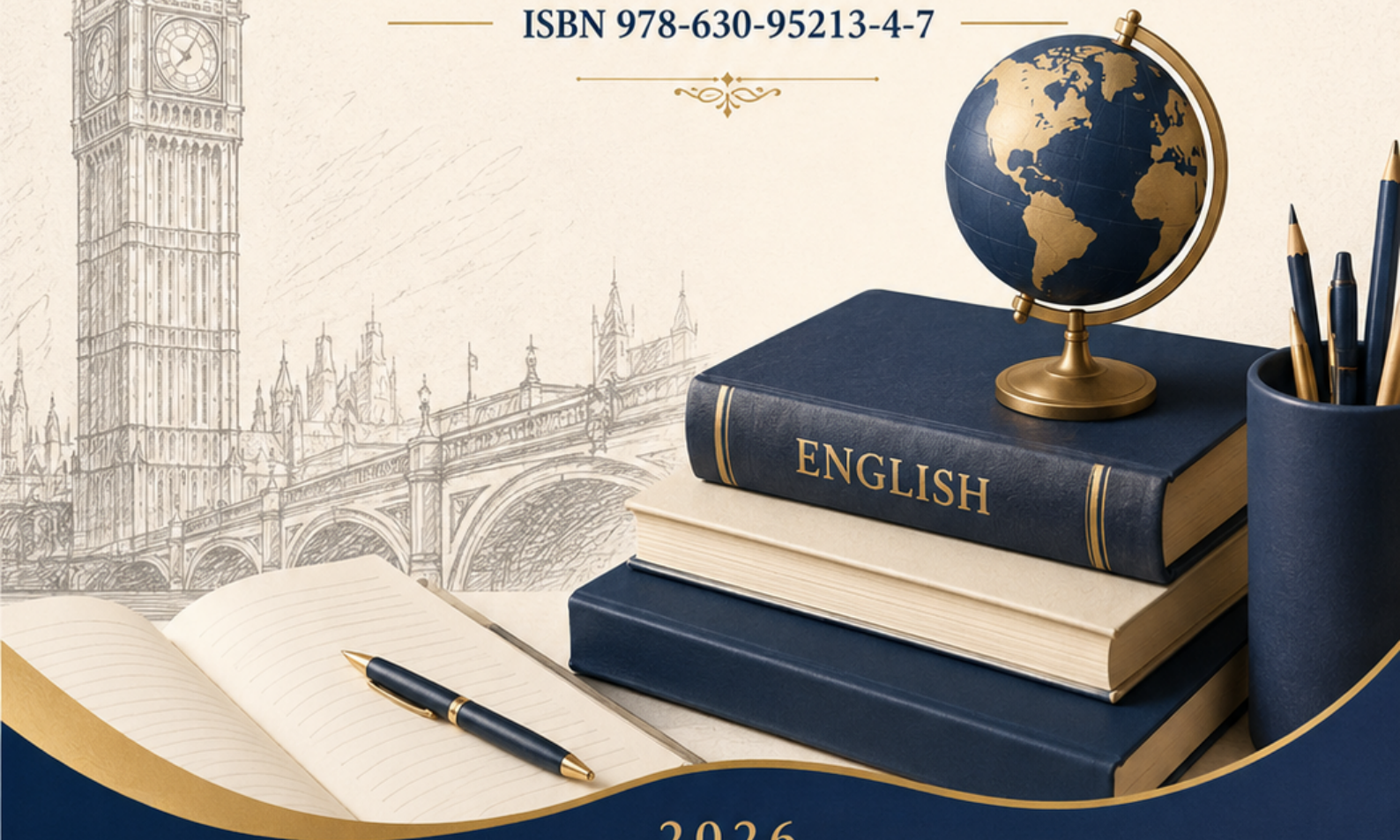
Atelier de limba engleză - resurse create de profesori

ISBN 978-630-95213-4-7



2026

How to teach the verb *CAN* using Canva and Livresq

Teacher Antoche Ana-Maria

Școala Gimnazială C.A Rosetti

Teaching modal verbs in early stages of English language learning can be both engaging and effective when digital tools are integrated into the instructional process. Among these verbs, *can* is particularly important because it expresses ability, permission, and possibility—functions that are essential in everyday communication. Modern educational platforms such as Canva and Livresq provide creative, flexible, and interactive ways to reinforce grammatical structures while maintaining learner motivation. This paper explores pedagogical strategies for teaching the verb *can* through a blended approach that combines visual design (Canva) with interactive digital lessons (Livresq). The aim is to demonstrate how these platforms support multimodal learning, differentiated instruction, and student autonomy.

Theoretical Background

The verb *can* is a modal auxiliary that requires a base verb and does not change form depending on the subject. Beginners often struggle with understanding its syntactic behavior because modal verbs differ from standard conjugation patterns. Research in language acquisition emphasizes that learners internalize modal structures more effectively when input is contextualized and reinforced through meaningful tasks. Digital tools can facilitate this process by providing immersive contexts, scaffolded exercises, and opportunities for repeated exposure.

Multimedia learning theory (Mayer, 2009) suggests that combining visual and verbal information promotes deeper comprehension. In the case of teaching *can*, visual support can help students connect form and meaning by associating real-world actions with modal patterns such as “I can swim,” “She can draw,” or “We can play chess.” Canva’s graphic design capabilities and Livresq’s interactive modules enable educators to operationalize these theoretical principles in practical classroom activities.

Using Canva to Introduce the Verb *CAN*

Canva is a versatile design platform that allows teachers to create visually appealing slides, posters, handouts, and short videos. For teaching the verb *can*, Canva can be used to:

1. **Create Illustrated Grammar Posters**

   The teacher can design a poster with simple illustrations representing different abilities. Each picture can be accompanied by an example sentence such as “He can ride a bike” or “They can cook.” The attractive layout and colors capture students’ attention and provide a clear reference during the lesson.

2. **Develop Flashcards for Vocabulary and Structure Practice**

   Canva’s drag-and-drop interface enables quick creation of flashcards showing actions (jump, sing, dance,

read). Students can then form sentences using *can* by pairing subject pronouns with the action cards. This supports kinesthetic and visual learners.

3. **Produce Short Explanatory Videos**

   The platform's video templates allow teachers to build short clips that explain grammar rules through animated characters or icons. Students benefit from repetition and visual cues that reinforce the structure "Subject + can + verb."

4. **Encourage Learner-Generated Content**

   Students can use Canva to create their own mini-posters describing abilities (e.g., "I can play football"), promoting learner autonomy and personal relevance.

By integrating Canva at the beginning of the lesson, the teacher establishes a visually rich environment that enhances clarity and engagement.

Using Livresq for Interactive Practice

Livresq is an e-learning content creation tool that supports interactive modules, quizzes, branching scenarios, and multimedia lessons. After introducing the structure with Canva materials, Livresq can be used to consolidate learning:

1. **Interactive Exercises**

   Teachers can design drag-and-drop activities in which students match subjects to actions or reorder words to form correct sentences. Immediate feedback helps learners correct errors and internalize modal patterns.

2. **Audio-Integrated Tasks**

   Livresq allows audio embedding, enabling listening comprehension exercises with sentences containing *can*. Learners listen and choose the correct picture, fostering multimodal processing.

3. **Mini-Scenarios and Dialogues**

   The platform's scenario-based lessons can simulate real-life contexts such as asking for permission ("Can I open the window?") or talking about abilities ("Can you swim?"). These activities promote communicative competence.

4. **Assessment and Progress Tracking**

   Livresq provides teachers with tools to evaluate performance through quizzes or short tests. This data can inform further instruction and differentiation.

Integrating Canva and Livresq in a Complete Lesson

A coherent lesson cycle might proceed as follows:

- **Warm-Up:** Display a Canva poster illustrating various abilities. Students describe what the characters *can* do.
- **Presentation:** Use a short Canva video explaining the rule.

- **Guided Practice:** Students form sentences using Canva flashcards.
- **Interactive Application:** Move to Livresq activities where learners match, reorder, and choose correct sentences.
- **Communicative Practice:** Students complete Livresq mini-dialogues.
- **Production:** Students create a personal Canva poster describing their abilities, then upload it into a Livresq assignment.
- **Assessment:** A final Livresq quiz evaluates understanding.

This blended methodology ensures continuity, variety, and consistent reinforcement of the target structure.

Conclusion

The combination of Canva and Livresq provides an effective digital toolkit for teaching the modal verb *can* in a communicative and visually engaging manner. Canva supports clear presentation and creativity, while Livresq offers structured practice and interactivity. Together, they align with modern pedagogical principles that emphasize multimodal learning, learner engagement, and contextualized grammar instruction. As educational environments increasingly embrace digital tools, these platforms empower teachers to design dynamic lessons that improve both comprehension and motivation among learners.

Bibliography

- Larsen-Freeman, D. (2015). *Techniques and Principles in Language Teaching*. Oxford University Press.
- Mayer, R. E. (2009). *Multimedia Learning* (2nd ed.). Cambridge University Press.
- Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. Pearson Education.
- Scrivener, J. (2011). *Learning Teaching* (3rd ed.). Macmillan.
- Canva. (n.d.). *Design Tools for Education*. Retrieved from canva.com
- Livresq. (n.d.). *E-learning Authoring Platform Documentation*. Retrieved from livresq.com

The Pronunciation Component in Teaching English
Perfection versus Intelligibility

Prof. Ciucă-Danciu Ioana-Elena
Şcoala Gimnazială „Cristofor Simionescu" Plopeni, Oraş Salcea, jud. Suceava

Pronunciation is an integral part of language learning. Any learner with a goal for learning English for communicative purposes needs to learn the rhythm and intonation of English. Learning about pronunciation develops learners' abilities to comprehend the spoken language. It also helps learners with the spelling system of English.

Pronunciation can convey grammatical information (rhythm and intonation can perform grammatical functions) and a lack of knowledge in pronunciation can easily affect reading. The first lessons on pronunciation are of great importance; it is the stage where correct pronunciation should be acquired.

A question we need to answer is how good our students' pronunciation ought to be. There are three levels of English pronunciation:

- **Level 1**: People often don't understand what you want to say. You use the wrong sounds in English words.
- **Level 2**: People can understand what you want to say, but they have to concentrate to understand you.
- **Level 3**: People can understand you easily. Your pronunciation is clear and pleasant.

A clear focus on these levels of pronunciation makes us realize that we should be happy if our students can at least make themselves understood.

According to Martin Hewings, it is now generally accepted that the target of a 'native-speaker pronunciation' is unachievable for the vast majority of learners of a second or foreign language even if a native-speaker variety is the target model chosen.

However, for the vast majority of learners, a native-speaker pronunciation is neither necessary nor even desirable. The aim of most is to achieve an easily understandable pronunciation in most situations with most people with both native and non-native English speakers.

The degree to which students acquire 'perfect pronunciation' (Harmer 2004, 184) seems to depend on their attitude to how they speak and how well they hear. Frequently foreign language speakers want to retain their own accent when they speak the foreign language because that is part of their identity. So, for example, an Italian would prefer to be identified as an Italian who speaks English very well rather than simply a non-native speaker of English.

Under the pressure of such cultural considerations it has become customary for language teachers to consider intelligibility as the main goal of pronunciation teaching. This means that the learners should be able to use pronunciation which is good enough for them to be always understood. If their pronunciation is not up to this standard, then there is a serious danger that they will fail to communicate effectively.

Of course, not all pronunciation errors are equally bad. For example, it is not a big problem if you pronounce a few English sounds in a slightly non-native way.

The worst errors are:

- talking too fast because you think it sounds more native
- skipping sounds (e.g. *worl* instead of *world)*
- misplacing the stress (e.g. *DEvelop* instead of *deVElop)*
- using the wrong sounds in a word, especially if the sounds are very different from the correct sounds (e.g. pronouncing *determine* so that it rhymes with *mine* or pronouncing *target* with a *j* sound)
- confusing two different sounds (e.g. pronouncing *slip* and *hit* the same way as *sleep* and *heat*, pronouncing *hope* the same way as *hop)*

When we are deciding on our priorities for pronunciation teaching, it is useful to know in general what kinds of errors are most likely to interfere with communication and what special problems students will have with English pronunciation.

Stressing words and phrases correctly is vital if emphasis is to be given to the important parts of messages and if words are to be understood correctly. Intonation – the ability to vary the pitch and tune of speech – is an important meaning carrier too.

Pronunciation is an important aspect of both speaking and listening. To make sense of what we hear we need to be able to divide the stream of speech up into units (for example, tone units, words and individual sounds) and to interpret what they mean. Very often in the rapid flow of speech, changes occur so that words can differ substantially from their citation (Hewings 2004, Vi) forms. A dictionary gives the pronunciation of a word when it is said in isolation: as if in response to the word being written down and the question asked. 'How is this word pronounced?' This is often referred to as its citation form.

In its citation form, the word *ten* is pronounced */ten/* but in *It's ten past,* influenced by the following */ p /* sound, it will be pronounced closer to / *tem /.*

When certain sounds come into contact at word boundaries, one or both of the sounds may change. Second, sounds may be missed out. The citation form of looked is pronounced */lukt/* but in *It looked bad*, the / *t* / sound may be omitted completely, simplifying the consonant cluster / - *ktb* - / and pronounced closer to / *it luk baed* /.

We may also find weak forms (/ ən / for *and*, / fə / for *for*), contracted forms (*mustn't* for *must not)*.

It is important to work on these features of pronunciation in order to help students decode rapid speech and develop their listening skills. It is probably more important for less advanced students to recognize and understand such features than to produce them in their own speech, while more advanced students could be encouraged to include them as part of their pronunciation in order to become more fluent.

It is often thought that learners need to be able to discriminate between features of pronunciation before they can produce them in their own speech; for example, that they have to be able to hear a difference between / f /and / v / before they can say correctly the words fan and van .

This connection is not always found, and it sometimes happens that learners are able to produce a difference without being able to hear it, and vice versa .

Consider the following example sentences: (Gilbert 2005, 136)

Example:

a. Mary said, "Is that Mister Fogg?"

b. Mary said, "Is that mist or fog?"

Question: What was Mary talking about?

In sentence (a), Mary is asking about a person.

In sentence (b), she is asking about something different, the weather. In terms completely of pronunciation, however, the only difference between the two utterances is a melodic one. The pitch pattern of each sentence distinguishes it from the other and makes the meaning clear for the listener.

In English, changes in pitch help listeners follow the speaker's meaning because these melodic signals provide cohesion and contrast. Not only do they tell listeners what is new information, but they also tell listeners how ideas relate to each other. They help listeners to understand how the speaker intends to make connections with what came before (orientation) and what will follow in the conversation (prediction).

However, it is an useful assumption to make that for most learners, for most of the time, an ability to hear features of pronunciation will be at least an useful starting point for developing their ability to produce them in their own speech.

Pronunciation is usually the biggest obstacle to overcome by our students when they try to achieve fluency in English. They may have strong knowledge of grammar and vocabulary, but if they mispronounce the words, they fail to communicate effectively and be understood by others. So, good pronunciation would be the main goal in our teaching.

Bibliography:

1. BRAZIL, David, *The communicative value of intonation in English*, Cambridge University Press, 1997
2. BYRNE, Donn, *Teaching Oral English*, Longman, 1986

3. HARMER, Jeremy, *English Language Teaching,* Longman, 2004
4. HEWINGS, Martin, *Pronunciation Practice Activities*, Cambridge University Press, 2004
5. SCRIVENER, Jim, *Learning Teaching, A Guidebook for English Teachers,* Macmillan Heinemann, 1994

Lexis and Language Teaching

Autor: prof. Ana Cristina Trăistaru,

Liceul Tehnologic "Constantin Cantacuzino" Băicoi, Prahova

One essential part in teaching a foreign language is defined by vocabulary – lexis. Scrivener says that "Lexis is a powerful carrier of meaning. Beginners often manage to communicate in English by using the accumulative effect of individual words', while 'A learner, recognizing the communicative power of lexis, might reasonably aim to acquire a working knowledge of a large number of words". In order for our student to become autonomous learners we, teachers should make them aware of the importance that lexis has when it comes to learning a new language. One way of doing this is by advising them to use English-English dictionaries, which will help them develop their vocabulary.

Although, in the past, teaching vocabulary did not have a very important role, this changed over the years. It could be said that nowadays specialists affirm that vocabulary is actually fundamental for the learners, providing them the basis for their new language acquisition. The lack of importance in learning vocabulary can be related to the teaching approaches, these having a major impact when it comes to learning a new language. The twentieth century offered us some of the following approaches: the well-known grammar-translation approach that had its pluses and minuses and that put greater accent on grammar than on vocabulary, direct approach which tried to make us understand that vocabulary is as important as grammar; reading approach that made the acquisition of vocabulary to be more important than grammar but did not help in oral communication; audiolingualism that put again vocabulary in the shadow; oral situation approach which had almost the same pluses and minuses as audiolingualism; cognitive approach that offered vocabulary an immense role mostly in the intermediate and advanced levels; affective humanistic approach that considered lexis and lexical translation to be more important than context; comprehension based approach that tried to put grammar and vocabulary on the same level, but unfortunately grammar was still seen as more important; and communicative approach that put vocabulary on the second place, seen as a support for the language use.

In the last decades the position of vocabulary seemed to have changed, nowadays we try to find new methods and strategies that can help us teach and our students learn the vocabulary. One indirect way of helping students learn new vocabulary is by making them read, through reading they will acquire new vocabulary that they can use further in their writings but also to communicate more effectively. Another way to do this is through class discussions, this has a major role when it comes to develop students' lexis and also their ability to communicate freely.

Some direct ways to make students learn new words is by making them use dictionaries, or by analysing the new words to find their meaning. More importantly do not forget that teachers first have to present the new vocabulary and then conduct students into practicing it in new situations.

First of all, teachers should help students when teaching new vocabulary from a reading activity, by presenting them the new words before they start reading the text. Of course, teachers should prepare the text according to the student's level and also read the text to discover and predict which words might create problems in understanding it. After this the new words should be discussed and defined. These new words must be discussed not only about what it means but also its meaning, this also helps the teachers to make sure that students understand their meaning and they can use it in other contexts. Only now students can read the text properly.

Also, it is important for teachers not to forget the fact that after students come across new words and they discover their meaning, this does not mean that if they do not get more exposure to the new learnt vocabulary they will not forget it. So, the teacher's job is to make students use the new words in different contexts so they memorize it.

Another way of learning new vocabulary happens incidentally when students read a text and they come across words which they do not know, and so the teacher helps them but not by giving them the definition of the word but by making students discover the meaning considering the rest of the text. So, they first predict the meaning and then the teacher, through discussion, gives more explanations so that students fully understand the new vocabulary.

Harmer, Scrivener, Nunan, Penny Ur and others present in their works a lot of examples on how we can teach vocabulary to students. Of course, teachers should come up with their own exercises based on their student's level and interests. Also, teachers should take into consideration the curricula.

Bibliography:

- Harmer, J. (1991) *The Practice of Language Teaching*. 3rd ed. UK: Longman Publishers.
- Nunan, D. (1991) *Language Teaching Methodology. A textbook for Teachers*. New York: Prentice Hall.
- Penny, U. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Scrivener, J. (2005). *Learning Teaching. A Guidebook for English Language Teachers.* Oxford: Macmillan Publishers Limited.

Webography:

- http://www.academia.edu/7122048/VOCABULARY_TEACHING_IN_ENGLISH_LANGUAGE_1

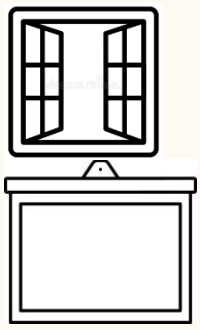
Test paper 3rd grade

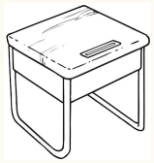
Teacher: Nemeț Jennifer Alexandra
Liceul Teoretic Pâncota

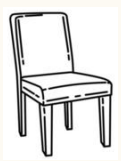
Name:
Date:

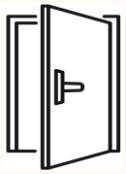
1. Read, colour and match.

- ☐☐a grey blackboard
- ☐☐a green pencil
- ☐☐a brown desk
- ☐☐a pink pencil case
- ☐☐a blue window
- ☐☐a white eraser
- ☐☐a purple sharpener
- ☐☐a red ruler
- ☐☐an orange chair
- ☐☐a black pen
- ☐☐a yellow door


1


2

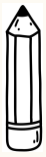

3


4 5


6


7


8


9


10 11

2.Put „ A" or„ AN":

….yoyo 
…..ant 
…...eye 
……eagle 

.....umbrella 
……parrot 
….. monkey 
…….chalk 

3.Fill in with „ this" , „these", „ that" , „those": (near ⇨ far ↘)

⇨ **…….book**
↘ **…….strawberries**
⇨ **…….pen**
↘ **…….monkey**
↘ **…….fly**
⇨ **…….photos**

4.Make the plural of the following words:

book=
bus=
potato=
chief=
berry=

monkey=
half=
radio=
match=
truck=

5.Write the following sentences into negative and interrogative: (for negative any form is correct)

a. I am a student.
……..

……..

b.She is a girl.
……..

……...

c.Sally and Ben are friends.
……..

……..

d.The cat is dirty.
……..

……..

6.Read the text and answer the questions:

Sally and Ben are in the classroom.They are in the third grade.Sally' s pen is on the desk while Ben' s books are in his schoolbag.

Look!Over there!There is a book on the teacher' s desk. It' s blue and it is small.

Questions:

a.Where are Sally and Ben?.....

b.What' s on Sally s desk? .....

c.What colour is the teacher' s book? .....

d.What class are the students in? .....

e.Where are Ben' s books? .....

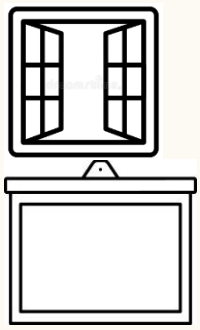
	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
FB	11 răspunsuri corecte	8 răspunsuri corecte	6 răspunsuri corecte	10 răspunsuri corecte	8 propoziții corecte	5 răspunsuri corecte
B	7-10 răspunsuri corecte	5 răspunsuri corecte	4 răspunsuri corecte	7-9 răspunsuri corecte	5-6 propoziții corecte	3-4 răspunsuri corecte

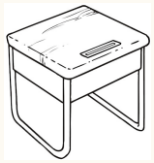
S	1-6 răspunsuri corecte	1-2 răspunsuri corecte	1-3 răspunsuri corecte	3-6 răspunsuri corecte	1-4 propoziții corecte	1-2 răspunsuri corecte
I	niciun răspuns corect	niciun răspuns corect	niciun răspuns corect	niciun răspuns corect	nicio propoziție corectă	niciun răspuns corect

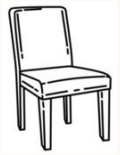
Barem de corectare:

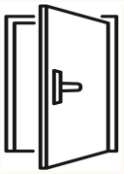
1. Read, colour and match.

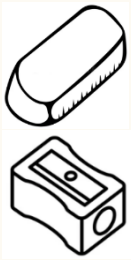
□□a grey blackboard 5 gri
□□a green pencil 9 verde
□□a brown desk 2 maro
□□a pink pencil case 10 roz
□□a blue window 1albastră
□□a white eraser 6 albă
□□a purple sharpener 11 mov
□□a red ruler 7 roșu
□□an orange chair 3 portocaliu
□□a black pen 8 negru
□□a yellow door 4 galbenă


1


2

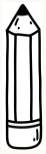

3


4 5


6


7


8


9 10


11

2. A /AN

…a.yoyo …**an**..ant …**an**...eye …**an**…eagle
..**an** ...umbrella …**a**…parrot …**a**.. monkey …**a**….chalk

3.„ this" , „these", „ that" , „those": (nea⇨ far ↘)

⇨ **this** book
↘ **those** strawberries
⇨ **this** pen
↘ **that** monkey
↘ **that** fly
⇨ **these** photos

4.

book= book**s** monkey=monkey**s**
bus= bus**es** half=halv**es**
potato= potato**es** radio=radio**s**

chief= chief**s**
berry= berr**ies**

match=match**es**
truck=truck**s**

5. a. I am a student.
I am not / 'm not a student
Am I a student?

b.She is a girl.
She is not /isn' t a girl
Is she a girl?

c.Sally and Ben are friends.
Sally and Ben are not/aren' t friends
Are Sally and Ben friends?

d.The cat is dirty.
The cat is not/isn' t dirty.
Is the cat dirty?

6. Answers:
a. Sally and Ben are in the classroom.

b. On Sally' s desk there is a pen/There is a pen on Sally 's desk.

c. The teacher 's book is blue.

d. The students are in the third grade/They are in the third grade.

e. Ben' s books are

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
FB	11 răspunsuri corecte	8 răspunsuri corecte	6 răspunsuri corecte	10 răspunsuri corecte	8 propoziții corecte	5 răspunsuri corecte
B	7-10 răspunsuri corecte	5 răspunsuri corecte	4 răspunsuri corecte	7-9 răspunsuri corecte	5-6 propoziții corecte	3-4 răspunsuri corecte
S	1-6 răspunsuri corecte	1-2 răspunsuri corecte	1-3 răspunsuri corecte	3-6 răspunsuri corecte	1-4 propoziții corecte	1-2 răspunsuri corecte
I	niciun răspuns corect	niciun răspuns corect	niciun răspuns corect	niciun răspuns corect	nicio propoziție corectă	niciun răspuns corect

Reading Comprehension Worksheet (B1)
Text: The Adventures of Tom Sawyer – Fence Painting Scene

Prof. GEAMIL SENA GHIONUL
LICEUL TEHNOLOGIC INDEPENDENTA

*Excerpt from *The Adventures of Tom Sawyer* (1876) by Mark Twain – Public Domain Tom appeared on the sidewalk with a bucket of whitewash and a long-handled brush. He surveyed the fence, and all gladness left him. Thirty yards of board fence nine feet high. Life seemed hollow, and existence but a burden. He dipped his brush and passed it along the topmost plank. A deep sigh escaped him. He worked and worked, but it seemed as if the fence had grown instead of shrinking. Soon, Ben Rogers came by, eating an apple and making fun of Tom for working on a Saturday. Tom pretended to enjoy the job, acting as though whitewashing was a rare privilege. Ben grew interested and finally begged Tom to let him try. Tom hesitated, then agreed—but only after Ben gave him the apple in exchange. As the morning passed, other boys came along, and each traded small treasures for a chance to paint the fence. By the time Tom rested, the fence was beautifully white, and Tom had collected a pile of toys and treats.*

Comprehension Questions:
1. Why was not Tom happy when he looked at the fence?
2. How did Ben Rogers react when he initially saw Tom?
3. What did Tom do to make the other boys want to paint the fence?
4. What did Tom get for letting Ben paint?
5. How did Tom's plan end?

Vocabulary Tasks:
A. Match the words 1-4 to their meanings a-d:
1. privilege
2. sighed
3. treasures
4. shrink

a. to become smaller
b. valuable or cherished objects
c. a special right or advantage granted to a person
d. a long, deep breath, like relief

B. Use these words bellow in your own sentences:
- burden
- exchange
- beg
- threat

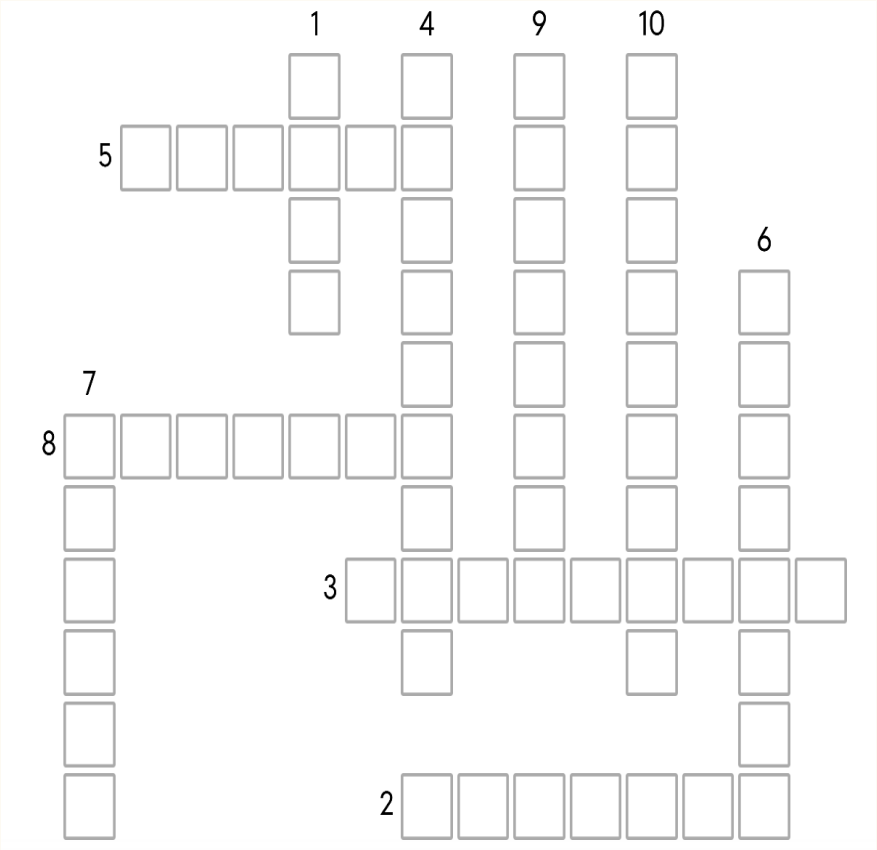
Follow-Up Writing Activity:
Describe a time when you had to do a difficult task. Explain how you felt and if someone helped you. Write approx. 60 words.

Sources / Bibliography
Twain, Mark. *The Adventures of Tom Sawyer*. 1876. Public Domain text retrieved from Project Gutenberg.

Activitate pe limba engleză: CROSSWORD

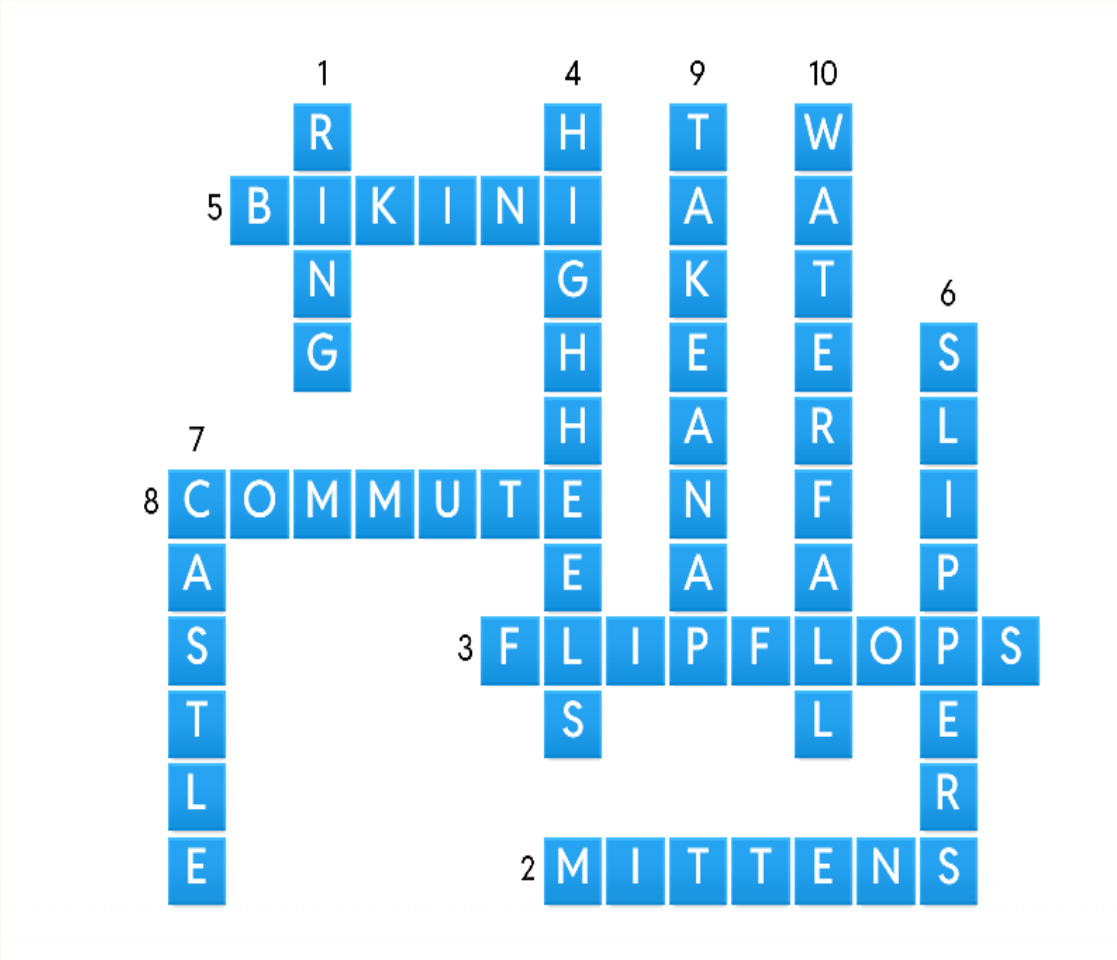
Prof. Akacsos Katinka

1. Fill in the cubes with the answers, across and down:



1. It is a small round piece of jewellery you wear on your finger.
2. A pair of gloves to keep your hands warm, with one part for the thumb and another for the other fingers.
3. Light shoes you wear in summer, they have a strap between your toes.
4. Girls wear them, when they go to a wedding. They make them look taller.
5. It is a small swimsuit for women with two pieces.
6. They are soft shoes you wear inside the house.
7. It is a big, old building where kings and queens used to live.
8. It means traveling from your home to work or school and back.
9. It means sleeping for a short time during the day.
10. It falls from a high place, like a cliff or rocks.

BAREM DE CORECTARE:



USING LITERATURE IN THE EFL CLASS

"Literature is one of the most interesting and significant expression of humanity."

(P.T. Barnum)

Prof. Ionuț Olivia

Școala Gimnazială Nr. 1 Oțelu Roșu

The transformations that the learning process has undergone, especially in recent decades, have raised the issue of developing and then using new teaching and learning methods, replacing traditional teaching methods with new methods, called critical thinking methods, based on the principles of active learning. By applying these methods, the student is in a position to discover the information himself, because the information thus discovered is more easily retained for a longer period of time. In Romanian education, it has become a necessity to promote modern training methods that have the capacity to stimulate the active and full, physical and mental, individual and collective participation of pupils in the learning process. Students must be taught to think critically, creatively, constructively, effectively.

Using literature in the EFL class aims at developing the potential of our students in a holistic, balanced and integrated way, including intellectual, emotional and spiritual aspects, in order to create a harmonious and balanced human being with high social standards. Elaine Showalter in *Teaching Literature* underlines this idea that in the past teaching literature was a way of making people better human beings and better citizens and since 1820 its purpose has been to moralize, to civilize and to humanize. (Showalter, 2003)

Reading texts provide good models for improving writing skills, because students need models of what we encourage them to do. Moreover, reading texts provide opportunities to study language: vocabulary, grammar, punctuation and the way structures, paragraphs and texts are constructed. What is more, good reading texts can introduce students to interesting topics, can stimulate discussion and can help teachers create fascinating lessons. (Harmer, 2001)

A few reasons that should encourage us to use literary texts during the EFL classes are:

- they are an inexhaustible source of vocabulary enrichment
- they facilitate new vocabulary learning because words are used in context
- they are suitable for students with different learning styles and address different types of intelligence
- they can be used for consolidation but also for expanding the activities in the textbook, thus making the lesson more attractive
- they are most suitable in the process of developing students' creativity, critical thinking and self-confidence
- they help create a pleasant learning atmosphere
- they can be used in developing English skills
- they can help in cultivating the taste for reading (which nowadays is shadowed by technology)

Using literature in English classes provide teachers with unique opportunities for educational and linguistic development. It engages students intellectually, emotionally and linguistically and it can provide a basis for a motivating variety of classroom activities- for this to happen we must pay attention to our selection of texts because these should address the students' interests.

Researchers who argue in favor of reading in the writing classroom claim that reading inspires students, introducing them to great ideas and improving their ability to think critically and analytically. Moreover, reading centers class discussion, giving students something to talk about beyond their own personal experiences. Reading also gives students something to write about, as students often lack the experience to come up with sophisticated subjects for their writings; texts provide these ideas. Finally, reading illustrates models of truly excellent writing, thereby offering students instruction in organization, syntax, and language.

Integrating literature in our English classes will enhance students' language proficiency because "literature provides instances of language structures in use, which can form the basis for instruction and practice in the language skills, especially reading comprehension accompanied by a varying amount of grammatical analysis and explanation" (Brumfit & Carter, 1996: 178-179) and will hopefully generate the aesthetic part of the language that will be reflected in the students' personal responses to literary texts i.e. their linguistic products that will be presented in the Creative Writing section of this paper.

Through literary texts the students are offered an opportunity to learn about people, culture, ethics, behavior and other social norms. Sandra McKay in *Literature and Language Teaching* highlights the idea that literature offers several benefits to EFL classes. It can be useful in developing linguistic knowledge, both on a usage level and a use level. Secondly, to the extent that students enjoy reading literature, it may increase their motivation to interact with the text, and thus ultimately increase their reading proficiency. Finally, an examination of a foreign culture through literature may increase their understanding of that culture and perhaps spur their own imaginative writing. (Brumfit & Carter, 1996)

As reading is one of the best strategies to enlarge one's vocabulary knowledge and because it improves communicative competences, it is our role as language teachers to arouse students' interest in extracting meaning from the discourse they read. In order to achieve this we should give learners a purpose for reading "A reader who is genuinely involved with a text which is relevant to them will be one who is willing to work at reading. A further point to bear in mind here is that a reader who is involved with the text is likely to gain most benefit from exposure to the language of literature. In this way the literary text can be a vital support and stimulus for language development." (Carter & Long, 1991:6) When students have a purpose for reading, they find that this purpose not only directs their reading towards a goal, but also helps them to focus their attention.

Bibliography:

1. Brumfit, C. and Carter, R.,1996, *Literature and language Teaching*, Oxford University Press, Oxford

2. Carter, R. and Long, M.N., 1991, *Teaching Literature*, Longman, New York
3. Harmer, J., 2001, *The Practice of English Language Teaching*, Pearson Education, Harlow
4. Showalter, E., 2003, *Teaching Literature*, Blackwell Publishing, Oxford UK

TEST PAPER

X th GRADE

Profesor Apostol Elena Mădălina

Liceul Teoretic Carmen Sylva

Localitatea Eforie Sud, Județul Constanța

I. Read the text below and decide which variant A, B, C or D best fits each space. Circle the respective letter in the grid: 10 p.

Example : 0 A is **B are** C be D were

From the moment we **0) B** born, we start learning about the world **1)**……us. We learn a great deal of things over a very **2)**……period of time, and this forms the foundation **3)**……..all our future learning. **4)**……to the age of six, we are extremely sensitive and we develop the important skills that will prepare us for **5)**……. life. Therefore, it is very important to have a good preschool programme **6)**……helps us to develop hand-eye co-ordination and problem-solving abilities, as well as exposing us to a **7)**……variety of stimuli and materials. Maria Montessori developed **8)**……a programme, which helps children to **9)**……their intelligence and independence. The Montessori Method, as it is **10)**……, combines practical activities, which stimulate the senses of touch and smell, with mathematical and language development activities.

1. A against	B among	C around	D along
2. A short	B small	C little	D tiny
3 A of	B to	C with	D on
4 A Above	B Over	C Near	D Up
5 A after	B next	C later	D older
6 A what	B when	C which	D who
7 A broad	B far	C rich	D wide
8 A so	B such	C quite	D many
9 A expand	B increase	C develop	D improve
10 A known	B called	C titled	D branded

II. Find the unnecessary word for each sentence: 5 p.

1. Both of New York and Glasgow are cold in the winter**.**
2. He went to the town where he was born there.
3. What you do for a living it can affect your health.
4. People in desert regions are often being short of water.

5. My family got used to go to the same holiday destination every year.

6. Jane is being seeing the dentist this afternoon.

7. Sam and I am hardly ever argue – we are good friends.

8. For as such a good cook, he doesn't make very good desserts.

9. The train to Reading is faster than by the bus.

10. I told Mark he could join with us on our trip this weekend.

III. Rephrase the following sentences starting with the given word(s). 10 p.

1. This will be their first performance in Italy.

This will be the first time……...

2. 'Did you remember to bring your homework?' the teacher asked the class.

The teacher asked the class ……

3. She stayed in the hotel the whole night and so did her sister.

She didn't ……...

4. It was so cold that summer that we couldn't go to the beach.

It …….

5. As we grow older, we become more understanding.

The ……

6. He doesn't know the truth; that's why he is acting like that.

If ……...

7. Perhaps they had to wait for the others.

They ……..

8. She broke her leg so she couldn't go skiing.

If ……

9. The sea is slowly eroding the beach in this area.

The beach ……..

10. We'd prefer you not to wear jeans and trainers when you come to the office.

We'd rather…….

IV. Fill in the correct word derived from the word in bold: **10 p.**

1. I'm very ……; can I have a glass of water, please?	**THIRST**
2. The art of Feng Shui is ……new in my country.	**RELATE**
3. He didn't even thank you for all that you did for him. How ……!	**GRATEFUL**
4. I have a very …… relationship with my grandmother.	**LOVE**
5. David Jenkins'…… book has already become a best seller.	**LATE**
6. The decision will …… benefit both companies.	**HOPE**
7. Being very ……, he graduated with top honours at a very young age.	**AMBITION**
8. His musical …… became apparent when he was quite young.	**ABLE**
9. I can't understand it; his behaviour is completely …….	**LOGICAL**
10. The staff in the …… department are all very conscientious.	**EDITOR**

V. Put the verbs in brackets in the right tense: **10 p.**

I (1)…….. (buy) a new alarm clock the other day in Taylor's the jewellers, when I actually (2)…… (see) somebody shoplifting. I'd just finished paying for my clock and as I (3)…….. (turn) around, an elderly woman (4)…… (slowly put) a silver plate into a bag that she (5)……(carry). Then she (6)…… (walk) over to another part of the shop and, when she (7)……(think) that nobody (8)……(look), she (9)……. (put) an expensive-looking watch into the bag and (10)…… (go) outside.

VI. Write a 250 descriptive essay about the person you admire most. **45 p.**

10 p. given

OLD/TRADITIONAL VERSUS NEW/MODERN METHODS

PROF. SUCIU SILVIANA, ȘCOALA GIMNAZIALĂ NR. 1 BUTANI

1. THE 'TRADITIONAL' CLASSROOM

English teaching methodology suffered a lot of changes throughout the years as it constantly tries to meet the learners' needs. However, many teachers agree that there is no perfect way to teach English, as many factors must be taken into account (cultural background, the purpose of learning, the teaching context, etc.)

The 'traditional' classroom was a place where students 'received systematic instruction in the grammar, vocabulary and pronunciation of the language, and were provided with opportunities for practising the new features of the language as these were introduced'. (Nunan, 1991: 143) The traditional methodology focused on the best ways *to present* the target language. Ronald V. White (1988) mentions that traditional methodology does not have a communicative purpose. This approach to teaching conceives 'language [as] a body of esteemed information to be learned, with an emphasis on intellectual rigor' (White, 1988: 8). It concentrates on the knowledge of grammar and vocabulary, not on using them.

Scrivener (2011) adds that traditional teaching is characterized by the teacher spending a lot of time trying to explain things, 'transmitting knowledge to the class, with occasional questions to or from the learners. After these explanations, the students will often do some practice exercises to test whether they have understood what they have been told' (Scrivener, 2011: 14). In the traditional classroom, students sit in orderly rows, and the teacher's desk is placed in front of them. (fig. 7)

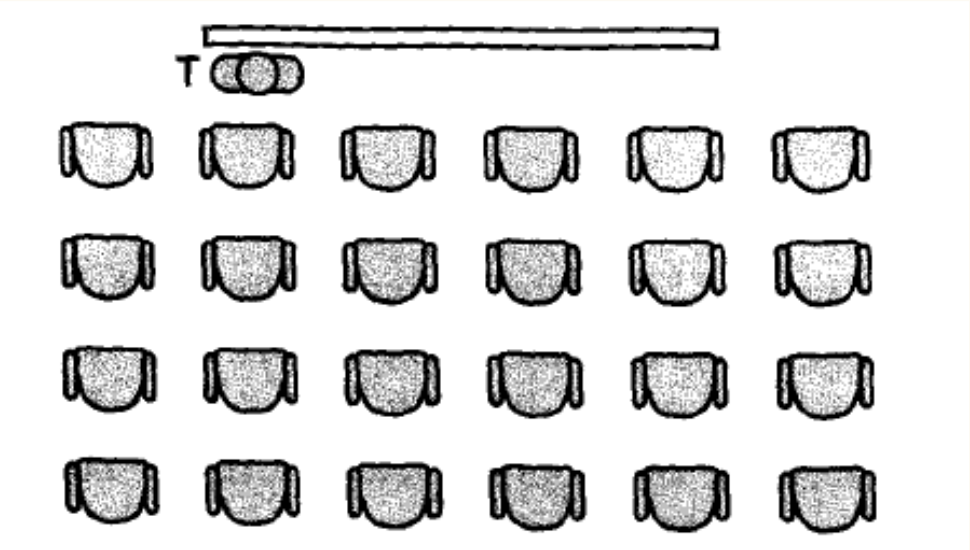


Fig. 1. Orderly rows

In the traditional classroom, the teacher is the most active person and does most of the talking. The students are passively learning, listening and perhaps taking notes. This 'transmission teaching' (Harmer, 2007: 108) denies students access to their own experiential learning, cuts down opportunities for them to speak and leads to lack of variety. Scrivener (2011) talks about the process of traditional teaching as 'jug and mug- the knowledge being poured from one receptacle into an empty one' (Scrivener, 2011: 15). It is

assumed that the teacher is 'the knower' (Scrivener, 2011: 15), and passing over knowledge to students by demonstrating or explaining.

Harmer (2007) gives some examples of popular methods used by 'traditional teachers':

- Grammar-translation method which is exactly its name says: the students are given explanations of individual points of grammar, followed by example-sentences which they have to translate into their first language and vice-versa. 'Knowledge of the rule is regarded as being more important than the application' (White, 1988: 8). There is no focus on pronunciation or oral work, since the written language is being taught.
- The Direct Method appeared as a reaction to the grammar-translation method. It is based on relating the grammar forms to pictures and objects and it does not allow using learners' first language in class, only the target language.
- The Audiolingual Method uses the 'stimulus-response-reinforcement model' (Harmer, 2007: 64). This method is focused on drills, and it remains at a sentence level, therefore it does not place language in a real-life context. Its purpose is 'habit formation through constant repetition of correct utterances, encouraged and supported by positive reinforcement' (Harmer, 2007: 64).
- Presentation, Practice, Production (PPP) is a variation of audiolingual method. This method appeared as a need to place the language in a clear context. 'In this procedure, the teacher introduces a situation which contextualizes the language to be taught' (Harmer, 2007: 64). The language is being presented and then the students accurately practice the new language through choral repetition, individual repetition, or through cue-response drill.
- Suggestopaedia was developed by Georgi Lozanov and it is concerned with students' physical environment. This method relies on the idea that the relationship teacher-student is similar to that of parent-child, 'infantilisation' as Lozanov calls it (see Harmer, 2007: 68). Traumatic topics are avoided and music is played in the background.
- Total Physical Response (TPR) focuses on students being able to respond to commands correctly. When they can perform the actions, one student starts giving command to other classmates.
- The Silent Way involves the teacher pointing at different sounds on a phonemic chart, modelling them before indicating that students should say the sounds. 'The teacher is then silent, indicating only by gesture or action when individual students should speak (they keep trying to work out whether they are saying the sound correctly' (Harmer, 2007: 68).

However, traditional methodology may also have its positive aspects. As Penny Ur mentions in one of her webinars, '20 Tips on Vocabulary Teaching' (Cambridge University/ May 26, 2021), teachers should not feel guilty about using a little bit of translation as a back-up. Translation is effective and it takes little time, because sometimes pictures or synonyms and explanations are ambiguous.

2. THE 'MODERN' CLASSROOM

In the 'modern' classroom, the teacher acts as a facilitator by providing opportunities for learning and creating context. The teacher *facilitates* learning. Harmer (2007) defines the term as 'a kind of teacher […] who is democratic rather than autocratic, and one who fosters learner autonomy through the use of groupwork and pairwork and by acting as more of a resource than a transmitter of knowledge' (Harmer,

2007: 108). In the author's opinion, the term encapsulates different teacher's roles: controller (the teacher is in charge of the class and of the activity, gives explanations, makes announcements, brings a class in order), prompter (helping students in a discrete way, for example in a role-play activity), participant (to liven things up from the inside), resource (offer students information) and tutor (give the learners to feel supported and helped, especially in groupwork).

The role the teacher decides to take depends on the activities and on the students. The 'modern' teacher should be able to switch roles as situation demands.

Both Harmer (2007) and Scrivener (2011) insist upon the idea of building rapport with the students. Harmer (2007) mentions that successful rapport 'derives from the students' perception of the teacher as a good leader and a successful professional' (Harmer, 2007: 113). The theorist adds that well-prepared and well-organized teachers give students confidence and the feeling that they are 'in good hands' (Harmer, 2007: 113). According to Harmer (2007), good interaction with students relies on four features: recognising students (students want teachers to know their names and understand them), listening to students (teachers should be available to listen to students' problems), respecting students (treating them respectfully), being even-handed (treating all students equally).

Scrivener (2011) insists upon three characteristics a teacher must have, that are the foundation of a strong rapport between teachers and students: respect, empathy and authenticity. Respect is not being judgemental of another person, empathy means being able to see things from the other person's point of view and authenticity is just being oneself. In order to improve rapport 'we do not need to learn new techniques; we need to look closely at what we really want for our students, how we really feel about them. It is our attitude and intentions rather than our methodology, that we may need to work on.' (Scrivener, 2011: 17).

The seating in a 'modern' classroom is different than the one in the traditional classroom. Two ways of seating could be *circle* and *horseshoe* (fig. 8).

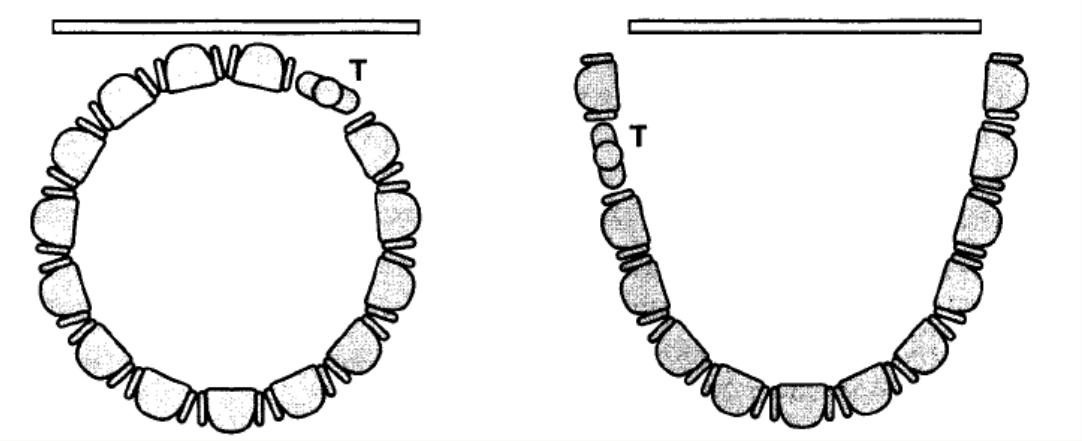


Fig. 2. Ways of seating students- Circle and Horseshoe

A classroom that has these two systems of seating expresses intimacy and the fact that students are free to share feelings and information.

Another way of seating suggested by Harmer (2007) is *separate tables* which has as a big advantage the groupwork arrangement. (fig. 9)

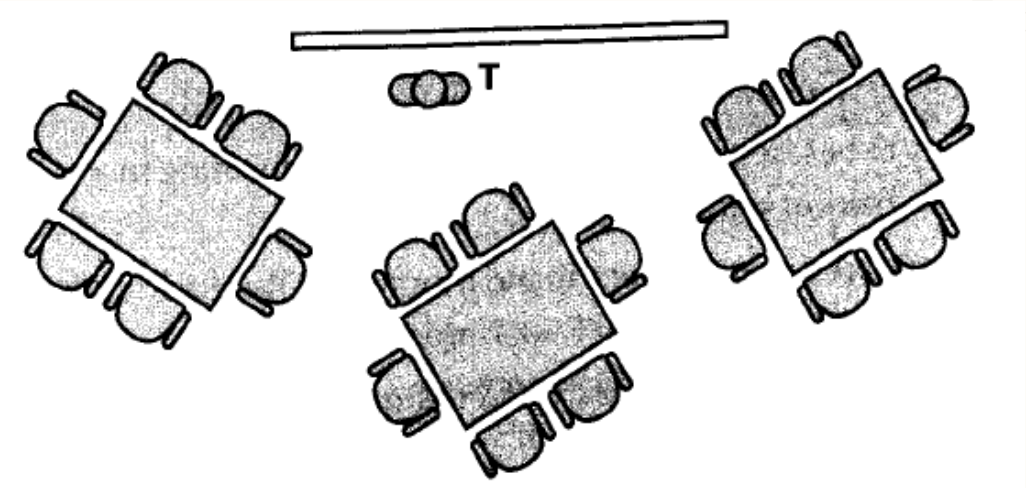


Fig. 3. Way of seating students- Separate tables

Scrivener (2011) suggests a list of seating possibilities. (fig. 10)

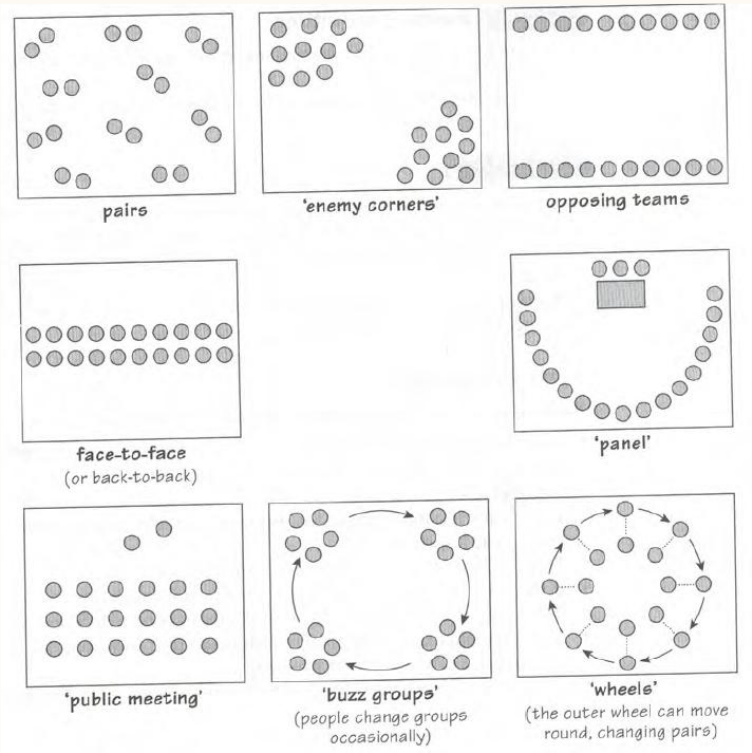


Figure 4. Other seating possibilities

Modern methods are student-centred. In the 'modern' English class, the teacher does not explain anymore, the teacher encourages and helps students to explore, try out. Instead of memorizing rules and isolated vocabulary, modern methodology prefers to focus on contextualized language and develop skills.

There are four skills in teaching English: receptive skills (reading and listening) and productive skills (speaking and writing).

Regarding receptive skills, Scrivener (2011) mentions that teachers need to show students a very important fact, that is 'to worry less about understanding everything and work more on catching the bits they do need to hear' (Scrivener, 2011: 250) or even read.

Modern methodology focuses on interactive listening activities, such as *jigsaw listening*, where students listen to different parts of a recording and after that they are grouped to share information, *message-taking*, students listen to a phone message and they have to write the message on a pad, *music and sound*, such as filling in blanks in song lyrics, rearrange lines, listen for details in news, or *listening to stories* and put pictures in order, or guess the end of the story.

Fun and engaging reading activities are also suggested by Harmer (2007): *jigsaw reading (*students read a short text about a certain topic and then, in groups, read different texts about the same issue; after they have finished, they try to work out the complete story, as a whole class), *reading puzzles* (students get different paragraphs of a text on separate pieces of paper and they have to reassemble the text). Harmer (2007) also mentions that there are endless possibilities when using newspapers, like having *matching headlines* exercises, stimulus for speaking or writing, *predicting* from words or pictures.

Concerning productive skills, the 'modern' teacher is aware of the difference between *accuracy* and *fluency*. Scrivener (2011) talks about the two important goals in a speaking lesson, fluency and confidence. One of the best ways to help students activate knowledge is 'to put them in safe situations in class, where they are inspired and encouraged to try using the language from their store' (Scrivener, 2011: 213). Generally, the teacher should create activities in which students feel less worried or stressed to try out new things.

The following activities could be used to practise speaking, as suggested by Harmer (2007): *information-gap activities* where two speakers have different pieces of information and they have to speak in order to share the information and complete the whole picture (*Describe and Draw*). *Telling stories* is another fun way to practise speaking. The students are grouped and each group gets a picture from a sequence of pictures. The pictures are taken away and new groups are formed, consisting of one student from each of the original groups. The new groups have to work out the story. Students can also speak about their *favourite objects* or decide what gift would they give to a certain famous person.

Harmer also suggests writing activities and games, like *instant writing*, where the teacher dictates half sentences for the students to complete ('My favourite relative is …'), *write a story based on pictures,* or *write a postcard.* Students like the *story circle,* in which each student of the group has a piece of paper and writes the first line of a story, passes the paper to the person on the right who writes the next sentence, until the paper comes back to the original owner.

Teaching grammar has also evolved during the years. Unlike the traditional method of explaining the rules, the theorist Jeremy Harmer (2007) offers an alternative: ESA (Engage, Study, Activate). *Engaging* is getting students interested in order to maximise learning. The *Study* stage focuses on the

construction of an element, whereas the *Activate* step encourages students to use any of the language they know.

Scrivener (2011) underlines the idea of keeping the presentation stage short, because 'students in many classes do not need long explanations detailed information' (Scrivener, 2011: 162). 'The primary learning experience is doing the thing yourself, not listening to someone else telling you about how to do it' (Scrivener, 2011: 162). There are many games that can be used when teaching grammar items: *split sentences, grammar quiz, tic-tac-toe, memory test, board games.*

In the past years, technology has gained more and more field in teaching English. Interactive whiteboards, the Internet, Powerpoint, Social media, is just some of the key technology used in education. Students have got sophisticated phones, game consoles, iPads, computers, they are *digital natives,* as Mark Prensky calls them (see Scrivener, 2011). Teachers, however, may fall into *digital immigrant* category (Scrivener, 2011: 334). Scrivener mentions that, when trying to get used to technology, the first lessons tend to be 'technology- focused, showing off the cool new tricks, rather than aim-driven. You need to get past that honeymoon time and get fluent enough with the technology so that you can start to think how to really exploit it rather than just use it.' (Scrivener, 2011: 335)

Technology can be used in a variety of ways, creating podcasts, video conferencing, writing emails or blogs, look for information on websites or forums, visual dictionaries, etc.

As a conclusion, there are many 'modern' techniques when teaching English. The teacher should adapt them to students' needs and preferences, but also to students' cultural background. Students should feel engaged and encouraged to activate their knowledge. When deciding upon an activity, teacher should ask themselves what they want to achieve, with whom and in what context, as Harmer (2007) suggests. 'Learning about teaching is […] to remain open […] to more interesting alternative ways of doing things, to always be questioning (and possibly changing) some of your ideas'. (Scrivener, 2011: 380).

BIBLIOGRAPHY

- Harmer, J. (2007), *The Practice of English Language Teaching*, Pearson Longman.
- Nunan, D. (1991), *Language Teaching Methodology. A Textbook for Teachers,* Prentice Hall International English Language Teaching.
- Scrivener, J. (2011), *Learning Teaching*, MacMillan.
- White, R. (1988), *The ELT Curriculum Design, Innovation and Management,* Oxford: Basil Blackwell.

FIGURES REFERENCES

- Figure 1. *Orderly Rows* (Harmer, 2007: 162)
- Figure 2. *Ways of Seating Students- Circle and Horseshoe* (Harmer, 2007: 163)
- Figure 3. *Way of Seating Students- Separate tables* (Harmer, 2007: 163)
- Figure 4. *Other Seating Possibilities* (Scrivener, 2011: 64)

Raising the students' motivational level

Prof. Voicu Irina Raluca

Liceul Tehnologic "Constantin Cantacuzino" Baicoi

The aim of this article is to understand how important motivation is in the process of developing the speaking skills in the case of the students. The need to learn a new language came as a result of acknowledging the fact that people always wanted to communicate and interact with others in difficult moments or different situations in their life. Although motivation is not a frequently debated subject, it is actually crucial in the student's school life. Motivation can affect the way in which students approach and understand school in general, how much effort, interest and time they pay to their studies, the way they develop relationships with their colleagues and teachers, the way they act when it comes to evaluations or when they are supposed to choose their future university or work. Sometimes, dealing with non responsive students it is quite challenging for any teacher. The students who are not motivated can manifest a disruptive behavior that will affect the whole process of teaching and learning.

Former Education Secretary Terrel Bell said, *"There are three things to remember about education. The first is motivation. The second one is motivation. The third one is motivation."*

The lack of motivation is a real problem nowadays, the students being less and less attracted by studying, less interested in doing extra work for developing, being rather inattentive and bored. While being less and less motivated to participate, to attend classes or to learn, the students' lack of interest and raising motivation are often difficult targets to reach.

Maslow was the author who stated that the man has five basic needs. In Maslow's Hierarchy of Needs Theory the five important aspects are the needs for self actualization, the need of self-esteem, the need for love and belonging, safety needs and psychological needs. As Maslow pointed out, the student needs to understand first the development and improvement of his self-efficacy or better said the fact that he can accomplish the task easily with any resources he has, meaning that the students' result depends on the teacher's methods in the learning process.

The teacher plays the main role in the process of learning being well prepared all the time, passionate by his subject and having the ability to teach the others. He must be ready to encourage the children, to offer models and variety, to be creative in choosing the right topics and to facilitate communication, cooperation and bounds between people in a safe environment.

The teacher must take into account the students' opinion, leading them to creative and innovative thinking, using positive and calm manners of explaining and developing the students' skills even if it is about intrinsic or extrinsic motivation. **Intrinsic motivation** refers to the fact that the student does something because he has a personal interest, a real passion or desire for that thing, seeing its relevance and value, whereas **extrinsic motivation** means that the student can accomplish something because doing

it leads him to a definite result. Even if primary school students seem to be guided at first only by the intrinsic motivation desire, this tendency loses its force while children progress during the years. In other words, to motivate a student means to assess the time, the intensity and the direction of the student in life, to motivate his behavior, pointing the relevance, the value and the result of the activity that the student has to perform.

The best solution to motivate students is to appeal to both intrinsic and extrinsic motivation speculating this intensity that introduces and maintains the process of learning until the planned goals are reached.

There are two important factors that the teacher must take into account when he wants to plan a speaking lesson: the fact that the student already has the confidence that he is competent and capable to solve the task and that he has the necessary control to link his ideas, having the autonomy to deliver and share them with the others. In addition, the teacher must point out the value and relevance of the task, in order to raise interest but also to underline the social importance given by the improvement of the team spirit.

When the motivational aspect is discussed, some important points like topics involved, the relation with the class, self-efficacy, resources, available tools, classmates, demotivational aspects of the class, grammar issues and other external factors shouldn't be excluded from the initial stage of the lesson planning process. For motivating students, first, the teacher must acknowledge what motivation is and then he has to exploit it for becoming a goal. Motivation is different for each student. Some students strongly love good grades, they believe in fulfilling their family's wishes and demands, in the competition spirit, in the group work, some others believe in the fear of failure, being admitted to a well-known university or having a good career. The teacher's role is that of pointing the relevance and value of speaking, helping the student to find his inner motivation, his goal and the reason for studying.

Researchers have proved over the years, that in order to raise motivation, the teachers should manipulate it, by speculating the elements of surprise, suspense and curiosity and encouraging the instructional practice through a wide range of strategies to make the students accomplish various tasks. By adding new topics and ideas throughout the school year, improving and developing attractive tasks or making practice fun would not trigger the two demotivational causes: boredom and fatigue. Relying all the time on routines or repetitions it is no longer effective if performed too long without anything new involved. The teacher also needs to constantly match the subject matter of the lesson with the context, to encourage students to share their ideas in essays, talking points and discussions, to ask the students to express personal thoughts about the topic, to invite to class guests who can share their experiences or even the teacher can bring his contribution by talking about his own travelling and cultural adventures. Another thing that the teacher can do is to rearrange the seating format of the desks or change the pairs or the students in a group or even involve the students in decorating the walls with posters, pictures or their work during classes.

For better results in the case of slow learners, the teacher can come up with some new ways to develop motivation by setting reachable objectives and organizing them into several themes. This way, the teacher is not only simplifying his job but he is also reaching all the objectives, connecting and making them to be a more attractive offer.

Another solution would be the collaboration with the other students. Asking feedback from his students, gives them the possibility to be part of the learning process and to study something that they like. The teacher can ask the students to come up with ideas about what and how do they want to study. The teacher can give them time to think about it or even to invite them to write their answers down on paper, and then gather collective ideas from the whole class. The teacher can introduce tools like drawings, concept maps, plays, models or role plays by giving the students a starting point for making connections and continuing the task. There are better chances of involvement if the student knows that he can accomplish the task, if he has the necessary tools, resources and methods to do it and if he sees that he has the support of the teacher.

Subiecte realizate de:

Prof. grad I URLETEANU MAGDALENA

1. It's Christmas morning. Three little ……. are very hungry.

a) Mices

b) Mouses

c) Mouse

d) Mice

2. ……. names are Tic, Pic and Nic.

a) Their

b) Theirs

c) Its

d) It's

3. Tic is ……. than Nic, but Pic is ……. of the three.

a) Smaller … smallest

b) Smaller … the smallest

c) The smallest … smaller

d) Smallest … smaller

4. They want to have ……. .

a) Dinner

b) Supper

c) Breakfast

d) Lunch

5. They enter ……. the kitchen.

a) In

b) To

c) –

d) Through

6. There's ……. bread, ……. carrot and ……. apple on the table.

a) A … a … an

b) An … an … a

c) Some … a … a

d) Some … a … an

7. There isn't ……. cheese and there aren't ……. nuts, but there are a lot of sausages.

a) Much … many

b) Much … much

c) Many … much

d) Many … many

8. "Oh, no! The cat is under the table! And look! …….!"

a) It's coming

b) It comes

c) It come

d) Its coming

9. Cats usually ……. animals even bigger than ……. . They are scared.

a) Eats … them

b) Are eating … their

c) Eat … them

d) Eat … their

10. Tic is brave: "Please! Let us …….!"

a) To eat

b) Eat

c) Eating

d) eatting

11. The cat seems to be very ……. .

a) Friend

b) More friend

c) Friendly

d) Friendlier

12. The three little friends ……. believe ……. .

a) Can't … theirs eyes

b) Can not … theirs eyes

c) Can not … their eyes

d) Can’t … their eyes

Cum să integrăm copii cu CES în activităţi extracurriculare în aer liber

Studiu de caz

Profesor limba engleză Violeta –Elena Ionescu

Şcoala Gimnazială „Ion Creangă" Brăila

Educaţia de tip outdoor în România se referă la procesul de învăţare derulat în afara sălii de clasă, prin observarea directă a naturii şi prin activităţi practice, cum ar fi plimbările şi atelierele tematice. Conexiunea cu mediul înconjurător şi stimularea creativităţii sunt promovate prin programe naţionale ca „Săptămâna Verde" şi prin iniţiative ale ONG – urilor. Pentru că acest tip de activitate se poate regăsi în activităţi recreative, de dezvoltare personală, excursii tematice, tabere cu tematică la munte sau în Deltă, flash-moburi, aplicaţii practice, în cadrul lor pot participa şi copii cu CES sau copii din medii defavorizate.

Grupul ţintă: clasa din care fac parte şi copii cu CES / din medii defavorizate

Scopul:

- Realizarea integrării active a copiilor cu CES în activităţi extracurriculare outdoor
- Exersarea şi cultivarea aptitudinilor şi capacităţilor mai puţin dezvoltate
- Formarea unor comportamente responsabile faţă de mediu şi de grup

Obiective:

- Stimularea activităţii în echipă şi în grup
- Dezvoltarea inteligenţei emoţionale
- Îmbogăţirea culturii generale
- Dezvoltarea capacităţilor de organizare şi auto-organizare

Indicatori:

- Integrarea în activităţile clasei a copiilor cu CES /din medii defavorizate
- Participarea activă a acestor copii la desfăşurarea activităţilor
- Evaluarea pozitivă a modului în care s-au comportat copiii cu CES la activităţi

Exemple de activităţi outdoor:

Dans popular / tematic, flash-mob, excursii /tabere tematice , aplicaţii practice în natură (realizare desene, colecţii de seminţe / flori / frunze, căsuţe pentru păsări, construirea unui adăpost din crengi, etc.) Activităţile outdoor reprezintă experienţe de învăţare, un mediu natural şi relaxant care îl ispiră pe copil ,îl ajută să relaţioneze cu cei din jur. Activităţile outdoor au succes şi în cazul copiilor cu CES, îi ajută în dezvoltarea fizică şi emoţională. Este important ca fiecare copil să primească responsabilităţi şi să înţeleagă importanţa mediului înconjurător , importanţa păstrării unui mediu curat. Copiii reţin mai uşor noile cunoştinţe predate în contact cu realitatea , de aceea este indicat să-i scoatem la aer chiar şi atunci când plouă sau ninge. Aceste activităţi în exterior ajută la dezvoltarea personalităţii – disciplină, încredere

în sine, comunicare, conştientizarea unor probleme contemporane (poluarea, alunecările de teren, inundaţiile).

În aprilie, în cadrul Săptămânii Verzi am efectuat o excursie la Crângul Petreşti şi Muzeul Satului Vrâncean cu două clase a III- a. Gazdele noastre ne-au vorbit despre pădure, despre rolul pe care îl are ea în viaţa fiecăruia. Elevii au recitat versuri despre natură în limba română şi engleză şi le-au oferit gazdelor noastre câteva căsuţe pentru păsări şi postere realizate de ei despre locurile vizitate. Apoi am mers în drumeţie în pădurea din apropierea oraşului Focşani şi copiii s-au jucat în spaţiul special amenajat. Ei au concluzionat că oamenii ar trebui să păstreze un mediu înconjurător frumos şi curat.

Sarcini ale cadrului didactic supraveghetor pe parcursul activităţii outdoor:

- Păstrarea disciplinei şi asigurarea condiţiilor pentru siguranţa copiilor
- Stabilirea duratei activităţii (o oră – două ore, în funcţie de vârsta copiilor şi complexitatea activităţii)
- Supravegherea desfăşurării activităţii
- Motivarea grupului
- Discutarea experienţei trăite, cu aprecieri pozitive la adresa participanţilor
- Valorificarea experienţei trăite de participanţi

Bibliografie:

1. Brănişteanu, R., ***Educaţia outdoor. Material de sprijin*** , Editura Trend , Piteşti 2016
2. Nedelcu, A, ***Educaţia outdoor. Istoric şi forme de manifestare***, scribd. com 2023
3. Vîntur, T., ***Compendiu EduAll. Educaţie outdoor***, ISJ Suceava 2020

INITIAL EVALUATION - ITS NECESSITY AND IMPORTANCE IN TEACHING AND LEARNING

Teacher: ELENA RUSU
The Technical College Apulum, Alba Iulia



Along with teaching and learning, evaluation represents an essential function and an important component of the educational process. Evaluation includes three forms: initial, formative and summative and they are in a complementary relationship, determined by their functions in the evaluation process.

Initial evaluation offers the student and the teacher a representation of the learning potential, but also of the gaps that need to be filled and of aspects that require correction or improvement. This type of evaluation does not aim to assess the overall performance of students and thus it is recommended to report on evaluation scales.

The purpose of the initial assessment is all the better achieved, the more we manage to determine the students to treat the proposed tasks seriously, to awaken their motivation for knowledge and the desire to correctly solve the stated problems. Assessment is a useful exercise for the learning activity because students can freely focus on solving the proposed items and thus its results can objectively reflect whether students have the necessary preparation to create favorable premises for new learning.

Regarding the importance of the initial assessment, Ausubel specified that "what influences learning the most is the knowledge that the student possesses at the start. Make sure of what he knows and instruct him accordingly". Based on the information of the initial assessment, the immediate following pedagogical approach and possibly some recovery programs are planned. In order for the initial assessment to be followed by the expected results, it is necessary to take into account the following:

• differentiated treatment of students;

• rigorous selection of learning content;

• use of those teaching methods and procedures that most engage intellectual capacities, ensuring active and formative learning;

• efficient combination and alternation of forms of classroom activity (frontal, individual and group).

Predictive assessment is also a distinct psychopedagogical strategy, because it can be carried out not only at the beginning of the school year, but also in the middle or end of it, both before some homework and at any time of it. On the other hand, this strategy is not limited to testing students' knowledge because it most often also aims to highlight some skills and aptitudes. For me, the initial assessment is useful for restoring or remedying certain states of affairs, for applying a short recovery program or restoring the fundamental

notions that will be involved in supporting the next learning, in order to homogenize, in a way, the level of knowledge and skills indispensable to a new process.

The positive impact of the initial assessment and the students' achievements contribute to increasing their self-confidence and self-esteem. Attention will always be focused on aspects that can be changed, avoiding overloading students with excessive feedback. Ideas will be shared and possible solutions and suggestions will be explored. It is always recommended to choose the items that make up the initial assessment very carefully, taking into account the provisions of the curriculum for primary / middle / high school education and so that it reflects the students' level of preparation as objectively as possible, on which the following preparation can be based as best as possible.

Assessment in general, therefore also the initial one, has the role of permanently regulating students' knowledge, of making them aware of their knowledge and their general culture. Its importance is all the greater, as it is known that "it is easier to prevent than to cure". Thus, within the evaluation process, prevention and control or permanent monitoring of the level of student success can contribute to pertinent and prompt interventions and decisions on the part of the teaching staff. An initial evaluation, followed by a continuous evaluation, constitutes a genuine working tool for the teacher, with the help of which the activity put in place for the benefit of the student is perfected.

The evaluation process completely fulfills its major function only when both the teacher and the students manage to collaborate not because they have to, but because they want to, each improving their behavior depending on the reactions of the other.

BIBLIOGRAPHY:

Radu, I. T.,*Teorie și practică în evaluarea eficienței învățământului*, Editura Didactică și Pedagogică București, 1981.

Radu, I. T., *Evaluarea în procesul didactic*, Editura Didactică și Pedagogică, București, 2000.

https://www.bing.com/search - Types-Of-Evaluation-Process-Teachers-Must-Know-About-Classplus-Growth

Test for 2nd grade

Profesor: Rădoi Giorgiana

A. Circle the words and write the sentences

1. Motheriscookinginthekitchen.
2. Brotherisbrushinghisteeh.
3. Fatherisinthegarden.
4. Grandmaiscleaningthebathroom.
5. Sisterisplayingcomputergames.

B. Circle the odd one out.

1. Train – car – bus – boat
2. Scooter – lorry – plane – bike
3. Kite – bus – train – lorry
4. Car – scooter – boat – feet
5. Window – engine – wheel – dool

C. Where do you find .....? Look and fill in with the words below.

Supermarket, bank, greengrocer's, zoo, hospital, pet shop, cinema, library, sweet shop, pet shop.

1. I want food! Go to the.....
2. I want money! Go to the .....
3. I want fruit! Go to the.....
4. I want to see a zebra! Go to the.....
5. I'm hurt! Go to the.....
6. I want a dool house! Go to the .....
7. I want to see a film! Go to the .....
8. I want to buy a book. Goo to the .....
9. I want chocolate! Go to the.....
10. I want a hamster! Go to the.....

TEST PAPER

Name: **5th grade**

10extrapoints

Sasu Alexandra, profesor la Scoala Gimaziala "Angela Gheorghiu"Adjud.

1. **Fill in the blanks with the appropriate indefinite article (A/An): (15x1p=15p)**
   - There are a lot of animals at the zoo: ____elephant, ____lion and ____koala.
   - There is ____egg in the basket.
   - In the school bag, there are: _____English book, ____pencil case, ___ruler and ___ eraser.
   - For my projects, I use: ____piece of paper, ___felt tip, ___sticker and ____glue.
   - ___man is chasing ___animal.
   - There is ___dog at the door.

2. **Fill in the blanks with the appropriate forms of the verb "to be":**

(6x4p=32p)

a. You___ an Italian student.
b. I___a good football player.
c. We___best friends.
d. Meg ___ my cousin.
e. Mark and Sara ____my parents.
f. It ____my best friend.

3. Choose the correct answers. **(8x2p=16p)**

- He start / starts school at eight o'clock.
- We take / takes the bus to school.
- I phone / phones my grandma on Sundays.
- The film begin / begins at five past nine.
- They get up / gets up at 7:15.
- She play / plays basketball on Wednesdays.
- He speak / speaks Spanish with his mum.
- Anne live / lives in Edinburgh.

4. **Use the prompts and adverbs of frequency to make sentences that are true for you**.

(8x3p = 24p)

- play basketball after school
- play basketball after school.
- go to bed late
- have lunch at school
- walk to school
- meet my friends on Saturdays
- play computer games before school
- get up early on Sundays

BAREM DE CORECTARE

Test Paper 5th Grade

1. Fill in the blanks with the appropriate indefinite article (A/An): (15x1p=15p)

a. an; a; a; b. an; c. an; a; a; an; d. a; a; a; a; e. a; an; f. a

2. **Fill in the blanks with the appropriate forms of the verb "to be": (6x4p=32p)**

a. ARE b. AM c. ARE d. IS e. ARE f. IS

3. Choose the correct answers. (8x2p=16p)

1. STARTS; 2. TAKE; 3. PHONE; 4. BEGINS; 5. GET UP; 6. PLAY; 7. SPEAKS; 8. LIVES

4. **Use the prompts and adverbs of frequency to make sentences that are true for you**. - - - SS will get points for: **(8x3p = 24p)**

- Relevant answers;
- Present Simple forms of the verbs written correctly;
- Use of relevant adverbs of frequency;

- SS will lose points for:

- Irrelevant answers;
- Grammar mistakes;
- No relevance in using adverbs of frequency;
- Writing errors.

INTERPRETARE TEST

Disciplina: limba engleză

Clasa: aV-a

Nr. elevi: prezenţi - 10, absenţi – 3

COMPETENŢE:

C1- Să completeze propozitii cu cuvintele potrivite contextului dat;

C2- să citească şi să identifice informaţii specifice în contextul dat;

C3- Să formuleze enunturi corecte şi coerente la diferite timpuri verbale, potrivit contextului;

C4- Să completeze mesaje lacunare

APRECIEREA CU NOTE:

CLASA A Va -13elevi prezenţi –10 absenţi -3											
Graficul notelor	1-1,99	2-2,99	3-3,99	4-4,99	5-5,99	6-6,99	7-7,99	8-8,99	9-9,99	10	Media clasei
Note obţinute	-	-	1	1	2	1	2	2	1	1	7.72

GREŞELI FRECVENTE:

- unii dintre elevi nu şi-au însuşit noţiunile de bază;
- incapacitatea de a depista idei de bază dintr-un text;
- unii elevi nu am receptat mesajele scurte cu informaţii specifice activităţilor petrecute zilnic/ rutinei zilnice;
- unii elevi nu sunt consecvenţi în utilizarea timpului Present Simple în relatări;

PLAN DE MĂSURI

-exercitii de recunoastere a timpurilor si folosire a acestora;
- exerciţii cu utilizarea timpului Present Perfect Simple în context diferite;
- exerciţii de vocabular (cu verificarea însuşirii vocabularului oră de oră);
- exerciţii de redactare;
- imbunatatirea functiilor comunicative

PUNCTE TARI:

- Media clasei arată progresul şcolar al elevilor, unii dintre ei înregistrând un rezultat semnificativ

Exerciții pentru clasa a VIII-a

Prof. Catalina Komlosi

1. A: "_____ is your favourite sport?"

B: "It's ice-skating."

A: " _____ is your favourite sport?"

B: "It is very difficult and demanding, but beautiful."

a) What / Why b) Who / How c) What / How d) How / Why

R: c

2. I make $30 __ hour at ____ my current working place. ____ other employer I had paid me only $20 per ___ hour.

a) an, -, the, - b) a, -, a, an c) -, the, the, - d) the, a, a, the

R: a

3. I bought this beautiful dress because I will go / I am going to a wedding next week.

R: am going

4. Although it is Sunday, dad _____ go to work because he works weekend shifts.

a) had to b) has to c) needs d) could

R: b

5. Mother _____ angry if you _____ (come) late again.

a) is / will come b) will be / will come c) isn't / come d) will be / come

R: d

6. I _____ the floor after the messy party we had last night. It's clean now.

a) sweept b) have swept c) have sweeped d) sweeped

R: b

FOOD AND DRINK
Vocabulary Worksheet for 5th grade

Prof. Zaharioiu Ioana, *Scoala Gimnaziala Magura, Mihaesti, Jud. Valcea*

Exercise 1: Match the food or drink with the correct category. Write the letter next to each food or drink.

Categories A. Fruit
B. Vegetable
C. Drink
D. Meat / Protein
E. Dessert

Apple ____

Milk ____

Carrot ____

Chicken ____

Ice cream ____

Banana ____

Water ____

Tomato ____

Fish ____

Cake ____

Exercise 2: Choose the Correct Answer . Circle the correct word.

I drink (rice / juice) in the morning.

A carrot is a (fruit / vegetable).

We eat soup with a (fork / spoon).

Milk comes from a (cow / tree).

An apple is (sweet / salty).

Pizza is (hot / cold) food.

Water is a (drink / snack).

Bread is made from (flour / cheese).

Ice cream is a (dessert / vegetable).

Fish is (healthy / dirty) food.

Exercise 3: Write the Correct Word. Use the words in the box to complete the sentences.

Word Box: apple, water, breakfast, hungry, rice, milk, vegetables, dinner, juice, cake

I eat _____ in the morning.

I drink _____ when I am thirsty.

An _____ is a red or green fruit.

We eat _____ with fish in many countries.

I feel _____ before lunch.

_____ are good for your health.

I drink a glass of _____ every day.

We eat _____ in the evening.

Orange _____ is my favorite drink.

I eat _____ on my birthday.

TEST

6TH GRADE

Prof Olaru Ana-Georgiana

1. Complete the chart. Write at least 4 words into each column: (2p×10)

Family	Body Parts	Classroom Objects	Animals	House	Fruits	Vegetables	Food	Numbers	Toys

2. Fill in the text with the correct form of the verb to be (is, are, am) or to have (have, has): (1p×20):

Hello!

My name _____ George Morgan and I _____ 10. I ____ a pupil and I _____ a lot of books.

I ____ tall and thin. I _____ very smart and friendly. I _____ got a big brother, Tom, who ___ 15, and a little sister, Maria, who ____ 8. We ____ students at the same school- School No.7.

We live in a small town. Our school ____ big.

I like school, especially Geography and my teacher says I ___ good at it.

My parents ___ great.My father ____ a doctor and my mother ___ a nurse.

My father ___ a tall and good looking man. My mother ____ tall and pretty.

Sam and Henry _____ my best friends. Sam ____ short and fat. Henry___ tall and slim.

3. Put the right indefinite article <u>a</u> or <u>an</u>: (1p×10)

a. ……....Indian **b**……plane

c…….. …chair **d**……..egg

e……..octupus **f**……map

g……apple **h**……hour

i…….jacket **j**…….elbow

4. Write the missing letters: (2p×5) J_ NUAR_; O_ _ _B_R; M_Y; _PR _L; D_C_ _B_ _;

5. **Translate into Romanian: cousin, bank, aunt, cheese, teeth, happy, friend, octopus, teacher, chair. (1p×10)**
6. **Read the sentences and answer the questions: (4p×5)**

They are Nick and Charles. They teach German in a school. They aren't teaching now. They are in the park. They're talking and laughing.

1. Who are they?.....
2. Do they teach? .....
3. What do they teach? .....
4. Where are they now? .....
5. What are they doing now? .....

10 puncte din oficiu

TEST DE EVALUARE

Limba engleză

Clasa a VI-a

BAREM DE EVALUARE ŞI DE NOTARE

Se punctează oricare alte formulări/ modalităti de rezolvare corectă a cerintelor.

Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.

Se acordă 10 puncte din oficiu

1. **10*2p =20 p**

2. **20*1p=20p**
   1. is; 2. am; 3. am; 4. have; 5. am; 6. am ; 7.have 8. is ; 9. is; 10.are, 11.is, 12.am, 13.are, 14.is, 15.is, 16.is, 17.is, 18.are, 19.is, 20.is.

3. **10 *1p=10 p**

a. an **b.** a, **c.** a, **d**. an, **e**. an, **f.** a, **g.** an, **h**. an, **i.** a, **j.** an;

4. **5*2p = 10p**

1. January
2. October
3. May
4. April
5. December

5. **10*1p=10p**

   1. verisor; 2. banca; 3. matusa; 4. branza; 5. ; 6. dinti ; 7.fericit; 8. caracatita; 9. profesor; 10.scaun

6. **5*4p=10p**
   1. They are Nick and Charles.
   2. Yes, they do.
   3. They teach German.
   4. They are in the park.
   5. They are talking and laughing.

10 puncte din oficiu

TEST, 7TH GRADE

Prof Olaru Ana-Georgiana

NAME:

DATE:

I.Write the correct Past Tense forms:(2p×10)

1.She(decide)_____to go there.

2.We(open)_____the door.

3.They(stop)_____reading.

4.He(skate)_____yesterday.

5.She(clap)_____her hands.

6.Nick(do)_____his homework.

7.He(eat)_____pizza an hour ago.

8.You(win)_____the match.

9.They(drink)_____milk at 5 o'clock.

10.I(have)_____lunch with Mark.

II. Fill in the blanks with a word from the box: (2p×15)

LOAF BOTTLE CUP CARTON SLICE TUBE JAR TIN BAG JUG PIECE BOX PACKET CAN BAR

A ……. of chocolate
A ……. of biscuits
A ……. of wine
A ……. of cigarettes
A ……. of advice

A ……. of jam
A ……. of cheese
A ……. of tea
A ……. of peas
A ……. of toothpaste

A ……. of tuna
A ……. of cereal
A ……. of milk
A ……. of bread
A ……. of water

III. Write 5 types of films: (2p×5)

IV. Translate the words into Romanian: (2p×10)

a. head ache- _____
b. ear ache- _____
c. stomach ache- _____

d. flu- _____
e. broken arm- _____
f. broken leg- _____
g. sore throat- _____
h. fever- _____
i. cold- _____
j.cough- _____

V. Translate the words into English: cutremur, inundatie, seceta, furtuna, alunecare de teren. (2p×5)

10 points granted

TEST DE EVALUARE

Limba engleză

Clasa a VII-a

BAREM DE EVALUARE ŞI DE NOTARE

- **Se punctează oricare alte formulări/ modalităti de rezolvare corectă a cerintelor.**
- **Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.**
- **Se acordă 10 puncte din oficiu**

1. **10*2p =20 p**

1.decided

2.opened

3.stopded

4.skated

5.clapped

6.did

7.ate

8.won

9.drank

10.had

2. **15*2p=15p**
   1. bar; 2. bag; 3. bottle; 4. packet; 5. piece; 6. jar ; 7.slice 8. cup ; 9. can; 10.tube 11.box, 12.tin, 13.carton, 14.loaf, 15.jug.

3. **5 *2p=10p**

4. **10*2p = 20p**

a. durere de cap b. durere de ureche, c. durere de stomac, d. gripa, e. brat rupt, f. picior rupt, g. gat inflamat, h. febra, i. raceala, j. tuse;

5. **5*2p=10p**

   1. earthquake; 2. flood; 3. drough; 4. storm; 5. ; 6. landslide ;

10 puncte din oficiu

Name _____

Clasa a IV-a

TEST PAPER

1. Complete the sentences using the verbs in brackets. (Present Simple)

1. Anna _____ (study) English every day.
2. My father _____ (watch) TV in the evening.
3. Tom _____ (ride) his bike on Sunday.
4. The baby _____ (cry) at night.
5. Our teacher _____ (love) English.
6. The dog _____ (carry) the ball in its mouth.
7. My sister _____ (go) to school at 8 o'clock.
8. The bird _____ (sit) in a tree.



2. Correct the sentences. Use the negative form of Present Simple.

Example:
Cats eat bananas. → Cats do not eat bananas.



1. Fish walk on land.

_____

2. Birds drive cars.

_____



3. Children work at the police station.

_____

18p–20p **Foarte bine** 15p–17p **Bine** 10p–14p **Suficient** 0–9 **Insuficient**

Name _____

Clasa a IV-a

4. Tigers live in the ocean.

_____

5. The sun sleeps at night.

_____

6. Dogs read books.

_____



3. Make questions using Present Simple.

Example:
you / like pizza → Do you like pizza?

1. you / watch TV every day?

_____

2. your brother / play football?

_____

3. they / live near the school?

_____

4. your teacher / give you homework?

_____

5. it / snow in winter here

_____

6. your friend / study English

_____



SCORE _____/20

18p–20p **Foarte bine** 15p–17p **Bine** 10p–14p **Suficient** 0–9 **Insuficient**

Name _____

Clasa a IV-a

BAREM - TOTAL: 20 puncte

Ex. 1 - (8 puncte)

1. Anna studies English every day.

2. My father watches TV in the evening.

3. Tom rides his bike on Sunday.

4. The baby cries at night.

5. Our teacher loves English. 6. The dog carries the ball in its mouth.

7. My sister goes to school at 8 o'clock.

8. The bird sits in a tree.

Ex. 2 - (6 puncte)

Fish walk on land. - Fish do not walk on land.

Birds drive cars. - Birds do not drive cars.

Children work at the police station. - Children do not work at the police station.

Tigers live in the ocean. - Tigers do not live in the ocean.

The sun sleeps at night. - The sun does not sleep at night.

Dogs read books. - Dogs do not read books.

Ex. 3 - (6 puncte)

you / watch TV every day? - Do you watch TV every day?

your brother / play football? - Does your brother play football?

they / live near the school? - Do they live near the school?

your teacher / give you homework? - Does your teacher give you homework?

it / snow in winter here? - Does it snow in winter here?

your friend / study English? - Does your friend study English?

18p–20p **Foarte bine** 15p–17p **Bine** 10p–14p **Suficient** 0–9 **Insuficient**

TEST – Limba Engleză- cls a V-a

Prof. COVACI ANA

Have got / To be / Plural of nouns / Genitive Case

I. Reading comprehension (40p)

Read the text carefully, then answer the questions.

Sophie and Daniel are siblings who live in a small house near the mountains. Sophie is thirteen and very organised, while Daniel, who is eleven, is energetic and curious. They have got a room full of sports equipment because they enjoy walking and cycling. Sophie has got a new mountain bike, but Daniel hasn't got one yet; he still uses his old bicycle, which belonged to their cousin.

Every weekend, their parents take them to a nature center where volunteers take care of injured animals. Sophie's favourite animal is a small fox that the volunteers have rescued. Daniel likes a hedgehog that has got a broken leg. Both children dream of becoming wildlife photographers one day, and they always bring their cameras with them.

1. Choose the correct answer (5×4p = 20p)

1. Sophie is described as _____.

a) curious b) organised c) lazy

2. Daniel's bicycle originally belonged to _____.

a) his sister b) their cousin c) a volunteer

3. The hedgehog Daniel likes has got _____.

a) a broken leg b) a broken wing c) a baby

4. The children want to become _____.

a) cyclists b) teachers c) wildlife photographers

5. Sophie and Daniel go to the nature center _____.

a) every day b) every weekend c) every summer

2. Answer the questions in 1–2 full sentences (4×5p = 20p)

1. Where do the children live?

---

2. How old is Sophie/ Daniel??

---

3. What has Sophie got?

---

4 What is Sophie's / Daniel`s favourite animal?

---

5 What do the children always bring with them?

II. Grammar (60p)

1. Complete with have got / has got / haven't got / hasn't got (4×4p = 16p)

1. My neighbours _____ a very noisy dog.
2. Our classroom _____ enough chairs for everyone today.
3. I _____ any brothers or sisters.
4. Their house _____ a large garden behind it.

2. Transform the sentences using have got / has got (4×3p = 12p)

Rewrite each sentence so it contains have got / has got, keeping the same meaning.

1. They own a red car.
2. Maria possesses a beautiful sketchbook.
3. The boys don't have any homework.
4. I don't possess a tablet.

3. Write the plural of the following nouns (4×2p = 8p)

1. hero → _____
2. goose → _____
3. half → _____
4. dictionary → _____

4. Complete with the correct form of the verb to be (am/is/are) (4×3p = 12p)

1. The children _____ excited about the school trip.
2. This _____ the most difficult exercise in the unit.
3. My grandparents _____ from Scotland.
4. I _____ not sure about the answer.

5. Transform using the Genitive Case (4×3p = 12p)

1. the uniform of the students → _____
2. the bedroom of my parents → _____
3. the toys of the baby → _____
4. the photos of my friends → _____

BAREM (100p)

I. Reading comprehension – 40p

1. Multiple choice – 20p (4p/item)

1. b
2. b
3. a
4. c
5. b

2. Short answers – 20p (4p/item)

Răspunsuri orientative:

1. The children live in a small house near the mountains.
2. Sophie is thirteen years old, and Daniel is eleven years old.
3. Sophie has got a new mountain bike.
4. Sophie's favourite animal is a small fox, and Daniel's favourite animal is a hedgehog with a broken leg.
5. The children always bring their cameras with them.

II. Grammar – 60p

1. Have got – 16p (4p/item)

1. have got
2. haven't got
3. haven't got
4. has got

2. Rewrite with have got – 12p (3p/item)

1. They have got a red car.
2. Maria has got a beautiful sketchbook.
3. The boys haven't got any homework.
4. I haven't got a tablet.

3. Plural forms – 12p (3p/item)

1. heroes
2. geese
3. halves
4. dictionaries

4. Verb to be – 12p (3p/item)

1. are
2. is

3. are
4. am

5. Genitive Case – 16p (4p/item)

1. the students' uniform
2. my parents' bedroom
3. the baby's toys
4. my friends' photos

Clothing

Match the pictures to the words

Atasiei Svetlana – Scoala Gimnaziala, Nr 1, Blagesti











SHIRT

SHOES

DRESS

TROUSERS

SKIRT

Draw a red DRESS in the box.	Draw a blue SHIRT in the box.





COAT

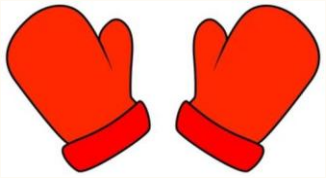
HAT

GLOVES



SCARF

JUMPER



Draw a pair of green GLOVES in the box.	Draw a purple COAT in the box.

CUPRINS

How to teach the verb *CAN* using Canva and Livresq ……. 1-3

The Pronunciation Component in Teaching English- Perfection versus Intelligibility …… 4-6

Lexis and Language Teaching ……... 7-8

Test paper 3rd grade ……..…… 9-12

Reading Comprehension Worksheet (B1) - Text: The Adventures of Tom Sawyer – Fence Painting Scene .. 13

Activitate pe limba engleză: CROSSWORD- USING LITERATURE IN THE EFL CLASS …….. 14-15

USING LITERATURE IN THE EFL CLASS …… 16-18

TEST PAPER- X th GRADE ……..…… 19-21

Old/traditional versus new/modern methods- Raising the students' motivational level ……..... 22-27

Raising the students' motivational level …….. 28-30

Limba engleza, clasa a V-a …… 31-33

Cum să integrăm copii cu CES în activităţi extracurriculare în aer liber - Studiu de caz 34-35

INITIAL EVALUATION - ITS NECESSITY AND

IMPORTANCE IN TEACHING AND LEARNING ……... 36-37

TEST PAPER 5th grade ……..…… 38-42

Exerciții pentru clasa a VIII-a 43

FOOD AND DRINK - Vocabulary Worksheet for 5th grade …….. 44-45

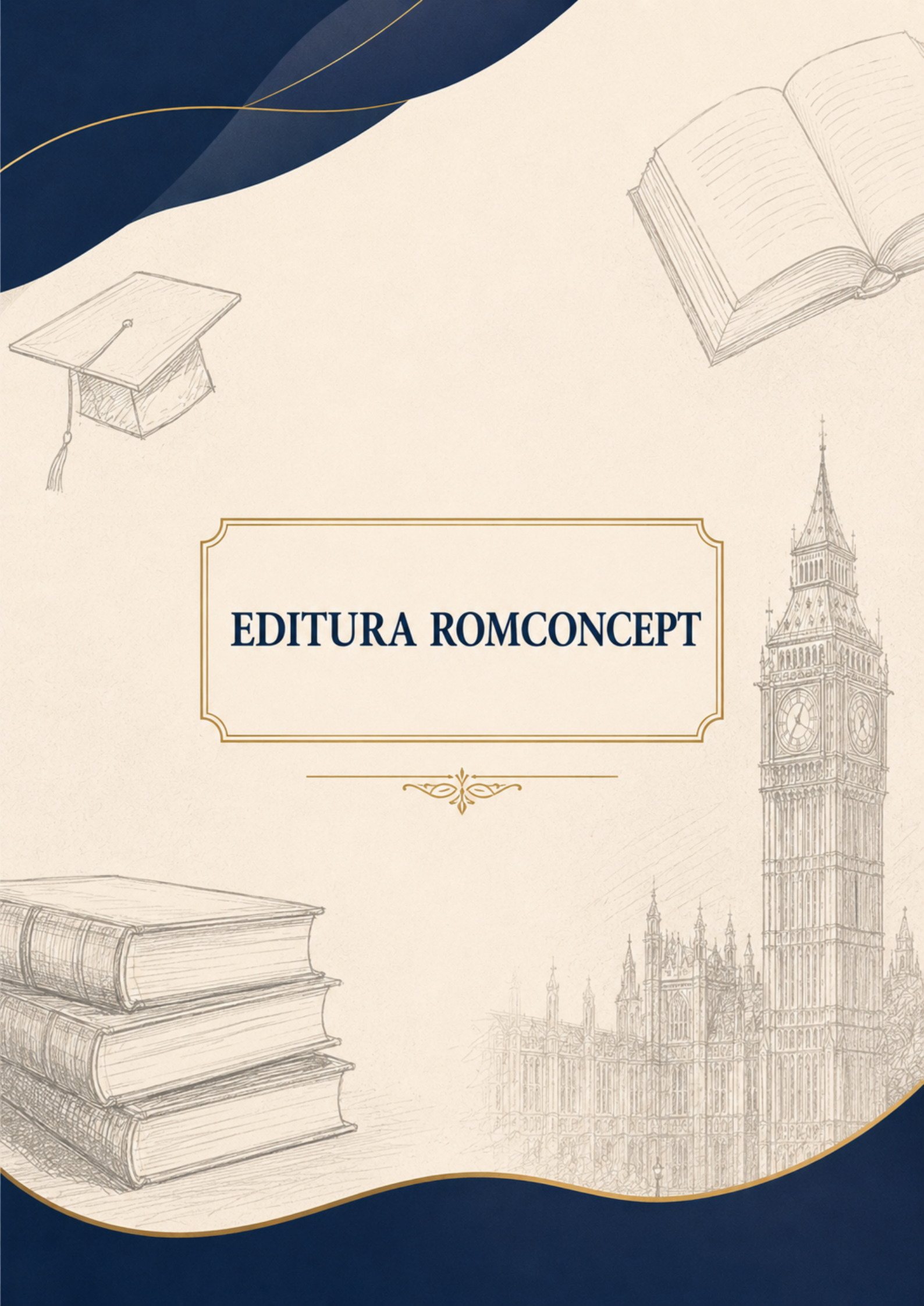
TEST, 6TH GRADE …… 46-48

TEST, 7TH GRADE ……..…….. 49-51

Test paper 4th grade …… 52-54

TEST – Limba Engleză- cls a V-a…….……..55-58

Clothing- Match the pictures to the words ……..59-60


EDITURA ROMCONCEPT