

Limba modernă 1 – studiu intensiv
Engleză
Ghidul profesorului

Clasa a VII-a



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Welcome to *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*

Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a is a course for lower-secondary students, which will give you and your students all the tools you need for successful and enjoyable language teaching and learning. Teaching secondary students can be challenging, even for the most experienced of teachers. It is a period of great change in young teenagers' lives and it sometimes seems that their interests lie anywhere but in the classroom. It is the teacher's demanding task to engage students in the learning process, and the mission of *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* is to help them as much as possible to achieve this. After extensive research and investigation involving teachers and students at secondary school level, we've come to a clear conclusion: sparking students' curiosity and desire to learn is one of the main driving forces which can enhance and facilitate the learning process. The aim of this textbook is to stimulate curiosity through interesting content via impactful video, visual images and 'real world' content on global themes.

How *Limba modernă 1 – studiu intensiv. Engleză* will benefit you and your students

Engaging real world content

Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a contains a wealth of fascinating reading texts and informative Discovery Education™ video clips. The two-page Discover Culture sections bring global cultures to the classroom, greatly enhancing the students' learning experience whilst simultaneously reinforcing target language. The texts and three Discovery Education™ video clips per unit often revolve around teenage protagonists. The wide variety of themes, such as natural history, inspiring personal stories, unusual lifestyles, international festivals and customs teach students about the world around them through the medium of English, whilst also promoting values such as cultural awareness and social responsibility. Each unit also has an accompanying CLIL lesson (with accompanying Discovery Education™ video) which contains a reading text and activities. Each unit's texts, together with the videos, encourage the students to reflect on, discuss and explore the themes further. For more information on culture in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* go to page 19. For more information on the CLIL lessons please go to page 25. For specific extension activity ideas please see the relevant video lesson pages of the Teacher's Book.

Easier lesson preparation

Everything you need to prepare your lessons is available on <https://manualedigitaleart.ro/>, which allow you to access everything easily and from one place. The package contains the digital version of the Student's Book, with interactive activities for class presentation, audio tracks for the Student's Book, video clips, tests and additional practice activities, which include grammar, vocabulary and communication activities. Several other activities can be found in the afferent Workbook (printed version).

Clear goals to build confidence

Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a has been designed to provide a balance between exciting, real world content and carefully guided and structured language practice to build both confidence and fluency.

Students of this age also need to know exactly what their learning goals are if they are to become successful learners. In *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*, this is addressed in the following ways:

- The unit presentation page at the beginning of each unit clearly lays out the contents and objectives of the unit, so students know from the beginning what they will be studying in the coming lessons. More detailed objectives, together with CEFR relevance, are given in the relevant opening page of the Teacher's Book notes.
- Clear headings guide students to key content. Target language is displayed in easy-to-identify tables or boxes.
- Each page builds to a carefully controlled productive stage, where students are asked to use relevant language and often expand on the topics and themes of the lesson.

Extra support for Speaking and Writing

Most learners find speaking and writing particularly challenging, and so the Speaking and Writing pages in the Student's Book and the Workbook are structured in such a way as to lead the students step by step through the tasks necessary to reach the final goal of that page. This approach has been designed to help build students' confidence and fluency. In addition, the guided *Your turn* sections at the end of lessons give students the opportunity to activate new language. For more information, see page 20.

Visual impact

Youth culture today is visually oriented and teenagers are easily bored by material that is not visually attractive. In addition to the video content, images in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* have been chosen to appeal to young students. Each unit begins with a large impactful image designed to attract the students' attention and encourage them to engage with the content of the unit. Reading texts are accompanied by artwork which draws the students into the page and stimulates them to want to know what the text is about. For more information on use of visuals in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* see page 18.

A personalised approach

Secondary students also need to see how the world they are reading about, watching or listening to relates to them and their own world in some way. They also need ample opportunity to practise new language in a safe environment. *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* offers multiple opportunities for students to personalise the topics via the carefully structured *Your turn* activities which appear at the end of lessons. These sections add a relevance to the subjects and themes which is central to their successful learning. In *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* students are encouraged to talk about themselves and their opinions and interests, but care is taken to avoid them having to reveal personal information which they may be uncomfortable discussing.

Graded practice for mixed abilities

Teaching mixed-ability classes creates more challenges for the busy teacher, and with this in mind we've provided a wealth of additional practice activities, including:

- Graded unit progress and final evaluation tests available on <https://manualedigitaleart.ro/> as well.
- Graded exercises in the Workbook, with a clear one- to three-star system.
- Additional vocabulary, grammar and writing practice in the *Vocabulary Bank* and *Grammar reference* sections at the back of the Student's Book.
- Suggestions for alternative approaches or activities in the Teacher's Book notes for stronger / weaker students.

Common European Framework compatibility

The content in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* has also been created with both the Common European Framework (CEFR) and Key Competences in mind. Themes, topics and activity types help students achieve the specific objectives set out by The Council of Europe. These have been mapped and cross-referenced to the relevant parts of the course material. More information on this can be found on pages 32–36, and on the first page of each unit in the Teacher's Notes.

Relevant content

For *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*, research was carried out on the language syllabus using the Cambridge Learner Corpus. The results of this research became the starting point for the selection of each error to be focused on. By using the Cambridge Learner Corpus, we can ensure that the areas chosen are based on real errors made by learners of English at the relevant levels. In addition, the authors of *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* have made extensive use of the English Vocabulary Profile to check the level of tasks and texts and to provide a starting point for vocabulary exercises. For more information on the Cambridge Learner Corpus and English Profile please see pages 23 and 32.

Thorough recycling and language reinforcement

New language is systematically recycled and revised throughout the course with:

- A two-page *Review* section every two units in the Student's Book,
- A two-page *Review* after every unit in the Workbook, plus a Cambridge Learner Corpus informed *Get it Right!* page, with exercises focusing on common errors,
- Unit evaluation tests,
- Final evaluation tests. In addition, the *Vocabulary Bank* at the back of the Student's Book provides further practice of the core vocabulary, while the Writing bank allows students to practise their writing skills. For more information on the review sections, including ideas for exploitation please go to page 30.

Flexibility for busy teachers

Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a is designed to be flexible in that it can meet the needs of teachers with up to 150 hours of class time per school year, but is also suitable for those with fewer than 90 hours. If you're short of time, the following sections can be left out of the Student's Books if necessary, without affecting the input of core grammar and vocabulary which students will encounter in the tests. However, it's important to note the video activities in particular are designed to reinforce new language and provide a motivating and enjoyable learning experience:

- The Starter Unit (the diagnostic test will allow you to assess your students' level of English before the start of term, please see page 31 for more information).
- *Review pages*: these could be set for homework if need be.
- The *Discover Culture* video pages: though we believe this is one of the most engaging features of the course, no new grammar is presented and the content of these pages doesn't inform the tests.
- The *CLIL* pages at the back of the Student's Book.
- The *Project* pages at the back of the Student's Book (please see page 26 for more information).
- The *Vocabulary Bank* at the back of the Student's Book: many of the activities can be set for homework, or can be done by 'fast finishers' in class.
- The video clips on the *Language Focus* and *Speaking* pages: though these are short and there are time-saving 'instant' video activities available in the Teacher's Book (see pages 122 to 129).
- The additional exercises in the *Grammar reference*: these can be set for homework if need be.

Course Components

Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a provides a range of print and digital learning tools designed to help you and your students.



Student's Book

The Student's Book contains eight units, plus a Starter section to revise basic grammar and vocabulary. High interest topics, including 24 Discovery Education™ video clips, various vox pop-style videos and additional grammar videos, motivate learners and spark their curiosity. Each lesson is accompanied by guided, step-by-step activities and personalised activities that lead to greater fluency and confidence.

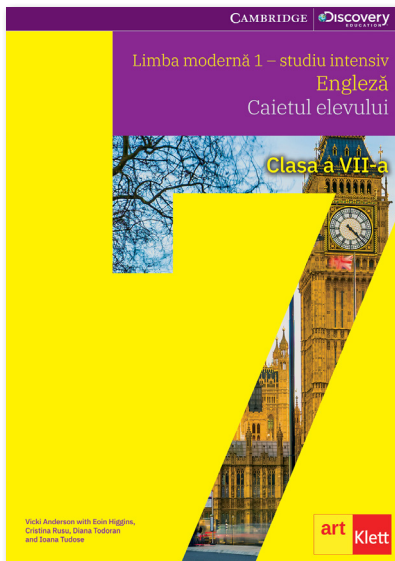
Digital Student's Book with complete video and audio programme and with Online Practice

The digital version of the Student's Book is available on the online platform www.manualedigitaleart.ro/. It includes activities in interactive format, as well as full video and audio content. You can run the digital book on a computer, tablet or other mobile device.

The audio tracks for the Student's Book (*Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*) can also be found on www.manualedigitaleart.ro/biblioteca/art-en7-lm-1-intensiv.



Teacher's Resources



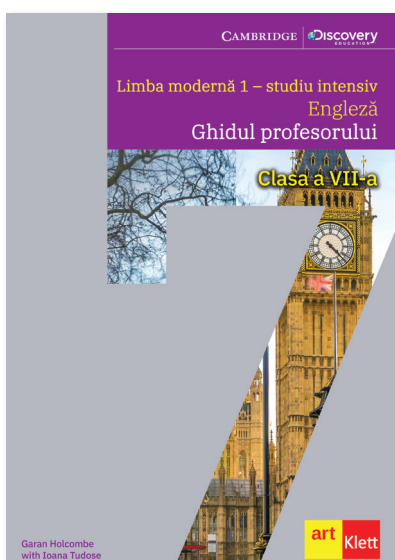
Workbook

The Workbook provides additional practice activities for all the skills presented in the Student's Book.



Class Audio CD

The Class audio CD includes the complete audio programme of the Workbook (*Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a. Caietul elevului*) to support listening comprehension and build fluency.



Teacher's Book

The Teacher's Book includes full CEFR mapping, complete lesson plans, audio scripts, answer keys, video activities, optional activities, tips for mixed ability classes and a *Games Bank*.

Unit tour

Student's Book *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*

Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic.

The four unit video clips are summarised on this page.

The second page of each unit focuses on vocabulary, which is presented in a memorable way.

Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression.

A short *Be Curious* task encourages students to speak and engage with both the image and with the theme of the unit.

Through the listen, check and repeat task, students are given the opportunity to hear how the target vocabulary is pronounced and to practise it themselves.

Your turn activities at the end of every lesson give students the opportunity to practise new language in a personalised, communicative way.

The third page of each unit features a reading text which provides a natural context for the new grammar. All reading texts are recorded.

The *Language Focus* pages in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* highlight examples that are contextualised in the preceding reading and listening passages. Students are encouraged to find the examples for themselves.

The grammar is presented in a clear, easy-to-read format.

A short *Fact Box* imparts a snippet of interesting information related to the topic of the reading text.

The *Reading* pages include *Explore* features where students are encouraged to notice vocabulary from the text. Often the focus is on lexicogrammatical sets. Other times, collocation or word formation is focused on. Students are also encouraged to understand the meaning of above-level words.

Many *Language Focus* pages contain a *Say it Right* feature, where common pronunciation difficulties associated with the *Language Focus* are dealt with. They appear at the back of the book.

The *Grammar reference* at the back of the book contains more detailed examples and explanations, plus additional practice exercises.

Many of the *Language Focus* pages include a *Get it Right!* feature, where corpus-informed common learner errors are highlighted.

A Discovery Education™ video complements the reading topic, and provides further exposure to the target grammar, in the context of a fascinating insight into different cultures around the world.

The listening passage provides a natural context for the new grammar and vocabulary items.

The *Language Focus 2* page features examples from the preceding listening passage.

Vocabulary

Communication verbs

1 Complete the sentences with the correct form of the words in the box. Then listen and check.

whisper complain boast gossip argue joke shout criticise

- Don't **argue** ... with me - you know that I'm right!
- You shouldn't **complain** ... about the bad weather - what do you expect in England in November?
- I don't like him. He's always **boasting** about people behind their backs.
- It's true that she does well at school, but she doesn't need to **brag** about it.
- You shouldn't **gossip** ... with your friends about something serious. They might not think it's funny.
- Ernest is my friend, so don't **joke** ... him. And anyway, nobody's perfect!
- Sorry I'm trying to study. If you want to talk, please ...
- Those boys are always **shouting** ... They're so noisy!

Your turn

2 Make notes about three of the situations. Then write a short paragraph about each one.

- a time when you argued with someone
- the last time you complained about something
- the last time someone criticised you
- a time when someone boasted about something
- a time when you gossiped with someone and they didn't think it was funny
- I argued with my brother last week. It was about the computer.

My teacher criticised me yesterday because I forgot my homework again.

3 Ask and answer with your partner about your situations. Find out more information.

A: When was the last time you argued with someone?
 B: I argued with my sister about the computer.
 A: Why did you argue about the computer?
 B: ...

Vocabulary Bank • page 133

Listening Short conversations

4 Work with a partner. Look at the photos of four different conversations and answer the questions.

- Where are the people?
- What is the relationship between them?
- What do you think they are talking about?

5 Listen to four short conversations. Match the photos in Exercise 4 to the conversations.

6 Listen again. Answer the questions.

Conversation 1

- What is Serena's problem?
- What does her mother promise?

Conversation 2

- What does Alex want Nick to do?
- What's Alex's opinion of football?

Conversation 3

- What does Bella say about Rachel?
- What is Tina's reaction?

Conversation 4

- When does the concert start?
- How does Paul make his friend funny up?

Language focus 2

1 Complete the examples from the listening on page 74.

- If you **pass** all your exams, we'll **have** a holiday abroad this year.
- We **win** ... in the cup final if we win tonight.
- If you **wear** make-up, they **send** you home.
- If you **stand** ... first in the queue, you'll get to meet the band!
- You **miss** the band if you're late.

2 Look at the examples again. Use the words in the box to change or add more information.

definitely send may have
be able to could meet might miss

- If you pass all your exams, we ... a holiday abroad this year.
- We ... in the cup final if we win tonight.
- If you wear make-up to school, they'll ... you home.
- If you stand first in the queue you'll ... the band.
- You ... the band if you're late.

3 Look at the examples in Exercises 1 and 2 and choose the words to complete the rules.

- We use the first conditional to talk about possible situations in the **past** future.
- We can use **might** / **may** / **could**, and **be able to** instead of **will** / **the present** infinitive.
- When we use **adverbs** they come **before** / **after** the verb.

Grammar reference • page 125

Get it right!

When the **if** clause comes first, it ends with a comma (,).
 If we meet the band, I'll be really happy.

4 Use the prompts to write sentences.

- you / whisper / not be able to hear you
If you whisper, she won't be able to hear you.
- if you post an update / I / definitely / hear you
If you post an update, I'll definitely hear you.
- I / not you / if / get lost
If I don't get lost, you won't get lost.
- if she speaks quickly / I / might not / understand
If she speaks quickly, I might not understand.
- you / might make / new friends / if / join the club
If you join the club, you might make new friends.
- if they practice a lot / be able to win
If they practice a lot, they'll be able to win.
- if he not do / his homework / I / could get a bad mark
If he doesn't do his homework, I could get a bad mark.

The next page focuses on Listening and Vocabulary from the Listening. Sometimes this second Vocabulary section pre-teaches vocabulary before the students listen.

Your turn sections at the end of every lesson provide speaking practice and enable students to revise, personalise and activate the language taught, for more effective learning.

New language is clearly highlighted.

The *Discover Culture* spread expands on the unit topic and provides a motivating insight into a variety of cultures around the world.

In this level, students are also encouraged to understand the meaning of above-level words.

Discover Culture

1 Look at the photos. They refer to the two topics in the video about China. Think about the questions below.

- What does China produce? Do you have any items produced in China with you now?
- What languages do Chinese people speak?

2 Watch the video and check your answers.

3 Watch the video again. What do you hear about these numbers?

- 1.4 billion a 1950s
- 40,000 a 10 or 20 years

4 Watch the video again. Choose the correct answer.

- China's population is bigger than ...
 a. Europe's b. the United States' c. Europe and the United States' together.
- The Chinese people speak ...
 a. different languages b. Mandarin.
 c. English.
- Written in Mandarin, people use ...
 a. 40,000 characters b. three or four thousand characters.
 c. four thousand characters.
- The Pinyin system uses ...
 a. the Roman alphabet b. Chinese characters c. a computer.
- More people speak ... in the world than English.
 a. Mandarin b. Roman c. French

5 Test your memory. Did you see when you heard these phrases?

- Everything in China is growing.
- The country produces so many things.
- Every day, more and more people use Mandarin to communicate.

6 Watch the video again and check your answers.

Your turn

7 Discuss the questions in groups.

- Who does your country produce? Don't it go to many other countries?
- Would you like to learn Mandarin? Why/Why not? Why would it be useful?
- Is your language a difficult language to learn for foreign learners? Why/Why not?

Reading An article

1 Work with a partner. Look at the pictures and answer the questions.

- Where would you see the images?
- Why do you think they are in English?

2 Read the article about the English language. Is English still the world's number one language?

3 Read the article again. Mark the sentences true (T) or false (F). Correct the false ones.

- English is everywhere because a lot of people understand it.
- There are fewer second language speakers of English than native speakers.
- In Denmark, people speak English as a second language.
- The English language has the most words.
- Sofia and eggs are old words.
- The author is sure that Mandarin will be the world's next number one language.

4 Explore phrasal verbs

4 Look at the highlighted words in the text. Match the phrasal verbs in the box to the definitions.

go up get by keep on come into use turn into

- When a figure or number increases or gets bigger.
- Start being used.
- When something changes and becomes something different.
- To be able to live with a situation with difficulty.
- When you continue to do something.

Vocabulary Bank • page 133

Your turn

5 Complete the sentences about English with your own ideas. Then compare your sentences.

- I enjoy/ don't enjoy learning English because ...
- Learning English is difficult because ...
- Sometimes I use English ...
- I think in the future I will use English ...
 I enjoy learning because I like talking to ...

Discovery Education™ video clips throughout the course bring high-interest global topics to life for students.

The second lesson in the *Discover Culture* spread focuses on a reading text which is thematically linked to the cultural angle of the video.

If you don't have access to video in class, the students can access this video, together with the interactive activities, on the online platform manuedigitaleart.ro/.

The *Your turn* sections on these pages encourage learners to compare their lives with the lives of the people featured in the reading texts and video clips.

Speaking and writing skills are carefully developed through a progression of easy-to-follow activities which guide students towards written and spoken fluency.

The optional *Real Talk* video features English and American teenagers answering a specific question linked to the language or unit topic.

All *Writing* pages include a model text from the featured genre.

Writing lessons broadly follow a Process Writing methodology, where students are encouraged to plan and check their writing.

After a short comprehension activity, students are encouraged to answer the same question as the teenagers in the clip.

Both Speaking and Writing lessons present Useful Language in chunks to develop fluency.

Speaking Reassuring someone

Real talk: Have you ever given a class presentation?

- Watch the teenagers in the video. How many teenagers ...
 - have given a class presentation?
 - are nervous or worried about giving class presentations?
 - have to do class presentations regularly?
- Helen is talking to her class sister Petra. What is Helen worried about?
 - She doesn't need to worry. You'll be fine (I'm sure).
 - There's no problem. Of course you can (do it)! Listen, I think I can help you.
- Complete the conversation with the useful language.

Useful language

Don't worry. It'll turn out all right. You don't need to worry. You'll be fine (I'm sure). There's no problem. Of course you can (do it)! Listen, I think I can help you.

Petra: What's the matter Helen? You look worried.
Helen: I've got to give a presentation in English class next week, and I'm scared. I don't think I can do it!
Petra: Oh ... *... you can!* You're good at English. You ... do worry.
Helen: Yes, but you know I'm really shy. It's frightening in front of all those people!
Petra: True, it's not easy if you're shy, but don't ... You ... I'm sure ...
Helen: Well, the problem is, when I speak in class I feel embarrassed and go red. Then I mix up the words.
Petra: Helen! Listen, I think I can ... Have you written the presentation yet?
Helen: Well, yes, I've more or less finished it. Petra: There's ... no problem! You can practise it on me and my friends.
Helen: OK! That sounds like a good idea. I'll feel more confident then.
Petra: Yes, if you practise it lots of times, I know it'll turn out ...
- Listen again and check your answers.
- Work with a partner. Practise the conversation in Exercise 4.
- Change the words in bold in the conversation. Use the ideas below. Take turns to ask and answer the questions.

Problem 1
You have to sing at the talent competition.

Problem 2
You are playing in the final of a tennis competition.

Writing An essay

- Look at the photo and read the essay. Choose the best title.
 - Have mobile phones improved communication for teenagers?
 - Are teenagers too dependent on mobile phones?

Twenty years ago, mobile phones were for businesspeople. Nowadays, it's impossible to find a teenager without one, but are mobiles the best way for teenagers to communicate? Mobiles can be useful. Firstly, they allow teenagers to communicate with their friends and family anywhere, anytime. Sending text messages is also quick and cheap. What's more, mobiles help you organise your life, and you can call your parents what you're doing so they don't worry.

However, there are negatives. For one thing, you might not have a signal, especially in the countryside. In addition, if you are in a noisy place, you can't hear your mobile ring. Lastly, using it all the time can be expensive.

On balance, I think mobiles have definitely improved communication for teenagers. Nevertheless, they *mustn't* use them too much.
- Read the essay again. Answer the questions.
 - How does the writer get the reader's attention in the introduction?
 - How many arguments in favour of mobile phones are there?
 - How many arguments against mobile phones are there?
 - What is a higher opinion of mobile phones for teenagers?

Useful language

Introducing points and arguments
Use adverbs and other phrases to introduce what you want to say.
Nowadays, ... What's more, ... Nevertheless, ... Firstly, ... However, ...
- Look at the Useful language box. Find four other words or phrases to introduce arguments in the essay.
- Complete the sentences with the words in the box.

addition lastly more one-thing Firstly

 - I recommend this mobile. For one thing, it's a smartphone. What's more, it's on special offer, and it's quite small and light.
 - The new model has two improvements, and it has a much bigger memory, and in addition, the battery will last longer.

A clear model is provided for the speaking task.

There are two pages of *Review* after every two units. The exercises are grouped under *Vocabulary* and *Language focus* (grammar). These can be set for homework if time is short in class.

Review Vocabulary

- Match the communication words with the blogs.

blog post tweet forum Skype social media post textmessage

 - I can send short messages and it's cheaper than a phone call. *Send message*
 - I can chat with my friends and see them at the same time.
 - I can send really short messages to all my friends at the same time.
 - I can add photos and videos and my friends can visit my page.
 - I can ask questions and post messages and anyone on the net can reply.
 - I can write about my life and the things I'm interested in and anyone can read it.
- Match the words with the definitions.
 - whisper a complain
 - boast a joke
 - criticise a shout
 - argue
 - to say something is wrong
 - to speak angrily with someone
 - to talk very quietly
 - to talk very loudly
 - to say something funny
 - to speak too proudly about something you have done
 - to give a bad opinion about something
- Match the sentences to the fears in the box.

birds, clovers, lifts, flying, the dark, snakes

 - I prefer taking the bus or train. *flying*
 - I'll take the stairs.
 - I don't like them flying near me.
 - They can be poisonous and they move quickly.
 - They look frightening with their face and hair different colours.
 - Can you leave the light on?
- Complete the sentences with the correct adjective form of the words in brackets.
 - Matthew feels really stressed (stress).
 - Their new computer game is really exciting (excite).
 - The TV programme was so bored (bore). I fell asleep.
 - Jason saw a spider and he was really scary (terrify).
 - Henry's book is really interested (interest).
 - Julie's test is tomorrow. She feels very worried (worry).
- Explore vocabulary

Complete the text with the words in the box. Use the correct form of the phrasal verbs.

virtual friends, come into use, get by, social-networking, turn into, face-to-face, digital generation, personal information

The number of people using 'social network sites' is going up along with the number of ... that they have. In the past, we ... with telephones and letters but the internet ... have access to different ways of communicating. Since computers, tablets and mobile phones have ... the way we ... contact with friends and family and instead we prefer to 'give' ... for everyone to read. Also we ... a generation of people who can't communicate with each other without a gadget?
- Complete the sentences with of, about or with. Then write the opposite adjective of the underlined words.
 - Because he's so good at Science, Jack is someone dangerous.
 - What do you think ... is small spaces. dangerous
 - A: Ana won't share her baggy objects ... me. B: Well, you should find your own lucky things!
 - I'm really worried ... the exam. I see a black cat too and that's bad luck!
 - A: Are you dressing up for the party? B: No, I'm embarrassed ... is the party.

Language focus

- Complete the sentences about life in the year 2050. Use will, won't or might/may not.
 - Everyone will use the Internet for shopping, I'm sure.
 - I think some schools ... offer classes on Skype.
 - Cars ... use petrol, I'm sure. They'll be electric.
 - Lots of people ... probably work from home.
 - Robots ... definitely do all the housework - at least I hope so!
 - It's possible we ... read books anymore.
- Complete the first conditional sentences. Use the verbs in brackets.
 - The librarian will help you if we ask (ask) too loudly in the library.
 - If you don't answer (not answer) my email, I won't write (not write) to you ever again!
 - If we use (use) Skype, we won't pay (not pay) so much for our phone calls.
 - You might win (win) the lottery if you buy (buy) a ticket.
 - You won't find out (not find out) what's happening in the world if you don't use (not use) the Internet.
 - If she has (have) her mobile with her, her mum ... (not worry) about her safety.
 - He won't send (not send) you a text message if he doesn't hear (not hear) any news.
 - If he works (work) hard enough, he will win (win) a prize.
- Complete the sentences with be going to, will or present continuous.
 - He is flying (fly) to Japan tomorrow.
 - Don't worry. He probably will (probably ... will) call you later.
 - My parents take (take) me out for dinner on Saturday for my birthday.
 - What are you going to (are you going to) do when you leave school?
 - Sorry, but we can't (can't) see you later - we have got a party to go to.
 - Susan is starting (start) a new job on Monday.
- Choose the correct words.

I had a terrible time at the concert last weekend. There were too many (too many) people and too much (too much) noise. There wasn't enough (enough) a few space in the hall and I felt quite crowded (crowded). There were only a few (a few) little windows and they were closed (closed). I felt sick and I needed a few (a few) little time to sit down and recover. There weren't too many (too many) enough chairs so all we had to do was (was) to sit on the floor. How many (How many) friends helped me. One friend asked me, "How many How much (How much) concerns have you been?" I said, "I had a ..."

Useful Language sections on these pages highlight specific linguistic features from the model writing text and dialogue which will help build students' writing and speaking skills.

Language builder sections revise the target grammar from all the previous units.

The *Evaluation tests* and *Final evaluation tests* have been developed in order to assess students' grasp of the language covered in the previous units. The score of each test totals 100 marks. This will make it easy to store results, translate them into whichever grading system is used in your context, and to communicate them both within the school and to parents. The results will help you to assess where individuals are struggling and where the whole class needs further practice and this, in turn, should help inform your teaching for the coming lessons.

Evaluation test

Language focus

Match the sentence halves.

- Because he's so good at Science, Jack ...
- Tom has relatives in America, so he ...
- Our football practice ...
- When Ben goes home tonight, he is ...
- On his wedding day, Peter ...
- is going there tomorrow to see them.
- starts again next Saturday.
- going to watch TV all evening.
- is getting married to his girlfriend Sophia.
- is going to train to be a doctor.

Choose the correct answer.

- In 20 years' time, everyone will / is going to have an electric car. **/ 5**
- Look at those clouds in the sky! It's going to / will rain. **/ 5**
- Tom will / might come out to the café with us. He hasn't decided yet. **/ 5**
- The front door is open and the dog is going to / will bark! **/ 5**
- Becky isn't running very fast. She might not / won't win the race now, I'm sure. **/ 5**

Put the words in the correct order to make sentences in the future continuous.

- 1 we / driving / electric / by / 2025 / Will / be / all / cars? **/ 5**
- 2 watching / favourite / film / I / be / over / my / all? **/ 5**
- 3 won't / be / staying / grandparents / holiday / be / Tom / will / be / there? **/ 5**
- 4 getting / school / tomorrow / ready / At / 8 o'clock / Sam / for / be / he? **/ 5**
- 5 will / doing / in / your / What / summer / be / the? **/ 5**

Complete the sentences with the correct form of the verbs in brackets.

- The sun is shining brightly and there are no clouds. It is (be) a warm day.
- Our new school term starts (start) next Monday.
- This time next week, I will be (swim) in the sea on holiday.
- We are going (go) into town later to watch a film, but we're not sure yet.
- Scientists predict that in 10 years' time, most drivers will have (have) greater cars. **/ 10**

Final evaluation test

Reading

11 Read the leaflet.

Five good reasons to visit the Czech Republic

Nature
The Czech Republic is a beautiful country with many mountains, lakes and forests which make it the perfect holiday destination for anyone who is interested in outdoor activities such as hiking, climbing, fishing and canoeing.

Culture
All over the country, there are many interesting museums and galleries which show the story of the country's past, and you can also enjoy classical concerts, ballet and opera.

Food
The Czech people love their food and are very proud of it. As well as being very proud of their cultural traditions, the Czech people are also very proud of their food. There are many traditional dishes that you can try when you visit. You will never have anything better than the Czech food when you visit their country. It is so good!

Are the sentences True (T) or False (F)? If there isn't enough information in the text, write Don't Say (DS).

- Climbing is the most popular activity here. **/ 15**
- The writer tells you which spa towns are famous. **/ 15**
- People interested in music and history will find many things to do. **/ 15**
- The writer mentions one traditional dish that isn't very healthy. **/ 15**
- More fans go to watch ice hockey matches than other sports. **/ 15**

Writing

12 Your teacher has asked you to write a letter with the following title: 'The best birthday present ever'

Write your story.

Write about 80-100 words.

/ 25

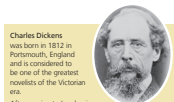
/ 100

Reading A biography

1 You are going to read part of a story by the famous English writer, Charles Dickens. Read the text about his life, search for more information and answer the questions.

- 1 Where was Charles Dickens born?
- 2 Which famous characters did he create?
- 3 What did Dickens do for a living before becoming a fiction writer?
- 4 How did he help the society of his time?
- 5 Which of his novels have been made into films? Have you seen any of these films? What did you think about them?

2 Look at these scenes from *A Christmas Carol* by Charles Dickens. Discuss with a partner about what you think is happening in each scene and what you think happens next. Then think of a title for each picture.



Charles Dickens was born in 1812 in Portsmouth, England and is considered to be one of the greatest novelists of the Victorian era.

After moving to London in 1822, his family started to have financial problems, so Charles had to get a job in a shoe-polish factory to earn money. His father was thrown into debtor's prison and Charles had to be taken out of school. These unhappy events inspired later novels which brought Dickens international literary celebrity.

As a young man, he worked as a reporter before becoming a fiction writer in 1833. In 1836 he married Catherine Hogarth, the daughter of George Hogarth, editor of the *Evening Chronicle*, and had 10 children together. Dickens criticized the inhumane Victorian industrial society in his works and he initiated for children's rights and reform. Many of his novels, *Great Expectations*, *David Copperfield* and *Oliver Twist* for example, have been made into films.

Reading A story

3 In this text the main character of the story receives an unexpected visit. Read the text quickly and answer the questions.

- 1 Who is the unnamed guest?
- 2 How does Scrooge feel about the visit?

"Humbug!" said Scrooge and walked across the room. After several turns, he sat down again. As he threw his head back in the chair, his glance happened to rest upon a bell, a disused bell, that hung in the room, and communicated for some purpose now forgotten with a chamber in the highest story of the building. It was with great astonishment, and with a strange, inexplicable dread, that as he looked he saw this bell begin to swing. It swung so softly in the outset that it scarcely made a sound; but soon it rang out loudly, and so did every bell in the house. This might have lasted half a minute, or a minute, but it seemed an hour. The bells ceased as they had begun, together. They were succeeded by a clanking noise, deep down below, as if some person were dragging a heavy chain over the "casks in the wine-merchant's cellar." Scrooge then remembered to have heard that ghosts in haunted houses were described as dragging chains. The cellar-door flew open with a booming sound, and then he heard the noise much louder, on the floors below; then coming up the stairs; then coming straight towards his door. "It's humbug still!" said Scrooge. "I won't believe it." His colour changed though, when, without a pause, it came on through the heavy door, and passed into the room before his eyes. Upon its coming in, the dying flame leaped up, as though it cried, "I know thee, wretch! I know thee!" and fell again. The same face: the very same. Marley in his pigtail, usual waistcoat, tights and boots. [...] The chain he drew was clasped about his middle. It was long, and "wound about his like a tail; and it was made (for Scrooge observed it closely) of cash-boxes, keys, padlocks, ledgers, deeds, and heavy purses wrought in steel. His body was transparent; so that Scrooge observed him, and looking through his waistcoat, could see the two buttons on his coat behind. [...] "Now now!" said Scrooge, "castic and cold as ever." "What do you want with me?"

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

The Grammar reference provides more detailed explanations with clear examples.

Additional grammar exercises provide even more practice.

Grammar reference

Unit 6 will, might/may/could

I'll/Shall/Will/You'll	might/may/could	help
Might/May	might/may/could	could not
Will	might/may/could	help?
Yes	might/may/could	might/may/could not
No	might/may/could	might/may/could not

We can use will, might/may/could and could to give our opinions about the future. When we get close, she'll want to speak to you. I might go to India next year. He doesn't do his work, he could lose his job. We use will and won't to show we are sure about the future. We'll go to the party later. She won't be angry because she's angry with you. We use might/may/could and might/may/could not to show we are not sure about the future. I might go to the party later. I'm not sure. She may not call you if she's busy. We use an infinitive without to after will and might/may. He'll go shopping. He may go out later.

1 Complete the conversations with might (not)/ may (not/could) (not) or will and the ideas in brackets.

1. A: What are you doing this weekend?
B: I'm not sure. I... might go to the gym. (go to the gym)
2. A: Where are you going to meet Megan?
B: We haven't decided. We... (at the park)
3. A: I hope she gets the tickets.
B: Relax. The stadium is really big - the tickets... (not sell out)
4. A: I've bought Harry a birthday present.
B: I'm sure he... (love it)
5. A: Let's go on a short trip to the mountains.
B: I'm not sure it's a good idea. The weather is... (change)
6. A: When is Paula going to see Ethan?
B: I think... (on Thursday)
7. A: Have you heard anything about Mary?
B: Yes, I... know what to say. But she... (probably) to get for the crime. (go)

Adverbs of possibility We often use adverbs like might and may to emphasize our feelings about the future. We often use definitely and certainly with will to emphasize we are sure about a future event or action. I'll definitely have a look at the website this evening. They certainly won't be late for the match against Liverpool.

We often use probably with will to emphasize we are not completely sure about a future action or event. Natalie will probably be interested in this. Choose the correct words. 1. I'm (certainly) certainly buy the red one, but I'm going to think about it. 2. She'll definitely/probably be late. She always is! 3. We definitely/will'll definitely do it. 4. They will probably/certainly will need some help. 5. He probably/definitely won't know, but ask! 6. Computers will certainly/definitely will take over the world - the question is when!

First conditional + may/might/could, be able to

Situation	Consequence
If I pass all my exams,	my parents might buy me a present.
If I don't pass all my exams,	my parents won't buy me a present.
Consequence	Situation
My parents may not buy me a present.	If I don't pass all my exams.
Will my parents buy me a present?	If I pass all my exams?

We use the first conditional to talk about possible situations in the present or future and say what we think the result will be. We often use if and the present simple to describe the possible action or event. If the doctor'll email me, I won't speak to her again. If we will/won't have a free day when we are sure of the result. If we don't leave now, we won't catch the 8.30 bus. We use might/may/could (not) to show we are less sure of the result. If she sees you, she might leave. We use be able to to talk about possible abilities. I will be able to buy it if I save the money. When we use if to start the sentence, we use a comma between the two parts. If I see him, I'll give him the present. I'll give him the present if I see him.

3 Complete the sentences with the correct form of the verb phrases in the box. not listen careful speak quietly not remind them talk him to call me go over my paper. 1 If it's sunny tomorrow, we'll go to the park. 2 If you see him, ... 3 You won't understand if you ... 4 They might not do it if you ... 5 He won't be frightened if you ... Grammar reference 125

Vocabulary Bank

Jog your memory!

1 Cover the rest of the page. How many communication words can you remember?

Communication (page 71)

blog post	phone call
chatting	skype™
email	text message
social media post	tweet
forum	

1 Look at the words in the box. Where can you ... see pictures and information about your friends? see and talk to someone? only use 140 characters to say what you want? read about someone's thoughts, opinions or experiences? talk about a subject with other people online?



Communication verbs (page 74)

argue	gossip
boast	joke
complain	shout
criticise	whisper

1 Look at the words in the box. Write sentences about each verb. I often argue with my sister. 2 Work with a partner. Read your sentences but don't say the verb. Your partner guesses the verb. You should... in the library. (whisper)

Explore communication collocations (page 72)

digital friends
face generation
social network sites
status to-face
virtual update

1 Look at the words in the boxes. Match them to make collocations. digital generation. 2 Look at the text on page 72. Can you complete three more collocations? a. ...media b. online ... c. ...forum

Study tip

Sort words in your vocabulary book by collocations.

Explore phrasal verbs (page 77)

go up
get by
keep on
come into use
turn into

1 Look at the phrasal verbs in the box. Work with a partner and write an example sentence for each one. 2 Check your answers on page 77. Correct any sentences that are wrong.

The Vocabulary Bank contains all the new vocabulary from each unit. Activities revise and consolidate the language.

Each page includes a study tip to help students record and remember new words and encourage autonomy.

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

If you want to make fuller use of the video, you will find a complete lesson plan at the back of the TB.

6 CLIL

Technology Early written communication

1 Work with a partner. Answer the questions. When did people start writing? How did the ancient Egyptians write? Where does the word 'alphabet' come from?

2 Read the text and check your ideas. Our earliest human ancestors first stood on two legs around 6 million years ago. But it was the ability to share information which set our ancestors apart from the rest of the animals. Communication remained very limited until our closest ancestor, Homo erectus, appeared about 1.8 million years ago. But it was only 4000 years ago, with Homo sapiens, that any form of writing came into existence.

The earliest forms of writing were logographic and used symbols (logograms) to represent things. The most famous of these old forms of writing is hieroglyphs. The Ancient Egyptians either carved or painted hieroglyphs on stone. However, they also had two other forms of writing, called hieratic and demotic. They wrote onto papyrus, a form of paper, or cloth with ink on papyrus. We know a lot about hieroglyphic writing because of the Rosetta Stone. This is an ancient stone slab with the same message written in hieroglyphs, demotic and Ancient Greek.



3 Read the text again. Are the sentences true or false? Correct the false ones. 1 Homo erectus used a logographic writing system. 2 The ancient Egyptians had three forms of writing. 3 The Egyptians carved hieroglyphs into stone. 4 The Ancient Greek alphabet only represented consonant sounds. 5 The Romans adapted their alphabet from hieroglyphs.

4 Complete the text with the words in the box. logograms x2 spoken alphabets logographic alphabetic pronunciation

Hieroglyphs was a ... system of writing. It used ... to represent things. Because they were not related to ... different languages could use the same ... system of writing use marks to represent sounds of the ... language so different languages might use the same ... but spelling and grammar will be different.

5 Listen to a linguist talking about reading and writing. What subjects does he talk about? a The Romans b cheap books c dangerous animals d Internet blogs e books for wealthy people

Your turn 6 Work with a partner and write a short message. Write the message using only pictures. Show your message to the rest of the class to see if they can work it out.



There are eight optional projects in the Student's Book.

Project 6

A presentation



My young achiever is Stephen Sutton. He was called an inspiration by many people who knew him. Here you can see the way he thought about life. He suffered from cancer for four years but never gave up for himself. He dedicated his life to raising money for teenage cancer sufferers. He was born in England in 1994. He had a healthy active schoolboy ... He ...

Look!

1 Look at the presentation about Stephen Sutton. Answer the questions. 1 Did Stephen have a normal life? 2 Why was he called an inspiration?

2 Work with a partner. Based on the presentation in Exercise 1, tick the sentences which describe how to give a good presentation.

- 1 You should put everything you are going to say on the presentation slides or cards.
- 2 You need to copy, ready to say them to your audience.
- 3 You can do a presentation using PowerPoint or cards that you print or write on.
- 4 You should read everything from the slides.
- 5 Give the audience a general idea about the person, then give some biographical details, then talk about their achievements.
- 6 The slides should be attractive, without much text but with images to interest and engage the audience.

Students are given a clear model to guide them.

Three clearly laid out stages provide clear guidance.

The third Discovery Education™ video clip brings high-interest global topics to life for students.

Workbook (Caietul elevului)

The first page of each unit practises the vocabulary from the opening pages of the unit in the Student's Book.

The second page practises the first Language Focus section.

Every unit contains a listening activity.

6 Let's talk

Vocabulary Communication

1 Match the words and phrases with the correct definitions.

1 the case of a job on Twitter
2 something you write, send and receive on your mobile phone
3 your connections on an internet
4 to speak informally to someone face-to-face for a short discussion with lots of people
5 to speak to and hear someone together on a computer
6 a person who has the job of regular communication in a team

2 Write a message to your friend about something you did recently. Use the words and phrases in the box.

3 Complete the text about how he'll brother communicates.

4 Write a message to your friend about something you did recently. Use the words and phrases in the box.

Language focus 1

will, might/may/could + adverbs of possibility

1 Complete the sentences with the correct form of the verb in the box.

2 Complete the sentences with the correct form of the verb in the box.

3 Read the text and answer the questions.

4 Complete the text about how he'll brother communicates.

Listening and vocabulary

1 Listen to the audio and answer the questions.

2 Write a message to your friend about something you did recently.

3 Write a message to your friend about something you did recently.

4 Complete the text about how he'll brother communicates.

The vocabulary from the Explore sections on the Student's Book reading pages is practised here.

Activities are given one to three stars, depending on the level of difficulty.

Language Focus 2 provides further practice of the target grammar from the Student's Book.

The model writing text includes more useful language, which is extended from the Student's Book.

There is a double-page Writing section in every unit.

The organisation and contents of the model text are highlighted.

Language focus 2

First conditional + may/might/could, be able to

1 Match the sentences with the correct form of the verb in the box.

2 Write a message to your friend about something you did recently.

3 Complete the conversation with the correct form of the verb in the box.

4 Write a message to your friend about something you did recently.

Reading

1 Read the text about how he'll brother communicates.

2 Complete the text about how he'll brother communicates.

3 Read the text again and answer the questions.

Writing

An essay

1 Read Harry's essay. Does he agree or disagree with the essay?

2 Complete Harry's essay about social media. Use the words in the box.

3 Read the text again. Complete the notes in the box.

4 Complete the table with the words in the box and the words in Exercise 2.

5 Write a message to your friend about something you did recently.

A broad process writing model is followed, as in the Student's Book.

Each unit includes Writing Tips.

Other features of the genre are presented.

The first page of the Review section focuses on the grammar and vocabulary of the unit.

Each unit is followed by a two-page Review section.

The second page revises the grammar, vocabulary and functional language from all units to this point.

Each unit finishes with a Get it Right page where common learner errors are focused on, including spelling errors. The errors are informed by the Cambridge Learner Corpus.

6 Review

Vocabulary

1 **Use the sentences from 12 or take 12?**

- You can send photos and documents by email.
- You can use a television from one room to another.
- You can use Teams to join a large group of people on Zoom.
- You can use the same account with both Teams and Zoom.
- You can have a link post to let other people see your file.
- You can have a chat with someone on a Teams.

2 **Complete the sentences with the words in the box.**

connect answer complete joke about

Language focus

will, may, might, could + adverbs of possibility

1 **Match the sentences halves.**

1 I'm sure it will rain. _____
 2 It probably rains every day. _____
 3 It's possible it will rain. _____
 4 It's possible it will rain. _____
 5 It's possible it will rain. _____
 6 It's possible it will rain. _____

2 **Complete the sentences with the words in the box.**

1 I'm sure it will rain. _____
 2 It probably rains every day. _____
 3 It's possible it will rain. _____
 4 It's possible it will rain. _____
 5 It's possible it will rain. _____
 6 It's possible it will rain. _____

Language builder

5 **Complete the conversation with the missing words. Use the correct options.**

1 **Complete the conversation with the missing words. Use the correct options.**

1 **Complete the conversation with the missing words. Use the correct options.**

1 **Complete the conversation with the missing words. Use the correct options.**

Speaking

6 **Put the sentences in the correct order to make a conversation.**

1 **Complete the conversation with the missing words. Use the correct options.**

Get it right! Unit 6

will, might/may/could + adverbs of possibility

1 **Complete the sentences with the correct form of the verbs in brackets and use the correct options.**

1 I'm going to be a doctor. _____
 2 I'm sure it will rain. _____
 3 It's possible it will rain. _____
 4 It's possible it will rain. _____
 5 It's possible it will rain. _____
 6 It's possible it will rain. _____

2 **Complete the sentences with the correct form of the verbs in brackets and use the correct options.**

1 I'm going to be a doctor. _____
 2 I'm sure it will rain. _____
 3 It's possible it will rain. _____
 4 It's possible it will rain. _____
 5 It's possible it will rain. _____
 6 It's possible it will rain. _____

First conditional

3 **Find and correct four more mistakes with the first conditional in the text.**

1 **Complete the sentences with the correct form of the verbs in brackets and use the correct options.**

1 I'm going to be a doctor. _____
 2 I'm sure it will rain. _____
 3 It's possible it will rain. _____
 4 It's possible it will rain. _____
 5 It's possible it will rain. _____
 6 It's possible it will rain. _____

Complain

4 **Write sentences in the first conditional.**

1 I'm going to be a doctor. _____
 2 I'm sure it will rain. _____
 3 It's possible it will rain. _____
 4 It's possible it will rain. _____
 5 It's possible it will rain. _____
 6 It's possible it will rain. _____

Focus on pronunciation sections provide more extensive practice of pronunciation features such as word and sentence stress and intonation.

The Speaking extra pages practise the Useful Language from the Speaking pages in the Student's Book.

There is plenty of listening practice to contextualise the language.

Speaking extra

Reassuring someone

1 **Match the sentences halves from the Real Talk video in the Student's Book (page 12).**

1 I had a lot of photos. _____
 2 I haven't got any. _____
 3 I had to talk for ten minutes. _____
 4 I had to talk for ten minutes. _____
 5 I had to talk for ten minutes. _____
 6 I had to talk for ten minutes. _____

Pronunciation focus: Giving instructions

2 **Listen to the instructions. Does the voice go up and then down and then up again?**

1 **Complete the conversation with the missing words. Use the correct options.**

1 **Complete the conversation with the missing words. Use the correct options.**

1 **Complete the conversation with the missing words. Use the correct options.**

1 **Complete the conversation with the missing words. Use the correct options.**

Listen and answer the questions

3 **Listen to the conversation. Why are Lucy and James going shopping?**

1 **Complete the conversation with the missing words. Use the correct options.**

The Language focus extra pages provide even more practice of the grammar in the Student's Book.

Language focus extra

will, might/may/could + adverbs of possibility

1 **Complete the sentences with the correct form of the verbs in brackets and use the correct options.**

1 I'm going to be a doctor. _____
 2 I'm sure it will rain. _____
 3 It's possible it will rain. _____
 4 It's possible it will rain. _____
 5 It's possible it will rain. _____
 6 It's possible it will rain. _____

2 **Complete the sentences with the correct form of the verbs in brackets and use the correct options.**

1 I'm going to be a doctor. _____
 2 I'm sure it will rain. _____
 3 It's possible it will rain. _____
 4 It's possible it will rain. _____
 5 It's possible it will rain. _____
 6 It's possible it will rain. _____

First conditional

3 **Write sentences in the first conditional.**

1 I'm going to be a doctor. _____
 2 I'm sure it will rain. _____
 3 It's possible it will rain. _____
 4 It's possible it will rain. _____
 5 It's possible it will rain. _____
 6 It's possible it will rain. _____

Complain

4 **Write sentences in the first conditional.**

1 I'm going to be a doctor. _____
 2 I'm sure it will rain. _____
 3 It's possible it will rain. _____
 4 It's possible it will rain. _____
 5 It's possible it will rain. _____
 6 It's possible it will rain. _____

Whenever students are asked to listen, they are given an opportunity to listen for gist first.

Teacher's Book (Ghidul profesorului)

The unit aims and unit contents include all the video, common learner errors and also the relevant material at the back of the book, such as pronunciation and CLIL.

Each lesson has objectives making it easier for the teacher and the learner to understand and attain the goals.

6 Let's talk

Unit aims

- discuss different ways of communicating
- talk about events that're new and not new about in the future
- talk about possible situations in the future
- understand about English as a world language
- research someone
- write an essay about the best way to communicate

Unit contents

Vocabulary

- Communication
- Communication collocations
- Communication verbs
- Phrasal verbs

Reading

- A survey
- Social networks
- An article

Language focus

- will, might/may/could + adverbs of possibility and probability
- infinitive, probably
- First conditional

Listening

- Discover Culture
- Short conversations

Speaking

- The language of the future
- Reassuring someone
- Real talk: Have you ever given a class presentation?
- Innovation in first conditional sentences

Pronunciation

- Get it right
- Writing
- An essay
- Introducing points and arguments
- Technology
- Early written communication

CLIL

- Picture with meaning

Be curious

- Books closed. Write communication on the board. Elicit the meaning of the noun. It means to share information with others by sending, writing or using other signs and signals.
- Ask students to open their books at page 70 and describe the photograph. Elicit sentences and put them on the board, e.g. Two boys are standing back to back. They are both using phones.
- Put students into pairs and give them a couple of minutes to answer the three questions.
- Check answers.
- Tell students that the theme of Unit 6 is forms of communication.

Suggested answers

- They're hanging out together. They are using phones.
- Yes, they are! They are using their phones to communicate with other people.
- I think it's sad. They should use the time to talk to each other.

Vocabulary Communication

Objectives

- learn vocabulary for different forms of communication
- listen to a conversation about how people communicate
- talk about the different ways you communicate

Background

Twitter is a microblogging site, founded in 2006, which allows its users to post messages of 140 characters or fewer. (Language used on Twitter are called **Tweets**.) **Skype™**, which allows users to make free online calls, was set up in 2003. It is currently owned by Microsoft.

Warm-up

- Books closed. Elicit the different ways of communicating in the modern world, e.g. text, tweet, email, Skype™.
- Ask: *What's the most popular way of communicating among you and your friend?*
- Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on what their partner said.

1

- Ask students to open their books at page 71.
- Focus students' attention on the photos and the words in the box. Students match the forms of communication in the box with the correct photos.
- If you have the digital version of the book, put the photos on the board and ask students to come up to the board in turn to match the words with the photos.
- Play the recording for students to listen, check their answers and repeat the words.

Answers

- b phone call c Skype™ d email e forum
- f text message
- g social media post, tweet, blog post

Optional activity

- Put students into pairs and ask them to take 10 turns to describe one of the forms of communication in Exercise 1 to their partner to guess.
- Student A: You and then on your phone.
- Student B: Text message.

2

- Repeat students' answers. Three forms of communication were not pictured in Exercise 1.
- Ask students to match these forms of communication with the definitions.

Answers

- 1 Tweet 2 social media post 3 blog post

3

- Tell students that the comments are examples of the forms of communication in the box in Exercise 1.
- Ask students to match the comments with the correct communication forms.

Answers

- 2 email 3 Skype™ 4 Tweet 5 text message
- 6 Facebook post

4

- Tell students they are going to listen to a conversation about forms of communication.
- Play the recording.
- Students listen and make a note of which forms of communication in the box in Exercise 1 are referred to in the conversation.

Audiocript

Girl: Did you see that text message from Brendan? The video of the cat was so funny.

Boy: Yeah, it was great. But I've seen it before. I saw it in a tweet last week.

Girl: Call! They're everywhere. Everyone posts videos and photos of cats. Look, there are three Facebook posts here with cats.

Boy: Yeah, I've seen that one before. Aw! Just look at his face.

Girl: Hold on. I've got an idea. I think I know why it's so popular on the internet. Look, why is it so popular?

Boy: Because it's cute. It might be a virus.

Girl: No, it's not just cute. I think it's about the cat.

Boy: Oh, I've seen them before. Did you know there's a funny cat on YouTube?

Girl: Hmm... I've got an idea. I think I've written a blog post about the cat. (Isn't that what you need my blog for?)

Boy: A blog post about cats? (Isn't that what you need my blog for?) I've already written about that!

Each lesson starts with an optional warm-up activity to prepare the students for the lesson in a dynamic way.

Each unit contains a detailed list of the CEFR goals covered within it.

CEFR SKILL AREA	GOAL	EXERCISE
Listening	GENERAL LISTENING COMPREHENSION	4 p71
	UNDERSTANDING INTERACTION	4-5 p74 1-5 p78
Reading	LISTENING TO MEDIA AND RECORDINGS	1-4 p78
	READING FOR INFORMATION IN ARGUMENT	1-3 p72 1-3 p77 1-2 p79
Speaking	PERSONAL DISCUSSION WITH FRIENDS	5 p72 5-6 p73 7 p76
	INFORMATION EXCHANGE	2-3 p74 7 p78
Writing	GENERAL WRITTEN PRODUCTION	2-4 p79
	CONFERENCE	5-7 p79
Communicative language competence	VOCABULARY RANGE	1-2 p71 4 p72 1 p74 4 p77 4 p78
	GRAMMATICAL ACCURACY	1-2 p82 1-2 p85
Communication strategies	PHONOLOGICAL CONTROL	1 p71 4 p73 6 p78
	SOCIOLOGICALLY APPROPRIATENESS	4 p78
	IDENTIFYING CLUES AND INFERRING	4 p72 4 p77

Your turn

5

- Ask students to work alone to order the forms of communication in Exercise 1 according to how often they use them.

6

- Put students into pairs to compare their answers to Exercise 4.
- Students can then work alone to complete the quiz before comparing their answers with a partner.
- Ask some students to tell the class about the form of communication that their partner prefers.
- To extend the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 133 and complete the exercises for Communication.

Optional activity

- Put students into pairs. Ask them to debate, via text message or Twitter, the following statement: Smartphones are a waste of time.
- Give students 5-10 minutes for their debate. Make sure they encourage their partner to only communicate with one another in their debate, via texts or Tweets.
- Encourage students to give reasons for their opinions, e.g. I don't agree. I think smartphones are great because you can keep in touch with friends easily.

Unit 6 93

Each reading text is supplemented with contextual information on the topic.

Reading A survey

Objectives

- read and listen to a survey about how teens communicate
- learn communication collocations
- talk about how your friends communicate

Background

Facebook was set up in 2004 by five students at Harvard University and soon became the pre-eminent social network. One of its founders, Mark Zuckerberg, was named company's chairman and CEO, and one of the most celebrated figures of the digital revolution.

Warm-up

- Books closed. Write Facebook on the board.
- Put students into small groups and ask them to brainstorm everything they know about the social networking website, e.g. where and when it was set up, who set it up, what the site is used for or how many people use it around the world.
- Ask one student from each group to report back to the class.

1

- Ask students to open their books at page 72 and look at the photo.
- Put students into pairs to answer the question.
- Ask some students to report back to the class on what their partner said.
- As preparation for the reading exercise which follows, set students on the communication vocabulary introduced on page 71.

2

- Read out phrases a-c and check students' understanding of how to face to a common phrase which means directly in person, e.g. I'd rather talk to you face-to-face than on the phone.
- Ask students to read the introduction to an online survey and say which of the three subjects the survey is about.
- Refer students to the information in the FACTS box. Ask: Do you know anyone who doesn't have a Facebook account?

Answer

3

- Ask students to read the survey.
- Put students into pairs to answer the questions and read the results.
- Find out which students are Maddy A, which Maddy B, and which Maddy C.
- Students could then ask you the questions in the survey.

Optional activity

- Put students into small groups to write two to four new questions for the survey about communication habits. Groups can then swap their survey and answer the questions.
- Ask one member of each group to tell the class about the results of their survey.

Explore communication collocations

- Refer students to the phrases in the box. Drill the pronunciation.
- Match the first phrase with its definition as an example.
- Ask students to work alone to complete the exercise.
- Help weaker students by giving them a translation in their own language of the phrases in the box.
- Check answers.
- To extend the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 133 and do the exercises for further communication collocations.

Fast finishers

Students can write gap-filled sentences using the communication collocations from Exercise 4. You can then put these on the board and ask the class to complete them.

Answers

- 1 status update 2 digital generation 3 virtual friends
- 4 face-to-face 5 social network site

Optional activity

- Put students into pairs (A and B).
- Student A defines a communication collocation from Exercise 4 for their partner to guess.
- Students swap roles and continue in this way until all the new phrases have been defined.

Your turn

5

- Read out the four statements and check that students understand them.
- To provide students with a model to follow, tell them your views about these statements and explain why you hold them.
- Point out that there are no right answers in this exercise, but that it offers students a chance to express their personal opinions.
- Put students into pairs to say whether they agree or disagree with the statements.

Optional activity

- Ask students to become a part of the international community of language learners with the community Cambridge English Facebook page.
- Put students into pairs to discuss the Facebook content and encourage students to follow the posts on the page.
- Students swap roles and continue in this way until all the new phrases have been defined.

Unit 6 94

Language focus 1 will, might/may/could + adverbs of possibility

Objectives

- learn will, might/may/could and adverbs of possibility and probability
- listen to a conversation about how people communicate
- make predictions about the future

Warm-up

Books closed. Write the verb predict on the board. Check students' understanding of the word which means to say something and happen in the future and then ask students if they know any words in English that are used to make predictions.

1

- Ask students to open their books at page 73.
- Play the grammar video **will, might/may/could and adverbs of possibility**.
- Tell students that the example sentences are from the text on page 72.
- Ask students to work in pairs to decide whether the sentence expresses a certainty or uncertainty. Students then complete the table.
- For further information and additional exercises, students can turn to page 125 of the **Grammar reference section**.

Answers

- b NC c NC d C e C f C g NC
- Yes we will and 'we've to show that we are sure about the future. We use 'will' and 'have to' to show we are sure about the future. We use 'probably, definitely and certainly' to show how sure we are.

Language note

Will, might and may are used to express possibility, might expresses a slightly greater degree of uncertainty than may.

2

- Ask a student to read out the example sentence. Show that will have the correct phrase in this case because the sentence begins with the phrase I'm sure.
- Put students into pairs to complete the remaining sentences. Check answers.

Answers

- 2 might/could change 3 won't... meet 4 might/could not go on strike 5 will... disagree 6 might/could 7 could 8 will keep in touch 9 could

Language note

Nouns frequently become verbs in English. This can be seen in the fact of technology where company names such as Google™ and Skype™ are used as verbs, e.g. (google) your name, (skipped) my cousin.

3

- Read out the example sentence. Tell students that the adverbs in this are auxiliary verbs and before the main verb in a sentence.
- Ask students to work alone to write sentences using the prompts and their own ideas.
- Monitor while students write their sentences. Check that students are putting the adverbs in the correct position in the sentences.
- Students can compare their ideas in pairs.

4

- Write **peek** (light) on the board and elicit or explain the meaning. Also explain that techno (hardware) is an abbreviated form of technology (hardware).
- Ask students to work in pairs to complete the text with the words in the box.
- Check answers.
- Play the recording for students to listen and check their answers.

Answers

- 2 won't 3 probably 4 will 5 might 6 might 7 might 8 could 9 will

Language note

The word **peek** was once used negatively to describe bright but socially awkward people who had an obsessive interest in science and technology. However, since the internet came to dominate our lives, the word has taken on more positive associations and people are now proud to call themselves peeks.

Your turn

5

- Read out the example sentences.
- Ask students to write for predictions about their lives using will, might/may and adverbs of possibility.
- Monitor while students write their sentences. Help as necessary.

6

- Put students into pairs to compare and discuss the predictions they wrote in Exercise 5.

You can show this video as either a lead-in or a follow-up to the Language focus 1 lesson.

Discovery

Social networks

- Ask: How do social networks plus do you use? Put students into pairs to ask and answer the question.
- Read out the video and answer the three remaining questions.
- Play the video again and answer the three remaining questions.
- Check answers.
- Put students into pairs to discuss the video and answer the question: Is friendship online the same as friendship offline?
- See page 127 for further activities you can do with this video.

Answers

- Yes, Facebook, Wikipedia
- They encourage users to create their own content.

Get Exercise 2, 3, 4 and 5 on page 74 of the Workbook for Homework.

Unit 6 95


Optional activity boxes provide a variety of ideas for motivating activities.


Language note boxes alert teachers to typical mistakes students make with the target language.


Video clips on these pages can either be done as a lead-in to the Language focus 1 lesson, or as a follow-up to it.

Digital Student's Book

The digital version of the Student's Book includes over 200 multimedia learning activities – images, films and interactive exercises – that complement the printed content of the book, sparking learners' curiosity and facilitating teaching and learning processes. These activities are marked distinctly with the following symbols:

 Audio icon – listening activities and observing images

 Video icon – films and animations

 Interactive icon – exercises to be solved with instant feedback

Digital technology developed in collaboration with a team of experts from Romania. It does not require installation on your computer.

All sequences can be opened on the full screen

Modern high-quality teaching support



Special design facilitates the organisation of each lesson

High-interest images throughout every unit spark curiosity

Detailed explanations allow students to solve any task easily

Accurate information provided helps saving time during the research

Using video in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*

Using video in the classroom can often appear to be something of a challenge, especially if the necessary equipment isn't always available. But teachers who use video report increased levels of motivation and enthusiasm in students.

Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a offers 24 high-quality video clips produced in collaboration with Discovery Education™ 9 Real Talk videos and 19 grammar videos. The Discovery Education™ footage has been edited by Cambridge University Press to meet the needs of the secondary classroom and the audio has been specially written to fit the syllabus and level of the students.

The clips maintain the appeal and exciting content of all Discovery Education™ videos, featuring a wide variety of countries from around the world (both English and non-English speaking). The themes have been carefully selected to appeal to learners in the target age range. They often focus on aspects of teenagers' lives around the world and inspire learners to continue to explore the topics in the videos outside the classroom.

The videos can be used as much or as little as the teacher chooses. In the Teacher's Book, each video is accompanied by a number of suggested exercises which can be completed in a short time within the course of a normal class. Extra ideas for building on the content and themes of the videos are provided in the Teacher's Book.

Video in the classroom

Why video?

Video is becoming the primary means of information presentation in digital global media. Recent statistics suggest that 90% of internet traffic is video-based. Because of this, teaching a language through text and image alone may not completely reflect how many of today's teenagers communicate and receive and transmit information. Due to the increasing prevalence of video in all walks of life, being visually literate and knowing how to process visual data is an increasingly necessary skill in today's digital world. So why not use video in the language classroom?

How to exploit video

Video can be exploited in a variety of ways in the language classroom. Primarily teachers may use video for listening skills practice. Video is an ideal tool for practising listening comprehension. The obvious advantage it has over audio alone is the visual support it can offer the viewer. Students are sometimes able to see the speaker's mouth, facial expressions and gestures, as well as being able to see the context clearly and any visual clues which may aid comprehension. All of the essential micro-skills such as listening for specific information, predicting and hypothesising can be taught very effectively through this medium.

Video can also act as visual stimulus. Here the moving image acts as a way to engage interest and is a catalyst for follow-up classroom tasks, such as summarising the video content or post-viewing discussions. Teachers can also make use of the visual image alone to practise prediction or encourage students to invent their own soundtrack based on what they see rather than what they hear. Finally, video can be a great source of information and provides

learners with the content for subsequent tasks such as project work. The factual nature of Discovery Education™ provides a very useful tool when teaching CLIL (Content and Language Integrated Learning), in which students learn academic subjects in English. For more detailed information about use of videos in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* and extra worksheets, see pages 122–137.

Videos in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*

Our approach to integrating video into Cambridge's new secondary course, *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*, was to adapt authentic material from Discovery Education™. The content and subject matter of these videos is ideal for the secondary school classroom. Learners of this age are curious about the world and keen to learn about different cultures, natural history and people of their own age around the globe. Many teenagers also watch similar documentary-style programmes outside the classroom. The videos in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* are short and fast-paced, with plenty to engage the teenage viewer without overloading them with information.

The voiceovers in the videos are delivered in a clear, concise manner with language specially graded to match the syllabus and to reflect what students have learned up to each point on the course. By providing subtitles in a simplified storyboard format, we have added an extra aid to student comprehension which teachers can make use of should the need arise. Video sections can be found on the *Language focus 1* and *Language focus 2* page, the *Discover Culture* page, the *Speaking* page and the *CLIL* page at the back of the book. Discovery Education™ video supplements and extends the unit themes throughout the course. With a strong cultural focus and a variety of topics from countries around the world, these videos act as a way to encourage intercultural awareness and lead students to seek out similarities and differences between their own culture and other cultures around the world.

The videos which accompany the *CLIL* pages at the back of the book are an ideal complement to the content being taught in class. Subjects such as Science, Maths and History are brought to life in informative and highly educational videos which are a natural progression from the lesson on the page.

Of the four videos, the only one not to feature documentary material is on the *Speaking* page. These *Real Talk* videos include interviews with British, American and Australian teens in which the young people talk to camera on a variety of subjects both relevant to the topic on the page and to teenagers' own lives. These voices are fresh and act as sympathetic role models for the learners.

The future of video in class

Who knows where we will end up with video? New video genres are being born all the time. Software offering the latest innovations in interactive video work is constantly being developed, and, before long, it will be possible to show a video in class that your students will be able to change as they watch.

We are living in an age in which digital video reigns supreme. For this reason, try to make video a central part of your lessons, not just an added extra. Hopefully, courses with integrated video content such as *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* will make it easier for teachers to do this. It's hoped that working with video in this way will bring the world of the classroom a little closer to the world our learners are experiencing outside the classroom walls. That must surely be motivating.

The use of image in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*

Using images in the language classroom is something we take for granted. However, although our classroom materials are full of images, most of these are used as a support with written or spoken texts. As text provides the main focus of our attention in class, the images used alongside often perform a secondary role or are simply decorative.

The information of the digital age in which we live is highly visual. These days, people often communicate through images and video, or through a combination of image and text. We therefore believe it appropriate to rethink the role of images in learning materials and place more emphasis on 'the visual'. This brief introduction outlines the different roles that images can have in our teaching practice and what we have done in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* to make the image more central to the course and to more fully exploit image.

High-impact images

In *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*, we provide high-impact photos on the opening page of each unit. These images have multiple functions. Firstly, they provide an engaging link with the unit content, stimulating the students to take an interest in the topic. An image is a more efficient and impactful way of conveying a message. In this sense, a picture can really be worth 'a thousand words'. Secondly, the *Be Curious* section beside the image poses specific questions related directly to the image. Thirdly, the image often acts as a cultural artefact which is open to multiple readings. In the *Be Curious* section, students are often encouraged to hypothesise about the image in question. For example, looking at the photo of a busy street market, they might, for example, be asked, 'Where do you think it is?' Students should feel confident here that they can provide their own answers, using their imagination as much as possible providing they can justify their opinions.

The images in both these opening pages and in others have been selected because they offer an original angle on a well-known topic or show a different perspective.

Intercultural awareness and critical thinking

The images have also been carefully selected to encourage intercultural awareness and critical thinking. On the opening page of Unit 8 (*Celebrate in style*), the image shows a national celebration from Brazil. Encourage students to engage with the image by considering what the celebration is and what activities are part of it. Personalize the topic by comparing celebrations from Brazil with their own experiences and learn about cultural similarities and differences between the origins and traditions.

This may be something new and even daunting, but if done in stages, students will soon get the hang of analysing images in this way and thinking more deeply about them. Notice that in the *Be Curious* section, the first question is sometimes, 'What can you see in the photo?' So, before analysing, students merely describe.

Such scaffolding supports a gradual increase in cognitive load and challenge. Students are not expected to hypothesise immediately, but reflect on the image once they have described it and visualised it.

Teaching tips for exploiting images in class

If your class has problems analysing the images, consider three different ways of responding to them: the *affective* response – how does the image make you feel, the *compositional* response – how is the image framed (i.e. what is in the foreground/background, where the focus is, etc.), and the *critical* response – what message does the image communicate; what conclusions can we draw from it? This can be a useful framework for discussing any image.

Moving on: selecting your own images and student input

Taking this further, you could select your own images for use in class to supplement those found in the course. Some criteria for selecting images could be: *impact* (will the images be able to stimulate or engage the learner on an imaginative level?), *opportunity for personalisation* (how can the students make these images their own?) and *openness to multiple interpretation* (how many different readings can be drawn from a certain image?).

There are a number of great websites and image-sharing platforms where you can access high quality and high-impact copyright-free images to be used in class. These include:

<http://unsplash.com>

<http://littlevisuals.co>

<http://www.dotspin.com>

<http://www.lifeofpix.com>

You can also then allow students to take a more active role by inviting them to bring their own images to class. Thus, images provide an even more central focus, functioning both as objects for analysis in their own right and as a clear way for students to provide their own input.

This can be easily achieved digitally. Why not set up an Instagram page with your class or a blog or even a class website? This will allow students to upload their own images and interact with them by sending posts or messages describing or commenting on the images. In this way, they get extra practice at writing and even speaking.

This interaction can then inform the face-to-face classroom to create a blended learning environment, as you prompt face-to-face discussion and negotiation of ideas based on what you view online.

Role of culture in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*

It is a truism that language and culture are inseparable and yet this is something that is often overlooked in English language teaching materials which focus exclusively on a linguistic agenda. For this reason, each unit of *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* includes a Discover Culture spread which clearly emphasises culture. These spreads include a video based page and an extended reading which are related in topic. The Discovery videos and accompanying texts have been carefully chosen to offer insights into life and realities across the planet. Unlike other textbooks, *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* offers a truly global focus, concentrating both on the English-speaking world and also on other countries. Why have we chosen to do this?

English as an international language

Due to globalization, English is spoken in more places in the world than ever before and the number of proficient non-native speakers of English now outnumbers natives by approximately 5 to 1. For this reason, it is likely that your students will speak English in later life in global contexts with a majority of non-native speakers present. This has obvious repercussions for pronunciation. For example, is it now desirable for learners to sound native-like? But it also has an effect on the cultural input that we present in class. It may be counter-productive to present only examples of native-speaker culture if your learners will rarely find themselves in a purely native-speaker environment.

For this reason, in its *Discover Culture* spread (and throughout the units) *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* features cultural input from many different societies. For example, Unit 2 (*Art all around us*) features a video focusing on characteristic musical styles from three different countries: Australia (where English is spoken as a first language), India (where it is spoken as a second language) and Mexico (where it is learnt as a foreign language). This is not to say that target culture is ignored. One advantage of this approach, of course, is that the students' own country may appear in these pages thus engaging learners even further and offering an opportunity to use students' real-world knowledge and experience to analyse a text critically.

An intercultural 'glocal' approach *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* is a course that will be used in many different countries. Therefore the topics chosen are global in reach and appeal. However, they are also sufficiently familiar to students for you to 'localise' them. Put simply, this means that you could seek out local angles on global topics. For example, if the unit discusses a subject such as graffiti (a truly global phenomenon), you could get students to find examples of graffiti from their local context. This is, of course, facilitated by the *Your turn* sections which always attempt to bring out the students' own views on a particular subject and allow them to reflect on their own world. Such an approach is very much in line with the Common European Framework's principles in which intercultural awareness predominates. Such an approach encourages learners to reflect on their own culture and identity and seek out differences and similarities between that and the target culture. As a consequence learners will see that their own culture is plural and diverse, and they may begin to challenge stereotypes and misconceptions about how their own culture is seen by others.

Challenging stereotypes

While featuring topics which are familiar to teachers and students, *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* also offers an alternative vision of certain widely-established cultural traditions. Cultural phenomena are truly representative of different countries rather than merely reiterating cultural clichés and stereotypes which may no longer be true.

For example, rather than focus on well-known British sports like rugby or cricket, *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* Unit 8 focuses on Scotland's lesser-known Highland Games. Likewise, the course features exciting and teen-relevant material such as the Burning Man music and culture festival in the USA Unit 2 (*Art all around us*), rather than more established traditional music festivals like the Proms in the UK.

How have we implemented our approach to culture?

Discover Culture sections

Video exploitation

As in other parts of *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*, the visual aspect is taken very seriously. After a series of warmer questions to activate the learners' schemata, students watch the video for gist and specific comprehension, but there are also questions which focus on visual stimuli. For example, students might be asked to test their memory on the images that they have or have not seen in the clip. Likewise, before watching, students might be asked to imagine which images they think would appear in the clip and then watch and check their answers. Students in the *Your turn* are then asked to find a personal connection with the topic shown in the video and/or give an extended opinion about it. As explained above, the approach embraces all cultures in which English is spoken as first, second or foreign language, from entrepreneurs in Mexico, to Maths lessons in Singapore to winter survival in Alaska. Very often, different countries' cultures are compared within the same video such as one clip which focuses on the distinct animals which live in the world's cities. In this way, students are learning about world culture through English but via the dynamic and motivating medium of Discovery Education™ video.

Reading exploitation

As in the video section of *Discover Culture*, images play a key part in activating students' interest in the topic. Images have been chosen specifically to trigger a response, encouraging students to hypothesise about what they are about to read. Once again, the topics here offer interesting focuses and contrasts on a topic related to the previous video spread.

Ideas for further exploitation

If a *Discover Culture* spread has proved popular with your class, why not get students to produce a mini project on a similar topic? This could either feature a local context similar to the one in the spread or describe a related personal experience. Encourage them to use digital resources to research the project. These projects can be showcased in class by way of student presentations using digital tools for added effect. The Teacher's Book has an *Extension Activity* box at the end of each *Discover Culture* section, with specific ideas for further exploitation of the topics.

Speaking and writing in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*

Speaking and writing use vocabulary and grammar that learners have already internalised, or are in the process of internalising. They both allow the writer or speaker to be creative, but often use formulaic phrases and expressions such as functional language, which can become automated and prepare the listener to expect predictable content. However, although similar in that they are both productive skills, in many ways speaking and writing are very different and need a different pedagogical approach.

Writing

Writing is a skill that students often find difficult, even in their L1. It involves thinking about vocabulary, grammar, spelling and sentence structure, as well as how to organise content, and of course register is important too.

How does *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* help students improve their writing skills?

Motivation through real life tasks

It helps a writer to have an idea of who the reader is (as opposed to the teacher!) and what the purpose of the writing is. In real-life tasks this is easier to see.

Genre (type of text) is important here too, so in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* a range of appropriate text types have been selected, using the CEFR for guidance, and the type of text is always indicated for students. Genre tells us what kind of language is used, be it set formulae or functional language, vocabulary, and formal or informal register, all related to the purpose of the text and its expected content. On each writing page the *Useful language* box focuses learners on an integral aspect of that type of text. The *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* syllabus has been carefully planned across the four levels to deal with a range of relevant language issues related to the different genres.

The writing page starts with a **model text**. This serves to show students what kind of text they are aiming for. It is also designed to focus attention on how the useful language is used in the text, which allows for a process of noticing and discovery learning. This useful language often includes appropriate functional expressions. Writing in one's own language is a process involving planning, drafting and redrafting, and checking for mistakes. Within this process you have time to think, look things up and so on. The way writing is dealt with in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* encourages learners to follow the same process. The workbook then provides more work on the same genre, with another model text and exercises which recycle and extend the highlighted features from the SB, before suggesting another title for further practice.

TIPS:

- With some genres, get students to predict what they expect to find in the model text.
- As well as focusing on the Useful language, ask students to underline phrases in the model they could use for their own text.
- Brainstorm ideas and do the planning stage in pairs. The drafting can also be done collectively.
- Write the SB text in class and the WB pages individually for homework.
- Get students to use the checklist on each other's work to raise their awareness. Then allow students to write a final draft.
- Using a digital device for writing makes the whole process easier and more like the modern world, and so is more motivating.

Speaking

Speaking is challenging, and can be daunting (it involves thinking and speaking at the same time, and listening and responding to someone else). Teenagers may lack confidence or feel embarrassed when speaking English. *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* takes a **step-by-step approach**, where students are provided with sufficient **support** and a structure to enable them first to practise in a controlled way but later to create their own conversations. As with writing, speaking can involve set phrases or functional language used in context particular genre. The more these phrases can be practised and memorised, the easier creating a new conversation will be. This is known as automatization. To try and mirror speaking outside a classroom, there is no written preparation. Instead, *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* starts with a model conversation in a clear, **real life context**, to motivate students and highlight useful language. Students **listen first** to answer a simple question designed to focus on content rather than language. The focus then shifts to the useful language, which may be complete fixed phrases or functional exponents to begin a sentence. Students use these to complete the conversation and listen again to check. They then read the model conversation in pairs, and often do a follow up exercise using some of the useful language as well, in order to give them confidence and prepare them for developing their own conversation, either by adapting the model (at lower levels) or by creating their own. In both cases prompts are provided, and students are encouraged to use the phrases from the useful language box in their own conversations.

TIPS:

- Students can read the model conversation several times, after they have done this once or twice, encourage one of them to read and the other to respond from memory. Then they swap, and finally they see if they can both remember the conversation.
- Use the model and audio to concentrate on pronunciation, drilling at natural speed. Students can look for features of speech (eg. words being joined together, or sounds disappearing in connected speech).
- Get students to "act" the model conversations in character. This helps lessen embarrassment, and can be fun.
- Encourage students to do the final task several times with different partners.

Your turn

Throughout the SB there are *Your turn* sections on every page (except the Speaking and Writing sections). These are included to practise writing and speaking – the writing stage often helps to scaffold a subsequent speaking activity – linked with new vocabulary and grammar, or listening and reading. Students are encouraged to actively use new language in a **personalisation activity**. This approach has been shown to help learners activate and relate new language to their own lives, i.e. in a relevant and familiar context.

TIPS:

- In class, students can compare what they have written in the Student's Book or the Workbook for homework. They could then tell the class if they are "similar or different".
- Doing the speaking activities in pairs or small groups makes them feel more confident. After this "rehearsal" they could be asked about what they said in an open class report back stage.
- Turn sentences into questions as the basis of a class "survey" in a milling activity.

Managing teenage classes

Classroom management is one of the main everyday anxieties of teachers of teenage classes. Classroom management involves discipline, but it also involves lesson planning, time management and responsiveness to the needs of teenage pupils.

Tips for the first lessons

The first few lessons with any new group of teenage pupils will set the stage for the rest of the year. New pupils will invariably put us to the test so it is important to be prepared and well-equipped from day one.

It is best not to let pupils sit where they want. If possible, speak to other teachers who know your new pupils and get advice on who should and should not be seated together. Have a seating plan prepared. This will also help learn pupils' names quickly. We rarely feel 100% in control until we know our pupils' names!

Prepare a number of class rules and consequences which apply to your personal expectations and suggest these to the class. Invite pupils to discuss each rule and the possible reasons behind them. Pupils may adapt your suggestions or change the wording. Type out the final 'contract' and ask everyone to sign it and sign it yourself. Pupils may even take it home to show their parents.

The greatest source of real communication in any language classroom is the day-to-day interaction between teacher and pupils. It is essential to work on and develop the language that they will be using for the next few years at school. It is the key to establishing a classroom atmosphere of confidence, security and motivation.

Recommended approaches and *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*

Although they would probably never admit it, teenagers want and need structure in the classroom because it gives them a sense of security. If the lesson is not organised, instructions are not clear, the material or tasks too difficult (or too easy!), discipline problems are sure to arise.

If lesson aims are made clear to pupils, this can help. *Unit aims* are summarised on the first page of each unit in the Student's Book expressed as *I can ...* statements. These aims are clear and simple for pupils to understand. For more detailed aims, the Teacher's Book starts each page with *Objectives* for the lesson. Use the accompanying exercises and tasks which have been designed to determine if pupils are able to achieve these objectives.

At the beginning of the lesson you might write a summary of your lesson plan on the board in the form of bullet points. At the end of the lesson draw your pupils' attention back to these points, ask them to reflect on the lesson and tick off each point covered.

Young teens do not have a one-hour attention span so we try to include variety in lesson plans. The *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* Student's Book has been developed to help here. For example, each section ends with a communicative *Your turn* section, where students are offered quiet time to plan before they are given the opportunity to speak with a partner or in a small group. The optional activities in the Teacher's Book provide you with additional ideas to have up your sleeve to use when you need to vary the pace of the lesson.

Motivation is key. All teenagers are talented at or interested in something and have varied learning styles, so incorporate your pupils' interests into your lessons, exploit their skills and cater to their different learning styles. The themes, videos and images in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* have been carefully chosen to maintain pupils' interest and motivation throughout the year. These features of the course should especially appeal to visual learners. The *CLIL* section brings other school subjects into the English lesson and include one of the three Discovery Education™ videos which appear in each unit. The *Discover Culture* section in each unit features an integrated video page and a reading page and aims to raise awareness of and interest in global cultures. The *Speaking* sections offer further communicative practice and include the fourth video sequence, this time featuring teens modelling language.

Mixed ability

Another challenge we face in the teen classroom is the issue of mixed ability. Mixed ability refers to stronger and weaker pupils, but teenagers are different in a variety of other ways too: adolescent pupils have different levels of maturity and motivation; work at different speeds; possess different learning styles; have different attention spans and energy levels; and are interested in different things. The challenge for us as teachers is to prepare lessons which take all these differences into account and to set achievable goals so that at the end of a lesson, every pupil leaves the classroom feeling that they have achieved something.

Practical ideas for teaching mixed ability classes

Working in groups

In large classes there is not much opportunity for individual pupils to participate orally. Most pages in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* end with a *Your turn* activity which offers pupils the opportunity to talk in pairs and small groups. By working together, pupils can benefit from collaborating with classmates who are more proficient, or who have different world experiences. When working in groups there is always the risk that one or two pupils end up doing all the work. Avoid this by assigning each pupil with an individual task or specific responsibility.

Preparation time

Give pupils time to gather their ideas and let them make notes before a speaking activity. This 'thinking time' will give less proficient pupils the chance to say something that is interesting, relevant and comprehensible. In a similar way, give pupils time to rehearse interviews and role plays before 'going live' in front of the class. Similarly, let students compare and discuss their answers before feeding back to the class. This provides all students with confidence and allows weaker students the opportunity to take part.

Task repetition

After giving feedback on a speaking activity, get pupils to do it again. By getting a second, or even a third opportunity to do something, pupils become more self-assured and are therefore more likely to succeed. Practice makes perfect! Pupils will be able to use these multiple attempts to develop accuracy and fluency, while stronger students can also be encouraged to build complexity into later attempts.

Teacher's notes

The unit-specific Teacher's notes also offer further differentiated activities for each lesson so that you can tailor your lesson according to the abilities of each of your students.

Fast finishers

Prepare extra tasks for fast finishers to reward them for their effort and/or to challenge them more. Place these tasks in numbered or labelled envelopes to increase their curiosity. These envelopes should not be seen as punishments so their contents should be activities which are interesting, relevant and straightforward enough that they can be done without teacher support. Fast finishers can create self-access materials (wordsearches, crosswords, vocabulary cards, jumbled sentences, quizzes) that could be used by the rest of the class in future lessons. *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* also provides a wealth of ready-made fast finisher activities in the Teacher's notes. The Student's Book also includes a *Vocabulary Bank* for fast finisher revision.

Homework

The Workbook has graded vocabulary, language focus, listening and reading exercises: basic (one star), standard (two stars) and higher (three stars). Teachers can direct pupils to the appropriate exercises. These exercises could also be used in class.

What is a *corpus*?

A corpus is a very large collection of natural, real life language, held in a searchable electronic form.

We use corpora to analyse and research how language is used. Using a corpus we can rapidly and reliably search through millions of words of text, looking for patterns and exploring how we use English in a range of different contexts and situations.

We can use a corpus to look at which words often go together, which words are the most common in English, and which words and phrases learners of English find most difficult. This can inform both **what** we teach to learners, **when** we teach it, and **how** we present it in our materials.

We use information from corpora to improve and enhance our materials for teachers and learners.

The Cambridge English Corpus

The Cambridge English Corpus is a multi-billion word collection of contemporary English.

The Cambridge English Corpus has been put together over a period of twenty years. It's collected from a huge range of sources – books, magazines, lectures, text messages, conversations, emails and lots more!

The Cambridge English Corpus also contains the Cambridge Learner Corpus – the world's largest collection of learner writing. The Cambridge Learner Corpus contains more than 50 million words of exam answers written by students taking Cambridge English exams.

We carefully check each exam script and highlight all errors made by students. We can then use this information to see which words and structures are easy and difficult for learners of English.

The Cambridge Learner Corpus allows us to see how students from particular language backgrounds, achievement levels and age groups perform in their exams. This means that we can work out how best we can support and develop these students further.

Why use a corpus to develop an ELT course?

Using research and information from a corpus in our ELT material allows us to:

- Identify words and phrases that occur most **frequently** – these are words that learners need to know.
- Look at **word patterns** and make sure we teach the most useful phrases and collocates.
- Include language that is **up-to-date** and relevant to students.
- **Focus on certain groups of learners** and see what they find easy or hard.
- Make sure our materials contain **appropriate content** for a particular level or exam.
- Find mistakes which are universal to English language learning, and those which are a result of **first-language interference**.
- Find plenty of **examples** of language used by students and use this to help other students.

At Cambridge, we use the Cambridge English Corpus to inform most of our English Language Teaching materials, making them current, relevant, and tailored to specific learners' needs.

How have we used the Cambridge English Corpus in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*?

In *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*, we've used the Cambridge Learner Corpus in order to find out how best we can support students in their learning.

For the grammar and vocabulary points covered in each unit, we've investigated how students perform – what they find easy and what they find difficult. Using this information, we've raised further awareness of the particular areas that learners make errors with; in the form of *Get it right!* boxes in the Student's Book containing tips and *Get it right!* pages in the Workbook containing short exercises. These tips and exercises highlight and test particular areas that previous students have found difficult. For example, you'll find exercises which focus on spelling, in order to help learners avoid common errors made by other students at each level.

Using this information, we've developed activities and tasks that provide practice for students, in those areas where we've proven that they need the most help. This customised support will allow students to have a better chance at avoiding such errors themselves.

How could you use corpora in your own teaching?

There are lots of corpora that are accessible online – why not try typing 'free online corpora' into your search engine to see what is available? Alternatively, you don't necessarily need to use a corpus in order to use corpus principles in your classroom – corpora involve using real examples of language, so why not type your search word or phrase directly into your search engine, to see examples of that word or phrase in use online?

Whichever method you decide to use, there are a number of ways in which you can use corpus-type approaches in your teaching. Here are three examples:

- 1 Choose two similar words (why not try, for example, *say/tell* or *make/do*) and search for these either in a corpus or in your search engine. Choose sentences with these examples in, and paste them into a document. Then, remove these search words from the sentences, and ask students to fill in the correct word. As an extension activity, you could also ask them to discuss why each example is *say* and not *tell*, for example.
- 2 Choose a word (why not try *at* or *in* for example) and paste some examples into a short text. Ask students to describe when you would use each one, by looking at the context the examples are found in (e.g. *in* is used with parts of the day; *in the morning*; *at* is used with a particular time; *at five o'clock*).
- 3 Choose a word or phrase and paste some examples into a short text. Make changes to the examples to introduce errors and ask students to spot and correct them.



Remember – look out for this symbol to see where corpus research has been used in our other materials!

Using the *Review* sections in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*

In *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*, the *Review* sections appear after every two units. They are designed to provide students with the opportunity to test themselves on the vocabulary, language focus and speaking sections which they have studied in those units.

When to use the *Review* sections

It is advisable that you make use of the *Review* sections at the end of every two units. Doing this will not only allow you to keep a check on students' progress, but will also enable you to find out which areas are presenting students with difficulties.

Using the *Review* sections in the classroom

If you choose to do the *Review* sections in class, we suggest that you follow a set procedure so that students know what to expect.

- Tell students the vocabulary or grammar that is to be practised.
- Revise the language needed by putting example sentences on the board.
- Pair **stronger students** with **weaker students**.
- Give each pair two minutes to note down they know about the particular vocabulary area, grammar point or function, for example grammar rules, spelling changes, how particular vocabulary is used in a sentence, what function certain phrases are used for, etc.
- Elicit ideas from the class. At this point deal with any uncertainty or confusion, but do not go into great detail.
- Read out the example in the exercise and check students understand what they have to do.
- Set a time limit for the completion of the exercise: 3–4 minutes for the shorter exercises and 5–6 for the longer ones.
- Students work alone to complete the exercise.
- Ask students to swap their work with a partner.
- Check answers. Students mark their partner's work and give it a mark. For example, if there are five questions in an exercise, students could record anything from 0 to 5 marks.
- Put students into pairs to act out the conversation in the *Speaking* section.

Keeping track of marks

- Encourage students to keep a note in their notebooks of their overall mark in each *Review* section.
- Challenge them to improve their mark each time.
- If students are dissatisfied with their original mark, encourage them to do the exercises on the *Review* section again at home in a few days' time with the aim of improving their mark.

Alternative ways of using the *Review* sections

Language gym

- Designate different parts of the classroom 'Vocabulary 1', 'Vocabulary 2' and 'Vocabulary 3'.
- Put students into groups and tell each group to go to one of the designated areas.
- Set each group different exercises to do from the Vocabulary part of the *Review* section. Set 1–2 exercises per group.
- Set a five-minute time limit per exercise.
- Photocopy the answers from the Teacher's Book and give one copy to each group. Name one student in each group 'Answer Master' and explain that it is that student's job to read out the answers to the group once the group has completed the exercises. Alternatively, if you have the access to the digital version of the Student's Book, put the answers on the interactive whiteboard.

- Groups may finish at different times. Keep an eye on the progress each group is making. Go over to groups that finish early and ask them about the exercises they have just done. Did they find them easy or difficult? What marks did they get on the exercises? Is there anything they didn't understand or would like to do more work on?
- Once students have completed the exercises in their area, they move on to the next one.
- You could then do the same thing with the *Language focus* sections.
- Remember that this activity can only be done if exercises in one part of the *Review* section do not refer to exercises in another part.

Review quiz

- Put students into groups.
- Make one student in each group the captain.
- If you have the access to the digital version of the Student's Book, put the *Review* section on the interactive whiteboard.
- Go through each exercise in turn, eliciting answers.
- All answers must go through the captain.
- The first captain to raise his or her hand gets the chance to answer the question.
- Groups receive one point for each correct answer.
- If the answer is incorrect, the next captain to raise his or her hand gets the chance to answer the question and so on.
- The group with the most points at the end wins.

Review football

- Split the class into two teams.
- Appoint **weaker students** as team captains. This means that it is their job to tell you their team's answer to a question.
- Draw a football pitch on the board divided into segments, which could correspond to the number of questions there are in a particular exercise.
- Draw a picture of a football on a piece of paper, cut the ball out, put Blu-Tack to the back of it and attach it to the centre circle on the pitch you have drawn on the board.
- Toss a coin in the air and ask teams to choose 'heads' or 'tails'. The team which guesses correctly gets possession of the ball.
- If that team then answers its first question correctly, it moves forward on the pitch and gets to answer another question. If it answers incorrectly, it loses possession of the ball.
- After an initial game with the whole class, students can play this in small teams, with **weaker students** acting as referees.

Review language throughout the course

- The most successful language students continue to review what they have learnt long past the point at which they might be said to have learnt it. Make the review of language a feature of your lessons.
- At the end of every lesson, set homework.
- At the beginning of the following week, do a classroom activity, making use of some or all of the new language introduced the previous week. For example, students could play the *Correct the sentence* game (see *Games Bank*, page 28).
- At the beginning of the next month, do a classroom activity, making use of some or all of the new language introduced the previous month. For example, students could write a conversation based on a theme from a recent unit in which they try to use all of the new language they have learnt.
- At the end of each unit, put students into groups and ask them to write their own *Review* section quiz, which they can then share with another group.

CLIL explained

Content and Language Integrated Learning (CLIL) is a matrix where content learning, language fluency and cognitive agility develop together. Students are given the opportunity to acquire both knowledge and language. At the same time they develop a range of cognitive skills and social competences required inside and outside the classroom.

CLIL is an educational response to the demands and resources of the 21st century. Students are increasingly aiming to use English in a dynamic, fast-paced workplace where they will be expected to analyse and create material in English. CLIL's unique emphasis on cognitive agility in addition to content and language learning, introduces students to creative and analytical thinking in a foreign language at a young age.

There are two possible scenarios in a CLIL classroom. CLIL classes can be English language classes in which the topic material used corresponds with content objectives from another subject such as biology or technology. Alternatively the CLIL class could be a subject class such as History or Geography taught in English. Either way the objectives of the CLIL classroom are much broader than a traditional English class or a traditional subject class. As a consequence of these broad learning objectives, learning styles are vitally important and must be taken into consideration when planning a CLIL class. In order to attain all the learning objectives requires a CLIL class to be more interactive or practical than a traditional one.

CLIL classes break down the barriers between subjects generating an experience more representative of the real world. Motivation and confidence improve as students become accustomed to carrying out both creative and analytical work in an English-speaking environment.

Methods and Tips

When planning a CLIL lesson it is vital to keep in mind the principles of CLIL: content learning, language fluency and cognitive agility.

Content Learning

Content learning is foremost in the CLIL classroom. So that language is not a barrier to learning, classes should be both dynamic and visually rich. The graphics and videos used in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* help teachers to achieve this environment. The interactive style of learning promoted in the *CLIL* pages enables students to understand concepts quickly and avoid frustration.

The learning objectives of each CLIL class must be clear. Each *CLIL* page in the *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* series has been specifically designed to meet a particular content learning objective from subjects such as History, Technology and Geography.

Multiple activities should be used to check content comprehension. The unique nature of the CLIL classroom requires multiple activities to check students' comprehension. *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a CLIL* pages use a wide variety of styles so as not to seem repetitive and to appeal to all levels in the classroom.

Language Fluency

CLIL classes must develop all four skills. It is fundamental that all four basic skills are developed; reading, writing, speaking and listening. A range of engaging activities is provided in the *CLIL* pages of *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* so that all these skills can be addressed.

Introduction activities should be used to refresh vocabulary. Before starting on content material introduction activities should be used to refresh vocabulary as well as to check content knowledge. Every *CLIL* page in the *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* series starts with an introduction activity.

Cognitive Agility

Tasks should reflect mixed learning styles of students. There has to be a flexible approach to learning in any CLIL classroom so that all students are given the opportunity to thrive. *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* allows teachers to create this atmosphere by including open activities where the students are asked either to do a creative piece of work or to share their reflections and opinions. Students are not restrained to right or wrong answers but are rather encouraged into critical and creative thinking.

Student-led learning. Students should be encouraged to support each other's learning through teamwork and feedback activities, with teachers, at times, taking a backseat. Teachers should encourage students to use and share their technological skills and global knowledge to enrich the class. This allows students to gain confidence in language fluency and content presentation. Students also learn to adapt their language and content knowledge to a variety of situations. Teachers can use the wide range of teamwork tasks provided in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a CLIL* pages to create an inspiring classroom and to encourage student-led learning.

Challenging activities and material which invite students to think and discover for themselves. Students should be given plenty of opportunities to contemplate the content material. The *CLIL* videos and *Your turn* activities provided in the *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* series challenge students to make the cognitive leap into dynamic learning by encouraging them to view the content theory in real life scenarios.

Limba modernă 1 – studiu intensiv. Clasa a VII-a. Engleză CLIL pages

In this unique series of English text books, each *CLIL* page has been specially designed to meet a specific learning objective from a content subject. Teachers will find it both straight-forward and enjoyable to teach content material included in the *CLIL* pages thanks to the well-planned exercises and attractive presentation.

The *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a CLIL* pages use a wide range of procedurally rich activities to enhance learning, with an emphasis on promoting critical and creative thinking. Developed to stimulate learning in a way which is attractive to all students in the classroom; every student in the class should be able to find something appealing in the *CLIL* pages; be it the *CLIL* video, the *Your turn* activity, a curious fact or the introduction activity.

Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a prides itself on its use of authentic video material which teachers can use to extend content learning and to make a meaningful connection with the world outside the classroom. Teachers can use these videos to encourage students to draw on their knowledge of the world around them and share it in the classroom. This shared extended learning can be as simple as teachers encouraging students to bring in newspaper cuttings or as demanding as group projects on topics related to the *CLIL* page.

The *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a CLIL* pages provide a competence based education; suited to the 21st century and in line with the learning patterns of the internet generation and the global citizen. English taught through integrated material which stimulates critical thinking, pushing each individual student to participate in a meaningful manner in classroom activities. The content material in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* can be used to stimulate each student's curiosity and allow students to exploit their individual interests in order to reach their potential as a critical and creative English speaker. Teachers can use the model developed in the *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a CLIL* pages as a platform for further learning, thus ensuring that students remain engaged in their own learning both inside the classroom and out.

Introduction to project work in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*

Project work can provide several advantages for learners, by helping them to gain valuable skills which can benefit them in all areas of the curriculum, not just in English language learning. The following are just some of the many advantages project work can provide. It can:

- be highly motivating, as students can harness their own curiosity about a particular topic, giving them greater ownership of what they're learning and how it can be presented.
- encourage students to work independently, to research information, plan work, organise and present it.
- provide a contrast to standard lessons and give students the opportunity to have fun with English.
- build team working skills by encouraging discussion and collaboration with peers in order to achieve a successful outcome.
- reinforce and consolidate new language that has been presented in class.
- help struggling students improve their language skills by collaborating closely with stronger peers.
- encourage stronger students to develop their skills further, by giving them the freedom to experiment with language.
- build speaking and writing confidence and fluency, for example via writing and conducting surveys and presenting written work in easy-to-read formats.
- improve presentation skills, both spoken and written.

Projects in the Student's Book

Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a Student's Book contains eight projects, related to the topic of the corresponding lessons they refer to in each unit. The topics are based on selected units from the Student's Book. The project pages are designed to be used in class, but in a simple and easy to follow format to allow students to work as independently as possible. Each project page is divided into three sections: *Look* provides a visual stimulus of some kind which serves as a model for students to help them create their own work; the *Prepare* section contains step-by-step instructions for students working in pairs or groups; and the final *Present* section tells students how to display their information. See pages 156–171 of the Student's Book for each project, and pages 162–169 of the Teacher's Book for detailed teaching notes on them.

Guidance on using projects

The success of project work can greatly depend on how carefully a project is set up, and how motivated your students are to do projects. If your time is limited, you might decide you only have time for one or two projects, so you'll need to assess each one to decide which you think would benefit your students the most. Consider your students' particular interests and strengths, in addition to which topics are areas of language they need most practice in. Depending on how much time you have available, you might want to spend two lessons working on a project, or just one, with students doing most of the preparation and writing for homework. Once you've selected a project you're going to do, you'll need to prepare your students carefully.

Motivating students to do a project

It's important to get students interested in the topic before launching into the project work itself as motivated students are, of course, much more likely to produce good work and enjoy it. Before asking students to turn to a particular project in the Student's Book, you could show them an authentic example of a poster (for *Project 4*) or an advertisement (for *Project 3*). Then explain that you'd like them to produce something similar (if you anticipate difficulties sourcing examples in English, use L1 examples). You could ask them if they think the format is the best way to present the information that's there, and ask them if they can think of any other ways the information could be shown (for example, perhaps a biography for *Project 2* or a TV programme for *Project 8*). You could also brainstorm any other ways that information is often presented (for example, PowerPoint presentations, short video clips, etc). Encourage them to think broadly at this stage, as they may be inspired by their own ideas. The students could choose whether to produce work in a digital or paper-based format.

Preparing for a project

Once students understand the goal they need to achieve, you can then turn to the project page in the Student's Book. Ask them to critically assess the way the material is presented. For example, in *Project 7*, do they think the brochure is visually appealing? Can they think of an alternative way of presenting similar information? Encouraging students to be creative and think beyond what's on the page is important, as it will help them take ownership of the task. You'll then need to ask students what stages will be needed to produce their end result, and what equipment may be needed. Write these up so the whole class can see as you elicit the details from them. You'll also need to set a clear time limit for each stage, depending on how much time you've allocated for the whole task. Once students have understood the goal and the individual steps needed to achieve it, you can put them into small groups. Groups of three or perhaps four students are ideal, depending on the nature of the project. Any more than this and it's more likely that quiet or weaker students will be left out and dominated by more confident members of the group. You might want to mix weaker students with stronger students to allow the weaker ones to learn from the stronger, or you might prefer to group according to ability, with weaker students grouped together.

Managing the project work in class

Depending on the abilities of the groups, you might want to encourage students to consider alternative sub-topic areas to those given in addition to alternative ways to present the information if they prefer. For example, in *Project 4* students may think of additional or replacement sub-topics to include in their poster. For *Project 3*, students might want to include extra paragraphs with more detailed information. For a project that requires research beyond the classroom (for example *Project 5*), ask students what sources they're going to use to gather the information they need. If necessary, provide guidance by suggesting some yourself in the form of useful websites or books for example. You may need to provide them with the facilities they'll need to access them, for example if they don't have a computer at home they'll require access to one at school, or another alternative. They can then note these down in their groups, in addition to the specific information they need to find out and, if they have the facilities, start the research in class together. If they have to do the research outside class, they'll need to decide who is going to research which pieces of information. You'll also need to ask them to consider what visual material they'll want to include in their presentation, and where they will source it.

The teacher's role as facilitator

Whilst students are working on the stages of the project, you'll need to take the role of facilitator, moving round the groups and encouraging students to work things out for themselves by asking questions. More confident individuals are likely to take on the role of leader within each group, and you might have to encourage quieter students to contribute more by asking them questions and giving them specific tasks. When required, help students with the necessary language, but try to encourage as much autonomy as possible at this stage. Monitor the time, and periodically remind students how much time they have left. Students are likely to lapse into L1. This is probably unavoidable at lower levels, but it's also a good opportunity to encourage them to use English when they should be familiar with the language they need, or could provide valuable opportunities for extending their language. By asking 'How can you say that in English?' and encouraging them to note down useful language you give them, they can gradually build up their fluency.

The presentation stage

Once the preparation stage is complete and students are happy with the information they have gathered, they'll need to present it in a format that is attractive and easy to understand. At this stage you might want to take on more of a supporting role. Ask them to assign responsibilities within their groups. Who is going to write up the information? Can it be shared within the group? What is the best way to organise the information? They'll need to be provided with any necessary equipment, and given a clear time limit if the project to be done in class. If this is to be done for homework, establish what equipment they have at home, and what may need to be given to them to take home. Once students have finished their presentations, check it and elicit or make any corrections necessary to improve their work. It's important to strike a balance so as not to discourage students and potentially demotivate them. If you have time, and if motivation is unlikely to be an issue in your class, you might want them to produce a second, or even a third draft incorporating any corrections or suggestions you might have. Once you and your students are satisfied with the outcome, they can either present the project themselves in groups, perhaps by taking turns to present different pieces of information, and/or by displaying the projects. How they are displayed will obviously depend on the facilities you have, and the type of project. If you have classroom space, you might wish to display posters on the wall.



Games Bank

Could you spell that, please?

(5 minutes)

- Put students into pairs (A and B).
- Student B closes his/her book.
- Student A reads out a word from a particular vocabulary list, then asks *Could you spell that, please?* Student B tries to spell the word.
- Students swap roles and the game continues until all the words have been covered.
- Students win a point for correctly spelt words.
- The student who spells the most words correctly is the winner.

The mime game

(5 minutes)

- Put students into pairs.
- Students take it in turns to mime words, phrases or sentences, e.g. *dinner, have dinner, you're having dinner*, for their partner to guess.
- Students win a point if they guess the correct word, phrase or sentence.
- The student who guesses the most words, phrases or sentences is the winner.

Pictionary

(5–10 minutes)

- Divide students into two teams.
- A member of each group comes to the front of the class in turn. Draw a line down the middle of the board.
- Write a word or a phrase on a piece of paper and show it to the two students at the board, but not the others.
- The two students then draw a picture of the word or phrase on their side of the board. The rest of the class tries to guess what the word or phrase is.
- Teams win a point for a correct answer and the team with the most points at the end of the game wins.
- Students can also play this game in pairs.

Pelmanism

(5 minutes)

- Before you do this activity you will need to do some preparation.
- On a piece of paper, draw a table with ten numbered spaces in it. Write pairs of associated words in the ten spaces (e.g. *big/enormous, go/went, do/done*).
- Draw your table on the board, but leave the spaces empty.
- Students choose number pairs in order to try to reveal the associated words. Write the two words which correspond to those numbers on the board.
- If students have chosen a pair, they say *Match!* If not, rub off the words they have revealed.
- Students work as a class to reveal all the matches.

The ball game

(5 minutes)

- Play this game with the whole class.
- Students take it in turns to hold a ball. While holding the ball they say a word, e.g. *go*.
- They then throw the ball to another student who has to use that word in a sentence or with a phrase, e.g. *go sailing*.

- If this student makes a correct sentence, he or she then chooses the next word and throws the ball to a new student. If not, he or she drops out and the ball passes to his or her neighbour.
- The last students left is the winner.

Guess the question

(5 minutes)

- Put students into groups of four or five.
- Read out answers to questions, e.g. *I was eating a cheese sandwich*.
- Ask students to guess what the question is, e.g. *What were you eating?*
- Teams win a point for a correct question and the team with the most points at the end of the game wins.

Correct the sentence

(5–10 minutes)

- Put students into teams of four or five.
- Write a sentence on the board, e.g. *We mustn't send text messages in class*.
- Students confer in their teams and quickly decide if the sentence is correct or incorrect. The sentence may be incorrect in terms of its content or its grammar.
- If the sentence is incorrect, students must come up with the correct sentence.
- The first team to tell you the right answer wins a point.
- Repeat with further sentences.
- The team with the most points at the end of the game wins.

Expanding sentences

(5–10 minutes)

- Divide students into two or more teams.
- Write the beginning of a sentence on the board, e.g. *If...*
- Tell the teams that they have to add one or more words to what you have written on the board.
- One member of each team comes to the board in turn to add words to the sentence, e.g.
If ...
If we ...
If we go ...
If we go to ...
If we go to Mars ...
- Teams win a point if the words they add are correct.

The chain game

(5–10 minutes)

- Start the chain by saying a sentence, e.g. *I've done my History homework, but I still haven't studied for my Maths test*.
- Students then continue the chain in groups, taking the last noun or the last verb from the previous sentence as their starting point, e.g. *I still haven't studied for my Maths, but I've already studied for my English test*.
- On it goes until you bring the game to an end. (Students should, ideally, have a chance to make three or four sentences each.)
- At the end students make notes on what they can remember about what was said by different students in the chain, e.g. *Carlo still hasn't studied for his Maths test*.

The memory game

(5 minutes)

- Put students into groups of four or five.
- One student in the group begins by making a sentence using a new item of vocabulary and/or grammar structure, e.g. *I must send my grandmother a birthday card. or I should do my homework.*
- The next student repeats what the first student says and adds a sentence of his or her own.
- The game continues in this way, with each student in the group repeating what the others have said before adding to it.
- If a student cannot recall everything that has been said before, he or she drops out.
- The last student left is the winner.

Hangman

(5 minutes)

- Choose one student to come to the front of the class and draw dashes on the board to represent the letters of a word.
- The other students call out letters to try to guess the word.
- For every incorrect guess, the student draws a part of the hanged man on the board.
- The student who guesses the correct word comes to the board and chooses the next word.
- Students can also play this game in pairs or small groups.

The thirty-seconds game

(5 minutes)

- Put students into pairs.
- Students have thirty seconds to speak on a theme of their choice using a particular grammatical structure (e.g. *present continuous, present simple, be going to, the present simple passive*) as often as they can.
- Students win one point for each correct sentence using that structure, but get stopped and have a point taken away for each incorrect sentence.

Stop the bus

(10 minutes)

- Divide the class into teams of three or four.
- Draw a table on the board with four columns. Write a category in each column, e.g. *adjectives, countries, things in the home, sports and activities* etc.
- Choose a letter of the alphabet and tell students to write down one word beginning with the chosen letter for each category. Do an example together first.
- The first team to write one word for each of the categories shouts Stop the Bus!
- Write their answers on the board and award a point if all the answers are correct.
- If it's taking a long time to think of a word for each of the categories because it's too difficult with one of the letters, reduce the number of categories for that round. Give the point to the team who have different words from the other teams as this will encourage them to think of more difficult words.

Board race and wipeout

(10 minutes)

- Draw a vertical line down the middle of the board.
- Divide the class into two teams. Tell them to form two lines so the two students who are first in line face the board.

- Give each student at the front of the line a different colour board pen.
- Choose a category, e.g. jobs, and tell them they have two minutes to write as many words as possible from this category on the board. The students at the front of the line write the first word, then pass the pen to the student behind them and join the back of the queue, repeating the process until the two minutes are up.
- Each team wins a point for each correctly spelt word that they wrote on the board.
- Tell students to sit down and, while they do this, wipe your board rubber over the board randomly so that most letters of all of the words are erased but some remain. The first team to remember and write down all of the words wins a point for each word.

Head dictation

(5 minutes)

- Give each student a blank piece of paper and a pen.
- Tell the students that you're going to give them three topics they have covered over the last few weeks / the course, and they'll need to draw pictures of words within those categories. You will tell them where on the paper to draw them and how many things.
- Now tell students to each put the piece of paper on their heads. Tell students not to look at their piece of paper or tell anyone what they have drawn until you say they can.
- Whilst they are holding the paper on their heads, read out instructions of what the students should draw, e.g. *On the left of your piece of paper draw one type of shop, in the middle of your piece of paper draw two household appliances, on the right of your piece of paper draw three parts of the body.*
- Now tell students to swap their piece of paper with their partner's. They ask questions to try and find out what their partner has drawn, e.g. Student A: *Is it a knee?* Student B: *No, it isn't. Try again!*

Guess the story

(15 minutes)

- Divide the class into groups of two or three.
- Give each group a list of five words that they have studied. These should be different for each group. The students shouldn't tell anyone else their words.
- You could give more words if you feel that five is not enough. Eight words would be a good upper limit.
- Each group must invent a story which incorporates all of these five words but tell them they must include them in their story naturally so they don't stand out as being obvious.
- Put two groups together to tell each other their stories. Afterwards, they guess which words the other group had been given. The group with the least correct guesses about their words wins.

Revision and recycling

Teachers can control what is taught in class but we cannot control what is actually learned by our pupils. Teachers provide pupils with a certain amount of input during a lesson but that input does not necessarily transform itself into output. According to experts, unless we review or re-read what we have studied in a lesson, we forget 50%-80% of it within 24 hours! (Reference: *Curve of forgetting*, University of Waterloo <https://uwaterloo.ca/counselling-services/curve-forgetting>). This high rate of forgetting clearly has implications for language teaching. In order to ensure that what we teach will be permanently retained in our pupils' long term memory, language needs to be reviewed as soon as possible in subsequent lessons and recycled on a regular basis. Unless language is taught in a memorable way and then seen and understood on a number of occasions, this language will fade from our pupils' memory and disappear. Therefore, teachers need to allocate class time to revision and to create regular opportunities for recycling previously taught language and vocabulary. Frequent recycling is essential for effective language learning.

For each unit in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* there is a *Vocabulary Bank* at the back of the Student's Book which can be used to jog pupils' memories. In addition, pupils can go over both the vocabulary and language covered in class in the Reviews which can be found after every two units. The Workbook also provides pupils with plentiful opportunities for revision: every unit ends with a *Review* and, at the back of the Workbook, there is a *Language focus extra* for every unit. Online, on the online platform <https://manualedigitaleart.ro/>, students can also revise vocabulary and grammar through playing arcade-style games at the end of each unit. A good start to the English lesson can set the tone for the rest of the lesson. A warmer is an activity designed to get the lesson rolling and to awaken pupils' brains, to prepare their ears, eyes and mouths for English! Warmers should be short, interactive, competitive and fun. They should get pupils thinking and speaking in English. They are an effective way of revising and recycling previously taught language; motivating pupils and making them feel positive about the lesson from the start. Most warmers can be used as fillers too at the end of a lesson. Pupils review what has been covered in the lesson and leave the class in a positive frame of mind and with a sense of achievement.

Vocabulary warmers

Six things

Divide the class into small groups. Prepare one sheet of paper for each group. Each sheet of paper should have different headings beginning with *Six things ...* Possible headings could be *Six things ... that are yellow / that are round / that you find in the bathroom / that are battery-operated*, etc. Pupils have one minute to write down their six ideas in secret. Once finished, each group reads out their heading and the rest of the class have a time limit in which to guess the six things on their list.

Last man standing

Give each pupil a slip of paper. Give the class a lexical set (for example, ball sports, wild animals, vegetables, etc) and each pupil secretly writes down a word belonging to that lexical set on the slip of paper. Once finished, pupils fold their slips of paper, put them away in their pocket or under their books and stand up. When the whole class is standing, the teacher makes the first guess and writes it on the board for reference. Any pupil who wrote that word is eliminated and sits down. Eliminated pupils take turns to guess the words of those standing. Write each guess on the board so that pupils do not repeat words. The winner is the last person left standing because no-one has been able to guess his/her word.

Word swap

Give each pupil a slip of paper on which they must write down a word or phrase that they have learned in class. They must remember what it means! Once finished, pupils stand up and move around the classroom while music is played. When the music stops, pupils quickly get into twos with the person nearest to them. Give the pupils enough time to explain or define their words to one another. When the music starts again, they must swap slips of paper and move around the classroom again. The same process is repeated, but this time each pupil has another word/phrase to explain to a new partner. Repeat several times.

Stories from the bag

Vocabulary bags (or boxes) are a simple way of keeping a written record of vocabulary studied in class and they provide an immediate selection of words/phrases for revision activities. For this writing activity, invite 10–15 pupils to take a word from the bag. Write these words on the board in the order that they are picked from the bag. When you have the complete list, pupils work in pairs or small groups to invent a story which must include all the words, and they must appear in the story in the same order as they appear on the board. The first word on the list should appear near the start of the story and the last word on the list should appear near the end of the story. Set a time limit of ten minutes. Groups read out their stories and vote for the best one.

Grammar warmers

Disappearing text

This activity can be used whenever you have a short text on the board. Pupils take turns to read out part of the text aloud. Each time someone finishes reading the text, rub out or delete three or four words. You can draw a line in its place or you can leave the first letter of the missing words. Pupils continue taking turns to read out the complete text remembering to include all the missing words. Challenge pupils to see how much of the text they can remember when most of it has disappeared. Pupils work in pairs and reconstruct the original text, thinking carefully about how each sentence is formed grammatically. This can be done either orally or in writing.

Assessment in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*

Introduction to the tests

A wide range of tests is available throughout the Student's Book. The tests author is an expert test writer and has ensured that the tests are valid, in that they:

- measure what they are meant to measure, in this case, students' understanding of the items in the *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* syllabus,
- have been written to match the learning objectives of each level of *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*,
- are aligned to the CEFR.

Unit tests

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

Each *Unit test* is divided into *Language focus* (grammar) and *Vocabulary* to reflect the main contents of the corresponding unit.

Final evaluation tests

These tests have been developed for use at the mid and end points of the course (after Units 4 and 8), in order to assess students' grasp of the language covered in the previous units of the corresponding level of *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*.

Cambridge Exams

If you are preparing your students for **Key (for Schools), Preliminary (for Schools)**, then you will find that the final evaluation tests include question types which reflect those found in those exams.

Preparing your students for tests

One of the principal reasons for testing our students is to promote revision and deeper learning before the test. Each level of *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* offers a wide range of material which can be used with students to prepare for tests. The Student's book contains a two-page Review section after every two units, and a *Vocabulary Bank* at the back of the book, containing activities which cover the full lexical syllabus of each. The Workbook also contains a three-page Review section at the end of each unit, together with *Get it right!* pages which focus on common learner errors, based on real examples of learner errors from the Cambridge Learner Corpus (for more information please see page 23). There is also extra grammar practice in the *Language focus extra* section at the back of the Workbook. Finally, online on <https://manuale digitaleart.ro/>, there is a variety of self-study vocabulary and grammar games, further writing practice and additional grammar-based interactive video activities.

Using the results

The score of each test totals 100 marks. This will make it easy to store results, translate then into whichever grading system is used in your context, and to communicate them both within the school and to parents. Such summative assessment is sometimes referred to as Assessment of Learning. The results will help you to assess where individuals are struggling and where the whole class needs further practice and this, in turn, should help inform your teaching for the coming lessons.

The CEFR

The Common European Framework of Reference for Languages (abbreviated to CEFR, or CEF) is a description of language ability. It is divided into six main levels, ranging from A1 (beginner) to C2 (advanced). It is 'language neutral' and describes what learners can do in terms of the different language **skills** like speaking or reading, as well as looking at language **competencies** like the learners' vocabulary range, and **communication strategies** – how learners use their resources to communicate.

It was envisaged as something which could provide a common language for describing objectives, methods and assessment in language teaching. Put simply, if a learner says 'I am B1 in French' or 'I have passed a C1 exam in English', people like employers or teachers should have a good chance of understanding what this means. The different educational systems and qualifications in different countries might otherwise make this more difficult. As the CEFR authors write, "the Framework will enhance the transparency of courses, syllabuses and qualifications". (Council of Europe, 2001: 1)

The levels are described through illustrative descriptors, and you will find the descriptors for each level of *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* on the next page. Part 1 of this guide describes the general degree of proficiency achieved at this level as an overview, while Parts 2 and 3 shows how the CEFR descriptors relate to each unit of *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* Student's Books Part 2 is organised by skill. Part 3 is organised by unit and appears at the beginning of each unit as a table showing a breakdown of how each of the lessons relates to the CEFR goals.

English Profile and the CEFR

Since the CEFR is language neutral, each language needs a 'profile' project which will detail what learners can do in each specific language. English Profile is the official English language profiling project, registered with the Council of Europe. It aims to provide descriptions of the grammar, vocabulary etc. required at each level of the CEFR by learners of English that will give the ELT 'community' a clear benchmark for learner progress.

The authors of the CEFR emphasise that: "We have NOT set out to tell practitioners what to do or how to do it. We are raising questions not answering them. It is not the function of the CEF to lay down the objectives that users should pursue or the methods they should employ." (Council of Europe, 2001: xi) English Profile follows this philosophy, and aims to **describe** what learners can do at each level. EP researchers are looking at a wide range of course books and teacher resources to see what learners are being taught, but crucially they are also using the Cambridge Learner Corpus (CLC), a multi-billion word expert speaker corpus of spoken and written current English, covering British, American and other varieties. This allows researchers to analyse what learners are actually doing with the English language as they progress through the levels and use their findings to produce resources like the English Vocabulary Profile.

The English Vocabulary Profile

The English Vocabulary Profile offers reliable information about which words (and importantly, which meanings of those words), phrases and idioms are known and used by English language learners at each level of the CEFR. It is a free online resource available through the English Profile website, (www.englishprofile.org), invaluable for anyone involved in syllabus design as well as materials writers, test developers, teachers and teacher trainers. The authors of *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a* have made extensive use of it to check the level of tasks and 'input texts' for example listening or reading texts, and also to provide a starting point for vocabulary exercises.

The Common European Framework of Reference for Languages (CEFR)

The Global Scale descriptors for CEFR levels [Council of Europe 2001:24]

C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

PART 1

This book covers level A2+ of the CEFR. The table below describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
Listening	understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc; understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
Reading	understand texts that consist mainly of high frequency everyday or job-related language; understand the description of events, feelings and wishes in personal letters.
Speaking	deal with most situations likely to arise whilst travelling in an area where the language is spoken; enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events); connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions; briefly give reasons and explanations for opinions and plans; narrate a story or relate the plot of a book or film and describe their reactions.
Writing	write personal letters describing experiences and impressions; write straightforward connected text on topics which are familiar or of personal interest.
Communicative language competence	get by on topics such as family, hobbies and interests, work, travel, and current events with sufficient vocabulary to express themselves, but with some hesitation and circumlocution; use reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations; keep going comprehensibly when speaking, though pausing for grammatical and lexical planning and repair, especially in longer stretches of free production; perform and respond to a wide range of language functions; use awareness of the salient politeness conventions to act appropriately; speak clearly and intelligibly even if a foreign accent is evident and occasional mispronunciations occur.
Communication strategies	initiate, maintain and close simple conversations, and intervene in a discussion on a familiar topic, using a suitable phrase to get the floor; identify unfamiliar words from the context, extrapolate the meaning of occasional unknown words, and deduce sentence meaning if the topic discussed is familiar; exploit a basic repertoire of language and strategies to help keep a conversation going, including summarising the point reached in a discussion to help focus the talk, and inviting others into the discussion.

PART 2

How the goals of the CEFR are realised in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*

LISTENING

At A2+, learners are expected to be able to understand speech that

- is clearly articulated in a standard accent and delivered relatively slowly
- concerns topics which are familiar.

OVERALL LISTENING COMPREHENSION								
Can identify both general messages and specific details. Can follow short narratives.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1 p8	4 p13	3 p31	1–5 p44	3 p47 1–2 p54	4 p61	4 p71	3 p85 1–2 p92	3 p95 1–2 p102

UNDERSTANDING INTERACTION								
Can generally follow the main points of extended discussion around them.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1–5 p11	1–3 p16	1–5 p30	2–3 p37	3–5 p54	1–3 p68	4–5 p74	3–6 p92	3–6 p102
	1–4 p20		1–3 p40			1–5 p78		

LISTENING TO MEDIA & RECORDINGS								
Can understand the main points of TV and radio programmes, including news bulletins and interviews.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1–5 p18	1–5 p26	1–7 p42	1–4 p50	1–5 p64	1–6 p76	3–5 p88	1–3 p98
	1–4 p20	1–6 p28		1–6 p52	1–6 p66		1–7 p90	1–5 p100

READING

At A2+, learners can read and understand to a satisfactory level

- short, simple texts on familiar topics which use high frequency vocabulary
- texts about subjects related to their field and interest

READING CORRESPONDENCE								
Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
				1-4 p55				1-4 p103

READING FOR INFORMATION & ARGUMENT								
Can identify the main conclusions in clearly signalled argumentative texts.								
Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.								
Can recognise significant points in straightforward newspaper articles on familiar subjects.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1-3 p14	1-3 p24	1-4 p38	1-3 p48	1-6 p62	1-3 p54	1-4 p86	1-4 p96
	1-3 p19	1-3 p29	1-5 p43	3 p50	3 p64	1-3 p59	1-3 p91	1-4 p101
	1-2 p21	1-2 p31	1-3 p45	1-6 p53	1-4 p67	1-2 p61	1-4 p93	1-4 p103

SPEAKING

OVERALL SPOKEN INTERACTION

At A2+, learners can communicate with some confidence, but may struggle to understand non-standard accents, rapid or extended speech, and often need help with understanding.

In general, learners can

- talk about familiar topics or exchange ideas and information on personal interests (e.g. family, hobbies, work, travel and current events)
- generally understand speech in a standard accent directed at them which is delivered slowly and clearly, provided they can ask for repetition or reformulation from time to time
- maintain a conversation, but may sometimes be difficult to follow
- take some initiatives, e.g. bring up a new subject

CONVERSATION								
Can enter unprepared into conversations on familiar topics.								
Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1 p8	6-7 p20			6-7 p48				5 p100
4-7 p11				1-8 p54				

INFORMAL DISCUSSION (WITH FRIENDS)								
Can express thoughts on more abstract, cultural topics such as films, books, music etc.								
Can give or seek personal opinions and give brief comments on the views of others.								
Can express belief, opinion, agreement and disagreement politely.								
Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organise an event (e.g. an outing) etc.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	5-6 p14	5 p24		4 p50	6 p62	5 p72	7 p91	5-6 p98
	6 p18				6 p64	5-6 p73		4 p99
	5 p19				6-7 p65	7 p76		
					5-6 p67			
					1-8 p68			

GOAL ORIENTED COOPERATION								
Can explain why something is a problem, discuss what to do next and compare and contrast alternatives, giving brief reasons and explanations.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
4-7 p11								4 p102 7-8 p102

INFORMATION EXCHANGE

Can exchange, check and confirm information.

Can describe how to do something, giving detailed instructions.

Can summarise a short story, article, talk, discussion interview, or documentary and answer further questions of detail.

Can ask for and follow detailed directions.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
5–8 p8	6 p15	4 p23	5 p37	6–7 p48	5–6 p61	2–3 p74	4–5 p85	4 p95
	6–7 p16	5 p25	5 p38	5–6 p49	6–7 p63	7 p78	5 p86	7 p96
	6–7 p17	2 p26	6 p39	7 p51			6 p88	5 p101
	4 p17	6 p27	6–7 p40	5–6 p53			8 p90	
		7 p28	5 p41				6–7 p92	
		5 p29	8 p42					
		7 p30	6–7 p43					
			7 p44					

OVERALL SPOKEN PRODUCTION

At A2+, learners can give descriptions or presentations about everyday and familiar things.

SUSTAINED MONOLOGUE: Describing Experience

Can give detailed accounts/descriptions of

- experiences, describing feelings and reactions.
- unpredictable occurrences, e.g., an accident.
- events (real or imagined), dreams, hopes and ambitions.

Can relate the plot of a book or film and describe their reactions.

Can narrate a story.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	6–7 p20	6 p26						

WRITING

At A2+ learners can convey information and ideas on abstract as well as concrete topics.

OVERALL WRITTEN PRODUCTION

Can write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
3 p8						5 p77		

CORRESPONDENCE

Can write personal letters and emails asking for or giving simple information, giving news or expressing thoughts.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
				5–7 p55				5–7 p103

CREATIVE WRITING

Can write a description of an event, a recent trip (real or imagined).

Can write accounts of experiences, describing feelings and reactions in some detail.

Can narrate a story.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	6 p13	6 p29	6 p38					5–7 p103
	5–7 p21	1–7 p31	1–7 p45					

COHERENCE

Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		2–4 p31	2–4 p21		2–4 p69	2–4 p79		

REPORTS AND ESSAYS

Can write short, simple essays on topics of interest.

Can summarise, report and give their opinion about accumulated factual information.

Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
						5-7 p79		

COMMUNICATIVE LANGUAGE COMPETENCE**VOCABULARY RANGE**

Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
2 p8	1-3 p13	1-3 p23	1-4 p37	1-5 p47	1-9 p61	1-2 p71	1-5 p85	5-6 p96
1-2 p9	4 p14	4 p24	4 p38	4-5 p48	4-5 p62	4 p72	4 p86	4 p98
5-6 p9	4-7 p16	1 p26	4-7 p40	5-7 p50	4-5 p64	1 p74	1-2 p88	4 p101
4 p11	4 p19	4 p29	5 p42	4 p53	4 p67	4 p77		
		4 p30	4 p43			4 p78		
			4 p44					
			2 p45					

GRAMMATICAL ACCURACY

Use reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
3-4 p9	1-6 p15	1-4 p25	1-6 p39	1-6 p49	1-7 p63	1-6 p73	1-6 p87	1-5 p97
1-5 p10	1-7 p17	1-5 p27	1-5 p41	1-7 p51	1-7 p65	1-7 p57	1-8 p89	1-4 p99

PHONOLOGICAL CONTROL

Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1 p8	2 p13	1 p23	1 p37	1 p47	2 p61	1 p71	1 p85	1 p95
6 p11	5 p16	1 p26	6 p44	5 p50	5 p65	4 p75	4 p89	3 p99
	5 p20	6 p30		6 p53	6 p68	6 p80	6 p91	6 p102
				6 p56				

SOCIOLINGUISTIC APPROPRIATENESS

Are aware of the salient politeness conventions and act appropriately.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
4 p11	4 p20	4 p30	4 p44		4 p68	4 p78		

COMMUNICATION STRATEGIES**IDENTIFYING CUES AND INFERRING**

Can identify unfamiliar words from the context and deduce sentence meaning provided the topic is familiar.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	4 p14		4 p38		4 p68	4 p54		
						4 p59		



Starter Unit

Unit contents

Vocabulary	Routines, free-time activities, adjectives, adverbs
Language focus	<i>Wh-</i> questions, prepositions, comparative and superlative adjectives, comparative and superlative adverbs, past simple
Listening	Meeting people
Speaking	Explaining a problem 🎯 Real talk: Do you often lose things?


CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	1 p8
	UNDERSTANDING INTERACTION	2 p11
Speaking	CONVERSATION	1 p8 4–7 p11
	GOAL-ORIENTED COOPERATION (e.g. Repairing a car, discussing a document, organising an event)	4–7 p11
	INFORMATION EXCHANGE	5–7 p8
Writing	OVERALL WRITTEN PRODUCTION	3 p8
Communicative language competence	VOCABULARY RANGE	2 p8 1–2 p9 5–6 p9 4 p11
	GRAMMATICAL ACCURACY	3–4 p9 1–5 p10
	PHONOLOGICAL CONTROL	1 p8 6 p11
	SOCIOLINGUISTIC APPROPRIATENESS	4 p11

Objectives

- revise phrases for meeting people, routines, free-time activities, prepositions and *Wh-* questions.

Meeting people

1  Read out the words in the box and then ask students to try to use the words in a sentence. At this point, tell students not to refer to the gapped conversation. Pair **stronger students** with **weaker students** for this task. Monitor while students write their sentences. Ask some students to read their sentences out to the class.

- Focus attention on the gapped conversation, read out the example, then put students into pairs to complete the conversation with the words in the box.
- Play the recording for students to check their answers.
- Put students into groups of three so they can act out the conversation.

Answers

2 your 3 This 4 Her 5 Pleased 6 from 7 I'm
8 is 9 See 10 Goodbye

Optional activity

Students can act out another conversation like the one in Exercise 1 using their own names.

Routines

- 2**
- Books closed. Write routine on the board and elicit the meaning of the word (a routine refers to the things you regularly do and when you do them).
 - Elicit examples of actions that form part of our daily routines and write them on the board.
 - Ask students to open their books at page 8 and work in pairs to match the phrases in the book with the pictures.
 - **Stronger students** can write a list of daily-routine activities that do not feature in the box in Exercise 2. Write these activities on the board and encourage students to use them in Exercise 3 if appropriate.
 - Check answers.

Fast finishers

Students can put the phrases in the box in Exercise 2 in the order in which those activities are customarily done.

Answers

b do homework c have a shower d go to school
e get up f have lunch g have dinner
h have breakfast i go to bed

- 3**
- Ask a student to read out the example sentences.
 - Put students into pairs to tell each other about a typical day in their lives.
 - Ask a few students to tell the class something they found out about their partner's daily routine.

Game

- Play the *Mime game* using the phrases for daily routines.
- See **Games Bank** on page 28.

Free-time activities

- 4**
- Ask one or two students what they do in their free time. Put their answers on the board and then elicit further examples of free-time activities.
 - Students can work alone to complete the free-time activities with the verbs in the list.
 - Check answers.

Answers

2 do 3 play 4 read 5 go 6 do 7 play 8 sing
9 play 10 watch

- 5**
- Read out the example question and answer.
 - Put students into pairs to ask and answer questions about the free-time activities in Exercise 4.

Optional activity

Organise a class vote to discover which free-time activities are the most and least popular.

Wh- questions

- 6**
- Complete the first one with the class as an example.
 - Put students into pairs to complete the rest of the exercise.
 - Check answers.
 - For further information and practice, students can turn to page 118 of the **Grammar reference** section.

Answers

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

- 7**
- Make the first question as a class.
 - Ask students to work alone to complete the rest of the exercise.

Answers

1 Where do you study? 2 How old are you?
3 What TV programmes do you like watching?
4 Where will you go on holiday next summer?
5 Who was your English teacher last year?
6 How did you get to school this morning?

Fast finishers

Students write additional *Wh-* questions, which they can then ask their partner.

- 8**
- Complete the first sentence with the class as an example.
 - Put students into pairs to complete the rest of the exercise.
 - Check answers.

Answers

1 until 2 near 3 in front of 4 between 5 over
6 of



Set Exercises 1, 2 and 3 on page 7 and Exercise 4 on page 8 of the **Workbook** for homework.

Objectives

- revise adjectives to describe personality and emotion, comparative and superlative adjectives and adverbs.

Adjectives

- Books closed. Write *adjectives* on the board. Elicit some examples of adjectives and write these words on the board. Ask students to say what adjectives are used for (to describe nouns) and then ask them to put the adjectives you have written on the board into sentences.
 - Ask students to open their books at page 9.
 - Read out the example. Ask students to say why *annoying* is the correct adjective. (*Friendly* describes someone who is kind or pleasant whereas *weird* is used to say that something or someone is unusual.)
 - Put students into pairs to choose the correct words to complete the sentences. **Weaker students** can use dictionaries to look up the meanings of the adjectives.
 - Check answers, asking students to explain their choice of adjective in each case.

Answers


2 interested 3 funny 4 bored 5 tired 6 scary

- Put students into pairs to use the adjectives in Exercise 1 to describe the people in the list in Exercise 2.

Game

- Play *Could you spell that, please?* using the adjectives in Exercise 1.
- See **Games Bank** on page 28.

Comparative and superlative adjectives

-  If you are working with a **weaker group**, revise regular comparative and superlatives forms with *-er/-est* and *more/most + adjective*.
 - Refer students to the gapped sentences in the exercise. Complete the first gap as an example if you think this is necessary.
 - Put students into pairs to complete the sentences.
 - Play the recording for students to check their answers to Exercise 3.
 - To **extend** the work on this, ask students to say whether they agree or disagree with the statements in Exercise 3.
 - For further information, students can turn to page 118 of the **Grammar reference** section.

Answers

1 more interesting than, best
2 most boring, worst
3 more relaxing than, more exciting than, best

- Revise TV show types with the class, e.g. cartoons, the news, documentaries, reality TV, dramas. Put these words and phrases on the board.
 - Put students into pairs to use comparative and superlative adjectives to compare TV shows.
 - Ask some students to tell the class what their partner said.

Optional activity

Organise a class vote to discover which TV shows are the most and least popular.

Adverbs

- Check that students remember that adverbs are used to describe verbs, adjectives or other adverbs.
 - Read out the example and then ask students to work alone to complete the remaining sentences.
 - Students can compare their answers in pairs before you check answers with the class.
 - To **extend** the work on this, ask students to write pairs of sentences using the adverbs and adjectives in Exercise 5, e.g. *quiet/quietly, slow/slowly*. Doing this will encourage students to think about the difference between adverbs and adjectives in a sentence.
 - For further information about adjectives and adverbs, students can turn to page 119 of the **Grammar reference** section.

Answers

2 happy 3 badly 4 quickly 5 easy 6 well
7 slowly 8 careful

Language note

In informal spoken and written English, adjectives are often used instead of adverbs. This is seen in the popular response of 'I'm good' to the question *How are you?* Point out to students that in exams and formal contexts they should avoid such usage.

- Put students into pairs to match four of the sentences in Exercise 5 with the pictures in Exercise 6.
 - Check answers.

Answers

a 7 b 3 c 8 d 5

Optional activity

- Put students into pairs (A and B).
- Student B closes his or her book.
- Student A reads out an adjective or adverb from Exercise 5.
- Student B says the corresponding adverbial or adjectival form.
- Students swap roles.



Set Exercises 7 and 8 on page 8 of the **Workbook** for homework.

Objectives

- revise comparative and superlative adverbs and the past simple.

Comparative and superlative adverbs

- 1
- Ask students to open their books at page 10.
 - Ask students to describe the photo and then refer them to the text.
 - Read out the example and then refer students to the adjectives in brackets. Elicit the adverb forms of the adjectives. Write these words on the board.
 - Put students into pairs to complete the text using either the comparative or superlative adverb forms of the adverbs that you have put up on the board. Pair **stronger students** with **weaker students** to do this task.
 - Check answers.
 - For further information, students can turn to page 119 of the **Grammar reference** section.

Answers

2 the most easily 3 more carefully 4 the most slowly
5 better 6 more quietly

Past simple

- 2
- Ask: *What is the past simple?* Elicit the idea that it is the past tense in English and that it is used with definite time words and expressions such as *yesterday, last week, three weeks ago*.
 - Put students into small groups to complete the table by putting the verbs in the box into the correct column. Students can use the irregular verb list on page 175 to help them complete this exercise.
 - Check answers.
 - For further information, ask students to turn to page 119 of the **Grammar reference** section.

Answers

Regular: helped, danced, washed, walked, stopped, worked
Irregular: got, went, was/were, came, took, ate, had, saw

- 3
- Read out the example sentence.
 - Students can work alone to complete the remaining sentences using the regular verbs from Exercise 2.
 - Check answers.

Fast finishers

Students write sentences about their own lives using the regular past simple verbs in Exercise 2.

Answers

2 worked 3 didn't watch 4 Did ... help 5 danced
6 stopped 7 washed

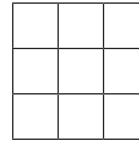
- 4
- Ask students to look at the photo and guess what the text is about.
 - Students read the gapped text quickly for general understanding. Elicit that the text is about a family trip to the mountains.
 - Students can then work in pairs to complete the text using the irregular verbs from Exercise 2.

Answers

2 was 3 had 4 left 5 came 6 took 7 ate
8 saw 9 got 10 were

Optional activity

- Play bingo to test students on past simple forms.
- Ask students to draw a 3x3 square in their notebooks:



- Write the following infinitives on the board: *do, play, go, read, see, be, talk, like, take, run, watch, have, make*.
- Ask students to choose nine verbs from the list and write them in their square in the past simple form.
- Call out verbs from the list on the board and make sure you keep a note of which ones you call out.
- If students have any of the words you call out in their square they tick them off. A student says *Bingo!* if he or she thinks you have called out all nine words that he or she has in their square.

- 5
- Read out the example sentence and ask students to look at the information in the table.
 - Give them a few minutes to write three true sentences about themselves, their friends or family, using the verbs and time expressions in the box.
 - Put students into pairs to read out their sentences. Encourage students to develop conversations from the sentences. E.g. if Student A says *I watched a film last weekend*, Student B can say *What film did you watch?*

Optional activity

- Put students into small groups.
- Give each group a set of verbs and ask them to put those verbs into the past simple to make a story.
- Each group should also make use of vocabulary from the Starter Unit, e.g. routines and free-time activities.
- Students should tell their stories orally rather than write them down and should make use of as many of the verbs and as much of the vocabulary as possible.

- 6
- Ask students to work alone to write a news story following the model in Exercise 4 and using the verbs and times expressions from Exercise 5.
 - Put students into pairs to ask and answer questions based on the texts they have written using question words and the past simple.
 - Ask a few students to tell the class something they found out about their partner.




Set Exercises 9, 10, 11, 12 and 13 on page 9 and Exercises 14 and 15 on page 10 of the **Workbook** for homework.

Speaking Explaining a problem

Objectives

- listen to teenagers talk about things they have lost.
- practise explaining problems.



- 1**  Books closed. Say: *I've lost my house keys*. Elicit that this is a problem and then tell students that they will learn some phrases for talking about a problem.
- Ask students to open their books at page 11. Refer them to the question in Exercise 1.
 - Tell students that they will watch a few teenagers talk about things they have lost.
 - Play the video for students to watch and answer the question.
 - Students can compare answers in pairs before you check answers with the class.

Videoscript

- Narrator:** Do you often lose things?
Nishta: Yes, I lose things all the time! Keys, my school planner, my school bag. And I don't buy sunglasses anymore because I always lose them!
Ben: No, I never lose anything. I'm very responsible. I take care of my own stuff.
Brooke: Well, not very often, but I lost my mobile last week and my mum was so angry. I was angry too. I don't usually do things like that.
Anderson: Not really, but I lost my house keys once. I was outside for five hours in the cold until my parents came home. It was a nightmare!
Jessica: I lost my school bag with all my books in it once, but I found it two weeks later in my little sister's bedroom. It was under her bed!
Chris: I lost my best friend's bike. He's not my best friend anymore ...
Narrator: Do you often lose things?


Answer

five

- 2**  Put students into pairs to ask and answer the question.
- Ask a few students to report back to the class on what their partner said.
 - You might like to introduce the adjectives *careless* and *absent-minded*, which can be used to describe someone who is so preoccupied with their thoughts that they often lose things.
- 3**  Tell students they are going to listen to Shelley and Ed talk about a problem. Refer students to the photo. Ask them to describe it and offers suggestions as to what Shelly lost.
- Ask students to cover the gapped conversation on the page with their hand.
 - Play the recording.
 - Students listen and say what Shelley lost.
 - Check answer.



Answer

her school bag

- 4**
- Give students time to look through the conversation.
 - Ask students to work alone to complete the conversation with the words in the *Useful language* box. Ask **stronger students** to complete the conversation without looking at the phrases in the box.
 - Students can compare answers in pairs.
- 5**  Play the recording for students to check their answers to Exercise 4.
- Ask students to pay particular attention to the intonation used by the speakers.


Answers

2 no 3 think 4 not sure 5 know what 6 panic
7 thing 8 hope so

- 6**  Ask students to work in pairs to act out the conversation in Exercise 4. They can act it out twice, taking a different part each time.
- 7**  Ask students to work with a partner to practise explaining a problem. Students use the conversation in Exercise 4 as a model to follow, changing the words in bold to the information in the problems in Exercise 7. Pair stronger students with weaker students to do this task.

Optional activity

- Put students into small groups to come up with a problematic situation such as those in Exercise 7.
- Ask a student from each group to read out their problem to the class. Write these problems on the board.
- Put students into pairs and ask them to choose one of the problems on the board.
- Students then act out a conversation in which one student explains the problem to the other using the phrases in the **Useful language** box.

 Set Exercise 16 on page 10 of the **Workbook** for homework.