

# **FOCUS ON COMMUNICATION**

## **EXERCISES FOR STUDENTS**

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

Caietul de exerciții la limba engleză, nivel intermediar-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 exersa situații comunicaționale și terminologia specifică teoriilor comunicării. Pentru a avea dreptul de a accede la examenul scris, toți studenții din seriile de intermediari anul II vor avea obligația de a completa a doua jumătate din caietul de exerciții (temele 8-14), 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.

Fiecare temă din caiet, ca și din curs, este concepută în patru părți, de aproximativ aceeași mărime și importanță în structura generală. Cea dintâi componentă este una comunicațională, cuprinzând exerciții de scriere corectă în limba engleză, de la prezentare până la scrisori oficiale sau interviuri pentru obținerea unui post, de la modalități de concepere a unui articol sau interviu pentru un ziar până la organizarea unor conferințe de presă. A doua structură cuprinde exerciții de gramatica limbii engleze, referitoare la verb, cel mai important și mai dificil subiect de discutat. Partea a treia conține cerințe de compoziție pe marginea textelor de comunicare despre componentele comunicării, propagandă, presă scrisă și electronică, relații publice, creare de imagine, structura organizației, imaginea politică, imaginea comercială. A patra componentă a cursului cuprinde exerciții de vocabular uzual la început, pentru ca pe parcurs să evolueze către probleme mai nuanțate și cât mai apropiate de domeniul comunicării sociale și al relațiilor publice.

**VIII. WHAT IS PUBLIC RELATIONS?**

1. *Write about the rules of a debate.*

2. *Write down for or against opinions on one of the following topics:*

*Suggested topics:*

1. Fantasy is worthier than knowledge.
2. The pen is more powerful than the sword.
3. Schools destroy the personality.
4. The place of the woman is in the kitchen.
5. The engine of society is selfishness.

## 3. Exercises:

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

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

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

1. I will remember (give) ..... your mother your message. 2. I remember (meet) ..... him at your birthday last year. 3. Please stop (interrupt) ..... me in the middle of a sentence. 4. He stopped (talk) ..... to his former pupils. 5. Did you forget (give) ..... him that message? 6. I definitely recall (leave) ..... my coat in this room. 7. I like (cycle) ..... 8. I like (walk) ..... in the rain. 9. I meant (tell) ..... you, but I forgot. 10. He tried (sell) ..... newspapers, (work) ..... in a café and various other jobs before he took up (write).

## 4. Translations:

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

b. Că, vezi, mintea e însetată de priceperea lucrurilor, de pătrunderea tainelor; și osânda de a înfrânge această sete, de a trăi fără potolirea ei, însemna osânda de a te întoarce la una din formele trecute, de care natura n-a fost mulțumită, înseamnă osânda de a ucide în tine tocmai însușirea cu adevărat și cu deosebire omenească. (I. Al. Brătescu-Voinești – *Cele mai vechi amintiri*).

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

6. Translate the following text:

To aid in understanding the history of formal public relations as well as its practice today, Professors **James E. Grunig** of the University of Maryland and **Todd Hunt** of Rutgers: The State University of New Jersey have constructed four models of public relations. All four models are practiced today, but the “ideal” one – that in increasing use – is the two-way symmetric model. They explain their models in their 1984 book *Managing Public Relations*:

**Press Agency/Publicity.** Propaganda is the purpose, sought through one-way communication that is often incomplete, distorted, or only partially true. The model is source→receiver. Communication is viewed as telling, not listening, and little if any research is undertaken. **P.T. Barnum** was the leading historical figure during this model’s heyday from 1850 to 1900. Sports, theater, and product promotion are the main field of practice today.

**Public Information.** Dissemination of information, not necessarily with a persuasive intent, is the purpose. The model is source→receiver. Research, if any, is likely to be confined to readability tests or leadership studies. **Ivy Lee** is the leading historical figure during this model’s early development period from about 1900 into the 1920s. Government, nonprofit associations, and business are primary fields of practice today.

**Two-Way Assymetric.** Scientific persuasion is the purpose and communication is two-way, with balanced effects. The model is source→receiver with feedback (←) to the source. Research is both formative, helping to plan an activity and to choose objectives, and evaluative, finding if the object has been met. **Ivy Lee** is the leading historical figure during the model’s period beginning in the 1920s. Competitive business and public relations firms are the primary places of practice today.

**Two-Way Symmetric.** Gaining mutual understanding is the purpose, and communication is two-way with balanced effects. The model is group→group with feedback (←). Formative research is used mainly both to learn how the public perceives the organisation and to determine what consequences the organisation has for the public, resulting in the counseling of management about policies. Evaluative research is used to measure whether a public relations effort has improved both the understanding publics have of the organisation and that which management has of its publics.

7. *Imagine a dialogue between Mr. Wakefield and his wife in the text below:*

“Let us now imagine Wakefield bidding adieu to his wife. It is the dusk of an October evening. His equipment is a drab greatcoat, a hat covered with an oilcloth, top-boots, an umbrella in one hand and a small port-manteau in the other. He has informed Mrs. Wakefield that he is to take the night coach into the country. She would fain inquire the length of his journey, its object, and the probable time of his return; but, indulgent to his harmless love of mystery, interrogates him only by a look. He tells her not to expect him positively by the return coach, nor to be alarmed should he tarry three or four days; but at all events, to look for him at supper on Friday evening.” (“Wakefield”, by Nathaniel Hawthorne)

8. *Match the words listed below with the dictionary definitions which follow:* shareholders, dividends, strategic, tactical, expertise, eminent, frequently, obligations, remuneration, delegation, curtness, co-ordinate, diversify, objectives, take-over, integrity, executive, enterprise, administration, conflicting, majority, arbitrary, initiate, compliance, generalist.

1. To avoid the situation where all the eggs are in one basket.
2. Someone in a position of authority.
3. An undertaking with a view to profit.
4. The quality of being reliable and straightforward.
5. Brevity to the point of rudeness.
6. Payments made to those who own the equity of a company.
7. To bring together effectively.
8. The decision which chooses the direction in which the company is going.
9. The part of a business concerned with day-to-day problems.
10. Opposing or varying
11. Meeting with the set requirements.
12. Someone who is able to contribute to a business in a variety of its departments.
13. Having a reputation in a particular branch of business, such as law.
14. The sort of decision which is not based on facts.
15. The opposite of rights.
16. Targets or goals.
17. To commence or start.
18. More than half, for example, of votes cast.
19. Part proprietors of a company. Those who collectively own the equity.
20. Specialised skill or knowledge.
21. A description for salary, usually reserved for more senior officers.
22. The act of giving authority to one's subordinates, while retaining the responsibility for the outcome.
23. The situation when a majority of a company's voting shares are acquired by outsiders.

24. Occurring often.

25. The decision which concerns using the resources which have been allocated to the best possible effect.

9. Using the verbs *to look for*, *to seek* and *to search*, translate the following sentences into English:

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

10. Find synonyms and opposites for the following words:

mobile

public

to confirm

to reveal

to distinguish

to decline, rashly

autocratically

decisively

purposefully

to concentrate

## IX. WHO IS THE IMAGE BUILDER?

1. Translate the following article from *The Times*:

**Alan Hamilton** watches the Queen venture into a strange world of trainers and plastic washing-up bowls

Those determined to portray the monarch as a people's Queen could hardly have designed a more populist day out for her yesterday: she spent the morning in Ellesmere Port, shopping for kitchenware and a pair of trainers, sustaining herself with a visit to a drive-in McDonald's.

Being the Queen, she bought neither canvas shoes nor plastic washing-up bowl, and no Big Mac passed the royal lips. But as an exercise in carefully stage-managed window-shopping, it opened the eyes of both Sovereign and subjects.

Her visit to the Cheshire Oaks Designer Outlet Village fitted the new pattern that has emerged to counter criticisms of remoteness that surfaced after the death of Diana, Princess of Wales. Typically on an away day, the Queen now meets far more ordinary people in everyday situations and far fewer flunkies.

As the royal limousine drew up outside the burger bar, there seemed a momentary danger that the Queen might have to go inside to learn the mysteries of Quarter-Pounders and Chicken McNuggets; but she was spared, and her meeting was restricted to meeting the staff on the pavement outside. She looked a mite glum.

Pausing briefly to talk to members of a shopping motability group, and to be told that it would cost her £3 to hire a battery wheelchair, the Queen decided to walk, first to Whittard's Coffee and Kitchenware store to browse among the utensils. "She was fascinated by the plastic bowls; she couldn't make out what they were made of", the manageress Katie Bellis said later. The shop presented her with a green glass bowl and some barbecue tools, which may yet find employment at Balmoral.

The royal shopping entourage moved on to the Reebok store, where she engaged the manager Darryl Peacock in conversation on the latest in sports shoes. "I asked if she would like to buy a pair, but she just smiled. She did take an interest in one sweater which she said Prince Philip might like", Mr. Peacock reported.

Earlier the Queen, accompanied by the Duke of Edinburgh, had toured the nearby Blue Planet aquarium, the largest in Britain, to come face to face with a sand tiger shark; fortunately there was stout protective glass between them. The rest of her day, which included visiting a hospital and a power station, seemed deeply traditional by comparison.

2. *Answer the following questions:*

- a. You receive at the editorial office a press release of the miners in the Jiu Valley, announcing the organisation of a meeting in Bucharest during the next day. What steps do you undertake in order to verify the information and to accomplish a complex material?
- b. You receive an anonymous telephone informing you that the headquarters of an important political party is on fire. What do you do as a reporter?
- c. You are the reporter responsible for the field of public transport at a national newspaper. What sources would you use for obtaining information?
- d. Order according to the importance the following topics discussed at the press conference of the mayor:
  - critics addressed to the town counsellors of the opposition;
  - announcement regarding the closing of hot water for two weeks for maintenance works;
  - announcement regarding the opening of a new subway station.Give reasons for your answer.
- e. Conceive three pieces of information which could be transformed into articles. Why have you chosen them?
- f. Could the description of the Botanical Gardens in Bucharest be a text to be published in an informative newspaper? Why?

3. *Pass the following sentences from the Direct to the Indirect Speech:*

a. 1. Mary said to me, "I'd like to go out"; 2. They always say, "These exercises are too difficult for us"; 3. Doris is saying, "Behave yourself, Peter!"; 4. Dan is always saying, "I have left my notebook at home"; 5. The teacher has said to the pupils, "I want to have a look at your homework"; 6. John and Tom are saying, "We haven't done our homework"; 7. "I am leaving for the seaside tomorrow"; 8. "We watched TV last night"; 9. "We have never been here before"; 10. "I know what the teacher will say".

b. Where does your father work? Who are your friends? What is your daily programme? What time do you get up in the morning? When did you move to this school? When will you finish school? When did you buy this camera? When are you going to take your first photo? Can they develop your films at the photographer? Do you think the pictures will come out clearly? Will you take pictures of your friends? Will you give me a photo, too?

4. *Translate into English:*

a. 1. Elevul l-a înterbat pe director când trebuie să se prezinte la cabinetul său. 2. Funcționarul ne-a sfătuit să citim atent instrucțiunile înainte să deschidem cutia. 3. Secretara întreabă dacă trebuie să bată la mașină toate rapoartele. 4. Mama mi-a atras atenția să nu uit de întâlnire. 5. Doctorul ne-a spus că nimeni nu are voie să vorbească cu pacientul până a doua zi. 6. Voia să știe de ce prietenii mei au plecat așa de devreme. 7. Bătrânul ne-a spus că el nu încuie niciodată ușa din spate. 8. Profesorul i-a întrebat pe elevi dacă au înțeles lecția sau nu. 9. George s-a scuzat spunând că nu e vina lui. 10. Profesorul voia să știe cine a participat la olimpiada de matematică.

b. Translate into English the following dialogue, then change the text into an Indirect Speech:

“Domnul șef se uită de mai multe ori, când la flăcău, când la banii din portofel, și după o lungă tăcere întreabă:

- Mai era cineva cu tine?
- Nimeni.
- Ai spus la alții?
- La nimeni. Am venit p-ici pe poteca din dos, drept la dumneavoastră.

Domnul șef tace, apoi:

- Ia ascultă, măi Niculăiță, parcă așa te cheamă...
- Așa.
- Să nu mai spui la nimeni, până nu s-o ivi păgubașul, că te aude spunând cum e portofelul și se scoală vreunul și zice că el l-a pierdut, fără să-l fi pierdut el. Nici mătii, nici lui tat-tu să nu le spui până nu se arată păgubașul, auzi?
- Auz!
- Bine ai făcut că l-ai adus, bravo! Ești băiat cinstit. Și să știi c-o să spui eu păgubașului să te cinstească frumos.”

5. *Translate the following text and then make a summary, emphasising the main features of the image builder:*

Creatorul de imagine va încerca, ori de câte ori i se oferă posibilitatea, să-și lege mesajul de personaje sau imagini deja intrate în mitologia modernă, încercând să profite de suportul de credibilitate oferit de acestea. Pentru a vorbi despre o reclamă comercială, să ne-o amintim pe cea a unui produs cu totul nou în România în momentul respectiv, TROPIKANA, care a intrat în conștiința publică prin racordarea la chipurile unor foarte cunoscuți fotbaliști români. La un cu totul alt nivel de profesionalism, folosind efectul de sinergie, bazat pe imensul succes la public al emisiunii MUPPETS, realizatorii francezi au imaginat un serial ce a pornit de la aceeași bază (păpuși de un grotesc neagresiv) pentru a evolua spre un spectacol de satiră politică, păpușile înfățișând personaje reale. Departe de a se supăra, politicienii francezi sunt foarte flatați de interesul pe care îl trezește persoana lor, chiar dacă, în aparență, propaganda este negativă. Creatorul de imagine a înțeles că adevărata consacrare a politicianului, intrarea sa în mitologia contemporană, era simbolizată de trecerea sa în “imaginea” păpușilor din familia MUPPETS. De ce? Foarte simplu. A înțeles această lege fundamentală a psihologiei mass media: politicieni sunt cu miile, emisiunea MUPPETS, în conștiința publică, este unică. În tehnologia specifică muncii de creare a imaginii, acest procedeu se numește transferarea imaginii de marcă, fiind folosit de câte ori se poate, și la toate nivelele, prin selectarea a tot ceea ce, în memoria afectivă a publicului standard, poate trezi un reflex de plăcere sau de interes. Din momentul în care s-a stabilit un slogan, s-a ales purtătorul principal de imagine, urmează identificarea imaginilor de marcă cu care ne putem asocia sinergetic sau pe care le putem confisca, folosindu-ne de un eventual efect de proximitate. Bazându-se pe cunoașterea valorilor ce întrunesc consensul în cazul publicului standard, creatorul de imagine poate analiza rapid nivelul de amplitudine al mesajului trimis, ca și natura, forța și durata feedback-ului.

6. *Develop the following sentences using the words and phrases given below:*

She likes all kinds of music. Her sister doesn't. Their parents are very fond of musical instruments. Only Jimmy, the elder brother, is such a lazy boy. As for their grandmother, well, she will never be able to enjoy a musical party.

to have a musical ear, barrel-organ, strings, to be a music fan, cello, to key an instrument, winds, to fiddle about, musical conductor, to set a poem to music, to play the second fiddle, juke box, to be as fit as a fiddle, to face the music.

7. *Choose the right word to complete the following sentences:*

Dan was a (1,2), but sometimes his behavior (3) his friends.

One summer night as he (4) in an armchair by the window and tried (5) a detective story, the door flung open and the lights (6). It was rather (7) for him to realise what (8). However, a (9) panic seized him. He could only (10) and (11) beating of his heart. He (12) to his feet and ran (13) the window. Can you (14) who (15) the light again?

1 – genial, innocent, inspired, diligent, clever

2 – shop-assistant, chemist, librarian, antiquary, confectioner

3 – to astound, to upset, to bewilder, to puzzle, to vex, to confuse

4 – to sit, to stand, to stay, to set

5 – to remind, to recall, to remember, to recollect

6 – to blow out, to quench, to extinguish, to turn off, to go out

7 – light, easy, slight, heavy, difficult, hard

8 – to happen, to occur, to go on, to come about, to befall

9 – vast, huge, big, large, great

10 – to hear, to listen

11 – strong, powerful, fierce, hard, intense, towering

12 – to jump, to spring, to leap, to bounce, to bound

13 – to close, to fasten, to shut, to lock, to bolt, to bar

14 – to realise, to fancy, to guess, to foretell, to divine, to find out

15 – to light, to kindle, to switch on, to stir up, to put on

8. *Find appropriate words to complete the following text:*

In the Western democracies emphasis is laid on the freedom of the individual, both as a consumer and the owner of resources. As a .....he expresses his choice of goods through the price he is willing to pay for them. As the owner of a factor of production (his own labor), he seeks to obtain as large a .....as possible. If he wants more of the good than is being .....at the current price, he will "bid up" the price. As a result, resources are attracted so that .....industry and supply expands. On the other hand, if consumers do not want a particular good or service, its price fall, .....make a loss and resources leave the industry. There is no .....of labor; people

are free to work wherever they choose. The role of government is simply to correct any.....which might develop in the system. However, Western governments do not settle for a passive role. Rather they take it upon themselves to re-distribute .....income, succour the sick and the underprivileged, generate national wealth and provide for national defense. To achieve these ends, they are .....to raise taxes from the population and in doing this they are almost bound to become .....

9. *Read the following passage carefully. Then give it a title and summarise it in about 100 words.*

The world faces an energy crisis in the not so distant future. For the time being, there are plentiful supplies of oil, but the situation will not last. Oil supplies are finite, and what happens when the world's reserves are exhausted? Britain is comparatively fortunate. It has North Sea oil and gas, and they will give self-sufficiency for another couple of decades. It also has substantial reserves of coal. According to some estimates, these reserves could last for other 60 years. That should give Britain a breathing space at least until alternative forms of energy are developed. There is a worldwide search for new sources of energy.

The government of Saudi Arabia has been making encouraging progress in the development of solar energy. Plants they have built in the desert are turning the race of the sun into what can only be described as permanent sources of energy. So successful have the experiments been that when they eventually run out of oil – as run out of oil they must – they will be switching to an even more durable form of energy.

Not only has the government of Saudi Arabia been working hard to develop solar energy, they have also been working hard to convert the desert to rich agricultural land. Impossible? By no means! Beneath the Arabian Desert lies an enormous water basin. The problem is to bring up those water supplies from the bowels of the earth. How to do it? Sink wells deep into the earth, seeking water this time instead of oil. As the water is drawn from the earth, it is spread over the crops of wheat and vegetables and of course they flourish in such an environment.

Perhaps it is unrealistic to expect all governments to play such a positive role in the development of their economy and the long term wellbeing of their people, but they do set the standards by which other governments can be judged.

10. *Translate the following sentences:*

- a. Cine a condus această campanie?
- b. Condu-l afară pe domnul, te rog.
- c. Condu-mă și arată-mi ce merită văzut pe aici.

- d. Are stil, conduce campania publicitară foarte eficient.
- e. Echipa gazdă conduce cu două goluri la zero.
- f. Știi să conduci? Atunci condu-mă, te rog, la gară.
- g. Experiențele acestea sunt greu de condus.
- h. L-a condus până la reușita finală.
- i. Toate aceste urme ne conduc ușor spre făptași.
- j. Ia-l de mână și condu-l să nu se rătăcească.

## X. THE ORGANISATION

1. Translate the following text:

**“Pentru funcționarea administrației publice din România, cunoașterea experienței franceze este utilă”**

Interviu cu dl. Michel Daynac, profesor la Universitatea de Științe Sociale din Toulouse

- *Domnule Daynac, în primul rând, spuneți-ne cu ce ocazie ați venit la Timișoara.*

- Am venit pentru un seminar organizat de Consiliul Județean Timiș, privind problemele de dezvoltare economică locală, seminar care este o parte dintr-o serie mai largă de seminarii (din care câteva s-au desfășurat deja). Aceste schimburi, să le spunem, fac parte din schimburile generale franco-române, iar în particular ele sunt posibile datorită relațiilor ce există între Universitatea din Toulouse și Consiliul Județean Timiș.

- *Pentru că ați avut contacte cu reprezentanți ai Consiliului Județean Timiș, v-aș ruga să caracterizați aceste întâlniri cu autoritățile locale.*

- Apreciez faptul că, la rândul lor, participanții la aceste seminarii și contacte au considerat util schimbul de experiență. Pentru ca serviciile de administrație publică din România să funcționeze normal, cunoașterea experienței franceze în domeniu a fost, cred eu, foarte interesantă. Asta și dacă ținem seama de similitudinile dintre sistemul administrativ francez și cel român.

- *Cum vedeți pe viitor această colaborare?*

- Din punctul meu de vedere, sunt foarte interesat de aceste seminarii. Tocmai de aceea am acceptat un prim contact în domeniul meu de activitate. La o adică, aș putea foarte bine analiza anumite probleme cărora specialiștii dumneavoastră le caută încă rezolvarea.

- *În această seară ați avut un prim contact cu Școala de Înalte Studii Europene Comparative, mai precis cu viitori specialiști în probleme europene. Ce impresie v-au lăsat cursanții?*

- Impresia lăsată este una foarte bună. Această conferință – improvizată – la care am participat a fost una caldă, iar întrebările ce mi s-au pus au fost foarte interesante.

*(“Realitatea bănățeană”, mai 1995)*

2. Answer the following questions, referring to the text above:

- a). What could make interesting the publication of this interview:  
the topics of this seminar;  
the hypothesis that it would have been organised for the first time;  
the fact that it is done with a personality from abroad;  
the fact that something important and with real chances to be applied has been decided on this occasion.
- b). Reformulate or improve the title.
- c). Reformulate the first question and, implicitly, the first answer.
- d). What else should we have found out from this interview?
- e). What pieces of information asked by the reporter go beyond the topic announced in the title?

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

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

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

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

5. Write down a composition about organisations, using as many phrasal verbs as you can.

6. *Translate into Romanian:*

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

*Consider a round, sloped, multi-goal soccer field on which individuals play soccer. Many different people (but not everyone) can join the game (or leave it) at different times. Some people can throw balls into the game or remove them. Individuals, while they are in the game, try to kick whatever ball comes near them in the direction of goals they like and away from goals they wish to avoid.*

Disorderliness in organisations has led some people to argue that there is very little order to organisational decision making. A more conservative position, however, is that the ways in which organisations bring order to disorder is less hierarchical and less a collection of means-ends chains that is anticipated by conventional theories. There is order, but it is not the conventional order. In particular, it is argued that any decision process involves a collection of individuals and groups who are simultaneously involved in other things. Understanding decisions in one arena requires an understanding of how those decisions fit into the lives of participants. The logic of order is temporal. Problems, solutions, and decision makers fit together because they are available at the same time. Thus, decisions depend on attention, and important elements of the distribution of attention are exogenous to any specific decision process.

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

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

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

8. Choose the suitable word or phrase:

1. Flamingos were about to have died out until laws were passed to protect them.
  - a. become confined
  - b. become extinct
  - c. become infected
  - d. become deformed
2. Caves are often formed by selective wearing away of cliffs by the sea.
  - a. erosion
  - b. evasion
  - c. extension
  - d. eradication
3. All drinks that include saccharin must be marked with a warning label because saccharin may cause cancer.
  - a. packages
  - b. medications
  - c. beverages
  - d. desserts
4. Like snakes, many insects grow up by throwing away their skin several times.
  - a. digesting
  - b. stretching
  - c. discarding

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

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

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

10. Answer the questions related to the following text:

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

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

*Questions:* With what topic is the passage mainly concerned? What does the author imply about the American family? How many single people were identified in the survey? Who generally constitutes a one person household?

**XI. THE IMAGE OF THE POLITICIAN**

*1. Peter Robinson, the Personnel Manager at Alpha, has called for a meeting of his staff next Friday afternoon at 3 p.m. You are a member of his team but have arranged to visit a couple of local schools on Friday, hoping to recruit some new clerical staff. You are not sure how long this will take and might not be able to get to the meeting until later. Draft a memorandum to the Personnel Manager explaining the situation.*

2. *Having received the report on the accident, the Works Manager wants the supervisor to make sure all the welders follow the safety rules in the future. He also wants to know the address of the hospital and the visiting hours so he can go and see her. Taking into account the guidelines for a report (conciseness, precision, the use of headings and subheadings, the use of title and subject specifications, the use of conclusions and recommendations) you are asked to draft a proper memorandum for him to sign.*

3. *Write a newsrelease on the topic of the change of the General Manager in the firm in which you work.*

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

- a. He .....into the filing cabinet and helped himself to the top secret documents.
- b. ....in the next layby. I'd like to get out and stretch my legs for a bit.
- c. They say they'll .....in the hostage if the ransom isn't paid by tomorrow.
- d. And after the game's over, I may .....in for a cup of coffee.
- e. You might try Mrs. Willow across the road. She .....in lodgers.
- f. No matter how cruel and offensive you are to me, I won't .....in and give you a divorce.
- g. As soon as he'd .....in the coupon, he went out to post it.
- h. Excluding overtime pay, how much do you .....in a week?
- i. Excuse me, what time does the London to Manchester train .....in?
- j. When you've finished writing .....in the test paper to the invigilator.

5. Add **it** where necessary to the following sentences, and say what it means or might mean:

- a. Here is the hair-dryer. You can plug in over there.
- b. The door was flung open and Gloria burst in.
- c. I'll probably stay in tonight as I've got a cold.
- d. Have you finished the report? Hand in tomorrow, please.
- e. Rolf pulled in for petrol at the motorway services.
- f. The new clerk needs to be the right sort of person to fit in here.
- g. I don't think poor Mrs. Gates can take all in.
- h. Well, I give in! I'll do whatever you like!
- i. That horse is completely wild. You'll have to break in!
- j. If you'd like a lift, get in!

6. Write down a composition about the political campaigns, using as many phrasal verbs as you can.

*7. Translate into English:*

Prima problemă care apare, din punctul de vedere al creatorului de imagine din România, este că aceste semnale ale realității cotidiene îndreptate în flux continuu către filtrul colector al mass-media nu sunt decât arareori pre-elaborate la nivelul imaginii sau, atunci când există asemenea intenție, ea se realizează haotic, cel mai adesea neprofesionist.

În acest caz, selecția se mută exclusiv în zona de acțiune a editorilor de programe sau șefilor de secții de la marele ziar. Ei se vor afla în fața unei mase enorme de fapte brute ce reprezintă tot atâtea mesaje potențial interesante, lipsindu-le însă forma, expresia simbolică adecvată.

Deoarece în țara noastră nu există încă o preocupare profesionistă din partea creatorilor de imagine pentru o codare a mesajelor în sensul formulării lor corecte și descifrabile la nivelul filtrului informațional, greșelile din acest domeniu vor avea consecințe importante, generând efecte paralizante în conștiința publicului.

Problemele devin și mai complicate, gradul lor de gravitate crește, în măsura în care spre filtrul mass-media se îndreaptă elemente componente ale unor fapte politice. Să ne amintim de perioada nu foarte îndepărtată denumită “era comunicatelor de presă”. Era timpul în care mass-media difuza, obositor și cu relevanță mică pentru publicul standard, comunicate, contracomunicate, replici multiple la prima sau la a doua categorie, cel mai adesea date simultan și prezentate publicului în bloc comun, pentru respectarea principiului echidistanței. Amuzante pentru ziaristii profesioniști, poate utile pentru comentatorii și analiștii politici, ele nu produceau din punctul de vedere al creatorului de imagine decât confuzie și, la limită, adversitate.

8. One way of extending your vocabulary is by learning to use all the forms of a word. For example, to access (verb) – access (noun) – accessible (adjective). Complete the following table with other parts of speech besides the verb:

Verb	Noun Concept	Noun Agent	Adjective
to administer	administration	administrator	administrative
to supervise			
to manage			
to operate			
to apply			
to inform			
to account			
to maintain			
to acquire			
to realise			
to choose			
to remember			

9. Complete the expressions by matching the verbs on the left with the appropriate phrase on the right:

- |                      |                              |
|----------------------|------------------------------|
| 1. to clear          | a. a big order               |
| 2. to fix            | b. for a meeting             |
| 3. to pick up        | c. with a new product        |
| 4. to cut            | d. 200,000 \$ worth of sales |
| 5. to appeal to      | e. your problem              |
| 6. to pull out of    | f. an optimistic target      |
| 7. to get together   | g. young consumers           |
| 8. to appreciate     | h. an opportunity            |
| 9. to miss           | i. the recession             |
| 10. to be successful | j. stock levels              |

10. Translate into English, using the verbs to detect, to discover, to find out:

- Am publicat de curând o lucrare despre epoca marilor descoperiri geografice.
- În cele din urmă s-a descoperit totul și s-a dat publicității.
- Ei, ce-ai descoperit, e bine sau nu?
- Materialul are unele defecte dar sunt greu de descoperit la prima vedere.
- S-au descoperit urme de vopsea verde pe hainele celui accidentat.
- S-a descoperit cine îi trimitea scrisorile acelea anonime?
- Uite ce am descoperit în pod, cărți vechi și valoroase.
- N-am reușit să-i descopăr numele.
- E mare scandal pe șantier, s-au descoperit vicii ascunse la elicea cea nouă.
- În final, după multe investigații, am descoperit totul din relatările lor separate.

## XII. MARKETING

### 1. Translate the following text:

First comes the question: "Should we hold a news conference or not?". Frequently the answer should be: "No!". The essential element of a news conference is *news*. If reporters and camera crews presumed that in a conference they have heard propaganda instead of facts, or information of minor interest to a limited group instead of news which is relevant to the large audience, they go away disgusted. Their valuable time has been wasted – and *it is* valuable. Editors complain that they never have enough staff hours available to cover everything they would like to cover; if they send reporters to a conference that has been called merely to satisfy the host's sense of self-importance, they resent the fact. The next time, they probably won't send reporters.

Notices usually are sent by fax or mail, but some organisations use special delivery methods for major conferences in the belief that the extra impact justifies the additional cost. Every news outlet that might be interested in the material should be invited. An ignored media outlet may become an enemy, like a person who isn't asked to a party. The invitation should describe the general nature of the material to be discussed so, an editor will know what type of reporter to assign.

What hour is best? This depends upon the local media situation. If the city has only an afternoon newspaper, 9 or 9:30 a.m. is good, because this gives the reporter time to write a story before a midday deadline. If the city's newspaper publishes in the morning, 6 p.m. is a suitable hour.

Another prime goal of news conference sponsors is the early evening news casts on local television stations, or even network TV newscasts if the information isn't important enough. A conference at 2 p.m. is about the latest that a television crew can cover and still get the material processed at a comfortable pace for inclusion in a dinner hour show. This time period can be shortened in an emergency, but the chances of getting on a show diminish as the processing time decreases.

*A warning:* a public relations representative in a city with only an afternoon newspaper who schedules a news conference after that paper's deadline, yet in time for the news to appear on the early evening television newscasts, makes a grave blunder. Newspaper editors resent such favoritism to television and have long memories. Knowledge of, and sensitivity to, local news media deadlines are necessary elements of a public relations representative's work.

Deadlines for radio news are less confining than those for newspapers and television, because radio newscasts are aired many times a day. The conference hours suggested for newspapers and television are suitable for radio as well, though.

Some organisations provide coffee and possibly sweet rolls for the media guests as a courtesy. Others find this gesture unnecessary because most of the newspeople are in a hurry, more concerned with getting the story than with enjoying social amenities. Liquor should not be served at a regular news conference. Such socialising should be reserved for the press party.

At some news conferences, photographers are given two or three minutes to take their pictures before questioning begins. Some photographers complain that, thus restricted, they cannot obtain candid shots. If free shooting is permitted, as usually is the best practice, the physical arrangements should give the photographers operating space without allowing them to obstruct the view of reporters.

A final problem in managing a news conference is knowing when to end it. The public relations representative serving as backstage timekeeper should avoid cutting off the questioning prematurely. To do so creates antagonism from the reporters. Letting a conference run down like a tired clock is almost as bad. At every conference there comes a moment when the reporters run out of questions and the danger of dull repetitions arises. A speaker may or may not recognise this. If not, the practitioner may step forward and say something like "I'm sorry, but I know some of you have deadlines to make. So, we have time for just two more questions".



*2.Exercise:*

The national headquarters of the Continental Oil Company in Los Angeles. For the past month, a false rumour has been circulating that the company will move its headquarters to Houston. In fact, plans are on the drawing board for a new, larger headquarters building in Los Angeles.

The rumour probably started because the company had a managers' conference in Houston several months ago. This was rumoured to be a high-level meeting to take a look at Houston real estate and decide on a sight for the new headquarters. The rumour is beginning to affect the employee morale in Los Angeles.

The president of Continental Oil, upon the advice of public relations council, decides to put the rumour to rest in a speech at the annual employee recognition banquet next week. You are assigned to write the ten-minute speech for the president. Would you include in the speech a direct reference to the rumour? Would you take the opportunity to ridicule the rumour? Write a draft of the speech for the president.

3. *Conceive tactics of organising a press conference on one of the following topics:*

- a. The board of a university has been reinforced with a series of businessmen. Try to explain the good effects of such a decision to the press.
- b. The Alpha Company presented in the previous course tries to explain to the press what has happened during the accident at the Welding Section and which are the consequences.
- c. A firm launches a new product on the market.
- d. A politician explains why he has chosen to run for a place in the senate.
- e. A politician explains why he has lost the elections.

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

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

5. Decide whether the definitions are true or false. Give the correct definition if necessary:

- |               |   |
|---------------|---|
| 1. pick off   | collect a person from a place                   |
| 2. live off   | survive   |
| 3. round off  | complete, give the finishing touch to           |
| 4. be off     | separate someone from another person            |
| 5. scare off  | frighten someone away                           |
| 6. switch off | stop concentrating                              |
| 7. show off   | make someone feel embarrassed by behaving badly |
| 8. set off    | cause to explode                                |
| 9. see off    | be present at someone's departure               |
| 10. rip off   | steal from or cheat someone.                    |

6. Write down a marketing plan.

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

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

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

8. Match the words below with their opposites:

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

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

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

10. Make your own 10 sentences with the verbs to do and to make.

### XIII. THE IMAGE OF A PRODUCT

1. *Comment on the negotiation techniques.*

2. *Discuss negotiation techniques related to one of the following topics:*

- a. The trade union of the teachers requires a 30% raise in salary from the Ministry of Education.
- b. The personnel of a research institute requires a variable work hour from the management.
- c. Two parties negotiate the places in the government in case they win the elections together.
- d. A party negotiates with the ruling party to support its initiatives in Parliament.
- e. The representatives of two countries negotiate the end of a conflict.

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

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

4. Match each phrasal verb with the correct definition.

1. stir up; 2. sum up; 3. own up; 4. draw up; 5. hang up; 6. call up; 7. liven up; 8. dress up; 9. settle up; 10. speak up; 11. stay up; 12. flare up.

a. confess, admit; b. come to a stop (of a vehicle); c. summon for military service; d. put on smart clothes; e. try to cause (trouble); f. raise your voice; g. not go to bed early; h. summarise; i. make more lively; j. suddenly become angry; k. pay all that is owed; l. finish a phone call.

5. Conceive arguments for and against advertising.

*6. Think of the advantages and disadvantages of each medium (billboards, newspapers, magazines, radio, television, internet) and give examples of concrete situations.*

7. *Translate into English:*

- E cineva la voi acasă? îl întreabă Nang oprindu-se și vorbind cu copilul peste umăr.

Băiatul dădu din cap afirmativ.

- Cine e ? reluă Nang.

Copilul spuse că e vorba de două surori ale lui mai mari.

- Numai ele sunnt acasă? întreabă Nang.

- Păi cine să mai fie? se miră băiatul și adăugă că tata e plecat și că i-a lăsat singuri, n-a mai venit pe acasă de mult.

Unde era dus? Copilul răspunse că el nu știa, că știau cele două surori ale lui, dar acum ele erau în casă și nu puteau să iasă afară... De ce?

Nu răspunse în prima clipă la această întrebare, apoi își ridică privirea și spuse că el trebuie să aștepte, acuma nu poate să mănânce orezul... (Marin Preda, *Întâlnirea din pământuri*)

8. *Form positive and negative adjectives from the following nouns, according to the model:*

Friendliness

friendly

unfriendly

Speed

Qualification

Efficiency

Strength

Effectiveness

Extent

Security

Sophistication

Rain

9. *Summarise and explain the following text:*

It was the first photograph that I had ever seen, and it fascinated me. I can remember holding it at every angle in order to catch the flickering light from the oil lamp on the dresser. The man in the photograph was unsmiling, but his eyes were kind. I had never met him, but I felt that I knew him. One evening when I was looking at the photograph, as I always did before I went to sleep, I noticed a shadow across the man's thin face. I moved the photograph so that the shadow lay perfectly around his hollow cheeks. How different he looked!

That night I could not sleep, thinking about the letter that I would write. First, I would tell him that I was eleven years old, and that if he had a little girl my age, she could write to me instead of him. I knew that he was a very busy man. Then I would explain to him the real purpose of my letter. I

would tell him how wonderful he looked with the shadow that I had seen across his photograph, and I would most carefully suggest that he grow whiskers.

Four months later when I met him at the train station near my home in Westfield, New York, he was wearing a full beard. He was so much taller than I had imagined from my tiny photograph.

“Ladies and Gentlemen”, he said, “I have no speech to make and time to make it in. I appear before you that I may see you and that you may see me.” Then he picked me right up and he kissed me on both cheeks. The whiskers scritch. “Do you think I look better, my little friend?”, he asked me.

My name is Grace Bedell, and the man in the photograph was Abraham Lincoln.

*10. Translate into English the following sentences, using the verbs to abuse, to affront, to insult, to offend, to outrage:*

1. Știu că nu e ușor, dar încercă să înghiți această ofensă.
2. Nu vreau să te jignesc, dar cred că nu ai dreptate.
3. De ce ai înfruntat-o, știi că nu o să îți ierte niciodată așa o insultă în public.
4. Felul tău de a vedea lucrurile e de-a dreptul jignitor, ai reușit să insulti pe toată lumea.
5. O insulti dacă râzi de ea.
6. Accidentul e vina lui, nu pot suporta să fiu vătămat și insultat.
7. Nu pot să mă las ultragiat de ziarul dumneavoastră, așa că vă voi da în judecată pentru insultă.
8. Am considerat o insultă faptul că nu mi-a adresat nici un cuvânt la petrecere.
9. L-a insultat dar el nu s-a supărat.
10. Nu trebuie să te simți insultat!

**XIV. REVISION**

1. *Write pro and against discourses on one of the following topics:*
  - a. The national character is largely influenced by climate;
  - b. A politically and economically united Europe is desirable;
  - c. “Religion is the opium of the people” (Karl Marx);
  - d. “All art is useless” (Oscar Wilde);
  - e. There can be no freedom without discipline.

2. *You are a news reporter for a popular newspaper and have been sent to cover a serious traffic accident. Write an article for your newspaper.*

3. *Imagine an interview with a person who is in charge with the development of an important event (e.g. a ceremony, a demonstration, etc.).*

*4. Translate into English:*

De prisos să mai spun cât am rămas de uluit de ceea ce s-a întâmplat în ultimul sfert de oră; cât despre Anghel, efortul pe care trebuie să-l fi făcut l-a dat gata: cuprins, cum spunea, de o migrenă cumplită, ne-a rugat să-l însoțim într-o încăpere întunecoasă, unde s-a lungit pe o canapea, cerând să i se aducă și un șervet ud pe care să și-l pună pe frunte. Când am repovestit, și eu și ceilalți, mai pe urmă, această întâmplare, nimeni n-a reușit să ne explice nimic și de fapt mi-am dat seama că nici nu regretam realmente că nu cunoșteam cauza tainică a incidentului.

*5. Write statements consistent with the verbs and adverbs given and then change them into Indirect Speech:*

1. ".....", he complained.
2. ".....", he promised.
3. ".....", he snapped.
4. ".....", he groaned.
5. ".....", he announced.
6. ".....", he said angrily.
7. ".....", he said passionately.
8. ".....", he said brutally.
9. ".....", he said accusingly.
10. ".....", he said fiercely.
11. ".....", he declared.
12. ".....", he said sympathetically.
13. ".....", he gasped.
14. ".....", he said complacently.
15. ".....", he retorted.

*6. Re-write the following text in the Direct Speech:*

"Mr. Harding told the Archdeacon that he had informed Sir Abraham he would resign and that consequently he must do so. The Archdeacon couldn't agree that this was at all necessary, and pointed out that nothing Mr. Harding said is such a way to his own counsel could be in any way binding on him. He had simply been there to ask his lawyer's advice. The Archdeacon felt sure that Sir Abraham had not advised such a step. Mr. Harding agreed that he hadn't. The reverend cross-examiner went on to say that he was sure Sir Abraham had advised him against it, which, again, Mr. Harding could not deny. Pressing home his advantage, the Archdeacon expressed his assurance that Sir Abraham must have advised Mr. Harding to consult his friends. Mr. Harding having been obliged to assent to this proposition also, the Archdeacon concluded by saying decisively that Mr. Harding's threat of resignation therefore amounted to nothing and that they were just where they had been before." (*The Warden*, by Anthony Trollope)

7. Choose one of the four possibilities closest in meaning to the sentences you will see below:

1. If you touch my daughter again I will kill you. The parent says he will  
a). fill in somebody. b). do in somebody. c). take in somebody. d). pull in somebody.
2. John earns quite a lot. John  
a). brings in a lot. b). pulls in a lot. c). gives in enough. d). gets in too much.
3. I am so pleased my holiday starts tomorrow. I can't wait! The speaker is  
a). putting forward her holiday. b). looking forward to her holiday.  
c). bringing forward her holiday. d). having her holiday brought forward.
4. The climbers had to stop and return home as the weather was so bad. The climbers were forced to  
a). hold back. b). take back. c). turn back. d). keep back.
5. The Howards are decorating their flat at the moment. The flat is being  
a). done up. b). made up. c). filled up. d). broken up.
6. I don't know how Jim survived after that car crash. Jim managed to  
a). get through. b). pull through. c). look through. d). go through.
7. She likes to imitate people. She  
a). puts them off. b). writes them off. c). takes them off. d). lays them off.
8. The lift is out of order. The lift has  
a). come down. b). run down. c). gone down. d). broken down.
9. Dick can't tolerate this job any longer. Dick can't  
a). keep up with the work. b). put up with the work.  
c). take up his job. d). give up his job.
10. On the second day of their honeymoon they quarrelled. The couple  
a). were knocked out. b). ran out. c). fell out. d). carried out.

8. Match the phrasal verb headlines with the explanations below. There are two possibilities for each one. Comment upon them.

- a) LADY DIVINA CUT UP
  - b) KINLOCK TO WRAP UP
  - c) HATCHET'S DRAWERS GONE THROUGH
  - d) DUKE RUNS DOWN ANIMAL RIGHTS SUPPORTERS
  - e) PRINCE TAKEN IN BY PRO
1. Customs officers strip search ex-PM by mistake
  2. Maid caught snooping in ex-PM's bedroom
  3. Conman tricks Prince out of 5,000 pounds
  4. Magician's trick goes horribly wrong
  5. Opposition leader catches pneumonia
  6. Divina distressed at death of goldfish
  7. Duke orders chauffeur to drive into animal rights supporters
  8. Opposition leader told to cool it
  9. Prince put up by call girl after being kicked out of Palace
  10. Duke criticises animal rights activists for sabotaging grouse shoot.

9. *Comment on the organisation chart and try to apply it at an organisation you are familiar with.*

10. *Translate into English:*

Cei patru tigri mici ai Asiei: Coreea de Sud, Taiwan, Hong Kong și Singapore au demonstrat în jumătatea a doua a secolului nostru posibilitatea decolării economice, a ieșirii din subdezvoltare, a intrării în marea familie a economiilor avansate și prospere. Au urmat tigri mijlocii, la distanță de zece-douăzeci de ani, din zona ASEAN: Malaezia, Indonezia, Tailanda și Filipine. Și fiindcă mai rămânea timp până în 2000, surpriza s-a produs. China a adoptat ritmurile de creștere ale tigrilor. Mai întâi să recunoaștem că în lume primul indice care este lipit pe fruntea unei țări, pașaportul sau buletinul ei, clasificarea absolută și finală, este produsul pe cap de locuitor. Sociologi, umaniști, istorici încearcă în zadar alte semne distinctive: spiritualitatea, fericirea, armonia, creativitatea. Pentru literatură toate sunt bune, dar nu țin loc de criteriul economic, universal admis, ce rezistă oricărei dezbateri. Dar după el urmează imediat alt indice, rata creșterii acestui produs. Spune-mi cât produci ca să-ți spun cine ești, spune-mi cum crești, ca să-ți spun pe cine conțez.