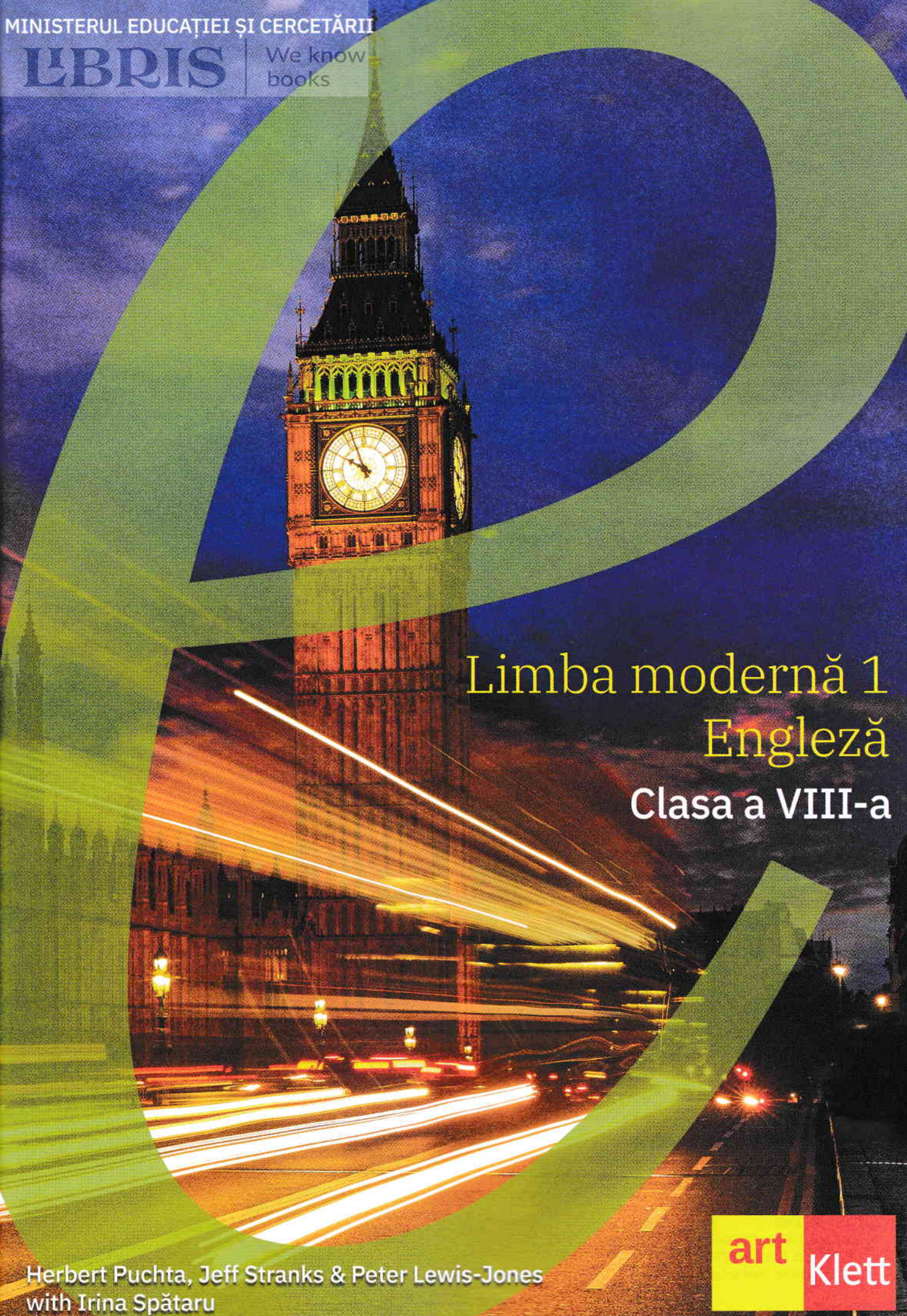


MINISTERUL EDUCAȚIEI ȘI CERCETĂRII

LBRIS

We know
books



Limba modernă 1
Engleză
Clasa a VIII-a

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

art

Klett

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY	PRONUNCIATION
Unit 1 Life plans 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 WordWise: Phrases with <i>up</i>	Linking words with <i>up</i>
Unit 2 Hard times 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/
Review Units 1 & 2 pages 24–25				
Unit 3 That's entertainment 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 WordWise: Expressions with <i>get</i>	Intonation – inviting, accepting and refusing invitations
Unit 4 Science counts 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
Review Units 3 & 4 pages 42–43				
Unit 5 Keep healthy 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 WordWise: expressions with <i>right</i>	/tʃ/ and /ʃ/ consonant sounds
Unit 6 Rules in my community 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
Review Units 5 & 6 pages 60–61				
Unit 7 What a story! 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 WordWise: Expressions with <i>good</i>	The schwa /ə/ in word endings
Unit 8 It's a crime 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
Review Units 7 & 8 pages 78–79				
Unit 9 What happened? 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> WordWise: <i>now</i>	Moving word stress
Unit 10 Going places 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
Review Units 9 & 10 pages 96–97				
Final evaluation pages 98–105		Literature pages 106–113		
Grammar reference pages 114–121		Pronunciation pages 122–123		
Get it right! pages 124–129				

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

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

LIFE PLANS

OBJECTIVES

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

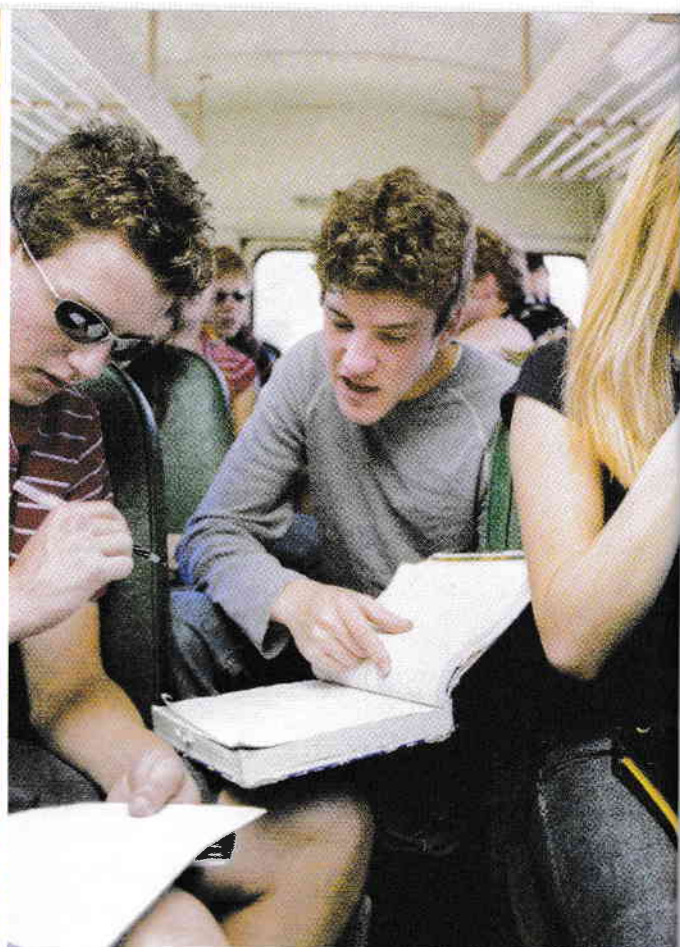
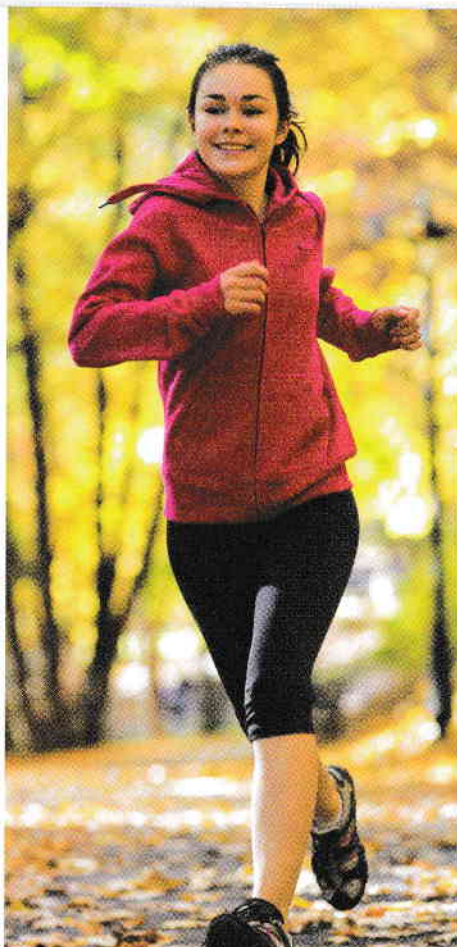
GRAMMAR: present tenses (review); future tenses (review); *should / shouldn't*, *may (not)*, *might (not)* (review)

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 books 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.

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

SPEAKING

Work in pairs. Discuss these questions.

- 1 What resolutions are you going to make for this school year?
- 2 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.

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 ¹ _____ (lie) in bed. I ² _____ (try) to get to sleep, but I can't. I ³ _____ (have) trouble sleeping for about a month now. I ⁴ _____ (try) different things to help me sleep, but nothing ⁵ _____ (work). My mind ⁶ _____ (not want) to stop. A lot ⁷ _____ (happen) in my life right now. It's exam time, so I ⁸ _____ (study) a lot. There's also the question of next year. I ⁹ _____ (think) about it for ages. Mum and Dad ¹⁰ _____ (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 | f |
| 1 give something up | |
| 2 do well | |
| 3 struggle with something | |
| 4 take something up | |
| 5 break a bad habit | |
| 6 form a good habit | |
| 7 change your ways | |
- 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 ¹ _____ loads of resolutions and decided to ² _____ my ways. I tried to ³ _____ 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 ⁴ _____ up sleeping in the afternoon. I also ⁵ _____ 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 ⁶ _____ well until Mum made roast beef. I just had to eat it. I tried to ⁷ _____ good habits as well: for example, I started piano lessons. But I ⁸ _____ 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?



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 1 _____.
- To make predictions, we often use 2 _____.
- To talk about intentions, we often use 3 _____.

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.

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 _____

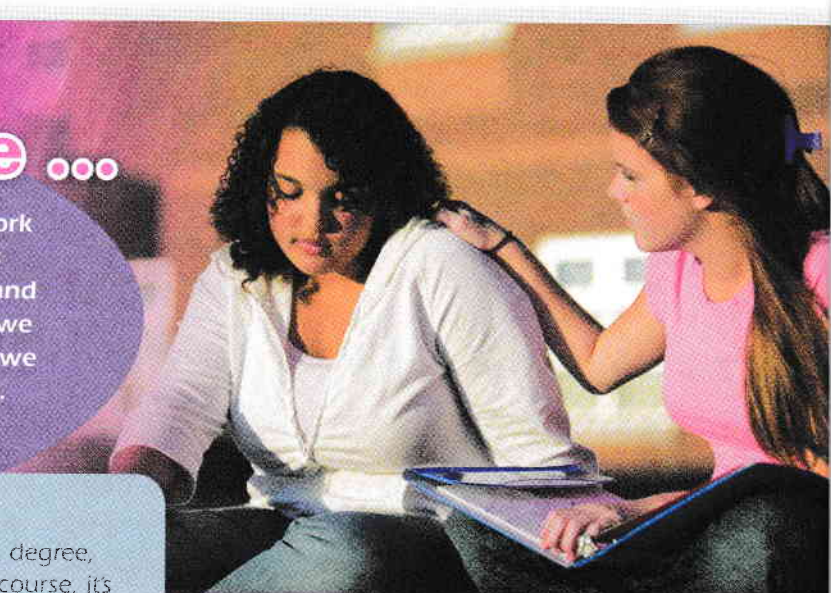
You've been practising football all summer. You think you're good enough to be in the school team, but the teacher doesn't seem to agree. Maybe he just hasn't thought about it at all. He isn't a mind reader, so tell him. Then at least he knows what you're thinking. He might even choose you.

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.



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.



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?

1



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.

2

THE FOLLOWING WEEK ...



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.

3

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.