

CAMBRIDGE

Limba modernă 1  
Engleză  
Caietul elevului

Clasa a VII-a

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



# CONTENTS

**Welcome** 4

<b>UNIT 1 The Easy Life</b>	<b>10</b>
Grammar	12
Vocabulary	14
Reading	16
Writing	17
Listening	18
Let's practise!	19
<b>UNIT 2 Sporting Moments</b>	<b>20</b>
Grammar	22
Vocabulary	24
Reading	26
Developing Writing	27
Listening	28
Let's practise!	29
<b>Consolidation Units 1 &amp; 2</b>	<b>30</b>
<b>UNIT 3 Travellers' Tales</b>	<b>32</b>
Grammar	34
Vocabulary	36
Reading	38
Developing Writing	39
Listening	40
Let's practise!	41
<b>UNIT 4 The Ways We Learn</b>	<b>42</b>
Grammar	44
Vocabulary	46
Reading	48
Developing Writing	49
Listening	50
Let's practise!	51
<b>Consolidation Units 3 &amp; 4</b>	<b>52</b>
<b>UNIT 5 Social Networking</b>	<b>54</b>
Grammar	56
Vocabulary	58
Reading	60
Developing Writing	61
Listening	62
Let's practise!	63

<b>UNIT 6 My Life in Music</b>	<b>64</b>
Grammar	66
Vocabulary	68
Reading	70
Developing Writing	71
Listening	72
Let's practise!	73
<b>Consolidation Units 5 &amp; 6</b>	<b>74</b>
<b>UNIT 7 Future Bodies</b>	<b>76</b>
Grammar	78
Vocabulary	80
Reading	82
Developing Writing	83
Listening	84
Let's practise!	85
<b>UNIT 8 Making a Difference</b>	<b>86</b>
Grammar	88
Vocabulary	90
Reading	92
Developing Writing	93
Listening	94
Let's practise!	95
<b>Consolidation Units 7 &amp; 8</b>	<b>96</b>
<b>UNIT 9 Tomorrow's World</b>	<b>98</b>
Grammar	100
Vocabulary	102
Reading	104
Developing Writing	105
Listening	106
Let's practise!	107
<b>UNIT 10 Money</b>	<b>108</b>
Grammar	110
Vocabulary	112
Reading	114
Developing Writing	115
Listening	116
Let's practise!	117
<b>Consolidation Units 9 &amp; 10</b>	<b>118</b>

**Pronunciation** page 120

**Grammar reference** page 126

**Irregular verbs** page 133

# WELCOME

## A GETTING TO KNOW YOU

### Asking questions

#### 1 Put the words in order to make questions.

- 0 are / from / where / you  
*Where are you from* \_\_\_\_\_ ?
- 1 you / 15 / are  
 \_\_\_\_\_ ?
- 2 doing / you / are / what  
 \_\_\_\_\_ ?
- 3 do / do / you / what  
 \_\_\_\_\_ ?
- 4 do / like / doing / you / what  
 \_\_\_\_\_ ?
- 5 like / you / TV / watching / do  
 \_\_\_\_\_ ?

#### 2 Write the questions.

- 0 A *Are you 13* \_\_\_\_\_ ?  
 B Yes, I am. Last Saturday was my 13th birthday.
- 1 A \_\_\_\_\_ ?  
 B I'm just finishing my homework. I won't be long.
- 2 A \_\_\_\_\_ ?  
 B India, but I live in the UK.
- 3 A \_\_\_\_\_ ?  
 B Yes, I do, especially football.
- 4 A \_\_\_\_\_ ?  
 B Hanging out with my friends. That's my favourite thing.
- 5 A \_\_\_\_\_ ?  
 B I'm a teacher.

#### 3 Answer the questions in Exercise 2 so that they are true for you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

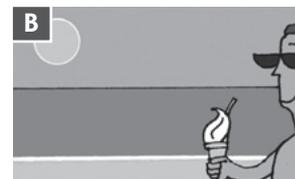
\_\_\_\_\_

\_\_\_\_\_

## The weather

#### 4 Match the pictures and the sentences.

- 0 It's dry and cloudy.  F
- 1 It's warm and sunny.
- 2 It's cold and foggy.
- 3 It's hot and humid.
- 4 It's wet and windy.
- 5 It's rainy and freezing.



## Families

#### 5 Complete the sentences. Use the words in the list.

wife | granddad | father | cousin | mother  
 husband | sister | grandma | aunt | uncle

- 0 My mother is my father's *wife* .
- 1 My \_\_\_\_\_ is my mother's mother.
- 2 My \_\_\_\_\_ is my aunt's child.
- 3 My uncle is my aunt's \_\_\_\_\_ .
- 4 My aunt is my cousin's \_\_\_\_\_ .
- 5 My aunt is my father's \_\_\_\_\_ .
- 6 My \_\_\_\_\_ is my grandmother's husband.
- 7 My \_\_\_\_\_ is my cousin's father.
- 8 My \_\_\_\_\_ is my mother's husband.
- 9 My mother's sister is my \_\_\_\_\_ .

6 01 Listen and complete the table.



	Relation to Zoë	Age	Nationality	Job
Jess				<i>student</i>
Tom				
Karen				

7 Choose three people from your family. Write one or two sentences about each one.

*My aunt's name is Laura. She's from Brasilia.  
She's 34 and she's a businesswoman.*

SUMMING UP

8 Circle the correct words.

- A Hey, what <sup>0</sup>you are / are you doing?
- B I'm writing an email to my <sup>1</sup>cousin / sister Gabriel in Buenos Aires.
- A In Buenos Aires? What <sup>2</sup>does he do / is he doing there? Is he there on holiday?
- B Yes. His mother – my <sup>3</sup>aunt / uncle – married an Argentinian man. They're there on holiday, visiting the family.
- A That's nice. Is the weather good there right now?
- B Yes, Gabriel said it was <sup>4</sup>hot and sunny / freezing.
- A Hot? But it's January!
- B In Argentina, January is summer, remember?
- A Oh, right. Listen. <sup>5</sup>Are you / Do you like watching films on TV?
- B Yes, why?
- A There's a great film on this evening. Come and watch it with us.
- B OK, thanks. But I'll finish my email first!

B EXPERIENCES

Meeting people (tense revision)

9 Match the pictures and the sentences.

- 1 She met lots of famous people.
- 2 She met the president last night.
- 3 She had dinner with the president. Her phone rang, so she apologised and refused to answer.



10 Complete the sentences. Use the prompts.

- 0 He ate a really good curry last night. (he / eat, past simple positive)
- 1 \_\_\_\_\_ any breakfast this morning. (I / eat, past simple negative)
- 2 A \_\_\_\_\_ all her vegetables? (she / eat, past simple question)
- B \_\_\_\_\_ (negative short answer)
- 3 \_\_\_\_\_ to tell us the news. (they / phone, past simple positive)
- 4 A \_\_\_\_\_ any Japanese food for today? (you / buy, past simple question)
- B \_\_\_\_\_ (positive short answer)

11 Complete the sentences. Use the correct forms of the verbs.

- A How were King Pink last night? <sup>0</sup> Were you late for the concert?
- B Yes. I <sup>1</sup> \_\_\_\_\_ (be) late.
- A What <sup>2</sup> \_\_\_\_\_ (happen)?
- B Well, I <sup>3</sup> \_\_\_\_\_ (miss) my train. So I <sup>4</sup> \_\_\_\_\_ (get) to the concert hall at 9 o'clock, not 8 o'clock.
- A <sup>5</sup> \_\_\_\_\_ you \_\_\_\_\_ (see) the show?
- B Yes. The concert <sup>6</sup> \_\_\_\_\_ (start) at 8.45, so of course, when I <sup>7</sup> \_\_\_\_\_ (go) in the band <sup>8</sup> \_\_\_\_\_ (be) already on stage, performing. But I <sup>9</sup> \_\_\_\_\_ (see) about 75 per cent of the show. And it <sup>10</sup> \_\_\_\_\_ (be) the best concert ever!

Irregular past simple verbs

12 Write the past simple forms of the verbs.

- 1 think \_\_\_\_\_
- 2 ride \_\_\_\_\_
- 3 have \_\_\_\_\_
- 4 drink \_\_\_\_\_
- 5 read \_\_\_\_\_
- 6 go \_\_\_\_\_
- 7 see \_\_\_\_\_
- 8 win \_\_\_\_\_
- 9 eat \_\_\_\_\_
- 10 wear \_\_\_\_\_

**13 Complete the sentences. Use verbs from Exercise 1.**

- 0 I only drank orange juice at the party yesterday.
- 1 This book's great. I \_\_\_\_\_ it when I was in high school.
- 2 I \_\_\_\_\_ he had his wallet and mobile phone with him.
- 3 He \_\_\_\_\_ his motorbike to work.
- 4 Sam \_\_\_\_\_ a suit at his wedding! Can you believe it?
- 5 My granddad bought a lottery ticket and \_\_\_\_\_ the big prize last night!

**14 Complete the sentences. Use the correct forms of the verbs.**

- 0 I didn't eat any of the spicy chicken at his birthday.
- 1 Oh, you're from Peru? I \_\_\_\_\_ (think) you were Spanish.
- 2 \_\_\_\_\_ you \_\_\_\_\_ (read) *his new book*?
- 3 I can't find my keys. I think I \_\_\_\_\_ (lose) them at the park last night.
- 4 We \_\_\_\_\_ (run), but we still missed the train.
- 5 I \_\_\_\_\_ (go) to bed late, so I'm tired today.
- 6 I went to the store and I \_\_\_\_\_ (see) my French teacher waiting in the queue.
- 7 I \_\_\_\_\_ (wear) this dress to the party last week.
- 8 We \_\_\_\_\_ (ride) 30 km on our bikes yesterday.

**Losing things**

**15 Put the conversation in order.**

- JACK I'm really sorry. Is there anything I can do to help you? We could go to the police, you know.
- 1 JACK You look sad. What happened?
- JACK Right. But try to be more careful with your things next time!
- JACK Oh no! Did you go back to the park to search for it?
- DANA I lost my mobile phone in the park yesterday evening. It wasn't expensive, but it had all my friends' numbers on it.
- DANA Well, I got my mum's phone and I rang my number, but it went straight to voicemail. I think someone found it and now refuses to give it back to me.
- DANA Yes, I did. No luck unfortunately. I feel horrible, it's like losing my whole life.
- DANA No, it's fine. I don't think the police can do anything about it. I'll ask Mum to buy me a new one.

**16 Read the conversation again. Answer the questions.**

- 0 What did Dana lose?  
She lost her mobile phone.
- 1 How did she feel about losing it?  
\_\_\_\_\_
- 2 Why did she feel this way?  
\_\_\_\_\_
- 3 What did she do?  
\_\_\_\_\_
- 4 What does Jack think about her story?  
\_\_\_\_\_

**Furniture**

**17 Put the words in order to make items in a house.**

- |           |             |             |       |
|-----------|-------------|-------------|-------|
| 0 keds    | <u>desk</u> | 6 foas      | _____ |
| 1 elvsesh | _____       | 7 rirrmo    | _____ |
| 2 pretac  | _____       | 8 archmira  | _____ |
| 3 reshwo  | _____       | 9 bedrarow  | _____ |
| 4 otilte  | _____       | 10 nustaric | _____ |
| 5 oreokc  | _____       | 11 palm     | _____ |

**18 Which of the items in Exercise 1 might you find in each room? Some items might be in more than one room.**

- |               |                 |
|---------------|-----------------|
| 1 bedroom     | <u>wardrobe</u> |
| 2 living room | _____           |
| 3 kitchen     | _____           |
| 4 dining room | _____           |
| 5 bathroom    | _____           |

**SUMMING UP**

**19 Circle the correct words.**

- A Why didn't you come to the match yesterday?
- B Oh, I was busy painting my bedroom. I <sup>1</sup>*didn't had time / didn't have time* for anything else.
- A Are you just changing the colour of the walls?
- B No, I've got some new things, too. Last weekend I <sup>2</sup>*buyed / bought* a new desk and some <sup>3</sup>*shelves / curtains* for the window. I want to get a new lamp, too.
- A There's a new shop in town. I <sup>4</sup>*seed / saw* it when we <sup>5</sup>*goed / went* to town yesterday. They've got nice lamps.
- B Thanks. I'll go and have a look.

## C EATING AND DRINKING

### Buying and talking about food

**20** Complete the questions using the words in the list.

got any | everything | How many | else  
How much | Would you like | help you

- 0 Have you got any of those Spanish oranges?
- 1 Is that \_\_\_\_\_?
- 2 Can I \_\_\_\_\_?
- 3 \_\_\_\_\_ would you like?
- 4 \_\_\_\_\_ some of those?
- 5 Anything \_\_\_\_\_?
- 6 \_\_\_\_\_ is that?

**21**  **02** Complete the conversation with the phrases from Exercise 1. Then listen and check.

ASSISTANT Good afternoon. <sup>0</sup> Can I help you?

CUSTOMER Yes, I'd like some apples, please.

ASSISTANT <sup>1</sup> \_\_\_\_\_

CUSTOMER Six big ones, please.

ASSISTANT OK, <sup>2</sup> \_\_\_\_\_

CUSTOMER Yes. <sup>3</sup> \_\_\_\_\_

ASSISTANT I'm afraid we haven't got any. We've got some really nice ones from South Africa. <sup>4</sup> \_\_\_\_\_

CUSTOMER Sure. I'll have three.

ASSISTANT <sup>5</sup> \_\_\_\_\_

CUSTOMER Yes, it is. <sup>6</sup> \_\_\_\_\_

ASSISTANT That's £3.80 altogether.

CUSTOMER Here you are.

ASSISTANT And £1.20 change. Thanks!

**22** **Circle** the correct words.

- 0 I think there are some / any eggs in the fridge.
- 1 I don't want *some* / any cake, thanks.
- 2 I'd like 500 grams of cheese and *some* / any ham, please.
- 3 I'm sorry. There isn't *some* / any pizza left.
- 4 I haven't got *some* / any butter in my sandwich.
- 5 This soup is really good. Try *some* / any.



## D LOOKING AHEAD

### Plans and arrangements

**23** Look at Mia's diary. Write her plans for the day.

TODAY	
8 am	– meet Liam for breakfast
10 am	– walk in park with Olivia
1 pm	– lunch with Mum and Dad
3 pm	– dentist
6 pm	– train to Manchester
9 pm	– film with Paula

- 0 At 8 am she's meeting Liam for breakfast.
- 1 After that \_\_\_\_\_
- 2 At 1 pm \_\_\_\_\_
- 3 Two hours later \_\_\_\_\_
- 4 At 6 pm \_\_\_\_\_
- 5 Finally, at 9 pm \_\_\_\_\_

**24** Write about four arrangements you've got for this week using present continuous tense.

---



---



---



---

## SUMMING UP

**25** Complete the email. Write one word in each space.

Hi Jack,

You know our school volleyball team won the local championship last year, right? Well, this month we're playing teams from other cities in the UK.

Next Saturday, we're <sup>0</sup> playing against a team in Scotland. It's a long way, so we aren't <sup>1</sup> \_\_\_\_\_ the train – we're <sup>2</sup> \_\_\_\_\_ there! I'm really excited.

I'm staying in Scotland until Monday. On Sunday, I hope to <sup>3</sup> \_\_\_\_\_ some rock climbing. There are some great places for it up there. My friend Steve wants to <sup>4</sup> \_\_\_\_\_ skiing, but I don't think there's enough snow.

I'll write when we come back and tell you all about it.

Best,  
Sandy

# 1 THE EASY LIFE



## **General and specific competences from the curriculum explored in this unit**

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
- 2.3. 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
- 3.4. 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

## **Competențe generale și specifice din programa școlară**

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
- 2.3. 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
- 3.4. 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

# 1 THE EASY LIFE

## GRAMMAR

*have to / don't have to* SB p.16

### 1 ★★★ Match the sentences with the signs.

0	1	2
		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	4	5
		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- a You don't have to go to terminal A for flights to Paris.
- b You have to wash your hands.
- c Drivers have to turn right here.
- d You have to go straight ahead.
- e You have to leave your dog outside.
- f Children don't have to pay.

### 2 ★★★ Write the sentences.

- 0 the / a lot / have / we / Maths / study / test / to / for  
We have to study a lot for the Maths test.
- 1 be / to / to / creative / have / find / answer / We / the  
\_\_\_\_\_
- 2 Sundays / make / to / has / he / On / breakfast  
\_\_\_\_\_
- 3 early / you / get / have / Do / to / up / ?  
\_\_\_\_\_
- 4 Lucas / school / tomorrow / have / doesn't / to / to / go  
\_\_\_\_\_
- 5 have / I / phone / Do / to / you / ?  
\_\_\_\_\_
- 6 me / to / You / have / help / don't  
\_\_\_\_\_

### 3 ★★★ Match the questions and answers.

- |  |                                     |
|--|-------------------------------------|
| 0 Does your dad have to travel a lot in his job? | <input checked="" type="checkbox"/> |
| 1 Can I come to your place tomorrow?             | <input type="checkbox"/>            |
| 2 Why can't Susan come with us to the beach?     | <input type="checkbox"/>            |
| 3 Does your brother live in the city centre?     | <input type="checkbox"/>            |
| 4 Can I go to the match on Sunday?               | <input type="checkbox"/>            |
| 5 Why can't I go to the cinema tonight?          | <input type="checkbox"/>            |
- a I spoke to her dad. She has to help at home.
  - b No, he doesn't. He has to take a train every day.
  - c I'm afraid you can't. We have to visit Grandma.
  - d Yes. He goes to other countries quite a lot.
  - e Because you have to tidy up your room.
  - f I'm sorry. You have to study for school. But why don't you go tomorrow?

### 4 ★★★ Answer the questions so they are true for you.

- 1 Do you have to get up early on weekdays?  
\_\_\_\_\_
- 2 Do you have to use the Internet for your school work?  
\_\_\_\_\_
- 3 Does your best friend have to help at home a lot?  
\_\_\_\_\_
- 4 Do you have to do homework over the weekend?  
\_\_\_\_\_

*should / shouldn't* SB p.17

### 5 ★★★ Circle the correct words.

- 0 The film starts in 10 minutes. We're late, so we should / shouldn't hurry up.
- 1 Dad doesn't know when he'll be home and says we should / shouldn't wait for him to eat.
- 2 It's just a T-shirt. Why does it cost £65? It should / shouldn't be so expensive.
- 3 Why are you angry with me? You should / shouldn't try to understand me.
- 4 She's on holiday until Monday. We should / shouldn't phone her before then.
- 5 Jane doesn't like her school uniform. She thinks students should / shouldn't wear what they want.

6 ★★★ Complete the conversations. Use *should* or *shouldn't* and a phrase from the list.

put on a jumper | stay much longer | talk to her  
worry so much | leave home earlier

- 0 A I'm feeling cold.  
B I think you *should put on a jumper*.
- 1 A I can't believe it. I'm late for school again!  
B Perhaps you \_\_\_\_\_.
- 2 A I don't think Jane is very happy at all.  
B Maybe you \_\_\_\_\_.
- 3 A I'm a bit nervous about my English test.  
B You \_\_\_\_\_. It's not helpful.
- 4 A It's getting late.  
B Yes, I know. We \_\_\_\_\_.

7 ★★★ Answer the questions. Your answers can be funny or serious. Give reasons.

- 0 Should children get money for helping at home?  
*Yes, they should because parents get money for their work too.*
- 1 Should students get money for going to school?  
\_\_\_\_\_
- 2 Should the Internet be free for everybody?  
\_\_\_\_\_
- 3 Should every child have a tablet?  
\_\_\_\_\_

*must / mustn't; mustn't vs. don't have to*

SB p.18

8 ★★★ Look at the rules for a youth hostel. Circle the correct words in the sentences.

**HOSTEL HOUSE RULES**

- Last time for check out: 11.30 am.
- Music? OK, but use headphones.
- Switch off lights at 10 pm!
- Breakfast 7.30 – 9.30 am.
- Please wash up after eating.
- Don't walk into the bedrooms with your shoes on.
- Be polite.
- Don't touch other people's things.

- 0 You mustn't / *don't have to* have the lights on after 10 pm.
- 1 You *mustn't* / *don't have to* leave the dinner table without cleaning up.
- 2 You *mustn't* / *don't have to* play music out loud.
- 3 You *mustn't* / *don't have to* wear your shoes in the bedrooms.
- 4 You *must* / *mustn't* be kind to other guests.

- 5 You *mustn't* / *don't have to* check out before 10 am.
- 6 You *mustn't* / *don't have to* have breakfast at 7.30.
- 7 You *must* / *mustn't* touch other people's possessions.

9 ★★★ Match the sentences and complete them with *must*, *mustn't* or *don't have to*.

- 0 My parents aren't very strict.
- 1 Sarah hasn't got any problems with her work.
- 2 The test will be hard.
- 3 Don't talk during the lessons.
- 4 It's a secret.
- 5 The doctor says Ella's fine.
- 6 Thanks for Jim's number.
- a You \_\_\_\_\_ help her.
- b I \_\_\_\_\_ forget to call him.
- c You \_\_\_\_\_ tell anyone.
- d You \_\_\_\_\_ pay attention to your teacher.
- e She \_\_\_\_\_ take medicine any longer.
- f I *don't have to* do anything in the house.
- g You \_\_\_\_\_ study every day now.

10 ★★★ Answer the questions so they are true for you.

- 1 What work do you have to do at home?
- 2 What are two things you *mustn't* do in your class?
- 3 What does your friend have to do that you *don't* have to do?
- 4 What are three things you *must* do when you are eating in a restaurant?

**GET IT RIGHT!** 

*Have (got) to / don't have to / must / mustn't / should / shouldn't*

We always use the base form of the verb after *have (got) to / don't have to / must / mustn't / should / shouldn't*.

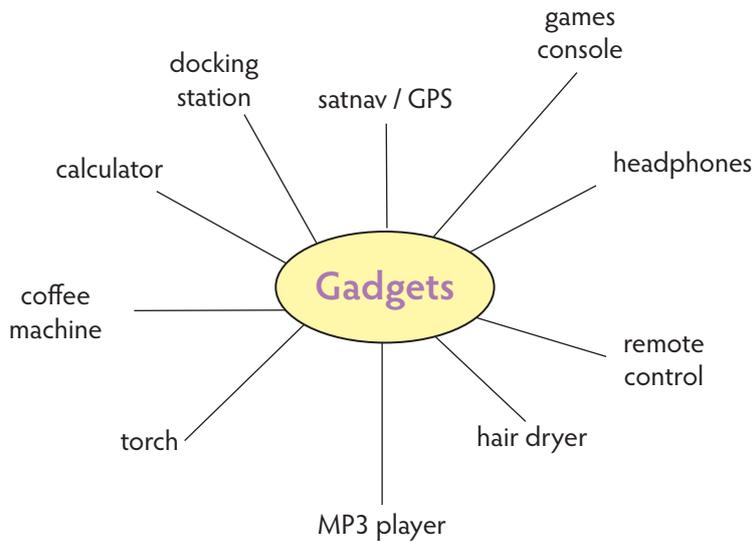
- ✓ You *should* ask your sister to help you.
- ✗ You *should to* ask your sister to help you.

Circle the correct verb form.

- 1 You *don't have to* *making / made / make* coffee. We've got a coffee machine.
- 2 That music is very loud. You *should* *use / to use / using* headphones.
- 3 You *must* *be / to be / being* careful. It's dark in the garden.
- 4 He *shouldn't* *worry / worried / worrying* about the exam. He always gets good marks.
- 5 We *mustn't* *talk / to talk / talked* loudly in the library.
- 6 What do I have to *doing / do / did* to join this club?

# VOCABULARY

## Word list



## Expressions with *like*

- like (Ryan)
- (it) looks like ...
- (it) sounds like ...
- Like what?

## Key words in context

**dream come true**

Going on safari in Africa would be a **dream come true!**

**illness**

After a long **illness** she returned to work.

**invention**

The wheel was a fantastic **invention**. It changed our lives.

**care about someone/something**

I really **care about John**. I want to do something to help him.

**environment**

I think we should all protect the **environment** better.

**appearance**

Do you care a lot about your **appearance**?

**quality**

How important for you is the **quality** of your work?

**inventor**

Thomas Edison was a famous **inventor**.

**have access to something**

Do you think students should **have access to the Internet** during exams?

**switch off**

Let's **switch off** the computer now. It's time to relax!

**robot**

I'd love a **robot** to do all the housework.

**create problems**

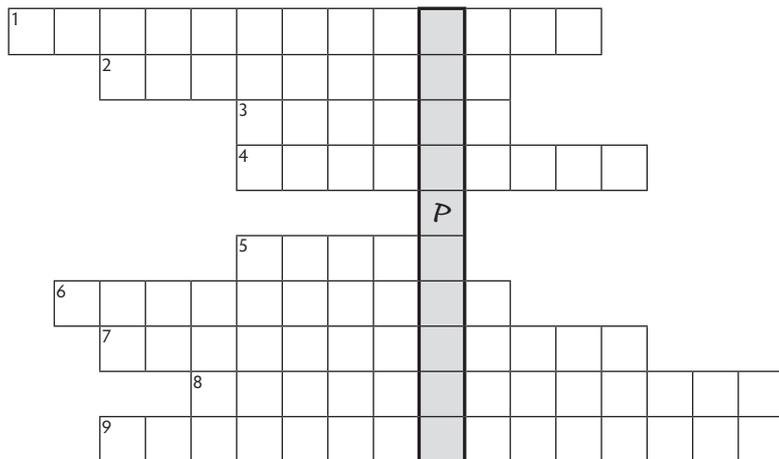
You're giving him his own computer! Are you trying to **create problems**?

**fair**

Mum says I can't have a phone until I'm 11. It's not **fair!**

**Gadgets** SB p.16

1 ★★★ Do the crossword. Can you find the mystery word?



- 1 Many people need it to make a drink for their breakfast.
- 2 An electronic gadget that allows you to store music in a special format and play it.
- 3 Drivers use it to find their way.
- 4 You need it when your hair is wet.
- 5 A small light you hold in your hand; it usually has a battery.
- 6 A small electronic device that helps you with numbers.
- 7 The controls for a machine to play games.
- 8 A gadget that allows you to switch an electronic machine on or off from a distance.
- 9 A piece of electrical equipment to which another piece of equipment can be connected.

**Housework** SB p.19

2 ★★★ Match the sentences and their endings.

- |  |                                     |
|--|-------------------------------------|
| 0 Luke's friends are staying for lunch. Can    | <input checked="" type="checkbox"/> |
| 1 There are no clean plates left. Can you      | <input type="checkbox"/>            |
| 2 I dropped some sugar on the floor. Will you  | <input type="checkbox"/>            |
| 3 My room is a mess, but I'm too lazy          | <input type="checkbox"/>            |
| 4 Can you do the cooking tonight? I did it     | <input type="checkbox"/>            |
| 5 I'll do the washing, but I really don't want | <input type="checkbox"/>            |
| 6 We have no food left in the house. Can you   | <input type="checkbox"/>            |
| 7 Can you load the dishwasher, Sarah?          | <input type="checkbox"/>            |
| 8 My mum showed me how to make my bed          | <input type="checkbox"/>            |
- a do the washing up quickly?  
 b yesterday, and the day before yesterday.  
 c to tidy it.  
 d when I was still a child.  
 e do the shopping, please?  
 f you set the table, please?  
 g But it's Pete's turn. I emptied it this morning.  
 h help me vacuum it?  
 i to do the ironing too.

3 ★★★ What housework do you like/dislike? Write four sentences about you.

*I don't like ironing clothes. I think it's boring.*  
*I don't mind doing the cooking. It's cool when the others like my food.*  
*I hate ... I think it's ...*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

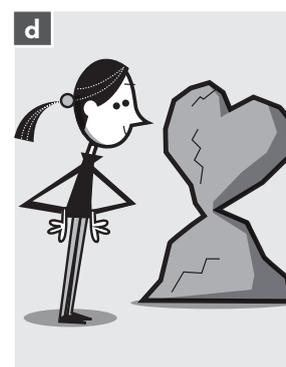
\_\_\_\_\_

**WordWise** SB p.21

**Expressions with like**

4 ★★★ Match the sentences and the pictures.

- |  |                                     |
|--|-------------------------------------|
| 0 Jane's like her mum. They both love nature.            | <input checked="" type="checkbox"/> |
| 1 It looks like a heart.                                 | <input type="checkbox"/>            |
| 2 I think Dad's home. That sounds like his car!          | <input type="checkbox"/>            |
| 3 It smells like an apple, but it doesn't look like one. | <input type="checkbox"/>            |



# READING

1 **REMEMBER AND CHECK** Circle the correct option, A–C. Then check your answers in the text on page 15 of the Student's Book.

- 0 How did Ludwick Marishane get the idea for his invention?  
A A friend gave it to him.    **B** From talking with friends.    C He got it from the Internet.
- 1 What's a big problem for 2.5 billion people?  
A They've got trachoma.    B Their water is dirty.    C Medication is too expensive for them.
- 2 When Ludwick was at university, he spoke to a lot of people about ...  
A money.    B his ideas.    C the name of his invention.
- 3 From the first idea to the production of 'DryBath', it took more than ...  
A three years.    B ten years.    C two years.
- 4 Ludwick is very much interested in ...  
A making money.    B not having to take a bath.    C helping people.

2 Read the article quickly. Write the name of the inventions under the photos.



A few years later, Emily learnt about the situation in some African countries where women and children often walk many kilometres a day to get water. They can only carry one bucket a time, and they usually put them on their heads. Emily's invention is a simple water carrier. It's made of wood and it makes it possible for the women to transport up to five buckets each time.



1 \_\_\_\_\_

## Change for the better

When Emily Cummins was four years old, her grandfather gave her a hammer. She started to make toys from old things nobody used any more.

As a teenager, she thought a lot about inventing things to help people. Emily's other granddad had an illness called arthritis. He had a lot of pain in his hands and fingers. One day, Emily saw that he couldn't get toothpaste out of the tube. She made an invention that helped him with this, and won the Young Engineer for Britain Award for her toothpaste dispenser.



2 \_\_\_\_\_

Her latest project is a simple fridge that runs without electricity using only the energy that comes from the sun. Thousands of families in villages in Zambia, Namibia and South Africa use it to keep milk, food and medicines cool. Emily is now a young woman. She is the winner of many prizes for her inventions. She was named one of the world's top ten young people. She also got the Peace Honours Prize from a jury of Nobel prize winners, in Norway.

Emily often visits schools and talks to teenagers. She wants to use her skills to make a difference. She isn't interested in making a bigger TV or better sound system. She wants to create change for the better.

3 Read the article again. Are sentences 1–5 'Right' (A) or 'Wrong' (B)? If there isn't enough information to answer 'Right' or 'Wrong', choose 'Doesn't say' (C).

- |   |         |         |               |
|---|---------|---------|---------------|
| 0 As a child, Emily loved making things herself.                | A Right | B Wrong | C Doesn't say |
| 1 At the age of 13, she invented a toothpaste dispenser.        | A Right | B Wrong | C Doesn't say |
| 2 When she went to Africa, she got an idea for a water carrier. | A Right | B Wrong | C Doesn't say |
| 3 Her latest project is a solar ice cream machine.              | A Right | B Wrong | C Doesn't say |
| 4 Emily got a prize in Norway.                                  | A Right | B Wrong | C Doesn't say |
| 5 She'd like to invent a high quality sound system.             | A Right | B Wrong | C Doesn't say |

## DEVELOPING WRITING

## Taking notes and writing a short summary

1 Read the text. Tick (✓) the things that Alexander Graham Bell experimented with.

**A famous inventor**

When Alexander Graham Bell was 29, he made one of the most important inventions in history: the telephone. A year later, he started the Bell telephone company. He became a businessman and earned a lot of money from his telephone company.

But Alexander Graham Bell wasn't so interested in money. He was interested in making inventions. He always wanted to learn, and to try and create new things. He used his money to open laboratories with teams of engineers.

Bell was also fascinated with propellers and kites, and did lots of experiments with them. In 1907, four years after the Wright Brothers made their first flight, Bell formed the Aerial Experiment Association with four young engineers. Their plan was to build planes. The group was successful. Their plane named Silver Dart made the first successful flight in Canada on 23 February, 1909.



2 Look at a student's notes on the first paragraph of the text in Exercise 1. Underline the ideas in the text that the student used.

- 1 29 invented telephone  
 2 Bell telephone company  
 3 businessman  
 4 lot of money

3 Write a short text using full, connected sentences. Use the notes from Exercise 2.

4 Read the second and third paragraphs of the text about Alexander Bell again. Underline five important points and write them in the form of notes. Then write a short summary of the text based on your notes.

## Writing tip: taking notes after reading a text

Read the whole text carefully.

- Go through the text again. Select the most important information. Underline it in the text and use it to write your notes.
- Write words, not sentences. Use abbreviations, e.g. *inv* for invented, *tel. co* for telephone company.
- Don't write down words that are unnecessary, e.g. *the, a, and*, etc.
- Make sure your notes are clear and meaningful. Check them again and ask yourself: Do these notes give me a good summary of the most important information in the text?
- Write up your notes.

## LISTENING

1 Listen to the conversations. Circle A, B or C.

- What's the problem?
  - The camera doesn't work.
  - The USB cable isn't plugged in.
  - The laptop doesn't work.
- What does Daniel have to do?
  - tidy his room
  - walk the dog
  - wash up
- What did James borrow without asking?
  - a digital camera
  - an MP3 player
  - a laptop

2 Listen again. Complete the sentences from the conversations.

STELLA Let <sup>0</sup>me \_\_\_\_\_ <sup>1</sup>s \_\_\_\_\_. You  
<sup>2</sup>h \_\_\_\_\_ <sup>3</sup>t \_\_\_\_\_ switch  
<sup>4</sup>y \_\_\_\_\_ <sup>5</sup>c \_\_\_\_\_ on.

DANIEL Alright. <sup>6</sup>G \_\_\_\_\_ you. Do I  
<sup>7</sup>h \_\_\_\_\_ to <sup>8</sup>t \_\_\_\_\_ up my  
 desk <sup>9</sup>t \_\_\_\_\_?

LILY Well, you <sup>10</sup>m \_\_\_\_\_ use  
<sup>11</sup>m \_\_\_\_\_ <sup>12</sup>th \_\_\_\_\_ without  
<sup>13</sup>a \_\_\_\_\_.

## DIALOGUE

1 Complete the conversation with the expressions in the list.

do you mean | Like what | Sorry

OLIVER I want to do a mini-triathlon on Sunday.

MAYA <sup>1</sup> \_\_\_\_\_?

OLIVER A mini-triathlon. That's three races in one.

MAYA Three races in one? What  
<sup>2</sup> \_\_\_\_\_?

OLIVER Well, you have to run 3 km, swim 1 km, and cycle 10 km.

MAYA Really? That sounds like hard work. Why is it called mini?

OLIVER Because the races in a normal triathlon are much longer.

MAYA <sup>3</sup> \_\_\_\_\_?

OLIVER Well, in the Olympic triathlon they cycle 40 km, run 10 km, and swim 1.5 km.

MAYA Wow! I think we should try the mini race!

OLIVER I think you're right.

2 Write a short conversation for this picture. Use some of the expressions from Listening Exercise 2 and Dialogue Exercise 1.



## PHRASES FOR FLUENCY SB p.21

1 Complete the conversation with the expressions in the list.

so | no chance | and stuff | never mind  
 absolutely | such good fun

MAX <sup>0</sup> So \_\_\_\_\_, Isaac, what are you doing after school?

ISAAC After school? Why?

MAX I just want to know if you want to play football.

ISAAC Football! <sup>1</sup> \_\_\_\_\_, I've got to do housework <sup>2</sup> \_\_\_\_\_.

MAX OK, <sup>3</sup> \_\_\_\_\_. What about tomorrow? Can we play then?

ISAAC <sup>4</sup> \_\_\_\_\_.

MAX Great. It'll be <sup>5</sup> \_\_\_\_\_!

### Pronunciation

Vowel sounds: /ʊ/ and /u:/

Go to page 122.

# LET'S PRACTISE!

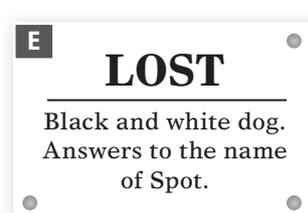
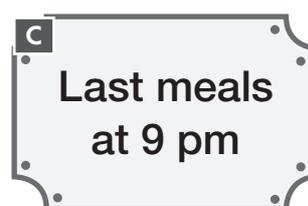
## Reading and Writing

1 Match the notices A–H with the meanings 1–5.



- 0 Be careful when you cross here.  **E**
- 1 Children pay less than adults.
- 2 You mustn't give food to the animals.
- 3 If you are interested in the job, come in and ask for more details.
- 4 School children can't come in here.
- 5 Things in this shop are half price.

2 Match the notices A–H with the meanings 1–5.



- 0 We're looking for our pet.  **E**
- 1 You should only call them in the afternoons.
- 2 You can buy the new game this weekend.
- 3 It's cheaper to buy more than one.
- 4 Please be quiet here.
- 5 If you want to eat here, order before nine.

### Exam guide: match notices with meanings

In this exam task you have to read some notices and then match them to sentences that describe what each notice says.

- Read through all the notices. Tick the ones that you think you understand best. Look at these ones first. Try to think how you would describe what they say. Then look through the answers to see if any of them match what you think.
- If you're not 100% sure what a notice means then focus on some of the words in it that you do understand. Try to match or connect these with words in the sentences. For example, teachers and school children are obviously connected so there's a good chance these two belong together.
- Be careful – there are always more notices than sentences.