

Ministerul Educației

2

Comunicare

în limba modernă engleză

Clasa a II-a

art Klett

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1 The Zoo (pages 18–27)

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3 Come to My Party! (pages 38–47)

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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. difficult, fun, great, boring</i> <i>What sport do you like doing? I like playing (hockey). 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 Self-assessment Observation checklist
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6 In the Countryside (pages 74–83)

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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 Self-assessment Observation checklist
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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

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My Portfolio: page 112

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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 |
|---|--|

4 Listen, look and number.



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 are some chairs.

There's a cupboard.



6 Play the action game.

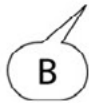
I can play the action game:



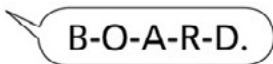
1 Listen and sing.



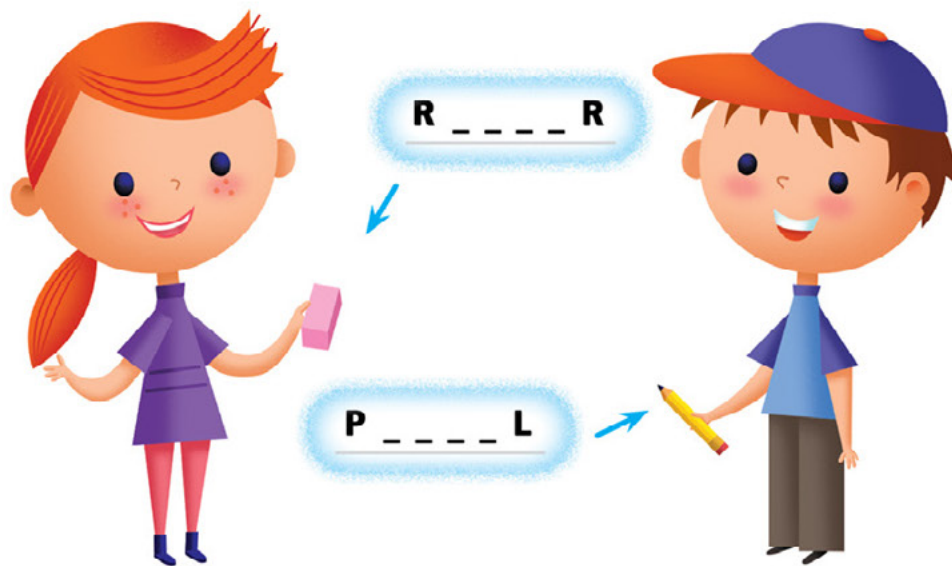
2 Say the alphabet.



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.



1 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.



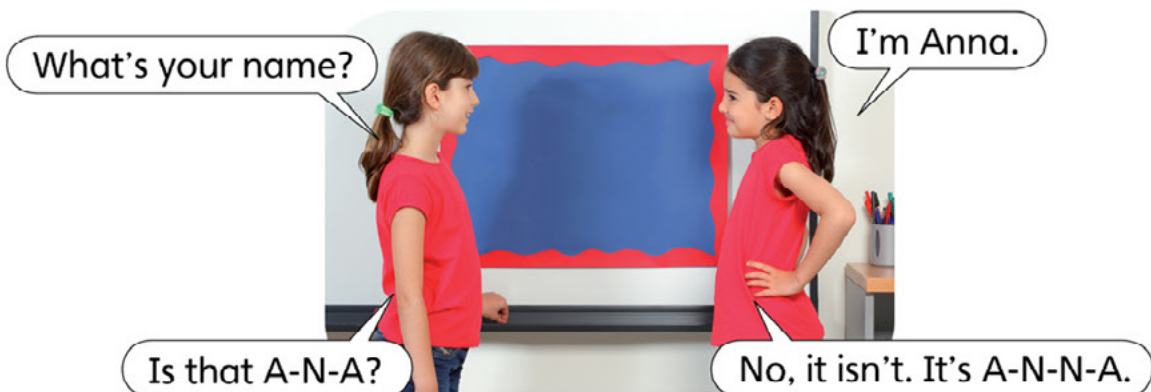
Look at the **books** all over the **room**!



1 Read and act out.



2 Pair work. Ask and answer.



3 Pair work. Ask and answer.



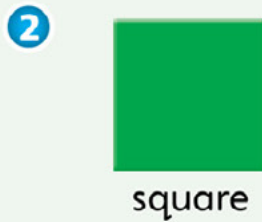
The spelling game



Tangrams

1 Listen and look at the shapes.

Can you see them in your classroom?



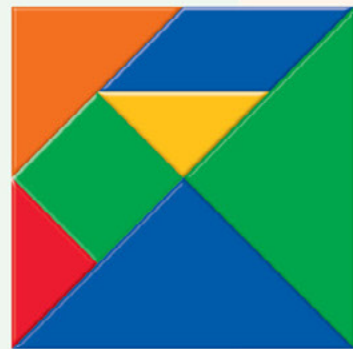
My book is a rectangle.



2 Read and answer.

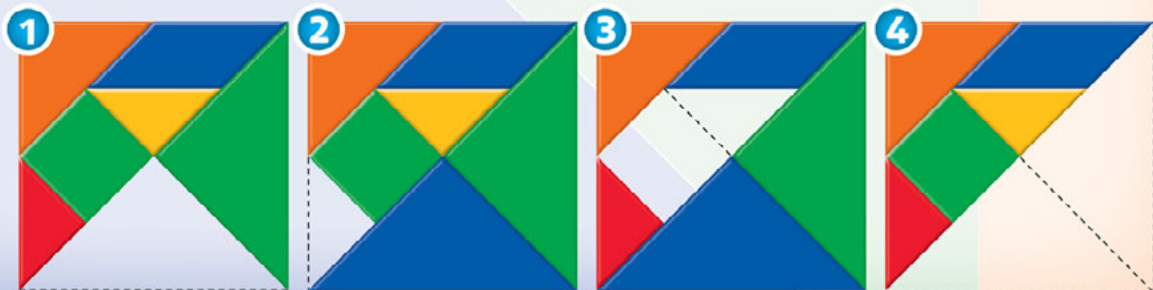
The tangram is an old Chinese toy.
What shapes can you see?
What colour are they?

I can see a square. It's green.
I can't see a circle.



3 Look at the tangrams. What shapes are missing? Think!

The blue triangle is missing.



4

Make a tangram.

Page 113

- a Use your tangram to make the pictures.



- b Use your tangram to make a new picture.



*See *Picture Dictionary and Our Checklist!* on page 104.

1

The Zoo



Listen and look. Then listen and say the words.



Listen and chant.

3

Pair work. Ask and answer.

Do you like snakes?

Yes, I do.