

MINISTERUL EDUCAȚIEI ȘI CERCETĂRII



Limba modernă 1  
Engleză  
Clasa a VIII-a

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# CONTENTS

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>Unit 1</b> <b>Life plans</b> p 8 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3	Complaining Role play: Complaining to a family member Talking about the future Expressing possibility, advice / recommendation	Present tenses (review) Future tenses (review) <i>should / shouldn't, may (not), might (not)</i> (review)	Making changes Life plans <b>WordWise:</b> Phrases with <i>up</i>	Linking words with <i>up</i>
<b>Unit 2</b> <b>Hard times</b> p 16 1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3	Talking about the past	Narrative tenses: past simple, past continuous, past perfect simple <i>would</i> and <i>used to</i> Future in the past	Descriptive verbs	Initial consonant clusters with /s/
<b>Review Units 1 &amp; 2</b> pages 24–25				
<b>Unit 3</b> <b>That's entertainment</b> p 26 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	Comparing actions Role play: Making invitations Obligation and necessity	Expressing possibility, obligation, permission and prohibition Necessity: <i>didn't need to / needn't have</i> Adverbs and comparative adverbs	Types of films Types of TV programmes <b>WordWise:</b> Expressions with <i>get</i>	Intonation – inviting, accepting and refusing invitations
<b>Unit 4</b> <b>Science counts</b> p 34 1.1, 1.2, 1.3, 2.2, 2.4, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3	Talking about past habits Talking about imaginary situations Talking about scientific discoveries	Phrasal verbs Expressions with <i>make</i> ; <i>make vs. do</i> Second conditional <i>I wish</i>	Direction and movement Science	The /ju:/ sound
<b>Review Units 3 &amp; 4</b> pages 42–43				
<b>Unit 5</b> <b>Keep healthy</b> p 44 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4	Talking about your health Issuing and accepting a challenge	Past perfect simple (review) Past perfect continuous Past perfect simple vs. past perfect continuous Past perfect continuous vs. past continuous	Time linkers Illness: collocations <b>WordWise:</b> expressions with <i>right</i>	/tʃ/ and /ʃ/ consonant sounds
<b>Unit 6</b> <b>Rules in my community</b> p 52 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3	Talking about permission Following and giving simple instructions	Present and past passive Third conditional	Discipline Talking about consequences and reasons	Silent consonants
<b>Review Units 5 &amp; 6</b> pages 60–61				
<b>Unit 7</b> <b>What a story!</b> p 62 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3	Telling a story Expressing frustration	Relative pronouns Defining and non-defining relative clauses Relative clauses with <i>which</i>	Types of story Elements of a story <b>WordWise:</b> Expressions with <i>good</i>	The schwa /ə/ in word endings
<b>Unit 8</b> <b>It's a crime</b> p 70 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 4.2, 4.3	Giving and reacting to news Reporting what someone said, asked or requested	Reported speech Reported questions, requests and imperatives	Crime Reporting verbs	Intonation – expressing surprise
<b>Review Units 7 &amp; 8</b> pages 78–79				
<b>Unit 9</b> <b>What happened?</b> p 80 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	Making deductions Apologising and accepting apologies	Modals of deduction (present) <i>should(n't) have</i> Modals of deduction (past)	Mysteries Expressions with <i>go</i> <b>WordWise:</b> <i>now</i>	Moving word stress
<b>Unit 10</b> <b>Going places</b> p 88 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3	Expressing surprise Discussing nomadic peoples	Relative clauses (review) <i>which</i> to refer to a whole clause Omitting relative pronouns Reduced relative clauses	Groups of people Phrasal verbs	Phrasal verb stress
<b>Review Units 9 &amp; 10</b> pages 96–97				
<b>Final evaluation</b> pages 98–105		<b>Literature</b> pages 106–113		
<b>Grammar reference</b> pages 114–121		<b>Pronunciation</b> pages 122–123		
<b>Get it right!</b> pages 124–129				



LET'S THINK	SKILLS	General and specific competences from the curriculum explored in the units
<b>Train to Think:</b> Reading between the lines <b>Self-esteem:</b> Life changes	<b>Reading</b> Article: I miss my bad habits Article: For a better life ... Photostory: What's up with Mia? <b>Writing</b> An email about resolutions <b>Listening</b> A conversation about famous people who started their careers late	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
<b>Train to Think:</b> Following an idea through a paragraph <b>Values:</b> Animal rights	<b>Reading</b> Article: Events that shook the world Article: Family life in 17th-century Britain Culture: Where life is really hard <b>Writing</b> A magazine article about a historical event <b>Listening</b> A class presentation about animals being put on trial	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
<b>Train to Think:</b> Identifying the main topic of a paragraph <b>Self-esteem:</b> The film of my life	<b>Reading</b> Article: Big movies on a small budget TV listings: different types of programmes Photostory: Extras <b>Writing</b> A paragraph about your TV habits <b>Listening</b> A conversation about watching too much TV	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
<b>Train to Think:</b> Thinking about fact and fiction <b>Values:</b> How science helps people <b>Train to Think:</b> Using criteria	<b>Reading</b> Blog article: Why aren't people more interested in science? Web forum: What should science do next? Culture: Great scientists <b>Writing</b> A blog entry <b>Listening</b> The things kids believe!	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
<b>Train to Think:</b> Thinking about what makes you happy and healthy <b>Self-esteem:</b> About health	<b>Reading</b> Article: Article: 8,000 birds to see before you die Article: Miracle operations Photostory: The challenge <b>Listening</b> A presentation on the benefits of exercise	4.2. Write simple and coherent texts on topics of interest 4.3. Show interest in the quality of writing <b>Competențe generale și specifice din programa școlară</b> 1. Receptarea de mesaje orale în situații de comunicare uzuală
<b>Train to Think:</b> Thinking about the importance of rules <b>Values:</b> Play rock, paper, scissors	<b>Reading</b> Article: Hard times to be a kid Website contest: The best 50-word stories Culture: The great escape <b>Writing</b> A story about a rescue <b>Listening</b> The game rock, paper, scissors	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
<b>Train to Think:</b> Thinking about different writing styles <b>Self-esteem:</b> A better world	<b>Reading</b> Article: Everybody loves stories – but why? Article: Hollywood fairy tales Photostory: Writer's block <b>Writing</b> A fairy tale <b>Listening</b> A conversation about a short story	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
<b>Train to Think:</b> Thinking about empathy <b>Values:</b> Respecting the law; Understanding that punishment will follow crime	<b>Reading</b> News reports: Thief feels sorry, Father angry victim of online con Article: Getting creative with crime Culture: Famous criminals <b>Writing</b> A report of a crime <b>Listening</b> An interview about restorative justice	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
<b>Train to Think:</b> Scientific truth or legend? <b>Values:</b> Thinking carefully before you act	<b>Reading</b> Article: The truth is out there Article: Lost Photostory: And the hole gets deeper! <b>Listening</b> A short story	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
<b>Train to Think:</b> Distinguishing fact from opinion <b>Values:</b> Learning from other cultures	<b>Reading</b> Article: Refugees bring new life to a village Blog: From London to Lyon Culture: Nomadic people <b>Writing</b> An informal email <b>Listening</b> Radio interview about migration in nature	4.2. Redactarea de texte simple și coerente pe teme de interes 4.3. Manifestarea interesului pentru calitatea redactării
<b>Project time!</b> pages 130–149	<b>Speaking activities</b> pages 150–151	
<b>Wordlist</b> pages 152–158	<b>Irregular verbs</b> page 159	

# 1 LIFE PLANS

## OBJECTIVES


**FUNCTIONS:** talking about the future; complaining; expressing possibility, advice/recommendation

**GRAMMAR:** present tenses (review); future tenses (review); *should / shouldn't*, *may (not)*, *might (not)* (review)

**VOCABULARY:** making changes; life plans; phrases with *up*

## READING

- 1 What are the people doing in the photos? Do you think these are good or bad habits? Why?
- 2 Tick (✓) the bad habits that you have. Then add two more of your own.
  - not doing enough exercise
  - leaving your homework until the last minute
  - forgetting important dates
  - texting when you shouldn't
  - playing computer games when you should be studying
  - getting up late for school
- 3 **SPEAKING** Work in pairs. What can you do to change some of these habits?

- 4 Read the article quickly. What two things is the writer trying to change about her life?
- 5  Read the article again and listen. Mark the sentences T (true) or F (false).
  - 1 The writer has to finish the article by the following day.
  - 2 The writer is finding it easy to lead a healthier life.
  - 3 We use different parts of our brain depending on who we're thinking about.
  - 4 Our brains don't always let us make good choices for our future selves.
  - 5 It takes just under two months for our brains to feel happy with changes to our lifestyles.
  - 6 The writer has decided that she'll never be able to change her habits.





# I miss my bad habits

I don't believe it! It's 11 pm and I'm still sitting here writing this article for the school magazine! I've had two weeks to write it and my teacher wants it tomorrow. She's always complaining that I leave things to the last minute. Maybe she's right. A month ago, I made a resolution to be more efficient this year and to never leave things to the last minute. Well, I've failed. At the moment, I guess kids all over the country are thinking back to the resolutions they made at the beginning of the school year. Some of them have already given up for this year. Others are still doing well. Many, I suspect, like me, are struggling with them. I've also been trying to get fitter for four weeks now. I've started going to the gym, I've taken up karate lessons and I've changed my diet. I've even been going to bed earlier. But I'm not feeling any fitter, just a little unhappier. I miss my bad habits. Why is leading a better life so hard?

I've just read an article on a website and I've discovered that it isn't my fault! In fact, it isn't anyone's fault. It's our brains. They're programmed to make it difficult to break bad habits. There's nothing we can do. For example, you're sitting up late playing

Minecraft. You know you've got an important test tomorrow, so why don't you just turn off the computer and go to bed? As I said, it's your brain's fault. Scientists have done experiments that show we use one part of our brain when we think about ourselves and another when we think about other people. However, when we think about ourselves in the future, we use the same part of the brain that we usually use to think about other people. In other words, the brain sees the 'future you' as a different person to your 'present you'. And that's why we don't always find it easy to make sensible decisions for ourselves in the future.

But that's not all. Scientists have also discovered that it takes around ten weeks to form a good habit. For example, it's going to take another six weeks before going to the gym stops being so difficult and becomes an automatic part of my life. That's because ten weeks is the amount of time the brain needs to



change and accept new behavioural patterns as part of everyday life. The good news is that once you make it to ten weeks, everything becomes a lot easier. The bad news is that ten weeks is a really long time, so it's easy to give up on your good intentions sooner.

So there you are. Maybe we want to change our ways and become better people but our brains won't let us. Or is this just an excuse? Look – I've finished my article on time! Anything is possible!

## TRAIN TO THINK

### Reading between the lines

*Sometimes a writer doesn't tell us everything directly: we need to draw conclusions from the information the writer gives. We call this 'reading between the lines'.*

Answer the questions and give reasons for your answers.

- Who is the writer? (paragraph 1)  
*She's a schoolgirl – she's writing for the school magazine and mentions her teacher.*
- Does the writer feel guilty that she hasn't finished the article? (paragraph 1)
- Does she enjoy exercise? (paragraph 1)

## SPEAKING

Work in pairs. Discuss these questions.

- What resolutions are you going to make for this school year?
- What do you think is the secret of changing your life for the better?

*Careful planning.*

*Do work first, play later.*

*Listen to your parents.*

## GRAMMAR

### Present tenses (review)

1 Match sentences 1–5 with the tenses a–d and then complete the rule with the names of the tenses.

- 1 I'm still **sitting** here writing this article.
  - 2 I've also **been trying** to get fitter for four weeks now.
  - 3 I've **started** going to the gym.
  - 4 I'm **not feeling** any fitter, just a little unhappier.
  - 5 The brain **sees** the 'future you' as a different person to your 'present you'.
- a present perfect continuous
  - b present simple
  - c present continuous (x2)
  - d present perfect

#### RULE:

- 1 We use the \_\_\_\_\_ to talk about facts and give opinions.
- 2 We use the \_\_\_\_\_ to talk about what's happening at or around the time of speaking.
- 3 We use the \_\_\_\_\_ to talk about past actions without saying when they happened.
- 4 We use the \_\_\_\_\_ to talk about actions that started in the past and are still happening.

**LOOK!** We can use the present continuous with *always* to complain about behaviour that we don't like and find annoying.

*My dad's always telling me what to do.*

2 Complete the text with the correct present tense forms of the verbs. Sometimes more than one tense is possible.

It's 2 am and I <sup>1</sup> \_\_\_\_\_ (lie) in bed. I <sup>2</sup> \_\_\_\_\_ (try) to get to sleep, but I can't. I <sup>3</sup> \_\_\_\_\_ (have) trouble sleeping for about a month now. I <sup>4</sup> \_\_\_\_\_ (try) different things to help me sleep, but nothing <sup>5</sup> \_\_\_\_\_ (work). My mind <sup>6</sup> \_\_\_\_\_ (not want) to stop. A lot <sup>7</sup> \_\_\_\_\_ (happen) in my life right now. It's exam time, so I <sup>8</sup> \_\_\_\_\_ (study) a lot. There's also the question of next year. I <sup>9</sup> \_\_\_\_\_ (think) about it for ages. Mum and Dad <sup>10</sup> \_\_\_\_\_ (want) me to go to university, but I'm just not sure what to do.

3 **SPEAKING** Work in pairs. Think about a problem you've been having and tell your partner.

*I've been fighting a lot with my little brother recently. I've tried to ignore him, but it's impossible.*

## VOCABULARY

### Making changes

1 Match the phrases with the definitions.

- |                           |                          |
|---------------------------|--------------------------|
| 0 make a resolution       | <input type="checkbox"/> |
| 1 give something up       | <input type="checkbox"/> |
| 2 do well                 | <input type="checkbox"/> |
| 3 struggle with something | <input type="checkbox"/> |
| 4 take something up       | <input type="checkbox"/> |
| 5 break a bad habit       | <input type="checkbox"/> |
| 6 form a good habit       | <input type="checkbox"/> |
| 7 change your ways        | <input type="checkbox"/> |
- a stop doing something
  - b find something difficult
  - c start a new hobby or interest
  - d stop doing something that isn't good for you
  - e start doing something that is good for you
  - f decide to make a positive change
  - g do things differently (usually for the better)
  - h be successful

2 **Complete the text with the missing verbs.**

Last year I <sup>1</sup> \_\_\_\_\_ loads of resolutions and decided to <sup>2</sup> \_\_\_\_\_ my ways. I tried to <sup>3</sup> \_\_\_\_\_ the habit of getting up late at weekends. For two months I got up at 8 am. But by 2 pm I felt sleepy, so I <sup>4</sup> \_\_\_\_\_ up sleeping in the afternoon. I also <sup>5</sup> \_\_\_\_\_ up wasting time online, but my parents bought me a laptop and that was the end of that. Then I stopped eating meat. I was <sup>6</sup> \_\_\_\_\_ well until Mum made roast beef. I just had to eat it. I tried to <sup>7</sup> \_\_\_\_\_ good habits as well: for example, I started piano lessons. But I <sup>8</sup> \_\_\_\_\_ with finding time to practise, so I stopped. This year I've only made one resolution: not to make any resolutions.

3 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What subjects are you doing well in at school?
- 2 What subjects do you struggle with?
- 3 What was the last thing you gave up doing? Why?



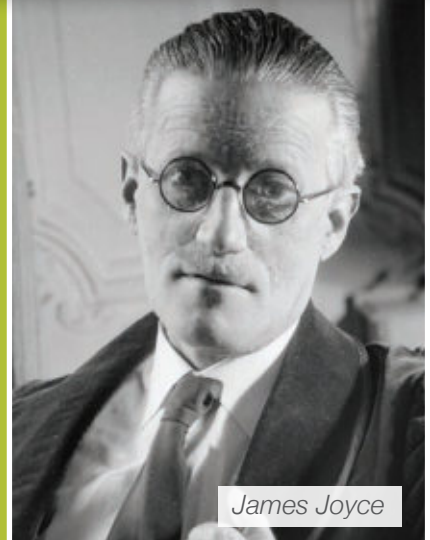
## LISTENING



J.K. Rowling



Sylvester Stallone



James Joyce

1 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What do you know about these people?
- 2 Can you match the information with each person?
  - A \_\_\_\_\_ was a famous Irish writer.
  - B \_\_\_\_\_ played the character Rocky Balboa in *Rocky*.
  - C \_\_\_\_\_ wrote the Harry Potter series.

2 **▶▶** Listen and check.

3 **▶▶** Read the questions carefully. Listen again and make notes.

- 1 What's Annie's problem?
- 2 What does Ben want to do with his life?
- 3 How was James Joyce earning a living when he was 30?
- 4 How are the examples of Joyce, Stallone and Rowling different from Annie's situation?
- 5 Why does Ben tell Annie not to worry?

4 **SPEAKING** Work in pairs. Compare your answers to Exercise 3.

## GRAMMAR

**▶▶** Future tenses (review)

1 Look at the sentences from the listening. Complete them with the correct future forms of the verbs. Then complete the rule with *present continuous, going to and will*.

- 1 I \_\_\_\_\_ (meet) the careers advisor this afternoon.
- 2 I \_\_\_\_\_ (study) medicine at university.
- 3 I'm sure you \_\_\_\_\_ (do) well whatever you do.

**RULE:**

- To talk about future arrangements, we often use the <sup>1</sup>\_\_\_\_\_.
- To make predictions, we often use <sup>2</sup>\_\_\_\_\_.
- To talk about intentions, we often use <sup>3</sup>\_\_\_\_\_.

2 **○** Circle the best tense.

- 1 *We'll go / We're going* to the beach this Friday. Do you want to come?
- 2 I don't think *I'll finish / I'm finishing* this homework.
- 3 *I won't go / I'm not going* to university this year. I want to take a year off.
- 4 I've got an appointment with the dentist tomorrow. *I'm seeing / I'll see* her at 10 am.
- 5 Daisy's learning to fly. *She'll be / She's going to be* a pilot.
- 6 I'm not *eating / going to eat* chocolate. That's my resolution for next year.
- 7 Argentina *will win / are winning* the next World Cup. That's what I think.
- 8 *We're flying / We will fly* on Friday. I'm so excited.

3 **Write down:**

- 1 two arrangements you've got for this week.
- 2 two intentions you've got for this year.
- 3 two predictions for your life.

## READING

1 **SPEAKING** Tick (✓) the statements you agree with. Then discuss them in pairs.

A good friend ...

- always tells you what they're thinking.
- never criticises you.
- agrees with everything you say.
- always listens when you have a problem.

2 Read the article and match the titles with the paragraphs.

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

3 Read the article again. Which paragraphs should these people read and think about? There may be more than one possible answer.

- 1 'Billy's so unfriendly to me. I don't know what I've done wrong.'
- 2 'Can't they see I don't really feel like talking? I just want them to leave me alone.'
- 3 'Katie's always got a smile on her face. I wish my life was as perfect as hers.'
- 4 'I think Jenny would be a brilliant drummer for our band. I don't know what your problem is.'
- 5 'I wish Dylan wasn't so untidy. He always makes such a mess.'

4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 Which piece of advice do you think is the best? Why?
- 2 What other advice would you add?

## For a better life ...

Life can be hard, and when our plans don't work out, it's often easy to blame others. Sometimes we expect too much from friends and family, and when they don't act as we think they should, we feel disappointed. Maybe it would be easier if we stopped expecting so much from other people. No one is perfect, and that includes you.

1 \_\_\_\_\_

So you want to travel the world before you do a degree, but your parents don't think it's a good idea. Of course, it's great if other people can support you in your decisions, but you can't keep everyone happy all of the time. It's your life and you need to make the decisions to make you happy.

2 \_\_\_\_\_

Don't worry if there are people who aren't very nice to you, because there are plenty of people who are. They're called your friends. Spend time with them and avoid the others. And when it comes to finding that special person and settling down, remember: there's somebody for everyone.

3 \_\_\_\_\_

You've been practising football all summer. You think you're good enough to be in the school team, but the teacher doesn't seem to agree. Maybe he just hasn't thought about it at all. He isn't a mind reader, so tell him. Then at least he knows what you're thinking. He might even choose you.

4 \_\_\_\_\_

People can change, but they don't usually do it because someone else wants them to. You can try and tell them what you're not so happy about, so at least they know, but don't be too disappointed if they carry on doing exactly the same things. You have a choice: accept them or walk away.

5 \_\_\_\_\_

From their Facebook updates, you'd believe that all your friends are happy all the time and leading exciting lives. Of course, they aren't, just like you know that your life isn't always perfect. We all go through hard times and we often try to hide it. Be kind to people. Maybe they are having a bad day and your smile could make a big difference.



## VOCABULARY

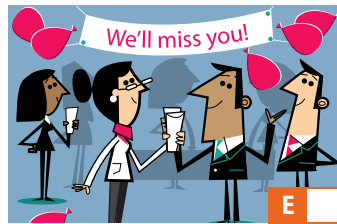
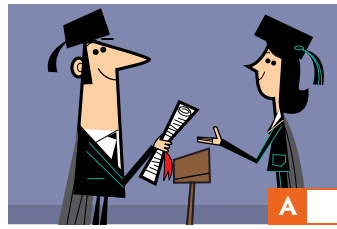
### Life plans

1 Match the phrases with the pictures. Write 1–8 in the boxes.

- |                    |                  |
|--------------------|------------------|
| 1 retire           | 5 start a family |
| 2 travel the world | 6 settle down    |
| 3 start a career   | 7 get promoted   |
| 4 get a degree     | 8 leave school   |

2 Complete the text with phrases from Exercise 1. Use the correct forms of the verbs.

My uncle has always done things differently. He 1 left school when he was 16 because he wanted to see other places. He spent the next twenty years 2 \_\_\_\_\_, working in restaurants and hotels in many different countries. When he was in his early forties, he decided to return to the UK. He went to university and 3 \_\_\_\_\_. He did really well, and when he finished, he 4 \_\_\_\_\_ as a translator. Because he was good at his job, he 5 \_\_\_\_\_ quite quickly and he was soon Head Translator. When he was 48, he met the love of his life and they decided to 6 \_\_\_\_\_ and 7 \_\_\_\_\_. Now he's 55, with three young children. He says he wants 8 \_\_\_\_\_ soon. He wants to stop working and take the whole family around the world with him. I wouldn't be surprised if he does.



## GRAMMAR

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

Complete the sentences using *should / shouldn't* or *may / might*. Then complete the rule with the correct modal verbs.

- You can speak several foreign languages, so you should definitely work as a translator.
- He's a very good football player and he trains a lot but he \_\_\_\_\_ give up because of his health issues.
- Kate had no sleep last night. She \_\_\_\_\_ be tired.

- You \_\_\_\_\_ walk away from people you can trust.
- He \_\_\_\_\_ want to start a family if he likes travelling so much.
- I'm travelling the world, so I \_\_\_\_\_ join you on New Year's Eve.
- You look terrible! You \_\_\_\_\_ see a doctor as soon as possible.

### RULE:

- To express possibility, we often use 1 \_\_\_\_\_ and 2 \_\_\_\_\_.
- We use 3 \_\_\_\_\_ to give advice.

## WRITING

### An email about resolutions


Write an email to an English-speaking friend in another country. Describe your resolutions for the coming school year. Write about:

- bad habits you're changing
- new classes you're taking
- activities you plan to take up
- why you're doing all of this

# What's up with Mia?

1 Look at the photos and answer the questions.

What do you think the problem is?  
What does Mia want to give up?

2  Now read and listen to the photostory.  
Check your answers.



1

**FLORA** Hi, Leo. Hi, Jeff.  
**LEO** Hi, Flora.  
**FLORA** Hey, has either of you seen Mia lately?  
**JEFF** No. I haven't seen her for ages, actually.  
**LEO** Now you mention it, neither have I.  
**FLORA** It's strange, isn't it? She hasn't been to the café for a long time. I wonder what she's up to.  
**LEO** Hey, look who it is. Hi, Mia! We were just talking about you. Where have you been hiding?



2

**MIA** Don't even joke about it. I never have time to do anything any more.  
**FLORA** Come and sit down. I'll get you something to drink.  
**MIA** You're a star. That's just what I need.  
**JEFF** So what's up, Mia? Why are you so busy?  
**MIA** Where shall I start? Mondays, I have extra French lessons. Tuesdays, it's tennis lessons. Wednesdays, violin lessons. Thursdays, it's orchestra. Then every night I'm up late doing my homework.  
**LEO** It's Thursday today.  
**MIA** I know. I'm only here because orchestra was cancelled this week. Thank goodness.  
**LEO** Don't you like playing the violin?  
**MIA** Not really. I mean, I like playing an instrument. I just don't think I want to continue with the violin. Do you know I spend up to an hour every day practising?  
**FLORA** So why do you do it?  
**MIA** To keep my mum happy, I suppose.  
**JEFF** You should talk to her, tell her you want to give it up.  
**MIA** Yeah, maybe. But it's not always so easy to talk to her.  
**FLORA** Well, you need to do something. You don't have any time for yourself. I mean, we never get to see you any more.  
**MIA** Yeah, I guess you're right. It's up to me to do something about it.

THE FOLLOWING WEEK ...



3

**CHLOE** Hi, Mia.  
**MIA** Hi, Chloë.  
**CHLOE** What's up with you? You don't sound very happy.  
**MIA** It's nothing.  
**CHLOE** Really?  
**MIA** Well, to be honest, I don't really feel like orchestra today.  
**CHLOE** Why not?  
**MIA** I haven't had any time to practise. And I'm tired. I don't know if I'm up to it.  
**CHLOE** Don't be silly. I'm sure it'll be fine. Look, Mr Wales wants to start. Come on, Mia.  
**MIA** Here we go. I am *not* looking forward to this.



## DEVELOPING SPEAKING

- 3 Work in pairs. Discuss what you think Mia decides to do. Write down your ideas.

*We think that Mia decides to carry on with the violin and continues playing in the orchestra.*

- 4  Watch and find out how the story continues.

- 5 Answer the questions.

- 1 What happens at orchestra practice?
- 2 What reasons does Mia give to her mum for giving up the violin?
- 3 Why does Mia think her mum changed her mind?
- 4 How is Mia learning the guitar?
- 5 Why does Mia enjoy playing the guitar?

## PHRASES FOR FLUENCY

- 1 Find these expressions in the photostory. Who says them? How do you say them in your language?

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

- 2 Use the expressions in Exercise 1 to complete the conversations.

- 1 A You look tired. Has it been a busy day?  
B Busy? \_\_\_\_\_ First, I had a Maths test. Then I had Drama club at lunchtime. Then it was a five-kilometre run in PE ...  
A Well, you just sit down and I'll get you something to eat.  
B Thanks, Mum. \_\_\_\_\_
- 2 A \_\_\_\_\_, Annie? I haven't seen you for days.  
B I haven't been anywhere. You're the one who disappeared.  
A \_\_\_\_\_, I have been quite busy.
- 3 A It's ten o'clock. Time for the test.  
B \_\_\_\_\_ I'm really not ready for this.  
A Me neither. I've got a feeling I'm not going to pass.  
B \_\_\_\_\_ You always pass.

## WordWise

### Phrases with up

- 1 Match the phrases in bold with the definitions.

- 1 So **what's up**, Mia?
  - 2 Do you know I spend **up to** an hour every day practising?
  - 3 I wonder what she's **up to**.
  - 4 Then every night I'm **up** late doing my homework.
  - 5 It's **up to me** to do something about it.
  - 6 I don't know if I'm **up to** it.
- a not in bed  
b doing  
c what's the matter?  
d capable of  
e as long as / to a maximum of  
f my responsibility

- 2 Use words and phrases from Exercise 1 to complete the sentences.

- 1 What have you been \_\_\_\_\_ recently?
- 2 I was \_\_\_\_\_ late watching TV last night.
- 3 Oh, no! You look really unhappy. \_\_\_\_\_?
- 4 It isn't my decision. It's \_\_\_\_\_ you to decide.
- 5 He's 75 now, so he isn't \_\_\_\_\_ long walks.
- 6 This car can carry \_\_\_\_\_ six people.

## Pronunciation

### Linking words with up

Go to page 122.

## FUNCTIONS

### Complaining

- 1 Match the parts of the sentences.

- |                          |                             |
|--------------------------|-----------------------------|
| 1 I'm not happy with     | a it takes up so much time. |
| 2 The problem is that    | b picking on me.            |
| 3 He's always            | c really like the violin.   |
| 4 If I'm honest, I don't | d the way he talks to me.   |

- 2 **ROLE PLAY** Work in pairs. Student A: turn to page 150. Student B: turn to page 151.

# 2 HARD TIMES

## OBJECTIVES

**FUNCTIONS:** talking about the past  
**GRAMMAR:** narrative tenses: past simple, past continuous, past perfect simple; *would* and *used to*; future in the past  
**VOCABULARY:** descriptive verbs




## READING

1 Look at the pictures and answer the questions.

- 1 What do the pictures illustrate?
- 2 How was life in the past harder than it is today?

2 Read the article quickly. Make notes on these questions about the Great Fire of London.

- 1 In what year did it happen?
- 2 How did it start?
- 3 How long did it last?
- 4 How did people get away?
- 5 How was the fire stopped?
- 6 What damage did it do?

3  Read the article again and listen. Add details to your notes from Exercise 2.

## TRAIN TO THINK

### Following an idea through a paragraph

*It can be difficult to follow what a writer is trying to say in a longer paragraph. We need to read carefully to understand fully what the writer is saying.*

**Answer the questions.**

The end of Paragraph 2 says: 'The situation provided the perfect conditions for flames to spread quickly.'

- 1 Look back at the paragraph. How many things are needed to start a big fire? List them.
- 2 What were those things in London in 1666?

The beginning of Paragraph 3 says: 'The fire spread quickly but it was also extremely difficult to fight.'

- 3 Look back at the paragraph. Why was the fire difficult to fight?



# The Great Fire of London

The event that changed the face of 17th-century London forever

**It was 1 am on Sunday 2 September, 1666.** London was sleeping. In a small bakery in Pudding Lane, Thomas Farriner and his workers were busily making bread for the coming day when, suddenly, a fire broke out. Just four days later, thousands of houses had been destroyed and countless people were homeless. How did this happen, and why was the damage so serious?

For a fire to start, three things are needed: a spark, fuel and oxygen. In the bakery in Pudding Lane, a maid didn't tend to the ovens properly. They got too hot and sparks began to fly. The weather that year had been extremely hot. It hadn't rained for months. But people knew winter was coming, so they'd stocked their cupboards with food and oil. \*Warehouses were full of wood, coal and other winter \*supplies. A strong wind was blowing from the east. The situation provided the perfect conditions for flames to spread quickly. What followed was one of the biggest disasters of the 17th-century world.

The fire spread quickly, but it was also extremely difficult to fight. It started in a poor area of the city, where houses were built very close to one another. Tens of thousands of people were living in very small spaces. A simple house was often home to many families as well as \*lodgers. As the catastrophe struck, people panicked. Some had to smash their doors to get out of their homes. The streets were blocked with people and with material that had fallen from houses. Many people had grabbed their most important possessions and were trying to escape from the flames with them. They screamed in terror and suffered from the heat and the smoke. Some ran away from the city on boats. Others simply dived into the river to save themselves.

The fire was so strong that the Duke of York put a plan into action. His soldiers demolished a large warehouse full of paper. This robbed the fire of more fuel and created a 'fire break' that the flames could not jump over. At about this time, the wind also changed direction, driving the fire back into itself. At last, the flames became less strong enough to be controlled. The fire was finished.

Although surprisingly few people lost their lives, at least 13,000 houses – 80 per cent of the city's buildings – had burned to the ground. Thousands of people had become homeless and had lost everything they owned. Gradually, people rebuilt the houses in ruins, but this took several years. Many Londoners moved away from their city and never returned.

\*warehouse – a large building for storing things

\*supply – food or other things necessary for living

\*lodger – someone who pays for a place to sleep, and usually for meals, in someone else's house



## SPEAKING

Work in pairs. Discuss these questions.

- 1 What other events would you suggest for the *Events that shook the world* series? Why?
- 2 If you had to leave your home in a hurry and had the time to save three things, what would you choose?

# GRAMMAR

## Narrative tenses: past simple, past continuous, past perfect simple

1 Match the sentences from the article on page 17 with the tenses. Then complete the rule.

- 1 London **was sleeping**.
  - 2 Thomas Farriner and his workers **were** busily **making** bread [...] when, suddenly, a fire broke out.
  - 3 His soldiers **demolished** a large warehouse.
- a past simple  
b past continuous (two sentences)

**RULE:**

We use ...

- 1 \_\_\_\_\_ to talk about finished actions in the past.
- 2 \_\_\_\_\_ to talk about longer actions in the past interrupted by shorter actions.
- 3 \_\_\_\_\_ to set the scene.

2 Complete the sentences with the past simple or past continuous form of the verbs.

- 0 While people were running towards the river, a warehouse exploded. (run / explode)
- 1 When they \_\_\_\_\_ how serious the situation was, they \_\_\_\_\_ their possessions and \_\_\_\_\_ to get away. (notice / take / try)
- 2 A man \_\_\_\_\_ for his family when he \_\_\_\_\_ a baby in the street. (look / find)
- 3 While they \_\_\_\_\_ how to stop the fire, it \_\_\_\_\_ clear that little could be done. (wonder / become)
- 4 While the people in the bakery \_\_\_\_\_ bread, a small fire \_\_\_\_\_. (make / start)

3 Read the example sentence and complete the rule.

Some people **had** already **escaped** from the city on boats when the Duke of York put a plan into action.

**RULE:** We use past perfect to talk about actions before a certain time in the past or before another action in the past.



Form the past perfect with *had* (or *'d*) + the \_\_\_\_\_ of the verb.

4 Complete the sentences with the past simple or past perfect form of the verbs.

- 0 We had no house anymore because the fire had destroyed it. (have/destroy)
- 1 A helicopter \_\_\_\_\_ the people before the boat \_\_\_\_\_. (rescue/explode)

- 2 The firefighters \_\_\_\_\_ the building until they \_\_\_\_\_ the fire \_\_\_\_\_. (not enter/put out)
- 3 The fire alarm \_\_\_\_\_ them \_\_\_\_\_ when the firefighters \_\_\_\_\_. (wake up/ arrive)

## VOCABULARY

### Descriptive verbs

1 Certain verbs make narratives sound more dramatic. Find these words in a dictionary and write down:

- 1 what they mean.
  - 2 their past simple and past participle forms.
- smash | rage | dive | flee | strike  
demolish | grab | scream

2 Replace the underlined words with words from Exercise 1. Change the form if necessary.

- 0 He picked up a stone and broke the windscreen of the car. smashed



- 1 The thief stole a motorbike and ran away. \_\_\_\_\_
- 2 When I got there, I heard somebody shouting with fear. \_\_\_\_\_
- 3 They knocked down the houses to make space for new shops. \_\_\_\_\_
- 4 The man took my wallet from me quickly and ran away. \_\_\_\_\_
- 5 The car lost control and hit another vehicle. \_\_\_\_\_
- 6 He took off his clothes and jumped into the water. \_\_\_\_\_

## Pronunciation

Initial consonant clusters with /s/

Go to page 122.