



CAMBRIDGE

Official  
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**Teacher's Book**  
with Digital Pack

**1**

A2

Tim Roberts

# Shining Lights

Teacher's Book

**1**

**A2**

Tim Roberts

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# Welcome to *Shining Lights*

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Welcome to *Shining Lights*, a dynamic new blended course for secondary school students, which offers not only thorough **preparation for Cambridge English Qualifications**, but also engaging and communicative materials. *Shining Lights* is underpinned by four pillars:

Integrated Learning  
and Assessment

Problem-Based  
Learning

Life Competencies  
(Employability Skills)

Oracy

## How assessment and learning work together in *Shining Lights* to help teachers and students get the most out of every moment of learning.

*Shining Lights* is an innovative course combining the use of teaching, learning and assessment methods to plan, measure and improve outcomes.

It is the latest evolution in courses from Cambridge with an exam preparation journey at its core. It empowers students and teachers to understand and unlock the learning process, by:

- building lifelong learning habits
- empowering learners through personal development
- providing the solid platform they need to succeed as global citizens
- developing their exam readiness through a unique exam preparation journey.

As the teacher, you are the coordinator and facilitator of the student's learning environment. This course provides you with the tools and insights you need to maximise each student's performance. Learning requires multiple interactions, involving a variety of assessment steps, each in turn prompting a teacher response. The table opposite shows a selection of 'moments' throughout the course to assess, feed back and guide your learners.

Through a unique combination of the traditional and the new, you now have a learning environment offering a wealth of opportunities to assess student progress, to provide evidence of that progress and incorporate actionable feedback. *Shining Lights* combines learning and assessment as a seamless journey with a firm focus on exam success, building life-long learning habits and developing the skills your students need to be future-ready, confident world citizens.



## DIGITAL CLASSROOM

### PERSONALISED LEARNING



Direct the student to **Cambridge One** where you can activate targeted skills practice at the individual student's level. These powerful, innovative exercises provide new benefits to teachers and students alike.

The *Digital Classroom* Personalised Learning ensures the best possible environment for student improvement and provides additional data-driven insights for you to manage their development.

With technology, we can now combine pedagogically tested approaches with the power of rapid insights from data. This course benefits from an innovative solution to support teachers and learners. In the **Student's Book**, on the Self-Evaluation pages, look for the PERSONALISED LEARNING icon and direct your students to **Cambridge One**.\*

\*Teacher needs to activate in **Cambridge One**

### Benefits to students:

- Skills practice at each student's precise level within the group
- Individual exercises target the individual's needs
- Reinforcement in challenging areas provides timely support
- Extension exercises maintain motivation and challenge stronger students

### Benefits to teachers:

- Target individual student needs in mixed ability classes and save time
- Rich visual data across classes and groups
- Confirmation of individual and group progress
- Early warnings of possible areas requiring reinforcement
- Ensuring challenge when needed to maintain motivation

## How assessment and learning work together in *Shining Lights*

Gain deep insights into learners' strengths and areas for improvement through the unique combination of assessment touchpoint and learning opportunities in this course. The table below shows a selection; for a more in-depth overview, **visit the website by scanning the QR code**.



Example	Purpose	Action/Outcomes	
<b>DIGITAL STARTER UNIT NEW FRIENDS</b>	Assess class knowledge and gaps	Target areas for improvement Understand the mix of knowledge across the group	Presentation Plus
<b>Test&amp;Train<sup>2</sup></b>	Assess exam readiness and guided practice	Develop exam technique and target areas requiring reinforcement and practice	Cambridge One
<b>DIGITAL CLASSROOM PERSONALISED LEARNING</b>	Personalised skills practice through data-driven recommendations	Self-levelling automated activities targeting individual requirements	Cambridge One
<b>7</b> Read your report again and revise your work. Use these questions to help you. 1 How many phrases from Exercise 6 are in your	Peer feedback and self-assessment	Develop learning skills and self-awareness to improve analytical thinking; Learners take responsibility for their own learning	Student's Book
<b>EXAM CHECK</b> 1 Match the questions about Reading Part 1 (1-5) to the answers (a-g). There are two answers which you don't need. 1 How many questions are there in this part? a. There are three. b. Yes, but the maximum is 15 words.	Practise a complete exam to check progress and exam-readiness	Preparation for exam day experience allowing for test scenarios tailored to the students' needs	Resource Bank

# Problem-Based Learning

When asked what makes a successful lesson, teachers around the world consistently answer, 'students are engaged'. Problem-Based Learning goes to the heart of what activates and holds students' attention: the real issues and challenges they face in their own world.

In Problem-Based Learning, students work together to find solutions for an open-ended problem. This builds collaborative as well as independent-learning skills and develops both critical and creative thinking. It also helps students learn to present a convincing argument by making sure the argument really matters to them. When they are truly engaged with their subject, they will want to make others care too.

*Shining Lights* includes challenges throughout the course. In higher levels the challenges are focused around exploring sustainability. The Challenge is an issue related to the theme of the unit. For example, in a unit about city life, the challenge relates to how cities could be better places for teenagers. In a unit about shopping, the challenge relates to more sustainable consumption. What exactly the challenge is, however, is decided by the students. Letting them define the issue is key to true engagement.

The Challenge is an optional feature, and the unit will work even if you decide that it does not fit in your teaching context. If you use it, you will find its components in five boxes and extra material in the **Teacher's Resource Bank** which offers templates to help students complete their projects. Additionally, there is material in the **Workbook** where students are able to make notes about each of the challenges in the **Student's Book** supplying them with tips and space to make notes for each of the stages of the challenge.

## Challenge box

At the start of the unit, the main issue is stated. It is kept as wide as possible, so that students can choose what aspect of the issue they want to focus on.

## Think

Students think about and discuss the challenge. They look at various possible problems arising from the issue and start considering how they could find out more.

## Prepare / Explore (at higher levels)

Students form groups and make a decision on the problem to be solved. They make a research plan, assigning roles within the group, and start their independent research.

## Develop

Students share the information they have gathered and decide what material they want to use. They then draft a document: a letter, a presentation, a debate... something they will present to the class in the next stage.

## Present

At the end of the unit, students are asked to present their response to the Challenge, in a way most often chosen or designed by themselves.

Finally, the Challenge worksheets that students find in their **Workbooks** are also available in the **Teacher's Resource Bank**. Like everything else here, they are downloadable and photocopiable so you can use them as handouts for your class.



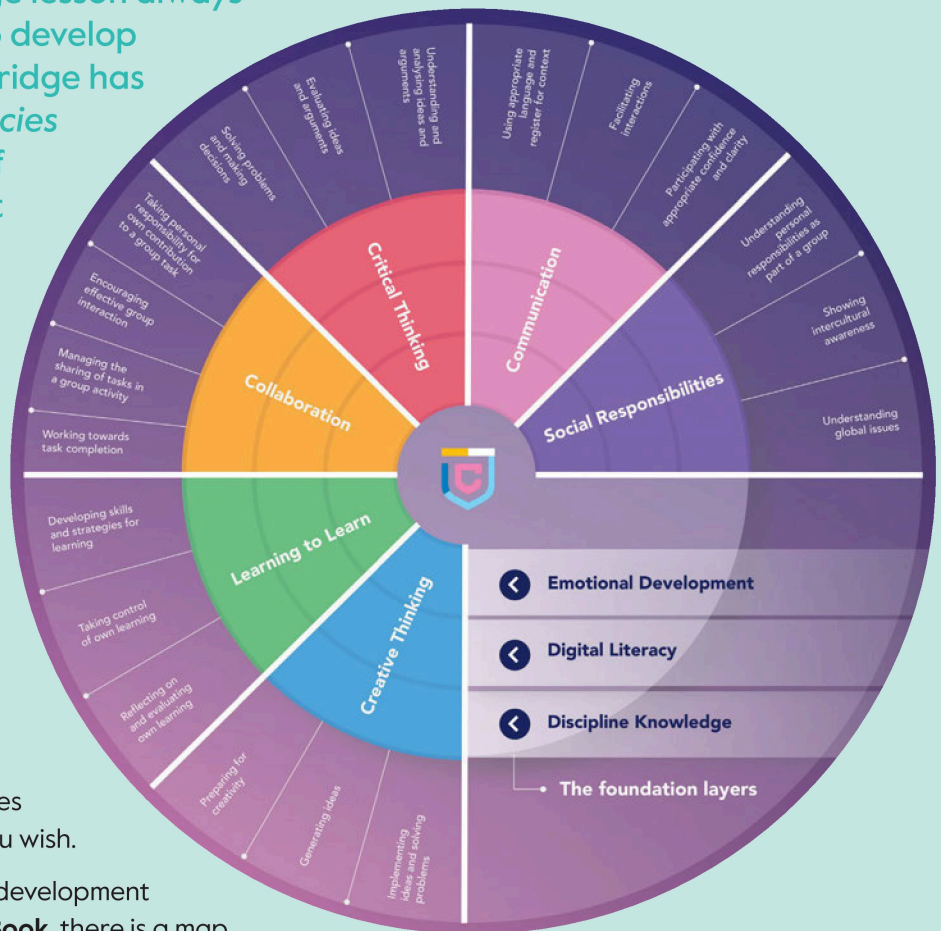
# Life Competencies

Life Competencies are the skills students need in order to play an active role in society and to fulfil their own potential. They are not strictly language skills, but a student-centred language lesson always integrates opportunities to develop these competencies. Cambridge has created the *Life Competencies Framework* to map some of the important life skills that students can develop as they learn a language.

*Shining Lights* uses this framework to define and build life skills in every unit. All the competencies in the framework are developed in this highly communicative course, but there is a more specific focus on tasks that build **critical thinking, creative thinking, collaboration** and **learning to learn**. These are highlighted in the units so that you can be more systematic in the development of certain competencies and can refer to the framework if you wish.

To keep track of Life Competencies development as you work through the **Student's Book**, there is a map of which competencies are addressed where in the **Teacher's Resource Bank**. You'll also find suggestions for where to use the Life Competency Activity Cards that Cambridge offers along with the Life Competencies Framework.

You can visit [cambridge.org/clcf](https://cambridge.org/clcf) to explore the Life Competencies Framework and download detailed booklets for each competency. Activity Cards for teenage learners are also available for downloading to use with the Life Competencies throughout the course.



## Employability Skills\*

Employability Skills are developed in the higher levels of *Shining Lights*, designed to prepare students for the workplace and career success. Employability Skills are the qualities that make us suitable for paid work. This often brings to mind a specific body of knowledge, technical skills or qualifications that are appropriate for a particular position. However, there is an increasing demand from businesses for their employees to demonstrate effective core skills or soft skills. These include social skills, such as the ability to collaborate and communicate effectively with other people, higher level thinking skills and more personal emotional skills, such as personal development and self-awareness. You can find the Employability Skills Framework on [cambridge.org](https://cambridge.org)

\*Levels C1 and C1+ only



# Oracy

## What is oracy?

Oracy refers to the skills and behaviours involved in using spoken language to communicate and collaborate effectively. These are not only linguistic skills, but the physical, cognitive, social and emotional skills we use when listening, speaking and working together.

Oracy is important because we all need to know how to use talk to think effectively together. For example, active listening to the opinion of others, turn-taking and the use of ground rules ensure that group work is effective and truly collaborative.

Oracy skills are not specific to any language or culture. Once acquired, they should easily transfer to other languages and situations across the curriculum.

## The Cambridge approach to oracy

The unique Cambridge approach to oracy across our pre-primary, primary and secondary courses has been developed in collaboration with Professor Neil Mercer and Lyn Dawes at the University of Cambridge. The University's *\*Oracy Cambridge* centre serves to promote oracy in schools and in wider society by providing training and consultancy, writing government papers, organising conferences and publishing handbooks and papers.

## How is oracy taught?

It is useful to think of oracy having two aspects:

- The first concerns a teacher's use of talk in the classroom to enable the interactive process of teaching and learning. In other words, the teacher's talk provides a model for learners to follow. This is called **dialogic** teaching.
- The second concerns the explicit teaching of spoken language skills to learners, helping them learn how to talk and listen actively. For instance, teachers can show learners how to ask effective questions, or how to give their opinion. This is called **oracy education**.

[\\*oracycambridge.org](http://*oracycambridge.org)

You can also see the Oracy Framework at the link above.

### Learning through talk

Using talk effectively for teaching and learning

**Dialogic teaching**

**Learning through talk**

**Learning how to talk**

### Learning how to talk

Developing children's spoken language skills

**Oracy education**

## What are the benefits of oracy?

### Life skills

We need oracy at all ages in all aspects of our lives, at school, at home, at work and in our communities. Different oracy skills are needed in different situations including public speaking and face-to-face interactions for example.

We need skills such as:

- listening actively
- recognising key messages
- responding appropriately
- interpreting what someone is saying
- communicating through speech or through body language

All of these skills prepare us for what life offers us.

### Educational goals

If learners know how to work in a group and collaborate, well-designed talk activities in all subjects encourage active learning:

- Listening actively to the ideas of others helps learners gain knowledge to build on their own ideas.
- Opportunities for questions or debating encourage learners to think critically.
- Developing ideas through talk provides opportunities for learners to add more into their written answers.
- Using vocabulary and terminology out loud develops learners' confidence to use it in their written work.
- Trying to put their thoughts into words can help learners clarify their own understanding.

### Well-being

Research has shown that:

- Learners who are regularly and actively involved in whole-class dialogues have more positive attitudes to school.
- Learners who are offered more opportunities to engage in discussion will improve their social and emotional awareness, leading to better human connections.
- Learners who can express themselves will be better equipped to identify their emotions or perhaps have the confidence to reach out to a trusted adult when they need support.
- Learners who understand how to listen out for and express their own emotional needs can help to form healthier and more respectful relationships, in which each person has a voice and each person is prepared to listen with compassion.





Aside from these four pillars, a number of lively features keep students active and engaged.

## Video

Every unit begins with a documentary video introducing the main topic. There is always something new for students to learn here, and they should also be left with some questions they would like to answer for themselves. Later in the unit there are grammar videos. These can be used in class but are also ideal for the flipped classroom.

To learn best, students need a range of input modes, and video provides memorable and enjoyable input. As well as offering the documentary and grammar videos, *Shining Lights* builds the extended oracy activities around video, and some speaking exam tasks have video models, too. In higher levels, students will watch writing videos to learn tips and tricks to improve their writing.

The **Teacher's Resource Bank** provides ideas on how to exploit each of the video strands in the course. There are useful ideas for things to do before, while and after watching them.

## Blended learning

After being presented in the videos, **Grammar** is explored and practised in a mix of print and **digital** formats. After a grammar box and discovery task on the page, students find more practice in digital exercises. These can be completed on the students' devices, or you can use the **interactive whiteboard**. For more practice, students can use Practice Extra on their phones.

The **interactive whiteboard** (IWB) also plays a role in **vocabulary** building. Both of the two vocabulary pages include language presentation via the IWB, keeping heads up and everyone together, and making for an active, lively classroom.

Digital learning is a key feature in this blended course. Besides the activities above, there are also three full **digital units**: a short starter unit and two complete units, in the middle and at the end of the book. The two full units review language from the preceding five units. If local conditions mean that you can't use these digital components, however, *Shining Lights* still offers everything you need for your English lessons.

## Sustainability

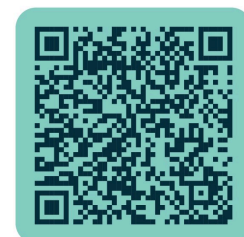
*Shining Lights* seeks to consciously bring **sustainability** into the language classroom. Faced with an endangered environment and unequal societies, students need to feel confident that they can help ensure a better future. Cambridge understands sustainability to have environmental, economic and social aspects, and has developed the *Sustainability Framework for ELT* to make it easier to integrate relevant skills development in language lessons.

You can find the framework here: along with activity cards to use in the classroom. Sustainability is at the heart of many of the *Shining Lights Student's Book* activities, particularly the Challenges. Care has been taken to avoid triggering fear in students, with the focus remaining on possibilities and positive change. There is always an explicit reference to sustainability on the wrap up pages. A short exercise helps generate ideas and also make clear that much of what the students have done in the unit has been about creating a more sustainable future. In higher levels, students explore sustainability in more depth.

You will see icons throughout the units, where there is a particular focus on sustainability. Extra ideas are given in the teacher's notes on how you can exploit these aspects of sustainability further.

The **Teacher's Resource Bank** provides five sustainability projects on topics related to those in the **Student's Book**. They are preceded by two pages of sustainability notes. These give information on what we mean by sustainability, how it can be brought into English lessons and why it should be.

For use with the sustainability projects and other project work, you can choose from a selection of Project Templates in the **Teacher's Resource Bank** which include a learning diary, a time-management plan and templates for peer or teacher evaluation.





## STEAM

After the final unit in the **Student's Book**, you will find STEAM (Science, Technology, Engineering, Arts and Maths) investigations. And in the digital units, you will find a further two STEAM investigations. These are two-page projects where students activate and build on their knowledge of STEAM subjects. After discussion and research, they work together to present findings in a poster, a comic or a slide presentation. Like the main units in *Shining Lights*, the STEAM pages help students get to grips with their own future in a challenging but exciting world.

STEAM worksheets are provided in the **Teacher's Resource Bank** for a step-by-step approach to completing the STEAM Investigations in the **Student's Book**. They offer tips, language, diagrams and template space to help students manage and make the most of the investigations.

## Mediation

The Common European Framework of Reference for Languages (CEFR) describes mediation as 'When a learner acts as a social agent who creates bridges and helps to construct or convey meaning'. When, for example, at some point, there is a communication gap which needs to be filled, a learner/one can mediate by conveying the same or a similar content using different language in order to bridge that gap. There are many examples of where mediation practice can take place throughout *Shining Lights* and these are marked within the **Student's Book**, and are accompanied by mediation practice worksheets for each unit. These worksheets are available in the **Teacher's Resource Bank** and work with one of the unit's reading or listening texts. Students use key Life Competencies to analyse ideas, opinions and attitudes in the text. They might work in pairs to look at two sides of an argument, or in groups to generate creative ideas, always active in their interaction with input, never just passive consumers.





# Using *Shining Lights*

*Shining Lights* has ten units plus three fully interactive **Extra Digital Units**. You will find these digital units in **Presentation Plus** and you can assign tasks to students in the same way as in the **Student's Book** and **Workbook**.

Begin the year with the **Digital Starter Unit** which activates what students already know and sets them up for a new level.



Continue by checking your students' level with the **placement test** available in the **Test Generator**.

## In all the even-numbered units ...

### Learning Aims

showcase the skills and language that students will learn in the unit.

### Documentary videos

showcase the skills and language that students will learn in the unit.

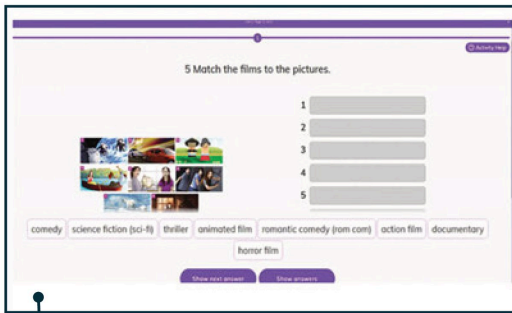
### Striking images

to introduce the unit topic.

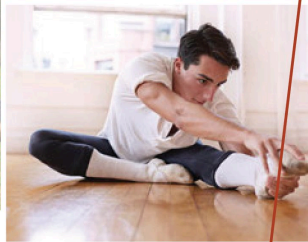
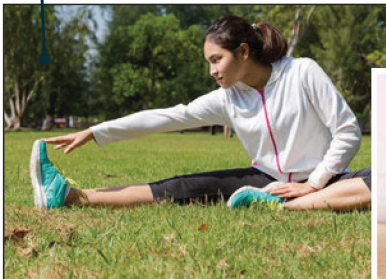
### Oracy skills

are clearly set out at the top of every even-numbered unit and the learning starts right here in a group discussion to activate students' prior knowledge and encourage them to develop linguistic, cognitive, physical and social-emotional skills.

All even-numbered units conclude with **Oracy** activities, giving students the opportunity to practise and build on the skills they have developed in a guided, communicative oracy task.



**Life Competencies** provide students with the opportunity to develop these important skills.



### VOCABULARY

#### PARTS OF THE BODY

- 1 8.1 Go to the digital activity and match the words to the photos. Listen, check and repeat.

back brain elbow finger heart  
knee neck shoulder skin  
stomach thumb toe

► Vocabulary reference page 86

- 2 01 Watch the video again. Write the words from Exercise 1 that you hear.

- 3 Complete the sentences with the correct form of words from Exercise 1.

- We use the \_\_\_\_\_ to think with.
- We have got four \_\_\_\_\_ and a \_\_\_\_\_ on each hand.
- We have got ten \_\_\_\_\_ on our feet.
- If I eat too much food, my \_\_\_\_\_ hurts.
- We have got an \_\_\_\_\_ in the middle of our arm and a \_\_\_\_\_ in the middle of our leg.
- If you carry something too heavy, you might hurt your \_\_\_\_\_.

- 4 Work in pairs. Can you think of at least five more body parts? Make a list. Share your list with another pair.

- 5 Learning to Learn Write the body part words from Exercises 1 and 4 in the circles. Make a note in your notebook to look back at your circles in two days' time. How many words did you remember?

We have one of these

We have two of these

We have more than two of these

- 6 Write sentences describing two body parts. Read each description to your partner. Can they guess the body part?

You have two of them. They are at the top of your arms.

Shoulders?

Yes!

►► STRETCH! Work in pairs. Have you ever hurt part of your body? Tell your partner what happened. How did you feel?

I broke my leg when I was two years old. I fell off the sofa. It really hurt!

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### READING

#### AN EMAIL

- 1 Look at the photos. How do you think they are connected?



- 2 Read the email quickly. Were your ideas right? Answer the questions in pairs.

- Who is Ines writing to?
- Why is she writing to him?
- Do you believe her?

#### EXAM TRAINING READING PART 5

##### EXAM TIP

When you finish, read the whole text with the words you've written, to see if it all makes sense.

- 3 Read the email. For each question, write the correct answer. Write ONE word for each gap.

Inbox 2 Messages 8.2

Dear Mr Lopez,

I'm very sorry I didn't give you my maths homework. I spent (0) \_\_\_\_\_ long time doing it last night. Unfortunately, I (1) \_\_\_\_\_ a really bad morning. First, I got (2) \_\_\_\_\_ late. Then, while I was cycling, a bus suddenly came around the corner. I was so surprised that I cycled into a wall, hurting (3) \_\_\_\_\_ shoulder. My homework (4) \_\_\_\_\_ in my bag, but it fell out and got wet (5) \_\_\_\_\_ dirty! That's (6) \_\_\_\_\_ I'm not at school today and I can't give you my homework. I'll do it again soon.

Ines

- 4 Read the email again. Put the events in order.

- \_\_\_\_\_ Ines started cycling to school.
- \_\_\_\_\_ Her homework got wet.
- \_\_\_\_\_ Ines did her homework.
- \_\_\_\_\_ She will do her homework again.
- \_\_\_\_\_ A bus surprised her.
- \_\_\_\_\_ Ines woke up late.
- \_\_\_\_\_ She hurt her shoulder.

- 5 Creative Thinking Work in pairs. Think about other characters in stories and how they might feel or see a situation differently. Discuss your ideas.

►► STRETCH! Imagine you are Ines's teacher. Do you believe her? Has she given in her homework late before? What does she have to do now? Write a reply to her email.



UNIT 8 HOW HEALTHY ARE YOU? | 79

## Digital interactive whiteboard activities

on **Presentation Plus** allow you to present the new **vocabulary** in a heads-up interactive activity.

## Exam Training

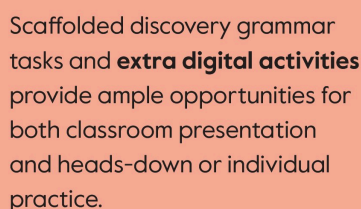
activities provide guided practice of Cambridge English Qualifications tasks. Exam Tips give useful and practical advice.

### EXAM TIP

When you finish, read the whole text with the words you've written, to see if it all makes sense.



is presented through two dynamic and teen-centred videos per unit, a **grammar vlog** and a **grammar animation**.



Around halfway through the unit students can pause and reflect on how they are doing so far.

reading and listening texts turn the unit topic on its head to develop students' critical and creative thinking skills.

## GRAMMAR

### ADVERBS OF DEGREE

**1** Watch the grammar animation. What are two things Rebecca does to be healthier?

**2** Look at the examples and answer the questions in the grammar box.

- We can go for a **really** long run.
- I'd like to be a **little** healthier.
- My knee is **quite** sore today.
- I'm not **too** hungry.
- I've **nearly** finished my warm-up.

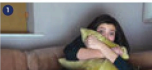
**Adverbs of degree**

1 Which of the words in **bold** make another word stronger?


2 Which of the words in **bold** make another word weaker?

→ Grammar reference and practice page 121


**6** Look at the photos. How do you think the people feel? Why? Try to use adverbs of degree.



**7** Look at the photos. How do you think the people feel? Why? Try to use adverbs of degree.



**8** Look at the photos. How do you think the people feel? Why? Try to use adverbs of degree.



**3** Look at the digital activities.

**4** Choose the correct adverbs in these sentences.

1 It's **a little** / **so** cold outside! You'd need to wear a warm jacket.

2 I **ate** my lunch **almost** / **too** quickly and now I feel **a bit** / **almost** sick.

3 I **quite** / **nearly** missed the bus this morning. I had to run **nearly** / **too** fast.

4 I **was so** / **too** excited last night I didn't sleep at all and now I'm **really** / **almost** exhausted.

5 I don't mind eating fish. It's **quite** / **so** nice, but it isn't my favourite food.


6 My mum **hurt** her knee **really** / **a little** badly and now she can't walk.

**5** Use the phrases below to make sentences that are true for you. Then work in pairs and compare your sentences.

a boring, really interesting  
quite easy, too difficult, so cool!

## VOCABULARY

### HEALTH PROBLEMS

**1**  **013** Go to the digital activity and match the words to the photos. Listen, check and repeat.


**broken bone** **dentist** **cold** **cough** **headache** **influenza**  
**nurse** **pain** **scratch** **sore throat** **stomach ache** **toothache**




→ Vocabulary reference page 96

**2** Work in pairs. Describe what you can see in photos A and B.

**READING**

### AN ONLINE ARTICLE

**1**  **02** **Exercise 1** **Read** Work in pairs. Look at these photos. Think of a health problem that each thing might help with.

socks      a frog      lavender      a snail      mint

**2** Read the article quickly. Were your answers to Exercise 1 correct?

**Would you like some frogs for your cough?**

Next time you're sick and go to see a nurse or visit a chemist, remember how lucky you are! Many years ago, medicine was not like it is now...

**In Roman times**, a doctor called Pliny wrote about medicine. He said you should eat a soup made of frogs' legs for three days for a cough and use small pieces on a sore throat! It wasn't all bad for the Romans, though. They used lavender for headaches and mint for stomach aches, and we still use these things today.

**In medieval times**, hundreds of years ago, a barber didn't just cut people's hair. A barber shop was also the place to go for help with a headache or a broken bone!

**In the 1800s**, doctors told their patients to have a toothache by the sea to help with many illnesses. But... if you didn't have enough money for a seaside holiday, you could try smelling an old sock! Smelly socks were used to help with colds.

**3** **04** Read and listen to the article. Are these sentences true or false?

- No ideas from Roman times are used now.
- Barbers in medieval times cut the hair.
- Pliny was the name of a Roman doctor.
- Snails were used for headaches in the past.
- Barbers were socks when they were sick.

**4** Decide if these questions are open (O) or closed (C).

- Do you think you are a healthy person? (C)
- What do you eat lots of vegetables? (O)
- What's a good medicine if you have a headache? (C)
- What do you do when you have a cough? (O)
- Have you ever had toothache? (C)
- What is the helpful for stomach ache? (O)
- What is the worst medicine in the article? (C)

**5** Work in pairs. Discuss the questions in Exercise 4. Try to continue the conversation by asking follow-up questions.

**DISCUSSION** Do you know any traditional medicines from your culture? What are they? Do you use them? Do you think they work? Do you search and discuss the medicines with a partner.

**HOW IS UNIT 8 WORKING FOR YOU?**

☆ understand ☆ I'm getting there ☆ don't understand

**UNIT 8 HOW HEALTHY ARE YOU?**

appear in every unit and support students to develop their communication skills more broadly, taking in aspects of verbal and non-verbal communication and social and emotional skills, for example.

throughout the unit encourage students to think further about the topic and offer an opportunity for guided practice for fast-finishers.

## UNIT 8

### ADVERBS OF DEGREE

We can think, say very and so before adjectives or other verbs to make them stronger. He has **very bad** toothache. Stop shouting so loudly!

We can also use really before verbs. My friend really hurts.

To measure how far it is we would say, It's not too far out there. It's a real beauty. We can't eat outdoors today. It's too cold. He fell because he was running too quickly. We can't go quite as far and as often before adjectives or other verbs to make them weaker. He's quite a bit cold. (a bit, but not very bad) Can you tell a little more quickly? He gave a headache. Almost and nearly mean about 90%. We use them before adjectives and verbs. The noise is almost loud to my ears. Please move your bag. I really left it over there.

#### 1 Complete the sentences with adverbs of degree. Use all the adverbs in the box.

a bit    a little    almost    quite    really    so    too    very

- The film was \_\_\_\_\_ good. We all loved it.
- I like this shop, but the things they sell are \_\_\_\_\_ expensive.
- We should close the windows soon. I'm starting to feel \_\_\_\_\_ cold.
- He hurt his leg the other day and he's walking \_\_\_\_\_ slowly now.
- I can stop working soon, but my project is \_\_\_\_\_ finished.
- We couldn't carry the shopping. The bags were \_\_\_\_\_ heavy.
- The weather is OK, it's \_\_\_\_\_ cloudy but we're getting some sunshine.
- But these plates on the table, please. Dinner is \_\_\_\_\_ ready!
- I'm \_\_\_\_\_ tired! I can't keep my eyes open!

## SHOULD, MUST AND HAVE TO

We can use should, must and have to to give advice or make suggestions.

Must and have to are stronger than should and shouldn't.

You **should** drink more water. (I think it is a good idea.)  
 You **mustn't** drink more water. (I think it is really important.)  
 You **shouldn't** worry so much. (I think you don't do this.)

**Remember!** Must and have to are very similar, but mustn't and don't have more different meanings. See page 115 for more information about must and don't have to.

#### 2 Write sentences to give advice to the people in these situations.

- I feel a bit tired. Get up in the mornings.
- There's a snake in the garden!
- I'm in my bedroom, so usual. I can't get much exercise.
- The water is very dirty, but I really want to go for a swim.
- My job interview is at 2 pm, so I'll leave home at 1.30. I'm wearing shorts and a T-shirt.

CRASHMAN REFERENCE AND PRACTICE 121

Go to the **Grammar Reference and Practice** at the end of the **Student's Book** for more complete grammar explanations and even more practice activities.

[illegible]

The vocabulary builder pages in the **Workbook** offer both consolidation and extension. Some new vocabulary is offered, and students also find new words that they themselves find important.

**Digital Pronunciation** activities on **Presentation**  
Plus give students the opportunity to practise different areas of pronunciation.

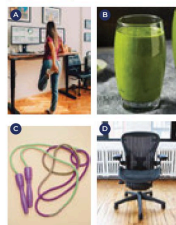
## Writing

Each **Writing** page focuses on a different text genre. Writing tasks are presented with scaffolded activities and a model text.

### GRAMMAR

#### SHOULD, MUST AND HAVE TO

1 Do you think the things in the photos can make you healthier? If so, how?



2 Watch the grammar vlog. What things in Exercise 1 does Tyler use to be healthier?

3 Look at the examples. Then answer the question in the grammar box.

- You should eat lots of green vegetables.
- I really shouldn't jump rope so much.
- All of us must take care of our bodies.
- You have to try!


4 should, must and have to  
Look at the words in bold in the example sentences. Which sounds stronger, should and shouldn't or have to and must?

5 Grammar reference and practice page 121

DIGITAL CLASSROOM  
PRACTICE EXTRA UNIT 8

### WRITING

#### A REPLY TO A PROBLEM



1 Read the post on an online forum. Answer the questions in pairs.

- What is happening this weekend?
- What happened yesterday?
- Why is it a problem?
- What does the writer want advice about?

2 Read the comments. Find these things.

- some advice
- some strong advice
- a suggestion

3 Read the comments again. Which one do you think is the best advice? Why? Which is the worst advice? Why?

4 Read this problem. What advice can you give the writer?

I have a really bad cough, a sore throat and a headache, but tomorrow there's my school concert and I'm singing in it. What should I do to get better quickly? Help!

5 Write a reply to the problem. Give some advice using must or have to. Write at least three sentences.

6 Read your advice again and check your work. Use these questions to help you.

- How many sentences are there?
- How many examples of should, must and have to are there?
- Is it a good reply to the problem?
- Can you see any problems with the language (spelling, grammar, etc.)?

7 Now work in pairs. Read each other's advice and give feedback. Use the questions in Exercise 6 to help you. Make a note of your partner's feedback and write a second draft of your advice.

8 Work in groups.

- Read your reply to the group. Do they think it is good advice?
- Listen to the other group members' advice.
- Vote on the best advice. Why is it good?

9 Share the best advice with your group with the class. Do they agree with it?

**Extra Writing Worksheets** which expand on the skills needed for different writing genres are available in the **Teacher's Resource Bank**.

## Peer review

activities encourage students to support each other in their learning and approach the writing task activities in a thoughtful way.

For even more grammar and vocabulary practice, go to the **Teacher's Resource Bank** and the **Workbook**.

### GRAMMAR STANDARD

#### Should, Shouldn't, Must and Have to

1 Circle the correct options.

- You **should** / **shouldn't** study before an exam.
- You **should** / **shouldn't** take too much medicine.
- You **should** / **shouldn't** sleep well at night.
- You **should** / **shouldn't** move if you break your leg.
- You **should** / **shouldn't** do what your doctor says.
- You **should** / **shouldn't** drink water if you are hot.

2 Circle the correct option, A or B.

- I've don't feel well. What... **A** / **B** should I do?  
A should B shouldn't
- I've got a headache. You should... **A** / **B** take some aspirin.  
A take B shouldn't
- Rosa thinks her arm is broken. Be careful! She... **A** / **B** move it.  
A shouldn't B need
- I've got an exam tomorrow. You should... **A** / **B** study a little and then rest.  
A study B to study
- They're driving very fast. They... **A** / **B** more careful.  
A should B shouldn't
- Zakia's friends have got an important tennis match. They should... **A** / **B** arrive late.  
A practice B practise

3 Match the problems with the advice.

- I've got toothache. **C**
- My best friend is angry with me. **A**
- My parents have got a cold. **D**
- Susan's sister broke her leg this morning. **B**
- Felix's grandfather wants to play football. **E**
- My friends are having a party today. **F**

4 Complete the sentences with **should** or **shouldn't**.

- When you are tired, you **shouldn't** go to bed early.
- Car drivers **should** be careful of people on bikes.
- When you've got a headache, you **shouldn't** lie down in bed.
- You **should** eat a bit of cakes if you want to be fit.
- When you've got an exam, you **should** study all night. You need to rest!
- Everybody **should** get some exercise.

### UNIT 8 HOW HEALTHY ARE YOU?

#### VOCABULARY

##### PARTS OF THE BODY

1 Label the photos with the words in the box.

neck elbow finger knee neck shoulder stomach thumb toe



2 Name an animal that has...

- a long neck
- a big brain
- three toes
- strange skin
- a strong back
- fingers
- a big stomach

3 **DISSENTMENT** Complete the leaflet with your own ideas.

Do you want to be **healthier**?

Follow our top tips and you will soon feel great!

Everyone needs a strong heart. One way to improve the health of your heart is to...  
Do you often carry heavy books or bags? Do you sometimes get a back ache? Why not try...  
There are so many different foods to try so you need a healthy stomach to enjoy them. You can't...  
Don't forget about your brain!...  
What about your skin?...  
dry, but if you...  
...can make you feel better. Try...  
...can sometimes make your skin...  
...it will be healthier.

### WRITING UNIT 8


#### A REPLY TO A PROBLEM

##### WARMER

1 Tick (✓) the sentences that are true when you write a reply to a problem.

- Your reply should include advice.
- You can only give advice about a problem you know about.
- You should only use informal language.
- Use should and shouldn't to give advice.
- Sometimes you can use must and have to for giving advice.

2 Look at these photos. What advice would you give? Discuss your ideas with a partner.



3 Complete the advice with the words from the box.

could don't enough shouldn't sorry

I'm... you feel really tired all the time. It sounds to me like you aren't sleeping... at night. You... go to bed early and try to sleep more. Before you go to bed you... drink any coffee or tea... eat too much either, because this stops you going to sleep. I hope this helps, but you... also see a doctor and ask for some advice. Don't take any medicine. It might help you sleep now, but later on, you won't be able to sleep easily.

4 Read the advice again and answer the questions.

- What is the problem?
- What advice does the writer give?
- Why is it not a good idea to take coffee or tea before going to bed?
- What is the problem with taking medicine to go to sleep?

##### WRITING TASK

5 Read the text below and write the advice you would give. Use the points to help you.

I have a really bad cough. The cough started about two weeks ago. Now it's so bad, it's difficult to get to sleep at night! I don't have a sore throat or any other problems. I drink quite a lot of water, but it doesn't help. Sometimes it's difficult to eat because I am coughing. What should I do?

- Say what you think they should do.
- Say what you think they shouldn't do.
- Give reasons for your advice / suggestions.

##### Useful Language

I think you should...  
You shouldn't...  
Don't...  
You could...  
You mustn't...  
You have to...  
Adverbs of degree - really, a bit, too, etc.

##### Checklist

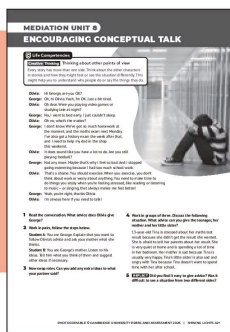
- The advice is about the problem described in the text.
- The advice includes what the person should / shouldn't do.
- There are reasons behind the advice given.
- The advice includes adverbs of degree.



## Listening

activities provide both exam type and standard listening practice.

Activities from the **Student's Book** with a focus on **mediation** are highlighted and you can find extra worksheets to work on mediation skills in the **Teacher's Resource Bank**.



## Oracy skills

The oracy skills focus is clearly stated at the top of the page in each even-numbered unit.

### LISTENING

#### A DIALOGUE

- Work in pairs. Look at the photo. How do you think this boy is feeling? Do you ever feel like this? What makes you feel this way?
- Look quickly at the questions in Exercise 3. Which ones ask about someone's opinion, or how someone feels?

#### EXAM TRAINING (LISTENING PART 3)

**EXAM TIP**  
The questions in Listening Part 3 are not only about facts. They might also ask about opinions or what the people feel about something.

- 3-8 For each question, choose the correct answer. You will hear Olivia talking to her friend George about how he's feeling.

- Why is George tired?  
A because he played video games  
B because he is studying too much  
C because he isn't sleeping well
- What is George doing next week?  
A taking a history exam  
B taking a maths exam  
C working with his dad
- What exercise does George do at the moment?  
A none  
B football  
C swimming
- What does Olivia think will help George?  
A relax  
B be healthier  
C study harder
- What does Olivia do when she feels stressed?  
A she reads  
B she sings  
C she listens to music

- Listen to the conversation again. Which of these phrases does Olivia use?  
What's the matter?  
Are you OK?  
Do you want to talk?  
Oh dear.  
That's a shame.  
I'm sorry to hear that.  
Is everything all right?

### ORACY

#### Listening to others

We can be good listeners by completely focusing on the person talking to us. By listening, we understand other people's ideas, feelings and opinions. When we respond, these interactions become conversations.

- Work in pairs. Practice saying the phrases in Exercise 4. Think about how you say them.
- Work in pairs and follow the instructions.  
Student A: Choose one of these problems. Tell Student B about your problem and why you have it.  
• You feel ill.  
• You hurt your leg.  
• You feel sad.  
• You have a headache.  
Student B: Ask Student A about their problem. Use phrases from Exercise 4 and think about how to say them. Give advice.  
• Then swap roles and do the activity again.
- Think about your problem in Exercise 4. Answer the questions and give your partner some feedback.  
1 Did your partner listen to your problem?  
2 Did they use phrases from Exercise 4?  
3 Did you get the feeling that they cared about your problem?  
4 Did they give good advice?

### ORACY

#### ASKING QUESTIONS

- asking open questions
- listening to others
- understanding when to use polite language

- Work in groups. Discuss the questions.  
1 Would you like to be a doctor?  
2 What makes a good doctor?  
3 How can people visiting the doctor be clear when they are talking about their problem?
- Watch the video. Do the students talk about any of the same things as you? Do you agree with their ideas?
- Watch the students taking part in a role play. Who is the better doctor: Simon or Clara? Why?
- Watch the video again. Which 'doctor' says the following phrases, Simon or Clara?  
1 What's wrong with you?  
2 You're welcome.  
3 Oh dear, I'm sorry to hear that.  
4 Take this medicine and it'll get better.  
5 Would you like some medicine?  
6 How can I help you today?

#### ORACY

##### Using polite language

It's important to use polite language when talking to people you don't know or to people you should respect (doctors, teachers, older people, etc.).

#### SELF-ASSESSMENT: UNIT 8

How confident do you feel about:

- talking about parts of the body, health and illnesses?
- using adverbs of degree (really, too, quite, a bit, etc.)?
- checking reading texts after completing the gaps?
- giving advice with should, have to and must?
- writing advice online?
- asking open questions and listening to others?

What was your favourite part of Unit 8? Tell your partner.

**Oracy tasks** are practical and relevant to students' own lives, ensuring they are motivated and engaged in the topics.

In the final video, students watch the group discussing how they carried out the task, providing a model for self- and peer-evaluation.

Students are encouraged to notice things about how the group in the video perform, which in turn will influence how they will carry out the task themselves.

Engaging **oracy videos** provide a model of the oracy task that students will do in class.

Students are guided through the task by watching three short videos, in which the group **Plan**, **Present** and then **Discuss** how they did in the task afterwards.



Students access activities which adapt to their personal comprehension level providing a personalised learning experience and helping deal with mixed abilities. Our innovative technology means your students receive level-appropriate tasks to provide reinforcement or extension, as appropriate.

In the **Workbook** an attractive spread at the end of every odd-numbered unit provides a space for students to record useful language, plan and evaluate their work as a group on the oracy task.

### ASKING QUESTIONS

#### 1 ASKING OPEN QUESTIONS

My group is: \_\_\_\_\_

What are good questions for a doctor to ask? Write three OPEN questions.

How: \_\_\_\_\_

Why do you think open questions are better for a conversation?

What is a CLOSED question? Definition: \_\_\_\_\_ Example: \_\_\_\_\_

#### 2 LISTENING TO OTHERS

When listening to someone, ask questions about what they are saying.

How can you be a good listener? Make notes.

Body language: \_\_\_\_\_

Eye contact: \_\_\_\_\_

Phrases: \_\_\_\_\_

Can you remember any of the phrases from Unit 8?

We communicate by speaking AND listening.

### ORACY 4

#### UNDERSTANDING WHEN TO USE POLITE LANGUAGE

Who should you be the politest to? Put the people in order. Then compare with your group.

brother/sister friends grandparents parents shop assistants teachers

Least polite \_\_\_\_\_ Most polite \_\_\_\_\_

My health problem is: \_\_\_\_\_

It started \_\_\_\_\_ (when?)

I feel \_\_\_\_\_

You should be polite to everyone, but there are some people who you should be MORE polite to!

Doctor's name \_\_\_\_\_ Notes \_\_\_\_\_

Listening to others

Using polite language

Asking open questions

Me \_\_\_\_\_ My partner \_\_\_\_\_



**ORACY**  
**SETTING GENERAL RULES FOR COMMUNICATION**

1 Read the rules and match them to the places where you might see them. Where else could you see them?

from public transport, school rules, libraries

**NO TALKING DURING THE SHOW.**

2 Please speak slowly to staff when asking for help using the equipment.

3 Please don't talk to the driver while the bus is moving.

4 Please don't interrupt the speaker during the presentation.

2 Work in pairs. Look at the rules in Exercise 1 again and answer the questions.

- Why is it important to follow rules for communicating in different places and situations?
- What happens when people don't know the rules for communicating or don't follow them?

3 Work in pairs. Read the situations and discuss how you would feel in each one.

- You are working on a school project with some friends. You make a suggestion, but your friends tell you that it's not a good idea.
- You are talking part in a group discussion with your classmates. Everyone is sharing their ideas and they are not letting you speak.
- While you are giving a presentation to your class, someone opens a packet of crisps and is eating loudly.

4 How can the situations in Exercise 3 be improved? Think about the questions below.

- What behaviours make communication difficult?
- What could the students do in those three situations to make them better?
- What could you do in those situations to make them better?

5 Look at these general rules for communicating. Which ones apply to the situations in Exercise 3?

- Encourage everyone to participate.
- Let everyone share their ideas and don't judge them.
- Let everyone speak and then make a group decision.
- Don't interrupt when someone speaks.
- Be polite. If you can't hear them, ask them to repeat.
- Be quiet when someone speaks.
- Give reasons when you disagree with someone.
- Give positive feedback.
- Don't speak too quickly or too loudly.
- Ask questions if you don't understand something.

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**ORACY UNIT 8**  
**ASKING QUESTIONS**

1 Work in pairs. Make a list of situations when you should use polite language.

2 Read the article about polite language. Complete tips 1-5 with the examples in the list.

Good evening, Mr Brown. Hope apologies for not calling you back. I'm feeling really tired. I'm not sure I understood what you're saying. May I speak to you? Would it be possible to leave earlier today?

3 Read the dialogue between a teacher and a student. Underline the phrases that you can't find in your school project. Talk to your teacher about this.

Teacher: Hi, Teacher!  
Student: I have to go home.  
Teacher: But why?  
Student: I'm sick.  
Teacher: Is what exactly is wrong?  
Student: I don't know. Call my parents.  
Teacher: Oh, does the copy to hear that OK, I'll call your parents.  
Student: Thank you.

4 Rewrite the dialogue in Exercise 3 with the phrases below.

Good morning, Mr Jones.  
I'm afraid I'm not feeling very well and I may have to go home. I'm feeling a bit sick. I'm sorry but I can't leave. Thank you very much. Would you mind calling my parents?

5 Work in pairs. Use the situations below to create a role play between a teacher and a student. Then, video your role play.

You are a student and you need more time to finish your school project. Talk to your teacher about this.

You are a student and you want to leave earlier because you are playing in a football match. Talk to your teacher about this.

6 Review your video and answer the questions.

- Did you use your questions?
- Did you listen to the teacher/teacher?
- Did you use polite language?
- What were you doing during the role play?
- What could you improve for future role plays?

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You will also find useful support on oracy in the **Teacher's Resource Bank**: Oracy Ground Rules worksheets, a detailed Oracy Phrase Bank and a worksheet dedicated to each oracy section in the **Student's Book**.

Go to the **Test Generator** for editable or ready-made tests to check your students' progress after each unit.

**UNIT TEST 8 STANDARD TEST**

**Grammar**

1 Choose the correct words to complete the sentences.

- The food was \_\_\_\_\_ good, but I wasn't eating.   
 A really B quite C very
- I can't find my bag, but I'm \_\_\_\_\_ tired.   
 A almost B little C so
- She was going and \_\_\_\_\_ of her case.   
 A almost B really C so
- It's \_\_\_\_\_ hot today - I don't want to go out.   
 A little B really C so
- I feel \_\_\_\_\_ today, but I'm OK.   
 A little B really C very
- Can you listen to your music \_\_\_\_\_ more quietly?   
 A a little B really C so
- I lost an accident and \_\_\_\_\_ broke my arm - I'm happy that I didn't.   
 A a little B really C very
- Thank you so much - I \_\_\_\_\_ needed your help.   
 A almost B really C very
- I'm \_\_\_\_\_ tired - I can't keep my eyes open.   
 A a little B really C so
- I have a \_\_\_\_\_ pain in my arm.   
 A little B really C very

2 Rewrite the sentences using the words in the box.

have to must mustn't should shouldn't

- It's a good idea to eat vegetables every day.   
 You \_\_\_\_\_ every day.
- It's very important to get enough sleep.   
 You \_\_\_\_\_ enough sleep.
- It's not a good idea to go out without a hat.   
 You \_\_\_\_\_ without a hat.
- It's important to wear good shoes when you're running.   
 You \_\_\_\_\_ good shoes when you're running.
- It's important that you don't go cycling without any lights.   
 You \_\_\_\_\_ cycling without any lights.

**Vocabulary**

3 Match the words in the box to the definitions. There is one extra word.

back bone elbow finger heart knee neck shoulder skin stomach thumb toe

- one of the long, thin parts of the hand \_\_\_\_\_
- one of two parts of the body that are at the top of each arm \_\_\_\_\_
- the middle part of the foot \_\_\_\_\_
- one of the two parts at the end of the foot \_\_\_\_\_
- the part of the body that's opposite to the front \_\_\_\_\_
- the part that connects around the body \_\_\_\_\_
- the part between the head and the rest of the body \_\_\_\_\_
- the covers all of the body \_\_\_\_\_
- the part of the body that controls our thinking \_\_\_\_\_
- the part of the body that food goes into \_\_\_\_\_
- the middle part of the arm \_\_\_\_\_

4 Complete the words in the conversations.

Mike: Why are you sitting in the chair? Do you have a headache?  
Lisa: Yes, I have. I think I've got a \_\_\_\_\_, it's bad.  
Mike: Yes, I know. I heard that you have a \_\_\_\_\_, it's bad.  
Mike: Yes, I know. I heard that you have a \_\_\_\_\_, it's bad.  
Mike: Yes, I know. I heard that you have a \_\_\_\_\_, it's bad.

5 Write a reply to a problem. Choose the correct options.

I've bought some new shoes, but I can't wear them because they're hurting my feet so much!

- You should wear them for less than 10 minutes at a time.   
 advice / strong advice / suggestion
- You have to wear very thin socks.   
 advice / strong advice / suggestion
- You could take them back and get other ones.   
 advice / strong advice / suggestion
- You mustn't go for long walks with the shoes on.   
 advice / strong advice / suggestion
- I think you should be wearing them around the house for a few days.   
 advice / strong advice / suggestion

6 Write a reply to this problem. One extra advice is using a shoe. Most or have to. My leg is in a cast and I can't walk and I can't walk OK. But my friends want me to go cycling with them at the weekend. What should I do?

7 Listen to a conversation. Put the topics in the order you hear them (1-4). There is one extra topic.

8 Listen again. Are these sentences true or false? Correct the false sentences.

- The boy has been to the dentist.
- The boy has taken some medicine.
- The worst thing for the boy is not being able to eat.
- It's easy to feel that the boy is ill.
- The boy has a bad tooth because of an accident.

**Listening**

9 Listen to a conversation. Put the topics in the order you hear them (1-4). There is one extra topic.

10 Listen again. Are these sentences true or false? Correct the false sentences.

- The boy has been to the dentist.
- The boy has taken some medicine.
- The worst thing for the boy is not being able to eat.
- It's easy to feel that the boy is ill.
- The boy has a bad tooth because of an accident.

**Self-assessment**

1 Look back at your work in Units 7 and 8.

2 Look back at your work in Units 7 and 8.

3 Look back at your work in Units 7 and 8.

4 Look back at your work in Units 7 and 8.

5 Look back at your work in Units 7 and 8.

6 Look back at your work in Units 7 and 8.

7 Look back at your work in Units 7 and 8.

8 Look back at your work in Units 7 and 8.

9 Look back at your work in Units 7 and 8.

10 Look back at your work in Units 7 and 8.

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## Self-assessment

features towards the end of every unit. This is presented in an easily accessible way, encouraging students to think not only about how they are doing and where they can improve, but also how they feel about their English learning.

**REVIEW 4 | UNITS 7 & 8**

**GRAMMAR 1**

1 Complete the adverts with the present or past passive form of the verbs in brackets.

Our bookshop is open by our grandfather in 1925. Many different books \_\_\_\_\_ (sell) in the shop.

The computer shop \_\_\_\_\_ (open) by Dave and Rosa Whitlow. The business \_\_\_\_\_ (start) in their home, but their shop \_\_\_\_\_ (build) in 2018.

Many films \_\_\_\_\_ (show) at the cinema every week. Tickets \_\_\_\_\_ (sell) online or at the ticket office.

2 Complete the conversation with the words in the box. Change the adjectives to adverbs if necessary.

angry early good loud nice perfect slow terrible tired

Andy: I'm in a bad mood. I wake up \_\_\_\_\_ and my head is hurting \_\_\_\_\_.

Lila: OK, you don't need to ask to \_\_\_\_\_.

Andy: Sorry, I'm in a bad mood. I wake up \_\_\_\_\_ and my head is hurting \_\_\_\_\_.

Lila: Why don't you go to bed and watch some \_\_\_\_\_, calm videos?

Andy: I can't. The Internet is really \_\_\_\_\_ today.

Lila: Oh really? It was working \_\_\_\_\_ before. I'll try turning it off and then on again.

**VOCABULARY 1**

1 Choose the correct answers.

- Has anyone seen my charger / screen? I need to charge my laptop / mobile phone - I only have 5% battery / tablet.
- I got a drive / idea for my birthday. I can't wait to go to it.
- Can you please use your speakers / headphones with your screen / tablet? Those videos are very noisy!
- Do you prefer to use a printer / laptop or a computer with a mobile phone / screen and tablet / keyboard?
- I want some new keyboards / speakers to use with my TV.
- Can you turn on the headphones / videos please?
- I think one day batteries / videos will rule the world!

2 Complete the paragraph with the words in the box. There are three words you don't need.

connect, download, look, remember, send, use, watch

When I get home from school the first thing I do is \_\_\_\_\_ to the Wi-Fi so I can use my mobile phone to \_\_\_\_\_ videos, usually funny ones! Sometimes I \_\_\_\_\_ an app to chat together. We great!

3 Complete the words in the advert.

**ICT TEACHER NEEDED**

We are looking for an ICT teacher to work in our school. You must know a lot about using computers and tablets and be able to teach students about technology and help them to remember their facts. You must also be able to be \_\_\_\_\_ and have \_\_\_\_\_.

Please contact the school for more information.

**GRAMMAR 2**

1 Choose the correct words to complete the text messages.

Hi Mum,  
I'm coming to the cinema tonight! Mum's been let off school and I'm not going to go to it.  
No, I can't have a party without you! Mum's been let off school and I'm not going to go to it.  
Oh, not that! I'm OK. I'm very happy to see you! Mum's been let off school and I'm not going to go to it.  
Mum, my mum is in my shoulder. I like / I hate her. Mum's been let off school and I'm not going to go to it.  
Mum, my mum is in my shoulder. I like / I hate her. Mum's been let off school and I'm not going to go to it.

2 Give some advice to these people. Write sentences using should/shouldn't, must/mustn't and have to/don't have to.

- For really heavy rain in the mountains.
- I always get a headache for talking in class.
- I never do any exercise.
- I eat chocolate and cakes every day.
- I can't swim.

**VOCABULARY 2**

1 Write one word in each gap to complete the email.

Hi Mum,  
I hope your work trip is going well and you're \_\_\_\_\_ better. Dad has a \_\_\_\_\_ now too. He has a bad \_\_\_\_\_ and it's \_\_\_\_\_.

Mum: I feel tired. I think I've got a \_\_\_\_\_, it's bad.  
Lisa: Yes, I know. I heard that you have a \_\_\_\_\_, it's bad.  
Mike: Yes, I know. I heard that you have a \_\_\_\_\_, it's bad.

2 Give some advice to these people. Write sentences using should/shouldn't, must/mustn't and have to/don't have to.

- For really heavy rain in the mountains.
- I always get a headache for talking in class.
- I never do any exercise.
- I eat chocolate and cakes every day.
- I can't swim.

**SELF-ASSESSMENT**

1 Look back at your work in Units 7 and 8.

2 Look back at your work in Units 7 and 8.

3 Look back at your work in Units 7 and 8.

4 Look back at your work in Units 7 and 8.

5 Look back at your work in Units 7 and 8.

6 Look back at your work in Units 7 and 8.

7 Look back at your work in Units 7 and 8.

8 Look back at your work in Units 7 and 8.

9 Look back at your work in Units 7 and 8.

10 Look back at your work in Units 7 and 8.

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You can also go to the **Workbook** after every two units, where you will find a cumulative review, with vocabulary and grammar exercises focusing especially on what has been covered in the previous two units, and building on what has been done in the book up to now.