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We know
books

MINISTERUL EDUCAȚIEI NAȚIONALE

Limba modernă 1
Engleză

Clasa a VII-a

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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
Unit 1 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</i> vs. <i>don't have to</i>	Gadgets Housework WordWise: Expressions with <i>like</i>	Vowel sounds: /ʊ/ and /u:/
Unit 2 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>
Review Units 1 & 2 pages 32–33				
Unit 3 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
Unit 4 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
Review Units 3 & 4 pages 52–53				
Unit 5 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
Unit 6 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 WordWise: Phrasal verbs with <i>out</i>	Been: strong /bi:n/ and weak /bɪn/
Review Units 5 & 6 pages 72–73				
Unit 7 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> WordWise: Expressions with <i>do</i>	The /h/ consonant sound
Unit 8 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
Review Units 7 & 8 pages 92–93				
Unit 9 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 WordWise: Phrases with <i>about</i>	Intonation of question tags
Unit 10 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 WordWise: by	Short and long vowel sounds: /ɪ/ – /i:/ and /ɒ/ – /əʊ/
Review Units 9 & 10 pages 112–113 Final evaluation tests pages 114–121				
Pronunciation pages 142–143 Get it right! pages 144–148			Festivals pages 122–127 Speaking activities pages 149–150	

LET'S THINK

Values: Caring for people and the environment
Self-esteem: Classroom rules

SKILLS

Reading Article: Just because I didn't want to take a bath
Website: Product reviews
Photostory: The treasure hunt
Culture: Inventions that changed the world
Writing A paragraph about housework
Listening Radio programme – advice for young inventors

Values: Trying, winning and losing
Train to think: Sequencing

Reading 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
Writing An article about a sporting event
Listening Teens talking about sport

Values: Travel broadens the mind
Train to think: Exploring differences

Reading Blog: The non-stop traveller
Interview: The taxi driver
Photostory: Hey, look at that guy!
Culture: Hard journeys for schoolchildren
Writing A personal profile
Listening A traveller talking to children at his old school

Values: Learning for life
Train to think: Learning about texts

Reading Article: An education like no other
Article: Learning is brain change
Culture: A day in the life of ...
Writing An email describing your school routine
Listening Conversation about a book

Values: Responsible online behaviour
Train to think: Logical sequencing

Reading Article: Think before you act online
Short texts: Different types of messages
Photostory: The new café
Culture: Communication through history
Writing A web page giving advice
Listening Conversation about installing a computer game

Values: Following your dreams
Self-esteem: Music and me

Reading Online forum: Singer songwriter: Any advice?
Article: John Otway – Rock's greatest failure
Culture: The music of Ireland
Writing The story of your favourite band
Listening Interviews about music

Values: Exercise and health
Self-esteem: Getting help

Reading Article: Changing bodies
Webchats: Crazy things that parents say to their kids
Photostory: The phone call
Culture: Keeping healthy
Writing A phone message
Listening Dialogues about physical problems

Values: Caring for the world
Train to think: Different perspectives

Reading Article: Hot topic: The environment
Leaflet: Small changes, BIG consequences
Culture: Stop! Before it's too late
Writing An article for the school magazine
Listening Interviews about a town project

Values: Believe in a better future
Self-esteem: Personal goals

Reading Newspaper articles: The world today
Web chat: arranging a party
Photostory: Weekend plans
Culture: Life in the future – 100 years from today
Writing An invitation
Listening Interviews with two newsmakers

Train to think: Exaggeration
Self-esteem: What's important for your future?

Reading Article: Bitcoins: here to stay?
Web forum: Are they worth it?
Culture: Strange laws around the world
Writing My life in the future
Listening A quiz show: *Show Me The Money!*

General and specific competences from the curriculum explored in the units

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

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
 - 2.1. 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

WELCOME

A GETTING TO KNOW YOU

Introducing yourself

- 1 Read the letter quickly. Write the names under the photos.

Hi Paulo,

My name's Nicola and I'd like to be your pen pal. I got your name from my teacher, Miss Edwards. She lived in Brazil for three years, and she's a good friend of your mother.

So what would you like to know about me? I'm 15 years old. I live in a small house in Manchester with my mum and my two little brothers. They're OK, but they can be annoying sometimes. I go to Bluecoat High School. I like school, but my teachers always give us too much homework. I usually do it when I get home from school, but I'm not doing that today — that's because I'm writing to you!

I like listening to music and playing games on the computer. I also like playing the guitar and I like sports, too. I play volleyball and tennis. I'm in the school tennis team. We usually play matches on Saturday mornings. That's a bit of a problem because I don't really like getting up early at the weekend.



But what about you? There are lots of questions I want to ask you. Things like: what's life like in Brazil? Do you like your school? What's it like? What's the weather like in Rio? Have you got a big family? Miss Edwards says you like surfing, but that's all I know about you.

So please write. I'd love to have a Brazilian friend.

Best,

Nicola

- 2 Read the letter and complete the form about Nicola.

Name Nicola Hometown _____
Age _____ Family _____
Likes _____
Dislikes _____

Asking questions

- 3 Match the questions with the answers to make mini-dialogues.

- 1 What do you do?
- 2 What are you doing?
- 3 What do you like doing?
- 4 Do you like studying English?
- 5 Where are you from?
- 6 Are you 14?

d

- | | |
|--------------------|--------------------------|
| a I'm watching TV. | d I'm a student. |
| b Yes, it's great. | e No, I'm 13. |
| c I'm from Italy. | f I love playing tennis. |

- 4 **SPEAKING** Work in pairs. Ask and answer the questions in Exercise 3. Give answers that are true for you.

- 5 Choose the next line for each of the mini-dialogues in Exercise 3.

- 1 What's your teacher's name?
- 2 Do you live in Bucharest?
- 3 What school do you go to?
- 4 When is your birthday?
- 5 Would you like to go out and do something with me?
- 6 Me too. Do you want to come over and play the new Angry Birds game?

- 6 **SPEAKING** Work in pairs. Think of one more line for each dialogue. Then practise your dialogues.

What do you do?

I'm a student.

What school do you go to?

St Mark's High School in York.



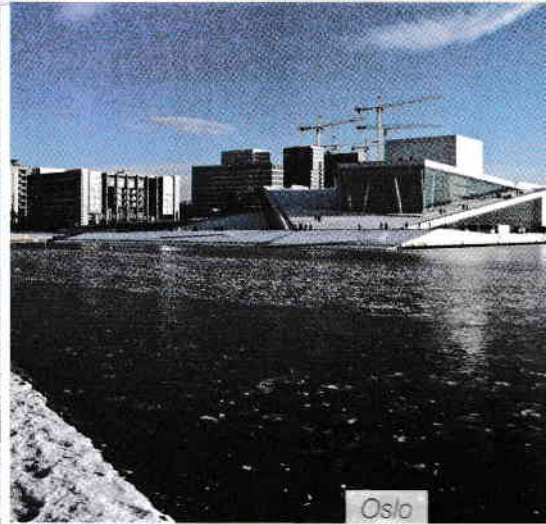
Miami



Rio



London



Oslo

The weather

- 1 What kind of weather do you love, like or hate? Draw a ☺, ☹ or a ☹ next to each one.

☐ sunny	☐	☐ wet	☐	☐ cloudy	☐
☐ warm	☐	☐ cold	☐	☐ windy	☐
☐ humid	☐	☐ rainy	☐	☐ dry	☐
☐ freezing	☐	☐ hot	☐	☐ foggy	☐

- 2 **SPEAKING** Work in pairs. Tell your partner.

I love rainy weather.

- 3 **LISTENING** Listen to the weather forecast for the UK. Tick (✓) the weather words in Exercise 1 that you hear.

- 4 **LISTENING** Listen again. What will the weather be like in Manchester, Birmingham and London?



Istanbul

- 5 **SPEAKING** Work in pairs. Look at the pictures. Ask and answer questions.

What's the weather like in Miami?

It's windy and very wet.

Families

- 1 Look at the family words. Complete the pairs.

1 mother and <u>father</u>	4 grandma and _____
2 brother and _____	5 husband and _____
3 aunt and _____	6 cousin and _____

- 2 **LISTENING** Listen to Nicola talking to Paulo on Skype. How are these people related to Nicola?

1 Colin _____	6 Mike _____
2 Luke _____	7 Jamie _____
3 Sharon _____	8 Kai _____
4 Becky _____	9 Shay _____
5 Jodie _____	10 Joe _____

- 3 **SPEAKING** Work in pairs. Ask each other about your families.

Have you got any cousins?

What's your uncle's name?

Meeting people



1 Put the parts of dialogue in order. Write 1–10 in the boxes.

- ☐ A Really! Where?
- ☐ A What book was it?
- ☐ A Did he give you one?
- ☒ 7 A Who's your favourite actor?
- ☐ A Did you say anything to him?
- ☐ B It was my English course book, believe it or not. I had it with me to help me with my English.
- ☐ B Yes, he was really nice. I didn't have any paper, so he signed a book that I had with me.
- ☐ B We were on holiday in LA. We met him in a restaurant.
- ☐ B Yes, I did. I asked him for an autograph.
- ☐ B Oh, Bradley Cooper. I even met him last summer.

2 Listen and check.

3 **SPEAKING** Work with a partner. Practise the conversation. Change names, places and other details.

4 Underline examples of the following tenses in Exercise 1.

- 1 A past simple positive statement.
- 2 A past simple negative statement.
- 3 A past simple question.
- 4 A past simple short answer.

Irregular past simple verbs

1 Write the past simple forms of these irregular verbs.

- | | |
|------------------------|---------------|
| 1 think <u>thought</u> | 8 eat _____ |
| 2 drink _____ | 9 make _____ |
| 3 wear _____ | 10 run _____ |
| 4 see _____ | 11 win _____ |
| 5 lose _____ | 12 read _____ |
| 6 hear _____ | 13 ride _____ |
| 7 buy _____ | 14 meet _____ |

2 Complete the questions with six of the verbs in Exercise 1 in the correct form.

- 1 Which famous person _____ you _____ when you were on holiday?
- 2 What strange food _____ you _____?
- 3 What interesting books _____ you _____?
- 4 What souvenirs _____ you _____?
- 5 What funny jokes _____ you _____?
- 6 What good films _____ you _____?

3 Answer the questions in Exercise 2 with your own information. Give details.

I met Smiley when I was on holiday in Madrid.

4 Work in groups of six. Choose one question from Exercise 2 and think of two more questions to ask a classmate.

Which famous person did you see when you were on holiday?

Where did you see him/her?

Did you say anything to him/her?

5 **SPEAKING** Ask the other students in your group your questions and write down their answers.

6 **SPEAKING** Report back to the group.

Carla met Lionel Messi. She saw him outside a shop in Barcelona. She asked him for an autograph.



Losing things

- 1 Read Liam's story and find the answer to the question.

What was in the wrong container?

People often complain about airline companies losing their suitcases when they fly. Well, something even worse happened to my family recently.

About ten years ago my mum got a job teaching at a university in Indonesia. We all went to live with her. We had a great time, but last year my parents decided that they wanted to return to the UK. We had loads of things we wanted to take back with us – all the furniture from our house in fact.

So mum and dad went to a shipping company and arranged to take everything back in one of those big containers that you see on ships. The company packed everything into it: the armchair and sofas, the TV, wardrobes, desks, even all the carpets and curtains.

We flew back to the UK and waited for the container to arrive. About ten weeks later, a big lorry arrived outside our house. On the back was a big green metal box. We were so excited. The men opened the container and started to take out our things. But they weren't our things. The container was full of motorbikes. It was the wrong one. My parents were so annoyed. But the story has a happy ending. The men took the container and motorbikes away, and about two months ago our things finally arrived.

- 2 Read the story again and answer the questions. Use the word in brackets in your answer.

- 1 When did Liam's mum start her job in Indonesia? (ago)

Liam's mum started her job in Indonesia ten years ago.

- 2 How long did they stay there? (about)
3 When did they decide to move back to the UK? (last)
4 How long after they were back in the UK did the first container arrive? (about)
5 When did the correct container finally arrive? (ago)

- 3 **WRITING** Write a short story about something you lost. Use these questions to help you.

- When did it happen?
- What was it?
- Where did you lose it?
- What did you do?
- How did you feel?
- Did you find it? If so, when and where?

Furniture

- 1 Tick (✓) the items mentioned in the story.



- 2 **SPEAKING** Name the other items. Which of these do you think Liam's parents probably didn't put into the container?

They probably didn't put the toilet into the container.

- 3 Discuss in small groups.

Your family is moving to the other side of the world. They are packing the house things into a container, but there is only room for five items. What five items of furniture from your house will you take with you?

C EATING AND DRINKING

Buying and talking about food

- 1 Listen and complete each space with one word.

ASSISTANT Morning, can I help you?

CUSTOMER Yes, please. Um, I want ¹ _____ onions.

ASSISTANT OK, how many?

CUSTOMER Two kilos. And can I have ² _____ mushrooms too, please? About half a kilo?

ASSISTANT OK. Anything ³ _____ ?

CUSTOMER Oh, yes – tomatoes. A kilo of tomatoes, please. And ⁴ _____ olives.

ASSISTANT Sorry, we haven't got ⁵ _____ olives today. Try the ⁶ _____ across the street.

CUSTOMER OK, thanks.

ASSISTANT Here are your tomatoes.

CUSTOMER So how ⁷ _____ is that?

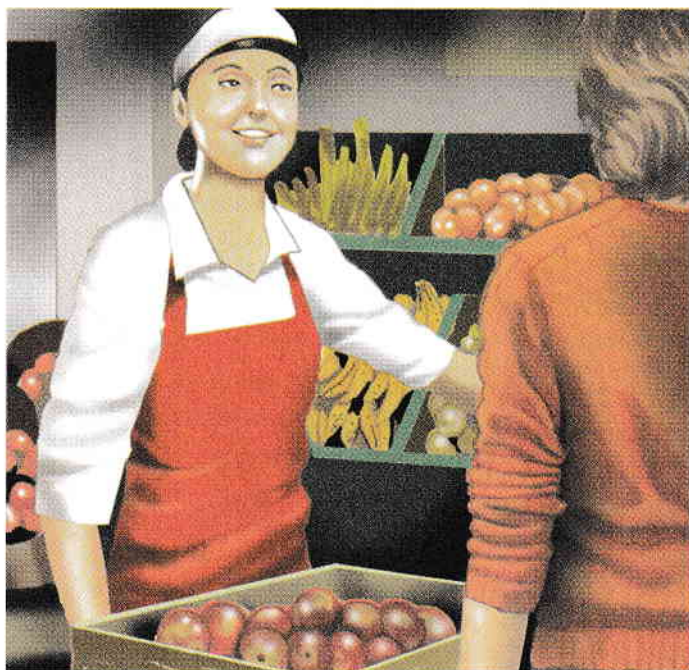
ASSISTANT Let's see. That's £4.35, please.

CUSTOMER Here you are – £5.

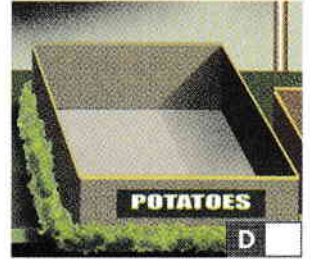
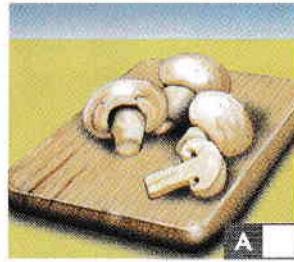
ASSISTANT And 65p ⁸ _____. Thanks.

- 2 Complete each sentence with *some* or *any*. Then match the sentences with the pictures in Exercise 3. Write the numbers 1–8.

- There's _____ yoghurt in the fridge.
- There are _____ mushrooms in the kitchen.
- There aren't _____ mushrooms in the pizza.
- I'd like _____ of those potatoes, please.
- Sorry, there aren't _____ potatoes.
- I'd like _____ coffee, please.
- Oh, there isn't _____ yoghurt.
- No, I don't want _____ coffee, thanks.



- 3 **SPEAKING** Which of these things would you always / never / sometimes see on a pizza?



carrots | onions | peppers | yoghurt | pears
pineapple | chicken | mushrooms | tomatoes
cheese | olives

There's always cheese on a pizza – but you never see ... !

- 4 **ROLE PLAY** Work in pairs. Use your sentences from Exercise 3 to do a role play.

Hi Susana,

I was really happy to get your email saying that you're coming to visit us next weekend. It's great news!

Next weekend our town is having its special weekend gala. There is one every year. What's a gala? Well, it's like a party but with sports and other events, too. There are lots of different activities. We're joining in, so I hope you're ready for some fun!

It all starts on Saturday. There's an opening ceremony at lunchtime, and in the afternoon there are races and games for kids. At six o'clock there's a football match – our town team are playing against another town near here. Then in the evening, a local band is playing in the town square.

On Sunday morning there's a charity run – it's about eight kilometres. It starts in the park and goes past the railway station and through the main shopping area, then finishes at the park again. And guess what? I'm running in the race! (Would you like to run too? I think we can get you in – let me know asap, OK?) And on Sunday afternoon, there's a big street party with games and things. The weather forecast says the weather is sunny this weekend.

Oh, I almost forgot! On Sunday evening we're having a party at our place for my sister's 18th birthday!

Let me know more about your plans. When are you arriving on Friday?

See you soon,

Belinda



D LOOKING AHEAD

Plans and arrangements

1 Read the email. Match the times and the events.

- | | | |
|----------------------|--------------------------|------------------------------|
| 1 Saturday lunchtime | ☐ | a kids' games and races |
| 2 Saturday afternoon | ☐ | b party for Belinda's sister |
| 3 Saturday evening | ☐ | c opening ceremony |
| 4 Sunday morning | ☐ | d local band |
| 5 Sunday afternoon | ☐ | e charity run |
| 6 Sunday evening | ☐ | f street party |

2 Read the sentences. The underlined verbs are used to express arrangement. Underline other examples of present continuous for arrangements in Belinda's email.

- In the evening, a local band is playing in the town square.
- I'm running in the race.
- We're joining in.
- We're having a party at our place.

3 **SPEAKING** Work in pairs. Ask and answer questions about plans you have for next weekend.

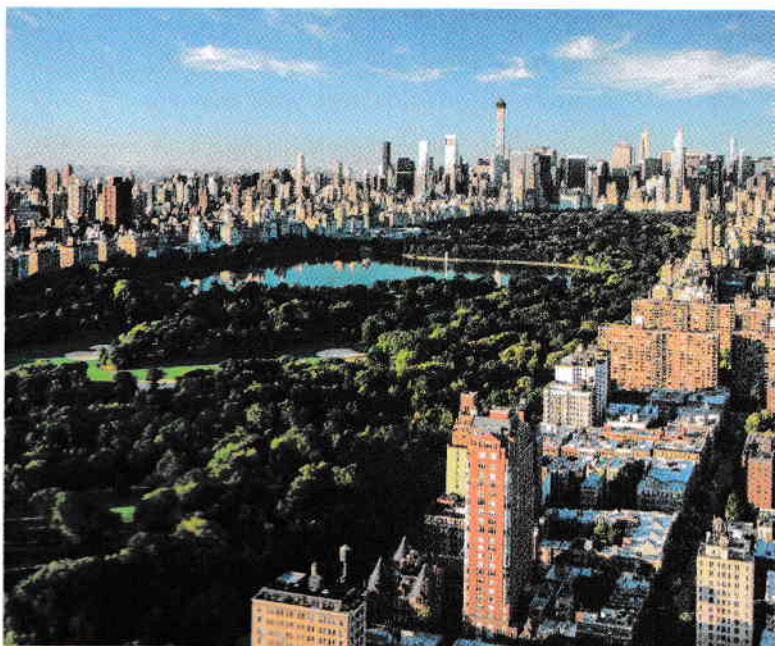
What are you doing on Saturday morning?

I'm going running. / I'm not doing anything. Why?

4 **SPEAKING** Work in pairs. Ask and answer questions about your last holiday.

Where did you go on holiday?

I went to New York. I stayed in an expensive hotel.



LIBRIS THE EASY LIFE

We know books

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*

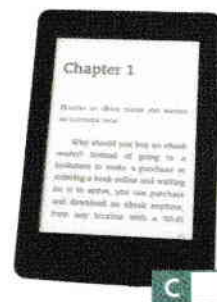
VOCABULARY: gadgets; housework; expressions with *like*



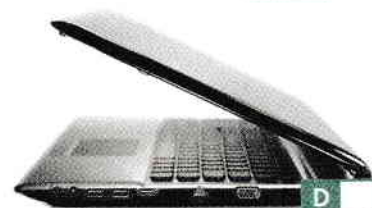
A



B



C



D



E



F

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'

LUDWICK 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.

GRAMMAR

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 ¹_____ to say 'this is necessary'.
Use ²_____ to say 'this isn't necessary'.

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

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



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.

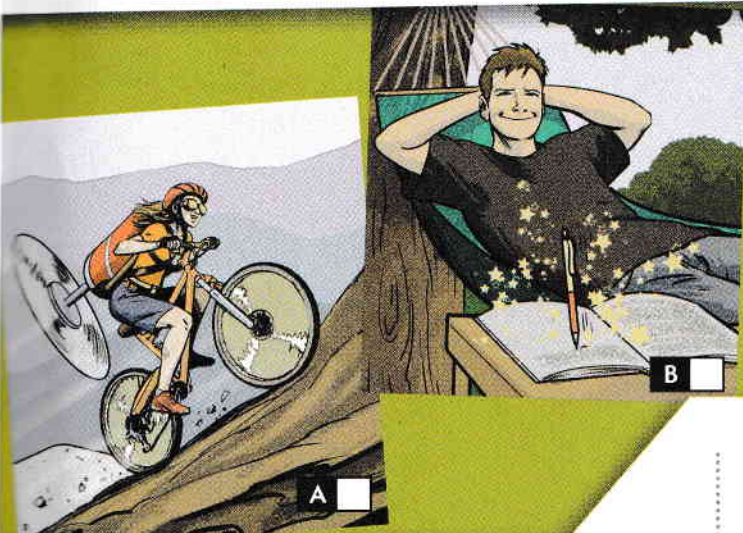
What about you?

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.



- 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 **VIDEO** 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 **VIDEO** 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 *should* to say
 - 2 Use *shouldn't* to say
- a 'It's not a good idea.'
b 'It's a good idea.'

- 2 **VIDEO** 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.