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MINISTERUL ÎNVĂȚĂMÎNTULUI ȘI ȘTIINȚEI

DORIS BUNACIU

VERONICA FOCȘENEANU

ANCA TĂNĂSESCU

LIMBA ENGLEZĂ

Manual pentru anul V de studiu

EDITURA DIDACTICĂ ȘI PEDAGOGICĂ
BUCUREȘTI — 1991

Cinema der Familie 166.

o umbrã de in derale 167.

I really wish you the best
You too

J.C. 6-3 16-2
D.B. 7-5 17-6

couldn't be
so as you

The friends in need is the friends indeed

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MANUAL PENTRU ANUL V DE STUDIU



EDIȚURA DIDACTICĂ ȘI PEDAGOGICĂ - BUCUREȘTI

conf. univ. Big Picture
Anca

Manualul a fost elaborat în anul 1983 și revizuit în 1990.

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Contribuția autoarelor la elaborarea manualului:

DORIS BUNACIU
VERONICA FOCȘENEANU

au elaborat în părți egale următoarele capitole: *I. Vocabulary Practice* și *III. Reading, Speaking and Writing Practice* de la Units 1-14; *II. Grammar Practice* de la Units 8 și 10; *Supplementary Reading* și *English-Romanian Vocabulary*.

ANCA TĂNĂȘESCU

a elaborat capitolele de *Grammar Practice* de la Units 1, 2, 3, 4, 5, 6, 7, 9, 11, 12, 13 și *Grammar in a Nutshell*.

Controlul științific a fost efectuat de prof. **Ecaterina Comișel**, șef serviciu, M.I.Ș. și de prof. **Maria Turai** de la liceul „D-na Stanca”, București.



optional exercise



exercise meant for pupils with advanced English knowledge (the teacher names the pupils)

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1968
Petulia
Richard
Julia
George
Christie
Cham
berlain

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

THOMAS JEFFERSON

1. UNIT ONE (REVISION)

THE COLOURS OF OUR COUNTRY

PART A

I. Last night it seemed to me that I was in a strange world without bright colours — black trees against a cloudy sky, black shadows against white walls ... and I got afraid and started to cry for help. And ... just as in a story, coloured pencils marching one by one came to me saying „Hello how are you?”

II. And I shook hands with Yellow first and painted the shining sun in the sky, the rich fields of wheat and the fair hair of my sister.

III. „May I introduce myself?”, said Green, „I’m the colour of life” and we went together and made the green grass and the leaves dance in all their beauty in the warm wind.

IV. Then I took Blue and suddenly the sky and the sea came to life and the eyes of my friends opened and saw the beauty of the world.

V. „Hm, hm, ...actually I think we’ve already met, haven’t we?”, said the fat Brown. „The whole earth with houses and food is mine and I can make lots of interesting things. How about planting together ‘the seeds of knowledge now?’ And happily we went to school and painted the desks and the pencilboxes.

VI. Then the big Red flew into my open hand and I planted red tulips in our garden, and happy smiles on the faces of all the children in the world.

VII. And only now, White and Black became beautiful colours, perfectly matching the coloured universe of our happiness. And only then did I wake up, and everything was as beautiful as it will always be.

I. READING, SPEAKING AND WRITING PRACTICE

1. Answer these questions:

1. Why did the boy get afraid?
2. Who came marching?
3. What did he paint in yellow?
4. What did Green say? What did they paint together?
5. What did his friends see when they opened their eyes?
6. What did Brown show him?
7. What did the boy paint in Red?
8. Why was everything beautiful when he woke up?

2. Paragraphs 2—7 from the text of the lesson show the progress of a child in life from the moment he opens his eyes to adolescence. Read the paragraphs attentively once more and then choose the correct symbolic meaning for the words in *italics* below:

1. *the shining sun*: a) the child gets sunburnt.
b) we want the child to live a happy, sunny life.
2. *rich fields of wheat*: a) abundance, bread.
b) a place for playing.
3. *school*: a) "the seeds of knowledge".
b) a building in the town or village.
4. *I put red tulips in our garden*: a) a beautiful subject for painting.
b) a harmonious and beautiful world.
5. *only then did I wake up*: a) he slept enough.
b) he understood what he had to do in life.

3. Extract from the text the things described in the following colours: *brown, green, yellow, blue, red*.

4. You have just moved to a new flat with two bedrooms, a living-room, a kitchen and a bathroom. Put the right things in the right rooms.

- | | | | |
|--------------|----------------|---------------------|-------------|
| 1. armchair; | 6. mirror; | 11. pictures; | 16. sofa; |
| 2. bed; | 7. cooker; | 12. vase of flowers | 17. sponge; |
| 3. table; | 8. lamp; | 13. toothbrush; | 18. soap; |
| 4. bookcase; | 9. hair brush; | 14. refrigerator; | 19. sink; |
| 5. wardrobe; | 10. cupboard; | 15. pots; | 20. towel. |

Bedroom	Colour	Living room	Colour	Kitchen	Bathroom

5. Colours are important when we choose the clothes we put on. They must match. Besides that, when choosing the clothes to put on we must also consider:

- where we go;
- what the weather is like.

Is Mary well dressed? if not, suggest what she should wear:

a. It's a cold winter-day and everywhere there is plenty of snow. Mary is going to her grandmother. to bring her food. She is wearing a yellow blouse, a green skirt, a pair of brown sandals and a red raincoat.

b. It's an awful spring day. The wind is blowing and it's raining heavily. Mary is going shopping to the greengrocer's. She is wearing a smart black suit and her beautiful brown fur-coat goes well with her red tennis-shoes.

c. It's a cold evening and it's snowing. The wind is very strong. Mary is wearing a white blouse, a red pullover, and a blue skirt. She is watching T.V.

6. Red, yellow and green are the colours of the traffic lights. Do you remember some traffic rules?

1. When can you cross the street? (red, yellow, green)
2. Where can you cross the street? (corner, zebra, square)

3. What do these road signs mean?



4. Describe your route to school: name the actual shops or buildings you pass by and mention anything of interest (places, people etc.) you regularly meet on the way.

7. The traffic-light to staying healthy:

Here is a very simple way to choose the food that will keep you slim and feeling great. Below are listed some sorts of foods divided up into three groups according to their caloric concentration:



RED — *stop and think!* (high in calories)

YELLOW — *go carefully!* (medium calories)

GREEN — *go right ahead!* (low calories)

RED

pork, chocolate, jam,
cakes, ice-creams.

YELLOW

eggs, cheese, butter,
bread, potatoes, maca-
roni.

GREEN

fresh fruit (apples, pears,
plums, peaches), salads,
green vegetables.

1. Use the three groups to show the meals which best suit you.
2. Say what you usually have for breakfast, lunch, dinner.

8. We often use colours in various phrases. See if you can use them correctly:

Example: He was red with anger.

1. He was ... with anger.
 2. He was ... with cold.
 3. He was ... with pain.
 4. She was ... with envy.
- The colours are: green, red, blue, white.

9. Can you guess the meaning of these phrases?

1. She's very good at gardening. She's got *green fingers*.
2. I was very angry. I *saw red* when I heard him talking about the match we had lost.
3. My grandmother always catches my little sister when she is doing something wrong. My sister has just broken the jar of jam — so grandmother has *caught her red-handed*.
4. Nobody laughed at his bad jokes. Nobody laughed at his *blue jokes*.
5. She got a 4 in Maths. She was so unhappy. She *looked blue*.
6. I very seldom eat macaroni. I eat macaroni *once in a blue moon*.
7. John didn't hear and didn't answer our questions. He was absent-minded. He was *in a brown study*.

Now use these phrases in sentences of your own:

to get *green fingers* = to be good at gardening
to see *red* = to be angry
red-handed = caught in the act of committing something wrong
to look *blue* = to be unhappy
once in a blue moon = very rarely
blue jokes = bad jokes
in a brown study = absent minded

10. Let's talk!

Find the correct answers included in the various sets of column B to match those in column A.

A.

1. Introducing people

This is ... and this is ...
May I introduce ...?
Let me introduce ... to you.

B.

a.

That's all right!
Never mind!
You're welcome!

2. Greeting people

Hello, how are you?
Hi, how are { things?
you doing?

b.

Thanks. That's very kind of you.
That'd be great! Thanks.
No, don't bother! I can do it myself.
No, it's all right. I can manage!

3. Offering help

Shall I ... ?
Could I ... ?
Do you want me to ... ?
Would you like me to ... ?

c.

Glad
Pleased } to meet you!
Nice
How do you do!

4. Asking for help

Will you ... please?
Would you ... please?
Do you think you could ... ?
Would you mind ... ing?

d.

Very well, thank you and how are you?
Not so well I'm afraid.

5. Thanking

Thank you!
Thanks (a lot)!
I'm so grateful to you!

e.

Yes, of course.
Sure.
I'll be glad to.
I'm sorry but ...
I'm afraid I ...
I'd like to but ...

Now practise them:

1. Greet your form-master.
2. Greet your best friend.
3. Introduce your friend to your parents.
4. Introduce yourself to a group of young people/to a writer you admire.
5. Your classmate has given you a nice book.
6. You want your friend to go with you to the cinema on Monday. He refuses.
7. You suggest that you should go on a trip to Sinaia. Your classmates accept.
8. You have lost your pencil-box. Somebody gives it back to you.
9. You ask your uncle to help you solve your Physics exercises. He refuses.

10. You ask permission to use your neighbour's pencil. He refuses politely.
11. You want to help your mother shopping. She accepts gladly.
12. You offer to help your aunt with the washing up. She refuses.

X 11. What did they actually say? (Use the tables from exercise 10)

Last Saturday I went to pay a visit to my best friend. I rang the bell and Diana, my friend, opened the door.

(1) I greeted her and her parents. Her mother, Mrs. Pop, was cooking and we offered to help her. I offered to wash the vegetables or to cut the onion (2) and Diana offered to make a cake (3) but Mrs. Pop refused and asked Diana to clean the dining-room instead (4). Mrs. Pop asked me to fetch some flowers from the garden and help Diana lay the table (5). We both accepted happily (6).

At 6 p.m. Mrs. Pop gave us a lovely meal and we thanked her nicely (7). Then Mr. Pop suggested to watch the film on T.V. (8) but I refused politely and said that it was rather late and I had to go home (9). Then Diana suggested seeing me off to my house (10) and we left together.

II. GRAMMAR PRACTICE

TENSES OF THE INDICATIVE MOOD, ACTIVE VOICE

TEST

A. State the tense of the verbs in each of the following sentences:

It is a few minutes past 8 o'clock.

1. The teacher **has just come** into the classroom.
2. The pupils **had arrived** at school long before the bell rang.
3. At five minutes to 8 o'clock they **were getting ready** for their English lesson.
4. They **are listening** to the teacher now.
5. They always **listen** to their teacher very attentively.
6. Yesterday, the teacher **asked** them to revise the tenses of the indicative mood.

It is a quarter to 9 o'clock now.

7. The pupils **have been working** for 45 minutes.
8. The bell **will ring** in 5 minutes.

B. Turn the sentences above:

- a) into the **interrogative form**.
- b) into the **negative form**.

C. Fill in the blanks with the correct tense of the verb to study. (the words in italics will help you make the correct choice).

1. The pupils are very busy. They... *now*.
2. We... Mathematics *five times a week*.
3. My friend... a lot *yesterday*.
4. I... *at 6.00 p.m. yesterday*.
5. We... *just*... a very interesting History lesson.
6. We... English *for four years*.

7. Mary... at School No. 5 *before she came* to this school.
8. They... Organic Chemistry *next year*.

REMEMBER!

PRESENT TENSE SIMPLE

Examples

Affirmative:

We write compositions *every week*.

He *usually* writes good compositions.

Interrogative:

Do you write compositions *every week*?

Does he *usually* write good compositions?

Negative:

We do not (don't) write compositions *every week*.

He *usually* does not (doesn't) write bad compositions.

FORM:	IT IS USED TO EXPRESS:	Translation:
Affirmative: S* + V/V-s (persoana a III-a singular)	— acțiuni obișnuite, repetate se folosește cu: every { day, week, year etc.	Indicativul prezent
Interrogative: Do/Does + S + V?	once, { a week, twice { a month, etc. { etc.	
Negative: S + do not/does not + V* don't doesn't	<i>usually, always, never, often, seldom</i> etc.	

1. Put the verbs in brackets in the affirmative or negative form choosing whichever is true about yourself and your friend.

Model:

I ... in a big city. (*live*)

I live in a big city.

or:

I do not live in a big city.

1. My friend... to school in the morning. (*go*)
2. I... to school every morning. (*walk*)
3. I... television every evening. (*watch*)
4. My friend... tennis twice a week. (*play*)

*S = substantiv

V = verb

-s = terminația persoanei a III-a singular

5. My friend always... me (*help*)
 6. I usually... my spare time reading. (*spend*)
 7. We often... on our way to school. (*meet*)
 8. We... our homework together. (*do*)
2. Make questions using the cues below. Get your classmates to give short answers.

Model:

Your father/work in a factory.
Does your father work in a factory?
 Yes, he does./No, he doesn't.

1. You/go on trips every Sunday.
2. The 9th form pupils/study Economics.
3. Your mother/help you with your homework.
4. Your English teacher/give you many tests.
5. Your friends/often visit you.
6. You/enjoy winter sports.
7. Your parents/watch TV every evening.
8. You/spend your holidays at the seaside.

TAG-QUESTIONS (ÎNTREBĂRI DISJUNCTIVE)

... nu-i așa?

Examples:

A. a) **You like Chemistry, don't you?**
 Yes, I do.

b) **You do not take tests every day, do you?**
 No, I don't.

Intonație coboritoare: Sint sigur că răspunsul va confirma ceea ce știu.

B. a) **He likes sports, doesn't he?**
 Yes, he does./No, he doesn't.

b) **She doesn't go to school in the morning, does she?**
 Yes, she does./No, she doesn't.

Intonație urcătoare: Mă informez. Răspunsul poate confirma sau infirma ceea ce știu.

FORM

Statement (Enunț):	Question tag (Întrebare disjunctivă):
a) AFFIRMATIVE	INTERROGATIVE NEGATIVE
b) NEGATIVE	INTERROGATIVE

3. Situation:

You are the editor of the school magazine. You are interviewing the winner of several Chemistry competitions.

Add tag-questions to the statements below. Use the intonation as indicated and get your classmates to answer accordingly.

Model:

a) A: You like Chemistry very much, ...? ↓
 You like Chemistry very much, don't you?
 B: Yes, I do.

b) A: Your friend helps you a lot, ...? ↑
 Your friend helps you a lot, doesn't he?
 B: Yes, he does./No, he doesn't.

1. You know a lot about Chemistry...? ↓
2. Your Chemistry teacher works with you a lot...? ↓
3. You work in the laboratory every day...? ↑
4. In your spare time you make experiments in your laboratory at home...? ↑
5. You father also works in a Chemistry laboratory...? ↓
6. All your friends praise you...? ↓
7. You solve a lot of Chemistry problems every day...? ↑

4. Situation

Young people generally know what to put on, when, on what occasion. Find out if your classmates do.

Add tag questions to the statements below. Use the correct intonation. Get your classmates to answer accordingly.

Model:

a) A: You don't wear sandals in winter ...?
 You don't wear sandals in winter, do you?
 B: No, I don't.

b) A: Your friend doesn't put on blue jeans when he goes to a party ...?
 Your friend doesn't put on blue jeans when he goes to a party, does he?
 B: No, he doesn't./Yes, he does.

1. You don't wear a fur coat in summer...?
2. Your deskmate doesn't go dressed in uniform during the holidays...?
3. A green skirt doesn't match a red blouse, ...?
4. Bright colours don't suit old people, ...?
5. Boys don't put on ties when they are on trips, ...?
6. You don't wear shorts when you are skiing, ...?

REMEMBER!

PRESENT TENSE CONTINUOUS

Examples

Affirmative:

We are studying English *now*.

Interrogative:

Is he studying English *now*?

Negative:

I am not studying Biology *now*.

FORM	IT IS USED TO EXPRESS:	TRANSLATION:
Affirmative: S + am/is/are + V-ing	acțiuni în desfășurare în momentul vorbirii	Indicativul prezent
Interrogative: am/is/are + S + V-ing		
Negative: S + am not/is not/are not + V-ing isn't/aren't	Se folosește cu: <i>now, at the moment, at present etc.</i>	

5. Say what activities are going on in the classroom at the moment. Use the verbs:

to write, to read, to listen, to explain, to practise, to draw, to ask, to answer, to do exercises, to look at, to open, to close, to translate.

6. Put the verbs in brackets in the present continuous affirmative, interrogative or negative.

Situation:

It is a beautiful morning in a mountain camp.

The campers ... (not sleep)
The campers are not sleeping.

- They are busy. They... for a trip. (get ready)
- ... breakfast? (Mary/cook)
- Some girls... the rucksacks. (pack)
- Ann... them. (not help)
- George and Dan... a map. (look at)
- ... water from the river? (the boys/bring)
- Paul... a roll of film into his camera. (put)
- They want to start early. They... their time. (not waste)

TAG-QUESTIONS

Examples

a) You are reading an interesting book, aren't you?

I am disturbing you, aren't I?

b) He is not writing a letter, is he?

Rețineți folosirea la persoana I singular a formei... AREN'T I?

7. Finish off the following statements by adding tag questions. The intonation is indicated. Get your classmates to answer accordingly.

Model:

You are listening ...? ↘

a)

You are listening, aren't you?

b)

The boy behind you isn't drawing ...? ↗

The boy behind you isn't drawing, is he?

- The girl in the front desk isn't writing a letter, ...? ↗
- You are taking down notes, ...? aren't you?
- Those two girls are talking, ...? aren't they?
- You are enjoying this class, ...? aren't you?
- The boy at the back of the class isn't sleeping, ...? is he?
- I am asking a lot of questions, ...? am not I?
- I am not disturbing you, ...? am I?

PRESENT TENSE SIMPLE AND PRESENT TENSE CONTINUOUS

8. Choose the right adverbials in the frames and put them in the right place in the sentences below.

now, at the moment

once a week, every day, usually
always, often.

- They go for walks in the forest.
- The sun is shining.
- On my way to school I pass over the bridge.
- I find it hard to get up early.
- Mary succeeds in finding solutions to any problem.
- There is a storm and the wind is blowing.
- The Pop family are moving house.
- I feel proud to discover the beauties of my country.
- It is raining.

9. Fill in the blanks with the correct present tense of the verb on the left.

- choose { They always... to spend their holidays at the seaside.
Mary is at the department store now. She... a skirt for her sister.

2. *leave* { "Your shoes are dirty. They... traces all over the carpet."
A hard-working pupil never... his homework half done.
3. *study* { "Don't be so noisy. Mary... now!"
We... English twice a week.
4. *try* { John always... to do his best.
At the moment he... to discover the best solution to his Maths problem.
5. *meet* { "Where is Ann?" "At school. The pupils... a specialist for a round-table talk".
When going on journeys you usually... interesting people.
6. *solve* { George likes Mathematics very much. He... twenty problems every day.
He is in his room now. He... Maths problems, of course.

THE COLOURS OF OUR COUNTRY

PART B

And as I grew up and started reading History textbooks I took the brush and dipped it in into the national heroes' blood and put red on the flag of our country's victories.

And the gold in the Carpathians and of the Romanian plains turned into the yellow of the flag.

And I gathered the beauty of the summer sky and the waters of the sea and I painted the blue and the Romanian flag was forever born.

And I became proud of the colours of my country and of the people who have made it known all over the world.

And I promised to myself to work as hard as I can for a better future, for the benefit of my people and of mankind.

I. READING, SPEAKING AND WRITING PRACTICE

1. Choose the correct answer:

1. *The red on our flag* is the symbol of:
 - a) the blood of our forefathers who fought and sacrificed themselves for our present-day life.
 - b) the colour of roses.
2. *The yellow on our flag* is the symbol of:
 - a) the colour of the beach.
 - b) the riches of our country.
3. *The blue on our flag* is the symbol of:
 - a) the cloudless sky of our country.
 - b) the colour of ink.

2. **Situation:** A group of foreign pupils are taking part in an international competition held in our country. You want to show them the beauties of our country.

A. Start by telling them a few general things about our country:

- situated in the... (north-west/south-east of Europe)
- area... square kilometres
- population... million inhabitants

- relief: mountain ranges... (name: the...)
- plateaus... (name: the...)
- plains... (name: the...)
- rivers... (name: the...)
- delta... (name: the...)
- sea... (name: the...)

B. Plan a sightseeing tour through the country. Travel by train.

- 1) **Go to the station**; go to the ticket office; book seats for the first/second class; find out the time and the platform from which the train leaves.

Useful language for your dialogues:

Could I have ..., please?
How much is it?
Here you are!
What time and what platform ...?

- 2) **Visit important cities famous for their:**

- industrial life;
- cultural life (universities, museums, cinemas);
- old buildings.

- 3) **Visit resorts** { — in the mountains } which have {
- at the seaside }

modern
comfort;
beautiful
landscape;
sport facilities.

Useful language for your dialogues:

X ... is famous for ...
If you want to get a real impression of ... then we must visit the ...
In the centre of ... you could see ...
On the left/right of the ... there is a ...
You can go shopping in ... street.

3. Read and translate the text below, then ask questions about the underlined words:

THE PEOPLES OF BRITAIN

Many foreigners who have not visited Britain call all the inhabitants "English", for they are used to think of the British Isles as "England". In fact, the British Isles contain a variety of peoples and only the people of England call themselves English. The others refer to themselves as Welsh, Scottish, or Irish, as the case may be; they are often slightly annoyed at being classified as "English".

Even in England there are many differences in regional character and speech. The chief division is between southern England and northern England. South of a line going from Bristol to London people speak the type of English usually learnt by foreign students, though there are local variations. This sort of English is generally heard from BBC announcers. Further north regional speech is usually "broader" than that of southern Britain.

In Scotland the sound denoted by the letter "R" is generally a strong sound, and "R" is often pronounced in words in which it would be silent in southern English. In the Highlands and the Western Isles the ancient Scottish language, Gaelic, is still heard — in 1961 some 76,000 people spoke Gaelic. The Scots are said to be serious, cautious, thrifty people, rather inventive and somewhat mystical. All the Celtic peoples of Britain (the Welsh, the Irish, the Scots) are frequently described as being more "fiery" than the English. The Welsh have preserved their language to a remarkable extent. The English generally look upon the Welsh as an emotional people who are, however, somewhat reticent and difficult to get to know easily.

Ireland is divided into two parts. (The six counties of Northern Ireland are still part of Great Britain, though they have their own Parliament. The Republic of Ireland is a separate state, not part of Great Britain.) Irish, often called Erse, is a form of Gaelic. It was in danger of dying out, but when the territory of the Republic became independent (the Irish "Free State" 1922), Erse was revived, and is now the official first language of the Republic, English being the second. The Irish are known for their charm and vivacity, as well as for the beauty of the Irish girls.

4. What to say and when to say it!
Match the sets of sentences in Column B with those in Column A.

A

B

1. Apologizing

(I'm) Sorry.
I'm ever so sorry.
Oh, dear I'm most awfully sorry.
I'm sorry to cause you all this trouble.

a. 6

Well, (actually) the {thing
point} is...
Well, what I mean is ...

2. Stating likes

Mm! I { enjoy
like
love } + ing
I'm fond of

b. 5

Yes, certainly/of course

You'd { rather } not
better
Sorry, but

3. Stating dislikes

Ugh! I { don't enjoy ..
dislike
hate
can't stand ... } + ing

c. 2

Me, too!
So do I!
I do too!

Oh, { do you? } I don't!
really?

4. Being ill

What's the matter with you?
I'm sorry to hear that!
Why don't you

d. 1

Oh, that's all right!
Don't worry!
Nonsense! There's no trouble
at all!

5. Asking for permission

May I
Can } I ...
Could }

e. 3

Neither do I!

Oh, { do you? } I do!
really?

6. Asking for (more exact)
information

Sorry? I beg your pardon?
What do you mean by
I'm afraid I'm not quite clear
what you mean by

f. 4

I feel sick/awful.
I've got { a headache.
stomachache.
a bad cold. { back.
a pain in my { shoulder.
leg.

5. Make up dialogues to express the following:

Your deskmate

You:

apologizes for	{	- forgetting to meet you.	.....
		- waking up early in the morning.	.....
		- using your telephone without asking for your permission.	.....
		- not giving back your favourite book.	.....
tells you he	{	- has a headache.	.....
		- has a cold.	.....
		- has stomachache.	.....
asks for permission. He	{	- wants to take your pen.	.....
		- wants to read your letter.	.....
		- wants to turn the TV off.	.....
		- wants to open the window.	.....

6. Complete these open dialogues. Look at exercise 3 if you need help.

- A: *I'm sorry because I broken that glass.*
B: Oh, that's all right! Broken glass brings luck!
- A: *I love to play tennis and...*
B: Me too! In fact I spend most of my spare time playing tennis.
- A: *May I help you at the luggage?*
B: Nonsense! There's no trouble at all. And besides the luggage is not heavy.
- A: *I enjoy listen to pop music.*
B: Oh, do you? I don't really enjoy listening to pop music.
- A: *I don't enjoy to dance.*
B: Neither do I! In fact I can't dance very well.
- A: *I don't like to cook.*
B: Oh, really? I like cooking.
- A: *What's the matter with you?*
B: I feel awful.
- A: *I feel sick. I've got a bad cold.*
B: I'm sorry to hear that. How long have you had this bad cold?
- A: *I've got stomachache.*
B: Why don't you drink some tea? It's good for stomachaches.
- A:
B: Yes, certainly! And I hope you'll have a good time at Jane's birthday party.
- A:
B: You'd better not. Whenever you go on a trip you come home with a bad cold.
- A:
B: I beg your pardon?

1. awfully['ɔ:fli]

7. Write a composition about: "MY WORLD". Use the cues below:

- born on... (day, month, year)
- place... (town, village — interesting things about it)
- family... (parents — what they do; brothers/sisters — age/what they do)
- school... (where you studied)
- likes/dislikes... (subjects, sports, hobbies)
- future plans.

II. GRAMMAR PRACTICE

PRESENT TENSE SIMPLE

(activități permanente și adevăruri general valabile)

1. Situation:

John Pop is a teacher of Physics.

HE TEACHES PHYSICS.

He is in the classroom now. He is making an experiment to demonstrate that, when put into water, some materials sink and others float.

This is what the pupils learn:

IF YOU PUT STEEL INTO WATER IT SINKS.

IF YOU PUT WOOD INTO WATER IT FLOATS.

Answer these questions:

1. What is John Pop?
2. What is his permanent activity?
3. What is he doing now?
4. What happens to some materials when put into water?
5. What exactly do the pupils learn about steel and wood?

2. What is the permanent activity of each of the people in the list below?

Use the verbs in the frame:

*to cure sick people, to fly planes, to drive cars, to paint pictures,
to write books, to play the piano, to deliver letters, to dig coal, to
teach, to work in a factory.*

Model:

A postman

A postman delivers letters.

- | | | |
|-----------------|--------------------|-----------------|
| 1. A teacher... | 4. A coal miner... | 7. A driver... |
| 2. A worker... | 5. A pilot... | 8. A pianist... |
| 3. A doctor... | 6. An artist... | 9. A writer... |

3. What will always happen if you do the following:

Choose from among the following verbs:

to melt, to rust, to go sour, to die, to boil, to sink, to go bad, to float.

Model:

If you leave iron in the rain, it ...

If you leave iron in the rain, it rusts.

1. If you put steel into water, it...
2. If you put wood into water, it...
3. If you leave milk for three days, it...
4. If you leave meat for three days, it...
5. If you forget to water the flowers, they...
6. If you put in the sun, it...
7. If you heat water to 100 C, it...

4. Make sentences stating facts that are generally true about:

the earth	the moon	the stars
the sun	the new moon	water

Use the verbs:

*to move round, to rise, to set, to appear, to shine (brightly),
to boil, to freeze.*

PRESENT TENSE SIMPLE

(acțiune viitoare care va avea loc ca parte a unui program oficial)*

5. Situation:

It is 8 o'clock in the morning. George and his sister are at the railway station to buy tickets for an afternoon train to Braşov. First they look at the timetable to find out when the afternoon trains leave. They find a very convenient train: IT LEAVES AT 5.30 IN THE AFTERNOON, and IT ARRIVES IN BRAŞOV AT 8.00 IN THE EVENING.

George tells his sister: "Let's buy tickets. WE LEAVE AT 5.30, we have plenty of time to pick our bags."

Answer these questions:

1. What time is it?
2. Where are George and his sister?
3. What train do they want to buy tickets for?
4. What do they look at first?
5. What time does the most convenient train leave?
6. When does it arrive in Braşov?
7. What exactly does George tell his sister?

* Notă: Specificarea momentului viitor este obligatorie cind Present Tense Simple se foloseşte cu această valoare.

6. Make sentences about tomorrow's tourist programme of a group of foreign tourists.

Model:

8.00 a.m. Breakfast. (to have breakfast)
They have breakfast at 8.00 a.m.

1. 8.45 a.m.: Departure by coach. (to leave)
2. 11.00 a.m.: Arrival in Braşov. (to arrive)
3. 11.30 a.m.: Sightseeing tour. (to go sightseeing)
4. 1.30 p.m.: Lunch. (to have lunch)
5. 2.30 p.m.: Departure for Poiana Braşov. (to leave for)
6. 4.00 p.m.: Cable car to Postăvarul. (to take)
7. 6.00 p.m.: Back to Poiana Braşov. (to return)
8. 8.00 p.m.: Dinner at Alpin Hotel. (to have dinner)

7. Answer these questions:

1. What do you do every day?
2. What do you always do on Sundays?
3. As you are a pupil, what is your permanent activity?
4. According to your timetable, when do you have your next English lesson?
5. Can you tell something that is always true about pupils who work hard?

PRESENT TENSE SIMPLE

IT IS USED TO EXPRESS:	TRANSLATION:
a) acţiuni obişnuite, repetate	Indicativ prezent
b) activităţi permanente şi adevăruri general valabile	Indicativ prezent
c) acţiune viitoare care va avea loc ca parte a unui program oficial	Indicativ prezent sau viitor simplu.



PRESENT TENSE CONTINUOUS

(activităţi temporare)

8. Situation:

Lily's mother is away from home for a week. Mother is the one who does all the housework. So, this week, Lily is very busy doing things she usually doesn't do. Speaking to a friend of hers she says: I AM DOING ALL THE HOUSEWORK THIS WEEK.

Answer the questions:

1. Is Lily's mother away?
2. Does Lily's mother usually do the housework?
3. Does Lily usually do the housework?
4. Why is she doing it this week?
5. What exactly does Lily say to her friend?

NOTĂ: Specificarea perioadei de timp este obligatorie când Present Tense Continuous este folosit cu această valoare.

9. Read the previous situation again. Lily says: I AM DOING ALL THE HOUSEWORK THIS WEEK.

What exactly is Lily doing this week?

Use the cues below to answer this question.

Model:

do / the shopping

Lily is doing the shopping

this week.

1. cook the meals
2. do the washing up
3. tidy up the rooms
4. make the beds
5. dust the furniture
6. take her little brother to school.

10. Use the cues in brackets to complete the sentences as in the model.

Model:

I usually spend my holidays in the mountains, but
(at the seaside — this summer)
I usually spend my holidays in the mountains but
I'm spending them at the seaside this summer.

1. Lily usually goes to school by bus but ... (by bike — this week).
2. We generally have our technology lessons in the laboratory but ... (in the school workshop — today).
3. Paul and Peter usually study in the morning ... (in the afternoon — this year).
4. I usually get up early ... (late — this week).
5. We usually have our Physical training classes in the gymnasium ... (in the playground — this term).
6. Mary usually goes to the cinema on Sundays but ... (to the theatre — this Sunday).

PRESENT TENSE CONTINUOUS

(acţiune viitoare care a fost planificată sau proiectată într-un moment prezent)

11. Situation:

The first school term is almost over. Lily and her friends have made arrangements to spend a week in the mountains at Sinaia. They have tickets for tomorrow's 8.00 a.m. train. Their bags are packed. Lily is speaking to her form teacher:

WE ARE LEAVING TOMORROW

Answer these questions:

1. Is the term almost over?
2. Have the pupils decided where to go?
3. Have they arranged everything?
4. Have they got train tickets?
5. What train are the tickets for?
6. Have they packed their bags?
7. What exactly is Lily telling her teacher?

NOTĂ: Specificarea momentului din viitor este obligatorie cind Present Tense Continuous este folosit cu această valoare.

12. Rephrase the statements below as in the model.

Model:

I have planned *to visit* my friend next Sunday.

I **am visiting** my friend next Sunday.

1. We have decided *to go* to a concert tonight.
2. Mary has decided *to leave* town next Saturday.
3. Our friends have planned *to spend* their holidays at the seaside next summer.
4. I have decided *to stay* at home tonight.
5. Christine has planned *to go swimming* tomorrow.
6. Our friends have decided *to meet* us at the station tomorrow.
7. Peter and Dan have planned *to visit* the History Museum next Sunday.

13. Comment on the following situations, making sentences about arranged future activities. Use the cues in brackets.

Model:

Lily went to the North Station this morning and bought a ticket for tomorrow's 8 o'clock train to Sinaia. (*She/leave for Sinaia*)

She **is leaving** for Sinaia tomorrow.

1. Jane visits her grandparents every Sunday. It is Sunday tomorrow. (*Jane — visit her grandparents*).
2. You have received an invitation to your best friend's birthday party. You have accepted. The party is tomorrow. (*You — go to a party*).
3. You rang up your friend and arranged to see a film tonight. (*You — go to the cinema*).
4. George's father has a ticket in his pocket for tomorrow's plane to Sibiu. (*He — fly to Sibiu*).
5. The Pop family have invited us to dinner for this evening. We have accepted. (*We — dine with the Pop family*).
6. Diana has arranged to meet Helen this afternoon. Victoria Square is the place. (*They — meet*).

14. Answer these questions:

1. What are you doing now?
2. What is your deskmate doing at the moment?
3. What are you and your friends doing next weekend?
4. What activity are you doing this week (this month, today etc.)?

PRESENT TENSE CONTINUOUS

IT IS USED TO EXPRESS:	TRANSLATION:
a) acțiuni în desfășurare în momentul vorbirii	Indicativul prezent
b) acțiuni temporare	Indicativul prezent
c) acțiune viitoare care a fost planificată sau proiectată într-un moment prezent.	Indicativul prezent sau viitorul simplu

15. Make sentences to express:

1. Your friends' arrangements for next weekend.
2. An action in progress at the moment.
3. A habitual activity of yours.
4. A temporary activity of your father's.
5. An activity of your classmates' scheduled for tomorrow.
6. The permanent activity of three people of different professions.
7. A general fact that is generally true.

Use the correct present tense (simple or continuous).

2. UNIT TWO

THE ROMANIANS

I. VOCABULARY PRACTICE

hospitable [hɒspɪtəbl] = liking to give hospitality
 ospitalier *I always like to visit them; they are very hospitable people.*

to please [pli:z] *It's difficult to please everybody.*

a mulțumi (pe cineva)

anxious ['æŋkʃəs] *I'm very anxious about my son's health.*

1. neliniștit 1. troubled

2. nerăbdător (să) 2. **anxious to/about** =

strongly

wishing to

to derive from [di'raɪv frəm] = to have a deriva din as an origin *Thousands of English words derive from Latin.*

on behalf of [ɒn bi'hæf ɒv] = as a representative of *He spoke on behalf of his best friend.*

scenery [si:nəri] *I'm anxious to admire the scenery from the top of the mountain.*

decor (natural sau in teatru)

standing [stændɪŋ] adj. *Hospitality is a standing characteristic of the Romanians.*

to notice ['nəʊtɪs] = to observe *Sorry, I didn't notice you, a observa, a remarca*

out of mind ['aʊt ɒv 'maɪnd] *Out of sight, out of mind. (prov.)*

dat uitării

fir- (tree) ['fɜ: 'tri:] *The mountain was covered with fir-trees.*

brad

storm [stɔ:m] *The terrible storm destroyed some houses. His interpretation was followed by a storm of applause.*

furtună (și fig.) *We've lost all trace of them.*

trace [treɪs] = mark, sign

urmă

determined [di'tə:mɪnd] = firm *He is determined to win the 1st prize.*

hotărît

root [ru:t]

rădăcină (și fig.)

appearance [ə'piərəns]

1. apariție

2. înfățișare

3. aparență

complexion [kəm'plekʃən] = natural culoarea pielii, ten colour of the skin

height [haɪt]

înălțime

gorgeous ['gɔ:ʒəs] = splendid superb, splendid

the roots of a plant;

the root of a trouble.

This is his first appearance on the stage. He has the appearance of an athlete. Appearances are deceptive. (prov.)

dark/fair complexion

He is six feet in height.

What a gorgeous panorama!

1. Choose the right end(s):

1. "Hospitable" means: { put in a hospital
taken out of a hospital
liking to give hospitality

2. "To derive" means: { to drive fast
to laugh at
to have as an origin

3. "Out of mind" means: { forgotten
crazy
well thought

4. "Complexion" means: { complex character
complexity
natural colour of the skin

5. "Appearance" is: { the act of appearing
that which can be seen
superficial judgment

2. Choose the right word:

host, hospitable, hospitably, hospitality

What a... person! I like to meet only such... when visiting people. I know that all her relatives always show the same... They behave...

high, height, highly, highness

"Your...," the poor man addressed the King, "I have always spoken... of you". The king looked down from the... of his throne to the poor man and then he ordered: "Take him away! It's... time we taught him a lesson!"

storm, stormy, stormily

What a... of tears! No wonder! There was such a... discussion! She left the room...

3. Complete the following text with the right words. Make the necessary changes:

hospitable
standing
scene
to please
anxious
to notice
storm
trace
root
fir-trees
appearance
complexion
height

One of the... (1) characteristics of English life is self discipline. You can... (2) few noisy attitudes in the street. They are polite and always want... (3). They do not like to show their emotions even in dangerous situations. Imagine the... (4)! Some Englishmen, walking in a forest, are caught by a violent... (5) which pulls the... (6) of several... (7) out of the ground. Anybody would be... (8) to run away. The Englishmen would try to hide their emotions. Not a... (9) of fear could be seen in their... (10). Only their... (11) might be a little paler. The Englishman prefers his own house to a flat in a block. The house is usually of a small... (12) and has a small garden in front, which gives it a... (13) aspect. The Englishmen love their houses very much.

4. Let's talk!

MAKING AN INQUIRY

YOU

YOUR DESKMATE

1. Excuse me!
2. I'm trying to find Mr/Mrs/...
He/She is ...
3. Yes. I think so.
4. Thank you.

1. Yes, can I help you?
2. Is he/she a (an) ...
3. Then he/she lives at no
4. Glad I could help you.

You are in Poplar street where your friend lives. You don't know the number of the house. Try to find it out. Look at the plan of Poplar street. You want to find Joanna Brad.

Example:

You: Excuse me!
Your deskmate: Yes, can I help you?
You: I'm trying to find Miss Joanna Brad. She's tall, fair haired.
Your deskmate: Is she a pupil?
You: Yes, I think so.
Your deskmate: Then she lives at no. 50. The house with red tulips.

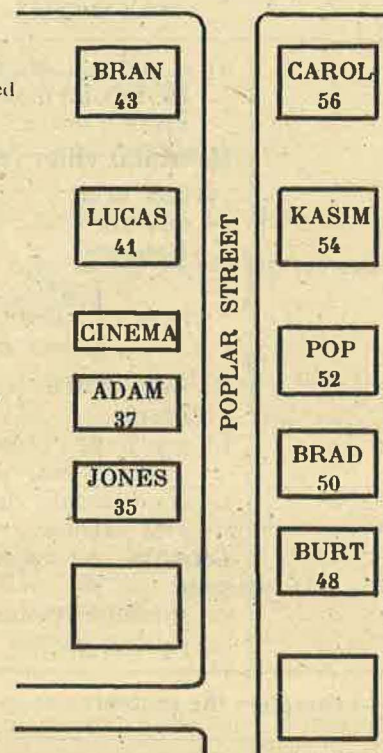
Find out where George Lucas / Andrew Pop / Paul Carol / Diana Adam / Maria Bran / Angela Kasim live.

A PLAIN OF POPLAR STREET

brown front door
Maria Bran
green-eyed, black-haired
student

an oak in the garden
George Lucas
tall, grey-haired,
school-teacher.

a new entrance,
Mrs. Diana Adam, 48,
grey-haired, worker.



green roof
Paul Carol
thin, 32, black-haired,
shop-assistant.

statue at the front
Mrs. Angela Kasim
26, red-haired, secretary.

black dog, Andrew Pop,
13, black-haired, rather
fat, school pupil.
red tulips, Joanna Brad,
tall, fair-haired, pupil.

II. GRAMMAR PRACTICE

REMEMBER!

MIJLOACE DE EXPRIMARE A TIMPULUI VIITOR FUTURE TENSE SIMPLE

(o acțiune viitoare)

Examples

Affirmative:

We shall go to the seaside next summer.
Our friends will come with us if they can.

Interrogative:

Shall I find them home if I go now?
Will he arrive next week?

Negative:

We shall not be there when he arrives.
She will not come back tomorrow.

FORM:	IT IS USED TO EXPRESS:	Translation:
Affirmative: S + shall/will + V	a) o acțiune care are loc într-un moment viitor. Momentul viitor se exprimă prin: — adverb: <i>tomorrow</i> , <i>next</i> { <i>week</i> <i>month</i> , <i>year</i> etc.	Indicativ viitor simplu
Interrogative: Shall/will + S + V?	— subordonate temporale	
Negative: S + shall not/will not + V shan't won't	b) o acțiune viitoare a cărei realizare este condiționată de altă acțiune. Condiția se exprimă prin: — subordonată condițională (<i>if</i>)	

1. Use the cues in brackets to complete the sentences as in the model.

Model: If it snows, ... (*the Bartons/spend their holidays in the mountains*)
If it snows, **the Bartons will spend** their holidays in the mountains.

- If they go to Poiana Brașov, ... (*they/have walks in the forest*)
- As Mary skates very well, (*she / skate all day long*)
- If the snow is good, (*Bob / bob-sleigh*)
- Bob and John ski very well, so (*they / go skiing*)
- Paul and Peter are still very young, so (*they / play in the snow*)
- Father says: "If I go, ..." (*I / do some mountain climbing*).

2. Ask questions to which the following are the answers:

Model: Where?
Where will you go for your next holiday?
I'll go to the seaside for my next holidays.

- When?
I'll go on holidays in August.
- Whatby?
We'll travel by car.

- Where?
We'll stay at the hotel.
- How long?
We'll stay for a fortnight.
- Where?
We'll spend our days on the beach.
-?
Yes, I'll write postcards to my friends.

3. Add question tags to the following statements. Get your classmates to answer the questions.

Model: a) The tourists **won't visit** only Bucharest...?
A: The tourists **won't visit** only Bucharest, **will they?**
B: **No, they won't.**

Model: b) The journey through the country **will be** interesting,?
A: The journey through the country **will be** interesting, **won't it?**
B: **Yes, it will.**

- We shall meet our guests with a friendly "welcome", ...?
- She won't notice the slight differences, ...?
- They will guess right away, ...?
- You will never find out the solution, ...?
- Mary won't find it hard to understand the lesson, ...?
- John, who is very determined, will certainly succeed, ...?



FUTURE TENSE CONTINUOUS

(o acțiune în desfășurare într-un moment viitor)

4. Situation:

The 9th form pupils are standing outside the Village Museum. Peter who is always late hasn't arrived yet. The form teacher is buying the tickets.

In a few minutes THEY WILL BE VISITING THE VILLAGE MUSEUM. THEY WILL NOT BE STANDING OUTSIDE THE MUSEUM any longer when Peter arrives.

On his way to the museum Peter is wondering:

WILL THEY BE WAITING FOR ME when I arrive?

Answer these questions:

- Where are the pupils?
- What is their form teacher doing?
- Is Peter with them? Why not?

4. What will the pupils be doing in a few minutes?
5. Will they be standing outside the museum when Peter arrives?
6. What is Peter wondering about? (give his exact words).

NOTĂ: Specificarea momentului viitor cind se desfășoară acțiunea este obligatorie.

FUTURE TENSE CONTINUOUS

FORM:	IT IS USED TO EXPRESS:	Translation:
Affirmative: S + shall/will + BE + V-ing Interrogative: shall/will + S + BE + V-ing Negative: S + shall not/will not + BE + V-ing shan't won't	acțiune în desfășurare într-un moment viitor Se folosește cu —adverbe (locu- țiuni): <i>this time tomor- row, at 5.00 p.m., on Monday etc.</i>	Indicativ viitor

5. Fill in the blanks with the Future continuous form of the verb on the left.

Model:

(meet) We our guests this time next week.
We **shall be meeting** our guests this time next week.

1. (leave) Our friends at 6.00 a.m. tomorrow.
2. (walk) The boys through the forest next Sunday morning.
3. (take) Dan a lot of photographs at the Village Museum tomorrow.
4. (fly) I to Baia Mare this time tomorrow.
5. (visit) Mary the Art Museum on Friday afternoon.

6. Ask questions according to the model below.

Model:

A. John Pop was teaching at 9.00 a.m. yesterday.
B. **Will he be teaching at 9.00 a.m. tomorrow, too?**

1. The farmers were working in the field at 6.00 a.m. yesterday.
2. The pupils were having a test at 10.00 a.m. yesterday.
3. Father was digging the garden at 5.00 p.m. yesterday.
4. Ann was writing a composition at 6.00 p.m. yesterday.
5. We were watching television at 8.00 p.m. yesterday.
6. Nick was drawing a map at 4.00 p.m. yesterday.

7. Situation:

You are having your Educational class and are talking about your future careers.

You are all expected to answer this question:

WHAT WILL YOU BE DOING IN TEN YEARS' TIME?

Use the cues below to answer this question:

1. Work on a farm.
2. Build hydro-electric stations.
3. Drive a tractor.
4. Cure sick people.
5. Build houses.
6. Teach pupils.
7. Write novels.

Now go on and make true statements about yourself.

BE GOING TO

REMEMBER!

(acțiune viitoare care are loc ca urmare a unei intenții prezente)

8. Situation:

Dan has been quite lazy and has got rather poor marks lately. But he is ambitious and firmly intends to improve. We all want to help him. Use *going to* and the cues below to express what Dan wants to do and how you intend to help him.

Model:

Dan/work harder
Dan **is going to work harder.**
We/not let him waste his time.
We **aren't going to let him waste his time.**

1. Dan / not watch T.V. every evening.
2. Paul / help him with his Maths.
3. Dan / spend more time studying.
4. I / work with him in the Chemistry laboratory.
5. Dan / not play football all day long.
6. He / attend all the classes.

BE TO + VERB

(urmează să)

9. Situation:

The 9th form pupils are giving a show next Saturday. Everything has been carefully arranged. *Make sentences as in the model:*

Model:

Mary/recite a poem.
Mary **is to recite a poem.**

1. John and Bob / play the guitar.
2. Dan / tell jokes.
3. Ann, Peter and Susan / sing folk songs.
4. A group of ten pupils / dance folk dances.
5. Paul / decorate the stage.
6. Nick / draw the curtain.

EXPRESSING FUTURE TIME
(MIJLOACE DE EXPRIMARE A TIMPULUI VIITOR)

VERB FORM:	EXAMPLE:	IT IS USED TO EXPRESS:	Translation:
1. FUTURE TENSE SIMPLE	They will visit the Village Museum <i>tomorrow</i> <i>if they go to Braşov</i> <i>when they go to Braşov.</i>	o acţiune care are loc într-un moment viitor.	Indicativ viitor
2. FUTURE TENSE CONTINUOUS	They will be visiting the Village Museum <i>this time tomorrow.</i>	o acţiune în curs de desfăşurare într-un moment viitor.	Indicativ viitor
3. PRESENT TENSE SIMPLE	They visit the Village Museum on the 2nd of October.	o acţiune viitoare care va avea loc ca parte a unui program oficial. (<i>It is on the programme</i>)	Indicativ viitor sau prezent
4. PRESENT TENSE CONTINUOUS	They are visiting the Village Museum tomorrow.	o acţiune viitoare planificată într-un moment prezent. (<i>They have planned to do it, they have decided to do it</i>).	Indicativ viitor sau prezent
5. "BE GOING TO"	They are going to visit the Village Museum next week.	o acţiune viitoare care are loc ca urmare a unei intenţii prezente. (<i>They firmly intend to</i>)	Indicativ viitor sau "intenţionează..."
6. "BE TO"	They are to visit the Village Museum next week	un aranjament. (<i>They have made arrangements</i>)	"urmează să..."

10. Situation:

The Browns will spend their summer holidays in Romania this year.
Speak about:

- Some of their activities according to *the tour programme*.
- Arrangements* they have made.
- What they *have decided* to do.
- What they *intend* to do.
- What *will be doing* all through their stay in Romania.
- What they *will do as soon as they arrive* and *if the weather is fine*.

Model:

- They **leave** London on the 15th of July.
- They **are to** meet some friends at the airport.
- They **are travelling** by plane.
- They **are going** to see all the places of interest in Romania.
- They'll **be having** a good time all through their stay in Romania.
- They'll **go** to their hotel as soon as they arrive.

- Tour programme*
— stay in Romania for a fortnight
— return on the 1st of August

- Arrangements*
— rent a car in Romania
— spend the holidays with some friends

- What they have decided to do*
— spend a week at the seaside
— stay at the hotel

- Intentions*
— learn as much as possible about Romania
— attend a Romanian folk music concert

- What will they be doing all this time*
— enjoy their stay
— take photographs

- As soon as they arrive*
— buy a map
— order a typical Romanian meal
If the weather is fine
— lie in the sun all day long
— go to the Danube Delta

III. SPEAKING, READING AND WRITING PRACTICE

A. Prequestions :

- Why are you proud when you say: "I am a Romanian"?
- Do you think that the Romanians have special qualities that make them different from other peoples?
- Why do a lot of foreign tourists like to spend their holidays in Romania? Is it only because of the scenery?
- What kind of relationships have our people with other peoples — our neighbours, for example?
- Are the Romanians known in the world? What for?

B. Reading :

THE ROMANIANS

I. "Why choose to holiday in Romania would be a fair enough question to ask.

First the country ...then there are the Romanians themselves, a very hospitable people pleased you came to see them and anxious to show friendliness...

Much of the Romanian language comes from Latin and it was from the Romans that the name Romania was first derived.

The Romanian people are certainly one of the greatest pleasures of a Romanian holiday. Their hospitable greeting of "Bun venit" which is the Romanian for "Welcome" comes readily to the tongues of peasants, workers, everybody.

Therefore let me on behalf of all those Romanians we met on a long and pleasant journey through their lovely country say "Bun venit in România — "Welcome to Romania,"! a holiday country of hot sunshine, clear blue skies, a hospitable people living among gorgeous scenery. Let it be their standing invitation to you to visit their country — a land which you will feel proud to discover."

(Ted Appleton — *Your Guide to Romania*)

II. This is how the others see us, this is what a foreign visitor to our country will surely notice.

But a foreigner to Romania might find it hard to guess from the appearance of the Romanians alone, who lives in Muntenia, who in Moldavia, Dobrugea, Transylvania, the Banat or Maramuresh. The Romanians have lived here since times out of mind, their roots are as deep as those of the fir-trees and just like the fir-trees they love the sunshine of life. But the storms bring not despair. The storms have passed over the Romanians like winds which pass over the mountains, leaving traces but never succeeding in moving them.

III. Our people were and will always be young, determined, honest, friendly, hospitable and hard-working.

C. Exercises :

1. Read the text again and express the definitions below in one or two words.

1. as a representative of
2. to have as an origin
3. liking to give hospitality
4. permanent
5. strongly wishing

2. Answer the questions:

- I. 1. Why choose to spend a holiday in Romania?
2. What's the origin of the Romanian language?
3. What's the etymology of the word Romania?
- II. 4. How long have the Romanians lived on this land?
5. What are the greatest pleasures of a Romanian holiday?
- III. 6. How could you characterize the Romanians?

3. Romanian folk costumes have a lot of things in common, but there are a few features specific to the different regions of our country.

WOMEN

MEN

common features	white blouses white skirts	white shirts white trousers
specific features	colour of the apron (șorț) decoration of the blouses colour of the scarves	colour of the vests decoration of shirts decoration of the hats

Can you describe the folk costume specific to the part of the country you live in?

4. Why are the Romanians compared to fir-trees?

Remember: — fir-trees are evergreen.

— they alone of all plants are unchanged, the same in all times, through all seasons.

5. What are the storms of time that passed over the Romanians without moving them?

6. "The Romanians have their roots deep in the earth" — what is the symbol of "roots" here?

7. Read and translate :

THE SCOTTISH DRESS

Scotland is probably best-known to the world through its traditional costume, the kilt. This short pleated skirt is worn by men. It was very suitable for going through wet, moorland country. Each part of the Highlands was then under a Chief and formed a tribe (called a clan) with distinctive names, beginning with Mac (meaning "son", e.g. Kenneth McKillar). The kilt worn by each clan was made up of a special pattern, intricately woven. This colourful cloth is called tartan and is peculiar to Scotland. This is true also of the national beverage, whisky (from Gaelic usage, meaning water).

8. "What are the Romanians like?" In the table below there are cues for the description of five people and 2 blank columns which you can complete as you wish in your copy-books.

Christy Brad is a pupil. She is 14 and 1.56 in height. She has fair hair, a fair complexion and blue eyes. Her bright eyes are the first thing you notice about her. Generally she wears a school uniform. She enjoys listening to music.

Remember that when we are talking about age (from 20 years onward) we do not always give a person's exact age. Instead we use expressions such as:

X is in his { twenties (20-30)
early twenties (20-23)
mid twenties (24-26)
late twenties (27-29)

Christy Brad	Eliza Brad	Dan Brad	Paul Brad	Jane Brad	George Brad	Mary Brad	Characteristics
a pupil	a nurse	a worker			a farmer	a teacher	occupation
14	36	41			62	60	age
1,56 m	1,70 m	1,80 m			1,77 m	1,65 m	height
fair	brown	black			grey	red	hair
blue	green	blue			brown	black	eyes
fair	dark	fair			dark	dark	complexion
slim	slim	slim			heavy	plump	build
listening to music	watching T.V.	climbing the mountains			gardening	cooking cakes	hobbies
bright eyes	beautiful smile	beard			kind expression	friendly manners	noticeable features
a school uniform	a smart dress	jacket and trousers			an old suit	a blouse and skirt	clothes

9. Write descriptions of your classmates. Do not give the name of the people you describe.

- Exchange your description with a partner. Read his or her description, and try to identify the names of the people.
- Describe a literary hero (appearance, character etc.) Let your classmates guess who she or he is.

10. Translate into English:

Patria sint eu, ești tu, e tot ceea ce iubim, tot ceea ce visăm, tot ceea ce va fi când nu vom mai fi noi.

(R. Rolland)

Vrem să fim prietenii tuturor națiunilor, fără excepție, dar în treburile noastre nu primim ca stăpin decât pe noi înșine.

(N. Titulescu)

11. Passage for dictation:

One often hears of the Englishman's "reserve"; how he likes to "keep himself to himself"; and how on a long railway journey, with four Englishmen in the carriage, often there won't be a word spoken during the whole journey. That wouldn't be the case in America. The Englishman thinks it is ill-mannered to ask personal questions. The American doesn't feel that at all. In the short ride between the boat on which you arrived in New York and the hotel to which you are being driven, the taxi driver will have told about himself, his wife and family and probably the towns in England that he was in during the war. He will inquire where you have come from, what your job is, how you like America and how long you are staying in New York.

The Englishman prizes privacy, the American prefers sociability. The Englishman's suburban house has its little garden with a hedge or a fence all round to shut him off from his neighbours — "The Englishman's home is his castle". The American houses have no hedges or fences separating them from the pavement or from each other. The American in his home doesn't object to being seen by everybody, he actually likes it. And with this sociability goes his overwhelming hospitality.

12. Fill in the blanks with appropriate forms (that you have revised so far) of the verb in brackets.

The Browns, an English family, have read Ted Appleton's "Guide to Romania" and have decided to spend their holidays in Romania.

Mrs. Brown... (talk) to a friend of hers now:

Mrs. Brown: We have made all the necessary arrangements. We... (spend) our holidays in Romania. We... (go) by plane and we... (stay) there for a fortnight. According to the tourist programme we... (leave) on the 15th of July and we... (fly) back home on the 31st of July. Our programme hasn't been settled yet but there are some plans: we... (spend) some time in Bucharest, then we... (go) to the Black Sea coast and in the mountains. Anyway, this week we are very busy: we... (pack) we... (shop) etc.

Friend: What... (you know) about Romania and its people?

Mrs. Brown: Well, it... (lie) in the South-East of Europe and its capital city is Bucharest. The people you... (meet), the Romanians, are friendly and hospitable. Much of their language... (come) from Latin.

Friend: I am sure you... (find out) more about it during your journey through the country.



13. The Language of Arguing and Debate.

How to Chair a Meeting. (part I)

From this unit on you will learn a game called "SIMULATION". A situation will be set by the use of a text or a photograph. You will be asked to identify with fictitious characters and to speak and behave in the same way as these people would. Names and characteristics of the characters will be given on role cards like this:

Who you are
Useful language

Usually the situation will be debated into a meeting. So you'll have to learn "The Language of Arguing and Debate" and "How to Chair a Meeting".

We hope you'll have fun and use English actively!

1) Get people's attention and open the meeting:

Right. Let's start, shall we?
Now then. Can } I have your attention, please.
May }

2) Introduce the guests and announce the purpose of the meeting:

The most important { question we've got to consider
problem { I'd like to discuss
we ought to talk about } is

3) Remind the group of the most important facts — the AGENDA —

As you know
I think most people know that
The point is that

Activity:

You are at an international youth camp at Costinești. The young people from different countries have suggested presenting an Artistic programme followed by a party.

3. UNIT THREE

SAYING GOOD-BYE

I. VOCABULARY PRACTICE

delight [di'lait] = great pleasure, joy
încântare

It's a delight to listen to this man talking.

to sink [sink] **sank** [sænk] **sunk** [sʌnk]

The sun was sinking in the west when the ship sank.

1. a se afunda; a apune = to go down

2. a se scufunda

feebly ['fi:bli]

Don't speak so feebly, I can't hear you.

slab (d. voce)

to plead [pli:d]

1. to present a

1. a pleda

case of (as an

(o cauză)

advocate)

2. a pretexta

2. to give as an

o scuză

excuse for

He feebly pleaded ill-health, but everybody realized it was not true.

to curse [kɜ:s] = to use violent

a înjura, a bles- language against

tema

spare [speə] = adj. unoccupied

I am sure you have a spare wheel in the back of your car.

liber, disponibil,

de rezervă

self-possessed [self pɔ'zest] = calm,

He was the only self-possessed person in those circumstances.

cu sine rece, stăpînit, confident

to make a call ['meik ə' kɔ:l] = to pay

They like to make calls.

a trece (pe la cineva) a short visit

to draw near ['drɔ:niə] = to come

It's the 29th of December. The New Year is drawing near.

a se apropia

near

rude [ru:d] = impolite

It's rude to point at people.

nepoliticos

entirely [in 'taiəli] = completely

My point of view is entirely different from yours.

în întregime, complet

to chat [tʃæt] = to have a friendly

The two friends chatted for a while about old days.

a pâlăvrăgi talk

shyly ['ʃaili] = hesitatingly about

Why does he behave so shyly when everybody wants only to get friends with him!

timid, cu sfială

to fail [feil] = to be unsuccessful

All our plans failed. What a pity!

a da greș, a eșua

hurra(h) [hu'ra:] = hurrah [hu'rei]

Hip, hip, hurra(h) for the holidays!

ura!

1. Choose the right end(s):

1. "To chat" means:
 - { to grow cats
 - { to make hats
 - { to have a friendly talk
2. "Shyly" means:
 - { hesitatingly about
 - { calm
 - { noisy
3. "To curse" means:
 - { to participate in a race
 - { to use violent language against
 - { to be certain about
4. "Spare" means:
 - { unoccupied
 - { in pairs
 - { hopeful
5. "To plead" means:
 - { to lead
 - { to present a case
 - { to give as an excuse for
6. "To sink" means:
 - { to write in ink
 - { to wash the dishes in the sink
 - { to go down

2. Choose the right word:

delight, to be delighted, delightful, delightfully

To his great... the concert was....

I ... to hear that. I know the pianist. She plays....

to fail, failing, failure

As an actor he was a ... and she never ... to tell him that. Well, we all have our little....

shy, shyly, shyness

There was a strange ... in her voice. I know her to be a ... person but I never thought she might ask me such a minor thing so....

rude, rudely, rudeness

You are speaking very ... to your mother. It's unpleasant to hear any ... remark, but to show such ... to your own mother!

3. Complete the following poem, choosing the right word. Make the necessary changes:

to draw near When you want to see a friend and decide...(1)
delight Just remember certain rules, or you'll... (2) to please at all

to make a call First you'll have to use the phone to announce your future host

feebly Otherwise, well, when he sees you, he might think he sees a ghost!

rude

Bring some flowers. Any host loves such things!

It's a...! (3)

Offer them and add some words, smile and try to be polite.

self-possessed

When you ... (4) or ask for something, neither shout nor ... (5) speak

to chat

Do not ... (6) the cakes as if you had starved a whole week.

to plead

If another person comes, just stand up and say "hello"! It is ... (7) to sit and greet, even friends whom you may know.

to fail

When the time to leave ... (8), say "Well, thank you!" and "Good-bye".

shy

Don't be ... (9) when you refuse staying more, and use no lie.

to gulp

... (10) a real excuse, remember! Be polite and...

(a infuleca)

... (11)

If you laugh at my advice, play the host and not the guest!

4. Let's talk!

Table Conversation

Remember! You usually *have a cup of tea* (not drink a cup of tea).

You usually *have a sandwich* (not eat a sandwich).

The host(ess):

You:

1. Help yourself! Do start.
2. I'm ever so glad you like it!
3. Would you like some ...?
4. Certainly! Here you are!
5. Would you like some more...?
6. That's very kind of you!
But I think I can manage alone!

1. Thank you. I will.
2. Mmm! This is { lovely
delicious
really tasty
3. Yes, I love
- No, thank you { I'm afraid it's a
little bit too ...
It's not exactly
what I am used to.
4. Would you pass the
please.
5. Yes, please. But not too much.
No, thank you. That was
absolutely delicious.
6. Let me give you a hand with
the washing up!

a. Practise the table conversation:

1. The hostess invited you to have dinner.
2. You like the soup.
3. You want some salt.

4. You don't want another helping of steak, potatoes and peas.
5. Refuse macaroni politely.
6. Home-made sweets follow (apple pie and cakes). Help yourself.
7. You want a glass of water.
8. Offer to help the host / hostess with the washing up.

b. Activity:

1. You have invited your friends to dinner. Choose the dishes. Serve your friends and make sure they get enough to eat.
2. Suppose your little brother will be invited to dinner by your neighbours. Remind him of a few table manners!

II. GRAMMAR PRACTICE

REMEMBER!

PRESENT PERFECT TENSE SIMPLE

Examples

Affirmative:

He **has drunk** his tea.

They **have just said** "Good-bye".

Interrogative:

Has he *already* **seen** the photographs?

Have you *seen* him *lately*?

Negative:

He **has been** here *since* November.

We **have not** talked to her *this week*.

FORM:	IT IS USED TO EXPRESS:	Translation:
Affirmative: S + have/has + V forma a III-a Interrogative: Have/Has + S + V forma a III-a Negative: S + have not/has not + V + haven't hasn't forma a III-a.	a) 1. o acțiune terminată al cărei moment nu este precizat exact. 2. o acțiune trecută încheiată recent. Se folosește cu: — <i>just, lately, recently</i> — <i>already, yet</i> — adverbe de frecvență 3. o acțiune terminată într-o perioadă de timp care care nu s-a încheiat. Se folosește cu: <i>today, this week/year etc.</i>	Indicativ perfect compus
	b) o acțiune începută în trecut care continuă în prezent. Se folosește cu: <i>since, for</i>	Indicativ prezent

1. Turn the following statements into questions by adding question tags. Use the intonation as indicated. Get your classmates to answer accordingly.

Model:

You have done your homework.

a)

You have done your homework, **haven't** you?

b)

You haven't forgotten to bring the books.

You haven't forgotten to bring the books, **have** you?

1. The play has been very amusing.
2. You haven't been to the theatre lately.
3. Mary hasn't gone out today.
4. You have already finished your paper.
5. We haven't seen Nick for a very long time.
6. They have just left.

ACȚIUNE TERMINATĂ AL CĂREI MOMENT NU ESTE PRECIZAT

2. Situation:

Melpomenus Jones is spending his holidays at the Whites' although he didn't intend to. Say what has happened.

Use the cues and make sentences as in the model:

Model:

Melpomenus Jones / come to visit the Whites.

Melpomenus Jones **has come** to visit the Whites.

1. He / chat about all sorts of things.
2. He / talk about the weather.
3. He / look at photographs.
4. He / drink several cups of tea.
5. He / eat some sandwiches.
6. He / stay for dinner.
7. He / accept the invitation to stay overnight.

ACȚIUNE TERMINATĂ RECENT

JUST, LATELY, RECENTLY

3. Use the cues below to make sentences like in the model. (Mind the position of the adverbials).

Model:

Mary / not visit us / lately

I / meet her / just

Mary **has not visited** us **lately**

I **have** **just** met her.

1. I / read an interesting book / *recently*.
2. The pupils / finish their test / *just*.
3. Peter / not be here / *lately*.
4. I / eat quite a lot of sweets / *lately*.
5. The bell / ring / *just*.
6. Peter / break his leg / *recently*.
7. We / not hear from Ann / *lately*.
8. The teacher / come into the room / *just*.

ALREADY / YET

(affirmative) / (negative)

4. Situation:

You want to give a party on your birthday.

Peter is helping you to remember what you have to do.

Comment on Peter's statements according to the model.

Peter: You must tell your parents first.

Model: You: I've **already** told them. /

I haven't told them **yet**.

Peter:

1. You must invite all our friends.
2. You must ask your sister to help you.
3. She must make some cakes.
4. Your sister and you must tidy up the house.
5. You must hang up the new curtains.
6. Your brother must repair the tape recorder.
7. You must find your tapes.

YET / ALREADY IN PROPOZIȚII INTEROGATIVE

Yet: ne informăm dacă acțiunea s-a încheiat;

Already: sîntem surprinși că acțiunea s-a încheiat;

5. Use the cues in brackets to ask questions with *yet* or *already* as required in the given situation.

Situation

You invited your friends. They said they would come at 6
(they/arrive)

- a) It is 6.00. Your sister is looking out of the window; you hear her saying "Hello".

Model:

Question: Have they arrived **yet** ?

- b) It is 5.45 and you hear the door bell.

Question: Have they **already** arrived?

1. Tom has a lot of homework to do. He started doing it at 4.

(you / do your homework)

- a) It's 5 o'clock and Tom is reading a book. His mother is surprised.

..... ?

- b) It is 7 o'clock. Tom is coming out of his room. His mother doesn't know if he's ready or not.

..... ?

2. Mother started cooking lunch at 10.30.

(Mother / cook lunch)

- a) It is 11 and Mother is getting ready to go out. You are surprised.

..... ?

- b) It's 12.30 and you want to know if you can have lunch. You're asking your sister.

..... ?

3. Jack said he would leave for school at 7.00.

(he / leave)

- a) It's 7.05 and you want to know whether Jack is still at home or not.

..... ?

- b) It's 6.50 and Jack isn't at home any longer. You are surprised.

..... ?

4. The pupils are taking a Maths test.

(you / solve the problems)

- a) Ten minutes have passed and John is handing his test to the teacher. The teacher is surprised.

..... ?

- b) The class is almost over. The teacher wants to know if he can collect the tests.

..... ?

EVER, NEVER, OFTEN

6. Situation:

Jane has just finished school. She wants to get a job as a nurse in a dispensary. While a pupil, she worked in hospitals but not in dispensaries. She is at the interview now and a doctor is asking her questions like these:

HAVE YOU **EVER** WORKED IN A DISPENSARY?

HAVE YOU **EVER** TAKEN CARE OF SICK PEOPLE BEFORE?

These are Jane's answers:

I HAVE **NEVER** WORKED IN A DISPENSARY.

I HAVE **OFTEN** TAKEN CARE OF SICK PEOPLE.

Answer the questions:

1. Has Jane finished school?
2. What job does she want to get?
3. Where?
4. What exactly is the doctor asking her?
5. What are Jane's answers?

Adverbele EVER, NEVER, OFTEN sînt frecvent întrebuintate cu PRESENT PERFECT TENSE SIMPLE.

7. Give true answers to the following questions.

Model:

A: Have you ever missed a train?

B: Yes, I have. I have **often** missed a train.

No, I haven't. I have **never** missed a train.

1. Have you ever played football?
2. Have you ever driven a car?
3. Have you ever met a famous person?
4. Have you ever read an English novel?
5. Have you ever lost your pen?
6. Have you ever acted in a play?
7. Have you ever been into the mountains?
8. Have you ever made a cake?

8. Ask questions with **ever and get your classmates to give short answers. Use the cues below.**

Model:

ride a horse

A: Have you ever ridden a horse in your life?

B: Yes, I have. / No, I haven't.

- | | |
|-------------------------|-------------------------------|
| 1. sing in the choir | 5. take part in a race |
| 2. skate | 6. get a poor mark |
| 3. repair a bicycle | 7. be to the seaside |
| 4. visit the Art Museum | 8. make a speech at a meeting |

ACȚIUNE TERMINATĂ INTR-O PERIOADĂ DE TIMP CARE NU S-A ÎNCHEIAT ÎNCĂ

TODAY, THIS WEEK / MONTH / YEAR etc.

9. Answer these questions to practise the use of the present perfect simple for an action that took place in an uncompleted period of time.

1. How many classes have you had today?
2. How often have you watched television this week?
3. What have you bought at the stationer's this week?

4. How often have you been to the cinema this month?
5. What has your mother cooked today?
6. How often have you and your classmates been to the mountains this year?
7. How many tests have you taken this term?
8. How many English books have you read this year?

ACȚIUNI ÎNCEPUTE CARE CONTINUĂ ÎN PREZENT

FOR + perioada de timp.

SINCE + începutul perioadei de timp.

10. Rephrase the sentences below using the cues in brackets.

Model:

The first time I met Mary was in 1986. It is 1990 now. (*know*)
I have known Mary for four years.
I have known Mary since 1986.

1. We moved to this town in 1976. It is 1988 now. (*live*)
2. I caught a cold on Monday. It's Friday today and I am still ill. (*be ill*)
3. The Bartons bought a car three years ago. They still have it. (*have*)
4. George got a job in the car-factory in February. It is November now. (*work*)
5. My brother started saving money to buy a camera three months ago. Now he has all the money he needs. (*save money*)
6. The teacher came into the classroom 45 minutes ago. She is still here. (*be here*)

11. Restate the following sentences using the present perfect simple.

Model:

The last time I met her was in September.
I haven't met her since September.
I last met her two months ago.
I haven't met her for two months.

1. Jack last *went* skiing in December.
 2. It last *rained* three days ago.
 3. The last time we *went* to the seaside was in 1981.
 4. The last time I *saw* a play was a month ago.
 5. You last *came* to see us in June.
 6. The last time they *wrote* a test was last week.
 7. We last *spent* our holidays on a camp three years ago.
- 12. Make sentences to speak about.**
1. Something you have just done.
 2. Somebody you have met recently.
 3. Something your friend has known for three days.
 4. Something you have never eaten.

5. A place you have never been to.
6. A book you haven't read yet.
7. A place you have already been to.
8. A game your classmates have often played.

REMEMBER!

PRESENT PERFECT TENSE CONTINUOUS

Examples

Affirmative:

We have been looking at photographs for 2 hours.

Interrogative:

Have you been living here since 1976?

Negative:

They haven't been reading all this time.

FORM:	IT IS USED TO EXPRESS:	TRANSLATION:
<p>Affirmative: S + have/has + been + V-ing</p> <p>Interrogative: Have/Has + S + been + V-ing?</p> <p>Negative: S + have not/has not + been + V-ing. haven't/hasn't</p>	<p>o acțiune începută în trecut care continuă în prezent.</p>	<p>Indicativ prezent.</p>

13. Comment on the following situations making sentences like the one in the model.

Model: Situation: Ann is reading. She started an hour ago.
Response: She has been reading for an hour.

1. Jane started talking about her exams an hour ago. She is still talking.
2. John began studying for the exam in September. It is November now and he is still studying.
3. The wind is blowing. It started a week ago.
4. The boys are playing tennis. They started the game at 4 o'clock. It is 6 o'clock now.
5. I started cooking at 9.00 a.m. It is 11.00 a.m. and I am still cooking.
6. It is noon. It is raining. It started in the morning.
7. We began working in the garden at 3.00 p.m. It's 5.00 p.m. and we are still working.
8. It started snowing last week. It is still snowing.

14. Situation:

Melpomenus Jones is at the Whites' house. It is 7.00 p.m. This is what he is doing.

- | | |
|---------------------------------------|------------------------------------|
| — he is having tea; | — he is looking at photographs; |
| — he is having sandwiches; | — he is trying to be polite; |
| — he is talking about the weather; | — he is thinking about going home. |
| — he is chatting about acquaintances; | |

He started doing all these things an hour ago, at 6.00.

How long has Melpomenus Jones been doing all these things?

Answer this question as in the model below:

Model: He has been drinking tea for an hour / since 6.00 p.m.

PRESENT PERFECT SIMPLE

PRESENT PERFECT CONTINUOUS

(o acțiune încheiată recent;

o acțiune începută în trecut care continuă în prezent)

15. Situation:

On Saturday Jack lent a book to Mary for only two days.

It is Monday: Mary is asking Jack: "Please, can I keep the book for another day? I HAVE BEEN READING it these two days but I haven't finished it. I am still reading it."

It is Tuesday: Mary is coming up to Peter, book in hand, saying: "Here is your book. I HAVE READ IT, thank you."

Answer these questions:

1. When did Jack lend the book to Mary?
2. For how many days?
3. *It is Monday.* Is Mary still reading the book?
4. Has she been reading it these two days?
5. What exactly is she telling Jack?
6. *It is Tuesday.* Is Mary giving Jack the book back?
7. Has she finished reading it?
8. What exactly is she saying to Jack?

16. Use the correct tense (Present Perfect Simple or Continuous) of the verbs in brackets.

Model: Mary (do) her homework. Now she can go out and play.
a) Mary has done her homework.

b) Mary (do) her homework for two hours and she has not finished it yet.
Mary has been doing her homework for 2 hours.

1. We (*climb*) the mountain for five hours and we still can't see the top.
2. When are we going to reach the top? We (*climb*) this mountain for 6 hours now.
3. George (*dig*) the garden since morning and he'll still be at it for another hour or two.
4. George (*dig*) the garden. He is having a rest now.
5. We (*talk*) about all the things we want to do next week.
6. Aren't you going to stop? You (*talk*) for half an hour now.
7. Look at him! He won't move from his seat in front of the television set. He (*watch*) T.V. for these hours.
8. As we (*watch*) our favourite programme you may turn the television off.



PRESENT PERFECT SIMPLE / PRESENT PERFECT CONTINUOUS

17. Situation:

Melpomenus Jones who is visiting the Whites started drinking tea at 5 o'clock. It is six o'clock and he is drinking his fourth cup.
 HOW LONG HAS HE BEEN DRINKING TEA?
 HE HAS BEEN DRINKING TEA FOR AN HOUR.
 HOW MANY CUPS HAS HE DRUNK?
 HE HAS DRUNK THREE CUPS.

1. Where is Melpomenus Jones at the moment?
2. What time is it?
3. What is he doing?
4. When did he start drinking tea?
5. Is he drinking his fifth cup now?
6. Ask how long he has been drinking tea.
7. What is the answer?
8. Ask how many cups he has drunk.
9. What is the answer?

PRESENT PERFECT TENSE CONTINUOUS se întrebuințează frecvent când ne referim la o perioadă de timp începută în trecut și care continuă în prezent
 PRESENT PERFECT TENSE SIMPLE se întrebuințează adesea când ne referim la un număr de lucruri, acțiuni, efectuate în respectiva perioadă de timp

18. Read the following situations. Then make sentences as in the model:

Model:

You are just finishing your **fifth and last Maths problem**.
 You sat down at the writing desk **two hours ago**. (*solve*)
 I've been solving Maths problems **for two hours**.
 I've solved **five problems**.

1. The 9th form pupils are just finishing their **sixth experiment** in the chemistry laboratory. It is **10.00 a.m.** and they started work at **8.00 a.m.** (*make experiments*)
2. The pupils reached the mountain top **an hour ago**. They are leaving now with **20** new photographs. (*take photographs*)
3. Nick began to read this novel **four hours ago**. He is reading page **200** now. (*read*)
4. Mother went into the kitchen to bake cakes at **7**. It is **10** now. **Three** very nice looking cakes are on the kitchen table. (*bake*)
5. Dan joined the school basket-ball team **two years ago**. He is playing his **84** match now. (*play*)
6. Mother switched on the washing machine **half an hour ago**. There are now **fifteen** clean shirts in the basket. (*wash*)

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions:

1. Do you like to pay visits?
2. Whom do you often pay visits to?
3. Have you ever paid visits to people you were not very familiar with?
4. Did you enjoy your visit? What did you do there, what did you talk about?
5. What do you understand by "Be polite!"?

B. Reading:

SAYING GOOD-BYE

I. Some people — not you or I because we are so self-possessed — but some people find great difficulty in saying good-bye when making a call or spending the evening somewhere. As the moment draws near, when the visitor feels that he is to go away, he stands up and says: "Well, I think I ...". Then the people say: "Oh, must you go now? Surely it's still early" and a pitiful struggle follows.

II. I think the saddest case of this kind that I ever knew was that of my friend Melpomenus Jones — such a dear young man of twenty-three. He simply couldn't get away from people. He was too honest to tell a lie and too polite to wish to appear rude.

III. Now it happened that he went to pay a visit to the Whites on the very first afternoon of his summer vacation. The next six weeks were entirely his own — absolutely nothing to do.

He chatted a while about weather, the latest news, drank two cups of tea and then prepared himself, for the effort and said:

IV. "Well, I think I'll..."

But the lady of the house said:

"Oh, no! Mr. Jones, can't you really stay a little longer?"

"Yes", he said, "of course I... er... can stay."

"Then please don't go".

He stayed. He drank some more tea. Night was falling. He stood up again:

"Well, now", he said shyly, "I think I really..."

"You must go?" said the lady politely. "I thought perhaps you could have stayed for dinner..."

"Oh, well so I could, you know...", Jones said, "if..."

"Then please stay. I'm sure my husband will be delighted."

"All right", he said feebly, and he sank back into his chair, just full of tea and miserable. *→ nervous*

V. After dinner mamma decided to draw him out and showed him photographs. She showed him all the family museum — photos of papa, of papa's uncle and his wife, and mamma's brother and his little boy and my grandmother's dog...

"How nice, how interesting," he said and then "I must say good-night now," he pleaded.

"Say good-night!" they said, "why, it's only half-past eight! Have you anything to do?"

"Nothing", he admitted.

And papa said with irony that Jones had better stay with us all his vacation.

Jones mistook his meaning and thanked him tears in his eyes, and papa put Jones to bed in the spare room and cursed him heartily.

VI. Jones passed his time in drinking tea and looking at the photographs. His health was visibly failing. At length the crash came. They carried him upstairs with fever. At times he would say:

"Another cup of tea and more, more photographs."

"Don't worry, dear," said Mrs. Whites. "You'll recover and tomorrow we'll celebrate Jane's birthday."

"Did you say Jane's birthday? Hurray! My vacation is over! Tomorrow first thing I'll have to be in my office. So GOOD-BYE!"

(Stephen Leacock — adapted)

C. Exercises

1. Read the text again and express in one or two words:

- Having (showing) the possession of good manners and consideration for other people.
- Calm, cool, confident.
- A statement one knows to be untrue.
- Time of rest and freedom from work.
- Great pleasure, joy.

Now use them in sentences of your own.

2. Reread paragraphs I—II and find the antonyms of the following words:

- | | | |
|-----------|--------------------|------------|
| 1. shy ≠ | 3. host(ess) ≠ | 5. enemy ≠ |
| 2. rude ≠ | 4. an honest man ≠ | |

3. Choose the correct meaning:

- Mr. Melpomenus Jones, a young man of 23 couldn't
a) say good-bye. b) drink tea. c) say thank you.
- On his very first afternoon of his summer vacation he
a) left for Spain. b) had a party at home. c) went to pay a visit to the Whites.
- They chatted about
a) horse races. b) food. c) weather, the latest news.
- Whites invites him to
a) read a book. b) recite her a poem. c) stay for dinner.
- Melpomenus
a) accepts happily. b) refuses. c) accepts and feels miserable.
- Mrs. Whites shows him pictures as she wants to
a) let him know her family. b) draw him out. c) entertain him.
- The Whites offered to give him
a) a record. b) money to pay a taxi-cab. c) a bed in the spare room.
- Melpomenus Jones spends six weeks at the Whites.
a) dancing. b) playing with a small boy. c) looking at photographs.
- Melpomenus is
a) happy. b) sad. c) ill
- Tomorrow they'll celebrate
a) Jane's birthday. b) Melpomenus' recovery. c) the independence of the state.
- Melpomenus
a) has to be in the office first thing tomorrow. b) has to go to a conference. c) has to leave for the countryside.

4. Mr. Melpomenus Jones' visit to the Whites.

a) Reread paragraph II. Are the adjectives *honest* and *polite* used to express qualities?

b) Here's the way he talks: "Well... Well now, Oh well, I... er... I think I really... so I could if..."

and here are the comments of the writer: "he said shyly, he said feebly, he pleaded".

What are your conclusions? What kind of a person do you think Melpomenus Jones is?

c) Reread paragraph IV and imagine the conversation between Melpomenus and Mrs. Whites.

d) Pick up from the passage the words which show that:

- the Whites didn't enjoy Melpomenus' visit;
- Melpomenus didn't enjoy his visit to the Whites.

5. Write an essay on: "Politeness costs nothing and gives everything".

6. We always expect you to be polite! Invent situations to suit the polite remarks:

- | | |
|---|---|
| 1. { A: Have a good time!
You: | 5. { You:
A: No harm done! |
| 2. { A: Congratulations!
You: | 6. { You:
A: Please do! |
| 3. { You:
A: Don't worry. I can manage. | 7. { You:
A: Yes, please. It's my favourite dish. |
| 4. { You:
A: No, thank you. I think it's a little too sweet for me. | 8. { A: Many Happy Returns of the Day!
You: |

7. These people are rude. Correct the way they talk!

- Give me a glass of water!
- Ugh! This soup is awful. I can't eat it!
- Shut up!
- What?
- { A: Would you like to come with me to the cinema?
B: No.
- { A: Would you like some more potatoes?
B: Yes.
- { A: I have a terrible headache.
B: So what?
- { A: Shall I help you?
B: No.

8. Translate the following proverbs into Romanian:

- Leave a welcome behind you.
- Speak when you are spoken to, come when you are called.
- Respect yourself, or no one else will.
- A constant guest is never welcome.

9. Translate into English:


- Oaspetele e primit după veșminte și e condus după cum a vorbit.
- Cum vei vorbi tu însuți altora, la fel ți se va vorbi și ție.
- E deopotrivă de rău să-l îndemni să plece pe un oaspete ce vrea să mai stea și să-l oprești pe unul grăbit să plece.

10. Situation:

Melpomenus Jones is at the Whites' house. He arrived an hour ago. Make sentences of your own, expressing:

- Something he has just done.
- Something he has done today.
- Something he has never been able to do.
- Something he started to do an hour ago and is still doing.
- Something Mrs. Whites wants to know if he has ever done.
- The number of cups of tea he has drunk so far.
- Something Mr. Whites has not told him yet.
- Something Mrs. Whites has already shown him.

11. The Language of Arguing and Debate

 How to Chair a Meeting (part II)

4. Ask for people's views.

X { Would you like to say something about this?
I think you know something about this problem.
What are your views on this?

5. Keep the discussion to the point:

Hold on! Let's not { talk about ... just yet.
get into ... at this stage.
Just a minute. { We'll come back to ... later.
Let's not lose sight of the main problem?

6. Keep the discussion orderly:

Quiet, please! I must ask you to treat this matter seriously.
We can't all speak at once: X, first, then you.
Just a moment, X, can I come to you when Y has finished?

Activity (Give each character a name):

The CHAIRMAN

You ask the people to express their point of view; make a list with the people who want to talk; interrupt the speakers when they are not serious enough; draw the speakers' attention when to speak about songs, dances and about food.

The SCOTSMAN

You think that Scottish dances and songs will be the best thing to do. They are simple and merry and besides the boys' costumes can be easily made from girls' skirts.

The AMERICAN

You interrupt and contradict the Scotsman. The language is a dialect of English, and though the dance is just like marching to music, there is nobody in the camp who can play that music. You suggest a cowboy song.

The ITALIAN

You think that the artistic programme will be fine but what interests you is the food. The chairman calls you to order.

The ROMANIAN

You suggest that the Artistic Programme should start with a Romanian song — as you are the host country — and end with "Perinița".

4. UNIT FOUR

ALISON

I. VOCABULARY PRACTICE

beloved [bi'lavid] = dearly loved, *This letter is from my beloved mother.*
iubit (ă), darling
îndrăgit(ă)

front [frʌnt] = n.

1. camera din față 1. *used attributively* *The front room is the most beautiful room of our house.*
most important room *His uncle lost his life at the front as a hero.*

2. front 2. war part
where fighting takes place

punctual ['pʌŋktʃuəl] = coming at the time fixed *Try and be punctual next time.*

to watch [wɒtʃ] = to keep the eyes on, to look at *I watch TV programmes every evening.*
a urmări (cu privirea)

to be over [bi: əuvə] = to be ended/finished *The rain will be over soon.*

to dare [deə] (followed by a short infinitive; used especially in neg. sentences) *Don't you dare do that again!*
a îndrăzni = to have the courage to

to reach [ri:tʃ] = to go as far as *Not a sound reached our ears.*
a ajunge la

scholarship ['skɒləʃɪp]
bursă

to sit [sit] sat, sat [sæt] for a scholarship
a candida pentru o bursă

tongue [tʌŋ]
limbă

behind [bi'haind]
în urma

words behind one's tongue
cuvinte care-ți stau pe limbă

The doctor asked me to put out my tongue. One's mother tongue is one's native language.
The dog was running behind us.

1. Choose the right end(s):

1. "To watch" means { to announce the time
to keep eyes on
to look at the watch
2. "To dare" means { to make presents
to obtain
to have the courage to
3. "Scholarship" means { a ship with scholars
the period of one's studies
money given for continuing one's studies
4. "Tongue" means { a tool
a piece of furniture
a part of the body
5. "To be over" means { to be superior to
to be finished
to be ended

2. Choose the right word:

to love, love, loving, lovingly, beloved

This is my... sister. She... to have a lot of cats round her and she treats them... But the cats are... animals, too; and they like to show their...

to reach, reach, unreachable

I can't... the atlas on the top shelf. Would you try? Sorry, it's out of... for me, too; it's...

to sit, sat, sat; sitting, sitter

Where is George? When I saw him last he was in the... -room. He had... down on the sofa and was waiting for his friend to paint his portrait. He likes to be a....

3. Complete the text with the right word. Make the necessary changes:

scholarship

to dare

punctual

to sit

to be over

to watch

front

behind one's tongue

beloved

to come

She knew that the... (1) was big and she could ... (2) for it if she studied hard. Yet she... (3) not think of it. She continued to work all day long, to be... (4) at all classes, to read in the library until the programme... (5) and then take books home and go on studying. Her mother used to... (6) into the... (7) room and... (8) her working. And though there were words... (9) she never said a word. She knew her... (10) daughter would succeed.

4. Let's talk!

QUALIFY PEOPLE

YOU:

YOUR DESKMATE:

What do you think of

1. *character*

Is he/she ... + adj.

kind ≠ cruel

modest ≠ proud

generous ≠ mean

sensible ≠ silly

honest ≠ dishonest

2. *interests/skills*

good at ≠ poor at

best at ≠ weak at

interested in

+ ing

Well, I think

Actually, it seems to me

} that

very

most

so

he/she is

ever so

rather

a bit

much too

Activity:

Qualify the following people:

— a member for the Applied Science Club.

— your best friend in the classroom.

— your favourite hero/heroine.

II. GRAMMAR PRACTICE

REMEMBER!

PAST TENSE SIMPLE

Examples

Affirmative:

Yesterday, **he reached** school at 7.30 a.m.

He went to school in the morning when he was younger.

Interrogative:

Did he reach school at 7.30 a.m. yesterday?

Did he go to school in the morning when he was younger?

Negative:

He did not reach school at 7.00 a.m. yesterday.

He did not go to school in the afternoon when he was younger.

FORM:	IT IS USED TO EXPRESS:	Translation:
Affirmative: S + V-ed / V neregulate forma a II-a Interrogative: Did + S + V? Negative: S + did not + V didn't	o acțiune săvârșită și încheiată într-un moment trecut. Se folosește cu: — yesterday, last $\begin{cases} \text{week} \\ \text{month} \\ \text{etc.} \end{cases}$ — ...ago — in 1980, on Monday, etc.	Indicativ perfectul compus
	o acțiune obișnuită, repetată în trecut Se folosește cu: <i>often, frequently, usually, etc.</i>	Indicativ imperfect

1. Complete the following tag questions with the correct form of the verb in the margin. Use the information as indicated and get your classmates to answer accordingly:

Model: (sit) Ann ... for the scholarship, didn't she?
 a) A: Ann sat for the scholarship, didn't she?
 B: Yes, she did.

b) (wait) You ... long, did you?
 A: You didn't wait long, did you?
 B: Yes, I did. / No, I didn't.

- (write down) He... some sentences, didn't he? ↘
- (see) They... Peter out, did they? ↗
- (lose) You... your umbrella, didn't you? ↗
- (begin) The lesson... a few minutes ago, didn't it? ↘
- (enter) The boys... the classroom quietly, did they? ↗
- (see) You... that film some time ago, did you? ↘
- (want) Robert... to speak to Alison, didn't he? ↘

ACȚIUNE EFECTUATĂ ȘI ÎNCHEIATĂ ÎNTR-UN MOMENT DIN TRECURT

2. This is what Peter does every day.

- He gets up at 6 o'clock.
- He has breakfast at 6.30.
- He leaves for school at 6.45.
- He reaches school at 7.20.
- School begins at 7.30.
- He stays at school for 6 hours.
- He comes back home at 1.15.
- He has lunch, then he has a rest.
- He studies from 3.30 to 7.30.
- He eats something at 7.45.
- He watches TV till 10 o'clock.
- He goes to bed at 10.30.

Yesterday was a typical day for Peter.

Make sentences like the one in the model to say what Peter did yesterday.

Model: Peter got up at 6 o'clock yesterday.

ACȚIUNE OBIȘNUITĂ CARE SE REPETĂ ÎN TRECURT

3. Answer these questions about your habits at certain times in the past.

- What school did you attend last year?
- When did you go to school, in the morning or in the afternoon?
- Did you go to school by bus or did you walk?
- What subjects did you learn last year?
- How many lessons of English a week did you have?
- What interesting extra-school activities did you participate in?
- Did you go on trips?
- What games did you play?

USED TO

(acțiune repetată, obișnuită numai în trecut)

4. These are some things Nick did when he was 7 years old.

- He attended primary school.
- He had little homework to do.
- He wrote very slowly.
- He had a lot of spare time.
- He played a lot.
- He went to the circus quite often.
- He liked fairy tales.
- He drank a lot of milk.
- He ate five times a day.
- He went to bed early.
- He lay in bed till 9 o'clock on Sundays.

Nick is 15 now. He doesn't do these things any longer.

Make sentences with *used to* to express past habits.

Model: He used to attend primary school but he doesn't any longer.

5. Ask questions about past activities to which the following are the answers. Use the answers:

Model: Last week.

a) When did you see him last?

- | | |
|------------------|-------------------------|
| 1. Last year. | 6. My friends. |
| 2. Three. | 7. At school. |
| 3. John did. | 8. Because I was tired. |
| 4. No, I didn't. | 9. Very slowly. |
| 5. Three times. | 10. Yesterday. |

REMEMBER!

PAST TENSE CONTINUOUS

Examples

Affirmative:

He was teaching at 9.00 a.m. yesterday.

We were waiting for him when he arrived.

Interrogative:

Was he teaching at 9.00 a.m. yesterday?

Were you waiting for him when he arrived?

Negative:

He was not teaching at 7.00 a.m. yesterday.

We were not reading when he arrived.

FORM:	IT IS USED TO EXPRESS:	Translation:
Affirmative: S + was/were + V-ing	o acțiune în desfășurare într-un moment trecut. (Specificarea momentului trecut este obligatorie) Momentul trecut se exprimă prin: a) adverb (locuțiune) b) subordonată temporală.	Indicativ imperfect
Interrogative: Was / were + S + V-ing ?		
Negative: S + was not/were not + V-ing. wasn't weren't		

6. Turn the following statements into questions by adding question tags. As you are asking for **confirmation** use the falling intonation and get your classmates to answer accordingly.

Model: Alison was waiting in the front room when Robert arrived, ...?
a) Alison was waiting in the front room when Robert arrived, wasn't she?
Yes, she was.

b)

Alison wasn't having a piano lesson that afternoon, ...?
Alison wasn't having a piano lesson that afternoon, was she?
No, she wasn't.

That afternoon:

- Mrs. Keith was watching them with a smile, ...?
- Robert wasn't teaching Alison Physics ...?
- He was teaching her Euclid ...?
- They were not working any longer at 8.30 ...?
- At 8.30 Robert was leaving ...?
- Ten minutes later they were walking to the gate ...?

ACȚIUNE ÎN DESFĂȘURARE ÎNTR-UN MOMENT DIN TRECUT

7. Say what you, your mother and your friends were doing at the following moments in the past.

Model:

This time yesterday

This time yesterday I **was having** a Chemistry class, my mother **was doing** the housework and my friends **were working** in the workshop.

- | | |
|-------------------------|--|
| 1. this time yesterday. | 7. when the telephone rang. |
| 2. this time last week. | 8. between 5.00 p.m. and 6.00 yesterday. |
| 3. at 8.00 a.m. | 9. when the teacher came into the classroom. |
| 4. when you got up. | 10. this time last Monday. |
| 5. at lunch time. | |
| 6. at dinner time. | |

DOUĂ ACȚIUNI CARE SE DESFĂȘOARĂ SIMULTAN ÎNTR-UN MOMENT DIN TRECUT

8. Use the cues to make sentences like the one in the model.

Situation: Yesterday Mother and Mary were busy with the housework.

Model:

While Mother was cooking, Mary was baking the cake.

Mother

wash up
make the beds
wash some clothes
iron some shirts
hang up the curtains.

Mary

dry the plates and glasses
tidy the rooms
clean the rooms
wash the windows
dust the furniture.

PAST TENSE SIMPLE/PAST TENSE CONTINUOUS
in fraze cu subordonate temporale

9. Situation:

Yesterday at 7.00 p.m. Mary was reading when the telephone rang. When she heard the telephone she immediately put the book aside and answered it.

"I WAS READING WHEN THE TELEPHONE RANG".

"As I knew you were going to telephone, WHEN THE PHONE RANG I PUT THE BOOK ASIDE AND ANSWERED IT".

Answer these questions:

1. What was Mary's activity before and at 7.00 p.m. yesterday?
2. What new action interrupted her activity?
3. What was she doing when the telephone rang?
4. What did Mary do immediately after the phone rang?
5. What exactly is Mary telling her friend?

MAIN CLAUSE: (PROPOZIȚIE PRINCIPALĂ)	TIME CLAUSE: (SUBORDONATĂ TEMPORALĂ) (WHEN)	IT IS USED TO EXPRESS:
a) PAST TENSE CONTINUOUS	PAST TENSE CONTINUOUS	Acțiuni ce se desfășoară simultan într-un moment trecut.
b) PAST TENSE CONTINUOUS	PAST TENSE SIMPLE	Acțiunea "PAST TENSE" a intervenit în timpul, sau a întrerupt acțiunea "PAST CONTINUOUS".
c) PAST TENSE SIMPLE	PAST TENSE SIMPLE	Acțiunea trecută din propoziția principală urmează imediat după acțiunea trecută din temporală.

10. Read the dialogue below and write down the appropriate questions. Put the verbs in brackets in the past tense continuous.

Situation:

Grandma Barton is angry that none of her grand children had cared to open the door when the friend she was expecting rang the bell.

Model:

Grandma: ... when the bell rang
Peter: (I — do my homework) when the bell rang.
I thought Paul would answer it.

Grandma: What were you doing when the bell rang?
Peter: I was doing my homework when the bell rang.
I thought Paul would answer it.

1. Grandma: And you, Paul, what ... when the bell rang?
Paul: (I — listen) to some music. But Susan was in the front room.
2. Grandma: What, Susan?
Susan: (I — speak) on the phone but (Tom — do) absolutely nothing. Why didn't he open the door?
3. Grandma: Well, and Ann, what ?
Susan: She wasn't at home. (She — see) her friend to the bus stop.
4. Grandma: George, what ?
George: (I — repair) my bicycle in the garage. I didn't hear the bell.
5. Grandma: How about Mary and John, what ?
Were they with you in the garage?
George: No. I think (they — watch) the scientific film on TV and didn't care to answer the bell.
6. Grandma: It seems that (all of you — do) extremely important things. Thank you for having been so helpful!

11. Answer the following questions:

Model:

a) What were you doing when the teacher came in?
(get ready for the lesson)
We were getting ready for the lesson when the teacher came in.

b) What did you do when the teacher came in?
(stand up)
We stood up when the teacher came in.

1. What was mother doing when Baby started crying? (cook)
What did mother do when Baby started crying? (give him some milk).
2. What was Alison doing when Robert arrived? (wait for him).
What did she do when Robert arrived? (ask him to come in).
3. What were Alison and Robert doing when they reached the gate? (talk)
What did they do when they reached the gate? (say goodbye).
4. What were you doing when it started to rain? (walk in the park).
What did you do when it started to rain? (go home very quickly).
5. What was Ann doing when the bell rang? (watch TV).
What did she do when the bell rang? (open the door).
6. What was the teacher doing when you entered the classroom? (teach the new lesson).
What did he do when you entered the classroom? (tell me not to be late again).

REMEMBER!

PAST PERFECT TENSE SIMPLE

Examples

Affirmative:

We had already left *when you arrived*. Had he left *before they arrived*?

Interrogative:

Negative:

He had not left *by 6.00 p.m. yesterday*.

FORM:	IT IS USED TO EXPRESS:	Translation:
Affirmative: S + had + V forma a III-a Interrogative: Had + S + V forma a III-a Negative: S + had not + V forma a III-a hadn't	o acțiune din trecut anterioară unui moment în trecut sau unei alte acțiuni din trecut. Momentul trecut se specifică prin: a) adverbe (locuțiuni) <i>by 6 o'clock / Saturday, etc.</i> b) subordonate temporale.	Indicativ mai mult ca perfect

12. Complete the tag questions with the correct affirmative or negative form of the verb in brackets. Get your classmates to answer the question.

Model:

a)

By 5.00 p.m. the film ... (start), *hadn't it?*
 By 5.00 p.m. the film **had started**, *hadn't it?*
Yes, it had.

b)

When her friend arrived she ... (finish) her composition, *had she?*
 When her friend arrived she **had not finished** her composition, *had she?*
No, she hadn't.

- The teacher... (enter) the classroom when Lily arrived, *had he?*
- By 11.00 a.m. Mother... (cook) lunch, *hadn't she?*
- She... (wash up) when the TV programme started, *hadn't she?*
- By last Tuesday they... (take) the test, *hadn't they?*
- Peter... (ride) a bicycle before he was 7 years old, *had he?*
- The play... (start) when they reached the theatre, *had it?*

13. Say what — you had just done
 — you had already done
 — you hadn't done yet

By

- 7.00 p.m.
- last Sunday
- lunch time
- 8.00 a.m.

When

- the teacher entered the classroom
- mother arrived at home
- your friend rang you up
- the TV programme started.



PAST PERFECT TENSE CONTINUOUS

14. Situation:

Yesterday afternoon at 4.00 Mary started practising the piano. At 5 o'clock when her sister arrived from work she was still practising. SHE HAD BEEN PRACTISING FOR AN HOUR BY 5 O'CLOCK. SHE HAD BEEN PRACTISING FOR AN HOUR WHEN HER SISTER CAME FROM WORK.

Answer these questions:

- When did Mary start practising the piano?
- When did her sister arrive?
- What was Mary doing when her sister arrived?
- How long had she been practising by 5 o'clock?
- How long had she been practising when her sister arrived?

FORM:	IT IS USED TO EXPRESS:	Translation:
Affirmative: S + had + been + V-ing Interrogative: Had + S + been + V-ing? Negative: S + had not + been + V-ing hadn't	o acțiune începută înaintea unui moment sau acțiuni din trecut continuând până la acel moment sau până la acea acțiune. Se folosește cu: since, for.	Imperfectul indicativ

15. Situation:

Situation	Activities that started at 3.00 p.m. and were going on at 4.00 p.m. when the teacher arrived
The 9th form pupils were preparing the school festival last Friday afternoon between 3.00 and 6.00.	— write invitations — learn poems — sing songs — draw posters — record music — rehearse a play

Fill in the blanks with the past perfect continuous form of the verbs in the table.

Model:

Some pupils had been writing invitations for an hour when the teacher arrived.

1. Some pupils..... when the teacher arrived.
2. A group of girls..... by 4.00 p.m.
3. Some pupils.....by 4.00 p.m.
4. Some other three or four pupils..... when the teacher arrived.
5. Some others..... when the teacher arrived.

16. Use the cues to make sentences as in the model.

Model:

lie in the sun / the rain

We had been lying in the sun for an hour when the rain started.

- | | |
|------------------------------------|--------------------------------|
| 1. help Mother/Father | 4. wait at the gate/Mary |
| 2. solve problems/the bell | 5. walk along the path/they |
| 3. see my friend out/the telephone | 6. stand at the door/my sister |

17. Read the following situations and make your own comment using the past perfect continuous tense + for.

Model:

*Alison started practising at 4 o'clock. She was still practising at 5.00 p.m. when her friend rang the bell.
She had been practising for an hour when he rang the bell.*

1. Robert was teaching Alison at 8.00 p.m. He had started two hours before.
2. Alison and Robert were talking when they reached the path. They had left the house 5 minutes before.
3. George worked hard for a long time. Then he got the scholarship.
4. Mary and Ann started studying English at the age of 10. They were still studying English when they were 16.
5. Nick switched the TV set on at 8.00 p.m. Two hours later his mother asked him to switch it off and go to bed.
6. When Mother brought in the tea, Grandmother was sitting by the fire. She sat down there an hour before.

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

1. What are the subjects you are good/weak at? Why?
2. Do you work hard for a special subject? What is it?
3. Do you have to pass any exams in the near future?

4. How do you work to pass them?
5. What do you appreciate most in a friend?
6. Do friends play an important role in your life?
7. Whom do you call a "close friend"?
8. Do close friends usually have similar ideas, beliefs, attitudes and interests?
9. Do you like helping your friends?

B. Reading :

ALISON

I entered Sinclair Drive. It was a short street and there were lots of young trees in front of its houses.

Nothing was new in that street which I knew so very well, but now it was my beloved street and it was wonderful to me.

When I came near Alison's house, I heard her singing. She was practising; her song was a simple Scottish one. I stopped in front of the gate for a long while and listened.

When there was silence, I entered the garden and rang the bell on the door.

Alison was waiting for me in the front room, with her books on the table. Her mother Mrs. Keith, was sitting by the fire. What a bright and charming room it was!

"You are punctual as usual, Robert" Mrs. Keith said kindly. "What sort of night is it?"

"Oh, very nice," I answered. "You can see the stars." She smiled: "You can always see the stars Robert."

Mrs. Keith watched me with a smile on her kind face, all the time I was working with Alison. Alison was weak at mathematics, while I was good at it, and Mrs. Keith was pleased to see that I was helping her daughter.

"What are you teaching my daughter now, Robert?"

"Euclid, Mrs. Keith," I said shyly.

"It's so difficult," said Alison.

"Oh, no, Alison, it's very easy." And I began to teach her.

When the lesson was over, it was half past eight. I wanted to speak to Alison, but I did not dare. I wrote down in her exercise-book. "Will you come to the door with me tonight?"

She looked at me and wrote: "What for?"

I wrote back: "I have something to tell you."

Ten minutes later, I stood up and said good night to Mrs. Keith. Alison wanted to see me out.

"I heard you singing, Alison."

"Yes, I've begun to work a lot. Miss Gramb is teaching me." Silence. We reached the gate, but it was very difficult to speak.

"Alison, yesterday something happened to me. My teacher told me I might sit for a scholarship."

"Oh, Robert!" she exclaimed.

"I cannot win it, but I wanted to tell you."

"Oh, you must try, Robert, you can get it, of course, you can." I looked at Alison. Beautiful words lay behind my tongue, but I could not speak them.

"Good night, Alison."

"Good night, Robert."

I was young. And I felt life was wonderful.

(A. J. Cronin — adapted)

C. Exercises :

1. Read the text again and express in one or two words:

1. war part where fighting takes place;
2. dearly loved;
3. coming at the time fixed;
4. to keep the eyes on;
5. to go as far as.

Give examples of your own with the words you found.

2. Answer the following questions:

1. What was the street like?
2. What did Robert hear when he came near Alison's house?
3. When did he ring the bell?
4. Where was Mrs. Keith?
5. What sort of night was it?
6. Why was Robert teaching Alison?
7. What did Robert write in the exercise-book?
8. What did he tell her?
9. How old do you think (that) Alison and Robert are?
10. What examinations do you think they will have to pass?

3. Characterize Robert and Alison:

What kind of person is Robert?

refer to:

- 1) his skills;
- 2) the way he talks;
- 3) the way he behaves.

What kind of person is Alison?

refer to:

- 1) her skills;
- 2) her character;
- 3) her friendship.

4. What is the key of success both for Robert and Alison?

5. Alison and Robert are good friends:

- they help each other (read the paragraph that proves it).
- they trust and encourage each other (read the paragraph that proves it).

6. Comment on the following:

"Nothing was new in that street... but now it was my beloved street and it was wonderful to me."

"What a bright and charming room it was!"

"I looked at Alison. Beautiful words lay behind my tongue but I could not speak them."

"I was young and I felt life was wonderful."

7. Replace the following words with their antonyms in the first and second paragraph. What are now Robert's feelings for Mrs. Keith and Alison?

beloved \neq hateful
wonderful \neq horrible
bright \neq dark
charming \neq awful
punctual \neq late
kindly \neq rudely

smile \neq sad expression
kind \neq wicked
pleased \neq displeased
nice \neq ugly
you can see the stars \neq it's a cloudy evening

8. Comment on: Robert's and Alison's friendship is a support in life, in their future career.

Retell the lesson (try to continue the story — education...
— later jobs...)

9. Write an essay on "To like and dislike the same things that is indeed true friendship" (Sallust).



Refer to: what you expect of a true friend.

10. Translate the following into English:

1. Cine nu muncește ne mănîncă. (aforism)
2. Punctualitatea este un mod de a ne arăta respectul nostru față de cei cu care treburile vieții ne pun în contact. (C. Smiles)
3. Învățat e omul care se învață neconținut pe dînsul și învață neconținut pe alții. (N. Iorga)
4. Nu valorăm în această lume decît ceea ce vrem să valorăm.

11. Answer these questions using the suitable verb form (past tense simple and continuous, past perfect simple and continuous).

1. How did Sinclair Drive seem to Robert?
2. What was Alison doing when Robert arrived in front of the house?
3. Suppose Alison started practising half an hour before Robert's arrival. How long had she been practising when he stopped at the gate?
4. What was Mrs. Keith doing when Robert entered the front room?
5. What was Mrs. Keith doing while Robert was teaching Alison?
6. What had Robert taught Alison by 8.30 p.m.?

7. Suppose they started working at 6.30 p.m. How long had Robert been teaching Alison by 8.30 p.m.?
8. What were they talking about while Alison was seeing Robert out?
9. What did Robert say that had happened to him?
10. Did Alison encourage him?
11. Why was Robert so happy?

12. The Language of Arguing and Debate

How to Chair a Meeting (part III)

Lead the discussion towards a conclusion:

Well now, { does anyone else wish { to say anything?
any further comments? { to make any further points?

Right, { I think we covered everything.
I'm afraid we must bring this discussion to a close.

Sum up the discussion and close the meeting:

Let's put it to vote, then. Show hands, please.
Those in favour? Thank you.
Those against? Thank you.
Abstentions? Thank you.
To sum up, then. Most of you think/consider that
Right, { that's all for today.
Thank you { everyone.
ladies and gentleman.

Activity:

Reread the *Language of Arguing and Debate* from Units II-III. Make your own suggestions for the artistic programme. Put them to the vote. Present to the classroom the best programme. Close the meeting.

13. Read with the help of the dictionary:

CAMBRIDGE

Cambridge is situated at a distance of seventy miles from London. It is one of the loveliest towns of England and looks much more like a country town, not a modern industrial city. The dominating factor in Cambridge is its world known University, a centre of education and learning, closely connected with the life and thought of Great Britain. Newton, Byron, Darwin, Rutherford and many other scientists and writers were educated at Cambridge. In Cambridge everything centers on the University and its colleges, the eldest of which was founded in 1284. They are twenty seven in number. There is a close connection between the University and colleges, though they are quite separate in theory and practice. The college is a place where you live, no matter what profession you are trained for; so that students studying literature and those trained for physics may belong to one and the same college. However the fact is that you are to be a member

of a college in order to be a member of the University. Every college is headed by a dean. Discipline is looked after by Proctors and numerous minor officials. If you are undisciplined you are fined or you may be "gated", that is, not allowed to go for a given time, or you are "sent down" for good. A college is a group of buildings forming a square with a green lawn in the centre. An old tradition does not allow the students to walk on the grass; this is the privilege of professors and head students only. There is another tradition which the students are to follow; after sunset they are not allowed to go out without wearing a black cap and a black coat.

The University existed before the colleges. It has the power to grant degrees, it defines courses of study, and organizes most of the formal teaching. The various subjects of study are controlled by a series of faculties, and the teaching is provided by professors, readers and lectures. The University trains about 7,000 students in different specialities. Each student studies at the University for 4 years, three terms a year. He is trained by a tutor; each tutor has 10-12 students reading under his guidance. The long vacation lasts three months.

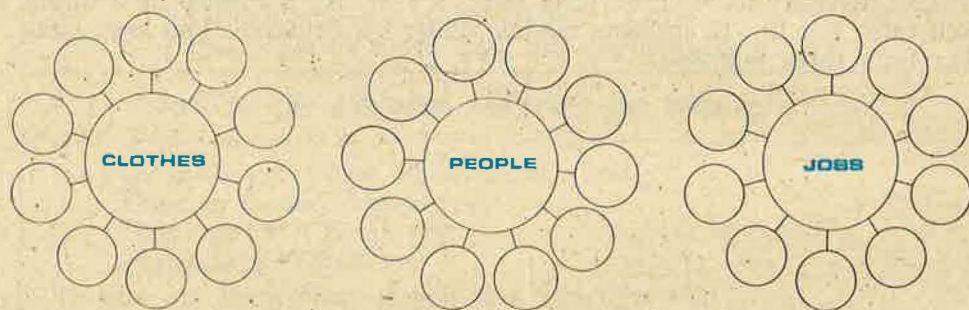
5. UNIT FIVE

REVISION I

1. REMEMBER! REMEMBER!

Copy the circles below in your exercise-books.

Each circle must contain a word connected with the word in the centre.
You have six minutes at your disposal.



2. Here's the itinerary of a holiday you have recently organized. Your deskmate wants to know everything about it.

- He/she asks you questions such as:

Where...? What...?

When...? Why...?

By what...? Who...?

- Complete the blank columns in your exercise-books.

FROM	TO	MEANS OF TRANSPORT	TIME SPENT	REASON/PURPOSE	SAD/FUNNY INCIDENTS	PEOPLE YOU MET
Bucharest	Pitești Slatina Craiova Drobeta Porțile de Fier Orșova	by coach	5 days	<ul style="list-style-type: none"> ● visit the car factory ● sightseeing tour ● see my old aunt ● visit the Traian bridge and the Roman bath ● see the hydro-electric power station 		

FROM	TO	MEANS OF TRANSPORT	TIME SPENT	REASON/PURPOSE	SAD/FUNNY INCIDENTS	PEOPLE YOU MET
Craiova	Herculane Timișoara	by coach	1 day 1 day	<ul style="list-style-type: none"> ● visit the resort ● swim, see a doctor ● sightseeing tour ● the Old Mayor House ● The Banat Museum 		
Timișoara	Deva Alba-Iulia	by coach	1 day 1 day	<ul style="list-style-type: none"> ● attend a musical festival ● visit the fortress ● visit the Great Union Hall and Museum ● have dinner with some former schoolmates ● receive guests 		
Alba-Iulia	Bucharest	by train	1 day			

3. Let's talk!

Use the vocabulary and the material under "Let's Talk?" of Units 2-3-4 to make up a story, based on the images below*:

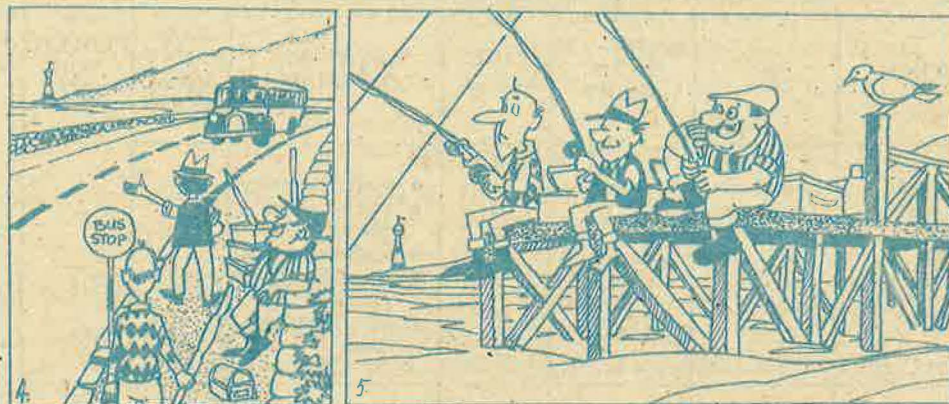


1. Describe Mr. and Mrs. Nosey. Imagine and act the table conversation between them.

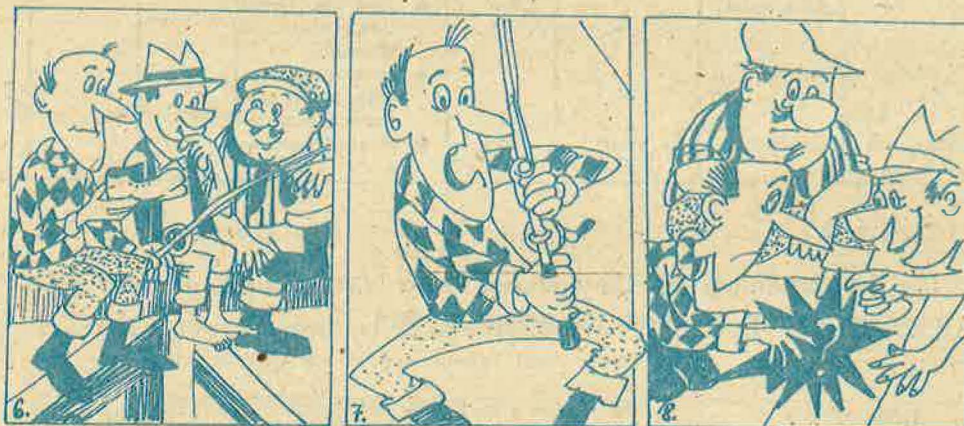
2. Andy and Alf — Nosey's friends. Invitation to go fishing. Accepted gladly.

3. Saying good-bye— recommendation from Mrs. Nosey.

*) The images are adapted from L.G. Alexander — "Worth a Fortune")



4. Travelling by bus. 5. Hobbies (fishing). Describe Alf, Andy, Nosey.



6. Nosey is a good fisherman! Imagine their conversation. Refer to qualities.
7. Good luck or bad luck?
8. Surprise! What did Nosey catch? Give reasons for their expressions.

4. TEST

TENSES OF THE INDICATIVE MOOD ACTIVE VOICE

A. Write about you and your friends:

1. What you do or do not do every day.
2. What you are or are not doing at the moment.
3. What you will or will not do if the weather is fine on Sunday.
4. What you are going to do during your holidays.
5. What arrangements you have made for next Sunday (to be to).
6. What you are doing tomorrow.
7. What you did or didn't do yesterday.
8. What you were doing this time yesterday.

9. What you will be doing this time tomorrow.
10. What you have been doing since this lesson started.
11. What you had already done by 7.00 p.m. yesterday.
12. What you had been doing and how long when your father came home yesterday.

B. In the dialogue below, complete Mary's questions using interrogative negative form of the verbs in brackets in the tenses indicated.

Mary: your Maths problems?
(you-do/PRESENT CONTINUOUS)

Ann: No, I'm drawing the map of Europe for my Geography lesson.

Mary: at a map all day yesterday?
(you-work/PAST CONTINUOUS)

Ann: Yes, I was. But the teacher asked me to do it again.

Mary: What?! how to draw a map?
(you-know/PRESENT SIMPLE)

Ann: Er... well...

Mary: the right colours.
(you-use/PRESENT PERFECT SIMPLE)

Ann: I have.

Mary: the outline before you started
(you-draw/PAST PERFECT SIMPLE) using the crayons?

Ann: Oh, yes, I had.

Mary: me what was wrong with your map, then?
(you-tell/FUTURE)

Ann: The continent was wrong. You see, I thought we had to draw the map of Africa.

PRACTICE

PRESENT TENSE SIMPLE AND CONTINUOUS

1. Comment on the following situations using the Present Tense Simple or Continuous according to the meaning.

Model: a) Situation: I am a teacher of English. (teach)
You teach English.

b) Situation: I am a teacher of English and I am in the classroom now. (teach)
You are teaching English.

1. Our school football team is on the field now and our eyes are on them. (play football)
2. Jack is a very good footballer. (play football)

3. Monica likes plays. You can see her at the theatre every Saturday. (*go to the theatre*)
4. We are at home. The television is on and we are in front of it. (*watch TV*)
5. My brother is a very good pilot. He is in the plane every day except Sunday. Today is Sunday and he is at home. (*fly planes*)
6. Jane's sister is an opera singer. (*sing at the opera*)
7. Jack is in his office. He is busy (*work*)

2. Comment on the following situations. Use the verbs in italics to express various types of future activities.

1. Monica likes to see plays very much. She *intends to see* one next week.
2. As mother is away next week, Peter, Ann, and Mary *have arranged* to do the housework in the following way: Peter, *do the shopping*, Ann, *cook the meals*, Mary, *clean the house*.
3. Jane is ill. She *has decided to see* the doctor tomorrow at 9.00 a.m.
4. We expect *to spend* our summer holidays at the seaside; but only *if the weather is fine*.
5. I can't see you at 1.00 p.m. tomorrow. Look at my *timetable*: I am at school till 2.00 p.m. (*finish the classes*).
6. You want to know about my activity *between 5.00 and 6.00 p.m. tomorrow*. I always *do my homework* at this time. So, it is easy to guess

PAST TENSE SIMPLE AND CONTINUOUS

3. Fill in the blanks with the past tense simple or continuous forms of the verb in brackets.

1. One day when the sun *P.C. (shine)* brightly and the air was warm, a man *P.S. (go)* to sleep while he *P.S. (take care)* of his sheep.
2. A sheep *P.S. (go)* a little farther from the others to drink from a stream.
3. While she *P.C. (drink)*, a wolf *P.S. (come)* down and *P.S. (tell)* her that the stream *P.S. (belong)* to him, the wolf.
4. The wolf *P.S. (threaten)* the sheep and said he *P.S. (be going)* to eat her.
5. While the wolf *P.C. (threaten)* the sheep, the man *P.S. (wake up)* and *P.S. (kill)* the wolf.

PAST TENSE SIMPLE AND PRESENT PERFECT TENSE SIMPLE

4. Read the following situations:

Ask questions with the verb in the *present perfect* to learn if the past action has been performed and with the verb in the *past tense* to learn (more) details about the action. (Use the words in brackets. Get your classmates to answer).

Model:

You want to know about the new Romanian film.
You are asking your friend.
(see the film, when / see it; where / see it;
how / like it; why; / like it).
Have you seen the new Romanian film?
When did you see it?
Where did you see it?
How did you like it?
Why did you like it?

1. You want to know about the composition your friend had to write for the Romanian lesson. You are asking him. (*write the composition; when/write it; what/write about; how/the teacher like it*).
2. You want to go on a trip to Iași. You are asking Nick for information. (*be to Iași; when/go; how/go; what places/visit*).
3. You want to know if your friend's tape recorder, which was broken, is working. You are asking him. (*repair the tape recorder; when/repair it; who/help you; how long/it take you*).
4. Your sister Ann isn't at home. It's 12 o'clock. You wonder where she is. School starts at 1.00. You are asking your mother. (*leave for school; when/leave; how/go; why/leave so early*).
5. You want to know about Mary's test in Maths. You are asking Mary's sister about it. (*take the test; when/take it; how many problems/solve; what mark/get*).
5. Tell your friends about some things you did: yesterday, two days ago, last week, a long time ago and about some things you have done: recently, today, this week, this year.

PAST TENSE SIMPLE AND PRESENT PERFECT CONTINUOUS

6. Restate the following situations using **past tense + for** for actions happening in completed periods of time, and **present perfect continuous + for** for actions going on in a period of time extending up to the present. Use the verb in brackets.

Translate your sentences into Romanian.

Model:

- (work)
- a) Yesterday I was busy in the garden from 2.00 p.m. till 5.00 p.m.
I worked in the garden for three hours yesterday.
Ieri am lucrat în grădină trei ore.
 - b) I started working in the garden at 2.00 p.m.
It is 4.00 p.m. now and I am still working.
I have been working in the garden for two hours.
Lucrez în grădină de două ore.

(live)

1. a) The Bartons moved to Sibiu in 1972. In 1978 they moved to Bucharest.
- b) The Bartons moved to Bucharest in 1978. It is 1991 and they are still living there.

(write)

2. a) Last Monday the pupils started on their compositions at 8.00 a.m. and finished at 10.00 a.m.
- b) We started on our compositions an hour ago and we are still writing.

(play football)

3. a) The children went in the playground at 3.00 p.m. It is 4.00 p.m. and they are in the middle of a football match.
- b) Yesterday afternoon the children were in the playground from 4.00 to 6.00.

(cook)

4. a) Mother went into the kitchen two hours ago. She is still busy.
- b) We had guests last Sunday. Mother went into the kitchen at 7.00 a.m. and was ready with her work at noon.

(rain)

5. a) Last week the weather was rainy from Monday till Thursday.
- b) It started raining on Monday. It is Friday and it is still raining.

PAST PERFECT TENSE AND PAST TENSE SIMPLE

7. Fill in the blanks with the Past Tense Simple or Past Perfect Simple form of the verb in brackets.

Last year my brother ^{PT} (go) to Bucharest to take the entrance examination at the Polytechnic Institute. He ^{PT} (go) to Bucharest as soon as he ^{PT} (finish) the secondary school in our native town. Before he ^{PT} (become) a student he ^{PT} (take) examinations in Mathematics and Physics. After he ^{PT} (pass) the examination, he ^{PT} (want) to go sightseeing. As he ^{PT} (never-be) in Bucharest before everything in the town ^{PT} (interest) him very much. But he ^{PT} (lose) his way after he ^{PT} (walk) around for several hours. He ^{PT} (tell) a policeman that he ^{PT} (lose) his way and the policeman ^{PT} (explain) to him how to get back to the Polytechnic Institute.

8. Time to sing and say a rhyme!

I'D LIKE TO TEACH THE WORLD TO SING

I'd like to build the world a home
And furnish it with love,
Grow apple-trees and honey-bees
And snow-white turtle doves.

I'd like to teach the world to sing
In perfect harmony,
I'd like to hold it in my arms
And keep it company.

I'd like to see the world for once
All standing hand in hand,
And hear them echo through the hills
For peace throughout the land.



WHEN YOU ARE OLD

W. B. Yeats

When you are old and grey and full of sleep,
And nodding by the fire, take down this book,
And slowly read, and dream of the soft look
Your eyes had once, and of their shadows deep;

How many loved your moments of glad grace,
And loved your beauty with love, false or true,
But one man loved the pilgrim soul in you,
And loved the sorrows of your changing face;

And bending down beside the glowing bars,
Murmur a little sadly, how Love fled
And paced upon the mountains overhead
And hid his face amid a crowd of stars.

6. UNIT SIX

WILLIAM SHAKESPEARE

I. VOCABULARY PRACTICE

age [eidʒ] = 1. the period of time
1. vîrstă a person has lived
2. epocă 2. particular period
of history

What is his age? I think he is ten years of age.

The period in which man learnt to make tools of iron is called the Iron Age.

playwright ['pleɪraɪt] = dramatist,
dramaturg writer of
plays

Bernand Shaw was a famous playwright.

to quote [kwəʊt] = to repeat in
a cita speech or writing
the words of
another person.

He always quotes from Shakespeare. In fact, he knows a lot of quotations by heart.

quotation ['kwəʊ'teɪʃən] n.
citat

undisputed ['ʌndɪ'spju:tɪd] =
necontestat, such as cannot
necontroversat be doubted

Shakespeare is an undisputed world figure in literature.

habit ['hæbɪt] = 1. usual behaviour
1. obișnuință, 2. smb.'s settled
deprindere practice

Habit is second nature.

He has fallen in the habit of smoking.

disillusionment ['dɪsɪ'lu:ʒənment] =
deziluzie **disillusion**

His behaviour was a disillusion(ment) for everybody.

['dɪsɪ'lu:ʒən] =
freedom from illu-
sion

coward ['kaʊəd] = n. a person who
laș (subst.) shows fear in a
shameful way

When faced with danger he proved a coward.

cowardly ['kaʊədli] (adj.)
laș (adj.)

valiant ['væliənt] = very brave
curajos; viteaz,
neînfricat

Robin Hood was a valiant outlaw.

stuff [stʌf] = material, substance
materie, (often used figuratively)
substanță

Do you call this stuff lemonade?

to set off [set 'ɔ:f] = to begin a
a porni journey

They set off on the trip yesterday morning.

serene [si'ri:n] = calm and clear
senin

a serene look/sky/life

to mend [mend] = to repair
a repara

I've never been able to mend my bike myself.

Phrases

to seek one's fortune ['si:k wʌnz
a-ți căuta norocul 'fɔ:tʃən]

above all [ə'baʊ 'ɔ:l]

mai presus de toate; în primul rând

all walks of life ['wɔ:ks əv 'laɪf]
toate straturile sociale;

in turn [ɪn 'tɜ:n]
pe rând

toate profesiile

to show concern for ['ʃəʊ kən'sə:n
a arăta interes fɔ:]
pentru

to earn one's living ['ɜ:n wʌnz 'li-
a-ți câștiga viŋ]
existență

Pronunciations

William Shakespeare ['wɪljəm
'ʃeɪkspiə]

Julius Caesar ['dʒuliəs 'si:zə]

Stratford-upon Avon ['strætʃəd ə'pɒn
'eɪvən]

Twelfth Night ['twelfθ 'naɪt]

A Midsummer Night's Dream
['mɪdsəmə 'naɪts 'dri:m] =

Romeo and Juliet ['rəʊmiəʊ ənd
'dʒu:liət]

Visul unei nopți de vară

The Taming of the Shrew ['teɪmɪŋ
əv ʃə'ru:] = Îmblinzirea scorpiei

Hamlet ['hæmlɪt]

Othello [əu'θeləʊ]

The Tempest ['tempəst] = Furtuna

King Lear ['kiŋ 'liə]

The Merchant of Venice ['mætʃənt
əv 'venɪs] = Neguțătorel din Veneția

Macbeth [mək'beθ]

Antony and Cleopatra ['æntəni ənd
kliə'pɑ:trə]

The Winter's Tale ['wɪntəz 'teɪl] =
Poveste de iarnă

Explanations

grammar school = in Shakespeare's time an elementary school where
Latin was taught

stage-boy = the boy in charge of a theatre stage during the performance

horse-keeper = the person in charge of the spectators' horses during the
performance (in older times)

sonnet = 14-line rhymed poem

chronicle (play) ['kronɪkl 'pleɪ] = historical play

Romance play [rəʊmæns 'pleɪ] = a romantic play, a play with fantastic incidents

the Renaissance [riˈneɪsəns] = a period in Europe between the 14th and 17th centuries when art, literature and ideas of ancient Greece and Rome were discovered again and widely studied, causing a rebirth of activity in all fields

humanist ['hju:mənɪst]; **humanism** ['hju:mənɪzəm] = the study in the Renaissance of the ideas of the ancient Greeks and Romans (a system of beliefs and standards concerned with the needs of man, and not with religious prejudices)

1. Give one synonym and one antonym for each of the words below:
valiant; to set off; disillusion(ment); young age; serene
2. Read and translate the sentences below. Explain in English the difference:
 - a. He has the **habit** of interrupting you all the time.
 - b. **Habit** cures **habit**.
 - a. Childhood is a wonderful **age**.
 - b. The **Bronze Age** is a phase of human culture between the Stone Age and the Iron Age.
 - a. What **faculty** will you go in for?
 - b. He has an exceptional **faculty** of observation.
3. Replace the words in *italics*:
 1. She *was interested* in her friend's health.
 2. In his plays, Shakespeare wrote about *all the professions* of his *time*.
 3. He used *to repeat the words* of Bernard Shaw whenever they talked about drama.
 4. They took three spoonfuls of that *substance* and filled the three tubes, *one by one*.
 5. The sky is *clear* today.
4. Complete the text. Make the necessary changes.

play
grammar school
age
tragedy
birthplace
above all
character
quotation
comedy
to set off
playwright

Let us... (1) on our journey to Shakespeare's native town Stratford-upon-Avon lies in the heart of England. It is a beautiful and interesting town, but... (2) it is important because it is Shakespeare's... (3). The house in which he was born is not very large. In one room, there is a little wooden desk, at which, when he was in his youthful... (4), young Will sat and wrote his lessons. The most beautiful part is the garden, which lies at the back of the house. One can see there all the flowers and plants from his... (5). In Stratford one can also visit the... (6) in which he learned. There is also a statue of the great... (7) in the town. It is surrounded by his four well-known... (8) — Hamlet, Lady Macbeth, Falstaff and Prince Hal, symbolizing Philosophy,... (9),... (10) and History. Each of them is accompanied by... (11).

5. Let's talk!

Asking the Way

Attract someone's attention

Er, excuse me, ...
Er, I say,
Er, Mr. (+name)
Mrs. (+name).
Sir, ...
Madam, ...

Ask (You)

How do I get to ...?
Is this the way to...?
Am I on the right way to...?
Could you tell me the way to ...?
Which is the nearest...?

Answer (Your deskmate)

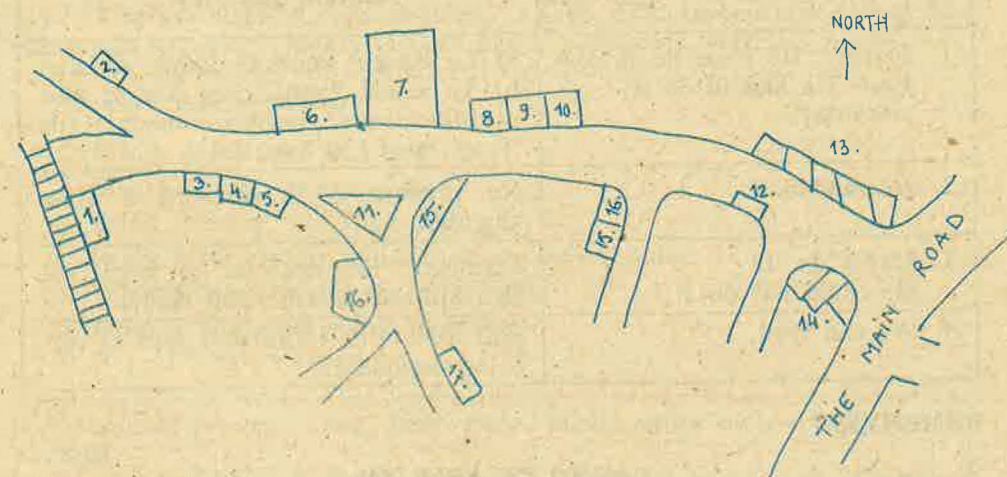
Go { straight up to/
as far as ...
back
Pass by ...
Turn to the left/right there
Take ... turning the left/right
(I'm sorry) but ...

Ask about facilities

Is there a/an { Central Stores
baker's
chemist's } nearby

Answer

There's one on ...
next to ...
at the beginning of ...
at the end of ...
between ...
across the ...
on the other side of ...



Look at the map! You are in front of the railway station. Work in pairs and answer:

- Where is { a) the school? d) the bus-shelter?
b) the baker's? c) the museum of popular art?
c) the market place? f) the dispensary?

Ask and answer which is the way:

- a) to school
- b) to a cinema
- c) to the railway station

(Give true answers if possible)

You are now in the centre of your town or the town near your village

Key to the map:

- | | |
|-------------------------|---|
| 1. the railway station | 10. the Central stores |
| 2. a museum of folk art | 11. a small park |
| 3. the baker's | 12. the bus shelter |
| 4. the chemist's | 13. cottages |
| 5. the dispensary | 14. complex (bookshop, hair dresser's confectioner's) |
| 6. the school | 15. parking area |
| 7. the Mayor's house | 16. market place |
| 8. the post-office | 17. place of historical interest |
| 9. the Club-house | |

II. GRAMMAR PRACTICE

REMEMBER!

MODAL VERBS (VERBELE MODALE) CAN, MAY, MUST, SHOULD

EXAMPLES	CHARACTERISTICS
1. <i>Present</i> : He must do it now. <i>Past</i> : He had to do it yesterday.	a) Le lipsesc anumite forme verbale. b) La unele forme care lipsesc sînt înlocuite de perifraze modale (de ex. must / to have to)
2. He can do it.	Nu primesc -s la persoana a III-a singular.
3. May I do it? He could not do it.	Formează interogativul și negativul fără ajutorul auxiliarului do/did.
4. We can read.	Sînt urmate de infinitivul scurt al verbelor noționale.

REMEMBER!

CAN/TO BE ABLE TO

ability (capacitate fizică sau intelectuală)

Example:

John can speak English very well. He could speak English when he was fourteen. He was able to read English books when he was fifteen. His little sister can't speak English yet but she will be able to do it in a few years.

TENSE FORMS

PRESENT	PAST	FUTURE
I can do it.	I could do it then. *	I can do it tomorrow. *
I am able to do it.	I was able to do it.	I shall be able to do it.

* Notă: Formele could la past tense și can cu valoare de viitor necesită, în general, specificarea timpului.

1. Mrs. Smith is talking to a friend of hers:

- When my son John was six he.... (swim) across the swimming pool, and now he... (swim) from one end to the other.
- Soon he.... (swim) a quarter of a mile, and then we... (take) him out in a sculling boat safely, which we... (not do) now.
- I... (not swim) until I was fourteen. I simply... (not learn) how to do it.
- Children... (learn) things much earlier now than when we were children.
- And I think that their children... (learn) even earlier.

2. Situation:

Mary, Ann and Linda are at the theatre waiting for the performance to start. Ann and Linda are still talking while the curtain is going up. "Stop talking!", Mary says in a loud voice. "CAN'T YOU SEE the curtain is going up?" "You are right" Linda answers, "I CAN SEE the curtain rising, but you needn't speak so loudly, I CAN HEAR you very well".

Answer these questions

- Where are Mary, Ann and Linda?
- Has the play begun yet?
- What are Ann and Linda doing?
- What is happening while they are still talking?
- What is Mary saying to her friends?
- How is she asking her question?
- Repeat Linda's reply.

Verbele de percepție: see, hear, taste, smell, notice nu au formă continuă.
Pentru a exprima o stare de fapt din momentul vorbirii se folosește CAN + verbul respectiv.

3. Situation:

It is a summer evening. There is a comedy on at the open-air theatre in the town-park.

There are a lot of people at the theatre. (*see*)
 A gentle breeze is blowing. (*feel*)
 The flowers in the park smell sweet (*smell*)
 The scenery is beautiful (*notice*)
 Your favourite actor is coming into the stage (*see*)
 There is a storm of applause (*hear*)
 Suddenly the spotlights go out (*see/nothing*)
 When they go up again the scenery has been changed (*notice*)
 The play is full of humour and everybody is laughing (*see and hear*)
What can you see, hear, smell, feel, notice.
Make sentences according to the model.

I can see a lot of people at the theatre

REMEMBER!

MAY/TO BE ALLOWED — TO BE PERMITTED TO

Permission — permisiunea

Example:

Ken is happy. His mother has just told him that he **may go** to the theatre with his friends.

Last week he **was not allowed/permitted to go** as he was very busy at school.

As his holidays are drawing near he knows he **will be allowed/permitted to go** to as many performances as he likes.

TENSE FORMS

PRESENT	PAST	FUTURE
She may do it.	—	She may do it <u>next week.</u> *
She is allowed/permitted to do it.	She was allowed/permitted to do it.	She will be allowed/permitted to do it.

* Notă: Folosirea formei **may** cu valoare de viitor necesită în general specificarea timpului.

4. Make up sentences expressing:

- five things your mother says you **may (are permitted/allowed to)** do as you are old enough now;
- three things you **were not permitted/allowed to** do when you were younger;
- three things you **will be permitted/allowed to** do when you are eighteen.

5. What question would be asked in the following situations? Get your classmates to answer your question.

Model:

Dan wants to watch a film on T.V. He is asking his mother:
Question: May I watch the film, please?
Answer: Yes, you may. / No, you may not.

- You want to use your neighbour's telephone. You are asking:
- Peter wants to leave school an hour earlier. He is asking his form teacher:
- You want to go and play a game of chess at the club. You are asking your mother:
- Helen wants to go to the cinema tonight. She is asking her father:
- Paul wants to borrow the teacher's book. He is asking:

MAY

possibility
 (posibilitate, presupunere)

6. Situation:

You are never sure about the weather in England. As a matter of fact **anything is possible** suppose it is summer now. The day **MAY BEGIN** as a balmy spring morning. Then the sun **MAY BE SHINING** brightly or it **MAY BE RAINING** heavily. Later on the conditions **MAY BE** really wintry. And then again the sky **MAY CLEAR UP** and the sun **MAY BEGIN** to shine.

- What is one of the features of weather in England?
- How may the day begin?
- In what way is the weather likely to change very soon?
- What other changes are possible later on?

7. Situation:

This is what Paul usually does when he has spare time:

- he plays football in the schoolyard;
- he walks in the park;
- he reads books at the library;
- he listens to music at the school-club;
- he plays chess at his friend's house;
- he works in the garden.

Paul is not at home now.

Where is he? What is he doing?

Use the information above to answer these questions indicating several possibilities:

- Model:
- a) *I don't know for sure, he may be in the schoolyard or he may be in the park.*
- b) *I can't tell you for sure, he may be playing football or he may be having a walk.*

8. Answer the following questions about future possibilities, as in the model below. Use the words in brackets in your answers.

- Model:
- When will he *leave*? (*tomorrow*)
He may leave tomorrow or he may not. I'm not sure.

- Who will he go with? (*with his brother*)
- Where will he go? (*to the mountains*)
- How will he travel? (*by train*)
- Where will he stay? (*at the hotel*)
- What will he do there? (*do some climbing*)
- When will he come back? (*next week*).

9. Restate the following sentences using *may* to express present or future possibility.

- Model:
- Perhaps* they are talking about the latest news.
They **may be** talking about the latest news.

- Perhaps she is reading.
- Maybe they are working.
- Perhaps the play will be successful.
- Maybe they are at the theatre.
- Perhaps he will become an actor.
- Maybe it will rain tomorrow.

10. Rephrase the sentences below using *can/be able to* or *may/be allowed to*:

- You *are given permission* to leave.
- Jane *had the ability* to swim when she was six.
- Perhaps* they are at the theatre.
- My friend *has the ability* to solve very difficult Maths problems.
- They *were given permission* to go on the school trip.
- Perhaps* he is coming later.
- In a few years George *will have the ability* to drive a car.
- I *shall be given permission* to go to the party next Sunday.

III. SPEAKING, READING AND WRITING PRACTICE

A. Prequestions :

- Which is the first country where the Renaissance appeared?
- Name some characteristics of the Renaissance.
- What representatives of the Renaissance do you know?
- William Shakespeare is a representative of the English Renaissance. Do you remember some titles of his plays?

B. Reading :



WILLIAM SHAKESPEARE

"What a piece of work is man! how noble in reason, how infinite in faculties, in form and moving, how express and admirable in action... the beauty of the world."

(HAMLET, II, 2)

I. The second half of the 16th century and the beginning of the 17th are sometimes called in England "The Age of Shakespeare". William Shakespeare is the greatest English poet and dramatist and an indisputed world figure in literature. Although his works (37 plays, 154 sonnets and two long poems) are well-known all over the world, we know little about his life.

II. Shakespeare was born on the 23rd of April 1564, at Stratford-upon-Avon, a little town in the heart of England. He was educated at the local grammar-school, but as his father's business went from bad to worse, he had to leave school and begin to earn his living. We next hear of him when he was eighteen and a married man. At the age of twenty-one, he set off to seek his fortune in the great city of London. There, he was in turn a horse-keeper, a stage-boy, a play mender and finally a playwright. Shakespeare spent the last years of his life at Stratford, where he died on the 23rd of April 1616.

III. William Shakespeare was a great humanist. His interest in the life and the people of his time made him watch with an observant eye the scenery of his native country, men and women in all walks of life, their appearance, habits and speech. He was familiar with the traditions of English folklore and showed deep concern for his people and his country's destiny.

His work may be divided into three periods:

The first period is that of poems, the sonnets, the historical plays or "chronicles" (*Richard II*, *Richard III*, *Henry IV*, *Julius Caesar* etc.) comedies (*Twelfth Night*, *A Midsummer Night's Dream*, *The Taming of the Shrew*, *The Merchant of Venice*, etc.) and a few tragedies (*Romeo and Juliet*, etc.) In general Shakespeare's writings in this period are full of optimism.

The second period is that of the great tragedies (*Hamlet*, *Othello*, *King Lear*, *Macbeth*). The disillusionment of the humanists is felt throughout.

The third period includes the "romance" plays (*The Tempest*, *The Winter's Tale*, etc.) which are characterized by a more serene atmosphere.

IV. Although Shakespeare's language is very difficult, almost every word combination forms a picture. To understand Shakespeare (both his language and his ideas), we have not "to read" but "to study" his works, as our great poet Mihai Eminescu said.

Here are some famous quotations from Shakespeare's works.

- a. "Cowards die many times before their deaths,
The valiant never taste of death but once."

(*Julius Caesar*)

- b. "Love's not Time's fool."

(*Sonnet CXVI*)

- c. "What's in a name? that which we call a rose
By any other name would smell as sweet."

(*Romeo and Juliet*, II, 1)

- d. "This above all; to thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man."

(*Hamlet*, I, 3)

- e. "Have more than thou showest,
Speak less than thou knowest,
Lend less than thou owest."

(*King Lear*, I, 4)

- f. "We are such stuff
As dreams are made of."

(*The Tempest*, 4)

Archaisms in the quotations:

thine=your; knowest=know; thou canst not=you cannot; showest=show;
owest=owe

C. Exercises :

1. Answer the following questions:

1. What do we mean by "The Age of Shakespeare"?
2. How many plays, sonnets and poems did Shakespeare write?
3. What do you know about Shakespeare's life until he left his native town?
4. What did Shakespeare do in London?
5. When and where did Shakespeare die?
6. What do we mean by "Shakespeare was a great humanist"?
7. What do you know about Shakespeare's first period of creation?
8. Speak about the second and third periods of his creation.
9. What do we mean by "almost every word-combination form a picture" with Shakespeare?
10. What's Eminescu's advice for understanding Shakespeare?

2. "Shakespeare must not be read but studied", said our great poet. Each of the quotations in the text of the lesson hides a philosophic idea. Read the quotation first, then answer the questions:

- a) • What is a cowardly person?
• Is it possible for a cowardly person to die several deaths? Explain how.
- b) • Explain the term "fool" (synonym = buffoon, clown)
• How can Love be the fool of Time? Does Love change with the passing of Time?
• Why are the words "love" and "time" capitalized?
- c) • If we call a rose by another name, would the flower lose any of its qualities?
• What is important in a rose, or a man, if not the name?
• What does the name Romeo Montague represent for Juliet?
- d) • What means to "be true to yourself"?
• Explain "it must follow, as the night the day".
• The motto of the lesson (from *Hamlet*, too) expresses the creed of the Renaissance men. Read and explain it.
- e) • "More" and "less" are here synonyms. Explain how is that possible?
• What is in fact Shakespeare teaching us by these three lines?
- f) • Give as many interpretations of the word "dreams" as you can.

3. Name the plays in which the following characters appear:

- Iago • Miranda • Ophelia • Horatio • Caesar • Desdemona
• Ariel • Cordelia • Romeo • Caliban • Lady Macbeth

Can you explain what the following sentences mean:

- He behaves like Othello.
- He is a real Iago.
- "Love Story" by Erich Segall is considered a modern "Romeo and Juliet".

4. Learn three quotations from Shakespeare by heart.

5. Suppose you are a producer. How would you stage the following?

- "To be or not to be that is the question" (*Hamlet*, III, 1)
- "A horse! a horse! my kingdom for a horse!" (*Richard III*, V, 4)
- "All the world's a stage,
And all the men and women merely players."

(*As You Like It*, III, 7)

Consider: — the actors (age, appearance, dress, voice, gestures)
— the piece of music you would choose (if necessary)
— scenery, light and sound effects

Do the same for a very modern (or funny) interpretation of the same lines.

6. Translate into English:

Shakespeare

Marin Sorescu

Shakespeare a creat lumea în şapte zile.
În prima zi a făcut cerul, munții și prăpăstiile sufletești.
În ziua a doua a făcut riurile, mările, oceanele
Și celelalte sentimente
Și le-a dat lui Hamlet, lui Iulius Caesar, lui Antoniu, Cleopatrei și Ofeliei
Lui Othello și altora,
Să le stăpânească, ei și urmașii lor,
În vecii vecilor.
În ziua a treia a strâns toți oamenii
Și i-a învățat gusturile:
Gustul fericirii, al iubirii, al deznădejdiei,
Gustul geloziei, al gloriei, și așa mai departe,
Până s-au terminat toate gusturile etc.

7. Passage for dictation:

The Elizabethan playhouse was small. The theatres were circular or hexagonal. Within, there were three tiers of galleries looking down upon the yard where the poorer spectators stood, or possibly sat on stools. The stage itself jutted out into the yard, so that when the house was crowded the players were surrounded on three sides. There was no general curtain concealing the whole stage, so that all scenes began with an entrance and ended with an exit. The actor came forward right into the midst of his audience, and was therefore in the closest possible touch. He was not, as in the modern theatre, divided from them by a curtain or by light and darkness. Hence the device of monologue was perfectly natural. There was apparently no scenery, and plays were acted in daylight. The Elizabethan actor was thus without the effects produced on the modern stage by lightning, scenery-realistic or symbolic and elaborate orchestral effects. In their place he gained his effects by a direct assault on the emotions and the imagination of the spectators.

(adapted from G.B. Harrison, *Introducing Shakespeare*)

7. UNIT SEVEN

CULTURE ACROSS COUNTRIES

I. VOCABULARY PRACTICE

outstanding [aut'stændiŋ] = re-
de frunte markable

representative [reprɪ'zentətɪv] = n.
reprezentant; example
reprezentativ adj. serving
as an example

Romanian medicine has outstanding representatives.

nowadays ['nauədeɪz] = at the
în zilele noastre present time
to appreciate [ə'pri:ʃieɪt]

Nowadays nobody is surprised to hear about a journey to the moon. We all appreciate your help.

a aprecia
enthusiastic [ɪn 'ju:zi'æstɪk] = full of
entuziașt enthusiasm
to discourage [dɪ'skʌrɪdʒ] = to take
a descuraja away the
courage or
confidence of

Don't be so enthusiastic about your composition; it still needs improving. He was very enthusiastic over constructing a radio set so we did not discourage him.

to try one's hand at ['traɪ, wanz-
a-și încerca 'hændət] =
puterile / to see if you
dibăcia la have the skill
you need for

to deserve [dɪ'zɜ:v] = to merit
a merita

Good learning deserves good marks.

to circulate ['sɜ:kjuleɪt]
a circula

Blood circulates through the body.

mutual ['mju:tjuəl] = reciprocal
reciproc

improvement [ɪm'pru:vmənt]

It's still raining but we all hope for an improvement in the weather.

îmbunătățire,
ameliorare

to venture ['ventʃə] = to take the
a se aventura, risk of
a risca

Nothing ventured, nothing gained. (prov.)

to pretend [pri'tend]

a pretinde

to throb [θrɒb]

a zvîcni

a palpita

stove [stəʊv]

sobă

hide-and-seek ['haɪd ənd'si:k]

de-a v-ați ascunselea

charm [tʃɑ:m] = attractiveness

farmec

shadow ['ʃædəʊ]

umbră (și fig.)

ill-humour ['ɪl,hjumə] = bad humour

proastă

dispoziție

to peep [pi:p] = to come slowly or

1. a se ivi partly in view

2. a trage cu

ochiul, a se

uita pe furiș

unawares [ˌʌnə'weəz] adv. = by

pe neașteptate, surprise,

pe negîndite unexpectedly

1. Use the right word:

enthusiasm, enthusiastic, enthusiastically, enthusiast

John is an ... admirer of the actress and last night she applauded her
.... I am not a theatre ... but I must admit her interpretation moved
me to

courage, to encourage, to discourage, courageous, courageously

It was ... of him to do that. I wonder how he could have that
He seldom behaves It was ... of him to be He seldom be-
haves

I want you to ... him more often. He feels very ... sometimes.

to improve, improvement

This is not good enough, I want to ... it. I think you don't have to
work too hard. It needs little

charm, to charm, charming, charmingly

What a ... person she is! She has ... everybody with her ... manners.
She behaves absolutely

*He pretended to like the show, but he
was very bored in fact.*

*His head throbbed. He had a terrible
headache.*

*She wants to buy another stove for
her kitchen.*

The kids were playing hide-and-seek.

*Memories of childhood have a special
charm.*

*As the sun set, the shadows became
larger.*

Sorry, I'm ill-humoured today.

*The moon peeped from behind the
clouds.*

He peeped through the key-hole.

to pretend, pretence, pretentious

*She ... she is her best friend, but it is clear that it's only a ... of
friendship.*

2. Give as many endings as possible to the following sentences:

1. Do not discourage him because ...
2. She deserved the present because ...
3. I am not sure if he will venture to ...
4. They will appreciate you if ...
5. His heart was throbbing when ...
6. I pretend not to see him when ...

3. Complete the following text. Make the necessary changes:

to venture

ill-humour

to pretend

to discourage

shadow

enthusiastic

charming

to throb

to appreciate

to deserve

unawares

A tourist on the African coast was very... (1) about
a village he visited. The village seemed so... (2) that
the tourist thought it... (3) to be visited for two days
more. As the weather was hot, he went to have a swim,
but as he looked into the water, it seemed to him that
a... (4) was moving there. Though he was not... (5)
he asked a boy whom the tourist... (6) to be a vi-
llager: "Are there any crocodiles here?" "No, sir,
no crocodiles", that boy answered. The man jumped
into the water and swam for a few minutes. But,...
(7) he felt a little frightened and a sort of... (8)
came over him. "Maybe the boy only... (9) that he
knew about the crocodiles. I must swim back". When
he came out of the water, his heart... (10) with emo-
tion, he saw the boy and asked him why he was so
sure about the crocodiles.

"Crocodiles never... (11) here, because they are
afraid of the sharks (*rechini*) sir", answered the boy.

4. Let's talk!

Encouraging People to Speak

- I see!
- You don't say!
- Oh, no!
- Really?
- How interesting!
- ... tell us what happened, will you?
- So, what did you do about it?
- You mean the / a / an ..., don't you?

Activity:

Work in pairs:

Pupil A: You are being interviewed about your past. Read the first sen-
tence and respond to the interviewer's encouragement to continue by making
an appropriate statement which, whenever possible, is true of your past.

Pupil B: Play the part of the interviewer and read the sentence encouraging pupil A to continue (*Pay attention to intonation and tone of voice!*)

- a) A: I'll never forget one particular day at school.
B: **Tell us what happened, will you?**
A:
- b) A: I noticed that something wasn't going well.
B: **You don't say!**
A:
- c) A: When I was told the news I was very angry / happy indeed.
B: **What did you do?**
A:
- d) A: I offered to help.
B: **How interesting!**
A:
- e) A: I very nearly burst out crying / laughing.
B: **Really!**
A:
- f) A: When the day came I decided I just could / couldn't do it.
B: **You mean the exam, don't you?**
A:
- g) A: I have never liked to talk about it, but that day...
B: **I see.**
A:
- h) A: She didn't receive any present.
B: **Oh, no!**
A:
- i) A: I had a lot of fun!
B: **Really!**
A:

II. GRAMMAR PRACTICE

MODAL VERBS

MUST / HAVE TO obligation (obligație)

Example

We are in the countryside. We **must** get up early as we **have to** help the farmers to harvest the crops. Lily, who is younger, doesn't **have to** work in the fields. She does easier jobs round the house. Yesterday she **had to** feed the cattle and tomorrow she **will have to** do the cooking.

TENSE FORMS

PRESENT	PAST	FUTURE
You must do it.	—	You must do it <u>next week</u> .
You have to do it.	You had to do it.	You will have to do it.

Notă: Forma **must** cu valoare de viitor necesită, în general, specificarea timpului.

1. Make up sentences to speak about:

- Three activities you must do every day.
- Three things you don't have to do during the holidays.
- Three things you had to do when you were on a camp.
- Three things you will have to do when you go home after classes.

MUST NOT (MUSTN'T)

obligation not to do something, it is forbidden
(interdicția de a efectua o activitate)

2. What are some of the things the traffic regulations forbid pedestrians and drivers to do?

Model: drive faster than 60 kilometers an hour
Drivers must not drive faster than 60 kilometers an hour.

- drive fast at zebra crossings.
- drive on the left.
- cross when the light is red.
- walk in the middle of the road.
- park the car on the sidewalk.
- read the newspaper when crossing the street.

MUST NOT (obligation not to)/DO NOT HAVE TO (lack of obligation)

3. Comment on the following sentences using *mustn't* (it is forbidden) or *don't/doesn't have to* (it is not necessary) and the cues in the margin:

Model: speak loudly { a) I can hear you very well.
b) Grandfather is sleeping.
a) You **don't have to** speak loudly.
b) You **mustn't** speak loudly.

- go out { a) You are ill.
b) You've got everything you need in the house.

2. *cross the road* { a) The light is red.
b) The shop is on this side of the road.
3. *eat icecream* { a) If he doesn't like it...
b) He's got a sore throat.
4. *climb that poplar* { a) It is very dangerous.
b) There's a ladder he can use.
5. *lend him the book* { a) He has got his own copy.
b) He never gives books back.

MUST probability (probabilitate)

4. Situation:

Peter, who likes reading very much, spends all his spare time at the school library.

He is not at home now. His mother is asking Ann, Peter's sister, about him:

"Where's Peter, has he gone out?"

Ann hasn't seen him leave the house but she thinks he is **most probably** at the library, reading. She says:

HE MUST BE AT THE SCHOOL LIBRARY. HE MUST BE READING THERE.

Answer these questions:

1. What does Peter always do when he has spare time?
2. Is he at home now?
3. Has anyone seen him leave?
4. Is his mother worried?
5. Where does Ann think Peter is?
6. Is she **absolutely** sure or is she **almost** sure of it?
7. What are Ann's exact words?

5. What are, probably, the feelings of Dan's mother in the following situation?

Use the cues in brackets to make sentences like the one in the model.

Model: Dan has got a good mark. (*happy*)
She **must be** happy.

1. Dan didn't study and he got a poor mark. (*angry*)
2. Dan is telling her a joke. (*amused*)
3. Dan has the measles. (*worried*)
4. Teachers say that Dan is very intelligent. (*proud*)
5. Dan didn't speak nicely to his grandmother. (*sad*)
6. Dan has bought theatre tickets for the family. (*glad*)

7. She lost the theatre tickets. (*sad*)
8. Dan has just brought her a bunch of flowers. (*pleased*)
9. Dan didn't win the competition. (*disappointed*)
10. Dan came home earlier than usual. (*surprised*)

6. Comment on the following statements saying what those people are most probably doing.

Model: Statement: Mother is in the kitchen.
Comment: She **must be** cooking.

1. Father is in the garage.
2. The teacher is in the classroom.
3. The doctor is at the dispensary.
4. The boys and girls are at the school-club.
5. The farmer is in the stable.
6. The children are in the playground.
7. George is in his car.
8. Mary is sitting in front of the TV set.

7. Comment on the following situations. Use *must + BE* or *must + BE + verb-ing* to express probability:

Model: Jack looks pale and weak. I know he has worked all day.
(*He / tired*)
a) He **must be** tired.

b) Whenever his mother calls him, Peter likes to hide somewhere in the house. Mother is calling him now. There is no answer.
(*Peter / hide*)
Peter **must be** hiding somewhere.

1. It is summer. The Bartons' house is all locked up. I know that they usually go into the country in summer. (*They/in the country*).
2. You wake up in the middle of the night and you hear a "pitter patter" noise on the window pane. The sky was full of clouds in the evening. (*It/rain*).
3. Paul's mother is always angry when he comes home late. It is 9.30 p.m. now and Paul has just arrived home. (*She / angry*).
4. Mary said she would call me up at 5 p.m. It is 5 p.m. now. The telephone is ringing. (*It / Mary*).
5. There are two ways to reach our house, the lane and the main road. Mary said she would come at 6.00. I'm waiting for her, at the gate. I can't see her coming along the main road. (*She / come*).

SHOULD

necessity, advice

(necesitatea logică de înfăptuire a unei acțiuni, un sfat)

8. Situation:

Ann, who lives in a town knows very little about the routine life of the villagers, about their work, about their traditions. Her friend Helen, who lives in the country, thinks that **it is good** for Ann to spend some time in the country, that **it isn't right** for her to be cut off from the life in the village.

This is Helen's advice to Ann:

YOU SHOULD SPEND MORE TIME IN A VILLAGE.

YOU SHOULD LEARN MORE ABOUT LIFE AND WORK IN THE COUNTRY.

YOU SHOULDN'T BE CUT OFF FROM WHAT HAPPENS THERE.

Answer these questions:

1. Has Ann ever been to a village for a longer period of time?
2. Does she know anything about the life, work and traditions in a village?
3. Is this a good thing?
4. What does Helen think is good for Ann to do?
5. What is Helen's advice to Ann? What exactly does she say?

9. Comment on the following statements. Work as in the model.

Model:

a)

If they *work hard*, they will succeed.
Then they **should work hard**.

b)

If they *waste* their time, they won't succeed.
Then they **shouldn't waste** their time.

1. If he *studies*, he will pass.
2. If she *talks* during the lesson, she won't understand anything.
3. If they *hurry*, they will arrive in time.
4. If she *doesn't practise*, she won't succeed.
5. If they *make a noise*, they won't hear anything.
6. If she *asks him*, she will help her.
7. If they *are rude*, people won't like them.
8. If he *listens*, he will learn.

10. Use the cues in brackets to say what Peter should do in the following situations:

Model:

A friend lent him a book two months ago. (*give it back*)
He **should give it back**.

1. His friend Mary has tried her hand at translating poetry. (*encourage her*).
2. His little brother is peeping through the key-hole. (*stop him*)
3. An old lady wants to cross the street. (*help her*)
4. He has come across an English word he doesn't know. (*look it up in the dictionary*).
5. His sister is ill-humoured. (*cheer her up*)
6. The translation he made is not good enough. (*improve it*).
7. He has a test tomorrow. (*study*)
8. An old person is standing in the bus. (*offer his seat*).

11. Remember what you have learnt about the modal verbs *must* and *should*.

Then answer the following questions. Use the cues in brackets:

1. What qualities should a person have in order to become a good translator of literature?
(*Know both languages well, be well organized, work a lot, have the courage to venture on the difficult road of translation, be enthusiastic*).
2. You are a translator of Romanian literature. What are your obligations?
(*Make Romanian literature known in the world try to overcome difficulties of translating a literary work, start by translating the works of the most famous Romanian writers*).
3. You are in the reading room of a public library. What things are you forbidden to do?
(*speak loudly, make a noise, make notes on the book, disturb people by asking questions, eat biscuits*).
4. Ion Pop is at his desk, writing. There's a novel by Marin Preda and some English — Romanian dictionaries in front of him. You probably know his job, don't you? What is he probably doing? (*a translator, translate, give the English version of Marin Preda's novel*).

III. SPEAKING, READING AND WRITING PRACTICE

A. Prequestions:

1. Do you think that a good painting can be appreciated in the whole world? Why? Does it speak an international language?
2. What about a good short-story, novel, play or poem?
3. Do you like reading? What Romanian and foreign writers have you read? (*Name ten of them*) Have you tried to read foreign writers in the original?
4. How can a Romanian writer be read by foreign people?
5. What Romanian writers do you think are worth being read all over the world?
6. Who is your favourite writer (*Romanian or foreign*)? Do you think that you could translate a few passages from his work?

B. Reading :

CULTURE ACROSS COUNTRIES

I. Such outstanding representatives of Romanian literature as Eminescu, Creangă, Blaga, Coșbuc, Caragiale, Goga, Bacovia, etc. are nowadays read and appreciated all over the world thanks to the hard work of enthusiastic people who were not discouraged by the difficulties of translating and interpreting poems, novels, plays and short stories.

II. Even pupils have tried their hand at translating some of our writers' works. Do you know, for example, that Mihai Eminescu's poems have been translated by a teenager, like you, a pupil in the 12th form — Corneliu M. Popescu? His very good English version was published in 1978.

III. Still many more Romanian writers deserve a place in the gallery of world literature; they are waiting for an adequate translation of their works in the widely circulated languages of the world. This is one of the ways by which our people gets to be better known and understood, by which new roads are open to friendship and mutual cultural knowledge.

IV. Although your knowledge of English still needs improvement, you may even now venture on the difficult road of translation. And as time passes by you will gladly notice your progress.

Here is an adapted passage from a beloved Romanian writer, translated into English.

V. "I don't pretend to know what other people are like, but for myself, I seem to feel my heart throb with joy even to this day when I remember my birth-place, my home at Humulești, ... the place on top of the stove where I used to hide when we, children, played at hide-and-seek, as well as other games and delights full of childlike fun and charm. Lord, what good times those were, for parents and brothers and sisters were hale and hearty ... the sons and daughters of our neighbours were for ever playing with us, and everything was exactly as I liked best, without a shadow of ill-humour as if the whole world were mine! I myself was as happy as the day was long ...

Mother ... would say to me sometimes with a smile as the sun peeped from behind the clouds after prolonged rain: "Go outside, you fair-haired child, and laugh at the sun, maybe the weather will change." And the weather did change at my smile ...

But the time was passing by me and I grew up unawares."*

C. Exercises :

1. Answer the following questions:

- I. 1. Can you name some famous Romanian writers whose works have been translated into English?
2. What kind of people are those who translated their works?
- II. 3. Were professional translators the only ones who translated from Romanian literature? Justify your answer.

* (Ion Creangă, *Memories of My Boyhood, Stories and Tales* translated by Ana Cartianu and R.C. Johnston, Minerva Publishing House, Bucharest, 1978).

III. 4. Have all the Romanian writers been translated into various languages?

5. What's the use of a translation?

6. Do you think it is early for you now to begin translating easy Romanian texts into English? Justify your answer.

IV. 7. Have you ever tried to translate anything for your own pleasure?

V. 8. When does the author's heart throb with joy?

9. What did he play with his friends?

10. What was the place where he used to hide?

11. What does he remember about neighbours' children?

12. What did his mother tell him when the sun appeared after bad weather?

13. Did the weather change? Do you think his laughing at the sun really brought fine weather? How would you explain the coincidence?



14. Did he realize the passing of time?

15. What is the predominant feeling throughout the passage? (joy, nostalgia, sadness, etc.)

2. Retell paragraph V using the following cues:

- I don't pretend / my heart throbs / Humulești
- the stove / hide-and-seek / fun and charm
- my relatives / my friends / the world was mine
- mother / the sun / prolonged rain / fair-haired child / laugh at
- the weather / smile
- the time / I grew

3. The passage in paragraph V was written by a well-known Romanian writer. No doubt, you have recognized him! Talk now about his life and work using the following guide lines:

- born in 1837 at Humulești, in northern Moldova.
- in 1859 he graduated from Iași seminary.
- work:

tales: *The Mother with Three Daughters-in-Law* (1875)

The Purse with Two Coppers (1876)

The Goat with Her Three Kids (1876)

The Tale of Harap Alb, etc. (1877)

crowning work: *Memories of My Boyhood* (1880—82) (which evokes the village of his childhood with its people and customs).

Add other information (taken from the fragment in the book-paragraph V, or from your personal reading)

4. Make up a story; tell the story to your classmates and invent a suitable title for it.

Our hero (*say who?*) got up (*say when?*) and had breakfast (*say what?*).

Somebody else (*who?*) asked our hero to do something (*what?*). It was a fine day. The sky was blue and the sun was shining brightly. So our hero decided to do something else (*what?*) and have a lot of fun (*how?*).

After looking for a while for our hero, somebody (*who?*) found him (*where?*) and decided to do something (*what?*) leaving our hero (*how?*). The people around (*who?*) saw everything and behaved in a certain way (*how?*) and very quickly did something (*what?*) and finally arrived somewhere (*where?*).

Our hero said something (*what?*) and promised something (*what?*). The story had a happy ending (*what?*).

5. Try your hand at translating into English a small fragment from "The Tale of Harap Alb".

„... era odată într-o țară un craiu, care avea trei feciori. Și craiul acela mai avea un frate mai mare, care era împărat într-o țară mai depărtată. Și împăratul, fratele craiului, se numea Verde-împărat; și împăratul Verde nu avea feciori, ci numai fete. Mulți ani trecuseră la mijloc de când acești frați nu mai avuseseră prilejul a se întâlni amândoi. Iară verii, adică feciorii craiului și fetele împăratului, nu se văzuseră niciodată de când erau ei.”

(crai = king; împărat = emperor).

6. Here is an adapted fragment from Mark Twain's novel "The Adventures of Tom Sawyer".

a. Read and translate the text.

b. Like Ion Creangă, Mark Twain also described the native places in which he spent his childhood, the people he met, the customs he knew. Compare the two writers, considering:

Similarities: — subject
— heroes (age, the love of adventure, etc)
— funny incidents
— humorous style.

Differences: — different realities
— different conceptions of the people.

7. Fill in the blanks with the appropriate modal verbs (can, may, must, should).

Mary: Our teacher has told us we... (*present obligation*) give the English version of a Romanian literary passage. It... (*possibility*) be either poetry or prose. I think I... (*future ability, negative*) do it.

Ann: You... (*advice*) not be discouraged. ... (*present permission*) I help you?

Mary: Yes, please... (*advice*) I choose a poem or a prose passage?

Ann: If you... (*lack of obligation*) to do the poem then better translate a prose passage.

Mary: Now, let's start working. Where are the dictionaries?

Ann: They... (*probability*) be in the bookcase. I'll get them. (*She gets the dictionaries and starts writing*).

Mary: Now, wait a little. You... (*obligation not to*) work like this. First you... (*obligation*) read the passage carefully. There...

(*probability*) be some words you don't know. Look them up. Attention! You... (*possibility*) find several translations for a word. Then...

Ann: Aren't you enthusiastic!? And you... (*present ability*) always do things properly. This is why you... (*past ability*) give that good version of Nichita Stănescu's poem.

Mary: You... (*advice*) be more confident. Then you... (*future ability*) to improve.

8. Write an essay in no more than 150 words, choosing one of the following titles:

- The Happiest Day of My Life
- My Favourite Book
- A Nice Week-End

THE ADVENTURES OF TOM SAWYER

(adapted)

Monday came. On Monday morning Tom always felt unhappy, because it began another week's suffering in school. He tried to find some symptoms of illness in him but couldn't. Suddenly he discovered that one of his upper teeth was loose. This was lucky. He was about to begin to groan but remembered in time that his aunt would pull out the tooth, and it would hurt. Then he remembered that the doctor had once spoken about a patient laid up for two weeks with a mortified finger. Tom had a sore toe. He looked at it attentively but he did not know the necessary symptoms. However, he decided to try, and began to groan aloud. But Sid slept on, hearing nothing. Tom groaned louder, and he really began to feel pain in his toe. Tom was tired, he groaned so hard. Sid continued to sleep. Tom was angry. He said:

"Sid! Sid!" and shook him.

This helped, and Sid, sat up and began to stare at Tom. Tom went on groaning. Sid said: "Tom! I say, Tom!"

No answer. "Tom! What is the matter, Tom?" And he shook him and looked him in the face. Tom groaned:

"Oh, don't Sid! Don't shake me!"

"Why, what is the matter, Tom? I must call aunt Polly! Don't groan so, Tom, it's awful! Why didn't you wake me sooner?"

"I forgive you everything, Sid. When I am dead".

"Oh, Tom, you are not dying! Don't!"

"I forgive everybody, Sid. Tell them so, Sid. And Sid, give my cat with one eye to the new girl that has come to town, and tell her—"

But Sid had seized his clothes and disappeared. He entered Aunt Polly's room, shouting:

"Oh, Aunt Polly, come! Tom is dying!"

"Dying!"

"Yes, come quick!"

"Nonsense, I don't believe it."

But she ran to Tom, with Mary and Sid behind her. And her face grew white, too, and her lips trembled, as she asked:

"You, Tom! Tom, what is the matter with you, child?"

"Oh, Auntie, my sore toe is mortified!"

The old lady sank into a chair, laughed a little, then cried a little. Then she laughed again, and said: "Tom, how have you frightened me! Now, stop that nonsense and get up."

Tom felt a little foolish, the groans stopped, and the pain disappeared. He said: "Aunt Polly, it seemed mortified, and it really hurt me so, that I quite forgot about my tooth."

"Your tooth? And what is the matter with your tooth?"

"It is loose and aches awfully."

"Now, don't begin your groanings again. Open your mouth. Well, you are right. Your tooth is really loose. Mary, bring a silk thread."

"Oh, please, Aunt," said Tom, "don't pull it out. It doesn't hurt now. I don't want to stay away from school."

"Oh, Tom, so all this was because you thought you'd stay home from school and go fishing? Tom, Tom, I love you so, and you seem to try everything to break my old heart."

8. UNIT EIGHT

TAMING A GUIDE

I. VOCABULARY PRACTICE

ecstasy ['ekstəsi] = a state of very strong feelings, of joy
I simply was in an ecstasy of admiration.

to throw smb. off the track ['θrəʊ ɔ:f
a înterupe
şirul gândurilor
[θə'træk] = to
cause smb. to
go away from
the subject

hardly ['hɑ:dlɪ] = almost not
abia, cu greu
He can hardly speak.

to wash [wɒʃ] = 1. to clean with
1. a spăla
2. a ține, a merge (fig)
liquid
2. to be easy to believe
He washed his hands.

party ['pɑ:ti] = group
grup
His story just won't wash.

relic ['relik] = group
relicvă

They visited the Roman relics.

impatience [im'peɪfəns] = lack of
nerăbdare
patience

Before the match, he was full of impatience; it was his first big game.

to impose on [im'pəʊz 'ɒn]

a impune ceva cuiva

They imposed difficult conditions of peace on the defeated enemy.

handwriting ['hænd,raɪtɪŋ] = the style

scris de mână
or appearance
of a person's
writing

to be shaken up ['bi 'ʃeɪkən 'ʌp] *After the event he was rather shaken up.*

a fi descurajat

painful ['peɪnful] = causing pain

1. dureros
2. (fig.) penibil

He has a painful cut. He speaks with painful slowness.

to overcome [ˌəʊvə'kʌm], **overcame**

a da gata [ˌəʊvə'keɪm], **overcome**

(fig.) [ˌəʊvə'kʌm] = to make
smb. weak or ill

magnificent [mæg'nɪfɪsənt] = great

magnific, minunat
grand

She wore a magnificent green dress.

eyeglass ['aɪglɑ:s] = a glass for one
monoclu, lentilă eye

smallpox ['smɔ:l,pɒks]
varicelă

measles [mi:zlz]
pojar

to secure [si'kjʊə] = to get, espe-
a asigura cially as the
result of effort

to walk one's legs off ['wɔ:k, wɒnz
a-ți toci tălpile 'legz,ɔ:f] = to
tire smb. by ma-
king him walk
too much

statement ['steɪtmənt] = a written
declarație or spoken
declaration

to show off ['ʃəʊ 'ɔ:f]
a-și da aere, a
face pe grozavul

bewildered [bi'wildəd] = confused
buimăcit, confuz

deliberately [di'libəreɪtli] = slow,
încet, atent, careful,
fără grabă unhurried

1. Choose the right end:

- | | |
|------------------------|---|
| 1. "To overcome" means | { to come by air
to make somebody weak or ill
to get down |
| 2. "Smallpox" means | { a reduced box
a disease
little people boxing |
| 3. "A lunatic" means | { a monthly magazine
a lunar landing
a foolish person |
| 4. "Painful" means | { causing pain
ready to pay
full of pains |

2. Choose the right word:

pain, painful, painfully

It is... clear that he has not learned enough. He has taken no...
Don't defend him any more; it's....

Smallpox and measles are two catching diseases.

He's lucky to have secured himself tickets for that show.

Children like to show off when com-pany is present.

When I saw him he had a bewildered look.

patient, patience, impatient, patiently, impatiently

If you don't stop that noise I'm going to lose my.... I'm not a... per-son so don't make me behave more... than I am.

to write, writer, handwriting, writing

Take this... paper and... down anything that crosses your mind.
I want to see your....

3. Complete the following poem with the right words. Make all the necessary changes:

to have a walk	Don't (1), shut up!
	I have to end my composition,
impatient	(I'll walk with you on this condition.)
	You are... (2)! Yes, I know
painful	You want me to give up and go,
	But think how... (3) it's for me
handwriting	To get a poor mark. You see,
	My... (4) is rather bad;
throw me off	To have it worse would make me sad.
	In twenty minutes I am ready,
	We'll (5) (we'll take the ball).
the track	You're still the nicest dog of all!

4. Let's talk

Sightseeing

THE TOURIST

(Your deskmate)

- | | |
|-------------------------|----------------------------------|
| 1. Could you | { tell me ... ?
show me ... ? |
| 2. I'm very fond of ... | I'd rather ... |
| 3. How can I get to ... | |

THE GUIDE

(You)

- | | |
|--|--|
| 1. If you are interested in | I'd like to { show you
tell you |
| 2. Then my { to see
advice is { to join us to | |
| 3. You can { go ...
take { the bus no
the tram no.... | |

You are a well informed guide. The tourists will ask you different ques-tions. Give them the advice and directions that they need. To do so you will need the information from the chart "Places of interest in Bucharest".

Tourist

Guide

- | | |
|--|---------|
| 1. You are fond of our folklore, architecture, costumes. | 1. |
| 2. You are interested in painting, and sculpture. | 2. |
| 3. You'd like to go to some plays, films, concerts. | 3. |
| 4. You love flowers and nature. | 4. |
| 5. You are interested in the development of science and technique. | 5. |
| 6. You are a sports fan. | 6. |
| 7. You like animals. | 7. |
| 8. You want to see famous buildings. | 8. |

CHART

Places of Interest in Bucharest

MUSEUMS

The Art Museum of Romania. In its galleries you will find the most valuable creations of Romanian artists as well as masterpieces of world art.

The Village Museum. Here you will find authentic peasant houses and furniture and costumes from different villages in the country.

The History Museum of Romania. If you show interest in the study of past events we advise you to visit this museum.

The Technical Museum. It exhibits materials in the fields of science and technique.

THEATRES, CINEMAS, CONCERT HALLS

The Opera House
The National Theatre
The Comedy Theatre
The Youth and Children Theatre
The Globus Circus
The Palace Hall
The Patria and the Scala Cinemas

provide a rich range of entertainment.

SPORTSGROUNDS

Bucharest's sportsgrounds are waiting for you. The largest of them is "The National Stadium" — seating 80,000 spectators. It offers facilities for practising any sports.

THE BĂNEASA ZOO

It houses animals from different parts of the world.

PARKS AND GARDENS

Bucharest — "the garden city" has a lot of parks and gardens.

The Herăstrău Park
The Botanical Gardens
The Cișmigiu Gardens.

II. GRAMMAR PRACTICE

Let's remember!

1. COUNTABLE NOUNS (Substantive numărabile)

One and Many

Examples: a book — two books
a dress — two dresses.

Substantivele numărabile au atât formă de singular, cât și de plural.

Formarea pluralului substantivelor numărabile

A. REGULAR PLURALS			
Formed by adding	Examples	Pronunciation	Spelling
+ s	hat — hats head — heads country — countries boy — boys	[s] [z] [z] [z]	Consonant + y = ie + s Vowel + y = y + s
+ es — with nouns ending in: -s; -x; -z; -ch; -sh. — with nouns ending in: -f; -fe. (there are exceptions) — with nouns ending in: consonant + o (there are exceptions)	bus — buses box — boxes watch — watches wolf — wolves life — lives (roof — roofs) hero — heroes potato — potatoes (radio — radios) piano — pianos photo — photos	[iz] [z] [z]	-f } = v + es -fe }
B. IRREGULAR PLURALS			
man — men woman — women foot — feet tooth — teeth mouse — mice ox — oxen child — children	Examples: a man — two men a tooth — two teeth		

Notă: Compușii cu substantivul *man* au aceeași pronunție la singular și plural, deși ortografia diferă: a postman ['pəʊstmən] two postmen ['pəʊstmən].

2. Write the plural of the following nouns:

- | | | | |
|------------|------------|-----------|-----------|
| 1. girl | 5. town | 9. baby | 13. man |
| 2. sea | 6. orange | 10. shelf | 14. tooth |
| 3. leaf | 7. match | 11. house | 15. child |
| 4. factory | 8. holiday | 12. echo | 16. woman |

3. Turn into the plural:

- A boy is playing with a horse.
- This cake is tasty.
- A car is faster than a tramway.
- There is a knife on the table.
- A monkey is an animal.

6. A village is smaller than a city.
7. Take this tomato, please.
8. This is a good watch.
9. That dress is horrible.
10. The key to the box is lost.
11. A bush and a fir tree grew near my house.
12. A fox has been hurt by a wolf.

4. Turn into the singular:

1. Children are not always good.
2. Dogs are good friends to men.
3. Children usually change their teeth when they are 6 years old.
4. Postmen bring letters.
5. Women usually wear dresses.
6. Cats eat mice.
7. Those men like to play football.
8. The men have bought some fish.

5. Read:

Bob: What's the **NEWS**?

John: Well, **the NEWS IS** bad today. Paul has got measles.

Bob: Measles? What's **MEASLES**?

John: It's a disease.

Bob: Then he won't come to the Maths competition, will he?

John: No, I'm afraid not... and when you think that **MATHS IS** his hobby!

Bob: Let's go and see him, shall we?

John: My **ADVICE IS**: better not! We might catch measles too!

Answer the questions:

1. What is the news?
2. What is measles?
3. What is Paul's hobby?
4. What is Bob's advice?

Substantive ce se folosesc numai la singular:

A	— news	} + verb la singular
	— nume de boli (measles) + altele	
	— nume de științe și obiecte de studiu terminate în -ics	
	(Mathematics, Physics, Accoustics)	

B.	advice	} + verb la singular
	furniture	
	information	
	luggage	
	knowledge	
	money	

Notă: Cuantificarea (numărarea) substantivelor *news, advice, information, luggage, knowledge*, se face cu ajutorul cuvintelor:

a piece of

6. Replace the following nouns by personal pronouns:

boy, girls, teachers, news, parents, mother, father, accoustics, money, postmen, measles, mathematics, child, tooth, electronics, oxen.

7. Fill in the blanks with *it is* or *they are*:

1. Shall I help you with the *luggage*? Yes, please... very heavy.
2. Where is your *money*? ... at home.
3. They've bought modern *furniture*; ... in the living-room.
4. The latest pieces of news! ... very interesting.
5. His *information* is always extraordinary... also precise.
6. Where are the children? ... in the schoolyard, playing.

8. Read:

Mother: You have already packed your things, haven't you?

Paul: Yes, I'm almost ready. I'm looking for my black **TROUSERS**.

Mother: Dear, **THEY ARE** in your suitcase.

Paul: And are my pyjamas there too?

Mother: I don't know, let's have a look! Here they are ... and now off with you to the station.

Paul: I'm going. Bye Mother! Oh, I almost forgot. Where are my **GLASSES**.

Mother: **THEY ARE** in your pocket. Bye dear, and take care of yourself.

Answer the questions:

1. What is Paul looking for?
2. Where are his trousers?
3. Where are his pyjamas?
4. Did he find his glasses?

Substantive cu formă de plural:

Obiectele formate din două părți egale, unite între ele (unelte, articole de îmbrăcăminte), au formă doar de plural și se acordă cu verbul la plural.

(a pair of)	trousers	} + verb in the plural
	pyjamas	
	glasses	

Notă: Substantivele *cattle* și *people* — deși au doar formă de singular se acordă cu verbul la plural.

9. Complete with the right noun:

people
pyjamas
trousers
measles
Optiks
glasses
news
cattle

1. These ... are too short for you.
2. The latest... is that Dinamo won the match.
3. How much are these sun... ?
4. ... is the science of light.
5. I'd like to go to bed. Where are my... ?
6. The... are in the field.
7. ... is a disease.
8. There are a lot of... in the street.

10. Read:

Paul's family are at home. Mother is in the kitchen, cooking. Father is reading the newspaper and Paul is watching T.V. Paul's family is small.

Answer the questions:

1. Where are Paul's family? (the members of his family)
2. Is Paul's family small or large? (the family as a unit)

Substantive ce se folosesc după înțeles cu:

verb la plural:

cu verbul la singular:

când referirea este la membrii colectivității.

când se denumeste colectivitatea ca un întreg.

Example: Paul's family are at home.

Example: Paul's family is large.

family class crew public team audience committee

11. Read the sentences below and say if we understand the group as a single, undivided (verb in the singular), or as made up of its members (verb in the plural).

1. Our team plays well.
2. The class was taken by a young teacher.
3. The audience was enormous.
4. His family were asleep.
5. The class were given good marks.
6. The crew are cleaning the ship.
7. The audience are applauding the speaker.
8. The class was good at English.
9. The class were enjoying every minute of his lesson.
10. The committee rejected the suggestion.

12. Make the verb agree to the noun:

1. These dictionaries (are, is) very useful,
2. The news (is, are) good.
3. Where (are, is) my glasses?
4. The cattle (are, is) grazing in the fields.
5. Usually people (walk, walks) in this park on Sundays.
6. (This, these) sheep (is, are) fat.

7. The committee (have, has) finally agreed on the agenda.
8. Accoustics (study, studies) sound.
9. Sometimes measles (has, have) severe complications.
10. Nowadays news (travel, travels) with lightning speed.
11. His knowledge of Maths (is, are) very good.
12. My class (is, are) made up of hard working pupils?

13. Situation:

Mary wants to make an apple pie. She asks her mother:

Mary: Mother what do I need to make an apple pie?

Mother: You need some FLOUR, OIL, MILK, SUGAR, EGGS, APPLES.

Answer the questions:

1. What does Mary want to make?
2. What does she need?

UNCOUNTABLE NOUNS (substantive nume de materie și substanțe)

Substantivele nume de materie și substanțe sînt nenumărabile.

Cuantificarea (numărarea lor) se poate face cu ajutorul următoarelor cuvinte:

A PIECE OF
A SLICE OF

A KILOGRAMME OF
A BOTTLE OF

A SPOON OF
A BUNCH OF

14. Supply the appropriate word:

A ... of cake; a ... of bread; a ... of flour; a ... of onion; a ... of wheat; a ... of macaroni; a ... of news; a ... of advice; a ... of furniture; a ... of cards; a ... of keys.

15. Situation:

Susan wants to celebrate her birthday next week. She wants to buy everything for it now. She and her mother are talking about it now and Susan is asking questions like:

HOW MUCH BREAD DO WE NEED? HOW MUCH SYRUP? HOW MANY BOTTLES OF PEPSI?

HOW MUCH BUTTER DO WE NEED? HOW MANY EGGS?

Last of all she wants to know this: HOW MUCH MONEY CAN I SPEND?

Answer the questions:

1. What does Susan want to do next week?
2. What does Susan want to do now?
3. What are the questions she is asking with bread / butter / syrup / bottle of pepsi / eggs / money?

Folositi:

much
a little

Cu substantive nenumărabile
nume de materie: *bread, wine,*
sugar, tea, money.

many
a few

Cu substantive numărabile:
pencil — pencils
friend — friends
egg — eggs

16. Fill in the blanks with *much* or *many*:

1. How ... boys are there in David's class?
2. I haven't ... time for gardening.
3. You oughtn't to have ... trouble with a new car.
4. ... people go to Sinaia for their holidays.
5. I don't like ... sugar or milk in my tea.
6. I haven't known him for ... years.
7. He doesn't make ... mistakes.
8. We haven't ... bread in the house.
9. Have you read ... books this year?
10. Have you had ... snow this winter?

17. Use each of the nouns below in sentences of your own so that its meaning and use are made clear:

- | | | | |
|----------------|-----------|-----------------|---------------|
| 1. information | 6. tea | 11. news | 16. glasses |
| 2. furniture | 7. gold | 12. electronics | 17. scissors |
| 3. advice | 8. iron | 13. measles | 18. trousers |
| 4. luggage | 9. oil | 14. physics | 19. shorts |
| 5. knowledge | 10. flour | 15. optics | 20. compasses |

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions:

1. Do you like travelling?
2. When do you travel by bus or by tram?
3. When do you travel by train, car or plane?
4. Which is the best means of travelling to your mind? (Say why)
5. Nowadays people travel to get to work, on business, and for pleasure. Do you think that people can also travel for education? Say in what way is it possible to get education while travelling?
6. Would a guide be useful in a sightseeing tour? What would the tourists expect a good guide to tell them?
7. How would you imagine a bad guide?

B. Reading :

TAMING A GUIDE

I. Here I may say a few words concerning those necessary guides. Many men have wished in their hearts they could do without a guide; but as it was not possible men have wished they could get some amusement out of him. The guides know their story by heart — the history of every statue, painting, or other wonder they show you. If you interrupt and throw them off the track, they have to go back and begin again. It is human nature to take delight in exciting admiration. It is what makes children say "smart" things or "show off" when company is present.

Think then, what a passion it becomes with a guide, to show to strangers wonders that throw them into perfect ecstasies of admiration. After we discovered this, we never went into ecstasies of admiration in the presence of the wonders a guide had to display.

The guides in Italy are delighted to secure an American party because Americans so much wonder before any relic of Columbus.

II. Our guide was full of animation, full of impatience. He said:

"Come wis me, genteelmen! — come! I show you ze letter — writing by Christopher Colombo! — write it himself — write it wis his own hand! — come."*

He took us to the municipal palace.

"What I tell you, genteelmen. Is it not so? See! handwriting Christopher Colombo write it himself!"

We looked indifferent. The doctor examined the document very deliberately, during a painful pause. Then he said without any show of interest:

"Ah — Ferguson — what — what did you say was the name of the person who wrote this?"

"Christopher Colombo! ze great Christopher Colombo!"

Another deliberate examination.

"Ah — did he write it himself, or — or how?"

"He write it himself — Christopher Colombo! his own handwriting!"

Then the doctor laid the document down and said:

"Why, I have seen boys only fourteen years old that could write better than that."

"But zis is ze great 'Cristo..."

"I don't care who it is! It's the worst writing I ever saw. Now you mustn't think you can impose on us because we are strangers. We are not fools."

III. The guide was considerably shaken up but he made one more venture. He had something which he thought would overcome us. He said:

* The guide speaks English incorrectly and his pronunciation is bad.

"Ah, genteelmen, you come wis me! I show you beautiful, oh, magnificent bust of Christopher Colombo! — splendid, grand, magnificent."

He brought us before the beautiful bust — for it was beautiful:

"Ah, look, genteelmen! — beautiful, grand — bust, Christopher Colombo! — beautiful bust, beautiful pedestal!"

The doctor put up his eyeglasses;

"Ah — what did you say this gentleman's name was?"

"Christopher Colombo! — ze great Christopher Colombo!"

"Christopher Colombo — well, what did he do?"

"Discover America — discover America, oh, ze devil".

"Discover America? No — that statement will hardly wash. We are just from America ourselves. We heard nothing about it, Christopher Colombo — pleasant name — is — is he dead?"

"Oh, — three hundred year!"

"What did he die of?"

"I do not know — I cannot tell."

"Smallpox, I think?"

"I do not know, genteelmen! — I do not know that what he die of."

"Measles, likely?"

"Maybe — maybe — I do not know — I think he die of something."

"Parents living?"

"Im-possieble!"

"Ah, I see, I see."

IV. The guide was bewildered. He walked his legs off, nearly, hunting up extraordinary things, and exhausted all his ingenuity on us, but it was a failure; we never showed any interest in anything.

(Mark Twain — adapted)

C. Exercises :

1. Answer these questions:

- I. 1. Do many people wish to do without guides when sightseeing in a city? Is it possible?
2. Do they try to get some amusement out of their guides?
3. Do European guides always learn English well?
4. What do they do if you interrupt them? Why?
5. What makes children say smart things? What makes guides throw tourists into ecstasies of admiration?
- II. 6. What did a group of tourists do?
7. What did the guide show them? Why?
8. What did the doctor say about the document written by Columbus?
- III. 9. What did the guide show them next?
10. What did the doctor say about the discovery of America?
11. What did the doctor ask about Christopher Columbus?
- IV. 12. Did the American tourists show any interest in the wonders displayed by the guide?

2. A. The Italian guide Ferguson mispronounces certain words. Reread paragraphs II and III and correct them like this:

wis — with

genteelmen — gentlemen

im-possieble — impossible

B. Ferguson — the Italian guide speaks English incorrectly.

Put his words into correct English as follows:

1. *Come wis me, genteelmen — come!*
— correct his pronunciation mistakes
— replace the imperative *come* with a polite suggestion or invitation (see *Let's talk!*)
2. *"I show you ze letter — writing by Cristopher Colombo."*
— correct his pronunciation mistake
— replace — the present *I show* — with its future of intention
— *writing* with the verb *to write* 3rd form
— *Colombo* with *Columbus*
3. *"Write it himself — write it wis his own hand."*
— correct his pronunciation mistakes
— replace *write* with its past tense
— *come* with a polite invitation
4. *"What I tell you genteelmen"*
— correct his pronunciation mistake
— replace *I tell* with its present perfect
5. *"See handwriting Cristopher Colombo"*
— replace *handwriting Cristopher Colombo* with an 's genitive.
6. *"Ah, gentlemen, you come wis me!"*
(do the same as at nr. 1)
7. *"I show you beautiful, oh, magnificent bust of Cristopher Colombo!"*
— replace *I show* with a future (simple or of intention)
— add the article "*the*" in front of "*magnificent*"
8. *"Discover America", three hundred year."*
— replace *discover* with its past tense
— add *he* in front of *discover*
— add the plural mark to the noun *year*.
9. *"I do not know what he die of."*
— replace *die* with its past tense
3. The guide Ferguson is "full of animation, full of impatience". He wants to show off his knowledge. He speaks English incorrectly and his pronunciation is bad.
What is the doctor like? What part does he play? How does he play it?
4. Rearrange the following sentences to retell the lesson.
— Up to the end the tourists didn't show any enthusiasm.
— The American tourists wonder so much before any relic of Columbus.

- At the beginning, the author says a few words concerning guides.
- Many men have wished to do without guides but as it was impossible he tried to play some jokes on guides.
- Guides usually like to show off their knowledge.
- The Italian guide showed the tourists a letter written by Christopher Columbus.
- Some guides don't know English well that's why they learn by heart their "stories" and start from the beginning whenever they are interrupted.
- The tourists didn't show any enthusiasm. They pretended that the handwriting of a 14 years old boy was better than Columbus'!
- The tourists pretended they had never heard of Columbus and asked the guide "funny" questions.

5. Imagine that the American tourists went shopping and Ferguson acted as a guide. Correct his mistakes — if any!

He wanted to buy:

- | | |
|------------------------|--------------------------|
| 1. a box of shoes. | 5. a loaf of flowers. |
| 2. a bunch of matches. | 6. a packet of tea. |
| 3. an item of bread. | 7. a bar of tooth paste. |
| 4. a pair of socks. | 8. a kilogramme of milk. |

6. Read and translate the text below, then ask questions about the underlined words.

The first sight of the skyline of New York from the water is *really* staggering, and it is just as impressive *when* you are in the streets and beside these enormous "skyscrapers" that *rise up* like great cliffs. To someone accustomed to buildings in London or Paris four or five storeys high, it takes your breath away to see them here shooting up 70, 80, 100 storeys. They are a sort of vertical landscape instead of the horizontal one that we are accustomed to.

Many Americans are terribly impressed with mere size; to them "bigger" and "better" seem to mean the same thing. The Cathedral in New York is the largest Gothic Cathedral in the world; the finger of the Statue of Liberty in New York Harbour is eight feet long and forty people can stand inside its head; the Rockefeller Centre cost 100 million dollars to build, has 13,000 telephones, and its hanging gardens are four times the size of the famous hanging gardens of Babylon, one of the Seven Wonders of the ancient world; Macy's, the famous department store, employs 11,000 shop assistants and sells a million dollars' worth of goods every day; and if all the people in the sky-scrapers came out at once, the streets couldn't hold them. As for their newspapers there is no doubt at all that, for the numbers of pages, they certainly take the prize, the daily edition of a newspaper has anything

from 60 to 100 pages, and the Sunday edition reminds you in size of the Encyclopaedia Britannica. Almost every American has at least one car (they say that America is a nation on wheels), and, as he doesn't believe in walking anywhere if he can go in a car, there are "drive-in" banks where you can cash a cheque without even turning off your engine, drive-in post-offices, drive-in cinemas, or drive-in cafeterias where a meal is brought to you on a tray that fits neatly to the door of your car.

7. Translate into Romanian:

Once Mark Twain was asked to autograph "The Autobiography of Benjamin Franklin." The owner of the book trying to make conversation while Mark Twain wrote his name, asked, "By the way, when did Benjamin Franklin die?"

Twain opened the book, read the last pages carefully then looked up at the owner and said, "he doesn't say".

8. Translate into English:

1. Să nu lași să treacă o zi fără să citești, fără să vezi sau fără să auzi ceva frumos. (*Goethe*)
2. Orice lucru are frumusețea lui dar nu oricine o vede. (*Confucius*)
3. Arta este mîna dreaptă a naturii. (*Schiller*)

9. Passage for Dictation:

THE BRITISH MUSEUM

One of the most celebrated monuments of London is The British Museum. There is no other museum in the world which contains such a harvest of culture and opportunities for the study of literature, art, history and archaeology. The Library's total is more than 7 million books. In the Manuscripts Department you may see the first folio of Shakespeare's plays, an early 15th century Canterbury Tales by Chaucer, etc. You may also visit rich and rare collections of sculptures, paintings, drawings, maps, medals, antiquities, etc. The British Museum, like the Victoria and Albert Museum, like the Louvre, the Metropolitan or the Vatican Museum is a storehouse of the cultural genius of the world in various forms.

archaeology [a'kiələ'dʒi]

Canterbury [ˈkæntəbəri]
the Louvre [ˈluːvr]
the Vatican [ˈvætɪkən]

Chaucer [ˈtʃɔːsə]
the Metropolitan [ˌmetrəˈpɒlɪtən]

9. UNIT NINE

REVISION II

1. REMEMBER! REMEMBER!

Copy the circles below in your exercise books.

Each circle must contain a word connected with the word in the centre

You have six minutes at your disposal:



2. a. Give a neat literary translation of Emily Dickinson's poems, if possible rendering the rhyme and rhythm as well.

To Make a Prairie

To make a prairie it takes a clover and
one bee, —

One clover, and a bee
And revery.
The revery alone will do
If bees are few.

(*Poems*, 1986)

A Word is Dead.

A word is dead,

When it is said,
Some say.
I say it just
Begins to live
That day.

(*Poems*, 1986)

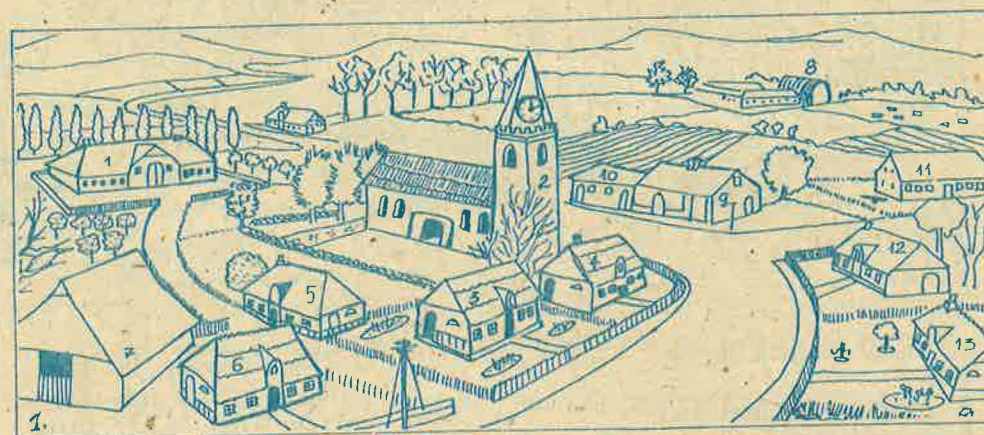
EMILY DICKINSON
(1830—1886)

b. Translate into English:

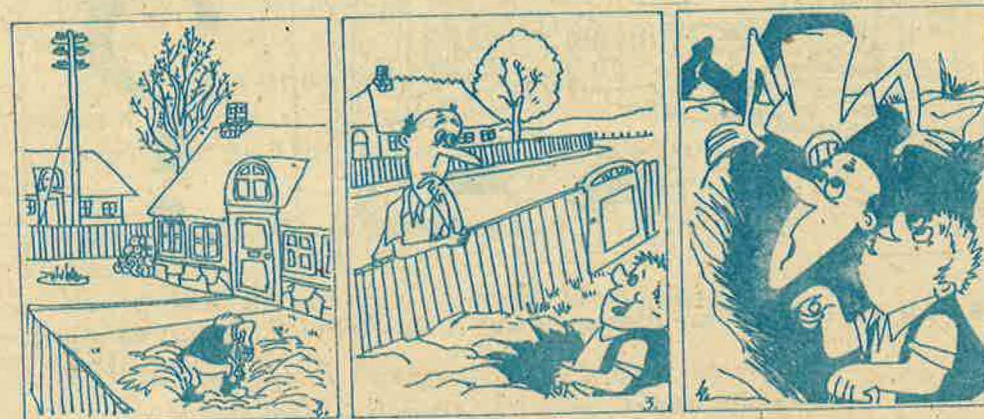
Majoritatea pieselor elisabetane au fost scrise pentru spectatorul de rînd. El stătea atît de aproape de scenă încît dădea impresia că este un alt personaj. Spectatorul participa intens la viața scenei, critica și aproba, se bucura sau se întrista o dată cu personajele; în primul rînd însă el cerea să i se ofere o lume plină de sunete: cuvinte și muzică. Decoruri nevăzute apăreau în timpul scenelor; ele nu erau făcute din lemn, pînă și culori, ci din *cuvinte*.

- ### 3. Let's talk:

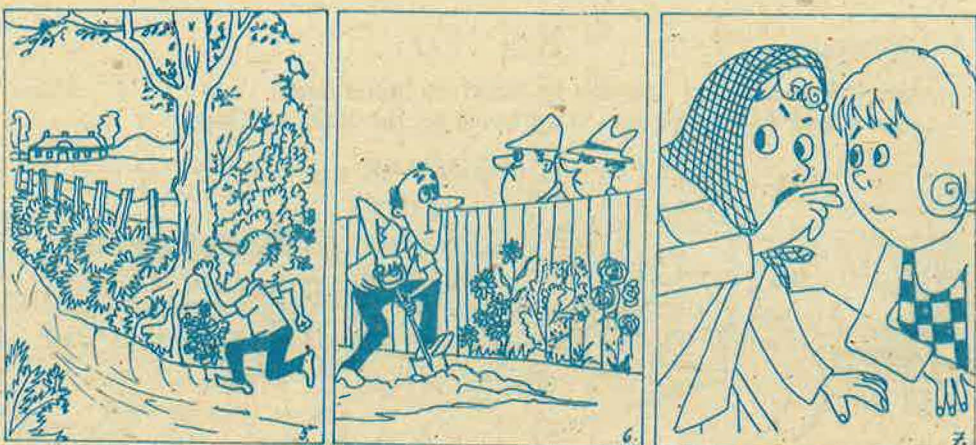
Use the vocabulary and the material included under "Let's talk!" of lessons 6 and 7 to make up a story based on the images below:



1. Describe the village. Imagine where the Council House, the school, the Central Stores, The Museum of Folk Art etc., could be. Say why the village seems deserted (think of the time)



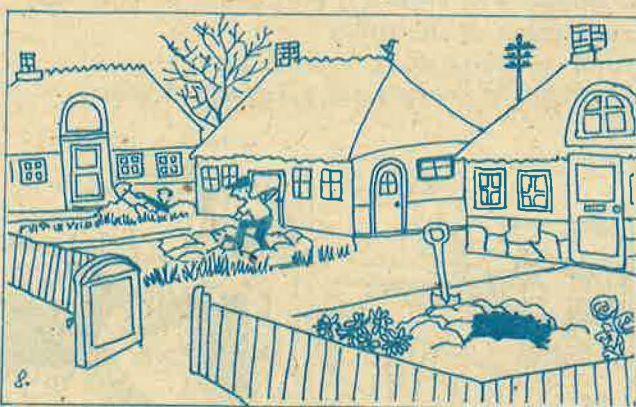
2. Describe the house and what Andy is doing. While all the other fellows are in the fields Andy is at home. Why?
- 3 — 4. Imagine the dialogues between Nosey and Andy. What secret do you think that Andy has just told Nosey?



5. Nosey is in a hurry. Why?

6. Imagine the dialogue between Nosey and the two peasants.

7. The women in the village found out the secret. What is it? Imagine their dialogue. Encourage them to speak!



8. All the villagers are digging. Andy is not. Why? 9. Was it an April Fools' Day?

(pictures adapted from — L.G. Alexander — "April Fools' Day")

4. TEST

MODAL VERBS

A. In each of the following sentences only one of the modals in bracket can be used. Which one?

1. The exercise is easy. I (*can, may, must*) do it.
2. It is dark outside. It (*may, must, should*) be late.

3. She's arriving on the 7 o'clock train. We (*may, can, should*) meet her at the station.
4. As the train left at 7.00 a.m., we (*could, had to, were permitted to*) get up at 5.30 a.m.
5. Little children (*must not, cannot, don't have to*) play with sharp things.
6. "Where is Mary?"
"I don't know for sure but she (*must, may, is permitted to*) be in the garden."
7. It is still early, you (*must not, cannot, don't have to*) hurry.
8. If you pay attention, you (*will have, will be able, will be allowed*) to do the exercise correctly.
9. "I am hungry. (*may, must, should*) I have something to eat, please?"
10. He (*should, could, must*) speak English when he was 12 years old.

B. Look at pictures 2—7 on pages 129—130. Then fill in the blanks in the sentences below with one of the modal verbs in the frame:

should, can, must, may, mustn't, don't have to

Picture 2

We don't know why Andy is digging. He... be looking for a treasure but there are a lot of other possibilities.

Picture 3

Andy: "As you are my best friend I think I... tell you the secret."

Picture 4

Andy: "And don't forget, you... tell anybody about it".

Picture 5

Look at Nosey. He... run very fast.

Picture 6

Nosey: "Even if you ask, I ... answer your questions".

Picture 7

The two women... be talking about Andy and Nosey.

C. Match the modal verbs or the modal periphrases in column A with what each of them expresses (see column B):

A

B

- | | |
|--|-----------------------|
| 1. He can speak English well. | a) future ability |
| 2. He may be at home, but I'm not sure. | b) past ability |
| 3. Children must not play with sharp things. | c) lack of obligation |

4. She **was allowed to spend** her weekend in the countryside. d) present permission
5. My brother **could ride** the bicycle when he was five. e) obligation not to do something
6. They **don't have to get up** early today. It's Sunday. f) obligation, advice
7. The baby **will be able to walk** in a few months' time. g) past permission
8. The lessons are over. Mary **must be on her way home**. h) present ability
9. You **may go** now. i) possibility
10. If it is late, you **should hurry**. j) probability

D. Rephrase the sentences below using the appropriate modals instead of the words in *italics*:

1. You are *obliged to* do your homework regularly.
2. He *is given permission* to go to the cinema.
3. Pedestrians *are forbidden* to cross the street when the light is red.
4. Jack *had the ability* to read when he was only five years old.
5. All the pupils *were obliged* to take a test last week.
6. What he says *is most probably* true.
7. You *are not obliged* to solve this Maths problem.
8. *Perhaps* he is at the cinema.
9. She *has the ability* to play the piano.
10. As your marks are not satisfactory *it is good for you to* work harder.

5. Time to sing and say a rhyme!

HOME ON THE RANGE

1. Oh, give me a home where the buffalo roam,
And the deer and the antelope play
Where seldom is heard a discouraging word
And the skies are not cloudy all day.

Home, home on the range,
Where the deer and the antelope play,
Where seldom is heard a discouraging word,
And the skies are not cloudy all day.

Oh, give me a home where the buf - fa - lo
roam, And the deer and the an - te - lope play.
Where sel - dom is heard a dis - cour - a - ging
word, And the skies are not cloud - y all day.
Home, home on the range, where the
deer and the an - te - lope play, Where
sel - dom is heard a dis - cour - a - ging word, And the
skies are not cloud - y all day.

2. How often at night when the heavens are bright
With the light from the glittering stars,
Have I stood there amazed and asked as I gazed,
If their glory exceeds that of ours.
3. Where the air is so pure, the zephyrs so free,
The breezes so balmy and light,
That I could not exchange my home on the range,
For all of the cities so bright.

BE THE BEST OF WHATEVER YOU ARE

If you can't be a fir on the top of the hill,
Be a bush in the valley-but be
The best little bush by the side of the rill;
Be a bush if you can't be a tree.

If you can't be a bush, be a bit of the grass,
And some highway happier make.
If you can't be an ocean, you still have a pass
If you are the most wonderful lake!

We can't be all captains, we've got to be crew,
There's something for all of us here,
There's big work to do, and there's lesser to do,
And the task you must do is the near.

If you can't be a highway then just be a trail,
If you can't be the sun be a star;
It isn't the size that you win or you fail,
Be the best of whatever you are!

(Douglas Malloch — *adapted*)

10. UNIT TEN

MASTERS OF ROMANIAN INGENUITY

I. VOCABULARY PRACTICE

switch [switʃ]

buton

If you want to listen to the radio turn on that switch.

comfortably ['kʌmfəbli]

confortabil

This car holds five people comfortably.

speed [spi:d]

viteză

The car runs at a high speed.

armchair ['ɑ:mtʃeə] = chair with

fotoliu

supports for
the arms

Draw that armchair nearer, please, I want to watch TV.

to make a contribution (to) [ˌkɒntri-

a contribui,

'bjʊ:ʃən]

a-și aduce contribuția (la)

Romanian science has made an important contribution to the world's progress.

ingenuity [indʒi'njuəti] = clever-

ingeniozitate

ness and skill
(in making or
inventing)

This boy is full of ingenuity; he's always inventing something.

to prove [pru:v]

a demonstra; a dovedi

The exception proves the rule.

to accompany [ə'kʌmpəni]

a însoți

Lightning usually accompanies thunder.

flight [flait] = 1. the act of flying

1. zbor

2. the distance co-

2. zbor, cursă

vered by a plane.

3. stol

3. a group of birds

He watched the birds' flight over the woods.

Did you have a good flight?

A flight of birds.

spaceship ['speisʃip]

navă spațială

Many people think that soon they will fly to other planets by spaceships.

to mention ['menʃən]

a aminti, a menționa

I mentioned your name and they remembered you.

discovery [dis'kʌvəri]

descoperire

The discovery of America was made by Columbus.

man of science ['mæn əv 'saɪəns]

om de știință, savant

All men of science should use their discoveries for peaceful purposes.

forerunner [fɔ:'rʌnə]

precursor, înaintaş

enormous [i'nɔ:məs] = very great;

enorm, uriaş immense

legendary ['ledʒəndri] = known only

legendar in legends

heroism [h'herəuizəm] = the quality

eroism of being a

hero; courage

Daedalus [di'də:ləs]

Icarus ['aikərəs]

Ulysses is a legendary hero.

The Romanians have often proved their heroism.

1. Choose the right end(s):

1. "An armchair" is { a place for depositing arms
x a piece of furniture
a sort of gun
2. "Flight" is { a strong light
x the act of flying
the past tense of "to fight"
3. "Switch" is { a bad fairy-tale character
an interrogative pronoun
x a device for making or interrupting a connection
4. "Ingenuity" means { purity
x cleverness and skill
demonstration
5. "Spaceship" is { x a vehicle for travelling in the outer space
the space where ships lie at anchor
the quality of being spacious

2. Scientific language contains words which have in general a universal use. Here are a few such words with their pronunciation. Can you translate them into Romanian?

technique [tek'ni:k]

laser ['leizə]

sonicity [sɔ'nisiti]

condenser [kən'densə]

astrophysics [æ'strəu'fiziks]

electrolysis ['ilek'trəulisis]

relay ['ri:lei]

electronics [ilek'trɒniks]

aeronautics [ˌeərə'nɒtiks]

transistor [træn'zistə]

cybernetics [saibə'netiks]

basic oxide [ˌbeisik'ɒksaɪd]

heliostat ['hi:liəustæt]

video signal [ˌvidiəu 'siɡnəl]

3. Fill in the blanks with the right word:

speed, speedy, to speed-spel-spel

He had that accident when he drove his car at full ... I wish him a ... recovery.

comfort, comfortable, comfortably

Your letters were a great ... to me. I used to sit ... in an armchair and read them over and over again.

to fly-flew-flown; flight, flier, flying

I've read an interesting book about ... saucers. They say some people saw them while they ... over their houses. I don't think it's true.

It must have been a ... of birds.

science, scientific, scientist, scientifically

A ... is an expert in one or more of the natural or physical ... s.

He looks upon things ...

to discover, discovery, discoverer

Columbus ... America but he did not explore the new continent. That is why Amerigo Vespucci, another ..., gave his name to this continent ...

hero, heroine, heroism, heroic(ally)

The ... and the ... of this play have a ... attitude in all circumstances. They make proof of an extraordinary ...



4. Separate the nouns into five groups and find a general heading to each group:

- | | | | |
|------------|----------------|--------------|--------------|
| 1. sky | 6. airport | 11. race car | 16. driver |
| 2. doctor | 7. temperature | 12. beach | 17. plane |
| 3. garage | 8. speed | 13. pilot | 18. hospital |
| 4. luggage | 9. helicopter | 14. patient | 19. highway |
| 5. sun | 10. disease | 15. hotel | 20. rest |

Select now a group and imagine a short story using all the five words.

5. Complete the following text. Make the necessary changes:

armchair 1 Once upon a time there was a 1. (1) king¹ who loved gold very much. He liked to 2. (2) his pieces of gold in the 3. (3) of the moon. He always thought he had 4. (4) he wanted. One day a stranger came into the room and said to him: "Are you happy?" "No, I'm not, I shall never be happy until everything I touch becomes gold." "You shall have what you wish" said the stranger, turning a 5. (5) "Touch that book", 6. (6) the stranger. The book turned into gold. The king was very happy. The next morning, while dressing, he was happy to make another 7. (7). His bed and clothes had become gold. So, the stranger's promise 8. (8) true. At breakfast, the king lifted his cup to his mouth, but it turned into gold. "What's the matter, Father?", asked his daughter, taking his hand; but ... she ... 9. (9) her 10. (10) turned into gold. The king understood that gold was not the most important thing.

to suggest 2
less than 3
legendary 4
discovery 5
to prove 6
to watch 7
light 8
both ... and ... 9
switch 10

¹ The legendary king was *Midas* ['maɪdəs]







6. Let's talk!

Describing Things

Your deskmate:

You:

name	What is it?	It's a
material	What is it made of?	It's made of
shape	What's its shape?	It's
size	What's its size?	It's
use/function	What is it used for? How does it work?	It's used for
features	What characteristics does it have?	It's

Materials	Shape	Use
wooden woollen	 It is square (in shape).	It is used for ... + ing.
silver plastic	 It is oval (in shape).	
gold nylon	 It is semi-circular (in shape).	
copper synthetic	 It is round (in shape).	
	 It is spherical (in shape).	
	 It is cube-shaped .	

Size	Features
length .....cms/inches	<div> <div>water</div> <div>heat</div> <div>shock</div> </div> } proof <div> <div>detergent safe</div> <div>hand made</div> </div>
width .....cms/inches	
depth .....cms/inches	

A. Briefly describe each of the things written below. Imagine that you are speaking to someone who has never seen the thing you are describing:

a table — a watch — a T.V. set — a record — an apple — a box.

B. You are working for a company which exports products from our country. Your job is to write a catalogue describing the products.

- choose some typical products of our country (Romanian furniture, costumes, consumer goods, etc.)
- write a specification for each product.

II. GRAMMAR PRACTICE

The Article (*Articolul*)

1. Let's Remember!

- | | |
|--|--|
| 1. Did you enjoy the <i>film</i> last night? | 1. The bus is coming. |
| 2. I haven't seen a <i>film</i> for months. | 2. A bus is coming. |
| 3. I prefer (—) <i>films</i> to other shows. | 3. (—) <i>Buses</i> are faster than trams. |

Formele articolului în engleză sînt:

- nehotărît*: a [ə]; an [ən]
- hotărît*: the [ðə]; the [ði:]
- zero* — (nu este exprimat)

Ele se folosesc în special pentru:

- introducerea unei noțiuni noi (*articolul nehotărît*)
- referirea la ceva amintit anterior, sau cunoscut (*articolul hotărît*)
- generalizări (*articolul zero*)

2. Insert the right articles and explain why you have used them:

- ... house it not large but it has... very large garden in front.
- ... children must eat apples. "... apple... day keeps... doctor away", says... proverb.
- There are many... sheep,... cows,... horses and... poultry in their collective farm.
- ... sound travels faster than... light.
- It's rather dark in here. Switch on... light, please.

3. Insert the right articles and explain why you have used them:

- ... ingenuity is... characteristic of... Romanians.
- ... 20th century is... century of... great progress in... science.
- When speaking about ... aeronautics we think of ... famous Romanian names in this field.
- Victor Babeș was... outstanding representative of... Romanian medicine.
- ... new sciences have appeared in this century and it is difficult to speak about... science or another without making any connection between them.

4. Read the text:

The Smiths went to the Zoo, together with their son Victor, a boy of six. Suddenly, he saw a zebra, which had just been brought from (—) Africa. (—) Daddy, he cried, "are (—) zebras yellow animals with black stripes or black animals with yellow stripes?"

Answer the questions:

- Who went to the Zoo?
- How old was the boy?
- What did he see there?
- Where was the animal brought from?
- What did the boy ask his Daddy?

Articolul hotărât se folosește de asemenea cu nume de familii la plural, nume de instituții (*muzee, biblioteci, teatre*, etc.), nume de vapoare, denumiri geografice (*riuri, mări, oceane, munți* — excepție fac virfurile de munți). Este întrebuințat cu comparativul (*the + comparativ ... the + comparativ ...*) pentru a reda construcția românească "cu cât ... cu atât ..."

Articolul zero se folosește de asemenea cu substantive care denumesc substanțe (în generalizări), nume proprii, diviziuni de timp (*anotimpuri, luni, zile, mesele zilei*), denumiri geografice (*continente, țări, regiuni, orașe*).

5. Use the correct articles:

- The tourists were enchanted by ... folk art of ... Romania; they studied it in ... Village Museum in ... Bucharest and in ... peasant houses during their trips all over ... Moldavia, ... Wallachia and ... Transylvania.
- ... Smiths told their friends about ... voyage on ... Pacific which they had made two years before on board ... Aurora.
- ... Elbrus is the highest of ... Caucasus mountains.
- By means of ... River Aire, ... Leeds communicates with ... North Sea.
- ... quicker you start learning ... better it would be for you.

6. Use the correct articles:

"Without intending to flatter or to be sentimental I have never in my travels all over ... Europe and ... Asia, seen ... landscape so charming as that of ... Romania.

I came here to study ... Romanian poetry and I found ... scenery itself ... living poem. Sunrise on ... Black Sea, as I witnessed from ... Mamaia, is ... ode to ... Carpathian Mountains, as I saw them from ... airplane are ... epic.

To turn from ... scenery to ... human beings, I was enchanted by ... folklore and ... folk art of ... Romanian peasants."

Peter Viereck

7. Translate into English:

- Cu cât se vor întoarce mai curînd, cu atât va fi mai bine.
- Mont Blanc este cel mai înalt vîrf al munților Alpi.
- Familia Sim locuiește în apartamentul acela. Aici locuiește familia Brad.

- După ce trece prin opt țări — Germania, Austria, Republica Cehoslovacă, Ungaria, Iugoslavia, România, Bulgaria și Uniunea Sovietică, Dunărea se varsă în Marea Neagră.
- Arată-mi telegrama pe care ai primit-o ieri de la Cluj.
- Du-te și cumpără pîine și fructe proaspete.

8. Insert the right articles:

Elder brother: "Why were you kept in at ... school?"

Younger brother: "I didn't know where ... Azores were."

Elder brother: "Well, in ... future just remember where you put ... things."

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

- What is an "invention"?
- Do you remember any famous Romanian inventor and his invention?
- Can you name an important invention of the 20th century and its author?
- Have you or a friend of yours ever invented anything? Would you like to? In what field?
- Do you like science-fiction? Give reasons.
- What are the qualities an inventor must possess?
- Can you imagine a useless invention? (Have you heard of a useless invention?)
- Were inventions always received with enthusiasm? Give reasons.
- What other facilities do you think might be created in a classroom? (Consider: the desks, the blackboard, the teacher's desk, etc.)

B. Reading :

MASTERS OF ROMANIAN INGENUITY

I. Less than a hundred years ago, many of the things we do today, seemed impossible. Imagine David Copperfield in our modern world! In the sky, he sees people flying on enormous "birds". At home he can turn a switch and the dark room immediately becomes light. He can listen to music or watch images thousands of miles away just sitting comfortably in his armchair. And these are but a few of the surprises he might have in the 20th century.

II. The 20th century! A century which can be given any name: the century of speed, of electronics, of the laser, etc. Yet all of them have something in common — science. So, our century may be called "the century of science", as academician Edmond Nicolau suggested.

III. ! Romania has made a great contribution to the progress of science in all fields. Ingenuity is a well-known characteristic of the Romanians, proved both in popular and modern science. A field in which the inventive spirit of man must be accompanied with heroism was and still is that of flight, from the legendary Daedalus and Icarus up to the present-day spaceships. We cannot speak about aeronautics without mentioning Traian Vuia, Aurel Vlaicu, H. Coandă.

IV. Among the most important scientific discoveries of the 20th century are new medicines. Many diseases that people died of fifty years ago are no longer dangerous. Romanian medicine is famous all over the world for such names as Victor Babeş, Gheorghe Marinescu, C.I. Parhon, etc.

V. New sciences have appeared. Among them — sonicity. He who speaks about sonicity must necessarily speak about the Romanian Gogu Constantinescu. And there are so many other names on the list of famous Romanian men of science — Ştefan Procopiu, Petru Poni, Grigore Antipa, etc.

VI. You, reader, maybe one day you'll have your name inscribed on this list, who knows? But do not forget that your forerunners worked hard and passionately for these wonderful achievements!

C. Exercises :

1. Find out the false statements and correct them:

1. Fifty years ago many people died of the diseases which are now known.
2. Daedalus and Icarus are two heroes of modern times.
3. Sonicity is a science which appeared in the 18th century.
4. David Copperfield is the name of a well-known inventor.
5. Romanian science has made a great contribution in the field of aeronautics.

2. Answer the following questions:

- I.** 1. Who was David Copperfield?
2. In what century did D. Copperfield live?
3. Why would he be surprised if he lived today? Name some of the surprises he might have.
- II.** 4. What is the most adequate name for the 20th century? Why?
- III.** 5. Why is "ingenuity" considered a characteristic of the Romanian people?
6. Is this characteristic important for science? In what way?
7. What are the qualities necessary in the field of flight?
8. Do you remember any Romanian name connected with aeronautics?
- IV.** 9. What contribution has medicine made in the 20th century?
10. Can you name some famous Romanian doctors?
- V.** 11. What new sciences have appeared in the 20th century? Name their creators, too.
12. What are the fields in which Procopiu, Poni and Antipa made themselves famous?

V.

13. Would you like to do research work in the future? What field?
14. Do you remember other remarkable Romanian scientists and the fields in which they worked?
15. Do you think robots will replace men? Give arguments.



3. Imagine that you are asked to present on TV "Masters of Romanian Ingenuity". You are the director of the film and the text of the lesson is the script. What images would you select to fit each paragraph? What pieces of music would you choose? Would you use some of the voices of your classmates?

4. In the first paragraph of the lesson you are asked to imagine David Copperfield in our modern world:

— Imagine now that you are driving a wonderful machine which can take you both into the future and into the past. *You arrive in the 18th century!* Which of the things of our world will you miss?

● What did you see there?

5. Translate the following into Romanian:

1. "Genius is one per cent inspiration and ninety-nine per cent perspiration." (*T.A. Edison*)
2. "I never think of the future. It comes soon enough." (*A. Einstein*)
3. Nothing is impossible to a willing heart. (*prov.*)
4. Today is the scholar of yesterday. (*prov.*)
5. "Science is organized knowledge." (*H. Spencer*)
6. If today will not, tomorrow may. (*prov.*)

6. Translate the following into English:

1. Odată, pe când făcea experiențe în fața unui public, Benjamin Franklin a fost întrebat: "Și la ce servește descoperirea aceasta?" Marele savant a răspuns: "La ce servește un nou-născut?"
2. "Doar o viață trăită pentru alții este o viață care merită să fie trăită." (*A. Einstein*)
3. A trăi înseamnă a transforma timpul în experiență.

Comment upon what you've translated.



7. Write an essay in no more than 150 words with the following title:

Children-Worthy Descendants of their Forefathers

- ingenuity — a permanent characteristic of our people (examples from old and modern times)
- the contribution of Romanian science to world progress
- the power of example
- a scientist's qualities

- work and perseverance — two important requirements
- plans for the future
- I am responsible for my country's future

8. There are a number of words in English which are written exactly, or almost exactly as in Romanian. Some of them have same meaning as in Romanian. For example, "perfect". Other words, though having a similarity or an approximate similarity with Romanian words, have also different meanings in English. Such words are called "false friends". An example is the word "physician" which is not translated into Romanian as "fizician" but as "medic" ("fizician" = "Physicist"). Here are two lists: one of perfect equivalents and one of "false friends". Give the Romanian translations for both of them:

almanac ['ɒlmənæk] - <i>almanah</i>	present ['preznt] - <i>prezent, cadou</i>
remark [ri'ma:k] - <i>a remarca</i>	chemist ['kemist] - <i>chimist, farmacist</i>
miraculous [mi'rækjələs]	circus ['sə:kəs] - <i>circ, spectacol rotund</i>
transparent [træn'spærənt]	industry ['indəstri] - <i>industrie, fabrică</i>
locomotive [ləkə'moutiv]	cigar [si'gɑ:] - <i>sigara</i>
hurrah [hu'ra:]	camera ['kæməɹə] - <i>aparat fotografic</i>
surprise [sə'praiz]	cafe ['kæfei] - <i>ceainărie, restaurant</i>
circuit ['sə:kit]	marmelade ['mɑ:məleɪd] - <i>gem de portocală</i>
creature ['kri:tʃə]	valour ['vælə] - <i>valoare</i>
machine [mə'fi:n]	to resume [ri'zju:m] - <i>a relua, a reînvinge</i>
splendid ['splendid]	equipment [i'kwipmənt] - <i>echipament</i>

9. Simulation

At a public discussion several people were asked the questions "Are you glad that you are living in the second half of the 20th century? Or do you wish to have lived some time in the past, for example in the second half of the 16th century?"

Each participant gave answers according to his/her age, education, reasons, etc.

Choose your role:

SCIENTIST

Supports 20th century. Arguments for science development. Still, he thinks of the danger of war.

NOVELIST

Not decided; gives arguments both for and against.

WOMAN NEWSPAPER REPORTER

Against 16th century. As a reporter she would have had no job then. Women had all kinds of restrictions in those times.

YOUNG WORKER

Advantages of 20th century inventions and facilities of work. New possibilities of learning.

OLD MAN

Against 20th century. Doesn't understand new clothes/music/food.

OLD WOMAN

Appreciates 20th century. Facilities in household; the mass media advantages; more education for young people; more possibilities.

11. UNIT ELEVEN

PARENTS AND CHILDREN

I. VOCABULARY PRACTICE

discontent ['diskən'tent] = dissatisfaction
nemulțumire

lawn [lɔ:n] = area covered with
pajiște, peluză, closely cut grass
gazon (esp. next to a house)

groceries ['grəʊsəriz] = the goods
articole de băcănie sold by a
grocer

footprints ['fut, prints] = impressi-
urmă (de pas) on or mark
made by a
foot or shoe,
as in sand

lush [lʌʃ] = of luxurious growth
abundant, luxuriant (d. vegetație)

quiz programme ['kwiz 'prəʊgræm]
concurs "cine
știe câștigă"
=radio or TV pro-
gramme in which a
group of people
complete in answer-
ing questions

to rig [rig] = to arrange (an event)
dishonestly for one's

a regiza, a aranja own advantages
(figurat), a măslui

soft [soft] = 1. not angry 2. quiet,
not loud 3. not vio-
lent, gentle

1. liniștit, calm

2. slab, dulce (d. sunete)

3. slab, ușor, delicat

shucks! [ʃʌks] = an exclamation of
ei, asta-i (acum) mild disappoint-
ment

His opinions prove to be a source
of permanent **discontent** for her.
The terrace faced a beautiful **lawn**.

She brought the bag of **groceries**
in from the car.

Who left these muddy **footprints**
on the kitchen floor?

The region has a **lush** vegetation.

He was so envious that she won
the contest that he tried to prove
it was **rigged**.

a **soft** answer to an angry question;
soft wind

The whisper was so **soft** that I could
hardly hear it.

It's no great **shucks!**

(Nu-i mare scofală!)

stairs [steəz] = steps built for going
scară; scări, from one level to
trepte another, esp. in-
side a building

to crush [krʌʃ] = to destroy com-
a strivi pletely, esp. by
using force

to check [tʃek] = 1. to stop; to
control; to hold
back

1. a opri; a reține 2. to test, to exa-
mine
2. a verifica

to resent [ri'zent] = to feel angry or
a fi iritat/supărat bitter at
de

conduct ['kɒndʌkt] = behaviour
comportare

to glimpse [glɪmps] = to catch a brief
a întrezări view of (glimpse
n. privire
fugară)

to stare [steə] = to look fixedly with
a se zgîi, wide-open eyes,
a se holba as in wonder, fear
or deep thought
(stare n. = privire
fixă)

customer ['kʌstəmə] = a person who
client, cumpărător buys

to wait on ['weɪt 'ɒn] = to serve

There's a light at the head of the
stairs.

Don't **crush** this box, there are
flowers inside!

A **change** of wing **checked** the fire.
Is the baby asleep? I'll just go
and **check**.

He **resents** being called naïve.

I am glad his **conduct** has improved.

I **glimpsed** her among the crowd
just before she disappeared.

It's rude to **stare** at other people.

Shop-assistants must be polite with
the **customers**.

They **wait on** customers very well
in this restaurant.

Phrases

to run wild ['rʌn waɪld]

(d. vegetație) a crește în sălbăticie/
in neștire

to jump with/for joy [dʒʌmp wið/fɔ
'dʒɔɪ]

a sări (în sus) de bucurie

1. Spell the words given in phonetic transcription. Read the sentences and
translate them.

1. She could catch only a 'glɪmps of the town from the plane.

2. He [tʃekt] his answers with those of his mates.

3. The kid dropped the ball and a car [krʌt] it.

4. She was really ['dʒʌmpɪŋ wið dʒɔɪ].

2. Use the correct form:

- 1 see
- 2 watch
- 3 stare
- 4 look
- 5 glimpse
- 6 soft
- 7 quiet
- 8 calm
- 9 gentle
- 10 still
- 11 serene
- 12 work
- 13 toil
- 14 labour

- a. They ² TV for a time, then went for a walk.
- b. Stop ³ at me! It gives me such an uncomfortable feeling.
- c. Through the train window they could catch a ⁵ of the small villages.
- d. If you don't know the word, ⁴ it up in a dictionary.
- e. Do you ⁹ what I mean?
- a. Isn't there a ⁷ corner somewhere in the house?
- b. ¹⁰ waters run deep, says a proverb.
- c. It has been an unusually ⁸ day, with a ¹¹ sky.
- d. Grandma has a ⁶ face and a ⁶ voice.
- a. The ¹² was not hard for him.
- b. May Day is considered ¹² Day in many European countries.
- c. In ancient times slaves were obliged to ¹³ all day long.

3. Under what circumstances would you say:

1. You don't mean it!
2. Shucks!
3. I was happy to do them a favour.
4. I didn't mean that.
5. Huh?

4. Combine the words in capital letters with each word of the list below, putting it either before or after, according to the meaning:

- MASTER 2 SCHOOL 3 BOX 4 ROOM 5 TIME 6 BOOK 7 LAND
 1 school 2 day 3 letter 4 drawing 5 night 6 case 7 mark
 head boy pencil 4 class table reading lord
 1 piece 2 secondary 3 office mate keeper 6 seller 7 home

5. Read and translate the following limericks. Pay attention to the words in italics. Check their meanings in the Vocabulary Practice:

There was a young waiter named John,
 Whose *conduct* was ill looked upon.
 His answer was straight:
 "Resenting to wait
 I thought I would rather *wait on*."

On seeing a girl, nice and fair,
 He stumbled when climbing a *stair*.
 Said words of the kind:
 "Oh, *shucks*! Never mind!
 Next time Miss, I'll not miss one *stare*!"

6. Let's talk...!

Exclamations!

Here are some more common exclamations for various occasions:

Surprise

Well, I never!
 Fancy (that)!
 I don't say!
 Goodness me!

Enthusiasm

What a wonderful idea!
 What a charming...!
 Absolutely delightful!
 Hurray!

Sympathy

Oh, what a pity! (What a shame!)
 How terrible!
 How awful!

Answer with expressions of:

— sympathy

1. I can't stay long I'm afraid.
2. I fell downstairs this morning.
3. I've lost my door key.

— surprise

1. I hear they are flying to the moon next Tuesday.
2. Have you heard John has failed the examination?
3. Everybody in my class got a ten in Maths.

— enthusiasm

1. We shall celebrate her birthday on Saturday.
2. She's got a new dress.
3. We are having a picnic next weekend.

Invent situations for each of the above exclamations.

II. GRAMMAR PRACTICE

SUBORDINATE CLAUSES OF FUTURE TIME

(subordonata temporală — acțiuni viitoare)

1. Situation:

It is Saturday, 7:00 a.m. The 9th form pupils are going on a trip. A coach will be waiting for them at school at 8 o'clock. Diana is phoning George. She is worried about him because he is always late and she wants to make sure he will get to school in time.
 "Don't worry, he says. I'm having breakfast now".

- A. I SHALL LEAVE HOME AS SOON AS I FINISH BREAKFAST.
 I'LL BE AT SCHOOL WHEN OUR FORM TEACHER ARRIVES.
 I'LL GET THERE BEFORE YOU GET THERE.
- B. I SHALL BE WAITING FOR YOU WHEN YOU ARRIVE.

Answer these questions:

1. What day is it? What time is it?
2. What are the 9th form pupils doing today?
3. When will the coach start?
4. What is Diana doing?
5. Why is she worried?
6. What is George saying?

In subordonatele temporale, pentru redarea ideii de viitor se folosește **PRESENT TENSE**.

MAIN CLAUSE (propoziția principală)	TIME CLAUSE (subordonata temporală)
FUTURE TENSE SIMPLE	<div> <div>WHEN AS SOON BEFORE</div> <div>AS</div> <div>PRESENT TENSE SIMPLE</div> </div>

2. What will you do when you are eighteen?

Answer this question using the cues below, then go on to make up your own answers.

Use the sentence: "... when I am eighteen" all along.

Model:

leave school
I shall leave school when I am eighteen.

1. start working on a farm.
2. go to the university.
3. become a nurse.
4. study chemistry.
5. be a teacher in a primary school.
6. get a job as a mechanic.
7. take an entrance exam at the Poly-technic institute.

3. Fill in the blanks with suitable main clauses expressing future time.

Model:

..... as soon as the bell rings.
We shall get into the classroom as soon as the bell rings.

1. when the teacher comes in.
2. before the lesson starts.
3. as soon as Mary gets home.
4. when your mother arrives at home.
5. before he does his homework.
6. when you feel tired.
7. before she has dinner.
8. as soon as they finish their homework.

Answer the following questions using sentences with subordinate clauses of future time. Use the cues in brackets.

Model:

When will they go on a camp?
(when / be on holidays)
They will go on a camp when they are on holiday.

1. When will you give him the book? (as soon as/I — see him)
2. When will Jane be ready? (before/you — be)
3. When will they light the fire? (when/it — get colder)
4. When will he be here? (before/you — go)
5. When will you do your homework? (as soon as/I — arrive at home)
6. When will they go into the country? (when/the holidays — begin)
7. When will you ring her up? (when/I — have the time)

5. Fill in the blanks with the correct forms of the verbs in brackets. (Future Tense Simple or Present Tense Simple).

Model:

He (understand) the situation when you (explain) it to him.
He will understand the situation when you explain it to him.

1. I (switch) the T.V. off as soon as you (start) working.
2. You (not recognize) Helen when you (meet her).
3. Do you think they (meet) us at the station when we (arrive)?
4. Dan (be) fast asleep when the alarm clock (ring).
5. They (not be there) before you (be) there.
6. I (meet) you in the corridor as soon as the bell (ring).

B.

MAIN CLAUSE (propoziția principală)	TIME CLAUSE (subordonata temporală)
FUTURE TENSE CONTINUOUS	<div> <div>When Before</div> <div>}</div> <div>PRESENT TENSE SIMPLE</div> </div>

6. Situation:

The bell is ringing. The teacher will soon come in.

What will the pupils be doing when the teacher comes in?

Use the cues below to make sentences like the one in the model.

Use the sentence: "... when the teacher comes in" all long.

Model:

Mary / clean the blackboard
Mary will be cleaning the blackboard when the teacher comes in.

1. Victor and George/talk.
2. Most of the girls/check their homework.
3. Dan/read the lesson.
4. Some of the boys/take out their books and notebooks.
5. Doris/sharpen her pencil.
6. Nick/look for his pen.

7. Turn each pair of sentences into one sentence with a subordinate clause future time.

Model:

<p>Victor will be repairing his radio from 6.00 p.m. to 8.00 p.m. George will ring him up at 7.00 p.m.</p>
<p>Victor will be repairing his radio when George rings him up.</p>

1. Mary will be doing her homework from 4.00 p.m. to 7.00 p.m.
Mother will call her to dinner a few minutes before 7.00 p.m.
2. John will be solving problems all the morning.
His sister will go into his room at 11.00 a.m.
3. George will be playing the guitar on Sunday morning.
His friends will call him out at 10.00 p.m.
4. Diana will be watching a film on T.V. in the evening.
In the middle of it her sister will arrive home.
5. The pupils will be taking a test from 8.00 a.m. to 9.00 a.m.
Peter will arrive at school at 8.10 a.m.

8. Finish off the following sentences by adding subordinate clauses of future time.

1. I'll phone you as soon as...
2. They will be working hard when...
3. She will be waiting when...
4. She will do it before...
5. They'll be reading the article when...
6. The 9th form pupils will go hiking as soon as...
7. He'll cut the lawn when...

CONDITIONAL SENTENCES TYPE I

(Fraza condițională — Tipul I)

	IF CLAUSE (subordonata condițională)	MAIN CLAUSE (propoziția principală)
Example	If the teacher agrees,	we shall go into the mountains next Sunday.
State of facts	Perhaps he will agree.	Then we shall go into the mountains next Sunday.
Translation	Dacă profesorul va fi de acord,	vom merge la munte duminica viitoare.
Tense sequence	if X happens PRESENT TENSE	Y will follow FUTURE TENSE

9. Situation:

Tomorrow is Sunday and my family and I will probably have plenty of time to do what we like.

What shall we do if we have enough time?

Use the cues below to make sentences like the ones in the model.

Model:

<p>a) I — work in the garden b) my sister — read a book</p>
<p>a) If I have enough time, I shall work in the garden. b) If my sister has enough time, she will read a book.</p>

1. my younger brother — play with his hobby train.
2. my elder brother — cut the lawn.
3. my mother — write letters.
4. my father — listen to a symphony concert.
5. my elder sister — go to the theatre.
6. my grandmother — do some needlework.
7. my grandfather — watch television.

10. Situation:

The 9th form pupils are talking about their future careers although they haven't made up their mind as to what exactly they would like best.

Use the cues below to make conditional sentences like the ones in the model

Model:

Ann: Perhaps I'll become a teacher. (teach English).
If I become a teacher I shall teach English.

Dan: Perhaps I'll study agronomy. (work on a farm).

George: Perhaps I'll be a sculptor. (carve statues).

Mary: Maybe I'll be a doctor. (cure sick people).

Peter: Perhaps I'll study foreign languages. (work as a guide).

John: Perhaps I'll work as a mechanic. (manufacture machines).

Diana: Maybe I'll train to be a nurse. (work in a hospital).

11. Think of three things you will do or will not do next Sunday.

1. ... if the weather is fine.
2. ... if it rains.
3. ... if your best friend pays you a visit.
4. ... if you are at home by yourself.
5. ... if you don't have any homework to do.

12. Use the cues below to make up chains of conditional sentences.
Work as in the first two sentences:

1. a) I — work hard If I work hard I shall write good tests.
b) write good tests If I write good tests I'll get high marks.
c) get high marks
d) be happy
2. a) Dan — save money 3. a) You — stay in the rain
b) have a lot of money b) catch a cold
c) buy a pair of skis c) stay in bed.
d) go skiing d) miss the classes.



UNLESS = IF NOT

13. Situation:

The 9th form pupils are planning to go on a camp next summer. They haven't told their form teacher about it yet.

Perhaps their form teacher won't agree to go with them.

Then they won't go.

THEY WILL NOT GO IF THE TEACHER DOES NOT AGREE.

THEY WILL NOT GO UNLESS THE TEACHER AGREES.

Answer these questions:

1. What are the 9th form pupils planning to do?
2. When?
3. Does the teacher know about it?
4. Are the pupils sure the teacher will agree?
5. What will they do if he agrees?
6. What will they do if he doesn't agree? (say it in two ways).

UNLESS se folosește cu sensul de *if not* și este întotdeauna urmat de forma afirmativă a verbului.

MAIN CLAUSE — UNLESS — CONDITIONAL CLAUSE
(usually NEGATIVE) (AFFIRMATIVE)

14. Bearing in mind that the constant is: *unless the weather is fine* use the cues below to make sentences like the one in the model:

Model:

We / go for a walk
We won't go for a walk unless the weather is fine.

1. They/play tennis.
2. Dan/ride his bicycle.
3. Father/work in the garden.
4. We/go on a trip.
5. The boys/do some exercise.
6. I/wear my new jacket.

15. Rephrase the following sentences using *unless* instead of *if not*.

Model:

They won't go to her birthday party if she does not invite them.
They won't go to her birthday party unless she invites them.

1. You won't know anything about it *if you don't see* for yourself.
2. Diana won't be absent *if she is not ill*.
3. They will not be admitted *if they do not have* a ticket.
4. The ship won't reach the lighthouse *if the storm does not stop*.
5. You won't get to her house *if you don't cross* that side road.
6. She won't be able to do any needle work *if you don't teach* her.
7. They won't know anything about the latest books *if they don't go* to the bookshop.
8. We won't get into the factory building *if we don't have* a permit.

16. Make up questions and answers like the ones in the model. Use the cues below:

Model:

they / come in time

A: Will they come in time?

B: No, they won't, unless you $\left\{ \begin{array}{l} \text{tell them to.} \\ \text{ask them to.} \end{array} \right.$

1. She/help you with the housework.
2. The boys/hurry up.
3. Mary/do some cleaning in the lab.
4. Dan/stop playing with his hobby-train.
5. The children/be home in time.
6. The teacher/accompany you.

17. Make sentences according to the model:

Model:

find your way — a compass / have

You won't find your way unless you have a compass.

1. draw a map — some crayons/have
2. take photographs — a roll of film/buy
3. solve the quizz — some good ideas/have
4. do any gardening — enough time/find
5. go to the party — an invitation/send
6. assemble this television set — the printed circuits/have

18. Fill in the blanks with appropriate verbs in the present of future tense, affirmative or negative.

1. If we... (*leave*) home at 7, we... (*miss*) the coach.
2. We... (*arrive*) in time unless we... (*take*) a taxi.
3. If the coach... (*be*) in front of the school we... (*get*) on it right away.
4. We... (*play*) our radios unless the driver... (*let*) us.
5. If the teacher... (*agree*) we... (*climb*) to the mountain peak.
6. We... (*go*) unless the teacher... (*come*) with us.
7. We... (*have*) a good time if the weather... (*be*) fine.

III. SPEAKING, READING AND WRITING PRACTICE

A. Prequestions :

1. What do your parents let you do (choose your own friends, clothes etc.)?
2. What do they make you do? (work hard for school, do some house-work etc.)?
3. What do they expect you to do?
4. Do you expect your parents to agree with what you say?
5. Do you expect them to let you do whatever you like?

B. Reading:

PARENTS AND CHILDREN

FROM "THE WINTER OF OUR DISCONTENT"

In 1962, John Steinbeck (1902—1968) became the sixth American to receive the Nobel Prize for Literature. The prize was given not for any particular book but for a career of "realistic and imaginative writings". Steinbeck is the author of many novels, some excellent short stories, plays and writings for newspapers and magazines.

Chief works: *Of Mice and Men*, *The Grapes of Wrath*, *East of Eden*. The novel *The Winter of Our Discontent* whose title is based on a Shakespearean line, deals with town life and criticizes the declining American values.

I. The passage below presents a conversation on the theme of honesty between Ethan and his two children, Allen, a boy, and Ellen, a girl.

Ethan came home from work, carrying his bag of groceries. How good the long afternoons are! The lawn was so tall and lush that it took foot-prints. "Hi!", he said, "the lawn is running wild. Do you think I could get Allen to cut it?"

"Well it's examination time. You know how that is, and school closing and all that."

"What's that sound in the other room?"

"He's practising. He's going to perform at the school closing show."

"Well, I guess I have to cut the lawn myself."

"Yes, sorry dear. But you know how they are."

"Yes, I'm beginning to learn how they are."

"Are you in a bad temper? Did you have a hard day?"

"Let's see. No, I guess not. I've been on my feet all day. That thought for cutting the lawn doesn't make me jump with joy. And that horrible sound is driving me crazy!"

"Now don't take your bad temper out on him."

"All right, but it would help if I could."

II. Ethan pushed through the living-room, where Allen was.

"Sorry, Dad. I've got to practise."

"Hold up a moment." Ethan sat down. "What do you plan to do with your life?"

"Huh?"

"The future. Haven't they told you in school? The future is in your hands."

Ellen came into the room and sat herself on the bed like a cat. She giggled.

"He wants to go on television", she said.

"There was a kid only 13 who won a quiz programme."

"Turned out it was rigged", she said.

III. "Well, he still won it."

Ethan said softly, "The moral aspects don't bother you? You don't find it dishonest?"

"Shucks, everybody does it. That's the chance you take — the way the cooky crumbles."

"Yes, it's crumbling, isn't it? Ethan said. "And so are your manners, sit up! Have you dropped the word "sir" from the language?"

The boy looked startled, checked to see if it was meant, then laughed upright, full of resentment, "No, sir", he said.

"How are you doing in school?"

"All right, I guess. I wish I could go to camp the way all the other kids do."

"We can't afford it. Not all the kids go-only a few."

"I wish we could." He stared down at his hands. Ellen's eyes were narrow and concentrated.

IV. Ethan studied his son. "I'm going to make it possible", he said.

"Sir?"

"I can get you a job to work in the store this summer."

"How do you mean, work?"

"Isn't your question, 'What do you mean, work?' You will clean, carry and wash the dishes, and perhaps, if you do well, you can wait on customers."

"I want to go to camp."

"You also want to win money."

"Maybe I'll win the essay contest. At least that's a trip after all years in school."

"Allen! There are unchanging rules of conduct, of curtesy, of honesty, yes, even of energy. It's time I taught you to give them lip service at least. You're going to work." The boy looked up.

"You can't."

"I beg your pardon?"

"Child labour laws. I can't even get a work permit before I'm sixteen. You want me to break the law?"

"Do you think that all the boys and girls who help their parents are half slaves and half criminals?" Allen looked away. "I didn't mean that, sir."

"I'm sure you didn't. And you won't again."

"Yes, sir. May I go to my room, sir?"

"You may."

V. Allen walked up the stairs slowly.

"Well, you crushed him like an insect."

"No, Ethan said, I gave him a glimpse of the world. He was building a false one."

C. Exercises:

1. Answer the following questions:

- I. 1. Where did Ethan come from?
2. What did he want Allen to do?
3. Why did mother think that Allen wouldn't help his father?
4. Did Allen's father have a hard day?
- II. 5. What was Allen doing in the living room?
6. What did his father ask him?
7. Who came into the room?
8. What did she tell her father?

9. Did the moral aspect of winning a quiz by trickery bother Allen?
10. What did Allen wish?
11. Could he afford it?

III. 12. Where did Allen's father want his son to work?

13. What did Allen have to do there?
14. What did Ethan say about conduct, curtesy, honesty and energy?
15. Did Allen agree to his father's suggestion?
16. What kind of world image was Allen building?

IV. 17. What did Ethan do?

3. a) Find out the topic principal sentence of each paragraph.
b) Put down the key-words from paragraph II and with their help retell it.
4. Through the problems raised in the passage from "The Winter of our Discontent" refer to a certain family, they can be considered typical of families with children. Complete the following:

<i>The problems</i>	<i>Evidence in the text</i>
1. Mother usually takes sides with the children.	1. "Well, it's examination time. You know how that is, and school closing and all that". "Don't take your bad temper out on him."
2. Father is dissatisfied with what he thinks his children should be and what they are.	2. ?
3. The future — jobs, career etc.	3. ?
4. ?	4. "I wish I could go to camp the way all the other kids do."
5. Working, helping parents.	5. ?
6. Behave yourself!	6. ?
5. Translate into English:	
1. Un tată are două vieți, pe a sa și pe a fiului său.	
2. Orice lucru are clipa lui prielnică și este vreme pentru toate îndeltnicirile din lume.	
3. Cine face întotdeauna ce vrea, face rareori ceea ce trebuie.	
6. Complete the following sentences:	
a) The best way for a child to make his parents understand his problems is...	
b) The best way for parents to help their children would be...	
7. Comment on the following statements. Say if you are for or against the ideas they express. Why or why not?	
This is the best way for parents to understand their children:	
a. Listening to them.	
b. Devoting more time to them.	
c. Discussing problems with them.	
d. Giving them more responsible parts to play.	
e. Allowing them to be more independent.	
f. Helping them to develop their abilities.	
8. Compose your own "Charter of Responsibilities for Parents and Children"	

12. UNIT TWELVE

THREE MEN IN A BOAT

I. VOCABULARY PRACTICE

wet [wet] = covered with water or other liquid
ud, umed

What a wet day! No doubt, it's autumn.

chilly ['tʃili] = cold

1. rece
2. (fig.) neprietenos

It was a wet and chilly day.
He was shivering like a leaf.

to shiver ['ʃivə] = to tremble
a tremura

bank [bæŋk] = land along each side of a river or a canal
1. țărm
2. banică

(Remember: the shore / coast of the sea; the border of a lake; the bank of a river).

midstream ['mid, stri:m] = middle of the stream
mijlocul apei

He was swimming fast and soon he was midstream.

gallon ['gælən] = measure for liquids (= 4,54 litres)
galon

to spring [sprɪŋ], **sprang** [spræŋ]
a sări
sprung [sprʌŋ] = to jump

Remember: (**spring**, n. = arc)

The spring sprang back and hit me in the face.

to throw [θrəu], **threw** [θru:], **thrown** [θrəʊn]
a arunca

He threw the ball at his sister and she threw him an angry look.

to creep [kri:p], **crept**, **crept** [krept]
a se tîri,
a se furișă

The cat crept towards the bird.

shout [ʃaut] = loud cry (Remember: strigăt
to shout, vb. = a striga)

Don't shout at me! I can hear.
He gave a shout to attract attention.

to retire [ri'taɪə] = to go away, to leave a place
a se retrage

After lunch, he retired to have a rest.

altogether [ˌɔ:l'tə'geðə] = completely, entirely
cu totul

It's altogether out of question.

after all [ˌɑ:ftə'ɔ:l]
la urmă

After all, why not go there?

dull [dʌl] =

dull weather; a dull mirror/sky

- | | | |
|---------------------------|--------------------------|--------------|
| 1. șters, mohorit | 1. not clear or bright | |
| 2. tocit | 2. not sharp | a dull knife |
| 3. plicticos, searbăd | 3. monotonous | a dull book |
| 4. prostănac, greu de cap | 4. slow in understanding | a dull mind |

1. Translate the following sentences into Romanian, trying to infer the meanings of the set phrases constructed with "to laugh" and "laughter".

1. Seeing that funny hat, she burst out laughing.
2. I never laugh at his jokes. They are stupid.
3. All the spectators roared with laughter seeing Charlie Chaplin's amusing tricks.
4. The kids were watching "The Muppets Show" on TV and the whole room was resounding with shrieks of laughter.

2. Translate the following sentences into Romanian. Notice that all the verbs in italics can be translated into Romanian by "a ceda". Find a Romanian synonym for each of them; then select the right English verb to replace it.

1. Mary usually has to give in to her elder sister.
2. The ice gave way and we all went through into the water.
3. The rope gave way and Jim fell down.
4. The rebels were forced to give in.
5. The troops had to give way.
(to accept one's ideas; to break; to weaken; to capitulate; to retreat)

3. Complete these sentences with the right word. Make the necessary changes.

- 1 to cut
- 2 to creep
- 3 to shiver
- 4 to throw
- 5 to burst out laughing
- 6 chilly
- 7 to drop
- 8 to spring into
- 9 to shout
- 10 bank
- 11 wild
- 12 midstream

It was... (1) weather and the ... (2) wind... (3) like a knife. The Indians were gathered round the fire on the ... (4) of the river. Suddenly a noise was heard, as if something heavy had ... (5) from a tree. "Who's there?" ... (6) one of them. Silence. "Let me go and find", said the youngest Indian. He began to ... (7) under the ... (8) trees. The others waited near the fire. The youngest Indian came back. "Nobody" was his short answer. A moment later, something was ... (9) into the water. The youngest Indian ... (10) the river. Soon he was ... (11) with cold. "You are a brave boy", said the chief. "You have passed your first tests; you will be a good hunter". All the other Indians ... (12).

4. Let's talk!

THE WEATHER

In England the weather is very changeable. You must always be ready to say something about the weather.

Possible statement

It's a { nice/lovely
warm
cold
horrible } day, isn't it?

Hot weather

It's { a lovely day.
really hot.

Cold weather

It's { a bit chilly.
very cold.
freezing.

The usual reply

Yes, it is, isn't it?
Yes, for the time of year!
Yes, let's hope it lasts.
Yes, a nice change, isn't it?
Yes, awful indeed.

Wet weather

It's { raining quite hard.
pouring down.
drizzling a bit.

Other possibilities

It's { windy.
cloudy.
stormy.
foggy.

A. Say in what month (s) / season:

- It is raining a lot.
- It's fine most of the time.
- There are storms.
- It's often foggy.
- It snows.

B. What's the weather like today?

C. Make remarks about the weather. Consider the way the people are dressed:

- Diana is wearing a raincoat and an umbrella.
- Paul and Dan are wearing T-shirts and shorts.
- Mother is wearing a pullover, a woollen skirt and a fur-coat.
- Eliza is wearing her school uniform and a nice jacket over it.

D. Mark the kind of weather which is most advantageous for each of the following persons:

	warm	cold	wet	dull	windy	frosty	dry	sunny	hot
ice-cream seller									
farmer									
mountain-guide									
gardener									
skier									
person suffering from heat									

Show which is the worst kind of weather for each. Explain why.

E. Read and translate:

"Other countries have a climate; in England we have weather". In no country other than England, it has been said, can one experience four seasons in the course of a single day! Day may break as a balmy spring morning; an hour of so later black clouds may have appeared from nowhere and the rain may be pouring down. At midday conditions may be really wintry with the temperature down by about fifteen degrees. And then, in the late afternoon the sky will clear, the sun will begin to shine, and for an hour or two before darkness falls, it will be summer.

This uncertainty about the weather has had a definite effect upon the Englishman's character; it tends to make him cautious, for example. The foreigner may laugh when he sees the Englishman setting forth on a brilliantly sunny morning wearing a raincoat and carrying an umbrella, but he may well regret his laughter later in the day!

And, of course, the weather's variety provides a constant topic of conversation. Even the most taciturn of Englishmen is always prepared to discuss the weather. And, though he sometimes complains bitterly of it, he would not, even if he could, exchange it for the more predictable *climate* of other lands.

II. GRAMMAR PRACTICE

REMEMBER!

CONDITIONAL SENTENCE TYPE 2

(Fraza condițională — tipul al II-lea)

	IF CLAUSE (subordonata condițională)	MAIN CLAUSE (propoziția principală)
Example State of facts Translation	1) If the weather were fine, Dacă vremea ar fi bună, The weather is not fine.	they would go for a swim. s-ar duce să înoate. They will not go for a swim.
Example State of facts Translation	2) If you did not get up late, Dacă nu te-ai scula târziu, You get up late.	you would not reach school late. nu ai ajunge târziu la școală. You reach school late.
Tense sequence	if X happened PAST TENSE	Y would follow PRESENT CONDITIONAL (WOULD + VERB)

1. Situation:

John would like to go camping with his friends next Saturday, but he cannot. Here are some reasons why he will not go.

- his best friend doesn't go either;
- his parents don't let him go;
- he has no tent;

4. he has some work to do;
5. his sister doesn't want to go with him;
6. the weather isn't warm enough.

Bearing in mind that the constant is: **he would go camping**, use the information above to make sentences like the one in the model.

Model: his best friend doesn't go either
He would go camping if his best friend went too.

2. Situation:

These days George is very busy at school. He has almost no spare time. **There are lots of things he would do if he had spare time.**

Bearing in mind that the constant is: **if he had spare time**, use the cues to make sentences like the one in the model below:

Model: (go fishing)
He would go fishing if he had spare time.

- | | |
|---------------------|--------------------|
| 1. take long walks | 4. listen to music |
| 2. go swimming | 5. watch T.V. |
| 3. meet his friends | 6. go on trips. |

3. Situation:

A friend of yours wants to go camping. He asks you for advice;

Tell him

- | | |
|-----------------------------------|---------------------------------|
| 1. what place to choose | 5. what kind of clothes to take |
| 2. how to go (means of transport) | 6. what food to take |
| 3. what time of the year to go | 7. how many friends to go with |
| 4. where to put up his tent | 8. how to spend his time there. |

Bearing in mind that the constant is **if I were you**, make sentences like the one in the model:

Model: If I were you, I should choose a place in the mountains
/ on the seashore / on a river bank / on the border of a lake.

4. In what weather would Diana wear the following pieces of clothing? Make sentences like the one in the model. Use the cues in brackets.

Model: a fur coat / frosty
She would wear a fur coat if it were frosty.

- | | |
|-------------------------|----------------------------------|
| 1. a raincoat / rainy | 2. a light jacket / a bit chilly |
| 2. a pullover / cold | 5. a T-shirt and shorts / hot |
| 3. a light dress / warm | 6. sun glasses / sunny. |

5. Complete the questions and get your classmates to answer using the cues in brackets:

Model: Question: What would you do if you were on the ice and the ice gave way? (try to save myself).
Answer: If I were on the ice and the ice gave way I should try to save myself.

1. ... if someone gave you a chilly welcome? (pretend not to have noticed)
2. ... if it were a chilly day? (put on warm clothes)
3. ... if someone threw a ball at you? (throw him an angry look)
4. ... if you saw a cat creeping towards a bird? (chase the cat away)
5. ... if someone shouted at you? (say I hear very well).
6. ... if you read a dull book? (go to sleep).

6. These are some things George does because he likes to. He wouldn't do them unless he liked to.

Make sentences like the one in the model.

Constant: ... unless he liked to.

Model: go boating
He wouldn't go boating unless he liked to.

1. spend his holidays on the river bank.
2. take long swims.
3. go fishing.
4. climb mountains in cold weather.
5. have walks in the rain.
6. camp in the forest.

7. Make sentences with UNLESS like the one in the model. Use the cues below:

Model: It is hot. (the icecream seller / sell icecreams)
The icecream seller wouldn't sell icecreams unless it were hot.

1. It is frosty. (the skier / go skiing)
2. It is warm. (the farmer / harvest the crops)
3. It is sunny. (the gardener / work in the garden)
4. It is dry. (the mountain guide / take the tourists to the peak)
5. It is windy. (the boys / sail their boat)
6. It is foggy. (the tourists / stay in the chalet).

8. Fill in the blanks with the correct form of the verbs in brackets:

1. Unfortunately I don't know the truth.
If I (know) it, I (tell) it right away.
2. Put a pullover on. You (not shiver) like that if you (wear) one.



3. Have you told her about the picnic? She (*not come*) unless you (*invite*) her.

4. Why don't you want to lend me the book? If you (*do*) I (*return*) it in two days.

5. It's all your fault. You (*not get*) poor marks if you (*study*) harder.

6. That's a good joke. They (*not laugh*) unless it (*be*) funny.

9. Change the following into conditional sentences. (Use *unless* whenever possible)

Model: a) *I won't go for a swim because the water isn't warm enough.*
I would go for a swim if the water were warm enough.

b) *He tries to wash his shirt because it is dirty.*
He wouldn't try to wash his shirt unless it were dirty.

1. They are not here with us because they don't like camping.
2. He bursts out laughing because the joke is funny.
3. She doesn't spend her holidays at the seaside because she doesn't like it.
4. They don't go boating because they have no boat.
5. I take medicines because I have a cold.
6. I won't go there alone because I don't know the way.

REMEMBER!

CONDITIONAL SENTENCES — TYPE 3

(Fraza condițională — tipul al III-lea)

	IF CLAUSE (subordonata condițională)	MAIN CLAUSE (propoziția principală)
Example	1) If the weather had been fine, <i>Dacă vremea ar fi fost bună,</i>	they would have gone for a swim. <i>ne-am fi dus să înotăm.</i>
State of facts		
Translation	The weather was not fine.	They did not go for a swim.
Example	2) If you had not got up late, <i>Dacă nu te-ai fi sculat târziu,</i>	you would not have reached school late. <i>nu ai fi ajuns la școală târziu</i>
State of facts		
Translation	You got up late.	You reached school late.
	if X had happened	Y would have followed
Tense sequence	PAST PERFECT TENSE	PAST CONDITIONAL (WOULD+HAVE+ +V3rd form)

10. Situation:

Our school football team lost an important match.

Bearing in mind that the constant is: they would have won the game, use the information below to provide the suitable if clauses.

Model:

They were lazy
If they **hadn't been** lazy they **would have won** the game.

1. They were not punctual.
2. They quarrelled all the time.
3. They didn't follow their teacher's advice.
4. They ran too slowly.
5. The best player was ill.
6. They didn't take the game seriously enough.

11. Situation:

Two friends are spending a camping holiday on the river bank.

The weather was bad yesterday so they were not able to do any of the things they had planned to.

What would they have done if the weather had been fine?

Bearing in mind that the constant is: if the weather had been fine, use the cues below to provide the suitable main clauses.

Model:

get up early
They **would have got up** early if the weather **had been** fine.

1. spring into the river
2. have a long swim
3. lie in the sun
4. do some rowing
5. catch some fish
6. spend their day in the open.

Did the two friends do all these things yesterday? Why?

12. Read the situation below. Then answer the question. You may use the cues in brackets or you may make up answers of your own.

Situation:

Yesterday at 7.00 p.m. you arrived home from a trip.

You were extremely tired.

What would you have done

Model:

... if you hadn't had the key to your flat?
(go to my grandmother's house)

I **should have gone** to my grandmother's house if

I **hadn't had** the key to my flat.

1. ... if you *had found* no food in the house? (*go to bed without a meal*)
2. ... if nobody *had waited* for you at home? (*feel hurt*)
3. ... if a friend *had invited* you to a party? (*refuse*)
4. ... if after falling asleep a friend *had rung* you up? (*try to answer politely*)
5. ... if you *had remembered* you had homework to do? (*do it*)
6. ... if your brother *had had* a party? (*be furious*)
7. ... if there *had been* an interesting film on T.V.? (*switch the T.V. off*).

13. Look at the first series of pictures on pages 170—171 then fill in the blanks with the correct form of the verb in brackets.

1. If he *hadn't got* into the bear tent, Jerome... (*not be*) frightened.
2. If Jerome... (*not be frightened*), he *wouldn't have climbed* up the tree.
3. If the bear *hadn't seen* Jerome in the tree, it... (*not climb*) after him.
4. If George and Harris... (*not come back*), they *wouldn't have been able* to save their friend.
5. If they *hadn't had* a gun, they... (*not succeed*) in killing the bear.
6. If Jerome... (*not be*) in danger, they *wouldn't have used* the gun.
7. If they *hadn't succeeded* in killing the bear, they... (*not be*) so happy.

14. Situation:

Yesterday was an unlucky day for George. But it was all his fault. This is what happened:

- | | |
|---|---|
| 1. He was lazy.
He got up late. | 6. He talked during the English class. |
| 2. He left home late.
He missed the bus. | He made a lot of mistakes in his composition. |
| 3. He ran all the way to school.
He fell and hurt his leg. | 7. He worked carelessly in the laboratory. |
| 4. He was absent-minded.
He left his notebook at home. | He broke some test-tubes. |
| 5. He got to school late.
He missed the Maths class. | 8. He made his favourite teacher angry. |
| | He was very upset. |

What would have happened if George hadn't done all those things? In order to answer this question turn each pair of sentences into one sentence with an *if* clause.

Model:

He was lazy. He got up late.
If he hadn't been lazy he wouldn't have got up late.

15. Fill in the blanks with the correct form of the verbs in brackets:

1. Last weekend Mary was ill. If she (*not be*) ill she (*spend*) the weekend in the mountains.

2. Paul got a poor mark in his test. He (*not get*) such a poor mark if he (*study*) harder.
3. The teacher was angry with you. If you (*take*) my advice, he (*not be angry*).
4. We didn't meet Mary at the station. We (*meet*) her, if we (*know*) she was coming.
5. The fog was very thick. If it (*not be*) so thick we (*reach*) the top of the mountain yesterday.
6. They didn't tell us where they were going. They (*save*) us a lot of trouble if they (*tell*) us.

16. Remember what you have learned about conditionals type 2 and 3 and fill in the blanks with the correct form of the verbs in brackets.

George and Dan are on their way to a camp in the mountains. It is windy and misty.

George: If you hadn't been in such a hurry to get to the camp we certainly... (*not get lost*) in the mist.

Dan: Where's your compass? If you... (*take*) it out we should find our way.

(George takes out his compass but he drops it and breaks it)

George: If you... (*not have*) this stupid idea about the compass, I shouldn't have broken it.

Dan: Let's stop here and put up the tent. And, you know, if you... (*not be*) so irritated we should put it up much faster.

George: What if I am irritated?

(They put up the tent but the wind blows it down)

And to think we... (*spend*) a quiet evening in the village if you hadn't been in such a hurry to get to the camp. Fortunately we have got our sleeping bags. If we had not had them we... (*freeze*) stiff by the morning.

III. SPEAKING, READING AND WRITING PRACTICE

A. Prequestions:

1. Can you swim?
2. Do you go swimming when you go to the seaside?
3. Are you discouraged by cold weather when you want to swim?
4. Where do you usually spend your holidays?
5. Do you prefer the seaside to the mountains? Give reasons.
6. When something unpleasant happens to you, do you get angry or do you try to find the amusing side of it?
7. Do you like to play jokes on your friends? Can you retell one?

8. Are there persons who cannot bear to be laughed at? Why, do you think?
9. Do you like watching films with Hardy and Laurel, or Charlie Chaplin? Why or why not?
10. Have you ever travelled by boat? Can you row?

B. Reading:

THREE MEN IN A BOAT

I. We looked down at the water and shivered. The idea had been to get up early in the morning, spring into the river with a happy shout and have a long, nice swim. But now the water looked wet and chilly; the wind felt cold. George and Harris retired into the boat. I did not like to give in and I meant to compromise things by going down to the edge and just throwing water over myself; so I took a towel and crept on the bank and then along on a branch of a tree. It was very cold. The wind cut like a knife. I thought I would not throw water over myself after all. I would go back into the boat and dress, and I turned to do so; and, as I turned, the silly branch gave way, and I and the towel went in altogether and I was out midstream with a gallon of Thames water inside me before I knew what had happened.

II. "Hey, old J's gone in!", I heard Harris say, as I came to the surface. "Is it all right?", ~~sung out~~ George. "Lovely!", I said "You are silly not to come in!"

III. Rather an amusing thing happened while dressing that morning. In my hurry to get my shirt on, I accidentally dropped it into the water. It made me wild, especially as George burst out laughing. I could not see anything to laugh at, and I told George so, and he only laughed the more. And then, just as I was catching the shirt I noticed that it was not my shirt at all, but George's, and for the first time I saw the humour of the situation, so I began to laugh. And the more I looked from George's wet shirt to George, roaring with laughter, the more I was amused, and I laughed so much that I had to let the shirt fall back into the water.

"Ar'n't you — you — going to get it out?" said George between his shrieks of laughter.

"It isn't my shirt, it's yours!"

I never saw a man's face change to severe so suddenly in all my life before.

(Jerome K. Jerome — adapted)

C. Exercises:

1. Find the false statements and correct them:

1. We looked down at the water and it seemed very warm.
2. The branch gave way and Jerome fell into the water.

3. Jerome wanted to go down to the edge of the water to wash some cups.
4. George burst out laughing seeing that Jerome's hat had dropped into the water.
5. Jerome shouted to his friends not to enter the water because it was too cold.
6. George's face changed suddenly to severe.

2. Answer the following questions:

1. What had the three friends proposed to do?
 2. How did the water look to them?
 3. Did they all enjoy the idea of a swim?
 4. What did Jerome think?
 5. What was the weather like that morning?
6. Did Jerome finally enter the water? How?
 7. What were the commentaries of the two friends?
 8. What did Jerome answer them?
9. What happened when Jerome wanted to get dressed?
 10. What did George do seeing the incident?
 11. Why did Jerome start laughing too?
 12. Couldn't Jerome really take the shirt out of the water?
 13. What was George's reaction when he realized the truth?
 14. What reasons may make a person admit he is at fault?
 15. How do you imagine a person who believes he is never wrong?
 16. Can you give some reasons that may make a person take the blame when he is innocent?

3. Read paragraphs II and III again; point out the comic of the situation.

(Explain the various points of view — George's, Harris', Jerome's, the reader's). Can you comment on the idea:

"He laughs best who laughs last."

4. Imagine the Harris sent the following telegrams:

"Boat sailing. Dropped key midstream. Tried to find. Terrible cold. George in hospital. Come quickly."

"Stormy weather. Tent out of use. Lost money. Arrive tomorrow."

"Congratulations! Sorry impossible to come. See you in June. Miss you."

"Sorry can't stand the dog. Bites. Come home quickly."

Express them in one or more sentences.

5. Express the possible thoughts of the three friends:

a) On the morning when Jerome fell into the river (conditional type 2)

Harris: If the water ... (not look) so wet and chilly I ... (spring) into the river and I ... (take) a long swim.

George: Well, brave, old Jerome is creeping towards the river. If I ... (be) him, I ... (give) it up.

Jerome: (in the river): If they ... (know) I had fallen in, they ... (laugh) at me all through the holidays.

- b) A few minutes after Jerome had dropped the shirt into the river (conditional type III)

Harris: If Jerome ... (be) more careful he ... (not drop) his shirt into the river.

Jerome: If they ... (not) tell me to hurry up I certainly ... (not drop) it in. It's all their fault!

George: It's a pity I didn't have a camera. If I ... (have) one, I ... (take) a photograph of Jerome.

(After they had found out it was George's shirt)

Jerome: If I ... (notice) it wasn't my shirt I ... (bother) to catch it.

Harris: He ... (not see) the humor of the situation if it ... (be) his shirt.

6. Translate into English:

1. În fiecare glumă este și puțin adevăr.
2. Gluma, risul și veselie, când sînt prea multe, plictisesc.
3. Cine a înțeles primul gluma mai are încă destul timp să se prefacă a nu fi înțeles-o.

7. Translate the following proverbs into Romanian:

1. After a storm comes a calm.
2. The sun shines upon all alike.
3. Rain before seven, fine before eleven.
4. The moon's not seen where the sun shines.

8. Look at this picture!



Jerome, Harris and George have fixed their tent and are now going to fish. Describe them. After a time Jerome comes back. Choose the series of 3 pictures below which you think describes best the end of the story. (Useful words: bear, danger, stick, to get frightened, surprised)

(English 10th Form, Moscow — images adapted)



to cancel - a circle.

9. Work in groups to make up a continuous story about a boat or ship voyage. Each group must give one or two sentences (any person in the group can contribute) and then the next group goes on with the story giving their one or two sentences. Try to make it dramatic and try to leave your last "sentence" in suspense.

Example:

Group 1. We were just getting on the boat/ship when suddenly... — next group!

Group 2. ... I realized I had forgotten my things... — next group!

10. Passage for Dictation:

Among special English traditions one can mention "April Fools' Day". On April first everyone may be made a fool of. When the joke is successful, one cries "April Fool!" When noon arrives, it is finished. He who has not been made a fool will say "April-Fools'-Day's-past-and-gone-you're-the-fool-and-I'm-none!" Sometimes even newspapers or T.V. play jokes on the public. Once, a well-known T.V. commentator introduced a short film about spaghetti. He gave a vivid description of the harvest in the spaghetti fields, with statistic of the previous year's crop. The viewing public could see farm workers picking spaghetti off trees. Many of the viewers were completely taken in.

11. Simulation:

A rainy day. A boy who was swimming in a river was about to drown. He shouted out for help. A young man dived fully clothed into the river and saved him. A small crowd gathered on the bank of the river. The boy thanked his rescuer, then ran off down the road. The young man did not want to give his name either. He also went away.

Start up a conversation on the incident above, among the persons who watched it.



A POLICEMAN arrived immediately after the young man left. Inquires about the details.

AN OLD WOMAN very frightened. She thought the young man drowned. Curious about the boy

A CHILD knows the boy very well; surprised about the incident as the boy is a good swimmer. Makes suppositions.

A GROWN-UP PERSON moralizing about careless swimming. Appreciates the young man's attitude. Thinks the child should have given his name.

A REPORTER wants to write an article about the incident entitled "Anonymous Rescuer". Gathers information about physical appearance, age, occupation, etc.

A DEAF OLD MAN can't really make up the story. As it's raining he thinks the boy and the young man were wet because of the showers. Asks everybody what was all about.

Words and set phrases you might use:

What a misfortune ...

I beg your pardon?

I wonder if ...

Don't speak so quickly as ...

Have you seen ...

Poor he ...

How old is ...

One should never ...

He was right ...

Would you tell me if ...

12. Choose one of the titles below and write an essay in which you should give arguments for and against:

1. Camping is the ideal way of spending a holiday.

2. The most important of all human qualities is a sense of humour

13. UNIT THIRTEEN

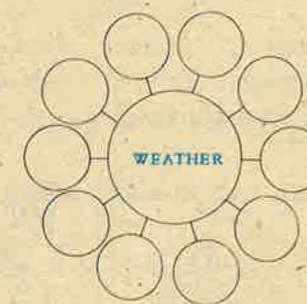
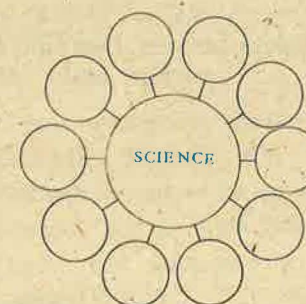
REVISION III

1. REMEMBER! REMEMBER!

Copy the circles below in your exercise-books.

Each circle must contain a word connected with the word in the centre.

You have six minutes at your disposal:



2. Let's talk!

Use the vocabulary and the material included in the part named "Let's talk" from lessons 10—11 to make up a story based on the images below:



1. Don Quixote* and Sancho Panza. Describe them. They are going to have a picnic.

*Don Quixote [dɒn 'kwɪksət] = Don Quijote

A POLICEMAN arrived immediately after the young man left. Inquires about the details.

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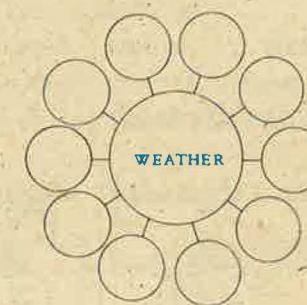
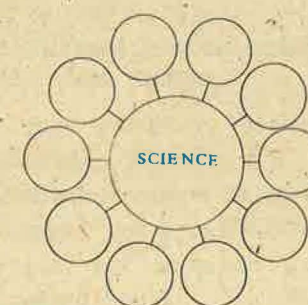
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1. Don Quixote* and Sancho Panza. Describe them. They are going to have a picnic.

*Don Quixote [don 'kwiksət] = Don Quijote



2. Suddenly... something happens. Try to motivate Don Quixote's mood.

3—4. The monsters he sees. Describe them as he sees them.



5. The frightening noises he hears. Describe the clothes that both boys and girls are wearing, their attitudes, from Don Quixote's point of view.

6—7. Does Don Quixote fight the monsters? A happy ending?

(D.K. Swan — "Don Quixote and Sancho Panza" — images adapted)

Imagine a dialogue between you and Don Quixote. Try to make him understand our century. Plan a sightseeing tour of your city/town. Show him where the "monsters" of our civilisation are manufactured. (You may also refer to food, clothes, possibilities of entertainment). Don't forget to put down Don Quixote's reactions and attitudes.

3. Insert the right articles:

1. In... winter we wear... thick clothes made of... wool.
2. ... health is more precious than... wealth.
3. ... Danube crosses some... countries of... Europe.
4. ... more difficult the exercise is... greater... satisfaction is when you solve it.
5. ... spring and... summer are my favourite seasons.
6. I need... envelope and... stamp. I want to write... letter.
7. ... motor-car is... machine that burns... petrol.
8. ... people who live in... Holland speak... Dutch.
9. Have you been to... National Galleries of late?
10. ... science is rapidly progressing in... Romania.

4. Insert the right articles:

1. ... man was at... theatre. He was sitting behind two women who spoke all... time.
He touched one of them on... shoulder. "Pardon me... madam" he said, "but I can't hear".
"You're not supposed to — this is... private conversation", she answered back.
2. Teacher: "Correct... following sentence — 'It was me that spilt... ink'."
Pupil: "It wasn't me that spilt... ink."
3. ... traveller once went to... country hotel to have... dinner. He ordered... dinner and... waiter brought him... plate of... soup. Putting it on... table before... traveller, he went to... window and looked out.
"It looks like... rain, sir", he said.
"Yes," said... traveller, as he tasted... soup. "It tastes like... rain, too."

5. Read and translate. Look up in a dictionary for the new words:

SPORT

The British have always been a nation of sport lovers and interest in all types of sport is as great today as it has ever been. Many sports which nowadays are played all over the world grew up to their present-day form in Britain. Football is perhaps the best example, but among the others are horse-racing, golf, lawn tennis and rowing. Many people, both foreigners and British, consider cricket to be the most typically English of sports.

It is true that cricket, unlike football, has remained a specifically British game and is played only in Britain, in some parts of the British Commonwealth and in Denmark. But it would be wrong to say that cricket is the most popular British sport: that is, undoubtedly, football. In the summer, lawn tennis probably comes next in importance to cricket. There are clubs in every town and in all the parks there are public courts where tennis may be played for an hour on payment of a couple of shillings. Rowing and canoeing are practised less because there are not so many facilities. The annual Boat Race between Oxford and Cambridge universities on the river Thames is, however, one of the most popular sporting events of the year. The most popular winter sport after football (or "soccer" as it is colloquially called) is rugby football (or "rugger") which remains a largely amateur game.

6. TEST

CONDITIONAL SENTENCES

A. Match the clauses in column A with the clauses in column B so that you can get correct conditional sentences.

- | A | B |
|--|-------------------------------------|
| 1. Everybody would have laughed at her | a) if he had studied more. |
| 2. She would finish her report | b) if the teacher accompanied them. |
| 3. They won't stay at home | c) if she had worn that funny hat. |
| 4. John would have got better marks | d) if the wind doesn't blow. |
| 5. They wouldn't shiver | e) unless it rains. |
| 6. I should have gone with you | f) if she weren't tired. |
| 7. We'll put up the tent quite easily | g) unless they were cold. |
| 8. They would visit the factory | h) if you had asked me. |

B. Paul's, Peter's and Diana's plans for next Sunday in case the weather is fine and in case it is bad:

WEATHER	PAUL	PETER	DIANA
FINE	go camping	work in the garden	take a long swim
BAD	arrange his stamp collection	watch T.V.	go to the cinema

Use the information in the table to answer the questions for each of the following situations:

- PERHAPS THE WEATHER WILL BE FINE. What will Paul, Peter and Diana do if the weather is fine? (3 sentences)
- IT IS SUNDAY AND THE SUN IS SHINING.
 - What will Paul, Peter and Diana do? (3 sentences)
 - What would they do if it rained? (3 sentences)
- IT IS MONDAY. IT RAINED ALL DAY YESTERDAY.
 - What did Paul, Peter and Diana do? (3 sentences)
 - What would they have done if the weather had been fine? (3 sentences).

C. Fill in the blanks with the correct form of the verb in brackets:

- George: If I had ridden my bicycle more carefully yesterday I... (no break) it so badly.
- Dan: I... (help) you if I could but I can't. But my elder brother could help you. Aren't you free now?
- George: No, I am not.
- Dan: What a pity! If you... (be) free I would take you home with me. My brother is at home now.
- George: In fact this bicycle is quite old and if I... (save) enough money I would have bought a new one long ago.
- Dan: What kind of bicycle would you buy now if you... (have) enough money?
- George: I think I'd like a racing bicycle best.
- Dan: Well, are you free tomorrow?
- George: I think so.
- Dan: That's fine. If you... (be) free tomorrow, if you... (come) to our house, my brother will repair your bike in an hour or two.

D. Finish off the sentences:

- If you don't understand... ..
- You wouldn't be so tired if... ..
- If they were here,

- ## 7. Time to sing and say a rhyme!

To dre - am the im-pos-si-ble dre - am, To
fight the un-bea-ta-ble foe, To
bear with un-bea-ra-ble sor-row To
run where the brave dare not go To
right the un-righ-ta-ble wrong To
love the un-chaste from a far To
try when your arms are too wea-ry To
reach the un-rea-cha-ble star This is my

quest _____ To fo-low that star _____ No ma-tter how
hope-less, _____ No ma-tter how far, _____ To fight for the
right _____ With-out was-ting or pause _____ To be
will-ing to aid and to help for that heav-en-ly cause _____ And I
know _____ if I on-ly be true _____ to this gla-ri-ous
west _____ That my heart _____ will be peace-ful and
calm _____ When I'm laid to my rest _____ And the
world _____ will be be-tter for this _____ That one
man _____ scomed and co-vered with scars _____ Still str-
ove _____ with his last ounce of cour-age _____ To
fight _____ the un-beat-a-ble foe _____ To
rit. _____
reach _____ the un-rea-cha-ble star.

THE IMPOSSIBLE DREAM.

1. To dream the impossible dream,
To fight the unbeatable foe,
To bear with unbearable sorrow,
To run where the brave dare not go,
2. To right the unrightable wrong
To love the unchaste from afar,
To try when your arms are too weary
To reach the unreachable star.
3. This is my quest
To follow that star
No matter how hopeless
No matter how far,
4. To fight for the right
Without wasting or pause
To be willing to aid and to help
For that heavenly cause
And I know if I only be true
To this glorious west
That my heart will be peaceful and calm
When I'm laid to my rest,
5. And the world will be better for this
That one man, scorned and covered with scars,
Still strove with his last ounce of courage
To fight the unbeatable foe,
To reach the unreachable star.

THE EARTH

Eleanor Farjeon

Did you know, did you know
That the Earth is a star?
Somebody far,
Far away
At the end of the day
Looks out on the sky
With the stars swimming by,
And cries "Oh, how bright
The Earth is tonight!

How wonderful it must be, how rare,
To be born on the bright, bright Earth up there!
How the stars must shine!
How the grass must glisten
When the dew is risen!
The rays must fall
On the radiant seas

.....
On the glittering wall.
.....

How full, how full
Of light it must be
To live on the bright, bright Earth
I see
Turning up there,
Burning up there,
Swimming away on the glittering air!"
Didn't you know
You are born on a star?
Well, you are.

14. UNIT FOURTEEN

FINAL REVISION

1. This is our Final Revision ! So far your mind and soul have been enriched with a lot of things you learned in various subject-matters, English included. Do you remember the first English lesson you had this school year? It was also a Revision lesson and it presented in a poetic form the progress of a child in life from the moment he opens his eyes to adolescence. Your vocabulary is now richer than it was then. So, suppose *you* write an essay entitled "*My Childhood*" in which you should prove what you have learned this school year at English ! Pay attention to the points below and remember the words and set phrases used in all the Units.

a. The Background of My Childhood

(use the vocabulary from Units: *The Romanians*)

b. Education

- learning; love of work (use the vocabulary from Units: *Alison, Masters of Romanian Ingenuity*)
- manners (use the vocabulary from *Saying Good-Bye*)

c. Pastimes

- reading (*Culture Across Countries*)
- holidays (*Three Men in a Boat*)
- visits to museums, exhibitions, etc. (*Taming a Guide*)

2. Organize a small festival in English for your last English class this year ! All the pupils must be involved — some will be the actors and actresses, others will take care of the scenery, the bills, the lights (if possible, or necessary), etc. Here are suggestions for the festival. Use them all or select those which seem adequate to your purpose.
 - the rhyme in Exercise 3, Unit *Saying Good-Bye*.
 - the poem "*I Know Something Good About You*" and the song "*I'd Like to Teach the World To Sing*" from *Revision I*.
 - the quotations from Shakespeare

- use the telegrammes of Exercise 4 in *Three Men in a Boat* to create a funny situation (connect in with *April Fools' Day*)
- the poem "*Be the Best of Whatever You Are*" and the song "*Home on the Range*" from *Revision II*.
- the poem "*The Earth*" and the song "*The Impossible Dream*" from *Revision IV*
- dramatize the texts of *Saying Good-Bye* and *Parents and Children*.
- make a list of the proverbs and wise sayings from all the Units, then select and use those which are fit for your purposes.
- consult *The Supplementary Material* and select some things you need for the festival.
- use jokes, drawings, etc.
- make up a "Contest" on various themes connected with the Units in the text book.
- use the parts under "*Let's talk!*" (all Units), in a funny way (you may imagine a conversation between two pupils who have learned things by heart, without understanding them and who give wrong answers to each other, etc.)

After you have selected the programme, don't forget to give your festival a title!

SUPPLEMENTARY MATERIAL

SIMULATION

The television programme is submitted to a public debate, which will be held on Tuesday at 7.30 p.m. to discuss the changes that should be made (if necessary) and examine the sample of a day's programme. Choose the roles:

1. T.V. REPRESENTATIVE

You are the chairman of the meeting. Declare the meeting open. Read the AGENDA:

- decrease the number of:
 - feature films;
 - popular music programmes;
 - the amount of sports reports;
 - increase the number of:
 - documentaries;
 - school programmes;
 - classical music programmes;
 - a sample of T.V. programme;
- Date the next meeting.

USEFUL LANGUAGE

- I declare the meeting open.
- I'd like to welcome Mr. ...
- The first item on the agenda is...
- I'd like to thank Mr... on behalf of all of us for, a very interesting talk.
- Order ! One at a time please !
- We're short of time. I must ask you to be brief.

2. A TEACHER

You have been teaching children for 15 years. You think you have a rich experience considering "the tastes" of the young generation.

The increase of the number of documentaries and school programmes is a good idea. They offer enormous possibilities of education.

Useful Language:

In my opinion...

Mass media should help the teaching-learning process.

So, I'm positive about...

3. A YOUNG WORKER

You appreciate that the number of programmes with "disco" and classical music should be increased.

You think that the sports programmes should not be decreased (say why).

Useful Language:

Mr. Chairman, I'm bound to say...

You've got a very good point there.

That's not how I see it.

4. A HOUSEWIFE

You have a little nephew and you spend most of your evenings indoors. You consider that TV programmes have few interesting things for you and your little nephew. In the evening you would like to watch cartoons, serials. You suggest a new programme, entitled "Advice for Housewives".

Useful Language:

Can I make a point?

It is obvious that...

I'd like to conclude suggesting...

5. AN OLD MAN

You consider that we waste too much of our time watching TV. We begin to forget what we used to do before the invention of TV. (Used to read books, go to the cinema, theatre, etc.). We are cut off from the real world. Our free time is regulated by TV now. There's only one thing we can do about it: quality in all TV programmes.

Useful Language:

Everyone knows that...

Let's not forget...

Let's face it...

6. A PUPIL AT A SECONDARY SCHOOL

Give your own reasons!

AMBITION

The days were too short. There was so much he wanted to study. He cut his sleep down to five hours and found that he could get along upon it. He tried four hours and a half, and regretfully came back to five. He could joyfully have spent all his waking hours upon one of his pursuits. It was with regret that he stopped writing to study, that he stopped from study to go to the library, that he tore himself away from that chart-room of knowledge or from magazines in the reading-room that were filled with the secrets of writers who succeeded in selling their wares. It was like cutting heart-strings when he was with Ruth, to stand up and go; and he ran through the darkstreets so as to get home to his books at the least possible expense of time. And hardest of all was it to shut up the algebra or physics, put note-book and pencil aside, and close his tired eyes in sleep. He hated the thought of stopping to live, even for a short time, and his only consolation was that the alarm-clock was set at five hours ahead. He would lose only five hours away, and then the jangling bell would jerk him out of unconsciousness and he would have before him another glorious day of nineteen hours.

After he had been through grammar repeatedly, he took up the dictionary and added twenty words a day to his vocabulary. He found that this was no light task and at will or lookout he steadily went over and over his lengthening list of pronunciations and definitions, while he invariably memorized himself to sleep.

By and by, to his surprise, he noticed that he was beginning to speak cleaner and more correct English.

(adapted from Jack London)

● Crosswords.

The Comparison of Adjectives

	1	2	3	4	5	6	7	8	9
1	M	O	R	E		T	H	A	N
2			L	E	S		A	S	
3	S	I		T	A	L	L	E	R
4				I	A		A	T	E
5	M	A	T	T	E	R		C	D
6	O	R		E		D	I	E	T
7	S		N		R	E	N	D	E
8	T			T	H	I	N	N	E

ORIZONTAL: 1) Comparativul lui *much* — Conjunecție care face legătura între cei doi termeni ai comparației. 2) Comparativul lui *little*, cu ajutorul căruia se formează comparativul de inferioritate — Conjunecție care, pusă de o parte și de alta a adjectivelor, formează

un comparativ de egalitate. 3) Notă muzicală — Mai înalt. 4) Indică o rută; prin, în direcția — Prepoziție; la. 5) Subiect, chestiune (parcă ar fi comparativul lui *mat*, fără lăcuș, dacă ar fi posibil) — Central Department (abr.). 6) Sau — A murit, s-a stins. 7) Prefix; împreună — (poligr.) Scriere rotundă. 8) Mai subțire; mai fin.

VERTICAL: 1) Superlativul de la *much* (the...). 2) Ovală. 3) Prefix de repetiție — Pronume neutru — Northern Territory. 4) Avere; moșie. 5) South America (abr.) — Radio Intelligence (abr.) 6) Bucată de slănină (pentru împănare). 7) Oprește; a (se) opri — Han. 8) Enzimă, ferment, a ceda. 9) Mai roșu; mai rumen.

Litere ascunse: E, E, E, H, M, N, S, T, T.

(după Ion Apostol, *Engleza prin exerciții distractive*)

DROWSY BIRDS

Mihai Eminescu

Drowsy birds at even gliding,
Round about their nests alight,
In among the branches hiding ...
Dear, good night!

Silence through the forest creeping,
Lullaby the river sighs;
In the garden flowers sleeping ...
Shut your eyes!

Glides the swan among the rushes
To its rest where moonlight gleams,
And the angels' whisper hushes ...
Peaceful dreams!

O'er sky stars without number,
On the earth a silver light;
All is harmony and slumber ...
Dear, good night!

Translated into English by Corneliu M. Popescu

● Imagine a story based on the images below:



● Make up a story based on the images below:



● Crosswords

The Plural of Nouns

	1	2	3	4	5
1	T	O	O	T	H
2	E		T	R	A
3	E	E		I	N
4	T	Y	P	E	D
5	H	E	A	D	S

	1	2	3	4	5
1	F	L	A	G	S
2	R	I	S	E	T
3	O	M		E	E
4	G	O	O	S	E
5	S	N	E	E	R

ORIZONTAL: 1) Dinte; zimț. 2) Afară de; în plus; plată suplimentară. 3) Early English (abr.) — În, la, de, din; intrat, sosit. 4) Dactilografiat. 5) Capuri, căpetenii, căpătie.

VERTICAL: 1) Pluralul cuvintului *ce* la 1 orizontal. 2) (bot.) romaniță; (ornit.) pițigoi (2, 3). 3) Omar Trott — (fam.) Tăticule. 4) A încercat, a experimentat. 5) Mîini; (fam.) aplauze; acele ceasornicului; (el) înmînează.

ORIZONTAL: 1) Drapele, steaguri. 2) A reinstala; a potrive (ceasul). 3) Order of Merit — Electrical Engineer. 4) Giscă. 5) Zîmbet batjocoritor; sarcasm; a zeflemisi.

VERTICAL: 1) (zool.) Broaște. 2) Lămii (arbore), lămie. 3) Ca și cum, precum — Old English. 4) Pluralul lui 4 orizontal. 5) A pilota, a cîrmi un vas.

(după Ion Apostol, *Engleza prin exerciții distractive*)

MAGIC IN MATHEMATICS

Here is an interesting trick you can show your friends. First take a sheet of paper and write on it the magic number 12 345 679. It is easy to remember this number because there are all figures in it from 1 to 9; only number 8 is not there. Now ask a friend to tell you his favourite figure.

Multiply the figure which he is going to tell you by 9 in your head. Write the answer under the magic number. For example, if he tells you that his favourite number is 3, you write 27 under the magic number. Then ask him to multiply 12 345 679 by 27. The answer will surprise him, because there will be only 3's in it — it is his favourite figure. The trick works with any figure. Try it and see.

(from Amusing Experiments)

● Crosswords

IRREGULAR VERBS

	1	2	3	4	5	6	7	8	9	10
1	B	E	A	T	E	N			L	A
2	R	O	D	E		A	S	I	A	
3	O		A	P	P	E	N			
4	K	E	P	T		A	W	O	R	E
5	E	N	T	I	T	L	E			N
6	N	E		A	O			D	I	E
7			M	A	N	L	Y		T	W
8	S	Y	N			D	O	N	E	R
9	A		T	A				U	M	A
10	W	R	I	T	T	E	N			N

ORIZONTAL: 1) Bătut; lovit; învins — A pune, a aşterne; a stat culcat, zăcea. 2) Călărea; a călătorit (cu un vehicul) — Unul din cele cinci continente. 3) Apărut, ivit; răsărit; provenit. 4) A ținut, a păstrat; păstrat, economisit — S-a deşteptat, s-a trezit; deşteptat (cunoaşteţi şi cealaltă formă?). 5) A intitula — New French (abr.). 6) Northeast — Abreviere uzuală din "and others" — Hrană, alimentaţie; a pune la regim. 7) Bărbătesc; curajos — Total weight (abr.). 8) Synonym (abr.) — Făcut; plus la punct; terminat, desăvârşit. 9) Thank you (în limbajul copiilor) — Dans avînd la origine un dans popular din Caraibe. 10) Scris, scrisă — Denumirea literei N.

VERTICAL: 1) Sfărîmat, spart — A văzut, vedea. 2) Edward Osborne — Duşman inamic. 3) A adapta — Prefix: opus la, contra. 4) Malarie cu crize ce revin din două în două zile — Prepoziţia cu care se introduce verbul *to look*. 5) Au spus. 6) Referitor la nas; osul nasului — (inv.). Altădată, odinioară. 7) A cusut; cosea; cusut (formă paralelă cu *sewn*) — Călugărită. 8) Linoleum — Articol de cont, de enumeraţie; articol de gazetă. 9) Antiaircraft (antiaeriană, abr.) — A ştiut, ştia, cunoştea — Verb auxiliar cu ajutorul căruia se formează conjugarea pasivă. 10) Past tense şi past participle de la verbul *to leave* — A alergat; fugea.

Litere ascunse: A, E, I, L, O, R, T, Y.

(după Ion Apostol, *Engleza prin exerciţii distractive*)

GRAMMAR IN RHYME

Three little words you often see,
Are **ARTICLES** **A**, **An** and **The**.
A NOUN is the name of anything,
As **School**, or **Garden**, **Hoop** or **Swing**.
ADJECTIVES tell the kind of Noun,
As **Great**, **Small**, **Pretty**, **White** or **Brown**.
Instead of Nouns the **PRONOUNS** stand,
As **Me**, or **You** or **His** or **Them**.
VERBS tell of something being done —
To Read, **Count**, **Laugh**, **Sing**, **Jump** or **Run**.
How things are done the **ADVERBS** tell,
As **Slowly**, **Quickly**, **Ill** or **Well**.
CONJUNCTIONS join the words together —
As men **And** women, wind **And** weather.
The **PREPOSITION** stands before
A Noun, as **In** or **Through** a door.
The **INTERJECTION** shows surprise,
As **Oh!** **How** pretty! **Ah!** **How** nice!
The whole are called nine parts of speech
Which **READING**, **WRITING**, **SPEAKING** teach!

Unknown

WINTER HOLIDAYS: GREAT BRITAN — THE UNITED STATES

Christmas (shortened: *Xmas*) is an annual church festival kept on December 25. It is a day of special gifts and greetings. The usual greeting is "A Merry Christmas to you", and the reply: "The same to you". There is a custom amongst English children of hanging up their stockings at the foot of their bed on Xmas Eve, in expectation of finding them in the morning filled with toys and sweets.

Christmas trees are not always seen in English families; holly, ivy, mistletoe and other evergreens are used to decorate the rooms. The Christmas festivities and tea-parties go on until Twelfth Night (January 6th). Crackers, streamers and Chinese lanterns contribute to the fun.

The celebration of *New Year's Eve* is one of the oldest rites known to man. A number of Scottish New Year's customs endure from late Middle Ages, others are not that old, as is the singing of "Auld Lang Syne" at midnight. When the clock strikes twelve everybody stands in a circle crossing their arms and linking them with those who are on either side and merrily joins in singing the rousing tune of Burns' poem:

Should 'auld acquaintance be forgot
And never bro't to mind?
Should 'auld acquaintance be forgot,
And days of auld lang syne?

Refrain

For auld lang syne, my dear,
For auld lang syne,
We'll tak' a cup o' kindness yet
For 'auld lang syne.

And gi'e a hand, my trusty friend
And gie's a hand o'thine,
We'll tak' a cup o' kindness yet,
For auld lag syne.

The oldest of the Scottish New Year's practices is the passing of a flowing bowl, filled with hot wine spiced with cloves, nutmeg, ginger, cinnamon, plus sugar, eggs, and roasted apples, at midnight. In England, in spite of the Day's symbolic significance it has never ranked as high as a popular holiday as it does in Scotland and most other countries of the world. The symbol of the incoming year is the New Year Babe. Children born on New Year's Day have from time immemorial been regarded as harbringers of good fortune for the whole household.

Although New Year's traditions in the United States stem from as many cultures as do the people themselves, they have gradually assumed a typical American flavour. Two of the most cherished survivals come from Scotland: toasting the wassail bowl and singing with hands joined the ever-popular song "Auld Lang Syne". The custom of visiting friends, relatives and neighbours on New Year's Day is one of the Old World traditions that has taken a new form in the United States. It is called Open House. Officially inaugurated by George Washington during his first term as President, it is now as much a part of New Year's Day as floral parades and football games. A favourite place to see the old year out is New York City's Times Square. Thousands of New Yorkers and tourists crowd this famous spot and crane their necks to watch for "Happy New Year" to flash across the electronically controlled sign tract that circles the Allied Chemical Tower. When the moment arrives bedlam breaks forth. Bells ring, whistles blow, people cheer with unrestrained exuberance.

Valentine's Day, February 14, is sweethearts' day — when people in love express their affection for each other in merry ways. But, whatever form, the message is the same — "Will you be my valentine?" Nowadays, valentines are no longer reserved for young lovers — grandparents, friends or even acquaintances of any age, take the occasion to express their affection through a small gift.

Loveland, Colorado, is known as "sweetheart of a town in the Rockies". Each year as Valentine's Day approaches the Loveland post-office has to recruit a staff of volunteers to help dispatch the 100,000 valentines sent from all over the United States for re-mailing. When the valentines leave Loveland, in addition to an imprint of Loveland's romantic-sounding name they bear a picture of Cupid wearing a tengallon hat, a heart-shaped brand with the letter "L" and the following verse:

"Cupid work your magic
From your secret mountain shrine,
And touch your wand of romance
To each lover's valentine."

The volunteers carefully hand-stamp Cupid and the poetry on each envelope before sending it out as a valentine.

SONNET CXVI

William Shakespeare

Let me not to the marriage of true minds
Admit impediments. Love is not love
Which alters when it alteration finds,
Or bends with the remover to remove:
O, no! it is an ever-fixed mark
That looks on tempests and is never shaken;
It is the star to every wandering bark,
Whose worth's unknown, although his height be taken.
Love's not Time's fool, though rosy lips and cheeks
Within his bending sickle's compass come;
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.
If this be error and upon me proved,
I never writ nor no man ever loved.

THE RANSOM OF RED CHIEF

We were in Alabama-Bill and myself — when this idea of kidnapping struck us. We needed money, so we selected the only child of a prominent citizen, named Mr. Dorset. About two miles from the town was a little mountain with a cave. There we stored our provisions. We hired a buggy to get the kid there and after the boy put up a fight like a bear, we managed to drive away with him. After dark I drove the buggy back and then walked back to the mountain. Bill was putting plaster over the scratches and bruises on his face. There was a fire burning behind the big rock at the entrance of the cave and the boy was watching a pot of boiling coffee, with two feathers stuck in his hair. He pointed a stick at me when I come up, and said:

"Ha! cursed paleface, do you dare enter the camp of Red Chief the terror of the plains?"

"He's all right now", says Bill, rolling up his trousers and examining some bruises. "We're playing Indian. I'm Red Chief's captive and I'm to be scalped at daybreak. By God! that kid can kick hard!"

Yes, Sir, that boy seemed to be having the time of his life. He named me Snake-eye, the Spy, and announced me that I was to be broiled at the stake at the rising of the sun. Then we had supper. The boy talked all the time. Every few minutes he would remember that he was a redskin and pick up his stick as a rifle and tiptoe to the mouth of the cave. Now and then he would let out a war-cry that made Bill shiver. That boy had terrorized him from the start. That night I fell into a troubled sleep, and dreamed that I had been kidnapped and chained to a tree by a ferocious kid pirate. Just at daybreak I was awakened by a series of awful screams from Bill. I jumped to see what the matter was. Red Chief was sitting on Bill's chest, with one hand in Bill's hair and in the other he had the knife we used for cutting bacon; he was trying to take Bill's scalp as he had said. I got the knife from the kid, but from that moment Bill's spirit was broken. I went up to the peak of the mountain and ran my eyes over the town. The streets were quiet. When I got to the cave I found Bill backed up against the side of it, breathing hard, and the boy threatening him with a rock. "He put a red-hot potato down my back", explained Bill "and then he nashed it with his foot; and I boxed his ears". I caught him and shook him until his freckles rattled.

"If you don't behave", I said "I'll take you straight home. Now, are you going to be good, or not?"

"I was only joking", he said sullenly. "I didn't mean to hurt him, I'll behave, Snake-eye, if you don't send me home and if you let me play the Black Scout today."

"I don't know the game. Now I'm going on business. Come and make peace with Mr. Bill. Red Chief and Bill shook hands, I took Bill aside and told him I was going to send a letter to the boy's father demanding a ransom of two thousand dollars. "Play with the kid and be nice to him. I'll be back in the afternoon."

When I got back to the cave I could not find either of them. After half an hour I saw Bill, walking softly towards the cave. Behind him was the kid, stepping softly like a scout, with a broad grin on his face.

"What's the trouble, Bill?", I asked. "Sam, I couldn't help it. He rode me. He said he was the Black Scout and I was the horse. He rode me ninety miles. Then he gave me oats to eat, but it was not real oats, it was earth. And then for an hour he asked me stupid questions, so I couldn't stand him any more. I took him by the ear and dragged him down the mountain; he's gone now. I am sorry we lost the ransom." There was peace and happiness in Bill's face. "Bill", I said "is your heart strong?"

"I think so", why do you ask?"

"If your heart is strong, then turn around."

Bill turned and saw the boy; that very moment he sat down on the ground and began to pluck at grass and little sticks. For an hour I was afraid for his mind. It took me a long time to explain that there was still hope. After that I acted according to the plan. I went to take the envelope with the ransom which was to be deposited under a certain tree. When I came to the cave and opened the envelope I found only a note:

"Gentlemen, I have received your letter today. I think you are asking too much for the return of my son, Johnny. That is why I am making a counterproposition. You bring Johnny home and pay me 250 dollars and I agree to take him off your hands. I advise you to bring him back at night because of the neighbours. They are sure he is lost. If they see you bring him back they may kill you. Yours, Mr. Dorset".

"God!" I said, "the old man is mad..."

Then I looked at Bill and stopped. I had never seen such miserable eyes. "Sam", said Bill, "What's 250 dollars, after all? We have the money. I think we must agree to Mr. Dorset's kind proposition."

So we took Johnny home that night, after we promised him his father would buy him a rifle and moccasins. When the boy saw that we were going to leave him at home, screamed and fastened as tight as a leech to Bill's leg. His father peeled him away gradually, like a plaster.

"How long can you hold him?" asked Bill.

"I'm not strong as I used to be", said Mr. Dorset, "but I can promise you ten minutes."

"Enough", says Bill, "In ten minutes I shall cross the Central, Southern and Middle Western states!"

(adapted).

IF

Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting, too;
If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or, being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream — and not make dreams your master;
If you can think — and not make thoughts your aim;
If you can meet with triumph and disaster

And treat those two impostors just the same;
 If you can bear to hear the truth've spoken
 Twisted by knaves to make a trap for fools,
 Or watch the things you gave your life to broken,
 And stoop and build'em up with worn-out tools;
 If you can make one heap of all your winnings
 And risk it on one turn of pitch-and-toss,
 And lose, and start again at your beginnings.
 And never breathe a word about your loss;
 If you can force your heart and nerve and sinew
 To serve your turn long after they are gone,
 And so hold on when three is nothing in you
 Except the Will which says to them: "Hold on";
 If you can talk with crowds and keep your virtue,
 Or walk with kings-nor lose the common touch;
 If neither foes nor loving friends can hurt you;
 If all men count with you, but none too much;
 If you can fill the unforgiving minute
 With sixty seconds' worth of distance run-
 Yours is the Earth and everything that's in it,
 And-which is more-you'll be a Man, my son!

From THE INVISIBLE MAN

by H.G. WELLS

Mr. Thomas Marvel was sitting with his feet in a ditch by the roadside, about a mile and a half out of Iping. His feet were bare. He was contemplating trying on a pair of boots. They were the soundest boots he had come across for a long time, but too large for him, whereas the ones he had were, in dry weather, a very comfortable fit, but too thin soled for damp. Mr. Thomas Marvel hated roomy boots, but then he hated damp. He had never properly thought out which he hated most, and it was a pleasant day, and there was nothing better to do. So he put the four boots in a graceful group on the grass, and looked at them. And seeing them there, it suddenly occurred to him that both pairs were very ugly to see. He was not at all startled by a voice behind him.

"Thy are boots, anyhow", said the Voice.

"They are Charity Boots", said Mr. Thomas Marvel with his head on one side regarding them distastefully.

"Hmm", said the Voice.

"I've worn worse-in fact, I've worn none".

Mr. Thomas Marvel turned his head over his shoulder to the right to look at the boots of his interlocutor, with a view to comparisons, and lo! where

the boots of his interlocutor should have been were neither legs nor boots. "Where are yer?" said Mr. Marvel. "Have I visions? Was I talking to myself? What the..."

"Don't be alarmed", said the Voice.

"You'll be alarmed in a minute, you silly fool", said Mr. Marvel. "Where are yer? Lemme get my mark on yer ..."

"Are yer buried?", said Mr. Marvel after an interval.

There was no answer. Mr. Thomas Marvel stood bootless and amazed, his jacket nearly thrown off.

"I could have sworn I heard a voice", he whispered.

"Of course you did".

"It's there again", said Mr. Marvel, closing his eyes and clasping his hand on his brow with a tragic gesture. He was suddenly taken by the collar and shaken violently, and left more dazed than ever. "Don't be a fool!" said the Voice. "You think I'm just imagination?"

"What else can you be?" said Mr. Marvel.

"Very well", said the Voice in a tone of relief. "Then I'm going to throw flints at you till think differently". Whizz, came a flint, apparently out of air and missed Mr. Marvel's shoulder by a hair's breadth. He was to amazed to move. Whizz it came, and ricocheted from a bare toe into the ditch. Mr. Marvel howled aloud. "Now", said the Voice, "am I imagination?" "I don't understand it", said Mr. Marvel. "It's simple", said the Voice. "I'm an invisible man."
 (adapted)

NUME PROPRII

Aire [eə]
 Alf [ælf]
 Alison ['ælɪsən]
 Andy ['ændi]
 Canterbury ['kæntəbəri]
 the Caucasus ['kə:kəsəs]
 Charles Dickens ['tʃɑ:lz 'dɪkɪnz]
 Christopher Columbus ['krɪstəfə
 kə'lambəs]
 Cronin Archibald ['krəʊnɪn 'ɑ:tʃɪ-
 bəld]
 Daedalus [di'da:ləs]
 David Copperfield ['deɪvɪd'kɒpəfi:ld]
 Einstein ['aɪnstəɪn]
 Egypt ['i:dʒɪpt]
 Farjeon Eleanor ['fɑ:dʒən elɪnə]
 Ferguson ['fə:gəsən]
 Franklin Benjamin ['fræŋklɪn
 'bendʒmɪn]
 Geoffrey Chaucer ['dʒefri 'tʃɔ:sə]
 Goethe ['gə:tə]
 Icarus ['aɪkərəs]

Jerome K. Jerome [dʒə'rəʊm 'keɪ
 dʒə'rəʊm]
 Keith [ki:θ]
 Leacock Stephen ['li:kək 'sti:vən]
 Leeds [li:dz]
 the Louvre ['lu:vɜr]
 Malloch Douglas ['mælək 'dɒgləs]
 Mark Twain ['mɑ:k 'tweɪn]
 the Metropolitan ['metrə'pɒlɪtən]
 Moldavia [mɒl'deɪvɪə]
 don Quixote [dɒn 'kwɪksət]
 Robert ['rɒ:bət]
 Sawyer Tom ['sɔ:je 'tɒm]
 Schiller ['ʃɪlə]
 Shimon Louis ['ʃɪmən 'lu:i]
 Spencer ['spensə]
 Transylvania [trænsɪl'veɪnjə]
 the Vatican ['vætɪkən]
 Wallace Joe ['wɒləs 'dʒəʊ]
 Walachia [wɒ:'leɪkjə]
 Wilde Oscar ['waɪld 'ɔskə]
 William Shakespeare ['wɪljəm
 'ʃeɪkspɪə]

VOCABULAR ENGLEZ-ROMÂN

A

to accompany [ə'kəmpəni] = a însoți
after all [ˈɑːftər ɔːl] = la urma urmelor, în definitiv
aid [eid] = ajutor
almanac [ˈɒlmənæk] = almanah
along [ə'lɒŋ] = de-a lungul
already [ɔː'redi] = deja
altogether [ɔːl'təgeðə] = cu totul
amazed [ə'meɪzd] = uluit
amid [ə'mɪd] = în mijlocul
antelope [ˈæntələʊp] = antilopă
antiquity [æn'tɪkwɪti] = antichitate; (pl.) antichități, obiecte vechi
anxious [ˈæŋkʃəs] = 1. neliniștit 2. nerăbdător (să)
appearance [ə'piərəns] = 1. apariție 2. înfățișare 3. aparență
to appreciate [ə'pri:ʃieɪt] = a aprecia
April Fools' Day [ˈeɪprɪl 'fuːlz 'deɪ] = 1 aprilie
archaeology [ɑːki'ɒlədʒi] = arheologie
armchair [ˈɑːm tʃeə] = fotoliu
as usual [əz'juːzʊəl] = ca de obicei

B

balmy [bɑːmi] = parfumat, înmiresmat
bank [bæŋk] = țărm
banquet [ˈbæŋkwɪt] = banchet, ospăț
bear [beə] = 1. urs 2. vb. a îndura, a suporta
(on) behalf of [ˈɒn biːhɑːf əv] = în numele
behind [bi'haind] = în urma
beloved [bi:ləvɪd] = iubit(ă), îndrăgit(ă)
to be over [bi'əʊvə] = a se termina
to be shaken up [ˈbi'feɪkən'ʌp] = a fi zdruncinat / descurajat
to bother [ˈbɒðə] = a se sinchisi (să)
break [breɪk] = pauză, recreație
breeze [briːz] = briză, adiere
to bring [brɪŋ], **brought**, **brought** [brɔːt]
forth [fɔːθ] = a aduce
buffalo [ˈbʌfələʊ] = bivoliță, zimbri
to burn [bɜːn], **burnt**, **burnt** [bɜːnt] = a arde, a străluci

bush [buʃ] = tufiș
bus-shelter [ˈbʌs 'ʃeltə] = stație de autobuz (cu refugiu)
by heart [ˈbaɪ 'hɑːt] = pe de rost

C

cabbage [ˈkæbɪdʒ] = varză
cafe [ˈkæfeɪ] = cafenea
carriage [ˈkærɪdʒ] = 1. trăsură 2. vagon
to catch [kætʃ], **caught**, **caught** [kɔːt] = a prinde
charm [tʃɑːm] = farmec
to chat [tʃæt] = a pălăvrăgi, a sta la taifas, a sporovăi
chess [tʃes] = șah
chilly [ˈtʃɪli] = 1. rece 2. neprietenos
cigar [si'gɑː] = trabuc
circuit [ˈsɜːkɪt] = circuit
to circulate [ˈsɜːkjuleɪt] = a circula
cloudy [ˈklaʊdi] = înnorat
comfortably [ˈkʌmfətəbli] = confortabil
complexion [kəm'plekʃən] = culoarea pielii, ten
council [ˈkaʊnsəl] = consiliu
a couple of [ˈkʌpl əv] = câțiva; o pereche
to creep [kri:p], **crept**, **crept** [krept] = a se târî, a se furișa
crew [kruː] = echipaj
crow [kroʊ] = 1. cîntatul cocoșului 2. cioară
to curse [kɜːs] = a înjura, a blestema

D

to dare [deə] = a îndrăzni
danger [ˈdeɪŋdʒə] = pericol, primejdie
dandy [ˈdændi] = elegant, fin
deed [diːd] = faptă
deer [diə] = căprioară, căprioare
to derive from [di'raɪv 'frəm] = a deriva din
delight [di'lait] = încântare
to deny [di'nai] = a tăgădui, a refuza, a respinge

to deserve [di'zə:v] = a merita
determined [di'tə:mɪnd] = hotărît
dew [djuː] = rouă
discovery [dis'kʌvəri] = descoperire
to discourage [dis'kʌrɪdʒ] = a descuraja
discouraging [dis'kʌrɪdʒɪŋ] = descurajator
to doze off [ˈdɔːz ɔːf] = a moțâi
to draw near [ˈdrɔː 'niə] = a se apropia
to drop [drɒp] = a lăsa să cadă, a da drumul
dull [dʌl] = 1. șters, mohorit, posomorit 2. tocit 3. plicticos, searbăd 4. prostănac, greu de cap

E

to ease [iːz] = a potoli, a ușura (o durere, etc.)
to echo [ˈekəʊ] = a răsună
ecstasy [ˈekstəsi] = extaz
equipment [i'kwɪpmənt] = utilaj, instalații
enormous [i'nɔːməs] = enorm, uriaș
exhibit [ɪg'zɪbɪt] = 1. vb. a expune 2. subst. exponat
enthusiastic [ɪn'θjuːzi'æstɪk] = entuziast
entirely [ɪn'taɪəli] = în întregime, complet
to exceed [ɪk'siːd] = a depăși
to exchange [ɪk 'stʃeɪndʒ] = a schimba
eyeglass [ˈaɪglɑːs] = monoclu, lentilă

F

to fail [feɪl] = a da greș, a eșua
feebly [ˈfiːbli] = slab (d. voce)
to feed [fiːd], **fed**, **fed** [fed] = a hrăni
to fill [fɪl] = a umple
fir-tree [ˈfɜː 'triː] = brad
flight [flaɪt] = 1. zbor 2. zbor, cursă, 3. stol
foe [fəʊ] = dușman
folks [fəʊks] = oameni, lume
fond [fɒnd] = iubitor, afectuos, tandru
forerunner [fɔː'reʊnə] = precursor, înaintaș

fortune [ˈfɔːtʃən] = șansă, destin
front [frʌnt] = 1. camera din față 2. front
to furnish [ˈfɜːniʃ] = a decora
furniture [ˈfɜːnɪtʃə] = mobilă

G

gallon [ˈgælən] = galon (4,54 litri)
to gaze [geɪz] = a privi
gentle [ˈgentl] = prietenesc, amabil; blînd
to get frightened [ˈget 'fraɪnd] = a se speria
to giggle [ˈgɪgl] = a chicoti, a se hlizi
to glimmer [ˈglɪmə] = a licări, a luci
to glitter [ˈglɪtə] = a luci, a străluci
gorgeous [ˈgɔːdʒəs] = superb, splendid
graceful [ˈɡreɪsfʊl] = grațios
to gulp [ɡʌlp] = a înfuleca

H

handclasp [ˈhænd,kləsp] = strîngere de mînă
handwriting [ˈhænd,raɪtɪŋ] = scris de mînă
to have a pass [ˈhæv ə 'pɑːs] = a avea trecere
heavy [ˈhevi] = 1. greu 2. îmbelșugat 3. năpraznic, violent
height [haɪt] = înălțime
heroism [ˈherəʊɪzəm] = eroism
to hide [haɪd], **hid** [hɪd], **hidden** [ˈhɪdn] = a ascunde
hide-and-seek [ˈhaɪd ənd 'siːk] = de-a v-ați ascunselea
highway [ˈhaɪwei] = șosea
hitchhiking [ˈhɪt ,haɪkɪŋ] = drumetie
honey-bee [ˈhʌni,bɪː] = albină
hopeless [ˈhəʊplɪs] = fără speranță
hospitable [ˈhɒspɪtəbl] = ospitalier
hurra(h) [hu'raː] = ura!
hurray [hu'rei] = ura!

I

ill-humour [ˈɪl ,hjumə] = proastă dispoziție
impatience [ɪm'peɪəns] = nerăbdare
to impose on [ɪm'pəʊz 'ɒn] = a impune ceva cuiva, a vîri pe git

improvement [im'pruvmənt] = îmbunătățire
 ingenuity [indʒi'nju:ti] = ingeniozitate
 ink [ɪŋk] = cerneală

J
 to join [dʒɔɪn] = a lega, a asocia

L
 lane [leɪn] = uliță
 to lay eggs ['lei'egz] = a face ouă
 lecture ['lektʃə] = conferință
 legendary ['ledʒendəri] = legendar
 to lift [lɪft] = a ridica
 light [laɪt] = ușor
 lobe [ləʊb] = lob
 locomotive [ləkə'məutiv] = locomotivă
 to lose [lu:z], lost, lost [lɒst] = a pierde
 lunatic ['lunətik] *subst.* = nebun

M
 magnificent [mæg'nɪfɪsənt] = magnific
 maiden ['meɪdn] = fată
 main [meɪn] = principal
 to make a call ['meɪkə'kɔ:l] = a trece (pe la cineva)
 to make a contribution ['meɪkə'kɒntrɪ'bju:ʃən] = a contribui (la)
 to make a fool of smb. ['meɪkə'fu:l əv'sambədi] = a rîde de cineva
 to make an inquiry ['meɪkən in'kwaiəri] = a se interesa (de)
 man of science ['mæn əv'saɪəns] = om de știință, savant
 marmalade ['mɑ:mə'leɪd] = dulceață sau marmeladă de portocale
 to mention ['menʃən] = a aminti, a menționa
 midstream ['mɪdstri:m] = mijlocul apei
 miraculos [mɪr'ækjʊləs] = miraculos
 mummy ['mʌmi] = 1. mămică, mămică 2. mumie
 mutual ['mjʊtʃuəl] = reciproc

N
 none [nʌn] = niciunul
 no matter how ['nəu'mætə'hau] = oricît de, indiferent cît de

to notice ['nəʊtɪs] = a observa, a remarca
 nowadays ['naʊədəɪz] = în ziua de azi

O
 out of mind ['aʊtəv'maɪnd] = dat uitării
 outstanding [aʊt'stændɪŋ] = de frunte
 to overcome [əʊvə'kʌm], overcome [əʊvə'keɪm], overcome [əʊvə'kʌm] = a da gata

P
 painful ['peɪnful] = 1. dureros 2. (fig.) penibil, jenant
 pause [pɔ:z] = pauză, odihnă
 peaceful ['pi:sful] = pașnic
 to peep [pi:p] = a se ivi
 perseverance [pə'sɪ'vɪərəns] = perseverență
 to pick [pɪk] = a culege
 picturesque [pɪktʃə'resk] = pitoresc
 to plead [pli:d] = 1. a pleda (o cauză) 2. a pretexta o scuză
 to please [pli:z] = a mulțumi (pe cineva)
 poisonous ['poɪzənəs] = otrăvitor
 poultry [pəʊltri] = păsări (de curte), orătării
 to praise [preɪz] = a lăuda
 to pretend [pri'tend] = a pretinde
 to print [prɪnt] = a tipări
 prize [praɪz] = premiu

Q
 quest [kwest] = căutare
 quite [kwaɪt] = destul de

R
 range [reɪndʒ] = pășune întinsă
 to reach [ri:tʃ] = a ajunge la
 to recall [ri'kɔ:l] = a-ți aminti
 requirement [ri'kwaiəmənt] = cerință
 remark [ri'mɑ:k] = remarcă
 representative [ˌrepri'zentətɪv] = reprezentant
 responsible [rɪ'spɒnsəbl] = responsabil
 rest [rest] = odihnă
 to resume [ri'zju:m] = a relua
 to retire [ri'taɪə] = a se retrage

to right [raɪt] = a îndrepta
 rill [rɪl] = pîrîiaș
 to ring [rɪŋ] = rang [ræŋ], rung [rʌŋ] = a suna
 to roam [rəʊm] = a hoinări
 root [ru:t] = rădăcină
 rude [ru:d] = nepoliticos

S
 scar [ska:] = cicatrice
 scenery [si:nəri] = decor
 scholarship ['skɒləʃɪp] = bursă
 to scorn [skɔ:n] = a disprețui
 selfish ['selfɪʃ] = egoist
 self-possessed [selfpə'zest] = cu sinege rece, stăpînit
 serenity [si'renɪti] = seninătate
 shadow ['ʃædəʊ] = umbră
 shout [ʃaʊt] = strigăt
 showers ['ʃaʊəz] = averse (de ploaie)
 shyly ['ʃaɪli] = timid, cu sfială
 to sink [sɪŋk], sank [sæŋk], sunk [sʌŋk] = 1. a se afunda (în)
 2. a se scufunda
 to sit [sɪt], sat [sæt], sat [sæt] a
 scholarship = a candida pentru o bursă
 skill [skɪl] = îndemînare
 smallpox ['smɔ:l'pɒks] = variolă
 smart [smɑ:t] = isteț
 snow-white ['snəʊ, waɪt] = alb ca zăpada

sorrow ['sɒrəʊ] = tristețe
 spaceship ['speɪsʃɪp] = navă spațială
 spare [speə] = liber, disponibil, de rezervă
 speed [spi:d] = viteză
 to spring [sprɪŋ], sprang [spræŋ], sprung [sprʌŋ] = a sări
 standing ['stændɪŋ] = permanent
 stick [stɪk] = băț, baston
 stove [stəʊv] = sobă
 to stroke [strəʊk] = a mîngia
 to strive [straɪv], strove [strəʊv], striven ['strɪvən] = a se strădui
 successful [sək'sesful] = reușit
 surprise [sə:'praɪz] = surpriză
 surprised [sə:'praɪzd] = surprins
 switch [swɪtʃ] = buton

T
 to take in ['teɪk 'ɪn] = a păcăli
 to throb [θrɒb] = a zîcni, a palpita

to throw [θrəʊ], threw [θru:], thrown [θrəʊn], off the track [træk] = a întrerupe șirul logic al gândurilor
 tongue [tʌŋ] = limbă
 track [træk] = urmă; șină
 trace [treɪs] = urmă
 trail [treɪl] = potecă
 transparent [træns'pɛərənt] = transparent

parent
 to treat [tri:t] = a trata
 to try one's hand at ['traɪ 'wʌnz 'hænd 'æt] = a-și încerca puterile/dibăcia la
 turn [tɜ:n] = 1. întoarce 2. cotitură
 turtle-dove ['tɜ:tl 'dʌv] = turturică

U
 unawares [ˌʌnə'weəz] = pe neașteptate
 unbearable [ʌn'bɛərəbl] = de nesuportat
 unbeatable [ʌn'bi:təbl] = de neînving
 unchaste [ʌn'tʃeɪst] = necast, nevirtuos
 unexpected [ʌnɪks'pektɪd] = neașteptat
 unfair [ʌn'feə] = incorect, necintit
 unreachable [ʌn'ri:tʃəbl] = de neatin

V
 valor ['vælə] = vitejie, bravură
 to venture ['ventʃə] = a se aventura, a risca
 viewing public ['vju:ɪŋ 'pʌblɪk] = spectatori
 vivid ['vɪvɪd] = viu, aprins

W
 to walk one's legs off ['wɔ:k 'wʌnz 'legz 'ɔ:f] = a-ți toci tălpile
 to watch [wɒtʃ] = a urmări (cu privirea)
 weary ['wiəri] = obosit; plictisit
 wet [wet] = ud, umed
 willing ['wɪlɪŋ] = dispus, gata; voluntar
 with one voice ['wið 'wʌn 'voɪs] = într-un glas
 wrong [rɒŋ] = nedreptate

Z
 zephyr ['zefə] = zefir

CONTENTS

Unit I	<i>Revision</i>	
	— THE COLOURS OF OUR COUNTRY	
	(Part A)	3
	— THE COLOURS OF OUR COUNTRY	
	(Part B)	15
Unit II	— THE ROMANIANS	26
	Making an Inquiry	
	Expressing Future Time	
Unit III	— SAYING GOOD-BYE	41
	Table Conversation	
	Present Perfect Tense	
Unit IV	— ALISON	59
	Quality People	
	Past Tense	
Unit V	<i>Revision I</i>	76
Unit VI	— WILLIAM SHAKESPEARE	84
	Asking the Way	
	Modal Verbs	
Unit VII	— CULTURE ACROSS COUNTRIES	97
	Encouraging People to Speak	
	Modal Verbs	
Unit VIII	— TAMING A GUIDE	111
	Sightseeing	
	The Noun	
Unit IX	<i>Revision II</i>	126
Unit X	— MASTERS OF ROMANIAN INGENUITY	138
	Describing Things	
	The Article	
Unit XI	— PARENTS AND CHILDREN	144
	If Clauses (type I)	
Unit XII	— THREE MEN IN A BOAT	158
	The Weather	
	If Clauses (type II, III)	
Unit XIII	<i>Revision III</i>	173
Unit XIV	<i>Final Revision</i>	182
	Supplementary Material	183
	English-Romanian Vocabulary	196
	Contents	200