

CAMBRIDGE

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Limba modernă 1

# Engleză

Caietul elevului

Clasa a V-a



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**General and specific competences from the curriculum explored in this unit:**

**1. Understand oral messages in everyday communication situations**

- 1.1. Identify the overall meaning of clearly articulated everyday messages and dialogues
- 1.2. Identify the meaning of clearly articulated everyday verbal exchanges with clarification from the speaker
- 1.3. Develop interest in specific aspects of the culture of the language studied

**2. Speak in everyday communication situations**

- 2.2. Establish social interaction based on simple conversational formulas (greetings, introductions, thanks, instructions)
- 2.3. Express preferences

**3. Understand written messages in everyday communication situations**

- 3.2. Select information from a short text accompanied by illustrations
- 3.3. Identify information in simple written messages from friends or peers
- 3.4. Show curiosity for reading navigational texts

**4. Write messages in everyday communication situations**

- 4.1. Write short, simple messages
- 4.2. Describe aspects of daily life (people, places, school, family, hobbies), using short sentences

## 1 Translate the following words into Romanian.

## Countries and nationalities

Albania / Albanian	<u>Albania / albanez</u>
Australia / Australian	_____
Austria / Austrian	_____
Brazil / Brazilian	_____
Canada / Canadian	_____
China / Chinese	_____
Croatia / Croatian	_____
France / French	_____
Germany / German	_____
Greece / Greek	_____
India / Indian	_____
Ireland / Irish	_____
Italy / Italian	_____
Japan / Japanese	_____
Mexico / Mexican	_____
Portugal / Portuguese	_____
Romania / Romanian	_____

Russia / Russian	_____
South Africa / South African	_____
Spain / Spanish	_____
Sweden / Swedish	_____
Switzerland / Swiss	_____
The UK / British	_____
(The United Kingdom)	_____
The USA / American	_____
(The United States of America)	_____

## Adjectives describing places

big	<u>mare</u>	modern	_____
busy	_____	new	_____
cold	_____	nice	_____
historic	_____	old	_____
horrible	_____	quiet	_____
hot	_____	small	_____

## Countries and nationalities

## 2 \* Complete the table with the names of the countries and nationalities. Write them in alphabetical order.

Japanese the USA Russia  
 Canadian Mexico India  
 Canada ~~Italian~~ Russian  
 Italy China British  
 Indian Chinese Brazilian  
 the UK Japan Mexican  
 American ~~Brazil~~

Countries	Nationalities
<u>Brazil</u>	1 _____
2 _____	3 _____
4 _____	5 _____
6 _____	7 _____
8 _____	<u>Italian</u>
9 _____	10 _____
11 _____	12 _____
13 _____	14 _____
15 _____	16 _____
17 _____	18 _____

## 3 \* Fill in the missing letters to complete the words.

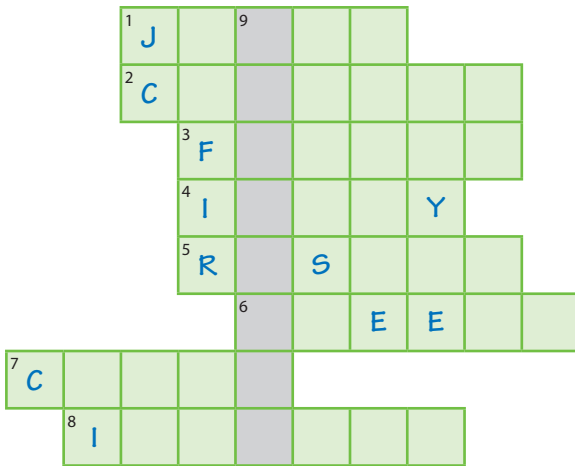
- C A N A D A  
 1 M \_ X \_ \_ O  
 2 \_ R \_ Z \_ L  
 3 \_ \_ P A \_  
 4 \_ T \_ \_ Y  
 5 T \_ \_ U \_ \_ T \_ \_ S \_ \_ T \_ \_  
 \_ F A \_ E R \_ \_ A  
 6 R \_ S \_ \_ A  
 7 \_ H \_ \_ A  
 8 \_ U \_ T R \_ L \_ \_

## 4 \*\* Choose the correct answers.

Laura's from Sydney.  
 She's Australia / Australian.

- David is from Cape Town, in South Africa / South African.
- Dimitri is from Moscow. He's Russia / Russian.
- Carlos is Brazil / Brazilian. He's from Sao Paulo.
- Hitomi is in my class. She's Japan / Japanese.
- Li is from Beijing. It's the capital of China / Chinese.
- This is Nandeeep. He's from India / Indian.
- Charlie is from Toronto.  
He's Canada / Canadian.
- Miriam is a new student.  
She's from the United Kingdom / British.

5 \*\* Complete the names of the countries. Can you guess the hidden word?



## Adjectives describing places

6 \*\* Rewrite the sentences by replacing the words in bold with their opposites from the box.

busy old ~~big~~ nice small  
quiet cold historic new hot modern

Milan is a **small** city.

**Milan is a big city.**

- 1 It's **hot** in my classroom.  
\_\_\_\_\_
- 2 London is a **quiet** city.  
\_\_\_\_\_
- 3 Venice is a **modern** city.  
\_\_\_\_\_
- 4 My school is **old**.  
\_\_\_\_\_
- 5 Switzerland is a **big** country.  
\_\_\_\_\_
- 6 This is a **horrible** place.  
\_\_\_\_\_
- 7 Your town is **busy**.  
\_\_\_\_\_
- 8 India is a **cold** country.  
\_\_\_\_\_
- 9 My dad's car is **new**.  
\_\_\_\_\_
- 10 Our city is very **historic**.  
\_\_\_\_\_

1 Read the dialogue and correct the sentences below.



- Scarlett Hi, I'm Scarlett. I'm a new student.  
Martha Scarlett? Oh, yes! You're in my class!  
Scarlett Yes, that's right.  
Martha Where are you from?  
Scarlett I'm from Australia.  
Martha Wow! So, you're Australian!  
Scarlett Not exactly. My mum's from Australia but my dad's English.  
Martha Cool! This is my best friend, Lauren.  
Scarlett Hi, Lauren.  
Lauren Hello.  
Scarlett The two boys over there ... Who are they?  
Martha That's Nick and his brother, Jamie. They're twins.  
Scarlett Oh, OK.  
Martha Who's that boy? He's really nice.  
Scarlett Nice? He's my brother. Ryan! Over here!  
Ryan Oh! There you are!  
Scarlett This is Martha. She's in my class.  
Ryan Hey!

Martha is a new student.

**Scarlett is a new student.**

- 1 Scarlett is from Canada.  
\_\_\_\_\_
- 2 Scarlett 'My mum's from Italy.'  
Scarlett \_\_\_\_\_
- 3 Martha and Lauren are sisters.  
\_\_\_\_\_
- 4 Nick and Jamie are friends.  
\_\_\_\_\_
- 5 Scarlett 'Ryan is in my class.'  
Scarlett \_\_\_\_\_

**A Subject pronouns**

- 1 \* Complete the table with the words from the box.

I ~~she~~ you (x 2) they he we it

Subject pronouns			
Singular		Plural	
1 _____		5 _____	
2 _____		6 _____	
3 _____			
<u>she</u>		7 _____	
4 _____			

- 2 \*\* Match the subject pronouns to the subjects.

- |   |                   |
|---|-------------------|
| 1 <input checked="" type="checkbox"/> C You | A Lisa            |
| 2 <input type="checkbox"/> He               | B My sister and I |
| 3 <input type="checkbox"/> She              | C You and Liam    |
| 4 <input type="checkbox"/> It               | D My friends      |
| 5 <input type="checkbox"/> We               | E Your dad        |
| 6 <input type="checkbox"/> They             | F London          |

- 3 \*\* Complete the sentences with the correct subject pronouns.

Hello, Lily. You 're in my class.

- Maria's from Rome. \_\_\_\_\_'s Italian.
- This is Henry. \_\_\_\_\_'s my best friend.
- Here's my bike. \_\_\_\_\_'s new.
- John and Mick are here. \_\_\_\_\_'re my friends.
- Hi, I'm Lisa. \_\_\_\_\_'m 12.
- Elena and I are classmates. \_\_\_\_\_'re in class 1DP.
- My mum's English. \_\_\_\_\_'s a teacher.
- Here are my friends. \_\_\_\_\_'re cool!
- This is Sara. \_\_\_\_\_'s my sister.
- My name's Luc. \_\_\_\_\_'m French.
- Maria and Paulo are from Rio de Janeiro. \_\_\_\_\_'re Brazilian.
- Look at that dinosaur! \_\_\_\_\_'s a *Tyrannosaurus rex*.
- Here's Emma now, \_\_\_\_\_'s late!
- My friends are happy, \_\_\_\_\_ are on holiday.

**B Present simple of the verb to be Affirmative form**

- 4 \* Complete the table with the affirmative form of the verb to be.

Present simple of the verb to be: affirmative form		
	Long form	Short form
I	<u>am</u>	<u>'m</u>
you	1 _____	_____
he	2 _____	_____
she	3 _____	_____
it	4 _____	_____
we	5 _____	_____
you	6 _____	_____
they	7 _____	_____

- 5 \*\* Choose the correct answers.

My books is / are in my bag.

- Laura is / are Spanish.
- Tom and Dan is / are my friends.
- Her T-shirt am / is red.
- My mum and dad is / are at home.
- I am / are from Mexico.
- You is / are 12 today! Happy birthday!
- Emily and Helen is / are friends.
- My bike am / is new.

- 6 \*\* Rewrite the sentences using the long form of the verb to be.

We're Chinese. We are Chinese.

- It's an American film.  
\_\_\_\_\_
- They're new students.  
\_\_\_\_\_
- Andy's in the classroom.  
\_\_\_\_\_
- I'm 12 years old.  
\_\_\_\_\_
- She's in my class.  
\_\_\_\_\_
- You're cool!  
\_\_\_\_\_

7 \*\*\* Look at the pictures and complete the sentences with the short form of the verb *to be* and the suitable subject pronoun.



They're American.



1 \_\_\_\_\_ Indian.



2 \_\_\_\_\_ an Italian car.



3 \_\_\_\_\_ my sister.



4 \_\_\_\_\_ my friends.

## C Possessive adjectives

8 \* Match the subject pronouns to the possessive adjectives.

- |   |         |
|---|---------|
| 1 <input checked="" type="checkbox"/> D I | A his   |
| 2 <input type="checkbox"/> you            | B our   |
| 3 <input type="checkbox"/> he             | C your  |
| 4 <input type="checkbox"/> she            | D my    |
| 5 <input type="checkbox"/> it             | E their |
| 6 <input type="checkbox"/> we             | F its   |
| 7 <input type="checkbox"/> they           | G her   |

9 \*\* Choose the correct answers.

- Ben's my brother. Joe is his / her friend.
- Ricky's from Italy. **Your** / His dad's American.
  - The boys are here. **Our** / Their bikes are in the garden.
  - I'm Pauline. **Your** / My mum's Australian.
  - We're from China. **Our** / Your names are Chinese.
  - Here's Maria. **His** / Her brother is Luca.
  - Jack's from Canada but **his** / her mum's Indian.
  - Lucy! **Her** / Your sister's here!
  - This is my new toy. **Its** / Their name is Rex.

## D Articles

10 \*\* Complete the table with the correct article.

Indefinite article	Definite article
_____ book	_____ child
_____ elephant	

11 \*\* Choose the correct article *a* or *an*.

- a / an email
- a / an pen
- a / an school
- a / an English teacher
- a / an man
- a / an apple
- a / an orange
- a / an student

- 1 \*\* Read Sara's postcard and choose the correct answers.



Hi Greta!

Hello from England! Here's **an** / **a** postcard for you in English! England is cool but it's very different from Italy! <sup>1</sup> **I's** / **I'm** in Cambridge now. It's a busy city and the people <sup>2</sup> **are** / **is** very nice. My new school <sup>3</sup> **is** / **am** big and modern and <sup>4</sup> **he's** / **it's** different from <sup>5</sup> **the** / **an** Italian school. <sup>6</sup> **My** / **Her** school friends <sup>7</sup> **are** / **is** Adam, Vijay and Jazmin. <sup>8</sup> **You're** / **They're** cool! I <sup>9</sup> **am** / **are** in Jazmin's class and Ricky <sup>10</sup> **am** / **is** in class 8DT with Adam and Vijay, so <sup>11</sup> **you're** / **we're** in different classes.

See you soon  
Love, Sara

- 2 \*\*\* Read Sara's postcard again. Write sentences using the verb *to be*. Use the short form where possible.

Sara is in England.

**Sara's in England.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

## Making introductions

- 1 \*\* Match the sentences to form a dialogue.

- 1 **B** Hello!
- 2 **A** What's your name?
- 3 **C** This is my friend, Jack.
- 4 **D** My name's Luca.

- A Hi, Jack.  
B Hi!  
C Hello, Luca.  
D I'm Alessia.

- 2 \*\* Choose the correct answers.



- 1 Liam Hi, I'm Liam.  
Anna Hello, my name's / my name Anna.
- 2 Meg What's you / your name?  
Jack I'm Jack.
- 3 Tom Laura, this is my / your brother, Paul.  
Paul Hi, Laura.  
Laura Hello, Paul. Please / Nice to meet you.

- 3 \*\* Complete the dialogue with the words from the box.

your name this is meet I'm Hello ~~I'm~~

- Alice **I'm** Alice. What's <sup>1</sup> \_\_\_\_\_ ?  
Jake <sup>2</sup> \_\_\_\_\_ Jake Walker.  
Alice And <sup>3</sup> \_\_\_\_\_ my friend, Joshua.  
Jake Hi, Joshua.  
Joshua <sup>4</sup> \_\_\_\_\_, Jake. Nice to  
<sup>5</sup> \_\_\_\_\_ you.


# Speaking

In this section, you are asked some questions about:

- yourself – for example name, surname, age, family, address;
- your school, the subjects you study;
- your daily routine, how you spend your free time and holidays, your skills and tastes.

Finally, you are asked to talk about something in particular – for example, your family, home, school, city, friends, hobbies or pastimes.

## LET'S PRACTISE!

**1**  Listen to a dialogue between the examiner and the candidates and circle the words that you hear.

Examiner What's your <sup>0</sup> name / surname?

Student A My name's Carlotta.

Examiner <sup>1</sup> And your name? / What's your name?

Student B I'm Yanniss.

Examiner Carlotta, what's your <sup>2</sup> name / surname?

Student A It's Conti.

Examiner Thank you. <sup>3</sup> How do you spell / What is your surname?

Student A C-O-N-T-I.

Examiner And you, Yanniss. What's your <sup>4</sup> address / surname?

Student B Rossetti.

Examiner Thank you. How do you spell your surname?

Student B R-O-S-S-E-T-T-I.

Examiner Yanniss, <sup>5</sup> how old are you? / and you?

Student B I'm thirteen.

Examiner <sup>6</sup> How old are you / And you, Carlotta?

Student A I'm thirteen, too.





Examiner <sup>7</sup> Where are you from / Are you from Italy, Carlotta?

Student A I'm from Italy.

Examiner <sup>8</sup> Are you Italian / And you, Yanniss?

Student B I'm from Italy but my mum's Greek.

**2** Match the questions to the answers.

- |  |                             |
|--|-----------------------------|
| 1  What's your name?              | A L-O-R-E-N-Z-I.            |
| 2  What's your surname?           | B I'm Sofia.                |
| 3  How do you spell your surname? | C I'm from Varese in Italy. |
| 4  Where are you from?            | D It's Lorenzi.             |

## STRATEGIES

- Listen carefully to the examiner's questions.
- Ask the examiner to repeat the question if necessary:  
*Can you repeat that, please?*
- If you do not understand the question, say:  
*I'm sorry, I don't understand.*  
The examiner rephrases the question.
- Answer the questions with full sentences.  
Avoid using short answers.

**3** Imagine you are doing the exam with your best friend. You are student A and he or she is student B. Fill in the answers for both.

Examiner What's your name?

Student A <sup>1</sup> \_\_\_\_\_

Examiner And your name?

Student B <sup>2</sup> \_\_\_\_\_

Examiner Student A, what's your surname?

Student A <sup>3</sup> \_\_\_\_\_

Examiner Thank you. How do you spell your surname?

Student A <sup>4</sup> \_\_\_\_\_

Examiner And you, Student B. What's your surname?

Student B <sup>5</sup> \_\_\_\_\_

Examiner Thank you. How do you spell your surname?

Student B <sup>6</sup> \_\_\_\_\_

Examiner Student B. How old are you?

Student B <sup>7</sup> \_\_\_\_\_

Examiner And you, Student A?

Student A <sup>8</sup> \_\_\_\_\_

Examiner Where are you from, Student A?

Student A <sup>9</sup> \_\_\_\_\_

Examiner And you, Student B?

Student B <sup>10</sup> \_\_\_\_\_



## **General and specific competences from the curriculum explored in this unit:**

### **1. Understand oral messages in everyday communication situations**

- 1.1. Identify the overall meaning of clearly articulated everyday messages and dialogues
- 1.2. Identify the meaning of clearly articulated everyday verbal exchanges with clarification from the speaker

### **2. Speak in everyday communication situations**

- 2.1. Describe people / characters in a simple way
- 2.2. Establish social interaction based on simple conversational formulas (greetings, introductions, thanks, instructions)
- 2.4. Show willingness to participate in a dialogue

### **3. Understand written messages in everyday communication situations**

- 3.1. Identify information from panels and signs displayed in public places for navigational purposes
- 3.2. Select information from a short text accompanied by illustrations
- 3.3. Identify information in simple written messages from friends or peers
- 3.4. Show curiosity for reading navigational texts

### **4. Write messages in everyday communication situations**

- 4.1. Write short, simple messages
- 4.2. Describe aspects of daily life (people, places, school, family, hobbies), using short sentences
- 4.3. Show willingness to exchange simple written messages

## 1 Translate the following words into Romanian.

## Family

aunt / auntie	<u>mătușă</u>	mother	_____	cleaner	_____
brother	_____	mum	_____	dentist	_____
children	_____	nephew	_____	doctor	_____
cousin	_____	niece	_____	electrician	_____
dad	_____	parents	_____	hairdresser	_____
daughter	_____	relatives	_____	journalist	_____
father	_____	sister	_____	lorry driver	_____
grandchildren	_____	son	_____	mechanic	_____
granddad /	_____	stepbrother	_____	nurse	_____
grandpa /	_____	stepfather	_____	office worker	_____
grandfather	_____	stepmother	_____	pilot	_____
granddaughter	_____	stepsister	_____	plumber	_____
grandparents	_____	uncle	_____	police officer	_____
grandson	_____	wife	_____	secretary	_____
granny /	_____		_____	shop assistant	_____
grandma /	_____	<b>Occupations</b>	_____	taxi driver	_____
grandmother	_____	builder	<u>constructor</u>	teacher	_____
husband	_____	chef	_____		_____

## Family

## 2 \* Fill in the missing letters to complete the words.

D A D

- 1 M \_ \_ \_                      5 A \_ \_ \_ T  
 2 \_ \_ \_ C L \_                6 \_ \_ O U \_ \_ \_ N  
 3 \_ \_ I S \_ \_ \_ R            7 G \_ \_ \_ \_ \_ \_ Y  
 4 \_ \_ R \_ \_ N \_ \_ D \_ \_ D   8 B \_ \_ \_ \_ \_ H \_ \_ \_

## 3 \* Complete the table with the words from exercise 1.

Boys	Girls
son	<u>daughter</u>
1 _____	sister
2 _____	wife
father	3 _____
4 _____	aunt
grandfather	5 _____
6 _____	niece
grandson	7 _____
cousin	8 _____

## 4 \* Write sentences about your family.

My mum is Sandra.

- 1 My dad is \_\_\_\_\_.  
 2 My grandparents are \_\_\_\_\_.  
 3 My cousins are \_\_\_\_\_.  
 4 My brother is \_\_\_\_\_.  
 5 My sister is \_\_\_\_\_.  
 6 My uncle is \_\_\_\_\_.  
 7 My aunt is \_\_\_\_\_.

## 5 \*\* Complete the definitions.

My dad's brother is my uncle.

- 1 My dad's sister is my \_\_\_\_\_.  
 2 My aunt and uncle's children are my \_\_\_\_\_.  
 3 My aunt's husband is my \_\_\_\_\_.  
 4 My granny's husband is my \_\_\_\_\_.  
 5 My mum and dad's son is my \_\_\_\_\_.  
 6 My mum is my grandparents' \_\_\_\_\_.  
 7 My brother is my grandfather's \_\_\_\_\_.  
 8 My mother's daughter is my \_\_\_\_\_.