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Lexical-grammatical resource set

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room for learning



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Chapter 1. Bulgarian as a second language

1.1. Level A1.

Types of vocabulary exercises

For learning new vocabulary in the initial stage of second language learning, the translation method is often used. However, from a methodological point of view, this is not particularly appropriate, since it does not provoke the intellectual effort of students. In this sense, it is more appropriate to use the visualization method. Where possible, lexemes are also offered that are either from the international vocabulary or have a similar sound in the foreign and Bulgarian languages.

In the second part of the level, it is appropriate to offer exercises for completing the sentence with an appropriate word, for finding the inappropriate word in a sentence, and so on.

Types of grammar exercises

The main groups of exercises suitable for mastering the language categories at level A1 of teaching Bulgarian as a second language are:

- filling in blanks in a sentence by choosing from options
- completing a word with an appropriate morpheme
- noting the correct form
- marking the incorrect form of a word in a sentence
- detecting incorrect word order in a sentence
- marking the appropriate answer to a question
- finding the right question for a given answer
- marking a correctly structured phrase
- determining correct/incorrect.

An advantage of the proposed types of exercises is the possibility that most of them can be implemented in electronic format.

LEVEL A1.1.

The basic knowledge that is expected to be formed in the first stage of training is related to language categories and constructions that allow students to communicate in the most elementary communicative situations: introduction, introduction, description of the immediate environment, etc.

The main language categories intended for acquisition at this level are:

- personal pronouns
- conjugation of the verb I AM
- gender and number of the noun
- noun membership
- the verbs I HAVE/I DON'T HAVE
- verbs of frequency from the three conjugations
- interrogative sentences with basic question words: who, where, from where, what
- count nouns up to 100.

The knowledge and skills that are expected to be formed in the specific language categories are specified below.

Personal pronouns

The person and number forms of the pronouns *I, you, he, she, it, we, you, they* have been mastered.

Skills are developed for the correct use of the personal pronouns *I, you, he, she, it, we, you, they*.

Verb AM

The conjugation of the verb "*I am*" has been mastered.

The formation of the negative and interrogative forms of the verb "*I am*" has been mastered.

Skills have been developed for using the verb "*I am*" in sentences.

Skills have been developed for correctly constructing word order in sentence variants with the verb "*I am*".

Noun – gender and number

Students know the formal signs for determining the gender of a noun.

The rules for forming the plural according to the gender and form of the noun have been mastered.

Plural forms of the noun have been automated.

Noun article

Students recognize articulated from inarticulate forms.

The basic principles for the correct use of articulate forms have been mastered.

Verbs I have, I don't have

The conjugation of the verbs "*I have*" and "*I don't have*" has been mastered.
Skills have been developed for correctly using the verbs "*I have*" and "*I don't have*" in sentences.

Frequency verbs of the three conjugations

The forms for all persons and numbers have been mastered.
Skills for the correct use of the appropriate verb form are created.

Interrogative sentences with the particles "are you" or "are you not"

The student can compose interrogative sentences with the particles "*li*" and "*nay*".
The word order features of sentences with interrogative particles have been mastered.

Interrogative sentences are constructed correctly with the particle "*li*" depending on the subject of the question.

Interrogative sentences with question words

The gender and number forms of interrogative pronouns (who, which, which, which) have been mastered.

The student uses question words appropriately in sentences.
Constructs a dialogue with an appropriate question word.

Countable numerals (up to 100)

Knows the numerical numerals.
Automates the difference between the suffixes - ten /- ten and -ten

Below are several models of exercises related to the formation of the indicated knowledge and skills in the relevant language categories.

LEXIC

1. Match each picture with the appropriate word.



pencil



notebook



sofa



desk



chair

2. Mark whether the photo is appropriate.



Hristo has a backpack.

yes no



Ana has a pen.

Answer : yes no



There is one potato here.

Answer : yes no



This is a laptop.

GRAMMAR

Personal pronouns and conjugation of the verb I AM

One of the main principles in second language learning is the syntactic basis of teaching. This means that individual lexemes are not studied independently, but in the most frequent syntactic structures: expressions, word combinations, sentences. This principle is applied in the acquisition of personal pronouns. The most expedient approach is to study this morphological category simultaneously with the conjugation of the auxiliary verb съм. That is why in the exercises presented below these two categories are included simultaneously in the sentences.

1. Write the appropriate word .

a/ we are friends.

We / You / They

Answer : We

b/ is Bulgarian.

He/She/ You

Answer: He

c/ you are doctors.

You/ You / They

Answer: You

d/ are the Ivanov family.

I/ We/ They

Answer: They

e/ you are a student.

You / He / They

Answer: You

2. Fill in the appropriate word . / Drag and drop /

Mary from France.

I am fine.

answer : is

Me and Peter..... Italians.

I am, we are.

We are responsible.

You and Sylvia.....colleagues.

you are

You are the answer.

Anton and Hans from Germany.

you are we are

Answered are

Where are you from..., Mrs. Mileva?

is you is

You are the answer.

Difficulties in learning Bulgarian as a second language are also caused by the word order of the Bulgarian sentence. Although in principle it is flexible, there are cases in which the sentence is structured according to strictly defined principles. Such are, for example, the rules that the reflexive particle “se” and the forms of the verb “com” are never placed at the beginning of the sentence. Similar are the rules for the position of interrogative words. That is why it is necessary to do exercises to automate these principles.

3. Mark the INCORRECT sentence.

 Her name is Milena.

- ☐ Her name is Milena.
- ☐ Her name is Milena.

Answer : Q. Her name is Milena.

I am a mathematics teacher.

I am a mathematics teacher.

I am a mathematics teacher.

Answer: I am a mathematics teacher.

A. I'm meeting Hristo.

B. I meet Hristo.

C. I am meeting Hristo.

Answer: C

And what is her profession?

B. So what is her profession?

Q. What is her profession?

Answer B

And Martin, where are you from?

B. Where are you from, Martin?

Where are you from, Martin?

Answer B

At level A1.1. both the positive and negative forms of the verb "I am" are planned for study. In some languages, such as English, for example, the negative particle is placed after the verb, unlike Bulgarian, where the word order is reversed. This requires work on exercises to master this specific word order feature of our language.

4. Is the underlined word correct?

You are not students.

- ☐ yes
- ☐ no

Answer : no

They are not from Bulgaria.

☐ yes

☐ no

answer yes

My father is not a police officer.

☐ yes

☐ no

answer no

Isn't your sister in Sofia?

☐ yes

☐ no

answer yes

Mitko and Rosen are not at home.

☐ yes

☐ no

answer no

Interrogative sentences

An important skill that is formed at this level is participation in elementary dialogue. This, in turn, means the ability to correctly structure interrogative sentences, as well as the use of an appropriate interrogative word depending on the purpose of the question. A specific characteristic of the Bulgarian word order in this regard is the position of the interrogative particle “li”. Unlike other languages, in Bulgarian the different position of the particle changes the content of the question. That is, “li” is always placed after the word that is being asked about. This also determines the need for various exercises to master the specified rule.

5. Fill in the appropriate word. / Drag and drop /

– Sylvia is it?

– She is from Italy.

A) how B) from where B) which one

Answer B) from where

– Hello! are you here today?

– Okay, thank you!

what who how

answer how

– Are they Milevi by profession?

– Architects.

which how what

answer what

– Stoyan is it now?

– At work, of course.

where from where when

answer where

– Lily, do you have an exam?

– On Friday.

when who how

answer when

6. Color the answer with the color of the question . Write the answer to each question.

1. – **Who is this woman** ? –

2. – **Where is it from** ? –

3. – **What is she like** ? –

A) She is a teacher. B) She is from Bulgaria. C) This is Maria Slavova.

Answer: 1. C) This is Maria Slavova. 2. B) He is from Bulgaria. 3 A) She is a teacher.

1. – **Is this boy Peter** ? –

2. – **Is Asen a student** ? –

3. – **What is Vassilev's profession** ? –

A He is a teacher. B. No, this is Assen. C. No, he is already a student.

Answer 1. B 2. C 3. A

1. – What are their ethnicities? –

2. – What are Biser and Martin's professions ? –

3. – Who are these people? –

A. They are Bulgarians. B. These are Biser and Martin. C. They are journalists.

Answer 1. - A 2. - C 3. - B

7. Fill in the correct question. / Drag and drop /

–

– Yes, I'm from Greece.

A) Are you from Greece? B) Are you from Greece? C) Are you from Greece?

Answer : Q) Are you from Greece?

–?

– No, Zornitsa

A Is Maria studying English? B Is Maria studying English? Is Maria studying English?

Answer B

– ?

– A little.

A. Does Hans speak Bulgarian? Does Hans speak Bulgarian? Does Hans speak Bulgarian?

Answer A

–?

– No, we have tomorrow.

A. Do you have math today?

B. Do you have math today?

Q. Do you have math today?

Answer A

-?
-?
- No, they are teachers.

A. Are they businessmen? B. Are they businessmen? C. Are they businessmen?

Answer A

Verbs HAVE/ DON'T HAVE

As a particularly frequent verb, "imam" is introduced at the very beginning of Bulgarian as a second language teaching. This is necessary for 2 reasons. First, it creates an idea of the different forms of third-conjugation verbs, which are the easiest to perceive. Second, this verb has a specific negative form, different from the negative forms of other verbs.

8. Choose the appropriate answer .

- Do you have a Bulgarian language notebook?
-

- ☒ A. Yes, there is.
- ☐ B. Yes, I have.
- ☐ C. Yes, we have.

Answer : B. Yes, I have.

- Madam, do you have another sheet?
-

- A. No, we don't have
- B. Yes, I don't have any.
- Q. Yes, I have.

Answer B

- Guys, don't you have a vacation now?
-

- A. Yes, we don't.
- B. No, we do.
- Q. Yes, we do.

Answer: C

– Mom, do Mimi and I have any presents?

–

A. You have, of course.

B. You don't, of course.

Q. We have, of course.

Answer A

9. Mark the sentence with the correct form.

- A. Vasil doesn't have a pen today.
- B. Today Vasil doesn't have a pen.
- C. Today Vasil doesn't have a pen.

Answer : B. Vasil doesn't have a pen today.

A. We don't have Bulgarian homework.

B. You don't have Bulgarian homework.

Q. You don't have Bulgarian homework.

Answer A

A. Martin and Stefan don't have a car.

B. Martin and Stefan don't have a car.

V. Martin and Stefan don't have a car.

Answer: C

A. You and Ognyan have a sister.

B. You and Ognyan don't have a sister.

Q. You and Ognyan have a sister.

Answer A

A. Hristo, don't you have a textbook?

B. Hristo, don't you have a textbook?

Q. Hristo, don't you have a textbook?

Answer B

Verbs of the three conjugations

To develop the language skills specified in the Common European Framework of Reference for Languages at the elementary level, it is essential to master verb forms from the three conjugations. Without providing theoretical explanations, such frequent verbs are gradually included in the teaching process, with the main goal being to automate their forms for different persons and numbers. This enables learners to make a brief description of their daily lives, which is one of the main topics for the presented level. At the same time, students develop skills for participating in a dialogue on the specified topic.

Here are some models for developing these skills.

10. Choose the appropriate form in each sentence . Falling menu 3t .

1. We regularly practice/ we practice/ they practice football.
2. At the moment, Biser's sister is reading/ is reading/ you are reading a book with Bulgarian fairy tales.
3. This year Maria and Rumyana study/ are studying/ are studying very seriously.
4. You and Peter speak/ speak/ speak English very well.
5. Hristo, I love/ do you love/ do you love fruit?

Answer : 1.- we train 2.- reads 3.- study 4- you speak 5- you love

11. Fill in the blank with the appropriate word. / Drag and drop /

1. you rarely eat vegetables. And they are very healthy.

They Borislav You

Answer : You

2. On Sundays he often cooks fish.

Mom My parents Me

Answer : Mom

3. Sometimes for dinner I buy a salad.

you me Hristo

Answer : me

4. On Saturdays..... we usually go to the theater.

me and your mom and Stoyan Lili and Ana

Answer : me and mom

5. why aren't you doing your homework?

You You You

Answer : You

12. Fill in the blank with the appropriate form.

– Monica, is your brother working anymore?

– Yes, for a week..... as a programmer in a company.

you work I work works

answer : works

Noun - gender and number

The gender of a noun in the Bulgarian language is determined by the ending of the word. Feminine nouns most often end in -a or -я, neuter nouns end in -o or -e, and masculine nouns usually end in a consonant sound. There are, of course, exceptions to this rule, but they are not considered at the elementary level. From this point of view, it is important to do exercises to automate the above-mentioned rule. To achieve maximum effectiveness in training, it is advisable to include exercises with visualization, such as connecting the indefinite article “one/one/one” with a picture. These exercises test, on the one hand, the students’ lexical knowledge, and on the other hand, the degree of automation of the rule for determining the gender of the noun. This applies to the same extent to the exercises related to the number of this morphological category.

In the learning process, it is also possible to complicate the types of exercises, such as exercises to detect the irregular form/word. These exercises are more difficult to structure, especially at later levels, but are extremely useful for activating students' knowledge.

13. Fill in “one”, “one” or “one”.

Vanya, you have a lot of dolls. Please give me !

Answer : one

Ivan, you have a lot of pencils. Please give me!

Answer one

Children, you have a lot of sheets of paper. Please give me.....!

Answer one

Asene , you have a lot of pens. Please give me!

answer one

Mitko, you have a lot of coats. Please give me.....!

Answer one

14. Underline the appropriate word.

For breakfast I want a cheese sandwich.

one

one

one

answer : one

Nikki has a kitten.

one

one

one

answer : one

Valerie has a cat.

one

one

one

answer : one

There is a desk there.

one

one

one

answer : one

Alex only has a backpack.

one

one

one

answer : one

15. Complete each sentence with the appropriate picture.

This is one...1.....

There is one here.....2.....

There is a ...3.....



A B C

Answer : 1- B 2- C 3- A

16. Is it correct? used the underlined word?

one homework exercise.

☐ yes

☐ no

answer : no

one room in this apartment .

☐ yes

☐ no

answer yes

Milevi has one child.

☒ yes

☐ no

answer yes

Natasha has an uncle.

☒ yes

☐ no

answer no

He has only one friend.

☒ yes

☐ no

answer yes

17. Finish the word .

/drop-down menu/

There are many parks in the city of Sofia.....

a, and, these

answer : yes

We don't have many friends...

and, oh, these

answer and

Please give me two coffees.....

so, and, these

answer yes

offices here

so, ah, and

answer a

You don't have much paper...

these , and, they

answer these

18. Underline the appropriate expression. / Drag and drop /

Maria has a lot of

dresses and scarves dress and scarves dresses and scarves

re : dresses and scarves

There isn't much here

dog and cats dogs and cat dogs and cats

answer : dogs and cats

We have a lot of at home.

forks and knives fork and knife forks and knives

Answer : forks and knives

Noun articles

A specific characteristic of the modern Bulgarian language is the postpositional definite article. Its study is also complicated by its different forms for different noun genders, as well as for different plural forms. This requires working with a lot of exercises in the initial stage to automate the different forms of this morpheme. The next stage also introduces exercises related to the specific cases of use of articulated nouns. It is important that students remember even at level A1 that words are not articulated after an indefinite article, demonstrative pronouns, and "many". On the other hand, a noun is usually articulated after a preposition and if it participates in a possessive phrase. Mastering these rules will greatly facilitate the acquisition of this language category and will relieve the natural tension of learning a new language. Therefore, below are ideas for structuring exercises precisely to master these specifics when distinguishing the mandatory cases for the use of articulated nouns.

19. Mark the sentence in which the underlined word is INCORRECT?

- ☐ 1. There are many animals in this zoo .
- ☐ 2. There are many animals in the zoo .

- 3. There are many animals in this zoo .

Answer : 3

1. The houses are very nice.
2. Those houses are very nice.
3. Those houses are very nice.

Answer : 2

1. There are many books on those desks .
2. There are many books on those desks .
3. There are many books on the desks .

Answer : 1

1. There is a large garden next to this school .
2. There is a large garden next to the school .
3. Next to this, the school has a large garden.

Answer : 3

1. The hotel is behind this building.
2. The hotel is behind this building .
3. The hotel is behind the building.

Answer 7 2

20. Fill in the appropriate form for each blank .

/Drop-down menu/

On Sundays, the Ivanov family usually has ...1... and often has lunch ...2... .
Everyone ...3.... likes ...4.... of Mrs. Ivanova.

1- guests guests

2- fish fish

3- guests guests

4- fish fish

Answer : 1- guests 2- fish 3- guests 4- the fish

We have been in for a week now. I no longer have Every I
play in next to our house.

1- vacation vacation

2- domestic homework

3- day the day

4- park park

Answer : 1- vacation 2- homework 3- day 4- park

21. Is the underlined form used correctly?

sister lives in Bulgaria.

☐ yes

☐ no

Answer : yes

a TV in the living room.

☐ yes

☐ no

answer : no

There is a shoe cabinet in the hallway .

☐ yes

☐ no

answer : no

bananas in the refrigerator .

☐ yes

☐ no

answer : yes

This is Ivan's coat .

☐ yes

☐ no

answer : no

Countable numerals

The main goal in studying number nouns is to automate the difference between the suffixes – *найсет / несет* and – *несет* for the different groups of numerals. From this point of view, it is advisable to do exercises to distinguish pairs of numerals such as 12 and 20; 13 and 30, etc.

22. Match the number with the appropriate combination.

/ Drag and drop /

23 - A) twelve and three

B) thirty two

C) twenty-three

answer : C) twenty-three

12 - A) twelve

B) twenty

C) ten and two

Answer : A) twelve

45 - A) four and five

B) fourteen and five

C) forty-five

answer : C) forty-five

60 - A) sixty

B) sixteen

B) six and zero

Answer : A) sixty

34 - A) thirty-four

B) thirteen and four

C) fourteen and three

Answer : A) thirty-four

LEVEL A1.2.

The second level of A1 involves mastering language categories that will optimize students' communicative skills in frequent communicative situations. This includes:

- demonstrative pronouns
- the accusative forms of personal pronouns
- short forms of possessive pronouns

- past and future tense of the verb "I am"
- adjective - gender and number
- count form of masculine nouns
- prepositions of frequency of time and place.

The basic knowledge and skills in the specific language categories are as follows.

Demonstrative pronouns

Students can:

- distinguish between the different forms of demonstrative pronouns.
- agree the gender and number forms of the demonstrative pronouns with the noun.

Accusative forms of personal pronouns – *me, they, he, she, us, you, them*

The students have mastered:

- the forms of the pronouns *me, they, he, she, us, you, them*.
- the principles of sentence word order structure when using the pronouns *me, they, he, she, us, you, them*.
- the rules for appropriate use of the pronouns *me, they, he, she, us, you, them* in dialogue.

Short forms of possessive pronouns – *mi, ti, mu, nj, ni, vi, im*

The students have mastered:

- the forms of the pronouns *my, you, him, her, us, you, them*
- use of articulated nouns with the pronouns *my, you, him, her, us, you, them*
- the rules for appropriate use of pronouns in dialogue.

Past and future tense of the verb "I am"

The students have acquired knowledge about the future and past tense forms of the verb "*I am*" in positive, negative and interrogative forms.

Skills have been developed for the appropriate use of the future and past tense of the verb "*to be*".

Noun article

Students recognize articulated from inarticulate forms.

The basic principles for the correct use of articulate forms have been mastered.

Adjective - gender and number

The rule for matching the adjective with the noun has been mastered.

Skills for the correct use of adjectives have been developed.

Suggestions

Students know and use spatial prepositions and some prepositions of time appropriately.

Number form of masculine nouns (for inanimate objects) Students know the number form of the masculine noun.

Skills have been developed to distinguish the numerical form of a masculine noun from the plural form.

Below are suggested exercise models for mastering the presented language categories.

Demonstrative pronouns

The main goals in learning demonstrative pronouns are two:

- first, to understand the difference between the meanings of demonstrative pronouns for near and far objects
- to master the rule for agreeing the pronoun with the gender and number of the noun.

In this sense, exercises for completing the correct form of the pronoun, as well as for finding the appropriate noun with which the pronoun agrees, are suitable.

1. Fill in the appropriate word in each sentence .

1. Are there books here by Rositsa?
2. Is Peter's sweater there?
3. Why is a chair here?

4. Do you know boy here?
5. Do you like woman there?
6. What are books there?

these this that those this that

1. - these 2- that 3- this 4- this 5- that 6- those

2. Fill in the appropriate word in the sentence .

Who is that next to Lily?

schoolgirl person teachers

answer : person

Maria was in France this..... .

autumn summer winter

Summer

Yesterday I was walking in this

Answer : park

garden place park

Tomorrow he will be visiting those

people neighbor neighbor

Answer : people

I don't believe this one....

magazine journalist website

reply : website

Personal pronouns - accusative forms

To master this language category, it is necessary to offer tasks for automating the forms for different persons and numbers, as well as for the word order features of sentences with similar forms. Difficulties in learning are caused by mastering the position of the accusative forms in positive and negative sentences. For successful and correct communication at this stage, it is important to pay attention to this syntactic specificity of our language.

3. Choose the appropriate form .

– Do you know this song?

– Yes, very well we know.

it is them

Answer : yes

– Do you always greet this teacher?

– Yes, always... congratulations.

you me it

Answer : it

– Will you take this jacket?

– Yes, I'll take It's very nice.

I love them.

answer : it

– Are you reading The Jungle Book?

– No, no... I'm still reading.

you are welcome

answer : yes

– Can you see me without glasses?

– Yes, I see... very well.

me them

answer : they

4. Choose the correct answer .

– Do you like that building?

–

- ☒ A. Yes, we like her.
- ☐ B. No, we don't like her.
- ☐ C. No, we don't like her.

Answer : C

– Do you hear these songs?

–

A No, we don't hear them.

B Yes, we can hear them well.

Yes, we can hear them well.

Answer A

– Do you know this poem?

–

A Yes, we already know that.

B. We don't know yet.

In We don't know yet .

Answer : C

– Are you selling this apartment?

–

A. No, we don't sell it.

B. No, we don't sell it.

Q. No, we sell it.

Answer B

– Are you waiting for us?

–

A. No, we are waiting for you.

B. Yes, we are waiting for you.

Q. No, we are not waiting for you.

Answer : B

Short forms of possessive pronouns

In addition to automating these forms, it is of particular importance to master the principles of using an articulated or unarticled noun with short forms of possessive pronouns. From this point of view, it is useful to do exercises with common nouns and compare them with exercises with nouns denoting family relationships. This way, students will more easily understand the rule for the articulated of certain nouns used with short forms of possessive pronouns.

5. Replace the underlined word with the appropriate form .

Martina and Ani's neighbor really loves crime movies.

The neighbor his/her/their loves crime movies very much.

Answer : them

Annie's backpack is very heavy.

.... her/your/your backpack is very heavy.

Answer : her

Anton's shoes are quite comfortable.

Their/his/her shoes are quite comfortable.

Answer : him

6. In which sentence is the underlined word correct?

- ☐ A. Your brothers are very nice guys.
- ☐ B. My sister will soon be leaving for Bulgaria.
- ☐ C. Your uncle is a doctor, right?

Answer : A.

7. Is the underlined word correct?

Half of the students in my class are excellent students.

- ☐ yes
- ☐ no

Answer : no

Why is your room so cold?

- ☐ yes
- ☐ no

answer : no

I really like your pants.

- ☐ yes
- ☐ no

answer : yes

My friends are very good kids.

- ☐ yes
- ☐ no

answer : yes

I don't know his parents.

- ☐ yes
- ☐ no

answer : no

Suggestions

One of the main skills to be developed at level A1 is the ability to describe. For this purpose, mastering spatial prepositions and automating their meanings is essential.

8. Mark the correct picture for each sentence.

- A. The dog is inside the woman.
- B. The dog is next to the woman.
- C. The dog is against the woman.



1 2 3

Answer : A- 2 B- 3 C- 1

9. Fill in the appropriate word .

1. Children often travel abroad the holidays.

on from through

Answer : through

2. I usually go to the beach in Sozopol.

in for on

Answer : on

3. Sylvia's birthday is in May.

for the year with

reply : in

4. Sometimes I go to bed later on Friday nights.

from to in

answer : in

5. Mladen's wardrobe is exactly the bed.

around vs. between

answer : against

10. Is the underlined word used correctly?

The table is above the chair.

☐ yes

☒ no

answer : no

The desk is on top of the TV.

☐ yes

☐ no

answer : no

The picture is on the wall.

☐ yes

☐ no

answer : yes

The car is under the garage.

☐ yes

☐ no

answer : no

Our house is between the store and the school.

☐ yes

☐ no

answer : yes

11. Look at the picture. Fill in the blanks with the appropriate word .



The pillows are ...1.... the sofa.

The sofa is ...2.... the window.

The wardrobe is ...3.. the sofa.

to the floor

Answer : 1- on 2- under 3- to

Numeral form of nouns - masculine

Significant difficulties in learning this category are caused by the difference between the use of the plural form and the count form of masculine nouns. Therefore, it is important to do enough exercises for these cases.

12. Fill out the appropriate form .

1. How much do you want for dinner?

sandwich sandwiches sandwich

Answer : sandwich

2. The blouse costs twenty-three

leva leva leva

answer : leva

3. There are three in the zoo.

lion lions lion

answer : lion

4. There are ten in this hotel.

apartments the apartment apartment

answer : the apartment

5. Misho has four

trousers trousers trousers

ant : pants

13. Fill in each blank with the appropriate word.

a/ For the excursion, the children take ...1... sweater, ...2... blouses and ...3... pants.

very two two

Answer : 1- two 2- two 3- very

b/ In the living room there are ...1... tables, ...2.... chairs and ...3... cabinets.

very two two

Answer : 1- two 2- two 3- many

c/ In this complex there are ...1.. cafes, ...2... restaurants and ...3... book kiosks.

very two two

Answer : 1- two 2- many 3- two

Past and future tense of AM

An important aspect of learning at level A1 is the creation of skills to represent not only present, but also past and future states through the appropriate forms of the verb "to be".

1 4. Choose the appropriate form . /Drop-down menu/

– Guys, where were you on Sunday?

– for a walk in the park.

We were I was You were

Answer : We were

– Hristo, were you at training?

– Yes, two hours ago.

was I was you were

I was

– Mr. Iliev, were you on the trip to Bansko?

– No, no, unfortunately.

you were we were I was

Answer : I was

– Was Marie at the theater on Saturday?

– No, no

was I was were

answer : it was

15. Fill in the appropriate question .

–

– No, we won't be.

A. Will the parents be at the celebration?

B. Will Martha be at the meeting tomorrow?

C. Will you be at school this Saturday?

Answer : C

–?

– Yes, it will be.

A. Vasko, will you be in the village during the vacation?

B. Will Vasko be in the village during the holidays?

Q. Vasko, will you and Mladen be in the village during the vacation?

Answer : B

–?

– No, I won't be. I'll be on vacation.

A. Ma'am, will you be in the office tomorrow?

B. Colleagues, will you be in the office tomorrow?

Q. Will Misho be in the office tomorrow?

Answer : A

16. Fill in the appropriate answer to each question .

1. – Will Simeon be at training on Tuesday?

–

2. – Mr. Dimov, were you at the meeting with the parents?

–

3. – Aren't you going to the circus on Sunday?

–

A. I was, of course. All the teachers were there.

- B. No, he won't be. He's sick.
C. No, I won't be. I'll be at the theater.

Answer : 1. – B 2- A 3- C

Adjective

In order to develop the ability to describe, the mastery of the forms of adjectives plays an essential role. The most important thing in this process is the understanding of the agreement of the adjective with the noun in gender and number. In fact, knowledge about the corresponding gender and number of the adjective is built on the knowledge acquired about the noun.

17. Is the underlined word correct?

1. Ivan's brother is still a small child.

- ☐ yes
☐ no

Answer : no

2. Annie has a modern room .

- ☐ yes
☐ no

answer : yes

3. Mom works in a new office .

- ☐ yes
☐ no

answer : no

4. My grandmother lives in that high-rise building .

- ☐ yes
☐ no

answer : yes

5. Is this white bike Peter's ?

☐ yes

☐ no

answer : no

18. Underline the correct form of the word.

I really like streets.

wide wide wide

answer : wide

Please give me that dress!

blue blue blue

answer : blue

I don't like coffee.

cold cold cold

ans : cold

1 9. Fill in each blank with the appropriate word.

Mom is a beautiful ...1.... woman.

Whose is this ...2... dress?

We live in ...3.. house.

spacious short young

Answer : 1- young 2- short 3- spacious

1.2. Level A2

At level A2, knowledge is expanded in the context of more diverse communicative situations: description and dialogue about the family environment, about the expanded range of daily activities at home, at school and in leisure time. Language categories and structures are introduced that are necessary for presenting not only current, but also past and future events.

The basic language skills are:

1. Adjective: membership and grading; membership in the noun phrase.
2. Pronoun:
 - personal pronouns – short dative forms
 - recursive possessive pronouns
3. Verb:
 - verb form
 - compound verbal predicate with the modal verbs *I want, I can, I must, I can*
 - future tense of verbs from the New Testament and from the Old Testament
 - past perfect tense of verbs from the 1st century AD
 - imperative mood – simple forms
 - reflexive verbs
 - verbs of motion with prepositions
4. Masculine and ordinal nouns
5. Complex sentences – compound and compound.
6. Indirect speech

The basic knowledge and skills intended to be mastered at this level are as follows.

Adjective – membership, gradation

The articulate forms of the adjective are known.

Distinguish between articulated and unarticulated forms.

Appropriately articulated forms are used.

The comparative and superlative forms are used correctly.

Pronouns

mi, ti, mu, ù, ni, vi, im are mastered .

The forms of pronouns are used correctly.

Correct word order is used when using the pronouns *mi, ti, mu, ù, ni, vi, im* .

Verb

The types of frequency verb pairs have been mastered.

Future tense forms are used correctly

Imperative forms of verbs of frequency have been mastered.

Learned for expressions with verbs of motion

A distinction is made between reflexive and irreflexive verbs.

Of course, the difference in the use of the particles *se* and *si* with the same verbs (I dress myself, I dress myself).

In a sentence, reflexive verbs are used with the correct word order of the particles *se* and *si*.

Masculine numeral nouns

Masculine numerals are distinguished from numerals for inanimate objects in the masculine gender.

Masculine numerals are used correctly.

Ordinal numerals – gender, number, membership

Ordinal numerals are known.

The gender and number forms of ordinal numerals are formed correctly.

A distinction is made between articulated and unarticulated forms.

Vocabulary exercises

The communicative situations in which the learner needs to be able to participate are significantly expanded at this level. In view of this, the active vocabulary of the students is also diversified. The main topics on which knowledge needs to be acquired are: family and friends, home and surrounding environment; daily activities, future plans for spending the day/weekends/vacation.

In view of this, the range of lexemes with which the learner can construct a presentation or participate in a conversation on the indicated topics is also complicated. For example, when describing the family, the student must already have adjectives that represent both the appearance and the character of his relatives. That is why the main method for semantization of the new vocabulary, in addition to visualization, is the syntactic compatibility of words, as well as paraphrase. These are usually oral exercises, the model of which is set by the teacher.

The same applies to topics related to describing the living environment or everyday life.

Grammar exercises

For level A2, some of the types of exercises known from level A1 are used, of course, with a more complex structure:

- filling in blanks in a sentence by choosing from options
- completing a word with an appropriate morpheme
- marking the incorrect form of a word in a sentence
- detecting incorrect word order in a sentence
- marking the appropriate answer to a question
- finding the right question for a given answer
- marking a correctly structured phrase
- determining correct/incorrect.

The main difference here is the emphasis on the communicative, and not exactly the formal-grammatical nature of the examples / items /. That is why special attention is paid to the tasks of structuring a short dialogue by connecting a question and an appropriate answer. It is worth noting that lexically the two sentences are completely different. That is, the intellectual effort of the student to solve similar tasks is provoked.

The type of already known types of exercises is also becoming more complicated. For example, exercises for filling in a suitable word often include not individual sentences, but entire, albeit short, texts. Moreover, the words to choose are always more than the blank spaces in the text. This also helps to develop the concentration of attention of students.

To check the degree of automation of certain forms, different types of tables with a variety of instructions are offered.

In other words, priority is given to tasks whose successful solution depends on the simultaneous activation of several types of knowledge - both lexical and grammatical.

Adjective

At this level of training, the main grammatical problem is the articulation and grading of adjectives. It is important to do exercises on the difference between the articulation morphemes for adjectives and masculine nouns. From the point of view of practical grammar, it is also necessary to emphasize the difference between the cases in which the adjective is articulated and, respectively, is not articulated.

1. Complete the words in the text.

Ralitsa has black shoes. Everyone likes black....1....the/th/th Ralitsa's shoes.

Answer : they

Georgi lives in a tall house. I like Georgi's tall... house.

Answer : yes

We are giving an expensive piece of jewelry to Mom. Mom likes expensive...this/these/that piece of jewelry.

Answer : it

The girl buys an expensive sweater. Expensive.... this / that sweater costs 70 leva.

Answer : the

2. Mark whether the underlined word is correct.

Every new day is the beginning of something good.

yes no

answer : no

Do you like this long dress ?

yes no

Answer : yes

Do you often see the neighbors' little child ?

yes no

Answer : yes

many new friends at school .

yes no

Answer : no

3. Underline the appropriate form.

Ivan is five years old, Biser is six years old, and Assen is seven years old. So, Ivan is the younger/ the smallest/ the little boy.

Answer : at least

Maria is 165 centimeters tall and Ana is 160 centimeters tall. So, Ana is
shorter/shorter/shortest than Maria.

Answer : lower

There are pizzas, sandwiches and patties in the kiosk. The pizza is 3 leva, the sandwich is 2 leva, and the patty is 1 leva. So, the pizza is the most expensive/more expensive/most expensive food in the kiosk.

Answer : the most expensive

Pronouns – short dative forms

The exercises for this language category are similar to the exercises for the short accusative forms. It is important that they are aimed at: automating the forms, on the one hand, and their position in different word order variants, on the other hand.

4. Fill in the appropriate answer to each question.

1.– Do you tell your girlfriend everything?

–

2. – Are you telling me everything?

–

3. – Are you telling us everything?

–

A. Yes, I always tell you.

B. Yes, I always tell her.

C. Yes, I always tell you.

Answer :

1. – B 2. – In 3. – A

1.– Do you often help children?

–

2.– Do you often help Ivan?

–

3. – Do you often help Radina?

A. Yes, I always help him.

B. Yes, I always help her.

Q. Yes, I always help them.

Answer : 1- C 2- A 3-B

5. Fill in the blank with the appropriate word .

– Do you often are you buying gifts for?

– No, we don't buy from them often.

A. the girls B. the boy C. the woman

Answer : A.

– Do you always answer?

– Yes, I always answer her.

A. the teacher B. the teacher C. the teachers

Answer : B

– How do you pay for?

– I usually pay them by card.

A. the cashier B. the cashier B. the cashiers

Answer : C

6. Fill in the correct answer to the question .

– Will you help the lady cross the street?

–

A. Yes, we will help her.

B. Yes, we will help her.

C. No, we won't help her.

Answer : B. Yes, we will help her.

– Will the teacher explain everything to you?

–

A. Yes, he will explain it to us.

B. Yes, he will explain it to us.

Q. Yes, he will explain it to us.

Answer A

Verb

At level A2

7. Write the appropriate form in each sentence .

1. On Saturday you and Hristo basketball in the gym.
2. Next Sunday, Svetla and I at the zoo.
3. Tomorrow I an interesting film about the mountains in Bulgaria.
4. In a week Martin to a new school.

I will watch, I will learn, you will play, we will walk.

Answer :

1. - you will play
2. - we will walk
3. - I will watch
4. - will study

8. Fill in the appropriate question for the given answer .

–

– Yes, we will travel.

A. Girls, are you going to the seaside on Friday?

B. Ali, are you going to the seaside on Friday?

Q. Will the child travel to the seaside on Friday?

Answer : A

9. Fill in the correct answer. to the given question .

– Mom, are you working late tomorrow?

–

A. No, I won't work.

B. No, I won't work.

C. No, I won't work.

Answer : C

– Friends, are you going skiing in the winter?

–

A. No, we won't go.

B. No, we won't go.

C. No, we won't go.

Answer A

10. Mark the sentence in which the underlined expression is correct.

- A. Aren't you going to invite guests for the holiday?
- B. Are you going to invite any guests for the holiday?
- Q. Aren't you going to invite guests for the holiday?

Answer : V.

11. Fill in the blanks in the table .

Today I	Tomorrow I	Tomorrow he	Tomorrow they
I am going	I will go.		
		will come	
			they will say
I buy			

12. Underline the appropriate form .

Excuse me, what time will the train from Sofia arrive?

Answer : arrive

13. Match each question with the appropriate answer.

1. – Lily, will you buy something sweet for tonight?
- 2.– Girls, will you clean the bathroom?
3. – Boris , will you make a reservation for Saturday?
4. – Will Maria be home on time after the rehearsal?

- A. – I guess it won't be late.
- B. – With pleasure. I'll get a cake from the pastry shop.
- C. – Yes. I'll call the restaurant in a moment.
- D. – Of course. But first we will do our homework.

Answer :

1. B
2. D
3. In
4. A

14. In which sentence is the underlined form NOT used correctly?

- ☐ A) Will you see the Thracian tomb in Kazanlak?
- ☐ B) The taxi will arrive in ten minutes.
- ☐ C) Anelia and I are going to buy a nice perfume for mom's birthday.
- ☐ D) Boyan and Angel will learn two new poems.

Answer : D

15. Is the underlined form used correctly?

I'll be late for practice tomorrow because I have a doctor's appointment.

Yes ☐

No ☐

Answer : Yes

16. Color the appropriate shape.

During the summer months, you will regularly come home/will come home/come home/after 7 p.m.

Answer : you will be going home

17. Fill in each blank with the appropriate word. (One of the words is redundant.)

Last Saturday morning my sister and I ...1..... at the shops because ...2..... a birthday present for our brother. Then I ...3..... the jungle book, and my sister ...4... on the phone with friends.

A) talked B) were doing C) I was reading D) we were walking E) we were looking

Answer : 1- D 2- E 3- C 4- A

18. Write the correct expression in the blank.

Nicola has

- A. two sisters and two brothers
- B. two sisters and two brothers
- C. two sisters and two brothers

Answer : C

19. Fill in each blank with the appropriate word. (One of the words is redundant .)

Alex lives in an apartment on Ivan Vazov Street, ...1..... number. The apartment is in2... block after the school. Alex's block is on the ...3... floor.

the first the second five sevenths

answer : 1.- seventh 2.- the first 3.- five

20. Fill in the blank with the appropriate form.

Valery usually late for school.

prepare oneself

answer : is preparing

21. Complete the sentences.

- 1. You very rarely dress
- 2. You very rarely dress
- 3. You very rarely wear

A) the old sweater B) warm C) his sister

Answer :

1.- B 2- A 3- C

22. Fill in the blank with the appropriate word.

Annie prefers to walk in the park early in the morning, there aren't many people there yet.

as who when

ans: when

We always help the old woman, lives in the other entrance.

where which how

ans: which

Grandma likes to sit in her garden, there are many flowers and trees.

which as where

ans: where

23. Underline the correct sentence .

Milen: – Tomorrow we will have a difficult math test.

A. Milen says that they will have a difficult math test the next day.

B. Milen says yes, they will have a difficult math test tomorrow.

V. Milen says that there will be a difficult math test tomorrow.

Answer: A

1.3. Levels B1 and B2

Types of exercises

Since these are levels closest to independent use of the language, exercises with a more complex structure are needed here. Naturally, at the initial stage of training at these levels, exercises are again offered that contribute to mastering language forms, as well as their correct use. However, in the training process, it is important to expand the use of exercises that are aimed at developing skills for understanding a complete, more complex text.

These include, for example, exercises for:

- filling in blanks in a text from a specified list / the list contains more tokens than the blanks /

- filling in blanks in a text, with several choices listed for each blank

- filling in blanks in a text without given choices.

A basic requirement for the tasks is that they test students' knowledge comprehensively, i.e., they contain language forms from different language categories.

Below are several exercises of the indicated types.

1. Fill in the blanks with the appropriate word. (Two of the given words are redundant .)

Last Saturday Silvia had a birthday. Maria and Ralitsa wanted to ...1..... buy2... a nice present. The girls3..... many shops, but unfortunately, no4..... anything suitable. They returned home unhappy,5... their mother reassured them. She told them ...6... not to worry, because they would surely find something on the Internet.

A) yes B) found C) her D) some E) or F) they went around G) but
H) none

Answer : 1- C 2- D 3- E 4- B 5- F 6- A

2. Fill out the appropriate form for each vacant position .

Tomorrow Teodora will have a lot of work at home. Her cousin Martin is coming to visit. And ...2..... fast feet run everywhere. That's why Teodora has to clean the floors in the rooms3....., like her mother cleans it. The girl hasn't4... this for a long time, but now she has to. Dangerous toys must definitely5..... .

Teodora believes that with good organization everything will6..... on time.

1 – A) the small one B) small C) small

2 – A) his B) his C) his

3 – A) such B) then C) so

4 - A) has done B) do C) is a rule

5 – A) be hidden B) hide C) hid

6 – A) be done B) done C) I did

Answer :

1- A -the little one

2- B- his

3- C- so

4- It's a rule

5- B-hide

6- A-be done

Chapter 2. German as a second language

A1

Beginner: Can understand and use familiar everyday expressions and very basic phrases aimed at satisfying specific needs. Can introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can communicate in a simple way if the other person speaks slowly and clearly and is willing to help.

1) Article – Nominative - Accusative

1. Vocabulary expansion and assigning words to groups in a meaningful way
2. Forming nouns in singular and plural with correct articles
3. Use of the definite and indefinite article
4. Correct use of the term “kein”
5. Recognizing the nominative and accusative case in sentences

II) **On the subject of neighborhood**

- 1) Cloze texts on the topic:
 - a. Logical use of nouns
 - b. Logical use of verbs
- 2) Neighborhood help: Put sentences of a letter in the correct order.

III) **Focus: Questions**

1. Use of question words
2. Answering questions in simple sentences
3. Questions about parts of sentences
4. Choosing the correct answer from several options when asked a question
5. Conjugate verbs correctly in question-and-answer sentences

Examples A1 / A2

Overview

A1

Beginner: Can understand and use familiar everyday expressions and very basic phrases aimed at satisfying specific needs. Can introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can communicate in a simple way if the other person speaks slowly and clearly and is willing to help.

I) Articul – Nominativ - Akkusativ

1. Vocabulary expansion and assigning words to groups in a meaningful way
2. Forming nouns in singular and plural with correct articles
3. Use of the definite and indefinite article
4. Correct use of the term “kein”
5. Recognizing the nominative and accusative case in sentences

II) On the subject of neighborhood

- 1) Cloze texts on the topic:
 - a. Logical use of nouns
 - b. Logical use of verbs
- 2) Neighborhood help: Put sentences of a letter in the correct order.

III) Focus: Questions

1. Use of question words
2. Answering questions in simple sentences
3. Questions about parts of sentences
4. Choosing the correct answer from several options when asked a question
5. Conjugate verbs correctly in question and answer sentences

Topics:

- Personal information (introductions, family, nationality)
- Daily routines (time, weekdays)
- Basic needs (ordering food, shopping)
- Simple descriptions of people and objects (colors, size, basic adjectives)

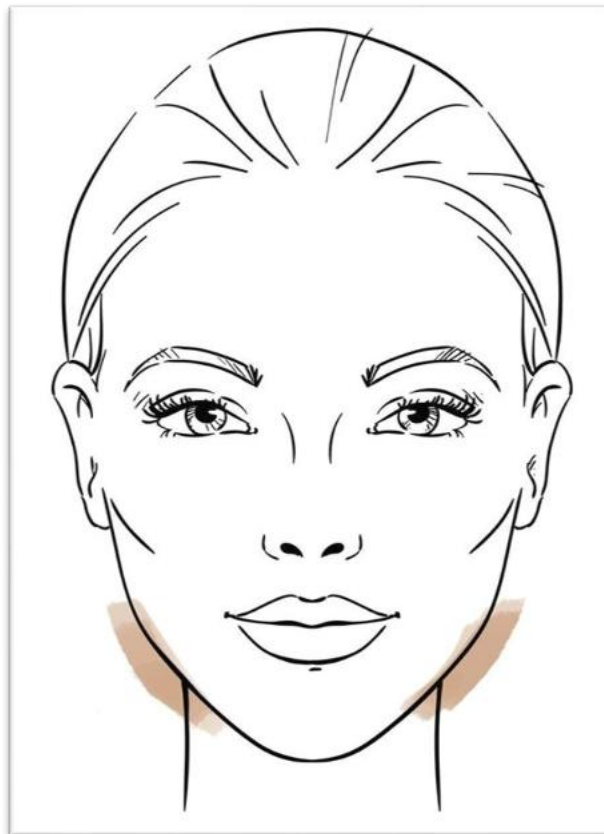
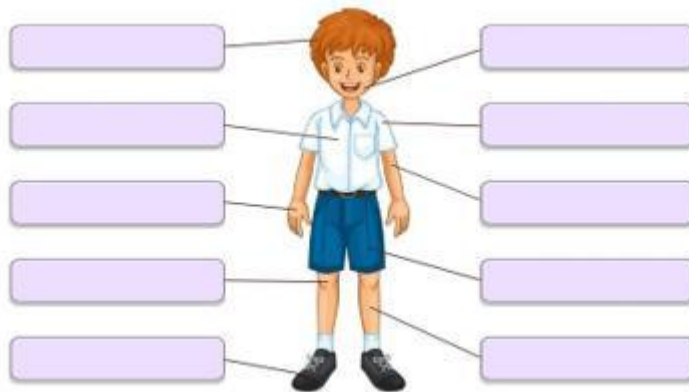
Vocabulary:

- Greetings and farewells: Hallo, Tschüss, Guten Morgen, Auf Wiedersehen
- Numbers, days of the week, months: eins, zwei, Montag, Januar
- Family members: Mutter (mother), Vater (father), Schwester (sister), Bruder (brother)
- Food and drink: Wasser (water), Brot (bread), Apfel (apple)

Grammar:

- Basic sentence structure (Subject-Verb-Object): Ich bin aus Österreich (I am from Austria).
- Verb conjugation in the present tense: Ich gehe, du gehst, er geht (I go, you go, he goes).
- Articles and gender: Definite articles (der, die, das) and indefinite articles (ein, eine).
- Simple questions: Using wie, was, wo (how, what, where) – Wo kommst du her? (Where are you from?).

I) Vokabeln**1) Benennen Sie die Körperteile mit dem korrekten Artikel**



II) Artikel – Übungen – Nominativ - Akkusativ

1) Wörter – Gegenstände im Büro - Ordnen Sie die Wörter zu. Ergänzen Sie den Artikel und den Plural.

Bildschirm | Kugelschreiber | Aktenschrank | Computer | Drucker | Marker | Regal | Notebook | Notizblock | Schreibtisch | Stift | Stuhl

Büromöbel	Bürobedarf	Bürotechnik
Der Aktenschrank k Die Aktenschranke	Der Kugelschreiber Die Kugelschreiber	Der Bildschirm Die Bildschirme
Das Regal Die Regale	Der Marker Die Marker	Der Computer Die Computer
Der Schreibtisch Die Schreibtische	Der Notizblock Die Notizblöcke	Der Drucker Die Drucker
Der Stuhl Die Stühle	Der Stift Die Stifte	Das Notebook Die Notebooks

2) Setzen Sie den richtigen bestimmten Artikel im Akkusativ ein

Ich habe _____ Buch.	Sie sehen _____ Freunde.
Er isst _____ Apfel.	Hörst du _____ Musik?

Sie sucht _____ Schlüssel.	Ich koche _____ Kartoffeln.
Kennst du _____ Weg?	Er trinkt _____ Saft.
Ich brauche _____ Computer.	Ich möchte _____ Bild.

3) Ergänzen Sie den Artikel. Was ist neu, was ist bekannt?

1. Ist dort _____ Bestellnummer? > Ja, auf Seite 3. > _____ Nummer brauche ich.

2. _____ Telefon ist kaputt. > Welches denn? _____ Telefon in Raum 3.

3. Hier ist _____ Ordner von Frau Raue. Welche Farbe hat er? _____ Ordner ist schwarz.

4. Hier ist _____ Liste. > Welche denn? > Es ist _____ Bestellliste.

4) Setzen Sie die korrekte Form von – kein – ein

Er hat _____ Auto

Wir brauchen _____ Hilfe.

Sie bekommt _____ Job.

Ich mag _____ Probleme.

Du hast _____ Geld.

Ihr habt _____ Ahnung.

Ich trinke _____ Bier.

Sie ist _____ Fleisch.

Ich mache _____ Sport.

Im Café ist _____ Platz.

5) Nominativ oder Akkusativ: Lesen Sie die Sätze. Was ist markiert: Nominativ oder Akkusativ? Kreuzen Sie an.

1. Herr Huber hat ein Problem
2. Der PC ist kaputt.
3. Er braucht Hilfe.
4. Er beschreibt den Fehler.
5. Frau Leitner bestellt einen neuen Computer

Nom. Akk.

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

III) Zum Thema Nachbarschaft

1) Setzen Sie die richtigen Nomen in den Lückentext.

Liebe Frau Egger, Entschuldigen Sie die _____.

Grüße Gott Frau Yusuf, wie geht es Ihnen?



Danke mir geht es gut. Ich habe eine _____ an Sie. Meiner Mutter geht es nicht gut. Ich begleite Sie ins _____. Am _____ bekomme ich aber mein neues _____ geliefert. Würden Sie bitte die _____ entgegennehmen?

Ich bin am Nachmittag zu Hause, kein _____. Ich helfe gerne und sperre Ihre
_____ auf. Wohin soll das Sofa kommen?

Einfach ins _____. Wir haben Platz gemacht.

Kein Problem und gute _____ für Ihre Mutter.

1 Nachmittag – Leben – Krankenhaus – Wohnung – Besserung – Störung – Bitte – Lieferung
– Problem – Sofa – Wohnzimmer

2) Probleme im Haus – Ergänze die Verben in der korrekten Form

Die Heizung _____ kaputt. Das Licht im Gang _____ nicht.

Die Nachbarn _____ sehr laut. Die Mistkübel im Müllraum wurden

nicht _____. Der Lift _____ ist nicht.



sein – gehen – sein – entleeren – funktionieren

3) Einen Nachbarn / eine Nachbarin oder einen Kollegen / eine Kollegin um Hilfe bitten



Ordnen Sie diese Sätze und schreiben Sie den Brief richtig:

Sie haben schon meinen Schlüssel.

Ich habe ein Problem.

Können Sie um 10.30 Uhr meine Tür öffnen?

Vielleicht können Sie mir helfen.

Liebe Frau Steger,

Miriam Schein

Am Montag kommt der Wasserableser, aber ich muss arbeiten.

Liebe Grüße

Vielen Dank im Voraus.

IV) Schwerpunkt: Fragesätze

1) Setzen Sie die korrekten Fragewörter ein

a. _____ möchtest du zum Geburtstag haben?

b. _____ hat das Buch geschrieben?

c. _____ kommt der nächste Bus?

d. _____ gehst du ins Kino?

e. _____ hast Du solange gebraucht?

2) Beantworte die folgenden Fragen mit vollständigen Sätzen

a) Wie heißt dein bester Freund?

b) Was machst du gern in deiner Freizeit?

c) Wo wohnst du?

d) Wann hast du Geburtstag?

e) Wie findest du die Schule?

f) Welcher Sport gefällt dir am besten?

3) Fragen Sie nach dem unterstrichenen Satzteil

a) Hier ist das Rauchen verboten. _____?

b) Das ist Ralf's Jacke.

_____?

c) Die Kinder gehen in die Schule. _____?

d) Wir haben einen Test geschrieben.

_____?

4) Setze das richtige Fragewort ein kreuze die richtige Antwort an

a) Wie heißt er?

- 1) Er wohnt in Paris.
- 2) Er heißt Thomas.
- 3) Er ist groß.

b) Wo wohnst du?

- 1) Ich komme aus Italien.
- 2) Ich wohne in Trient.
- 3) Ich heiße Sophie.



c) Was machst du?

- 1) Ich schlafe im Bett.
- 2) Ich esse zu Mittag.
- 3) Ich lese ein Buch.

d) Wann kommt sie?

- 1) Sie fährt zu Mittag.
- 2) Sie kommt morgen Abend
- 3) Sie geht nach Hause.

e) Warum lacht er?

- 1) Weil er traurig ist.
- 2) Weil er einen Witz gehört hat.
- 3) Weil er hungrig ist.

f) Welcher Tag ist heute?

- 1) Heute ist gestern
- 2) Heute ist morgen.
- 3) Heute ist Mittwoch.

g) Wie alt bist du?

- 1) Ich sein 18 Jahre alt.
- 2) Ich habe 18 Jahre alt.
- 3) Ich bin 18 Jahre alt.

h) Wie viele Geschwister hast du?

- 1) Nein, keine.
- 2) Ich habe einen Bruder
- 3) Ich habe nicht.

5) Setze das richtige Fragewort ein

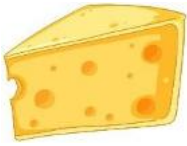
NAME _____ heißt du? 1. Was? 4) Warum? 2. Wer? 5) Wann? 3. Wo? 6) Wie?	 _____ kommt sie? 1. Was? 4) Warum? 2. Wer? 5) Wann? 3. Wo? 6) Wie?
 _____ Tag ist heute? 4. Was? 4) Warum? 5. Wer? 5) Wann? 6. Wo? 6) Wie?	 _____ ist er traurig? 7. Was? 4) Warum? 8. Wer? 5) Wann? 9. Wo? 6) Wie?
 _____ wohnst du? 1. Was? 4) Warum? 2. Wer? 5) Wann? 3. Wo? 6) Wie?	ALTER _____ alt bist du? 4. Was? 4) Warum? 5. Wer? 5) Wann? 6. Wo? 6) Wie?

6) Lesen Sie die Dialoge und ergänzen Sie die Endungen

- a. _____ ihr noch in Linz? b. Ja, wir wohnen noch in der Kantstraße.
- a. Wo _____ du? b. Ich arbeite bei Ikea in der Shopping City.
- a. Welche Sprachen _____ Sie? b. Ich _____ Englisch und Portugiesisch.
- a. _____ ich sehr schnell? b. Ja, du redest schnell!

5. a. _____ ihr schon lange hier? b. Ja, wir leben hier schon vier Jahre.

7) Ergänzen Sie



a) _____ ist das? Das ist Käse.
 _____ kauft Käse? Peter kauft Käse.
 _____ kauft Peter Käse? Im Supermarkt.
 _____ komm__ der Käse? Aus Frankreich.



b) _____ ist das? - Das ist _____.
 _____ trink__ _____? - Eva trink__
 _____.
 _____ kauft Eva _____? - Im Supermarkt.
 _____ kommt der _____? - _____ Spanien.



c) _____ ist das? - Das _____ Brot.

_____ kauf__ Brot? - Paul und Maria kauf__ Brot.

_____ kauf__ Paul und Maria Brot? - Im Supermarkt.



e) _____ ist das? - Das _____.

_____ trink__ _____? - Ich trink__ _____.

_____ komm__ der _____? – Aus Italien.

A2 - Basic knowledge

Basic knowledge: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. personal and family information, shopping, work, local area). Can communicate in simple, routine situations involving a simple and direct exchange of information about familiar and routine matters. Can use simple means to describe his/her own background and education, immediate environment and things related to immediate needs.

I) Modal verbs

1. Cloze texts
2. Forming sentences in the present tense
3. Forming sentences in the past tense

II) Form sentences in the present tense, past tense, perfect tense

III) Prepositions: Cloze texts – Dativ - Akkusativ

A2

Topics:

- Daily activities (hobbies, work routine)
- Health and well-being (doctor's visits, describing symptoms)
- Home and living (types of housing, household items)
- Basic travel and directions

Vocabulary:

- Common verbs: spielen (to play), arbeiten (to work), wohnen (to live)
- Descriptive adjectives: groß (big), klein (small), schnell (fast), langsam (slow)
- Places around town: Bahnhof (train station), Apotheke (pharmacy), Park (park)
- Days and times: morgen (morning), abends (in the evening), heute (today)

Grammar:

- Separable verbs: anfangen (to start) -> Ich fange an (I am starting).
- Dative case for indirect objects: Ich gebe meinem Freund ein Buch (I give my friend a book).
- Modals in the present tense (können, müssen, dürfen): Ich kann schwimmen (I can swim).
- Simple past tense of common verbs for storytelling: Ich war, du hattest (I was, you had).

I) Vokabeln



SEPA-Dauerauftrag
SEPA-Dauerüberweisung
Neuer Dauerauftrag [Übersicht - Zahlungsliste](#)

Kunden-Nr.

Begünstigter: Name, Vorname/Firma Ergänzung (Anrede, Titel, etc.)

Straße Ort/Land

IBAN BIC (SWIFT-Code)

Betrag EUR.Cent

Verwendungszweck (1 x 140 Zeichen)

Ausführungsintervall Ausführungstag

Ausführung am ☒ unbegrenzt

Auftraggeber (Kontoinhaber)

IBAN

Dauer-



mySORBA2020 MusterBAU AG

Reihenfolge: nach Lieferanten-Nr. 15.11.2022

Bezugsdatum: Dispo-Datum 1/1

Lief-Nr: 1 Muster BAU AG

Kontoauszug
20.10.2022 - 31.12.2022

BelegNr	Art	Bezeichnung	Datum	Status	ISO	Soll	Haben	Saldo	MWST
221	Rechnung	Re: 221-Muster BAU AG, Schode	20.10.2022	Erledigt	CHF	120.00	0.00	120.00	8.60
2	Zahlung	Zahlung	20.10.2022		CHF	0.00	120.00	0.00	0.00
220	Rechnung	Re: 220-Muster BAU AG, Schode	20.10.2022	Offen	CHF	120.00	0.00	120.00	8.60
219	Rechnung	Re: 219-Muster BAU AG, Schode	20.10.2022	Offen	CHF	1200.00	0.00	1170.00	75.05
218	Rechnung	Re: 218-Muster BAU AG, Schode	20.10.2022	Offen	CHF	1200.00	0.00	2370.00	85.80
					CHF	2480.00	120.00	2370.00	178.55
	Aktueller DP	CHF						2370.00	
	Anzahl DP							3	



II) Schwerpunkt: Modalverben

1) Setzen Sie die richtige Form von müssen, können oder wollen ein



- a) Es ist schon spät. Ich _____ jetzt nach Hause gehen.
- b) Wir _____ im Sommer nach Italien fahren.
- c) Meine Schwester _____ gut Ski fahren.
- d) Ich _____ nicht Ski fahren, aber ich _____ es lernen.
- e) Andreas ist heute nicht zum Fußballspiel gekommen. Er _____ noch lernen.
- f) _____ ich bitte dein Handy kurz benutzen?
- g) _____ wir heute ins Kino gehen?

2) Setzen Sie die richtige Form von sollen oder müssen ein

- a. Du _____ mehr Obst und Gemüse essen.
- b. Wir _____ schon gehen, es ist spät.
- c. Sie _____ langsamer fahren, hier ist Tempo 30.
- d. Was _____ du heute noch machen?



f. In der Schule _____ man lernen.

g. Wann _____ ich dich anrufen?

h. Warum _____ du zum Arzt gehen?



3) Setzen Sie die richtige Form von können oder müssen ein

a. Peter _____ nicht kommen. Er _____ Mathe lernen.

b. Familie Kern _____ nicht kommen. Ihr Auto ist kaputt.

c. Ich _____ morgen nach Graz fahren. Du _____ mit mir fahren.

d. Gerhard _____ schwimmen, aber er _____ nicht Ski fahren.

e. Fährt der Zug direkt nach Graz? Nein, Sie _____ in Bruck an der Mur umsteigen.

f. _____ du mir bitte helfen? Tut mir leid ich _____
schnell in die Stadt fahren.

g. _____ ihr bitte meine Eltern anrufen. Wir haben kein Handy.

4) Bilden Sie korrekte Sätze im Präsens

a) das Kind – noch – nicht laufen – können

b) wir – noch nicht lesen und schreiben – können

c) ich – in die Schule gehen – müssen

d) ich – am Abend nicht lange ausgehen – dürfen

e) Ich – meinen Eltern helfen – müssen

f) sie - am Abend lange ausgehen – dürfen

5) Bilden Sie korrekte Sätze im Präteritum

a) meine Familie – die Wohnung putzen – müssen

b) meine Kinder – etwas später ins Bett gehen – dürfen

c) ich – noch kein Deutsch sprechen – können

d) ich – zum Deutschkurs kommen – müssen

6) Setze das korrekte Modalverb in folgenden Lückentext ein

- a. Ich _____ mir vorstellen, im Ausland zu arbeiten. (Fähigkeit)
- b. Sie _____ bald eine Entscheidung treffen. (Verpflichtung)
- c. Peter _____ das Auto seines Vaters benutzen. (Erlaubnis)
- d. Wir _____ im Sommer eine Reise nach Spanien machen. (Absicht)
- e. Du _____ die Besprechungsräume für das Meeting vorbereiten.
(Auftrag)
- f. Sie _____ fließend Deutsch sprechen. (Möglichkeit)
- g. Er _____ in Zukunft mehr Zeit mit seiner Familie verbringen.
(Wunsch)
- h. Ich _____ mich um meine Finanzen kümmern. (Notwendigkeit)
- i. Wir _____ unsere Meinung frei äußern. (Erlaubnis)
- j. Du _____ mit mir sprechen, damit ich dir helfen kann. (Rat)

III) Sätze bilden im Präsens – Präteritum – Perfekt

1) Wandeln Sie die Sätze jeweils in die fehlende Zeitform um.

Präsens	Präteritum	Perfekt
---------	------------	---------



Georg steht um sieben Uhr auf.		
		Dann ist er 30 Minuten gelaufen.
Danach kocht er Kaffee.		
		Dann hat er Radio gehört.
	Er duschte sich.	



Er rasiert sich, putzt sich die Zähne und kämmt sich.		
		Um 7:30h ist er mit der Straßenbahn zur Arbeit gefahren.
Um 9 Uhr beginnt seine Arbeit.		
		Um 13 Uhr hat Georg Mittagspause gemacht.
	In der Mittagspause sprach er	



	viel mit seinen Kollegen.	
Um 18h beendet Georg seine Arbeit.		
Seine Frau und seine zwei Kinder sind glücklich.		
	Die Familie aß zusammen am Abend.	
Dann telefoniert Georg mit einem Freund.		

		Danach hat er mit seiner Frau noch ein Glas Wein getrunken.
		Dann sind sie zu Bett gegangen.

Infinitiv	1. Partizip	2. Partizip
stehen	stand	ist gestanden
kochen	kochte	hat gekocht
hören	hörte	hat gehört
duschen	duschte	hat geduscht
rasieren	rasierte	hat rasiert
putzen	putzte	hat geputzt
kämmen	kämmte	hat gekämmt
fahren	fuhr	ist gefahren
beginnen	begann	hat begonnen
einkaufen	kaufte ein	hat eingekauft
sein	war	ist gewesen
essen	aß	hat gegessen
telefonieren	telefonierte	hat telefoniert
trinken	trank	hat getrunken
gehen	ging	ist gegangen

IV) Präpositionen

1. Ergänzen Sie die Präpositionen

- a. Ich freue mich sehr _____ das Geschenk. Danke Dir!
- b. Könnt ihr mir bitte _____ Umzug helfen?
- c. Ich höre um 16 Uhr _____ der Arbeit auf.
- d. Wenn du möchtest kannst Du _____ uns Fußball spielen.
- e. Ich warte _____ den Bus.
- f. Ich habe mich _____ dich verliebt.
- g. Ich möchte dich _____ einen Gefallen bitten.
- h. Erinnerst du dich noch _____ mich?
- i. Ich bedanke mich _____ Ihnen für Ihre Hilfe?
- j. Der Film endet _____ einer Überraschung.
- k. Sie hat _____ dir gefragt, wie es dir geht.
- l. Ich freue mich _____ deinen Besuch
- m. Denk bitte _____ das Buch!
- n. Ich bin _____ diesen Vorschlag, denn er ist wirklich gut.
- o. Wir haben uns _____ Freunden verabredet.
- p. Wie viele Personen nehmen _____ dem Deutschkurs teil?
- q. Ich arbeite und die anderen schauen mir _____ der Arbeit zu.

- r. Ich habe mich _____ diese Variante entschieden.
- s. Ich habe die Adresse nicht gefunden und musste _____ dem Weg fragen.
- t. Ich entschuldige mich _____ die Verspätung.

2) Ergänzen Sie entsprechend der Präpositionen im Dativ auf die Frage WO?

Ich parke mein Auto **unter** _____ Brücke. Es stehen schon viele Autos **neben** _____ Brücke. Auch **unter** _____ Baum steht ein Auto. Das Schiff fährt **in** _____ Fluss. Das Grillfest findet **hinter** _____ Haus statt. **Vor** _____ Kirche steht ein Brunnen. Die Antenne befindet sich **über** _____ Dach. **Neben** _____ Schule steht die Turnhalle. **Unter** _____ Halle ist ein Gymnastikraum. Die Parkplätze sind **vor** _____ Halle. Die Tafel hängt im Klassenzimmer **an** _____ Wand. Die Schultasche liegt **auf** _____ Tisch. Jeder Schüler sitzt _____ Bank. Eine Schülerin sitzt **vor** _____ Lehrer. Die Lampe hängt **an** _____ Decke. Die Schulschränke sind **an** _____ Wand angebracht. Der Verkauf von Brötchen findet _____ Raum des Hausmeisters statt. In der Pause spielen alle Kinder **auf** _____ Pausenhof. Das Lineal liegt **unter** _____ Stuhl **auf** _____ Fußboden. Die Schülerin steht **an** _____ Tafel und **neben** _____ Lehrer. Die Plakate hängen an _____ Wand. Deine Schulsachen befinden sich leider noch **in** _____ Schultasche.

3) Ergänzen Sie die Artikel entsprechend der Präpositionen im Akkusativ auf die Frage WOHIN?

Ich fahre mein Auto **unter** _____ Brücke. Viele Autos fahren **in** _____ Stadt. Ein Fahrradfahrer fährt **unter** _____ Baum, weil es regnet. Das Schiff fährt aus einem Kanal **in** _____ Fluss hinein. Viele Leute sammeln sich (wo?) vor der Kirche und gehen **in** _____ Kirche hinein. Zwei Vögel fliegen **über** _____ Dach, _____ Baum und

_____ Straße. Die Turnhalle und der Sportplatz werden im nächsten Jahr **neben** _____ Schule gebaut. In der Sportstunde gehen wir auch **in** _____ Gymnastikraum. Die Gäste parken **auf** _____ Parkplätzen vor der Turnhalle, manche fahren **über** _____ Parkplätze und parken im Parkverbot. Ich hänge die Plakate für Deutsch **an** _____ Wand. Die Schultasche stellst du bitte **unter** _____ Tisch. Jeder Schüler setzt sich **auf** _____ Bank. Eine Schülerin setzt sich **vor** _____ Lehrer. Jetzt sitzt sie vor dem Lehrer. Der Hausmeister hängt die Lampe **an** _____ Decke. Die Schulschränke werden **an** _____ Wand angebracht. Wenn es klingelt, gehen alle Schüler **in** _____ Pausenhof.

4) Setzen Sie Präpositionen und Artikel richtig ein?

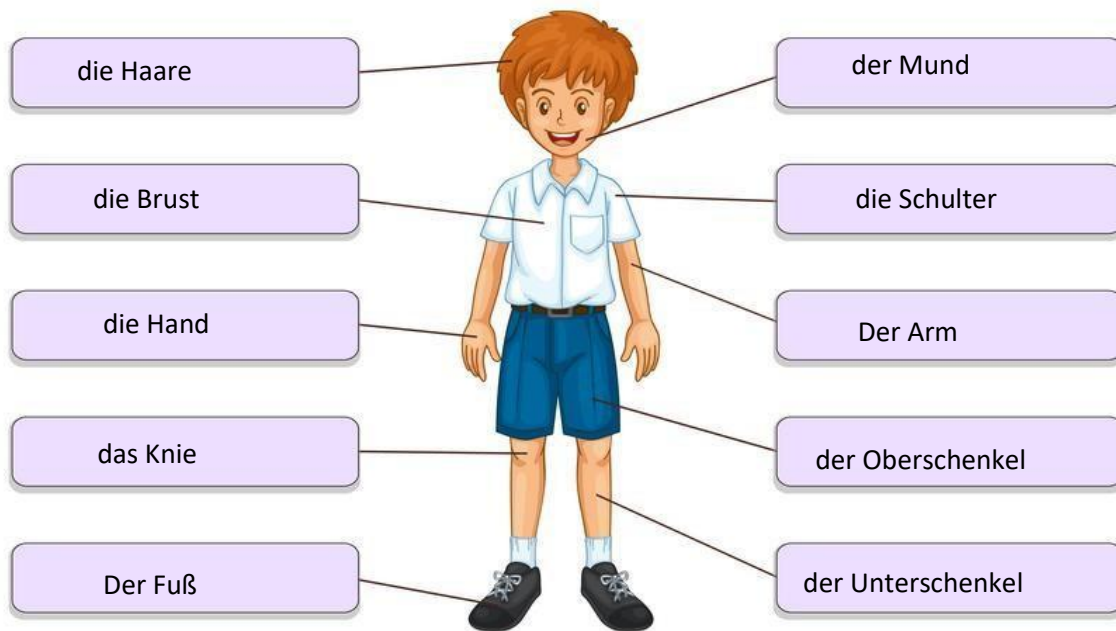
Ich stelle das Buch _____ Regal. Du stellst die Blumenvase _____ Tisch. Warum sitzt du so faul _____ Stuhl? Er hängt das Bild _____ Wand. Viele Vögel sitzen _____ Dach. Sie legt den Löffel _____ Schublade. Ihr legt die sauberen Handtücher _____ Schrank. Der Computer steht im zweiten Stock _____ Klassenzimmer. Sie hängen ihren Mantel _____ Garderobe. Ich gehe abends früh _____ Bett. Du bringst das Geschirr _____ Küche. Das Geschirr steht noch _____ Tisch. Ich lege mich müde _____ Bett. Du setzt dich _____ Stuhl. Wir setzen uns _____ Sofa. Ihr setzt euch jeder _____ Sessel. Wir wollen jetzt essen und setzen uns _____ Tisch. Dann stellen wir die Blumen _____ Ecke. Den Teppich legen wir _____ Boden. Heute fahren wir _____ Donau. _____ Rastplatz machen wir ein Picknick. Wir machen einen Ausflug und fahren _____ Berge.

Examples Keys A1 / A2

A1

I) Vokabeln

1) Benennen Sie die Körperteile mit dem korrekten Artikel

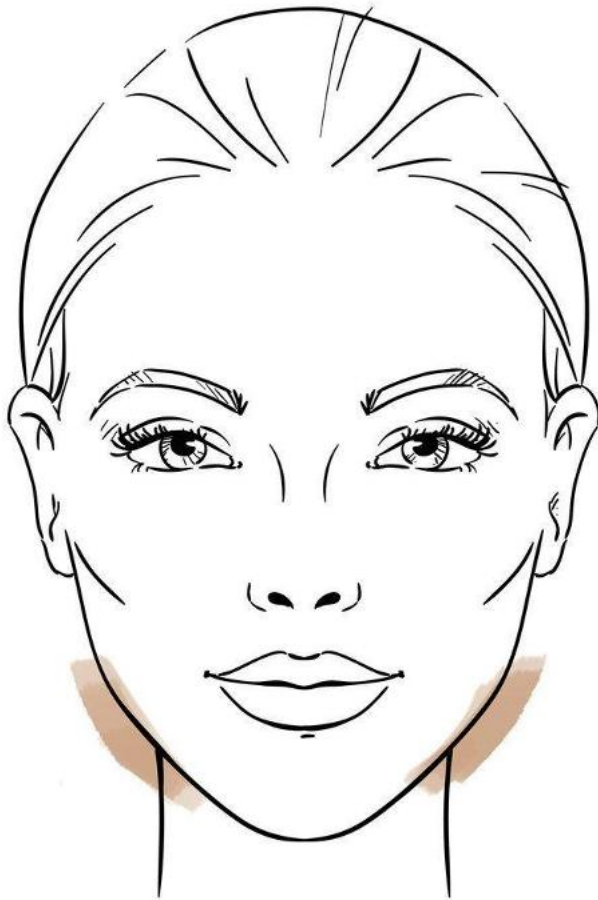


der Hals die Nase das Kinn die Unterlippe die Oberlippe
die Wange das Auge die Pupille das Ohr die Wimpern

die Augenbrauen

die Stirn

die Haare



II) Artikel – Übungen – Nominativ - Akkusativ

1) **Wörter – Gegenstände im Büro - Ordnen Sie die Wörter zu. Ergänzen Sie den Artikel und den Plural.**

Bildschirm | Kugelschreiber | Aktenschrank | Computer | Drucker | Marker | Regal |
Notebook | Notizblock | Schreibtisch | Stift | Stuhl

Büromöbel	Bürobedarf	Bürotechnik
Der Aktenschran k	Der Kugelschrei ber	Der Bildschirm Die Bildschirme



Die Aktenschran- ke	Die Kugelschrei- ber	
Das Regal Die Regale	Der Marker Die Marker	Der Computer Die Computer
Der Schreibtisch Die Schreibtisch- e	Der Notizblock Die Notizblöcke	Der Drucker Die Drucker
Der Stuhl Die Stühle	Der Stift Die Stifte	Das Notebook Die Notebooks

2) Setzen Sie den richtigen bestimmten Artikel im Akkusativ ein

Ich habe <u>das</u> Buch.	Sie sehen <u>die</u> Freunde.
Er isst <u>den</u> Apfel.	Hörst du <u>die</u> Musik?
Sie sucht <u>die</u> Schlüssel.	Ich koche <u>die</u> Kartoffeln.
Kennst du <u>den</u> Weg?	Er trinkt <u>den</u> Saft.
	Ich möchte <u>das</u> Bild.

Ich brauche <u>den</u> Computer.	
-------------------------------------	--

3) Ergänzen Sie den Artikel. Was ist neu, was ist bekannt?

1. Ist dort eine Bestellnummer? > Ja, auf Seite 3. > Die Nummer brauche ich.
2. Ein Telefon ist kaputt. > Welches denn? Das Telefon in Raum 3.
3. Hier ist ein Ordner von Frau Raue. Welche Farbe hat er? Der Ordner ist schwarz.
4. Hier ist eine Liste. >Welche denn? > Es ist die Bestellliste.

4) Setzen Sie die korrekte Form von – kein – ein

- Er hat kein Auto
- Wir brauchen keine Hilfe.
- Sie bekommt keinen Job.
- Ich mag keine Probleme.
- Du hast kein Geld.
- Ihr habt keine Ahnung.
- Ich trinke kein Bier.
- Sie ist kein Fleisch.
- Ich mache keinen Sport.
- Im Café ist kein Platz.

5) **Nominativ oder Akkusativ:** Lesen Sie die Sätze. Was ist markiert: Nominativ oder Akkusativ? Kreuzen Sie an.



1. ☒ Herr Huber hat ein Problem
2. ☒ Der PC ist kaputt.
3. ☒ Er braucht Hilfe.
4. ☒ Er beschreibt den Fehler.
5. ☒ Frau Leitner bestellt einen neuen Computer

III) Zum Thema Nachbarschaft

1) **Setzen Sie die richtigen Nomen in den Lückentext.**

Liebe Frau Egger, Entschuldigen Sie die Störung.

Grüße Gott Frau Yusuf, wie geht es Ihnen?

Danke mir geht es gut. Ich habe eine Bitte an Sie. Meiner Mutter geht es nicht gut. Ich begleite Sie ins Krankenhaus. Am Nachmittag bekomme ich aber mein neues Sofa geliefert. Würden Sie bitte die Lieferung entgegennehmen?

Ich bin am Nachmittag zu Hause, kein Problem. Ich helfe gerne und sperre Ihre Wohnung auf. Wohin soll das Sofa kommen?

Einfach ins Wohnzimmer. Wir haben Platz gemacht.

Kein Problem und gute Besserung für Ihre Mutter.

Nom. Akk.

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Nachmittag – Leben – Krankenhaus – Wohnung – Besserung – Störung – Bitte – Lieferung
– Problem – Sofa – Wohnzimmer

Ich danke Ihnen vielmals. Sie erleichtern mir das Leben.



2) Probleme im Haus – Ergänze die Verben in der korrekten Form

Die Heizung ist kaputt. Das Licht im Gang geht nicht.

Die Nachbarn sind sehr laut. Die Mistkübel im Müllraum wurden

nicht entleert. Der Lift funktioniert ist nicht.

sein – gehen – sein – entleeren – funktionieren

3) Einen Nachbarn / eine Nachbarin oder einen Kollegen / eine Kollegin um Hilfe bitten

Ordnen Sie diese Sätze und schreiben Sie den Brief richtig:

Liebe Frau Steger,

Ich habe ein Problem. Am Montag kommt der Wasserableser, aber ich muss arbeiten. Vielleicht können Sie mir helfen. Können Sie um 10.30 Uhr meine Tür öffnen? Sie haben schon meinen Schlüssel.

Vielen Dank im Voraus.

Liebe Grüße

Miriam Schein

IV) Schwerpunkt: Fragesätze

1) Setzen Sie die korrekten Fragewörter ein

- a. Was möchtest du zum Geburtstag haben?
- b. Wer hat das Buch geschrieben?
- c. Wann kommt der nächste Bus?
- d. Wann gehst du ins Kino?
- e. Warum hast Du solange gebraucht?

2) Beantworte die folgenden Fragen mit vollständigen Sätzen

a) Wie heißt dein bester Freund?

b) Was machst du gern in deiner Freizeit?

c) Wo wohnst du?

d) Wann hast du Geburtstag?

e) Wie findest du die Schule?

f) Welcher Sport gefällt dir am besten?

3) Fragen Sie nach dem unterstrichenen Satzteil

a) Hier ist das Rauchen verboten. Was ist hier verboten?

b) Das ist Ralf's Jacke. Wessen Jacke ist das?

c) Die Kinder gehen in die Schule. Wohin gehen die Kinder?

d) Wir haben einen Test geschrieben. Wer hat einen Test geschrieben?

4) Setze das richtige Fragewort ein kreuze die richtige Antwort an

- a) **Wie** heißt er? 1) Er wohnt in Paris.
2) **Er heißt Thomas.**
3) Er ist groß.
- b) **Wo** wohnst du? 1) Ich komme aus Italien.
2) **Ich wohne in Trient.**
3) Ich heiße Sophie.
- c) **Was** machst du? 1) Ich schlafe im Bett.
2) Ich esse zu Mittag.
3) **Ich lese ein Buch.**
- d) **Wann** kommt sie? 1) Sie fährt zu Mittag.
2) **Sie kommt morgen Abend**
3) Sie geht nach Hause.
- e) **Warum** lacht er? 1) Weil er traurig ist.
2) **Weil er einen Witz gehört hat.**
3) Weil er hungrig ist.
- f) **Welcher** Tag ist heute? 1) Heute ist gestern
2) Heute ist morgen.
3) **Heute ist Mittwoch.**
- g) **Wie** alt bist du? 1) Ich sein 18 Jahre alt.
2) Ich habe 18 Jahre alt.
3) **Ich bin 18 Jahre alt.**
- h) **Wie viele** Geschwister hast du? 1) Nein, keine.
2) **Ich habe einen Bruder**
3) Ich habe nicht.



5) Setze das richtige Fragewort ein

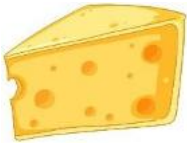
NAME Wie heißt du? 1 Was? 4) Warum? 2. Wer? 5) Wann? 3. Wo? 6) Wie?	 Wann kommt sie? 1 Was? 4) Warum? 2 Wer? 5) Wann? 3 Wo? 6) Wie?
 Welcher Tag ist heute? 4. Was? 4) Warum? 5. Wer? 5) Wann? 6. Wo? 6) Wie?	 Warum ist er traurig? 7. Was? 4) Warum? 8. Wer? 5) Wann? 9. Wo? 6) Wie?
 Wo wohnst du? 1. Was? 4) Warum? 2. Wer? 5) Wann? 3. Wo? 6) Wie?	ALTER Wie alt bist du? 4. Was? 4) Warum? 5. Wer? 5) Wann? 6. Wo? 6) Wie?

6) Lesen Sie die Dialoge und ergänzen Sie die Endungen

- a. **Wohnt** ihr noch in Linz? b. Ja, wir wohnen noch in der Kantstraße.
- a. Wo **arbeitest** du? b. Ich **arbeite** bei Ikea in der Shopping City.
- a. Welche Sprachen **sprechen** Sie? b. Ich **spreche** Englisch und Portugiesisch.
- a. **Rede** ich sehr schnell? b. Ja, du **redest** schnell!

5. a. **Lebt** ihr schon lange hier? b. Ja, wir **leben** hier schon vier Jahre.

7) Ergänzen Sie



a) __ Was __ ist das? Das ist Käse.

__ **Wer** __ kauft Käse? Peter kauft Käse.

__ **Wo** __ kauft Peter Käse? Im Supermarkt.

__ **Woher** __ komm **t** __ der Käse? Aus Frankreich.



b) _ Was _ ist das? - Das ist __ Orangensaft ____.

__ **Wer** __ trink **t** __ **Orangensaft** __? - Eva trink **t** __

Orangensaft ____.

__ **Wo** __ kauft Eva __ **Orangensaft** __? - Im Supermarkt.

__ **Woher** __ kommt der **Orangensaft** __? - **Aus** Spanien.



c) _ Was _ ist das? - Das _ist_ Brot.

Wer kauf _t_ Brot? - Paul und Maria kauf _en_ Brot.

Wo kauf _en_ Paul und Maria Brot? - Im Supermarkt.



d) _ Was _ ist das? - Das _ist_ _Wein_.

Was trink _st_ _du_ ? - Ich trink _e_ _Wein_.

Woher komm _t_ der _Wein_ ? – Aus Italien.

A2

Topics:

- Daily activities (hobbies, work routine)
- Health and well-being (doctor's visits, describing symptoms)
- Home and living (types of housing, household items)
- Basic travel and directions

Vocabulary:

- Common verbs: spielen (to play), arbeiten (to work), wohnen (to live)
- Descriptive adjectives: groß (big), klein (small), schnell (fast), langsam (slow)
- Places around town: Bahnhof (train station), Apotheke (pharmacy), Park (park)
- Days and times: morgen (morning), abends (in the evening), heute (today)

Grammar:

- Separable verbs: anfangen (to start) -> Ich fange an (I am starting).
- Dative case for indirect objects: Ich gebe meinem Freund ein Buch (I give my friend a book).
- Modals in the present tense (können, müssen, dürfen): Ich kann schwimmen (I can swim).
- Simple past tense of common verbs for storytelling: Ich war, du hattest (I was, you had).

I) Vokabeln



die Kreditkarten



der Bankomat

mySORBA2020

Kontoauszug

Muster BAU AG

Reihenfolge: nach Lieferanten-Nr.

20.10.2022 - 31.12.2022

15.11.2022

Bezugsdatum: Dispo-Datum

1/1

Lief-Nr: 1-Muster BAU AG

BelegNr	Art	Bezeichnung	Datum	Status	ISO	Soll	Haben	Saldo	MWST
221	Rechnung	Re. 221-Muster BAU AG, Schodw	20.10.2022	Erledigt	CHF	120.00	0.00	120.00	8.60
	Z.	Zahlung	20.10.2022		CHF	0.00	120.00	0.00	0.00
220	Rechnung	Re. 220-Muster BAU AG, Schodw	20.10.2022	Offen	CHF	120.00	0.00	120.00	8.60
219	Rechnung	Re. 219-Muster BAU AG, Schodw	20.10.2022	Offen	CHF	1050.00	0.00	1170.00	75.05
218	Rechnung	Re. 218-Muster BAU AG, Schodw	20.10.2022	Offen	CHF	1200.00	0.00	2370.00	95.90
					CHF	2490.00	126.00	2370.00	178.05
Aktueller OP		CHF	2370.00						
Anzahl OP			3						

die Bankomatkarte

der Dauerauftrag



SEPA-Dauerauftrag

SEPA-Dauerüberweisung

Neuer Dauerauftrag [Übersicht - Zahlungsliste](#)

Kunden-Nr.

Begünstigter: Name, Vorname/Firma Ergänzung (Anrede, Titel, etc.)

Straße Ort/Land

IBAN BIC (SWIFT-Code)

Betrag EUR,Cent

Verwendungszweck (1 x 140 Zeichen)

Ausführungsintervall Ausführungstag

Ausführung am ☒ unbegrenzt

Auftraggeber (Kontoinhaber)

IBAN

Dauer-

I) Schwerpunkt: Modalverben

1) Setzen Sie die richtige Form von müssen, können oder wollen ein



- Es ist schon spät. Ich muss jetzt nach Hause gehen.
- Wir wollen im Sommer nach Italien fahren.
- Meine Schwester kann gut Ski fahren.
- Ich kann nicht Ski fahren, aber ich will es lernen.
- Andreas ist heute nicht zum Fußballspiel gekommen. Er muss noch lernen.
- Kann ich bitte dein Handy kurz benutzen?
- Wollen wir heute ins Kino gehen?

2) Setzen Sie die richtige Form von sollen oder müssen ein



- a. Du musst mehr Obst und Gemüse essen.
- b. Wir müssen schon gehen, es ist spät.
- c. Sie sollen langsamer fahren, hier ist Tempo 30.
- d. Was musst du heute noch machen?
- e. In der Schule muss man lernen.
- f. Wann soll ich dich anrufen?
- g. Warum musst du zum Arzt gehen?



3) Setzen Sie die richtige Form von können oder müssen ein

- a. Peter kann nicht kommen. Er muss Mathe lernen.
- b. Familie Kern kann nicht kommen. Ihr Auto ist kaputt.
- c. Ich muss morgen nach Graz fahren. Du kannst mit mir fahren.
- d. Gerhard kann schwimmen, aber er kann nicht Ski fahren.

- e. Fährt der Zug direkt nach Graz? Nein, Sie **müssen** in Bruck an der Mur umsteigen.
- f. **Kannst** du mir bitte helfen? Tut mir leid ich **muss** schnell in die Stadt fahren.
- g. **Könnt** ihr bitte meine Eltern anrufen. Wir haben kein Handy.

4) Bilden Sie korrekte Sätze im Präsens

- a) das Kind – noch – nicht laufen – können

Mit einem Jahr **kann** das Kind noch nicht **laufen**.

- b) wir – noch nicht lesen und schreiben – können

Mit vier Jahren **können** wir noch nicht lesen und **schreiben**.

- c) ich – in die Schule gehen – müssen

Mit sechs Jahren **muss** ich in die Schule **gehen**.

- d) ich – am Abend nicht lange ausgehen – dürfen

Mit zwölf Jahren **darf** ich am Abend nicht lange **ausgehen**.

- e) Ich – meinen Eltern helfen – müssen

Mit 15 Jahren **muss** ich meinen Eltern **helfen**.

- f) sie - am Abend lange ausgehen – dürfen

Mit 18 Jahren **darf** sie am Abend lange **ausgehen**.

5) Bilden Sie korrekte Sätze im Präteritum

- a) meine Familie – die Wohnung putzen – müssen

Gestern **musste** meine Familie die Wohnung **putzen**

- b) meine Kinder – etwas später ins Bett gehen – dürfen

Gestern Abend **durften** meine Kinder etwas später ins Bett **gehen**.

- c) ich – noch kein Deutsch sprechen – können

Vor fünf Jahren **konnte** ich noch kein Deutsch **sprechen**.

- d) ich – zum Deutschkurs kommen – müssen

Vor einer Stunde **musste** ich zum Deutschkurs **kommen**.

6) Setze das korrekte Modalverb in folgenden Lückentext ein

- a. Ich **kann** mir vorstellen, im Ausland zu arbeiten. (Fähigkeit)
- b. Sie **muss** bald eine Entscheidung treffen. (Verpflichtung)
- c. Peter **darf** das Auto seines Vaters benutzen. (Erlaubnis)
- d. Wir **wollen** im Sommer eine Reise nach Spanien machen. (Absicht)
- e. Du **sollst** die Besprechungsräume für das Meeting vorbereiten. (Auftrag)
- f. Sie **kann** fließend Deutsch sprechen. (Möglichkeit)
- g. Er **möchte** in Zukunft mehr Zeit mit seiner Familie verbringen. (Wunsch)

- h. Ich **muss** mich um meine Finanzen kümmern. (Notwendigkeit)
- i. Wir **dürfen** unsere Meinung frei äußern. (Erlaubnis)
- j. Du **sollst** mit mir sprechen, damit ich dir helfen kann. (Rat)

II) Präsens – Präteritum – Perfekt

1) Wandle die Sätze jeweils in die fehlende Zeitform um.

Präsens	Präteritum	Perfekt
Georg steht um sieben Uhr auf.	Georg stand um sieben Uhr auf.	Georg ist um sieben Uhr aufgestanden .
Dann läuft er 30 Minuten.	Dann er lief er 30 Minuten.	Dann ist er 30 Minuten gelaufen.
Danach kocht er Kaffee.	Danach kochte er Kaffee.	Danach hat er Kaffee gekocht .

Dann hört er Radio.	Dann hörte er Radio.	Dann hat er Radio gehört.
Er duischt sich.	Er duachte sich.	Er hat sich geduscht.
Er rasiert sich, putzt sich die Zähne und kämmt sich.	Er rasierte sich, putzte sich die Zähne und kämmte sich.	Er hat sich rasiert sich, hat sich die Zähne geputzt und hat sich gekämmt sich.
Um 7:30h fährt er mit der Straßenbahn zur Arbeit.	Um 7:30h fuhr er mit der Straßenbahn zur Arbeit.	Um 7:30h ist er mit der Straßenbah n zur Arbeit gefahren.
Um 9 Uhr beginnt	Um 9 Uhr begann seine Arbeit.	Um 9 Uhr hat seine Arbeit begonnen.

seine Arbeit.		
Um 13 Uhr macht Georg Mittagspaus e.	Um 13 Uhr machte Georg Mittagspaus e.	Um 13 Uhr hat Georg Mittagspau se gemacht.
In der Mittagspaus e spricht er viel mit seinen Kollegen.	In der Mittagspau se sprach er viel mit seinen Kollegen.	In der Mittagspaus e hat er viel mit seinen Kollegen gesprochen.
Um 18h beendet Georg seine Arbeit.	Um 18h beendete Georg seine Arbeit.	Um 18h hat Georg seine Arbeit beendet.
Zuerst fährt er zum Supermarkt und kauft ein, danach fährt er nach Hause.	Zuerst fuhr er zum Supermarkt und kaufte ein, danach fuhr er nach Hause.	Zuerst ist er zum Supermarkt gefahren und hat eingekauft, danach ist

		er nach Hause gefahren.
Seine Frau und seine zwei Kinder sind glücklich.	Seine Frau und seine zwei Kinder waren glücklich.	Seine Frau und seine zwei Kinder sind glücklich gewesen.
Die Familie ißt zusammen am Abend.	Die Familie aß zusammen am Abend.	Die Familie hat zusammen am Abend gegessen.
Dann telefoniert Georg mit einem Freund.	Dann telefonierte Georg mit einem Freund.	Dann hat Georg mit einem Freund telefoniert.
Danach trinkt er mit seiner Frau noch ein Glas Wein.	Danach trank er mit seiner Frau noch ein Glas Wein.	Danach hat er mit seiner Frau noch ein Glas Wein getrunken.

Dann gehen sie zu Bett.	Dann gingen sie zu Bett.	Dann sind sie zu Bett gegangen.
-----------------------------------	------------------------------------	--

Infinitiv	1. Partizip	2. Partizip
stehen	stand	ist gestanden
kochen	kochte	hat gekocht
hören	hörte	hat gehört
duschen	duschte	hat geduscht
rasieren	rasierte	hat rasiert
putzen	putzte	hat geputzt
kämmen	kämmte	hat gekämmt
fahren	fuhr	ist gefahren
beginnen	begann	hat begonnen
einkaufen	Kaufte ein	hat eingekauft
sein	war	ist gewesen
essen	aß	hat gegessen
telefonieren	telefonierte	hat telefoniert
trinken	trank	hat getrunken
Gehen	Ging	ist gegangen

III) Schwerpunkt Präpositionen

1. Ergänzen Sie die Präpositionen

- Ich freue mich sehr **über** das Geschenk. Danke Dir!
- Könnt ihr mir bitte **beim** Umzug helfen?
- Ich höre um 16 Uhr **mit** der Arbeit auf.

- d. Wenn du möchtest kannst Du mit uns Fußball spielen.
 - e. Ich warte auf den Bus.
 - f. Ich habe mich in dich verliebt.
 - g. Ich möchte dich um einen Gefallen bitten.
 - h. Erinnerst du dich noch an mich?
 - i. Ich bedanke mich bei Ihnen für Ihre Hilfe?
 - j. Der Film endet mit einer Überraschung.
 - k. Sie hat nach dir gefragt, wie es dir geht.
 - l. Ich freue mich auf deinen Besuch
 - m. Denk bitte an das Buch!
 - n. Ich bin für diesen Vorschlag, denn er ist wirklich gut.
 - o. Wir haben uns mit Freunden verabredet.
 - p. Wie viele Personen nehmen an dem Deutschkurs teil?
 - q. Ich arbeite und die anderen schauen mir bei der Arbeit zu.
 - r. Ich habe mich für diese Variante entschieden.
 - s. Ich habe die Adresse nicht gefunden und musste nach dem Weg fragen.
 - t. Ich entschuldige mich für die Verspätung.
- 2) Ergänzen Sie entsprechend der Präpositionen im Dativ auf die Frage WO?

Ich parke mein Auto **unter** der Brücke. Es stehen schon viele Autos **neben** der Brücke. Auch **unter** dem Baum steht ein Auto. Das Schiff fährt **in** dem Fluss. Das Grillfest findet **hinter** dem Haus statt. **Vor** der Kirche steht ein Brunnen. Die Antenne befindet sich **über** dem Dach. **Neben** der Schule steht die Turnhalle. **Unter** der Halle ist ein Gymnastikraum. Die Parkplätze sind **vor** der Halle. Die Tafel im Klassenzimmer **an** der Wand. Die Schultasche liegt **auf** dem Tisch. Jeder Schüler sitzt **auf** der Bank. Eine Schülerin sitzt **vor** dem Lehrer. Die Lampe hängt an der Decke. Die Schulschränke sind **an** der Wand angebracht. Der Verkauf von Brötchen findet **im** dem Raum des Hausmeisters statt. In der Pause spielen alle Kinder auf dem Pausenhof. Das Lineal liegt unter dem Stuhl auf dem Fußboden. Die Schülerin steht an der Tafel und neben dem Lehrer. Die Plakate hängen an der Wand. Deine Schulsachen befinden sich leider noch in der Schultasche.

3) Ergänzen Sie die Artikel entsprechend der Präpositionen im Akkusativ auf die Frage WOHIN?

Ich fahre mein Auto **unter** die Brücke. Viele Autos fahren **in** die Stadt. Ein Fahrradfahrer fährt **unter** den Baum, weil es regnet. Das Schiff fährt aus einem Kanal **in** den Fluss hinein. Viele Leute sammeln sich (wo?) vor der Kirche und gehen **in** die Kirche hinein. Zwei Vögel fliegen **über** das Dach, der Baum und die Straße. Die Turnhalle und der Sportplatz werden im nächsten Jahr **neben** der Schule gebaut. In der Sportstunde gehen wir auch **in**

___den___ Gymnastikraum. Die Gäste parken **auf** ___den___ Parkplätzen vor der Turnhalle, manche fahren **über** ___die___ Parkplätze und parken im Parkverbot. Ich hänge die Plakate für Deutsch ___an___ ___die___ Wand. Die Schultasche stellst du bitte **unter** ___den___ Tisch. Jeder Schüler setzt sich **auf** ___die___ Bank. Eine Schülerin setzt sich **vor** ___den___ Lehrer. Jetzt sitzt sie vor dem Lehrer. Der Hausmeister hängt die Lampe **an** ___die___ Decke. Die Schulschränke werden ___an___ ___die___ Wand angebracht. Wenn es klingelt, gehen alle Schüler **in** ___den___ Pausenhof.

4) Setzen Sie Präpositionen und Artikel richtig ein?

Ich stelle das Buch **auf** ___das___ Regal. Du stellst die Blumenvase **auf** ___den___ Tisch. Warum sitzt du so faul **auf** ___dem___ Stuhl? Er hängt das Bild **an** ___die___ Wand. Viele Vögel sitzen **auf** ___dem___ Dach. Sie legt den Löffel **in** ___die___ Schublade. Ihr legt die sauberen Handtücher **in** ___den___ Schrank. Der Computer steht im zweiten Stock **in** ___dem___ Klassenzimmer. Sie hängen ihren Mantel **an** ___die___ Garderobe. Ich gehe abends früh **ins** Bett. Du bringst das Geschirr **in** ___die___ Küche. Das Geschirr steht noch **auf** ___dem___ Tisch. Ich lege mich müde **in** ___das___ Bett. Du setzt dich **auf** ___den___ Stuhl. Wir setzen uns **auf** ___das___ Sofa. Ihr setzt euch jeder **auf** ___den___ Sessel. Wir wollen jetzt essen und setzen uns **an** ___den___ Tisch. Dann stellen wir die Blumen **in** ___die___ Ecke. Den Teppich legen wir **auf** ___den___ Boden. Heute fahren wir **an** ___den___

__die__ Donau. __Auf__ __dem__ Rastplatz machen wir ein Picknick. Wir machen einen Ausflug und fahren __in__ __die__ Berge.

B1 - Advanced use of language

Can understand the main points when clear standard language is used and when dealing with familiar matters from work, school, leisure, etc. Can deal with most situations encountered when travelling in the language area. Can express him/herself simply and coherently on familiar topics and areas of personal interest. Can talk about experiences and events, describe dreams, hopes and ambitions and give brief reasons or explanations for plans and opinions.

B1 (Intermediate)

Topics:

- Work and professions (describing jobs, workplace scenarios)
- Social interactions (giving opinions, making polite requests)
- Health and fitness (giving advice, discussing routines)
- Education and future plans

Vocabulary:

- Work-related terms: Kollege (colleague), Chef (boss), Vertrag (contract)
- Common phrases for giving opinions: Ich finde, dass... (I think that...), meiner Meinung nach (in my opinion)
- Health and fitness: gesund (healthy), Ernährung (nutrition), trainieren (to train)
- School and education: Schule (school), Prüfung (exam), Universität (university)

Grammar:

- Past tense (Präteritum for narrative past): Ich ging (I went), er sagte (he said).
- Complex sentence structure with conjunctions: weil, obwohl, wenn (because, although, if).
- Reflexive verbs: sich freuen (to be glad), sich erinnern (to remember) – Ich freue mich auf das Wochenende (I am looking forward to the weekend).

- Relative clauses to provide additional information: Das ist der Mann, der mir geholfen hat (That is the man who helped me).

B2 - Independent use of language

Can understand the main ideas of complex texts on both concrete and abstract topics; also understands technical discussions in his/her field of specialization. Can communicate fluently and spontaneously enough to hold a normal conversation with native speakers without much effort on either side. Can express him/herself clearly and in detail on a wide range of topics, explain a viewpoint on a topical issue and give the advantages and disadvantages of various options.

- hat (That is the man who helped me).

B2 (Upper Intermediate)

Topics:

- Advanced discussions on social issues (environment, technology)
- Personal opinions on complex topics (education systems, cultural differences)
- Academic and professional settings (presentations, formal writing)
- Literature and media

Vocabulary:

- Environment: Umweltschutz (environmental protection), Klimawandel (climate change), erneuerbare Energie (renewable energy)
- Technology and innovation: Technologie (technology), Erfindung (invention), Digitalisierung (digitization)
- Common expressions for opinions: Es kommt darauf an... (It depends...), meiner Ansicht nach (in my view)
- Business and formal settings: Bericht (report), Besprechung (meeting), Verhandlung (negotiation)

Grammar:

- Passive voice to focus on the action rather than the subject: Das Problem wurde gelöst (The problem was solved).

- Konjunktiv II (Subjunctive II) for hypothetical or polite expressions: Ich würde gerne... (I would like to...), Wenn ich mehr Zeit hätte, würde ich... (If I had more time, I would...)
- Infinitive constructions with “zu”: Ich versuche, Deutsch zu lernen (I am trying to learn German).
- Indirect speech for reporting: Er sagte, dass er kommen würde (He said that he would come).

The aim of these exercises is to practice forming questions and answers in the perfect tense.

Fragen und Antworten

Bilden Sie Fragen und antworten Sie im Perfekt darauf

Haben / Sind Sie schon einmal ...? Ja, ich habe / bin schon einmal/ oft ...

Hast / Bist du schon einmal ...? Nein, ich habe / bin noch nie ...

- nach Paris fliegen

Sind Sie schon einmal nach Paris geflogen? Ja, ich bin schon einmal nach Paris geflogen.

Bist du schon einmal nach Paris geflogen?

a) Kuchen backen

b) ein Computerproblem lösen

c) ein Gedicht schreiben

d) e-mail an die falsche Adresse senden

e) am Mittelmeer Urlaub machen

f) ein Buch auf Englisch lesen



g) mit dem Motorrad fahren

h) einen Fisch fangen

i) im Freien übernachten

j) hässliches Kleid kaufen

k) ein Weihnachtslied singen

Chapter 3. Romanian as a second language

Overview

The CEFR ensures consistent language standards for education, employment, and international mobility. In Romania, the **CEFR** is widely used in second language teaching across schools, universities, and private institutions.

Curriculum integration: CEFR levels guide foreign language learning in schools, with students expected to reach:

- A1 in primary school.
- A2-B1 in lower secondary school.
- B2-C1 in upper secondary school.

The *communicative competences* expected at each level are as follows:

A1 (Beginner)

- **listening/speaking:** understand and use simple phrases for basic needs.
- **reading/writing:** recognize familiar words; write basic info (e.g., names, addresses).

A2 (Elementary)

- **listening/speaking:** handle short conversations on everyday topics.
- **reading/writing:** understand short texts; write simple messages (e.g., a note or email).

B1 (Intermediate)

- **listening/speaking:** understand main points in familiar contexts; talk about experiences and opinions.
- **reading/writing:** understand straightforward texts; write connected text on familiar topics.

B2 (Upper intermediate)

- **listening/speaking:** understand extended speech; converse fluently on a range of subjects.
- **reading/writing:** read complex texts; write clear, detailed reports or essays.

C1 (Advanced)

- **listening/speaking:** understand implicit meanings; speak fluently for academic/professional purposes.
- **reading/writing:** analyze sophisticated texts; write structured, detailed essays on complex topics.

C2 (Proficient)

- **listening/speaking:** understand almost everything; express ideas precisely and spontaneously.

- **reading/writing:** read and write virtually any text, including specialized or abstract content.

Each level represents a step forward in language complexity and fluency, from basic communication at **A1** to near-native proficiency at **C2**.

Level A1 (Beginner)

The priority at this level, when building up to an A2 Romanian level, is expanding vocabulary and building up to more complex types of sentences. Which is why the main focus areas for A1 will be vocabulary (numbers, colors, family members, basic objects, days of the week, months, common verbs), topics (introducing oneself, asking and giving basic personal information, shopping, ordering food, giving directions) and basic skills (understanding and using simple expressions, recognizing familiar words, forming short and simple sentences). For teaching Romanian as a second language at **Level A1** exercises should focus on developing basic communication skills in familiar and routine contexts. Here are some examples of suitable exercises.

A1. A. COMMUNICATIVE FUNCTIONS (in listening and speaking activities)

a. Recognizing words and phrases

- Play recordings of **basic greetings** (e.g., *Bună ziua, La revedere*) or **numbers** (1–20) and ask students to repeat them aloud.
- **Task:** Students circle the correct word or phrase from a list after hearing it (e.g., *Bună dimineața* → select "Good morning").

b. Identify daily vocabulary

- Provide a list of daily objects (e.g., *masă, scaun, carte*) and play an audio recording of the words. Students check the words they hear.
- **Extension:** Play a short description (e.g., *Acesta este un scaun. Este maro.* / "This is a chair. It is brown.") and ask students to identify the object from pictures.

c. Following instructions

- Use simple commands: *Ridică mâna! Scrie numele tău! Desenează un cerc!*
- Students follow the commands and perform the correct action.

d. Introduce yourself

- Students practice saying their name, age, and where they are from:
 - *Mă numesc Ana.* (My name is Ana.)
 - *Am douăzeci de ani.* (I am 20 years old.)
 - *Sunt din Italia.* (I am from Italy.)
- **Extension:** Pair students and have them introduce each other.

e. Basic dialogues

- Create short dialogue scenarios, such as:
 - At a store: *Cât costă aceasta?* (How much does this cost?)
 - Meeting someone: *Cum te cheamă?* (What's your name?)
- Students act out these conversations in pairs.

f. Describing pictures

- Show students simple images (e.g., a house, a family, a market). Ask them to describe the picture:
 - *Aceasta este o familie.* (This is a family.)
 - *Sunt trei persoane în imagine.* (There are three people in the picture.)

g. Simple questions and answers

- Practice yes/no questions:
 - *Este aceasta o masă?* (Is this a table?) → *Da/Nu.*
- Practice *WH-* questions:
 - *Cine este acesta?* (Who is this?)
 - *Ce faci?* (What are you doing?)

A1. B. VOCABULARY (in reading and writing activities)

a. Word recognition

- Provide flashcards or a printed word bank with words like *pisică* (cat), *apă* (water), *casă* (house). Students match them with pictures.

Exercises: Match the word with the image:



CARTE SCAUN

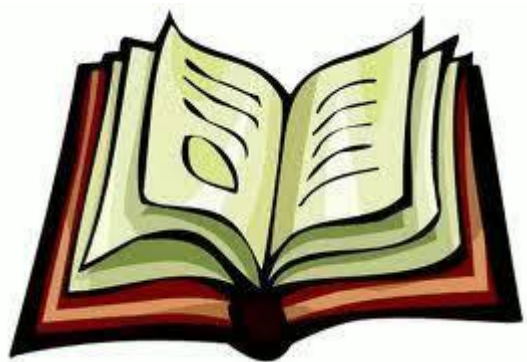


AUTOMOBIL



CASĂ

b. Sentence matching



CEAS

- Provide a list of simple sentences and corresponding images. Students match them:
 - *Ana este acasă.* → Picture of Ana in a house.
 - *Ion bea apă.* → Picture of Ion drinking water.

Exercises: Match the phrase with the image:



Câinele sare.



Fetița are baloane.



Băiatul are o bicicletă.

c. Short text comprehension

Exercises: Read the text and answer the questions:

*Bună! Eu sunt Andrei. Am 25 de ani. Sunt din România și locuiesc în București.
Îmi place să citesc.*

- **Questions:**
 - *Cum îl cheamă?* (What is his name?)
 - *Câți ani are?* (How old is he?)
 - *Unde locuiește?* (Where does he live?)

Exercises: Read the following sentences and arrange them in a logical order:

- *Se întoarce acasă.* (He goes back home.)
- *Andrei merge la magazin.* (Andrei goes to the store.)
- *El cumpără pâine.* (He buys bread.)

Exercises: Complete the following sentences:

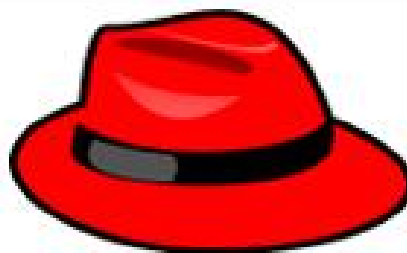
- *Mă numesc _____.* (My name is _____.)
- *Eu sunt din _____.* (I am from _____.)

Exercises: Fill in the blanks from the following paragraph:

Bună! Eu sunt _____. Am _____ ani. Locuiesc în _____.

Exercises: Label the following objects:





Exercises: Create a list of the objects around you:

Students write a list using vocabulary learned: *desk, wall, computer, book, paper, pen etc.*

Exercises: Sort the following words into categories: *pâine, lapte, carne, roșu, albastru, galben, mamă, frate, bunic.*

A1. C. GRAMMAR

a. The noun

1. Identifying the gender of nouns

Instruction: Read the nouns and write "masculin" (masculine), "feminin" (feminine), or "neutru" (neutral) based on the gender of the noun in Romanian.

Exercise 1

1. carte - _____
2. băiat - _____

3. pix - _____

Exercise 2

1. fată - _____

2. scaun - _____

3. masă - _____

Exercise 3

1. telefon - _____

2. pălărie - _____

3. pat - _____

2. Singular and plural forms

Instruction: Transform the given nouns from singular to plural or from plural to singular.

Exercise 1

1. casă → _____

2. pisică → _____

3. copaci → _____

Exercise 2

1. scaun → _____

2. cărți → _____

3. câini → _____

Exercise 3

1. copil → _____

2. flori → _____

3. pixuri → _____

3. Completing sentences with nouns

Instruction: Fill in the blanks with the correct nouns in Romanian.

Exercise 1

1. Pe masă este un _____ (răspuns: pix).
2. În grădină sunt multe _____ (răspuns: flori).
3. Eu am un _____ (răspuns: câine).

Exercise 2

1. Maria citește o _____ (răspuns: carte).
2. Văd un _____ pe stradă (răspuns: copil).
3. Avem două _____ pe masă (răspuns: cărți).

Exercise 3

1. În pădure sunt mulți _____ (răspuns: copaci).
2. Am o _____ frumoasă în grădină (răspuns: floare).
3. Ana are un _____ pe birou (răspuns: telefon).

4. Choosing the correct noun

Instruction: Choose the correct noun from the options provided.

Exercise 1

1. Eu beau (apă / masă).
2. Pe masă este un (pix / scriu).
3. În grădină sunt multe (flori / curat).

Exercise 2

1. Mă uit la (televizor / frumos).

2. În parc este un (copac / merg).
3. Am un (prieten / frumos).

Exercise 3

1. Maria are o (pisică / frumos).
2. În dulap sunt două (rochii / cânt).
3. Am un (caiet / scris).

5. Finding the wrong word

Instruction: Identify a word that is **not** a noun in each sentence and explain what it is.

Exercise 1

1. Eu merg la școală cu pix nou.
(Answer: „nou” is not a noun, it is an adjective.)
2. În parc sunt mulți copaci.
(Answer: „mulți” is not a noun, it is an adjective.)
3. Ana are un telefon albastru.
(Answer: „albastru” is not a noun, it is an adjective.)

Exercise 2

1. Am văzut o fată frumoasă care merge.
(Answer: „merge” is not a noun, it is a verb.)
2. Copilul citește din cartea de pe masă.
(Answer: „citește” is not a noun, it is a verb.)
3. Pe masă sunt multe cărți.
(Answer: „sunt” is not a noun, it is a verb.)

Exercise 3

1. În grădină sunt flori care dansează.
(Answer: „dansează” is not a noun, it is a verb.)

2. Mă uit la televizor seara.

(Answer: „seara” is not a noun, it is an adverb.)

3. Copilul cântă la pian cu mult talent.

(Answer: „mult” is not a noun, it is an adjective.)

6. Categorizing nouns

Instruction: Write three nouns in Romanian for each category.

Exercise 1

1. Objects in a house: _____
2. Animals: _____
3. Fruits: _____

Exercise 2

1. School objects: _____
2. Places: _____
3. Clothes: _____

Exercise 3

1. Furniture: _____
2. Food: _____
3. Vehicles: _____

7. Translation

Instruction: Translate the nouns from English into Romanian.

Exercise 1

1. book → _____

2. dog → _____

3. house → _____

Exercise 2

1. flower → _____

2. chair → _____

3. apple → _____

Exercise 3

1. tree → _____

2. table → _____

3. car → _____

8. Matching singular and plural forms

Instruction: Match the singular noun with its correct plural form.

Exercise 1

1. om → _____

a. oameni

b. omi

c. omuri

2. ou → _____

a. ouă

b. oi

c. ouuri

3. soră → _____

a. sori

b. sore

c. surori

Exercise 2

1. bărbat → _____
 - a. bărbați
 - b. bărbeți
 - c. bărbațe
2. dinte → _____
 - a. dinți
 - b. dinteți
 - c. dinteuri
3. deget → _____
 - a. degete
 - b. degeturi
 - c. degeți

Exercise 3

1. frate → _____
 - a. frați
 - b. frăți
 - c. fratele
2. soare → _____
 - a. sori
 - b. surori
 - c. sore
3. nor → _____
 - a. nori
 - b. nore
 - c. noruri

9. Fill in the plural form

Instruction: Write the correct plural form of the given singular noun.

Exercise 1

1. copil → _____
2. floare → _____
3. ou → _____

Exercise 2

1. frate → _____
2. om → _____
3. soare → _____

Exercise 3

1. nor → _____
2. dinte → _____
3. deget → _____

10. Complete the sentence with the correct form

Instruction: Use the correct singular or plural form of the noun to complete the sentence.

Exercise 1

1. Pe cer sunt doi _____ (răspuns: sori).
2. În grădină cresc multe _____ (răspuns: flori).
3. În clasă sunt zece _____ (răspuns: copii).

Exercise 2

1. El are trei _____ (răspuns: frați).
2. Am găsit două _____ (răspuns: ouă).
3. În pădure sunt mulți _____ (răspuns: copaci).

Exercise 3

1. La mână am cinci _____ (răspuns: degete).
2. Am scos un _____ din buzunar (răspuns: telefon).
3. Am văzut trei _____ pe cer (răspuns: nori).

11. Identifying defective nouns

Instruction: Mark whether the given noun exists only in singular, only in plural, or both.

Exercise 1

1. lapte → _____ (Answer: singular only)
2. foarfeci → _____ (Answer: plural only)
3. aur → _____ (Answer: singular only)

Exercise 2

1. miere → _____
2. aplauze → _____
3. rouă → _____

Exercise 3

1. lapoviță → _____
2. pantaloni → _____
3. ochelari → _____

12. Filling in defective nouns

Instruction: Complete the sentences using the correct defective noun in its appropriate form.

Exercise 1

1. În cană este _____ (răspuns: lapte).
2. Am găsit niște _____ în sertar (răspuns: foarfeci).
3. Ea are o pereche de _____ noi (răspuns: pantaloni).

Exercise 2

1. A cumpărat multă _____ pentru friptură. (răspuns: carne).
2. Ai adus _____ pentru hârtie? (răspuns: foarfeci).
3. În borcan a mai rămas _____ (răspuns: miere).

Nominative and Accusative cases of common nouns (depending on the level of the students)

13. Identifying the case

Instruction: Mark whether the noun in bold is in the nominative or accusative case.

Exercise 1

1. **Pisica** aleargă după un șoarece. → _____
2. Am cumpărat o **carte** nouă. → _____
3. **Băiatul** mănâncă un măr. → _____ (1-N, 2-Ac, 3-N)

Exercise 2

1. Am văzut un **câine** pe stradă. → _____
2. **Fata** scrie o scrisoare. → _____
3. Profesorul a chemat **elevii** în clasă. → _____ (1-Ac, 2-N, 3-Ac)

Exercise 3

1. **Telefonul** este pe masă. → _____
2. Mama a cumpărat o **floare**. → _____
3. **Copilul** citește o poveste. → _____ (1-N, 2-Ac, 3-N)

14. Filling in nouns in the correct case

Instruction: Complete the sentences with the correct form of the noun in the nominative or accusative case.

Exercise 1

1. Am văzut un _____ pe stradă (răspuns: câine).
2. _____ este pe masă (răspuns: Telefonul).
3. Am cumpărat o _____ frumoasă (răspuns: floare).

Exercise 2

1. _____ aleargă prin grădină (răspuns: Pisica).
2. Fata scrie o _____ lungă (răspuns: scrisoare).
3. Profesorul i-a chemat pe _____ în clasă (răspuns: elevi).

Exercise 3

1. Am găsit un _____ pe masă (răspuns: pix).
2. Băiatul mănâncă un _____ (răspuns: măr).
3. Mama a cumpărat un buchet de _____ (răspuns: flori).

Genitive and Dative cases of proper nouns (depending on the level of the students)

15. Identifying the case

Instruction: Mark whether the proper noun in bold is in the genitive or dative case.

Exercise 1

1. Am citit cartea **Mariei**. → _____
2. I-am dat un telefon **lui Mihai**. → _____
3. Am ascultat povestea **Andreei**. → _____ (G, D, G)

Exercise 2

1. Cadoul este al **Ioanei**. → _____
2. M-am dus la casa **profesorului**. → _____
3. Florile aparțin **Elenei**. → _____ (G, G, D)

Exercise 3

1. Aceasta este mașina **lui Andrei**. → _____
2. Am mulțumit **domnului Popescu**. → _____
3. Am găsit telefonul **Anei**. → _____ (G, D, G)

16. Completing sentences with proper nouns

Instruction: Fill in the blanks with the correct form of the proper noun in genitive or dative case.

Exercise 1

1. Cartea este a _____ (răspuns: Mariei).
2. Am trimis mesajul _____ (răspuns: lui Mihai).
3. Florile sunt ale _____ (răspuns: Ioanei).

Exercise 2

1. Aceasta este casa _____ (răspuns: profesorului).
2. Am mulțumit _____ pentru ajutor (răspuns: domnului Popescu).
3. Telefonul aparține _____ (răspuns: Anei).

Exercise 3

1. Cadoul este al _____ (răspuns: lui Andrei).
2. Am ascultat povestea _____ (răspuns: Andreei).
3. Buchetul este al _____ (răspuns: Elenei).

b. The definite and indefinite articles

1. Matching nouns with articles

Instruction: Match the noun with its correct definite article in Romanian. (*The same examples can be used again, but for the indefinite article. Also, all these exercises can be modified for the plural form of the noun/article.*)

Exercise 1

1. **carte** → _____
 - a. o carte
 - b. cartea
 - c. o cartea
2. **masă** → _____
 - a. masa
 - b. o masă
 - c. masă

3. **telefon** → _____
a. telefonul
b. un telefon
c. telefon (1b, 2a, 3a)

Exercise 2

1. **băiat** → _____
a. băiatul
b. băiat
c. un băiat
2. **floare** → _____
a. o floare
b. floarea
c. floare
3. **copac** → _____
a. copacul
b. un copac
c. copac (1a, 2b, 3a)

Exercise 3

1. **scaun** → _____
a. scaunul
b. un scaun
c. scaun
2. **pahar** → _____
a. un pahar
b. paharul
c. pahar
3. **câine** → _____
a. câinele
b. un câine
c. câine (1a, 2b, 3a)

2. Completing sentences with articles

Instruction: Fill in the blanks with the correct definite or indefinite article in Romanian.

Exercise 1

1. Am văzut _____ copil. (Answer: un)
2. Cartea este pe _____ masă. (Answer: o)
3. Ea are _____ pisică. (Answer: o)

Exercise 2

1. În grădină este _____ copac mare. (Answer: un)
2. Câinele este în fața _____ (casă). (Answer: casei)
3. Ieri am cumpărat _____ floare frumoasă. (Answer: o)

Exercise 3

1. Telefonul este pe _____ birou. (Answer: birou)
2. Ana mănâncă _____ măr. (Answer: un)
3. Am văzut _____ cățel pe stradă. (Answer: un)

3. Choosing the correct article

Instruction: Choose the correct article to complete the sentence.

Exercise 1

1. Am cumpărat _____ carte interesantă.
 - a. o
 - b. un
 - c. la
2. Pisica s-a urcat pe _____ creangă.
 - a. al
 - b. un
 - c. o

3. Ea a găsit _____ telefon pierdut.
- a. un
 - b. o
 - c. le

Exercise 2

1. Am văzut _____ băiat jucând fotbal.
- a. un
 - b. o
 - c. de
2. Mi-ar plăcea _____ floare ca aceasta.
- a. un
 - b. o
 - c. de
3. În parc este _____ copac mare.
- a. un
 - b. o
 - c. al

Exercise 3

1. A cumpărat _____ scaun albastru.
- a. o
 - b. un
 - c. ai
2. Am primit _____ pahar de apă.
- a. un
 - b. o
 - c. niște
3. _____ câine latră tare.
- a. niște
 - b. un
 - c. o

4. Transforming nouns with articles

Instruction: Rewrite the sentences by replacing the indefinite article with the definite article (or vice versa).

Exercise 1

1. O pisică este pe masă. → _____
(Answer: Pisica este pe masă.)
2. Am văzut un copac mare. → _____
(Answer: Copacul este mare.)
3. Un băiat aleargă pe stradă. → _____
(Answer: Băiatul aleargă pe stradă.)

Exercise 2

1. Scaunul este albastru. → _____
(Answer: Un scaun este albastru.)
2. Paharul este pe masă. → _____
(Answer: Un pahar este pe masă.)
3. Câinele latră tare. → _____
(Answer: Un câine latră tare.)

Exercise 3

1. Floarea este frumoasă. → _____
(Answer: O floare este frumoasă.)
2. Copacul este mare. → _____
(Answer: Un copac este mare.)
3. Pisica se joacă. → _____
(Answer: O pisică se joacă.)

5. Identifying the article

Instruction: Mark whether the article in bold is definite or indefinite.

Exercise 1

1. Am cumpărat **o** carte. → _____ (Answer: Indefinite)
2. **Pisica** este pe masă. → _____ (Answer: Definite)
3. Am găsit **un** telefon. → _____ (Answer: Indefinite)

Exercise 2

1. Pe stradă este **copacul** bunicii. → _____
2. Am văzut **o** floare frumoasă. → _____
3. **Telefonul** este pe masă. → _____

Exercise 3

1. **Scaunul** este albastru. → _____
 2. Am primit **un** pahar de apă. → _____
 3. **Câinele** latră tare. → _____
-

6. Translation

Instruction: Translate the sentences into Romanian, paying attention to the correct use of articles.

Exercise 1

1. I bought a book. → _____
(Answer: Am cumpărat o carte.)
2. The cat is on the table. → _____
(Answer: Pisica este pe masă.)
3. I saw a boy running. → _____
(Answer: Am văzut un băiat alergând.)

Exercise 2

1. The flower is beautiful. → _____
(Answer: Floarea este frumoasă.)
2. A dog is barking loudly. → _____
(Answer: Un câine latră tare.)

3. The chair is blue. → _____

(Answer: Scaunul este albastru.)

Exercise 3

1. The tree is tall. → _____

(Answer: Copacul este înalt.)

2. A glass of water is on the table. → _____

(Answer: Un pahar de apă este pe masă.)

3. The phone is on the desk. → _____

(Answer: Telefonul este pe birou.)

c. The adjective

1. Matching adjectives to nouns

Instruction: Match the adjective to the correct noun, making sure they agree in **gender, number, and case**.

Exercise 1

1. fată → _____

a. frumoasă

b. frumos

c. frumoase

2. băiat → _____

a. harnici

b. harnic

c. harnică

3. copii → _____

a. fericit

b. fericiți

c. fericită

Exercise 2

1. carte → _____
 - a. interesantă
 - b. interesante
 - c. interesant
2. flori → _____
 - a. frumoasă
 - b. frumoși
 - c. frumoase
3. pom → _____
 - a. verde
 - b. verzi
 - c. verdeață

Exercise 3

1. case → _____
 - a. mic
 - b. mici
 - c. mică
2. câine → _____
 - a. rău
 - b. rea
 - c. răi
3. scaune → _____
 - a. alb
 - b. albi
 - c. albe

2. Completing sentences with adjective-noun agreement

Instruction: Complete the sentences by using the correct form of the adjective in parentheses.

Exercise 1

1. Am văzut o casă _____ (mare).
2. Fata este foarte _____ (fericit).
3. Copiii sunt _____ (jucăuș).

Exercise 2

1. Ea are o rochie _____ (roșu).
2. Florile _____ (galben) sunt pe masă.
3. Am cumpărat un pom _____ (înalt).

Exercise 3

1. Pisicile sunt _____ (mic).
2. Mama are doi câini _____ (negru).
3. Aceasta este o poveste _____ (interesant).

3. Transform the adjective

Instruction: Rewrite the sentences by changing the noun to plural and adapting the adjective accordingly.

Exercise 1

1. Am văzut un pom frumos. → _____
(Answer: Am văzut niște pomi frumoși.)
2. Pisica este mică. → _____
(Answer: Pisicile sunt mici.)
3. Copilul este harnic. → _____
(Answer: Copiii sunt harnici.)

Exercise 2

1. Este o floare mare. → _____
(Answer: Sunt niște flori mari.)
2. Am cumpărat o casă nouă. → _____
(Answer: Am cumpărat niște case noi.)
3. El are un câine rău. → _____
(Answer: El are niște câini răi.)

Exercise 3

1. Fata este fericită. → _____
(Answer: Fetele sunt fericite.)
2. Scaunul este alb. → _____
(Answer: Scaunele sunt albe.)
3. Am văzut un pom verde. → _____
(Answer: Am văzut niște pomi verzi.)

4. Completing sentences with the comparative form

Instruction: Complete the sentences using the correct **comparative** form of the adjective in parentheses.

Exercise 1

1. Această casă este _____ (mare) decât cealaltă.
2. El este _____ (harnic) decât fratele său.
3. Mașina mea este _____ (nou) decât a ta.

Exercise 2

1. Pădurea este _____ (verde) primăvara decât iarna.
2. Acest copil este _____ (jucăuș) decât ceilalți.
3. Am văzut un film _____ (interesant) decât cel de ieri.

Exercise 3

1. Fluturii sunt _____ (colorat) decât albinele.

2. Această carte este _____ (scurt) decât cealaltă.
3. Profesorul este _____ (serios) decât elevii.

5. Completing sentences with the superlative form

Instruction: Use the correct **superlative** form of the adjective in parentheses to complete the sentences.

Exercise 1

1. Acesta este _____ (frumos) pom din grădină.
2. El este _____ (inteligent) elev din clasă.
3. Casa aceea este _____ (mare) din oraș.

Exercise 2

1. Acesta este _____ (colorat) fluture pe care l-am văzut.
2. Ea este _____ (harnic) fată din familie.
3. Acesta este _____ (interesant) film pe care l-am văzut vreodată.

Exercise 3

1. Copiii aceștia sunt _____ (jucăuș) din parc.
2. Aceasta este _____ (scump) rochie din magazin.
3. Acesta este _____ (bun) telefon pe care l-am avut.

6. Changing degrees of comparison

Instruction: Rewrite the sentences by changing the adjectives to their **comparative** or **superlative** forms as indicated.

Exercise 1

1. Casa este mare. (Comparative) → _____

(Answer: Casa este mai mare.)

2. Fata este fericită. (Superlative) → _____

(Answer: Fata este cea mai fericită.)

3. Copilul este harnic. (Comparative) → _____

(Answer: Copilul este mai harnic.)

Exercise 2

1. Pădurea este întinsă. (Superlative) → _____

(Answer: Pădurea este cea mai întinsă.)

2. Acest pom este înalt. (Comparative) → _____

(Answer: Acest pom este mai înalt.)

3. Pisica este mică. (Superlative) → _____

(Answer: Pisica este cea mai mică.)

Exercise 3

1. Florile sunt frumoase. (Comparative) → _____

(Answer: Florile sunt mai frumoase.)

2. Filmul este interesant. (Superlative) → _____

(Answer: Filmul este cel mai interesant.)

3. Mașina este scumpă. (Comparative) → _____

(Answer: Mașina este mai scumpă.)

d. The pronouns

Personal pronouns

1. Matching pronouns to sentences

Instruction: Match the correct personal pronoun to complete the sentence.

Exercise 1

1. _____ merg la școală.
 - a. Eu
 - b. El
 - c. Noi
2. _____ este prietenul meu.
 - a. Ea
 - b. El
 - c. Noi
3. _____ suntem în parc.
 - a. Eu
 - b. Tu
 - c. Noi

Exercise 2

1. _____ citiți o carte interesantă.
 - a. Voi
 - b. Eu
 - c. Ele
2. _____ sunt în camera lor.
 - a. Ea
 - b. El
 - c. Ei
3. _____ mănâncă o prăjitură.
 - a. Noi
 - b. Ei
 - c. Tu

Exercise 3

1. _____ vorbești limba română.
 - a. Tu
 - b. Eu
 - c. Voi

2. _____ lucrează în grădină.
a. El
b. Noi
c. Eu
3. _____ sunteți foarte amabili.
a. Ei
b. Voi
c. Ele

2. Completing sentences with personal pronouns

Instruction: Fill in the blanks with the correct personal pronoun.

Exercise 1

1. _____ (I) merg la magazin.
(Answer: Eu)
2. _____ (She) vorbește la telefon.
(Answer: Ea)
3. _____ (We) cântăm o melodie.
(Answer: Noi)

Exercise 2

1. _____ (You, singular) citești o carte.
(Answer: Tu)
2. _____ (They, masculine) joacă fotbal.
(Answer: Ei)
3. _____ (You, plural) scrieți o scrisoare.
(Answer: Voi)

Exercise 3

1. _____ (He) învață limba română.
(Answer: El)

2. _____ (They, feminine) merg la cumpărături.
(Answer: Ele)
3. _____ (I) scriu un mesaj.
(Answer: Eu)

3. Replacing nouns with personal pronouns

Instruction: Rewrite the sentences, replacing the underlined nouns with the correct personal pronoun.

Exercise 1

1. *Maria* merge la școală. → _____
(Answer: Ea merge la școală.)
2. *Ion și Andrei* joacă fotbal. → _____
(Answer: Ei joacă fotbal.)
3. *Eu și Ana* mergem la cinema. → _____
(Answer: Noi mergem la cinema.)

Exercise 2

1. *Tatăl meu* este acasă. → _____
(Answer: El este acasă.)
2. *Mama și sora mea* citesc o revistă. → _____
(Answer: Ele citesc o revistă.)
3. *Tu și prietenii tăi* sunteți la restaurant. → _____
(Answer: Voi sunteți la restaurant.)

Exercise 3

1. *Copiii* vorbesc limba engleză. → _____
(Answer: Ei vorbesc limba engleză.)
2. *Ana și Maria* sunt fericite. → _____
(Answer: Ele sunt fericite.)

3. *Andrei* scrie un mesaj. → _____

(Answer: El scrie un mesaj.)

Demonstrative pronouns

1. Identifying demonstrative pronouns

Instruction: Choose the correct demonstrative pronoun to complete the sentence.

Exercise 1

1. _____ este un pom frumos.

- a. Acesta
- b. Aceasta
- c. Acestea

2. _____ sunt cărțile mele.

- a. Aceasta
- b. Acestea
- c. Acela

3. Îmi place _____.

- a. acesta
- b. acestea
- c. acești

Exercise 2

1. _____ este o floare roșie.

- a. Aceasta
- b. Acesta
- c. Aceștia

2. _____ sunt scaunele din cameră.

- a. Acestea

- b. Acela
 - c. Aceasta
3. Nu îmi place _____.
- a. aceia
 - b. acesta
 - c. acelea

2. Completing sentences with demonstrative pronouns

Instruction: Fill in the blanks with the correct demonstrative pronoun.

Exercise 1

- 1. _____ (This) este prietenul meu.
(Answer: Acesta)
- 2. _____ (Those, feminine) sunt casele lor.
(Answer: Acelea)
- 3. _____ (These, masculine) sunt colegii mei.
(Answer: Aceștia)

Exercise 2

- 1. _____ (that) este o carte bună.
(Answer: Aceea)
- 2. _____ (These) sunt rochiile mele.
(Answer: Acestea)
- 3. _____ (Those) sunt pomii din grădină.
(Answer: Aceia)

Exercise 3

- 1. _____ (This, feminine) este sora mea.
(Answer: Aceasta)
- 2. _____ (Those, masculine) sunt copiii lor.
(Answer: Aceia)

3. _____ (That) este scaunul lui.
(Answer: Acela)

e. The prepositions

1. Matching prepositions to sentences

Instruction: Choose the correct preposition to complete the sentence.

Exercise 1

1. Cartea este _____ masă.
a. pe
b. în
c. la
2. Eu merg _____ școală.
a. la
b. cu
c. de
3. Scaunul este _____ fereastră.
a. peste
b. lângă
c. între

Exercise 2

1. Mergem _____ parc cu prietenii.
a. în
b. de
c. pe
2. Pisica este _____ fotoliu.
a. între
b. la
c. pe
3. Locuiesc _____ România.
a. în
b. la
c. cu

Exercise 3

1. Mărul este _____ masă și scaun.
 - a. între
 - b. lângă
 - c. sub
2. Scriu o scrisoare _____ prietenul meu.
 - a. pentru
 - b. de
 - c. cu
3. Merg _____ autobuzul la muncă.
 - a. cu
 - b. pe
 - c. la

2. Completing sentences with prepositions

Instruction: Fill in the blanks with the appropriate preposition.

Exercise 1

1. Merg _____ (to) magazin.
(Answer: la)
2. Telefonul este _____ (on) masă.
(Answer: pe)
3. Locuiesc _____ (in) București.
(Answer: în)

Exercise 2

1. Îmi place să vorbesc _____ (with) prietenii mei.
(Answer: cu)
2. Cartea este _____ (under) scaun.
(Answer: sub)
3. Florile sunt _____ (between) masă și fereastră.
(Answer: între)

Exercise 3

1. Această scrisoare este _____ (for) mama mea.
(Answer: pentru)
2. El pleacă _____ (from) birou la ora cinci.
(Answer: de la)
3. Pisica sare _____ (on) scaun.
(Answer: pe)

3. Replacing words with prepositions

Instruction: Rewrite the sentences using the correct preposition in place of the underlined phrases.

Exercise 1

1. Cartea este *deasupra mesei*. → _____
(Answer: Cartea este pe masă.)
2. Scaunul este *aproape de fereastră*. → _____
(Answer: Scaunul este lângă fereastră.)
3. Eu merg *în direcția parcului*. → _____
(Answer: Eu merg spre parc.)

Exercise 2

1. Mărul este *dedesubtul mesei*. → _____
(Answer: Mărul este sub masă.)
2. Florile sunt *înăuntrul grădinii*. → _____
(Answer: Florile sunt în grădină.)
3. Merg *în interiorul camerei*. → _____
(Answer: Merg în cameră.)

4. Matching prepositional phrases to meanings

Instruction: Match the Romanian prepositional phrase with its English equivalent.

Exercise 1

1. pe masă
 - a. under the table
 - b. on the table
 - c. between the table and the chair
2. în parc
 - a. in the park
 - b. near the park
 - c. under the park
3. lângă scaun
 - a. on the chair
 - b. next to the chair
 - c. between the chairs

Exercise 2

1. sub fotoliu
 - a. on the armchair

- b. under the armchair
- c. in the armchair
- 2. între prieteni
 - a. between friends
 - b. for friends
 - c. near friends
- 3. de la școală
 - a. to school
 - b. from school
 - c. at school

Exercise 3

- 1. pentru mama mea
 - a. with my mom
 - b. for my mom
 - c. near my mom
- 2. cu prietenii mei
 - a. for my friends
 - b. with my friends
 - c. between my friends
- 3. la magazin
 - a. to the store
 - b. in the store
 - c. under the store

5. Creating sentences with prepositions

Instruction: Use the given preposition to create a simple sentence in Romanian.

Exercise 1

- 1. pe → _____
(Example: Telefonul este pe masă.)
- 2. în → _____
(Example: Sunt în cameră.)
- 3. lângă → _____
(Example: Câinele stă lângă ușă.)

Exercise 2

- 1. cu → _____
(Example: Vorbesc cu profesorul.)

2. între → _____
(Example: Mărul este între scaune.)
3. pentru → _____
(Example: Am un cadou pentru tine.)

Exercise 3

1. sub → _____
(Example: Pisica este sub masă.)
2. la → _____
(Example: Merg la școală.)
3. de la → _____
(Example: Vin de la magazin.)

f. The verbs

The following set of exercises focuses on the correct use of the most important verbs in Romanian language, *a fi*, *a vrea*, *a avea*, and also some currently used verbs (*a vorbi*, *a merge*).

Verb: „a fi” (to be)

Instruction: Choose the correct form of „a fi” to complete the sentence.

Exercise 1

1. Eu _____ student acum.
a. sunt
b. am fost
c. voi fi
2. Tu _____ la școală ieri.
a. ești
b. ai fost
c. vei fi
3. Maria _____ în vacanță luna viitoare.
a. este
b. a fost
c. va fi

Exercise 2

1. Noi _____ acasă ieri.
 - a. suntem
 - b. am fost
 - c. vom fi
2. Voi _____ pregătiți la examenul de luna viitoare.
 - a. sunteți
 - b. ați fost
 - c. veți fi
3. Ei _____ fericiți ieri la petrecere.
 - a. sunt
 - b. au fost
 - c. vor fi

Exercise 3

1. Eu _____ acasă diseară.
 - a. sunt
 - b. am fost
 - c. voi fi
2. Maria _____ la școală acum o săptămână.
 - a. este
 - b. a fost
 - c. va fi
3. Voi _____ la film duminica viitoare.
 - a. sunteți
 - b. ați fost
 - c. veți fi

Verb: „a avea” (to have)

Instruction: Choose the correct form of „a avea” to complete the sentence.

Exercise 1

1. Eu _____ o idee bună ieri.
 - a. am
 - b. am avut
 - c. voi avea

2. Tu _____ un câine anul trecut.
 - a. ai
 - b. ai avut
 - c. vei avea
3. Maria _____ o surpriză astăzi.
 - a. are
 - b. a avut
 - c. va avea

Exercise 2

1. Noi _____ un proiect interesant mâine.
 - a. avem
 - b. am avut
 - c. vom avea
2. Voi _____ mult timp liber vara trecută.
 - a. aveți
 - b. ați avut
 - c. veți avea
3. Ei _____ multe de făcut după școală.
 - a. au
 - b. au avut
 - c. vor avea

Exercise 3

1. Eu _____ o vacanță minunată luna trecută.
 - a. am
 - b. am avut
 - c. voi avea
2. Tu _____ un loc de muncă în curând.
 - a. ai
 - b. ai avut
 - c. vei avea
3. Noi _____ o întâlnire importantă mâine.
 - a. avem
 - b. am avut
 - c. vom avea

Verb: „a vrea” (to want)

Instruction: Choose the correct form of „a vrea” to complete the sentence.

Exercise 1

1. Eu _____ să merg la cinema diseară.
a. vreau
b. am vrut
c. voi vrea
2. Tu _____ o cafea acum.
a. vrei
b. ai vrut
c. vei vrea
3. Maria _____ să viziteze muzeul mâine.
a. vrea
b. a vrut
c. va vrea

Exercise 2

1. Noi _____ să mergem la mare vara viitoare.
a. vrem
b. am vrut
c. vom vrea
2. Voi _____ să lucrați la limba română acum.
a. vreți
b. ați vrut
c. veți vrea
3. Ei _____ să plece în vacanță luna trecută.
a. vor
b. au vrut
c. vor vrea

Exercise 3

1. Eu _____ să învăț o limbă străină.
a. vreau
b. am vrut
c. voi vrea
2. Tu _____ să pleci la munte.
a. vrei
b. ai vrut
c. vei vrea
3. Noi _____ să organizăm o petrecere ieri.
a. vrem
b. am vrut
c. vom vrea

Verb: „a vorbi” (to speak)

Instruction: Choose the correct form of „a vorbi” to complete the sentence.

Exercise 1

1. Eu _____ limba română de trei ani.
a. vorbesc
b. am vorbit
c. voi vorbi
2. Tu _____ cu profesorul ieri.
a. vorbești
b. ai vorbit
c. vei vorbi
3. Maria _____ cu prietenii săptămâna viitoare.
a. vorbește
b. a vorbit
c. va vorbi

Exercise 2

1. Noi _____ despre vacanță ieri.
a. vorbim
b. am vorbit
c. vom vorbi
2. Voi _____ despre filmul nou diseară?
a. vorbiți
b. ați vorbit
c. veți vorbi
3. Ei _____ despre planurile lor în weekend.
a. vorbesc
b. au vorbit
c. vor vorbi

Exercise 3

1. Eu _____ cu familia mea în weekend.
a. vorbesc
b. am vorbit
c. voi vorbi

2. Tu _____ la telefon cu prietenii ieri?
 - a. vorbești
 - b. ai vorbit
 - c. vei vorbi
3. Noi _____ despre școala viitoare.
 - a. vorbim
 - b. am vorbit
 - c. vom vorbi

Verb: „a merge” (to go)

Instruction: Choose the correct form of „a merge” to complete the sentence.

Exercise 1

1. Eu _____ la școală în fiecare zi.
 - a. merg
 - b. am mers
 - c. voi merge
2. Tu _____ la magazin ieri.
 - a. mergi
 - b. ai mers
 - c. vei merge
3. Maria _____ în vacanță luna viitoare.
 - a. merge
 - b. a mers
 - c. va merge

Exercise 2

1. Noi _____ în parc astăzi.
 - a. mergem
 - b. am mers
 - c. vom merge
2. Voi _____ la cinema diseară?
 - a. mergeți
 - b. ați mers
 - c. veți merge
3. Ei _____ la mare vara trecută.
 - a. merg
 - b. au mers
 - c. vor merge

Exercise 3

1. Eu _____ la școală dimineața.
 - a. merg
 - b. am mers
 - c. voi merge
2. Maria _____ în vacanță în luna august.
 - a. merge
 - b. a mers
 - c. va merge
3. Voi _____ la munte vara viitoare.
 - a. mergeți
 - b. ați mers
 - c. veți merge

A1. D. SENTENCE CONSTRUCTION

1. Simple affirmative sentences

Instruction: Complete the sentences with the correct word from the options.

Exercise 1

1. Eu _____ în România.
 - a. locuiesc
 - b. locuiești
 - c. locuiește
2. Maria _____ la școală.
 - a. este
 - b. sunt
 - c. ești

Exercise 2

1. Voi _____ la cafea diseară.
 - a. merg
 - b. merge
 - c. mergem

2. Noi _____ la cinema.
a. mergem
b. merg
c. mergeți

2. Negative sentences

Instruction: Complete the sentences with the correct form of the verb "a fi" or "a avea" and add "**nu**" to form negative sentences.

Exercise 1

1. Eu _____ acasă acum.
a. sunt
b. nu sunt
2. Tu _____ cartea.
a. ai
b. nu ai

Exercise 2

1. Maria _____ obosită.
a. este
b. nu este
2. Noi _____ la școală astăzi.
a. suntem
b. nu suntem

3. Questions with "da" / "nu" answers

Instruction: Choose the correct word to complete the question.

Exercise 1

1. _____ pleci la școală?
a. Tu
b. voi
2. _____ vrei cafea?
a. Tu
b. Maria

Exercise 2

1. _____ este profesorul?
a. Acesta
b. Aceea
2. _____ ai o carte?
a. Tu
b. Noi

4. Questions with interrogative pronouns

Instruction: Choose the correct interrogative pronoun to complete the question.

Exercise 1

1. _____ se întâmplă aici?
a. Ce
b. Cum
2. _____ bate la ușă?
a. Cine
b. Ce

Exercise 2

1. _____ îți place să citești?
a. Ce
b. Cum
2. _____ a fost în vacanță?
a. Ce
b. Cum

5. Sentences with "because" (pentru că)

Instruction: Complete the sentences, using "pentru că" to explain why.

Exercise 1

1. Eu nu merg la școală _____ sunt bolnav.
a. pentru că
b. și

2. Maria stă azi acasă _____ plouă.
a. și
b. pentru că

Exercise 2

1. Noi nu putem să mergem afară _____ este frig.
a. și
b. pentru că
2. Tu nu ai timp _____ ai teme de făcut.
a. și
b. pentru că

6. Word order in simple sentences

Instruction: Put the words in the correct order to form a meaningful sentence.

Exercise 1

1. este / României / București / capitala
(Answer: București este capitala României.)
2. lucrează / birou / la / el
(Answer: El lucrează la birou.)

Exercise 2

1. de/ se / dimineată / ea / trezește
(Answer: Ea se trezește de dimineată.)
2. frumoasă / o / este / zi / astăzi
(Answer: Astăzi este o zi frumoasă.)

7. Using "with" (cu)

Instruction: Complete the sentences using „cu”.

Exercise 1

1. Eu merg _____ prietenii mei la film.
a. cu
b. pe

2. Maria vine _____ mama ei la petrecere.
a. cu
b. la

Exercise 2

1. Noi discutăm _____ colegii despre proiect.
a. cu
b. despre
2. Tu vii _____ fratele tău?
a. cu
b. fără

8. Using "and" (și)

Instruction: Complete the sentences with „și”.

Exercise 1

1. Eu sunt obosit _____ Maria este fericită.
a. și
b. dar
2. Tu ai cartea _____ eu am caietul.
a. și
b. dar

Exercise 2

1. Eu am mâncat pizza _____ am băut suc.
a. și
b. dar
2. Noi mergem la plajă _____ la piscină.
a. și
b. dar

9. Combining sentences using "but" (dar)

Instruction: Combine the sentences using „dar” to show contrast.

Exercise 1

1. Eu am muncit mult.
Maria nu a muncit deloc.
(Answer: Eu am muncit mult, dar Maria nu a muncit deloc.)
2. El este obosit.
Noi suntem energici.
(Answer: El este obosit, dar noi suntem energici.)

Exercise 2

1. Voi sunteți la școală.
Eu sunt acasă.
(Answer: Voi sunteți la școală, dar eu sunt acasă.)
2. Ea a mers la piață.
El a mers la magazin.
(Answer: Ea a mers la piață, dar el a mers la magazin.)

Level A2 (Elementary)

A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
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At the A2 level, learners should build upon the foundations established in A1 by expanding their ability to communicate in everyday situations with more confidence and fluency. This level emphasizes strengthening vocabulary and grammar to allow for more varied sentence structures and improved comprehension. The focus areas for A2 include vocabulary expansion (adjectives, opposites, household items, transportation, common expressions, occupations), topics (talking about past experiences, describing people and places, making simple comparisons, discussing future plans, expressing preferences and opinions), and essential skills (understanding and forming slightly more complex sentences, engaging in simple conversations, reading and writing short texts). For teaching Romanian as a second language at Level A2, exercises should focus on improving fluency in predictable situations, reinforcing grammar structures (such as verb tenses and pronouns), and enhancing listening and reading comprehension through structured practice. Here are some examples of suitable exercises.

A2. A. COMMUNICATIVE FUNCTIONS (in listening and speaking activities)

a. Listening activities

1. Identifying greetings and social conventions

Objective: Help students recognize and understand basic greetings, polite expressions, and common social interactions in Romanian.

Instructions: The teacher will read or play a recording of short dialogues. Students will listen carefully and choose the correct response from multiple-choice options.

Audio script (teacher reads or plays a recording):

1. A: "Bună dimineața! Cum ești?"
B: " _____ "
a) La revedere!
b) Foarte bine, mulțumesc!
c) Mă numesc Andrei.
2. A: "Mulțumesc pentru ajutor!"
B: " _____ "
a) Cu plăcere!
b) Îmi pare rău!
c) Bună seara!
3. A: "Îmi pare rău pentru întârziere!"
B: " _____ "
a) Nu-i nimic!
b) Bine ai venit!
c) Te iubesc!
4. A: "La mulți ani!"
B: " _____ "
a) Îmi pare rău!
b) Mulțumesc!
c) Scuze!

Follow-up activity: After completing the listening task, students can role-play short dialogues using greetings and polite expressions.

2. Understanding directions

Objective: Students will learn to understand and follow simple directions given in Romanian.

Instructions: The teacher will give a set of directions, and students must either follow them physically or select the correct image from a set of pictures.

Audio script (teacher reads or plays a recording):

1. "Mergi înainte și apoi ia-o la dreapta."
2. "Stația de autobuz este lângă supermarket."
3. "Pentru a ajunge la bancă, traversează strada și mergi înainte două blocuri."

Task:

- Have students use a printed map and trace the correct path according to the instructions.
- Students can also work in pairs, where one student gives directions, and the other follows them on a provided city map.

3. Ordering at a restaurant

Objective: Help students understand how to order food and drinks in a restaurant setting.

Instructions: Listen to a dialogue and fill in the missing parts.

Dialogue:

A: "Bună ziua! Ce doriți să comandați?"

B: "" (*Say you want a coffee and a sandwich.*)

A: "Doriți zahăr și lapte?"

B: "" (*Respond according to your preference.*)

A: "Poftă bună!"

Follow-up activity:

Students can role-play being in a restaurant. One student acts as the waiter, while the other orders food. They can switch roles to practice different scenarios.

b. Speaking activities

1. Introducing yourself

Objective: Develop confidence in introducing oneself and asking for basic personal information.

Instructions: Work in pairs and ask each other the following questions. Encourage students to use full sentences.

Questions:

- "Cum te numești?" (*What's your name?*)
- "De unde ești?" (*Where are you from?*)

- "Ce îți place să faci în timpul liber?" (*What do you like to do in your free time?*)
- "Câți ani ai?" (*How old are you?*)

Follow-up activity:

Each student introduces their partner to the rest of the class using the information they gathered.

2. Role-playing: asking for directions

Objective: Help students practice asking and giving directions in Romanian.

Instructions: One student asks for directions, and the other provides the answer using the prompts.

Prompts:

- "Unde este gara?" (*Where is the train station?*)
- "Cum ajung la supermarket?" (*How do I get to the supermarket?*)
- "Este aproape sau departe biblioteca?" (*Is the library near or far?*)

Sample dialogue:

A: "Bună ziua! Unde este farmacia?"

B: "Farmacia este pe strada principală, lângă supermarket. Mergeți înainte și apoi la stânga."

A: "Mulțumesc!"

B: "Cu plăcere!"

Follow-up activity:

Students can act out situations using a printed map or classroom objects as landmarks.

3. Making small talk

Objective: Engage in simple daily conversations.

Instructions: Work in pairs and discuss the following topics.

Topics:

1. "Ce ai făcut ieri?" (*What did you do yesterday?*)
2. "Ce planuri ai pentru weekend?" (*What are your plans for the weekend?*)
3. "Îți place vremea de azi?" (*Do you like today's weather?*)

Sample dialogue:

A: "Ce ai făcut ieri?"

B: "Ieri am mers la cinema cu prietenii. A fost foarte frumos!"

A: "Ce film ai văzut?"

B: "Am văzut un film românesc. Tu ce ai făcut ieri?"

A: "Eu am stat acasă și am citit o carte."

Follow-up activity:

Have students rotate partners and repeat the conversation with different classmates.

Additional activities for reinforcement

1. Picture-based conversation

Provide students with pictures of common scenarios (e.g., a restaurant, a street map, a park). Students describe what they see and create mini-dialogues.

2. Storytelling with prompts

Give students a series of pictures in sequence and have them tell a short story using simple sentences.

3. Group discussions

Create small groups where students discuss topics related to daily life, such as their favorite food, hobbies, or travel experiences.

A2. B. VOCABULARY (in reading and writing practice)

1. Personal information & family

Exercise 1: Matching words to definitions

Objective: Reinforce key vocabulary related to personal details and family.

Instructions: Match the Romanian words to their correct definitions in English.

Romanian Word	Definition
bunic	a) father's or mother's male sibling
verișor	b) your mother's father
fiică	c) your female child
frate	d) your male sibling

Romanian Word	Definition
soră	e) your female sibling
unchi	f) your cousin (male)

Exercise 2: Fill in the blanks (reading comprehension)

Objective: Strengthen vocabulary retention through contextual reading.

Instructions: Read the short paragraph and fill in the missing words using the provided options.

Text:

"Familia mea este mare. Am doi _____ (frate / bunic) și o _____ (soră / verișor). Părinții mei locuiesc cu bunicul meu. Mama are un _____ (unchi / frate) care trăiește în Spania. Verișorii mei sunt foarte amuzanți."

Word bank: bunic, unchi, soră, frate, verișor

Exercise 3: Writing practice – short paragraph

Objective: Develop writing skills by describing family members.

Instructions: Write 5-6 sentences describing your family. Use these prompts to guide your response:

- **Câți membri are familia ta?** (*How many members are in your family?*)
- **Ai frați sau surori?** (*Do you have siblings?*)
- **Unde locuiesc părinții tăi?** (*Where do your parents live?*)

2. Daily activities & hobbies

Exercise 1: True or false (reading comprehension)

Objective: Improve reading skills by recognizing familiar daily activities.

Instructions: Read the sentences and mark them as **adevărat (true)** or **fals (false)**.

1. Dimineata, mă trezesc la ora 6 și beau o cafea. ()
2. Merg la muncă la ora 22:00 în fiecare zi. ()
3. După școală, îmi place să joc fotbal cu prietenii. ()
4. În weekend, citesc o carte sau mă uit la televizor. ()
5. Seara, merg la bibliotecă să învăț pentru examen. ()

Exercise 2: Reordering sentences (reading & writing)

Objective: Practice word order in Romanian.

Instructions: Rearrange the words to form a correct sentence.

1. **dimineața / eu / întotdeauna / alerg / în parc.**
2. **prietenii / îmi / cafea / cu / beau / dimineața / și / vorbim.**
3. **școală / merg / după / la / fotbal / joc.**

Exercise 3: Writing – describe your daily routine

Objective: Develop writing fluency about daily habits.

Instructions: Write 5-6 sentences about your daily activities. Use these verbs for reference: **a se trezi, a mânca, a merge, a lucra, a citi, a dormi.**

Example:

"Dimineața mă trezesc la ora 7 și mănânc micul dejun. După aceea, merg la serviciu și lucrez până la ora 17."

3. Food & shopping

Exercise 1: Categorizing words (reading & vocabulary recognition)

Objective: Learn Romanian words for food and drinks.

Instructions: Categorize the following words into the correct group: **legume (vegetables), fructe (fruits), băuturi (drinks), produse lactate (dairy).**

Words: apă, lapte, brânză, roșii, castraveți, portocale, mere, ceai, iaurt

Legume Fructe Băuturi Produse lactate

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Exercise 2: Multiple choice (reading comprehension)

Objective: Identify correct vocabulary in a shopping context.

Instructions: Read the dialogue and choose the correct answer.

Dialogue:

Vânzător: "Bună ziua! Cu ce vă pot ajuta?"

Client: "Bună ziua! Aș dori un kilogram de _____ și un litru de _____."

Vânzător: "Desigur! Mai doriți ceva?"

Client: "Da, și o pâine, vă rog."

Options:

- a) roșii / apă
- b) lapte / mere
- c) portocale / suc

Exercise 3: Writing – make a grocery list

Objective: Practice writing Romanian vocabulary related to food and shopping.

Instructions: Imagine you are going to the supermarket. Write a grocery list with at least **six** items, using these categories:

- **legume (vegetables):**
- **fructe (fruits):**
- **lactate (dairy):**
- **pâine (bread):**

4. Travel & transportation

Exercise 1: Matching words to pictures

Objective: Learn Romanian vocabulary for transportation.

Instructions: Match each Romanian word to the correct picture.

- **Tren** (*Train*)
- **Autobuz** (*Bus*)
- **Avion** (*Airplane*)
- **Taxi** (*Taxi*)

Exercise 2: Fill in the blanks (reading comprehension)

Objective: Recognize common phrases related to travel.

Instructions: Complete the conversation with the correct word.

A: "Bună ziua! Cât costă un bilet de _____ până la București?"

B: "Bună ziua! Costă 50 de lei."

A: "La ce oră pleacă _____?"

B: "La ora 15:30."

Options: avion, tren, autobuz, taxi

Exercise 3: Writing – describe a trip

Objective: Write a short text about a past or future trip.

Instructions: Write **5-6 sentences** describing a trip you have taken or plan to take.

Answer these questions:

- **Unde ai fost?** (*Where did you go?*)
- **Cu ce ai călătorit?** (*What transportation did you use?*)
- **Ce ai vizitat?** (*What did you visit?*)

Example:

"Weekendul trecut am fost la Braşov. Am mers cu trenul. Am vizitat centrul vechi şi Castelul Bran."

A2. C. GRAMMAR

a. The noun

1. Gender of nouns (genul substantivelor: masculin, feminin, neutru)

Exercise 1: Categorization (reading & vocabulary recognition)

Objective: Identify the correct gender of Romanian nouns.

Instructions: Sort the words below into the correct category (**masculin, feminin, neutru**).

Words: masă, băiat, scaun, fată, pix, carte, profesor, frigider, cheie, avion, casă, tren

Masculin	Feminin	Neutru

Exercise 2: Multiple choice (reading comprehension & grammar awareness)

Objective: Recognize gender agreement between nouns and adjectives.

Instructions: Choose the correct form of the adjective to match the noun.

1. **Băiatul este foarte** (*fericit / fericită / fericiţi*).
2. **Aceasta este o fată** (*inteligent / inteligentă / inteligenţi*).
3. **Apartamentul este foarte** (*mare / mari*).

4. Aceasta este o masă (*alb / albă / albe*).
5. Trenul este foarte (*rapid / rapidă / rapide*).

Exercise 3: Writing – sentence completion

Objective: Practice gender agreement between nouns and adjectives.

Instructions: Complete each sentence with the correct noun and adjective.

Example:

- Acesta este un ____ (masculin noun) foarte ____ (adjective matching gender).
- Aceasta este o ____ (feminin noun) foarte ____ (adjective matching gender).

Use words from **Exercise 1** to help you.

2. Number of nouns (numărul substantivelor: singular și plural)

Exercise 1: Singular to plural transformation (reading & grammar awareness)

Objective: Learn and recognize regular and irregular plural forms of nouns.

Instructions: Write the plural form of the following singular nouns.

1. carte → _____
2. băiat → _____
3. masă → _____
4. profesor → _____
5. femeie → _____
6. copil → _____
7. scaun → _____
8. elev → _____
9. pix → _____
10. fată → _____

Exercise 2: Fill in the blanks (reading comprehension & grammar practice)

Objective: Use singular and plural nouns in context.

Instructions: Complete the sentences with the correct form of the noun in parentheses.

1. Am cumpărat trei _____. (carte)
2. Pe masă sunt două _____. (pix)
3. Școala are mulți _____. (elev)
4. Profesorul vorbește cu două _____. (femeie)
5. În parc sunt mulți _____ care joacă fotbal. (copil)

Exercise 3: Writing – describe a scene

Objective: Use singular and plural nouns in sentences.

Instructions: Look at the following prompt and describe what you see in **5-6 sentences**, using both singular and plural nouns.

Prompt: Imagine a **classroom**. What objects and people do you see? Use nouns in **both singular and plural forms**.

Example:

"În clasă este un **profesor** și sunt **douăzeci de elevi**. Pe masă sunt **cărți** și **pixuri**. La tablă este o **fată** care scrie."

3. Cases of nouns (Cazurile substantivelor: nominativ, acuzativ, genitiv, dativ)

Exercise 1: Identify the case (reading & grammar awareness)

Objective: Recognize noun cases in Romanian.

Instructions: Read each sentence and identify the case of the **bolded** noun. Choose from (N) Nominativ, (A) Acuzativ, (G) Genitiv, (D) Dativ.

1. **Profesorul** explică lecția. (____)
2. Am văzut **filmul** aseară. (____)
3. I-am dat **fratelui** meu un cadou. (____)
4. Aceasta este mașina **tatălui** meu. (____)
5. Mă gândesc la **prietena** mea. (____) (N, A, D, G, A)

Exercise 2: Writing – short dialogue using different cases

Objective: Use different noun cases in context.

Instructions: Write a **short dialogue (4-5 lines)** using nouns in different cases. Follow this example:

Example:

- **A:** Bună, Ioana! Ai văzut **cărțile** mele? (*Acuzativ – direct object*)
- **B:** Da, sunt pe masa **Andreei**. (*Genitiv – possession*)
- **A:** Mulțumesc! Le dau acum **fratelui** meu. (*Dativ – indirect object*)

Create your own dialogue using **at least three different noun cases**.

4. Compound nouns and expressions (substantive compuse și expresii fixe)

Exercise 1: Matching (reading & vocabulary awareness)

Objective: Recognize compound nouns and fixed expressions.

Instructions: Match the Romanian expressions with their English meanings.

Romanian Expression	English Meaning
ceas de mână	a) driver's license
carte de identitate	b) glasses
ochelari de soare	c) wristwatch
loc de muncă	d) ID card
permis de conducere	e) workplace

Exercise 2: Fill in the blanks (reading comprehension & usage)

Objective: Use compound nouns in context.

Instructions: Complete the sentences with the correct compound noun from the list: **carte de identitate, loc de muncă, ceas de mână, pașaport biometric, ochelari de soare.**

1. Merg în vacanță, dar trebuie să-mi iau _____.
2. Timpul trece repede! Nu am văzut cât este ora, unde este _____?
3. Maria lucrează la o companie mare. Ea are un _____ bun.

Exercise 3: Writing – describe an object

Objective: Write a description using compound nouns.

Instructions: Write **4-5 sentences** about an object you use daily.

Example:

"În fiecare zi folosesc un **telefon mobil**. Îl folosesc pentru a suna familia și prietenii. Are un **ecran tactil** și o **cameră foto** foarte bună."

b. The definite and indefinite articles

1. Forms of the definite and indefinite articles (formele articolului hotărât și nehotărât)

Exercise 1: Categorization (reading & vocabulary recognition)

Objective: Identify the correct definite and indefinite articles for masculine, feminine, and neuter nouns.

Instructions: Sort the words below into the correct category and add the appropriate indefinite (**un/o**) and definite (**-ul/-a/-le/-ii/-ele**) articles.

Words: scaun, fată, profesor, carte, copil, oraș, pix, mașină, telefon, masă, elev, avion

noun	indefinite article (singular)	definite article (singular)	definite article (plural)

Exercise 2: Multiple choice (reading comprehension & grammar awareness)

Objective: Recognize the correct article form in context.

Instructions: Choose the correct article to complete the sentences.

1. Am cumpărat (**o / un / niște**) rochie nouă.
2. (**O / Un / Niște**) elevi învață limba română.
3. Aceasta este (**casa / casele / casă**) mea.
4. Merg la magazin să cumpăr (**niște / un / o**) fructe.
5. Am întâlnit (**un / o / niște**) prieten vechi ieri.

Exercise 3: Writing – sentence completion

Objective: Use definite and indefinite articles correctly.

Instructions: Complete the sentences using the noun and the correct article (**un, o, niște, -ul, -a, -ii, -ele**).

1. În grădină este _____ (copac) mare.
2. Pe birou este _____ (carte) interesantă.
3. Am cumpărat _____ (costum) acesta nou ieri.
4. În oraș există _____ (restaurant) foarte bune.
5. Aceasta este _____ (profesoară) mea de română.

2. Usage of the definite and indefinite articles (folosirea articolului hotărât și nehotărât)

Exercise 1: True or False (reading comprehension & grammar awareness)

Objective: Recognize correct usage of definite and indefinite articles.

Instructions: Read the sentences and mark them **corect (correct)** or **greșit (incorrect)**.

1. Am cumpărat **o** cartea. ()
2. Ieri am mers la **biblioteca** din oraș. ()
3. Pe masă sunt **o** creioane. ()
4. Aș dori să cumpăr **un** kilogram de mere. ()
5. Am mers cu **tren** la București. ()

Exercise 2: Fill in the blanks (grammar practice)

Objective: Use articles appropriately based on sentence context.

Instructions: Complete the sentences with the correct definite or indefinite article and noun.

1. În fața casei este _____ (floare) frumoasă.
2. Am văzut _____ (vecin) pe stradă.
3. _____ (câine) meu este foarte jucăuș.
4. Aș dori _____ (apă), vă rog.
5. Mă uit la _____ (film) recomandat de tine.

Exercise 3: Writing – short descriptions

Objective: Write sentences using both definite and indefinite articles.

Instructions: Write **4-5 sentences** about your **favorite city, object, or person**. Include **both definite and indefinite articles** in your description.

Example:

"Am un **telefon** nou. **Telefonul** este foarte performant. Am cumpărat **o** carte interesantă. **Cartea** se numește 'Micul Prinț'."

3. Agreement of articles with adjectives and plural forms (acordul articolului cu adjectivul și pluralul)

Exercise 1: Matching (reading & grammar awareness)

Objective: Match nouns with the correct definite article and adjective.

Instructions: Match the **noun** to the correct **adjective + definite article** combination.

Noun	Adjective	Correct Form
fată	frumoasă	fata frumoasă
băiat	deștept	?
profesor	strict	?
mașină	alb	?
orașe	vizitat	?

Exercise 2: Sentence scramble (reading & grammar practice)

Objective: Arrange words in the correct order to form a grammatically correct sentence with articles.

Instructions: Rearrange the words to create a correct sentence.

1. este / profesor / strict / un / .
2. avem / elevi / deștepți / niște / .
3. telefon / cumpărat / frumos / am / un / .
4. roșie / mașină / nouă / am / o / .
5. orașul / modern / acesta / este / un / .

Exercise 3: Writing – describe a picture

Objective: Write sentences using definite and indefinite articles.

Instructions: Look at a **picture of a park, a classroom, or a street** (teacher provides a visual). Write **5-6 sentences** about what you see using **both definite and indefinite articles**.

Example:

"În parc văd **niște** copii care se joacă. Este și **un** câine. **Câinele** latră vesel. Mai departe, văd **o** bancă și **un** copac mare."

c. The adjective

1. Forms and agreement of adjectives

Exercise 1: Complete with the correct form of the adjective

Completează propozițiile cu forma corectă a adjectivului dintre paranteze.

Exemplu: Am un prieten foarte ____ (simpatic). → Am un prieten foarte simpatic.

1. Bunica mea are o grădină ____ (frumos).
2. Aceste scaune sunt foarte ____ (confortabil).
3. Rochia aceasta este mai ____ (lung) decât cealaltă.
4. Am cumpărat două cărți foarte ____ (interesant).
5. Părinții mei locuiesc într-o casă ____ (vechi) și ____ (mare).

Exercise 2: Identify and correct mistakes

În propozițiile de mai jos există greșeli. Corectează-le.

1. Am văzut un film foarte interesantă.
2. Fata aceasta este mai mic decât sora ei.
3. Aceste mașină este prea scumpă pentru mine.
4. Acești copii sunt foarte fericit.
5. Mama poartă o rochie albastru deschis.

Exercise 3: Transform nouns into adjectives

Transformă substantivele de mai jos în adjective și folosește-le într-o propoziție.

Exemplu: Italia → italian → Acesta este un restaurant italian.

1. România →
2. Grecia →
3. Franța →
4. Spania →
5. Germania →

2. Comparison of Adjectives

Exercise 1: Fill in with the correct form (comparative/superlative)

Completează propozițiile cu varianta corectă a adjectivului.

Exemplu: Acest oraș este mai ____ (mare) decât celălalt. → Acest oraș este mai mare decât celălalt.

1. Acest examen este ____ (greu) decât cel de ieri.
2. Apartamentul nostru este ____ (spațios) din bloc.
3. Pisica mea este ____ (lenes) decât câinele meu.
4. Munții Carpați sunt ____ (frumos) decât dealurile.
5. Acesta este cel mai ____ (ieftin) restaurant din oraș.

Exercise 2: Rewrite using a comparative structure

Rescrie propozițiile folosind comparativul de superioritate sau de egalitate.

Exemplu: „Această casă este mare. Acea casă este mică.” → „Această casă este mai mare decât acea casă.”

1. Acest film este lung. Acela este scurt.
2. Fratele meu este harnic. Eu sunt la fel de harnic.
3. Mărul este dulce. Lămâia este acră.
4. Cartea este interesantă. Filmul este mai puțin interesant.
5. Orașul acesta este poluat. Orașul meu este mai curat.

Exercise 3: Express superlative opinions

Scrie cinci propoziții în care să folosești superlativul absolut sau relativ pentru a exprima opinii despre locuri, persoane sau obiecte.

Exemplu: **Aceasta este cea mai frumoasă vacanță din viața mea.**

3. Demonstrative and indefinite adjectives

Exercise 1: Fill in the blanks with demonstrative adjectives

Completează propozițiile cu „acest, această, acești, aceste”.

1. ____ prieten este cel mai bun din grup.
2. Ți recomand ____ carte, este foarte bună.
3. ____ copii sunt foarte inteligenți.
4. În ____ oraș trăiește bunica mea.
5. ____ întrebări sunt foarte dificile.

Exercise 2: Choose the correct indefinite adjective

Alege varianta corectă de adjectiv pronominal nehotărât.

1. ____ persoană poate învăța limba română. (Oricare/Alte)
2. Poți alege ____ model îți place. (orice/altă)
3. Încă aștept un răspuns, dar nu am primit ____ mesaj. (niciun/alt)
4. În oraș sunt multe cafenele, dar eu merg mereu la ____ cafenea. (fiecare/oricare)
5. Nu contează ____ drum alegi, important e să ajungi la timp. (oricare/altul)

Exercise 3: Write sentences

Scrie cinci propoziții folosind adjective demonstrative și nehotărâte.

4. Possessive Adjectives

Exercise 1: Fill in the blanks with the correct possessive adjective

Completează propozițiile cu adjectivul posesiv potrivit (meu, ta, lui, ei, nostru, vostru, lor).

1. Aceasta este geanta ____ (eu).
2. Am pierdut telefonul ____ (tu).
3. Unde sunt părinții ____ (el)?
4. Ați terminat temele ____ (voi)?
5. Aceasta este casa ____ (ea).

Exercise 2: Rewrite the sentences using a possessive adjective

Rescrie propozițiile înlocuind substantivele repetate cu un adjectiv posesiv.

Exemplu: „Aceasta este cartea Mariei.” → „Aceasta este cartea ei.”

1. Acesta este câinele lui Andrei.
2. Mama lui Mihai este profesoară.
3. Aici sunt notele Ioanei și ale lui Paul.
4. Ai văzut telefonul Mariei?
5. Aceasta este părerea părintelui meu.

Exercise 3: Write five sentences

Scrie cinci propoziții în care să folosești adjective posesive pentru a descrie obiecte personale.

5. Adjectives derived from nouns and verbs

Exercise 1: Fill in with the correct adjective

Completează propozițiile cu un adjectiv derivat din substantivul sau verbul dat între paranteze.

Exemplu: *Copil* → copilăresc → „Are un comportament copilăresc.”

1. Scriitorul acesta este foarte ____ (farmec).
2. Aceasta este o discuție ____ (filozofie).
3. Atmosfera de la concert a fost ____ (magie).
4. Picturile lui sunt foarte ____ (culoare).

Exercise 2: Transform nouns into adjectives

Transformă următoarele substantive în adjective și folosește-le într-o propoziție.

1. Natură →
2. Lumină →
3. Istorie →
4. Bucurie →
5. Tradiție →

Exercise 3: Describe a place using complex adjectives

Describe un oraș, o țară sau o regiune folosind cel puțin cinci adjective.

Final challenge:

Scrie un **text de 10 propoziții** despre **o persoană importantă pentru tine** folosind diferite tipuri de adjective (calificative, aflate la comparativ și/sau superlativ, posesive, demonstrative).

d. The pronouns

1. Personal pronouns

Exercise 1: Fill in the blanks with the correct personal pronoun

Completează propozițiile cu pronumele personale corecte.

Exemplu: ____ locuiesc în București. → **Eu** locuiesc în București.

1. ____ suntem studenți la universitate.
2. Profesorul vorbește cu ____ (băieții).
3. Prietenii mei și cu ____ mergem la teatru.
4. Unde ești? Nu ____ văd!
5. Maria și Andrei vor veni mâine. ____ (ele/ei) sunt plecați acum.

Exercise 2: Identify and correct mistakes

În propozițiile de mai jos există greșeli. Corectează-le.

1. Pe masă este un caiet. Ea este al meu.
2. Ieri am vorbit cu ea, dar nu o știu bine pe el.
3. Noi și tu plecăm la mare.
4. Mergem la concert cu ei și voi.
5. Îi plac să citească cărți interesante.

Exercise 3: Replace the subject with a personal pronoun

Rescrie propozițiile înlocuind subiectul cu un pronume personal.

Exemplu: „Ana și Paul sunt la bibliotecă.” → **Ei** sunt la bibliotecă.

1. Andreea studiază medicina.
2. Părinții mei lucrează la o firmă mare.
3. Câinele nostru latră toată ziua.
4. Profesorii pregătesc lecția pentru mâine.
5. Elevii au terminat testul.

2. Possessive pronouns

Exercise 1: Choose the correct form

Alege varianta corectă a pronumelui posesiv.

1. Aceasta este mașina mea. Care este ____? (tu)
2. Acestea sunt cărțile mele. Care sunt ____? (voi)
3. Acești copii sunt prietenii săi. Ceilalți sunt ____.(eu)
4. Geanta este ____ . (tu)
5. Aceste cărți sunt ____ . (voi)

Exercise 2: Rewrite the sentences using a possessive pronoun

Rescrie propozițiile folosind pronumele posesiv.

Exemplu: „Acesta este caietul meu.” → **Acesta este al meu.**

1. Acesta este laptopul tău.
2. Acestea sunt cărțile noastre.
3. Telefonul acela este al lui Andrei.
4. Aceste pisici sunt ale Ioanei.
5. Acest apartament este al vărului meu.

Exercise 3: Write five sentences

Scrie cinci propoziții în care să folosești pronume posesive pentru a exprima posesia unui obiect.

3. Reflexive pronouns

Exercise 1: Fill in the blanks with the correct reflexive pronoun

Completează propozițiile cu forma corectă a pronumelui reflexiv (mă, te, se, ne, vă).

1. Eu ___ trezesc la ora 7 în fiecare dimineață.
2. Tu ___ speli pe mâini înainte de masă.
3. Andrei și Ioana ___ întâlnesc la cafenea.
4. Noi ___ gândim să plecăm în vacanță.
5. Voi ___ bucurați de petrecere?

Exercise 2: Write five sentences

Scrie cinci propoziții folosind pronume reflexive și verbe reflexive.

4. Demonstrative pronouns

Exercise 1: Fill in the blanks with demonstrative pronouns

Completează propozițiile cu „acesta, aceasta, aceștia, aceștia”.

1. ___ este un prieten bun.
2. ___ sunt cursurile mele preferate.
3. Nu îmi place ___, prefer o mașină mai mică. (aceea/acela)
4. Îți place ___, aș alege o ală rochie. (acesta/aceasta)
5. ___ sunt colegii mei de birou.

Exercise 2: Choose the correct demonstrative pronoun

Alege varianta corectă dintre paranteze.

1. (Aceasta/Acești) este problema mea.
2. (Aceeaa/Aceleaa) sunt cărțile de la bibliotecă.
3. (Aceștia/Aceia) sunt actorii principali ai filmului.
4. (Acesta/Aceasta) este un laptop foarte performant.
5. (Acelea/Acele) sunt lecțiile importante pentru examen.

Exercise 3: Rewrite the sentences

Rescrie propozițiile înlocuind substantivul subliniat cu un pronume demonstrativ.

Exemplu: „Îmi place această floare.” → **Îmi place aceasta.**

1. Îmi place acest film.
2. Îmi plac acele mere.
3. Am nevoie de acest stilou.
4. Ți plac acei profesori?
5. Unde ai pus acea revistă?

5. Indefinite and negative pronouns

Exercise 1: Fill in with an indefinite pronoun

Completează propozițiile cu „cineva, ceva, fiecare, oricine, orice”.

1. ____ a sunat la ușă, dar nu știu cine.
2. Ai spus ____ important la ședință?
3. ____ dintre studenți trebuie să scrie un eseu.
4. ____ poate învăța o limbă străină dacă se străduiește.
5. Poți alege ____ vrei din bibliotecă.

Exercise 2: Fill in with a negative pronoun

Completează propozițiile cu „nimeni, nimic, niciun, nicio”.

1. Nu am vorbit cu ____.
2. Nu am înțeles ____.
3. Nu am văzut ____ mașină pe stradă.
4. ____ elev nu a întârziat la curs.
5. Nu vreau să aud de ____.

Exercise 3: Rewrite the sentences using negative pronouns

Rescrie propozițiile folosind pronume negative.

Exemplu: „Nu am primit o scrisoare.” → **Nu am primit nicio scrisoare.**

1. Nu am văzut vreun profesor azi.
2. Nu a venit vreun coleg la întâlnire.
3. Nu am găsit o soluție bună.
4. Nu am auzit un lucru interesant.
5. Nu am primit un mesaj.

e. The prepositions and the adverbs

1. Prepositions

1.1 Prepositions of place

Exercise 1: Choose the correct preposition

Completează propozițiile cu prepoziția corectă: **pe, sub, lângă, între, în fața, în spatele.**

1. Cărțile sunt ____ birou.
2. M-am așezat ____ prietenii mei la teatru.
3. Blocul nostru este situat ____ parcul mare.
4. Biblioteca este ____ școală.
5. Telefonul meu este ____ pernele de pe canapea.

Exercise 2: Match the pairs

Potrivește fiecare propoziție cu imaginea corectă (profesorul poate folosi imagini pentru suport vizual).

- A) Scaunul este sub masă.
- B) Câinele doarme lângă ușă.
- C) Mașina este parcată în fața blocului.
- D) Cafeneaua este între bancă și farmacie.
- E) Geanta este pe pat.

Exercise 3: Write five sentences

Scrie cinci propoziții folosind prepoziții de loc pentru a descrie poziția obiectelor în casa ta.

1.2 Prepositions of time

Exercise 1: Fill in the blanks with time prepositions

Completează propozițiile cu prepozițiile corecte: **în, din, până la, de la, după, înainte de.**

1. Cursurile încep ____ ora 9 dimineața.
2. ____ vacanță, voi merge la mare.
3. Învăț română ____ trei luni.
4. Lucrez ____ 8:00 ____ 16:00.
5. Ne vedem ____ cină?

Exercise 2: Reorder the words to make sentences

Pune cuvintele în ordine pentru a forma propoziții corecte.

1. începe / filmul / la / ora / opt
2. vizităm / muzeul / prânz / după
3. București / sunt / două luni / în
4. plecăm / dimineața / devreme / foarte
5. ceas / un sfert / ajung / peste

Exercise 3: Describe your daily routine

Scrie un scurt text despre rutina ta zilnică, folosind cel puțin 5 prepoziții de timp.

1.3 Prepositions of manner and cause

Exercise 1: Fill in the blanks

Completează propozițiile cu: **cu, fără, din cauza, datorită, despre.**

1. Am plecat mai devreme ____ ploaie.
2. Voi merge la cinema ____ prietenii mei.
3. A reușit la examen ____ efortului său.
4. Nu pot vorbi acum, discutăm ____ acest subiect mai târziu.
5. Nu pot bea cafeaua ____ zahăr.

Exercise 2: Identify mistakes and correct them

Găsește greșelile și corectează propozițiile de mai jos.

1. A închis fereastra de cauza frigului.
2. Trebuie să vorbesc pe tine despre proiect.
3. Am ajuns devreme fără de întârzieri.
4. A luat premiul datorită a muncii sale.
5. Prietenul meu vine cu bicicleta fără de casă.

Exercise 3: Make sentences

Scrie cinci propoziții despre experiențele tale, folosind prepoziții de mod și cauză.

2. Adverbs

2.1 Adverbs of time

Exercise 1: Choose the correct adverb

Completează propozițiile cu: **acum, atunci, deja, niciodată, mereu.**

1. Am fost la mare anul trecut, dar ____ ploua în fiecare zi.
2. Tu ai fost vreodată în România? Nu, ____ nu am fost.
3. Mă simt mai bine ____.
4. Am terminat tema ____.
5. El întârzie ____ la cursuri.

Exercise 2: Fill in the blanks with adverbs of time

1. Mergem la școală _____. (ieri / mâine / înainte)
2. Ai fost la teatru ____? (deja / niciodată / tot timpul)
3. Mă trezesc ____ la ora 7. (mereu / odată / atunci)
4. Am terminat de citit cartea _____. (acum / ieri / mâine)
5. Mănânc micul dejun ____ ora 8. (tot timpul / întotdeauna / în fiecare zi)

Exercise 3: Write five sentences

Scrie cinci propoziții despre programul tău zilnic, folosind adverbe de timp.

2.2 Adverbs of place

Exercise 1: Fill in the blanks

Completează propozițiile cu: **aici, acolo, jos, sus, aproape, departe.**

1. Locuiesc ____ de școală, pot merge pe jos.
2. Pune cartea ____ pe raftul de sus.
3. Când eram copil, mergeam la bunici și stăteam ____ toată vara.

4. Camera mea este la etajul doi, trebuie să urci ____.
5. Coborâm la prima stație, trebuie să mergem ____.

Exercise 2: Reorder the words

Pune cuvintele în ordine pentru a forma propoziții corecte.

1. sunt / departe / casa / și / magazinul
2. jos / la / scara / coborâm
3. este / autobuzul / aproape / școală / de
4. lasă / cartea / aici / pe / masă
5. am fost / ieri / la / muzeu / acolo

Exercise 3: Describe your city

Scrie un text despre orașul tău, folosind cel puțin 5 adverbe de loc.

2.3 Adverbs of manner

Exercise 1: Choose the correct adverb

Completează propozițiile cu: **bine, rău, încet, repede, clar, ușor, greu.**

1. Scrie mai ____, nu pot citi!
2. Vorbești foarte ____ românește.
3. Îmi este ____ să învăț verbele.
4. Te rog să explici mai ____.
5. Ai alergat prea ____, de aceea ești obosit.

Exercise 2: Identify mistakes

Găsește greșelile în propozițiile de mai jos și corectează-le.

1. Îmi place să cânt tare, dar prietenii mei spun că cânt grele.
2. El vorbește clară și ușoară.
3. Mă simt bine astăzi, dar ieri am fost foarte rău.
4. A scris eseul foarte rapizi.
5. Profesorul predă interesant, dar uneori explică prea grea.

Exercise 3: Make sentences

Scrie cinci propoziții în care să folosești adverbe de mod.

f. The verbs

1. Present tense (indicative)

Exercise 1: Conjugate the verbs in the present tense

Completează propozițiile cu forma corectă a verbului dintre paranteze (la prezent, indicativ).

1. Eu ____ (a merge) la școală în fiecare zi.
2. Tu ____ (a citi) o carte foarte interesantă.
3. Maria ____ (a vorbi) limba română foarte bine.
4. Noi ____ (a locui) în București.
5. Ei ____ (a avea) multe teme pentru acasă.

Exercise 2: Correct the mistakes

Identifică și corectează greșelile din propozițiile de mai jos.

1. Eu mergi la supermarket în fiecare sâmbătă.
2. Voi citește o revistă în parc.
3. El locuim într-un apartament mic.
4. Noi vorbesc engleză și franceză.
5. Ele lucrezi într-o companie mare.

Exercise 3: Create sentences

Scrie cinci propoziții folosind verbe la prezent, indicativ.

2. Past tenses (perfect compus & imperfect)

Exercise 1: Fill in with the correct form of the past tense

Completează propozițiile cu forma corectă a verbului la **perfect compus** sau **imperfect**.

1. Ieri eu ____ (a mânca) pizza cu prietenii mei.
2. Când eram copil, ____ (a merge) la bunici în fiecare vară.
3. Anul trecut, noi ____ (a vizita) Castelul Bran.
4. Pe vremea aceea, el ____ (a avea) un câine mare.
5. Când eram la școală, eu ____ (a învăța) limba franceză.

Exercise 2: Choose between perfect compus and imperfect

Alege timpul corect pentru fiecare propoziție.

1. (Mergeam / Am mers) la mare de trei ori anul trecut.
2. Când eram mic, (jucam / am jucat) fotbal în fiecare zi.
3. Ieri (cântam / am cântat) la o petrecere.
4. În copilărie, (citeam / am citit) multe povești.
5. Anul trecut (am fost / eram) în Spania.

Exercise 3: Rewrite sentences in a different past tense

Transformă propozițiile de la perfect compus la imperfect și invers.

Exemplu: „Ieri am mers la teatru.” → „Când eram student, mergeam des la teatru.”

1. Anul trecut am locuit în Cluj.
2. Când eram copil, mergeam des la mare.
3. Săptămâna trecută am citit o carte interesantă.
4. Pe vremea aceea, ascultam mereu muzică jazz.
5. Luni am avut un examen important.

3. Future tense (viitor simplu & viitor popular)

Exercise 1: Complete with the correct future form

Completează propozițiile cu forma corectă a verbului la **viitor simplu** sau **viitor popular**.

1. Mâine ____ (a merge) la teatru cu prietenii mei.
2. La vară, noi ____ (a călători) în Italia.
3. O să ____ (a fi) o zi frumoasă mâine.
4. El ____ (a cumpăra) un telefon nou săptămâna viitoare.
5. O să ____ (a vedea) un film diseară.

Exercise 2: Transform sentences into the future

Transformă propozițiile la viitor.

Exemplu: „Astăzi merg la școală.” → „Mâine voi merge la școală.”

1. Ieri am vorbit cu mama mea.
2. În weekend am citit o carte.
3. Anul acesta locuiesc în București.
4. Azi mă trezesc devreme.
5. El are un examen important mâine.

Exercise 3: Make predictions

Scrie cinci propoziții despre viitorul tău folosind viitorul simplu sau viitorul popular.

4. Subjunctive mood (Conjunctiv)

Exercise 1: Fill in the blanks with the correct subjunctive form

Completează propozițiile cu verbul la **conjunctiv prezent**.

1. Vreau ____ (a merge) la concert.
2. Sper ____ (a avea) o zi frumoasă.
3. Îți recomand ____ (a învăța) mai mult pentru test.
4. E important ____ (a fi) punctual.
5. Te rog ____ (a vorbi) mai încet.

Exercise 2: Transform sentences using conjunctive verbs

Transformă propozițiile, folosind conjunctivul la altă persoană.

Exemplu: „Vreau să citesc o carte.” → „Vreau să citești o carte.”

1. Îmi doresc să plec în vacanță.
2. Profesorul vrea să ne explicăm răspunsul.
3. Îți recomand să dormi mai mult.
4. Sper să câștigăm meciul.
5. Vreau să mă ajutați la teme.

Exercise 3: Create your own sentences

Scrie cinci propoziții folosind conjunctivul.

5. Modal verbs (a putea, a trebui, a vrea, a trebui să)

Exercise 1: Fill in the blanks with a modal verb

Completează propozițiile cu **a putea, a trebui, a vrea**.

1. Eu ____ să plec mai devreme astăzi.
2. Noi ____ să ajutăm la organizarea petrecerii.
3. Tu ____ să vii la cină diseară?

4. Elevii ____ să învețe mai mult pentru examen.
5. Maria ____ să încerce o rețetă nouă.

Exercise 2: Choose the correct modal verb

Alege varianta corectă.

1. (Poate / Trebuie) să ajungi la timp la interviu.
2. Eu (vreau / pot) să studiez limba română.
3. (Trebuie / Vrea) să plecăm acum?
4. Ei nu (trebuie / pot) să mănânce dulciuri.
5. (Vrei / Trebuie) să ieși în oraș diseară?

Exercise 3: Write your own sentences

Scrie cinci propoziții folosind verbe modale.

Final challenge:

Scrie un **text de 10 propoziții** despre ziua ta de ieri, folosind **cel puțin 5 timpuri verbale diferite**.

A2. D. SENTENCE CONSTRUCTION

1. Word order in declarative sentences

Exercise 1: Correct the word order

Pune cuvintele în ordinea corectă pentru a forma propoziții logice.

1. (acasă / merg / eu / seara / întotdeauna)
2. (o carte / citește / interesantă / Maria)
3. (foarte / România / frumoasă / este)
4. (cafeaua / îmi / cu lapte / place / dimineața)
5. (prieteni / ieșim / mei / cu / adesea)

Exercise 2: Identify mistakes

Găsește și corectează greșelile de ordonare a cuvintelor.

1. Mereu pizza eu mănânc cu prietenii.
2. Îi place muzica clasică fratelui meu.

3. La 8:00 dimineața mă trezesc eu.
4. Avem examene două săptămâna viitoare.
5. Studenții vor merge mâine la teatru toți.

Exercise 3: Write five sentences

Scrie cinci propoziții corecte, respectând ordinea logică a cuvintelor.

2. Negative sentences

Exercise 1: Transform sentences into negative form

Transformă propozițiile afirmative în negative.

1. Eu merg la școală în fiecare zi.
2. Noi citim o carte acum.
3. Ana vorbește limba germană.
4. Ei au un apartament nou.
5. Mâine va fi cald afară.

Exercise 2: Choose the correct negative form

Alege varianta corectă.

1. Eu ___ am fost niciodată în Spania. (nu / n-am / nici)
2. Andrei ___ vorbește franceza. (nu / niciodată / nimic)
3. Prietenii mei ___ au ajuns la timp. (nici / nu / n-au)
4. Nu am cumpărat ___ la magazin. (nimic / ceva / nici)
5. Noi ___ mergem în parc seara. (niciodată / nu / nimeni)

Exercise 3: Write five negative sentences

Scrie cinci propoziții negative despre activitățile tale zilnice.

3. Interrogative sentences

Exercise 1: Transform declarative sentences into questions

Transformă propozițiile afirmative în întrebări.

1. Tu locuiești în București.
2. Ei merg la teatru diseară.

3. Ana a citit o carte interesantă.
4. Noi vom pleca în vacanță mâine.
5. Profesorul predă limba română.

Exercise 2: Fill in the blanks with a question word

Completează propozițiile cu: **cine, ce, unde, când, de ce, cum**.

1. ____ locuiești acum?
2. ____ ai cumpărat din magazin?
3. ____ te simți astăzi?
4. ____ este profesorul vostru?
5. ____ ai plecat mai devreme de la școală?

Exercise 3: Write five questions

Scrie cinci întrebări pe care le-ai pune unui prieten despre vacanța lui.

4. Imperative sentences

Exercise 1: Choose the correct imperative form

Completează propozițiile cu forma corectă a verbului la imperativ.

1. ____ (a asculta) la profesor cu atenție!
2. ____ (a merge) direct acasă după școală!
3. ____ (a citi) cartea înainte de test!
4. ____ (a nu uita) să mă suni diseară!
5. ____ (a deschide) fereastra, te rog!

Exercise 2: Rewrite sentences in the imperative

Transformă propozițiile în enunțuri imperative.

Exemplu: „Tu trebuie să înveți mai mult.” → **Învață mai mult!**

1. Voi trebuie să ajungeți la timp.
2. Tu trebuie să închizi ușa.
3. Ei trebuie să vorbească mai încet.
4. Noi trebuie să fim atenți la lecție.
5. Tu trebuie să mănânci sănătos.

Exercise 3: Give five instructions

Scrie cinci propoziții în care să dai instrucțiuni unui prieten.

5. Compound and complex sentences

Exercise 1: Fill in the blanks with a conjunction

Completează propozițiile cu: **și, dar, sau, pentru că, dacă, când.**

1. Îmi place să citesc ____ să mă plimb în parc.
2. Am mers la magazin, ____ era închis.
3. Vrei cafea ____ ceai?
4. Nu am venit la curs ____ am fost bolnav.
5. O să mergem la mare ____ avem timp.

Exercise 2: Combine sentences using a conjunction

Unește propozițiile cu un cuvânt potrivit.

1. Mă duc la cumpărături. Am nevoie de pâine.
2. Ana studiază spaniola. Maria studiază italiana.
3. Ieri am stat acasă. Afară ploua.
4. Nu știu unde este telefonul meu. Nu îl găsesc.
5. Mergem la cinema diseară. Ai timp?

Exercise 3: Write five compound or complex sentences

Scrie cinci propoziții folosind propoziții coordonate sau subordonate.

Final challenge:

Scrie un **text de 10 propoziții** despre rutina ta zilnică, folosind **toate tipurile de propoziții învățate**.

LEVEL B1 (Intermediate)

B1

Can understand the most important points of standard and familiar matters normally found in job, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe events and experiences, hopes, dreams & ambitions and briefly give explanations and reasons for opinions and plans.

At the B1 level, learners transition from basic communication to expressing themselves more independently and handling a wider range of conversational topics. This level is focused on increasing linguistic complexity, refining grammar use, and improving spontaneity in speech and writing. Key focus areas for B1 include vocabulary enrichment (synonyms and antonyms, idiomatic expressions, abstract concepts, emotions, and nuanced opinions), topics (expressing likes and dislikes in detail, discussing experiences and future plans, providing explanations and justifications, engaging in discussions on familiar topics, understanding main ideas in extended speech and texts), and core skills (constructing coherent paragraphs, narrating past events, using multiple verb tenses correctly, responding appropriately in various social and professional contexts). Exercises at this level should challenge learners to comprehend longer and more detailed spoken and written texts, engage in meaningful dialogues, and structure their writing with increased accuracy and variety. Here are some examples of suitable exercises.

B1. A. COMMUNICATIVE FUNCTIONS (in listening and speaking activities)

1. Making and responding to invitations

Exercise 1: Role-playing invitations

Task: Work in pairs. One student invites the other to an event, and the other accepts or declines politely. Use different reasons for declining.

Example dialogue:

A: Vrei să mergem la cinema mâine seară?

B: Îmi pare rău, dar nu pot. Am un examen important. Poate în weekend?

A: Sigur! Sâmbătă, la ora 7?

B: Perfect! Ne vedem atunci.

Exercise 2: Listening and choosing the best response

Task: Listen to the recorded dialogue and choose the most appropriate response from three options.

Dialogue: „Măine organizez o petrecere de ziua mea. Vii?”

Options:

a) Nu pot, nu-mi place muzica.

b) Sigur! La ce oră?

c) Nu vreau.

Correct answer: b) Sigur! La ce oră?

Exercise 3: Completing the invitation

Task: Fill in the blanks to complete an invitation.

Sentence: Vrei să _____ (come) cu mine la teatru diseară? _____ (I'd like) să mergem împreună.

Correct answer: Vrei să vii cu mine la teatru diseară? Mi-ar plăcea să mergem împreună.

2. Expressing agreement and disagreement

Exercise 1: Expressing your opinion

Task: Read the following statements and express your agreement or disagreement using complete sentences.

Statement: „Cred că toată lumea ar trebui să învețe o limbă străină.”

Example response: „Sunt de acord. O limbă străină ajută la comunicare și oferă mai multe oportunități.”

Exercise 2: Correcting a mistaken statement

Task: Listen to a sentence and correct the incorrect information.

Audio: „România este în Africa.”

Correct response: „Nu, România este în Europa.”

Exercise 3: Choosing the right expression

Task: Choose the best phrase to express agreement or disagreement.

Sentence: „Fotbalul este cel mai interesant sport.”

Options:

- a) Nu sunt sigur.
- b) Nu cred. Mie îmi place mai mult tenisul.
- c) Nu vreau să vorbesc.

Correct answer: b) Nu cred. Mie îmi place mai mult tenisul.

3. Making and responding to suggestions

Exercise 1: Suggestion matching

Task: Match the suggestion with the best response.

- 1. Ce-ar fi să mergem la o plimbare?
- 2. Hai să comandăm pizza!
- 3. Ar trebui să învățăm mai mult pentru test.

Responses:

- a) Da, e o idee bună. Îmi e foame.
- b) Bine, dar doar o oră. După aceea trebuie să lucrez.
- c) Ai dreptate. Trebuie să fim pregătiți.

Correct answers: 1 - b, 2 - a, 3 - c

Exercise 2: Giving alternative suggestions

Task: Read the situation and make an alternative suggestion.

Situation: Prietenul tău vrea să mergeți la un restaurant scump, dar tu preferi ceva mai ieftin. Ce spui?

Example response: „Restaurantul este prea scump. Ce-ar fi să mergem la un fast-food?”

Exercise 3: Completing the dialogue

Task: Complete the conversation with a suitable suggestion.

A: „Mi-e foame. Ce să facem?”

B: „_____ (Let's order) o pizza.”

Correct answer: „Hai să comandăm o pizza.”

4. Expressing needs and preferences

Exercise 1: Talking about preferences

Task: Answer the questions using „prefer” or „îmi place mai mult”.

Question: „Ce preferi: cafea sau ceai?”

Example response: „Prefer ceaiul. E mai sănătos.”

Exercise 2: Listening and completing the sentence

Task: Listen to a sentence and complete it with the correct preference.

Audio: „Îmi place mai mult să citesc _____ decât să mă uit la televizor.”

Correct answer: cărți

Exercise 3: Agreeing or disagreeing with preferences

Task: Read a sentence and respond with agreement or disagreement.

Sentence: „Îmi place mai mult vara decât iarna.”

Example response: „Și mie! Îmi place să merg la mare.”

5. Asking for and giving clarifications

Exercise 1: Asking for clarifications

Task: Read the conversation and ask for clarification where needed.

A: „Măine mergem la muzeu.”

B: „_____ (Where?)”

Correct answer: „Unde?”

Exercise 2: Giving a definition

Task: Answer the question using a clear definition.

Question: „Ce înseamnă ‘bibliotecă’?”

Example Response: „Este un loc unde poți citi și împrumuta cărți.”

Exercise 3: Correcting a misunderstanding

Task: Read the mistaken statement and correct it.

Sentence: „Ai spus că pleci acum, nu?”

Example response: „Nu, am spus că plec mai târziu.”

B1. B. VOCABULARY (in reading and writing activities)

1. Synonyms and antonyms

Exercise 1: Matching synonyms

Task: Match each word with its synonym.

1. rapid
2. fericit
3. important
4. frumos

Options:

- a) vesel
- b) frumos
- c) repede
- d) esențial

Correct answers: 1 - c, 2 - a, 3 - d, 4 - b

Exercise 2: Finding antonyms in a text

Task: Read the following paragraph and underline the antonyms of the given words.

Text: „A fost o zi frumoasă, dar seara a devenit urâtă. Dimineața era liniște, dar la prânz a fost zgomot mare.”

Words to find antonyms for:

1. frumos
2. liniște

Correct answers:

1. frumos - urât
2. liniște - zgomot

Exercise 3: Completing sentences with antonyms

Task: Fill in the blanks with the antonyms of the given words.

Sentences:

1. Camera nu este curată, este _____. (dirty)
2. Deși Mihai este vesel de obicei, azi pare _____. (sad)
3. În această dimineață este frig, dar după-amiază va fi _____. (warm)

Correct answers:

1. murdară
2. trist
3. cald

2. Word formation (prefixes and suffixes)**Exercise 1: Adding suffixes**

Task: Add the correct suffix (-ian, -ist, -iv, -tor) to form a noun or adjective.

Words: muzică → _____, economie → _____, a lucra → _____, sport → _____

Correct answers: muzician, economist, lucrător, sportiv

Exercise 2: Choosing the right prefix

Task: Complete the sentences with the correct form of the word using a prefix (ne-, re-, in-, dez-).

Sentences:

1. Casa este _____ curătată. (not clean)
2. Trebuie să _____ începem tema. (start again)
3. Este _____ corect să întârzii. (not correct)

Correct answers:

1. necurătată
2. reluăm
3. incorect

Exercise 3: Creating new words

Task: Form new words using the base words provided and the correct prefix or suffix.

Base words: fericire, logic, sigur, corect

Correct answers: nefericire, illogic, nesigur, incorect

3. Collocations and common phrases**Exercise 1: Matching collocations**

Task: Match the words on the left with the correct collocations on the right.

1. a lua
2. a face

3. a avea
4. a da

Options:

- a) un examen
- b) un cadou
- c) o decizie
- d) sport

Correct answers: 1 - a, 2 - d, 3 - c, 4 - b

Exercise 2: Completing Phrases

Task: Fill in the blanks with the correct missing word to complete common phrases.

1. A fi în _____ (to be in a hurry)
2. A lua o _____ (to make a decision)
3. A face o _____ (to take a trip)

Correct answers: grabă, decizie, excursie

Exercise 3: Writing sentences with collocations

Task: Write three sentences using the collocations:

1. a lua o decizie
2. a avea o idee
3. a face un efort

Example responses:

1. Trebuie să iau o decizie importantă pentru viitorul meu.
2. Am avut o idee bună pentru proiect.
3. Fac un efort să învăț româna mai bine.

4. Idioms and expressions

Exercise 1: Matching idioms with their meanings

Task: Match each idiom with its meaning.

1. A bate câmpii
2. A fi cu capul în nori
3. A pune paie pe foc
4. A da bir cu fugiții

Options:

- a) A complica o situație
- b) A visa, a fi distrat

- c) A vorbi fără sens
- d) A fugi de o problemă

Correct answers: 1 - c, 2 - b, 3 - a, 4 - d

Exercise 2: Filling in the blanks

Task: Complete the sentences with the correct idiom.

1. Mihai nu este atent la lecție, este mereu _____.
2. Nu mai discuta subiectul, nu _____!
3. Când a început ploaia, am _____ spre casă.

Correct answers:

1. cu capul în nori
2. pune paie pe foc
3. dat bir cu fugiții

Exercise 3: Writing with idioms

Task: Write a short paragraph using at least two idioms from above.

Example response:

„Astăzi colegul meu a început să bată câmpii despre un subiect pe care nu-l înțelegea. Eu eram cu capul în nori și nici măcar nu ascultam.”

5. Descriptive vocabulary

Exercise 1: Describing people

Task: Look at the picture of a person (or imagine one) and describe them in 5 sentences.

Example response:

„Bărbatul este înalt și slab. Are păr scurt și ochi albaștri. Poartă o cămașă albă și blugi. Pare serios și concentrat. Stă pe o bancă și citește o carte.”

Exercise 2: Completing a description

Task: Complete the description with the correct adjectives.

Sentence: „Orașul meu este _____ (big) și _____ (beautiful). Are străzi _____ (wide) și parcuri _____ (green).”

Correct answers: mare, frumos, largi, verzi

Exercise 3: Writing a short description

Task: Write 4-5 sentences describing your favorite place.

Example response:

„Parcul meu preferat este mare și liniștit. Are multe flori și copaci înalți. Îmi place să merg acolo să mă relaxez. Vara, mulți oameni vin să facă sport sau să citească.”

B1. C. GRAMMAR

a. The noun

1. Singular and plural forms

Exercise 1: Identifying singular and plural nouns

Task: Listen to the following sentences and say whether the highlighted noun is in singular or plural form.

Sentences:

1. Am cumpărat trei **cărți** de la librărie.
2. Pe stradă văd o **mașină** roșie.
3. La petrecere erau mulți **prieteni**.
4. În bucătărie este un **frigider** mare.

Correct answers:

1. Plural
2. Singular
3. Plural
4. Singular

Exercise 2: Transforming singular to plural

Task: Say the plural form of the following words aloud.

Words:

1. băiat
2. floare
3. profesor
4. exercițiu
5. prieten

Correct answers:

1. băieți
2. flori
3. profesori
4. exerciții

5. prieteni

Exercise 3: Completing a dialogue

Task: Listen to the conversation and complete it by saying the correct plural form of the missing noun.

Dialogue:

A: Ai cumpărat fructe de la piață?

B: Da, am luat mere, pere și două _____ (banană).

Correct answer: banane

2. Definite and indefinite articles

Exercise 1: Choosing the correct article

Task: Listen to the sentence and choose the correct article: **un, o, niște, al, a, ai, ale.**

Sentence: „Pe masă este _____ carte foarte interesantă.”

Options: un / o / niște

Correct answer: o

Exercise 2: Transforming indefinite to definite forms

Task: Say the definite form of the following words aloud.

Words:

1. un scaun → **scaunul**
2. o casă → **casa**
3. niște prieteni → **prietenii**
4. o idee → **ideea**
5. un autobuz → **autobuzul**

Exercise 3: Completing sentences

Task: Listen to the sentence and complete it with the correct definite article.

Sentence: „Am văzut _____ (copil) vecinilor în parc.”

Correct answer: copilul

3. Cases (nominative, accusative, genitive, dative)

Exercise 1: Identifying the case

Task: Listen to each sentence and say whether the highlighted noun is in the nominative, accusative, genitive, or dative case.

Sentences:

1. **Cartea** este pe masă.
2. Am cumpărat **o carte** interesantă.
3. Am găsit coperta **cărții**.
4. I-am dat un cadou **Mariei**.

Correct answers:

1. Nominative
2. Accusative
3. Genitive
4. Dative

Exercise 2: Asking questions for different cases

Task: Listen to the sentence and ask a question that corresponds to the underlined noun.

Sentence: „Profesorul îi explică lecția elevului.”

Correct answer: Cui îi explică profesorul lecția?

Exercise 3: Completing a sentence with the correct case

Task: Listen to the sentence and say the correct form of the noun in parentheses.

Sentence: „I-am dat flori _____ (mama).”

Correct answer: mamei

4. Vocative Case

Exercise 1: Identifying the vocative

Task: Listen to the sentences and identify which one contains a noun in the vocative case.

Sentences:

1. Maria, vino aici!
2. Am cumpărat un cadou pentru Maria.
3. Mergem cu Maria la film.

Correct answer: 1. Maria, vino aici!

Exercise 2: Transforming nouns into the vocative

Task: Say the correct vocative form of the following nouns.

Words:

1. Andrei
2. prieten
3. domnul profesor

Correct answers:

1. Andrei → Andrei!
2. prieten → Prietene!
3. domnul profesor → Domnule profesor!

Exercise 3: Completing sentences with the vocative

Task: Listen to the sentence and complete it with the correct vocative form of the noun in parentheses.

Sentence: „_____ (Ana), ai văzut telefonul meu?”

Correct answer: Ana!

5. Gender of nouns

Exercise 1: Identifying the gender

Task: Listen to each noun and say whether it is masculine, feminine, or neuter.

Words:

1. câine
2. fereastră
3. scaun

Correct answers:

1. Masculine
2. Feminine
3. Neuter

Exercise 2: Making gender pairs

Task: Say the corresponding feminine form of the following masculine nouns.

Words:

1. profesor → _____
2. actor → _____
3. elev → _____

Correct answers:

1. profesoară
2. actriță
3. elevă

Exercise 3: Completing sentences with the correct gender

Task: Listen to the sentence and complete it with the correct gender form of the noun.

Sentence: „Fratele meu este doctor, iar sora mea este _____ (doctor).”

Correct answer: doctoriță

b. The genitival and demonstrative articles

1. Genitival article exercises

Exercise 1: Choosing the correct form

Task: Complete the sentences with the correct form of the genitival article (*al, a, ai, ale*).

1. Cartea nouă ____ Mariei este pe masă.
2. Am admirat arhitectura frumoasă ____ orașului vechi.
3. Colegii aceștia ____ profesoarei sunt foarte respectuoși.
4. Am cumpărat florile preferate ____ bunicii mele.

Correct answers: 1. a, 2. a, 3. ai, 4. ale

Exercise 2: Transforming phrases

Task: Rewrite the following phrases using the genitival article. The nouns will have the indefinite article.

1. Bicicleta copilului → _____
2. Planurile colegilor → _____
3. Stilul scriitoarei → _____
4. Problemele elevilor → _____

Correct answers: 1. O bicicletă **a** copilului, 2. Niște planurile **ale** colegilor, 3. Un stil **al** scriitoarei, 4. Niște probleme **ale** elevilor

Exercise 3: Completing a dialogue

Task: Listen to the dialogue and insert the correct genitival article.

A: Ai văzut caietele albastre ____ Ioanei?

B: Da, este pe acea bancă, ____ colegului ei.

A: E telefonul tău sau ____ părinților?

B: Nu, dar cred că ____ mamei e în geantă.

Correct answers: ale, a, al, al

2. Demonstrative article exercises

Exercise 1: Choosing the correct form

Task: Fill in the blanks with the correct demonstrative article (*cel, cea, cei, cele*) to form the superlative of the adjectives.

1. Îmi place mai mult filmul decât cartea, dar ____ mai interesant este finalul.
2. Prietenii mei sunt ____ mai buni oameni pe care îi cunosc.
3. Oferta ____ mai avantajoasă a fost deja acceptată.
4. Alege variantele ____ mai potrivite pentru test.

Correct answers: 1. cel, 2. cei, 3. cea, 4. cele

Exercise 2: Rewriting sentences

Task: Rewrite the sentences using the demonstrative article to form the superlative of the adjectives.

1. Florile frumoase din grădină → _____
2. Decizia corectă în această situație → _____
3. Răspunsurile greșite ale elevilor → _____
4. Filmul spectaculos al anului → _____

Correct answers: 1. **Cele** mai frumoase flori din grădină, 2. **Cea** mai corectă decizie în această situație, 3. **Cele** mai greșite răspunsuri ale elevilor, 4. **Cel** mai spectaculos film al anului

c. The adjective

1. Degrees of comparison

Exercise 1: Completing sentences with the correct form

Task: Fill in the blanks with the correct form of the adjective in parentheses. Pay attention to the degree of comparison.

1. Acest examen este mult _____ (greu) decât cel de anul trecut.
2. Maria este _____ (inteligent) decât toți colegii ei.
3. Acesta este _____ (bun) restaurant din oraș.
4. Apartamentul meu este _____ (spațios) ca al tău, au suprafețe egale.
5. Această rochie este _____ (frumos) dintre toate.

Correct answers: 1. Mai greu, 2. mai inteligentă, 3. Cel mai bun, 4. La fel de spațios, 5. cea mai frumoasă

Exercise 2: Transforming sentences

Task: Rewrite the following sentences using the correct form of comparison for the adjectives.

1. Această carte este interesantă. (mai interesantă decât filmul) → _____
2. Acest drum este lung. (cel mai lung din județ) → _____
3. Vremea este frumoasă. (la fel de frumoasă ca ieri) → _____
4. Această clădire este veche. (mai veche decât biblioteca) → _____
5. Profesorul nostru este bun. (cel mai bun din școală) → _____

Correct answers: 1. Această carte este **mai interesantă decât filmul**. 2. Acest drum este **cel mai lung din județ**. 3. Vremea este **la fel de frumoasă ca ieri**. 4. Această clădire este **mai veche decât biblioteca**. 5. Profesorul nostru este **cel mai bun din școală**.

Exercise 3: Choosing the right form

Task: Listen to the sentence and choose the correct form of the adjective.

Sentence: „Această problemă este _____ decât credeam.”

Options: a) greu, b) mai grea, c) foarte grea

Correct answer: b) mai grea

2. Position of the Adjective

Exercise 1: Correcting word order

Task: Rewrite the sentences in the correct order, placing the adjective in the right position.

1. Am văzut un frumos peisaj de munte. → _____
2. Maria are o elegantă rochie pentru petrecere. → _____

3. Este o interesantă carte despre istoria României. → _____
4. Am cumpărat o mare casă în centrul oraşului. → _____
5. A fost o dificilă situaţie, dar am reuşit să o rezolvăm. → _____

Correct answers: 1. Am văzut un **peisaj frumos** de munte. 2. Maria are o **rochie elegantă** pentru petrecere. 3. Este o **carte interesantă** despre istoria României. 4. Am cumpărat o **casă mare** în centrul oraşului. 5. A fost o **situaţie dificilă**, dar am reuşit să o rezolvăm.

Exercise 2: Choosing between pre- and post-positioned adjectives

Task: Choose the correct sentence where the adjective is correctly positioned.

Sentence: „A fost _____.”

Options: a) frumoasă o zi, b) o zi frumoasă, c) frumoasă zi

Correct answer: b) o zi frumoasă

Exercise 3: Completing a dialogue

Task: Listen to the dialogue and complete it with the correct form and placement of the adjective.

A: Cum a fost excursia? Ai văzut peisaje frumoase?

B: Da, am vizitat un sat _____ (pitoresc – superlativ absolut) la munte.

A: Şi cum erau casele?

B: _____ (vechi – superlativ relativ) aveau 300 de ani şi erau foarte bine întreţinute.

Correct answers: foarte pitoresc, cele mai vechi

3. Agreement of the adjective with the noun

Exercise 1: Choosing the correct adjective form

Task: Fill in the blanks with the correct form of the adjective to match the noun's gender and number.

1. Copiii sunt foarte _____ (activ).
2. Am văzut nişte filme _____ (interesant).
3. Studentele sunt _____ (harnic).
4. Această cameră este _____ (mare).
5. Am cumpărat cărţi _____ (util).

Correct answers: 1. activi, 2. interesante, 3. harnice, 4. mare, 5. utile

Exercise 2: Rewriting sentences with adjective agreement

Task: Rewrite the sentences, making sure the adjective agrees with the noun.

1. Acest profesor este inteligent. (acești profesori) → _____
2. O rochie verde este pe canapea. (două rochii) → _____
3. Filmul francez este foarte bun. (filmele franceze) → _____
4. Un student ambițios a câștigat premiul. (studenții ambițioși) → _____
5. O problemă dificilă a fost rezolvată. (problemele dificile) → _____

Correct answers: 1. **Acești profesori sunt inteligenți.** 2. **Două rochii verzi sunt pe canapea.** 3. **Filmele franceze sunt foarte bune.** 4. **Studenții ambițioși au câștigat premiul.** 5. **Problemele dificile au fost rezolvate.**

Exercise 3: Speaking exercise - describing an object

Task: Pick an object in the room and describe it using at least three adjectives.

Example response: „Telefonul meu este **nou, modern și performant.**”

d. The pronouns

1. Personal pronouns (nominative, accusative, dative)

Exercise 1: Replacing nouns with personal pronouns

Task: Rewrite the sentences by replacing the underlined nouns with the correct personal pronouns.

1. **Maria și Andrei** pleacă mâine în vacanță. → _____
2. Profesorul i-a explicat lecția **elevului**. → _____
3. Îmi place să vorbesc cu **prietena** mea. → _____
4. Tata a cumpărat o bicicletă nouă pentru **mine**. → _____
5. M-am întâlnit cu **colegii mei** la bibliotecă. → _____

Correct answers: 1. Ei pleacă mâine în vacanță. 2. Profesorul i-a explicat lecția **lui**. 3. Îmi place să vorbesc cu **ea**. 4. Tata mi-a cumpărat o bicicletă nouă. 5. M-am întâlnit cu **ei** la bibliotecă.

Exercise 2: Choosing the correct pronoun

Task: Choose the correct pronoun to complete the sentence.

1. Pe cine ai văzut ieri? – (**I-, -o, i-**) am văzut pe Andrei în parc.
2. _____ (Mie / Îmi / Eu / Mă) place să citesc romane de aventură.
3. Profesorul _____ (le / îi / lor / o) explică elevilor exercițiile.
4. Am întrebat-o pe Ana dacă vine cu _____ (eu / mine / îmi / mie).
5. Mama _____ (mă / îmi / mi / eu) aduce micul dejun în fiecare dimineață.

Correct answers: 1. L(-am) 2. Îmi 3. le 4. mine 5. îmi

Exercise 3: Transforming sentences using clitic pronouns

Task: Rewrite the sentences by replacing the direct/indirect objects with clitic pronouns.

1. Am văzut pe **Mihai** la bibliotecă. → _____
2. Profesorul i-a explicat lecția **Anei**. → _____
3. Maria a dat cartea **colegilor**. → _____
4. Voi invita pe **voi** la petrecerea mea. → _____
5. Mama a cumpărat cadouri pentru **noi**. → _____

Correct answers: 1. L-am văzut la bibliotecă. 2. I-a explicat lecția. 3. Le-a dat cartea. 4. Vă voi invita la petrecerea mea. 5. Ne-a cumpărat cadouri.

2. Possessive pronouns

Exercise 1: Completing sentences with possessive pronouns and adjectives

Task: Fill in the blanks with the correct possessive adjective (*meu, ta, sa, noastră*).

1. Prietenii _____ sunt foarte de treabă.
2. Acesta este caietul _____. (tu)
3. Ea și-a pierdut geanta, dar eu încă am geanta _____. (eu)
4. Bunicii _____ (noi) locuiesc la țară.
5. Aceste cărți sunt ale _____. (ea)

Correct answers: 1. mei 2. tău 3. mea 4. noștri 5. sale

Exercise 2: Transforming sentences using possessive pronouns

Task: Rewrite the following sentences, replacing the possessive adjectives with possessive pronouns.

1. Aceasta este mașina mea. → Aceasta este _____.
2. Acestea sunt caietele tale. → Acestea sunt _____.
3. Telefonul lui este nou. → Telefonul este _____.
4. Casa noastră este mare. → Casa este _____.
5. Cărțile ei sunt pe masă. → Cărțile sunt _____.

Correct answers: 1. a mea 2. ale tale 3. al său 4. a noastră 5. ale sale

Exercise 3: Asking and answering with possessive pronouns

Task: Read the questions and answer using a possessive pronoun.

1. A cui este acest pix? (eu) → _____
2. De cine sunt aceste haine? (voi) → _____

3. A cui este această bicicletă? (Ana) → _____
4. Cui îi aparține laptopul? (noi) → _____

Correct answers: 1. Este al meu. 2. Sunt ale voastre. 3. Este a sa. 4. Este al nostru.

3. Demonstrative pronouns

Exercise 1: Choosing the correct demonstrative pronoun/adjective

Task: Complete the sentences with the correct demonstrative pronoun or adjective (*acesta, aceea, aceștia, acelea*).

1. _____ este telefonul meu. (masc. sg.)
2. Îmi place mult rochia _____. (fem. sg.)
3. _____ sunt colegii mei de facultate. (masc. pl.)
4. Nu-mi plac filmele _____, sunt prea lungi. (fem. pl.)
5. Ai văzut blocul acela? Nu, dar l-am văzut pe _____. (masc. sg.)

Correct answers: 1. Acesta 2. aceea 3. Aceștia 4. acelea 5. acesta

Exercise 2: Rewriting sentences using demonstrative pronouns

Task: Rewrite the sentences using a demonstrative pronoun to replace the noun.

1. Îmi place această carte. → Îmi place _____.
2. Am cumpărat acești pantofi. → Am cumpărat _____.
3. Îi cunosc pe acei oameni. → Îi cunosc pe _____.
4. Ai văzut acea casă? → Ai văzut _____?
5. Am închiriat aceste apartamente. → Am închiriat _____.

Correct answers: 1. aceasta 2. aceștia 3. aceia 4. aceea 5. acestea

Exercise 3: Completing a dialogue with demonstrative pronouns

Task: Listen to the dialogue and complete it with the correct demonstrative pronoun.

- A: Vrei să cumperi tricoul acesta sau pe _____ de acolo?
B: Pe _____, mi se pare mai frumos.
A: Dar pantofii aceștia?
B: Nu, îi prefer pe _____.

Correct answers: acela, acela, aceia

e. The verb

1. Present tense conjugation

Exercise 1: Complete the sentences with the correct verb form

(Completează propozițiile cu forma corectă a verbului din paranteză.)

1. Eu ____ (citi) o carte interesantă în fiecare seară. (**citesc**)
2. Tu ____ (lucra) la un proiect important. (**lucrezi**)
3. Maria ____ (scrie) un e-mail prietenului ei. (**scrie**)
4. Noi ____ (merge) la teatru în weekend. (**mergem**)
5. Voi ____ (vorbi) foarte bine limba română! (**vorbiți**)

Exercise 2: Conjugate the verbs in the present tense

(Conjugă verbele la timpul prezent.)

1. a cânta → **cânt, cânți, cântă, cântăm, cântați, cântă**
2. a desena → **desenez, desenezi, desenează, desenăm, desenați, desenează**
3. a traduce → **traduc, traduci, traduce, traducem, traduceți, traduc**
4. a găsi → **gălesc, găsești, găsește, găsim, găsiți, găesc**
5. a înțelege → **înțeleg, înțelegi, înțelege, înțelegem, înțelegeți, înțeleg**

Exercise 3: Correct the mistakes

(Corectează greșelile din propozițiile următoare.)

1. Eu merge la magazin. → **Eu merg la magazin.**
2. Ea canta frumos în fiecare zi. → **Ea cântă frumos în fiecare zi.**
3. Voi scrim o poveste interesantă. → **Voi scrieți o poveste interesantă.**
4. Noi traduceti un text dificil. → **Noi traducem un text dificil.**
5. Tu nu intelegi problema. → **Tu nu înțelegi problema.**

2. Past tenses (perfect compus and imperfect)

Exercise 1: Choose the correct past tense

(Alege forma corectă a trecutului: perfect compus sau imperfect.)

1. Când eram copil, ____ (merge) la bunici în fiecare vară. (**mergeam**)
2. Ieri, eu ____ (cumpăra) o rochie nouă. (**am cumpărat**)
3. Înainte, el ____ (avea) un câine. (**avea**)
4. Noi ____ (fi) la concert săptămâna trecută. (**am fost**)
5. Pe vremuri, bunica ____ (coace) pâine în cuptorul de lut. (**cocea**)

Exercise 2: Rewrite in the past

(Scrie propozițiile la timpul trecut potrivit.)

1. Astăzi citesc un articol interesant. → **Ieri am citit un articol interesant.**
2. Mergem la școală în fiecare zi. → **Mergem la școală în fiecare zi.**
3. Întotdeauna mă trezesc devreme. → **Întotdeauna m-am trezit devreme.**
4. Ea scrie o scrisoare lungă. → **Ea a scris o scrisoare lungă.**
5. Ei traduc un document important. → **Ei au tradus un document important.**

Exercise 3: Fill in the blanks

(Completează propozițiile cu forma corectă a verbului.)

1. Ieri ____ (vizita) un muzeu interesant. **(am vizitat)**
2. Când eram mic, ____ (dormi) la prânz în fiecare zi. **(dormeam)**
3. Ana și Ion ____ (pleca) în vacanță acum două zile. **(au plecat)**
4. Noi ____ (lucra) la proiect toată ziua. **(am lucrat)**
5. Când am ajuns, ei deja ____ (termina) cina. **(terminaseră)**

3. Future tenses

Exercise 1: Choose the correct future form

(Alege forma corectă a viitorului: viitor simplu sau viitor anterior.)

1. Mâine ____ (merge) la dentist. **(voi merge)**
2. După ce ____ (termina) cursul, voi pleca acasă. **(voi termina)**
3. Peste un an, ei ____ (începe) facultatea. **(vor începe)**
4. Când ajungi, noi deja ____ (face) rezervarea. **(vom fi făcut)**
5. Voi ____ (cumpăra) biletele pentru concert săptămâna viitoare. **(veți cumpăra)**

Exercise 2: Transform into negative form

(Transformă propozițiile la forma negativă.)

1. Eu voi merge la bibliotecă. → **Eu nu voi merge la bibliotecă.**
2. Ei vor începe cursul mâine. → **Ei nu vor începe cursul mâine.**
3. Noi vom fi terminat proiectul. → **Noi nu vom fi terminat proiectul.**
4. Voi veți cumpăra biletele. → **Voi nu veți cumpăra biletele.**
5. Ea va scrie un eseu. → **Ea nu va scrie un eseu.**

Exercise 3: Put the verbs in the future tense

(Pune verbele la viitor.)

1. Ana și Mihai (pleca) în vacanță. **(vor pleca)**
2. Noi (termina) proiectul săptămâna viitoare. **(vom termina)**
3. Tu (vedea) filmul nou? **(vei vedea)**
4. Ei (ajunge) la timp? **(vor ajunge)**
5. Eu (începe) să învăț pentru examen. **(voi începe)**

4. Conditional and subjunctive mood

Exercise 1: Fill in the blanks with the correct conditional form

(Completează propozițiile cu forma corectă a verbului la condițional prezent.)

1. Dacă aș avea timp, ____ (călători) în toată lumea. **(aș călători)**
2. El ____ (dori) să învețe o limbă nouă. **(ar dori)**
3. Noi ____ (merge) la concert, dar plouă. **(am merge)**
4. Dacă ai fi aici, ____ (fi) mai ușor. **(ar fi)**
5. Voi ____ (cumpăra) acea mașină dacă ar fi mai ieftină. **(ați cumpăra)**

Exercise 2: Choose the correct form

(Alege forma corectă a verbului la condițional sau conjunctiv.)

1. Dacă ____ (avea) mai mulți bani, mi-aș cumpăra o casă. **(aș avea)**
2. Sper să ____ (veni) și tu la petrecere. **(vii)**
3. Dacă el ____ (fi) atent, nu ar fi greșit. **(ar fi)**
4. Vreau să ____ (fi) fericită. **(fiu)**
5. Dacă noi ____ (munci) mai mult, am termina mai repede. **(am munci)**

f. The prepositions and the adverbs

1. Prepositions – usage and context

Exercise 1: Fill in the blanks with the correct preposition

(Completează propozițiile cu prepoziția corectă.)

1. Locuiesc ____ București de trei ani. **(în)**
2. Mergem ____ munte în weekend. **(la)**
3. Cartea este ____ masă. **(pe)**
4. Aștept autobuzul ____ stație. **(în)**
5. Am primit un cadou ____ prietena mea. **(de la)**

Exercise 2: Rewrite the sentences using a different preposition with a similar meaning

(Rescrie propozițiile folosind o altă prepoziție cu sens similar.)

1. Stau lângă fereastră. → **Stau aproape de fereastră.**
2. Merg spre casă. → **Merg către casă.**
3. Avionul trece deasupra orașului. → **Trece peste oraș.**
4. El a plecat din oraș. → **El a plecat de la oraș.**
5. Cartea se află sub birou. → **Cartea este dedesubtul biroului.**

Exercise 3: Identify and correct the mistakes

(Identifică și corectează greșelile.)

1. Am pus telefonul de masă. → **Am pus telefonul pe masă.**
2. Merg în mall pentru cumpărături. → **Merg la mall pentru cumpărături.**
3. A venit din Italia ca trei zile. → **A venit din Italia acum trei zile.**
4. Locuiesc la strada principală. → **Locuiesc pe strada principală.**
5. Am vorbit cu el în ieri. → **Am vorbit cu el de ieri.**

2. Adverbs – types and functions

Exercise 1: Choose the correct adverb

(Alege adverbul corect pentru fiecare propoziție.)

1. Mă simt ____ astăzi. (bine/bun) **(bine)**
2. Am alergat ____ la autobuz. (repede/rapid) **(repede)**
3. Trebuie să înveți ____ dacă vrei să promovezi. (serios/serioasă) **(serios)**
4. Profesorul a vorbit ____ despre tema noastră. (clar/clară) **(clar)**
5. Mă uit ____ la televizor seara. (des/deasă) **(des)**

Exercise 2: Transform the adjectives into adverbs

(Transformă adjectivele în adverbe.)

1. El este fericit. → **El cântă fericit.**
2. Maria este atentă. → **Maria ascultă atent.**
3. Profesorul este clar. → **Profesorul explică clar.**
4. Merg încet. → **Merg încet.** (no change needed)
5. Vremea este frumoasă. → **Cerul arată frumos.**

Exercise 3: Identify and correct the mistakes

(Identifică și corectează greșelile.)

1. El vorbește clară. → **El vorbește clar.**
2. Am alergat lentă spre casă. → **Am alergat lent spre casă.**
3. A răspuns fericiți. → **A răspuns fericit.**
4. Scrie frumoasă. → **Scrie frumos.**
5. A terminat rapidă tema. → **A terminat rapid tema.**

3. Combining prepositions and adverbs

Exercise 1: Complete the sentences with the correct preposition and adverb

(Completează propozițiile cu prepoziția și adverbul potrivit.)

1. Am plecat ____ casă ____ dimineață. (**spre, foarte**)
2. Cărțile sunt puse ____ raft ____ grijă. (**pe, cu**)
3. Am răspuns ____ întrebare ____ corect. (**la, relativ**)
4. Mergea ____ drum ____ încet. (**pe, destul de**)
5. Am ajuns ____ aeroport ____ rapid. (**la, destul de**)

Exercise 2: Rewrite the sentences by changing the adverbial phrase

(Rescrie propozițiile modificând propoziția adverbială.)

1. A citit cartea cu atenție. → **A citit cartea atent.**
2. A alergat cu viteză mare. → **A alergat repede.**
3. A vorbit cu claritate. → **A vorbit clar.**
4. A rezolvat problema fără greșală. → **A rezolvat problema corect.**
5. A ascultat cu interes. → **A ascultat interesat.**

Exercise 3: Identify the function of the prepositional or adverbial phrase

(Identifică funcția exprimată prin adverb sau introdusă prin prepoziție.)

1. Merg la școală **în** fiecare zi. → **circumstanțial de timp.**
2. Am așezat hainele **pe** scaun. → **circumstanțial de loc.**
3. A vorbit **clar și convingător**. → **circumstanțial de mod.**
4. Merg **spre** casă. → **circumstanțial de loc.**
5. A plecat din oraș **pentru** studii. → **circumstanțial de scop.**

B1. D. SENTENCE CONSTRUCTION

1. Affirmative sentence construction

Exercise 1: Word order rearrangement

Rearrange the following words to form a grammatically correct and coherent affirmative sentence.

„întotdeauna / citim / noi / cărți interesante / la bibliotecă”

(Answer: Noi citim întotdeauna cărți interesante la bibliotecă.)

Exercise 2: Combine and elaborate

Combine the two given simple sentences into one complex affirmative sentence using an appropriate conjunction.

Sentence A: „Elevii învață limba română.”

Sentence B: „Ei participă activ la cursuri.”

(Answer: Elevii învață limba română și participă activ la cursuri.)

Exercise 3: Sentence transformation with complements

Transform the following sentence by adding both a temporal and a locative complement without changing its original affirmative meaning.

„Maria citește o carte.”

(Example Answer: Maria citește o carte în parc în fiecare după-amiază.)

Exercise 4: Paraphrasing for emphasis

Rewrite the sentence below in a different structure while preserving its meaning, but emphasize the subject.

„Profesorul explică clar conceptele.”

(Example Answer: Clar explică profesorul conceptele.)

Exercise 5: Expansion with additional details

Expand the simple sentence by adding adjectives, adverbial phrases of time and manner to create a more detailed affirmative statement.

„Câinele aleargă.”

(Example Answer: Câinele mic și jucăuș aleargă vesel prin parc în fiecare dimineață.)

2. Interrogative sentence formation

Exercise 1: Closed question conversion

Convert the following affirmative sentence into a closed question (with a yes/no answer).

„Tu finalizezi temele la timp.”

(Answer: Finalizezi temele la timp?)

Exercise 2: Open question formation

Change the sentence below into an open question that begins with an interrogative adverb or pronoun.

„El explică clar exercițiile.”

(Answer: Cum explică el clar exercițiile?)

Exercise 3: Indirect question construction

Rewrite the sentence as an indirect question introduced by a verb of inquiry.

„Spune: „Unde se află biblioteca?””

(Answer: Întreabă unde se află biblioteca.)

Exercise 4: Inversion with adverbial phrases

Transform the following statement into an interrogative sentence by inverting the subject and verb, including the adverbial phrase.

„Mâine vom vizita muzeul.”

(Answer: Vom vizita muzeul mâine?)

Exercise 5: Compound question formation

Convert the compound affirmative sentence into a compound interrogative sentence that asks for confirmation on both parts.

„Tu termini proiectul și prezinți rezultatele.”

(Answer: Termină tu proiectul și prezină rezultatele?)

3. Complex sentence constructions (negatives, exclamations, and transformations)

Exercise 1: Negative sentence formation

Transform the following affirmative sentence into a negative sentence, ensuring correct placement of the negation.

„Noi vom vizita muzeul în weekend.”

(Answer: Noi nu vom vizita muzeul în weekend.)

Exercise 2: Exclamatory sentence creation

Rewrite the following statement as an exclamatory sentence to express strong emotion.

„Ce zi frumoasă este astăzi.”

(Answer: Ce zi frumoasă avem astăzi!)

Exercise 3: Compound sentence transformation with negation

Transform the two sentences below into a single compound sentence using a relative pronoun or conjunction, and include a negative clause.

Sentence A: „Am găsit locul ideal pentru picnic.”

Sentence B: „Nu era aglomerat.”

(Answer: Am găsit locul ideal pentru picnic, care nu era aglomerat.)

Exercise 4: Transformation into a complex sentence with subordinate clause

Combine the following two sentences into one complex sentence that includes a subordinate clause indicating cause or condition, while retaining a negative element.

Sentence A: „Nu a plouat.”

Sentence B: „Am decis să mergem la plimbare.”

(Example Answer: Deoarece nu a plouat, am decis să mergem la plimbare.)

Exercise 5: Creating a conditional complex sentence

Construct a complex sentence that expresses a conditional situation by combining a main clause with a subordinate clause of condition, using advanced structure.

(Example Prompt: Use the ideas “Dacă ai studiat temeinic” and “vei reuși examenul”).

(Example Answer: Dacă ai studiat temeinic, vei reuși examenul fără dificultăți.)

Level B2 (Upper intermediate)

B2

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

At the B2 level, learners should be able to express themselves fluently and spontaneously, engaging in complex discussions with ease. They should be comfortable handling both familiar and abstract topics, structuring arguments logically, and demonstrating a high level of grammatical and lexical accuracy. The key areas of focus for B2 include advanced vocabulary (academic and professional terminology, nuanced expressions, collocations, phrasal verbs), topics (debating social issues, analyzing literary and journalistic texts, presenting arguments and counterarguments, expressing and defending opinions with clarity), and essential skills (understanding implicit meaning, maintaining long and detailed conversations, writing structured essays and reports, refining grammatical accuracy, and recognizing subtleties in tone and style). Exercises at this level should aim to develop critical thinking in language use, encourage

spontaneous interactions, and refine both oral and written expression to approach near-native fluency in various contexts. Here are some examples of suitable exercises.

B2. A. COMMUNICATIVE FUNCTIONS (in listening and speaking activities)

1. Requesting and offering information

Exercise 1: Role-playing formal and informal requests

Create two versions of a request—one formal and one informal—based on the given scenario.

Scenario: You need directions to the nearest pharmacy.

(Example answers: Informal: „Hei, știi unde e cea mai apropiată farmacie?”

Formal: „Bună ziua, îmi puteți spune unde se află cea mai apropiată farmacie, vă rog?”)

Exercise 2: Clarification and confirmation

Rephrase and confirm the given statement as if you were unsure of the information.

Statement: „Autobuzul 32 pleacă la ora 14:00.”

(Example answer: „Deci, dacă am înțeles corect, autobuzul 32 pleacă la ora 14:00, nu-i așa?”)

Exercise 3: Giving directions with additional context

Provide detailed directions to a given destination, adding useful contextual details.

Scenario: A tourist asks how to get to the train station.

(Example answer: „Mergeți înainte până la intersecție, apoi faceți stânga. Pe drum veți trece pe lângă un parc mare. Gara este la capătul străzii, după banca centrală.”)

Exercise 4: Managing an incomplete response

React appropriately when someone gives you only partial information, formulating a follow-up question.

Statement: „Farmacia este la două străzi distanță.”

(Example answer: „Mulțumesc! Dar îmi puteți spune exact pe ce stradă se află?”)

Exercise 5: Explaining complex information

Describe step-by-step how to complete an administrative task, such as applying for a residence permit.

(Example answer: „Mai întâi trebuie să completați formularul online. Apoi mergeți la biroul de înregistrare cu actele necesare. Funcționarul vă va cere o copie a pașaportului și o taxă de procesare.”)

2. Expressing opinions and arguments

Exercise 1: Agreeing and disagreeing politely

Respond to the given opinion by first agreeing and then disagreeing in a respectful way.

Opinion: „Cred că toată lumea ar trebui să învețe o limbă străină.”

(Example answer: „Sunt de acord, învățarea unei limbi străine îți deschide multe oportunități. Totuși, nu toți oamenii au timpul sau resursele necesare pentru a face acest lucru.”)

Exercise 2: Supporting an opinion with arguments

Express an opinion and support it with at least two arguments.

Topic: „Este mai bine să locuiești la oraș sau la sat?”

(Example answer: „Cred că este mai bine să locuiești la oraș, deoarece ai mai multe oportunități profesionale și acces la servicii medicale mai bune.”)

Exercise 3: Expressing doubt and certainty

Respond to the following statement using both a doubtful and a certain tone.

Statement: „Tehnologia va rezolva toate problemele societății.”

(Example answers: „Nu sunt sigur, cred că depinde mult de cum este utilizată.” / „Sunt absolut convins că tehnologia va aduce schimbări pozitive.”)

Exercise 4: Reframing a statement for persuasion

Reword the following argument to make it more persuasive.

Statement: „Sportul este important pentru sănătate.”

(Example answer: „Dacă vrei să ai o viață mai lungă și să te simți mai bine zilnic, trebuie să faci sport în mod regulat.”)

Exercise 5: Handling contradictory opinions

Construct a response that acknowledges an opposing opinion while reinforcing your own.

Statement: „Un stil de viață sănătos înseamnă doar o alimentație echilibrată.”

(Example answer: „O alimentație echilibrată este importantă, dar cred că și activitatea fizică și odihna joacă un rol esențial.”)

3. Managing conversations and negotiations

Exercise 1: Interrupting and resuming a conversation politely

Interrupt the following conversation in a respectful manner and then help the speaker resume their point.

Speaker: „Deci, spuneam că pentru a înregistra documentele...”

(Example answer: „Îmi cer scuze că vă întrerup, dar am o întrebare rapidă despre documentele necesare. Vă rog, continuați după aceea.”)

Exercise 2: Making and responding to suggestions

Suggest a group activity and provide two alternative responses: one accepting and one rejecting the suggestion.

Suggestion: „Ce-ar fi să mergem la un concert sâmbătă seara?”

(Example answers: „Sună grozav, abia aștept!” / „Îmi pare rău, dar sâmbătă seara sunt ocupat.”)

Exercise 3: Handling a disagreement constructively

Read the following statement and formulate a response that de-escalates tension.

Statement: „Nu sunt de acord cu tine, ceea ce spui nu are sens.”

(Example answer: „Înțeleg că vezi lucrurile diferit. Poate putem găsi un punct comun?”)

Exercise 4: Expressing uncertainty while keeping the conversation going

React to an unexpected question when you are unsure of the answer.

Question: „Care este cel mai bun restaurant din oraș?”

(Example answer: „Nu sunt sigur, dar pot întreba un prieten care cunoaște mai bine restaurantele.”)

Exercise 5: Negotiating a compromise

Propose a compromise in response to a disagreement about weekend plans.

Statement: „Eu vreau să mergem la munte, dar tu vrei să stăm acasă.”

(Example answer: „Ce-ar fi să mergem doar o zi la munte și să ne odihnim acasă duminică?”)

B2. B. VOCABULARY (in reading and writing activities)

1. Synonyms, antonyms, and contextual meaning

Exercise 1: Identifying synonyms

Replace the underlined words in the sentences below with a more sophisticated synonym.

1. Maria este *fericită* pentru că a primit o veste bună.
2. Profesorul *a explicat* lecția foarte clar.
3. El *merge* la muncă în fiecare dimineață.
4. Am avut o experiență *plăcută* în vacanță.
5. Cartea este foarte *interesantă*.

(Example Answers: încântată, a prezentat, se deplasează, agreabilă, captivantă)

Exercise 2: Finding antonyms

Provide an antonym for each of the words below and use it in a sentence.

1. Rapid
2. Generos
3. Obositor
4. Apreciat
5. Uitat

(Example answers: Lent – Trenul este foarte lent astăzi. / Egoist – Nu este deloc egoist, ci foarte darnic.)

Exercise 3: Understanding words in context

Read the short paragraph below and infer the meaning of the underlined words based on context.

"Într-o atmosferă prielnică, elevii au reușit să asimileze informațiile mai repede decât de obicei. Profesorul a folosit metode ingenioase, iar rezultatele au fost remarcabile."

Write a definition for each underlined word.

(Example answers: prielnică = favorabilă, asimileze = să învețe / să înțeleagă, ingenioase = creative, remarcabile = impresionante.)

2. Word formation and derivation

Exercise 1: Forming nouns from verbs

Transform the following verbs into nouns by using appropriate suffixes.

1. A învăța →
2. A descoperi →
3. A observa →
4. A explica →
5. A traduce →

(Example Answers: învățare, descoperire, observație, explicație, traducere)

Exercise 2: Creating adjectives from nouns

Form an adjective from each noun below and use it in a sentence.

1. Lumină →
2. Putere →
3. Bucurie →
4. Prietenie →
5. Natură →

(Example Answers: luminos – Camera este foarte luminoasă. / puternic – Are un caracter puternic.)

Exercise 3: Prefixes and suffixes

Add an appropriate prefix or suffix to the following words to create a new meaning.

1. corect → (prefix)
2. legal → (prefix)
3. fericit → (suffix)
4. posibil → (prefix)
5. acceptabil → (suffix)

(Example answers: incorect, ilegal, fericire, imposibil, acceptabilitate)

3. Idioms, expressions, and lexical cohesion

Exercise 1: matching idioms with meanings

Match the Romanian idioms on the left with their correct meaning on the right.

1. A bate apa în piuă → a) A exagera un subiect nesemnificativ
2. A avea mână de aur → b) A avea mare talent în ceva
3. A face din țânțar armăsar → c) A vorbi mult fără rezultat
4. A fi cu capul în nori → d) A fi visător, neatent
5. A trage pe sfoară → e) A înșela pe cineva

(Example Answers: 1-c, 2-b, 3-a, 4-d, 5-e)

Exercise 2: Using idioms in writing

Write a short paragraph (5-6 sentences) in which you correctly use at least three of the following idioms:

- A pune osul la treabă
- A-și lua inima în dinți
- A trage la răspundere
- A avea o minte brici
- A călca strâmb

(Example answer: După ce a călcat strâmb la locul de muncă, colegii l-au tras la răspundere. A realizat greșeala și a decis să-și ia inima în dinți și să-și ceară scuze. În următoarele luni, a pus osul la treabă pentru a-și reabilita reputația.)

Exercise 3: Lexical cohesion in texts

Read the short passage below. Identify five linking words or cohesive devices and suggest a way to replace them with different but equivalent words to improve cohesion.

"Mihai a plecat devreme la serviciu. Apoi, s-a oprit la magazin pentru a cumpăra câteva alimente. De asemenea, a trecut pe la bancă să plătească o factură. În final, a ajuns acasă obosit, dar mulțumit că și-a terminat toate treburile pe ziua respectivă."

(Example Answers: apoi → după aceea, de asemenea → în plus, în final → la sfârșit, dar → însă, să plătească o factură → pentru a achita o factură.)

B2. C. GRAMMAR

a. The noun

1. Noun formation and word derivation

Exercise 1: Forming abstract nouns from adjectives

Transform the following adjectives into abstract nouns and use them in a sentence.

1. Generos →
2. Frumos →
3. Inteligent →
4. Puternic →
5. Sincer →

(Example answers: generozitate – Actele de generozitate trebuie apreciate. / frumusețe – Frumusețea naturii mă inspiră.)

Exercise 2: Creating diminutives and augmentatives

Form a diminutive and an augmentative for each of the following nouns and provide an example sentence for each.

1. Casă →
2. Copil →
3. Floare →
4. Cățel →
5. Carte →

(Example answers: căsuță – Am o căsuță la țară. / căsoi – Vecinul și-a construit un căsoi imens.)

Exercise 3: Forming compound nouns

Combine the following words to create compound nouns and use them in a sentence.

1. Apă + moară →
2. Cap + lumină →

3. Vin + spumă →
4. Mână + lucru →
5. Gard + viu →

(Example answers: moară de apă – Am vizitat o moară de apă veche. / gard viu – În grădină avem un gard viu foarte dens.)

2. Noun cases and agreement with adjectives

Exercise 1: Declining nouns in all cases

Decline the following noun in singular and plural through all Romanian cases.

Noun: „masă”

(Example Answer: N. masa, mesele / G.-D. mesei, meselor / Ac. masa, mesele / V. masă!, mese!)

Exercise 2: Correcting case errors

Identify and correct the incorrect noun forms in the following sentences.

1. Cartea al elevului este pe birou.
2. Le-am dat un cadou prietenele mele.
3. Vorbim deseori despre frumusețea naturei.
4. Merg la medic cu sănătatea fratele meu.
5. Profesorul laudă munca studentului.

(Example answers: Cartea elevului / prietenelor mele / frumusețea naturii / fratelui/ studentului)

Exercise 3: Agreement between nouns and adjectives

Complete the following sentences by correctly agreeing the adjectives with the nouns.

1. Am cumpărat o rochie (elegant) și (colorat).
2. Ai văzut tabloul (vechi) din muzeu?
3. Mă fascinează poveștile (frumos) despre trecut.
4. A scris o poezie (emoționant), dar și (trist).
5. Cărțile (interesant) sunt mereu apreciate.

(Example answers: elegantă, colorată / vechi / frumoase / emoționantă, tristă / interesante)

3. Syntactic functions of nouns

Exercise 1: Identifying noun functions

Underline the noun in each sentence and identify its function (subject, direct object, indirect object, attribute, predicative complement).

1. Elevii citesc cărți interesante.
2. Profesorul le explică lecția elevilor.
3. Aceasta este soluția corectă.
4. Frumusețea naturii mă încântă.
5. Ea este o persoană foarte inteligentă.

(Example answers: Elevii – subiect / lecția – complement direct / soluția – nume predicativ / frumusețea – subiect / persoană – nume predicativ)

Exercise 2: Transforming sentences by changing the function of the noun

Rewrite the sentence so that the underlined noun changes its syntactic function.

1. *Profesorul* explică lecția elevilor. (Change „profesorul” into a indirect object.)
2. *Prietena* mea a cumpărat o carte nouă. (Make „prietenă” a indirect object.)
3. *Cartea* este pe masă. (Turn „cartea” into a subject complement – Nume predicativ.)
4. Am oferit un cadou *mamei*. (Turn „mamei” into a subject.)
5. *Soluția* este logică. (Make „soluția” a direct object.)

(Example answers: Explic lecția profesorului. / I-am oferit prietenei mele o carte. / Obiectul de pe masă este o carte. / Mama a primit un cadou. / Propun o soluție logică.)

Exercise 3: Expanding sentences by adding noun phrases

Expand the given sentences by adding a noun phrase that functions as an attribute or an indirect object.

1. Am vizitat orașul.
2. Prietenii au oferit un cadou.
3. Profesorul a apreciat răspunsul.
4. A citit un articol interesant.
5. Copiii au cântat o melodie.

(Example answers: Am vizitat orașul medieval plin de istorie. / Prietenii au oferit un cadou colegului lor. / Profesorul a apreciat răspunsul detaliat al studentului. / A citit un articol interesant despre știință. / Copiii au cântat o melodie populară din folclor.)

b. The adjective

1. Degrees of comparison

Exercise 1: Fill in the blanks with the correct form of the adjective in parentheses (comparative or superlative).

1. Acest oraș este _____ (frumos) decât cel pe care l-am vizitat anul trecut.
2. Maria este _____ (inteligent) studentă din clasă.
3. Ești _____ (norocos) decât crezi!
4. Acest drum este _____ (rău) decât cel pe care l-am ales prima dată.
5. Dintre toate destinațiile, România este _____ (interesant).

Answers:

1. mai frumos
2. cea mai inteligentă
3. mai norocos
4. mai rău
5. cea mai interesantă

Exercise 2: Rewrite the sentences using the opposite degree of comparison.

1. Această cafea este mai caldă decât ceaiul.
2. Dan este cel mai înalt dintre prietenii săi.
3. Acest film este mai interesant decât cel de ieri.
4. Acest exercițiu este mai dificil decât cel anterior.
5. Această carte este cea mai bună din câte am citit.

Answers:

1. Ceaiul este mai puțin cald decât această cafea.
2. Dan este cel mai puțin scund dintre prietenii săi.
3. Filmul de ieri este mai puțin interesant decât acesta.
4. Exercițiul anterior este mai puțin dificil decât acesta.
5. Această carte este cea mai puțin bună din câte am citit.

Exercise 3: Choose the correct form of the adjective in parentheses.

1. Aceste explicații sunt (cele mai clare / mai clare) decât cele din manual.
2. Dintre toate, alegerea aceasta este (mai bună / cea mai bună) pentru tine.
3. Cartea aceasta e (mai interesantă / cea mai interesantă) decât filmul.
4. Casa lui este (mai mare / cea mai mare) decât a noastră.
5. Aceasta este (mai frumoasă / cea mai frumoasă) rochie pe care am văzut-o.

Answers:

1. mai clare
2. cea mai bună
3. mai interesantă
4. mai mare
5. cea mai frumoasă

2. Agreement of adjectives

Exercise 1: Fill in the blanks with the correct form of the adjective in parentheses.

1. Acești profesori sunt foarte _____ (exigent).
2. Femeile _____ (frumos) sunt mereu admirate.
3. Am ales o rochie _____ (verde) pentru petrecere.
4. Acele cărți _____ (interesant) sunt recomandate pentru examen.
5. Mașinile _____ (rapid) sunt foarte scumpe.

Answers:

1. exigenți
2. frumoase
3. verde
4. interesante
5. rapide

Exercise 2: Correct the errors in the following sentences.

1. Profesorii exigente au multe așteptări de la studenți.
2. Fetele frumosi sunt talentate.
3. Am văzut o floare albe în grădină.
4. Acele eleve inteligent lucrează mult.
5. A fost o seară foarte relaxant.

Answers:

1. Profesorii exigenți au multe așteptări de la studenți.
2. Fetele frumoase sunt talentate.
3. Am văzut o floare albe în grădină.
4. Acele eleve inteligente lucrează mult.
5. A fost o seară foarte relaxantă.

Exercise 3: Match the adjective with the correct noun form.

1. interesant
2. mic
3. bun
4. frumos
5. elegant

a. casă

b. filme

c. câine

d. rochie

e. oameni

Answers:

- 1 - b (filme interesante)
- 2 - a (casă mică)
- 3 - c (câine bun)
- 4 - d (rochie frumoasă)
- 5 - e (oameni eleganți)

3. Position of adjectives

Exercise 1: Identify and correct the misplaced adjectives.

1. Am citit o interesantă carte despre istorie.
2. Am văzut un film captivant recent.
3. Maria poartă o rochie frumoasă nouă.
4. Este o problemă dificilă foarte.
5. Am găsit o ofertă avantajoasă extrem de.

Answers:

1. Am citit o carte interesantă despre istorie.
2. Am văzut recent un film captivant.
3. Maria poartă o rochie nouă frumoasă.
4. Este o problemă foarte dificilă.
5. Am găsit o ofertă extrem de avantajoasă.

Exercise 2: Translate the following sentences into Romanian, keeping correct adjective placement.

1. This is a very old book.
2. I bought an extremely expensive watch.
3. He is a truly remarkable artist.
4. That was a completely unexpected result.
5. She has a rather strange opinion.

Answers:

1. Aceasta este o carte foarte veche.
2. Am cumpărat un ceas extrem de scump.
3. Este un artist cu adevărat remarcabil.
4. Acela a fost un rezultat complet neașteptat.
5. Ea are o opinie destul de ciudată.

c. The pronouns

1. Personal and possessive pronouns

Exercise 1: Fill in the blanks with the correct personal pronoun.

1. _____ (I) am învățat limba română de doi ani.
2. _____ (You, singular) ai fost la bibliotecă ieri?
3. Profesorul a întrebat dacă _____ (they, feminine) au predat proiectul.
4. Îmi place să vorbesc cu Andrei, dar _____ (he) este foarte ocupat.
5. Noi avem două pisici, iar _____ (they, feminine) sunt foarte jucăușe.

Answers:

1. Eu
2. Tu
3. Ele
4. El
5. Ele

Exercise 2: Choose the correct possessive pronoun/possessive adjective.

1. Acesta este caietul _____ (mine / meu / mea), iar acela este al tău.
2. Prietenii _____ (lui / al lui / luii) sunt foarte inteligenți.
3. Am uitat unde mi-am pus cheile _____ (mea / mele / mie).
4. Aceasta este casa _____ (nostru / noastră / noștri).
5. Cartea aceasta este _____ (a mea / a meu / a mei).

Answers:

1. meu

2. lui
3. mele
4. noastră
5. a mea

Exercise 3: Transform the sentences using possessive pronouns instead of nouns.

1. Telefonul meu este mai nou decât telefonul tău. → Telefonul meu este mai nou decât _____.
2. Mașina lui Andrei este roșie, iar mașina Mariei este albastră. → Mașina lui Andrei este roșie, iar _____ este albastră.
3. Aceste documente sunt ale colegului meu. → Aceste documente sunt _____.
4. Apartamentul nostru este mai mare decât al prietenului meu. → Apartamentul nostru este mai mare decât _____.
5. Casa părinților mei este în București. → Casa _____ este în București.

Answers:

1. al tău
2. a sa
3. ale sale
4. al său
5. alor mei

2. Reflexive and demonstrative pronouns

Exercise 1: Complete the sentences with the correct reflexive pronoun.

1. Mă uit în oglindă și _____ (myself) văd foarte clar.
2. El _____ (himself) gândește prea mult la trecut.
3. Noi _____ (ourselves) bucurăm de vacanță.
4. Voi _____ (yourselves) descurcați singuri.
5. Ei _____ (themselves) vor pregăti pentru test.

Answers:

1. mă
2. se
3. ne
4. vă
5. se

Exercise 2: Fill in the blanks with the appropriate demonstrative pronoun.

1. _____ (Aceasta / Acesta / Aceștia) este casa mea.
2. _____ (Aceia / Acele / Acela) sunt prietenii mei.
3. Îmi place mult rochia _____ (aceasta / aceia / acele).
4. Am terminat cartea _____ (acela / aceea / acea).
5. Nu-mi amintesc de cine vorbești, cine este _____ (acela / aceia / acele)?

Answers:

1. Aceasta
2. Aceia
3. aceasta
4. aceea
5. acela

Exercise 3: Rewrite the sentences using appropriate demonstrative pronouns.

1. Această mașină este a mea, dar mașina de acolo este a lui. → Aceasta este a mea, dar _____ este a lui.
2. Aceste cărți sunt pentru studenți, iar cărțile de pe masă sunt pentru profesori. → _____ sunt pentru studenți, iar acelea sunt pentru profesori.
3. Îmi place acest apartament mai mult decât apartamentul din centru. → Îmi place _____ mai mult decât acela.
4. Acest exercițiu este mai ușor decât exercițiul anterior. → _____ este mai ușor decât acela.
5. Aceste flori sunt pentru tine, iar florile din grădină sunt pentru mama ta. → _____ sunt pentru tine, iar acelea sunt pentru mama ta.

Answers:

1. aceea
2. Acestea
3. acesta
4. acesta
5. acestea

3. Relative and indefinite pronouns

Exercise 1: Fill in the blanks with the correct relative pronoun (care, căruia, căreia, cărora, ce, al cărui, a cărei, ale căror).

1. Acesta este profesorul _____ lecțiile sunt mereu interesante.
2. Elevii _____ li s-a oferit o bursă sunt foarte fericiți.

3. Am întâlnit un scriitor _____ opera a fost tradusă în 10 limbi.
4. Aceasta este fata _____ tată lucrează la ambasadă.
5. Îți voi arăta proiectul _____ l-am finalizat ieri.

Answers:

1. ale cărui
2. căroră
3. a cărui
4. al cărei
5. pe care

Exercise 2: Choose the correct indefinite /negative pronoun.

1. _____ (Somebody) a lăsat un mesaj pentru tine.
2. Nu am găsit _____ (anything) de interesant în acel articol.
3. Am vorbit cu _____ (someone), dar nu mi-a oferit un răspuns clar.
4. Nu cunosc _____ (anyone) în acest oraș.
5. Aș dori să cumpăr _____ (something) special pentru aniversare.

Answers:

1. Cineva
2. nimic
3. cineva
4. pe nimeni
5. ceva

Exercise 3: Translate the following sentences into Romanian using relative and indefinite pronouns.

1. The book that I borrowed is very interesting.
2. I met someone who speaks five languages.
3. The students whose papers were excellent received awards.
4. Is there anything you would like to add?
5. She is looking for a place where she can study in peace.

Answers:

1. Cartea pe care am împrumutat-o este foarte interesantă.
2. Am întâlnit pe cineva care vorbește cinci limbi.
3. Studenții ale căror lucrări au fost excelente au primit premii.
4. Există ceva ce ai dori să adaugi?
5. Ea caută un loc în care poate studia în liniște.

d. The verb

1. Present tense – advanced conjugation and usage

Exercise 1: Complete the sentences with the correct verb form

(Completează propozițiile cu forma corectă a verbului din paranteză.)

1. De fiecare dată când îl văd, el ____ (zâmbi) misterios. (**zâmbește**)
2. În fiecare zi, profesorul nostru ____ (explica) noțiuni complicate. (**explică**)
3. Studenții ____ (înțelege) perfect acest concept. (**înțeleg**)
4. Oriunde ____ (merge) el, este mereu apreciat. (**merge**)
5. În timpul verii, noi ____ (călători) prin țară. (**călătorim**)

Exercise 2: Identify and correct the mistakes

(Identifică și corectează greșelile din propozițiile următoare.)

1. Eu cânt la pian de zece ani. → **Eu cânt la pian de zece ani.**
2. Ei vorbesc fluent limba românesc. → **Ei vorbesc fluent limba română.**
3. Noi terminam de citit cartea acum. → **Noi terminăm de citit cartea acum.**
4. Tu îmi spui un lucru important în acest moment? → **Îmi spui un lucru important în acest moment?**
5. Maria să duce la magazin în fiecare dimineată. → **Maria se duce la magazin în fiecare dimineată.**

2. Past tenses – advanced use of perfect compus, imperfect, and mai mult ca perfectul

Exercise 1: Fill in the blanks with the correct past tense

(Completează propozițiile cu timpul trecut potrivit.)

1. Ieri ____ (vedea) un film extraordinar. (**am văzut**)
2. Când eram copil, ____ (merge) la munte în fiecare vară. (**mergeam**)
3. Înainte de a pleca, el deja ____ (scrie) un mesaj. (**scrisesese**)
4. Pe când locuiam în Franța, ____ (vizita) multe muzee. (**vizitam**)
5. Când am intrat în clasă, profesorul deja ____ (începe) lecția. (**începuse**)

Exercise 2: Transform into indirect speech

(Transformă propozițiile în vorbire indirectă.)

1. „Am fost la teatru aseară.” → **El a spus că fusese la teatru aseară.**
2. „Mă gândesc la o vacanță în Italia.” → **Ea a spus că se gândea la o vacanță în Italia.**
3. „Vom pleca mâine dimineată.” → **Ei au spus că vor pleca a doua zi dimineată.**
4. „Îmi place să citesc cărți de istorie.” → **El a spus că îi place să citească cărți de istorie.**
5. „Nu am înțeles lecția de gramatică.” → **Ea a spus că nu înțelesese lecția de gramatică.**

3. Future tenses – nuanced usage of viitor simplu and viitor anterior

Exercise 1: Complete the sentences with the correct future tense

(Completează propozițiile cu timpul viitor potrivit.)

1. Peste cinci ani, el ____ (termina) facultatea. (**va termina**)
2. După ce ____ (ajunge) la destinație, te voi suna. (**voi ajunge**)
3. Dacă totul merge conform planului, noi ____ (încheia) proiectul înainte de termen. (**vom încheia**)
4. Când mă vei suna, eu deja ____ (pleca) de acasă. (**voi fi plecat**)
5. Mâine la ora asta, noi ____ (zbura) spre Paris. (**vom zbura**)

Exercise 2: Rewrite in future continuous

(Rescrie propozițiile folosind viitorul continuu.)

1. La ora 10, noi citim pentru examen. → **La ora 10, noi vom fi citind pentru examen.**
2. Mâine la prânz, ei mănâncă la restaurant. → **Mâine la prânz, ei vor fi mâncând la restaurant.**
3. Pe durata călătoriei, vom asculta muzică. → **Pe durata călătoriei, vom fi ascultând muzică.**

4. Conditional and subjunctive mood – complex structures

Exercise 1: Fill in the blanks with the correct conditional form

(Completează propozițiile cu forma corectă a verbului la condițional optativ prezent.)

1. Dacă aș fi avut mai mult timp, ____ (termina) proiectul. (**aș fi terminat**)
2. Ei ____ (veni) la petrecere dacă nu ar fi fost atât de obosiți. (**ar fi venit**)
3. Dacă tu ____ (ști), ai fi acționat altfel. (**ai fi știut**)

4. Noi ____ (alege) o altă destinație dacă am fi avut posibilitatea. **(am fi ales)**
5. Dacă nu aş fi întârziat, ____ (ajunge) la timp. **(aş fi ajuns)**

Exercise 2: Choose the correct subjunctive form

(Alege forma corectă a verbului la conjunctiv.)

1. Profesorul a cerut să ____ (scrie) un eseu despre literatură. **(scriem)**
2. E necesar să ____ (termina) această lucrare azi. **(terminăm)**
3. Nu cred că el să ____ (înțelege) problema. **(înțeleagă)**
4. Aş dori ca ei să ____ (participa) la conferință. **(participe)**
5. Sper ca tu să ____ (reuși) la examen. **(reuşești)**

e. The prepositions and the adverbs

1. Prepositions

Exercise 1: Fill in the blanks with the correct preposition (dintre, împotriva, asupra, de-a lungul, datorită, conform, printre, în ciuda).

1. A trebuit să aleg _____ două oferte foarte bune.
2. Decizia a fost luată _____ regulilor stabilite anterior.
3. Era foarte linişte _____ întregii conferințe.
4. _____ problemelor, a reuşit să finalizeze proiectul.
5. Am primit o ofertă bună _____ faptului că economia este în creștere.
6. Profesorul a atras atenția _____ pericolelor utilizării excesive a tehnologiei.
7. S-a ascuns _____ oameni ca să nu fie văzut.
8. Echipa a luptat din greu _____ adversarilor redutabili.

Answers:

1. dintre
2. conform
3. de-a lungul
4. În ciuda
5. datorită
6. asupra
7. printre
8. împotriva

Exercise 2: Correct the mistakes in the following sentences. Some sentences are correct.

1. Mergem la munte din cauza vremii frumoase.
2. Profesorul a vorbit despre cum putem proteja natura.
3. Copiii au jucat fotbal din fața blocului.
4. El este responsabil asupra organizării evenimentului.
5. Am locuit în Franța dintre 2015 și 2018.
6. În funcție de vreme, putem merge la picnic mâine.

Answers:

1. Mergem la munte datorită vremii frumoase.
2. ☒ (corect)
3. Copiii au jucat fotbal în fața blocului.
4. El este responsabil pentru organizarea evenimentului.
5. Am locuit în Franța între 2015 și 2018.
6. ☒ (corect)

Exercise 3: Translate the following sentences into Romanian using the correct prepositions.

1. The book is on the table, next to the laptop.
2. We traveled through Europe last summer.
3. I can't decide between these two options.
4. He is very talented, despite his young age.
5. The announcement was made according to the official statement.

Answers:

1. Cartea este pe masă, lângă laptop.
2. Am călătorit prin Europa vara trecută.
3. Nu mă pot decide între aceste două opțiuni.
4. Este foarte talentat, în ciuda vârstei sale fragede.
5. Anunțul a fost făcut conform declarației oficiale.

2. Adverbs

Exercise 1: Fill in the blanks with the correct adverb (niciodată, desigur, totuși, deja, absolut, poate, doar, evident).

1. Nu am fost _____ în America, dar sper să vizitez într-o zi.
2. Nu știu exact ora plecării, dar _____ te pot anunța mai târziu.
3. Am ajuns la gară și trenul _____ plecase!

4. Nu sunt sigur, dar _____ am uitat cheile acasă.
5. Ai terminat tema? _____! Am lucrat la ea toată ziua.
6. Nu ai nevoie de atât de mulți bani, trebuie să plătești _____ biletul.
7. A spus că nu știe nimic, _____ mi s-a părut că mințea.
8. Nu este _____ necesar să pleci atât de devreme.

Answers:

1. niciodată
2. desigur
3. tocmai
4. poate
5. evident
6. doar
7. totuși
8. absolut

Exercise 2: Choose the correct sentence.

- A) Mergeam rar la teatru, dar acum merg mai des.
B) Mergeam rareori la teatru, dar acum merg mai rar.
- A) Am terminat cartea încă.
B) Încă nu am terminat cartea.
- A) Cu siguranță, el a câștigat concursul.
B) El a câștigat concursul cu siguranță.
- A) Am ajuns cam devreme la petrecere.
B) Am ajuns devreme cam la petrecere.

Answers:

1. A) Mergeam rar la teatru, dar acum merg mai des.
2. B) Încă nu am terminat cartea.
3. A) Cu siguranță, el a câștigat concursul.
4. A) Am ajuns cam devreme la petrecere.

Exercise 3: Rewrite the sentences using the indicated adverb in the correct position.

1. A fost la doctor. (probabil)
2. Îl voi întâlni la bibliotecă. (poate)
3. Am citit această carte. (deja)
4. Nu voi merge la film. (niciodată)

5. A fost foarte obosit, a mers la antrenament. (totuși)

Answers:

1. Probabil a fost la doctor.
2. Poate îl voi întâlni la bibliotecă.
3. Am citit deja această carte.
4. Nu voi merge niciodată la film.
5. A fost foarte obosit, totuși a mers la antrenament.

B2. D. SENTENCE CONSTRUCTION

1. Affirmative sentence construction

Exercise 1: Word order and emphasis

Rearrange the words below into a correct sentence while placing emphasis on the subject.

„frumos / povestea / a spus / foarte / profesorul”

(Answer: Profesorul a spus povestea foarte frumos.)

Exercise 2: Syntactic expansion

Expand the following simple sentence by adding adverbial phrases, direct and indirect objects, and adjectives to create a more complex statement.

„Ana citește.”

(Example answer: Ana citește o carte captivantă în fiecare seară, așezată confortabil în fotoliul ei preferat.)

Exercise 3: Cleft sentence formation

Rewrite the sentence below using a cleft construction (a structure that emphasizes a specific part of the sentence).

„Maria a descoperit soluția.”

(Example answer: Ceea ce a descoperit Maria a fost soluția corectă.)

Exercise 4: Coordination and subordination

Combine the two independent sentences using both coordination and subordination to create a longer, fluid sentence.

Sentence A: „Am ajuns devreme.”

Sentence B: „Evenimentul nu începuse încă.”

(Example answer: Am ajuns devreme, iar evenimentul nu începuse încă, ceea ce ne-a permis să ne alegem locurile ideale.)

2. Interrogative sentence formation

Exercise 1: Transform into an embedded question

Convert the direct question into an embedded (indirect) question.

„Unde se află biblioteca?”

(Answer: Aș vrea să știu unde se află biblioteca.)

Exercise 2: Complex question with double interrogative

Create a question using two interrogative pronouns in the same sentence.

(Example prompt: Use “cine” and “ce” in a question.)

(Example answer: Cine ți-a spus ce trebuie să faci?)

Exercise 3: Negative interrogative sentence

Rewrite the following question using a negative structure to express surprise or doubt.

„El a terminat proiectul?”

(Answer: Nu cumva a terminat deja proiectul?)

Exercise 4: Hypothetical question formation

Construct an interrogative sentence that implies a hypothetical or uncertain situation.

(Example prompt: Use “dacă” and the verb “putea” in a question.)

(Example answer: Dacă ai putea schimba trecutul, ce ai face diferit?)

Exercise 5: Interrogative sentence with parenthetical structure

Formulate a complex question that includes a parenthetical clause.

(Example prompt: Use “de ce” and a phrase like “după părerea ta.”)

(Example answer: De ce, după părerea ta, este această regulă atât de importantă?)

3. Complex sentence constructions (negatives, exclamations, and transformations)

Exercise 1: Double negation for emphasis

Transform the affirmative sentence into a negative one, ensuring that the double negation maintains emphasis without altering the meaning.

„Toată lumea a fost de acord cu propunerea.”

(Answer: Nimeni nu a fost împotriva propunerii.)

Exercise 2: Exclamatory sentence with subordinate clause

Rewrite the sentence as an exclamatory statement containing a subordinate clause.

„Este o zi minunată.”

(Answer: Ce minunată este ziua aceasta, mai ales că nu plouă deloc!)

Exercise 3: Transformation into a conditional complex sentence

Reformulate the two given sentences into a complex sentence with a conditional

clause.

Sentence A: „Nu ai studiat suficient.”

Sentence B: „Nu vei obține nota dorită.”

(Answer: Dacă nu ai studiat suficient, nu vei obține nota dorită.)

Exercise 4: Modal construction for obligation or necessity

Rewrite the sentence using a modal verb to indicate necessity or obligation.

„E obligatoriu să ajungi la timp.”

(Answer: Trebuie să ajungi la timp.)

Exercise 5: Relative clause transformation

Transform the two sentences into a single sentence using a relative clause.

Sentence A: „Am văzut un film.”

Sentence B: „Filmul era foarte emoționant.”

(Answer: Am văzut un film care era foarte emoționant.)

Chapter 4. Turkish as a second language

Materials for Teaching Turkish as a Foreign Language
Levels A1 – A2

1. General Framework

Students learning Turkish according to the CEFR acquire the basic language skills necessary for daily life at A1 and A2 levels.

- A1: Greetings, getting acquainted, communicating with simple sentences.
- A2: Talking about daily topics, talking about the past/future, writing simple texts.

1. Genel Çerçeve

1. Genel Çerçeve

CEFR'ye göre, Türkçeye kıreten, A1 ve A2 seviyelerinde kurulumalusteeri lem Türkçöh kazainil.

Seviye		
A1 Selâlmâm		
A2 Dineleme		
Tema	Kelimeler	Kinimeler
Renkder	anne, baba	kırmızı, oaba
Alle	Kız, orketmen	oğul
Ev Eşyaları	Günler, Days	Aylar
Günler	Aylar	şon

2.2. Dinleme - Konuşma Etkinlikleri Kendini Tanıtma

Selâmlaşma Divalogları

- 👋 Merhaba – Hos geldin
- 🌞 Günaydin – İyi sabahlar

Kendini Tanıtma

- Benim adim Ali



2. A1 Level

2.1. Word Fields

 Colors: red, blue, yellow, green, black, white.

 Family: mother, father, sibling, grandfather, grandmother, uncle, aunt. 

Household Items: table, book, chair, phone, computer, lamp, bed.  Days: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.  Months: January, February, March, April, May, June, July, August, September, October, November, December.



2.2. Listening - Speaking Activities

 Greeting:

- Hello! - Welcome. - Good morning! - Good morning.

 Introducing Yourself: - My name is Ali. - I am 20 years old. - I am from Germany.

 Grocery Store Dialogue: - How much is this? - Five liras.

 Cafe Dialogue: - A coffee please. - Would you like something else? - No, thank you.

 At the bus stop: - When will the bus arrive?

- In ten minutes.

2.3. Reading - Writing Activities

 Short Text:

“Hello! My name is Ahmet. I am 25 years old. I live in Istanbul. I like reading books.”

 Questions: 1. What is his name? 2. How old is he? 3. Where does he live?

 Exercise (Fill in the Blank): - My name is _____. - I am ____ years old. - I live in ____.

2.4. Grammar (A1)

 Pronouns:

- I am a student. - You are a teacher. - He is a doctor. - We are friends. - Are you Turkish? - They are at home.

 Singular – Plural Nouns: - book → books - child → children - house → houses

 Interrogative Sentences: - What is this? - Where are you from? - Who is he?

2.5. Sentence Formation

 Positive: “I am learning Turkish.”

 Negative: “I am not at home.”

? Question: “Are you a student?”

3. A2 Level

3.1. Word Fields

 Professions: teacher, doctor, engineer, driver, cook, nurse, farmer.

 Transportation: bus, train, plane, taxi, ship, bicycle.  Household Items: table, cabinet, computer, television, refrigerator, washing machine. ✨ Adjectives: big–small, fast–slow, beautiful–ugly, cheap–expensive.

3.2. Listening - Speaking Activities

 Directions:

- Excuse me, where is the train station?- Go ahead, then turn left.

 Ordering at the Restaurant:- Hello! What would you like to have?- A soup and a salad, please.- Bon Appetit!

 Small Chat:- What did you do yesterday?- I went to the cinema.- Which movie did you watch?- I watched a comedy.



3.3. Reading - Writing Activities

 Shopping List:

- Vegetables: tomato, cucumber, pepper - Fruits: apple, orange, grape - Drinks: water, tea, ayran

 Short Writing: “I went to Ankara last week. I traveled by bus. I visited the museums, it was very nice.”

 Exercise: Students prepare their own shopping lists.

3.4. Grammar (A2)

 Past Tense (-did):

- I went to school yesterday. - I read a book.

 Future Tense (-will): - I will go to the market tomorrow. - I will swim in the sea on holiday

.  Comparison: - This house is bigger. - That car is faster.

 Adjective - Noun Agreement: - good book - long road - new teacher

3.5. Additional Events

 Picture Storytelling: Students are given a series of 3-4 square pictures, and they write a story using sentences.

 Group Work: “What’s your favorite food? Why?”  Journal Writing: “I woke up at 7 a.m. today. I had breakfast. I went to school...”

4. Instructional Approach

- Communicative method: Dialogues that prepare the student for daily life.
- Audiovisual support: Pictures, icons, tables, role plays.
- Progression from simple to complex: Words → sentences → paragraphs.

Turkish As a Foreign Language Teaching Material
A1 – A2 Level

1. General Framework

Europe Their languages Partner Frame Programme (CEFR), language in teaching standards determines . Turkish in teaching from A1 to C2 gradual progress • A1 (Beginner) : Simple expressions , self -

expression introduction , diary words .

- A2 (Basic): Daily conversations sustainability , past / future time easy to use texts understanding And don't write .

Level

Definition

- A1 Beginning – greeting , introducing yourself introduction , basic needs language don't bring .
- A2 Basic – simple dialogues , shopping , past / future from plans don't mention it .

2. A1 Level

2.1. Word Areas

- Numbers And Colors : 1–20, red , blue , yellow , green .
- Family Members : mother , father, sibling , grandfather , grandmother.
- Daily Objects : table, book , chair , telephone .
- Days and Months: Monday , Tuesday ... January , February ...

 Colors : red  , blue  , yellow  , green 

2.2. Listening – Speaking Activities

a. Greeting

 Teacher sound record listens : “ Hello , how are you ? - Goodbye !”
Student TRUE equivalent chooses .

b. Himself Introduction

 My name is Ali. I am 20 years old . From Germany I'm here .

c. Simple Dialogues

 Market: " How much is this?"

 Introduction : "What's your name?" – " My My name is Ayşe.”

2.3. Reading – Writing Activities

 Text: “ Hello ! It's me My name is Ahmet. I am 25 years old . I live in Istanbul . I live . I read books. I love you .”

Questions :

- What is your name ?
- How many years old ?
- Where living ?

2.4. Grammar (A1)

- Nouns (Singular – Plural): book → books , child → children
- Person Pronouns : I, you , he/she, we, you , they
- Basic Verbs : be (I am a student) , have/have not (There is a book on the table)
- Question Forms : What is this ? Where are you from ?

Pronoun	Example	Translation
I	I am a student .	I am a student.
You	You are a teacher .	You are a teacher.
HE	That doctor .	He/She is a doctor.

2.5. Sentence Formation

✓ Positive : "I am Turkish I am learning ."

✗ Negative : "I am at home I am not ."

? Question: "Are you a student? Are you ?"

3. A2 Level

3.1. Word Areas

- Professions: 🧑 teacher , 🩺 doctor , 🏢 engineer , 🚗 driver
- Transportation Vehicles : 🚌 bus , 🚆 train , ✈️ plane , 🚕 taxi
- Household Items : 💡 lamp , 🗄️ cupboard , 💻 computer
- Adjectives : big – small , fast – slow , beautiful – ugly

3.2. Listening – Speaking Activities

a. Direction Recipes

🗺️ A: Excuse me , train station where ?

B: Next go , then right return .

b. At the restaurant Order

🍽️ A: Hello ! What would you like to buy? Would you like ?

B: A cup of tea And One A toast , please .

A: Bon appetit c

. Small Chat

💬 What did you do yesterday ? – To the cinema I went .

📅 Week What will you do in the end ? – My family visit I will .

3.3. Reading – Writing Activities

🛒 Shopping List Study :

- Vegetables : tomato , cucumber
- Fruits : apple , orange
- Drinks : water , tea

📖 Short Text: " Last week To Ankara I went . By bus trip I did . Museums I traveled a lot " It was nice ."

3.4. Grammar (A2)

- Past Tense (-di): Yesterday to school I went to the book I read .
- Future Tense (- will): Tomorrow shopping I will do it .
- Comparison : This house more big .
- Adjective – Noun Compatibility : Beautiful girl , tall road , new book .

3.5. Additional Events

 From Pictures Storytelling  Group

His work : “ Your favorite food Which one ? Why ?

 Daily Routine Writing : Student with 6–7 sentences day tells .

4. Educational Approach

- Communicative Focus : Daily to life suitable dialogues
- Audio - visual Material : Images , audio records , role games
- Simple to complexity progress : Words → short sentences → paragraphs

Chapter 5. Swedish as a second language

Learning Swedish within the Swedish education system

There is no specific syllabus for children in compulsory school (age 6-15 years) who are new to Sweden and are going to learn the first basic Swedish.

In some cases, newly arrived pupils may be allowed to start their schooling in the Swedish school in a preparatory class. The purpose of the preparatory class is to prepare the pupils' language skills so that they can participate in regular teaching with the grade and class to which they belong.

The teaching in the preparatory class does not have its own syllabus that is followed. Not all teaching can take place in a preparatory class, but the students must have certain parts of their teaching in the regular class and usually that time is spent on practical aesthetic subjects (art, home and consumer studies, sports, music). Gradually, the time for preparation class will decrease and thus increase in the regular class. However, preparatory classes are not available at all schools and there is no requirement for them to exist.

In compulsory school in Sweden, pupils who do not have Swedish as their mother tongue study according to a syllabus called Swedish as a second language, abbreviated SVA in Swedish.

SVA is studied instead of the subject Swedish. The syllabus in SVA is not specifically designed for beginners and there are currently no guidelines for how this teaching should be done when it comes to students in compulsory school (6-15 years). The teaching must be adapted to the pupil's prior knowledge, conditions, knowledge and experience.

There are opportunities to have a so-called prioritized timetable. This means that the principal, in consultation with the teaching teacher, can decide to remove subjects that are not considered as prioritised and replace these with more teaching hours in Swedish/Swedish as a second language in order to give the pupil more time to learn Swedish.

If you are new to Sweden at the age of 16-19, you can apply to attend a language-introducing upper secondary school programme. There you get to learn the Swedish language and about Swedish society while studying other school subjects for upper secondary school. The planning of the pupil's education must be based on the pupil's educational goals and all pupils must have an individual study plan. For newly arrived pupils, it is about seeing where the pupil is in their second language development, from beginner level to advanced level, as well as the continued development of school

subjects based on age, previous knowledge and experience. There is thus no specific syllabus for Swedish for second language learners in language introduction.

If you are going to learn Swedish as an adult, you can read Swedish for Immigrants, SFI. There you learn to speak, read and write in Swedish and gain knowledge about Swedish society. It is a municipal adult education that is free. It consists of three different study paths, 1, 2 and 3 and four different courses, A, B, C and D. Study path 1 consists of courses A, B, C and D, study route 2 of courses B, C and D, and study path 3 of courses C and D. The different study paths are aimed at people with different backgrounds, prerequisites and goals. The study paths show which entry course and pace of progression is suitable. A student begins his or her studies within the study path and course within the study path that best suits his or her individual circumstances. Study route 1 is primarily aimed at people with a very short study background and study route 3 is aimed at those who are used to studying.

Syllabi in Swedish as a Second Language

The syllabi differ for different ages. The requirements for goal fulfilment increase the higher the grade you reach. On the other hand, the number of hours that pupils are to be taught Swedish as a second language is decreasing.

In grades 1-3 (age 7-9), students must study 680 hours of Swedish or Swedish as a second language, which means approx. 225 hours per grade. In grades 7-9 (ages 13-15), students only have to study 290 hours, which means about 97 hours per grade.

The syllabi in Swedish compulsory school are divided into 3 parts:

- Purpose of the subject
 - It describes why the subject is taught and what students are expected to develop through the teaching. It includes **overall goals**; what knowledge, skills and abilities the students should develop through the subject.
Significance for the individual and society: how the subject relates to the students' personal development and the needs of society. **Key competences:** For example, analytical thinking, creativity or problem-solving that the subject promotes.
 - The purpose of the syllabi serves as a guide for teachers and provides a basis for how teaching should be planned and implemented. It is often linked to the knowledge requirements that indicate what the students need to know in order to achieve the course's goals and/or achieve different grade levels.
- Key content:
 - The central content describes the areas of knowledge and elements that the teaching should cover. It serves as a framework for what the teacher should bring up in the teaching and is adapted to the students' level of

development. The content of the central content is mandatory to teach, but it is given a certain freedom how it is presented. The central content is adapted to the different stages that exist in the Swedish school. The central content is an important part of the syllabus and closely linked to both the subject's purpose and the knowledge requirements.

- Criteria for assessment of knowledge and grading criteria in the subject.
 - o It shows what is required to achieve the goals in the subject and what criteria exist to achieve different grade levels. Criteria for assessing knowledge provide an understanding of what is to be assessed and the grading criteria provide an understanding of the level of knowledge and skills required for different grades. The grading criteria are based on the central content and must relate to the subject's purpose, so that the assessment focuses on what is most relevant to the subject's objectives.

The syllabus in Swedish as a second language

Purpose of the subject

The purpose of the subject can be summarized in the following points:

The teaching of Swedish as a second language shall provide the pupils with the conditions to develop

- the ability to formulate and communicate in speech and writing, distinguish linguistic structures and follow linguistic norms,
- the ability to adapt the language to different purposes, recipients and contexts,
- the ability to read and analyse fiction and other texts for different purposes, and
- the ability to search for information from different sources and evaluate these.

Central content Grades 1-3

680 hours

Reading and writing

- Collaborative and individual reading. Reading-related activities and strategies for understanding, decoding and interpreting words, concepts and texts.
- Reading direction and the relationship between sound and letter in comparison with other languages the student knows.
- To reproduce parts of the content of different texts and to reason about messages in the texts and compare with their own experiences.
- Joint and individual writing. Strategies for writing words, sentences and different types of texts with adaptation to their structure and linguistic features.

Creating texts where words and images interact, both with and without digital tools.

- Basic text processing.
- Handwriting and writing with digital tools.
- Linguistic structures and norms. Words' inflectional forms and sentence structure with connecting words, in comparison with other languages the student knows. Basic writing rules, with lowercase and uppercase letters, the most common punctuation marks and spelling of commonly used words in texts close to the pupil and familiar to the pupil.
- Alphabet and alphabetical order.

Speak, listen and converse

- Strategies for listening, understanding and orally making oneself understood in situations where one's own Swedish language is not enough, for example asking for clarifications, explaining and using different languages as a resource.
- Structured conversations. To tell about everyday events and to express feelings, knowledge and opinions. Listening, asking questions and giving comments. Phrases and expressions as well as the value of words.
- To listen actively and retell important parts of content.
- Giving and receiving verbal instructions.
- Oral presentations and oral storytelling. Objects, images, digital media and tools, as well as other aids that can support presentations.
- Pronunciation, emphasis and sentence melody as well as the importance of pronunciation in making oneself understood. The pronunciation of the Swedish language in comparison to other languages the pupil knows.

Texts

- Fiction for children from different times and different parts of the world. Songs, oral storytelling, picture books, chapter books, poetry, drama, fairy tales and myths. Texts that highlight people's experiences and experiences.
- Narrative texts' message, structure and content. How a narrative text can be organized with introduction, sequence of events and conclusion, as well as expansion with simple descriptions of the environment and people. The words and expressions of the texts.
- Some fictionally significant children's book authors and illustrators.
- Non-fiction texts for children. Descriptive, explanatory and instructive texts and how their content can be organized.
- Oral texts, such as radio programmes for children and recorded texts.
- Texts that combine words and images as well as texts in digital environments for children.

Parlance

- Linguistic strategies for remembering and learning, such as graphic models.
- Words and concepts to express feelings, knowledge and opinions in a varied way.



- How words and utterances are perceived by the surroundings depending on tone of voice, body language and the nuances of words. Language use and opportunities and risks in one's own communication in digital media.
- Words and concepts to designate student-related events and objects in the student's everyday life. The range of meaning and categorisation of everyday words in comparison to other languages the pupil knows, for example that several words in one language correspond to a word in another language.
- Proverbs and sayings in comparison to other languages the student knows.
- Differences between spoken and written language.

Information retrieval and source criticism

- Information retrieval in books, magazines and websites for children, as well as in online search services.
- How the sender of texts affects the content.

Central content Grades 4-6

520 hours

Reading and writing

- Collaborative and individual reading. Reading-related activities and strategies for understanding, decoding and interpreting words, concepts and texts from different media. To discern the message of texts, both those that are directly stated and those that are indirectly expressed.
- Summary of texts.
- Reasoning about texts that are connected to contexts within and outside the text as well as to one's own reading experience.
- Joint and individual writing. Strategies for writing different types of texts with adaptation to their structure and linguistic features. Creation of texts where words, images and sounds interact, both with and without digital tools.
- Adaptation of own and joint texts to content and form. Giving and receiving feedback on texts.
- Handwriting and writing with digital tools.
- Linguistic structures and norms. Inflectional forms of words, sentence structure with main clauses and subordinate clauses and the word order of the Swedish language in comparison with other languages the pupil knows. Text binding using connecting words. Spelling, punctuation and parts of speech.
- Swedish and multilingual dictionaries and digital tools for expanding vocabulary as well as for word comprehension and spelling.

Speak, listen and converse

- Strategies for understanding and making oneself understood when one's own Swedish language is not enough, such as asking for clarifications, rephrasing and using different languages as a resource.
- Characteristics of spoken language that can make comprehension difficult: reductions, assimilations and speech speed.

- Various forms of structured conversations, such as dialogues and interviews.
- To listen actively, ask questions, express thoughts and feelings, and reason and argue in different conversation situations and in connection with democratic decision-making processes. Use of conjunction words to compare, motivate and exemplify.
- Oral presentations and oral storytelling for different recipients. Outline with introduction, content and conclusion. Support words, images, digital media and tools as well as other aids for planning and carrying out an oral presentation. How gestures and body language can affect a presentation.
- Pronunciation, sentence melody and the relationship between emphasis and meaning. The pronunciation of the Swedish language in comparison to other languages the pupil knows.

Texts

- Fiction for children and young people from different times, from Sweden and the rest of the world. Poetry, drama, fairy tales and myths. Texts that shed light on people's conditions and identity and life issues.
- Narrative texts' message, linguistic features and structure. Flashbacks, descriptions of the environment and people, and dialogues. The words and expressions of the texts.
- Some writers of literary significance for children and young people and their works.
- Non-fiction texts for children and young people. Descriptive, explanatory, instructive and argumentative texts. The content, structure, typical linguistic features of the texts, and their words and concepts.
- Oral texts, such as radio programmes for children and young people, as well as recorded texts.
- Texts that combine words, images and sounds, as well as texts in digital environments. The content, structure and typical linguistic features of the texts.

Parlance

- Linguistic strategies for remembering and learning, such as graphic models and support words.
- Words and concepts to express feelings, knowledge and opinions in a varied way. The nuances and value of words and concepts.
- Words and concepts in both everyday and school language. Ambiguous words, the interrelationships of words, the classification of words in superiority and subordination, and the range of meaning of words in comparison with other languages the pupil knows.
- Proverbs and sayings in comparison to other languages the student knows. Fixed phrases and parables.
- Formal and informal language. Differences in language use depending on the recipient, purpose and context. Responsible behaviour in communication in digital and other media.

Information retrieval and source criticism

- Information retrieval in a variety of media and sources, such as encyclopedias, interviews, and internet search services.
- How to compare sources and test their reliability with a source-critical approach.

Central content grades 7-9

290 hours

Reading and writing

- Collaborative and individual reading. Reading-related activities and strategies for understanding, interpreting and analysing texts from different media. To distinguish the message, theme and motive of texts as well as their purpose, sender and context. To distinguish content that may be directly expressed or indirectly expressed in the text.
- Summary of texts.
- Analysis of texts related to the author, time and other texts as well as based on one's own experiences and frames of reference, various life issues and external issues.
- Joint and individual writing. Strategies for writing different types of texts with adaptation to their structure and linguistic features. Creation of texts where words, images and sounds interact.
- Outline and editing of texts using digital tools. Adaptation of own and joint texts to content and form. Giving and receiving feedback on texts.
- Linguistic structures and norms. Sentence structure and word order in Swedish in comparison to other languages the student knows. How cause, consequence and condition relationships can be formulated through different types of subordinate clauses. Paragraph division and text binding with connection markers, reference binding and thematic binding. Punctuation marks, parts of speech, congruence, tense, gender and clause parts and spelling.
- Swedish and multilingual dictionaries and digital tools for expanding vocabulary as well as for word comprehension, variation and spelling.

Speak, listen and converse

- Strategies for understanding and making oneself understood when one's own Swedish language is not enough, such as rephrasing, synonyms and using different languages as a resource.
- Different forms of conversation. To participate actively, express feelings, thoughts and knowledge, listen, ask questions and reason, as well as formulate and respond to arguments. Use of connecting words to compare, justify, exemplify and problematize.
- To lead a conversation and summarize the main features of what has been said.
- Oral presentations and oral storytelling for different recipients. Adaptation of language, content and disposition to purpose, recipient and context. Talmanus

and various tools for planning and conducting oral presentations, both with and without digital technology.

- The prosody of the Swedish language and the importance of pronunciation in making oneself understood. Different varieties of spoken Swedish: dialects and sociolects.

Texts

- Fiction for young people and adults from different times, from Sweden and the rest of the world. Epic, poetry and drama. Texts that shed light on people's conditions and identity and life issues.
- Linguistic features, structure and narrative perspective in narrative and poetic texts. Imagery, representations, parallel plots, flashbacks, descriptions of the environment and people, and dialogues.
- Some fiction genres and how they differ stylistically and content-wise from each other.
- Some writers of literary significance and their works, as well as the historical and cultural contexts in which the works were created.
- Non-fiction texts for young people and adults. Descriptive, explanatory, investigative, instructive and argumentative texts. The purpose, content, structure and linguistic features of the texts, as well as their words and expressions. Combinations of different text types.
- Oral texts, such as radio programmes for young people and adults, as well as recorded texts.
- Texts in digital environments and other texts that combine words, images and sound. Linguistic and dramaturgical components and how the expressions can interact with each other, for example in cinematic storytelling, theatre performances and web texts.

Parlance

- Linguistic strategies for remembering and learning by identifying keywords, taking notes, and using graphical models.
- Words and concepts to express feelings, knowledge and opinions in a varied way. The nuances and value of words and concepts.
- Words and concepts in both everyday and school language. Ambiguous words, synonyms, the classification of words in super- and subordination, and the range of meaning of words in comparison with other languages the pupil knows.
- Word formation, such as compound words and derivatives with suffixes and prefixes. Figurative language, nominalizations, fixed phrases and idiomatic expressions in comparison to other languages the student knows.
- Differences in language use depending on the purpose, recipient and context. The importance of language in exerting influence.
- Language use, freedom of expression and privacy in digital and other media and in different contexts.

Information retrieval and source criticism



- Information retrieval in libraries and on the internet, in books and mass media, and through interviews.
- How to reference, cite and make source references, including references to digital media.
- How to sift through a large amount of information and test the reliability of sources with a source-critical approach.

At upper secondary level, 3 different levels of Swedish as a second language are offered:

- Swedish as a Second Language 1, which is based on the knowledge provided by compulsory school or equivalent.
- Swedish as a Second Language 2, which is based on the course Swedish as a Second Language 1.
- Swedish as a Second Language 3, which is based on the course Swedish as a Second Language 2.

The teaching of Swedish as a second language at upper secondary level shall provide pupils with the conditions to develop the following:

1. Ability to communicate orally and in writing and adapt the language to the subject, purpose, situation and recipient.
2. Ability to use a rich vocabulary in a way that is relevant to the context.
3. Knowledge of the structure and linguistic norms of the Swedish language, i.e. how words, phrases and sentences are constructed and how these interact.
4. Ability to structure, reference, evaluate and critically review the content of oral and written language.
5. Ability to read and reflect on texts of various kinds.
6. Ability to read and reflect on fiction in different forms and from different parts of the world.
7. Knowledge of language and linguistic variation as well as the ability to reflect on language use and attitudes towards different language uses.
8. Ability to compare the Swedish language with their own mother tongue and other languages in which the pupil has skills, as well as the ability to reflect on their own language learning.

Key content of Swedish as a Second Language 1:

- Oral presentations and oral storytelling for different recipients. Strategies for understanding and making oneself understood in conversations and discussions. Participation in conversations and discussions, where language, content and disposition are adapted to the subject, purpose, situation and recipient, and where arguments are used to clarify one's own opinions and respond to others'

arguments. The use of digital and other presentation tools to support and improve oral presentations.

- Written presentation of texts for communication and reflection. Strategies for writing different types of texts that are adapted to the subject, purpose, situation and recipient. The use of digital tools for text processing, feedback and cooperation on texts. Text structure, text patterns and linguistic features in narrative, descriptive and argumentative texts. Summarizing and quoting techniques as well as references to various sources. Questions about copyright and privacy in digital publishing.
- The vocabulary and structure of the Swedish language in different communication situations.
- Reading and talking about texts used in everyday, society, study and working life.
- Reading of and conversation about modern fiction written by both women and men that provides insight into different cultures, general human themes and Swedish frames of reference.
- Linguistic variation in Sweden and in the Swedish language, with emphasis on how language variation is related to, for example, origin and place of residence, age, gender and social background. Attitudes to linguistic variation. The impact of digitalisation on language and language use. Differences between formal and informal language use and spoken and written language.
- Comparison between the Swedish language and the pupil's mother tongue.
- Reflection on language learning, with emphasis on how oral situations and texts can be used to build vocabulary and develop language.

Key content of Swedish as a Second Language 2:

- Oral investigation and argumentative presentations in and in front of a group. The use of digital and other presentation tools to support and improve oral presentations. Strategies for understanding and making oneself understood in conversations, discussions and presentations. Participation in conversations and discussions, where language, content and disposition are adapted to the purpose and recipient, and where arguments are used to clarify one's own opinions and respond to others' arguments.
- Written presentation of investigative and argumentative texts. Strategies for writing different types of texts that are adapted to the subject, purpose, recipient. The use of digital tools for text processing, feedback and cooperation on texts. Text structure, text patterns and linguistic features in investigative and argumentative texts. Summarizing and quoting techniques as well as references to various sources.
- The vocabulary and structure of the Swedish language in different communication situations.
- Reading and talking about texts used in everyday, society, study and working life.



- Reading and talking about fiction written by both women and men from different cultures and times, which provides a basis for developing the language and talking about narrative structures, general human themes and common literary motifs.
- Linguistic variation in Sweden and in the Swedish language. Language kinship and language changes. The status and status of Swedish, immigrant languages, minority languages, sign language and dialects.
- Comparison between Swedish, the pupil's mother tongue and other languages that the pupil has knowledge of.

Key content of Swedish as a Second Language 3:

- Oral presentation of investigative and argumentative kinds for different recipients. Strategies for understanding and making oneself understood in conversations, discussions, debates and lectures. Factors that make an oral presentation interesting and convincing. The use of digital and other presentation tools to support and improve oral presentations. Participation in conversations and discussions, where language, content and disposition are adapted to the purpose and recipient, and where arguments are used to clarify one's own opinions and respond to others' arguments. Disposition, linguistic features and rhetorical devices in different types of oral presentation.
- Written presentation of investigative and argumentative texts of a scientific nature. The use of digital tools for text processing, feedback and cooperation on texts. Strategies for writing different types of texts that are adapted to the subject, purpose, situation and recipient. Text structure, text patterns and linguistic features. Summarizing and quoting techniques as well as basic knowledge of source criticism.
- The vocabulary and structure of the Swedish language in different communication situations.
- Reading and discussing texts of various kinds, with emphasis on structuring, referencing, evaluating and critically reviewing large amounts of texts, as well as discussing the disposition, language and style of texts of a scholarly nature.
- Reading and talking about fiction written by both women and men from different cultures and times, with an emphasis on summarizing, interpreting, evaluating, and referencing the texts.
- Linguistic variation and language use, with emphasis on how gender, social background and cultural affiliation affect people's way of speaking and writing, and how language can be used to express power relations. Differences between the language used by the majority society and the minorities.
- Reflection on language learning, with an emphasis on developing strategies for continued learning.

Challenges of learning Swedish grammar

Swedish grammar can be complicated, especially for those who come from languages with completely different grammatical structures.

For example, Swedish has a relatively free word order, which means that the same sentence can be expressed in several different ways depending on what you want to emphasize, while there are rules that must be followed, especially in main clauses and subordinate clauses.

In main clauses, Swedish word order often follows the pattern **SVO** (Subject-Verb-Object). For instance:

- **I** (subject) **read** (verb) **a book** (object).

When a clause begins with something other than the subject, such as an adverbial inversion occurs, which means that the verb comes before the subject. For instance:

- **Yesterday** (adverbial) **I** (subject) **read a book** (object).

In subordinate clauses, the word order is different and often follows the pattern **Subject-Object-Verb**. A common rule is that the verb is placed at the end of the subordinate clause. For instance:

- **I know that** (main clause) **you** (subject) **are reading** (verb) **a book** (object).

Negations and some adverbs are usually placed after the first verb in main clauses and before the verb in subordinate clauses. For instance:

- **I** (subject) **read** (verb) **not** (negation) **a book** (object).
- **I know that** (main clause) **you** (subject) **do not** (negation) **read** (verb) **a book** (object).

In questions, the verb is often placed first, followed by the subject. For instance:

- **Are you** (verb) **reading** (subject) **a book** (object)?

In Swedish grammar, definite and indefinite forms are used to indicate whether a noun is specific or general. The indefinite form is used when talking about something non-specific or general. The indefinite article is "one" for one-word (utrum) and "a" for one-word (neuter).

- **A book**
- **A house**

The definite form is used when talking about something specific that is already known to the speaker and listener. The definite article is placed at the end of the noun.

- **The book**
- **The house**

Both definite and indefinite forms have different endings depending on whether the noun is in the singular or plural.

Singular

- **A cat** → **the cat**
- **An apple** → **the apple**

Plural

- **Cats** → **The cats**
- **Apples** → **The apples**

Another challenge in Swedish grammar is the conjugation of verbs. Verbs are conjugated according to tense but not according to person, which may be unusual for those who come from languages where verbs are conjugated according to both person and tense. Even the use of prepositions can be difficult to predict and is often different from other languages. For example, "in the morning" and "in the school".

Swedish also has several sounds that can be difficult to pronounce for non-native speakers. For example, the different vowel sounds and the famous "sj sounds" can be difficult to get right.

We also have many different dialects in Sweden, and some can be difficult to understand even for native Swedes, which can make it extra challenging for someone learning the language.

Methodological issues

Language learning can be divided into five different phases, from beginner/preparatory to fluent.

1. Preparatory phase

- **Motivation and Goals:** Set clear goals and find your motivation to learn Swedish. This could be being able to communicate with Swedish-speaking friends, pass a language test, or improve your career prospects
- **"Survival Swedish":** Focus on learning, understanding and using simple words and phrases for everyday needs. Learn basic greetings, numbers, colors and simple sentences. Use body language and gestures, which can also

be very helpful in different contexts. You often learn to understand simpler language than you can express.

2. Basic phase

- **Vocabulary and Pronunciation:** Start by learning basic words and phrases and practicing correct pronunciation.
- **Grammar:** Learn basic grammar rules, such as how to use definite and indefinite forms, as well as basic verb conjugations

3. Intermediate phase

- **Listen and Read:** Improve your listening and reading comprehension by listening to Swedish podcasts, watching Swedish TV shows, and reading Swedish books and articles
- **Writing and Speaking:** Start writing simple texts and participate in conversations in Swedish. This can include writing diary entries, emails, or participating in language exchanges

4. Advanced phase

- **Advanced Grammar and Vocabulary:** Deepen your knowledge of Swedish grammar and expand your vocabulary with more advanced words and expressions
- **Cultural Understanding:** Learn more about Swedish culture and society to better understand the context in which the language is used

5. Fluid phase

- **Practical Use:** Use Swedish regularly in everyday situations. This can mean working or studying in Swedish, or participating in social activities where Swedish is spoken
- **Continuous Improvement:** Continue to practice and challenge yourself by reading advanced texts, participating in discussions, and writing longer texts

Research has shown that there are several factors that affect language learning. Above all, it is the quantity and quality of the language you are exposed to during your language learning that affects development. But there are also other factors that affect language development.

It has also been shown that socio-economic status has a strong impact on language learning. Children of guardians with higher education have greater language skills than children of guardians with lower education. Further studies have shown that it is not



higher education in itself that makes children acquire greater skills. Instead, it is a higher quantity and quality of the linguistic input that explains the children's language skills.

The age of the child when introduced to the new language also has an impact. The younger you are, the easier it is to learn new phonemes/speech sounds and it will then be easier to understand new words and learn to pronounce them correctly. Being already multilingual when learning another new language has also proven to be beneficial. Here we are talking about two main advantages: earlier development of metalinguistic awareness and executive functions.

