

Limba modernă 1

Limba engleză – studiu intensiv

Student's Book | **Clasa a VI-a**

Eyes Open 2

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Foreword

Cambridge uses cutting-edge language and pedagogy research to create innovative materials that teachers and students will love. Discovery Education videos inspire students and enhance their language learning.

English and Romanian teachers have created, through *Eyes Open 2 Student's Book – Limba modernă 1. Limba engleză – studiu intensiv. Clasa a VI-a*, a textbook that follows the Romanian Curriculum step by step, offering:

- high-interest video from Discovery Education and stimulating global topics that spark curiosity and engage and motivate teenage learners;
- a careful progression of personalised language building activities that leads to greater spoken and written fluency;
- flexible teaching support for mixed-ability classes that includes graded tests and extra practice activities.

The content which is marked in dark green (titles and exercise numbers) is dedicated to students with an advanced study level.

Unit tour **Limba engleză – studiu intensiv. Clasa a VI-a**

Student's Book with audio CDs and DVDs which include all the videos to accompany the course at this level

+

Workbook with audio CDs

+

Teacher's Book

The Student's Book contains:

A Starter section to revise basic grammar and vocabulary + 8 Units + Extras

Each unit has the following structure:

Vocabulary + Reading + Language focus 1 + Listening and vocabulary + Language focus 2 + Discover culture + Speaking + Writing + Extras

There is a *Review* and an *Evaluation* test after every two units and also a *Final evaluation* test.

Extras: *Say it right!*, *Grammar reference*, *Vocabulary bank*, *Groupwork*, *Festivals*, *Reading for pleasure*, *CLIL*, *Projects*, *Irregular verbs*, *Phonemic script*



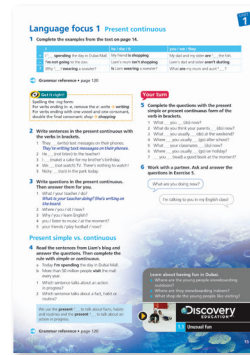
Unit opener

Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic. Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression and record achievement.



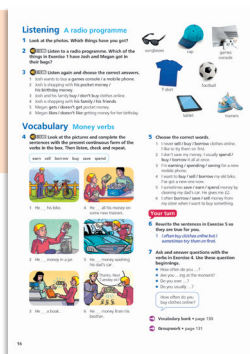
Vocabulary section focuses on a listen, check and repeat task through which students can hear how the target vocabulary is pronounced and practise it themselves.

Reading section features a reading text which provides a natural context for the new grammar. All reading texts are recorded.



Language Focus 1 and 2 sections highlight examples that are contextualised in the preceding reading and listening passages. Many of the Language Focus pages include a *Get it Right* feature and a *Say it Right* feature.

Listening and Vocabulary section provides a natural context for the new grammar and vocabulary items.



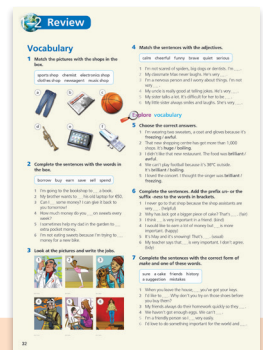
Discover culture section expands on the unit topic and provides a motivating insight into a variety of cultures around the world.



Speaking section provides a progression of easy-to-follow activities which guide students towards written and spoken fluency.



Writing section includes a model text from the featured genre and follows a *Process Writing* methodology.



Review section provides two pages of exercises which are grouped under Vocabulary and Language focus. They come after every two units.



Cartea elevului cu CD-uri audio și DVD-uri cu materialele video care însoțesc cursul la acest nivel



Caietul elevului cu CD-uri audio



Ghidul profesorului

Cartea elevului cuprinde:

O secțiune introductivă de recapitulare a noțiunilor gramaticale și lexicale de bază + 8 Unități de învățare + Anexe

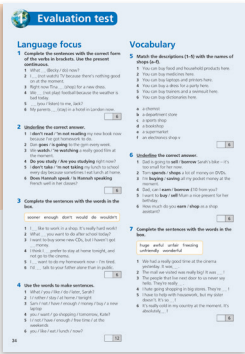
Fiecare unitate are următoarea structură:

Vocabular + Lectură + Gramatică 1 + Ascultare și vocabular + Gramatică 2 + Comunicare + Redactare + Anexe

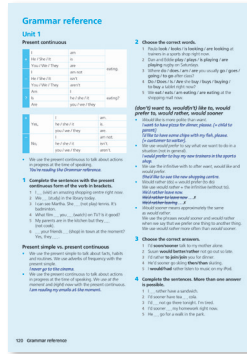
Există o *recapitulare* urmată de un *test de evaluare* la fiecare două unități, precum și o *testare finală*.

Anexe: *Pronunță corectă, Gramatică, Vocabular, Activitate de grup, Sărbători, Lectură, CLIL, Proiecte, Lista verbelor neregulate, Tabel fonetic*

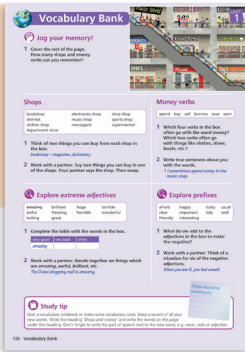
Evaluation test section contains two pages in which the students' knowledge is examined to determine what they have learned after every two units.



Grammar reference section provides more detailed examples and explanations, plus additional practice exercises.



Vocabulary bank section contains all the new vocabulary from each unit. Activities revise and consolidate the language.



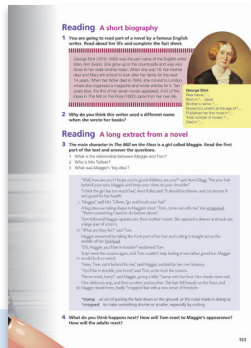
Groupwork section contains projects to be done step-by-step. It is related to the topic of the corresponding lessons in each unit.



CLIL section gives students the opportunity to study other subjects through the medium of English. Each CLIL lesson is linked to the topic of the corresponding unit.



Reading for pleasure! section focuses on the world of literature.



Projects section provides eight optional projects in which students are given a clear model to guide them.



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

Unit	Vocabulary	Reading	Language focus 1	Listening and Vocabulary	Language focus 2	Discover Culture (Video and Reading)
<p>1</p> <p>Money matters</p> <p>1.2, 1.3, 2.3, 2.5, 3.2, 3.3, 3.4, 4.4, 4.5.</p>	p13 Shops	<p>p14 A blog</p> <p>Explore extreme adjectives</p>	<p>p15 Present simple vs. continuous</p> <p>Get it right! <i>-ing</i></p> <p>🔴 Unusual fun</p>	<p>p16 A radio programme</p> <p>Money verbs</p>	<p>p17 <i>want to</i>, <i>would like to</i>, <i>would prefer to</i>, <i>would rather/would sooner</i> and <i>enough + noun</i></p> <p>Get it right! <i>would like to</i>, <i>would rather/would sooner</i></p> <p>Say it right! <i>enough /f/</i> p116</p>	<p>p18 🟡 Tiger sanctuary</p> <p>p19 An article</p> <p>Explore adjective prefixes</p>
<p>2</p> <p>Our heroes</p> <p>1.2, 1.3, 2.3, 2.5, 3.2, 3.3, 3.4, 4.3, 4.4, 4.5.</p>	p23 Jobs	<p>p24 A magazine quiz</p> <p>Explore expressions with <i>make</i></p>	<p>p25 <i>was/were</i>: affirmative and negative</p> <p>Past simple and time expressions</p> <p>🔴 Wildlife hero</p> <p>Say it right! Irregular past verbs p116</p>	<p>p26 A conversation</p> <p>Adjectives of character</p>	<p>p27 <i>was/were</i> questions</p> <p>Past simple questions; <i>used to + infinitive</i></p> <p>Get it right! <i>did + infinitive</i></p>	<p>p28 🟡 The Chilean Mine Rescue</p> <p>p29 A blog</p> <p>Explore the suffix <i>-ness</i></p>

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Final evaluation test

Speaking and listening	Extras
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Speaking	Writing	Extras
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General and specific competences from the curriculum explored in the units

1. 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
- #### 2. 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

3. 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
- #### 4. 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

1. 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

2. 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

3. 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

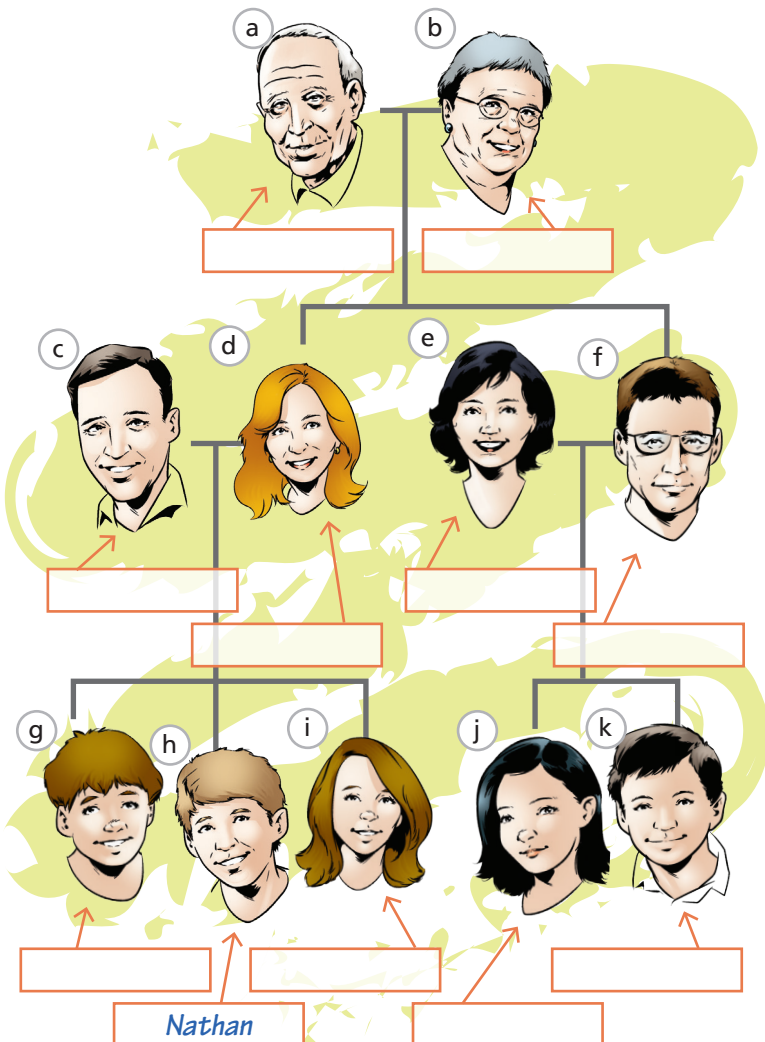
4. Redactarea de mesaje în diverse situații de comunicare

- 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

Family

- 1  1.01 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

..... <i>mum</i> <i>brother</i> <i>parents</i>
		

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 *'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 1.02 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

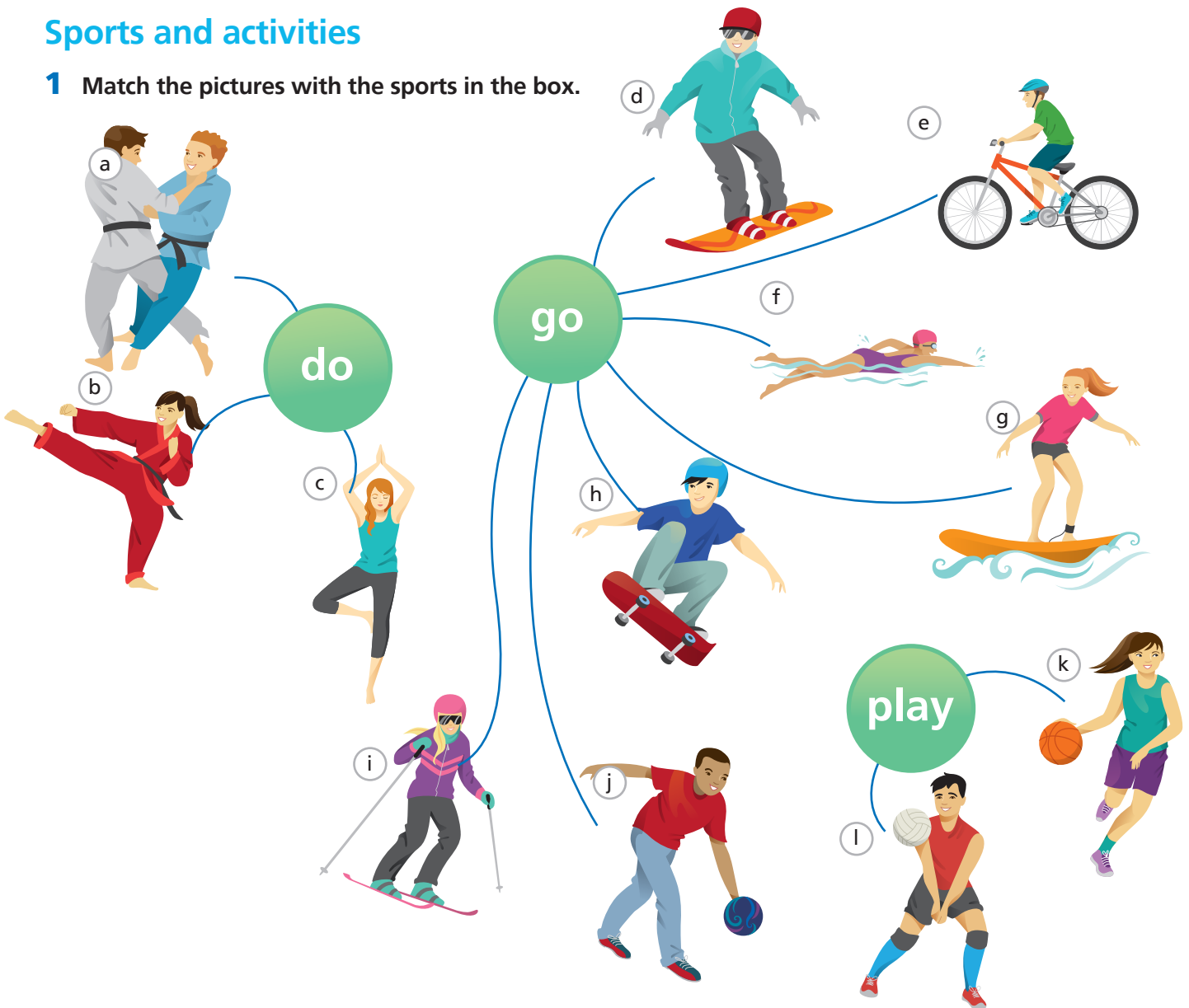
Maths, History, PE, etc.
a big family
a mountain bike
a laptop
an English dictionary

Have you got PE today?

Yes, I have.

Sports and activities

1 Match the pictures with the sports in the box.



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

2 1.03 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.

- 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 <i>do</i> 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 .

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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?

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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.