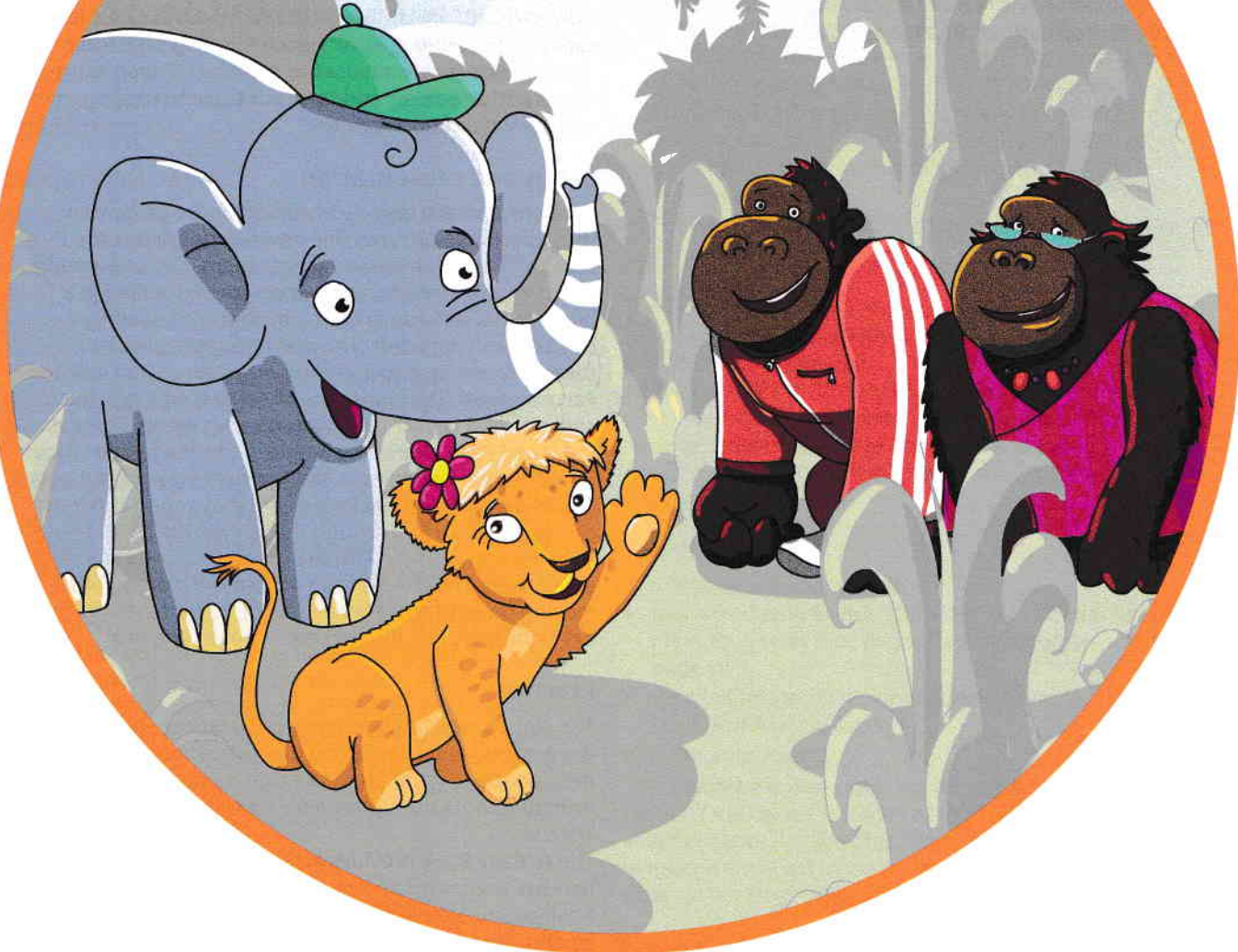


LIBRĂRI

We know
books

Comunicare în limba modernă 1 Engleză

Clasa I



Rachel Finnie

Contents

Introduction	ii
Principles of the course	ii
Course components	iii
Teaching with COMUNICARE ÎN LIMBA MODERNĂ 1 ENGLEZĂ Clasa I	iv
Practical tips and techniques	vi
Classroom games	vii
Printed and Digital Pupil's book tour	3
Pupil's book with step-by-step instructions	8
Tests	97
Tests Answer Key	105

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Excellent English Education – official representative of Pearson for Romania
Intrarea Alexandru Macedonski, Nr. 10, Parter, Apartament 1, Sector 1, București
Telefon: 0749.269.880, 0744.680.030, 0749.268.009

elt@exened.eu
www.exened.eu
www.exened.ro

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Objectives: to greet and introduce yourself, to get to know each other

Language: *Hello, I'm (name). What's your name?*

Materials: character flashcards *lion (Cabu), elephant (Trumpet), parrot (Paco), boy, girl*; class audio

Warm-up

- Greet the children as they come in. Say: *Hello* and smile. Encourage them to say *Hello* in response.
- Point to yourself and say *I'm [name]*. Ask children around the class *What's your name?* Encourage them to say *I'm [name]*. Then answer: *Hello, [child's name]*.
- Encourage the children to do the same in pairs.

Lead-in

- Hold up the character flashcards one at a time and say the name of each character: *Cabu* (the lion cub), *Trumpet* (the elephant) and *Paco* (the parrot).
- Hold up the Pupil's Book and point to the characters on the cover. Explain in L1 that *Cabu*, *Trumpet* and *Paco* live in the jungle. *Cabu* is a lion, *Trumpet* is an elephant and *Paco* is a parrot. The children will get to know them and the other two characters (the two gorillas) during their English lessons.
- Tell the children to open their books at pages 8–9. Open your own book and hold it up to demonstrate. Give them time to look at the characters. Then ask them to tell you who they can see in L1. Elicit the names *Cabu*, *Trumpet* and *Paco*.

1 Listen and say. Track 1

- Tell the children to listen to the audio and point to the characters. Play the audio all through. Hold up your book and point to the characters while the audio is playing, to demonstrate for the children.
- Point to each character again and elicit the names. Repeat the names for the children if necessary: *Jim* and *Fiona*.
- Play the audio again section by section. Pause the audio after each section and invite the children to repeat.
- Divide the class into two. Play the audio again. One half of the class repeats the first line, the other half repeats the second line, and so on.

Audioscript

Cabu: Hello. I'm Cabu. What's your name?

Fiona: I'm Fiona.

Paco: Hello. I'm Paco. What's your name?

Jim: I'm Jim.

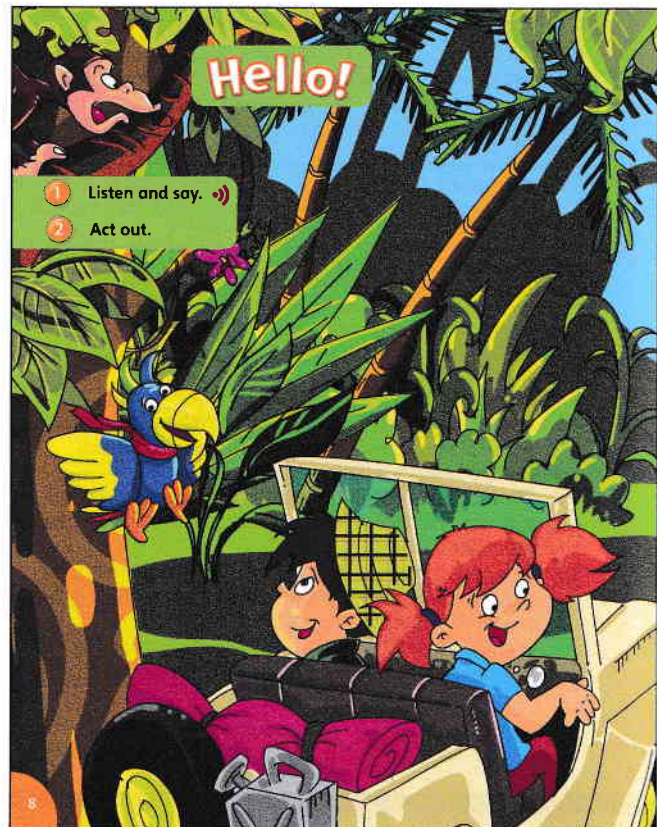
Miss Maru: Hello. I'm Miss Maru.

Mr Kuma: And I'm Mr Kuma.

Trumpet: Hello. I'm Trumpet. What's your name? What's your name?

2 Act out.

- Hold up the flashcard for *Cabu*. Say to one of the children: *Hello. I'm Cabu. What's your name?* and encourage the child to say *I'm [name]*. Answer: *Hello, [child's name]*. Do the same with the flashcards for *Trumpet* and *Paco*.
- Ask two children to stand up. Give one of them a flashcard, and encourage them to act out the dialogue. Continue with other pairs around the class, using different flashcards.



Extra activity

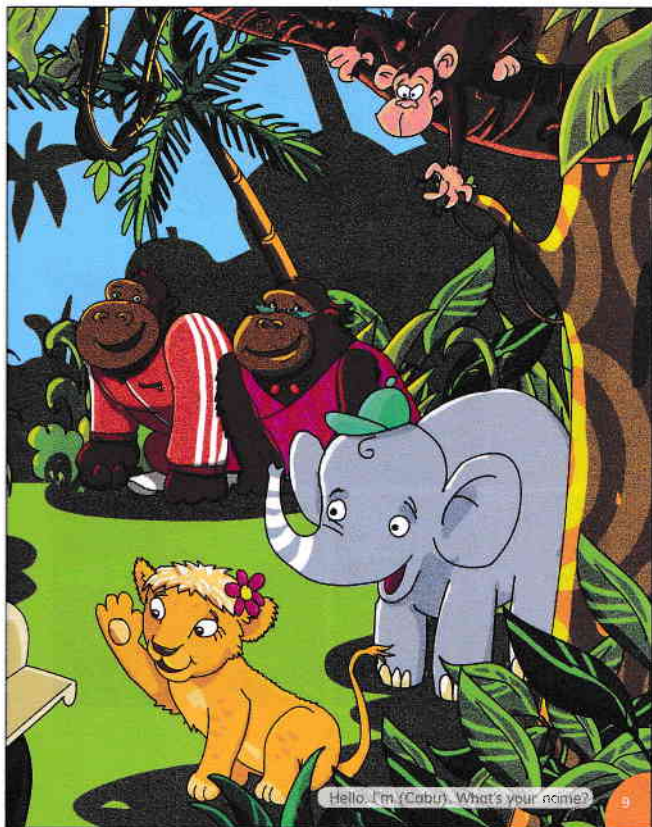
- Invite three children to come to the front of the class. Give each of them a character flashcard. Invite them to go round the classroom introducing themselves.

Activity Book pages 63–68

- Ask the children to open their Activity Books at page 63. Open your own book and hold it up to demonstrate. Show them the masks of Cabu, Trumpet and Paco.
- Tell the children that they are going to use these masks in the next lesson and again in later lessons. They should cut them out at home, stick them on card, and stick a ribbon to the sides of each mask so they can tie them on.
- They can colour them at home or in the next class.

Ending the lesson

- Hold up the character flashcards one at a time. Say: *Goodbye, Cabu!, Goodbye, Trumpet!, Goodbye, Paco!* Wave your hand each time and put the flashcard down on the desk. Do this again and ask the children to repeat and wave goodbye to the characters.
- Say: *Goodbye, class!* and wave your hand. Ask the children to repeat *Goodbye, [your name]*. You can do this at the end of every class.



Lesson 1

Objectives: to introduce yourself, to say who you are, what you are and where you live

Vocabulary: lion, elephant, parrot, boy, girl

Language: Hello. I'm (name). I'm a (lion/boy/girl). I live in (the jungle). What's your name?

Project: Hello. I'm...

Materials: Unit 1 flashcards lion (Cabu), elephant (Trumpet), parrot (Paco), boy, girl; class audio; coloured character masks which children made for homework (Activity Book pages 63–68)

Warm-up

- Ask children around the class: *What's your name?* Elicit: *I'm [name].* Then answer: *Hello, [child's name].*
- Hold up the three character flashcards one at a time and elicit the names *Cabu, Trumpet* and *Paco*.
- Practise the dialogue: *Hello. I'm Cabu. What's your name? I'm [child's name]. Hello, [child's name].*

1 Listen and point. Then say. Track 2

- Use the flashcards to present the new vocabulary items *lion, elephant, parrot, boy, girl*. Hold them up one by one, say the words and ask the children to repeat.
- Ask the children to open their books at page 10. Open your own book and hold it up to demonstrate. Tell them to look at the pictures.
- Play the audio and ask the children to point to the pictures as they listen.
- Play the audio again. Stop after each word and ask the children to repeat.
- Hold up each flashcard again in random order and elicit the word from individual children.

Audioscript

lion
elephant
parrot
boy
girl

2 Look and listen. Track 3

- Ask the children to look at the pictures of the story. Encourage them to point and name characters.
- Ask them to tell you what is happening in the story (L1).
- Play the audio; the children listen to the story and point to the characters.

Audioscript

Narrator: In the jungle ...

Trumpet: Aagh!

Cabu: Hello!

Trumpet: Hello! I'm Trumpet. What's your name?

Cabu: I'm Cabu. I'm a lion.

Trumpet: I'm an elephant.

Paco: And I'm Paco. I'm a parrot.

3 Listen again and say. Track 4

- Play the story again. Pause after each line for the children to repeat.
- Divide the class into three groups. Tell Group 1 to repeat Trumpet's lines, Group 2 to repeat Cabu's lines and Group 3 to repeat Paco's line. Play the audio again.
- Act out the story with yourself and two children.
- Put the children into groups of three to act out the story.
- Invite some groups to come to the front of the class to act out the story.

Audioscript

See audioscript in Exercise 2.

1 Listen and point. Then say.

2 Look and listen.

3 Listen again and say.

Lesson 1: lion, elephant, parrot, boy, girl
Hello. I'm (Trumpet). What's your name? I'm a (lion).

- 4 Listen and point.** *Track 5*
- Ask the children to look at the pictures of the three characters in Exercise 4.
 - Tell them to listen to the audio and point to the characters. Play the audio. Hold up your book and point to the characters while the audio is playing, to demonstrate for the children.
 - Play the audio again. Pause after each character speaks. Hold up a character flashcard and prompt the children to shout Yes if it is the correct character or No.

Audioscript

Cabu: Hello. I'm a lion.
Paco: Hello. I'm a parrot.
Trumpet: Hello. I'm an elephant.

- 5 Make a mask. Then say.**
- Ask the children to get out the masks they prepared for homework. Tell them to colour the masks if they haven't done so at home.
 - Ask them to look at the photo in Exercise 5. Present *I'm a girl / boy*, and *I live in (the jungle / Romania)*.
 - Demonstrate the dialogue. The children listen and repeat.
 - Put the children in pairs. Tell one child in each pair to put on a character mask. Ask several pairs to stand up and demonstrate the dialogue for the class.

- 6 Your project! Draw and say.**
- Draw a face on the board. Point to it and say your name.
 - Ask the children to look at the outline and the photo. Ask them to draw their face in their book.
 - Ask some of the children to stand up, hold up the picture they have drawn and say: *Hello. I'm [name]. I'm a (boy/girl). I live in (Romania)*.


Activity Book page 2

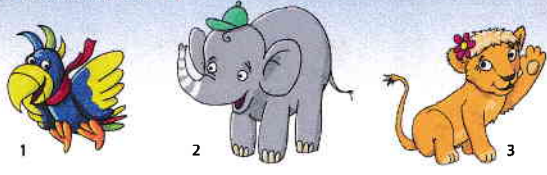
Note: You can use this activity in class after Exercise 3 or 4, or assign it as homework and check it in the next lesson.

- 1 Colour and say.**
- Ask the children to open their Activity Books at page 2. Open your own book and hold it up to demonstrate. Elicit the names of the characters.
 - Tell them to colour the pictures using the correct colours for each character, as in their Pupil's Book.
 - When they have finished, hold up your book, point at each character, and elicit: *Hello. I'm (Cabu). I'm a (lion). I live in the jungle*.
 - Ask individual children to stand up, hold up their book and point to a character. Prompt *Hello. I'm (Cabu). I'm a (lion). I live in the jungle*.


Ending the lesson

- Hold up the character cards and encourage the children to say and wave goodbye to the characters.
- Say: *Goodbye, class!* and wave your hand. Ask the children to repeat *Goodbye, [your name]!*

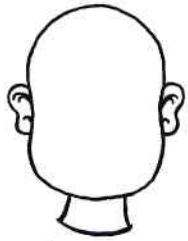
4 Listen and point. 



5 Make a mask. Then say.



6 Your project! Draw and say.



FOR YOUR PORTFOLIO

Hello. I'm (Cabu). I'm a (lion). I live in (the jungle). What's your name?
 Hello. I'm (Tom). I'm a (boy/girl). I live in (Romania).

Lesson 2

Objectives: to name objects and animals

Vocabulary: banana, flower, bee, hippo

Language: Look, (a banana) / (flowers).

Review: Hello. I'm ..., What's your name?

Materials: Unit 1 flashcards; class audio

Warm-up

- Holding one of the character flashcards, walk around the class and say to individual children: *Hello. I'm Trumpet. I'm an elephant. What's your name?* Encourage the children to respond: *Hello, Trumpet. I'm [name]. I'm a (boy/girl).*

7 Listen and point. Then say. Track 6

- Use the flashcards to present the new vocabulary items *banana, flower, bee, hippo*. Hold them up one by one, say the words and ask the children to repeat.
- Ask the children to open their books at page 12. Open your own book and hold it up to demonstrate. Tell them to look at the pictures.
- Play the audio and ask the children to point to the pictures as they listen.
- Play the audio again. Stop after each word and ask the children to repeat.
- Hold up each flashcard again in random order and elicit the word from individual children.

Audioscript

banana
flower
bee
hippo

8 Look and listen. Track 7

- Ask the children to look at the pictures of the story. Encourage them to point and name characters and objects.
- Ask them to tell you what is happening in the story (L1).
- Play the audio; the children listen to the story and point to the characters and objects.

Audioscript

Narrator: In the jungle ...

Cabu: Look, a banana!

Trumpet: Ouch!

Cabu: Look, flowers!

Trumpet: And bees.

Paco: Stop! Look, hippos.

9 Listen again and say. Track 8

- Play the story again. Pause after each line for the children to repeat.
- Divide the class into three groups. Give each group the role of one character. They listen and repeat the lines of their character. Invite them to use their character masks. Play the audio again.
- Act out the story with yourself and two children.
- Put the children into groups of three to act out the story. Encourage them to use their masks.
- Invite some groups to come to the front of the class to act out the story.

Audioscript

See audioscript in Exercise 8.

7 Listen and point. Then say.

8 Look and listen.

9 Listen again and say.

Lesson 2: banana, flower, bee, hippo
Stop! Look!

- Ask the children to look at the pictures in Exercise 10 and name as many items as they can remember.
- Point and say: *Look, a banana! Look, a parrot! Look, flowers!* etc. Repeat in a different order and ask the children to point to the correct pictures.
- Tell the children to listen and point. Play the audio.
- Tell the children to listen again. This time they should circle the pictures. Play the audio again. Pause after *Look, a banana!* and point to the example. Pause after each line to give the children time to circle.
- Ask a child to choose a picture and say, e.g. *Look, lions!* The rest of the class listen and point. Repeat with different children.
- Let them continue in pairs.

Audioscript
 Look, a banana!
 Look, flowers!
 Look, hippos!
 Look, a parrot!
 Look, bees!
 Look, lions!

11 Listen and point. Then sing. Track 10

- Ask the children to look at the pictures and name objects and animals: *flower, bee, parrot, Cabu*, etc.
- Play the audio; the children listen and point to the pictures.
- Play the audio again and encourage the children to sing along.

Audioscript
Narrator: In the jungle ...
Children:
 Look, an elephant and a bee.
 Look, an elephant and a bee.
 In the jungle. In the jungle.

 Look, a parrot and a lion.
 Look, a parrot and a lion.
 In the jungle.
 In the jungle.

 Look, a parrot and a flower.
 Look, a parrot and a flower.
 In the jungle.
 In the jungle.

Activity Book page 3

Note: You can use this activity in class after Exercise 9 or 10, or assign it as homework and check it in the next lesson.

2 Find, circle and say.


- Ask the children to open their Activity Books at page 3. Open your own book and hold it up to demonstrate.
- Ask the children to look at the pictures in number one. Encourage the children to join you as you point and say what's there: *hippo, elephant, hippo, hippo, hippo*. Explain the concept of the odd one out in L1, then ask the children: *What's the odd one out?* Elicit the correct response and say *Yes, it's the elephant. Can everyone say that?* Say and demonstrate *Circle the elephant*. Children circle the elephant in their books. Continue in this way for all the sets of pictures.

Ending the lesson


- Go round the class showing children a flashcard from Lesson 1 or 2 and eliciting *Look, a banana / bee / etc.* each time. Prompt the first few times if necessary.

10 Listen and circle. ➡

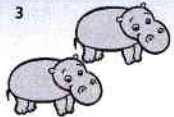
1




2




3




4






5



6



11 Listen and point. Then sing. ➡

Look, an elephant and a bee

Lesson 1

Objectives: to learn four colours
Vocabulary: *yellow, blue, red, green*
Language: *Look, it's blue.*
Review: *banana, flower, bee, hippo*
Materials: Unit 1 and 2 flashcards; class audio

Warm-up

- Stick flashcards for *Cabu*, *Paco* and *Trumpet*, and *banana*, *flower*, *bee* and *hippo* on the board.
- Ask some children to come to the front and stand in line. Point to a flashcard and ask the first child to say the word, e.g. *hippo*. He/She sits down. Repeat with the rest of the children.
- If a child cannot remember a word, he/she goes to the end of the line and tries again if they want to.

1 Listen and point. Then say. Track 11

- Use the flashcards to present the new vocabulary items *yellow, blue, red, green*. Hold them up one by one, say the words and ask the children to repeat.
- Ask the children to open their books at page 14. Open your own book and hold it up to demonstrate. Tell them to look at the pictures.
- Play the audio; the children point to the pictures as they listen.
- Play the audio again. Stop after each word; the children repeat.
- Hold up each flashcard again in random order and elicit the word from individual children. Repeat faster to make it fun.

Audioscript

yellow
 blue
 red
 green

2 Look and listen. Track 12

- Ask the children to look at the pictures of the story. Encourage them to point and name the characters and colours they see.
- Ask them to tell you what is happening in the story (L1).
- Play the audio; the children listen and point to the characters and colours.

Audioscript

Narrator: By the lake ...
Paco: No, Trumpet. Stop. It's yellow!
Trumpet: Huh? Oh, yes, yellow!
Cabu: Trumpet. Look. It's blue.
Trumpet: Uhhh.
Paco: Look, Cabu, a flower.
Cabu: Thanks, Paco. It's red.
Trumpet: Look, Cabu, green. It's green.

3 Listen again and say. Track 13

- Play the story again. Pause after each line for the children to repeat.
- Divide the class into three groups. Give each group the role of one character. Ask them to listen and repeat the lines of their character. Invite them to use their character masks. Play the audio again.
- Act out the story with yourself and two children.
- Put the children into groups of three to act out the story. Encourage them to use their masks.
- Invite some groups to come to the front of the class to act out the story.

Audioscript

See audioscript in Exercise 2.

2 Colours (1)

1 Listen and point. Then say.

2 Look and listen.

3 Listen again and say.

Lesson 1: yellow, blue, red, green
 It's (yellow).

4 Listen and colour. Track 14

- Ask the children to look at the pictures in Exercise 4 and name as many items as they can. You can teach *grass* for Number 1, if you wish.
- Tell the children to listen and point to the correct pictures. Play the audio.
- Tell the children to listen again and colour the pictures. Play the audio again. Pause after each line, elicit the colour, and give the children time to colour.

Audioscript

It's yellow.
It's green.
It's blue.
It's red.

Answers

- 1 grass – green
- 2 banana – yellow
- 3 flower – red
- 4 parrot – blue

5 Point and say.

- Ask the children to point to each picture in Exercise 4 and say the colour, e.g. *It's red.*

6 Let's play.

- Walk round the classroom and point at different objects, items of clothing, etc. and say: *Look, it's (red/yellow/blue/green).* Then, point at something, Say: *Look, it's ...* and elicit the colour from the children.
- Ask the children to look at the photo in Exercise 6. Ask them what they think the children are saying.
- Encourage individual children to stand up, point at something and say the colour. They can continue in pairs or small groups.

Activity Book page 4

Note: You can use this activity in class after Exercise 5 or assign it for homework and check it in the next lesson.

1 Colour, point and say.

- Ask the children to open their Activity Books at page 4. Open your own book and hold it up to demonstrate.
- Ask them to name the objects/animals in the picture.
- Tell them to look at the coloured pictures in their Pupil's Book and colour the items in their Activity Book the same way.
- When they have finished, ask individual children to stand up, hold up their book, point to the items in the picture and say: *Look, it's (green).*

Ending the lesson

- Put the colour flashcards face down on the board. Point to a flashcard and ask children to guess the colour. You can play this as a team game.

