

MINISTERUL EDUCAȚIEI NAȚIONALE

**Libris**.RO

Respect pentru oameni și cărți

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# Comunicare în limba modernă 1 Engleză Clasa a II-a



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<b>Vocabulary</b> The classroom Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4	<b>Grammar</b> <i>There is / There's a (cupboard). There are some (chairs). Spelling</i>	<b>Story and value</b> <i>The Burglars</i> Teamwork <b>Phonics</b> The letter sound oo	<b>CLIL</b> Maths: Tangrams <b>Skills</b> Speaking	<b>Thinking skills</b> Matching Sequencing
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► **Song:** A, B, C, D, E, F, G

## 1 The Zoo (pages 18–27)

<b>Vocabulary</b> Animals Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	<b>Grammar</b> <i>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.</i>	<b>Story and value</b> <i>The Zoo Keeper</i> Helping people <b>Phonics</b> The letter sounds ie and y	<b>CLIL</b> Science: Animal groups <b>Skills</b> Reading Listening Speaking	<b>Thinking skills</b> Interpreting pictures Matching Hypothesising
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► **Song:** The zebra likes sausages

► **Creativity**

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## 2 My Bedroom (pages 28–37)

<b>Vocabulary</b> Furniture Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1	<b>Grammar</b> <i>Where's / Where are the pencil(s)? It's / They're in/on/under the chair. I like this/that/these/those book(s).</i>	<b>Story and value</b> <i>Tidy Up!</i> Tidiness <b>Phonics</b> The letter sounds u–e, ew and oe	<b>CLIL</b> Science: Recycling <b>Revision game</b>	<b>Thinking skills</b> Matching Imagining Hypothesising Reflection
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► **Song:** Little Timothy McKane

► **Review and self-evaluation:** Quiz time; Game

## 3 Come to My Party! (pages 38–47)

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► **Song:** Who's that man over there?

► **Review and self-evaluation**

► **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 54–63)

<b>Vocabulary</b> Transport Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1	<b>Grammar</b> <i>Where's the (helicopter)? It's behind/in front of the (plane). It's a long/short (train). It's a big/small (plane).</i>	<b>Story and value</b> <i>The Tree on the Track</i> Perseverance <b>Phonics</b> The letter sounds tr, gr and dr	<b>CLIL</b> Maths: Size <b>Skills</b> Listening Reading Speaking	<b>Thinking skills</b> Matching Predicting Mathematical reasoning
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► **Song:** It's a big wide world

► **Review and self-evaluation:** The roads and rail tracks game



## 5 Sports Club (pages 64–73)

<b>Vocabulary</b> Sport Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	<b>Grammar</b> <i>cărți</i> <i>(Flying a kite) is difficult. difficult, fun, great, boring What sport do you like doing? I like playing (hockey). Me too. / I don't.</i>	<b>Story and value</b> <i>The Football Club</i> Including people <b>Phonics</b> The letter sounds o, oa and o-e.	<b>Skills</b> Listening Speaking Writing	<b>Thinking skills</b> Matching Interpreting pictures
▶ <b>Song:</b> Playing tennis is great fun		▶ <b>Creativity</b>	▶ <b>Review and self-evaluation:</b> Sports poster	

## 6 In the Countryside (pages 74–83)

<b>Vocabulary</b> Farm animals Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	<b>Grammar</b> <i>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).</i>	<b>Story and value</b> <i>We're Lost</i> Asking for help when you need it <b>Phonics</b> The letter sounds z and s	<b>CLIL</b> Science: Animals and our food Bacteria <b>Skills</b> Listening	<b>Thinking skills</b> Interpreting pictures Classifying Organising information Matching
▶ <b>Song:</b> Let's do the animal boogie		▶ <b>Review and self-evaluation:</b> Quiz time		

## 7 Amusement Park (pages 84–93)

<b>Vocabulary</b> Amusement park Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	<b>Grammar</b> <i>I'd like to (drink a lemonade).</i> Revision of the cycle	<b>Story and value</b> <i>Bad Apples</i> Asking for help when you need it <b>Phonics</b> The letter sounds w and wh	<b>Skills</b> Reading	<b>Thinking skills</b> Matching Analysis of statements
▶ <b>Song:</b> I'd like to ride on a roller coaster		▶ <b>Creativity</b>	▶ <b>Review and self-evaluation:</b> Holiday poster	

▶ 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

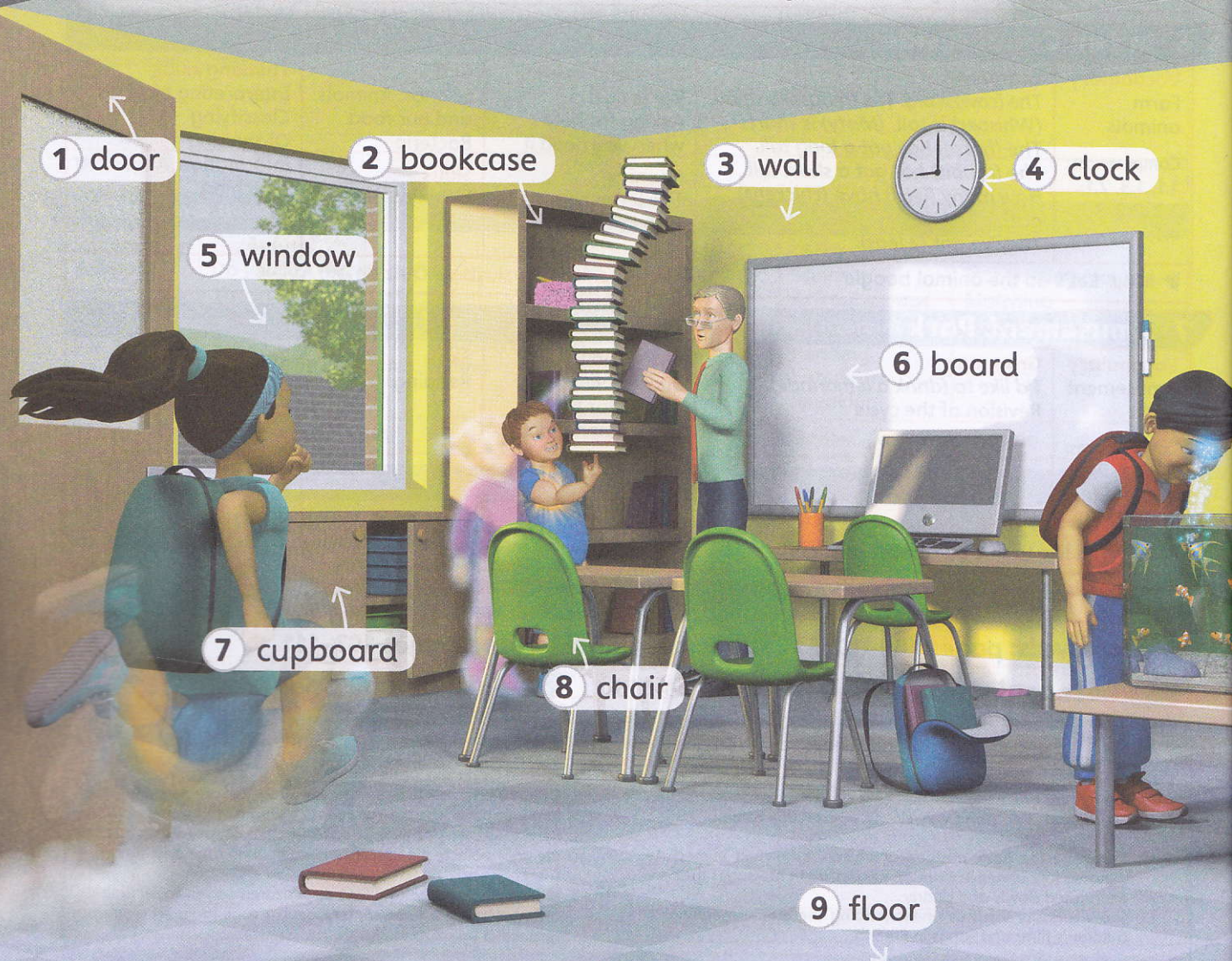
### General and specific competences from the curriculum explored in the units:

- Understand simple oral messages
  - 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
  - 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
  - 3.1. Show curiosity towards decoding simple, short written messages related to their immediate universe
- Write short simple messages in everyday communication situations
  - 4.1. Take part in group/class projects by producing short written messages with help from the teacher
- Receptarea de mesaje orale simple
  - 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
  - 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
  - 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
  - 4.1. Participarea la proiecte de grup/ la nivelul clasei în care elaborează cu sprijin scurte mesaje scrise



# Back to School

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



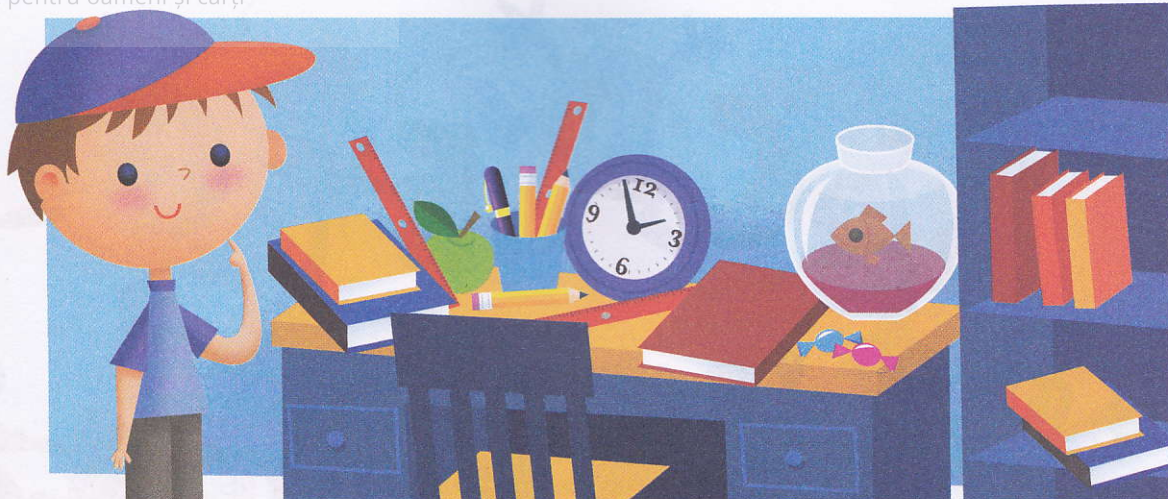
**2** Listen and chant.

**3** Pair work. Ask and answer.

Hello! How are you?

I'm fine, thanks. And you?




☐

There's a clock.

☐ 1

There are some pencils.

☐

There's a bookcase.

☐

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.





1

Listen and sing.



2

Say the alphabet.

A

B

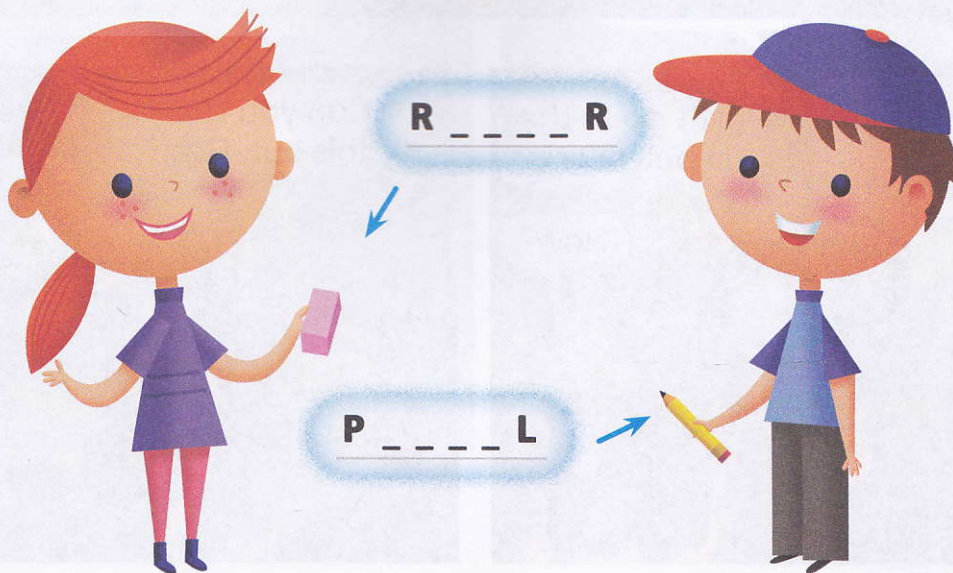
3

Say and guess.

B-O-A-R-D.

Board.





## 5 Listen and say.

### Grammar focus

What's this?

How do you spell that?

It's a ruler.

**R-U-L-E-R**



## 6 Pair work. Ask and answer.

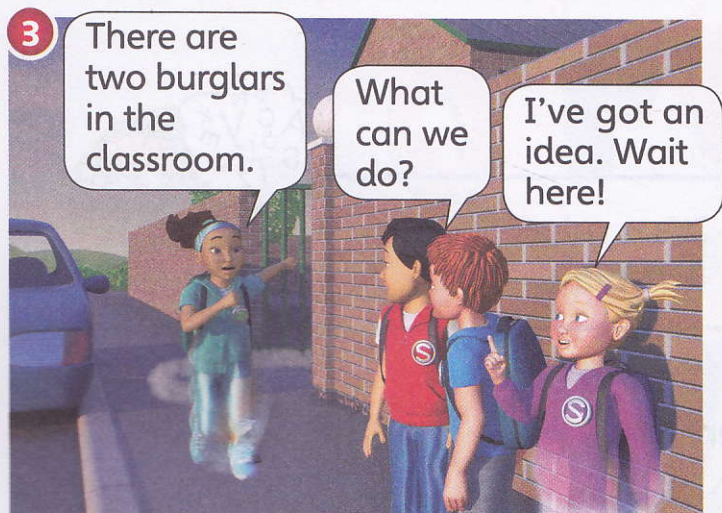
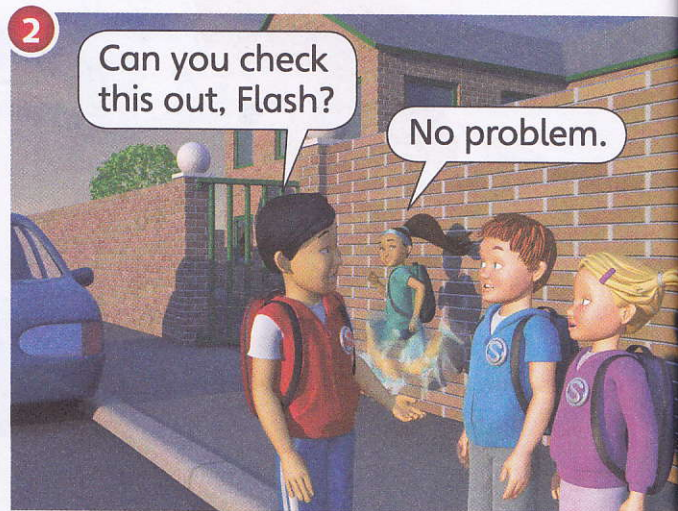
How do you spell *notebook*?

N-O-T-E-B-O-O-K.

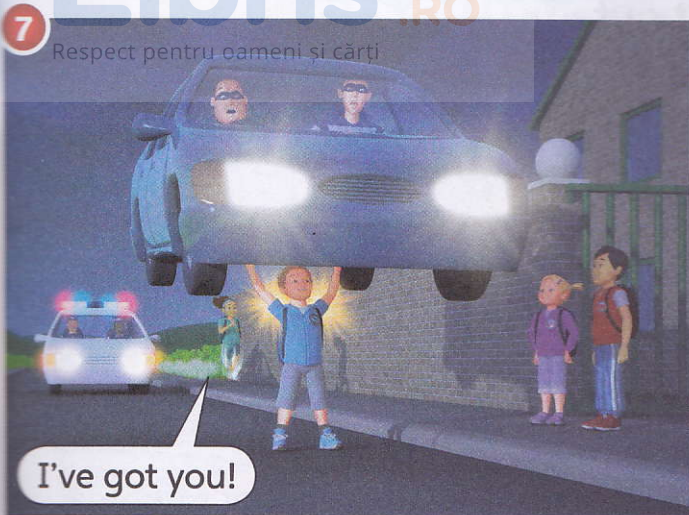




# The Burglars







## 2 Read and tick (✓).

- |   |   |     |                          |      |                                     |
|---|---|-----|--------------------------|------|-------------------------------------|
| 1 | There are three burglars at the school.   | yes | <input type="checkbox"/> | / no | <input checked="" type="checkbox"/> |
| 2 | The burglars take a computer.             | yes | <input type="checkbox"/> | / no | <input type="checkbox"/>            |
| 3 | There are some monsters in the classroom. | yes | <input type="checkbox"/> | / no | <input type="checkbox"/>            |
| 4 | The children stop the burglars.           | yes | <input type="checkbox"/> | / no | <input type="checkbox"/>            |

## 3 Find who says ...

There are two burglars in the classroom.

## 4 Listen and say.

**Phonics**



Look at the **books** all over the **room**!



## Read and act out.

What's your name?

I'm Flash.

Is that F-L-A-S-H?

Yes, that's right.

## 2

## Pair work. Ask and answer.

What's your name?

I'm Anna.

Is that A-N-A?

No, it isn't. It's A-N-N-A.

## 3

## Pair work. Ask and answer.

Who is she?

She's Misty. She's my friend.



# The spelling game

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