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Anul I

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## INTRODUCERE - SCOPUL ȘI OBIECTIVELE CURSULUI

Cursul facultativ de limba engleză se adresează studenților care au studiat cel puțin patru ani limba engleză în școala generală sau în liceu și care au optat să-și îmbunătățească/împrospăteze cunoștințele de limba engleză. Nivelul de cunoaștere al acestei limbi trebuie să fie măcar A2, urmând ca în decursul celor doi ani de studiu să poată fi ridicat până la B2.

Cursul urmărește prin metodele de abordare ale conținutului său:

- ✓ îmbunătățirea capacității de auto-exprimare a studenților; activarea limbajului prin intermediul modelelor gramaticale corecte și a colocațiilor;
- ✓ corectitudinea în exercițiile de gramatică, corelată cu înțelegerea proceselor ce au loc în actul traducerii definit ca un proces de transformare a textului din limba «sursă» într-un text în limba « țintă » cu ajutorul unor fenomene ce au loc la nivel mental.

Obiectivele principale ale acestui curs vizează abilitatea studentului de a:

- ✓ exersa structuri gramaticale specifice limbii engleze;
- ✓ folosi corect formele gramaticale cerute de un anumit context;
- ✓ utiliza în mod conștient timpurile verbale, verbele modale, elemente ce țin de aspect mod și diateza în situațiile oferite de exerciții.

### TEMĂ DE CONTROL

Studenții vor prezenta titularului de curs două compuneri cu teme:

- ✓ "Imagine yourself on a trip round the world by air. Make up a story of all you see" (la finalul semestrului I)
- ✓ "The Town I Would Like to Visit" (la finalul semestrului II).

Acestea nu vor depăși două pagini A4.



**EVALUARE:** Studenții vor fi examinați atât scris cât și oral în săptămânile de cursuri și seminarii cât și în sesiune. Forma de evaluare «verificare pe parcurs» presupune prezența și activitatea studenților la cursuri.



# CAPITOLUL I

## THE VERB - REVISION

### Cuprins

- 1.1. Introducere: The Present, Past și Past Perfect Tense
- 1.2. Competențele unității de învățare
  - The Present Tense Simple + exerciții
  - The Present Tense Continuous + exerciții
  - The Past Tense Simple + exerciții
  - The Past Tense Continuous + exerciții
  - The Present Perfect Simple + exerciții
  - The Present Perfect Continuous + exerciții
  - The Past Perfect Simple + exerciții
  - The Past Perfect Continuous + exerciții
  - Test de autoevaluare.....

### 1.1. Introducere: The Present, Past și Past Perfect Tense



În limba engleză Present Tense nu este întotdeauna folosit pentru a descrie timpul prezent. El indică o acțiune care se extinde din trecut, include clipa de față, și se continuă în viitor. Astfel de acțiuni de durată care acoperă cele trei dimensiuni temporale sunt redactate cu ajutorul verbelor durative: to be, to live, to want, to need.

e.g. I live in Romania (Eu am trăit, trăiesc și voi trăi în România).

Love is like the oxygen (Iubirea, dintotdeauna și de pretutindeni, este vitală precum aerul pe care-l respirăm).

Învățarea timpurilor Past Simple și Past Perfect trebuie să țină seama de înțelegerea contextului, precum și de prezența unor cuvinte-cheie, așa-numiții „time markers”.

### 1.2. Competențele unității de învățare

La finalul parcurgerii acestei unități de învățare, studentul va fi capabil să: utilizeze corect și conștient timpurile Present Simple/ Continuous, Past Simple/ Continuous, Present Perfect Simple/Continuous, precum și Past Perfect Simple/Continuous.

**Durata de parcurgere a unității de învățare este de 2 ore.**



### I.1.1. THE PRESENT TENSE SIMPLE are două întrebuințări majore:

**I. Generic Present** (exprimă acțiuni general – valabile, universal umane):



e.g. Cats *are* cunning (Pisicile sunt viclene).

Dogs *are* loyal friends (câinii sunt prieteni credincioși).

Wisdom *comes* with experience (Înțelepciunea vine odată cu înaintarea în vârstă).

Human brain *is* a mystery (Creierul uman este o necunoscută).

The gravitational attraction of the Moon *affects* tides on Earth (Forța gravitațională a Lunii afectează fluxul și refluxul pe Pământ).

**II. Habitual Present** (exprimă acțiuni obișnuite, repetate)

Se folosește cu verbe care punctează acțiunea în timp (ne arată cât de des are loc acțiunea) sau cu adverbe de frecvență.

PUNCTUAL VERBS:

carry, cut, explain, give, help, show, order,  
practice, use, build, make, cure, plan, play, go,  
buy, sell, read.

TIME MARKERS: every day / week / month / year / morning / summer, always, seldom, often,  
usually, sometimes etc.

Ex.:



I *go* to school every day. (Eu merg la școală în fiecare zi)

She usually *goes shopping* on Friday. (Ea se duce de obicei la cumpărături Vineri)

It *rains* in autumn, not in winter. (De obicei plouă toamna, nu iarna).

She *drops* plates. (Ea scapă farfuriile din mână mereu)

### 1. ANSWER THE FOLLOWING QUESTION:



1. Who are you?

2. What are you?
3. How are you?
4. Where do you live?
5. How old are you?
6. How do you spend your weekends?
7. What time do you get up?
8. What time do you go to bed?
9. What is your favourite capital?
10. What do you know about a tortoise?
11. Why do ladies often wear earrings?
12. What is a coward?
13. What is a grown-up?
14. What is your goal in life?
15. What do we usually call the biggest street in a town?
16. What do we call the part of the street where we walk?
17. What sort of coat do we put on when it is raining?
18. What does a man have to do in the morning if he doesn't want to grow a beard?
19. What will a mother do when her child is very unhappy?
20. What would you wear on the following occasion:
  - at a picnic
  - at a wedding
  - at a funeral
  - at a school
21. How would you disguise yourself so that nobody could recognise you?

## **2. TRANSLATE THE FOLLOWING TEXT INTO ROMANIAN:**

- I. Food is a subject that interests me. I like food that is good and well cooked. I dislike watery cabbage, soup that looks and tastes like rain, and beef or mutton that is burned or not cooked enough. But when you get real English beef and mutton, bread and cheese, eggs and bacon, there is no food so good anywhere. I don't know any

apple that has a better taste than a good English one, and no other cup of tea ever tastes as good to me as tea that is made in England.

(From C.E. Eckersley - The Essential English)

- II. Certainly one of the pleasures of an open fire is to sit and watch the red and yellow flames change shape as they burn the coal. Many children have imagined marching armies and shining cities as they stared into the blazing fire.

In the country people burn wood, which does not cost so much as coal and has a pleasant smell.

When the wind and rain are heard outside and darkness slowly comes, an Englishman loves his blazing fire.

(From C.E.Eckersley - Essential English)

### **3. READING PRACTICE:**

#### **AMERICA**

In America, there is a tendency to be much concerned with material possessions. It is quite true that the constant visits of friends and neighbours encourage many Americans to display their possessions and to show that they are just as good as the possessions of their neighbours. It is not enough to have the usual range of machines and gadgets in the house; they must be new ones and the best ones, too.

The acquisitions of the latest dishwashing machine is followed by the air – conditioning system, the swimming pool or the added sun-room.

An American whose income rises as his career makes progress soon looks for a better house, in a better district, with more land, a better view, a bigger and finer swimming pool. While he may be attached to the house which is his home for the time being, this does not imply that he has roots here.

Today's job, today's income, today's home, today's friends and neighbourhood: all these are part of an American identity. Instant coffee, instant friends, but nothing is regarded as permanent; the American hopes and expects to exchange them all for something better, and he finds no difficulty in accepting the new.



## CONTRASTING TENSES

### GENERIC PRESENT

### HABITUAL PRESENT

Ambele timpuri includ momentul vorbirii.

În cazul prezentului generic există așa-numitul ‘extended now’ și anume o perioadă de timp a cărei rază de acțiune se extinde din trecut până în viitor. Nu există nici un moment bine determinat care să ne precizeze când anume are loc acțiunea.

Diferența dintre prezentul generic și prezentul habitual este că, în cel de-al doilea caz, subiectul care face acțiunea este individualizat, el poate schimba acțiunea sau o poate controla într-un fel.

COMPARE: Halloween *is* an American holiday. (Generic)

I *go* to the seaside *in summer*. (Habitual)

### PRESENT TENSE SIMPLE

### PRESENT TENSE CONTINUOUS

extended now

right now

COMPARE: You *study* English.

You *are studying* English now.

### I.1.2. THE PRESENT CONTINUOUS TENSE

Forma: BE + VERB + ing

E.g. : Talking, eating, walking right now

Present Continuous Tense descrie timpul prezent. Este folosit pentru acțiuni care au loc în momentul vorbirii sau o perioadă de timp scurtă, care include momentul vorbirii.

TIME MARKERS: Now, right now, this week/month/term/year today, tonight, these days, at the moment.

e.g. You *are reading* now.

It *is raining* outside (now).

PRESENT MOMENT

*I am studying English this year.*

## TEMPORARY ACTION

NOTE: verbele care arată percepția, o activitate mentală sau atitudinea, sentimentele vorbitorului, nu se pot folosi la Present Continuous Tense. În general, aspectul continuu este înlocuit cu Present Tense Simple atunci când vrem să arătăm că acțiunea are loc în față.

- I. VERBS OF PERCEPTION: see, hear, smell, taste, feel, sound.
- II. VERBS OF MENTAL ACTIVITY: believe, consider, think, know, mind, imagine, suppose, understand, expect.
- III. VERBS OF MENTAL STATE: love, hate, dislike, want, wish, need, forgive, forget, remember.

<p><i>PERCEPTION</i></p> <p><i>a. Voluntary</i></p> <p><i>b. Involuntary</i></p>	<i>MENTAL ACTIVITY</i>	<i>MENTAL STATE</i>
<p>1. The cake <i>smells</i> good. (b)</p> <p>2. I'm <i>smelling</i> it. (a)</p> <p>1. I <i>can hear</i> her crying. (b)</p> <p>2. I'm <i>hearing</i> it. (a)</p> <p>1. The velvet <i>feels</i> soft. (b)</p> <p>2. I'm <i>feeling</i> it. (a)</p> <p>It's something burning.</p> <p>I <i>can smell</i> it (now).</p> <p>He is crossing the street.</p> <p>I <i>can see</i> him (now).</p>	<p>I <i>believe</i> you</p> <p>are right (now).</p> <p>I <i>can imagine</i></p> <p>how he lives there.</p> <p>I <i>understand</i> it (now).</p> <p>I <i>think</i> everything</p> <p>will be alright.</p> <p>I <i>don't mind</i> his</p> <p>smoking in here.</p> <p>I <i>suppose</i> you</p> <p>feel fine. (now)</p>	<p>I <i>love</i> you (now).</p> <p>You <i>need</i> a lot of luck</p> <p>I <i>wish</i> you a merry Christmas.</p> <p>(now)</p> <p>She <i>likes</i> him.</p> <p>I <i>hate</i> to see you</p> <p>like this (now).</p> <p>I <i>want</i> you to leave.</p> <p>I <i>remember</i> it all.</p> <p>I <i>forgive</i> you.</p>



## EXERCISES

### DICTATION

Sally Jackson is making a new film at the moment. She is a famous film star. The title of the film is “A spy in love”. She plays an English spy and she falls in love with a German officer. The film is a detective story and a love story at the same time. It is very exciting and very sad. The director of the film is a genius but he is very difficult. Sally likes him very much. She is getting married to him when her divorce from her fifth husband is through.

#### 4. Supply a Simple Present or a Present Continuous:

1. Father usually (drink) a glass of beer in the evening.
2. My sister (like) stamp-collecting.
3. The boys (play) football in the schoolyard now.
4. She (go) shopping every day.
5. I (type) an English course now.
6. She (go) shopping every day.
7. Mother (make) the coffee now.
8. He (speak) English and French fluently.
9. Everybody (be) happy today.
10. Mrs. Smith (sell) cigarettes and drinks in her shop.
11. The teacher (explain) the new words now.
12. We (learn) English four hours a week.
13. She usually (go) to school by tube.
14. The doctor says she (feel) much better now.
15. We (have) a lot to say to each other.
16. He (have) lunch upstairs nowadays.
17. She (marry) him next week.
18. Winters (be) hard in Britain.
19. Christmas (be) the festival of Christ's birth.
20. Pollution (spoil) the air we breathe!
21. They (have) two children and a lot of pets.
22. They (have) a good time now.
23. She (have) a bath at the moment.
24. He (look) for his fountain-pen.

25. She (appear) worried and scared.  
 26. The Moon (appear) from behind the clouds. Look!  
 27. He (be) a funny fellow. You'll like him.  
 28. He (be) funny now. Don't believe him!



## I.2. THE PAST TENSE

### I.2.1. The Past Tense Simple

COMMON TIME MARKERS: yesterday (morning/afternoon/evening) last (night/week/month/year) ago (two days ago, three, years ago) in, on, at + specific points in time.

Forma:

- VERB + (ed)
- AUXILIARY = did (interrogatives + negatives)

PAST TENSE exprimă:

#### I. acțiuni terminate în trecut

e.g. I *ate* a pizza yesterday.

I *met* him in 1985.

I *left* home at 6 p.m.

#### II. o serie de acțiuni înlănțuite cronologic pe axa timpului, acțiuni rapide, succesive, încheiate în trecut.

e.g. They *met* by chance, *fell* in love with each other *married* and *separated* soon after.

#### III. o perioadă de timp care a început și s-a terminat în trecut cu adverbe de timp care arată durata: for, from to.

e.g. I *studied* English from 1972 to 1992.

Dinosaurs *ruled* the earth for 135 million years.

#### IV. acțiuni repetate, obișnuite în trecut:

PUNCTUAL VERBS: came, broke, lost

TIME MARKERS: sometimes  
always

never

often

- e.g. He always *understood* me.  
He often *forgot* his umbrella at the office.  
Whenever we met, she *gave* me sweets.



## EXERCISES

1. Put the following irregular verbs into the Past Tense:

Bear.....tear.....swear.....become.....  
become.....come.....hit.....begin.....  
hold.....tell.....bite.....hide.....  
hurt.....bleed.....  
.....feed.....hang.....  
  
blow.....know.....throw.....cut.....  
  
fly.....flee.....freeze.....forgive.....  
....keep.

2. Put the verbs in brackets into the sample past:

1. They (spend) the weekend in London.
2. He (catch) a big fish.
3. The referee (blow) is whistle twice.
4. Helen (go) to the post office to send a parcel.
5. She (feel) miserable yesterday.
6. The baby (hurt) his finger.
7. I (eat) ten cakes at he party.
8. Diana (write) a letter a week ago.
9. He (buy) a fur cap for his wife.
10. We (pay) by cash.
11. I (forget) to lock the door.
12. He (sleep) and (fall) down the stairs.
13. We (see) the play last week.

14. The patient (take) all his medicine.
15. She (lose) her wallet in the bus station.
16. He (learn) the poems by heart.
17. Michael Jackson (give) a gorgeous performances in Bucharest.
18. They (travel) by air.
19. I (meet) him in the underground station.
20. Mike (come) back home two days ago.
21. He (prefer) the quiet roles.
22. The waiter (bring) me a glass of beer.
23. Father (leave) his car in the garage.
24. They (make) themselves comfortable.
25. We (stop) at a filling station.
26. I (leave) my coat in the hall.
27. Bill (be) in a bad mood last night.
28. He always (call) me "honey".

3. Fill in the blanks with the correct verbs in the simple past tense. Choose from the list below.

Twisted	handed	inherited	drank
carried	flew	melted	relieved
fell	wrapped	broke	ate.

1. They.....that house from a relative.
  2. The spider.....the insect into its web.
  3. We.....the bill to the clerk.
  4. The little sparrows.....up in the sky.
  5. The wind.....the branches.
  6. The heat of the son .....the icecream.
  7. I.....in love with him at the first sight.
  8. While running for the bus she.....her ankle and fell.
  9. She .....the parcel in colourful paper.
  10. The doctor .....John's pain.
  11. The kid.....the peanuts and two glasses of water.
4. Fill in the blanks with the correct verbs from the list below:

buried	winked	ruined	obeyed	insured
paved	acquired	strayed	paused	endured

1. The fire.....the building.
2. I .....the house against fire.
3. He.....the treasure in the garden.
4. She .....the pain without making a sound.
5. The lamb .....for the flock. We couldn't find it.
6. The dog .....his master immediately.
7. He ..... great wealth in the last few years.
8. The student .....and then answered the question.
9. He.....at the pretty girl as he passed.
10. Hard work.....the way to her success.

5. Put the verbs in brackets into the past tense:

The night I (be) to return to the front I (send) the porter down to hold a seat for me on the train when it (come) from Turin. The porter (take) a friend with him, a machine – gunner on leave who work in a tailor – shop and (be ) sure that between them they (can) hold a place. I give them money for platform tickets and (have) them take my baggage.

I (say) good-bye at the hospital at about five o' clock and (go ) out. I (tell) the porter I would be at the station a little before midnight. His wife (call) me “Signorino” and (cry). She (wipe) her eyes and (shake) hands and then (cry) again. I (pat) her on the back and she (cry) ones more. When she (cry) her whole face (go) to pieces. I (go) down to the corner where there (be) a wine shop and (wait) inside looking out of the window. I (pay) for my coffee and I (watch) the people going by in the light from the window. I (see) Catherine and (knock) on the window. She (see) me and (smile) and I (go ) out to meet her. We (walk) along together, along the sidewalk past the wine shops, then across the market square and up the street and through the archway to the cathedral square.

(A Farewell to Arms – E. Hemingway)



### 1.2.2. THE PAST TENSE CONTINUOUS

Forma: BE + VERB + ing

(past)

Past Tense Continuous este de obicei folosit pentru a descrie o acțiune în progres într-un moment bine determinat din trecut.

e.g. Yesterday morning I *was drinking* coffee in the balcony.

Last night I *was watching* a video.

Raportat la o altă acțiune în trecut Past Tense Continuous apare în următoarele situații:

a) cu o acțiune la Past Tense Simple exprimă care a început și probabil că a continuat după ce acțiunea din Past tense a intervenit (pentru o scurtă perioadă de timp).

e.g. I *was talking* on the telephone when he *came* in.

b) cu o acțiune la Past tense Continuous exprimă două acțiuni în progres, simultane în trecut.

e.g. I *was reading* while he *was watching* TV.

#### TIME MARKERS:

*while* – introduce o subordonată al cărei verb este la Past Tense Continuous.

*when* – introduce o subordonată al cărei verb este la Past tense Simple.



#### Exercises:

1. Put the verbs in the brackets into the correct tense:

1. Father (walk) when it (begin) to rain.
2. They (play) tennis when it (begin) to rain.
3. He (read) the newspaper when I (come) in.
4. They (play) cards when I (come) in.
5. I (have a bath) when the bell (ring).
6. She (make) a telephone call when the bell (ring).
7. She (drive) her car when I (call) her.
8. She (cross) the street when I (call) her.
9. They (wear) the seatbelts when the accident (happen).
10. She (lose) control of her car while she (drive) on mountain road.
11. He (kiss) her when her father (burst) in.
12. When we (arrive) at the party they (toast).
13. When we (reach) the chalet they (sit) by the fire.
14. We (talk) over the details when she (interrupt) us.



15. I (listen) to BBC when he (leave) home.
16. I (pack) the luggage while the telephone (ring).
17. He (swim) while I (walk) on the beach.
18. She (cook) when I (come) back home.
19. We (shake) hands when he (greet) us.
20. Mother (dust) the furniture while I (listen) to music.



### 1.3. THE PRESENT PERFECT TENSE

#### 1.3.1. THE PRESENT PERFECT SIMPLE

Forma: HAVE (HAS) + 3<sup>RD</sup> form

PRESENT PERFECT SIMPLE exprimă:

- I.** o acțiune începută și terminată în trecut.

Perioadă de timp e deschisă.

TIME MARKERS: today, this week / month / year.



e.g. It *has rained* for 2 hours today.

(It is no longer raining and it's 6 p.m.)

- II.** o acțiune începută în trecut care se continuă în prezent. Acțiunea nu e terminată. Se subliniază durata acțiunii. Perioada de timp e deschisă.

TIME MARKERS: for, since, for ages, for many years, a. so.



e.g. I *have known* him many years.

I *have worked* in journalism since 1990.

- III.** o acțiune începută și terminată recent, într-un trecut apropiat, ale cărei efecte sunt vizibile, prezente. Se subliniază nu durata, ci rezultatul acțiunii.

TIME MARKERS: just, already, not yet, recently, lately.



e.g. He *has just phoned* me.

She *has already left*.

- IV. o acțiune coroborată cu acțiunea vorbitorului. Adverbele de timp arată frecvența acțiunii în timp pe axa trecutului până în momentul vorbirii.

TIME MARKERS: often, always, ever, never, so, far, up to now.

e.g. I've never *eaten* a banana.



I've often *visited* my granny.

I *haven't seen* a ghost so far.



## EXERCISES

### 1. Answer the following questions:

1. Have you ever seen a sunset?
2. Have you travelled by ship?
3. Have you ever written a book or a poem?
4. Have you ever been to New York?
5. Have you ever broken your arm?
6. Have you ever driven a car?
7. Have you ever watched a horror film?
8. Have you ever lost your keys?
9. Have you ever eaten snails?
10. Have you ever swum in a swimming-pool?
11. Have you ever made a Christmas pudding?
12. Have you ever seen UFOs?

### 2. Translate into English:



1. De secole, femeile au fost prost plătite și subestimate.
2. Video-urile au devenit din ce în ce mai scumpe.
3. Computerele au devenit ceva obișnuit.
4. Am considerat întotdeauna că mașinile fac parte din strictul necesar.
5. N-am salutat niciodată persoanele necunoscute.
6. Ei tocmai s-au mutat în apartamentul de alături.
7. Am carnet de conducere de doi ani.

8. Nu parchez niciodată mașina pe trotuar.
9. Prietenul meu tocmai mi-a cumpărat un pulover nou.
10. Ea n-a bătut încă scrisoarea la mașină.



### 1.3.2. PRESENT PERFECT CONTINUOUS

have been eating

Forma:

HAVE (HAS) + BEEN + VERB + ing e.g.: have been eating

Present Perfect Continuous se folosește pentru activități care au început în trecut și se continuă în prezent.

TIME MARKERS:

for (arată lungimea acțiunii).

since (arată începutul acțiunii).

Verbe care exprimă *activități de durată*: stand, wait, drink, hope, talk, walk, watch.

e.g. I have been waiting for him for two hours.



(Îl aștept de două ore).

We have been watching since 5 o'clock.

(Privim la televizor de la ora cinci).

**COMPARE:**

*I have walked* in the rain this morning.

(M-am plimbat prin ploaie azi dimineață).

*I have been walking* in the rain since this morning.

(Mă plimb prin ploaie de azi dimineață).



## 1.4. PAST PERFECT

### 1.4.1. PAST PERFECT SIMPLE

Forma:

HAD + PAST PARTICIPLE e.g.: had waited /come

Past Perfect Tense exprimă o acțiune completă, anterioară unei acțiuni trecute.



e.g. He *had been* a lawyer before he *became* a president of the United States.

(El fusese avocat înainte de a deveni președinte al Statelor Unite).

TIME MARKERS:

Before

After

When

e.g. He had turned out the light before he went to bed.



After he had turned out the light he went to bed.

He went to bed when he had turned out the light:



## EXERCISES

Connect the following sentences with *before* and *after*:

1. He put on his pijamas. He went to bed.
2. They opened the door. They saw the dead body.
3. I turned on the radio. I heard the good news.
4. We left for Bucharest. My father died.
5. He received the letters. He came to see me.

6. She dropped the vase. Her mother admonished her.
7. I had lunch in the kitchen. I heard the bell ringing.
8. I went shopping. It started to rain.
9. He listened to music. I came in.
10. I learned hard. I passed the exam.



### 1.4.2. PAST PERFECT CONTINUOUS

Forma: HAD + BEEN + VERB + ing e.g.: had been playing

Past Perfect Continuous exprimă o acțiune care a început în trecut și a continuat până în momentul unei alte acțiuni trecute. Se subliniază continuitatea acțiunii.



e.g. I *had been driving* for two hours when the accident *happened*.

(Condusesem de două ore când s-a întâmplat accidentul).

### COMPARE:

I *had played* the piano before you came. (acțiune încheiată)

I *had been playing* the piano before you came. (acțiune continuă)



### 1.5. REVISION OF THE ENGLISH TENSES



#### 1. Put the verbs in the brackets into the right form using the Present:

Tense Simple and Continuous, Past Tense Simple and continuous, or Present Perfect Simple and Continuous:

1. He (always, prove) to be a snake in the grass.
2. What I (do) since then is fairly well known.
3. Don't trouble until trouble (trouble) you.
4. Where (be) you when I needed you last winter?
5. I (sleep) in a sleeping-bag yet.
6. Time (run) on.

7. The British (always, be) a nation of sport lovers.
8. In the land of the blind a one-eyed man (be) a king.
9. I (never, find) a companion as friendly as solitude.
10. A fault confessed (be) half redressed.
11. Mother (clean) the room last Monday.
12. It's a long time since I (see) him.
13. I (read) about England and the English for years.
14. She (break) in as I was speaking.
15. The United States (be) a country where peoples of different races live together.
16. I (think) of him once in a blue moon.
17. The English (invent) most of the international sports.
18. I (never, be) in Hyde Park.
19. He (often, spend) his money on entertainment.
20. The English language (become) the means of international communications.
21. When I (work) I (not hear) people coming and going round me.

## 2. Choose the correct tense:

1. I *haven't liked* / *didn't like* fish but I'm very interested in cooking fish now.
2. I *have taken part* / *am taking part* in demonstrations in the last few years.
3. She *has never refused* / *had never refused* to take medicine.
4. I *have never run* / *never ran* away from home when I was a child.
5. Mother *has been making* / *made* a delicious pudding last week.
6. We *have been waiting* / *had been waiting* for him for ten minutes when he arrived there.
7. I am very fond of my job because I *meet* / *met* lots of famous people.
8. My little brother *has broken* / *broke* his ankle a few days ago.
9. When I was a child I *dream* / *dreamt* of being successful in life.
10. I *like* / *liked* to go camping when we went out together.



## TEST DE CONTROL

1. When ..... the school?
- a. have you joined

b. did you joined

c. did you join

d. have you ever joined

2. ....in Scotland?

a. Did you ever worked

b. Have you ever worked

c. Worked you

d. Didn't you have worked

3. That's the best news.....

a. I never heard

b. I didn't hear

c. I used to hear

d. I've ever heard

4. He's the most interesting person .....

a. I never dealt with

b. I never had to deal with

c. I've ever had to deal with

d. I've never had to deal with

5. .... to them last month.

a. I spoke

b. I've already spoken

c. I didn't spoke

d. I speaked

6. .... a contract three years ago and it is still valid.

a. We have signed

b. We signed

c. We haven't signed

d. We have sign

7. ....from a nice trip to Portugal.

a. I come back

b. I came back

c. I never came back

d. I've just come back

8. Prices ..... in 2002 but then ..... in 2003.

a. rised....falled

b. rose....fell

c. have risen ....have fallen

d. rose ....have fallen

9. You.....to a word.....



- a. listened .....I haven't said
- b. didn't listen .... I say
- c. listened ..... saying
- d. haven't listened .....I've said

10. I can't imagine that ..... the news.

- a. you haven't read
- b. you didn't read
- c. you don't read
- d. you read not



## Capitolul 2 - Geography

## Cuprins

### 1.1 Introducere

### 1.2. Competențele unității de învățare

**The British Isles** – reading practice + exerciții

Exerciții de exprimare orală, de gramatică și de vocabular

## Introducere



Cunoașterea geografiei țărilor în care se vorbește limba straină studiată este parte integrantă din cunoașterea globală a unei limbi, văzută ca un organism care evoluează sub influența unei multitudini de factori: geografici, isotrici, sociali, culturali, etc.

### 1.3. Competențele unității de învățare



La finalul parcurgerii acestei unități de învățare, studentul va fi capabil să: utilizeze corect și conștient cuvinte din unități lexicale care țin de domeniul geografiei, să prezinte unitățile din care este alcătuit Arhipelagul Britanic, să descrie corect locuri, obiceiuri, etc, ajutându-se de cuvintele din texte.



**Durata de parcurgere a unității de învățare este de 2 ore.**

## The British Isles

The British Isles lie off the western shores of Europe and come nearest to the Continent where the white Cliffs of Dover face the cliffs of north - west France. The Strait of Dover is so narrow that a tunnel has been made to connect the railways of the two countries.

North and west of Dover the British coasts are farther away from the Continent, they are separated from it by the North Sea and the English Channel.

Great Britain is the larger island and includes England, Scotland and Wales. It is separated from Ireland by the Irish Sea.

Great Britain owes much to the seas. In the first place, the seas have acted as a guard and have often kept the island free from wars. In the second place, the seas have given Great Britain a great advantage through the tides. Far out in the Atlantic the tides are scarcely noticed, but in the shallow British seas the difference between high tide and low tide is often very considerable especially in funnel – shaped estuaries like those of the Severn and Humber. Thus, in-coming deep water twice in every twenty – four hours up the lower channels and estuaries of the rivers has made it possible for the large ports to be built many miles from the open sea. Besides, the shallow waters around the British Isles are the home of many fish.

England has an area of 50,847 square miles. Its coast line is very irregular. There are many good harbours. No part of the country is more than 70 miles from the sea.

In general England slopes from the west to east. The main mountain system - the Pennine Chain – runs south from the Scottish border to the Midlands, a region of hills and fertile valleys.

The rivers flow east into the North Sea (the Tweed, the Tyne, the Thames and a group of streams, which join to make the wide Humber) and west into the Irish Sea or the British Channel (the Mersey, the Avon and the longest river in the England – the Severn).

England has no large lakes. But the Lake District in the north-western part of the country is known for its beauty. There are sixteen lakes there.

England has a mild climate. This is due to the winds blowing from the south-west, from the ocean and the Gulf stream which warms its shores. Rainfall is plentiful during the whole year. The heavy fogs of England are famous. They are heavier in London where they mix with coal smoke forming the so-called smog.

The most important natural resources of England are iron and coal.

Most of the people work in the great industries of the large cities. The most important products are wool and cotton goods, machinery, iron and steel goods. Second in importance to manufacturing is the mining industry. Coal, iron, copper, zinc, lead and building stone are the principal materials taken out of the ground.

The principal crops are wheat, barley, oats, corn, rye, vegetables, sugar beet and fruits.



**1. *Translate the text.***

**2. *Read and give Romanian equivalent of the following.***

- a) pole, polar, area, south-west, border (n,v), mountains, lowland, highland, tableland, rock, buckwheat, desert, harbour, shallow, canal, coast, shore, fir, oak, birch, state, economy, mine (n,v), copper, oil, peat, coal, agriculture, population, nation, manufacture, cattle, crop, harvest, sea-way, plant, rubber, oat, rye, maize, sugarbeet, barley, cotton, sun-flower, southern, food-stuffs, basin, poultry, frozen, raw materials.
- b) To grow root crops, a gentle slope, metal ores a steel slope, plain, within the Arctic Circle, to grow big crops (of wheat), the border lies along a river, the border runs over a mountain chain, a chain of mountains, (a river) forms the border between ..., the top (the foot) of a mountain, a dense fog, the river rises in ..., the river flows into ..., the current of a river, the bed of a river, the Antarctic Circle, the mouth of a river, to raise big crops of wheat, the bank of a river, a freshwater lake, a mixed forest, a densely populated region, a leaf-bearing forest, the river runs into... heavy (light) industry, a branch of industry, natural resources, mineral resources, water-power resources, industrial crops, to gather a harvest, the river empties into ..., technical crop, east (west, north, south) of ..., to stretch north, a dense network of canals.

**3. Add an adjective or verb from list a. to fit each noun in list b.**

Model:                      rocky mountains

To grow crops

- a) Rocky, to grow, to feed, swampy, coal, dense, to manufacture, to cultivate, grassy, healthy, mild, textile, natural, light, technical, frozen, raw, mineral, heavy, mountainous, flat, deep, shallow, continental, steep.
- b) Resources, mountains, shore, industry, climate, country, fog, channel, materials, maize, region, slope, crops, plain(s), valley, river, basin, population, rainfall, poultry.

**4. Make up new sentences with the words in italics:**

- a) Great Britain lies to the west of Europe.
- b) In the south Britain is washed by the English Channel.
- c) There are low mountains in the north and in the west of the British Isles.
- d) The climate of Britain is mild.
- e) England has many woods but few forests.
- f) Great Britain imports iron ore and copper ore, rubber, raw cotton and raw wool.

- g) The coal-mining and textile industries are the oldest industries in Great Britain.

**5. Insert articles:**

**A.**

- a) The pupils watched as their teacher showed them ... Indian Ocean to ... south of Asia, ... Arctic Ocean around ... cold North Pole, and ... Atlantic, Pacific and Indian Oceans washing ... shores of ... icy lands at ... South pole.
- b) Gibraltar is built on ... narrow western shore of ... great rock - ... Rock of Gibraltar – which we can see towering up above ... harbour with ... signal-station on ... very top. If we climbed up there and looked across... Straits, we could easily see... mountains of Northern Africa in Morocco.

**B.**

After quite ... long voyage we landed at ... mouth of ...second river – that which runs down ... woody mountain. Then we began to ascend ... slope towards ... tableland.

Little by little ... hill grew steeper and became stony under foot, ... wood began to change its character and to grow in ... more open order. It has, indeed, ... most pleasant part of ... island that we were now approaching.

Thickets of green trees were dotted here and there with ... red columns of ... pines ... air was fresh and string.

**6. Read the poem and then answer the questions:**

**THE EAGLE**

He claps the crag with crooked hands;  
Close to the sun in lonely lands,  
Ring'd with the azure world, he stands.  
The wrinkled sea beneath him crawls;  
He watches from his mountain walls,  
And like a thunderbolt he falls.

- a) What is meant by “close to the sun” ?
- b) What does the sea appear to be like to the eagle from the far height?

- c) What is the watching for?
- d) Have you noticed the force of the smile in the last verse?

### **7. Fill in the prepositions or adverbs:**

#### **A.**

- a) The teacher slowly turned the globe ... until the pupils saw a big ocean ... North and South America ... one side and Europe and Africa ... the other side.
- b) The road runs ... the canal and series ... charming little lakes.
- c) I found a little plain ... the side ... a rising hill.
- d) Soon the caravan was resting ... a desert oasis, where springs ... water from deep down gave life ... about a thousand palms.
- e) The park borders ... the shores ... the lake.
- f) The Severn flows ... the Bristol Channel.

#### **B.**

The first trip ... the earth was made ... a Spanish fleet. The fleet, which consisted ... five ships commanded ... Magellan left Spain ... 1519. Magellan sailed ... the Atlantic Ocean and ... South America. Then the ships entered a quiet ocean which he named the Pacific. ... The voyage, he discovered many islands ... one of them, Magellan and some of his men were killed ... the natives.



### **8. Read the text. (Find Cornwall on the map). Speak about the country, its position, climate, nature, industry, the people and their occupations.**

Cornwall is a rocky peninsula jutting out into the Atlantic. Open to the south – west winds of the ocean, it is characterized by warm winters, cool sunny summers and rich rainfall.

The center of the peninsula is occupied by uninhabited moorlands. Around this area and between it and the coast lies an area well watered by the many streams, that come hurrying down from the high moorlands to the sea. These valleys are rich and fertile. The rich grasslands, the mild climate and the rainfall have given rise to cattle rearing and dairy industry. The most important crop is oats.

In the days of Roman Invasion, Cornwall was known for tin-mining. It was one of the most densely populated parts of the British Isles. Yet today one can see only two or three mines being worked.

What tin-mining was for the inland Cornishman, the sea was for the coast dweller. Fishing was until the beginning of the twentieth century one of the most important industries of the area. Most of the boats that do remain are only fishing boats in name. They are used for trips round the small picturesque harbours for holiday-makers.

But one industry in Cornwall continues to grow. It is the mining of china-clay. Ships from all over the world carry the precious Cornish china-clay to Sweden, Australia and many other countries.

The chain of snow-white pyramids rise above the industrial district. Snow peaks in the south of Cornwall! But the chief charm of Cornwall is the coast with its many beautiful bays and coves.

Cornishmen differ from the English in their traditions and customs. One of the most famous folk traditions of Cornwall is the Flora Dance. Two or even three times a year, on certain days, all the people of the village, old and young, gather in the market place. They form up a procession and to the traditional Flora Dance tune, dancing, wind their way through all the houses of the village, in at the front door and out through the back. Every town, village and hamlet in Cornwall has its Flora Dance.

***9. Have you ever lived by the sea? What does it look like? Describe it. Here is an example of how to do it:***

Water, more water than you have ever seen before – sometimes green, sometimes gray, sometimes blue, white-capped waves that come rolling in and splash upon the land – this is the sea.

Sometimes the shore is covered with great rocks where the white-capped waves splash high. Sometimes it is low and smooth and covered with white sand. Here boys and girls like to race and play. They find sea animals and fish other wonderful things in the sand.

***10. Complete the sentences:***

- a) A good place of shelter for ships is called a ...
- b) A town or city with a harbor is called a ...
- c) An artificial watercourse for inland navigation is called a ...
- d) The mouth of a volcano is called a ...
- e) The dense forest between the tundra and the steppe is called the ...
- f) A fertile place with water and trees in a desert is called an ...
- g) The fall of a stream from a high place is called a ...

- h) Wood cut and made suitable for building is called ...
- i) A piece of wet soft land is called a ...
- j) A deep narrow valley with steep rocky sides is called a ...
- k) A point of land going out into the sea is called ...
- l) Land on which cattle can graze is called a ...

**11. Form questions to the parts of the sentences in italics:**

- a) Italy on the whole receives a *small* rainfall.
- b) Rain falls chiefly in the summer months – *early summer* in southern and *late summer* in central and western Wales.
- c) America lies *far away westwards across the ocean*.
- d) Tides and ebbs are caused by *the moon*.
- e) The narrowest part of the English Channel is *the Strait of Dover*.
- f) The *Gulf Stream* is the warm current from the Gulf of Mexico.
- g) Oh, no, *they don't go in for gardening within the Arctic Circle*.
- h) *Any sudden fall of a stream from a higher to a lower level* is a waterfall.

**12. Find the verb or the adjective in list a to fit each noun in list b:**

Model: high tide

To rear cattle

- a) to rear, high, navigable, continental, rocky, mountainous, heavy, dense, to run, fresh-water, virgin, coniferous, raw, mineral, active, low.
- b) A dairy-farm, volcano, tide, soil (land), mountains, river, country, a network of canals, spring, rainfall, climate, forests, materials, resources, cattle, scenery.

**13. Make up 10 questions referring to the following text:**

The Republic of Ireland (Eire), lies west of England in the Atlantic Ocean. It is separated from the Island of Great Britain by the Irish Sea.

Eire takes up all the island or Ireland except the north-eastern corner. Here there are six countries which make up Northern Island (Ulster), a part of the United Kingdom.

The coasts of the island are mountainous. The central plain contains most of the good farm lands. It also has great peat bogs.

The longest river is the Shannon. It is also the longest in the British Isles.



Ireland has a mild climate with plenty of rainfall. The plentiful rainfall gives the vegetation a vivid green colour. Because of its greenness, Ireland is often called “the Emerald Isle”.

Seventy-five per cent of the people of Eire earn their living as farmers or cattle raisers. Much of the land is too swampy and hilly to farm, but the thick covering of rich green grass makes excellent pasture land for horses, cattle, pigs, and sheep.

The most important farm crops include oats, wheat, barley, rye, flax, potatoes and sugar-beet.

But climate of Eire is too damp to grow much grain.

#### ***14. Answer the questions:***

- a) Is the Thames wider where it empties into the sea or where it rises?
- b) Is the current of the river swifter where it is wider or where it is narrower? Why can't ships enter the Thames at low tides?
- c) What forest can we call virgin? Are there virgin forests in Europe?
- d) In what Hemisphere are North and South America?
- e) Why is the eruption of a volcano dangerous?
- f) Why don't people raise crops of cereals within the Arctic Circle?
- g) Why is crop-farming impossible in a desert?

#### ***15. Read the text attentively. Make up 10 questions and answer them:***

England is a small country, without great mountains or vast prairies, with no place in it where snow lies all the year round, with no deserts, or large forests, or great lakes. But it is not a country which looks much the same all over.

There is hardly another country where different kinds of country-side change so quickly. In a morning's cycling you may easily pass from bare chalk downs where sheep are cropping the turf to river-side meadows where cattle are knee-deep in grass near great elm trees. You may see fields heavy with wheat and, not faraway, moors where no one has yet managed to grow anything useful to man. This quick-changing variety of land and scenery is one of the most remarkable and important things about England.



## **Capitolul 3 - Weather**

**Cuprins**


### 1.1.Introducere

### 1.2.Competențele unității de învățare

The Seasons – reading practice + exerciții


Exerciții de exprimare orală, de gramatică și de vocabular

### Introducere



Cunoașterea unei limbi la nivel conversațional măcar presupune stăpânirea unui bagaj lexical de bază, din care nu sa nu lipsească elemente referitoare la starea vremii în țara de originie, respectiv caracteristicile acesteia în cele patru anotimpuri.

### 1.4. Competențele unității de învățare



La finalul parcurgerii acestei unități de învățare, studentul va fi capabil să: descrie caracteristicile vremii în cele patru anotimpuri, să utilizeze corect adjective pentru a prezenta evenimente, fenomene, etc., să traducă scurte texte privitoare la vreme, să poată oferi antonime, sinonime pentru cuvinte din textele studiate.



**Durata de parcurgere a unității de învățare este de 2 ore.**

### The Seasons

#### A.

March, April and May are spring months.

Spring has come, and everything is awaking from its winter sleep. The fields and meadows are dressed in green. There are buds on trees, and the mild flowers once more begin to peep forth. The white snow-drop is one of the first flowers of spring. How lovely it is! Then forget-me-nots, lilies of the valley and violets make their appearance. Birds sing their songs among the trees and begin to get their nests ready for summer. Their gardeners dig the ground and sow seeds in the gardens. The days are warmer, for the bright sunshine has come again. Everything is full of life and joy. Soon the soft spring showers will all water the earth and make the seeds grow.

#### B.

In June summer sets in.

June, July and August are summer months. June is one of the most pleasant months of the year. The days are the longest then the as the sun rises early and sets late in the evening. The trees are in leaf, roses begin to blossom and their sweet perfume fills the air.

Then July begins. It is the warmest month of the year. Summer is in full beauty. The sky is blue. The sun is bright and hot.

Sometimes dark clouds gather in the sky. How fast they move along! See, they have hidden the sun. There is no blue sky at all, it is all black with clouds. It is dark like night. It will rain soon.

Now the rain begins. What a large drops! Now the rain is over. It was only a shower. The flowers smell sweet, the sun shines brightly and the birds sing again. The hot sun ripens the corn and fruit. Everything is ready for the harvest.

### C.

In September summer yields to autumn.

The days become shorter and the nights longer. Apples, pears, plums and nuts are now ripe and may be picked. The grain crops have ripened and harvest time begins. Most birds go away to warmer countries.

The green leaves are fading. They begin to fall off. Some have fallen from the trees and lying dead on the ground. The leaves are no longer green, they are red, yellow and brown. People go to the forests to pick nuts and berries or to gather mushrooms.

It often rains. The rain doesn't stop, it is drizzling. The weather is nasty, a piercing wind is blowing. It is more pleasant to stay indoors. It is bitterly cold at times. It is muddy, there are many pools of rain-water in the streets. Sometimes it is foggy and, and the fog is very thick.

### D.

Winter has come at last.

There are no flowers now in the garden and leaves have gone from the trees. The snow lies thick upon the ground, and the birds hop about looking in vain for food.

Snowflakes are falling thick and fast. Snow lies on the ground, on the bare branches of the trees, on the roofs of the houses. All the rivers and lakes are frozen; everything around looks so beautiful covered with ice and snow.

Children make snowmen and build snow-huts, play snowballs throwing them at one another. When the weather is fine children and grown-ups go skiing and skating or sliding down the snow covered hills.

**1. Read and translate the above texts.**

**2. Give derivatives or form word combinations: snow, frost, sun, storm, wind, rain.**



**3. Choose the right word:**

**A. damp – wet**

- a) It is rather ... day today.
- b) February is a very ... month in England.
- c) It is harmful for you to live in such a ... climate.
- d) Did you get...?
- e) I'm dripping ...
- f) A Scottish mist will ... an Englishman to the skin. (Proverb)

**B. cold – cool**

- a) The night was bitter ...
- b) ...breezes are blowing from the sea.
- c) It is so pleasant to take a walk on a ... morning.
- d) Are you afraid of the...?
- e) It gets pretty ... toward evening.

**C. close – hot**

- a) It is very ... in the room.
- b) It is dreadfully ...today.
- c) It is often ...during the rainy season in India.

4. **Form adjectives corresponding to the nouns:** wind, rain, snow, fog, dust, frost, sun, cloud, storm.

**5. Read the following text and find antonyms. Copy them out in two columns.**

The sun comes up in the east and goes down in the west. When the sun rises, it is morning. When the sun sets, it is evening. When the sun rises, it is light. During the night, if the moon is not shining, it is dark. The sun rises in the east, it sets in the west. December, January and February are (the) winter months. The summer months are June, July and August. In winter the days are short and the nights are long. In spring and autumn there are sometimes cold days, but there are also days when the weather is warm.

6. **Give the four forms of the verbs:** get, rise, grow, shoot (out), burst (out), awake, break, lie, freeze, fall (off), ski, fly, sow, blow, lay, dig, flow.

**7. Read and translate the dialogues:**

- It's awful weather, isn't it?
- Yes, it's exceptionally nasty.
- I hate rain.

- So do I. Yesterday was still worse. Rain in the morning, then some fog, and then rain, rain, rain, all day long. I remember exactly the same October last year.
- So do I. Two years ago was equally bad, wasn't it?
- Yes, it was.
- I was so busy this morning that I had no time to read my newspaper. What's the weather forecast for today?
- Today in U.K. mostly cold and rainy in the morning. Slight fog possible later on. Afternoon drizzle to be followed by night showers. Further outlook: Similar.
- Thanks.
  
- The sky looks very black. I'm afraid we're in for a big thunderstorm.
- I thought I could hear a rumbling in the distance. There! Look at the flash over there. It will be a few seconds before we hear the distance from so far away.
- It's lightening again. It's quite near this time. By Jove, it's struck that tree! It's burnt all the leaves and torn off the bark. A good thing there was nobody sheltering underneath it.
- It's really safer out in the open, but look at the rain. We shall get wet to the skin. A regular cloud-burst.
- Let's hope it will clear the air; it had got so oppressive that it was beginning to get on my nerves.

**8. Give synonyms or synonymous phrases to the following and use them in sentences:**

- a) dirty; fair weather, to turn yellow; to put forth buds, to gather crops, hard frost, bad weather, to be overtaken by a thunderstorm, dense fog, a black cloud
- b) It is raining hard. It continues freezing. It looks like rain. The snow lies thick. It snows heavily. Winter comes on. What awful weather! What is the weather like today!

**9. Give opposite to the following:**

- a) dry climate, fair weather, at sunset, cloudless, sunny, to become longer, to melt, nasty weather, a light wind, above zero, cold rain, high temperature, heat.
- b) The temperature falls. The sun rises. It is cold. It keeps on raining.

**10. Say what is wrong with the statements:**

- a) Ice is hot.
- b) January is the last month of the year.

- c) The sun rises in the west.
- d) Snowflakes are green.
- e) The sky is cloudless when it is raining.
- f) Violets and lilies of the valleys are autumn flowers.
- g) Birds lay eggs in autumn.
- h) Fruit trees into blossom in August.
- i) Summer sets in September.
- j) In autumn nature awakes from its winter sleep.
- k) Little streams flow merrily when it is 20 degrees below zero.
- l) Trees shoot out little buds in winter.
- m) The sun shines brightly when the sky is overcast.
- n) It lightens and thunders in winter.
- o) How bitterly cold it is when is 30 degrees above zero!
- p) The snow lies deep in July in England.
- q) Leaves turn yellow in spring.
- r) Winter is the season of ploughing and sowing; summer is the season of ice and snow; spring is the season of harvesting; autumn is the season of the first fruits and vegetables.

**11. Speak about: “Spring”, “Summer”, “Winter” using the following words:**

- a) to awake, to rise, to shine brightly, to set in, to become longer (shorter), to melt, little streams flow merrily, to grow green, to shoot out buds, leaf (leaves), to break into blossom, to sow, spring flowers.
- b) Warm, dusty, heat, oppressive, to go bathing, to lie in the sun, rainy, cloudy, to rain, thunderstorm, lightening, thunder, to get ripe, to clear up, early vegetables, to do gardening, to pick flowers, to gather berries and mushrooms.
- c) To be cooler, nasty, to drizzle, muddy, wet, pools, slippery, fog, foggy, to change colour, to become yellow, to fall off, to fly away, windy, harvest time, to gather crops, fruits and vegetables, to ripen.
- d) To become long (short), to freeze, frost, frosty, ice, to snow, snow lies thick, snow-storm, cold, to shiver with cold, to ski, to skate, to make a snowman, to play snowballs.

**12. Suggested topics for conversation:**

- a) Look out on the window and say what the weather is like.
- b) Your favourite season.

- c) Compare summer in Romania and in England.
- d) Two girls are caught in a thunderstorm.
- e) Your summer (winter) holidays.

**13. Read and translate the text:**

The Spring came, and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still Winter. The birds did not care to sing as there were no children in it, and the trees forgot to blossom. Only the Snow and Frost were pleased.

“Spring has forgotten this garden”, they cried, “so we will live here all the year round”. The Snow covered up the grass with her great white cloak, and the Frost painted all the trees silver. They invited the North Wind to stay with them, and he came.

He was wrapped in furs, and he roared all day about the garden and blew the chimney-pots down. “This is a delightful spot”, he said “we must invite the Hail”. So the Hail came. Every day for three hours he rattled on the roof of the castle till he spoiled it, and then he ran round and round the garden as fast as he could go. He was dressed in grey, and his breath was like ice.

So it was always Winter there, and the North Wind, and the Hail, and the Frost, and the Snow danced about through the trees. (O. Wilde)

**14. Make up 10 – 12 questions to the text above and answer them.**

**15. Supply the missing words:**

- a) When it is not clear or bright and the sun is not shining, the weather is ...
- b) A synonym to pleasant weather is ... weather.
- c) When the sun is shining and it is not rainy or stormy, the weather is ...
- d) We call the weather ... after rain.
- e) The weather is sultry when it is oppressively...
- f) When the air is slightly ... we call the weather moist.

**16. Form nouns corresponding to the verbs:**

to freeze, to thaw, to dawn, to blossom, to twitter, to hail, to sleet, to lighten, to thunder, to drizzle, to fall off.

**17. Read and translate the dialogues:**

- What's the morning like?
- Bitterly cold, the temperature must be well below freezing-point.
- The puddles are frozen hard and there is a very keen chilly wind blowing.

- I shan't go out in that case. I'd rather stay indoors.
- So would I.
  
- Look out of the window, it's just started snowing. Quite thick flakes are falling. It's driving in people's faces like a regular blizzard.
- Do you think it's going to lie?
- I rather hope not. Last winter our village snow-bound for a week. Motorcars couldn't get through the drifts and we were completely cut off from the outside world.
  
- Is it thawing?
- I don't expect it will be long. The slush will be awful.
- Well, that's not so bad as when the snow gets frozen on top and you slide all over the place in all directions.
  
- It was awfully foggy this morning. You could hardly see a yard in front of you.
- I thought it must be pretty bad, for I heard a fog-signal on the railway just now.
- Well, luckily we no longer get the "pea-soupers" we used to hear so much about! These poisonous fogs get on your chest and can hardly breathe.
- What a pity, it's just begun to rain.
- It won't be much. It's only spotting hardly enough to lay the dust. Let's have our walk anyhow. It's no use waiting for it to stop.
- It's setting into a steady drizzle now. We must put up our umbrellas or we shall get wet through.
- The last time I got caught in a shower I hadn't any mackintosh on and caught a very bad cold.
- If we get wet we must have a hot bath and change our clothes.
- It's coming on worse, it'll soon be pouring in torrents. It seems to have set in for the day.
- I don't think so. It looks brighter over there. I think it is only a passion shower after all.
- You're quite right; it's stopping.



- This is a windy place: the windows were rattling all night and there was an awful draught.
- The best thing is to put a screen up.
- Perhaps we shall get on better tonight, the wind has dropped considerably. It's still a little gusty, but nothing like the gale last night.
- It's rather dull and looks like rain.
- What a pity! We must stay in for another day.

**18. Choose the right word:**

**A. cold – cool – chilly**

- a) The air is ... when it is unpleasantly cold.
- b) It is very ... there, so you ought to take some warm clothing along.
- c) Thank God, a ... breeze blew up.

**B. rain – drizzle – shower**

- a) We were caught in the...
- b) Autumn is here with its slush and...
- c) That ... won't last long.
- d) Fine small rain is...

**C. damp – wet – moist**

- a) It is raining cats and dogs, it is beastly...
- b) The climate of the British Isles which are surrounded by the ocean is ...and more equable than of Central Europe.
- c) In London many winter days are unpleasant because the air instead of being dry and brisk is ...

**D. wind – hurricane – breeze**

- a) Did you ever see a...? I saw one in the South. You can't imagine the horrible noise the wind makes with its howling, wailing, shrieking.
- b) The ...is rising. Hold on to your hat, else it will fly off.
- c) The little gentle ... comes from the sea. I love to have it blow in my face.

**E. close – hot - sultry**

- a) It is very ... today, I can hardly breathe.
- b) The heat is so oppressive; how ... the weather has become.
- c) It is too ... near the stove.
- d) An English summer: three ... days and thunderstorm. (Proverb)

**F. fog - mist**

- a) A white ..., almost like a fog, hung over the marsh.
- b) Street accidents are frequent in the ...
- c) They lost their way in the dense ...

**19. Read the sentences and paraphrase the words and word combinations in italics:**

- a) When the weather becomes *hot*, the air gets *stuffy*. The sky is suddenly *covered* with *low black clouds* and distant *peals* of thunder indicate the approach of a thunderstorm. Later, dazzling flashes of lightening are followed *by claps* of thunder and it *pours*. Anyone *caught in the rain* takes shelter, otherwise he *would be wet through*. After the thunderstorm the air is remarkable *fresh*. *It is getting fine*.
- b) Clouds *drift* over the sky.
- c) The sky is *cloudy*.
- d) What a *lovely* day!
- e) He got *numb* with cold.
- f) The heat *grows oppressive*.
- g) Has it *ceased* snowing?
- h) What a *gloomy* day!
- i) We are having a *bitter* frost.
- j) What *charming* weather!
- k) We *shall have* a *thaw*.
- l) What a *chilly* day!
- m) There is *hardly* a *breath of air*.

**20. Give the opposite to the following and use them in sentences:**

fresh flowers, in the sun, insular climate, to thaw, close air, mild climate, dry weather, chilly wind, bright day, rainy summer, frosty weather.

**21. Read and translate the text. Make up 20 – 25 questions and answer them.**

- a) *January* is the coldest month of the year.
- b) *February* is a very wet month in England. It is known for its great variety of weather – snow, hail, frost, rain, high winds, showers, and sometimes fine, mild days, which tell us, “Spring is coming”.
- c) *March*, like February, is noted for its variable weather. It was called “March – Many Weathers”. The sun is often very bright and warm, the air is cold and sharp.
- d) *April* is the month of opening buds and blossoms. April rains are good for the crops.

- e) *May*. In spite of many beautiful days and warm sunshine, May is often a “treacherous month” owing to the cold east winds and frosts.
- f) *June* is one of finest and healthiest of the months. It is called “Leafy June” or “The Month of roses”, because roses are in full bloom this month.
- g) *July*. In July there is often a break in the weather. We are likely to have thunderstorms. It is the hottest period of the year in England.
- h) *August* is a hot dry month, as a rule. The earlier part of it is the very crown and perfection of summer; but as it draws to a close to a, there is a strong hint of autumn in the golden grain, the berries, the ripe fruits, and the chilly air in the early morning and evening.
- i) *September* is the calmest and loveliest of months, as a rule, though heavy rains often occur at the end of it. Pears and apples, plums and nuts are ripe then.
- j) *October*. After a hot, dry summer and early autumn, the first week in October often brings heavy rains. Stormy winds tear the dead leaves from the boughs. About the middle of the month a spell of particularly fine weather often occurs. This is called the “Little Summer” or the “Indian Summer”.
- k) *November* is a month of storms and gloomy days.
- l) *December*. The days are at their shortest, though, as a rule, the weather is not so cold in December, as it is in January and February.

**22. Give synonyms or synonymous expressions to the following:**

to melt, splendid weather, dusk, foggy, mist, close, to blossom, perfume, to rain, a violent wind, steady rain, hard frost, daybreak.

**23. Find a word in list a to fit each word in list b.**

- a) mild, sultry, severe, close, stuffy, chilly, misty, cutting, cool, wretched, slight, lovely, dull, piercing, damp, unsettled, hot, equable.
- b) weather, air, day, morning, climate, wind.

**24. Fill in the prepositions or adverb:**

- It's too close here. Let's go ... to walk.
- Very well, but let's not walk ... the sun; the heat and the strong light are very disagreeable.
- We can sit down ... than large trees. Its dense foliage will protect us ... the sun. You see how cool it is ... the shade. Last week it rained a great deal, so that the plants have grown very fast. The ground is covered ... grass. Let us sit down ... it. The sight ... the beautiful green meadows is very restful ... the eyes.
- What do you call those white flowers ...yellow centers...England?

- They are daisies, and the others that are all yellow are called buttercups. Pick some ... them and make a bouquet; we'll take it home. But it is dinnertime, we had better return home now.
- What are those trees ... the orchard?
- They are apple-trees, cherry-trees and pear-trees.
- What delicious perfume! The whole vicinity is scented ...it.
- It comes ... those rose bushes. Look, they are covered ...roses, most ...them are ... full bloom.

**25. State what season is described in each of the reading and give your reasons.**

**A.**

The night was bitter cold. The snow lay on the ground, frozen into a hard thick crust, so that only the heaps that had drifted into by-ways and corners were affected by the sharp wind that howled abroad, which caught it savagely up in clouds, and scattered it in the air.

(Ch. Dickens)

**B.**

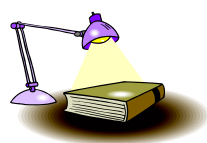
The rich, sweet smell of the hay-ricks rose to his chamber window; the hundred perfumes of the little flower-garden beneath scented the air around; the deep-green meadows shone in the morning dew that glistened on every leaf as it trembled in the gentle air; and the birds sang as if every sparkling drop were a fountain of inspiration to them.

(Ch. Dickens)

**C.**

From where he sat he could see a cluster of apple-trees in blossom. Nothing in nature moved him so much as fruit-trees in blossom. Black-birds sang recklessly in the shrubbery, swallows were flying high, the leaves above him glistened; and over the fields was every imaginable tint of early foliage, burnished by the sunlight.

(J. Galsworthy)



## Capitolul 4 - Town

### Cuprins

- 1.1.Introducere
- 1.2.Competențele unității de învățare

**Town** – reading practice + exerciții  
Exerciții de exprimare orală, de gramatică și de vocabular

**Introducere**



Londra, capitala Regatului Unit al Marii Britanii și al Irlandei de Nord este un obiectiv turistic râvnit de multe persoane, de aceea cunoașterea obiectivelor turistice, a poziționării acestora, a mijloacelor de transport, este vitală.

**1.5. Competențele unității de învățare**

La finalul parcurgerii acestei unități de învățare, studentul va fi capabil să: descrie Londra în termeni de obiective turistice, mijloace de transport, să utilizeze verbele la timpurile de de axa trecutului (Past Simple, Past Perfect), să formuleze propoziții interogative, să utilizeze corect articolul (hotărât, nehotărât, zero article), să traducă scurte texte privitoare la istoria Londrei.



**Durata de parcurgere a unității de învățare este de 2 ore.**

**Town**

Tom Smiles lived in London just outside the busy part of the city. Any fine Saturday he could get on a tram or a bus that would take him out to the country. If he wished, he could go with his father by bus or tube to ever so many places in London itself.

Tom loved the tube. He could get to the center of London much more quickly that way than by bus or tram. But sometimes on fine days he and his father took a long ride in London on the top of a bus, for then he could see everything he passed and ask his father lots of questions.

By the time he was eight years old Tom had seen most of the sights of London. He had seen St. Paul's Cathedral, the House of Parliament where the laws are made and Westminster Abbey which is very old and very beautiful. Within its walls are the tombs of many of England's famous men. Better still, Tom loved to visit the Tower of London to see the armour,

the dungeons, the “beefeaters”, and the Crown jewels. He liked to stand outside watching the busy tugs and barges going up and down the River Thames.

There were two places, however, that Tom liked even better than the tower of London. One was the Zoo, and the other was the natural History Museum.

At the Zoo, which is the middle of a park called Regent’s park, you can see living animals, birds, and fishes from all parts of the world.

Sometimes Tom went shopping with his mother. In the shops of the West End you can buy almost anything if you only have the money. At night the streets used to blaze with light from street lamps and shop-windows and in many places the walls were crowded with brightly coloured moving lights telling of goods to buy.

The way home was easy. All Tom and his mother had to do was to jump on the right bus and it took them to the end of the street they lived in. If they were in a hurry. Or it was very cold, they went to a tube station, stepped on a moving staircase that took them down beneath the ground to the train, and off they went to another station that was not far from their home.



**1. Translate the text into Romanian.**

**2. Read aloud and give the Romanian equivalents of the following:**

- a) block, crooked, granite, straight, pavement, sign, exhibition, canal, advertisement, greenery, announcement, bridge, lorry, underground, fare, by-street, lamp post, capital, traffic, accident, incident, slums, many-storied, water-cart.
- b) house under construction, under the green light, dwelling house, moving staircase, to widen a street, to observe the traffic rules, to pull down a house, flowerbed, to pay one’s fare, to change money, traffic-lights, to stand in line, to go sightseeing, to do the town, to knock down, to run over, to set a river in granite, to cross a street at a crossing, to meet with an accident, to live in the suburbs, the seat is vacant, to go shopping, river-bus inquiry office, swimming-pool, to walk into, booking-office.

**3. Choose the right word:**

**A. advertise, announce, announcement**

- a) There are cards pinned up on a wooden board near the door. One cards tells you that there will be a dance in the village hall on Saturday evening. Other cards ... second-hand furniture and other goods for sale.
- b) Miss Clapton, now seventy-five, has recently sold her thirty-year-old car. She is ... that her garage can be rented for five shillings a week.
- c) It is ... that there will be no school this afternoon.

- d) The arrival of a distinguished man is ... in the papers.
- e) I've seen an ... that the book will be published next month.

**B. accident, incident**

- a) Carelessness always causes ...
- b) The book narrates a series of brilliant ...
- c) A rather funny ... took place at school yesterday.
- d) Serious ... on the railway: thirty persons injured. (newspaper headline)
- e) He was delighted and looked upon the ... as an adventure.

**4. Complete the sentences:**

- a) A building made for people to live in is called a ...
- b) A town or village road with houses on both sides is called a ...
- c) Going about the town to see places of interest is called ...
- d) The money paid for a journey in a tram, bus, train etc. is called the ...
- e) The person on a tram or bus who collects fares and gives tickets is called a ...
- f) A person who travels by car, tram, ship etc. is called a ...
- g) A place where goods are shown and sold is called a ...
- h) A collection of books or a place in which it is kept is a ...
- i) A building for the exhibition of pictures is called a picture ...

**5. Supply the missing words:**

- a) The ... is an underground railway.
- b) A ... is a large piece of ground in the town with greenery for public use.
- c) A ... is a park in which animals are kept for exhibition.
- d) A ... is a building for teaching and learning.
- e) A ... is a field for sports with seats round it.

**6. Find a word in list a to fit each word in list b:**

Model:            a dwelling house

- a) dwelling, heavy, straight, vacant, two-storeyed, well lit up, many-storeyed, crooked, rush, narrow, inquiry, swimming, water, granite, long.
- b) Cart, pool, hours, seat, building, by-street, traffic, house, street, block, district, sign, boulevard, road, office, lane, embankment, way.

**7. Find nouns in list b to fit the verbs in list a:**

Model:            to pull down a house

- a) to pull down, to reconstruct, to widen, to set up, to direct, to take, to get off, to plant, to restore.

- b) A town, a park, a house, a by-street, traffic, a tram, a city, streets, a building, trees, a bus, a monument.

**8. Form questions to the parts of the sentences in italics:**

- a) *Main* street was widen in many places.  
b) I've read all the advertisements *in the newspaper*.  
c) We got off a tram *at a tram stop*.  
d) *All the drivers* must observe the traffic rules.  
e) We cross the street under the *green* light.  
f) A monument to *Michael Levin* was recently set up in Boston.  
g) I couldn't change a five dollar note in the *tram*.

**9. Insert prepositions or adverbs:**

It was ... the highroad, just outside the town that the accident had almost taken place. Luckily both Ann and Gordon had been going so slowly, that no marks were visible, ...least no new, marks. "All the same it might have been a nasty smash," said Ann. "I think you ought to have your brakes tested."

As no harm had been done, they decided to say nothing more ... the matter. But Mr. Clark was a bad-tempered old man. He loved to poke his nose ... other people's business. He carefully took ... the numbers of the two vehicles, and when passing the police station he called ... and reported the accident.

That was why some days later, and quite unexpectedly, a policeman appeared asking ... Mr. Macintyre and Miss Ann Gartner. Immediately rumour began to run round the whole staff. What crime had been committed? Would the policeman arrest Gordon and Ann? Even Ann and Gordon themselves, who had nothing much ... their consciences, were a little nervous. The policeman was very slow ... coming ... the point; he thought it best to engage them ... general conversation ... five minutes or so first ... last they insisted ... knowing why he had come.

"We received a report that an accident took place ... the corner ... the London Road and Croodlewick Lane."

And so the proceedings slowly went ... It took about an hour to get all this written ... The policeman left quite happy to have filled ... his note-book. Needless to say, they never heard anything ... the matter again.

**10. Insert articles:**

A.



- Look at ... car parked right in front of ours. I can't move until he does. Are you moving out soon, sir? I can't get out until you do. Thanks very much.

Mr. Forest's car was ... sort that has ... wooden back, without any seats; it is called ... "station-wagon". Ann put all her luggage in ... back with John Forest's help, and they drove away.

- Well, I'm rather hungry – I didn't have much breakfast.
- Nor did I, so we can both have ... bite of food in this café.
- But it's shut.
- So it is! Oh well, there-s another one along .. street.
- This café isn't open either.
- You're right: it isn't, is it? You know this town needs somebody to wake it up. He knocked loudly on ... door of ... café, but nobody answered.

**B.**

- We shall never get ... lift if we don't try, said Ann and began to make signs to ... passing cars. There was plenty of traffic on ... road – cars, lorries, vans, motor-cycle – but not one of them stopped.

**C.**

There was ... sort of river-taxi, ... steamboat that would take them almost all ... way. Jack paid ... fare and taken asked ... sailor where they might sit. "Anywhere you like." "Oh, then let's go up to ... front!" cried Jane. "We get ... better view there".

**D.**

In Great Britain traffic keeps to ... left. Motor-cars, motorvans, buses and cyclists must all keep to ... left side of ... road. In most other countries traffic keeps to ... right.

***11. Translate the following text into Romanian:***

- Aren't you people rather cut off here in Fenton House?
- Yes, perhaps we are. But still we can take the local bus. That's the station bus, you know – the bus you came on, which runs along the little road to the station.
- What are the times of that bus?
- No regular times – simply meets the trains from London, and they come at all sorts of odd times.
- Well, that isn't very convenient.

- There's a possibility that we shall have a more regular service. But I don't bother with the bus; I usually borrow a bicycle, or go on foot. There's also the London Transport bus, which runs along the main road.
- But how about getting to London?
- Oh, that's easy. Apart from the trains, we can go to the end of the drive and pick up a coach running to London every half-hour.
- How long does it take?
- About an hour and three quarters.
- Good heavens, you might as well be in Timbuktu!
- Yes, I suppose you might. But, as busy as I am, I don't often have the chance to go to London.

***12. Make up seven true to life situations using the following:***

- a) crooked (straight), narrow (wide), to pull down, to widen, to build (up); many-storeyed houses, block.
- b) to live in the suburbs, out of town, to go by train, to change the tram for, no slums.
- c) on the way to the Institute, to pay the fare, to stand in line, passenger, vacant seat, during the rush-hour.
- d) pavement, passer-by, to walk into, streets lightened by electricity, a telephone booth, a monument to.
- e) Flowerbed, child, mother, to pluck flowers, to water a street, water-cart, greenery, to plant trees (bushes).
- f) Accident, to meet with an accident, militiaman, to pay a fine, to cross a street at crossing under the green light, the traffic-lights, to direct the traffic, to knock down, to run over, to witness, driver.
- g) Inquiry office, to get to a place, at the corner, to go to the left (to the right), to take a tram (a bus, the Metro). To change the tram for, to change to (for) another line of the metro (the underground), at the crossing.

***13. Imagine that you are in the street during the rush-hours. What must you do under the green (yellow, red) light?***

***14. Read and translate the texts into Romanian.***

**A.**

London is situated on the river Thames, in what is called the London Basin. The Thames, known to Londoners as "the river", divides it into north and south. Fifteen bridges span it.

All of them carry heavy traffic from one side of the river to the other. The history of London goes back to Roman times. It began on two small patches of dry land in the middle of a marsh on the north bank of the Thames. That was long before the Romans came. In Roman times it was named Londinium and already a great center of trade. Since then it was grown and grow.

Actually there are several Londons. First there is the City of London (roughly the London of the Middle Ages). It covers only about a square mile lying to the north of the river. Only a few thousand people live there. But it contains the Bank of England, the Stock Exchange, and the headquarters of many of the wealthiest companies and corporation of the world. It is financial and business center of Great Britain and is usually called "The City". During the day it is full of people; about half a million people work there. But at the end of the day the businessman, clerks and secretaries go home and the City becomes silent. At night it is almost desert.

Since the war, industry has become more and more concentrated in the center of London, driving more and more people to live on the outskirts of the city. The battle to get to the factories at 8 in the morning, to the offices and shops at 9 – a battle renewed, of course in the evening – must be seen to be believed. The steps leading down from the street to the tubes are one solid block of people, moving forward only step by step. Moving staircases frequently have to be stopped because no more people can be poured on to the platform.

The working class of London is centred in the East End. This vast area running eastward from the City is poor and crowded. It includes all the main dock areas and is heavily industrialized. The smell of the river Thames and of the cargoes unloaded from ships hang over the East End. Alongside with fine houses there are still miles of dirty looking little dwellings and many slums.

It was the east End above all, which suffered the terrible losses of life of life and homes during World War II, but carried on working helping to defeat fascism.

## **B.**

Windsor lies twenty-one miles west of London. It takes you an hour by train or a little longer by bus to get there from London.

The Castle was started by William the Conqueror in the 11<sup>th</sup> century. The most important feature of the Castle is the Round Tower. It is eighty feet high and can be seen from far away. The surrounding countryside has changed little since Chaucer stood here looking at the country beneath.

There are two Windsors – old Windsor and New Windsor. The former is a village about two miles away from the town, and undoubtedly was in existence long before William the Conqueror chose the site and built a castle here.

New Windsor grew up with the Castle.

The town is well paved and lighted and drained and has a capital water supply. Some of the oldest streets are rather narrow, but the main thoroughfares are for the most part fairly wide and are well kept. Many of the buildings are of historical and architectural interest. The business portion is that nearest the Castle, while the principal residential parts are those bordering the Great Park.

**15. Complete the sentences:**

- a) A very high building (of 80-101 storeys) is called a ...
- b) An underground railway is called the ...
- c) A moving stairway that carries people up and down is called an ...
- d) A machine with a small slot in which a coin may be put is called a ... The machine gives tickets, cigarettes etc.
- e) A bus (a tram or trolley-bus) with two decks is called a ...
- f) A large strong motor-car used for carrying heavy goods is called a ...
- g) A small body of still water, often artificially made, is called a ...

**16. Find a word in list a to fit each word in list b:**

Model:                      a multi-storied house

- a) multi-storied, crooked, left-hand, well-laid, right-hand, rush
- b) town, traffic, house, park, hours, building, street

**17. Find nouns in list b to fit the verbs in list a:**

Model:                      to erect a building (a monument)

- a) To live, to cross, to erect, to pay, to stand in, to pave with, to lay out, to run over, to get off, to have a house on
- b) A pedestrian, a building, asphalt, a park, a bridge, the outskirts, a request stop, the suburbs.

**18. Form questions to the parts of the sentences in italics:**

- a) Of the numerous bridges which cross the Thames, *the Bridge Waterloo* is one of the most graceful.
- b) The City is situated on the *left* bank of the Thames.
- c) The parks of London are *called* the lungs of London.
- d) London is situated *60 miles* from the mouth of the Thames.
- e) When going up the Thames you approach *the East End* first.

- f) *Trafalgar Square* is known for its fountains, pigeons and the towering Nelson's Column.
- g) *Jack London* visited the slums of London several times.
- h) *London Airport* is on the western outskirts of London.



### **19. Fill in the prepositions or adverbs:**

London is the capital ... the United Kingdom and the chief city ... the Commonwealth. It lies ... both sides ... the river Thames and has communications ... every part ... the world and regular shipping services ... most ... the great ports ... all the continents.

It is the largest port ... Europe. The town is about 14 miles ... east ... west and 9 miles ... north ... south. Twenty per cent ... the population ... England lives ... Greater London which has only a million dwelling houses.

There are no natural resources to speak of ... the London area. The true wealth ... this gigantic city lies ... the men and women who produce everything ... needles ... battleships. The industries are concentrated mainly ... the banks ... the river and the tributaries that flow ... the Thames.

London is sometime visited ... a "black" fog which turns day ... night and stops all the traffic. But conductors sometimes walk ahead ... their buses ... a lighted lantern to avoid running ... other motorcars ... the darkness, and ... this way slow progress is made. These fogs are due ... the extraordinary fact that sometimes ... winter months there is no movement of air over London and then the smoke that rises ... the chimney ... a million dwelling houses slowly falls black ... the city. It then becomes so dark that it is impossible to see anything at all. But London is remarkable ... its rainy weather. The foreign visitor gets the impression that it is always raining. This is, perhaps, true. The Englishmen themselves say that the year has 365 days ... which 65 are good days and 300 rainy. Therefore in the street Londoners are always seen ... umbrellas.

### **20. Give Romanian equivalents of the following with the help of a dictionary:**

- a) story, storey, thoroughfare, avenue, double-decker, dead-end, booth, stall, queue (v,n), skyscraper, residential, pedestrian, multistoried, flower-stall, bookstall, passer-by;
- b) well-laid out town, to reconstruct a building (street, town), request stop, to lay out (a town), telephone booth, rush-hours, to go as far as, at a corner, to stand in a queue, on the outskirts of a town, to get (obtain) a ticket from a slot-machine, streets lined with trees.

### **21. Read the following text. Retell it.**

After the Second World War, England was faced with an enormous demand for dwellings. And then it was decided to build temporary prefabricated houses, which could be put up very quickly and which were supposed to last for same 10 years and then be replaced by permanent houses. Some of these “prefabs” are of the bungalow type, others, of two stories.

They have been put up on large sites intended for permanent houses, so that the services of drainage, water, electricity, and gas provided for the temporary houses could in course of time be converted to serve the permanent houses.

Though these little houses are not of any architectural value, they have served a purpose in providing well-planned and well-equipped homes.

***22. Read the extracts. Use the vocabulary of these texts in your description of some other town.***

### Trafalgar Square

The Square Is so named to commemorate Nelson’s victory at the Battle of Trafalgar (1805). The monument in the center, known as Nelson’s Column, is surmounted with a statue of nelson 17 feet high. The height of the monument is 184 feet. Its pedestal is decorated with bronze reliefs, cast from captured French cannon and representing nelson’s most famous victories.

At the base of Nelson’s column are four great lions.

### Big Ben

Whitehall leads from Trafalgar Square to Westminster. Many large government buildings are situated on both sides of this street. At the end of Whitehall you come to Parliament Square with the Houses of Parliament on the left.

The Clock Tower, which contains the hour-bell called Big Ben, is 313 feet high and 41 feet square. The Clock which has four dials each 22 feet in diameter is considered to be one of the finest time-keepers in the world. The bell weighs is 13 ½ tons.



## Capitolul 5 - Education

### Cuprins

1.1.Introducere

1.2.Competențele unității de învățare

**Education** – reading practice + exerciții

Exerciții de exprimare orală, de gramatică și de vocabular

Test de control

## Introducere



Regatul Unit al Marii Britanii și al Irlandei de Nord este nu doar un mozaic de obiective turistice, ci el adăpostește o istorie a unui sistem educațional celebru în lume, astfel încât nume precum Oxford sau Cambridge nici nu mai trebuie explicate în termeni de greutate în ceea ce privește educația.

### 1.6. Competențele unității de învățare

La finalul parcurgerii acestei unități de învățare, studentul va fi capabil să: descrie sistemul educațional din Anglia, să utilizeze cuvinte din aceeași serie lexicală în mod corect, să construiască propoziții în care să folosească termeni din aria de vocabular a educației, să traducă texte scurte, să transforme construcții din vorbirea directă în vorbirea indirectă.



**Durata de parcurgere a unității de învățare este de 2 ore.**

All English universities except Oxford and Cambridge are fairly new. London University is the biggest of the modern English universities and is made of a great variety of colleges and other institutions including medical schools.

A university usually has both faculties and departments. The most common faculties are arts, law, medicine, science and theology. The departments include engineering, economics, commerce, agriculture, music and technology. After taking examinations an university graduate is awarded with Degree of Bachelor of Arts, Engineering, Medicine etc.

Each faculty is headed by one or more professors, who are helped by a staff of teachers called lecturers. Professors and lecturers spend some of their time giving lectures to large numbers of students or studying with much smaller groups and here the students have a chance to argue and discuss.

All universities admit men and women, but within some universities there are colleges specially for one sex. The proportion of men is rather more than 75 per cent. Most of the universities provide hostels for their students.



There are many types of colleges in England. There are colleges within universities. There are teachers' training colleges. There are also technical colleges of various types, colleges of arts and commerce. Colleges give a specialised training. At an university the curriculum is wider and the course of studies is longer. Technical colleges that give advanced courses in scientific and engineering subjects are called Colleges of Advanced Technology, and a student who gains the diploma in Technology, for example, has something that is just as good as an university degree.

Those who wish to become teachers spend three years at a teachers' training college. They study various subjects and learn how to teach, having practice lessons in schools. After graduating the college they are given a certificate.



**1. Read and translate the above text.**

**2. Make up sentences with the following:**

- a) graduate, librarian, orally, form, public, principal, literate, knowledge, illiterate, dean, universal, to bring up, compulsory, progress, scholarship, crib, illiteracy.
- b) to receive an education, to give mark, to fall behind the group, to attend classes, to catch up with somebody, to fail at an examination, to do well at an examination, to be in one's last year, to be good at (mathematics), to subscribe to a library, to finish school, dean's office, to graduate (from) an institute, public education, to pass an exam, free to all, to have a good command of language, to take courses, to make poor progress, the department of foreign language.

**3. Complete the sentences:**

- a) If a person is unable to read, we say that he is ...
- b) When a person knows a foreign language well, we may say that he has ...
- c) If a teacher has worked for many years and knows his subject well, we say that he is ...
- d) When a student is ill and misses many lessons, we are anxious that he may ...
- e) When a student or pupil was given a bad mark at an examination, we say that he ...
- f) Studying at an institute the students receive ...
- g) My mother works at the town library, she is a ...
- h) What language do you ...?

**4. Form all the possible statements from the table:**

Model: Knowledge is all that is or can be known.

A literate person		all that is or can be known.
School		a person who is able to read and write.
Knowledge	is	is a group of persons learning together
A class		to give a person knowledge or skill.
To teach		an institution for teaching and learning.

***5. Translate the following jokes into Romanian:***

“Dad,” said Johnnie one night after school, “my teacher takes a great interest in you.”  
 “How do you know?” asked the father.

“Today she told me six times to sit down and behave myself, and then she said she wondered what kind of a father I had.”

*Teacher:* Billy, I cannot read your handwriting. You must learn to write more clearly.

*Billy:* Aw, if I did that, Miss, you’d only start complaining about my spelling.

*Teacher:* Give me the past tense of “I’m living.”

*Pupil:* You are dead, sir.

***6. Make up sentences with the following;***

- a) aesthetic, upbringing, ignorance, well-trained, diligence, staff, school-mistress, undergraduate, freshman, degree, senior, junior, the humanities, grade, tutor.
- b) To apply one’s knowledge in practice, to form the character and the world outlook of children, all-round education, profound knowledge, to learn the three R’s, graduate school, to carry on research work, to take a degree, to study exact sciences, the rules of admittance, to study for a bachelor’s degree, to study at night school, military school.

***7. Form corresponding abstract nouns from: biologist, scientist, mathematician, physicist, philosopher, linguist.***

**8. Give synonyms to the following words and expressions:**

qualified, principal, class, elementary education, to get an education, to lag behind (the group), reading-room, to put to school, a child of a school age, teacher, to educate, to train, faculty.

**9. Give adjectives corresponding to the following nouns:**

illiteracy, science, education, qualification, experience, progress, ignorance, diligence, ability, competition, industry.

**10. Give the opposites to the following:**

profound knowledge, literacy, experienced, senior form, to enter school, ignorant, to be left back, to do well at an exam, final exams.

**11. Insert to learn, to study, to teach in the required form:**

- a) He ... to swim.
- b) He ... his boys to swim.
- c) He ... his dog to do tricks.
- d) My eldest brother ... at the Polytechnical Institute.
- e) Have you ... your lessons?
- f) I was sorry to ... the sad news of his death.
- g) I want to ... all about the country.
- h) She ... the party by heart.
- i) He ... the map before we started.
- j) I've ... all the literature on the subject.
- k) You will have to ... me how to run this machine.
- l) He is busy now. He is ...
- m) Would you ... me something about the customs of your country?

**12. Give full answers to the questions paying special attention to the usage of the verbs to learn, to study, to teach:**

- a) Where did you begin to study English?
- b) Who taught you English?
- c) How long have you been learning English?
- d) Do you always learn your lessons?
- e) What poems have you learnt this year?
- f) Is it more efficient to study in the morning or in the evening?

- g) Is it possible to learn a foreign language without teacher?  
 h) What subject will you teach on graduating from the Institute?

### **13. Form sentences:**

Model:	A professor is a teacher of high rank.
A boarding school	a teacher of high rank
Diligence	a member of an academy
A headmaster	one who studies science
A professor	is the scientific study of language.
Linguistics	the chief master in a school
Education	the teaching and training of the young; systematic instruction
An academician	working with care and not wasting time.



### **14. Fill in articles:**

George, born ... Negro slave and left ... orphan, was brought up by his master Moses Carver and his wife Sue. George helped with ... house and garden, and was so clever with plants, that he became known as ... “Plant Doctor”.

One day ... news came that ... free school for children over five was to be opened in ... nearby village. George was over five, but although, ... law said, he was now “free”, he was not white. So he could not go to school, though he wanted so much to learn. Aunt Sue gave him ... old spelling book. Little George studied it till he knew all ... words. Once he said to Aunt Sue that one day he would have ... school of his own, where he could teach boys and girls all ... things he knew.

... nearest Negro school was eight miles away. It was ... old shed where one teacher tried to teach 75 children what little he knew.

To be able to study George had to work and earn money. As soon as he had saved ... little money he went to school. When ... money ran out he had to start work again. He felt how hard it was to be black, but he never wanted to change. He learned to depend on himself. His only dream was to go to ... South to his people. “I want to teach them all I can myself,” he would say. George studied hard, attended all ... lectures. In his spare time he did all sorts of

jobs: worked as ... cook, gardener, gave painting lessons, did laundry to pay his way and ... fees.

Later, to his great joy, George was able to study agricultural science ... head of ... college where George studied took ... great interest in ... lonely, hard-working fellow. He soon noticed his great gift as ... painter.

- Why don't you take up art as ... career? He asked.
- Because, replied George, I can be of more use to my race in agriculture.

He studied plant disease and their cure. George was ... first coloured student to graduate from ... college. This was ... moment he had waited for so long to use ... knowledge he had acquired to help his own people.

### ***15. Retell the jokes in indirect speech:***

The school inspector, who had been touring the classrooms, entered the head-master's study accompanied by a pupil.

- I asked this boy who caused the walls of Rome to fall down, and he said it wasn't him.
- Well, said the head, possibly it wasn't him; he's a truthful boy as a rule.

Just then, the chairman of the school governors came along, the headmaster placed the matter before him. The chairman said:

- Have them repaired and say nothing further about it.
- If the Dean doesn't take back what he said to me this morning, I'm going to leave college.
- What did he say?
- He told me to leave college.

*Father:* You know, Tom, when Lincoln was your age he was a very good pupil. In fact he was the best pupil in his class.

*Tom:* Yes, Father. I know that. But when he was your age, he was President of the United States.

*Reporter:* What is the professor's research work?

*Por's housekeeper:* It consists principally in hunting for his spectacles.

*Pam:* Hasn't Harvey ever married?

*Beryl:* No, I don't think he intends to, because he's studying for a bachelor's degree.

*Street Orator:* Knowledge is power. It's knowledge we want. Ask the average man when Magna Charta was King of England and he can't tell you, because is not educated!

## CONCLUZII

Vocabularul de specialitate presupus de domeniul abordat este important întrucât el va fi verificat în exercițiile de la testul de verificare finală. Construcțiile sinonimice și antonimice precum și exercițiile de transpunere a unui dialog în vorbire indirectă necesită o utilizare conștientă a faptelor de limbă.



### TEST DE CONTROL

Translate the jokes in indirect speech:

The school inspector, who had been touring the classrooms, entered the headmaster's study accompanied by a pupil.

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*Father:* You know, Tom, when Lincoln was your age he was a very good pupil.  
In fact he was the best pupil in his class.

*Tom:* Yes, Father. I know that. But when he was your age, he was President of the United States.



## **CAPITOLUL 6**

### **PLACES IN ENGLAND**

#### **Cuprins**

1.1.Introducere

1.2.Competențele unității de învățare

**Places in England** – reading practice + exerciții

Exerciții de exprimare orală și scrisă, de gramatică și de vocabular

#### **Introducere**



Cunoașterea țării/ țărilor în care se vorbește limba străină învățată este un deziderat de natură a motiva studentul să converseze și, nu în ultimul rând, să își fundamenteze niște cunoștințe generala, astfel că prezenta unitate de învățare oferă informații despre Castelul Windsor, alături de alte date privitoare la educația în Anglia. Varietatea exercițiilor pun studentul în situații diferite care testează abilitățile sale de exprimare orală și scrisă corecte.

### 1.7. Competențele unității de învățare

La finalul parcurgerii acestei unități de învățare, studentul va fi capabil să: prezinte sumar câteva universități din Marea Britanie, să utilizeze verbele la tipurile corecte (Past sau Present Perfect), să formuleze corect propoziții interogative (*wh*-questions), să pronunțe corect dublete precum *lead/lid*, *led/lad* etc, să traducă scurte fraze din limba română în limba engleză, să redea corect conținutul lecției.



**Durata de parcurgere a unității de învățare este de 2 ore.**



### Vocabulary

**antiquated**=*adj.* vechi, de pe vremuri  
**anxiously**= *adv.* cu nerăbdare

**approve of**= *v.* a aproba  
**baron**=*s.* baron  
**cap**=*s.* șapcă, bonetă, tichie  
**collar**=*s.* guler  
**college**=*s.* colegiu, școală secundară  
**construction**=*s.* construcție  
**continually**=*adv.* mereu  
**engineering**=*s.* inginerie  
**flow**=*v.* a curge  
**form**=*v.* a forma

**found**=*v.* a întemeia  
**gown**=*s.* roabă lungă, neagră, cu mâneci scurte  
**highly**=*adv.* foarte mult

**medicine**=*s.* medicină  
**overlook**=*v.* a domina, a trece cu vederea, a neglija  
**persecute**=*v.* a persecuta  
**protest**=*s.* protest  
**purpose**=*s.* scop  
**quickly**=*adv.* repede  
**repair**=*v.* a repara  
**satisfy**=*v.* a mulțumi  
**sign**=*v.* a semna  
**seriously**=*adv.* în mod serios  
**staff**=*s.* personal  
**stiff**=*adj.* tare, țeapăn

**striped**=*adj.* reiat, cu dungi  
**talk**=*s.* expunere  
**top-hat**=*s.* joben



**jacket**=s. haină

**wear, wore, worn**=v. a purta

**westwards**=adv. spre vest



**Phrases:**

**would you be so kind** – vreți să fiți așa amabil(ă)

**do tell us**-vă rugăm mult, povestiți-ne

**no doubt**-fără îndoială

**a kind of** – un fel de

**teaching staff** –corp didactic

**in protest** – în semn de protest



## PLACES IN ENGLAND

Today the group of friends studying English at the University are receiving a visit from their teacher, Miss Roman. They are all present and are waiting for her anxiously. The bell rings. Eva goes quickly to the front door and lets Miss Roman in.

MISS ROMAN: Good afternoon, everybody.

ALL: Good afternoon.

MISS ROMAN: I thank you very much for your kind invitation, and the first thing I'd like to tell you is that I highly approve of your idea of meeting together with the purpose of talking English and helping one another with your lessons. Only much practice in English can help you improve it.

EVA: Unfortunately we are not doing all we can and we are sure we could do more in this direction.

MISS ROMAN: I'm quite satisfied with you all in class. One can easily see you are seriously interested in English.

GEORGE: We are, because we feel we must do something seriously if we are really interested in it. You know how useful our work at the People's University and here proved to be to Victor when he visited England quite recently.

DAN: Oh! He told us so many interesting things about London!

EVA: But you also made a journey to England last summer, Miss Roman. Would you be so kind and tell us now something about the various places you visited in England?

DAN: Oh, do tell us something about Oxford and Cambridge and other places, too.

MISS ROMAN: Well, I saw quite a number of interesting places in England. To some of them I travelled by car, to others by train, and when I went to Edinburgh, the capital of Scotland, I went by plane.

The first interesting place I'd like to mention is Windsor Castle, not far from London, as you go westwards up the River Thames, which, as you know, flows through London. The castle is built on a hill overlooking the river.

EVA: When was it built?

MISS ROMAN: Its construction began in the eleventh century, in the time of William the Conqueror, a few years after the Norman Conquest in 1066, but, during the centuries, the castle was continually repaired and considerably extended.

LISA: Eton College isn't far from Windsor, is it?

MISS ROMAN: Ok, no. When people go to Windsor they also visit Eton College, which is very near Windsor. Some of you no doubt know that Eton is a famous boys' college — a secondary school — which was founded many centuries ago and where only very rich people can send their sons. Eton has always been a very good school and it is well-known for the black top-hats and the stiff white collars which the college boys must wear together with black jackets and striped trousers.

LISA: Oxford is up the Thames, too, isn't it?

MISS ROMAN: Yes, about eighty miles from London. Oxford University was one of the first in Europe and it was founded in the twelfth century. It is not a university in the sense of those in our country because it is formed from a great number of colleges. The Universities of Oxford and Cambridge are a kind of union of colleges, each of which is in fact a small university by itself. Students can study arts, science, engineering or medicine at any of the many colleges which together form the University. What amused me most was when I saw the teachers and students wearing their funny caps and antiquated gowns, which are a kind of uniform worn by the members of the teaching staff and the students of almost all English universities.

LISA: Miss Roman, may I ask you when the University of Cambridge was Founded and where is Cambridge?

MISS ROMAN: Cambridge is to the north of London. A little nearer than Oxford. It was founded at the beginning of the 13th century by a group of students and teachers who had come from Oxford University. They had left Oxford in protest against the Mayor of Oxford who was persecuting the students and teachers there by order of King John.

## **Oxford — Exeter College**



(source:

[https://www.google.ro/?gws\\_rd=cr,ssl&ei=dCMiVdu6MYH4OpCugaAI#q=+Oxford+%E2%80%94+Exeter+College+-+pictures](https://www.google.ro/?gws_rd=cr,ssl&ei=dCMiVdu6MYH4OpCugaAI#q=+Oxford+%E2%80%94+Exeter+College+-+pictures))

DAN: King John was to give the Magna Charta a little later, wasn't he?

MISS ROMAN: Yes, he was. He was forced to give it by his barons. And it was at Runnymede, near Eton, that he signed it. I see you know something about the history of England. Congratulations.

EVA (*who has been absent for a few minutes*): Will you excuse my interrupting you but I suggest that we have tea now and ask our teacher to continue her interesting talk on England after tea.

ALL: Yes, yes.



## GRAMMAR

### 22. Emphatic IT (Pronumele IT ca pronume de întărire)

*And it was at Runnymede that he signed it* — și Runnymede a fost locul unde a semnat-o.

Pronumele *it*, urmat de verbul *to be* și pronumele relativ *that* (sau *who*) se folosește uneori pentru a sublinia în mod deosebit o anumită parte a unei propoziții. Expresiile *it is... that, it was... that* nu se traduc, în acest caz, în limba română:

*And it was* at Runnymede *that he signed it* = And at Runnymede he signed it = And *he signed it* at Runnymede.



## XERCISES

### I. Read several times the following series of minimal, pairs in chain:

a)lead	b)bead	c)pour	d)seat	e)tea
lid	bid	pier	sit	tar
led	bed	pear	set	tore
lad	bad	poor	sat	to
lard	bard		sort	too

lord	board	sot	tie
loud	bud	soot	toy
laid	bird	sight	toe
load	beard		tear

## II. Answer the following questions:

1. Who is visiting the ten friends today?
2. What does Miss Roman tell the students?
3. What does George say about their work at the People's University?
4. What does Dan ask Miss Roman to tell them about?
5. Where is Windsor Castle?
6. What do we know about Windsor Castle?
7. What is Eton?
8. Where is Oxford?
9. When was Oxford University founded?
10. Where is Cambridge and how was it founded?
11. Who gave the Magna Charta and where was it signed?

## III. Relate the contents of the lesson.

## IV. Write a summary of what Miss Roman told her students about her visit to England.

## V. Complete the following sentences with the Past or the Present Perfect Tense of the verbs in brackets:

1. My sister (*to have*) a cold for a week and is not any better now.
2. John's grandfather never reads a paper now. He (*not to read*) a newspaper for a long time.
3. We (*to eat*) nothing for eight hours, but we are still not hungry.
4. I (*to buy*) this car several years ago.
5. The taxi-driver (*to drive*) the same car for eight years, but he will get a new one soon.
6. Doctor Williams is very busy, and he (*not to have*) a proper holiday for three years.
7. My brother (*to have*) a very bad cold last week.
8. I (*to read*) something very interesting in the newspaper yesterday.
9. I (*to use*) this pen for nine years, and I am still using it.
10. We (*to know*) Mr. and Mrs. Jones for a long time now; we (*to meet*) them first ten years ago.



## VI. Translate into English:

1. Studenții își așteptau profesoara cu nerăbdare.
2. Ea le-a povestit o mulțime de lucruri interesante despre Anglia.
3. Ea le-a spus că a vizitat și Edinburgh.
4. Le-a povestit că William Cuceritorul a început construirea castelului Windsor la câțiva ani după ce a cucerit Anglia.

5. Foarte aproape de Windsor se află renumitul colegiu Eton, unde elevii poartă jobene negre și gulere albe tari, la haine negre și pantaloni reiați.
6. Universitatea din Oxford e una dintre cele mai vechi din Europa, iar Universitatea din Cambridge a fost întemeiată la începutul secolului al XIII-lea de un grup de profesori și studenți de la Oxford, care au plecat de acolo din cauza că erau persecutați de primar.
7. Lângă Windsor se află o localitate numită Runnymede, unde regele John a fost silit de baronii săi să semneze Magna Charta, în 1215.

**VII. Write from dictation the first 10—12 lines of the text of the lesson.**



## CAPITOLUL 7

### Cuprins

#### 1.1. Introducere

#### 1.2. Competențele unității de învățare

**Meals** – reading practice + exerciții

Exerciții de exprimare orală, de gramatică și de vocabular

### Introducere



Obiceiurile culinare sunt un subiect de conversație preferat de către studenți, astfel ei realizând farmecul diferențelor culturale în ceea ce privește mesele luate de englezi în timpul unei zile. Noțiuni precum "black pudding" sau "supper" vor fi clarificate în conținutul textului, care este în același timp punct de plecare pentru o gamă extinsă de exerciții care vizează probleme de gramatică precum concordanța timpurilor la trecut (utilizarea corectă a timpurilor verbale), pluralul substantivelor, diateza pasivă, conjuncția "whether".

### 1.8. Competențele unității de învățare



La finalul parcurgerii acestei unități de învățare, studentul va fi capabil să: descrie obiceiurile culinare englezești, să utilizeze corect timpurile verbale pe axa trecutului (Past Simple, Past Perfect, Future in the Past), să formuleze propoziții interogative, să utilizeze corect diateza pasivă în propoziții/fraze, să descrie felul de a mânca al românilor.



**Durata de parcurgere a unității de învățare este de 1 oră.**

## MEALS



## VOCABULARY

**alternative**=s. alternativă

**amazed**=adj. uimit

**apricot**=s. caisă

**atmosphere**=s. atmosferă

**awaken**=v. a deștepta(pe cineva), a trezi  
**bacon**=s. slănină  
**beans**=s.pl. fasole  
**beginning**=s. început  
**biscuit**=s. biscuit  
**boiled**=adj. fiert  
**brush**=v. a peria  
**cabbage**=s. varză  
**call up**=v. a chema la telefon  
**caramel**=s. caramel, zahăr ars  
**carrot**=s. morcov  
**castor sugar**=s. zahăr tos  
**cauliflower**=s. conopidă  
**cheese**=s. branză  
**chicken**=s. pasăre, pui  
**consist**=v. a consta  
**cook**=I.s. bucătar, bucătăreasă. II.v. a găti  
**corn flakes**=s.fulgi de porumb  
**course**=s. fel de mâncare  
**cream**=s. cremă; smântână  
**dish**=s. fel de mâncare  
**enormous**=adj. enorm  
**find out**=v. a descoperi  
**frequently**=adv. frecvent  
**fresh**=adj. proaspăt  
**grape-fruit**=s. grepfrut  
**household**=s. gospodărie  
**joint**=s. mușchi  
**juice**=s. suc  
**kipper**=s. scrumbie  
**knock**=s. bătaie, ciocănitură

**lamb**=s. miel  
**meal**=s. masă(de prânz, seară etc.)  
**orange**=s. portocală  
**peach**=s. piersică  
**pineapple**=s. ananas  
**plum**=s. prună  
**porridge**=s. fulgi de ovaz  
**potato**=s. cartof  
**poultry**=s.(numai sing.) păsări  
**prepare**=v. a pregăti  
**pudding**=s. budincă  
**receptionist**=s. funcționar la biroul de recepție  
**ring up**=v. a chema la telefon  
**roast**=adj. prăjit, fript  
**salad**=s. salată  
**sausage**=s. cârnaț  
**slice**=s. felie  
**soup**=s. supă  
**spinach**=s. spanac  
**stewed**=adj. fiert  
**stewed fruit**=s. compot  
**strawberry**=s. căpșună  
**substantial**=adj. substanțial  
**supper**=s. cină (rece)  
**tart**=s. tartă  
**tray**=s. tavă  
**trifle**=s. (un fel de) șarlotă  
**vaguely**=adv. în mod vag  
**waiter**=s. chelner  
**well-to-do**=adj. înstărit, avut



## PHRASES

that very day — chiar în ziua aceea

as a rule — de regulă

## MEALS

DAM; I'd like to ask Victor to tell us something about English meals today.

ALL; Yes, yes.

EVA: That's a good idea. It will also prepare the atmosphere for the tea which we are going to have after our conversation class.

VICTOR: All right. Let's begin then at the beginning. First I'd like to tell you that if English people don't eat more than we do, they certainly eat much more frequently. The first morning in the hotel I was awakened at seven o'clock by a knock at the door and when I opened it I found a tray with a cup of tea and two or three biscuits. I thought to myself that that was rather a poor meal but after brushing my teeth quickly I ate the biscuits and drank the cup of tea and then I went into the bathroom to have a bath and shave.

At half past seven one of the receptionists rang me up to tell me I had asked to be called up at that time and to inform me that "breakfast" would be served between eight and ten. I then remembered vaguely that I had heard something about the English breakfast before.

DAN: So then the early morning tea had only been something to wake you up properly and make you feel fresh.

VICTOR: That's right. So, a little after eight I went into the breakfast room, that is a smaller dining-room, where I sat down at a table for four people. A waiter came up to me and asked me whether I wanted pineapple or grapefruit juice.

MARIA: Which did you choose?

VICTOR: I chose the pineapple juice. Then he asked me whether I wanted porridge or corn flakes. I chose the corn flakes which I ate with milk and a little caster sugar. Next he brought me some bacon and eggs which I preferred to the kipper he offered me as an alternative. After asking me whether I wanted tea or coffee, he brought me a pot of milk and coffee, which was what I had chosen. He also brought me a few slices of bread, a few pieces of toast, some butter and some orange marmalade. I was amazed at this enormous quantity of food and I must tell you that I struggled hard to eat all that I was given.

However, I soon found out, even that very day, that breakfast was a substantial meal for very many English people.

MARIA: What do English people eat at noon?

VICTOR: At one o'clock English people usually have lunch. This consists, as a rule, of two courses: a dish and a sweet or pudding. The first course is some meat or poultry - beef, mutton, lamb, pork or chicken. As vegetables they have boiled or roast potatoes, carrots, peas, beans, cabbage, cauliflower or spinach.

MARIA: Do English cooks make good puddings?

VICTOR: Yes. The puddings are quite good. You usually have to choose between rice or plum pudding or apple tart, stewed fruit, cream caramel, or trifle. Instead of pudding some people prefer cheese and biscuits and fruit: apples, pears, apricots, peaches, grapes, oranges, etc. Lunch ends with a small cup of white or black coffee.



PAUL: I've heard English people also drink a lot of tea. Is it so?

VICTOR: Well, yes. Besides the tea — a strong tea with a little milk in it — which they have at breakfast, it seems everybody in England takes one or two cups of tea in the afternoon, between four and five o'clock. Besides bread and butter and most often strawberry jam, English people have a few slices of cake or some chocolate cakes with their cup of afternoon tea. Sometimes instead of milk they take lemon with their tea.

EVA: What do English people have in the evenings?

VICTOR: At about half past seven they have dinner. This begins with a soup — a tomato soup for instance — which is followed by fish or a joint of meat, perhaps roast beef served with vegetables. The third course is some kind of sweet pudding or fruit salad or ice-cream, followed again by black or white coffee.

MARIA: By the way, Victor, what kind of pudding is the one which is called "black pudding"?

VICTOR: Black pudding is no pudding at all. It's a kind of sausage.

PAUL: What's supper, Victor?

VICTOR: Supper is a light meal taken in the evenings instead of dinner. Dinner is the most substantial meal of the day and some English people have it in the middle of the day instead of lunch. In such cases, they have supper in the evening instead of dinner. Many people have a "cooked tea" or "high tea" which is a richer tea taken between five and six o'clock and at which they may serve some cold meat and salad. In such cases they will have supper in the evening. In well-to-do households the order of the meals is: breakfast, lunch, tea, dinner but with most of the working people the order is: breakfast, dinner, tea, supper.

Then, very many English people have a cup of tea, late in the evening, before they go to bed.

PAUL: By the way, did you miss our Romanian food in England?

VICTOR: Of course I did. None of our "ciorbe", which are called "sour soups" in English, nor "mititei", which English people call "rolled minced meat (richly spiced)" when they come to Romania. The phrase "maize polenta" translates our "mamaligă" and "stuffed cabbage leaves" our "sarmale". "Smântână" is just "cream" in English but it isn't so thick as in our country.

PAUL: I think you rushed upon our good Romanian food the very day you came back home.

VICTOR: You guess I did.



## GRAMMAR

### 23. The Plural of nouns (Pluralul substantivelor)

*potato – potatoes*

Substantivele terminate în *-o* adaugă, de foarte multe ori, la plural, terminația *-es*. Alt exemplu:  
*tomato — tomatoes*

### 24. The Passive Voice

*all that I was given* — tot ce mi s-a dat.

Unele construcții verbale având formă pasivă corespund construcțiilor cu dativ în limba română.  
Exemple:

**We were given** *a new dictionary* — ni s-a dat un nou dicționar.

**They will be given** *a new flat soon* — li se va da în curând un nou apartament.

Construcții asemănătoare se întâlnesc frecvent și cu verbul *to tell*, precum cu alte verbe:

**I am told** *you are leaving next week* — mi se spune că pleci săptămâna viitoare.

**We were told** *Victor had returned from London* — ni s-a spus că Victor s-a întors din Londra.

**25. The Conjunction WHETHER.** Conjuncția *whether* introduce adeseori o propoziție completivă dubitativă în locul conjuncției *if*:

*he asked me whether I wanted* — m-a întrebat dacă vreau.



## EXERCISES

### I. Read several times the following minimal pairs.

a).

sink	think
sank	thank
sick	thick
sin	thin
sought	thought
seem	theme

c).

day	they
dare	there

b).

force	fourth
pass	path
mouse	mouth
worse	worth
face	faith
miss	myth

d).

thin	thing
sin	sing

doe	though	sun	sung
dose	those	ton	tongue
Dan	than	fan	fang
		ran	rang

## II. Answer the following questions:

1. What did Victor find in front of his door at seven o'clock in the morning? 2. What did he do in the breakfast room? 3. What do English people usually have in the morning? 4. What do they usually eat at noon? 5. What do they usually have with a cup of tea? 6. What do English people usually have for dinner? 7. What is "cooked tea"? 8. Would you name some vegetables? 9. Would you name some fruit? 10. What do you usually have for lunch and dinner?

## III. Describe the Romanian meals.

## IV. Make sentences with the help of the following tables:

a)

I		told		do the exercises.
He	was		to	translate two pages.
She		asked		repeat the story.
				stay at home.

b)

They		given	a lot of interesting books.
We	were		tickets to an English play.
My brothers		sent	a big chocolate cake.
My sisters			a new camera

## V. Translate into English.

Prietenii lui Victor l-au întrebat dacă i-au plăcut mâncărurile englezești. Victor le-a răspuns că i-au plăcut mult și că englezii mănâncă puțin la prânz și mult dimineața. Vorbind despre micul dejun, Victor le-a spus că s-a mirat mult în prima zi când chelnerul a venit la el, după ce se asezase la o măsuță în camera pentru micul dejun și l-a întrebat dacă vrea suc de ananas sau de grepfruit.

Victor a promis prietenilor săi că le va spune altă dată ceva despre picturile de la Galeria Națională.

## VI. Rewrite the following sentences using the Present Perfect Tense with just.

Example: *I am going to buy a new dictionary.*

*I have just bought a new dictionary.*

1. My cousin is going to sell his car. 2. Mary is going to turn the TV on. 3. I am going to have a glass of beer. 4. What are you going to do? 5. They are going to tell us a joke. 6. My niece is writing a novel. 7. My uncle will give us a valuable painting. 8. Our friends are leaving for

London. 9. We are going to teach our friends a new game. 10. We will take the umbrella from the hall.

**VII. Speak about English meals.**

**VIII. Write a composition on English meals.**



## **CAPITOLUL 8**

### **TWO DIALOGUES**

**Cuprins**

### 1.1.Introducere

### 1.2.Competențele unității de învățare

**Two Dialogues** – reading practice + exerciții

Exerciții de exprimare orală și scrisă, de gramatică și de vocabular

#### Introducere



Felul incare este servit ceaiul – un obicei specific englezesc, precum și modul cum se așează masa constituie elemente menite să îi pună pe studenți în situații de comunicare inedite, în care să își activeze cunoștințele de vocabular acumulate anterior. Nu în ultimul rând, noțiunile de gramatică vin să fundamenteze exprimarea corectă: verbul modal SHOULD, precum și construcția SHOULD + verb, prin care se exprimă o noțiune asemănătoare conjunctivului din limba română.

#### Competențele unității de învățare



La finalul parcurgerii acestei unități de învățare, studentul va fi capabil să: descrie felul în care englezii mănâncă, își așează masa, etc, să utilizeze corect verbul modal SHOULD, precum și construcția SHOULD+ verb, după verbe precum *demand, ask, require, order, suggest* etc.



**Durata de parcurgere a unității de învățare este de 1 oră.**



#### VOCABULARY

**asparagus**=s. sparanghel

**aubergine**=s. vânăță

**banana**=s. banana

**basket**=s. coș

**beetroot**=s. sfeclă

**boil**=v. a fierbe

**Brussels-sprouts**=s. verze de Bruxelles

**carp**=s. crap

**cherry**=s. cireasă

**chips**=s.pl. cartofi prăjiți

**clean**=s. curat

**cod**=s. cod(pește)

**cucumber**=s. castravete

**darling**=s. dragul, draga

**endive**=s. andive

**fillet**=s. file (mușchi de vacă)

**fork**=s. furculiță

**fried**=adj. prăjit

**garlic**=s. usturoi

**goose, pl. geese**=s. gâscă

<b>grilled</b> = <i>adj.</i> la grătar	<b>rump steak</b> = <i>s.</i> pulpă de vacă
<b>herring</b> = <i>s.</i> hering	<b>salad-dressing</b> = <i>s.</i> sos pentru salată
<b>jug</b> = <i>s.</i> cană	<b>salmon</b> = <i>s.</i> somon
<b>kettle</b> = <i>s.</i> ceainic (pentru fiert apa)	<b>sardines</b> = <i>s.pl.</i> sardele
<b>kidney</b> = <i>s.</i> rinichi	<b>saucer</b> = <i>s.</i> farfurioară
<b>knife, pl. knives</b> = <i>s.</i> cuțit	<b>scrambled</b> = <i>adj.</i> (despre ouă) jumări
<b>lay, laid, laid</b> = <i>v.</i> a pune (masa)	<b>seasoned</b> = <i>adj.</i> aseasonat
<b>lettuce</b> = <i>s.</i> lăptucă	<b>spoon</b> = <i>s.</i> lingură
<b>liver</b> = <i>s.</i> ficat	<b>steak</b> = <i>s.</i> mușchi
<b>mashed</b> = <i>adj.</i> (depre cartofi etc) pireu	<b>sturgeon</b> = <i>s.</i> morun
<b>melon</b> = <i>s.</i> pepene galben	<b>sugar-basin</b> = <i>s.</i> zaharniță
<b>morello-cherry</b> = <i>s.</i> vișină	<b>table-cloth</b> = <i>s.</i> față de masă
<b>mushroom</b> = <i>s.</i> ciupercă	<b>table-napkin</b> = <i>s.</i> șervet de masă
<b>oil</b> = <i>s.</i> untdelemn	<b>tangerine</b> = <i>s.</i> mandarină
<b>onion</b> = <i>s.</i> ceapă	<b>tea-leaves</b> = <i>s.pl.</i> (floare de) ceai
<b>pike</b> = <i>s.</i> stiuca (și pl.)	<b>tea-pot</b> = <i>s.</i> ceainic (pentru făcut esență)
<b>plate</b> = <i>s.</i> farfurie	<b>turkey</b> = <i>s.</i> curcan
<b>poached</b> = <i>adj.</i> (despre ouă) ochiuri	<b>vase</b> = <i>s.</i> vază
<b>quince</b> = <i>s.</i> gutuie	<b>vinegar</b> = <i>s.</i> oțet
<b>roast</b> = <i>s.</i> friptură	<b>water lemon</b> = <i>s.</i> pepene verde

## PHRASES

I guess it will – te cred că da

That`s a darling – ce fetiță drăguță!



## TWO DIALOGUES

### 1. Dialogue about Food

- A. What do you boil water for tea in?  
 B. A kettle.  
 A. And what do you make the tea in?  
 B. A tea-pot in which we pour the boiling water over the leaves.  
 A. How can eggs be served at breakfast?  
 B. Eggs can be served boiled, poached, fried or scrambled.  
 A. What kinds of fish do you know?  
 B. Carp, pike, cod, salmon, sturgeon, herrings, kippers, sardines.  
 A. What kinds of roast can we have at dinner?  
 B. Roast chicken, duck, goose, turkey, lamb, mutton, pork, beef, fillet steak, beefsteak, rump steak, grilled liver, kidney, sausages, fried fish.  
 A. What about vegetables?  
 B. We can have boiled, fried, roast or mashed potatoes, chips, Brussels-sprouts, mushrooms, beetroot, asparagus, onion, garlic.

- A. What kinds of salad do you know?
- B. Lettuce, tomato, cucumber, aubergine, endive — seasoned with oil, vinegar or salad-dressing.
- A. Can you name some fruit?
- B. Yes, I can. Cherries, morello-cherries, plums, quinces, melons, water melons, bananas, oranges, tangerines...
- A. Thank you very much for everything you told me. It will take me a lot of time to learn all these words.
- B. I guess it will. It wasn't easy for me to learn them either.

## 2. A Dialogue about Laying the Table

MOTHER: Have you laid the table for dinner, Helen?

HELEN: Yes, mother, I have. I've put on the table the dinner plates, the soup plates and the small plates for rolls and bread.

MOTHER: Good. But have you also put the knives, the forks and the spoons?

HELEN: Yea, I have. I've also put the coffee cups and saucers and their small spoons; and, of course, the sugar-basin, the coffee-pot and the milk jug.

MOTHER: I hope you didn't forget the bread basket or the water jug and the glasses?

HELEN: No, I didn't. I also remembered you told me to put a clean table-cloth and table-napkins. To make the table look nicer I also put a vase with flowers in the middle of the table.

MOTHER: That's a darling. Thank you very much my dear for your help.

HELEN: That's all right, mother. It was a great pleasure for me.



## AN INEXPERIENCED TRAVELLER

(Supplementary Text)

Once, an Englishman went to Norway, to spend his summer holidays there. But after not very long he discovered that he had spent almost all his money and what he still had left was just enough to buy his passage back to England. As this meant only a two-day journey he thought he could do without food until he reached his home again. So he hurriedly bought a ticket and got on board the ship. The first day, when lunch-time came he went up to the upper deck and spent a lot of time looking at the sea. This helped him forget about lunch.

When evening came it was a little more difficult to avoid going to dinner not only because he felt very hungry but because a fellow-traveller suggested that they should have dinner together. However, he said he did not feel well and went to bed very early.

The next morning he lay late in bed so he did not go to breakfast.

"I hope you feel better today," the same fellow-traveler said to him, at lunch-time, "so let's go and have lunch together."

"Thank you," said our friend in a faint voice, "but I still feel I can't eat anything today either."

But when dinner-time came, although he knew that the next morning he would be in England, our traveller felt, he would die of hunger if he did not eat something.

"I'm going to eat," he said to himself, "even if the captain orders his sailors to throw me overboard afterwards," and he went boldly into the dining-room.

After a good dinner he called the waiter.

"The bill, please," he said.

"You mean the bill for your dinner, sir?" asked the waiter.

"Yes," answered our friend, in a strange voice.

"There's no bill, sir," explained the waiter. "On this ship all meals are included in the cost of the ticket."



## GRAMMAR

### 26. The Modal Verb SHOULD

*A fellow-traveller suggested that they **should have dinner together** — un tovarăș de călătorie i-a sugerat să ia masa împreună.*

După unele verbe ca *suggest, recommend, propose, decide, determine* etc., verbul propoziției secundare se folosește în construcția *should + V*, prin care se exprimă o noțiune asemănătoare conjunctivului din limba română. Exemple:

*She **suggested that the time of their stay there should be reduced** — a sugerat să se reducă timpul șederii lor acolo.*

Construcțiile cu *should* se folosesc în propozițiile secundare de scop introduse de *in order that in case* sau *lest*. Exemple:

*A notice was posted **in order that everyone should know what he had to do** - s-a pus un anunț pentru ca fiecare să știe ce are de făcut.*

*She didn't leave the child alone in the park **in case he should get lost** - nu a lăsat copilul singur în parc ca să nu se ratăcească.*

*He took a taxi **lest he should lose the train** - a luat un taxi ca să nu piardă trenul.*





## EXERCISES

### I. Read several times **using words:**

singing, bringing, hanging, banging, longing, ringing  
clothes, Smith's, eighth, sixth, breathes, sixths  
fifth, width, length, booths, bathes, baths

### II. Answer the following questions.

1. How do you make tea? 2. How can eggs be served? 3. What kinds of fish and roast do you prefer? 4. What vegetables and salad do you like best? 5. What fruit grows in Romania? 6. What fruit do we bring from other countries? 7. What must we put on the table when we lay it? 8. What do we often put in the middle of the table

### III. Turn Dialogue Two into Indirect Speech. Use the following sentences:

a) Helen answered in the affirmative. b) Mother expressed her satisfaction. c) Mother expressed her hope that ... d) She went on saying that ... e) She added ...

### IV. Speak about what you can have for breakfast, lunch and dinner using as many new words from Dialogue One as you remember.

### V. Put *something, anything, nothing or everything* in the blanks:

1. If it is dark in the room we cannot see ... 2. I think I can see ... moving across the river. 3. We bought ... we had on the list. 4. Is there ... in an empty box? No, there isn't ... 5. I'd like to tell you ... about your brother. 6. ... seemed so difficult in the beginning. 7. ... you can do for them will be of great help to them. 8. ... will come of ... said King Lear to Cordelia when she refused to flatter him. 9. They didn't like ... we brought them. 10. Is there ... I can do for you?

### VI. Translate into English:

a) Le-am spus lui Tom și Edith că le vom face o vizită mâine după-amiază. Edith ne-a spus că-l așteaptă pe fiul lor, Peter, a cărei căsătorie cu Mariana va avea loc săptămâna viitoare. El telefonase că va veni aseară, dar apoi a trimis o telegramă că va veni maine seară. Tom și Edith au fost foarte ocupați în ultimul timp făcând pregătiri pentru nuntă, deoarece au invitat o mulțime de oaspeți.

b) 1. Am plecat de acasă devreme ca să ajungem acolo la timp. 2. Mi-am luat costumul de baie pentru cazul că mi-ar trebui. 3. Dă-mi un telefon să nu uit să-ți aduc cartea. 4. Au decis să continuăm traducerea. 5. (Ea) a sugerat să venim mai devreme. 6. Propun să vă repetați conferința.

### VII. Write a composition on Romanian meals.

### VIII. Relate the story of the inexperienced traveller. Then write a summary of it.



## CAPITOLUL 9

### WILLIAM SHAKESPEARE

#### Cuprins

##### 1.1. Introducere

##### 1.2. Competențele unității de învățare

**William Shakespeare** – reading practice + exerciții

Exerciții de exprimare orală, de gramatică și de vocabular

##### 1.1. Introducere



Marele ”Will” – viața sa, operele sale, valoarea sa – sunt considerate a fi subiecte de conversație la îndemâna oricărui cunoscător de limba engleză. Patrimoniul cultural universal are un loc special numit ”William Shakespeare”, de aceea studenții vorbesc cu plăcere despre operele sale.

##### 1.2. Competențele unității de învățare



La finalul parcurgerii acestei unități de învățare, studentul va fi capabil să: descrie viața și opera lui William Shakespeare, să dea exemple de titluri de opere scrise de marele poet și dramaturg, să utilizeze corect construcțiile la diateza activă cu verbele *to ask, to bear, to give, to send, to tell*, care corespund construcțiilor reflexive cu dativul din limba română (*she was sent a book* = i s-a trimis o carte); de asemenea, să utilizeze corect timpul Present Perfect pe baza cuvintelor cheie, *just, always, often, seldom, ever, never, rarely*, când contextul cere acest timp.



**Durata de parcurgere a unității de învățare este de 2 ore.**



## VOCABULARY

<b>angry</b> = <i>adj.</i> mniios	<b>playwright</b> = <i>s.</i> autor dramatic
<b>cause</b> = <i>v.</i> a cauza	<b>poem</b> = <i>s.</i> poem
<b>classify</b> = <i>v.</i> a clasifica	<b>price</b> = <i>s.</i> pret
<b>comedy</b> = <i>s.</i> comedie	<b>provincial</b> = <i>adj.</i> provincial
<b>comic</b> = <i>adj.</i> comic	<b>retailer</b> = <i>s.</i> detailist, negustor cu amănuntul
<b>contemporary</b> = <i>adj.</i> contemporan	<b>retire</b> = <i>v.</i> a se retrage
<b>crate</b> = <i>s.</i> ladă	<b>romance</b> = <i>s.</i> povestire dramatică, (în text) feerie
<b>damage</b> = <i>s.</i> pagubă; <i>pl.</i> daune	<b>schoolmaster</b> = <i>s.</i> învățător
<b>desire</b> = <i>s.</i> dorință	<b>sonnet</b> = <i>s.</i> sonet
<b>error</b> = <i>s.</i> eroare	<b>spoil</b> = <i>v.</i> a strica
<b>farmer</b> = <i>s.</i> fermier, agricultor	<b>stage</b> = <i>s.</i> scenă
<b>fortune</b> = <i>s.</i> avere; noroc	<b>stay</b> = <b>I.</b> <i>s.</i> ședere, <b>II.</b> <i>v.</i> a sta, a rămâne
<b>globe</b> = <i>s.</i> glob (terestru)	<b>sue</b> = <i>v.</i> a da în judecată
<b>lawyer</b> = <i>s.</i> avocat	<b>tale</b> = <i>s.</i> poveste
<b>material</b> = <i>adj.</i> material	<b>tempest</b> = <i>s.</i> furtună
<b>merchant</b> = <i>s.</i> negustor	<b>trader</b> = <i>s.</i> comerciant
<b>merry</b> = <i>adj.</i> vesel	<b>tragedy</b> = <i>s.</i> tragedie
<b>mispronounce</b> = <i>v.</i> a pronunța greșit	<b>urge</b> = <i>v.</i> a îndemna
<b>occur</b> = <i>v.</i> a se întâmpla	<b>velvet</b> = <i>s.</i> catifea
<b>offend</b> = <i>v.</i> a ofensa	<b>wholesale</b> = <i>adj.</i> angro, cu ridicata
<b>owner</b> = <i>s.</i> proprietar, posesor	
<b>perform</b> = <i>v.</i> a reprezenta, a juca	



## PHRASES

<b>that`s why</b> = de aceea	<b>for nothing</b> = gratis
<b>to try one`s fortune</b> = a-și încerca norocul	<b>to play the part of</b> = a juca rolul lui
<b>both ... and</b> = atât ... cât și	<b>to say nothing of</b> = ca să nu mai vorbim de
<b>about the matter</b> = în legătură cu această problemă	



## WILLIAM SHAKESPEARE

ADRIAN: You know, we could say something about Shakespeare today.

LIZA: Good idea. When and where was he born?

ADRIAN: He was born at Stratford-upon-Avon, in 1564.

GEORGE: Can you tell us something about his life?

ADRIAN: Let me try. Yes. His father was a merchant who lost his fortune when Shakespeare was still a boy. Maybe that's why he studied only for a few years in the school at Stratford and did not go to Cambridge or Oxford as his contemporary dramatists did.

LIZA: Did he marry and had he any children?

ADRIAN: Yes, he married quite young, at the age of 18; and he had three children.

GEORGE: He went to London quite soon after that, didn't he?

ADRIAN: We don't know exactly when he went to London. And we don't know what his profession was before he left Stratford. It seems he was a schoolmaster for some time. Maybe his desire to write plays together with material difficulties urged him to go to London and try his fortune there. In any case, we know he was in London about 1590, when he was 26.

GEORGE: Did he stay in London until the end of his life?

ADRIAN: No. He lived for about 21 or 22 years in London, during which time he wrote poems and plays, was himself an actor, and in the last years of his stay in London was the owner of the famous Globe Theatre, together with two other actors. The Globe Theatre is famous because his plays were performed there.

He retired to Stratford-upon-Avon a few years before his death, which occurred on the 23rd of April 1616 when he was 52, not an old man as you see.

LIZA: What are his best plays?

ADRIAN: That's a difficult question to answer.

PAUL: Let me then answer it. Shakespeare was both a playwright and a poet. He wrote two good poems and 154 very good sonnets. He wrote some very good comedies and historical plays besides his excellent tragedies and romances. I shall give you only the names of some of the best known of his 37 plays.

Comedies: "As You Like It", "Twelfth Night", "The Merry Wives of Windsor", "The Comedy of Errors".

Historical plays: "King Henry IV" (in two parts), "King Henry V", "Richard II" and "Richard III".

Great tragedies: "Hamlet", "King Lear", "Othello", "Macbeth".

Romances: "The Tempest", "A Winter's Tale".

Many of his plays include both tragic and comic elements and have a tragic end for some people while they end happily for others — which makes it rather difficult to classify them. An example of such a play is "The Merchant of Venice".

LIZA: Thank you for giving us also the correct pronunciation of the names of the plays which we, Romanians, most often mispronounce.

ADRIAN. And congratulations for your good knowledge of Shakespeare. You took the words out of my mouth, in fact, but I don't mind it.

PAUL. Thank you, Adrian. I didn't mean to offend you, you know.



## THE FARMER'S WIFE AND THE ACTOR (Supplementary Text)

An English farmer's wife was very discontent with the small price which the wholesale trader paid her for her eggs while she knew that in the big towns the retailers sold the eggs at a very high price.

One day, as she was preparing to dispatch a crate of eggs to her trader and she felt more angry than usual about the matter, she wrote on one of the eggs;

"I got a penny for this egg. How much did you pay for it?" And she wrote down her name and address on the egg.

Several months later she received the following answer from a provincial actor:

"Madam,

I have asked my lawyer to sue you for damages. I received your egg for nothing the other night, but it was while I was playing the part of Hamlet in our theatre. The egg spoilt, my beautiful dark velvet suit, to say nothing of the smell it caused on the stage.

O.Lawrence"



## GRAMMAR

**27. The Passive Voice.** O serie de verbe ca *to ask* (a cere), *to bear*, *to give*, *to send*, *to tell* sunt folosite la diateza pasivă cu sens reflexiv, corespunzând de cele mai multe ori construcțiilor reflexive cu dativ din limba română. Exemple:

*I was asked* - mi s-a cerut

*They had been born* - se născuseră

*He will be given* – i se va da

*She was sent a book* – i s-a trimis o carte

*We were told* – ni s-a spus



## EXERCISES

### I. Answer the following questions:

1. When and where was Shakespeare born? 2. Where did he study and why did he not go to Cambridge or Oxford? 3. When did Shakespeare marry and how many children did they have? 4. What was his profession before he went to London? 5. How long did he live in London and what did he do there? 6. Where and when did Shakespeare die? 7. What did he write? 8. Could you name some of his comedies and tragedies or any other of his plays?

**II. Change into Indirect Speech the first 13 lines of the text.** Leave out such phrases as: "you know", "good idea", "let me try", "yes". In Indirect Speech "good idea" is replaced by "she approved of the idea"; "you know" by "he suggested", etc.

**III.** Put the adverbs **just, always, sometimes, often, seldom, ever, never, rarely** or **usually** in the blankets. Use the Present Perfect of the verbs in brackets. There are several possibilities for each sentence.

1. I ... (to have lunch) with my cousins. 2. You ... (to travel) to Africa? 3. We ... (to meet) your friend Ernest at the seaside. 4. The moon .. (to rise). 5. I ... (to be) to the North Pole. 6. She ... (to speak) English after she returned from England. 7. My sister ... (to write) to me this year. 8. We ... (to go) to the theatre in the last two years. 9. I ... (to find) very recent books in our library. 10. My friends ... (to give) me good advice.

**IV.** Speak about Shakespeare's life and work.

**V.** Relate the story of "The Farmer's Wife and the Actor".

**VI.** Write a short composition on Shakespeare's life and work.

**VII.** Translate into English:

Când Shakespeare era încă la școală el văzu câteva reprezentații date de actori în orașelul său. Probabil că astfel i-a venit ideea să scrie piesa. El își spunea în visurile sale că se va duce într-o zi la Londra, unde auzise că sunt teatre și actori, și că acolo va deveni și el actor și autor dramatic.

Shakespeare a întâmpinat multe greutăți în viață și a avut mulți dușmani. După moartea lui au trebuit să treacă aproape 200 de ani pînă când întreaga omenire l-a recunoscut drept unul dintre cei mai mari dramaturgi ai săi.

**VIII.** Make sentences with the help of the following tables:

**a)**

I He She	was	given sent	a present. two dictionaries. a telegram. a letter.
We They	were		

**b)**

I He She	was	asked told	to help them. to return there. to lend them my book. to send you a letter. to give you Jack's adress.
We They	were		



## CAPITOLUL 10

### THE GERUND

#### Cuprins

1.1.Introducere

1.2.Competențele unității de învățare

**The Gerund** – reading practice + exerciții

Exerciții de exprimare orală, de gramatică și de vocabular

#### 1.1.Introducere



Cunoașterea limbii engleze la nivel conversațional implică utilizarea multor expresii menite să transmită colocutorului sentimentele și trăirile celui care vorbește pe lângă conținutul ideatic propriu-zis. În sprijinul acestei abilități stau exercițiile de vocabular și gramatică menite să ajute vorbitorul să se exprime corect, să se facă înțeles foarte bine.

#### 1.2.Competențele unității de învățare



La finalul parcurgerii acestei unități de învățare, studentul va fi capabil să: utilizeze corect o serie de expresii specifice limbii vorbite ( *Pardon my contradicting you, I cant help thinking that..., Fire away!* ), să folosească corect substantive precum *pike, trout, deer, grouse* doar la singular, să întrebuințeze corect Gerund-ul după anumite verbe, precum și construcția *to be looking forward to*.



**Durata de parcurgere a unității de învățare este de 1 oră.**



### VOCABULARY

**actual**=*adj.* adevărat, real (*în text și*)

propriu-zis

**age**=*s.* epocă

**annoyed**=*adj.* supărat, iritat, dezamăgit

**anyway**=*adv.* oricum, tot

**apparently**=*adv.* după câte se pare

**avoid**=v. a evita  
**bet**=v. a paria  
**betting**=s. pariu(l), acțiunea de a paria  
**boxing**=s. box(ul)  
**card**=s. carte de joc  
**carpet**=s. covor, carpetă  
**climbing**=s. cățarat(ul)  
**content**=v. a mulțumi, a satisface, a face pe placul  
**controversial**=adj. controversat, în contradictoriu  
**cooking**=s. gătit(ul), bucătăria  
**cycling**=s. ciclism(ul)  
**deny**=v. a nega  
**detest**=v. a detesta  
**disappoint**=v. a dezamăgi  
**dislikes**=s.pl. lucruri care nu plac; *aprox.* antipatii  
**driving**=s. conducere auto, șofat  
**duster**=s. cârpă de praf  
**dusting**= s. ștersul prafului  
**energy**=s. energie  
**equality**=s. egalitate  
**floor-waxer**=s. perie(electrică)de lustruit parchetul  
**flying**=s. pilotaj (de avioane)  
**fox**=s. vulpe  
**freshwater**=adj. (*despre pești*) de apă dulce  
**furniture**=s. mobilă  
**gambling**=s. joc(ul) de cărți  
**grouse**=s. potârniche scoțiană (*și pl.*)  
**habit**=s. obicei  
**hate**=v. a urî  
**horrid**=adj. oribil, groaznic (*în text și*) nesuferit  
**horrified**=adj. îngrozit  
**hunting**=s. vânătoare  
**irritated**=adj. iritat, enervat  
**knitting**=s. croșetat  
**lazy**=adj. leneș  
**lazybones**=s. leneș  
**lie**=s. minciună  
**likes**=s.pl. preferință, gusturi  
**mountaineering**=s. alpinism  
**motoring**=s. automobil  
**needle-work**=s. lucrul cu acul, brodat  
**pan**=s. tigaie, cratiță, tingire  
**partridge**=s. potârniche (*și pl.*)  
**pheasant**=s. fazan (*și pl.*)  
**polishing**=s. lustruit(ul) (parchetului, încălțăminte)  
**posses**=v. a poseda, a avea  
**postpone**=v. a amâna  
**prevent**=v. a împiedica  
**require**=v. a necesita, a cere, a solicita  
**riding**=s. călătorie, echitație  
**rinsing**=s. clătit(ul) (rufelor, vaselor)  
**risk**=v. a risca  
**rock**=s. stâncă  
**ruin**=v. a ruina, a distruge  
**scenery**=s. peisaj; (*în text și*) natură  
**Scotch**=s. whisky scotian  
**surubbing**=s. frecat(ul) (vaselor, parchetului)  
**sewing**=s. cusut  
**shoot, shot, shot**=v. a împușca, a vâna (vânat mic)  
**shooting**=s. vânătoare (cu pușca) de vânat mic  
**sigh**=v. a ofta  
**skiing**=s. schiat  
**smalls**=s.pl. rufe mici, mărunțișuri  
**sport**=s. sport  
**stimulating**=adj. stimulativ  
**tidying up**=s. aranjare, punere în ordine (a lucrurilor din cameră); dereticat  
**trout**=s. păstrăv (*și pl.*)  
**turbo-prop**=s. (avion) turbopropulsor  
**turning out**=s. curățenie mare/generală  
**vacuum cleaner**=s. aspirator de praf  
**want**=v. a avea nevoie de  
**washing**=s. spălat(ul) (rufelor)  
**washing-machine**=s. mașină (electrică) de spălat (rufe)  
**washing up**=s. spălat(ul) (vaselor)  
**weight**=s. haltere  
**woodcock**=s. becață, sitar (*și pl.*)



wrestling=s. lupte (libere,greco-romane)



## PHRASES

**to brighten up** — a se lumina (la față)

**I bet you do** — pariez că da

**to be in the habit of** — a avea obiceiul să

**after all** — totuși, pana la urmă

**to be fond of** — a-i plăcea

**the idea of it!** — ce idee!

**It's no use** - e inutil

**to be in favour of** — a-i placea, a fi pentru

**(just) for a change** — pentru variație

**fire away !** - Începe ! dă-i drumul!

(familiar)

**to ride a bicycle** — a merge cu bicicleta

**on horseback** — călare

**pardon my contradicting you** — iartă-mă că te contrazic

**I can't help thinking that...** — nu pot să nu gândesc că

**... to talk somebody into doing**

**something** — a convinge pe cineva să facă ceva

**to be worth doing** — a merita (sâ)

**I am looking forward to** — aștept cu nerăbdare să

**I am not used to** — nu sunt obișnuit să

## THE GERUND

JILL: May I ask you a few questions, Jack?

JAGIC (brightening up): Why, certainly! Go ahead! What is it you wish to know?

JILL: Do you like betting?

JACK: Betting? No, I don't like betting. Do you like betting? I bet you do.

JILL: I can see that you're in the habit of betting after all, although you say you don't like it. Next question. Are you fond of gambling?

JACK (horrified): Fond of gambling? Why, certainly not! The idea of it! I've never played a card in all my life. Gambling has ruined many people I know. I simply detest gambling.

JILL: I'm glad to hear you say that. Now for the last question. Are you a lover of motoring?

JACK: You mean driving? No, I don't exactly enjoy driving a car.

I think driving is a difficult and dangerous job. I prefer sitting comfortably in the passenger seat — that's next to the driver, you know - and enjoying the scenery to actual driving. I'm too lazy for that, I'm afraid.

JILL: Then I suppose it's no use asking you if you're in favour of boxing, wrestling, weight-lifting, shooting, hunting, fishing, skiing, cycling, riding, flying, or mountaineering — that's a rock climbing, you know — as all those things require a lot of energy which you apparently don't possess. And —

JACK: Please excuse my interruption you, but do you mind answering a few questions yourself, just for a change?

JILL: No, I don't. And then I suppose I couldn't avoid answering them, anyway. So fire away.

JACK: Do you like cooking, or doing the washing-up — you know, scrubbing the pots and pans and rinsing them clean?

JILL: Of course I don't. I always try to postpone doing such things.

JACK: Then excuse me asking you but perhaps you like doing some sewing, or knitting, or needle-work, or you may like washing the smalls in the washing-machine, or turning out the rooms?

JILL: You mean dusting the furniture with the duster, making the beds, scrubbing the floor and then polishing it with the floor-waxer, doing the carpets with the vacuum cleaner, and generally tidying up? Is that what you mean?

JACK: (*slightly irritated*): I mean dusting the furniture every time it needs dusting and tidying up the rooms when they want tidying up. Yes, that's precisely what I mean.

JILL: Then my answer is no. I just hate doing all those things you mentioned. That's not my idea of a woman's life in this age of equality between man and wife. Instead, I'd prefer driving a fast car, flying a jet plane or a turbo-prop, riding a horse or a bicycle, climbing mountains, fishing pike, trout, or any other freshwater fish. I also love hunting fox on horseback, and shooting pheasant, partridge, grouse, hares, woodcock and deer. As a matter of fact, I seem to like doing all those things you dislike, except perhaps shopping.

JACK: Pardon my contradicting you, but I can't help thinking that.

JILL: Let's stop quarreling, Jack. I think it's no use carrying on our talk about our hobbies. There is no talking you into practicing one sport or another. And it's a pity, because some sports are worth practicing.

JACK: As you wish, my dear. I'm desperately sorry for disappointing you, but I can't prevent you considering me a lazybones. In fact, I don't deny being one, as I couldn't risk telling you lies. (*Sighing*.) I can see that there is no contenting you. Still, I am looking forward to meeting you again and having another controversial talk about our likes and dislikes. I find it very stimulating, you know. I think I even prefer it to drinking a glass of very cheap Scotch.

JILL: Oh, you are simply horrid! I am annoyed at your saying that. I am not used to being talked to like that.

## WORD STUDY AND PATTERNS

**Actual.** Acest cuvânt este un *false friend* (cuvânt care induce în eroare). *Actual* nu înseamnă niciodată „actual”, ci „adevărat, real, veritabil, propriu-zis” etc. Noțiunea de „actual” se exprimă prin *current*, *present-day* (ambele în structura Atrib. + S.). Exemple:

*current policy, current events, current problems*

*present-day reality, present-day life, present-day situation*

**Hunting.** În Anglia cuvântul are două sensuri particulare:

1. „vanătoare de vulpi”, numită și *fox-hunting*, care se face călare, cu câini de vanătoare și fără arme de foc;
2. „vânătoare de vânat mare” (lei, tigrii, urși, mistreți, balene, foci etc.). Vânătoarea de iepuri, prepelițe, potârniche, rațe sălbatice etc. (practicată ca sport) se numește *shooting*.



## GRAMMAR

**28. The Plural of Nouns.** *Pike, trout, grouse, deer* se folosesc numai la singular (cu sensul de plural) chiar atunci când sunt precedate de un numeral cardinal. Exemplu:

*They caught 10 pike and 20 trout, and shot 5 grouse and 2 deer.*

**29. Gerund. Gerund-ul se folosește frecvent:**

1. După anumite verbe, în structura: S./P. pers. + V. + V. ing (+ C.D.).

Exemplu:

*I like reading (it).*

2. După verbele *to need, to want, to require*, și construcția *to be worth*, în structura:

*It/This/That + V. + V. ing.* Exemplu:

*It needs checking.*

*That's worth trying.*

(v. și Tabelul b).

3. După verbele *to excuse* și *to pardon* (uneori precedate de cuvântul *please*), în structura: (*Please*+) V+P.acuz.,pers./A.pos.+V.ing (+C.D.)(+*but*). Exemple:

*(Please) Excuse me interrupting you, but...*

*(Please) Pardon me for being late.*

(v. și Tabelul c).

4. a) După verbul *to mind*, în structura: V.+V.ing. Exemple:

*Do you mind going there?*

*I don't mind smoking (a cigarette or two).*

b)după aceeași construcție, în structura: V+P.acuz.,pers./A.pos.+V.ing+C.D. Exemplu:

*Do you mind me/my taking it?*

(v. și Tabelul d).

5. a)După verbul *to be* urmat de anumite adjective, participii trecute (cu valoare adjectivală) și construcții substantivale, toate urmate de prepoziții, în structura:

V+A./Part.tr./C.s.+Prep+V.ing. (+C.D.) Exemplu:

*I am sick of reading.*

*I am not used to smoking so many cigarettes.*

*I am all in favour of reading (it).*

b)după aceeași construcție, în structura: V.+A./Part.tr./C.s.+Prep.+P.acuz, pers./A.pos + V.ing.(+C.D). Exemplu:

*I am surprised at your/you doing it.*

(v. și Tabelul e).

c)după verbul *to be* urmat de prepoziția *against*, în structura: V+Prep.+V.ing.(+C.D.).

Exemple:

*I am against **reading** at lunch time.*

*I am against **talking** about it.*

d)sau în structura: V+P.acuz.,pers./A.pos.+V.ing+C.D. Exemple

*I am against your/you **going** there.*

*I am against your/you **buying** a car.*

(v. și Tabelul e).

e)după verbul *to be* urmat de negația *no* substantivul *use* sau *good*, în structura V.+ negație + use/good + V.ing. (+C.D.). Exemplu:

*It's no use/good **going** there.*

6. a)După anumite verbe urmate de prepoziții, în structura: V+Prep+ P.acuz.,P.pers+ for+ V.ing.+ (+C.D). Exemplu:

*I rely on him for **doing** it.*

(v. și Tabelul f).

b)sau in structura: V.+ Prop + A. pos. + V. ing ( + C.D.). Exemplu:

*I insist on your going there.*

(v. și Tabelul f).

Notă. In construcțiile din 4. b),5. b), 5. d) și 6.,in loc de P. acuz. sau pers. se poate folosi S. <sup>acuz.</sup>, iar in loc de A. pos. se poate folosi.S<sup>gen</sup>.

Exemple:

*Do you mind me/my **taking** it? Do you mind John / John's **taking** it?*

*I am surprised at your/you **doing** it. I am surprised at Mary's/Mary **doing** it.*

*I am against your/you **going** there. I am against the children's /children **going** there.*

*I rely on him for **doing** it. I rely on Nick for **doing** it.*

*I insist on his **coming** here. I insist on the doctor's **coming** here.*

**30. To be looking forward to. Aceasta construcție este urmată:**

**1. de o construcție substantivală sau de pronumele *it*. Exemple:**

I am We are	looking forward	an early night. their visit it
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## 2. de un verb in-*ing*.Exemple:

I am  We are	looking forward to	meeting seeing		again. soon.
		hearing further from		you. them.
		going there, getting one.		



## EXERCISES

### I. Put prepositions and particles in the blanks:

1. I'm not going ... ask you anything ... that blonde I saw you ... the Rialto last night. 2. I can see that you're ... the habit ... belting ... all. 3. Are you fond ... gambling? 4. The idea ... it! 5. Now ... the last question. 6. Are you a lover ... motoring? 7. I prefer sitting comfortably ... the passenger seat — that's next ... the driver, you know — and enjoying the scenery ... actual driving. 8. I suppose it's no use asking you if you're ... favour ... shooting. 9. That's not my idea ... a woman's life ... this age ... equality ... man and wife. 10. There's no talking you ... practising one sport or another. 11. I'm desperately sorry ...disappointing you. 12. I'm looking ... meeting you again soon and having another talk ... our likes and dislikes. 13. I prefer it ... drinking a glass ...Scotch. 14. I am annoyed ...your saying that. 15. I am not used ... bring talked ... like that.

**II. Make sentences with the help of the following tables:**

a).

I like I enjoy I love I don't like I don't feel like I detest I hate I prefer I am fond of I am not used to I am not in the habit of I couldn't risk I couldn't avoid I can't help	daring doing making hearing seeing saving telling practising drinking trying	it
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b).

This  That  It	needs  wants  requires	doing correcting explaining repeating checking repairing dusting cleaning washing
	is worth	doing trying remembering reading knowing repeating revising repairing mending thinking about talking about

c).

(Please)	excuse pardon	my me (for)	interrupting you contradicting you asking you being late coming late	but..
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d).

Do you mind	my me	repeating buying doing trying taking drinking telling saying asking getting postponing	it?
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e)

I	am	surprised at annoyed at all in favour of against tired of sick of keen on (not) used to averse to	your you his him their them	doing having getting saying telling talking about	it .
	was			going there .	

f)

I	rely on depend on	his your him for you for	doing it. going there.
	insist on	his your	
	object to protest against	being called a fool. being treated like that.	

### III. Use the verbs in brackets in the Gerund:

1. He gave up (to *smoke*) four years ago.
2. She prefers (to *ski* = a *schia*) to (to *skate* = a *patina*).
3. I suggest (to *go*) there first thing tomorrow morning.
4. You can't make an omelet without (to *break*) eggs.
5. (To *see*) is (to *believe*).
6. He is thinking of (to *buy*) a flatlet.
7. Imagine (to *go shopping*) without (to *take*) money.
8. How did you enjoy (to *spend*) the weekend at Eva's?
9. I don't feel like (to *stay*) indoors this afternoon, what about (to *go out*) and (to *see*) a film instead?
10. If (to *learn*) a foreign language is something worth (to *do*), then I should say it is worth (to *do*) well.
11. If this isn't (to *make*) a great mistake, I don't know what is.
12. I am looking forward (to *meet*) you again soon.

### IV. Translate in to English:

- Îmi place să pescuiesc, dar nu sunt obișnuit să pescuiesc cu această undiță (*fishing-rod*). Așa că sper că nu ai să te superi dacă o să te rog să-mi împrumuți undița dumitale. Nu are nici un rost să încerc să pescuiesc cu o undiță cu care nu sunt deprins, înțelegi, nu pot să risc să-i spun soției mele că nu am prins nimic. Ea contează pe mine că o să-i aduc pește și...

- Iartă-mă că te întrerup, n-am intenția să te conving prin vorbe să-i spui soției dumitale o minciună, dar de ce nu cumperi niște conserve de pește?

- Mă mir că poți să spui așa ceva! Dumneata n-ai idea ce înseamnă să deschizi o cutie de conserve fără cheie (*tin-opener*).

- Dar de ce fără cheie?

- Pentru că am pierdut o cheie și nu reușesc s-o conving pe soția mea să cumpărăm alta. Spune că preferă să mănance pește proaspăt.





## CAPITOL 11

### THE GERUND AND THE INFINITIVE

#### Cuprins

##### 1.1.Introducere

##### 1.2.Competențele unității de învățare

**The Gerund and the Infinitive** – reading practice + exerciții

Exerciții de exprimare orală, de gramatică și de vocabular

##### 1.1.Introducere



Cunoașterea limbii engleze la nivel conversațional implică utilizarea multor expresii menite să transmită colocutorului sentimentele și trăirile celui care vorbește pe lângă conținutul ideatic propriu-zis. În sprijinul acestei abilități stau exercițiile de vocabular și gramatică menite să ajute vorbitorul să se exprime corect, să se facă înțeles foarte bine.

##### 1.2.Competențele unității de învățare



La finalul parcurgerii acestei unități de învățare, studentul va fi capabil să: utilizeze corect o serie de expresii specifice limbii vorbite – *conversational informal English* (*don't mention it, hang on a minute, by the way, to pull somebody's leg*), să folosească corect: adjectivul *another* în construcții eliptice, expresia “go to prove”, în care “go” nu se traduce, sensul acesteia fiind acela de a “contribui”, adverbele “especially” și “specially”, precum și construcția verbală impersonală “they say”. La nivel de gramatică, studentul va ști să utilizeze corect forma de Gerund sau de infinitiv după verbele *to begin, to stop, to remember, to like*.



**Durata de parcurgere a unității de învățare este de 1 ora**



## VOCABULARY

**altogether**=*adv.* cu desăvârșire  
**apologize**=*v.* a-și cere scuze  
**attempt**=*s.* încercare  
**bad**=*adj.* dăunător  
**cigarette-case**=*s.* portțigaret  
**cigarette-lighter**=*s.* brichetă  
**cold**=*I.s.* răceală, guturai. **II.adj.** răcoros, friguros  
**concerto**=*s.* concert (compoziție muzicală)  
**dreadfully**=*adv.* îngrozitor (de prost)  
**drinking**=*s.* băut(ul), acțiunea de a bea; băutura  
**frequent**=*adv.* frecvent, des  
**grammatical**=*adj.* gramatical  
**greatly**=*adv.* foarte  
**heavy smoker**=*s.* mare fumător  
**hesitate**=*v.* a ezita, a șovăi  
**incidentally**=*adv.* apropo, fiindcă mi-am adus aminte  
**indoor swimming-pool**=*s.* bazin de înot acoperit  
**keen**=*adj.* ascuțit  
**light, lighted** sau **lit**=*v.* a aprinde  
**listen in**=*v.* a asculta  
**misunderstand, misunderstood, misunderstood**=*v.* a înțelege greșit  
**observation**=*s.* observație  
**obviously**=*adv.* în mod evident  
**owe**=*v.* a datora  
**particular**=*adv.* deosebit  
**party**=*s.* petrecere  
**precedence**=*s.* întâietate, prioritate  
**produce**=*v.* a scoate (la iveală)  
**programme**=*s.* program  
**regular**=*adj.* regulat  
**selfish**=*adj.* egoist  
**sense**=*s.* simț  
**series**=*s.* serie  
**skating**=*s.* patinaj(ul)  
**skating-ring**=*s.* patinoar (artificial)  
**suspect**=*v.* a bănui, a suspecta  
**swimming**=*s.* înot  
**tiff**=*s.* discuție, ceartă (ca între prieteni), ciondăneală  
**trifle**=*v.* a glumi (cu), a lua în glumă/jocă  
**way**=*s.* mod, fel, manieră



## PHRASES

**as is frequent** – cum se întâmplă adeseori

**our very names go to prove it** – chiar

cuvintele noastre dovedesc acest lucru

**now and then** – din când în când, când și când

**they say** – se spune

**have a cigarette?** – (vrei/fumezi) o țigară?

**Fancy you smoking cigarettes!** – ia te uită, (așadar) fumezi!

**I feel like + -ing** – am poftă/chef să

**hang on a minute!** – stai nițel (nu pleca)!

**but that's not to say that** – dar asta nu înseamnă că

**to have (something) in mind** – a avea ceva în vedere, (în text și) a vrea să spună (ceva)

**don't mention it** – nu-i nimic, nu face nimic

**to pull somebody's leg** – a-și bate joc de cineva

**the plain truth** – purul adevăr, adevărul gol-goluț

**by way of experiment** – ca o încercare, ca probă

**I kept stopping (eating, watching the programme)** – îmi intrerupeam mereu (masa, urmărirea programului)

**by the way** – apropo, fiindcă veni vorba

**nothing special** – nimic special/deosebit

## THE GERUND AND THE INFINITIVE

**JILL:** Jack, what about having another in our regular series of grammatical talks?

**JACK:** Sh! The readers mustn't suspect them of being grammatical. They might not like it. Let them think we're having just another tiff, as is frequent between friends. For we are friends, aren't we, Jill?

**JILL:** Of course we are. Our very names go to prove it. Well, shall I begin asking questions as I did last time?

**JACK:** Certainly, Jill. Ladies have precedence. Please do.

**JILL:** All right, then. First question. Do you like drinking?

**JACK:** Drinking? Well, I like to drink a glass of Scotch now and then, especially in cold weather — or at a party — but on the whole I can't say I like drinking. Drinking is bad for the liver, they say.

**JILL:** Good. I'm glad you don't like drinking. Second question. Do you like smoking?

**JACK** (*hesitating*): Er, — yes, I think I rather like smoking, though I can't say I am a heavy smoker. I only smoke five to ten cigarettes a day. Smoking is bad for the lungs, you know.

**JILL** (*who obviously hasn't heard Jack's last remark*): Have a cigarette?

**JACK:** No, thank you, Jill. It's true that I like smoking, as I said, but I don't like to smoke before lunch. I am not used to it. Oh, but wait a minute! Fancy you smoking cigarettes! Well, I am surprised. I never thought you did.

**JILL:** That's because you men haven't got a keen sense of observation. Yes, Jack, whether you like it or not, I love smoking. (*Produces a cigarette- case, opens it, takes out a cigarette and lights it with a cigarette-lighter.*) Next question. Do you like swimming?

**JACK:** Yes, I do. Why do you ask?

**JILL:** Excellent. I feel like swimming today. Come on, let's go. I love swimming.

**JACK:** Hey, hang on a minute. I like swimming myself. I can swim like a fish. But that's not to say that I like to swim on a particularly cold day in winter. I don't feel like catching a cold. I — I regret to have to say this, but you are very selfish.

**JILL:** But Jack, what I had in mind was of course the city indoor swimming-pool. It's warm enough in there. I didn't suggest going to a skating- rink and doing a bit of skating — though skating is such a lovely sport — just because I thought you might catch cold. So you calling me selfish is —

**JACK:** I'm terribly sorry. I —I must apologize for having misunderstood you. I deeply regret saying that you were selfish.

**JILL:** Don't mention it, Jack. It's perfectly all right. (*Obviously wishing to change the subject.*) Incidentally, did you remember to give Paul back that money you owed him?

**JACK:** No, I don't remember paying him back. I'm afraid I forgot to.

**JILL:** You forgot to pay Paul back? How could you?

**JACK:** Well, I don't know. It seems that I forgot that I owed him the money at all.

**JILL:** Are you pulling my leg? I don't, like trifling with serious things. And this is serious, Jack.

**JACK:** I don't like to trifle with serious things, either. But that's the plain truth.

**JILL** (*changing again the subject*): Jack, have you ever tried watching a TV programme and having dinner at the same time, just by way of experiment?

**JACK:** Yes, I have tried to do that several times, but all my attempts have been unsuccessful. I kept stopping eating to watch the programme, and then I kept stopping watching the programme in order to eat. Oh, by the way, what's on TV tonight, do you know?

**JILL:** Nothing special. But they are broadcasting Beethoven's "Emperor" Concerto over the radio. I saw it in "Radio Times". What do you say to listening to it?

**JACK:** Let's. Only —

**JILL:** Only what?

**JACK:** Don't you remember?

**JILL:** Remember what?

**JACK:** Perhaps I forgot to tell you, but I remember listening in to it about three weeks ago. It was absolutely horrid.

**JILL** (*greatly shocked*): What was horrid?

**JACK:** Why, the way it was played. At first, I didn't recognize it at all. So I stopped to listen to it and see what the pianist was really playing. And when I realized what it was and how dreadfully he was playing it I stopped listening altogether. But let's hope we'll have better luck tonight.

## WORD STUDY AND PATTERNS

**Another.** În unele construcții idiomatice eliptice, adjectivul *another* se folosește cu valoare de pronume. Exemple:

*What about having **another** in our regular series of grammatical talks?*- ce-ai zice să avem o *alta* discuție pe teme gramaticale, conform programului nostru săptămânal?

*We now bring you **another** in our regular weekly series "Wuthering Heights"* - și acum vă rugăm să urmăriți *un nou episode* din serialul săptămânal "Wuthering Heights".

*Tell me **another**!* - asta s-o spui lu' mutu'! fugi de-acolo!

*Ask me **another**!* - habar n-am! zău dacă știu!

**Go to prove.** În această construcție *go* nu se traduce. Sensul său este acela de „a contribui”, pe care îl întâlnim și în construcția:

*This goes a long way (sau some way) towards...* — aceasta contribuie mult (sau într-o oarecare măsură) la...

**Especially; specially.** Adverbul *especially* („mai ales, cu deosebire, în special”) nu trebuie confundat cu adverbul *specially*, acesta din urmă având sensul de „special, în mod special”.

Exemple:

*I came here specially to bring you this parcel* — am venit (aici) *special* ca să-ți aduc acest colet.

*I bought it specially for you* — l-am cumpărat *special* pentru tine.

**Especially** și **specially** pot fi folosite și împreună, într-un context lărgit. Iată un exemplu de folosire contrastivă:

*This is a very special wine. I bought it specially for you, especially as I knew that you like wine, especially red wine* - acesta e un vin cu totul deosebit. L-am cumpărat special pentru tine, cu atât mai mult cu cât știam că-ți place vinul, mai ales cel roșu.

**They say.** În această construcție, *they* are valoare impersonală, în limba română corespunzând unei construcții impersonale cu reflexivul:

*they say* - se spune, se zice.

Un sinonim în engleză este construcția cu pasivul *it is said*. Așadar:

*Drinking is bad for the liver, they say = It's said that drinking is bad for the liver.*



Alte exemple:

**They wear mini-skirts and maxi-shirts a lot these days** — *Mini-skirts and maxi-skirts are worn a lot these days* — **azi se poartă mult minijupe și maxijupe.**

**Only** se așază imediat lângă cuvântul pe care îl determină, și anume: **1.** înainte sau după substantive și pronume (atunci când *only* e folosit ca adjectiv).

Exemple:

*He had only three cigarettes (left) sau He had three cigarettes only* — **nu (mai) avea decât trei țigări.**

He lends the tape-recorder *only* to me *sail* sau He lends the tape-recorder to me *only* — *numai* mie imi imprumută magnetofonul.

2. Înainte de verbe, adjective și adverbe (atunci când *only* e folosit ca adverb).

Exemple:

*He **only** looked at it, without touching it* — doar/numai s-a uitat la obiect, fără să-l atingă.

*This is the **only** Romance language I speak* — e singura limbă romanică pe care o știu/vorbesc.

*Unfortunately, this is **only** too true* — din păcate, e cum nu se poate mai adevărat.

Nota

a. *Only* este deseori confundat cu adverbul *alone*. Pentru a evita această confuzie, dăm următoarele exemple:

***Only** last year the number of road accidents rose to forty thousand* — numai anul trecut numărul accidentelor de circulație s-a ridicat la patruzeci de mii. (*Sensul* nu și alți ani).

*Last year **alone**, the number of road accidents rose to forty thousand* — numai anul trecut numărul accidentelor de circulație s-a ridicat la patruzeci de mii. (*Sensul*: la această cifră ridicată trebuie adăugată cifra unilor precedenți.)

Alte exemple:

*He went to London **only** last year* — a fost la Londra numai/doar/de-abia anul trecut. (*Sensul*: niciodată mai înainte.)

*Last year **alone** he went to London three times* — numai anul trecut a fost la Londra de trei ori. *Sensul*: a fost de trei ori anul trecut, dar a mai fost și înainte.)

Nota b. Un alt sens al lui *only* (folosit adverbial) este „nu mai târziu decât”. Astfel, exemplul de la Nota a: ***Only** last year the number of road accidents rose to forty thousand* — încă din anul trecut/nu mai târziu decât anul trecut, numărul accidentelor s-a ridicat la 40.000.

**Incidentally** în textul lecției are sensul de „apropo”, fiind sinonim cu *by the way*.



## GRAMMAR

### 31. Gerund or Infinitive?

Unele verbe cer să fie urmate de un infinitiv, altele de un *Gerund*, iar altele se pot construi atât cu un infinitiv cât și cu un *Gerund*. În cazul categoriei din urmă, survin — sau nu survin — modificări ale înțelesului enunțului în funcție de folosirea unui infinitiv sau *Gerund*. Așa, de pildă, verbul *to begin* poate fi urmat fie de un infinitiv, fie de un *Gerund*, în general fără nici o modificare de sens: *He begun to work* — *He began working*. Dimpotrivă, unele verbe ca *to stop*, *to remember*, *to like* etc. modifică înțelesul enunțului, după cum sunt urmate de un *Gerund* sau de un infinitiv. Cum aceste modificări de sens sunt de natură diferită, verbele amintite trebuie tratate separat și contrastiv. Comparați:

*He stopped listening to it* — încetă să mai asculte.

*He stopped to listen to it* — se opri ca să asculte.

La fel:

*He stopped reading the book* — se opri din lectura cărții.

*He stopped to pick up the pen* — se opri ca să ridice stiloul.

*Concluzie: to stop + V. ing* arată încetarea acțiunii exprimate de verbul la *Gerund*, iar *to stop to* arată încetarea acțiunii subînțelese, deductibile din contextul lărgit, cu scopul de a săvârși acțiunea exprimată de verbul la infinitiv. Într-adevăr, *He stopped to listen to it* este o exprimare mai concisă a enunțului *He stopped reading (writing, playing, dressing etc.) in order to listen to it* = el se opri din lectură (scris, joacă, îmbrăcat) pentru ca să asculte.

*To remember + V. ing, to remember to* indică rmai puțin diferența de modalitate, ca în cazul lui *to stop*, și mai mult diferența de timp în săvârșirea acțiunii exprimate de verbul la *Gerund* sau infinitiv. Comparați:

*I remember paying him back* — îmi amintesc că i-am achitat datoria (în trecut).

*I must remember to pay him back* — trebuie să țin minte să-i plătesc datoria (în viitor).

*To like + V. ing, to like to*. În cazul acestei construcții paralele diferența este între general (*like + Gerund*) și particular (*like + infinitiv*). Comparați:

*I like swimming* — 1) îmi place înotul (ca sport).

2) îmi place să înot (în general înot).

și

*I like to swim when it's hot, but I wouldn't like to swim now. It's too cold for that —*Îmi place să înot când e cald, dar nu mi-ar plăcea să înot acum. E prea rece. (*Caz particular*)

De asemenea:

*I don't like trifling with serious things —* nu-mi place când se glumește/nu-mi place să se glumească cu lucruri serioase. (*Caz general*:nu-mi place nici s-o fac eu, nici s-o facă altul.)

*I don't like to trifle with serious things —* nu-mi place să glumesc cu lucruri serioase. (*Caz particular în comparație cu cel de sus.*)



## EXERCISES

### I. Fill in the blanks with prepositions and particles:

1. I say (*ascultă, apropo*), what ... having another ... our regular series ... grammatical talks? 2. Sh! The readers mustn't suspect them ... being grammatical. 3. Our very names go ...prove it. 4. I like ...drink a glass ...Scotch now and then, especially ...cold weather, or ...a party, but ... the whole I can't say I like drinking. 5. Drinking is bad ... the liver, you know. 6. I only smoke five ... ten cigarettes a day. 7. Well, generally I like smoking but I don't like ... smoke ... lunch. 8. I am not used ... it. 9. I like swimming myself, but that's not ... say that I like ... swim ... a particularly cold day ... winter. 10. Have you ever tried watching television and having dinner ... the same time, just ... way ... experiment? 11. Oh,... the way, what's ... television tonight? 12. They're broadcasting Grieg's piano concerto ... A minor (*La minor*) ... the radio. 13. I saw it ... "Radio Times". 14. What do you say ... listening ... it? 15. Oh, perhaps I forgot ... tell you, but I remember listening ... it ... three weeks ago.



4. Make sentences with the help of the following table:

I	like love enjoy can't help am fond of	drinking whisky practising tennis reading detective stories	generally in general as a general rule now and then	but	I	don't like hate	to do it to drink whisky to practise tennis to tell jokes to say it to take photos to play a game of chess	now. right now. at present. all the time. every time. day in day out. in Mary's presence. when Mary is away.
John	likes loves enjoys can't help is fond of	telling jokes taking photos playing a game of chess			John	doesn't like hates		

### ***III. Use the Gerund or the Infinitive in these sentences:***

1. Do you mind (to lend) me a coin? I must (to make) an urgent phone call.
2. I think I prefer (to be driven) to (drive) myself.
3. She hates (to go) to any football match so she lets her husband (to go) alone.
4. I suggest (to telephone) the hospitals before (to ask) the police (to look) for her.
5. It's no use (to have) a car if you don't know how (to drive) it.
6. „Did you remember (to pay) that money?” – „Yes, i distinctly remember (to give) him 150 lei.”
7. I'm desperately sorry to have kept you (to wait).
8. Please excuse me for (to interrupt) you, but would you mind (to repeat) the last sentence?
9. He keeps (to ask) me (to lend) himmy electric shaver, and I keep (to tell) him (to buy) one himself.
10. He rushed out of the bedroom without as much as (to give) me time (to tell) him that I was entirely opposed to his (to go) there.
11. I must apologize for (to be) late.
12. I don't feel like (to work) this morning, so I suggest (to go out) shopping; unless you would rather (to stay) at home.
13. He said nothing could stop him (to take part) in the last Le Mans car race, but I know it to be very dangerous, so you'd better (to stop) him (to do) it.

### ***IV. Translate into English:***

-Alo! Vă rog, pot să vorbesc cu domnul profesor Swift?  
-Un moment, vă rog. Vă dau legătura cu biroul lui.  
-Alo! Aici secretara domnului profesor Swift.  
-Pot să vorbesc, vă rog, cu domnul profesor Swift?  
-Regret, dar domnul profesor Swift lipsește pentru moment. Vreți să fiți amabil și să reveniți peste un sfert de oră? Sau doriți să-i faceți o comunicare?  
-Mulțumesc, o să revin mai târziu.

Peste un sfert de oră

-Alo! Aș putea să vorbesc cu domnul profesor Swift?  
-O clipă, vă rog. Aveți legătura.  
-Mulțumesc. Alo, domnul profesor Swift?  
-La telefon.  
-Aici George Hardy.  
-Vrei să vorbești puțin mai tare? Nu prea te aud.  
-La telefon George Hardy. Cu regret trebuie să vă informez că nu am reușit să conving comitetul să-șă schimbe poziția față de problema burselor. Am încercat să le explic punctul dumneavoastră de vedere dar au refuzat să asculte. Spuneau cănu are rst să discute o problemă atât de binecunoscută lor. Așa că după ce au discutat alte probleme timp de 3 ore, au ridicat ședința fără să fi ajuns la o hotărâre definitivă. Propun să le telefonați dv. personal.  
-N-am deloc intenția să fac așa ceva. Mulțumesc în orice caz pentru că m-ai informat.  
-Pentru nimic, domnule profesor. Vă salut.  
-La revedere.



## CAPITOLUL 12

### FOR-TO PHRASES

#### Cuprins

##### 1.1.Introducere

##### 1.2.Competențele unității de învățare

**For – To Phrases** – reading practice + exerciții

Exerciții de exprimare orală, de gramatică și de vocabular

##### 1.1.Introducere



Cunoașterea limbii engleze la nivel conversațional implică utilizarea multor expresii menite să transmită colocutorului sentimentele și trăirile celui care vorbește pe lângă conținutul ideatic propriu-zis. În sprijinul acestei abilități stau exercițiile de vocabular și gramatică menite să ajute vorbitorul să se exprime corect, să se faca înțeles foarte bine.

##### 1.2.Competențele unității de învățare



La finalul parcurgerii acestei unități de învățare, studentul va fi capabil să: utilizeze corect o serie de expresii specifice limbii vorbite – *conversational informal English* (*to turn down an invitation, to talk somebody out of doing something, to have another axe to grind, to beat about the bush, to talk in a roundabout way*), să folosească corect: sensurile cuvintelor *anxious, formal, sensible, surely/ cetrainly, to agree with / to / (up)on*. La nivel de gramatică, studentul va ști să utilizeze corect construcțiile *It's time for – to / Past, for-to* (ca înlocuitor al unui verb modal).



**Durata de parcurgere a unității de învățare este de 1 oră**



## VOCABULARY

**absorbed**=*adj.* absorbit  
**anxious**=*adj.* grijuliu  
**bag**=*s.* geantă  
**celebration**=*s.* sărbătorire, festivitate  
**convenient**=*adj.* convenabil  
**department store**=*s.* magazin universal  
**disturb**=*v.* a deranja  
**formal**=*adj.* oficial, festiv  
**frank**=*adj.* franc, sincer  
**gathering**=*s.* întrunire, adunare  
**house-warming party**=*s.* petrecere dată cu ocazia mutării într-o nouă locuință  
**irritable**=*adj.* irascibil  
**lizard**=**I.** șopârlă. **II.** *adj.* (despre poșetă, pantofi etc) de șopârlă  
**noise**=*s.* zgomot  
**noiselessly**=*adv.* fără zgomot, pe nesimțite  
**phone**=*v.* a telefona

**quiet**=*s.* liniște  
**relief**=*s.* ușurare  
**sensible**=*adj.* rezonabil, cu cap/minte, cu bun-simț  
**sensitive**=*adj.* sensibil  
**shoulder**=*s.* umăr  
**sigh**=*s.* suspin  
**soapy**=*adj.* mios  
**social**=*adj.* sociabil  
**soppy**=*adj.* impresionabil, sensibil; (în text și) susceptibil  
**study**=*s.* birou  
**suitable**=*adj.* convenabil, potrivit, adecvat, acceptabil  
**timidity**=*adv.* timid, cu timiditate  
**unpleasant**=*adj.* neplăcut  
**unusually**=*adv.* neobișnuit de



## PHRASES

**on tiptoe** - în vârful picioarelor  
**could you spare me a minute?** - poți să-mi acorzi un minut?  
**never mind** - n-are importanță, n-are nimic  
**do you think it would be all right for me to...** - crezi că ar fi bine/aș putea să...  
**it's high time for you to...** - e (de mult) timpul să..  
**it's all right for you to...** - e normal să-ți...  
**I don't much care about** - nu prea mă omorâ/dau în vânt după  
**to go places** - a ieși (în lume, la spectacole etc.)  
**to turn down an invitation** - a refuza o invitație  
**to be/feel offended** - a se ofensa, a se simți jignit

**nothing doing** - nu-i nimic de făcut  
**that suits me** - îmi convine  
**to talk somebody out of (doing)**  
**something** - a convinge pe cineva să nu facă ceva  
**to give something away** - a se dispensa (despărți) de ceva (făcându-l cadou)  
**what are you driving at?** - unde vrei să ajungi/la ce faci aluzie?  
**to have another axe to grind** - a avea/a urmări un alt interes personal  
**to beat about the bush** - a o lua pe după piersic, a o lua pe departe/ocolite  
**to talk in a roundabout way** - a o lua pe departe/pe ocolite  
**for the time being** - pentru moment/în momentul de față  
**having a sigh of relief** - respirând ușurat

## FOR-TO PHRASES

*A study in Jack and Jill's home some time later. Jack is busy writing letters at his desk. The door opens slowly. Jill comes in noiselessly, walks on tiptoe up to where Jack sits, looks over his shoulder, hesitates for a moment, then timidly says:*

JILL: I'm sorry to disturb you Jack, but I've got something to tell you. Could you spare me a minute, dear?

JACK: Oh, you gave me a shock! I was so absorbed in my work that I didn't hear you come in.

JILL: I'm awfully sorry, Jack. I didn't want to make any noise. I know you like quiet in the house when you work.

JACK: Never mind, Jill. What is it you want to tell me?

JILL: Jack, darling, do you think it would be all right for me to have a new dress made for Mary's house-warming party next week-end?

JACK: Why, certainly, Jill. I think it's high time for you to have a new evening dress. But do you think it's absolutely necessary for us to go to that party at all? I don't much care about parties, anniversaries, celebrations, and all that sort of social gatherings. It's all right for you to like going places, because you're a woman, and a very sociable one, I must say.



### *The "Liberty" General Stores (London)*

JILL: Jack, I know you always prefer staying in to going out as you don't like meeting people, but this time it's quite impossible for us to turn down her invitation. She has already phoned three times for us not to forget about, the party. I am very anxious for her not to be offended. You know how sensitive she is. So we must be sensible, Jack, and accept the invitation.

JACK: Hm, nothing doing, I see. Well, in that case we must also think of a present to buy her. I think the best plan would be for us to go to a large department store and see what we can find there.

JILL: Then will it be convenient for you to drive me to Selfridge's this afternoon? I'd love you to go with me.

JACK: Yes, that suits me.

JILL: Fine. And if we can't find anything suitable, here is a nice black lizard bag for her to use on formal occasions. I've only used it once or twice, so it looks like new. Of course it's for you to say whether or not you agree with my idea. After all it was you who gave me that bag as a present.

JACK (*rather ironically*): I'm glad you still remember it. Well, Jill, you win. I know perfectly well that when something gets into your head it's useless for me to try and talk you out of it. And of course the next thing to do is for me to buy you another bag in place of this one which you are so generously giving away.

JILL: Oh, thank you, Jackie. You're being very sensible and sweet.

JACK: I always am very sensible and sweet. At least I think I am.

JILL: Of course you are, darling, of course you are. There is no need for you to feel offended. You're rather too irritable. I was only joking.

JACK: I am not irritable, but you're being unusually soppy and soapy. I see what you are driving at, so be frank and tell me. Have you got another axe to grind? Is there anything more you wish to get? Surely there is no need for you to beat about the bush.

JILL: I am not beating about the bush, Jack. You know that I never talk in a roundabout way. A new bag is all that I wanted — for the time being, anyhow.

JACK (*heaving a sigh of relief*): Thank Heaven! For you to be so modest is most unexpected and unusual.

JILL: And for you not to say an unpleasant thing to me seems to be impossible.

JACK: Come now, Jill, don't take it like that. I too was only joking.

## WORD STUDY AND PATTERNS

**Anxious.** Cuvânt polisemantic, cu două sensuri de bază, și anume:

- 1) „îngrijorat“, „neliniștit“;
- 2) „foarte dornic (să)“, „nerăbdător (să)“

Example:

1. *anxious feeling* — sentiment/stare de neliniște/îngrijorare, *anxious look* — privire îngrijorată. *I'm very anxious about her health* — mă neliniștește/îngrijorează starea sănătății ei. *Don't be anxious if we're late* — nu te neliniști dacă întârziem.

2. *The man was obviously anxious to please, and we were anxious to see him go* — omul făcea eforturi vizibile să se facă agreabil, iar noi eram nerăbdători să-l vedem plecat.

**Formal.** Acest cuvânt este întotdeauna un *false friend*, traducându-se prin „oficial“, „protocolar“, „ceremonios“ (cu valoare predicativă), „formalist“. Exemple:

formal dinner — dineu oficial.

formal request — cerere oficială/prolocolară.

formal bow — salut ceremonios/protocolar.

He is very formal — e foarte formalist.

Antonimul său este informal (substituibil în exemplele de mai sus).

**Sensible.** Un alt *false friend*, întrucât nu înseamnă niciodată „sensibil“, ci „înțelept, rezonabil, cu cap, cu minte, inteligent“. Exemple:

Be sensible — fii rațional/rezonabil, sensible conduct — purtare înțeleaptă.

That's definitely a sensitive thing to do — iată într-adevăr un lucru înțelept/cuminte. „Sensibil“ se spune sensitive. Exemple:

a sensitive plant — o mimoză (*Mimosa sensitiva*).

Sensitive instrument — instrument sensibil.

Sensitive plate — placă (fotografică) sensibilă, sensitive person — persoană sensibilă.

**Notă.** Oricât ar părea de curios, „sensibilitate” (a unui instrument, în literatură și arte etc.) se spune *sensibility* (care, totuși, are și sensul de „receptivitate mintală, discernământ rapid”), iar nu *sensitivity*, care înseamnă „receptivitate” (a unui aparat de radio) și „capacitate de reacție la stimuli” (în psihologie).

Vorbim așadar de un “sensitive thermometer”, dar de *the sensibility of a thermometer*.

**Surely; certainly.** În legătură cu aceste două cuvinte (care se folosesc adeseori eronat, unul în locul celuilalt) trebuie reținute următoarele:

1. **Surely** se folosește (des) la începutul enunțului, înaintea subiectului sau (mai rar) la sfârșitul enunțului și exprimă ideea de convingere sau speranță puternică. Exemple:

*Surely* there is no need for you to beat about the bush — (că doar) nu-i nevoie să o iei pe de departe.

*Surely* you don't want him to feel offended — sper că nu vrei să se simtă jignit.

Oh, but you could work much better, *surely*! — cu siguranță că ai putea munci mult mai bine. (Sensul: doar n-ai să-mi spui că nu.)

2. **Certainly** se folosește după subiect, înaintea verbelor principale, dar după verbele auxiliare și modale (la timpurile Simple) sau între auxiliar, verb modal și participiul trecut al verbului principal (la timpurile compuse). El poate figura de asemenea la începutul sau sfârșitul unui enunț fără verb, exprimând în toate pozițiile ideea de certitudine. Exemple:

He *certainly* writes good books. (După subiect, înaintea verbului principal.)

He *is certainly* writing good books. (După subiect și după verbul auxiliar, înaintea verbului principal la timpul simplu.)

He *can certainly* write good books. (După subiect și după verbul modal, înaintea verbului principal la timpul simplu.)

He *has certainly* written good books. (Între auxiliar și participiul trecut al verbului principal la timpul compus.)

*Yea, certainly.* (La sfârșitul unui enunț, fără verb.)

*Certainly not.* (La începutul unui enunț, fără verb.)

**Notă.** Când enunțul conține atât un verb modal, cât și un verb principal la un timp compus, certainly se plasează de obicei, în scopuri de accentuare, imediat după verbul modal. Exemplu:

*He must certainly have written good books.*

**Iată cele două cuvinte din nou, de data aceasta contrastate sub raport semantic:**

certitudine: *He certainly writes good books.* (Sensul: sunt sigur.)

convingere, speranță puternică: *Barely he writes good books.* (Sensul: doar n-ai să spui că nu-i așa.)

**To agree with/to/(up)on.** *To agree with* (somebody, what somebody says, an idea, somebody's idea etc.) înseamnă „a fi de acord cu”, cu sensul de „a fi de aceeași părere”; *to agree to* (a plan, a proposal, an action, do something) înseamnă „a fi de acord (cu)”, eu sensul de „a accepta, a aproba”.

*To agree (up)on* (a plan, an action, doing something) înseamnă „a cădea de acord asupra/să”.

Exemple:

I quite agree with what you said before, namely that in order that our partner may agree to take such risks, he must first agree to a joint plan of action, and this is precisely what we haven't agreed upon yet — sunt întru totul de acord cu dv., și anume că pentru ca partenerul nostru să

poată consimți să-și asume ustfel de riscuri, el trebuie în prealabil să aprobe un plan comun de acțiune, ori tocmai acesta este lucrul asupra căruia nu am căzut încă de acord.



## GRAMMAR

**§ 32. I've got something to tell you** („trebuie să-ți spun ceva“, cu sensul „am ceva să-ți spun“) nu trebuie confundat cu *I've got to tell you something*, care este sinonim cu *I must tell you something* (pură necesitate) sau cu *I'll tell you something* („să-ți spun ceva“: viitor cu nuanță volitivă). Exemple:

“I say, Peter, can you spare me a minute? *I've got something to tell you.*”

“Yes, what is it Tom?”

“Well, *I've got to tell you* not to go to Peter's home this afternoon. Peter asked me *to tell you* so.”

“Listen, Torn, *I'll tell you something.* Peter is a fool.”

**§ 33. It's high time for-to/Past.** Această construcție are sensul „e (de mult) timpul (să)” și este urmată fie de *for+ to* fie de un *Past*. Exemple:

*It's time for the children to go to bed* — *It's time the children went to bed* — e timpul ca copiii să se ducă la culcare.

*It's about time for you to telephone him* — *It's about time you telephoned him* — ar cam fi timpul să-i telefonezi.

*It's high time for you to have a new evening dress*= *it's high time you had a new evening dress* — ar fi trebuit de mult să ai o nouă rochie de seară.

**§ 34. YOU'RE BEING + Noun/Adjective.** Spre deosebire de *you're*+ substantiv/adjectiv care arată o caracteristică permanentă, *you're being*+ substantiv/adjectiv arată o trăsătură temporară, chiar momentană. Exemple:

*Little Tommy is generally a good child (to be la forma nedefinită = caracteristică permanentă), but today he is being very naughty (to be la forma continuă = trăsătură temporară).*

“*Generally you're quite sensible, I must admit. But today you're being a nuisance. Stop being a nuisance, Paul.*”

**§ 35. For-to.** Această construcție este formată din prepoziția *for* + substantiv (sau pronume personal) la acuzativ + infinitiv lung:



*for + S./P. Acuz, Pers.+ Infinitiv.*

Ea se folosește adeseori ca un înlocuitor al unui verb modal, putând avea diferite valori, și anume:

1. *Subiect:*

**For you to remember** *all these things is quite essential.* sau, mai frecvent, cu *it* introductiv:

*It is quite essential* **for you to remember** *all these things.*

**For you to be** *so modest is quite unusual.*

2. *Nume predicativ:*

*The most important thing of all is* **for you not to be** *late for the train.*

*The next thing to do is* **for me to buy** *you another hat.*

3. *Atribut.*

*This is a good book* **for you to read** *on the train.*

*Here's a nice lizard bag* **for her to wear** *on formal occasions.*

4. *Complement direct:*

*Do you think it would be all right* **for me to have** *a new dress made for the occasion?*

*I think it would be better* **for you not to mention** *it at all to Helen. She's too sensitive, you know.*

5. *Complement circumstanțial de scop:*

*I'm very anxious* **for her not to be** *offended.*

*She's already phoned three times* **for us not to forget** *about the party.*

6. *Complement circumstanțial de rezultat:*

*It was too cold* **for me to go** *out without my coat on.*

*The suitcase was too heavy* **for me to carry** *alone.*



## EXERCISES

### *I. Fill in the blanks with prepositions or particles:*

**I.** Do you think it would be all right ... me to ask her ... dinner? 2. Do you think it's absolutely necessary ...us ... go ... that party ... all? 3. I know you always prefer staying. ... going ..., but this time it's quite impossible,, turn ... their invitation. 4. They have already phoned three times ...us not ...forget ... the party 5. I think the best plan would be ...us ... go ...a large department store and see what we can find there. 6. I know perfectly well that when something gets ... your head, it's useless ... me ... try and talk you ... it. 7. And ... course the next thing ... do is ... me ... buy you another bag ... place ... this which you are so generously giving... 8. Surely there's no need ...you ... beat ... the bush.

### *II. Make sentences with the help of the following table;*

	possible				
	impossible				make it.
	necessary				do it.
	unnecessary		me		say it.
It's	useful		you		tell it.
It isn't	useless		him		get it.
It was	natural		her		take it.
It wasn't	unnatural		us	to	leave it.
It'll be	unusual	for	them		find it.
It would be	unexpected		John		lose it.
It may be	convenient		Mary		omit it.
It might be	advisable		some people		want it.
	imperative		everybody		go.
	easy				leave.
	difficult				stay.
	good				
	wrong				
	right				
	all right				

### **III. Rewrite these sentences using the *for-to* phrase.**

*Example: This detail is very important. You must not omit it.*

*It is very important for you not to omit this detail.*

*This detail is too important for you to omit.*

1. This problem is too difficult. I cannot solve it. 2. You must pass that examination. That's what really matters now. 3. And then you must get a job. That is the next thing to do. 4. I can't lift this desk. It's too heavy (for me). 5. I've changed the spare wheel (*roata de rezervă*). Now you can drive on. 6. Don't change it now. It's better like that. You may be sorry for it if you do. 7. Here, take my pen. You may use it whenever you want to. 8. You must buy another suit. It's time you had a new one.

#### **I. Translate into English using the *for-to* phrase whenever possible:**

Prietenul meu mi-a telefonat ca să nu uit că avem bilete la teatru. Nu era nevoie să-mi telefoneze, căci știam acest lucru prea bine. Totuși, i-am mulțumit ca să nu se simtă ofensat. Apoi m-am bărbierit, m-am îmbrăcat și am plecat. Pe drum, ca să nu întârzie, am luat un taxi care tocmai trecea. Am ajuns la teatru tocmai la timp ca să-mi las pardesiul la garderobă (*cloakroom*) și să ne ocupăm locurile. Piesa a fost lungă și proastă, dar prietenului meu i-a plăcut. Aplauda la scenă deschisă (in midscene). Așa că, de teamă (*for fear*) să nu-l amărăsc (*to upset*), am aplaudat și eu, din când în când. Apoi, când în sfârșit, piesa s-a terminat, i-am mulțumit, m-am scuzat că sunt foarte grăbit, și am plecat repede de teamă să nu mă invite și altă dată. În drum spre casă însă mi-am amintit că de fapt eu eram acela care îl invitasem pe el, și nu invers. Am înțeles acum de ce era așa de nerăbdător să nu piardă spectacolul.



## CAPITOLUL 13

### THE MODAL VERBS

#### Cuprins

##### 1.1.Introducere

##### 1.2.Competențele unității de învățare

**The Modal (Defective) Verbs** – reading practice + exerciții

Exerciții de exprimare orală, de gramatică și de vocabular

##### 1.1.Introducere



Cunoașterea limbii engleze la nivel conversațional implică utilizarea multor expresii menite să transmită colocutorului sentimentele și trăirile celui care vorbește pe lângă conținutul de idei propriu-zis. În sprijinul acestei abilități stau exercițiile de vocabular și gramatică menite să ajute vorbitorul să se facă înțeles foarte bine. Verbele modale ajută mult nuanțarea discursului, astfel ca lor le-a fost alocat un capitol mai voluminos.

##### 1.2.Competențele unității de învățare

La finalul parcurgerii acestei unități de învățare, studentul va fi capabil să: utilizeze corect o serie de expresii specifice limbii vorbite – *to get on somebody's nerves, old man!, that's a good guess, that's plain, now you're talking!, to put it briefly, etc*), să folosească corect: expresia “all right” cu valoare adverbială după un substantiv (pronume), precum și dubletul *the former/ the latter*. La nivel de gramatică, studentul va ști să utilizeze corect verbele modale *need, dare, used to, etc*.



**Durata de parcurgere a unității de învățare este de 4 ore**



## VOCABULARY

**barely**=*adv.* abia(dacă), cu greu, aproape că nu  
**barber's shop**=*s.* frizerie  
**behave**=*v.* a se comporta  
**brierfly**=*adv.* pe scurt  
**comfort**=*v.* a consola, (în text și) a liniști  
**consequently**=*adv.* în consecință, drept care  
**cry**=*v.* a plânge  
**defective**=*adj.* defectiv  
**dispute**=*s.* dispută  
**entirely**=*adv.* în întregime, pe de-a-ntregul  
**feign**=*v.* a se reface, a simula  
**haircut**=*s.* tuns  
**hence**=*adv.* de unde (și)  
**hurray!**=*interj.* Ura!  
**invariably**=*adv.* invariabil  
**invent**=*v.* a inventa, a plăsmui  
**inversion**=*s.* inversiune  
**largely**=*adv.* în bună/mare măsură  
**mark**=*s.* notă(școlară)  
**master**=*v.* a stăpâni, a poseda

**misunderstanding**=*s.* neînțelegere  
**modal**=*adj.* modal  
**monotonous**=*adj.* monoton  
**need**=**I.v.** *principal* a avea nevoie; a fi necesar. **II.v** *modal* a trebui, a fi nevoie/necesar  
**ordinary**=*adj.* obișnuit  
**ought to**=*v* *defectiv* ar trebui, se cuvine abia(dacă), cu greu  
**practically**=*adv.* practic (vorbind)  
**relatively**=*adv.* relativ  
**revise**=*v.* a recapiula, a repeta, a revedea  
**revision**=*s.* recapitulare, repetiție  
**scarcely**=*adv.* abia (dacă), cu greu  
**settle**=*v.* a potoli, a pune capăt

**sob**=v. a plânge cu sughituri; (despre un copil) a se smiorcăi  
**statement**=s. expunere, afirmație  
**still**=adv. liniștit; (în text și) cuminte  
**stress**=v. a sublinia, a scoate în evidență  
**supply**=v. a procura, a furniza; (în text și) a da  
**synonymous**=adj. sinonim  
**tell**=v. a deosebi, a distinge  
**tend**=v. a tinde  
**unnecessary**=adj. inutil, superflu



## PHRASES

**to get on somebody's nerves** — a călca pe nervi pe cineva  
**(it's) too much of a good thing** — ce-i mult nu-i bun  
**one verb at a time** — cate un verb odată  
**I'm lazy or anything** — sunt leneș sau mai știu eu cum  
**joking apart** — lăsând gluma la o parte  
**old man!** — bătrane!  
**we can't help it** — n-avem încotro, n-avem ce să-i facem  
**It can't be helped** — e inevitabil  
**that's plain!** — asta-i clar!  
**it's 5 to 1** — cinci la unu  
**now you're talking!** — ei, așa da! așa mai vii de-acasă!

**needless to say** — nu e nevoie să mai spun  
**to put it briefly** — pe scurt, într-un cuvânt  
**suppose you give us a few examples** — ce-ar fi să ne dai cateva exemple  
**(now) the trouble was that...** — partea rea era că...  
**the hither** — acesta din urmă  
**to this effect** — în acest sens  
**now that I come to think better of it** — acum că (stau și) mă gandesc mai bine la asta  
**as far as I know** — după câte știu  
**set phrases** — locuțiuni/expresii consacrate  
**it (all) boils down to** — totul revine la, se reduce la



## THE MODAL (DEFECTIVE) VERBS

### Need

*Scene: Eva's flat. Time: about 7 p.m. Characters: Eva, Diana, Liza, George, Paul, and Adrian.*

**EVA:** Today we should have another revision lesson. What, do you think, Diana?

**DIANA:** Er — yes, I should think so. But what shall we revise? What shall we start with?

**EVA:** Well, what would you suggest?

**LIZA:** May I say something?

**EVA:** Yes, please. Do.

**LIZA:** I suggest we should continue with the modal verbs. Adrian might not like it, but I feel this is

something we really need in order to improve our English. Yes, Adrian, would you like to say something?

**ADRIAN:** Oh, must we always study the modal verbs? Can't we repeat something else, just for a change? It's beginning to get on my nerves. It's too much of a good thing, if I may say so.

**DIANA:** I'm sorry, Adrian, but we must. We simply have to if we want to speak and write better English. And that's something you ought to know. But you needn't worry we will only take one verb at a time, as in fact we have always done.

**ADRIAN** (*feigning indignation*): I will listen no further. And you mustn't think that I'm lazy or anything. But, joking apart, our lessons tend to become monotonous. What do you say, boys?

**PAUL:** Well, we can't help it, old man.

**GEORGE:** Yes, it can't be helped, that's plain.

**ADRIAN:** All right. It's 5 to 1. You win.

**EVA:** Now you're, talking! And that settles our dispute. Well, the next modal verb on my list is *need*. I'm going to ask a few questions on that verb and, needless to say, you'll supply the answers. All right?

**ALL:** All right.

**EVA:** First question: Is *need* always a modal verb? Liza, please.

**LIZA:** No, it isn't. As a matter of fact, we'd better talk of two verbs *need*. One is a modal (defective) verb, the other is not. Must I go into all the details?

**EVA:** Well, you needn't, if you don't want to.

**LIZA:** Oh, but I will.

**EVA:** Then do, please.

**LIZA:** It's really very easy to tell one from the other. The "full" verb (i. e. the one that's not defective) is quite regular. First, it forms its Past tense and Past Participle (one form only) by adding-ed to the Infinitive (*to need*). Therefore, its three forms are: *to need* - *needed* — *needed*. Secondly, it takes -s in the third person singular of the Present Indicative; thirdly, it forms its interrogative and negative by means of the auxiliary *to do*; and, lastly, it is followed by an Infinitive with *to*. To put it briefly, the "full" verb *to need* behaves like any ordinary verb.

**EVA:** And what does the "full" verb *to need* mean?

**LIZA:** It means *to want*, *to require*, *to be in need of*. Also *to be necessary*, especially when it is used in interrogative and negative sentences.

**EVA:** Excellent, Liza. If I were to give you a mark, it should be ten. Now for some examples. Adrian, suppose you give us a few examples.

**ADRIAN:** If I must, I must. Er — can I tell you a story based on this verb? I think I've read it in a book.

**EVA:** Please do.

**ADRIAN:** A little boy called Johnny needed a haircut, as all men do, from time to time. Now the trouble with Johnny was that he didn't want to have his hair cut, as he hated having to sit still for ten minutes in the barber's chair. So he always cried and said, "Why do I always need a haircut? What do I need a

hair cut for? “Then his mother would try to comfort him and say “Come, come, dear you know very well that you don't always need a haircut, but you do need a haircut from time to time, my pet.” And she would take him to the barber’s shop and tell the barber “My little boy needs a haircut.” This is what she invariably said, “needs”. And little Johnny sobbed and had his hair cut. But one day when again Johnny needed to have his hair cut, his mother was ill in bed and couldn’t go with him. So the little boy went with his father. Now it happened that when the latter addressed the barber, he didn’t say (like his wife) “My little boy needs a haircut”, but said “My boy wants a haircut.” To this little Johnny jumped down from his seat and said, “It’s not true. It’s not true. I don’t want a haircut. I don’t want.” And he began to cry.

**EVA:** Well, you may have read the story somewhere, or you may just have invented it, doesn’t matter. Thank you for a very amusing story, Adrian. And now let’s see who can explain the cause of the misunderstanding in Adrian’s story. George?

**GEORGE:** It’s very simple. The verb *to want* has several meanings. One of them is *to need* or *to require*, as was used by Johnny’s father who said “My boy wants a haircut,”, which is another way of saying “My boy needs a haircut. ” Another meaning is *to wish, to desire*. It was with this meaning that Johnny thought the word had been used by his father, hence his protests.

**EVA:** Very good, George. And now who would like to say just a few words about *need* as a modal (defective) verb? Diana? Thank you.

**DIANA:** As a defective verb, *need* has of course no Infinitive, no Participles and no Past tense. It takes no *-s* in the third person singular of the Present Indicative. It makes its interrogative by inversion, and its negative by adding *not*. (This is always shortened to *needn’t*). In fact, it’s practically used only in interrogative and negative sentences. What else shall I say? Oh yes, it can take an adverb of indefinite time and frequency (e. g. *always, never*, etc.) immediately after it, and not before it (as all ordinary verbs do); and it is followed by an Infinitive without *to*. In a word, it behaves like any modal (defective) verb. Shall I give a few examples?

**EVA:** Certainly. I was just going to ask you to.

**DIANA:** Well, instead of saying “Shall I give a few examples?”, I may have said “Need I give a few examples?”

**EVA:** Very good. And what would my answer be, in the affirmative?

**DIANA:** “Yes, you must.”

**EVA:** And in the negative?

**DIANA:** “No, you needn’t.”

**EVA:** Then what’s the meaning of *need* as a defective verb?

**DIANA:** It is *to be necessary*. Indeed, “Need I give a few examples?” is synonymous with “Is it necessary that I should give a few examples?”, or “Is it necessary for me to give a few examples?”

**PAUL:** I’d like to add that when *needn’t* is followed by a Perfect Infinitive it indicates that although something happened in the past, it was unnecessary. Here are a few examples to this effect illustrating



the difference in meaning between *need* used as a “full” verb and *need* used as a “defective” verb:

“He didn’t smoke; so *I didn't need to offer* him a cigarette (and, consequently, *I didn't offer* him any, as it wasn’t *necessary*)”.

“He didn’t smoke; so *I needn't have offered* him a cigarette (but *I did offer* him one, although it wasn’t *necessary*)”.

Or:

“He bought me the dictionary I wanted; so *I didn't need, to buy* one myself (and, consequently, *I didn't buy* any, as it was *unnecessary*).”

“He bought me the dictionary I wanted; so *I needn't have bought* one myself (but *I did buy* one, although it was *unnecessary*).”

**EVA:** Excellent, Paul. Well, —

**GEORGE:** Excuse me interrupting you, but now that I come to think better of it I don’t entirely agree with Diana. She said that as a defective verb *need* is used only in interrogative and negative sentences. Now as far as I know, it can also be used in affirmative statements with such words as *barely*, *scarcely*, *hardly*. E.g. “I need hardly stress the importance of mastering the modal verbs in English.”

**EVA:** It’s true, but such “set phrases” (or fixed constructions) are relatively rarely used in the language. And then *barely*, *scarcely* and *hardly* are largely negative in meaning, so it all boils down to what Diana said. Well, I need scarcely tell you that our revision lesson, which was entirely successful, has come to an end.

**ADRIAN:** So we needn’t dwell upon it any longer, need we?

**EVA:** Oh, but we must. But not now.

**ADRIAN:** Hurray!

## WORD STUDY AND PATTERNS

**To have a haircut; to have one’s hair cut.** Deși sinonime lexicale, aceste două expresii nu sunt interschimbabile în context. Prima, *to have a haircut*, este o construcție fixă care nu permite nici o expansiune. Aceasta este posibilă numai în cea de-a doua. Exemplu:

“You *must* have a haircut, *you know*.”

“Yes, I *must have my hair cut short*.”

“*How do you want* your hair out, *on the top, sir?*” — vreți să mai scurtez părul din lungime/să-l mai iau din creștet, domnule?

“*No, only at the back and sides, please*” — nu, numai la spate/ceafă și din părți.

**Latter.** Acest comparativ neregulat al lui *late* are două sensuri:

1. „Cel de-al doilea“ (+S)., „cea de-a doua“ (+S.). Exemple:

**The latter half of March.**

**The latter half of the nineteenth century.**

**I prefer the latter alternative (to the former)** — prefer cea de-a doua alternativă (primei enunțate).

2. (Folosit ca pronume) „acesta din urmă“, „aceasta din urmă“; „cel de-al doilea“, „cea de-a doua“. Exemple:

*Of the two alternatives, I prefer the latter* — dintre cele două alternative, o prefer pe aceasta din urmă/pe cea de-a doua.

*Tom and Dick entered the room. The latter was wearing a raincoat.* Tom și Dick intrară în cameră. Acesta/cel din urmă purta o haină de ploaie.



## GRAMMAR

### 36. To replacing an Infinitive (TO ca înlocuitor al unui infinitiv menționat anterior).

Pentru a se evita o repetiție stilistic supărătoare, particula infinitivă *to* este adeseori folosită, în anumite condiții (v. mai jos), ca înlocuitor al unui infinitiv menționat într-un enunț imediat anterior.

Această folosire idiomatică a lui *to* este posibilă numai după:

1. verbele principale *to want, to wish, to hope, to like, to love, to try, to hate*;
2. verbele modale *to have, need, ought to, used*;
3. construcțiile *to be able* și *to be going*.

Exemple:

*"Did you see the Tate Gallery while in London?"*

*"Well, I wanted **to**, very much, but I didn't have the time **to**."*

*"Did you telephone later?"*

*"Oh yes, I tried **to** several times, but apparently he **was not** in."*

*"Then would you like to come with me to a film?"*

*"Yes, I'd love **to**, but I don't think I'll be able **to**."*

*"Have you been to market yet?"*

*"No, but I'm just going **to**."*

*"Do you wash the linen yourself?"*

*Well, I used **to**, but now I take them to a launderette"* (spălătorie mecanică cu autoservire).

### 37. *to DO* + Infinitive (Emphatic)

Verbul *to do* se folosește în propoziții afirmative, cu valoare de întăritor, în asociere cu un infinitiv (fără particula *to*). Valoarea temporală a acestei construcții este de prezent (*do*) sau de trecut (*did*). Exemple:

*"You can't go there, as you don't know the place."*

*"Oh, but I **do** know the place."*

*"I waited for you all morning. Why didn't you telephone me?"*

*"Oh, but I **did** telephone you, but the line was permanently engaged."*

Exemple din text:

*You don't always need a haircut, but you **do** need a haircut from time to time.*

*He didn't smoke; so I needn't have offered him a cigarette, but I **did** offer him one (although it wasn't necessary)*



## EXERCISES

### ***Fill in the blanks with prepositions and particles:***

1. A little boy called Johnny needed a haircut, as all men do ... time ... time. 2. Now the trouble ... Johnny was that he didn't want ... have his hair cut, as he hated having ... sit still ... ten minutes ... the barber's chair. 3. So he always cried and said "Why do I always need a haircut? What do I need a haircut ...?" Then his mother would try ... comfort him and say "Come, come, dear you know very well that you don't always need a haircut, but you do need a haircut ... time ... time...". 4. This is what she invariably said, "needs". And little Johnny sobbed and had his hair cut. But one day when again Johnny needed ... have his hair cut, his mother was ill ... bed and couldn't go ... him. So the little boy went ... his father. 5. Now it happened that when the latter addressed the barber, he didn't say (like his wife) "My little boy needs a haircut", but said "My boy wants a haircut." ... this little Johnny jumped ... his seat and said "It's not true. It's not true. I don't want a haircut. I don't want." And he began ... cry.

### ***I. Fill in the blanks with the forms of need required by the sense:***

1. You ...ring the bell. I've got a key. 2. You ... worry. He is sure to turn up any moment now. 3. ... I ... (to) tell you all the details, or perhaps you know them already? 4. Why buy another car? What ...you ... it for? 5. You ... drink it all, if you don't like it. 6. You ... (to) go to the shops today. There's still plenty of food in the refrigerator. 7. I wonder why you gave him that Spanish book. He cannot read Spanish, so you ... have given, it to him. 8. I meant to give him a dog, but I found out just in time that he disliked dogs, so I ... to give him any.

### ***II. Replace the words in italics by the forms of the verb need required by the sense. Make any other necessary changes:***

1. The Joneses are throwing a party (*dau o petrecere*) at home, and have asked me to come too; but I can't go. *Will it be necessary for me* to write them a letter, do you think, or could I just telephone them?
2. No, *it isn't necessary for you* to write them at all if you're good friends, *I don't think*. I suppose a telephone call will be just enough.
3. Is it *necessary for one* to pay cash in the large department stores in London?
4. No, *you are not required* to pay cash. You can always pay by cheque in most London shops, as in fact in practically all larger shops throughout Britain.
5. My employer told me that *he didn't require* me tomorrow, so I am free.
6. We were stopped at the frontier, but the customs officials (*funcționarii vamali*) didn't require us to open our suitcases, so we *didn't* open them.
7. I took my umbrella on our trip to Windsor, but the weather was fine, so I had no occasion to use it and *I might have left* it at home.
8. *Must* you finish your work today? Couldn't you put it off till tomorrow?

### ***III: Translate into English using the verb need whenever possible:***

- Spune-mi, Dan, trebuie să mă duc acolo? Vreau să spun e nevoie să mă duc eu acolo?

Nu se poate duce Adrian în locul meu?

- Nu, nu trebuie să te duci, dacă nu vrei. Dar cred că nu e nevoie să subliniez prea mult importanța acestor conferințe despre Anglia secolului a XX-lea.

. — Nu era nevoie să menționezi acest lucru. Știu și *eu* că aceste conferințe ținute (given) de profesorul Martin sunt foarte interesante. Măgandeam însă că...în fine, n-are importanță. E nevoie să rețin un loc din timp?

— Nu, nu nevoie să reții nici un loc. Cel puțin când am fost eu la una din conferințele sale săptămîna trecută, nu a trebuit să rețin nici un loc. Sala do conferințe (*lecture theatre*) e foarte încăpătoare și mai erau încă locuri libere.



## VOCABULARY

**ability-s.** capacitate  
**accurate-adj.** precis  
**adopt-v.** a adopta  
**agressively-adv.** cu agresivitate  
**bed-sitting-room-s.** cameră combinată  
**bold-adj.** îndrăzneț  
**capacity-s.** capacitate; (în text) calitate  
**challenge-I.s.** provocare, sfidare, II.v. a provoca, a sfida  
**confidence-s.** încredere  
**confirm-v.** a confirma  
**counterpart-s.** echivalent, corespondent  
**courage-s.** curaj  
**coward-s.** laș  
**dare, dared – I.** v.principal 1. a îndrăzni, a avea curajul/îndrăzneala 2.a provoca, a sfida, II.v. modal  
**defiantly-adv.** cu sfidare  
**delighted-adj.** încântat  
**detached-adj.** detașat, degajat  
**dining-recess-s.** nișă/despărțitură servind drept sufragerie  
**expound-v.** a expune, a prezenta  
**hostess-s.** gazdă  
**impudence-s.** nerușinare, neobrăzare  
**impudent-adj.** impertinent, nerușinat  
**lack-s.** lipsă  
**lexical-adj.** lexical  
**maliciously-adv.** cu malițiozitate  
**manifest-adj.** evident, cert, manifest, vădit  
**mere-adj.** simplu  
**mock-v.** a-și bate joc  
**morphological-adj.** morfologic  
**paint-v.** a zugrăvi  
**precise-adj.** precis, exact  
**pretend-v.** a pretinde, (în text) a se preface  
**quotation-s.** citat  
**quote-v.** citez  
**resolutely-adv.** cu hotărâre  
**surely-adv.** fără doar și poate  
**syntactical-adj.** sintactic  
**topic-s.** subiect de conversație, temă de discuție  
**treat-v.** a trata, a considera  
**unsure-adj.** nesigur  
**venture-v.** a se aventura, a risca, a îndrăzni  
**woodwork-s.** lemnărie

## PHRASES

**as usual-** ca de obicei  
**the last but one-** penultimul  
**1 for one-** cu unul/una  
**honest-** zău așa! pe cuvânt de onoare!  
**to put on an air of importance-** a lua un aer important, a face pe importantul  
**sorry to have kept you waiting-** îmi pare rău că v-am făcut să așteptați  
**in addition-** în plus  
**just the same-** (absolut) la fel, identic  
**unquote-** am încheiat citatul  
**I've a feeling that...** -am impresia/senzația/sentimentul că...  
**to be recorded on tape-** a fi înregistrat pe bandă (magnetică)  
**to play back the tape-recorder-** a pune/a asculta banda din nou  
**to make one's contribution (to)-** a-și aduce contribuția la  
**suppose you say something about-** ce-ar fi să spui (câte) ceva despre...  
**that's a good guess!** -ai ghicit bine!  
**to take offence-** a ofensa  
**under consideration-** (aflat) în discuție  
**I daresay-** după toate probabilitățile, după câte se pare, după cât îmi dau seama



## THE MODAL (DEFECTIVE) VERBS

### Dare

*The six friends are all in the dining-recess of Eva's flat, as the walls and woodwork in her bed-sitting-room are just being painted. As usual, Eva, in her capacity as hostess, is the first to speak.*

**EVA:** The last but one modal verb on my list is *dare*. Now who dare speak about this verb? (*Maliciously*) Surely not Adrian !

**ADRIAN** (*rather aggressively*): Eva, do you dare me to speak about this verb?

**EVA,** (*defiantly*): Yes, I do.

**ADRIAN,** (*resolutely*): All right, I accept your challenge.

**LIZA,** (*obviously surprised*): Adrian, do you really dare to speak about it?

**ADRIAN:** Of course I do. You don't think I have the courage to, eh?

**LIZA** (*embarrassed*): Well, it's a difficult verb, you know. I for one don't dare to say a word about it. And I think Diana daren't say a word about it, either. Dare you, Diana?

**DIANA:** No, I daren't. That's why I am very surprised myself at seeing Adrian so brave.

**ADRIAN**(*pretending to be offended*): Hey, I say, are you mocking me, both of you? How dare you !

**DIANA** (*simply*): No, we aren't, honest !

**EVA** (*putting on an air of importance*): Adrian, I dared you to speak about a difficult modal verb and you said you accepted my challenge. Now speak. I'm waiting.

**ADRIAN** (*in a detached manner*): O.K. Sorry to have kept you waiting. Well, *dare* can be treated as a "full" verb, or as a "defective" verb. In both cases, it has the same meaning, viz. *to venture (to)*, *to have the courage or impudence (to)*, *to be brave (or bold) enough (to)* and it is only used in interrogative and negative sentences.

**EVA**: Er, yes. Er, of course, you could also speak of the "full" verb *to dare* and of the modal (defective) verb *dare*, and say that there are no lexical and syntactical differences between them. But, morphologically speaking, are the two verbs just the same?

**ADRIAN**: Why, certainly not. As a "full" verb *to dare* is quite regular. It makes its Past tense and Past Participle (one form only) by adding *-ed* to the Infinitive (e. g. *to dare* — *dared* — *dared*). In addition, it behaves like an ordinary verb, i. e. it takes *-s* in the third person singular of the Present Indicative; it makes its interrogative and negative with *to do*; and, lastly, it is followed by an Infinitive with *to*.

**EVA**: I can see that you have adopted Liza's precise way of presenting things. Very good. Now kindly give us a few examples.

**ADRIAN**: I shall quote Liza, if she doesn't mind.

**LIZA** (*amused*): On the contrary, I'll be delighted.

**ADRIAN**: A few minutes ago, Liza asked me (quote) "Do you really dare to speak about it?" (unquote). I interpreted her words as meaning "Do you really have the courage to speak about it.?"

**EVA**: And that's precisely what was meant.

**ADRIAN**: Yes, I know. And then Liza said, "I for one don't dare to say a word about it", meaning that she wouldn't venture to speak about a grammatical problem which she felt she was unsure of.

**EVA**: Liza is always very modest, I might even say rather too modest. Very good, Adrian. Thank you. Any other meaning of *to dare* that you may, have noticed? Paul?

**PAUL**: The "full" verb *to dare* has a second meaning which its defective counterpart *dare* has not. And this is *to challenge*. You remember that at the beginning of our talk Adrian asked Liza if she dared him to speak about, today's topic, and added that he accepted her challenge. And then, twenty seconds later, Eva confirmed having challenged Adrian to speak about what she regarded as being a difficult modal verb, saying — I quote — "I dared you to speak about a difficult modal verb."

**EVA**: Hm, I must say that all your quotations are so very accurate that I've a feeling our conversation here has been recorded on tape and we are now playing back the tape-recorder. Now I expect George to make his own contribution to our talk. He hasn't said a word so far.

**GEORGE**: True. What is it you want me to talk about, girls?

**LIZA**: Suppose you say something about *dare* as a modal verb.

**GEORGE**: Yes. Well, *dare* is a modal (defective) verb all right. This means that it has no Infinitive and no Past Participle. Its Past tense is *dared*, like that of the "full" verb *to dare*. It takes in the third person singular. Er — it makes its interrogative by mere inversion, and its negative by adding *not* which, of course, is commonly shortened to *daren't*. Er —

**EVA**: Can it take an adverb of indefinite time and frequency, you know words like *always*, *never*, *sometimes*, *rarely*, etc.?

**GEORGE:** Yes, it can. Immediately after it. And it, can also be followed by an Infinitive without *to*. I think that's about all. Now you will probably want me to illustrate this use of *dare* with some examples.

**EVA:** That's a good guess, George!

**GEORGE:** I — I think I'll follow Adrian's example and quote from our conversation. Eva started it by asking, "Who dare speak about this verb?" Remember? And Liza said, "I think Diana *daren't* say a word about it, either. Dare you, Diana?" And then Adrian took offence at Diana's manifest lack of confidence in his ability to expound the verb under consideration, and said, "How dare you!", meaning "What an impudent remark!"

**EVA:** Good. Well, I daresay enough has been said about this problem.

**ADRIAN:** Daresay? What's that?

**DIANA:** Why, don't you know? It's an expression used mostly in the first person and meaning *perhaps*, or *it is probable that*.

**ADRIAN:** Hm, I see. Then Eva is absolutely right, I daresay.

### WORD STUDY AND PATTERNS

**ALL RIGHT** after Nouns (S.+ **all right**). În vorbirea colocvială, **all right** este adeseori folosit adverbial după un substantiv (sau pronume), având valoare de întăritor și sensul de „neîndoielnic“, „fără doar și poate“. Exemple:

*"I say, isn't that Peter waving to us over there?"*

*"Yes, that's Peter /him **all right**."*

*The verb "dare" is a modal verb **all right**.*

**KINDLY** + Imperativ. Urmărit de un imperativ, **kindly** are rolul de a transforma un ordin, o poruncă sau comandă într-o rugămintă sobră sau invitație politicoasă. În acest caz, construcția se traduce prin „fii (te rog) drăguț,/ amabil și...“ Exemple:

*Open the door! - deschide ușa! (Ordin)*

*Open the door, **will you**? — **vrei să deschizi ușa**? (Ordin atenuat)*

***Kindly** open the door — fii amabil și deschide ușa, te rog. (invitație politicoasă)*

***Will you be so kind** as to open the door?*

sau

***Will you be kind enough** to open the door? - vreți să fiți atât/așa de amabil, drăguț și să deschideți ușa? (Rugămintă foarte politicoasă)*

**EITHER** having a negative meaning (EITHER cu valoare negativă).

Atunci când, într-un enunț, se repetă un verb la negativ cu un subiect nou, **either** se folosește la sfârșitul enunțului cu valoare de **neither**. Exemple:

*Mary doesn't want to go there and I don't want, **either** = Mary doesn't want to go there, and **neither** do I.*

*"I haven't seen the film yet!"*

*"Well, I haven't, either." = "Neither have I".*

**N o t ă.** Rețineți că după *neither* are loc inversiunea: predicat + subiect.





## EXERCISES

### I. Fill in the blanks with prepositions:

1. As a "full" verb *to dare* is quite regular. It makes its Past tense and Past Participle ... adding *-ed* ... the Infinitive. 2. ... addition, it behaves like an ordinary verb, i.e. it takes *-es* ... the third person singular... the Present Indicative; it makes its interrogative and negative... *to do*; and, lastly, it is followed ...an Infinitive ... to. 3. *Dare* is a modal (defective) verb. This means that it has no Infinitive, and no Past Participle. Its Past tense is *dared* like that ... the "full" verb *to dare*. It takes no *-s* ... the third person singular. It makes its interrogative ... mere inversion, and its negative ... adding *not* which, ... course, is commonly shortened ... *daren't*.

### II. Replace the words in italics with the verb dare in the form required by the sense:

1. Have you got enough courage to walk through a graveyard (*cimitir*) at midnight.
2. Do I understand you *to challenge* me to do such a thing?
3. Well, I *wouldn't have the courage* to do it, you know.
4. I don't think you *have the courage* to fight him.
5. Do you *have the impudence* to suggest that I am a coward?
6. No, I am merely saying that you would be afraid to do it.
7. He was *afraid* to do it without permission.
8. Did he venture to ask the manager (*director*) for a rise in salary?

### III. Translate into English using the verb dare whenever possible:

Cum prietenul său îl provocase, în fața Evei, să umble singur noaptea prin pădure, spunând că e convins că Dan nu ar avea curajul s-o facă, Dan se hotărî să dovedească tuturor cât era de curajos. Își luă o lanternă (*electric torch*) și un baston și intră în pădure. Merse așa vreo 300 de metri, fluierând tot timpul, când deodată auzi un zgomot ciudat în urma lui. Se opri, întoarse capul (*to look back*) și prin întuneric distinse o umbră avansând spre el. De frică o rupse la fugă (*to take to one's heels*). În urma lui auzi un lătrat de caine. Așadar, asta fusese! Un câine! A doua zi nu îndrăzni să le povestească prietenilor aventura sa, de teamă să nu radă de el.

## THE MODAL (DEFECTIVE) VERBS



### VOCABULARY

**amount-s.** cantitate, (în text și) grad

**bachelor's flat-s.** garsioneră  
**brief-adj.** scurt, concis  
**chairman-s.** președinte  
**confuse-v.** a confunda  
**elementary-adj.** elementar  
**employ-v.** a folosi, a întrebuința  
**growing-adj.** crescând, în creștere  
**habitual-adj.** obișnuit  
**hasten-v.** a se grăbi  
**intervene-v.** interveni  
**lexis-s.** lexic, vocabular  
**mix up-v.** a confunda  
**move-v.** a se muta  
**outdo, outdid, outdone- v.** a depăși, a întrece  
**paint-s.** vopsea, zugrăveală  
**peculiar-adj.** deosebit, aparte, ieșit din comun  
**procedure-s.** procedeu  
**proper-adj.** propriu-zis  
**repaint-v.** a zugrăvi(din nou)

**round off- v.(fig)** a rotunji, a completa  
**rummage (for)- v.** a scotoci (în căutarea unui lucru)  
**schedule-v.** a programa, a planifica  
**support-s.** ajutor, sprijin  
**swear, swore, sworn – v.** a jura  
**tease-v.** a tachina  
**tendency-s.** tendință  
**upside-down-adv.** cu susul în jos  
**usage-s.** mod(alitate) de folosire; uzaj, uzanță  
**wet-adj.** umed; (despre vopsea și) proaspăt

## PHRASES

**to ask somebody-** a invita pe cineva acasă  
**as we used to-așa** cum obișnuiam  
**mother used to say-** mama obișnuia să spună  
**it's quite a to-do!** – mare complicație/tevatură!  
**to get used to something** – a se obișnui/deprinde cu ceva  
**I don't quite follow you** – nu (te) prea înțeleg  
**come now** – ei, hai  
**let's get down to business** – să trecem la treabă  
**to have the first try** – a încerca primul  
**I wouldn't dream of it!** – nici prin cap nu-mi trece!  
**to hasten to do something** – a se grăbi să facă ceva  
**to be up to the mark** – a fi la înălțime  
**when they choose** – când vor, când au chef, când își pun în cap  
**to do the talking** – a vorbi (aproape în exclusivitate, pentru alții), a purta (mai toată) conversația, discuția.  
**that settles it** – asta rezolvă problema (înlăturând din posibilități)  
**to have the floor** – a avea cuvântul  
**there are those who ..** – (sunt) unii (care)...  
**as such** – ca atare  
**I can see through the words** – înțeleg foarte bine ce vrei să spui, pot citi printre rânduri  
**that's a dig to me** – e o aluzie la mine/la adresa mea  
**to be with it** – a fi în pas cu moda  
**these days** – acum, în zilele noastre  
**too true** – foarte adevărat



## THE MODAL (DEFECTIVE) VERBS USED TO

*Scene: Paul's bachelor's flat. Time: a little after 7 p. m. Characters: Eva, Diana, Liza, Paul, George and Adrian.*

**PAUL:** I asked you to my place because Eva's flat has just been repainted and so we couldn't meet there as we used to.

**EVA:** Yes, everything at home is upside-down, and the paint is still wet.

**DIANA:** Poor Eva, I know what it means having your house painted. Mother used to say she'd rather move to another place than have the house painted.

**EVA:** Well, it's quite a to-do, I agree, but I've got used to it. I think the main thing in life is to get used to things you don't, exactly like. Take English grammar, for instance. Everything looked very difficult at first. So difficult in fact, that I used to say to myself that I'd never learn it. And now we've got used to it, haven't we?

**GEORGE:** Yes, I think we have. (*Laughing*) You know, at the end of what seemed to us a difficult lesson at the People's University when we were still in the elementary stage, Paul and I used to swear to one another that we would give up English altogether, use don't we, Paul?

**PAUL:** Hm, I'm afraid we did.

**ADRIAN:** Well, you know what they say, "Everything is difficult before it is easy." I think I've read that in a book.

**DIANA** (*teasing him*): Well, I must say I am surprised. You *used to* have a better memory for quotation, didn't you, Adrian?

**ADRIAN:** I — I don't know. I don't quite follow you. What are you driving at?

**PAUL** (*intervening*): Come now, let's get down to business. Eva dear, what grammatical problem is scheduled for today?

**EVA:** Let me see. Where's my list? (*Rummages for list in her bag.*) Oh, here it is, I've got it. Yes — well, last on my list is — er, yes, *used to*. The modal verb *used to*.

**DIANA:** *Used to*? Why, isn't that, funny? We've already used this verb several times in our conversation!

**PAUL:** Quite. Now who wants to say something about, it?

**DIANA:** I suggest Eva should ask questions on it and we should give the answers, as we used to.

**EVA:** Hm, that indeed has generally been the rule with us, so I'd rather suggest a different procedure.

**ADRIAN:** Good idea! Let's hear it.

**EVA:** You start off speaking about it without me having to ask you to do so.

**ADRIAN:** O. K. Which of you wants to have the first- try?

**LIZA:** Suppose you try first, Adrian?

**ADRIAN:** What, me? The idea of it ! Why, I wouldn't dream of it ! Ladies first.

**GEORGE** (hastening to come to Adrian's support): Yes, I think Adrian is right. Ladies have precedence.

**LIZA:** You are very polite, yon men, when you have an axe to grind. All right, doesn't matter. Women can be up to the mark and even outdo the men when they choose. I'll do the talking.

**PAUL:** Excellent, that settles it. Now quiet, please, and everybody listen to Liza. Liza, you have the floor.

**LIZA** (jokingly): Thank you, Mr. Chairman. Ladies and gentlemen, allow me to be brief and tell you, from the very beginning that the verb *used to* is rather peculiar. First, it is only used in the Past tense to show that something was usual or habitual in the past. You may remember that at the beginning of our talk today Paul briefly explained to us why we couldn't meet at Eva's as we used to, i. e. as usual, as was our habit. Secondly, there's a certain amount of doubt whether *used to* is a modal (defective) verb proper at all. The fact is that usage differs. There

are those who regard it as such and who consequently make its interrogative by mere inversion, and its negative by adding not (always shortened to use don't, especially in disjunctive questions).

**GEORGE:** I see what you're driving at. I can see through your words. That's a dig at me. Indeed, earlier in our conversation I said something like "Paul and I used to swear to one another that we would give up English, use don't we, Paul?"

**LIZA:** And you were perfectly right to use that form as it is mentioned in all grammar books. However, remember what the teacher told us in class that there seems to be a growing tendency these days to treat used to as a "full" verb. Diana, who always likes to be "with it" said, I quote from memory, "You used to have a better memory for quotations, didn't you, Adrian?"

**DIANA:** Too true. Now to round off the picture. Let us not forget that point of lexis which the teacher drew our particular attention to, viz. that one shouldn't confuse *used to* with *used*, Past Participle of the verb *to use* meaning *to employ*, or with the verbal construction *to be used to*

*something*, or *to doing something*, which means to be accustomed to something or to doing something.

**EVA:** Yes, we used to mix them up a lot at the beginning, using one instead of the other, but now I think we've got used to them.

**PAUL:** So we have. And for next time, I suggest we have a revision lesson on the main modal (defective) verbs.

**ADRIAN:** Splendid! We used to have some when we studied at the university.

**GEORGE:** Indeed, we are used to having some revision now and then.

## WORD STUDY AND PATTERNS

**Place.** În textul lecției, acest cuvânt este folosit în două accepții diferite, și anume:

1. „Acasă”. (Sinonime: *house, home.*) Exemple:

*Come round to my place this afternoon.*

*I asked you to my place because Eva's flat has just been repainted/redecorated.*

2. „Loc”, „parte”:

*I'd rather move to another place than stay here.*

*The blackboard is cracked in places (în unele locuri, pe alocuri).*

**Last.** Acest comparativ neregulat al lui *late* are următoarele sensuri:

1. „Ultimul din serie” (în spațiu sau timp). Exemple:

*the last house in the street, the last seat in the room, the last tank in the column, the last train to Brighton, the last day in the year, the last day of the week/month, the last Saturday in May, this is my last chance /hope / dollar / shilling, this is my last day /night here, the last time I saw him.*

2. „Imediat anterior” (față de momentul prezent sau de un moment trecut). Exemple:

last week, last month, last year, last night, last February, last winter, last Friday, last time, the day/week /month before last.

3. „Ultimul” (cu sensul de „cel mai recent”). Exemple:

*In his last letter to me, he writes that...*

**Notă.** În această ultimă accepție *last* este mai rar întâlnit, folosindu-se, în schimb, celălalt comparativ neregulat al lui *last*, și anume *latest*. Exemple: *latest news*, *latest intelligence*, *latest fashion*, *latest developments in science and technology*, *this is Peter's latest* (ultima glumă/ispravă/cucerire a lui Petre).

De obicei se face distincție între:

*his latest work* — ultima sa operă (cea mai recentă, după care probabil vor mai urma și altele)

*his last work* — ultima sa operă (după care nu a mai urmat nimic, autorul abandonând scrisul sau murind).

**Rather.** Acest adverb este folosit în următoarele două structuri: 1. **Rather** + V. (cu sensul de „mai curând”, „mai degrabă”, „mai repede”, „mai bine”). Exemple:

*I'd rather move to another place than stay here.*

*I'd rather have the whisky (than the sherry).*

*He said he would rather die (than steal).*

*I'd much rather you didn't go there* — aş profera să nu te duci acolo.

*“Will you drive?”*

*“Hm, I'd rather not (drive)”* — hm, mai degrabă nu.

*“Do you like champagne?”*

*“Rather!”* — mai întrebi? ba bine că nu!

**Notă.** În acest ultim exemplu, *rather* folosit eliptic este accentuat dublu.

2. **Rather** + Adj./Adv. (cu sensul de „destul de”, „cam”, „mai degrabă”). Exemple:

*He is rather large than tall.*

*She's rather clever.*

*He's a rather good player. She drives rather (too) quickly.*



## EXERCISES

I		always	done it.
You	have	never	gone there.
We	had	sometimes	told her.
		generally	asked him.
		usually	spoken English.
		Regularly	written poetry.
		frequently	known when to go there.
		often	seen him ofi.
		seldom	gone there in secret.
		rarely	told him the truth.

They		nearly always practically never hardly ever scarcely ever very frequently very often very seldom very rarely	asked him how to go about it. spoken English at home, waited for him to go first asked him to do it talked him into doing it.
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**I. Make sentences with the help of the following table paying attention to the place of the adverbs of indefinite time:**

*I have gone there very often/seldom etc.*

**II .Fill in the blanks with prepositions or particles:**

1. Ladies and gentlemen, allow me ... be brief and tell you ... the very beginning, that the verb *used to* is rather peculiar. 2. First, it is only used ... the Past tense ... show that something was usual or habitual ... the past. 3. You may remember that... the beginning ... our talk today Paul briefly explained ... us why we couldn't meet ... Eva's as we used ... 4. Secondly there's a certain amount ... doubt whether *used to* is a modal (defective) verb ... all. 5. There are those who regard it as such and who consequently make its interrogative ... more inversion and its negative ... adding *not* (always shortened ... *usedn't* especially ... disjunctive questions).

**III .Replace the words in italics by used to or to be used to as required by the sense. Make any other necessary changes:**

1. When I was younger, I *was in the habit of* walking three to four miles every day. 2. As a soldier, he *had the habit of* obeying orders without asking why. 3. *Usually* we turned in (ne *culcam*) about eleven at night. 4. I was just smoking ray after-lunch pipe, *as was my habit*. 5. *As usual*, they went home by bus. After lunch, *he always* had a nap (*pui de somn după-masa*). 7. I'm sorry, but *I'm not accustomed to* working throe hours at a stretch (*fără pauză*).

**IV .Translate into English using used to or to be used to whenever possible:**

1. În Antichitate, lumea obișnuia să creadă că soarele se învartește în jurul pământului. 2. Aici mă jucam de obicei când eram copil. 3. Nu sunt obișnuit să mi se vorbească pe acest ton. 4. Parcă obișnuiai să fumezi pipă, nu-i așa? 5. Ori de câte ori ne întâlneam, avea obiceiul să spună că nu mă mai văzuse de un car de ani. 6. Obișnuiești să te razi în fiecare dimineață? 7. De obicei era mai multă lume pe stradă la ora asta. 8. Ce obișnuiați să beți acolo, ceai sau cafea?



## THE MODAL (DEFECTIVE) VERB

### GENERAL REVISION



#### Part one

*Scene: Eva's flat after it has been repainted. Time: a little after 6 p.m. Characters: same as usual.*

**ADRIAN:** Congratulations, Eva. Your flat looks just great.

**EVA:** Thank you, Adrian. I'm glad you like it.

**ADRIAN:** I do. Very much. I think it must have cost you a pretty penny.

**EVA:** Hm, not exactly. It's been all done on hire-purchase, you know.

**ADRIAN:** Oh, I see. Well, it's much more convenient, I should say.

**DIANA:** It certainly is. I think I'll have it the same way sometime this summer. I know it'll be no end of trouble having to turn out the rooms, and then putting all the things back where they belong, but I can't help it. I simply must have my flat repainted. The old paint has come off in places, and it all looks so shabby. I'm sure I'll be as glad as you are, Eva, when I've got it all over.

**EVA:** You certainly will, dear, you'll see. Now let's get down to business.

**GEORGE:** What, business?

**EVA:** The modal verbs, of course.

**ADRIAN:** The modal verbs! Why, but we've been doing that for the past five weeks or so! Can't we get on to something else, just for a change?

**LIZA:** Adrian, I am surprised. Last time, Eva suggested we should have a general revision of the main modal verbs that we've learnt at the People's University, and you had no objection.

**PAUL:** On the contrary, you looked very enthusiastic about it, old boy, which sort of surprised me.

**ADRIAN:** Nonsense. I was glad the lesson was over, that's all. I would have accepted anything.

**GEORGE:** Serves you right. It'll teach you to be more cautious in future. (*Laughing.*) Ha! Ha!

**ADRIAN:** All right, all right. You win. You've all ganged up against me. I give in.

**DIANA:** Eva, how do you think we should go about it?

**EVA:** I think we might have a different approach to the question of modal verbs, that is we should consider them from a different angle.

**PAUL:** How's that? I don't quite follow you.

**EVA:** Well, suppose we start not from the various modal verbs and their different meanings, but from the different ideas expressed by various modal verbs.

**GEORGE:** Hm, could you be a little more explicit?

**EVA:** Let me explain. Suppose I say a sentence like. *It's absolutely necessary* for him to do it and ask you to express the same idea of *absolute necessity* using a modal verb instead of the *for-to* phrase. What will you say, George?

**GEORGE:** I'll say, *He must do it*, meaning that there is no choice left for him but to do it, as in the saying *He who would eat the nut must first crack the shell*. Now I see what you mean.

**EVA:** Good. Now what else can we use instead of *must*, Paul?

**PAUL:** Er — we can use *to have to*, or *to have got to*, and say *He has to do it*, or *He's got to do it*. This construction expresses *necessity arising out of external circumstances*.

**EVA:** Can you give an example?

**PAUL:** Yes, er — *He has to leave* (or *He's got to leave*) *by the 6.30 train, as that's the only early morning train there is*.

**EVA:** Very good. Now —

**ADRIAN:** Excuse me butting in, but. I think there's also another difference between *must* and *to have (got) to*. In the case of *must*, the feeling of *absolute necessity* comes from the speaker, whereas in the case of *to have (got) to*, it does not, the speaker only acknowledging the necessity of the action, as in



the following dialogue between husband and wife:

**WIFE:** There's a very good film on at the Capitol this week. We must go and see it. We mustn't miss it.

**HUSBAND:** All right, dear. If you want to see it, I suppose I'll have to go and get the tickets.

**WIFE:** And we must also ask mother to come, too. She's so very fond of films, you know.

**HUSBAND**(*sighing*): Yes, I suppose we'll have to do that, too.

**EVA:** Excellent, Adrian. And now let's go a step further. The original sentence was *He must do it*. What else can we use instead of *must*, besides *to have to* or *to have got to*? Liza?

**LIZA:** We can use *to be to*, and say *He is to do it*, which, in fact, is short for *He is supposed to do it*, or *He is expected to do it*. *To be to* expresses, therefore, the idea of *necessity arising out of pre-arrangement*. Another example: *We are to meet at the station at 10.30, as the train is due out at 10.45*. This is another way of saying *We have arranged to meet at the station at 10.30, as the train is scheduled to leave at 10.45*.

**EVA:** Good for you, Liza. Anything else we can say?

**DIANA:** We can say *He should do it*, or *He ought to do it*. This really shows *moral obligation* and also *advisability*. I'll try and use them in the same dialogue between husband and wife, invented by Adrian.

**WIFE:** There's a very good film on at the Capitol this week. I think we should go and see it. We shouldn't miss it.

**HUSBAND:** All right, dear, as you say. If you think it advisable to see it, then I'll go and get the tickets.

**WIFE:** And I think we ought to take your mother, too. She is fond of films, you know.

**HUSBAND**(*quickly*): Yes, honey, I think we should do that, thank you. She'll be delighted to come with us.

**EVA:** Well done, Diana. You've changed the dialogue a bit, but I suppose you had to, as the circumstances were different. All right, now let's do a few exercises. I'll say a sentence in the affirmative and ask you to make the interrogative and negative. Agreed?

**ADRIAN:** Agreed. Go ahead.

**EVA:** *He must do it*. Interrogative, Adrian?

**ADRIAN:** *Must he do it?*

**EVA:** Right. Now negative. George?

**GEORGE:** *He mustn't do it*.

**EVA:** And what's the meaning of *He mustn't do it*?

**GEORGE:** *He mustn't do it* means that *it isn't necessary for him to do it*.

**EVA:** Wrong. *He mustn't do it* means *he is not allowed (or permitted) to do it*. *Must not* shows *interdiction*. Where *absence of necessity* is meant, *need not* is used. You should have said *He needn't do it*, as a synonym for *it isn't necessary for him to do it*.

**GEORGE:** Yes, now I remember.

**EVA:** Let's have some more practice. *He has to do it* or *He's got to do it*. Interrogative. Paul?

**PAUL:** *Has he got to do it?* or *Does he have to do it?*

**EVA:** Any difference in meaning between them?

**PAUL:** Er — no, I wouldn't say there is, though I think some people would use the first construction when referring to one particular occasion and say *This he got to do it now?* and the second construction for something habitual, say *Does he always have to do it?*

**EVA:** This is a very fine distinction you're making, but I must tell you that it is by no means always observed. Far from it. Now for the negative. Liza?

**LIZA:** *He hasn't got to do it* or *He doesn't have to do it*. Again there's practically no difference in meaning between them, either.

**EVA:** No, there isn't. Another exercise. *He ought to do it*. Interrogative. Diana?

**DIANA:** Er — I don't think *ought, to* is normally used in the interrogative. We can, however, say something like *Do you think that he ought to do it?* or *Do you think he should do it?*

**EVA:** Yes, that's what we normally say. Now for the negative. Adrian?

**ADRIAN:** *He ought not to do it*. And I think we can also say. *He shouldn't do it*, especially if we mean it as advice.

**EVA:** Very good. Very good, indeed, all of you. Now let's have some tea, and then we can pass on to something else.

## Part Two (Half an hour later)

**EVA:** Now I suggest we dwell a little on the idea of *certainty, probability, possibility, doubt* (or *uncertainty*), and *incredulity*. We'll try and use the same technique as before. Er — yes. Look. This is George's book. I have good reason to suppose it's his, because I can see his name on it. So, to express supposition or assumption, I can say *This must be George's book*, or *This will be George's book*. What else can I say, Liza?

**LIZA:** You can also say *This should be George's book* or *This ought to be George's book*. And you could also give your reasons for that, and say *In all probability, this should be George's book as his name is written on it*.

**EVA:** Yes. Now if there is no name on the book, and yet I think, for one reason or other, that it is still possible that the book is George's after all. I shall say *This may be George's book*, or, if I am more doubtful about it. *This might be George's book. I don't know*.

**ADRIAN:** So, if I understand you correctly, there is more doubt in *may* and especially in *might*, both of which express the idea of *possibility*, than in *must*., *should* and *ought to*, which convey the idea of *probability*.

**EVA:** Exactly. You've put your finger on it, Adrian.

**ADRIAN:** Hm. And if you are very doubtful about that book belonging to George, what will you say?

**EVA:** Well, who wants to answer Adrian's question? Liza?

**LIZA:** I think I'd say something like *Can this be George's book? I rather doubt, it*. Or, *Could this be George's book? I strongly doubt it*. And if I am almost certain that the book isn't George's, I'll say *Surely this can't* (or *couldn't*) *be George's book!* meaning *Now you're not going to tell me this is George's book. I won't believe it!*

**GEORGE:** It certainly isn't my book, Liza. Eva pretended to see my name on it, so that everything should appear as natural as possible.

**EVA:** Thank you for not giving me away sooner, George. Now will you all excuse me five minutes, please? I must ring up my beautician and make an appointment with him for next week. He always needs at least a week's notice to make an appointment. In the meantime, just help yourselves to some more tea and cakes, will you?

**ADRIAN:** Good idea!

### Part Three

(About five minutes later)

**EVA:** O.K. Now let's pretend this is George's book, and Paul wants to have it for a week, so that he can read it. What will you say, Paul?

**PAUL:** *May I have your book for a week, George?* or *Could you lei me have your book for a week, George?*

**EVA:** Yes, that's the normal formula for a polite, but informal, request. Now make it a more formal request.

**PAUL:** *Might I have your book for a week, George?* or *Will you kindly let me have your book for a week, George?*

**EVA:** And more formal still?

**PAUL:** Er — *Would you be so kind as to lend me your book for a week, sir?* or *Would you be good enough lo lend, me your book for a week, sir?* or *Would you mind letting me have your book for a week, sir?* I am using *sir* because I'd never say that to a friend.

**EVA:** No, you wouldn't. Well, George, your turn now. What will you say in reply to Paul's informal request *May I have your book?* Suppose you want to grant his request, so your answer is *yes*.

**GEORGE:** I'll say, Yes, *you may*. I may even add *of course* so as to sound more friendly and say *Yes,*

*of course, you may.* Or I may even drop *may* altogether and simply say *Yes, of course. Yes, certainly.*

**EVA:** Quite. And if you want to turn down Paul's request?

**GEORGE:** Then I'll say *No, you may not!* Uh, but doesn't that sound rude? I may say such a thing to a child, but not to a friend. No, I think I'd probably say *Sorry, I can't!* And perhaps tell him why I can't.

**EVA:** Right. Now let's have a bit more practice on that. Let's imagine ourselves to be in a non-smoker.

**DIANA:** A non-smoker? What's that?

**EVA:** That's short for a non-smoking compartment on a train. So we're in a non-smoker, and Adrian, not knowing it's a non-smoker (he hasn't seen the "No smoking" sign), asks us very politely *May I smoke in here?* What will you tell him, Diana?

**DIANA:** Oh, I see. Well, I won't tell Adrian *No, you may not!*

**EVA:** Why?

**DIANA:** Because such a formula of denying somebody permission to do something is only used when you won't allow somebody to do something. Now the reason why Adrian cannot smoke is not because I don't allow him to smoke, but because smoking is forbidden in a non-smoker. Accordingly, I'll have to use a formula showing prohibition. I am thinking of something like *No, you can't smoke here. This is a non-smoker, you know.* Or, *No, you mustn't smoke. It's against the rules. You can be fined if you do, you know.*

**EVA:** Therefore, to put it in a nutshell, we may say that *may not* expresses *flat denial* or *refusal* by the person asked for permission to do something, whereas *cannot* and *must not* show *prohibition* resulting from rules, regulations, etc. Very good. Shall we have a ten minutes' break now? Let's.

#### Part Four

**EVA:** And now let's do a very simple exercise. I'll say a sentence in English, and you'll each have to give a grammatical synonym for it.

**ADRIAN:** Grammatical synonym?

**EVA:** Yes. I mean a grammatical construction having the same meaning as the one I've used.

**ADRIAN:** I see.

**EVA:** Ready everybody? Here's the sentence: *He always drinks tea in the morning.* Liza?

**LIZA:** *He's in the habit of drinking tea in the morning.*

**EVA:** Good. Diana?

**DIANA:** *He has the habit of drinking tea in the morning.*

**EVA:** Right. Adrian?

**ADRIAN:** *He's always drinking tea in the morning.*

**EVA:** Very good. But why so ratty?

**ADRIAN:** Why do you say I am ratty?

**EVA:** Because you've used the adverb of frequency *always* with the Present Continuous instead of with the Simple Present (as in my example), which always shows *irritation, exasperation, annoyance.*

**ADRIAN:** Well, I detest tea, and I was thinking of my brother who always begins the day with a large cup of tea.

**EVA:** I see. Er — now it's George's turn.

**GEORGE:** *Adrian's brother will drink tea in the morning.*

**EVA:** Very good, George. You've used the so-called *frequentative will*, i.e. the verb *will* showing habitual action in the present combined with the idea of *volition* (or *will*) of the doer of the action. Now I shall ask Paul to use all those sentences in the past.

**PAUL:** In the past?

**EVA:** Yes. I mean you are to supply grammatical synonyms for the same idea as before, but with the

verb in the past, e.g. *He always drank tea in the morning.*

**PAUL:** Oh, I see. That's quite simple: *He was in the habit of drinking tea in the morning. He had the habit of drinking tea in the morning. He was always drinking tea in the morning* (as Adrian would say of his brother).

**ADRIAN**(*interrupting him*): Wish I could use that in the past! But my brother wouldn't dream of changing this particular habit of his. Not he!

**PAUL**(*laughing*): Yes, I quite understand. Well, to go back to what I was saying, another grammatical synonym would be *He would drink tea in the morning.* Er — yes, with reference to habitual, frequentative actions in the past, we can also use another construction (which is never used in the present), namely *He used to drink tea in the morning.*

**EVA:** Yes, the modal (defective) verb *used to* is only used in the past, so its meaning is always past. Very good, Paul. Now a more difficult question. Is the construction with *would* always synonymous with that, with *used to*? I mean can we always use one in place of the other?

**PAUL:** Er — let me think. Er — well, I don't think we can. *Would* (the same as *will*) expresses volition, determination, will in the mind of the subject of the sentence — or of the person referred to, for that matter — whereas *used to* does not. Consequently, we can say either *He would drink tea in the morning* or *He used to drink tea in the morning* as both sentences sound logically correct, but we can only say *He used to suffer from raging headaches.* A sentence like *He would suffer from raging headaches* meaning *He suffered from raging headaches because that was his will* would sound quite unnatural and stupid.

**EVA:** It certainly would. Well, thank you, Paul. And thank you all. You've been making very good progress, all of you.

#### WORD STUDY AND PATTERNS

**To get something over; to get over something.** Aceste două expresii se confundă adeseori. Prima, folosită și în textul lecției, are sensul de „a termina un lucru dificil și neplăcut”. Exemplu (în text):

*I'm sure I'll be as glad as you are, Eva, when I've got it all over* — sunt sigură că o să fiu la fel de bucuroasă ca și tine, Eva, când o să termin cu povestea/balamucul ăsta.

Alt exemplu:

*I've had a tooth pulled ot today. It had been very painful recently and I'm glad I've got it over now* — azi mi-am scos un dinte. Mă cam chinuise în ultima vreme și sunt bucuros că am scăpat de el.

Cea de-a doua expresie se folosește în legătură cu anumite substantive. Exemple:

*to get over an illness* — a se reface după o boală.

*to get over one's surprise* — a-și reveni dintr-o surpriză

*to get over one's loss* — a se consola după o pierdere suferită.

*to get over one's shyness* — a-și înfrânge/învinge timiditatea.



#### GRAMMAR

**38. If you think it advisable.** Rețineți această structură: V. + C.D. + Adj., foarte

frecventă în cazul verbului *to think*, în care conjuncția *that* și verbul *to be* au fost omise. Într-adevăr, *if you think it advisable* = *if you think that it is advisable*.

Pentru memorizarea acestei structuri, citiți tabelele de substituție de mai jos, făcând cât mai multe combinații posibile:

a)

I We	think don't think consider deem don't deem	it	advisable important necessary essential vital wise unusual	to go there to stay here to cancel everything to keep the secret to try again to start again to abandon this plan
---------	--	----	--	---

b)

I We	think don't think consider don't consider	him her them	<i>to be</i>	intelligent cute (isteț) a bit dotty (puțin sărit) a little peculiar (cam excentric) rich. good-looking
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*To be* este frecvent omis.

**39. Confirmation by NO** (Confirmare redată prin NO). În textul lecției există două fragmente de dialog în care locutorul confirmă o afirmație negativă a interlocutorului său. Iată cele două fragmente însoțite de traducerea lor în limba română:

1. *"There's practically no difference in meaning between them"* — practic vorbind, nu e nici o diferență de sens între ele.

"No, *there isn't*" — da, nu e.

2. *"I'd never say that to a friend"* — n-ș spune asta niciodată unui prieten.

"No, *you wouldn't*" - da, n-ai spune.

Observați că, spre deosebire de limba română, unde confirmarea unei afirmații negative se face cu ajutorul adverbului *da* (și foarte rar prin *nu*), în engleză se folosește numai *nu*.

**40. Negative interrogative sentences (Propoziții interogativ-negative).**

*Oh, but doesn't that sound rude?* — nu-i așa că sună nepoliticos?

În engleză, în stilul emoțional, o afirmație pozitivă ca sens se redă cu ajutorul unei propoziții interogativ-negative ca topică, corespunzând unei construcții în care se folosește *nu-i așa ca...* din română. Exemple:

*Now isn't that fabulous!* — nu-i așa că-i grozav?

*Isn't he lucky!* — nu-i așa ca are noroc?

#### 41. The verb TO WISH (Verbul TO WISH)

Wish I *could*!

În legătură cu verbul *to wish* sunt de reținut următoarele:

1. După verbul *to wish* se folosește un *Simple Past* sau un *Past Perfect*, cu respectarea următoarelor două reguli de transformare:

3. O dorință exprimată la afirmativ echivalează semantic cu o realitate exprimată la negativ.

Exemple:

I wish I could = *I'm sorry I can't.*

I wish they were here = *I'm sorry they aren't here.*

I wish he could *have come earlier* = *It's a pity he couldn't come earlier.*

I wish he had *telephoned Mary* = *It's a pity he didn't telephone Mary.*



b) O dorință exprimată la negativ echivalează semantic cu o realitate exprimată la afirmativ. Exemple:

I wish he were not *gone* — *I'm sorry he is gone.*

I wish he hadn't left *so early* — *It's a pity he left so early.*

Dacă după *to wish* urmează *to be*, acesta din urmă se folosește la subjunctivul trecut.

2. Verbul *to wish* se folosește uneori, în stilul familiar, exclamativ, în propoziții eliptice de subiect. Exemple:

*Wish I could!*

*Wish I'd been there!*

*Wish you good luck!*

*Wish I had seen it!*



### EXERCISES

#### I. Fill in the blanks with to have (got) to, to be to, should or ought to:

1. Cameras, sticks and umbrellas ... be left at the cloakroom. (*Anunt în galeriile de arta*) 2. Peter has no idea that it is so late, and he may miss the 8:30 train. I ... telephone him immediately. 3. We have no servant, so I ... do all the shopping and cooking myself. 4. We ... save (= *a economisi*) money in order to buy a new car. 5. Dogs ... he carried. Push-chairs (= *carucioare*) ... be folded. (*Anunt în metrouri*) 6. As the house-painters (= *zugravi*) are coming tomorrow to redecorate (= *a zugrăvi*) the whole flat, I ... move to a nearby hotel. 7. If you want it done properly, you... do it yourself, as she is not very good at such things. 8. Joan ... be married to Nicholas next month, 9. I thought I ... let you

know about it, as I somehow felt morally responsible for it. 10. Oh, I think you ... go and see the Exhibition. It would be a pity to miss it. It's almost unique in its way. 11. He ...become aPh. D.(= *doctor în filozofie*) very shortly, as he has already submitted his thesis. 12. The plane ... take off in ten minutes, as per schedule (= *conform orarului*). 13. The Prime Minister ... make a statement tonight. 14. You ... be more careful in future. It could be a great deal more dangerous. 15. What, haven't you gone to bed yet? Children ... be in bed now. 16. "Why do you wear glasses, grandpa?" — "I ... wear them, dear, because I'm an old man and I'm short sighted" (= *miop*). 17. "Why don't you wear your glasses, Pamela? You know the doctor told you you ... wear them every day. You ... wear them, darling."

## II. Fill in the blanks with *mustn't* or *needn't*:

1. You ...climb into a moving train. It is dangerous.
2. You ...come in your car. I've got my own car, so we can use mine.
3. You ... hurry; it's only three minutes past six, so we have plenty of time.
4. You ...say such things to him; he may feel offended.
5. I think we ... take our raincoats. It isn't going to rain.
6. Tell June she ...stay up late at night. She is ruining her health.
7. We ...write to them to say that we cannot go to that party. We can always phone. It's quicker anyhow.
8. You ... make any more sandwiches; there are enough to go round.
9. You ... pour him any more wine. He's had too much of it already.

## III. Replace the *worth* in italics by a modal verb. Make other necessary changes :

1. Is it really necessary for you to get up so terrible early tomorrow morning?
2. No, *it isn't necessary for me to do that*.
3. *It wasn't necessary for her to hurry* at all, as there was ample time.
4. I phoned you at ten this morning but got no answer.
5. *I'm sure he didn't say* he had been to Athens, because he's never travelled abroad.
6. Tell him such a thing? *Surely you're joking*. I know better than to do such a foolish thing.
7. *It is probable that he won't be here* before tomorrow night.
8. *Do you think this is* Paul's car?
9. *In all probability this is* his car. It's got the same colour and, I think, number.
10. *His habit was to smoke* a cigarette after lunch and then lie on the sofa for half an hour.
11. *Don't sit too close to the TV screen*. It's bad for the eyes.
12. *Would it be all right for me to ask her to dinner*, do you think?



## Final Tests

Acest capitol special vizează cunoștințele de limba engleză la nivel global, fără a omite însă necesitatea imperativă de a-i face pe studenți conștienți de acumulările pe care le-au realizat în capitolele anterioare.

1. PUPILS. *Choose the correct answer.*

1. The children can get to school ten minutes earlier if they take a short ... through the park.  
a) cut                      b) link                      c) pass                      d) path
2. When Mr. Obsequious was at school, he won first ... for good behaviour.  
a) present                      b) price                      c) prize                      d) reward
3. This is an exciting book which ... new ground in educational research.  
a) breaks                      b) reaches                      c) scratches                      d) turns
4. Little Tom did not like his first ... at school at all.  
a) course                      b) period                      c) presence                      d) term
5. We all laughed at his ... of the teacher.  
a) copy                      b) image                      c) imitation                      d) mimic
6. They had lunch together in the school ... .  
a) bar                      b) café                      c) canteen                      d) restaurant
7. You could ... all the worthwhile information in this article into one page.  
a) condense                      b) contract                      c) decrease                      d) shorten
8. Sue's teacher ... her to improve her drawing.  
a) encouraged                      b) insisted                      c) made                      d) persisted
9. We all make mistakes; no-one is ...  
a) fallible                      b) infallible                      c) mistaken                      d) unmistakable
10. It's your ... that we're late for school again.  
a) care                      b) fault                      c) mistake                      d) trouble



11. I think you should ... that matter with your teacher.  
a) complain      b) demand      c) discuss      d) enquire
12. Since Oscar had no proper reason for missing school, his absence should be treated as ...  
a) abstention      b) desertion      c) neglect      d) truancy
13. If pupils are to understand the notice, the instructions must be ... clearer.  
a) done      b) got      c) made      d) wrote
14. You are late again – please try to be ... in future.  
a) accurate      b) efficient      c) punctual      d) reliable
15. An I.Q. test is supposed to measure the ... of your intelligence.  
a) degree      b) extent      c) level      d) size
16. You are not very ... today, Hugh. What's the matter? I've never known you so quiet.  
a) chattering      b) loud      c) speaking      d) talkative
17. Those pupils never ... any notice of what their teacher says.  
a) attend      b) give      c) make      d) take
18. Annie is already twelve but she hasn't learned to ... the time yet.  
a) know      b) read      c) say      d) tell
19. Patrick ... the whole morning looking for his essay, but still couldn't find it.  
a) brought      b) had      c) passed      d) spent
20. Rita is not ... of doing this work – she should change class.  
a) capable      b) fit      c) possible      d) suitable
21. After he broke the window, the boy was ... from school.  
a) exiled      b) excluded      c) expelled      d) extracted
22. A child's first five years are the most important as far as learning is ...  
a) affected      b) concerned      c) hit      d) touched
23. It takes a great deal of ... for the class to make a trip abroad.  
a) arrangement      b) business      c) expense      d) organisation
24. There is no ... in going to school if you're not willing to learn.  
a) aim      b) point      c) purpose      d) reason

25. Three are three of us and there is only one book so we'll have to ... it.

- a) distribute      b) divide      c) share      d) split

2. ENROLMENT. *Choose the right answer.*

1. New students must ... for classes before term begins.

- a) enrol      b) enter      c) join      d) teach

2. Quentin must go to France for the next ... of his training.

- a) point      b) stage      c) stand      d) step

3. Medical students are doctors ... .

- a) for the most part      b) in the making      c) in the min's eye      d) to the life

4. I'm going to ... all I can about the subjects because I need this information.

- a) discover      b) find out      c) know      d) realise

5. This course ... no previous knowledge of the subject.

- a) assembles      b) assigns      c) assumes      d) assures

6. Sean asked his teacher's about going to university.

- a) advice      b) experience      c) information      d) knowledge

7. What are you going to do when you ... school?

- a) complete      b) conclude      c) end      d) leave

8. Have you ... for any evening classes next term?

- a) engaged      b) enrolled      c) inscribed      d) signed

9. Viola took her ... at the Cambridge University.

- a) degree      b) grade      c) qualification      d) standard

10. In some countries, students are selected ... to their current level of academic attainment.

- a) according      b) due      c) owing      d) relating

11. Your progress will be ... in three months' time.

- a) counted      b) enumerated      c) evaluated      d) priced

12. Vivian is studying to become a member of the medical ...

- a) employment    b) position    c) post    d) profession
13. Our group ... of twelve students.
- a) composes    b) comprises    c) consists    d) contains
14. The new experimental system of enrolment didn't ... expectations.
- a) climb up to    b) come up to    c) reach    d) rise to
15. Some schools have very ... rules of behaviour which must be obeyed.
- a) solid    b) straight    c) strict    d) strong
16. It was very difficult for the examiner to ... what recommendations he should make.
- a) decide    b) realise    c) settle    d) solve
17. Please inform the college secretary if you ... your address.
- a) change    b) move    c) remove    d) vary
18. Sharon wants to make it clear that she prefers a course in fine Arts as ... from Graphic Arts.
- a) different    b) discrete    c) distinct    d) separate
19. The classes were closed because of ... interest.
- a) absence    b) emptiness    c) lack    d) missing
20. This school has the highest ... standards in our town.
- a) academic    b) intelligence    c) learning    d) study
21. Please find ... a copy of the letter I received from the college.
- a) contained    b) covered    c) enclosed    d) included
22. We need ... information before we can decide which courses to choose.
- a) farther    b) further    c) near    d) nearer
23. Someone from the Ministry of Education is coming to ... our classes.
- a) control    b) inspect    c) look on    d) overlook
24. Before joining a course of study you must fill in a long ....form.

- a) enrolment      b) induction      c) inscription      d) personal

25. Please ... clearly which courses you want to take.

- a) ask      b) indicate      c) instruct      d) learn

3. ENROLMENT. *Put each of the following words or phrases into its correct place in the passage below.*

Amount	calendar	class hours	college
Course	credits	curriculum	electives
Graduation	major	number	opportunity
Outline	prospectus	specified	subjects
Requirements	technical	three	week



### Selecting Courses

The courses given by a ... or university are called its curriculum. The ... of the institution ... the complete .... It gives the ... for entry to each course, as well as the credits given for the ...

Each course is designated as giving a ... number of credits. These are usually equal to the number of ... devoted each week to the course. For example, a course that meets three times a ... usually gives ... credits towards graduation. Schools using the semester ... require about 120 credits for ... . Between 30 and 40 of the required ... must be in the student's ... subject.

Schools vary considerably in the ... of freedom given students in ... their courses. Almost all schools have a certain ... of required ... . Students can also usually choose nonrequired courses called ... . Liberal-arts colleges usually give students more ... to choose than do ... schools.

4. ENROLMENT. *Choose the right answer.*

1. The Examination Board have recently changed the ... for the Diploma in History.

- a) brochure      b) compendium      c) programme      d) syllabus

2. It should be ... that students are expected to attend classes regularly.  
a) marked                      b) noted                      c) perceived                      d) reminded
3. The Headmaster is preparing the ... for next term.  
a) brochure                      b) catalogue                      c) pamphlet                      d) timetable
4. During their teacher-training year, the students often visit local schools to ... lessons.  
a) examine                      b) inspect                      c) investigate                      d) observe
5. The school ... is worn on the boy's caps.  
a) badge                      b) figure                      c) label                      d) sign
6. Mr. Wellbred went to a school which ... good manners and self-discipline.  
a) blossomed                      b) cultivated                      c) harvested                      d) planted
7. There was a(n) ... against the College's new syllabuses.  
a) bang                      b) outcry                      c) scream                      d) whistle
8. The tutorial system at Oxford and Cambridge is the ... of many universities.  
a) envy                      b) jealousy                      c) regret                      d) sorrow
9. Miss Undecided was not sure which profession to enter, but finally ... for medicine.  
a) accepted                      b) chose                      c) opted                      d) selected
10. Comprehensive schools ... for all levels of ability.  
a) cater                      b) cope                      c) look                      d) watch
11. Secondary schools offer a wide ... of subjects.  
a) field                      b) list                      c) range                      d) type
12. If you want to attend a course, you should study the college ... for full particulars of enrolment.  
a) programme                      b) prospects                      c) prospectus                      d) syllabus

**5. LECTURES. Choose the right answer.**

1. Are you going to attend Prof. Wise's ... on Medieval History next week?  
a) conference                      b) discussion                      c) lecture                      d) meeting
2. The lecture was so ... that almost everyone fell asleep.

- a) bored                      b) dull                      c) exhausted                      d) tired
3. According to my ..., the lecture starts at eleven tomorrow morning.
- a) belief                      b) information                      c) knowledge                      d) opinion
4. Prof. Rush was speaking so quickly I couldn't ... what he said.
- a) accept                      b) catch                      c) listen                      d) take
5. Use your imagination and try to ... the scene in your mind.
- a) draw                      b) model                      c) paint                      d) picture
6. Miss Not-Very Bright said she could not ... all the information given in the lecture.
- a) absorb                      b) accumulate                      c) admire                      d) listen
7. When you listen to a lecture, it is useful to ... the important points.
- a) clear                      b) notify                      c) put down                      d) write on
8. I can agree with you to a certain ... , Professor, but not entirely.
- a) extent                      b) level                      c) part                      d) way
9. The lecture was very ... and I slept for most of it.
- a) annoying                      b) boring                      c) noisy                      d) sleepy
10. You ought to pay ... to what the lecturer is saying; it's quite interesting.
- a) attention                      b) comment                      c) importance                      d) praise
11. Dr. Knowledgeable will be making a ... this evening.
- a) lecture                      b) sermon                      c) speech                      d) talk
12. I absolutely ... with everything that has been said.
- a) accept                      b) admit                      c) agree                      d) approve
13. You will never understand my arguments if you don't actually ... to what I say!
- a) appreciate                      b) hear                      c) listen                      d) understand
14. The students paid ... attention to their distinguished professor.
- a) respectable                      b) respected                      c) respectful                      d) respective
15. The lecture will begin at 10.00 ...
- a) in time                      b) on time                      c) punctual                      d) sharp

**6. LECTURES. Choose the right answer.**

1. Would you please ... from smoking while the lecture is in progress?  
a) avoid                      b) keep yourself              c) refrain                      d) stop
2. Prof. Orator spoke clearly and ... so we could understand every word he said.  
a) distinct                      b) distinctly                      c) distinguishable              d) legibly
3. During a lecture I always try to ... down the main points that are made.  
a) doodle                      b) jot                      c) noting                      d) sketch
4. That's precisely what I mean. You've hit the ... on the head.  
a) idea                      b) nail                      c) pin                      d) point
5. The students were interested in what the teacher was saying and listened...  
a) attentively                      b) guardedly                      c) prudently                      d) watchful
6. A few jokes always ... up a lecture.  
a) inspire                      b) liven                      c) loosen                      d) raise
7. Miss Duffer looked as if she hadn't a ... what Prof. Sophisticated was talking about.  
a) clue                      b) guess                      c) point                      d) thought
8. You can ... your shorthand by taking notes during lectures.  
a) keep                      b) keep in                      c) keep on                      d) keep up
9. To begin the lecture, let's take an ... of the present situation.  
a) oversight                      b) overtone                      c) overture                      d) overview
10. The lecturer spoke so fast that I found it hard to take ... what he has saying.  
a) away                      b) in                      c) over                      d) up
11. Prof. Silvertongue was a most effective speaker and his audience seemed to ... on his every word.  
a) catch                      b) cling                      c) hang                      d) hold
12. I'm relying on you, gentlemen, so please don't ...  
a) allow me off                      b) drop me off                      c) drop me down                      d) let me down
13. The teacher ... out the words he had written on the blackboard.

- a) cleaned                      b) dusted                      c) rubbed                      d) scraped
14. The example you have just referred to has no ... on the matter under discussion.  
a) bearing                      b) connection                      c) dependence                      d) relation
15. I'm afraid my speech may have ... you as to my true aims.  
a) miscalculated                      b) misled                      c) mistaken                      d) misunderstood
16. Please repeat what you said. I didn't quite ... the meaning.  
a) comprehend                      b) grasp                      c) retain                      d) seize
17. I take ... to remark. It's quite ... unjustified insinuation.  
a) affront                      b) displeasure                      c) exception                      d) offence
18. The professor never finished his lecture because there were so many ... from the audience.  
a) delays                      b) gaps                      c) interruptions                      d) intervals

**7. Choose the right answer.**

1. There is a(n) ... at the back of the book giving the answers to the exercises.  
a) appendix                      b) index                      c) key                      d) reference
2. No one helped Tracy to do her homework; she did t ...  
a) all by herself                      b) by all herself                      c) by herself all                      d) herself all
3. Clare was ... her homework when her boyfriend called.  
a) at the centre                      b) halfway through                      c) in between                      d) in the middle
4. That work is needed by next Thursday, so make sure you keep to the ...  
a) dead end                      b) deadline                      c) deadlock                      d) dead stop
5. What ... did you get for your French composition?  
a) figure                      b) mark                      c) number                      d) sign
6. Can you recite the Russian alphabet...?  
a) around                      b) backwards                      c) reverse                      d) upside down
7. ... the regular written work, you will be required to submit a long essay.  
a) Apart from                      b) Beyond                      c) Beside                      d) In addition
8. I can't find any logical ... between these two sentences.



- a) bond                      b) chain                      c) link                      d) tie
9. For tomorrow, I'd like you to read pages 25 to 38 ...
- a) excluded                      b) exclusive                      c) included                      d) inclusive
10. My brother found it difficult to learn to write because he is ...
- a) left-handed                      b) right-handed                      c) single-handed                      d) two-handed
11. Suddenly I understood perfectly and everything fell ... place.
- a) down                      b) for                      c) into                      d) out
12. Judging by the ... Sean has put into his essay, he should do well.
- a) exercise                      b) effort                      c) labour                      d) toil
13. In writing the account of his summer adventures, Neville chose not to ... his experiences in the order in which they happened.
- a) arrange                      b) classify                      c) compare                      d) compose
14. I must know these quotations ... . Please indicate their source.
- a) began                      b) come from                      c) invent                      d) start
15. If you want to learn you will, no ... who teaches you.
- a) consideration                      b) matter                      c) question                      d) way
16. Will you ... this essay, please, and see if I have made any mistakes?
- a) look through                      b) look up                      c) see through                      d) see to
17. My teacher never ... my mistakes to me.
- a) explains                      b) exposes                      c) marks                      d) reveals
18. There are a lot of mistakes in your homework, I'll have to ... it again with you.
- a) come through                      b) go over                      c) instruct                      d) pass
19. When I was at school we had to learn a poem ... every fortnight.
- a) by ear                      b) by eye                      c) by heart                      d) by mouth
20. I can't make anything ... his writing.
- a) from                      b) in                      c) of                      d) out
21. The instructor ... me what my mistakes was.

- a) clarified                      b) demonstrated                      c) explained                      d) showed
22. It's no good ... me of giving the wrong answer!
- a) accusing                      b) blaming                      c) criticising                      d) scolding
23. Isn't it ... time you started your homework, Gilbert?
- a) about                      b) good                      c) past                      d) the
24. I have been working since this morning, and I am absolutely ... .
- a) destroyed                      b) down                      c) exhausted                      d) tired
25. Turn the book round, you've got it ... .
- a) downside up                      b) inside out                      c) upside down                      d) outside in

### **8. Choose the right answer**

1. It's vital that the student's handwriting be ... .
- a) illiterate                      b) legible                      c) legitimate                      d) literate
2. It's quite ... which question you answer first because you must answer them all.
- a) arbitrary                      b) indifferent                      c) unconditional                      d) voluntary
3. Vincent read the article through quickly, so as to get the ... of it before settling down to a thorough study.
- a) core                      b) detail                      c) gist                      d) run
4. It is very difficult to ... the exact meaning of an idiom in a foreign language.
- a) convert                      b) convey                      c) exchange                      d) transfer
5. I tried to concentrate on my homework but my eyes kept ... away from the handbook.
- a) digressing                      b) lapsing                      c) rambling                      d) straying
6. On Sunday, Vivian studied for even seven hours ... .
- a) at length                      b) at once                      c) in full                      d) on end
7. Miss nervous handed in the test and waited the results ... .
- a) in the same breath                      b) out of breath                      c) under her breath                      d) with bated breath
8. Wilfred was so ... in his studies that he did not notice the time passing.
- a) drenched                      b) drowned                      c) engrossed                      d) soaked
9. You will need a pen and some paper to ... this problem. It is too difficult to do in your head.
- a) discover                      b) find out                      c) realise                      d) work out
10. Students will be ... for exceeding word-limits in their precise.
- a) condemned                      b) penalised                      c) punished                      d) sentenced

11. I'm afraid I've only had time to ... the article you recommended.  
a) glance                      b) look                      c) peruse                      d) scan
12. Frank has a good ... for figures.  
a) brain                      b) head                      c) mind                      d) thought
13. The noise from the traffic outside ... me from my homework.  
a) annoyed                      b) distracted                      c) prevented                      d) upset
14. You must not ... from the point when you write an essay.  
a) diverge                      b) go astray                      c) ramble                      d) wander
15. I can't possibly mark your homework as your handwriting is ...  
a) illegible                      b) illicit                      c) illogical                      d) illusive
16. Deborah is going to take extra lessons to ... what she missed while she was away.  
a) catch up on                      b) cut down on                      c) put up with                      d) take up with
17. Miss Crammer is so ... in her work that it would be a pity to disturb her.  
a) absorbed                      b) attentive                      c) consumed                      d) intent
18. It suddenly ... on me what he really meant.  
a) came                      b) dawned                      c) hit                      d) struck

**Cheia exercițiilor**

## TEST (p.23-24)

- |      |       |
|------|-------|
| 1. c | 6. b  |
| 2. b | 7. d  |
| 3. d | 8. b  |
| 4. c | 9. d  |
| 5. a | 10. a |

## GEOGRAPHY

5. A. a) *the* Indian Ocean, *the* south, *the* Arctic Ocean, *the* cold North Pole, *the* Atlantic, Pacific and Indian Oceans, *the* shores, *the* icy lands, *the* South Pole; b) *the* narrow ... *a* great rock – *the* Rock..., *a* (*the*) harbour, *a* (*the*) signal station, *the* very top, *the* Straits, *the* mountains; B. *a* long voyage, *the* mouth, *the* second river, *a* woody mountain, *the* slope, *the* tableland, *the* hill, *the* wood, *a* more open order, *a* most pleasant part, *the* island, *the* red columns of *the* pines, *the* air.

7. A. a) round, around, on, on; b) along, of; c) at, of; d) in, of, to; e) on, of; f) into. B. round, by, of, by, in across, round, during, on, by.

10. a) harbour; b) port; c) canal; d) crater; e) the taiga; f) oasis; g) waterfall; h) timber; I) swamp; j) ravine; k) cape; l) pasture.

11. a) What rainfall does Italy receive on the whole?  
b) When does the rain chiefly fall in southern and western Wales?  
c) Where does America lie? (Where is America?)  
d) What are tides and ebbs caused by?  
e) What is the narrowest part of the English Channel?  
f) What is the Gulf Stream?  
g) Do they go in for gardening within the Arctic Circle?  
h) What is a waterfall?

## WEATHER

2. snow, to snow, snowy, snowflake, snowman, snowball, the snow lies deep (thick); frost, frosty, it is frosty, to freeze, frozen, hard (biter) frost;  
sun, sunny, sunshine, sunray, sunlit, sunrise, at sunrise, sunset, sundown, at sunset, the sun rises (sets), to lie in the sun;  
storm, stormy, thunderstorm, snowstorm, the storm bursts out, to be caught in a storm, to be overtaken by a storm;  
wind, piercing (cutting) wind, light wind, fresh wind, the wind blows (falls), windy;  
rain, to rain, it rains heavily (hard), a light rain, it is going to rain, it looks like rain, rainy, rainbow, to keep on raining.

3.

- a) damp; wet; damp; wet; wt; wet  
b) cold; cool; cool; cold; cool  
c) close; hot; close

4.

wind – windy

rain – rainy  
snow – snowy  
fog – foggy  
dust – dusty  
frost – frosty  
sun – sunny  
cloud – cloudy  
storm – stormy

5. to come up – to get down (about the sun)  
morning – evening  
light – dark  
to rise – to set  
winter months – summer months  
the days – the nights  
short – long  
cold – warm

6. get – got – got – getting  
rise – rose – risen – rising  
set – set – set – setting  
grow – grew – grown – growing  
shoot – shot – shot – shooting  
burst – burst – burst – bursting  
awake – awoke – awoken – awaking  
break – broke – broken – breaking  
lie – lay – lain – lying  
freeze – froze – frozen – freezing  
fall – fell – fallen – falling  
ski – skied – skied – skiing  
fly – flew – flown – flying  
sow – sowed – sown – sowing  
blow – blew – blown – blowing  
lay – laid – laid – laying  
dig – dug – dug – digging  
flow – flowed – flowed – flowing

8. a) muddy; clear (fine) weather; to become yellow; to shoot out buds; to harvest; bitter frost; nasty weather; to be caught in a storm; thick fog; a dark cloud

b) It is raining heavily.

It keeps on freezing.

It is going to rain.

The snow lies deep.

It snows hard.

Winter sets in.

What a nasty weather!

What weather are we having today?

9.a) dry climate – damp climate  
fair weather – dull weather  
at sunset – at sunrise  
cloudless – cloudy

to become longer – to become shorter  
 to melt – to freeze  
 nasty weather – fine weather  
 a light wind – a strong wind  
 above zero – below zero  
 cold rain – warm rain  
 high temperature – low temperature  
 heat – cold.  
 b) The temperature falls - ... rises (goes to)  
 The sun rises – The sun sets  
 It is cold – It is hot  
 It keeps raining – It stops raining

15. a) dull; b) nice; c) fine (fair, clear); d) wet; e) hot; f) damp

16.

to freeze – frost  
 to thaw – thaw  
 to dawn – dawn  
 to blossom – blossom  
 to twitter – twitter  
 to hail – hail  
 to sleet – sleet  
 to lighten – lightning  
 to thunder – thunder  
 to drizzle – drizzle  
 to fall off – fall off

18. A) chilly, cold, cool; B) rain (shower), drizzle, shower, drizzle; C) damp, wet, moist; D) hurricane, wind, breeze; E) close, sultry, hot, hot; F) mist, fog, fog.

19. a) sultry, close; cloudy (overcast), rolls (claps); peals, a downpour begins (it is raining cats and dogs); overtaken by the shower, drenched to the skin (wet to the bone); cool (it is not close, stuffy); it is clearing up; b) sail in; c) overcast; d) splendid (brilliant); e) stiff; f) became unbearable; g) stopped; h) dull (nasty); i) severe (hard); j) splendid; k) It is going to thaw; l) unpleasantly cold; m) It is sultry (stuffy, the air is close).

20.

fresh flowers – faded flowers  
 in the sun – in the shade  
 insular climate – continental climate  
 to thaw – to freeze  
 frost – heat  
 close air – fresh air  
 mild climate – severe climate  
 dry weather – rainy (wet) weather  
 chilly wind – warm wind  
 bright day – dull day  
 rainy summer – dry summer

frosty weather – hot weather

22.

to melt – to thaw

splendid weather – glorious weather

dusk – twilight

foggy – misty

mist – fog

close – oppressive

to blossom – to bloom

perfume – scent

to rain – to drizzle (to shower)

a violent wind – hurricane

steady rain – drizzle

hard frost – black (bitter) frost

daybreak – dawn

24. *go out for, in the sun, under that large tree, from the sun, in the shade, with grass, on it, the sight of, to the eyes, with yellow centres in England, some of them, in the orchard, with it, from those rose bushes, with roses, most of them, in full bloom.*

### TOWN

3. a) I. advertise; II. advertising; III. announced; IV. announced; V. announcement;

b) I. accidents; II. incidents; III. incident; IV. accident; V. incident.

4.

a) dwelling house

b) street

c) sightseeing

d) fare

e) conductor

f) passenger

g) shop

h) library

i) gallery

5.

a) metro

b) park

c) Zoo

d) School

e) Stadium

8.

a) What street was widened in many places?

b) Where have you read all the advertisements?

c) Where do you get off a tram?

d) Who must observe the traffic rules?

e) Under what light do you cross the street?

- f) To whom was the monument recently set up in Boston?  
g) Where couldn't you change a five dollar note?

9. *on* the highroad, at *least*, *about* the matter, to poke his nose *into*, took *down*, called *in*, asking *for*, *on* their consciences, *in* coming *to* the point, to engage them *in*, *for* five minutes, *at* last, insisted *on*, *at* the corner *of* the London Road, went *on*, written *down*, to have filled *up*, *about* the matter.

10. a) at *the* car, *a* sort, *a* wooden back, *a* "station-wagon", in *the* back, *a* bite of food, along *the* street, on the door of *the* café; b) *a* lift, *the* passing cars, on *the* road; c) *a* sort.

## EDUCATION

3. a) illiterate; b) a good command of the language; c) experienced; d) fall behind; e) failed; f) scholarship; g) librarian; h) study.

7.

biologist – biology

scientist – science

mathematician – mathematics

physicist – physics

philosopher – philosophy

linguist – linguistics

8.

qualified – experienced

principal – headmaster

class – form, grade

elementary school – primary school

to get an education – to receive an education

to lag behind (the group) – to fall | to get behind (the group)

reading-room – reading-hall

to put to school – to send to school

a child of a school age - a pupil, a schoolboy, a schoolgirl

teacher – school-master, school-mistress

to educate – to teach, to give an education

to train – to teach, to learn

faculty – department

9.

illiteracy – illiterate



science – scientific  
education – educational  
qualification – qualified experience – experienced  
progress – progressive  
ignorance – ignorant  
diligence – diligent  
ability – able  
competition – competitive  
industry – industrious

10.

profound knowledge – superficial knowledge  
literacy – illiteracy  
experienced – inexperienced  
senior form – junior form  
to enter school – to finish school ignorant – educated, able, bright, capable (pupil)  
to be left back – to be promoted to the next form  
to do well at an exam – to fail at an exam  
final exams – entrance exams

11. a) learns; b) taught; c) taught; d) studies; e) learnt; f) learn; g) study | learn; h) learnt; I) studied; j) studied; k) teach; l) studying; m) teach.

*14.a* Negro slave, *an* orphan, *the* house, *the* Plant Doctor, *the* news, *a ...* school, *a ...* village, *the* law, *an* old...book, *the* words, *a* school, *the* things, *the* nearest school, *an* old shed, *a* little, *the* money, *the* South, *the* lectures, *a* cook, *the* fees, *the* head, *the* college, *a* great interest, *the* fellow, *a* painter, *a* career, *the* student, *the* college, *the* moment, *the* knowledge.

## CAPITOLUL 6

*Exercise V.* 1. has had. 2. has not read. 3. have eaten. 4. bought. 5. has driven. 6. has not had. 7. had. 8. read. 9. have used. 10. have known; met.

*Exercise VI.* 1. The students were anxiously waiting for their teacher. 2. She told them a lot of interesting things about England. 3. She told them she had visited Edinburgh, too. 4. She told them that William the Conqueror started to build Windsor Castle a few years after he conquered England. 5. Quite near Windsor is the famous Eton college where the pupils wear black top hats and white stiff collars together with black jackets and striped trousers. 6. The University of Oxford is one of the oldest in Europe, and the University of Cambridge was founded at the beginning of the 13th century by a group of professors and students from Oxford who had left this town because they were persecuted by the Lord Mayor. 7. Near Windsor there is a place called Runnymede where King John was forced by his barons to sign the Magna

Charta in 1215.

## CAPITOLUL 7

*Exercise V.* Victor's friends asked him whether/if he had liked the English food. Victor answered that he had and that many English people eat only little food at lunch and a lot in the morning. Speaking about breakfast Victor told them that he was very surprised the first day, when the waiter came to him, after he had sat down at a little table in the breakfast room and asked him whether he wanted pineapple or grapefruit juice.

Victor promised his friends he would tell them another time something about the paintings in the National Gallery.

## CAPITOLUL 8

*Exercise III.* Mother asked Helen if she had laid...

Helen answered in the affirmative and added that she had put...

Mother expressed her satisfaction and further asked Helen if she had also put...

Helen answered in the affirmative and added that she had also put...; then she went on saying that she had also put on the table the sugar basin, the coffee pot...

Mother then expressed her hope that Helen had not forgotten the bread basket...

Helen answered in the negative and went on saying that she had also remembered her mother had told her to put a clean... She added that in order to make the table look nicer she had also put a vase...

Her mother expressed her satisfaction again and thanked Helen very much for her help.

Helen said that it had been a great pleasure for her to lay the table.

*Exercise V.* 1. anything. 2. something. 3. every thing, 4. anything; anything. 5. something. 6. Everything. 7. Anything. 8. Nothing; nothing. 9. anything. 10. anything.

*Exercise VI.* a) We told Tom and Edith that we should pay them a visit tomorrow afternoon. Edith told us they were waiting for their son Peter, whose marriage with Mariane would take place next week. He had phoned(that) he would come last evening but then he sent a telegram that he would come tomorrow evening. Tom and Edith have been very busy recently making preparations for the wedding, as they have invited a lot of guests.

b) 1. We left home early so should we should arrive there in time. 2. I took my swim-suit with me in case I should need it. 8. Ring me up lest I should forget to bring you the book. 4. They decided that we should continue the translation. 5. She suggested that we should come earlier. 6. I propose that you should repeat the lecture.

## CAPITOLUL 9

*Exercise IV.* 1. have (*oricare din adverbe afară de* over) had. 2. Have you always /often/ ever travelled. 3. have (*oricare din adverbe afară de just și* ever) met. 4. has just risen. 5. have never been. 6. (*oricare din adverbe afară de just și* ever) spoke English 7. has (*oricare din adverbe afară de just, always, ever și* usually) written. 8. have (*oricare din adverbe afară de just, always, ever și* usually) gone. 9. have (*oricare din adverbe afară de just*) found. 10. have (*oricare din adverbe afară de just și* ever) given.

*Exercise VIII.* When Shakespeare was still at school he saw a few performances given by actors in his small town. Probably this is how he got the idea of writing plays. He was saying to himself, in his dreams, that one day he would go to London where he had heard that there were theatres and actors and there he would become an actor and playwright too.

Shakespeare encountered many hardships in his life and he had many enemies. After his death it took nearly two hundred years before the whole world acknowledged him as one of its greatest playwrights.

## CAPITOLUL 10

*Exercise I.* 1. to; about; with, at. 2. in; of; after. 3. of. 4. of. 5. for. 6. of. 7. in; to; to. 8. in; of. 9. of; in; of; between. 10. into *sau* out of. 11. for. 12. forward to; about. 13. to; of. 14. at. 15. to; to.

*Exercise II.* 1. smoking., 2. skiing; skating. 3. going. 4. breaking. 5. seeing; believing. 6. buying. 7. going shopping; taking. 8. spending. 9. staying; going out; seeing. 10. learning; doing; doing. 11. making. 12. meeting.

*Exercise IV.* "I like fishing, but I am not used to fishing with this (fishing-) rod. So I hope you won't mind me/my asking you to lend me your (fishing-)rod. It's no use/good trying to fish with a rod which I am not used to. You see, I can't risk telling my wife that I didn't catch anything. She relies/counts on me/my bringing her some fish, and —""Excuse me/my interrupting you, I've no intention of talking you into telling your wife a lie, but why don't you buy some tinned /canned fish'/" "I am surprised at your saying/suggesting such a thing. (Why), you have no idea what it means opening a tin/can without a tin-opener".

"(But) Why without a tin-opener?"

"Because I lost ours and I can't talk my wife into buying another one. She says she prefers to eat/eating fresh fish".

## CAPITOLUL 11

*Exercise I.* 1. about; in; of. 2. of. 3. to. 4. to; of; in; at; on. 5. for. 6. to. 7. to; before/after/during. 8. to. 9. to; to; on; in. 10. at; by; of. 11. by; on. 12. in; over. 13. in. 14. to; (in) to. 15. to; (in)to; (about).

*Exercise III.* 1. lending; make. 2. being driven; driving. 3. going; go. 4. telephoning; asking; to look. 5. having; to drive. 6. to pay; giving. 7. waiting. 8. interrupting; repeating. 9. asking; to lend; telling; to buy. 10. giving; to tell; going. 11. being. 12. working; going out; stay. 13. taking part; stop; doing.

*Exercise IV.* "Hello! Can I speak to Professor Swift, please?"

"Just a moment, please. I am putting you through to his office".

"Hello! Professor Swift's secretary speaking".

"Excuse me, can I speak to Professor Swift, please?"

"(I'm) Sorry, Professor Swift is not in at the moment. Would you mind calling back in (a) quarter of an hour, or would you like to leave a message?"

"Thank you, I'll call later."

### *A quarter of an hour later*

"Hello! Could I speak to Professor Swift please?"

"Hold/Hang on, please. You're through."

"Thank you. Hello, Professor Swift?"

"Speaking."

"George Hardy here."

"Would you mind speaking a little/bit louder? I can't hear you very well."

"This is George Hardy speaking. I regret to have to inform you that I didn't succeed in making (sau I didn't manage to make, *sau* I couldn't make) the committee change their attitude to the question of scholarships. I tried to explain to them your point of view, but they said it was useless/pointless discussing a question which is so well known to them. So after they discussed other questions for three hours, they decided to adjourn without having reached a final conclusion. I suggest you telephone them yourself.

„I have no intention of doing such a thing (sau I shall do nothing of the kind.) Thanks for

informing/telling me anyhow.”

“Not at all, sir. Goodbye.”

"Bye-bye.”

## CAPITOLUL 12

*Exercise I.* 1. for; to. 2. for; to; to; at, 3. in to; out; to; down. 4. for; to; about. 5. for; to; to. 6. into; for; to; out of. 7. of; to; for; to; in; of; away. 8. for; to; about.

*Exercise III.* I. This problem is too difficult for me to solve. 2. What really matters now is for you to pass that examination. 3. Then the next thing to do is for you to get a job. 4. This desk is too heavy for me to lift. 5. I've changed the spare wheel for you to drive on. 6. It's better for you not to change it now. You may be sorry for it, if you do. 7. Here's my pen for you to use whenever you want to. 8. It's time for you to buy a new/another suit.

*Exercise IV.* My friend (tele)phoned/rang me (up) for me not to forget that we have theatre tickets. There was no need for him to ring (etc.) me, as I knew that very well. However, I thanked him for him not to feel offended. Then I shaved, dressed and went out/left home. I picked up a passing taxi on my way for me not to be late. I got to the theatre just in time (for me) to leave my coat at the cloakroom and take our seats. The play was long and bad/dull, but my friend liked/enjoyed it. He kept on applauding in mid-scene. So, for fear I might/should upset him, I too applauded from time to time. Then, when the play finally ended, I thanked him (for it), I apologized saying I was in a great hurry, and left quickly for fear he should/might ask me another time too. On my way home I remembered that in fact I (sau: it was me who) had asked/invited him, and not vice versa. Now I understood why he had been so anxious not to miss the show.

## CAPITOLUL 13

*Exercise I.* 1. from; to. 2. with; to; to; for; in. 3. for; to; from; to. 4. to; in; with; with. 5. To; down from; to.

*Exercise II.* 1. needn't sau don't need to. 2. needn't. 3. Need I tell sau Do I need to tell. 4. do you need. 5. needn't sau don't need to. 6. needn't sau don't need to. 7. needn't. 8. didn't need.

*Exercise III.* 1. Do I need to write sau Need I write. 2. You don't need to write sau You needn't write. 3. Does one need to pay sau Need one pay. You don't need to pay sau You needn't pay. 5. didn't need. 6. didn't need. 7. needn't have taken it. 8. Need you finish sau Do you need to finish.

*Exercise IV.* “Tell me, Dan, need I (sau do I need to) go there? I mean is it necessary for *me* to go there? Can't Adrian go in my place?”

"No, you needn't (sau you don't need to) go there, if you don't want to. But I think I needn't emphasize/stress too much the importance of these lectures on 20th century England.”

“You needn't have mentioned it. I know (very well) that these lectures given by Professor Martin are very/most interesting. I only thought — Well, it doesn't matter. Need I (sau Do I need to sau Will I have to) book a seat in advance?”

“No, there is no need for you to (sau You needn't sau you don't need to) book any seat. At least, when I went to one of his lectures last week I didn't have to (sau I didn't need to) book any seat. The lecture theatre is very spacious/large and there were still vacant/empty seats.

## MODAL (DEFECTIVE) VERBS - DARE

*Exercise I.* 1. by; to. 2. In; in; of; with; by; with. 3. of; in; by; by; of; to.

*Exercise II.* 1. Do you dare to (sau Dare you) walk. 2. to dare. 3. wouldn't dare(to). 4. dare (to). 5. Do you dare (to) (sau Dare you) suggest. 6. wouldn't dare (to). 7. didn't dare (to) (sau dared not) do. 8. dare (to).

*Exercise III.* As his friend had dared/challenged him, in Eva's presence, to walk alone through the woods at night (time), saying (that) he was certain/sure Dan wouldn't dare (to) do it, Dan decided to show everyone how courageous/brave he was. He took an electric torch and a stick and walked

into/entered the woods. He had already walked some/about 300 yards, whistling all the time, when he suddenly heard a strange noise behind him. He stopped, looked back and through the darkness saw/distinguished a shadow advancing towards him. He got frightened and took to his heels. Behind him he heard a dog barking. So that's what it was! A dog! The next/following day he dared not (sau didn't dare to) tell his friends of his adventure, fearing (sau for fear) (that) they might/would laugh at him (sau make fun of him.)

### MODAL VERBS – USED TO

*Exercise II.* 1. to; from. 2. in; to; in. 3. at; of; to; at ; to. 4. of; at. 5. by; by; to; in.

*Exercise III.* 1. used to walk. 2. used to obey. 3. used to turn in. 4. as I used to. 5. They used to go. 6. he used to have. 7. I'm not used to.

*Exercise IV.* 1. In the old days people used to think that the sun was going/turning round (sau circling) the earth. 2. This is where I used to play when I was a child. 3. I'm not used to being talked to like this/that. 4. I think you used to smoke a pipe, usedn't you? (sau didn't you?). 5. Every time we met, he used to say (that) he hadn't seen me for ages. 6. Do you usually shave every morning? 7. There used to be more people in the street(s) at this time of (the) day. 8. What used you to (sau what did you usually) drink there, tea or coffee?

### MODAL VERBS - GENERAL REVISION

*Exercise I.* 1. must. 2. must. 3. have to/must. 4. must/have to. 5. must; must. 6. have to/must. 7. must/have to. 8. is to. 9. ought to. 10. must/should. 11. is to. 12. must/is to. 13. is to. 14. must/should/ought to. 15. must/should/ought to. 16. have to/must. 17. have to/must; must/should.

*Exercise II.* 1. mustn't. 2. needn't. 3. needn't. 4. mustn't. 5. needn't. 6. mustn't. 7. needn't. 8. needn't. 9. mustn't.

*Exercise III.* 1.. Must you sau DO you have to. 2. I needn't sau I don't have to. 3. She needn't have hurried. 4. You must have been out. 5. (I'm sure) He couldn't have said. 6. You must be joking. 7. Ho may/might not be here. 8. Will/Can/Could this be. 9. This must/should be. 10. He used to smoke sau He would smoke. 11. You mustn't/shouldn't. 12. May/Might/Can/Could I.

## Final Test

1.

1. a	6.c	11.c	16.d	21.c
2. c	7.a	12.d	17.d	22.b
3. a	8.a	13.c	18.d	23.d
4. d	9.b	14.d	19.d	24.b
5. c	10.b	15.c	20.a	25.c

2.

1.a	6.a	11.c	16.a	21.c
2.b	7.d	12.d	17.a	22.b

3.b	8.b	13.c	18.c	23.b
4.b	9.a	14.b	19.c	24.a
5.c	10.a	15.c	20.a	25.b

3.

### Selecting Courses

The courses given by a COLLEGE or university are called its curriculum. The PROSPECTUS of the institution OUTLINES the complete CURRICULUM. It gives the REQUIREMENTS for entry to each course, as well as the credits given for the COURSE.

Each course is designated as giving a SPECIFIED number of credits. These are usually equal to the number of CLASS HOURS devoted each week to the course. For example, a course that meets three times a WEEK usually gives THREE credits towards graduation. Schools using the semester CALENDAR require about 120 credits for GRADUATION. Between 30 and 40 of the required CREDITS must be in the student's MAJOR subject.

Schools vary considerably in the AMOUNT of freedom given students in SELECETING their courses. Almost all schools have a certain NUMBER of required SUBJECTS. Students can also usually choose nonrequired courses called ELECTIVES. Liberal-arts colleges usually give students more OPPORTUNITY to choose than do TECHNICAL schools.

4.

1.d	4.d	7.b	10.a
2.b	5.a	8.a	11.c
3.d	6.b	9.c	12.c

5.

1.d	4.d	7.b	10.a	13.c
2.b	5.a	8.a	11.c	14.c
3.d	6.b	9.c	12.c	15.d

6.

1.c	6.b	11.c	16.b
2.c	7.a	12.d	17.c
3.c	8.d	13.c	18.c
4.b	9.d	14.b	
5.a	10.b	15.b	

7.

1.c	6.b	11.c	16.a	21.d
2.a	7.a	12.b	17.a	22.a
3.b	8.c	13.a	18.b	23.a
4.b	9.d	14.b	19.c	24.c
5.b	10.a	15.b	20.c	25.c

8.

1.b	6.d	11.d	16.a
2.a	7.d	12.b	17.a
3.c	8.c	13.b	18.b
4.b	9.d	14.c	
5.d	10.b	15.a	

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