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Comunicare în limba modernă 1 Engleză Clasa a II-a

Contents

We know
books

Back to School (pages 8–17)

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

1 The Zoo (pages 18–27)

Vocabulary Animals Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	Grammar <i>Do you like (bananas)?</i> <i>Yes, I do. / No, I don't.</i> <i>(He/She) likes / doesn't like (spiders).</i> <i>Does (Mike/Emma) like (monkeys)?</i> <i>Yes, he/she does. / No, he/she</i> <i>doesn't.</i>	Story and value <i>The Zoo Keeper</i> Helping people Phonics The letter sounds ie and y	CLIL Science: Animal groups Skills Reading Listening Speaking	Thinking skills Interpreting pictures Matching Hypothesising
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▶ **Song:** The zebra likes sausages

▶ **Creativity**

▶ **Review:** Act out at the zoo

2 My Bedroom (pages 28–37)

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

Vocabulary The face Competences: 1.1, 1.3, 2.1, 2.3, 3.1, 4.1	Grammar <i>He/She's got (dark eyes).</i> <i>Has he/she got (green eyes)?</i> <i>Yes, he/she has. / No, he/she hasn't.</i>	Story and value <i>Thunder's Party</i> Being a good loser Phonics The letter sounds a–e, ai and ay	Skills Listening Speaking Reading Writing	Thinking skills Matching Interpreting pictures
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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)

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

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

6 In the Countryside (pages 74–83)

Vocabulary Farm animals Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	Grammar <i>The (cow) is big. The (mouse) is small.</i> <i>(Whisper) is tall. (Misty) is short.</i> <i>The (horse) has got a long tail.</i> <i>The (rabbit) has got a short tail.</i> <i>How many (legs) have (chickens)</i> <i>got?</i> <i>They've got (2 legs).</i>	Story and value <i>We're Lost</i> Asking for help when you need it Phonics The letter sounds z and s	CLIL Science: Animals and our food Bacteria Skills Listening	Thinking skills Interpreting pictures Classifying Organising information Matching
▶ Song: Let's do the animal boogie		▶ Review and self-evaluation: Quiz time		

7 Amusement Park (pages 84–93)

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

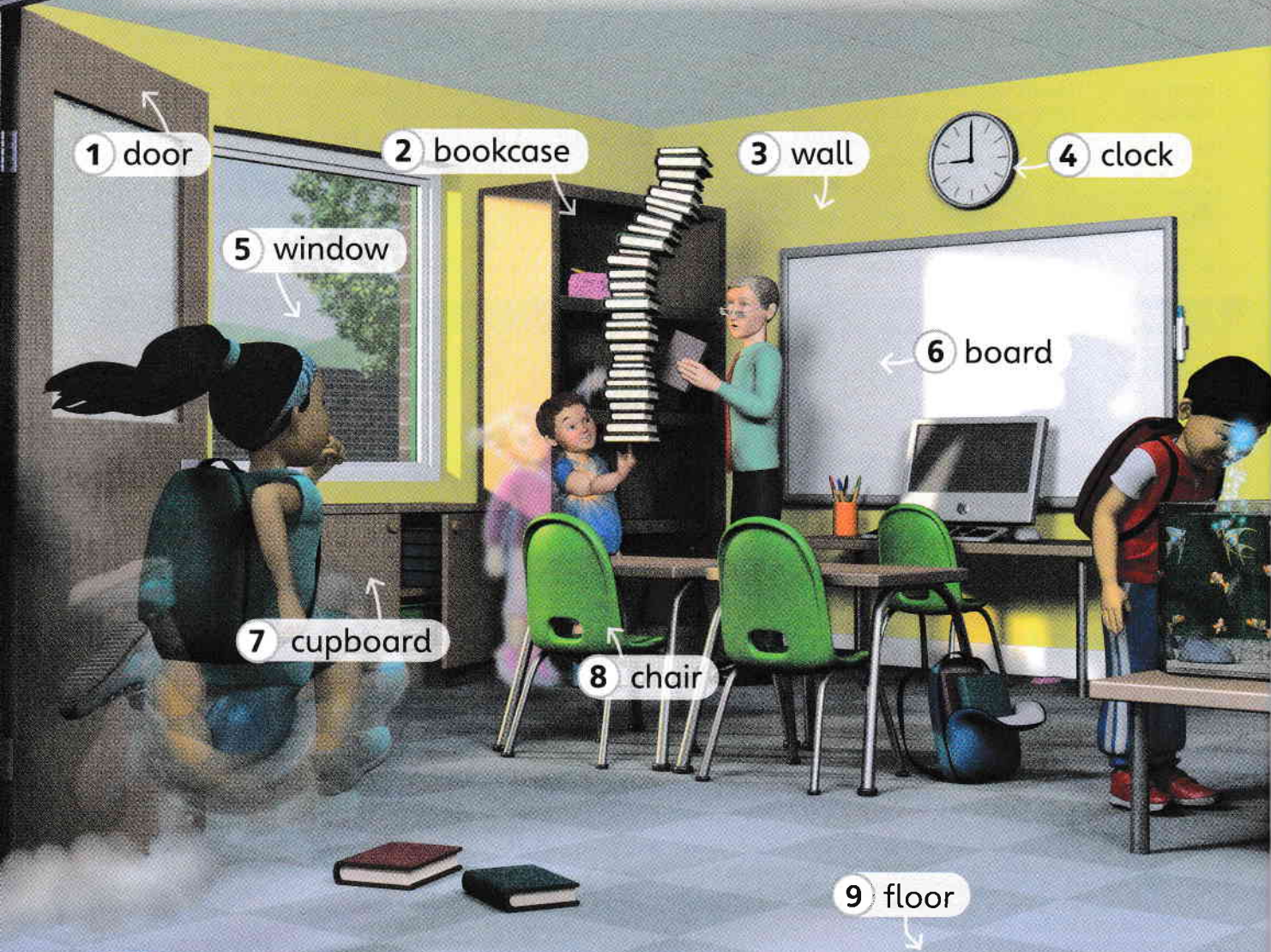
General and specific competences from the curriculum explored in the units:

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|---|--|
| <ol style="list-style-type: none"> 1. 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 2. 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 3. 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 4. 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"> 1. 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 2. 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 3. 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 4. 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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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.

There are some pencils.

There's a bookcase.

There are some rulers.

5

Listen and say.

Grammar focus

There is a cupboard.

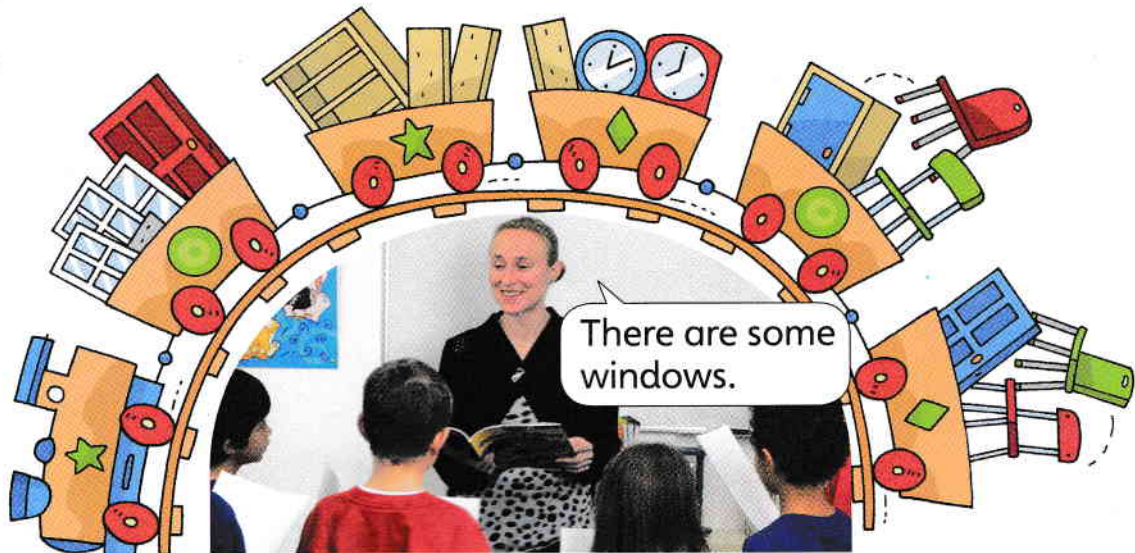
There's a cupboard.

There are some chairs.



6

Play the action game.

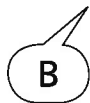


There are some windows.



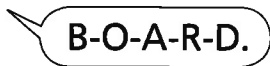
2

Say the alphabet.



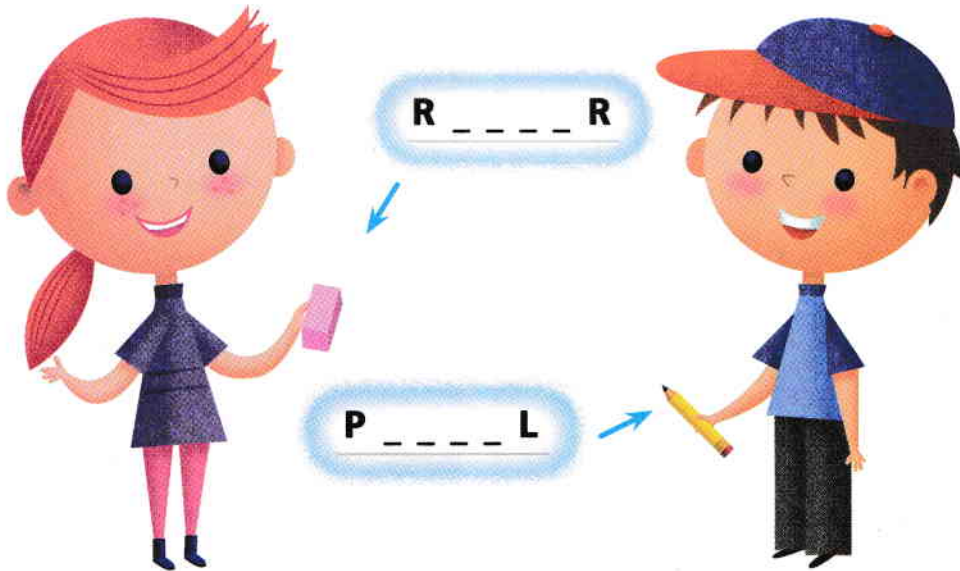
3

Say and guess.



4

Listen and write.



5

Listen and say.

Grammar focus

What's this?

How do you spell that?

It's a ruler.

R-U-L-E-R

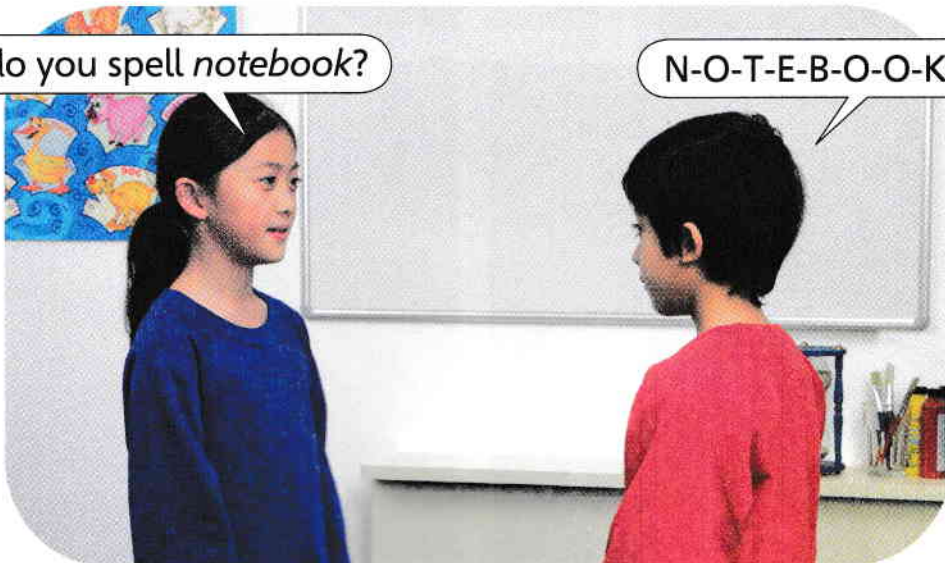


6

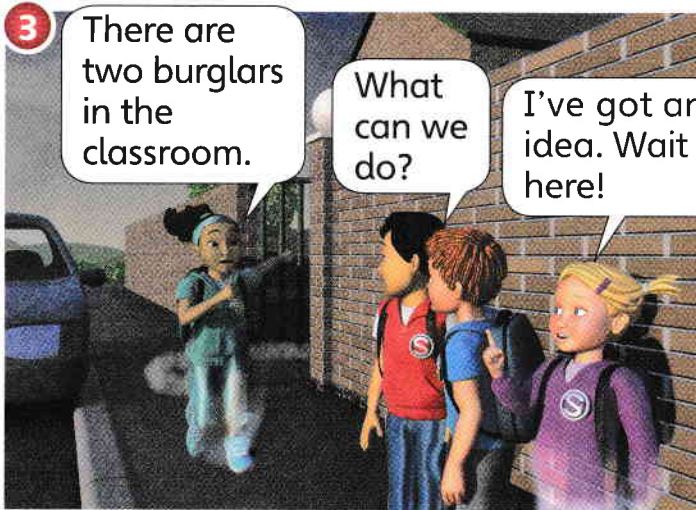
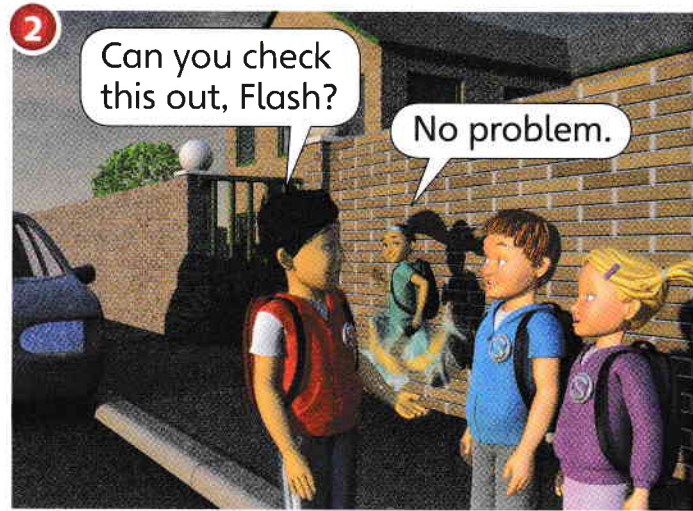
Pair work. Ask and answer.

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 / no
- 2 The burglars take a computer. yes / no
- 3 There are some monsters in the classroom. yes / no
- 4 The children stop the burglars. yes / no

3 Find who says ... There are two burglars in the classroom.

4 Listen and say.



Look at the **bo**oks all over the **roo**m!



What's your name?

I'm Flash.



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

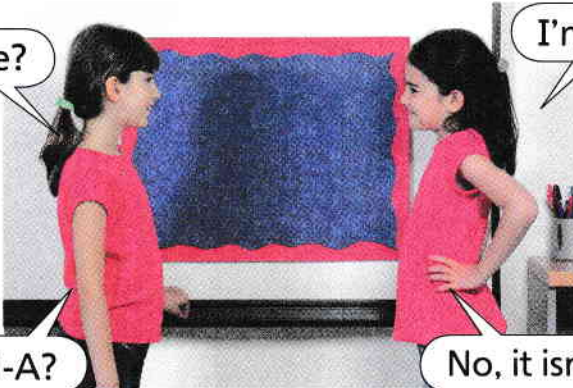
Yes, that's right.

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.

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