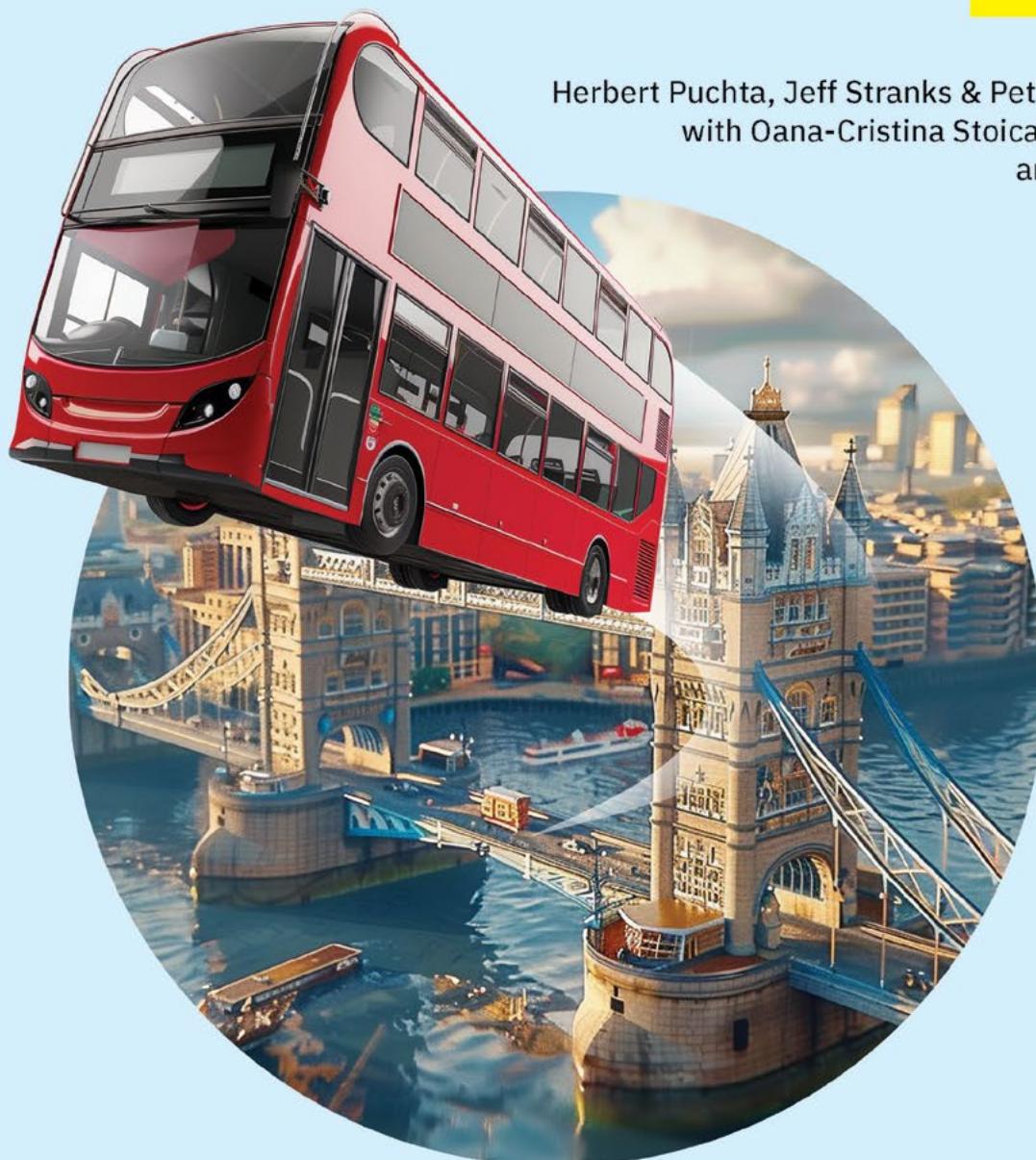


Herbert Puchta, Jeff Stranks & Peter Lewis-Jones
with Oana-Cristina Stoica, Ioana Tudose
and Ioana Adam



Limba modernă 1

Limba engleză

Clasa a VII-a



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Limba modernă 1

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Inspectoratul Școlar

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ACEST MANUAL A FOST FOLOSIT DE:

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				format tipărit		format digital	
				la primire	la predare	la primire	la predare
1							
2							
3							
4							

* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: nou, bun, îngrijit, neîngrijit, deteriorat.

* Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.

* Elevii nu vor face niciun fel de însemnări pe manual

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Welcome back
to school!



USING THE TEXTBOOK



Printed Student's Book



Digital Student's Book

(consistent with the printed version, it includes over 150 MILA – multimedia interactive learning activities)

The Student's Book contains:

A Welcome Unit + 10 Units + Extras.

Each unit has the following structure:

Reading + Grammar 1 + Listening and vocabulary + Reading + Grammar 2 + Photostory (uneven units) + Functions + Culture + Writing.

There is a review (*Let's practise*) and an evaluation test (*Test yourself*) after every two units and also two *Final evaluation* tests.

Extra resources: *Festivals, Literature, Project time, Pronunciation, Get it right!, Student A/Student B, Wordlist, Irregular verbs*

The first reading section sets the scene for the unit ...

Pre-reading activities activate students' prior knowledge.

Opportunities for personalisation, for developing students' spoken fluency and for promoting collaboration between students through pair and group work.

Students discover the rule for themselves, via an inductive approach to learning grammar, with the help of scaffolding.



Objectives, focusing on skills and language.

Sequence of exercises that helps students to unlock the text.

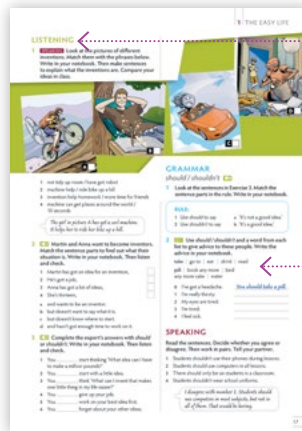


Reading texts are about contemporary topics that teens can relate to.

Values invites students to consider their broader opinions and values through reflection on the reading text.



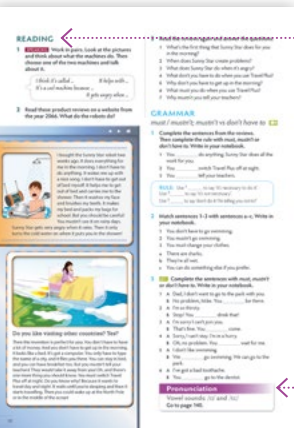
Lexical sets are presented with clear visuals to support immediate understanding of new vocabulary items.



The listening section follows established procedure: a pre-listening activity, a listen-for-gist task and an activity which tests understanding at a deeper level.

Examples of the target grammar are taken directly from the reading text. Language is introduced in context, making it more meaningful for students.

The second reading section introduces a new language focus.



Students are guided through established reading skills procedure of predicting, reading for gist and reading for detailed understanding.

Practice exercises for key pronunciation points are available at the back of the book.



Train to think focuses on improving students' critical thinking skills by extending the topic of the reading text. The aim is to exploit a topic that students have already engaged with in order to develop a skill that they will use across their whole curriculum.

The listening section follows established procedure: a pre-listening activity, a listen-for-gist task and an activity which tests understanding at a deeper level.



Self-esteem helps students to empathise with the attitudes and opinions of others and reflect on their role in society.

Manualul cuprinde:

Recapitulare + 10 Unități de învățare + Anexe.

Fiecare unitate are următoarea structură:

Lectură + Gramatică 1 + Ascultare și vocabular + Lectură + Gramatică 2 + Poveste în imagini + Comunicare + Cultură + Redactare.

Există o Recapitulare și un Test de evaluare la fiecare două unități, precum și două Teste de evaluare finală.

Anexe: Sărbători, Literatură, Proiecte, Pronunție, Gramatică, Activități în perechi, Listă de cuvinte, Tabelul verbelor neregulate

Varianta tipărită

+

Varianta digitală











(conformă cu varianta tipărită, având în plus peste 150 de AMII, activități multimedia interactive de învățare)

Instrucțiuni de utilizare a manualului digital

Activitățile multimedia interactive de învățare sunt de trei feluri și sunt simbolizate pe parcursul manualului astfel:

-  Static activity – listening / studying a significant image / Activitate statică, de ascultare și observare a unei imagini semnificative
-  Animated activity – video / animation / Activitate animată (film/animație)
-  Interactive activity – exercise with immediate feedback after solving / Activitate interactivă, de tip exercițiu, în care elevii rezolvă și primesc un feedback imediat

Alte butoane folosite în varianta digitală:

-  Butonul CUPRINS
-  Butonul ECRAN COMPLET
-  Mod de afișare 2 pagini (tip carte)
-  Mod de afișare pagină lată (pagină sub pagină)
-  Mod de afișare digital responsive
-  Mod de afișare comutare automată
-  Butonul NOTIȚE
-  Secțiunea AJUTOR
-  Navigare către pagina precedentă
-  Navigare către pagina următoare

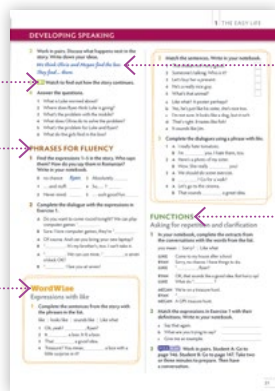
In all uneven numbered units you'll find the photostory and in all units, a culture text.

Each episode of the photostory involves the same four British teens but is a complete story in itself.



The focus of the Culture section is on getting students to think and talk about life in other countries and how it compares with their own.

See how the story concludes in the video.



Students predict the ending of the story before they watch.

Phrases for fluency focuses on authentic language that students can use in conversation to make them sound more natural and fluent.

WordWise takes a word or phrase which has a number of different meanings in English and provides analysis and practice using them.

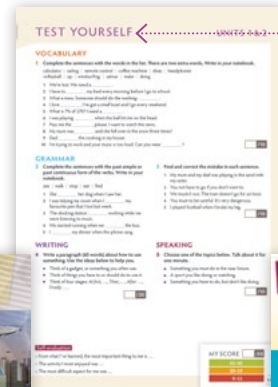
Key phrases for a particular speaking function are explored in the Functions section.

LET'S PRACTISE and TEST YOURSELF consolidate content from each pair of units.

Exercises on this page provide further practice.



The Test yourself page allows students to check progress and is based on language presented in this and the previous unit.



This text introduces your students to English-Language fiction. Comprehension questions and follow-up discussion questions help students to understand and engage with the text.



Project time section provides five optional projects containing a very clear model to guide students while working on them.



Festivals section contains activities and texts describing some important holidays and specific traditions related to them around the world.

CONTENTS

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** Places and activities; Adverbs / expressions of time; Prepositions

	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 should / shouldn't must; mustn't vs. 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 and career / jobs Making suggestions	Present perfect simple Present perfect with <i>ever / never</i> Present perfect vs. past simple	Transport and travel Travel verbs WordWise: Phrasal verbs with <i>look</i>	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 to do something Role play: Asking for permission	Present perfect with <i>for</i> and <i>since</i> <i>a, an, the</i> or no article; irregular plurals; subject–verb agreement	School subjects Verbs about thinking	
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	Offering encouragement	Indefinite pronouns (<i>everyone, no one, someone, etc.</i>) <i>all / some / none / any of them</i> Prepositional verbs; phrasal verbs	IT terms; modern technology WordWise: Phrases with <i>just</i>	Intonation and sentence stress
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 Present perfect continuous vs. present continuous	Making music Phrasal verbs with <i>out</i>	<i>been:</i> 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 possibility / probability <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 News from the future 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 / disagreeing (2)	Future forms (1); future time expressions / adverbs Question tags <i>Nor/Neither / So</i>	Arranging a party WordWise: Phrases with <i>about</i>	Intonation of question tags
Unit 10 Always look on the bright side p. 104 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 3.4, 4.3	Cheering someone up <i>Silver linings</i> game: – thinking of optimistic solutions	Future forms (2) Future continuous	Phrases to talk about the future: <i>about to, off to, on the point of</i> Feelings about future events	Encouraging someone
Review Units 9 & 10 pages 112–113		Final evaluation tests pages 114–117		Festivals pages 118–123
Pronunciation pages 140–141		Get it right! pages 142–145		Speaking activities pages 146–147

LET'S THINK	SKILLS
Values: Caring for people and the environment Self-esteem: Classroom rules	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; an investigation about gadgets 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 suggestions? Article: John Otway – Rock's greatest failure Culture: The music of Ireland Writing A blog entry 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; a story 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 (1); a forum post Listening Interviews with two newsmakers
Train to think: Learning to see things from a different perspective Self-esteem: What cheers me up	Reading Blog: Me, Myself and My take on the World Website page: QUOTATIONS for WORRIERS Culture: Strange laws around the world Writing A short story ending: 'Every cloud has a silver lining' Listening Radio show: <i>Silver Linings</i>
Literature pages 124–129	Project time pages 130–139
Wordlist pages 148–157	Irregular verbs page 158

General and specific competences from the curriculum explored in the units

- Receive oral messages in everyday communication situations
 - Identify the main information from the news presented on TV/recorded materials relating to different events, when the commentary is illustrated by pictures
 - Identify details from messages and interactions on predictable topics, when the speakers/interlocutors talk clearly and slowly
 - Identify common aspects between your own culture and the culture of the language studied
- Speak in everyday communication situations
 - Present plans, intentions and future projects
 - Participate in conversations related to planning activities
 - Express an opinion on a practical issue with the support of the interlocutor
 - Show a positive attitude towards participating in a verbal exchange and public speaking
- Receive written messages in everyday communication situations
 - Select necessary information from lists or simple functional texts (brochures, menus, schedules, ads)
 - Extract information from multiple short texts based on several predefined or negotiated criteria/constraints
 - Identify information from a simple written letter/email to write an answer
 - Show willingness to be informed through reading
- Write messages in everyday communication situations
 - Write a simple presentation message for a personal profile
 - Tell a story, in short, using linking words to emphasize the chronological order
 - Show a positive attitude towards participating in the exchange of written messages

Competențe generale și specifice din programa școlară

- Receptarea de mesaje orale în situații de comunicare uzuală
 - Identificarea informațiilor principale din știrile prezentate la tv/materiale înregistrate, referitoare la diferite evenimente, atunci când comentariul este ilustrat prin imagini
 - Identificarea detaliilor din mesaje și interacțiuni pe subiecte previzibile când locutorii/interlocutorii vorbesc clar și rar
 - Identificarea unor elemente comune culturii proprii și culturii studiate
- Exprimarea orală în situații de comunicare uzuală
 - Prezentarea unor planuri/expunerea unor intenții și proiecte de viitor
 - Participarea la conversații în legătură cu planificarea unor activități
 - Formularea unei păreri asupra unei probleme practice, cu sprijin din partea interlocutorului
 - Manifestarea unei atitudini pozitive față de participarea la dialog și exprimarea în public
- Receptarea de mesaje scrise în situații de comunicare uzuală
 - Extragerea informațiilor necesare pe baza lecturii unor instrucțiuni de utilizare, regulamente
 - Selectarea de informații din texte pe teme din viața cotidiană
 - Identificarea informațiilor dintr-o scrisoare personală simplă/e-mail în vederea redactării unui răspuns
 - Căutarea de surse adecvate de lectură și de informare
- Redactarea de mesaje în situații de comunicare uzuală
 - Elaborarea unui mesaj simplu de prezentare pentru un profil personal
 - Relatarea pe scurt a unei întâmplări utilizând cuvinte de legătură pentru a marca ordinea cronologică
 - 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. Match the names with the photos. Write in your notebook.

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 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. I'm not very happy about this because I hate waking up early at the weekend!



So tell me about you. 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.

Please write back. I'd love to have a Brazilian friend.

Best,
Nicola

- 2 Read the letter and complete the form about Nicola. Write in your notebook.

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

Asking questions

- 3 Match the questions with the answers to make mini-dialogues. Write in your notebook.

- 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. Write in your notebook.

- 5 Choose the next line for each mini-dialogue 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



Istanbul

The weather

7 What kind of weather do you love, like or hate? Write in your notebook and draw a 😊, 😐 or a ☹️ next to each one.

- | | | | | | |
|-----------------------------------|-----------------------|--------------------------------|-----------------------|---------------------------------|-----------------------|
| <input type="checkbox"/> sunny | <input type="radio"/> | <input type="checkbox"/> wet | <input type="radio"/> | <input type="checkbox"/> cloudy | <input type="radio"/> |
| <input type="checkbox"/> warm | <input type="radio"/> | <input type="checkbox"/> cold | <input type="radio"/> | <input type="checkbox"/> windy | <input type="radio"/> |
| <input type="checkbox"/> humid | <input type="radio"/> | <input type="checkbox"/> rainy | <input type="radio"/> | <input type="checkbox"/> dry | <input type="radio"/> |
| <input type="checkbox"/> freezing | <input type="radio"/> | <input type="checkbox"/> hot | <input type="radio"/> | <input type="checkbox"/> foggy | <input type="radio"/> |

8 **SPEAKING** Work in pairs. Tell your partner.

I love rainy weather.

9 **LISTENING** Tick (✓) the weather words in Exercise 7 that you hear.

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



11 **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

12 Look at the family words. Write the pairs in your notebook.

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

13 **LISTENING** Listen to Nicola talking to Paulo on Skype. How are these people related to Nicola? Write in your notebook.

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

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

Have you got any cousins?

What's your uncle's name?

B EXPERIENCES

Meeting people



1 Put the parts of dialogue in order. Write in your notebook.

- A Really! Where?
- A What book was it?
- A Did he give you one?
- 1 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 Find examples of the following tenses in Exercise 1 and write them in your notebook.

- 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

5 Write the past simple forms of these irregular verbs in your notebook.

- | | | | |
|---------|----------------|---------|-------|
| 1 think | <i>thought</i> | 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 | _____ |

6 Complete the questions with six of the verbs in Exercise 5 in the correct form. Write in your notebook.

- 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 _____?

7 Answer the questions in Exercise 6 with your own information. Give details.

I met Smiley when I was on holiday in Madrid.

8 Work in groups of six. Choose one question from Exercise 6 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?

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

10 **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

11 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 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.

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

- When did Liam's mum start her job in Indonesia? (ago)
Liam's mum started her job in Indonesia ten years ago.
- How long did they stay there? (about)
- When did they decide to move back to the UK? (last)
- How long after they were back in the UK did the first container arrive? (about)
- When did the correct container finally arrive? (ago)

13 **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

14 Tick (✓) the items mentioned in the story.



15 **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.

16 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. Write in your notebook.

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.

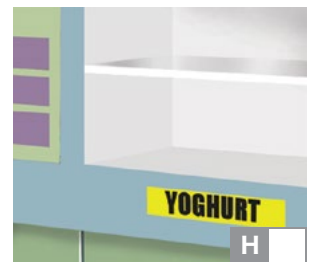
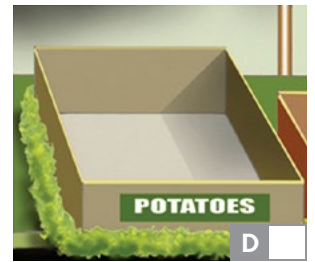


2 Complete each sentence with *some* or *any*. Then match the sentences (1–8) with the pictures (A–H) in Exercise 3. Write in your notebook.

- There's _____ yoghurt in the fridge.
- There are _____ mushrooms in the kitchen.
- There aren't _____ mushrooms on 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 you always / never / sometimes see on a pizza? Write in your notebook.

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 about your holiday. I'm glad you had a great time.

My weekend was great, too. Our town had its special weekend gala like every year. What's a gala? Well, it's like a party but with sports and other events, too. There were lots of different activities. We joined in and we had lots of fun! It all started on Saturday. There was an opening ceremony at lunchtime, and in the afternoon there were races and games for kids. At six o'clock there was a football match – our town team played against another town near here. Then in the evening, a local band played in the town square.

On Sunday morning there was a charity run – it was about eight kilometres. It started in the park and went past the railway station and through the main shopping area, then finished at the park again. And guess what? I ran in the race! And on Sunday afternoon, there was a big street party with games and things. The weather was sunny and warm. On Sunday it was also my sister's birthday so we had a party at our place in the evening. What a nice weekend it was!

See you tomorrow,

Belinda

D PAST EVENTS

Places and activities

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

Write in your notebook.

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

2 Rewrite the email so it is true for you. Then work in pairs. Ask and answer questions using question words and the past simple.

Where did you go last weekend?

I went to the countryside, to visit my grandparents.

3 **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.

Adverbs / expressions of time

4 Write three true past simple sentences about you, your friends or your family with the verbs and the adverbs / expressions of time.

ago | last year | yesterday evening | last night
today | early this morning | last week

Andy ran a marathon last year.

Prepositions

5 Find and write down the prepositions of time and place in Belinda's email.

6 Complete the sentences with the correct preposition. Write in your notebook.

- Can I sit *next to* you at the restaurant? There's something I want to tell you.
- We have lessons _____ ten o'clock.
- She wrote an email _____ her best friend.
- We go home _____ foot.
- What are you talking _____? That's not even true!
- The room was very crowded. It was full _____ people!

7 Answer the questions, beginning each answer with a preposition.

- When's your birthday?
- What year did you start school?
- When do you usually have your main meal of the day?
- What time of the year is it best to go on holiday?
- When do you meet your friends?
- When did you last receive a present from anyone?

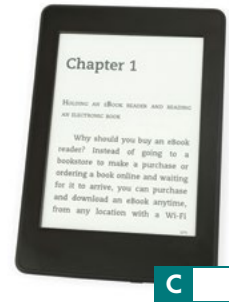
1 THE EASY LIFE

OBJECTIVES

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

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 (1–6) with the photos (A–F). Write in your notebook. Then 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?

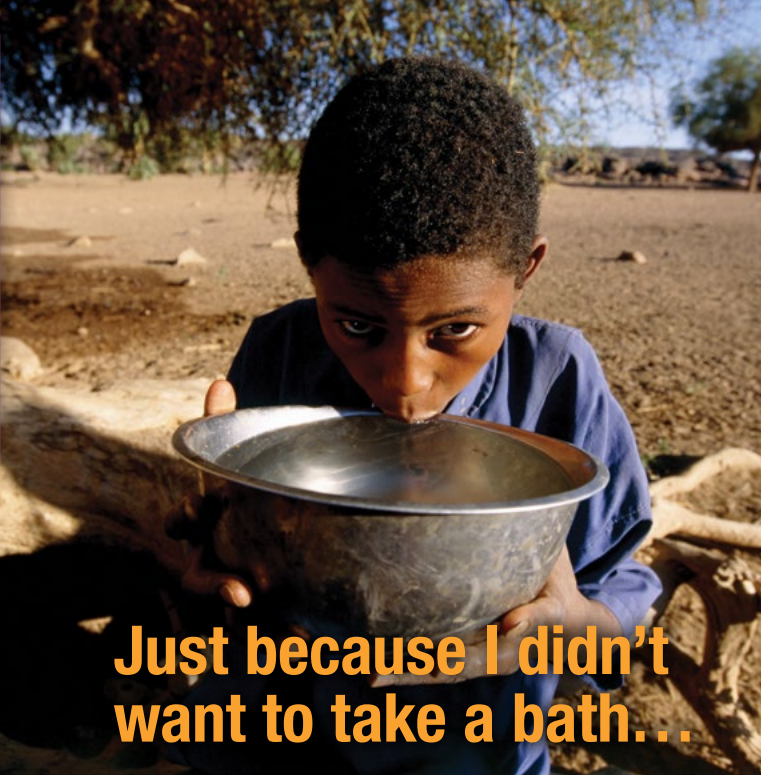
4 Read the sentences and guess the correct answer. Write in your notebook, then listen and check.

- 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 isn't enough clean water / There isn't 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. Write in your notebook.

- 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 (a–d) with the sentences in the speech bubbles (1–4). Write in your notebook.

- 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*. Write in your notebook.

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

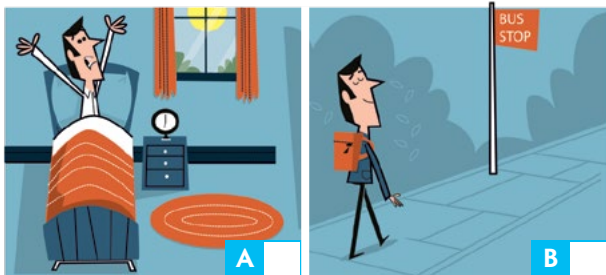
2 Copy and complete the rule and the table in your notebook.


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. Write in your notebook.

- 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*. Write in your notebook.

- 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 in the list with the photos. Write in your notebook. Then listen, check and repeat.

- satnav/GPS
- MP3 player
- torch
- games console
- remote control
- coffee machine
- calculator
- docking station
- hair dryer
- 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?

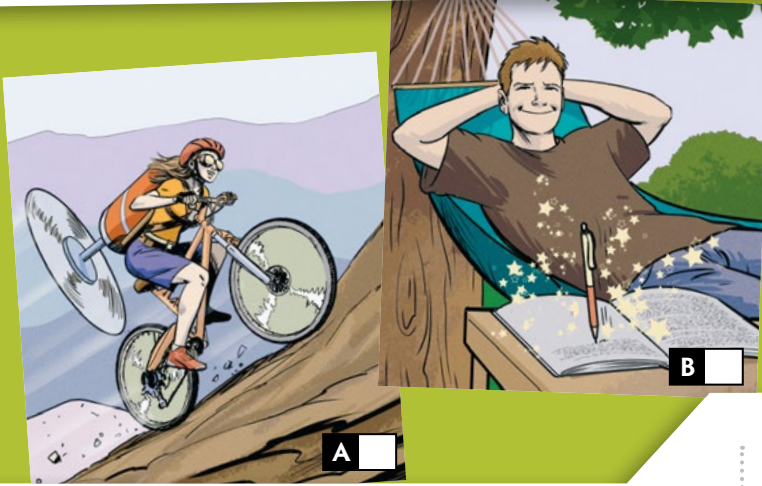
I rarely use ...

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 ...

LISTENING

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



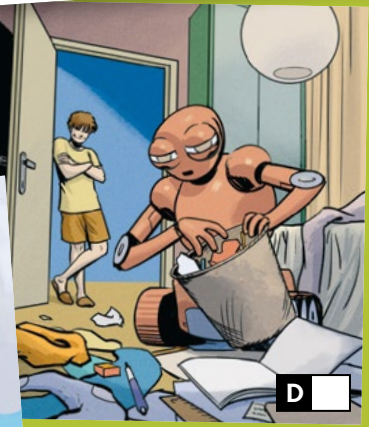
A



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. Match the sentence parts to find out what their situation is. Write in your notebook. 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*. Write in your notebook. Then listen 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. Write in your notebook.

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 the advice in your notebook.

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

- | | |
|------------------------|--------------------------------|
| 0 I've got a headache. | <u>You should take a pill.</u> |
| 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.

READING

- 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*. Write in your notebook.

- 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 ¹ _____ to say 'it's necessary to do it'.
Use ² _____ to say 'it's not necessary'.
Use ³ _____ to say 'don't do it! I'm telling you not to!'

- 2 Match sentences 1–3 with sentences a–c. Write in your notebook.

- 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*. Write in your notebook.

- 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 140.