

CAMBRIDGE



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Comunicare
în limba modernă 1
Engleză
Caietul elevului
Clasa a II-a

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- Two **Revision units** covering and reinforcing the vocabulary and grammar of the preceding units and providing a lot of extra skills work.

Each **Revision unit** is followed by a **Term Test** which covers all four skills and provides teachers with performance descriptors.



- A **Self-evaluation** section at the end of the Activity Book encourages pupils to reflect on their learning in a fun, simple way.

General and specific competences from the curriculum explored in the units:

- | | |
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| <ol style="list-style-type: none"> 1. Understand simple oral messages <ol style="list-style-type: none"> 1.1. Provide an adequate reaction to a simple question/ instruction articulated clearly and very slowly, in everyday communication situations 1.2. Recognise the basic position of objects from their immediate universe (on, under, in front of, behind, in) in messages that are articulated slowly and clearly 1.3. Show curiosity towards understanding the global meaning of children's films and songs in English 2. Speak in everyday communication situations <ol style="list-style-type: none"> 2.1. Reproduce short, simple children's songs/poems 2.2. Introduce a person/popular character, using a few familiar details (name, gender, age, hobby) 2.3. Take part in communication games by reproducing or creating short chants/messages 2.4. Ask for and give short, simple information about where objects from their immediate universe are 3. Understand simple written messages <ol style="list-style-type: none"> 3.1. Show curiosity towards decoding simple, short written messages related to their immediate universe 4. Write short simple messages in everyday communication situations <ol style="list-style-type: none"> 4.1. Take part in group/class projects by producing short written messages with help from the teacher | <ol style="list-style-type: none"> 1. Receptarea de mesaje orale simple <ol style="list-style-type: none"> 1.1. Oferirea unei reacții adecvate, în situații de comunicare uzuale, la o întrebare/instrucțiune simplă rostită clar și foarte rar 1.2. Recunoașterea pozițiilor de bază (pe, sub, în față, în spatele, în) ale unor obiecte din universul imediat, în mesaje articulate clar și rar 1.3. Manifestarea curiozității față de sesizarea semnificației globale a unor filme și a unor cântece pentru copii în limba modernă respectivă 2. Exprimarea orală în situații de comunicare uzuală <ol style="list-style-type: none"> 2.1. Reproducerea unor cântece/poezii simple pentru copii 2.2. Prezentarea unei persoane/unui personaj cunoscut folosind câteva detalii familiare (nume, gen, vârstă, hobby) 2.3. Participarea la jocuri de comunicare în care reproduce sau creează rime/mesaje scurte 2.4. Cererea și oferirea unor informații scurte și simple referitoare la localizarea obiectelor din universul imediat 3. Receptarea de mesaje scrise simple <ol style="list-style-type: none"> 3.1. Manifestarea curiozității pentru decodarea unor mesaje scrise simple și scurte din universul imediat 4. Redactarea de mesaje scrise simple în situații de comunicare uzuală <ol style="list-style-type: none"> 4.1. Participarea la proiecte de grup/la nivelul clasei în care elaborează cu sprijin scurte mesaje scrise |
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Back to School

1 Read and match.

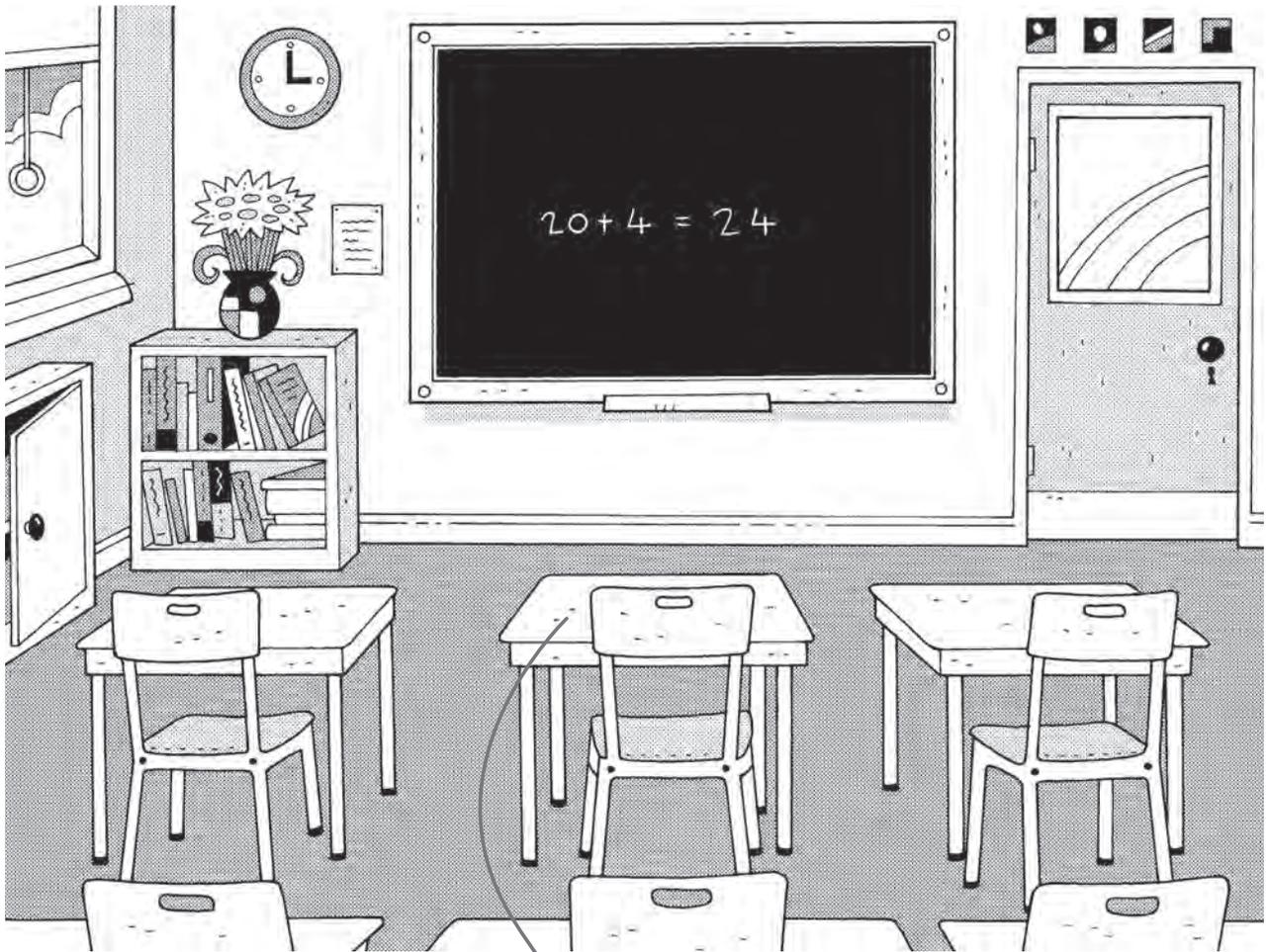
door

board

bookcase

cupboard

wall



clock

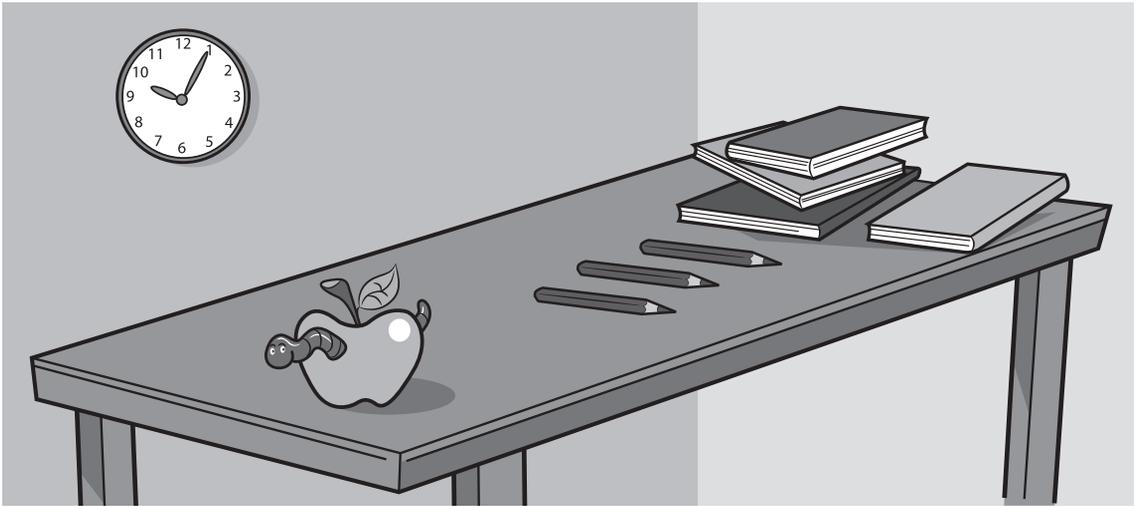
window

desk

chair

floor

1 Look, read and tick (✓).



- 1 There's an apple. yes no
- 2 There's a clock. yes no
- 3 There's a chair. yes no
- 4 There are some pencils. yes no
- 5 There are some rulers. yes no

2 Look, read and complete.

is are

- 1 There is a house.
- 2 There _____ some windows.
- 3 There _____ a door.
- 4 There _____ a garden.
- 5 There _____ some flowers.



Listen to the song and write the missing letters.

A	B	C	D		F	
a	b	c	d	e	f	g

	N	M	L	K	J	I	H
O		m	l	k	j	i	h
o							

P		R	S		U	V	W
p	q	r	s	t	u	v	w

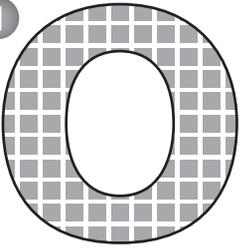


Z	Y	X
z	y	

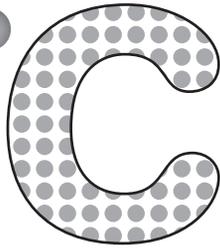
1 ^{CD}₀₃

Listen and tick (✓) or cross (X).

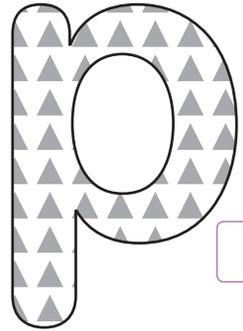
1



2



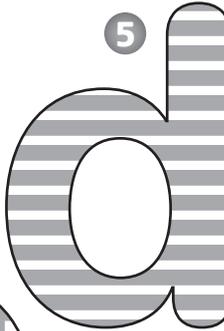
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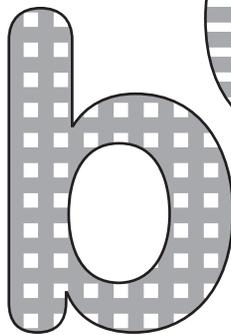
4



5



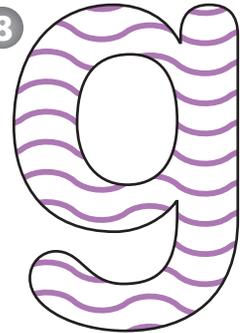
7



6



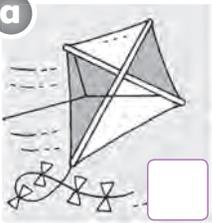
8



2 ^{CD}₀₄

Listen and number the picture. Then write.

a



b



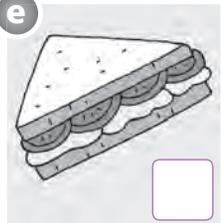
c



d



e



What's this?

1 It's a lizard.

4 It's a _____.

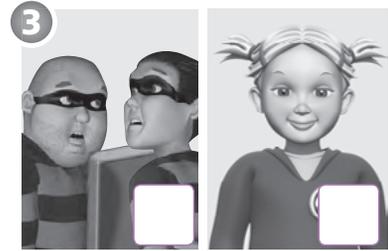
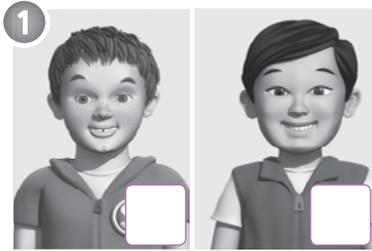
2 It's a _____.

5 It's a _____.

3 It's a _____.

1 ^{CD}₀₅

Listen and tick (✓).



2 Find the Super Friends in the story and write the numbers.



Picture



Picture



Picture

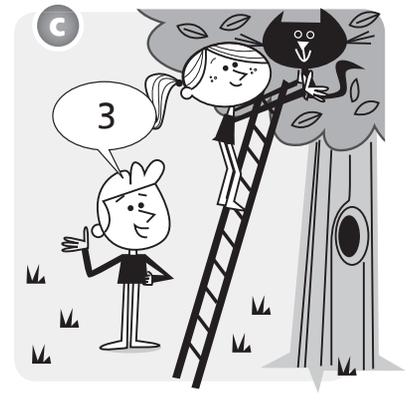
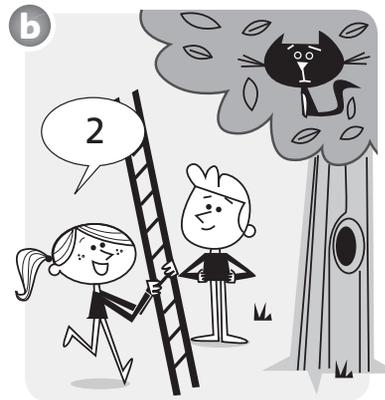
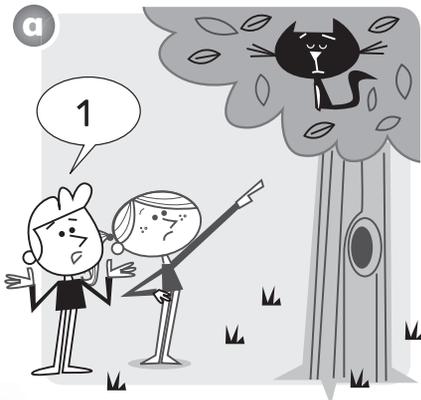
3 Match the pictures with the sentences.

Think!

What can we do?

Now let's go home.

I've got an idea.



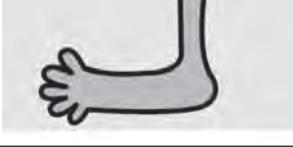
4 Look and tick (✓).



5 Say and write the words under *look* or *school*.



book room zoo good food foot

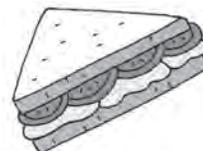
	look		school
	book		_____
	_____		_____
	_____		_____

6 ^{CD}₀₆ Listen, say and check your answers.



1

Pair work. Point and ask. Answer and spell.



What's this?

It's a book.

How do you spell 'book'?

B-O-O-K

2

CD
07

Listen and write the names.



3

What can you see in the classroom?
Complete the words.

a e i o u

1 w i n d o w

2 c l c k

3 w l l

4 b _ _ r d

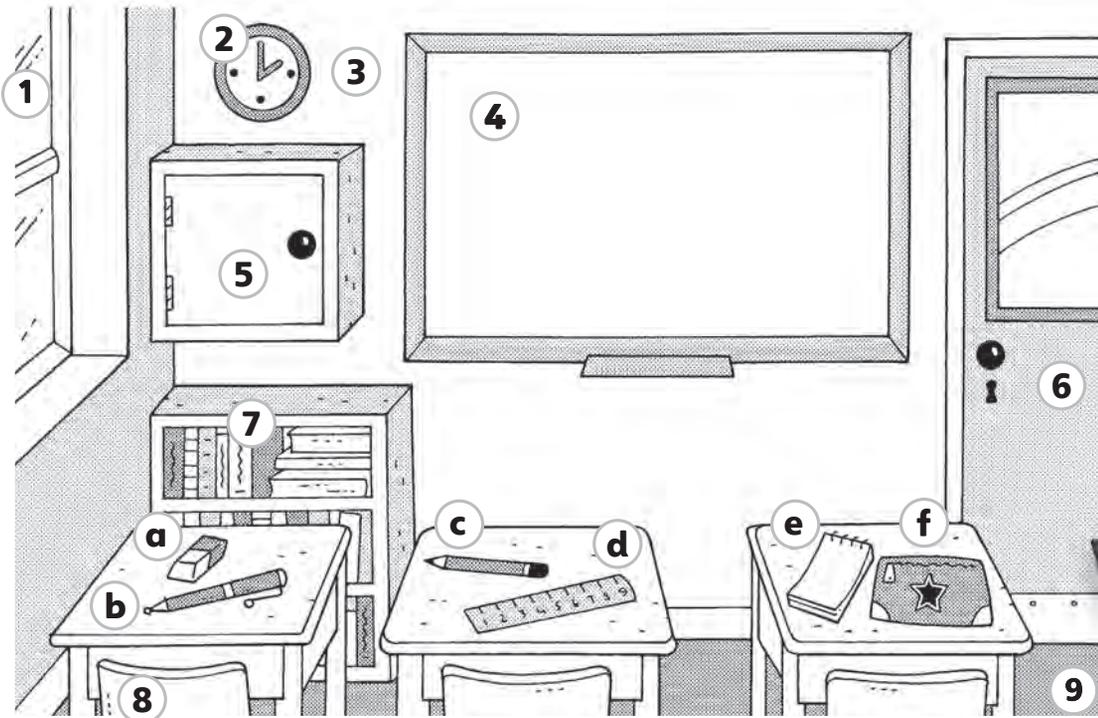
5 c _ p b _ _ r d

6 d _ _ r

7 b _ _ k c _ s e

8 c h _ _ r

9 f l _ _ r



4

What can you see on the desks?
Write the words.

notebook pen pencil ruler pencil case ~~rubber~~

a rubber

b _____

c _____

d _____

e _____

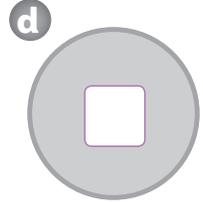
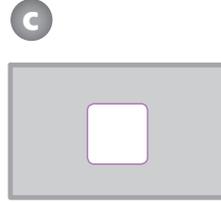
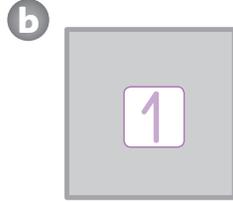
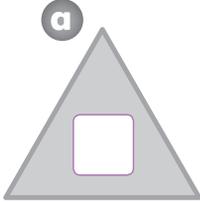
f _____

Learn and think

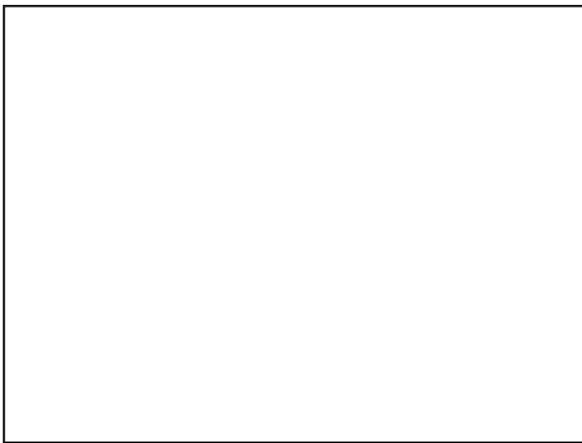
$$3 + 4 =$$
$$6 - 3 =$$

Tangrams

1 ^{CD}₀₈ Listen and number.



2 Read and draw.



1 a red triangle



2 a green square



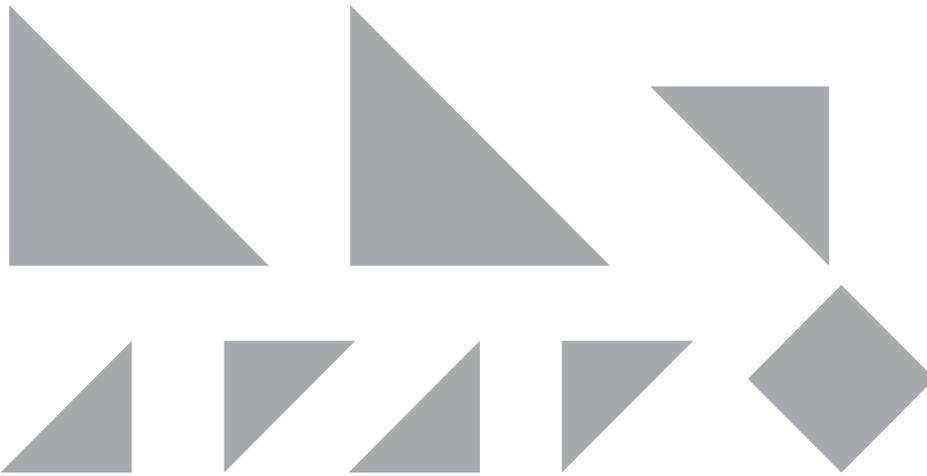
3 a blue circle



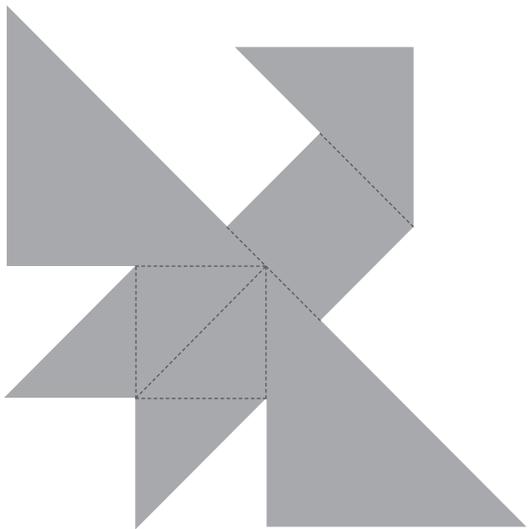
4 a yellow rectangle

3 Tick (✓) the picture you can make with the pieces of the tangram.

Think!



a



b

