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LIMBA ENGLEZĂ



3-4

DORIS BUNACIU

GEORGIANA GĂLAȚEANU-FĂRNOAGĂ

LIMBA ENGLEZĂ

MANUAL PENTRU ANII III-IV DE STUDIU



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Autoarele au elaborat manualul în părți egale.

Controlul științific a fost efectuat de ECATERINA COMIȘEL, inspector principal de specialitate în M.E.I., MICHAELA MICU-PERICLE, inspector principal de specialitate în M.E.I., de catedra de specialitate de la Școala generală „MIRON CONSTANTINESCU” din București și de VICTOR BUDEANU, asistent la Universitatea din București.

Redactor: Simona Rosetti
Tehnoredactor: Sanda Dumitrașcu
Coperta: Ion Hăcik

“Let you learn, learn and learn. Let you explore, explore and work. Let you relate tightly education to research and work. Only by so doing can you become good patriots, good revolutionaries, reliable citizens of socialist Romania, devoted champions of her independence and sovereignty.”

NICOLAE CEAUȘESCU

ANUL III

REVISION A

The Present Tense Simple :

I	} + verb	he	} + verb +	-s
we		she		-es
you		it		
they				

1. Situation : My friend and I don't do things in the same way.

Example :

get up early/late
I get up early, but my friend gets up late.

1. leave home at 12 o'clock / 1 o'clock
2. go to school by bus / by tram
3. like Romanian / Maths
4. speak English well / badly
5. listen to the teachers / play during the class
6. get home at six / seven
7. play in the morning / in the evening
8. go to bed early / late

The Present Tense Simple Interrogative :

Do	$\left\{ \begin{array}{l} I \\ we \\ you \\ they \end{array} \right\}$	+ verb?	Does	$\left\{ \begin{array}{l} he \\ she \end{array} \right\}$	+ verb?
----	--	---------	------	---	---------

2. Talk about your daily programme by answering these questions :

1. When do you get up?
2. When do you leave home?
3. When do you start school?
4. When do you have the breaks?
5. When do you leave school?
6. When do you get back home?

I get up		
I leave home		
I start school		
I have the breaks	at	
I leave school		
I get back home		

3. Ask and answer these questions about yourselves. Work in pairs:

1. What is your name?
2. Where do you live?
3. How old are you?
4. What school do you go to?
5. What form are you in?
6. When do you usually go to school?

4. Now answer these questions about your parents :

1. What does your father/mother do?	He/She is a
2. Where does he/she work?	He/She works in a
3. When does work begin?	Work begins at . . . o'clock.
4. When does he/she come back home?	He/She comes back home at . . . o'clock.
5. When does he/she go shopping?	He/She goes shopping in the
6. When does he/she watch T.V.?	He/She watches T.V. in the

5. Read :

Ann lives in Tirgoviste. She is 13 years old and she is in the 7th form. She studies at school No. 12. She usually goes to school in the afternoon. Now she is at school. She is studying English.

Answer these questions now :

1. Where does Ann live?
2. How old is she?
3. Where does she study?
4. What form is she in?
5. When does she go to school?
6. Where is Ann now?
7. What is she studying now?

6. Ask your teacher of English questions, using these words :

What books / like
<i>Example:</i> Pupil: What books do you like, teacher?

1. Where / live
2. What time / get up
3. When / go to school
4. What time / start teaching
5. What forms / teach
6. Which form / like best
7. When / do your shopping
8. What time / get back home

7. Now ask and answer questions about Peter:

Where / live / in Braşov
<i>Example:</i> Pupil 1: Where does Peter live?
Pupil 2: Peter lives in Braşov.

1. Where / live / at 15 Bucharest Road
2. When / go to school / in the afternoon
3. Where / study / at school No. 1
4. What / like best / Maths
5. What games / play / football and tennis

The Present Tense Simple Negative :

I	$\left\{ \begin{array}{l} \text{don't} \\ (\text{do not}) \end{array} \right\}$	+ verb	He	$\left\{ \begin{array}{l} \text{doesn't} \\ (\text{does not}) \end{array} \right\}$	+ verb
We			She		
You			It		
They					

8. Correct these sentences if they are wrong :

1. I go to school in the evening.
2. I study German and Italian.
3. Mary plays football.
4. My grandfather swims every morning.
5. I get up at 11 o'clock.
6. Paul plays with dolls.
7. Father goes to the nursery every morning.
8. Victor sleeps in the bathroom.

9.* Situation : Filling in a Form

You want to borrow a book from the library and you have to fill in a form. Here is what the librarian said. Fill in your part:

* The exercises marked * are optional throughout the book.

Librarian:

You:

- | | |
|--|---------|
| 1. What's your name, please? | 1. |
| 2. No, no, your surname. | 2. |
| 3. Can you spell it? | 3. |
| 4. And your first name? | 4. |
| 5. Date of birth, please. | 5. |
| 6. What's your address? | 6. |
| 7. Are you in 7 A or B? | 7. |
| 8. That's all. Here's the book. You can keep it for 10 days. | 8. |
| 9. You're welcome. Goodbye. | 9. |

10*. Speak/Write about a friend/cousin of yours.

Give this information:

name, town, address, age, school, form.

11.* Read with the dictionary:

Victor's New Friend

One evening Victor's father gives Victor a new book. "Read this book, Victor," says father. "All boys and girls like it."

"Thank you, father," says Victor and takes the book.

But Victor is sleepy. He doesn't want to read the book. He looks at some of the pictures and then shuts the book and puts it on the bookshelf. He turns off the light and goes to sleep.

During the night Victor has a dream. In his dream he opens the book again and looks at the pictures. In one of them he sees a boy.

But what is it? The boy comes out of the book and says, "How do you do? What's your name?"

"My name is Victor. But who are *you*?" asks Victor.

"My name is Tom," says the boy. "I have a brother Sid and a sister Mary. We live with our aunt Polly. What about *you*, Victor? Have you any brothers and sisters?"

"No, Tom, I haven't," says Victor.

"No brothers and no sisters? Well, let's be friends then. I have a lot of good friends," says Tom.

"All right," says Victor, "let's be friends..."

Suddenly Victor wakes up. He opens his eyes and gets up. He goes to the bookshelf.

"Where is that book?" says Victor. "It must be interesting. I must read it."

"Well, children, what book is it? Who is Victor's new friend?"

(Tom Sawyer — by Mark Twain)

* This exercise is optional throughout the book.

REVISION B

1. Let's remember the Past Tense Simple of regular verbs:

I, you, he, she, it we, they	{ + verb } + -ed
------------------------------------	------------------

[t]

[d]

- | | |
|---------------------------|------------------------------|
| a) wash — washed — washed | b) play — played — played |
| cook — cooked — cooked | listen — listened — listened |

[id]

- c) need — needed — needed
skate — skated — skated

2. Now remember the Past Tense Simple of irregular verbs:

I, you, he, she, it we, they	{ + verb 2nd form
------------------------------------	-------------------

- | | | | | |
|---------------------|-------------------|--------------------------|-----|------|
| [e] | [e] | [æ] | [æ] | [əu] |
| a) meet, met, met | b) have, had, had | c) write, wrote, written | | |
| leave, left, left | sit, sat, sat | break, broke, broken | | |
| say, said, said | | | | |
| read, read, read | | | | |
| send, sent, sent | | | | |
| spend, spent, spent | | | | |
| [æ] | [ʌ] | [i:n] | | |
| d) run, ran, run | e) be, was, been | f) do, did, done | | |
| begin, began, begun | see, saw, seen | go, went, gone | | |
| drink, drank, drunk | | eat, ate, eaten | | |
| sing, sang, sung | | forget, forgot, forgot | | |
| swim, swam, swum | | ten | | |

- | | |
|------------------------|---------------------|
| g) get, got, got | h) make, made, made |
| get up, got up, got up | lay, laid, laid |
| find, found, found | come, came, come |
| | give, gave, given |

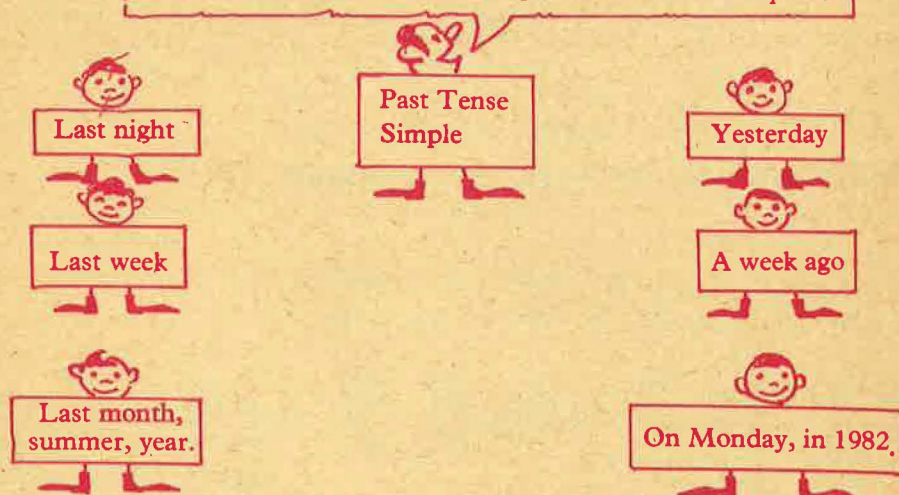
3. What are the three forms of these verbs?

Example:

go
go, went, gone

- | | | | |
|---------|----------|-----------|------------|
| 1. send | 6. drink | 11. sing | 16. listen |
| 2. do | 7. eat | 12. see | 17. give |
| 3. run | 8. begin | 13. want | 18. come |
| 4. swim | 9. leave | 14. spend | 19. wash |
| 5. go | 10. say | 15. make | 20. write |

I am used with these words to express an action in the past :



4. Situation : Dan went on holiday in August (last month).
Read how he spent his holiday. (Use the Past Tense Simple)

Example:

Dan (go) on holiday in August.
Dan went on holiday in August.

- Dan (spend) two weeks in the Danube Delta last month.
- He (get up) early in the morning and (do) morning exercises.
- Then he (wash) and (eat) breakfast.
- After that he (go) fishing with his friends.
- He (swim) in the Danube every day.
- The weather (be) fine all the time.
- Dan (make) a lot of friends in the Delta.
- He (come) back home in September.

5. Say what you did last Sunday and at what times. Use :

- | | | |
|-------------------|---------------------|-------------|
| 1. get up | 5. go to the cinema | 9. watch TV |
| 2. have breakfast | 6. see a film | 10. read |
| 3. play | 7. come back home | 11. write |
| 4. meet friends | 8. have lunch | 12. speak |

The Past Tense Simple Interrogative of Regular and Irregular Verbs :

Did { I, you,
he, she, it
we, they } + verb?

6. Ask and answer these questions about yourselves. Work in pairs :

- | | |
|---|--|
| 1. Where were you last summer? | Last summer |
| 2. Did you go there by train, by car or by plane? | I was in / at
I went there by |
| 3. What was the weather like? | The weather was |
| 4. When did you get up? | I got up at . . . o'clock. |
| 5. Where did you have your meals? | I had my meals at |
| 6. Did you go on trips? Where? | I went on trips to |
| 7. What books did you read? | I read |

7. Ask your deskmate questions about his / her holiday and listen to his / her answers. Then answer his / her questions:

Example:

Where / go on holiday
Dan: Where did you go on holiday, Victor?
Victor: I went on holiday to the seaside.

- | | |
|-------------------------------|------------------------|
| 1. When / leave home | 6. What time / get up |
| 2. Where / spend your holiday | 7. What / do every day |
| 3. How / get there | 8. Where / eat |
| 4. Who / go there with | 9. Where / go on trips |
| 5. Who / meet there | 10. What books / read |

The Past Tense Simple Negative of Regular and Irregular Verbs :

I, you,
he, she, it { didn't
(did not) } + verb
we, they

8. Say some things you didn't do yesterday and some things you did :

Example:

go / to the theatre / to the cinema
I didn't go to the theatre yesterday. I went to the cinema.

- | | |
|---------------------------------------|---|
| 1. drink / milk / tea | 6. swim / in the sea / in the river |
| 2. meet / my teachers / my friends | 7. run / in the classroom / in the schoolyard |
| 3. play / in the street / in the park | 8. read / a book / a newspaper |
| 4. eat / icecream / a cake | 9. send / a telegram / a letter |
| 5. see / a play / a film | 10. spend money / on toys / on books |

- 9.* Read the story "Victor's New Friend" again. Put it in the Past Tense.
10.* Read with the dictionary, then tell the story :

At a Country Inn

One day, Benjamin Franklin stopped at a small country inn on his way from Philadelphia to Boston. As you know, country inns are always full of people and everybody wants to learn everything about the others, being always ready to ask a lot of questions:

- 'What is your name, please?'
'How old are you?'
'Where do you live?'
'What's your job?'
'Where are you going?'

When Franklin wanted to have breakfast, there were ten people around him; when he wanted to have lunch, there were twenty looking at him and speaking to him.

Then Benjamin Franklin thought of a plan. He told everybody to come into the dining-room and listen to him. He said:

'I'm going to tell you everything you want to know. My name is Benjamin Franklin. I am nineteen years old. I'm a printer. I live in Philadelphia. Now I'm going on a trip to Boston. If you want to ask me questions, ask me now. I want to answer them all, and then have my lunch.'

Of course, everybody began to laugh and nobody asked any questions.

Franklin washed his hands, sat down at the table and began to eat his lunch. After lunch he drank a cup of coffee and read a letter. He left the inn the next day.

REVISION C

Present Perfect Simple

I We You They	} + have + verb 3 rd form	He She It	} + has + verb 3 rd form

A.

Use me to express a *finished action* when you think of the **EFFECT** of the action in the present (and you don't say *exactly when* the action was finished).

Present Perfect

1. Situation : Mary has done a lot of things today. Look at the effect of her actions:

1. She has washed her blouse. (*Aha! It's clean now.*)
2. She has cooked a nice meal. (*Mm! It's good to eat.*)
3. She has opened the window. (*The air in the room is clean now.*)
4. She has read "Baltagul". (*She knows the story now.*)
5. She hasn't learnt for Geography. (*Now she can't answer.*)
6. She has written the letter. (*She can send it now.*)

2. Situation : Paula is doing kitchen duty in the camp today. Put in her answers:

Example:	Cook: Are the vegetables clean? (<i>wash</i>)
	Paula: Yes, they are. I've washed them all.

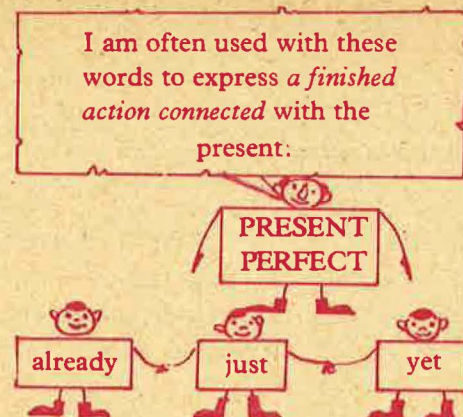
Cook:

1. Are the vegetables here?
2. Are the potatoes cut?
3. Are the dishes clean?
4. Are the windows open?
5. Are the chairs clean?
6. Are the tables ready for lunch?

Paula:

1. ... (*bring*) ...
2. ... (*cut*) ...
3. ... (*wash*) ...
4. ... (*open*) ...
5. ... (*clean*) ...
6. ... (*lay*) ...

B.



Present Perfect		
Question	Affirmative	Negative
—	just	—
yet	—	yet
already (surprise)	already	—

3. Complete with verbs in the Present Perfect Tense:

- The window is open. Mary ... just ... it. (open)
- It's seven o'clock in the morning. The boy ... just (get up)
- Our plates are empty. We ... just ... our dinner. (have)
- I can tell you what the book is about. I ... already ... it. (read)
- I know who that girl is. I ... already ... her. (meet)
- Your brother is only 3 years old. ... he already ... to swim? (learn)
- You can give me something to eat. I lunch yet. (not have)
- Jane is still sleeping. She yet. (not get up)
- I don't know this song. I it yet. (not learn)
- ... you ... the composition yet? (write)

4. Situation : Mother is angry with Tom and Mary, because they have been very lazy today. Make up their questions and answers.

make the bed
Example: Mother: Have you made the bed yet?
Tom: I'm afraid I haven't made it yet.

- Tom: 1. have breakfast 2. do the homework 3. read the story 4. write the composition
- Mary: 5. wash the uniform 6. clean the kitchen 7. buy the milk 8. send the letter

5. Situation : Diana comes home and wants to be of help, but everything is ready for dinner.

Example:
Mother / cook the dinner
Mother has already cooked the dinner.

- Aunt Martha / make the cake
 - Mary / lay the table
 - Father / buy Pepsi-cola
 - Tom / cut the bread
 - Uncle George / wash the fruit
 - Grandfather / put the flowers on the table
 - Grandmother / bring the soup
- 6. Finish these sentences with just, yet, already:**
- I don't know where my football is. I haven't found it
 - The dishes are clean. Mother has . . . washed them.
 - Do you like my new skirt? I've . . . bought it!
 - Haven't you brushed your teeth . . . ?
 - Have a cake! No, thank you, I've . . . had one.
 - Write a letter to your grandma. I've . . . written it!
 - I haven't seen this film
 - Paul isn't at home. He has . . . left for school.
- 7.* Let's talk!** Make a list of the things you usually do during a week. Tell the class which of these things *you have already done* this week and which of them *you have not done yet*.

C. Present Perfect

Use me to express a finished action. (You **DON'T SAY WHEN** the action was finished).

Past Tense

Use me to express a finished action. (You **SAY WHEN** the action was finished).



8. Situation : A lot of things have happened in your family. Tell us what. Use the *Present Perfect* (don't say when) or the *Past Tense* (say when).

Examples:
I / do my homework
I have done my homework.

I / go to my grandparents / last week
I went to my grandparents last week.

1. I / write a letter / yesterday
 2. My brother / learn / the new words
 3. I / shut the window / a minute ago
 4. I / see my aunt / last month
 5. Father / read the newspaper
 6. I / find the book
 7. I / run in the park / an hour ago
 8. My sister / go to the cinema
9. Make dialogues using *Present Perfect* (alone) and *Past Tense* (+ when).

see the new film

Example:

A: Have you seen the new film?

B: Yes, I have.

A: When did you see it?

B: I saw it last night.

1. write the exercise
2. send the book
3. see the new play
4. visit the museum
5. buy a new uniform
6. do the homework
7. sell the dictionary
8. read the play

10*. Read with the dictionary :

The Little Kitten

"When I was here last I saw a pretty little kitten in the kitchen," said a little girl to her aunt. "Where is it now? Can I see it?"

"I'm afraid you can't," said her aunt.

"Oh, what have you done with it? Have you given it away?"

"No, I haven't, but..."

"You have drowned it."

"I have certainly done nothing of the kind."

"You have sold it, I'm sure."

"I haven't done that either. And don't jump at conclusions, please."

With these words, the old woman went to the kitchen door, opened it and let in a big cat. "Here is your little kitten. It has become a big cat."

1. LESSON ONE

I. VOCABULARY PRACTICE

A. youth [ju:θ] = young people

to enjoy [in 'dʒɔɪ] = to like something very much

to enjoy oneself [in 'dʒɔɪ wʌn 'self] = to have fun

to hurry ['hʌrɪ] = to go quickly

to stay [steɪ] = to spend some time in a place

to forget [fə 'ɡet], forgot [fə 'ɡɒt], forgotten [fə 'ɡɒtn] = not to remember

to sunbathe ['sʌnbeɪð] = to lie in the sun to get brown

had better ('d better) = it is better

B. camp [kæmp] ... The 7th form pupils spent two weeks in the Costinești youth camp.

way [wei] ... 1. Can you tell me the way to the hospital, please?

2. You must do the exercise in this way: match the words in list A with those in list B.

beach [bi:tʃ] ... Mamaia has a large beach, where people lie in the sun to get brown.

classmate ['kla:smeɪt] ... Victor and Diana are in the same class. They are classmates.

subject ['sʌbdʒɪkt] ... 1. We learn many subjects at school: Maths, Romanian, History, Geography, etc.

2. 'Tom is reading'. 'Tom' is the subject of the sentence.

most [məʊst] ... Most of the children in this class walk to school.

great [ɡreɪt] ... 1. London is a big and important city. It is a great city.

2. Great! We can go to the cinema!

the same [ðə 'seɪm] ... Peter read 'Tom Sawyer' last week. Dan read 'Tom Sawyer', too. They both read the same book.

each other [i:tʃ 'ʌðə] ... Victor helps Diana with her lessons and Diana helps Victor. They help each other.

C. Look at the picture on page 19 and complete these sentences with the right subjects:

1. The ... is up in the sky.
2. The ... are walking down the beach.
3. A ... is swimming in the sea.
4. The ... are sunbathing.
5. The ... are bathing in the sea.
6. The ... is fishing.

D. Say these in one or two words :

1. direction of travel;
2. young people;
3. a place where young people spend their holiday together;
4. a place near the sea where you lie in the sun to get brown;
5. a pupil in the same class with another pupil;
6. Romanian, Maths, Geography and History.

E. Say these in another way :

1. "I'm tired." *"It is better if you go to bed then."*
2. I *had lots of fun* at Diana's birthday party.
3. It's 12 o'clock. *Go quickly* to school or you'll be late.
4. I *liked* my stay at the seaside last month.
5. Bucharest is *an important* city.
6. *Nearly all* the boys in our class play football.
7. *Fine!* We can go to the theatre then!
8. I *don't remember* what I told you yesterday.
9. We like to *lie in the sun to get brown*.
10. I *spent* two weeks at the seaside.

F. Make suggestions :

Example:

play a game / do our homework

Adrian: Let's play a game!

Eliza: We'd better do our homework.

- Adrian:
1. go for a walk
 2. watch T.V.
 3. see a film
 4. play tennis
 5. go fishing

- Eliza:
1. make the beds
 2. help mother
 3. wash the vegetables
 4. cook the lunch
 5. wash the dishes

G*. Express hesitation in these situations. Use :

Um ... er ... you see ... well ... actually ...

Example:

A: How many plays did Shakespeare write?

B: Er ... I don't remember how many!
But I know that they are all good!

1. You are late for school. Say why.
2. You want to go for a walk but your mother wants you to go shopping.
3. You don't know the lesson. The teacher asks you why.
4. The Maths teacher asks you what subject you like best. Say which and why.
5. You didn't come to work on the school plot. Say why.
6. The water is cold. You don't want to go into the sea.

H. Complete these sentences with the right words :

each other

most

forget

bathe

the same

great

go fishing

way

enjoyed myself

stay

1. ... of my friends watched TV last night. Only two of them went to the cinema.
2. Mother helps Mary and Mary helps mother. They help ...
3. When the water is warm, children like to ... in the sea.
4. Don't ... your English book again. You'll need it in your English lesson tomorrow.
5. I ... during the summer holidays. The weather was fine and I had lots of fun.
6. There are a lot of fish in that river. You can ... there.
7. I always meet Dan on the ... to school.
8. Bucharest is a ... city.
9. When I go to the country, I ... at my grandparents'.
10. Peter is in class 7 B. Tom is in class 7 B, too. They are in ... class.

II. GRAMMAR PRACTICE



1. Read :

- a) It's Thursday today. *I've been to the cinema twice this week.* (Maybe I'll go again on Saturday).
- b) It's 10 o'clock in the morning. I'm learning for Maths. *I've done three exercises this morning.* (Maybe I'll do some problems, too).
- c) I can swim now. *I've learnt to swim this year.* (Maybe I'll learn to ski, too).

2. Answer these questions now :

- a) Where have you been **this week**?
- b) How many problems / exercises have you done **today**?
- c) What have you learnt **this year**?

3. What have they done *this morning / today / this week / this year*? Put the verbs in the *Present Perfect Simple*:

a) It's eleven o'clock and mother has already done a lot of work *this morning* :

1. She (*clean*) the house.
2. She (*make*) the beds.
3. She (*cook*) lunch.
4. She (*wash*) the dishes.

Maybe she will help my little brother with his homework, too.

b) It's Sunday, six o'clock p.m. *Today* :

1. I (*do*) my homework.
2. I (*help*) mother with the housework.
3. I (*meet*) my classmate Eliza.
4. I (*be*) out for a walk.

Maybe I'll watch T.V., too.

c) We have been very busy on the school plot *this week* :

1. We (*pull out*) some vegetables from the school plot.
2. We (*plant*) some fruit-trees in the orchard.
3. We (*pick*) the ripe apples and pears.

Maybe we'll pick the ripe plums, too.

d) *This year* has been very important for my little brother:

1. He (*begin*) school.
2. He (*get*) his first school books.
3. He (*learn*) to read and he will learn to write, too.

4. Put the verbs in these sentences in the right form.

Remember :

What has happened - today?	What happened - yesterday?
- this { morning? (Use week? Present month? Perfect) year?	- last { week? (Use month? Past year? Tense)

1. *Today* I (*answer*) in English, Romanian and maybe I'll answer in Maths, too.
2. *This week* we (*play*) volleyball in our sports lessons. Maybe we'll play football next time.
3. *This week* I (*get*) a 10 in Geography and maybe I'll get one in English, too.

1. *Yesterday* I (*answer*) only in History.
2. *Last week* we (*play*) only volleyball.
3. *Last week* I (*get*) only a 10 in Maths.

4. *This month* we (*be*) on an outing to a farm, and maybe we'll visit a factory, too.
5. *This year* I (*be*) to the seaside and maybe I'll go to the mountains, too.

4. *Last month* we (*not go*) anywhere.
5. *Last year* I (*be*) only to my grandparents.

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

1. Do you work hard during the school year?
2. Where do you usually spend your winter holidays?
3. Where do you usually spend your summer holidays?
4. What do you like to do at the seaside?
5. Where would you like to go on holiday next year?
6. Have you ever been to a youth camp? Where?

B. Reading :

IN THE NÄVODARI YOUTH CAMP

Adrian and Eliza meet on their way to school. They are classmates and they haven't seen each other for two months. They start talking about their holidays.

Adrian: You had a nice holiday, Eliza, didn't you?

Eliza: Oh, yes, a great one! I went to a youth camp at Năvodari.

Adrian: Ooh, what was it like?

Eliza: I enjoyed myself very much. The weather was fine most of the time. In the morning we usually got up at 7.30, did some exercises, and had breakfast. Then we went to the beach where we had a lot of swimming and sunbathing.

Adrian: Well, you certainly look brown!

Eliza: Actually, I went fishing after lunch so I stayed in the sun all day long.

Adrian: How did you spend your evenings?



Eliza: Well, I played games with my friends, watched T.V. or listened to music, read books, talked

Adrian: We spent our evenings in the same way!

Eliza: So you were at the seaside too, weren't you?

Adrian: No, I was in the mountains. You know I love the mountains.

Eliza: I see. So you enjoyed your holiday, too, didn't you?

Adrian: Enjoyed it? It was the holiday of my life. I'll spend my winter holiday in a youth camp at

Eliza: Adrian, school has just started. Forget about your winter holiday. We'd better talk about our new subjects and teachers.

Adrian: That's right, but we'd better hurry or we'll be late for school.

C. Exercises:

1 Which is the right end for each sentence?

1. Adrian and Eliza meet . . .

a) *in the youth camp.* b) *in the mountains.* c) *on their way to school.*

2. They are . . .

a) *brother and sister.* b) *classmates.* c) *cousins.*

3. They start talking about . . .

a) *their holidays.* b) *sports and games.* c) *their new teachers.*

4. Eliza spent her holiday . . .

a) *in the mountains.* b) *in the country.* c) *in a youth camp.*

5. After breakfast each morning, she . . .

a) *went on trips.* b) *visited museums.* c) *went to the beach.*

6. Every morning, Eliza went . . .

a) *swimming and sunbathing.* b) *fishing.* c) *shopping.*

7. In the evening, she . . .

a) *talked with her parents.* b) *played games.* c) *wrote letters.*

8. Adrian spent his holiday . . .

a) *at the seaside, too.* b) *in the Danube Delta.* c) *in the mountains.*

2. Answer these questions:

1. What are Adrian and Eliza?

2. Where does Adrian meet Eliza?

3. How long haven't they seen each other?

4. What do they start talking about?

5. Where did Eliza spend her summer holiday?

6. What did she do every day?

7. Where did Adrian spend his holiday?

8. Did he enjoy his holiday? Why?

9. Why must the children forget about their holidays?

3. Put in Adrian's questions:

Adrian: When . . . ?

Example:

Eliza: I *went* on holiday in August.

Adrian: When did you go on holiday, Eliza?

Adrian:

Eliza:

1. Where ?

1. I *spent* my holiday at the seaside.

2. Where ?

2. I *stayed* in a youth camp.

3. What time ?

3. I *got up* at 7.30 every morning.

4. When ?

4. I *went* fishing after lunch.

5. When ?

5. I *watched* T.V. in the evening.

6. How long there?

6. I *stayed* there for two weeks.

4. Talk about (one of) these:

1. Describe the picture on page 19.

2. Tell your classmates how Eliza spent her summer holiday.

3. What do children do when they go on holiday:

a) *to the mountains?* b) *to the country?* c) *to the seaside?*

4. What do your parents / grandparents do on holiday?

5. Ask and answer questions about your holidays (work in pairs).

Use these words:

— *where/go;*

— *who/with you;*

— *what/do there;*

— *when/go;*

— *how long/stay;*

— *enjoy it;*

— *how/get there;*

— *what/weather like;*

— *when/come back.*

5. Read the text again and then put these verbs in the right tense: Present Perfect or Past Tense Simple. Do the exercise in writing:

1. Adrian and Eliza (*be*) on holiday last month.

2. They (*not be*) to school yet.

3. They (*just, come*) back to town.

4. Eliza (*spend*) her summer holiday in Năvodari.

5. She (*be*) there last month.

6. Eliza (*enjoy*) her holiday very much.

7. Adrian (*go*) to the mountains for his holiday.

8. Now school (*just, begin*).

9. The children (*already, start*) to talk about their new subjects and new teachers.

6.* Write about your last summer holiday :

1. Introduction and explanation:

- *who you are;*
- *where you live;*
- *where you went;*
- *where you stayed* (at a hotel, in a youth camp, at your grandparents' etc.)

2. Travelling there:

- *when you left;*
- *how you travelled* (by train / car / bus / plane)

3. How you spent your time there:

- *swimming;* — *sunbathing;* — *watching T.V.*
- *fishing;* — *playing games;*

4. Travelling back:

- *when you left;*
- *how you travelled;*
- *when you got back home.*
- *walking.*

5. General impression:

- *you enjoyed your holiday;*
- *you didn't like it.*

2. LESSON TWO

I. VOCABULARY PRACTICE

- A. benefit [ˈbenɪfɪt] = profit, help
experiment [ɪksˈperɪmənt] = test
laboratory [ləˈbɒrətɹi] = a special room for doing experiments
(short: lab [læb])
foreign [ˈfɔːrɪn] = from another country
to study [ˈstʌdi] = to learn
to obtain [əbˈteɪn] = to get
to finish [ˈfɪniʃ] = to end
- B. substance [ˈsʌbstəns] = *Chalk is a white substance.*
gas [gæs] = *Oxygen is a gas.*
science [ˈsaɪəns] = *Maths is the science of numbers.*
chemistry [ˈkemɪstri] = *In the chemistry lessons we learn how substances are put together.*
language [ˈlæŋɡwɪdʒ] = *Romanians speak the Romanian language.*
- C. Look at the picture on page 28 and say where these are :
1. the pupils;
 2. the Chemistry teacher;
 3. the test-tubes;
 4. the substances.
- D. What are these?
1. maths and chemistry;
 2. chalk and water;
 3. hydrogen and oxygen;
 4. Italian and English;
 5. a classroom and a laboratory;
 6. Adrian and Eliza.
- E. Say these in another way :
1. We *learn* many subjects at school.
 2. You *get* cheese and butter out of cow's milk.
 3. "What time does the T.V. programme *end*?"
"It *ends* at 10.30 p.m."
 4. We are doing *a test* in the Chemistry lab.
 5. I've done this only to help you. It's for your *profit*.
 6. Men of science work in *special rooms* for doing experiments.
 7. He is *from another country*.

F. Read:

Adrian:	Eliza:
1. Hello! Good morning! (until 12 a.m.) Good afternoon! (until 6 p.m.) Good evening! (until 9 p.m.)	1. Hello! Good morning! Good afternoon! Good evening!
2. { How are you? How are you getting on?	2. a) { I'm fine, thanks. I'm very well, thank you.
3. I'm sorry to hear that.	2. b) I'm not very well, I'm afraid.
4. I'm fine, thanks.	4. And how are you?
5. { Goodbye. See you soon/later/tomorrow.	5. Goodbye.

G. What would you say to somebody :

1. you meet at 10 a.m.;
2. you meet at 2 p.m.;
3. you meet at 8 p.m.;
4. you're going to see later;
5. who is not very well;
6. who you're just leaving;
7. you know and meet in the street;
8. you're going to see the next day.

H. Complete these sentences with the right words :

test-tubes
foreign
obtain

studies
finished
language
gas
laboratory
substances
that's why

1. We need to put the substances in.
2. You can . . . hydrogen and oxygen out of water.
3. I can't go out to play now. I haven't . . . my home-work yet.
4. German is a . . . language for Romanians.
5. Chemistry studies
6. We do a lot of experiments in the Chemistry . . .
7. We listen to English songs in the . . . laboratory.
8. Hydrogen is a
9. Math . . . numbers.
10. The book was very interesting, I read it so quickly.

II. GRAMMAR PRACTICE

1. Read :

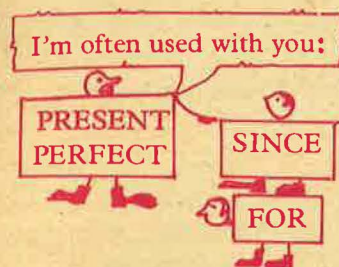
Teacher: How long have you been in the classroom, Eliza?

Eliza: Well, I came to school at eight o'clock.

Now it's ten o'clock, so I've been here for two hours.
I've been in the classroom since eight o'clock.

2. Now answer these questions :

1. What time did Eliza come to school?
2. What time is it now?
3. Since when has she been in the classroom?
4. How long has she been in the classroom?



... Monday, July 15, 5 o'clock, 1981 . . .

... a week, two months, many years,

a long time . . .

3. Complete with *since* or *for*:

We've been in the classroom . . .
a) *four o'clock*; b) *an hour*; c) *a long time*.

Example:

We've been in the classroom { *since four o'clock.*
for an hour.
for a long time.

1. The teacher has been in the classroom . . .
a) *half an hour*; b) *12 o'clock*; c) *30 minutes*.
2. Grandmother has known Grandfather . . .
a) *a long time*; b) *40 years*; c) *1942*.
3. I haven't seen them . . .
a) *August*; b) *two months*; c) *my summer holiday*.
4. We have lived in Bucharest . . .
a) *1970*; b) *many years*; c) *a long time*.
5. Uncle George has been ill . . .
a) *Monday*; b) *a week*; c) *seven days*.
6. We have studied Chemistry . . .
a) *two weeks*; b) *the 15th of September*; c) *a short time*.

4. Comment on these situations :

I came to this town in 1980. I still *live* here.

Example:

I've lived in this town since 1980 / for three years.

1. I bought my school uniform in 1981. I still *have* it.
 2. They were absent from school on Monday. Today is Wednesday and they *are* still absent.
 3. I first met Angela in June. Now it's September. (*know*)
 4. I first played tennis in 1973. Now it's 1983 and I still *play* it.
 5. The children left on holiday in July. Now it's August and they *are* still on holiday.
 6. We came to live in this town last year. We still *live* in it.
 7. The weather got cold in November. Now it's January and the weather *is* still cold.
 8. Father bought a 'Dacia' car in 1973. It's 1983 now and he still *has* it.
5. Make questions and answers in the *Present Perfect Simple*.
Use *how long* in your questions.

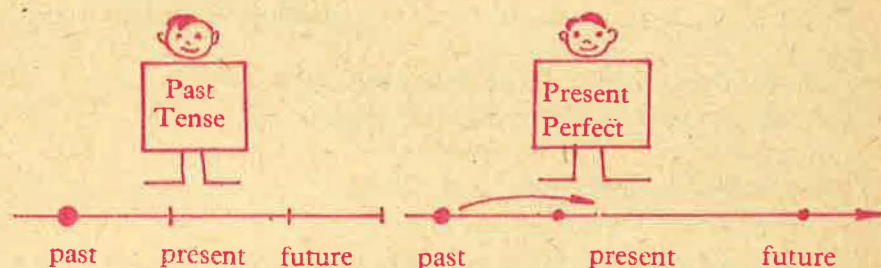
live in Bucharest / one year

Example:

Teacher: How long have you lived in Bucharest, Adrian?
Adrian: I've lived in Bucharest for one year, sir.

1. study English / two years
2. know me / a year and a half
3. be in this form / seven years
4. know your classmates / a long time
5. be friends with Dan / short time
6. have this pen / a month

Let's remember :



- | | |
|--|---|
| 1. I learnt to ski years ago .
(I don't know if I can still ski now.) | 1. I have learnt to ski.
(And <i>now</i> I can ski.) |
| 2. Grandmother wrote a letter last night . She finished it then. | 2. Grandmother has just written a letter. Here it is, in her hand. |

3. I **lived** in Bucharest **5 years ago**.
(Now I don't live in Bucharest.)

3. I **have lived** in Bucharest for **5 years**. (And *now* I live in Bucharest.)

6. Now put these verbs in the *Present Perfect* or *Past Tense* :

Example:

I *was* at the seaside last week.
I *have just come* back from the seaside.

1. We (*talk*) about our holidays yesterday.
2. We (*just, come*) back from Năvodari.
3. School (*start*). It (*start*) two days ago.
4. The weather (*be*) fine last month.
5. This month it (*rain*) every day.
6. They (*get up*) late during their summer holidays.
7. Now they (*already, get up*).
8. I (*already, meet*) him.
9. I (*talk*) to him two days ago.

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions:

1. Is your school old or new?
2. Where do you have most of your classes?
3. What labs are there in your school?
4. History and English are art subjects. Can you name some other art subjects?
5. Are you good at foreign languages?
6. What foreign languages do you study at school?
7. Maths is a science subject. Can you name some other science subjects?
8. Do you like sciences?
9. What science subjects are you studying this year?
10. Do you like chemistry? Where do you study it?

B. Reading:

IN THE CHEMISTRY LABORATORY

Many schools have laboratories for the study of sciences (mathematics, physics, chemistry) and of art subjects (Romanian, foreign languages, geography, etc.).

The lessons in the science laboratories are very interesting. In this picture you can see the pupils at work in the Chemistry lab. The children have been



here for half an hour and they have just finished an experiment: in some test-tubes they have obtained hydrogen and oxygen gas out of water.

The pupils have had Chemistry lessons for one month only, since September 15th, but they have already learnt how to use substances for the benefit of people. That's why they like this subject so much.

C. Exercises:

1. Find two sentences that are not true :

1. Many schools have laboratories for the study of science and art subjects.
2. Lessons in the laboratories are interesting.
3. The children have been in the laboratory for an hour.
4. The children have already learnt how to use substances for the benefit of people.
5. They have obtained water out of hydrogen.

2. Answer these questions :

1. In what special rooms do the children study Physics and Chemistry at school?
2. Where are the pupils now?
3. How long have they been here?
4. What have the pupils just finished?
5. What have they obtained out of water?
6. What have they already learnt?
7. Do the children like Chemistry? Why?

3. Here are Eliza's answers. Put in Adrian's questions :

Example:

Adrian: Where ? Eliza: I've been to the Chemistry lab. Adrian: Where have you been?

Adrian:

1. How long ?
2. What ?
3. ?
4. What ?

Eliza:

1. I've been in the lab for 50 minutes.
2. I've done an interesting experiment.
3. Yes, I have. I have finished the experiment.
4. I've obtained hydrogen and oxygen out of water.

- | | |
|-------------------------|---|
| 5. How long ? | 5. I've studied Chemistry for a month. |
| 6. What ? | 6. I've learnt how to use substances for the benefit of people. |

4. Talk about (one of) these :

1. Describe the picture on page 28.
2. Tell the text *In the Chemistry Laboratory*.
3. Say what laboratories there are in your school.
4. Say what you do when you have classes in the Chemistry laboratory.
5. Name the Art Subjects you are studying this year. Say which of them you like best and why.
6. Name the science subjects you are studying. Which of them is the most difficult? Why?

5. Write these sentences in the right order :

(The first sentence is sentence No. 3!)

1. It's half past eight now.
2. They went there at 8 o'clock.
3. The children have Chemistry lessons each Tuesday and Friday.
4. The children have been in the lab for half an hour.
5. Today is Tuesday.
6. They have just finished an experiment.
7. The children are in the Chemistry lab.
8. In the first experiment they obtained the blue colour out of green and yellow.
9. Now they are beginning another.
10. In the next experiment they will obtain hydrogen and oxygen out of water.

6*. Write about *The Chemistry Laboratory*. Use these words :

1. Chemistry / lesson / laboratory / very interesting.
2. We / at work / do / an experiment.
3. In / test-tubes / put / water / obtain / hydrogen.
4. Hydrogen / gas.
5. We / learn / Chemistry / use / science / benefit / people.
6. We / like / subject / very much.

3. LESSON THREE

I. VOCABULARY PRACTICE

A. mistake [mi'steik] = something that is not correct

idea [ai'diə] = something you think of

clever ['klevə] = intelligent

favourite ['feivrit] = the one you like best

to describe [di'skraib] = to say what something is like

to bite [bait], bit [bit], bitten ['bitn] = to cut with the teeth

to mind [maɪnd] = to have something against

sometimes ['sʌmtaimz] = not often

B. pet [pet] = *I like this cat very much. It is my pet.*

rabbit ['ræbit] = *My rabbit eats a lot of carrots.*

fur [fə:] = *My rabbit is white. It has white fur.*

grey [greɪ] = *Her rabbit is not black and is not white, either. It is grey.*

silver ['silvə] = *Silver is a metal. My rabbit's name is Silver.*

to call [kɔ:l] = 1. *I can't come now. Mother is calling me to dinner.*

2. *There was a man called John.*

C. Choose the right explanation for each sentence :

1. My pet is a rabbit.

a) *I like rabbits very much.*

b) *I cook rabbits.*

c) *I teach rabbits.*

2. I sometimes go to the theatre.

a) *I usually go to the theatre.*

b) *I never go to the theatre.*

c) *I go to the theatre but not very often.*

3. The rabbit bit the carrot.

a) *The rabbit took the carrot.*

b) *The rabbit cut the carrot with its teeth.*

c) *The rabbit played with the carrot.*

4. He is my favourite friend.

a) *I like him best of all my friends.*

b) *I don't like him.*

c) *He is a clever boy.*

5. She is a clever girl.

a) *She is beautiful.*

b) *She is intelligent.*

c) *She is careful.*

6. I have made a mistake.

a) *I have done a good thing.*

b) *I have written something incorrectly.*

c) *I have made a cake.*

D. Say these in one or two words :

1. an animal you like very much;

2. a small animal that runs very quickly;

3. the one you like best;

4. a grey metal;

5. intelligent;

6. not often;

7. to cut with the teeth;

8. to say to someone to come;

9. to say what something is like;

10. something that is not correct.

E. Asking for and giving advice :

Ask for advice:	Give advice:
Shall I ?	I think
Should I ?	I don't think
Do you think I could ?	Why don't you
	You could
	You'd better

Ask for and give advice in these situations. Work in pairs :

You want to:

Your friend thinks:

1. open the window.

e.g. Shall I open the window?

1. too cold for that

e.g. I think it's too cold for that.

2. go to Năvodari

2. go to Costinești

3. take a plane to Constanța

3. go there by train

4. take my baby sister with me

4. go alone

5. buy a pet

5. a good idea

6. buy a dog for a pet

6. have no place for him

7. take my pet into my room

7. all right in the yard

F. Complete these sentences with the right words :

mind

by mistake

favourite

bite

fur

idea

sometimes

call

clever

1. I like apples best. They are my ... fruit.

2. "Hello, is that you, Mary? I've taken your Maths book"

3. I don't ... if you open the window.

4. My little sister is only one year old and she can walk and talk. She's a ... girl!

5. Don't ... too much. I have only one apple.

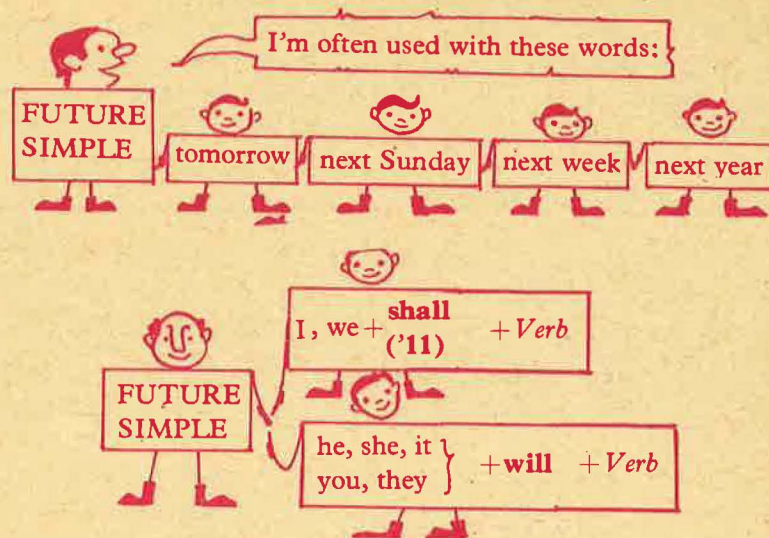
6. Felix the cat has white and black

7. Her name is Eliza, but they ... her Liz.

8. ... I go to the cinema, but not very often.

9. "Shall we go to the cinema?" "I think that's a good Let's go."

II. GRAMMAR PRACTICE



1. Read:

1. Today is Sunday. I *shall* go to school **tomorrow**.
2. I *shan't* go to school in the morning. I'll go in the afternoon.
3. Father *will* buy me a birthday present **next week**.
4. Next year we *shall* be in the 8th form.
5. Mrs. Brown *will* travel by plane, she *won't* take the train.

2. Situation : Grandma does not hear very well what Adrian is saying. Complete her questions and Adrian's answers :

Adrian: I'll go to the Physics lab tomorrow.

Grandma: Where

Example:

Grandma: Where will you go tomorrow, Adrian?

Adrian: To the Physics lab, Grandma.

Adrian:

1. I'll work in the lab tomorrow.
2. I'll do an interesting experiment tomorrow.
3. I'll obtain hydrogen in the Chemistry lesson.
4. I'll learn interesting things next week.
5. I'll study hydrogen next week.
6. I'll ask the teacher a lot of questions.

Grandma:

1. Where
2. What
3. What
4. When
5. What
6. Who

Example

Eliza: Paul will go fishing tomorrow.

Adrian: I'm sure he **won't** go fishing tomorrow.

1. Paul will read his lesson later.
2. He will go to the cinema next Saturday.
3. He'll go shopping tomorrow morning.
4. He'll help you tomorrow evening.
5. He'll have an experiment in the Chemistry lab next week.
6. He'll wash the car on Sunday morning.
7. He'll buy a pet next month.
8. He'll learn to swim next year.

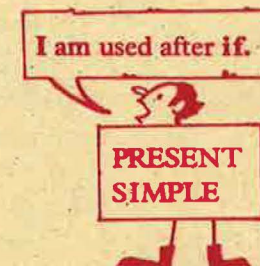
4. Situation : If it rains, the children will do these things tomorrow.

Example:

Tom / stay at home

If it rains, Tom will stay at home.

- | | |
|------------------------------|-------------------------------|
| 1. Dan / help his mother | 5. Victor / play table tennis |
| 2. Paul / read a book | 6. Alice / go to the cinema |
| 3. Angela / wash the dishes | 7. Adrian / write letters |
| 4. Diana / play with her pet | 8. Liz / watch TV. |



e.g. I'll go to the beach if the weather is fine.
I'll go to the cinema if it rains.

5. Now make sentences like this :

go to the baker's / need bread

I'll go to the baker's if I need bread.

- | | |
|--|-------------------------------------|
| 1. go to the greengrocer's / need vegetables | 5. stay at home / have everything |
| 2. go to the dairy / need milk | 6. watch TV. / have time |
| 3. go to the grocer's / need jam | 7. go to the theatre / find tickets |
| 4. go to the butcher's / need meat | 8. enjoy myself / see a funny play. |

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

When you want to buy a pet, think of these questions:

1. Do you love animals?
2. Do you have a yard or a garden?
3. Can you give your pet the right food?
4. Does your pet need exercise?
5. Is your pet useful to man?

B. Reading :

MY PET

Small animals like dogs, cats and rabbits are often good friends for children, who usually play with them, give them food and clean their places.

One day the teacher of English asked the children to speak about their pets. Here is how Diana described her pet:

"My pet is a rabbit and his name is Silver. I got him when he was three months old and I have had him for eight months. Of all the animals that I



have seen or had for pets this rabbit is the nicest and most intelligent. His fur is white and grey and his eyes are very clever. When I call his name, he comes to me quickly.

Silver eats a lot of vegetables, but his favourites are cabbages and carrots. If I give him sugar, he will come and eat it out of my hand. If I'm not careful, he will bite me by mistake, but I don't mind because I'm very fond of him."

C. Exercises :

1. Answer these questions about the text :

1. What is Diana's pet?
2. What is his name?
3. How old was Silver when Diana got him?
4. How long has she had him?
5. What colour is the rabbit's fur?
6. What does Silver do when Diana calls him?
7. What does Silver eat?
8. What will Silver do if Diana gives him sugar?
9. Does Diana mind when Silver bites her? Why not?

2. Answer these questions now :

Have you got a pet at home? If you have one, can you describe it? If you haven't, can you describe one that you'd like to have?

1. What is it?
2. What is it like? (colour, age...)
3. What does it eat?
4. What can it do?
5. Is it useful to man?

3. Make true sentences about the things a rabbit like Silver eats or does not eat :

a carrot; an egg

Example:

If you give Silver a carrot, he will eat it.
If you give Silver an egg, he won't eat it.

Use : Vegetables:

a cabbage
an onion
a potato
a tomato

Fruit:

an apple
a pear
a plum
a nut
grapes

Other food:

some sugar
some bread
some meat
some jam
an icecream
a cake
a steak
an egg

4. Talk about (one of) these :

1. Tell the text *My Pet*.
2. Describe the picture on page 34.
3. Describe rabbits (colour, place of living, food).
4. Speak about your pet.
5. Ask your classmates questions about their pets (*Work in pairs*).

Use these words:

— what / it;
— how old;
— what colour;

— what / eat;
— what / do;
— how long / you / have it.

5. Write about Silver:

1. Diana / pet / a rabbit / name / Silver.
2. She / have it / for eight months.
3. Fur / grey / white / clever / eyes.
4. Silver / eat / vegetables.
5. His / favourites / cabbages / carrots.
6. He / get / sugar / out of / hand.
7. Sometimes / bite / hand / by mistake.
8. Diana / very fond / Silver.

6.* Situation :

You have lost your pet dog. Write a note to a newspaper saying when you lost it; describe your pet (colour, age, name) and say you will be very grateful if someone brings it home.

4. LESSON FOUR

I. VOCABULARY PRACTICE

- A. age** [eidʒ] = how old somebody is
easy [i:zi] = not difficult
whatever [wɒ'tevə] = any, anything
the next [nekst] = the nearest
the last [lɑ:st] = at the end, after the others
primary ['praɪməri] **school** = the first four forms of school
middle school = forms 5 to 8
secondary ['sekəndəri] **school** = forms 9 to 12
- B. nature** ['neɪtʃə] ... *Eminescu loved nature and described it in his poems.*
nature study ['neɪtʃə ,stadi] ... *Nature study is one of our subjects in the 5th form.*
timetable ['taɪm,teɪbl] ... *"What's your timetable tomorrow?" "English, Chemistry, Romanian and History".*
to attend [ə'tend] ... 1. *Adrian attends Ten-Year School No. 12.*
 2. *All the pupils attended the Physics lesson.*
both [bəʊθ] ... (and) 1. *There were two apples on the table and I ate them both.*
 2. *My sister is both pretty and clever.*
as [əz] ... 1. *As we were going to school we met our Chemistry teacher.*
 2. *As it was starting to rain, we hurried back home.*
- C. Say these in one or two words :**
- | | |
|-------------------------|------------------------------------|
| 1. not difficult; | 5. the nearest; |
| 2. anything; | 6. the first four forms of school; |
| 3. how old somebody is; | 7. forms 5 to 8; |
| 4. after the others; | 8. forms 9 to 12. |
- D. Say these in another way :**
- What lessons do you have today?
 - Adrian is a pupil. He goes to school No. 12.
 - I did not go out because it was raining.
 - The two children were at home together.
 - I like Geography; it is not a difficult subject.
 - Who came in after the others?

E. Make sentences :

Children aged ...	attend ...	They are in ...
three four five	nursery school.	—
six seven eight nine	primary school.	the first form. the second form. the third form. the fourth form.
ten eleven twelve thirteen	middle school.	the fifth form. the sixth form. the seventh form. the eighth form.
fourteen fifteen sixteen seventeen	secondary school.	the ninth form. the tenth form. the eleventh form. the twelfth form.

F. Read the dialogue and then try to answer Adrian's questions :

Adrian:	Virginia:
1. What's your name? 2. How old are you? 3. Where do you live? 4. What school do you attend? 5. Which is your favourite subject?	1. My name is Virginia Brad. 2. I'm nine (years old). 3. I live at 10 Pantelimon Road, Bucharest. 4. I attend primary school No. 20. 5. My favourite subject is Geography.

G. Complete these sentences with the right words :

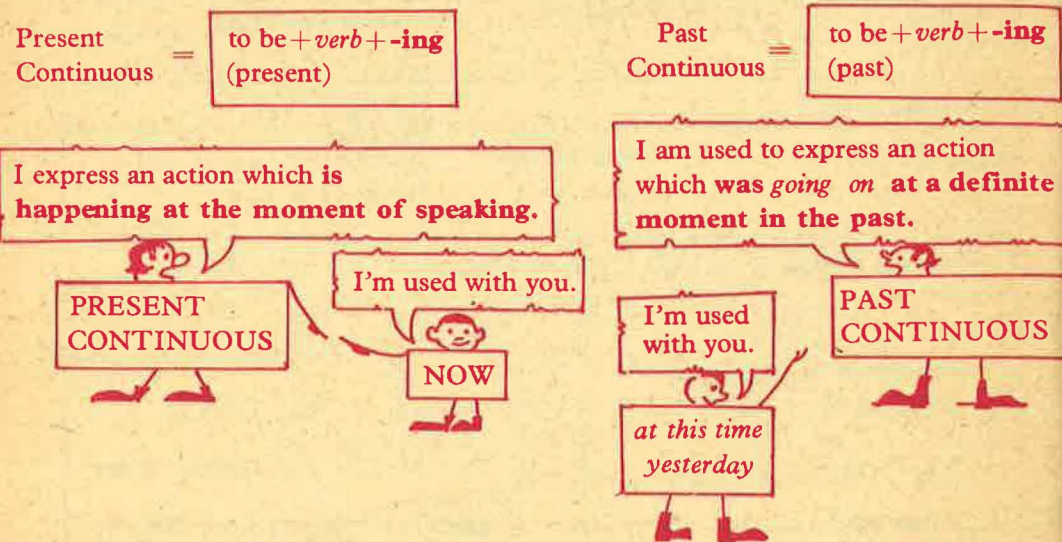
- | | |
|---------------------|--|
| <i>both ... and</i> | 1. My brother ... primary school No. 10. |
| <i>the last</i> | 2. ... my sister ... I are pupils. |
| <i>attends</i> | 3. The first pupil in our class is Avramescu is Zaharia. |
| <i>easy</i> | 4. I live at No. 12. Angela lives at No. 14. She lives ... me. |
| <i>next to</i> | 5. Geography is not a difficult subject; it is |
| <i>age</i> | 6. ... your mother says, she is always right. |
| <i>timetable</i> | 7. What lessons do you have today? What's your ... today? |
| <i>whatever</i> | 8. What ... do children start school in Romania? |

II. GRAMMAR PRACTICE

1. Read :

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. It's seven o'clock in the morning. I'm in the kitchen. I'm having breakfast. 2. You are in the classroom. You are reading these examples (now). 3. Eliza is at home now. She is watching T.V. | <ol style="list-style-type: none"> 1. At seven o'clock yesterday morning, I was in the bathroom. I was washing my face. 2. This time last week you were reading about Silver. 3. While she was watching T.V. yesterday, her friend came to see her. |
|--|--|

THE CONTINUOUS ASPECT



2. Situation : Today is Sunday. It's nine o'clock in the morning now. All the family are at home, in various rooms of the house.

A. Say what they are doing at this moment:

Example:

Mother is in the kitchen. (cook)

She is cooking now / at this moment.

1. Father is in the living-room. (read the newspaper)
2. Mary is in the bathroom. (wash her blouse)
3. Grandma is in the bedroom. (sleep)
4. Tom and grandpa are in the garden. (pick up flowers)
5. Aunt Martha and uncle George are in the living-room. (listen to music)
6. The dog and the cat are in the garden. (play)

B. Say what they were doing at this time last Sunday :

1. Father was in the living-room.
2. Mary was in the bathroom.
3. Grandma was in the bedroom.
4. Tom and grandpa were in the garden.
5. Aunt Martha and uncle George were in the living-room.
6. The dog and the cat were in the garden.

3. Make sentences about these people :

Example:

Victor is a worker in a toy factory.
At the moment he has a toy in his hand.

What does Victor do? He works in a toy factory.
What is he doing now? He is making a toy.

1. Mrs. Roman is a teacher of English. Now she has an English book in her hand.
 2. Mr. Greenfield is a farmer. He is busy in the field now.
 3. Mr. Ionescu is a doctor. At the moment he is on the bus, on the way home.
 4. Mr. Black is an engineer. He is at the restaurant now. The food is good.
 5. My mother is a nursery-school teacher. There are some children round her at this moment.
 6. My father is a newspaper reporter. At the moment he is at his desk and has a pen in his hand.
4. Situation : Yesterday afternoon all the pupils were in the classroom waiting for the lesson to begin. Say what they were doing when the teacher came in.

Example:

Tom and Dan / clean the blackboard.

Tom and Dan were cleaning the blackboard when the teacher came in.

1. Angela and Mary / open the windows
2. Victor / clean the teacher's desk
3. Adrian and Paul / repeat the new words
4. Alice / look at some pictures in the book
5. Eliza / talk to her deskmate
6. Diana and Christine / read the lesson
7. Peter / water the flowers
8. George / write the date on the blackboard

III. READING, SPEAKING AND WRITING EXERCISES

A. Prequestions :

1. What age do children start school in Romania?
2. How long do they go to school?
3. What do pupils wear at school?
4. How old are you?
5. What school do you attend?
6. Do you go to school in the morning or in the afternoon?
7. How many lessons do you have each day?
8. What is your timetable today / tomorrow?
9. What do you think of your timetable?
10. What subject do you like best? Why?

B. Reading :

SCHOOL IN ROMANIA

Look at the house in the picture. Three children come out of it at half past seven every morning.

Tudor, aged three, goes to the nursery school every day. Look, he and his mother are coming out of the house now. They were coming out of the house this time yesterday, too.

Virginia, aged nine, is the next to come out of the house. She is a primary-school pupil as she is in the 4th form. Next year she will be in the 5th form, so she will attend middle school (from the age of 10 to 13).

At school Virginia studies Maths, Romanian, History, Geography, Nature Study, Music, Drawing and Domestic Science. All these subjects are in her timetable. (Some of them are easy, others are difficult). Next year she will begin the study of a foreign language: English, Russian, French or German.

Virginia is hurrying to school now as she is on duty today and she must be the first in the classroom. She wasn't hurrying at this time yesterday.

Daniel, aged sixteen, is the last to come out of the house. He is wearing his school uniform as he is going to school, too. Paul is a pupil at an industrial secondary school, where he studies both science and art subjects.

Whatever kind of school children attend in Romania they all learn things that are both interesting and useful for their future jobs.



C. Exercises :

1. Read what is correct :

1. Tudor, aged three, goes to
a) *primary school.* b) *nursery school.* c) *middle school.*
2. Virginia goes to primary school.
a) *aged 3* b) *aged 15* c) *aged 9*
3. Virginia studies . . . at school.
a) *English* b) *Geography* c) *Woodwork*
4. Virginia is . . .
a) *on duty today.* b) *absent today.* c) *ill today.*
5. Daniel, aged 16, is a pupil at
a) *a primary school* b) *a Maths and Physics secondary school* c) *an industrial secondary school*
6. In Romania, pupils study
a) *only Science subjects* b) *only Art subjects* c) *both Art and Science subjects*

2. Answer these questions :

1. Where does Tudor go every day?
2. Where is he going now?
3. How old is Virginia?
4. What school does she attend?
5. What does Virginia study at school?
6. Are all the subjects in her timetable easy?
7. Why is she hurrying now?
8. How old is Daniel?
9. What is he wearing?
10. What kind of school does he attend?
11. What kind of subjects does Daniel study at school?
12. What kind of things do Romanian children learn?

3. Put in the reporter's questions :

Reporter :

1. How old ?
2. What school ?
3. What kind ?
4. What kind of subjects ?
5. Which ?
6. How many ?
7. What lesson ?
8. What lesson ?

Daniel :

1. I'm 16 years old.
2. I attend School No. 20.
3. It's an industrial secondary school.
4. We study both Science and Art subjects.
5. Physics is my favourite subject.
6. We have twelve teachers.
7. I'm having Chemistry now.
8. I was having English at this time yesterday.

4. Talk about (one of) these :

1. Describe the picture on page 40.

2. Describe your school:

- *kind of school*; — *classrooms, labs*;
- *big / small*; — *schoolyard, playground*;
- *new / old*; — *pupils, teachers*.

3. Speak about yourself:

- *age*; — *timetable*;
- *the school you attend*; — *favourite/difficult subjects*.

4. Ask and answer questions about your classmates' brothers/sisters/friends.

5. Read the lesson again and complete these sentences with information from the text. Do the exercise in writing:

1. Tudor and his mother... out of the house now.
2. They... out of the house this time yesterday, too.
3. Virginia... to school now as she is on duty.
4. She... at this time yesterday.
5. Daniel... his school uniform, as he... to school, too.
6. Whatever kind of school children... in Romania, they all learn interesting and useful things.

6*. Write about (one of) these people. Use this plan :

- *name*;
- *school he/she attends*;
- *subjects he/she studies*;
- *easy/difficult/favourite subjects*.

1. Virginia
2. Daniel
3. yourself
4. your brother / sister / cousin
5. your friend
6. your deskmate

5. LESSON FIVE

I. VOCABULARY PRACTICE

A. club [klʌb]... There are many clubs in our school: a Physics club, a Chemistry one, a Romanian club and a Geography one.

engine [ˈendʒɪn]... 1. Some trains have diesel engines.

2. The car won't start. There's something wrong with the engine.

wheel [wi:l]... A car has four wheels.

bonnet [ˈbɒnɪt]... The engine of the car is under the bonnet.

tool [tu:l]... A hammer is a tool.

to drive [draɪv], drove [draʊv], driven [ˈdrɪvən]...

Father drives our car.

Mother can't drive.

Please ask the driver to stop at the hospital.

to repair [rɪˈpeə]... You must repair this machine. It does not work.

to apply [əˈplaɪ]... Science is applied in everyday life.

to become [biˈkʌm], became [biˈkeɪm], become [biˈkʌm]... He became a Physics teacher after he studied Physics for four years.

to join [dʒɔɪn]... 1. Join these two words together: 'arm' and 'chair' and you'll have a new word: 'armchair'.

2. I'd like to join the Chemistry club.

to change [tʃeɪndʒ]... I'm going to play football so I must change my trousers.

to take off [ˈteɪk ɒf], took off, taken off... If you want to repair that toy, you must first take off its parts and then put them together in the right way.

quite [kwaɪt]... I'm quite sure that I shut the windows before I left.

really [ˈri:əli]... Have you really lost my pen or are you joking?

certainly [ˈsɜ:tənli]... "Could you help me?" "Yes, certainly."

B. Look at the picture on page 48 and name the parts of the mini-bus you can see there.

C. Match these verbs with their definitions :

- | | |
|--------------|----------------------------------|
| 1. to apply | a) to make something work again; |
| 2. to repair | b) to put together; |
| 3. to join | c) to make a car go; |
| 4. to drive | d) to put into use; |
| 5. to change | e) to replace. |

D. Say these in another way :

1. Many trains have electric locomotives now.
2. The children go to nursery school in a small bus.

3. We must *put* science to use in everyday life.
4. He *became* a member of the Physics club.
5. "Can you come tomorrow?" "Of course."
6. *Put* these parts together again.

E. It's your best friend's birthday party and she asks you to help her with a lot of things. You can't do everything she asks you.

When you can, answer:	When you can't, say:
Yes, of course.	I'm sorry, I ... (excuse).
Certainly.	I'm afraid I can't ... (excuse).
Surely.	I'd like to, but ... (excuse).
I'll be glad to.	

buy some bread

Example:

Your friend: Could you buy some bread for me, please?
You: Yes, of course. / I'm afraid I can't. I have to do my homework.

1. buy some vegetables
2. bring some chairs
3. bring some good music
4. make a cake
5. buy some flowers
6. help me clean the house

F. Complete these sentences with the right words:

club

1. The T.V. set isn't working. Father will ... it tomorrow.

repair

2. There are thirty members in our sports ...

join

3. A ... is a small bus.

mini-bus

4. Many trains have diesel ...

engines

5. Could I ... the Music Club in our school?

wheels

6. I don't see very well. Can we ... places?

change

7. I want to ... an engineer when I grow up.

driver

8. My father is a taxi ...

become

9. A car has four ...

really

10. Is he ... ill, or is he playing a game with me?

II. GRAMMAR PRACTICE

1. Read:

A. The mechanic started to repair the car on Monday. Today is Thursday and he hasn't finished yet.

He has been repairing the car { SINCE Monday.
FOR three days.

B. I bought my school uniform in September. I'm still wearing it.

I have been wearing this school uniform { SINCE September.
FOR two months.



PRESENT
PERFECT
CONTINUOUS

I, we,
you, they + have been + verb + -ing

he
she + has been + verb + -ing

2. Situation: It's Sunday morning. The children are in the country, on a school outing. They have been here since morning and have all been busy doing various things. Put the verbs in the *Present Perfect Continuous*.

Tom (swim) in the river since 9 o'clock.

Alice and Mary (pick) flowers for ten minutes.

Example:

Tom has been swimming in the river since 9 o'clock.

Alice and Mary have been picking flowers for ten minutes.

1. Some of the boys (play) football for an hour.
2. Some girls (sing) songs for half an hour.
3. Angela (pick) apples since 9 o'clock.
4. Victor (fish) since early morning.
5. Diana and Virginia (sunbathe) since they came.
6. Paula (cook) for twenty minutes.
7. The driver (repair) the bus since he came.
8. The children (enjoy) themselves since they arrived.

3. Put in *since* or *for*:

He has been working in the garden ...

a) eight o'clock. b) two hours. c) he came.

Example:

He has been working { since eight o'clock.
in the garden ... { for two hours.
since he came.

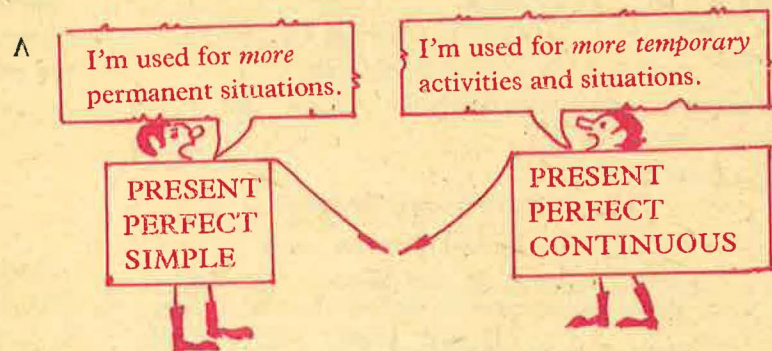
- The pupils have been working on the school plot ...
a) ... *nine o'clock*. b) ... *an hour*. c) ... *they came*.
 - Alice has been picking ripe tomatoes ...
a) ... *half an hour*. b) ... *some time*. c) ... *she arrived*.
 - Tom has been pulling out carrots ...
a) ... *morning*. b) ... *eight o'clock*. c) ... *two hours*.
 - The gardener has been working in the vegetable garden ...
a) ... *spring*. b) ... *a long time*. c) ... *three months*.
 - The pupils have been helping him ...
a) ... *October*. b) ... *autumn*. c) ... *the beginning of the school year*.
 - They have been picking fruit in the orchard ...
a) ... *two weeks*. b) ... *school began*. c) ... *September 15th*.
4. Make questions in the *Present Perfect Continuous Tense* :

Examples:

A: I'm reading.
B: Have you been reading long?

A: He's writing.
B: Has he been writing long?

- | | |
|-------------------------------|------------------------|
| 1. I'm eating. | 6. He's running. |
| 2. She's walking. | 7. They are working. |
| 3. Tom is playing. | 8. I'm watching T.V. |
| 4. We are listening to music. | 9. Mary is sleeping. |
| 5. I'm studying. | 10. Father is driving. |



B

I'm often used to say that *an action has just been finished* or to talk about its *effect*.

The idea of *continuity* of the action is important.

PRESENT
PERFECT
SIMPLE

PRESENT
PERFECT
CONTINUOUS

I've read your book.
(I've finished it and I know it).

I've been reading your book.
(I haven't finished it yet).

I've learnt the list of irregular verbs. (I know them now).

I've been learning irregular verbs.
(I'm still learning them).

5. Put these verbs in the *Present Perfect Simple or Continuous* :

- My friend (*live*) in Bucharest for two years.
- I (*finish*) the book. I can give it to you now.
- Father (*read*) the newspaper since 5 o'clock.
- Mother (*watch*) T.V. for half an hour.
- I (*watch*) this T.V. programme before. I know what it is about.
- I (*write*) the letter. You can send it tomorrow.
- My brother (*write*) since he came back home. He hasn't finished yet.
- I (*learn*) to swim for two weeks, but I can't swim yet.
- My classmate (*learn*) to swim. He can swim in the sea now.

III. READING, SPEAKING AND WRITING EXERCISES

A. Prequestions :

- Are there many clubs in your school?
- Can you name some of them?
- Are you a member of one of them?
- How many members has this club?
- Which other club would you like to join?
- Could you join it if you wanted to?
- Do your parents have a car?
- Is it old or new?
- Does it have a good or a bad engine?
- Who drives the car in your family?

B. Reading :

THE APPLIED SCIENCE CLUB

Victor: Hi, Adrian! I've been trying to see you all morning. Where have you been?

Adrian: I've just come home. I've been busy repairing a mini-bus in our Applied Science Club. The mini-bus is quite old but the engine is all right.

Victor: What? Do you want to say you have repaired a mini-bus?

Adrian: Sure, first of all we and our teacher took the wheels and the bonnet off. Then we repaired some parts or changed them for new ones. After that we joined all the parts together again.

Victor: How interesting! But you have never liked this kind of work before, have you?

Adrian: That's right. But I'm really fond of it now. I've learnt how to use tools and how to repair things.

Victor: Who will use the mini-bus after you repair it?



Adrian: The nursery school next to our school. The mini-bus driver will take the children there in the morning and back to their homes in the afternoon.

Victor: Could I join the Applied Science Club, too? I think it's useful to learn how to repair things.

Adrian: Certainly. You can become a member of our club if you are fond of repairing things.

C. Exercises :

1. Look at the text again and read only the words about the mini-bus and its parts.

2. Two of these sentences are not correct. Which are they?

1. Victor has been trying to see Adrian all morning.
2. Adrian has been repairing a mini-bus in the factory.
3. The children took off the wheels and the bonnet.
4. Then they joined all the parts together.
5. The secondary school next to their school will use the mini-bus.
6. Victor wants to join the Applied Science Club.

3. Answer these questions :

1. Where has Adrian been all the morning?
2. What has he been doing there?
3. What did the children do with the mini-bus?
4. What has Adrian learnt in the Applied Science Club?
5. Who will use the mini-bus after the children repair it?
6. What does Victor want? Can he do that?

4. Put in Victor's questions :

Victor:

1. What ... all morning?
2. ... ?
3. What ... first?
4. What ... then?
5. Why ... ?
6. Who ... in future?
7. ... ?

Adrian:

1. I've been repairing a mini-bus.
2. It isn't new. It's quite old.
3. First we took off the wheels and the bonnet.
4. Then we repaired some of the parts.
5. I like this kind of work because it is very useful.
6. The nursery school next to our school will use the mini-bus in future.
7. Certainly. You can come with me next week.

5. Talk about (one of) these :

1. Describe the picture on page 48.
2. Say what Dan does in the *Applied Science Club*.
3. Say what Dan did this morning.
4. What club would you like to join? Why?
5. Ask and answer questions about the clubs your classmates are members of. Use these words:

— what club / member of;	— what / do there;
— how long / member;	— what other classmates / members;
— how many members;	— could / I / join it.

6. Read the text again and then put these verbs in the right form. Do the exercise in writing :

1. Victor (*try*) to see Adrian all morning.
2. Adrian (*just, come*) home.
3. He (*repair*) a small bus.
4. Its engine (*be*) quite good.
5. The pupils (*change*) the old parts with new ones first.
6. Then they (*put*) the parts together again.
7. Adrian (*like*) this work very much.
8. The nursery school next to the boys' school (*use*) the mini-bus in future.
9. Victor (*want*) to become a member of the Applied Science Club, too.
10. He (*like*) to make things work again.

7. Comment on these situations. Use the *Present Perfect Continuous*:

Example:

The mechanic is repairing the car. He began at seven o'clock. It's ten o'clock now.

The mechanic **has been repairing** the car *since seven o'clock / for three hours*.

1. Alice first played tennis in July. It's October now and she plays tennis every week.
2. Father drives a car. He started driving in 1980.
3. Mrs Roman is reading a book. She began reading it on Monday. Today is Thursday.
4. Dan is not well. He is lying in bed. He got into bed at six o'clock p.m. It's ten o'clock at night now.
5. Mr. Brown is staying at North Hotel. He came here on July 1st. Today is July 15th.
6. We are writing a test. We began at 8 o'clock. It's half past eight now.
7. Mother is cooking dinner. She began early in the morning. It's noon now.
8. Grandpa is fishing. He went to the river at 5 o'clock a.m. It's 9 o'clock now.

REVISION I

1. Look at these synonyms:

to begin = *to start*

to finish = *to end*

to hurry = *to go quickly*

to come = *to arrive*

to attend a school = *to go to a school*

to like = *to enjoy*

to study = *to learn*

to obtain = *to get*

to apply = *to use*

to call = *to say to someone to come*

to repair = *to make something work again*

to join = *to become a member of*

to change = *to replace*

to drive a car = *to make a car go*

2. Say these in another way using the synonyms you have read:

1. I am 13 years old. I *go to* a ten-year school in my district.
2. I *learn* many subjects at school.
3. I *like* studying History.
4. Lessons *start* at 8 o'clock in the morning.
5. They *end* at 1 o'clock in the afternoon.
6. I *go quickly* home then.
7. I give something to eat to my dog and then Mother *tells me to come to* lunch.
8. I like to *use* what I learn at school in everyday life.
9. Sometimes I *make* old things *work again*.
10. I'd like to *become a member of* the Applied Science Club one day.
11. There you learn how to use tools and also how to *make* a car *go*.

3. One of these words does not go with the other three. Which is it?

1. *Subjects*:

- a) Romanian
- b) English
- c) Maths
- d) Mother

2. *At the sea*:

- a) Beach
- b) Bathe in the sea
- c) Box
- d) Sunbathe

3. *Walking*:

- a) On the way to
- b) On the road to
- c) In the street
- d) On the desks

4. *School*:

- a) Class
- b) Classroom
- c) Cheese
- d) Classmates

5. Food:

- a) Sugar
- b) Soap
- c) Soup
- d) Bread and butter

6. Shops:

- a) Butcher's
- b) Teacher's
- c) Grocer's
- d) Dairy

4. These words are opposites. They are called antonyms. Remember them:

to begin } ≠ { to end to start } to finish to join ≠ to take off to stay ≠ to leave Art ≠ Science	sometimes ≠ often clever ≠ silly present ≠ future easy ≠ difficult the first ≠ the last
---	---

5. Complete these sentences with the right words from the list of antonyms:

1. At present I'm a pupil. I'll work in a factory in
2. I have very good marks at school. I'm in my classroom.
3. I like some of the art subjects, but . . . subjects are my favourite subjects.
4. All my friends are They are not silly.
5. Our lessons begin at 7.30 and . . . at 12.30.
6. Sometimes we have lessons from 12.30 to 1.30, too, but not very

6. a) Let's remember the English tenses:

ASPECT	TENSE			
	Present	Past	Present Perfect	Future
SIMPLE	I eat every day.	I ate yesterday.	I've eaten. I've just eaten. I haven't eaten yet	I'll eat later.
CONTINUOUS	I am eating now.	I was eating at this time yesterday. I was eating when he came.	I've been eating FOR half an hour. I've been eating SINCE 1 o'clock.	

b) Use the verb learn, learnt, learnt in the right form:

1. I now.
2. I . . . every day.
3. I . . . yesterday.
4. I when he came.
5. I . . . just . . . the lesson.
6. They . . . not . . . the lesson yet.
7. I since 10 o'clock.
8. I for two hours.
9. I tomorrow, too.

7. The Present Tense Simple or Continuous? Complete the sentences with the right form of the verb on the left:

Example:

play	Dan plays football every day. He is on the field now. He is playing football with his friends.
------	---

1. work Father has a job in a factory. He . . . there at the moment. He . . . in a car factory.
2. go, read Mother is on the bus now. She . . . home. She . . . a newspaper.
3. like, go Peter and Mary . . . plays very much. They . . . to the theatre every Sunday.
4. swim Dan . . . in the Black Sea every summer. It is July now. Dan is in the sea. He
5. drive Mr. Martin . . . to work now. He always . . . to work.
6. make Grandmother is in the kitchen. She . . . a cake for Adrian's birthday party. She always . . . him a nice cake on his birthday.

8. The Past Tense Simple or Continuous? Answer these questions according to the pattern:

When did Father arrive home? (the children/have dinner).	
Father arrived home	{ as while when } the children were having dinner.

1. When did it start to rain? (the boys / fish)
2. When did Mother call the children in? (they / play tennis)
3. When did Victor join his friends? (they / repair the mini-bus)
4. When did father come home? (the children / wash the dishes)
5. When did the teacher see her pupils? (they / go out of the classroom)
6. When did the bus come? (the people / wait at the bus-stop)

9. Present Perfect Simple or Continuous? Comment on these situations:

Example:

1. I can tell you everything about Nicoară Potcoavă.
2. My brother started reading the book last week. (read the book)
1. I have read the book.
2. My brother has been reading the book for a week.

1. I can't tell you many things about Suceava. (never, be)
2. My father knows a lot of things about this town. (just, be)
3. I first came to this school in 1980. (attend)
4. You want to help your mother with the washing up. But the dishes are clean. (already, wash up)
5. It's nine o'clock in the morning. The children went into the water at eight o'clock. (swim)
6. I'm in the 7th form. I had my first English lessons in the 5th form. (study)
7. We can't watch T.V. tonight. The T.V. set isn't working. (father, not repair, yet)
8. I'm a member of the Applied Science Club now. (just, join)
9. It's 5 o'clock in the afternoon. Father is in his car. He left home early in the morning. (drive)
10. I can give you the book now. (finish)

10*. Translate into English. Use : *do my/his/her homework in the right tense* :

1. Imi fac temele in fiecare zi.
2. Imi fac temele acum.
3. Fratele meu si-a facut temele ieri dimineata.
4. El isi facea temele cind am plecat eu la scoala.
5. Mary tocmai si-a facut temele.
6. Adrian nu si-a facut temele inca.
7. Dan isi va face temele mine.
8. Angela isi face temele de doua ore.
9. Ea isi face temele de la ora 10.

11. Spend the holidays of your life at ... !

Write about a holiday place in Romania (Neptun, Mamaia, Costinesti, Navodari etc.) Use these :

- | | |
|---|---|
| 1. Have you ever been to ... ?
It's a beautiful place! | — name of the town |
| 2. The weather is ... most of the time. | — fine / lovely / sunny |
| 3. The hotels are ... | — new / comfortable / good |
| 4. The food is ... | — nice / good |
| 5. The beach is ... | — clean / large |
| 6. You can go ... | — bathing in the sea / fishing / swimming |
| 7. You can travel to ... by ... | — plane / car / bus / train |
| 8. So come to ... ! | — name of the town |

12*. Read with the dictionary :

White Fang

At first White Fang did not like to have a master.

But Weedon Scott was a good man, and soon White Fang began to like him. Later the "like" became "love". White Fang did not know what love was, but knew that it was a new feeling and that this feeling was not for Matt, the dog driver.

White Fang had to work.

He worked in the sledge all day, and he stood on guard over his master's things all night. And he liked what he had to do.

But spring came with great trouble. White Fang did not know what was happening. One day his master began to pack, but whose box was it?

Who was ready to leave: his master or Matt? Who could he ask?

After Weedon Scott left, White Fang fell sick for the first time in his life and Matt took him into the house. Then Weedon Scott got a letter from Matt: "The wolf cannot work, cannot eat, I don't know what to do with him."

One night Matt was reading a book when White Fang got to his feet and ran to the door. A minute later Weedon Scott walked in.

"Where is the wolf?" asked Scott. The wolf was near him. There was a bright look in his eyes.

"He did not look at me like that all the time you were away," said Matt.

Weedon Scott did not listen to Matt. He was sitting on the floor and stroking the dog's head. White Fang was growling, it was a new growling, like a song.

But that was not all. He was so happy that he put his head on his master's arm and then became silent.

The two men looked at each other. Scott's eyes were shining.

After Jack London

6. LESSON SIX

I. VOCABULARY PRACTICE

- A. sight [sait] (usually plural) = a place that is interesting to see
 painting [ˈpeɪntɪŋ] = picture
 city [ˈsɪti] = a big town
 hill [hɪl] = a small mountain
 to go sightseeing [ˈɡəʊ ˈsaɪtsi:ɪŋ] = to go round and visit interesting places
 to contain [kən ˈteɪn] = to have inside
 to happen [ˈhæpən] = to take place

- B. journal [ˈdʒəːnəl]... *The pupils wrote about the most interesting things in the group journal.*

building [ˈbɪldɪŋ]... *A house is a building. A block of flats is a building, too.*

tour [tuə]... *During the winter holiday we made the tour of Transylvania.*

castle [kɑːsl]... *Bran Castle is near Braşov.*

stone [stəʊn]... *Old castles are usually made of stone.*

furniture [ˈfɜːnɪtʃə]... *Beds, chairs and tables are furniture.*

shoe [ʃuː]... *We wear shoes on our feet.*

through [θruː]... *He came in through the open door.*

We travelled through Transylvania on our holiday.

- C. What are these? Explain:

- | | | |
|----------------|---------------|------------------------|
| 1. a group; | 5. a hill; | 9. a castle; |
| 2. a sight; | 6. a city; | 10. to happen; |
| 3. a painting; | 7. holiday; | 11. to contain; |
| 4. a shoe; | 8. furniture; | 12. to go sightseeing. |

- D. Say these in another way :

- The Art Museum *has inside* works of art from many countries.
- We *went to see the interesting places* in Bucharest yesterday.
- There are many *pictures* by Nicolae Grigorescu in the Art Museum.
- Bucharest is a *big town*.
- Timpa is a *small mountain* in Braşov.
- Bran is a *big stone building*.
- We are *going out to see the interesting places* of the town.
- The accident *took place* yesterday.

- E.* Repeat these words after your teacher :

- | | |
|--------------------------------|--------------------------------|
| 1. paint — painter — painting; | 5. write — writer — writing; |
| 2. build — builder — building; | 6. play — player — playing; |
| 3. drive — driver — driving; | 7. teach — teacher — teaching. |
| 4. sing — singer — singing; | |

- F.* What are the jobs of these people?

Example:

My father *drives* a bus. He's a bus

My father *drives* a bus. He's a bus **driver**.

- Mrs. Pop *teaches* Chemistry. She's a Chemistry
- Fănuş Neagu *writes* books. He's a
- Corina Chiriac *sings* songs. She's a
- Ilie Năstase *plays* tennis. He's a tennis
- Sabin Bălaşa *paints* paintings. He's a
- Victor *builds* houses. He's a

- G. Situation : You want to go on a tour of Romania. You will spend only one day in each city. Plan what you will do and see in each city / town like this:

- A. Bucharest

- The Art Museum
- The Village and Folk Art Museum
- The Antipa Museum
- The Botanical Gardens
- Herăstrău Park
- go sightseeing

A: *Let's go to the Art Museum first. Any ideas?*

B: *Why don't we go to Herăstrău Park and then to the Village Museum?*

C: *We'd better visit the Antipa Museum. There are a lot of interesting animals there.*

D: *All the museums are interesting. We should go sightseeing first.*

Do the same for :

- B. Sibiu

- The Village and Folk Art Museum
- The Bruckental Art Museum
- The Dumbrava Gardens
- Răşinari Village — O. Goga's House
- The Astra Library
- The "Balanţa" Factory

- C. Braşov

- The History Museum
- The "Steagul Roşu" Factory
- Timpa Hill
- The new districts
- Poiana Braşov

- H. Complete these sentences with the right words :

furniture
journal

- We have modern . . . in our new flat.
- The Art Museum in our town . . . a lot of beautiful paintings.

contains

building
paintings
hill
sights
through
city

3. Charles Darwin wrote in his ... about the birds and animals he saw.
4. I like Nicolae Grigorescu's ...
5. The History Museum is one of the ... of Braşov.
6. A castle is an old stone ...
7. There is a restaurant on Timpa ... in Braşov.
8. Constanţa is a ..., Medgidia is a town.
9. The cat got into the room ... the open window.

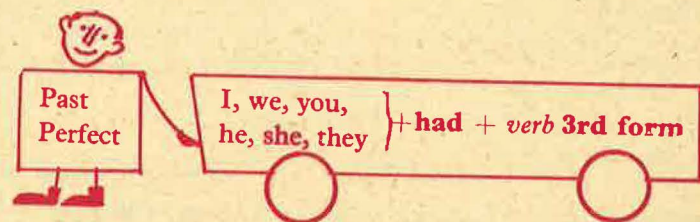
II. GRAMMAR PRACTICE

1. Read :

Yesterday evening Adrian went to the theatre. The play began at 7.30. Adrian left home at 7.15 and was at the theatre at 7.45.
When Adrian arrived at the theatre, the play had begun.

2. Answer these questions :

1. When did Adrian want to go to the theatre?
2. When did the play begin?
3. When did Adrian leave home?
4. When was he at the theatre?
5. Did he see the beginning of the play?
6. Why not?



I am used to express a past action finished before another past action.



3. Put these verbs in the Past Perfect Tense:

I write.

He travels.

I had written.

He had travelled.

- | | | |
|-----------------|----------------|---------------|
| 1. He enjoys. | 7. It happens. | 13. I run. |
| 2. I forget. | 8. They write. | 14. They say. |
| 3. They become. | 9. We speak. | 15. He sees. |
| 4. We drive. | 10. He sings. | 16. We read. |
| 5. You put. | 11. She makes. | 17. They do. |
| 6. I give. | 12. We go. | 18. I drink. |

4. Say what the children had done yesterday before their mothers came home:

Diana / do her homework.

Example: Diana had done her homework before her mother came home.

1. Angela / wash the dishes;
 2. Christine / do the shopping;
 3. Victor / meet his friends;
 4. Adrian / buy some vegetables;
 5. Alice / have dinner;
 6. Eliza / see a film;
 7. Dan / repair the T.V. set;
 8. Virginia / make a cake;
 9. George / read a poem;
 10. Mary / write a letter.
5. Situation : Paul and Angela spent their last summer holiday at the seaside. Angela went there for the first time, Paul had been there before.
Ask and answer questions about them:

be to the beach

Pupil 1: Had Paul been to the beach before?

Pupil 2: Yes, he had.

Pupil 3: Had Angela been to the beach before?

Pupil 4: No, she hadn't.

- | | |
|--------------------------|-------------------------------|
| 1. see the Black Sea | 5. walk down the beach |
| 2. swim in the sea | 6. stay at a hotel |
| 3. sunbathe on the beach | 7. make the tour of Constanţa |
| 4. go fishing in the sea | 8. visit Mamaia |

6. Comment on these situations :

Father first drove a car in 1980.

Example: He hadn't driven a car before.

1. Paul first studied Physics last year.
2. The dog first bit the child yesterday.
3. Mrs. Roman first taught English in 1970.

4. The little girl first saw an elephant last month.
 5. The little boy first ran on the beach last summer.
 6. The man first heard that joke yesterday.
 7. The farmer first grew carrots last year.
 8. The little girl first ate icecream last year.
7. Read these situations and answer the questions :
1. **Yesterday** mother cooked steak for Peter and put it on **the** table in the **kitchen**. The cat got into the kitchen at 12 o'clock and **ate** the steak.
Did Peter have any steak? Why not?
 2. Last **Sunday** the 7th form pupils went on an outing to Sinaia by the 8 o'clock train. Mary arrived at the station at 8.30.
Did she go to Sinaia? Why not?
 3. **Yesterday** morning Christine didn't learn her **lessons**. She played all the morning. At school in the afternoon the Geography teacher asked her.
Did she get a good mark? Why not?
 4. **Yesterday** afternoon the pupils wanted to visit Bran Castle. It was open from 9 a.m. to 5 p.m. They arrived at the castle at 5.10.
Did they visit the museum? Why not?
 5. Last **Monday** Peter lost his **pencil-box** while coming to school.
Could he write in the classroom? Why not?
 6. The Pop family wanted to see a nice play at the National Theatre. When they arrived there, all the tickets were sold.
Did they see the play? Why not?
 7. The rain stopped at noon. We went out a few minutes later.
Did we get wet? Why not?
 8. Alice went out at 3. Mary got to her home at 3.05.
Did the two girls meet? Why not?

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

1. Do you live in a city, a town or a village?
2. Do you live in the plains, in the hills or in the mountains?
3. Which is the nearest city to your town / village?
4. Is there a museum in your town / village?
5. What kind of museum is it? A Village, History or Art Museum?
6. Can you name the sights in your town / part of the country?
7. What do you visit on a sightseeing tour of a town?
8. Is there an old castle in/near your town? What is it called?
9. Is the castle made of stone or wood?
10. Would you like to go on a tour of Romania? When would you like to go?

B. Reading :

SIGHTS IN ROMANIA

A group of 7th form pupils from Ploiești went on a trip through Romania during their winter holiday. In their group journal they wrote what happened every day.

January 3, Bucharest. We began our first day of the trip with a sight-seeing tour of Bucharest. After we had made the tour of the city, we visited the Art Museum, which contains beautiful Romanian and foreign paintings.

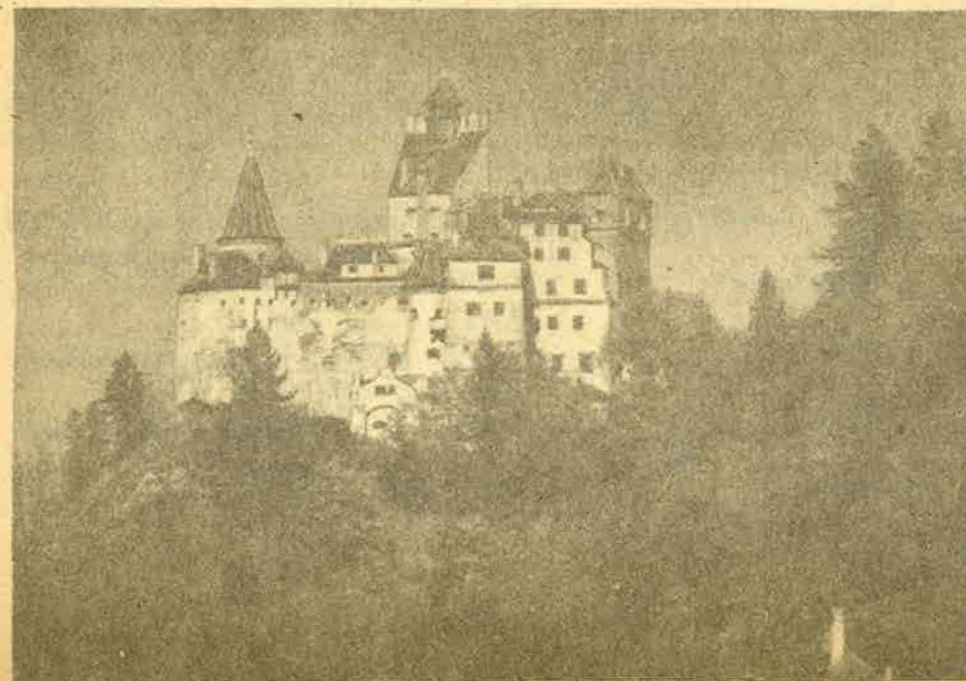
January 4, Bucharest. Today we planned our programme ourselves. Some of us visited the Village and Folk Art Museum, others walked in parks and some went shopping.

January 5, Bran. Today we were up early and on our way to Bran Castle. It was an exciting visit! The castle is a big stone building with beautiful old furniture. Vlad Tepeș spent a few nights here, too. Our dinner was in Brașov, in a restaurant high on Timpa hill, after we had visited the town's history museum.

January 6, Cluj-Napoca. Today we went on a six-hour trip to Cluj-Napoca. On the way we saw many factories and farms on the vast plains and hills of Transylvania.

January 7, Cluj-Napoca. In the morning we visited the "Clujana" shoe factory and the Botanical Gardens. In the afternoon we had a sightseeing tour of the city.

January 8, Sibiu. On the way to Sibiu and then back to Ploiești we stopped in the town of Alba Iulia. Then we visited Sibiu, which is another big and beautiful city. And then back to Ploiești, back home, after an exciting and useful holiday!



C. Exercises:

1. Answer these questions :

1. Who went on a trip through Romania during their winter holiday?
2. Where did they write about the places they visited?
3. Where did they begin the trip?
4. What did they visit the first day?
5. What did they do the second day?
6. What is Bran Castle like?
7. What important person spent a few nights in Bran Castle in the past?
8. Where did the children have dinner that day?
9. What did they see on the way to Cluj-Napoca?
10. What factory did they visit in Cluj-Napoca?
11. When did they go back to Ploiești?
12. What kind of holiday did the children have?

2. Speak about the pupils' tour of Romania:

Example:

They made the tour of Bucharest first.
Then they visited the Art Museum.

They visited the Art Museum **after** they had
made the tour of Bucharest.

1. They looked at the Romanian paintings first. Then they looked at the foreign paintings.
2. They were to Bucharest first. Then they went to Bran.
3. They saw Bran Castle first. Then they drove to Brașov.
4. They visited the history museum first. Then they had dinner.
5. They drove through Transylvania first. Then they arrived in Cluj-Napoca.
6. They were to the "Clujana" Shoe Factory first. Then they had a sight-seeing tour of the city.
7. They stayed in Cluj-Napoca for two days. They left for Alba Iulia then.
8. They stopped in Sibiu first. Then they drove to Ploiești.

3. Put in the reporter's questions :

Reporter:

1. Where ?
2. What towns ?
3. What ?
4. What ?
5. What like?
6. Where ?

Adrian:

1. I went on a trip during my winter holiday.
2. I visited Bucharest, Brașov, Cluj-Napoca, Alba Iulia and Sibiu.
3. The Art Museum in Bucharest contains Romanian and foreign paintings.
4. I liked Ion Andreescu's paintings best.
5. Bran Castle is a big and old stone building.
6. We had dinner in Brașov that day.

7. What ?

8. before?

9. What like?

10. What like?

7. We visited the "Clujana" shoe factory in Cluj-Napoca.

8. No, we hadn't. We had never been to a shoe factory before.

9. Sibiu is a big and beautiful city.

10. It was an exciting and useful holiday.

4. Talk about (one of) these :

1. Describe the picture on page 61.

2. Describe the children's programme in:

— Bucharest; — Bran; — Brașov; — Cluj-Napoca.

3. Name the most important sights in your town / part of the country.

4. Tell your classmates the programme of a tour you have been on.

5. Ask and answer questions about a trip you have been on. Use these words:

— when / leave;

— who / with you;

— how / travel;

— where / go;

— what sights / visit;

— what / weather / like;

— what / like best;

— when / come back home.

5. Finish these sentences using information from the text. Do the exercise in writing.

1. The 7th form pupils through Romania during their winter holiday.
2. They began the first day of the trip with
3. In Bucharest they also visited
4. On January 5th they visited
5. had spent a few nights in Bran castle, too.
6. They had dinner in
7. In Cluj-Napoca they visited
8. Sibiu was another
9. The children went back home

6.* Write about the facilities your town / part of the country has :

hotels, restaurants, shops, museums, theatres, factories, public gardens, farms.

7.* Write about a tour you have been on. Use the plan given in Exercise 4, point 5.

7. LESSON SEVEN

I. VOCABULARY PRACTICE

- A. public ['pʌblɪk] ... 1. *The Romanian public likes sport.*
 2. *The town has a public library and public gardens.*
 band [bænd] ... *A band plays music in our town park every Sunday.*
 hothouse ['həʊhaʊs] ... *Many flowers and vegetables grow in hothouses in winter.*
 sweet [swi:t] ... 1. *Sugar is sweet.*
 2. (pl.) *Children like sweets : cakes, icecream, chocolate.*
 guide [gaɪd] ... *You need a guide to show you the city if you are here for the first time.*
 tulip ['tju:lɪp] ... } *Tulips and roses are flowers.*
 rose [rəʊz] ... }
 statue ['stætju:] ... *There is a beautiful statue of Mihail Eminescu in front of our school.*
 boat [bəʊt] ... *There are many boats on the lake. People go boating on the lake.*
 world [wɜ:ld] ... *Magellan was the first man to travel round the world.*
 B. famous ['feɪməs] ... *Henri Coandă is a famous man of science.*
 different ['dɪfrnt] ... *Our pens are different : my pen is black and your pen is red.*
 to hope [həʊp] ... *I've written a good paper. I hope I'll get a good mark.*
 to advise [əd'vaɪz] ... *The doctor advised me to go home to bed.*
 to admire [əd'maɪə] ... *Visitors to Bucharest admire its beautiful parks and gardens.*
 to surround [sə'raʊnd] ... *The school building is surrounded by the playgrounds.*
 to allow [ə'laʊ] ... *Mother allows me to go out and play only after I have done my homework.*
 all over [ɔ:l'əʊvə] ... *In the Village Museum you can see houses from all over Romania.*
 as well as [əz'weləz] ... *The pupils, as well as their teachers, went to work on the farm.*



C. Say these in one or two words :

1. to tell somebody what he should do;
2. to be round something;
3. to let somebody do it;
4. a warm place where plants can grow in winter;
5. a group of people who play music together;
6. things to eat with much sugar in them.

D. Say these in another way :

1. Mihail Sadoveanu is a *well-known* Romanian writer.
2. Children like *icecream and cakes*.
3. The Romanian *people like* music.
4. Old trees *are round* Herăstrău Lake.
5. These houses are *not the same*.
6. Flowers *and* vegetables *too* can grow in a hothouse.
7. People from *all parts of* Romania go to the seaside in summer.
8. You must *let me help* you.

E. Read :

Things you like to do:	Things you don't like to do:
 Mm! I enjoy I like I love I'm fond of	 Ugh! I don't enjoy I don't like
} + verb + -ing.	} + verb + -ing.

F. How do you feel about these things?

cooking easy things

Example:

I enjoy cooking easy things. Or:
 I don't enjoy cooking at all.

1. reading history books
2. repairing things
3. learning for Physics
4. seeing funny films
5. playing football
6. sunbathing
7. fishing
8. eating potatoes
9. talking in English
10. getting up early

G. Complete these sentences with the right words :

hope

surrounded

admire

1. The ... showed us the sights of the town.
2. The lake is ... by old trees.
3. She is both clever and beautiful. I ... her.

guide

sweets

different

all over

themselves

enjoy

doesn't like

4. I have cooked the lunch today. I ... you will like the food.
5. Children like chocolate, icecream, cakes. These are
6. People from Romania come to Bucharest to visit it.
7. This bag is small and grey. That bag is small and grey, too. They are not
8. The children enjoyed ... at Tom's birthday party.
9. He getting up early.
10. I ... reading history books.

II. GRAMMAR PRACTICE

1. Read :

The children had a test yesterday. The teacher came into the classroom and said:

Teacher:

Take a sheet of paper.
Don't ask any questions.

Adrian came later and asked his deskmate what the teacher had said. The answer was:



She told us
She asked us

to take a piece of paper.
not to ask any questions.

to + verb
not to + verb

2. Do the same with :

1. Shut your books and notebooks.
 2. Write down your names.
 3. Listen carefully.
 4. Don't talk during the test.
 5. Don't look at your deskmates' tests.
 6. Don't make too many mistakes.
3. Now say what mother told Adrian when he went out to play yesterday. Her words were :
1. "Do your homework first."
 2. "Go out to play later."
 3. "Don't run in the street."
 4. "Play only in the park."
 5. "Don't walk on the grass."
 6. "Don't play with the dogs."
 7. "Say hello to old Mrs Pop."
 8. "Help her with her bags."

4. Situation : Mother tells father what Grandmother is saying:

Example:

Grandmother: I'm feeling ill.

I'll stay in bed today.

Please bring me some tea.

Don't bring me any milk.

Father: What does she say?

Mother: She says she is feeling ill.

She says she'll stay in bed today.

She asks me to bring her some tea.

She tells me not to bring her any milk.

Grandmother:

Father:

Mother:

- | | | |
|-----------------------------------|------------|----------------------|
| 1. I'm cold. | 1. ? | 1. She says |
| 2. I'm tired. | 2. ? | 2. |
| 3. I'm not feeling well. | 3. ? | 3. |
| 4. I want to go to bed. | 4. ? | 4. |
| 5. I don't want to eat. | 5. ? | 5. |
| 6. I can't go out. | 6. ? | 6. |
| 7. I'll have a short rest. | 7. ? | 7. |
| 8. I hope I'll sleep for an hour. | 8. ? | 8. |
| 9. I hope I'll feel better then. | 9. ? | 9. |
| 10. Bring me some water, please. | 10. ? | 10. She asks me |
| 11. Don't bring me any food. | 11. ? | 11. |
| 12. Leave me alone, please. | 12. ? | 12. |

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

1. Is there a public park in your town? Where is it? What is it called?
2. Are there any statues in this park?
3. Is there a lake in the park? Is it large or small?
4. What can people do on the lake? Can they go boating on it, fishing or swimming in it?
5. Is there a band in the park? When does the band play there?
6. How often do you go for a walk in this park?
7. Where can the children play? Are there any special playgrounds for them?
8. Where do the old people sit? Are there many benches in the park?

B. Reading :

PUBLIC GARDENS AND PARKS

The teacher of English asked the pupils to write about the places they had liked best on their trip through Romania.

Here's what Paul wrote:

On our first day in Bucharest the guide told us about the capital's gardens and parks. He advised us to go and visit Cișmigiu Gardens and the Botanical Gardens, as they are the oldest and most beautiful parks in Bucharest.

The next day we were allowed to visit Bucharest on our own, so I went to see the city's parks.

I first went to Cișmigiu Gardens, as the guide had told us it was the oldest park of the Capital (opened to the public in 1816). Cișmigiu Gardens are a fine park in the centre of the city with lots of trees, plants and birds. Red tulips and roses surround fine statues of famous writers and men of science. The white of the statues, the red of the flowers and the green of the grass make a beautiful sight which we can admire while sitting on benches under big old trees.

In Cișmigiu Gardens you can also have lots of fun. For little children there are several playgrounds where they can play nicely. Near the playgrounds there is a kiosk where on Sundays a brass-band plays fine music, so while parents are listening to the music, their children can play nearby. You can also go boating on a large lake, which is in the middle of the park.

Next to Cișmigiu Gardens is a famous old secondary school called "Gheorghe Lazăr". When classes are over, the pupils enjoy themselves walking and talking in the park and buying sweets from different kiosks.

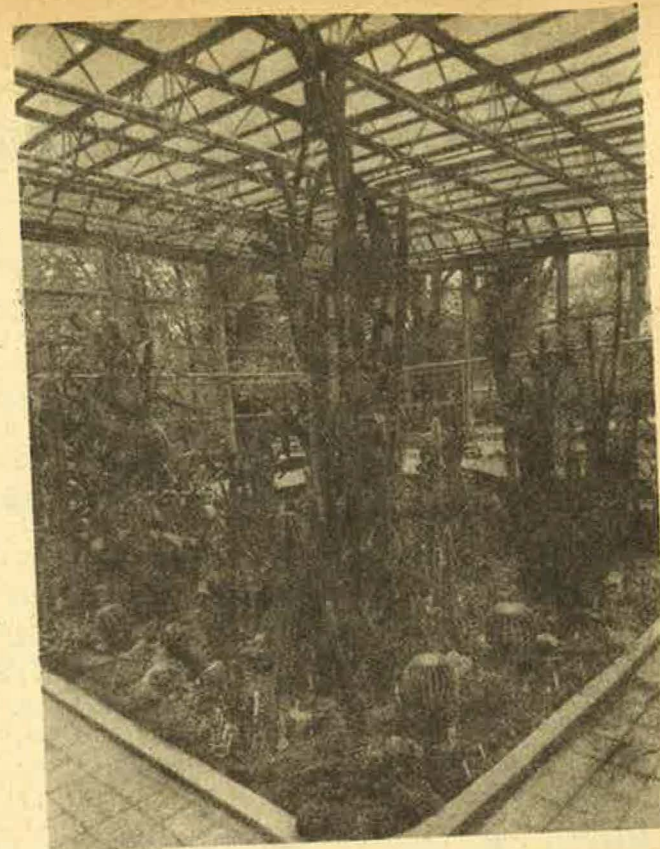
After walking round this beautiful old park I took the bus to the Botanical Gardens, which are a little "younger" than Cișmigiu Gardens. Open to the public since 1895, they contain plants and trees from different parts of Romania, as well as a hothouse with plants and trees from all over the world.

I enjoyed visiting Bucharest's parks, but I liked Cișmigiu Gardens best. I hope I'll come and see them again another time.

C. Exercises :

1. Answer these questions about the text :

1. What did the teacher ask the pupils to write?
2. What did the guide tell the pupils on their first day in Bucharest?
3. How did the pupils spend their next day?
4. Where did Paul go?
5. Where do Cișmigiu Gardens lie?
6. What can you admire while sitting on benches under big old trees?
7. Where can little children play?



8. Where does the band play on Sundays?
9. Where can you go boating?
10. What is next to Cișmigiui Gardens?
11. Where did Paul go after walking in Cișmigiui Gardens?
12. What do the Botanical Gardens contain?
13. What did Paul like best?

2. Say what the guide advised the children to do or not to do:

'Go for a walk in the park.
Don't walk on the grass.'

Example: The guide $\left\{ \begin{array}{l} \text{advised} \\ \text{told} \end{array} \right\}$ the children to go for a walk in the park.
He $\left\{ \begin{array}{l} \text{advised} \\ \text{told} \\ \text{asked} \end{array} \right\}$ them not to walk on the grass.

- | | |
|--------------------------------------|--------------------------------------|
| 1. 'Visit Cișmigiui Gardens.' | 7. 'Listen to the band.' |
| 2. 'Go to the Botanical Gardens.' | 8. 'Don't go into the kiosk.' |
| 3. 'Don't go there after 7 p.m.' | 9. 'Visit "Gh. Lazăr" school.' |
| 4. 'Don't pick flowers in the park.' | 10. 'Don't go into the classrooms.' |
| 5. 'Admire the beautiful statues.' | 11. 'Don't eat sweets before meals.' |
| 6. 'Play in the playgrounds.' | 12. 'Eat the sweets after lunch.' |
| Don't play on the grass.' | |

3. Situation : The guide is answering the children's questions about Cișmigiui Gardens. Put in the children's questions :

Pupils:

Guide:

- | | |
|----------------------|---|
| 1. When ? | 1. Cișmigiui Gardens were opened to the public in 1816. |
| 2. Where ? | 2. Cișmigiui Gardens are in the centre of the city. |
| 3. Whose ? | 3. There are statues of famous writers in the park. |
| 4. Where ? | 4. Children can play in special playgrounds. |
| 5. Where ? | 5. People sit on benches under the trees. |
| 6. When ? | 6. The band plays music in the kiosk every Sunday. |
| 7. What ? | 7. I advise you to go and visit this park. |
| 8. When ? | 8. I advise you to go there in the morning. |

4. Talk about (one of) these :

1. Describe the pictures on page 69.
2. Describe Cișmigiui Gardens. Speak about:

— oldest park;	— statues;	— band;
— in the centre;	— benches;	— lake;
— trees, flowers;	— playgrounds;	— kiosks.

3. Describe the Botanical Gardens:

- a) in Bucharest; b) in your town; c) in your part of the country.
4. Public gardens and parks in your town / village.
5. Statues of famous people in your town / village.
6. Things you can see and do in the public gardens in your town.
7. Paul's visit to Bucharest's public gardens and parks.
8. Ask and answer questions about the public gardens in your town.

Use these words:

— name;	— what/contain;	— you / last / visit it;
— where;	— what / can do;	— who / with you;
— how old;	— who / go there;	— what / you / do.

5. Write about Paul's visit to Cișmigiui Gardens. Use these words and phrases :

On our first day in Bucharest the guide
He advised us
The next day I
I went to
Cișmigiui Gardens are
They lie in
There are many in Cișmigiui Gardens.
People can sit
Children can play
On Sundays, a band
There is also a lake in the park
Next to Cișmigiui Gardens is
When classes are over, the pupils
I enjoyed my visit to

6.* Write about a park you know. Use the plan given in Exercise 4, point 8.

8. LESSON EIGHT

I. VOCABULARY PRACTICE

- A. glad [glæd] = pleased, not sorry
 far (away) [ˈfɑː(rəˈwei)] = not near
 finally [ˈfaɪnəli], at last [ət ˈlɑːst] = in the end
 to put on [ˈput ˈɒn], put on, put on = to get dressed
 to ring up [ˈrɪŋ ˈʌp], rang up, rung up = to speak on the telephone
- B. time [taɪm] ... 1. "What's the time, please?" "It's 8 o'clock."
 2. If you want to learn a poem, you must read it six, seven, eight times.
- hat [hæt] ... Men usually wear hats on their heads.
 telephone [ˈtelɪfəʊn] (short: phone) . Have you a telephone in the house?
 What's your phone number?
 receiver [rɪˈsiːvə] ... When you want to speak on the phone, you take the receiver in your hand.
 operator [ˈɒpəreɪtə] ... The operator helps you to make a telephone call, usually to another town.
 angry [ˈæŋɡri] ... I shall be angry with you if you get a bad mark.
 to pick up [ˈpɪk ˈʌp] ... Your book is on the floor. Pick it up.
 to be through [ˈbiː θruː] ... You are through. You can talk to Caracal now.
 to understand [ˌʌndəˈstænd], understood [ˌʌndəˈstʊd], understood ... I understand what you are asking me, but I don't know what to answer.
 at least [ət ˈliːst] ... He has at least 12 coloured pencils; he may have 20.

- C. Put these sentences in the right order to match the pictures on page 75 :
- a) Tom put down the receiver. d) Tom waited for the other to speak.
 b) Tom dialled the number. e) Tom spoke on the phone.
 c) Tom picked up the receiver.

D. Look at these antonyms :

put on the hat ≠ take off the hat;	angry ≠ happy;
pick up the receiver ≠ put down the receiver;	far (away) ≠ near;
glad ≠ sorry;	at first ≠ at last.

E. What did Sylvia want to say? Use the right words from the list of antonyms :

Example:

The cinema is not far away. It is quite ...

The cinema is not far away. It is quite near.

1. Don't pick the receiver up! ... it ... ! Grandmother is sleeping now.
2. Don't put it on! ... it ... ! It's hot today.
3. I'm not sorry to see you. I'm ... you have come.
4. He doesn't live near us. He lives quite ...
5. At first she didn't want to come with me, but ... she did.
6. The teacher is not happy when we don't do our lessons. He is ... with us.

F. Act this telephone conversation. Work in pairs :

Victor: Hello, Adrian! Victor here.

Adrian: Oh, hello, Victor.

Victor: Er ... are you busy? Would you like to come out for a walk?

Adrian: Well, I'm just doing my homework.

Victor: Oh, sorry. Some other time then, OK?

Adrian: Er ... yes. Fine. Bye-bye.

G. Now make similar dialogues. Your friend invites you to do something; you make excuses. Use these words and phrases (Work in pairs):

Invitations: Would you like to ...	Excuses: I'm sorry, but ...
<ul style="list-style-type: none"> ● come out for a walk? ● come to the cinema with me? ● come fishing with me? ● come and meet my friends? ● do our homework together? 	<ul style="list-style-type: none"> ● I've got to learn for tomorrow. ● I've got to help mother with the housework. ● I don't feel very well. ● I have just had a bath. ● I must go shopping.

H. Complete these sentences with the right words :

finally

put on

understand

angry

glad

take off

at least

pick up

hats

several times

1. In the morning I get up, wash and then ... my school uniform.
2. When I come home from school I ... my school uniform, wash and then have dinner.
3. We visited all the museums in the town and ... had a walk in the park, too.
4. If I ... the new lesson, I do my homework well and quickly.
5. I was very ... when you came round to see me in hospital.
6. Don't play that way with the dog. When he gets ..., he bites.
7. ... the dress. It's lying on the floor.
8. We can play this game only if there are four or six children. So we need ... four children.
9. He read the poem ... so he knew it very well.
10. Men take off their ... when they go into a room.

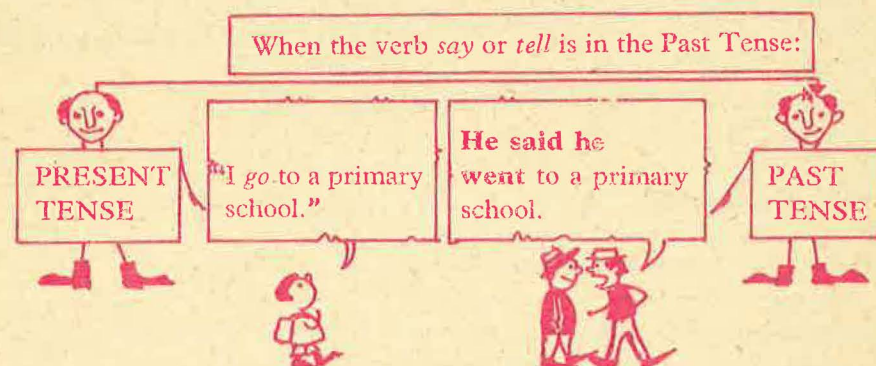
II. GRAMMAR PRACTICE

1. Read : Paul is telling us a lot of things about himself:

My name is Paul. I am 13 years old. I attend a middle school in Bucharest. I study a lot of subjects at school. Now I'm going to the Chemistry lab. I like school very much.

What did Paul tell us? Start like this: *He said his name was Paul.*

Direct Speech → Indirect Speech



2. Situation : Uncle David does not hear very well. Eliza often repeats to him what other people are saying. Now they are watching a T.V. programme, "People about themselves".

Example:

Speaker: I'm a worker.

Uncle David: What did he say?

Eliza: He said he was a worker.

Speaker:

- | | |
|-----------------------------|-------------------------------------|
| 1. I work in a toy factory. | 6. I'm very fond of toys. |
| 2. I go to work every day. | 7. I have a lot of toys at home. |
| 3. I'm a good worker. | 8. I give some of them to children. |
| 4. I like my job. | 9. I often play with them. |
| 5. My job is interesting. | 10. I don't like to be alone. |

3. Read these situations and then answer the questions according to the pattern :

"I like tea," she said, and you made some for her. Why?

Because she said she liked tea.

- "The car has a very good engine," the engineer said and your father bought it. Why?
- "It is a very good book," your friend said and you bought the book. Why?

- "I'm going away," your classmate said and you didn't go round to see him. Why?
- "I know the way to the theatre," Victor said and Paul went with him. Why?
- "The food is very good in that restaurant," Mr Brown said, so his friend went there. Why?
- "I'm still reading the book," your deskmate said and you didn't take it back. Why?
- "I don't like Adrian," Sylvia said and you didn't invite him to your birthday party. Why?
- "I'm very good at engines," Mr Black said, and he got the job. Why?

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

- Do you have a telephone?
- What's your telephone number?
- When do you use the telephone?
- Does your telephone sometimes ring while you're reading something interesting? Do you like it or not?
- Do your classmates sometimes play jokes on the telephone? If so, what do they say?
- Who uses the telephone most in your family?

B. Reading :

THE EARLY DAYS OF THE TELEPHONE

Imagine you want to see a man who lives near your house. You can put on your hat and go round to his house in five minutes. But you look at the telephone. You think you'd better ring him up before you go. So you pick up



the receiver, dial the number and wait, but you get no answer. Finally an answer comes from very, very far away. You shout into the receiver:

"Why don't you answer? I have rung twenty times in the last half hour." (This is not true, of course. You have rung only six times, but you are very angry).

"What — what do you say? I can't hear what you are saying," the operator answers you.

"I say I have rung twenty times and I cannot get an answer. I shall write about it to your boss."

"You will what? Don't stand so near the receiver. I cannot hear what you say. What number?"

You cannot repeat your question again so you say you want number four-five-seven-six.

"Four-nine-seven-six?" says the girl.

"No; four-five-seven-six."

At last the operator tells you that you are through. You stand waiting for some minutes.

"Hello, is anyone there?" you shout into the receiver many times, and then, oh, how glad you are! You hear a voice answering:

"Yes; what is it?"

"Hello! Are you four-five-seven-six?"

"Will I what? Who are you?"

"Jones; Is Mr. Williamson at home?"

"Who?"

"Williamson, Will-i-am-son!"

"You're the son of what? I can't hear what you say."

Finally he understands that you want to know if Williamson is at home, and he says — or at least you hear:

"Will be at home all the morning."

So you put down the receiver, take your hat and go to his house.

"I have come to see Mr. Williamson," you say.

"Very sorry, sir," is the answer, "but he is not at home."

"Not at home? Five minutes ago you said to me on the phone that he was at home. You said: 'He will be at home all the morning.'"

"No, it was: 'He will not be at home all the morning.'"

You go back to your room, take off your hat, sit down in front of the telephone and look at it. What can you do? Nothing.

(Adapted from: Jerome K. Jerome)

C. Exercises :

1. Read what is correct :

Jones ...

a) put his hat on and went round to see Williamson.

b) rang Williamson up.

2. The operator answered ...

a) very quickly. b) after half an hour.

3. Jones said ...

a) "I shall write about it to your boss."

b) "I shall write a letter to you from the country."

4. At last the operator said to him, ...

a) "You are through." b) "Nobody answers."

5. Jones put his hat on and went to Williamson's house ...

a) to see Mr Williamson. b) to see what was wrong with the phone.

6. The man who answered the phone said, ...

a) "He will be at home all the morning."

b) "He will not be at home all the morning."

2. Complete this telephone conversation :

Victor:

Adrian:

1. Hello, can I speak to Adrian, please?

1.

2. Oh, Hello! It's Victor here. How are you?

2.

3. Would you like to come swimming with me this afternoon?

3.

4. That's fine. Where shall we meet?

4.

5. What time did you say?

5.

6. O.K. See you then!

6.

3. Act the telephone conversation between Paul and George using this information :

Paul says who he is.

Example:

"I am Paul."

1. Paul says who he is and that he wants to speak to George.

2. George answers.

3. Paul says why he is ringing up; he wants George to wait for him at the station. He tells him that he will arrive by the 10:30 train.

4. George tells him it's O.K., then repeats what Paul has told him to make sure he understood him well.

5. They say goodbye to each other.

I. VOCABULARY PRACTICE

1. How to make a telephone call.
2. Your telephone (*number, colour, where it is, who uses it most in your family and when*).
3. Making a telephone call with the help of an operator.
4. What happened in the early days of the telephone.
5. The telephone of the future.
6. Invite a friend of yours to a day's outing somewhere near your town / village. He can't come (*homework to do / baby brother / housework / shopping etc.*)

1. Finally she put him through.
2. Jones wanted to go round to see his friend Williamson.
3. They couldn't hear each other well.
4. Before going round to his friend's house, Jones wanted to ring him up.
5. The operator answered the phone after he had rung six times.
6. On the telephone Jones understood that Williamson was at home.
7. Williamson was not at home. The man had told him on the phone that Williamson would not be at home all the morning.
8. He went to Williamson's house.

Mr. Jones: I want number four-five-seven-six.
Operator: Repeat, please. I can't hear you.

Mr. Jones { said } he wanted number
 { told the operator } four five-seven-six.

The operator { asked him } to repeat. She { said } she
 { told him } she
 couldn't hear him.

"I want to speak to Mr. Williamson."
"I cannot get an answer."
"I want number four-five-seven-six."
"Put me through to his house."
"I don't hear anything."

"I can't hear what you say."
 "Don't stand so near the receiver."
 "I don't understand you."
 "You are through."
 "You can speak now."

inside [ˈɪnsaɪd] = in (a building, etc.)

B. porch [pɔːtʃ]... *Most peasant homes in Romania are surrounded by porches*
carpet [ˈkɑːpɪt]... *There is a red carpet on the floor.*
wood [wʊd]... } *The old peasant homes are usually made of wood.*
brick [brɪk]... } *The new ones are made of brick.*
roof [ruːf]... *You must repair the roof of this house. It rains inside.*
thatched [θætʃt] roof... *Some old houses in the Danube Delta have thatched roofs.*
own [əʊn]... 1. *Sometimes I use my brother's pen when I don't find my own (pen).*
2. *The little child walked on his own, nobody helped him.*
although [ɔːlˈðəʊ]... *Although it was raining, she went out for a walk.*

1. proverb;	5. in a building;
2. a part of the country;	6. to join together;
3. a man who lives in the country;	7. to use pictures as examples;
4. a story told in writing;	8. to say why.

E. Situation : George and his parents have just moved into a new house.
Let's help them put the right things in the right rooms.
Use these words and phrases :

Where shall we put the ...? It goes well together with...	We could put it	<div style="display: inline-block; vertical-align: middle; font-size: 3em; margin: 0 10px;">{</div> <div style="display: inline-block; vertical-align: middle;"> in front of. ... next to ... behind ... on ... </div>
--	-----------------	---

These are the things. Put them in the right rooms:

- | | | | |
|-----------|----------------|-------------|---------------|
| 1. bed | 4. towel | 7. T.V. set | 10. soap |
| 2. chairs | 5. tooth-brush | 8. bookcase | 11. armchairs |
| 3. table | 6. paintings | 9. carpet | 12. wardrobe |

living room	bedroom	kitchen	bathroom

F. Complete these sentences with the right words :

inside
wood

possible

peasant
carpet

illustrates

porches

own
regions
combine

1. It is ... that he will come at 5, but I'm not sure.
2. The children are playing ... the house today because it is raining.
3. The ... of this tree is used for making furniture: beds, chairs, tables etc.
4. My uncle lives in the country; he is a ...
5. In the evening, the farmers sit and talk on the ... in front of their houses.
6. His room was large and clean and on the floor there was a beautiful ...
7. Ligia Macovei.. stories by drawing pictures which show what is happening.
8. If you ... yellow and blue, you will get green.
9. Don't take my pen again! Use your ... pen!
10. Wheat and maize grow in the plain ... of Romania.

II. GRAMMAR PRACTICE

1. Read: A foreign man of science is visiting Romania. He is speaking on T.V. now and saying what he has done since he came to this country.

Speaker: "I've been in Romania for a week."

Example:

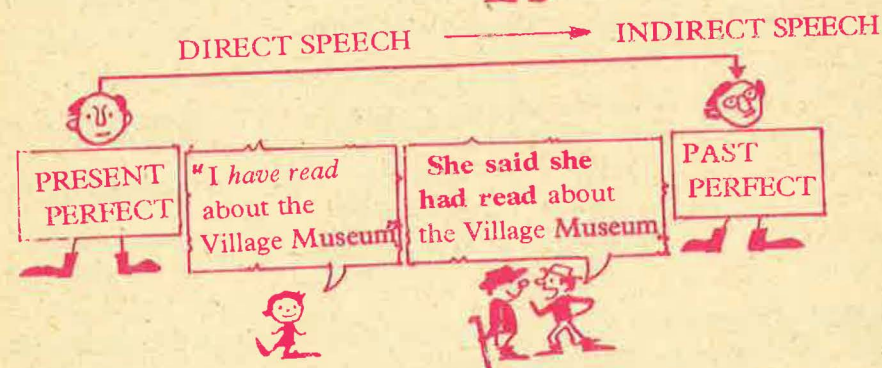
Uncle David: What did he say, Eliza?

Eliza: He said he had been in Romania for a week.

- | | |
|---|---|
| 1. "I've been staying at Intercontinental Hotel." | 5. "I have met a lot of interesting people." |
| 2. "I've been on a sightseeing tour of Bucharest." | 6. "I have been learning Romanian for a week." |
| 3. "I have visited several museums." | 7. "I have seen many factories." |
| 4. "I have talked to many Romanian men of science." | 8. "I have learnt a lot of things about Romania." |

Direct Speech → Indirect Speech

When the verb say or tell is in the Past Tense:



2. Situation : When father comes home, he asks mother about the things Eliza has done.

make her bed

Example:

Father: Has Eliza made her bed?

Mother: Well, she told me she had made it.

- | | |
|---------------------|------------------------|
| 1. open the windows | 6. ring up Aunt Martha |
| 2. clean her room | 7. finish the book |
| 3. buy bread | 8. study for the test |
| 4. cook the lunch | 9. take the dog out |
| 5. do her homework | 10. wash her uniform |

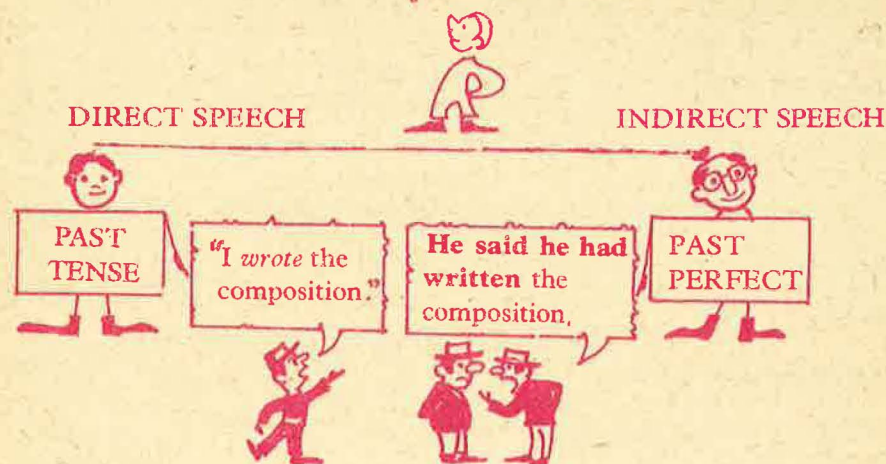
3. Read : Paul did a lot of things yesterday:

"I got up early in the morning.

I made my bed. I aired the room. I had breakfast. I did my homework. I went shopping. I played for a little while and then I had lunch and left for school."

What did Paul say he had done the day before? Start like this :
He said he had got up early ...

When the verb say or tell
is in the Past Tense :



4. **Situation :** Adrian did a lot of things yesterday. He told his family about them only after he had done them.

Example:

Adrian rang Alice up and then he told mother about it.
Adrian told mother he had rung Alice up.

- Adrian took off the wheels of the car and then he told father about it.
 - He changed them for new ones and then let father know about it.
 - Adrian repaired the bonnet and then went to mother and told her.
 - He washed the car and then told mother about it.
 - He invited his friends to his birthday party and then let his mother know about it.
 - He painted the front door and then told Grandfather about it.
 - Adrian made a telephone call and then told his sister about it.
 - He visited his friend and then let his brother know about it.
5. Put these sentences into Indirect Speech. You must remember that after a verb in the Past Tense:

<p>this here yesterday two days ago last week last year</p>	<p>becomes</p>	<p>that. there. the day before. two days before. the week before. the year before.</p>
---	----------------	--

- I've read *this* book; it is very interesting.
- I finished it *yesterday*.
- Nothing happened *here last night*.
- I explained everything to him *an hour ago*.
- They rang us up *yesterday evening*.
- The dog bit the child *three days ago*.
- I advised them to buy *this* T.V. set.
- They bought it *last month*.
- Mother called Peter to dinner *five minutes ago*.
- Peter went into the kitchen *two minutes ago*.

III. READING, SPEAKING AND WRITING EXERCISES

A. Prequestions :

- Have you ever visited a museum?
- What kind of museum was it?
- When did you visit it?
- Did you visit it alone or with your family / classmates / friends?
- Who gave you explanations inside the museum?
- What did you like best in the museum?
- When are you going to visit it again?

B. Reading :

THE VILLAGE AND FOLK ART MUSEUM

For the English lesson, Sylvia wrote a composition about the Village Museum in Bucharest.

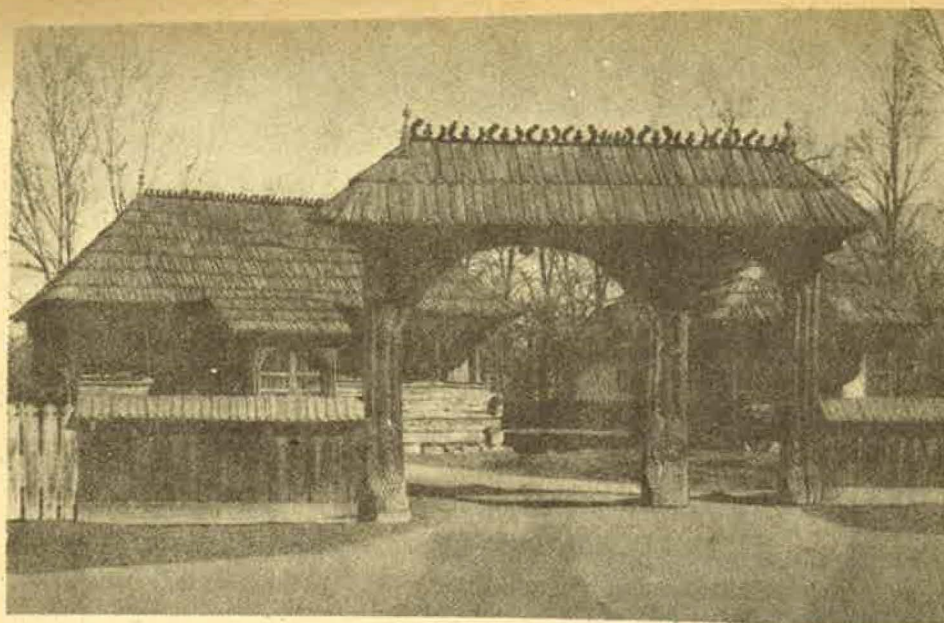
When you visit the Village Museum, you see how much the Romanians love their homes and how they have always tried to make them as comfortable and beautiful as possible.

The guide told us that Dimitrie Gusti had thought of opening this museum in the 1930's. He also explained to us that at first the peasants had come to Bucharest and lived in their own homes inside the museum.

The museum was opened in 1936 and everything in it is original. The peasant homes and all the things in them were brought piece by piece from all over Romania.

The houses are different from one region to another. Some have walls of wood, others of brick or stone; the houses in Dobrudja and the Danube Delta are not high and have thatched roofs; those in Transylvania are quite tall and are generally made of wood.

Although the houses are different, they all have porches where the farmers sit in the evening and talk about crops and the weather.



When you go into the houses, you can admire the fine old furniture and the beautiful carpets on the walls and floors.

The sayings: "Home, sweet home" and "My home is my castle" are well illustrated by the Romanian peasant homes, which combine the useful with the beautiful.

C. Exercises :

1. Answer these questions about the text :

1. What did Sylvia like best on her trip through Romania?
2. Who thought of opening the Village Museum and when?
3. Where were the peasants' homes brought from?
4. Can you describe the houses from Dobrudja and the Danube Delta?
5. What did Sylvia admire when she got into the houses?
6. What are Romanian peasant homes like?

2.* a) Which words from the text illustrate :

1. Wherever you go there is no place like home.
2. The Romanians have always tried to make their homes as beautiful and comfortable as possible.

b) How does the Village Museum illustrate these ideas? Think of :

The peasants' love for nature: plants, trees, animals. (Their gardens with beautiful flowers, fruit trees, the yards with animals).

Their love for beautiful colours nicely combined (the colour of the walls, towels, carpets, blouses, paintings).

3. Situation : Diana visited a Natural History museum last week. George is asking her questions about it. Put in his questions :

George:

Diana:

- | | |
|--------------------|--|
| 1. Have | 1. Yes, I have. |
| 2. When | 2. I visited it last week. |
| 3. What kind? | 3. It is a Natural History museum. |
| 4. What | 4. It contains stuffed birds, animals and insects. |
| 5. Where.....? | 5. It is in the centre of the town. |
| 6. Who | 6. The guide explained to us everything about them. |
| 7. What | 7. I liked the insects best. |
| 8. Did | 8. Yes, I did. I enjoyed my visit to the museum very much. |

4. Talk about (one of) these :

1. Describe the peasant room on page 84.
2. Describe the Village Museum in Bucharest. Speak about:

— where;	— houses all over Romania;
— how old;	— houses/different/wood/brick/stone;
— at first/peasants/live here;	— porches;
— everything original;	— furniture;
	— carpets.

3. What museums are there in your region/town/village?

4. Who visits them and when?

5. Ask and answer questions about visiting museums. Use this plan:

— when / last visit;
— kind of museum;
— where;

— what / contain;
— guide / explain;
— what / like best.

5. Write about a museum you have visited. Use these sentences:

1. There is ... museum in my town.
(an Art/a History/a Natural History/a Village)
2. It is ... the town.
(in the centre of / not far from)
3. It contains many ...
(paintings/old things/animals and birds/old farm buildings)
4. I visited it ...
(last week / last month / last year)
5. I liked the ... best.
(Romanian paintings / old maps / birds / old furniture etc.)
6. It was an ... visit.
(exciting / interesting)

6. Put Sylvia's words into Indirect Speech:

"I've just been to the Village Museum."

Example:

Sylvia	{	said told her classmates explained	}	she had just been to the Village Museum.
--------	---	--	---	---

1. I've seen a lot of interesting things there.
 2. I want to tell you about this museum.
 3. The museum is in Herăstrău Park, near Herăstrău Lake.
 4. Dimitrie Gusti opened this Village Museum in the 1930's.
 5. They brought peasant homes to the museum from all over the country.
 6. At first the peasants lived in their own homes inside the museum.
 7. The houses are different from one region to another.
 8. Most of them have porches in front.
 9. There is beautiful old furniture in the peasant homes.
 10. There are carpets on the walls and floors.
 11. I visited the Village Museum last week.
 12. This week I have visited another museum. I like visiting museums.
- 7.* Interview your deskmate about his last visit to a museum. Write down your questions and his answers. Use the plan given in Exercise 4, point 5.

10. LESSON TEN

I. VOCABULARY PRACTICE

A. department store [di'pɑ:tmənt stɔ:] = a large shop where all kinds of things are sold

shop-assistant ['ʃɒpə.sistənt] = a person selling things in a shop

clothes [kləʊðz] = all the things we wear

smart [smɑ:t] = 1. elegant; 2. clever

to pay [pei], paid [peid], paid [peid] = to give money for the things you have bought

among [ə'mʌŋ] = in the middle of

B. floor [flɔ:] ... 1. There is a red carpet on the floor.

2. Our flat is on the first floor.

fashion [fæʃn] ... Short dresses are in fashion now; long dresses were the fashion several years ago.

coat [kəʊt] ... Men usually wear trousers, shirts, and coats.

suit [su:t] ... Look at his suit! The trousers are too long and the coat is too short!

tie [tai] ... Put on this tie. It matches your shirt and suit.

dress [dres] ... "What shall I put on, a blouse and a skirt or a dress?"

necklace ['nekli:s] ... She has a brown necklace that matches her brown dress.

handkerchief ['hæŋkətʃi:f] ... People need handkerchiefs especially in winter.

cash-desk [kæʃdesk] ... "Where shall I pay?" "At the cash-desk, please."

size [saiz] ... "What size do you take in shoes?" "38."

hair [heə] ... Boys usually have short hair. Some girls have long hair.

to get on ['get ɒn], got on, got on ... } They were in front of the

to get off ['get ɒf], got off, got off ... } University building and wanted to get to Unirea Department Store, so they got on the bus at the 'University' stop and got off at the 'Unirea' stop.

to match [mætʃ] ... Mother's brown necklace matches her brown blouse.

C. Choose the right explanation for one word in each sentence:

1. This dress is very smart. Why don't you buy it?

a) clever; b) elegant; c) clean.

2. There is a little lake among those trees.

a) in the middle; b) near; c) far away from.

3. I paid for the things I had bought.

- a) I got money; b) I changed money; c) I gave her money.

4. He has a new suit.

- a) a new coat; b) a new coat and trousers c) a new shirt.

5. She has got on the bus.

- a) She is on the bus; b) She is waiting for the bus; c) She is near the bus.

D. What are these? Explain:

- | | |
|------------------------|----------------|
| 1. a shop assistant; | 4. clothes; |
| 2. a department-store; | 5. a suit; |
| 3. a cash-desk; | 6. a raincoat. |

E. Who wears these clothes?

- | | | |
|------------|--------------------|-----------------------|
| 1. shirts | 5. dresses | 9. raincoats |
| 2. blouses | 6. ties | 10. pioneer scarves |
| 3. coats | 7. shoes | 11. bags |
| 4. skirts | 8. school uniforms | 12. pioneer uniforms. |

Men wear ...	Women wear ...	Schoolchildren wear ...

F. Make up dialogues, using these words and phrases :

Shop-assistant:	You:
a) { May I help you? What can I do for you?	a) { I'd like a ... Could you show me a ... ?
b) { What size do you want? What colour do you want?	b) { I want size ... Green / brown / red, please.
c) { It's ... lei. Pay at the cash-desk, please.	c) { How much is it? Where shall I pay?
d) { You're welcome. / Not at all.	d) { Thank you.

You want to buy :

- a red skirt size 40. It costs 120 lei;
- a pair of brown trousers size 40. The trousers cost 150 lei;
- a blue raincoat, size 38. It costs 200 lei;
- a short red dress, size 36. It costs 160 lei;
- a pair of brown shoes, size 34. The shoes cost 140 lei.

G. Complete these sentences with the right words :

- | | |
|--------------|---|
| raincoat | 1. I hear that the ... for this year is miniskirts again. |
| umbrella | 2. It rained so heavily that although I had a ... and an ... I came home wet. |
| smart | 3. My ... in shoes is 36. |
| fashion | 4. It's not a problem to get to the 6th floor. The department store has got two ... |
| size | 5. Mother is paying at the ... |
| cash-desk | 6. Take this Your nose is running. |
| lifts | 7. On New Year's Eve we all had very ... clothes. |
| handkerchief | |

II. GRAMMAR PRACTICE

1. Situation : Yesterday the children made plans for their spring holiday. At home, mother asked Eliza what the children had said.

Victor: I'll go to the mountains.
Example: Mother: And Victor, what did Victor say?
Eliza: He said } he would go to the mountains. He told me }

- Mary: I'll stay in Bucharest.
- Peter: I'll visit my grandparents.
- Tom: I'll go on a tour of the country.
- George: I'll join Tom on the tour.
- Diana: I'll spend my holiday in a pioneer camp.
- Alice: I'll take music lessons.
- Paul: I'll read history books.
- Dan: I'll learn to swim.
- Sylvia: I'll learn how to make dresses.

If the verb say or tell, etc. is in the Past Tense:



DIRECT SPEECH → INDIRECT SPEECH



2. What were Eliza's plans for her spring holiday? Put her words into *Indirect Speech*.

Example:

Eliza was sure ... ("I'll stay at home").

Eliza was sure she would stay at home.

1. Eliza told mother ... ("I'll help you every day during the spring holiday.")
2. Eliza was sure ... ("I'll enjoy doing the housework.")
3. She knew ... ("It will not be easy.")
4. She let her mother know ... ("I'll do the shopping, too.")
5. Eliza hoped ... ("My friends from the country will visit me during the spring holiday.")
6. She explained to mother ... ("I'll take my friends on a sightseeing tour one day.")
7. She said ... ("We shall visit all the sights of the city.")

3. Put these sentences into *Indirect Speech*. Don't forget that after a verb in the *Past Tense*,

now	becomes	then.
today		that day.
tonight		that night.
tomorrow		the next day.
next week		the next week.

Sylvia: Father will build a new house next year.

Example: George: What did your father say?
Sylvia: He said he would build a new house the next year.

1. He will build it of wood.
2. The house will look like this one.
3. It will have a thatched roof.
4. It will combine the useful with the beautiful.
5. We'll sit on the porch of our house next spring.
6. We'll talk about all this tonight.
7. Father will show us his plans tomorrow.
8. Mother will buy a beautiful carpet for the new house today.
9. The house will have lovely furniture inside.
10. On the walls there will be beautiful paintings.

III. READING, SPEAKING AND WRITING EXERCISES

A. Prequestions :

1. Is there a department store in your town / region?
2. Where is it?
3. What is it called?
4. How many floors has it got?
5. How many lifts are there in the store?
6. How often do you go shopping?
7. Who sells you things in the store?
8. Where do you pay for the things you have bought?

B. Reading :

GOING SHOPPING

On the second day of their trip round Romania the 7th form pupils planned their programme themselves. The teacher only asked them what they would do that day. Angela, for example, said she would go shopping as she wanted to buy some presents for her family.



Angela got on tram 13 and got off in front of "Unirea" Department Store, as she knew they sold a lot of things there. Inside the store Angela took the lift to the second floor, where there was a fashion parade for men, women and children. It was very exciting.

First, some little boys and girls came, wearing trousers and shirts, blouses and skirts for fine summer weather or raincoats for wet autumn weather.

Then beautiful tall women walked among the people, wearing lovely short or long dresses, with smart bags and shoes for all seasons.

The men's suits and coats looked very smart, too, and the shirts, ties and hats matched each other.

After the fashion parade was over, Angela wanted to buy her father a shirt and her mother a dress like the ones she had seen there, so she went to the shop-assistant.

Shop-assistant: May I help you?

Angela: Yes, I'd like to buy something for my mother and father.

Shop-assistant: Well, as you have seen, we sell both men's and women's clothes. Maybe you would like to buy a dress for your mother, wouldn't you?

Angela: Oh, yes. Could I have a look at one, please?

Shop-assistant: Certainly. What's your mother's colouring and size?

Angela: She's got brown hair and green eyes and her size is 46.

Shop-assistant: Then this green dress will match her hair and eyes very well.

Angela: Oh, it looks so smart! How much is it?

Shop-assistant: 136 lei.

Angela: Er... you see... I don't think I have all that money. Thank you and goodbye.

Shop-assistant: Wait a little dear. Why don't you buy her a green necklace? I'm sure she'll like it and it's only 25 lei.

Angela: What about my father?

Shop-assistant: Buy him some handkerchiefs. They are always useful.

Angela: Oh, thank you. Where shall I pay?

Shop-assistant: There on the right you'll see the cash-desk.

Angela: Thank you.

C. Exercises :

1. Answer these questions about the text :

1. How did Angela spend the second day of the trip?
2. Where did she go shopping? Why?
3. How did she get there?
4. What did she see on the second floor?
5. What were the little boys and girls wearing?
6. What were the women and men wearing?
7. What did she want to buy for her mother and father?
8. What kind of dress did she want to buy for her mother?
9. Why didn't she buy it?
10. What did she finally buy for her parents?

2. Complete the dialogue with the shop-assistant's questions :

Shop-assistant:

Angela:

- | | |
|-----------------|--|
| 1. May? | 1. Yes, I'd like to buy something for my parents. |
| 2. What? | 2. I'd like to buy a dress for my mother. |
| 3. What? | 3. My mother's size is 46. |
| 4.? | 4. No, thank you. I don't think I want to buy the dress. |
| 5. Why? | 5. A green necklace? That's a good idea. |
| 6. What? | 6. I'd like to buy a handkerchief for my father. |

3. Act the conversation between Mary and the shop-assistant. Use this information :

1. The shop-assistant asked Mary what she could do for her.
2. Mary said she wanted a green skirt size 40.
3. The shop-assistant answered that she was sorry they hadn't got that colour but she would show her a brown one.
4. Mary said she liked the skirt and asked where she should pay.
5. The shop-assistant told her, then gave her the skirt.
6. Mary thanked the shop-assistant and then they said goodbye to each other.

4. Talk about (one of) these :

1. Look at the picture on page 92 and say what the man/woman/girl/boy is wearing.
2. Angela's visit to 'Unirea' Department Store:
 - a) the fashion parade;
 - b) the things she bought her parents.
3. The department store in your town / the general stores in your village:

— where it is:	— things sold;
— number of floors / lifts;	— your last visit there.

4. What can you buy at these shops:

- the grocer's? — the butcher's? — the baker's.
— the greengrocer's? — the dairy?

5. Act a conversation buyer — shop-assistant with your deskmate (you want to buy a present for somebody in your family).

5. Put into *Indirect Speech* what Angela said or thought yesterday. Use these verbs:

Angela knew / thought / was sure / hoped / said to herself...

1. I'll go shopping today.
 2. I want to buy some presents for my family.
 3. 'Unirea' is a big department store in the centre of the city.
 4. I'll go there.
 5. This fashion parade is very exciting.
 6. The women are wearing such lovely dresses.
 7. I'll buy mother a dress like these.
 8. I haven't money to buy this dress.
 9. I'll buy mother a necklace then.
 10. I bought her one last year, too, and she liked it.
 11. The men's shirts are so smart!
 12. I have never seen such fine shirts before.
- 6.* Describe a department store you know. Use the plan given in Exercise 4, point 3.

REVISION II

1. Remember these synonyms:

painting	= picture	to put on	= to get dressed
famous	= well-known	saying	= proverb
right	= correct	to combine	= to join together
glad	= pleased, happy	smart	= elegant
finally	= in the end, at last	to happen	= to take place

Now say these in another way, using the synonyms in the list:

1. The action of the play *takes place* in Braşov.
2. On New Year's Eve mother had *an elegant* dress on.
3. I'm *pleased* to meet you!
4. Her answer was *correct*.
5. The *proverb* "My home is my castle" is true.
6. *Put on* your clothes quickly.
7. Mihail Sadoveanu is a *well-known* Romanian writer.
8. At the Art Museum Eliza admired Grigorescu's *pictures*.
9. Grandma looked for her glasses for half an hour. *Finally* she found them on her nose!
10. You can obtain the green colour if you *join together* yellow and blue.

2. One of these words does not go with the other three. Which is it?

1. Furniture:

- a) bed; c) chair;
b) city; d) table.

2. In the park:

- a) roses; c) lift;
b) tulips; d) grass.

3. Telephone:

- a) receiver; c) operator;
b) ring up; d) sight.

4. A house can be made of:

- a) wood; c) stone;
b) carpet; d) brick.

5. Clothes:

- a) dear; c) dress;
b) raincoat; d) shirt.

6. Shopping:

- a) shop-assistant; c) pay;
b) cash-desk; d) roof.

3. Match:

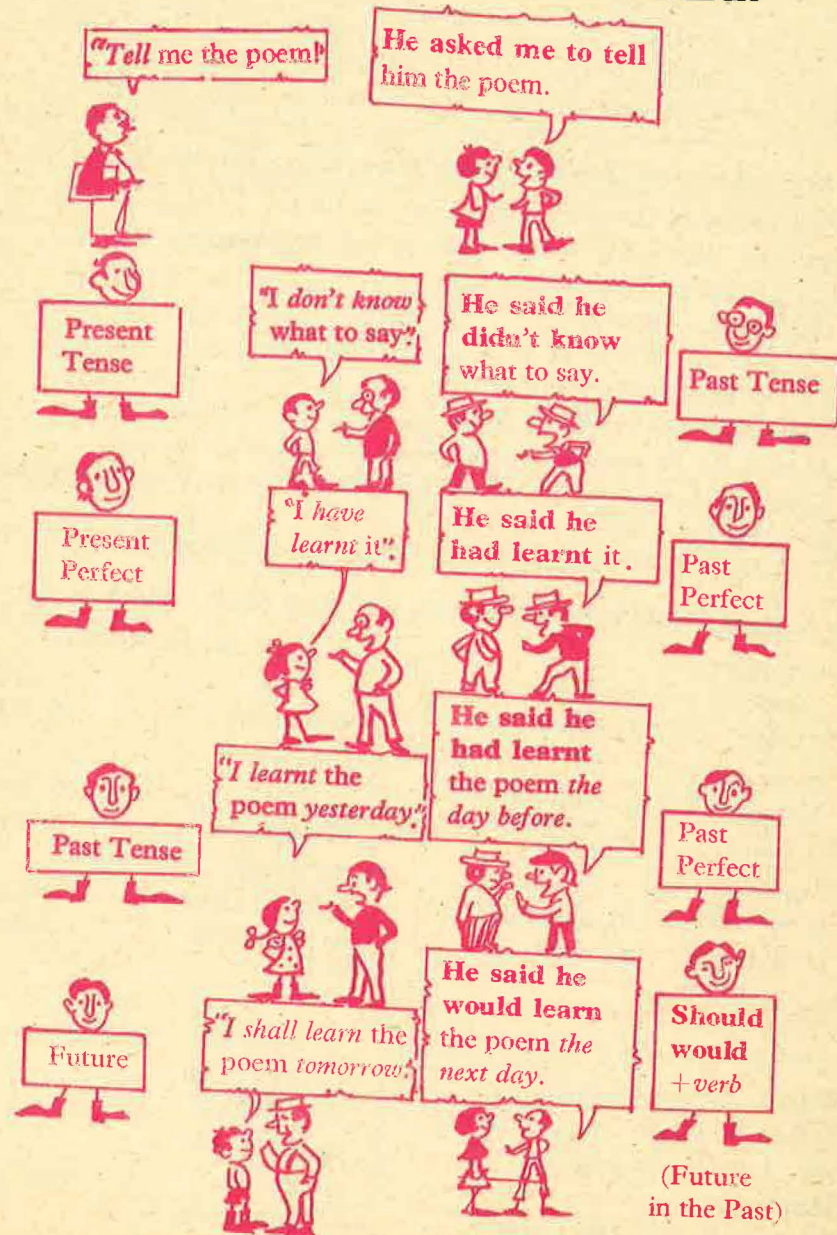
- | | |
|--|---|
| 1. Give me a piece of chalk, please. | a) I'm sorry I'm late. |
| 2. What's the matter with you?
You're late again! | b) Not at all. |
| 3. May I open the window? | c) I'd like to buy a blouse. |
| 4. Thank you! | d) Here you are! |
| 5. Why don't we play tennis? | e) I'd like to but I must do my homework. |

6. What can I do for you?
7. What size do you want?
8. Would you like to come for a walk?
9. Let's ring Paul up!

- f) *We'd better not. It's too late.*
- g) *Size 42.*
- h) *Certainly!*
- i) *Er... I'm afraid I'm not very good at it.*

Let's Remember : Direct Speech → Indirect Speech.

DIRECT SPEECH → INDIRECT SPEECH



4. **Situation :** Mother left for work early in the morning. Before leaving she told Peter what things to do and what things not to do that day. When Mary got up, she asked Peter what mother had said.

Mother: "Go to school early.
Don't leave home late."

Example:

Mary: What did mother say?

Peter: She { *told me* } to go to school early.
 { *asked me* } not to leave home late.

1. Finish your composition!
2. Don't forget your tennis shoes again!
3. Don't play with the dog!
4. Put on your uniform!
5. Put these sentences into *Indirect Speech*:
5. Ring up your deskmate!
6. Go round to Paul's place!
7. Explain the lesson to him!
8. Don't stay there too long!

"You *are* a very good pupil," the teacher said.
Mary was pleased.

Example:

The teacher **told** Mary **she was** a very good pupil, and she was pleased.

1. "The weather is very bad," mother said and Sylvia didn't go out for a walk.
2. Tom's friends asked Tom about the film. "Very exciting," he said.
3. "I can read English books," Alice said. Mother bought her an English book as a birthday present.
4. Victor asked the time. "It's twelve o'clock," was Peter's answer.
5. "I want to make a phone call," Mr Brown said and the operator asked him the number.
6. Adrian asked his teacher about his mark in the test. "Very bad," was the answer.
7. The doctor looked at Diana and said, "You're too fat."
8. "Do this exercise!" the teacher said. The pupil said, "It's too difficult."
9. "I don't understand this," Victoria said and the teacher explained the rule again.
6. Nobody is sure about the things Robert says he has done.

Victor: Did Robert buy a new umbrella?

Example:

Virginia: Well, he said he had bought one.

1. Did Robert do his shopping yesterday?
2. Did he buy a new raincoat?
3. Did he have money to pay?
4. Did he pay at the cash-desk?
5. Did he understand the lesson?
6. Did he explain the lesson to Peter?
7. Did he write the composition?
8. Did he combine those substances?

7. Read these situations and then answer the questions :

Example:

"Tom will come early," Dan thought, and he hurried to the cinema. Why?

Because he thought Tom would come early.

1. "Mother will buy bread," Diana knew for sure and she didn't buy any. Why?
 2. "I'll come to the club at 5," Angela said and Paul waited for her. Why?
 3. "There will be a good film on television tonight." Peter was sure of that, so when evening came you watched T.V. Why?
 4. "I'll come round to you tomorrow," Virginia said and Sylvia stayed at home. Why?
 5. "I'll do the washing up," Diana told her mother and she didn't wash the dishes. Why?
 6. We'll get off at the next stop," Father said and mother went near the door of the bus. Why?
8. Complete these sentences now :
1. Angela told Sylvia ... (*"I bought this dress in a department store."*)
 2. We were all very glad when Angela let us know ... (*"I'll go on a tour of Romania next holiday."*)
 3. When I rang Mary up, her mother told me ... (*"Mary has just left."*)
 4. Victor asked Virginia ... (*"Please bring me the book tomorrow."*)
 5. Mother advised grandmother ... (*"Don't go out in the cold."*)
 6. Peter left for home earlier today. He explained to us ... (*"I'm not feeling very well."*)
 7. After the test, Dan was sure ... (*"I'll get a good mark."*)
 8. We invited aunt Martha to our party but she answered ... (*"I can't come. I'm very busy this week."*)

9.* Translate these sentences into English.

Example:

Mi-a spus că a văzut un film foarte bun săptămîna trecută. I-am răspuns că sînt foarte ocupat săptămîna aceasta, dar că voi vedea filmul săptămîna viitoare.

He told me he had seen a very good film the week before. I answered him I was very busy that week, but I would see the film the next week.

1. I-am spus lui Petre că mă bucur că-l văd.
2. El mi-a răspuns că a fost bolnav săptămîna trecută.
3. Apoi a zis că mă va vizita săptămîna viitoare.
4. Petre mi-a spus că tocmai a ieșit din spital.
5. El mi-a spus că este mai bine acum.
6. Eu eram sigur că vom merge la munte luna viitoare.

10.* Read with the dictionary :

A Connecticut Yankee in King Arthur's Court

after Mark Twain

As I was walking down the street, I stopped a young man and said to him, "Good friend, will you answer my question, please? Are you a patient in this asylum or are you just visiting?"

He looked at me stupidly and said, "Fair sir, me seemeth"...

"That will do," I said. "You talk like the others, so you are a patient, too."

I walked on, trying to find someone who could tell me where I was. A tall boy was coming towards me. He wore tights and a plumed cap. He said he was a page and began to talk and laugh loudly until I stopped him. He had just said that he was born in the year 513!

I looked at him stupidly and wondered if I had heard him right. "Say it again, please. When were you born?" I asked him.

"In five thirteen," he replied.

"Come on, my boy, stop this game, please. Do you really mean what you are saying?" I asked him.

He said he did.

"And this isn't an asylum where they cure crazy people?" I asked.

He said it wasn't.

"Well, then," I said, "either I am crazy myself or something just as awful has happened. Now can you tell me where I am?"

"In King Arthur's court," he answered.

"And what year is it now?"

"Five twenty-eight — the twentieth of June," he said.





I felt I was slowly going mad, but I believed the boy. I don't know why. Everything in me said they were all crazy, that this couldn't be true. And yet, I had been knocked on the head in the nineteenth century and had woken up in the sixth!

11. LESSON ELEVEN

I. VOCABULARY PRACTICE

- A. traffic [ˈtræfɪk] ... *In cities there is a lot of traffic in the streets: cars, buses and people going in all directions.*
 light [laɪt] ... *I can't read. You're standing in my light.*
 traffic lights [ˈtræfɪklaɪts] ... *There are traffic lights in the streets. They have three colours: red, yellow and green.*
 café [ˈkæfeɪ] ... *You can have cakes and tea in a café.*
 corner [ˈkɔːnə] ... *This is the corner where Colentina Road meets Doamna Ghica Road.*
 to cross [krɒs] ... *Look both ways before you cross the road.*
 to hold [həʊld], held [held], held [held] ... *Little Tudor was holding his mother's hand.*
 to teach [ti:tʃ], taught [tɔ:t], taught [tɔ:t] ... *Our form teacher taught us some traffic rules last week.*
 to turn [tɜ:n] ... *If you want to get to the hotel, turn left and then right and there it is.*
 until [ʌn'tɪl] ... *I will wait here until the teacher comes back.*
 round [raʊnd] ... 1. "Where's the flower shop?" "Round the corner."
 2. Magellan travelled round the world.
 between [bi'twi:n] ... *Mary is sitting between Alice and Diana.*
 straight [streɪt] ... *This road will take you straight to the centre.*
- B. Look at the picture on page 104 and say who is doing each of these actions :
- ... are playing in the nursery school yard.
 - ... want to cross the street.
 - ... is holding Eliza's hand.
 - ... is looking at the traffic-lights.
 - ... is going into the café.
- C. What are these?
- they show you when to cross the street.
 - all the cars, buses and people in a street.
 - you can't see in a room at night if it isn't on.
 - a place where you can have tea, cakes and sometimes meals.
 - two roads meet here.
 - to take by the hand.
- D. Read this dialogue:
- Sylvia: Excuse me, can you tell me the way to the Art Museum?
 Paul: Certainly. Go straight on, then turn left at the traffic lights, go along for about a hundred metres and there's the museum.
 Sylvia: Thank you.
 Paul: Not at all.

E. Read :

Asking for directions:		Giving directions:
Excuse me,	can you tell me the way to ...?	 Go straight on.
	how do I get to ...?	 Turn (to the) left.
	am I on the right way to ...?	 Turn (to the) right.
	is there a ... nearby?	
		 Cross by the zebra.

F. Now ask for directions. You are outside your school and you want to know the way to :

Your deskmate will give you directions:

- | | |
|--|---|
| 1. the bus stop; | 1. Turn right and then left. |
| 2. the cinema; | 2. Walk down the road up to the traffic lights and then cross by the zebra. |
| 3. the nearest department store/ shop; | 3. Turn the first on your right. |
| 4. the town museum; | 4. Walk straight on for 50 meters. |
| 5. the nursery school; | 5. Take the second right and then right again. |
| 6. the Botanical Gardens. | 6. Get on bus 131, get off at the 3rd stop and there you are. |

G. Complete these sentences with the right words :

- | | |
|---------|---|
| teach | 1. At home, I sit at table ... my mother and my sister. |
| between | 2. Can you ... me this song? I want to learn it. |
| turn | 3. You must go ... the corner to see him. |
| round | 4. "Excuse me, how do I get to the public library?" "Go straight on and then ... left." |

until
traffic-light
traffic
straight

holds

5. The ... is green now. You may cross.
6. Wait ... he comes! Don't go!
7. Go down the street. Go ... on.
8. Little Alice always ... her mother's hand when she is crossing the street.
9. There is a lot of ... in this street: a lot of cars, buses and trams.

II. GRAMMAR PRACTICE



Tom: May I play football now, mum?
Mother: Have you done your homework?
Tom: Yes, I have.
Mother: Then you may. But you may not play football in front of my windows!

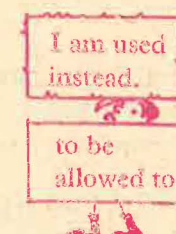
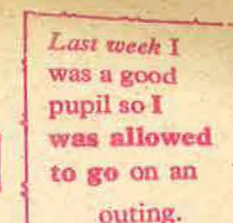
1. **Situation:** There are some things that young people may do, but little children may not. **Make sentences about them:**

Example:	go to the cinema alone	
	A youth may go to the cinema alone.	
	A little child { may not go mustn't go } to the cinema alone.	

- | | |
|---------------------------------|---|
| 1. cross the street on his own; | 4. work in a factory; |
| 2. drive a car; | 5. do experiments in the Chemistry lab; |
| 3. go to the mountains alone; | 6. go to a youth camp. |

2. **Read these sentences and then answer the questions:**

1. Dan is very happy. His mother has just told him that he may go on an outing with his classmates.
2. Last year he wasn't allowed to go as he was too young.
3. Now he knows that if the weather is fine on Sunday he will be allowed to go on the outing.
 - a) Why is Dan happy?
 - b) What has mother just told him?
 - c) Why wasn't he allowed to go last year?
 - d) Will he be allowed to go on an outing next Sunday?



3. **Situation:** You were ill last week and the doctor allowed you to do only certain things. Now you are telling your friends what you were and what you were not allowed to do.

Example:	drink tea / drink milk
	I was allowed to drink tea.
	I wasn't allowed to drink milk.

- | | |
|--|-------------------------------------|
| 1. eat vegetables / eat meat and eggs; | 4. listen to the radio / watch T.V. |
| 2. drink tea / drink pepsicola; | 5. draw / read; |
| 3. play in my room / play in the garden; | 6. walk in the garden / run. |

4. **Situation:** Adrian and Eliza are talking about the things Adrian will be allowed to do after he finishes his homework.

Example:	go out
	Adrian: I won't be allowed to go out until I finish my homework.
	Eliza: Well, but you'll be allowed to go out after you finish it.

- | | |
|----------------------|-----------------------|
| 1. play football; | 4. have a walk; |
| 2. go to the cinema; | 5. go swimming; |
| 3. watch TV; | 6. talk on the phone. |

5. Say : a) three things you were not allowed to do when you were younger;
b) three things your mother says you may do now as you are 13 years old;
c) three things you will be allowed to do when you are 18 years old.

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

1. What age do children go to nursery school in Romania?
2. Did you attend nursery school?
3. How old were you? How many years did you go to nursery school?
4. What did you do there?
5. Were you allowed to go there alone or did your parents take you?
6. Did the pioneers sometimes come to your nursery school?

B. Reading :

THE PIONEERS' VISIT TO THE NURSERY SCHOOL

Next to the ten-year school in our district there is a nursery school, where many of the pupils' little brothers and sisters go every day. The 7th form pioneers are fond of the little children and very often visit them. Yesterday for example, they took their little friends for an outing to teach them traffic rules.

"Look at all the traffic!" Adrian said. "I've never seen so many buses at the same time. What are those, Tudor?"

"They're trolleybuses", said little Tudor. "And those are trams, aren't they?"

"Yes, they are," said Adrian.

"May I cross the road now?"

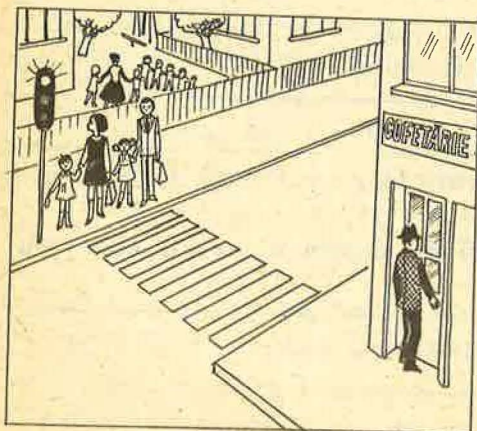
"No, you mustn't," said Eliza, who was holding Tudor's hand.

"Why can't we cross on our own?" another little boy wanted to know.

"You are not allowed to cross on your own because cars go very fast in the town, and there are rules about crossing the road," Adrian answered.

"You mustn't cross now," said Eliza to little Tudor, who was trying to cross again.

"The traffic-light is red. We are not allowed to cross until it is green.



Where there are no lights, you must look left, look right, and then look left again before you start to cross. And always use a zebra crossing if you can," Adrian explained to the children.

"Let's hurry. The light is green now," said a little girl, who was standing between Eliza and Adrian and was watching the traffic lights carefully.

"I want to have a cake in that café round the corner," said Tudor.

"That's not a café, it's a restaurant. To get to the nearest café we must go straight on, then turn left. Let's cross now."

C. Exercises :

1. Answer these questions :

1. Where is the nursery school?
2. What did the 7th form pioneers do yesterday?
3. What did they want to teach the little children?
4. What are the traffic rules for crossing the road?
5. Why weren't the little children allowed to cross on their own?
6. What did Adrian advise them to do before crossing the road?
7. How can they get to the nearest café?

2. Situation : Adrian is a member of the Applied Science Club. He is very fond of cars. He wants to drive a car when he is 18. Now he is learning the road signs with his father.

Father: Look at No. 1. What won't you be allowed to do?

Example: Adrian: I won't be allowed to drive at more than 30 kilometres an hour.



1. Maximum speed



2. No walking



3. No stopping



4. No right turn



5. No U turn



6. No left turn

3. Talk about (one of) these :

1. Describe the picture on page 104.
2. Tell the text.

3. Traffic rules for crossing the road.

4. You are outside your school and you want to get to:

- | | |
|-------------------------|---------------------------|
| — the National Theatre; | — the art museum; |
| — the city hospital; | — the centre of the town; |
| — the community centre; | — the public gardens. |

Ask your deskmate how to get there. (Use a map of your town).

4. Put the children's conversation into *Indirect Speech*:

1. "Look at all the traffic," Adrian said to Tudor.
2. "I've never seen so many buses at the same time," Adrian said.
3. "Those are trolleybuses," said little Tudor. "And those are trams."
4. "You may not cross the road now," Eliza said to little Tudor.
5. "Little children are not allowed to cross on their own," Adrian answered, "because cars go very fast in the town."
6. "There are rules about crossing the road," Adrian explained to little Tudor.
7. He also said, "People are not allowed to cross until the traffic light is green."
8. "Look both left and right before you cross," Adrian told the children.
9. "Use a zebra crossing if you can," he also told them.
10. "The light is green now," said a little girl.
11. "I want to have a cake in that café round the corner," little Tudor said.
12. "That's not a café, it's a restaurant," Adrian explained to Tudor.

5.* Tell the story *The Pioneers' Visit to the Nursery School* in writing.

6.* Read the directions Eliza sent to a friend who was coming to visit her:

It only takes ten minutes from the station to my house. When you come out of the station, turn left, then go straight on up to the traffic lights. There you turn left and Grivița Road is the second on the right. Now write how you get to your house from the station / bus stop.

12.* LESSON TWELVE

I. VOCABULARY PRACTICE

A. husband [ˈhʌzbənd]... } Mr Brown is Mrs Brown's husband.
wife [waɪf]... } Mrs Brown is Mr Brown's wife.

sky [skai]... The sun is in the sky.

cloud [klaʊd]... When it rains there are clouds in the sky.

student [ˈstjuːdnt]... } We are pupils; we go to school.

university [ˌjuːnɪˈvɜːsɪti] } They are students; they go to university.

science fiction [ˌsaɪənsˈfɪkʃn]... Science fiction books tell us about the future of science and its effect on life.

heavy [ˈhevi]... 1. Will you help me with this bag, please? It's very heavy.

2. It is raining heavily.

awful [ˈɔːful]... It's cold and it's raining. The weather is awful.

to blow [bləʊ], blew [bluː], blown [bləʊn]... In October it often rains and cold winds blow.

to cry [krai]... 1. The little girl was crying because she had lost her coat.

2. He cried out, "Stop!"

to have to [ˈhævˈtuː]... We have to go to school every day. We had to go to school yesterday, too.

suddenly [ˈsʌdnli]... The weather was fine, the sun was in the sky, but suddenly it started to rain.

B. Say these in one or two words:

1. it often blows in autumn;
2. you see them in the sky when it rains;
3. it comes out from behind the clouds when it stops raining;
4. books about the future of science;
5. young people who attend a university;
6. they make a family together;
7. babies do this when they want to eat.

* Lesson 12 is optional except for Exercises C and D.

C. Make sentences using the Reflexive Pronoun:

I	cut	myself	in the kitchen.
You		yourself	
He		himself	
She	looked at	herself	in the water.
It		itself	
We	enjoyed	ourselves	at the party.
You	helped	yourselves	at dinner.
They		themselves	

D. Complete with the right Reflexive Pronoun:

1. I enjoyed ... at the party.
2. My brother enjoyed ... at the party, too.
3. My sister didn't like the party, so she didn't enjoy
4. The cat cut ... while running in the street.
5. Help ... to some fruit, *Diana and Paul*.
6. Help ... to some icecream, *Angela*.
7. They bought the books for
8. We saw ... in the water.

E. Read these comments on the weather, which are generally used to start a conversation :

<i>Adrian:</i>	<i>You:</i>
1. Lovely day today, isn't it?	1. Beautiful indeed!
2. It's so nice and hot!	2. I love it, don't you?
3. It looks like rain, doesn't it?	3. I don't like it at all. Do you?
4. It's warmer today, isn't it?	4. Yes. Much better than yesterday.
5. Fine day for this time of year, isn't it?	5. Yes. It makes a nice change.
6. Very cold for the time of year, isn't it?	6. Let's hope it doesn't get colder.

F. Now make comments for this weather :

1. It's September, but it's very cold.
2. It's February, but the weather is quite warm.
3. Yesterday was quite cold, but today it is warmer.
4. It's hot and the sun is in the sky.
5. The weather is fine.
6. There are clouds in the sky.

G. Complete these sentences with the right words :

wind
clouds
sky
suddenly
wife
husband

science-fiction

heavy

cry

1. At noon the sun is up in the
2. Look at the... in the sky. It's going to rain soon.
3. It's October 15th. It's raining and the ... is blowing.
4. Mr Black is Mrs Black's
5. Mrs Black is Mr Black's
6. Little children often ... when they want to obtain something.
7. The little child looked quite happy, but ... it started to cry.
8. This book is about the future of science and its effect on people's life. It is a book.
9. I can't carry this suitcase. It is too... for me.

II. GRAMMAR PRACTICE

1. Read : Grandmother is very ill. The doctor is talking to her:

1. "You **must** stay in bed and have a good rest. You **mustn't** go out and you **mustn't** work hard either."
2. "You'll **have to** stay in bed until next week and you'll **have to** take this medicine every six hours."
3. "Old Mrs Plumb was ill last week and she **had to** do the same things as you. Now she is better so you **must** do what I'm telling you."
4. "I hope you'll be better soon. You **needn't** see me to the door. Goodbye."

2. Answer these questions now :

- a) Who is ill?
- b) Who is talking to her?
- c) What **must** Grandmother do?
- d) What **mustn't** she do?
- e) How long will she have to stay in bed?
- f) Who was ill last week?
- g) What did Mrs Plumb have to do?
- h) Need Grandmother see the doctor to the door? Why not?

I express
obligation,
necessity.

MUST

I have only
one tense.

PRESENT **MUST**

I have all tenses and
can be used instead.

HAVE TO

I must go to school now.
I must eat, play and sleep.

I'll have to go to school tomorrow and I
had to go to school yesterday, too.

3. Situation : a) It's morning now and you go to school in the afternoon.
Say what things you must do before you go to school.

Use :

- | | |
|--------------------|-----------------------|
| 1. wash; | 6. do my homework; |
| 2. brush my teeth; | 7. have lunch; |
| 3. make the bed; | 8. wash the dishes; |
| 4. get dressed; | 9. put on my uniform; |
| 5. have breakfast; | 10. leave home early. |

Example: I must make the bed.

- b) Actually, you have to do these things every day. Say them again,
using have to.

Example: I have to make the bed every day.

4. Situation : a) Yesterday Mr Brown went on a trip. He had to do a lot of
things before he went away.

Example:

buy a train ticket

He had to buy a train ticket yesterday.

1. pay for the train ticket;
2. make some phone calls;
3. finish work early;
4. buy a newspaper to read on the train;

5. hurry back home;
6. wash;
7. change his clothes;
8. hurry to the station.

- b) Mother didn't go with father on the trip so she didn't have to do any
of those things. Make sentences about her.

Example:

buy a train ticket

Mother didn't have to buy a train ticket yesterday.

5. Situation : a) Tomorrow Adrian will be on duty in the street. He will
help the traffic policeman with his work. Say what he will have to do.

Example:

stand near the traffic lights

Adrian will have to stand near the traffic lights
tomorrow.

- | | |
|--|---|
| 1. help the policeman on duty; | 4. help old people to cross the road; |
| 2. explain the traffic rules to little children; | 5. stop the cars when the traffic light is red; |
| 3. tell people the way; | 6. let the people cross then. |

- b) Eliza will not be on duty in the street tomorrow, so she won't have to
do all these things. Make sentences about her.

Example:

stand near the traffic lights

Eliza won't have to stand near the traffic lights
tomorrow.

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

1. What do you usually do in the morning?
2. What do you usually do in the afternoon?
3. What do you do when it rains?
4. What do you do when it snows and it's cold?
5. What do you do when the weather is fine?

B. Reading :

A SPECIAL UMBRELLA (PART ONE)

The days were always the same for Professor Boffin and his wife.

Professor Boffin got up early in the morning as he had to be in time for his classes at the University. Mrs Boffin got up early too, as she had to do the housework and cook lunch and dinner for the day. In the afternoon Mrs Boffin looked out of the window to see what was happening in the street while Professor Boffin sat in an armchair reading science-fiction books.

One Friday afternoon Mrs Boffin said to her husband, "Stop reading, dear. It's such a fine day today. Let's go for a walk in the park, shall we?" "Of course, dear", said the professor and shut the book he was reading.

"Put on your coat and take your umbrella, too. There are some clouds in the sky. And the wind has started to blow, too." "But where's my umbrella?" asked professor Boffin.

"Here it is. Look at it. It's so old. You must buy yourself a new one. Let's go now and hope it won't rain."

Mr Boffin and his wife went for a walk in the park. Suddenly the sky became black and it started to rain heavily, so the Boffins had to go back home in a hurry.

"Oh, dear, look at my hair," Mrs Boffin cried. "It's all wet. And look at my clothes. They're full of water. Isn't this weather awful?"

Professor Boffin said nothing. He was looking and looking at his umbrella.

"What are you doing with that umbrella, dear?" Mrs Boffin asked.

"This umbrella is no good. I must make myself a new umbrella. A special one. Good night, dear," said professor Boffin and went to his workroom.



C. Exercises :

1. Two sentences are not true. Can you find them?

1. Mr and Mrs Boffin had a very funny programme.
2. In the morning Mr Boffin hurried to the University.
3. Mrs Boffin cooked lunch and dinner in the morning.
4. One Friday afternoon the Boffins went for a walk.
5. Mr Boffin had a raincoat and a new umbrella.
6. Soon the Boffins had to go back home as it started to rain heavily.
7. Mrs Boffin came home with her hair and clothes wet.
8. Mr Boffin said he would make a new umbrella.

2. Answer these questions :

1. Why did professor Boffin get up early in the morning?
2. What did Mrs Boffin have to do in the morning?
3. What did Mr and Mrs Boffin usually do in the afternoon?
4. Where did they go one Friday afternoon?
5. What was the weather like?
6. Why did the Boffins have to go back home quickly?
7. Why must Mr Boffin make himself a new umbrella?

3. Situation : A reporter has just arrived at the Boffins' house. He is interested in their life and is asking them questions.

Put in his questions :

Reporter :

1. You say you have to get up early every day. Why ... ?
2. What time ?
3. What ?
4. What ?
5. ?
6. Why ?
7. Why ?

Mr. Boffin :

1. I have to get up early every day because I have to be in time for my classes.
2. I have to be at the University at 8 o'clock every morning.
3. My wife has to do the housework every day.
4. Yesterday I had to finish reading a science-fiction book.
5. No, I don't have to read science-fiction books, but I enjoy reading them.
6. I had to take my umbrella yesterday because there were some clouds in the sky.
7. I'll have to make myself a new umbrella because this one is very old.

4. Talk about (one of) these :

1. Describe the pictures on page 112.
2. Describe Professor Boffin's daily programme.
3. Describe Mrs Boffin's daily programme.
4. Describe their programme one Friday afternoon.
5. Tell the text.
6. Describe your mother's / father's daily programme.
7. Describe the kind of weather when people must put on their raincoats or take their umbrellas with them.

5. Here is Mr and Mrs Boffin's conversation. Re-tell it, using *Indirect Speech*:

1. "Stop reading, dear. It's such a fine day today. Let's go for a walk in the park," said Mrs. Boffin.
2. "Put on your coat and take your umbrella, too. There are some clouds in the sky," said Mrs. Boffin.
3. "But I don't know where my umbrella is," said Mr. Boffin.
4. "Why, here it is. Only look at it. It's so old. You must buy yourself a new one. Let's go now and hope it won't rain."
5. "We must go back home. My hair is wet and my clothes are full of water," said Mrs Boffin.
6. "I must make myself a new umbrella," said Professor Boffin.

6.* Interview Mr. Boffin. Write down your questions and his answers. Ask him about :

- | | |
|--|---|
| <ul style="list-style-type: none"> — daily programme; — job; — hobbies; | <ul style="list-style-type: none"> — the kind of weather he likes best; — favourite books; — his plans for a special umbrella. |
|--|---|

13.* LESSON THIRTEEN

I. VOCABULARY PRACTICE

A. moon [mu:n] } ... The sun is in the sky in the daytime; the moon and star [sta:] } the stars are in the sky at night.

earth [ə:θ] } ... We live on the planet Earth.
planet ['plænit]

saucer ['sɔ:sə] } The tea-cup is on a saucer.
flying-saucer [flaɪŋ 'sɔ:sə] } Men of science don't know whether flying
whether ['weðə] } saucers are real or not.

steering wheel ['stiəriŋ wi:l] ... The steering wheel makes the car go in the right direction.

surprise [sə:'praɪz] } ... Mother was surprised when Tom came back
surprised [sə:'praɪzd] } from school early. She looked at him in surprise.
strange [streɪndʒ] ... It is strange that he is not here. He always comes at this time.

to fly [flaɪ], flew [flu:], flown [fləʊn] ... } A plane flies up in the air.
air [eə] ...

to wonder ['wʌndə] ... I wonder why Victor always leaves his book at home.
to shine [ʃaɪn], shone [ʃɒn], shone [ʃɒn] ... The rain has stopped and the sun is shining.

to move [mu:v] ... 1. The Earth moves round the sun.
2. We moved from Pitești to Ploiești last year.

over ['əʊvə] ... The plane was flying over the roofs of the houses.

towards [tə'wɔ:dz] ... She walked towards the door.

maybe ['meɪbi] ... I don't know whether Adrian is in the garden; maybe he is.

still [stɪl] ... He hasn't finished lunch yet; he is still eating.

B. What are these? Say in one or two words:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. they are in the sky at night; 2. we live on this planet; 3. we put the tea-cups on them; 4. it makes the car go in the right direction; 5. it's unusual; | <ol style="list-style-type: none"> 6. you don't know what to say or do; 7. birds do this; 8. the sun does this; 9. you live in a house and then in another; 10. in my direction. |
|---|---|

* Lesson 13 is optional.

C. Say these in another way :

1. It's *unusual* that he is not here.
2. She walked *in my direction*.
3. *I'm asking myself* why he is always late.
4. Are you *going by plane* to Suceava?
5. The Earth *goes* round the sun.
6. I don't know *if* he will come.
7. Put the cup on the *little plate*.

D. Read :

Introductions:	Answers:
1. This is Paul. This is Victor.	Paul: How do you do! Victor: How do you do! Glad to meet you.
2. May I introduce you to Mr. Pop? This is Mr. Ionescu.	or: Pleased to meet you.
3. I'd like you to meet Sylvia. Mother, this is Sylvia.	or: Nice to meet you.
4. May I introduce myself? My name is Christine Roman.	

Example:

A: "May I introduce myself? My name is Adrian Ionescu."
B: "My name is Sylvia Brad."
A: "How do you do."
B: "How do you do."

E. Read these and answer them :

1. Good afternoon.
2. How are you?
3. How do you do?
4. Hello.
5. Nice to meet you.
6. Goodbye.

F. Practice introducing people now :

1. Introduce yourself to someone.
2. Introduce your parents to your form teacher.
3. Introduce your little brother to your classmates.
4. Introduce two friends of yours to each other. (One of them is a girl).

G. Complete these sentences with the right words :

maybe
over

1. The Earth is a
2. I'm not sure where mother is; . . . she is at the shops.

planet
shines
move
steering wheel
fly
wonder

3. The birds were flying . . . the trees.
4. "When did you . . . to this new flat?" "Last year."
5. In summer it is often hot and the sun
6. Birds can . . . , cats and dogs can't.
7. I . . . why you are always late.
8. The driver is sitting at the

II. GRAMMAR PRACTICE

1. Read :

Aunt Martha is asking mother questions about her baby:

Aunt Martha: Isn't he a lovely baby? **Can he talk yet?**

Mother: No he can't, but **he will be able to talk** very soon. He can already say mummy and daddy.

Aunt Martha: **Is he able to walk yet?**

Mother: No, but he can already stand. Yesterday **he was able to stand** for five minutes.

2. Answer these questions :

1. Who is asking mother questions?
2. Who is Aunt Martha asking questions about?
3. What is the baby like?
4. Can he talk yet?
5. When will he be able to talk?
6. What can he already say?
7. Can he walk yet?
8. What was he able to do yesterday?

I have only the Present and Past tense.

CAN

COULD

I can walk!

I could walk last year, too!

I am used in the Present, Past and Future Tenses.

TO BE ABLE TO

PRESENT →

I am able to walk!

PAST →

I was able to walk last year, too.

FUTURE →

I shall be able to fly a plane when I grow up.

3. Make up Aunt Martha's questions and Mother's answers.

Example:

	stand / yes
Aunt Martha:	Can the baby stand yet?
Mother:	Yes, he's already able to stand.

	talk / no
Aunt Martha:	Can the baby talk yet?
Mother:	No, he isn't able to talk yet.

- | | |
|--------------------|---|
| 1. walk / no; | 5. speak very well / no; |
| 2. stand up / yes; | 6. say <i>mummy</i> and <i>daddy</i> / yes; |
| 3. sit / yes; | 7. laugh / yes; |
| 4. run / no; | 8. sing / no. |

4. What will the baby be able to do soon? Make sentences:

Example:

He can already sit. (<i>stand up</i>)
He'll soon be able to stand up.

1. He can already say *mummy* and *daddy*. (*say hello*)
2. He can already say a few words. (*speak very well*)
3. He can already stand. (*walk*)
4. He can already pick up things. (*put them down*)
5. He can already eat soup. (*eat steak*)
6. He can already understand my questions. (*answer my questions*)
7. He can already laugh. (*enjoy himself*)

5. Comment on these situations. Use *won't be able to*.

Example:

Victor has just lost his theatre ticket. He wanted to go to the theatre this evening.
He won't be able to go to the theatre this evening.

1. The dog has just bitten Dan by the leg. He wanted to play football this afternoon.
2. Uncle George usually goes to work by the 6.30 train. It's 6.30 now and Uncle George is going out of the house.
3. Mrs. Boffin can't start his car. He wanted to use his car today.
4. Alice likes to drink a cup of milk in the evening but the cat has drunk all the milk.
5. The children wanted to see a film tonight but they haven't found tickets.

6. The tourists wanted to go to the beach this afternoon. It has just started raining.
7. Mother wanted to change her dress for the party tonight but she can't open the wardrobe door.
8. Paul wanted to finish the composition this evening, but it's already 10 o'clock and he has only begun it.
6. Situation: Uncle George is quite young, Grandfather is not. They tried to do the same things yesterday. What happened?

Example:

run 5 kilometres
Uncle George was able to run five kilometres.
Grandfather wasn't able to run five kilometres.

- | | |
|---------------------|-------------------------|
| 1. swim 500 metres; | 4. repair the car; |
| 2. cross the river; | 5. finish work quickly; |
| 3. play football; | 6. drive very fast. |

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions:

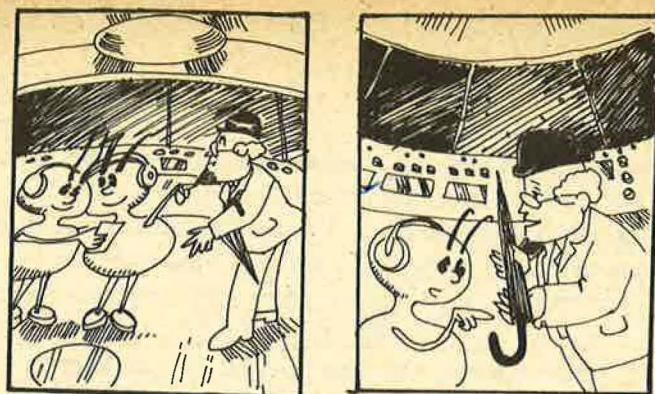
1. What are these: the Moon, the Earth, the Sun?
2. What planet do we live on?
3. What can you see in the sky in the daytime? / at night?
4. What flying objects have you heard of?
5. What do you think of Unknown Flying Objects (U.F.O.s.)?
6. Do you think that flying saucers are real?
7. Do you think there is life on other planets?
8. Do you think that there are creatures from space watching us?
9. Have you ever read science-fiction books by H.G. Wells or by Jules Verne? What are they about?

B. Reading:

A SPECIAL UMBRELLA (PART TWO)

After many hours of hard work, Mr Boffin finished his new umbrella at last. Then he went outside to see whether it would work or not. Professor Boffin opened his umbrella and suddenly he went up into the air. He flew over his house up to the moon and stars. He was very, very surprised. Suddenly he saw something strange high up in the sky.

"What's that?" he wondered. "It's shining, but it isn't a star. And it's moving through space very quickly. Oh, it's coming towards me! Why, it's



a saucer, a flying saucer! I must fly towards it. Maybe the creatures in the saucer will be able to take me back home."

The flying saucer stopped over Professor Boffin's head. A door opened under it, so Professor Boffin was able to get inside. There he saw two strange creatures sitting at the steering wheel. Their heads and bodies were green and they had big black eyes. The creatures were looking at Professor Boffin and his umbrella.

"Good afternoon," said professor Boffin. "Fine weather for this time of year, isn't it?" But the creatures didn't answer him. "I come from the planet Earth," the professor said. "The planet Earth."

"The planet Earth!" the green creatures cried. "We often go there. We went for a picnic there only yesterday."

"Did you really? And you speak English, too, don't you?" the professor was very surprised again.

"Yes, we do. We learnt it at school. Our names are Gyorg and Tabbot."

"I'm professor Boffin."

"How do you do?"

"How do you do?"

Then the creatures admired Professor Boffin's flying umbrella and after some time took him back home.

* * *

It was half past seven in the morning and Professor Boffin was still sleeping.

"Wake up John! What's the matter with you? Get up or you'll be late for your classes at the University."

"Oh, shall I? But where am I? And what's the time? Where must I go?" and professor Boffin got out of bed in a hurry and went to the bathroom.

In the afternoon, Mrs Boffin was sitting at the window, looking out into the street, while her husband was sitting in his chair and reading his favourite science-fiction book again.

(Adapted from: L.G. Alexander)

C. Exercises :

1. Answer these questions :

1. Why did professor Boffin go out of the house?
2. What happened when professor Boffin opened his umbrella?
3. What did he see high up in the sky?
4. What were the creatures in the flying saucer like?
5. Did the creatures know the planet Earth?
6. Where had they learnt English?
7. Did professor Boffin really travel into space with his umbrella?

2. Put this dialogue into Indirect Speech:

Professor Boffin:

Space Creatures:

- | | |
|---|---|
| 1. Fine weather today, isn't it? | 1. |
| 2. I come from the planet Earth. | 2. We often go there. We went for a picnic there yesterday. |
| 3. I'm surprised you can speak English. | 3. We learnt it at school. |
| 4. I'm professor Boffin. | 4. Our names are Gyorg and Tabbot. |
| 5. I've made a special umbrella. | 5. Your umbrella is very interesting. |

3. Talk about (one of) these :

1. Describe the pictures on page 120.
2. Tell the text.
3. What do you think of flying saucers / space creatures?
4. A reporter is interviewing professor Boffin about his travel into space. Act the interview. Use these words:

— *when / fly;*
— *what / see;*
— *what / flying saucer / like;*
— *who / inside;*

— *what / creatures / like;*
— *what / they / do;*
— *what language / speak;*
— *how / get back to earth.*

4. Complete these sentences to tell the story *A Special Umbrella*.

1. On a fine Friday afternoon Mr. and Mrs. Boffin went
2. Suddenly it started
3. They had an old ... so they came home
4. Mr. Boffin started to make
5. After hours of work he and went out to
6. To his surprise he started to
7. While flying with his umbrella he saw a coming towards him.
8. He thought that the creatures might help him
9. The creatures had ... bodies and big and they spoke
10. They had learnt it at

- 5.* Imagine you are one of the passengers on the first flight to the moon.
Can you fill in your ticket?

TAROM AIRWAYS FIRST MOON SERVICE FLIGHT					
Name of passenger:	Address:				
FROM:	Class		Date	Time	Cost
	FIRST	SECOND			
TO:					
Luggage:	Number of pieces:				

1. What things will you put in your luggage?
2. What food will you take with you?
3. Where will you sleep?

14. LESSON FOURTEEN

I. VOCABULARY PRACTICE

- A. revolution [ˌrevəˈluːʃn]... Nicolae Bălcescu was the head of the revolution of 1848 in Romania.
 flag [flæg]... The Romanian flag is red, yellow and blue.
 meeting [ˈmiːtɪŋ]... The pioneers had a festive meeting in the school hall yesterday.
 show [ʃəʊ]... You must go and see the play 'A Lost Letter' by I.L. Caragiale. It's a very fine show.
 achievement [əˈtʃiːvmənt]... The sports teacher was pleased with Adrian's achievement.
 thousand [ˈθaʊzənd]... This is a big school. Two thousand (2 000) pupils attend this school.
 to celebrate [ˈselibreɪt]... On May 1st every year we celebrate Workers' Day.
 to carry [ˈkæri]... "What is she carrying in her hand?" "Her bag and her umbrella."
 to gather [ˈgæðə]... All the children gathered in the schoolyard.

B. Say these in one or two words :

1. 1848 in Romania;
2. ten hundred;
3. something important you have done;
4. a play at the theatre or a TV programme;
5. the Romanian one is red, yellow and blue;
6. many people come together.

C. Say these in another way :

1. We'll have a party on Eliza's birthday next week.
2. "What has she in her hand?" "A heavy suitcase."
3. Father was pleased with George's good marks.
4. What television programmes do you usually watch?
5. People all over the Earth celebrate Workers' Day.

D. Make new words — adjectives and nouns — from verbs (verb + -ing).

Example:

These are the conditions in which they work.
These are their working conditions.

1. The boy learnt how to swim last month. He took twelve... lessons.
2. The tourists will see the sights on their tour. It will be a... tour.
3. He learnt how to drive last year. He took a lot of... lessons.

4. The children *play* all kinds of games here. It is the ... field of their school.
5. The workers *met* on Filaret Hill. That was their ... place.
6. Children in the first form learn how to *read* and *write*. They have lessons in ... and ...
7. These are the conditions in which they *live*. These are their ... conditions.
8. These people *work*. They are ... people.

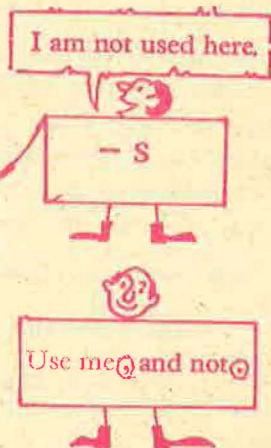
II. GRAMMAR PRACTICE

1. Let's remember the cardinal numbers :

1—12	-teen numbers	-ty numbers
1. one		
2. two		20. twenty
3. three	13. thirteen	30. thirty
4. four	14. fourteen	40. forty
5. five	15. fifteen	50. fifty
6. six	16. sixteen	60. sixty
7. seven	17. seventeen	70. seventy
8. eight	18. eighteen	80. eighty
9. nine	19. nineteen	90. ninety
10. ten		
11. eleven		
12. twelve		

2,500 two thousand and five hundred.

200 two hundred
500 five hundred
2,000 two thousand



But: hundreds } of people
thousands }

2. Do these sums :

1. $16 + 5 =$
2. $280 + 3 =$
3. $9 + 15 =$
4. $31 + 5 =$
5. $100 + 2 =$
6. $65 + 5 =$
7. $100 + 15 =$
8. $20 + 80 =$
9. $500 + 100 =$
10. $500 + 500 =$
11. $3,000 + 300 =$
12. $200 + 50 =$

3. Make questions and answers about the age of people in your family. (Work in pairs).

Adrian: How old is your father, Eliza?

Example:

Eliza: My father is forty-one (years old).

Ask about your classmates' :

1. fathers;
2. mothers;
3. brothers;
4. sisters;
5. grandmothers;
6. grandfathers;
7. aunts;
8. uncles;
9. cousins.

4. Read these years :

Example:

1983
nineteen eighty-three

1. 1982
2. 1984
3. 1980
4. 1965
5. 1947
6. 1944
7. 1848
8. 1877
9. 1789
10. 1600
11. 1593
12. 1457

5. Let's remember the ordinal numbers now :

- | | | |
|---------------|--------------------|-------------------|
| 1. the first | 11. the eleventh | 10. the tenth |
| 2. the second | 12. the twelfth | 20. the twentieth |
| 3. the third | 13. the thirteenth | 30. the thirtieth |
| 4. the fourth | 14. the fourteenth | 40. the fortieth |
| 5. the fifth | 15. the fifteenth | 50. the fiftieth |
| etc. | etc. | etc. |

and : 21. the twenty-first
100. the one hundredth
205. the two hundred and fifth
1,000. the one thousandth

6. How do you read these dates?

Examples:

January 15th
It's January the fifteenth.

15th January
It's the fifteenth of January.

- | | | |
|------------------|-----------------|-------------------|
| 1. May 1st | 4. 31st January | 7. 15th September |
| 2. 12th April | 5. 25th March | 8. December 22nd |
| 3. November 30th | 6. July 19th | 9. February 28th |

7. Ask your deskmates when they or people in their family were born. Work in pairs.

<i>Eliza:</i>	When were you born, Adrian?
<i>Example:</i>	<i>Adrian:</i> I was born on September the first, nineteen sixty. (1960)

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

1. When did Romania become a people's republic?
2. When did Romania become a socialist republic?
3. When is Workers' Day?
4. When is Women's Day?
5. When is Children's Day?
6. When is Romania's national holiday?
7. When does the school-year begin?
8. When does the school-year end?

B. Reading :

MAY DAY

On May 1st every year the working people all over the world celebrate Workers' Day.

In Romania, May Day was first celebrated in 1890, and this happened not only in Bucharest, but also in some other big cities such as Iași, Galați, Huși, Ploiești, and Craiova.

In Bucharest, thousands of workers gathered in Academiei street at half past eight in the morning. They had put on their Sunday clothes and were carrying flags in their hands. The band was playing 'Wake Up Romanians!', the song of the 1848 revolution.

The workers walked up Filaret hill where they listened to speakers such as I. Nădejde and C. Mille who spoke about socialism, the eight-hour work day, and the importance of Workers' Day.



More than five thousand people took part in the meeting on Filaret Hill. This showed the force and unity of the Romanian working class.

From 1890 to 1944 the Romanian workers celebrated May Day every year, asking for better working and living conditions.

Since 1944 May Day has become a real holiday for the Romanian workers. Every year there are meetings and shows all over the country, where the working people speak about their economic achievements and thank the party and state for their new life.

(Adapted from: D. Almaș: "Eroi au fost, eroi sînt încă")

C. Exercises :

1. Answer these questions :

1. What do the working people all over the world celebrate on May Day?
2. When was May Day first celebrated in Romania?
3. Where did the workers go?
4. What were they wearing?
5. What was the band playing?
6. What did they speak about?
7. How is May Day celebrated now?

2. Talk about (one of) these :

1. Describe the picture on page 127.
2. How was May Day first celebrated in Romania?
3. May Day in Romania today.
4. Tell the text.
5. What did you do on May Day last year?

3. Copy these sentences in the right order :

1. From 1890 to 1944, the Romanian workers celebrated May Day every year, asking for better working and living conditions.
2. On May 1st the working people all over the world celebrate Workers' Day.
3. The workers walked up Filaret hill and spoke about socialism, the eight-hour work day, and the importance of Workers' Day.
4. In Romania, May Day was first celebrated in 1890.
5. Since 1944 May Day has become a real holiday for the Romanian workers.

4.* Write how you celebrate May Day at school and at home. Use these words :

- *achievements*;
- *Festival Hall / poems, songs, dances*;
- *lovely meal / watch T.V. / have lots of fun*.

REVISION III

1. One of these words does not go with the others. Which is it?

1. *Clothes* :

- a) coat
- b) hair
- c) suit
- d) dress

2. *Traffic* :

- a) traffic-lights
- b) zebra
- c) lion
- d) to cross

3. *Family* :

- a) wife
- b) child
- c) husband
- d) desk

4. *Shopping* :

- a) cash-desk
- b) shop-assistant
- c) department store
- d) thatched roof

5. *They fly* :

- a) a plane
- b) a flying saucer
- c) a cup
- d) a bird

6. *Planets* :

- a) saucer;
- b) the moon;
- c) the earth;
- d) the sun.

2. Match these :

- | | |
|--|--|
| 1. What size do you want? | a) <i>Not at all.</i> |
| 2. Can you tell me the way to the Village Museum? | b) <i>I want size 44.</i> |
| 3. How do you do! | c) <i>Let's hope it doesn't get colder.</i> |
| 4. Thank you! | d) <i>Go straight on and then turn left.</i> |
| 5. It's very cold for this time of year, isn't it? | e) <i>How do you do!</i> |
| 6. How much is it? | f) <i>It's 50 lei.</i> |

3. Complete each sentence with the right *-self* pronoun :

1. It was an exciting trip. We enjoyed . . . greatly.
2. Father needed a new suit so he went to the department store and bought . . . one.
3. Mother cut . . . while she was cutting some vegetables for the salad.
4. The Italian language is not difficult. You can teach . . . Italian. You'll soon be able to speak it.
5. These children are too young. They can't cross the street by
6. Ann and Peter, help . . . to some cake, please.
7. Tomorrow is Sunday, so I'll be able to plan my programme

4.* Remember!

I	can am able to	skate ski play tennis swim	now.
	could was able to		last year.
	shall / will be able to		next year.
I	must (neg. needn't) have to	work hard learn my lessons study for the test do my home-work	now. every day.
	had to		yesterday.
	must shall / will have to		tomorrow.
I	may (neg. mustn't/may not) am allowed to	watch TV go out go to the cinema	now.
	was allowed to		last night.
	may shall / will be allowed to		tonight.

5. **Situation :** a) Peter was a naughty boy last week. That is why his mother **did not allow him to do many things last Sunday.**
b) Next week Peter will surely be a very good boy, so he will **be allowed several things next Sunday.**

Make sentences about Peter. Use :

- a) *Last Sunday, Peter was not allowed to ...*

- | | |
|----------------------|------------------------|
| 1. watch TV; | 4. meet his friends; |
| 2. play football; | 5. go to the cinema; |
| 3. take his dog out; | 6. buy himself a cake. |

- b) *Next Sunday, Peter will be allowed to ...*

Give your own examples.

- 6.* **Complete these sentences with *be able to* in the right tense.**

- I know the town, so I show you the way to the theatre tomorrow evening.
- After the rain had stopped, he continue his walk.
- I'm not afraid to get into the water, but I . . . not . . . swim yet.
- She was very tired yesterday, so she . . . not . . . help me.
- The suitcase is very heavy. I . . . not . . . carry it.
- "Your son is very ill. He . . . not . . . go out tomorrow," the doctor told mother.

*) Exercises 6—11 are optional.

- 7.* **Situation :** Here are your clothes. Some of them are dirty, so you **must wash them.** Some others are clean, so you **needn't wash them.** **Make sentences.**

Dirty clothes:

- the red dress;
- the pioneer blouse;
- the green skirt;
- the school uniform;
- the coat.

Clean clothes:

- the blue dress;
- the yellow blouse;
- the pioneer skirt;
- the pioneer scarf;
- the raincoat.

Example:

The red dress is dirty. I **must wash it.**
The blue dress is clean. I **needn't wash it.**

- 8.* **Here are some traffic rules. What *mustn't* you do in a busy street?**

Example:

walk in the middle of the road
You **mustn't walk in the middle of the road.**

- read the newspaper while crossing the street;
- stop to talk in the middle of the road;
- cross when the traffic light is red;
- cross in front of a bus;
- walk on the right side of the road;
- run in the middle of the road;
- play football in the street.

- 9.* **Situations :** a) Paula has a test in Physics this afternoon. What **must she do this morning?**

- b) Peter had a test in Romanian yesterday. What **did he have to do yesterday morning?**

- c) Diana will have a test in Chemistry tomorrow. Say what she **will have to do tomorrow morning.**

Use these verbs :

- a) **Paula must :**

- learn the first four lessons;
- learn the rules;
- do some problems;
- buy a notebook.

- b) **Peter had to ... yesterday morning.**

- read several poems and stories;
- learn the poems very well;
- read about the writer's life;
- learn some grammar rules.

c) Diana will have to . . . tomorrow morning.

1. do some experiments;
2. read her notes;
3. learn the lessons;
4. understand the chemical formulas.

10.* Translate into English :

1. Poți să vorbești englezește?
2. Măine va trebui să mă ajuți.
3. Nu ai voie să traversezi acum.
4. Ieri mi s-a permis să merg la teatru.
5. Anul viitor voi putea să înot mai bine.
6. Nu e nevoie (nu trebuie) să scrii exercițiul din nou.

11.* Read with the dictionary:

THE LUGGAGE QUESTION

When you decide to go on a tour, the usual luggage question arises. The best way is to make a list of things before packing. I taught my friend how to make that list; I had learnt it myself years ago from my uncle Podger.

"Always before beginning to pack," my uncle usually said, "make a list." He was a methodical man.

"Take a piece of paper, put down on it everything you can possibly need; then go over it and see that it contains nothing you can possibly do without. Imagine yourself in bed; what have you got on? Pyjamas. Very well, put that down. You get up; what do you do? wash yourself. What do you wash yourself with? Soap; put down soap. Go on until you have finished. Then take your clothes. Begin at your feet; what do you wear on your feet? Boots, shoes, socks; put them down. Work up till you get to your head. What else do you want besides clothes? An umbrella; put it down. Put down everything, then you don't forget anything."

That is the plan he always followed himself. When the list was made, he usually went over it carefully, as he always advised, to see if there were things he could possibly do without.

Then he usually lost the list.

(Adapted from: Jerome K. Jerome)

FINAL REVISION (TEST)

1. Put these verbs in the right form :

1. They (*go*) to school every day.
2. They (*go*) to school now.
3. I (*just, write*) a letter.
4. I (*finish*) it five minutes ago.
5. Mother (*cook*) at this time yesterday.

2. Put in the reporter's questions :

Reporter :

Adrian :

- | | |
|------------------------|---------------------------------|
| 1. What ? | 1. My name is Adrian Ionescu. |
| 2. How old ? | 2. I am 13 years old. |
| 3. Where ? | 3. I live in Bucharest. |
| 4. When ? | 4. I came to this town in 1980. |
| 5. Where ? | 5. I'm going home now. |

3. Put Adrian's words into Indirect Speech. Begin with : Adrian said . . .

1. "I am a pupil". (Adrian said he)
2. "I can speak English."
3. "I began to study English two years ago".
4. "I have known my English teacher for two years."
5. "I'll become a teacher some day".

4. Complete these sentences with the right words :

finished
easy

pleased
far
get off

1. This lesson is *not difficult*; it is
2. They *began* the experiment at two o'clock and . . . it at half past two.
3. First you *get on* a bus and then you
4. He is *not angry* with you, he is . . .
5. He *does not live near* us; He lives . . away.

5. Say these in another way :

- | | | |
|------------------------|---------------|----------------|
| 1. pleased, not sorry; | 3. to obtain; | 5. a big shop. |
| 2. a big town; | 4. picture; | |

6. Match these :

- | | |
|------------------------------------|--|
| 1. How old are you? | a) Yes, certainly. |
| 2. How are you? | b) Go straight on and then turn right. |
| 3. How can I get there? | c) You'd better walk. |
| 4. Shall I take the bus? | d) I'm fine, thanks. |
| 5. Would you like to come with me? | e) I'm thirteen years old. |

7. Write 5 sentences about yourself.

ANUL IV

REVISION IV

1. **Situation :** There is a new pupil in Class 8 A. She is introducing herself to the class, but Paul can't hear very well because the new pupil is not speaking loudly enough.

<i>New pupil:</i> My name is Christine Stan.
<i>Example:</i> <i>Paul:</i> What does she say? <i>Adrian:</i> She says her name is Christine Stan.

1. I am fourteen years old.
2. I live near the school.
3. My parents and I have just moved into a new flat.
4. I like my new home very much.
5. I came to this school last year.
6. I like to learn in this school.
7. I attended school No. 17 before coming here.

Remember! When the verb *say* or *tell* is in the *Present* or *Present Perfect Tense*, the verb that comes after it doesn't change its tense:

Example: "I'm ill."

She **says** she is ill.

2. Read this dialogue. Then tell us what mother said.

1. Paul is back home from school.

Mother: Hello, Paul. What's the matter with you?

Paul: I'm tired, mum. I'm cold.

I want to have a big lunch.

I want to sleep in the afternoon.

I can do my lessons later.

Alice comes in. She asks mother: What did Paul say, mother?

Mother: He said he was tired. He said ... (You go on!)

2. Mother to Paul: O.K. Paul. I'll give you something to eat.

I'll give you some hot soup and some chicken and potatoes.

You'll be warm then. You will feel much better.

Father comes in. He asks mother: What did you say to Paul?

Mother replies: I said I would give him something to eat.

I said ... (You go on!)

3. Father is telling mother what he did at work:

I have had a busy day.

I began work very early.

I had an important meeting with my boss later.

We talked about important things together.

I left the factory quite late.

Grandmother comes in. She asks mother:

What did your husband say?

Mother tells her: He said he had had a busy day.

He said ... (You go on!)

Direct Speech → Indirect Speech:	The verbs say / tell, etc. are in the Past Tense:
Diana: "I'm tired."	Present Tense
Diana said she was tired.	becomes Past Tense
Diana to mother: "I've seen Ann."	Present Perfect
Diana told mother she had seen Ann.	becomes Past Perfect
Diana to me: "I met Ann at the cinema."	Past Tense
Diana let me know she had met Ann at the cinema.	becomes Past Perfect
Diana to us: "I'll come later."	Future Tense
Diana explained to us that she would come later.	becomes Future-in-the-Past

3. Situation: Grandmother doesn't hear very well, so Paula has to repeat everything she says. Complete the dialogue as shown in the example (No. 1).

1. Paula: Hello, grandma. I have come to see you.

Grandma: Eh? What was that?

Paula (louder): I said I had come to see you.

Grandma: Well, that's very kind of you.

2. Paula: I've been to school.

Grandma: What did you say?

Paula: I said

And had my first Latin lesson.

3. Grandma: What was that, Paula?

Paula: I said

I think I'll enjoy learning Latin.

4. Grandma: Sorry, I didn't quite hear you.

Paula: I said

I'm playing a lot of handball, too.

5. Grandma: Speak louder, Paula.

Paula: I said

Well, I'll have to go home.

6. Grandma: What did you say?

Paula: I said

I can catch the six o'clock bus.

7. Grandma: Eh?

Paula: I said Goodbye, Grandma.

Grandma: Goodbye, dear. Come again soon.

4. Re-write this story in Direct Speech:

- Some farmers were sitting in a village house one evening and among other things they began to talk about echoes.
- One of the farmers said that there was a wonderful echo in one of his fields where there were some trees.
- The others said that they wanted to hear it.
- The farmer invited them to come the next afternoon.
- When the farmer arrived home, he sent for one of his men and told him to go behind a tree the next afternoon and is repeat everything he heard.
- The next day the farmer's friends arrived late in the afternoon and the farmer told them to listen to the wonderful echo. Then he shouted as loudly as he could:
"Are you there?"
The answer came back:
"Yes, I have been here for more than two hours."

5. Put these dialogues into Indirect Speech:

1. Victor: Father, there is a black cat in the dining-room.

Father: It doesn't matter, son. Black cats are lucky.

Victor: This cat certainly is; it has eaten your dinner.

2. *Little Betty*: Mother, I cut my little finger a moment ago.
Mother: I'm surprised you *didn't* cry.
Little Betty: Well, there was nobody in the kitchen.
3. *Mother*: Nick, you are not allowed to go to Victor's house. He is a bad boy.
Nick: It's all right, mother. Then he *will* come and see me.
4. *Adrian*: (on the phone): I want to speak to Dan.
Diana: You can't. He has gone to visit our uncle.
Adrian: Oh, I'm sorry. I've bought two tickets for the cinema.
Diana: I can go with you if you like.
Adrian: That's fine. The film begins at 8 o'clock.
We'll meet there at five to eight.
Diana: O.K. I won't be late. Bye-bye.

6.* Re-tell this story using *Indirect Speech*:

1. Mr. Davies was an old man who liked to walk. "A car is not necessary," he said. "It is better to walk." And he walked everywhere.
2. One day in January he thought to himself, "Today I must go and visit my friend Roger and his family."
3. After lunch he said to his wife, "Gertrude, I am going to visit Roger Hammond. I wonder if you want to come with me."
4. "No," said his wife. She was very fat and didn't like walking. "I won't come with you. I have too much to do in the house."
5. Mr. Davies put his hat and coat on and left the house. "Brrr" said Mr. Davies. "It is very cold. I shall be glad to get to Roger's place where it is warm."
6. At last he got to his friend's house. It was 4 o'clock. Mr. Davies was hungry. "Ah," he thought, "now I'll get a cup of coffee and something to eat!"
7. When he rang the bell, a girl opened the door. She looked at him in surprise. "Good afternoon," said Mr. Davies. "I want to know if Mr. Hammond is at home."
8. "No," answered the girl, "Mr. Hammond is out." Mr. Davies was very disappointed.
9. "Oh, what a pity!" he said. "Perhaps Mrs. Hammond is at home?"
10. "No," replied the girl again, "Mrs. Hammond is also out. They've gone for a drive in their car."
11. "Well, Miss Hammond, then. Maybe *she* is at home."
12. "No," said the girl again, "Miss Hammond is out, too."
13. "Oh," said Mr. Davies, "that's a great pity." Then he said, "Perhaps I can wait here. It's very cold outside. I'll just come into the house and sit by the fire."
14. "That's no good," replied the girl. "The fire is out, too!" and she closed the door in his face.

7. What to say and when to say. Match these sentences :

- | | |
|---|--|
| 1. This is my deskmate Paul. | a) <i>That's a great idea!</i> |
| 2. How are you? | b) <i>I'd like to but I can't. I must do my homework.</i> |
| 3. Let's go for a walk, shall we? | c) <i>How do you do. How do you do.</i> |
| 4. Excuse me, could you tell me where the new theatre is? | d) <i>Never mind.</i> |
| 5. Would you like to come to the cinema with me? | e) <i>Not so well, I'm afraid.</i> |
| 6. Er... well, I've lost your pen. | f) <i>Yes, see you soon.</i> |
| 7. May I have a look at that picture? | g) <i>Turn to the left, go straight on and you'll see the theatre.</i> |
| 8. See you soon! | h) <i>Certainly, here you are.</i> |

8.* Read with the dictionary :

There was a time when drinking tea was almost unknown in European countries; many people had never even heard of tea. This funny story is about an old woman and her son who lived at that time.

He was a sailor, and every time he came back from a far-away country he brought his mother a present. Naturally, he tried to bring something unusual that she could show to her friends.

Once, the young man came back from India with a box of tea for his mother. She didn't know anything about tea, but she liked the smell, and invited all her friends to come and try it. When her son came into the room, he saw cakes and fruit and sweets on the table, and a big plate full of tea-leaves. His mother and her friends were sitting round the table, eating the leaves with butter and salt. Although they all smiled, it was clear that they didn't enjoy eating the leaves.

"Where is the tea, Mother?" the sailor asked.

His mother pointed to the plate in the middle of the table.

"No, no, those are only the leaves of the tea," the sailor said. "Where is the water?"

"The water!" his mother said. "I threw the water away, of course!"

15. LESSON FIFTEEN

I. VOCABULARY PRACTICE

A. identity card [ai'dentiti ka:d] ... You will get your identity card when you are 14 years old.

behaviour [bi'heivɪə] ... Victor never talks or plays during classes. He is an example of behaviour for his classmates.

quality ['kwɒ:lɪti] ... Victor always helps his friends. This is his best quality.

duty ['dju:ti] ... 1. Paul is on duty today; he must clean the blackboard.

2. The duty of a pupil is to study.

excited [ik'saɪtɪd] ... The excited children were opening their New Year presents.

loud [laʊd] ... The music is too loud; I can't hear what you are saying.

clear [kliə] ... 1. There are no clouds in the sky; the sky is clear.

2. He is a clear speaker. It's easy to understand him because he speaks clearly.

fair [feə] ... 1. You must play fair both in sport and in life.

2. Most English people have blue eyes and fair hair.

honest ['ɒnɪst] ... He always tells the truth. He is an honest man.

proud [praʊd] ... Angela is very proud of her new coat. She is showing it to everybody.

to receive [ri'si:v] ... Dan sent the letter on Monday and his cousin received it on Wednesday.

to serve [sə:v] ... We must all serve our country.

In our family, Mother always serves at table.

to choose [tʃu:z], chose [tʃəʊz], chosen [tʃəʊzn] ... Will you help me choose myself a new dress, please?

Who did you choose as your new class president?

to disappoint [,dɪsə'pɔɪnt] ... I'm sorry to disappoint you, but I couldn't write a better composition.

to do one's best ... He tried hard to help us. He really did his best.

to bind [baɪnd] oneself, bound [baʊnd], bound [baʊnd] ... I bound myself to buy Adrian this book; that's why I'm going to the bookshop now.

almost ['ɔ:lmeʊst] ... You can't see the theatre building yet, but we are almost there.

B. Here are some words and their meanings. Match them :

- | | |
|---------------------|--------------------------------|
| 1. to receive | a) to do all that is possible; |
| 2. to do one's best | b) to bring food to table; |
| 3. to serve | c) to get; |

4. honest
5. clear
6. fair
7. almost

- d) easy to understand; without clouds;
- e) a person who tells the truth;
- f) nearly;
- g) correct, right; blond.

C. Say these in another way :

1. The sky is *not cloudy*.
2. He always plays *correctly*.
3. I got a letter *yesterday*.
4. Father is *bringing the food to table* today.
5. I'll do *all I can* to help her.
6. We are *nearly* there.

D. Do or make? Read these examples :

DO	<p>... the housework, the homework</p> <p>a job (an exercise, the lessons, a translation, one's duty)</p> <p>+ -ing (the washing up, the shopping)</p> <p>one's best</p>	MAKE	<p>the bed(s)</p> <p>a cake, the tea</p> <p>a dress</p> <p>a joke</p> <p>a mistake</p> <p>a visit, a trip</p> <p>a (tele)phone call</p>
----	--	------	---

Which of these do you *do* and which of these do you *make*?

a dress, an exercise, a mistake, a visit, the housework, the homework, a trip, the shopping, the lessons, a joke, a job, the beds, the tea, the washing up, a translation, a cake, some work, one's duty, one's best.

E. Complete these sentences with *do* or *make* in the right form:

1. It's Saturday afternoon in the Pop family. Mr. Pop is not at home yet. He is in town, as he has to ... *the shopping* for next week.
2. His wife is busy in the kitchen, as she wants to ... *a birthday cake* for tomorrow.
3. Tomorrow is Grandmother's birthday and the Pops want to ... *a visit* to her on this special day and give her the birthday cake.
4. Angela has ... *a dress* for her grandmother. She ... *it* during her Domestic Science lessons. She ... *a very good job* on it; the dress looks very pretty.
5. Now Angela is in the kitchen, too, to help her mother. She is going to ... *the washing up*.
6. Paul went into his room a few minutes ago, to ... *his homework*. He ... *a lot of mistakes* yesterday and now he is going to ... *his lessons* more carefully. He will ... *his best* not to make mistakes again.
7. Who else is in the house? Aunt Martha, who has just ... *a trip* to Braşov.

8. She is busy, too. She has ... *tea* for everybody and now she is going to ... *the beds*. Everybody is busy on Saturday afternoon. Everybody must ... his *duty*.

F. How do you say what you think of other people? Read these :

I think ...	If you like their behaviour:			
	he she	is	very most so ever so	+ adjective.
It seems to me (that) ...	If you don't like their behaviour:			
	he she	is	rather much too	+ adjective.

G. Now say what you think of these people:

Example:	Alice always has a correct behaviour. (<i>she/fair</i>)
	I think she is ever so fair. or:
	It seems to me she is very fair.

- If we don't understand the lesson, our teacher explains it to us again. (*she / good*)
- Adrian always does his lessons. (*he / hard-working*)
- George often plays with his deskmate during the English lesson. (*he / naughty*)
- Father always drives slowly in town. (*he / careful*)
- This is the third time this week that Dan hasn't done his homework. (*he / lazy*)
- Victor always helps his friends but never talks about it. (*he / modest*)
- Robert is usually the last to finish his homework. (*he / slow*)
- Alice always tells the truth. (*she / honest*)

H. Complete these sentences with the right words :

choose	1. If you want not to ... me, you must get good marks in maths.
disappoint	2. He has several ... : he is fair, honest and hard-working.
qualities	3. Which coat did you ... in the end?
behaviour	4. "You are very good children," mother said. "I'm ... of you."

proud

loudly
serving
fair

receive

clear

- A member of the Union of Communist Youth must be an example of
- People with blue eyes usually have ... hair.
- Who is ... at table today, Paul or Angela?
- You must speak ... so that everybody can hear you.
- I don't think it will rain today; the sun is shining and the sky is
- When did you ... this letter?

II. GRAMMAR PRACTICE

1. Situation : Paul is speaking on the phone to a friend of his. Later, grandmother is telling grandfather what Paul said on the phone.

Example:	Paul: It's my sister's birthday party.
	Grandmother: Paul said it was his sister's birthday party.

- My sister is wearing a pretty new dress.
- She is expecting all her friends to come.
- Alice's friends are going to arrive in a short time.
- Alice has very nice friends. I like them.
- They are going to bring Alice beautiful presents.
- I have a nice present for my sister, too.
- It is a surprise. I'm going to give it to her after the party.
- I hope we'll have lots of fun at the party.

Remember how these words change in *Indirect Speech*, after verbs in the Past : *said / told me / explained to me / let me know etc*:

I → he/she; we → they
my → his/her; our → their
me → him/her; us → them
this → that; these → those

today → that day
yesterday → the day before
two days ago → two days before
last week → the week before

2. Now say what Paul told the reporter. Use *Indirect Speech*:

Paul: I came back from my holiday last week.	
Example:	Paul: { <i>said</i> <i>told the reporter</i> <i>explained to him</i> } he had come back from his holiday the week before.

1. I *was* in the country *last month*.
2. I *came* back to Bucharest *two days ago*.
3. I *got* ready for school *yesterday*.
4. I *cleaned* my shoes and my uniform *yesterday afternoon*.
5. Mother *bought* me some pens, pencils and notebooks *yesterday morning*.
6. *Today* I *saw* all my old friends again.
7. We *told* each other about our holidays.
8. I *had* my first English lesson *this morning*.
9. It *was* very difficult to listen to the teacher.
10. It *is* always like that during the first lesson after the holidays.

Don't forget these adverb changes after *said* / *told* me etc:

here → there	tonight → that night
now → then	tomorrow → the next day
today → that day	next week → the next week

3. Now put these sentences into *Indirect Speech*:

Example: Mary told Alice ... (*"I'll ring you up tomorrow."*)
 Mary told Alice she would ring her up the next day.

1. We were quite surprised when George told us ... (*"I'll move to Slobozia next month."*)
2. After the pupils finished the test, the teacher let them know ... (*"I'll mark your tests tonight and bring them to school tomorrow."*)
3. The children hoped ... (*"It won't rain tomorrow morning"*)
4. After lunch, mother told Alice ... (*"I'll help you with your lessons now."*)
5. Peter and Victor left in a hurry. They explained to Dan ... (*"We'll be late for school if we don't leave now."*)
6. Eliza phoned Diana to say ... (*"I'll bring you the book this evening."*)
7. Mother was sure ... (*"You'll enjoy the show, children."*)

These verbs change in *Indirect Speech*, too :

can → could; may → might; must → had to.

4. What did Alice say? Begin with : *Alice said*...

1. "I must do my duty."
2. "I must help my classmates."
3. "I know I can help them."
4. "I must be an example of behaviour."
5. "I must be in time for school."
6. "I think I may leave now."
7. "I hope I can come back later."

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

1. Is your behaviour the same at school and at home when nobody "sees" you?
2. Are you fair when you talk about the things that have happened to you at school?
3. Are you an example of behaviour? Why? / Why not?
4. Are your parents proud of you? Why? / Why not?
5. Are you a hard-working pupil? How many hours a day do you study?
6. Are you interested in the marks your classmates get at school?
7. How do you help your classmates when they need help?
8. Are you a member of the Union of Communist Youth (the U.C.Y.)?
9. If not, when will you join the U.C.Y.?
10. Have you already received your identity card? When did you receive it?

B. Reading :

JOINING THE UNION OF COMMUNIST YOUTH

1. I'm no longer a child. I have already received my identity card and tomorrow I'll be a young communist — a member of the Union of Communist Youth. It's almost 11 o'clock at night and I can't go to sleep. I'm so excited when I'm thinking about tomorrow ! Loudly and clearly, in front of the U.C.Y. members, I'll say:

2. "Joining the Union of Communist Youth I bind myself to serve the cause of the Romanian Communist Party . . . I also bind myself to be fair, honest, modest and militant, to be a permanent example of communist behaviour."

3. I hope I shan't get too excited in front of the U.C.Y. members. I'll do my best to speak loudly and clearly.

4. I'm so proud my comrades have chosen me. They said I was one of the best in my form in learning and behaviour and that I had all the moral qualities for a U.C.Y. member.

I hope my comrades are right. I'll do my best not to disappoint them and do my duty.



C. Exercises :

1. Look at the text again :

1. Look at Paragraph Two. Read the qualities a U.C.Y. member must have.
2. Look at Paragraph Four. Read the sentences about Alice's qualities.

2. Answer these questions :

1. How old was Alice when she received her identity card?
2. What will happen tomorrow?
3. Why can't she sleep now?
4. What will she bind herself to do when she joins the U.C.Y.?
5. Why have Alice's comrades chosen her to become a U.C.Y. member?
6. What will she do in future?

3. Before joining the U.C.Y., Alice had a talk with the U.C.Y. members. Here are Alice's answers. Put in the children's questions :

- | | |
|--------------------------------------|---|
| 1. When ... ? | 1. I was born on the 12th of September 1968. |
| 2. Where ... ? | 2. I live at 12 Magheru Avenue together with my parents and brothers. |
| 3. What ... ? | 3. My father is a worker and my mother is a nurse. |
| 4. How many ... ?
What ... ? | 4. I've got two brothers. They're school-children. |
| 5. What marks ...
last year? | 5. Last year I had 9, 10 and an 8 in Chemistry. |
| 6. What ... plans for the
future? | 6. I'll do my best to be useful to my country. |

4. What moral qualities do these people have?

1. Dan found a bag with a lot of money and an identity card in it. He took it to the police. Why? because he is an ... boy.
2. Paul is the best in the class at Maths. When a reporter came into our classroom and asked who was the best at Maths, Paul didn't raise his hand. Why? Because Paul is a ... boy.
3. All day long my friends Adrian and Victor read, write and learn. They have only 10 at school. Why? Because they are ... pupils.
4. Eliza, Diana and Alice talked about their term tests. Eliza thought that her paper was better than Diana's but she was wrong and Alice told her so. Why? Because Alice is a ... girl.
5. All his life, Andrei Mureşanu wrote about the joining of Transylvania with "the Country". Why? Because he was a ... writer and loved his country.

5. Talk about (one of) these :

1. Tell the text.
2. The moral qualities you must have to become a U.C.Y. member.
- 3.* Your rights and duties as a young U.C.Y. member.

6. Write in Indirect Speech what Alice said and thought last night. Use : Alice thought / said to herself / remembered / hoped ... :

1. I'm no longer a child.
2. I have already received my identity card.
3. I'll join the U.C.Y. tomorrow.
4. I'm very proud my comrades have chosen me.
5. I hope I have all the moral qualities for a U.C.Y. member.
6. I'll do my best not to disappoint my comrades.
7. I'll try hard to be a permanent example of communist behaviour.

7.* Before joining the U.C.Y. you must write about yourself. Use these ideas:

1. Introduce yourself: *name, date of birth;*
2. Family:
 - *your address;*
 - *your parents' jobs;*
 - *brothers and sisters: ages, jobs.*
3. Education:
 - *school attended;*
 - *marks obtained;*
 - *favourite subject;*
 - *future plans.*
4. Spending your spare time:
 - *friends;*
 - *what you do together.*

8.* Draw Alice's moral portrait.

16. LESSON SIXTEEN

I. VOCABULARY PRACTICE

A. **automaton** [ɔ: 'tɒmətən] ... *This umbrella opens and shuts itself. It's an automaton.*

compartment [kəm 'pɑ:tmənt] ... *He got into the train and sat down in the first compartment.*

bright [braɪt] ... 1. *Paul is a bright pupil, he understands everything very quickly.*

2. *In summer the sun is bright. It shines brightly.*

crazy ['kreɪzi] ... *You're crazy to go up the mountain in this rainy weather.*

to keep [ki:p], **kept** [kept], **kept** [kept] ... "Where do you keep your clothes?"
"I keep them in the wardrobe."

to struggle ['strʌɡl] ... *The animals were struggling to get to the food.*

to shake [ʃeɪk], **shook** [ʃʊk], **shaken** ['ʃeɪkn] ... 1. *He said "How do you do" and shook my hand.*

2. *Let's shake the carpet, shall we?*

to wish [wɪʃ] ... "I wish to talk to your father," the form teacher told Dan.

to seem [si:m] ... *It seems to me that you are not telling the truth.*

to have a (good) time ... *We had a good time at Diana's birthday party last night. We enjoyed ourselves greatly.*

used to ['ju:st tu:] ... *He used to live in Pitești, but he lives in Craiova now.*

would [wʊd] ... 1. "What would you like, sir?" "I'd like to buy an umbrella."

2. *When I was on holiday, I would go for a walk every day.*

3. *She said she would come later.*

unexpectedly [ˌʌnɪks 'pektɪdli] ... *He came unexpectedly; nobody thought he would come.*

off [ɒf] ... *He took off his coat.*

The wind blew his hat off.

An umbrella keeps the rain off.

It knocked my hat off.

I got off the bus at the next stop.

B. Here are some verbs and their meanings. Match them :

- | | |
|------------------------|---|
| 1. to keep | a) to want very much; |
| 2. to wish | b) to put in a place for a longer time; |
| 3. to struggle | c) to move quickly up and down; |
| 4. to have a good time | d) always did in the past; |
| 5. to shake | e) to try very hard to do something; |
| 6. used to | f) to have fun. |

C. Say these in another way :

1. He is a *clever* boy.
2. We had *lots of fun* at his party.
3. He *would* swim every day when he was a child.
4. I *want very much* to talk to your parents.
5. The animals *tried very hard* to get out.
6. This is a *machine that works by itself*.
7. I *want* to buy this coat.

D. Complete these sentences with the right verbs. Use :

keep off	blow off	get off
take off	knock off	shake off

1. You must ... the bus at the next stop.
2. It's warm in the room. You may ... your coat ...
3. Umbrellas are things that ... the rain ...
4. Be careful. The wind is blowing and it may ... your hat ...
5. Let's ... some apples ... the tree.
6. If you open the umbrella so quickly, it may ... your hat ...

E. How do you show feeling in what you are saying? Read these :

NEUTRAL:	WITH FEELING:		
	+STRESS	+REALLY / CERTAINLY	DO / DID in affirmative sentences
1) Diana phoned me yesterday.	Diana phoned me yesterday.	Diana really phoned me yesterday.	Diana did phone me yesterday.
	(I'm telling the truth!)		
2) I like this dress.	I like this dress.	I certainly like this dress.	I do like this dress.
	(Although I laughed when I saw you wearing it.)		
3) She talks a lot in the classroom.	She talks a lot in the classroom.	She really talks a lot in the classroom.	She does talk a lot in the classroom.
	(You are wrong if you think she doesn't.)		

F. Show more feeling in the following situations :

1. I wrote my homework last night. (*This is the truth, but I left my notebook at home*).
2. She likes English. (*You are wrong if you think she doesn't*).
3. He enjoyed the school outing in the mountains. (*Although it was raining heavily*).
4. I sent the letter to my grandma yesterday. (*I don't know why she hasn't received it yet*).
5. She has a ticket for the show. (*Although she can't show it to you*).

G. Complete these sentences with the right words :

compartment /
crazy

brightly

shake

automaton

unexpectedly

keep
struggled

would
seems

1. The sun shines ... in summer.
2. It's raining heavily outside. You're ... to go out in this weather !
3. Mother is on the train already; she is sitting in her ...
4. This machine is very useful. It works by itself; it is an ...
5. When you meet somebody for the first time, you always ... his hand and say 'How do you do' !
6. The Romanian people ... hundreds of years to become independent.
7. I ... all my books in my bookcase.
8. I didn't think she would ring me up that night, but ... the phone rang.
9. It ... to me you have got a bad mark today.
10. I ... like to buy a uniform.

II. GRAMMAR PRACTICE

Let's remember the *Imperative* (the 2nd person singular/plural)

Affirmative: verb Negative: don't
do not } + verb

e.g. **Read the lesson !**

Don't play now !

1. **Situation :** Before leaving for work, mother tells you what to do.

Example:

read / lessons / detective stories

Read your lessons.

Don't read detective stories.

1. learn / lessons / new songs;
2. buy / some bread / icecream;
3. eat / soup and steak / all the cake;
4. go to school / early / late;
5. cross the street / carefully / in a hurry;
6. play / during the breaks / during the lessons.

Remember how the Imperative changes in Indirect Speech:

Affirmative Imperative → to + verb

Negative Imperative → not to + verb

e.g. **Read the lesson.** → She asked me **to read the lesson.**

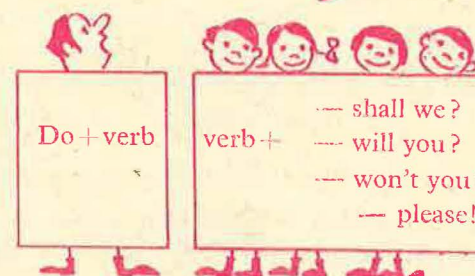
Don't play now. → She asked me **not to play.**

2. **Situation :** Last Sunday your aunt invited you to dinner. Before leaving, mother asked you not to forget some table rules. She said:

1. "Sit straight at table."
2. "Wait until all are served."
3. "Say 'Yes, please', if you want more food."
4. "Don't make bread balls."
5. "Don't talk with your mouth full."
6. "Don't make noises while eating."

Now tell your friend what mother asked you to do. Begin : Mother asked me...

Use us if you want to be more polite!



Do + verb

verb +

- shall we ?
- will you ?
- won't you ?
- please !

e. g.:

Help me !

Do help me !

Help me, will you ?

Help me, won't you ?

Help me, please !

Let's shake the carpet.

Let's shake the carpet, shall we ?

3. Say the following more politely :

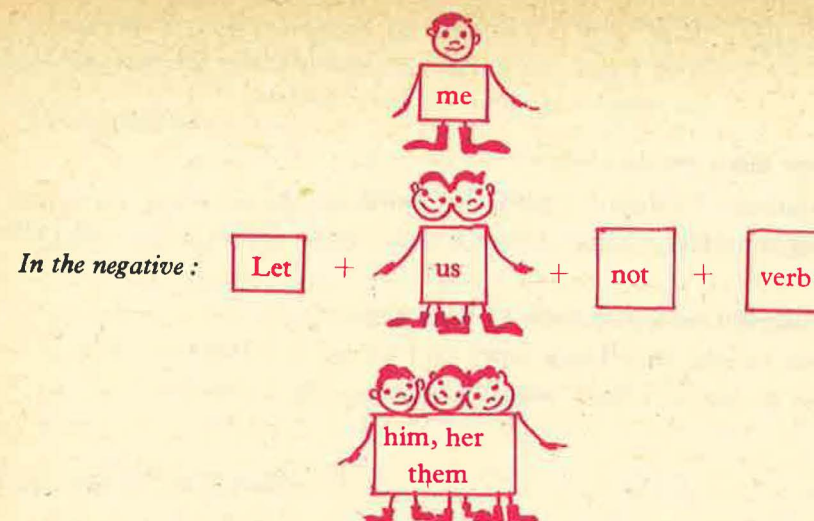
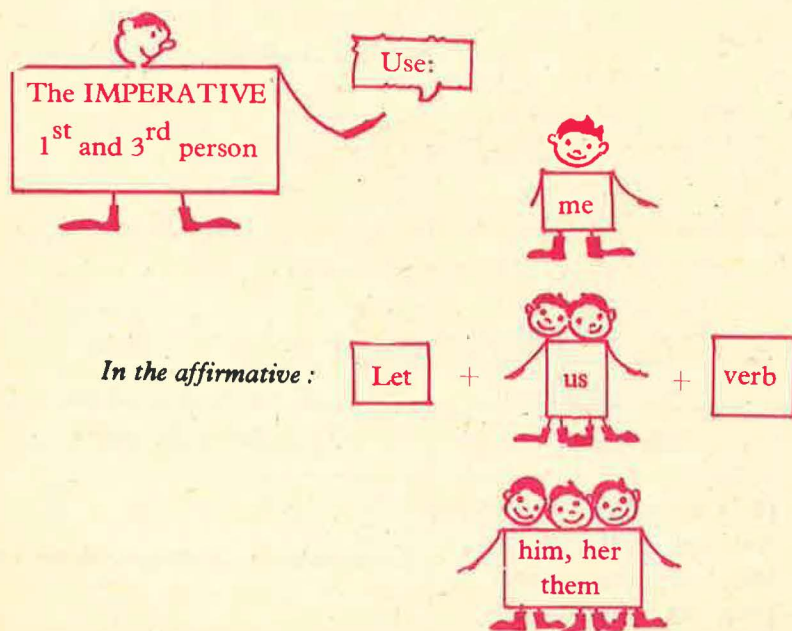
1. Open the window !
2. Sit down !
3. Bring me a glass of water !
4. Read this letter for me !
5. Let's wash the vegetables !
6. Let's do this exercise !
7. Let's take the dog out !
8. Let's make a cake !

4. Situation : It's mother's birthday. Father and the children are thinking of doing something special for mother:

1. "Let me buy a nice present for mother", says Alice.
2. "Let us clean the house first," says father.
3. "Let me shake the carpets," says Virginia.
4. "No, no, let Paul do it", says father.
5. "Then let the girls clean the rooms and let them make a cake for mother," says Paul.
6. "Let us better buy some icecream for mother and cook a lovely meal," says father.

Answer these questions now :

- a) Whose birthday is it?
- b) What does Alice say?
- c) What does father say?
- d) What does Virginia want to do? What are her words?
- e) What does Paul say the girls should do?
- f) What does father say in the end?



5. Situation : Alice is busy reading an interesting book today. She thinks that the other members of the family should do what mother has asked her to.

Example :	Open the windows! / Virginia (her)
	Oh no, let me not open the windows.
	Let { Virginia } open them. her

1. air the rooms / Paul (him);
2. make the beds / Grandma (her);
3. make the tea / Grandma (her);
4. water the flowers / Grandpa (him);
5. wash the vegetables ! / Virginia and Paul (them);
6. take the dog out / Grandpa (him).

6. Situation : Paul and grandfather are going to spend the afternoon together:

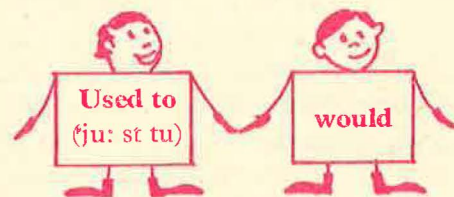
1. Paul: Leave your stick at home, grandpa.
Grandpa: I'm sorry but I can't ! I used to walk without a stick when I was younger, but not now.
2. Paul: And don't take your glasses, grandpa.
Grandpa: Well, I can't see without them. I used to see without glasses when I was 40 years old.
3. Paul: Run, grandpa, or we won't catch the bus !
Grandpa: I'm sorry, but I can't run. I used to run after buses when I was your age. Now I walk.
4. Paul: Let's go for a swim, shall we?

Grandpa: Well, dear, I can't swim any longer. I **used to** swim very well when I was young. All I do now is sit by the lake and look at the swimmers. Let's do that, shall we?

Answer these questions now :

- What are Paul and grandfather going to do?
- Can grandfather walk without a stick? When did he use to walk without a stick?
- When did he use to read without glasses?
- Can he run after buses now? Did he use to? When?
- Did he use to swim? When? What does he do now?

We express **repeated actions in the past**. (The actions don't take place in the present any longer!)



7. Paul remembers things from his past. Say how these used to be.

Example:

My parents lived in Ploiești. They live in Bucharest now.
My parents used to live in Ploiești.

- We lived in a small house.
Now we live in a modern block of flats.
- My little brother doesn't cry now.
He cried a lot when he was a baby.
- He eats everything now.
He drank only milk when he was 2 months old.
- I have my hair cut short now.
I had long hair when I was a small boy.
- I usually play tennis and football.
I played with toy-cars when I was small.
- I often eat icecream now.
I ate only cakes when I was younger.

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

This is the age of machines. There are a lot of machines around you.

- If you live far from school you can come to school by different "machines". Which are they?
- What means of transport do you use when you want to go from one town to another?
- Do people need a lift in a block of flats? Why? / Why not?
- Is television a useful machine? Why? / Why not?
- What machine does your mother wash the clothes with?

B. Reading :

THE AUTOMATON

after Jerome K. Jerome

- I bought an "automaton" once in April, and I *did* have a time with it: I wanted an umbrella, and I went into a shop, and told them so, and they said, "Yes, sir, what kind of umbrella would you like?" I said I would like one that would keep the rain off, and that would not allow itself to be left behind in a train compartment. "Try an automaton," said the shop-assistant. "What's an automaton?" said I. "Oh, it's a special kind of umbrella," replied the man; "it opens and shuts itself."
- I bought one and found that he was correct. It *did* open and shut itself. I had no control over it whatever. When it began to rain, which it did, that season, every five minutes, I used to try and get the machine to open, but it would not do so; and then I used to stand and struggle with the "special" thing and shake it, and shout at it while the rain came down heavily. Then, the moment the rain stopped, it would go up suddenly, and would not come down again and I had to walk about under a bright blue sky, with an umbrella over my head, wishing that it would start to rain again, so that it might not seem that I was crazy.
- When it *did* shut, it did so unexpectedly, that it knocked my hat off.

C. Exercises :

1. Look at the text again :

a) Look at Paragraph Two and find the antonyms of these words :

- | | | |
|----------|---------------|--------------|
| 1. sold | 4. stopped | 7. come down |
| 2. wrong | 5. to sit | 8. to run |
| 3. shut | 6. talk to it | 9. cloudy |

b) Find the sentences that show Jerome K. Jerome's feelings about the automaton (*did + verb etc.*)

c) Read the sentences that express repeated actions in the past.

2. Answer these questions :

1. When did Jerome K. Jerome buy an automaton?
2. What kind of an umbrella did he want to buy?
3. What did the shop-assistant advise him to buy?
4. What is an automaton?
5. Did Jerome K. Jerome have any control over his new umbrella?
6. What happened when it began to rain?
7. What happened when the weather was fine?
8. How did the automaton shut?

3. Put this dialogue into Indirect Speech:

Jerome K. Jerome:

Shop-assistant:

- | | |
|--|---|
| 1. "I want an umbrella." | 1. "We have many kinds of umbrellas. I don't know what kind of umbrella you want." |
| 2. "I want an umbrella that will keep the rain off." | 2. "Try an automaton. It's a special kind of umbrella that opens and shuts itself." |
| 3. "O.K. give me an automaton then." | |

4. Talk about (one of) these :

1. Tell the text.
2. Find arguments for and against buying an automaton.
- 3.* Can you name some Romanian / English / American inventors? What did each of them invent?
4. Are these inventions useful? Why? / Why not?
— the telephone; — the steam engine;
— the electric light; — the sandwich.
(Who invented them?)
5. Here are some inventions. Can you think of some more?
— turning on the T.V. from your armchair;
— turning off the light from your bed;
— an alarm-clock with water for waking you up;
— a machine for teaching you while you are sleeping.

5. Finish these sentences using information from the text (paragraphs 2—3) to write how Jerome K. Jerome's automaton worked.

1. It itself.
2. When it began to rain, Jerome K. Jerome used to try and get the machine to open but
3. Then, the moment the rain stopped, . . . suddenly and it . . . again.
4. When it did shut it did so. . . . that . . . his hat off.

6. Tell the text in writing.

7.* Write about the things people used to do one hundred years ago.

Refer to :

- clothes;
- food;
- houses;
- means of transport.

17. LESSON SEVENTEEN

I. VOCABULARY PRACTICE

- A. **pilot** ['pailət]... A pilot is a man who flies a plane.
teenager ['ti:neɪdʒə]... A teenager is a young person between the ages of 13 and 19.

kid [kɪd]... A kid is another word for 'child' in spoken English.

skill [skɪl]... The worker showed his skill in repairing the old machine.

rye [raɪ]... Wheat and maize are grown all over Romania; rye usually grows in the colder regions of the country.

peace [pi:s]... Peace is important for people all over the world.

path [pɑ:θ]... Keep off the grass! Walk on the path.

cliff [klɪf]... A cliff is a high hill near the sea.

edge [edʒ]... { Don't stand so near the edge of the

dangerous ['deɪndʒərəs]... { cliff. It's dangerous!

boring ['bɔ:rɪŋ]... This book is not interesting; it is boring.

to imagine [ɪ'mædʒɪn]... Can you imagine George washing the dishes?

to catch [kætʃ], **caught** [kɔ:t], **caught** [kɔ:t]... Yesterday I had to run to catch the train.

How many fish did you catch last Sunday?

to mean [mi:n], **meant** [ment], **ment** [ment]... "What does the word 'kid' mean?" "It means 'child' in spoken English."

This is its meaning.

except [ɪk'sept]... Everybody liked the film except grandmother.

without [wɪ'ðaʊt]... "Do you take sugar in your tea?" "No, thank you, I like it without sugar."

like [laɪk]... Tom is like a brother to me. Diana looks like her mother.

B. Find the words that mean these :

- a person who flies a plane;
- a person who drives a car;
- a person who teaches other people;
- a person who works on a farm;
- a person between 13 and 19 years of age;
- a child;
- a high hill near the sea;
- the end (of a cliff);
- not interesting;
- it puts your life in danger.

C. Look at these antonyms and then complete the sentences :

edge ^{margin} ≠ centre;
 kid ≠ teenager;
 right ≠ wrong;
 good ≠ bad;

happy ≠ unhappy;
 interesting ≠ boring;
 big ≠ little, small;
 with ≠ without.

- Paul:** Cismigiu Gardens are at the edge of the town.
Alice: That's not true. They are in the ...
- Mother:** Alice can't go out so late in the evening. She's only a kid.
Father: You're wrong. She's a ... now.
- Grandpa:** I drink my tea with sugar.
Grandma: Yes, but it's better to drink it ... sugar.
- Adrian:** Is the book you are reading interesting?
Eliza: No, it is quite ...
- Diana:** You look quite unhappy. What's the matter with you?
George: Nothing. And I am as ... as can be.
- Sylvia:** This answer is wrong.
Victor: You are wrong. The answer is ...
- Christine:** I'm pretty bad at repairing things. What about you?
Adrian: Well, I'm quite ... at repairing things.
- Tudor:** Is Craiova a small town, Virginia?
Virginia: No, Tudor, it's quite ...

D. How do people talk about skills? Read these :

He's She's	the best at ...	Physics.
	very good at ...	languages.
	quite good at ...	drawing.
	not bad at ...	repairing things.

He's She's	pretty bad at ...	+ noun.
	not good at...	+ -ing.

E. The children are talking about their classmates.

Example: **Adrian:** Eliza can draw anything.
She's very good at drawing.

- Adrian:** Robert can't do his Physics problems.
- Eliza:** Adrian can repair a lot of things.
- Victor:** Sylvia can't cook.
- Paul:** Dan has no voice. He can't sing at all.

5. Alice: Paul can do any Maths problems.
6. George: Christine can speak two foreign languages.
7. Diana: George can't read any maps.

Exercise 1: Complete these sentences with the right words :

dangerous

paths

cliff

catch

without

means

edge

except

boring

imagine

1. There are some people in the park. They are walking on the
2. Don't leave little children alone in the house. It is
3. I like sugar in my milk, but my brother likes it . . . sugar.
4. Father didn't . . . the 7.30 bus yesterday, and he was late for work.
5. "Is Angela in the sea?" "No, she is up there on the"
6. Everybody is at home . . . father.
7. Don't play so near the . . . of the cliff. It's dangerous !
8. "I couldn't answer the teacher's questions, mum." "That . . . you have got a bad mark, haven't you?"
9. Let's . . . we are at the seaside now. What would you like to do?
10. Did you like the story or was it . . . ?

II GRAMMAR PRACTICE

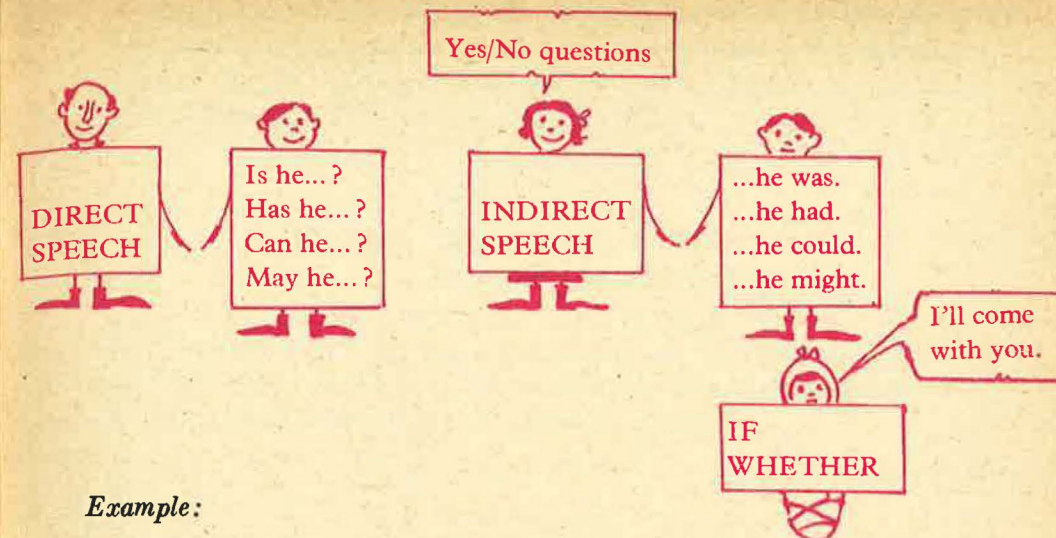
1. **Situation :** Alice comes in and asks Paul some questions, but he is not listening to her as he is busy talking to Adrian, so Alice has to say everything twice:

Alice: Is Victor coming to see you later?

Paul: Pardon? What did you say?

Alice: I asked if Victor was coming to see you later.

1. Is he coming alone?
2. Is George coming with him?
3. Are they going to bring you any books?
4. Can they help you with your homework?
5. Have you time for them?
6. Are you going to watch T.V. together?
7. May I join you?



Example:

"Can he speak English?" She asked $\left\{ \begin{array}{l} \text{if} \\ \text{whether} \end{array} \right\}$ he could speak English.

2. **Situation :** Peter is a very polite boy. Whenever he asks something, he asks politely. Tell us what he asked Alice.

Example:

Peter: May I dance with you, Alice?

Peter asked Alice if he might dance with her.

1. May I introduce you to my sister?
2. Can I see you back home?
3. Is it possible to see you again?
4. May I ring you up sometimes?
5. Can I invite you to the cinema?
6. Are you going to bring me books to read?

3. **Situation :** The children are having their school festival. The music is too loud and Alice doesn't hear Peter's questions.

Peter: Do you like the music?

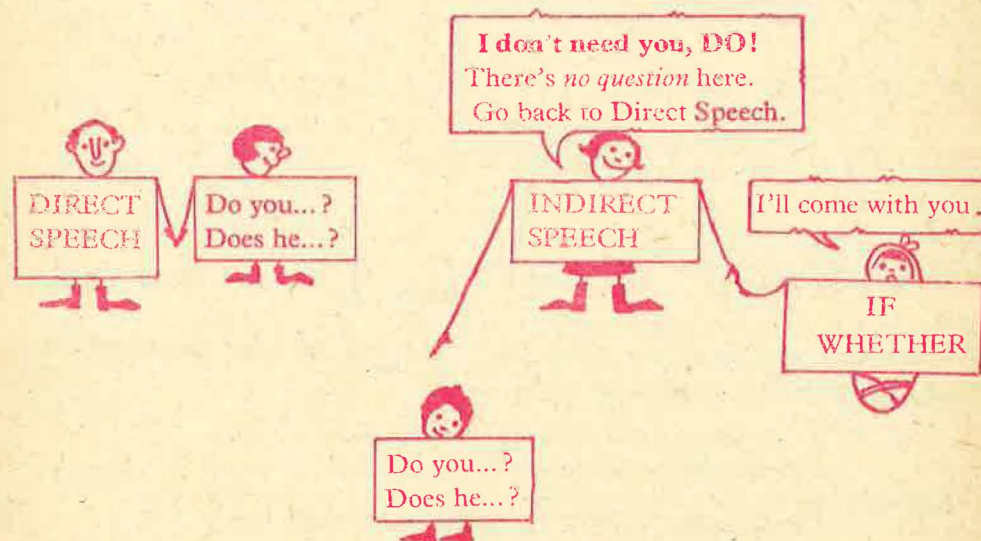
Example: Alice: What did you say? I can't hear you.

Peter: I asked whether you liked the music.

1. Do you dance?
2. Do you know my sister?
3. Does your brother know me?

4. Do you want some Pepsi-cola?
5. Do you feel tired?

Yes/No questions



Example: "Do you see him often?" He asked me $\left\{ \begin{array}{l} \text{if} \\ \text{whether} \end{array} \right\}$ I saw him often.

- ④ Situation : You, Sylvia and your brother are talking in English. Sylvia is talking very quickly and your brother doesn't understand her.

Sylvia: Do you like music?

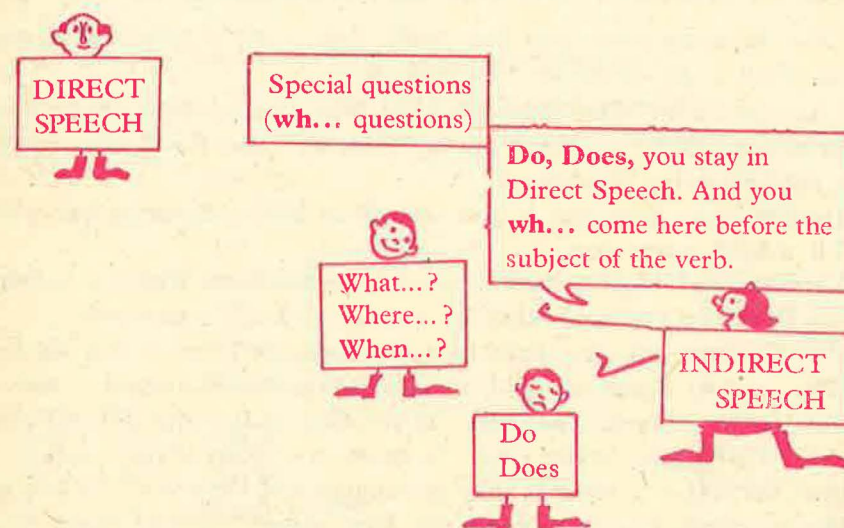
Example: Your brother: What did Sylvia ask you?
You: She asked me whether I liked music.

1. Do you like folk music?
2. Do you know the song "Oh my darling Clementine"?
3. Do you usually listen to the radio on Saturdays?
4. Do you watch Anda Călugăreanu on T.V.?
5. Do you buy her songs?
6. Do you know how many people buy them?

- ⑤ Situation : Sometimes during the English class we play the game "The Curious Owl" (*Buŋița cea curioasă*). A boy or a girl asks questions until he / she guesses what person or thing we have thought about. My desk-mate often asks me to repeat the questions:

Boy: What is it like?
Deskmate: What did she ask?
I: He asked what it was like.

1. Where is it?
2. What colour is it?
3. When must I use it?
4. What can I do with it?
5. Why is it in the classroom?
6. Is it a map?



- Examples:
1. "Where is he?"
She wanted to know where he was.
 2. "What does he say?"
She wanted to know what he said.

6. Complete these sentences :

1. "Who is he?" The teacher had no idea
2. "Where does he come from?" He asked
3. "Can he speak English?" He wondered
4. "Has he been here long?" He didn't know
5. "Why are you late?" He wanted to find out
6. "Do your parents know about it?" He asked them
7. "Are you going to tell them about it?" He wanted to know
8. "Can you help me now?" He wondered

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

1. What school will you attend next year? Why?
2. What do you want to do when you leave school? Why?
3. What will you do to be the right man in the right place?
4. What does your mother / father do?
5. Do they like their jobs? Why?

B. Reading :

WHAT SHALL I BE?

For the educational class last week, Paul wrote a composition about 'What Shall I Be'. Here is his composition:

1. What shall I be? Shall I be a worker, a farmer, an engineer, a driver, an artist, a pilot? ... What are my skills for these jobs? What makes a job interesting or boring?
2. These are the questions I have to answer before choosing the school I'll attend next year.
3. I remember I liked a book I read some time ago where a teenager was asked by his sister what he wanted to be. He answered:
4. ... "I imagine all these little kids playing some game in this big field of rye and all. Thousands of little kids, and nobody's around — nobody big, I mean — except me. And I'm standing on the edge of some crazy cliff. What I have to do, I have to catch everybody if they start to go over the cliff — I mean if they're running and they don't look where they're going. I have to come out from somewhere and catch them. That's all I'd do all day. I'd just be the catcher in the rye."

(J. D. Salinger — *The Catcher in the Rye*)

5. All I know now is that just like him, when I am "big" I want to help the people who don't know where they are going to find the right way, I want people to live happily and in peace, without "dangerous cliffs" on the path of life ...
6. I'd like to be the *Catcher* in the field of life.

C. Exercises:

1. Look at the text again :

a) Look at Paragraph Four :

1. Read the lines that show that the teenager in Salinger's book imagines the future as a game where the people — thousands of kids — are happy.

2. Why must there still be a "big" person around?
3. Where must he stand? Why?
4. Why do you think the author made the children play in a field of rye?
5. What do the words "crazy cliff" mean in this paragraph? Something dangerous?

b) Read Paragraph 5 again and then finish this sentence :

Whatever jobs we may have in the future we must all ...

2. Answer these questions :

1. What questions must Paul answer before choosing the school he'll attend next year?
2. What book did he read some time ago?
3. What did the teenager in Salinger's book have to do all day long? Why?
4. What does Paul want to do when he grows up?

3. What jobs would be best for these skills and qualities?

If he/she is good at ...	science, repairing things, arts, farming (on the school plot), reciting poems, foreign languages,	then he/she can be a/an ...	farmer. engineer. actor. painter. mechanic. foreign language teacher.
If he/she loves...	pupils, people, small children, hard work, planes,		nurse. teacher. nursery school teacher. scientist. pilot.

4.* Play this game in class : What's My Job?

One pupil thinks of a job. The other pupils ask him Yes / No questions to guess what job he has thought of. Here are some questions to start the game off:

1. Do you work ...

- indoors / outdoors?
- in a hospital / in a factory?
- in a school / at home?

2. Do you ...

- work with your hands?
- use any tools or machines?
- cure people?
- use a piece of chalk?

3. Do you have to be ...

- good at maths?
- beautiful?
- quick?

5. Write about these people. What do they do?

Example:

Robert / pilot / fly / plane.

That's Robert. He's a pilot. He flies a plane.

1. Virginia / schoolgirl / go / school
 2. Uncle George / farmer / grow vegetables / farm
 3. Mr. Pop / doctor / work / hospital
 4. Mr. Boffin / professor / teach students / University
 5. Mary / shop-assistant / sell clothes / department store
 6. Paul / mechanic / repair cars / factory
 7. Mrs. Boffin / housewife / do housework / home
 8. Simon / worker / make shoes / shoe factory
6. **Situation :** Paul is asking his uncle, a pilot, a lot of questions about his job. Later, the pilot tells his wife what questions Paul has asked. Do the exercise in writing:

Paul: Can I be a pilot, too, when I grow up?

Example:

Pilot (to his wife): Paul asked me whether he could be a pilot, too, when he grew up.

1. What are the skills for this job?
 2. What do people study to become pilots?
 3. Do I have to attend a special school?
 4. Is a pilot's job interesting?
 5. Is it difficult to be a pilot?
 6. Can I be useful to other people if I become a pilot?
- 7.* Write about What shall I Be? Refer to:
- the job you like best. Why?
 - the best job for you;
 - your skills and qualities for this job (subjects you like best);
 - your teacher's opinion about you (if possible);
 - the way you prepare yourself for the future job.

18. LESSON EIGHTEEN

I. VOCABULARY PRACTICE

- A. mile [mail] = 1,609 metres
 straw [strɔ:] = dry grass
 journey ['dʒɜ:nɪ] = a longer trip (usually by train, bus or car)
 unhappy [ˌʌn 'hæpi] = not happy
 light [laɪt] = not heavy
 to wear [weə], wore [wɔ:], worn [wɔ:n] = to be dressed
 to reply [ri'plai] = to answer
 beside [bi'saɪd] = very near, next to
 while [waɪl] = a short time
- B. pole [pəʊl] ... The telephone poles are beside the road.
 scarecrow ['skeəkrəʊ] ... There are many scarecrows in this field, to keep the birds away from the crop.
 mouth [maʊθ] ... Open your mouth and say 'Ah'!
 brains [breɪnz] ... If you want to answer this question you must use your brains.
 bad [bæd], worse [wɜ:s], worst [wɜ:st] ... The weather was bad yesterday, but today it is worse than yesterday.
 to follow ['fɒləʊ] ... February follows January.
 Follow the road until you come to the hotel.
 to stuff [stʌf] ... She stuffed all her clothes into the suitcase.
 to feel [fi:l], felt [felt], felt [felt] ... "Are you feeling better?" "Yes, I feel fine now."
 "What are his feelings?" "I think he loves you."
- C. Find the words that mean these :
- | | |
|--|-----------------------------------|
| 1. 1,609 metres; | 4. to come after; |
| 2. a longer trip; | 5. to put many things into a bag; |
| 3. a man made of straw to keep the birds away; | 6. to answer; |
| | 7. to be dressed. |
- D. Say these in another way :
1. This bag is *not heavy*. I can carry it.
 2. "Are you better?" "Yes, I'm fine, thank you."
 3. This hat is made of *dry grass*.
 4. They are sitting *next to* the river.
 5. They *walked on* the road for another mile.
 6. He waited for a *short time* and then she came.
 7. He *put all* his clothes into the bag.

8. He *was dressed in* a blue coat last winter.
9. The weather is *not fine* today.
10. I asked him where to go but he didn't *answer*.

E. Look at these :

rain → rainy day	sun → sunny day
snow → snowy weather	cloud → cloudy sky
	wind → windy day

F. Now do this exercise:

Example: There are a lot of *clouds* in the sky. The sky is . . .
The sky is *cloudy*.

1. I'm afraid it will *rain* this afternoon. I don't like this . . . weather.
2. The *sun* shines brightly in summer. Most summer days are bright and . . .
3. The *wind* often blows in autumn. There are many . . . days in autumn.
4. When it rains, there are *clouds* in the sky. The sky is . . .
5. His shirt is as white as *snow*. It is . . . white.

G. Expressing sympathy:

1. I'm not feeling well today.

2. Peter has lost his identity card !

1. { Oh, what a pity.
I'm sorry to hear that.
2. { How awful.
How terrible.

Show your sympathy in the following situations :

1. I've lost my tram ticket.
2. His father's very ill.
3. We had very bad weather.
4. The train was two hours late.
5. I have to leave tomorrow.
6. My grandmother has an awful cold.
7. I've lost my new pen.

H. Complete these sentences with the right words :

follows
straw
beside
worse
mouth

journey

feeling

brains
stuffed
replied

1. Constanța is a town . . . the sea.
2. Number 5 . . . number 4.
3. This hat is made of straw; it's a . . . hat.
4. Open your . . . and say 'Ah' !
5. The weather is bad today, but yesterday it was . . . than today.
6. It's a five-hour . . . by train from Bucharest to Iași.
7. He can do this difficult problem. He's got the . . . to do it.
8. "How are you . . . ?" "I'm feeling fine, thank you."
9. "Are you coming?" "Of course," she . . .
10. He . . . his shoes with newspaper.

II. GRAMMAR PRACTICE

1. **Situation :** Paul is going away on holiday. Grandmother is asking Grandfather questions about him, but Grandfather does not know what to say.

Grandma: When will Paul come back?

Example: Grandpa: It's hard to say } when he will come back.
I don't know }

1. How long will he stay there?
2. When will he receive our letter?
3. When will he be back?
4. When will he visit us?
5. What will he do next?
6. Where will he go then?

2. Grandfather and Grandmother are wondering about a lot of things :

be in time for the train

Grandma: Will Paul be in time for the train, do you think?

Grandpa: Well, I also wondered whether he would be in time for the train.

1. enjoy himself on the trip;
2. make many friends;
3. have good weather;
4. behave himself;
5. stay up late every night;
6. come back soon.

DIRECT SPEECH

WILL

He wondered...
He didn't know...
He asked...
He tried to find out...

When...?
How long...?

INDIRECT SPEECH

I become *would* and go to my place after the subject:

WOULD

When, how long, come quickly here. I need you.

INDIRECT SPEECH

"When will she come?" He wanted to know when she would come.

3. Complete these sentences, using *Indirect Speech*:

1. Alice asked Angela ... ("What's the time"?)
2. She wanted to know ... ("What time are we going to leave"?)
3. Mother came and asked Angela ... ("What will you wear at the party"?)
4. Alice tried to find out ... ("Who else will come"?)
5. She wondered ... ("Can we get there by bus"?)
6. Alice wasn't sure ... ("Do you know the address, Angela"?)
7. She asked her friend ... ("Have you been there before"?)
8. Mother wondered ... ("What present will you buy your friend"?)

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

1. Do you like to read stories?
2. What kind of things can happen in a story?
3. Can only people talk in a story?
4. At the beginning of a story something extraordinary usually happens to the good people. Can you think of some examples?
5. Have you ever felt sorry for the bad people? Why / Why not?
6. Does a story always have a happy end? Why?

B. Reading :

ON THE WAY TO THE EMERALD CITY

Dorothy and Toto followed the Yellow Brick Road for many miles. After a while they stopped beside a large maize field and sat down to rest. It was a bright sunny day and a light wind was blowing.



Not too far away, high on a pole, Dorothy could see a Scarecrow. The Scarecrow's head was a small sack stuffed with straw. On its face someone had painted two eyes, a nose and a mouth. The Scarecrow was dressed in a blue suit and wore black shoes and an old straw hat.

While Dorothy was looking at the Scarecrow, she suddenly saw its eyes open and look at her. All this seemed very strange to her and she walked up to the scarecrow.

"Good afternoon," said the Scarecrow.

"Did you speak?" asked Dorothy.

"Certainly," answered the Scarecrow. "How are you?"

"I'm very well, thank you," replied Dorothy, "How are *you*?"

"I'm not feeling very well high on this pole," said the Scarecrow. "I can't get down."

Dorothy felt sorry for the Scarecrow and helped it down.

"Thank you very much," said the Scarecrow. "I feel like a new man now."

All this seemed very strange to Dorothy. She had never seen a stuffed man who could walk and talk.

"Who are you and where are you going?" asked the Scarecrow.

"My name is Dorothy and I am going to the Emerald City to ask the Great Oz to send me back to Kansas."

But the Scarecrow had never heard of the Great Oz or the Emerald City. He explained to Dorothy that because his head was stuffed with straw he had no brains.

Dorothy felt very sorry for the unhappy Scarecrow.

Then the Scarecrow wanted to know if he could join Dorothy on her journey to the Emerald City. He wondered if the Great Oz would give him some brains. He said to Dorothy, "Do you think that if I go to the Emerald City with you, the Great Oz will give me some brains?"

"I cannot tell," she answered, "but you may come with me if you like. If Oz does not give you any brains, you will be no worse off than you are now."

And so the Scarecrow joined Dorothy and her dog Toto on their journey to the Emerald City.

(Adapted from: *Frank Baum* — The Wizard of Oz)

C. Exercises :

1. Look at the text again :

1. Read the sentences describing the Scarecrow.
2. Read the sentences about Dorothy's journey.

2. Answer these questions :

1. Why did Dorothy and Toto stop beside the road?
2. What could Dorothy see high on a pole?
3. What happened while Dorothy was looking at the scarecrow?
4. What had Dorothy never seen before?
5. Where was Dorothy going? Why?
6. Why didn't the Scarecrow have brains?
7. Why did the Scarecrow join Dorothy and her dog Toto on their journey to the Emerald City?

3. Talk about (one of) these :

1. Describe the Scarecrow.
2. Tell the text.
3. What special things, that usually happen in stories, can be found in this story?
- 4.* What book for children have you read this year? Speak about:
 - the title of the book;
 - the name of the author;
 - the most important person in the book (the hero);
 - the place and time of the action;
 - what happens to the hero;
 - happy / unhappy end.

4.* Is it important to have "brains"?

Comment on these sayings and give their Romanian translation :

- a) "Little brains in the head makes much work for the legs."
- b) "First think and then speak."

5. Copy these sentences in the right order to tell the story of Dorothy, Toto and the Scarecrow :

1. He explained to Dorothy that because his head was stuffed with straw he had no brains.
2. The scarecrow asked the girl who she was and where she was going.
3. Dorothy and Toto stopped beside a large maize field and sat down to rest.
4. While Dorothy was looking at the Scarecrow she suddenly saw its eyes open and look at her.
5. Not too far away, high on a pole, Dorothy could see a scarecrow.
6. Dorothy invited the scarecrow to go with them to the Great Oz to get some brains.
7. And so the Scarecrow joined Dorothy and her dog Toto on their journey to the Emerald City.

6. Put the dialogue between Dorothy and the Scarecrow in *Indirect Speech*:

The Scarecrow:

1. How are you?
2. I'm not feeling very well high on this pole. I can't get down.
3. Thank you very much. I feel like a new man now.
4. Who are you and where are you going?

Dorothy:

1. I'm very well, thank you. How are you?
2. I'm sorry for you. I'll help you down.
3. It's very strange! I've never seen a stuffed man who can walk and talk.
4. My name is Dorothy and I am going to the Emerald City.

5. I've never heard of the Emerald City. I have no brains. Can the Great Oz give me some brains, too?
5. I can't tell, but you may come with me if you like.

7.* Guess the story :

1. Once upon a time our hero (*guess who*) was sent (*guess by whom*) to bring food (*to whom?*).
2. On her way she wanted to do something (*what?*).
3. Then she met somebody (*who?*).
4. They discussed something (*what?*) and then our hero remained alone.
5. When she arrived (*where?*) she saw something (*what?*).
6. Somebody (*who?*) did her something (*what?*) and then did something else (*what?*).
7. Somebody else (*who?*) passed by and saved (*who?*).
8. Everybody (*who?*) was happy.
9. The story was written under the title (*what?*).

19. LESSON NINETEEN

I. VOCABULARY PRACTICE

- A. century ['sentʃəri] = one hundred years
 scientist ['saɪəntɪst] = man of science
 physician [fɪ 'zɪʃn] = doctor
 assembly [ə 'sembli] = many people together
 healthy ['helθi] = not ill
 to cure ['kjʊə] = to make healthy again
- B. medicine ['medsɪn] ... 1. *Adrian is going to study medicine when he leaves school.*
 2. *You must take this medicine three times a day.*
 patient ['peɪʃnt] ... *The patients are in the waiting room. They are waiting for the doctor to come.*
 ache [eɪk] ... *I'm not feeling very well. I have a bad headache. My head aches all over.*
 pain [peɪn] ... *The boy was crying with pain after he broke his arm.*
 diet ['daɪət] ... *I mustn't eat sweets. I'm on a diet.*
 land [lænd] ... 1. *Farmers work the land.*
 2. *You can travel from Bucharest to Suceava by air or by land.*
 movement ['mu:vmənt] ... *I will teach you to dance if you copy my movements.*
 native ['neɪtɪv] ... *Constantin Parhon was born in Cimpulung. Cimpulung is his native town.*
 sick [sɪk] ... (used only as an attribute) *The sick child entered the doctor's room. (But: The child was ill).*
 to publish ['pʌblɪʃ] ... *Many children's books are published in Romania every year.*
 to prescribe [prɪ'skraɪb] ... *The doctor prescribed a new medicine for the pain in my leg.*
 throughout [θru:'aʊt] ... *It rained throughout the night.*
Many famous people have lived and worked in Romania throughout the centuries.
- C. Find the words that mean these :
- the food a sick person must eat;
 - you study this to become a doctor;
 - a person who goes to a doctor;
 - to say what medicine to take;
 - many people together;
 - a town where somebody was born.

D. Say these in another way :

- Gheorghe Marinescu was a *well-known* Romanian scientist.
- Constantin Parhon was a famous Romanian *man of science*, too.
- Mihai Eminescu lived a *hundred years* ago.
- The *doctor* prescribed the right diet to his patient.
- Now his patient is *not ill*.
- The doctor *made* him *healthy* again.
- You can travel there by *car, bus or train*.

E. What's the matter with grandpa? What must he do?

Example:

Grandpa: I've got a headache. (take an aspirin).

Grandma: You must take an aspirin.

Grandpa:

Grandma:

- | | |
|--------------------------------|-----------------------------|
| 1. I've got a toothache. | 1. see a dentist. |
| 2. I've got a stomach-ache. | 2. keep a diet. |
| 3. I've got a headache. | 3. take some medicine. |
| 4. I've got a pain in my leg. | 4. call the doctor. |
| 5. I've got a pain in my back. | 5. lie down. |
| 6. I've got a cold. | 6. drink hot tea. |
| 7. I feel ill. | 7. stay in bed. |

F. How do people talk about health? Read these:

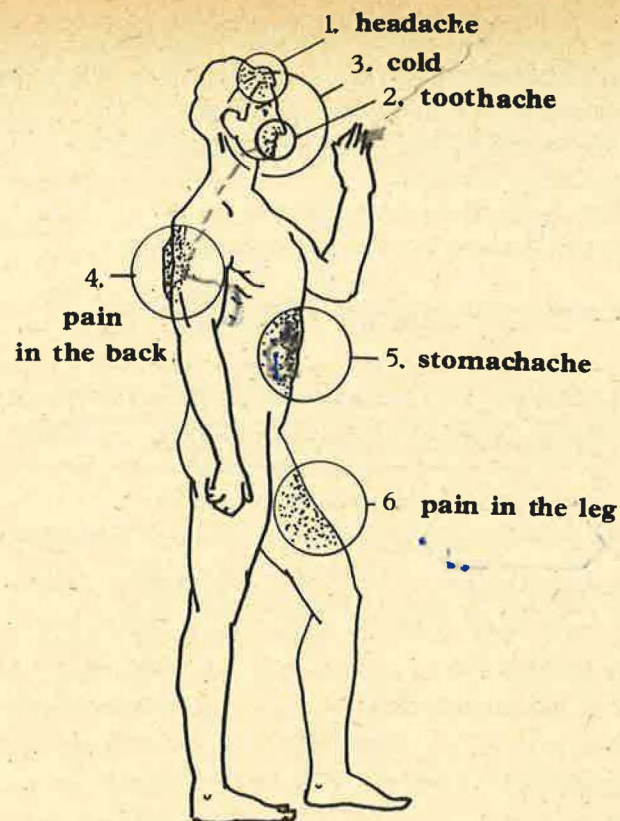
A: What's the matter with you?

B: I've got a ...
I feel awful.

A: Oh dear! I'm { sorry!
so sorry!
ever so sorry!
Why don't you?

G. Look at the picture and make up dialogues like this :

Paul: What's the matter with you?
 Adrian: I've got a headache and I feel awful.
 Paul: Oh, I'm sorry. Why don't you take some medicine?



Use : 1. lie down;
2. see a doctor;
3. eat something;
4. go to bed;
5. take an aspirin;
6. drink a cup of tea.

H. Complete these sentences with the right words :

+ century
+ scientist
+ born
X took part in
medicine
+ native
+ patient
+ throughout
+ published
+ prescribe

1. Charles Darwin was a famous English....
2. He lived and worked in the 19th....
3. He was... at Shrewbury, in February 1809.
4. He attended primary and secondary school in his... town.
5. After that he went to study... in Edinburgh, although he did not want to become a doctor.
6. From 1831 to 1836 Darwin..... an expedition to South America and Australia.
7. His interest in animals and in their changes... the ages made him become a famous naturalist.
8. Although Darwin never cured a... throughout his life and did not... any medicine either, he is famous all over the world for his book *On the Origin of Species*, which he... in 1859.

II. GRAMMAR PRACTICE

1. Situation : Little Tudor saw the film *The Wizard of Oz* on T.V. but didn't understand much. His little cousin didn't understand too much either:

Tudor: Why did Dorothy go to the Emerald City?
Cousin: I wonder why she went to the Emerald City, too.

1. Why did Dorothy stop beside a maize field?
 2. Why did she speak to the scarecrow?
 3. What did Dorothy ask the Scarecrow?
 4. Why did the Scarecrow feel rather unwell?
 5. Why did Dorothy help the Scarecrow get down?
 6. Why did the Scarecrow want to join Dorothy?
 7. Where did they go together?
2. Grandpa can't always remember things very well.

Example: Paul: Did Grandpa see the film yesterday?
Alice: He couldn't remember if he had seen it.

1. Did Grandpa receive my letter yesterday?
2. Did he reply to it?
3. Did he post it?
4. Did he feel well yesterday?
5. Did he go to the doctor yesterday afternoon?
6. Did he take his medicine last night?

3. Make dialogues using these words :

	Alice / buy the tickets
Example:	Paul: Has Alice bought the tickets? Adrian: I asked her if she had bought them but she didn't answer.

1. Angela / read *The Catcher in the Rye*;
2. George / catch any fish;
3. Victor / shake the carpets;
4. your sister / find the book;
5. the teacher / mark the tests;
6. Sylvia / visit the museum;
7. Diana / make the tea;
8. Eliza / meet your new neighbour.

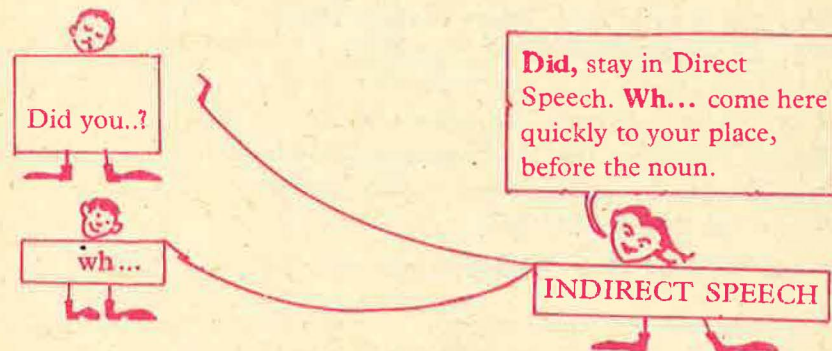
DIRECT SPEECH

PRESENT PERFECT
have
has + verb 3rd form

PAST TENSE

INDIRECT SPEECH

Then we become
PAST PERFECT
had + verb 3rd form



"Have you seen him?" I wondered if you had seen him.
"When did you see him?" I wanted to know when you had seen him.

4. Re-tell this story using *Indirect Speech*:

The telephone rang and I picked up the receiver.

"Hello," I said.

"Hello," said a voice. "Robert is speaking. Is Margaret at home?"

"I'm sorry," I said. "You've got the wrong number," and put down the receiver.

A few moments later, the telephone rang again. Just as I thought, it was Robert. "Can I speak to Margaret, please?" he said.

"You've made a mistake again," I explained. "There is no Margaret here."

Then the phone rang a third time. This made me angry. I spoke in a high voice, "Hello, Robert. Margaret here. Why are you ringing me up?"

For a moment I heard nothing. Then someone said, "What's the matter with you Alec? What has happened to your voice? Are you ill?"

It was my mother!

III. READING, SPEAKING AND WRITING PRACTICE

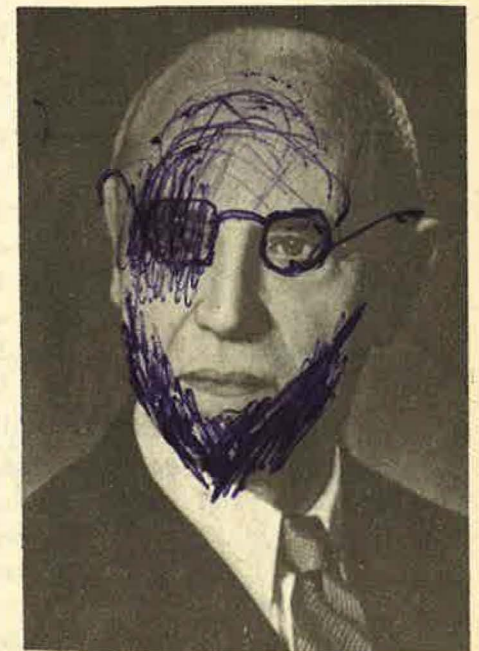
A. Prequestions :

1. Do you feel well or ill most of the time? Do you have a healthy daily programme?
2. What time do you get up in the morning?
4. Do you do any morning exercises before you have breakfast?
5. Do you usually watch T.V. or go for a walk in the evening?
6. What time do you go to bed?
7. Where do you go or what do you do when you don't feel well?

B. Reading :

A MAN OF SCIENCE

1. Many famous men of science have lived and worked on the Romanian land throughout the centuries.
2. Such a man of science was Constantin Parhon, a Romanian scientist famous all over the world.
3. He was born in Cîmpulung in 1874. He attended primary school in his native town. After finishing secondary school he went to Bucharest to study medicine.
4. In 1909 he published the first book in the world on endocrinology. Later he became a university professor in Iași and Bucharest and started studying the causes and mechanisms of old age. All his life he worked hard, trying to find ways of curing it.
5. As a physician, C.I. Parhon's working day started at 8 o'clock in morning. He always asked his patients why they had come to hospital, to see what their aches and pains were. Then he prescribed medicine and diets to them to make them healthy again.
6. C.I. Parhon was not only a great scientist and university professor, but also an eminent patriot. At the end of the 19th century and the beginning of the 20th he took part in the Romanian



working movement and from 1947 to 1952 he was President of the Great National Assembly.

7. Both as a man of science and as a political man, C.I. Parhon worked hard all his life for the benefit of people around him.

C. Exercises :

1. Look at the text again and say which paragraphs refer to:

- Constantin Parhon's education;
- his activity as a physician;
- his activity as a university professor;
- his political activity.

Read the most important sentence in each paragraph.

2. Answer these questions :

- What was Constantin Parhon?
- When and where was he born?
- Where did he study medicine?
- When did he publish the first book in the world on endocrinology?
- What time did he start his working day as a physician?
- What did he do at hospital?
- What can you say about C.I. Parhon as an eminent patriot?
- What did he work hard for?

3. The teacher asked the pupils questions about C.I. Parhon. Here are their answers. Put in the teacher's questions:

- | | |
|---------------------------|--|
| 1. What ? | 1. C.I. Parhon was an eminent patriot, a famous scientist, a university professor and a physician. |
| 2. Where and when ? | 2. He was born in Cîmpulung in 1874. |
| 3. When ? | 3. In 1909 he published the first book in the world on endocrinology. |
| 4. What ? | 4. He studied the causes and mechanisms of old age. |
| 5. What ? | 5. He always asked his patients what their aches and pains were. |
| 6. How long ? | 6. From 1947 to 1952 he was President of the Great National Assembly. |

4. Complete these dialogues. What's the matter with you?

- Sylvia* : I've got a headache.
Christine : I'm sorry. Why don't you take an aspirin?
- Paul* :
Adrian : Why don't you stay in bed today?
- Diana* :
George : You must see a dentist.

- Martha* :
Angela : I'm glad to hear that, but be more careful in future. You must always keep a straight back.
- Victor* :
Dan : My ! Then you can't walk, can you?
- Eliza* :
Alice : I'm ever so sorry ! You'll have to keep a diet, I'm afraid.

5. Talk about (one of) these :

1. Angela is rather fat. What do you advise her to eat or not to eat from the following list?

	carrots; bread; cakes
Example:	You'd better eat more carrots.
	You'd better not eat { too much bread. too many cakes.

- | | | |
|---------------------|--------------|-----------------|
| 1. sweets | 6. potatoes | 11. pears |
| 2. salad | 7. tomatoes | 12. grapes |
| 3. fresh vegetables | 8. icecream | 13. apples |
| 4. plums | 9. chocolate | 14. fruit salad |
| 5. soup | 10. chicken | 15. biscuits |

2. What do you think is the right diet for:

- | | |
|-------------|--|
| — a dancer? | — a farmer? |
| — a singer? | — a football player? |
| — a worker? | — somebody who has a cold/a stomachache? |

3. What are the skills and moral qualities of a man of science?

6. Write about Constantin Parhon's life and work. Use these words :

- born / Cîmpulung / 1874;
- attend / primary school / native town;
- study / medicine / Bucharest;
- 1909 / publish / first book / world / endocrinology;
- later / university professor / Iași and Bucharest;
- study / causes and mechanisms / old age;
- physician / working day / 8 o'clock;
- prescribe / medicine / diets / patients;
- patriot / take part in / the Romanian working movement;
- 1947—1952 / president / the Great National Assembly.

7. You didn't feel well yesterday, so you went to the doctor.

Write the questions the doctor asked you.

Start like this : *He wanted to know*

1. Have you had this ache for a long time?
2. When did you feel it for the first time?
3. What did you eat in the morning?
4. Have you always eaten such a big breakfast?
5. When did you drink the tea?
6. Did you feel better after it?

8.* How healthy are you? Think about yesterday. Work in pairs:

	Yes	No
Your diet :		
1. Did you have more than two pieces of bread for breakfast?	0	1
2. Did you have much sugar in your tea / milk?	0	1
3. Did you eat any fruit?	1	0
4. Did you eat any cakes?	0	1
Your programme :		
5. Did you get up before 8 o'clock?	1	0
6. Did you go to bed before 11 o'clock?	1	0
7. Did you watch T.V. for more than two hours?	0	1
8. Did you sleep with the window open?	1	0
9. Did you go for a run?	1	0
10. Did you take any exercise?	1	0
11. Did you walk to school?	1	0
Total =	7	4

If you have 10-11 Congratulations ! You are very healthy but don't forget to go on like this !

7- 9 Not too bad; keep trying.

6- 0 Oh dear ! Oh dear !

1. Look at these antonyms and complete the sentences :

interesting } ≠ boring	easy ≠ difficult
exciting }	right ≠ wrong
healthy } ≠ ill	cloudy ≠ { clear
well }	bright
heavy ≠ light	

1. The sky is *cloudy*. It is not
2. This answer is *wrong*. It is not the . . . answer .
3. The lesson about shopping is *interesting*. It is not
4. I find this lesson *difficult* to understand. It is not
5. He isn't *ill*. He is
6. This suitcase is not *heavy*. It is

2. Which word does not go with the others?

- | | |
|-----------------------|------------------------------|
| 1. <i>Qualities</i> : | 3. <i>When you are ill</i> : |
| a) honest | a) pain |
| b) fair | b) publish |
| c) lazy | c) cure |
| d) almost | d) diet |
| 2. <i>Weather</i> : | 4. <i>Jobs</i> : |
| a) windy | a) pilot |
| b) cloudy | b) driver |
| c) crazy | c) on duty |
| d) rainy | d) physician |

3. Match these sentences according to the meaning :

- | | |
|--|--------------------------------------|
| 1. She never talks about her good marks. | a) <i>He is much too lazy.</i> |
| 2. I'm telling you the truth. | b) <i>He's pretty bad at French.</i> |
| 3. Dan never helps his mother. | c) <i>She is very modest.</i> |
| 4. He can't read French books. | d) <i>I did read the book.</i> |

4. Talk about :

1. the duties of a pupil;
2. the moral qualities of a U.C.Y. member;
3. the weather in spring / summer / autumn / winter;
4. aches and pains; what people must do then;
5. jobs / skills for jobs / workplaces;
6. special diets: sick people, fat people, some jobs.

5. Remember : Direct Speech Questions → Indirect Speech Questions
(after a verb in the *Past Tense*):

BE, HAVE, CAN, MAY, WILL (Yes / No Questions)

"Is he ill?"

"Has he any books to read?"

"Can he go out?"

"May I see him?"

"Will he get better soon?"

I asked
IF/WHETHER

he was ill.
he had any books
to read.
he could go out.
I might see him.
he would get better
soon.

DO, DOES, DID ... (WH- Questions)

"When do you want to see
him?"

"How does he know about it?"
did he phone you yes-
terday?"

I asked

when she wanted to
see him.
how he knew about it.
when he had phoned
you the day before.

6. **Situation :** A well-known writer came to Paul's school last week and talked to the children. As Paul was ill, he couldn't go to the meeting. Now he is asking his friend Adrian all kinds of questions. Adrian is not very attentive:

Paul: What's his name?

Adrian: What? What did you want to know?

Paul: I wanted to know what his name was.

1. When was he born?
 2. Where is he from?
 3. What did he talk about?
 4. How many books has he written?
 5. What are his books about?
 6. Who gave him flowers?
 7. When did he leave school?
 8. Who went with him?
 9. When will he come again?
7. George was taken to hospital yesterday, after an accident. When he woke up, he asked the nurse a lot of questions and later the nurse told the doctor what he had asked.

George: "Where am I? Am I in hospital?"

Example:

Nurse: He { asked me } where he was.
 { wanted to know } if he was in hospital.

1. Why am I in hospital?
2. Who brought me here?
3. When did they bring me to hospital?
4. Do my parents know about it?
5. Have you told them about the accident?
6. What did they say?

7. When are they going to come and see me?
8. May I have something to eat?
9. What can I eat?
10. Am I going to have an operation?
11. When will I get better?
12. May I go home then?

8. **Complete these sentences. Use Indirect Speech:**

1. Peter asked Alice ... ("Am I late?")
2. Alice answered ... ("You certainly are.")
3. She wondered ... ("Where have you been?")
4. Then she asked him ... ("Why did it take you so long?")
5. Peter told her ... ("I was to the post-office because I wanted to send a parcel.")
6. Then he said ... ("They asked me a lot of questions.")
7. First they had wanted to know ... ("Where are you sending the parcels?")
8. Then they had asked him ... ("What is your name? What is your address?")
9. They had also wanted to know ... ("How many parcels are you sending?")
10. Peter had told them ... ("I'm sending one parcel to my grandmother. She lives in Braşov. Her address is written on the parcel.")
11. Then he had asked them ... ("How much do I have to pay?")
12. After paying for the parcel, they had told him ... ("That's all. Your grandmother will receive the parcel tomorrow.")
and he had left the post-office after thanking them politely.

9.* **Translate into English :**

1. Profesoara l-a întrebat cum îl cheamă.
2. Ea voia să ştie unde locuieşte.
3. Noi ne întrebam când o să vină Adrian.
4. El nu era sigur dacă văzuse filmul sau nu.
5. El nu-şi aducea aminte unde îl văzuse.
6. El m-a întrebat, ce voi face duminica viitoare.

10.* **Read with the dictionary :**

A Hard Day

Fred Flintstone and his best friend, Barney Rubble, were having a very hard day at the rock mine where they worked.

Dino, Fred's big dinosaur, who did the digging, had a sore jaw from the day before, so Fred had to dig instead.

Barney had a problem with his dinosaur, too. Early in the morning they had dug through the rock and had suddenly found sand. After that they had tried all day to find more rock.

At the end of the day, the two friends were really tired. Fred's arms and legs ached, and Barney's eyes and throat were sore from all the sand that had got in his eyes, nose and mouth.

Wilma thought Fred was suffering from some strange illness when he didn't slam the front door as usual. He came in quietly, shut the door behind him and sat down in a chair to rest.

"Goodness, Fred, what is the matter?" asked Wilma.

"I'm so tired, I don't know whether I'll be able to get up to eat dinner!" said Fred. "It's a good thing the weekend is here. I need a day off to rest up!"

At the Rubbles' house the same conversation was taking place.

But as it always happens with Fred and Barney, they got into a lot of troubles and spent their weekend doing "housework".

(Adapted from: Horace J. Elias — *The Flintstones*)

20. LESSON TWENTY

I. VOCABULARY PRACTICE

A. **harvest** [ˈhɑːvɪst] ... 1. *The harvest is good this year.*

2. *In July the farmers harvest the wheat.*

abundances [əˈbʌndəns] ... *The apple-trees are full of apples. There is an abundance of apples this year.*

seed [siːd] ... *Sunflower seeds are good to eat.*

custom [ˈkʌstəm] ... *It is the custom to give a present on a person's birthday.*

wreath [riːθ] ... *At the school festival the teacher put a wreath on the head of the best pupil in the class.*

event [iˈvent] ... *Joining the U.C.Y. was an event in Alice's life.*

master [ˈmɑːstə] ... *The master of the house is usually the head of the family.*

salt [sɔːlt] ... *Don't put too much salt in the soup.*

wine [wain] ... *'Murfatlar' wine is famous all over Europe.*

major [ˈmeɪdʒə] ... *The car needs major repairs.*

whole [həʊl] ... *We stayed seven days in the mountains. We spent a whole week there.*

to weave [wiːv], **wove** [wəʊv], **woven** [ˈwəʊvən] ... *Romanian women weave beautiful carpets.*

to mix [mɪks] ... *We mix eggs, sugar and cream to make an icecream.*

to sow [səʊ], **sowed** [səʊd], **sown** [səʊn] ... *We sowed our vegetable seeds yesterday.*

B. Find the words that mean these :

- | | |
|------------------------------|----------------------------------|
| 1. the head of the house; | 4. men usually drink this; |
| 2. a circle made of flowers; | 5. to put seeds into the ground; |
| 3. an important happening; | 6. to combine. |

C. Say these in another way :

1. This is the *most important* event of the year.
2. There *are a lot of* fruit this year.
3. You can travel to Braşov by *train or by car*.
4. The farmers *gather* the maize in September.
5. The women are *making* a beautiful carpet.
6. Receiving the identity card was an *important happening* in her life.
7. We spent *all the day* on the beach.

D. A verb + *-ing* can become a noun.

Complete these sentences with nouns in *-ing*:

Example:

Farmers *harvest* the wheat in July.
... takes place in July.

Harvesting takes place in July.

1. Farmers *work* the land. ... the land is important and useful.
2. They *sow* the maize in spring. ... takes place in spring.
3. People work hard to *harvest* the crop. ... is a major event in the farmers' life.
4. The Romanian country women *weave* beautiful carpets. Carpet ... is an old Romanian tradition.
5. Alice *draws* beautifully. She is good at ...
6. Some people *paint* pictures. ... is an art.
7. We like to *climb* mountains. Mountain ... is a healthy sport.
8. Some people *drive* too fast. Fast ... is dangerous.

E. What do people say before special events? Read these :

— on New Year's Eve:

1. Happy New Year ! 1. Thank you, the same to you !

— on somebody's birthday:

2. Many Happy Returns !
Happy Birthday ! 2. (Oh) Thank you !

— before an exam:

3. Good luck !
Best of luck ! 3. Thank you ! (I'll certainly need it).

— for an achievement:

4. Congratulations !
Well done ! 4. Thanks (a lot).

— before going to a party/on a trip:

5. Enjoy yourself !
Have a good time ! 5. Thanks.
I'm sure I will.
I hope

F. Now answer the following :

- a) Good luck.
- b) Many Happy Returns !
- c) Happy New Year !
- d) Well done !
- e) Enjoy yourself !

G. What would you say to somebody who :

- a) has a birthday?
- b) got a good mark in the term test?
- c) is going on holiday?
- d) is having an exam today?
- e) sees you on December 31st?

H. Complete these sentences with the right words :

sow

land

event

harvest

wreath

custom

master

abundance

salt

1. Farmers work the ... from early spring to late autumn.
2. In spring they ... the seeds.
3. In summer they ... the wheat.
4. Wheat harvesting is the major ... in June and July.
5. There is an ... of wheat every year.
6. The Romanians have a special ... to celebrate harvesting.
7. The women weave a ... for the girl who has been the best in the harvesting work.
8. The ... of the house will receive the girl with bread, ... and wine.

II. GRAMMAR PRACTICE

1. Complete with the right adjective forms :

Positive:	Comparative:	Superlative:
1. young	younger	the youngest
old	?	?
tall	?	?
2. happy	happier	the happiest
busy	?	?
funny	?	?
3. hot	hotter	the hottest
fat	?	?
big	?	?
4. large	larger	the largest
nice	?	?
strange	?	?

2. Complete with adjectives in the right form :

1. Bucharest is a *large* city. It is ... city in Romania.
2. Bucharest is an *old* city, but Constanța is ... than Bucharest.
3. July is ... month in Romania. It is *hotter* than June and August.
4. In winter the days are *shorter* than in summer. December 22nd is ... day of the year.
5. In May the weather is quite *warm*. It is ... than in April.

6. We like to go to the seaside in summer. We are *happy* there. It's time of year for us.
7. The farmers are very *busy* in spring. They are much . . . than in winter.

3. Don't forget these irregular adjectives :

Positive:	Comparative:	Superlative:
1. good	better	the best
2. bad } ill }	worse	the worst
3. much } many }	more	the most
4. little	less	the least
5. far	farther	the farthest

4. Now answer these questions :

- Is the weather worse or better today than yesterday?
- Have you more or less time to play this year than last year?
- Do you live nearer to school or farther from it than your deskmate?
- Who lives the farthest from school in your class?
- Who is the best pupil in your class?
- Who got the most good marks in your class last week?
- On what day was the worst weather last week?

5. Complete with the right form of the adjective :

- Adrian: This cake is *good*.

Eliza: But that one is . . . than this one.

Paul: I think the icecream is of all.
- Aunt Martha: What *bad* weather!

Uncle George: Well, yesterday it was . . . than today.

Mother: I think weather we have ever had was two days ago.
- Paul: Victor lives very *far* from school.

Alice : That's true. But Diana lives . . . than Victor.

Adrian: And Robert lives of us all. It takes him an hour to get to school.
- George : We don't have *much* spare time this week, do we?

Diana : Well, we have . . . spare time this week than we had last week.

Paul : Wait until we get on holiday, then we'll have spare time.
- Sylvia : Grandmother is very *ill*, I'm afraid.

Mother: You know, she is feeling . . . today than she did yesterday.

Doctor : Don't be afraid. She felt last night, but she is getting better now.

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

- What major crops are grown in Romania?
- When do the farmers sow wheat / maize / rye?
- When are these crops harvested?
- Where do the farmers keep the seeds in winter?
- Do the Romanians have any special customs to celebrate sowing / harvesting?

B. Reading :

WORKING THE LAND

- Ever since the Romanians have lived on this land they have worked hard to get better and better crops.
- Harvesting is a major event in the farmers' life, when the farmers gather "the fruit" of a whole year's activity. That is why the Romanians have a special custom to celebrate it.
- Early in the morning the men and women start out towards the fields to harvest the wheat.
- In the afternoon the round dance starts at the edge of the field, while the women weave the "harvest wreath" for the youngest girl who has been the best in the harvesting work.
- Then the girl and the other people go to her house, where they are received with bread, salt and wine.
- The girl gives the wreath to the master of the house, who keeps it in a special place until next spring when its seeds mixed with young seeds are sown together, for future abundance.



C. Exercises :

1. Look at the text again :

- Read the words about working the land.
- Which paragraphs describe the special custom celebrating harvesting?

2. Answer these questions :

1. Why have the Romanian peasants always worked hard?
2. Why is harvesting a major event in the farmers' life?
3. What do they start early in the morning?
4. When does the round dance begin?
5. What do the women weave?
6. How are the people received at the best harvester girl's house?
7. Who does the girl give the wreath to?
8. What is the master of the house going to do with its seeds?

3. The farmers are planning their work carefully. Can you help them see what works, cereals, vegetables, fruit trees and animals they have to take care of? Here they are:

- | | | | |
|-------------------|-------------|-------------------|---------------|
| 1. horses | 6. pigs | 11. picking fruit | 16. onions |
| 2. apple-trees | 7. tomatoes | 12. plums | 17. ploughing |
| 3. wheat | 8. rye | 13. chickens | 18. pears |
| 4. planting trees | 9. cabbage | 14. harvesting | 19. maize |
| 5. cows | 10. sowing | 15. carrots | 20. carrots |

Works:	Cereals:	Vegetables:	Fruit trees:	Animals:

4.* In what months are these done?

Crop:	Ploughing :	Sowing :	Harvesting :
Wheat			
Maize			
Rye			
Sunflower			

5. Talk about (one of) these :

1. Tell the text.
2. Speak about farming:

a) In the old times:

- small farms;
- children and women's hard work;
- slow work;
- small crops.

b) Today:

- large state farms;
- skilled farmers, specialists, machines;
- better and better work;
- large crops.

6. Write about : How I Got the Harvest Wreath. Put the adjectives in the right form.

1. I got up earlier than usual and hurried to the wheat fields.
2. There were all the girls from the village. Some of them were (old) and (strong) than me and I knew that some of them were (good) than me at harvesting.
3. However I didn't lose courage. I wanted to be the (good) of them and I knew that "where there's a will, there's a way".
4. We started harvesting. The sun was shining brightly, I think it was the (hot) day of summer.
5. By noon I had already harvested the (large) part of my field and I went on working quicker and quicker.
6. And late in the afternoon guess what? They said that I was (great) harvester girl!
7. It was (happy) day of my life!

7. Tell the text in writing.

8.* Write about Romanian customs on New Year's Eve.

"The Little Plough" ("Plugușorul"):

- children recite nice lines wishing people good health, good crops and abundance;
- children receive sweets, biscuits and nuts.

21. LESSON TWENTY-ONE

I. VOCABULARY PRACTICE

A. relief [riːliːf]... Romania's relief is complex; it has mountains, hills and plains.

plateau [ˈplætəu]... The Transylvanian Plateau is surrounded by the Carpathian mountains.

slope [sləʊp]... 1. Let's go up this slope.

2. The children are skiing on the ski-slope.

forest [ˈfɒrɪst]... There are many old trees in the forest near our village.

landscape [ˈlændskeɪp]... One can see beautiful landscapes from the train window.

variety [vəˈraɪəti]... There is a large variety of dresses in this shop. I don't know which to choose.

resort [riˈzɔːt]... Mamaia is a well-known seaside resort.

coast [kəʊst]... The Romanian Black Sea Coast is 245 km long.

railway [ˈreɪlwei]... Trains run on the railway.

route [ruːt]... This is the shortest route from Bucharest to Buzău.

sign [saɪn]... Snow is a sign of winter.

climate [ˈklaɪmɪt]... } Romania has a temperate climate.

temperate [ˈtempɪt]... }

worth [wɜːθ] (+ -ing)... This book is very good. It is worth reading.

pleasant [ˈplezənt]... What a pleasant surprise! This is the very thing I wanted to buy yesterday.

to welcome [ˈwelkəm]... 1. Welcome to our home!

2. "Thank you." "You're welcome."

3. The pupils welcomed the teacher with flowers.

to reach [ri:tʃ]... They reached Bucharest on Sunday.

"Can you reach that apple on the tree?"

"No, I'm not tall enough."

to cover [ˈkʌvə]... The mountains are covered with snow in winter.

B. What are these? Say in one word:

1. mountains, hills and plains;
2. weather, winds, rain and snow;
3. a lot of trees together;
4. a beautiful field with many flowers and trees;
5. the way between two places;
6. Mamaia, Eforie, Neptun.

C. Match the words in list I with those in list II:

- I. 1. the Carpathian ...
2. the Bărăgan ...
3. the Transylvanian ...
4. Băneasa ...
5. the Clăbucet ...
6. the Bucharest-Suceava ...
7. a temperate continental ...
8. the Black Sea ...
9. the Sub-Carpathian ...

- II. a) plain;
- b) mountains;
- c) plateau;
- d) air-route;
- e) climate;
- f) ski-slope;
- g) coast;
- h) forest;
- i) hills.

D. Do you remember the comparison of long adjectives?

The story is interesting.

The play is more interesting than the story.

The film is the most interesting of all.

Now compare these, using the adjectives given:

1. interesting books: Robinson Crusoe, David Copperfield, Tom Sawyer.
2. difficult subjects: Physics, Chemistry, Maths.
3. beautiful flowers: tulip, lilac, rose.
4. exciting trips: to the Black Sea Coast, to the mountains, to the Danube Delta.
5. dangerous places to swim in: a lake, a river, the sea.
6. famous buildings: the History Museum, the National Theatre, the University.

F. How do people show surprise at extraordinary things? Read these:

Your friend (information):

Did you know that Everest is

{ the highest
the most dangerous } mountain

and Anapurna is

the second { highest
most dangerous } mountain in the world?

You (surprise):

My!

Goodness me!

Really?

Oh, no!

Well! I never!

Don't say so!

G. Now use this information and the adjectives given to make dialogues about Romania:

... mountains (high/dangerous)

... rivers (long/important)

Ceahlău	1 907 m
Omu	2 505 m
Parîngu mare	2 519 m
Moldoveanu	2 544 m

the Olt	737 km
the Prut	716 km (in Romania)
the Mureş	768 km (in Romania)
the Danube	1075 km (in Romania)

... lakes (large/beautiful)

... weather

{ hot
 cold
 unpleasant } temperature
 { of the year

Brateş	21 km ²
Mostiştea	20 km ²
Oltina	19 km ²

Ion Sion (Bărağan)	+44,5°C
Bod (Braşov)	-38,5°C

... towns (large/important)

Bucharest	1.858.418 inhabitants
Timişoara	287.543 inhabitants
Iasi	271.441 inhabitants

H. Complete these sentences with the right words :

- 1 relief
 2 covered
 3 landscapes
 4 variety
 5 Plateau
 6 ski slopes
 7 railways
 8 worth
 9 temperate
 10 welcome

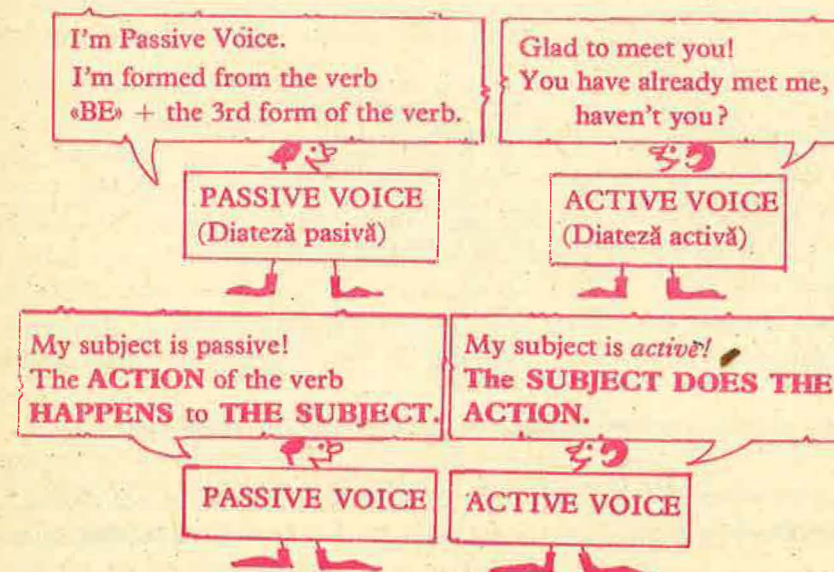
- Romania's 1. is complex; it has mountains, hills and plains.
- The Transylvanian 2. is surrounded by the Carpathians.
- The Carpathians are 3. with old and beautiful forests.
- There are beautiful... in the Romanian Carpathians.
- A great ... of animals live in the mountain forests.
- In winter, people go skiing on the mountain ... 6 ...
- Romania has a 7. continental climate.
- A good system of roads, 8. and air routes makes travel in Romania really pleasant.
- Romania is a country ... 9. visiting.
10. to Romania!

II. GRAMMAR PRACTICE

1. Read these sentences and then answer the following questions :

- Harvesting is celebrated in Romania every year.
- First the wheat is harvested.
- Then the "harvest wreath" is woven.
- The wreath is given to the youngest girl who has been the best in the harvesting work.
- The farmers are received with bread, salt and wine by the girl's father.
- The wreath is kept in a special place until next spring.
- Then its seeds are mixed with new seeds.
- They are sown together for future abundance.

- When is harvest celebrated in Romania?
- What is harvested first?
- What is woven then?
- Who is the wreath given to?
- How are the farmers received by the girl's father?
- Where is the wreath kept until next spring?
- What are its seeds mixed with?
- Why are the old and new seeds sown together?



e.g. Tudor is washed (by mother) every day. Tudor washes every day.

2. Read : The Passive Voice, Present Tense Simple:

Pro(noun)	To Be (Present)	Verb (3rd form)	
I	am	seen	every day.
You	are		
He She It	is		
We You They	are	visited	
		asked	

3. These subjects are passive. What happens to them?
(Complete the sentences with *is* or *are*).

Before the school year begins,

- | | |
|---------------------------------|--------------------------------|
| 1. The school ... cleaned. | 5. The pictures ... changed. |
| 2. The desks ... repaired. | 6. The walls ... painted. |
| 3. The windows ... washed. | 7. The schoolyard ... cleaned. |
| 4. The blackboards ... painted. | 8. The grass ... cut. |

4. Eliza is telling her grandmother about life in the Năvodari youth camp:

<i>Eliza:</i> Meals are served by the children on duty.

Example:

<i>Grandmother:</i> Really? Are meals served by the children on duty?

- The tables are cleared by the girls on duty.
- The dishes are washed by the boys on duty.
- Breakfast is cooked by the children.
- Lunch is cooked by the camp's cook.
- Films are shown twice a week.
- A play is shown every weekend.
- All kinds of games are played in the playgrounds.
- Visitors are allowed in the camp only on Sundays.

5. Adrian has to contradict everything that Paul is saying:

<i>Paul:</i> Our school is painted once a month. (<i>once a year</i>)

Example:

<i>Adrian:</i> That's not true. Our school isn't painted once a month. It's painted once a year.

- The grass is cut in spring. (*in summer*)
- New trees are planted every year. (*every two years*)
- The water in the swimming pool is changed once a week. (*once a day*)
- The schoolyard is cleaned twice a month. (*twice a week*)
- Our parents are called to school once a week. (*once a month*)
- Football matches are played every week. (*every other week*)
- Tests are given every week. (*twice a month*)
- The anniversary of the school is celebrated once a month. (*once a year*)

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions:

- What is the full name of this country?
- Where does Romania lie?
- What is the area of this country?

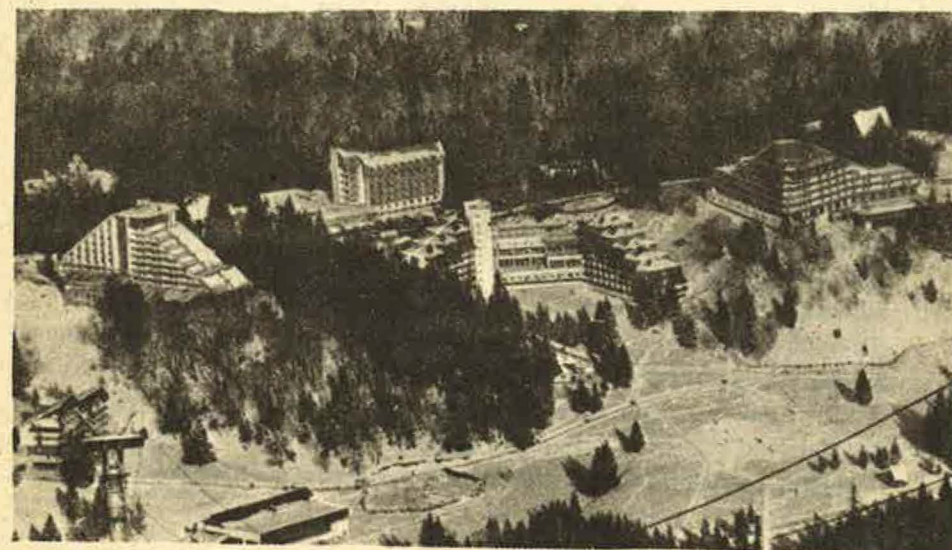
- How many people live in Romania?
- Which is the largest city in Romania?
- Name some important rivers in this country!
- Which is the longest river in Romania? Where does it flow?
- What are the major mountains in Romania?
- What plateaus do you know in Romania?
- What important plains are there in this country?

B. Reading:

INVITATION TO BEAUTIFUL ROMANIA

- There is no other country in Europe so worth visiting. Romania has a great variety of landscapes, folk traditions and art and a very pleasant climate; she is welcoming and easily reached from any point on the continent.
- The variety of landscapes corresponds to the relief of the country. Romania's relief is complex: it has mountains, hills and plateaus, and plains.
- Romania has a temperate continental climate, which shows the country at its best in all seasons: bright, sunny days on the Black Sea Coast in summer, orchards full of big ripe fruit in autumn, snow-covered ski-slopes in the Carpathians in winter and signs of new life in the vast forests and fields when spring comes.
- Romania is easily reached by air, by land or by sea from any point in Europe.
- Inside the country, a good system of roads, railways and air routes between all the major towns and resorts makes travel really pleasant.
- Welcome to Romania!

(Adapted from: William Forwood — Romanian Invitation)



C. Exercises :

1. Look at the text again and find the adjectives used by W. Forwood to describe :

1. Romania;
2. Romania's relief;
3. Romania's climate;
4. travel inside Romania.

2. Answer these questions :

1. Is Romania worth visiting? Why?
2. What is the relief of the country like?
3. What kind of climate does Romania have?
4. What can you see/do in summer, autumn, winter and spring?
5. How can one reach the country from any point in Europe?
6. What is travel inside the country like?

3. Situation : You answered the greatest number of questions in a test about Romania and obtained the highest score. Now you are trying to remember the questions you were asked. Which were they?

- | | |
|-------------------------|--|
| 1. What ? | 1. Its full name is the Socialist Republic of Romania. |
| 2. Where ? | 2. It lies in Europe. |
| 3. What ? | 3. The area of the country is 237,500 square kilometres. |
| 4. How many ? | 4. 22 million people live in Romania. |
| 5. Which ? | 5. The Carpathians are the most important mountains in this country. |
| 6. Which ... and where? | 6. The Danube is the longest river; it flows into the Black Sea. |
| 7. Which ? | 7. The most important plateaus are the Transylvanian and Dobrudjan plateaus. |
| 8. Which ? | 8. The youngest form of relief in Romania is the Danube Delta. |

4.* Think about these sentences and say if you are for or against them. (Say why).

1. *Mamaia is the best place for spending your summer holiday.*
(the beach, the sea, the climate, the hotels and restaurants).
2. *Poiana Braşov is the best resort for a winter sports holiday.*
(ski slopes, skating rinks, snow, swimming pools, lovely food, sports).
3. *Histriia is the most famous place for its history:*
(built in the 7th century b.o.e., historical buildings, statues, old things)
4. *Maramureş is the most interesting sight in Romania:*
(beautiful national costumes, interesting customs — "Tinjuană", "Sîmbra Oilor", Săpînţa graveyard).

5. Express surprise at some extraordinary information : (Work in pairs)

Refer to :

- | | |
|--------------|--------------|
| — buildings; | — weather; |
| — persons; | — food; |
| — places; | — books etc. |

6. Write a short tourist note about Romania. Use the Passive Voice and these words :

1. Romania / *situated* / in Europe;
2. it / *easily reached* / from any point on the continent;
3. the Carpathians / *visited* / thousands of tourists / every year;
4. they / *covered* / snow / in winter;
5. they / *covered* / green grass and flowers / in summer;
6. the Romanian seaside / *visited* / people / from all over the world;
7. the Black Sea Coast / *reached* / by air, by land or by sea;
8. tourists from all over the world / *welcome* / in Romania.

7.* 'Welcome to Romania!' — Write about Romania on the following points :

- name;
- place;
- area;
- population;
- relief;
- climate;
- tourist attractions (in summer, autumn, winter, spring);
- transport system:
 - by land: cars, buses, trains;
 - by air: planes;
 - by sea: ships.
- good railways and roads.

22. LESSON TWENTY-TWO

I. VOCABULARY PRACTICE

- A. performance [pə'fɔ:məns] = show
 stage [steɪdʒ] = place where the actors perform
 interval ['ɪntəvəl] = break (at the theatre)
 audience [ˈɔ:diəns] = people watching a show
 seat [si:t] = place (at the theatre / cinema, on the train etc.)
 stall [stɔ:l] = seats nearest to the stage
 gallery ['gæləri] = seats in the highest part of the theatre
 dress circle ['dresə:kl] } = seats between the highest part (the
 upper circle ['ʌpə sə:kl] } gallery) and the stalls.
 palace ['pælis] = a large and beautiful building
 lazy ['leɪzi] = who does not like to work
 to perform [pə'fɔ:m] = to be in a show (to sing / recite / play an instrument / act in a play etc.)

- B. curtain ['kɜ:tn] ... 1. There are beautiful curtains at the windows.
 2. When the play begins, the curtain goes up.
 dance [dɑ:ns] ... 1. This is a beautiful dance.
 2. "Can you dance?" "Yes, I can."
 folk [fəuk] ... Sofia Vicoveanca sings beautiful folk songs.
 specific [spe'sɪfɪk] ... Her songs are specific to the region of Bucovina.
 to act [ækt] ... Octavian Cotescu acts in many plays. He is a good actor.
 to applaud [ə'plɔ:d] ... At the end of a play, the audience applaud the actors.
 box-office ['bɒks, ɒfɪs] ... The place where you can buy film or theatre tickets is called a box-office.

C. Explain what these are :

- | | | |
|-------------|------------------|-----------------|
| 1. actors; | 4. stalls; | 7. audience; |
| 2. theatre; | 5. gallery; | 8. interval; |
| 3. stage; | 6. dress circle; | 9. performance. |

D. You do these when you go to the theatre. Put them in the right order :

- You buy a programme.
- You buy your ticket at the box-office.
- You go into the theatre.
- You go to your seat.
- During the interval you go to the bar.
- You wait for the curtain to go up and the play to begin.
- Then you leave the theatre and go home.
- At the end of the play you applaud the actors.

E. Look at these adjectives and adverbs :

Adjective:	Adverb:	but:	Adjective	Adverb:
loud	loudly		good	well
happy	happily		fast	fast
beautiful	beautifully		hard	hard
			late	late
			early	early

F. How do the audience and the actors behave at the theatre?

Change the adjectives into adverbs :

Example:	The people arrive (quick). They don't want to be (late).
	The people arrive quickly. They don't want to be late.

- The people arrive (early).
- They buy tickets in the stalls to see (good).
- In the theatre they meet their friends and talk (loud) about all kinds of things.
- When the lights go out they go (quick) to their seats.
- The play begins a little (late).
- The actors come onto stage. They talk (loud) and (clear) so that everybody can hear them.
- The audience listen to the actors (attentive).
- The audience like the actors because they act (good). They never act (bad).
- At the end of the first act, the audience applaud the actors (warm).
- During the interval they talk (nice) about the play.
- When you work (hard) the whole week, it's nice to see a good play at the weekend.

G. What do people say when they don't hear very well what has been said? Read these :

1. Your friend says something.	2. You don't hear/understand what he has said. You say: I beg your pardon? Pardon? Sorry? What? (The intonation goes up).
3. Your friend repeats what he has said.	

H. Situation :

During the interval you and your friend talk about the play. You can hear only part of what your friend is saying. Ask him to repeat. (Work in pairs):

Example: like the play?
 You: Pardon?
 Your friend: Did you like the play?

Your friend:

1. It was written by
2. was his best play.
3. a fine comedy.
4. The actor who made me laugh
5. in the programme.
6. The interval is

You:

1. ?
2. ?
3. ?
4. ?
5. ?
6. ?

I. Complete these sentences with the right words :

upper circle
 performance
 seat
 stage
 act
 curtain
 interval
 applaud

1. I've bought tickets for the evening
2. I have a good It is in the stalls.
3. The seats in the dress circle are better than those in the
4. Does Victor Rebengiuc ... in this play?
5. When the play begins, the actors come onto
6. During the ... I like to go to the bar and drink Pepsi-cola.
7. When the play ends, the ... goes down.
8. If the audience have liked the play, they ... warmly.

II. GRAMMAR PRACTICE

1. Read :

The children had a school festival last week.
 The show was very good and everybody came to see it.
 All the tickets **were sold**.
 All the seats **were taken**.
 The programme of the show **was read** carefully.
 All the songs **were listened to**.
 The 'Călușarii' dance **was applauded** warmly.
 All the short plays **were enjoyed** by the audience.
 At the end the young "artists" **were applauded** warmly. They were very happy.

2. Say what happened to these at the school festival last week :

1. tickets / *sold*;
2. seats / *taken*;
3. programme / *read*;
4. songs / *listened to*;
5. dance / *applauded*;
6. short plays / *enjoyed*.

I am used to express an action performed in the past.

PASSIVE VOICE
PAST TENSE SIMPLE

I'm in the *PAST TENSE* here.

I'm always the same.

BE — WAS
 — WERE

VERB 3rd form

3. Situation : Everybody in my family has to do something for my baby brother Simon:

1. His clothes are changed by grandmother.
2. His food is cooked by mother.
3. The food is given to him by grandfather.
4. He is taken out by father.
5. He is washed by Aunt Martha.
6. He is put to bed by Uncle George.
7. The doctor and the nurse are called to see him every day.

What happened to Simon yesterday? Put these sentences in the *Past Tense*:

Example: 2. His food is cooked by mother.
 His food **was cooked** by mother (yesterday).

4. Read this : When we don't know who did the action, for example *someone*, *they*, we don't say it in the *Passive Voice*.

Example: Someone gave me a flower.
 I **was given** a flower.

1. Someone advised us to see this play.
2. Someone sold me a ticket.
3. Someone lent my brother a programme.
4. Someone asked him a lot of questions.
5. Someone showed us the way.
6. Someone gave me a book.
7. Someone told them to leave.
8. Someone taught her English.

5. A reporter is asking Paul questions about his town :

new hotel / finish / last year

Example: Reporter: When was the new hotel finished?
Paul: It was finished last year.

1. the new town hall / build / two years ago;
2. the department store / open / in July;
3. the new theatre / finish / last summer;
4. the new blocks of flats / paint / last month;
5. those trees / plant / last spring;
6. your school / clean / at the beginning of September;
7. the town museum / open / in 1970;
8. the new markets / plan / three years ago.

6.* Look at this reading list and then ask and answer questions about each book.

Example: Alice: When was *Oliver Twist* first published?
Paul: It was published in 1839.
Alice: Who wrote *Oliver Twist*?
Paul: It was written by Charles Dickens.

- | | |
|---------------------|-------------------------------------|
| 1. Daniel Defoe | — <i>Robinson Crusoe</i> — 1719 |
| 2. Mark Twain | — <i>Tom Sawyer</i> — 1876 |
| 3. Lewis Carroll | — <i>Alice in Wonderland</i> — 1865 |
| 4. Herman Melville | — <i>Moby Dick</i> — 1851 |
| 5. Oscar Wilde | — <i>The Happy Prince</i> — 1888 |
| 6. Jerome K. Jerome | — <i>Three Men in a Boat</i> — 1889 |
| 7. Rudyard Kipling | — <i>The Jungle Book</i> — 1895 |
| 8. Frank Baum | — <i>The Wizard of Oz</i> — 1900 |
| 9. Charles Dickens | — <i>Oliver Twist</i> — 1839 |

7. Situation: Mother does not remember very well who performed the numbers in the school festival. Paul is telling her.

Example: Mother: Was this poem recited by Laura?
Paul: No, it wasn't. It was recited by Alice.

Mother:

1. Was this song sung by Diana?
2. Was this dialogue acted by two boys?
3. Was this dance performed by your class?
4. Were these poems recited by Christine?
5. Were the programmes made by Robert?
6. Were the funny pictures drawn by Victor?

Paul:

1. by Angela.
2. by two girls.
3. by form 8B.
4. by Adrian.
5. by Peter.
6. by George.

III. READING, SPEAKING AND WRITING PRACTICE

A) Prequestions :

1. Do you like going to the theatre / concert halls?
2. Where can you buy tickets from?
3. Where are the best seats: in the stalls, the dress circle or the gallery?
4. What can you read about in a programme?
5. What kind of plays / music do you like best?
6. When were you at a theatre / concert hall last?
7. What play did you see? / What kind of music did you listen to?
8. What did you do during the interval?
9. Did you like the play / concert?
10. What did you do at the end of the play / concert?

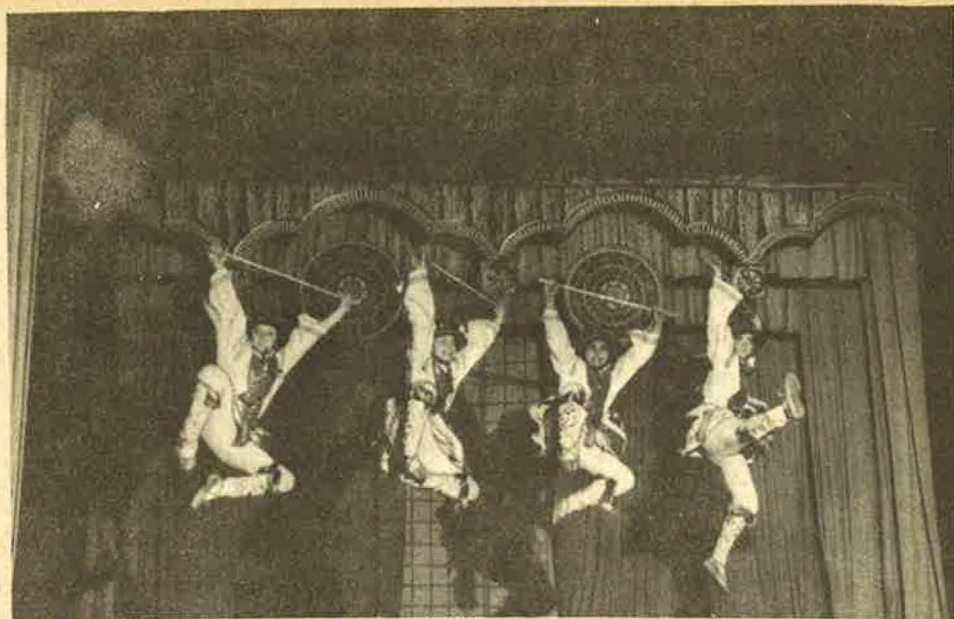
B) Reading :

A FOLK FESTIVAL

There was a folk festival at the Palace Hall on Sunday and the pupils from our school were the "surprise" of the performance.

All the tickets were sold and the stalls, the dress and the upper circle, as well as the gallery, were full up. All the seats were taken.





Folk groups from all over Romania came to perform on the large stage of the Palace Hall. They were dressed in their specific costumes and they sang well-known *doinas*, beautiful ballads and short funny songs about the lazy people of the village.

They also danced "Călușarii" and many other folk dances, but I liked the dance from Oaş best.

After the interval was over the curtain went up again and we, the little "artists", came onto stage too.

We sang a few *doinas* and ballads and then danced "Hațegana". The audience applauded us warmly.

I was very proud that I could sing and dance beside the best folk groups in this country. Our folk songs and dances are so beautiful!

C. Exercises :

1. Look at the text again and read :

1. the words about the theatre;
2. the words about folk art.

2. Answer these questions :

1. What happened on Sunday?
2. Who were the "surprise" of the performance?
3. Was the theatre full up?
4. Who came to perform on the large stage of the Palace Hall?
5. How were they dressed?

6. What did they sing?
7. What did they dance?
8. When did the little artists come onto stage?
9. What did the pupils sing and dance?
10. Did the audience applaud the pupils? Why?
11. How did Alice feel?

③ Situation: When you came back home from the folk festival, mother asked you a lot of questions. Here are your answers. What did mother ask you?

Mother :

You :

- | | |
|---|---|
| 1. Were ? | 1. Yes, they were. All the seats were taken. |
| 2. Was ? | 2. Yes, it was. The programme was very well chosen. |
| 3. What about the actors?
Were ? | 3. Yes, they were. The actors were very well trained. |
| 4. Did you like the words of the songs?
Were ? | 4. Yes, I did. They were well written. |
| 5. Were ? | 5. Oh, yes, mother. All the songs were well sung. |
| 6. What about the "Călușarii" dance?
Was ? | 6. Of course, mother. The "Călușarii" dance was very well danced. |

4. Talk about (one of) these :

1. Tell the text.
2. Describe a theatre.
3. What do you do when you go to the theatre?
4. Your last visit to the theatre.
5. Romanian folk songs or folk dances you know.
6. What are our *doinas* and ballads usually about?
7. 'Our folk songs and dances are so beautiful!'

Refer to: — the songs	} specific to the part of the country you live in.
— the dances	
— the national costumes	

- 8.* A festival you prepared at school:
- when and where you performed it;
 - what numbers were in the programme;
 - who helped you to prepare it;
 - did the audience enjoy it or not?

Use the *Passive Voice, Past Tense Simple* and these words:

- 6.* Write about the last time you went to the theatre, on the following ideas :**

- ## 23. LESSON TWENTY-THREE

A. ship [ʃɪp] . . . *There are many ships in the port.*

knife [naif] (pl. **knives**) . . . *We use knives for cutting meat.*

oak [əuk] . . . *The oak is a tree which grows for a very long time. Its wood is very hard.*

poplar ['pɒplə] . . . *The poplar is a very tall tree.*

branch [ˈbrɑːntʃ] . . . *Leaves grow on the branches of the tree.*

hide-and-seek [ˌhaɪdən ˈsi:k] ... *When children play hide-and-seek one child must find the others.*

cool [ku:l] . . . *It is not warm, but not very cold, either. It is cool.*

gorgeous ['gɔ:dʒəs] . . . *We had a great time at Paul's birthday party. It was a gorgeous party.*

wonderful ['wʌndəfʊl] . . . *The dress is unusually beautiful. It is wonderful.*

to lay [lei], **laid** [leid], **laid** [leid] . . . *Lay the table for lunch, please.*

to clear [kliə]... 1. *The sky cleared (up) after the rain.*

2. In winter we have to clear the streets of snow.

to climb [klaɪm] . . . *Boys like to climb trees.*

to lie [lai], lay [lei], lain [lein] . . . 1. *Don't lie in bed all morning! He lay on the grass enjoying the sunshine.*

2. The town lies at the foot of the mountain.

B. Find the words that mean these :

1. a big boat;
2. a tall tree;
3. a smaller forest;
4. you cut meat with it;
5. you eat potatoes with it;
6. not warm, but not cold either;
7. unusually good or beautiful;
8. a dangerous animal that lives in our forests;
9. you have to find the other children in this game.

C. Who does these things in your family? Complete these sentences with the right subjects: *mother, father, grandfather, grandmother, my brother / sister, I, nobody*, etc.

1. ... lays the table for lunch and dinner every day.
2. ... lays the baby in its bed every evening.
3. ... clears the table after each meal.
4. ... clears the garden of snow in winter.
5. ... clears the trees of old branches in spring.
6. ... climbs all the trees in our garden.
7. ... climbs the Bucegi mountains every summer.
8. ... lies in bed until late in the morning.
9. ... lies back in the armchair and reads the newspaper every afternoon.

D. Look at these plurals and then do the following exercise :

Singular:		Plural:
cat, book, boy	-s	cats, books, boys
factory, family	-ies	factories, families
potato, tomato	-es	potatoes, tomatoes
box, branch, bus		boxes, branches, buses
shelf, leaf, knife	-ves	shelves, leaves, knives

E. Tudor is looking at a picture book. Grandmother is asking him about the pictures in the book.

Example:

Grandmother: Is there a wolf in your picture book? (*several*)
Tudor: There are *several* wolves.

1. Is there a *bus* in that street? (*many*)
2. There is a *knife* on the table, isn't there? (*four*)
3. Can you see a big *factory* in the town? (*two*)
4. Has the little girl a *tomato* in her hand? (*three*)
5. There is a *leaf* on that tree, isn't there? (*many*)
6. And the tree has one dry *branch*, hasn't it? (*several*)
7. Is there a *cat* in that box? (*three*).

F. What do people say at table? Read these :

1. Will you have { a(nother) } cake? Would you like { some(more) } icecream?	1. { Yes, please. (It's very good). No, thank you. (I'd rather have ..., please).
2. Will you pass me the { bread? salt? sugar?	2. Here you are.
3. The food is { appetizing. very good. very nice.	3. I'm (so) glad you like it.
4. It was a { lovely } meal! gorgeous }	

G. Now make dialogues on these situations :

1. You are asked if you want some more soup. You do, so you say so. Say something nice about the food, too.
2. You can't reach the bread and you want to have some. Ask for it politely and thank for it.
3. You are asked if you want some more cake. You don't, so you say so.
4. You can't reach the salt. Ask politely and thank for it.
5. You are asked if you want an icecream. Say you would like some apples.

H. Complete these sentences with the right words :

~~appetizing~~ 2
~~cool~~
~~gorgeous~~ 3
~~branches~~
~~clear~~
~~leaves~~
~~lay~~
~~ships~~
~~fork~~
~~knife~~
~~woods~~
~~lies~~

1. The weather is ... in spring.
2. People like to eat food that looks ...
3. When it is warm, the sky is blue and the sun is shining, you say it's a ... day.
4. You ... the table before lunch and ... it after lunch.
5. You eat steak with a ... and a ...
6. In spring we have to clear the trees of their old ... and dry ...
7. There are lots of Romanian and foreign ... in the port of Constanța.
8. Grandmother ... in bed when she is ill.
9. Let's go for a walk in the ... !

II. GRAMMAR PRACTICE

1. **Read :** The parents are visiting the school exhibition and admiring the things made by the children.

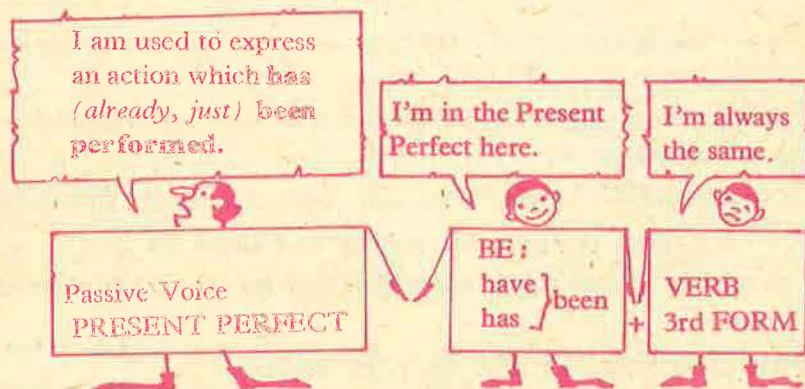
Example:

Mother: This blouse is beautiful.
Teacher: made by Alice.
Teacher: It really is. It has been made by Alice.

Mother:

Teacher:

- | | |
|----------------------------------|--|
| 1. This carpet looks splendid. | 1. woven by Angela. |
| 2. This machine is very useful. | 2. made by the boys. |
| 3. This bird looks very pretty. | 3. stuffed by the girls. |
| 4. This is a wonderful painting. | 4. painted by Adrian. |
| 5. This radio is very good. | 5. repaired by the 8th form boys. |
| 6. This poem is beautiful. | 6. written by Eliza. |
| 7. This is a very funny drawing. | 7. drawn by Paul. |



Examples: The grass **has** (just) **been** cut. Look how short it is.
The flowers **have** (already) **been** planted. You can see them everywhere.

2. **Situation :** The children and father have been busy all day as it's mother's birthday today. Now everything is ready for dinner:

Example:

the table / lay
The table has been laid.

- | | |
|-------------------------|-----------------------|
| 1. the house / clean; | 5. dinner / cook; |
| 2. the rooms / air; | 6. the salad / make; |
| 3. the carpets / shake; | 7. the fruits / wash; |
| 4. the food / buy; | 8. the bread / cut. |

3. When mother comes home, she asks questions about everything:

Example:

table / lay
Has the table been laid?

- | | |
|--------------------------|-----------------------------|
| 1. the vegetables / cut; | 5. the dining-room / air; |
| 2. the flowers / water; | 6. the T.V.-set / repair; |
| 3. the cake / make; | 7. the drinks / buy; |
| 4. the dishes / wash; | 8. our neighbours / invite. |

4. **Situation:** The 8th form pupils are very busy now as on Sunday they are having a show at school and a lot of things haven't been done yet.

Example:

songs and poems / learn
The songs and poems haven't been learnt yet.

1. programme of the show / write;
2. clothes / try on;
3. books for the best artists / buy;
4. invitations / send;
5. parents / invite;
6. festival hall / clean.

5. **Read :** On April 30th, the 8th form children went for a walk to the public gardens in their town. When they got there, everything was ready for May Day:

1. new benches **had been** brought to the park;
2. the old benches **had been** painted green;
3. the trees **had been** cleared of dry branches;
4. the lake **had been** cleared of dry leaves;
5. new boats **had been** bought;
6. the old boats **had been** repaired;
7. flowers **had been** planted everywhere;
8. a kiosk **had been** built for the brass band.

6. What **had** (already) happened to the things in the park when the children got there?

- | | |
|-------------------------------------|--------------------------|
| a) new benches / brought; | e) new boats / bought; |
| b) old benches / painted green; | f) old boats / repaired; |
| c) trees / cleared of dry branches; | g) flowers / planted; |
| d) lake / cleared of dry leaves; | h) kiosk / built. |



Example: We were able to go boating on Snagov lake yesterday because all the boats **had been repaired**. (First the boats were repaired and then we went boating on the lake).

7. **Situation :** When mother came home from the factory, all the housework had already been done.

Example:

table / lay
The table had (already) been laid .

- the vegetables / cut;
- the flowers / water;
- the cake / make;
- bread / buy;
- the forks, knives and plates / wash;
- the dining room / air.

8. **Make comments on these situations. Use the Past Perfect Tense, Passive Voice:**

Example:

I wanted to tell Alice about the meeting yesterday, but she knew all about it. (<i>tell</i>)
She had already been told about the meeting.

- Last Monday you saw a beautiful dress in the shop window. On Tuesday it was no longer there. Did you buy it? Why not? (*sell*)
- A week ago, your neighbour's TV-set was not working and you couldn't watch the football match. Yesterday you could. Why? (*repair*)
- When I went to invite my neighbour to our school festival, he knew all about it. Why? (*invite*)
- Eliza wanted to take a book from the school library yesterday. When she looked at the shelves, she didn't see it. Why? (*lend*)
- When father went back to his native town last year, he noticed it had changed a lot. Why? (*build*)
- Mr. Pop couldn't drive to work last Monday. On Wednesday he drove to work again. Why? (*repair*)

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

- Are forests important for 20th-century life? Why?
- Is it healthy to spend your spare time in the open air? Why?
- In what season do you like the woods best? Why?
- What do you usually do when you go to the woods?
- Have you ever had a picnic in the woods? When did you have one?
- What things and food did you take with you on the picnic?

B. Reading :

ROMANIA'S FORESTS - A PICNIC IN SNAGOV FOREST

- What can be more pleasant than spending a whole day in the woods in the nice days of spring, when the oak, the birch and the poplar, no longer young, try to forget their age under their new and bright green dress?
- Last Sunday for instance, we spent a gorgeous day in the fresh cool air of Snagov forest.
- First we planted some young trees, cleared the old ones of their dry branches and picked some spring flowers for our Nature Study Club.
- Then we had a great time playing hide-and-seek, climbing trees and boating on Snagov Lake.



5. At noon everybody was as hungry as a wolf. The "table" had already been laid by the girls and the food looked appetizing. We were so happy that we laughed at everything and I can't tell you how much fun we had when Alice took out from her bag a plate, a fork and a knife, trying to eat "in style".
6. After lunch we lay down on the grass, watched the small ships crossing Snagov Lake, listened to the birds singing in the trees and told lots of funny jokes.
7. Late in the afternoon we cleaned the place and left for home.
8. We had a wonderful time in Snagov forest last Sunday and I hope we shall soon go there again.

C. Exercises :

1. Look at the text again :

1. Read Paragraph One again, replacing these words with their antonyms. Notice the difference in meaning.

pleasant ≠ *unpleasant*; *to forget* ≠ *to remember*;
nice ≠ *awful/cold*; *new* ≠ *old*;
spring ≠ *autumn*; *green* ≠ *yellow*.

2. Do the same with Paragraph Two. Then find the right ending to such an "unpleasant" day.
gorgeous ≠ *awful*; *fresh* ≠ *dry*; *cool* ≠ *cold*.

2. Word study :

1. Write the three forms of these verbs and give examples to show the difference in meaning:
to lie, —, — ; *to lay*, —, — .
2. Give the Romanian equivalents of the following:
— *as hungry as a wolf*;
— *as old as hills*;
— *as sick as a dog*.
3. Replace *so* with other words. Keep the same meaning!
We were so happy that...
The weather was so nice that...
She was so beautiful that...
4. Use these words in sentences of your own:
to go { *boating*; *to go* { *swimming*;
 { *fishing*; { *shopping*.
5. Explain the meaning of "eat in style" or "travel in style".

3. Answer these questions :

1. Is it pleasant to spend a whole day in the open air on a nice spring day? Why?
2. Where did the pupils spend their last Sunday?
3. What were the trees like?

4. How did they take care of the forest?
 5. How did they enjoy themselves?
 6. Were the pupils hungry at noon? How hungry were they?
 7. Who had laid the table for lunch?
 8. Why did the pupils have fun while eating?
 9. What did they do after lunch?
 10. What did they do before leaving for home?
4. When Alice came home, mother asked her questions about the picnic. What were her questions?

Mother :

Alice :

- | | |
|----------------|--|
| 1. Where | 1. We went to Snagov forest. |
| 2. How | 2. We got there by bus. |
| 3. What | 3. First we planted some trees. |
| 4. Where | 4. We went boating on Snagov Lake. |
| 5. When..... | 5. The table was laid at noon. |
| 6. Where | 6. After lunch we lay down on the grass. |
| 7. Was | 7. Yes, it was. The place was cleaned by all the children. |

5. Talk about (one of) these :

1. Say what the children did before noon.
2. Say what they did after lunch.
3. Describe a forest in spring / autumn / winter.
4. Say what you can do to take care of our forests.
5. Speak about the last time you went to the woods. Say:
— *when*; — *how long you stayed*;
— *where*; — *what you did there*.

6. Tell the text in writing.

7.* Write about Forests' on the following points :

- importance: — *fresh air*;
— *wood for building houses, furniture etc.*;
— *a place where animals and birds live etc.*
- beautiful places to spend your spare time:
— *what they look like in different seasons*;
— *picnics in the woods*;
— *games etc.*
- we must take care of our forests:
— *plant new trees*;
— *clear the old branches and leaves etc.*

24. LESSON TWENTY-FOUR

I. VOCABULARY PRACTICE

- A. market** [ˈmɑːkɪt] = an open-air place where farmers sell fresh fruit and vegetables.
railway station [ˈreɪlweɪˌsteɪʃn] = a place where trains stop
definite [ˈdefɪnɪt] = certain
several [ˈsevrəl] = more than one
close by [ˈkləʊs ˈbaɪ] = nearby
perhaps [pəˈhæps] = maybe
- B. town hall** [ˈtaʊnhɔːl] ... *The town hall is usually in the centre of the town.*
airport [ˈeəpɔːt] ... *Otopeni is Bucharest's major airport.*
feature [ˈfi:tʃə] ... *Snow and cold winds are a feature of winter.*
pattern [ˈpætn] ... *The carpet has a pattern of red and yellow flowers.*
oilfield equipment [ˌɔɪlfɪːld ɪˈkwɪpmənt] ... *They make oilfield equipment at Brazi, near Ploiești.*
consumer goods [kənˈsjuːmə ˈɡudz] ... *They sell consumer goods in this store.*
iron [ˈaɪən] ... } *Galati is a centre of the iron-and-steel industry in Romania.*
steel [stiːl] ... }
chemical [ˈkemɪkəl] ... *The chemical industry is a modern industry.*
to build [bɪld], **built** [bɪlt], **built** [bɪlt] ... *New blocks of flats have been built in our town.*
to recognize [ˈrekəɡnaɪz] ... *Angela recognized her cousin although she hadn't seen him for many years.*
somewhere [ˈsʌmwɛə] ... *I have left my books somewhere in this room.*
whether [ˈweðə] ... 1. *I don't know whether she will come.*
 2. *All children, whether boys or girls, go to school.*
- C. Group these industries under A and B.**
- | | |
|-----------------------------|--------------------------|
| A) <i>Heavy industry</i> | B) <i>Light industry</i> |
| 1. iron-and-steel industry; | 6. electronics; |
| 2. chemical industry; | 7. clothing industry; |
| 3. food industry; | 8. fine mechanics; |
| 4. optics; | 9. consumer goods; |
| 5. oilfield equipment; | 10. footwear industry. |
- D. Say these in another way :**
- I want a *certain* answer.
 - He has *more than one* English book.
 - My friend lives *nearby*.

- Maybe* I'll come tomorrow, but I'm not sure.
- This suitcase is *not heavy*. I can carry it myself.

E. Learn the irregular plurals and then say where these are:

Singular:	Plural:
man [mæn] = om, bărbat	men [men]
woman [ˈwʊmən] = femeie	women [ˈwɪmɪn]
child [tʃaɪld] = copil	children [ˈtʃɪldrən]
foot [fʊt] = picior	feet [fi:t]
tooth [tu:θ] = dinte	teeth [ti:θ]
goose [gu:s] = gîscă	geese [gi:s]
mouse [maʊs] = șoarece	mice [maɪs]

Example:

old man / library; young men / street;
 The old man is in the library.
 The young men are in the street.

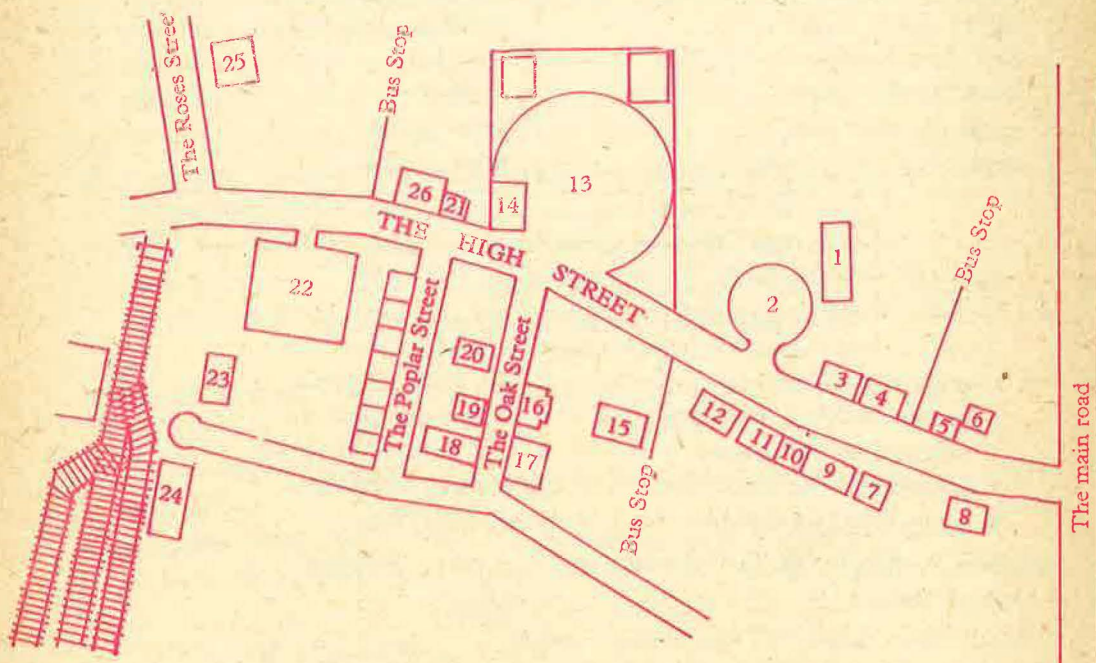
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|------------------------------|-------------------------|
| 1. little child / house; | 6. big goose / street; |
| 2. bigger children / garden; | 7. little geese / yard; |
| 3. old woman / museum; | 8. big mouse / kitchen; |
| 4. young women / shop; | 9. my left foot / shoe; |
| 5. little mice / cupboard; | 10. his feet / chair. |

F. How do people ask for information about places in town?
 Read these :

1. Is there { a market a bookshop a baker's } nearby? in the centre? in this street? around here?	1. Yes, there is. There { next to... is round the corner. one between... at the end of... }
2. How { can } I get there? do }	2. { Go straight on, then... Turn left/right. Cross the street, then... Take the bus and get off at... stop. }
3. { Thank you very much. Thanks a lot. }	3. { You're welcome. It's all right. It's O.K. Never mind. Not at all. }

G. You are in front of the department store. Ask your deskmate where each of these places is and how to get there. He will answer you. (Work in pairs).

- | | | |
|--------------------|-------------------------|-------------------|
| 1. the town hall; | 5. the sports building; | 9. the toy-shop; |
| 2. the school; | 6. the market; | 10. the airport; |
| 3. the hotel; | 7. the theatre; | 11. the bus stop; |
| 4. the restaurant; | 8. the baker's; | for the centre. |



Key to the Map

- | | |
|-------------------------|---------------------|
| 1. town hall | 15. house |
| 2. park | 16. school |
| 3. restaurant | 17. library |
| 4. hotel | 18. police station |
| 5. cinema | 19. butcher's |
| 6. theatre | 20. greengrocer's |
| 7. university | 21. baker's |
| 8. department store | 22. market |
| 9. cinema | 23. shoe factory |
| 10. post-office | 24. railway station |
| 11. toy shop | 25. airport |
| 12. T.V. and radio shop | 26. hospital |
| 13. playing fields | |
| 14. sports building | |

H. Complete these sentences with the right words :

town hall

market

steel

pattern

feature

airports

equipment

- I'm going to the ... to buy some fresh fruit and vegetables.
- "Where is the?" "It is in the centre of the town."
- Otopeni and Băneasa are two ...
- Long days and short nights are a ... of summer.
- "What is this knife made of?" "It's made of ..."
- The curtain has a .. of blue and white circles.
- They make ... for the chemical industry in this factory.

II. GRAMMAR PRACTICE

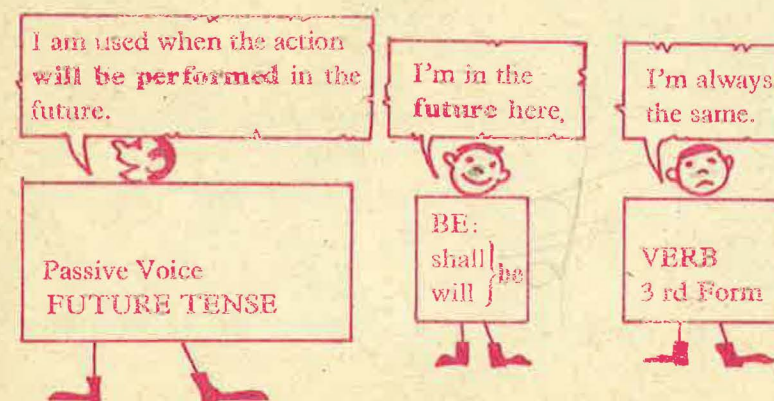
1. Read : The Pops are telling a visitor what will happen in their town next year:

- the new hotel will be finished;
- new blocks of flats will be built;
- the old houses will be painted;
- the old roads will be repaired;
- new roads will be built;
- poplar-trees will be planted in each street;
- a new department store will be opened;
- new shops will be planned.

2. What will happen in the town where the Pops live? Use :

- | | |
|---|---|
| a) new hotel / <i>finished</i> ; | e) new roads / <i>built</i> ; |
| b) new blocks of flats / <i>built</i> ; | f) poplar-trees / <i>planted</i> ; |
| c) old houses / <i>painted</i> ; | g) new department store / <i>opened</i> ; |
| d) old roads / <i>repaired</i> ; | h) new shops / <i>planned</i> . |

Example: New blocks of flats will be built in our town next year.



3. **Situation :** Aunt Martha is coming to Bucharest on holiday next week. As her family and friends are away, she will be all on her own.

meet at the station

Example: A: Will aunt Martha be met at the station?
B: No, she won't be met at the station.

- | | |
|-----------------------------|---------------------------|
| 1. meet / by her relatives; | 4. invite / to lunch; |
| 2. help / with her luggage; | 5. show / the city; |
| 3. drive / to her hotel; | 6. take / to the theatre. |

4. **Put the teacher's words in the Passive Voice.** Use *Modal Verbs* (must / may / can + BE + 3rd form of the verb)

Teacher: You must write this exercise.

Example: This exercise must be written.

1. You must learn this poem.
2. You may copy these sentences.
3. You must read the story.
4. You can write a composition, too.
5. You must remember the grammar rules.
6. You must study the examples in the textbook.
7. You can give some examples of your own.
8. You may describe the picture in the book.
9. You must use the right tenses of the verbs.

III. READING, SPEAKING AND WRITING PRACTICE

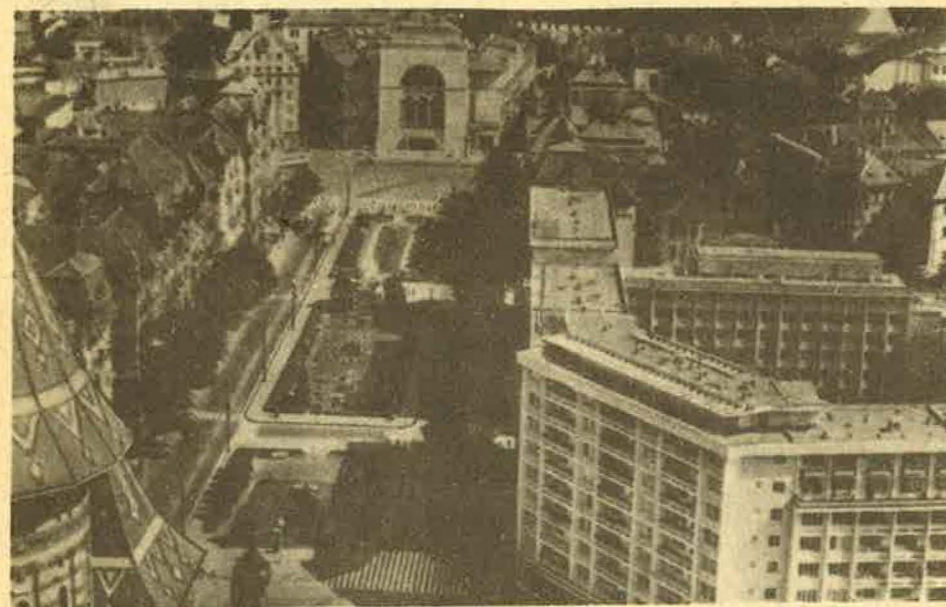
A. Prequestions :

1. Do you live in a village, a town or a city?
2. How long have you lived in this place?
3. What places of interest are there in your town?
4. Are they old buildings or newly built ones?
5. Has your village / town / city changed much in the last few years?
6. What has just been built in your town / village?
7. By what means of transport can one reach your place?
8. Is your village / town / city worth visiting? Why?

B. Reading :

INDUSTRIAL TOWNS IN ROMANIA

1. Towns and cities, whether large or small, have certain features in common.
2. In the centre of each town there is a Town Hall and a public park with roses and old oak trees. Close by one can see a restaurant and a hotel, cinemas and theatres, schools newly built to show that the town knows all about progress, a modern university, perhaps, several public libraries, a history or an art museum and a big department store. Farther away there are playing fields, swimming pools, shops for men, women and children, a market, a hospital and somewhere behind all these a railway station or an airport.
3. Modern blocks of flats have been built for the people living in the town, and many more will be built in the future.
4. Some Romanian cities have oilfield equipment industry (Ploiești, Tîrgoviște), others have electronics (Bucharest, Iași) or fine mechanics (București), optics (București) or consumer goods (Cluj, Arad, Oradea), chemical industry (Pitești, Turnu Măgurele) or iron-and-steel industry (Reșița, Hunedoara, Galați).
5. Each town has its own rhythm and pattern of life, but all the towns have a definite rhythm in common which you will easily recognize as the *progress of Romania*.



C. Exercises :

1. Look at the text again :

- Look at Paragraph Two. Which are the buildings to be found in the centre of each town?
- What kinds of industries do Romanian towns have? Look at Paragraph Four. Name some more towns for each industry.

2. Answer these questions :

- What is there in the centre of each town?
- Where are the restaurant and the hotel?
- Are there any cinemas and theatres? Where?
- Where can people read?
- What is there farther away?
- Where is the railway station / airport?
- What has been built for the people living in the town?
- What cities do you know that have oilfield equipment industry?
- What cities have electronics, fine mechanics, optics, consumer goods, chemical industry?
- What have all the cities in common?

3. Where can people do these things?

Match the words in list A (*activities*) with those in list B (*places*) and then make sentences of your own:

Example:

12. learn; k) school, university

People can learn at school or university.

A. ACTIVITIES:

- get on a train
- admire paintings
- read books
- see films
- swim
- buy fresh vegetables
- buy clothes
- get on a plane
- see plays
- have a walk and listen to the band
- sleep if they are from another town
- learn

B. PLACES

- art museum
- cinema
- library
- public gardens
- hotel
- theatre
- department store
- swimming pool
- market
- railway station
- school, university
- airport

4. Talk about (one of) these :

- What important buildings do you usually find in a town?
- Describe the centre of your town / village.
- What useful building(s) can be found in the district / street where you live?
- Name some important Romanian towns and what industries they have.
- What changes have taken place in your town / village in the last twenty years?
- What changes do you think are going to take place in the future?
- Make a list of things to do and places to visit in your area.

<i>Places of interest to go to:</i>	<i>Films or plays to see:</i>	<i>Sports or activities to watch or play:</i>

8. Ask and answer questions like this:

How about going to...?	That's a $\left\{ \begin{array}{l} \text{good} \\ \text{great} \end{array} \right\}$ idea. Well, I'm not very fond of ...+ing.
------------------------	---

5. Match each town to the right industry / industries :

(You can write some other towns, too).

- | | |
|---------------------------|-----------------------------|
| 1. Bucharest has ... | a) chemical industry; |
| 2. Timișoara has ... | b) iron-and-steel industry; |
| 3. Oradea has ... | c) footwear industry; |
| 4. Galați has ... | d) oilfield equipment; |
| 5. Rimnicu-Vilcea has ... | e) clothing industry; |
| 6. Ploiești has ... | f) electronics. |

6. Situation : Paul and grandfather are talking about the town they live in. The town has changed quite a lot in the last few years. Grandfather remembers what it was like 30 years ago.

Write what grandfather is telling Paul.

Example:

Paul: Nowadays there is a lot of traffic in our town.
Grandfather: there / be only a few trams
Grandfather: 30 years ago there used to be only a few trams.

Paul: Nowadays...

1. there are a lot of comfortable means of transport in town.
2. the modern building over there is the theatre.
3. in the new district there are lots of blocks of flats.
4. you can buy everything you want in the department store.
5. the students have got their own club at the University.

Grandfather: 30 years ago, ...

1. people / go on foot quite a lot
2. there / be an orchard where the theatre is
3. most people / live in small houses
4. there / be only small shops in this town
5. there / be only secondary schools in this town.

7.* Write about your town:

- Name of town;
- It is situated: — *on the river* ...;
— *in the mountains*;
— *on a plateau* etc.
- History: — *How old is your city?*
— *Can you name two famous people who lived in your town?*
— *What are they famous for?*
— *When did they live?*
- Sightseeing. Name: — *museums*;
— *parks, sports centres*;
— *zoological or botanical gardens*;
— *the most important shopping centre*;
- Food: — *name some good restaurants*;
— *the specific food for the part of the country you live in*.
- Transport: — *name different means of transport in your town*.
- Climate: — *What's the usual temperature in the middle of summer and winter?*

REVISION VI

1. Look at these synonyms:

performance = show	close by = nearby
seat = place	perhaps = maybe
clear = bright, sunny	rather = quite

Now replace these words with synonyms:

1. It's *quite* cold today.
2. *Maybe* we'll go to the cinema on Sunday.
3. I had a very good *place*. It was near the stage.
4. What a *clear* day!
5. We liked the play very much. It was a very good *show*.
6. I live in Colentina Road. My friend lives *close by*.

2. Which of these words does not go with the others?

- | | |
|--|--|
| 1. <i>Relief</i> :
a) slope c) plateau
b) resort d) plain | 3. <i>Things on the table</i> :
a) forks c) plates
b) knives d) plane |
| 2. <i>Performance</i> :
a) stage c) break ~
b) seat d) interval | 4. <i>In town</i> :
a) town hall c) airport
b) maize field d) market |

3. Match these:

- | | |
|---|--|
| 1. Many happy returns of the day! | a) <i>I'm so glad you like it.</i> |
| 2. The food is very nice! | b) <i>No, thank you. I'd rather have some salad.</i> |
| 3. Paul has lost all his books! | c) <i>Oh, thank you.</i> |
| 4. Excuse me, where is the new library? | d) <i>Go straight on, it's between the baker's and the grocer's.</i> |
| 5. Will you have some more potatoes? | e) <i>Goodness me!</i> |

4. Make new words:

1. Make adjectives in — *y* from these nouns: *rain, snow, wind, cloud, sun*.
2. Make nouns in — *ing* from these verbs: *travel, work, read, climb, drive*.
3. Make adverbs in — *ly* from these adjectives: *beautiful, warm, happy, quick, easy*.

5. **Speak about :**

1. Romania's relief;
2. Romania's climate;
3. travelling in Romania;
4. cereals / vegetables / fruit-trees grown in Romania;
5. branches of the heavy and light industry.

6. **Complete these sentences with the right form of the adjective :**

1. (*cold*) November is a ... month. December is ... than November. February is ... month of the year.
2. (*excited*) "Why are you so ...?" "Because I've got a 10 in History." "Well, what mark did you get yesterday, then? You looked ... yesterday than today." "Yesterday I got a 10 in Chemistry, that's why." "And when are you ...?" "When I get a 10 in Maths."
3. (*tall*) "Dan is ... boy in our class." "That's not true. Victor is ... than Dan. Actually, he is ... boy in our school."
4. (*good*) "The food today is ... than yesterday, dear", Mr Boffin said to his wife. "It is ... than yesterday because *you* cooked it", said his wife. "For me, it's ... food I have ever eaten, because my husband has cooked it and not I," she also said.
5. (*bad*) "This is ... weather I have ever seen", said the young man. "Well, the weather is ... today", replied the old man, "but it can be much ... than that. I think ... weather was fifty years ago, when the wind blew for five days without stopping." "I was not born then", the young man said, "so I don't know if it really was as ... as you say."
6. (*far*) I don't live ... from school. My deskmate lives ... than me. Our form-teacher lives ... of all.

7. **Read this school report and then ask and answer questions about Adrian's school activity:**

Example:

Alice: Is Adrian good at Maths?
Eliza: Yes, he is. He learns quickly.
Alice: Is Adrian good at French?
Eliza: No, he isn't. He spells badly.

School Report

Name : Adrian Ionescu

Class : 8B

MATHS	— Quick to learn	HISTORY	— Slow learner
ROMANIAN	— Intelligent work	GEOGRAPHY	— Careful drawings
ENGLISH	— Good spelling	MUSIC	— Hard work
FRENCH	— Bad spelling	ART	— Beautiful drawings
SCIENCE	— Quick thinking	SPORT	— Fast runner

Remember to use the Passive Voice:

1. When the subject is passive and something happens to it:
The baby is dressed every day. (He can't dress itself).
2. When the action is important and not who did it. (especially in science texts):
Hydrogen is mixed with oxygen. (We are not interested who does it).
3. We can say who performed the action using **by + (pro)noun**.
This composition was written by Alice (not by Eliza).
4. We don't use *people, we, they, someone* in **BY** phrases.
Your book has been found (by someone).
5. The tenses and the rules for their use are the same as for the Active Voice:

The Passive Voice

<i>Tense:</i>	<i>Active Voice:</i>	<i>Passive Voice:</i>
<i>Present Tense</i>	They <i>build</i> many new blocks of flats in our town every year.	Many new blocks of flats are built in our town every year.
<i>Past Tense</i>	They <i>built</i> this hospital last year.	This hospital was built last year.
<i>Present Perfect</i>	They <i>have just built</i> a community centre.	The community centre has just been built .
<i>Past Perfect</i>	They <i>had built</i> the new hotel before we moved to the town.	The new hotel had been built before we moved to the town.
<i>Future Tense</i>	They <i>will build</i> a new town hall next year.	A new town hall will be built next year.
<i>Modal verbs:</i>	You <i>must keep</i> your town clean.	The town must be kept clean.

8. What happens on your birthday every year?

Example:

My friends *(be invited)*

My friends **are invited.**

1. All the rooms *(be aired)*.
2. Nice food *(be cooked)*.
3. Cakes *(be made)*.
4. Pepsi-cola *(be bought)*.
5. My Sunday clothes *(be cleaned for me)*.
6. The table *(be laid)*.
7. All my friends *(be invited)*.
8. Funny games *(be played)*.
9. The T.V. programme *(be watched)*.
10. Jokes *(be told)*.

9. **Situation :** During their summer holiday, the 8th form pupils visited Constanța. You were their guide and told them a few things about the history of Constanța.

Example:

In earlier times, Constanța *(be known)* under the name of Tomis.

In earlier times, Constanța **was known** under the name of Tomis.

1. Ovid, the famous Roman poet, *(be sent)* to Tomis in the year 9 of our era.
2. His well-known poems *Epistulae ex Ponto* *(be written)* here.
3. Life in Tomis *(be described)* in his poems.
4. The name of Constantiana *(be given)* to Tomis in the 4th century of our era.
5. The town *(be named)* Constantiana by the Roman Emperor Constantine the Great.
6. After the 15th century, the city became important again, as wheat and maize *(be sent)* by sea from the port of Constanța to Constantinople.

10. **Situation:** At 5 o'clock this afternoon, the pupils are having a performance at school. It's 4 o'clock now and everything is ready.

Example:

The tickets *(be sold)*.

The tickets **have been sold.**

1. The festival hall *(be cleaned)*.
2. The teachers *(be invited)*.
3. The costumes *(be tried on)*.
4. The poems *(be recited)*.
5. The song *(be sung)*.
6. The dances *(be danced)*.
7. The curtain *(be raised)*. Good luck in the performance!

11. Last Saturday Paul went on a tour of Romania. On Wednesday, Thursday and Friday all the family had helped Paul for his tour.
So, before Paul left,...

Example:

A map of Romania *(be bought)*.

A map of Romania **had been bought.**

1. The route *(be chosen)*.
2. The train tickets *(be bought)*.
3. Paul's clothes *(be washed)*.
4. A cake *(be made)*.
5. Travel books *(be read)*.
6. Paul's clothes *(be put)* in his suitcase.

12. Put these verbs in the right tense :

1. At the beginning, tennis *(be played)* inside. It was an indoor game. It *(be played)* in England hundreds of years ago. Nowadays tennis *(be played)* by millions of people all over the world and it is an outdoor game.
2. The oak trees *(be planted)* three years ago; the poplar trees *(be just planted)*.
3. Our school *(be built)* last year. A new school *(be built)* in our district next year.
4. Many new blocks of flats *(be built)* in our town every year.
5. Romanian *(be spoken)* in Romania.
6. Mother *(be given)* a lot of presents on her last birthday.
7. "What were you shown in the museum?" "I *(be shown)* some beautiful old paintings."
8. He couldn't buy the electric train. It *(be already sold)* to somebody else.

- 13* Translate into English :

1. Școala noastră a fost construită anul trecut.
2. Un nou magazin va fi construit pe strada noastră anul viitor.
3. Limba engleză este vorbită în multe țări ale lumii.
4. A fost pusă masa; puteți să veniți să mâncați.
5. Când a ajuns tata acasă, masa fusese deja pusă.
6. El locuiește mai departe de școală decât mine.

Huck is Found Out

after Mark Twain

"Come in," said the woman, and I did. She looked me all over with her little shiny eyes, and said:

"What might your name be?"

"Sarah Williams."

"Where do you live? In this neighbourhood?"

"No, in Hookerville, seven miles below. I've walked all the way and I'm tired out."

"Hungry, too. I'll find you something."

"No," I said. "I'll rest for a while and go on."

The woman began to talk to me about one thing and another. By and by she got down to the town gossip and told me all about how I had been murdered.

"Who did it?" I asked.

"Most people think it was done by a runaway Negro called Jim. The Negro ran away the very night Huck Finn was killed. So, there's a reward out for him — three hundred dollars. And a lot of men are after him, to get the money."

While she was speaking I had gotten so uneasy I couldn't sit still. So I took up a needle off a table and went to threading it. The woman stopped talking and was looking at me pretty curious and smiling.

"What did you say your name was, honey?" she asked.

"Mary Williams."

"I thought you said it was Sarah."

"Oh yes, I did. Sarah Mary Williams. Sarah's my first name."

"Oh! That's the way of it?"

"Yes!"

Then the woman told me that the house was full of rats — a thing I had also noticed — and showed me a bar of lead with which she would hit them. She asked me to try and throw it at a rat, which I did, and almost hit the rat.

"Come now," the woman said. "What's your real name, Bill, or Tom, or Bob, or what is it?"

"Wh-hat, mam?"

"You might fool a man, maybe, but not a woman," she said pleasantly.

"A girl never threads the needle the way you did, neither would she throw at the rat the way you did," she added, laughing.

So I was found out.

25. LESSON TWENTY-FIVE

I. VOCABULARY PRACTICE

A. envelope [ˈenvɪləʊp] ... Put the letter into the envelope and then write the address on it.

stamp [stæmp] ... This envelope has no stamps on it.

You can't send it. It is unstamped.

post-office [ˈpəʊst,ɒfɪs] ... You can buy stamps, send letters and make telephone calls at the post-office.

letter-box [ˈletəbɒks] ... There are two letter-boxes outside the post-office.

person [ˈpɜːsn] ... You're just the person I wanted to see.

postman [ˈpəʊstmən] ... The postman brings letters and newspapers to our houses.

neighbour [ˈneɪbə] ... He lives next to me. He is my neighbour.

pence [pɛns] } "How much is a stamp?" "It's threepence."

penny [ˈpeni] } I can't buy a stamp. I've got only one penny.

truth [truːθ] ... We must always tell the truth.

kind [kaɪnd] ... 1. "What kind of books do you like?" "I like history books."

2. It was very kind of you to help me.

grateful [ˈɡreɪtful] ... I'm grateful to you for bringing the books.

to exclaim [ɪk ˈskleɪm] ... "Oh, goodness!" he exclaimed. "How late it is!"

to lend [lend], lent [lent], lent [lent] ... "Can you lend me this book for a week?" "Of course. You can keep it for a month."

to stick [stɪk], stuck [stʌk], stuck [stʌk]. Stick the stamp on the envelope here.

to drop [drɒp] ... Be careful not to drop the plates!

to close [kləʊz] ... Close the door, please.

It's nine o'clock. The shops are closed now.

to trouble [trʌbl] ... I'm sorry to trouble you, but can you tell me the time? can/can't/couldn't help ... I can't help laughing. You look so funny!

once [wʌns] ... 1. I saw this film once in April.

2. I go to the cinema once once a month.

twice [twɑɪs] ... I brush my teeth twice a day: in the morning and in the evening.

rather [ˈrɑːðə] ... 1. It's a rather cold day. It is rather cold.

2. I'd rather see a film than watch T.V.

B. Here are some words and their meanings. Match them:

- | | |
|--------------------------|---|
| 1. to close | a) to give to somebody for a short time |
| 2. to lend | b) to shut |
| 3. I can't help it | c) to say in surprise |
| 4. to exclaim | d) I can't do it in another way |
| 5. rather | e) it's very nice of you |
| 6. it's very kind of you | f) quite |

C. Explain what these words mean :

- | | |
|-------------------|---------------------|
| 1. a post-office; | 5. to lend; |
| 2. a letter-box; | 6. to close; |
| 3. a postman; | 7. to exclaim; |
| 4. a neighbour; | 8. I can't help it. |

D. Grandmother wrote a letter yesterday. Put her actions in the right order :

- and dropped the letter into the letter-box outside the post-office.
- First she wrote the letter.
- Then she stuck the right stamps on the envelope.
- Next she put the letter into the envelope.
- She wrote the address on the envelope.
- After that she went to the post-office

E. These words are followed by -ING:

good at ...	fond of ...	can't help ...	like ...
bad at ...	tired of ...	(don't) mind ...	enjoy ...
		it's worth ...	

Put these verbs in the -ING form:

Example:

Paul is good at (swim).
Paul is good at swimming.

- Paul is a clever and hard-working boy. He is fond of (study).
- He is the best in his class at (do) maths problems.
- He is pretty bad at (draw), though.
- Paul is a good friend, too. He doesn't mind (help) his classmates.
- Actually, he enjoys (explain) the lessons to them.
- Sometimes he can't help (laugh) when he hears funny jokes.
- He likes (tell) jokes himself.
- It's worth (meet) my classmate Paul.

F. How do people speak politely? Read these :

1. You ask for information / help.

(You are more and more polite):

Help me (please).

Can } you help me?

Could } you help me?

Will you help me, please?

Do you mind helping me?

Excuse me, but could you help me with my luggage?

I'm sorry to trouble you, but could you?

2. You thank for the information / help.

(You are more and more grateful):

{ Thanks.

{ Thank you.

{ Thanks a lot.

{ That's { very } kind of you.

{ awfully }

{ Thank you very much.

{ I'm { very } grateful to you.

{ awfully }

(say: awfully ['ɔ:flɪ])

G. Robert is always asking his deskmate for something so he is getting more and more polite. Here are his questions. How will he ask them more politely?

- Can you lend me your book?
- Can you tell me the time?
- Can you explain this rule to me?
- Can you repeat what you've just said?
- Can you help me with this exercise?
- Can you show me how to do this problem?

H. Victor is a good deskmate, so he wants to help Robert. Robert is more and more grateful to him. Make up the dialogues between the two boys: (Work in pairs).

Example:

explain the new lesson to you
Victor: Let me explain the new lesson to you.
Robert: Thank you (very much).

1. show you how this mechanism works;
2. help you with the experiment;
3. see how you have done the exercise;
4. read the English lesson to you;
5. correct your mistakes;
6. explain this problem to you.

I. Complete these sentences with the right words :

goodness
grateful
drop
truth
crying
twice
kind
trouble
closed
neighbour

1. To tell you the . . . , I don't know where we are.
2. Oh, . . . , what have you done?
3. Thank you very much. I'm really . . . to you for helping me.
4. I can't help . . . when I cut onion.
5. Have you seen this film once or . . . ?
6. . . . the letter into the letter-box!
7. "Is the post-office open?" "No, it's"
8. It was very . . . of you to help me with my bags. Thank you.
9. I'm sorry to . . . you, but can you tell me the way to the post-office?
10. He lives next to me. He is my

II. GRAMMAR PRACTICE

1. Complete these sentences with the Past Tense of the verb MAY :

was }
were } allowed to;

wasn't }
weren't } allowed to.

1. The traffic light was red. The people cross the road.
2. The traffic light changed to green. The people cross the road.
3. Tudor cross on his own because he was too little.
4. The children cross on their own because it was dangerous.
5. They cross together with their parents.
6. The man cross because he wanted to use the zebra crossing.

2. Complete these sentences with the Past Tense of MUST : *had to*, followed by the right verb :

1. Paul: Oh, dear, I almost forgot: today is Tuesday. I must help mother with the housework today. But I don't know what I must do. Wait — *must I shake* the carpet?
Alice: No, not today; I the carpet yesterday.
2. Paul: Then *I must go* shopping.
Alice: No, not today; I shopping yesterday.
3. Paul: Too bad! I like going shopping. Then *must I water* the flowers?
Alice: No, not today. I the flowers yesterday.
4. Paul: And today it's raining, so I needn't water the flowers again. What else is there? I think *I must wash* the dog.
Alice: No, not today. I the dog yesterday.
5. Paul: Oh, good! There's nothing more for me to do then.
Alice: Aha, Mr. Lazybones. I had to do so many things yesterday, and there's a lot you must do today.
You must clear the breakfast table.
You must clean the bathroom.
You must make the beds.
You must wash the dishes.
And there's one more thing you must do.
6. Paul: Well, what is it?
Alice: You must start *now*!

3. Imagine it is Monday today. Say what Paul *will have to do* tomorrow.

4. Complete these sentences with the Past or Future of CAN :

was }
were } able to (Past)

shall }
will } be able to (Future).

1. I'm learning to ski now. I ski next year.
2. Although he was tired, he swim up to the large boat.
3. If you work hard, you read English books very soon.
4. When the term ends, we go on holiday.
5. I can speak German, so yesterday I tell the foreign tourist the way to the hotel.
6. The pupils had learnt the lesson very well and so they answer all the teacher's questions.

5. Read and learn :

<i>Modal verb :</i>	<i>Present Tense</i>	<i>Past Tense</i>	<i>Future Tense</i>
MAY (permission)	He may go now . He is allowed to go now .	He was allowed to go yesterday .	He may go tomorrow . He will be allowed to go tomorrow .
MUST (obligation, necessity)	I must help my mother now . I have to help my mother every day .	I had to help my mother yesterday .	I must help my mother tomorrow . I { shall / will } have to help my mother tomorrow .
CAN (mental and physical ability)	I can swim . I am able to swim .	I could swim when I was five years old. I was able to swim yesterday , although the water was very cold.	You will be able to swim next year .

6. Read this story and complete it with the right verbs :

had to, wasn't able to, didn't allow to.

1. Last year I work as a postman for a month. As I am afraid of dogs, I had a lot of trouble.
2. One day I take a postcard to a big house.
3. I get into the garden because a big dog was standing by the gate.
4. It made a lot of noise and me . . . come nearer.
5. In the end I drop the postcard in the garden, as the dog . . . me . . . get in. The dog picked the card up immediately and carried it into the house. He was a better postman than I was !

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

1. When do we usually write letters?
2. Who do we usually write letters to?

3. Where can we buy envelopes and stamps?
4. Have you ever written a letter? When? To whom?
5. Have you ever forgotten to stick the stamp on the envelope?
If yes, what happened to your letter?

B. Reading :

THE UNSTAMPED ENVELOPE

After Colin Howard

"Hello, I am pleased to see you !" exclaimed the little man standing by the letter-box.

"Oh, hello !" I said, stopping. "Simpson, isn't it?"

The Simpsons were our new neighbours and my wife and I had only met them once.

"Yes, that's right. I say, do you mind lending me three ha'pence? You see, my wife gave me a letter to post, and I've just noticed she forgot to stick the stamp on it."

I took three ha'pence and gave them to him.

"Oh, thank you very much," he exclaimed. "It's awfully kind of you. Err, I'm sorry to trouble you again, but we have just moved to this town and I'm rather lost, to tell you the truth. Perhaps you could show me the way to the post-office?"

I took him to the post-office. It was closed. Simpson looked at me unhappily, "Well, what shall I do now? This letter must go tonight — it really must !"

"You'll have to post it unstamped, that's all," I said.

"Oh, could I do that?" he asked happily.

"What else can you do? The other person will have to pay twice for it in the morning, but that can't be helped."

He dropped the letter into the letter-box and then I saw him back home.

"I'm most awfully grateful to you, really," he said to me when he got back home. "That letter — it's only an invitation to dinner, to — oh, goodness !"

"Why, what's the matter?"



"Nothing. Just something I've remembered."

"What?"

But he didn't tell me. All the way home I was wondering what it was he had remembered.

But I stopped wondering the next morning when I had to pay the postman threepence for a blue unstamped envelope, which contained an invitation to dinner at the Simpsons'.

C. Exercises :

1. Look at the text again :

1. Read the sentences in which Mr. Simpson asks his neighbour for something.
2. Read the sentences in which Mr. Simpson thanks his neighbour for his help.
3. Find the words that show that:
 - a) Mr. Simpson is a short person;
 - b) Mr. Simpson is a polite man;
 - c) Mr. Simpson forgets things easily.

2. Answer these questions :

1. Who were the Simpsons?
2. What did Mr. Jones lend Mr. Simpson? Why?
3. Where did Mr. Simpson want to go?
4. What did Mr. Simpson have to do with the letter?
5. What was the letter about?
6. What did Mr. Simpson suddenly remember?
7. How much did Mr. Jones have to pay for the letter?

3.* Mr. Simpson often begins his sentences with these words. Say why:

1. "I say, do you mind lending me"
2. "You see, my wife gave me a letter"
3. "Err, I'm sorry to trouble you again, but"
4. "Well, what shall I do now?"

Translate these words into Romanian and then use them in sentences of your own.

4. Here is what Mr. Simpson is saying. Imagine that he is talking to you. Answer him:

Mr. Simpson:

1. "Hello, I'm pleased to see you!"
2. "I say, do you mind lending me three ha'pence?"
3. "Oh, thank you very much."
4. "Err, I'm sorry to trouble you again.

Perhaps you could show me the way to the post-office."

You:

1.
2.
3.
4.

5. Tell the story *The Unstamped Envelope* using *Indirect Speech*. Begin like this :

Mr. Simpson said he was pleased to see his neighbour.

Mr. Jones wondered if his neighbour's name was Simpson.

6. You wrote and sent a letter to your aunt last week. Write what you did.

7.* Write a letter to a person you admire (*a film star, a football player, a teacher etc.*) Say who you are and why you are writing. This guide may help you :

1. Letter writing:
 - *your address* (no., street, town);
 - *the date*;
 - *opening* — Dear + name of person;
2. Introduce yourself:
 - *your name*;
 - *your school*;
 - *your age*;
 - *where you live*.
3. What you know and admire about the person:
 - *where you saw the person*;
 - *what you like about him / her etc.*;
4. Ask for something (photograph, book):
 - *ask for something or ask the person to do something for you*;
5. End the letter:
 - *Yours (sincerely) + name*.

Here's an example for you :

78 Victoria Road,
Bucharest

27th December, 19...

Dear Mr. . . . ,

My name is Christine Stan. I'm fourteen years old and I live in Bucharest.

My brother has watched you playing football many times.

Last night I watched the match between Romania and Italy on T.V. It was a great match. I think your goal was fantastic.

Can you send me a signed photograph of yourself? I want to give it to my brother for a birthday present.

Good luck in your next match!

Yours sincerely,
Christine Stan

26. LESSON TWENTY-SIX*

I. VOCABULARY PRACTICE

A. sleeping car [ˈsli:pɪŋ kɑ:] ... Night trains usually have one or several sleeping cars.

platform [ˈplætfo:m] ... People are standing on the platform, waiting for the train to arrive.

booking-office [ˈbʊkiŋ,ɒfɪs] ... Mr. Pop is getting his train ticket from the booking-office.

luggage [ˈlʌdʒɪz] (always singular) ... Where are all my bags and suitcases? Where is my luggage?

porter [ˈpɔ:tə] ... The porter is helping the old lady. He is carrying her luggage to the train.

conductor [kənˈdʌktə] (especially American English) ... When the train left the station, the conductor closed all the doors.

nonsense [ˈnɒnsəns] (always singular) ... "I can't go out dressed like this." "Nonsense! You look fine."

vacant [ˈveikənt] ... Come and sit here. There are several vacant seats.

polite [pəˈlaɪt] ... It is polite to say "Thank you" when a person gives you something.

to smile [smaɪl] ... All the children laughed when they heard the joke, but Angela only smiled.

B. Find the words that mean these :

1. you buy your train ticket there;
2. trains stop there;
3. you wait for the train there;
4. you sleep during your journey there;
5. all your bags and suitcases;
6. he helps you with your luggage.

C. Mr. Pop left Bucharest yesterday. Put his actions at the station in the right order:

- a) Then he asked a porter to help him with his luggage.
- b) First Mr. Pop bought his ticket at the booking office.
- c) He looked at the train timetable to see what platform his train was at.

* Lesson 26 is optional.

- d) He asked the conductor which was the sleeping car.
- e) He went to Platform Three, where his train was standing.
- f) He sat down and waited for the train to leave the station.
- g) He got into the train.
- h) He said "Thank you" to the porter and paid him.

D. The verb GET, GOT, GOTT has several meanings :

to receive	to become
to arrive (at)	to obtain

What does the verb GET mean in each of these sentences?

1. I got my identity card yesterday.
2. I got to school in time yesterday morning.
3. You can get hydrogen and oxygen out of water.
4. The weather gets cold in autumn.
5. I think grandmother will get my letter tomorrow.
6. He was getting tired of waiting.
7. Please get me a book from the library.
8. You will get there the first if you hurry.

E. How do people apologise? Read these :

Apologies:	Replies to apologies:
<p>1. { Sorry. I'm sorry. I'm so sorry. (The intonation goes down)</p> <p>2. I'm sorry { to be such a trouble. to cause you all this trouble.</p>	<p>1. { That's all right. That's O.K. Never mind.</p> <p>2. { Nonsense! There's no trouble at all. It's no trouble at all, really.</p>

F. Make apologies and replies to them for these situations :

1. You are late for school.
2. You have lost your mother's pen.
3. You have asked someone for a lot of information.
4. It was raining heavily but your friend came to bring you the book you needed.
5. Someone has spent a lot of time helping you to find your way in Braşov.
6. You are on a bus and you are struggling to get to the door, as you must get off at the next stop.

G. Complete these sentences with the right words :

politely

smiled

vacant

point to

recognize

luggage

nonsense

getting out

booking office

porter

1. There's nobody in this compartment. There are eight . . . seats.
2. The little girl told him . . . that her mother was not at home.
3. I haven't seen him for a long time. I don't know whether I'll . . . him.
4. The little child . . . happily when he saw his mother.
5. Please the Danube on the map.
6. "Where's father? I can't see him." "There he is. He is of the train."
7. "I don't like the composition I have written." ". . . ! It is very good."
8. "I can't carry all this There are too many bags and suitcases." "Let's call a"
9. "Have you bought your train ticket?" "Of course. I'm coming from the now."

II. GRAMMAR PRACTICE

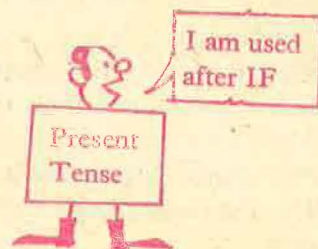
1. **Situation :** I don't know whether Alice will do all these things or not. Perhaps she will, perhaps she will not. If she does them, it will be very good.

Example:

Perhaps Alice will phone me.
Then I'll tell her about the picnic.

If Alice phones me, I'll tell her about the picnic.

- | | |
|---|---|
| 1. Perhaps Alice will join us.
Then we'll have a good time. | 4. Perhaps Alice will lend Adrian
this book. Then he will read it. |
| 2. Perhaps Alice will bring her
radio. Then we shall listen to
music. | 5. Perhaps Alice will wear her
new dress. Then the boys will
admire it. |
| 3. Perhaps Alice will make a nice
cake. Then we shall eat it. | 6. Perhaps Alice will be in time.
Then we'll catch the 7 o'clock bus. |



If + PRESENT	FUTURE
If Alice comes in time,	we shall leave early.

Perhaps Alice will come in time. Perhaps she will not. I am not sure. But if she comes in time, we'll be able to leave quite early.

2. **Situation :** There are a lot of things to do about the house and mother is asking the children to help her.

Example:

Mother : Cut the grass Paul, will you?

Paul : (it/stop/raining)

Paul : I'll cut the grass if it stops raining.

Mother :

Children :

- | | |
|---|----------------------------------|
| 1. Wash the dishes Alice, will you? | 1. (I/finish my lessons) |
| 2. Take the dog out Adrian, will you? | 2. (it/get warmer) |
| 3. Make the beds Virginia, will you? | 3. (Alice / help me) |
| 4. Wash the car George, please. | 4. (Father/come home) |
| 5. Repair the doorbell, Dan, will
you? | 5. (I / can) |
| 6. Clean the window Eliza, will you? | 6. (the sun / come out) |

3. **Situation :** Victor is in bed with a cold. Adrian is telling him what he would do if he were ill. (Actually he isn't).

Example:

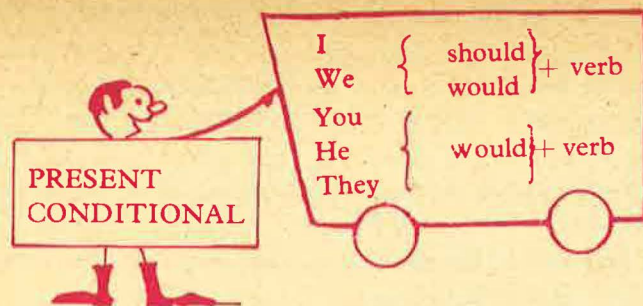
drink some hot tea

I would drink some hot tea if I were { you
ill.

- | | |
|-------------------------|-------------------------|
| 1. stay in bed; | 4. send for the doctor; |
| 2. have a good rest; | 5. keep a diet; |
| 3. get some more sleep; | 6. take some medicine. |

If + PAST TENSE		PRESENT CONDITIONAL
If	I were ill, I had a cold;	I would stay in bed.

I'm not ill now, so I'm not in bed. But if I were ill, that's what I would do.



4. What would you do if you were one of these?
(But you aren't).

Example:

cure sick people / doctor

I would cure sick people if I were a doctor.

- | | |
|--------------------------------|-------------------------------|
| 1. make good machines/worker; | 4. act in comedies/actor; |
| 2. teach pupils maths/teacher; | 5. build many houses/builder; |
| 3. drive carefully/driver; | 6. work on a farm/farmer. |

5. What would happen if things were different?

Example:

Alice is angry with me. She won't ring me up.

If Alice weren't angry with me, she would ring me up.

- Paul is in a hurry. He won't stop to talk to us.
- Adrian and Eliza are busy. They won't join us on our trip.
- Victor is ill. That's why he won't go to school.
- Tudor is very young. He doesn't understand such things.
- Peter is hot. That's why he will take off his coat.
- George is out of town. That's why he can't come to our meeting.

6. Read this :

Adrian: If you worked harder, George, $\left\{ \begin{array}{l} \text{you would get better marks.} \\ \text{you wouldn't be the last.} \\ \text{you would know your lessons.} \end{array} \right.$

George: You know, Adrian, I would be happy $\left\{ \begin{array}{l} \text{if I knew my lessons.} \\ \text{if I understood maths.} \\ \text{if you helped me.} \end{array} \right.$

Adrian: O.K. I'll help you if you want.

George: Thank you very much.

Answer these questions now :

- What would happen if George worked harder:
a) better marks; b) the last; c) his lessons.

- On what condition would George be happy?

He would be happy if ...

a) his lessons; b) maths; c) him.

7. Complete this story :

- If the weather were warmer, we would go on a picnic.
- If we went on a picnic, we would pick a lot of flowers.
- If, we would give them to the girls.
- If, they would thank us.
- If, we would be happy.
- If, we would tell many jokes.
- If, the girls would laugh at them.
- If, we would have a good time.
- If, we would go on a picnic again.
- What a pity the weather is cold and rainy ! We have to stay at home.

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

- When do you usually travel by train?
- When do you travel in a sleeping-car?
- Where do you buy train tickets from?
- Where do you wait for the train?
- Who can help you if you have a lot of luggage?
- Is it comfortable to travel by train?

B. Reading :

AT THE RAILWAY STATION

after Mark Twain

1. Years ago I arrived one day at Salamanca, near New York, where I was to change trains and take the sleeper. There were lots of people on the platform, and they were all trying to get into the long sleeper train which was already full.

2. I asked the young man at the booking-office if I could have two tickets, and he answered "No !" and shut the window in my face.

3. "He talks to me like this because he doesn't know who I am. If he knew —"

4. But my friend stopped me. "Don't talk such nonsense," he said, "if he knew who you are, do you think it would help you to get a vacant seat in a train which has no vacant seats in it?"



5. That was too much.

6. I found an official and said very politely that my name was Mark Twain and But he turned his back on me.

7. I looked around unhappily but just then I noticed that the young porter of a sleeping-car had his eye on me. He said something to the conductor pointing to me, and the conductor came to me, smiling politely.

8. "Can I be of any help, sir?" he said. "Will you have a place in the sleeper?" "Yes, certainly," I said.

"We have nothing left except the big family compartment," he continued.

"Here, Tom, take this luggage to the big family compartment."

9. Then I turned to my friend and smiled, "Well, what do you say now? Didn't their behaviour change the moment they learnt that I was Mark Twain?" As I was saying this, the porter came up to us and said: "Oh, sir, I recognized you the minute I saw you. I told the conductor so."

10. "Is that so, my boy?" I said quickly. "Who am I?"

"Mr. Mc Clellan, Mayor of New York," he said smiling happily.

C. Exercises :

1. Look at the text again:

1. Look at Paragraphs One and Two and find the antonyms of these words:

- | | |
|------------------|-------------|
| — left for; | — empty; |
| — few; | — answered; |
| — to get out of; | — old; |
| — short; | — opened. |

2. What was the behaviour of the young man at the booking-office?

3. Comment on Mark Twain's behaviour and the humour of the whole situation. Refer to these lines:

- "He talks to me like this because he doesn't know who I am. If he knew..."
- "That was too much."
- Then I turned to my friend and smiled. ... "Didn't their behaviour change the moment they learned that I was Mark Twain?"

2. Answer these questions :

- Where did Mark Twain arrive one day?
- What was he to take there?

3. What were lots of people trying to do?

4. Who did he ask for two tickets?

5. What was the answer?

6. Why did Mark Twain think the man had talked to him like that?

7. Who told them they could sit in the big family compartment? Why?

8. Is there anything funny in this story? If yes, what?

3. You are at the railway station and you want to know a lot of things. Here is what the men at the information office and at the booking-office have told you. Put in what you have said / asked :

A. At the information office:

- | | |
|--------------------------|---|
| 1. When ? | 1. The train leaves at 9.25. |
| 2. Where from? | 2. It leaves from Platform 3. |
| 3. What time ? | 3. It arrives in Predeal at 12.31. |
| 4. Do ? | 4. No, you don't have to change trains. |

B. At the booking-office:

- | | |
|---|---|
| 1. May I ? | 1. Pardon? Did you say Arad? |
| 2. Yes. A ticket | 2. For the fast or slow train? |
| 3. For the | 3. First class or second class? |
| 4. . . . class, please. May I ? | 4. Sorry, the seats near the window are sold out. |
| 5. How much ? | 5. 30 lei. |

4. Paul and Alice are on their way to the railway station. It's very late and they are afraid that they might not catch the train.

Write what they would do if they caught the train.

catch the train / be in Bucharest at 10.30

Example:

Mary : If we caught the train we would be in Bucharest at 10.30.

Peter : If we were in Bucharest at 10.30 we would have time to go sightseeing.

- have time to go sightseeing / visit the Village Museum;
— visit the Village Museum / learn interesting things about our peasants' life.
- learn interesting things about our peasants' life / write a nice composition at school;
— write a nice composition at school / get a 10.
- get a 10 / our parents be happy;
— our parents be happy / buy us a present or send us on a trip.
If only we caught the train!

5. Tell the text in writing.

27. LESSON TWENTY-SEVEN*

I. VOCABULARY PRACTICE

A. player [ˈpleɪə] . . . *He plays football. He's a football player.*

coach [kəʊtʃ] ... *He tells them how to play football. He is their coach.*

team [ti:m] ... *There are eleven players in a football team.*

cup [kʌp]... 1. *He is drinking tea from a teacup.*

2. *The Football Cup is on T.V. tonight.*

match [mætʃ] ... *There is a football match on our field today.*

half [hɑ:f] (pl. **halves**) ... 1. *Come back in half an hour.*

2. Our football players didn't play very well in the first half, but they were much better in the second half.

event [i'vent]... 1. *Joining the U.C.Y. was a major event in Alice's life.*

2. *Running is an athletic event.*

news [nju:z] (only singular) . . . *We read the news in the newspaper every day. What's the news? The news is good.*

spare [speə] ... *I like to watch T.V. and go for walks in my spare time.*

to let [let], let [let], let [let] (followed by infinitive without to) ... *Mother lets us go out after we do our homework.*

to switch on [ˈswɪtʃ ˈɒn]
to switch off [ˈswɪtʃ ˈɒf]

... When the T.V. programme begins, I switch on the T.V. set. When it ends, I switch it off.

to win [win], won [wʌn], won [wʌn] . . . "Did your favourite team win last night?" "No, they lost. The score was 0 (nil) to 3."

to be on . . . "What's on at Scala Cinema this week?" "A new Romanian film is on."

against [ə'genst]... Steaua are playing against Dinamo next Sunday.

B. What are these in football? Explain:

1. a football field;
2. a football match;
3. a football cup;
4. a football player;
5. a football team;
6. a coach;
7. a half;
8. three to nil.

C. Look at these verbs :

get on { a train get off { a bus a plane	get into { bed a house get out of { a car a train	switch on { the radio the T.V. turn off { the light
--	--	---

*) Lesson 27 is optional.

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p. Now complete these sentences with the right verbs:

1. When evening comes, we the lights.
2. Before going to bed, we the lights.
3. The bus is coming. Let's
4. "Where shall we ?" "At the next stop."
5. I want to watch the football match on T.V. Let's . . . it
6. This programme is not interesting. . . the radio . . . , please.
7. The train has arrived in the station. Now some people will the train and others will

E. How do people answer “Yes / No” questions? Read these :

No:	Yes:
NO. I don't think so. I'm afraid not. I hope not.	YES. I think so. I'm afraid so. I hope so.

F. Answer these “Yes / No” questions:

Example:

A: Is Mary coming to the party?
B: I don't think so. / I think so.

1. Anda Călugăreanu sings nice songs, doesn't she?
2. It isn't cold today, is it?
3. Dinamo won't win the next match, will they?
4. Your mother has seen 'A Lost Letter' by Caragiale, hasn't she?
5. Will your father arrive home early today?
6. Will you have some spare time tomorrow?

G. Complete these sentences with the right words :

<i>team</i>	1. Many boys play football in their ... time.
<i>spare</i>	2. Eleven players make a football
<i>coach</i>	3. The ... is showing the boys how to play football correctly.
<i>athletic</i>	4. "What is the ... ?" "Four to three. After the first ... it was two to one for our team."
<i>score</i>	5. Running is an ... event.
<i>news</i>	6. Have you heard the ... ? Our aunt is coming to see us next week.
<i>half</i>	7. We are happy when our favourite team ... a game.
<i>switch on</i>	8. I want to watch the match on T.V. Will you.....
<i>wins</i>	the T.V., please?

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III. GRAMMAR PRACTICE


1. Read this situation and then answer the following questions :

1. It is 4 o'clock in the afternoon. Alice asks her brother Paul, "Aren't you going to watch the football match on T.V.?"
2. Paul has a lot of work to do, so he answers, "I would watch the match if I had the time, but I'm too busy right now."
3. It is 6 o'clock now. The match is over. Paul did not watch it.


He would have watched it if he had had the time.

- a) What is Alice's question at 4 o'clock p.m.?
- b) What is Paul's answer?
- c) When is the match over?
- d) Did Paul watch the match on T.V.? Why not?
- e) What would he have done if he had had the time?

I { should } have + 3rd form of the verb
 We { would }
 You {
 He { would have + 3rd form of the verb
 They {



**PAST
CONDITIONAL**



**PAST
PERFECT**

I am used after IF!


IF + PAST PERFECT	PAST CONDITIONAL
If { he had had the time, he had not been busy,	he would have watched the match. he would have talked to us.

These sentences mean :

1. He didn't watch the match because he didn't have the time to do it.
2. He didn't talk to us because he was busy.

2. What would Paul have done if he had had the time?

Example:

	go for a walk
He would have gone for a walk if he had had the time.	

- | | |
|------------------------|---------------------|
| 1. watch TV | 6. write a letter |
| 2. ring up his friends | 7. post the letter |
| 3. see a film | 8. go on a picnic |
| 4. play football | 9. have a good rest |
| 5. listen to the news | 10. catch some fish |

3. How would Alice have felt if Paul had done one of these things?

Example:

angry / invited someone else
She would have been angry if Paul had invited someone else.

- | | |
|---------------------------------------|--|
| 1. unhappy / forgotten to invite her; | 4. disappointed / come late; |
| 2. happy / invited her first; | 5. excited / brought her flowers. |
| 3. surprised / sent her a letter; | 6. pleased / taken her to the theatre. |
4. Read these situations and then change them into conditional sentences:

Dinamo didn't win the match yesterday because they played badly.

Example:

Dinamo would have won the match
 if they { had played well.
 hadn't played badly.

1. You didn't visit your friend. You didn't know he was ill.
2. Adrian didn't get a bad mark in the Physics test because he studied very hard.
3. Eliza didn't lose her bag because she was careful.
4. The boys didn't lose the match because they played well in the second half.
5. We didn't enjoy the film because it was too long.
6. He didn't ring me up because it was too late.
7. She didn't hear the good news because she didn't answer the phone.
8. They didn't walk home last night because it rained.

5. What happened to Adrian? Continue the story :

- | | |
|----------------------------|--|
| 1. Adrian went to a party. | { a) If Adrian hadn't gone to a party,
he wouldn't have come home late. |
| 2. He came home late. | |
| 3. He went to bed late. | { b) If he hadn't come home late, he
wouldn't have gone to bed late. |
| 4. He got up late. | |
| 5. He was in a hurry. | c) If
d) If |

6. He left his English book at home. e) If
7. His teacher was angry. f) If
8. He rang up Adrian's parents. g) If
9. They didn't let Adrian go out in the evening any longer. h) If

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

1. Do you like watching T.V.? If you do, what programmes do you like best?
2. Do you watch sporting events on T.V.?
3. What sports do you enjoy most watching?
4. Do you play any sport now? Did you use to?
5. Do you support a football team? Which one?
6. Do you have any other spare time activities such as: fishing, collecting stamps, repairing things etc.?

B. Reading :

SPORT AND TELEVISION

Paul, Adrian and Eliza are good friends and neighbours. They usually learn and spend their spare time together. Now they have just finished their work and they are planning what to do next.

Paul : I've got an idea what to do next.

Adrian : Me too. And I'm sure you'll like it.

Eliza : Come on, let's hear it, boys.

Paul : Let's switch on the T.V. set, shall we?



- Adrian* : That's exactly what I would have said if you had let me speak first. There's the football cup on this evening — Steaua against Ajax.
- Paul* : Have you read the interview in the newspaper? The coach said the match would end with the score of 1 to 0 for his team. Our players are really good.
- Adrian* : Why are you making such a long face, Eliza? Don't you like watching T.V.?
- Eliza* : I certainly do — news bulletins, talks, films, concerts, but not matches. My brother watches all the football, handball, basketball and volleyball games. He watches all the athletic events as well.
- Paul* : And what do you do while he is watching the sporting events?
- Eliza* : Willy-nilly I watch them too.
- Adrian* : Then know what? Let's do the same thing now. All the more so as after the first half they are showing a cartoon.
- Eliza* : All right. All right. You win. Let's switch on the T.V. set.

C. Exercises :

1. Answer these questions :

1. What are Paul, Adrian and Eliza?
2. What do they usually do?
3. What have they just done?
4. What does Adrian say they should do?
5. What match is there on T.V.?
6. What does Eliza like to watch on T.V.?
7. What does her brother watch?
8. Are they finally going to watch the match?

2. * Explain to someone who doesn't know how to play football the rules of the game. This guide might help you.

GOAL				
	● G.K.			
R.B.		L.B.		
R.H.B.	C.H.B.	L.H.B.		
O.R.	I.R.	C.F.	I.L.	O.L.
O.L.	I.L.	C.F.	I.R.	O.R.
L.H.B.	C.H.B.	R.H.B.		
L.B.		R.B.		
	● G.K.			
GOAL				

G.K.	Goal Keeper	
R.B.	Right Back	} Backs
L.B.	Left Back	
R.H.B.	Right Half Back	} Half Backs
C.H.B.	Centre Half Back	
L.H.B.	Left Half Back	
O.R.	Outside Right	} Forwards
I.R.	Inside Right	
C.F.	Centre Forward	
I.L.	Inside Left	
O.L.	Outside Left	

- Refer to** — where it is played;
 — the number of players / teams;
 — how they are dressed (shorts and T-shirts);
 — who teaches them how to play;
 — what a half is;
 — when there is a corner;
 — when there is an offside etc.
 — when the team wins;
 — score.

3. Talk about (one of) these :

1. Tell the text.
2. Why do people take up sports?
3. The sports you play / watch on T.V.
4. There are some sports that women
 - 1) take up;
 - 2) do not take up;

Give examples of each and say why.

5. Do you think women should practise all sports? Why? Why not?
6. Television brings the whole world into your house.

4.* Comment on this : When playing a game you don't learn only the rules of the game but you also build your character.

Use the following ideas :

You belong to a team, you fight for your team → *team spirit*.
 You learn to *work hard* for success.
 You learn what *fair play* is.
 You learn to *win* and *lose*.

5. Tell the text in writing. Use Indirect Speech.

- 6.* Write about a sporting event you have seen. Invent a title and say :**
- a) what game it was (football, handball etc.)
 - b) what the weather was like (was it important for the game?)
 - c) who was leading during the first part of the game (the first half)
 - d) what the result of the game was.

28. LESSON TWENTY-EIGHT

I. VOCABULARY PRACTICE

- A. parade** [pə'reid] ... 1. *Let's look at the fashion parade.*
 2. *On August 23rd there is a big parade in Bucharest.*
You can watch it on T.V.

standard of living [ˌstændəd əv 'liviŋ] ... *Today people have a higher standard of living than in the past. (Also: living standard).*

brave [breiv] ... *I'm not afraid of dogs. I'm very brave !*

to fight [fait], **fought** [fɔ:t], **fought** [fɔ:t] ... *Throughout the centuries, the Romanians fought for unity and independence.*

however [haʊ'evə] ... *I don't think I can do it. However, I shall try.*

B. Match these sentences with their Romanian translation :

1. The farmers are getting better and better crops. a) *El este din ce în ce mai atent.*
2. Our life is happier and happier. b) *Țăranii obțin recolte din ce în ce mai bune.*
3. He is more and more careful. c) *Viața noastră este din ce în ce mai fericită.*

C. Now complete these sentences with the right words.

Example:

The boy is getting taller
The boy is getting taller and taller.

1. Our standard of living has become *better*
2. Her health is getting *worse*
3. The wolf was *hungrier*
4. This town is becoming *more* beautiful.
5. Her answers are *more* intelligent.
6. Their work is *more* careful.

D. What do people say when they leave each other for a shorter or longer time? Read these :

- | | |
|---|--------------------------------------|
| 1. { Give my love to your
Take care of yourself!
Come and see me some time!
Don't forget to write! | 1. { Yes, I will.
Thanks, I will. |
|---|--------------------------------------|

2. {	Bye! See you! Goodbye! See you soon, I hope. Bye! See you on Monday. Goodbye! It was nice to meet you.	2. {	Yes, I hope so. Bye! Yes, see you soon! Yes, bye. Yes, I hope we'll meet again some time. Goodbye.
------	---	------	--

E. Practise these in the classroom. Imagine situations when they can be used.

F. Complete these sentences with the right words :

parade
however
brave
independent
standard of living
carry

1. He is not afraid of anything; he is a ... boy.
2. Romania became fully ... after August 23rd 1944.
3. You can see new styles in clothes at the fashion ...
4. He hasn't arrived yet. He may, ... , come later.
5. We ... flags and flowers in our hands during the 23rd-of-August parade.
6. The ... of the Romanian people has become better and better.

II. GRAMMAR PRACTICE

1. Read this situation :

The train has stopped at a small station. In one of the compartments, a young man is trying to be helpful:

Young man: Is this suitcase yours?

First woman: No, it's not mine.
(Pointing to another woman): Maybe it's hers.

Second woman: That suitcase is not mine, either.
(Pointing to an old man who is sleeping in a corner):
Maybe it's his.

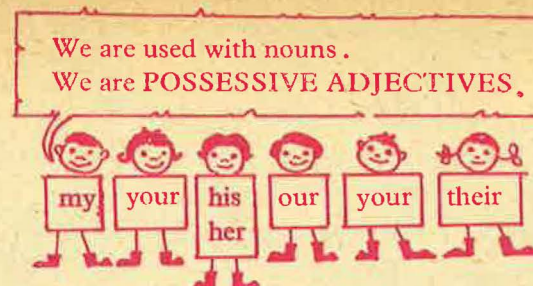
Young man: Hum! Hum! Excuse me, sir, is this suitcase yours?

Old man (waking up with a start): Er ..., did you say anything, young man?

Young man: Well, I asked if that suitcase was yours, sir.

Old man: Oh, no, it's not mine. (Pointing to two young people in the corridor): It's theirs, but I think they've forgotten about it. Hey, you, is that suitcase yours?

Young people: Of course it's ours. But why are you asking? We are not getting out here.



POSSESSIVE ADJECTIVES (Adjective posesive)			POSSESSIVE PRONOUNS (Pronume posesive)	
This is	my your his her	bag. suitcase. luggage.	It's	mine. yours. his. hers.
	our your their			ours. yours. theirs.

2. Situation : The children have been on a picnic. Before going back home, each of them is trying to find his things.

Example:	Eliza: This is my raincoat. It's ...
	Eliza: This is my raincoat. It's mine.

1. Adrian: This is Paul's football. It's ...
2. Alice: And that is your umbrella, Eliza. It's ...
3. George: These are our plates, Adrian, aren't they? They're ...
4. Diana: And those are the boys' shoes, aren't they, Alice? I'm sure they're ...
5. Victor: Is this Sylvia's bag, Diana? Is it ... ?
6. Christine: Where is my coat? Oh, yes, this is ... , thank you.

3. Complete these sentences with the right *possessive adjectives* or *pronouns*:

1. Alice saw . . . coat in the room; she knew it was
2. Paul helped . . . sister to do . . . homework. Alice helped Paul with
3. I have my English book in . . hand, that book isn't
4. The boys answered the girls' questions and then the girls answered
5. We have brought . . . books, they are all
6. Is this . . . pen, Sylvia? Are *you* sure it is . . . ?

III. READING, SPEAKING AND WRITING PRACTICE

A. Prequestions :

1. What are our national holidays?
2. What do we celebrate on May Day?
3. What do we celebrate on March 8th and June 1st?
4. What is the 30th of December celebrated for?
5. Why is the 23rd of August an important moment in the history of this country?
6. What changes have taken place in the last 35 years?

B. Reading :

THE TWENTY-THIRD OF AUGUST

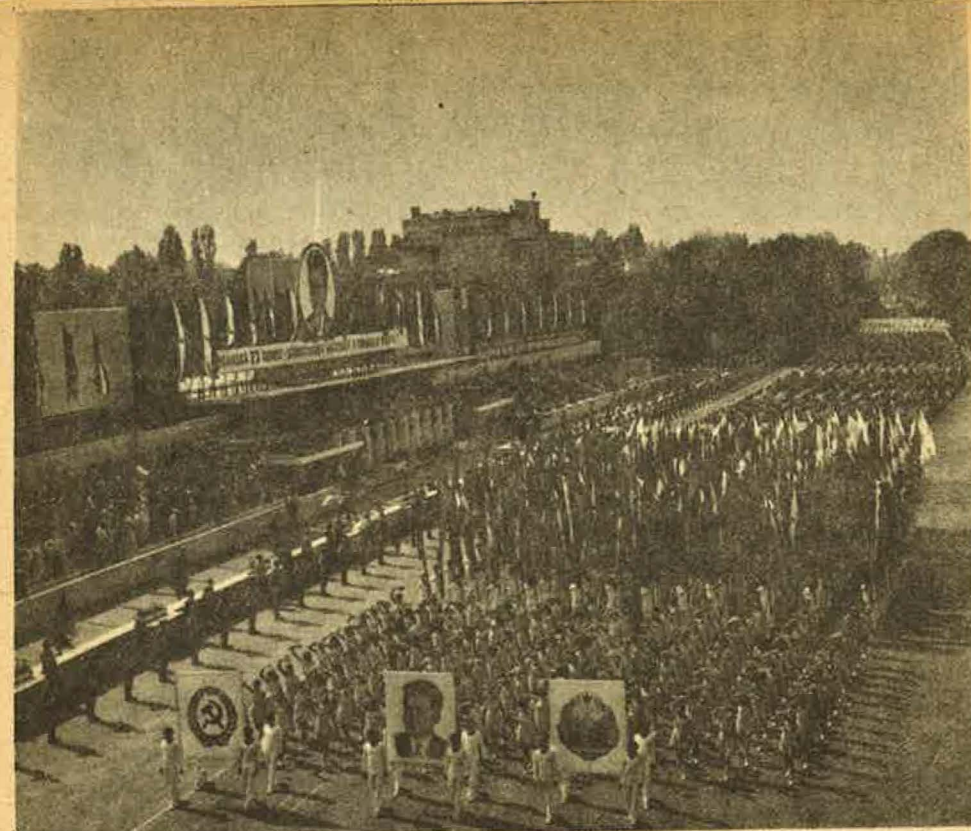
Throughout the centuries the Romanians fought for independence and unity under brave leaders like Decebal, Ștefan cel Mare, Mihai Viteazul, Nicolae Bălcescu.

However, the Romanian people became fully independent only after August 23, 1944. It was only then that the country became really theirs.

The 23rd of August meant the beginning of a new life in Romania. Since then new industrial centres have been built, agriculture has been mechanized and our standard of living has become better and better.

That is why the 23rd of August has become our dearest holiday and people all over the country celebrate this day with special achievements.

Every year there are parades in all the cities and towns of Romania. We carry flags and flowers in our hands and thank comrade Nicolae Ceaușescu and the party and state leaders for our happy life.



C. Exercises :

1. Answer these questions :

1. What did the Romanians fight for throughout the centuries?
2. When did the Romanians become fully independent?
3. What did the 23rd of August mean for this country?
4. Which is our dearest holiday?
5. How do the working people celebrate the 23rd of August?
6. What do they thank comrade Nicolae Ceaușescu and the other party and state leaders for?

2. Comment on these sentences :

A. "New industrial centres have been built."

1. What industrial centres do you know?
2. List the towns under A and B:

A. Light industry	B. Heavy industry

B. "Agriculture has been mechanised."

1. the crops the farmers obtain;
2. the use of machines.

C. "Our standard of living has become better and better."
Refer to homes, jobs, studies etc.

3. Tell the text in writing.

4.* You went to the 23rd of August parade last year. Write about it on the following points :

- when you got up in the morning;
- who you went to the parade with;
- what you carried in your hand;
- who/what you saw there;
- what the parade was like;
- what you liked best;
- when you came back home.

REVISION VII

1. Look at these antonyms :

to switch on \neq to switch off	to arrive \neq to leave
to win \neq to lose	vacant(seat) \neq taken(seat)

and then use them in the following sentences :

1. Our team didn't *win* the match. They ... it.
 2. I don't like this music, *switch* the T.V. *off*, please. We'll ... it ... when the film begins.
 3. The train *arrives in* the station at 10 o'clock and ... at 10.05.
 4. I'm sorry but this seat is It is not *vacant*.
2. Which of these words does not go with the others?
- | | |
|------------------------------------|-------------------------------|
| 1. At the post office: | 3. Sports: |
| a) stamp c) letter-box | a) team c) score |
| b) envelope d) booking-office | b) half d) conductor |
| 2. At the railway station: | 4. History: |
| a) booking-office c) mayor | a) fight c) unity |
| b) platform d) porter | b) independence d) sport |
3. Match these :
- | | |
|--|--|
| 1. Give my love to your parents. | a) <i>I think so.</i> |
| 2. Will your aunt come to Bucharest on Sunday? | b) <i>That's very kind of you.</i> |
| 3. I'm sorry to be such a trouble. | c) <i>Nonsense! There's no trouble at all.</i> |
| 4. Let me help you. | d) <i>Thanks, I will.</i> |
4. Complete these sentences with *be able to* in the right tense :
1. He explain everything. He is very clever indeed.
 2. I'm learning to ski now. Soon I ski very well.
 3. Mozart play the piano at the age of three.
 4. First I learnt the new words. Then I write the dictation without mistakes.
 5. I'll read the book next week. Then I talk about it.
 6. She lend you the Maths books after she has done her homework.
5. Complete these sentences with *had to* / *will have to* :
1. Yesterday she made a lot of mistakes so she do her homework again.
 2. Tomorrow at the meeting you speak louder to make yourself heard.
 3. While mother was away I cook our meals.

4. He was ill so he follow the doctor's advice.
5. My brother buy the tickets for the Sunday show tomorrow.
6. You take the 8.30 train if you want to arrive in time.
7. You answer his letter tomorrow.
8. We run to catch the train yesterday.

6. Complete these sentences with *be allowed to* in the right tense :

1. You join our club next year.
2. The little child go out after dinner.
3. George is feeling better now, so he walk in the park.
4. You drive a car when you are 18.
5. People cross the street when the traffic light is green.
6. When we finish school, we take up any job we want.

7.* Translate these sentences into English :

1. Nu am putut să merg în excursie pentru că am fost bolnav.
2. Va trebui să muncești mai mult la matematică !
3. Când a fost bolnav fratele meu a avut voie să mănânce numai supă.
4. Cred că voi putea citi această poveste cu dicționarul.
5. Ieri a trebuit să-l ajut pe fratele meu la lecții.
6. Am putut (am reușit) să înot ieri, deși apa era foarte rece.

8.* Look and remember !

IF CLAUSE (Propoziția condițională)		MAIN CLAUSE (Propoziția principală)
1.	Present Tense: If I have time,	Future: { shall } { will } + verb I shall come and see you on Monday.
2.	Past Tense (BE → were): If I were you,	Present Conditional: { should } { would } + verb I wouldn't buy this dress !
3.	Past Perfect: If you had been careful,	Past Conditional : { should } { would } + have + 3rd form of the verb you wouldn't have dropped the plates.

9.* **Situation :** A friend wants to spend his holiday at the seaside. Advise him where to go and what to do. Start like this:

If I were you, I would

go to Costinești / not go to Năvodari / not stay in a hotel / stay in a youth camp / get a room looking on to the sea / lie in the sun all day long / not go fishing.

10.* Use these ideas to criticize Dan's behaviour:

Example:

Dan went to bed late, so he didn't get up early in the morning.

If Dan had gone to bed early, he would have got up early in the morning.

1. He didn't get up early so he didn't finish his homework.
 2. He didn't have any spare time so he didn't play.
 3. It was late so he didn't have lunch.
 4. At school he didn't know his lesson in history so he got a bad mark.
 5. His mother was angry with him so she didn't let him watch T.V.
 6. He felt unhappy so he didn't have supper.
- If he had only gone to bed earlier last night !

11.* Put these verbs in the right tense. (Sometimes there are 2 or 3 possibilities):

1. If I (*meet*) Mary yesterday, I (*tell*) her about the performance.
2. I think it will rain tomorrow. What you (*do*) if it (*rain*)?
3. It was a good thing it didn't rain last Sunday. But what you (*do*) if it (*rain*)?
4. If I (*be*) Jane, I (*stop*) eating sweets.
5. Paul certainly (*answer*) the phone if he (*be*) at home.
6. I (*be*) very happy if I (*know*) how to help Diana. But I've no idea.
7. If Christine (*hear*) anything new this afternoon, which I think she will, she (*let*) you know at once.
8. If you (*lend*) me 10 lei I (*buy*) the book on pets.
9. If he (*work*) harder and (*stop*) playing so much, he (*be*) one of the best pupils in the classroom.
10. If he (*not hurry*) he (*not catch*) the train.

12.* Make up the story !

Our hero (*guess who?*) got up (*guess when?*) and had breakfast (*what?*) and travelled (*how?*) to somewhere (*where?*). On his arrival he wanted to see something (*what?*). Then he met somebody (*who?*). For a long time they discussed something (*what?*) and then they decided on (*what?*). Someone else (*who?*) arrived and said something (*what?*) and then they decided on (*what?*). Someone else (*who?*) arrived and said something (*what?*) to them. Very quickly our hero did something (*what?*) and went on another journey (*where to?*) with someone else (*guess who?*). This story was reported in the newspaper under the title (*what?*).

Mark Twain

(Samuel Langhorne Clemens)

1835—1910

No author in American literature is better known or more loved than Samuel Langhorne Clemens. He was born in Missouri in 1835 and spent his childhood on the banks of the Mississippi River. Later he took the name of "Mark Twain" from the call of the boatmen on the Mississippi as they measured the depth of the river. His childhood inspired the two novels which made him famous: *Tom Sawyer* and *Huckleberry Finn*. Another book, *Life on the Mississippi* told of his adventures on the river boats.

It was during the Civil War that Mark Twain's life as a writer started. At that time he was working as a newspaper man in Nevada and California. His short story "*The Celebrated Jumping Frog of Calaveras County*" was an immediate success and his new career began.

In 1870, Mark Twain married Olivia Langdon. He had fallen in love with her picture even before he met her. It is said that his wife had a great influence on Twain's later books.

Mark Twain was also a very successful lecturer. His travels around the country giving talks on a variety of subjects helped to make him famous.

His last book was written in 1909, one year before his death. He was then 74 years old.

ability [əˈbiliti] = capacitate
about [əˈbaʊt] = 1. despre; 2. aproximativ
abundance [əˈbʌndəns] = abundență
accident [ˈæksɪdənt] = accident
according to [əˈkɔːdɪŋtu] = după, în conformitate cu
ache [eɪk] = (subst.) durere; (verb) a dura
achievement [əˈtʃiːvmənt] = realizare
to act [ækt] = 1. a juca rolul, a interpreta; 2. a dramatiza
action [ˈækʃn] = acțiune
activity [ækˈtɪvɪti] = activitate
actually [ˈæktʃʊəli] = de fapt
to adapt [əˈdæpt] = a adapta
admire [ədˈmaɪə] = a admira
adverb [ˈædvəːb] = adverb
advice [ədˈvaɪs] = sfat
to advise [ədˈvaɪz] = a sfătui, a recomanda
after [ˈɑːftə] = după
after that = după aceea
again [əˈɡen] = din nou, iarăși
against [əˈɡeɪnst] = împotriva, contra
age [eɪdʒ] = 1. vîrstă; 2. epocă
aged [eɪdʒd] = de vîrstă
air [eə] = 1. (subst.) aer; 2. (verb) a aerisi
airport [ˈeəpɔːt] = aeroport
alarm-clock [əˈlɑːm klɒk] = ceas deșteptător
almost [ˈɔːlməʊst] = aproape
alone [əˈləʊn] = singur(ă)
all [ɔːl] = tot, toți, toate
all day long = toată ziua
all over [ɔːl əʊvə] = pretutindeni, peste tot

to allow [əˈlaʊ] = a da voie, a permite
already [ɔːlˈredi] = deja
although [ɔːlˈðəʊ] = deși, cu toate că
always [ˈɔːlwəz] = întotdeauna
among [əˈmʌŋ] = printre, între
angry [ˈæŋɡri] = supărat
anniversary [ˌæniˈvɜːsəri] = aniversare
another [əˈnʌðə] = un alt(ul), o alta
to apologise [əˈpɒlədʒaɪz] = a-și cere scuze
apology [əˈpɒlədʒi] = scuză
appetizing [ˈæpɪtaɪzɪŋ] = apetisant, gustos
to applaud [əˈplɔːd] = a aplauda
to apply [əˈplai] = a (se) aplica
area [ˈeəriə] = suprafață
argument [ˈɑːɡjuːmənt] = argument, dovadă
around [əˈraʊnd] = în jurul
art [ɑːt] = artă, desen
art subjects = discipline umaniste
artist [ˈɑːtɪst] = artist
as [əz] = 1. în timp ce; 2. deoarece
to ask [ɑːsk] = 1. a întreba; 2. a ruga
to ask for = a cere
aspirin [ˈæsprɪn] = aspirină
assembly [əˈsembli] = adunare
as well as [əz ˈweləz] = ca (și), precum, la fel de... ca (și)
at last [ətˈlɑːst] = în cele din urmă
at least [ətˈliːst] = cel puțin
attentive [əˈtentɪv] = atent
athletics [əˈθletɪks] = atletism
athletic event [əˈθletɪk ɪˈvent] = probă de atletism (sportivă)
to attend [əˈtend] = 1. a frecventa; 2. a fi prezent la
audience [ˈɔːdiəns] = public
author [ˈɔːθə] = autor
automaton [ɔːˈtɒmətən] = automat
awful [ˈɔːfʊl] = îngrozitor, groaznic

* The vocabulary does not contain the words used in optional exercises.

B

baby ['beibi] = prunc, copil mic
back [bæk] = 1. (*adv.*) înapoi; 2. (*subst.*) spată
bad [bæd] = prost, rău; *comp.*: worse [wɜ:s], the worst [wɜ:st]
ballad ['bæləd] = baladă
band [bænd] = orchestră
brass-band ['brɑ:sbænd] = fanfară
bath [bɑ:θ] = baie; to have a bath = a face baie
to bathe /beið/ = a se scălda, a face baie
to be able to [bi: 'eibl tu] = a putea, a fi în stare
to be about [bi:ə 'baut] = a fi vorba de(spre)
to be born [bi: 'bɔ:n] = a se naște
to be in time [bi:in 'taim] = a fi punctual, a ajunge la timp
to be on [bi: 'ɔn] = 1. a rula (*d. film*); 2. a fi deschis, a funcționa (*T.V., radio*)
to be through [bi: 'θru:] = a avea legătura telefonică
to be over = a se termina
beach [bi:tʃ] = plajă
before [bi:'fɔ:] = înainte
beginning [bi:'giniŋ] = început
to behave [bi:'heiv] = a se comporta
to behave [bi:'heiv] oneself = a se purta frumos, a fi cuminte
behaviour [bi:'heiviə] = comportament
behind [bi:'haind] = în spatele, înapoi
benefit ['benifit] = bine, ajutor
beside [bi:'said] = alături, lângă
between [bi:'twi:n] = între
birch [bɜ:tʃ] = mestecă
boat [bəut] = barcă; to go boating = a merge cu barca
bonnet ['bɒnit] = capotă
booking-office ['bukiŋ 'ɒfis] = casă de bilete (*la gară*)
boring ['bɔ:riŋ] = plictisitor, plicticos
boss [bɒs] = șef
both [bəuθ] = amândoi; both...and = atât ... cât și
box-office ['bɒks'ɒfis] = casă de bilete (*la teatru*)

brains [breinz] = creier, minte
branch ['brɑ:ntʃ] = ramură, creangă
brave [breiv] = viteaz
break [breik] = pauză
brick [brik] = cărămidă
bright [braɪt] = 1. isteț; 2. strălucitor, luminos
brown [braun] = 1. cafeniu, maron; 2. bronzat; to get brown = a se bronză
building ['bildiŋ] = clădire
bus [bʌs] = autobuz; bus stop = stație de autobuz
by [bai] = 1. de (către) 2. pe lângă, pe la

C

café ['kæfeɪ] = cafenea, braserie, cofetărie
to call [kɔ:l] = 1. a striga, a chema; 2. a numi
camp [kæmp] = tabără
can't help it = nu mă pot abține să..., nu pot să nu
care [keə] = grijă (to take care of) = a avea grijă de
careful ['keəful] = (*adj.*) atent, grijuliu
carefully ['keəfʊli] = (*adv.*) cu atenție, cu grijă
carpet ['kɑ:pɪt] = covor, scoarță
to carry ['kæri] = a duce (*in mână*)
cartoon [kɑ:'tu:n] = (film de) desene animate
cash-desk ['kæʃ desk] = casă (*in magazin*)
castle ['kɑ:sl] = castel
cause [kɔ:z] = cauză
to celebrate ['selibreɪt] = a sărbători
century ['sentʃəri] = secol
cereal ['siəriəl] = cereale
certain ['se:tɪn] = (*adj.*) anumit
certainly ['se:tɪnli] = (*adv.*) sigur, fără îndoială
to change [tʃeɪndʒ] = a (se) schimba
chemical ['kemikəl] = chimic
chemistry ['kemistri] = chimie
circle ['sɜ:kl] = cerc
city ['sɪti] = oraș (mare)
classmate ['klɑ:smeɪt] = coleg de clasă

clause [klo:z] = propoziție (*intr-o frază*)
clear [kliə] = (*adj.*) 1. senin; 2. clar
to clear [kliə] = (*verb*) 1. a se însenina; 2. a curăța
clever ['klevə] = inteligent
cliff [klɪf] = stîncă, faleză
climate ['klaɪmɪt] = climă
to climb [klaɪm] = a urca
to close [kloʊz] = a închide
close by [kloʊs 'baɪ] = (*adv.*) în apropiere
clothes ['kloʊðz] (*numai pl.*) = haine, îmbrăcăminte
cloud [klaʊd] = nor; cloudy = înorat
club [klʌb] = cerc, club
coach [kəʊtʃ] = antrenor
coast [kəʊst] = coastă, țărm de mare, litoral
coat [kəʊt] = 1. haină, sacou 2. palton
cold [kəʊld] = rece, frig; to be cold = a-i fi frig; to have a cold = a fi răcit
to collect [kə'lekt] = a strînge, a colecționa
to combine [kəm'beɪn] = a combina
comment ['kɒment] = comentariu
to comment on ['kɒment 'ɔn] = a comenta (*despre*)
to compare [kəm'peə] = a compara
compartment [kəm'pɑ:tmənt] = compartiment
to complete [kəm'pli:t] = a completa
composition [kəm'pɒzɪʃn] = compunere, compoziție
concert ['kɒnsət] = concert
condition [kən'dɪʃn] = condiție
conductor [kən'dʌktə] = însoțitor de tren (*engl., americ.*)
congratulation [kən'grætju'leɪʃn] = felicitare
connected [kə'nektɪd] = legat de, în legătură cu
consumer goods [kən'sju:mə'gudz] = bunuri de larg consum
to contain [kən'teɪn] = a conține
to continue [kən'tɪnju:] = a continua

continuity [kən'tɪnju:ɪti] = continuitate
continuous [kən'tɪnjuəs] = continuu
to contradict [kəntrə'dɪkt] = a contrazice
conversation [kɒnvə'seɪʃn] = conversație
cool [ku:l] = răcoros
to copy ['kɒpi] = a copia
corner ['kɔ:nə] = colț; round the corner = după colț
courage ['kʌrɪdʒ] = curaj
to correspond [kə'ri'spɒnd] = a corespunde
to cover ['kʌvə] = a acoperi
crazy ['kreɪzi] = nebun
cream [kri:m] = cremă, frișcă
creature ['kri:tʃə] = creatură
to criticize ['krɪtɪsaɪz] = a critica
to cross [krɒs] = a traversa
to cry [krai] = 1. a plînge; 2. a țipa, a striga
to cure ['kjʊə] = a vindeca
curtain ['kɜ:tn] = 1. perdea; 2. cortină
custom ['kʌstəm] = obicei, tradiție

D

dad (dy) ['dæd(i)] = tată
daily ['deɪli] = zilnic
dance [dɑ:ns] = 1. (*subst.*) dans; 2. (*verb*) a dansa
danger ['deɪndʒə] = pericol
dangerous ['deɪndʒərəs] = periculos
darling ['dɑ:liŋ] = drag, iubit
day [deɪ] = zi; in the daytime = în timpul zilei, ziua
dear [diə] = drag, scump; oh, dear! = vail vai de minel
definite ['defɪnɪt] = precis, categoric, definit
definition [defɪ'nɪʃn] = definiție
department store [dɪ'pɑ:tmənt stɔ:] = magazin universal
to describe [dɪ'skraɪb] = a descrie
deskmate ['deskmeɪt] = coleg(ă) de bancă
detective [dɪ'tektɪv] = detectiv; detective story = povestire polițistă
dial ['daɪəl] = 1. (*subst.*) cadran; 2. (*verb*) a forma numărul la telefon

diet [ˈdaɪət] = regim alimentar; to be on a diet = a ține regim
 difference [ˈdɪfrns] = diferență
 different [ˈdɪfrnt] = diferit
 direction [dɪˈrɛkʃn] = direcție; directions = indicații, informații
 to disappoint [dɪsəˈpɔɪnt] = a dezamăgi
 dishes [ˈdɪʃɪz] (pl.) = vase, veselă
 to do one's best = a face tot posibilul
 domestic [dəˈmestɪk] science = gospodărie, lucru manual (pentru fete)
 down [daʊn] = jos, în jos; down the road/street = pe drum, stradă
 drawing [ˈdrɔːɪŋ] = desen
 dress [dres] = 1. rochie; 2. (numai sg.) îmbrăcăminte; to get dressed = a se îmbrăca
 dress circle [ˈdres səːkl] = balcon I (la teatru)
 drive [draɪv] = (subst.) călătorie (plimbare) cu mașina; (v.) a șofa
 driver [ˈdraɪvə] = șofer
 to drop [drɒp] = a scăpa (din mină), a lăsa să-i cadă
 during [ˈdʒuəriŋ] = în timpul
 duty [ˈdʒuːti] = datorie; to be on duty = a fi de serviciu

E

each [iːtʃ] = fiecare
 each other [iːtʃˈʌðə] = unul pe altul; unul altuia
 earth [əːθ] = pământ
 easy [iːzi] = ușor
 echo [ˈekəʊ] = ecou
 economic [ɪkəˈnɒmɪk] = economic
 edge [edʒ] = margine
 education [ˌedʒuˈkeɪʃn] = educație, învățământ
 educational class [ˌedʒuˈkeɪʃnəl klɑːs] = ora de dirigenție
 effect [iˈfekt] = efect
 either [ˈaɪðə] = nici; either ... or = sau ... sau
 emperor [ˈemprə] = împărat
 engine [ˈendʒɪn] = 1. motor; 2. locomotivă
 to enjoy [ɪnˈdʒɔɪ] = a se bucura de, a-i plăcea

to enjoy oneself [ɪnˈdʒɔɪ wʌnˈself] = a se distra, a petrece
 enough [ɪˈnʌf] = destul (de)
 envelope [ˈenvɪləʊp] = plic
 equipment [iˈkwɪpmənt] (numai sg.) = instalații, echipament
 equivalent [iˈkwɪvlənt] = echivalent
 era [ˈɪərə] = eră
 especially [ɪˈspeʃəli] = în special, mai ales
 event [ɪˈvent] = 1. eveniment; 2. probă sportivă
 everywhere [ˈevriweə] = peste tot, pretutindeni
 exactly [ɪgˈzæktli] = exact, precis
 example [ɪgˈzɑːmpl] = exemplu (abbrev. e.g. = for example)
 except [ɪkˈsept] = cu excepția
 excited [ɪkˈsaɪtɪd] = emoționat
 exciting [ɪkˈsaɪtɪŋ] = emoționant, impresionant
 to exclaim [ɪkˈskleɪm] = a exclama
 excuse [ɪkˈskjuːs] = scuză; to excuse [ɪkˈskjuːz] a (se) scuza
 exercise [ˈeksəsaɪz] = 1. exercițiu; 2. mișcare, gimnastică
 exhibition [ˌeksɪˈbɪʃn] = expoziție
 to expect [ɪkˈspekt] = a (se) aștepta
 experiment [ɪkˈsperɪmənt] = experimentă (de laborator)
 to explain [ɪkˈspleɪn] = a explica
 explanation [ˌekspləˈneɪʃn] = explicație
 to express [ɪkˈspres] = a exprima
 extraordinary [ɪkˈstrɔːdɪnəri] = extraordinar

F

fair [feə] = 1. cinstit, corect; 2. blond
 famous [ˈfeɪməs] = vestit
 far [fɑː] = departe comp. farther [ˈfɑːðə], the farthest [ˈfɑːðɪst]
 far away [ˌfɑːrəˈweɪ] = departe
 fashion [ˈfæʃn] = modă
 favourite [ˈfeɪvərɪt] = preferat, favorit
 feature [ˈfi:tʃə] = trăsătură caracteristică
 feeling [ˈfiːlɪŋ] = sentiment
 finally [ˈfaɪnəli] = în sfârșit, în cele din urmă

to finish [ˈfɪnɪʃ] = a termina
 fire [ˈfaɪə] = foc
 fish [fɪʃ] = 1. (subst.) pește; (pl.: fish); 2. (verb) a pescui
 flag [flæg] = steag
 floor [flɔː] = 1. podea; 2. etaj; on the first floor = la etajul întâi
 to flow [fləʊ] = a curge
 folk [fɔːk] = popular
 to follow [ˈfɒləʊ] = 1. a urma; 2. a urmări; the following = următorul
 footwear [ˈfʊtweə] = încălțăminte
 for [fɔː] = 1. pentru; 2. de; 3. timp de
 force [fɔːs] = forță
 foreign [ˈfɒrɪn] = străin (din altă țară)
 forest [ˈfɒrɪst] = pădure, codru
 fork [fɔːk] = furculiță
 form [fɔːm] = 1. clasă; 2. formă
 full [fʊl] = plin
 fur [fɜː] = blană
 furniture [ˈfɜːnɪtʃə] = mobilă
 future [ˈfjuːtʃə] = viitor; in (the) future = în viitor
 future-in-the-past = viitor în trecut

G

gallery [ˈgæləri] = galerie
 gas [gæs] = gaz
 to gather [ˈgæðə] = a (se) aduna
 generally [ˈdʒenrəli] = în general
 to get down = a cobori
 to get colder = a se face mai frig
 to get off = a se da jos, a cobori (din autobuz etc.)
 to get on = a se urca, a se sui (în autobuz etc.)
 to get out of bed = a se scula din pat
 to get to = a ajunge la
 to get up = a se scula
 glad [glæd] = bucuros
 glass [glɑːs] = pahar
 glasses [ˈglɑːsɪz] (pl.) = ochelari
 goal [gəʊl] = gol (la fotbal)
 to go away = a pleca (din oraș)
 to go back = a se întoarce
 to go into = a intra
 to go on = a continua, a se desfășura
 to go out = a ieși (în oraș); a se stinge (lumina)

to go out of = a ieși (din casă)
 to go sightseeing [gəʊˈsaɪtˌsiːɪŋ] = a vizita obiective turistice
 gorgeous [ˈgɔːdʒəs] = minunat, splendid
 grateful [ˈɡreɪtful] = recunoscător
 great [ɡreɪt] (adj.) 1. mare; important; 2. străsnic, grozav
 greatly [ˈɡreɪtli] = (adv.) foarte mult, foarte tare
 grey [ɡreɪ] = gri, cenușiu
 ground [ɡraʊnd] = pământ
 group [ɡruːp] = grup
 to guess [ɡes] = a ghici
 guide [ɡaɪd] = ghid

H

had better = ar fi mai bine, ar trebui
 had to = a trebuit să
 hair [heə] = păr
 half [hɑːf] = 1. jumătate; 2. repriză
 handkerchief [ˈhæŋkətʃɪf] = batistă
 to happen [ˈhæpən] = a se întâmpla
 Happy New Year! [ˈhæpi njuː ˈjɪə] = La mulți ani (de anul nou)
 Happy Birthday! [ˈhæpi ˈbɜːθdeɪ] = La mulți ani! (de ziua de naștere)
 hard [hɑːd] = 1. greu; 2. tare
 to work hard = a munci mult;
 hard-working = harnic, silitor
 harvest [ˈhɑːvɪst] = 1. (subst.) recoltă; 2. (verb) a strînge recolta
 hat [hæt] = pălărie
 to have a cake = a servi/mînca o prăjitură
 to have a walk = a merge la plimbare, a se plimba
 to have a rest = a se odihni
 to have a good time = a se distra
 to have to = a trebui
 head [hed] = 1. cap; 2. căpetenie, conducător
 headache [ˈhedeɪk] = durere de cap
 health [helθ] = sănătate
 healthy [ˈhelθi] = sănătos
 heavy [ˈhevi] = greu
 heavy rain = ploaie torențială
 heavy traffic = circulație intensă
 to help [help] = a ajuta

to help oneself = a se servi
 hero ['hiərəu] = erou
 hesitation [ˌhezi'teɪʃn] = ezitare
 hide-and-seek [ˌhaɪdən'si:k] = de-a
 v-ați ascunselea
 hill [hɪl] = deal
 history ['hɪstri] = istorie
 hobby ['hɒbi] = activitate preferată
 honest ['ɒnɪst] = cinstit
 to hope [həʊp] = a spera
 hotel [həʊ'tel] = hotel
 hothouse ['hɒthaus] = seră
 how [haʊ] = cum
 however [haʊ'evə] = cu toate ace-
 tea
 how long [ˌhaʊ 'lɒŋ] = (de) câtă
 vreme
 how many [ˌhaʊ 'meni] = câți, câte
 how much [ˌhaʊ 'mʌtʃ] = cât
 humour ['hju:mə] = umor
 hungry ['hʌŋɡri] = flămînd
 to hurry ['hʌri] = a se grăbi; in a
 hurry = în grabă
 husband ['hʌzbənd] = soț

I

idea [ai'diə] = idee
 identity card [ai'dentiti kɑ:d] = bu-
 letin de identitate
 if [ɪf] = dacă
 to illustrate [ˌɪləstreɪt] = a ilustra
 to imagine [ɪ'mædʒɪn] = a-și ima-
 gina
 importance [ɪm'pɔ:təns] = impor-
 tanță
 important [ɪm'pɔ:tənt] = important
 independence [ˌɪndɪ'pendəns] = in-
 dependență
 independent [ˌɪndɪ'pendənt] = inde-
 pendent
 indeed [ɪn'di:d] = într-adevăr
 information [ˌɪnfə'meɪʃn] (numai
 sg.) = informație, informații
 inhabitant [ɪn'hæbɪtənt] = locuitor
 inside /ɪnsaɪd/ = înăuntru
 instance ['ɪnstəns] = exemplu, caz
 instead [ɪn'sted] = în loc
 interested in [ˌɪntrɪstɪd ɪn] = intere-
 sat de
 interesting [ˌɪntrɪstɪŋ] = interesant
 interval [ˌɪntəvəl] = pauză (la tea-
 tru), antrăct

interview [ˌɪntəvju:] = 1. (subst.)
 interviu; 2. (verb) a lua interviu
 to introduce [ˌɪntərə'dju:s] = 1. a in-
 troduce; 2. a prezenta
 introduction [ˌɪntərə'dʌkʃn] = 1. in-
 troducere; 2. prezentare
 to invent [ɪn'vent] = a inventa
 inventor [ɪn'ventə] = inventator
 invention [ɪn'venʃn] = invenție
 invitation [ˌɪnvɪ'teɪʃn] = invitație
 to invite [ɪn'vaɪt] = a invita
 iron ['aɪən] = fier
 iron-and-steel = siderurgie
 irregular [ɪ'reɡjələ] = neregulat

J

to join [dʒɔɪn] = 1. a lega, a uni, a
 se alătura; 2. a deveni membru
 joke [dʒəʊk] = 1. (subst.) glumă; 2.
 (verb) a glumi
 journal ['dʒɔ:nəl] = jurnal zilnic
 journey ['dʒɔ:ni] = călătorie (pe
 uscat)
 just [dʒʌst] = tocmai

K

key [ki:] = cheie
 kid [kɪd] = copil, puști
 kilometre [kɪ'lɔ:mitə] = kilometru
 kind [kaɪnd] = 1. (subst.) fel, tip;
 2. (adj.) amabil, draguț
 kiosk ['kɪɒsk] = chioșc
 knife [naɪf] pl. knives = cuțit

L

laboratory [lə'bɒrətəri] = laborator;
 abbrev. lab [læb]
 land [lænd] = pământ, țară
 landscape [ˌlændskeɪp] = peisaj
 language [ˌlæŋɡwɪdʒ] = limbă
 last [lɑ:st] = trecut(ă); the last =
 = ultimul, ultima
 lazy ['leɪzi] = leneș
 learning [ˌlɜ:nɪŋ] = învățătură
 to leave alone = a lăsa în pace
 letter-box ['letəbɒks] = cutie poș-
 tală
 light [laɪt] = 1. (subst.) lumină; 2.
 (adj.) ușor
 like [laɪk] = ca

to like [laɪk] = a-i plăcea
 to like best = a-i plăcea cel mai mult
 lilac [ˌlaɪlək] = liliac
 line [laɪn] = rînd, șir; vers
 to look after = a avea grijă de
 to look at = a privi la, a privi
 to look for = a căuta
 to look like = a semăna cu
 to look out of the window = a privi
 pe fereastră
 loud [laʊd] = (adj.) (d. voce) tare
 loudly = (adv.) tare, cu voce tare
 luck [lʌk] = noroc
 lucky ['lʌki] = norocos
 luggage ['lʌɡɪdʒ] (numai sg.) =
 = bagaj(e)

M

main [meɪn] = principal
 major ['meɪdʒə] = major, important
 to make sure = a se asigura
 to make up [ˌmeɪk 'ʌp] = a alcătui,
 a formula, întocmi
 Many Happy Returns [ˌmeni'hæpi
 ri'tənz] = La mulți ani! (la ziua
 de naștere.)
 mark [mɑ:k] = 1. (subst.) notă; 2.
 (verb) a corecta, a nota
 market ['mɑ:kit] = piață
 master ['mɑ:stə] = stăpin
 match [mætʃ] = meci
 to match [mætʃ] = 1. a se asorta;
 2. a potrivi
 maximum ['mæksɪmə] = maxim
 may [meɪ] = e voie, se poate
 maybe ['meɪbi] = poate (că)
 May Day ['meɪdeɪ] = Întîi Mai
 mayor ['meɪə] = primar
 meaning [ˌmi:nɪŋ] = sens, înțeles
 means [mi:nz] (sg. și pl.) = mijloc
 mechanism ['mekənɪzəm] = meca-
 nism
 medicine ['medsɪn] = 1. medicină;
 2. medicament(e)
 meeting [ˌmi:tɪŋ] = ședință, întru-
 nire, adunare
 metre ['mi:tə] = metru
 middle school ['mɪdlsku:l] = gimna-
 ziu
 might [maɪt] = s-ar putea, ar fi
 posibil
 mile [maɪl] = milă (1 609 m)

to mind [maɪnd] = a-i păsa, a se
 supăra
 mistake [mɪ'steɪk] = greșeală; by
 mistake = din greșeală
 to mix [mɪks] = a amesteca
 moment /'məʊmənt/ = moment
 moon [mu:n] = lună
 most [məʊst] = 1. majoritatea;
 2. cel mai mult; 3. cei mai mulți
 mouth [maʊθ] = gură
 to move [mu:v] = 1. a (se) mișca;
 2. a se muta
 to move round = a se învîrți
 movement ['mu:vmənt] = mișcare
 mum(my) ['mʌmi] = mămică
 must [mʌst] = trebuie; mustn't
 [mʌsnt] = nu e voie

N

name [neɪm] = 1. (subst.) nume;
 2. (verb) a numi
 native ['neɪtɪv] = natal
 nature ['neɪtʃə] = natură
 nature study = științele naturii
 naturalist [ˌnætʃrəlist] = naturalist
 naughty ['nɔ:ti] = obraznic, rău, ne-
 astimpărat
 nearby ['niəbaɪ] = în apropiere
 nearly ['niəli] = aproape
 necessary ['nesəsəri] = necesar
 necessity [nɪ'sesɪti] = necesitate
 necklace ['nekli:s] = colier
 to need [ni:d] = a avea nevoie;
 needn't = nu este nevoie, nu este
 necesar
 neighbour ['neɪbə] = vecin
 neutral ['nju:trəl] = neutru
 never [ˌnevə] = niciodată
 never mind [ˌnevə 'maɪnd] = nu
 face nimic
 news [nju:z] = știre
 news bulletins ['nju:z ˌbulətɪn] =
 = buletin de știri
 (the) next [nekst] = următorul, ur-
 mătoarea
 next to = alături de
 nice [naɪs] = 1. draguț, plăcut; 2.
 (d. mîncare) gustos
 no longer [nəʊ'lɒŋɡə] = nu mai
 nonsense ['nɒnsəns] (numai sg.) =
 prostii

not at all [nɒtə'tɔ:l] = 1. pentru puțin, cu plăcere; 2. deloc
 note [nəʊt] = notă, notiță
 notes = notițe
 to notice ['nəʊtɪs] = a observa
 noun [naʊn] = substantiv
 nowadays ['naʊədeɪz] = în zilele noastre

O

oak [əʊk] = stejar
 obligation [ɒbli'geɪʃn] = obligație
 to obtain [əb'teɪn] = a obține
 off [ɒf] = 1. departe, încolo; 2. de pe, din; 3. liber (zi, săptămână)
 official [ɒ'fɪʃl] = oficial, pers. oficială
 often ['ɔ:fən] = des, deseori
 oilfield equipment [ɔɪlfi:ldi'kwɪpmənt] = instalații petrolifere
 once [wʌns] = odată
 one [wʌn] = 1. unu; 2. cineva
 only ['əʊnli] = numai, doar
 operator ['ɒpəreɪtə] = telefonist
 optional [ɒ'pʃənəl] = facultativ
 or [ɔ:] = sau, ori
 order ['ɔ:də] = ordine
 other [ʌðə] = alți, alte
 the other = celălalt
 out of [aʊtəv] = din, afară din
 outing [aʊtɪŋ] = excursie scurtă
 over [əʊvə] = deasupra, peste
 owl [aʊl] = bufniță
 own [əʊn] = propriu; on one's own = de unul singur
 outside [aʊtsaɪd] = afară, în fața

P

page [peɪdʒ] = pagină
 pain [peɪn] = durere
 to paint [peɪnt] = 1. a picta; 2. a zugrăvi
 painting ['peɪntɪŋ] = pictură
 pair [peə] = pereche
 palace ['pælɪs] = palat
 paper ['peɪpə] = 1. lucrare; 2. ziar; 3. (numai sg.) hirtie
 parade [pə'reɪd] = paradă; manifestație, demonstrație
 paragraph ['pærəgrɑ:f] = paragraf
 parcel ['pɑ:sl] = pachet
 pardon? ['pɑ:dn] = poftim?

party ['pɑ:ti] = 1. petrecere; 2. partid
 passive ['pæsɪv] = pasiv
 past [pɑ:st] = trecut
 Past Tense = timpul trecut
 Past Perfect = mai mult ca perfect
 path [pɑ:θ] = potecă, cărare
 patient ['peɪfɪnt] = pacient
 pattern ['pætɪn] = model, exemplu
 peasant ['pezənt] = țăran
 people's republic = republică populară
 penny ['peni] = peni
 to perform [pə'fɔ:m] = a juca, a interpreta
 performance [pə'fɔ:məns] = 1. spectacol; 2. performanță
 perhaps [pə'hæps] = poate că
 permanent [pə'mənənt] = permanent
 permission [pə'mɪʃn] = permisiune
 person ['pɜ:sn] = persoană
 pet [pet] = animal preferat
 phone [fəʊn] = telefon; on the phone = la telefon
 photograph ['fəʊtəgrɑ:f] = fotografie
 phrase [freɪz] = expresie
 physical ['fɪzɪkəl] = fizic
 physician [fɪ'zɪʃn] = medic
 physics ['fɪzɪks] = fizică
 to pick [pɪk] = a culege
 to pick up ['pɪk'ʌp] = a ridica
 picnic ['pɪknɪk] = picnic, petrecere la iarbă verde
 pilot ['paɪlət] = pilot
 pity ['pɪti] = 1. milă; 2. păcat; what a pity! = ce păcat
 peace [pi:s] = pace
 plan [plæn] = 1. (subst.) plan; 2. (verb) a planifica
 planet ['plænit] = planetă
 plateau ['plætəʊ] = podiș, platou
 platform ['plætfo:m] = peron, linie
 player ['pleɪə] = jucător
 pleasant ['plezənt] = plăcut
 plough [plau] = 1. (subst.) plug; 2. (verb) a ara
 plural ['pluərəl] = plural
 point [pɔɪnt] = punct
 to point to = a indica, a arăta spre
 pole [pəʊl] = 1. stîlp; 2. pol
 police [pə'li:s] = miliție, poliție

policeman [pə'li:smən] = milițian, polițist
 police station [pə'li:s,steɪʃən] = secția de miliție
 polite [pə'laɪt] = politicos
 poplar ['pɒplə] = plop
 porch [pɔ:tʃ] = prispă
 porter ['pɔ:tə] = hamal
 possible ['pɒsəbl] = posibil
 post [pəʊst] = 1. (subst.) poștă; 2. (verb) a expedia (prin poștă), a pune la cutie
 postcard ['pəʊstkɑ:d] = (carte poștală) ilustrată
 post-office ['pəʊst,ɒfɪs] = poștă, oficiu poștal
 practice ['præktɪs] = practică, exercitare, exerciții
 to practise ['præktɪz] = a practica, a exercsa
 to prepare [pri'peə] = a pregăti
 to prescribe [pri'skraɪb] = a prescrie
 prequestion [pri'kwɛstʃən] = întrebare pregătitoare
 pretty ['prɪti] = 1. (adj.) drăguț; 2. (adv.) destul (de)
 primary ['praɪməri] school = școală elementară, primară
 problem ['prɒbləm] = problemă, dificultate
 professor [prə'fesə] = profesor universitar
 progress ['prəʊgres] = progres
 pronoun ['prəʊnaʊn] = pronume
 proud [praʊd] = mîndru
 proverb ['prɒvəb] = proverb
 public ['pʌblɪk] = public
 to publish ['pʌblɪʃ] = a publica
 to put in ['put'ɪn] = a completa cu
 to put on = a se îmbrăca

Q

quality ['kwɒ:lɪti] = calitate
 quite [kwaɪt] = foarte, destul (de)

R

rabbit ['ræbɪt] = iepure
 railway ['reɪlwei] = șină de cale ferată
 railway station ['reɪlwei,steɪʃn] = gară

raincoat ['reɪnkəʊt] = haină de ploaie, impermeabil
 to raise [reɪz] = a ridica
 rather ['rɑ:ðə] = cam
 to reach [ri:tʃ] = a ajunge (la)
 reading ['ri:diŋ] = 1. lectură; 2. citire
 ready ['redi] = gata; to get ready = a se pregăti
 real [riəl] = real
 really ['riəli] = (adv.) efectiv, într-adevăr
 to receive [ri'si:v] = a primi
 receiver [ri'si:və] = receptor
 to recognize ['rekəɡnaɪz] = a recunoaște
 to refer to [ri'fɜ:tʊ] = a se referi la
 reflexive [ri'fleksɪv] = reflexiv
 regular ['regjələ] = regulat
 relief [ri'li:f] = relief
 to repair [ri'peə] = a repara
 to replace [ri'pleɪs] = a înlocui
 reply [ri'plai] = 1. (subst.) răspuns, replică; 2. (verb) a răspunde, a replica
 resort [ri'zɔ:t] = stațiune
 to re-tell [ri'tel] = a repovesti
 revolution [ˌrevə'lju:ʃən] = revoluție
 region [ri'dʒən] = regiune
 rhythm ['rɪðm] = ritm
 right [raɪt] = 1. drept; 2. corect
 roof [ru:f] = acoperiș
 rose [rəʊz] = trandafir
 round [raʊnd] = 1. în jurul; 2. după (colț); 3. rotund
 round dance = horă
 route [ru:t] = rută, traseu
 rye [rai] = secară

S

sack [sæk] = sac
 salt [sɔ:lt] = sare
 the same [ðə'seɪm] = același, aceleași, aceiași, aceleași
 saucer ['sɔ:sə] = farfurioară; flying saucer = farfurie zburătoare
 saying ['seɪɪŋ] = zicătoare, proverb
 scarecrow ['skeəkrəʊ] = sperietoare de ciori
 science ['saɪəns] = știință
 science subjects = științe exacte

science fiction [ˈsaɪəns ˈfɪkʃn] = literatură științifico-fantastică
 scientist [ˈsaɪəntɪst] = om de știință
 score [skɔː] = 1. (subst.) scor; 2. (verb) a marca un gol
 seat [si:t] = loc (la teatru, cinema)
 secondary [ˈsekəndri] school = liceu
 to see to = a conduce (la gara)
 seed [si:d] = sămânță
 to seem [si:m] = a părea
 sentence [ˈsentəns] = propoziție
 to serve [sə:v] = a servi
 several [ˈsevrəl] = cîtiva, mai mulți
 sheet [ʃi:t] = foaie (de hîrtie)
 ship [ʃɪp] = vapor
 shoe [ʃu:] = pantof
 shop-assistant [ˌʃɒp ˈsɪstənt] = vânzător
 shorts [ˈɔːts] = șort
 should [ʃʊd] = ar trebui
 to shout [ʃaʊt] = a striga
 show [ʃəʊ] = spectacol
 sick [sɪk] = (numai ca atribut) bolnav
 sight [saɪt] = vedere; priveliște
 sights [saɪts] (de obicei pl.) = obiective turistice
 sign [saɪn] = semn; (verb) a semna
 road signs = semne, indicatoare de circulație
 silver [ˈsɪlvə] = argint, argintiu
 since [sɪns] = de la, din, de
 sincere [saɪn ˈsɪə] = sincer
 sir [sə:] = domnule
 situation [ˌsɪtʃu ˈeɪʃn] = situație
 size [saɪz] = mărime, măsură
 skill [skɪl] = îndeminare, pricepere, deprindere
 skilled [ˈskɪld] = calificat
 sky [skaɪ] = cer
 sleeper [ˈsli:pə] = vagon de dormit
 sleeping-car [ˈsli:pɪŋkɑː] = vagon de dormit
 slope [sləʊp] = 1. pantă; 2. pîrtie
 smart [smɑ:t] = 1. elegant; 2. deștept
 to smile [smaɪl] = a zîmbi
 so [səʊ] = așa (de), astfel
 socialism [ˈsəʊʃəlɪzəm] = socialism
 something [ˈsəmθɪŋ] = ceva
 sometimes [ˈsʌmtaɪmz] = uneori
 somewhere [ˈsʌmweə] = undeva
 soon [su:n] = în curînd

soup [su:p] = supă
 south [sauθ] = sud
 space [speɪs] = spațiu
 spare [speə] = liber; spare time = timp liber
 speaker [ˈspi:kə] = vorbitor
 species [ˈspi:ʃi:z] = specie
 specific [speˈsɪfɪk] = specific
 speech [spi:tʃ] = vorbire, discurs, cuvîntare
 speed [spi:d] = viteză
 square [ˈskweə] = pătrat
 stage [steɪdʒ] = scenă (la teatru)
 stall [stɔ:l] = stal
 stamp [stæmp] = timbru
 star [stɑː] = stea
 to start [stɑ:t] = a începe
 statue [ˈstætʃu:] = statuie
 to stay [steɪ] = a sta (pentru un timp), a rămîne
 steam [sti:m] = abur
 steam engine = motor/locomotivă cu aburi
 steel [sti:l] = oțel
 steering-wheel [ˈstiəriŋwi:l] = volan
 stick [stɪk] = băț, baston
 still [stɪl] = încă
 stomach [ˈstʌmək] = stomac
 stone [stəʊn] = piatră
 straight (on) = drept (înainte)
 strange [streɪndʒ] = straniu, ciudat
 straw [strɔ:] (numai sg.) = paie
 stress [stres] = accent
 to struggle [ˈstrʌgl] = a (se) lupta
 student [ˈstju:dnt] = student(ă), persoană care învață
 study [ˈstʌdi] = studiu
 to study = a studia
 to stuff [stʌf] = 1. a îndesa; 2. a împăia
 stuffed [ˈstʌft] = împăiat
 style [stɑɪl] = stil
 subject [ˈsʌbʒɪkt] = 1. obiect de studiu, materie 2. subiect
 substance [ˈsʌbstəns] = substanță
 such [sʌtʃ] = așa de, astfel
 such as = ca de exemplu
 suddenly [ˈsʌdnli] = deodată
 suggestion [səˈdʒestʃn] = sugestie, propunere
 suit [su:t] = costum de haine
 suitcase [ˈsu:tkeɪs] = valiză, geamantan

sum [sʌm] = sumă, adunare
 to sunbathe [ˈsʌnbeɪð] = a se expune la soare
 sunflower [ˈsʌnflaʊə] = floarea-soarelui
 sunny [ˈsʌni] = însorit
 to support [səˈpɔ:t] = a sprijini, a susține
 sure [ʃʊə] = (adj.) sigur
 surely [ˈʃʊəli] = (adv.) sigur, cu siguranță, fără îndoială
 surprise [səˈpraɪz] = surpriză
 in surprise = cu surprindere, mirat
 surprised = surprins
 to surround [səˈraʊnd] = a înconjura
 sweet [swi:t] = dulce; (numai pl.) dulciuri
 swimmer [ˈswɪmə] = înotător
 to switch off [ˈswɪtʃ ɔf] = a închide, a stinge (lumina etc.)
 to switch on [ˈswɪtʃ ɒn] = a deschide, a aprinde (lumina, aragazul etc.)
 sympathy [ˈsɪmpəθi] = compasiune, înțelegere, simpatie
 system [ˈsɪstəm] = sistem

T

to take care of [ˌteɪk ˈkeəɹv] = a avea grijă de
 to take off = 1. a scoate; a desprinde 2. a se dezbrăca
 to take part in = a participa la, a lua parte la
 to take place = a avea loc
 to take up = a se apuca de
 team [ti:m] = echipă
 teenager [ˈti:neɪdʒə] = tînr (între 13-19 ani)
 telephone [ˈtelɪfəʊn] = telefon (abrev. phone)
 temperate [ˈtemprɪt] = temperat
 temporary [ˈtemprəri] = temporar
 tense [tens] = timp verbal
 term [tə:m] = trimestru
 test [test] = 1. test, luare de control; 2. experiență (de laborator)
 test-tube /ˈtesttju:b/ = eprubetă
 thatched /ˈθætʃt/ roof = acoperiș de stuf
 that's why /ðəts ˈwaɪ/ = de aceea

then /ðen/ = 1. apoi; 2. atunci
 though /ðəʊ/ = deși; cu toate acestea
 thousand /ˈθaʊzənd/ = (o) mie
 through /θru:/ = prin
 throughout /θruˈaʊt/ = 1. în tot cursul, de-a lungul; 2. pe tot cuprinsul
 tie /taɪ/ = cravată
 time /taɪm/ = 1. timp; 2. oră; 3. dată, oară
 a long time = mult timp
 a short time = puțin timp
 at the same time = în același timp
 timetable /ˈtaɪmteɪbl/ = orar
 title /ˈtaɪtl/ = titlu
 together /tuˈgeðə/ = împreună
 tonight /tuˈnaɪt/ = diseară
 too /tu:/ = de asemenea, și
 tool /tu:l/ = unealtă
 tooth /tu:θ/ pl. teeth /ti:θ/ = dinte
 toothache /ˈtu:θeɪk/ = durere de dinți
 tour /tuə/ = tur
 towards /[tə ˈwɔːdz]/ = (în)spre
 towel [ˈtauəl] = prosop
 town hall /ˈtaʊnhɔ:l/ = primărie
 tradition /trəˈdɪʃn/ = tradiție
 traffic /ˈtræfɪk/ = circulație
 traffic lights [ˈtræfɪklaɪts/ = semafor
 to train /treɪn/ = a pregăti, a antrena
 to translate /trænzˈleɪt/ = a traduce
 translation /trænzˈleɪʃn/ = traducere
 trolleybus /ˈtrɒlɪbʌs/ = troleibuz
 trouble [ˈtrʌbl] = necaz; deranj
 to trouble /ˈtrʌbl/ = a deranja
 true /tru:/ = adevărat
 truth /tru:θ/ = adevăr
 T-shirt /ˈti:ʃə:t/ = tricou de bumbac
 tulip /ˈtju:lɪp/ = lealea
 to turn /tɜ:n/ = a (se) întoarce, a da colțul
 twice /twɑɪs/ = de două ori

U

umbrella [ʌm ˈbrelə] = umbrelă
 unexpectedly [ˌʌnɪk ˈspektɪdli] = pe neașteptate

unhappy [ʌn'hæpi] = nefericit
 union ['ju:niən] = uniune
 unity ['ju:niti] = unitate
 university [ˌju:ni'və:siti] = universitate
 unknown [ʌn'nəʊn] = necunoscut
 until [ʌn'til] = până la
 unusual [ʌn'ju:ʒuəl] = neobișnuit
 up [ʌp] = sus, în sus
 up to = până la
 upper circle [ˈʌpə,sə:kl] = balcon II
 (la teatru)
 used to ['ju:st tu:] = obișnuia să
 usually ['ju:ʒuəli] = de obicei
 use [ju:s] = folosi
 to use [ju:z] = a folosi
 useful ['ju:sfʊl] = folositor, util

V

vacant ['veikənt] = liber, neocupat
 variety [və'raɪəti] = varietate
 various ['veəriəs] = divers, diferit
 vocabulary [və'kæbjʊləri] = vocabular
 voice [voɪs] = 1. voce; 2. diateză

W

wardrobe ['wɔ:drəʊb] = șifonier
 to wash [wɒʃ] = a spăla
 to wash up = a spăla vasele
 water ['wɔ:tə] = apă
 to water = a uda (florile)
 way [wei] = 1. drum, cale; 2. fel, mod
 weather ['weðə] = vreme; what's the weather like? = cum este vremea?
 weekend = ['wi:kend] = sfârșit de săptămână
 to welcome ['welkʌm] = a întâmpina
 welcome! = bine ați venit!
 you're welcome = cu plăcere
 welcoming ['welkʌmɪŋ] = primitiv
 well-known [,wel'nəʊn] = cunoscut, vestit
 wet [wet] = ud, umed, ploios
 what about [wɒtə'baʊt] = dar
 whatever [wɒ'tevə] = oricare, orice, indiferent de

wheel [wi:l] = roată
 whenever [we'veə] = ori de câte ori, oricând
 wherever [we'veə] = oriunde
 whether ['weðə] = 1. dacă; 2. fie
 which [wɪtʃ] = care
 while [wail] = 1. (conj.) în timp ce; 2. (subst.) interval, citva timp
 who [hu:] = cine
 whole [həʊl] = întreg
 whose [hu:z] = a cui
 why [wai] = 1. de ce; 2. ei (bine)
 wife [waɪf] = soție
 will [wɪl] = voință
 willy-nilly [,wɪli'nɪli] = vrînd nevrînd
 wine [wain] = vin
 to wish [wɪʃ] = a dori
 without [wɪ'daʊt] = fără
 wizard ['wɪzəd] = vrăjitor
 wolf [wʊlf] = pl. wolves = lup
 to wonder [ˈwʌndə] = a se întreba
 wonderful [ˈwʌndəfʊl] = minunat
 wood [wʊd] = lemn
 woods = pădure
 word [wɜ:d] = cuvînt
 work [wɜ:k] = 1. muncă, lucru, lucrare; 2. operă
 to work = 1. a munci; 2. a funcționa
 working class = clasa muncitoare
 working people = oamenii muncii
 workroom = cameră de lucru, atelier
 world [wɜ:ld] = lume
 worth [wɜ:θ] + -ing. = merită (să)
 would [wʊd] + inf. = obișnuia să
 I would like = aș dori
 wreath [wri:θ] = coroniță, cunună

Y

yet [yet] = deja; not yet = nu încă
 youth [ju:θ] = 1. tînăr; 2. (numai sg.) tineret

Z

zebra (crossing) [ˈzi:brə ˈkrɒsɪŋ] = trecere de pietoni

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