

**BRIDGES OVER CULTURES**  
**EXERCISES FOR ADVANCED STUDENTS**  
*(SECOND YEAR OF STUDY)*

## **Scopul caietului de exerciții. Modalități de utilizare.**

Caietul de exerciții la limba engleză, pentru anul al doilea, nivel avansat, își propune să dea studenților care urmează cursurile Facultății de Comunicare și Relații Publice în sistemul Învățământ Deschis la Distanță (IDD) posibilitatea de a continua să învețe situații comunicaționale din complexe, să aprofundeze gramatica limbii engleze, pentru a vorbi cât mai corect. De asemenea, ei se vor familiariza cu limbajul socio-politic și cu marile texte ale celor mai importanți autori britanici și americani, exersând confruntarea cu ideile revoluționare și rafinându-și vocabularul. Pentru a avea dreptul de a accede la examenul scris, toți studenții din seriile de avansați vor avea obligația de a completa integral caietul de exerciții, cu scris de mână, de a îl organiza sub forma unui dosar și de a îl preda profesorilor în ziua testării. Acest caiet va reprezenta numai o condiție obligatorie pentru intrarea în examen, nu va constitui parte din nota studentului, care se va obține pe baza testului scris.

Concepută după același sistem ca și caietul de exerciții de anul întâi, această a doua lucrare cuprinde capitole structurate în patru părți, de aproximativ aceeași mărime și importanță. Cea dintâi componentă este una comunicațională, prezentând exerciții privind tipuri de eseuri, apoi tipuri de proiecte eligibile. A doua paradigmă cuprinde exerciții și traduceri privind substantivul, articolul, adjectivul, pronumele, numeralul. Partea a treia conține cerințe de comentarii pe marginea vieții și operei unor personalități marcante ale culturii moderne, cărțurari ale căror idei de filosofie socio-politică le găsim de actualitate și astăzi. A patra componentă a cursului expune exerciții de vocabular, grupate și ele pe teme, analizând structuri complexe, ca de pildă idiomuri, cuvinte ce se pot confunda, prieteni falși, expresii americane sau colocviale.

## I. ON FREEDOM AND EQUALITY

*1. Develop one of the following first paragraphs:*

1. Mr. Soames woke up with a start and was surprised to find the gallery so quiet and almost dark. Just in front of him on the wall there was a forgotten painting of some Old Master. As he looked at it, he suddenly remembered where he was. The dreadful realisation came over him all at once: he had been shut up in the museum!
2. Ten short quick steps brought him to the other side of the room. Here was a sound of breaking glass. In a moment he had jumped out of the window and was halfway across the garden before anyone could stop him.
3. It is always pleasant to look through an old photograph album. Hundreds of people are gathered there: grandparents, parents, uncles, aunts, cousins, friends. For a short time, it is possible to see them all again in some of the happiest moments of their lives.

2. *Make up stories between the following beginnings and ends:*

1. *The first paragraph:* It is hard for people who live under blue skies to imagine what a heavy city fog is like. It is something quite different from the clear mist on a mountain and may come down without warning and cover a whole town.

*The last paragraph:* I climbed the steps of every entrance until I came to my own. Even when I had opened the door, I was not sure that it was the right house or even the right street.

2. *The first paragraph:* Looking at an atlas has the same fascination as looking up a word in a dictionary. You try to find one thing and are soon carried away by another so that in the end you forget what it was you were originally looking for. In this way an atlas often enables you to take imaginary trips to distant places or to trace the journeys of great explorers.

*The last paragraph:* For some time I imagined what it must have been like to cross the Pacific in a raft. Then, turning over the pages of the atlas again, I found that I was soon off on another journey.

3. *Write stories according to the following plans:*

1. *Before the event:* Midnight: bridge – cold – dark. Frank on bridge. Someone approaching. Effect on him. Steps come nearer. Frank turns to look. Pretends to stop. Sees stranger. Description.

*The event:* Conversation. The man wants information. Frank suspicious. Why? Follows. Outside house: lights, man over wall.

*After the event:* Frank now sure – telephone box.

2. *Introduction:* Decision to spend day in city: square - gardens. First impressions.

*Development:* Arrival at square. People – pigeons – statue. Incident – boy and pigeons. Leave square. Public gardens: different atmosphere. Pond most interesting. Various boats. Rest. Join crowd.

*Conclusion:* Midday. Leave for home. Surprised that city could be pleasant.

4. Complete the sentences below with these linking words and phrases which could help you make your essay more coherent: as a result, moreover, otherwise, as though, all the same, as long as, as soon as, contrary to, as, even though, no matter, because of.

1. There was a heavy snowfall, and ..... the flight was delayed.
2. I don't mind your driving ..... you don't go too fast.
3. She behaved ..... nothing had happened.
4. .... the accident, the road was blocked.
5. We'll leave the country ..... we possibly can.
6. .... I felt ill, I decided to go home early.
7. She knew he couldn't come, but she invited him .....
8. .... the doctor's orders, he was playing football again the next day.
9. .... he's my friend, I wouldn't want to share a house with him!
10. .... what they say, you shouldn't believe them.
11. They knew the money was stolen. ...., they knew who had stolen it.
12. You should work harder, ..... you won't get promotion.

5. Fill in the blanks with *is* or *are*, according to the use in the singular or plural of the nouns:

1. The equipment that we ordered ..... here.
2. What ..... the weather like at this time of year?
3. The agenda for tomorrow's meeting ..... on your desk.
4. Your Japanese visitors have gone to the hotel, but their luggage ..... still at the office.
5. On the foreign exchanges this morning, the dollar ..... up 0.5 cents against the yen.

6. In the dialogue, choose the correct option from the words in italic:

Harry: I've got *a problem/some problem* with Petersens. They owe us *a money/some money* for *a work/some work* we did for them, but they won't pay.

Janet: We've had *a trouble/some trouble* with them before, haven't we?

Harry: Yes, that's right. Last year they sent us *a cheque/some cheque* for *an equipment/some equipment* we had supplied and the bank returned it. So, they haven't got *a good record/some good record*.

Janet: May I make *a suggestion/some suggestion*? Send them *a final demand/some final demand*, saying that we want to be paid immediately.

Harry: And if they still don't pay?

Janet: Go and see *a lawyer/some lawyer* and get *an advice/some advice* about what to do next.

Harry: All right, I'll send them *a letter/some letter* today.

Janet: Yes, OK. And by the way, there is *an information/some information* about the company and who runs it in the accounts department. Have a word with Kerry, because she's got *a correspondence/some correspondence* from them that might be useful.

7. Fill in the blanks with an uncountable noun. Use one word only:

1. A: Would you like to try the salmon? The trout is good as well.  
B: No, thanks, I don't really like .....
2. A: Would you like wine or a beer or a gin and tonic, or something?  
B: No, thank you. I'll just have mineral water. I don't drink .....
3. A: We are going to a couple of department stores to try and buy some clothes.  
B: I think I'll stay here. I hate .....
4. A: So your wife handles the accounts, does she?  
B: Yes, it's because I'm no good with .....
5. A: Could I have a talk with you about the arrangements for next week?  
B: I'm sorry, could we talk later? I haven't got ..... at the moment.

8. *Comment upon the life and the intellectual activities of **Thomas More**.*

9. *Comment upon the government system presented in **Utopia** of Thomas More.*

10. Complete the sentences with the following idioms, in the correct form. There are two more than you need.

1. Look, the party is going to be quite easy to arrange. Don't .....
2. You live next door to Steven Spielberg?! You must be .....
3. We cannot possibly stop for a snack on the way home. Sorry, it's .....
4. Send John into my office when he arrives. I've got ..... with him.
5. Mary, you are looking rather ..... Has anything happened?
6. You know Richard borrowed my stapler yesterday and didn't return it. Well, I've just seen my calculator on his desk! That really .....
7. Although police were watching all the ports, the escaped convict managed to ..... and ran away on a cross-channel ferry to France.
8. I don't think Eugene meant what he said. His remark was rather .....
9. When smoke from Mr. Samuelson's fire dirtied Mrs. Rage's washing, she ..... by throwing the contents of her dustbin over the fence into his garden.
10. I'll remember his name in a moment. It's .....
11. If you are going to see the Headmaster today, ..... He is really furious.
12. I'm afraid Donald doesn't really appreciate all his sister does for him. He just .....

*The missing idioms are the following:* watch your step, give someone the cold shoulder, take the biscuit, have a bone to pick with someone, give someone the slip, take someone/something for granted, on the tip of your tongue, tongue in cheek, make a mountain out of a molehill, pull someone's leg, out of the question, get your own back, down in the mouth, play second fiddle.

11. The following well-known spoken phrases are associated with particular situations. Identify each phrase by describing briefly who would say it and in what circumstances.

*Example:* "Please fasten your safety-belts." air stewardess to passengers before take-off or landing

1. "Mind the doors!"
2. "To eat here or take away?"
3. "Many happy returns".
4. "How do you plead?"
5. "Just a trim, please."
6. "Have you anything to declare?"
7. "Take this prescription and come back and see me in a week."
8. I'm putting you through."
9. "I now pronounce you man and wife."
10. "I swear to tell the truth, the whole truth and nothing but the truth."
11. "God bless her and all who sail in her."
12. "Say 'Cheese'"
13. "Once upon a time..."
14. "All aboard!"
15. "This won't hurt."

12. Make the following phrases more formal by replacing certain words or phrases by choosing words or phrases from the group given at the end of the exercise. In some cases it is necessary to make a small change in, or addition to, the expressions.

1. ask at the station;
2. to make things easier;
3. before our arrival;
4. a previous engagement;
5. she will help us;
6. more than 100\$;
7. more information;
8. tell the company;
9. the beginning of the course;
10. sufficient money for the expenses;
11. keep your ticket;
12. they will give more information;
13. you must have a valid passport;
14. the tour will end in Paris;
15. they go to a primary school;
16. he was allowed to enter;
17. the regulations say that;
18. if you want information;
19. he has permission to be absent;
20. show your driving licence;
21. make sure you have permission;
22. you are asked to be punctual.

*The more formal expressions could be chosen from the following group:* inquire, produce, facilitate, state, seek, obligatory, attend, admit, leave, provide, terminate, notify, in possession of, additional, further, desire, in excess of, hold, retain, location, prior, fund, commence, commencement, ensure, in duration, depart, prior to, undertake, assist, attire, appropriate, request.

## II. ON GOVERNING

*1. Think about three situations in your own life that could give rise to an argumentative essay. For each case, write a brief paragraph telling what point you want to make and for whom you are writing. Conceive a Situation statement for each argumentative context you have discovered, taking into account purpose, writer and reader.*

*2. Rate the following sentences as proposition statements on a scale of 1 (lowest) to 5 (highest). Be prepared to explain why you do or don't think they could work. Conceive a Pro and con chart for these topics, then choose one and build an actual argumentative essay.*

*1. Money is the root of all evil. 2. In these modern times in which we live, corruption in its various forms has a broad impact of major concern. 3. There is too much government interference and red tape for the average citizen to feel free. 4. Nothing beats the fresh taste of milk. 5. Someone needs to do something about the situation with regard to housing on the campus.*

*3. Letting 10 represent the highest and 1 the lowest, rate the following public figures for their appeal to character: Hillary Clinton; Jane Fonda; Benjamin Franklin; Bill Gates; Adolf Hitler; Jay Leno; Abraham Lincoln; Richard Nixon; Arnold Schwarzenegger; Virginia Woolf. Discuss the reasons for your scoring.*

4. Read the following statements and comment on their use of informal reasoning. What details would you need to see in order to be convinced?

1. Coach Ratcliffe should be fired because a coach's job is to win ballgames.
2. I know he's popular because he drives a Corvette.
3. The president hasn't done anything about welfare reform, so he has no sympathy for the poor.
4. Too much smoking ruins a person's health, so you know Louisa's in bad shape.
5. Mr. Price got the contract, so you know he paid a few people off.

5. Form feminine nouns from the following masculine nouns using the following suffixes: - *ess*, - *ix*, - *a*, - *ine*:

actor, host, shepherd, administrator, sultan, god, lion, prior, negro, hero, prince, tiger, heir, waiter, director, prosecutor.

6. Give the corresponding masculine nouns of the following feminine nouns, then give the generic term, if any:

queen, woman, wife, daughter, nun, lady, sister, goose, bee, duck, granddaughter, bride, girlfriend, maid-servant, spinster, nurse, policewoman, lady-speaker.

7. List the feminine nouns in the second column and the generic nouns in the third column so as to correspond to the masculine nouns in the first column:

Hog		
Cock		
Hound		
Buck		
Bull		
Drone		
Stallion		
Fox		
Ram		
Stag		

*8. Translate into English:*

1. Știai că premiul a fost din nou cucerit de români?
2. Este cea mai modernă poetă a noastră.
3. Sora mea a jucat rolul prințesei.
4. Ambasadoarea a rostit o cuvântare.
5. Era o fată bătrână foarte excentrică.
6. Nu cred că văduva de la parter este acasă.
7. Leoaica pe care ai văzut-o la circ a fost adusă din Africa.
8. A venit lăptăreasa azi?
9. Este plăcut când ești servit de vânzătoare atât de politicoase.
10. Toate miresele sunt frumoase.
11. Ea este cea mai bună dactilografă din birou.
12. A insistat să fie consultată de o doctoriță.
13. Mâncărurile italienești au fost pregătite de ajutoarea bucătarului.
14. Una dintre prietenele mele mi-a trimis acest tablou.
15. Singura funcționară care știe germană este acum în concediu.
16. O cunoști pe verișoara mea Ana?
17. Când ziarista și-a luat locul în sală, toată lumea votase.
18. M-am întâlnit cu elevele din clasa de fizică.
19. Bunica e mândră de copiii și nepoții ei.
20. Toți membrii juriului – atât jurații cât și juratele – au fost de acord asupra verdictului.

9. *Comment upon the life and the works of **Francis Bacon**.*

10. *Comment upon **Francis Bacon**'s **Essays**, discussing the opinions of the author about the governor of the country, about the good and the bad things he could accomplish.*

11. *Comment upon the conception about the organisation of the **New Atlantis**.*

12. Complete the following sentences with the borrowed words and phrases mentioned below.

1. We could go first to Rome, and then to Florence, or ....., if you prefer so.
2. A ..... appears to have taken place in Nigeria, where an army general is now reported to be in control.
3. He can easily prove he is a ..... resident, just by showing his passport.
4. When you apply for that job, don't forget to enclose a ..... with your letter of application.
5. I'm afraid I made an awful ..... the other day. I asked Jane where her husband was, quite forgetting they had divorced.
6. Nobody likes the new accountant in our office, he is ..... as far as we are concerned.
7. A ..... was carried out on the body, to establish the exact cause of the death.
8. You looked so confident and ..... about it all that I thought you must have parachuted before.
9. What he said had very little connection with what we were discussing, it was a complete ....., in fact.
10. Garry had a bit of a ..... with the traffic warden this morning – that is why he is so late.
11. Fellow graduates will be pleased to hear that Caroline Ascot, .....Neil, has become the director of the research center.
12. Yet another double glazing salesman rang up last night, but at least his ..... was short and to the point.
13. If you forget your lines, you'll just have to ..... The audience will not notice a thing!
14. The police were unable to charge Jefferson, as he had an unshakable ..... for the time when the robbery had been committed.
15. I was delighted when Mrs. Brown asked me to furnish her house for her. She gave me ..... to order whatever I needed.
16. We could go on ..... considering the various options, but I think it is time we made a decision.
17. It was such a warm evening that we decided to have a little ..... supper in the garden.
18. The two of them were enjoying a quiet ..... over coffee.
19. The judge decided to hold the hearing ....., as it was important to protect the children from unnecessary publicity.
20. John recovered quickly from the shock of seeing his sister, and said with great ..... that it was good to see her back.

*The borrowed words and phrases to be used in the sentences are: faux pas, carte blanche, vice versa, bona fide, ad lib, post-mortem, ad infinitum, persona non grata, blasé, in camera, non sequitur, spiel, alfresco, contretemps, alibi, curriculum vitae, coup d'état, née, tête-à-tête, aplomb.*

13. Put the following French expressions into the correct place in the sentences below:

encore, début, c'est la vie, au fait, entourage, façade, détente, avant garde, coup, gourmet.

1. If we take Charles out to dinner, we must choose a good restaurant. He is a .....
2. There was a successful ..... last night. The president has been arrested and the main government buildings are in the hands of the army.
3. Film stars do not usually travel alone. They are normally surrounded by a large ..... of agents, secretaries and other helpers.
4. The audience liked her songs so much that at the end they shouted “.....”, so she sang once more.
5. I've had some bad luck recently, but it's no use worrying about it. ....

6. I hadn't visited the country for a long time and I wasn't ..... with the most recent political developments.
7. He is a very ..... artist. I have no idea what he is trying to express. Very few people understand his paintings.
8. She made her ..... as an actress in a film at the age of 14.
9. That building still has its old ....., as you can see, but the rest of the building behind it has been rebuilt and modernised.
10. At the moment there is a ..... between the two countries. Relations are much easier.

14. Put each of the following expressions of Italian, Spanish, German and Chinese origin into the correct place in the sentences below:

incognito, bravo, graffiti, siesta, macho, patio, blitz, kaput, kindergarten, kowtow.

1. A man who is very tough and masculine is sometimes described as .....
2. At the age of three she went to a ..... just to learn to play with other children.
3. After lunch I like to have a ..... for an hour or so.
4. A week after the wall was repainted, it was covered with ..... again.
5. My television set is ..... I have to buy a new one.
6. You performed very well. ....!
7. He didn't want to be recognised so he changed his appearance and traveled .....
8. My garden was looking very overgrown and neglected so I did a real ..... on it last Saturday. I was working all day long.
9. When the Prime Minister comes, just be polite and normal. There is no need to ..... to him.
10. No, our house hasn't got a proper garden, just a paved .....

**III. REASON AND ORDER**

*1. Write essays of between 600-800 words on one of the subjects given below.*

1. Fashion.
2. Bridges.
3. Eccentrics.
4. Intuition.
5. The ideals of democracy.
6. On giving and receiving presents.
7. A sense of humour.
8. Atomic energy.
9. Expectant fathers.
10. Watches and clocks.

2. Use the italicised nouns in the plural. Make the necessary changes in what concerns the nouns, the verbs and the pronouns:

1. This *pencil* is not exactly what I need.
2. Bob's *horse* was sold about 3 weeks ago.
3. Do you find the *box* large enough?
4. The new teacher took them to *a museum*.
5. His *story* was really exciting.
6. This *play* can't have been written by Shakespeare.
7. She bought a *Venetian mirror* last year.
8. There is a blank *page* in this book.
9. That was the worst *match* in the history of the team.
10. A *monkey* is a funny creature.
11. May I have *a loaf* of white bread, please?
12. The new *handkerchief* must be in the top drawer.
13. Have you brought the *scenario* along?
14. There was no *mosquito* in the room.
15. Is this the only *city* you have visited?

3. Fill in the blanks with the plural form of the italicised words, bearing in mind the rules of forming the plural for the collective nouns:

1. The doctor says you should take one *spoonful* of this medicine and two ..... of the other.
2. I appreciate the responsibility of an *editor-in-chief*. Out of all the ..... Mr. Smith is the most industrious.
3. My friend's eldest *sister-in-law* is a student. The other ..... are still at school.
4. The delicate blue flower is a *forget-me-not*. If you go for a walk in the woods you can pick up a lot of .....
5. She asked a *passer-by* to show her the way to the railway station. Suddenly several ..... offered to accompany her there.

4. Choose the right form of the verb:

1. a. The committee (consist, consists) of 12 members.  
b. The committee (has, have) come to a common point of view.
2. a. My friend's family (is, are) small.  
b. The family (was, were) asleep when we arrived.
3. a. The press (is, are) kindly requested to leave the conference hall.  
b. The press (is, are) always present on such occasions.
4. a. The audience (was, were) taking their seats.  
b. The audience (was, were) applauding enthusiastically.
5. a. The mob (has, have) been fighting among themselves for some time.  
b. The mob (is, are) a disorderly crowd.
6. a. The selection board (is, are) arguing about the costs of the books.  
b. The selection board (has, have) selected the best candidates.
7. a. The government (has, have) announced further wage rises.  
b. The government (stand, stands) firm in refusing to make concessions.
8. a. The new Cabinet (was, were) the result of the bargaining between parties.  
b. The new Cabinet (is, are) reluctant to look into it.
9. a. A flock of sheep (has, have) invaded my garden.  
b. Look out! Your flock (is, are) straying in all directions.
10. a. The army (has, have) seized power.  
b. The invading army (was, were) defeated.

5. *Fill in the blanks with the corresponding collective nouns in the following sentences.*

1. Thirty pupils form a .....
2. A body of 12 persons in a court of justice form a .....
3. A gathering of people in the theatre hall form a .....
4. A number of persons who have come to a meeting form a .....
5. A body of persons united by political opinions, by their support of a common cause, form a .....
6. A number of cows form a .....
7. A number of thieves form a .....
8. A group of persons controlling a business or government department form a .....
9. A number of people in a public square form a .....
10. A group of wolves form a .....

6. *Comment upon the life and works of **Thomas Hobbes**, discussing the role of **Leviathan** in the history of political thinking*

7. Write a philosophical essay comparing the three important works of social and political thinking: *Utopia* by **Thomas More**, *New Atlantis* by **Francis Bacon** and *Leviathan* of **Thomas Hobbes**.

8. Complete the sentences below with the following words: degree, initial, pound, coach, trip, common, surgery, very, suit, plot.

1. Sadly, beggars have become a ..... sight in many of our cities.
2. There were some ..... teething troubles when the no-smoking ban was first introduced, but most people have accepted it now.
3. Please come to the ..... to consult the doctor if at all possible. He only make house calls in cases of serious illness.
4. My heart began to ..... as I cowered behind the door, watching the handle turn slowly.
5. Laura had arranged to see the specialist on Monday. That ..... morning the letter arrived from the clinic, with her blood results.
6. In his spare time Bernard used to ..... the under-fourteen football team.
7. I suppose I shall have to wear a ..... and tie for the interview.
8. Be careful not to ..... over the children's toys in the hall.
9. I wish I'd bought a programme. Then I might have been able to follow the .....  
Who died in Act 1?
10. On graduation day, Garry's parents turned up to see their son receive his .....

9. The words used in point a) have more than one meaning. Match them with the definitions below.

1. a long distance bus .....
2. unfenced land which anyone may use .....
3. operations on hospital patients .....
4. a British monetary unit .....
5. extremely .....
6. a short journey .....
7. to conspire against someone .....
8. the first letter of a name .....
9. to be appropriate for .....
10. a measurement of heat and angle .....

10. Think of a word that have both meanings mentioned below and write it down in the free space.

1. a company ..... unyielding, strict
2. limbs ..... weapons
3. a written message ..... a part of the alphabet
4. a stick used in golf ..... a group of members who share an interest
5. magic words ..... to write a word correctly
6. a bird's mouth ..... this tells you what you have to pay
7. part of a tree ..... a large suitcase
8. used for smoothing metal or manicuring nails ..... a collection of papers under a name or heading
9. a living green thing ..... a factory
10. new ..... a book (fiction)
11. similar to ..... to enjoy
12. to reserve ..... pages bound together for reading

11. Match each of the following words with two of the definitions: stage, economy, ground, lap, experience, regard, race, beat, even, limp, log, hide, refuse.

1. a speed contest; 2. earth; 3. to look; 4. a nation/people; 5. describes a number divisible by two; 6. the skin of an animal; 7. a platform; 8. the finances of a country; 9. knees; 10. past work; 11. to work with difficulty; 12. rubbish; 13. a step; 14. an event that affects you; 15. to defeat; 16. soft,

floppy; 17. firewood; 18. say no; 19. linking; 20. saving money; 21. milled into powder; 22. to hit; 23. to conceal; 24. a ship's diary; 25. a circuit; 26. level, regular.

*12. Think of the multiple meanings of the following words and write them down:*

suit, trip, plot, initial, surgery, common, rubber, coach, very, diagram, arms, sole, trunk, race.

#### IV. COMMUNITY AND AUTHORITY

*1. Write essays of between 600-800 words on one of the subjects given below.*

1. Discuss the uses and abuses of strikes.
2. Is capital punishment defensible?
3. Discuss the importance of tourism as a source of income to your country.
4. "Democracy is a word which grumbles meaninglessly in empty bellies" (Ritchie Calder).
5. Consider the effectiveness of the United Nations Organisation as an instrument for maintaining peace.
6. Fascism and communism are more closely related than they would appear to be.
7. Is the idea of the "noble savage" simply a myth?
8. Which is the chance of survival of the modern family?
9. The features of the city of today.
10. In our efforts to control pests we are seriously altering the balance of nature.

## 2. Choose the singular or plural form:

1. colour
  - a) I simply hate this .....
  - b) You must stand still when the country's ..... is being raised.
  - c) My favourite ..... are blue and beige.
2. custom
  - a) You have to declare everything at the .....
  - b) She was privileged to get acquainted with this ..... of the Burundians.
  - c) Hand shaking is one of the most frequent ..... in Europe.
3. damage
  - a) I'll have to pay for the .....
  - b) In case of fire the insurance company will pay the .....
4. ground
  - a) You must have solid ..... if you want to ask for a divorce.
  - b) What was the ..... of this quarrel?
  - c) Children have taken good care of their sports .....
5. minute
  - a) How many ..... does it take to get to the office?
  - b) We wanted him to read the ..... of the previous meeting.
  - c) Wait a .....
6. pain
  - a) She feels no ..... now.
  - b) What do you recommend for stomach .....?
  - c) You do take great ..... with your work.
7. scale
  - a) My neighbour has been practising ..... for hours.
  - b) Did you know he could play with a fish .....?
  - c) One ..... of this species of fish are phosphorescent.
  - d) On the top of the Courthouse one can notice a sculptured ..... of Justice.
8. term
  - a) When does ..... end?
  - b) Are you on good .....?
  - c) What are the ..... of the treaty?
9. spectacle
  - a) It was a terrifying .....
  - b) Why not wear .....?
10. spirit
  - a) That's the right .....
  - b) How can you believe in .....?
  - c) Is there no ..... in your lighter?

## 3. Supply the plural of the following nouns:

bacillus, addendum, series, datum, analysis, crisis, parenthesis, synthesis, thesis, schema, stimulus, criterion, basis, hypothesis, phenomenon.

## 4. Write the singular of the following nouns:

allies, alleys, taxes, taxis, toes, potatoes, pies, eyes, skies, skis, valves, buzzes.

## 5. Translate into English:

1. O jumătate are două pătrimi.
2. Dă o fugă până la mașină și adu țigările.
3. Acuzații părăsiră camera fără un cuvânt.
4. Și-au folosit economiile ca să-și cumpere mobilă nouă.
5. Copiii mergeau doi câte doi.

6. Ne-a expus toate argumentele pro și contra acestei idei.
7. Împrejurimile erau atât de încântătoare încât prețul nu mai conta.
8. Mărfurile au fost livrate la timp.
9. Întotdeauna discuția pornește de la antici.
10. Un astfel de tablou costă o avere.
11. Nu poți întotdeauna să eviți aspectele dezagreabile din viață.
12. Ar trebui să-i apărăm pe cei slabi și pe cei bolnavi.
13. Statisticile au constatat că femeile care șofează sunt mai atente și produc mai puține accidente.
14. La vârsta de șapte ani dinții de lapte ai unui copil sunt înlocuiți cu alți dinți pe care-i va păstra până la bătrânețe.
15. Câinele se sprijini cu labele din față pe fotoliu și își privi stăpânul ca și cum i-ar fi înțeles gândurile.
16. Spre amuzamentul celor care priveau, cele două maimuțe începură să arunce cu banane în ei.
17. Aveau de efectuat săpături și măsurători pentru a marca șanțurile, șoselele și aleile noului cartier.
18. Sunt un pasionat al curselor, așa că merg atât la cursele de cai cât și la cele de automobile.
19. În acest muzeu sunt expuse câteva capodopere ale școlilor de pictură italiene.
20. Cunoștințele lui de fonetică și lingvistică generală sunt remarcabile.
21. Deputatului i-au fost puse întrebări în legătură cu politica locală.
22. De când și-a scos amigdalele nu se mai îmbolnăvește atât de des.
23. Mi-am spălat salopeta, deși nu era prea murdară.
24. Conținutul acestor scrisori a rămas un mister.
25. De ce nu consulți tabla de materii de la sfârșitul cărții?

6. *Comment upon the life and works of **John Locke**.*

7. *Comment on **Concerning Civil Government, Second Essay: An Essay Concerning the True Original Extent and End of Civil Government** by **John Locke**, the chapter **Of the State of Nature**. Discuss the functioning of the justice system within the natural society.*

8. *Comment upon **A Letter Concerning Toleration** (1689), creed of **John Locke** regarding religious liberty.*

9. Choose the correct word from the pair in brackets to complete each sentence below.

1. I think we could improve this dish with a ..... use of seasoning. (judicious/judicial)
2. Sharon, who's seven, ..... bickers with her little sister Ann. They are always fighting! (continually/continuously)
3. Mrs. Hodge was sent to ..... for shoplifting, as it was her third offence. (goal/gaol)
4. It was very ..... of Trevor to refuse to co-operate with us (childish/childlike)
5. By improving the interview process, we are hoping to achieve more ..... treatment of immigrants into this country. (humane/human)
6. Did you notice the ..... your remarks had on Gregory? He was quite shocked! (effect/affect)
7. Many businesses have suffered as a result of the world-wide recession. (economic/economical).
8. The examiner decided he could not mark the paper, as the candidate's handwriting was ..... (eligible/illegible)
9. What would you ..... me to do in my situation? (advice/advise)
10. That new hairstyle seems to ..... you, it looks just right on you. (suit/suite)

10. If the word in *italic* in the sentences below is correct, put a tick. If not, write the correct word. Make your own sentences with these phrases.

1. Stephen has always preferred *classic* music. He never listens to any other type of music, because he couldn't stand it.
2. My neighbour is a very *practicable* man, always repairing something. I wish my brother resembled him!
3. Can you believe it? The bus was *stationery* for twenty minutes, while we all sat there.
4. Tim and Michael went to India and Pakistan *respectfully*.
5. The President's New Year *banquet* is one of the capital's most important social gatherings.
6. *Loathe* though I am to criticise, I must say I thought the bread was stale.
7. It was extremely official of the policeman to demand to see our passports, and *quite* unnecessary.
8. I believed everything he told me. But then my friends told that I was always far too *credible*.
9. From what you are saying I imply that you are not satisfied with your *current* job.
10. Clara is attending an *intensive* secretarial course.

11. A homophone is a word which has exactly the same pronunciation as another word, although the spelling and meaning are different. Write the homophone for each of the following words. Make your own sentences with these phrases.

1. two; 2. eye; 3. guest; 4. waste; 5. male; 6. way; 7. wear; 8. war; 9. here; 10. pair; 11. wait; 12. steel; 13. bored; 14. seize; 15. principal; 16. caught; 17. hole; 18. sale; 19. meet; 20. you; 21. past; 22. blue; 23. red; 24. stairs; 25. born; 26. road; 27. so; 28. rain; 29. sweet; 30. fair; 31. bold; 32. miner; 33. died; 34. sort; 35. pause; 36. pale; 37. berry; 38. higher; 39. through; 40. morning; 41. praise; 42. ceiling; 43. heard; 44. send; 45. sell; 46. course; 47. find; 48. write; 49. idle; 50. light.

12. Choose the correct word for each of the pairs below. Conceive sentences of your own with these phrases, then use as many as you can in a composition.

1. a. I tied the dog to a tree but it got ..... and ran away. (lose/loose)  
b. Look after that money or you will ..... it.
2. a. It's a nice place. I often go ..... (there/their)  
b. The students brought ..... books.
3. a. I don't know ..... to see that film or not. (weather/whether)  
b. Their holiday was spoilt by bad .....
4. a. The post office is farther ..... the cinema. (then/than)  
b. There are several big parks in London ..... Hyde Park.
5. a. It's ..... to save part of your salary every month. (sensible/sensitive)  
b. Don't laugh at him, he's very ..... about his appearance.
6. a. I have ..... the exam! (passed/past)  
b. The thief hid in a doorway and the policeman ran ..... him.
7. a. It isn't very ..... to leave the lights on when you are not in the room.  
(economic/economical)  
b. Because of the recent strikes, the ..... situation of the country is very bad.
8. a. It's noisy here, let's find a ..... place. (quiet/quite)  
b. I'm ..... satisfied, thank you.
9. a. She is a ..... worker. (hard/hardly)  
b. She works very .....
10. a. The shortest route from Europe to India is through the Suez .....  
(canal/channel)  
b. Before railways the ..... between cities were very important ways of transport.

## V. CONVENTIONS

1. Write a letter to a friend in about 300 words describing an event in which you were involved, including the following ideas: where and when it happened; who was involved; dramatic presentation of the actions in sequence; the outcome; the impression on you.

2. Describe a visit to a street market, answering the questions below:

- Do you like markets? Are there any in your local town? What sort of things do they sell?
- What time do markets usually open? What sorts of preparations go on before they open?
- What sorts of people work in a market? Is there anything special about their dress or their speech? What sorts of tricks can they pull? Have you ever fallen for one of these tricks?
- What are the sights, the sounds and the flavours of a busy market? How do customers usually behave? Are there any “typical” customers?
- How does the atmosphere of the market change as the day finishes? What does the square look like when the rush is over?

*Useful vocabulary:* to bustle, to bawl, to shout at the top of your voice, to stall, shoddy, second hand, top quality, a bargain, to outdo someone, to compete with someone, bric-a-brac, to be taken in by someone.

3. *Comment upon the following text:*

“The first objects that assume a distinct presence before me, as I look far back, into the blank of my infancy, are my mother with her pretty hair and youthful shape, and Peggotty, with no shape at all, and eyes so dark that they seemed to darken their whole neighbourhood in her face, and cheeks and arms so hard and red that I wondered the birds didn’t peck her in preference to apples.

I believe I can remember these two at a little distance apart, dwarfed to my sight by stooping down or kneeling on the floor, and I going unsteadily from one to the other. I have an impression on my mind which I cannot distinguish from actual remembrance, of the touch of Peggotty’s forefinger as she used to hold it out to me, and of its being roughened by needlework, like a pocket nutmeg-grater.” (*David Copperfield*, by Charles Dickens)

4. *Read and comment upon the following brief film review of **Twin Town** in The Sunday Times Cultural Supplement:*

Shirley Bassey, rugby, coal, Tom Jones, sheep, male voice choirs ...

“If that’s your idea of Welsh culture, can you blame us for wanting to liven the place up a little?” runs the poster ad for *Twin Town*, with a faint squeak of desperation. The film has its own alternative list – sniffing glue, joy-riding, beheading poodles, arson – which should be enough to tell you that *Twin Town* was produced by the *Trainspotting* team. From the very first scene, though, in which a silver-haired old dear climbs into the back of a car and scores some drugs, it’s clear that the film is not interested in making its two worlds gel into anything as coherent as a setting, but merely to make them spark off one another, antagonistically. The film has none of *Trainspotting*’s reckless momentum, only its sick humour and contempt for character. Predictably enough, they’ve called it a black comedy. It’s not, it’s just a comedy that can’t find the light switch.

1. Which is the opinion of the author of the review about the film? Why?
2. How does the author of the review place the film into a context?
3. How does the author of the review present the hypothesis and demonstrate it?
4. According to what criterion does the author of the review organise the text?
5. After reading this review, do you feel the curiosity of seeing the film?

5. *The summary below comes from a book of short reviews, aimed at those who want help in choosing home videos. Use the prompts to build up a complete text:*

EXORCIST The

Based / best-selling novel / William Peter Blatty / "The Exorcist" / set off / scare / life / audience / and / it / certainly / succeed. / Film / have / enormous success / when / first / come out / 1970s / make / it / one / top / money-making films / history / cinema.

A 12-year-old girl / prosperous town / Washington D.C. / become / possessed / devils. She / finally / save / when / evil spirits / exorcise / and / drive / her body.

Directed / William Friedkin / it / be / remarkably / well-written / film. It / also / uniformly / well acted / throughout / and / actress / Linda Blair / be / very convincing / deranged child.

Some ways / "The Exorcist" / be / familiar / blood and thunder / film / but / it / be / much more compelling / many / that genre. If / you / like / horror films / you / love / "The Exorcist" / but / not watch / alone!

6. *Write a review of a British/American book you have read recently. Comment on as many aspects of the book as you can, but without forgetting to highlight a main idea and to connect the paragraphs between them. Use the dictionary anytime it is necessary.*

*7. Substitute synthetic genitive forms for the prepositional genitive forms:*

1. The new car of his friend is a Fiat.
2. What do you know about the climate of this country?
3. I admired the hats of the ladies.
4. He has been studying the folklore of Wales for three years.
5. What's the name of the new typist of the manager?
6. This is the most important museum of London.
7. The parents of all the other girls are present.
8. What are the first signs of spring?
9. These are the best paintings of Turner.
10. He won't say a word about the purpose of his work.
11. The interests of the government lie elsewhere.
12. What do you know about the War of a Hundred Years?
13. The future of Africa is in the hands of its own people.
14. The blouses of the shop-girls are the best advertisement.
15. Bob doesn't even know the timetable of his child.

*8. Use the prepositional dative with **to** or **for** instead of the non-prepositional dative:*

1. Would you sell me this old painting?
2. Call me a taxi, please.
3. Did you tell your friends the good news?
4. The maid forgot to give Ann the message.
5. There is nobody who could write me an essay.
6. He bought me a parrot.
7. She handed him the file.
8. You offered him a new job.
9. He chose me a funny looking hat.
10. My mother saved John some cakes.

*9. Translate into English:*

1. Căsătoria copiilor prietenilor noștri a avut loc acum două săptămâni.
2. Mașina cea nouă a administratorului căminului studentesc al facultății noastre este într-adevăr frumoasă.
3. Iată rezultatele meciurilor de astăzi.
4. La vârsta ei o călătorie de șase ore cu avionul este desigur obositoare.
5. Zburând deasupra orașului am avut o vedere de ansamblu a celor mai importante clădiri din New York.
6. Ochii ei îmi amintesc de albastrul florilor de nu-mă-uita.
7. Admirația spectatorilor de teatru pentru acest tânăr actor este pe deplin justificată.
8. Îți amintești de bătrânul Petre, tatăl lui George și Paul, care spunea povești tuturor copiilor din cartier?
9. Scriitorul a relatat celor prezenți intriga viitorului său roman, explicând mai ales tinerilor evoluția Cristinei, eroina principală.
10. Toți profesorii din catedra noastră au fost invitații colegilor lor din Cluj.
11. Autorul invenției a explicat șefului său principiile noului sistem și a oferit colegilor care erau sceptici în privința rezultatelor dovezi atestând eficiența metodei.
12. Conduce echipa României și e aproape sigur că o să ia medalia de aur.
13. Statele Unite au o mare suprafață de teren productiv.
14. Candidatelor nu li se cere să susțină proba orală.
15. Camera de zi alui Daisy este plină de fumul țigărilor fumate ieri.

10. *Comment upon the life and works of **David Hume**.*

11. *Comment the political considerations of **David Hume**, from his **Essays, moral and political**. How does he manifest his criticism related to the state of the press?*

12. *Compare the views on the rights and liberties of men as they appear in the writings of **Hobbes**, **Locke** and **Hume**. Comment upon the resemblances and differences.*

13. Choose the best synonym (a or b) for each word on the left.

- |                 |                  |                            |
|-----------------|------------------|----------------------------|
| 1. particular   | a. private       | b. special                 |
| 2. nervous      | a. irritable     | b. apprehensive            |
| 3. spiritual    | a. witty         | b. concerned with religion |
| 4. gymnasium    | a. sports hall   | b. grammar school          |
| 5. extra        | a. supplementary | b. best quality            |
| 6. control      | a. regulate      | b. check                   |
| 7. process      | a. trial         | b. procedure               |
| 8. exact        | a. precise       | b. correct                 |
| 9. mark         | a. brand         | b. stain                   |
| 10. souvenir    | a. memento       | b. memory                  |
| 11. notorious   | a. famous        | b. infamous                |
| 12. sympathetic | a. compassionate | b. likeable                |
| 13. chef        | a. boss          | b. cook                    |
| 14. actual      | a. current       | b. real                    |
| 15. critic      | a. reporter      | b. review                  |

14. Put each word in its correct place in the sentences which follow the pairs.

1. actual – real; present – current, existing now
  - a. Carter and Bush are former American presidents. Who is the ..... one?
  - b. I've known many rich men, but he is the only ..... millionaire I've met.
2. morale – spirits, state of mind; moral – right, proper, virtuous
  - a. Regular mail and good food are important to maintain the ..... of the soldiers during a war.
  - b. He is a very ..... person who is guided by high principles.
3. argument – disagreement, supporting reason; subject – something talked or written about or studied
  - a. My favourite ..... at school was geography.
  - b. He and his wife had a heated ..... about which car to buy.
4. frequent – go often; attend – go to a school or course, be present
  - a. Please state the name and address of the college you .....
  - b. Wild animals ..... the river bank at night and traps are set to catch them.
5. experience – previous knowledge or work, event; b. experiment – test carried out to see result
  - a. Meeting the president was an ..... I shall never forget.
  - b. The ..... of arranging the students' chairs in circle was very interesting.
6. assist – help; attend – be present at
  - a. We hope a large number of people will ..... the conference.
  - b. Lifeboats were sent to ..... the ship in difficulties.
7. fabricate – invent, make up something false; manufacture – produce;
  - a. To avoid suspicion, he decided to ..... a completely false story.
  - b. This is the factory where they ..... the new sport-cars.
8. remark – say, make a comment; notice – happen to see
  - a. I have often heard tourists ..... favourably on the number of parks in the city.
  - b. I was in such a hurry that I didn't ..... what the weather was like.
9. voyage – journey by sea; journey – travelling from one place to another
  - a. The liner "Titanic" struck an iceberg and sank on her very first .....
  - b. He went on a long ..... across Africa.
10. legend – very old story; key – set of symbols and their meaning on the map
  - a. The ..... at the bottom of the map explains the various symbols used.
  - b. Some people regard the account as historical fact while others dismiss it as .....

15. Explain the meanings of the following words, from which one is a false friend and the other is the equivalent of the Romanian word which is considered the translation of the false friend.

1. ignore; not know; 2. formidable; wonderful; 3. camping; camp-site; 4. adequate; suitable; 5. eventually; possibly; 6. souvenir; memory; 7. camera; room; 8. sympathetic; nice; 9. vest; waistcoat; 10. effective; efficient.

16. Complete each sentence with the correct word from one of the pairs:

antena/aerial; birthday/anniversary; occasion/bargain; bank/bench; chef/boss; saucy/with sauce; chips/ crisps; vest/waistcoat; insulated/isolated.

1. It's Andrew's ..... today! He's 25, I think.
2. The television doesn't have very good reception. I think their outside ..... needs adjusting.
3. In order to retain heat in winter, a house should be properly .....
4. Could I have a packet of cheese and onion ....., please, to eat with my packed lunch?
5. Snooker players on television always take their jackets off, and play in their ..... and trousers.
6. I've told you what I think about it. Now what is your .....
7. I'm exhausted. Let's sit down on this ..... for a moment.
8. You only paid 9\$. That's a wonderful .....
9. Dinner was excellent, I want to thank the .....
10. Don't be ..... with your grandmother!

## VI. ON TOLERANCE

*1. Write a balanced discussion on the theme: "Good fences make good neighbours" in about 400 words.*

2. Translate the following text into English, then conceive an essay related to the topic.

Arestarea lui Slobodan Milosevic este numai o chestiune de zile”. Cu aceste cuvinte noile autorități iugoslave au încercat să calmeze comunitatea internațională în ultimele luni, mai ales Statele Unite, țara care a stabilit data limită de 31 martie pentru ca Belgradul să îl predea pe fostul dictator sau cel puțin să îi trimită în fața Tribunalului de la Haga pe colaboratorii săi. În caz contrar, Statele Unite amenință să anuleze ajutorul financiar.

De asemenea, autoritățile trebuie să liniștească publicul sârb care insistă cu încăpățănare ca principalul vinovat pentru agonia de zece ani a țării să dea socoteală pentru faptele sale. Mass media internațională anunță zilnic arestarea lui Milosevic, iar numeroase publicații și posturi de televiziune și-au trimis reporterii speciali să surprindă momentul în care cel mai faimos criminal de război va avea cătușele la mâini. Însă, curând, aceștia și-au dat seama că veniseră în Serbia degeaba și că în această situație vor trebui să mai aștepte arestarea lui Milosevic, dacă aceasta se va produce vreodată.

Adevărul este că DOS, coaliția la putere în Serbia, constituită din 18 partide, nu a ajuns la un consens în privința colaborării cu Tribunalul de la Haga. Vojislav Kostunica este unul din marii opozanți ai extrădării lui Milosevic la Haga și aduce ca argument constituția federală care interzice extrădarea cetățenilor iugoslavi către alte țări. Primul ministru sârb, Zoran Djindjic, are o abordare mai pragmatică a acestei probleme, susținând că lipsa de cooperare cu Tribunalul de la Haga va aduce asupra Belgradului sancțiuni internaționale pe care procurorul șef Carla del Ponte le-a cerut deja. Partidele de orientare civilă consideră că Milosevic ar trebui trimis imediat la Haga, deoarece constituția nu prevede nimic despre extrădarea către instituțiile internaționale precum Curtea Internațională pentru Crime de Război.

Dar în timp ce partidele DOS au reușit să ajungă la un oarecare acord cu privire la o lege specială de cooperare cu Tribunalul, stipulând extrădarea cetățenilor iugoslavi, a apărut o nouă problemă. Unul din partenerii la coaliția DOS la nivel federal, Partidul Socialist Muncitoresc din Muntenegru (SNP), care a colaborat cu Milosevic mulți ani și i-a întors spatele numai după lovitura de stat din Belgrad din octombrie, nu dorește să susțină această lege înainte de alegerile din Muntenegru, stabilite pentru 22 aprilie. Membrii acestui partid consideră că cei care vor vota nu îi vor susține, fiindcă mulți dintre oamenii obișnuiți cred încă faptul că fostul președinte iugoslav este „un erou național și un luptător împotriva noii ordini mondiale”. Din cauza acestei blocade la nivel federal, autoritățile sârbe au încercat cu feroare să găsească probe puternice prin care să-l acuze pe Milosevic de crimă, corupție și numeroase asasinat politice în ultima perioadă, încercând să scape de presiunile comunității internaționale prin arestarea sa cel puțin pentru crimele comise în Serbia. Totuși, se pare că, în ciuda imensei dorințe de a-l acuza cât mai repede posibil, nu există probe suficiente împotriva lui Milosevic.

Pompos anunțata investigație împotriva recent arestatului fost șef al poliției secrete, Radomir Markovic, cel mai apropiat colaborator al lui Milosevic, acuzat de organizarea unui accident de circulație în care au fost uciși patru oficiali ai celui mai puternic partid de opoziție, Mișcarea de Renaștere a Sârbilor (SPO), iar liderul Vuk Draskovic a fost ușor rănit, ar fi trebuit să aducă noi mărturii împotriva fostului președinte iugoslav. La numai o zi după arestarea lui Markovic aproape toate ziarele au scris că Milosevic va fi acuzat în curând și că e numai o chestiune de zile până când se va dezvălui implicarea sa în crime și răpiri politice. Însă, deocamdată, probele întârzie să apară.

3. *Comment upon the following quotation which was the text of a cartoon published in a German magazine in 1898: "I submit that the criminal, in order to make his punishment more severe, should have modern pictures hung in his cell". Write first the plan of an essay and then the essay regarding the attitude of the audiences in what concerns modern painting along the 20<sup>th</sup> century.*

4. Attach the following noun-forming suffixes to each of the nouns below:- **dom, -hood, -sheep, -ist, -ism, -er, -ful, -ese.**

London, child, Portugal, mouth, brother, friend, Japan, piano, art, hand, behaviour, teenage, star, impression, village, boy, Darwin, owner, spoon, member, cello, king, philosophy.

5. Attach the following noun-forming suffixes to the verbs below: **-age, -al, -ance/-ence, -ant, -ation, -ee, -er, -ing, -ment.**

develop, use, embody, write, accept, receive, descend, paint, employ, upheave, marry, produce, arrive, defend, house, describe, clean, form, abolish, train, refuse, happen, enlighten, thrill, inhabit, starve, bathe, cover.

6. Attach the following noun-forming suffixes to the adjectives below: **-dom, -ism, -ty, -iety, -ness, -th.**

cruel, strong, free, sentimental, social, wide, essential, existential, anxious, wise, childish, sane, dull, proper, long, mean, fix.

7. Find the full forms of the following:

ad, cable, maths, specs, lab, gym, champ, movie, vet, fan, prefab, phone, bus, zoo, bike, flu, a.m., p.m., feds, TV.

8. Translate into English:

1. Subsecretarul de stat n-a făcut nici o declarație.
2. Fostul președinte nu a mai dat nici un interviu în ultima vreme.
3. Nu uitați că sunt și nefumători printre noi.
4. Într-adevăr l-au salvat antibioticele.
5. Un neplăcut sentiment de plictiseală puse stăpânire pe ascultători.
6. Ne uimea înțelepciunea lui.
7. Notează-ți lungimea și lățimea bazinului precum și adâncimea apei.
8. Alarmați de creșterea șomajului liderii sindicalii au cerut guvernului să ia măsuri.
9. Oficiul poștal era deja închis când am ajuns acolo.
10. Fiul meu vitreg este un pasionat al cuvintelor încrucișate.
11. Pentru un astfel de rol ai nevoie de un machiaj special.
12. Nimic nu e mai frumos decât curcubeul după câteva zile de ploaie.
13. Eu sunt elev de liceu iar sora mea este studentă la arte plastice.

14. Mai răsuțește o dată frânghia, te rog!
15. Te rog să cureți argintăria înainte de sfârșitul săptămânii.

9. *Comment upon the life of the British philosopher **John Stuart Mill**.*

10. Comment upon ***On Liberty***, by John Stuart Mill, discussing the features of individual freedom.

11. Comment upon ***Representative Government***, chapter ***To What Extent Forms of Government Are a Matter of Choice*** . Compare the opinions on government of John Stuart Mill with the views of any other political philosopher you have read.

12. Put each of the following abbreviations in its correct place in the next sentences. The full versions of the expressions are also given below.

NSPCC – National Society for the Prevention of Cruelty to Children; AA – Automobile Association; BA – Bachelor of Arts; BBC – British Broadcasting Corporation; C of E – Church of England; ITV – Independent Television; BR – British Rail; M4 – Motorway No. 4; Esq. – Esquire (formal title for a man used in addresses); RSPCA – Royal Society for the Prevention of Cruelty to Animals; in – inches (1 in – 2.54 cm); M 15 – Military Intelligence Department No. 15; OHMS – On Her Majesty's Service; oz – ounce (1 oz – 28.35 g); c/o – care of; ft – foot/feet (1 ft – 0.3048 m); lb. – pound (1 lb – 0.454 kg.); Rd. – Road

1. Non-commercial radio and television in Britain is controlled by the .....
2. The ..... investigates cases of cruelty to children.
3. The ..... protects and cares for animals.
4. The ..... is the biggest organisation of motorists in Britain.
5. If asked which church they belong to, most English people would say .....
6. .... is the main British state security organisation, responsible for acting against foreign espionage.
7. .... operates the railways system in Britain.
8. Letters from government offices usually have the initials ..... on the envelopes.
9. The first degree in an arts subject from a British university is the .....
10. The ..... runs from London to the south-west of England.
11. Most people enjoy watching the commercials (advertisements) between ..... programmes.
12. The weight of the parcel was 3 ..... 10 .....
13. The length of the room is 22 ..... 6 .....
14. John Carter ....., ..... Mr. And Mrs. Walters, 21 Feltham ....., London SW6.

13. Put each of the following abbreviations in its correct place in the next sentences.

CIA – Central Intelligence Agency, EU – the European Union, FBI – Federal Bureau of Investigation, NATO – North Atlantic Treaty Organisation, OPEC – Organisation of Petroleum Exporting Countries, UK – United Kingdom, UN – United Nations, USA – the United States of America.

1. The ..... was set up in 1945 to keep world peace and help international co-operation.
2. The modern ..... grew out of the original European Community, also known as the Common Market.
3. Most countries which export oil belong to .....
4. The American ..... works, normally secretly, to collect information about other countries.
5. .... is a military alliance of the USA, Canada and most Western European countries, Greece and Turkey.
6. The ..... investigates crime in America.
7. There are fifty states in the .....
8. The ..... consists of Great Britain (England, Scotland, Wales, the Channel Islands and the Isle of Man) and Northern Ireland.

14. Put each of the following abbreviations in the correct places in the sentences below, after having learnt where they come from: SOS, TUC, QC, VIP, UFO, IQ, VC, HIV, CND, HQ, MBE, DIY.

International distress signal, Trades Union Congress, Queen's Council, Very Important Person, Unidentified Flying Object, Intelligence Quotient, Victoria Cross, Human Immunodeficiency Virus, Campaign for Nuclear Disarmament, Headquarters, Member of the British Empire, Do It Yourself

1. The United Nations ..... is in New York.
2. You are all ..... fans. Here is all purpose tool to help you in a hundred ways to do those home repairs.
3. Although he was defenced by an eminent ....., he was found guilty and sent to prison for eight years.
4. He is extremely bright, they say he has an ..... of 160.
5. He was the only soldier in the regiment to win the ..... in the Second World War.
6. The ..... represents the great majority of working men and women in Britain.
7. Scientists doing research into Aids are looking for an antidote to the ..... virus.
8. Film stars, prime ministers and other celebrities are entertained in the special ..... lounge at the airport.
9. The Beatles each received an honour from the Queen. It was the .....
10. Their ..... was picked up on the radio by two other ships and a plane. They were rescued within hours.
11. Some people thought the object in the sky was a ..... bringing visitors from another planet but it turned out to be a small plane.
12. .... will support any moves to abolish and reduce nuclear weapons.

## VII. REVISION

1. Write a descriptive essay of between 250-300 words ending with the following paragraph:  
“Your first visit to a foreign country always remains a precious memory. Seen for the first time, people and places so different from your own leave a deep and lasting impression”.

2. *Write a social or political essay arguing for or against a social or political position without attempting to persuade the reader to agree with you.*

3. Write the indefinite article before the nouns which are being used as countable nouns. Pay attention to the situations with zero article.

1. ....beauty is subjective.
2. She's ..... real beauty.
3. I am fortunate to have had ..... very good education.
4. ....education does not just take place at school.
5. My eyes are very sensitive to ..... light.
6. Is there .....light in here?
7. You have been ..... great help to me.
8. I'm sorry to ask you but I desperately need ..... help.
9. I don't usually drink ..... coffee.
10. I'll have two teas and ..... coffee, please!
11. He has ..... great love for music.
12. Sometimes ..... love can be very painful.
13. You'll get better at the job as you gain ..... experience.
14. I'm so glad to do it: it was ..... wonderful experience.
15. Please help me carry ..... luggage.

4. Use the nouns in brackets in the singular or the plural according to the meaning.

1. She longs for the bracing (air) of her mountain village. She is too intelligent to put on (air).
2. What is the (good) of staying so late? He complained (good) have not been delivered yet.
3. So much (sand) makes driving difficult; I suppose the wind had blown it from the (sand).
4. Look at this manuscript; the (writing) shows an extremely delicate nature. Yes, and the author's (writing) show the same thing, too.
5. The demonstration was a fine (spectacle). Where have you put my (spectacle)?
6. Shall I put the (content) at the beginning or at the end of the book? I appreciate the substantial (content) of your paper.
7. As soon as you get through the (custom) you'll find yourself in a country with original and interesting (custom).
8. She is full of (grace). She has never been in his (grace).
9. The (pain) in his leg overwhelmed him. She took great (pain) in doing this job.
10. He checked his (compass) in order to find the North. Use the (compass) for your geometrical drawings!

5. Correct the mistakes in the following sentences:

1. Do you have an information about it?
2. Each furniture in this display is on sale for half price.
3. George had a good luck when he first came to the university.
4. I only know to run one type a computer programme.
5. Writing of letters is an art.
6. The convenience stores have high prices.
7. California has a good weather.
8. Machinery in the factory needs to be fixed.

6. Translate into English:

1. Vântul bătea puternic, dar nu l-a împiedicat pe băiat să-și continue drumul.
2. Salariile acestor muncitori au crescut considerabil.
3. Gâscanul acela își apără bobocii.
4. A pierdut cheile de la acel sertar.
5. Privirea examinatorului era blândă și încurajatoare.

6. Vânzătoarele din acest magazin sunt foarte politicoase.
7. Plantele nu pot exista fără aer.
8. E mai bine să spui adevărul.
9. Invitații fiicei mele au stat până târziu.
10. Ce fel de știri ai adus?

*7. Write a comparison between John Stuart Mill's conception and any other social and political view of modern times.*

*8. Think of the word that has both meanings and write it down. Make sentences of your own with both phrases.*

1. smart matching business clothes; to look good on .....
2. to fall over something; a journey .....
3. to conspire; the story of a play or film .....
4. the first letter of a name; early, at the beginning .....
5. a doctor's office; hospital operations .....
6. to train students or sportsmen; a type of bus .....

9. Put the following abbreviations in the correct places below:

UNESCO, VAT, NASA, AIDS, NATO, OPEC

1. The price is 80\$ but it is subject to ..... so that it will be 90\$.
2. .... has been described as possibly the most deadly epidemic in the history of the world.
3. .... has announced that the next space shuttle launch will take place in August.
4. The ..... nations are to meet in Geneva to decide whether to increase the price of oil.
5. .... military exercises involving American forces will be held in Britain and Germany this winter.
6. An expert from ..... produced a report on the primary education in underdeveloped countries.

10. Read the following fragment of a newspaper article and then answer the questions below correctly.

You could be one of those lucky people who seem to be naturally good at public speaking. It is unlikely that you were born with this ability. Great speakers are instinctive and inspired. They also prepare well, learn performance technique and draw heavily on experience to develop their skills.

What passes for a natural ease and rapport with an audience is often down to technique – the speaker using learnt skills so well that we can't see the "seams".

When you speak in public, almost all the aspects that make up your total image come under scrutiny. Your posture, body language, facial expression, use of voice and appearance all matter.

The situation is often stressful, because the speaker is being observed and judged by others. Small quirks, like speaking too quietly or wriggling, which are not particularly noticeable in everyday communication, become intrusive and exaggerated in front of the audience.

It is hardly surprising, then, that some of us feel it is easier to pretend to be someone else when we are speaking in public. We assume a "public speaking image" that has nothing to do with our real selves.

We sense that speaking in public is connected to acting and so we portray stereotypical roles like "the super-smooth salesperson" or "the successful superwoman". Unfortunately, if we don't really feel like these types, then we look as though we are striving for effect.

The most skilled actors use their own feelings and experiences to help them inhabit character. As a public speaker, you have more scope than most actors – you have your own script, direction and interpretation to follow. You can even rearrange the set and choose the costume if you like.

The most successful speakers are obviously projecting an image, but one that rings true. They project the best aspects of themselves, the highest part of their personality. To speak well, there needs to be a balance of impact between speaker, image and audience.

*Questions:*

The author says that the best public speakers

- a. are the professional actors;
- b. go on learning from the talk they give;
- c. feel naturally at ease with people;
- d. don't need to plan talk in advance.

Some speakers pretend to be someone else because

- a. they feel less self-conscious;
- b. they do not want to be recognised;
- c. they have been advised to;
- d. they enjoy acting.

This approach is not recommended as

- a. it will make audience laugh;
- b. it is likely to look false;
- c. it can make the task too long
- d. the audience will complain

The best speakers

- a. use visual aid;
- b. tell stories and jokes;
- c. learn the script of their talks by heart;
- d. present their most positive characteristics.

Overall, the author's message is that public speaking is

- a. something few people can do;
- b. the most frightening thing you can do;
- c. a talent many people have naturally;
- d. a skill that can be developed.



2. Think of various ways in which you could make your project known and accomplish a table with the steps you are going to take.

3. Identify the communication tools used in the programme **FIDEL** (Local Development Initiatives Fund), concerning local development initiatives:

FIDEL's main objective was "building the local institutional capacity which can generate economic growth and employment in the Small-Medium Enterprises sector at the local level". In the period January – April 1997, the team of FIDEL launched an awareness campaign with a view to facilitating the understanding of the implementation mechanisms by various target groups: SME and Local Development Centres, the local representative bodies (entrepreneurs, associations, local administration, prefectures, chambers of commerce, trade unions, private companies, universities etc). The campaign was also aimed at disseminating information concerning local economic initiatives, emphasising the contribution of the SMEs to the prosperity of the regions.

The campaign started with 4 workshops addressed to about 80 SME staff, followed by 40 info-workshops, one per county. Overall, some 2,000 participants attended the info-workshops. Each info-workshop had a 3 hours duration and was followed by a cocktail. Each participant received a set of materials, including:

- a 6 pages leaflet on FIDEL overall;
- a 12 pages brochure on "What are the local initiatives?";
- a newsletter to be used during the FIDEL programme.

Each info-workshop consisted of a 40 minutes presentation (delivered with the help of a presentation kit – a set of 15 coloured slides), followed by a discussion. The cocktail proved to be very useful, since it was a good opportunity for the participants to know each other, to promote their ideas and to get feedback from the others.

Special attention was given to delivering information to the media through press kits and interviews with journalists. A media database was elaborated as a prerequisite to the campaign. The result of this sustained action was a significant coverage of programme objectives and mechanisms. As a consequence, about 120 articles were published by the local press and over 100 newscasts and interviews were broadcast by the radio and TV stations. Press articles included news stories, follow-up articles and interviews with the team representatives. News stories focused on announcing the topic, participants and available financing. The follow-up articles used mainly FIDEL press materials, published with slight or no changes in most cases. The headlines picked up keywords like: FIDEL, Phare, local economic development, support to SMEs. The articles reinforced ideas such as: FIDEL as a chance for local/regional development; SME as a main development agent at the local level; Phare support to the local economic development. The indicators of the success of the awareness campaign were:

- about 700 letters of intention to participate in the programme;
  - about 400 participants in the courses on local economic development;
- 102 project proposals submitted to the first evaluation session in August 1997.



4. Fill in the free spaces with articles whenever necessary:

1. Peter Hill, who is ... professor of history at ... University of Chicago, signed ... article.
2. They generally have ... breakfast at 8 o'clock.
3. It is not visible at ... night.
4. ... beauty is skin deep.
5. ... milk she bought was sour.
6. ... Romania lies in ... East of ... Europe.
7. He translated the book from ... English into ... Romanian.
8. Is ... German language difficult to learn?
9. ... Washington D.C. is ... capital of ... United States of America.
10. Open ... book at ... page ten and read ... question.
11. ... foxes are not ... domestic animals.
12. She goes to school in ... morning.
13. Is your father ... worker?
14. ... dog is ... domestic animal.
15. ... Mississippi is ... largest river in ... North America.
16. It takes me ... hour to get to ... London.
17. How many times ... week do you have ... Physics?
18. Do you like ... music?
19. I can play both ... piano and ... violin.
20. What ... kind girl she is!

5. Identify the errors in the following sentences:

1. The happiness means different things to different people.
2. Breads are expensive in the grocery store at the corner.
3. When you open the doors, airs will circulate better.
4. I like my tea with the milk.
5. Dr. Bradley will receive special honour at the graduation.
6. She needs to find a work.

6. Translate into English:

1. O duzină de ace costă un penny.
2. Trebuie să vorbești cu voce tare.
3. Dunărea traversează mai multe țări europene.
4. Mierea este dulce.
5. Prietena mea este în vacanță la mare.
6. Copiilor le plac foarte mult jocurile.
7. La școală studiem istoria poporului român.
8. Presa scrisă, radioul și televiziunea au rol educativ.
9. La papetărie se vând stilouri, creioane, gume și cerneală.
10. A trebuit să stau în pat o săptămână anul trecut când am avut gripă.

7. Fill in the article whenever necessary in the following text.

“No one else in New York had so accomplished ... cook, such smoothly running service, ... dinner table so softly yet brightly lit, or such skill in grouping about it persons not only eminent in wealth or fashion, but likely to find pleasure in each other’s society.

... intimate reunion, of ... not-more-than-the-Muses kind, was not Pauline’s affair. She was aware of this and seldom made ... attempt – though when she did, she was never able to discover why it was not ... success. But in ... organising and ... administering of ... big dinner she was conscious of mastery. Not ... stupid big dinner of old days when ... “crowned heads” used to be treated like ... caste apart, and everlastingly invited to meet each other through ... whole monotonous season: Pauline was too modern for that. She excelled in ... judicious blending of ... Wall Street and ... Bohemia, and her particular art lay in the selection of ... latter element. Of course there were

Bohemians and ... Bohemians; as she had once remarked to Nona, people weren't always amusing just because they were clever, or dull just because they were rich – though at ... last clause Nona had screwed up her nose incredulously" (*Twilight Sleep*, by *Edith Wharton*)

8. Use the following phrases containing the zero article in sentences of your own:

at random, at night, hand in hand, for good, by train, side by side, by mistake, at dusk, by night, on foot, face to face, to keep in mind, in order of, beyond hope, to catch fire

9. Comment upon the famous *Declaration of Independence* of the American people.

10. The American words in the sentences below are printed in italics. Replace each American word or phrase with a British word or phrase from the following list:

fail, flat, trousers, playing truant, bill, holidays, nappies, railway timetable, tap, caretaker, pavement, chemist, post, postman, saloon car, ordinary uniformed policeman, rise.

1. His mother thought he was at school but in fact he was *playing hockey*. He'll probably *flunk* his exams.
2. The kitchen *faucet* in my *apartment* isn't working. I'll tell the *janitor*. He'll get it fixed.
3. Blue-collar workers are asking for a *pay-hike* and longer paid *vacations*.
4. The dog attacked the *mailman* and tore his *pants*.
5. Do you have a *railroad schedule*? I want an early train for Chicago tomorrow.
6. A *patrolman* reported a light-blue *sedan* parked right across the *sidewalk* on 3<sup>rd</sup> Street.
7. She has a little baby so she has to make regular visits to the *drugstore* to buy *diapers*.
8. When the waiter handed me the *check* after the meal, I found that I had no money!
9. How much does it cost to *mail* a letter to Australia?

11. The American words in the sentences below are printed in italics. Replace each American word or phrase with a British word or phrase from the following list:

petrol, jam, underground, specialise (university studies), queue, garden, cinema, maths (mathematics), rubbish, note, petrol station, secondary school, autumn, lift, ground floor, university, sweets, shops, windscreen.

1. We had to *stand in line* at the *movie-theatre* last night.
2. Our back *yard* looks lovely in the *fall*. The leaves on the trees turn brown and red.
3. He wants to *major in math* at *college* when he leaves *high school*.
4. When you stop for *gas* at a *gas station*, they sometimes clean your *windshield*.
5. We had to buy a lot at the *stores*, then we took the *subway* home.
6. The *elevator's* broken down again, but it doesn't matter. We live on the *first floor*.
7. She likes *candy* and bread and butter with *jelly* on it. They're bad for her teeth.
8. The only money I have is a twenty dollar *bill*.
9. In this district they only collect the *garbage* once a week.

12. Choose at least five of the following explained American idioms and make sentences of your own with them.

1. *all thumbs* = awkward, especially with one's hands; clumsy
2. *at loggerheads* = in a quarrel; in a fight; opposing each other
3. *(to) beat the band* = at great speed; with a great deal of noise or commotion; with a great deal of effort (used after TO)
4. *(to) beat to the draw* / *(to) beat to the punch* = to do something before another person has a chance to do it
5. *big frog/fish in a small pond* = someone who is considered to be important in a small place or position; a leader in a small group
6. *(to) blow (toot) one's own horn* = to praise oneself; to call attention to one's skill, intelligence or success; to boast
7. *(to) butt in* = to interfere in other people's business; join in with what other people are doing without asking or being asked
8. *by word of mouth* = from person to person by the spoken word; orally
9. *(to) chicken out* = to stop doing something because of fear; to decide not to do something after having first made a decision to do it
10. *(to) cry over spilled milk* = to cry or complain about something that has already happened; be unhappy about something that has no remedy
11. *down in the dumps* = dejected; gloomy; sad or discouraged
12. *eager beaver* = a person who is always eager to work or do anything about what is necessary, sometimes to win the favour of a superior
13. *flat broke* = having no money
14. *(to) give/lend an ear to* = to listen to

15. *green thumb* = a talent for gardening; ability to make things grow
16. *gift of gab* = skill in talking; ability to make interesting conversation that people believe
17. *(to) give a hard time* = to complain; give trouble by what one says or does; scold
18. *(to) hang in the balance* = to have two possible results of equal importance; to be in doubt; to be uncertain
19. *(to) take it easy / (to) take things easily* = to act or go slowly, carefully and gently (often used with ON)
20. *uptight* = worried, irritated, excessively eager or anxious

## IX. THE AMERICAN CONSTITUTION

*1. Write down a scholarly project of your own, taking into account all the steps indicated above. Pay attention to the various sub-stages.*

*2. Conceive a project of development for the organisation in which you work. Follow carefully all the steps indicated above.*

3. Fill in the blanks with **few, a few, a lot of**:

1. At night there are ..... people in the street. 2. Last night I found ..... open restaurants. 3. I saw ..... dogs in that yard. 4. On Sunday there are ..... policemen in town, but there are ..... on the highways. 5. Don't worry, there are ..... books to read. 6. Where are the other people? I can see but ..... persons here. 7. On a cloudy night there are ..... stars in the sky. 8. In summer there are ..... rooms available in the hotels at the seaside.

4. Fill in the blanks with **little, a little**, according to the meaning:

1. Have you a piece of blotting paper? There is ..... ink split on the desk. 2. So far I've had ..... progress. 3. Mary wants to knit a dress for herself, but she has but ..... wool. 4. You need ..... rest, you've been working since morning. 5. I don't know what's the matter with him. He did ..... work today. 6. The dog is thirsty, give it ..... water. 7. You've put ..... sugar in my tea, it's not sweet. 8. The cat had ..... milk, give it some more, please.

5. Fill in the blanks with **much, many** according to the meaning:

1. I haven't got ..... luggage. 2. Two or three friends doesn't mean ..... friends. 3. He gave her ..... advice but little help. 4. This child hasn't got ..... energy. 5. Does she know ..... French? 6. Has she received ..... letters? 7. Is there ..... traffic in your district? 8. Although a beginner, she hasn't made ..... mistakes in her work.

6. Fill in **each, every**:

1. There were paintings on ..... wall. 2. .... wall had a painting on it. 3. I saw two fishermen, ..... man had caught a little fish. 4. There were ten students in that group, ..... students enjoyed a wonderful holiday. 5. This boy is carrying two heavy baskets. .... basket contains magnificent peaches. 6. I haven't seen the director for a week. 7. .... day he has been extremely busy. 8. James' flat has two rooms. .... room faces the street.

7. Choose the adequate form of the adjectives:

1. Sometimes food eaten at home is (the better/better) than food eaten in a restaurant. 2. From these two photographs the smaller is (the best/the better). 3. A bigger dictionary is always (completer/more complete) than a smaller one. 4. Stradford-upon-Avon is the birthplace of one of the (best known/the most well known) English poets. 5. He needs (some/any) months of training. 6. Can you speak (some/any) foreign language? 7. He doesn't feel (no/any) better today. 8. He has retired and (few/little) friends visit him now.

8. Fill in with the adequate forms of the adjectives in brackets:

1. Your first paper was ..... but this one is even ..... (good). 2. Her children are all .....; the first born, the ..... is by far ..... of all (clever, old, clever). 3. Will you switch the light on? The room has grown ..... and I can't see any longer (dim). 4. Is this tie ..... than the old one? (beautiful). 5. Which is the ..... of these two students? (hardworking). 6. She is much ..... than I had expected (gay). 7. Is this the ..... and the ..... room in your hotel? (pleasant, sunny). 8. Don't be hard on that girl. She is ..... of all the group (sensitive).

9. *Write an essay about the strong points and the weak points of democracy, starting from the issues stated in the American Constitution.*

*10. Discuss the implications of the Amendments to the U.S. Constitution.*

11. **Popular language** is constantly changing and the best way to keep up-to-date with it is to read popular magazines and watch popular shows etc. in the media. Here are some examples. Make a dialogue with as many of these examples as you can (at least ten).

1. *Airhead* = fool, stupid person; 2. *Back off* = go away, don't bother me; 3. *Bent* = corrupt (of police or politicians); 4. *Bimbo* = attractive, empty-headed young woman; 5. *Boo-boo* = mistake; 6. *Cat's whiskers* = exceptional, the best; 7. *Chill out* = relax, take it easy; 8. *Cool* = good, calm; 9. *Couch potato* = someone who does nothing but stay at home and watch TV; 10. *Crummy* = boring, poor quality; 11. *Do the business* = do the job that has to be done; 12. *Drop out* = give up normal education or work for an unconventional lifestyle; 13. *Dweeb* = fool, stupid person; 14. *Fink* = dishonest, disloyal person; 14. *Flavour of the month* = current fashion; 15. *Flip* = to react very emotionally or excitedly; 16. *Fringe* = non-conventional; 17. *Get a kick out of* = get satisfaction from; 18. *Give it a whirl* = try it; 19. *The glitterati* = famous people, especially in literary, arts, entertainment circles; 20. *Gobsmacked* = shocked, amazed; 21. *Gutted* = very disappointed, devastated; 22. *Hang-up* = problem, inhibition; 23. *Hunk* = masculine, attractive man; 24. *Laid back* = calm, relaxed; 25. *Legless* = drunk.

12. **Slang** is vocabulary which is used in very informal spoken language but not considered good in formal "correct" English. For example a slang word for 'thank you' is 'ta' and a slang word for 'mad' is 'nuts'. The slang words in the sentences below are printed in italics. Replace each slang word with a word or a phrase from the following list:

made, friend, television, policeman, discarded, nuisance, pound(s), cigarettes, alcohol, prison, without money.

1. He smokes 30 *fags* a day. Too many! 2. He drinks a lot. He must spend twenty *quid* a week on *booze*. 3. He thought his meal was overcooked. When the waiter brought his bill he *kicked up* a fuss and would not pay. 4. I lost £500 at a casino last night. I'm absolutely *skint*. 5. My *mate* stole a car. Now he's in the *nick*. 6. She got bored with her boyfriend and *ditched* him. 7. There's a good film on the *telly* tonight, but I've got to go out. What a *drag*! 8. I wouldn't like to be a *copper* directing traffic in the street in this bad weather.

13. **Colloquial words** are words which are quite acceptable in spoken English but not in written English (except in informal letters to friends etc.). For example we might say, 'He's a nice chap', but we would probably write, 'He is a pleasant man'. (The line between slang and colloquial words is not at all clear and many words considered colloquial by some people would be considered slang by others). The colloquial words in the sentences below are printed in italics. Replace each colloquial word with a word or phrase from the following list:

drunk, child, toilet, short sleep, bicycle, joking, dismiss, without money, upper class, possessions, newspaper.

1. Her boss said he would *sack* her if she was late again. 2. He made a lot of money and now he lives in a very *posh* district. 3. When I was a kid I went everywhere by *bike*. 4. My grandfather usually has a *snooze* after lunch. 5. Did you really find £50, or are you *kidding*? 6. She lives in just one room and has to share a kitchen, bathroom and *loo* with the other people in the house. 7. I'm *broke*. Can you lend me some money? 8. I'm afraid I drank too much and got a bit *merry*. 9. You can't believe everything you read in the *paper*. 10. She's very untidy. She leaves her *stuff* lying all over the place.

14. **Well known spoken phrases.** The following common phrases are associated with particular situations. Identify each phrase by describing briefly who would say it and in what circumstances.

E.g.: 'Please, fasten your safety belts.'

*Air-stewardess to passengers before take-off or landing.*

1. 'Mind the doors!' 2. 'To eat here or take away?' 3. 'Many happy returns.' 4. 'How do you plead?' 5. 'Just a trim, please.' 6. 'Have you anything to declare?' 7. 'Heel!' 8. 'Take this prescription and come and see me in a week.' 9. 'I'm putting you through.' 10. 'A pint of bitter, please.' 11. 'Going ... going ... gone!' 12. 'Here's to the bride and groom.' 13. 'I now pronounce you man and wife.' 14. 'I swear to tell the truth, the whole truth and nothing but the truth.' 15. 'This won't hurt.'

## X. POLITICAL IDEAS OF THE REVOLUTIONARIES

1. Read and discuss the following case study. Comment on the difficulties of implementing the programme and on the decisions of the manager and the counsellor.

The Financing Memorandum for the Programme for SME and Regional Development in Romania 1994 was signed on 19<sup>th</sup> October 1995. A work team was set up in February 1996 within a non-governmental organisation, with a view to administrating the second component (“Information, Training and Advisory Activities”) and the third component (“Local Development Initiatives Fund”) of the Programme, under the name of FIDEL. Cristian, the Head of the team, together with Ralph, the foreign Senior Adviser, started then to prepare the first plans for FIDEL, and they encountered the first problem!

Normally, the plans should have been elaborated based on the information contained in the Financing Memorandum, and, according to this, the funds under FIDEL should have been oriented mainly towards strengthening and extending the existing SME/Local Development Centres, and assisting the creation of new such centres.

At the same time, recent information showed that:

- there were about 80 centres in Romania up to that time, and in only two or three counties such centres were missing
- a survey run by a foreign consultant on behalf of Phare demonstrated that the major problems of the existing centres were related to:
  - poor quality of the services offered by centres to their clients;
  - poor relationship with the local community (most of the centres were almost unknown in their area)
- experience of another Phare Programme for Active Employment Measures demonstrated that people and organisations at the local level were more interested in the investment type of projects than in setting up such new centres

**What to do?** To design the programme as it was recommended, or to try to modify the approach according to the results of their research?

Cristian and Ralph analysed both possibilities and their consequences:

- What would happen if they decided to design the programme according to the provision of the Financial Memorandum?
  - *first scenario*: the plans would be approved very quickly by the European Commission, but problems might arise later due to the fact that the programme wouldn't meet stakeholders' expectations. Finally, they might not succeed to commit all the funds (6 MECU) because of the lack of interest from the local bodies
  - positive consequences: to get all the approvals in time (at least in the beginning)
  - negative consequences: lack of impact at the local level and overall dissatisfaction of the local communities
- What would happen if they decided to modify the approach according to the results of their research?
  - *second scenario*: the plans would be approved very late, after several rounds of discussions with the donor's representatives. Finally, they might not succeed to commit all the funds because of the lack of time (the deadline for commitment was 31<sup>st</sup> December 1997)
  - positive consequences: important impact at the local level, and ultimate satisfaction of the local communities (at least of those who got access to funds)
  - negative consequence: delay in getting the plans approved

***What happened actually?*** Cristian and Ralph chose the second solution. Instead of orienting the funds under FIDEL mainly towards strengthening and extending the existing centres and assisting the creation of new such centres, they designed a mechanism able to adapt to a wider range of local economic initiatives and, at the same time, offering incentives to the centres to become more aware of the needs of the local community. The mechanism would consist of a series of calls for project-proposals addressed to the local representative bodies. In order to elaborate and implement the projects, these bodies would look for the necessary expertise and counselling. Since these services were normally provided by the centres, the activities would strengthen the co-operation between the local bodies and the centres.

Having in mind the major risk, they decided to focus on some key issues able to ensure the quick response from the local communities:

- intensive project marketing
  - discussions with the donor's representatives;
  - quality promotional materials;
  - effective awareness raising activities.
- effective training provided to the local actors
- flexible fund allocation procedure, able to adapt to the various local needs

At the same time, they decided to elaborate a powerful instrument to measure the performance of the programme: a database able to record all information about various activities of the programme and to provide useful statistics.

2. *Try to conceive your own schedule for an individual project, then for a programme accomplished by your institution.*

3. Change the nouns in the sentences below into adjectives, according to the model:

*it has no taste – it is tasteless – a tasteless cake*

1. It has no life. (body)
2. It has no tree. (valley)
3. It has no use. (rag)
4. She has no job. (woman)
5. She has no mother. (child)
6. She has no hat. (girl)

4. Attach the appropriate suffixes (*-ant, -ent, -ish, -ous, -ly, -some, -less, -y, -ed*) to the following words to form adjectives:

absorb, beard, beggar, book, brother, consist, cost, coward, danger, defence, desire, doll, dust, dwarf, fool, grace, hill, ink, kitten, leaf, loan, mud, night, power, price, talent, triumph, yellow

5. Change the phrases in italic into corresponding adjectives:

1. a matter *of importance*
2. a programme *of length*
3. a man *of patience*
4. a thing *of beauty*
5. the job *of editing*
6. a place *for parking*
7. a tree *old of two centuries*
8. the rain *of last week*
9. behaviour *like that of a lady*
10. smell *like that of a forest*.

6. Make sentences with the following adjectives having negative prefixes:

disagreeable, dissimilar, displeased, disproportionate, unrestrictive, uncompulsory, unobtainable, unreal, impassive, incorrigible, illegal, irregular

7. Underline the adjectives in the following texts and then translate the texts into Romanian:

a. "This loud-mouthed guy in the brown camel-hair coat was not really mean, he was drunk. He took a sudden dislike to the small well-dressed Filipino and began to order him around the waiting room telling him to get back, not to crowd among the white people. They were waiting to get on the boat and cross the bay to Oakland. If he hadn't been drunk no one would have bothered to notice him at all, but as it was, he was making a commotion in the waiting room, and while everyone seemed to be in sympathy with the Filipino, no one seemed to want to bother about coming to the boy's rescue, and the poor Filipino was becoming very frightened".

8. *Translate into English:*

1. E mai important ca oricând. 2. Mâinile tale sunt ca gheața. 3. El a cumpărat un material albastru deschis. 4. Lucrul cel mai important, ești sănătos. 5. E un expert eminent chiar dacă este foarte tânăr. 6. Această biserică e de departe cea mai veche din țară. 7. Cu cât mai mulți, cu atât mai bine. 8. El e cel mai silitor dintre ei doi. 9. Îi era rușine de ceea ce făcuse. 10. E cea mai bună soluție posibilă.

9. *Compare the ideas of Thomas Jefferson, in A Summary view of the Rights of British America, from 1774, with those written by John Adams, in Novanglus, from 1775.*

10. Comment upon the implications of *the Federalist* and *the Anti-Federalist* papers.

11. Match each of the following colloquial names for certain types of people with the correct descriptions below a pain in the neck, a busybody, a rolling stone, a crank, a sponger, a tomboy, a lone wolf, a battle-axe, a day-dreamer, a dare-devil, a slow coach, a golden boy, a tear-away, a windbag, a name-dropper, a clock-watcher, a litter-lout, a road hog, a layabout, a slave-driver, a jay-walker, a miser, a slob, a fare-dodger.

1. He's always got his head in the clouds, always fantasising. 2. She's very inquisitive about my private life. 3. He loves taking dangerous risks. 4. He can't settle down. He goes from job to job, place to place. 5. He's always borrowing money and living off other people. 6. She's very aggressive and bossy. She likes to dominate. 7. Everyone thinks he'll get rapid promotion. He's destined to success. 8. He's always slow and behind the others in his work or studies. 9. She's got extremely odd, eccentric, unconventional ideas and theories. 10. He's a real nuisance. I can't stand him! 11. He likes to do things on his own. 12. She's a girl who likes to play rough, boys' games. 13. She talks on and on about her opinions and ideas. 14. He keeps count of every penny he has and only spends money if he must. 15. She likes to mention all the famous and important people she's met. 16. He makes his employees work extremely hard. 17. She crosses the road without bothering to look at the traffic. 18. He's lazy and prefers not to work. 19. She drops rubbish everywhere and never puts it in the bin. 20. He drives very inconsiderately of other drivers. 21. She's only interested in leaving work and going home. 22. She avoids paying when she travels on public transport. 23. He dresses and behaves in a very careless, often disgusting, way. 24. He's a bit wild, always getting into fights and other trouble.

12. Some common names appear in idiomatic expressions. Put each of the following items in its correct place in the sentences below.

peeping Tom; doubting Thomas; smart Alec; bobby; Jack of all trades; Tom, Dick or Harry; keeping up with the Joneses; I don't know him from Adam; robbing Peter to pay Paul; before you could say Jack Robinson.

1. A British policeman is sometimes called a ..... . The name comes from sir Robert Peel, the founder of the first London police force. 2. It is often said of someone who can do many different things that he is a ..... 3. Someone who spies on other people, especially by looking through their windows, is called a ..... 4. Oh, don't take any notice of him. He thinks he knows everything. He's just a ..... 5. He's a real snob. He's only interested in people who are rich or famous. He won't talk to any ..... 6. When the Wright brothers invented the first aeroplane which actually flew, there was many a ..... who said that air travel would never be commercially successful. 7. No, I'm sure I've never met him. He's a complete stranger. Really, ..... 8. The couple next door are very conscious of their social position. They've got a new car, a modern kitchen, trendy new clothes. They don't really need them. They are just ..... 9. It is ridiculous to borrow from your uncle to settle your debt to your cousin. That's just ..... 10. One man insulted another and suddenly, ....., they were involved in a violent fight.

13. Put each of the following words or phrases in its correct place in the passage:

cosmopolitan, metropolis, stimulation, pollution, urban, commuter, congestion, cost of living, city-dwellers, to breed crime, irresistible lure, anonymity.

Most people in developed countries are ....., many drawn by the ..... of the ..... The attractions of the city are many: the ..... atmosphere (foreign restaurants, different languages, international companies), the ..... of cultural events or the simple hope of finding work. All too many find, however, that the glamorous façade is false. One can be very alone in the city and the ..... which at first seems to give freedom and protection later leaves just loneliness. There is a lot to do but everything is expensive. The ..... is high. There is ..... not only of the physical but also of the moral environment and the various pressures of ..... life cause cities ..... Above all, perhaps, it is

the daily stresses and strains of the city which make life their a matter of survival rather than of enjoyment. Many a ..... struggling to work through the rush-hour ..... asks "Is it worth it?"

14. The words below on the left are used in colloquial conversations to describe people of different characteristics or interests, having various physical or mental features. Match each item on the left with the most suitable phrase on the right:

- |                      |   |
|----------------------|---|
| a. a chatterbox      | 1. is inquisitive and pokes his nose into other people's business |
| b. a highbrow        | 2. can't stop talking   |
| c. a nosy parker     | 3. loves reading books  |
| d. a bookworm        | 4. is confused and forgetful                                      |
| e. a film fan        | 5. is intellectual and likes art                                  |
| f. slow coach        | 6. loves to work  |
| g. a lazybones       | 7. is very keen on the cinema                                     |
| h. a scatter brain   | 8. is not very active or energetic                                |
| i. a workaholic      | 9. is slow  |
| j. a fresh air fiend | 10. causes difficulties between people                            |
| k. a high flier      | 11. seems to enjoy preventing others from enjoying themselves     |
| l. a troublemaker    | 12. likes to open the window or be outside                        |
| m. a killjoy         | 13. is clever and ambitious and will get promotion and success    |

## **XI. THE FIRST PRESIDENTS**

*1. Accomplish a logframe matrix for an individual project of research.*

*2. Accomplish a logframe matrix for a collective project of institutional development.*

3. *Chose the correct form of the personal pronouns given in brackets:*

1. My husband and (I, me) have just come back home from the theatre. 2. If you see Jane, please give (she, her) my regards. 3. So, this is the baby! Is (it, she) a girl? 4. (We, Us), the Romanians, are very proud of our past. 5. That's very kind of (they, them). 6. Pass (I, me) the bread, please! 7. Let (we, us) go on this trip together. 8. It is said that (she, her) likes playing tennis. 9. We wanted to know where (they, them) lived. 10. Your friend enjoys fishing, doesn't (he, it)?

4. *Translate the following sentences into English, using it:*

1. Este plăcut să-ți întâlnești vecinii. 2. E păcat că nu i-am găsit acasă. 3. E timpul să înțelegeți aceste lucruri. 4. Jack a fost cel care te-a zărit primul. 5. E ora cinci, nu-i așa? 6. Este mai cald astăzi decât a fost ieri. 7. Se pare că trenul va avea puțină întârziere. 8. Se spune că ea vorbește cinci limbi străine. 9. Ar fi minunat să călătorim în jurul lumii. 10. Telefonul, nu soneria a sunat.

5. *Put the corresponding reflexive pronouns in the correct places. Explain the use of each reflexive pronoun, according to the given context.*

1. There isn't much to do on weekends, so we have to amuse ..... .  
2. Grandfather has fallen off the ladder this morning and has injured .....  
3. The children were happy because they could watch ..... on the video.  
4. You can let ..... into the house with the small key.  
5. As she was not hungry, she had to force ..... to eat.

6. *Fill in the blanks with something, anything, nothing, everything.*

1. An umbrella is ..... to use in wet weather. 2. Give me ..... to put on, I feel cold. 3. Cats can see ..... in the dark. 4. Bats and moles can see ..... 5. Is there ..... interesting in this programme? 6. There is ..... to be worried about. 7. I can see ..... at the far end of the corridor, but I can't make out what it is. 8. People who don't want to spend money want to get something for .....

7. *Fill in somebody, anybody, nobody, everybody.*

1. If ..... comes, tell them I am out. 2. .... knows that after winter comes spring. 3. .... knows anything about this writer. 4. In our group ..... is a member of the scientific circle. 5. He knew that ..... was willing to help him. 6. .... knows that success is largely due to perseverance. 7. .... is knocking. It must be the carpenter I've sent for. 8. Is ..... absent today?

8. *Fill in both, both of, all, all of.*

1. I'm grateful to you for sending me those two labour saving devices, ..... were helpful. 2. .... that glitters is not gold. 3. She has very talented children, ..... them can draw. 4. .... them took the trouble but only a few succeeded. 5. I met your brothers in the park yesterday, ..... greeted me most politely. 6. .... us knew that he was a bore. 7. How do you find my hats? Well, ..... are smart. 8. .... them took part in the celebration of that event.

9. *Correct the mistakes in the following sentences:*

1. Bob and me plan to look for another appartment.
2. It was her whom everyone wanted to win.
3. Does Alice colour the hair?
4. I would appreciate you letting me know as soon as possible.
5. There is someone on line two which would like to talk to you.
6. I asked him who he was calling.
7. I had to teach me to swim.
8. Family members love to each other.

10. *Translate into English.*

1. De la cine ai cumpărat acea mașină?
2. Oricine îți poate da un asemenea sfat.
3. Toți știu că fumatul e dăunător.
4. Cui a vrut să-i plătească Ana?
5. L-am auzit povestind lucruri minunate după primul său zbor.
6. Citeam lângă fereastră când am simțit că cineva pune mâna pe umărul meu. Era sora mea, pe care nu o auzisem intrând în cameră.
7. Cine e? Eu. Ți-am adus ce m-ai rugat.
8. E aceeași persoană pe care am întâlnit-o ieri.
9. Oricine va vizita aceste locuri le va recunoaște frumusețea.
10. Regretăm cu toții timpul fericit al studenției noastre.

11. *Compare the lives and activities of the first three presidents of U.S.A.*

**12. Elections.** Put each of the following words or phrases in its correct place in the passage below: election campaign, support, polling day, opinion poll, vote, polling station, predict, ballot box, candidate.

People sometimes try to ..... the result of an election weeks before it takes place. Several hundred people are asked which party they prefer, and their answers are used to guess the result of the coming election. This is called an ..... Meanwhile each party conducts its ..... with meetings, speeches, television commercials and party members going from door to door encouraging people to ..... their party. In Britain everyone over 18 is eligible to ..... . The place where people go to vote in an election is called ..... and the day of the election is often known as ..... The voters put their votes in a ..... and later they are counted. The ..... with the most votes is then declared the winner.

**13. Government.** Put each of the following words in its correct place in the passage below:

cabinet, alliance, right-wing, prime minister, one-party states, coalition, majority, left-wing, opposition, split.

In most countries, except ....., there are several different political parties. The one with the ..... of seats normally forms the government and the parties which are against the government are called the ..... Sometimes no single party wins enough seats and several parties must combine together in a ..... to form a government. The principal ministers in the government form a group called the ..... The leader of this group, and of the government, is the ..... Of course, there are many different kinds of parties and governments. A socialist or communist party is often described as ..... A conservative party on the other hand, is usually said to be ..... Political situations are always changing. Sometimes in a party or between two parties there is a big argument or deep difference of opinion. This is called a ..... When, on the other hand, two parties work together, this is sometimes called an .....

**14.** Put each of the following words or phrases in its correct place in the passage below:

proportional representation, polling day, by-election, Member of Parliament, canvassing, eligible, call an election, secret ballot, deposit, House of Commons, constituents, campaigns, stand for elections, constituencies, turn-out, General Election, polling stations.

<b>Middleford. Election Result.</b>	Mr. G. Smith (Labour)	30,000 votes
<b>No. of registered voters: 100,000</b>	Mrs. R. Green (Conservative)	25,000 votes
	Mrs. L. Jones (Independent)	10,000 votes
	Mr. W. Woods (Communist)	5,000 votes

A ..... has just taken place all over the United Kingdom. These must take place every five years unless the Prime Minister decides to ..... earlier. Above is the result in Middleford, one of the approximately 635 ..... into which the country is divided for this purpose. .... was last Thursday, when the election ..... and door-to-door ..... stopped and the people of Middleford went to the ..... to make their choice, in a ....., from the four candidates (anyone over the age of 21 can ....., on payment of a ..... of £500, which is returned if he or she receives at least 5% of the votes cast). Voting is not compulsory and the number of people ..... to vote in Middleford (everyone over 18) was 100,000, so the ..... was 70%. Now Mr. Smith will become the ..... for Middleford, which means he will represent the people of Middleford in the ..... in London. If he should die or be forced to give up his seat, the people of Middleford will have to vote again, in a ..... to replace him. It is a very simple system and Mr. Smith will try to represent all his ..... fairly, whether they voted for him or not. However, the fact remains that most voters in Middleford voted for candidates (and parties) other than Mr. Smith, and their votes are now lost. It is seats which are important in Parliament, not votes, and it is easy to see why the smaller parties would like a system of ..... in

which the number of votes they won was reflected in the number of seats they received in Parliament.

*15. Put each of the following words or phrases in its correct place in the passage below:*

Cabinet, benches, Foreign secretary, backbenchers, Budget, Shadow Cabinet, Prime Minister, Speaker, Home Secretary, ministers, front bench, Leader of the Opposition, debates, Opposition, Chancellor of the Exchequer.

This is the House of Commons, where Members of Parliament take their seats on the green leather ..... according to their party and position. One of them is chosen to be the ....., who acts as a kind of chairperson of the ..... which take place in the House. In front of and on the right of this person sit the MPs of the biggest party, which forms the Government, and facing them sit the MPs of the parties who oppose them, the ..... The leaders of these two groups sit at the front on each side. MPs without special positions in their parties sit behind their leaders at the back. They are called ..... The leader of the Government, the ....., sits on the government ....., of course, next to his or her ..... The most important of these form the ..... The minister responsible for relations with other countries is called the ..... The one responsible for law and security is called the ..... The one who deals with financial matters and prepares the annual ..... speech on the economic state of the country is called the ..... Opposite this group sits the ..... (the main person in the largest party opposing the government) and the ....., each member of which specialises in a particular area of government.

## XII. INDIVIDUALISM IN AMERICA

1. Write down a project of yours by filling the following tables:

**Goal:**

**Objectives:**

1. SMART
- 2.
- 3.
- 4.
- 5.

	<i>Influencing entities:</i>	<i>Their needs:</i>
1.		- - -
2.		- - -
3.		- - -
4.		- - -
5.		- - -

*Anticipation of potential obstacles for development*

	<b>Driving forces</b>	<b>Hindering forces</b>
Objective 1		
Objective 2		
Objective 3		
Objective 4		
Objective 5		

***Resources needed:***

***Sources:***

***Action Plan***

Objective	Actions. What has to be done?	How will it be done?	By whom will it be done?	Who is the end responsible?	Needed resources	Starting date:	Finish before:

2. Write about the importance of estimating things in advance and of making plans in project management.

3. Answer the following questions:

1. When was the White House built? 2. When was Shakespeare born? 3. When was the Eiffel Tower built? 4. When did Marconi invent the radio? 5. How many hours are there in a day? 6. How many weeks are there in a month? 7. How many seconds are there in a minute? 8. When is the first school day? 9. When is your birthday? 10. When is Christmas?

4. Use the following words in sentences of your own:

forty; nought point five; tenfold; once; the twentieth; three times; three fourths; gross; dozen; score; love; zero; oh; thirty-one; two by two; hundreds; roughly; a few; somewhere about; a great deal of; almost; myriads.

5. Translate into English:

a. 1. Copiii au intrat în școală doi câte doi. 2. Am citit sute de pagini în ultimele două săptămâni. 3. Tocmai am cumpărat două duzini de cutii de chibrituri. 4. Cred că acum mașina are mai mult de 100 km/oră. 5. Biletul tău de clasa a doua este pentru data de 22 iunie. 6. Un sfert din locuitorii acestui orașel lucrează în mină. 7. Numai după ce am citit întrebarea de trei ori am înțeles-o. 8. Ne ducem la teatru din două în două săptămâni. 9. După strângerea recoltei fermierii speră să obțină un câștig întreit. 10. Am întâlnit-o o dată sau de două ori, dar nu am discutat cu ea niciodată. 11. Acesta a fost unul dintre cele mai sângeroase incidente petrecute vreodată. 12. Capitolul nouă mi s-a părut mai interesant decât capitolul opt. 13. Care este răspunsul tău la cea de a douăzeci și una întrebare? 14. Nouă ori doi fac optsprezece. 15. Trenul va sosi în jurul orei 23:10. 16. Invenția lui a adus un profit înzecit firmei la care lucrează. 17. Treizeci și doi minus șapte fac douăzeci și cinci. 18. Trei cincimi plus o cincime fac patru cincimi. 19. Opt virgulă șapte înmulțit cu zece fac optzeci și șapte. 20. Radical din optzeci și unu fac nouă.

6. Comment upon **Emerson's** essay **Self-Reliance**. Notice the focus on individualism and power of the self.

7. Comment on the text **Walden** and on another text of Henry David Thoreau, issued in 1849, **Civil Disobedience**. Comment upon the reasons why the author chose to live in wilderness and upon his opinions on governments.

8. Write an essay presenting the most important ideas of the theorists of individualism in America. Try to compare these views with the conceptions of the European individualists.

9. Explain the differences between the two names in each of the following pairs. Try to keep in mind the terms and to use them in your own compositions.

1. England and Great Britain
2. Great Britain and the United Kingdom
3. Great Britain and the British Isles
4. Europe and Continental Europe
5. America and North America
6. America and the United States of America
7. South America and Latin America
8. The Middle East and the Far East
9. India and the Indian Subcontinent
10. The Arctic and the Antarctic
11. Australia and Australasia
12. South Africa and Southern Africa

10. Explain the difference between the two adjectives in each of the following pairs. Make sentences with them:

1. Arab and Arabic
2. Scottish and Scotch
3. Oriental and Occidental
4. Eastern and Western
5. European and American
6. Christian and Arab

11. Match each country on the left with the name on the right by which it is also known.

- |                            |                    |
|----------------------------|--------------------|
| a. Holland                 | 1. Eire            |
| b. Iran                    | 2. The Netherlands |
| c. Myanmar                 | 3. Ulster          |
| d. Sri Lanka               | 4. Persia          |
| e. The Republic of Ireland | 5. Ceylon          |
| f. Northern Ireland        | 6. Burma           |

12. Which countries are referred to by the following expressions?

1. The European Union countries
2. The British Commonwealth
3. The NATO countries
4. The Gulf States
5. The Third World
6. The ASEAN States

13. Which countries are sometimes referred to by the following colloquial expressions?

1. The States
2. Down Under
3. The Land of the Rising Sun
4. The Emerald Isle
5. The Albion
6. The Kingdom

14. For each country below give i. the adjective; ii. the word describing the person who comes from that country (example: Poland, Polish, a Pole):

China, Wales, Pakistan, Peru, Thailand, Scotland, Turkey, Philippines, Sweden, New Zealand, Denmark, Holland, England, Iraq, Finland, Belgium, Ireland, Bangladesh, Portugal, France, Bulgaria, the Czech Republic, Hungary.

15. Put each of the following words and phrases in its correct place in the passages below. Bear in mind these expressions and use them in your own texts.

a. The required words are the following:

summit meeting, news conference, breakdown, preliminary, leader, settle, item, hold, spokesperson, agenda.

The American President and the Russian ..... have announced their intention to ..... a ..... in Vienna next month. The two countries have already had ..... talks and decided on an ..... for the meeting. The main ..... will be a discussion about the nuclear arms situation. At a ..... held in Washington yesterday a government ..... told journalists that the unfortunate ..... of last year's talks between the two countries had been caused by disagreements over arms. He said that the Vienna meeting would be a chance for the two nations to ..... their differences.

b. The required words are the following:

diplomatic relations, in protest at, ambassadors, resume, split, links, embassies, break off.

Neighbouring countries A and B had always had very good, close relations, but in 1999, owing to a disagreement over the exact location of the border between them, a ..... began to develop. Finally, in 2001, ..... military activity by country B near the border, country A announced its intention to ..... with country B. Both countries withdrew their ..... and the ..... in the two countries were closed down. It is hoped that a solution will be found and that it will be possible to ..... normal trade, cultural and diplomatic ..... as soon as possible.

16. Complete the following texts about war and peacemaking with the correct words. Bear in mind these expressions and use them in your own texts.

a. The required words are the following:

deteriorate, aggression, mobilise, outbreak, hostile acts, forces, declare war, ultimatum, clashes, retaliate.

For years there were border ..... between troops of country X and those of country Z. Then ..... from X attacked a village in Z. Z accused X of ..... and began to ..... in red lines for possible war. X warned Z: "If you carry out ..... against us, we will .....". But there was more fighting on the border and the situation had begun to ..... X delivered an ..... to Z. "If you do not promise to respect our borders, we will .....". Finally came the ..... of war.

b. The required words are the following:

withdraw, get involved, intermediary, intervene, targets, ceasefire, neutral, civilian, peace treaty, peace-keeping force.

After months of fighting, during which a ..... as well as military ..... were bombed, country X asked country Y, which had remained ..... during the hostilities, to act as an ....., but Y decided not to ..... X then asked the United Nations to ..... The United Nations managed to arrange a ..... and stationed a multi-national ..... between the two opposing armies. After weeks of talks, the two countries finally signed a ..... and the UN troops were able to .....

### **XIII. NORTH AND SOUTH**

*1. Conceive a research project to be applicable at your faculty. Make a table and mention in it all the necessary positions, the requirements for each job, objectives, tasks and required skills of each person, ways of assessing and gratifications.*

*2. Conceive a development project to be applicable at your office. Make a table and mention in it all the necessary positions, the requirements for each job, objectives, tasks and required skills of each person, ways of assessing and gratifications.*

3. Form adverbs from the following adjectives:

abrupt, anxious, attentive, comfortable, early, equal, fast, fatal, friendly, glad, good, hard, humble, immediate, kind, late, poor, proud, silly, steady, sudden, terrible, wrong.

4. Complete the following sentences by choosing one of the words in brackets:

1. My sister plays the piano (good, well). 2. The boy is very (careful, carefully). 3. These girls speak English (fluent, fluently). 4. They looked at us (amazing, amazingly). 5. I don't know why they looked (unhappy, unhappily). 6. The music sounded too (noisy, noisily). 7. My brother feels (bad, badly). 8. The doctor felt my arm (careful, carefully). 9. Mark was working (diligent, diligently) at the project. 10. The tourist remained (calm, calmly) in spite of the thunderstorm.

5. Fill in the blanks with **hard** or **hardly**.

1. She was so tired that she could ..... speak. 2. They tried ..... but they didn't succeed. 3. At the end of the trip she had ..... any money. 4. How could you lend him such a valuable book when you ..... knew him. 5. If you want to pass such a difficult exam, you will have to work .....

6. Fill in the blanks with **ago**, **for** or **since**.

1. We last met Angela two months ..... 2. She hasn't written to us ..... she went to New York. 3. This teacher has been in our school ..... five years. 4. My aunt has lived in Cardiff ..... 1985. 5. Mr. Smith bought a new car three days ..... 6. The Romanian principalities have been united ..... 1859. 7. We sent granny a parcel four days ..... 8. She hasn't seen him ..... ages. 9. You stayed in this hotel three weeks ..... 10. He remained silent ..... a long while.

7. Put the following adverbs in the right position:

1. I have seen that statue (never). 2. The boy is very active after meals (often). 3. I learn many new English words in our English class (usually). 4. Does the foreman eat lunch with the other workers? (ever) 5. The captain checks the position of the ship (every two hours). 6. Mother enters the kitchen (several times a day). 7. Susan buys a new dress (every month). 8. I go to the mountains (every other week). 9. Were you ready for breakfast by 8 o'clock? (already) 10. Your friend goes swimming (every Saturday).

8. Put the following words in order:

1. (four languages, Andrew, now, fluently, speaks) 2. (a new car, next year, they, are buying) 3. (he, never, enough, has worked, for his exams) 4. (very heavily, last Friday, in Aberdeen, it rained) 5. (for a while, often, walk, in the park, we) 6. (start school, most children, in the morning, in Romania, at 8 o'clock) 7. (a holiday, in Italy, they, last year, had) 8. (very much, the play, have enjoyed, this evening, I) 9. (spoke, the manager, very angrily, in the office, to us, yesterday) 10. (very hard, his father, last week, worked, in the garden)

9. Translate into English:

a. 1. Deși era o furtună teribilă, pilotul a reușit să aterizeze cu bine. 2. Nicăieri în altă parte nu veți găsi atâta înțelegere. 3. Mașina noastră mergea tot mai repede, așa că în cele din urmă i-am ajuns. 4. Abia am ajuns la cabană că a și început să plouă. 5. Niciodată nu-i prea târziu să-ți cer scuze pentru că ai făcut o greșeală. 6. Am fost foarte surprins să văd că ea ne vorbește prietenos. 7. Nu i-am văzut pe copii de ieri dimineață. 8. Musafirii nu au sosit încă, dar sunt sigur că vor veni în curând. 9. Aproape că nu am timp să trec pe la prietenii mei. 10. Ceaiul este prea fierbinte ca să-l beau repede.

*10. Write an essay about the life and activities of Abraham Lincoln.*

11. *Make sentences using each of the following items:*

apostrophe, capital letter, inverted comas, question mark, exclamation mark, small letter, subheading, underlining, semicolon, abbreviation, heading, bracket, stroke, paragraph, dash, full stop, colon, coma, asterisk, hyphen, italics.

12. *Re-write the following jokes so that they should comprise all the necessary punctuation marks:*

1. a foreign diplomat came in upon lincoln while he was blacking his shoes; what mr. president you black your own shoes; yes lincoln answered whose do you black
2. a terrified citizen assured the police lieutenant that he has been struck in the dark outside his back door by an unknown assailant a cop was sent to the scene he returned in no time with a big bump on his forehead and a sad look on his face; i solved the case he reported quick work complemented the lieutenant how did you do it the cop explained i stepped on the rake too

13. *Re-write the following text adapted after one of Mark Twain's stories so that it should comprise all the necessary punctuation marks:*

one winter evening a country store keeper in the green mountain state was about closing up for the night and while standing in the snow outside putting up the window shutters saw through the glass a fellow within grab a pound of fresh butter from the shelf and conceal it in his hat  
i say seth said the store keeper coming in and stamping the snow off his feet  
seth had his hand on the door his hat on the head and the roll of butter in his hat anxious to make his exit as soon as possible  
i say seth sit down i reckon now on such a cold night as this a little something warm would not hurt a fellow  
seth felt very uncertain he had the butter and was exceedingly anxious to be off but the temptation of something warm sadly interfered with his resolution to go  
seth was in such a manner cornered in by the boxes and barrels that while the grocer stood before him there was no possibility of getting out  
seth we ll have a little warm santa cruz said the green mountain grocer so he opened the stove door and stuffed in as many sticks as the place would admit without it you would freeze going out on such a night as this  
seth already felt the butter settling down close to his hair and he jumped up declaring he must go  
not till you have something warm seth come i ve got a story to tell you  
and seth was again rushed into his seat by his cunning tormentor  
oh its hot here said the thief attempting to rise

sit down dont be in such a hurry but i ve got the cows to feed and the wood to split i must be going  
but you mustnt tear yourself away in such a manner sit down and keep yourself easy said the grocer  
with a wicked leer  
the next thing he did was to produce two smoking glasses of hot drink the very sight of which in  
seths present situation would have made the hair stand erect upon his head had it not been oiled and  
kept down by the butter  
streak after streak of butter came pouring from under his hat and his handkerchief was already  
soaked with the greasy overflow  
talking away as if nothing was the matter the grocer kept stuffing wood into the stove  
cold night this said the grocer why seth you seem to perspire as if you were warm why dont you  
take your hat off  
no exclaimed poor seth i must go let me out  
a greasy cataract was now pouring down the poor mans face and neck and pouring into his clothes  
and trickling down his body into his boots so that he was in a perfect bath of oil  
well good night seth said the humorous vendor if you will go and adding as he started out of the  
door i say seth i reckon the fun i have had out of you is worth nine pence so i shant charge you for  
that pound of butter in your hat

*14. Write a composition about a funny situation you have passed through recently, using as many punctuation marks and printing items as you can.*

## XIV. REVISION

1. *Comment the skills necessary for a project manager.*

2. *Discuss the importance of a team in a project.*

3. *Describe the lifecycle of the project.*

4. *Re-write these sentences making any necessary changes:*

1. It is hard to isolate the specific management element in these mind-bending studies.

The specific .....

2. The professor isn't able to control his curiosity, so he asks the figure blind dunderhead how he managed to amass his fortune.

Unable .....

5. *Supply a/an, the or the zero article in this paragraph, then refer to the text. Give reasons for each choice.*

1. ...Harvard Business School is

2. ... ark of the tabernacle

3. in ... management education

4. ... many schools more or less ape the HBS

5. especially its "case study" method of ... instruction – though

6. mulling over ... out-of-date business anecdotes is about as helpful

7. in ... actual management as waging war

8. by tramping over ... old battlefields

9. ... specific management element in these mind-bending studies is

10. hard to isolate. Although ... managers should be numerate

11. (and many are not), they don't require ... skills in

12. ... higher algebra;

13. and ... many great businesses have been created by

14. ... men who all but count on their

15. ... fingers.

16. ... story tells of

17. ... two schoolboy friends, one brilliant at

18. ... maths, one innumerate to the point of idiocy,

19. who meet much later when ... first

20. is ... professor

21. and ... second

22. ... multi-millionaire.

23. Unable to control his ... curiosity,

24. ... professor asks

25. ... figure-blind dunderhead how he managed to amass his fortune.

6. *Suggest phrases with **not** which will replace the words or phrases in italics (the first sentence is the model):*

1. *Very little* is happening in our office at the moment. – not much

2. *Very few* people know about my interest in butterflies.

3. There is just *insufficient* evidence to proceed with charges.

4. This is *very similar to* your earlier proposal.

5. Money is *one of the greatest* of his worries.

6. We've had *no offers* for our house.

7. *Choose the correct pronouns in the following text:*

1. Both were looking at (each other, one another).

2. That is the university (that, which) he attends.

3. (Whichever, whatever) he chooses, he'll be satisfied.

4. (Whoever, whomever) prompts you doesn't do you a service.

5. Give him (something, anything) to eat.

6. He answered (something, nothing) but the teacher was not satisfied.
7. Has (somebody, anybody) put out the light?
8. She knows how to express (herself, oneself).
9. Can't he help (himself, itself) to the cakes?
10. They enjoyed (themselves, them) at the party.

8. *Form meaningful sentences with the following strings of words:*

1. will, quarter, he, to, come, a, at, eight
2. appointment, is, time, past, four, the, half
3. due, is, past, two, train, the, twenty, at
4. missing, nineteen, page, is, chapter, three, in
5. into, five hundred, is, twenty, how much?
6. the, today, twentieth, December, of, is

9. *Choose the suitable words in brackets:*

1. We had a (pleasant, pleasantly) time in Mamaia.
2. Jim spoke very (clear, clearly) when he told us about that.
3. We drove (slow, slowly) along the narrow road.
4. The man was smiling (pleasant, pleasantly) at the baby.
5. Don't speak so (harsh, harshly).
6. Very (true, truly) yours, Linda Brown.
7. The boy seemed (happy, happily) to see his mother.
8. Yes, she said in a (soft, softly) voice.
9. Yes, she said (soft, softly).
10. Dry wood burns (ready, readily).

10. *Translate into English:*

1. Al treilea magazin după colț vinde încălțăminte ieftină.
2. Bibliografia pe care mi-ai recomandat-o m-a ajutat mult să-mi fac singură lucrarea, fără sprijinul nimănui.
3. Ar putea să lucreze mai mult dacă ar vrea.
4. Te-ai hotărât singur unde vrei să mergi?
5. Rosti aceste cuvinte ceva mai puțin supărat dar cu hotărâre.

11. *Explain the notion of transcendentalism and its importance in American political thinking.*

*12. Translate into English the following text:*

Alianța transatlantică este cea mai importantă relație globală a Americii. Este trambulina pentru implicarea globală a Statelor Unite, ce permite Americii să joace rolul decisiv de arbitru în Eurasia – principala arenă de putere a lumii – și creează o coaliție care este dominantă la nivel global în toate dimensiunile cheie de putere și influență. America și Europa formează împreună axa de stabilitate globală, locomotiva economiei mondiale, sinteza capitalului intelectual global, ca și centrul inovației tehnologice. La fel de important este faptul că ele găzduiesc împreună cele mai reușite democrații ale lumii. Așadar, evoluția relațiilor dintre SUA și Europa reprezintă una dintre prioritățile administrației de la Washington.

*13. Translate the following text into Romanian:*

From 1989 to the present, the rigidity of the centralised cultural structures and the insufficiency of the public funds have severely affected the resistance of the viable art institutions and of the Romanian cultural sector, that, for several decades, depended upon the money allotted by the state. At the same time, the long term policies of the last government had as aim the transfer of the management and financing of culture and arts, at least partially, towards the independent organisations, as well as towards local, regional and national bodies that should have financial responsibilities.

*14. Write an essay about the election systems in USA, Great Britain and Romania. Specify strong and weak point for each.*