

LBRIS

We know
books

BBC

Limba modernă 1 Limba engleză

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Clasa a V-a

 Pearson

Teacher's Book

Excellent
English
Education



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Lesson learning objective

Students can say and spell their name.

Lesson aims:

- **Vocabulary:** The English alphabet, spelling words and names

Assessment for Learning in this lesson

- Setting aims and criteria for success: Lead-in
- Giving feedback: Exercises 2 and 10
- Peer learning: Exercise 5
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Introduce yourself to different Ss. Say *Hello! I'm ...* and *Hi! My name's ...* Encourage Ss to use the same expressions to reply.

Lead-in

- Write *Hello!* on the board. (L1/L2)* Ask the class *What is in this lesson?* Then say the following sentences one by one: *My name is ... I like animals. I'm ten years old. My mum is a teacher. My hobby is dancing.* Ask Ss to give thumbs up/down signals to show you which of these sentences they think fit in with the lesson.
- (Books open) Ss look at pages 10–11. Read and explain the lesson objectives (L1/L2).
- (Books open) Use the photos to find out what your Ss know, e.g. pointing to the photo of Jen. say *Look. This is a ... (girl). Point at her hair and say What colour is this? (Brown.) Encourage Ss who seem confident to say colours and to name as many objects/clothes as they can.*
- Use the photos to check *computer, cupcakes and skateboard.*
- Check Ss understand *the UK.* Point to the photo of Lian and say. *I think she's in London. It's in ... (the UK).*

*L1/L2 refer to First (native) language / Target (learned) language.

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GET STARTED!

VOCABULARY

- The alphabet
- Spelling words / names
- Numbers 1–100
- Colours
- Classroom objects
- Classroom language
- Clothes
- Adjectives

GRAMMAR

- *It's... / They're...*
- Plural nouns
- Articles *a/an, the*
- Imperatives
- *this/that/these/those*

Intro video



Grammar animations this, that, these, those



HOW DO YOU SPELL THAT?

I can say and spell my name.

Hello!



Hi! My name's Jen. I'm ten years old and my hobby is making cupcakes.



Hi! I'm Alex. I'm twelve. My hobbies are computers and computer games!



I'm Lian and I'm twelve. My hobby is skateboarding. I love all sports, really.



Hello. My name's Lucas. I'm from Spain but I'm in the UK now. My hobbies are music and Maths.



I'm Miranda Newman.

And I'm Larry Newman. We're Jen and Alex's mum and dad!

1 Watch or listen, then read. Who is twelve? *Alex and Lian*

2 Look at the photos and read. Complete the children's hobbies.

- 1 Jen making cupcakes
- 2 Alex computers and computer games
- 3 Lian all sports
- 4 Lucas music and Maths

Exercise 1 0.1 1

- Play the video or audio recording.
- Ask a student to justify the answer by referring to the text.

Exercise 2

- Ask pairs to complete what they can. Then play the video/audio again for Ss to check. Choose different Ss to write the answers on the board.

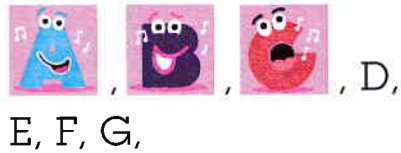
All the video episodes are also available in audio-only format on www.exened.eu for those classrooms where video is not readily available.

Extra activity

- Put Ss into groups of four. Each student in the group pretends to be one of the four children in the photos. They introduce themselves by reading out the speech bubble for each child.

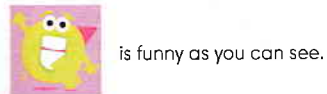
- 3** Game! Stand in a line. Ask and answer.
 A: Hi, I'm Mario. What's your name?
 B: Hi, I'm Ella. What's your name?
 C: My name's David. Hi, ...

- 4** Listen and do the Alphabet Rap.



Say the alphabet, say it with me!

H, I, J, K, L, M, N, O, P,



is funny as you can see.

R, S, T, U and V

four more letters and we're free.

W, X, Y and - shh ...



is sleepy, so are we!

- 5** Complete the words with the letters below. Say the letters.

t f g x l s

 1 <u>g</u> irl	 2 bo <u>x</u>	 3 <u>s</u> andwich
 4 <u>t</u> able	 5 <u>l</u> ion	 6 <u>f</u> ish

We know books

- 6** Listen and tick (✓) the letters you hear.

1 A <input checked="" type="checkbox"/>	E <input checked="" type="checkbox"/>	I <input type="checkbox"/>
2 G <input checked="" type="checkbox"/>	J <input type="checkbox"/>	C <input checked="" type="checkbox"/>
3 W <input checked="" type="checkbox"/>	U <input checked="" type="checkbox"/>	Y <input type="checkbox"/>
4 B <input checked="" type="checkbox"/>	D <input type="checkbox"/>	P <input checked="" type="checkbox"/>
5 M <input checked="" type="checkbox"/>	N <input checked="" type="checkbox"/>	F <input type="checkbox"/>
6 I <input checked="" type="checkbox"/>	J <input type="checkbox"/>	Y <input checked="" type="checkbox"/>

- 7** Work in pairs. Say the alphabet. Stop when the teacher tells you. Your partner says what comes next.



- 8** Listen to the names. Complete the missing letters. Check with your partner.

- HAILEY
- B E T T Y
- F E R G A L
- W I L L I A M

- 9** Work in pairs. Ask your partner about his/her name. Write it down.

- A: *What's your name?*
 B: *Vicky.*
 A: *How do you spell that?*
 B: *V-I-C-K-Y. Vicky.*

10 Have a class spelling competition.

And YOU

Music. M-U-S-I-C.
 Music.



Watch out!

- Explain we say *double* before two of any letter.

Exercise 8

- Ask Ss to spell the names to each other.

Exercise 9

- Ask Ss to repeat the two questions in chorus after you before they start.

Exercise 10

- Divide the class into four teams. Say a word Ss know. One student from each team writes it on the board and then spells it. Use the Thumbs up/down technique (See Strategies of formative assessment, Recommended techniques, page vii) to check which are correct with the class. Continue with different words/Ss.

Finishing the lesson

- Pairs discuss which predictions they made in the Lead-in were correct. Ask *Can you say and spell your name?* Ss show self-assessment response cards (☺, ☹, 😐). (See Strategies of formative assessment, Recommended techniques, page vii.)
- Ss copy the objectives into their notebooks and draw the emoticons that reflect their progress.

Further practice

- Workbook, page 4

Exercise 3

- Ask the class to repeat *What's your name?* and *I'm ... / My name's ...* after you in chorus before they start. Draw Ss attention to the contractions by using your fingers, e.g. say *I* (hold up one finger) *am* (hold up a second finger). Then say *I'm* (bring your fingers together).

Exercise 4

- Encourage Ss to clap/beat the rhythm as they listen and/or teach them some gestures, e.g. laugh for *funny*, yawn for *sleepy*.
- When Ss are familiar with the rap, play the karaoke version. Ss make the gestures as they rap.

Exercise 5

- Pairs help each other to complete the words. Then they listen to each other say the words.

Exercise 6

- Play the recording two or three times if your class seems weak.

Extra activity

- Ss write down six-eight letters of the alphabet at random. They say them to a partner who writes them down. Tell Ss they can't repeat the letters! They check, swap roles and continue.

Exercise 7

- One student in each pair listens and the other says the alphabet. Say *Stop*. Ss change roles after the listener says the next letter of the alphabet.

Lesson learning objective

Students can say numbers 0–100 and name basic colours

Lesson aims:

- Vocabulary: Numbers 0–100, colours
- Grammar: Articles *a/an, the*

Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Lead-in
- 📝 Giving feedback: Exercises 3 and 8
- 👥 Peer learning: Exercises 4 and 6
- 📖 Independent learning: Finishing the lesson

Warm-up

- (Books closed) Write English names on slips of paper and give one slip/name to each student. Ss stand up and mingle. They ask each other *What's your name? and How do you spell that?*

Lead-in

- (Books open) Pairs look at pages 12–13 and discuss what they will do in this lesson. (L1/L2) Explain the lesson objectives.
- (Books open) Ask the class to look at the picture and to name any objects they can. Ask different Ss to spell them. Use the picture to check Ss understand *dog* and *cat* too.

Exercise 1

- Before you play the recording, ask the class to predict the answer.
- Ask a student to justify the answer by pointing to the picture / referring to the text.

Extra activity

- Put Ss into pairs. Ask two pairs to work together. Ss take turns to introduce their partner to the other pair, saying *This is (Maria)*. The other Ss can respond by saying *Hello, (Maria)*.

Workbooks

I can say numbers 0–100 and name basic colours.

Meet Dug and Kit



This is Dug. Dug is also Superdug. Superdug is a superhero.

This is Kit. Kit is very clever. She is Dug's best friend.

- 1 Listen and then read. Look at the picture. Circle the correct answer.

Dug / Kit is a superhero.

- 2 Listen and repeat.

Vocabulary	Numbers 1–20
1 one	11 eleven
2 two	12 twelve
3 three	13 thirteen
4 four	14 fourteen
5 five	15 fifteen
6 six	16 sixteen
7 seven	17 seventeen
8 eight	18 eighteen
9 nine	19 nineteen
10 ten	20 twenty

- 3 Complete the numbers.

1 one 7 even
 2 two 8 eight
 3 three 9 nine
 4 four 10 ten
 5 five 11 eleven
 6 six 12 twelve

- 4 Write the answers in words.

1 six + six = twelve
 2 eighteen - three = fifteen
 3 two + eleven = thirteen
 4 twenty - nine = eleven
 5 seventeen - three = fourteen
 6 two + seven = nine
 7 five + two = seven
 8 sixteen - twelve = four

12

Exercise 2

- Find out if your class knows some numbers first. You could count the Ss in the class aloud. Either encourage all Ss to say the numbers with you or ask different Ss to say each number.
- Give Ss time to look at the Vocabulary box before you play the recording.

Exercise 3

- Tell Ss to check the spelling by referring to the Vocabulary box and not to guess / use their memories. Then use the Lollipop Stick technique (See Strategies of formative assessment, Recommended techniques, page vii) to choose different Ss to say and spell each word.

Extra activity

- Make a 'ball' from a piece of waste paper. Say *One!* Throw it at random to a student and encourage him/her to say *Two!* He/She then throws it at random to another student who says *Three!* and so on. Challenge Ss by asking them to say odd/even numbers or multiples of five, etc.

Exercise 4

- Pairs help each other work out and write the answers.
- Teach Ss how to say '+' (*plus/and*) and '-' (*minus*). Ask different Ss the sums, e.g. *What's six plus six?* (*Twelve*.)

Extra activity

- Write a number in digits on the board and point to a student. The student says the number. Begin slowly and then speed up the activity.

5 Look at the words in the Vocabulary box. Then circle the correct number.

Vocabulary		Numbers 10-100	
10 ten	60 sixty		
20 twenty	70 seventy		
30 thirty	80 eighty		
40 forty	90 ninety		
50 fifty	100 hundred		

- 1 forty 14 / 40
- 2 fifteen 15 / 50
- 3 thirteen 13 / 30
- 4 eighty 18 / 80
- 5 twenty 12 / 20
- 6 sixteen 16 / 60

6 Look at the words in the Vocabulary box. Then look at Exercise 3 and write numbers which are this colour. There are two numbers for one of the colours.

Vocabulary		Colours			
black	blue	brown	green	grey	orange
pink	purple	red	white	yellow	

- | | | | | | |
|--------|----------|--------|-----------|-------|--------------|
| red | <u>9</u> | green | <u>5</u> | pink | <u>1, 11</u> |
| grey | <u>6</u> | white | <u>12</u> | black | <u>10</u> |
| blue | <u>4</u> | purple | <u>8</u> | brown | <u>2</u> |
| orange | <u>7</u> | yellow | <u>3</u> | | |

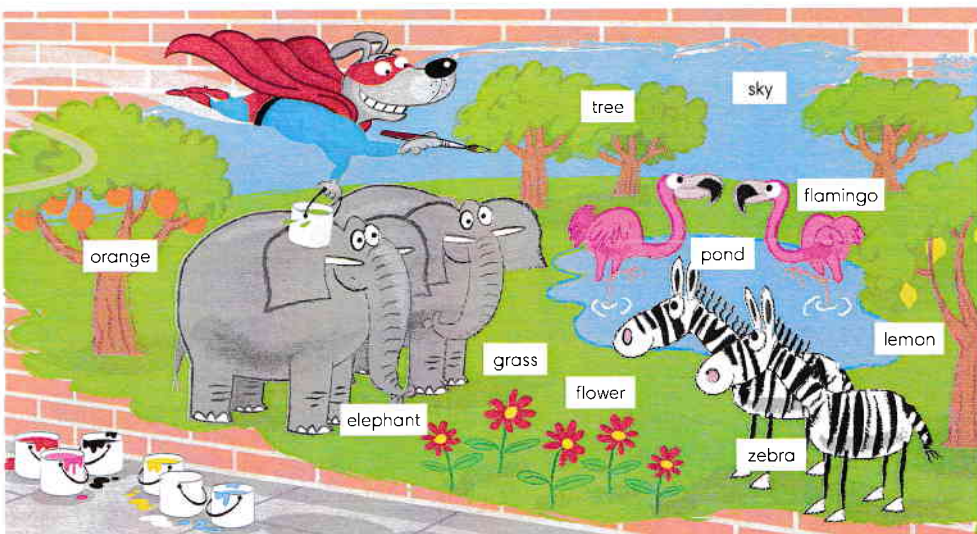
7 Study the Grammar box. Then look at the picture below. Write a or an before the words.

Grammar	Articles
It's <u>a</u> tree.	<u>The</u> tree is green.
It's <u>an</u> elephant.	<u>The</u> elephant is grey.

- 1 a tree
- 2 an elephant
- 3 a lemon
- 4 an orange
- 5 a zebra
- 6 a pond
- 7 a flower
- 8 a sky

8 Look at the picture below. Match 1-8 to a-h.

- | | | |
|-------------------|---------------|--------------------|
| 1 The elephant is | | a blue. |
| 2 The flower is | | b black and white. |
| 3 The zebra is | | c red. |
| 4 The sky is | | d grey. |
| 5 The orange is | | e green. |
| 6 The lemon is | | f pink. |
| 7 The tree is | | g orange. |
| 8 The flamingo is | | h yellow. |



Finishing the lesson

- Ask the class *Can you say numbers 1-100? Can you name basic colours?* Ss show self-assessment response cards after each question (😊, 😐, 😞).
- Ss copy the objectives into their notebooks and draw the emoticons that reflect their progress.

Further practice

- Workbook, page 5
- Grammar Book, pages 4-5 (Numbers; Articles *a/an, the*)

Exercise 5

- Help Ss with pronunciation. Read the numbers or play the recording and ask Ss to repeat. Write *forty/fourteen* on the board to show them where the stress is.
- You could ask Ss to practise saying each pair of words to a partner.
- Ss read and circle individually.

Exercise 6

- Read the colours or play the recording and ask Ss to repeat.
- Point to different objects in the classroom and elicit any colours.
- Use the example to make sure Ss understand they should first find the colour.
- Pairs help each other do the exercise.

Exercise 7

- Study the Grammar box first. (L1/L2)
- Explain that we use *a* before singular nouns beginning with a consonant and *an* before singular nouns beginning with a vowel (*a, e, i, o, u*).
- Explain that we use *the* before a singular or plural noun when we know which thing we are talking about.

Exercise 8

- First, make sure Ss know the names of the objects and animals in points 1-8. Say each object/animal in turn and hold up your book and point.
- Ss do the exercise individually.

Lesson learning objective

Students can talk about classroom objects and understand classroom instructions.

Lesson aims:

- Vocabulary:** Objects in a schoolbag, classroom objects
- Grammar:** Plural nouns, imperatives
- Communication:** Classroom language

Assessment for Learning in this lesson

- Setting aims and criteria for success: Lead-in
- Giving feedback: Exercises 1, 4 and 8
- Peer learning: Exercises 5, 6 and 10
- Independent learning: Finishing the lesson

Warm-up

- (Books closed)* Divide the class into two teams. Write an easy sum on the board, e.g. $50 - 5 = \dots$ (45). A student from one team writes, then says and spells the answer to win a point. Ask different Ss from each team in turn to work out different sums.

Lead-in

- (Books open)* Give pairs time to look at pages 14–15. (L1/L2) Explain the lesson objectives.
- (Books open)* Point to the different objects in the picture above Exercise 1. Ask different Ss to say the colours.
- The class names any objects they can.

Exercise 1 10

- Read the words in the Vocabulary box or play the recoding and ask Ss to repeat.
- Ask *What's number...?* and ask Ss to point.

Extra activity

- Play *I Spy* with the class. Secretly choose an object in the classroom. Say *I spy with my little eye something beginning with...* (say the first letter of the object). Different Ss guess the object. The student who guesses first, goes next.

0.3 IN THE CLASSROOM

I can talk about classroom objects and understand classroom instructions.



- 1 Look at the words in the Vocabulary box. Then name the objects in Alex's bag.

Vocabulary	In my bag
book	notebook
pen	pencil
ruler	sandwich

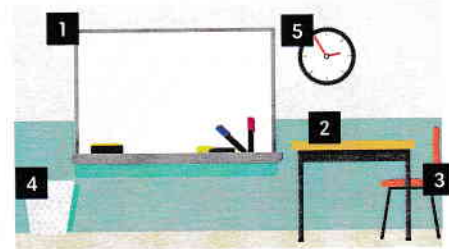
- 2 Study the Grammar box. Then look at the pictures. How many of these things can you see?

Grammar	Plural nouns
a pencil	six pencils
a sandwich	two sandwiches



- 3 Label the objects 1–5 in the picture. Use the Vocabulary box to help you.

Vocabulary	Classroom objects
bin	board
chair	clock
desk	



- 1 board 4 bin
 2 desk 5 clock
 3 chair

- 4 Find the objects from the Vocabulary box in your classroom and point at them.

*It's a board.
They're desks.*

Watch OUT!



Exercise 2

- Tell Ss we add -s to most nouns to form the plural, including nouns ending in e. We need to add -es to some nouns, e.g. those ending *ch, sh, s, ss* or *x*.
- Pairs race to answer! Then ask different Ss to write the answers on the board.

Exercise 3 11

- Read the words in the Vocabulary box or play the recording. As Ss to repeat, ask them to point at the objects in the classroom or do it yourself.

Exercise 4

- Pairs point at the objects, say the corresponding word in the Vocabulary box, e.g. *chairs*.
- Alternatively, use the Lollipop Stick technique to choose different Ss to do it.

Watch out!

- After Ss read the information, use your fingers to show the contraction *it's = it is* and *they're = they are*.
- Say *It's! Singular or plural?* You could hold up one pen to explain *singular*, and two or more pens to explain *plural*. Repeat.

5 Complete the classroom rules for an English class with the verbs below.

talk watch write

Our rules

- 1 **Talk** in English - don't talk in your language!
- 2 **Write** in your exercise book. Don't write in your coursebook!
- 3 **Watch** websites in English. **Watch** YouTube videos in English.



6 Study the Grammar box. In pairs, find examples of imperatives in Exercise 5.

Grammar	Imperatives
+	Open your books. Close your books. Listen (to the story). Look (at the photo). Read (the text). Write your name. Sit down. Stand up. Work in pairs.
-	Don't eat in class! Don't talk!

7 Read the expressions in the Grammar box again. Who usually says them: teacher or student? **teacher**

Can you help me, **please**?
Stand up, **please**!

Watch OUT!

8 Match 1-4 to a-d. Listen and check. Then act out the dialogues in pairs.

- a** Can you repeat that, please?
 - c** Can you help me, miss?
 - a** How do we say this word in English?
 - b** What does "amazing" mean??
- a We say elephant.
b It means really good.
c Yes, Maria. How can I help you?
d Yes, Thomas. Giraffe. Giraffe. OK?

9 **Game!** Be a teacher. Tell other students what to do. Use the expressions in the Grammar box.

And YOU



15

Watch out!

- Remind Ss it's polite to say *please* in English.

Exercise 8

- After Ss do the exercise individually, they compare answers with a partner.
- Use the Traffic Lights technique (See Strategies of formative assessment, Recommended techniques, page vii) to find out how easy/difficult Ss found the exercise. Explain the expressions again if necessary.

Exercise 9

- Ss work in groups of four and take turns to be the teacher. Remind Ss to use appropriate intonation. Challenge strong Ss to close their books.
- Each group votes for the best teacher. One student reports and explains his/her group's decision to the class.

Finishing the lesson

- Read the lesson objectives. Ss show self-assessment response cards (😊, 😐, 😞).
- Ss copy the objectives into their notebooks and draw the emoticons that reflect their progress.

Further practice

- Workbook, page 6
- Grammar Book, pages 6-7 (Regular noun plurals; Imperatives)

Exercise 5

- Pairs discuss each answer before they write. Before they check, you could write down Ss' ideas on the board for each rule and vote!

Exercise 6





- As Ss to study each expression in the Grammar box, make an appropriate gesture. For example, mime opening/closing a book with your hands for *books open/closed*. You may need to explain some of the expressions in L1.

- Explain that we use imperatives to tell someone to do or not to do something. We use *Don't* to make negative imperatives.
- (L1/L2) Draw Ss' attention to intonation. Tell them appropriate intonation is very important or they might seem rude.

Exercise 7

- Ask Ss to write T (*Teacher*) or S (*Student*) next to each expression. Then ask them to compare their answers with a partner.

Grammar this, that, these, those

This is a top.	That is a T-shirt.
	
These are trainers.	Those are trainers.
	



Exercise 9

- Ss talk about the clothes in pairs. They can refer to the Grammar box for help.

Sample answers

These trousers are short. Those trousers are long. This coat is small. That coat is big. These trainers are new. Those trainers are old.

Exercise 10

- Pre-teach *school uniform* if your Ss wear one. Check *weekend*.

Extra activity

- Ss draw themselves wearing their favourite clothes. Then they label the picture. You could make a class poster.

Finishing the lesson

- Ask: *Can you talk about clothes? Can you use 'this', 'that', 'these' and 'those'?* Ask individuals for examples of sentences with demonstrative pronouns.
- Read the lesson objectives. Ss show self-assessment response cards (😊, 😐, ☹️).
- Ss copy the objectives into their notebooks and draw the emoticons that reflect their progress.

Further practice

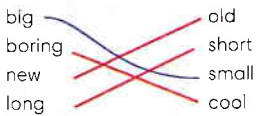
- Workbook, page 7
- Grammar Book, page 8 (Demonstrative pronouns *this/that/these/those*)

7 Study the Grammar box. Circle the correct answer.

- 1 This / These are your trainers.
- 2 This / These is my shirt.
- 3 This / These are my shoes.
- 4 That / Those T-shirts are new.
- 5 That / Those is my coat.
- 6 That / Those jeans are big.

8 Look at the words in the Vocabulary box. Match them with their opposites.

Vocabulary	Adjectives
big	boring
old	cool
new	long
short	small



9 In pairs, talk about the clothes. Use adjectives in the Vocabulary box and *this, that, these* or *those*.



- A: *How about the T-shirts?*
 B: *This T-shirt is cool. That T-shirt is boring.*

10 Make lists of clothes you wear at school and at the weekend.

And You?

at school	at the weekend

Get Grammar! 0.2

- Play the Get Grammar! video.
- Ss repeat the examples after you, in chorus.
- Use gesture to reinforce meaning, e.g., point to the other end of the room and say: Those (books), Focus Ss' attention on the pronunciation of *this /ɪ/* and *these /i:/*.

Exercise 7

- Ss circle the correct answers. Then compare in pairs.

Exercise 8 15

- Read the words or play the recording for Ss to repeat each word in chorus.
- Ask individual Ss to use these words in sentences about the objects in the classroom, e.g. *My bag is new.*
- Ss write the opposites in their notebooks. Pairs can help each other.
- Check answers as a class. Make sure that Ss understand what the adjectives mean.