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Ministerul Educației și Cercetării

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Limba modernă 1 Engleză

clasa a VIII-a

 **Booklet**

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1.a. Match the pictures A, B, C to the types of houses.

1. semi-detached house; 2. chalet;
3. penthouse.



b. Use the prompts to describe the pictures.

*in mountainous regions; front garden;
two-storeyed; in residential areas; chimney;
in luxurious neighbourhoods; at the top of a
tall building*

2.a. Listen to the dialogues and match them to the situations below (more than one solution is possible).

1. dealing with a discipline problem
2. describing a type of house
3. choosing one's dream house

b. Read the dialogues A and B and mark the sentences 1-5 as true (T) or false (F).

1. The teenagers went to a party to celebrate someone moving into a new home. ...
2. A penthouse is a simple flat. ...
3. Sonya loves houses in the countryside. ...
4. Ryan prefers a house in a residential area. ...
5. The Maths teacher suggested a project to the students. ...

A

SONYA: The **housewarming party** last night was wonderful, wasn't it?

TARA: Oh, my God! We all knew we were invited to a fancy location but, let's face it, no one expected anything as luxurious as that. What a shame you have to wait for the bus till next blue moon to get there.

RYAN: Julia mentioned something about moving into a penthouse, somewhere central, but I suppose none of us has ever been to one before.

SONYA: I must admit, I wasn't very sure I knew what a penthouse really looked like, I thought it was just a flat in a block... I was even wondering if penthouses had a large balcony instead of a garden.

TARA: When you live in the city centre, you can hardly expect a garden... I loved Julia's room, but the large fitted kitchen was my favourite. Her mum was so hospitable! All those goodies... Nice of her to allow us to wander everywhere we wanted!

RYAN: I didn't think the kitchen there **was anything to write home about**, but I really liked the **study**. How wonderful to have all the books in the same place, in those **built-in cupboards** and shelves!

B

RYAN: Hey, girls! Have you thought about the project the art teacher suggested? What kind of house would you choose to live in?

TARA: I am the 'Town Mouse' type. I would design a fancy semi-detached house in a **residential area**, where my sister and I could live forever, even when we are grown-ups.

SONYA: As you have brought up Aesop's fable, I see myself as a 'Country Mouse.' My project will definitely be about a **cottage at the foot of a mountain** where I will always be connected to nature in all seasons: the perfect holiday destination.

RYAN: The truth is that it's not all about holidays. You know... people still have to work and study. I am neither the 'Country Mouse,' nor the 'Town Mouse,' but something in-between. I would go for a **bungalow in the suburbs** or even **on the outskirts**, as long as I have a huge **back garden** and access to the benefits of a city. But girls, **it's time for home truths**: are we ever going to afford our dream houses?

GROUP WORK

3.a. Read the dialogues and try to guess the meaning of the words and phrases in bold.

b. Use the words and phrases in bold in similar contexts to prove you guessed their meaning correctly.



c. Act out the dialogues in groups of three.

4. Read the following dialogue and decide which sentence (a-d) is true.

RYAN: I have some news! I think it's time for home truths!

TARA: What happened?

RYAN: You know Thomas, the eighth-grader? He is nothing to write home about.

SONYA: He keeps bullying the fifth graders. You can wait **until the cows come home** for him to change. Not a chance!

RYAN: Our form teacher asked us to talk to him and try to convince him to change his behaviour. We can work together and come up with a plan to make him get on with us like a house on fire...

a. It was time to tell the truth and be realistic about the situation. ...

b. Everybody admires Thomas. ...

c. You can wait for a very long time to see changes in his behaviour. ...

d. The teenagers have a very good relationship with Thomas. ...

1.a. Listen and repeat the types of houses. Then, label the pictures.

1. detached; 2. penthouse; 3. cottage; 4. mansion; 5. skyscraper; 6. chalet;
7. terraced house; 8. block of flats.



b. Use the vocabulary in the table below as well as your own ideas to describe the pictures in exercise 1.a.

Style	modern, traditional, luxurious
Size	spacious, family-sized, average, two-storeyed
Location	in the suburbs, in the centre, in a residential area, on the outskirts, in the countryside, on the coast, etc.

Example:

A chalet is a medium-sized wooden house in the mountains.

PAIR WORK

c. Use the prompts to describe a house and guess what type it is.

Example:

ANN: It is a pair of two-storey houses with a common wall, in a residential area.

BRIAN: It's a semi-detached house!

- identical buildings in a row
- an expensive flat on the top floor
- a wooden house at the foot of a mountain
- a very tall building with apartments in a city
- a very large house with many rooms
- a single-storey house with no basement

Idioms

2.a. Form collocations using the words in the two columns.

- | | |
|-------------|-----------------|
| 1. fitted | a. conditioning |
| 2. double | b. system |
| 3. air | c. kitchen |
| 4. heating | d. water |
| 5. built-in | e. pool |
| 6. swimming | f. garden |
| 7. back | g. glazing |
| 8. running | h. cupboards |

PROJECT WORK

b. Write an advertisement for one of the houses in exercise 1.a. following the model below.

Picture 1: Family-sized detached house in the suburbs. Large living room on the ground floor with fitted kitchen, a bathroom and a pantry. Three bedrooms with a bathroom on the first floor and a study in the attic. Its special features include central heating, double glazing, a staircase, a back garden and a one-car garage in front. Contact number: 0469004557.

3.a. Match the idioms 1-3 to their meaning (a-c).

- | | |
|--------------------------------------|---|
| 1. to be nothing to write home about | a. to be the time for unpleasant truths |
| 2. to wait until the cows come home | b. to wait for a very long time |
| 3. to be the time for home truths | c. not to be very interesting |

b. Replace the words in bold with a suitable idiom given in exercise 3.a.

- We stood in a queue **for a very long time** before we could buy the tickets for the concert.
- The book we had to read for our Literature course this week **was quite boring**.
- Tom, your grades are poorer and poorer! I think **it's time we discussed the matter seriously**.
- There was no plot twist, the characters were flat and uninteresting, the ending was uneventful, so the book was **mediocre**.
- Our skiing holiday in the mountains was a disaster: **we spent a week waiting** to see the first snow, but it was in vain.



The Past Perfect Tense – Simple and Continuous

**1.a. Study the table below and fill in the missing forms of the auxiliary 'to have'!****The Past Perfect Simple**

had + the Past Participle of the verb

We use the Past Perfect Simple:

- to refer to a past action which happened before another past action or stated time in the past.

*By the end of August, they ... **spent** the whole summer in the mountains.*

- to refer to a finished past action whose effect is visible later on, in the past.

*... Thomas **completed** the form before you offered to help?*

Time expressions:

when, by the time, before, after, until/till, already, just, since, for, never, etc.

1.b. Fill in either the Past Simple or the Past Perfect Simple form of the verbs in brackets; then underline the action which happened first.

- The children had broken (break) the window long before he noticed (notice) it.
- My friend ... already (take) the exam when I ... (remember) to wish him 'good luck'!
- The plane ... (take off) when we ... (arrive) at the airport.
- Janet's grandparents ... never (visit) France when she ... (book) the trip to Paris.
- How long ... your family (live) in the countryside before they ... (move) to the city?
- She ... (cannot) work as a teacher because she ... (not graduate) from university yet.
- The politician ... (promise) to improve legislation before the people trustfully ... (vote) for him.

1.c. Join the sentence halves 1-6 to a-f using the words below.

when, after, before, because

- Tom's father finished redecorating the house a week
- We decided to have double glazing for our new chalet
- My sister had learned to dance ballet years
- John's family bought a flat in a block
- Ann had been an only child for 10 years
- The couple had waited until the cows came home
 - she went to school.
 - they had lived in a terraced house in the centre.
 - he had bought the new furniture.
 - her twin brothers were born.
 - winter had proved to be very tough.
 - their children arrived home.

1.d. Rephrase the sentences using a linking word and a verb in the Past Perfect tense.

- My grandparents finished the construction of the new house; then, they moved in. My grandparents didn't move in the new house
- The students displayed the PowerPoint presentation; after that, the audience asked questions. The audience asked questions
- The surgeon operated on the patient; then, he told us about the necessary medication. The surgeon told us about the necessary medication
- We bought five kittens; then, our friends brought five puppies. Our friends brought five puppies
- First, I saw the film, then I read the book. I read the book

2.a. Study the table below and fill in the missing forms of the auxiliary 'to be'

The Past Perfect Continuous

had been + the ING form of the verb

We use the Past Perfect Continuous:

- to emphasize duration of a past action finished before another past action or stated time in the past.

*They **spending** the summer at the seaside when they decided to go to the mountains.*

- for a past action that lasted for a while and whose result was visible in the past.

*... Thomas ... **completing** the form for such a long time that he felt so exhausted?*

Time expressions:

since, for, how long, etc.

b. Fill in the Past Perfect Continuous form of the verbs in brackets.

- Hannah felt completely disappointed when the concert was cancelled. She ... (wait) for months to see it.
- How long ... the surgical technician (work) in the operating room when the power cut occurred?
- It ... (rain) since the beginning of spring when it suddenly warmed up.
- My aunt ... (dye) her hair red for years before she turned to blonde.

INTERESTING FACTS

3.a. Put the verbs in brackets into the right form.

- Benjamin Franklin, known as the 'Founding Father of the United States,' ... (live and work) in a house in London before he ... (move) to Philadelphia.
- The wonderful house in the film 'Home Alone' ... (be) valued at \$2 million several years after it ... (be) sold for \$1.5 million.

- Celine Dion's mansion on Jupiter Island, which the singer ... (purchase) together with her late husband, ... (be) finally sold for half of the sum they first asked for: \$35 million.

- When George and Amal Clooney ... (get married), they ... (build) an outdoor pool, an indoor pool and a home cinema for some time.

- The Beckhams ... (look for) a house for a year when they bought a mansion worth \$40 million.

- Freddy Mercury's ex-girlfriend, Mary Austin, ... (inherit) Garden Lodge Mansion - the house where the famous performer ... (live) for years when he died.

- Boxing icon Mike Tyson ... (find) a new place to live after he ... (own) a mansion in Ohio where he kept three tigers and spent a fortune on caring for them.

b. Can you find other interesting facts about famous people's homes?

Phrasal verbs

4.a. Match the phrasal verbs to their explanations.

- | | |
|----------------------|--|
| 1. do something up | a. to continue |
| 2. look something up | b. to fasten/repair something |
| 3. keep up | c. to find information by looking in a book/ by using a computer |

b. Fill in the right form of the phrasal verbs:

do up, keep up, look up

- Our Literature teacher had asked us ... a set of words before we started reading the passage.
- When the class was over, Jimmy ... already ... his coat and quickly ran out.
- After a busy week at the office, the boss told us: '... the good work!'



1.a. Listen to Giacomo Faugno who visits an estate agency to discuss the type of house he would like to rent in Manchester and complete the sentences.

Giacomo Faugno first lived in a flat **in the suburbs** together with his parents. Then, they moved to a ... in the city centre. He didn't like the flat because it was ... but the good thing about it were his The next house was central and they became friends with Faugno is in Manchester ... with his family and he wants to rent a ... with a back garden for the kids to play in. The house must have some special features such as ... and ... because the climate here is different from the one in his country. Luckily, after finding something suitable, the rent is within his

b. Imagine you are in an estate agency, talking to an agent about a house to rent. Mention the type, size, location of the house, as well as three special features and a budget limit.

2.a. Talk about John's experience in terms of location. Use the Past Perfect for his experience previous to 2010, the Past Tense for 2010 and the Present Tense for today.

Example

John and his family had lived in a bungalow before they moved to a terraced house in 2010 and now they live in a penthouse...



Before 2010

- a bungalow
- on the outskirts
- a garage for one car
- two bedrooms
- cosy backyard



In 2010

- terraced house
- two-storeyed
- location: central
- a little cramped
- three bedrooms
- central heating



Now

- penthouse
- location: central
- open living room
- open kitchen
- three bedrooms
- huge terrace offering a great view of the city

b. Where do you live? Where would you like to live? Speak about the type of house, its location, size, special features.



Intonation in questions

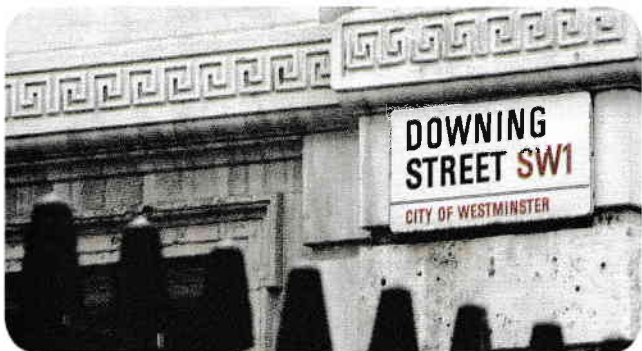
3. Read the rules, then listen and repeat the sentences below.

YES/NO QUESTIONS usually have a rising intonation

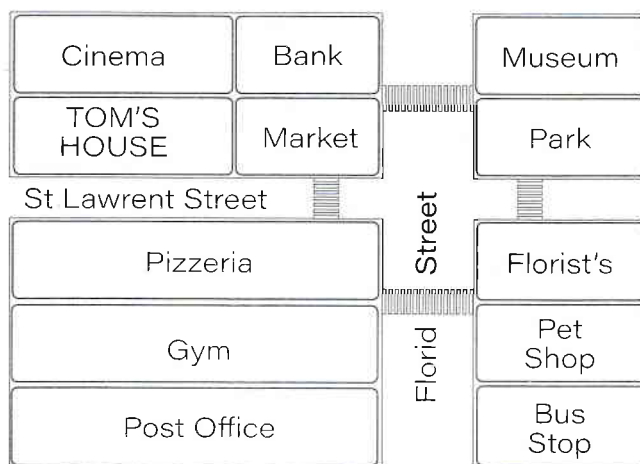
WH- QUESTIONS usually have a falling intonation

1. Are you a resident of this city?
2. Where do you spend your weekends?
3. When are you going to rent the bungalow?
4. Is the front porch large enough?

Giving and asking for directions



4.a. Study the map and the following phrases. Then listen to a dialogue between two friends asking for directions to get from the bus stop to Tom's house.



- go straight on
- turn left/right into
- walk past
- opposite
- next to
- on your left/right
- go up/down/along/ across

JENNA: Tom, how can I get to your house as quickly as possible? I am at the bus stop.

TOM: Well, go down Florid Street past the Pet Shop and the Florist's. Then turn left into St Lawrent Street. Continue walking past the pizzeria. My house is opposite, on your right.

JENNA: Thanks! I will be there in a minute!

b. Have similar dialogues with a partner to get to the museum, gym, pizzeria, park.

c. Draw a map of your journey from home to school. Swap it with your deskmate and ask questions to get to his/her home address.