

Limba modernă 1

Engleză

Caietul elevului

Clasa a VIII-a



Herbert Puchta,
Jeff Stranks &
Peter Lewis-Jones
with Irina Spătaru
and Ioana Tudose

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1 LIFE PLANS



General and specific competences from the curriculum explored in this unit

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
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

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
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 pe teme familiare și de actualitate
- 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

LIFE PLANS

GRAMMAR

Present tenses (review)

1 ★★★ What tense? Write PS (present simple) PC (present continuous) PPS (present perfect simple) or PPC (present perfect continuous).

- 0 I haven't decided what I want to do yet. PPS
- 1 I always do my homework when I get home from school. _____
- 2 Liam hasn't been doing well at school for a few months. _____
- 3 My sister's always talking on her phone. _____
- 4 They've been thinking about buying a new house for more than a year now. _____
- 5 Jim's forgotten to do his homework again. _____
- 6 Steve doesn't want to go to university next year. _____
- 7 It's the last week of term so we're not doing very much at school. _____

2 ★★★ Circle the correct words.

We ¹*do / 're doing* some really important exams at school over the next few weeks so I ²*spend / 'm spending* most of my free time studying for them at the moment. Normally the two things I ³*like / 'm liking* most in life are TV and computer games but I ⁴*don't watch / 'm not watching* any TV and I ⁵*don't play / 'm not playing* computer games while the exams are on. I usually ⁶*help / am helping* my dad in the shop at the weekends. I ⁷*don't work / 'm not working* there for a while. I ⁸*need / 'm needing* the time for revision.

3 ★★★ Complete the conversations. Use the present perfect simple or continuous.

- 1 A You look tired, Paula.
B I am. I _____ very well lately. (not sleep)
- 2 A _____ your homework? (finish)
B Nearly.
- 3 A Where's Bob?
B I don't know. I _____ him for a few hours. (not see)
- 4 A You're dirty. What _____? (do)
B Helping Mum in the garden.

4 ★★★ Complete the conversation with the verb in brackets. Use present simple, present continuous, present perfect simple or present perfect continuous.

- JULES ⁰ *Have* you seen (see) Tara recently? I ¹ _____ (not see) her for weeks.
- DAN No, but she ² _____ (text) me most days.
- JULES So what ³ _____ (do) these days?
- DAN Well, she ⁴ _____ (train) really hard for the past month.
- JULES Training? For what?
- DAN She ⁵ _____ (want) to be a professional footballer. Chelsea football club ⁶ _____ (invite) her to train with them. She starts with them on Monday.

Future tense (review)

5 ★★★ Look at Gillian's diary and write sentences about her plans for next week. Use the present continuous.

- 0 On Monday morning *she's flying to Madrid.* _____
- 1 On Monday afternoon _____
- 2 On Tuesday morning _____
- 3 On Tuesday afternoon _____
- 4 On Wednesday morning _____

Monday	am: fly to Madrid pm: have meeting with Paulo
Tuesday	am: take train to Barcelona pm: watch football match at Camp Nou stadium
Wednesday	am: fly back to London

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.
- 2 People living on the moon one day? Yes, definitely.
- 3 We've decided where to stay in London – the Ritz hotel.
- 4 I've decided what to do next year – travel around the world.
- 5 My dad, let me go to the party? No way!

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 You _____ so much pressure on yourself.
- 7 We _____ you in France this year, if we manage to save up enough money.

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.

Word list

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

Who made all the **arrangements** for the party?

blame

Don't **blame** me for getting here late. I said we should take a taxi.

careers advisor

The **careers advisor** told me I should think about a job in politics.

criticise

Why do you always **criticise** everything I do? Do I never do anything right?

earn a living

He **earns a living** helping the elderly.

good intentions

He had a lot of **good intentions** at the start of the year but unfortunately he forgot most of them.

intention

I'm sorry I said that. It was never my **intention** to upset you.

leave (something) to the last minute

Maybe if you didn't always **leave your homework to the last minute**, you'd get better marks for it.

lifestyle

He has a very interesting **lifestyle**. He lives half the year in France and the rest in the USA.

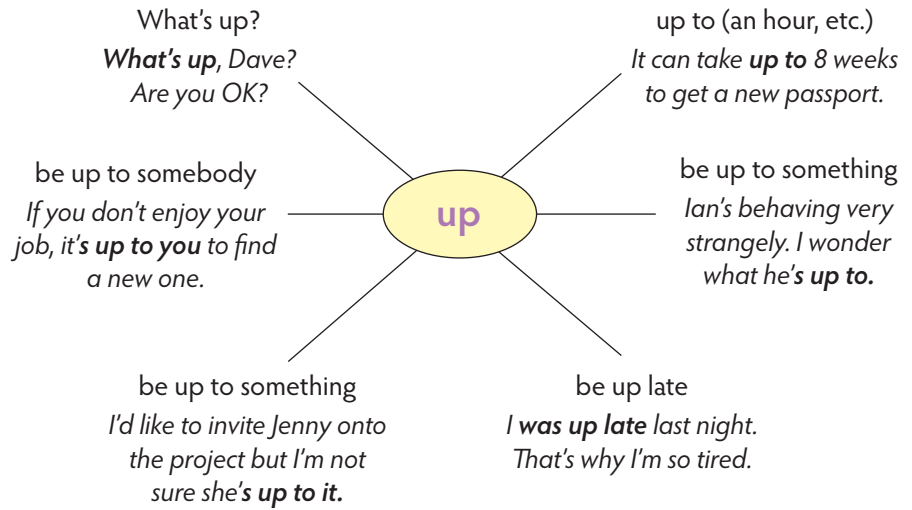
prediction

I'm not going to make a **prediction** about this world cup because I think lots of teams could win it.

translator

My uncle is a **translator** at the United Nations. He speaks six languages.

Phrases with up



Making changes

1 ★★★ Match the sentence halves.

- | | |
|---|--------------------------|
| 1 I've decided not to make | <input type="checkbox"/> |
| 2 I'm trying to give | <input type="checkbox"/> |
| 3 He's on a diet and doing | <input type="checkbox"/> |
| 4 I'm trying to get fitter but I'm struggling | <input type="checkbox"/> |
| 5 I need a new hobby so I've taken | <input type="checkbox"/> |
| 6 It's hard to break | <input type="checkbox"/> |
| 7 It's important for kids to form | <input type="checkbox"/> |
| 8 My dad needs to eat better but he's never going to change | <input type="checkbox"/> |
- 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:

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

- something you'd like to give up.

- a school subject you do well in.

- a school subject you struggle with.

- a new hobby you'd like to take up.

- a bad habit you'd like to break.

Life plans

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

- t _____ t _____ w _____ : go out and see other countries
- g _____ p _____ : be given a better job (usually in the same company)
- l _____ s _____ : finish compulsory education
- r _____ : finish your professional life
- g _____ a d _____ : graduate from university
- s _____ d _____ : get married, buy a house, etc.
- s _____ a f _____ : have children
- s _____ a c _____ : begin your professional life

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

- My brother just loves being free. I can't see him ever wanting to _____.
- It's not easy to _____ a new _____ when you're 50.
- The government wants to raise the age that you can _____ to 18.
- I certainly want to _____ one day. I'd like at least three children.
- I want to take a few years off work and _____. I'd love to spend some time in Asia.
- These days many people can't afford to _____ before they're 70.
- I _____ from university but I've never really used it in my professional life.
- If you work hard, you might _____ to junior manager next year.

WordWise

Phrases with up

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

- | | | |
|-------------------------------------|-------|---|
| <input type="checkbox"/> | LINDA | Why didn't you just go to bed? |
| <input type="checkbox"/> | LINDA | Really? What were you <u>up to</u> ? |
| <input type="checkbox"/> | LINDA | Why? I don't understand. |
| <input checked="" type="checkbox"/> | LINDA | <u>1</u> What's <u>up</u> , Sam? |
| <input type="checkbox"/> | SAM | I was just playing video games with my dad. We were <u>up</u> until 1 am. |
| <input type="checkbox"/> | SAM | Well we were playing on the TV in my bedroom! |
| <input type="checkbox"/> | SAM | Nothing. I'm just feeling a bit tired. I was <u>up late</u> . |
| <input type="checkbox"/> | SAM | I wanted to but it wasn't <u>up to me</u> . 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.

1 **REMEMBER AND CHECK** Answer the questions.
Then check your answers in the article on page 9 of the Student's Book.

- 1 What two resolutions has the writer recently made? _____
- 2 What has the writer done to try and lead a healthier life? _____
- 3 How is she finding it? _____
- 4 Why do scientists think we see our 'future self' as being different to our 'present self'? _____
- 5 How long does our brain need to get used to new habits? _____

2 Read the blog. How do SMART goals get their name?

☰ □ ×
◀ ▶ 🏠

SMART GOALS

It's that time of the year again that we all look forward to so much. Exams! This year I'm not afraid because I'm going to use SMART goals to make sure it all goes well. I read an article about SMART goals. They're what all successful people in life use, apparently.

So what are SMART goals exactly and how are they going to change my life (hopefully)?

Well SMART goals are Specific, Measurable, Attainable, Relevant and Timely. See how they get their names? No? Look at the first letter of each of the words. That's what you call an acronym.


Specific – because they are detailed. It's not good enough to simply say 'I'm going to revise for my exams.' That plan's too general. A specific goal is something like: 'I'm going to spend at least 20 hours revising for each subject and make a timetable to show exactly how I'm going to do this.' That is a Specific goal.

Measurable – because you should be able to measure your goals and ask yourself questions like: 'How much have I done?'; 'How much have I still got to do?'; 'How much time do I still need?'; 'Is this nightmare ever going to end?' Well, maybe the last one isn't such a great example, but you get the idea.

Attainable – because your goal should be something that you can actually do. If your goal is, for example, to raise £1 million for charity, write a novel, climb Mount Everest and revise for your exams then you might want to ask yourself if you really can do all this and then maybe drop one or two of them.

Relevant – because all your little goals should help you work towards your final one. So, for example, a plan to help your mum and dad with all the cooking, washing up and helping out with housework might make you the most popular child in your house but it's not really going to help you with the revision, is it?

Timely – Your goal must have a start and a finish. There's not much point if you're planning to finish revising a couple of weeks after your exams are over. That really doesn't make much sense. Likewise, you need to think about when would be a good time to start.



3 Read the blog again. Mark the sentences T (true) or F (false).

- 1 The writer enjoys doing exams.
- 2 The writer is going to use SMART goals to help her through her exams.
- 3 SMART is an example of an acronym.
- 4 SMART goals encourage people to do more than they can.
- 5 You should plan a beginning and an end to your SMART goals.
- 6 You don't need to think about when to start your SMART goals.

4 Read the goal. Then follow the instructions.

'My goal this year is to be healthier.'

- 1 Make this goal more specific.

- 2 Write down what you can measure about this goal.

- 3 Write an example of an attainable plan and an unattainable plan for it.

- 4 Write an example of a relevant and an irrelevant plan for it.

- 5 Make a time frame for the plan.

5 Think of a goal you have and write a short paragraph about it. Is it a SMART goal?

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 _____



Hi Dave,

- A** Sorry for not writing back sooner. I wanted to but I've been pretty busy with school work and football. Next week we're in the cup final – very exciting. Here's a photo of us at football training last week. We had just scored a goal! I hope you had a good time in Dubai – write and tell me what you did there.
- B** I've also been having a few problems at school recently with a new kid called Conner. The teacher asked me to look after him and I was happy to do that. The problem is that he's now decided I'm his best friend. He's always sending me text messages and wanting to hang out with me. I quite like him but if I'm honest I'm getting a bit tired of him following me everywhere. He also gets really jealous of my other friends and says some really mean things about them. Obviously, I'm not very happy about that!
- C** I know it's not easy moving somewhere new. So I've decided that I'm going to do something to help him (and, of course, help me too). Next week I'm having a welcome party for him so he can get to know some other people better and make more friends. I've also told him about the youth club and I think he's going to join it. The best part of that plan is that I can't go for the next few weeks because of football training so he'll have to hang out with other people. And finally I know Gina wants to meet him so I've given her his number.
- D** So that's my plan. If none of it works, I'm going to change my phone number! I'll write and let you know how it goes, but only if you write to me soon. Hope you're well.
- From Kev

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

<input type="checkbox"/> Introduction	<input type="checkbox"/> Say goodbye
<input type="checkbox"/> Explanation of problems	<input type="checkbox"/> Informal email language
<input type="checkbox"/> Say what you're going to do about them	

1 **01** Listen to Lucy and Carla's conversation and complete the sentences.

- 1 Lucy is upset with _____.
- 2 Will promised to help her _____.
- 3 He arranged to meet her at _____ at her _____.
- 4 Lucy wants to study _____ at university.
- 5 The application needs to be in by _____.
- 6 Lucy asks Carla _____.
- 7 Carla says she's not good at _____.
- 8 Carla is _____ in the afternoon.

2 **01** Listen again. Complete these parts of the conversation.

- 1 CARLA What's up, Lucy?
LUCY It's Will. _____ with him.
- 2 LUCY I can't believe he let me down.
CARLA That's typical Will. _____ to do things and then forgetting.
- 3 CARLA Just text him and arrange another meeting.
LUCY _____ the application needs to be in this afternoon.
- 4 LUCY Unless you could lend me a hand?
CARLA I'd love to but _____ very good at that sort of thing.

DIALOGUE

1 Put the lines in order to make three short conversations. Write them in the correct spaces.

1 Making arrangements

A *Are you doing anything after school, Kim?*

B _____

A _____

B _____

2 Talking about future intentions

C *When do you finish school, Ping?*

D _____

C _____

D _____

3 Making personal predictions

E *Do you think you'll have children one day?*

F _____

E _____

F _____

1 I'm going to study medicine at Cambridge University.

2 Two or three.

3 Probably. I hope so.

4 I'd love to, thanks.

5 Ian and I are going swimming. Do you want to come?

6 Next year in July.

7 How many do you think you'll have?

8 And what are you going to do next?

9 No, I've got nothing planned.

PHRASES FOR FLUENCY

1 Put the words in order to make phrases.

- 0 silly / be / don't *Don't be silly.* _____
- 1 go / we / here _____
- 2 you're / star / a _____
- 3 hiding / have / been / where / you _____
_____?
- 4 start / where / I / shall _____?
- 5 mention / you / now / it _____

2 Complete the conversations with the expressions in Exercise 1.

0

A Shall we invite Jim to the game with us?

B *Don't be silly.* _____ He doesn't like football.

1

A You look busy. Have you got a lot to do?

B Busy? _____ I've got exams all week, I've got to organise Sue's birthday, buy her a present ...

2

A Can I make you something to eat?

B Thanks. I'm starving. _____, Julia.

3

A I haven't seen you for weeks, Dave.

B Nowhere. I've just been really busy.

4

A I know you've got to study for your exams but would you like to come for a quick bike ride?

B Well, I am busy but _____, it might be a good idea to get out for a while.

5

A Boys, get in here, you're 10 minutes late!

B _____ We're in trouble now.

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 £27,000 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 |