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Limba modernă 1 – studiu intensiv

Engleză
Clasa a VI-a

Starter Unit	Vocabulary	Language focus
	p8 Family p9 School subjects p10 Sports and activities	p8 subject pronouns and be, possessive 's, p9 <i>there is/are</i>, <i>some</i> and <i>any</i>, <i>have got</i> + <i>a/an</i>, p10 Present simple: affirmative and negative p11 Present simple: questions, adverbs of frequency

Unit	Vocabulary	Reading	Language focus 1	Listening and Vocabulary	Language focus 2	Discover Culture (Video and Reading)
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2 Our heroes 1.2, 1.3, 2.3, 2.5, 3.2, 3.3, 3.4, 4.3, 4.4, 4.5.	p23 Jobs	p24 A magazine quiz Explore expressions with <i>make</i>	p25 <i>was/were</i> : affirmative and negative Past simple and time expressions • Wildlife hero Say it right! Irregular past verbs p116	p26 A conversation Adjectives of character A personal profile	p27 <i>was/were</i> questions Past simple questions; <i>used to</i> + infinitive Get it right! <i>did</i> + infinitive	p28 • The Chilean Mine Rescue p29 A blog Explore the suffix <i>-ness</i>

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3 At home 1.2, 1.3, 2.2, 2.3, 2.5, 3.4, 4.4, 4.5.	p37 Things in the home	p38 An online forum Explore expressions with <i>do</i>	p39 Comparatives and superlatives • Moving house Say it right! <i>schwa</i> p116	p40 An interview Household appliances	p41 <i>must/mustn't</i> and <i>should/shouldn't</i> Get it right! Modals + bare infinitive	p42 • A cool life p43 A blog Explore verbs with <i>up</i> or <i>down</i>
4 A balancing act 1.2, 1.3, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4, 4.1, 4.4, 4.5.	p47 Priorities	p48 A magazine article Explore verb + noun collocations	p49 <i>should/must</i> • Get up and go!	p50 A radio interview Performing Say it right! Word stress p116	p51 (<i>don't</i>) <i>have to/mustn't</i> for necessity	p52 • A life on Broadway p53 An article Explore prepositions

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5 Visions of the future 1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.4, 4.3, 4.4, 4.5.	p61 Computer words	p62 A magazine article Explore suffixes <i>-ful</i> and <i>-less</i>	p63 <i>will/won't may/might</i> Get it right! <i>will/won't</i> + infinitive without <i>to</i> • Pizza problems Say it right! <i>won't/want</i> p116	p64 An interview Technology verbs + prepositions	p65 Question tags	p66 • Learning to share p67 A blog
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7 Look out! 1.1, 1.2, 1.3, 2.3, 2.4, 2.5, 3.1, 3.3, 3.4, 4.4, 4.5.	p85 Accidents and injuries	p86 A magazine article Explore expressions with <i>get</i>	p87 Present perfect: affirmative and negative Get it right! <i>been</i> and <i>gone</i> • Danger in our food	p88 A radio interview The body	p89 Present perfect questions Past simple vs. present perfect Say it right! Present perfect/past simple p117	p90 • A deadly job p91 An article Explore compound nouns
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Speaking and listening	Extras
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Speaking	Writing	Extras
p20 Real talk: How do you spend your money? Shopping	p21 An email Useful language: Imperatives	p156 CLIL Maths – percentages What does Zero mean? pp120–121 Grammar reference p130 Vocabulary bank p131 Groupwork
p30 Real talk: Who's your role model and why? Speculating	p31 A description of a person you admire Useful language: Connectors	p157 CLIL History – The feudal system Amelia Earhart, famous flyer pp122–123 Grammar reference p132 Vocabulary bank p133 Groupwork

p44 Real talk: Which do you prefer – houses or flats? Asking for and offering help (<i>can/will</i>)	p45 A description of a house Useful language: Order of adjectives	p158 CLIL Art – The Bauhaus movement The seventh wonder of the world p124 Grammar reference p134 Vocabulary bank p135 Groupwork
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p54 Real talk: What makes a good friend? Offering to help	p55 A competition entry Useful language: Avoiding repetition	p159 CLIL P.E. – Avoiding sports injuries Mountain rescue p125 Grammar reference p136 Vocabulary bank p137 Groupwork
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p68 Real talk: How important is your mobile to you? Asking for and giving instructions	p69 An opinion essay Useful language: Sequencing language	p160 CLIL ICT – Supercomputers Who's real? p126 Grammar reference p138 Vocabulary bank p139 Groupwork
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p78 Real talk: What are you going to do when you leave school? Agreeing and disagreeing; question tags	p79 A thank you email Useful language: Verb patterns	p161 CLIL Science – Lifecycle of a plastic bag Go green! p127 Grammar reference p140 Vocabulary bank p141 Groupwork
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p92 Real talk: Have you ever had an accident? Reacting to news	p93 An email refusing an invitation Useful language: Polite language for refusing	p162 CLIL Science – Foodborne illness Medical myths p128 Grammar reference p142 Vocabulary bank p143 Groupwork
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p102 Real talk: How do you celebrate your birthday? Suggesting and responding	p103 An email invitation to a friend Useful language: Referencing words	p163 CLIL Geography – Functional zones An ancient answer p129 Grammar reference p144 Vocabulary bank p145 Groupwork
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General and specific competences from the curriculum explored in the units

- Understand oral messages in different communication situations**
 - 1.1. Identify essential information from the news presented on TV/recorded materials related to different events, when the comment is illustrated by pictures
 - 1.2. Identify details from messages and interactions on predictable topics, when the speakers/interlocutors talk clearly and slowly
 - 1.3. Identify specific aspects of the culture of the language studied
- Speak in different communication situations**
 - 2.1. Present plans, intentions and future projects
 - 2.2. Give a short and simple presentation on activities
 - 2.3. Initiate, continue and finish a dialogue on familiar or personal interest topics
 - 2.4. Participate in conversations related to planning activities
 - 2.5. Show interest in participating in a verbal exchange
- Understand written messages in different communication situations**
 - 3.1. Select necessary information from lists or simple functional texts (brochures, menus, schedules, ads)
 - 3.2. Extract information from multiple short texts based on several predefined or negotiated criteria/constraints
 - 3.3. Identify information from a simple written letter/email to write an answer
 - 3.4. Show willingness to be informed through reading
- Write messages in everyday communication situations**
 - 4.1. Complete a form with personally identifiable information (education, interests, competences)
 - 4.2. Write a very simple personal letter (digital version included) to express thanks or apologies
 - 4.3. Tell a story, in short, using linkers to emphasise the chronological order
 - 4.4. Write simple and coherent texts on specific topics of interest
 - 4.5. Participate in the exchange of written messages

Competențele generale și specifice din programa școlară urmărite în unitățile de învățare

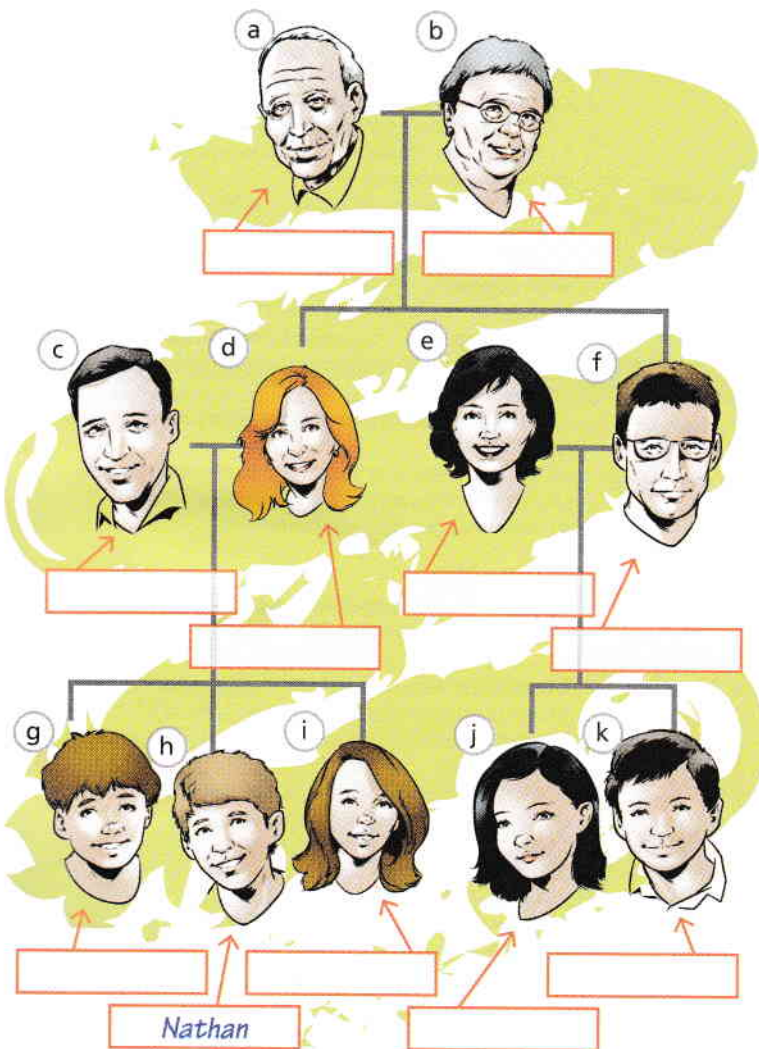
- Receptarea de mesaje orale în diverse situații de comunicare**
 - 1.1. Identificarea informațiilor esențiale din știrile prezentate la TV/materiale înregistrate, referitoare la diferite evenimente, atunci când comentariul este ilustrat prin imagini
 - 1.2. Identificarea detaliilor din mesaje și interacțiuni pe subiecte previzibile când locutorii/interlocutorii vorbesc clar și rar
 - 1.3. Identificarea unor elemente culturale specifice limbii studiate
- Exprimarea orală în diverse situații de comunicare**
 - 2.1. Prezentarea unor planuri/unor intenții și proiecte de viitor
 - 2.2. Descrierea scurtă, elementară a unor activități
 - 2.3. Inițierea, susținerea și încheierea unui dialog pe teme familiare sau de interes personal
 - 2.4. Participarea la conversații în legătură cu planificarea unor activități
 - 2.5. Manifestarea interesului pentru participarea la schimbul verbal
- Receptarea de mesaje scrise în diverse situații de comunicare**
 - 3.1. Extragerea informațiilor necesare din liste sau din texte funcționale simple (pliante, meniuri, orare, reclame)
 - 3.2. Extragerea informațiilor din mai multe texte scurte pe baza mai multor criterii/constrângeri prestabilite sau negociate
 - 3.3. Identificarea informațiilor dintr-o scrisoare personală simplă/e-mail în vederea redactării unui răspuns
 - 3.4. Manifestarea disponibilității pentru informare prin lectură
- Redactarea de mesaje în diverse situații de comunicare**
 - 4.1. Completarea unui formular cu informații de identificare (educație, interese, competențe)
 - 4.2. Redactarea unei scrisori personale (inclusiv digitale) foarte simple exprimând mulțumiri sau scuze
 - 4.3. Relatarea pe scurt a unei întâmplări utilizând cuvinte de legătură pentru a marca ordinea cronologică
 - 4.4. Redactarea de texte simple și coerente pe teme de interes
 - 4.5. Participarea la schimbul de mesaje scrise

Starter Unit

We know books

Family

- 1 Listen and complete Nathan's family tree with the names in the box.



Sophie Dave Ben Henry Anne
Tom Phil Diana Marie Lucy

- 2 Complete the table with the words in the box.

parents mum brother husband dad
aunt sister grandma cousin uncle
wife granddad grandparents

...mum, ... ♀	...brother, ... ♂	...parents, ... ♀ ♂
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Subject pronouns and be

- 3 Complete the examples from the listening in Exercise 1.

I	you / we / they	he / she / it
+ I ¹ <i>'m</i> Nathan.	You're 13.	He ² from Newcastle.
- I'm not Matthew.	You aren't 12.	My dad ³ from Liverpool.
? Am I right?	Are you from Scotland?	⁴ your family big?

→ Grammar reference • page 118

- 4 Complete the questions with the correct form of *be*. Then complete the answers with the correct subject pronoun.

- Where ¹ *'s* your mum from?
She 's from Barcelona.
- What your dad's name? 's Pete.
- you in a sports team?
Yes, am. 'm in the basketball team.
- How old your granddad? 's 82.
- your parents teachers? No, aren't.

Possessive 's

- 5 Look at the examples from the listening in Exercise 1 and put the apostrophe (') in the correct place.

- My mums name is Marie.
- My grandparents names are Henry and Diana.

→ Grammar reference • page 118

Your turn

- 6 Write questions with the correct form of *be* and possessive 's. Use one word from each box. Then ask and answer the questions with your partner.

Where
What
Who
When

parents
classmates
cousin
best friend

favourite singer
favourite book
birthday
English lesson

When's your mum's birthday?

It's on 20 May.

School subjects

1 Complete the school subjects.
Then match them with the pictures.

- | | |
|--------------|------------------|
| 1 Fr _ nch | 6 P _ |
| 2 _ ngl _ sh | 7 G _ _ gr _ phy |
| 3 M _ s _ c | 8 M _ ths |
| 4 Sc _ enc _ | 9 H _ st _ ry |
| 5 _ CT | |



2 Listen to Nathan talking to his cousin Lucy about his school. Which of the school subjects in Exercise 1 do you hear?

there is/are and some and any

3 Complete the examples from the listening in Exercise 2. When do we use *some* and *any*?

	Singular	Plural
+	There ¹ ... some cola in the fridge.	There ³ ... some classrooms in the main building.
-	There isn't any orange juice.	There ⁴ ... any laptops in our classroom.
?	² ... there any orange juice?	⁵ ... there any science labs at your school?

→ Grammar reference • page 118

4 Write sentences with *there is/are* and *some/any* about the things and places in your school in the box below.

posters food computers balls laptops
students science lab classroom walls
library IT room canteen sports hall

There are some posters on the classroom walls.

have got + a/an

5 Complete the examples from the listening in Exercise 2.

	I / you / we / they	he / she / it
+	I ¹ ... PE tomorrow.	My school's ⁴ ... four labs.
-	We ² ... got an IT room.	It hasn't got any laptops.
?	Have you ³ ... a big sports hall?	Has Lucy got a laptop?

→ Grammar reference • page 119

Your turn

6 Write questions with *have got*. Use the people and the things below. Then ask and answer your questions with a partner.

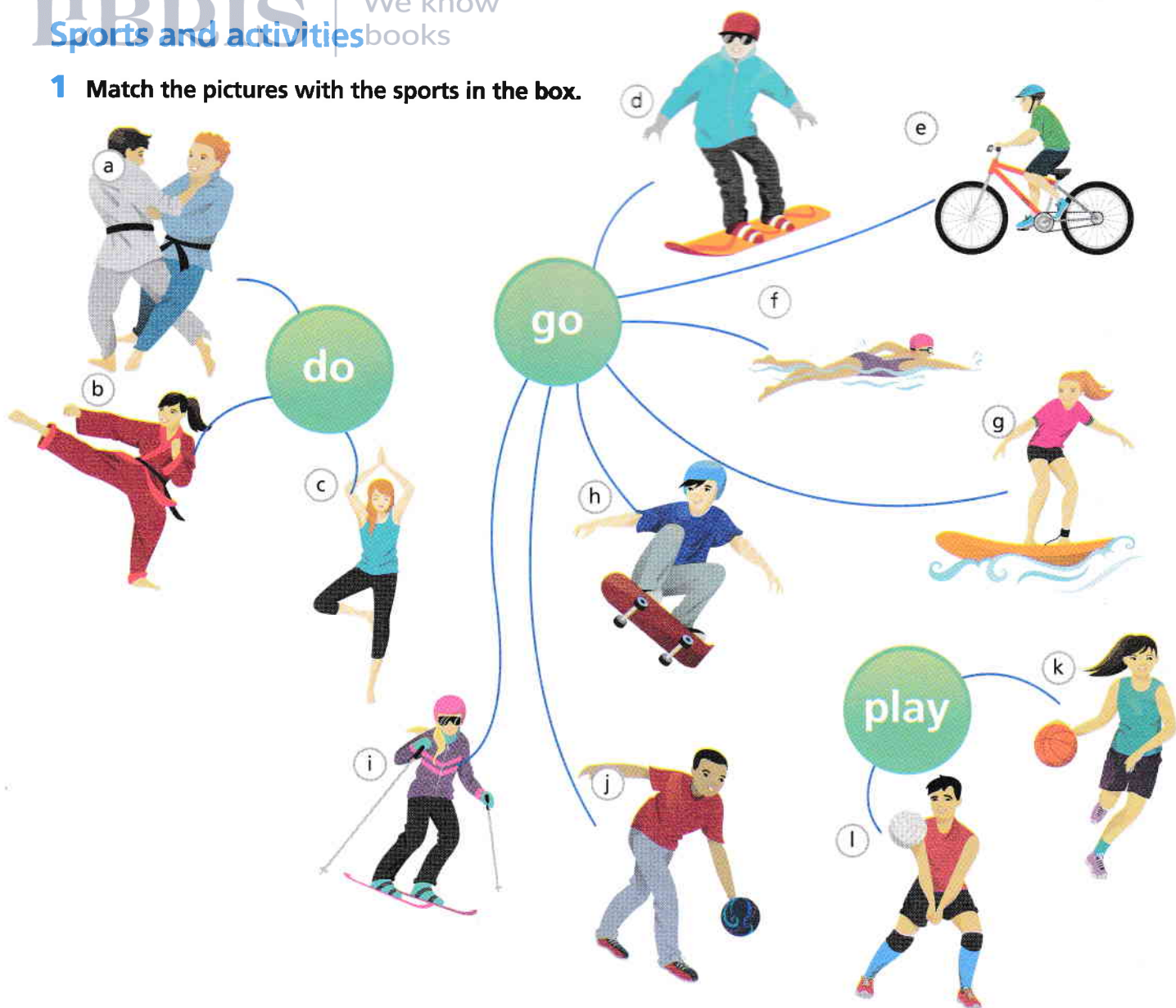
you
your best friend
your mum, etc.
your teacher
your classmates

Maths, History, PE, etc.
a big family
a mountain bike
a laptop
an English dictionary

Have you got PE today?

Yes, I have.

1 Match the pictures with the sports in the box.



judo volleyball bowling skiing swimming
snowboarding cycling skateboarding
basketball surfing karate yoga

- 2 Listen to Nathan and Lucy talking about their free time. Which of the sports and activities in Exercise 1 does Nathan do? Which of them does Lucy do?

Present simple: affirmative and negative

- 3 Complete the examples from the listening in Exercise 2.

I / you / we / they	he / she / it
+ I ¹ <i>like</i> surfing My friends and I usually ³ cycling.	He sometimes ² bowling with granddad.
- You don't ⁴ near the sea.	He ⁵ <i>like</i> it very much.

- 4 Complete the sentences with the present simple form of the verb in brackets.

- I (go) snowboarding with my parents in the winter.
- My friends (have) football training on Fridays.
- I (not play) volleyball very often.
- My sister (do) drama after school.
- My uncle (not play) chess.
- My friends and I (ride) our bikes to school every day.
- We (not live) near the sea so I (not go) surfing.

- 5 Rewrite the sentences in Exercise 4 so they are true for you.

- 1 *I don't go snowboarding with my parents in the winter. We don't live near the mountains.*

Present simple: questions

1 Complete the examples from the listening on page 10.

	I / you / we / they	he / she / it
Wh-?	What sports ¹ do you do ? When do they go bowling?	How often does he go snowboarding?
Y/N?	² ... you go swimming?	³ ... your sister go surfing too?
Short answers	Yes, I do . No, I ⁴	Yes, she ⁵ No, he doesn't .

➔ Grammar reference • page 119

2 Write questions about your sentences in Exercise 5 on page 10.

- When / you / go snowboarding?
When do you go snowboarding?
- When / your friends / have training?
- you / play volleyball?
- your sister / do drama after school?
- What sports and activities / your uncle / do?
- How / you and your friends / go to school?
- you / go surfing?

Your turn

3 Complete the examples from the listening in Exercise 2 on page 10. Then answer the questions.

When do you go snowboarding?

I don't go snowboarding with my parents in the winter. We don't live near the mountains. What about you?



Adverbs of frequency

4 Complete the examples from the listening in Exercise 2 on page 10. Then answer the questions.

- My friends and I go cycling on Saturday afternoons.
- I go swimming with Mum and Dad.
- The water's cold.
- He goes now.

- Does the adverb of frequency go before or after the verb *be*?
- Does the adverb of frequency go before or after other verbs?

➔ Grammar reference • page 119

5 Rewrite the sentences with the adverbs of frequency in the correct place.

- We do ICT in the IT room. (usually)
We usually do ICT in the IT room.
- My friends play basketball at school. (sometimes)
- I do yoga at school. (never)
- My grandparents go bowling. (sometimes)
- My cousin does judo at the weekend. (often)
- I go cycling on Sunday morning. (always)

Your turn

6 Write true sentences about you. Use the present simple, adverbs of frequency and the words below.

- have lunch in the school canteen
- be tired on Monday morning
- play basketball in the sports hall
- go bowling
- go swimming in the sea
- do Science in the science lab

I always have lunch in the school canteen.

7 Work with a partner. Use 'How often...?' and the present simple to ask and answer questions about your sentences in Exercise 6.

How often do you have lunch in the school canteen?

I always have lunch in the school canteen.



Money matters

Discovery
EDUCATION

In this unit ...



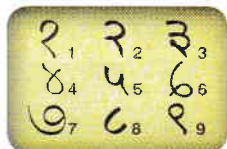
Unusual fun p15



Tiger sanctuary p18



Shopping p20



CLIL What does
Zero mean? p156

Vocabulary

- Shops
- Money verbs
- Extreme adjectives
- Adjective prefixes

Language focus

- Present continuous
- Present simple vs. continuous
- *would prefer to, would rather/would sooner, would(n't) like to, don't want to*
- enough

Unit aims

I can ...

- talk about shops and shopping centres.
- talk about the things I'm doing now and the things I do every day.
- understand a conversation about how young people spend their money.
- describe things I want to, would like to or would prefer to do.
- understand information about charities.
- ask for things in shops.
- write an email asking for advice.

BE CURIOUS



What can you see in the photo?

Start thinking

- What can you buy at this market?
- Where do you think it is?
- Where do you buy things in your town?



1 Match the pictures with the words in the box.

bookshop chemist clothes shop
department store electronics shop
music shop newsagent shoe shop
sports shop supermarket

2 Look at Exercise 1.

Which places sell ...

- 1 food and drink?
- 2 things to read?
- 3 things to wear?

Where can you ...

- 4 buy a new computer?
- 5 listen to music?
- 6 go when you feel ill?

Your turn

3 Write your answers to the questions.

- 1 What kind of shops do you like?
- 2 When do you go there?
- 3 Who do you go with?
- 4 What do you buy there?

My favourite shop is a music shop. I go there on Saturday with my friends.

4 Work with a partner. Ask and answer the questions in Exercise 3.

1 Look at the photos of a shopping centre in Dubai. What can you do there?

2  Read Liam's blog and check your ideas to Exercise 1. Then match the photos to the places in bold.

a *Sega Republic*

3 Read Liam's blog again. What are the numbers about?

1200 22 120 50 million 150

 Explore extreme adjectives

4 Look at the adjectives from Liam's blog. Do they mean very good or very bad?

great awful wonderful
brilliant amazing

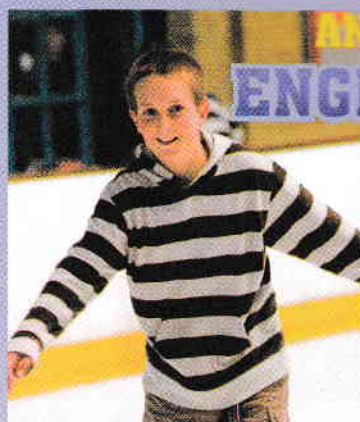
5 Find three adjectives in the text that mean *very hot*, *very cold* and *very big*. Do we use *very* or *absolutely* before these adjectives?

➔ Vocabulary bank • page 130

Your turn

6 Work with a partner. Ask and answer the questions.

- 1 Would you like to visit the Dubai Mall?
- 2 What would you like to do there?
- 3 Are there many shopping centres in your town?
- 4 How often do you go there?
- 5 What other things can you do there?



AN ENGLISH BOY IN DUBAI

I'm Liam. I'm 15 years old and I'm from London. My parents are working in Dubai this year so I'm writing all my news about life here on this blog. Hope you like it!



A DAY AT THE MALL

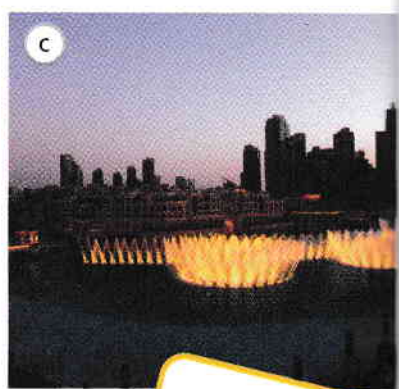
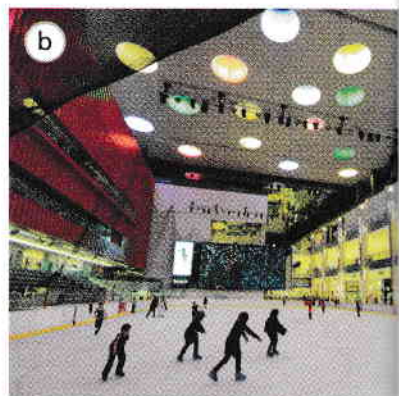
POSTED BY ENGLISHBOYINDUBAI
🕒 SATURDAY 20 APRIL

Today I'm spending the day in Dubai Mall with my family. It's great! It's got about 1,200 shops, 22 cinema screens and 120 cafés and restaurants.

More than 50 million people visit the mall every year because there are a lot of cool things to do here. Luckily, there aren't only shops because I hate shopping. It's awful! My dad and my sister are watching the fish right now in the wonderful **Underwater Zoo**. There are more than 33,000 fish there – even sharks!

Outside it's boiling so why am I wearing a sweater? Because I'm skating on the **Olympic-size ice rink** and it's absolutely freezing. The temperature of the ice is below zero! After the ice rink, I want to go to the mall's theme park, the **Sega Republic**. It's brilliant – it's got 150 games and rides.

And what are my mum and aunt doing? They're looking at the **Dancing Fountain**. It's 152 metres high! At night, there's an amazing light show. On a clear night, you can see it from space!



FACT! The Dubai Mall is absolutely huge! It's the size of 50 football pitches. It's the biggest shopping centre in the world!

Open
10:00 – 00:00
every day

d

Language focus 1 Present continuous

1 Complete the examples from the text on page 14.

I	he / she / it	you / we / they
+ I ¹ ... spending the day in Dubai Mall.	My friend is shopping .	My dad and my sister are ² ... the fish.
- I'm not going to the zoo.	Liam's mum isn't shopping .	Liam's dad and sister aren't skating .
? Why ³ ... I wearing a sweater?	Is Liam wearing a sweater?	What are my mum and aunt ⁴ ...?

Grammar reference • page 120

Get it right!

Spelling the -ing form:

For verbs ending in -e, remove the e: *write* → *writing*

For verbs ending with one vowel and one consonant, double the final consonant: *shop* → *shopping*

2 Write sentences in the present continuous with the verbs in brackets.

- They (write) text messages on their phones.
They're writing text messages on their phones.
- He (not listen) to the teacher!
- I (make) a cake for my brother's birthday.
- We (not watch) TV. There's nothing to watch!
- Nicky (run) in the park today.

3 Write questions in the present continuous. Then answer them for you.

- What / your teacher / do?
What is your teacher doing? She's writing on the board.
- Where / you / sit / now?
- Why / you / learn English?
- you / listen to music / at the moment?
- your friends / play football / now?

Present simple vs. continuous

4 Read the sentences from Liam's blog and answer the questions. Then complete the rule with *simple* or *continuous*.

- Today I'm **spending** the day in Dubai Mall.
 - More than 50 million people **visit** the mall every year.
 - The Dubai Mall **opens** at 10:00 every day and closes at 00:00.
- Which sentence talks about a fact, habit or routine?
 - Which sentence talks about a fixed schedule?
 - Which sentence talks about an action in progress?

We use the **present** ⁴... to talk about facts, habits, routines, timetables, schedules and programmes and the **present** ⁵... to talk about an action in progress.

Grammar reference • page 120

Your turn

5 Complete the questions with the present simple or present continuous form of the verb in brackets.

- What you (do) now?
- What do you think your parents (do) now?
- What you usually (do) at the weekend?
- Where you usually (go) after school?
- What your classmates (do) now?
- Where you usually (go) on holiday?
- you (read) a good book at the moment?
- What time you (start) school every day?
- When you (come) home from school?
- What time you (get up) on Saturdays?

6 Work with a partner. Ask and answer the questions in Exercise 5.

What are you doing now?

I'm talking to you in my English class!

Learn about having fun in Dubai.

- Where are the young people snowboarding outdoors?
- Where are they snowboarding indoors?
- What shop do the young people like visiting?



Discovery EDUCATION

1.1 Unusual fun