



Ministerul Educației,
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English

Teacher's Book

Levels

A1.1 **A1.2** **A1**

Editura Arc



INTRODUCTION

General Outline

English is a three-level course (A1.1, A1.2, A1) for basic users in correspondence with the Common Framework Reference for Languages (2018). It satisfies the new National School Curriculum requirements and teaches English in a context-based communicative manner focusing on the pragmatic aspect of teaching foreign languages. Each level is designed to cover 66 hours of classroom instruction. The course is topic-based as conversational topics help to motivate pupils and get them interested in the learning process. Therefore it is designed around topics relevant to learners of this age and chosen to facilitate interesting and challenging communication.

The **English** series rests on a number of assumptions concerning teaching a foreign language. Among them are the following:

- a. primary school learners start learning English with some knowledge of the world;
- b. they start learning a foreign language having already learned to read and write in their mother tongue;
- c. they have some knowledge of their culture and norms of speaking their mother tongue;
- d. they enjoy using their imagination;
- e. they like to talk and have fun;
- f. they easily memorize words and quickly forget them;
- g. Moldovan pupils can read and guess the meanings of many words of Latin origin that are found in English due to the fact that they look and sound similar to those in Romanian.

English is learner-oriented and focuses on three main objectives:

- a. to help pupils learn to talk about their own world and ordinary everyday situations in English and to use language appropriately;
- b. to inspire pupils to use English to find out about the world around;
- c. to develop pupils' imagination, creativity and help them enjoy learning English.

Course Components

The *English* series comprises Pupil's Books with Grammar and Phonetic sections, and the transcripts for the listening tasks. The course is developed for three levels: Level A1.1, A1.2, A1.

The *English* series is for absolute beginners with no knowledge of English. Following the recommendations of the CEFL, the series allows pupils to “interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically organised repertoire of situation-specific phrases”. (CEFR Section 3.6)

Thus pupils learn to speak about themselves, their families, school and friends, seasons and weather, sports and children's games. They learn to understand simple messages and respond to them.

Having to talk about their own physical surroundings helps pupils avoid the necessity to be involved in understanding things that are absolutely new and strange to them at this level and leaves them enough time to concentrate on language itself. Only after pupils acquire the basic language skills and start developing their pragmatic competence are they able to cope with other tasks that are related to English speaking people and their culture. However, *English* does include material that raises pupils' awareness of the culture of Great Britain and the USA.

Essential Features of the *English* series

The series is unique in the following ways:

- Each lesson teaches functional language, grammar, vocabulary and pronunciation.
- The design of the textbooks, the clear presentation of language, the carefully selected materials and pictures and the great variety of activities make *the* series learner-friendly.
- The division of the textbooks into units which are further divided into lessons, the gradual development of the units which lead pupils and their teachers on their way from presentation of material to fluent use,

the regular features of the units, the possibility to revise and recycle the material from the textbooks make them teacher-friendly too.

- The **English** series is pupil-centered. It doesn't focus only on learning specific language items. It also involves pupils in the process of learning.

- Revision and recycling are an important feature of the series too. There is, at the same time, an emphasis on extending pupils' knowledge of grammar and vocabulary, on building pupils' knowledge of functional language, on teaching speech acts and pronunciation and on skills development.

- **English** invites pupils to some enjoyable activities, which are games, such as guessing, grammar and memory games, crosswords, etc. They also include various opportunities to inspire pupils to be creative.

English contributes to a wider education:

a. Moral Education

The selected texts that are meant to be read or listened to, the questions pupils should answer and various communicative activities included in the textbooks give the pupils the opportunity to try to discuss some social problems and express opinions. Plenty of materials emphasise the importance of family, community and nation values.

b. Health education

Lesson materials will convince pupils to eat food that is healthy, do sports and take part in outdoor activities.

c. Education of cultural diversity

The textbooks contain appropriate materials necessary to raise pupils' awareness of cultural diversity and promote respect for other cultures and nations.

d. Geographical and historical education

The textbooks offer interesting materials about the geography and history of Moldova, Great Britain and the USA.

Organization of Pupil's Books

Every **Pupil's Book** contains an *Overview of Contents*, four units, each of them consisting of seven/eight lessons. Lessons in the **English** series are arranged on two unfolded pages. This makes it easier for pupils to work

with the activities on the second page as they can always see the main picture on the first page, the new vocabulary and structures that are placed there. Each lesson in the units begins with the new vocabulary and new structures that are to be introduced and practised.

Each unit is followed by the *Let's Test Our Skills* and *Time for self-assessment* sections that include competence-based evaluation items. The **English** series applies the scientifically calibrating 'Can do' descriptors to observe pupils' acquisition of competences (linguistic, sociolinguistic, pragmatic). The 'Can do' approach was transferred to language teaching and learning in the work of the Council of Europe in the late 1970s. This happened through three channels: (a) needs-based language training for the world of work; (b) an interest in teacher assessment based on defined communicative criteria; (c) experimentation with self-assessment using 'Can do' descriptors as a way of increasing learner reflection and motivation. Nowadays 'Can do' descriptors are being applied to more and more disciplines in many countries in what is often referred to as a competence-based approach.

The *Let's Test Our Skills* section may serve both the purpose of formative and summative evaluation. As formative evaluation, teachers may select specific items to assess separate units of competence. As summative evaluation, teachers may also use the *Let's Test Our Skills* section at the end of each unit of learning.

At the end of each unit, pupils are offered the opportunity to work on a project. Depending on the character of the project, it may be done in class or at home, in groups or individually.

Each textbook also contains a *Self-assessment sheet* at the end of the book.

Transcripts include listening materials that are specifically designed to develop pupils' listening skills and the material meant for different types of reading.

The *Vocabulary* of each textbook does not repeat, with some exceptions, the vocabulary of the previous books. It gives the translation of English words into both Romanian and Russian languages. It is advisable that pupils write the words from the *Vocabulary* in their vocabulary books and thus build up their own vocabulary in English.

Several characters (*Dan, Alex, Nick, Sofia, Kate, Tina, Tim, and Ann*) accompany the pupils on their way of learning the language in **English A1.1** and **English A1.2**. They are boys and girls that are pupils' peers and thus share their interests and experience. Robot *Robbie* has a special role to introduce new language and give examples. In **English A1** pupils are accompanied by *Andy*, his family and friends.

As **English A1.1** is for pupils with no knowledge of English, it begins with an oral introduction into the language, which covers the first five lessons. Though the pupils can read and write in their mother tongue, they are not supposed to do it in English in the introductory lessons. Instead, pupils learn here basic conversational structures necessary to greet people, to introduce oneself and other people and to talk about age.

The introductory lessons in **English A1.1** also include the English alphabet. The alphabet aims at both teaching /learning the English letters and enriching pupils' vocabulary. The introductory lessons are followed by four units. Every unit contains seven lessons.

The phonetic material is given in boxes in lessons for pupils to see the correlation between pronunciation and spelling. Rhymes and songs are included throughout the lessons in the textbooks. They are given in the boxes *Rhyme Time* and *Let's sing*.

English A 1.2 consists of four units. It is a logical continuation of **English A 1.1** and there are many similarities between them. The same characters help pupils learn English in this book. However, because pupils already have some knowledge of English, there is a wider variety of activities in this textbook. There is more reading, more writing and more speaking in it. Like in **English A 1.1**, the phonetic material is given in boxes in lessons. The two forms of irregular verbs, infinitive and simple past, are given in boxes as they appear in lessons and in a table at the end of the book before the vocabulary.

English A1 is meant for pupils who have a larger and wider knowledge of the world. The book gives some new information about Great Britain and the USA. Pupils continue to build up their vocabulary and learn new structures while learning about the life of British and American children and widening the range of conversational topics.

English A1 has the same organization as the previous Pupil's Books, although there are some essential differences. The characters from *English A1.1* and *English A1.2* that helped pupils make their first steps in English have said goodbye to them. The main characters in *English A1* are Vicky and Andy, their family and friends.

English A.1 contains a new section called *Do you know that...* which offers information about British and American culture.

Project work is part of this textbook too. It continues to harness pupils' imagination and creativity in English. Writing tasks are much freer and less guided in project work. This is the final task in every unit and it is the time when pupils should feel that they really create something in English. Project work in the English series has been designed to stimulate both individual creativity and cooperative learning. Pupils should learn to appreciate each other's work and get satisfaction from displaying their own work.

Organization of the Teacher's Book

The *Teacher's Book* begins with the *Table of Contents* that summarizes the vocabulary and the main structures used in every lesson. It also specifies the speech acts that the students have learnt. It provides unit notes on teaching, practising and reviewing the language presented in the **Pupil's Book** and is meant to help teachers in their lesson preparation. The *Teacher's Book* includes useful classroom expressions, reading texts, rhymes, songs and language games to be used by teachers whenever necessary.

Methodology

The *English* series is based on the communicative-functional approach in teaching English as a foreign language; it follows an integrated approach to language learning, focusing on the functional aspects of language, pragmatics, skills, grammar, vocabulary and pronunciation. Starting from the assumption that pupils learn a foreign language to use it productively (through speaking and writing) and receptively (through listening and reading) for daily communicative purposes outside the classroom, the activities that the textbooks offer aim to equip pupils with the required communication skills for everyday contexts. Since an important feature of

the communicative-functional approach is the strong relationship between grammar, vocabulary and pronunciation on the one hand and function (or use of language) on the other hand, the tasks in the textbooks are meant to engage pupils in the authentic functional use of language.

Language Skills

The *English* series develops pupils' communicative competence based on the four basic language skills of speaking, writing, listening and reading. It emphasizes the necessity of developing both productive and receptive skills in an integrated way.

Listening

Listening is a way of acquiring pronunciation and understanding the spoken language. Pupils need to hear the language used by their teachers so that they can imitate the pronunciation and acquire sounds and patterns of English. In many ways, the teacher is the language model for pupils to aim at. But it is also important to expose the pupils to other voices. These will help them to acquire both language and also the required skills necessary to understand what they hear in different situations. That is why listening is so important.

In the early stages, when the pupils are not yet familiar with the English sound system, the patterns that they are required to listen to and repeat are single words and short sentences that should be carefully and slowly pronounced. As soon as the pupils are able to understand small pieces of structured English, they should be exposed to some English that is normally spoken. Short rhymes and songs that contain familiar vocabulary serve this purpose. Internet resources provide a great variety of materials for listening. They include separate words and structures, texts, dialogues, conversations, rhymes and songs.

The listening material in all three levels is carefully selected, graded and controlled. Pupils are gradually introduced to a variety of listening tasks: gist listening and listening for specific information. Although pupils may find listening challenging, it usually makes the lessons more interesting and motivating.

Reading

The *English* series reading skills are systematically developed. The pupils need to see language in a variety of formats (texts, dialogues, short conversations, rhymes, stories, short messages, and announcements) and these are generally followed by intensive activities, which focus on vocabulary or the structure of texts, where pupils need to understand every word.

The pre-reading activities prepare pupils for reading. They focus on the title or pictures that go with a text, encourage pupils to predict what the text will be about, and personalize situations. The while-reading activities involve pupils in matching texts with pictures, completing tables with information, making short lists, answering true or false questions and yes/no questions. The post-reading activities include sequencing sentences, answering questionnaires or answering detailed questions on the text.

One specific feature of the *English* series is the *Read and learn* and the *Do you know that....* sections. They include authentic material (dialogues or info texts) and aim at raising the pupils' awareness about the culture of Moldova, Great Britain and the USA. Such tasks are also called extensive. The authors believe that in extensive reading activities pupils do not have to understand every word of the text. They only need to work out the general idea or to extract specific information.

Speaking

Speaking activities are given primary attention throughout the *English* series. There is an oral element in all the lessons in the books. The textbooks offer a variety of engaging activities that are sure to provoke pupils into fluent speech. This begins in the introductory lessons when pupils learn the basic speech acts of greeting each other, saying and asking one's name, saying and asking about their age, introducing friends, and leave taking. Pupils develop their speaking skills through both guided and free communication activities. The main purpose of such activities is effective communication rather than accuracy. There is a particular emphasis on pair and group work, asking and giving personal information, simulating basic role-play situations.

Writing

Writing is integrated with the other skills and is systematically developed. Pupils begin with writing separate letters of the English alphabet, separate words and simple sentences. At this level, the primary purpose is to practise English spelling.

The *English* series provides activities that develop basic skills in writing, such as linking two sentences and using the required pronouns, articles, nouns or verbs. These are highly guided activities that focus on tasks like gap-filling, writing sentences using clues and joining sentences. There are also activities which are less controlled, but in which pupils have to write only a few sentences, based on a given example. Such writing activities are often personalized. Pupils practise less controlled writing while describing people and places, weather, seasons, animals and toys. They also write notes, lists, recipes and e-mails and text messages to their e-pals and relatives, which is so necessary in the modern world.

Vocabulary

Building pupils' vocabulary is an important part of language learning and each lesson provides new vocabulary and a variety of tasks for vocabulary practice.

The new vocabulary is presented in topics and is carefully graded. The *English* series presents new language in context, which is very important as it teaches pupils how to use language. Vocabulary is systematically recycled. It is recommended to present the vocabulary in such a way that pupils' attention could be focused on the front of the classroom. Teachers can use flash cards, pictures or real objects, toys to introduce the new vocabulary before focusing the pupils' attention on the **Pupil's Book**. A quick vocabulary drill (repetition in chorus and individually) is helpful to establish sound and stress patterns.

The pupils should be encouraged to write down new words in their vocabulary books.

It is desirable that teachers make a distinction between passive and active vocabulary. The vocabulary which pupils are expected to use actively appears at the beginning of each lesson in the **Pupil's Book**. There are specific tasks designed to reinforce and practise the new vocabulary. The vocabulary which pupils are expected to understand, but which they

are not expected to use actively appears in texts for reading or in *Do you know that...* sections.

Teachers should help pupils with the meaning of this vocabulary; they should teach them how to deal with it by looking at the context, consulting the vocabulary at the end of the Pupil's Books or a dictionary.

Pronunciation

Pronunciation is an integral part of teaching spoken English and listening comprehension.

The **English** series contains sufficient practice to build and develop pupils' pronunciation and reading skills by using phonics (reading rules), which is a system of teaching correspondences between letters or groups of letters and their pronunciation. Phonics or reading rules are used for a particular subset of reading skills, especially in the earliest stages of reading instruction. It is an effective way to teach pupils to read at the word level but not sufficient by itself to teach them to read texts. Several reading skills are essential to becoming good readers: phonics for word identification, fluency, vocabulary and text comprehension.

The basic *reading rules* or *phonics* help pupils figure out how to read out words. Only the words that pupils recognize when hearing them and that appear in written form are included in phonics tables in the **English** textbooks.

The model of the teacher and the audio materials recorded by native speakers are those pillars that will influence pupils' pronunciation.

Grammar

The **English** series has a communicative activity based approach to the learning of grammatical structures. This makes grammar clear, interesting and easy to understand for young learners. New grammar is exemplified in the *Let's Learn* task and is often presented through texts, dialogues and conversations. The teacher may start with the presentation of the given new structure or form. If necessary, he/she should provide additional examples for sufficient practice. Further practice is facilitated by activities contained in the **Pupil's Books**.

New grammar is systematically recycled. Very often, the main picture in the lesson provides a good opportunity to recycle numerous grammar

points, such as *There is/There are...*, present progressive and present simple, prepositions, degrees of comparison, pronouns, numerals, etc.

English A1.2 and **English A1** reinforce the basic grammar introduced in **English A1.1** and introduce new grammar and structures, thus consolidating pupil's linguistic competence.

The Workbooks that complete the Pupil's Books, providing useful extension work for classroom or home use, contain a Grammar Revision section at the end. This section is designed to consolidate the pupils' understanding of the way English works. The activities are devoted to the use of articles and pronouns, plurals, the structure *There is/are...*, cardinal and ordinal numerals, degrees of comparison of adjectives, tenses and prepositions. Particular attention is paid to the differences in the meaning of the various tenses and the relationship between affirmatives, negatives and interrogatives in each tense.

The Grammar Revision section in Workbooks Levels A1.2 and A1 starts with activities that consolidate the material studied at the previous level. This gives the opportunity to constantly work with the basic grammar material covered at all levels.

Pragmatics

An important step forward has been lately made in teaching foreign languages from focusing mainly on developing learners' linguistic competence towards developing learners' pragmatic competence. The **English** series emphasises the necessity of developing this competence. It focuses on pupils' learning how to use the language in everyday speech situations.

The series helps pupils develop their pragmatic competence at the earliest levels. The textbooks contain pragmatic information that is information about culture, politeness, speech acts and metalanguage used to formulate the tasks and explain grammatical and usage points, particularly since such language is frequently made up of specific short structures. Pupils benefit greatly from seeing and hearing how language is used in everyday situations. It is essential for them to learn to interact in various everyday situations. The speech acts the pupils learn are repeatedly practised throughout the textbooks. The *English* series can help pupils become aware of the pragmatic differences between the native language and English.

Projects

Projects integrate the four skills of reading, writing, listening and speaking thus developing the learner as a whole aiming at raising pupils' interest in learning English. They stimulate pupils' creativity and imagination; provide a context for more communication and collaboration among pupils, engaging them in critical review of the language in order to create their own products. In addition, projects become a stimulus for better speaking and writing, addressing to pupils' varied intelligences (spatial, bodily-kinesthetic, interpersonal) and learning profiles. Moreover, projects offer a change in focus and variety to the classroom and are also a record of individual work for display in class or at home. Finally, projects contribute to pupils' assuming greater responsibility for their own learning, which is a fundamental principle of modern education.

Pupils are encouraged to work on their first project in English starting with the **Introduction** in *English A1.1*. It is fairly common now for pupils to want to use the Internet to find information for their projects. Encourage a keen pupil with Internet to do this at home. If there is time and Internet is available in the school, make sure the pupils have informed you of exactly what they're looking for, for example, photos, or that they have prepared a list of information they want to find. Teachers should take care not to allow pupils to use the internet for other purposes.

Project work in the *English* series is a photocopiable activity.

Classroom Management

The teacher's approach in teaching young pupils is of particular importance. It will help pupils overcome any kind of reticence, fear and lack of confidence, if they feel the teacher's respect and care for them. It is the teacher's job to create an atmosphere in the class that will assist learning. Therefore, the teacher should assume a variety of roles throughout the lesson. When explaining or introducing new language, the teacher should traditionally face the class to follow and understand the reactions of his/her pupils. However, there are situations when the teacher appears in the role of the monitor. It is advisable that he/she take care to include every pupil in some way during each lesson. No pupil or pupils should be allowed to monopolize the class. The teacher should provide different opportunities for pupils to talk and listen to each other. Encouragement should be given to every pupil who makes an effort and not only to those who are more successful.

When teaching English, the emphasis is on teaching pupils to communicate. Thus, the main objective in the classroom is to create true to life situations in which pupils can interact in pairs, in small groups, and as a whole class. Under these circumstances, the teacher assists pupils by prompting, explaining, providing necessary language and even participating in the activity to inspire the pupils. The *English* series includes a variety of pair and group work activities that provide opportunities for successful interaction. It is essential that pupils understand what they have to do in each activity. Therefore instructions in class should be given in clear English or in the pupils' mother tongue, if necessary.

Successful classroom management depends a lot on how well the teacher is prepared for his/her class. Making lesson projects is absolutely necessary for teachers, especially the inexperienced ones. Regular planning makes this process easier with experience. However it will always be an essential part of a teacher's job. It is unprofessional to go to a lesson without having planned it thoroughly.

Error Correction

Making mistakes in language use is not only normal but inevitable when learning a language. That's why the problem of error correction is vital. The way in which errors are corrected has an important positive or negative effect on pupils. It is not a good idea to interrupt pupils when they speak or read to correct their mistakes. Instead, the teacher can make notes of spoken errors, thus applying the principle of delayed correction. It is sometimes desirable that pupils should not be corrected, but simply encouraged. Pupils need the experience of uninterrupted meaningful communication if they are to learn to use the language.

When circulating and guiding the pupils' speaking activity, the teacher may hear a mistake repeatedly. It is good to wait until pupils have finished the exercise and then draw their attention to the mistake to correct it. If most pupils make the same mistake repeatedly the teacher should realize that the class needs more explanation and practice of the same point. When dealing with grammar errors, the teacher may present the point again or help by directing pupils' to the point where the mistake occurs. Also, the teacher should not forget that the best form of correction is self-correction.

Exploiting illustrations, pictures

Each lesson in the textbooks contains a main picture which can be exploited for a number of purposes: introducing and practising new vocabulary, grammar patterns, and language functions. It can successfully be used as a warming-up activity to review the vocabulary and the grammar material. Pictures in the textbooks provide important cultural information about houses, rooms, clothes, and different kinds of activities. Teachers, however, should not limit themselves to the pictures in the textbooks. They may use additional pictures and photographs.

The role of songs and rhymes

Songs and rhymes are essential in EFL classrooms, especially with young learners. They contain repetitive language and set phrases, which contribute to the development of pupils' listening comprehension skills, language fluency and correct pronunciation. Also, songs and rhymes can help develop memory and concentration, as well as physical coordination, for example when doing the actions for a song. In addition, songs and rhymes help pupils build their confidence by allowing them to join in irrespective of their level of English thus serving as an important motivator in the language learning process. Even shy children will enjoy singing or acting out a rhyme as part of a group or whole class. Both songs and rhymes build group dynamics and develop a sense of class identity.

Songs and rhymes are included in the *English* series that can be used for a variety of purposes. They may serve as supplemental texts at any stage of the lesson or /and to support grammar presentation, practice and revision. They fit in well with varied topics, developing skills, enriching language and helping with cross-curricular work.

Classroom Games

Games are used for practicing and reinforcing the required skills or knowledge.

Games and fun activities are worth being used in teaching English as a foreign language. Games contribute to changing the atmosphere in the classroom and ensure that the pupils will enjoy the activities.

Games can be used for different purposes, such as to warm up the class at the beginning of the lesson, to allow pupils relax during the lesson, especially when you're dealing with a difficult subject, or when there is some time left at the end of class. EFL games may be successfully used to test vocabulary, practise speaking, learn grammar, etc.

Language games are also important for the teacher who, having them ready to be used at different stages of the lesson whenever necessary, will feel better prepared.

Use of Mother Tongue

There is an opinion according to which the use of the mother tongue should be limited as much as possible. It is believed that pupils can succeed only when speaking entirely in the foreign language during the lesson. However, this is unrealistic because it is impossible to deny the pupils the possibility to ask questions about what they cannot say in English. Teachers should feel when and how long the native language may be used.

The use of the mother tongue is preferable when a teacher needs:

- to explain the instructions to the activities in the Pupil's Book;
- to quickly translate the passive vocabulary;
- to check comprehension of certain words and phrases;
- to explain grammar material;
- to provide additional cultural material;
- to prompt pupils what to ask and what to say;
- to explain the tasks for the home assignments.

Children's development: characteristics and pedagogical implications

The *English* series addresses children of three age groups. *English A1.1* caters for the needs of 8 to 11 year-old pupils; *English A1.2* is developed for 9 to 12 year-old pupils, and *English A1* is for pupils aged 10-13.

The children aged 8-9 share several characteristics that should be considered while teaching. At this age, the pupils begin to be logical, they

can see patterns and they develop their awareness of language. That is why they keep asking questions and teachers should take time to answer them. Also, we should remember that the pupils still have minimal reading and writing skills in their mother tongue. Therefore they need much support and help as well as sufficient practice and activities that involve them in active learning. Because pupils at this age have problems with sharing, group activities may not always be successful. Teachers should plan time for individual work and guide their group activities. Finally, pupils continue to develop knowledge of the world around them, so they may know more than we credit them. Pupils should be given chances to use what they know about the world.

Children aged 10-13 have a longer attention span, which allows teachers the possibility of a greater range of activities in class. Since their knowledge of the world has widened, more topics can be addressed and teachers can stimulate their pupils' learning by encouraging them to use information from varied sources, including the internet. At this age, pupils take learning more seriously; they can develop their own learning strategies. So, they can be given more responsibility and chances to personalise their own learning. The tasks developed in English A1 allow teachers to engage pupils in less-controlled activities. Thus, pupils get more opportunities to be independent and assume more responsibility for their learning. As pupils become more cooperative with peers, they can do more group work. Therefore, a variety of grouping in class, such as working on their own, in pairs, in group, as class should be encouraged.

Using the Pupil's Book

Using a textbook correctly is a great challenge, and also a very important skill. It means that the teacher should study the textbook very carefully before using it and then decide how to use it most effectively.

The authors took great care to select the material, both topics and activities, that would best serve the interests and needs of the pupils of this age. However, we assume teachers may have their own view on how to use the textbooks, especially when dictated by the particularities of

their pupils. Sometimes they may use the book exactly as it is written, or they may wish to use units selectively. Teachers may also choose to adapt certain parts of the textbooks. They may want to add additional material and use variations of the activities provided. Teachers may also decide to use the lessons in a different sequence than the one in the textbook. They may not use absolutely all the activities provided by the textbook.

An outline of tasks in *English A1.1*, *English A1.2*, *English A1*

Let's learn contains new language or / and grammatical structures which are introduced and then practiced through examples.

Look, listen and repeat is used to introduce new structures. Pupils listen to the new structure and understand it better having the support of the picture(s) in the activity. The pupils repeat the new structure both chorally and individually, thus memorizing it better.

Look and say means that the pupils use the new language and structures to consolidate them in a familiar context.

Ask and answer means that pupils are expected to work in pairs, asking and answering questions related to the topic of the lesson. There is one example, which serves as a model for the pupils of what kind of questions they should ask and how to answer them. The pupils continue asking similar questions and answering them.

Let's talk is a logical continuation of *Let's learn* and *Ask and answer* tasks. The pupils should use the new language and structures in a less controlled speaking activity. It is important that in this task pupils use the new language and structures talking about themselves and their own experience.

Listen and repeat means that the pupils will be involved in a listening activity. The purpose of the task is to teach pupils to correctly pronounce English sounds and words and use the right intonation pattern. Pupils will also practise to listen to other speakers, besides their teacher. The pupils will repeat the language input both chorally and individually.

Listen and do means that pupils are invited to listen to instructions and to mime them. Some pupils may need to listen to the same instructions several times before they understand what they are supposed to do and they should not be refused the chance.

Look, listen and point means asking pupils to look carefully at a picture / letter / number while listening and point to what they hear.

Look and match invites pupils to check if they know the acquired material presented in the lesson.

Let's read offers the pupils the opportunity to build and develop their reading skills. This type of activity is first introduced beginning with Unit 1 in *English A1.1*. All the reading material is based on familiar vocabulary.

Let's write is designed to teach pupils basic writing skills. The pupils start writing separate letters and words. Gradually they learn how to write simple sentences.

English A1.1

Introduction. Hello!

Table of Contents

| Introduction Hello! | Vocabulary | Grammar | Speech act |
|----------------------------------|---|---|---------------------------------------|
| Lesson 1 I am Dan | apple, ant, ball, cat, car, dog, egg | 'to be' present simple, first person singular; personal pronoun (I) I am Dan. | Greeting and leave taking |
| Lesson 2 What's your name? | flower, giraffe, grass, house, hen, ice cream, jelly beans; numbers 1-6 | 'to be' present simple, third person singular; possessive adjectives (my, your); cardinal numerals (1-6) What is your name? My name is ... | Requesting personal information |
| Lesson 3 How are you? | kite, lorry, monkey, nut, orange | 'to be' present simple, first, second and third persons singular; personal pronouns (you, it) How are you? I am fine. Interrogative pronoun 'what' What is number 1? The indefinite article It's a / an ... | Greeting |

| | | | |
|---|---|--|---------------------------------|
| Lesson 4 How old are you? | parrot, quince, rabbit, skateboard, train; numbers 7 – 12 | 'to be' present simple, cardinals numerals (7-12) How old are you? I am eight. | Requesting personal information |
| Lesson 5 My apple is red | red, yellow, blue, green, white, sun umbrella, van, wolf, xylophone, Yo-yo, zebra | The definite article (the) What is white? The flower is white. | |
| Let's Test Our Skills Time for self-assessment | | | |
| Project: | My Picture ABC | | |

The **Introduction** aims at preparing pupils for further English language input. It consists of five lessons of 5 to 7 tasks each, which involve pupils in varied learning contexts. Pupils learn to greet people and say goodbye, to introduce themselves and request personal information in English. The communicative activities are **oral**, thus familiarizing pupils with the English pronunciation and the melody of English speech. Though all the speech acts are given in the lessons, the pupils are not supposed to read them.

The only reading that the pupils have in the Introduction are the letters of the ABC. They are gradually introduced in chunks of five letters in each lesson and six letters in the fifth lesson. The letters in the lessons are accompanied by pictures of objects the names of which start with the given letter. These words make part of the active vocabulary and are repeatedly used in different situations throughout the textbook.

Alphabet Instruction Basic Steps

There are many ways to teach the alphabet and all teachers develop their own style over time. For new teachers here is a basic outline of steps you can follow when introducing a new letter:

Hold up an alphabet letter flashcard so all pupils can see it.

Chorus the letter 3 to 5 times. Then ask each pupil individually to say the letter. Teach the sound of the letter (e.g. „A is for ‘ah’ ... ah - ah - ah”). Chorus again and check individually.

Provide an example of an object that begins with the letter. Double-sided flashcards with the letter on one side and a picture on the other are great for this. (e.g. „What’s this?” (elicit „A”). „And A is for...?” (elicit „ah”). „And ‘ah’ is for ... (turning the card over) „apple!”. Chorus the word and check individually. Also, the ‘ABC song is a nice way to start and finish the alphabet segment of your lesson.

Here are two ABC games you can use in class.

Board Scramble

Put the whole alphabet on the blackboard in a scramble of letters here and there, but low enough that the pupils can reach it. Have two teams and call out a letter. The pupil that is able to find and circle it first wins a point for their team. To make things harder have capital and small letters. Even more challenging-have four teams all looking for the same letter. The kids just love it. You can do it with numbers and also words.

Magic Finger

This is a good activity to use before going on to printing practice. Go through your routine of teaching a letter using an alphabet flashcard. Then hold the flashcard letter up in front of each pupil and let them trace the letter on the card with their ‘magic’ finger. Then the teacher, using his/her magic finger, traces the letter in the air and the pupils follow suit. The teacher and the pupils can then use their magic fingers to trace the letter on all sorts of fun places. E.g. Teacher: „Draw ‘P’ on your hand. Now on the floor. Now on your partner’s back. Now on your cheek. Now on the wall. Now on

your foot” etc. Finally, if you have posters on the walls get the pupils to find examples of the letter in the posters.

Pronunciation

One of the difficulties in both listening to spoken English and pronunciation is that some English sounds do not exist in Romanian and Russian. Pupils may mistake /w/ for /v/; /θ/ for /s/ or /f/; /ð/ for /z/ or /d/. It is necessary to familiarize them with the common phonemes of English. When pupils begin to hear the English /w/, /θ/ and /ð/, then they will pronounce them correctly. Children are good imitators and you may not even need to explain much to them.

Teachers serve as model for their pupils, but they can also use other sources. When giving a model for your pupils, you should **focus on one pronunciation problem at a time**. Trying to address too many problems at the same time will discourage your pupils. By focusing on one pronunciation problem, you will see more improvement in your pupils’ pronunciation in a shorter period of time.

Vocabulary

The vocabulary of the introductory lessons is carefully selected to respond to the basic needs of the pupils. It contains the words that introduce the English ABC, as well as numbers from *one* to *twelve* and the names of five main colours (red, yellow, blue, green, white). These are intended to help pupils to cope with tasks as beginners. Pupils regularly review the acquired vocabulary that was presented earlier.

Vocabulary in the introductory lessons is presented in lexical sets relating to the core language of the unit topic.

Suggestion

For pupils of this age, it is recommended that vocabulary be introduced supported by flashcards, pictures, and real objects.

Look and match in the lessons is used to consolidate pupils’ knowledge of letters and vocabulary. Pupils should be encouraged to make sentences following Robbie’s example.

To consolidate the active vocabulary of the lessons as well as to have pupils get used to the rhythm of the English language, every lesson of the unit contains a rhyme, which is presented in the **Rhyme Time** box. Teachers should be aware of the fact that some of the words in the rhymes do not belong to the main lexical areas, they will (for a while) be part of the pupils' passive vocabulary.

In the introductory lessons, pupils learn numbers from one to twelve in three lessons. Rhymes are provided in all three lessons as an efficient way of helping the pupils to better memorize them.

1,2
What can I do?
3,4
Open the door.
5,6
Count the sticks.

1,2,3
Clap, clap, clap
4,5,6
Tap, tap, tap
1,2,3,4,5,6
Clap, clap, clap
1,2,3,4,5,6
Tap, tap, tap

Suggestion

To teach numbers using rhymes, you should make use of recordings. When doing this, pause after each line. Repeat after the speaker and do what he says. The pupils are expected to understand the meaning of 'clap' and 'tap' and be willing to join. Play the recording again. Have the pupils listen to each line, repeating and doing what the speaker says. By the end of the activity, the pupils are sure to know the numbers from *one* to *six*.

You may choose to write your own rhymes.

Grammar

A functional approach to the teaching of grammar is supported by **English A1.1**. It sees grammar in language learning as primarily concerned with social interaction and the creation of meaning, giving priority to classroom activities that encourage pupils to use the language rather

than merely study it. This is why pupils will be encouraged to get used to structures that include personal pronouns, possessive adjectives and the verb 'to be' in present simple without being fully aware of its grammatical constituents.

Suggestion

The model of the teacher is very important in teaching pupils English.

Say '*Hello, I am...*'. Say your own name and point to yourself to make the meaning clear. Later, when you teach '*My name is...*', use the same gesture. Say '*Stand up*', '*Sit down*'. Do the action while you say it. Don't do these activities for a long time. With time, the pupils will be happy to hear '*Do what I do. Say what I say*'. The teacher's sentences should be very short and easy. Don't worry if your English is not perfect. What is of great importance at this early stage of learning English is that pupils enjoy the lessons. Use actions as much as possible while teaching English to young pupils. Demonstrate the action and say the word or the short sentence.

The next step is asking and answering questions.

'*What is your name?*' '*My name is ...*'

'*How old are you?*' '*I am ...*'

As a teacher, you assume roles to model the question and the answer. It is desirable that you use supporting materials (puppets, toys, etc.). Do not insist that a pupil respond in English if he or she finds it difficult. You do the speaking and it's OK if the pupil responds in his language. Pupils may need time to get used to using the new language.

Speech acts

The *English* series, following the communicative-functional approach, introduces social formulae beginning with the first lesson of the **Introduction**.

| | |
|--------------|--------------------------------------|
| Lesson One | Hello! I am Dan. Goodbye, Kate. |
| Lesson Two | My name is Dan. What is your name? |
| Lesson Three | How are you? I am fine, thank you. |
| Lesson Four | How old are you? I am nine. And you? |

Thus, the pupils learn how to greet each other and say goodbye in the very first lesson as they get acquainted with the **English A1.1** characters. Gradually, the pupils learn to use a more polite form of greeting (*Hello, how are you? I am fine, thank you. And you?*) and beginning with this stage, teachers should encourage pupils to use this form of greeting more often. By the end of the Introduction unit pupils learn to request personal information and present themselves (say their names and age).

Suggestion

Greetings are one of the few speech acts that children are taught explicitly in their native language. This is why, some teachers may neglect the teaching of greetings in English, though there do exist cultural differences between the way people greet each other in Moldova and in Great Britain or the USA. Teachers should explain the pupils some of the differences even at this early stage.

Suggestion

Having introduced the social formulae, the teachers should give their pupils sufficient time to practise them in pairs whenever it is possible. While doing this, the teacher acts as a prompter, walking around the class and offering help and encouragement when necessary.

Variation:

Practise a *Round the class* activity, which allows the pupils to move and release their energy while communicating with classmates who they do not usually have contact with during the class.

Play some music and invite the pupils to walk around the class. Stop the music. Have the pupils who at the moment stand nearer to each other use the social formulae in dialogues.

Lesson 4 of the **Introduction** introduces the **Let's Sing** task. It contains one song, which aims at practising and consolidating some social formulae, inquiring about one's age and how one feels and giving responses. The provided link may assist teachers in getting straight to the song on *You Tube*, thus offering the children visual and audio support, which is of particular importance at this age.

| | |
|--|--|
| <p>Let's sing. How old are you? How old are you? I am eight. I am nine. How are you? How are you? I am great. I am fine. https://www.youtube.com/watch?v=4Du-AyqMNN4</p> | <p>Suggestion to how to teach a song</p> <p>Before listening Set the context. Use visual aids to introduce new vocabulary.</p> <p>While listening Play or sing the song to familiarize students with it. Do further listening activity. Practice pronunciation (intonation, rhythm and stress). Encourage the pupils to join in and do actions or mime. Repeat the song several times.</p> <p>After listening The text can further be used for multiple activities, such as: gap-fill, listen and sequence, illustrate, match pictures with line, etc. Invite the pupils to compare the song with a similar one in their own language. Sing the song with the whole class.</p> |
|--|--|

Language skills

Listening and Speaking

The communicative-functional approach to teaching that the *English* series supports provide sufficient learning contexts for pupils to build and practice listening and speaking skills. Though pupils may be shy or resentful to engage in speaking at this early stage, teachers should provide this example first. They are the ones who should use English as much as possible for communication in the classroom from day one to give learners the chance to speak English with them and with their classmates.

Suggestion

Demonstrate your instructions as you say them in English and your pupils will soon understand 'Sit down', 'Stand up', 'Hands up' etc. Teach pupils to use expressions like 'Can I ...', 'Let's ...' at the very start of the course so that they have the language to speak to you in English in the classroom.

Let's test our skills section is designed to evaluate pupils' progress and acquisition of competences.

1.Linguistic Competence:

Phonology Component:

1.1. Recognizing sounds and groups of sounds specific to the English language, pronounced in isolation and in words, while listening. [5. Listen and write the numbers.]

1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts.

Lexical and Semantic Component:

1.8. Using words and simple short sentences, which contain sounds specific to the English language, in simple and familiar communication contexts, following / imitating models. [4. Look and match.]

2.Sociolinguistic Competence: Receiving Oral / Written / Audio Visual Messages:

2.1. Identifying the meaning of basic formulas of addressing, greeting people, and other formulas of politeness used in simple short messages to establish social contact.

[1. Can you say your name? 2. Can you greet your friends?]

3.Pragmatic Competence:

Producing Oral and Written Messages:

3.2. Implementing communicative functions and speech acts by using schemes or descriptors of spoken and written interaction. [3. Let's talk.]

The **Project** is a very important part of the book as doing it requires skills, efforts and careful planning.

Hopefully, the pupils will like creating their own picture ABC. They may start working on their project as early as they start learning the letters and continue gradually as they get familiar with the letters in the following lessons. If time permits, pupils may work together on a classroom wall picture ABC. The combination of pupils' varied styles will make their picture ABC even more colourful and attractive.

Suggestion

Give pupils an idea of what projects are and what they should be aiming to produce. It is good to have examples of past projects: a photocopy of a previous group project or a photograph of a wall display.

Teachers should bear in mind the fact that at this age pupils need a lot of help, explanation, and support.

Provide the pupils with materials they might need: coloured pencils, card, scissors, glue, paper etc.

Projects need to be seen, read and admired so schedule time for presentation.

Unit One. My Family

Table of Contents

| | Vocabulary | Structures | Speech act |
|---------------------------------|---|--|-------------------|
| Lesson 1 My father is strong | father, mother, sister, brother strong, pretty, tall, smart | 'to be' present simple, personal and possessive adjectives (he /she, his/ her) He is ... His name is ... She is ...Her name is ... | |

| | | | |
|---------------------------------------|---|--|------------------------|
| Lesson 2 Is your mother a teacher? | grandpa, grandma, vet, programmer, doctor, teacher, pupil | 'to be' present simple (interrogative and short answers) Is your mother a...? Yes, she is./No, she isn't. Is your grandpa a ...? Yes, he is. / No, he isn't. | |
| Lesson 3 This is a parrot | friend, zoo, big, funny, small, very | Demonstrative adjectives (this) This is a It is ... Is this a ...? Yes, it is. / No, it isn't. | Introducing a friend |
| Lesson 4 We are brother and sister | | Personal pronouns (we, they); conjunctions (and) We are sister and brother. They are my grandpa and grandma. | |
| Lesson 5 That is my grandpa | | Demonstrative adjectives (that) That is ... Is that ...? | Introducing people |
| Lesson 6 It's on the desk | bed, desk, chair, shelf, present, robot | Prepositions of place (on, under) It's not on the desk. It's under the chair. | Agreeing / Disagreeing |
| Lesson 7 Where is grandma? | bedroom, living room, kitchen, bathroom | Interrogative pronouns (where); prepositions (in) <i>Where is the cat?</i> In the bathroom. | |
| Let's Test Our Skills | | | |
| Time for self-assessment | | | |
| Project: | My Family Tree | | |

Unit One continues to build up pupils' speaking skills, enriches their active vocabulary through oral exercises, and consolidates the knowledge of the English alphabet. **In this unit, pupils begin to write separate letters, short words containing familiar letters and short sentences.** These words and sentences constitute their reading material.

Here is one more ABC your pupils may enjoy:

Alphabet Boxes

You need: 26 boxes, various items to go with each letter (e.g. apple magnet for the letter A). Write the upper and lower case letter on each box. Get your pupils to fill each box with items that begin with that letter. Some can even be pictures of items (this can be done slowly over a matter of weeks/months). Each class show the items to the children and pass them around, this captivates the children. One box is used at a time. You don't even have to fill all the boxes at once but fill them as you go through the year.

The **Unit** contains seven lessons devoted to the general topic *My Family*. In this unit, the pupils will learn basic vocabulary related to family, family environment and pets. The basic vocabulary includes names of family members as well as names of jobs and a few adjectives to be able to speak about their families. The last two lessons of the **Unit** introduce rooms and furniture, necessary to complete the presentation of the family environment.

Pronunciation

Practice the use of a sound or sound pattern in words. Only familiar words can be included in pronunciation practice. Such words are given in phonics boxes in lessons and are put together in a table entitled Phonics. The table is given in the *Pupil's Book* after the lessons. It can be used as phonics (reading rules) to teach the connection between word sounds and written letters and as a support to practice pronunciation. Not all the items from the Phonics table are given in lessons. You decide what items need to be practiced at a given lesson.

Lesson 1

Clap, clap, 1 2 3
Father, Mother,
Sister and ME.
Clap, Clap, 1 2 3
Mother, Father,
Brother and ME.

Lesson 2

Grandpa, Grandma,
Grandpa, Grandma,
You are very special,
You are very special
Flowers for you,
I love you.

Lesson 3

Father finger, father finger,
How are you?
I am fine. I am fine.
Thank you. And you?
Mother finger, mother finger,
How are you?
I am great. I am great.
Thank you. And you?

Lesson 4

Why do you cry, Willy?
Why do you cry?
Why Willy, why Willy?
Why Wlly, why?

Lesson 6

Where is my cat?
Where? Where?
Oh, look!
It's under the chair.

It is advisable that teachers use a variety of vocabulary games to insure that pupils activate the acquired new input.

Make Words Game

Write a few random letters on the board. Have the pupils work in pairs or small groups to make up as many words from the letters as possible.

For example, letters: n, h, a, g, t, e, c. Possible words: hen, egg, cat, etc.

Grammar

Given the fact that the *English* textbooks are based on the communicative-functional approach to teaching / learning foreign languages, both vocabulary and grammar are presented in context. New grammatical structures are built using the new vocabulary (He is my father. /His name is Martin./ We are sister and brother. /They are my grandpa and grandma.). The **Unit** introduces new grammar in a balanced way, taking into account the necessity to deal with forms and functions appropriately.

Suggestion

At this age, pupils are not good at understanding abstract concepts and grammar rules. The teachers are kindly reminded that detailed explaining of grammar points and dictating rules to pupils is inefficient and even dangerous. There is visual support (pictures) in every lesson to help the pupils understand new language easier. Following the new language model, several activities are offered in the lessons; they lead pupils from controlled (**Look and say**) to less-controlled (**Ask and answer**) and further on to free communicative tasks (**Let's talk**), when pupils are encouraged to use the new grammatical material while speaking about their families, toys and rooms.

Speech Acts

In this **Unit** the pupils continue to consolidate and develop their pragmatic competence by continuously using speech acts of greeting and leave taking. New speech acts are introduced in the **Unit**; pupils learn how to introduce a friend or people (Lesson 3, Exercise 5), and basic formula of agreeing and disagreeing (say *Yes* or *No*).

Language skills

Listening and speaking

The **Unit** provides sufficient input to build and develop pupils' listening and speaking skills. *Look, listen and point* and *Look, listen and answer* tasks require pupils to listen to statements or questions and respond to them (*Where is the cat? In the bathroom.*). Inviting pupils to draw first, and then speak about their family members (Lesson 1, Exercise 4) allows pupils to

think of what words they may need while speaking about their own families. [*She is my mother. Her name is She is ...* .]. Teachers should be very supportive and help pupils cope with these tasks which may be challenging for them. Since communication occurs mainly through asking and answering questions (requesting and offering information), special attention should be given to tasks such as *Ask and answer*. These are semi-controlled activities, and it is essential that teachers plan time appropriately so that all the pupils can take turns in asking or answering several questions.

Suggestion

Pupils, including very young learners, can work in pairs or small groups to maximize their speaking time in class. When pupils work in pairs or small groups the teacher is able to monitor, move around the class and really listen to the language being produced.

As the pupils don't have enough vocabulary to speak about the jobs of their parents and grandparents, assign every pupil a role or deal them cards with names of jobs and family members. Drill as much as necessary the short answers, so that the pupils get used to them. For example:

- | | |
|--|-------------------------|
| Pupil 1: Is your grandpa a programmer? | Pupil 2: Yes, he is. |
| Pupil 1: Is your sister a pupil? | Pupil 2: Yes, she is. |
| Pupil 1: Is your grandma a doctor? | Pupil 2: No, she isn't. |
| Pupil 1: Is your brother a vet? | Pupil 2: No, he isn't. |

Praise your pupils when they try to use English and keep reminding them to use English whenever possible in class.

Suggestion on how to set up speaking activities

Make sure that pupils know what they have to do. Demonstrate the activity either yourself or with a volunteer. Ask the pupils what they have to do and maybe let them answer in their mother tongue to check understanding. If you put learners into pairs of A and B, make sure everyone knows whether they are A or B by asking for a show of hands. Set a time limit and have a signal for finishing such as raising your hand and saying 'stop'.

Teachers should use the available digital resources to practice listening with pupils of this age group. For example, accessing the link below, the pupils will be engaged in an interesting activity they can do using their own gadgets.

[https://assets.cambridgeenglish.org/activities-for-children/s-l-03-storyline-output/story_html5.html?lms=1]

Reading

In this **Unit**, as pupils review the English alphabet, they start building their reading skills. Reading starts with very simple one-syllable words that pupils are expected to recognize as they have already used the structures in their oral interaction.

Lesson 1: Dan. I am Dan. Ann. I am Ann.

Lesson 2: He is Ben. He is ten. She is Ann. She is nine. [focus on he/she]

Lesson 3: mother, father, brother. This is a parrot. This is a cat. [focus on **th** / this]

Lesson 4: I am Dan. I am eight. This is Nick. He is eight too. This is Alex. This is Sofia. They are nine.

They are smart. [focus on several difficulties previously dealt with]

Lesson 5: Look, Sofia. This is my sister.

She is pretty. What is her name?

Ann.

Is she a pupil?

Yes, she is.

Lesson 6 provides a more extended reading task (Look, listen and read), in which pupils get assistance through listening which serves as model for reading and visual support. In addition, the follow up exercise on reading comprehension includes short sentences to back up pupils' reading ability at this early stage. The sentences contain the same structure and its repetitive form allows pupils to focus on one difficulty at a time (understanding the preposition of place).

The reading task in Lesson 7 is also short and contains structures and vocabulary familiar to pupils. The task contains a joking element, aiming at creating a more relaxing and friendly environment for the pupils, thus stimulating their interest for English.

Phonemic Awareness

What is phonemic awareness? Why does it matter?

The ability to hear and manipulate the different sounds in a language.

Phonemic awareness is the foundation for spelling and word recognition skills.

Challenges for English language learners

Sound recognition and production

Pupils may not be able to 'hear' or produce a new sound in a foreign language.

Pupils who cannot hear and work with the phonemes of spoken words will have a difficult time learning how to relate these phonemes to letters when they see them in written words.

Strategies for English language learners

Model production of the sound

Spend a few minutes at the beginning of class or in small groups demonstrating and reinforcing the correct production of the sound.

Help beginning readers learn to identify sounds in short words

Have pupils practise identifying the sounds in the beginning, middle, and end of these words. You may wish to use words that begin with a consonant, have a short vowel, and end in a consonant such as *cat*, *hen*, and *ten*.

One very effective method is having pupils match pictures of words that have the same beginning, middle, or ending sound.

Be careful to use only words that pupils know in English.

Writing

Good writing skills are based on good reading skills, pupils need to recognise words in order to write and use them comprehensibly. Beginning with Lesson 1 in this unit pupils read and write in every lesson. They start writing separate letters of the English ABC (Lesson 1) and gradually learn to write short words in very simple sentences (Lessons 2-7).

Lesson 2: He is Ben. He is ten.

Lesson 3: This is a parrot. This is a cat.

Lesson 4: We are smart. They are strong.

Lesson 5: My umbrella is red and blue. My grandpa is a vet.

Lesson 6: The dog is not on the bed. It is under the bed.

At this stage, pupils are to write the suggested examples focusing on the orthography of words; teachers should draw their attention to the way letters combine to create words they already know and use while speaking. Teachers should notice that the suggested sentences for writing allow pupils to practise new vocabulary and structures.

Word jumble

This activity is useful for the pupils who have just started writing in English. Since writing whole sentences on their own can be challenging, this activity can help pupils understand word order, and yet, it gives them the support they need.

Divide pupils into small groups of three or four, or into pairs. Give each group a set of cards containing words that can be used to form a sentence. These words are clearly jumbled, in other words, in the wrong order. Pupils have to put them in order to make the sentence, and then copy the sentence onto their notebook.

Let's test our skills

Starting with Unit 1, items from this section can be used as formative evaluation of pupils' progress in the first four lessons of the Unit, and then, after covering the other lessons of the unit, do the evaluation for lessons 5-7. As mentioned earlier, teachers can use **Let's test our skills** as a test for summative evaluation.

1.Linguistic Competence:

Phonology Component:

1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words. [1. Can you match the letters?]

Spelling Component:

1.16 Writing legibly and neatly respecting the rules of writing capital and lower-case letters [2. Can you write the starting letter?]

Grammar Component:

1.9. Using correct grammar structures specific to the English language according to models of simple short sentences in familiar contexts. [3. Can you match and read the sentences? (personal pronouns he, she, we, they); 4. Can you write the missing word? (personal pronouns (he, she) and possessive adjectives (his / her)]

1.10. Applying linguistic norms while reading aloud. [4. Can you choose the right word? (adjectives)];

Lexical and Semantic Component:

1.8. Using words and simple short sentences, which contain sounds specific to the English language, in simple and familiar communication contexts, following / imitating models. [6. Can you find the odd-one-out?; 7. Can you say where they are? (vocabulary and prepositions of place)]

Time for self-assessment

Starting with Unit 1, pupils begin to get familiar with self-assessment in English. It is a type of complementary formative evaluation meant to develop pupils' independence in appreciating their own and their peers' progress. Self-assessment helps pupils to appreciate their strengths, recognise their weaknesses and orient their learning more effectively. It can be an effective complement to tests and teacher assessment. In **Time for self-assessment** pupils are involved in a variety of activities related to pupils' specific experience. '*I can do...*' descriptors are used as a way of increasing pupils' reflection and motivation in learning.

Teachers should respect a number of conditions to ensure pupils' efficient self-assessment:

- Provide clear instructions;
- Use self-assessment picture rubrics correctly;
- Encourage pupils' self and peer assessment.

To make the results of self-assessment more accurate, pupils need some training.

Spoken Interaction:

3.3. Integrating familiar for pupils linguistic structures in simple short real life conversations or online.

1. I can greet people.
2. I can say my name and age.
3. I can name family members.
4. I can introduce my friend.
5. I can recite my favourite rhyme.

Project My Family Tree

In this Unit, the pupils are suggested to create their Family Tree. Since the pupils know only basic vocabulary related to this topic, they will only write their parent's names and sisters' / brothers' names (if any) on their family tree. The instructions for the project have carefully been selected, making them short and precise. However, if pupils fail to understand them, the teachers are to explain and assist as much as necessary. An important part of the project work is its presentation. Speaking about their families while displaying their family tree may create a lively and relaxing atmosphere in class.

Unit Two. My World

Table of Contents

| Unit 2 My world | Vocabulary | Grammar | Speech Acts |
|------------------------------------|---|--|---------------------------|
| Lesson 1 I have a dog | new, old, short, long | Present simple 'have' affirmative I have a ... We have a ... | |
| Lesson 2 Do you have a bike? | bike, spinner, Tablet, Lego, Puzzle | Present simple 'have', interrogative and negative I don't have a Do you have a ... Yes, I do. / No, I don't. | |
| Lesson 3 He has a robot | house, roof, window, door, floor | Present simple 'have' affirmative, third person singular He has a ... She has a ... It has a ... | Agreeing / Disagreeing |

| | | | |
|--------------------------------|--|--|------------------------------------|
| Lesson 4 School supplies | book, exercise book, pen, pencil, pencil case, ruler, backpack | Interrogative sentences What's this? It's a ... Is this your ...? | Thanking Requesting information |
| Lesson 5 I can read | read, write, jump, ride a bike, open, close, show, draw, pick up | Modal verbs (can) affirmative I can ... He can ... | Making suggestions |
| Lesson 6 How many? | girl, boy, tree, balloon | Cardinal numerals (13 – 20); interrogative sentences; plurals (regular nouns) How old is he /she? He / She is fifteen. How old are they? They are sixteen. | |
| Lesson 7 These are my books | | Demonstrative adjectives (these) These are bikes. | |
| Let's Test Our Skills | | | |
| Time for self-assessment | | | |
| Project | My Room | | |

Unit Two contains appropriate content to involve pupils in active learning, enriching vocabulary through oral and written exercises; it also continues to build up pupils' listening and speaking, reading and writing skills.

The **Unit** contains seven lessons devoted to the general topic *My World*. In this unit, the pupils will learn basic vocabulary related to the pupils' immediate environment: toys, school supplies and house. Pupils learn a few action verbs (read, write, jump, ride a bike, draw) and cardinal numerals up to twenty.

Phonics

| | | |
|--------------|--|---|
| Lesson One | o /ʌ/ o /ɒ/ o /əʊ/ | brother, mother, love, monkey dog, long, strong no, old, hello, so, robot |
| Lesson Two | i /ai/ i /i/ | I, like, bike, bright, white it, sit, big, his, sister |
| Lesson Three | a /ei/ a /æ/ a /ɔ:/ | name, skate cat, have, has, parrot, family, van ball, small, tall |
| Lesson Four | e /i:/ e /e/ | he, she, me, we bed, desk, pen, pencil, ten, seven, shelf, red |
| Lesson Five | a /ɑ:/ a /ɒ/ | father what |
| Lesson Seven | u /ju:/ u /u:/ u /ʌ/ y /ai/ y /j/ y /i/ | pupil ruler, blue funny, puzzle, up, under my, rhyme, bye yes, you, your, yellow funny, pretty, many, twenty, family |

Pronunciation

In English, all good dictionaries use transcription to tell the pronunciation of a word. All the transcriptions in the *English* series are written in the phonemic system used in *Oxford Advanced Learner's Dictionary of Current English*, eighth edition.

Transcription is in itself a new written language for pupils who still have to struggle with writing and reading in their mother tongue. That is why only separate sounds and sound patterns are given in transcription in the phonics table and in lessons. Pupils need time to get used to new sounds and to a new way of representing them in written form.

In **Unit Two** pupils gradually learn that six letters of the English alphabet (**a, e, i, o, u, y**) are pronounced differently in different words and not always as they are named in the alphabet. Pupils may already recognize the words

when they hear them and not be able to pronounce the word correctly when they see it in print. This correlation between sounds and their written representation is difficult to teach and very difficult to learn. Try to use games. They will divert pupils' attention away from the necessity to learn and make it fun. Games can help your pupils practice word recognition, spelling patterns, and letter-sound knowledge. When planning to play these games, choose familiar words to use from the Pupil's Book. The games should also be chosen or designed to promote the pupils' sense of competence and success.

Here is a game that your pupils may enjoy:

Label It:

This works well with newcomers of all ages who need an introduction to basic vocabulary. As long as the learners are able to identify beginning letter sounds, they should be able to do this activity.

To familiarize your pupils with names of objects found in the classroom, label everything with an index card that has the item's name on it. Then have the pupils repeat what you read as they point to the item. The next day, remove the cards and go through them one at a time and place them on the correct item together with the pupils. The third day, let them label whatever they can on their own. Continue this for a few days. When the pupils are able to independently label most of the items, surprise them by having them labeled incorrectly. Then they have to straighten out the mess. You can adapt this to any noun-based vocabulary list (e.g. types of foods, body parts, parts of a room in a house, animals, etc.) that you can post pictures of. Your website has amazing flashcards and pictures that can be printed out and used for this.

Vocabulary

In **Unit 2** pupils continue acquiring new vocabulary, about thirty-five new words, nouns and adjectives, action verbs and numerals up to twenty. Pupils will learn words they need to name and describe their school supplies and some of the toys. First action verbs are introduced in this unit, and the pupils will start speaking about what they can do.

The rhyme in Lesson Five aims at helping pupils review the numerals they already know (one to twelve) and prepare them to count up to twenty. Teachers can use additional games or worksheets to review this vocabulary.

| | | | | |
|---|---|---|---|--|
| 1 | 5 | 6 | Listen and circle. Colour the box with number 1 red. | 1, 2 What can I do? |
| 3 | 1 | 2 | | 3, 4 Open to the door. |
| 7 | 4 | 9 | | 5, 6 Pick up sticks. 7, 8 Walk straight. 9, 10 Show your pen. 11, 12 Count again. |

Pupils may find learning numbers from 13 to 20 challenging and the teachers should offer diverse activities to help them. Use flashcards to introduce numbers 13 through 20. Flashcards should have both the numeral and the word for each number. This will also include introducing some new vocabulary so choose words that will be used often in your classroom and words where the plural form is made by simply adding *-s*. Words like *boy*, *girl*, *book*, *pencil*, and *desk* would all be appropriate. Use choral repetition for pronunciation practice and then drill using the flashcards.

| | |
|---|--|
| <p>Suggestion</p> <p>Play „Pass the Parcel Numbers 13-20” to introduce the numbers 13-20. Before class get 7 sheets of A4 paper and write a number (13-20) on each sheet. Shuffle the papers up so they are ordered randomly. Now make your parcel – roll one sheet of paper onto a ball (with the number on the inside) and then wrap the next sheet (number inside) around the ball. Keep wrapping the sheets around the ball until all are used up and you have a parcel. If you like, you can include a small sweet with each sheet of wrapped paper. In class, get everybody to sit in a circle.</p> | <p>Suggestion</p> <p>Have all the numbers written on the board, chorus them with the class. Start with 11 continue with all the numbers. You may choose to chorus each number in turn (11, 12, 13, etc.) and run through 11-20 a few times, each time getting faster and faster. Now, ask pairs of pupils to say the numbers together (e.g. A: 11, B: 12, A: 13, B: 14, etc.)</p> |
|---|--|

- Play some music and have everybody pass the parcel around the circle until you stop the music. The person holding the parcel when you stop the music can unwrap the first layer. Ask for that sheet of paper and stick it on the board with the number showing. At this point there is no need to teach the number.

- Start the music again and then stop it after the parcel has been passed around a while. The pupil holding the parcel can unwrap the next sheet and look at the number. S/He should then stick it on the board either to the left or right of the number already there, depending on if it comes before or after that number (e.g. if the first number was 15 and the second one is 19, then it should be placed after the 15).

- Keep playing „Pass the Parcel” until all the numbers are stuck on the board in the correct order 13-20

Play „Stand in the right order”

Give each pupil a number sheet from the board. If you have more than 10 pupils make more numbers so you have two groups. For less than 10 pupils, give out more sheets per pupil but make sure the numbers they have are in sequence (e.g. give a pupil numbers 14 and 15, not 14 and 18). Now tell your pupils to stand in a line in the right order. Everyone has to shuffle around until they are standing and holding their numbers in order 11-20. Now, get the class to shout out their numbers from 11-20, down the line. Make it a game, each round try and do it faster than the last!

The counting song in Lesson Six is sure to engage the pupils in a lively and enjoyable learning activity. Encourage the pupils to use body movements and actions that fit the words of the song. Print or write up the words of the song for the pupils to read as they sing. Then point to the words as you sing or say them. Seeing written numbers on the board and using them while singing will help the pupils learn these words faster.

1 banana, 2 bananas, 1 2 3.
3 bananas for me!
4 bananas, 5 bananas, 4 5 6.
6 bananas for me!
7 8 9 10!
10 bananas for me!
11 12 13.
13 bananas for me!

14 15 16.
16 bananas for me.
17 18 19 20!
20 bananas for me.
Bananas to the left.
Bananas to the right.
Bananas turn around.
Bananas sit down.

It is important to give pupils as much exposure and experience with new vocabulary words as possible before asking pupils to use them in a lesson or activity.

Grammar

The **Unit** starts with structures introducing the verb 'have'. These should not present a difficulty for pupils as they learn to use the verb with words they are familiar with – family members and toys. The pupils first learn to use the verb in affirmative, negative and interrogative sentences with pronouns in the first and second person, singular and plural. Only in Lesson Three pupils start using 'have' in the third person singular affirmative. Pupils will use this form only in affirmative sentences at this stage, the interrogative and negative sentences will be introduced in the next level.

Play the chain game *I have ...*

Chain games have been popular in foreign language classes as it makes pupils repeat and extend an ever growing sentence. The basic rule for chain games is very simple: every player adds another link of the 'chain' in his turn. These links may consist of letters, words, or sentences and the result can be extremely long-winded - mostly in the case of chain stories - or quite funny. Additional rules determine for example whether each player has to repeat everything that has been said before, or whether certain time limits have to be kept.

Example of the chain game *I have...:*

I have a pencil.

I have a pencil and a book,

I have a pencil, a book and a ruler.

...

Chain games are easy to play because their simple rules do not need much explanation at the start of the game. Since their language content is usually restricted to certain words or sentence types, they are suitable for slow learners and beginners with a limited command of the foreign language. However, one disadvantage has to be mentioned as well. In large classes chain games that require each pupil to have a go can become very boring for those who started the game and who will not be called up again. In this case it is better if several chain games are played simultaneously in groups or if the turns in the game are decided on by chance (using a dice) so that everyone has to stay alert in case he/she is called upon for another contribution.

One more recommendation: chain games should be played quickly; this keeps them interesting and exciting.

Following the verb 'have', pupils learn several action verbs in this unit. Pupils start by learning a very simple rhyme.

I can read and I can write.

I can jump and ride a bike.

I can count – 1, 2, 3.

I can say the ABC.

Further on, the pupils will consolidate the structure *I can* using it with verbs they have already been familiarised (open, close, show, pick up) and active vocabulary. Gradually, the pupils will speak about what they or their classmates / friends can do. Structures with the modal 'can' have been purposefully chosen to introduce verbs of action as they are easy to use and do not change their form to agree with pronouns in the third person singular.

Attention Game

Call out commands such as: Attention, march in place...stop, sit down, stand up, walk in a circle, clap your hands...stop, run in place... stop, jump...stop, etc. At first pupils will copy you but later they should be able to do the commands without you.

Speech Acts

Throughout the Unit, pupils consolidate and use the familiar speech acts of greeting and leave taking, introduce their friend. New speech acts are being introduced, such as thanking and making suggestions.

Lesson Four Dan: Where is my book?

Robbie: Dan, is this your book?

Dan: Oh, yes, thank you Robbie.

Lesson Five Dan: I have a new pencil. Let's draw.

Nick: I can draw a house.

Kate: Look, we have a big picture.

The examples provided model situations which highlight how important it is to be polite, friendly and cooperative and thank people for little help.

Pupils also get more practice in asking and answering questions, learning to cope with the need of requesting information when necessary: Do you have a sister / brother?

How old is he / she?

Language Skills

Listening and speaking

The unit offers sustained practice essential for further development of the pupils' listening skills. Several types of activities involve pupils in listening for diverse purposes: *Look, listen and repeat* - to learn new language (vocabulary and structures), *Look, listen and answer* - to check comprehension and *Look, listen and say* - to engage pupils in producing their own statements. Thus pupils are systematically involved in tasks that develop their listening, speaking and reading skills integratedly. In all these tasks, pupils listen to short statements or questions and try to understand them. While listening, they should identify the object in the provided picture and then respond either by providing an answer to the question or producing a sentence of their own.

The **Let's talk** task invites pupils to use the acquired structures and vocabulary while speaking to a desk mate / classmate.

I have a Lego set. Do you have a Lego set?
Yes, I do. My Lego set is new.

The provided example shows that pupils are encouraged to engage in exchanging meaningful information. There is emphasis on giving full short answer, however the teachers may allow students to use less formal forms (Yes, my Lego set is new.) It is essential that pupils do not simply ask and answer the question, but feel they participate in a real life dialogue, very close to the one they generally have in their mother tongue.

Asking questions is a natural feature of communication, and pupils should be encouraged to ask questions as often throughout the lessons as possible. Drilling and repeating questions of the same type (Do you have a...?) is a good technique to be used with pupils at this stage. The following games may help pupils to raise confidence as they practice asking *Yes/ No* questions.

Cross the River game

Place flashcards on floor in winding manner. Each card represents a stepping stone in the river, and pupils must ask the teacher or a classmate a question or answer a question from the teacher related to the flashcard picture (e.g. *'Do you have a sister?'*, *'Do you have a dog?'* etc.) in order to step on each stone and cross the river!

Guessing Question Game

This is good practice for asking simple questions. The teacher hides any flashcard behind his/her back and pupils try to guess what the object is by asking questions: *'Is it a dog?'*, *'Is it a ball?'*, *'Is it a book?'*, etc. until they guess the flashcard.

Question Chain

The pupils and the teacher should sit in a circle. Teacher asks the pupil next to him/her a question (e.g. *'How old are you?'* *'Do you have a spinner?'* etc.) and the pupil has to answer the question and then ask the pupil next to him/her the same question. Continue around the circle and then start a new question. It helps to use a ball to pass around as the questions are being asked and answered.

Question Ball

Have the pupils sit in a circle. Throw a ball to one pupil and ask a question.

The next step has 2 variations.

Variation 1: *pupil 1* throws the ball back to the teacher and the teacher throws it to another pupil asking a different question.

Variation 2: *pupil 1* throws the ball to a different pupil and asks that pupil the same question.

Suggestion

Make sure that the pupils have a reason for speaking. If you ask ‘*Do you have a pencil?*’ or ‘*What is it?*’ pupils can only respond either ‘yes’ or ‘no’. And of course you already know it’s a pencil so the question isn’t real. If you hide the pencil in a bag and ask ‘What’s in the bag?’ this is now a fun game and learners are motivated to answer using a wider range of language.

Reading

The varied reading tasks in Unit 2 continue to develop pupils’ reading skills. Pupils will practise reading for two distinct purposes: to develop fluency in reading and to show comprehension. Vocabulary in all reading tasks has been carefully selected, the pupils are expected to read words they hear and are familiar with so that they can make sense of the words they sound out.

Look and read focus on developing fluency and phonics simultaneously. At this stage teachers should help pupils to become fluent in reading. When pupils are struggling to pronounce or decode words, they can’t give the necessary attention to understanding the text. Therefore, it is essential for pupils to become fluent readers in order to be able to focus on comprehension tasks.

Let’s read is another task which aims at developing pupils’ fluency in reading. Fluency is important because it provides a bridge between word recognition and comprehension. Teachers, however, should bear in mind that there may be pupils who read fairly fast, however they may not understand what they read as they do not recognize certain words or are not able to focus on both fluency and understanding simultaneously. Decoding skills (sounding out words) and comprehending the text are two different skills.

Suggestion

Give pupils a chance to practice reading out loud. In order to improve fluency in English, you may choose to read a sentence / a short passage and then have the pupils immediately read it back to you.

Have the pupils practice reading even short sentences with a certain emotion or to emphasize expression, intonation, and tone based on punctuation.

Allow students to practice reading along with recorded text (Listen and read). This is an excellent way for them to learn appropriate pronunciation and phrasing.

Read and match initiates pupils in responding to reading comprehension tasks. As pupils read, teachers may interrupt and ask them questions about what they are reading. Also, teachers may informally test pupils' comprehension by asking them to sequence material from sentences or a story by printing sentences from the text on paper strips, mixing the strips or word order, and having pupils put them in order.

Word Jumble Race

This is a great game to encourage team work and bring a sense of competition to the classroom. It is perfect for practicing tenses, word order, reading and writing skills and grammar.

This game requires some planning before the lesson.

Write out a number of sentences, using different colors for each sentence. Have 3-5 sentences for each team. Cut up the sentences so you have a handful of words. Put each sentence into hats, cups or any objects you can find, keeping each separate. Split your class into teams of 2, 3, or 4. You can have as many teams as you want but remember to have enough sentences to go around. Teams must now put their sentences in the correct order. The winning team is the first team to have all sentences correctly ordered.

Writing

Writing tasks in this unit aim at developing and especially reinforcing the language already gained. At this stage, by writing short sentences or doing gap-filling tasks, the pupils consolidate their knowledge, revise and remember the new items of language. At the same time, they are able to self-evaluate their progress in a materialized form that allows teachers to offer direct feedback as they are able to monitor and diagnose difficulties easily.

Practicing writing on the word and sentence level, the pupils review orthography, phonics, and word order. Pupils are provided more controlled written practice at this stage so that they can focus on accuracy in spelling and grammar. Consequently, the language in these tasks is extremely restricted. Nevertheless, the teacher may make writing more interesting by inviting pupils to participate in various games.

Spelling Relay

Separate the classroom board into two or more equal parts by drawing rows and columns. The pupils will spell words in the rows. In the columns above write team names (creating more than four teams is not advisable).

Give each team a board marker or chalk depending on the nature of your boards.

Make an equal line up of first relay runners of each team.

The teacher then says a word s/he wants the pupils to spell. Each runner runs to the board and writes the beginning letter of the word. He/she runs back to team members and hands the chalk or board marker to the next runner in the team. Each team takes turns writing a single letter until the word is completely spelled.

The first team to finish spelling the word correctly scores a point or gets some form of praise.

Tips:

This is an exciting game. Relay runners have a tendency to stand up before the marker or chalk is handed to them. Make sure relay runners are not doing similar unfair practices.

Start with easy words that pupils can spell.

This is a stirrer and can be physically demanding. Some pupils might be good at spelling but not good runners. **Mix pupils according to intellectual and physical strengths.**

Try to help weak teams score points. Keep the competitiveness by helping the weak teams in a way the winning teams do not judge unfair. But in the end give every team what they deserve.

Watch out for pupils who cannot handle the physical demands of the game. Pause occasionally and give pupils a few minutes to rest.

Adapt games according to the situation of your classrooms and pupils.

Let's Test Our Skills

Linguistic competence **Producing oral messages**

Grammar component

1.9. Using correct grammar structures specific to the English language according to models of simple short sentences in familiar contexts. [1. Can you say what you have and don't have? 2. Can you write *have* or *has*? 6. Can you order the words in a sentence?]

Lexical and semantic component

1.14 Understanding the meaning of certain words in simple sentences which describe objects and familiar places [3. Can you circle the correct word? 4. Can you find the odd-one-out? 7. Can you name the parts of a house? • Ask and answer; 8. Can you ask and answer?]

Receiving oral messages

Lexical and semantic component

1.3 Understanding the meaning of words in simple sentences while listening. [5. Can you respond to instructions? • Listen and do.]

Time for self-assessment

Producing oral messages

Lexical and semantic component

1.8. Using words and simple short sentences, which contain sounds specific to the English language, in simple and familiar communication contexts. [2. I can say what I can do; 4. I can count and say how many.]

Grammar component

1.9. Using correct grammar structures specific to the English language according to models of simple short sentences in familiar contexts. [1. I can order the words in a sentence; 3. I can group objects into one and many.]

Multicultural competence

Producing spoken and written messages

4.3 Reproducing certain poems, songs, simple rhymes, short dialogues which belong to the cultural patrimony of the English speaking country. [5. I can sing a song in English.]

Project My Room

The **Project** in Unit 2 invites pupils to use house and furniture vocabulary in a hands-on activity. The pupils will create and furnish their imaginary room. They will draw items of furniture, colour them, cut them out and stick them on their poster. The pupils are advised to personalize their room, adding to it elements that show their own personality (pictures, school supplies, favourite toys, book, etc.).

Pupils should display their projects in the classroom. Teachers should encourage the pupils to say what he/she likes about his classmates' work and why, thus making their first steps in the art of self-assessment and peer-assessment.

Unit Three. The World Around Me

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| Lesson 2 The twelve months | Months of the year | Interrogative sentences Is it cold in December? Yes, it is. Is your birthday in March? No, it's in June. | |
| Lesson 3 What day is it today? | Days of the week beautiful | Ordinal numbers (1-7) | |
| Lesson 4 I go to school | every, go to school, eat, play | Present simple, adverbs (every day) I read every day. Prepositions (at, after) at school after school | |
| Lesson 5 In the park | badminton, football, tennis, ride a skateboard, | Present simple, third person singular, affirmative He plays ... She rides ... | |

| | | | |
|---------------------------------|--|---|------------------------------------|
| Lesson 6 Where are you from? | Moldova – Chişinău England – London Romania – Bucureşti, USA - Washington, Italy - Rome, Russia - Moscow | Interrogative sentences; proper nouns Where are you from? I'm from ... He /She is from | Greeting Requesting information |
| Lesson 7 These are her pets | pet, turtle, silent, noisy, hop, run, sleep, swim | | Agreeing / disagreeing |
| Lesson 8 Easter | holiday, Easter, Easter cake, egg hunt, paint | Prepositions (on, in, at) On Easter Sunday. In spring | |
| Let's Test Our Skills | | | |
| Time for self-assessment | | | |
| Project | My favourite season poster | | |

Unit 3 extends pupils' ability to speak about the larger world that surrounds them. Pupils acquire vocabulary related to seasons, months of the year, days of the week. They engage in basic dialogues about school life, their favourite activities and pets. Also the pupils learn about the way the English children celebrate Easter in Great Britain and speak about the way they celebrate it in Moldova

Phonics

| | | |
|--------------|----------------|---|
| Lesson One | au /ɔ:/ | autumn , because |
| Lesson Two | ay /eɪ/ | May , day , play |
| Lesson Three | ir /ɜ:/ | birthday , thirteen , first , third |
| Lesson Four | ea /i:/ | eat , read , season , please , teacher , |
| Lesson Five | oo /u:/ | cool , too , school , roof , room , balloon |
| Lesson Six | ie /e/ | friend |

| | | |
|--------------|--------------------|-----------------|
| Lesson Seven | ai /eɪ/ | paint, train |
| Lesson Eight | ea /i:/ ea /eɪ/ | Easter great |

Pronunciation

The diagraphs (au, ay, ir, ea, oo, ie, ai, ea) introduced in Unit Three are meant to help pupils cope with the difficulty of learning to read words. The game **Label It** may be used to consolidate the pupils' recognition of sounds. The vowel sound /ɜ: / is another difficult sound for pupils, which should be given more practice in pronunciation. Here is another game to enjoy:

Concentration:

Select five to ten words from the Pupil's Book. Print each word clearly and boldly on a separate index card, making pairs of each word. (The pupils may help you by copying the words you write.)



Shuffle the cards and place them face down in neat rows. Pupils take turns turning up two cards at a time and reading the words aloud. If the two cards match, the player keeps them and takes a second turn. If they do not match, the cards are replaced face down and the next player takes a turn. Pupils play until all the cards are matched. The player with the most pairs wins. If a pupil has trouble recognizing a word, say the word — do not ask the pupil to 'sound out' the word. The purpose of this game is to build automatic recognition of whole words.

You can control the difficulty of the game by the choice and number of words used: for very beginning readers, choose meaningful words that are visually distinctive: 'dog', 'car', 'cat', and keep the number of words low. For a more challenging game, include some words that are less distinctive: 'when', 'what', 'this'.

Variation

This game can also be used to build letter recognition and letter/sound association. Paste or draw simple pictures on one set of cards; and on the other set, print initial consonants to go with the pictures. For example, paste the picture of a dog on one card, and write the letter “D” on a matching card.



Vocabulary

The amount of vocabulary selected for this Unit is larger than the one in the previous units. The pupils’ active vocabulary is enriched as they learn the names of seasons, months and the days of the week. In addition, pupils will learn several proper names related to names of countries and capital cities. As the vocabulary belongs to such a varied range of topics, teachers can use various methods to teach vocabulary. These can be:

- Role playing or pantomiming

- Using gestures

- Showing real objects

- Pointing to pictures

- Doing quick drawings on the board

- Using the Romanian/Russian equivalent and then asking students to say the word in English

- Providing a student-friendly definition

- Using graphic organizers

When dealing with names of countries and cities, it is recommended to use maps and engage pupils in a hands-on activity.

Months March game

You'll need a fairly long classroom with space for everyone to march up and down. Teacher stands at one end of the room against the left wall. Line the pupils up alongside teacher and teacher says „Go!” As you all march together, teacher starts calling out the months in order („January”, „February”, etc.). Pupils repeat each month (Teacher: „January”, Pupils: „January”). March along at a slow pace, but smartly (backs straight, arms swinging). At certain points teacher suddenly shouts „Stop!” Everyone must stop and be EXACTLY in line with the teacher. If someone is out of line order them back in line and then continue marching where you left off. Turn around each time you reach the end of the room and continue the march. Once finished start again, but this time walk briskly. You can do it the final time running! This is even more fun when there are tables, etc, in the room that the pupils need to climb over/under. After a few lessons you shouldn't have to chorus the words – just get the pupils to chant together as they march.

Several rhymes are suggested to activate season words, days of the week and action verbs. The rhyme in Lesson 7 draws the pupils' attention to a family of turtles; the pupils may find it interesting to notice that each turtle in the family has its own house in which they feel good.

Lesson 1

Spring is green.

Summer is bright.

Autumn is yellow.

Winter is white.

Hey, hey,

It's Tuesday today.

It's a beautiful day!

Hey, hey,

It's Wednesday today.

It's a great day!

Lesson 3

Hey, hey,

It's Monday today.

It's a great day!

Hey, hey,

It's Thursday today.

It's a beautiful day!

Hey, hey, ...

Lesson 4

Draw a little,
Read a little,
One two three.
Write a little,
Play a little,
Just like me.

Lesson 7

Two baby turtles,
Sister and brother,
Don't live in one house
With father and mother.
A baby turtle
Is never sad
In a warm little house
It has on its back.

Pupils continue to enrich their vocabulary with adjectives, thus they can describe people, objects and toys with more precision.

Adjectives for riddle clues

Ask pupils to think of an animal, object or person. Each pupil then gives clues to a partner using adjectives and counting how many clues the partner needs to guess the answer (in this game, the less tries the better, as it indicates that adjectives selected for clues were helpful and accurate). Try to ensure that students provide at least two but no more than three adjectives in the clues to make them more helpful.

For example:

Student A: It's small and noisy.

Student B: Is it a dog?

Student A: No. It's bright.

Student B: Is it a parrot?

Student A: Yes, it is.

This game can be scaffolded by making a vocabulary list on the whiteboard first or having students work from flashcards depicting the objects, people or animals.

Grammar

The first lessons of the Unit provide additional practice for pupils to ask and answer Yes /No questions as well as Wh-questions using the verb to be (Is it cold in December? When is your birthday?). Though pupils may hear

the questions quite often and they understand the questions and can answer them, still they may find it difficult to ask questions on their own.

Pupils are going to have to be able to both ask and answer questions when given the opportunity to speak English outside the classroom so teachers need to devote plenty of time to question related activities. Once your lesson plans start including more of these, pupils will have better success remembering and using questions.

Suggestion

During the introduction of new language, you can ask the target question when trying to elicit vocabulary. This way, pupils will hear it while they are focusing on the structure of the answer and after practising the target answer you can go back and do some pronunciation practice with the question too. Question and answer structures are normally introduced together because for example “When is your birthday?” and “It’s ...” are a pair and learning one without the other is not very beneficial.

Practice activities should also include both structures. For speaking practice this is easy because interview activities and model dialogues will certainly include both. Written exercises usually make pupils focus on answering the questions and not on the questions themselves. For structures where pupils have to compose their own responses such as “*What’s your favorite sport?*” it makes sense that pupils would be more concerned with what they should say in response.

In real life however, pupils are going to need to be able to ask as well as answer questions so teachers should include some activities that draw attention to a question’s word order. An easy but necessary task for pupils at this age is matching: you can have the pupils match questions with answers or fill in blanks within the question. These exercises will help pupils practise question structures more extensively. There are such activities in the Unit, however, the teacher may feel they are not enough and create their own exercises, especially if the pupils in class work at different speeds.

In this Unit pupils start talking about everyday routine using verbs in the present simple tense. Following the principle of the English series, the new grammar is presented in context. Pupils listen to sentences, recognize familiar words, understand how the meaning of the sentences changes when ‘every day’ is used. Teacher should remember that pupils need not be explained the rules of formation or the functions of the tense. At this stage, it is enough for them to remember that they need to use ‘every day’ to describe their routine, everyday actions: I go to school every day. You draw every day. We read every day. We eat every day. Other adverbials the pupils may need to speak about their activities are at school / after school: I play after school. They write at school.

Grammar sentence race

Fun Team Competition

| | | | | |
|------|-------|-------|-----------|------|
| go | eat | play | run | swim |
| read | write | sleep | Say hello | |

Divide the class into two teams. Have one pupil from each team come to the front of the class and randomly choose one card each. The first pupil to write a grammatically correct sentence (using present simple) – without spelling mistakes – is awarded one point for their team. The game continues as the remaining pupils take turns to come to the board.

Consider allowing the seated classmates shouting aloud help to their teammates at the board.

Consider setting a minimum number of words per sentence (at least five; more words for a more challenging game)

Consider allowing only question sentences. E.g. “Do they go to school?”

Throughout the Unit pupils recycle and practice structures and grammar acquired in the previous units (personal pronouns, demonstrative adjectives, affirmative, negative and interrogative sentences with the verb ‘be’)

Speech Acts

This Unit introduces speech acts of ordering / advising and continues to consolidate pupils' pragmatic awareness of being polite while requesting personal information. Teaching speech acts remains a challenging task for several reasons. First, teachers themselves should understand the relevance of equipping their pupils with necessary tools to carry out conversations outside the English classroom. Second, with this awareness in mind, they should develop or select activities that are pedagogically engaging so that the pupils have an opportunity to practise using them.

Suggestion

The teacher may provide additional practicing opportunities by helping pupils advise their classmates.

Describe short situations, for example *Mihai's book is on the floor. / put it on the desk*. Deal such cards among the pupils and have them offer advice: *Mihai, your book is on the floor. Put it on the desk, please*.

Remind the pupils that they should thank people every time they are offered a piece of advice.

Language skills

Listening and speaking

There are activities designed in this unit to support pupils' development of language skills. Pupils listen to recorded texts to get a model and to achieve better fluency in reading (*Look, listen and read. / Listen and read.*). Also, pupils get practice in listening for a specific purpose (*Listen and choose the right word.*): identify words / phrases and select the ones which will create the correct meaning of the sentence. In this case, the written sentences are provided to help the pupils cope with the listening task at this beginning stage.

Having been exposed to models of communicative formulae through listening tasks, the pupils should feel more confident in talking to a classmate or the teacher. However, for speaking tasks at this stage the teachers should help with phrases or separate words, perhaps written on the board or on a poster, for pupils to choose from.

For example: Do you like summer? (winter / spring / autumn /)
Yes, I do. I like flowers. (the snow / the blue sky)

Reading

Pupils develop their reading skills continuously, having to read longer conversations and texts in which their peers describe their daily activities, favourite sports, information about their families. All these review pupils' active vocabulary in varied contexts.

Suggestion

Teachers should diversify the reading context by placing on classroom walls different types of texts. For example,

- teachers can label class objects, areas, furniture so that the pupils can read the labels whenever they see them;
- teachers can display in class colourful posters on different themes (a rhyme that is being learnt, useful classroom expressions, etc.)
- teachers may have a notice board for short messages (homework reminder, an upcoming event, etc.)

Writing

Throughout the unit pupils do different writing tasks, mainly aiming at consolidating their knowledge of orthography. Pupils write separate words (action verbs they identify in a wordsearch); they practise writing separate letters (capital letters for names of weekdays and of months). Another type of task aims at offering the pupils practice writing different grammar forms (adjectives to describe the four seasons and verbs used to describe everyday routine). Finally, the pupils practise writing complete sentences. It is still a guided writing activity, as the pupils first match the parts of the sentences and then copy them in their exercise books.

Let's Test Our Skills

Linguistic competence

Lexical and semantic component

1.14. Understanding the meaning of certain words in simple sentences which describe objects and familiar places. [1. Can you write the names of the months? 3. Can you match and say?]

Grammar component

1.9. Using correct grammar structures specific to the English language according to models of simple short sentences in familiar contexts. [4. Can you say what they do and don't do on Sunday? 5. Can you choose the correct word? 6. Can you complete the sentences? 7. Can you order the words in sentences?]

Spelling component

1.11. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading. [2. Can you write the missing letters?]

Time for self-assessment

Producing oral messages

Lexical and semantic component

1.8. Using words and simple short sentences, which contain sounds specific to the English language, in simple and familiar communication contexts. [1. I can name the seasons; 2. I can say when my birthday is; 4. I can say what I do on Sunday.]

1.14. Understanding the meaning of certain words in simple sentences, which describe objects and familiar places [3. I can substitute words for pictures; 5. I can find the odd-one-out.]

Project My Favourite Season

This project activity offers the pupils the chance to express their own understanding and vision of their favourite seasons. Since the project page is photocopyable, pupils may simply cut out the symbols which represent

their favourite season and stick them on their poster. However, pupils may choose to draw their own pictures to create their posters. It should be pointed out that pupils may not know all the names for the symbols and this should not be an impediment. The teachers should explain the instructions, if necessary, and direct the pupils' attention to the goals of the project. The posters should express clearly why the pupils like a certain season, therefore the following information is requested: why they like the season and what they like to do during the season.

Displaying the projects in class and identifying the positive features of every pupil's poster is an obligatory follow up stage. Teachers should be supportive and encourage the pupils help each other and work on projects collaboratively.

Unit Four. Busy Days

Table of Contents

| Unit 4 Busy Days | Vocabulary | Grammar | Speech Acts |
|------------------------------|-----------------------------------|---|--|
| Lesson 1 I am reading | look, now | present progressive, affirmative; adverbs (now) I am reading now. We / You / They are playing. He / She / It is drawing. | |
| Lesson 2 I am not playing | talk, busy, dear, here, a lot of | present progressive, interrogative and negative Are you drawing? I am not writing. | |
| Lesson 3 This is my shirt | jeans, shirt, skirt, blouse, wear | Interrogative sentences What are these? They are ... | Requesting information Complementing Thanking Apologizing |

| | | | |
|--|--|--|--|
| Lesson 4 He is wearing a T-shirt | dress, T-shirt, trainers, anorak | present progressive Dan is wearing yellow jeans. | |
| Lesson 5 In the village | village garden, yard, plum, tomato, cucumber, carrot | present simple, present progressive (revision) | Requesting Offering something Thanking Making suggestions |
| Lesson 6 I was at the zoo yesterday | | past simple 'to be' I was ... He/ She was ... You / We / They were ... | |
| Lesson 7 He'll be eleven in June | toothbrush, toothpaste, slippers, towel, comb | 'to be' future simple (affirmative) I will be ... It will be ... We will be ... They will be ... | Asking for and offering information |
| Lesson 8 Summer vacation | hike, travel, camp, tent, stay at home | 'to be' future simple (interrogative) Will you ...? Yes, I will. / No, I won't. | |
| Let's Test Our Skills | | | |
| Time for self-assessment | | | |
| Project | My Friend | | |
| My self-assessment sheet | | | |

Unit Four invites pupils to enrich their vocabulary on clothing, spring / summer activities, objects of personal hygiene. Pupils continue to improve their pronunciation and develop their language skills being engaged in diverse activities.

Phonics

| | | |
|--------------|----------------------------------|---|
| Lesson One | oo /ʊ/ oor /ɔ:/ | book, good, look, football |
| Lesson Two | or /ɔ:/ ou /aʊ/ | door, floor |
| Lesson Three | ow /aʊ/ ai /eɪ/ | short, shorts house, blouse, trousers, |
| Lesson Four | ar /ɑ:/ er /ə/ | brown, down, how, now paint, train, trainers |
| Lesson Five | ue /ju:/ | car, garden, smart, park, yard cucumber, flower, mother, father, brother |
| Lesson Six | ir /ɜ:/ | Tuesday |
| Lesson Seven | ee /i:/ | first, girl, shirt, skirt, third, thirteen |
| Lesson Eight | | green, three, tree, sixteen, sleep, week |

Pronunciation

In Unit 4, pupils continue to get acquainted with letter-sound correlation in English. The sound /ə/ is heard in unstressed syllables at the end of a word and is rendered by the diagraph 'er'. The vowel sound /ɜ:/ is given again in familiar words and in the new words 'girl', 'shirt', 'skirt'. Both /ə/ and /ɜ:/ need more practice.

Vocabulary

There is less vocabulary introduced in this Unit as the pupils will have to focus on more grammar issues, and these have been introduced in context with vocabulary already familiar to the pupils. Most new words belong to the pupils' immediate environment (items of clothing, fruits and vegetables, traditional summer/spring activities). The lessons in which clothes vocabulary is introduced present the new language together with verbs that collocate (put on, take off, wear). Such an approach equips the pupils with necessary inventory to be able to speak on this topic.

Teachers should use varied ways of introducing and practicing the new vocabulary, including rhymes and games. The great thing about this topic is that there are already loads of great things designed for outside the classroom that can be used at the lessons, for example pictures from magazines or the Internet.

Grammar

Several essential grammar topics are included in the unit: the present progressive tense, the past simple and the future simple tenses. However, the basic principle of the *English* series is that teaching/ learning should first and foremost relate to the child's world. Eight to ten year old children still live in a world of fantasy and make-believe, a world of monsters and talking animals. In their world there are no tenses, nouns, or adjectives; there are no schemas labelled 'grammar' or 'phonetics'. Therefore, the pupils at this stage should be focused on the thematic area rather than be explained the grammar rules of tense formation. Teachers should help the pupils understand how 'now' is different from 'today' and how 'today' is different from 'yesterday' and 'tomorrow'. The tasks designed in this unit involve pupils in observing the different meaning of sentences where tenses are used in opposition and producing their own sentences, relying on a visual support (pictures, agenda).

Songs are always a good didactic support, so teachers should explore the online educational platforms and select whatever materials seem most appropriate to the needs of their class.

The Mime

Miming is an excellent way for pupils to practice their tenses and their verbs. It is also great for teachers with minimal resources, time, or teachers who want to break up a lesson with something more interactive. It's adaptable to almost any language point that you might be focusing on.

Before the class, write out some actions - like 'draw a cat' - and put them in a bag. Split the class into two teams. Invite one pupil from each team to the front of the class and let one of them choose an action from the bag. Have both pupils mime the action to their team. The first team to shout the correct answer wins a point. Repeat this until all pupils have mimed at least one action.

Speech Acts

In Unit 4 the pupils learn to complement someone (- I like your jeans. - Thank you), apologise (I'm sorry) and offer something. They are engaged in communicative situations to recycle their skills of requesting (*Can you help me?*) and offering information, and thanking.

Several tasks engage the pupils in responding to the situational context appropriately. For example the pupils already can use Let's ... to make suggestions (*Let's visit Grandpa and Grandma on Sunday.*); they learn that they can make suggestions using a different structure (I'll): - *The door is open and it is cold. - I'll close it.*

Language Skills

Listening and speaking

Keeping in mind that listening is an active process, tasks have been designed in this unit to create meaningful contexts. Pupils listen for comprehension (*Listen, do and say; Look, listen and answer.*), and they listen to recognise new language and improve pronunciation. To ensure better understanding of the listening material and to make the pupils feel more confident with the task teachers should play the recording many times, stop the recording after every statement and help with separate words (emphasise key words).

Pupils develop speaking skills by acquiring new language, they practice providing varied short answers: *Will you read in the summer? Sure, I will. / I think I will.*

Reading

Pupils continue to develop their reading skills reading conversations and short texts. Teachers should apply various strategies to help pupils maintain and develop the reading fluency. For this reason, reading aloud, pair reading, and chorus reading can still be used to benefit the pupils. It should be pointed out that pupils use now their reading skills to respond to tasks. Thus, the pupils read and match, read and choose, read and say Yes or No.

Writing

Pupils continue to write in controlled activities, since these are most appropriate at this stage. Pupils of our age are not linguistically ready for less guided or creative writing. Teachers should be aware that writing develops slowly and it should not be rushed. Pupils develop their writing skills writing common words and phrases, transcription, and some very basic controlled exercises.

Let's Test Our Skills

Producing oral messages

Lexical and semantic component

1.14. Understanding the meaning of certain words in simple sentences, which describe objects and familiar places [1. Can you match the words to the pictures? 8. Read the SMS message. Can you answer it?]

Grammar component

1.9. Using correct grammar structures specific to the English language according to models of simple short sentences in familiar contexts. [2. Look at the pictures again. Can you say what they are doing? 3. Can you write the correct word? 7. Can you choose the right word?]

Spelling component

1.11. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading [4. Can you write the missing letter? 5. Can you order the letters and write the words?]

Lexical and semantic component

1.8. Using words and simple short sentences, which contain sounds specific to the English language, in simple and familiar communication contexts. [6. Can you complete and read?]

Time for self-assessment

Producing oral messages

Lexical and semantic component

1.8. Using words and simple short sentences, which contain sounds specific to the English language, in simple and familiar communication contexts. [1. I can name the seasons; 2. I can say when my birthday is; 4. I can say what I do on Sunday.]

1.14. Understanding the meaning of certain words in simple sentences, which describe objects and familiar places [3. I can substitute words for pictures; 5. I can find the odd-one-out.]

Project My Friend

This is a project on which pupils will work individually. The aim of the project is to present one's best friend by providing the following information: name, age, native place, likes, shared activities, pets.

Pupils may be engaged in a competition on who will make a most interesting / convincing presentation of a friend. All the pupils should be encouraged to speak.

English A1.2

Unit One. All About Me

Table of Contents

| Unit 1 All About Me | Vocabulary | Grammar | Speech Acts |
|---------------------------------------|--|--|---|
| Lesson 1 Meeting friends | age, classmate, country, hobby | | Greeting and responding to greetings Introducing friends |
| Lesson 2 My friend's profile | head, nose, eyes, ears, shoulders, knees, toes | Personal and possessive pronouns (review). Possessive case <i>Dan's hair is short.</i> | Requesting personal information |
| Lesson 3 What do you do every day? | face, hair, teeth, hand, finger, legs; comb, wash, brush, do | Irregular plurals (teeth). Present simple (affirmative, interrogative) (review) Do you? Yes, I do. / No, I don't. | |
| Lesson 4 My week agenda | morning, afternoon, evening, night, breakfast; good; get up, get dressed | Present simple (affirmative, negative) <i>I go to school.</i> <i>I don't get up early.</i> | Greetings |
| Lesson 5 Does he ride his bike? | clock, o'clock time, excuse | Present simple (interrogative) <i>Does he ...?</i> <i>Yes, he does. / No, he doesn't.</i> | Asking and telling the time Thanking |

| | | | |
|------------------------------|---|--|----------------------|
| Lesson 6 Stay healthy | tea, milk, juice, fruit, sandwich, vegetable, drink; healthy | Wh-questions <i>What do you have for breakfast?</i> | Expressing regret |
| Lesson 7 I am happy | happy, sad, tired, hungry, thirsty; glass, water; smile, cry | | |
| Let's Test Our Skills | | | |
| Time for self- assessment | | | |
| Project | My Busy Day | | |

In **English A1.2** pupils continue to build their vocabulary, to improve their listening and speaking skills.

Phonics

| | | |
|--------------|--|--|
| Lesson One | th /θ/ th /ð/ | thank, think, three, third, thirteen, Thursday the, they, their, this, that, these, brother, father, mother |
| Lesson Two | ou /aʊ/ ou /əʊ/ | mouth, house, mouse, count, around, blouse shoulder |
| Lesson Three | sh /ʃ/ c /s/ c /k/ | wash, brush, short face, nice, juice, exercise cat, comb, class, classmate, carrot |
| Lesson Four | ee /i:/ j /dʒ/ ck /k/ | green, knee, meet, see, teeth jeans, jump pick, backpack, black |
| Lesson Five | silent w | write, who, two, answer |
| Lesson Six | ch /tʃ/ ch /k/ | cheese, sandwich, chips school |
| Lesson Seven | silent h | what, when, where, white, why |

Pronunciation

In *English A1.1* textbook pupils got familiar with the sound system of English and learned to read a limited number of short words and short sentences. In *English A1.2* pupils continue to improve their pronunciation while enriching their vocabulary.

When reading words, sentences and texts in English, pupils encounter words with silent letters, for example: silent **h** in the words ‘what’, ‘when’, ‘where’ and silent **d** in the words ‘grandma’, ‘grandpa’, ‘Wednesday’. These words are frequently used and it is important that pupils are conscious of the existence of silent letters and do not pronounce them. Familiarize pupils with such words as they appear in the process of learning English.

Other examples of silent letters are: silent letter **e** in ‘seven’, ‘seventeen’, ‘seventy’; the silent letter combination **gh** in the words ‘night’, ‘bright’, ‘eight’.

The phonics table for Unit One points out the major difficulties in pronunciation pupils may encounter in their learning process. Any phonics table or box shows the letter-sound correlation. Letter-sound correlation is an important aspect of pronunciation in the early stages of learning to read. Another important aspect of pronunciation is **word stress**.

Word stress is the key to improving communication skills, both with speaking and listening to English. A stressed syllable is longer and louder. The pitch of a stressed syllable is higher. It is said more clearly and with more distinctive facial movement.

To understand word stress, we should understand **syllables**. A syllable is a unit of pronunciation that has one vowel sound, and may or may not be surrounded by consonants. Every word is made from syllables. Each word has one, two, three or more syllables. For example, there is one syllable in ‘cat’, two syllables in ‘monkey’ and three syllables in ‘elephant’.

There are many two-syllable words in English whose meaning and class change with a change in stress. The word ‘present’, for example is a two-syllable word. If we stress the first syllable, it is a noun (gift) or an adjective (opposite of absent). But if we stress the second syllable, it becomes a verb (to offer).

Vocabulary

The pupils are already familiar with some of the vocabulary that was presented in the previous level. Teachers may start teaching new vocabulary by checking how much vocabulary learnt earlier their pupils remember. Pupils' vocabulary is enriched and continuously recycled.

A distinction should be made between passive and active vocabulary. The vocabulary which pupils are expected to use actively appears in the *Let's learn* activity at the beginning of each lesson, and also in the contents in the Teacher's book. There is vocabulary which students are expected to understand but not expected to use actively in texts and listening materials. This will help pupils get used to coping with new vocabulary and learn how to deal with it using the context or consulting a dictionary.

It is still important to monitor the pupils' vocabulary books, taking them in from time to time and giving them an appreciative remark.

Grammar

Unit One introduces the possessive case. It is important to tell your pupils that in English the apostrophe (') is used before or after the letter 's' to show that something belongs to somebody, as in *Dan's hair is short*.

In English we use apostrophes in two ways, to show possession and to show contraction (or omission). If we put two words together and miss out some letters, we need to add an apostrophe where the missing letters are. For example: 'do not' changes to *don't*, 'is not' changes to *isn't*.

Language skills

The development of the four skills of listening, speaking, reading and writing is now the main purpose of the EFL teaching. The implementation of this approach means that teachers should not insist on asking their children to understand every single word they listen to or read, or expect their pupils to write or speak without making the mistakes normally found in the process of acquiring any language.

Listening

It is important to help pupils prepare for the listening task well before they hear the text itself. First of all the teacher must ensure that the pupils understand the language they need to complete the task and are fully aware of exactly what is expected of them. Reassure the pupils that they do not need to understand every word they hear.

During the listening the pupils should be able to concentrate on understanding the message so make sure they are not trying to read, draw, and write at the same time. Always give a second chance to listen to the text to provide a new opportunity to those who were not able to do the task.

Finally, when pupils have completed the activity, invite answers from the whole class. Try not to put individual pupils under too much pressure. Rather than confirming whether an answer is correct or not, play the cassette again and allow pupils to listen again for confirmation. You may be given a variety of answers, in which case list them all on the board and play the text again, so that the class can listen and choose the correct one. Even if the pupils all appear to have completed the task successfully, always encourage them to listen to the text once more and check their answers for themselves.

Simon Says

This is an excellent game for younger learners. Whether you're waking them up on a Monday morning or sending them home on a Friday afternoon, this one is bound to get them excited and wanting more. The only danger is that pupils never want to stop playing it.

Stand in front of the class (you are Simon for the duration of this game). Do an action and say Simon Says [action]. The pupils must copy what you do. Repeat this process choosing different actions - you can be as silly as you like and the sillier you are the more the children will love you for it. Then do an action but this time say only the action and omit 'Simon Says'. Whoever does the action this time is out and must sit down. The winner is the last pupil standing. To make it harder, speed up the actions. Reward children for good behavior by allowing them to play the part of Simon.

Reading

The first reading text in this Unit is a dialogue between a girl and a boy. The first sentence is just one word *Hello*. The sentences that follow contain between two and four words. After you model the reading, you can ask the pupils to role-play the text. Then you may ask them to use their own names in their dialogues. Gradually, a reading activity may become a speaking activity.

Writing

The first writing activity at the beginning of the school year is given in Lesson Three. Pupils have to copy from the textbook and complete four short sentences. Try to do this exercise in class. Remind the pupils how to write lower case and upper case letters. Monitor the activity. All letters should start at the top and go down. The reason for this is because it is much easier to roll a boulder down a hill than it is to push it up, in other words, it is easier to write when you start at the top. When you write from the top down you can write more quickly than starting from the bottom up.

Unit 2. The World Is Beautiful

Table of Contents

| Unit 2 The World Is Beautiful | Vocabulary | Grammar | Speech Acts |
|-------------------------------------|--|--|-------------|
| Lesson 1 Autumn | cloud, cloudy, rain, rainy, sun, sunny, wind, windy; change, fall, ground | Irregular plurals (leaves); Adjectives and adverbs; Imperatives | Ordering |
| Lesson 2 I live in Moldova | fortress, tower, wall, thick, bank of the river, field, forest, fantastic, metre, entrance | There is a / There are ... Irregular plurals (men, women, children) | Agreeing |

| | | | |
|--|---|--|---------------------------------------|
| Lesson 3 My town | town, library, church, hospital, stadium, block of flats, near | Wh-questions Where is ...? It's near the park. | Requesting information Thanking |
| Lesson 4 On my street | city, street, address | There is a / There are ... (interrogative) Is there a ...? Yes, there is. / No, there isn't. Are there ...? Yes, there are. / No, there aren't. | |
| Lesson 5 Welcome to Chişinău! | monument, theatre, museum, circus, centre, history, symbol | Wh-questions <i>Who lives in a city?</i> <i>Kate does.</i> <i>Why does she like her city?</i> | |
| Lesson 6 This is London | wide, fast, slow lake, bridge | Comparative degree of adjectives (older, bigger) | |
| Lesson 7 I like travelling by train | bus, plane, tube, trolleybus, travel, traffic lights left, right, easy | Like+ing <i>I like travelling by train.</i> | Expressing regret |
| Let's Test Our Skills | | | |
| Time for self- assessment | | | |
| Project | My Neighbourhood | | |

Phonics

| | | |
|--------------|---|---|
| Lesson One | our /ə/ our /ɔ:/ | colour , colourful four |
| Lesson Two | silent k | know , knee , knock |
| Lesson Three | ur /ɜ:/ | church , Thursday |
| Lesson Four | silent e | seven, seventeen, seventy, nine, nineteen, ninety |
| Lesson Five | tre /tə/ | centre , theatre , metre |
| Lesson Six | tue /tʃu:/ ow /aʊ/ ow /əʊ/ | statue how , tower , flower , Town slow , know |
| Lesson Seven | ou /aʊ/ ou /ə/ ou /ʌ/ | around , cloud , cloudy favourite double , country |

Pronunciation

In Unit Two pupils learn new letter-sound correlations and enrich their knowledge of English word stress. There are two good words in this unit to illustrate the difference between word stress in English and in Romanian. The first word appears in Lesson One. It is the word 'colour'. In English, the stress is on the first syllable: /'kʌlə/. In Romanian, this word is pronounced with the stress on the second syllable: 'culoare'. The second word appears in Lesson Seven. It is the word 'favourite'. In English, the stress is again on the first syllable: /'feivərɪt/ and in Romanian the stress is on the second syllable: 'favorit'. In Russian 'фаворит' also has the stress on the second syllable.

Vocabulary

Unit Two covers a wide range of vocabulary, from autumn weather to Soroca Fortress, My Town, Chişinău and London. There are two beautiful songs in this unit that are sure to contribute to vocabulary enrichment: *Autumn leaves are changing colours* in Lesson One and *The Thames is shorter than the Seine* in Lesson Six.

Songs can be an amazing tool in the language teachers' hands. Singing is seen by most of young learners as an enjoyable activity. What is really great about using songs as a teaching aid is that very often the pupils learn without realising it. They take the songs home, sing them and they even teach them to their parents, sisters or brothers.

Grammar

Lesson Two introduces 'There is / There are'.

The basic rule is that 'There are' is followed by a plural noun, and irregular plural forms like 'shelves', 'leaves' and 'children'. 'There are' is often followed by determiners that go before plural nouns such as a number or 'many'. Nouns which aren't plural go after 'There is'.

Use objects in the classroom and school supplies to practice 'There is / There are'. Name an object and then ask a pupil to touch that or those objects as he/she counts them. The answer should be a sentence beginning with 'There is...' or 'There are...'

Language skills

Speaking

In order for any speaking activity to be successful children need to acknowledge that there is a real reason for asking a question or giving a piece of information. Therefore, make sure the activities you present to the pupils provide a reason for speaking whether this is to play a game or to find out real information about friends in the class.

Once the activity begins, make sure that the children are speaking as much English as possible without interfering to correct the mistakes that they will probably make. Try to treat errors casually by praising the utterance and simply repeating it correctly without necessarily highlighting the errors. And finally, always offer praise for effort regardless of the accuracy of the English produced.

Unit Three. Family and Home

Table of Contents

| Unit 3 Family and Home | Vocabulary | Grammar | Speech Acts |
|--|---|--|--|
| Lesson 1 Winter is fun | snow, snowman, snowflake, ski, sledge, skate | Present progressive (affirmative and interrogative) | Expressing opinion/ giving arguments |
| Lesson 2 A winter day | scarf, hat, coat, gloves, boots, earmuffs, young | Adjectives, degrees of comparison | Offering and sharing Expressing sympathy (I'm sorry for him) |
| Lesson 3 They were busy yesterday | gym, market, cinema worry, last (week) | Past simple 'to be'(affirmative) <i>I was busy yesterday. They were at the gym.</i> | |
| Lesson 4 Cleaning day | carpet, plant hoover, help, | Simple past (regular verbs) | Expressing surprise and admiration |
| Lesson 5 Did you have fun yesterday? | | Simple past (interrogative, regular verbs) <i>Did you have fun yesterday? Yes, I did. / No, I didn't.</i> | Expressing disagreement |
| Lesson 6 Shopping day | shopping list, go shopping; grapes, pear, peach, strawberry, water-melon | | Making suggestions Refusing politely (Sorry, I can't) Accepting an invitation Offering help Thanking |

| | | | |
|------------------------------------|---|---|--------------------|
| Lesson 7 Let's make fruit salad | salad, bowl, yougurt, peel, chop, mix delicious, yummy, sometimes | Simple past, irregular verbs (made): affirmative and negative sentences; modal verbs (can, can't) | Making suggestions |
| Lesson 8 Mother's day | celebrate, give a hug and a kiss, early | Simple past, irregular verbs (got up, gave) Ordinal numerals (1-12) | |
| Lesson 9 Lunch in a snack bar | snack, treat, chicken, hamburger, cheesecake, menu | Simple past, irregular verbs (had) | Making suggestions |
| Let's Test Our Skills | | | |
| Time for self-assessment | | | |
| Project | Mother's Day | | |

Phonics

| | | |
|--------------|---|---|
| Lesson One | dg /dʒ/ silent gh | sledge, hedgehog night, bright, right, high, daughter, eight |
| Lesson Two | ture /tʃə/ you /jʌ/ you /juː/ your /jɔː/ | picture, adventure young you your |
| Lesson Three | ear /ɪə/ ear /eə/ | ear, earmuffs, dear, near wear |
| Lesson Four | oo /uː/ | hoover, afternoon, room |
| Lesson Five | a(r) /ɔː/ | walk, water, warm, wall |

| | | |
|--------------|---|---|
| Lesson Seven | ci ous /ʃəs/ cial /ʃl/ | delicious special |
| Lesson Eight | silent d silent t | sandwich , grandma , grandpa , Wednesday Christmas , listen , often |
| Lesson Nine | ck /k/ | snack , back , backpack , black , chicken , thick |

Pronunciation

In Unit Three pupils continue to learn more about the reading rules of English.

An important aspect of pronunciation is **intonation**, the rise and fall of our voice as we speak. Intonation is about *how* we say things, rather than *what* we say, the way the voice rises and falls when speaking. Intonation expresses the speaker's attitude and emotions. Intonation also has a grammatical function. Intonation helps to distinguish between statements and questions. We use intonation to emphasize some parts of the message. Falling intonation and rising intonation are the two basic types.

Falling Intonation (↘) (The pitch of the voice falls at the end of the sentence.)

Falling intonation is the most common intonation pattern in English.

It is commonly found in statements, commands, wh-questions (information questions), confirmatory question tags and exclamations.

Statements

- It was Sunday ↘ yesterday.
- Dan rides his bike after ↘ school.
- Alex is wearing green ↘ jeans.

Commands

- Put on your ↘ cap.
- Open your ↘ book.
- Put your books on the ↘ table.

Wh- questions (requesting information.) (questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how')

- What is your ↘ name?
- How ↘ old are you?

- Where is my ↘ book? h
- What do you do after ↘ school?

Rising Intonation (↗)

(The pitch of the voice rises at the end of a sentence.) Rising intonation invites the speaker to continue talking. It is normally used with yes/no questions, and question tags that are real questions.

Yes/no Questions (Questions that can be answered by ‘yes’ or ‘no’)

- Was it ↗ Sunday yesterday?
- Do you have a ↗ sister?
- Does he ride a ↗ bike?

Language skills

Reading

Make sure that the pupils understand the essential vocabulary they need to complete the task before they begin to read. While the children are reading the text, move around the class providing support if pupils need it. Where possible, encourage pupils to work out the meaning of vocabulary as they come across it, using the context and the supporting illustrations.

Unit Four. School and Leisure

Table of Contents

| Unit 4 School and Leisure | Vocabulary | Grammar | Speech Acts |
|--|--|--|---------------------------------------|
| Lesson 1 My classroom | large, grey, neat, full, whiteboard, cabinet, thing, keep | Like+ing <i>I like reading.</i> | |
| Lesson 2 We like sport | chess, competition, player, practice, win, congratulation, success, boring, difficult, easy | | Requesting personal information |
| Lesson 3 On the animal farm | cow, chicken, duck, horse, pig, sheep, feed fat, kind | Simple Past, irregular verbs (came, went) | |

| | | | |
|-------------------------------------|---|---|--------------------------|
| Lesson 4 Once there was ... | selfish, unhappy, giant, | Simple Past, irregular verbs (saw, sat, did) | Agreeing and disagreeing |
| Lesson 5 We like tales | begin, destroy, high | Simple Past, irregular verbs (began) <i>What did he have?</i> <i>When did he come?</i> <i>Why did he cry?</i> | Disagreeing |
| Lesson 6 Why do you like summer? | sky, outdoors, seaside, sunbathe, beach, somewhere, there | Simple Past, irregular verbs (woke up, said) | |
| Lesson 7 Plans for the summer | fish, stay, hike, accept summer camp, invitation together, here | Present progressive to express future planned actions <i>I am going to fish.</i> <i>He is going to ride his bike.</i> | Making an invitation |
| Let's Test Our Skills | | | |
| Time for self-assessment | | | |
| Project | My Favourite Sport | | |
| My self-assessment sheet | | | |

Phonics

| | | |
|--------------|----------------------------------|---|
| Lesson one | air /eə / | chair, hair |
| Lesson two | x /ks/ | next, six, sixteen, sixty, mix |
| Lesson three | g /dʒ/ g /g/ | age, gym, large, orange, vegetable, village get, give, garden, great, green, good, big |
| Lesson four | eau /ju: / | beautiful |
| Lesson five | aw /ɔ:/ ng /ŋ / | saw evening, morning, sing, spring, strong |

In this Unit pupils continue to learn more about the reading rules of English.

Grammar

Can You Actions: Use this game for teaching „Can you...?“ „Yes, I can“ „No, I can’t“. These actions are fun: wiggle, dance, run quickly, hop, skip, do a star jump, do a handstand, touch your toes, cross your eyes, snap your fingers, whistle, sing. E.g. Ask a pupil “Can you hop?”. If the pupil replies „Yes, I can“ then say „Ok, go!“ and the pupil does the action. If the pupil says „No, I can’t.“ say „Too bad. Ok, can you (dance)?“

Hangman

This is another game that works well with any age group; children love it because they can get creative in the classroom, pupils love it because it doesn't feel like they're learning. A dictionary can help pupils practise their vocabulary and it tests to see if they remember the words you've been teaching.

Before the class starts, prepare a bunch of words and put them in a bag. Split the class into teams of 2 and draw a line down the middle of the board. Give one team member from each team a pen and ask them to choose a word from the bag. Tell the pupils to draw the word as a picture on the board and encourage their team to guess the word. The first team to shout the correct answer gets a point. The pupil who has completed drawing should then nominate someone else to draw for their team. Repeat this until all the words are gone - make sure you have enough words that each pupil gets to draw at least once!

Language skills

Listening

<https://www.youtube.com/watch?v=Bcn-mPptOHc>

Cluck cluck red hen have you any eggs, yes sir yes sir as many as your legs,

one for your breakfast and one for your lunch, come back tomorrow and I will have one for lunch.

Cluck cluck red hen have you any eggs, yes sir yes sir as many as your legs.

Moo moo Jezzy cow have you any milk, yes sir yes sir as tasty as can be, churn it into butter, turn it into cheese, freeze it into ice cream or drink it if you please.

Moo moo Jezzy cow have you any milk, yes sir yes sir as tasty as can be.

Buzz buzz honey bee is your honey sweet, yes sir yes sir sweet enough to eat.

Honey on your muffin, honey on your cake, honey by the spoon full as much as I can make.

Buzz buzz honey bee is your honey sweet, yes sir yes sir sweet enough to eat.

Baa, baa, black sheep, have you any wool, yes, sir, yes, sir three bags full.

One for the master and one for the dame and one for the little boy who lives down the lane.

Baa, baa, black sheep, have you any wool, yes, sir, yes, sir three bags full.

Writing

Writing activities appear towards the end of a lesson so that pupils have enough introductions to the language and practice of the main structures and vocabulary they need. At this stage, the pupils' work will invariably contain mistakes. Again, the teacher should try to be sensitive in his/her correction and not necessarily insist on every error being highlighted. A piece of written work covered in red pen is demoralizing and generally counter-productive. Where possible, encourage pupils to correct their own mistakes as they work.

English A1

Unit One. School Is Cool

Table of Contents

| Unit 1 School Is Cool | Vocabulary | Grammar | Speech Acts |
|--|--|--|--|
| Lesson 1 Back to school | butterfly, brook, weather, hurry up | Present simple, past simple (revision) | Greeting and responding to greetings Introducing friends |
| Lesson 2 My school | canteen, playground, gym, teachers' room, ground floor | There is a .../ There are ... (affirmative, negative, interrogative) | Requesting information |
| Lesson 3 School rules | homework, respectful, helpful, interrupt, fight, raise | Present simple (often, usually, sometimes) | |
| Lesson 4 My favourite subject | timetable, lesson, subject, maths, history, science, music, technology, IT (information technology), PE (physical education), break, interesting | Adjectives, degrees of comparison <i>good - better</i> | Requesting information Expressing opinion |

| | | | |
|---|--------------------------------------|---|--|
| Lesson 5 A school day | on duty | Wh-questions. <i>Who's on duty?</i> <i>What time is it?</i> | Expressing agreement and disagreement. |
| Lesson 6 The magic world of books | writer, tale, adventure, story | Quantifiers <i>some/ any</i> | Expressing regret |
| Lesson 7 Be helpful | seed, save, lock, carry, plant, road | Quantifiers <i>much / many/ a lot of</i> | |
| Let's Test Our Skills | | | |
| Time for self-assessment | | | |
| Project | My School | | |

Pronunciation

An important aspect of pronunciation is sentence stress, emphasis on certain words in a sentence. Like word stress, sentence stress can help pupils to understand spoken English.

Sentence stress is accent on **certain words** within a **sentence**.

Most sentences have two basic types of words: **content words and structure words**. Content words are the key words of a sentence. They are the important words that carry the meaning or sense—the real content. Structure words are not very important words. They are small, simple words that make the sentence correct grammatically. They give the sentence its correct form—its structure. Imagine that you receive this telegram message:

SCHOOL LARGE NEW

This sentence is not complete. It is not a „grammatically correct” sentence. It contains only the content words. The structure words are missing. But you probably understand the message. These three words communicate very well that a school is large and new. We can add a few structure words: ‘my,’ ‘is,’ ‘and’.

My SCHOOL is LARGE and NEW.

If we remove the structure words from a sentence, you will probably still understand the sentence. If we remove the content words from a sentence, you will **not** understand the sentence. The sentence has no sense or meaning without content words.

Content words are always **stressed**. **Structure** words are **not stressed**. In order to learn to *understand* spoken English, we need to learn to *listen to content words*.

Projects

Projects in *English A1* cover the following topics: My School / My Big Family / Discover the USA / My Pet. By now it is clear that pupils have very different approaches to learning and have distinct preferences and interests. Therefore, working on projects, pupils should be given more freedom. This is especially good in a mixed ability class. Students who are not so keen on writing can create something more visual and very enthusiastic students have more scope for their imagination and language skills.

- Students can choose to work independently or with a partner(s)
- Get students to choose an animal, or the creative ones can create a new one!
- Students choose whether to create a wall display, a book or a presentation on their animal
- Their work can include illustrations, their own or ones they find

Their project can be a factual description about the included topics including information found in books, the internet etc. It can also be a poster, a collage, a post card, etc.

It is advisable to tell the pupils about the project they are going to work upon in the unit. The pupils will have time to prepare their work. Plan a lesson for the pupils to display, share and present their projects.

Unit Two. Family and Friends

Table of Contents

| Unit 2 | Vocabulary | Grammar | Speech Acts |
|---|--|---|---|
| Lesson 1 My big family | daughter, son, granddaughter, grandson, niece, nephew, aunt, uncle, cousin, parent | Possessive case <i>Matei is Andy's grandfather.</i> Present simple | Requesting personal information |
| Lesson 2 An invitation to the village | surprise, weekend, invitation, relative, | going to... and will / won't... to express future | Making suggestions Requesting help |
| Lesson 3 A weekend in the village | cherry, apricot, pepper, garlic, onion, pea, beet, cabbage | Plurals of nouns (spelling rules: cherry - cherries) | Making suggestions |
| Lesson 4 What does he look like? | slim, oval, hazel, thin, curly, pretty | Wh- questions <i>What does he/she look like?</i> | |
| Lesson 5 What is she like? | friendly, generous, devoted, watch | Wh-questions <i>What is he/ she like?</i> Modal verbs (may) <i>May I..? Yes, you may/ No, you may not.</i> | Asking for permission |
| Lesson 6 A good friend | (be) sick, cough, sneeze, runny nose, sore throat, medicine, miss, miserable | Wh-questions Modal verbs (should shouldn't) | Offering advice Recommending something |

| | | | |
|--|---|----------------------------|----------|
| Lesson 7 Christmas | Father Christmas, ribbon, ornament, candle, cookie, stocking, candy cane, reindeer | Present simple (review) | Thanking |
| Let's Test Our Skills | | | |
| Time for self- assessment | | | |
| Project | My Big Family | | |

Pronunciation

An important aspect of pronunciation is **linking**, the way certain words are joined together.

When native speakers of English say 'that time', they pronounce /t/ just once. The two words 'share' the /t / sound: 'what **t**ime'. When one word ends with a consonant sound, and the next word starts with the same consonant sound, they link the sounds. For example: 'and draw'. The two words share the sound /d /: '**d**raw'. In 'wearing green' we have two /g /sounds together, so again the two words share the sound: 'wearing **g**reen.'

Read the sentences:

- What **t**ime is it?
- We read, write and **d**draw at school.
- Alex is wearing **g**reen jeans.

Focus on pronouncing the links between the consonants.

Remember that links depend on the sounds, not the spelling. For example: 'like cucumbers'. The letters here are different: 'k' and 'c' – but the sounds are the same: / k /. So we link the words and they share the / k / sound: '**l**ike cucumbers.' You can see the same thing here: '**a**nd **n**uts. We link these because the sounds are the same, even though the spellings are different.

- Do you **l**ike cucumbers?
- I **l**ike carrots.
- We have plums, apples and **a**nd **n**uts.

To review, when one word ends with a consonant sound, and the next word starts with the same consonant sound, we link the sounds.

But there are two exceptions to this rule: We don't link /f/ or /ð/ sounds: 'orange juice'. In these examples you can't link the two consonant sounds. You have to pronounce two sounds.

Read the sentence:

- I like orange juice.

What's My Problem?

This is a brilliant EFL game to practice giving advice. It should be played after the 'giving advice' vocabulary lesson has taken place. It is a great way for pupils to see what they have remembered and what needs reviewing. This game works well with any age group, just adapt it to fit the age you're working with.

Write ailments or problems related to your most recent lesson on post-it notes and stick one post-it note on each pupil's back. The pupils must ask other pupils "What should I do?" The pupils should be able to guess their problem based on the advice they get from their classmates.

Unit Three. Sharing Impressions

Table of Contents

| Unit 3 Sharing Impressions | Vocabulary | Grammar | Speech Acts |
|--|-----------------------------------|--|--|
| Lesson 1 A vacation in Sinaia | share, impression, game, news, | Past simple (irregular verb: send-sent, take- took) Modal verbs (could) Could you ...? | Asking for help Making polite requests |

| | | | |
|---|---|---|---|
| Lesson 2 Sports and competitions | boxing, cycling, fishing, skiing, skating, swimming, hockey | Past simple (irregular verbs) personal pronouns (me, you, him, her, them) | Expressing agreement and disagreement |
| Lesson 3 Christmas in the USA | turkey, mashed potatoes, pudding | Adjectives, degrees of comparison (good-better-the best/ old – older – the oldest) | Requesting personal information |
| Lesson 4 Would you like to visit the USA? | | Modal verbs (would) <i>Would you like to...?</i> Yes, I would love to. | Making polite invitations Accepting and refusing invitations |
| Lesson 5 Val talks about the USA | bridge, bend, crooked, extend, gate, hill, impress, wonder | Adjectives, degrees of Comparison (beautiful-more beautiful-the most beautiful) | |
| Lesson 6 Springtime | snowdrop, Fairy, appear, bloom, attack, smile | Past simple, irregular verbs (fall-fell fight-fought) | Expressing surprise, admiration Making suggestions |

| | | | |
|---|---|---|--|
| Lesson 7 A surprise for mother | butter, flour, bread, oil, sugar, salt, pancake | Quantifiers <i>There isn't much.../ There aren't many... There are few... / There is little...</i> | Making suggestions Offering help |
| Lesson 8 Making invitations | camera, join | Personal pronouns (revision) | Making polite invitations Accepting and refusing an invitation |
| Lesson 9 Andy is going to have guests | guest, tidy | Past simple (revision) <i>going to...</i> to express future actions (revision) | Thanking Expressing regrets |
| Let's Test Our Skills | | | |
| Time for self- assessment | | | |
| Project | Discover the USA | | |

Pronunciation

You already know that you can link two of the same consonant sounds together. You can also link similar consonant sounds. For example: 'cheese sandwich'. 'Cheese' ends with a /z / sound, and 'sandwich' starts with a /s / sound. These aren't the same, but they are similar. The only difference between / s / and /z / is that / z / is voiced. Everything else is the same. That means we can link the sounds.

- Let's make fruit saladd too.
- Glad to see you.
- It is coldd today.
- What do you do every day?
- I would like a cheeses sandwich.

Unit Four. The World We Live In

Table of Contents

| Unit 4 | Vocabulary | Grammar | Speech Acts |
|--|--|--|------------------------|
| Lesson 1 What do you want to be? | baker, hairdresser, farmer, pilot, musician, tailor, driver | Wh-questions <i>Who makes...?</i> <i>What do you want to do?</i> | |
| Lesson 2 Andy's town | post office, bus station, book store, university, bank | Wh-questions <i>Where is... ?</i> Prepositions of place (behind, in front of, next to, between) | Requesting information |
| Lesson 3 Shopping | a carton of milk, a bar of chocolate, a loaf of bread, a bottle of water | Quantifiers <i>How much is it?</i> <i>How much are they</i> Modal verbs (can) <i>Can I have ...?</i> | Asking for something |
| Lesson 4 Great Britain | Great Britain, Scotland, Wales, the Thames, map | Wh-questions Alternative questions | Requesting information |
| Lesson 5 The sights of London | sight, palace, take care, inside, royal | Alternative questions | |
| Lesson 6 The animal world | bear, fox, lion, kangaroo, tiger, wild | Present simple (revision) | |

| | | | |
|---|---|---|-------------------------------------|
| Lesson 7 Are you ready for fun? | picnic, pie, weather, wonderful, spend, | Will ... for future actions; Discourse markers in writing (first, then, next, finally) | Making suggestions Offering help |
| Lesson 8 Summer vacation | go hiking, go fishing, go swimming, dream, together | Future simple interrogative <i>What will you do...?</i> <i>Where will you go..?</i> | Making suggestions |
| Let's Test Our Skills | | | |
| Time for self-assessment | | | |
| Project | My Pet | | |
| My self-assessment sheet | | | |

Phonics (reading rules) will be used to teach the connection between word sounds and written letters and as a support to practice pronunciation.

Hot Seat game

Hot Seat allows pupils to build their vocabulary and encourages competition in the classroom. They are also able to practice their speaking and listening skills and it can be used for any level of learner.

Split the class into 2 teams or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the pupil in the hot seat must help the pupil guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the pupil in the Hot Seat.

Phonics

All the reading rules that your pupils had to follow in the three years of studying English are arranged in alphabetic order in this table.

| | | |
|-----------|--|--|
| Aa | a /ei/ a /æ/ a /ɔ:/ a /ɑ:/ a /ɒ/ a /eə/ ai /eɪ/ air /eə/ ar /ɑ:/ are /eə/ au /ɑ:/ au /ɔ:/ ay /eɪ/ a(r) /ɔ:/ aw /ɔ:/ | name, skate cat, have, has, parrot, family, van, attack ball, small, tall, talk, walk, salt father, basket what parent paint, train, trainers chair, hair, fairy, hairdresser car, garden, smart, park, yard, farmer, garlic share aunt autumn, because May, day, play walk, water, warm, wall saw |
| Ee | e /i:/ e /e/ ea /i:/ ea /ei/ ee /i:/ er /ə/ ear /ɪə/ ear /eə/ eau /ju:/ ew /ju:/ | he, she, me, we bed, desk, pen, pencil, ten, seven, shelf, red eat, read, season, please, teacher, Easter great green, three, tree, sixteen, sleep, week, knee, meet, cucumber, flower, mother, father, brother ear, ear muffs, dear, near, appear, hear wear beautiful few, new |
| Ii | i /ai/ i /ɪ/ ie /e/ io /aiə/ ir /ɜ:/ iou /ə/ | I, like, bike, bright, fight, night, white, behind, find it, sit, big, his, sister friend, friendly lion birthday, thirteen, first, third, girl, shirt, skirt religious |

| | | |
|-----------|---|--|
| Oo | o /ʌ/ o /ɒ/ o /əʊ/ oa /əʊ/ oo /u:/ oo /u:/ oo /ʊ/ oor /ɔ:/ or /ɔ:/ ore /ɔ:/ ou /aʊ/ ou /aʊ/ ou /ə/ ou /ʌ/ ou /əʊ/ our /ə/ our /ɔ:/ ow /aʊ/ ow /əʊ/ | brother, mother, love , lovely, monkey, honey , onion dog , long , strong no, old, hello, so , robot throat cool , too , school, roof , room , balloon, hoover , after- noon, bloom book , good , look , football door , floor short , shorts before , sore house , blouse, trousers mouth , mouse, count , out- side, around , cloud , cloudy , out , ground, mountain favourite, generous double , country , cousin shoulder colour , colourful four brown , down , how , now , tower , flower , town slow , know , bowl , borrow, grow , show |
| Uu | u /ju:/ u /u:/ u /ʌ/ ue /ju:/ ur /ɜ:/ | pupil, music ruler, blue, rule funny , puzzle, up , under , run, runny Tuesday church, Thursday |
| Yy | y /ai/ y /j/ y /i/ yar /jɑ:/ you /jʌ/ you / ju :/ your / jɔ :/ | my, rhyme, bye yes, you, your, yellow funny , pretty, many, twenty, family, duty, gym yard , backyard young you your |

| | | |
|-------------|-------------|---|
| c | /s/ /k/ | face, nice, juice, exercise, medicine cat, comb, class, classmate, carrot |
| ci | /ʃəs/ | delicious |
| cial | /ʃl/ | special |
| cian | /ʃn/ | musician |
| ch | /tʃ/ | cheese, sandwich, chips, cherry, childhood |
| ch | /k/ | school, technology |
| ck | /k/ | pick, backpack, black, snack, back, chicken, thick |
| dge | /dʒ/ | sledge, hedgehog, bridge, fridge |
| g | /dʒ/ /g/ | age, gym, large, orange, vegetable, village, cabbage get, give, garden, great, green, good, big |
| gh | /f/ | cough, |
| j | /dʒ/ | jeans, jump, jam, job |
| ng | /ŋ/ | evening, morning, sing, spring, beginning, boxing |
| ph | /f/ | elephant, physical, nephew |
| qu | /kw/ | quiet, quince, queen |
| s | /s/ /ʃ/ | sport, story, surprise sugar, sure |
| sh | /ʃ/ | English, share, show, wash, brush, short |
| tch | /tʃ/ | Kitchen, match |
| th | /θ/ /ð/ | thank, think, three, third, thirteen, Thursday the, they, their, this, that, these, brother, father, mother |
| tue | /tʃu:/ | statue |
| ture | /tʃ ə/ | picture |
| tion | /ʃn/ | decoration, competition, information |
| tre | /tə/ | centre, theatre, metre |
| x | /ks/ | next, six, sixteen, sixty, mix, extend |

Long Term Planning Template

Subject administration: English A1.1

| | |
|-----------------------------|------------------------------|
| Nr of hours per week | Total number of hours |
| 2 | 66 |

| Unit of learning | Nr of hours | Evaluations | | | Notes |
|----------------------------|-------------|--------------------|---|----------------------|-------|
| | | Initial evaluation | Formative evaluation | Summative evaluation | |
| Introduction Hello | 6 | | Let's Test Our Skills | | |
| Unit 1 My Family | 14 | | Let's Test Our Skills Time for self-assessment | | |
| Unit 2 My World | 14 | | Let's Test Our Skills Time for self-assessment | | |
| Unit 3 The World Around Me | 16 | | Let's Test Our Skills Time for self-assessment | | |
| Unit 4 Busy Days | 16 | | Let's Test Our Skills Time for self-assessment | | |

Unit of learning project

Unit of Learning: Introduction. Hello Nr of hours: 6

| Sub competence | Content | Nr hours | Date | Resources | Evaluation | Notes |
|--|---|----------|------|--|------------|-------|
| <p>2.1 Identifying the meaning of basic formulas of addressing, greeting people and other formulas of politeness used in simple short messages to establish social contact;</p> <p>2.2 Understanding the meaning of certain simple short oral instructions related to classroom activities;</p> <p>1.1. Recognizing sounds and groups of sounds specific to the English language, pronounced in isolation and in words, while listening;</p> <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> <p>1.1.1. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading.</p> | <p>Saying Hello; Introducing oneself;</p> <p>English alphabet (A, B, C, D, E);</p> <p>Listening and performing;</p> <p>Saying goodbye</p> | 1 | | <p>Lesson 1 Ex.1, 2, Rhyme time;</p> <p>Ex. 3</p> <p>Ex.4</p> | | |
| <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> | <p>Asking and telling one's name;</p> <p>English alphabet (F, G, H, I, J);</p> | 1 | | <p>Lesson 2 Ex. 1, 2, Rhyme time;</p> <p>Ex. 3</p> | | |

| | | | | |
|---|---|-----------------|---|--|
| <p>1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> <p>1.1. Recognizing sounds and groups of sounds specific to the English language, pronounced in isolation and in words, while listening;</p> <p>1.1.1. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading.</p> | <p>Listening and speaking;</p> <p>Numbers (1-6);</p> <p>Listening, repeating and performing;</p> <p>Matching letters and pictures</p> | | <p>Ex. 4</p> <p>Ex. 5</p> <p>Ex. 6</p> | |
| <p>2.1 Identifying the meaning of basic formulas of addressing, greeting people and other formulas of politeness used in simple short messages to establish social contact;</p> <p>2.4. Reproducing simple sentences, the formulas of addressing, greeting people, and other basic formulas of politeness to establish social contact in simple communication situations;</p> | <p>Greeting people;</p> <p>English alphabet (K, L, M, N, O)</p> <p>Practicing numbers;</p> | <p>1</p> | <p>Lesson 3</p> <p>Ex. 1, 2</p> <p>Ex. 3, Rhyme time</p> | |
| <p>1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts;</p> <p>1.1. Recognizing sounds and groups of sounds specific to the English language, pronounced in isolation and in words, while listening.</p> | <p>Asking and answering questions;</p> <p>Listening and responding</p> | | <p>Ex. 4</p> <p>Ex. 5</p> | |

| | | | | | |
|---|---|-----------------|--|-------------------------------------|--|
| <p>1.1. Recognizing sounds and groups of sounds specific to the English language, pronounced in isolation and in words, while listening;</p> <p>1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> <p>3.3 Integrating familiar for students linguistic structures in simple short real life conversations;</p> <p>1.1.1. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading.</p> | <p>Numbers (1-12); Asking and telling one's age;</p> <p>English alphabet (P, Q, R, S, T)</p> <p>Matching letters and pictures;</p> <p>Matching numbers and pictures</p> | <p>1</p> | <p>Lesson 4 Ex.1 ,2 Ex. 3, 4, Let's sing</p> <p>Ex. 5</p> <p>Ex. 6</p> | | |
| <p>1.1. Recognizing sounds and groups of sounds specific to the English language, pronounced in isolation and in words, while listening;</p> <p>1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> <p>1.1.1. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading.</p> | <p>New vocabulary (colours);</p> <p>Listening and responding;</p> <p>Asking and answering questions;</p> <p>English alphabet (U, V, W, X, Y, Z);</p> | <p>2</p> | <p>Lesson 5 Ex. 1, 5, Rhyme time Ex. 2</p> <p>Ex.3</p> <p>Ex. 4</p> | <p>Let's Test Our Skills</p> | |

Unit of Learning: Unit 1. My Family

Nr of hours: 14

| Sub competence | Content | Nr hours | Date | Resources | Evaluation | Notes |
|--|--|----------|------|--|--------------------------|-------|
| <p>1.1. Recognizing sounds and groups of sounds specific to the English language, pronounced in isolation and in words, while listening;</p> <p>1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> <p>1.1.1. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading;</p> <p>1. 12. Recognising words and simple sentences in printed and handwritten texts while reading.</p> <p>1.16. Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, making adequate spaces between words, and organizing a message on a page appropriately.</p> | <p>New vocabulary (family);</p> <p>Personal pronouns (he, his, she, her);</p> <p>Adjectives;</p> <p>Listening and speaking;</p> <p>English alphabet (review);</p> <p>Reading;</p> <p>Writing</p> | 2 | | <p>Lesson 1</p> <p>Ex. 1, 2,</p> <p>Rhyme time</p> <p>Ex. 1, 2</p> <p>Ex. 3</p> <p>Ex. 4</p> <p>Ex. 5</p> <p>Ex. 6</p> <p>Ex. 7</p> | Time for self-assessment | |
| <p>1.1. Recognizing sounds and groups of sounds specific to the English language, pronounced in isolation and in words, while listening;</p> <p>1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> | <p>New vocabulary (family, professions);</p> | 2 | | <p>Lesson 2</p> <p>Ex. 1, 2</p> | | |

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| <p>1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts;</p> <p>1.8. Using words and simple short sentences, which contain sounds specific to the English language , in simple and familiar communication contexts, following models.</p> <p>3.3 Integrating familiar for students linguistic structures in simple short real life conversations;</p> <p>1.16. Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, making adequate spaces between words, and organizing a message on a page appropriately.</p> | <p>Asking and answering questions;</p> <p>English alphabet (review);</p> <p>Reading;</p> <p>Writing</p> | | <p>Ex. 3, 4, 5</p> <p>Ex. 6</p> <p>Ex. 7</p> <p>Ex.8</p> | |
| <p>1.1. Recognizing sounds and groups of sounds specific to the English language, pronounced in isolation and in words, while listening;</p> <p>1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>2.6. Distinguishing simple formulas of greeting and addressing people corresponding to certain communication situations;</p> <p>3.3 Integrating familiar for students linguistic structures in simple short real life conversations;</p> <p>1.16. Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, making adequate spaces between words, and organizing a message on a page appropriately.</p> | <p>New vocabulary (animals, adjectives);</p> <p>This is, It is;</p> <p>Is it...?</p> <p>Introducing one's friend;</p> <p>English alphabet (review);</p> <p>Writing</p> | <p>2</p> | <p>Lesson 3</p> <p>Ex. 1, 2</p> <p>Ex. 1, 2</p> <p>Ex 3, 4</p> <p>Ex. 5, 6</p> <p>Ex. 7</p> <p>Ex. 8</p> | |

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| <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> <p>1.1.1. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading;</p> <p>1.1.2. Recognising words and simple sentences in printed and handwritten texts while reading;</p> <p>1.1.3. Identifying the contextual meaning of punctuation marks;</p> <p>1.1.6. Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, making adequate spaces between words, and organizing a message on a page appropriately.</p> | <p>We are, they are;</p> <p>Listening and responding;</p> <p>Pointing and speaking;</p> <p>Phonemic awareness;</p> <p>English alphabet (review);</p> <p>Reading</p> <p>Writing</p> | <p>2</p> | <p>Lesson 4 Ex. 1, Rhyme time Ex. 2 Ex. 3 Ex. 4 Ex. 6 Ex. 7</p> | |
| <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>3.3 Integrating familiar for students linguistic structures in simple short real life conversations;</p> <p>1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups);</p> <p>1.1.1. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading;</p> <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> | <p>That is., Is that...?</p> <p>Reading and responding;</p> <p>Listening and speaking;</p> <p>Looking and speaking;</p> <p>English alphabet (review);</p> | <p>2</p> | <p>Lesson 5 Ex. 1, 2 Ex. 3 Ex. 4 Ex. 5 Ex. 6</p> | <p>Let's Test Our Skills (Lessons 1-4)</p> |

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| <p>1.16. Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, making adequate spaces between words, and organizing a message on a page appropriately.</p> | <p>Writing</p> | | <p>Ex. 7</p> | |
| <p>1.1. Recognizing sounds and groups of sounds specific to the English language, pronounced in isolation and in words, while listening; 1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times; 1.3. Understanding the meaning of words in simple sentences while listening; 1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading. 1.16. Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, making adequate spaces between words, and organizing a message on a page appropriately;</p> | <p>New vocabulary (furniture); Prepositions (on, under); Listening and responding; Where is...? Reading and responding; Writing; English alphabet (review);</p> | <p>2</p> | <p>Lesson 6 Ex. 1, 2 Ex. 1, 2 Ex. 3 Ex. 4 Ex. 5, 6 Ex. 7</p> | <p>Time for self-assessment</p> |
| <p>1.1. Recognizing sounds and groups of sounds specific to the English language, pronounced in isolation and in words, while listening; 1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> | <p>New vocabulary (house); Asking and answering questions;</p> | <p>2</p> | <p>Lesson 7 Ex. 1, 2, 3 Ex. 4</p> | <p>Let's Test Our Skills (Lessons 5-7)</p> |

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| <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> <p>1.6. Using certain intonation patterns and other phenomena specific to the English language in simple and familiar communication contexts;</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts;</p> <p>1.16. Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, making adequate spaces between words, and organizing a message on a page appropriately;</p> | <p>Reading and responding;</p> <p>Writing;</p> <p>English alphabet (review);</p> | | <p>Ex. 5</p> <p>Ex. 6</p> <p>Ex. 8</p> | | |
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Unit of Learning: Unit 2. My World

Nr of hours: 14

| Sub competence | Content | Nr hours | Date | Resources | Evaluation | Notes |
|---|---|----------|------|---|------------|-------|
| <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> <p>1.1. Recognizing sounds and groups of sounds specific to the English language, pronounced in isolation and in words, while listening;</p> | <p>'have' present simple affirmative;</p> <p>New vocabulary (adjectives);</p> | <p>2</p> | | <p>Lesson 1</p> <p>Ex. 1, 2, 3</p> <p>Ex. 4, 5, 6</p> | | |

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| <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts;</p> <p>1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> <p>1.12. Recognising words and simple sentences in printed and handwritten texts while reading</p> | <p>Practicing reading;</p> <p>Phonemic awareness</p> | | <p>Ex. 5</p> <p>Ex. 7</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> <p>1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups);</p> <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> <p>1.16. Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, making adequate spaces between words, and organizing a message on a page appropriately.</p> | <p>New vocabulary (toys);</p> <p>'have' present simple affirmative, negative and interrogative;</p> <p>Practicing reading;</p> <p>Phonemic awareness</p> <p>Listening and speaking</p> <p>Writing</p> | <p>2</p> | <p>Lesson 2</p> <p>Ex. 1</p> <p>Ex. 2, 3, 4</p> <p>Ex. 6</p> <p>Ex. 5</p> <p>Ex. 7</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> | <p>New vocabulary (house)</p> | <p>2</p> | <p>Lesson 3</p> <p>Ex. 1</p> | |

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| <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading.</p> <p>1.16. Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, making adequate spaces between words, and organizing a message on a page appropriately.</p> | <p>'have' present simple affirmative, third person singular;</p> <p>Practicing reading; Phonemic awareness;</p> <p>Asking and answering questions; Writing.</p> | <p>Ex. 2, 3</p> <p>Ex. 4, 5</p> <p>Ex. 3, 6</p> <p>Ex. 7</p> | | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> <p>1.13. Identifying the contextual meaning of punctuation marks;</p> <p>2.1 Identifying the meaning of basic formulas of addressing, greeting people and other formulas of politeness used in simple short messages to establish social contact;</p> <p>1.16. Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, making adequate spaces between words, and organizing a message on a page appropriately.</p> | <p>New vocabulary (school supplies);</p> <p>Practicing reading; Phonemic awareness;</p> <p>Naming and describing school supplies</p> <p>Asking and answering questions;</p> <p>Writing</p> | <p>Lesson 4 Ex. 1, 2, 3</p> <p>Ex. 3</p> <p>Ex. 4, 6</p> <p>Ex. 2, 5</p> <p>Ex. 7</p> | <p>2</p> | |

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| <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> <p>1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> <p>1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups);</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading.</p> | <p>Modal verb 'can' to express physical ability;</p> <p>Action verbs;</p> <p>Listening and reading;</p> <p>Reading and responding;</p> <p>Expressing ability;</p> <p>Writing</p> | <p>2</p> | <p>Lesson 5 Ex. 1, 2, 3 Ex. 4 Ex. 5 Ex. 6 Ex. 7</p> | <p>Let's Test Our Skills (Lessons 1-4)</p> |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> <p>1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> <p>1.11. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading;</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> <p>1.8. Using words and simple short sentences, which contain sounds specific to the English language, in simple and familiar communication contexts, following models;</p> <p>1.18. Filling out a certain simple form representing spelling norms specific to the English language.</p> | <p>New vocabulary</p> <p>Numbers 12-20;</p> <p>Asking and answering questions (how many?);</p> <p>Reading to get specific information;</p> <p>Writing plural forms.</p> | <p>2</p> | <p>Lesson 6 Ex. 1, 2 Ex. 3, 4 Let's sing Ex. 5 Ex. 7 Ex. 8</p> | <p>Time for self-assessment</p> |

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| <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> <p>1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> <p>1.1.1. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading;</p> <p>1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups);</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading.</p> | <p>Demonstrative pronouns (this, these);</p> <p>Listening and reading;</p> <p>Reading and re-ponding;</p> <p>Describing school supplies;</p> | <p>2</p> | <p>Lesson 7 Ex. 1, 2, 3</p> <p>Ex. 4</p> <p>Ex. 5</p> <p>Ex. 6</p> | <p>Let's Test Our Skills (Lessons 5-7)</p> |
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Unit of Learning: Unit 3. The World Around Me

Nr of hours: 16

| Sub competence | Content | Nr hours | Date | Resources | Evaluation | Notes |
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| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> <p>1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> | <p>New vocabulary (seasons);</p> <p>Asking and answering questions;</p> | <p>2</p> | | <p>Lesson 1 Ex. 1, 2</p> <p>Ex. 2, 4</p> | | |

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| <p>1.11. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading;</p> <p>1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups);</p> <p>3.3 Integrating familiar for students linguistic structures in simple short real life conversations;</p> <p>2.4. Reproducing simple sentences, the formulas of addressing, greeting people and other basic formulas of politeness to establish social contact in simple communicative situations.</p> | <p>Listening and reading;</p> <p>Activating vocabulary;</p> <p>Reading practice;</p> <p>Speech act: requesting and giving opinion;</p> <p>Writing about sea- sons</p> | | <p>Ex. 3</p> <p>Ex. 5</p> <p>Ex. 6</p> <p>Ex. 7</p> <p>Ex. 8</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> <p>1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> <p>1.1.1. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading;</p> <p>1.8. Using words and simple short sentences, which contain sounds specific to the English language, in simple and familiar communication contexts, following models;</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts.</p> | <p>New vocabulary (names of months);</p> <p>Asking and answering questions;</p> <p>Phonemic awareness;</p> <p>Personal pronouns (review)</p> | <p>2</p> | <p>Lesson 2 Ex. 1, 2, 3</p> <p>Ex. 2, 4</p> <p>Ex. 6</p> <p>Ex. 5</p> | |

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| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> <p>1.1. Recognizing sounds and groups of sounds specific to the English language, pronounced in isolation and in words, while listening;</p> <p>4.1. Identifying while listening and reading certain elements specific to the cultures of the English speaking countries (typical names and surnames, names of countries and their capitals, the principal cities, traditional holidays) in the framework of classroom activities;</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts;</p> <p>1.16. Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, making adequate spaces between words, and organizing a message on a page appropriately.</p> | <p>New vocabulary (days of the week);</p> <p>Ordinal numerals;</p> <p>Practicing reading;</p> <p>Phonemic awareness;</p> <p>Activating vocabulary;</p> <p>Writing (days of the week)</p> | <p>2</p> | <p>Lesson 3 Ex. 1, 2</p> <p>Ex. 3, 4</p> <p>Ex. 5</p> <p>Ex. 6</p> <p>Ex. 7</p> | |
| <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> <p>1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> <p>1.11. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading;</p> | <p>Action verbs;</p> <p>Practicing reading;</p> <p>Activating vocabulary while reading;</p> <p>Speaking about school and after school activities;</p> | <p>2</p> | <p>Lesson 4 Ex. 1, 2, 3</p> <p>Rhyme time</p> <p>Ex. 4</p> <p>Ex. 5</p> <p>Ex. 6</p> | |

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| <p>1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups).</p> | <p>Identifying action words in a word-search.</p> | | <p>Ex. 7</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times; 1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> | <p>New vocabulary (sport); Listening and reading; Reading for specific information; Practicing reading; Phonemic awareness; Writing grammatically correct forms (present simple)</p> | <p>2</p> | <p>Lesson 5 Ex. 1, 2, 3 Ex. 3 Ex. 3, 6, 7</p> | <p>Let's Test Our Skills (Lessons 1-4)</p> |
| <p>1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups);</p> | | | <p>Ex. 3, 6</p> | |
| <p>3.3 Integrating familiar for students linguistic structures in simple short real life conversations.</p> | | | <p>Ex. 8</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times; 1.5. Producing certain sounds and groups of sounds specific to the English language in isolation and in words;</p> | <p>Names of countries, and nationalities; capital cities; Listening and reading; Spelling proper names;</p> | <p>2</p> | <p>Lesson 6 Ex. 1, 3, 4</p> | <p>Time for self-assessment</p> |
| <p>1.1.1. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading;</p> | | | <p>Ex. 2</p> | |

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| <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> <p>1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups);</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts.</p> | <p>Reading for comprehension;</p> <p>Word order in sentences;</p> <p>Writing grammatically correct forms (present simple)</p> | | <p>Ex. 5, 6</p> <p>Ex. 7</p> <p>Ex. 8</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> <p>1.11. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading;</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> <p>3.3 Integrating familiar for students linguistic structures in simple short real life conversations.</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts.</p> | <p>New vocabulary (pets, adjectives)</p> <p>Describing pets;</p> <p>Reading for comprehension;</p> <p>Phonemic awareness;</p> <p>Talking about one's pets;</p> <p>Ordering words in a sentence.</p> | <p>2</p> | <p>Lesson 7 Ex. 1, 2</p> <p>Ex. 2</p> <p>Ex. 3, 4, 5</p> <p>Rhyme time</p> <p>Ex. 6</p> <p>Ex. 7</p> | |

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| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> <p>1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups);</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> <p>4.5. Comparing certain elements specific to the cultures of the English speaking countries and to the students' own culture.</p> | <p>Easter vocabulary;</p> <p>Reading for comprehension;</p> <p>Phonemic awareness;</p> <p>Listening for a specific purpose;</p> <p>Writing</p> | <p>2</p> | <p>Lesson 8 Ex. 1 Ex. 2, 3, 5 Ex. 4 Ex. 6, 7, 8</p> | <p>Let's Test Our Skills (Lessons 5-8) Time for self-assessment</p> |
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Unit of Learning: Unit 4. Busy Days Nr of hours: 16

| Sub competence | Content | Nr hours | Date | Resources | Evaluation | Notes |
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| <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> | <p>Present progressive, affirmative;</p> <p>Listening and responding to instructions;</p> | <p>2</p> | | <p>Lesson 1 Ex. 1, 2, 4 Ex. 3</p> | | |

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| <p>1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts.</p> | <p>Reading and re- sponding; Writing (spelling -ing forms)</p> | | <p>Ex. 5, 6, 7 Ex. 8</p> | |
| <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts;</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> <p>2.1. Identifying the meaning of basic formulas of addressing, greeting people, and other formulas of politeness used in simple short messages to establish social contact.</p> | <p>2</p> <p>Present progressive, affirmative, negative and interrogative;</p> <p>Reading and re- sponding;</p> <p>Asking and answer- ing questions;</p> <p>Writing</p> | | <p>Lesson 2 Ex. 1, 2, 3, 6 Ex. 5 Ex. 6 Ex. 8</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> | <p>1</p> <p>New vocabulary (clothes)</p> <p>Reading and re- sponding; Phonemic awareness;</p> <p>Asking and answer- ing questions;</p> | | <p>Lesson 3 Ex. 1, 2, 3 Ex. 4, 5 Ex. 7</p> | |

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| <p>2.5. Applying speech acts and non-verbal language in simple social contexts to demonstrate gratitude, disagreement, regret; 1.18. Filling out a certain simple form representing spelling norms specific to the English language.</p> | <p>The speech acts of complementing and giving orders; Writing</p> | | <p>Ex. 6 Rhyme time Ex. 8</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> | <p>2 New vocabulary (clothes) Reading practice; Activating vocabulary;</p> | | <p>Lesson 4 Ex. 1, 2 Ex. 3 Ex. 4, 5, 7</p> | <p>Time for self-assessment</p> |
| <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading; 1.8. Using words and simple short sentences, which contain sounds specific to the English language, in simple and familiar communication contexts, following models.</p> | <p>Reading for comprehension; Writing</p> | | <p>Ex. 3, 6 Ex. 8</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times; 1.8. Using words and simple short sentences, which contain sounds specific to the English language, in simple and familiar communication contexts, following models; 3.3 Integrating familiar for students linguistic structures in simple short real life conversations;</p> | <p>2 New vocabulary (vegetables) Describing objects; Reading and responding; Asking and answering questions;</p> | | <p>Lesson 5 Ex. 1, 6 Ex. 2 Ex. 3, 4 Ex. 5</p> | <p>Let's Test Our Skills (Lessons 1-4)</p> |

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| <p>2.5. Applying speech acts and non-verbal language in simple social contexts to demonstrate gratitude, disagreement, regret;</p> <p>3.1. Identifying the global meaning of spoken and written messages related to personal information and familiar objects.</p> | <p>Speech acts of offering and thanking;</p> <p>Reading and understanding SMS messages</p> | | <p>Ex. 7</p> <p>Ex. 8</p> | |
| <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts;</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading.</p> | <p>'to be' past simple, affirmative and negative</p> <p>Reading and responding;</p> <p>Prepositions (in, on, at)</p> | <p>2</p> | <p>Lesson 6 Ex. 1, 2, 3, 6</p> <p>Ex. 4, 5</p> <p>Ex. 7</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading.</p> | <p>New vocabulary (personal hygiene)</p> <p>Will to express future actions;</p> <p>Listening, reading and responding;</p> <p>Ordering words in a sentence.</p> | | <p>Lesson 7 Ex. 1, 2</p> <p>Ex. 3, 4, 5</p> <p>Ex. 6, 7</p> <p>Ex. 8</p> | |

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| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times;</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading.</p> <p>2.5. Applying speech acts and non-verbal language in simple social contexts to demonstrate gratitude, disagreement, regret;</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts.</p> | <p>New vocabulary (summer activities);</p> <p>Reading and understanding SMS messages</p> <p>Speech acts: Polite responses Offering help</p> <p>Asking and answering about the summer.</p> | <p>3</p> | <p>Lesson 8 Ex. 1, 2</p> <p>Ex. 3</p> <p>Ex. 4, 5</p> <p>Ex. 6</p> <p>Ex. 7</p> | <p>Let's Test Our Skills (Lessons 5-8)</p> <p>Time for self-assessment</p> |
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Long Term Planning Template

Subject administration: English A1.2

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| Nr of hours per week | Total number of hours |
| 2 | 66 |

| Unit | Nr of hours | Evaluations | | | Notes |
|--------------------------------------|--------------------|---------------------------|--|-----------------------------|--------------|
| | | Initial evaluation | Formative evaluation | Summative evaluation | |
| Unit 1 All About Me | 15 | | Let's Test Our Skills Time for self-assessment | | |
| Unit 2 The World Is Beautiful | 15 | | Let's Test Our Skills Time for self-assessment | | |
| Unit 3 Family and Home | 20 | | Let's Test Our Skills Time for self-assessment | | |
| Unit 4 School and Leisure | 16 | | Let's Test Our Skills Time for self-assessment | | |

Unit of learning project

Unit of Learning: Unit 1. All About Me Nr of hours: 15

| Sub competence | Content | Nr hours | Date | Resources | Evaluation | Notes |
|---|---|----------|------|--|------------|-------|
| <p>2.4. Reproducing certain simple sentences, formulas of addressing, greeting people, and other basic formulas of politeness in simple and familiar communication situations.</p> <p>1. 18. Filling out a certain simple form respecting spelling norms specific to the English language;</p> <p>4.3. Reproducing songs which belong to the cultural patrimony of the English speaking countries.</p> | <p>Greeting and introducing friends;</p> <p>Giving personal information: completing one's profile;</p> <p>'to be' present simple (review); Singing ABC (review)</p> | 2 | | <p>Lesson 1 Ex. 1, 2, 5 Ex. 3, 4 Ex. 5 Ex. 6</p> | | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times.</p> <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>1.1.2. Recognising words and simple sentences in printed and handwritten texts while reading;</p> <p>3.1. Identifying the global meaning of spoken and written messages related to personal information and familiar objects;</p> <p>4.3. Reproducing songs which belong to the cultural patrimony of the English speaking countries.</p> | <p>New vocabulary (parts of the body);</p> <p>Possessive case;</p> <p>Reading and responding;</p> <p>Personal pronouns (review)</p> | 2 | | <p>Lesson 2 Ex. 1, 2, 3 Ex. 1 Ex. 4, 5, 6, 7 Ex. 8</p> | | |

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| <p>1.2.Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> <p>1.1.1. Recognizing groups of letters, syllables in isolation and in words, in printed and handwritten texts while reading</p> <p>1. 12. Recognising words and simple sentences in printed and handwritten texts while reading;</p> <p>4.3. Reproducing songs which belong to the cultural patrimony of the English speaking countries;</p> <p>1. 18. Filling out a certain simple form respecting spelling norms specific to the English language.</p> | <p>New vocabulary (parts of the body);</p> <p>Reading and responding;</p> <p>Listening and speaking;</p> <p>Writing</p> | <p>2</p> | <p>Lesson 3 Ex. 1,2,3 Ex. 4,5 Ex 4, 6 Ex. 7</p> | |
| <p>1.2.Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>2.6. Distinguishing simple formulas of greeting and addressing people, formulas of exclamation and other formulas of politeness corresponding to communication;</p> <p>4.3. Reproducing songs which belong to the cultural patrimony of the English speaking countries;</p> <p>1. 18. Filling out a certain simple form respecting spelling norms specific to the English language;</p> <p>1.9.Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts.</p> | <p>New vocabulary (parts of the day, greetings, daily activities);</p> <p>Reading and responding;</p> <p>Writing</p> | <p>2</p> | <p>Lesson 4 Ex. 1, 2, 3 Ex. 4, 5, 6 Ex. 7</p> | <p>Time for self-assessment</p> |

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| <p>1.4. Observing grammar structures specific to the English language in short sentences; 1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts; 1.3. Understanding the meaning of words in simple sentences while listening; 1. 12. Recognising words and simple sentences in printed and handwritten texts while reading; 1.10. Applying linguistic norms while reading aloud; 1.11. Recognising letters, groups of letters, syllables in isolation and in words, in printed and handwritten texts, while reading; 4.6. Applying certain norms of verbal behavior specific to the cultures of the English speaking countries in simple and familiar socio-cultural contexts;</p> | <p>Present simple (interrogative and negative sentences); Asking and telling the time; Reading and responding; Practicing speech acts in short dialogues (polite request); Writing</p> | <p>2</p> | <p>Lesson 5 Ex. 1, 2, 3 Ex. 4, 5, 6 Let's sing Ex. 7 Ex 8</p> | <p>Let's Test Our Skills (Lessons 1-4)</p> |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts; 1.8. Using words and simple short sentences, which contain sounds specific to the English language, in simple and familiar communication contexts, following models; 1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts.</p> | <p>New vocabulary (food and drinks); Listening and speaking; Reading and responding; Present simple (negative sent.); Writing</p> | <p>2</p> | <p>Lesson 6 Ex. 1, 2 Ex. 2, 3, 4, 5 Ex. 6 Ex. 7 Ex 8</p> | |

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| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>1.6. Using certain intonation patterns and other phenomena specific to the English language in simple and familiar communication contexts;</p> <p>1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups);</p> <p>1.8. Using words and simple short sentences, which contain sounds specific to the English language, in simple and familiar communication contexts, following models.</p> | <p>New vocabulary (feelings);</p> <p>Listening and speaking;</p> <p>Reading and responding;</p> <p>Writing</p> | <p>3</p> | <p>Lesson 7 Ex. 1, 2, 3 Ex. 4 Ex. 5 Ex. 6, 7</p> | <p>Let's Test Our Skills (Lessons 5-7) Time for self-assessment</p> |
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Unit of Learning: Unit 2. The World Is Beautiful

Nr of hours: 15

| Sub competence | Content | Nr hours | Date | Resources | Evaluation | Notes |
|---|---|----------|------|--|------------|-------|
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts;</p> | <p>New vocabulary (weather);</p> <p>Reading and responding;</p> <p>Plural nouns; Writing;</p> | <p>2</p> | | <p>Lesson 1 Ex. 1, 2 Ex. 3, 4, 5, 6 Ex. 3, 4 Ex. 7</p> | | |

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| <p>4.3. Reproducing songs which belong to the cultural patrimony of the English speaking countries.</p> | <p>Listening and singing</p> | | <p>Ex. 8</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts; 1.4. Observing grammar structures specific to the English language in short sentences; 1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts; 1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups); 1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> | <p>New vocabulary (Moldova); There is / There are Reading and responding; Listening and speaking; Writing</p> | <p>2</p> | <p>Lesson 2 Ex. 1,2 Ex. 3, 4, 6 Ex. 5 Ex. 7</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts; 1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts; 1.3. Understanding the meaning of words in simple sentences while listening; 1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups); 1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading.</p> | <p>New vocabulary (town); There is / There are; Listening and responding; Reading and responding; Writing</p> | <p>2</p> | <p>Lesson 3 Ex. 1, 2 Ex. 3, 4, 5 Ex. 6, 7 Ex.8</p> | |

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| <p>1.4. Observing grammar structures specific to the English language in short sentences; 1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts; 1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups); 1.3. Understanding the meaning of words in simple sentences while listening; 4.5. Comparing certain elements specific to the culture of the English speaking countries and to the student's own culture.</p> | <p>There is / There are (interrogative and negative sent.) Reading and responding; Numbers (20–100); Asking and answering questions; Writing one's address</p> | <p>2</p> | <p>Lesson 4 Ex. 1, 2 Ex. 3, 4 Ex. 5, 6 Ex. 7 Ex. 8</p> | <p>Time for self-assessment</p> |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts; 1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups); 1.3. Understanding the meaning of words in simple sentences while listening; 1.6. Using certain intonation patterns and other phenomena specific to the English language in simple and familiar communication contexts; 1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts; 1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading.</p> | <p>New vocabulary (Chişinău); Listening and responding; Reading and responding;</p> | | <p>Lesson 5 Ex. 1, 2 Ex. 3, 4 Ex. 5, 6, 7</p> | <p>Let's Test Our Skills (Lessons 1-4)</p> |

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| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>4.1. Identifying while listening and reading certain elements specific to the cultures of the English speaking countries (typical names and surnames, names of countries and their capitals, the principal cities, traditional holidays) in the framework of classroom activities;</p> <p>4.4. Describing certain elements specific to the cultures of the English speaking countries (the country, the capital, traditional holidays) in simple communication situations;</p> <p>4.5. Comparing certain elements specific to the culture of the English speaking countries and to the student's own culture.</p> | <p>New vocabulary (London);</p> <p>Listening and responding;</p> <p>Reading and responding;</p> <p>Comparative degree of adjectives;</p> <p>Listening and speaking;</p> <p>Writing</p> | <p>2</p> | <p>Lesson 6 Ex. 1, 2 Ex. 2, 3 Ex. 4 Ex. 5, 6 Ex. 7 Ex. 8</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> | <p>New vocabulary (transport); Like + ...</p> <p>Listening and responding;</p> <p>Reading and responding;</p> | <p>3</p> | <p>Lesson 7 Ex. 1, 2 Ex. 3 Ex. 4, 6</p> | <p>Let's Test Our Skills (Lessons 5-7)</p> |

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| 4.5. Comparing certain elements specific to the culture of the English speaking countries and to the student's own culture. | Listening and speaking; | Ex. 5, 7 | Time for self-assessment |
| 2.3. Understanding non-verbal language in social contexts. | Writing; | Ex. 8 | |

Unit of Learning: Unit 3. Family and Home

Nr of hours 20

| Sub competence | Content | Nr hours | Date | Resources | Evaluation | Notes |
|---|---|----------|------|-------------------------------|------------|-------|
| 1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts; 3.1. Identifying the global meaning of spoken and written messages related to personal information and familiar objects; 3.3 Integrating familiar for students linguistic structures in simple short real life conversations; | New vocabulary (winner games and activities); | 2 | | Lesson 1 Ex 1, 4, 5 | | |
| 4.1. Identifying while listening and reading certain elements specific to the cultures of the English speaking countries (typical names and surnames, names of countries and their capitals, the principal cities, traditional holidays) in the framework of classroom activities; | giving arguments; present progressive (now) vs present simple (usually); | | | Ex. 2, 3, 7 Rhyme time | | |
| 1. 12. Recognising words and simple sentences in printed and handwritten texts while reading; | understanding instructions | | | Ex. 6, 8 | | |

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| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>3.3 Integrating familiar for students linguistic structures in simple short real life conversations;</p> <p>1.8. Using words and simple short sentences, which contain sounds specific to the English language , in simple and familiar communication contexts, following models.</p> <p>3.2. Implementing communicative functions and speech acts by using schemes or descriptors of spoken and written interaction</p> <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> <p>1.9.Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts;</p> | <p>New vocabulary (winter clothes)</p> <p>Using degrees of comparison to describe winter clothes and family members</p> <p>present progressive (now) vs present simple (usually)</p> <p>writing about a family member</p> | <p>2</p> | <p>Lesson 2</p> <p>Ex. 1, 2</p> <p>Ex. 5, 7</p> <p>Ex. 3, 4</p> <p>Ex. 6, 8</p> | |
| <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> <p>1.9.Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts;</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> <p>3.3 Integrating familiar for students linguistic structures in simple short real life conversations.</p> | <p>'to be' past simple, affirmative, negative and interrogative;</p> <p>reading a chart and producing sentences (oral and written) with 'be' in the simple past;</p> <p>asking and answering questions</p> <p>using 'be' in the simple past.</p> | <p>2</p> | <p>Lesson 3</p> <p>Ex. 1, 2, 3, 4</p> <p>Ex. 5, 6, 8</p> <p>Ex. 7</p> | |

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| <p>1.1. Recognising sounds and groups of sounds specific to the English language, pronounced in isolation and in words, while listening;</p> <p>1. 2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>1.1.4. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> <p>3.3 Integrating familiar for students linguistic structures in simple short real life conversations.</p> <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> | <p>Cleaning day vocabulary</p> <p>Past simple regular verbs (affirmative)</p> <p>Exchanging information about past events;</p> <p>Reading to identify the global message;</p> <p>Listening to distinguish present and past event;</p> <p>Writing about cleaning day in the family</p> | <p>2</p> | <p>Lesson 4</p> <p>Ex. 1, 2</p> <p>Ex. 3</p> <p>Ex. 4, 6</p> <p>Ex. 5</p> <p>Ex. 7</p> <p>Ex. 8</p> | <p>Time for self-assessment</p> |
| <p>1.4. Observing grammar structures specific to the English language in short sentences;</p> <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> <p>1.9.Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts;</p> <p>2.5. Applying speech acts and non-verbal language in simple social contexts to demonstrate gratitude, disagreement, regret;</p> <p>1.1.4. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> <p>4.3. Reproducing songs which belong to the cultural patrimony of the English-speaking countries.</p> | <p>Past simple regular verbs (interrogative and affirmative)</p> <p>Asking and answering about actions in the past;</p> <p>Expressing disagreement;</p> <p>Checking comprehension while reading/listening</p> <p>Writing about activities in the past</p> | <p>3</p> | <p>Lesson 5</p> <p>Ex. 1, 2</p> <p>Ex. 6</p> <p>Ex. 4</p> <p>Ex. 3, 5</p> <p>Ex. 7</p> | <p>Let's Test Our Skills (Lessons 1-4)</p> |

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| <p>1. 2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>2.5. Applying speech acts and non-verbal language in simple social contexts to demonstrate gratitude, disagreement, regret;</p> <p>3.3 Integrating familiar for students linguistic structures in simple short real life conversations.</p> <p>1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups).</p> <p>1.3. Understanding the meaning of words in simple sentences while listening.</p> | <p>Fruit vocabulary</p> <p>Making suggestions, polite refusal, agreeing;</p> <p>Doing shopping (roleplay)</p> <p>Checking comprehension while listening</p> <p>Writing a shopping list</p> | <p>2</p> | <p>Lesson 6</p> <p>Ex. 1, 2</p> <p>Ex. 3, 4</p> <p>Ex. 6</p> <p>Ex. 5, 6, 7</p> <p>Ex. 8</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>1.3. Understanding the meaning of words in simple sentences while listening.</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> <p>1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups);</p> <p>2.5. Applying speech acts and non-verbal language in simple social contexts to demonstrate gratitude, disagreement, regret;</p> | <p>Fruit/vegetable vocabulary;</p> <p>Ordering instructions while listening;</p> <p>Reading and observing the use of verbs (regular) in the simple past;</p> <p>Expressing disagreement;</p> | <p>2</p> | <p>Lesson 7</p> <p>Ex. 1</p> <p>Ex. 2</p> <p>Ex. 3</p> <p>Ex. 4</p> | |

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| <p>1.8. Using words and simple short sentences, which contain sounds specific to the English language , in simple and familiar communication contexts, following models;</p> <p>4.3. Reproducing songs which belong to the cultural patrimony of the English speaking countries.</p> | <p>Practicing fruit/vegetable salad vocabulary.</p> | | <p>Ex. 5, 6, 7, 8</p> | |
| <p>1. 2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>1.3. Understanding the meaning of words in simple sentences while listening.</p> <p>1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups);</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts.</p> | <p>Mother's Day vocabulary;</p> <p>Telling the date and the time;</p> <p>Listening / reading to check comprehension;</p> <p>Reading for specific information;</p> <p>Reading and observing irregular forms (got up, gave, made)</p> | <p>2</p> | <p>Lesson 8 Ex. 1, 2 Ex. 6, 7 Ex. 2, 3, 4 Ex. 5 Ex. 3</p> | |
| <p>1. 2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts.</p> | <p>Food and drinks vocabulary</p> <p>Reading a menu. Asking and answering questions about a menu / lunch;</p> | <p>3</p> | <p>Lesson 9 Ex. 1, 2, 4 Ex. 3, 6</p> | <p>Let's Test Our Skills Time for self-assessment</p> |

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| 4.1. Identifying while listening and reading certain elements specific to the cultures of the English speaking countries (typical names and surnames, names of countries and their capitals, the principal cities, traditional holidays) in the framework of classroom activities; | Practicing reading-comprehension | Ex. 5 | |
| 1.7. Reading aloud certain simple short sentences, following phonology rules (with appropriate pronunciation, stress, intonation, sense groups); | | | |
| 1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading; | Practice past forms of irregular verbs in writing | Ex. 7 | |

Unit of Learning: Unit 4. School and Leisure

Nr of hours 16

| Sub competence | Content | Nr hours | Date | Resources | Evaluation | Notes |
|---|---|----------|------|---|------------|-------|
| 1. 2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts; | Classroom vocabulary; | 2 | | Lesson 1 Ex. 1, 2, 3, 4, 8 | | |
| 1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading; | Reading to spot the differences; | | | Ex. 3 | | |
| 1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts. | Using like-ing to express favourite leisure activities; | | | Ex. 5, 6, 7 | | |

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| <p>1. 2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts; 1.3. Understanding the meaning of words in simple sentences while listening; 1.1.2. Recognising words and simple sentences in printed and handwritten texts while reading; 1.1.4. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading; 3.3 Integrating familiar for students linguistic structures in simple short real life conversations; 1.18. Filling out a certain simple form representing spelling norms specific to the English language.</p> | <p>Sport vocabulary Reading notices Listening and reading for specific information Using sport vocabulary in short dialogues Writing a short message</p> | <p>2</p> | <p>Lesson 2 Ex. 1, 3, 5, 6 Ex. 1,2, 7 Ex. 3, 5 Ex. 6 Ex. 8, 9</p> | |
| <p>1. 2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts; 1.1.4. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading; 2.5. Applying speech acts and non-verbal language in simple social contexts to demonstrate gratitude, disagreement, regret; 1.3. Understanding the meaning of words in simple sentences while listening; 3.3 Integrating familiar for students linguistic structures in simple short real life conversations.</p> | <p>Farm animal vocabulary and adjectives to describe them; Reading to understand the global message; Asking and answering questions about farm animals and birds Listening for specific information.</p> | <p>2</p> | <p>Lesson 3 Ex. 1, 2, 5 Ex. 3, 4 Ex. 6 Ex. 7, 8</p> | |

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| <p>1.4. Observing grammar structures specific to the English language in short sentences; 1.9.Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts; 1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> <p>4.1. Identifying while listening and reading certain elements specific to the cultures of the English speaking countries (typical names and surnames, names of countries and their capitals, the principal cities, traditional holidays) in the framework of classroom activities;</p> <p>1.8. Using words and simple short sentences, which contain sounds specific to the English language , in simple and familiar communication contexts, following models.</p> | <p>Observing the difference between forms that express the past and the present (usually vs yesterday); Practice irregular verbs in the past simple; Reading an English tale (adapted); Checking comprehension while listening / reading; Use active vocabulary to describe a picture</p> | <p>2</p> | <p>Lesson 4 Ex. 1, 3 Ex. 2, 4 Ex. 5 Ex. 6, 8 Ex. 7</p> | <p>Time for self-assessment</p> |
| <p>1.4. Observing grammar structures specific to the English language in short sentences; 1.9.Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts; 1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> | <p>Asking and answering questions using irregular forms in the past; Reading an English tale (adapted);</p> | <p>3</p> | <p>Lesson 5 Ex. 1, 2, 5, 7 Ex. 3 Ex. 6</p> | <p>Let's Test Our Skills (Lessons 1-4)</p> |

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| <p>4.1. Identifying while listening and reading certain elements specific to the cultures of the English speaking countries (typical names and surnames, names of countries and their capitals, the principal cities, traditional holidays) in the framework of classroom activities;</p> <p>2.5. Applying speech acts and non-verbal language in simple social contexts to demonstrate gratitude, disagreement, regret.</p> | <p>Asking and answering about favourite books</p> | | | |
| <p>1. 2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>1.3. Understanding the meaning of words in simple sentences while listening;</p> | <p>Summer vocabulary leisure activities;</p> <p>Listening for specific information;</p> | <p>2</p> | <p>Lesson 6 Ex. 1, 2 Ex. 2 Ex. 3, 8</p> | |
| <p>3.3 Integrating familiar for students linguistic structures in simple short real life conversations;</p> <p>1.1.4. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> | <p>Asking and answering questions about summer leisure activities</p> <p>Reading a chart about summer leisure activities and sports;</p> | | <p>Ex. 7 Ex. 4 Ex. 6</p> | |
| <p>1.9. Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts.</p> | <p>Reading for a specific purpose Interviewing a person- age from the story;</p> | | | |

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| <p>1.4. Observing grammar structures specific to the English language in short sentences; 1.9.Using correct grammar structures specific to the English language according to certain models of simple short sentences in simple and familiar communication contexts;</p> <p>1.18. Filling out a certain simple form representing spelling norms specific to the English language.</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects, and familiar places while reading;</p> <p>2.5. Applying speech acts and non-verbal language in simple social contexts to demonstrate gratitude, disagreement, regret.</p> | <p>Expressing plans for the summer using <i>going to</i></p> <p>Reading to extract information;</p> <p>Reading for comprehension;</p> <p>Writing a short letter</p> | <p>3</p> | <p>Lesson 7</p> <p>Ex. 1, 2</p> <p>Ex. 3, 4</p> <p>Ex. 5, 6</p> <p>Ex. 7</p> | <p>Let's Test Our Skills</p> <p>Time for self-assessment</p> |
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Long Term Planning Template

Subject administration: English A1

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| Nr of hours per week | Total number of hours |
| 2 | 66 |

| Unit of learning | Nr of hours | Evaluations | | | Notes |
|--------------------------------|-------------|--------------------|---|----------------------|-------|
| | | Initial evaluation | Formative evaluation | Summative evaluation | |
| Unit 1 School Is Cool | 15 | | Let's Test Our Skills Time for self-assessment | | |
| Unit 2 Family and Friends | 15 | | Let's Test Our Skills Time for self-assessment | | |
| Unit 3 Sharing Impressions | 18 | | Let's Test Our Skills Time for self-assessment | | |
| Unit 4 The World We Live In | 18 | | Let's Test Our Skills Time for self-assessment | | |

Unit of learning project

Unit of Learning: Unit 1. School Is Cool Nr of hours 15

| Sub competence | Content | Nr hours | Date | Resources | Evaluation | Notes |
|--|---|----------|------|--|------------|-------|
| <p>1.2.Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times.</p> <p>1.3. Understanding the meaning of words in simple sentences while listening.</p> <p>2.6. Using simple formulas of addressing people, formulas of exclamation and other formulas of politeness corresponding to communication situations.</p> <p>3.3. Integrating familiar for students linguistic structures in simple short conversations.</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models in familiar communication contexts.</p> <p>4.3. Reproducing certain stories, poems, songs, simple rhymes, short dialogues which belong to the cultural patrimony of the English-Speaking countries, in simple communication situations and in the framework of the study activities.</p> | <p>New vocabulary Talking about summer vacation</p> <p>Using greeting and responses</p> <p>Reading and role-play</p> <p>Talking</p> <p>Speaking on summertime and schooltime</p> <p>Listening</p> <p>Asking and answering questions</p> <p>Singing (I'm back to school)</p> | | | <p>Lesson 1</p> <p>Ex.1</p> <p>Ex.2</p> <p>Ex.3.4</p> <p>Ex.5</p> <p>Ex.6</p> <p>Ex.7</p> <p>Ex.8</p> | | |

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| <p>1.2.Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times.</p> <p>2.3. Understanding the meaning of simple and familiar social contexts, greeting and leave-taking, confirming and denying information.</p> <p>1.1.4. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> <p>1.3. Understanding the meaning of words in simple sentences while listening.</p> <p>1.1.2. Recognising words and simple sentences in printed texts while reading.</p> <p>3.3. Integrating familiar for students linguistic structures in simple short conversations.</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models in familiar communication contexts.</p> | <p>New vocabulary</p> <p>Reading and bringing arguments</p> <p>Agreeing and disagreeing</p> <p>Making lists</p> <p>Listening and answering the questions</p> <p>Reading and responding</p> <p>Talking about school</p> <p>Writing</p> | <p>Lesson 2</p> <p>Ex.1</p> <p>Ex.2, 3</p> <p>Ex.4</p> <p>Ex.5</p> <p>Ex.6</p> <p>Ex.7</p> <p>Ex.8</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times.</p> <p>1.1.4. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> <p>1.3. Understanding the meaning of words in simple sentences while listening.</p> | <p>New vocabulary (school rules)</p> <p>Making lists of classroom rules</p> <p>Reading and responding</p> | <p>Lesson 3</p> <p>Ex.1</p> <p>Ex.2</p> <p>Ex.3</p> | |

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| <p>2.3. Understanding the meaning of simple and familiar social contexts, greeting and leave-taking, confirming and denying information.</p> <p>3.1. Identifying the global meaning of spoken and written messages related to personal information and familiar objects.</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models in familiar communication contexts.</p> | <p>Speaking about yourself</p> <p>Writing about school activities</p> <p>Writing</p> | | <p>Ex.4 Ex.5 Ex.6, 7 Ex.8</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times.</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> <p>1.8. Using words and short sentences, which contain sounds specific to the English language in simple and familiar communication contexts, following models.</p> <p>1.3. Understanding the meaning of words in simple sentences while listening.</p> <p>1.10. Applying linguistic norms while reading aloud.</p> <p>3.3. Integrating familiar for students linguistic structures in simple short conversations.</p> <p>1.10. Applying linguistic norms while reading aloud.</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models in familiar communication contexts.</p> | <p>New vocabulary (School subjects)</p> <p>Answering the questions</p> <p>Talking about timetable</p> <p>Comparing</p> <p>Listening</p> <p>Reading aloud</p> <p>Talking about school subjects</p> <p>Reading aloud</p> <p>Writing about favourite subjects</p> | | <p>Lesson 4 Ex.1 Ex.2 Ex.3 Ex.4 Ex.5 Ex.6 Ex.7 Ex.8</p> | <p>Time for self-assessment</p> |

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| <p>1.4.Observing grammar structures specific to the English language in simple short sentences.</p> <p>1.1.2. Recognising words and simple sentences in printed texts while reading.</p> <p>2.3.Understanding the meaning of simple and familiar social contexts, greeting and leave-taking, confirming and denying information.</p> <p>1.3.Understanding the meaning of words in simple sentences while listening.</p> <p>3.3.Integrating familiar for students linguistic structures in simple short conversations.</p> <p>1.4.Observing grammar structures specific to the English language in simple short sentences.</p> <p>1.3.Understanding the meaning of words in simple sentences while listening.</p> | <p>Asking and responding (Who's on duty?)</p> <p>Reading aloud</p> <p>Agreeing and disagreeing</p> <p>Listening</p> <p>Speaking about morning</p> <p>Talking about time</p> <p>Listening</p> | <p>Lesson 5</p> <p>Ex.1</p> <p>Ex.2</p> <p>Ex.3</p> <p>Ex.4</p> <p>Ex.5</p> <p>Ex.6</p> <p>Ex.7</p> | <p>Let's Test Our Skills (Lessons 1-4)</p> |
| <p>1.4.Observing grammar structures specific to the English language in simple short sentences.</p> <p>2.3.Understanding the meaning of simple and familiar social contexts, greeting and leave-taking, confirming and denying information.</p> <p>1.9.Using correct grammar structures specific to the English language according to certain models in familiar communication contexts.</p> <p>1.3.Understanding the meaning of words in simple sentences while listening.</p> | <p>Introducing some, any</p> <p>Listening</p> <p>Agreeing and disagreeing</p> <p>Answering the questions</p> <p>Listening and reading</p> | <p>Lesson 6</p> <p>Ex.1</p> <p>Ex.2</p> <p>Ex.3</p> <p>Ex.4</p> | |

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| <p>1.9.Using correct grammar structures specific to the English language according to certain models in familiar communication contexts.</p> <p>1.3.Understanding the meaning of words in simple sentences while listening.</p> <p>3.3.Integrating familiar for students linguistic structures in simple short conversations.</p> <p>1.18. Filling out a certain simple form respecting spelling norms specific to the English language.</p> | <p>Talking about books</p> <p>Listening</p> <p>Talking about favourite books</p> <p>Writing</p> | | <p>Ex5</p> <p>Ex.6</p> <p>Ex.7</p> <p>Ex.8</p> | |
| <p>1.2.Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times.</p> <p>1.4.Observing grammar structures specific to the English language in simple short sentences.</p> <p>1.18. Filling out a certain simple form respecting spelling norms specific to the English language.</p> <p>3.3.Integrating familiar for students linguistic structures in simple short conversations.</p> <p>1.12. Recognising words and simple sentences in printed texts while reading.</p> <p>2.3.Understanding the meaning of simple and familiar social contexts, greeting and leave-taking, confirming and denying information.</p> <p>3.3.Integrating familiar for students linguistic structures in simple short conversations.</p> <p>1.9.Using correct grammar structures specific to the English language according to certain models in familiar communication contexts.</p> | <p>New vocabulary (parts of the body)</p> <p>There are some.../ There aren't any... Filling in the right word;</p> <p>Talking using much, many;</p> <p>Reading and responding;</p> <p>Reading and saying;</p> <p>Talking about helping people;</p> <p>Writing</p> | | <p>Lesson 7</p> <p>Ex.1</p> <p>Ex.2</p> <p>Ex.3</p> <p>Ex.4</p> <p>Ex.5</p> <p>Ex.6</p> | <p>Let's Test Our Skills (Lessons 5-7)</p> <p>Time for self-assessment</p> |

Unit of Learning: Unit 2. Family and Friends

Nr of hours 15

| Sub competence | Content | Nr hours | Date | Resources | Evaluation | Notes |
|--|--|----------|------|---|------------|-------|
| 1.2.Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times. 1.8. Using words and simple short sentences, which contain sounds specific to the English language, in simple and familiar communication contexts, following models. 4.3.Reproducing certain stories, poems, songs, simple rhymes, short dialogues which belong to the cultural patrimony of the English-Speaking countries, in simple communication situations and in the framework of the study activities. 1.18. Filling out a certain simple form respecting spelling norms specific to the English language. 3.3.Integrating familiar for students linguistic structures in simple short conversations. 1.9.Using correct grammar structures specific to the English language according to certain models in familiar communication contexts. | New vocabulary (family members) Completing the family tree; Listening to the song <i>The Family Tree</i> Singing the song; Filling in Asking and answering questions; Completing the sentences | | | Lesson 1 Ex.1 Ex.2 Ex.3,4 Ex.5 Ex.6 Ex.7 | | |
| 1.4.Observing grammar structures specific to the English language in simple short sentences. 1.10. Applying linguistic norms while reading aloud. | Making suggestions <i>Shall I...Shall we</i> Reading and responding | | | Lesson 2 Ex.1 | | |

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| <p>3.3.Integrating familiar for students linguistic structures in simple short conversations.</p> <p>1.10. Applying linguistic norms while reading aloud.</p> <p>1.9.Using correct grammar structures specific to the English language according to certain models in familiar communication contexts.</p> <p>1.10. Applying linguistic norms while reading aloud.</p> | <p>Talking about future actions;</p> <p>Reading and thinking of a title;</p> <p>Talking using not going to do;</p> <p>Talking about future actions;</p> <p>Reading the dialogue</p> | | <p>Ex.2</p> <p>Ex.3,4</p> <p>Ex.5</p> <p>Ex.6, 7</p> <p>Ex.8</p> | | |
| <p>1.2.Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times.</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> <p>3.3.Integrating familiar for students linguistic structures in simple short conversations.</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> <p>3.2. Implementing communicative functions and speech acts by using schemes or descriptors of spoken and written interaction.</p> <p>3.3.Integrating familiar for students linguistic structures in simple short conversations.</p> | <p>New vocabulary (Fruits and vegetables);</p> <p>Making lists fruits and vegetables;</p> <p>Talking about fruits and vegetables;</p> <p>Reading aloud;</p> <p>Writing;</p> <p>Making suggestions</p> <p>Solving the riddles;</p> <p>Making suggestions</p> | | <p>Lesson 3</p> <p>Ex.1</p> <p>Ex.2</p> <p>Ex.3</p> <p>Ex.4</p> <p>Ex.5</p> <p>Ex.6,7</p> <p>Ex.8</p> | | |

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| <p>1.2.Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times.</p> | <p>New vocabulary (describing people);</p> | | <p>Lesson 4 Ex.1 Ex. 2 Ex.3 Ex.4 Ex5 Ex.6 Ex.7</p> | <p>Let's test our skills</p> |
| <p>1.10. Applying linguistic norms while reading aloud. 1.9.Using correct grammar structures specific to the English language according to certain models in familiar communication contexts.</p> | <p>Reading aloud; Completing sentences; Listening; Describing; Pair work;</p> | | | |
| <p>1.18. Filling out a certain simple form respecting spelling norms specific to the English language. 3.1. Identifying the global meaning of spoken and written messages related to personal information and familiar objects. 1.9.Using correct grammar structures specific to the English language according to certain models in familiar communication contexts. 3.2. Implementing communicative functions and speech acts by using schemes or descriptors of spoken and written interaction.</p> | <p>Describing appearance; Writing;</p> | | | |
| <p>1.2.Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times. 3.1. Identifying the global meaning of spoken and written messages related to personal information and familiar objects.</p> | <p>New vocabulary (Friends) Asking for permission; Describing friends;</p> | | <p>Lesson 5 Ex.1 Ex.2</p> | <p>Time for self-assessment</p> |

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| <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> <p>1.10. Applying linguistic norms while reading aloud.</p> <p>2.3. Understanding the meaning of simple and familiar social contexts, greeting and leave-taking, confirming and denying information.</p> <p>3.3. Integrating familiar for students linguistic structures in simple short conversations.</p> <p>1.18. Filling out a certain simple form respecting spelling norms specific to the English language.</p> <p>3.1. Identifying the global meaning of spoken and written messages related to personal information and familiar objects</p> | <p>Reading</p> <p>Confirming and denying;</p> <p>Asking and answering the questions;</p> <p>Filling the gaps;</p> <p>Writing;</p> | <p>Ex.3</p> <p>Ex.4</p> <p>Ex.5</p> <p>Ex.6</p> <p>Ex.7</p> | | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times.</p> <p>1.3. Understanding the meaning of words in simple sentences while listening.</p> <p>1.10. Applying linguistic norms while reading aloud.</p> <p>3.1. Identifying the global meaning of spoken and written messages related to personal information and familiar objects</p> | <p>New vocabulary (sickness); You should stay in bed;</p> <p>Listening;</p> <p>Reading aloud;</p> <p>Asking and answering questions;</p> | <p>Lesson 6</p> <p>Ex.1</p> <p>Ex.2</p> <p>Ex.3</p> <p>Ex. 4</p> <p>Ex.5</p> | | |

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| <p>3.3.Integrating familiar for students linguistic structures in simple short conversations.</p> <p>1.18. Filling out a certain simple form respecting spelling norms specific to the English language.</p> <p>1.8. Using words and short sentences, which contain sounds specific to the English language in simple and familiar communication contexts.</p> <p>1.9.Using correct grammar structures specific to the English language according to certain models in familiar communication contexts.</p> | <p>Talking about sick people;</p> <p>Filling in;</p> <p>Matching;</p> <p>Writing;</p> | | <p>Ex.6</p> <p>Ex.7</p> <p>Ex.8, 9</p> | |
| <p>1.2.Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times.</p> <p>1.3.Understanding the meaning of words in simple sentences while listening.</p> <p>4.1. Identifying while listening and reading certain elements specific the cultures of the English Speaking countries(...traditional holidays) in the framework of classroom activities.</p> | <p>New vocabulary (Christmas);</p> <p>Listening;</p> <p>Listening and reading;</p> | | <p>Lesson 7</p> <p>Ex.1</p> <p>Ex.2</p> <p>Do you know that...</p> <p>Ex.3</p> <p>Ex.4</p> <p>Ex.5</p> | <p>Let's Test Our Skills</p> <p>Time for self-assessment</p> |
| <p>1.18. Filling out a certain simple form respecting spelling norms specific to the English language.</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> | <p>Filling in;</p> <p>Reading about Christmas presents;</p> | | | |

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| <p>3.1. Identifying the global meaning of spoken and written messages related to personal information and familiar objects.</p> <p>1.1.4. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models in familiar communication contexts.</p> | Writing a Christmas wish; | | | | Ex.6 | |
| | Finding differences; | | | | Ex.7 | |
| | Making a Christmas card; | | | | Ex.8 | |

Unit of Learning: Unit 3. Sharing Impressions

Nr of hours 18

| Sub competence | Content | Nr hours | Date | Resources | Evaluation | Notes |
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| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times.</p> <p>3.2. Implementing communicative functions and speech acts by using schemes or descriptors of spoken and written interaction.</p> <p>1.3. Understanding the meaning of words in simple sentences while listening.</p> <p>1.10. Applying linguistic norms while reading aloud.</p> <p>3.1. Identifying the global meaning of spoken and written messages related to personal information and familiar objects.</p> | <p>New vocabulary (Sharing impressions);</p> <p>Making up sentences;</p> <p>Listening;</p> <p>Reading and answering the questions;</p> <p>Reading;</p> | | | <p>Lesson 1</p> <p>Ex.1</p> <p>Ex.2</p> <p>Ex.3</p> <p>Ex.4</p> <p>Ex.5</p> | | |

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| <p>3.3.Integrating familiar for students linguistic structures in simple short conversations.</p> <p>1.4.Observing grammar structures specific to the English language in simple short sentences.</p> <p>2.7.Expressing interest, gratitude, affection towards interlocutors.</p> | <p>Talking about <i>Asking for help</i></p> <p>Choosing the right variant;</p> <p>Talking about sharing things;</p> | | <p>Ex.6</p> <p>Ex.7</p> <p>Ex.8</p> | |
| <p>1.2.Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. The words are pronounced slowly, clearly, and repeated several times.</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> <p>1.10. Applying linguistic norms while reading aloud.</p> <p>2.3.Understanding the meaning of simple and familiar social contexts, greeting and leave-taking, confirming and denying information.</p> <p>1.9.Using correct grammar structures specific to the English language according to certain models in familiar communication contexts.</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> <p>3.1.Identifying the global meaning of spoken and written messages related to personal information and familiar objects.</p> <p>3.3.Integrating familiar for students linguistic structures in simple short conversations.</p> | <p>New vocabulary (sports);</p> <p>Making lists;</p> <p>Reading;</p> <p>Agreeing and disagreeing;</p> <p>Completing the sentences;</p> <p>Talking about sports;</p> <p>Solving the riddle;</p> <p>Talking about favourite sports;</p> <p>Writing;</p> | | <p>Lesson 2</p> <p>Ex.1</p> <p>Ex.2</p> <p>Ex.3</p> <p>Ex.4</p> <p>Ex.5</p> <p>Ex.6</p> <p>Ex.7</p> <p>Ex.8</p> | |

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| <p>1.9.Using correct grammar structures specific to the English language according to certain models in familiar communication contexts.</p> | | | Ex.9 | | |
| <p>1.4.Observing grammar structures specific to the English language in simple short sentences.</p> | <p>Degrees of comparison;</p> | | <p>Lesson 3 Ex.1,2</p> | | |
| <p>1.9.Using correct grammar structures specific to the English language according to certain models in familiar communication contexts;</p> | <p>Reading and responding;</p> | | Ex.4, 5 | | |
| <p>3.3.Integrating familiar for students linguistic structures in simple short conversations;</p> | <p>Using superlative degree of comparison to talk about Moldova and the USA;</p> | | <p>Ex.3 Do you know that...</p> | | |
| <p>4.1. Identifying while listening and reading certain elements specific the cultures of the English Speaking countries(...traditional holidays) in the framework of classroom activities.</p> | <p>Talking about Christmas celebrations;</p> | | Ex. 6 | | |
| <p>2.4. Reproducing simple sentences in formulas of addressing, greeting people and other basic formulas of politeness to establish social contact in simple communication situations ;</p> | <p>Writing correct grammar forms; <i>Would</i> to express polite offers, invitations or a wish.</p> | | <p>Ex. 7 Ex. 3.4</p> | | |

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| <p>1.2.Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts.</p> <p>1.3.Understanding the meaning of words in simple sentences while listening.</p> <p>1.1.4. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> <p>4.1. Identifying while listening and reading certain elements specific to the cultures of the English Speaking countries (...traditional holidays) in the framework of classroom</p> | <p>Making polite invitations</p> <p>Accepting and refusing invitations</p> <p>Reading for comprehension;</p> <p>Listening and reading;</p> <p>Speaking about places in the USA</p> | | <p>Lesson 4</p> <p>Ex. 1, 2,</p> <p>Ex. 3, 4</p> <p>Ex. 5</p> <p>Ex. 6</p> | <p>Time for self-assessment</p> |
| <p>1.8. Using words and short sentences, which contain sounds specific to the English language in simple and familiar communication contexts.</p> <p>1.1.4. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> <p>4.1. Identifying while listening and reading certain elements specific to the cultures of the English Speaking countries(... traditional holidays) in the framework of classroom activities</p> <p>1.3.Understanding the meaning of words in simple sentences while listening.</p> | <p>New vocabulary (sights of the USA)</p> <p>Making comparisons</p> <p>Reading for comprehension;</p> | | <p>Lesson 5</p> <p>Ex. 1</p> <p>Ex. 2</p> <p>Ex. 3</p> <p>Ex. 6</p> <p>Ex. 7</p> <p>Ex. 5</p> <p>Ex. 4</p> | |

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| <p>1.2.Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts.</p> <p>1.3.Understanding the meaning of words in simple sentences while listening.</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> <p>4.1. Identifying while listening and reading certain elements specific to the cultures of the English Speaking countries(...traditional holidays) in the framework of classroom activities.</p> | <p>Spring vocabulary</p> <p>Listening and reading;</p> <p>Asking and answering questions</p> <p>Speech act of making suggestions;</p> | | <p>Lesson 6 Ex. 1, 5 Ex. 2, 3, 4 Ex. 6 Ex. 7</p> | <p>Let's Test Our Skills (Lessons 1-5)</p> |
| <p>1.4.Observing grammar structures specific to the English language in simple short sentences.</p> <p>1.9.Using correct grammar structures specific to the English language according to certain models in familiar communication contexts;</p> <p>1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> <p>3.1. Identifying the global meaning of spoken and written messages related to personal information and familiar objects.</p> | <p>Quantifiers (many, few, much, little)</p> <p>Reading and responding;</p> <p>Asking and responding (how much / how many);</p> <p>Activating food vocabulary.</p> | | <p>Lesson 7 Ex. 1, 2, 5, 7 Ex. 3, 4 Ex. 6 Ex. 8</p> | |

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| <p>1.9.Using correct grammar structures specific to the English language according to certain models in familiar communication contexts;</p> <p>2.4. Reproducing simple sentences in formulas of addressing, greeting people and other basic formulas of politeness to establish social contact in simple communication situations ;</p> <p>1.1.4. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> <p>1.3. Understanding the meaning of words in simple sentences while listening.</p> | <p>Personal pronouns;</p> <p>Speech act of making invitations; polite accepting and refusing;</p> <p>Reading for specific information;</p> <p>Listening for a specific purpose</p> | | <p>Lesson 8 Ex. 1, 2</p> <p>Ex. 6, 7, 8</p> <p>Ex. 5</p> <p>Ex. 3, 4</p> | |
| <p>1.9.Using correct grammar structures specific to the English language according to certain models in familiar communication contexts;</p> <p>2.4. Reproducing simple sentences in formulas of addressing, greeting people and other basic formulas of politeness to establish social contact in simple communication situations ;</p> <p>1.8. Using words and short sentences, which contain sounds specific to the English language in simple and familiar communication contexts.</p> | <p>Action verbs (review)</p> <p>Polite formulas used when giving a present and thanking;</p> <p>Vocabulary related to celebrating;</p> <p>Ordering words in a sentence; Writing about a weekend</p> | | <p>Lesson 9 Ex. 2</p> <p>Ex. 1, 3, 4, 5</p> <p>Do You Know that ...</p> <p>Ex. 2 Ex. 6</p> <p>Ex. 7</p> | <p>Let's Test Our Skills</p> <p>Time for self- assessment</p> |

Unit of Learning: Unit 4. The World We Live In

Nr of hours 18

| Sub competence | Content | Nr hours | Date | Resources | Evaluation | Notes |
|---|--|----------|------|--------------------------------------|------------|-------|
| 1.2.Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. | New vocabulary (jobs) Listening for a specific purpose; | | | Lesson 1 Ex. 1, 5 Ex. 2 | | |
| 1.3. Understanding the meaning of words in simple sentences while listening. | Reading and responding; Talking about parents' jobs | | | Ex. 3, 4 Ex. 6, 7 | | |
| 1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading. | Speaking and writing about jobs | | | Ex. 8, 9 | | |
| 3.3. Integrating familiar for students linguistic structures in simple short conversations. | | | | | | |
| 1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts. | New Vocabulary (institutions) | | | Lesson 2 Ex. 2 | | |
| 1.3. Understanding the meaning of words in simple sentences while listening. | Prepositions of place | | | Ex. 1 | | |
| 1.14. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading; | Listening and responding; | | | Ex. 3, 4 | | |
| 1.4. Observing grammar structures specific to the English language in simple short sentences. | Reading and responding; | | | Ex. 3, 4, 6 | | |

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| <p>3.2. Implementing communicative functions and speech acts by using schemes or descriptors of spoken and written interaction.</p> <p>2.4. Reproducing simple sentences in formulas of addressing, greeting people and other basic formulas of politeness to establish social contact in simple communication situations.</p> | <p>Speech act of polite request;</p> <p>Speaking and writing about one's neighbourhood</p> | | <p>Ex. 5</p> <p>Ex. 7, 8</p> | |
| <p>1.2.Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>1.4.Observing grammar structures specific to the English language in simple short sentences;</p> <p>1.1.4. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading;</p> <p>1.3.Understanding the meaning of words in simple sentences while listening</p> | <p>New vocabulary (shopping)</p> <p>Quantifiers</p> <p>Asking and answering questions;</p> <p>Writing (shopping list);</p> <p>Reading and responding;</p> <p>Listening for specific information;</p> | | <p>Lesson 3</p> <p>Ex. 1, 7</p> <p>Ex. 2</p> <p>Ex. 3, 8</p> <p>Ex. 4</p> <p>Ex. 5, 6</p> | |
| <p>1.2.Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>1.3.Understanding the meaning of words in simple sentences while listening.</p> <p>1.1.4. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading;</p> | <p>Geographical names;</p> <p>Listening for specific information;</p> <p>Reading and responding;</p> | | <p>Lesson 4</p> <p>Ex. 1, 2</p> <p>Ex. 3</p> <p>Ex. 4, 7</p> | <p>Let's Test Our Skills (Lessons 1-4)</p> |

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| <p>4.5. Comparing certain elements specific to the cultures of the English speaking countries and to the students' own culture;</p> <p>4.4. Describing certain elements specific to the cultures of the English speaking countries (the country, the capital, traditional holidays) in simple communication situations.</p> | <p>Asking and answering questions</p> | | <p>Ex. 5, 6, 8</p> | | |
| <p>1.3. Understanding the meaning of words in simple sentences while listening.</p> <p>1.1.4. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading;</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models in familiar communication contexts;</p> <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>4.4. Describing certain elements specific to the cultures of the English speaking countries (the country, the capital, traditional holidays) in simple communication situations.</p> | <p>Sights of London</p> <p>Reading and responding;</p> <p>Asking and answering questions;</p> <p>Reading about British famous people;</p> <p>Speaking and writing about a sight in London</p> | | <p>Lesson 5 Ex. 1, 5 Ex. 2, 5</p> <p>Ex. 3, 4 Do You Know that...</p> <p>Ex. 6, 7</p> | <p>Time for self-assessment</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models in familiar communication contexts;</p> <p>1.3. Understanding the meaning of words in simple sentences while listening.</p> <p>1.1.4. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading.</p> | <p>New vocabulary (wild animals);</p> <p>Asking and answering questions;</p> <p>Listening for specific purposes;</p> <p>Reading and responding;</p> | | <p>Lesson 6 Ex. 1, 5, 6, 7, 8 Ex. 2,</p> <p>Ex. 3</p> <p>Ex. 4, 7</p> | | |

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| <p>1.3. Understanding the meaning of words in simple sentences while listening.</p> <p>1.1.4. Understanding the meaning of certain words and simple short sentences which describe people, objects and familiar places while reading;</p> <p>3.3. Integrating familiar for students linguistic structures in simple short conversations.</p> <p>3.1. Identifying the global meaning of spoken and written messages related to personal information and familiar objects.</p> | <p>Activating summer vocabulary; Listening for specific information; Reading and responding; Asking and answering questions; Using discourse markers in writing</p> | | <p>Lesson 7 Ex. 1, 5, 6 Ex. 2 Ex. 3 Ex. 4 Ex. 7, 8</p> | |
| <p>1.2. Distinguishing words which contain sounds and groups of sounds specific to the English language in simple and familiar contexts;</p> <p>1.9. Using correct grammar structures specific to the English language according to certain models in familiar communication contexts;</p> <p>1.10. Applying linguistic norms while reading aloud.</p> | <p>Vocabulary (Summer activities) <i>Would</i> to express polite offers, invitations or a wish; <i>Will</i> to express future actions; Asking and answering questions; Ordering words into sentences</p> | | <p>Lesson 8 Ex. 1, 6 Ex. 3 Ex. 2 Ex. 4</p> | <p>Let's Test Our Skills Time for self- assessment</p> |

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