

Limba modernă 1 – studiu intensiv  
Engleză  
Caietul elevului

Clasa a VII-a



Vicki Anderson with Eoin Higgins,  
Cristina Rusu, Diana Todoran  
and Ioana Tudose

art Klett

# Foreword

**Cambridge uses cutting-edge language and pedagogy research to create innovative materials that teachers and students will love.**

**English and Romanian teachers have created, through *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a. Workbook*, a book that follows the Romanian Curriculum step by step.**

**With *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a. Workbook*, learning English becomes much more interesting as you discover and explore the cultures and people of the world around you.**

**The Workbook offers additional practice of all the language and skills presented in the Student's Book (*Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*). This version of the Workbook offers:**

- **graded exercises for mixed abilities;**
- **more help with grammar and speaking in *Speaking extra* and *Language focus extra* pages;**
- **extra literature activities: *Reading for pleasure*;**
- **Cambridge Learner Corpus informed *Get it Right!* pages.**

# Contents

	<b>Starter Unit</b>	page 5
<b>1</b>	<b>Strange stories</b>	page 11
<b>2</b>	<b>Art all around us</b>	page 23
<b>3</b>	<b>Adventure</b>	page 35
<b>4</b>	<b>A helping hand</b>	page 47
<b>5</b>	<b>Young achievers</b>	page 59
<b>6</b>	<b>Let's talk</b>	page 71
<b>7</b>	<b>Fabulous food</b>	page 83
<b>8</b>	<b>Celebrate in style</b>	page 95
<b>9</b>	<b>Reading for pleasure</b>	page 107
<b>10</b>	<b>Speaking extra</b>	page 115
<b>11</b>	<b>Language focus extra</b>	page 125

# Starter Unit



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

1. Receive oral messages in different communication situations
- 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
  
2. Speak in different communication situations
- 2.1. Report a happening/personal experiences
- 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

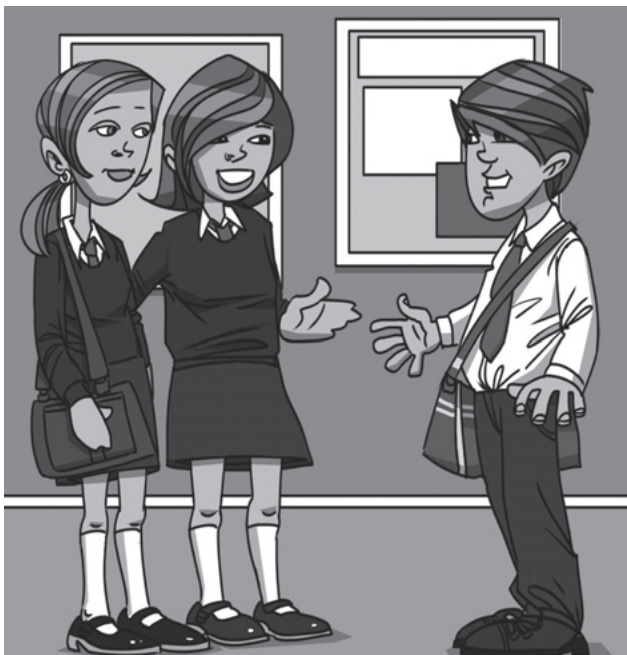
**Competențe generale și specifice din programa școlară exploatare în această unitate**

1. Receptarea de mesaje orale în diverse situații de comunicare
- 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 clar 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
- 2.3. 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

# Starter Unit

## Meeting people

1 ★ Put the sentences in the correct order to make a conversation.



- \_\_\_ Karen and Jackie: See you later!
- \_\_\_ Jackie: Hi Pete. Nice to meet you.
- \_\_\_ Pete: Hello. I'm Pete.
- 1 Karen: This is my friend. Her name's Jackie.
- \_\_\_ Pete: You too. Well, I have to go.
- \_\_\_ Pete: Yes, bye!
- \_\_\_ Karen: Hi. My name's Karen. What's your name?

## Routines

2 ★ Complete the daily activities. Use the words in the box. Then number the activities in the order you do them every day.

go (x2) do wake get have (x3)

- \_\_\_ \_\_\_\_\_ lunch
- \_\_\_ \_\_\_\_\_ to bed
- \_\_\_ \_\_\_\_\_ up
- \_\_\_ \_\_\_\_\_ breakfast
- 1 wake up
- \_\_\_ \_\_\_\_\_ to school
- \_\_\_ \_\_\_\_\_ homework
- \_\_\_ \_\_\_\_\_ dinner

## Free-time activities

3 ★★ Write the activities under the pictures. Use *do*, *go*, *play*, *read*, *sing*, or *watch*.



play basketball





## Comparative and superlative adverbs

### 9 ★★ Write sentences with the comparative or superlative forms of the adverbs.

- Harry / learned / swim / easily / me  
Harry learned to swim more easily than me.
- The man / ran / quickly / the police  
\_\_\_\_\_
- They / played / the sad songs / quietly  
\_\_\_\_\_
- He / spoke / slowly / than / the first time  
\_\_\_\_\_
- My dad / drives / carefully / of all the family  
\_\_\_\_\_
- Lydia / writes / good / me  
\_\_\_\_\_

## Past simple

### 10 ★ Circle the correct words in the table.

- |   |  |
|---|--|
| 1 | In the past simple we add <i>-ed</i> or <i>-d</i> to the infinitive in <b>regular / irregular</b> verbs. |
| 2 | To form negatives, we put <i>didn't</i> + infinitive / <b>past form</b> .                                |
| 3 | To form questions, we put <i>Did</i> + subject + infinitive / <b>past form</b> .                         |
| 4 | We form negatives and questions of irregular verbs in <b>the same / a different way</b> .                |

### 11 ★★ Complete the text. Use the past simple form of the verbs in brackets.

Last year I <sup>1</sup> had (have) a terrible experience when a shark <sup>2</sup> \_\_\_\_\_ (attack) me. That day I <sup>3</sup> \_\_\_\_\_ (not see) the red danger flag at the beach, so I <sup>4</sup> \_\_\_\_\_ (decide) to go surfing. Suddenly I <sup>5</sup> \_\_\_\_\_ (hear) someone shouting, and the next minute I <sup>6</sup> \_\_\_\_\_ (see) the shark a few metres away from me. I <sup>7</sup> \_\_\_\_\_ (jump) off my surfboard, the shark <sup>8</sup> \_\_\_\_\_ (open) its mouth, and I <sup>9</sup> \_\_\_\_\_ (hit) it hard on the nose. The surfboard <sup>10</sup> \_\_\_\_\_ (break) in half. I don't know why, but the shark <sup>11</sup> \_\_\_\_\_ (not attack) me again. It <sup>12</sup> \_\_\_\_\_ (swim) away very fast. How lucky!



### 12 ★★ Write questions for a local politician. Use the prompts and the past simple.

- What problems / the town / have?  
What problems did the town have?
- So / you / build flood defences?  
\_\_\_\_\_
- What / you / do?  
\_\_\_\_\_
- How much / it / cost?  
\_\_\_\_\_
- Where / you / get the money?  
\_\_\_\_\_
- Why / people / start to call you a green town?  
\_\_\_\_\_

### 13 ★★ Complete the politician's answers. Use the verbs in the box in the past simple. Then match the answers (a-f) with the questions in Exercise 11.

reach decide give have move  
not think be not pay

- The total <sup>1</sup> reached more than \$6 million.  
Question: 4
- Because we <sup>2</sup> \_\_\_\_\_ to put solar panels on all the new buildings. We <sup>3</sup> \_\_\_\_\_ the first green town in the USA!  
Question: \_\_\_\_\_
- We <sup>4</sup> \_\_\_\_\_ terrible floods every two or three years because the town was by the river.  
Question: \_\_\_\_\_
- No, the experts <sup>5</sup> \_\_\_\_\_ that normal protection could stop the floods.  
Question: \_\_\_\_\_
- The town <sup>6</sup> \_\_\_\_\_ all the money. The government <sup>7</sup> \_\_\_\_\_ us \$4 million.  
Question: \_\_\_\_\_
- The people of the town <sup>8</sup> \_\_\_\_\_ all the houses and shops up the hill!  
Question: \_\_\_\_\_

**14** ★★ It is 8 o'clock in the evening. Look at the table and write sentences in the past simple about Dylan with *ago*.

8.00 am	12.00 pm	1.00 pm	5.00 pm	7.00 pm	7.55 pm
got up	had a Maths test	have lunch	go to the park	arrive home from judo class	wash his hands

- 1 *He got up twelve hours ago.* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

**15** ★★ Answer the questions. Use *ago*.

- 1 When did you start school today?  
*Three hours ago.* \_\_\_\_\_
- 2 When did you last go on holiday?  
\_\_\_\_\_
- 3 When did you start to learn English?  
\_\_\_\_\_
- 4 When did you have breakfast today?  
\_\_\_\_\_
- 5 When did you last go to the park with your friends?  
\_\_\_\_\_

## Explaining a problem

**16** ★★ Match the sentences with the correct place in the conversation.

A: William, what's the matter?

B: <sup>1</sup> *b*

A: Oh no! Your Maths homework?

B: <sup>2</sup> \_\_\_\_\_

A: OK, don't panic! Where did you put it when you finished it?

B: <sup>3</sup> \_\_\_\_\_

A: But it's not in your bag. Is it in your Maths book?

B: <sup>4</sup> \_\_\_\_\_

A: Why not?

B: <sup>5</sup> \_\_\_\_\_

A: Well, where could it be, then?

B: <sup>6</sup> \_\_\_\_\_

A: I hope so!

a Let me think. In the classroom?  
It's probably in there.

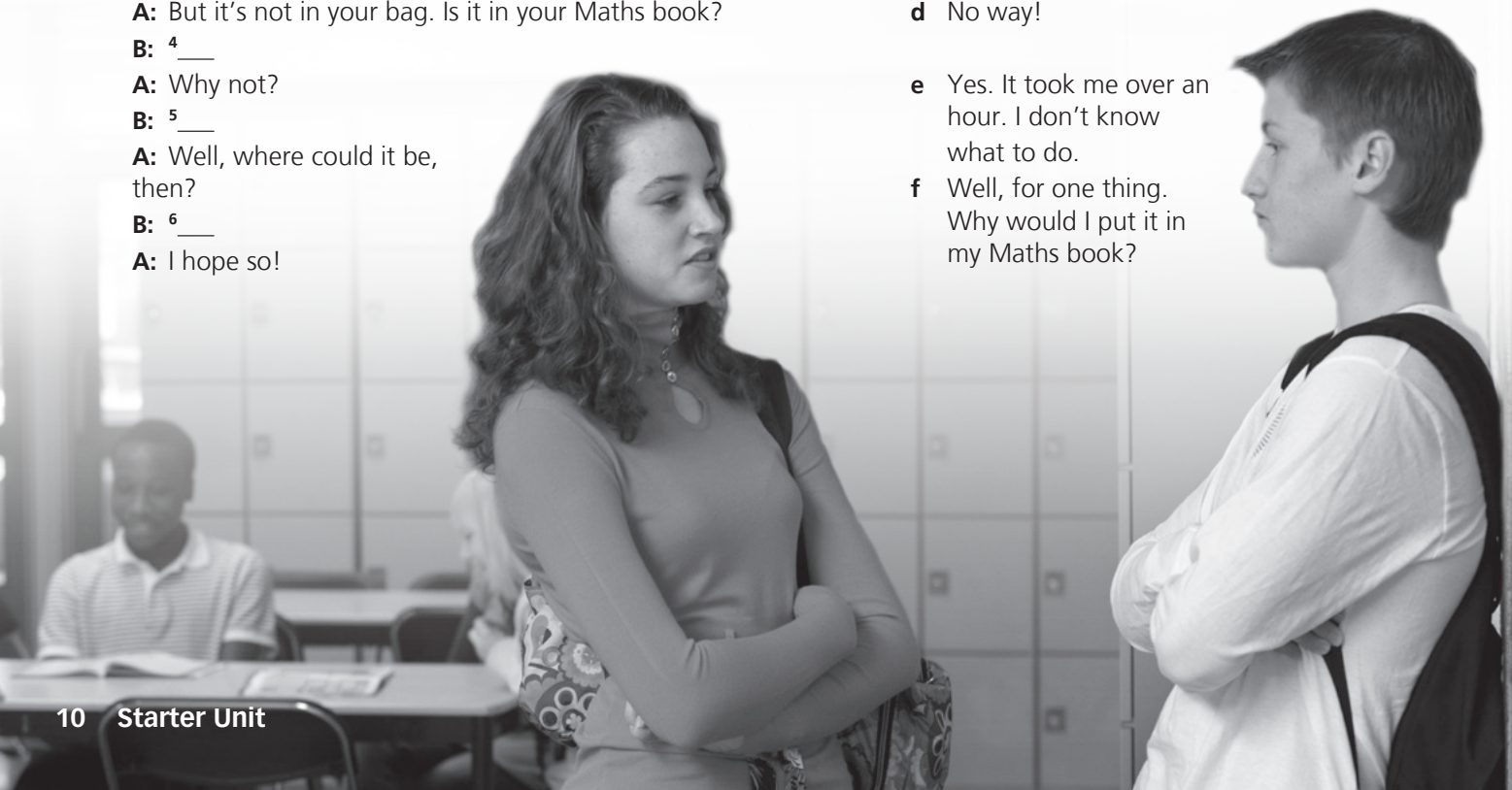
b I lost my homework.

c I'm not sure. I think I put it in my bag.

d No way!

e Yes. It took me over an hour. I don't know what to do.

f Well, for one thing. Why would I put it in my Maths book?



# 1

# Strange stories



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

- 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**
  - 2.3. 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**
  - 3.2. 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**
  - 4.3. Present a real or imaginary event**
  - 4.5. Show a positive attitude towards participating in the exchange of written messages**

### **Competențe generale și specifice din programa școlară exploatare în această unitate**

- 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 clar 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**
  - 2.3. 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**
  - 3.2. 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**
  - 4.3. Prezentarea în scris a unui eveniment real sau imaginar**
  - 4.5. Manifestarea unei atitudini pozitive față de participarea la schimbul de mesaje scrise**

# 1

# Strange stories

## Vocabulary

### Action verbs

1 ★ Find nine more action verbs in the word search. Write them under the correct picture.

t	h	r	o	w	o	s	f	h	e
f	a	l	l	o	v	e	r	i	g
c	h	a	u	c	o	r	c	d	k
a	k	t	j	e	s	g	h	e	s
t	p	r	u	n	a	w	a	y	t
c	l	i	m	b	m	t	s	e	e
h	e	i	p	o	n	e	e	i	a
b	r	e	a	k	i	n	t	o	l



1 throw

2 \_\_\_\_\_



3 \_\_\_\_\_

4 \_\_\_\_\_



5 \_\_\_\_\_

6 \_\_\_\_\_



7 \_\_\_\_\_

8 \_\_\_\_\_



9 \_\_\_\_\_

10 \_\_\_\_\_

2 ★★ Complete the sentences with the past simple form of the verbs from Exercise 1.

- 1 He threw the empty bottle in the bin.
- 2 I didn't see the bag on the floor so I \_\_\_\_\_ it.
- 3 They \_\_\_\_\_ their friend across the park.
- 4 The police \_\_\_\_\_ the thieves at the airport with all the money.
- 5 My sister \_\_\_\_\_ Mont Blanc last summer. It's 4,810m high!
- 6 When I saw the big dog, I \_\_\_\_\_. It was enormous!
- 7 He \_\_\_\_\_ one million dollars from the bank.
- 8 The thief \_\_\_\_\_ out of the window.
- 9 My little brother \_\_\_\_\_ my mobile phone under the sofa for a joke. It wasn't funny.
- 10 Two thieves \_\_\_\_\_ his home.

3 ★★★ Complete the story with the correct form of the words in Exercise 1.

Why did my English teacher <sup>1</sup> chase me around the school? There was no time to think. 'You can't <sup>2</sup> \_\_\_\_\_ me,' I said! I <sup>3</sup> \_\_\_\_\_ out of the window into the playground and <sup>4</sup> \_\_\_\_\_ away. I tried to jump over the PE teacher's bicycle but it was too high and I <sup>5</sup> \_\_\_\_\_ over and hurt my leg. I got up quickly, went to the car park and <sup>6</sup> \_\_\_\_\_ behind the French teacher's car. The English teacher <sup>7</sup> \_\_\_\_\_ on to the car next me and <sup>8</sup> \_\_\_\_\_ his books at me. He was shouting my name: 'Justin! Justin!' You <sup>9</sup> \_\_\_\_\_ my safe and <sup>10</sup> \_\_\_\_\_ the school fund! Come back here! Then I woke up ... in my English class. The teacher smiled at me and said, 'You fell asleep, Justin!'

4 ★★★ Write five sentences with the verbs in Exercise 1 about you or someone you know.

*When I was six, I fell over some books in my bedroom.*

---



---



---



---



---

# Language focus 1

## Past continuous

### 1 ★ Complete the table.

	I / he / she / it	you / we / they
+	I <sup>1</sup> <u>was</u> running away.	We <sup>6</sup> _____ hiding.
-	He <sup>2</sup> _____ running away.	They <sup>7</sup> _____ hiding.
?	<sup>3</sup> _____ she running away? Yes, she <sup>4</sup> _____. No, she <sup>5</sup> _____.	<sup>8</sup> _____ they hiding? Yes, they <sup>9</sup> _____. No, they <sup>10</sup> _____.

### 2 ★★ Look at the picture and write sentences.



When the object appeared in the sky ...

- ... we / play / football in the garden  
We were playing football in the garden.
- ... my friend / catch / a ball  
\_\_\_\_\_
- ... my sister / climb / a tree  
\_\_\_\_\_
- ... my mum / talk / to a friend on the phone  
\_\_\_\_\_
- ... a car / drive / down the street  
\_\_\_\_\_
- ... our dog / chase / the car  
\_\_\_\_\_
- ... my neighbour / cut / the grass  
\_\_\_\_\_
- ... the police officers / help / an old lady  
\_\_\_\_\_

## Past continuous questions

### 3 ★★ Complete the detective's questions with the words in the box and the past continuous. Then complete the short answers.

the men / carry you and your friends / play  
the woman / wear you / watch the man / drive

- Was the woman wearing glasses?  
No, she wasn't.
- \_\_\_\_\_ TV at nine o'clock?  
Yes, \_\_\_\_\_.
- \_\_\_\_\_ a big box?  
No, \_\_\_\_\_.
- \_\_\_\_\_ the car?  
No, \_\_\_\_\_. It was the woman.
- \_\_\_\_\_ football?  
Yes, \_\_\_\_\_. In the park.

### 4 ★★★ Write questions with the past continuous. Answer them for you.

- What / you / wear / yesterday?  
What were you wearing yesterday?  
I was wearing a red T-shirt and black jeans.
- What / you / do / at eight o'clock / this morning?  
\_\_\_\_\_
- Who / you / talk to / on the phone / all afternoon?  
\_\_\_\_\_
- you / listen to music / an hour ago?  
\_\_\_\_\_

## Explore Phrasal verbs with look

### 5 ★★ Match the sentence beginnings (1-5) with the sentence endings (a-e).

- |  |          |
|--|----------|
| 1 Tom was looking after his little brother | <u>c</u> |
| 2 I was looking in the kitchen window      | ___      |
| 3 Lydia was looking for her mobile phone   | ___      |
| 4 We were looking at some photos           | ___      |
| 5 Some people say I look like my mum       | ___      |
| a when we saw something really funny.      |          |
| b when I saw my mum drop the cake.         |          |
| c because his parents were at work.        |          |
| d but other people say I look like my dad. |          |
| e when she found some money.               |          |

# Listening and vocabulary

## Adverbs of manner

### 1 ★ Write the adverbs for the adjectives below.

- 1 careful carefully
- 2 easy \_\_\_\_\_
- 3 good \_\_\_\_\_
- 4 happy \_\_\_\_\_
- 5 quick \_\_\_\_\_
- 6 quiet \_\_\_\_\_
- 7 bad \_\_\_\_\_
- 8 slow \_\_\_\_\_

### 2 ★★ Complete the sentences with the adverbs from Exercise 1.

- 1 The weather is bad so drive slowly .
- 2 We played very \_\_\_\_\_ so the other team won.
- 3 He saw a big elephant so he ran away \_\_\_\_\_ .
- 4 The mountain was very high so we walked up it \_\_\_\_\_ .
- 5 I did \_\_\_\_\_ in my exam because I studied a lot.
- 6 We spoke \_\_\_\_\_ so nobody could hear us.
- 7 I was listening to music quite \_\_\_\_\_ until I remembered my homework!
- 8 It wasn't a high wall so we climbed over it \_\_\_\_\_ .

### 3 ★★★ Complete the sentences with the adverbs from Exercise 1.

- 1 It wasn't difficult to pass the exam.  
I passed the exam easily .
- 2 We didn't drive fast.  
We drove \_\_\_\_\_ .
- 3 We weren't being noisy.  
We were talking very \_\_\_\_\_ .
- 4 I'm not very good at playing the guitar.  
I play the guitar \_\_\_\_\_ .
- 5 He wasn't sad when he was singing.  
He was singing \_\_\_\_\_ .
- 6 They are very good at volleyball.  
They play volleyball very \_\_\_\_\_ .

## Listening

### 4 ★ 01 Listen to Vicky talking to her friend Mel about a book. What kind of book is it?

**Circle** the correct option.

- a an adventure book
- b a travel book
- c a science-fiction story

### 5 ★★ 01 Listen again and choose the correct answers.

- 1 Vicky said sorry because ...
  - a she was late.
  - b** she didn't go to Mel's house yesterday.
- 2 The name of the book was ...
  - a *The Thief Lord*.
  - b *Cornelia Funke*.
- 3 It was a good book so Vicky ...
  - a was reading until six o'clock.
  - b didn't stop until the end.
- 4 Prosper and Bo ran away ...
  - a to stay together.
  - b to find their mother.
- 5 They went to Venice because ...
  - a it was their mother's favourite place.
  - b they knew some children there.
- 6 The Thief Lord took things from ...
  - a Barbarossa.
  - b people with a lot of money.
- 7 Vicky says she liked the story because it was ...
  - a surprising.
  - b magical.
- 8 Vicky doesn't tell Mel the end of the story because ...
  - a it's very complicated.
  - b she wants Mel to read the book.



# Language focus 2

## Past simple vs. continuous

### 1 ★ Match the parts of the sentences to make rules.

- 1 We use the past simple
- 2 We use the past continuous
- a to talk about an action that was in progress in the past.
- b to talk about a short, finished action in the past.

### 2 ★★ Circle the correct options in the story.



An Italian man <sup>1</sup> looked / was looking at a painting on the wall in his father's kitchen. The painting looked like something he once <sup>2</sup> saw / was seeing in a book about the famous French painter Paul Gauguin. His father <sup>3</sup> told / was telling him he found the painting many years ago on a train when he <sup>4</sup> travelled / was travelling to Paris. His son read about the painting on the Internet and <sup>5</sup> found out / was finding out that it was really a painting by Gauguin. The police discovered the interesting story behind the painting. A man <sup>6</sup> went / was going to an old lady's house to clean the windows. While the old lady <sup>7</sup> made / was making some tea, the man took the painting off the wall and <sup>8</sup> left / was leaving the house quietly. While he <sup>9</sup> sat / was sitting on the train, he realised he <sup>10</sup> didn't know / wasn't knowing what to do with the painting so he left it carefully on the seat.

## could(n't)

### 3 ★ Complete the sentences with the words in the box.

could past couldn't subject

- 1 We use *could* and *couldn't* + infinitive without *to* to talk about ability in the \_\_\_\_\_.
- 2 Questions: *Could* + \_\_\_\_\_ + infinitive?
- 3 Short answers: Yes, she \_\_\_\_\_. No, they \_\_\_\_\_.

### 4 ★★ Complete the conversation with *could* or *couldn't*.

- A:** What's the Loch Ness monster?  
**B:** Well, in Scotland there's a lake called Loch Ness. They say a monster lives in the lake but nobody <sup>1</sup> could find it.  
**A:** Why do they think there's a monster in the lake?  
**B:** Well, someone took a photo in 1937. In the photo you <sup>2</sup> \_\_\_\_\_ see a long neck and a head above the water. And there's a video from 2007 as well. A man said he <sup>3</sup> \_\_\_\_\_ see something long and black in the water but he <sup>4</sup> \_\_\_\_\_ see what it was. Scientists spent many years looking in the lake but they <sup>5</sup> \_\_\_\_\_ find anything.  
**A:** Are there any other photos of it?  
**B:** Well, a man was looking at maps on his computer in 2014 and said he <sup>6</sup> \_\_\_\_\_ see something in a photo of the lake.  
**A:** I'd like to go there.  
**B:** You <sup>7</sup> \_\_\_\_\_ go there because it's in Scotland and you hate the cold!

## Past simple, past continuous and *could*

### 5 ★★★ Read the conversation and write questions with the past simple, past continuous or *could*.

- Policeman:** <sup>1</sup> What were you doing when you saw the light?  
**Man:** I was driving.  
**Policeman:** <sup>2</sup> \_\_\_\_\_  
**Man:** Because I was going home.  
**Policeman:** <sup>3</sup> \_\_\_\_\_  
**Man:** Well, I couldn't see much, only a very big object and bright lights.  
**Policeman:** <sup>4</sup> \_\_\_\_\_  
**Man:** No, I didn't see anyone else.

## Explore nouns with -er

### 6 ★★ Write the names of the people with -er.

- 1 I live on an island. islander
- 2 I take photos. \_\_\_\_\_
- 3 I work on a farm. \_\_\_\_\_
- 4 I explore new places. \_\_\_\_\_
- 5 I build things. \_\_\_\_\_
- 6 I'm shopping. \_\_\_\_\_
- 7 I'm swimming. \_\_\_\_\_
- 8 I paint. \_\_\_\_\_

# Reading

## 1 ★ Read the article. What was in the water?

### A plane **CRASH?**

In March 2014, islanders on Gran Canaria were looking at the sea when they saw a big yellow object. It was long, with a yellow tail and it was in the water near the **coast**. They called the emergency services – the police, ambulances and the coast guard.

The emergency services told the newspapers that a plane was in the Atlantic Ocean about one kilometre from the coast of Gran Canaria.

At about 3 pm, the BBC and other TV channels around the world began to **report** that a Boeing 737 **crashed** into the sea. Workers in the **control tower** at the airport in Gran Canaria **confirmed** the reports: 'We are missing a plane!' one airport worker said. Another plane that was flying over the area also saw the plane in the water.

A helicopter and a boat went out to sea to rescue the passengers but when they arrived, they found nothing. There was only a large tugboat – a boat that pulls other boats across the sea.

Finally, the emergency services confirmed the **false alarm**. It was not a plane – just a boat that looked a bit like a plane. Nobody knows what happened to the 'missing plane' from the airport!



## 2 ★★ Match the words in bold with the definitions.

- 1 A building at an airport where they watch planes. control tower
- 2 To say that something was definitely true. \_\_\_\_\_
- 3 The land near the sea. \_\_\_\_\_
- 4 When someone thinks something is going to happen but it doesn't. \_\_\_\_\_
- 5 Give information about something. \_\_\_\_\_
- 6 When a car, plane or train hits something else. \_\_\_\_\_

## 3 ★★★ Read the text again and put the events in the correct order.

- a They found a tugboat. \_\_\_\_\_
- b They called the emergency services. \_\_\_\_\_
- c A helicopter and a boat went to the plane. \_\_\_\_\_
- d TV channels said a plane was in the sea. \_\_\_\_\_
- e People saw a plane in the sea. 1
- f Airport workers said a plane was missing. \_\_\_\_\_

## 4 ★★★ Do you know any stories about false alarms? Can you invent one? Write five sentences.

---



---



---



---



---

# Writing

## A story

1 Read the story. What did Mr James do?



One day last year, a homeless man, Glen James, found a bag in the door of a shop while he was walking around a shopping centre in Boston.

At first, he didn't know what to do, but when he opened the bag he saw it had \$40,000 in it so then he took it to the police. Many people thought that Mr James did a wonderful thing. Later, a website decided to raise money to help Mr James because he had no home or job. Finally, they raised over \$140,000 from people all over the world. Mr James said 'I'm really surprised and so happy. This is going to change my life.'

2 Read the story again. Answer the questions.

- 1 What was Glen James doing when he found the bag? \_\_\_\_\_
- 2 What was in the bag? \_\_\_\_\_
- 3 Who did Mr James give the bag to? \_\_\_\_\_
- 4 How much did the website raise for Mr James? \_\_\_\_\_

### Useful language

Sequencing language 1 \_\_\_\_\_

3 Look back at the story. Find sequencing words and phrases.

- 1 O *ne day* \_\_\_\_\_
- 2 w \_\_\_\_\_
- 3 A\_\_ f \_\_\_\_\_
- 4 w \_\_\_\_\_
- 5 t \_\_\_\_\_
- 6 L \_\_\_\_\_
- 7 F \_\_\_\_\_

4 Complete the story with the words and phrases from Exercise 3.

1 *One day* last summer a woman was walking in the park 2 \_\_\_\_\_ she found a lost dog. 3 \_\_\_\_\_, she didn't know what to do because she had a sick child. She didn't think she could look after a dog and a child, so she put a poster up in her village, but nobody came to collect the dog. 4 \_\_\_\_\_, one afternoon 5 \_\_\_\_\_ she was working in her garden, the dog started to make lots of noise. She followed it into the kitchen and found her son on the floor. 6 \_\_\_\_\_, the doctors said her son almost died but the dog saved him before it was too late. 7 \_\_\_\_\_, the woman decided to keep the dog because it saved her son's life.

5 Be careful with the spelling of the past simple. Write the past simple forms of these verbs.

- |        |             |          |       |
|--------|-------------|----------|-------|
| 1 go   | <i>went</i> | 6 try    | _____ |
| 2 be   | _____       | 7 drive  | _____ |
|        | _____       | 8 give   | _____ |
| 3 have | _____       | 9 find   | _____ |
| 4 get  | _____       | 10 catch | _____ |
| 5 buy  | _____       |          |       |

# Writing

**WRITING TIP**

Make it better! ✓✓✓

Describe your (or the other person's) reaction or feeling when something happens.

*I was really surprised when I heard the news about Grandma.*

**6 Complete the sentences with the words in the box.**

sad frightened happy angry surprised

- When I saw the huge present, I was very surprised.
- He's \_\_\_\_\_ because his brother broke his new tablet.
- When my cat died, I felt really \_\_\_\_\_.
- I was really \_\_\_\_\_ because, finally, I found my mobile phone.
- When he saw the snake, he was very \_\_\_\_\_.

**7 Read the story in Exercise 4 again and make notes about the information in the table.**

when the story happened	<i>last year</i>
where the story happened	
people in the story	
what they were doing	
events of the story	
how the story ended	
the people's feelings in the story	

## PLAN

**8 Read the titles for a story below and choose one you like. Use the table in Exercise 7 and make notes. You can use your imagination or write about a true story.**



## WRITE

**9 Write the story. Look at page 21 of the Student's Book to help you.**

---

---

---

---

---

---

---

---

---

---

## CHECK

**10 Check your writing. Can you say YES to these questions?**

- Is the information from Exercise 9 in your description?
- Do you describe your/the person's reaction or feelings?
- Do you use sequencing words to order the events in the story?
- Do you spell the past simple forms correctly?

**Do you need to write a second draft?**

# 1 Review

## Vocabulary

### Action verbs

#### 1 Circle the correct options.

- The thief jumped / threw out of the window.
- The burglars hid / climbed over a wall.
- A neighbour ran / chased the thief into the garden.
- The thief fell over / threw and broke her arm.
- He caught / hid the money in a tree.
- He threw / chased the newspaper in the bin.
- They broke into / stole all the old lady's jewellery from the safe.

Total: 6

### Adverbs of manner

#### 2 Put the letters in order to make adjectives. Change them to adverbs to complete each sentence.

- I looked carefully for my keys. (farlecu)
- It was cold so I walked home \_\_\_\_\_. (kuqic)
- We found the address \_\_\_\_\_. (saye)
- We lost because we weren't playing \_\_\_\_\_. (ogdo)
- The baby is sleeping, so please talk \_\_\_\_\_. (tiqeu)
- It's Sam's birthday and he is singing \_\_\_\_\_. (pypah)
- Tina was very tired so she cycled \_\_\_\_\_. (oswl)
- I did very \_\_\_\_\_ in the exam. My parents were angry. (dba)

Total: 7

## Language focus

### Past continuous

#### 3 Complete the interview with the correct form of the past continuous.

**Detective:** 1 Were you watching (watch) from the window?

**Peter:** Yes, I was.

**Detective:** What were the men wearing (wear)?

**Peter:** One man was wearing (wear) a brown jacket.

**Detective:** Was he carrying (carry) anything?

**Peter:** Yes, he was carrying (carry) a black bag.

**Detective:** Were the men running (run)?

**Peter:** No, they were walking, but they were walking (walk) quickly.

### Past simple vs. past continuous

#### 4 Circle the correct options.

- We ate / were eating dinner when the lights went / were going off.
- We slept / were sleeping when the thieves broke / were breaking into the house.
- One thief fell / was falling over while he ran / was running away.
- The police found / were finding the money while they searched / were searching the garden.
- One thief drove / was driving away in a car while the police didn't look / weren't looking.

Total: 9

### could(n't)

#### 5 Look at the pictures of Tom and complete the sentences with *could* or *couldn't* and the correct verb.



When Tom was five, he could read stories, but he couldn't swim. He could ride a bike without any problems and he was very musical so he could play the guitar very well when he was ten, but he couldn't play the piano. Now he's 14 and he can do all of these things. What about you?

Total: 4

## Vocabulary builder

### 6 Circle the correct words.

- After school, Danny \_\_\_\_\_ judo.  
a goes      **b** does      c plays
- I'm \_\_\_\_\_ because I want to buy a new phone.  
a saving      b selling      c spending
- I sometimes buy this magazine at the \_\_\_\_\_.  
a chemist      b shoe shop      c newsagent
- Larry talks to everybody. He's very \_\_\_\_\_.  
a calm      b kind      c friendly.
- I love animals so I'd like to be a \_\_\_\_\_.  
a vet      b actor      c nurse
- A man \_\_\_\_\_ over the wall into our garden.  
a chased      b climbed      c caught
- I did my homework \_\_\_\_\_ so I didn't make mistakes.  
a carefully      b easily      c badly
- He's got three cameras. He looks \_\_\_\_\_ a photographer.  
a for      b after      c like
- When he saw the police officers, he \_\_\_\_\_ so they couldn't find him.  
a threw      b hid      c fell over
- I \_\_\_\_\_ listening to music in my room last night.  
a were      b was      c am

Total: 9

## Language builder

### 7 Circle the correct words.

- Kim:** 1 \_\_\_\_\_ you watch the detective show on TV last night? It 2 \_\_\_\_\_ really good!
- Bill:** No, I 3 \_\_\_\_\_ my homework. I 4 \_\_\_\_\_ a test this morning. But I love detective shows. What 5 \_\_\_\_\_ it about?
- Kim:** A group of thieves stole 6 \_\_\_\_\_ diamonds and the police 7 \_\_\_\_\_ understand how they did it.
- Bill:** What 8 \_\_\_\_\_ in the end?
- Kim:** I don't know. The final episode is on this evening. Do you want to watch it together?
- Bill:** OK!

- a Do      **b** Did      c Were
- a was      b were      c did
- a did      b was doing      c am doing
- a was having      b was      c had
- a were      b was      c did
- a much      b any      c some
- a weren't      b couldn't      c aren't
- a happened      b happen      c was happening

Total: 7

## Speaking

### 8 Complete the conversation with the words in the box.

next do **strange** weird did What

- A:** Something 1 strange happened yesterday.  
**B:** Really? 2 \_\_\_\_\_ ?  
**A:** Well, I was walking home through the park.  
**B:** What happened 3 \_\_\_\_\_ ?  
**A:** I fell over but I don't know how it happened. And then a boy was standing next to me and he helped me to stand up.  
**B:** What 4 \_\_\_\_\_ you say?  
**A:** Well, I said thanks, of course.  
**B:** What did you 5 \_\_\_\_\_ ?  
**A:** I picked up my bag and when I stood up, the boy was gone. There was nobody in the park.  
**B:** That's 6 \_\_\_\_\_ !

Total: 5

Total: 55



## Past simple vs. past continuous

Remember that:

- we use **was** or **were** + **-ing** to talk about an action that was in progress in the past.  
✓ *The dog **was chasing** the cat.*  
✗ *The dog ~~chasing~~ the cat.*
- we use the past simple to talk about completed events and actions in the past. We never use **was** or **were** + past simple.  
✓ *The dog **chased** the cat.*  
✗ *The dog ~~was chased~~ the cat.*
- we usually use **while** with the past continuous and **when** with the past simple.  
✓ *The dog ~~was chasing~~ the cat **when** the man appeared.*  
✗ *The dog ~~chased~~ the cat ~~while~~ the man ~~was~~ appearing.*

### 1 Circle the correct words.

New mail

Dear Martin,  
We went to the beach last weekend. Three of my cousins <sup>1</sup> **were came** / **came** with us. And our dog, Charlie, of course! It <sup>2</sup> **rained** / **was raining** when we left the house, but while we <sup>3</sup> **driving** / **were driving** there, the rain stopped. At first, everybody <sup>4</sup> **was wanting** / **wanted** to do different things. My parents wanted to sit and read. My cousins <sup>5</sup> **were decided** / **decided** to go swimming in the sea. We really <sup>6</sup> **enjoyed** / **were enjoyed** our day at the beach.  
I hope you had a good weekend, too,  
Jamie

## could(n't)

Remember that:

- we use the infinitive without *to* after **could(n't)**.  
✓ *The test was easy. I **could answer** all the questions.*  
✗ *The test was easy. I ~~could to answer~~ all the questions.*
- we never use the past simple after **could(n't)**.  
✓ *They **couldn't open** the door.*  
✗ *They ~~couldn't opened~~ the door.*
- we use **could(n't)**, not *can('t)*, to talk about ability in the past.  
✓ *I'm sorry you **couldn't** come to my house yesterday.*  
✗ *I'm sorry you ~~can't~~ come to my house yesterday.*

### 2 Are the sentences correct? Correct the incorrect sentences.

- 1 I can't go to the cinema last night because I was looking after my sister.  
I couldn't go to the cinema last night because I was looking after my sister.
- 2 I could hear the music but I couldn't see who was playing it.  
\_\_\_\_\_
- 3 It was great to see you. I'm so happy that you could to come.  
\_\_\_\_\_
- 4 We couldn't went to the beach because it was raining.  
\_\_\_\_\_
- 5 In the past, you couldn't to travel from London to Paris by train.  
\_\_\_\_\_
- 6 The exam was very difficult. I can't understand the questions.  
\_\_\_\_\_

## Adjectives or adverbs?

Remember that:

- we use an adverb to describe a verb or an action.  
✓ *He looked **carefully** at the picture.*  
✗ *He looked ~~careful~~ at the picture.*
- we use an adjective after **be** with an imperative.  
✓ ***Be careful!** That water is very hot.*  
✗ *~~Be carefully!~~ That water is very hot.*

### 3 Complete the sentences with a word from the box. Change the adjective to an adverb if necessary.

good easy quiet careful quick bad loud

- 1 There was a woman speaking loudly on her mobile phone.
- 2 They speak English very \_\_\_\_\_ because their mother is English.
- 3 Be \_\_\_\_\_! I'm trying to study.
- 4 He plays the piano very \_\_\_\_\_. It sounds awful!
- 5 Did you listen \_\_\_\_\_ to what the teacher said?
- 6 I did my homework \_\_\_\_\_ because I wanted to go to the cinema.
- 7 He climbed the wall \_\_\_\_\_ because he's very tall.