f. This is an / a green library.

## 3 Fill in: a / an


 This is the Golden Book. It's a story about \_\_\_\_\_ iguana with \_\_\_\_\_ umbrella. The iguana has two friends: \_\_\_\_\_ orange mouse and \_\_\_\_\_ big blue spider. They all live in \_\_\_\_\_ big zoo in London.

## 4 Find the objects!



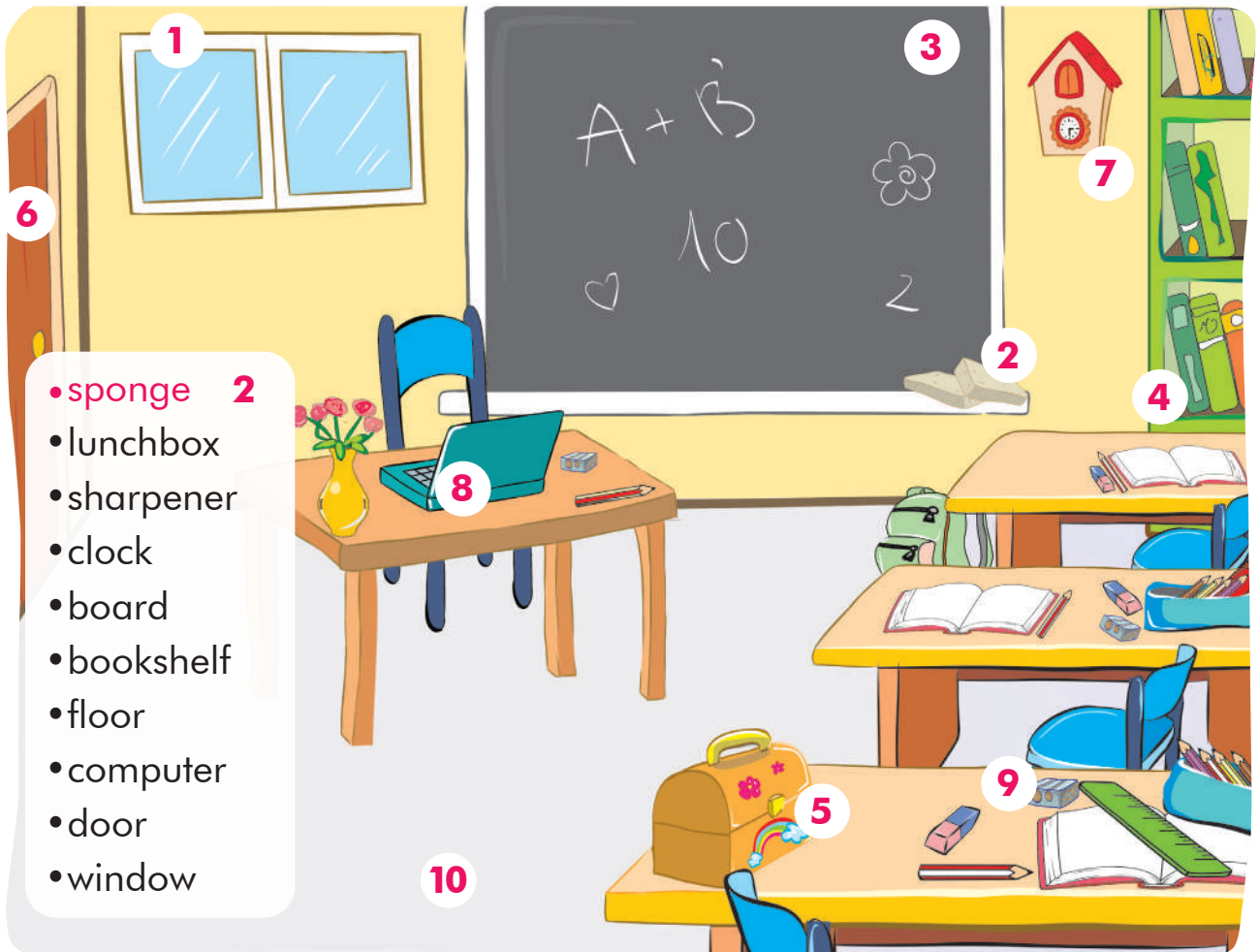
pen pencil bookshelf eraser ruler book classroom table school bag



**5** Look, listen and repeat the alphabet:



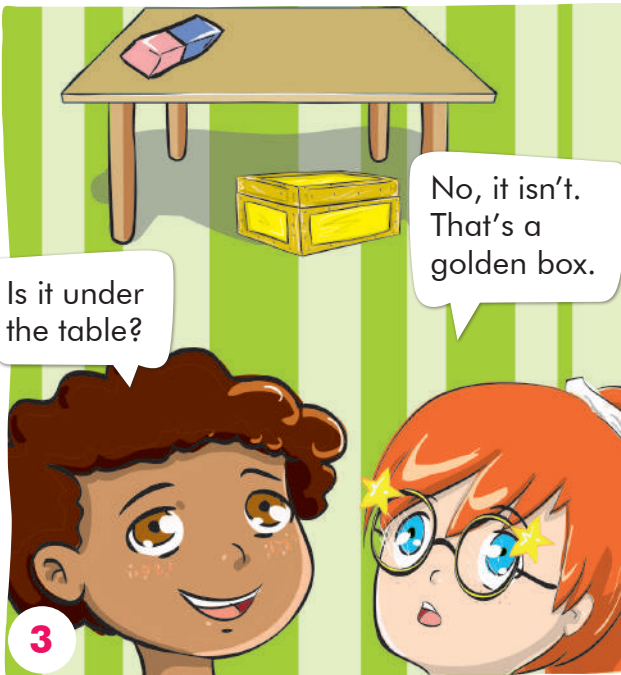
**6** Match the objects to the words:



**7** Spell the words in exercise 6!



## 1 Look, listen and read:



## 2 Listen again and circle the answer:

The children are:      a. in the library      b. in the classroom

## 3 Read the text again and circle the correct answer:

1. What's next to the red book?    a. a yellow book    b. a golden book
2. What's under the table?    a. a box    b. a fox
3. What colour is the box?    a. gold    b. golden
4. What is next to the dictionary?    a. a book    b. a box

## 4 Look, listen and repeat:

next to  
on  
under  
in

**Example:**  
Where is the mouse?  
It's under the cheese.

## 5 Look again at the pictures in exercise 1 and fill in the missing words:

1. Where is the yellow book? It is next to the red book.
2. Where is the golden box? It is \_\_\_\_\_ the table.
3. Where is the dictionary? It is \_\_\_\_\_ the purple bookcase.
4. Where is the red book? It is \_\_\_\_\_ the blue shelf.

## 6 Look and answer:

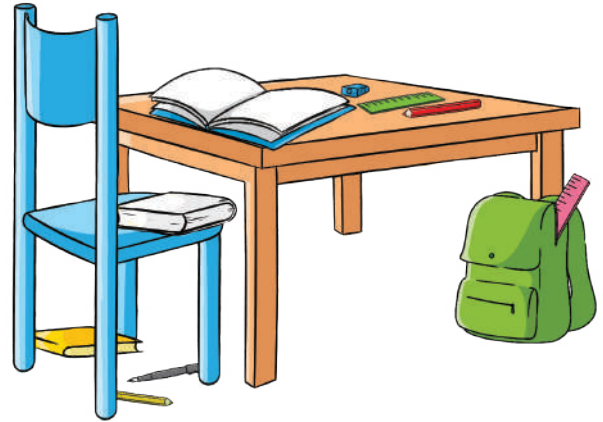
**Tommy:** Is the yellow pencil under the chair?

**Jenny:** Yes, it is.

**Tommy:** Is the pen under the yellow book?

**Jenny:** No, it isn't.

1. Is the sharpener under the table?
2. Is the blue book on the table?
3. Is the schoolbag next to the chair?
4. Is the pink ruler in the schoolbag?
5. Is the white book on the table?



## 7 Hide and seek! Talk to your friend, like this:

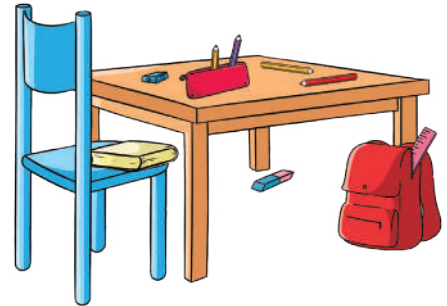
 Hide something in the classroom. Then, help your friend find it.



## 1 Look and fill in the sentences with the correct words:


 **a** **an** **in** **next to** **under** **on**

**Example:** A red pencil is on the table.







1. \_\_\_\_ blue chair is \_\_\_\_\_ the table.
2. \_\_\_\_ red schoolbag is \_\_\_\_\_ the table.
3. \_\_\_\_ purple pencil is \_\_\_\_\_ the pencil case.
4. \_\_\_\_ sharpener is \_\_\_\_\_ the table.
5. \_\_\_\_ eraser is \_\_\_\_\_ the table.

## 2 Look at the pictures and write the correct word:

Hello! I'm Blip Blop. This is my classroom. It's orange .

The \_\_\_\_\_  is behind the \_\_\_\_\_ .

The \_\_\_\_\_  is next to the \_\_\_\_\_ .

A \_\_\_\_\_  is on the table and a \_\_\_\_\_ 

is on the wall. It's a lovely classroom!

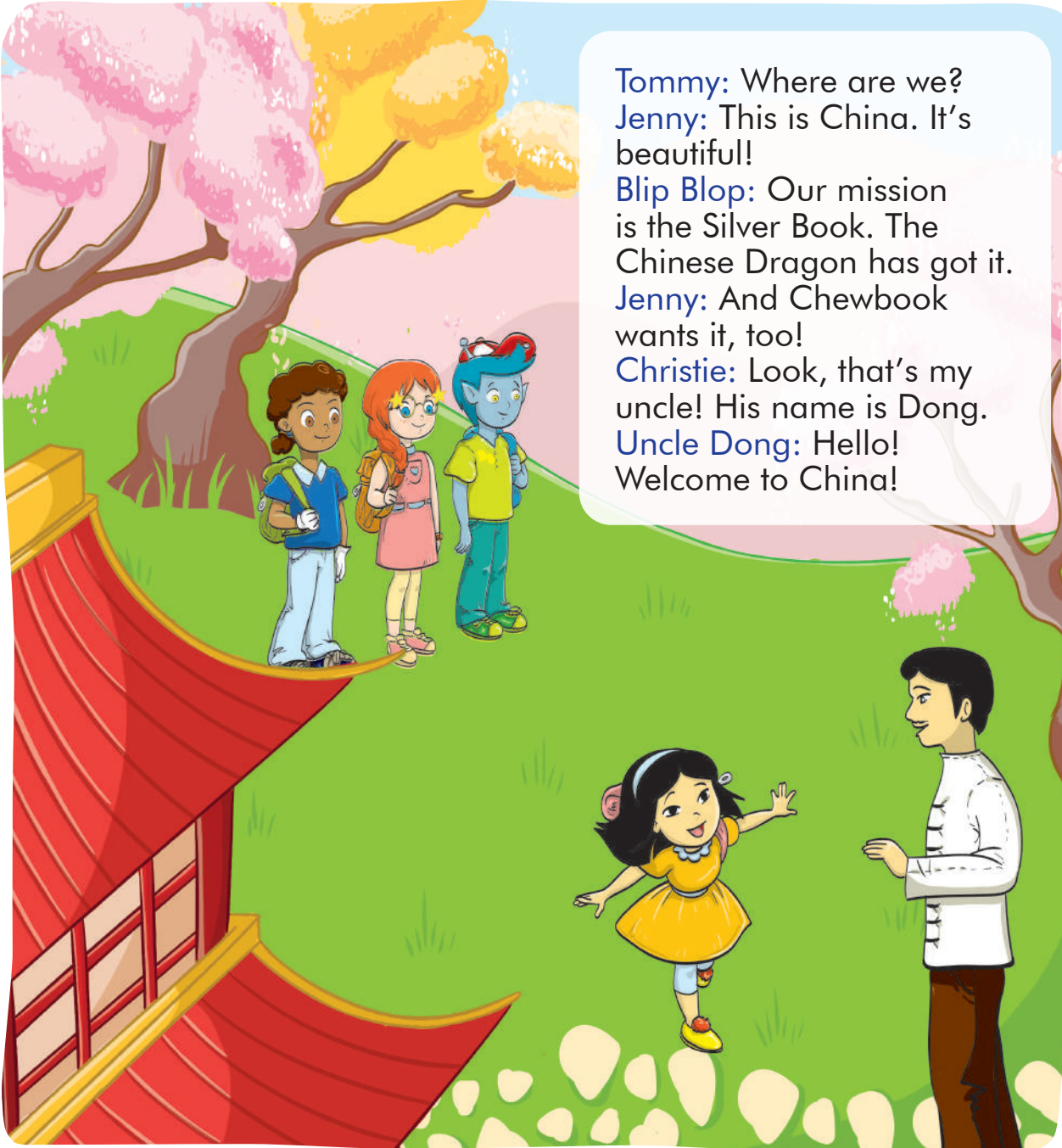
## 3 Look at the text in exercise 2. Play "I spy with my little eye...".

**Jenny:** I spy with my little eye something beginning with T!

**Christie:** TABLE!

HOW I THINK I'M DOING:     



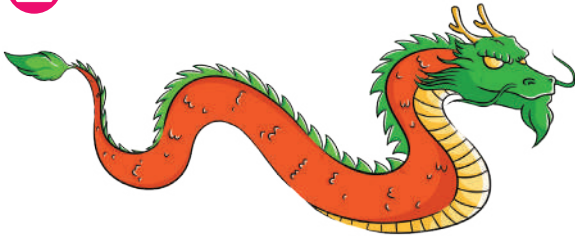
**1 Listen and read:**An illustration of a traditional Chinese garden. In the foreground, a young girl in a yellow dress is running towards a man in a white traditional Chinese jacket. In the background, three children (a boy in a blue shirt, a girl in a pink dress, and a boy in a yellow shirt) are standing near a large tree with pink blossoms. A red building with a curved roof is visible on the left. The scene is set in a lush green landscape with a path of light-colored stones.

Tommy: Where are we?  
Jenny: This is China. It's beautiful!  
Blip Blop: Our mission is the Silver Book. The Chinese Dragon has got it.  
Jenny: And Chewbook wants it, too!  
Christie: Look, that's my uncle! His name is Dong.  
Uncle Dong: Hello! Welcome to China!

**2 Where are the children?**

- a. in China      b. in Cuba

### 3 Look, listen and repeat:



dragon



my uncle



his dog

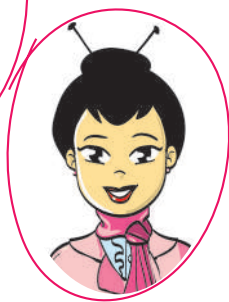
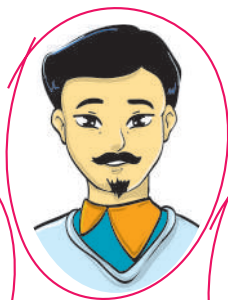
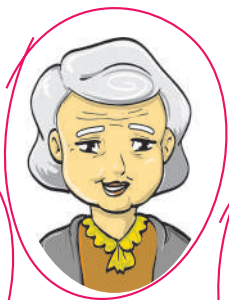
### 4 Look at exercise 1 and write T (True) or F (False):



- a. Our mission is the Chinese Dragon. ( )
- b. The dragon is in China. ( )

- c. Chewbook has got the Silver Book. ( )
- d. That's my uncle, Dong. ( )

### 5 Do you remember? Match the words to the pictures:



father

brother

grandma

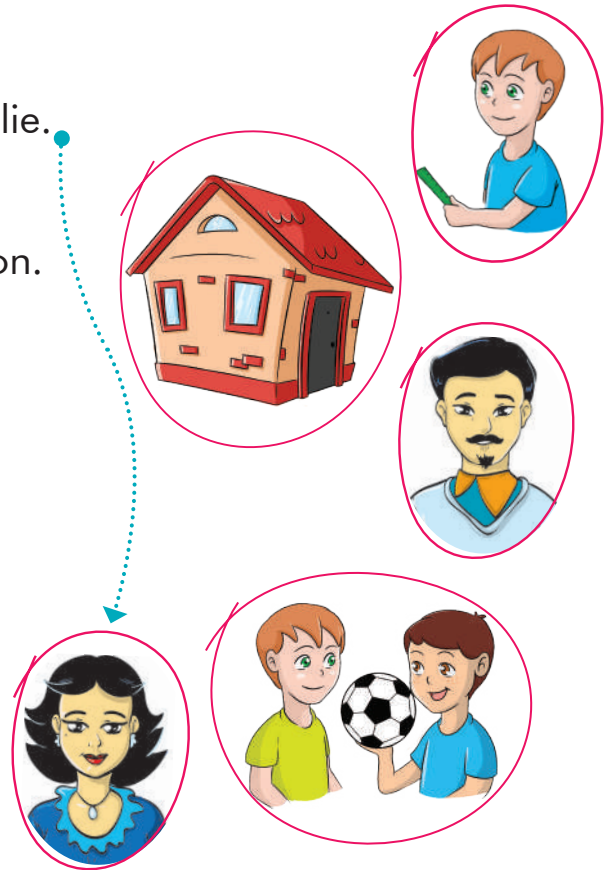
mother

sister

grandpa

## 1 Match the sentences to the pictures:


1. This is my mother. Her name is Julie.
2. This is my father. His name is Jason.
3. This is our house. It's big.
4. This is their ball. They are happy.
5. This is your ruler. Thank you.



## 2 Look, listen and repeat:

 **MY**      **YOUR**      **HIS**      **HER**      **OUR**      **THEIR**

## 3 Fill in my, your, his, her, our, their:

-  I am Christie. This is my family.  
 We live in London. \_\_\_\_\_ house is big.  
 That is my sister. \_\_\_\_\_ name is Kim.  
 They are grandma and grandpa. \_\_\_\_\_ house is small.  
 Where do you live? Is \_\_\_\_\_ house nice?  
 This is my brother. \_\_\_\_\_ name is Kenny.