

Ministerul Educației

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LIMBA MODERNĂ 1 LIMBA ENGLEZĂ

clasa a VI-a

 Booklet

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Competențe generale și specifice din programa școlară

1. Receptarea de mesaje orale în situații de comunicare uzuală

- 1.1 Identificarea informațiilor esențiale din fragmente scurte înregistrate, referitoare la aspecte cotidiene previzibile, atunci când se vorbește rar și clar
- 1.2. Identificarea semnificației generale a mesajelor orale curente, clar și rar articulate
- 1.3. Identificarea unor elemente culturale specifice limbii studiate

2. Exprimarea orală în situații de comunicare uzuală

- 2.1. Realizarea unei expuneri scurte, exersate, asupra unui subiect familiar
- 2.2. Participarea la scurte interacțiuni verbale cu sprijin din partea interlocutorilor
- 2.3. Exprimarea unei păreri în legătură cu un subiect familiar / o situație cunoscută
- 2.4. Manifestarea interesului pentru participarea la schimbul verbal

3. Receptarea de mesaje scrise în situații de comunicare uzuală

- 3.1. Identificarea informațiilor necesare din liste sau din texte funcționale simple (pliante, meniuri, orare, reclame)
- 3.2. Extragerea informațiilor dintr-un text clar structurat (articole de ziar / digitale simple, broșuri), în care numerele și numele joacă un rol important
- 3.3 Identificarea unor informații de detaliu dintr-un document web
- 3.4 Manifestarea disponibilității pentru informare prin lectură

4. Redactarea de mesaje în situații de comunicare uzuală

- 4.1 Completarea unui formular cu informații de identificare (educație, interese, competențe)
- 4.2 Prezentarea unei activități în scris, utilizând cuvinte de legătură („și”, „dar”, „pentru că”)
- 4.3 Participarea la schimbul de mesaje scrise

Family Members. Appearance and Character

starter
unit
Revision

1. Circle the odd one out, as in the example.

1. Hair: curly / wavy / **big** / straight

2. Eyes: blue / orange / green / brown

3. Height: tall / short / chubby / medium

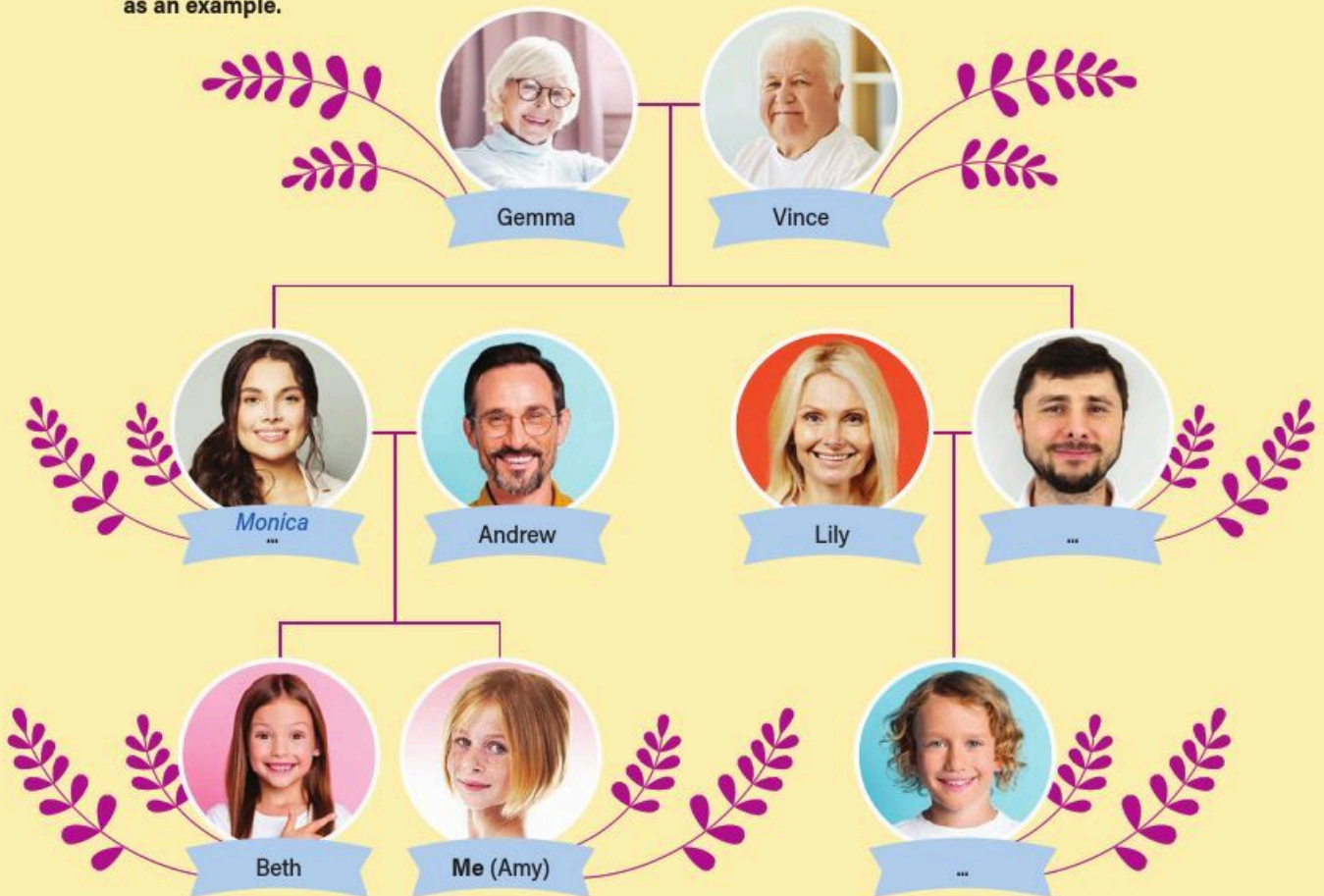
4. Build: plump / slim / bald / thin

5. Special features: moustache / beard / knee / freckles

6. Hair length: short / long / grey / shoulder length

7. Nose: small / curly / big / large

2. Read and find in Amy's family tree the people described below. Fill in their names. The first is done as an example.



1. Monica is thirty-eight years old. She's slim and she has long, dark hair and black eyes.

2. James is forty-six years old. He has short, straight hair and big, brown eyes and he is well built.

3. Brian is twelve years old. He is a plump kid with wavy, blond hair and blue eyes.

3. Now look at the family tree and choose one member to describe. If you need help, use the words in exercise 1.

4. Identify Amy's family members using the family tree in exercise 2. Who is her grandmother, grandfather, father, mother, sister, uncle, aunt, cousin? E.g. *Monica is Amy's mother.*

5. Draw your family tree and present it to the class. Add character features as well. Say who is quiet, cheerful, sad, loud, funny or kind.

E.g. My grandpa is seventy years old. He's short and plump. He's got grey hair and blue eyes. He's kind.

STARTER UNIT

6. Read the presentation card example and fill in the information in the boxes.



Your Name: _____
 Age: _____
 Build: _____
 Height: _____
 Hair: _____
 Eyes: _____
 Character: _____
 Likes: _____



Name: *Robby*
 Age: *12*
 Build: *thin*
 Height: *tall*
 Hair: *dark, short, straight*
 Eyes: *brown*
 Character: *kind and funny*
 Likes: *watching football on T. V.*



Friend's Name: _____
 Age: _____
 Build: _____
 Height: _____
 Hair: _____
 Eyes: _____
 Character: _____
 Likes: _____

7. The Drama Club in your school is looking for new members. Fill in the form to register for membership.

The Drama Club Application form

Name: _____
 Surname: _____
 Class: _____
 Age: _____
 Appearance: _____
 Character: _____
 Likes: _____
 Favourite actor / actress: _____
 Favourite play / movie: _____



LET'S REMEMBER!

1. Read and fill in this / that, these / those and here / there **as in the example.**

	HERE / THIS, THESE	THERE / THAT, THOSE
singular	<i>This</i> book is mine. It is <i>here</i> book is yours. It is over ...
plural	... balls are for our team. They are balls are for your team. They are over ...

2. Use the information in the table to fill in the blanks as in the example.

- That* is Ann's hat, over there. Can you pick it up, please?
- ... lions in the distance seem so hungry.
- ... cups of coffee over here are for you. Help yourselves!
- I love ... blue dress I am holding. Can I try it on?
- ... pears at the back of the garden taste so sweet!
- Do you want ... blue jeans I am holding?

3. Listen to the following examples and fill in the blanks. When do we use **some and **any**?**

	singular	plural
affirmative	There <i>is</i> some milk in your glass.	There ... some apples in the garden.
negative	There ... any tea in the tea pot.	There ... any cars in the street.
interrogative	... there any honey in the jar?	... there any books in your schoolbag?

4. Look around your classroom and schoolyard. Write sentences using **there is / there are, and **some / any**. Use the words:**

tigers, pencils, gym, trees, desks, white board, markers, pupils, astronauts, teachers, bicycles, ink, juice, sandwiches, maps.

E.g. There aren't any tigers in our schoolyard.

5. Ask and answer questions about what you have / haven't got in your room:

a laptop, a vase of flowers, cookery books, a green carpet, a pink bookcase, video games, a red blanket, books, blue jeans.

*E.g. Have you got a laptop in your room?
Yes, I have.*

6. Listen and fill in the blanks:



affirmative	We ... English every day in school.	He ... French three times a week.
negative	I ... the bike to school.	She ... her blue bike, but her red one.
interrogative	... they ... the guitar on Mondays? Yes, they .../ No, they she ... the violin during the Music class? Yes, she .../ No, she ...



7. Put the verbs in brackets in the Present Simple.

- The students in our school *take part* (take part) in sports competitions every month.
- John ... (not wear) a uniform to school.
- ... Fiona ... (study) plants and animals at university?
- Her neighbours ... (grow) vegetables in their back garden.
- ... you ... (spend) the winter holidays in the mountains?
- My best friend ... (not watch) comedies, but I love them.

STARTER UNIT

8. Use the prompts to ask and answer questions about yourself.

E.g. When do you get up in the morning on school days? / I wake up at seven o'clock on school days.

- When / you / get up in the morning on school days?
- How often / you / see your best friend?
- Where / your parents / go shopping?
- What / your favourite teacher / teach?
- You / go skiing in winter?
- Your cousin / visit / you very often?

9. Listen and fill in the missing words to put the verbs in the Present Continuous.



affirmative	I ... taking a picture of the ocean right now. He ... looking at the mountain peaks. They ... playing football in the school yard.
negative	Jane ... studying for the Biology test today.
interrogative	... they reading the novel? Yes, they ... / No, they ...



10. Fill in the Present Continuous form of the verbs in brackets.

- The cat ... (eat) its dinner under the table.
- We ... (not listen) to classical music today.
- ... you (take) a break at the moment?
- Grandmother ... (bake) my favourite cake.
- The kids ... (cross) the street on the green light.
- ... they (swim) in the pool now?

11. Ask and answer questions to describe the picture below:

E.g. Where are they? They are at the seaside.



12. Write affirmative (✓) or negative (X) sentences to express ability.

E.g. My best friend can play the trumpet, but he can't play the piano.

- My best friend - play the trumpet (✓); play the piano (X);
- Turtles - swim (✓); run (X);
- Mary - sing folk songs (✓); sing pop songs (X);
- Our classmates - win the Geography contest (✓); win the volleyball competition (X);
- I - write poems (✓); write stories (X);
- We - clean our room (✓); clean the yard (X).

13. Read the examples, then work in pairs to ask for and give (✓) or refuse (X) permission.

E.g. 1. 'Mom, can I go to Olivia's party?' (✓)

'Yes, you can.'

2. 'Teacher, may I leave early today?' (X)

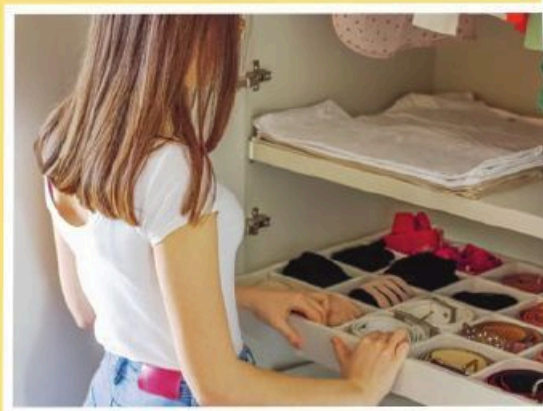
'No, you may not.'

- Mom - go to Olivia's birthday party (✓)
- Teacher - leave early today (X)
- George - borrow your History book (✓)
- Sister - ride your bike (✓)
- Mr. Bean - park the car in front of your house (X)
- Grandma - feed the chickens today (✓)



Break Bad Habits! Build Good Habits!

unit 1



CLASS SURVEY

Work in groups of five. Ask and answer the following questions, then report to the class:

- Is what we do every day important for our future?
- What matters more: what we eat, how much we sleep, what we learn or what we do every day?

A. Read the unit title, then give an example of a habit you want to break and one you want to keep.

B. Complete the sentence to create a motto:
'The secret of my future is hidden in ...!'



1. Listen to the monologues and choose a suitable title for each one:



- Happy mornings
- Lazy mornings
- Busy mornings

A.

I love mornings at home! I think it is my favourite time of the day. First, I open the window to welcome the sun and let the fresh air in.

Then it's time to race my brother to the bathroom; the last one there has to help mum prepare breakfast. The whole family sits around the kitchen table to drink coffee or milk and eat cereal or sandwiches. We always take the time to share our plans for the day. I often do the washing up after breakfast.

Then I get dressed, make my bed and feed our dog in the yard. Sometimes it is my brother who helps with the dog. Before dad drives us to school, I grab our lunch boxes and hug my mum. I can't wait to get to school and meet my friends.

B.

My morning routine? What is that? Every morning, when I wake up, I do whatever I like. I never make a plan before I go to bed. I am a little grumpy and slow in the mornings, you know.

My five cats start meowing for food, so I get out of bed to feed them. Then I have breakfast.

My mum prepares it before she leaves for work. I never do the washing up, and I rarely make my bed. It is difficult to choose what to wear, because my room is pretty messy. I finally decide on a T-shirt and some jeans, and off I go.

Before I leave, I sometimes remember to comb my hair and brush my teeth – such boring things to do!

I am generally late for school as I often have to go back home for things I forget.



I am Clara.

2. Now match the texts to the pictures.

3. Read the texts and decide which one (A or B) mentions someone who:

- doesn't help in the kitchen
- is in a bad mood
- has breakfast with their family
- feeds their pets
- plays with family members
- does chores
- goes to school by car
- is late for school
- leaves things at home
- can't wait to get to school



4. Find the morning routines in texts A and B; then compare Clara's and Henry's schedules.

E.g. get up.

Clara gets up when her cats start meowing.

Henry opens the window first thing in the morning.



5. How often do Clara and Henry do the following:

- make their bed?
- do the washing up?
- feed their pets?

6. Continue the sentences using information from the texts.

1. Clara isn't in a good mood in the morning, she is *grumpy and slow* .
2. Clara is always in a hurry because
3. Before she leaves, Clara sometimes remembers she has to
4. Henry races his brother to the bathroom because
5. Henry goes to the yard to
6. Henry can't wait to get to school to ... !

CHORES

I never mop the floor.

I usually dust the furniture.

I rarely do the ironing.

I sometimes do the laundry.



1. Look at the pictures / video. Listen and repeat.



2. Read the list of chores.

- wash the dishes
- make the bed
- tidy your room
- clear the table
- walk the dog
- water the plants
- cook dinner
- take out the rubbish



3. Say which of the activities from exercise 2 you do:

- every day
- usually
- sometimes
- always
- rarely
- never

E.g. I make my bed every day. I usually water the plants. ...



HABITS AND ROUTINES



I don't like playing computer games!

I really enjoy surfing the net!

I fancy hanging out with my friends today!

I don't mind going to the gym!

I love watching videos on YouTube!

4. Look at the picture / video. Listen and repeat.

5. Which of these activities do you like?

6. How often do you do them?

CLASS SURVEY

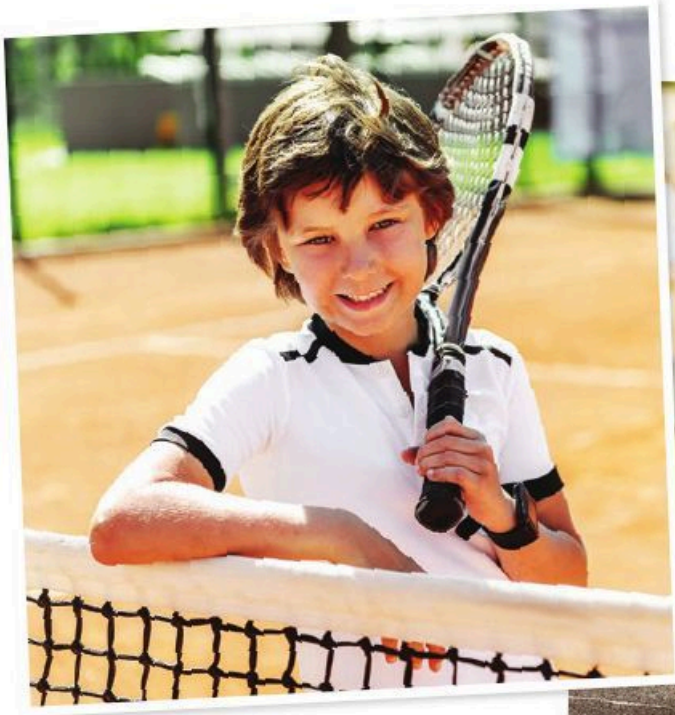
Choose three activities and ask around to find out who else in your class does them.

E.g. prepare easy desserts


7. Fill in the missing words: make, do, take out, tidy, dust, water, walk, mop.

- I never the furniture.
- I usually ... my room.
- I sometimes ... the plants.
- I always ... my bed.
- I ... the dog every day.
- I never ... the laundry.
- I rarely ... the rubbish.
- I sometimes ... the floor.





THE PRESENT SIMPLE VERSUS THE PRESENT CONTINUOUS

1. Read the table below.  

PRESENT SIMPLE

We use the **Present Simple** to express:

- **habits:** *E.g. Joe spends his free time playing tennis.*
- **routines:** *E.g. We have dinner at six in the evening.*
- **permanent states:** *E.g. Lea lives in Rome.*

PRESENT CONTINUOUS


We use the **Present Continuous** to express:

- **actions taking place at or around the moment of speaking:**
E.g. Tania is cycling now.
- **temporary actions:** *E.g. I generally wear jeans, but today I am wearing a dress.*
- **annoying habits:** *E.g. You are always playing the violin at midnight!*

2. Fill in the blanks with the correct Present form of the verbs.

1. Sandra *plays* (play) the piano to relax.
2. My sister ... always (speak) too loudly when the baby is sleeping!
3. Why ... you (go) on a picnic? It is going to rain all day.
4. They ... always (pick) their neighbour's flowers without asking!
5. My mom ... (know) we love chocolate.
6. David ... (study) in Paris this semester.
7. I ... (not cycle) to school in the morning; the traffic is too heavy.

3. Match the sentences in exercise 2 to the type of action they express:

E.g. The sentence 'Sandra plays the piano to relax.' expresses a habit. 

- habit
- temporary action
- permanent state
- action around the moment of speaking
- routine
- annoying habit

ADVERBS OF TIME

1. Read the table below.

- | | |
|-------------|----------|
| ▪ ALWAYS | ▪ RARELY |
| ▪ USUALLY | ▪ SELDOM |
| ▪ OFTEN | ▪ EVER |
| ▪ SOMETIMES | ▪ NEVER |

These adverbs tell us how often something happens. They are used **before the main verb** or **after the verb to be**.

E.g. She seldom practises skiing.

She is never absent from her class.

2. Insert the time adverbs in the right place in sentences 1-6 to express frequency.

E.g. Tom rarely does his chores.

- Tom does his chores. (rarely)
- Our neighbour digs his garden in spring. (always)
- Our school football team loses a match. (seldom)
- This shop assistant is kind and helpful. (often)
- Do you help with the chores? (ever)
- I find it difficult to speak in public. (sometimes)

3. Speak about yourself. How often do you...

- help with the chores?
- practise sports?
- ride your bike to school?
- read books before you go to bed?
- spend the summer holiday at home?
- help friends in need?



MAKING PLANS OR ARRANGEMENTS

We use the **Present Continuous** for **arrangements or plans in the near future**.

E.g. We are flying to Paris next week for a city break.

4. The table below shows Danny's and Holly's plans for next week. Check their schedule and correct the sentences accordingly.

Day of the week	Danny	Holly
Monday	play basketball	do gymnastics
Friday	begin the Spanish course	begin the German course
Saturday	go to the cinema	go for a picnic

E.g. Danny isn't playing basketball on Wednesday. He is playing basketball on Monday.

- Danny is playing basketball on Wednesday.
- Holly is going for a picnic on Tuesday.
- Danny and Holly are going to the cinema on Sunday.
- On Wednesday, Danny and Holly are beginning foreign language courses.
- Holly is doing gymnastics on Friday.

LET'S TALK! Tell your deskmate what you are doing after school next weekend.