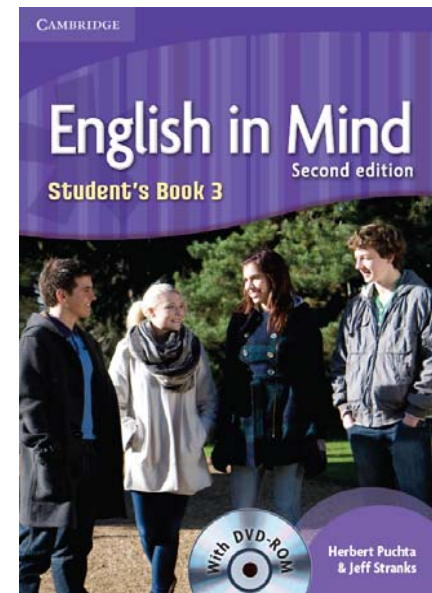
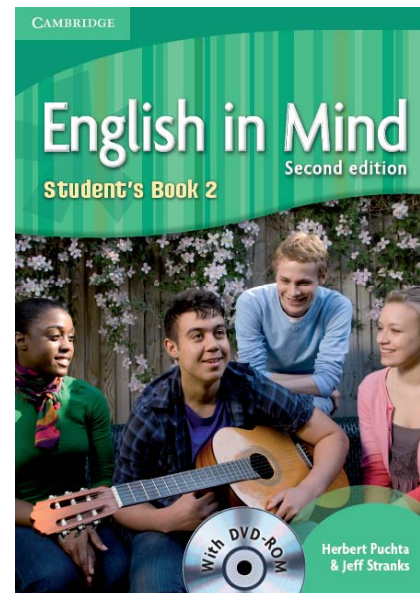
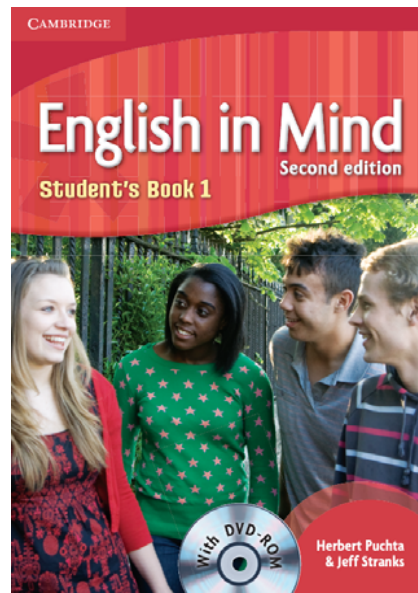
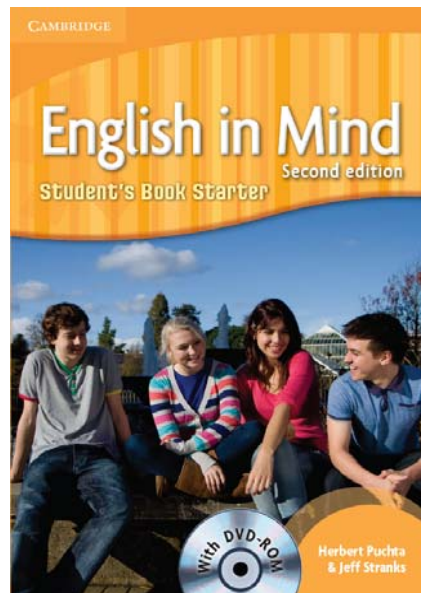


CAMBRIDGE

English in Mind

Second edition

Take a tour of the second edition with this illustrated walkthrough of Level 2.



Imaginative texts and topics provide real interest for teenagers – engaging their emotions and stimulating opinions.

The integrated grammar syllabus provides a solid basis for communication in English. Students are guided to work out the rules for themselves.

5 Growing up

- * Present simple passive
- * let / be allowed to
- * Vocabulary: describing a person's age



Where boys become Crocodile men

When does a teenager become an adult? In many countries, it happens on your 18th birthday, but in some parts of the world, you have to do something special to enter the world of adults.

On the island of Papua New Guinea, the Niowra tribe lives near the Sepik River, which is full of crocodiles. The people believe that crocodiles made the Earth and its people. When it is time for teenage boys to become men, a 'crocodile ceremony' takes place.

The boys are taken to a hut called 'The Crocodile Nest'. The hut is full of crocodile teeth and skulls. The boys are told to think of their crocodile 'fathers and mothers' to help them to be strong and brave. Then they are beaten several times a day for six weeks and bamboo is used to make cuts on their chests and their backs. The boys play the drums together during their time in the hut – this helps them to feel that they are not alone. The Niowra believe that this ceremony makes the boys stronger and braver, so that they can survive in the dangerous forest. They also say that the boys don't feel the pain if they believe in their crocodile 'fathers and mothers'. And the amazing thing is that some of the boys sleep through the most painful parts of the ceremony!

When the ceremony is over, there is singing and dancing and the crocodile men are given adult responsibilities in the village.



1 Read and listen

- a** Where is the man in the picture from? What do you think he has got on his back? Read the text quickly and check your ideas.
- b** **CD ITZ** Read the text again and listen. Answer the questions.
- 1 What is special about the place where the Niowra tribe lives?
 - 2 What do the Niowra believe?
 - 3 What is 'The Crocodile Nest' and why do the boys go there?
 - 4 What do the boys do during the ceremony?
 - 5 How does a boy's life change after the ceremony?
- c** Do you know of any ceremonies for teenagers to become adults in other countries? Are there any in your country?

2 Grammar

* Present simple passive

- a** We form the present simple passive with the verb *be* + the past participle of the main verb. Look at the examples.
The boys *are taken* to a hut ... bamboo *is used* ...
- b** Underline other examples of the present simple passive in the text on page 40.
- c** Read the rule and complete it with *is important* or *isn't important*. Then complete the grammar table.

RULE: Use the passive when it _____ who does the action, or when we don't know who does it.

Positive	Negative	Question	Short answer
A boy is taken to a hut.	Bamboo isn't (is not) used.	_____ bamboo used?	Yes, it _____.
The boys _____ taken there.	Knives _____ (are not) used.	_____ knives used?	No, they _____.

- d** Complete the sentences with the present simple passive form of the verbs. Check with the list of irregular verbs on page 127.

- 1 Millions of pizzas are eaten (eat) in the world every year.
- 2 How many emails _____ (write) every day?
- 3 Chocolate _____ (sell) in almost every country in the world.
- 4 Rice _____ (not grow) in England, but it _____ (grow) in Spain.
- 5 _____ most emails _____ (send) from home computers?
- 6 Ferrari cars _____ (make) in Italy.

- e** Rewrite the sentences. Use the present simple passive.

- 1 People make jeans in the USA.
Jeans are made in the USA _____.
- 2 Someone picks up the litter every morning.
The litter _____.
- 3 People cut down a lot of trees every year.
A lot _____.
- 4 People waste too much water.
Too much _____.
- 5 Postal workers deliver thousands of letters.
Thousands _____.
- 6 Do they make successful films in Hollywood?
Are _____.

- f** Look at the pictures. Make sentences about the opening ceremony of the Olympic Games. Use the present simple passive.



- 1 torch / take / to the Olympic city
- 2 flag / carry / into the stadium
- 3 flame / light / with the torch
- 4 Games / open / with a speech

3 Listen and speak

a These pictures tell a story from Papua New Guinea about a man and a crocodile. Work with a partner and try to guess the correct order. Write 1–6 in the boxes.



b ▶ **CD1 T26** Listen to the story and check your answers.

b Complete the sentences with your own ideas.

4 Vocabulary

★ Describing a person's age

a ▶ **CD1 T27** Match the words with the photos. Write 1–6 in the boxes. Then listen, check and repeat.

1 a young adult 2 a child 3 a teenager 4 a baby
5 a toddler 6 a pensioner



- 2 You're _____ to _____ of _____ to _____.
- 3 I think you're a child until you are _____ years old.
- 4 You're a teenager from the age of _____ to _____.
- 5 I think you become an adult when you are _____ years old.
- 6 In my country, you become a pensioner when you are _____ years old.

c How old is someone who is *middle-aged*, do you think? How old is someone who is *elderly*? How do you say *elderly* and *middle-aged* in your language?

Vocabulary bank

Turn to page 113.

Unit 5 talking about people's age

- 1 adulthood = the time of life when you are an adult
Adulthood brings responsibility.
- 2 childhood = the time of life when you are a child
She didn't have a very happy childhood.
- 3 adolescence = the time of life when you are a teenager/adolescent
Some people think adolescence is the best time of your life!
- 4 youth = the time of life when you are young
My grandmother says the world was very different in her youth.
- 5 to get/grow old(er)
My dad always says he isn't worried about getting older.
- 6 to be getting on = to get/grow old
He was a good footballer when he was 25, but he's getting on a bit now.
- 7 under age = too young to do something (because of a law)
You have to be 16 to watch that film – and I'm only 15, so I'm under age.
- 8 to come of age = to reach the age when you are legally an adult
In Britain, people come of age when they're 18.
- 9 to look [your] age = to look the age that you really are
He looks like he's 20, but really he's 40! He doesn't look his age at all.
- 10 to act [your] age = not to behave as if you were a child (or younger than you really are)
Oh, Jimmy – you're not six years old any more! You're 15! Act your age!

VOCABULARY BANK

113

Vocabulary development in every unit gives students the right language foundations.

Key vocabulary sets are extended and presented in context as part of the 'Vocabulary bank' at the back of the book.

Regular pronunciation exercises referenced at the back of the book help develop this important skill. Additional practice is available in the Workbook.

6 Pronunciation
▶ CDI T29 and T30 Turn to page 110.

Pronunciation

Unit 1 was and were

a ▶ **CDI T6** Listen to the sentences. Circle the examples of *was* and *wasn't* where it is weak. Underline the examples of *was* and *wasn't* where it is stressed.

- 1 He wasn't watching TV.
- 2 Was it raining?
- 3 Yes, it was.

b ▶ **CDI T7** Listen to these sentences. Circle the examples of *were* and *weren't* where it is weak. Underline the examples of *were* and *weren't* where it is stressed.

- 1 What were they doing?
- 2 Were they listening to music?
- 3 No, they weren't.

c Listen again and repeat.

Unit 2 than and as

a ▶ **CDI T2** Listen and underline the stressed syllables.

- 1 Sarah's brother isn't as old as her.
- 2 Peter isn't as messy as his sister.
- 3 Travelling by train is faster than travelling by bus.
- 4 Jo thinks Spanish is easier than French.

b How do you pronounce *than* and *as*? Listen again, check and repeat.

Unit 3 /əʊ/ won't

▶ **CDI T16** Listen and repeat.

- 1 I won't open it.
- 2 He won't answer the question.
- 3 She won't tell me.
- 4 They won't come.

Unit 4 Intonation in question tags

Your voice goes up ↑ in the tag if you aren't sure of the answer.

Your voice goes down ↓ in the tag if you think you know the answer but you want to make conversation.

a ▶ **CDI T21** Listen to the sentences. Does the voice go up or down at the end? Write U (up) and D (down).

- 1 You're from Canada, aren't you?
- 2 You're from Canada, aren't you?
- 3 You don't know a lot about Canada, do you?
- 4 There are 50 states in the USA, aren't there?
- 5 People talk differently in the USA, don't they?
- 6 You haven't been to New York, have you?

b Listen again and repeat.

Unit 5 /əʊ/ allowed

a ▶ **CDI T29** Listen and repeat.

- 1 now 2 how 3 out 4 shout 5 loud 6 allowed

b ▶ **CDI T30** Underline the syllables with the /əʊ/ sound. Then listen, check and repeat.

- 1 How are you now?
- 2 I'm allowed to go out.
- 3 We're allowed to play loud music.
- 4 You aren't allowed to shout.

Unit 6 have, has and for

a ▶ **CDI T33** Listen and underline the stressed syllables.

- 1 A: How long have you lived here?
B: For three years.
- 2 A: How long has she worked in London?
B: For a year.

b How do you pronounce *have* and *has*? How do you pronounce *for*? Listen again and repeat.

Unit 7 'Silent' letters

a ▶ **CDI T38** In many English words there are 'silent' letter or letters which aren't pronounced. Underline the 'silent' letter(s) in each word. Then listen, check and repeat.

- 1 bomb 2 build 3 knocked
- 4 answer 5 mountain 6 would

Reading and listening practice is provided through a continuous photostory which keeps students interested.

Learning Corpus-informed 'Everyday English' motivates students as they discover the expressions real British English teenagers use.

Very funny!

7 Read and listen

- a** ▶ **CD 115** Look at the photo story. Who is telling a joke? Who finds it funny? Who doesn't? Read and listen to find the answers.



1 Joel: I haven't had a break for two weeks. I even get up early in the mornings to study before I leave for school.

Pete: Tell me about it. I was late for school a couple of days ago. Same reason.

Debbie: In other words, we're all having a hard time here, eh?



Jess: Oh, that reminds me. This boy comes to class. He's really, really late. The teacher gets angry and says, 'Why are you so late?' And the boy says, 'Because of a road sign.'

Joel: Oh, Jess. What's the point of telling all these jokes? They're not funny.

Jess: And the teacher asks, 'What road sign?' And the boy replies, 'A sign that said: School ahead – go slow!'



Jess/Debbie: Hahahahaha!



4 Joel: What's so funny?
Debbie: Come on, Joel, you know what it's like. Sometimes things aren't very funny, but they make you laugh anyway.

Jess: Know what? I'm glad Debbie and I have a good laugh together sometimes. It really helps with the stress.



5 Pete: Well, as long as you don't make jokes about Joel and me, I guess we could join in.

Jess: Oh, that reminds me of another one. There's a girl at school who's got really boring friends.

Joel: Ha, ha. Very funny!

- b** Answer the questions.

- 1 How do they feel in pictures 1 and 2? Why?
- 2 What does Debbie think of the joke Jess has told?
- 3 Why does Joel say 'Very funny!' in the last line?

The photostory leads into extended speaking practice which includes discussion and improvisation.

8 Everyday English

- a** Find the expressions 1–6 in the story.
a Who says them? How do you say them in your language?

- 1 Tell me about it.
- 2 In other words, ...
- 3 What's the point of ...?
- 4 Come on
- 5 Know what?
- 6 ...as long as ...

- b** Complete the dialogues with expressions 1–6 from Exercise 8a.

- a**
- 1 A: Sandra told me that she doesn't like you very much.
B: Know what? I don't really care!
 - 2 A: Can I use your mobile phone?
B: Sure, _____ you don't make an international call!
 - 3 A: I think I'm the worst student in the class!
B: Oh, _____, Peter! You know that isn't true!
 - 4 A: I think I'm too tired to go out tonight.
B: _____, you don't want to go to the cinema.
A: That's right.
 - 5 A: Homework! Homework!
_____ having all this homework?
B: Well, it helps you remember what you've learned.
 - 6 A: I've got hardly any money at all.
B: _____! I had to ask my little brother to lend me a pound this morning!

Discussion box

- 1 When things get stressful for you, do you get up early in the morning to study? What else do you do?
- 2 Does telling jokes or laughing help you when you're stressed? Why / Why not?
- 3 How do you feel when someone tells jokes all the time? Why?

9 Improvisation

Work with a partner. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 8a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Basic idea: Pete is laughing about something and finds it very funny. This time the two girls don't see any reason to laugh.

10 Team Spirit CD Episode 3



This episode is about a big misunderstanding. Look at the photo. In pairs, make up a short story about what you think happens, using the words in the box below. Use as many of the words as you like. Then watch episode 3.

revision for the exams work non-stop cool idea to text about it embarrassing happy ending



Video episodes provide extra material featuring the realistic photostory characters.



The videos are available on DVD, on the Student's Book DVD-ROMs with linked activities, and integrated into the course Classware.

12 Last but not least: more speaking

- a** Work on your own. Read these questions and think about your answers.
- In the last week ...
- How often have you had a really good laugh? Who with? What did you laugh about?
- In the last month ...
- Have you had lots of good times? If so, what did you do? If not, why not?
 - Have you made any new friends? Who did you make friends with? Where did you meet him or her? What do you like about your new friend?
 - Is laughter important for you? Why? How often do you laugh? In what situation(s) can you easily have a good laugh? When is it difficult for you to have a good laugh?

- b** Make notes about your answers, but don't write full sentences.
- Example:
Last week: 3 times / good laugh / in class – Sandra / very funny joke
- c** Get together in small groups. Tell the other students about your thoughts about laughter.

Students are given an extra opportunity to practise their communication skills at the end of alternate units.

A 'Get it right!' section at the back of the book highlights key areas of difficulty common to young students at this level and gives students practice in getting these language points right. It is informed by the Cambridge Learner Corpus

Unit 5

let/be allowed to
let takes the infinitive without *to*
 e.g. she *let me go out* (not *she let me to go out*)
allow takes the infinitive with *to*
 e.g. she *allowed me to stay* (not *she allowed me stay*)

Maria is working as an au pair in Switzerland. Look at the lists of what the family *let her do* and what *she isn't allowed to do* and write sentences.

Yes	No
drive the car come home after midnight use the computer and Internet swim in the swimming pool	have a pet invite friends to stay the night use the telephone for international calls keep food in her room

They let her drive the car but she isn't allowed to have a pet.

-
-
-



'Culture in mind' sections get students thinking about life in other parts of the world.

Culture in mind

7 Read and listen

- a** Read the magazine page and do the quiz. Write *T* (true) or *F* (false). Then work with a partner and compare your answers.
- b** ▶ **CD 131** Listen and check your answers.

A QUIZ: How old do you have to be?

Are you fed up with your parents telling you what to do? Tired of them grounding you because you got home late? Counting the days until you come of age? OK, so you're pretty normal!

But did you know that in some countries you are allowed to do some grown-up things earlier than in other countries? Have a go at this quiz – you might be surprised at a couple of these facts!

- 1 In Britain, you have to vote when you're 18 years old.
- 2 In Brazil, you're allowed to vote when you're 16 years old.
- 3 In the UK and most states in the USA, you have to be at least 21 to get a tattoo. In Arizona, USA, you're allowed to get a tattoo when you're only 14.
- 4 In Mississippi, USA, you aren't allowed to get married without your parents' permission until you're 30.
- 5 In the UK, you can have a bank account at the age of seven.
- 6 In Japan, girls are free to get married when they're 18, and boys when they're 16.
- 7 In the USA you're allowed to drive a car when you are 18, but you're not allowed to fly a glider plane until you turn 21.



- c** Read the text on page 44 again. Find words or phrases which mean:
- 1 be bored by something you have done for too long
 - 2 be told by your parents that you can't go out
 - 3 become an adult
 - 4 try [the quiz]
 - 5 one or two [of these facts]
 - 6 not less than [21]
 - 7 if your parents don't let you
 - 8 become [21]

8 Speak

Work in pairs or small groups. Discuss these questions together.

- 1 What are the minimum age limits in your country for:
 - staying at a disco/concert past midnight?
 - getting a tattoo?
 - getting married?
 - flying a (glider) plane and driving a car?
- 2 What other minimum age limits are there in your country?
- 3 What do you think of the minimum age limits in your country?

9 Write

- a** Eri has written an article for her English school magazine about a Japanese ceremony. What is the ceremony for? Read her article to find the answer.
- b** Match the questions with the paragraphs. Write A, B and C in the boxes.
- 1 What is *Seijin no Hi*?
 - 2 What happens during the ceremony?
 - 3 How do the girls prepare for the ceremony?
- c** Write a magazine article about how you celebrate a special day in your country. Use Eri's article to help you.



Seijin no Hi

Coming of Age in Japan

- A** In Japan, young people come of age when they are 20. This event is celebrated in most areas of Japan with a special ceremony, called *Seijin no Hi* or Coming of Age. On this important day in January, young people who are from the same area and were all in the same school year, go together to their local town hall, where the ceremony is held.
- B** The day often starts early for the girls, because they have to dress up for the ceremony. They wear a traditional Japanese dress (or kimono). These are extremely expensive, so most girls have to hire or borrow one. Because the dress is very difficult to put on, some girls go to a special place where other women help them. They sometimes spend up to three hours getting dressed and doing their hair and make-up. Most boys wear suits, but some wear a traditional Japanese kimono for men.
- C** When they are ready, the young people are photographed with their families. All the girls and boys then go to the local town hall or government office, where more photos are taken. In the hall, they listen to long speeches and sometimes sing songs. They are then given a special certificate or present from the local government. The boys and girls, now men and women, then go outside, where many more photos are taken. Finally, they leave and go out to celebrate together.

The writing section gives students the chance to build a portfolio of their work.

The Student's Book DVD-ROM contains over 100 exercises to practise students' language skills.

There are interactive exercises which exploit the brand new videostories including a 'Videoke' function, which allows students to record their own voices in the place of the characters.

English in Mind 2

1-2 3-4 5-6 7-8 9-10 11-12 13-14

Wordlist

Use the wordlist to find the meanings of new words.

Progress

Over 100 exercises to practise your skills in English.

Test

Make your own tests to practise vocabulary and grammar.

The World on Wheels

Have fun with your English skills and play exciting games!

'The World on Wheels' game encourages quick language recall – students want to keep trying until they succeed.

Grammar practice 5

The Teacher's Book contains communication and grammar activities for each unit.

Communication activity 5



be determined	be hard-working	remember things well	have a good voice	know how to drive
like looking after people	have a good imagination	be good at medicine	know how to type	like animals
like aeroplanes	like children	have a good memory	like computers	practise every day
sing well	have good school results	like teeth	like people	speak English

RESOURCES

There is a full page of ideas and teaching notes for each unit by methodologist and teacher trainer, Mario Rinvolucri

Memo from Mario



Successful people

1 Words and phrases I like

When students have completed the work around the 'Following a dream' text (page 43) suggested by the authors, offer them this vocabulary work.

- Tell each student to re-read the text and underline four or five words or phrases that they like, for whatever reason. Do the same yourself.
- Model the oral activity for them by telling them the words or phrases you have underlined and by explaining why you like the words.
- Call for volunteers to explain why they have underlined the words they have.
- Help them to find the words to express their reasons for liking words.
- One way of doing this is to go behind the student and 'reformulate' what they have tried to say. Be careful to reformulate in very simple language so the student realises that you have understood him/her accurately.
- Once you have helped five or six students in open class, ask people to work in pairs and explain their likings to a classmate.

RATIONALE

Words are not neutral signifiers for realities in the world. They are emotionally charged entities that affect people at an unconscious level. People like words for their auditory, musical quality. People like the sounds of the vowels and consonants in them. People like them for their look on the page. People like them for their meanings and for their associations. All of this affective stuff comes from the schemata we have within us and which we are mostly not aware of. If words were neutral this classical exercise would fall flat on its face.

Acknowledgement

This activity comes from Suggestopaedia and I learnt it from Lorry Gold.

2 Success stories

In preparation, think back to a teenage success story of your own. Prepare to tell it to the class simply enough for them to get the gist.

- Tell your success story to your students
- Put the students in groups of three and ask them to tell each other success stories of their own.
- The activity will normally start slowly and hesitantly and you need to be everywhere helping with vocabulary and grammar. There will certainly be some natural lapsing back into mother tongue when people just do not have enough resources in English.
- Ask for a volunteer to tell their success story to the whole class. Help this student with language and write up their story on the board or the IWB.
- Ask the class to copy down this text.

RATIONALE

In a unit about success at an international level it maybe makes sense to offer the students a chance to speak of their own, smaller successes. This is a linguistically risky exercise as it is asking students to say things they do not yet have the vocabulary for. It is, however, a good exercise as it demands that they find minimalist ways of saying complex things, which is a major communicational skill. Another plus in the exercise is that the model the students receive is from you, the teacher whom they know and relate to. Your voice, posture, look and the way you are is central to their learning of the language.

Exam tips

Priming the students with their own success stories is excellent preparation for exams, as speaking of successes buoys a person up and makes them walk tall. I ask my students to mentally take a couple of their own success stories into the examination hall with them. This calms their breathing, induces a good physiological state and makes them usefully full of themselves