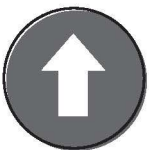

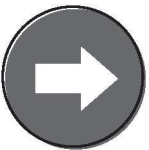





7 THE EASY LIFE

GRAMMAR

have to / don't have to SB p.68

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"/>

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

2 ★★★ Write the sentences.

- the / a lot / have / we / Maths / study / test / to / for
We have to study a lot for the Maths test.
- be / to / to / creative / have / find / answer / We / the

- Sundays / make / to / has / he / On / breakfast

- early / you / get / have / Do / to / up / ?

- Lucas / school / tomorrow / have / doesn't / to / to / go

- have / I / phone / Do / to / you / ?

- 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 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"/> |
- I spoke to her dad. She has to help at home.
 - No, he doesn't. He has to take a train every day.
 - I'm afraid you can't. We have to visit Grandma.
 - Yes. He goes to other countries quite a lot.
 - Because you have to tidy up your room.
 - 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.

- Do you have to get up early on weekdays?

- Do you have to use the Internet for your school work?

- Does your best friend have to help at home a lot?

- Do you have to do homework over the weekend?

should / shouldn't SB p.69

5 ★★★ Circle the correct words.

- The film starts in 10 minutes. We're late, so we should / shouldn't hurry up.
- Dad doesn't know when he'll be home and says we *should* / shouldn't wait for him to eat.
- It's just a T-shirt. Why does it cost £65? It *should* / shouldn't be so expensive.
- Why are you angry with me? You *should* / shouldn't try to understand me.
- She's on holiday until Monday. We *should* / shouldn't phone her before then.
- 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?

mustn't / don't have to SB p.70

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.

- 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 *mustn't* / *don't have to* check out before 10 o'clock.
- 5 You *mustn't* / *don't have to* have breakfast at 7.30.

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

- 0 My parents aren't very strict. e
- 1 Sarah hasn't got any problems with her work.
- 2 The test will be hard.
- 3 It's a secret.
- 4 The doctor says Ella's fine.
- 5 Thanks for Jim's number.
- a You _____ help her.
- b I _____ forget to call him.
- c You _____ tell anyone.
- d She _____ take medicine any longer.
- e I *don't have to* do anything in the house.
- f You _____ forget to 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 Name three things you have to do during the week, but not on a Sunday.

- 4 What does your friend have to do that you don't have to do?

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*.

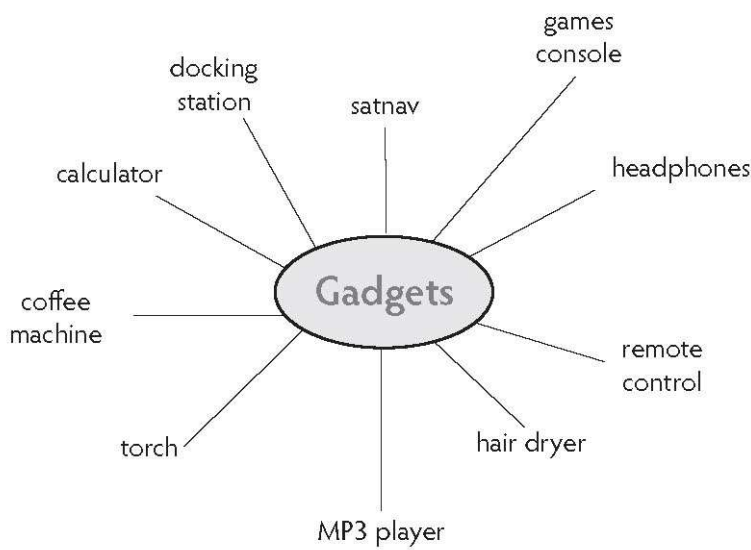
- ✓ You *should* ask your sister to help you.
✗ You *should* ~~to~~ ask your sister to help you.

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 Tell Sarah she *mustn't forget / to forget / forgot* to tidy her room.
- 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?

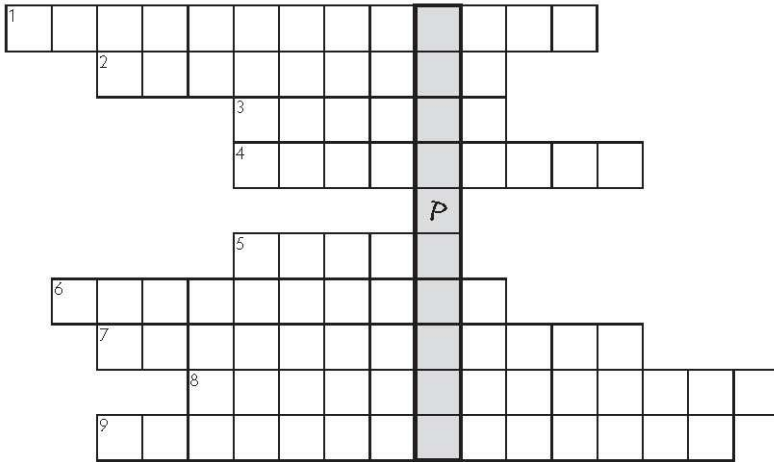
Key words in context

- dream come true
- illness
- invention
- care about someone/something
- environment
- appearance
- quality
- inventor
- have access to something
- switch off
- robot
- create problems
- fair

Going on safari in Africa would be a **dream come true!**
 After a long **illness** she returned to work.
 The wheel was a fantastic **invention**. It changed our lives.
 I really **care about John**. I want to do something to help him.
 I think we should all protect the **environment** better.
 Do you care a lot about your **appearance**?
 How important for you is the **quality** of your work?
 Thomas Edison was a famous **inventor**.
 Do you think students should **have access to the Internet** during exams?
 Let's **switch off** the computer now. It's time to relax!
 I'd love a **robot** that did all the housework.
 You're giving him his own computer! Are you trying to **create problems**?
 Mum says I can't have a phone until I'm 11. It's not **fair!**

Gadgets SB p.68

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.71

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 if I tell you what we need?
 - 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.73

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"/> |

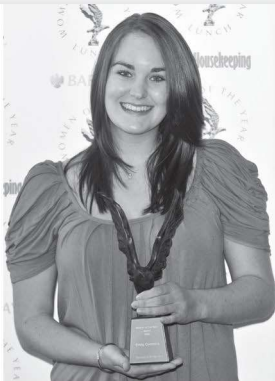


READING

1 **REMEMBER AND CHECK** Circle the correct option, A–C. Then check your answers in the text on page 67 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.



Change for the better

When Emily Cummins was four years old, her grandfather gave her a hammer. She loved using it, and started to learn how to make toys from old things that nobody used any more.

When she was a teenager, she thought a lot about making inventions to help other 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 had problems getting 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.

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 for their villages. 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, so it's easy to repair. For example, the 'wheel' on the water carrier is made from branches of trees. It makes it possible for the women to transport up to five buckets each time. They don't have to carry it on their heads.



2 _____



1 _____

Her latest project is a simple fridge that runs without electricity using only the energy that comes from the sun. There are now thousands of families in villages in Zambia, Namibia and South Africa who use it to keep milk, food and medicines cool.

Emily is now a young woman. She is the winner of several 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 during an awards ceremony in Norway.

Emily frequently visits schools and talks to teenagers. She wants to inspire them to come up with new ideas that make the world a better place. 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

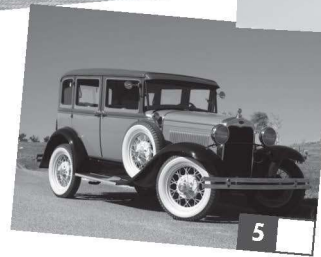
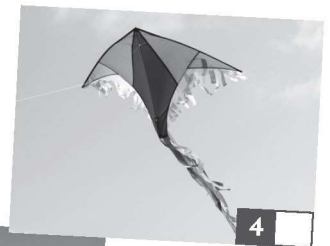
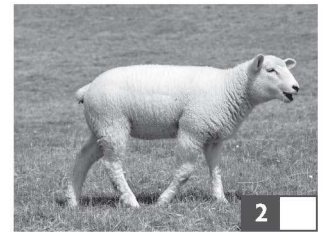
1 Read the text. Tick (✓) the things that Alexander Graham Bell experimented with.

A famous inventor

When Alexander Graham Bell was 29, he made one of the most important inventions in the history of the world: the telephone. A year later, he started the Bell telephone company. It became very successful. 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 never stopped thinking of new ideas. He used his money to open laboratories with teams of engineers who could help him make his dreams come true.

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 success (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 31 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 31 Listen again. Complete the sentences from the conversations.

STELLA Let ⁰m e _____ ¹s _____. You
²h _____ ³t _____ switch
⁴y _____ ⁵c _____ on.

DANIEL Alright. ⁶G _____ you. Do I
⁷h _____ to ⁸t _____ up my
desk ⁹t _____?

LILY Well, you ¹⁰m _____ use
¹¹m _____ ¹²th _____ without
¹³a _____.

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 ¹ _____?

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

MAYA Three races in one? What

² _____?

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 ³ _____?

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.73

1 Complete the conversation with the expressions in the list.

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

MAX ⁰ _____ 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! ¹ _____, I've got to do housework ² _____.

MAX OK, ³ _____. What about tomorrow? Can we play then?

ISAAC ⁴ _____.

MAX Great. It's going to be ⁵ _____!

Pronunciation

Vowel sounds: /ʊ/ and /u:/

Go to page 120.



CAMBRIDGE ENGLISH: Key

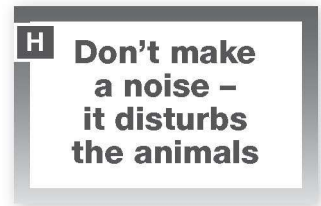
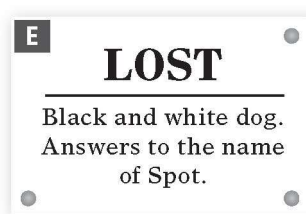
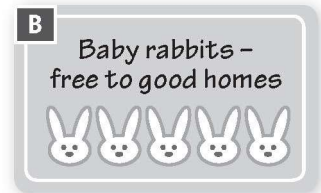
Reading and Writing part 1

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.