

CAMBRIDGE



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Comunicare
în limba modernă 1

Engleză

Ghidul profesorului

Clasa a II-a

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Map of the course

*Note: All page numbers below refer to the Pupil's Book. For corresponding Teacher's Book pages see Contents section, page 3.

Back to School (pages 8–17)

<p>Vocabulary The classroom: door, bookcase, wall, clock, window, board, cupboard, chair, floor</p> <p>Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4</p>	<p>Grammar There is a (cupboard). There's a (cupboard). There are some (chairs). How do you spell that?</p>	<p>Story and value The Burglars Teamwork</p> <p>Phonics The letter sound oo</p>	<p>CLIL Maths: Tangrams Project: Make a tangram</p> <p>Skills • Speaking</p>	<p>Thinking skills</p> <ul style="list-style-type: none"> • Matching • Sequencing 	<p>Basic competences</p> <ul style="list-style-type: none"> • Language • Cultural awareness and expression • Social and civic • Sense of initiative and entrepreneurship • Mathematical, science and technology
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1 The Zoo (pages 18–27)

<p>Vocabulary Animals: zebra, monkey, hippo, parrot, snake, bear, tiger, crocodile</p> <p>Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1</p>	<p>Grammar Do you like (bananas)? Yes, I do. / No, I don't. (He/She) likes / doesn't like (spiders). Does (Mike/Emma) like monkeys? Yes, he/she does. / No, he/she doesn't.</p>	<p>Story and value The Zoo Keeper Helping people</p> <p>Phonics The letter sounds ie and y</p>	<p>Skills</p> <ul style="list-style-type: none"> • Reading • Listening • Speaking <p>▶ Creativity Draw your animal</p> <p>CLIL Science: Animal groups</p>	<p>Thinking skills</p> <ul style="list-style-type: none"> • Interpreting pictures • Matching • Hypothesising 	<p>Basic competences</p> <ul style="list-style-type: none"> • Language • Cultural awareness and expression • Social and civic • Mathematical, science and technology • Sense of initiative and entrepreneurship
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2 My Bedroom (pages 28–37)

<p>Vocabulary Furniture: lamp, mirror, armchair, wardrobe, sofa, bed, table, mat</p> <p>Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1</p>	<p>Grammar Where's the (pencil)? Where are the (pencils)? It's / They're in / on / under the chair. I like this/that (book). I like these/those (books).</p>	<p>Story and value Tidy Up! Tidiness</p> <p>Phonics The letter sounds u–e, ew, ue and o–e</p>	<p>CLIL Science: Recycling Project: Make some recycling bins for your classroom.</p>	<p>Thinking skills</p> <ul style="list-style-type: none"> • Matching • Imagining • Hypothesising • Reflection 	<p>Basic competences</p> <ul style="list-style-type: none"> • Language • Cultural awareness and expression • Social and civic • Science and physical education • Learning to learn • Sense of initiative and entrepreneurship
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3 Come to My Party! (pages 38–47)

<p>Vocabulary The face: eyes, hair, ears, glasses, nose, mouth, face</p> <p>Competences: 1.1, 1.3, 2.1, 2.3, 3.1, 4.1</p>	<p>Grammar He/She's got (dark eyes). Has he/she got (green eyes). Yes, he/she has. / No, he/she hasn't.</p>	<p>Story and value Thunder's Party Being a good loser</p> <p>Phonics The letter sounds a–e, ai and ay</p>	<p>Skills</p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing <p>▶ Creativity Draw your birthday party</p>	<p>Thinking skills</p> <ul style="list-style-type: none"> • Matching • Interpreting pictures 	<p>Basic competences</p> <ul style="list-style-type: none"> • Language • Cultural awareness and expression • Social and civic • Sense of initiative and entrepreneurship • Mathematical, science and technology
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▶ Review 1: Back to school – unit 3 (pages 48–51)

▶ Term test 1: Back to school – unit 3 (pages 52–53)

4 Off We Go! (pages 64–73)

<p>Vocabulary Transport: helicopter, boat, lorry, train, scooter, bus, skateboard, taxi, motorbike</p> <p>Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1</p>	<p>Grammar Where's the (helicopter)? It's behind / in front of the (plane).</p>	<p>Story and value The Tree on the Track Perseverance</p> <p>Phonics The letter sounds tr, gr and dr</p>	<p>CLIL Maths: Size</p> <p>Skills</p> <ul style="list-style-type: none"> • Listening • Speaking • Writing 	<p>Thinking skills</p> <ul style="list-style-type: none"> • Matching • Predicting • Mathematical reasoning 	<p>Basic competences</p> <ul style="list-style-type: none"> • Language • Cultural awareness and expression • Social and civic • Mathematical, science and technology • Sense of initiative and entrepreneurship
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5 Sports Club (pages 74–83)

<p>Vocabulary Sports: badminton, baseball, basketball, football, hockey, table tennis, tennis, volleyball</p> <p>Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1</p>	<p>Grammar (Flying a kite) is difficult. difficult, fun, great, boring. What sport do you like doing? I like playing (hockey). Me too. / I don't.</p>	<p>Story and value The Football Club Including people</p> <p>Phonics The letter sounds o, oa and o-e</p>	<p>Skills</p> <ul style="list-style-type: none"> • Listening • Speaking • Writing <p>▶ Creativity Draw your trophy</p>	<p>Thinking skills</p> <ul style="list-style-type: none"> • Matching • Interpreting pictures 	<p>Basic competences</p> <ul style="list-style-type: none"> • Language • Cultural awareness and expression • Social and civic • Mathematical, science and technology • Sense of initiative and entrepreneurship
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6 In the Countryside (pages 84–93)

<p>Vocabulary Farm animals: mouse, horse, cow, sheep, rabbit, tail, child, chicken, goat</p> <p>Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1</p>	<p>Grammar The (cow) is big. The (mouse) is small. (Whisper) is tall. (Misty) is short. The (horse) has got a long tail. The (rabbit) has got a short tail. How many (legs) have (chickens) got? They've got (2 legs).</p>	<p>Story and value We're Lost! Asking for help when you need it</p> <p>Phonics The letter sounds z and s</p>	<p>CLIL Science: Animals and our food Bacteria and food</p> <p>Skills</p> <ul style="list-style-type: none"> • Listening 	<p>Thinking skills</p> <ul style="list-style-type: none"> • Interpreting pictures • Classifying • Organizing information • Matching 	<p>Basic competences</p> <ul style="list-style-type: none"> • Language • Cultural awareness and expression • Social and civic • Mathematical, science and technology • Science and physical education • Sense of initiative and entrepreneurship
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7 Amusement Park (pages 38–47)

<p>Vocabulary Amusement park: ride a roller coaster, ride a horse, win a prize, buy chips, drink lemonade, throw a ball, eat a burger</p> <p>Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1</p>	<p>Grammar I'd like to (drink a lemonade). Revision of the cycle</p>	<p>Story and value Bad Apples Being honest</p> <p>Phonics The letter sounds w and wh</p>	<p>Skills</p> <ul style="list-style-type: none"> • Reading <p>▶ Creativity Draw your fair</p>	<p>Thinking skills</p> <ul style="list-style-type: none"> • Matching • Analysis of statements 	<p>Basic competences</p> <ul style="list-style-type: none"> • Language • Cultural awareness and expression • Social and civic • Mathematical, science and technology • Learning to learn
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▶ Review 2: units 4–7 (pages 94–97)

▶ Term test 2: units 4–7 (pages 98–99)

Festivals: pages 100–102

Picture dictionary: pages 103–111

Photocopiable activities: pages 112–115

Audio scripts: pages 116–118

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

- | | |
|---|--|
| <ol style="list-style-type: none"> Understand simple oral messages <ol style="list-style-type: none"> 1.1. Provide an adequate reaction to a simple question/instruction articulated clearly and very slowly, in everyday communication situations 1.2. Recognise the basic position of objects from their immediate universe (on, under, in front of, behind, in) in messages that are articulated slowly and clearly 1.3. Show curiosity towards understanding the global meaning of children's films and songs in English Speak in everyday communication situations <ol style="list-style-type: none"> 2.1. Reproduce short, simple children's songs/poems 2.2. Introduce a person/popular character, using a few familiar details (name, gender, age, hobby) 2.3. Take part in communication games by reproducing or creating short chants/messages 2.4. Ask for and give short, simple information about where objects from their immediate universe are Understand simple written messages <ol style="list-style-type: none"> 3.1. Show curiosity towards decoding simple, short written messages related to their immediate universe Write short simple messages in everyday communication situations <ol style="list-style-type: none"> 4.1. Take part in group/class projects by producing short written messages with help from the teacher | <ol style="list-style-type: none"> Receptarea de mesaje orale simple <ol style="list-style-type: none"> 1.1. Oferirea unei reacții adecvate, în situații de comunicare uzuale, la o întrebare/ instrucțiune simplă rostită clar și foarte rar 1.2. Recunoașterea pozițiilor de bază (pe, sub, în față, în spatele, în) ale unor obiecte din universul imediat, în mesaje articulate clar și rar 1.3. Manifestarea curiozității față de sesizarea semnificației globale a unor filme și a unor cântece pentru copii în limba modernă respectivă Exprimarea orală în situații de comunicare uzuală <ol style="list-style-type: none"> 2.1. Reproducerea unor cântece/poezii simple pentru copii 2.2. Prezentarea unei persoane / unui personaj cunoscut folosind câteva detalii familiare (nume, gen, vârstă, hobby) 2.3. Participarea la jocuri de comunicare în care reproduce sau creează rime/ mesaje scurte 2.4. Cererea și oferirea unor informații scurte și simple referitoare la localizarea obiectelor din universul imediat Receptarea de mesaje scrise simple <ol style="list-style-type: none"> 3.1. Manifestarea curiozității pentru decodarea unor mesaje scrise simple și scurte din universul imediat Redactarea de mesaje scrise simple în situații de comunicare uzuală <ol style="list-style-type: none"> 4.1. Participarea la proiecte de grup/ la nivelul clasei în care elaborează cu sprijin scurte mesaje scrise |
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Introduction

About the course

What is *Comunicare în limba modernă 1. Engleză. Clasa a II-a*?

Comunicare în limba modernă 1. Engleză. Clasa a II-a is an English course for primary school students. It has been developed following the curriculum for the teaching of English in Romanian primary schools and caters for schools with a different number of lessons per week, from one or two lessons up to four or five lessons per week, providing maximum adaptability. The syllabus covers the *official curriculum* and the basic competences developed in each unit have been highlighted.

A flexible approach

Comunicare în limba modernă 1. Engleză. Clasa a II-a offers maximum flexibility accommodating all language learning environments and needs (mixed ability, regional differences and different types of schools). The course consists of core lessons, plus additional lessons (skills, creativity and CLIL).

The teaching notes include advice about what to do with larger class sizes, with suggestions for using the extra resources from the Activity Book.

Clear signposting is provided in the Pupil's Book footers indicating lesson number and lesson objective.

The assessment and review features also offer flexibility:

- **Picture dictionary** at the end of the Pupil's Book
- **Unit reviews** (units 1, 2, 3 & 4, 5, 7)
- **Self-evaluation** in the form of quizzes after units 2 and 6 and in the form of the **Super me** section at the end of the Activity Book (pages 94–102)
- **Unit tests** in the Pupil's Books and in the Activity Book after every 4 units
- **Revision and Term tests** after every 4 units in the Pupil's Books and in the Activity Book

Building solid foundations

Comunicare în limba modernă 1. Engleză. Clasa a II-a has been designed specifically for Romanian primary schools, and with the Romanian educational curriculum in mind so that linguistic competence develops in line with pupils' age and cognitive development. This is a syllabus that guarantees solid and progressive language acquisition, while maintaining skills balance.

The course has also been developed in line with Cambridge English Young Learners language requirements.

Comunicare în limba modernă 1. Engleză. Clasa a II-a syllabus covers Cambridge English Starters.

Expanding young minds

The course begins from the premise that the pupils are not just language learners but explorers in every aspect of their educational development. The course provides a perfect framework for children to develop their creativity and imagination in three ways:

- **Think!** The development of thinking skills underpins the course methodology and is clearly signposted in purposeful activities. These thinking skills are the building blocks of learning and the activities keep in step with the pupils' increasing maturity through the course.
- Wider thinking through the application of knowledge is encouraged by content and language integrated learning (CLIL), with topic-based material clearly linked with subjects across the curriculum.
- Games and other activities in pairs, groups or as a whole class are designed to improve pupils' memory and concentration skills.

In the course, specific activities develop a range of skills from observation to thinking skills such as memory, sequencing, categorising and deciphering codes. This whole child approach motivates pupils and helps to foster positive values. Children learn to become smart and competent. Multiple intelligences and thinking and learning skills are the essence of the basic competences approach to learning.

Kindling the imagination

From the beginning, the course fuels the imagination, not just through the adventures of the superhero characters in school and play contexts parallel to the pupils' own experiences, but also through specific activities. Rounding up the language and contexts of the unit, guided visualisation activities invite the pupils to relax and listen before creating the picture that they saw in their mind, and TPR (total physical response) action sequences enable them to act out a story using simple language.

Fostering positive values

Stories are a highly valuable teaching tool and in addition to the rich linguistic input that they offer, The course also uses stories as a vehicle for the illustration and discussion of values.

The pupils are encouraged through discussion and specific Activity Book activities to think about the deeper meaning of the stories, such as the importance of teamwork, tidiness or being a good loser.



Methodology

Themes and cross-curricular content

Each unit in *Comunicare în limba modernă 1. Engleză. Clasa a II-a* is organised around a theme connected to the pupils' world. Topic-related language and concepts are presented in an integrated way, enabling pupils to learn and practise language in a unified context. Five of the seven units include one cross-curricular topic (CLIL) developed in two lessons in which the pupils learn about the world around them. These lessons further develop the unit themes from a different angle and provide conceptually appropriate information from a variety of subject areas, such as Maths and Science. In this way *Comunicare în limba modernă 1. Engleză. Clasa a II-a* helps pupils to link their English learning to their learning in other subjects.

Working with stories

The pupils meet four Super Friends with engaging super powers: Whisper can talk to animals, Misty can make herself invisible, and Thunder and Flash have superhuman strength and speed respectively. These powers enable them to take the pupils on exciting adventures through which all four language skills are practised and developed.

The scene-setting on the opening page of each unit in the course creates anticipation, which encourages the pupils to listen and follow the main story when they reach Lesson 5. The teaching notes suggest ways of referring back to the initial scene, offering an ideal opportunity to revise the core vocabulary before the story.

Songs and chants

As well as providing a welcome change in the class dynamic, songs are an extremely valuable part of the language-learning process at this stage for three reasons:

- The pupils will produce far more language in a song than in any other form of practice activity.
- Through songs, the pupils are producing a series of connected sentences when their spoken work may still only be at the short phrase or sentence stage.

Songs and chants provide a motivating and social way for children to learn and practise language. They help to fix new language in the child's memory and nurture musical skills associated with rhythm, melody and tone.

Creativity and personalisation



The *Create that!* pages in the Pupil's Book allow the pupils to personalise what they have learnt, thus making the learning more memorable.

These lessons bring together the topic and language of the unit in creative ways to encourage the pupils to use their imagination.

Skills development

Listening

Comunicare în limba modernă 1. Engleză. Clasa a II-a includes a variety of oral comprehension tasks. Pupils listen to short dialogues in familiar situations, and longer stories help develop pupils' oral comprehension. Songs, chants and phonics rhymes allow pupils to hear the new language in an enjoyable context and to become aware of different features of English pronunciation such as rhythm, stress and intonation.

Speaking

Oral skills are developed in a systematic way in *Comunicare în limba modernă 1. Engleză. Clasa a II-a* with equal emphasis on spoken production and interaction. Spoken production is practised through activities such as playing games with the new words, reciting the chants and singing songs. In addition, pupils interact with each other to complete game-based activities.

Reading and writing

The course provides a gentle introduction to reading and writing through a progressive approach.

The reading and writing activities are carefully staged enabling pupils to develop these skills gradually. Reading is generally guided being accompanied by listening while writing focuses mainly on single words which pupils need to copy as labels and is integrated with reading and project work and supported by lots of visuals.

The Activity Book also provides plenty of writing activities, supporting pupils as they develop their writing skills.



Pupil's components



Pupil's Book (Comunicare în limba modernă 1. Engleză. Clasa a II-a)

The Pupil's Book contains:

- An introductory Back to School unit (10 pages) which introduces the characters Whisper, Thunder, Misty and Flash and introduces the alphabet and spelling.

- Seven core units (10 pages) with an easy-to-use single-page lesson format rounding off with **Review, self-evaluation and creativity sections**
- Three festival pages with photocopiable activities.

Each unit offers:

- An opening scene in contemporary and attractive 3D artwork which establishes the setting of the unit story and also provides a vehicle for the presentation of core vocabulary
- A memorable chant to practise the core vocabulary
- Two grammar lessons with varied presentation and practice activities, including targeted oral production of the new language in a Grammar focus feature
- An engaging song for further language practice
- A story featuring the Super Friends characters, illustrating a different value in each unit for class discussion and leading into a phonics focus on specific sounds relevant to Romanian speakers
- **Think!** Activities to develop a range of thinking skills

Flexible content includes:

- **Learn and think** Cross-curricular **English for school** lessons, broadening the unit topic in the context of other school subjects, encouraging the pupils to learn and then apply knowledge sometimes by doing an accessible follow-up project
- **Skills** There are **Skills pages** in every unit except for Unit 2, where the cross-curricular section ends with a project and the unit rounds up with a quiz and a game (The environment game). The **Skills** pages focus on listening, speaking and reading skills based on the topic of the unit, but also provide practice for writing mainly at the word level.
- **Create that!** A **Creativity** lesson featuring a guided visualisation activity and
- **Review pages** featuring a topic-based game, project or quiz
- Two **Revision units**, one after Unit 3 and one after Unit 7 which cover and reinforce the vocabulary and grammar of the 4 preceding units and provide a lot of

extra skills work. Each of them is followed by a **Term Test** which covers all four skills and provides teachers with performance descriptors

- A full-colour **Picture dictionary** which guides pupils to label the core vocabulary from each unit as an additional record of learning
- **Audio scripts** of all the songs and chants in the Pupil's Book

Digital Pupil's Book

The Digital Pupil's Book complements the printed Pupil's Book and is available on the online platform <https://manualedigitaleart.ro/>.

It can be run on a computer, tablet or on other mobile devices and offers:

- Full audio content for the course
- Interactive games and activities
- The Pupil's Book stories brought to life with high-quality animation
- Animations that present grammar structures in a fun intuitive way
- Animated Pupil's Book songs
- Activities with real-life clips



Activity Book (Caietul elevului)

This reinforces the core vocabulary and grammar 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
- **Values** A values activity for each unit drawn from the message in the Pupil's Book story
- An action sequence telling a story in simple language
- A **Review section** after every unit matching the Pupil's Book content providing further reading and listening comprehension practice, and **Get it right!** to reinforce problematic linguistic areas for young learners.



- Two **Revision units**, one after Unit 3 and one after Unit 7 cover and reinforce the vocabulary and grammar of the 4 preceding units and provide a lot of extra skills work. Each of them is followed by a **Term Test** which covers all four skills and provides teachers with performance descriptors.
- A self-evaluation section at the end of the Activity Book encourages pupils to reflect on their learning in a fun, simple way.

Teacher's components



Teacher's Book (Ghidul profesorului)

Each page of teaching notes features the Pupil's Book and Activity Book pages and in addition:

- Detailed lesson objectives, new and recycled language, any necessary or optional materials and the basic competences that the pupils will achieve
- Clear guidance on the basic competences and how they relate to the activities in the Pupil's Book and Activity Book
- Concise and clear instructions, tapescripts and answers for all the Pupil's Book and Activity Book activities
- Additional lesson stages:
 - Warm-up:** ideas for beginning the lesson, recycling language from the previous lesson or presenting new language
 - Optional activities:** reinforcement and extension activities, for which any additional materials are listed as optional in the Materials box.



Class Audio

The full audio content for *Pupil's Book (Comunicare în limba modernă 1. Engleză. Clasa a II-a)* can be found on

<https://manualedigitaleart.ro/biblioteca/art-en2-lm-1>, including the recordings for the Listening sections of the **Term tests**.

There is an audio CD for the Activity Book which contains recordings for all the listening activities, as well as songs and audio for the tests.

Tour of a unit

Comunicare în limba modernă 1. Engleză. Clasa a II-a begins with an introductory ten-page *Back to School* unit in both the Pupil's Book and the Activity Book. This introduces the Super Friends characters together with classroom items, the alphabet and spelling.

There are then seven main units, each with ten lessons. There is a corresponding Activity Book page for each page of the Pupil's Book.

The material is structured in a flexible way to make it suitable for different teaching situations:

- Core Lessons 1–6 present and practise new core language, as well as including a chant, a song and a story with its follow-up activities.
- Extension Lessons 7–10 either focus on skills work together with creativity, or introduce and develop a CLIL topic. Therefore lessons 1–6 in each unit provide the core material, while the skills, creativity and CLIL pages offer flexibility.



Lesson 1 Vocabulary presentation

The core vocabulary of the unit is presented and contextualised in a colourful illustration which also acts as an introductory scene-setting frame for the story later in the unit.

- The pupils first hear a line or two of dialogue from the opening of the story.
- The pupils listen and look at the picture and then listen again, this time repeating the words.
- The new words are then practised in a simple and memorable chant.
- The Activity Book offers a wide variety of practice activities, most of which are suitable for homework if necessary.

Lesson 2 Grammar 1

The first of two core grammar points in the unit is presented and practised in Lesson 2, in the topic-based context of the unit.

- In most cases, the pupils first hear or read the language and give a non-linguistic response such as numbering, ticking or circling.
- **Grammar focus** There is then a specific oral focus on the new language which can be used for presentation and discussion.



- This is followed by an opportunity to use the language, usually in a game.
- The practice activities in the Activity Book begin with more receptive tasks in the early units, building to more active production at phrase and sentence level. They also sometimes include listening.



Lesson 3 Song

The vocabulary and usually the first grammar point of the unit are combined in a song for pupils to join in and sing.

- The pupils first listen to the song, using the pictures to help them, before joining in.
- There is then a follow-up comprehension activity.
- The next track on the CD after the song is always a karaoke version which you can use once the pupils are familiar with the song.
- The practice activities in the Activity Book are varied and sometimes require the use of the CD.



Lesson 4 Grammar 2

Lesson 4 introduces the second grammar point for the unit. The range of presentation and practice activities is similar to Lesson 2.



Lessons 5 and 6

These lessons feature the main story of the unit which was introduced in Lesson 1, bringing

the unit context, vocabulary and structures together.

The clear and expressive illustrations invite the pupils to follow as they listen, and inspire them to act out the story with real emotion later in the lesson.

- The teacher's notes first suggest ways of reviewing the characters and the story.
- The story is brought off the page with clear character voices and sound effects to help them follow the action.
- The **Reinforcement activity** in Lesson 5 is always a role play in groups to practise the story.

- The optional **Extension activity** in Lesson 5 is always a discussion of the value in the story, relating it to examples in pupils' own lives.
- Lesson 6 exploits the story in more depth and features a **Phonics focus** which gradually introduces basic sounds, many of which are particularly relevant to Romanian speakers.
- **Think!** A follow up comprehension or Think! activity encourages pupils to think about the story in more detail or check their understanding.
- The teaching notes then guide a discussion in English and L1 (the pupils' own language) of the value illustrated in the story. The pupils are encouraged to think about what the characters say and do and to reflect on what is right (or wrong) about the characters' behaviour.
- The Activity Book presents a similar situation to the value from the story, with two pictures illustrating positive and negative behaviour. The pupils select the picture which shows the same value as the story.
- After the values discussion, the Phonics focus in both the Pupil's Book and the Activity Book works on specific sounds. A memorable cartoon helps the pupils visually associate the sentence with its meaning.

Lessons 7 to 10

Lessons 7 to 10 vary so that they ensure flexibility. Nevertheless, they follow a logical and methodologically efficient sequence. They cover **Skills work** (U1, U3, U4, U5, U6 and U7), **Creativity** (U1, U3, U5 and U7), **CLIL** (U1, U2, U4 and U6), while Lesson 10 is mainly a review lesson containing either a project, a game or a quiz.

Skills Skills work



These lessons offer topic-based skills work consolidating the language of the unit while developing all four language skills. The particular skills focus is clearly identified at the foot of each page.

The varied activities include:

- Speaking activities for work in pairs, groups or as a whole class
- Tasks in the style of the Cambridge English: Young Learners tests as a gentle introduction to the exam
- An opportunity to personalise the language of each unit in a drawing and writing or speaking activity



Creativity

This lesson brings together the topic and language of the unit in creative ways to encourage the pupils to use their imagination.

Create that! Guided visualisation

- The pupils are first encouraged to put their heads on the desks, close their eyes and relax.
- They then hear a voice with soft music in the background, asking questions to fire the pupils' imagination and to encourage them to visualise in their mind.
- After the listening, the pupils draw (or make) the picture that they imagined. This activity is to encourage self-expression, so the pupils are encouraged to draw freely, with no sense of 'a right answer'.

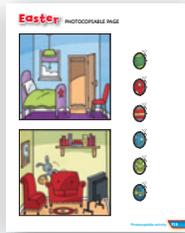
Learn and think CLIL



Introduces a topic from another area of the primary school curriculum which is related to the overall unit topic. This is designed to encourage the

pupils to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks including a project.

- The lesson usually introduces the topic and presents words which the pupils use actively but which are not core vocabulary.
- The pupils then have an opportunity to apply the knowledge, developing their thinking skills.
- The corresponding pages in the Activity Book consolidate the work on the topic through a wide variety of activities.



Festivals

Three pages at the back of the Pupil's Book introduce three different festivals – Halloween, Christmas and Easter. Pupils use

a fun picture as a basis to learn vocabulary and sing or chant. The accompanying photocopiable pages can be used to play games and practise the vocabulary.



Revision

• The Pupils' Book Review pages appear at the end of the units. They feature different activity types: board games to be played in small

groups encourage oral production of the language and quizzes provide revision in a fun format.

Picture dictionary

• The **Picture dictionary** section at the back of the Pupil's Book (pages 103–111) gives the pupils the chance to review core vocabulary from the unit. This can be used at the end of a unit. Pupils match the words with the pictures and write the word independently beneath the picture.



• The Activity Book **Review and Get it right!** pages offer an opportunity for the pupils to review both grammar and vocabulary from the previous three units through a

variety of activities. The **Get it right!** section focuses on pronunciation in a fun chant, as well as offering pupils the opportunity to reflect on their learning through a task reviewing key vocabulary from the previous three units.



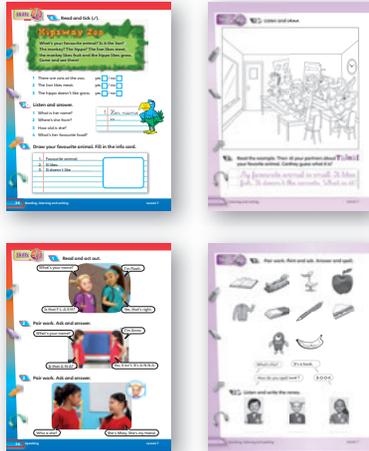
Super me

In the **Super me** section, pupils look at part of the picture and say the word. If they can work out the word, they colour in the smiley face beneath it. This gives pupils the opportunity to evaluate their own progress.

Teaching with the course

Working with mixed abilities

Comunicare în limba modernă 1. Engleză. Clasa a II-a provides resources to cater for all abilities.



In class, you can use less demanding texts and tasks and vary the focus of the skill practised with the corresponding section of the Pupil's Book and the Activity Book. For more able pupils, you can extend the topic or personalise tasks so that pupils can read, write or speak about what they like or their personal experience. For other pupils, think about including more open-ended activities or tasks with less focus on academic achievement, such as colouring, drawing or games. Relying on cooperative pair-work activities is also a good way of encouraging pupils of differing abilities to work together.



Every lesson in the Teacher's Book closes with an Optional activities box, offering both a **Reinforcement activity** and an **Extension activity**.

Effective use of L1

With young learners, it is helpful to establish an English-speaking environment as far as is possible. However, there are times when the use of L1 is an effective tool, for example when you need to clarify instructions, when pupils need emotional support, or when a discussion of more abstract concepts is being discussed, like the values in the stories.

Assessment

Comunicare în limba modernă 1. Engleză. Clasa a II-a provides assessment tools for teachers to evaluate pupils and for pupils to self-evaluate. For teachers there are **Review pages** in the Pupil's Book, which include quizzes, games and projects; the corresponding Activity Book pages include a **Review page** and **Get it right!**



In addition, both the Pupil's Book and the Activity Book provide **Term Tests** which evaluate the core vocabulary and structures with listening, reading and simple writing activities such as sentence completion.



For pupils, a **Picture dictionary** at the back of the Pupil's Book (pages 103–113) offers unit vocabulary revision, and in the Activity Book, **Super me** (pages 95–102) tests pupils' memory of the presented vocabulary, encouraging them to reflect on their learning.

Back to School

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

2 Listen and chant.

3 Pair work. Ask and answer.

Hello! How are you? I'm fine, thanks. And you?

8 The classroom door, bookcase, wall, clock, window, board, cupboard, chair, floor Lesson 1

Back to School

1 Read and match.

door board bookcase cupboard wall

clock window desk chair floor

6 The classroom Lesson 1

Objectives

- to review pupil names and greetings
- to present and practise things in the classroom
- to introduce the characters
- to practise saying a chant for pleasure

Language

New language: the classroom: *door, bookcase, wall, clock, window, board, cupboard, chair, floor; touch, And that is all!*

Recycled language: character names: *Flash, Whisper, Misty, Thunder*

Receptive language: *Sorry I'm late.*

Recommended materials

Audio tracks, pictures of classroom furniture, wordcards

Basic competences

Language competences: Pupils identify and name classroom objects.

Cultural awareness and expression: Pupils chant together as a class.

Social and civic competences: Pupils work together to play a game.

Pupil's Book, page 8

Warm-up

- Go up to a pupil and say *Hello. I'm (your name). What's your name?*
- The pupil replies, e.g. *Hello. I'm / It's (name) or My name's (name).*
- Pupils then greet all the pupils sitting around them in the same way.

Presentation

- Point to each object in turn. Say the word for pupils to repeat in chorus.
- Do this three or four times.
- Point to each object showing its corresponding wordcard for pupils to say the word in chorus.
- Hand out wordcards for pupils to stick on the relevant objects, e.g. *board* on the board. If you don't have all of the objects in the class, draw them on the board and stick the wordcards next to them, e.g. *bookcase*.

1 ^{CD1 02} Listen and look. Then listen and say the words.

- Draw pupils' attention to the pictures in the Pupil's Book. These have been specially developed to help the pupils say the songs and chants.
- Use the pictures at each stage of the activity to help with understanding and to provide context.
- Ask pupils if the picture is like their classroom.
- Elicit / tell the class who the character running in is (Flash).
- Play the recording.
- Pupils point to the objects when they hear them.

CD1 Track 02

Fish: Hi. Welcome back.

Whisper: Thanks, fish. Hi, Thunder. How are you?

Thunder: Fine, thanks, Whisper. Where's Misty?

Whisper: I don't know.

Flash: Sorry I'm late. Wow! A new computer!

Now say the words.

1 door, 2 bookcase, 3 wall, 4 clock, 5 window, 6 board, 7 cupboard, 8 chair, 9 floor

- Play the recording again.
- Pupils point to and say the words.
- Pupils practise pointing and saying the words in pairs.

2 ^{CD1 03} Listen and chant.

- Play the recording. Pupils listen to the chant.
- Play the recording again, pausing after each line for pupils to repeat.
- Practise the chant as a class.

- Divide the class in half. Groups sing alternate lines, pointing to the relevant place in the classroom as they say it.

CD1 Track 03

Touch the window,
Touch the door,
Touch the cupboard,
Touch the floor.
Touch the bookcase,
Touch the wall,
Touch the board,
And that is all!

3 Say and guess.

- Demonstrate the activity using the example.
- Check pupils know what to do.
- Pupils spell and say a word in pairs.

Activity Book, page 6

1 Read and match.

- Pupils join lines from the words to the items in the picture.

OPTIONAL ACTIVITIES

Reinforcement

- Pupils close their books.
- Make nine groups. Point to an object, e.g. floor, and tell one group to make a label (of the word) for it.
- Repeat for the other eight groups with the other words in the lesson. Don't say the word.
- Groups make their labels and stick them on the objects. They can refer to the wordcards for spelling if necessary.

Extension

- Tell pupils to look at the picture in the Pupil's Book.
- Elicit some of the other things they can see, e.g. *I can see some books.*
- Start a chain: the next pupil says, e.g. *I can see some books and a computer.*
- After about eight objects, start another chain.

4 Listen, look and number.



- There's a clock.
- There's a bookcase.
- 1 There are some pencils.
- There are some rulers.

5 Listen and say.

Grammar focus

There is a cupboard. There's a cupboard.
There are some chairs.



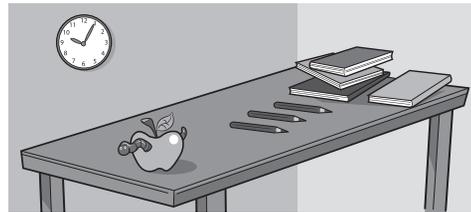
6 Play the action game.



Lesson 2

There is / There's / There are 9

1 Look, read and tick (✓).



- 1 There's an apple. yes no
- 2 There's a clock. yes no
- 3 There's a chair. yes no
- 4 There are some pencils. yes no
- 5 There are some rulers. yes no

2 Look, read and complete.

is are

- 1 There is a house.
- 2 There _____ some windows.
- 3 There _____ a door.
- 4 There _____ a garden.
- 5 There _____ some flowers.



Lesson 2

There is / There's / There are 7

Objectives

- to review things in the classroom
- to present and practise *There is a ...*, *There's a ...* and *There are some ...*
- to practise listening for specific information
- to review the spelling of the objects in the classroom

Language

New language: *There is a ...*, *There's a ...*, *There are some ...*

Recycled language: singular and plural nouns, vocabulary from Grade 1: *house, book, ruler*

Materials

Audio tracks, realia or pictures of: a clock, some pencils, a bookcase, rulers, a cupboard, some books, a pen

Basic competences

Language competence: Pupils say simple sentences using *There is*, *There's* and *There are*.

Language competence: Pupils identify pictures using *There is*, *There's* and *There are*.

Social and civic competences: Pupils cooperate as a class to play a game.

Pupil's Book, page 9

Warm-up

- Stick the pictures on the board or draw the objects.
- Write a number under each one.
- Pupils draw a 2 x 2 grid.
- Play a bingo game, calling out the objects at random.
- If pupils have the corresponding number, they cross it out.
- The first to cross out all four and call out *Bingo!* is the winner.
- Confirm correct answers with wordcards.

4 ^{CD1}₀₄ Listen, look and number.

- Pupils look at the picture in the Pupil's Book and read the sentences silently.
- Play the recording. Pupils listen and number.

CD1 Track 04

- 1 There are some pencils.
- 2 There's a bookcase.
- 3 There's a clock.
- 4 There are some rulers.

- They check in pairs. Play the recording again and check with the class.
- Elicit what they notice about the words (we use *There's a* with singular and *There are some* with plurals).

Key: 4, (1), 3, 2

5 ^{CD1}₀₅ Listen and say.

- Play each sentence for pupils to repeat.
- Play the sentences again and pupils repeat.
- Listen for weak forms of *a* and *some*.
- Pupils practise saying the statements in pairs, substituting things in the room and pointing to them.

6 Play the action game.

- Say sentences about the picture in the Pupil's Book, using *There's / There are*.
- Make some sentences true and some false.
- Pupils stand up if a sentence is true and sit down if it is false.

Activity Book, page 7

1 Look, read and tick (✓).

- Pupils look at the picture, read the sentences and tick 'yes' if they are true or 'no' if they are false.

Key: 2 yes, 3 no, 4 yes, 5 no

2 Look, read and complete.

- Pupils look at the picture and complete the sentences with the words in the box.

Key: 2 are, 3 is, 4 is, 5 are

OPTIONAL ACTIVITIES

Reinforcement

- Draw the nine classroom objects or stick pictures of them on the board.
- Invite pupils to come to the board and write each word correctly.
- Other pupils in the class can help them by calling out the words.

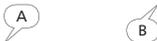
Extension

- Elicit two or three sentences about things in the classroom, e.g. *There's a board. There are some chairs.*
- Brainstorm words for things in the classroom (including other known words) and make a word map on the board.
- Individually, pupils write six sentences about the classroom. They head their writing *My classroom*. Each sentence begins with *There's* or *There are*.

1 Listen and sing.



2 Say the alphabet.



3 Say and guess.



10 Singing for pleasure

Lesson 3

1 Listen to the song and write the missing letters.



8 Song practice

Lesson 3

Objectives

- to present the alphabet
- to sing a song with the class

Language

New language: alphabet

Recycled language: *Let's sing and dance, sing with me*

Materials

Audio tracks, alphabet cards: one for each letter of the alphabet (write the capital letter on one side and the small letter on the other)

Basic competences

Language competence: Pupils join in with a song.

Cultural awareness and expression: Pupils sing together as a class.

Pupil's Book, page 10

Warm-up

- Call to the front of the class four pupils whose names start with the first four letters of the alphabet. If this sequence is not possible, any four-letter sequence of the alphabet, e.g. *d, e, f, g*, will do.
- Stand the pupils in alphabetical order according to the first letters of their names. Say their names, repeating the first letter, e.g. *Antonia, A; Bruno, B*.
- Tell pupils the lesson is about the alphabet.

1 CD1
06
07 Listen and sing.

- Stick the alphabet cards around the room, capital letter side showing. Group them as in the Pupil's Book activity.
- Point to each card in turn, saying the letter for pupils to repeat.
- Repeat two or three times.
- Play the recording. Pupils follow the song in their Pupil's Book.
- Play the recording again, in sections. Pupils repeat.
- Use the karaoke version of the song (CD1, track 07) for pupils to sing in groups.

CD1 Track 06

A, B, C, D, E, F, G,
H, I, J, K, L, M, N,
O, P, Q, R, S,
T, U, V, W, X, Y, Z
The alphabet,
The alphabet.

2 Say the alphabet.

- Point to letters of the alphabet in sequence around the room for pupils to repeat. Then choose letters at random.
- Pupils work in pairs. They do the same, but use the alphabet in their Pupil's Books, taking turns to say the letters.
- Monitor to check they are saying the letters correctly.
- Turn over the alphabet cards so that the small letters are showing.
- Point to the letters again, saying them in sequence for pupils to repeat.

3 Say and guess.

- Spell out a familiar word and allow pupils to guess what the word is.
- If the object is present in the classroom, you can point to it and have pupils repeat the word.
- Repeat with two or three words.
- Pupils play the game in pairs.
- Monitor and help.

Activity Book, page 8

1 Write the missing letters.

- Pupils read the alphabet and write in the missing letters, either the capital letter or the small letter.

Key: E, G, n, Q, T, x

OPTIONAL ACTIVITIES

Reinforcement

- Hand out the alphabet cards at random to pupils around the room.
- Invite the 26 pupils to come to the front and arrange themselves in alphabetical order.
- For smaller classes, use only some of the alphabet cards.
- Do the activity once with capital letters and again with small letters.
- Repeat.

Extension

- Make groups of six pupils.
- Pupils arrange themselves in alphabetical sequence of the first letter of their names.
- Have other groups check that each group's sequence is correct.
- Put pupils into new groups of six and repeat.