

Limba modernă 1 – studiu intensiv

# Engleză

**Clasa a VII-a**

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Starter Unit	Vocabulary	Language focus
	<p><b>p8</b> Meeting people, routines, free-time activities</p> <p><b>p9</b> Adjectives, adverbs</p>	<p><b>p8</b> <i>Wh-</i> questions, prepositions, comparative and superlative adjectives</p> <p><b>p10</b> Comparative and superlative adverbs, past simple</p> <p><b>p118</b> Grammar reference</p>

Unit	Vocabulary	Reading	Language focus 1	Listening and vocabulary	Language focus 2
<b>1 Strange stories</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3, 4.4	<b>p13</b> Action verbs	<b>p14</b> A newspaper article <b>Explore</b> expressions with <i>look</i>	<b>p15</b> Past continuous 🔹 Mystery in the mountains <b>p116 Say it right!</b> <i>was/were</i>	<b>p16</b> A strange story Adverbs of manner <b>Get it right!</b> Irregular adverbs	<b>p17</b> Past simple vs. continuous <i>couldn't</i>
<b>2 Art all around us</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3, 4.5	<b>p23</b> Art around us <b>Get it right!</b> <i>go there</i>	<b>p24</b> An online debate <b>Explore</b> collocations	<b>p25</b> Present perfect for indefinite past time <b>Get it right!</b> <i>gone</i> and <i>been</i> 🔹 The art of storytelling	<b>p26</b> An interview Musical instruments	<b>p27</b> Present perfect with <i>ever/never</i> <b>p116 Say it right!</b> Strong and weak forms
Review Units 1 and 2 pages 32–33      Evaluation test Units 1 and 2 pages 34–35					
<b>3 Adventure</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.3, 4.5	<b>p37</b> Expressions with <i>go</i>	<b>p38</b> An online advertisement <b>Explore</b> words in context	<b>p39</b> Present perfect with <i>still, yet, already</i> and <i>just</i> 🔹 The age of discovery	<b>p40</b> An interview Phrasal verbs <b>p116 Say it right!</b> Consonant to vowel linking	<b>p41</b> Present perfect with <i>for</i> or <i>since</i> Present perfect and past simple
<b>4 A helping hand</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3, 4.4, 4.5	<b>p47</b> Personal qualities	<b>p48</b> A magazine article <b>Explore</b> word building	<b>p49</b> Reflexive pronouns and <i>each other</i> <b>Get it right!</b> reflexive pronouns 🔹 Born to dive	<b>p50</b> A news report Phrasal verbs (learning and socialising)	<b>p51</b> Present perfect continuous Present perfect continuous vs. present continuous Present perfect simple vs. present perfect continuous <b>p116 Say it right!</b> Stress and intonation in questions with <i>How long?</i>
Review Units 3 and 4 pages 50–51      Evaluation test Units 3 and 4 pages 58–59					
<b>5 Young achievers</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5	<b>p61</b> Training and qualifications <b>Get it right!</b> <i>job</i> and <i>work</i>	<b>p62</b> A profile <b>Explore</b> expressions with <i>take</i>	<b>p63</b> <i>be going to</i> and present tenses for the future 🔹 Insectmobile	<b>p65</b> A discussion Achievements	<b>p65</b> Predictions with <i>be going to, will</i> and <i>may/might</i> Future continuous <b>p117 Say it right!</b> Contracted forms in the future continuous
<b>6 Let's talk</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5	<b>p71</b> Communication	<b>p72</b> A survey <b>Explore</b> communication collocations	<b>p73</b> <i>will, might/may/could</i> + adverbs of possibility 🔹 Social networks	<b>p74</b> Short conversations Communication verbs	<b>p75</b> First conditional + <i>may/might/could, be able to</i> <b>Get it right!</b> <i>if</i> clauses <b>p117 Say it right!</b> Intonation in first conditional sentences
Review Units 5 and 6 pages 80–81      Evaluation test Units 5 and 6 pages 82–83					
<b>7 Fabulous food</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5	<b>p85</b> Cooking verbs	<b>p86</b> Short online texts <b>Explore</b> words in context	<b>p87</b> First conditional with <i>if, when</i> and <i>unless</i> Time clauses with <i>when</i> and <i>as soon as</i> <b>Get it right!</b> <i>will</i> 🔹 Oil from goats?	<b>p88</b> Adjectives describing food A game show	<b>p89</b> Countable and uncountable nouns Irregular plurals Expressing obligation and necessity – <i>have to/don't have to, must/mustn't</i>
<b>8 Celebrate in style</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5	<b>p95</b> Celebrations	<b>p96</b> A magazine article <b>Explore</b> verbs and prepositions	<b>p97</b> <i>-ing</i> forms <b>Get it right!</b> prepositions after verbs and before the <i>-ing</i> form 🔹 Let's celebrate	<b>p98</b> A travel programme Descriptive adjectives	<b>p99</b> Infinitives Infinitives vs. <i>-ing</i> forms <b>p117 Say it right!</b> <i>to</i> and <i>too</i>
Review Units 7 and 8 page 104–105      Evaluation test Units 7 and 8 pages 106–107					



Discover Culture (Video and Reading)	Speaking	Writing	Extras
p18 <b>Real talk:</b> A story from under the sea p19 An article <b>Explore</b> nouns with -er	p20 <b>Real talk:</b> What's an unusual or interesting thing that happened to you recently? Telling someone your news	p21 A story <b>Useful language:</b> Sequencing language 1	p148 CLIL Art – Making a comic <b>Behind the scenes</b> p120 Grammar reference p128 Vocabulary Bank
p28 <b>Real talk:</b> A world of music p29 A web page <b>Explore</b> phrasal verbs with up	p30 <b>Real talk:</b> Have you ever been to a concert? Invitations and arrangements	p31 An internet post <b>Useful language:</b> Avoiding repetition	p149 CLIL Art – Perspective <b>Art in perspective</b> p121 Grammar reference p129 Vocabulary Bank
p42 <b>Real talk:</b> The strange and beautiful land of Australia p43 A poster presentation <b>Explore</b> interesting adjectives	p44 <b>Real talk:</b> What's the most exciting thing you've ever done? Signing up for an activity	p45 A travel blog <b>Useful language:</b> Expressing how you feel, good or bad	p150 CLIL Geography – Time zones <b>Where in the world?</b> p122 Grammar reference p130 Vocabulary Bank
p52 <b>Real talk:</b> A very Indian wedding p53 A blog post <b>Explore</b> words in context	p54 <b>Real talk:</b> Have you ever helped a friend through a difficult situation? Showing concern	p55 A personal email <b>Useful language:</b> Expressing how we feel	p151 CLIL Technology – The changing classroom <b>The house of the future</b> p123 Grammar reference p131 Vocabulary Bank
p66 <b>Real talk:</b> The young and the brave p67 A newspaper article <b>Explore</b> words in context	p68 <b>Real talk:</b> Are you saving up for something special? What? Making decisions	p69 A forum entry <b>Useful language:</b> Sequencing language 2	p152 CLIL Natural Science – The Archimedes' Principle <b>A cool experiment</b> p124 Grammar reference p132 Vocabulary Bank
p76 <b>Real talk:</b> The language of the future? p77 An article <b>Explore</b> phrasal verbs	p78 <b>Real talk:</b> Have you ever given a class presentation? Reassuring someone	p79 An essay <b>Useful language:</b> Introducing points and arguments	p153 CLIL Technology – Early written communication <b>Pictures with meaning</b> p125 Grammar reference p133 Vocabulary bank
p90 <b>Real talk:</b> Fruits of the sea p91 An online article <b>Explore</b> prepositional phrases	p92 <b>Real talk:</b> Imagine you have to cook for your family for a day. What would you cook?	p93 Describing a local dish <b>Useful language:</b> Cooking and eating	p154 CLIL Technology – Vertical farming <b>You are what you eat</b> p126 Grammar reference p134 Vocabulary Bank
p100 <b>Real talk:</b> Like father, like daughter p101 An article <b>Explore</b> words in context	p102 <b>Real talk:</b> What's the worst party you've ever been to? Offers and requests	p103 A description <b>Useful language:</b> so or too + adjective	p155 CLIL History – 4th July celebration, USA <b>Reliving history</b> p127 Grammar reference p135 Vocabulary Bank

## General and specific competences from the curriculum explored in the units

### 1. Receive oral messages in different communication situations

- 1.1. Select the main ideas from TV programmes/audio-video recorded materials related to familiar topics, when the speakers talk relatively slowly and clearly
- 1.2. Identify details from a regular everyday conversation, when the interlocutors rephrase or repeat certain words/phrases on demand
- 1.3. Identify the main ideas from a clearly spoken discussion in the standard language
- 1.4. Identify common aspects between your own culture and the culture of the language studied
2. Speak in different communication situations
  - 2.1. Report a happening/personal experiences
  - 2.2. Describe dreams, hopes, ambitions
  - 2.3. Provide responses to a suggestion using common formulas
  - 2.4. Participate in short conversations in common contexts, on general topics
  - 2.5. Show a positive attitude with respect to participating in a verbal exchange
3. Receive written messages in different communication situations
  - 3.1. Find relevant information from common materials such as brochures and short official documents, deducing from context the meaning of unknown words
  - 3.2. Identify the main aspects from short articles on familiar and up-to-date topics
  - 3.3. Identify information associated with personal experiences from various types of text (diary pages, letters, reviews, testimonies, etc.)
  - 3.4. Identify reasons in a text
  - 3.5. Find appropriate sources of reading and information
4. Write messages in different communication situations
  - 4.1. Elaborate a simple presentation or information message that is of immediate relevance to people around you
  - 4.2. Write a letter or a digital message using addressing, requesting, inviting expressions
  - 4.3. Present a real or imaginary event
  - 4.4. Write short presentations following a standardized format in which factual information is presented
  - 4.5. 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 diverse situații de comunicare

- 1.1. Selectarea principalelor idei din programe TV/ înregistrări audio-video pe teme familiare, dacă se vorbește relativ rar și cu claritate
- 1.2. Desprinderea semnificației dintr-o conversație obișnuită de zi cu zi atunci când interlocutorii reformulează sau repetă la cerere anumite cuvinte/expresii
- 1.3. Identificarea principalelor idei dintr-o discuție rostită dar în limba standard
- 1.4. Identificarea unor elemente comune culturii proprii și culturii studiate
2. Exprimarea orală în diverse situații de comunicare
  - 2.1. Relatarea unei întâmplări/a unor experiențe personale
  - 2.2. Descrierea de visuri, speranțe, ambiții
  - 2.3. Oferirea de reacții răspuns la o sugestie, folosind formule uzuale
  - 2.4. Participarea la scurte conversații în contexte obișnuite, asupra unor subiecte generale
  - 2.5. Manifestarea unei atitudini pozitive față de participarea la dialog și exprimarea în public

### 3. Receptarea de mesaje scrise în diverse situații de comunicare

- 3.1. Găsirea informației relevante din materiale uzuale de tipul broșurilor și al documentelor oficiale scurte, deducând din context semnificația cuvintelor necunoscute
- 3.2. Identificarea aspectelor principale din articole scurte pe teme familiare și de actualitate
- 3.3. Identificarea informațiilor asociate unor experiențe personale din diverse tipuri de text (pagini de jurnal, scrisori, recenzii, mărturii etc.)
- 3.4. Identificarea motivelor dintr-un text
- 3.5. Căutarea de surse adecvate de lectură și de informare
4. Redactarea de mesaje în diverse situații de comunicare
  - 4.1. Elaborarea unui mesaj simplu de prezentare sau de informare cu relevanță imediată pentru persoane din anturaj
  - 4.2. Redactarea unei scrisori/unui mesaj digital folosind expresii de adresare, de cerere, de invitație
  - 4.3. Prezentarea în scris a unui eveniment real sau imaginar
  - 4.4. Redactarea de prezentări scurte după un format standardizat, în care se prezintă informații factuale
  - 4.5. Manifestarea unei atitudini pozitive față de participarea la schimbul de mesaje scrise



# Libris RO Starter Unit

Respect pentru oameni și cărți

## Meeting people

- 1 Complete the conversation with the words in the box. Then listen, check and repeat.

See I'm This Goodbye My  
your is Pleased Her from

Kieran: Hello. <sup>1</sup> *My* name's Kieran. What's <sup>2</sup> .... name?  
Fay: Hi, Kieran. I'm Fay. <sup>3</sup> .... is my friend. <sup>4</sup> .... name's Gulay.  
Gulay: <sup>5</sup> .... to meet you Kieran!  
Kieran: Where are you <sup>6</sup> ...., Gulay?  
Gulay: <sup>7</sup> .... from Istanbul in Turkey.  
Fay: Gulay <sup>8</sup> .... staying at our house.  
Kieran: Well, I have to go. <sup>9</sup> .... you later!  
Fay: <sup>10</sup> .... Kieran!

## Routines

- 2 Match the daily routines with the pictures.

have lunch ~~wake up~~ get up have dinner  
have breakfast go to bed have a shower  
do homework go to school

a *wake up*



- 3 Work with a partner. Use the activities in Exercise 2 to describe a typical day in your life.

*I wake up at 7.30 am and I get up quickly. Then I have a shower and have breakfast at 8 am.*

## Free-time activities

- 4 Complete the free-time activities with **do, go, play, read, sing or watch**.

- |                     |                  |
|---------------------|------------------|
| 1 <i>go</i> cycling | 6 ... exercise   |
| 2 ... judo          | 7 ... the guitar |
| 3 ... football      | 8 ... a song     |
| 4 ... a book        | 9 ... basketball |
| 5 ... swimming      | 10 ... a film    |

- 5 Ask and answer questions about the activities in Exercise 5 with your partner.

*A: Do you go cycling at weekends?*

*B: No, I haven't got a bicycle!*

## Wh- questions

- 6 Write the words in order to make questions.

- study / you / Where / do ?
- old / you / are / How ?
- like / do / TV programmes / What / watching / you ?
- on holiday / you / Where / next summer / go / will ?
- teacher / last year / Who / English / your / was ?
- get / this morning / How / you / to school / did ?

- 7 Ask and answer the questions in Exercise 6 with your partner.

## Prepositions

- 8 Complete the sentences with the correct preposition.

- We have lessons .... twelve o'clock. Then we go home.
- The coffee shop is .... James's school. Let's go there.
- I don't like to sing .... my parents and friends. I feel nervous.
- People .... the ages of 20 and 60 attended the concert.
- .... ten talented singers went to the audition yesterday.
- The train was really crowded. It was full .... people!

## Adjectives

### 1 Choose the correct words to complete the sentences.

- 1 My brother is so **annoying** / friendly / weird – he is always borrowing my things.
- 2 Frank plays the guitar – he's really **excited** / interested / surprised in music.
- 3 My favourite comedian is Will Ferrell – he is so funny / moody / unfriendly!
- 4 I get really **embarrassed** / interested / bored when the news comes on – I change the channel.
- 5 I think Sam is a bit **tired** / angry / upset after the long journey so he's not coming out tonight.
- 6 I find films with clowns really **cheerful** / scary / impatient. I have nightmares after watching them.

### 2 Work with a partner. Use the adjectives in Exercise 1 to describe the following people.

- 1 a friend
- 2 a relative (brother, sister, uncle, aunt, etc.)
- 3 a teacher at school
- 4 a famous person

*My friend Gill is really impatient; she hates waiting for the bus! She's really interested in cooking.*

## Comparative and superlative adjectives

### 3 Complete the conversations about TV programmes with the comparative or superlative adjectives. Then listen and check.

- 1 A: I think documentaries are .... (interesting) the news.  
B: Really? I don't like documentaries or the news. Cartoons are the .... (good) thing on TV, in my opinion!
- 2 A: I think the .... (boring) programmes on TV are chat shows – I hate them!  
B: Yes, I know what you mean. But I think reality shows are the .... (bad)!
- 3 A: I love watching romantic films! It's much .... (relaxing) watching action films!  
B: Oh no, I love action films. They are .... (exciting) romantic films and they have the .... (good) special effects!

### 4 Work with a partner. Use comparatives and superlatives to compare TV shows you know.

## Adverbs

### 5 Choose the correct words to complete the sentences.

- 1 Tina and I spoke **quiet** / **quietly** because we didn't want to wake up the baby
- 2 We were all **happy** / **happily** to see Vicky again.
- 3 I'm sorry. I draw very **bad** / **badly**. What do you think?
- 4 We ran **quick** / **quickly** but the bus left without us.
- 5 Everyone thought it was an **easy** / **easily** exam.
- 6 Ian speaks French very **good** / **well**. He lived there for a year.
- 7 Drive **slow** / **slowly** Granny. I think Susan's house is near here.
- 8 Be **careful** / **carefully** – they bite!

### 6 Match four of the sentences in Exercise 5 to the pictures below.





## Comparative and superlative adverbs

- 1 David is writing about his classmates. Complete the text with the comparative and superlative adverbs of the adjectives in brackets.



So these are my classmates – we're all really different. Alice is the best in the class. She works <sup>1</sup> *more quickly* (quick) than anyone else in the class. Ryan is good at Maths so he does his Maths homework <sup>2</sup> (easy). Christine does her homework <sup>3</sup> (careful) than anyone else but it takes her hours so she definitely does things <sup>4</sup> (slow). I sit beside Paola. I can draw <sup>5</sup> (good) than she can but she's really nice and she sits <sup>6</sup> (quiet) than I do.

## Past simple

- 2 Complete the table with the past simple form of the verbs in the box.

watch leave help dance get go be wash  
come walk stop take eat work have see

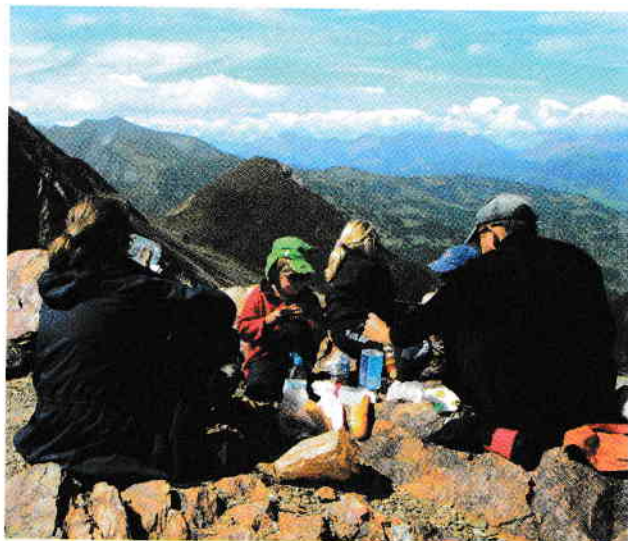
Regular	Irregular
<i>watched</i>	<i>left</i>

- 3 Complete the sentences with the past simple form of the regular verbs in Exercise 2.

- It was a lovely day so we *walked* around the park.
- My mum .... in a cinema when she was young.
- Tell me about the film. I .... (not) it last night because I went to bed early.
- .... you .... Carl with his homework?
- It was a great party and the music was amazing. We .... for hours.
- Sorry we're late. We .... at a shop to buy some ice cream.
- I .... my dad's car two hours ago and now it's raining!

- 4 Complete the news story with the past simple form of the irregular verbs in Exercise 2. Use one verb twice.

Last weekend, my family and I <sup>1</sup> *went* to the mountains. It <sup>2</sup> .... great. We <sup>3</sup> .... a really good time. We <sup>4</sup> .... early in the morning. My cousin Gina <sup>5</sup> .... with us. We <sup>6</sup> .... some food – sandwiches and drinks – and we <sup>7</sup> .... under the trees in the forest. We <sup>8</sup> .... some beautiful birds. When we <sup>9</sup> .... home we <sup>10</sup> .... very tired but happy.



- 5 Write three true past simple sentences about you, your friends or your family with the verbs and the time expressions.

eat	ago
see	last week
watch	yesterday
be	last weekend
walk	last month
had	last Friday
come	yesterday morning
wash	last year
dance	

*My friend Anne ate pizza last Friday.*

- 6 I know what you did last weekend! Rewrite the news story in Exercise 5 so it is true for you. Then work with a partner and 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.



### Real talk: Do you often lose things?

1 Watch the teenagers in the video. How many teens lost something once?

2 Do you often lose things?

3 Shelley and Ed are talking about a problem. What did Shelley lose?



4 Complete the conversation with the phrases in the Useful language box.

#### Useful language

I don't know what to do.  
What's the matter?  
I'm not sure.  
OK, don't panic!  
Oh no!  
For one thing (no one rang me).  
Let me think ...  
I hope so!

Ed: Hi, Shelley! What's the <sup>1</sup> **matter** ?  
Shelley: I can't find my schoolbag! It's got all my books in!  
Ed: Oh <sup>2</sup> ... ! Where did you go after school?  
Shelley: Umm, let me <sup>3</sup> ... . I went to watch a basketball match. After that, I went to buy a drink, and then we went to the park.  
Ed: Did you leave it in the park?  
Shelley: I'm <sup>4</sup> ... . I was on my way home when I realised I didn't have it. I went back to the park but I couldn't find it! I don't <sup>5</sup> ... to do!  
Ed: OK, don't <sup>6</sup> ... . Perhaps a friend saw it and took it home.  
Shelley: No, I don't think so. For one <sup>7</sup> ... , no one rang me.  
Ed: Well, maybe you left it in the shop. Let's go and ask if it's there.  
Shelley: OK – I <sup>8</sup> ... !

5 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Change the words in bold in the dialogue. Use the ideas below. Take turns to talk to a friend and explain what the problem is. Use the situations below or your own ideas.

#### Problem 1

You are at school. Your mobile isn't in your bag. It's new and was quite expensive. It has all your numbers in it and hundreds of songs. You had it this morning at home.



#### Problem 2

You are at a friend's house. You can't find your memory stick. It has all the work you did for a group presentation. You need it tomorrow. You had it earlier today at school.







Discovery  
EDUCATION

In this unit ...



Mystery in the  
mountains p15



A story from under  
the sea p18



Strange events p20



CLIL Behind the  
scenes p148

# Strange stories

## Vocabulary

- Action verbs
- Adverbs of manner
- Phrasal verbs with *look*
- Nouns with *-er*

## Language focus

- Past continuous
- Past continuous vs. past simple
- *could(n't)*

## Unit aims

I can ...

- tell a story using action verbs.
- understand strange stories.
- talk about my activities in the past.
- describe how I do things.
- talk about the things I could and couldn't do when I was younger.
- tell someone my news.
- write a story.

## BE CURIOUS



What can you see in the photo?

Start thinking

- Do you think this is a real photo? Why/Why not?
- What other strange things do you know about?
- Can you think of an explanation for these mysteries?





- 1 Look at the story. What do you think happened?
- 2 Match the words in the box with the pictures (a–h). Which pictures are missing? Then listen, check and repeat.

catch chase climb hide steal fall over  
jump run away throw break into

- 3 Complete the sentences with the past simple form of the verbs in Exercise 2.

- 1 The thief broke into the boot of the car.
- 2 The thief .... my bag.
- 3 The thief .... from our car.
- 4 I .... the thief.
- 5 The thief .... into a garden.
- 6 The thief .... his bag over a wall.
- 7 The thief .... over a wall.
- 8 The thief .... the bag.
- 9 The thief ....
- 10 I .... the thief.

- 4 Listen to the conversation. What action verbs from Exercise 2 do the speakers use?

### Your turn

- 5 Work with a partner. Cover the sentences in Exercise 4. Then ask and answer questions about the story.

What happened in picture a?

The thief ran away from the car after stealing a bag.

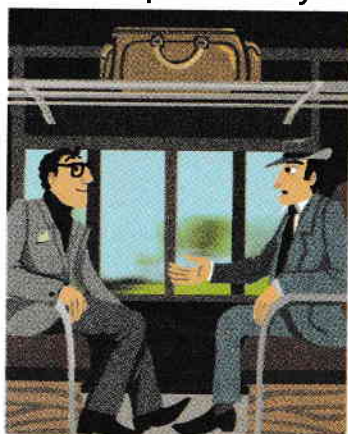
- 6 Write down your story based on the pictures (80–100 words). Share your story with your partner.

Vocabulary Bank • page 128



## Reading A newspaper article

- 1 Work with a partner. Look at the pictures. How do you think the four pictures are connected? Which pictures do you think show what happened first in the story?



- 2 Read the newspaper article and check your ideas to Exercise 1.

- 3 Read the text again and answer the questions.

- 1 What school did the children go to?
- 2 Where did they find the treasure?
- 3 What did the teacher do when she saw the bag?
- 4 Who opened the bag?
- 5 What was inside the bag?
- 6 Who did the police speak to about the objects?

HOME WORLD UK BUSINESS EDUCATION

### TREASURE IN THE PARK



Pupils from Parkland School in Leeds were surprised last week when they were cleaning the park. They were looking for rubbish when they found something that looked like treasure!

'I was looking after their bags when I heard someone shout by the lake. I ran over and one of the children was jumping and pointing at a large bag. They weren't laughing but they were really excited,' said their teacher, Mrs Gibson. 'I phoned the police immediately.'

The police looked in the bag. It was full of expensive objects like watches and clocks, and even some gold. There were also some old photos, a Hungarian passport, two train tickets to Berlin and an old newspaper from 1956.

**But where did these things come from? Who did they belong to? What were they doing there?**

Police detective Stuart Bolan said, 'This morning I spoke to police in Hungary and they are trying to find the owner of the passport. The bag was in the park for a very long time so it really is a mystery.'

Were the children still talking about it a week later? 'They are very excited and are going to do a project on what they found,' said Mrs Gibson.

### Explore Phrasal verbs with look

- 4 Find four examples of **look + preposition** in the newspaper article. Then complete the sentences with the correct preposition.

- 1 I was looking **for** my keys, when I found my mobile phone.
- 2 Can you look **in** the kitchen for my bag?
- 3 My aunt is working so I'm looking **after** my little cousin.
- 4 I'm not sure what it is but it looks **like** an old boot.

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### Your turn

- 5 Look at the text. Write your own answers to the three questions in bold in the fourth paragraph.
- 6 Work in small groups. Compare your answers to the questions in Exercise 5 and decide which is your favourite.

I think thieves stole these objects.

I agree. But where did they come from?

**FACT!** Four months before the 1966 World Cup in England, a thief stole the World Cup trophy and hid it inside some newspaper at the bottom of a garden. A dog called Pickles found it seven days later while he was walking with his owner. Both Pickles and his owner received a reward!





## Past continuous: affirmative and negative

- 1 Complete the examples from the text on page 14. Then choose the words to complete the rule.

	I / he / she / it	you / we / they
+	I <sup>1</sup> .... <b>looking</b> after their bags.	They <b>were</b> <sup>2</sup> .... for rubbish.
-	I <b>wasn't watching</b> the children.	They <sup>3</sup> .... <b>laughing</b> .

We use the past continuous to talk about completed actions in the past / actions in progress at a particular point of time in the past.

- Grammar reference • page 120

- 2 Complete the police report with the past continuous form of the verbs in brackets.

### POLICE REPORT

Case No: 76543

Date and Time: 21 May 11 am

Police officer: Alfred Baker

Name of witness: Jim Hanson

#### Information:

What were you doing at the time?

When my friends found the bag, I <sup>1</sup>**was climbing** (climb) a tree and Danny <sup>2</sup>.... (hide) behind that wall because Max <sup>3</sup>.... (chase) us. Our teacher <sup>4</sup>.... (stand) over there. She wasn't happy with us because we <sup>5</sup>.... (not help) the others. Our classmates <sup>6</sup>.... (not play), they <sup>7</sup>.... (look) for rubbish and they <sup>8</sup>.... (throw) empty cans and bottles into a bag.

## Past continuous: questions

- 3 Complete the examples from the text on page 14. Then complete the rules.

	I / he / she / it	you / we / they
Wh- ?	What <b>was</b> Danny <b>doing</b> ?	What <b>were</b> they <sup>1</sup> .... there?
Y/N ?	<b>Was</b> she <b>looking</b> after the bag?	<sup>2</sup> .... the children still <b>talking</b> about it?
Short answers	Yes, she <b>was</b> . No, she <b>wasn't</b> .	Yes, they <sup>3</sup> .... No, they <b>weren't</b> .

We form the past continuous with **was / ....** (the past tense forms of the verb **to be** and the **-ing** form of the verb. We use the long forms of **to be** in **affirmative** and **....** sentences. We use the short form of **to be** only in **....** sentences.

- Grammar reference • page 120

- 4 Complete the conversation with the verbs in brackets. Use the past continuous. Then listen and check.

Detective: What <sup>1</sup> **were** you **doing** (do) between 8 and 8.30 last night?

Schoolboy: I <sup>2</sup>.... (look) at my Maths book.

Detective: Why <sup>3</sup>.... you .... (study) Maths?

Schoolboy: Because I've got an exam tomorrow.

Detective: Where <sup>4</sup>.... you .... (sit)?

Schoolboy: In my bedroom.

Detective: <sup>5</sup>.... you .... (talk) to anyone at the same time?

Schoolboy: No, I <sup>6</sup>.... (do) it alone.

- Say it right! • page 116

### Your turn

- 5 Write questions for your partner with the past continuous. Use these times or your own ideas.

5 pm last Wednesday 2 pm on Saturday  
yesterday 11 am last night 7 pm  
8 am this morning

What were you doing at 2 pm on Saturday?  
Were you having lunch?

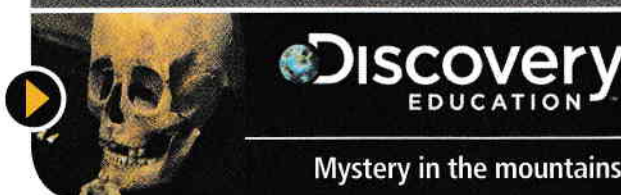
- 6 Ask and answer your questions from Exercise 5 with your partner.

What were you doing at 2 pm on Saturday?

I was finishing my homework.

Learn about an archaeologist's discovery.

- What did the archaeologist and his team find?
- What did he discover about the woman?
- Why do you think she travelled so far?





### 1 Read the status update then look at the pictures and answer the questions.

- 1 Where is Liz?
- 2 What is she doing?
- 3 Why do you think she said "Goodbye Granny" in the shop?

### 2 Listen to Liz telling her friend Mel what happened to her. Check your answers to the questions in Exercise 1.

### 3 Listen again. Mark the sentences true (T) or false (F).

- 1 Liz's brother's birthday is today.
- 2 When Liz got to the shop, it was empty.
- 3 An old lady started talking to Liz outside the cake shop.
- 4 Liz paid £17 for the cake.
- 5 Liz bought her cake and the cakes for the old lady too.



Liz Matthews

posted 45 minutes ago

Don't say "Goodbye Granny" to the old lady in the cake shop!!



### Your turn

### 6 Write your answers to the questions.

- 1 Do you always do your homework carefully?
- 2 Can you speak English well?
- 3 Do you get dressed for school quickly?
- 4 Is there anything you do badly?
- 5 Do you always speak in class quietly?
- 6 What can you do easily?

### 7 Work with a partner. Ask and answer the questions from Exercise 6.

Do you always do your homework carefully?

No, not really. I often make lots of mistakes. How about you?

I try to do it more carefully than I used to. My dad helps me with it, of course.

## Vocabulary Adverbs of manner

### 4 Look at the examples from the listening and answer the questions.

- An old lady was standing **quietly** next to me.
- The others were talking **loudly**.

- 1 Are the words in bold adjectives or adverbs?
- 2 What do we usually add to adjectives to make adverbs?

#### Get it right!

Adverbs usually come after the main verb or after the object.

*Sam speaks Italian **well**.* (not *Sam speaks well Italian*.)

Remember these adverbs are irregular:

good → **well**, fast → **fast**, hard → **hard**

### 5 Complete the sentences with the correct form of the adjectives in brackets. Then listen, check and repeat.



He cooks very **badly** (bad).



The snail moved **slowly** (slow) across the leaf.



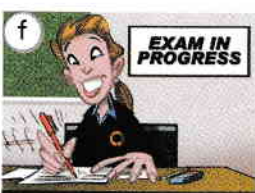
I carried the expensive glasses very **carefully** (careful).



The children were playing very **happily** (happy).



I got dressed **quickly** (quick) and went out.



She answered all of the questions **easily** (easy).



He paints very **well** (good).



She opened the door **quietly** (quiet).

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## Past simple vs. continuous

### 1 Complete the examples from the listening on page 16. Then complete the rules.

- 1 Something strange **happened** to me today while I **was** ....
- 2 When I got to the cake shop, four people .... **waiting**.
- 3 An old lady **was** .... quietly in front of me.
- 4 The others .... **talking** so loudly so I couldn't .... her very well.
- 5 What .... you **say**?
- 6 I .... only **paying** for my brother's cake.

We use the past <sup>1</sup>.... to talk about finished actions in the past. We use the past <sup>2</sup>.... to talk about actions in progress in the past.

<sup>3</sup>We use **when / while** before the past simple.

<sup>4</sup>We use **when / while** before the past continuous.

### 2 Choose the correct verbs to complete the sentences.

- 1 Liz **shopped / was shopping** when something strange **happened / was happening** to her.
- 2 The cake shop **wasn't / wasn't being** very crowded when Liz **arrived / was arriving**.
- 3 While she **waited / was waiting** in the small queue, an old lady **approached / was approaching** her.
- 4 The old lady **showed / was showing** Liz a photo of her granddaughter while talking about her.
- 5 When Liz **asked / was asking** how much her cake cost, the shop assistant said she **had / was having** to pay for the lady's cakes as well.
- 6 The old lady **left / was leaving** the shop while Liz **paid / was paying** for the cakes.

### 3 Rewrite the sentences in two different ways. Use **when** or **while**.

- 1 I was watching TV. My best friend called.  
*While I was watching TV, my best friend called.*  
*I was watching TV when my best friend called.*
- 2 My dad was driving home from work. His car suddenly stopped.
- 3 Alex was walking home from school. It started raining.
- 4 We saw our Maths teacher. She was waiting at the bust stop.
- 5 My mum was reading a book in the living room. My brother entered the room.

➔ Grammar reference • page 120

### 4 Complete the text with the correct form of the verbs in brackets. Then listen and check.

October 24

When I woke up, it <sup>1</sup> *was raining* (rain). I <sup>2</sup>.... (walk) to the bathroom, but my brother <sup>3</sup>.... (have) a shower. I <sup>4</sup>.... (tell) him to be quick and then I <sup>5</sup>.... (go) to the kitchen. Dad <sup>6</sup>.... (read) the newspaper, and Mum <sup>7</sup>.... (listen) to the news. ' <sup>8</sup>.... (you sleep) well?' asked Dad. 'No,' I said, 'I <sup>9</sup>.... (have) a strange dream about a cat in my English class! The cat <sup>10</sup>.... (sit) next to me and she <sup>11</sup>.... (answer) all the teacher's questions. She could speak human language easily and she <sup>12</sup>.... (raise) her paw every time she <sup>13</sup>.... (want) to say something! Dad <sup>14</sup>.... (laugh) and <sup>15</sup>.... (go) to the kitchen to make breakfast. I <sup>16</sup>.... (look) out of the window while I <sup>17</sup>.... (lay) the table and I <sup>18</sup>.... (see) the cat from my dream. She <sup>19</sup>.... (look) at me fixedly. I couldn't believe my eyes!

### Your turn

### 5 Write five questions. Use the prompts and the past simple or past continuous.

- 1 rain / when / you / wake up / this morning?  
*Was it raining when you woke up this morning?*
- 2 your phone / ring while / you / have breakfast?
- 3 anything strange / happen / while / you / go to school?
- 4 when / you / go into the classroom / your teacher / write on the board?
- 5 while / you / listen / to the teacher / you / look out of the window?

### 6 Ask and answer the questions in Exercise 5 with your partner.

Was it raining when you woke up this morning?

No, it wasn't but I woke up very early.

### could(n't)

### 7 Complete the examples from the listening on page 16 with **could** or **couldn't** and the verb in brackets.

- |   |  |
|---|--|
| + | I <sup>1</sup> .... (play) it well when I was younger. |
| - | I <sup>2</sup> .... (not hear) her very well.          |

➔ Grammar reference • page 120

### 8 Which of the things in the box could you do when you were at primary school? Write sentences with **could** or **couldn't** and an adverb from page 16.

ride a bike play a musical instrument  
use a computer sing play your favourite sport

*I could swim quickly but I couldn't speak English well.*