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FONDUL SOCIAL EUROPEAN

Programul Operațional Capital Uman 2014-2020

Axa prioritară 3 Locuri de muncă pentru toți

Obiectiv specific 3.12 Îmbunătățirea nivelului de cunoștințe/ competențe/ aptitudini aferente sectoarelor economice/ domeniilor identificate conform SNC și SNCDI ale angajaților

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Suport de CURS

LIMBA ENGLEZĂ

Cursul de limba engleză, nivel intermediar, își propune să dea cursanților posibilitatea de a învăța și exersa situații comunicaționale și terminologia specifică, de la foarte simplu la complex.

Fiecare temă (paysprezece la număr) este concepută în mai multe părți, de aproximativ aceeași mărime și importanță în structura generală. În prima parte a temei li se prezintă studenților un text tematic, ce urmărește familiarizarea acestora cu o anumită terminologie, terminologie ce va fi ulterior însușita de către aceștia. Pentru o mai ușoară familiarizare cu termenii specifici, fiecare lecție este prevăzută cu exerciții de vocabular, pe care studenții le vor rezolva în timpul seminarului, individual sau în grup. A doua structură cuprinde scheme de bază din gramatica limbii engleze, începând cu verbul, cel mai important și mai dificil subiect de discutat; fiecare problemă este exemplificată cu exerciții și traduceri care vor ajuta studenții să înțeleagă mai bine partea teoretică. Această structură, intitulată 'Grammar Session' conține explicații gramaticale gradate, iar exercițiile ce o urmează sunt variate, respectând principiile didactice fundamentale – de la simplu la complex.

Partea a treia conține texte suplimentare în care apar noțiuni întâlnite în celelalte cursuri ce vor fi studiate în facultate, texte adaptate după autorii clasici în domeniu despre componentele comunicării, relații publice, creare de imagine, structura organizației, imaginea comercială marketing; astfel, studenții vor învăța cum se exprimă aceste noțiuni în limba engleză, pentru a putea face comparația cu termenii românești.

Structura cursului

Unit One: *Education and Careers*; Present Tense Simple and Continuous

Unit Two: *Holidays*; Past Tense Simple and Continuous

Unit Three: *Public Institutions*

Unit Four: *Transition*; Present Perfect Tense Simple and Continuous

Unit Five: *Protecting the Environment*; Past Perfect Tense Simple and

Continuous

Unit Six: *The Present Business Climate in the USA*; Conditional Sentences

Unit Seven: *Freedom of the Press in the USA*; Direct and Indirect Speech



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Unit Eight: *The Image of a Product*; Phrasal Verbs

Unit Nine: *Searching for a Job*; Modal Verbs

Unit Ten: *Broadcasting*

Unit Eleven: *Marketing*; **Do** and **Make** compared

Unit Twelve: *Communication*; Passive Voice

Unit Thirteen: *The Organization*; Phrasal verbs

Unit Fourteen: *Public Relations*; Infinitive and Gerund

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.

A. 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



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facilities = conditii
practical classes/subjects = lucrari practice
woodwork = tamplarie
metalwork = prelucrarea metalelor
Domestic science = gospodarie
Library = biblioteca
to provide = a furniza, a asigura

B. VOCABULARY PRACTICE

Read and translate the text into Romanian.

C. TASKS

Answer the following questions:

1. What is compulsory education? Why is school compulsory in most countries of the world?
2. What age do children in Romanian start school at? Is this the best age to start, in your opinion? Why or Why not?



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3. What's the difference between separate and co-educational schools? Which of them do you consider better? Why?
4. What is a day school? What about a boarding school? Who generally attends boarding schools?
5. Why are schools provided with science laboratories? What is the importance of practical subjects?
6. Are school libraries useful? Why? What sort of books can you find in a school library?
7. What is the importance of practical subjects?
8. What are "out-of-school" activities? Name some of the values of these activities.

Act out the following situations:

1. Tomorrow it will be little Jane's first day at school. On the eve of this important event, her parents have a very serious talk about all the aspects that should be taken into consideration for her education (her getting accustomed to the new school environment, mental growth, sports etc).

2. Mike's father has been asked by the headmaster to come to school because of his son's unusual behaviour: bad marks, rude behaviour, lots of missed classes. Act out the talk between headmaster and father as to the causes of Mike's behaviour and the steps to be taken.

3. Next year George and Dick are going to take an entrance examination at the university. Imagine a talk between them about their plans and the reason that have determined their choice.

4. Talk between pupils and form-teacher about careers to be chosen.

5. A British visitor asks about the Romanian system of education. Point out the characteristic features (free-of-charge, all-round education, qualification for a practical job etc.).

6. Talk between mother and father about the necessity of sending their little child to the kindergarten.

Extra vocabulary

Further education is a broad term used to cover education beyond the secondary stage; it includes much vocational, non-vocational and recreational evening classes and adult education. Further education advanced courses constitute one of the three sectors of higher education.

In Britain there are about 700 major establishments of further education including politechnics, technical colleges, colleges of commerce, colleges of art and a number of agricultural establishments. The courses provided are full-time,



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sandwich (up to five years in length, generally consisting of alternate periods of about six months of full-time study in a technical college and supervised experience in industry), and other types of part-time courses.

Adult education is generally taken to mean courses of non-vocational education for people over 18. Most of it is on a part-time basis mainly in evening institutes (day schools used by adults in the evening) and also in colleges of further education, schools of art, adult education centres, community centres, literary institutes and youth clubs. Many of the courses are practical, but there are widespread opportunities for academic study.

(*Britain 1974: An Official Handbook*)



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D. GRAMMAR SESSION

! Remember the uses of Present Tense Simple and Continuous

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.



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Present Tense Simple

FORMS

verb)
Affirmative: N/P + V (3rd person singular gets 's' or 'es' at the

Negative: N/P + do/does + not + V

Interogative: Do/Does + N/P + V

Negative-Interogative: Don't/Doesn't + N/P + V



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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.

Present Tense Continuous

FORMS

Affirmative: N/P + to be + V-ing

Negative: N/P + to be + not + V-ing

Interogative: To be + N/P + V-ing

Negative-Interogative: 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



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or hostel or in lodgings chosen from an official list.

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.



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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*.

A. 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

B. TASKS:

a. Answer the following questions:

1. What is higher education?
2. What does the system of higher education include: in Britain/in Romania?
3. What is the meaning of fees? What about grants? What can you say about each of them in connection with the Romanian system of education?



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4. What are: undergraduates?

graduates?

Post-graduates?

- A. What degrees can British/Romanian students get?
- B. What's the difference between full-time and part-time students?
- C. How is the academic year organized in Britain/Romanian?
- D. What is a residential/non-residential university?
- E. What do departments of extra-mural studies deal with?
- F. How can a young person be admitted to a degree course?
- G. Your opinion of competitive examinations.



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b. Find one expression for the following:

1. a school for both boys and girls;
2. a school where the students live except when they go home for the holidays;
3. a special room in a school for practical science work;
4. a university student when he first enters the university;
5. a student who spends all his time studying at the university;
6. university holidays;
7. a student who lives in the university during the university terms;
8. a qualification gained at a university;
9. a place where residential students live;
10. a person trying to get a university place.

c. Make up sentences using the words and phrases given below:

A lecturer	is	a professional academic and effective head of a British University.
A reader		the highest academic level, usually head of a University department.
A professor		a man prominent in public life, nominally the head of a British University.
A chancellor		a person lower in rank than a reader who gives lectures, especially at a college or university.
A vice-chancellor		a university teacher of a rank immediately below a professor.

d. What's the difference between:

1. a nursery – a nursery school;
2. separate schools – vocational schools;
3. day-schools – boarding schools;
4. grammar schools – secondary modern schools;
5. practical skills – academic study;
6. full-time students – part-time students;



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7. lectures – seminars;
8. residential universities – non-residential universities.

e. 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;



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- 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.

C. CONVERSATION PRACTICE

Dialogue

Talking about careers

By J. F. DE FREITAS

Bob: What are you going to take up as a career?

John: Architecture. Actually, I've already started. I began my studies last October.

Bob: What are you going to do when you finish?

John: Oh, I shall go back home and practise in my country. There is a lot of useful work to be done there – buildings, schools, hospitals, homes for people.

Bob: What made you decide to take up architecture as a career?

John: Well, I was good at Maths and Art at school and I think I had a certain feeling for design. My teacher encouraged me and said I had a bent for architecture. I suppose my personal qualities made me chose architecture, and not languages, for instance.

Bob: I find that some young people fail to take up a career because they are not sure what they want to do and what career opportunities there are.

John: yes, that's true. But usually your personal qaillities show up at school, don't they? Teachers guide and encourage the young to take up the careers for which they are best suited. There are booklets with information about the choice of careers. Those young people should be encouraged to read these carefully, should't they?

Bob: Yes, they should.

John: I myself was given a lot of encouragement and information when I was at school. Most young people go in for special training in the trades and professions according to their vocation and then take up a career seriously.

1. Make up a dialog about the choice of a career, filling in B's part:

A. What are you going to take up as a career?



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- B.
- A. When are you going to start your studies?
- B.
- A. What are going to do when you finish?
- B.
- A. What made you decide to take up ... as a career?
- B.
- A. What were you good at when you were at school?
- B.
- A. Who guided you to take up this career?



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B.

2. *Thick the answer you agree most or add another one if you think it is necessary. Give your reasons.*

1. Which is in your opinion the ideal age to start school at?

- a. 3 to 4
- b. 5 to 6
- c. 7 to 8

2. Who do you think is mainly responsible for a child's failure in school?

- a. the parents?
- b. the teachers?
- c. the child?

3. Do you think the teaching system should provide children with:

- a. all the information about the subjects taught?
- b. ways of learning?
- c. a little of everything?

4. Which of the following do you consider the basic requirement for a good teacher?

- a. he should know his subject well.
- b. children should like him.
- c. he should be strict with the pupils.

5. Which of the following abilities do you consider important for a child's education:

- a. to play a musical instrument?
- b. to speak at least a foreign language?
- c. to learn a practical skill?

6. Which of these incentives should be used in a child's education:

- a. a praise?
- b. presents?
- c. promises of future rewards?

7. Which of the following reasons do you consider more important in choosing a career:

- a. to meet the needs of society?
- b. to fulfill one's parent's wishes?
- c. to follow one's own vocation?

3. *Topics for free conversation:*

- 1. Your opinion of an ideal teacher.
- 2. Your impression of student life.
- 3. Career opportunities and career guidance in



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Romania.

4. All careers are important in the 21st century.
5. Women's role in contemporary society. All careers are open to women nowadays.

UNIT TWO - HOLIDAYS READING



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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*)

A. BASIC VOCABULARY

package holiday = excursie în grup organizat, cu traseu fix, platita dinainte

off season = extra-sezon

peak month = luna de vară

camping out = drumetie, excursie, camping

resort = stațiune

seaside resort = stațiune pe litoral

health resort = stațiune de odihnă/balneo-climaterică

hostel = 1. cămin studentesc, 2. cabana, hotel turistic

boarding house = pensiune turistică

accommodation = cazare

single room = camera cu un pat

double room = camera cu două paturi

suit = apartament

conveniences = confort

facilities = dotări

laundry service = spălătorie

arrival card = fișa, formular de sosire



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available = disponibil

nagging = cicalitor

to sign in = a se înregistra la venire

to sign out = a se înregistra la plecare

to inquire = a se informa, a se interesa

to vacate = a elibera, a goli

to charge = a pune la socoteală, a taxa

to overlook = a avea vedere spre/la/catre

to cruise = a face o croazieră

to get away = a pkeca din oras



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to go on holiday = a merge/pleca în concediu/vacanță
the modern love of moving around = pasiunea pentru mișcare a epocii moderne
the ease of travel = ușurința de a călători
the love of solitude = dorința de singurătate
full board = pensiune completă
full up = reținut, ocupat
vacant = liber

B. VOCABULARY PRACTICE

1. Talk about various ways of spending your holidays by answering the questions which follow. Make use of some suggestions which have been included to guide you.

- a. What is a holiday?
- b. How often do people have holidays?
- c. Why do most people try to get away for their holidays? Do you think this is a characteristic of modern life? Why?
 - the modern love of moving around;
 - the ease of travel;
 - the need for quiet and fresh air;
 - the love of solitude.
- d. What are the most popular places for holidays? What kind of people is likely to go to each of these?
 - the seaside;
 - the mountains;
 - a health resort;
 - middle-aged people;
 - energetic young people;
 - sick people.
- e. What kind of people plan their holidays so as to boast about them afterwards? What kind of holidays do they usually plan?
- f. What are the advantages of going on holiday during the off-season months?
- g. Why is camping such a popular form of holiday?
 - flexible holiday;
 - relaxed atmosphere;
 - ease of moving around.
- h. Name several types of accommodation. Describe each of them; speak about their advantages and disadvantages. Which would you choose? Why? Choose between the following:



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a hotel; a motel; a boarding-house;
a hostel; a holiday camp; a camping site;
a guest-house; an inn; a chalet.

i. Which of the following conveniences do you consider most important in a hotel? Name them in order of their importance.

cold and hot running water;
laundry service;
telephone;
central heating;
air-conditioning;



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lift.

C. GRAMMAR SESSION

! Remember the uses of Past Tense Simple and Continuous

Past Tense Simple	Past Tense Continuous
<p>1. Actions completed at a definite point in the past (when the time is given): e.g.: Mr. Brown retired last year.</p> <p>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.</p> <p>3. Actions that occupied a period of time in the past: e.g.: She worked as his personal secretary from June to December.</p> <p>4. Habitual past actions: e.g.: They always complained about everything.</p> <p>5. Suppositions (Conditional II): e.g.: If he had a little more courage he would ask for a rise.</p> <p>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.</p>	<p>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.</p> <p>2. Continuous activities during a definite period in the past: e.g.: They were quarelling all last night.</p> <p>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.</p> <p>4. Definite future arrangements made in the past: e.g.: They declined my invitation because they were leaving for London the next morning.</p> <p>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.</p>

Past Tense Simple

FORMS

Affirmative: N/P + verb 2nd form/verb+ed

Negative: N/P + did + not + V



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Interogative: Did + N/P + V

Negative Interogative: 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.

Past Tense Continuous

FORMS



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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

D. EXERCISES

1. Tick the answer you agree with most. Explain your choice.

The reason for choosing a place to go on a holiday is:

- a. the scenery;
- b. the local food;
- c. the entertainment available;
- d. comfort

Which would you prefer and why:

- a. a long summer holiday;
- b. a long winter holiday;
- c. a combination of both.

What is the thing you mostly appreciate in a hotel:

- a. cleanliness?
- b. friendliness of the staff?
- c. Low prices?

What annoys you mostly when you are on holiday:

- a. bad weather?
- b. meeting boring and nagging people/
- c. bad service?

Which of these reasons for tourism is the most important:

- a. recreation?
- b. meeting and understanding people?
- c. seeing beautiful scenery?
- d. learning from what you see?

2. 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.



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3. What is the difference between:

- a. a motel – a hotel – a hostel;
- b. a boarding house – a guest house;
- c. signing in – signing out;
- d. booking a room – cancelling a room;
- e. a single room – a double room – a suit;
- f. a garage – parking space;
- g. a newsstand – a stationary.



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4. Name the following:

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

5. Topics for free conversation:

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

6. Supply empty, blank, devoid, vacant, vacuous, void:

- a. The room had no furniture in it, so it was
- b. The room was occupied by someone else, so it was not
- c. The train was almost ... ,so there were lots of ... seats.
- d. What, nobody in? Is the house ... ?
- e. There has been a great increase of ... flats in our town lately.
- f. The street had been ... but for a man with a ... expression of the face.
- g. "To be taken on an ... stomach."
- h. the box was ... , but the cupboard was not. There was a book there with many ... pages in it.
- i. Was the envelope ... ? No. it had a ... sheet of paper and, what is more, also a ... cheque in it.
- j. He is a ... fellow leading a ... existence, a ... life ... of sense.
- k. The post was ... still, but to him it looked ... and ... of any prospect for the



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future.

l. The contract is null and

m. He made a speech ... of meaning and purpose.

7. Put the verbs in parentheses into the Past Simple or the Past Continuous:

a. The ship (approach) the Cape Town when the tornado (begin).

b. The bomb (go) off when the president (give) the speech.

c. The plane (catch) fire when it (take) off.

d. Whenever I (come) to see them they always (quarrel).



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- e. Tim (crash) into a street light because he (drive) too fast.
- f. He (peep) through the keyhole when the door suddenly (open).
- g. The teacher (write) something on the blackboard while the children (throw) paper balls at one another.
- h. She (break) down when she (hear) the news.
- i. The tyre (blow) up when she (drive) on a deserted country road.
- j. They (work) very hard when the inspector (enter).

E. CONVERSATION PRACTICE

Dialogue

At a Hotel

Receptionist: Good evening, sir. Can I help you?

Visitor: Good evening. I'd like a room for two nights.

Receptionist: Single or double?

Visitor: Single, please.

Receptionist: Have you booked the room?

Visitor: No, I'm afraid not. I didn't know I would be coming until this morning.

Receptionist: I'll see what we have, sir. We are quite full at present. Now, let me see – yes, I can offer you a room on the sixth floor. Room 623.

Visitor: has it got a private bathroom?

Receptionist: No, it hasn't but there is a bathroom down the hall.

Visitor: Well, I don't think I really need a private bathroom. All I want is a quiet room away from the noise of traffic. I don't sleep very well.

Receptionist: This room is very quiet, sir. It's on the top floor, and it overlooks a back street.

Visitor: Good. I'll have it.

Receptionist: Will you sign the register, please.

Visitor: What about my luggage?

Receptionist: The porter will take your case up presently. Are you here on business, sir?

Visitor: Partly business and partly pleasure. Oh, I'd like to be called in the morning at seven o'clock.

Receptionist: All right, sir.

1. Complete the following dialogue with the visitor's replies:

Receptionist: Good evening, sir. Can I help you?

Visitor:

Receptionist: Single or double?

Visitor:



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Receptionist: Have you booked a room?

Visitor:

Receptionist: I'll see what we have, sir. I can offer you a single room without a bath, room 623.

Visitor:

Receptionist: No, I'm afraid not.

Visitor:

Receptionist: Yes, sir, this room is very quiet. It's on the top floor.

Visitor:

Receptionist: Will you sign the register, please?



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Visitor:

2. Take the parts of different characters and act out the following situations:

- a. You are the hotel manager. An important guest has just arrived and asks you about your hotel. You tell him about available facilities.
- b. There are a lot of modern conveniences in the hotel, but several of them are out-of-order. Complain to the hotel manager about it.
- c. It's two o'clock in the morning. You booked a room at a hotel two weeks ago but nobody at the reception seems to know anything about it. You are talking to the reception clerk trying to get a room.
- d. Answer the questions of a British tourist about the main places of interest in your town.
- e. You have stayed in an excellent hotel, where all the staff have tried to be very helpful but they have only got on your nerves. You are now signing out and talking to the reception clerk.

3. Fill in the correct prepositions (or adverbs) where required.

- a. The taxi with Mr. P., a foreign visitor ... Bucharest, rolls ... the curb ... front ...the Athenee Palace Hotel.
- b. A porter removes the visitor's luggage ... the boot, and then leads the way ... the lounge straight ... the reception-desk.
- c. I'd like a single room ... bath the second floor.
- d. Sorry, sir, but we have no vacant room ... the second storey ... this exhibition ... we are practically full
- e. It's all right. I'm not very particular ... the floor.
- f. Would you, please, fill .. your particulars ... the hotel register?
- g. Will you have all your meals ... ?
- h. Do you know ... a good restaurant ... walking distance?
- i. There are several good ones ... five'minutes walking distance, but you'd better try the hostel restaurant ... the ground-floor.
- j. You may have every kind ... soft drinks served ... your room ... exchange ... a small extra charge.
- k. It will be done ... your complete satisfaction.



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UNIT THREE – PUBLIC INSTITUTIONS

READING – The Post-Office



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The post-office has many duties and has hundreds of thousands of officials: postmasters who are in charge of post-offices, post-office clerks 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)

A. 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)



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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



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B. VOCABULARY PRACTICE

Answer the following questions using the vocabulary which has been included to guide you.

1. What can people do at the post-office? What do you go to the post-office for?
buy stamps/postcards/envelopes;
send letters/telegrams/money orders/parcels;
draw an old-age pension;
make telephone calls;
buy/renew a television/radio licence;
deposit/withdraw money from the post-office bank.
2. What must you do if you want to send a telegram?
get a telegram form;
fill in the form with capital letters.
3. What details must be filled in a postal order form?
the payee's name and address;
the sender's name and address;
the amount to be sent.
4. How can you make a local telephone call from a public telephone-box?
look up the number in the directory;
pick up the receiver;
drop the coin into the slot;
wait for the dialling tone;
dial the number;
hang up the receiver.
5. What conveniences does the telephone offer?
6. Who uses the telephone most in your family?
7. Do you prefer a party-line telephone or a private line? Why? Advantages and disadvantages of each.
8. Read the following instructions for using a call-box in Britain. Think of a similar set of instructions for using a Romanian call-box.

TO MAKE A CALL

Have money ready 5 p or 10 p.

Lift receiver

Listen for continuous purring

Dial number or code and number

When you hear rapid pips, press in coin

To continue a dialled call put in more money during conversation or when you hear rapid pips again



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C. EXERCISES

1. Match the two columns according to the comprehension passage above:

1. There are dozen of people working in	a. he brings news to everybody and
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<p>a post-office;</p> <p>2. The postman is one of the most popular officials;</p> <p>3. The post-office delivers and sends letters and other mail;</p> <p>4. If you want to send a telegram, you first ask for a form;</p> <p>5. In Britain you may drop the letters into the letter-boxes which are fixed in the wall;</p> <p>6. In cities, pillar-boxes are emptied several times a day;</p> <p>7. In order to send a parcel you have to go to the post-office;</p> <p>8. It is possible to make a direct call to a big town;</p> <p>9. It is easy to make a local call from a telephone-box;</p>	<p>drops letters into our letter-box.</p> <p>b. the clerk weighs the parcel on the scales and then gives you the receipt.</p> <p>c. a postmaster, post-office clerks, many postmen.</p> <p>d. or you may use iron cylinders painted red, called pillar-boxes, standing by the kerbstone.</p> <p>e. you first dial the code number and then the number of the subscriber.</p> <p>f. you lift the receiver, hear the dialling tone, dial the number and press in the coin.</p> <p>g. in villages there are only one or two collections.</p> <p>h. besides, it issues TV and radio licences and pays out pensions and allowances.</p> <p>h. then you fill it in and pay the charge which depends on the number of words.S</p>
---	--

2. Express the following in one or two words.

- a. a list of names of people in alphabetical order with their addresses and telephone numbers;
 - b. the part of the telephone you lift to your ear, and also speak into;
 - c. short-distance calls of up to about twenty miles;
 - d. telephone calls over longer distances;
 - e. the man in charge of a post-office;
 - f. the man who brings letters to your houses;
 - g. the person who puts you through when you make a trunk-call;
 - h. a box where letters are posted;
 - i. the person you send your letters to;
 - j. the narrow opening in a public telephone where you drop the coin;
 - k. the sound which tells you the telephone can be used;
- a form sending money by post.

3. Choose from column B the sentences that are connected with those in column A

Column A	Column B
1. I'm sorry. I'm quite busy right now.	a. Can you leave a message?
2. My wife isn't in .	b. Can I speak to Mary?
3. Hallo. This is Ann speaking.	c. I'll ring you back later.
4. May I use your telephone?	d. Mine is out of order.
5. Hold on, please!	e. I'll put you through in a moment.



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A. CONVERSATION PRACTICE

Dialogue

At the Post-Office



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In England there are Post-Offices and Sub-Post-Offices. The latter are very interesting places, because they are shops as well – in small villages they may be the only shop!

The postmistress: Hello, Mrs Murphy! What can we do for you?

Mrs Murphy: I've come to collect my old-age pension – for two weeks, if I may.

Postmistress: Oh, yes, off to see your daughter, are you?

Mrs Murphy: That's right – oh – and you can give me a couple of 8 p stamps, too.

Postmistress: There you are, there's your change. Ah, Mr Grosvenor, what can I do for you?

Mr Grosvenor: I've got these important papers to send to London.

Postmistress: Do you want them registered or sent recorded delivery? Let's see how big are they? Well, they'll have to go recorded delivery, because we don't do registered parcels any more. Fill in the name and address on there. Then I'll stamp it and there we are.

Mrs Barclay: Can you tell me how much these letters will cost? There's one for my son in Sweden. Should I send it by air or by sea?

Postmistress: All letters go to Europe by air. Yes, and what else?

Mrs Barclay: This one to London.

Postmistress: First or second class?

Mrs Barclay: Oh, make it second class, it's not urgent.

Mrs Barclay: There's your change. Thank you.

1. 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.

2. Topics for free conversation:



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

UNIT FOUR - TRANSITION READING



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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).

A. BASIC VOCABULARY

transition = tranziție

to achieve = a realiza

predictable = previzibil



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to prevent = a împiedica

employment = angajare, ocuparea locurilor de munca

enhancement = marire, sporire, intensificare

bulk = majoritate

currency arrangements = masuri/aranjamente valutare

share(s) = acțiune(i)

to adjust = a regla, a potrivi, a pune în ordine

subsidised finance = finanțe subvenționate

ownership = 1. proprietate, posesiune, 2. drept de proprietate



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B. VOCABULARY DEVELOPMENT

In the text you find the following sentence:

All transition countries also still face other substantial challenges of reform – for example, in the areas of banking supervision, [...], capital market development, [...], social security,

Nouns can be formed from adjectives, using these suffixes: -ence, -ity, -y, -ness, -ment + some important exceptions.

Task

Form nouns from these adjectives:

<ul style="list-style-type: none"> a. intelligent b. astonished c. familiar d. happy e. fascinated f. generous g. amused h. patient i. friendly j. satisfied k. confident l. equal m. disappointed n. clever o. depressed p. selfish q. stupid 	
---	--

The following are exception to the rule. Write the nouns derived from these adjectives:



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<ul style="list-style-type: none">a. strongb. wisec. boredd. hungrye. thirstyf. proudg. delightedh. experti. highj. diplomatick. hypocritical	
---	--

C. GRAMMAR SESSION

Adverbs as modifiers



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... in the bulk of the region have comprehensively liberalised prices....

Some key prices, ... are still centrally controlled in many countries....

We distinguish between eight kinds of adverbs:

1. Adverbs of manner, e.g.: carefully, easily, quickly, quietly etc.
2. Adverbs of place, e.g.: above, abroad, here, there etc.
3. Adverbs of time, e.g.: soon, now, still, before, after etc.
4. Adverbs of frequency, e.g.: always, never, ever, often, once etc.
5. Adverbs of degree, e.g.: completely, extremely, quite, very etc.
6. Adverbs of affirmation, e.g.: certainly, indeed, obviously etc.
7. Interrogative adverbs, e.g.: how, when, where, why etc.
8. 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:

1. Verbs, e.g.: He examined the papers carefully.
2. Adjectives, e.g.: This task seems to be extremely difficult.
3. Adverbs, e.g.: They solved the problem very quickly.
4. Phrases, e.g.: Her answers were not always to the point.
5. Complete sentences, e.g.: Obviously, she didn't like his way of talking.

! Remember the uses of Present Perfect Tense Simple and Continuous



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Present Perfect Tense Simple	Present Perfect Tense
<p>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.</p> <p>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.</p> <p>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.</p> <p>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?</p> <p>5. In temporal clauses – the action in the</p>	<p>Continuous</p> <p>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.</p> <p>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?</p>



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<p>temporal clause is completed before the present/future event I the main clause begins.</p> <p>e.g.: The recital will begin as soon as the audience have taken their seats.</p> <p>I'll give you a call when the meeting has ended.</p> <p>Don't answer any question until you have understood all of them.</p>	
---	--

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

D. 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.



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1. He was ... anxious about losing his seat in Parliament (degree).
2. ... I don't agree with my college's opinion (time).
3. The senators ... go to London to take part in the parliamentary sessions (frequency).
4. Tom put his luggage ... during the ride (place).
5. Mr. Hamilton is ... determined to finish his speech tonight (degree).
6. ... is the meeting I was told to visit (place)?
7. He could ... convince the voters (manner).
8. ... , they would agree to his proposal (affirmation).



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c. Give antonyms to the following items:

<ul style="list-style-type: none"> a. command economy b. output c. employment d. eastern e. central banks f. changed 	
--	--

d. Give the nouns corresponding to the following verbs:

<ul style="list-style-type: none"> a. to create b. to develop c. to privatise d. to enhance e. to finance f. to compete g. to liberalise 	
---	--

e. Enlarge the ideas:

“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 constructions.”

“All transition countries also still face other substantial challenges of reform.”

f. Fill in the blanks with since or for:

1. The manager has worked on the new regulations ... five days.
2. The Romanians have had a new life ... 1990.
3. The management of this company have been abroad ... September, 10.
4. The rate of inflation has raised substantially ... the beginning of the year.
5. European economy has changed ... a long time.
6. The governments have tried to adopt new measures of trade liberalisation ... the beginning of the session.
7. She has known her colleague ... 10 years.
8. She has known her colleague ... she got the job in that company.
9. The plane landed 10 minutes ago. It has been on the landing ground ... 10 minutes.
10. Jane’s parents haven’t heard from her ... since she left the native town.



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SUPPLEMENTARY READING

All bank accounts these days are organized through computers. Everybody's bank account information right from your name to the amount of money you have got in your account is stored in such a way that it can be easily accessed by computers.

The storage media, as it is called, varies, but mostly it is a magnetic disk, optical disk or magnetic tape. Any one of these can store accounts data of thousands of people constantly being updated as the million of card holders all over the company but, they sell and save.



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This electronic banking means that money can be moved around almost at the speed of light, through telephone wires, optical fibres, even radio rays and not one penny of cash physically changes hands. Some people say we are heading for a cashless society. If we are, the keys to unlock it will be the card.

There are numerous types of cards. The most common used are debit cards and credit cards.

A debit card is a type of plastic money which allows payment to be taken directly from your bank account. To pay for the shopping, the cashier swipes it into an input device, the card reader, which reads the relevant bank account details from the card's magnetic side and then uses these as a key to electronically unlock your bank account and also the right amount be transferred to the shop bank account. Confirmation of the sale is output. All the customer has to do is to confirm with the signature which also acts as a security check. No cash changes hands. Everything is dealt with automatically. The card is all you need. It's quick, easy and people don't need to write cheques or carry too much cash.

A credit card can not only let your credit card account cover for you up to, say, 500\$ worth of goods, as that is your credit limit. They are a bit different from debit cards though, because the money you are using is not actually yours. You borrow it from a credit company and pay it back at a later date. But because there is a great temptation to overspend, it is really important to make sure you can afford to pay the credit company back otherwise you can end up in all sort of trouble.

Credit cards are plastic cards issued to individuals, not necessarily customers of a bank, which have on the front the person's name, credit card number, date of expiry. On the reverse of the card is the signature of the holder and the basic conditions of issues.

TASKS:

1. Give antonyms to the following constructions:

<ul style="list-style-type: none"> a. to sell b. to unlock c. a debit card d. to confirm e. different f. later g. easier 	
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2. *Speak about plastic money in Romania and the way in which you think it will develop the future. Make use of the words and expressions suggested below:*

account, customer, to withdraw, interest, loan, retailer, interest free loan, fee, drawer, cash dispenser, cashier, balance, magnetic stripe, holder, to rob, to steal, available, security, to get into debt, administrative costs, network, to increase, temptation to overspend

3. *In the following lines, you are given the explanation of the different characteristics of the money. Can you make out the concept corresponding to each definition? You must try to fill in the gaps of each definition, according to*



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the meaning. Choose among these: recognisability, stability of value, divisibility, uniformity, durability, acceptability, portability

Characteristics of Money

a. Money has to be generally acceptable. Items used originally for money (gold, cattle) had intrinsic value to the people who used them. Today, money has no intrinsic value but we accept it knowing that other people will accept it from us in exchange for goods.

b. We must be confident that the money we hold today will pay for more or less the same amount of goods tomorrow. Of course, prices change each year (e.g. inflation) but all modern systems suffer from this.

c. It means that one unit of money must be exactly the same as any other unit of denomination. If there were 2 types of, 1 coins and one was worth 10p more than the other, people would hold onto the more valuable one and spend the less valuable one.

d. Money must last over time. People will not accept as money something which deteriorates over time. A 5 note lasts about a year before it is worn that it is withdrawn. Coins can last up to 60 years.....

e. Money must be divisible into small units so that there is no difficulty in making both large and small payments without loss. Current accounts at banks can be divided into smaller amounts by using cheques, direct debits etc.

f. It is helpful if money is portable. Even if huge boulders had all the other characteristics of money, it is likely they would be used as money? Electronic payments systems make money easily transferable without having to physically move large amounts of notes and coins.

g. Money must be recognized as such; if it is not easily identifiable as money then it is not an ideal system.

4. Fill in the right preposition.

....the end ... 1980s, the government sole weapon ... monetary policy was the general level ... interest rates charged ... banks and building societies. The Bank ... England, acting ... behalf ... the Treasury, can charge banks' base rate ... changing the rate ... interest ... which it lends as lender ... last resort. This is said to be a signal ... all banks to change their most important rate ... interest – their base rate, which is used ... calculate the interest charged ... many ... their loans. Their other loan rates, and the rates given ... deposits, will follow the same directions but not all simultaneously. Eventually, the new interest rates affect all lending and borrowing, except transactions ... fixed rates ... interest.

5. Before any loan is granted, the following questions must be answered



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by the customer: “what is the purpose of the loan?”, “How much is required?”, “What is the source of repayment?”, “What is the length of time the loan is required?”. Read the text below and fill in the blanks with the suitable question for each paragraph.

a.

This is an obvious question, as the bank must know how much money the customer requires; at the same time the bank must be aware that whatever sum is required, it should not be the total requirement for the project. The customer must be prepared to put some of his money at risk. The total financial risk must not be the bank's alone.



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b.

The purpose of the loan must be legal, moral and within the policy of the government and the bank. Loans to a company must be within the company's constitution.

c.

Obviously, there must be an agreement between the bank and the customer as to how long the money is required and whether the outstanding debt will be repaid monthly, quarterly or whatever.

d.

The answer to this question is important to the bank. Any customer must have sufficient resources to repay the bank within the stipulated agreed time – not only the capital, but the interest as well. The sources of repayment could be from wages, salary, dividends, an inheritance, profits, and so on. However, the bank would not look kindly on a loan proposition where the customer stated that repayment would come from his winnings on the Grand National.

6. ***Give the English for:*** ordin permanent de plata, valuta, creditor, a deveni scadent, scadenta, a aloca, prag de rentabilitate, datorie publica, bilant contabil, a lua cu imprumut, impozit, rata dobanzii de referinta, faliment.



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UNIT FIVE – PROTECTING THE ENVIRONMENT READING



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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.

A. BASIC VOCABULARY

to ravage = a devasta, a pustii, a distruge

to pass a bill = a vota o lege

to be appaled = a fi îngrozit

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 =



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Secretary of Interior = Ministru de Interne (in SUA)

wrath = furie, manie

irate = enervat, iritat

tainted = infectat, poluat, stricat

sage = intept

wrangle = altercație, discuție aprinsă

forthcoming = 1. existent, 2. apropiat, viitor, care se apropie

B. GENERAL COMPREHENSION



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Answer the following according to the nature of the item.

1. From the context of the article, the meaning of strip-mining is
 - a. the mining of coal on public lands
 - b. surface mining
 - c. shaft mining
 - d. illegal mining
2. The Federal Surface Mining Act
 - a. limits coal production
 - b. prohibits strip-mining
 - c. restricts strip-mining to specific locations
 - d. menaces wildlife
3. The Secretary of Interior has
 - a. rescinded the law
 - b. angered the environmentalists
 - c. been in office for five years
 - d. destroyed wildlife
4. The Secretary of Interior plans to
 - a. fight the environmentalists
 - b. break the law
 - c. open up public lands to strip-mining
 - d. protect the environment
5. The expression existing valid rights refers to
 - a. mining rights in existence before 1977
 - b. miners' rights that cannot be violated
 - c. the right to mine coal any place in the U.S.
 - d. the right to mine on protected lands
6. Wildlife is endangered by
 - a. coal mining
 - b. the Secretary of the Interior
 - c. toxic waste in bodies of water
 - d. migration paths
7. The proposed new regulations will
 - a. curtail the rights of environmentalists
 - b. increase the area of strip-mining
 - c. help clean up the environment
 - d. cost miners a lot of money
8. The purpose of the new regulations is to
 - a. create a ravaged land
 - b. kill wildlife



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- c. increase coal miners' profit
- d. anger environmentalists
- 9.** Without the present regulations on strip-mining, profits would increase
 - a. tremendously
 - b. a little bit
 - c. not at all
 - d. by leaps and bounds
- 10.** The main idea of this article is that
 - a. changes in the present law would be detrimental to the environment
 - b. a powerful government official can change laws



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- c. environmentalists protect our land
- d. laws are made to be broken

11. To whom this article appeals?

- a. government officials
- b. the President
- c. conservationists
- d. weathermen

C. VOCABULARY WORK

Getting the Meaning from Context

Scan the last paragraph and choose the correct answer:

1. To what does the word *sage* refer?
 - a. a spice
 - b. a person
 - c. an event
 - d. a book
2. What must a *wrangle* be?
 - a. a man
 - b. a mine
 - c. an argument
 - d. a wreck
3. What must a *proponent* be?
 - a. an issue
 - b. a person
 - c. a cause
 - d. a priority
4. The word *obstruct* must mean
 - a. approve
 - b. block off
 - c. disapprove
 - d. consent
5. What must *maimed* mean?
 - a. managed
 - b. wounded
 - c. cared for
 - d. endangered
6. What does *for the sake of* mean?
 - a. for the purpose of
 - b. to help
 - c. in spite of



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- d. by any means
- 7. The word forthcoming refers to
 - a. a disagreement
 - b. the past experience
 - c. the future
 - d. new arrivals

D. PREFIX AND SUFFIX USAGE



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Chose the best answer:

1. The prefix pro in the word proponent means
 - a. professional
 - b. property
 - c. against
 - d. for
2. The prefix in redefining means
 - a. clearly
 - b. later
 - c. informally
 - d. again
3. The suffix ist in environmentalist and ecologist indicates
 - a. an area
 - b. a thing
 - c. a person
 - d. a time
4. the prefix fore in foresee means
 - a. at the same time
 - b. before
 - c. in favor of
 - d. beside

E. VOCABULARY BUILDING

Find the correct meaning in column B for each word in column A.

Column A

Column B

<ol style="list-style-type: none"> a. laudable b. ravage c. menace d. habitat e. incalculable f. explicit g. toxic h. incur i. repudiate j. infringe 	<ol style="list-style-type: none"> 1. the natural home of a plant or animal 2. poisonous 3. deserving praise 4. to receive as a result of certain actions 5. to encroach 6. to threaten 7. to show mercy 8. very great 9. to ruin and destroy 10. to set a value on 11. clear and fully expressed 12. being expelled 13. to refuse to recognize
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F. RESTATING

Select the option that has the same meaning as the sentence given:

1. Miss Thomson was appalled by her students' grammar.
 - a. She thought their grammar was very good.
 - b. She was shocked that her students' grammar was so bad.
 - c. She was thoughtful of her students' grammar.
 - d. She tried to teach them good grammar.



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2. The lack of rain augurs trouble for the farmers.
 - a. No rain is a sign of trouble in the future.
 - b. Without rain nothing will grow.
 - c. Lack of rain causes trouble for the farmers.
 - d. Trouble comes to farmers when it rains.
3. Since Einstein didn't begin to talk until he was three years old, no one realized that he was a latent genius.
 - a. Even though he was a genius, it wasn't noticeable because he was late in beginning to talk.
 - b. He talked late, so he mustn't have been a genius.
 - c. Geniuses begin talking when they are three years old.
 - d. No one knows when a genius will begin to talk.
4. I ended up in the hospital after eating tainted fish.
 - d. I had to go to the hospital after eating fresh fish.
 - e. Eating poisoned fish made me exceedingly sick.
 - f. The hospital served bad fish.
 - g. Canned fish made me so sick that I had to go to the hospital.
5. The argument grew so tempestuous that they punched each other.
 - a. It was a quiet argument, but they had a fist fight later.
 - b. They had an argument in a storm and began to fight.
 - c. The argument was so violent that they hit each other.
 - d. The argument grew temperate when they punched each other.

G. GRAMMAR SESSION

! Remember the uses of Past Perfect Tense Simple and Continuous

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

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.



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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 Simple



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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

H. 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



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centuries.

12. I (realize) someone (use) my camera because there were finger marks on the lens.
13. Although the girl only (miss) for eight hours the parents (decide) to call the police.
14. No wonder the engine (break) down yesterday; it (ran) for 24 hours.
15. We have evidence that Mrs. Scott (clean) the window shortly before she (fall) down.

2. Translate into English:



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1. Andy a câștigat primul loc la concursul de pian numai pentru că a exersat mult.
Andy ... in the piano competition only because
2. Știm că el luase droguri din moment ce ochii îi erau mereu încetosiți.
I ... since ... blurred.
3. Ei mă urmăreau de două ore, așa că m-am oprit și i-am întrebat ce voiau.
They ... so
4. După ce l-am căutat zadarnic pe copil timp de două săptămâni, colonelul Adams a oprit căutările.
After we ... colonel Adams ... the search.
5. Soacra mea locuia la noi de 10 ani când a murit.
My ... when she
6. E adevărat că Harry a intrat ultimul, dar el nu se antrenase la fel de mult ca ceilalți.
It's true ... but ... the others.
7. Tom a fumat din adolescența până când doctorul Baker i-a arătat o radiografie a plămânilor săi.
Tom ... until
8. Bunica și-a căutat ochelarii toată ziua până când i-a găsit pe propriul ei nas.
Grandma
9. Înainte de petrecerea accidentului, turnul de control a recepționat niște semnale ciudate timp de trei minute.
Before ... the control tower
10. Înainte să descopăr aceste discuri ieftine planuisem întotdeauna să cumpăr niște casete de bună calitate.
Before I

3. Fill in the blanks with the appropriate form and then translate them into Romanian:

1. That was the most difficult marathon I ... (take) ever. I ... (walk) already 10 kilometers and ... (feel) like an old dog. I won't ever forget it!
2. We ... (choose) already the costumes for the Halloween when the manager ... (inform) me that I was to leave for France. What a piece of ill-luck! I ... (spend) a fortune on them, and honestly, I ... (miss) never the parties in my neighbourhood.
3. When we ... (get) home yesterday evening, ... (learn) that we ... (receive) a lot of messages on the answering machine. All the people ... (congratulate) us for our success but unfortunately they ... (not mention) the reason for. After a while my mother ... (call) and ... (tell)



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us that we ... (win) the contest. We ... (forget) even that my wife ... (send) the card!

4. Last year, the Smiths ... (spend) their holiday in a small caravan set up on the banks of the Danube. Everybody ... (know) what a tricky man Mr Smith ... (can) be. His practical jokes ... (be nejoyed) by the audience, exact the people who are the subject of them. The good part of it is that Mr Smith's pranks are never repeated, so you never know what ... (be) the next ... (come).



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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!



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UNIT SIX – THE PRESENT BUSINESS CLIMATE IN THE USA READING



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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)

A. BUSINESS VOCABULARY

transition = tranziție

heavy industry = industrie grea

shareholder = actionar

proprietorship = proprietate

the rights and duties = drepturile și obligațiile

legal agreement = contract de asociere

to be exempt from = a fi exclus de la/din



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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



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profit and loss account = contul de profit și pierderi
chartered = autorizat
joint venture = asocieră
parent company = companie mamă
know-how = pricepere, cunoaștere, dibacie (într-o activitate anume)
“know-hows” = secrete, metode de lucru
bond = obligațiune
tax deductible = scutit de impozit
additional shares = acțiuni suplimentare
invoice = factură
face value = valoare nominală
shipment = expediție

B. VOCABULARY PRACTICE

I. Tick the corresponding letter in the table below.

1. The most common forms of business ownership are:
 - a. partnership corporation; sole proprietor; multi proprietors;
 - b. sole proprietors; partnership; corporation;
 - c. businesses; capital-intensive businesses; labour-intensive businesses.
2. A sole proprietor is a business owned by ..., although it may have many employees.
 - a. a family
 - b. an under-aged person
 - c. just one person
3. Control and freedom are ..., specific to sole proprietorship.
 - a. an advantage
 - b. a disadvantage
 - c. both an advantage and a disadvantage
4. Shareholders are ..., of a corporation.
 - a. the employees
 - b. part of the managerial staff
 - c. the owners
5. The non-profit corporations are ..., profit-making institutions.
 - a. therefore
 - b. not
 - c. non
6. A partnership is a ..., association of two or more individuals as co-owners of a business for profit.



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- a. loyal
- b. legal
- c. lawyer

7. ... is benefit of sole proprietorships.

- a. Secretary
- b. Secret
- c. Secrecy

0						
1	1.	2	3	4	5	6
2						
3						
4	a					



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II. Fill in the blanks of the following text, choosing the missing words from those in the box:

adequate	failing	strategies
low price	issue	successful

“ You should set realistic objectives for your business and develop appropriate to achieve them. These objectives must be compatible with your personal ambitions and values. Most strategies tend to be simple and concentrate on the business’s strengths while building an defence against its weaknesses. An over-elaborate strategy which prevents management from concentrating on the key issues is common So too is failing to define the true nature of your business and its markets. For example does a manufacturer of home computers serve the market for personal computers or that for executive toys?

Price strategy will be a key for the new business. It is surprising how often new companies underprice their products. It is generally unwise to choose a strategy involving high volumes of products. In addition to the manufacturing and distribution problems which could arise, you will be vulnerable to attack from an established competitor by sustained price cutting”

(From *Getting Started. How to Set up Your Own Business*
by David Philip, Kogan Page, 1995, p. 10)

III. Find synonyms to the following words:

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

IV. Explain the meaning of the following constructions:

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

C. 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



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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.**



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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



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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)

B. EXERCISES



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1. Read the following text and notice the use of the verbs in the Conditional Sentences Type One.

“Are any of the following a problem for you? Losing things, being interrupted, being unable to say no, deadlines, perfectionism, fatigue, a lack of stamina or creativity, poor memory, no social life, an inability to relax, skipping meals, lateness, difficulty in listening, no exercise, conflicting demands or a feeling that you are not rewarded enough?

If you are sensible, you will stop reading right now. This kind of social searching is bad for your mental health. But last week I found myself doing this test which had been sent to me along with an invitation to attend a conference called ‘Stress Management for Women’. Despite the fact that I never skip meals, I am punctual and have no difficulty in saying ‘no’, my score put me in a category that said: ‘Stress is a bigger problem than you may think. Enrol today to prevent an unmanageable situation from developing.’

If I am suffering from stress (which I doubt) then I blame the anti-stress industry. Nearly every week there is a new stress conference, book, or statistic designed to frighten us thinking that we are dangerously stressed out and likely to be laid low by a combination of heart attack, stroke, thyroid problems or worse.

The latest example of stress terror tactics comes from former funny man John Cleese. In the forward of the book *I’m Too Busy to Be Stressed*, by Hilary Jones, he writes: “A lot of us can harbour a death-wish beneath our ‘I’m too busy to be stressed’ façade. If so, we ignore this book at our peril.” Speak for yourself, John.

.....
.....

In the end, the only way to stop feeling stressed is to start feeling happy. And unfortunately that is not something that a book can ever teach you.”

(Excerpt from the article *When stress terror tactics are delivered by the book*, by Lucy Kellaway, Financial Times, February 17, 1997)

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

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

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



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- a. I didn't have enough money, so I didn't go to Italy last summer.
e.g. If I had had enough money, I would have gone to Italy last summer.
- b. I bought a new flat, so I was hard up.
- c. We went to Constanta, so we could see the Black Sea again.
- d. They didn't have a large house, so we decided to stay in a hotel.
- e. George's father lent us his car, so we went sightseeing.
- f. The weather was wonderful, so we had nothing to complain about.
- g. George's parents told us to try something new, so we went boating.
- h. It started to rain, so we didn't enjoy our travel by boat.



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i. When we came back, George's parents had prepared a surprise party for us, so we soon forgot all about the rain.

j. The next morning our holiday was over, so we had to come back to Bucharest.

4. 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 (warm) 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?

5. 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.

6. 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.

SUPPLEMENTARY READING

The business of tennis clothes has grown astoundingly in the past few years. Over \$ 250 million is spent annually on the trappings of tennis. Apparently everyone wants to look like a pro, even though 20% of the



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clientele has never even played the game.

Manufacturers pay the stars lucrative fees for wearing their brands of clothes and wielding their racquets on center court. Not only tennis players get free clothing, but also all the people involved in the game – the referees, the linespeople, ball boys and girls – are living advertisements for tennis wear producers. Where, traditionally, conservative white clothing was required for the entire tennis coterie, changing times have seen a new vogue in tennis outfits. Flamboyant colors, designers' nameplates, geometric figures, and bold lines distinguish the new tennis togs from their predecessors.



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C. GENERAL COMPREHENSION

Respond to each item according to its nature.

1. It can be inferred from the text that:
 - a. tennis clothing appeals to the wealthy
 - b. tennis stars get huge sums of endorsements
 - c. the price of tennis rackets has remained stable
 - d. bright colors entice people to buy tennis wear
2. The author's intention is to:
 - a. explain why the cost of tennis clothes has risen
 - b. defend tennis wear manufacturers from complaints about their high prices
 - c. describe the means of advertising expensive tennis clothes
 - d. describe the new tennis clothing
3. A good title for this passage would be:
 - a. The Stars at Play
 - b. Big Business in Tennis Wear
 - c. The High Cost of Playing Tennis
 - d. Tennis Stars' Flamboyant Clothes
4. It is implied that:
 - a. tennis clothing is bought by well-to-do
 - b. everyone who wears expensive tennis wear plays tennis
 - c. tennis officials would prefer to wear traditional white clothing
 - d. fashion models wear tennis clothing

D. VOCABULARY WORK

Find the word that correctly completes these sentences

2. Manufacturing tennis clothing has become a(n)....

a. astounding	c. lucrative
b. traditional	d. reported

3. More... tennis players still wear white on the court

a. flamboyant	c. conservative
b. athletic	d. distinguished

4. The cost of... of tennis is prohibitive to the average American

a. court	c. pro
b. net	d. trappings



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5. Apparently short skirts are in ... this year.

a. acclaim	c. vogue
b. tennis	d. gallery

6. Since he usually wears red on the court, he has the reputation for preferring ... tennis wear.

a. white	c. flat
b. conservative	d. flamboyant

7. Mary's boutique appealed to a very wealthy ...



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e. .city f. manufacturer	g. clientele h. clothing
-----------------------------	-----------------------------

E. VOCABULARY BUILDING

The following is a list of common word elements that give the meaning of a number. Study them and look up the meaning of any words you do not know in the example column.

Element	Meaning	Examples
mono, uni	one	monotheist, monosyllable, unilateral
du, bi, di	two	duet, binoculars, bipartisan, bicentennial, bisect
tri	three	tricycle, trilingual, triplet
quadr, quat	four	quadrangle, quatrain
quint, penta	five	quintuplet, pentagon
sext, hexa	six	sextet, hexagon
sept	seven	septennial
oct	eight	octagon
non, nov	nine	nonagenarian
deca	ten	decade
cent	hundred	centennial
poly, multi	many	polytheist, multilingual

Refer to the words in the examples column to complete the sentences.

- I speak French, Spanish and Italian. I am ...
- Tom's vocabulary seems limited to All he ever says is yes or no.
- Pavarotti and Careras sang an operatic ... at the benefit performance last Sunday.
- A six-sided figure is a(n)
- The five branches of the United States armed forces are directed from a five-sided building known as
- We bought our two-year-old daughter a ... to go for a ride.
- A(n) ... believes that there is more than one God, whereas a(n) ... believes in the existence of only one.
- A poem or a part of a poem made up of a group of four lines is referred to as a(n)
- Since we have seats in the upper balcony, we watched the play through



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... .

10. The president appointed a(n) ... committee in the hopes of pleasing both political parties.
11. The 1970s was a(n) ... remembered for worldwide political instability and economic woes.
12. Although modern science had improved our chances of living longer, there are still relatively few ... (people between 90 and 100).
13. A woman who gives birth to three children at the same time is the mother of



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14. While we live under the threat of nuclear war, ... (one-sided) disarmament seems futile.

15. On July 4, 1976, the United States celebrated its ... (200 years).



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UNIT SEVEN – FREEDOM OF THE PRESS IN AMERICA READING



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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 prying 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)

A. BASIC VOCABULARY

misgiving = 1. presimțire (rea); 2. indoială

settler = colonist

criminal libel = calomnie

courtroom = sala de ședințe

landmark = moment hotărâtor, punct de cotitură

to establish = a stabili

B. VOCABULARY PRACTICE

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



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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



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

3. Give synonyms to:

growing settler restricted misgiving to allow jury guilty libel	
--	--

4. Give antonyms to:

the earliest true agreed to defend free	
---	--

4. Speak about the freedom of the press in Romania. Use some of the words and expression below:

national press	daily	newspapers
provincial press	weekly	magazines
local press	monthly	periodicals
to deliver	to cover home and foreign news	
popular newspapers	to cover shocking, popular stories	
headline		
libel		
information of all kind		



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5. Read the following information about USA's newspapers in order to be able to draw a similar presentation about the Romanian situation.

“There are more than 7,000 newspapers which are published weekly, semi-weekly or monthly in America.

Most daily newspapers are of the “quality” rather than the “popular” (that is, non-quality) variety. Among the twenty newspapers with the largest circulation only two or three regularly feature crime, sex and scandal. The paper with the largest circulation, *The Wall Street Journal*, is a very serious newspaper indeed.



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It is often said that there is “no national press” in the United States as there is in Great Britain, for instance, where five popular followed by three quality newspapers dominate the circulation figures and are read nationwide. In one sense that is true. Most daily newspapers are distributed locally, or regionally, people buying one of the big city newspapers such as the Wall Street Journal can be found throughout the country.”

(*American Life and Institutions*, by D.K.Stevenson,USIS)

C. GRAMMAR SESSION – DIRECT AND INDIRECT SPEECH

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.

<p>actual spoken statement “I’m waiting”</p> <p>actual spoken question “When did you arrive, Tom?”</p>	<p>direct statement in writing “I’m waiting,” Tom said</p> <p>direct question in writing “When did you arrive, Tom?” Susan asked</p>
--	--

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*,



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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.



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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:

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



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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



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tonight	that night
tomorrow	the next/following day
yesterday	the day before/the previous day
last night	the night before

place

here	there
this place	that place
these places	those places

D. EXERCISES

1. Turn the following short dialogues into Indirect Speech

1. “We have moved into our new flat. We don’t like it nearly as much as our last one”, our neighbour said.
2. “I’ll visit you as soon as possible”, promised my best friend.
3. “She’s strong so I’m sure she will recover soon after the operation”, the doctor said.
4. “I have an English lesson tomorrow morning and I haven’t done my homework yet”, the student said.
5. 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.”
6. “I wrote to him yesterday and I hope he’ll receive the letter next week”, the secretary said.

2. Read and translate into Romanian the following article from the “Financial Times”. Notice the use of tenses in Reported Speech. Then, turn the sentences used in Direct Speech into Reported Speech.

“The USA economy is set to maintain its strong rates of growth and job creation, and there is no risk of a resurgence in inflation in the foreseeable future”, President Clinton said yesterday in his annual economic report to Congress.

Mr. Clinton said the current expansion was sustainable for at least the next five years. In the past five years, he said, more than 11m jobs had been created, unemployment had fallen to 5.4 per cent, and yet consumer price inflation had remained below 3 per cent.

“Our economy is stronger than it has been in decades”, Mr. Clinton said in the report prepared by his council of economic advisers. “The ability of the economy to sustain low inflation and low unemployment is the best it has been in



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years.”

Mr. Clinton’s claims differed sharply from the views of Mr. Alan Greenspan, chairman of the Federal Reserve, who has argued that the current benign equilibrium of low unemployment and low inflation is likely to prove the contrary.

In the past, an unemployment rate below about 5.7 per cent for a sustained period produced strong wage pressures that ultimately forced the Fed to raise the short-term interest rates. Mr. Greenspan warned last month that the US central bank was in a state of inflation alert. The private sector economists expect the Fed to tighten policy this year to curb strong demand growth. (...)



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In a less self-congratulatory mode, the report identified the need for improvements in education to raise US competitiveness.”

(Excerpt from Gerard Baker’s article Financial Times, February 11, 1997, front page)

3. Turn the following passage into Direct Speech

Corporal Lucas returned to the camp after his week’s leave a day late. He reported to Captain Wright and apologized for his lateness. Wright wanted to know the reason for it. Lucas explained that his father had had an accident the day before while he had been in Liverpool. He had been knocked down by a car and taken to the hospital. The police had telephoned Lucas’s mother who had been ill for the past week. So Lucas had stayed with his mother until the early evening when they had heard from the hospital that the father’s condition was not serious.

Although he expressed some sympathy for Lucas, Captain Wright wanted to know why he had telephoned the camp the day before to report what had happened. Lucas started to give an explanation but almost immediately changed his mind and said he supposed he would have to tell the truth. His father really had been taken to the hospital the day before as he said but he was afraid this was only half the truth. He had missed the train from London the night before his father’s accident and got home after his mother heard the better news from the hospital. But even if he had not missed the train, he would have to stay with his mother until he had heard his father was out of danger.

Lucas started to say how he had got a lift back to camp but Wright interrupted him sharply, expressing his lack of interest in Lucas’s means of travel. He had returned a day late for this he would not be allowed to leave the camp for a week besides doing extra guard duty. Lucas accepted this decision and was dismissed.

4. Report the following dialogue. In some places the tenses do not change.

Jim: Harry! What’s the matter? You look pale. Are you sick?

Harry: I just had a terrible experience.

Jim: Sit down. Let me get you a glass of water.

Harry: No thanks, Jim. I’ll be fine in a minute.

Jim: Did you have an accident?

Harry: Not quite, but almost. I was crossing the street just now and was almost bit by a car. Fortunately I jumped back in time.

Jim: How awful! Did you get the license number of the car? You ought to report the driver to the police department.



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Harry: Before I realized what had happened, the car was gone.

Jim: Drivers like that should have their license taken away from them.

Harry: I agree. I won't forget this for a long time.

Jim: I'm sure you won't.

Harry: Yes, from now on I won't cross the street reading my newspaper. I'll have to watch where I'm going, since there are dangerous drivers like that one on the road.

(L.G. Alexander)



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5. 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.

(1) I have arrived.

(2) Let me explain where my new flat is.

(3) I left the key under the door-mat.

(4) Go into the kitchen and help yourself with food and drink.

(5) At the moment I am listening to some of your records after having a trully wonderful meal.

(6) I hope you will soon join me!

(7) Did you reach the flat without difficulty?

(8) 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.

6. Translate into English:

1. Ieri când m-am dus să-mi vad prietenul mi s-a spus că plecase de acasă de o oră.

2. Maria mi-a spus că locuiește la Paris de șapte ani și că cunoaște orașul foarte bine.

3. Mi-a promis că dacă mă voi duce acolo îmi va arăta și mie locurile cele mai interesante din oraș.

4. Ei au vrut să afle cât a costat dicționarul pe care tocmai l-am cumpărat.

5. Baietilor li s-a spus că nu au voie să inoate lângă pod deoarece e foarte periculos.

6. Tom a întrebat cine vrea să meargă cu el la teatru.

7. Profesorul a întrebat-o de ce a lipsit de la cursuri toată săptămâna.

8. A vrut să afle dacă am călătorit vreodată cu vaporul.

9. I-am cerut chelnerului să aducă mai multe pahare.

10. Acum câteva zile, prietenul meu mi-a spus că nu se va duce la mare vara viitoare.



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UNIT EIGHT - THE IMAGE OF A PRODUCT READING

Negotiations



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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



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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



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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.

A. 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!*



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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:



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- 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 dezbină
- 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 ațâța 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



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- 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

B. EXERCISES

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



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1. Haven't you ever consideredup smoking?
2. It mustn't have been the curdled milk that made himup his dinner.
3. I tried toup Tim when I was in Los Angeles, but he must have changed his address.
4. If youup any more of my time, I'll kick you.
5. Come on, stop arguing. Let's..... up!
6. Spring term usually up just before Easter.
7. The rebels couldn't win, so they decided toup.
8. We are thinking ofup a small car hire firm.
9. No amount of money can up for the damage you've done.
10. The doctor says Arthur will up and about in a couple of days.

2. 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

3. Supply the missing prepositions.

1. I don't agree ... your proposal.
2. Mr. Potter suffers ... asthma.
3. Please don't insist ... paying the bill.
4. I wouldn't think ... borrowing money.
5. These two pictures differ ... each other.
6. Choose from ... the two.
7. Where did you read ... it?
8. I'm depending ... you.
9. We can only guess ... the truth.
10. Please wait ... me.
11. Knock ... the door.
12. Ask ... the menu.
13. I don't agree ... you.
14. Does this jacket belong ... you?
15. Let's begin ... your report about wages.
16. I couldn't wish ... a nicer officer.



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17. We failed ... our attempt to win the race.

18. I succeeded ... starting the engine.

19. You can't reason ... him.

20. The police are looking ... the robbers.

4. Match the verbs with the explanations on the right after you have tried to explain them in your own way.

1. When will they bring your article out?	get my revenge
2. So she's broken off her engagement.	discuss your grievance



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3. Don't bring that subject up again, please.	fill
4. Why don't you call up your mother?	give me accomodation
5. Shall I do your room out?	publish
6. What excuse did he cook up this time?	invent
7. They are sure to find him out.	destroyed
8. You've given away the secret.	make him stop talking
9. I can't make out what he means.	ended
10. If you're angry, have it out with her.	clean
11. I'll pay you back for this.	reveal his dishonesty
12. Can you put me up for the night?	mention
13. Shut him up!	revealed
14. The earthquake wiped the village out.	phone
15. Why don't you top up the battery?	understand

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

- The colonel off in mid sentence as soon as he saw the soldier yawning on parade.
 - Overcome with tiredness, the cleaning lady off while polishing the managing director's desk.
 - His attempt at winning the singing competition didn't off because he lost his voice the day before.
 - The gardener got angry with the little boy for off a branch from the apple tree.
 - In all his years as a criminal, Tedd Fellon never once off for committing an offence.
 - We should off now, otherwise we'll miss our bus.
 - When the alarm off every morning at six, he jumps out of bed.
 - It was a pleasant surprise for Barbara to off early from work.
 - I wanted to order roast beef but the waiter told me it off.
 - That cake smells awful! It must have off.
 - It's been years since a bomb off in our district.
 - The judge off the accused as it was his first offence.
 - We'd better off the picnic if it's going to rain.
 - That flower off beautiful fragrance.

6. Decide whether the definitions are true or false. Give the correct definition if



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necessary:

- | | |
|---------------|---|
| 1. pick off | collect a person from a place |
| 2. live off | survive |
| 3. round off | complete, give the finishing touch to |
| 4. be off | separate someone from another person |
| 5. scare off | frighten someone away |
| 6. switch off | stop concentrating |
| 7. show off | make someone feel embarrassed by behaving badly |
| 8. set off | cause to explode |



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9. see off
10. rip off

be present at someone's departure
steal from or cheat someone.



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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



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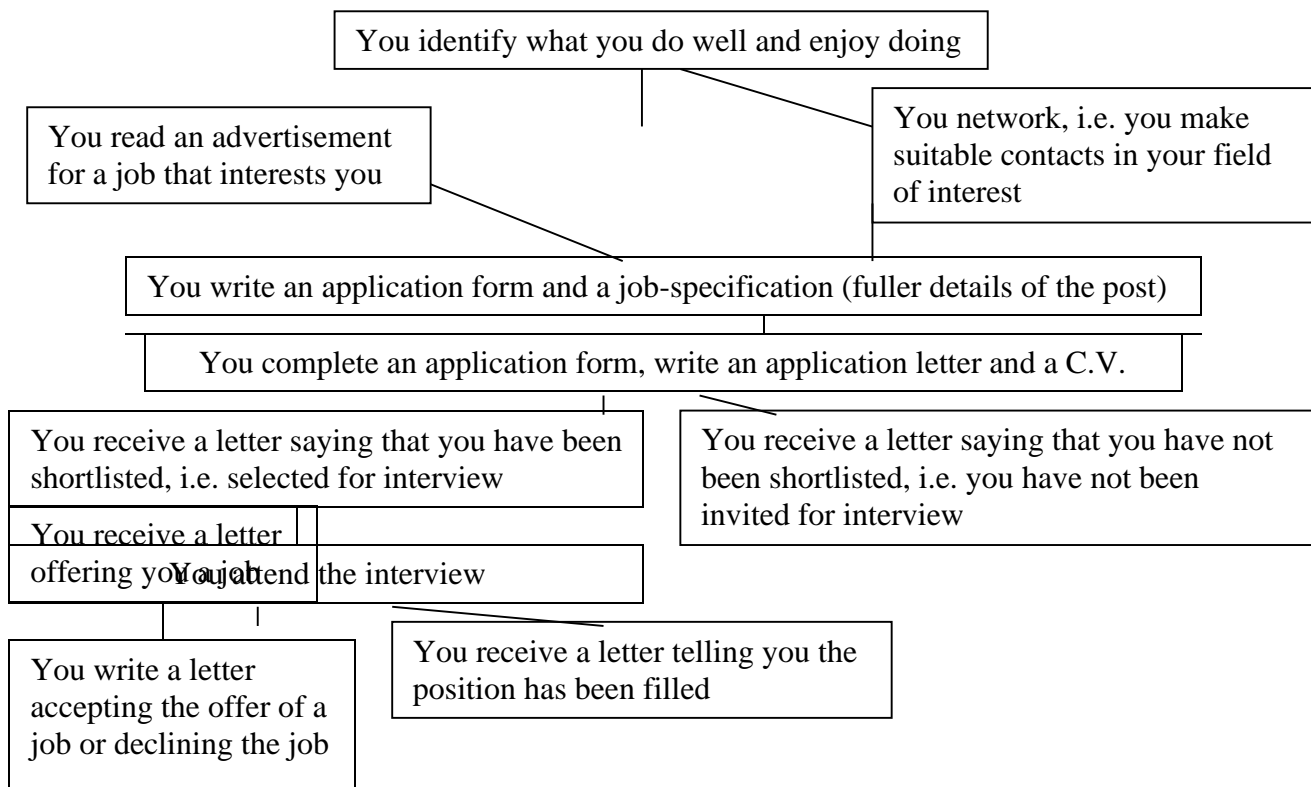
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conduct the job search properly, that you prepare wisely and carefully and proceed diligently.

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.

1. The following steps form an ideal chain in the process of applying for a job. Which of them do you think you could skip in reality?





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2. Curriculum Vitae is an essential part of your job hunting. There are many ways of writing it and on the following pages you will discover two of them. The first one is very detailed and it describes your abilities and training widely, but it is not very comfortable for the future employer as he could have to read many CVs in a short period of time and he would need synthetic presentations. The



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second one is very easily readable and systematic, but maybe it does not always tell all the important things about you.

CURRICULUM VITAE

I. PERSONAL DATA

Surname:

First name:

Date and place of birth:

Address:

Civil status: single/married/divorced/widow(-er)

II. EDUCATION

- 19... - I graduated the Highschool in
- 19..., June - I graduated the Faculty at theUniversity in....., specialty, with a final rate of ...%. The courses I attended at the above-mentioned faculty included:
- in the year 19... I graduated the Master courses organised by theFaculty at theUniversity in, specialty The courses included:
- in 19... (month) I attended a course in about and I received a diploma in

III. PROFESSIONAL EXPERIENCE

- 19..., (month)-19..., (month) - I worked, as a (position), at(institution). My responsibilities included:
 -
 -
-(month)19...-present - transferred, after a contest, at (institution), where I am working as..... My responsibilities include:
 -
 -

IV. FOREIGN LANGUAGES

- English - fluent, both in oral and written communication
- French - medium level, oral and written

V. COMPUTERS

- knowledge of operation in Windows, Norton Commander, Word for Windows, Excel, Word Perfect
- knowledge of operation in Internet



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VI. INTERESTS

-

-

VII. HOBBIES

-

VIII. REFERENCES

Available on request.



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CURRICULUM VITAE

1. Family name:
2. First names:
3. Date of birth:
4. Nationality and Passport No: ROMANIAN -
5. Civil status:
6. Contact address:
tel.: +40

7. Education:

<i>Institution</i>	<i>Faculty of</i>
<i>Date: from (month/year): to (month/year)</i>	<i>October 19... October 19...</i>
<i>Degree(s) or Diploma(s):</i>	Bachelor of Arts
<i>Institution</i>	<i>Faculty of</i>
<i>Date: from (month/year): to (month/year)</i>	<i>October 19... October 19...</i>
<i>Degree(s) or Diploma(s):</i>	Master of Arts in
<i>Institution</i>	<i>University of - Faculty of</i>
<i>Date: from (month/year): to (month/year)</i>	<i>October 19... May 19...</i>
<i>Degree(s) or Diploma(s):</i>	Post-graduate in

8. Language skills: (Mark 1 to 5 for competence)

<i>Language</i>	<i>Reading</i>	<i>Speaking</i>	<i>Writing</i>
Romanian	Mother tongue		
English	5	5	5
French	5	4	3

9. Membership of professional bodies:

-

10. Other skills: computer literate

11. Present position:

12. Years within the firm:

13. Key qualifications:

-

14. Professional Experience Record:

<i>Date: from (month/year) to (month/year)</i>	<i>October 19... June 19...</i>
<i>Location</i>	<i>....., Romania</i>



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<i>Company</i>
<i>Position</i>
<i>Description</i> (what your tasks are)

15. Others:

- dynamic, pro-active
- good communication/organisational skills

3. Here are some assumptions about job interviews, some correct, some not. Decide which of them are real tips for success in an interview situation.



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A.

- a. While waiting in the office, you should just sit and wait to be called.
- b. I can predict and prepare for 80% of the questions the interviewer will ask me. Preparation will help me do well.
- c. If the interviewer asks me if I have any negative points or weaknesses I should indicate that I have none.
- d. It is perfectly acceptable to call the employer within two weeks of submitting my job application materials to ask when I might expect to hear about the final decision. They often fail to do that.
- e. The most important time of the interview is the last five minutes, when I discuss salary, ask about hiring decision and close the interview.
- f. I should keep my answers as short as possible, so the interviewer will have time to ask more questions.
- g. I can also ask questions regarding the organisation of the company.
- h. I should say that I am looking for a job which can offer me greater challenge and more opportunities for using my skills.
- i. Most employers issue invitations to interview by phone.

B.

- a. My job interview begins as soon as I walk through the office door. As I might be under observation all the time, I could ask the secretary some friendly questions about the organisation, in case they ask her opinion about me.
- b. The interviewer is the only one who can ask questions.
- c. Be tactful, by turning a possible negative situation into a positive one. For example, "I tend to neglect my family because I often work too late."
- d. I should mind how I look and sit. What the interviewer thinks about me in the first minutes will set the tone of the interview.
- e. I cannot prepare for an interview because: I do not know if I will get an interview; I do not know what the interviewer will ask; actually, once I am invited to an interview, I almost have a job.
- f. Once I submit my application papers for the job, the proper thing to do is to wait until I hear from the employer.
- g. The interviewer is looking for thoughtful answers that indicate some depth on my part. So I should go from general responses to specifics that indicate my depth of knowledge and interest.
- h. If asked why I am leaving my job, I should criticise my colleagues or say I find my present work boring and underpaid.
- i. Invitations to interviews normally come by letter or telegram.

4. Read and translate the following interview, paying attention to the things people say to each other in this official situation. Then try to simulate your answers to the questions comprised in the interview. Do you think your



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answers could be firmer and better prepared? Why do you think the interviewers liked the fellow and, even though he seemed hesitating sometimes, in the end they were about to decide that he was the proper person for the job? What do you think a possible employer would appreciate the most in your attitude? Which quality would you like to stress as being your dominant feature? Why?

Secretary: Oh, Mr. John Pilgrim, would you go in now, please?
John P.: Oh, me? Yes, right.



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Mr. Rich: You are Mr. Pilgrim, aren't you? John

P.: Yes, that's right.

Mr. Rich: Well, do sit down. My name is Rich, I am the assistant to the managing director; these two gentlemen are Mr. Hard, the Personnel Manager and Mr. Frost, one of our executives. Now, Mr. Pilgrim, I would like you to tell us what is it that makes you want to come and work with us.

John P.: Well, I have always wanted to work in a television station and I've noticed that yours is one of the best at the moment ...

Mr. Rich: Yes?

John P.: Well, I know that your talkshows and entertainment programmes are very professionally accomplished and that you have very skilled employees who are also able to work in teams.

Mr. Rich: Well, it is true, but there are many aspects of a job in television that you have not considered yet. But, if you did come and work for us, you'd soon learn about them. I'm sure, Mr. Hard, that you've got a lot of things you want to ask Mr. Pilgrim.

Mr. Hard: Yes, I wanted to ask some questions about yourself that don't come out clearly in your application. Why did you wait so long before deciding to further your education after you left school?

John P.: Well, I was short of confidence, really. It was not until later that I thought to myself: well, if others can get on, why shouldn't I?

Mr. Frost: Good for you! You didn't really like to work in a library?

John P.: It was quite pleasant, but not very demanding. Then ... I thought of becoming a public communicator, I went to a faculty and here I am.

Mr. Frost: You'd have to do some pretty basic jobs here, you know, if we accepted you as a trainee.

John P.: Yes, but that would be different. Then I'd know where I was going,

Mr. Hard: Well, Mr. Pilgrim, that's all for the time being. Could you wait outside for a bit, please? We'll call you in again later.

Mr. Hard: Well, gentlemen, what do you think?

Mr. Frost: Well, I liked the chap, I think he knows what he's after now, I'd recommend taking him on and giving him a try.

5. Translate and bear in mind the following words and phrases. Try to make sentences with them:

What sort of jobs do you know? There are full-time jobs, part-time jobs, high-paid jobs, low-paid jobs, attractive jobs, dull jobs, clerical jobs, odd jobs, risky jobs, humble jobs, dirty jobs.

When applying for a job, what will you have to do? I have to fill in an application form, send in qualification documents, sustain a test, undergo probation of personal



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abilities, examine a job description, sustain an interview and undergo medical examination.

What should the employee information system contain? It should contain controls to monitor leave and absenteeism, checks to ensure pay increases, decreases and promotions, review of job descriptions, applications and interview notes, medical history and records, time sheets, attendance records (sick time, vacation, overtime), employment history (promotions, transfers, grievances).

A. GRAMMAR SESSION - Modal Verbs



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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:

- a. **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.)
- b. **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).**

Verb	Meanings	Examples
Can	- <i>physical or intellectual ability</i> - <i>permission</i> - <i>possibility</i> - <i>polite request</i>	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	- <i>abilities in the past</i> - <i>more polite request</i>	I could ski when I was a kid. Could you come with me?



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May	- <i>requiring or granting permission</i>	May I go out? No, you may not.
Might	- <i>past tense of may</i> - <i>more polite request</i>	He said he might come. Might I use your phone?
Must	- <i>obligation</i>	I must stay in bed, I've got flu.
Should	- <i>moral obligation</i> - <i>advice</i>	You should meet him, he is your friend. You should not do this.
Ought to	- <i>obligation or duty (synonym of should)</i>	You ought to finish the book before going on holiday.
Would	- <i>polite request</i>	Would you do me a favour?



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

B. EXERCISES

1. 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. Yousmoke cigars, they will ruin your health. 6. I want to get thinner. WhatI 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.

2. 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?

3. Translate into English:

a. 1. Mai bine ai sta acasă până te simți mai bine. 2. Trecuse de miezul nopții și am



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propus să plecăm, dar el nici nu voia să audă. 3. Aș prefera să nu-ți spun ce știu despre el. 4. Fereastra nu se deschide, trebuie să o repari. 5. Ar trebui să te duci la concert, de ce să-l pierzi? 6. Să răspund la telefon? 7. Îmi pare rău, nu s-ar fi convenit să spun asta. 8. Nu îndrăzni să le povestească prietenilor întâmplarea de teamă să nu râdă de el. 9. Trebuie să mă duc acolo chiar acum? Nu, nu este nevoie. 10. Eram sigură că prietenul meu nu va avea curajul să-mi spună ce gândește.

b. Stau deseori pe un scaun în cârciuma mea preferată, să beau un pahar de bere și să citesc ziarul de seară. Abia dă cu ochii de mine, când Tom își trage scaunul



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lângă al meu și începe: “Poate am dreptate, sau poate greșesc”, spune el, “dar e un lucru pe care trebuie să-l admit, Elena e sigur cea mai drăguță fată din lume!” Rareori mă iartă de povara de a-l asculta. Câteodată îmi vine să-i zic: “Hei, bătrâne, mai curând mi-aș citi ziarul decât să te ascult”, dar de obicei nu mă lasă inima să-i spun. Îmi zic doar mie: “Chiar trebuie să vorbească atât de mult despre ea? De ce uită că există o limită a drepturilor prieteniei și că prietenii nu ar trebui să devină atât de groaznic de plicticoși? Ar trebui să existe o lege împotriva acestui lucru. Cât despre mine, dacă stau să îl ascult de fiecare dată când mă duc la cărciumă, nu-mi rămîne decât un singur lucru de făcut, să-mi schimb cărciuma. Și apoi nici nu mă interesează frumusețea Elenei. Sigur, nu îndrăznesc să-i spun toate astea lui Tom.

4. Translate the following into Romanian:

Daughter: I'm getting chilled to the bone – what can Freddy be doing all this time? he has been gone twenty minutes.

Mother: Not so long. But he ought to have got us a cab by this time. We must have a cab. We can't stand here until half past eleven. It's too bad.

D: If Freddy had a bit of gumption, he could get us a cab at the theatre door.

M: What could he have done, poor boy?

D: Other people got cabs. Why couldn't he?

(Freddy rushes in out of the rain).

D: Well, haven't you got a cab?

Freddy: There isn't one to be had for love or money.

M: Oh, Freddy, there must be one. You can't have tried.

F: The rain was so sudden, everybody had to take a cab.

M: You really are very helpless, Freddy, go again.

F: I'll simply get soaked for nothing.

D: And what about us? Are we to stay here all night with next to nothing on?

(George Bernard Show, *Pygmalion*)



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UNIT TEN – BROADCASTING READING

Broadcasting is a major industry in most nations, and popular entertainment, news and educational programmes are transmitted directly into



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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



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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



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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?

A. FOLLOW UP TASKS

1. Answer the following questions:

- a. What do you prefer, radio or television? Why? Which are the main features of each of them?
- b. If you had money, what would you found? A radio station or a television station? Which one could bring you more money back? Why?
- c. Which radio programme do you like? What is it about?
- d. Which television programme do you like? Is it for information or entertainment?
- e. Do you think Romanian radio and television programmes can be compared with the ones in foreign countries? Why?
- f. If you were the general director of a new-born television station, how would you explain, at the prompting press conference, the need for a new television? Which would be the target audience?
- g. What kind of programme would you like to be the showman of? Why?
- h. Which do you think is the most informative, radio or television? But the most entertaining? But the most educative?
- i. Do you think at the moment the Romanian legislation is developed enough to allow a free market of radio and television stations, with an open competition? Do you think market is full now or there are certain needs of the people which are not fulfilled?
- j. How much is your life influenced by the boom of information through electronic media?



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2. Write an essay about the importance of written and electronic media in the last century.

3. Translate the following text and then summarise it in your own words, paying attention to the succession of stages in the evolution of the electronic media. Do you agree with the sharing? Can you suggest your own sharing?



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Historians identify four stages in the evolution of broadcast programming. The first covers the debut of commercial radio in the 1920s. Having no precedents, experiments and entrepreneurs were unsure about what kinds of programmes people would like to hear. Radio attracted thousands of personalities from many fields. Commercials were brief and discrete. The second period is called “the golden age of radio”, beginning with 1928. At the time, the airwaves were filled with action and adventure, with vaudeville comedy, and the first entertainers appeared. The third stage of programming lasted from 1945 until the early 1950s, when television began its explosive growth. Unlike that of radio, the debut of television was free from confusion about what constituted effective programming. Television was perceived as “radio with pictures” and the structure of the industry was modelled on those of radio; performers and executives were drawn from radio. At the beginning of the fourth stage, the golden age of television, the reconstituted radio programmes dominated the television ratings. The variety show was the most popular programme, and then the action-adventure programmes took its place.

4. 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.

B. VOCABULARY PRACTICE

1. Find in the dictionary as many names of professions and trades you know and then make sentences with them. Try to group these jobs in groups so that they should refer to the same group of activities. Describe which part of the field each word covers.

2. Fill in the blanks:

Motion pictures and are possible because of two... .. of the human



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perceptual system: the phi phenomenon and the persistence of The phi phenomenon refers to what happens when a person sees one light... .. go out while another one close to the original is illuminated. To our eyes, it looks like the light is actually... .. from one source to another. In persistence of vision, our eyes continue to see an image for a second after the image has actually disappeared from view.

These are the missing words:



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quirk, source, television, split, vision, moving

3. 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 atmospheric, distortion of the picture, the pictures go blank.

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

1. Ultimul congres al partidului de guvernământ și-a închis ședința.
2. Micii întreprinzători au reușit să scoată din sărăcie numeroase familii americane în secolul trecut.
3. La ultima ședință, nimeni nu a ridicat nici o pretenție referitoare la data următoarei întrevederi.
4. Pentru a contracta un împrumut, orice firmă trebuie să prezinte o documentație riguroasă.
5. Mă tem că această problemă s-a ridicat și în anii precedenți, dar nu a avut nici un ecou.
6. Și-a făcut o mulțime de dușmani din cauza felului său arogant de a fi.
7. Deși se trezește foarte devreme, întârzie aproape de fiecare dată.
8. Se spune că marile companii americane au ridicat mulți președinți la putere.
9. Această persoană reușește întotdeauna să se ridice la înălțimea situației.
10. Astăzi este tot mai greu să fii în ton cu moda.

5. Remember the following phrases:

To rise to the occasion, to rise late, to rise above the prejudices, to rise in the world, to raise somebody to power, to raise somebody from poverty, to raise a question/ an objection/ a claim/ a loan/ money/ capital, to raise up enemies.



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SUPPLEMENTARY READING

A BRITAIN PLUGGED INTO TV

By Charles Cook



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A vision of a nation populated by people almost permanently plugged into their pocket television sets was painted yesterday at the lunch of the latest miniature television. The guilty product is the 100 pound Sinclair New Microvision, which according to its market chief, Mr David Marshall, is going to convert us to the joys of the ‘view anywhere, view everything’ society. ‘This is not just a toy,’ he said in the London Hilton, where reception on pocket televisions is rather better than average. ‘It has a vital role to play communications; it is a liberator every consumer who has a need for television. It will enable people to participate in their favourite occupation and still watch TV.’

Mr Marshall went on to paint a vivid picture of the country-side post-Microvision, in which picnickers, hikers, campers, sailors and bird-watchers would have a mini-telly strung round their necks, with earphones firmly inserted. As if that was not enough, the managing director revealed that Sinclair has ‘numbers of ideas’ for reducing the cost still further in due course to bring the Microvision into the range of even more pockets.

New Microvision is the budget version of the pocket set introduced two years ago by Sinclair Radionics, the Cambridgeshire firm run by Clive Sinclair and backed by the National Enterprise Board. The original set cost 225 pounds, but the new one is expected to sell in most stores for about 100 pounds inclusive. However, it will only receive British programmes, whereas the first set would operate anywhere in the world.

The financial problems of Sinclair have not prevented the microvision from being a great success, albeit based on a low production volume by the standards of the Japanese electronics giants. A similarly bright – if black and white only- future is predicted for the new set.

(The Guardian, November 8, 1978)



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UNIT ELEVEN – MARKETING READING



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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:

- 1). **Assesses markets**. It measures existing and potential markets, defines market segments, recommends which one is to be attacked, monitors progress.
- 2). **Specifies products and services**. Taking both market assessment and product potential into account, it ensures that the end user’s views and opinions are



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2014-2020

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Axa prioritară 3 Locuri de muncă pentru toți

Obiectiv specific 3.12 Îmbunătățirea nivelului de cunoștințe/ competențe/ aptitudini aferente sectoarelor economice/ domeniilor identificate conform SNC și SNCDI ale angajaților

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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”.

3). **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.

4). **Recommend channel policy,** or how goods/services should reach the end user. Marketing establishes the levels through which goods/services will pass.



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It asks whether sales are to be entirely direct, only indirect or some combination of the two.

5). **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.

6). **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.

7). **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.

A. 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:

1. There are three *issues* we need to discuss...
2. ...have to *settle for* September ...
3. ... a trade fair *coming up* at the end of ...
4. August *is out* ...
5. Hardly time to *get over* to London ...
6. Can't we *make it* the second weekend...?
7. I've found the ideal *spot*...
8. *Does that include everything?*
9. ...to *sort out* the details...
10. 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.

3. Match the words below with their opposites:

1. overstate	a. unimportant
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2. major	b. conformist
3. vital	c. long-term
4. home-grown	d. unexpected
5. short-term	e. superficial
6. genuine	f. understate
7. maverick	g. minor
8. obvious	h. external

B. GRAMMAR SESSION



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“Do” and “Make” compared

“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.

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:

Do +	one’s best
	business with someone
	damage to something
	one’s duty
	an experiment



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	someone a favour
	good
	justice
	one's teeth

	an accusation
	an agreement
	a mistake
	a bed
	a demand



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Make +	an impression
	an appointment
	a proposal
	a mess
	a loss
	progress

C. EXERCISES

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

- a. ... one's best
- b. ... an appointment
- c. ... business with someone
- d. ... an experimentr
- e. ... an arrangement
- f. ... research
- g. ... one's hair
- h. ... an attempt
- i. ... a noise
- j. ... something for a living
- k. ... progress
- l. ... an impression
- m. ... somebody a service
- n. ... a journey
- o. ... a fortune
- p. ... 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. Match the phrases in column A with the phrases in column B.



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1. Do	a. the same job for thirty years!
2. She always does	b. the job by the time I get back?
3. Are you still doing	c. 140 kilometres an hour.
4. I did	d. a great favour for me.
5. They were still doing	e. this time tomorrow?
6. He's just done	f. all the ironing by the time Sue came home.
7. John had done	g. the cleaning on Thursday



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8. She had been doing	h. quite a few little jobs yesterday.
9. This car will do	i. the same job for ten years by next month.
10. What will you be doing	j. the same job?
11. Will you have done	k. the housework when the guests arrived.
12. I will have been doing	l. this exercise now, please.
13. He's been doing	m. the gardening for an hour when she remembered she should have been at the bank

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

1. O să fac tot ce o să pot.
2. Fă-mi o cafea, te rog!
3. Ce să-i faci, trebuie să te împaci cu situația.
4. Ce mai faci?
5. L-am făcut să-și taie părul.
6. Cine ți-a făcut rochia asta?
7. Fă-mi, te rog, acest serviciu.
8. Ce faci cu pensula aia aici, o să te pătezi.
9. A făcut o grămadă de bani.
10. Mă duc să-mi fac un permanent.
11. Cum faci tu maioneza?
12. Am făcut o mare descoperire.
13. M-ai făcut foarte fericit cu această veste.
14. Bine ai făcut că mi-ai spus la timp.
15. Băiatul ăsta pare făcut pentru înot.
16. Fă-mi și mie loc pe sofa lângă tine.
17. Fă-ți teme și du-te la joacă.
18. Mi-a fost greu să-i spun adevărul, dar am făcut-o totuși.

SUPPLEMENTARY READING

The simplest definition of **the marketing mix** is “**the four Ps**”: **product, price, place and promotion.**

It is sometimes thought that “selling” ought to be added to the ingredients that go to make up the marketing mix. Proponents of the “four Ps” include “selling” under “promotion” because the “four Ps” provide a simple and easily remembered definition.



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However, a less memorable and more accurate definition of **the marketing mix** is: *those elements that are capable of manipulation and variation in order to improve the effectiveness of marketing programmes*, the way in which they are planned and combined, their relative importance and the proportion of each used to produce a desired effect. This definition can be explained as follows:

- “**Manipulations and variations**” means that one can change the order of importance, vary the money spent, make short term tactical changes or long term strategic ones.



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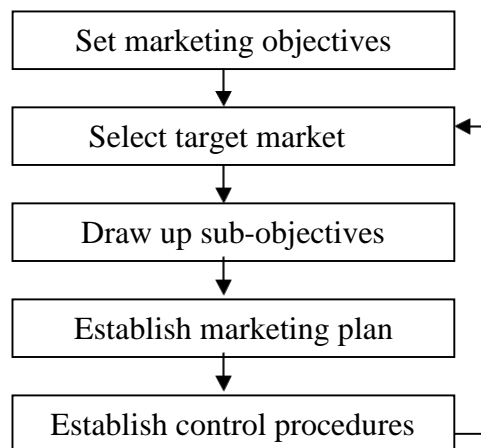
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- **“To improve effectiveness”** explains the need for each company to discover its optimum mix, which might be defined, simply, as the least amount of money and effort needed to achieve profit objectives.
- **“Planned and combined”**. Few of the items in the mix are complete substitutes, so the way in which they are used together is very important.
- **“Relative importance”**. This element can change from time to time.
- **“Proportion of each used to produce a desired effect”**. This is the area where the differences between competing companies really show. Otherwise, the major differences between marketing approaches are caused by the fact that certain elements of the marketing mix are not available, appropriate or simply don't work in that particular field or with that particular product.

Pay attention to the following schemes, charts or structures which are so familiar for any person working in the field of market research. Comment upon them and try to find others with the same relevance for the domain:

The dynamics of marketing



Marketing as the interface



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UNIT TWELVE – COMMUNICATION READING



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Communication has been defined as a convergence process in which sender and receiver, either through mediated or non-mediated means, create and share information. When the information is used to accomplish a purpose of sharing, explaining or instructing, it is *considered informative communication*. People seek information when they need to understand their world and once gained it tends to reduce uncertainty. The informative discourse is considered neutral, it is communication about a subject matter that has attained the privileged status of being beyond dispute. The informative communicator has the purpose of creating mutual understanding of data that are considered to be accurate, based on facts.

Persuasion is a subset of communication usually defined as a communicative process aimed to influence others. A persuasive message has a point of view or a desired behaviour for the receiver to adopt in a voluntary fashion. It is a complex, continuing, interactive process in which a sender and a receiver are linked by symbols, verbal and non-verbal, through which the persuader tries to influence the persuadee to adopt a change in a given attitude or behaviour. Persuasion is transactional, it promises to help people by satisfying their wants or needs. Both parties, persuader and persuadee, will perceive the change as mutually beneficial in the end. The best example is that of a teacher convincing his students about a certain theory.

Propaganda utilises informative communication in a similar fashion, with the difference that the purpose exceeds the notion of mutual understanding. The aim of propaganda is to promote a partisan or competitive cause in the best interest of the propagandist, but not necessarily in the best interest of the recipient.

The propagandist is a sender of messages who uses special talents and also scientific work to influence the attitudes of an audience. To be effective, propaganda should be adapted to the particular needs of the situation and the target audience. Defining propaganda, we can say that it is the deliberate and systematic attempt to shape perceptions, manipulate cognitions and direct behaviour to achieve a response that furthers the desired intent of the propagandist. It is deliberate because it is wilful, intentional and premeditated; the term systematic means precise and methodical, carrying out something with organised regularity; it attempts to direct communication towards an objective that has been established a priori. The shaping of perceptions usually focuses on language and images, that is why slogans, symbols, posters are used. Manipulating cognitions means changing and forming people's trust, creating new positive attitudes. The direction of a specific behaviour is the final behaviour of a propaganda effort, this representing the achievement of a response or a reaction from the part of the audience.

Although propaganda takes many forms, it is almost always in some form of activated ideology. Sometimes propaganda is *agitative*, attempting to arouse an audience to certain ends with significant changes, some other times it is *integrative*,



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with the aim of rendering an audience in a passive, accepting and non- challenging way. Propaganda is also described as *white*, *grey* or *black* in relationship to an acknowledgement of its source and its accuracy of information. *White propaganda* comes from a source that is identified correctly, and the information in the message tends to be accurate, trying to build credibility with the audience. For example, some newspapers are for certain political parties openly and present the views of these formations. *Black propaganda* is credited to a false source and it spreads lies, fabrications and deceptions. For example, Radio



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Free Hungary attracted world attention and sympathy in Western countries for commenting the events of 1956 when the Russians sent their tanks to Budapest, but it was in fact a fake operated by the KGB with the intention to demonstrate that the United States could not be relied upon to help a country in revolt. *Grey propaganda* is somewhere between the two other forms, the source of the message is correctly identified but the information is inaccurate. It is used in advertising and electoral campaigns most of the time.

A. VOCABULARY PRACTICE

1. Give the synonyms and the antonyms of the following words:

effective; careful; publicity; employee; stable; adequate; ability; manager; to persuade; to extend.

2. What kind of personality do you have? Find out by solving this quiz. Tick the statement you agree with:

1. I'd love to do a parachute jump.
2. I don't like telling other people what to do.
3. I prefer spending time on my own rather than in a crowd.
4. I find it easy to set myself objectives.
5. I have difficulties in making decisions.
6. I find it difficult getting to know new people.
7. I'd love to travel abroad.
8. Friends sometimes complain that I order them around.
9. I like to have the advice and support of experienced people.
10. I don't like volunteering opinions in case they are unpopular.
11. I like to try to find new solutions to old problems.
12. I would prefer to be team captain than team member.
13. I get embarrassed easily.
14. I don't mind where I go with my friends as long as they are happy.
15. I like the latest fashions.
16. I like to be fully responsible for anything I do.

Check your scores now. Three or four ticks in any category indicate personality characteristics you should take account of when choosing a job.



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<p>A. Positive answer for 1, 7, 11, 15 The entrepreneur You are adventurous. You enjoy challenges and taking risks. You could find success in creative work.</p>	<p>B. Positive answer for 2, 5, 9, 14 The team worker You work well with others but dislike to be given responsibility, so you prefer to put into practice other people's plans. You would do well in the army.</p>	<p>C. Positive answer for 3, 6, 10, 13 The backroom worker You are a little shy and find it difficult to mix with new people. You would do well in any behind-the-scene job where you don't have to come face to face with strangers. You</p>	<p>D. Positive answer for 4, 8, 12, 16 The leader You are confident in your abilities and you want to be in charge not to take orders. You enjoy having lots of people around and organising them.</p>
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		could be a researcher.	
--	--	------------------------	--

Scoring	A	1	7	11	15
	B	2	5	9	14
	C	3	6	10	13
	D	4	8	12	16

3. Complete the passage with these words. There are two words in surplus in the table.

public	reap	market	fame	wealth	ambition
respected	jet set	whizz-kid	success	best-seller	
rising	achieve	rocketed	expanding	potential	

What is success? Achieving a long-held ? Earning a million by the time you are twenty five? Joining the?to the top of your chosen profession? Writing a?..... means different things to different people, but one has managed to all this in a very short space of time.

Jeff Johnson was still at university when he realised the profits to be made from the sale of posters to an eager public. The poster stall he organised every Sunday was regularly surrounded by enthusiasts eager to find something new. So, after graduating, he took a loan, rented office space and acquired a stock of posters. Soon his business was rapidly and he was able to purchase a warehouse, which he renovated and used as a centre for his operations. Other shops were opened in different parts of the country and sales

Hard-headed businessmen crowded to buy shares in this.....'s company when it went public and Jeff was able to the rewards of his hard work by taking time off to buy a house and get married. He is still only in his mid-twenties, a father of two, and abusinessman with a product which is aleader. To admirers of his accomplishments he points out that he has had to make sacrifices. "It's difficult to maintain one's privacy", he says. "Once you are successful, you have to live in theeye to a certain extent".

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.



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- 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.

Remember the following phrases; use the dictionary if necessary:



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to affirm readily; to allege to be somebody or something (that you are not); to assert one's authority/claims/point of view/rights; to assert without proof; to claim attention; to claim for damages; to claim to be the best/the right; to contend a statement; to insist on something; to maintain an attack/a process.

B. 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). "Diateza reflexivă" expresses an action through which the grammatical subject of the sentence in the same time does the action and is influenced by it (Ion se spală). In English there are only two voices: active and passive voice. The Romanian "reflexiv" is transferred either to the active voice (John is washing himself) or to the passive voice (Se spune că ... - It is said that...).

The representation of the tenses in the Indicative Mood at Passive Voice:

Tense	Active Voice	Passive Voice
<i>Present Simple</i>	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.
<i>Present Continuous</i>	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.



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<i>Past Simple</i>	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.
<i>Past Continuous</i>	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.
<i>Present Perfect Simple</i>	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.
<i>Past Perfect</i>	S + Had + 3 rd form	S + Had + Been + 3 rd form



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<i>Simple</i>	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.
<i>Future Simple</i>	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.
<i>Future in the Past</i>	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.

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).

C. 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:

1. Duminică noaptea s-a abătut asupra Marii Britanii o furtună puternică, care a provocat moartea a 5 persoane și rănirea gravă a altor 8.
2. Au fost înregistrate de asemenea zeci de răniri ușoare.



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3. Numeroase întreruperi ale curentului electric au fost determinate de vântul extrem de violent.
4. Mașinile staționate pe trotuare au fost purtate de vânt la zeci de metri depărtare.
5. Una dintre victime a fost atinsă de un arbore smuls de vânt.
6. Importante pagube au fost aduse și unor nave care staționau în porturi.
7. Au fost recepționate apeluri SOS lansate de o navă aflată în larg.

4. Translate the following text into Romanian and then conceive a similar one about the Romanian universities, using passive voice as much as possible:



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For many people, both among visitors to England and among the English themselves, the word “university” evokes before anything else the names of Oxford and Cambridge. With these names it is evoked a picture composed of such elements as ancient grey stone college buildings, green lawns, absent-minded professors, undergraduates on bicycles. The places are not conceived without a bookshop, a river, a chapel and a tower. It is not surprising that this should be so, since for several centuries Oxford and Cambridge were the only universities in England and even today their prestige remains unchanged. But the 20th century has seen an unprecedented increase in the number of universities and the development is still being continued. There are at present 46 universities in Britain, compared with 17 in 1945.

5. Translate into English:

Comunicarea este un cuvânt la modă azi. Mai ales comunicarea în masă s-a dezvoltat extrem de rapid după cel de-al doilea război mondial, când eforturile s-au concentrat asupra eficienței propagandistice. Inițial, s-a considerat logic să se înceapă cu sursa, acest punct de vedere dovedindu-se o gravă eroare care își are rădăcinile în renumita teorie a glonțului. Potrivit acesteia, sursa (cel care comunică) folosește o combinație de mesaje și strategii de media pentru a influența un public ce trebuie convins, așa cum un glonte urmărește o țintă precisă. Comunicarea scrisă sau vorbită se constituia atunci când cuvintele ce urmau să constituie mesajul erau selectate și aranjate pentru a fi emise pe piață. Mai târziu specialiștii au ajuns la concluzia că impactul comunicării este mai mare dacă se începe cu publicul țintă, cel ce dă sens mesajului, pe măsură ce informațiile primite sunt procesate în contextul credințelor, atitudinilor, motivațiilor și necesităților oamenilor. Astăzi teoria lui Schramm, potrivit căreia comunicarea este o relație tranzacțională între două sau mai multe părți între care este schimbată informația, este comun acceptată. Dacă cel care comunică nu înțelege publicul căruia i se adresează, transferul de semnificații nu se produce. Capacitatea sursei de a se pune în locul receptorului a fost denumită empatie, aceasta începând să funcționeze în primii ani de viață, atunci când copilul învață să preia rolul altuia.

SUPPLEMENTARY READING

Mass communicators have a set of common characteristics which distinguish them from other groups and institutions. First of all, mass communication is produced by complex and formal organisations characterised by specialisation, division of labour, focussed areas of responsibility. This means that mass communication will be the product of a bureaucracy. As in most bureaucracies, decision-making will take place at several different levels of management and channels of communication within the organisation will be



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formalised. Another important factor that characterises the mass communicator is the presence of multiple gatekeepers. A gatekeeper is a person or group which has control over what material eventually reaches the public. Gatekeepers exist in large numbers in all mass communication organisations, some being more obvious than others. The third rule is that mass communication organisations need a great deal of money to operate, so that they have to have strong financial resources in order to penetrate the market. That is the reason why small companies unite and form “mega-media concerns”. Another characteristic of mass communicators is that these organisations exist to make profit. The consumer is



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the ultimate source of this profit, but there are various secondary means of financing. Last but not least, mass communication organisations are highly competitive. Since the audience is the source of profit, mass communicators compete with each other as they attempt to attract the public.

1. Answer the questions:

- a. Which are the five characteristics of mass communicators?
- b. What is a gatekeeper?
- c. Why should mass communication be formalised?
- d. Which is the ultimate source of mass communicators?
- e. Why do mass communication organisations compete?
- f. What are mega-media concerns?

2. Complete the missing words in the following texts:

A. The struggles whichto transform the legitimate hierarchies through the legitimating of a stillart or genre, such as photography or the strip cartoon, or through theof minor or neglected authors, are precisely what creates legitimacy by creating belief in the value of thein which the value is produced and reproduced. These arts, not yet fully legitimate, which areor neglected by the big holders of educational capital, offer aand a revenge to those who, by appropriating them, try to remove the existing systems, having in the same time a great impact over the

Missing words:

aim, disdained, game, illegitimate, refuge, audience, rehabilitation.

B. What makes a best seller? This is a sixty-four dollar question. It can be answered,largely by guess and summarise, and never satisfactory to thewho wants a formula. The creation of a best seller does not follow an exactanymore than does the making of aman. Moreover, since there is not just oneaudience, no single formula could be expected. There are certain elements of.....appeal, as religion, sensationalism, information and guidance, or adventure, democracy, humour,, juvenile suitability, timeliness and so on.

Missing words:

though, best seller, pattern, successful, inquirer, characterisation, popular.

3. Join the halves:



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- a. If money were not spent on advertising, it would give manufacturers the opportunity to
- b. Some firms spend large sums of money on advertising to
- c. The target audience is the selection of the population to
- d. A jingle is a short tune to
- e. Ego bait is intended to
- f. Many manufacturers see advertising as an insurance policy which gives them the opportunity to



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- g. Advertising can be seen as a means to
- h. The advent of satellite television has opened up possibilities for international advertising agencies to
- i. A hoarding is a site for poster advertising which some firms use to
- j. If manufacturers do not advertise when sales fall they might have to
- k. The Trade Descriptions Acts were passed to
- l. The purpose of much advertising expenditure on established brands is to
 - 1. flatter the target audience by pandering to their self image and making them more receptive to the advertising message.
 - 2. substantially reduce the cost of the goods to the consumers.
 - 3. remind the public the name of the brand.
 - 4. ensure that advertisers do not make false statements about their products, services.
 - 5. attract the attention of people such as pedestrians and motorists.
 - 6. communicate between those with goods and services to sell and those who might benefit from those goods and services.
 - 7. reduce large numbers of their workers.
 - 8. which the advertising message of a television or radio is sung.
 - 9. whom the advertisement is intended to appeal
 - 10. restrict the entry of competitors into the market.
 - 11. advertise throughout the world with a single commercial.
 - 12. protect themselves against their own too-optimistic forecasts



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UNIT THIRTEEN -THE ORGANISATION READING



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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



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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



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committed to reason and participation. Or they may be as local as the ego needs of individuals or groups within the organisation.

A. 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.

2. Choose the word or phrase that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase:

1. Flamingos were about to have died out until laws were passed to protect them.

- become confined
- become extinct
- become infected
- become deformed

2. Caves are often formed by selective wearing away of cliffs by the sea.

- erosion
- evasion
- extension
- eradication



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3. All drinks that include saccharin must be marked with a warning label because saccharin may cause cancer.
 - a. packages
 - b. medications
 - c. beverages
 - d. desserts

4. Like snakes, many insects grow up by throwing away their skin several times.
 - a. digesting
 - b. stretching
 - c. discarding



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- d. mending
- 5. A chance sample can often provide information about a larger population.
 - a. prudent
 - b. genuine
 - c. random
 - d. modified

3. Translate the following text and then answer the questions:

The nuclear family, consisting of a mother, father and their children may be more an American ideal than an American reality. Of course, the so-called traditional American family was always more varied than we had been led to believe, reflecting the very different racial, ethnic, class and religious customs among different American groups.

The most recent government statistics reveal that only about one third of all current American families fit the traditional mold and another third consists of married couples who either have no children or have none still living at home. Of the final one third, about 20% of the total number of American households are single people, usually women over 65 years of age. A small percentage, about 3% of the total, consists of unmarried people who choose to live together; and the rest, about 7 %, are single, usually divorced parents with at least one child. Today, these varied family types are typical and therefore normal. Apparently, many Americans are achieving supportive relationships in family forms other than the traditional one.

Questions:

1. With what topic is the passage mainly concerned?
2. What does the author imply about the American family?
3. How many single people were identified in the survey?
4. Who generally constitutes a one person household?

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

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



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10. Vânzările din luna aceasta au crescut simțitor.

5. Remember the following phrases:

to breed dogs/horses/sheep; an ill-bred/well-bred man; to grow corn/vegetables; to grow in bulk/quantity; to grow in wisdom; to increase development/intensity/production/power; to raise cattle/a family/salary

B. GRAMMAR SESSION



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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 sfârâma, 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
- 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 scie, 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:

- a. The anxious husband ... down the door when he smelt gas coming from the kitchen.
- b. Prices of all sportswear are going to be ... by 20%.
- c. The rebellious boy was told to ... down to studying by his concerned parents.
- d. The psychiatric nurse ... down yesterday because of the strain of work.
- e. The hypochondriac got a shock the other day when he ... down with flu.
- f. That irresponsible youth was always ... down his parents until he got married and left home.
- g. Our snobbish neighbour ... down on us because we aren't as well off as he is.
- h. On the last day, the boy scouts ...down their tents, packed their bags and caught the bus home.
- i. The insurance underwriter ... down the details of the accident on his notepad.
- j. Bill was ... down by the police because he was too short.



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Axa prioritară 3 Locuri de muncă pentru toți

Obiectiv specific 3.12 Îmbunătățirea nivelului de cunoștințe/ competențe/ aptitudini aferente sectoarelor economice/ domeniilor identificate conform SNC și SNCDI ale angajaților

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

- a. We all stood up when the managing director came in.
- b. The building society has set up a branch in Warsley.
- c. Inflation has been rising steadily since Christmas.
- d. When Caroline heard the terrible news, she remained calm.
- e. Rain was gently falling.
- f. The teacher quietly put the book on the table.
- g. The company will probably want to publicise the results.



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- h. The old lady was adamant that her cat should be kept alive.
- i. After three days of continuous bombardment, the White Tower remained standing.
- j. Having Bruce to stay has really cheered me up.

SUPPLEMENTARY READING

The simplest and most significant classification of the organisations takes into account their degree of ordering. From this perspective, the organisations can be divided in two main types: **informal** and **formal** ones. As it is hard to find pure forms, each organisation comprising both *informal and formal parts*, it is more proper to analyze the informal level and the formal level of an organisation.

The informal level of an organisation is constituted by the spontaneous, indefinite relations between its members. The norms and regulations of the organisation are spontaneously agreed upon and are not imposed, so that the degree of acceptance is high. Similarly, the members of the organisation can adopt an informal leader, which is not the formal and official one, who has moral authority through his or her ability to establish stimulative relations.

The formal level of an organisation takes into account the official structure, clearly defined through the description of the establishment and behavioural norms, of the roles and relations between the members of the organisation (of power, authority and responsibility), through the specification of the leaders, the hierarchy, the conditions of access into and quitting the organisation.

Hughes identifies five different types of organisations occurring in contemporary societies, *according to their purpose*:

- **voluntary associations** (religious, scientific, etc.);
- **military organisations**;
- **charities** (social assistance organisations);
- **corporations** (industrial and financial organisations);
- **family organisations** (small enterprises, Mafia).

Blau and Scott propose a taxinomy in five types, *according to the clients, the persons who benefit from the specific organisation activity*:

- **organisations of mutual benefit**, which have as beneficiaries subscribers and members (political parties, trade unions, clubs);
- **business organisations**, which have as main beneficiaries owners and managers (firms, banks, insurance companies, shops);
- **organisations providing services**, which have as beneficiaries clients (hospitals, schools, social security agencies, employment agencies);
- **public organisations with a large audience** (state institutions, army, police, firemen).

Amitai Etzioni classifies the organisations *according to the behavior of the*



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organisation's members, establishing a kind of conformist behavior, of adherence to the purposes and the specific of the organisation. People having power over their subordinates exercise it through punishment, reward or norms. Thus, the members of the organisation adopt a conformist behavior, of submission to punishment, reward or norms. Etzioni classifies the organisations after the types of conformation, establishing three dual structures (between the leaders and the people who are led):

- **punishing organisations** (prisons, concentration camps);

- **utilitarian organisations** (firms, research institutes, farms, military organisations on peace time);
- **normative organisations** (churches, hospitals, schools, professional organisations).
The dual structures have as consequences the following *combinations*:
- **punishing-normative organisations** (army);
- **utilitarian-normative organisations** (almost all structures);
- **utilitarian-punishing organisations** (traditional agricultural and industrial corporations).

1. Complete the following text about Executive Directors with the words below:

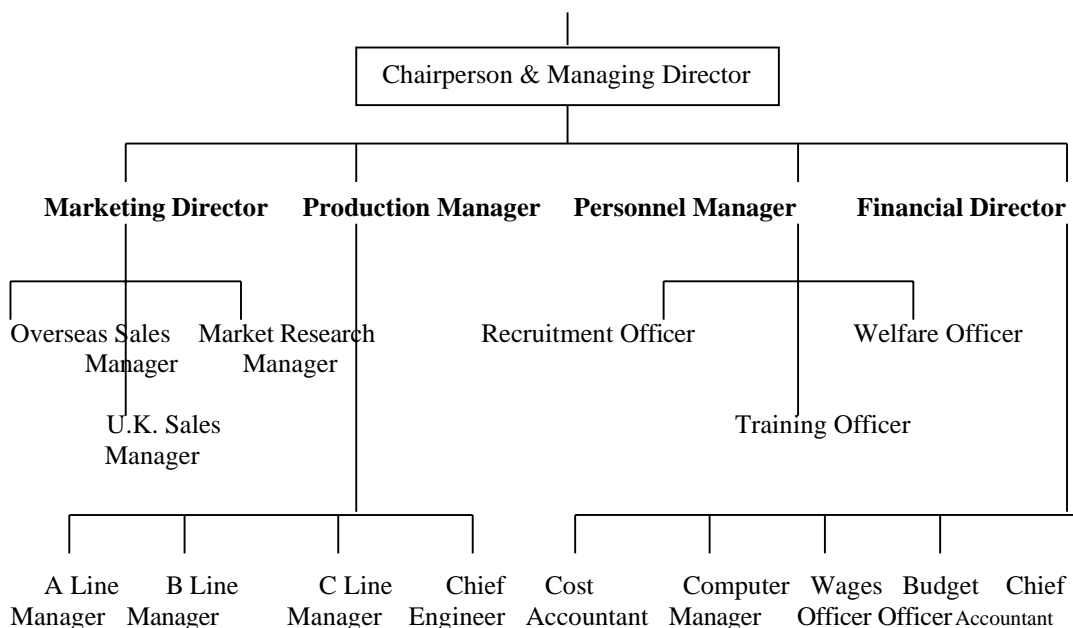
A modern business enterprise is often a system requiring a lot of, which is provided by the public when they shares in the company. Since they have the capital, it is appropriate that they choose the people who are to the company for them, namely the board of directors. Many of the also have executive responsibilities. Thus, a marketing director may be a full director of the board, by the shareholders at the annual meeting like the other directors. Yet he might also be responsible for the day-to-day of the marketing department. Most of his time will be on administrative matters, organising market research, dealing with and generally ensuring that the sales are maximised. But he will function as a director when the board of directors meets. The of managing director also..... the roles of chief executive with membership of the board and this allows him to act as a vital between the board of directors and their management team. The managing director is also chairman of the board of directors. Executive directors have the advantage that they areinvolved with the affairs. If the board of directors wish to move in a.....direction, the executive directors will know whether such a of action is practicable. For example, the board might wish to their products in a particular market. The market would be profitable for the company, but the director knows that his team of salespeople lack the experience to take advantage of the situation. Or perhaps the board would like to..... the advertising expenditure during the year but the.....director knows that the company will have to meet some heavy commitments during the months and it would be better to..... the campaign. Perhaps the best board is one which contains a of executive and non-executive directors. In this way the board has the of some directors who know the practical problems by the business, while others bring their ownto expertise to the boardroom discussions.

Words:

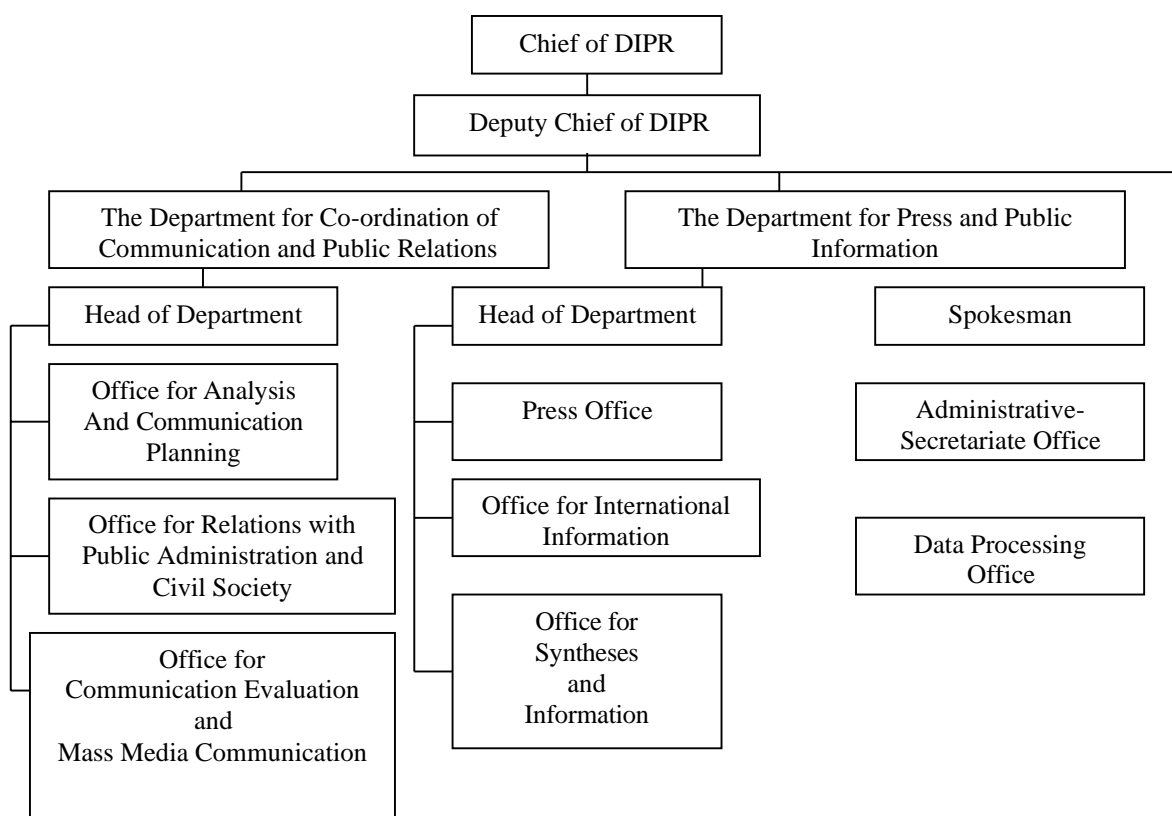
link, increase, capital, certain, combines, benefit, general, directors, company's, delay, provided, mixture, course, appointed, advertising, management, actively, sell, run, brand, coming, marketing, complex, post, coming, company's, spent, overseas, faced, financial, buy, appointed.

2. Translate the following organisation charts, discuss their structures and give examples:





The Department for Information and Public Relations (DIPR):



**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.

A. VOCABULARY PRACTICE

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

1. Annie was a very good painter.
 2. The street was quite empty.
 3. Mr. Brown kept on saying: "Somebody has stolen my easel".
 4. It was a cold winter night.
 5. She painted only landscapes and ancient houses.
 6. At last Mr. Brown left for a weekend in the mountains.
 7. Annie entered the studio and took some of his brushes, a water colour box and the easel.
 8. The story could not have a happy end.
 9. He realised at once what had happened in his absence.
 10. Mr. Brown was a gray-haired gentleman, black-spectacled and kind-hearted.
 11. However, Annie kept silence.
 12. In his youth, Mr. Brown had been a clever sketcher.
- She was forced to tell the truth.

2. Match the words listed below with the dictionary definitions which follow:

shareholders, dividends, strategic, tactical, expertise, eminent, frequently, obligations, remuneration, delegation, curtness, co-ordinate, diversify, objectives, take-over, integrity, executive, enterprise, administration, conflicting, majority, arbitrary, initiate, compliance, generalist.

1. To avoid the situation where all the eggs are in one basket.
2. Someone in a position of authority.
3. An undertaking with a view to profit.
4. The quality of being reliable and straightforward.
5. Brevity to the point of rudeness.
6. Payments made to those who own the equity of a company.
7. To bring together effectively.
8. The decision which chooses the direction in which the company is going.
9. The part of a business concerned with day-to-day problems.
10. Opposing or varying
11. Meeting with the set requirements.
12. Someone who is able to contribute to a business in a variety of its

- departments.
13. Having a reputation in a particular branch of business, such as law.
 14. The sort of decision which is not based on facts.
 15. The opposite of rights.
 16. Targets or goals.
 17. To commence or start.
 18. More than half, for example, of votes cast.
 19. Part proprietors of a company. Those who collectively own the equity.
 20. Specialised skill or knowledge.
 21. A description for salary usually reserved for more senior officers.
 22. The act of giving authority to one's subordinates, while retaining the responsibility for the outcome.
 23. The situation when a majority of a company's voting shares is acquired by outsiders.
 24. Occurring often.
 - 25. The decision which concerns using the resources which have been allocated to the best possible effect.**

3. Find synonyms and opposites for the following words:

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

B. FOLLOW UP TASKS

1. The oral communication differs from the written communication through the features mentioned below. Comment upon them and try to give examples.

- a. Oral communication is direct, that is the source and the receiver are placed in the same physical and mental environment, interacting without any obstacle. The advantage is the effectiveness of transmitting and decoding the message, because of the speed of the feedback; the disadvantage is the appearance of certain barriers like complexes, shyness, powerful position of one of the speakers.
- b. Oral communication is personal; all the speakers are present there in full personality, even if the link between them is formal. The non-verbal language sometimes unwillingly transmits even things which are censored by the speaker. The advantage is the possibility of a better understanding because of the empathy; the disadvantage is the need for a high degree of self control, as we can never direct vivid discussions.
- c. Oral communication is irreversible, it cannot be repeated. "Verba volant", says the Latin proverb. So, it is more flexible than written communication and the instant should be caught for convincing the others or negotiating with the others.

2. Try to exercise debate with your friends, on one of the topics mentioned below.

1. Fantasy is worthier than knowledge.
2. The pen is more powerful than the sword.

3. Schools destroy the personality.
4. The place of the woman is in the kitchen.
5. The engine of society is selfishness.
6. Marriage is an obstacle in personal development.
7. Exams should be abolished.
8. We live in an immoral world.
9. Divide et impera.
10. You'd better grow cabbage than roses.

Remember which are the rules for a debate:

- two teams of three members;
- a referee;
- a moderator;
- a person who measures the time.

Conditions for the contest:

- each member of each team talks once, first the heads of the groups, then the second member of each group, then the persons drawing the conclusions;
- each speaker greets the audience, introduces himself/herself, expresses his/her point of view, with arguments, defines the key words in the argumentation, answers the counter-arguments of the opposite team;
- the audience can ask questions after each intervention and the person who has been asked should answer briefly;
- the moderator has the right to interrupt the speakers only if the rules are broken. The observations of the moderators and the referees are to become public in the end.

C. GRAMMAR SESSION- Infinitive and Gerund

In the exercises and texts above we often used Infinitive and Gerund. We should discuss in this part of the course the way in which they look and behave, the verbs requiring exclusively Infinitive or Gerund and the situations in which both of them can occur, but with differences in meaning.

Let's compare the forms and usage of the Infinitive and Gerund.

Forms of the Infinitive:

- **Long Infinitive** (with the particle "to"); e. g. to be, to have, to do;
- **Short Infinitive** (without the particle "to"); used after the modal verbs (can, may, must, etc) and the causative verbs (to help, to make, to let; e.g.: He helps me do this.);
- **Split Infinitive** (with an adverb between "to" and the verb; e.g.: to clearly understand).

Tense, aspect, voice of the Infinitive

Tense	Simple Aspect		Continuous Aspect
	Active Voice	Passive Voice	Active Voice

Present	wash a spăla	be washed a fi spălat	be washing a spăla
Perfect	have washed a fi spălat	have been washed a fi fost spălat	have been washing a fi spălat

The noun features of the Infinitive:

- At the beginning of a sentence, the Infinitive can be a **subject**: *To err is human.*
- After nouns, the Infinitive can be an **attribute**: *He is not the man to do it.*
- After copulative verbs, the Infinitive can be a **predicative**: *To see her is to like her.*

Accusative with the Infinitive

Verb	Accusative	Infinitive
I 1. I want, I would like 2. I allow, order 3. I think, suppose, know, suspect, imagine, believe... 4. I wait for	him	I. long form to go
II 1. I see, hear 2. I make, let, (help) I shall have (= have cauzativ = îl pun să)	him	II. short form come

Examples:

I know him	to be clever	= știu că	e
deștept			
	to be reading now		citește
	to have finished yesterday		a
terminat			
	to have been reading at seven		citea

Nominative with the Infinitive

Nominative	Verb	Long Infinitive
He	I. Passive 1. is allowed, ordered, etc. = i se permite, i se ordonă, etc. 2. is known, is supposed = se știe, se presupune 3. is seen, heard 4. is made, let 5. is said, reported = se spune II. Active seems = pare happens = se întâmplă ca... appears = se pare proves, turns out = se dovedește is likely = e posibil is unlikely = e puțin probabil	to go to be a thief

He	is known	to come today, tomorrow
	is said	to be reading now
	seems	to have finished yesterday
		to have been reading at five

Gerund

Tense	Voice	
	Active Voice	Passive Voice
Present	I enjoy learning English Îmi place să învăț engleza.	He cannot stand being interrupted. Nu poate suferi să fie întrerupt.
Perfect	He denies having taken the books. Neagă că a luat cărțile.	He denies having been invited to the party. Neagă că a fost invitat la petrecere.

Gerund can have the following functions:

- **Independent expressions:** *generally speaking.*
- **Subject:** *Loving the children means being a good person.*
- **Predicative:** *He stood gazing at the brightly lit shop windows.*
- **Attribute:** *She looked at the children playing in the garden.*
- **Complement:** *She heard somebody knocking at the door.*

Verbs that compulsory require an Infinitive in the complement:

agree, appear, arrange, ask, claim, consent, decide, demand, expect, fail, hesitate, hope, intend, learn, manage, need, offer, plan, prepare, pretend, promise, refuse, seem, tend, threaten, wait.

Example: I agree to come with you tomorrow – *right*

I agree coming with you tomorrow – *wrong*

Verbs and verb phrases that compulsory require an –ing form in the complement:

admit, appreciate, avoid, complete, consider, delay, deny, discuss, enjoy, finish, keep, mention, miss, postpone, practice, quit, recall, recommend, regret, risk, stop, suggest, tolerate, understand, approve of, be better off, can't help, count on, do not mind, forget about, get through, insist on, keep on, look forward to, object to, think about, think of.

Example: I am looking forward to seeing you – *right*

I am looking forward to see you – *wrong*

Verbs that admit both Infinitive and Gerund, but have differences in meaning:

Verb, noun, adjective	+Infinitive		+Gerund	
	Meaning	Example	Meaning	Example
hate, like, dislike, prefer	- referring to a certain occasion	I hate to get up early on Mondays.	- the action in general	I hate getting up early.
remember, forget	- following action	I must remember to post the letter.	- previous action	I remember posting the letter.
regret	- action which is simultaneous with the regret	I regret to say it wasn't true.	- action which has been previous to the regret	I regret saying it wasn't true.

begin, cease	- <i>involuntary action</i>	It began to rain. He began to realise the mistake.	- <i>voluntary action</i>	He began writing when he was 50.
stop	- <i>the purpose of the action</i>	He stopped to talk to her.	- <i>the end of the action</i>	He stopped talking to her.
continue, dread, fear, intend, neglect	- <i>colloquial</i>	I intend to spend the holidays at the seaside.	- <i>correct written English</i>	I intend spending my holiday at the seaside.
deserve, need, require, want	+ <i>Passive Voice</i>	His statement needs to be checked.	+ <i>Active Voice</i>	His shoes need mending.
try	- <i>to make an effort</i>	Try to write with your left hand.	- <i>to pass through an experiment</i>	He tried writing with his left hand when he was a child.
mean	- <i>to intend</i>	I meant to tell you but I forgot.	- <i>to have a meaning</i>	This means war.
allow, permit	+ <i>Indirect Object</i>	He doesn't allow pupils to talk during tests.	- <i>without Indirect Object</i>	He doesn't allow talking during tests.
opportunity	- <i>good occasion</i>	This will be a good opportunity for you to meet him.	- <i>possibility</i>	I had the opportunity of meeting him.
afraid	- <i>in a certain situation</i>	I am afraid to disturb him at this late hour.	- <i>in general</i>	I can't play records here as I am afraid of disturbing him.

D. EXERCISES

1. Put the verbs in brackets at the correct Long or Short Infinitive:

1. He has decided (become) a mechanic.
2. Will you (come) to the theatre with me?
3. You ought (revise) for your exams this week.
4. We can (wait) for you here.
5. I saw them (cross) the street.
6. I asked her (repeat) the question.
7. I'd rather (wait) for you outside.
8. He is (return) tomorrow.
9. They were seen (compare) notes.
10. This book is too difficult for her (understand).

2. Put the verbs in brackets at the correct Infinitive or Gerund:

1. I will remember (give) your mother your message.
2. I remember (meet) him at your birthday last year.
3. Please stop (interrupt) me in the middle of a sentence.
4. He stopped (talk) to his former pupils.
5. Did you forget (give) him that message?
6. I definitely recall (leave) my coat in this room.
7. I like (cycle).
8. I like (walk) in the rain.

9. I meant (tell) you, but I forgot.
10. He tried (sell) newspapers, (work) in a café and various other jobs before he took up (write).

3. Translate into English:

1. Sunt sigur că argumentele mele o vor face să se răzgândească.
2. L-am sfătuit să renunțe la slujba aceea.
3. Am auzit-o pe Carolina cântând aseară la concert; nu m-am așteptat să aibă o voce atât de frumoasă.
4. Le voi permite copiilor să meargă la plimbare mâine dimineață.
5. I-am cerut să nu spună nimănui ceea ce vedea acolo.
6. Nu are nici o scuză că a întârziat.
7. Mulțumesc că m-ai ajutat să găsesc acest hotel.
8. Ei au insistat să mă duc acolo în seara aceea.
9. Faptul că îi știe numele este surprinzător.
10. Se gândește să participe totuși la acest concurs.

4. Translate the following sentences into English using the verbs to look for, to seek and to search:

- a. Caută bine, sunt sigură că l-am pus acolo!
- b. Ce cauți? Pot să te ajut?
- c. Ei, ai găsit ce-ai căutat, ce să-i faci!
- d. Hai să căutăm bine prin toate sertarele.
- e. La treizeci de ani Buddha a plecat în căutarea înțelepciunii.
- f. O echipă de salvare a și plecat deja în căutarea echipajului pierdut.
- g. După ce l-au căutat bine prin buzunare i-au dat drumul.
- h. Am scotocit toate hârtiile degeaba, n-am găsit ce căutam.
- i. Te-am căutat prin mulțime dar nu te-am găsit.
- j. Se pare că o cauți cu lumânarea, o s-o încurci!

5. Write about the future plans you have for your life and career, using as many Infinitive and Gerund forms as you can.

SUPPLEMENTARY READING

Humankind has at its disposal tools of communication so swift, so abundant, and so pervasive that their potential has not been fully comprehended yet. Messages flash around the world by satellite within seconds. Computers produce almost instantaneous calculations and pour out information at the rate of thousand of words a minute. Immense warehouses of information stored in electronic databases are available at the touch of a keyboard.

Yet in the midst of this information revolution, and in the general agreement that we live in a “*global information society*”, misunderstanding, lack of comprehension and antagonism abound. Time after time, a crisis or conflict is caused by the failure to communicate effectively.

Research and analysis have also provided knowledge of the motivation behind individual behaviour, highlighting the dynamics of group conduct and the sociological factors that create conflict among different groups. Our tools and accumulated knowledge, however, far surpass our ability to harness the concepts

for effective conflict resolution, negotiation and compromise among groups that take different sides on such varying issues as economic development and preservation of the environment, abortion, cigarette smoking, etc.

More than ever, nowadays the world needs not more information but more sensitive communicators who can explain the goals and methods of organisations, individuals and governments to others, in a socially responsible manner. Equally, these experts in communication and public opinion must provide their employers with knowledge of what others are thinking, to guide them in setting their policies wisely for the common good.

Patrick Jackson, a former president of the Public Relations Society of America (PRSA) and publisher of PR Reporter, makes the case for this role of the public relations field:

“As soon as there was Eve and Adam, there were relationships, and in every society, no matter how small or primitive, public communication occurs, needs and problems inevitably emerge and must be solved. Public relations is devoted to the essential function of building and improving human relationships.”

People often define public relations by some of its most visible techniques and tactics, such as advertising in a newspaper, television interviews with the spokespersons of certain organisations, or the appearance of a celebrity at a special event. What people fail to understand is that public relations is a process involving many subtle and far reaching aspects. It includes research and analysis, policy formation, programming, communication towards and feedback from numerous publics. Its practitioners operate on two distinct levels – advisors for their clients and technicians who produce and disseminate messages in multiple media channels.

There have been formulated many definitions over the years, from the simple to the complex:

- Good performance, publicity appreciated;
- **PR** stands for **P**erformance and then **R**ecognition;
- Doing good and getting credit for it;
- *“Public relations is the deliberate, planned and sustained effort to establish and maintain mutual understanding between an organisation and its publics”*. (“The British Institute of Public Opinion”, whose definition has been adopted in a number of Commonwealth nations);
- *“Public relations is the conscious and legitimate effort to achieve understanding and the establishment and maintenance of trust among the public on the basis of systematic research”* (“Deutsche Public Relations Gesellschaft” of Germany);
- *“Public relations practice is the art and social science of analyzing trends, predicting their consequences, counseling organisation leaders and implementing planned programmes of action which serve both the organisation’s and the public’s interest”*. (definition approved at “the World Assembly of Public Relations” in Mexico City in 1978 and endorsed by 34 national public relations organisations).

The key words to remember in defining public relations follow:

Deliberate. Public relations activity is intentional. It is designed to influence, gain understanding, provide information, and obtain feedback (reaction from those affected by the activity).

Planned. Public relations activity is organised. Solutions to problems are discovered and logistics are thought out, with the activity taking place over a period of time. It is systematic, requiring research and analysis.

Performance. Effective public relations is based on actual policies and performance. No amount of public relations will generate goodwill and support if the organisation is unresponsive to community concerns. A Pacific Northwest timber company, despite an advertising campaign with the theme “*For Us, Everyday is Earth Day*”, became known as the villain of Washington State because of its insistence on logging old-growth forests and bulldozing a logging road into a prime elk habitat.

Public Interest. The reason for any public relations activity is to serve the public interest, and not simply to achieve benefits for the organisation. Ideally, the public relations activity is mutually beneficial to the organisation and the public; it is the alignment of the organisation’s self-interests with the public’s concerns and interests. For example, the Mobil Corporation sponsors quality programming on public television because it enhances the image of the company; by the same token, the public benefits from the availability of such programming.

Two-Way Communication. Dictionary definitions often give the impression that public relations consists only of the dissemination of informational materials. It is equally important, however, that the definitions include feedback from audiences. The ability to listen is an essential part of communication expertise.

Management Function. Public relations is most effective when it is part of the decision making of top management. Public relations involves counseling and problem solving at high levels, not just the releasing of information after a decision has been made.

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