



UNIUNEA EUROPEANĂ



Instrumente Structurale
2014-2020

COMPETIT - Formare și calificare pentru competitivitatea întreprinderilor

COD SMIS: 128223

COMUNICARE ÎN LIMBA ENGLEZĂ



UNIT ONE - EDUCATION AND CAREERS READING

Part A - SCHOOLS

- ▶ In most countries of the world every child must *attend* school between certain ages. *Compulsory education* may extend over four, eight or ten years, from the age of five, six or seven to the age of fourteen, fifteen or sixteen. All children begin their education in a *primary school*, most of them move to a *secondary school* and some continue their studies in *universities* and *colleges*.
- ▶ Some countries often have separate schools for boys and girls, but there are also *co-educational schools* or *mixed schools* for boys and girls together. Some are *day schools* but others are *boarding schools*. The pupils of day schools live at home, but the pupils of boarding schools live in *hostels* at their schools. They go home only for the holidays.



- ▶ In all schools there are *facilities* for the study of science as well as Arts subjects. The schools have *well-equipped science laboratories*. In these, students can study Physics, Chemistry and Biology. There are also classes in *practical subjects* like Woodwork and Metalwork and, for the girls, Domestic Science.
- ▶ An important part of a school is the *library* for the use of the students. It has many books of any kinds, such as encyclopaedias, dictionaries and other *works of reference*, as well as fiction, newspapers, and magazines for general reading.
- ▶ All schools try to provide large school playgrounds or playing fields where students can play games.



BASIC VOCABULARY

- ▶ to attend = a frecventa
- ▶ compulsory education = educatie obligatorie primary school = scoala/ciclul primar(a) secondary school = gimnaziu
- ▶ co-educational school = scoala mixta day school = scoala cu cursuri de zi boarding school = scoala cu internat hostel = camin studentesc
- ▶ facilities = conditii
- ▶ practical classes/subjects = lucrari practice woodwork = tamplarie
- ▶ metalwork = prelucrarea metalelor Domestic science = gospodarie Library = biblioteca
- ▶ to provide = a furniza, a asigura



GRAMMAR SESSION

Present Tense Simple

▶ **1. Habitual actions:**

e.g.: She smokes.

They usually go to work by bus.

▶ **2. General truths:**

e.g.: Washington lies on the Potomac River.

Elephants don't fly.

▶ **3. Certain actions happening now:**

✓ *with verbs not normally used in the continuous:*

e.g.: I know what you mean and I agree with you.

✓ *in sports commentaries:*

e.g.: Smith catches up with the other competitors and finally wins.

✓ *in stage directions:*

e.g.: Susan enters the room and draws the curtains.
Presently the phone rings.

▶ **4. Quoting or reporting:**

e.g.: The Bible warns us not to steal.

The sign says "No parking."

▶ **5. Instructions:**

e.g.: Take a large baking tin and preheat it in the oven.

▶ **6. Certain past actions:**

e.g.: And then the guy opens the door and drops dead when he discovers that the money is gone.

▶ **7. Certain future actions:**

e.g.: The exhibition opens on Tuesday next week.

If you do that again, I will tell your mother.



Present Tense Continuous

- ▶ 1. *Actions happening at the moment of speaking:*

e.g: She's having an interview at the moment.

- ▶ 2. *Temporary actions extended over a period of time:*

e.g.: They are not using the back door in winter.

- ▶ 3. *Definite actions planned for the near future:*

e.g.: What are you doing tonight?

- ▶ 4. *Repeated actions which are often annoying or unreasonable:*

e.g.: I am constantly losing my keys.



Present Tense Simple FORMS

- ▶ **Affirmative:** N/P + V (3rd person singular gets 's' or 'es' at the verb)
- ▶ **Negative:** N/P + do/does + not + V
- ▶ **Interrogative:** Do/Does + N/P + V
- ▶ **Negative-Interrogative:** Don't/Doesn't + N/P + V
- ▶ **Adverbials** often used with the Present Tense Simple: always, often, frequently, occasionally, regularly, sometimes, from time to time, once a/twice a day/week/month/year, three times a ..., seldom etc.



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Present Tense Continuous FORMS

- ▶ **Affirmative:** N/P + to be + V-ing **Negative:** N/P + to be + not + V-ing
Interrogative: To be + N/P + V-ing
- ▶ **Negative-Interrogative:** To be + not + N/P + V-ing
- ▶ **Adverbials** often used with the Present Tense Continuous: now, at the moment, right now, just now.



Part B. - BRITISH UNIVERSITIES

- ▶ The system of *higher education* in Britain includes universities, polytechnics, colleges of education and advanced courses at various colleges in the *further education* system
- ▶ A university usually has both *faculties* and *departments*. The most common faculties are arts, law, medicine and science. The departments include engineering, economics, commerce, agriculture and technology.
- ▶ Students still have to pay *fees*, but local authorities give grants to most students whose parents cannot pay.
- ▶ Students working for their first *degree* at a university are called *undergraduates*. When they take their degree we say that they *graduate* and then they are called *graduates*. If they continue studying at university after they have graduated, they are called *post-graduates*. In general, the first degree of *Bachelor* is given to the students who pass examinations at the end of three or four years of study. Further study or research is required at the modern universities for the first post-graduate degree of *Master*, and at all British universities for that of *Doctor*.



- ▶ In Britain, *full-time university students* (students who spend all their time studying and have no other employment), have three terms of about ten weeks in each year.
- ▶ University teaching combines *lectures* given by *professors*, *readers* or *lecturers*, practical classes (in scientific subjects) and small group teaching in *seminaries* or *tutorials*.
- ▶ Students may become members of *academic societies* and *sport clubs* and take part in their activities. Between the university terms they have *vacations* (or holiday periods).
- ▶ Some universities, like Oxford and Cambridge in England, are *residential*. This means that during the university terms the students live in a university college or hostel or in lodgings chosen from an official list.



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- ▶ Other universities are *non-residential*. Some of the students at these universities can live in a university hostel, but many live at home or in lodgings and have to travel daily to their lectures.
- ▶ Full-time students are also called *internal students*, because they spend a lot of time at university. There are also *external students* who cannot attend the university full-time, but who are studying for its examinations. They are *part-time students*. They have to do other work during the day, usually to earn their living, and they study in the evening. In their departments of *extra-mural studies*, the universities provide courses for part-time students.
- ▶ For *admission to any degree course*, a student has to *go in* or pass a qualifying *examination*. In Britain there are not enough places for every secondary school student, so these examinations are competitive. This means that only the candidates with the highest marks can *gain admission*.



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BASIC VOCABULARY

- ▶ higher education = învățământ superior
- ▶ further education = forme de învățământ după terminarea școlii obligatorii, altele decât învățământul universitar
- ▶ fee = taxă
- ▶ degree = titlu, diplomă (universitară)
undergraduate = student
- ▶ to graduate = a absolvi graduate = absolvent
- ▶ post-graduate = cursant la o formă de învățământ postuniversitar Bachelor's Degree = licență
- ▶ Master's Degree = master Doctor's Degree = doctorat
- ▶ full-time student = student la cursuri de zi
lecture = prelegere, curs
- ▶ tutorial = seminar, consultație
- ▶ residential university = complex universitar
lodgings = camera cu chirie
- ▶ non-residential university = universitate
- ▶ part-time student = student la cursuri serale
sau fără frecvență extra-mural studies = cursuri fără frecvență
- ▶ to provide = a furniza, a asigura
- ▶ academic society = cerc științific studentesc
- ▶ degree course = curs pentru obținerea diplomei (de licență) to go in for an exam = a se prezenta la un examen
- ▶ to gain admission = a fi admis, a intra



▶ **TASKS:**

What's the difference between:

- ▶ a nursery - a nursery school;
- ▶ separate schools - vocational schools;
- ▶ day-schools - boarding schools;
- ▶ grammar schools - secondary modern schools;
- ▶ practical skills - academic study;
- ▶ full-time students - part-time students;
- ▶ lectures - seminars;
- ▶ residential universities - non-residential universities



Talk about stages in Romanian education. Use the following:

- ▶ receive an education;
- ▶ start school;
- ▶ attend school;
- ▶ be good at ...;
- ▶ provide a qualification for ...;
- ▶ go in for an exam;
- ▶ pass an exam;
- ▶ fail an exam;
- ▶ leave to school;
- ▶ gain admission to ...;
- ▶ take courses;
- ▶ study for a degree;
- ▶ take a degree;
- ▶ graduate from ...;
- ▶ take up as a career.



Topics for free conversation:

- ▶ Your opinion of an ideal teacher.
- ▶ Your impression of student life.
- ▶ Career opportunities and career guidance in Romania.
- ▶ All careers are important in the 21st century.
- ▶ Women's role in contemporary society. All careers are open to women nowadays.



UNIT TWO - HOLIDAYS READING

- ▶ When applied to holidays the expressions package and all-in-price mean that the individual costs of accommodation, transport and perhaps excursions or other activities have been carefully planned and joined together so that they may be conveniently bought as a complete package.
- ▶ Not only does this save the trouble of inquiring about each item and booking separately, but the cost is often appreciably less than buying the same services bit by bit. An extra advantage with package arrangements is that cost is often reduced for holidays outside the peak summer months.
- ▶ There are many interesting package holidays available in England. They range from special interest study tours or sporting holidays to a canal cruising through the restful countryside



- ▶ The popularity of camping and caravanning has also grown over recent years due to the appeal of a flexible holiday, combined with the provision of more and better sites, and a wide choice of equipment. Many organized camping sites offer such facilities as shops, showers and laundry rooms, as well as the essential services. Equipment available ranges from sleeping bags, folding beds, cooking equipment, fold-up tables and chairs to tents and tent trailers.
- ▶ A caravanning holiday offers the same relaxed atmosphere of camping but the comfort of a warm caravan may induce you to try the off-season spring and autumn months when the roads are not so crowded.

(Adapted from: *In Britain*)



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BASIC VOCABULARY

- ▶ package holiday = excursie in grup organizat, cu traseu fix, platita dinainte off season = extra-sezon
- ▶ peak month = luna de varf
- ▶ camping out = drumetie, excursie, camping resort = statiune
- ▶ seaside resort = statiune pe litoral
- ▶ health resort = statiune de odihna/balneo-climaterica hostel = 1. camin studentesc, 2.cabana, hotel turistic boarding house = pensiune turistica
- ▶ accomodation = cazare
- ▶ single room = camera cu un pat double room = camera cu doua paturi suit = apartament

- ▶ conveniences = confort facilities = dotari
- ▶ laundry service = spalatorie
- ▶ arrival card = fisa, formular de sosire available = disponibil
- ▶ nagging = cicalitor
- ▶ to sign in = a se inregistra la venire to sign out = a se inregistra la plecare
- ▶ to inquire = a se informa, a se interesa to vacate = a elibera, a goli
- ▶ to charge = a pune la socoteala, a taxa
- ▶ to overlook = a avea vedere spre/la/catre to cruise = a face o croaziera
- ▶ to get away = a pkeca din oras



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- ▶ to go on holiday = a merge/pleca in concediu/vacanta
- ▶ the modern love of moving around = pasiunea pentru miscare a epocii moderne the ease of travel = usurinta de a calatori
- ▶ the love of solitude = dorinta de singuratate full board = pensiune completa
- ▶ full up = retinut, ocupat vacant = liber



GRAMMAR SESSION

Past Tense Simple

- ▶ **1. Actions completed at a definite point in the past (when the time is given):**

e.g.: Mr. Brown retired last year.

- ▶ **2. Actions completed at a definite point in the past which is not given but implied or understood as past time:**

e.g.: The train was two hours late.

- ▶ **3. Actions that occupied a period of time in the past:**

e.g.: She worked as his personal secretary from June to December.

- ▶ **4. Habitual past actions:**

e.g.: They always complained about everything.

- ▶ **5. Suppositions (Conditional II):**

e.g.: If he had a little more courage he would ask for a rise.

- ▶ **6. Special uses:**

e.g.: I wish I knew her name.

If only we had a little time left!

They talk as if they wanted to rule the world
It's high time they retired.

I'd rather you drove tonight; I feel like sleeping then



Past Tense Continuous

- ▶ **1. Actions that were in progress at a given moment in the past:**

e.g.: At five a clock we were talking about the rapid development of the company.

- ▶ **2. Continuous activities during a definite period in the past:**

e.g.: They were quarelling all last night.

- ▶ **3. Parallel continuous actions in the past:**

e.g.: Tom was making a phone call while Mrs. Smith was making arrangements for the team's departure.

- ▶ **4. Definite future arrangements made in the past:**

e.g.: They declined my invitation because they were leaving for London the next morning.

- ▶ **5. Other uses:**

e.g.: I was wondering if you could help me tonight.

They were always complaining about everything. I was talking to your mother about your achievements the other day



Past Tense Simple

- ▶ **FORMS**
- ▶ **Affirmative:** N/P + verb 2nd form/verb+ed **Negative:** N/P + did + not + V
Interrogative: Did + N/P + V
- ▶ **Negative Interrogative:** Didn't + N/P + V
- ▶ **Adverbials** often used with Past Tense Simple: yesterday, last week/month/year/summer, a few hours/minutes/days/weeks/months/years ago, a long time ago, in 1993, at the turn of the century, in 142 BC, during the war, once, the other day etc.



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Past Tense Continuous FORMS

- ▶ **Affirmative:** N/P + was/were + V-ing **Negative:** N/P + was not/were not + V-ing
Interogative: Was/were + N/P + V-ing
- ▶ **Negative Interogative:** Wasn't/weren't + N/P + V-ing



EXERCISES

Describe an ideal holiday for each of the following people:

- ▶ a university professor;
- ▶ a middle-aged housewife;
- ▶ two pretty girls of eighteen;
- ▶ a farmer and his wife;
- ▶ a very energetic young man;
- ▶ a group of school pupils;
- ▶ a group of university students.



What is the difference between:

- ▶ a motel - a hotel - a hostel;
- ▶ a boarding house - a guest house;
- ▶ signing in - signing out;
- ▶ booking a room - cancelling a room;
- ▶ a single room - a double room - a suit;
- ▶ a garage - parking space;
- ▶ a newsstand - a stationary.



Name the following:

- ▶ you write your name, address and nationality in it;
- ▶ a place where hotel guests can meet visitors and friends;
- ▶ foreigners can change their money there;
- ▶ a holiday place where you can also be under medical attention;
- ▶ a holiday place where there are springs of mineral water having medical properties;
- ▶ a holiday tour with every detail arranged in advance by travel agents and sold at a fixed price.



Topics for free conversation:

- ▶ The value of a :
 - ▶ camping
 - ▶ walking
 - ▶ youth-hostelling holiday.
- ▶ The best way to get to know a place.
- ▶ Your favourite kind of holiday.
- ▶ The tourist industry - advantages and disadvantages.
- ▶ Arguments for and against package holiday.
- ▶ Describe the part of Romania that you would advise a foreign visitor not to miss.



Put the verbs in parantheses into the Past Simple or the Past Continuous:

- ▶ The ship (approach) the Cape Town when the tornado (begin).
- ▶ The bomb (go) off when the president (give) the speech.
- ▶ The plane (catch) fire when it (take) off.
- ▶ Whenever I (come) to see them they always (quarrel).
- ▶ Tim (crash) into a street light because he (drive) too fast.



- ▶ He (peep) through the keyhole when the door suddenly (open).
- ▶ The teacher (write) something on the blackboard while the children (throw) paper balls at one another.
- ▶ She (break) down when she (hear) the news.
- ▶ The tyre (blow) up when she (drive) on a deserted country road.
- ▶ They (work) very hard when the inspector (enter).



UNIT THREE - PUBLIC INSTITUTIONS READING - The Post-Office

- ▶ The post-office has many duties and has hundreds of thousands of officials: postmasters who are in charge of post-offices, post-office clerck and many postmen. It is the postman who brings many items of news to everybody, going round from house to house, and dropping the letters into our letter-boxes.
- ▶ The Post-Office not only delivers and sends letters and other mail, but also controls the telegraphs and telephones, issues television and radio licences and registers them, and pays out pensions and allowances.
- ▶ When you want to send a telegram ask for a telegram form at the counter and fill in it. A telegram reaches the addressee in two or three hours. The charge depends on the number of words, so try to convey the message in a few words as possible.
- ▶ If you want to post an ordinary letter, a postcard or a small parcel, you needn't go to the post-office; you can drop it into the nearest letter-box.



- ▶ In Britain these boxes are either fixed in a wall, or they are iron cylinders painted red, called pillar-boxes, standing by the kerbstone. The time of the next collection is indicated on a little plate, which is changed by the postman every time he comes to collect letters.
- ▶ The letters whose receivers are unknown are either returned to the senders or carried to the deal-letter office.
- ▶ When you send a parcel, you hand it to the assistant, who weighs it on the scales. You pay according to the weight of the parcel and the clerk gives you a receipt. Then, if the parcel is lost or stolen, you can claim payment from the post-office.



- ▶ Do you want to have a conversation with a friend of yours who lives in another town? Then you make a long-distance. You either ask the operator to connect you, or, if your friend lives in a big town you may dial the call yourself. You dial first the code number for the town that you are calling and then the number of the subscriber.
- ▶ If you make a local call, you go into the telephone box and lift the receiver. When you hear the dialling tone indicating that nothing is wrong on the line, dial the number you want. When you hear rapid pips, you press in the coin, and then you can speak.

(Adapted)



BASIC VOCABULARY

- ▶ postmaster = diriginte de posta
- ▶ post-office clerk = functionar la posta allowance = pensie, ajutor (de boala)
addressee = destinatar
- ▶ pillar-box = cutie de scrisori (in Anglia) kerbstone = piatra de bordura
- ▶ mail collection = ridicarea scrisorilor sender = expeditor
- ▶ deal-letter office = serviciul scrisorilor fara adresa receipt = chitanta, recipisa
- ▶ to claim payment = a cere despagubiri subscriber = abonat
- ▶ pip = semnal intermitent
- ▶ to press the coin into the slot = a introduce moneda



EXERCISES

Express the following in one or two words.

- ▶ a list of names of people in alphabetical order with their addresses and telephone numbers;
- ▶ the part of the telephone you lift to your ear, and also speak into;
- ▶ short-distance calls of up to about twenty miles;
- ▶ telephone calls over longer distances;
- ▶ the man in charge of a post-office;
- ▶ the man who brings letters to your houses;



- ▶ the person who puts you through when you make a trunk-call;
- ▶ a box where letters are posted;
- ▶ the person you send your letters to;
- ▶ the narrow opening in a public telephone where you drop the coin;
- ▶ the sound which tells you the telephone can be used; a form sending money by post.



CONVERSATION PRACTICE

Fill in the blanks with possible questions or answers:

- ▶ *Postmistress:* Hello, Mrs Murphy! What can I do for you?
- ▶ *Mrs Murphy:* ... old-age pension ... *Postmistress:* Your pension? Well, here it is. *Mrs Murphy:* ... 8 p stamps ...
- ▶ *Postmistress:* There you are; there's your change.
- ▶ *Mr Grosvenor:* ... important papers ...
- ▶ *Postmistress:* All right. I'll send them by recorded delivery.
- ▶ *Mrs Barclay:* ... letters...
- ▶ *Postmistress:* All letters go to Europe by air. Anything else?
- ▶ *Mrs Barclay:* ... London. *Postmistress:* first or second class? *Mrs Barclay:* ... not urgent.
- ▶ *Postmistress:* Here's your change, thank you



Topics for free conversation:

- ▶ Work in a post-office.
- ▶ A postman's working day.
- ▶ Your experience in making a long-distance call.
- ▶ Advantages and disadvantages of having a telephone at home.
- ▶ Reasons for sending letters/postcards to people.
- ▶ The role of registered post.



UNIT FOUR - TRANSITION READING

- ▶ The transition from a command to a market economy is the movement towards a new system for the generation and allocation of resources. It involves the change and creation of institutions, including enterprises and legal structures. Stabilisation policy, on the other hand, aims to achieve a low and predictable rate of inflation and to prevent unnecessary fluctuations in output and employment through the use of fiscal and monetary policy instruments. These concepts differ from the concept of economic development, which refers to the enhancement of the standard of living of individuals.
- ▶ The economics of Eastern Europe have been transformed lately. Market-oriented systems have replaced the old command economies. In most countries of the region, more than half of GDP is now generated by the private sector.



- ▶ The governments in the bulk of the region have comprehensively liberalised prices, external trade and currency arrangements, and privatised small-scale economic units. It has proved essential that these should have been the first areas of change. Many have also privatised a substantial share of their larger enterprises.
- ▶ Most of the governments and central banks in Eastern Europe began the implementation of tight fiscal and monetary policies between 1989 and 1991, alongside comprehensive price and trade liberalisation and removal of restrictions on entry for new companies. Eastern governments understood that it was necessary that they should adopt these measures which forced enterprises to adjust both to new competition and to a very substantial reduction in their access to subsidised finance from state budgets and banks.



- ▶ All transition countries also still face other substantial challenges of reform - for example, in the areas of banking supervision, the development of banking skills, capital market development, competition policy, labour market regulation, social security, secured transactions and broad areas of the legal structure. The ownership transformation has in some places been focused on industry and services, while leaving the organisational structure in agriculture largely unchanged. Some key prices, notably those for energy and housing, are still centrally controlled in many countries at levels that fail to cover production costs (in the case of energy) or clear the market (in the case of housing).



BASIC VOCABULARY

- ▶ transition = tranzitie to achieve = a realiza
- ▶ predictable = previzibil to prevent = a impiedica
- ▶ employment = angajare, ocuparea locurilor de munca enhancement = marire, sporire, intensificare
- ▶ bulk = majoritate
- ▶ currency arrangements = masuri/aranjamente valutare share(s) = actiune(i)
- ▶ to adjust = a regla, a potrivi, a pune in ordine subsidised finance = finante subventionate
- ▶ ownership = 1. proprietate, posesiune, 2. drept de proprietate



GRAMMAR SESSION

Adverbs as modifiers

We distinguish between eight kinds of adverbs:

▶ ***Adverbs of manner***

e.g.: carefully, easily, quickly, quietly etc.

▶ ***Adverbs of place***

e.g.: above, abroad, here, there etc.

▶ ***Adverbs of time***

e.g.: soon, now, still, before, after etc.

▶ ***Adverbs of frequency***

e.g.: always, never, ever, often, once etc.

▶ ***Adverbs of degree***

e.g.: completely, extremely, quite, very etc.

▶ ***Adverbs of affirmation***

e.g.: certainly, indeed, obviously etc.

▶ ***Interrogative adverbs***

e.g.: how, when, where, why etc.

▶ ***Relative adverbs***

e.g.: how, when, where, why etc.

(Identical in form with interrogative adverbs but used to introduce a dependent clause
e.g.: This is the village where we spend our summer vacation).



Adverbs may modify:

▶ *Verbs*

e.g.: He examined the papers carefully.

▶ *Adjectives*

e.g.: This task seems to be extremely difficult.

▶ *Adverbs*

e.g.: They solved the problem very quickly.

▶ *Phrases*

e.g.: Her answers were not always to the point.

▶ *Complete sentences*

e.g.: Obviously, she didn't like his way of talking.



Present Perfect Tense Simple

▶ **1. Recently completed actions:**

e.g.: The economies of eastern countries have been transformed recently.

I'm afraid the manager has just gone out.

The transition has already begun.

▶ **2. Past actions completed in an unspecified period of time:**

e.g.: I have understood the rules, but I don't mind reading them again.

We have met, haven't we?

She has written ten reports and I have read all of them.



▶ ***3. Actions that extend over a period of time lasting up to the present moment:***

e.g.: Football has been a popular game in the States for more 50 years.
They have been very busy with this translation since we left the office.
I have known him since 1992.

▶ ***4. Actions that have happened once or more than once within the speaker's experience:***

e.g.: Tom has always liked Chopin.
I have never been to the Opera.
Have they tried to win the competition before?



- ▶ ***5. In temporal clauses - the action in the temporal clause is completed before the present/future event / the main clause begins:***

e.g.: The recital will begin as soon as the audience have taken their seats.

I'll give you a call when the meeting has ended.

Don't answer any question until you have understood all of them.



Present Perfect Tense Continuous

▶ **1. Actions which began in the past and are still continuing:**

e.g. I've been waiting here all morning and the manager hasn't arrived yet.

We've been using this road since the war.

They have been going out together for six months now.

▶ **2. Actions which began in the past and have only just finished:**

e.g. There's my pen at last! I've been looking for it since lunch.

You know you've been sleeping for ten hours?



Present Perfect Tense Simple

FORMS:

- ▶ **Affirmative:** N/P + have/has + 3rd form of the verb
- ▶ **Negative:** N/P + have/has + not + 3rd form of the verb
- ▶ **Interrogative:** Have/has + N/P + 3rd form of the verb
- ▶ **Negative Interrogative:** Haven't/hasn't + N/P + 3rd form of the verb
- ▶ **Adverbials** often used with Present Perfect Tense Simple: always, never, ever, seldom, often, rarely, occasionally, just, so far, recently, lately, today, this week, this year, this month, already, yet, for, since, as soon as etc.



Present Perfect Tense Continuous

FORMS:

- ▶ **Affirmative:** N/P + have/has + been + V-ing **Negative:** N/P + have/has + not + been + V-ing
- ▶ **Interrogative:** Have/has + N/P + been + V-ing
- ▶ **Negative Interrogative:** Haven't/hasn't + N/P + been + V-ing
- ▶ **Adverbials** often used with Present Perfect Tense Continuous: for, since



TASKS

a. Find five adverbs in each of the following classes: time, place, manner, frequency, degree, affirmation. Then choose two from each class and write sentences using them.

b. Complete the following sentences with an adverb or adverbial phrase of the kind indicated in the brackets.

- ▶ He was ... anxious about losing his seat in Parliament (degree).
- ▶ ... I don't agree with my college's opinion (time).
- ▶ The senators ... go to London to take part in the parliamentary sessions (frequency).
- ▶ Tom put his luggage ... during the ride (place).



- ▶ Mr. Hamilton is ... determined to finish his speech tonight (degree).
- ▶ ... is the meeting I was told to visit (place)?
- ▶ He could ... convince the voters (manner).
- ▶ ... , they would agree to his proposal (affirmation).



UNIT FIVE - PROTECTING THE ENVIRONMENT READING

- ▶ The Federal Surface Mining Act was passed in 1977 for the laudable purpose of protecting the environment from the ravages of strip-mining of coal. For many years environmentalists had fought to get the bill passed. Strip-mining menaces the habitat of wildlife and causes incalculable damage to the environment. The law is explicit on such matters as where strip-mining is prohibited; the disposal of toxic waste, the placement of power lines, and the rights of the public to take part in the control of strip-mining. However, the Secretary of the Interior has recently incurred the wrath of environmentalists by advocating numerous proposals that repudiate the existing law.
- ▶ According to the law, strip-mining is prohibited in national forests, national wildlife refuges, public parks, historic places, and within a specified number of feet from roads, cemeteries, parks, houses, and schools. The exception to this prohibition is stated in the words valid existing rights, referring to those miners in protected lands before the law passed.



- ▶ By redefining “valid existing rights,” the Secretary now intends to infringe upon the law by opening over a million acres of national forest and wildlife refuges to strip-mining. Naturally, the National Wildlife Federation is appaled. This new proposal does not augur well for wildlife, which will be destroyed by such latent killers as power lines and tainted ponds near strip-mines.
- ▶ Why is the Secretary attempting to jettison the regulations so temptestously gained only a few years ago? He claims that mining companies are losing money and that the new proposals would make mining more lucrative. Irate ecologists repudiate that theory on the basis of a study made by the Department of Energy that estimates that the savings to mining companies would be less than five cents per ton of coal.



- ▶ It doesn't require a sage to foresee the wrangle that is forthcoming between proponents of conservation and the Interior Department. The consensus among environmentalists is that unless they obstruct the Secretary's new regulations, this land will be ravaged and our wildlife severely maimed by strip- mining companies for the sake of a few pennies' profit.



BASIC VOCABULARY

- ▶ to ravage = a devasta, a pustii, a distruge to pass a bill = a vota o lege
- ▶ to be appaled = a fi ingrozit
- ▶ to jettison = a arunca, a scapa de to maim = a mutila, a schilodi
- ▶ to infringe upon = a incalca, a calca to foresee = a prevedea, a anicipa strip-mining =
- ▶ Secretary of Interior = Ministru de Interne (in SUA) wrath = furie, manie
- ▶ irate = enervat, iritat
- ▶ tainted = infectat, poluat, stricat sage = intelept
- ▶ wrangle = altercatie, discutie aprinsa
- ▶ forthcoming = 1. existent, 2. apropiat, viitor, care se apropie



GRAMMAR SESSION

Past Perfect Tense Simple

- ▶ **1. Actions completed shortly before a certain point in the past.**

e.g.: I refused his cigarette because I had only just finished mine

- ▶ **2. Actions completed in an unspecified time before a certain point in the past.**

e.g.: Tom had lost his car key so he had to take a taxi.

- ▶ **3. With time expressions:**

e.g.: She had read all his works before she met him by chance one day.



▶ **4. In Indirect Speech as the past equivalent of the Present Perfect**

e.g.: Jill was excited because she had never been to circus before. (that is what she said)

▶ **5. In Type III Conditional**

e.g.: If you had told me, I wouldn't have done that mistake.



Past Perfect Tense Continuous

- ▶ **1. Actions which continued up to a certain point in the past**

e.g.: He had been trying to start the car before the mechanic arrived

- ▶ **2. Actions frequently repeated.**

e.g.: Susan was annoyed. George had been phoning her every night for a whole week.

- ▶ **3. Drawing conclusions based on direct or indirect evidence.**

e.g.: Her eyes were red. It was obvious she had been crying



Past Perfect Tense Simple

FORMS:

- ▶ **Affirmative:** N/P + had + 3rd form of the verb
- ▶ **Negative:** N/P + had + not + 3rd form of the verb
- ▶ **Interrogative:** Had + N/P + 3rd form of the verb
- ▶ **Negative-Interrogative:** Hadn't + N/P + 3rd form of the verb
- ▶ **Adverbials** often used with Past Perfect Tense Simple: for years/months/weeks..., for ages, for a long time, since, ever since, since before, before, long before, till/until, when, as soon as, by the time, hardly/scarcely/barely ...when, no sooner ... than etc.



Past Perfect Tense Continuous

FORMS:

- ▶ **Affirmative:** N/P + had + been + V-ing
- ▶ **Negative:** N/P + had + not + been + V-ing
- ▶ **Interrogative:** Had + N/P + been + V-ing
- ▶ **Negative-Interrogative:** Hadn't + N/P + been + V-ing



EXERCISES

1. Put the verbs in brackets into the Past Simple or the Past Perfect Continuous:

- ▶ The baby (cry) for an hour before his mother (wake) up.
- ▶ She (fail) the exam though she (study) German for two years.
- ▶ Obviously the boys (smoke) before I (enter) because the room was full of cigarette smoke.
- ▶ The band (play) for more than an hour before the people (start) to throw rotten tomatoes at them.
- ▶ Although he (try) hard to memorize that poem he (be able to) even remember the first stanza.
- ▶ Professor Evans (lecture) on socialist economy for 15 years before he (decide) to change the subject.
- ▶ The prisoner (saw) the bars for three nights before he finally (make) his escape



- ▶ Ralph (work) over a math problem for two hours before his sister (come) and (help).
- ▶ At last the experimenters (find) the vaccine they (try) to develop for three years.
- ▶ The fresco which the artist (paint) since the previous summer (be) ready in August of 1662.
- ▶ The diver (discover) a pirate ship that (lie) on the sea bed for two centuries.
- ▶ I (realize) someone (use) my camera because there were finger marks on the lens.
- ▶ Although the girl only (miss) for eight hours the parents (decide) to call the police.
- ▶ No wonder the engine (break) down yesterday; it (ran) for 24 hours.
- ▶ We have evidence that Mrs. Scott (clean) the window shortly before she (fall) down.



4. Put in the past perfect simple or progressive or the past simple. Give alternatives where possible:

Old Mr Williams was very concerned. He and his wife were pensioners and he ... (spend) the whole morning looking for their pension books. He ... (look) everywhere, but he ... (not be able) to find them. Meanwhile, his wife ... (be) busy. She ... (cook) all morning. She ... (prepare) a delicious meal. She ... (make) soup, followed by a lovely pie, which she ... (bake) in the oven. Mr Williams ... (enjoy) always his food, but he clearly wasn't enjoying his lunch.



‘What’s the matter, Tom?’ his wife asked.

Mr. Williams ... (have to) confess that he ... (lost) their pension books.

‘I know,’ Mrs Williams ... (say) with a twinkle in her eyes.

‘I’ve got them’.

‘You’ve got them?’

‘Yes - and guess where I ... (find) them!’

Mr Williams suddenly remembered.

‘In the oven! I ... (put) them there for safe-keeping.’

He ... (smile) with relief as she ... (fish) them out of the apron pocket!



UNIT SIX - THE PRESENT BUSINESS CLIMATE IN THE USA READING

- ▶ Many Americans prefer to be their own bosses, and they are willing to trade security for the chance of “making it”. Some 10,000,000 Americans owned their own businesses in 1984, and four times that number owned a part of businesses and industries through stock. Yet, despite its own claims, America is far from being a “free enterprise” market. Anyone trying to start a business is faced with many regulations, restrictions, and laws from all levels of government, federal, state and local. The federal government sets laws concerning working conditions, transportation, minimum wages, and working hours (the minimum legal wage in 1987 was \$ 3.35 per hour). Environmental protection and equal employment laws in the United States are among the strictest in the world. Such laws and regulations, standards and requirements represent the greatest contrast of the present business climate with that of the past.



- ▶ The American blue-collar worker is among the highest paid in the world, and his benefits and pensions also make him one of the most expensive. The average production worker in the US earned \$ 9.50 an hour in 1985, the highest wage of any production worker in the industrial West. In addition, many firms in the United States have profit-sharing plans for their employees. Through these agreements, employees receive a certain percentage of the profits the company makes. Profit shares may be paid out in cash or company stock at the end of the fiscal year, or may be put into a trust fund and distributed to participants at retirement. This kind of profit-sharing started in the US in the early 20th century. Procter & Gamble began its profit-sharing plan in 1887, Eastman Kodak Company followed in 1912.



- ▶ In 1984 some 20 million Americans participated in plans to receive a share of company profits. In addition, around 82% of American workers in medium sized and large firms were covered by retired pension plan from their firms.
- ▶ Recently a new trend has emerged with attempts to put employees and employers on much the same level. In some firms all employees own a part of the company and do all kinds of jobs. But all share in their profits or losses as well. This arrangement seems to give great incentive to employees.

(According to *American Life and Institutions*, D.K.Stevenson, USIS, pp.61-63)



BUSINESS VOCABULARY

- ▶ transition = tranzitie
- ▶ heavy industry = industrie grea shareholder = actionar proprietorship = proprietate
- ▶ the rights and duties = drepturile si obligatiile legal agreement = contract de asociere
- ▶ to be exempt from = a fi exclus de la/din liable = raspunzator
- ▶ sole = unic
- ▶ partnership = parteneriat to regulate = a reglementa co-owners = co-proprietari earnings = castiguri



- ▶ operating profit = profit din activitatea curenta profit margin = marja de profit
- ▶ gross profit = profit brut
- ▶ profit and loss account = contul de profit si pierderi chartered = autorizat
- ▶ joint venture = asociere
- ▶ parent company = companie mama
- ▶ know-how = pricepere, cunoastere, dibacie (intr-o activitate anume) “know-hows”= secrete, metode de lucru
- ▶ bond = obligatiune
- ▶ tax deductible = scutit de impozit additional shares = actiuni suplimentare invoice = factura
- ▶ face value = valoare nominala shipment = expediere



VOCABULARY PRACTICE

- ▶ ***Find synonyms to the following words:***

to grow, capital, to reach, shares, income, owner, expansion.

- ▶ ***Explain the meaning of the following constructions:***

shareholder, capital gain, maturity, competitive market forces, gross profit, chartered, operating profit, equipment.



GRAMMAR SESSION

IF CLAUSES

General information about conditionals Conditions: “if ... (then)”

A condition is something that has to be fulfilled before something else can happen.

“If”, normally meaning “provided that”, is sometimes followed by **then**.

▶ *If then is not stated, it is implied:*

e.g. **If the rain stops, we’ll be able to go for a walk.**

▶ *Conditional clauses after if are not about events that have occurred, but about events that can or might occur or might have occurred. Sometimes these events are highly probable:*

e.g. **If the price of oil comes down, more people will buy it.**



▶ *Sometimes they are impossible (they did not or cannot happen):*

e.g. **If my horse had won, I would have made a lot of money.**

▶ *Conditionals are often introduced by if, but can be introduced by other words. They can also be implied:*

e.g. **I wouldn't (or shouldn't) go that way.**



Types of conditionals

Conditional sentences are usually divided into three basic types referred to as **Type 1**, **Type 2** and **Type 3**. Each has its own variations, but the elements are as follows:

- ▶ **Type 1:** What will you do if you lose your money?

Asking/talking about something that is quite possible: “if” + present + “will”

If I **lose** my money, I **will look for** a job.

- ▶ **Type 2:** What would you do if you lost your money?

Asking/talking about imagined situations/consequences now: “if” + past + “would”

If I **lost** my money, I **would look for** a job.



- ▶ **Type 3:** What would you have done if you had lost your money?

Asking/talking about imagined situations/consequences then: “if” + past perfect + “would have”

If I had lost my money, I would have looked for a job.

- ▶ The conditional can be expressed with other modal verbs as well as with *shall, will, should and would:*

e.g. We could have had a good time (if we had had the money).



Conjunctions that are sometimes used in place of “if”

- ▶ Conditionals can also be introduced by the following conjunctions, which do not always have precisely the same meaning as if: *as long as*, *assuming (that)*, *even if*, *if only*, *on the condition that*, *provided/providing that*, *so long as*, *unless*, *also suppose (that)* and *supposing (that)* which normally introduce questions:

e.g. He'll definitely win, even if he falls over.

They'll lend us their flat on the condition that we look after it. Supposing (that) we miss the train, what shall we do?



Implied conditionals

Conditionals can be implied (i.e. not directly introduced by “if”) in a variety of ways: e.g.

▶ Type 1:

With luck, we’ll be there by tomorrow. (= if we’re lucky)

Given time, they’ll probably agree. (= if we give them time)

▶ Type 2:

To hear him talk, you’d think he was the Prime Minister. (= if you could hear him talk)

I would write to her, **but I don’t know her address**. (= if I knew her address)

▶ Type 3:

Without your help, I couldn’t have done it. (= if you hadn’t helped)

In different circumstances, I would have said yes. (= if circumstances had been different)



EXERCISES

Imagine conditions for the following future-possible actions or situations.

- ▶ They will come to the party if you
- ▶ She will spend her holidays in the mountains if
- ▶ My parents will be happy if
- ▶ We shall decide on this matter if the manager
- ▶ None of us will be on time if you
- ▶ Their children will be delighted if



Express hypotheses about the past, using the information below. The first one has already been done for you.

- ▶ I didn't have enough money, so I didn't go to Italy last summer.
- ▶ If I had had enough money, I would have gone to Italy last summer.
- ▶ I bought a new flat, so I was hard up.
- ▶ We went to Constanta, so we could see the Black Sea again.
- ▶ They didn't have a large house, so we decided to stay in a hotel.
- ▶ George's father lent us his car, so we went sightseeing.



- ▶ The weather was wonderful, so we had nothing to complain about.
- ▶ George's parents told us to try something new, so we went boating.
- ▶ It started to rain, so we didn't enjoy our travel by boat.
- ▶ When we came back, George's parents had prepared a surprise party for us, so we soon forgot all about the rain.
- ▶ The next morning our holiday was over, so we had to come back to Bucharest.



Put in the correct form of the verbs in brackets to express a past possibility that did not happen.

- ▶ If they save money in the past, they (have) no financial problems today.
- ▶ If we (help) him in time, we (save) his life.
- ▶ They (come) earlier if they (know) how serious the situation was.
- ▶ I (sell) the car last year if I (know) the price of the oil would rise.
- ▶ If they (warn) me in time, I (not go) there.
- ▶ Suppose they (ask) for an appointment, you (agree) to speak to them?
- ▶ Suppose he (graduate) the University, he (become) a mathematician?
- ▶ Supposing he (come), he (solve) the problem?
- ▶ Suppose you (know) that the inflation rate would increase, you (buy) a new car last year?



Write “unless” instead of “if” and make any other necessary changes.

- ▶ The driver would have avoided the accident if he hadn't exceeded the speed limit.
- ▶ If this restaurant hadn't changed the cook, we would have gone there to celebrate our wedding anniversary.
- ▶ I shouldn't have told you this if I hadn't been sure of it.
- ▶ If he hadn't lied to me, I would have forgiven him.



Put the verbs into the appropriate tense.

- ▶ If they (play) better, they would have won the match.
- ▶ If I had known the answer, I (tell) you.
- ▶ Had you got up earlier, we (not miss) the train.
- ▶ I would have punished him if he (not apologise)
- ▶ I (call).....you if I find anything new.
- ▶ If they (be)at home, they would answer the phone.
- ▶ If he (finish).....his English homework until 4 p.m., we will all go to the cinema.



UNIT SEVEN - FREEDOM OF THE PRESS IN AMERICA READING

- ▶ Freedom to learn, to think, to speak, and to publish are among the basic elements of a democratic way of life. In the seventeenth century, these freedoms were restricted throughout most of Europe. Many of the colonial leaders brought negative thoughts about these freedoms along with them to the New World. From the earliest days, they had misgivings about the growing spirit of independence among the settlers. These leaders believed that it was dangerous to educate men and women or even to allow them to read freely. In fact, one such leader, William Berkeley, governor of Virginia, went so far as to boast that while he was governor, there were neither free schools nor printing presses in the colony. On the other hand, many colonists held an opposing view. They believed that people should be free to learn, to think and to express their opinions. They also believed that people should be free to print and distribute their own thoughts of others.



- ▶ One of these colonists was John Peter Zenger. Zenger's *New York Weekly Journal*, begun in 1733, spoke out in opposition to the King's government. Then in the autumn of 1734 Zenger was arrested for printing criticism of the governor. Under British law, this made him guilty of criminal libel, even if the criticism was true.
- ▶ Zenger's arrest excited intense interest throughout the colonies. Fortunately, Andrew Hamilton, one of the ablest lawyers in America agreed to defend him. Hamilton argued with force and passion. He argued that the charges printed by Zenger were true; therefore, they were not libelous. He asserted that Zenger had been fighting for the right to speak and write the truth. In short, he had been fighting for liberty itself.



- ▶ The jury returned to a verdict of not guilty and John Peter Zenger, editor and publisher, walked out of the courtroom a free man.
- ▶ This landmark decision helped establish in America the principle of freedom of the press.

(American Panorama, Thomas Kral, USIA)

BASIC VOCABULARY

- ▶ misgiving = 1. presimțire (rea); 2. indoiala settler = colonist
- ▶ criminal libel = calomnie courtroom = sala de sedinte
- ▶ landmark = moment hotarator, punct de cotitura to establish = a stabili



VOCABULARY PRACTICE

1. Do you agree or disagree with each of the statements below? Use the expressions such as:

- ▶ *I agree*
- ▶ *I strongly agree*
- ▶ *I completely agree*
- ▶ *I'm in the complete agreement I couldn't/can't agree more*
- ▶ *I disagree*
- ▶ *I strongly disagree It's out of question It's a nonsense It's ridiculous*



- ▶ Freedom to learn, to think, to speak, and to publish are among the basic elements of a democratic way of life.
- ▶ It is dangerous to educate men and women or even to allow them to read freely.
- ▶ People should be free to learn, to think and to express their opinions.
- ▶ Printers should be free to print and distribute their own thoughts of others.
- ▶ It is worth fighting for liberty itself.



GRAMMAR SESSION - DIRECT AND INDIRECT SPEECH

a. When do we use direct speech?

- ▶ We use direct speech whenever we speak.
- ▶ We use the term **direct speech** to describe the way we represent the spoken word in writing.

actual spoken statement	direct statement in writing
"I'm waiting"	"I'm waiting," Tom said
actual spoken question	direct question in writing
"When did you arrive, Tom?"	"When did you arrive, Tom?" Susan
	asked



b. When do we use indirect speech?

- ▶ We use indirect speech (sometimes called reported speech) when we are telling someone what another person says or said.
- ▶ The reporting verbs may be in the present or in the past (most often in the past) and the tenses of the reported statements are often (but not always) affected by this. Let's compare:
 - ✓ **actual spoken statement:** "I can see him now"
 - ✓ **direct statement in writing:** "I can see him now," the boss says/said.
 - ✓ **indirect statement (present):** The boss says (that) he can see you now.
 - ✓ **indirect statement (past):** The boss said (that) he could see you now.

Quotation marks are not used in indirect speech.



Reporting verbs and adjectives in direct/indirect speech

- ▶ The commonest reporting verbs in both direct and indirect speech are *say*, *tell* and *ask*.
- ▶ Many other verbs can be followed by *that* or *if/whether* and can serve as reporting verbs.
- ▶ A number of these do not strictly “report speech” (actual spoken words), but thoughts, feelings etc.
- ▶ That is why “indirect speech”, as a term, is preferable to “reported speech”.
- ▶ Similarly, a number of adjectives, such as *certain*, *sure* can be followed by *that*, *if*, *whether*, *to* and question-words.



Notes on the form of indirect speech with tense changes

1. “Rules” in indirect speech

- ▶ Tense changes often occur in indirect speech because there is an interval between the original spoken words and the time when they are reported, but these changes are not always obligatory.
- ▶ It is the changing viewpoint of the reporting speaker or writer that decides the choice of appropriate forms, not complicated rules.
- ▶ The notes that follow are not rules, but are based on observation of what often happens in practice.



2. Linking phrases

- ▶ Indirect speech rarely occurs in sets of unrelated sentences, but is found in continuous paragraphs of reported language.
- ▶ Continuity is achieved by the use of linking phrases, such as: he kept on to say/saying, he continued, he added that, and by varying the reporting verbs: he observed, noticed, remarked etc.
- ▶ Such forms remind the reader that the language is reported. Many features present in direct speech disappear in indirect speech.



3. Tense changes

- ▶ In indirect speech we do not usually repeat the speaker's exact words.
- ▶ Reporting usually takes place in the past, so the reporting verb is often in the past. As a result, the tenses of the reported clause are usually moved back. This "moving back" of tenses is called backshift.
- ▶ A useful general rule is: present becomes past and past becomes past perfect. Past modals and past perfect remain unchanged when reported, since no further backshift is possible.
- ▶ You are presented this situation in the following table:



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Direct speech	Indirect speech
Present simple and progressive	Past simple and progressive
Present perfect simple and progressive	Past perfect simple and progressive
Past simple and progressive	Past perfect simple and progressive
Past perfect simple and progressive	Past perfect simple and progressive
Future simple and progressive	Future in the past simple and progressive
Present form of modals	Conditional or past form of modals
Past or conditional forms of modals	Past or conditional forms of modals



4. Pronoun changes

- ▶ Pronouns change (or not) depending on the view of the reporter. Some typical pronoun changes are:

I	he/she
we	they
mine	his/hers
me/you	him/her
us	them
ours	theirs
my	his/her
our	their
myself	himself/herself



5. Time and place changes

- ▶ It is often necessary to make time and place changes in relation to tense changes. Examples of possible time and place changes:

- ▶ **Time:**

now	immediately/then
two days ago	two days before/earlier
today	that day
tonight	that night
tomorrow	the next/following day
yesterday	the day before/the previous day
last night	the night before

- ▶ **Place:**



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here	there
this place	that place
these places	those places



EXERCISES

Turn the following short dialogues into Indirect Speech

- ▶ “We have moved into our new flat. We don’t like it nearly as much as our last one”, our neighbour said.
- ▶ “I’ll visit you as soon as possible”, promised my best friend.
- ▶ “She’s strong so I’m sure she will recover soon after the operation”, the doctor said.
- ▶ “I have an English lesson tomorrow morning and I haven’t done my homework yet”, the student said.
- ▶ My new boss asked me: “How long have you been working for our company?”. I felt very embarrassed because I had to say: “It’s been a life time since I joined this company. I’m sorry, I don’t remember the year.”
- ▶ “I wrote to him yesterday and I hope he’ll receive the letter next week”, the secretary said.



Complete the passage below. The words in Direct Speech are at the end of the passage.

- ▶ An old friend from abroad, whom I was expecting to stay with me, telephoned from the airport to tell me that ... (1)
- ▶ I was still at the office at the time, but I had made arrangements for his arrival. After explaining ... (2), I told him that ... (3).
- ▶ As I was likely to be home rather late, I advised him ... (4).
- ▶ Two hours later my friend telephoned me from my flat. He said that ... (5). He added that ... (6). Then he said ... (7).
- ▶ When I asked him if ... (8), he answered that ... (9).
- ▶ I listened to all this in astonishment. There is no apple tree in front of my living-room but there is one in front of my neighbours.



- a) I have arrived.
- b) Let me explain where my new flat is.
- c) I left the key under the door-mat.
- d) Go into the kitchen and help yourself with food and drink.
- e) At the moment I am listening to some of your records after having a trully wonderful meal.
- f) I hope you will soon join me!
- g) Did you reach the flat without dificulty?
- h) I was not able to find the key under the door mat, but fortunately the living-room window just by the apple tree was left open and I climbed in.



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Translate into English:

- ▶ Ieri când m-am dus să-mi vad prietenul mi s-a spus că plecase de acasă de o oră.
- ▶ Maria mi-a spus că locuiește la Paris de șapte ani și că cunoaște orașul foarte bine.
- ▶ Mi-a promis că dacă mă voi duce acolo îmi va arăta și mie locurile cele mai interesante din oraș.
- ▶ Ei au vrut să afle cât a costat dicționarul pe care tocmai l-am cumpărat.
- ▶ Baietilor li s-a spus că nu au voie să înoate lângă pod deoarece e foarte periculos.
- ▶ Tom a întrebat cine vrea să meargă cu el la teatru.
- ▶ Profesorul a întrebat-o de ce a lipsit de la cursuri toată săptămâna.
- ▶ A vrut să afle dacă am călătorit vreodată cu vaporul.
- ▶ I-am cerut chelnerului să aducă mai multe pahare.
- ▶ Acum câteva zile, prietenul meu mi-a spus că nu se va duce la mare vara viitoare.



UNIT EIGHT - THE IMAGE OF A PRODUCT READING

Negotiations

- ▶ Negotiation is a process in which, from an ethical point of view, all those involved must be winners. At times, an apparently successful negotiation, if it hides unfavorable terms from one of the partners, can change destinies and destroy social positions. Negotiation has as main objective the fulfillment of a will agreement, of a consensus and not of a victory. Both partners must end the process of negotiation with the feeling that they have accomplished the maximum possible from what they intended to do.
- ▶ The main purpose in the negotiation process is to obtain a consensus. That is why the negotiators must transform the diverging interests into common purposes, adjusting their demands in a flexible way and keeping some reserves from which to be able to cede from the very beginning. No negotiation starts from "*the minimum acceptable*" with the idea "*this should be the fair thing to do*" and with the hope that the partner will appreciate this "*realistic*" approach.



- ▶ In reality, a negotiation is nothing else but the most elementary application to practice of the demand and offer law. Coming to a negotiation, everyone should be prepared to play a role which is specific to the market economy. Because of this reason, one should be accustomed, in time, with the products, services or even similar concepts (as it is the case of political programmes) offered on the market, the advantages and disadvantages offered by one compared to another.
- ▶ An elementary aspect is that of knowing when to stop. In all negotiations there is a “*critical point*”, after which all the agreements fall down, annulling all the communication effort made up to that moment. A good negotiator will know to stop before reaching that point.



- ▶ Any verbal agreement should be confirmed in writing as quickly as possible.
- ▶ That gift of accepting the compromise and of getting accustomed with new situations is an important thing in a negotiation. The one who wins a negotiation is the one who thinks better and who plans better. Spontaneity, the capacity of acting promptly and the ability to improvise are important qualities in the process of negotiation.
- ▶ The process of negotiation should comprise at least three elements:
 - ▶ the list of things to be negotiated;
 - ▶ the classification of issues which have been agreed upon;
 - ▶ topics of disagreement.



Principles of negotiation.

- ▶ As long as two parties consciously negotiate in order to find a solution to a common problem, the approach involves ethics and certain principles.
- ▶ As a rule, within a negotiation, each party adjusts its claims and revises the initial objectives. The final agreement is a good compromise. The principle of **the mutual advantage (WIN-WIN)** does not exclude, though, the fact that the advantages obtained by one of the parties are bigger than the advantages obtained by the other party at the negotiation.



Types of negotiations

There are three main types of negotiations mentioned in the specialised literature:

- ▶ **The distributive negotiation (winner-loser or victory-defeat).** This “*either-or*” negotiation is the negotiation bringing face to face two adversaries with completely opposed interests and it becomes a confrontation in which one of the parties has to win. Each compromise seems to be a sign of weakness. Each successful attack is a sign of power. The result is decisive for the opponents’ strengths. Among the usual tactics of this kind of negotiation, there are: polemics, attack, intimidation, dissimulation, rhetorical maneuvers.



- ▶ **The integrative negotiation (victory-victory)** is the one in which the aspirations and interests of the partner are taken into consideration, even if they contradict the ones of your own organisation. This type is based on mutual respect and tolerance. The advantage is that through this type of negotiation the parties can reach good, durable solutions in an atmosphere of friendship and trust. So, people can avoid conflicts and really communicate. The specific tactics are based on mutual compromises. The negotiation starts from formulating the problems which must be solved, through questions like: *What is not going on well? Where is the bad side? Which facts are not desired?* After defining the problems, the parties should analyse the reasons and find solutions.



Task

Imagine negotiations on the following topics:

- ▶ The trade union of the teachers requires a 30% raise in salary from the Ministry of Education.
- ▶ The personnel of a research institute require a variable work hour from the management.
- ▶ Two parties negotiate the places in the government in case they win the elections together.
- ▶ A party negotiates with the ruling party to support its initiatives in Parliament.
- ▶ The representatives of two countries negotiate a peace treaty.
- ▶ The representatives of two countries negotiate the end of a conflict.
- ▶ Romania negotiates the accession to the European Union.
- ▶ The representatives of the EU countries negotiate a common agreement for agriculture.



GRAMMAR SESSION

Phrasal Verbs

General information about phrasal verbs

- ▶ One of the most common characteristics of the English verb is that it can combine with prepositions and adverb particles. Broadly speaking, we call these combinations **phrasal verbs**. Though grammarians differ about the exact definition of a phrasal verb, we may use the term to describe any commonly-used combination of verb + preposition or verb + adverb particle.
- ▶ There is a strong tendency to use phrasal verbs instead of their one-word equivalents. It would be very unusual for instance to say *Enter!* Instead of *Come in!* in response to a knock at the door. Moreover, new combinations (or new meanings for existing ones) are constantly evolving.



- ▶ The most common phrasal verbs are formed from the shortest and simplest verbs in the language: e.g. *be, break, bring, come, do, fall, find, get, give, give, go, let, make, put, send, stand, take, turn*, which combine with words that often indicate position or direction, such as *along, down, in, off, on, out, over, under, up*.

Keep in mind the following phrasal verbs with the particle up:

- ▶ to be up = a se scula
- ▶ to break up = a dărâma, a împrăști, a se desface, a se destrăma, a se despărți, a sfărâma, a dezbinda
- ▶ to bring up = a crește, a educa
- ▶ to come up = a crește, a progresa, a veni
- ▶ to do up = a repara (o casă); a-și aranja părul, a împacheta, a-și încheia nasturii
- ▶ to dry up = a muri, a dispărea



- ▶ to fill up = a completa un formular, a ocupa un post
- ▶ to give up = a părăsi, a ceda, a înmâna, a declara pierdut, a renunța
- ▶ to go up = a merge la oraș, a se ridica, a crește
- ▶ to hold up = a expune, a arăta, a opri, a întârzia, a jefui, a se face de râs
- ▶ to keep up = a dura, a se menține; to keep up with = a ține pasul cu
- ▶ to look up = a căuta un cuvânt în dicționar, a ridica ochii, a privi cu respect pe cineva, a căuta, a vizita
- ▶ to make up = a se farda, a da din nou un examen; to make up one's mind = a se hotărî; to make up with = a se împăca cu



- ▶ to put up = a ridica, a găzdui, a manifesta, a născoci, a se acomoda, a se instala, a ridica mâna, a monta un cort; to put up to = a așăța pe cineva la; to put up with = a suporta; to put up at = a se instala la un hotel
- ▶ to set up = a înălța o statuie, a organiza o instituție, a înființa, a păcăli
- ▶ to show up = a demasca, a se arăta
- ▶ to stock up = a aduna
- ▶ to take up = a ridica, a ocupa, a primi
- ▶ to throw up = a vomita, a arunca la
- ▶ to turn up = a se ivi, a sosi pe neașteptate



Remember the following phrasal verbs with off:

- ▶ to be off = a pleca, a porni, a renunța
- ▶ to break off = a întrerupe (din vorbă, din conversație, relații); a rupe
- ▶ to call off = a opri, a anula, a chema înapoi
- ▶ to come off = a se produce, a se desprinde
- ▶ to drop off = a scădea, a ațipi, a dispărea, a lăsa
- ▶ to fly off = a se îndepărta, a se desprinde
- ▶ to get off = a scoate, a dezbrăca, a da jos, a trimite pe cineva undeva, a scăpa ușor



- ▶ to give off = a scoate, a scăpa de, a învăța pe de rost, a se da jos
- ▶ to go off = a pleca, a leșina, a muri, a se produce, a se desfășura, a exploda, a se descărca
- ▶ to lay off = a renunța la, a lăsa, a părăsi, a concedia
- ▶ to let off = a elibera
- ▶ to put off = a mâna, a împiedica
- ▶ to set off = a scoate în evidență, a separa
- ▶ to take off = a scoate, a dezbrăca, a scădea, a da jos, a decola
- ▶ to write off = a compune, a anula



EXERCISES

1. Complete each of the sentences below with a suitable verb, making sure that it fits grammatically into the sentence:

- ▶ Haven't you ever considered.....up smoking?
- ▶ It mustn't have been the curdled milk that made him..... up his dinner.
- ▶ I tried toup Tim when I was in Los Angeles, but he must have changed his address.
- ▶ If you.....up any more of my time, I'll kick you.
- ▶ Come on, stop arguing. Let's....up!
- ▶ Spring term usually.....up just before Easter.



- ▶ The rebels couldn't win, so they decided to.....up.
- ▶ We are thinking of.....up a small car hire firm.
- ▶ No amount of money can.....up for the damage you've done.
- ▶ The doctor says Arthur will.....up and about in a couple of days.



Match each phrasal verb with the correct definition.

- ▶ 1. stir up; 2. sum up; 3. own up; 4. draw up; 5. hang up; 6. call up; 7. liven up; 8. dress up; 9. settle up; 10. speak up; 11. stay up; 12. flare up.
- ▶ a. confess, admit; b. come to a stop (of a vehicle); c. summon for military service; d. put on smart clothes; e. try to cause (trouble); f. raise your voice; g. not go to bed early; h. summarise; i. make more lively; j. suddenly become angry; k. pay all that is owed; l. finish a phone call



Supply the missing prepositions:

- ▶ I don't agree ... your proposal.
- ▶ Mr. Potter suffers ... asthma.
- ▶ Please don't insist ... paying the bill.
- ▶ I wouldn't think ... borrowing money.
- ▶ These two pictures differ ... each other.
- ▶ Choose from ... the two.
- ▶ Where did you read ... it?
- ▶ I'm depending ... you.
- ▶ We can only guess ... the truth.
- ▶ Please wait ... me.



- ▶ Knock ... the door.
- ▶ Ask ... the menu.
- ▶ I don't agree ... you.
- ▶ Does this jacket belong ... you?
- ▶ Let's begin ... your report about wages.
- ▶ I couldn't wish ... a nicer officer.
- ▶ We failed ... our attempt to win the race.
- ▶ I succeeded ... starting the engine.
- ▶ You can't reason ... him.
- ▶ The police are looking ... the robbers.





UNIT NINE - SEARCHING FOR A JOB READING

- ▶ Of all the things you do in life, few are more important than getting a job. Whether it involves your first job or one further down your career path, job seeking is directly related to your success and your happiness. It is vital that you conduct the job search properly, that you prepare wisely and carefully and proceed diligently.
- ▶ You can begin your job search long before you are ready to find employment, building relationships with people who could help you find work when you need it. Such persons include classmates, professors and business people. When you are ready to search for your career job, you should begin the effort by analysing yourself, your potential and abilities, your desires and ideals and the real opportunities on the market.



- ▶ You should take into account education, personal qualities and special qualifications, but in the same time the requirements of the possible employers.
- ▶ The stages from picking up a desired position to getting a certain job comprise writing the application letter (as we described it in the previous course) and eventually completing the application form, writing the Curriculum Vitae and sustaining the interview. If your self-analysis and your behaviour during the stages were well established and well prepared, then you have received the job you were looking for.



GRAMMAR SESSION

Modal Verbs

Modal verbs express the attitude of the speaker in what concerns the process of communication in progress, in development, the action being considered possible, probable, obligatory, desirable, etc.

(example: It might rain later. S-ar putea să plouă mai târziu).

There are two types of modal verbs in English:

- ▶ ***notional verbs expressing manner*** (want, wish, order, oblige, advise, intend, mean, prefer, etc.) which act like normal verbs (He wants to see the play. Don't oblige him to do this.)



- ▶ **defective modal verbs** (can, could, may, might, must, have to, should, ought to, would, shall, will, need, dare; e.g. He can play the piano), which also express manner, but formally have certain characteristics:
 - ✓ **they are defective, that is they lack certain verbal forms.** Accordingly, they can not be used at all the moods and tenses, most of them having only indicative, present and past tense (can - present tense, could - past tense; may - present tense, might - past tense). Some of them have only indicative, present tense (must). That is why they have equivalents to express the other moods and tenses (can - to be able to; may - to be allowed/permitted to; must - to have to).
 - ✓ **they do not receive -s/-es at the third person singular** (example: He must see this play).
 - ✓ **they form the interrogative and negative without the aid of auxiliary verbs**, in the style of auxiliary verbs (example: Must you do this? She cannot speak English).
 - ✓ **they are followed by the short infinitive of the notional verbs (except ought to).**



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Verb	Meanings	Examples
Can	- physical or intellectual ability - permission - possibility - polite request	I can ski now, I've learnt it. Can I borrow your umbrella? You can ski, there is enough snow. Can you wait a little?
Could	- abilities in the past - more polite request	I could ski when I was a kid. Could you come with me?
May	- requiring or granting permission	May I go out? No, you may not.
Might	- past tense of may - more polite request	He said he might come. Might I use your phone?
Must	- obligation	I must stay in bed, I've got flu.
Should	- moral obligation - advice	You should meet him, he is your friend. You should not do this.
Ought to	- obligation or duty (synonym of should)	You ought to finish the book before going on holiday.
Would	- polite request	Would you do me a favour?



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Shall	- intentionality (the strong will of another person than the subject imposed on the subject)	(I say) you shall finish your studies!
Will	- intentionality (the strong will of the subject imposed on the others)	I will do this if I want to!
Need	- necessity	Why need she stay home for the holidays?
Dare	- having something the courage to do	How dare you contradict me?



- ▶ All the defective modal verbs have besides the proper meaning another one which could be *possibility, probability, certainty*. The strongest one from this point of view is **must** (example: He has left an hour ago, so he must be at home now), then there follow **shall, will, should, would, can, could, may, might**. **Might** is the most uncertain, improbable (example: I might come with you tomorrow, but I don't think so).



EXERCISES

Fill in the blanks with modal verbs:

- ▶ 1. As the others insist on it youas they say. 2. Yougo to Predeal, you look very tired. 3. “Youfinish your work before going on holiday”. “I know I.....”. 4. Itake these pills three times a day. 5. You.....smoke cigars, they will ruin your health. 6. I want to get thinner. What.....I do? Yousee a doctor about it. 7. You stop drinking, or else you will get drunk. 8. If youkindly wait here, I’ll look for him. 9. I expected him to be reasonable, but helistened to me.



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Rewrite the following sentences beginning with “He said”, “He didn’t know”:

1. What will John do about it? 2. You can go there if you try. 3. May I leave the room now? 4. Will you come to my place tomorrow? 5. I must see him immediately. 6. You needn’t do such a bad thing. 7. Can I come with you? 8. You must read this book. 9. You shall go to the university. 10. Must I attend the meeting?



UNIT TEN - BROADCASTING READING

- ▶ **Broadcasting** is a major industry in most nations, and popular entertainment, news and educational programmes are transmitted directly into people's homes. Because it represents a critical national resource for communicating information and culture, and because the electromagnetic spectrum allows for only a limited number of broadcast stations, virtually all nations regulate their broadcasting within their borders. Many nations operate their broadcasting systems through *a ministry of communications*. In some countries where it is believed that broadcasting is an independent voice, tax revenues support *a public broadcasting authority* that is independent of the government.



- ▶ Other countries simply license *private broadcasters*, who make their profits by selling advertising time, or they permit a mixed system of commercial and publicity supported stations.
- ▶ Mass communication, mass media, written or electronic, marketing and advertisement, image building, public relations are rules of the game being called “**market economy**” or “**customer-oriented economy**”, which is, at its turn, part of Western Europe and American capitalist civilisation nowadays. So that we must think of them, we must judge them and analyse them in the context of contemporary societies.



- ▶ **Radio** is everywhere, in the bedrooms, in kitchens, in cars, in offices, on city streets, on beaches, at ball games. It is *ubiquitous*. There are *local radio stations*, which operate in cities, towns and villages across the countries, and *national radio stations*. Programming for stations is provided by *networks* and by *programme syndication companies*, the distinction between them being that all stations on a net carry the net programme at the same time, while syndicated programming is carried at different times by different stations. **The music format** is the largest category and it includes many subdivisions and variations, like *adults*, *contemporary (AC)* and *contemporary hit radio (CHR)*. **The talk format** attracts listeners in the thirty-five-to-sixty-five-years-old age group. Common types of programmes that appear on stations using the talk format are *interview shows* featuring well-known guests, *advice shows*, *call-in shows*. **The news format** emphasises information. *National, regional and local news reports* are broadcast periodically throughout the day, with *sports, weather, editorials, public affair programmes*.



- ▶ Radio stations earn their money by selling **advertising time**. The amount that a radio station charges for time is included in its **rate card**. Like the television industry, the radio industry has *three different sources of income* from the sales of commercial time. The first comes from *the sales of spots on network programmes to national advertisers trying to reach a broad market*, the second is *the sale of time on local stations to advertisers who wish to reach a specific region* and the third is *advertising purchased by local establishments that want their commercials to be heard only in the immediate community*.
- ▶ In the case of **television**, people have many choices, from *cable* to *independent stations*, from *satellite transmissions* to *superstations*. There are **commercial television systems**, consisting in all those local stations whose income is derived from selling time on their facilities to the advertisers, and **noncommercial systems**, consisting of those stations whose income is derived from sources other than the sale of advertising time.



- ▶ Producing television programmes ranges from the incredibly simple - two chairs placed in front of a camera for an interview show - to the incredibly complex - million of dollars and hundred of people. Anyhow, everything functions according to a **script**, a planning of the story, the work of the reporters who write **the copy** and of the editors who prepare **the videotape segments**. One important consideration is **audience flow**, which is calculated from one period of transmission to the next. Mindful to this, programmers tend to schedule similar programmes back to back so as not to interrupt the flow (for example, when one television series is finished, it is followed by another of the same kind). Another principle could be counterprogramming, airing a programme designed to appeal to a different segment of the audience than those on competing stations (for example transmitting a show for women while the other stations transmit sports for men).



- ▶ Radio and television have been the most important communication devices this century. Even though radio has somehow decreased because of the prevalence of television and even though there have appeared many other modern and fast means of communication during this century, like *videoplayers*, *Internet*, *E-mail*, people still mostly listen to the radio and watch TV when they want to keep informed with the hottest news, when they desire to be entertained and forget about their daily problems and even when they think they have nothing else to do or are too tired to do something else. We have lived for half a century in a society of radio transmissions; we are now living in a society of television, with Peg Bundy as the most important character. What is going to be next, for the 21st century?



TASK

Accomplish a table with the best, the most well known radio and television stations in Romania. Use as a model the table of the most famous international broadcasters:

- ▶ **The Voice of America**, now with its fifth decade of operation, broadcasts news, editorials, features and music in more than forty languages. The **VOA** estimates that more than 120 million people in Central and Eastern Europe listen to their programmes
- ▶ **The World Service of British Broadcasting Corporation (BBC)** has a worldwide reputation for accurate and impartial newscasts because, at least, it is independent of government ownership. Along with the news, the BBC also carries an impressive line-up of music, drama, comedy, sports and light features,
- ▶ **Deutsche Welle (DW)** , “**German Wave**”, broadcasts about 800 hours per week in 26 languages. DW transmitters are located in Germany, Africa and Asia.



VOCABULARY PRACTICE

Remember the following words and phrases. Try to make sentences with them, bearing in mind the most suitable contexts for them:

- ▶ *Electronic media:* radio, wireless set, tape-recorder, cassette recorder, record player, transistor, walkie-talkie, hi-fi/stereo equipment.
- ▶ *Wave lengths:* short, medium, long, ultra-short, VHF.
- ▶ *Activities for radio and television:* to broadcast, to be on the air, to turn/switch on/off, to turn down the volume, to listen to, to turn over to another channel.
- ▶ *What is wrong with your TV set?* Flashing; hissing; stripes on the screen, it has atmospherics, distortion of the picture, the pictures go blank



Translate the following sentences, paying attention to the verbs to rise and to raise:

- ▶ Ultimul congres al partidului de guvernământ și-a închis ședința.
- ▶ Micii întreprinzători au reușit să scoată din sărăcie numeroase familii americane în secolul trecut.
- ▶ La ultima ședință, nimeni nu a ridicat nici o pretenție referitoare la data următoarei întrevederi.
- ▶ Pentru a contracta un împrumut, orice firmă trebuie să prezinte o documentație riguroasă.
- ▶ Mă tem că această problemă s-a ridicat și în anii precedenți, dar nu a avut nici un ecou.



- ▶ Și-a făcut o mulțime de dușmani din cauza felului său arogant de a fi.
- ▶ Deși se trezește foarte devreme, întârzie aproape de fiecare dată.
- ▶ Se spune că marile companii americane au ridicat mulți președinți la putere.
- ▶ Această persoană reușește întotdeauna să se ridice la înălțimea situației.
- ▶ Astăzi este tot mai greu să fii în ton cu moda.



UNIT ELEVEN - MARKETING READING

- ▶ Virtually every writer and lecturer on marketing has felt the need to phrase his or her definition of marketing. So, there is no shortage of definitions. Here is one of the simplest: *marketing takes the guesswork out of hunch.*
- ▶ Any new business starts with an idea; any change of business direction has the same beginning: *an idea*. If an advertising agency creates a purely speculative campaign for one of its clients, the cost is mainly time, a few materials and some share of total overheads: not a vast sum. But it can save spending a fortune: imagine trying to build a nuclear reactor hoping that someone might want to buy it! Even door hinges are expensive to produce, if we take into consideration the cost of the iron or plastic, the cost of the machine operators, the property and all the ancillary costs of book-keeping, selling and so on.



- ▶ If someone has a hunch, whether about nuclear reactors or door hinges, it can be tested through appropriate *market research*. This will not eliminate risk entirely but it may help to reduce the risk by the information obtained about the needs and preferences of potential customers. Also, market research can help to quantify the risk that will be taken by a person and give him or her some ideas of the potential rewards, in order to see whether it is worth to make the investment.
- ▶ Professor **Peter Drucker** has reached the conclusion that “*Marketing is the whole business seen from the point of view of its final result, that is, from the customer’s point of view*”. Some people consider that “*Marketing is the creative process of satisfying customer needs profitably*”.
- ▶ The most widely accepted *definition of marketing* is provided by the **Chartered Institute of Marketing (CIM)**: “*Marketing is the management process of identifying, anticipating and satisfying customer requirements profitably*”.



- ▶ Marketing is a management skill; *it is neither a science nor a technique*. Marketing is a matter of identifying opportunities and of deciding what risk to take when anticipating how customers might act or be persuaded to act. Appropriate techniques can be used but, in the end, it's a matter of judgement. You seek to satisfy customer's requirements for the purpose of making a profit.
- ▶ The CIM's definition is sometimes criticised for dealing inadequately with social marketing (that's the applications of marketing philosophy and marketing techniques to non-commercial activities). However, the concept of "*welfare benefit*" can easily be include under the heading of "*satisfying customer requirements profitably*".
- ▶ So, *what is marketing?* Marketing is more than selling or advertising, it is wholly what business is about, but it's concerned with the essential matter of investigating the most profitable direction for any business. It therefore:



- ▶ **Assesses markets.** It measures existing and potential markets, defines market segments, recommends which one is to be attacked, monitors progress.
- ▶ **Specifies products and services.** Taking both market assessment and product potential into account, it ensures that the end user's views and opinions are adequately represented in the goods and/or services offered. That is the way in which customers are offered products or services emphasizing “benefits” rather than production “features”.
- ▶ **Evaluates pricing policy.** Marketing recommends policies which will afford maximum of profits at the minimum of risk. It will also consider possible competitive reactions and devise responses to them.
- ▶ **Recommend channel policy,** or how goods/services should reach the end user. Marketing establishes the levels through which goods/services will pass. It asks whether sales are to be entirely direct, only indirect or some combination of the two.



- ▶ **Evaluates sales and physical distribution policy**, on the basis of the functional consequences of channel decisions; the size and duties of the sales force; the number and location of warehouses and departments; call and delivery rates and so on. In other words, marketing examines the question of profit versus volume.
- ▶ **Makes recommendations regarding advertising and promotion** - how much, when, to whom? Such areas as packaging, service manuals and training need to be analysed and researched.
- ▶ **Coordinates the work of the different areas of the business** and ensures total quality management. This is vital, if there is any single role that transcends all others in distinguishing a marketing person from other managers.





VOCABULARY PRACTICE

1. Answer the following questions paying attention to the modal verbs:

Which are the things you can / cannot / may / may not / must / must not / should / shouldn't / need / needn't / dare / dare not / would / wouldn't / shall / shan't / will / won't do when you are invited to deliver a speech?

2. Find the words or expressions which are the closest in meaning to the words in italics in the expressions below:

- ▶ There are three *issues* we need to discuss...
- ▶ ...*have to settle for* September ...
- ▶ ... a trade fair *coming up* at the end of ...
- ▶ August *is out* ...



- ▶ Hardly time to *get over* to London ...
- ▶ Can't we *make it* the second weekend...?
- ▶ I've found the ideal *spot*...
- ▶ *Does that include everything?*
- ▶ ...to *sort out* the details...
- ▶ What's your *view*, Ron?

Words:

a. travel; b. fix; c. is that all inclusive?; d. items; e. location; f. agree to; g. arrange;
h. opinion; i. taking place; j. cannot be considered.



GRAMMAR SESSION

“Do” and “Make” compared

A. “Do” = *perform an activity or task*

▶ Do often has the sense of “work at” or “be engaged in something”.

“doing something” can be deliberate or accidental.

We can use verbs other than **do** to answer questions like: What are you doing?

e.g.: What are you doing?

- I’m reading. (that’s what I’m doing)

What did you do this morning?

- I wrote some letters. (that’s what I did)



- ▶ We can use **do** to avoid repeating a previous verb.
e.g.: Linda works 12 hours a day. I don't know how she does it.
Take the dog for a walk. - I've already done it.

B. Do in fixed expressions

- ▶ **Do** occurs in numerous fixed expressions, such as:
 - ✓ What **does** he **do**? (i.e. What work does he do for a living?)
 - ✓ How **do** you **do**?
 - ✓ That'll **do**! (e.g. That will be enough.)



- ✓ How many miles **does** it **do** to the gallon? (do in the sense of 'go')
- ✓ This simply won't **do**. (i.e. It's unacceptable.)
- ✓ How **did** you **do**? (i.e. How did you manage?)
- ✓ I could **do with** a drink. (i.e. I would like a drink.)
- ✓ It's got nothing **to do with** me. (i.e. It doesn't concern me.)
- ✓ I can **do without** a car (i.e. I can manage without a car.)
- ✓ I was **done**! (i.e. I was cheated.)
- ✓ Shall I **do** your room **out**? (i.e. clean it)
- ✓ You **did** me **out of** my share. (i.e. cheated me)



- ▶ “**Make**” conveys the sense of ‘create’;
- ▶ ‘**do**’ (often suggesting ‘be engaged in an activity’) is a more general term:
 - What are you **doing**? - I’m **making** a cake.
 - What are you **making**? - A cake.
- ▶ Both **make** and **do** can be used in a variety of fixed combinations. Here is a brief selection:



EXERCISES

1. Put *do or make* in front of these words.

- ▶ ... one's best
- ▶ ... an appointment
- ▶ ... business with someone
- ▶ ... an experimenr
- ▶ ... an arrangement
- ▶ ... research
- ▶ ... one's hair
- ▶ ... an attempt



- ▶ ...a noise
- ▶ ... something for a living
- ▶ ... progress
- ▶ ... an impression
- ▶ ... somebody a service
- ▶ ... a journey
- ▶ ... a fortune
- ▶ ... war.



2. Put in the correct forms of *do* or *make*.

Last Saturday I ... a few jobs round the house and then decided to go in the town. 'Shall I take the dog for a walk?' I asked my wife. 'No, ... ' she answered. 'I'll ... that. You can ... some shopping for me.' I got the shopping quickly and then ... a sudden decision to have a haircut. My barber was as cheerful as ever. 'The usual?' he asked. 'I don't have much choice,' I said. 'Do you know,' my barber said, 'that scientists have been ... experiments with a new kind of product which will ... miracles? It will even grow hair on a head as bald as yours. It's called minoxidil.' 'You'll ... a lot of money,' I said. He ignored me. 'All you have to ... is rub it into your scalp.' 'That's hair-raising news!' I said. 'But what happens if hair grows on my fingertips instead?' 'Meet the wolfman!' my barber said.



3. Translate into English the following sentences, using the verbs *to make* and *to do*:

- ▶ O să fac tot ce o să pot.
- ▶ Fă-mi o cafea, te rog!
- ▶ Ce să-i faci, trebuie să te împaci cu situația.
- ▶ Ce mai faci?
- ▶ L-am făcut să-și taie părul.
- ▶ Cine ți-a făcut rochia asta?
- ▶ Fă-mi, te rog, acest serviciu.
- ▶ Ce faci cu pensula aia aici, o să te pătezi.
- ▶ A făcut o grămadă de bani.



- ▶ Mă duc să-mi fac un permanent.
- ▶ Cum faci tu maioneza?
- ▶ Am făcut o mare descoperire.
- ▶ M-ai făcut foarte fericit cu această veste.
- ▶ Bine ai făcut că mi-ai spus la timp.
- ▶ Băiatul ăsta pare făcut pentru înot.
- ▶ Fă-mi și mie loc pe sofa lângă tine.
- ▶ Fă-ți temele și du-te la joacă.
- ▶ Mi-a fost greu să-i spun adevărul, dar am făcut-o totuși.



4. Using the verbs to affirm, to allege, to assert, to claim, to contend, to insist, to maintain and to pretend, translate the following sentences:

- ▶ Susține că n-a văzut nimic.
- ▶ Afirm cu toată răspunderea că n-am văzut-o la ora respectivă acolo.
- ▶ Acuzatul își menține declarația.
- ▶ Ea susține că soțul ei ar fi bătut-o.
- ▶ Afirmăți că ați fost martoră la accident cu toate că ați fost văzută în altă parte?
- ▶ Susține să i se plătească daune în urma accidentului.
- ▶ Știu că minte, dar susține acum că n-a spus nimic.
- ▶ Ea tot susține într-una că ei nu i s-a spus nimic.
- ▶ După toate acestea vă mai susțineți punctul de vedere?
- ▶ Cotidianul "The Times" susține că are informații precise cu privire la scandal.



GRAMMAR SESSION

PASSIVE VOICE

- ▶ *Voice is the grammatical category which shows the relationship between the subject and the action. In Romanian, we have three “diateze”(voices): ‘activă’, ‘pasivă’ and ‘reflexivă’.*
- ▶ *“Diateza activă” refers to an action in which the grammatical subject of the sentence is also the logical subject of the sentence, because it accomplishes the activity expressed by the verb (Mama spală rufe).*
- ▶ *“Diateza pasivă” represents an action in which the grammatical subject of the sentence is not the same with the logical subject of the sentence, because the activity accomplished by someone else (complement de agent) influences the subject (Rufele sunt spălate de către mama).*



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Tens e	Active Voice	Passive Voice
Present Simple	Subject + Infinitive (-s/-es, 3 rd person, singular) John gives money to beggars.	Subject + Be (present) + Past Participle (3 rd form of the verb) Beggars are given money by John. Money is given to beggars by John.
Present Continuous	S + Be (present) + V-ing John is giving money to beggars.	S + Be (present) + Being + 3 rd form Beggars are being given money by John./Money is being given to beggars by John.
Past Simple	S + 2 nd form of the verb John gave money to beggars.	S + Be (past) + 3 rd form Beggars were given money by John. Money was given to beggars by John.
Past Continuous	S + Be (past) + V-ing John was giving money to beggars.	S + Be (past) + Being + 3 rd form Beggars were being given money by John./Money was being given to beggars by John.



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Present Perfect Simple	S + Have/Has + 3 rd form John has given money to beggars.	S + Have/Has + been + 3 rd form Beggars have been given money by John./Money has been given to beggars by John.
Past Perfect	S + Had + 3 rd form	S + Had + Been + 3 rd form

Simple	They said John had given money to beggars.	They said beggars had been given money by John./They said money had been given to beggars by John.
Future Simple	S + Shall/Will + Infinitive John will give money to beggars.	S + Shall/Will + Be + 3 rd form Beggars will be given money by John. Money will be given to beggars.
Future in the Past	S + Should/Would + Infinitive They said John would give money to beggars.	S + Should/Would + Be + 3 rd form They said beggars would be given money by John./They said money would be given to beggars by John.



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- ▶ A special case is constituted by the Romanian “*diateza reflexiv-pasivă*”, which has the form of a reflexive and a passive meaning (Cartea aceasta se citește ușor). The English variant for this mixed type is a sentence with active form and passive meaning (This book reads easily).



EXERCISES

1. Give passive equivalents to the following active sentences:

- a. The dog frightens her. b. The team is carrying out an interesting experiment.
c. You found the door shut. d. She was cooking dinner when he came. e. They
have built three blocks of flats by now. f. They had been digging the garden for
two hours when it started to rain. g. Somebody will do justice. h. She said
somebody would announce him. i. Did your mother tell you we had left? j. They
have given him the job he was looking for.



2. Make passive sentences using the tense required by the adverbials:

1. (promise, an electric train, little Jimmy) for his birthday. 2. (arrange, the furniture) right now. 3. (embroider, my grandmother, this tablecloth) when she was a girl. 4. (destroy, the little hut, the wind) during the storm. 5. (analyse, the problem) tomorrow. 6. (attack, the monkeys, the explorers) the previous day. 7. (congratulate, he) when I saw him. 8. (throw away, that junk) this morning. 9. (look, into the matter) next week. 10. (not live, in this castle) for 200 years.



3. Translate into English:

- ▶ Duminică noaptea s-a abătut asupra Marii Britanii o furtună puternică, care a provocat moartea a 5 persoane și rănirea gravă a altor 8.
- ▶ Au fost înregistrate de asemenea zeci de răniri ușoare.
- ▶ Numeroase întreruperi ale curentului electric au fost determinate de vântul extrem de violent.
- ▶ Mașinile staționate pe trotuare au fost purtate de vânt la zeci de metri depărtare.
- ▶ Una dintre victime a fost atinsă de un arbore smuls de vânt.
- ▶ Importante pagube au fost aduse și unor nave care staționau în porturi.
- ▶ Au fost recepționate apeluri SOS lansate de o navă aflată în larg.



UNIT THIRTEEN -THE ORGANISATION READING

- ▶ Decision-making ordinarily presumes an ordering of the confusions of life. The classic ideas of order in organisations involve two closely related concepts. First, it is assumed that events and activities can be ordered in chains of means and ends. We associate action with its consequences, and participate in making decisions in order to produce intended outcomes. Thus, consequential relevance arranges the relation between solutions and problems and the participation of the decision makers, second, it is assumed that organisations are hierarchies in which higher levels control lower levels and in which policies control implementation. Observations of actual organisations suggest a more confusing picture. Actions in one part of an organisation appear only loosely coupled to actions in another. Solutions seem to have only a vague connection to problems. Policies aren't implemented. And decision makers seem to wander in and out of decision arenas. The whole process has been described as a kind of funny soccer game:



- ▶ *Consider a round, sloped, multi-goal soccer field on which individuals play soccer. Many different people (but not everyone) can join the game (or leave it) at different times. Some people can throw balls into the game or remove them. Individuals, while they are in the game, try to kick whatever ball comes near them in the direction of goals they like and away from goals they wish to avoid.*
- ▶ Disorderliness in organisations has led some people to argue that there is very little order to organisational decision making. A more conservative position, however, is that the ways in which organisations bring order to disorder is less hierarchical and less a collection of means-ends chains that is anticipated by conventional theories. There is order, but it is not the conventional order. In particular, it is argued that any decision process involves a collection of individuals and groups who are simultaneously involved in other things.



- ▶ Understanding decisions in one arena requires an understanding of how those decisions fit into the lives of participants. The logic of order is temporal. Problems, solutions, and decision makers fit together because they are available at the same time. Thus, decisions depend on attention, and important elements of the distribution of attention are exogenous to any specific decision process.
- ▶ Most theories of choice assume that a decision process is to be understood in terms of its outcomes, that decision makers enter the process in order to affect outcomes, and that the point of life is choice. The emphasis is instrumental, and the central conceit is the notion of decision significance. Studies of organisations, on the other hand, seem often to describe a set of processes that make little sense in such terms. Information that is ostensibly gathered for a decision is often ignored. Individuals fight for the right to participate in a decision process, but then do not exercise that right.



- ▶ Studies of managerial time persistently indicate that very little time is spent in making decisions. Rather, managers seem to spend time meeting people and making managerial performances. Contentiousness over the policies of an organisation is often followed by apparent indifference about their implementation.
- ▶ These anomalous observations appear to reflect, at least in part, the extent to which organisational decision processes are only partly concerned with making decisions
- ▶ Decision making is an arena for symbolic action, for developing and enjoying an interpretation of life. The rituals of choice infuse organisations with an appreciation of the sensibility of organisational arrangements and behavior. They tie routine organisational events to belief about the nature of things. The rituals give meaning, and meaning informs life. The meanings involved in decision making in an organisation may be as grand as the central ideology of a society committed to reason and participation. Or they may be as local as the ego needs of individuals or groups within the organisation.



VOCABULARY PRACTICE

1. Do the following exercises, paying attention to the way in which you express things. Try to write as refined and elegant as you can. Use as many phrasal verbs as you know, matching them in the suitable contexts.

a. Ask questions to receive the following answers. Say in which situation you could have these samples of dialogues.

- ▶ I imagine it was difficult to get used to it. It was very stupid of me to lose your hat.
- ▶ He believes that you've just stepped on his toe. They say you've spoken ill of her.
- ▶ They confessed that they had never seen a dressing table.



b. Show your agreement or disagreement with the following statements. Explain your choice in brief essays. Develop your answers in longer compositions, giving examples from the real, concrete life for each situation.

- ▶ He had always had an odd fancy for clocks. I believe in ghosts.
- ▶ The worst things in the world are the gnats and the weeds.
- ▶ Ben Johnson was not only a very good cook but also a skillful musician. I would rather be a barber than a writer.



Translate the following sentences, using the verbs to breed, to grow, to increase, to raise, to rear:

- ▶ L-au crescut cu greu, erau foarte săraci în tinerețe.
- ▶ E un tip bine crescut, distins și politicos.
- ▶ Hai să-l vizităm, e un cunoscut crescător de câini.
- ▶ Întotdeauna i-am admirat pentru felul cum și-au crescut copiii.
- ▶ Au rase selecționate, se ocupă de mult de creșterea cailor.
- ▶ Turiștii s-au prezentat la biroul lor în număr crescând.
- ▶ De ce nu încerci să crești ceva în grădina aceea enormă?
- ▶ Trebuie să creștem cantitatea de mărfuri livrate firmei lor.
- ▶ Cresc animale din tată în fiu.
- ▶ Vânzările din luna aceasta au crescut simțitor.



GRAMMAR SESSION

Phrasal verbs - part B

In the English language, which is a language with very developed vocabulary, phrasal verbs are vital for being able to express yourself and to understand what is said by the others. They enrich the language and we should learn as many as possible.

! Remember the following verbs with the particle down:

- ▶ to be down = a fi la pământ, a avea depresie, a fi călcat în picioare
- ▶ to break down = a sfărâma, a nimici, a strica, a se prăbuși, (despre sănătate) a se șubrezi
- ▶ to bring down = a doborî, a reduce
- ▶ to come down = a scădea, a reduce
- ▶ to get down = a coborî



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- ▶ to get down to = a se apuca de
- ▶ to go down = (despre prețuri) a scădea; (despre soare) a apune
- ▶ to let down = a coborî, a dezamăgi, a lăsa la ananghie
- ▶ to look down = a privi de sus
- ▶ to pull down = a dărîma, a slăbi, a deprima
- ▶ to put down = a înăbuși, a micșora, a scrie, a înscrie
- ▶ to run down = a defăima, (despre autovehicule) a călca
- ▶ to sit down = a se așeza, a sta jos
- ▶ to step down = a reduce, a părăsi un post
- ▶ to turn down = a respinge, a da jos, a dezamăgi



1. Complete the sentences below with a suitable verb, making sure that it fits grammatically into the sentence:

- ▶ The anxious husband ... down the door when he smelt gas coming from the kitchen.
- ▶ Prices of all sportswear are going to be ... by 20%.
- ▶ The rebellious boy was told to ... down to studying by his concerned parents.
- ▶ The psychiatric nurse ... down yesterday because of the strain of work.
- ▶ The hypochondriac got a shock the other day when he ... down with flu.



- ▶ That irresponsible youth was always ... down his parents until he got married and left home.
- ▶ Our snobbish neighbour ... down on us because we aren't as well off as he is.
- ▶ On the last day, the boy scouts ...down their tents, packed their bags and caught the bus home.
- ▶ The insurance underwriter ... down the details of the accident on his notepad.
- ▶ Bill was ... down by the police because he was too short.



2. Rewrite the sentences, using a phrasal verb with down, to produce the opposite meaning of the words in italics:

- ▶ We all stood up when the managing director came in.
- ▶ The building society has set up a branch in Warmsley.
- ▶ Inflation has been rising steadily since Christmas.
- ▶ When Caroline heard the terrible news, she remained calm.
- ▶ Rain was gently falling.
- ▶ The teacher quietly put the book on the table.
- ▶ The company will probably want to publicise the results.
- ▶ The old lady was adamant that her cat should be kept alive.
- ▶ After three days of continuous bombardment, the White Tower remained standing.
- ▶ Having Bruce to stay has really cheered me up.



UNIT FOURTEEN - PUBLIC RELATIONS READING

- ▶ Ever since the birth of this field, Public Relations have been naturally linked to the idea of communication and this ability of the PR practitioners has been continuously cultivated and speculated all through the short history of this activity. Yet, overwhelmed by this “fever” of communication, most of the PR specialists ignore a major compound of their success: the need of hiding inside one’s self.
- ▶ This concept may seem contradictory for the PR field only if wrongly associated with the idea of alienation. The fact is that hiding inside one’s self, so much promoted in Antiquity by the great philosopher Seneca, is equal to the dissimulation of one’s own ego, which means covering up one’s true personality so as to create an appearance meant to serve one’s purpose.



- ▶ Regarded from this perspective, hiding inside one's self becomes a vital element in PR, as it paradoxically represents the very essence of the persuasion attempt. The explanation of this situation lies in the fact that the person who is to be persuaded must not be aware of the real thoughts and feelings of the PR agent, but only of those “truths” which serve the best the goals of a certain organisation. By the nature of his/her job, the PR practitioner is not allowed to promote his/her own image, but he/she is supposed to build up and represent the image of the organisation he/she works for. This extraordinary ability of dissimulation can only be achieved by means of hiding inside one's self.



- ▶ As a conclusion of this short speech in favour of hiding inside one's self, it is remarkable how a famous adage, belonging to a great antique philosopher, has “lived” over so many centuries to prove itself still valid and become nowadays one of the main principles of a very modern activity - Public Relations. Hopefully, someday all PR practitioners will become aware of the importance of dissimulation, which does not restrict communication, but adapt it to a certain goal.
- ▶ The short speech below is meant to plead for the absolute necessity of fighting against a psychic phenomenon, which stands for a real danger for the fluency of human communication and, consequently, threatens the Public Relations field, as well; this harmful phenomenon is known as hiding inside one's self.



- ▶ Due to its specific role of immaterial link which creates and mediates all kinds of relationships between people, communication is considered nowadays to have been the most important condition for the evolution of the humankind, ever since its birth. Men and women are born to communicate, as they are both physically and spiritually endowed with this ability. Consequently, they are permanently involved into this interactive process, the purpose of which is getting accustomed to and informed about the world outside, on one hand, and becoming self-aware, on the other hand.
- ▶ As for the Public Relations field, communication stands for the very essence of this activity, which means building up one's image by means of persuasion. Public Relations need communication to exist, therefore a good PR specialist must have a great ability to communicate. This is the reason why all the practitioners of this profession must be aware that their most dangerous common enemy is the so-called hiding inside one's self, which is the very opposite of communicating.



- ▶ Life in the modern world, dominated by stress and tension, may, sometimes, give birth to the natural temptation of running away from the harmful world outside and hide inside one's self, in search of an ultimate refuge. Unfortunately, this apparent escape is hardly a solution for the person in trouble, as it doesn't actually lead to a peaceful living, but to gradual alienation. Hiding inside one's self means "enclosing" one's personality and this permanent state of mind is able to inhibit one's communication abilities step by step. Spiritually, such a person lives in a world of his/her own, dominated by solitude, which tends to reject any exterior influence and, finally, this person becomes unable to connect people and have normal relationships.
- ▶ **"Hide as you can inside yourself", as the great Latin philosopher Seneca advised, is the principle that "kills" communication, which is almost vital for all human beings and extremely important for the Public Relations field, as explained above. Therefore, unlike other people, the PR practitioner has never got the right to submit to this temptation of hiding inside his/her self, in order not to lose the communication abilities and become unsuitable for this job.**



VOCABULARY PRACTICE

1. Combine the following sentences so that they should form a very short story:

- ▶ Annie was a very good painter.
- ▶ The street was quite empty.
- ▶ Mr. Brown kept on saying: “Somebody has stolen my easel”.
- ▶ It was a cold winter night.
- ▶ She painted only landscapes and ancient houses.
- ▶ At last Mr. Brown left for a weekend in the mountains.



- ▶ Annie entered the studio and took some of his brushes, a water colour box and the easel.
- ▶ The story could not have a happy end.
- ▶ He realised at once what had happened in his absence.
- ▶ Mr. Brown was a gray-haired gentleman, black-spectacled and kind-hearted.
- ▶ However, Annie kept silence.
- ▶ In his youth, Mr. Brown had been a clever sketcher. She was forced to tell the truth.



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2. Find synonyms and opposites for the following words:

mobile, public, to confirm, to reveal, to distinguish, to decline, rashly, autocratically, decisively, purposefully.



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