

CAMBRIDGE

Limba modernă 1
Engleză
Ghidul profesorului

Clasa a VIII-a



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art

Klett

CONTENTS

Introduction	6
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Teacher's notes and keys	
1 Life plans	16
2 Hard times	23
Let's practise!	29
Test Yourself Units 1 & 2	29
3 That's entertainment	30
4 Science counts	38
Let's practise!	45
Test Yourself Units 3 & 4	45
5 Keep healthy	46
6 Rules in my community	53
Let's practise!	59
Test Yourself Units 5 & 6	60
7 What a story!	61
8 It's a crime	68
Let's practise!	75
Test Yourself Units 7 & 8	75
9 What happened?	76
10 Going places	82
Let's practise!	88
Test Yourself Units 9 & 10	89
Final evaluation	90
Literature	94
Pronunciation	99
Get it right!	102
Workbook answer key	105
Workbook pronunciation key	127

COMPETENȚE GENERALE ȘI SPECIFICE DIN PROGRAMA ȘCOLARĂ

1.	Receptarea de mesaje orale în situații de comunicare uzuală
1.1.	Selectarea principalelor idei din programe TV/ înregistrări audio-video pe teme familiare, dacă se vorbește relativ rar și cu claritate
1.2.	Identificarea semnificației dintr-o conversație obișnuită de zi cu zi atunci când interlocutorii reformulează sau repetă la cerere anumite cuvinte/expresii
1.3.	Manifestarea interesului pentru cunoașterea unor personalități și evenimente culturale
2.	Exprimarea orală în situații de comunicare uzuală
2.1.	Relatarea unei întâmplări/a unor experiențe personale
2.2.	Participarea la scurte conversații în contexte obișnuite, asupra unor subiecte generale
2.3.	Exprimarea unei sugestii sau a unei reacții la o propunere în cadrul unui dialog informal
2.4.	Manifestarea interesului pentru calitatea exprimării/interacțiunii
3.	Receptarea de mesaje scrise în situații de comunicare uzuală
3.1.	Deducerea din context a semnificației cuvintelor necunoscute
3.2.	Identificarea aspectelor principale din articole scurte pe teme familiare și de actualitate
3.3.	Identificarea sensului global al unor articole sau interviuri
3.4.	Manifestarea interesului pentru înțelegerea diferitelor tipuri de texte
4.	Redactarea de mesaje în situații de comunicare uzuală
4.1.	Redactarea unei scrisori/unui mesaj digital folosind expresii de adresare, de cerere, de invitare și de mulțumire
4.2.	Redactarea de texte simple și coerente pe teme de interes
4.3.	Manifestarea interesului pentru calitatea redactării

GENERAL AND SPECIFIC COMPETENCES FROM THE CURRICULUM

1.	Receive oral messages in everyday communication situations
1.1.	Identify the main ideas from TV shows/audio-video recordings on familiar topics, when the speakers/interlocutors talk clearly and slowly
1.2.	Identify the meaning of a regular daily conversation when the interlocutors reformulate or repeat certain words/expressions on demand
1.3.	Show interest in knowing personalities and cultural events
2.	Speak in everyday communication situations
2.1.	Narrate a happening/personal experiences
2.2.	Participate in short conversations in common contexts, on general topics
2.3.	Express your suggestion or reaction to a proposal in an informal dialogue
2.4.	Show interest in the quality of expression/interaction
3.	Receive written messages in everyday communication situations
3.1.	Deduce the meaning of unknown words from the context
3.2.	Identify the main aspects from short articles on familiar and up to date topics
3.3.	Identify the global meaning of articles or interviews
3.4.	Show interest in understanding different types of texts
4.	Write messages in everyday communication situations
4.1.	Write a letter/digital message using phrases to address someone, to make a request, to invite and to thank someone
4.2.	Write simple and coherent texts on topics of interest
4.3.	Show interest in the quality of writing

INTRODUCTION

COURSE METHODOLOGY

Solid skills and language work

Limba modernă 1. Engleză. Clasa a VIII-a is an English language course for eighth grade students. Based on a carefully crafted skills and language syllabus, the course helps students develop their receptive and productive language skills and strategies, and provides a systematic approach to competence training.

The authors have put great emphasis on the continuous extension of students' lexical knowledge by including two vocabulary sections within each unit, together with WordWise activities in every other unit. WordWise aims to develop awareness of and competence in using high-frequency words and chunks of language, important collocations, and phrasal verbs, as well as increasing fluency. In addition, an entertaining and thought-provoking teen photostory offers natural contexts for the presentation and practice of phrases for fluency. These are high-frequency lexico-grammatical chunks of language used in spoken communication.

Students are guided through the grammar via inductive exercises, which support them in their grasp of both form and meaning. The structures are then practised through a sequence of exercises in which students learn how to apply them in motivating and communicative activities.

Adolescents and teenagers do not always find it easy to participate in speaking activities, especially when they are asked to say what they think and feel. *Limba modernă 1. Engleză. Clasa a VIII-a* takes this concern seriously. Based on research in teenage classrooms in many different countries, the authors have found that adolescents and teens generally find it easier to engage in thinking activities if they are embedded in the framework of topics and texts that they can emotionally connect with, and especially those that are far from their day-to-day realities. This remoteness gives students the opportunity to look outwards rather than inwards, and in so doing feel less self-conscious. So units often start somewhat removed from students' own lives, presenting stories of extremes, set in faraway places and cultures but whose protagonists – the heroes and heroines of these stories – young people can identify with. This helps them to get in closer touch with inspirational human qualities such as creativity, courage, perseverance, passion and care, and makes it easier for them to get involved in the speaking activities leading into or following the texts; this in turn makes their learning much easier, quicker and more pleasant.

Based on educational principles

Piaget (1981:3) asserts that all learning involves states of 'pleasure, disappointment, eagerness, as well as feelings of fatigue, effort, boredom'. The transition period from adolescence to early adulthood offers its own additional emotional challenges, as it is characterised by the individual's struggle for identity. During this period, many teens are overwhelmed by their emotions, and these can exert a strong influence – both positive and negative – on

their behaviour and their attitudes. The integration of both emotional qualities and cognitive processes is key to the successful development of students' cognition, their understanding of the world, and their development towards becoming responsible human beings.

Limba modernă 1. Engleză. Clasa a VIII-a supports you as a teacher in helping students integrate their emotional reactions and cognitive processes. It achieves this through an invaluable and comprehensive support system aimed at systematically developing students' thinking skills, their awareness of values and their self-esteem, whilst at the same time building their language skills and competencies. This in turn will increase students' awareness of the issues that are important to their present and future lives, deepen their understanding of important social and global issues, and enable them to become more caring and thoughtful young adults.

TRAIN TO THINK

Limba modernă 1. Engleză. Clasa a VIII-a focuses on building basic cognitive tools, i.e. capabilities that are required for the development of so-called higher order thinking skills that will be addressed later on in students' English language development. Examples of such basic thinking skills include Comparing and Contrasting, Categorising, Sequencing, Focusing Attention, Exploring Space, Time and Numbers, and Understanding Cause and Effect.

The activities in the book have been carefully designed to offer an appropriate level of challenge, taking into account the fact that students are tackling/approaching them in a language they are still learning and not in their own.

VALUES

Values are what we need to guide us through our life and to inform the way in which we interact with others. They are crucial for young people. Parents, teachers, schools and societies have an obligation to convey positive values to the next generation.

Teaching values is undoubtedly a challenging task. Telling teens how they should or should not behave is rarely the most efficient way of inculcating the right values in your students. It might be more promising for you to model the behaviour you want to evoke in your students. So, for example, if we want our students to become empathetic listeners, we need to demonstrate what it means to be a good listener; we ourselves need to listen to them empathetically. Other important elements in promoting positive values in the classroom are: a supportive and encouraging learning atmosphere; and a positive rapport between you and your students. Moreover, exposure to emotionally engaging content (stories) and motivating activities that involve the exploration of important universal values and making them their own, further enables students to increase their awareness of and understand the importance of values, and

ultimately, adapt their behaviour accordingly. This is where *Limba modernă 1. Engleză. Clasa a VIII-a* offers you significant support, as it gives your students many opportunities to reflect on and discuss a wide range of important values, including ethical, environmental, health-oriented and artistic ones.

SELF-ESTEEM

As many teachers have noticed, a lack of self-esteem and self-worth can lead to an attitude of defensiveness in teenage students. This frequently observed pattern can lead to serious behavioural issues that are usually very difficult to deal with, such as students failing to take responsibility for their own actions, bullying and threatening others, withdrawing from work, daydreaming, or even giving up study altogether.

Studies show that attempts to try and help students build their self-esteem by repeating affirmations, for example, tend to fail or even result in the exact opposite. Goodman (2013) claims that ‘the quest for greater self-esteem can leave people feeling empty and dissatisfied’ (*op cit*, p. 27) and stresses (*op cit*, p. 28) that ‘a far better way to bolster your sense of self-worth is, ironically, to think about yourself less. Compassion toward others and yourself, along with a less self-centred perspective on your situation, can motivate you to achieve your goals while helping you weather bad news, learn from your mistakes and fortify your friendships.’

And this is exactly what the activities in *Limba modernă 1. Engleză. Clasa a VIII-a* labelled *Self-Esteem* are for. They help students reflect on their role in society, their attitudes

and those of others. It encourages them to learn from their mistakes, and develop an insight into their own thinking (meta-cognition) – all important stepping-stones towards building a strong sense of self-worth and self-esteem.

Sources:

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- Domasio, A. (1994) *Descartes’ Error: Emotion, Reason, and the Human Brain*, New York: Penguin Putnam
- Goodman, A. (2013) ‘Letting go of self-esteem’, *Scientific American Mind*, October
- Shaver, J.J.P. and Strong, W., ‘Values in education and education in values’, in Halstead, J.M. and Taylor, M.J. (eds) (1976) *Facing Value Decisions: Rationale-building for Teachers*, Belmont
- Le Doux, J. (1998) *The Emotional Brain: The Mysterious Underpinnings of Emotional Life*, New York: Simon & Schuster
- Piaget, J. (1981) ‘Intelligence and Affectivity: Their Relationship during Child Development’, Palo Alto: Annual Reviews
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Unit and Topic area	Critical Thinking	Values	Self-esteem
1 Life plans	Reading between the lines [Making inferences]		Life changes [A sense of purpose: positive and negative effects of changes]
2 Hard times	Following an idea through a paragraph [Intensive reading]	Animal rights [Moral values: how we treat other species]	
3 That’s entertainment	Identifying the main topic of a paragraph [Understanding gist]	The film of my life [A sense of identity]	
4 Science counts	Fact or fiction? [Seeing the difference between facts and opinions] New ideas count [rank ordering; evaluating]	How science helps people [Moral values: appreciating achievements in science]	
5 Keep healthy	Thinking about what makes you happy and healthy		About health [assessing valid vs. invalid conclusions]
6 Rules in my community	Thinking about the importance of rules [Moral values: respecting laws and rules]	Play ‘Rock, paper, scissors’ [Creative thinking]	
7 What a story!	Thinking about different writing styles [Rhetorical questions]		A better world [A sense of purpose: how to improve the lives of others]
8 It’s a crime	Thinking about empathy [The ability to see the world through other people’s eyes]	Respecting the law [Social values: the link between offence and punishment]	
9 What happened?	Scientific truth or legend? [Seeing the difference between facts and opinions]	Thinking carefully before you act [Personal values: the effects of not thinking ahead]	
10 Going places	Distinguishing fact from opinion [Asking questions to make the distinction]	Learning from other cultures [Personal values: the benefits of understanding other cultures]	

USING THE STUDENT'S BOOK

The first reading sets the scene for the unit ...

4 SCIENCE COUNTS

OBJECTIVES ←

FUNCTIONS: talking about past habits; talking about imaginary situations; talking about scientific discoveries

GRAMMAR: phrasal verbs; expressions with *make*; *make vs. do*; second conditional; *I wish*

VOCABULARY: direction and movement; science

Pre-reading activities activate students' prior knowledge, get them interested in the topic of the text and provide a tool for pre-teaching key vocabulary.



Objectives, focusing on skills and language, are clearly displayed. These signal to you and your students what you can expect to achieve by the end of the unit.

Reading texts are about contemporary topics that teens can relate to. They span a range of genres from magazine articles and blogs to webchats and product reviews.

READING

- Look at the photos and answer the questions.
 - What does each photo show?
 - What do you think life was like for people before they had these things? Do you think life with them is easier today? Why (not)?
 - Do you think science helps people? In what way?

2 SPEAKING Work in pairs or small groups. Discuss the questions.

- Electricity and fire are *discoveries*. The other things are *inventions*. What's the difference?
- Which of the six things above do you think is the most important? Why?
- Can you think of other discoveries or inventions that changed how people live?

3 Now look at the pictures on page 35. Who are they and why are their scientific discoveries important? Guess what the blog is about. Then read and check.

Read again and listen to the blog. Answer the questions.

- What did Newton think about when he saw the apple fall to the ground?
- What did Archimedes see when he got out of the bath?
- Why did he shout 'Eureka'?
- Why are these discoveries not complete accidents?

The reading text is also available for students to listen to. This provides you with greater flexibility in how you approach the text. The audio also helps to focus students' attention on the sounds of the language.

Train to Think focuses on improving students' critical thinking skills by extending the topic of the reading text. The aim is to exploit a topic that students have already engaged with in order to develop a skill that they will use across their whole curriculum.

TRAIN TO THINK

Thinking about fact and fiction

Sometimes we explain scientific facts through anecdotes (short, often amusing stories about something that happened). Facts are always true, while fiction is pure imagination.

Read the text again and find the following:

- sentences which say the story is not true
- rhetorical questions
- ways to address the reader directly.

SPEAKING

Work in pairs. Discuss these questions.

- Do you know any other discoveries that were made by accident? What is their story?
- Name a scientist that you admire. Why do you think his/her work can help people?

4 SCIENCE COUNTS

MIKE HORNBY'S VERY INTERESTING BLOG PAGE

more interested in science?

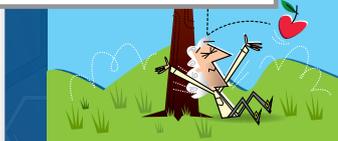
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OK, so a Greek mathematician was sitting in his bath one day, more than two thousand years ago, and while he was getting out, he noticed that the water 'went down' in the bath. So he got back in, and the water 'went up'. 'Now I understand!' shouted Archimedes – actually, he shouted 'Eureka!' because he was Greek, not English. He saw that the level of the water in the bath was directly related to exactly how much of his body was in the water, that this relationship was constant – it never changed! Some people say that he was so happy about his discovery that he ran out into the street without putting his clothes on. No, that probably didn't happen either, but he had a good reason to be happy. This was a very important moment in our understanding of maths and physics.

The stories are hard to believe. But the important thing is that Archimedes and Newton really did exist, and they really did 'come up with' those important ideas. Newton worked out that if the Earth's gravity has an effect on the movement of an apple, then it probably has an effect on the movement of the moon, too – and all kinds of new ideas and discoveries 'came from' that.

And you might say that these discoveries were accidents, and in a way they were – but not complete accidents. They needed people like Newton and Archimedes to do the thinking. Scientists and mathematicians do a lot of thinking and because of that, our world is the way it is.



Nice story, isn't it? Only it's probably not true. Or, at least, we've got no way of knowing if it's true. It's a bit like Archimedes and the bath. You don't know that one?

... before exploring core language and developing listening skills.

GRAMMAR

Phrasal verbs

1 Look at the underlined phrasal verbs in the blog on page 35. Match them with the definitions. Then complete the rules.

- move down to a lower level or place
- move upwards, rise
- drop from a place where it was attached or contained
- think of an idea or plan
- happen as the result of doing something
- fall to the ground

RULE:

- Phrasal verbs usually have two parts: a main ¹.... and a ².... Phrasal verbs that include a preposition are known as prepositional verbs. They have three parts: a verb, a particle and a preposition.
- The most common particles used to form phrasal verbs are *around, at, away, down, in, off, on, out, over, round, up*. Together, they have a particular meaning which is often quite ³similar / ⁴different from the meaning of the verb alone.

VOCABULARY

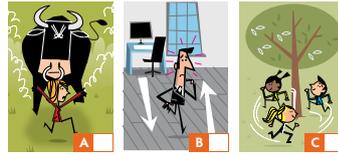
Direction and movement

1 Complete the sentence.

Newton thought about why things fall ¹ _____ and not ² _____.

2 Match the phrases with the pictures.

- It's coming **towards** her.
- It's running **away from** her.
- They're running **around** the tree.
- She's leaning **backwards**.
- She's leaning **forwards**.
- He's walking **up and down** the room.



Lexical sets are presented with clear visuals to support immediate understanding of new vocabulary items.

Examples of the target **grammar** are taken directly from the reading text. Language is therefore introduced in context, making it more meaningful for students.

Following language presentation, students are encouraged to personalise target grammar or vocabulary.

The **listening** section follows established procedure: a pre-listening activity, a listen-for-gist task and an activity which tests understanding at a deeper level.

3 Complete the sentences with phrasal verbs from Exercises 1 and 2. Use the correct form of the verbs.

- Newton was sitting under an apple tree when an apple _____ of the tree and _____ the ground.
- While Archimedes was getting out of the bath, he saw that the water _____.
- When we go on holiday, my friend _____ my pet rabbit.
- A few pages _____ of the book.
- They _____ with a plan to make this machine work better.
- Would you like to _____ to my house at the weekend?
- The balloon _____ in the air slowly. We could see it from our window.
- We can just _____ and have a good time.

an object.
The words *towards* and *away from* always have an object after them.

3 Which way(s) can the car go?

- a car
- a plane



LISTENING

1 Look at the pictures. In which picture can you see ...:

- apple seeds? 3 a plug in a socket?
- the moon? 4 a hose?

2 Listen to a class discussion. You will hear four stories about things children didn't understand. Number the pictures in the order you hear the stories.



3 Listen again. Answer the questions.

- When the teacher was a girl, why did she think she might get ill during the night?
- Why did Sarah use to look at the moon for hours?
- Why did Sarah laugh at the moon?
- Why didn't Alex's grandfather use to step on wires?
- Why did Martin's family eat lots of apples?
- Why was Martin afraid to eat apple seeds?

GRAMMAR

Expressions with *make*; *make vs do*

1 Complete the sentences with the words.

fun | friends | noise | up | sure | difference

- The press made _____ this story about the flying penguins.
- She didn't like you making _____ of her.
- Our neighbours made a lot of _____ last night while fixing the car.
- We made _____ nobody would find out the secret of his invention.
- Their discovery made a _____ in the way people study.
- Meghan made _____ with Bear Grylls during a show.

4 SCIENCE COUNTS

2 Complete the sentences with *make* and the missing words.

- When you go out, _____ that the door's locked, OK?
- Doing a lot of exercise _____ a _____ to your health.
- When he moved to his new school it was really difficult for him to _____ with his new classmates.
- It isn't very nice to _____ of other people.
- Is that story really true? Or did you _____ it _____?
- They _____ too much _____ so I couldn't hear the conversation.

3 Write the words in the correct columns.

an experiment | the dishes | sense | a favour
time | money | well | housework

make *do*

4 Complete the sentences with the correct form of *make* or *do*.

- I really need to *do* well in this test. I'm going to study hard tonight.
- We _____ the laundry yesterday.
- It's a really good exhibition. You should _____ time to see it.
- Sorry I can't meet you at the station, but I'm sure you can _____ your own way to my house.
- Don't go in there. They're _____ a dangerous experiment.
- The film is very long, so it _____ sense to have something to eat first.
- He _____ a lot of money in banking and retired when he was 50.

Pronunciation

The /ju:/ sound

Turn to page 122.

Values invites students to consider their broader opinions and values through reflection on the reading text. Expressing opinions in pairs/groups provides support, while also offering extra fluency practice.

VALUES

How science helps people

1 Think about what science has given us. Make notes.

- Name four things that science has given us.
- Do you know who invented them?
- How do these things help us every day?

2 Write a short paragraph then read it out to the class. Vote for the best short presentation.

The second reading text introduces a new language focus.

Students are guided through the established reading skills procedure of predicting (Exercise 1), reading for gist (Exercise 2) and reading for detailed understanding (Exercise 3).

READING

1 **SPEAKING** Think of something that doesn't exist yet but that you would like to have or to see. Compare your ideas with a partner.

I'd like to have a motorbike that can also fly.
I'd like to see a machine that can take you anywhere in the world in seconds.

2 A web forum asked readers to do the same task as Exercise 1. Look at the pictures. What things do you think the forum readers suggested?

3 Read the forum. Check your answers to Exercise 2.

4 Read the forum again. Then write the names of the people described in these statements.

- 0 This person thinks about our planet. **Charlie**
- 1 This person might be a bit lazy. _____
- 2 This person worries about sick people. _____
- 3 This person wants more time. _____
- 4 This person wants to go back in time. _____

TRAIN TO THINK

Using criteria

Before you start brainstorming ideas about a certain topic, create a list of criteria. These can be any type of requirements that are important in choosing your best arguments.

1 Here are the five ideas from the forum. Put them in order 1–5: 1 = the most useful, 5 = the least useful.

- a a fuel that doesn't pollute
- b a time machine
- c a cure for malaria
- d a machine to do homework
- e a pill to sleep less

2 **SPEAKING** Compare your ideas with a partner.

3 You put the five things in order following a criterion – how useful is the idea? Here are two more criteria. Can you think of others?

- How possible is it?
- How important is it?
- How _____ is it?
- How _____ is it?

4 Choose one of the criteria in Exercise 3 and order the things in Exercise 1 again. Then compare your ideas with other students.

38



We asked you, our readers: **'What scientific advance or discovery would you like to see in the near future?'** Here are some of your answers.

- 1 It would be great if there was some kind of petrol we could use in cars that didn't produce any pollution. I guess there are scientists right now trying and I hope they succeed, because the world is a much cleaner place, wouldn't it? **Charlie**
- 2 If I could choose anything, I'd go for a time machine so that I could go back and do some things. Of course that's impossible – but would it be possible? I wish I could go back to when I was a kid and not say some of the things I did say! **Hannah**
- 3 Well, of course, the best things are cures for bad diseases. Everyone thinks about cancer, but of course it's terrible, but a lot of scientists are working very hard to stop malaria – and that disease that affects millions of people in Africa. So if they found a cure for malaria, it would be completely preventing it, life would be so much better. **Bruna**
- 4 I wish there was a machine that did homework for you. Wouldn't that be fantastic? But I guess that wouldn't be very happy. **Georgina**
- 5 I think it would be great if they invented something so that you only had to sleep two hours every day. Then we'd all have time to do things and to enjoy ourselves. It would be better, I think, and everyone would be happier with their lives. **Morris**



Photos and illustrations act as a visual hook for teens. They also provide a springboard into the text itself: motivating students to read the text, getting them to predict content and often illustrating meaning of key vocabulary.

GRAMMAR

Second conditional

1 Complete these sentences with the phrases in the list. Are the sentences about real or imagined situations? Find more examples of the second conditional in the web forum and underline them.

would be | would go for | wouldn't it be
was | found | could

- 1 If they _____ a cure for malaria, life _____ easier in so many places.
- 2 If I _____ choose anything, I _____ a time machine.
- 3 _____ great if it _____ possible?

2 Now complete the rule.

RULE: We use the second conditional to talk about the consequences of an unreal present action or a probable / an improbable future action.

- Condition clause: if + 2 _____ simple.
- Result clause: 3 _____ / wouldn't (would not) + verb.

The condition clause can come before or after the result clause.

3 **Circle the correct words.**

- 0 If I had / would have a bit more time, I went / would go and see my friends tonight.
- 1 They would learn / learned more if they would listen / listened more carefully.
- 2 If my school would be / was a long way from home, I would have / had to take a bus.
- 3 He lent / would lend you his tablet if you asked / would ask him nicely.
- 4 If he was / would be really ill, he stay / would stay in bed.
- 5 I gave / would give you her address if I knew / would know it myself.

4 Complete the sentences with the correct form of the verbs.

- 0 I think it 'd be (be) a great party if the food was (be) better.
- 1 Who _____ you _____ (talk) to if you _____ (have) a really serious problem?
- 2 She _____ (like) you if you _____ (be) nicer to her.
- 3 If his father _____ (not make) him tidy his room, he _____ (not do) it.
- 4 If you _____ (can) have any present you want, what _____ you _____ (choose)?

SCIENCE COUNTS

I wish

Each unit includes two vocabulary sections in addition to two/three grammar sections. Lexical sets are related to the topic of the unit and so can be understood, practised and applied in a meaningful context.



VOCABULARY

Science

1 Match the words with the definitions.

- | | |
|------------------|--|
| 1 a cure | a to study something |
| 2 to discover | b someone who works in an area of science |
| 3 an experiment | c a room for scientific work |
| 4 to invent | d something that makes a sick person well again |
| 5 a laboratory | e to find something new |
| 6 a machine | f a test to see if something works or is true |
| 7 to do research | g to make something new |
| 8 a scientist | h a piece of equipment that does a specific kind of work |

2 **SPEAKING** Look back at Reading Exercise 1 on page 38.

- 1 What do you think are the three best ideas?
- 2 Write them again, using either I wish... or the second conditional.

3 **SPEAKING** In class, compare everyone's ideas, and vote for the best ones.

39

Students can discover the rule for themselves, via an inductive approach to learning grammar, with the help of scaffolding.

This supported approach continues through to the grammar practice stage, which always begins with a controlled task.



Be aware of common errors related second conditional sentences. Go to Get it right! on Student's Book page 126.

These cross-references, which appear in the Teacher's Book, indicate appropriate points in the unit to exploit the Get it right! section at the back of the Student's Book. Get it right! provides exercises to help students avoid common errors as identified in the Cambridge English Learner Corpus.

The Cambridge English Corpus is a multi-billion word collection of real-life written and spoken English. It includes the Cambridge Learner Corpus, the world's largest collection of learner writing, comprising more than 50 million words of exam answers written by students taking Cambridge English exams. We carefully check each exam script and highlight all errors made by students. We then use this information to see which words and structures are easy and difficult for learners of English, and ultimately, work out how best to support and develop students.

In units 1, 3, 5, 7 and 9 you'll find the photostory ...

Each episode of the photostory involves four British teens in a complete story.

Each story begins with several photos and accompanying text. Students can also listen as they read.

PHOTOSTORY: episode 3

The challenge

- 1 Look at each photo. What do you think will happen?
- 2 Watch the video. Check your predictions.

Students predict the ending of the story before they watch. This increases motivation and makes understanding easier.

EMMA It's been such a busy week.
LIAM Too right. So many things to do.
NICOLE Same here. And all of these projects for school. It's been fun, though. Hasn't it, Justin?
JUSTIN Sorry?
EMMA Oh, come on, Justin. You're not listening to us at all.
NICOLE Always on your phone doing something or other.
JUSTIN Sorry. I know it's a bad habit, but whenever someone texts me I've just got to reply right away.



See how the story concludes in the video found in the digital textbook. The video picks up precisely where photo 4 ends.

Examples of the target grammar are taken directly from the reading text. Language is therefore introduced in context, making it more meaningful for students.

Following language presentation, students are encouraged to personalise target grammar or vocabulary.

Further comprehension questions guide students through the story at a deeper level before target language embedded within it is explored.

Phrases for fluency focuses on authentic language that students can use in conversation to make them sound more natural and fluent. They see these phrases in context and at a level graded for them in the photostory.

DEVELOPING SPEAKING

- 3 Work in pairs. Discuss what happens next in the story. Write down your ideas.

We think that two of them succeed and two of them don't.

- 4 Watch to find out how the story continues.

Answer the questions.

- 1 Why does Nicole's dad think she doesn't answer her phone?
- 2 What did Emma do that meant she lost the challenge?
- 3 What did Liam do or not do about the challenge?
- 4 How long did Justin manage to not use his phone for?
- 5 What did Nicole do that meant she didn't win the challenge?

PHRASES FOR FLUENCY

- 1 Find these expressions in the story. Who says them? How do you say them in your language?
 - 1 Same here.
 - 2 something or other
 - 3 Give me a shout
 - 4 Where (were we)?
 - 5 You know what?
 - 6 (It's a) deal!
- 2 Use the expressions in Exercise 1 to complete the dialogues.
 - 1 A I was really busy over the weekend. No time to relax! I always had _____ to do.
B _____! I didn't stop for a moment.
 - 2 A Listen, if you find the homework difficult, _____ and I can try to help you. Then maybe you can make us a snack later.
B _____! Thanks a lot, Georgia.
 - 3 A This exercise is exhausting.
B You're right. _____? We should have a break.
 - 4 A So, I think we should do that.
B Hang on, let me answer this phone call. ... Sorry about that. Right, _____?

WordWise Expressions with right

- 1 Look at them. Which is right? right up
1 I just
2 A I
B
3 No
4 You
5 OK
6 A I told you. No technology all weekend.
B

WordWise takes a word or phrase which has a number of different meanings in English and provides analysis and practice using them.

- 2 Complete the sentences with a phrase using right.

1 You're the new girl at school. _____ 2 _____

Key phrases for a particular speaking function are explored in the Functions section. Students have the opportunity to practise these in the context of a communicative task.

FUNCTIONS

Issuing and accepting a challenge

- 1 Read the phrases. Which ones are used to issue a challenge? Which ones are used to accept or turn down a challenge?

1 I bet you can't ...	5 I challenge you to ...
2 I think you're (probably) right.	6 No problem.
3 I bet (you) I can ...	7 You'll never manage to ...
4 That's too easy.	8 Of course I can.
- 2 WRITING Work in pairs. Write short dialogues between two people, where one challenges the other. Use these ideas and one of your own.
 - eat a doughnut without licking your lips
 - stay awake for twenty-four hours
 - walk twenty kilometres in four hours
 - finish this exercise before me
 - speak only in English during break times and lunchtimes for a whole week

... and in units 2, 4, 6, 8 and 10, a culture text.

The focus of the **Culture** section is on getting students to think and talk about life in other countries and how it compares with their own.

There is a video available for students to watch.

Culture

- 1 Look at the photos. What things can you see in each one?
- 2 Read the article about five scientists and watch the video. Number the photos 1-5.







Great scientists

1 Galileo (Italy, 1564–1642)
Galileo – his full name was Galileo Galilei – is sometimes called ‘the father of modern science’. He was a scientist, mathematician and astronomer (someone who looks at the stars and planets). When he was alive, telescopes were still quite **basic**, and he made many improvements to them.
His best-known **achievement** was to show that the Earth moves around the sun, and not the sun around the Earth (although he was not the first man to have the idea).

2 Louis Pasteur (France, 1822–1895)
Louis Pasteur was one of the people who started the area of science that we now call microbiology. He did many things during his life, but he is remembered mostly because of the work that he did with milk. When milk is about two days old, it starts to get bacteria (very small things that carry disease), and this makes it dangerous to drink – people can get diseases. Pasteur developed a way to **prevent** this happening. The process is called ‘pasteurisation’.

3 Karl Landsteiner (Austria, 1868–1943)
Landsteiner worked in Vienna on many scientific things. Together with a man called Erwin Popper, he helped to **identify** the virus that causes a disease called polio.
But even more importantly, in 1901 he discovered the three main blood groups – A, B and O – and showed that it is possible to transfer blood from one person to another person. This led to the first ever blood transfusion in 1907, in New York.

4 Francis Crick (Britain, 1916–2004) and James Watson (USA, born 1928)
In 1953, in Cambridge, UK, Crick and Watson told the world that they had found ‘the secret of life’. The secret is the **structure** of DNA, the material that makes genes, the things we get from our parents that control how we grow. Their discovery meant that we now know much, much more about the human body. And with that knowledge, there have been **enormous** improvements in medicine and medical research, as well as in historical research and solving crimes.

5 Jane Goodall (Britain, born 1934)
Jane Goodall is a scientist who has studied primates, especially chimpanzees, her whole life. She has studied their family groups, their use of **tools** and their emotions. Her work has made it clear that chimpanzees and other primates (gorillas, for example) are not as different from people as we used to think. Goodall has shown the world that we need to **treat** the animals around us with respect and protect them.

Here, students have the opportunity to develop their ability to deduce meaning from context and increase their receptive vocabulary.

This *extended writing* section, designed to guide students step-by-step through the writing process, also appears in even-numbered units. A *writing task* is set in all units.

The Culture text is primarily exploited for its informative rather than linguistic content. Students are encouraged to respond to the text and relate it to their own experiences and cultures.

Students are presented with a model text for analysis of task purpose, and for presentation and practice of useful language before they move on to produce their own compositions. The final task is closely modelled on the type of tasks which appear in the Cambridge English: First writing test.

SCIENCE COUNTS

WRITING

A blog entry

- 1 Ellen wrote a blog entry with the title, ‘A world without science’. Read what she wrote and answer the questions.
 - a What did people do before they had penicillin?
 - b What does Ellen think life would be like without scientific progress?
- 2 Look at Ellen’s blog entry again.
 - 1 In which paragraph does Ellen express personal opinion?
 - 2 In which paragraph does she draw a conclusion?
- 3 Match the paragraphs with these headings:

a Introduction	b Main Body	c Conclusion
----------------	-------------	--------------
- 4 You are going to write a blog entry like Ellen’s. Choose one of these examples of scientific progress.

– mobile phones	– penicillin
– the Internet	– vaccination
- 5 Make notes for your blog entry. Use the linking words/connectors to introduce your points and arguments.
 - Paragraph 1: Introducing the topic
 - Paragraph 2: The importance of science in our everyday life – Introducing your points and arguments: *In my opinion, To my mind, As far as I’m concerned, I think, I believe, I agree/disagree, For example, etc.*
 - Paragraph 3: Conclusion
- 6 Write your blog entry (about 100–120 words altogether).

Ellen’s blog

A world without science

[1] It isn’t easy to imagine life without scientific progress. One area of science that has really benefited is medicine. We could not imagine our life today without things like penicillin, X-rays, vaccination, ambulances or antibiotics.

[2] I believe that the discovery of penicillin is one of the most important moments in the history of medical science. Since 1928, it has been saving lives, because it can be used against diseases and infections. Even if it was discovered by chance, penicillin was a gift for people’s health. Sir Alexander Fleming, a Scottish researcher, found some mould on a dish in his lab and discovered that the mould stopped the spreading of other bacteria. In my opinion, our life wouldn’t be the same without this medicine. For example, some forms of pneumonia could kill us if we didn’t have a treatment based on penicillin.

[3] To sum up, I could say that science can save lives, because doctors would not be able to treat patients if they didn’t have the right medicines. So, the work of scientists and researchers contributes not only to the development of science, but also to the protection of our health.

LET'S PRACTISE! and TEST YOURSELF consolidate content from each pair of units.

LET'S PRACTISE!

READING

Three-option multiple choice

1 Look at the text in each question. What does it say? Choose the correct letter A, B or C.

0 

A Press the red button if you want to get on the escalator.
B Don't press the red button unless there is a serious problem.
 C Only shop staff can press the red button.

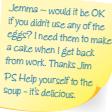
3 

A The sports day will now take place on Sunday.
 B The weather will be bad this weekend.
 C There is a chance the sports day will still take place on Saturday.

1 Subject: _____

Hi Claudia - I want to start French lessons. You said John Gray teaches French. Have you got his phone number?
 Anna

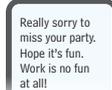
A wants Claudia to pass on a message to John Gray.
 B wants to talk to John Gray.
 C wishes she could start French lessons.

4 

Jemma can
 A eat the soup but not the eggs.
 B eat the soup and some of the eggs.
 C have some cake when Jim gets back from work.

2 

A The photography course is already full.
 B Talk to Steve if you are interested in learning how to take photographs.
 C The photography course finishes at the end of October.

5 

Fin
 A wishes he could go to Ashley's party.
 B is going to be late for the party.
 C thinks that work is as fun as the party.

WRITING

Sentence transformations

2 Match the sentences about science. For each question, complete the second sentence as the first. Use no more than three words.

1 I don't enjoy science fiction, and Jim doesn't enjoy science fiction.
 I don't enjoy science fiction, and _____ Jim.

Exercises on this page provide authentic practice at the appropriate level for eighth grade students.

TEST YOURSELF

UNITS 3 & 4

VOCABULARY

1 Complete the sentences with the words in the list. There are two extra words.

invent | comedy | thriller | experiment | research | discovery | news
 documentary | up and down | cure | towards | science fiction

- I got scared when the dog started running _____ me.
- There was a _____ on TV last night - the funniest programme I've ever watched!
- I'm going to do an _____ to see if my idea works.
- There was an interesting programme last night - a _____ about the history of my country.
- She's got a serious disease, and the doctor says there's no _____ for it.
- My father always watches the _____ on TV to see what's happening in the world.
- I'm going to do some _____ on the Internet before I write my essay.
- She was very late! I got a bit nervous and started walking _____ outside the cinema.
- Alien II* is one of the best _____ films ever made.
- The _____ of oil brought many benefits to the town.

/10

GRAMMAR

2 Complete the sentences with the words in the list. There are two extra words / phrases.

fall out | fell down | best | better | needn't have | carefully | didn't need to | wasn't allowed to

- My mum _____ go out with friends until she was 16.
- Dave had already asked Dad about the trip, so I _____ ask him.
- She needs to drive _____ on the icy roads.
- Our apple tree _____ in the storm.
- She plays the guitar _____ than me.
- You _____ brought a dictionary. I have lots of dictionaries here.

3 Find and correct the mistake in each sentence.

- He's a bit angry - I think you better apologise to him.
- I'm making my homework now, so I'll talk to you later.
- If you would work harder, you would do better at school.
- You never do time for your friends.
- He runs more quick than me.
- It's late. We'd better to go home now.

/12

FUNCTIONAL LANGUAGE

4 Circle the correct words.

- A We're going camping this weekend. Why don't you come along / on?
 B I'd love to. How far / about asking Mike to come too?
- A We're going swimming. Does anyone feel / fancy coming along?
 B You can call / count me out. I hate swimming.
- A I must / need go home now. I still have homework to finish for tomorrow.
 B No, don't be silly! You mustn't / don't need to do it for tomorrow - it's a holiday.
- A Do your parents let / allow you stay out as late as you want?
 B Yes, but only at the weekends and I have / must to tell them what time I'll be home.

/8

MY SCORE /30

22 - 30

10 - 21

0 - 9

43

The Test Yourself page allows students to check progress and is based on language presented in this and the previous unit.

The traffic light scoring system enables students to chart their progress across the level.

USING THE WORKBOOK

As you'd expect, the **Workbook (Limba modernă 1. Engleză. Caietul elevului. Clasa a VIII-a)** reflects the content of the Student's Book, providing extra practice of language (grammar, vocabulary and pronunciation) and skills (reading, writing, listening and Train to think). The focus is on independent study but Workbook activities can equally be exploited in class.

1 LIFE PLANS

6 *** Complete the sentences. Use a verb from the list and the correct form of going to. Then match them to the pictures.

see | not visit | study | move | not ski | make

0 We're going to see a play tonight. I've got the tickets.

1 The car's broken down. We _____ Grandma today.

2 I _____ a curry tonight. I've just bought all the ingredients.

3 Sue _____ Maths at Bristol University in September.

4 Paul has hurt his leg. He _____ today.

5 They are selling their house. They _____ to London.

7 *** Read the sentences. Write A for an arrangement, P for a prediction or I for an intention.

0 I've got a tennis lesson at 10 o'clock. A

1 I phoned the dentist and made an appointment to see him this afternoon. P

2 People living on the moon one day? Yes, definitely. I

3 We've decided where to stay in London – the Ritz hotel. A

4 I've decided what to do next year – travel around the world. I

5 My dad, let me go to the party? No way! P

8 *** Rewrite the sentences in Exercise 7 in your notebooks using the correct future tense.

0 I'm playing tennis at 10 o'clock.

should / shouldn't, may (not) / might (not) (review)

9 *** Complete the sentences with should / shouldn't or may (not) / might (not) and the verbs on the list.

know | phone | be (x2) | practise | visit | go | put

0 You have an exam tomorrow. You shouldn't be playing cards on the computer!

1 She's not very good at the piano. She _____ more.

2 Sally _____ if she does, could you ask her to ring again later?

3 This _____ the last time we see each other so let's enjoy our time left together.

4 I wouldn't ask Peter to help us. He _____ the answer to this problem.

5 I'm feeling sick. I _____ to their birthday party tonight.

6 A I've been writing all morning. I'm really tired. B I'm not sure we'll get it done in time. C I'm not sure we're getting it done in time.

GET IT RIGHT!

will vs. present continuous

Learners often use will + infinitive where the present continuous is needed.

✓ I'm seeing the dentist because my tooth is hurting.
✗ I'll see the dentist because my tooth is hurting.

✓ I'm not sure we'll get it done in time.
✗ I'm not sure we're getting it done in time.

Complete the sentences with a verb from the list in the correct form.

come | win | see | go | not go | have (x2)

0 It's good that you are coming to see me in Brazil!

1 We _____ a party next weekend – do you want to come?

2 I think Real Madrid _____ tonight.

3 My brother _____ to university next week. He's packing at the moment.

4 I _____ to his party later because I have to study for tomorrow's exam.

5 We think you _____ a great time on holiday.

6 Maybe I _____ you there.

Cambridge Learner Corpus informed exercises, in each unit of the Workbook, help your students avoid common pitfalls.

3 LIFE PLANS

Making changes

1 *** Match the sentence halves.

1 I've decided not to make _____

2 I'm trying to give _____

3 He's on a diet and doing _____

4 I'm trying to get fitter but I'm struggling _____

5 I need a new hobby so I've taken _____

6 It's hard to break _____

7 It's important for kids to form _____

8 My dad needs to eat better but he's never going to change _____

a really well. He's lost 5 kg already.
b with getting myself to the gym every day.
c good habits.
d his ways.
e up photography.
f up eating chocolate but it's so difficult.
g any resolutions this year.
h a habit sometimes.

2 *** Write down:

1 a resolution you'd like to make for next year. _____

2 something you'd like to give up. _____

3 a school subject you do well in. _____

4 a school subject you struggle with. _____

5 a new hobby you'd like to take up. _____

6 a bad habit you'd like to break. _____

Life plans

3 *** Read the definitions and write the words and expressions.

1 t _____ w _____: go out and see other countries

2 g _____ p _____: be given a better job (usually in the same company)

3 f _____ s _____: finish compulsory education

4 c _____: finish your professional life

5 g _____ a d _____: graduate from university

6 s _____ d _____: get married, buy a house, etc.

7 s _____ a f _____: have children

8 s _____ a c _____: begin your professional life

4 *** Complete the sentences with the words and phrases from Exercise 3.

1 My brother just loves being free. I can't see him ever wanting to _____.

2 It's not easy to _____ a new _____ when you're 50.

3 The government wants to raise the age that you can _____ to 18.

4 I certainly want to _____ one day. I'd like at least three children.

5 I want to take a few years off work and _____ I'd love to spend some time in Asia.

6 These days many people can't afford to _____ before they're 70.

7 I _____ from university but I've never really used it in my professional life.

8 If you work hard, you might _____ to junior manager next year.

WordWise

Phrases with up

5 *** Put the sentences in the correct order.

LINDA Why didn't you just go to bed?

LINDA Really? What were you up to?

LINDA Why? I don't understand.

LINDA What's up, Sam?

SAM I was just playing video games with my dad. We were up until 1 am.

SAM Well we were playing on the TV in my bedroom!

SAM Nothing. I'm just feeling a bit tired. I was up late.

SAM I wanted to but it wasn't up to me. I had to wait for my dad to finish.

6 *** Match the underlined words in Exercise 5 with their meanings.

1 doing _____

2 awake _____

3 didn't go to bed early _____

4 the matter _____

5 my decision / choice _____

Pronunciation

Linking words with up

Go to page 116.

VOCABULARY

Word list

Phrases with up

What's up?
What's up, Dave?
Are you OK?

up to (an hour, etc.)
It can take up to 6 weeks to get a new passport.

be up to somebody
If you don't enjoy your job, it's up to you to find a new one.

be up to something
I'd like to invite Jenny onto the project but I'm not sure she's up to it.

be up to something
I was up late last night. That's why I'm so tired.

be up to something
I was up late last night. That's why I'm so tired.

Making changes

make a resolution
give (something) up
do well
struggle with (something)
take (something) up
break a bad habit
form a good habit
change your ways

Life plans

leave school
get a degree
travel the world
start a career
get promoted
settle down
start a family
retire

Key words in context

arrangement
blame
careers advisor
criticise
earn a living
good intentions
intention
leave (something) to the last minute
lifestyle
prediction
translator

Who made all the **arrangements** for the party?
Don't **blame** me for getting here late. I said we should take a taxi.
The **careers advisor** told me I should think about a job in politics.
Why do you always **criticise** everything I do? Do I never do anything right?
He **earns a living** helping the elderly.
He had a lot of **good intentions** at the start of the year but unfortunately he forgot most of them.
I'm sorry I said that. It was never my **intention** to upset you.
Maybe if you didn't always **leave your homework to the last minute**, you'd get better marks for it.
He has a very interesting **lifestyle**. He lives half the year in France and the rest in the USA.
I'm not going to make a **prediction** about this world cup because I think lots of teams could win it.
My uncle is a **translator** at the United Nations. He speaks six languages.

In addition to grammar and vocabulary practice activities, you'll also find a **word list** in each unit of the Workbook with examples of target lexis in context. This serves as a useful written record for your students.

Finally, you'll find extra practice of lexical chunks taught in the **WordWise** and **Phrases for Fluency** sections of the corresponding unit of the Student's Book.

1 LIFE PLANS

DEVELOPING WRITING

An email about a problem

1 Read the email. Who is ...

1 Dave?
2 Kev?
3 Conner?
4 Gina?

2 Read the email again and answer the questions.

1 What specific problems does Kev have with Conner?
2 Underline the expressions that show you he's not happy with these things.
3 What plans has he made to resolve the situation?
4 Circle the language which introduces these plans.

3 What does Kev do in each paragraph? Write a short description.

A He apologises for not writing and offers some excuses.
B
C
D

4 Think of a person, real or imaginary, and write down three complaints about him / her. For each problem, think of a way of resolving it.

problem	resolution
1 He's / She's always ...	
2 The problem is ...	
3 If I'm honest ...	

5 Write an email to a friend explaining your problems and what you're going to do about them. Write about 150 words.

CHECKLIST

- Introduction
- Explanation of problems
- Say what you're going to do about them
- Say goodbye
- Informal email language

Each unit includes a full page devoted to developing your students' writing skills via a guided approach based on a model text. This staging focuses students on why they're writing and who the target reader is, thereby encouraging them to plan their writing appropriately. Students are also presented with a checklist to encourage them to edit their writing once they've finished.

Every two units, a double-page consolidation spread provides skills and language practice based on what students have covered in the preceding two units.

The LET'S PRACTISE! page is designed to enable your students to further develop their exam skills. It covers all the different task types, together with a step-by-step guide outlining how to tackle each one effectively.

LET'S PRACTISE!

Reading and Use of English

1 For questions 1-2 read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Teenage resolutions

According to a recent survey, more than 75% of 16-year-olds (0) _____ at least one resolution at the beginning of each New Year. The most popular ones are (1) _____ better at school and being nicer to family members. Other common resolutions include spending less time watching TV and giving (2) _____ playing computer games altogether.

0 A make B do C form D find
1 A studying B making C revising D doing
2 A in B over C out D up

Multiple-choice cloze guide

In a multiple-choice cloze, you read a short text in which eight words have been blanked out. For each of these you have to choose one of four options to correctly complete the space. This question is designed to test your knowledge of vocabulary including idiomatic language, phrasal verbs and prepositions.

- First of all read the text through without worrying too much about the missing words. It's always a good idea to get an understanding of the meaning of the text as a whole.
- Now focus on each gap in turn. Look carefully at the whole sentence that it is in, and especially at the words that come before and after it. Maybe you can guess what the word is without even looking at the options. If your guess is one of the options then this means you've probably got the correct answer.
- If you can't guess the missing word then look at the four options you are given. Place each one in the space and read the sentence to yourself. Which ones sound wrong? Cross these answers out and concentrate on the others. Make your final choice by going for the one that sounds best to you.
- Finally if you really have no idea, then just choose one. Never leave an empty space on your answer sheet.

2 For questions 1-8 read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Decisions

I'm just about to start my final year at school and I still haven't (0) _____ what I want to do when I finish. I come from a family where everyone has gone to university and I think it's probably what my parents expect me to do too. But, of course, it's not (1) _____ to them; it's my decision and the problem is I'm not at all sure what I would choose to study there. When my parents went to university it was free. The government paid for them to get a (2) _____. Although both of them went (3) _____ to have successful careers, neither of them actually used the subject they studied. These days it's different. To go (4) _____ university is going to cost me at least £7,000 and that's only the course (5) _____. I can't afford to study for a degree that I don't (6) _____ up using. I need to choose the right course and, as I said before, at this time in my life, I've no idea what that might be. If I'm honest, I'd like to take a few years (7) _____ to do some work and maybe travel the world. Perhaps with a little more life experience I'll be able to make a better decision before I (8) _____ down and start my career.

0 A decided B thought C settled D fixed
1 A in B for C up D out
2 A degree B test C form D diploma
3 A forward B on C by D further
4 A through B by C from D in
5 A price B fees C fines D bill
6 A start B finish C begin D end
7 A over B on C out D more
8 A live B settle C calm D go

CONSOLIDATION

LISTENING

1 Listen and circle A, B or C.

- What does the girl not want to do when she leaves school?
A make plans
B start working
C go to university
- The girl says she could work in a factory ...
A if the money is good.
B for a short time.
C for a long time.
- Why does the girl not want to be like her father?
A He works evenings and weekends.
B He doesn't like his job.
C He doesn't earn much money.

2 Listen again and answer the questions.

- Why doesn't the girl want to go to university?
- What does she say about jobs at the moment?
- What kind of job does she want?
- Why does she think working in a factory could be OK?
- What does she think is good about a 9 to 5 job?

GRAMMAR

1 Circle the correct options.

- I go / I'm going for a walk in the park every day.
- Max and I go / are going for a walk tomorrow.
- When I arrived, the place was empty - everyone went / had gone home.
- I used to go / go and play by the river every day.
- In the future, life is being / will be very different from today.
- The film finished, so then I had gone / went to bed.
- Tomorrow I'm meeting / meet my friends in town.
- Many years ago, my family would / used to live in a very small flat.
- Kim was sure she will / would pass her exam.
- I may go / to go climbing in the Alps next year.

VOCABULARY

4 Complete the sentences with one word.

- She _____ when she saw a spider landing on her pillow.
- I've _____ a resolution to never eat chocolate again.
- She only started work here last month, but she's already got _____.
- I want to travel - I don't want to get married and settle _____.
- I didn't have a bed at my new flat so I had to sleep on the floor, on an old _____.
- He went to university and got a _____ in Mathematics.
- The firemen _____ the fire before they managed to put it out.
- As you get older, it becomes harder to _____ your ways.
- The house was old and dangerous so the city council _____ it.
- The post office said it could take _____ to two weeks to deliver the package.

5 Match the sentence halves.

- When he reached the age of 63
- The fire broke out because
- The flames spread very quickly
- When she stopped working,
- They were very scared,
- She decided to start a career
- It isn't a good idea to form
- My friend didn't do very
- It's up to you
- I was up late.

a to the next building
b well in the exam, unfortunately.
c in banking.
d That's why I'm tired.
e he decided to retire from his job.
f she took up photography.
g You decide.
h bad habits.
i someone carelessly dropped a cigarette.
j and they screamed very loudly.

UNITS 1 & 2

READING

7 Read the text and mark the sentences T (true) or F (false).

Charles Dickens and 'Hard Times'

Charles Dickens was one of the most famous and successful writers in England during the 19th Century. He became very wealthy and once travelled to the USA to give talks. His books are still popular today and many have been made into films - Great Expectations, Oliver Twist and A Christmas Carol are perhaps the best known examples. But Dickens' life was not always an easy one, especially when he was a small boy. His parents had problems with money, and so in 1824 they sent young Charles, only just turned 12 years old, to work in a factory - he had to slick labels onto bottles full of 'blacking', a polish for cleaning shoes. He was paid six shillings a week - that's about £12.50 a week in today's money. He hated the place. A short time later, his father was sent to prison because he owed money - this happened to many people at that time. Then the family house was sold, and Charles' mother, brothers and sisters went to live in the prison too. Charles never forgot this period of his life. As an adult, he wanted people to know about the terrible conditions that children often had to work in. And when he started writing, his stories were full of people who suffered the things that he had gone through himself. In fact, one of his novels is called *Hard Times*.



1 There are film versions of some of Charles Dickens' novels.

2 Charles' parents sent him to the factory because they needed money.

3 Charles was almost 13 when he went to work in the factory.

4 Charles' work was to polish shoes.

5 Charles went to live in a prison with his family.

6 In his later life, Charles wanted to help improve the situation for children.

WRITING

8 Write a short paragraph (100-120 words). Imagine you are 12-year-old Charles Dickens, working in the factory. Say what your work is like and how you feel.

1 | LIFE PLANS

Objectives

FUNCTIONS	talking about the future; complaining expressing possibility, advice/recommendation
GRAMMAR	present tenses (review); future tenses (review) <i>should / shouldn't, may (not), might (not)</i> (review)
VOCABULARY	making changes; life plans; phrases with <i>up</i>

Student's Book page 8–9

READING

- Books closed. To introduce the topic, write these verbs on the board: *play, eat, read, text, talk, watch, drink*. In pairs, students use the verbs to discuss what they do in their free time. They should try to find three things they have in common with their partners. Monitor and encourage them to use the present simple to describe their habits and routines. Nominate one or two pairs to share with the class what they have in common. You could extend this by searching for images of bad and good habits and showing them on the IWB (interactive whiteboard). Ask students to say whether they have these habits, but do not say if they are good or bad at this stage.
If you're using an IWB, the picture description would best be done as a heads-up activity. Give students a minute to discuss in pairs then nominate students to describe what they can see in open class. Ask them whether they think it is a good or a bad habit and to give reasons.
- Books open. Working individually, students complete the exercise. Monitor to help students with vocabulary to describe their bad habits.
- SPEAKING** Divide the class into pairs or small groups. Students discuss their answers to Exercise 2 and agree on which are the two worst habits. Monitor and help with any questions. Invite students to share their opinions with the rest of the class.
- Tell students they are going to read an article written by a teenager about her bad habits. Check/clarify: *resolution* (a decision to change something in your life, often made at the beginning of the year). Check understanding by asking students to give examples of typical resolutions. Also check *give up* (to stop doing something such as a hobby or a habit) by asking students to name things they used to do but have given up doing now. Students read the text quickly to find the answer.
To encourage students to practise reading quickly for gist, set a two minute time limit and tell them not to worry about understanding every word, but to focus on getting a general understanding of the text.

If you are using an IWB, you could project the article for two minutes, with books closed, and then mask it. With weaker classes, you may like to give them more time. Ask students to compare answers in pairs before conducting a quick whole-class check.

Answer

To be more efficient and never leave things to the last minute; to get fitter.

BACKGROUND INFORMATION

Minecraft is a computer game created by Swedish programmer Markus Persson and initially released in 2009. The game is played individually and involves collecting building blocks from which players create buildings or anything they want. There is no limit to what can be created, but players need to build some sort of shelter to protect themselves from monsters. The game has sold more than 60 million and has more than 100 million registered users. In September 2014, the developers of Minecraft sold the rights to the game to Microsoft for over \$2 billion!

-  Ask students to work with a partner and try to answer the questions from memory before reading again to check. Encourage students to underline key information in the article that supports their answers. Prompt students to quote this during whole-class feedback and also to correct any false statements.

Answers

- 1 T 2 F She misses her bad habits. 3 T 4 T
5 F It takes ten weeks. 6 F She thinks anything is possible.

Fast finishers

Ask students to answer the same questions about members of their families.

Optional extension

To develop some of the themes in the reading and to give students some extended speaking practice, write these questions on the board:

In what ways are you good/bad at planning your time?

When was the last time you left homework until the last minute?

What are your bad habits? Do they make life difficult for you?

What was the last good habit that you formed?

Give students a minute to think about their answers and make notes. Divide the class into small groups for students to compare answers and decide who is the most organised. Monitor but as the focus is on fluency, avoid correcting errors. During whole-class feedback, ask students: *Who is the most organised in your group?*

TRAIN TO THINK

Reading between the lines

Students work with a partner to complete the exercise. Ask them to underline the language in the article which helps them answer the questions. Check answers with the whole class, referring to language students underlined. Encourage students to challenge each other and voice different answers, as this will help develop their critical thinking skills. Be prepared to accept answers which are different from those in the key where students are able to justify them.

Answers

- Yes, she feels guilty because she says she'd made a resolution not to leave things until the last minute and then says, 'Well, I've failed'.
- No, she doesn't enjoy exercise because after going to the gym and doing karate for four weeks, she's not feeling any fitter, just a little unhappier.

SPEAKING

For variety, pair students with different partners or small groups from those in TRAIN TO THINK activity. Students discuss their answers. Monitor and help with vocabulary. When students have discussed fully, you could extend speaking time by regrouping students for them to present their answers to their new partner. Encourage students to speak at length without interruption. Listen to some of their ideas in open class during feedback.

Student's Book page 10–11

GRAMMAR

Present tenses (review)

- Books closed. Write sentences 1–5 on the board or project them if you're using an IWB. Nominate a student to come to the board and underline all the verbs in the sentences with a red pen. Invite others to call out and help if appropriate. Give students one minute to work with a partner and name the four tenses then nominate different students to come and write each one on the board. Next, ask students to open their books and match the tenses (a–d) with the sentences.

One way to find out students' current knowledge of tenses is as follows: tell students that you are going to ask them a question and that (on the count of three) they should raise their right hand if they think the answer is *yes* and their left if they think the answer is *no*. If the answer is *maybe, we don't know*, they should not raise either hand. This helps you see which students are unclear on the answers to the questions. Ask questions to elicit the meaning of the sentences e.g.

For 1: *Is the speaker sitting at the moment of speaking?* (yes).

For 2: *Was the speaker trying to get fit four weeks ago?* (yes); *Has the speaker stopped trying to get fit?* (no).

For 3: *Did the speaker start going to the gym in the past?*

(yes); *Do we know when in the past?* (no).

For 4: *Is the speaker talking about how she feels in the present?* (yes).

For 5: *Is the speaker talking about something that's happening now?* (no); *Is the speaker talking about a general truth or a fact?* (yes).

Say the sentences for students to repeat and check pronunciation. Make sure students are using the weak form of *been* in sentence 2, and if not, highlight this sound and model it for your students to repeat.

Answers

1 c 2 a 3 d 4 c 5 b

Elicit answers in open class. If necessary, give students further examples of each tense to clarify usage. Draw attention to the Look! box and ask students to complete the sentence: *My dad/sister/brother is always ...* Play the video for students to watch and check their answers.

Rule

- present simple
- present continuous
- present perfect
- present perfect continuous

Optional extension

To allow students to personalise the target language, ask them to write down the names of two people in their family. While they're doing this, quickly write these questions on the board:

What is he/she doing at the moment?

Can you think of three things he/she does every day that you do not do?

Which countries has he/she visited?

How long has he/she been ... ?

Students answer the questions with a verb in the correct tense. Put students into pairs to ask each other the questions about the two members of their family. Monitor and make a note of any errors in their use of the four tenses and review these during whole-class feedback but before you do that, nominate one or two students to report back to the class on what they discovered about their partner.

- If you're short on time, set this exercise for homework but first ask students to read through the text quickly and find out why the writer is having trouble sleeping. This will help them focus on the overall meaning of the text. Check answers (the writer is worrying about exams and the future). Students complete the sentences with the correct form of the verbs in brackets. Ask them to compare answers with a partner before checking in open class.

Answers

1 am ('m) lying 2 am ('m) trying / have ('ve) tried / have ('ve) been trying 3 have ('ve) been having / have ('ve) had 4 have ('ve) tried / have ('ve) been trying 5 has worked / works / is working 6 doesn't want 7 is happening 8 have ('ve) been studying / am ('m) studying 9 have ('ve) been thinking 10 want

Fast finishers

Ask students to write sentences of their own using each of the four tenses. Ask them to write three truths and two lies. Following whole-class feedback on Exercise 3, students take turns to say their sentences and guess which the lies are.

Optional extension

This is a great activity for encouraging students to produce extended spoken discourse. Put students into AB pairs. As close their books and try to retell the story (in first person) and using the correct verb forms, while Bs refer to the text and check the correct verb forms are being used. After a few minutes, students switch roles. You could make it competitive by having students keep a tally of the number of verbs their partner got right.

- 3 **SPEAKING** Get students to complete the exercise in pairs. With weaker classes, give students some thinking time to make a note of their ideas and to ask questions about vocabulary or look up words in a dictionary. Students discuss their problems. Encourage them to think about possible solutions. Monitor students' use of present tenses and make a note of common errors. Write these up on the board, ensuring anonymity, and ask students to correct them as part of whole-class feedback.

Grammar reference page 114 and Workbook page 6



Be aware of common errors related to the present simple and present continuous, go to Get it right! on Student's Book page 124.

VOCABULARY

Making changes

- 1 Books closed. If you're *not* using an IWB, write phrases 1–7 on the board and ask students where they have seen them before (they all appeared in the article on page 9). Tell students to find the phrases in the article as quickly as possible to practise students' scanning skills. You could do this as a competition. Ask: *Who can find the phrases first?* When students have found the verbs and can see them being used in context, ask students to try to work out the meaning of the phrases.

Books open. Students complete the exercise then compare answers with a partner. Check answers with the whole class, referring back to the text to clarify meaning. Say the phrases for students to repeat and check pronunciation.

Answers

1 a 2 h 3 b 4 c 5 d 6 e 7 g

- 2 Write this question on the board: *Did the writer stick to his/her resolutions?* Students read the text quickly to answer the question, ignoring the spaces for now. Check answer in open class (no). Students complete the text. Point out that they need to put the verbs in the correct tense. Ask students to compare answers with a partner before open class feedback.

Mixed-ability

Stronger students cover Exercise 1 and complete the text from memory. Weaker students refer back to Exercise 1.

Answers

1 made 2 change 3 break 4 took 5 gave
6 doing 7 form 8 struggled

Optional extension

Divide the class into AB pairs. Students test each other on the phrases. B closes his/her book. A says the first part of the phrase and B tries to remember the rest of the phrase.

- 3 **SPEAKING** Put students into small groups to discuss the questions. Monitor and encourage students to speak at length and give detailed answers. To extend this activity, put students into groups of six to eight and ask them to find other students who gave the same answers as themselves to questions 1 and 2. Invite students to share their answers with the rest of the class during feedback.

Workbook page 8–9

LISTENING

You could set a homework research task for students to find out about J.K. Rowling, Sylvester Stallone and James Joyce before this lesson. Start the lesson by asking students to tell the class what they have found out.

- 1 **SPEAKING** Books closed. To introduce the topic of what stars did before they became well-known, do an Internet image search for 'before they were famous'. Choose a number of images and copy and paste them onto a page to be shown on the IWB where available, or onto a large piece of paper. Divide the class into small groups and give them a time limit (depending on the difficulty of the images) to guess who the pictures show. Ask them to write down the names of the stars and a guess as to what the star did before he/she became famous. Find out which group has named the most. Books open, or if you're using an IWB, do this as a heads-up activity with the photos projected and enlarged on the screen. Tell students that they are going to listen to two teenagers discussing these three famous people but first they should discuss the questions in pairs.

BACKGROUND INFORMATION

J.K. Rowling (pronounced *rolling*) (born 31 July, 1965) is a British novelist. She wrote seven Harry Potter novels in a ten-year period from 1997–2007 and they have become the best-selling book series in history, selling over 400 million copies and making her the twelfth richest woman in Britain. It is estimated that she has donated over \$160 million to charity.

Sylvester Stallone (born 6 July, 1946) is an American actor and film director. He is most famous for his roles in the *Rocky* and *Rambo* series of films, which were successes in the 1980s and 1990s. He has also starred in action films such as *Demolition Man*, *Judge Dredd* and *Assassins* and most recently *The Expendables*. He does most of his own stunts and even broke his neck during the filming of *The Expendables*!

James Joyce (1882–1941) was an Irish novelist and poet. His best-known works are *Dubliners* (1914), *Ulysses* (1922) and *Finnegans Wake* (1939). He is known for a stream of consciousness style and the invention of words, which make his books difficult to read.

- 2  Play the audio for students to check their answers to Exercise 1. Tell them to concentrate on answering the questions and not to worry about understanding every word. Check answers.

Answers

A James Joyce B Sylvester Stallone C J.K. Rowling

Audio Script

- Ben Hi, Annie? You look serious. What's up?
 Annie I'm meeting the careers advisor this afternoon, and I've got no idea what I want to do when I leave school.
 Ben No idea at all?
 Annie None. Why? Have you?
 Ben Absolutely. I'm going to study medicine at university and then I'm going to be a doctor.
 Annie Lucky you. I don't even know if I want to go to university.
 Ben Well, don't worry too much. You aren't alone. I read an article the other day about famous people who didn't find their perfect careers until they were in their thirties.
 Annie Like who?
 Ben Well, there was Sylvester Stallone, for example.
 Annie That really old film actor?
 Ben Yes, he was working in a delicatessen, selling food. I think he knew he wanted to be an actor but just couldn't get any work.
 Annie So what happened?
 Ben He wrote a film for himself to star in. The film was Rocky.
 Annie The one about the boxer?
 Ben That's right. Well, it became one of the most successful films of all time, and Stallone became an international star.
 Annie OK, so who else was there?
 Ben Well, J.K. Rowling, of course.
 Annie The Harry Potter author?
 Ben Yes, she was working as a bilingual secretary when she first had the idea for Harry Potter. She was 25 at the time, but it took her another seven years to finish writing the first novel and get it published. She spent many of these years living in Portugal, teaching English.
 Annie Yes, I think I remember reading that somewhere.
 Ben And speaking of authors, there was the famous Irish writer James Joyce.
 Annie Who?
 Ben James Joyce. He wrote Ulysses, one of the most important books of the last century. Anyway, although he started writing in his twenties, he couldn't get anything published, so when he turned 30, he was making a living teaching and singing.
 Annie Singing?
 Ben Yes, apparently he had a really good opera voice and made quite a lot of money from singing in public. When he was 32, he finally got a book published and became a professional author.
 Annie Yes, but they all knew what they wanted to be. They just had to wait for a long time before it happened. I've got no idea what I want to be.
 Ben Well, that's what the careers advisor is for. He'll give you advice.

Annie I certainly hope so.

Ben Anyway, you don't need to worry. I'm sure you'll do well whatever you do.

- 3  Ask students to read the questions and check understanding. Check/clarify: *earning a living* (working to make enough money to live). Ask students to underline the key information they will need to listen for. Encourage students to try to answer the questions in pairs before listening again. Play the audio for students to check their answers. Let students compare answers with a partner before listening to the audio again.

Answers

1 She doesn't know what she wants to do when she leaves school. 2 Ben wants to study medicine at university and then become a doctor. 3 When he was 30, James Joyce was making a living teaching and singing. 4 The examples are different because they're about people who knew what they wanted to be, but Annie doesn't. 5 He tells her not to worry because she will do well whatever she does.

- 4 **SPEAKING** Divide the class into pairs for students to compare answers to Exercise 3. If students have different answers, encourage them to try to convince their partner that their answer is correct. Monitor and help with any queries. During whole-class feedback, ask students to justify their answers.

GRAMMAR

Future tenses (review)

- 1 Students complete the exercise individually. Let them compare answers with a partner before checking with the whole class. Say the sentences for students to repeat and check pronunciation. Play the video for students to watch and check their answers.

Answers

1 'm meeting 2 'm going to study 3 'll do

With stronger classes, ask students to discuss which future forms were used in each of the three sentences and why before focusing on the rule. Students complete the rule individually or in pairs before a quick whole-class check. If necessary, elicit/give further examples of each tense to clarify usage.

Rule

1 present continuous 2 will 3 going to

- 2 If you're short on time, set this exercise for homework but perhaps go through question 1 in open class to make sure students are clear on why *be going to* is used. Students compare answers with a partner. Check answers with the whole class, asking students to explain their choices.

Answers

1 We're going 2 I'll finish 3 I'm not going
 4 I'm seeing 5 She's going to be 6 going to eat
 7 will win 8 We're flying

- 3 Working individually, students complete the exercise. Circulate and help with any questions about vocabulary. Divide the class into similar-ability pairings and ask students to discuss their plans. For feedback, ask students to swap pairs and tell their new partner what their previous partner said.

Optional extension

Make groups of six to eight and give students a two minute time limit to find other students with the same arrangements. Before they begin, elicit the three questions that they will need to ask:
 What are you doing this week?
 What are you going to do this year?
 What do you think you will do in your life?
 Repeat the activity with intentions and predictions.

Grammar reference page 114 and Workbook page 7

Student's Book page 12–13

READING

- 1 **SPEAKING** A recording of this text is available with your digital resources. Books closed. If you'd like a warm-up, search for images of teenage magazine covers either on the IWB during the class or on the Internet before, and cut and paste them onto a piece of paper. Show them to the class and ask:
Do you read these magazines?
What types of articles are typically found in these magazines?
If you want some advice on a problem, do you read magazines or talk to your friends and family?
 Write some of their ideas on the board. Books open. Look at statements 1 to 4. Check/clarify: *criticises* (says something negative about). Give students time to reflect on the statements individually before discussing their opinions with a partner. Prompt them to justify their opinions. In whole-class feedback, ask which pairs had similar ideas.
- 2 Ask students to read the titles and underline any tricky words or phrases for you to explain. Check/clarify: *expecting* (to think somebody should do something). Encourage students to underline the parts of the text as they complete the matching task. Students compare answers with a partner before checking with the whole class.

Answers

- 1 Don't expect people always to agree with you
- 2 Stop expecting everybody to like you
- 3 Stop expecting people to know what you're thinking
- 4 Don't expect people to change
- 5 No one is happy all the time

Fast finishers

Students write two sentences beginning: *A good friend ...*

- 3 To clarify the task, do number 1 in open class. Encourage debate among students and accept alternative answers where supported with reasons, to demonstrate that more than one answer is possible.

Suggested Answers

- 1 paragraph 2 2 paragraph 3 3 paragraph 5
 4 paragraph 1 5 paragraph 4

- 4 **SPEAKING** Students discuss in pairs. Allow weaker or less confident classes time to make a note of their answers first. Encourage students to use language from the texts in their answers. Monitor and offer praise to those expanding on their answers. During feedback decide as a class which are the best pieces of advice offered.

Optional extension

Students do a role play based on one of the situations in Exercise 3. Student A has one of the problems, Student B gives advice. This activity works well if Student A does not like any of the advice offered by Student B. You could either ask students to speak spontaneously or you could instruct them to write their dialogue before performing. If doing the latter, ask students to switch partners after they've performed once and repeat – this time without preparation.

VOCABULARY

Life Plans

- 1 Books closed. As a warm-up, write *Life Plans* on the board and tell the class your own plans for your life, some of which should be true, others invented. (For example *I want to stop working and travel the world when I am 40; I am planning to write a children's book; I'm going to learn to play the saxophone; I'm going to buy a dog next week* etc.) Students decide in pairs which are not true. Listen to some of their ideas before revealing which are true. Give students some time to think about their own plans, some real, some invented. Divide the class into pairs or small groups to tell their plans to their partner, who should guess which are true and which are false.

Books open. Focus on phrases 1 to 8 and pictures A to H. Students match the words and phrases with the pictures. Check answers. You may need to check understanding of:

Start a career: Point out that this is when we start work, not when we start university and that this refers to a long-term profession. Ask: *Do you study a career at university?* (no).

Retire: Ask students: *At what age do people normally retire?* (around 65).

Get a degree: Clarify that this refers to the qualification you receive at the end of a university course. Ask: *Do you get a degree when you finish school?* (no). *When do you get a degree?* (after university).

Get promoted: Point out that this means to be given a new and better job within the same company. Ask: *If you are promoted, do you change companies?* (no); *Do you get more money?* (yes).

Settle down: This means to start a steady life, usually in a permanent house or job, often with a partner. Ask: *My friend has a part-time job, he shares a house with three friends and he travels a lot, has he settled down?* (no).

Say the phrases for students to repeat and provide a focus on pronunciation. Point out the linking of the verb and *a* in *start a career*, *get a degree* and *start a family*; also the stress on the second syllable and /ɪd/ ending in *promoted*.

Answers

A 4 B 6 C 2 D 3 E 1 F 5 G 7 H 8

- 2 First ask students to read the text quickly and answer the question: *Why has the writer's uncle always done things differently?* (He's experienced several life events at unconventional ages, e.g. he went to university in his 40s.) Clarify that in order to complete the spaces correctly, students will need to change the form of the verbs. Allow students to compare their answers with a partner before a whole-class check. During feedback, elicit why the various forms are required.

Answers

2 travelling the world 3 got a degree
4 started a career 5 got promoted 6 settle down
7 start a family 8 to retire

Fast finishers

Ask students to write sentences including some of the phrases 1–8 in Exercise 1 to describe members of their family.

Optional extension

Give students three minutes to decide at what age (if any) they are planning to do the things in Exercise 1. Next, students describe their plans to a partner. Encourage them to not look at their books and to try to recall the target phrases – this could be with their partner checking as they speak. Monitor, and prompt strong students to add as much detail as possible to their explanations.

Workbook page 8–9

GRAMMAR

should/shouldn't, may (not)/might (not)

- 1 In open class, nominate individuals to complete the sentences. Point out the use of *should/shouldn't* and *may (not)/might (not)*. Ask students: *Is the speaker expressing possibility, giving advice or making a recommendation?* Next, ask students to read the rule box and complete it with a partner, and then do a whole-class check. Play the video for students to watch and check their answers.

Answers

2 might 3 might/may 4 shouldn't 5 may not/might not 6 might not 7 should

Rule

1 may (not) 2 might (not) 3 should(n't)

WRITING

An email about resolutions

If students have access to mobile devices, you could ask them to write an email about themselves and send it to another member of the class. Encourage them to use future forms when describing their future plans. Monitor and draw students' attention to any mistakes, encouraging self-correction. When students have received their email, ask them to check that all the points in the task have been covered. Finally, ask students to write a short response encouraging the sender to stick to his/her resolutions.

Student's Book page 14–15

PHOTOSTORY: episode 1

What's up with Mia?

- 1 Tell students they are going to read and listen to a story about a group of friends called Flora, Leo, Jeff and Mia. Ask students to look at the photos and guess what they're talking about in each one. If you're using an IWB, do this as a heads-up activity with books closed by zooming in on the photos on the board and masking the dialogue. Students read the questions and speculate in pairs, just from the photos. Clarify that Mia is the girl standing up with a yellow bag in the first photo and that Jeff is the boy with the dark hair and grey jumper. During feedback, elicit and write students' ideas on the board. These can be referred to later on.
- 2  Students read and listen to check their answers, then compare with a partner. During whole-class feedback, refer to students' ideas from Exercise 1 to see if they predicted correctly.

Answers

The problem is that no one has seen Mia for a while. She's very busy and never has any free time. Mia wants to give up playing the violin because she doesn't enjoy it. She only plays it to keep her mum happy.

DEVELOPING SPEAKING

- 3 Ask students what they think happens next and ask them to brainstorm possible endings for the story. They could do this in groups with one student in each group acting as secretary and taking notes. Write students' ideas on the board during feedback. Don't give away answers and focus on the ideas, not on accuracy. Correct errors only where they impede comprehension.
- 4  **EP1** Play the video for students to watch and check their answers. The notes on the board will help them remember their suggestions. Who guessed correctly?
- 5 Monitor while students complete the exercise in pairs. Play the video again, pausing as required for clarification. Check answers with the whole class.

Answers

1 Mia keeps playing the wrong note on the violin and then walks out. 2 Mia wants to give up the violin because it takes up too much time and because she doesn't really like the orchestra teacher, Mr Wales, very much. 3 Mia thinks her mum changed her mind because her dad spoke to her. 4 Mia is learning the guitar by watching videos on the Internet. 5 She enjoys playing the guitar because she's just doing it for herself and there isn't any pressure.

PHRASES FOR FLUENCY

- 1 Students work in pairs to first match each of the expressions to the person who said them and then to use context to help them match each one with the correct meaning. Conduct whole-class feedback on this. Then ask pairs to discuss how they would say the expressions in L1 before a second feedback stage.

Answers

1 Leo 2 Leo 3 Mia 4 Mia 5 Chloë 6 Mia

- 2 Do number 1 in open class as an example if necessary. Students complete the remaining gaps individually then compare answers in pairs. You could ask pairs to practise the dialogue together, and get one or two pairs to perform in front of the class.

Answers

1 Where shall I start?; You're a star.
2 Where have you been hiding; Now you mention it
3 Here we go; Don't be silly.

WordWise

Phrases with *up*

- 1 Ask students to work with a partner and complete the exercise. Check answers in open class.

Mixed-ability

Weaker classes: Before students begin, write these dialogues on the board and discuss the meaning(s) of each phrase.

A: *What's up, John? You look tired.*

B: *I was up late last night. I have an exam tomorrow.*

C: *What have you been up to this weekend?*

D: *Not much. I went to the cinema on Saturday.*

Stronger classes: During feedback, elicit or explain the meaning of the five phrases and give further examples.

Answers

1 c 2 e 3 b 4 a 5 f 6 d

- 2 If you're short on time, you could set this exercise for homework. If done in class, ask students to work individually to complete the sentences and then compare with a partner before a whole-class check.

Answers

1 up to 2 up 3 What's up 4 up to
5 up to 6 up to

Workbook page 8–9

PRONUNCIATION

For pronunciation practice of linking words with *up*, go to Student's Book page 122.

FUNCTIONS

Complaining

- 1 Type *person complaining* into an internet search engine to find an appropriate photo to show to students. In open class, ask why the person might be complaining. Listen to their ideas and write any interesting vocabulary that emerges on the board. Students complete the exercise in pairs before a whole-class check.

Answers

1 d 2 a 3 b 4 c

- 2 **ROLE PLAY** Tell students they are going to do a role play about complaining. Make AB pairs. Monitor to help with any difficulties and to offer ideas where students are struggling to come up with any but avoid correcting mistakes as this is a fluency activity. Instead, note down any common errors to review at the end. Invite volunteers to perform for the class.

Mixed-ability

Stronger students practise the role play, and then try to think of their own situations and create further dialogues. Weaker students might benefit from preparation time. Divide them into pairs of As and Bs and give them three minutes to prepare ideas for their side of the conversation before making AB pairs.