

Limba modernă 1 – studiu intensiv

Engleză

Ghidul profesorului

Clasa a VIII-a



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

Limba modernă 1 – studiu intensiv. Engleză. Clasa a VIII-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, the mission of *Limba modernă 1 – studiu intensiv. Engleză.* Clasa a VIII-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. clasa a VIII-a* will benefit you and your students

Engaging real world content

Limba modernă 1 – studiu intensiv. Engleză. Clasa a VIII-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 VIII-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 allows you to access everything easily and from one place. Here you can find 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 VIII-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 VIII-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 VIII-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 VIII-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 VIII-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 VIII-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/>.
- 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 VIII-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 VIII-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 VIII-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 VIII-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, and on the Cambridge Learner Management System (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 VIII-a provides a range of print and digital learning tools designed to help you and your students.

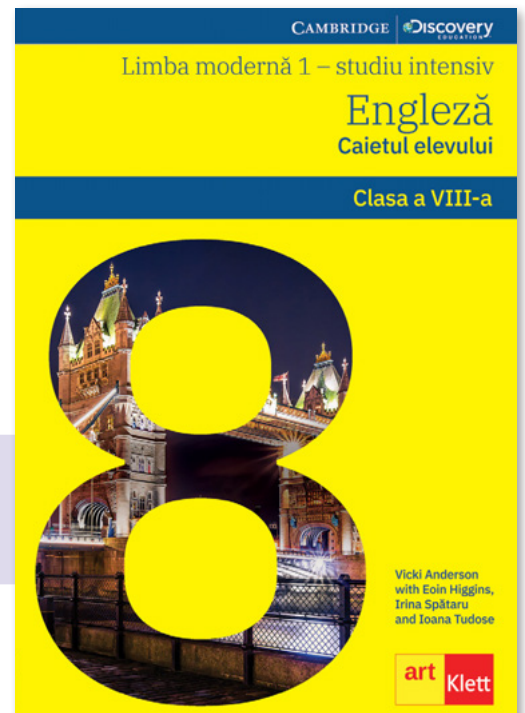


Student's Book

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.

Workbook

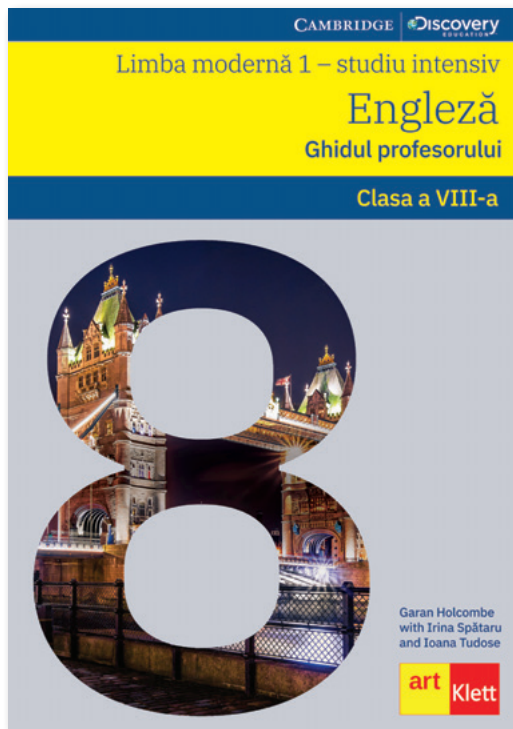
The Workbook provides additional practice activities for all the skills presented in the Student's Book.



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 <https://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 VIII-a*) can also be found on <https://manualedigitaleart.ro/biblioteca/art-en8-intensiv>

Teacher's Resources



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*.

Class Audio CD

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



Unit tour Student's Book (*Limba modernă 1 – studiu intensiv. Engleză. Clasa a VIII-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.

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.

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.

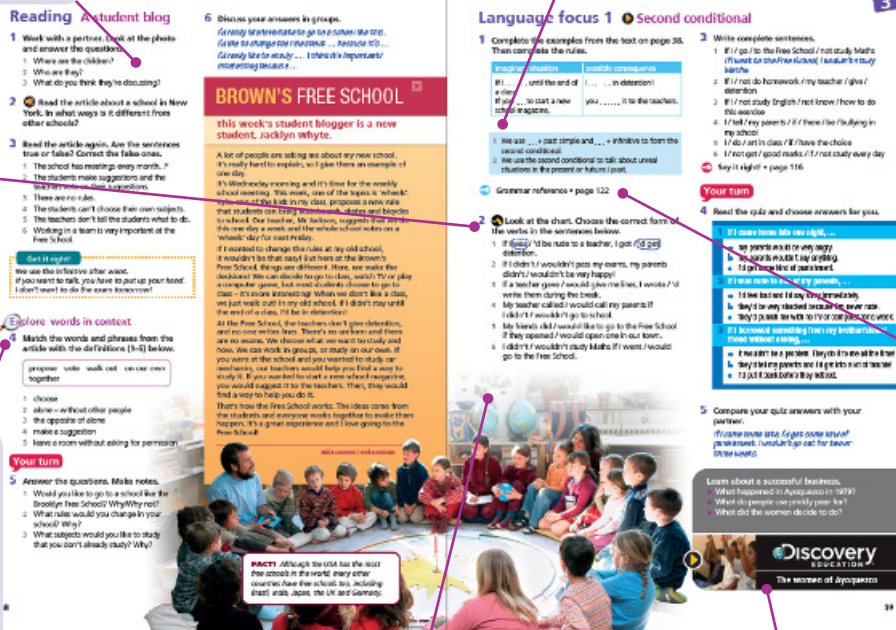
Your turn activities at the end of every lesson give students the opportunity to practise new language in a personalised, communicative way.

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 VIII-a* highlight examples that are contextualised in the preceding reading and listening passages. Students are encouraged to find the examples for themselves.

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.

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 lexico-grammatical sets. Other times, collocation or word formation is focused on. Students are also encouraged to understand the meaning of above-level words.

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

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

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

Listening A discussion

1 Listen to the audio. Put the pictures in the correct order.

2 Listen again and choose the correct answers.

3 Match the words in the box to the verbs, nouns or the three lines, check and report!

Vocabulary make and do (Review)

1 Write down a classmate's description of an answer, he would ...

2 Try to chat as well.

3 Read the text and match the words on the sheet near the verbs, the words ...

4 What is more careful about now?

5 Complete the questions with the correct word or do these answer the questions. Make notes.

Your turn

1 Ask and answer the questions in Exercise 1 with your partner.

2 Ask and answer the questions in Exercise 2 with your partner.

Language focus 2 Second conditional questions

1 Complete the examples from the listening on page 46.

Your turn

1 Ask and answer the questions with your partner.

2 Complete the examples from the listening on page 46. Then complete the rules.

3 Complete the sentences with the correct form of the verb in brackets. Then listen and check.

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

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 Work with a partner. Look at the photos and answer the questions.

2 Do you like Maths? Why/Why not? What kinds of things do you do in your Maths class?

3 Test your visual memory about what the students do. Are these statements true or false? If false, correct them.

4 Watch the video without sound. Try to answer the questions.

5 Test your visual memory about what the students do. Are these statements true or false? If false, correct them.

6 What objects do you see in the video? How is each one used in the Maths class?

Your turn

1 Ask and answer the questions with your partner.

2 Compare your sentences with your partner.

Reading An article

1 Work with a partner. Look at the photos of Singapore and make a list of at least three adjectives to describe the city.

2 Read the article about Singapore. What's the main focus of the article?

3 Read the article again and answer the questions.

Your turn

1 Compare the primary school with yours. Write sentences. Compare your sentences with your partner.

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 <https://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.

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 Asking for and giving advice

Real talk: Who would you talk to if you needed advice?

1 Watch the teenagers in the video. How many teenagers ...

2 Would you talk to a member of their family? Would you talk to a friend? Would you get good advice?

3 Who would you talk to if you needed advice?

4 Complete the conversation with the phrases in the *Useful language* box.

Useful language

What's the problem? I need your advice. It's a good idea to ... What do you think I should do? If I were you, I would ... Maybe we could ... How do you feel? ... They say I should ...

5 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Work with a partner. Prepare a conversation like the one in Exercise 4. Use the photos below and the phrases in the *Useful language* box. Practise the conversation with your partner.

Problem 1
Exercise to your ... I mean how takes your mobile phone. (technology knows what)

Problem 2
You have lost two textbooks you left in the classroom yesterday.

Writing A problem page

1 Read Paula's letter. What is the problem?

2 Read the answer from Lisa (pooled) again. What things does he do to his answer?

3 Look at the *Useful language* box. Find two other phrases to give advice in Exercise 1.

4 Complete the sentences with the words in the box.

Get writing

PLAN

5 Read the problem below. Plan your answer. Make notes on the things in Exercise 2.

WRITE

6 Write your answer. Use your notes from Exercise 5 and the model text to help you.

CHECK

7 Can you say YES to these questions?

Useful language

Some examples of problem pages and advice. Use different phrases to summarise what you want to say and to give advice.

• I think maybe the problem is not ... but ...

• You say that ...

• I think you should try ... because ...

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

A clear model is provided for the speaking task.

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.

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.

4 Review

Vocabulary

1 Complete the text with the correct form of the words in the box.

2 Complete the text with the words in the box.

3 Complete the text with the words in the box.

4 Complete the text with the words in the box.

Language focus

1 Complete the sentences with the verbs in brackets. Use the correct conditional form.

2 Write questions using the same conditional form.

3 Write five true sentences using the present conditional form.

4 Complete the text with the correct form of the verbs in the box. Write your questions.

Language builder

1 Choose the correct words to complete the sentences.

2 Complete the text with the correct form of the verbs in the box.

Speaking

1 Read the text and answer the questions.

Evaluation test

Language focus

1 Complete the sentences with the correct form of the verbs in brackets. Use the second conditional.

2 Complete the text with the correct form of the verbs in the box.

3 Complete the text with the correct form of the verbs in the box.

4 Choose the correct answer, A, B or C.

Vocabulary

5 Choose the correct answer, A, B or C.

6 Complete the sentences with words in the box.

Writing

7 Read the text and answer the questions.

Final evaluation test

Reading

11 Read the text.

Writing

12 The teacher has asked you to write a story. The story must begin with the following sentence: 'It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the season of light, it was the season of darkness, it was the year with five bad months, it was the year with five good months.' Write your story in about 100-120 words.

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.

Grammar reference

Unit 6 will, might/could

Use **will** to talk about the future. Use **will** to talk about the future. Use **will** to talk about the future. Use **will** to talk about the future.

1. Choose the correct form.

2. Complete the sentences with **will**, **might** or **could**.

3. Complete the sentences with **will**, **might** or **could**.

4. Complete the sentences with **will**, **might** or **could**.

5. Complete the sentences with **will**, **might** or **could**.

6. Complete the sentences with **will**, **might** or **could**.

7. Complete the sentences with **will**, **might** or **could**.

8. Complete the sentences with **will**, **might** or **could**.

9. Complete the sentences with **will**, **might** or **could**.

10. Complete the sentences with **will**, **might** or **could**.

The Grammar reference provides more detailed explanations with clear examples.

Additional grammar exercises provide even more practice.

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

Vocabulary Bank

Jog your memory!

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

Life at school (page 25)

make and do (Review) (page 43)

Explore phrasal verbs (page 43)

Study tip

122 Vocabulary Bank

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

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

Reading A short gothic novel

1. You are going to read part of a short novel by the British writer, Robert Louis Stevenson. Read the information boxes and answer the questions.

2. The main character is the Strange Case of Dr Jekyll and Mr Hyde. He is a doctor who lives in London. He is a doctor who lives in London. He is a doctor who lives in London.

3. What does Stevenson mean by 'the duality of man'?

4. What does Stevenson mean by 'the duality of man'?

5. What does Stevenson mean by 'the duality of man'?

6. What does Stevenson mean by 'the duality of man'?

7. What does Stevenson mean by 'the duality of man'?

8. What does Stevenson mean by 'the duality of man'?

9. What does Stevenson mean by 'the duality of man'?

10. What does Stevenson mean by 'the duality of man'?

The Holidays in my community section contains exercises and texts describing different celebrations and traditions in some English-speaking countries, compared to Romania.

Holidays in my community

Guy Fawkes Night

1. Read the first two lines of a traditional rhyme that children in the United Kingdom learn at an early age. Work with a partner and try to answer the questions below. Compare your ideas with the rest of the class.

2. Read the text and then decide if the sentences below are true (T) or false (F). Correct the false ones.

3. Guy Fawkes is a fictional character.

4. There were thirteen people in the 'guilt' group.

5. The purpose of the plot was to kill the King.

6. King James received an anonymous letter about the Gunpowder Plot.

7. Guy Fawkes was caught after the explosion.

8. Bonfire Night has religious meaning.

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.

CLIL

Technology Social media

1. Work with a partner. Answer the questions.

2. Read the information about languages and social media. Check your ideas from Exercise 1.

3. Read the text again. Which three benefits do you think are the most important? Compare with a partner.

4. Listen to three teenagers on a radio phone-in. Write the speakers to the social media they use.

5. Write a short text about social media. Use the ideas from the text.

6. Write a short text about social media. Use the ideas from the text.

7. Write a short text about social media. Use the ideas from the text.

8. Write a short text about social media. Use the ideas from the text.

9. Write a short text about social media. Use the ideas from the text.

10. Write a short text about social media. Use the ideas from the text.

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

Project 3

My Ideal school system

Debating the pros and cons of AI with students

Webots in school?

Look

Prepare

Work

120

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

Students are given a clear model to guide them.

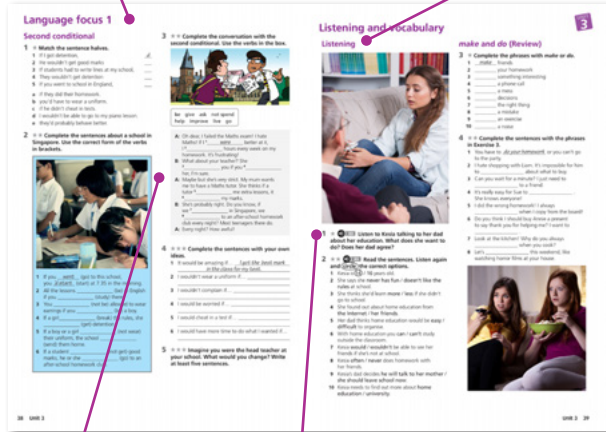
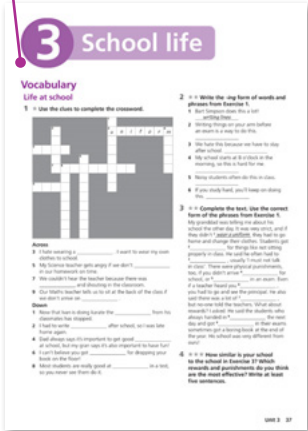
Three clearly laid out stages provide clear guidance.

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.



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

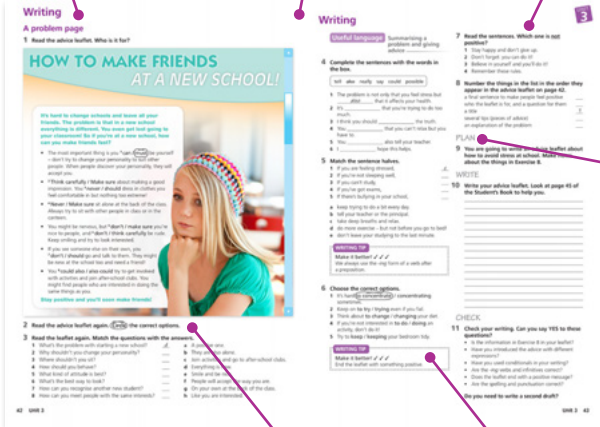
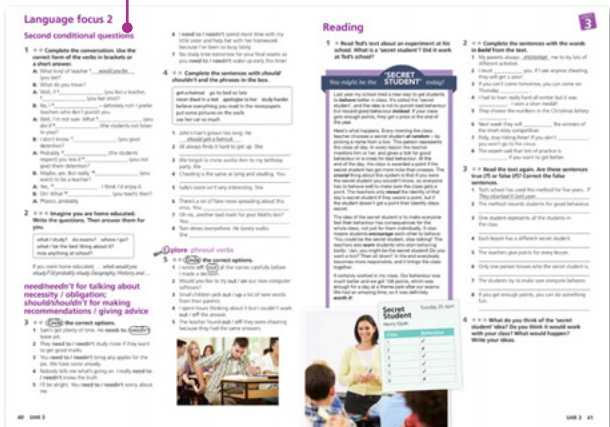
Activities are given one to three stars, depending on the level of difficulty.

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.



A Process Writing model is followed, as in the Student's Book.

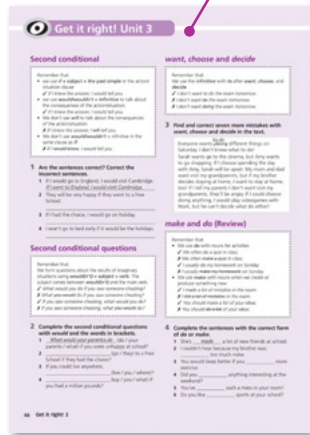
Other features of the genre are presented.

Each unit includes *Writing Tips*.

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.



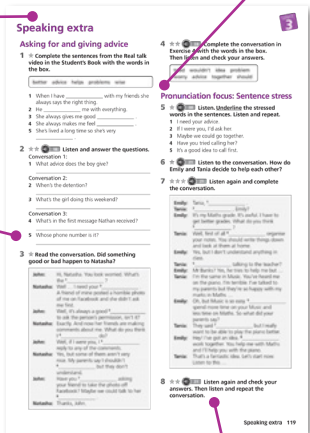
Each unit is followed by a two-page *Review* section.

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

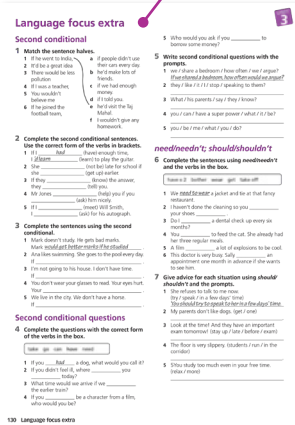


Focus on pronunciation sections provide more extensive practice of pronunciation features such as word and sentence stress and intonation.

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



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



There is plenty of listening practice to contextualise the language.

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.

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

3 School life

Unit aims

- talk about behavior and discipline at school.
- talk about imaginary situations.
- ask questions about imaginary situations.
- talk about necessity, obligation and make recommendations.
- understand an article about teaching in Singapore.
- write a problem page.

Unit contents

Vocabulary Behaviour and discipline at school
Works from the text
make up job
Phrasal verbs
A student blog

Reading The success of Singapore
An article
Second conditional: affirmative and negative statements, present questions
Second conditional: WH questions
need/would/should/shouldn't + infinitive
Playing with Maths
Asking for and giving advice
Read talks: Who would you talk to if you needed advice?
Intonation in second conditional sentences

Language focus

Listening Discover Culture
Speaking Asking for and giving advice
If you needed advice?
Intonation in second conditional sentences

Pronunciation Get it right!
Writing If I want a job
A problem page
Summarizing a problem and giving advice
Technology: Social media
Be safe online

CLIL

Be curious

Objectives

- Books closed. While school on the board.
- Put students into groups and play them one minute to brainstorm all the associations they have with that word.
- Ask one member of each group to report back to the class.
- Ask students to open their books at page 38 and describe the photograph. Alternatively, give students 20 seconds to study the photo, then ask them to close their books and say what they remember about it.
- Give students a couple of minutes to answer the three questions.
- Students can then compare answers in pairs before you check answers with the class.
- Tell students that the theme of Unit 3 is education and life at school.

Suggested answers

- I think they're at school. They're studying on their computers, but some of them are doing some exercise at the same time.
- It's very important because it can affect how you learn.
- The best thing is making new friends and meeting them every day. The worst part is homework.

Vocabulary Life at school

Objectives

- learn vocabulary for life at school.
- listen to a conversation about schools.
- talk about rules at my school.

Warm-up

- Books closed. Ask students to think of a school item to tell one another about their favourite subject at school, the things they like to do and why.
- Put students into pairs to match the phrases with the correct pictures.
- Play the recording for students to check their answers and repeat the phrases.
- Encourage students to make cards with new vocabulary on one side and a picture representing that word on the other. Students can then test themselves by looking at the picture and saying the word, before turning the card over to check.

1 Ask students to open their books at page 37

- Listen to the phrases in the box and all connected to life at school.
- Put students into pairs to match the phrases with the correct pictures.
- Play the recording for students to check their answers and repeat the phrases.
- Encourage students to make cards with new vocabulary on one side and a picture representing that word on the other. Students can then test themselves by looking at the picture and saying the word, before turning the card over to check.

Answers

- to be on time 5 wear a uniform 6 bullying 8 get good marks 9 write letters 10 get detention 11 hand in homework 12 wear an about

2 Read out the question

- Put students into small groups to decide the phrases in Exercise 1 according to whether they refer to bad/good behaviour or rules and punishments.

Answers

good behaviours: hand in homework, be on time, get good marks
bad behaviours: bullying, cheat in a test, skipping or playing the recording
rules and punishments: get detention, write letters, wear a uniform

3 Ask students they are going to listen to a conversation

- Ask students to listen and then say which of the things in Exercise 1 are talked about. Encourage **stronger students** to note down what the speakers in the conversation say about the things in Exercise 1.
- Play the recording.
- Check answers.

Audioscript

1 Listen to the audio. Write a sentence with the first conditional on the board.

2 If the first conditional is used for future possibilities, tell students that they are now going to learn how to use the second conditional.

3 Ask students to open their books at page 39.

4 Play the grammar box **Second conditional**.

5 Students copy the table into their notebooks. Tell students that the sentences are all from the text on page 38.

6 Ask students to complete the sentences and the table. For further information and additional exercises, students can turn to page 12 of the **Examener reference section**.

Answers

Imaginary situation	Possible consequence
If I didn't study the text, I wouldn't be able to pass the test.	I would fail the test.
If you didn't go to school, you wouldn't learn to be a teacher.	You wouldn't learn to be a teacher.
If we didn't have a school, we wouldn't be able to learn.	We wouldn't be able to learn.
If I didn't go to school, I wouldn't be able to pass the test.	I wouldn't be able to pass the test.

Language note

The subjunctive form can be used with the second conditional, e.g. *If he were there, he would help, although he doesn't look like he's a professional and serious language. An exception to this is if we use you, which operates as a third person, e.g. If I were you, I'd help it.*

2 Tell students to work alone to complete the sentences. Encourage **weaker students** to refer to the table in Exercise 1 while doing the exercise.

Fast finishers

Students can read through the completed sentences in Exercise 2 and decide if they are true for them.

Answers

- 1 I didn't study English, I wouldn't know how to do this.
- 2 I didn't go to school, I wouldn't be able to pass the test.
- 3 If I didn't study English, I wouldn't know how to do this.
- 4 I would fail my parents if I were not studying in my school.
- 5 I would fail if I didn't study English.
- 6 I wouldn't get good marks if I didn't study every day.

CEFR	SKILL AREA	GOAL	EXERCISE
Listening	UNDERSTANDING INTERACTION	1	3 p.37 1-2 p.40 1-5 p.44
		2	1-7 p.40
Reading	READING COMPREHENSION	1	1-4 p.45
		2	1-4 p.48 1-3 p.43
Speaking	PERSONAL ORIENTED COOPERATION (e.g. Reporting a car accident)	1	4-7 p.44
		2	1-4 p.48 1-3 p.43
Writing	OVERALL WRITTEN PRODUCTION	1	3 p.45
		2	1-7 p.45
Communicative language competence	GRAMMATICAL ACCURACY	1	1-3 p.37 1-3 p.41
		2	1-3 p.37 4 p.40 6 p.44
Communication strategies	IDENTIFYING CLUES AND INFERRING	1	4 p.44
		2	4 p.48 4 p.43

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

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

Throughout the notes, there are ideas for games to practise the target language.

Reading A student blog

Objectives

- read a blog about a school in New York.
- offer my opinion on schools like the one in the post.

Background

The **Brown's Free School** is run according to democratic principles, in which students have a direct say in how the school is managed. The term free school is also used in England to refer to schools which students do not have to pay attend, but which are not under the direct control of the local authority.

Warm-up

- Books closed. Ask 'What's a school for?'
- Put students into small groups to brainstorm answers to this question. One student has to stand and give their answer, ask them to come up with a definition list of three.
- Ask one member of each group to report back to the class.

1 Add students to open their books at page 38 and look at the photo of the children.

- Read out the questions.
- Put students into pairs to answer the questions.

Suggested answers

- 1 The children are at school. They're writing on the floor.
- 2 I think they're school children.
- 3 They're discussing something important about their life at school.

2 Ask students to read the text.

- Put students into pairs to answer the questions.
- Check answers and then refer students to the information in the **FACTS** box. Ask: How does a school like this in your country?

Suggested answers

They have a weekly school meeting and discuss students' ideas. Students can make decisions about everything. Students can walk out if they don't like a class. They can choose what to study and how. They don't have a school uniform and don't get detention.

3 Focus students' attention on the six statements.

- Ask students to read the text again before they work alone to decide whether the statements are true or false. Tell students to correct the false statements.
- Students can compare answers in pairs before you check answers with the class.
- Read out the information in the **Get it right!** box. Check students' understanding of this, asking individual students questions related to the 'true' information using the verb *was*, e.g. 'What subjects do you want to learn more about?' (What do you want to study more about?)

Fast finishers

Students can write two sentences about the text (one false and one true). They can then read these out to the class for the rest of the students to decide which sentences are true and which false.

Language focus 1 Second conditional

Objectives

- learn the second conditional.
- practise using the second conditional by doing a quiz.

Warm-up

- Books closed. Write a sentence with the first conditional on the board.
- Ask that the first conditional is used for future possibilities.
- Tell students that they are now going to learn how to use the second conditional.

1 Ask students to open their books at page 39.

- Play the grammar box **Second conditional**.
- Students copy the table into their notebooks. Tell students that the sentences are all from the text on page 38.
- Ask students to complete the sentences and the table. For further information and additional exercises, students can turn to page 12 of the **Examener reference section**.

Answers

Imaginary situation	Possible consequence
If I didn't study the text, I wouldn't be able to pass the test.	I would fail the test.
If you didn't go to school, you wouldn't learn to be a teacher.	You wouldn't learn to be a teacher.
If we didn't have a school, we wouldn't be able to learn.	We wouldn't be able to learn.
If I didn't go to school, I wouldn't be able to pass the test.	I wouldn't be able to pass the test.

Language note

The subjunctive form can be used with the second conditional, e.g. *If he were there, he would help, although he doesn't look like he's a professional and serious language. An exception to this is if we use you, which operates as a third person, e.g. If I were you, I'd help it.*

2 Tell students to work alone to complete the sentences. Encourage **weaker students** to refer to the table in Exercise 1 while doing the exercise.

Fast finishers

Students can read through the completed sentences in Exercise 2 and decide if they are true for them.

Answers

- 1 I didn't study English, I wouldn't know how to do this.
- 2 I didn't go to school, I wouldn't be able to pass the test.
- 3 If I didn't study English, I wouldn't know how to do this.
- 4 I would fail my parents if I were not studying in my school.
- 5 I would fail if I didn't study English.
- 6 I wouldn't get good marks if I didn't study every day.

There are suggestions for dealing with stronger or weaker students throughout the notes.

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.

The first Discovery™ videos have short lesson notes here. If you want to explore the video in more depth, there are thorough lesson notes at the back of the book.

Audio scripts can be brought together at the back of the book.

Listening and Vocabulary
Objectives
Warm-up
A discussion
Warm-up
Answers
make and do (Review)
Answers
Language note
Optional activity
Your turn
Answers

Language focus 2 Second conditional questions
Objectives
Warm-up
Preparation
Answers
Language note
Optional activity
Your turn
Answers

Teaching notes include 'off the page' activities with Student's Books closed.

Homework suggestions point teachers to the relevant workbook pages, but also offer creative, learner-centred alternative ideas.

The Discover Culture video lesson contains step-by-step lesson notes, as well as the video script.

Discover Culture
Playing with Maths
Objectives
Background
Warm-up
Language note
Video script
Your turn

Reading An article
Explore phrasal verbs
Objectives
Warm-up
Suggested answers
Your turn
Optional activity

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

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

Where the teacher needs to prepare before the class, this is clearly highlighted at the start of the lesson notes.

Speaking Asking for and giving advice
Objectives
Warm-up
Answers
Video script
Answers

Writing A problem page
Objectives
Warm-up
Answers
Language note
Optional activity
Answers

Answer keys are embedded within the notes, in the appropriate place.

Digital Student's Book (Versiunea digitală a manualului)

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

Moder high-quality teaching support



Special design facilitates the organisation of each lesson

High-interest image throughout every unit spark curiosity

Detailed explanation allow 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 VIII-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 VIII-a offers 32 high-quality video clips produced in collaboration with Discovery Education™, 17 grammar videos and one culture video clip (**Holidays in my community: Bonfire Night**). 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 VIII-a* and extra worksheets, see pages 122–137.

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

Our approach to integrating video into Cambridge's new secondary course, *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VIII-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 VIII-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 VIII-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 VIII-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 VIII-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 VIII-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 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. For example, in Unit 3 (School life) the image shows an unconventional classroom environment, which could be very different from the classrooms that many of our students are familiar with. The students can be encouraged to find differences and similarities between this and their own experience. In this context, this classic task has a clear intercultural angle. At the same time, students may be asked what conclusions they can draw about school life from looking at the image. Students must look for evidence in the image to support their argument. In Unit 8 the image does not provide us with all of the information we need to understand the situation and what has happened previously. Students could be encouraged to hypothesise using the evidence which they have before them. The important concern again here is that students can provide their own answers rather than simply second-guess a 'correct' answer from the answer key.

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 VIII-a* by Ben Goldstein

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 VIII-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 *Discover* 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 VIII-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 globalisation, 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 five to one. 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 VIII-a* features cultural input from many different societies. 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 VIII-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 VIII-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 VIII-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 (*Limba modernă 1 – studiu intensiv. Engleză. Clasa a VIII-a* 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 VIII-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 VIII-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 VIII-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 VIII-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 VIII-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 VIII-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 VIII-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 the context of a 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 VIII-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 VIII-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!), then 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. *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VIII-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 VIII-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 includes 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 VIII-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 VIII-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.