

Ministerul Educației

art Klett

Ben Goldstein & Ceri Jones  
with Vicki Anderson, Eoin Higgins  
Cristina Rusu, Diana Todoran  
and Ioana Tudose



Limba modernă 1 –  
studiu intensiv

**Engleză**

Clasa a VII-a



Acest manual este proprietatea Ministerului Educației.

Acest manual școlar este realizat în conformitate cu Programa școlară aprobată prin Ordinul ministrului educației naționale nr. 3393/28.02.2017.

119 – număr unic de telefon la nivel național pentru cazurile de abuz împotriva copiilor

116.111 – numărul de telefon de asistență pentru copii

Ben Goldstein & Ceri Jones  
with Vicki Anderson, Eoin Higgins  
Cristina Rusu, Diana Todoran  
and Ioana Tudose



Limba modernă 1 –  
studiu intensiv

# Engleză

Clasa a VII-a



# Foreword

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

- high-interest video and stimulating global topics that spark curiosity and engage and motivate teenage learners;
- a careful progression of personalised language building activities that leads to greater spoken and written fluency;
- flexible teaching support for mixed-ability classes that includes graded tests and extra practice activities.



# Unit tour **Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a**



The Student's Book has two versions:  
**Student's Book – printed version**



**Student's Book – digital version**  
(includes, apart from the information from the printed version, over 200 MILA – multimedia interactive learning activities)

The Student's Book contains:

A *Starter* section to revise basic grammar and vocabulary + 8 Units + Extras.

Each unit has the following structure:

*Vocabulary* + *Reading* + *Language focus 1* + *Listening and vocabulary* + *Language focus 2* + *Discover culture* + *Speaking* + *Writing* + *Extras*.

There is a *Review* and an *Evaluation test* after every two units and also a *Final evaluation test*.

**Extras:** *Say it right!*, *Grammar reference*, *Vocabulary bank*, *Reading for pleasure*, *CLIL*, *Projects*, *Irregular verbs*, *Phonemic script*, *Word list*

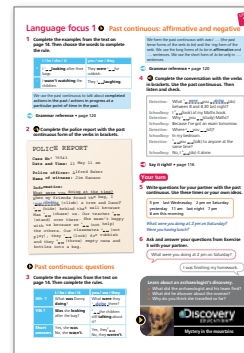
## Unit opener

Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic. Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression and record achievement.



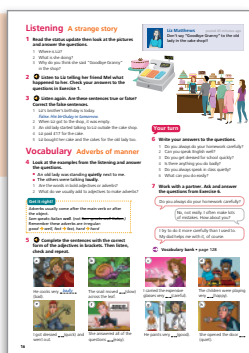
**Vocabulary** section focuses on a listen, check and repeat task through which students can hear how the target vocabulary is pronounced and practise it themselves.

**Reading** section features a reading text which provides a natural context for the new grammar. All reading texts are recorded.

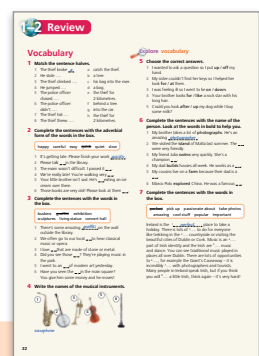
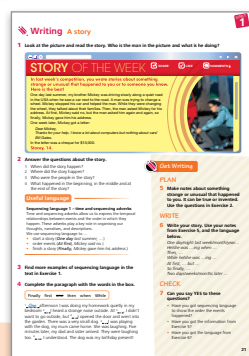


**Language focus 1 and 2** sections highlight examples that are contextualised in the preceding reading and listening passages. Many of the Language Focus pages include a *Get it Right!* feature and a *Say it Right!* feature.

**Listening and Vocabulary** section provides a natural context for the new grammar and vocabulary items.



**Discover culture** section expands on the unit topic and provides a motivating insight into a variety of cultures around the world.



**Speaking** section provides a progression of easy-to-follow activities which guide students towards written and spoken fluency.

**Writing** section includes a model text from the featured genre and follows a *Process Writing* methodology.

**Review** section provides two pages of exercises which are grouped under *Vocabulary* and *Language focus*. They come after every two units.

**Manualul are două versiuni:**

**Varianta tipărită**



**Varianta digitală**

(include, pe lângă informațiile din varianta tipărită, peste 200 de AMIL – activități multimedia interactive de învățare)

**Manualul cuprinde:**

0 secțiune introductivă de recapitulare a noțiunilor gramaticale și lexicale de bază + 8 Unități de învățare + *Anexe*.

**Fiecare unitate are următoarea structură:**

*Vocabular + Lectură + Gramatică 1 + Ascultare și vocabular + Gramatică 2 + Cultură + Comunicare + Redactare + Anexe.*

Există o recapitulare, un test la fiecare două unități și o testare finală.

**Anexe:** *Pronunță corect!, Gramatică, Vocabular, Lectură, CLIL, Proiecte, Lista verbelor neregulate, Tabel fonetic, Listă de cuvinte*

**Instrucțiuni de utilizare a manualului digital**

The textbook contains three types of multimedia interactive learning activities (MILA). The three types of MILA are marked as follows/Activitățile multimedia interactive de învățare sunt de trei feluri și sunt simbolizate pe parcursul manualului astfel:



**Static MILA** – listening and studying an image/Activitate statică, de ascultare și observare a unei imagini



**Animated MILA** – film and animation/Activitate animată (film/animație)



**Interactive MILA** – exercise with immediate feedback after solving/Activitate interactivă, de tip exercițiu, cu feedback imediat în urma rezolvării

Other buttons used in the digital version/Alte butoane folosite în varianta digitală:



Cuprins manual



Fereastră de afișare a rezultatelor



Ajutor general manual



Micșorarea/mărirea imaginii



Salt la începutul/finalul manualului



Pagină înainte/pagină înapoi



Mărire pe tot ecranul



Schimbarea modului de afișare



Includerea unei notițe

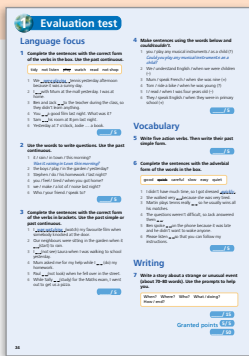


Introducerea de marcaje colorate

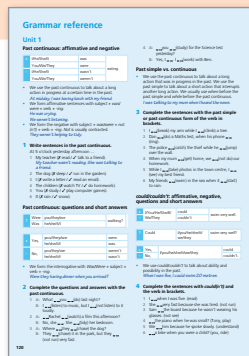


Informații despre utilizator

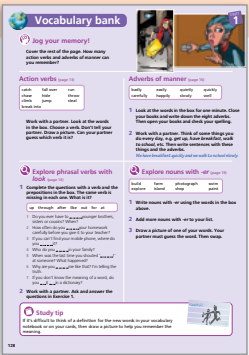
**Evaluation test** section contains two pages in which the students' knowledge is examined to determine what they have learned after every two units.



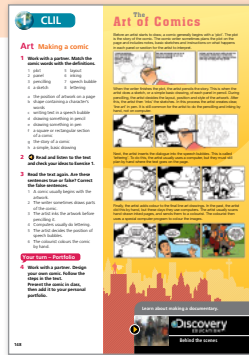
**Grammar reference** section provides more detailed examples and explanations, plus additional practice exercises.



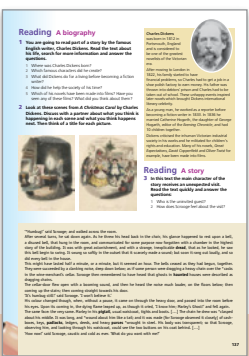
**Vocabulary bank** section contains all the new vocabulary from each unit. Activities revise and consolidate the language.



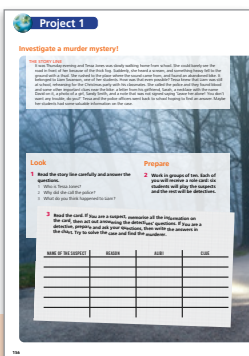
**CLIL** section gives students the opportunity to study other subjects through the medium of English. Each CLIL lesson is linked to the topic of the corresponding unit.



**Reading for pleasure** section focuses on the world of literature.



**Projects** section provides eight optional projects in which students are given a clear model to guide them.



# Contents

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>

Unit	Vocabulary	Reading	Language focus 1	Listening and vocabulary	Language focus 2
<p><b>1</b> <b>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</p>	<p><b>p13</b> Action verbs</p>	<p><b>p14</b> A newspaper article <b>Explore</b> Phrasal verbs with <i>look</i></p>	<p><b>p15</b> ● Past continuous: affirmative and negative ● Past continuous: questions ● Mystery in the mountains <b>p116 Say it right!</b> <i>was/were</i></p>	<p><b>p16</b> A strange story Adverbs of manner <b>Get it right!</b> Irregular adverbs</p>	<p><b>p17</b> ● Past simple vs. continuous <i>couldn't</i></p>
<p><b>2</b> <b>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</p>	<p><b>p23</b> Art around us <b>Get it right!</b> <i>go there</i></p>	<p><b>p24</b> An online debate <b>Explore</b> collocations</p>	<p><b>p25</b> ● Present perfect: affirmative and negative ● Present perfect: questions <b>Get it right!</b> <i>gone</i> and <i>been</i> ● The art of storytelling</p>	<p><b>p26</b> An interview Instruments</p>	<p><b>p27</b> ● Present perfect with <i>ever/never</i> <b>p116 Say it right!</b> Strong and weak forms of <i>have</i></p>

**Review Units 1 and 2 pp 32–33      Evaluation test Units 1 and 2 pp 34–35**

<p><b>3</b> <b>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</p>	<p><b>p37</b> Expressions with <i>go</i></p>	<p><b>p38</b> An online advertisement <b>Explore</b> words in context</p>	<p><b>p39</b> ● Present perfect with <i>still, yet, already</i> and <i>just</i> ● The age of discovery</p>	<p><b>p40</b> An interview Phrasal verbs <b>p116 Say it right!</b> Consonant to vowel linking</p>	<p><b>p41</b> ● Present perfect with <i>for</i> and <i>since</i> ● Present perfect vs. past simple</p>
<p><b>4</b> <b>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</p>	<p><b>p47</b> Personal qualities</p>	<p><b>p48</b> A magazine article <b>Explore</b> word building</p>	<p><b>p49</b> Reflexive pronouns and <i>each other</i> <b>Get it right!</b> reflexive pronouns ● Born to dive</p>	<p><b>p50</b> A news report Phrasal verbs (learning and socialising)</p>	<p><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></p>

**Review Units 3 and 4 pp 56–57      Evaluation test Units 3 and 4 pp 58–59**

<p><b>5</b> <b>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</p>	<p><b>p61</b> Training and qualifications <b>Get it right!</b> <i>job</i> and <i>work</i></p>	<p><b>p62</b> A profile <b>Explore</b> expressions with <i>take</i></p>	<p><b>p63</b> ● <i>be going to</i> and present tenses for the future ● Insectmobile</p>	<p><b>p64</b> A discussion Achievements</p>	<p><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</p>
<p><b>6</b> <b>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</p>	<p><b>p71</b> Communication</p>	<p><b>p72</b> A survey <b>Explore</b> communication collocations</p>	<p><b>p73</b> ● <i>will, might/may/could</i> + adverbs of possibility ● Social networks</p>	<p><b>p74</b> Short conversations Communication verbs</p>	<p><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</p>

**Review Units 5 and 6 pp 80–81      Evaluation test Units 5 and 6 pp 82–83**

<p><b>7</b> <b>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</p>	<p><b>p85</b> Cooking verbs</p>	<p><b>p86</b> Short online texts <b>Explore</b> words in context</p>	<p><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?</p>	<p><b>p88</b> Adjectives describing food A cooking show</p>	<p><b>p89</b> ● Countable and uncountable nouns ● Irregular plurals; subject–verb agreement ● Expressing obligation and necessity – <i>have to/don't have to, must/mustn't</i></p>
<p><b>8</b> <b>Celebrate in style</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 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</p>	<p><b>p95</b> Celebrations</p>	<p><b>p96</b> A magazine article <b>Explore</b> verbs and prepositions</p>	<p><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</p>	<p><b>p98</b> A travel programme Descriptive adjectives</p>	<p><b>p99</b> Infinitives ● Infinitives vs. <i>-ing</i> forms <b>p117 Say it right!</b> <i>to</i> and <i>too</i></p>

**Review Units 7 and 8 pp 104–105      Evaluation test Units 7 and 8 pp 106–107**

Reading for pleasure pp 136–147	Project 1–8 pp 156–171	Word list pp 172–174	Irregular verbs p175	Phonemic symbols p176
---------------------------------	------------------------	----------------------	----------------------	-----------------------

	Speaking and listening	Extras	
	<b>p8</b> Meeting people <b>p11</b> ● <b>Real talk:</b> Do you often lose things? Explaining a problem	<b>pp118 Grammar reference</b>	
Discover culture (Video and Reading)	Speaking	Writing	Extras
<b>p18</b> ● A story from under the sea <b>p19</b> An article <b>Explore</b> nouns with <i>-er</i>	<b>p20</b> ● <b>Real talk:</b> What's an unusual or interesting thing that happened to you recently? Telling someone your news	<b>p21</b> A story <b>Useful language:</b> Sequencing language 1 – time and sequencing adverbs	<b>p148 CLIL Art – Making a comic</b> ● Behind the scenes <b>p120 Grammar reference</b> <b>p128 Vocabulary bank</b>
<b>p28</b> ● A world of music <b>p29</b> A web page <b>Explore</b> phrasal verbs with <i>up</i>	<b>p30</b> ● <b>Real talk:</b> Have you ever been to a concert? Invitations and arrangements	<b>p31</b> An internet post <b>Useful language:</b> Avoiding repetition	<b>p149 CLIL Art – Perspective</b> ● Art in perspective <b>p121 Grammar reference</b> <b>p129 Vocabulary bank</b>
<b>p42</b> ● The strange and beautiful land of Australia <b>p43</b> A poster presentation <b>Explore</b> interesting adjectives	<b>p44</b> ● <b>Real talk:</b> What's the most exciting thing you've ever done? Signing up for an activity	<b>p45</b> A travel blog <b>Useful language:</b> Expressing how you feel, good or bad	<b>p150 CLIL Geography – Time zones</b> ● Where in the world? <b>p122 Grammar reference</b> <b>p130 Vocabulary bank</b>
<b>p52</b> ● A very Indian wedding <b>p53</b> A blog post <b>Explore</b> words in context	<b>p54</b> ● <b>Real talk:</b> Have you ever helped a friend through a difficult situation? Showing concern	<b>p55</b> A personal email <b>Useful language:</b> Expressing how we feel	<b>p151 CLIL Technology – The changing classroom</b> ● The house of the future <b>p123 Grammar reference</b> <b>p131 Vocabulary bank</b>
<b>p66</b> ● The young and the brave <b>p67</b> A newspaper article <b>Explore</b> words in context	<b>p68</b> ● <b>Real talk:</b> Are you saving up for something special? What? Making decisions	<b>p69</b> A forum entry <b>Useful language:</b> Sequencing language 2	<b>p152 CLIL Natural Science – The Archimedes' Principle</b> ● A cool experiment <b>p124 Grammar reference</b> <b>p132 Vocabulary bank</b>
<b>p76</b> ● The language of the future? <b>p77</b> An article <b>Explore</b> phrasal verbs	<b>p78</b> ● <b>Real talk:</b> Have you ever given a class presentation? Reassuring someone	<b>p79</b> An essay <b>Useful language:</b> Introducing points and arguments	<b>p153 CLIL Technology – Early written communication</b> ● Pictures with meaning <b>p125 Grammar reference</b> <b>p133 Vocabulary bank</b>
<b>p90</b> ● Fruits of the sea <b>p91</b> An online article <b>Explore</b> prepositional phrases	<b>p92</b> ● <b>Real talk:</b> Imagine you have to cook for your family for a day. What would you cook?	<b>p93</b> Describing a local dish <b>Useful language:</b> Cooking and eating	<b>p154 CLIL Technology – Vertical farming</b> ● You are what you eat <b>p126 Grammar reference</b> <b>p134 Vocabulary bank</b>
<b>p100</b> ● Like father, like daughter <b>p101</b> An article <b>Explore</b> words in context	<b>p102</b> ● <b>Real talk:</b> What's the worst party you've ever been to? Offers and requests	<b>p103</b> An invitation <b>Useful language:</b> <i>so or too + adjective</i>	<b>p155 CLIL History – 4<sup>th</sup> July celebration, USA</b> ● Reliving history <b>p127 Grammar reference</b> <b>p135 Vocabulary bank</b>

### 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 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
  - 2.2. 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 invitare
  - 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

# Starter Unit

## 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 go 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 4 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 ?  
*Where do you study?*
- 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.
- She had a scarf ... her neck.
- 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 in France 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.

- 1 It was a lovely day so we *walked* around the park.
- 2 My mum .... in a cinema when she was young.
- 3 Tell me about the film. I .... (not) it last night because I went to bed early.
- 4 .... you .... Carl with his homework?
- 5 It was a great party and the music was amazing. We .... for hours.
- 6 Sorry we're late. We .... at a shop to buy some ice cream.
- 7 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 adverbs / 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.

# Speaking Explaining a problem



## 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.





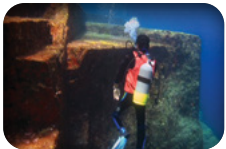
# Strange stories



In this unit ...



Mystery in the mountains p15



A story from under the sea p18



Strange events p20



CLIL Behind the scenes p148



## 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?

## Vocabulary Action verbs



- 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

a *run away*

- 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?

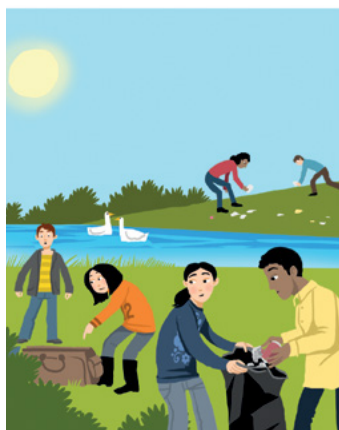
The thief ran away from the car after stealing a bag.

- 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?  
*To Parkland School in Leeds.*
- 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 the 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.

Vocabulary bank • page 128

### 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!

