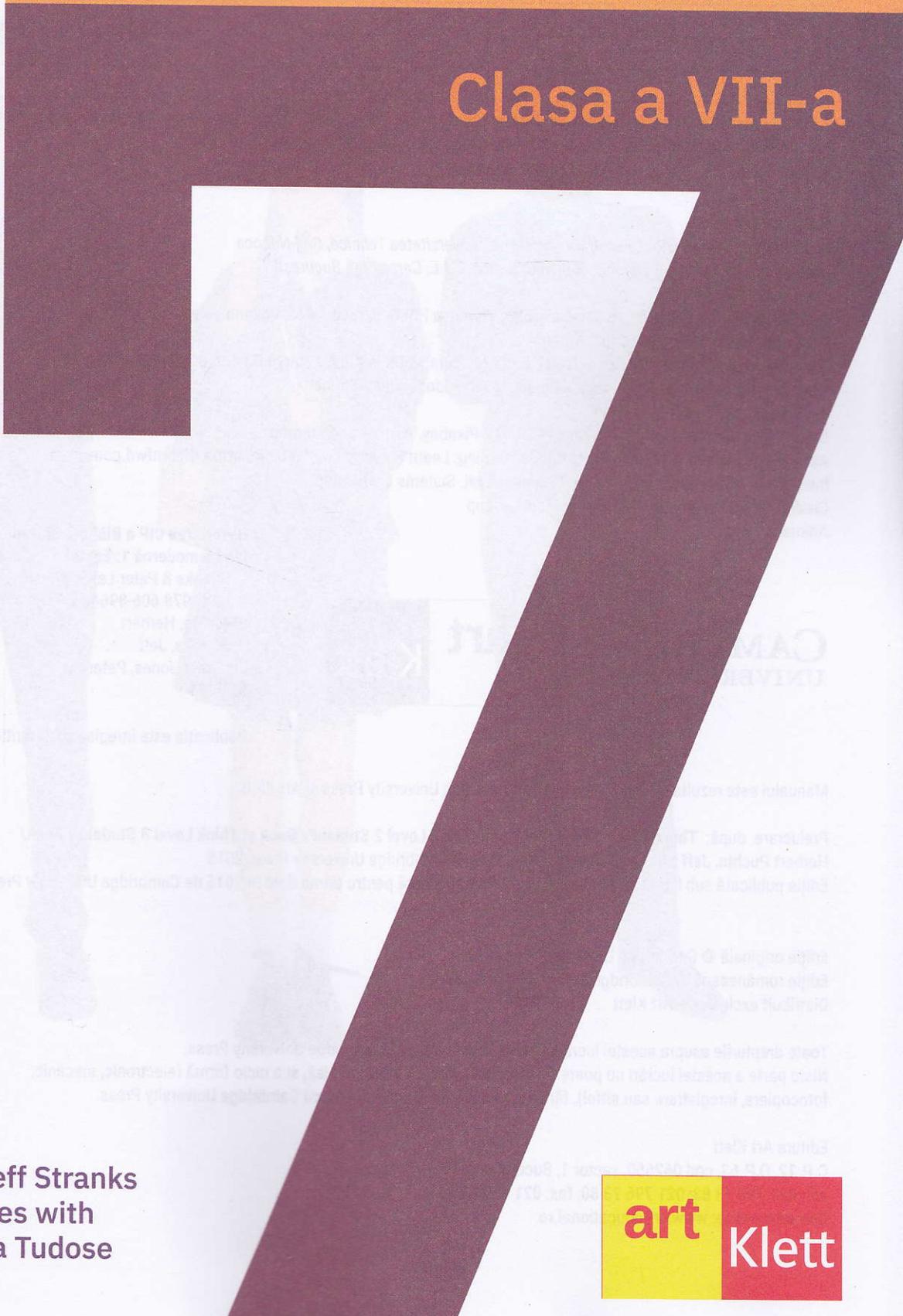


Limba modernă 1  
**Engleză**

**Clasa a VII-a**



**Herbert Puchta, Jeff Stranks  
& Peter Lewis-Jones with  
Oana Stoica, Ioana Tudose  
and Ioana Adam**

**art**

**Klett**

# Libri.ro CONTENTS

Respect pentru oameni și cărți

**Welcome** p 8 **A** Introducing yourself; Answering questions; The weather; Families **B** Meeting people; Irregular past simple verbs; Losing things; Furniture  
**C** Buying and talking about food; **D** Plans and arrangements;

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>Unit 1</b> The easy life p 14 1.1, 1.2, 1.3, 2.3, 2.4, 3.1, 3.3, 3.4, 4.3	Giving advice Talking about rules Asking for repetition and clarification Role play: A phone call	<i>have to / don't have to</i> <i>should / shouldn't</i> <i>must; mustn't vs. don't have to</i>	Gadgets Housework <b>WordWise:</b> Expressions with <i>like</i>	Vowel sounds: /ʊ/ and /u:/
<b>Unit 2</b> Sporting moments p 24 1.1, 1.2, 1.3, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3	Talking about sports Talking about feelings	Past continuous Past continuous vs. past simple <i>when</i> and <i>while</i>	Sport and sports verbs Adverbs of sequence	Strong and weak forms of <i>was</i> and <i>were</i>
<b>Review Units 1 &amp; 2</b> pages 32–33				
<b>Unit 3</b> Travellers' tales p 34 1.1, 1.2, 1.3, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3	Talking about travel and transport Talking about life experiences Role play: Life as a bus driver / flight attendant	Present perfect simple Present perfect with <i>ever / never</i> Present perfect vs. past simple	Transport and travel Travel verbs	Sentence stress
<b>Unit 4</b> The ways we learn p 44 1.1, 1.2, 1.3, 2.3, 2.4, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	Asking and giving / refusing permission Role play: Asking permission	Present perfect with <i>for</i> and <i>since</i> <i>a, an, the</i> or no article; irregular plurals	School subjects Verbs about thinking	Word stress
<b>Review Units 3 &amp; 4</b> pages 52–53				
<b>Unit 5</b> Social networking p 54 1.1, 1.2, 1.3, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3	Giving advice	Indefinite pronouns ( <i>everyone, no one, someone, etc.</i> ) <i>all / some / none / any of them</i> <i>should(n't), had better, ought to</i>	IT terms Language for giving advice	The short /ʌ/ vowel sound
<b>Unit 6</b> My life in music p 64 1.1, 1.2, 1.3, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.3	Asking about feelings Role play: Helpful suggestions	Present perfect continuous Present perfect simple vs. present perfect continuous	Making music <b>WordWise:</b> Phrasal verbs with <i>out</i>	Been: strong /bi:n/ and weak /bɪn/
<b>Review Units 5 &amp; 6</b> pages 72–73				
<b>Unit 7</b> Future bodies p 74 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3	Role play: A health problem Making predictions Sympathising	<i>will / won't</i> for future predictions First conditional Time clauses with <i>when / as soon as</i>	Parts of the body <i>when</i> and <i>if</i> <b>WordWise:</b> Expressions with <i>do</i>	The /h/ consonant sound
<b>Unit 8</b> Making a difference p 84 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 4.3	Expressing surprise and enthusiasm	<i>will (not), may (not), might (not), could</i> for prediction First conditional <i>unless</i> in first conditional sentences	The environment Verbs to talk about energy	/f/, /v/ and /b/ consonant sounds
<b>Review Units 7 &amp; 8</b> pages 92–93				
<b>Unit 9</b> Tomorrow's world p 94 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	Checking information Agreeing	Future forms Question tags <i>Nor/Neither / So</i>	Future time expressions Arranging a party <b>WordWise:</b> Phrases with <i>about</i>	Intonation of question tags
<b>Unit 10</b> Money p 104 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 3.4, 4.3	Sympathising Talking about future events	Future continuous	Money and value Jobs and work <b>WordWise:</b> <i>by</i>	Short and long vowel sounds: <i>/ɪ/ – /i:/</i> and <i>/ɒ/ – /əʊ/</i>
<b>Review Units 9 &amp; 10</b> pages 112–113 <b>Final evaluation tests</b> pages 114–121			<b>Festivals</b> pages 122–127	
<b>Pronunciation</b> pages 142–143		<b>Get it right!</b> pages 144–148		<b>Speaking activities</b> pages 149–150

LET'S THINK	SKILLS	General and specific competences from the curriculum explored in the units
<b>Values:</b> Caring for people and the environment <b>Self-esteem:</b> Classroom rules	<b>Reading</b> Article: Just because I didn't want to take a bath Website: Product reviews Photostory: The treasure hunt Culture: Inventions that changed the world <b>Writing</b> A paragraph about housework <b>Listening</b> Radio programme – advice for young inventors	<b>General and specific competences from the curriculum explored in the units</b> 1. Receive oral messages in everyday communication situations 1.1. Identify the main information from the news presented on TV/recorded materials relating to different events, when the commentary is illustrated by pictures 1.2. Identify details from messages and interactions on predictable topics, when the speakers/interlocutors talk clearly and slowly 1.3. Identify common aspects between your own culture and the culture of the language studied 2. Speak in everyday communication situations 2.1. Present plans, intentions and future projects 2.2. Participate in conversations related to planning activities 2.3. Express an opinion on a practical issue with the support of the interlocutor 2.4. Show a positive attitude towards participating in a verbal exchange and public speaking 3. Receive written messages in everyday communication situations 3.1. Select necessary information from lists or simple functional texts (brochures, menus, schedules, ads) 3.2. Extract information from multiple short texts based on several predefined or negotiated criteria/constraints 3.3. Identify information from a simple written letter/email to write an answer 3.4. Show willingness to be informed through reading 4. Write messages in everyday communication situations 4.1. Write a simple presentation message for a personal profile 4.2. Tell a story, in short, using linking words to emphasize the chronological order 4.3. Show a positive attitude towards participating in the exchange of written messages  <b>Competențe generale și specifice din programa școlară</b> 1. Receptarea de mesaje orale în situații de comunicare uzuală 1.1. Identificarea informațiilor principale din știrile prezentate la tv/materiale înregistrate, referitoare la diferite evenimente, atunci când comentariul este ilustrat prin imagini 1.2. Identificarea detaliilor din mesaje și interacțiuni pe subiecte previzibile când locutorii/interlocutorii vorbesc clar și rar 1.3. Identificarea unor elemente comune culturii proprii și culturii studiate 2. Exprimarea orală în situații de comunicare uzuală 2.1. Prezentarea unor planuri/expunerea unor intenții și proiecte de viitor 2.2. Participarea la conversații în legătură cu planificarea unor activități 2.3. Formularea unei păreri asupra unei probleme practice, cu sprijin din partea interlocutorului 2.4. Manifestarea unei atitudini pozitive față de participarea la dialog și exprimarea în public 3. Receptarea de mesaje scrise în situații de comunicare uzuală 3.1. Extragerea informațiilor necesare pe baza lecturii unor instrucțiuni de utilizare, regulamente 3.2. Selectarea de informații din texte pe teme din viața cotidiană 3.3. Identificarea informațiilor dintr-o scrisoare personală simplă/e-mail în vederea redactării unui răspuns 3.4. Căutarea de surse adecvate de lectură și de informare 4. Redactarea de mesaje în situații de comunicare uzuală 4.1. Elaborarea unui mesaj simplu de prezentare pentru un profil personal 4.2. Relatarea pe scurt a unei întâmplări utilizând cuvinte de legătură pentru a marca ordinea cronologică 4.3. Manifestarea unei atitudini pozitive față de participarea la schimbul de mesaje scrise
<b>Values:</b> Trying, winning and losing <b>Train to think:</b> Sequencing	<b>Reading</b> Article: If you don't give up, you can't fail Web forum: Your favourite sports fails! Culture: The Olympic Games – the good and the not-so-good <b>Writing</b> An article about a sporting event <b>Listening</b> Teens talking about sport	
<b>Values:</b> Travel broadens the mind <b>Train to think:</b> Exploring differences	<b>Reading</b> Blog: The non-stop traveller Interview: The taxi driver Photostory: Hey, look at that guy! Culture: Hard journeys for schoolchildren <b>Writing</b> A personal profile <b>Listening</b> A traveller talking to children at his old school	
<b>Values:</b> Learning for life <b>Train to think:</b> Learning about texts	<b>Reading</b> Article: An education like no other Article: Learning is brain change Culture: A day in the life of ... <b>Writing</b> An email describing your school routine <b>Listening</b> Conversation about a book	
<b>Values:</b> Responsible online behaviour <b>Train to think:</b> Logical sequencing	<b>Reading</b> Article: Think before you act online Short texts: Different types of messages Photostory: The new café Culture: Communication through history <b>Writing</b> A web page giving advice <b>Listening</b> Conversation about installing a computer game	
<b>Values:</b> Following your dreams <b>Self-esteem:</b> Music and me	<b>Reading</b> Online forum: Singer songwriter: Any advice? Article: John Otway – Rock's greatest failure Culture: The music of Ireland <b>Writing</b> The story of your favourite band <b>Listening</b> Interviews about music	
<b>Values:</b> Exercise and health <b>Self-esteem:</b> Getting help	<b>Reading</b> Article: Changing bodies Webchats: Crazy things that parents say to their kids Photostory: The phone call Culture: Keeping healthy <b>Writing</b> A phone message <b>Listening</b> Dialogues about physical problems	
<b>Values:</b> Caring for the world <b>Train to think:</b> Different perspectives	<b>Reading</b> Article: Hot topic: The environment Leaflet: Small changes, BIG consequences Culture: Stop! Before it's too late <b>Writing</b> An article for the school magazine <b>Listening</b> Interviews about a town project	
<b>Values:</b> Believe in a better future <b>Self-esteem:</b> Personal goals	<b>Reading</b> Newspaper articles: The world today Web chat: arranging a party Photostory: Weekend plans Culture: Life in the future – 100 years from today <b>Writing</b> An invitation <b>Listening</b> Interviews with two newsmakers	
<b>Train to think:</b> Exaggeration <b>Self-esteem:</b> What's important for your future?	<b>Reading</b> Article: Bitcoins: here to stay? Web forum: Are they worth it? Culture: Strange laws around the world <b>Writing</b> My life in the future <b>Listening</b> A quiz show: <i>Show Me The Money!</i>	

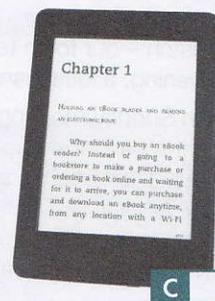
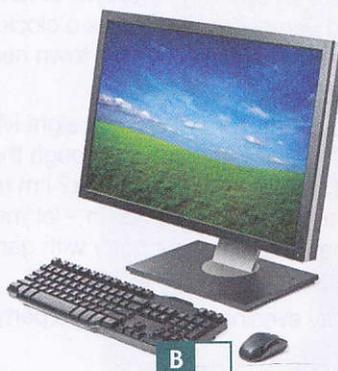
# 1 THE EASY LIFE

## OBJECTIVES

**FUNCTIONS:** asking for repetition and clarification; giving advice; talking about obligation / lack of obligation

**GRAMMAR:** *have to / don't have to; should / shouldn't; must; mustn't vs. don't have to*

**VOCABULARY:** gadgets; housework; expressions with *like*



## READING

- 1 What are the objects here? Match the words in the list with the photos. Write 1–6 in the boxes. Listen, check and repeat.

1 e-reader | 2 digital camera | 3 flat screen TV  
4 tablet | 5 laptop | 6 (desktop) computer

- 2 **SPEAKING** Work in pairs. Talk about the objects with a partner.

*I've got a ...*

*I haven't got a ...*

*I think the (laptop) in the photo looks (cool / really new / old).*

- 3 **SPEAKING** Imagine you could only have one of these things. Which would you choose and why?

*I'd choose the ...*

*It's important for me because ...  
What about you?*

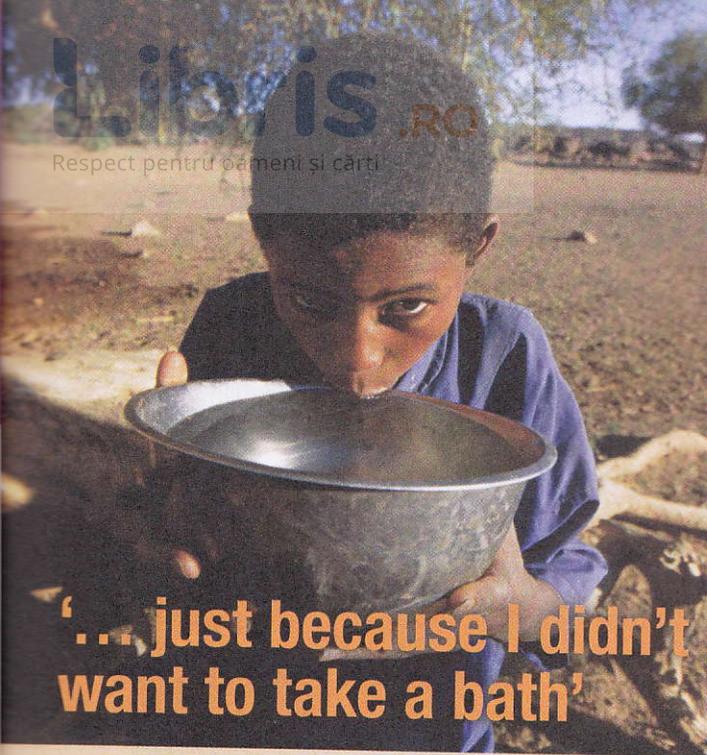
- 4 Read the sentences and guess the correct answer. Listen and check your answers.

- 1 A person who **invents** something *has got an idea and creates something new / has got enough money to buy something new.*
- 2 If you hear something that is **shocking** it makes you *feel happy and excited / surprised and upset.*
- 3 I **researched** the topic *on the camera / on the Internet.*
- 4 What is a **huge** problem for Africa? *There is not enough clean water / There is not enough space for people.*
- 5 You can get **trachoma** from *dirty water / bad food.*
- 6 Getting an **eye infection** can make people *deaf / blind.*
- 7 You buy **gel** in a *plastic bottle / paper bag.*

- 5 **SPEAKING** Work in pairs. Look at the title of the article and the photos on the next page. What do you think the article is about? Compare your ideas with other students.

- 6 Read and listen to the article about a young inventor. Are the sentences true (T) or false (F)? Correct the false ones.

- 0 Ludwick Marishane is from South Africa. T
- 1 Ludwick used his laptop to find out more about the world's water situation.
- 2 Millions of people get trachoma every year.
- 3 Trachoma is an illness that makes people blind.
- 4 Ludwick wanted to help people with trachoma.
- 5 Ludwick's dream was to help people find clean water.
- 6 'DryBath' is helping to save a lot of water all over the world.
- 7 DryBath is a success.



**'... just because I didn't want to take a bath'**

**L**UDWICK MARISHANE, a 17-year-old South African, was with his friends in Limpopo when they started talking about inventing something to put on your skin so you don't have to take a bath. Ludwick thought that this was a great idea. He used his mobile to do some research on the Internet, and he found some shocking facts.

Two point five billion people around the world haven't got clean water. This is a huge problem because dirty water can create terrible illnesses. One of them is trachoma: eight million people all over the world get trachoma every year. They wash their faces with dirty water, get an infection and become blind. To

stop trachoma, people don't have to take expensive medication. They don't have to take pills. They don't have to have injections. They have to wash their faces with clean water. That's it.

Ludwick wanted to make something to help people in parts of the world where it's difficult to find clean water. He had a plan. He wanted to make a gel for people to put on their skin so they don't have to take a bath. He wrote the formula for the gel. When he was at university, he started to talk to other people about his idea, and three years later his dream came true. He made the gel and called it 'DryBath'.

Ludwick Marishane is the winner of lots of prizes. He is very happy about his success. DryBath is helping people to be healthy. And DryBath also helps to save water. That's important in many parts of the world where it's difficult to find clean water.



## VALUES

### Caring for people and the environment

1 Match the values in the list with the sentences in the speech bubbles. Write a–d in the boxes.

- a caring about the environment
- b caring about the quality of your work
- c caring about your appearance
- d caring about other people

1 *The water in a lot of rivers and lakes is not clean.*

a

2 *I need to wash my hair. It's dirty.*

3 *Are you feeling cold?  
I can give you my jumper.*

4 *Can you switch off the radio, please?  
I'm doing my homework.*

2 **SPEAKING** Work in pairs. Ask and answer questions about Ludwick Marishane. Try and find as many answers as possible.

*Does he care about the environment?  
his appearance?  
the quality of his work?  
other people?*

*Yes, because DryBath helps to save water.*

## have to / don't have to

1 Complete the sentences from the article on page 15 with *have to* and *don't have to*.

- They \_\_\_\_\_ wash their faces with clean water.
- To stop trachoma people \_\_\_\_\_ take expensive medication.

2 Complete the rule and the table.

**RULE:** Use <sup>1</sup> \_\_\_\_\_ to say 'this is necessary'.  
Use <sup>2</sup> \_\_\_\_\_ to say 'this isn't necessary'.

Positive	Negative
I/you/we/they <sup>0</sup> <i>have to</i> help	I/you/we/they don't have to help
he/she/it <sup>1</sup> _____ help	he/she/it <sup>2</sup> _____ help
Questions	Short answers
<sup>3</sup> _____ I/you/we/they have to help?	Yes, I/you/we/they do. No, I/you/we/they don't.
<sup>4</sup> _____ he/she/it have to help?	Yes, he/she/it <sup>5</sup> _____. No, he/she/it <sup>6</sup> _____.

3 Match the sentences with the pictures.

- The bus leaves in 20 minutes. He has to hurry.
- The bus leaves in 20 minutes. He doesn't have to hurry.



4 Complete the sentences with *have to* / *has to* or *don't* / *doesn't have to*.

- Our teacher doesn't like mobile phones. We \_\_\_\_\_ switch them off during lessons.
- I know that I \_\_\_\_\_ work hard for this test!  
You \_\_\_\_\_ tell me!
- My sister is ill. She \_\_\_\_\_ stay in bed.
- Your room is terrible! You \_\_\_\_\_ tidy it up.
- Mario's English is perfect. He \_\_\_\_\_ study for the tests.
- I can hear you very well. You \_\_\_\_\_ shout!

## VOCABULARY

### Gadgets

1 Match the words with the photos. Write 1–10 in the boxes. Then listen, check and repeat.

- 1 satnav/GPS | 2 MP3 player | 3 torch | 4 games console  
5 remote control | 6 coffee machine  
7 calculator | 8 docking station | 9 hair dryer  
10 headphones



A



B



C



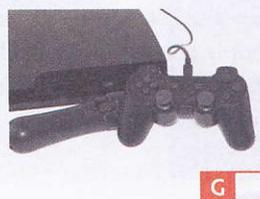
D



E



F



G



H



I



J

2 How important are these gadgets for you? Make a list from 1 to 10 (1 = most important, 10 = not important at all).

3 **SPEAKING** Work in pairs. Compare your ideas and tell your partner how often you use these gadgets.

I often use ...

I use my ... almost every day.

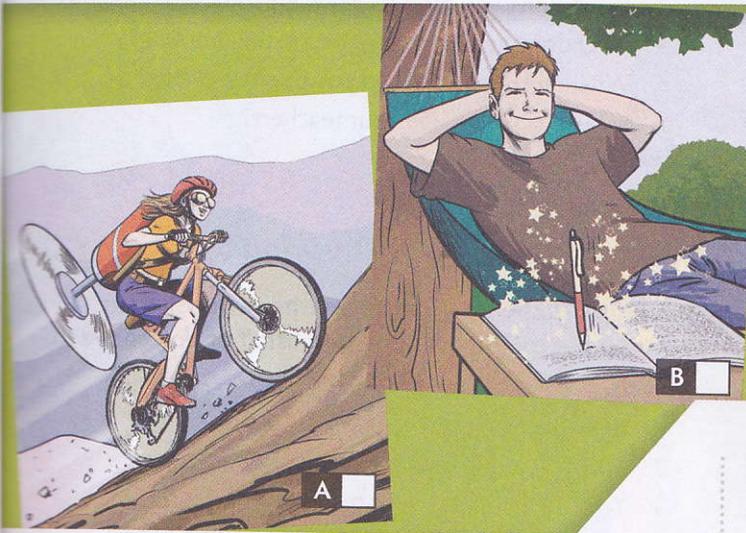
What about you?

I rarely use ...

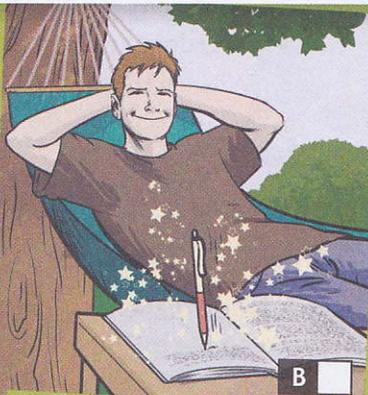
4 **SPEAKING** Work in pairs. Compare your ideas and tell your partner how often you use these gadgets.

I always use it to dry my hair. I push the button, then ...

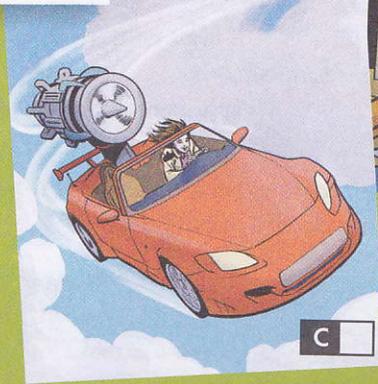
1 **SPEAKING** Look at the pictures of different inventions. Match them with the phrases. Write 1–4 in the boxes. Then make sentences to explain what the inventions are. Compare your ideas in class.



A



B



C



D

- 1 not tidy up room / have got robot
- 2 machine help / ride bike up a hill
- 3 invention help homework / more time for friends
- 4 machine can get places around the world / 10 seconds

*The girl in picture A has got a cool machine. It helps her to ride her bike up a hill.*

2 **▶▶** Martin and Anna want to become inventors. Try and match the sentence parts to find out what their situation is. Then listen and check.

- 1 Martin has got an idea for an invention,
  - 2 He's got a job,
  - 3 Anna has got a lot of ideas,
  - 4 She's thirteen,
- a and wants to be an inventor.  
b but doesn't want to say what it is.  
c but doesn't know where to start.  
d and hasn't got enough time to work on it.


3 **▶▶** Complete the expert's answers with *should* or *shouldn't*. Listen again and check.

- 1 You \_\_\_\_\_ start thinking 'What idea can I have to make a million pounds?'
- 2 You \_\_\_\_\_ start with a little idea.
- 3 You \_\_\_\_\_ think 'What can I invent that makes one little thing in my life easier?'
- 4 You \_\_\_\_\_ give up your job.
- 5 You \_\_\_\_\_ work on your best idea first.
- 6 You \_\_\_\_\_ forget about your other ideas.

## GRAMMAR

### should / shouldn't

1 Look at the sentences in Exercise 3. Match the sentence parts in the rule.

#### RULE:

- |                               |                           |
|-------------------------------|---------------------------|
| 1 Use <i>should</i> to say    | a 'It's not a good idea.' |
| 2 Use <i>shouldn't</i> to say | b 'It's a good idea.'     |

2 **▶▶** Use *should* / *shouldn't* and a word from each list to give advice to these people. Write down the advice.

take | go to | eat | drink | read  
pill | book any more | bed  
any more cake | water

- 0 I've got a headache. You should take a pill.
- 1 I'm really thirsty. \_\_\_\_\_
- 2 My eyes are tired. \_\_\_\_\_
- 3 I'm tired. \_\_\_\_\_
- 4 I feel sick. \_\_\_\_\_

## SPEAKING

Read the sentences. Decide whether you agree or disagree. Then work in pairs. Tell your partner.

- 1 Students shouldn't use their phones during lessons.
- 2 Students should use computers in all lessons.
- 3 There should only be six students in a classroom.
- 4 Students shouldn't wear school uniforms.

*I disagree with number 2. Students should use computers in most subjects, but not in all of them. That would be boring.*

- 1 **SPEAKING** Work in pairs. Look at the pictures and think about what the machines do. Then choose one of the two machines and talk about it.

*I think it's called ... It helps with ...*  
*It's a cool machine because ... It gets angry when ...*

- 2 Read these product reviews on a website from the year 2066. What do the robots do?



I bought the Sunny Star robot two weeks ago. It does everything for me in the morning. I don't have to do anything. It wakes me up with a nice song. I don't have to get out of bed myself. It helps me to get out of bed and carries me to the shower. Then it washes my face and brushes my teeth. It makes my bed and packs my bags for school. But you should be careful! You mustn't use it on rainy days.

Sunny Star gets very angry when it rains. Then it only turns the cold water on when it puts you in the shower!



### Do you like visiting other countries? Yes?

Then this invention is perfect for you. You don't have to have a lot of money. And you don't have to get up in the morning. It looks like a bed. It's got a computer. You only have to type the name of a city, and it flies you there. You can stay in bed, and you can have breakfast too. But you mustn't tell your teachers! They would take it away from you! Oh, and there's one more thing you should know. You must switch Travel Plus off at night. Do you know why? Because it wants to travel day and night. It waits until you're sleeping and then it starts travelling. Then you could wake up at the North Pole or in the middle of the ocean!

- 3 Read the reviews again and answer the questions.

- 1 What's the first thing that Sunny Star does for you in the morning?
- 2 When does Sunny Star create problems?
- 3 What does Sunny Star do when it's angry?
- 4 What don't you have to do when you use Travel Plus?
- 5 Why don't you have to get up in the morning?
- 6 What must you do when you use Travel Plus?
- 7 Why mustn't you tell your teachers?

## GRAMMAR

### must / mustn't; mustn't vs don't have to

- 1 Complete the sentences from the reviews. Then complete the rule with *must*, *mustn't* or *don't have to*.

- 1 You \_\_\_\_\_ do anything. Sunny Star does all the work for you.
- 2 You \_\_\_\_\_ switch Travel Plus off at night.
- 3 You \_\_\_\_\_ tell your teachers.

**RULE:** Use <sup>1</sup> \_\_\_\_\_ to say 'it's necessary to do it'.  
 Use <sup>2</sup> \_\_\_\_\_ to say 'it's not necessary'.  
 Use <sup>3</sup> \_\_\_\_\_ to say 'don't do it! I'm telling you not to!'

- 2 Match sentences 1–3 with a–c.

- 1 You don't have to go swimming.
  - 2 You mustn't go swimming.
  - 3 You must change your clothes.
- a There are sharks.  
 b They're all wet.  
 c You can do something else if you prefer.

- 3 Complete the sentences with *must*, *mustn't* or *don't have to*.

- 1 A Dad, I don't want to go to the park with you.  
 B No problem, Mike. You \_\_\_\_\_ be there.
- 2 A I'm so thirsty.  
 B Stop! You \_\_\_\_\_ drink that!
- 3 A I'm sorry I can't join you.  
 B That's fine. You \_\_\_\_\_ come.
- 4 A Sorry, I can't stay. I'm in a hurry.  
 B Oh, no problem. You \_\_\_\_\_ wait for me.
- 5 A I don't like swimming.  
 B We \_\_\_\_\_ go swimming. We can go to the park.
- 6 A I've got a bad toothache.  
 B You \_\_\_\_\_ go to the dentist.

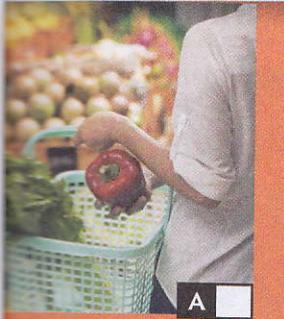
## Pronunciation

Vowel sounds: /ʊ/ and /u:/

Go to page 142.

### Housework

Match the words with the photos. Write 1–10 in the boxes. Listen and check. Then listen again and repeat.



- 1 vacuum the floor | 2 tidy up | 3 do the ironing  
 4 do the shopping | 5 set / clear the table  
 6 do the washing-up (wash up) | 7 make the beds  
 8 do the cooking | 9 do the washing  
 10 load / empty the dishwasher

## SPEAKING

1 Read the questions. Make notes.

- What do you have to do at home: tidying, shopping, cooking, etc.?
- What don't you have to do?
- What should parents / children do at home?

2 Plan what you are going to say. Use these phrases.

*I have to ... I think / don't think that's fair.*

*I don't have to ... I'm quite happy about that.  
 But it would be OK for me to do that.*

*I think ... should do the same amount of work.  
 It's not fair that ...  
 Mothers / Fathers should do more work because ...*

3 Work in pairs or small groups. Compare your ideas about housework.

## WRITING

A paragraph about housework

Ask your partner these questions and make notes. Then write a paragraph.

- What do you have to do at home?
- What don't you have to do at home?
- When do you have to do housework?
- How do you feel about doing housework?

*Kate hates clearing the table, but she has to do it every evening. She also has to vacuum her bedroom floor once a week. She doesn't have to do ...*

## SELF-ESTEEM

Classroom rules

1 Write sentences about things students *have to*, *should(n't)* or *must(n't)* do.

*Students have to study for their tests.*

*Students should speak English as much as possible.*

*Students mustn't leave rubbish on their desks.*

2 **SPEAKING** Compare your sentences in class. Say what you think.

*I think it's a good idea / fair / not fair that ...*

*I think students / teachers / we all should(n't) ...*

3 Carry out a vote to agree on the rules for your class. Make a poster, sign it and put it on the wall.

# The treasure hunt

1  Read and listen to the photostory and answer the questions.

Why can't Ryan come to Luke's house after school?

What's a GPS treasure hunt?



**LUKE** Come to my house after school.

**RYAN** Sorry, no chance. I have things to do.

**LUKE** Oh, yeah? Like what, Ryan?

**RYAN** Oh, homework and stuff. And I promised to help my dad with the garden. Sorry.

**LUKE** OK. Never mind.

1



**RYAN** Hey, come here, Luke. I've found something. It looks like a box. It IS a box!

**LUKE** What's in it? Gold coins? Diamonds? 'Ladies and gentlemen. We are now talking live to the two lucky boys who found the treasure in the park.'

**RYAN** You think you're really funny, Luke.

**LUKE** Absolutely! Come on, open the box!

2



**RYAN** What do we do now?

**LUKE** Eat it?

**RYAN** That sounds like a good idea. But hurry up.

**LUKE** What do you mean?

**RYAN** Look. Olivia and Megan are coming. I don't want to share it with them.

3



**LUKE** Hi, you two.

**RYAN** So, what are you up to? Using the GPS on your phone to find your way home?

**MEGAN** No. We're on a treasure hunt.

**RYAN** Sorry?

**MEGAN** We're trying to find some treasure. Here in the park. Using the GPS on my phone. It's such good fun!

**LUKE** Treasure? You mean, like a box with a little surprise in it?

**OLIVIA** Exactly! Now, can we keep looking?

4

Respect pentru oameni și cărți

2 Work in pairs. Discuss what happens next in the story. Write down your ideas.

*We think Olivia and Megan find the box.  
They find ... there.*

3  Watch to find out how the story continues.

4 Answer the questions.

- 1 What is Luke worried about?
- 2 Where does Ryan think Luke is going?
- 3 What's the problem with the mobile?
- 4 What does Olivia do to solve the problem?
- 5 What's the problem for Luke and Ryan?
- 6 What do the girls find in the box?

## PHRASES FOR FLUENCY

1 Find the expressions 1–5 in the story. Who says them? How do you say them in your language?

- 0 no chance *Ryan* 3 Absolutely. \_\_\_\_\_  
 1 ... and stuff. \_\_\_\_\_ 4 So, ... ? \_\_\_\_\_  
 2 Never mind. \_\_\_\_\_ 5 ... such good fun \_\_\_\_\_

2 Complete the dialogue with the expressions in Exercise 1.

- A Do you want to come round tonight? We can play computer games <sup>1</sup> \_\_\_\_\_.  
 B Sure. I love computer games, they're <sup>2</sup> \_\_\_\_\_.  
 A Of course. And can you bring your new laptop?  
 B <sup>3</sup> \_\_\_\_\_. It's my brother's, too. I can't take it.  
 A <sup>4</sup> \_\_\_\_\_. We can use mine. <sup>5</sup> \_\_\_\_\_, is seven o'clock OK?  
 B <sup>6</sup> \_\_\_\_\_! See you at seven!

## WordWise

### Expressions with *like*

1 Complete the sentences from the story with the phrases in the list.

like | looks like | sounds like | Like what

- 1 Oh, yeah? \_\_\_\_\_, Ryan?
- 2 It \_\_\_\_\_ a box. It IS a box.
- 3 That \_\_\_\_\_ a good idea.
- 4 Treasure? You mean, \_\_\_\_\_ a box with a little surprise in it?

2 Match the sentences.

- 1 This chicken isn't very good.
  - 2 Someone's talking. Who is it?
  - 3 Let's buy her a present.
  - 4 He's a really nice guy.
  - 5 What's that animal?
- a Like what? A poster perhaps?  
 b Yes, he's just like his sister, she's nice too.  
 c I'm not sure. It looks like a dog, but it isn't.  
 d That's right. It tastes like fish!  
 e It sounds like Jim.


3 Complete the dialogues using a phrase with *like*.

- 1 A I really hate tomatoes.  
B I'm \_\_\_\_\_ you. I hate them, too.
- 2 A Here's a photo of my sister.  
B Wow. She really \_\_\_\_\_ you!
- 3 A We should do some exercise.  
B \_\_\_\_\_? Go for a walk?
- 4 A Let's go to the cinema.  
B That \_\_\_\_\_ a great idea.

## FUNCTIONS

### Asking for repetition and clarification

1 Complete the extracts from the conversations with the words from the list.

you mean | Sorry? | Like what

- LUKE Come to my house after school.  
 RYAN Sorry, no chance. I have things to do.  
 LUKE <sup>1</sup> \_\_\_\_\_, Ryan?

- RYAN OK, that sounds like a good idea. But hurry up!  
 LUKE What do <sup>2</sup> \_\_\_\_\_?

- MEGAN We're on a treasure hunt.  
 RYAN <sup>3</sup> \_\_\_\_\_  
 MEGAN A GPS treasure hunt.

2 Match the expressions in Exercise 1 with their definitions.

- a Say that again. \_\_\_\_\_
- b What are you trying to say? \_\_\_\_\_
- c Give me an example. \_\_\_\_\_

### ROLE PLAY

Work in pairs. Student A: Go to page 148. Student B: Go to page 149. Take two or three minutes to prepare. Then have a conversation.