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Manual pentru clasa a X-a
(anul VI de studiu)

LIMBA ENGLEZĂ

X

MINISTERUL EDUCAȚIEI ȘI ÎNVĂȚĂMÎNTULUI

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EDITURA DIDACTICĂ ȘI PEDAGOGICĂ, BUCUREȘTI—1989

MINISTERUL EDUCAȚIEI ȘI ÎNVĂȚĂMÎNTULUI

Virgiliu Ștefănescu-Drăgănești

Aurelia Voinea

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Virgiliu Ștefănescu-Drăgănești

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6—9; lecțiile de recapitulare și vocabularele finale
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Introductory Lesson of Revision

I. The Article

Insert the Definite Article, the Indefinite Article or Some if necessary. Give reasons for your choice.

- 1) Which seasons do you prefer, ... spring or ... summer?
- 2) They were given ... permission to play on the lawn.
- 3) ... elephants can be very dangerous.
- 4) ... Tudors governed England long ago; they were succeeded by ... Stuarts.
- 5) We shall meet you at ... school.
- 6) In half ... time you can earn double ... sum.
- 7) He is much interested in ... modern art and ... jazz.

II. Simple Past or Present Perfect?

Finish the following sentences using either the Past Tense or the Present Perfect:

- 1) For many years...
- 2) When we were at the seaside last year...
- 3) For the last couple of months...
- 4) Whenever we met him...
- 5) Ever since I learned to read...
- 6) Since his childhood days...
- 7) This morning...
- 8) A few days ago...
- 9) After my aunt's departure...
- 10) During the nineteenth century Britain...

III. Put the verbs in brackets into the right tense, either the Simple Past or the Present Perfect:

- 1) The traffic (*increase*) much in the past few years. It (*be*) bad some ten years ago, but it (*be*) never as bad as last summer.
- 2) After the Second World War Britain (*have*) many economic difficulties. She (*try*) very hard to overcome these. As she could not feed her population of almost fifty million people, she (*import*) an extraordinary amount of agricultural products.
- 3) Tea (*be*) the favourite British drink for several centuries. In 1963, Great Britain (*consume*) almost 10 lbs. of tea per person per year, compared with 1.7—8 lbs. in other European countries.
- 4) Since 1945, atomic energy (*develop*) systematically, and a number of atomic power plants (*build*). As the need for electric energy (*increase*) enormously any additional energy is very valuable.

IV. Simple Past or Past Continuous Tense?

Put the verbs in brackets into the right tense:

- 1) My mother (*make*) a cake when the light (*go out*) and so she finished it by candle light.
- 2) When I (*enter*) the room the family (*watch*) television and (*take*) no notice of me.
- 3) Luckily my father (*see*) the danger and (*stop*) the car at once.
- 4) On the train I (*meet*) a lady who (*go*) to the Edinburgh festival.
- 5) I (*have*) my supper when my friend (*call*).
- 6) When we (*get*) to Hyde Park, the time (*be*) about nine o'clock and it (*get*) dark.

V. The Past Perfect

Join the following simple sentences, using conjunctions, so as to make complex sentences. Each complex sentence must contain one Past Perfect:

- 1) She made herself ready. She went out.
- 2) The fog rolled over the city. People got lost in the streets.
- 3) He did not do it before. He made a good job of it.
- 4) The whistle blew at the factory. Thousands of men swarmed through the gates.

VI. for and since

Use the words given below and make up sentences with them. Use for and since with the expressions of time.

Model: Your parents — to look... two hours.

Your parents have been looking for you for two hours.

- 1) the astronaut — to fly... days.
- 2) he — to break his leg six weeks ago and he — to leave the house ... then.
- 3) he — to work... six hours without a break.
- 4) he — to sleep... seven hours.

VII. Reported Speech

The following Imperatives are to be put into Reported Speech. The Imperatives become Infinitive Phrases preceded by a verb such as: to ask, to tell, to order, to command.

Model: Tell the story again!

He ordered me to tell the story again.

- 1) Leave the pen on the table!
- 2) Wait at the station until I come!
- 3) Don't put your hands in your pockets!
- 4) Stand up when your teacher comes in!
- 5) Don't play after six o'clock!
- 6) Stay in the house until Mary comes back!

VIII. Use the correct tense of the verbs in brackets in the following sentences, observing the rule of the Sequence of Tenses.

- 1) The pupils were told they (*speak*) English well enough.
- 2) My friend told me that he/she (*be writing*) a letter at that moment.
- 3) I understood that all my colleagues (*receive*) the new book.
- 4) We (*finish*) the first part of the textbook by December.
- 5) My cousin told me he (*finish*) reading the novel by the end of the month.

IX. Use the correct tense of the verbs in the following Conditional Clauses:

- 1) If my brother (*be*) free this afternoon we shall play tennis together.
- 2) I (*go*) for a walk later if my sister could come with me.
- 3) We (*win*) the match if we train ourselves hard.
- 4) You would arrive in time if you (*take*) the bus.
- 5) They would do a good thing if they (*buy*) the new dictionary.

Lesson 1

Message

Addressed by Comrade Nicolae Ceaușescu, General Secretary of the Romanian Communist Party President of the Socialist Republic of Romania, to the Teaching Staff and the Pupils of the Secondary School No. 4 of Oradea.

On the Occasion of the Celebration of the 275th Foundation Anniversary of the Secondary School

— November 3, 1974 —

Dear Comrades and Friends,

On the occasion of the celebration of 275 years from the setting-up of your secondary school, I wish to address to you all — teachers and pupils — a cordial salute and the warmest congratulations.

I particularly appreciate the fruitful activity, carried on during its long-standing existence, by your secondary school in training and educating the young generations, in raising the cultural level of the people, in cultivating the lofty feelings of the friendship and fraternity among all the working people, irrespective of nationality. Developing, upon a superior level, its experience and rich traditions from the past, your secondary school has made, in the years of socialism, an important contribution to the raising and solid training of the cadres, necessary to the different fields of activity, to the progress and flourishing of our socialist culture.

The anniversary of your school takes place in the jubilee year, when our people celebrated three decades from the liberation of the homeland from fascist domination.

I am convinced, dear comrades and friends, that the survey on your activity, which you are making, on the occasion of the anniversary of your

secondary school, will stimulate you to work with even more elan, so as to further develop the results obtained. I am sure that you, the teachers, the teaching staff of the secondary school, will do your best so as to creditably meet the great exigencies, which our Party and society confronts school with, regarding the improvement of the training-educational process, a closer link with life and the consolidation of the role of the educational system in the healthy training and education of the young generations. You, dear pupils, I urge on to learn diligently, to train thoroughly, so as to be able to become tomorrow reliable builders of socialism and communism, good citizens of our socialist homeland.

I wish you all — teaching staff and pupils — ever greater successes and satisfaction in your work and study, good health and happiness.

(abridged)

I. Understanding Words

Find words in the lesson that mean:

- a) opportunity; b) foundation; c) heartfelt; d) sentiment; e) domain;
- f) fatherland; g) connection.

II. Discussing Ideas

- 1) What are the tasks of all the pupils in our schools required by the building of socialism in our country?
- 2) How do practical activities in school offer a closer link with life?
- 3) If we study thoroughly and learn diligently we shall become reliable builders of socialism and communism.
- 4) *Enlarge on the following:*
"The things in schools and colleges are not an education, but the means of education" (Ralph W. Emerson)

III. For Study

carry on; carry out

We carry on a fruitful activity.

Let's carry on our conversation.

How do they carry on?

We must carry on with our work.

Please carry on as usual while we watch you doing your work.

One of our colleagues was carrying on about his ball-point pen which he had lost.

The engineers will carry out their plan.

The order was carried out to the letter.

The doctor carried out tests on many dogs for two years.

He hasn't the possibility to carry out his design.

IV. Grammar and Exercises

1. The Gerund (Review)

... in training and educating the young generations.

a. Uses of the Gerund

Among its various uses the Gerund is also used after prepositions, e.g.

I was tired of reading.

On hearing my brother's voice, I stopped at the door.
 He stood a moment *without speaking*.
 After trying several times, I succeeded in *opening* the box.
 He felt very embarrassed *at being left* alone there.
 Excuse me *for interrupting* you.

b. Use the Gerund in the following sentences:

Model: The man left *without* (to speak).
 The man left *without speaking*.
 This is a good reason *for* (to believe) them.
 He waited for a few minutes *before* (to open) the door.
 He was *against* (to take) the bus.
 They thought *of* (to go) to a concert.
 After (to wait) there for an hour we left.
 I need a knife *for* (to cut) meat.
 By (to do) that, he lost many friends.
 She is very much interested *in* (to act).
 They are very good *at* (to ski).

2. The Verbal Noun

...the *setting up* of your secondary school;
 ...the *raising* and solid *training* of the cadres...

a) The Gerund (the -ing form) is sometimes treated as a noun. In such cases it may be preceded by the definite or indefinite article, or by an adjective e.g.

"...the *flourishing* of our socialist culture"
 "...the *lofty feelings*..."

b) Derive verbal nouns from the verbs in brackets in the following sentences:

1. (to liberate) of some African peoples still requires hard (to fight).
2. (to build) of our school took several years.
3. (to develop) of our industry has made rapid progress.
4. That young person had a (to feel) that something unpleasant may happen.

3. The Adjective (Review)

Derive adjectives from the following nouns and use them in the sentences below: *occasion, fruit, education, tradition, culture, condition, history*.

We have lived many... events of great importance for our country.
 The... system in our country is very advanced.
 Our pupils carry out... activities in workshops and factories.
 There will be... showers during the day.
 Our promise to help you is... upon your helping your colleagues too.
 We have a... programme on Saturday afternoon.
 May Day is the... holiday of the workers all over the world.

4. Translate into English:

Mă adresez studenților și elevilor cu chemarea: "Învățați, învățați și iar învățați!" "Învățați și însușiți-vă cele mai noi cunoștințe ale tehnicii, ale științei, ale cunoașterii umane universale în general, pentru că numai specialiștii și muncitorii cu o înaltă calificare, cu înalte cunoștințe vor putea să asigure continuarea dezvoltării României, ridicarea ei pe noi culmi de progres și civilizație, vor putea conduce mâine opera de făurire a comunismului în România!"

(din Cuvîntarea tovarășului Nicolae Ceaușescu rostită cu ocazia deschiderii anului de învățămînt 1986/1987)

V. Vocabulary

A: anticipate [æn'tisipeit]
 celebration [ˌseli'breɪʃn]
 cordial ['kɔ:diəl]
 elan [ei'lɑ:]
 jubilee ['dʒu:bili:]
 occasion [ə'keɪʒən]
 salute [sə'lu:t]
 B: carry on ['kæri'ɒn]
 confront [kən'frʌnt]
 congratulations [kən'grætʃu'leɪʃnz]
 creditably ['kreditəbli]
 entire [ɪn'taɪə]
 exigencies [ek'sɪdʒensɪz]
 flourishing ['flʌrɪʃɪŋ]

foundation [faʊn'deɪʃən]
 fruitful ['fru:tful]
 homeland ['həʊmlænd]
 honour ['ɒnə]
 irrespective [ɪrɪ'spektɪv]
 lofty ['lɒftɪ]
 long-standing ['lɒŋ'stændɪŋ]
 survey ['sə:veɪ]
 teaching staff ['ti:tʃɪŋ 'sta:f]
 thoroughly ['θʌrəli]
 reliable [rɪ'laɪəbl]

C: ever greater = tot mai mari
 to further develop = a dezvolta și mai mult

Lesson 2

How Our Calendar Came into Being

Have you ever wondered why the calendar is made up in the way it is? People have been trying to find some way of dividing up the year since very ancient times. But it proved to be quite difficult although at first sight everything seems to be very simple.

We all know that a day is the time it takes the earth to spin once right round on its own axis; and a year is the time it takes the spinning earth to work right round the sun. But the trouble begins because the year cannot be divided into an exact number of days as it actually takes 365 1/4 days to make the full circuit.

All the ancient peoples, the Egyptians, the Persians and the Greeks, had their own different calendars. However, our present-day calendar is based on one devised by a great astronomer Sosigenes who lived in Rome in the time of Julius Caesar, and who had been asked by the latter to make an exact calendar.

Before that time the Romans had first a ten-month calendar with 304 days; then another of 355 days, divided into 12 months. This explains why in the year 46 before our era, when Caesar became ruler of Rome, this calendar was nearly three months out.

So, at Sosigenes's suggestions, Caesar decided to have one long year to catch up with the 80 days which Sosigenes had calculated that the year was wrong. That long year went on for 445 days and was called "The Year of Confusion".

The following year had 365 days and Sosigenes introduced a leap year to put the calendar right again every four years. The twelve months were alternately 30 and 31 days long, except February which had only 29 days; it had 30 days in leap year.

When Augustus became ruler of Rome, he renamed two of the months after Caesar and himself: July and August. But, as he didn't like Julius Caesar's month to be a day longer than his, he ordered an extra day to be added to August, to make it 31 days long too. The extra day was taken off February, which was shortened to 28 days because the change had created seven 31-day months in the calendar instead of the initial six. That is why February has 29 days in leap years now.

I. Understanding Words

Find words in the lesson that mean:

- a) to ask (oneself); b) to separate; c) to move round; d) difficulty; e) contemporary; f) to resolve.

II. Comprehension

a. Answer the following questions:

- 1) What is a day?
- 2) What is a year?
- 3) How long does it take the earth to make a full circuit round the sun?
- 4) What was Sosigenes asked to make and what did he do?
- 5) What did the Romans call "The Year of Confusion"?
- 6) How did Sosigenes divide the year?
- 7) What did Augustus do with two of the months of the calendar?
- 8) Why are July and August 31 days long?
- 9) Why has February 28 or 29 days now?

b. Applying the reading:

- 1) Why is it difficult to divide the year into months?
- 2) What kind of calendars did the Romans have before Julius Caesar and Sosigenes?
- 3) What do you think of the present-day calendar? Should we reform it?

III. For Study

a. ruler; rule

When Caesar became the *ruler* of Rome...

We *rule* a straight line on a piece of paper with a *ruler*, (which is marked with centimetres and millimetres).

The pupil *ruled* his paper very neatly.

Ştefan cel Mare *ruled* Moldova for 47 years.

It is *her rule* to take a walk every day.

In England the *rule* of the road is that vehicles should keep left.

If someone breaks the *rules* he may get into serious trouble.

We must obey the *rules* of the game.

As a *rule*, I get home at about half past one.

b. Compound adjectives:

a *ten-month* calendar

a *31-day* month

a *five-year* (plan)

a *two-year* (old) boy

Although the first word in the above compound adjectives is a numeral, the following noun remains in the singular.

c. the former; the latter

The sailing ships of *former* days.

He is one of my *former* pupils.

I shall be going shopping *the latter* part of the week.

Science has developed enormously in these *latter* days.

We measured Tom and Nick, and found the *former* was taller.

They raise horses and cows, *the former* for riding, *the latter* for milk.

I know both Mr. Smith and Mr. James. I met *the former* at the seaside and *the latter* in Bucharest.

I prefer *the former* alternative to *the latter*.

IV. Grammar and Exercises

A. The Present Perfect (Review)

Have you ever wondered?

The Present Perfect is used (besides other uses) with such adverbs of indefinite time and frequency as: *ever, never, always, sometimes, often, seldom, rarely, usually*, etc.

Use the Present Perfect in the following sentences (pay attention to the place of the adverbs too)

- 1) We always (*wonder*)... how old our world could be.
- 2) Our team seldom (*lose*)... a match.
- 3) We often (*be*)... to the seaside.
- 4) We sometimes (*have*)... very cold winters.
- 5) I never (*forget*) to write my compositions.
- 6) Our colleagues usually (*show*)... much interest in going to concerts.

B. The Present Perfect Continuous (Review)

People *have been trying*...

The Present Perfect Continuous shows an action which started in the past, is continuing in the present and is likely to continue also in the future.

Use the Present Perfect Continuous in the following sentences:

- 1) Where your friends *(live)* in this town?
- 2) What you *(do)* all this time?
- 3) We *(learn)* English from different textbooks.
- 4) They *(build)* a lot of new blocks of flats in our district.
- 5) It *(rain)* very hard the whole day.
- 6) Our folk-dance ensemble *(train)* every day for the festival.

C. Translate into English:

Calendarul nostru actual a fost întocmit de marele astronom Sositigene, căruia Iuliu Cezar i-a cerut să facă un calendar exact. Sositigene a inclus 365 de zile într-un an și a introdus anul bisect o dată la 4 ani.

La început, anul avea șase luni de 31 de zile, dar, când a numit luna a șaptea după Cezar și pe a opta după el, August a transformat și luna august într-o lună de 31 de zile.

D. Speak about how our calendar came into being.

E. a. Practise this conversation.

Dana ['deinə]: 'What's your 'next 'lesson, 'Nora?

Nora ['nɔ:rə]: Oh, it's 'English.

Dana: 'Oh. 'What are you 'doing in 'English?

Nora: We're 'studying into'nation.

Dana: 'What on 'earth is into'nation?

Dana: You 'mean you're 'learning to 'sing?

Nora: 'Don't be 'funny.

Dana: 'Well, into'nation 'sounds 'funny to me.

Nora: It's all about 'well and 'well.

Dana: Good 'heavens!

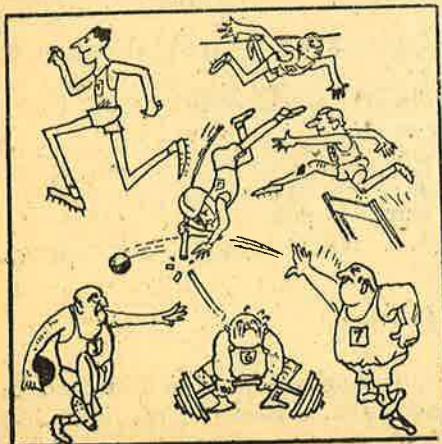
Nora: And 'then we 'learn to 'say good morning in 'lots of 'different 'ways.

Dana: 'That's very 'useful, I'm sure. Well I must 'be 'off. 'See you.

Nora: 'See you.

(Adapted from V. J. Cook: *Active Intonation*.)

b. Two pupils will be requested to carry out a similar conversation in front of the class.



F. Picture Lesson: Athletics

Puzzles

1. Triplets

Take a word of three letters.

Add a letter (at beginning or end) to make a different word. Here are the clues:

1. a) short piece of metal with a sharp point at one end; b) to go round and round or to produce a fine thread as spiders do; c) backbone.
2. a) a measure of weight; b) a vocal or musical sound; c) small rock or pebble.
3. a) preposition; b) a building made strong for defence; c) something connected with the story of Ali Baba.
4. a) a very common irregular verb, connected with food; b) something we don't like very much in summer; c) to act dishonestly in order to gain an advantage.
5. a) the whole of completely, everything; b) of more than average height; c) an enclosure for an animal in a stable.

(See answers at the end of the Vocabulary.)

2. Word-chain

Turn lose into find (by changing only one letter at a time), always making a proper word. You are not allowed more than four links (words), not counting lose.

(See answers at the end of the Vocabulary.)

Proverbs

1. Procrastination is the thief of time.
2. You never know what you can do till you try.

Supplementary Reading

The Olympic Games

The Olympics have a very long history. They began in the year 776 before our era, and took place every four years for nearly 1,200 years at Olympia, in the Peloponnese in ancient Greece. They included many different kinds of sport (although far less than today): running, boxing, wrestling, the pentathlon and chariot racing. The pentathlon consisted of five different events in which a competing athlete was obliged to take part; these were running, broad jump, javelin throw, 200-meter race, discus throw, and 1500-meter flat race.

The games were held in honour of Zeus of Olympus (the Thessalian mountain on which dwelt the chief Greek gods) and they included literary and musical competitions, too.

In 394 of our era, the Games were stopped by the emperor of Constantinople and the temple at Olympia was destroyed. Fifteen hundred years later, in 1894, a Frenchman, Pierre de Coubertin, persuaded the athletic organisations from fifteen countries to start the Olympic Games again. At present, nearly 150 countries are represented in the International Olympic Committee.

Thoughts

1. It is easy to be brave from a safe distance.

Aesop

2. We have two ears and only one tongue in order that we may hear more and speak less.

Diogenes

A joke

"What's that piece of cord tied around your middle finger for?"
 "My sister tied it there to remind me to post a letter."
 "And did you post it?"
 "No, she forgot to give it to me".

V. Vocabulary

A: astronomer [əs'trɒnəmə]
 calculate ['kælkjuːleɪt]
 circuit ['səːkɪt]
 confusion [kən'fjuːʒn]
 discuss [dɪskəs]
 initial [ɪ'nɪʃəl]
 oblige [ə'blaɪdʒ]
 pentathlon ['pentəθlɒn]
 suggestion [sə'dʒestʃn]
 temple ['templ]

B: alternately [ɔːl'təːnɪtli]
 axis ['æksɪs]
 broad [brɔːd]
 committee [kə'mɪtiː]
 devise [di'vaɪz]
 emperor ['emprə]
 persuade [pə'sweɪd]
 prove [pruːv]
 rename ['riːneɪm]
 ruler ['ruːlə]
 spin [spɪn]

C: work right round = a face un
 ocol complet în jurul

three months out = cu trei luni
 înainte
 catch up with = a ajunge din
 urmă
 put right = a corecta
 running broad jump = săritură
 în lungime cu avânt

D: Augustus [ɔː'gastəs]
 Constantinople
 ['kɒnstəntɪ'nəʊpl]
 Coubertin [kuː'bɜːtɪn]
 Egyptian [ɪ'dʒɪpɪən]
 Greece [griːs]
 Julius Caesar ['dʒuːljəs'siːzə]
 Olympia [əʊ'limpiə]
 Olympus [əʊ'limpəs]
 Olympics [əʊ'limpɪks]
 Persian ['pɜːn]
 Peloponnese ['peləpəniːs]
 Sosigenes ['sɒsɪdʒɪniːz]
 Thessalian [θə'seɪljən]
 Zeus [zjuːs]

Quiz answers:

Triplets:

1) pin, spin, spine; 2) ton, tone, stone; 3) for, fort, forty
 (Ali Baba and the Forty Thieves); 4) eat, heat, cheat; 5) all, tall, stall.

Word-chain:

lose — lone — line — fine — find.

Lesson 3

London

London, the capital of England and of the United Kingdom of Great Britain and Northern Ireland — as this is the complete name of the country formed by England, Scotland, Wales and Northern Ireland — is situated on the river Thames, about 85 kilometres in a straight line from its mouth.

London is divided into two unequal portions by the Thames.

The term London was originally restricted to the City of London proper, which is the old City of London and which is very small, only about 300 hectares.



St. Paul's Cathedral, London

London is today an administrative district called Greater London with a population of 12,000,000 inhabitants and a very important centre for learning. However, the universities of Oxford and Cambridge hold first place in England.

The name London is probably derived from the Celtic words: *lun* meaning a lake and *din* meaning a hill, a fort (at an earlier period the Thames expanded into a big lake where the eastern part of London lies today). The Romans called the place *Londinium* and the Roman historian Tacitus describes it in the first century of our era, as a busy market for trade and traders'.

After the Saxons conquered southern Britain, London became the capital of the Saxon kingdom of Essex and later it was constituted the capital of England by King Alfred the Great, towards the end of the 9th century of our era. The first bridge across the Thames was built in front of the south gate of the town in 994. After the Norman Conquest William Conqueror built the White Tower, outside the City of London, in 1078. The White Tower is today the central building in the Tower of London, which is a big fortress.

An important event during the Middle Ages was the occupation of London by Wat Tyler and his army of peasants during the Peasant's Rising of 1381.

During the Civil War of 1642—1648 London supported Cromwell and the Parliament but the battles were fought far from the town.

In 1665 London was desolated by the *Great Plague*, which caused the death of nearly a fifth of the inhabitants. In the following year the *Great Fire* occurred, destroying more than 13,000 houses together with St. Paul's Cathedral and 86 churches.

Before the *Great Fire* London was a very unhealthy city and the plague of 1665 had lasted for a hundred years before its disastrous outburst of that year.

Before the fire most houses were made of wood. After the fire they were built of brick and stone and the streets of the town were widened.

The streets were in complete darkness and only beginning with 1716 it was ordained that every householder should hang a light before his door from six in the evening till eleven.

A great step forward in the development of London was the introduction of gas as an illuminant beginning with 1907.

I. Understanding Words

Find words in the lesson that mean:

- a) whole; b) main; c) severe; d) appreciate; e) likely; f) gorgeous; g) revolt.

II. Comprehension

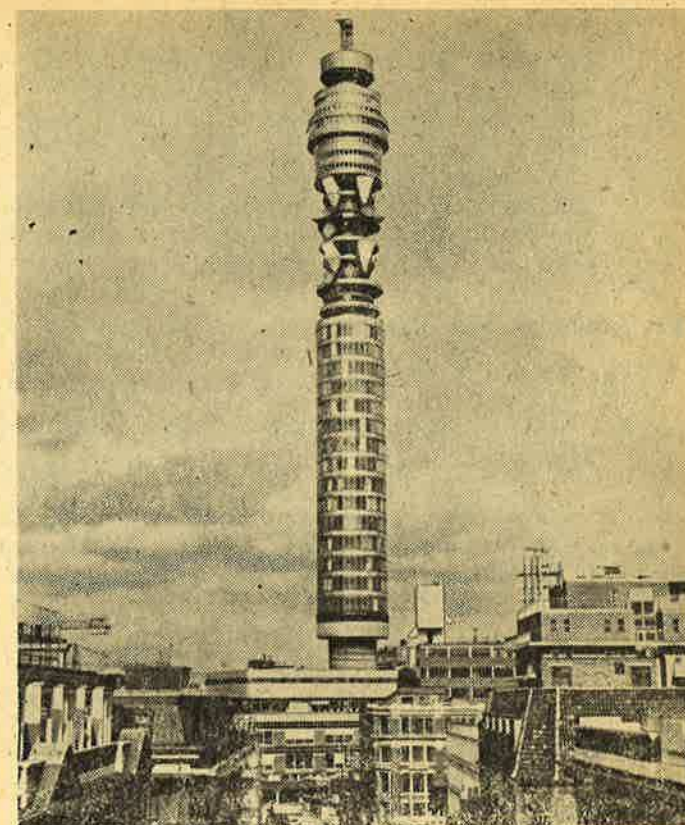
a. Answer the following questions:

- 1) What is London and what do we learn about it from the text of the lesson?
- 2) What do we know about the history of London before the Great Fire?
- 3) How did London develop after 1666?

b. Applying the reading:

- 1) What have you read about London in other books?
- 2) Give an oral account of the history of Bucharest?

Post Office Tower,
London



c. Write an account of London's development throughout the ages?

Title: The History of London

Ideas: London as a capital — where situated — what is the City of London — origin of the name — under Saxon rule — under the Normans — the great calamities.

III. For Study

- a. *lie* — *lied* — *lied* (vi) — *lying*
lay — *laid* — *laid* (vt) — *laying*
lie — *lay* — *lain* (vi) — *lying*

The young man said the little boy *lied* to him.

It is not good *to lie* in bed after one wakes up in the morning.

We *lay* on the grass enjoying the sunshine.

The snow *lay* thick on the ground.

The valley *lay* before us.

A pen *is lying* on the desk.

We saw several ships *lying at anchor*.

Hungary *lies north of* Yugoslavia.

The young man *laid* his hand on his friend's shoulder.

The pupil *laid* the book on the table.

A *bricklayer* is a man who *lays* bricks.

Lay the table, please.

I'd rather buy *new-laid* eggs.

A new submarine cable was *laid* from England to Belgium.

b. fire (n); fire (v.)

There's a fire in the sitting-room.
There's no smoke without fire.
Paper catches fires easily.
John's speeches always lack fire.
The soldier fired the gun.
I'm ready to answer questions: fire away. (= begin)
Mr. Smith fired his secretary for continuously coming late to the office.

IV. Grammar and Exercises

A. The Passive Voice (Review)

a. Change the following sentences from the Passive into the Active Voice :

Models: London is divided into two unequal portions by the Thames.
The Thames divides London into two unequal portions.
The battles were fought far from the town.
They fought the battles far from the town.

- 1) London was conquered by the Saxons.
- 2) The first bridge across the Thames was built in the 10th century.
- 3) London was occupied by Wat Tyler and his army of peasants.
- 4) London was desolated by the Great Plague.
- 5) After the fire the houses were built of brick and stone.
- 6) The streets of the town were widened.
- 7) A light was hung before every door.
- 8) Gas was introduced as an illuminant in 1907.

b. Translate into English (using the Passive):

- 1) Unde s-a dat bătălia?
- 2) Londra a fost făcută capitala Angliei de regele Alfred cel Mare.
- 3) Londra s-a numit Londinium sub romani.
- 4) Înainte de "focul cel mare", casele în Londra se construiau din lemn.
- 5) Iluminatul cu gaz s-a introdus la Londra în anul 1907.

B. The Present Perfect Continuous (Review)

a. Make sentences with the help of the following tables and translate them into Romanian. Give similar examples of your own.

I We	have been	translating an article playing the piano having a good rest listening in watching the TV programme looking through the newspaper	for an hour.
He She	has been	taking English lessons teaching English writing a book learning German taking music lessons working in a library	for some time. since last year.

b. Complete the following sentences adding suitable adverbial modifiers as in the model. Give all possible variants.

Model: I have been listening in...
I have been listening in for an hour.
I have been listening in since I came home.
I have been listening in since 7 o'clock.

- 1) They have been working in the garden...
- 2) I have been waiting for you...
- 3) The baby has been crying...
- 4) The tourists have been visiting the town...
- 5) The pupils have been reading for the examination...
- 6) He has been training his dog...
- 7) They have been building the new bridge...
- 8) The gardener has been sorting the apples...
- 9) They have been playing golf...

C. Past Perfect Continuous Tense

They had been watching the TV programme before they went to bed. To indicate that one activity was in progress before some other action in the past, we used the form **had been + -ing** (Past Perfect Continuous Tense).

a. Combine two sentences in a single one. Use **had been + the -ing form** to indicate the action in progress before the second event took place

Model: I was reading. Mary came.
I had been reading before Mary came.

- 1) He was smoking. The lecture began.
- 2) She was walking. She went to the cinema.
- 3) John was writing a letter. Mary called.
- 4) She was playing the piano. She called up Helen.
- 5) He was watching a football match. He turned off the TV.
- 6) They were talking. The concert began.
- 7) He was studying. He went to the university.
- 8) They were eating. I knocked at the door.

b. Do this exercise according to the model:

S ₁ I have been worrying.	S ₂ She said she had been worrying.
S ₁ Have you been working hard?	S ₂ He asked if she had been working hard.
S ₁ He has been doing it!	S ₂
S ₁ They have been listening to everything!	S ₂
S ₁ She has been looking forward to it.	S ₂
S ₁ They have been studying all the time.	S ₂
S ₁ Victor has been working a lot.	S ₂
S ₁ They have been talking about you.	S ₂
S ₁ Have you been waiting for me?	S ₂

- S₁ Have you been listening to their talk? S₂
- S₁ What have you been doing all afternoon? S₂

c.] Practise the following conversation:

Model: They came home at 7 o'clock. They had been working all day in the laboratory.

What did they do at seven o'clock?

They came home.

What had they been doing before?

They had been working in the laboratory.

How long had they been working?

They had been working all day.

- 1) She came to Braşov last year. Before, she had been working in Ploieşti for several years.

What

Where

How long

- 2) John came to the station at 5 o'clock. John had been waiting for Mary for half an hour before.

What

Where

How long

d. Practise the following according to the model:

S₁: Were they working at the time?

S₂: No, they weren't. But they had been working earlier.

S₁: Were they having dinner at the moment?

S₂:

S₁: Were they walking to the laboratory at the moment?

S₂:

S₁: Were they talking to other scientists at the moment?

S₂:

D. Ask special questions for the words in italics:

- Great Britain lies *in the eastern part of the Atlantic Ocean*.
- The sea surrounds the British Isles.
- The *presence of the sea* makes the climate warmer in winter and cooler in summer.
- A branch of the Gulf Stream comes to the *west coast* of the British Isles.
- The sea washes away *from the coasts* some of the soil.
- The coast of England contains *many good harbours*.
- The sea round about the shores of England abounds *in fish*.
- Fishermen catch fish *by means of nets*.
- When the net is drawn in, it generally contains *very much fish*.

- A lighthouse guides *ships* and warns them of danger.
- The *Severn* is the longest river in Great Britain.
- All along from Worcester, the Severn flows through a *most fertile valley*.
- For a few miles below Gloucester the Severn is not suitable for the *passage of large ships*.
- The Severn is noted for *its tides*.
- During the *tide* the water in the Severn often upsets small boats and barges.

E. a. Practise this conversation:

A Telephone Conversation

(Asking for repetition)

In this telephone conversation the telephone is working very badly, and the man cannot hear what the young woman, Mary Peters, is saying. So he always asks her to repeat what she has said. That is why he uses in all his questions the same rising intonation starting at a low level and rising to a high one. Repeat his question several times.

Mary: 'Héllo! Could I 'speak to Pro'fessor 'Jones, 'please?

Man: 'Who?

Mary: 'Pro'fessor` Jones. This is 'Mary 'Peters 'speaking.

Man: 'Who?

Mary: 'Mary `Peters. It's about the 'lecture on `Thursday.

Man: 'When?

Mary: On `Thursday. `Well, it's been post `poned.

Man: 'What?

Mary: Been post`poned, I said.

Man: 'What?

Mary: The 'lecture's on `Friday instead.

Man: 'When?

Mary: `Friday. 'Well, can I 'speak to Pro'fessor Jones?

Man: 'Who?

Mary: Pro'fessor `Jones. 'Good `heavens, this 'line is `bad.

Man: 'What?

Mary: I 'said this 'line is `bad. I'll 'phone again 'later when it's `better.

Man: 'What?

(Adapted from V. J. Cook: Active Intonation.)

- b. Two pupils will be requested to carry out a similar conversation in front of the class.

F. Translate into English:

Dan: Tamisa e un râu mare?

Victor: Este şi nu este. În primul rând nu e un râu lung. În Anglia nu sînt râuri lungi, fiindcă Anglia nu e o ţară mare.

Dan: Apropo, sînt multe râuri în Anglia?

Victor: Destul de multe, dar mici. Chiar foarte mici.

Dan: Mulţumesc, dar nu mi-ai răspuns încă la prima întrebare.

Victor: Tamisa nu e un râu lung, dar începînd de la Londra devine un râu foarte lat şi mai ales foarte adînc. Mărimea râului se datorează faptului că apa mării înaintează pînă în Londra în timpul fluxului.

G. Write a composition about the history of London.

H. Two or three pupils will be asked to speak about aspects of present-day London.

A Joke

The ticket inspector on a train travelling to London came to a lady with a little boy. In Britain children may travel free if they are under three.

"You bought a ticket for the little boy, didn't you madam?"

"No, I didn't," replied the lady. "He doesn't need one".

"How old are you?" asked the inspector.

"I am not yet three, am I, Mummy?" replied the little boy.

"No, you won't be three till June," replied the mother.

"I'll let him travel free this time," said the inspector, "but I know what he'll be when he grows up."

"Oh, and what is that?" asked the lady.

"He'll be one of two things, madam, either a liar or a giant."

Puzzles

Word-breaking

I am fruit. Behead me and a row, line or series of things is left. Cut off my tail and you will have the past tense of a very common verb (meaning to give out a musical metallic sound). Curtail me again and you will have the past tense of a verb even more common than the first (meaning to move fast). Now behead me and you will find a very short grammatical word very frequently used. If you curtail me again, you will still find something meaningful though very short (related to the preceding word).

(See the answer at the end of the Vocabulary)

Riddles

1. When did London begin with an "L" and end with an "E"?
2. Which is the strongest day in the week?

Proverbs

1. A white wall is a fool's paper.
2. A bird in the hand is worth two in the bush.

Vocabulary

A: administrative [əd'mɪnɪstrətɪv]
civil ['cɪvəl]
derived [dɪ'raɪvd]
district ['dɪstrɪkt]
hectares ['hektə:z]
historian [hɪs'tɔ:riən]
period ['piəriəd]
situated ['sɪtʃueɪtɪd]
splendid ['splendɪd]
B: chief [tʃi:f]
church [tʃɜ:tʃ]
desolated ['desəleɪtɪd]

forward ['fɔ:wəd]
householder ['haʊshəʊldə]
plague [pleɪg]
supported [sə'pɔ:tɪd]
traders ['treɪdəz]
widened ['waɪdnɪd]

C: Alfred ['ælfɪd]
Cromwell ['krɒmwel]
St. Paul's Cathedral [snt 'pɔ:lz
kə'θi:drəl]
Tacitus ['tæsɪtəs]

Quiz answers:

Word-breaking

Orange, range, rang, ran, an, a.

Riddles

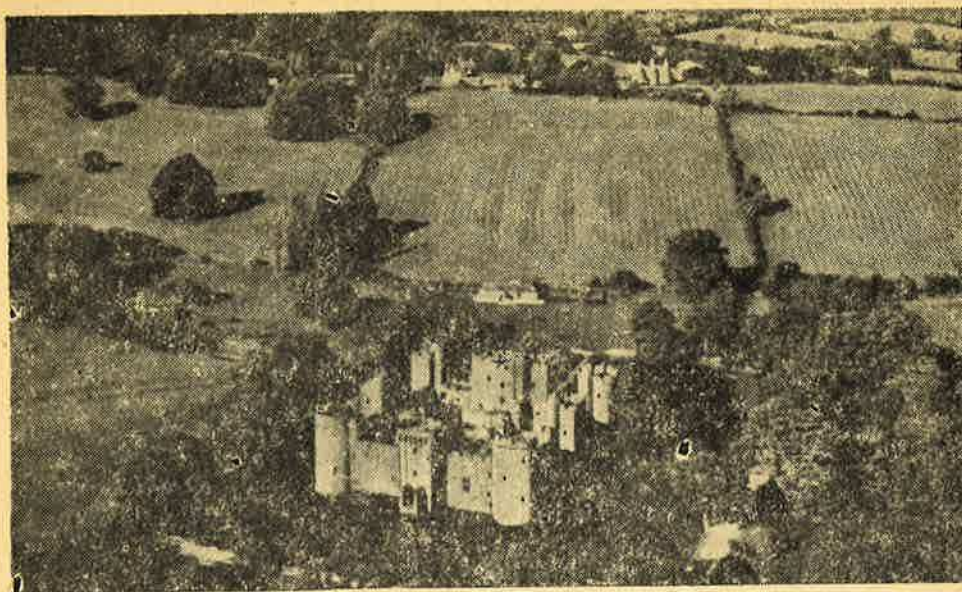
1. They always have done so; "London" begins with an "L" and "end" with an "E".
2. Sunday — all the others are week-days (= weak days).

Lesson 4

The Norman Conquest

At the beginning of the 11th century, England was under the rule of Danish kings, but after the death of the great Danish king Canute, the English became independent again. However, their independence did not last long. When the English king, Edward, died in 1066, he was succeeded by his brother-in-law Harold, but William, the powerful duke of Normandy, also claimed the English crown. He pretended that Edward had promised him the crown of England and he accused Harold of perjury. Two years before while Harold was sailing along the southern coast of England a storm broke out and blew his ship to the shore of Normandy. As Harold was in William's power he had to swear on an altar containing the bones of a saint that he would help William to become king of England.

However, when Edward died, Harold crowned himself King. Hearing this William became very angry and started preparations for the invasion of England, but the strong winds in the Channel prevented William from



Bodiam Castle in Sussex

crossing it the whole summer. This made Harold think that the Normans would not come any longer that year so that he let many of his soldiers go home and harvest their crops. On the other hand, the King of Norway landed in the north with a great army to conquer England. Harold hurried to the north and defeated the Norwegians but in the meantime William landed in England.

With a weakened and tired army Harold hurried to the south to meet William, who was plundering the country. The battle took place at Hastings and though the forces of the two sides were fairly equal in numbers, the Normans were greatly superior in quality. Harold's army consisted mainly of untrained peasants whereas William's Normans were well-trained archers and mounted knights.

The fight lasted the whole day, but the English could not be beaten. Towards evening, William thought of a trick. The Normans pretended to run away. The English thought they had won the battle and dashed after them but the Norman cavalry beat them easily back and the Norman archers poured their arrows on them. An arrow struck Harold in the eye, and soon after he died. Dismayed by this, the English fled from the battle-field and soon after that William entered London and became King of England.

For two centuries after the Norman Conquest, England was ruled by foreign kings and French became the language of the upper classes. As French was used in Parliament, in the law courts and in all official writing as well as in literary works, many Englishmen were compelled to learn to speak it. However, the serfs and the yeomen continued to speak their native tongue.

Only in the fourteenth century, nearly three hundred years after the Norman Conquest, English became the official language of the country again, and towards the end of the century it became the language of literature as well.

I. Understanding Words

Find words in the lesson that mean:

- a) commencement; b) free; c) to demand; d) coast; e) furious; f) to believe; g) chiefly; h) rushed.

II. Comprehension

a. Answer the following questions:

- 1) What were the historical events in England before 1066?
- 2) Why did William of Normandy claim the crown of England?
- 3) What happened before the battle of Hastings?
- 4) Describe the battle of Hastings.
- 5) What were the consequences of the Norman Conquest?
- 6) When and how did the English language regain natural status in England?

b. Applying the reading:

- 1) Did the Norman Conquest bring any great changes in English life?
- 2) Compare the effects of the Norman conquest of England and those of the Roman conquest of Dacia.

III. For Study

a. foreign; strange

The schoolgirl speaks two *foreign* languages.
 The reporter has been to many *foreign* countries.
 Speaking roughly is *foreign* to that boy's nature.
 The *foreign* trade of our country has been continuously growing.
 The child got a *foreign* body in the eye. (a bit of dirt blown into it by the wind).
 Gulliver found himself in a *strange* land.
 We heard a *strange* noise.
 What *strange* (unusual) clothes is this boy wearing!
 The man is still *strange* to the work. (has not yet learnt his new job)

b. succeed (v)

She *succeeded* in passing the examination.
 He did not *succeed* in his attempt.
 Our plan did not *succeed*.
 A calm *succeeded* the tempest.
 Who *succeeded* Mr. Smith as manager of the company?
 On George VI's death, Elizabeth II *succeeded* to the throne of England.
 The young man *succeeded* to his father's estate.
 Nothing *succeeds* like success. (Success in one case is likely to be followed by success in other cases.)

c. think (+ in, about, of, to) (v)

Do you *think in* English when you speak English?
 Unfortunately, I *think in* Romanian first.
 Please *think about* the proposal.

He's thinking about settling in the country-side.
 I couldn't think of such a thing.
 I can't think of her name at the moment.
 Think of us while you are away.
 William thought of a trick.
 She was thinking to herself how strange some people were.
 I thought to myself I had made a mistake.

IV. Grammar and Exercises

A. Insert the Past Indefinite or the Present Perfect (Review)

- a. David: — you — (write) a letter to your friend at last?
 Mike: Yes, I —.
 David: When — you — it?
 Mike: I — it last night.
 David: And why — you not — (send) it yet?
 Mike: I — (leave) it at home in the morning, and I — (be) busy since I — (return) home.
- b. Father: — Jane — (come) home?
 Mother: Not yet.
 Father: I am very anxious about her. When — she — (leave)?
 Mother: She — (leave) home at 6 o'clock and she — (go) straight to the dentist. Don't worry. I'm sure the doctor — (detain) her.
 Father: But it's 9 o'clock now, so she — (be) away from home for three hours already!
- c. Joan: Look! I — just — (receive) a letter from Mother.
 Angela: — anything — (happen)?
 Joan: Brother — (fall) ill.
 Angela: Ill again! He — (be) ill last month.
 Joan: Yes. At first the doctors — (say) it was the flu. But then he — (feel) worse, and they — (take) him to the hospital.
 Mother writes he — (be) ill for more than a week already, but the doctors told her he would soon be well again.

B. The Past Perfect (review)

...Edward had promised him the crown of England...

a. Oral exercise on the use of the Past Perfect.

I	had already finished my work	before	you asked me about it.
He	had already consulted the doctor	by	you learned about it.
We	had returned the book to the library		seven o'clock last night.
They	had left for Maramureş		the first of June.

b. Oral exercise on the use of the Past Perfect with the conjunctions hardly... when, scarcely... when, no sooner... than

Hardly	had the teacher come into the room,	when	the pupils surrounded him.
Scarcely	had we entered the carriage,		the train started.
No sooner	had the singer finished singing	than	the public burst into applause.

C. The Sequence of Tenses (Review)

This made Harold think that the Normans would not come any longer that year.

He had to swear that he would help William.

A Past Tense is followed by a Future-in-the Past to express a future action.

D. Use the Future-in-the-Past in the following sentences:

- 1) William hoped that Harold (to help) him become king of England.
- 2) Harold thought that he (to beat) the Normans too.
- 3) William expected he (to conquer) the whole country more easily.
- 4) We promised we (to help) them do their translation.

E. Join the following simple sentences into one complex sentence containing an adverbial clause (of time, cause, purpose, or concession)

- 1) William, landed on the southern shores of England in September 1066. He intended to conquer England.
- 2) Many feudal lords of Normandy hoped to seize rich booty. They joined William.
- 3) Many of the inhabitants of London were against William. They were forced to open the gates of the city of London. King Harold was killed.
- 4) William promised to keep the old rights of the Anglo-Saxons. They should not frustrate his orders.
- 5) Everybody understood the real intentions of the new king. He began to oppress the Anglo-Saxons and replace their nobility by the Normans.
- 6) The position of the English peasants was very hard. They were under a double yoke: that of their Anglo-Saxons lords and that of the Normans.
- 7) There lived a great number of Normans in England at that time. The Norman invasion produced a considerable influence on the English language.

F. Translate into English:

Harold nu se gîndea că îl vor ataca şi norvegienii. El îşi închipuia că normanzii aveau să-l atace anul următor. El nu bănuia că William va debarca în sudul Angliei în timp ce el era în nord. William era sigur că va câştiga bătălia. Normanzii nu credeau că englezii se vor lupta cu atît curaj.

G. a. Practise this conversation:

An Unpleasant Mistake

Mr. and Mrs. Smith are speaking in front of the theatre one evening. There is something wrong about their tickets.

Mrs. Smith: 'Don't 'worry about it, Ralph. There's 'nothing we can 'do 'now.

Mr. Smith: I 'can't 'help it, Ruth. If I'd been 'thinking, 'this 'wouldn't have 'happened.

Mrs. Smith: We 'all 'make mis'takes. I 'see 'no 'point in 'standing 'here 'talking about it.

Mr. Smith: If I 'hadn't 'gone on 'that 'trip, I 'wouldn't have for'gotten about it.

Mrs. Smith: It's 'not 'really 'your 'fault. I didn't re'member 'either.

Mr. Smith: There's 'no ex'cuse for it, 'Ruth. I had 'known about it for 'several 'weeks.

Mrs. Smith: Well, it's 'tɒo 'leɪt to do 'anything 'nəʊ.
 Mrs. Smith: If we had 'written it 'daʊn on the 'kælɪndə, we 'wəʊldn't have 'made, 'θɪs mɪ'stake.
 Mrs. Smith: 'We can 'do 'that next, 'tɪm, but it 'wɒn't 'help us 'nəʊ. 'Let's 'go 'həʊm.
 Mr. Smith: I 'guess you're 'raɪt. 'Next 'tɪm I 'buɪ 'tɪkɪts for the 'theatre, I'll be 'sʊr to 'lʊk at the 'deɪt. Then we'll 'go on the 'raɪt 'deɪ, ɪn'steɪd of a 'deɪ 'leɪt.

(Adapted from V. J. Cook: *Active Intonation*)

b: *Two pupils will be requested to carry out a similar conversation in front of the class.*

H. *Speak about how England was conquered by the Romans.*

I. *Write from dictation the first 10 lines from "The Norman Conquest".*

A Joke

Three men who couldn't hear very well were travelling on top of an open bus in London.

"Windy, isn't it?" said one.

"No, it isn't Wednesday, it's Thursday," said the second.

"Yes, I'm thirsty too. Let's get off and have something to drink," said the third.

Puzzles

1. Missing words

Fill in the gaps in the little story with words which are all alike, except for the first letter.

It was ... when I reached our street, but there was no one in ... and as there was so little ... I thought — ... not be able to find the ... door as there are ... houses there exactly like mine. The door was very ... and I had a hard ... to get it open.

(Answers at the end of the Vocabulary)

2. Triplets

Take a word of three letters:

Add a letter (at beginning or end) to make a different word. Here are the clues:

- a) a kind of darker beer; b) story (sometimes with fairies); c) not fresh, no longer of interest.
- a) a drink; b) a group of people or pupils working or playing together with a common purpose; c) the thin cloud that forms when water boils.
- a) the seed of a plant eaten as a vegetable; b) a fruit; c) a long weapon, used in past times.
- a) a thick, black, sticky substance; b) pastry with fruit or jam; c) to begin.

- a) having lived or existed a long time; b) not warm, low in temperature; c) to speak sharply to somebody, to chide.

(Answers at the end of the Vocabulary.)

Riddles

- Why is twice ten the same as twice eleven?
- Why is a good actor like a good architect?

(Answers at the end of the Vocabulary.)

Proverbs

- None are so deaf as those who will not hear.
- One cannot eat one's cake and have it.

Vocabulary

A: accused [ə'kju:zd]

altar ['ɔ:l̩tə]

archer ['a:tʃə]

cavalry ['kævəlri]

duke [dju:k]

independence [ˌɪndɪpɛndəns]

preparations [ˌpræpə'reɪʃənz]

pretended [prɪ'tendɪd]

quality ['kwɒlɪti]

promised ['prɒmɪst]

perjury ['pɜ:dʒəri]

plundering ['plʌndərɪŋ]

power ['paʊə]

saint [seɪnt]

serfs [sɜ:fs]

swear [swɛə]

weakened ['wi:kənd]

yeoman ['jəʊmən]

C: the upper classes = clasele dominante

blew his ship = îi împinse corabia

in the meantime = între timp

fairly equal = aproximativ egal

D: Canute [kə'nju:t]

Danish ['deɪnɪʃ]

Edward ['edwəd]

Harold ['hærəld]

Hastings ['heɪstɪŋz]

Normandy ['nɔ:məndi]

Norway ['nɔ:wei]

Norwegians [nɔ:'wi:dʒənz]

Answers to Puzzles:

Missing words: night, sight, light, might, right, eight, tight, fight.

Triplets: 1) ale, tale; stale; 2) tea, team, steam; 3) pea, pear, spear; 4) tar, tart, start; 5) old, cold, scold.

Riddles: 1. Because twice ten is twenty and twice eleven is twenty-two (= twenty, too).

2. Because they both "draw" good "houses" (= large audiences).

Gulliver's Travels

A satire in four parts, in prose

Jonathan Swift
(1667—1745)

In the first part (*A Voyage to Lilliput*), Lemuel Gulliver, a surgeon on a merchant ship, relates his voyage to the island of *Lilliput*, the inhabitants of which are a little less than six inches (15 centimetres) tall, everything on the island being twelve times smaller than in our world.

Owing to his diminutive scale, the political rivalries of the inhabitants, the pomp of their emperor, the war with their neighbours, across the channel, are made to look ridiculous. The English political parties and religious dissensions are satirized in the description of the wearers of shoes with high heels and shoes with low heels (which divides the population into two political parties at great enmity), and the controversy on the question whether eggs should be broken at the larger or smaller end (a satire against the religious enmity between the Catholics and the Protestants).

In the second part (*A Voyage to Brobdingnag*), Gulliver is accidentally left ashore on the coast of Brobdingnag, where the inhabitants are as tall as church steeple and everything else is twelve times bigger than in our world.

The third part (*A Voyage to Laputa*) is occupied with a voyage to imaginary countries in the South Far East.

In the fourth part (*A voyage to the Country of the Houyhnhnms*), Gulliver discovers the country of the horses endowed with reason, which form a community superior to that of man.

In his first travel Gulliver was shipwrecked near the coast of Lilliput. He swam to the shore and felt asleep on it. In his sleep he was tied with ropes by the Lilliputians and made prisoner. But as he promised to behave friendly, he was set free again.

Here is his conversation with one of the high officials of Lilliput.

One morning about two weeks after I was freed from my chains, a high official came secretly to my house. He ordered his carriage to wait at a distance, and asked me if he might stay an hour with me. I agreed to this gladly, for he had supported me at the court.

'I will lie down,' I said, 'so that you can speak into my ear.'

'No' he answered. 'I prefer you to hold me in your hand during our conversation.'

'Although the country may appear to strangers to be at peace,' he began, 'there is fear of an attack by its enemies in Blefuscu.'

'The trouble started,' he continued, 'in the following way.' 'When we ate eggs we used to break them open at the larger end. But our Emperor's grandfather, while he was a boy, once, cut his finger when doing this. For this reason, the Emperor, his father, made a law that eggs were to be broken at the smaller end.'

'There was much anger and fighting because of this, and many people had to leave the country. They went across the sea, to Blefuscu, where they were supported by the Emperor of Blefuscu.'

'The Empire of Blefuscu is an island, separated from Lilliput by sea about eight hundred yards wide and six feet deep in the middle of high tide.'

'A war then broke out between the two countries, which has lasted for three years. We have lost forty large ships and many smaller ones, together with thirty thousand of our best sailors and soldiers. Probably the enemy's losses are even greater than ours. However, he has now got ready a large fleet and is just preparing to come against us.'

'His Majesty, knowing your bravery and strength, has commanded me to lay before you the story of this affair.'

'Tell the Emperor,' I replied, 'that as a stranger, I ought not to take part in the country's affairs. But I am ready to endanger my life to defend his person and state from all who attack them.'

Gulliver watched the high official leaving as cautiously as he had come.

(adapted)

I. Understanding words

Find words in the lesson that are the opposites of these:

- a) openly; b) friends; c) repaired; d) united; e) narrow; f) shallow; g) low; h) gains; i) cowardice; j) weakness.

II. Comprehension

a. Answer the following questions:

- 1) What happens in the scene between Gulliver and the high official?
- 2) How did the trouble start in Lilliput and what did it lead to?
- 3) What is Swift's attitude regarding politics and wars?

b. Applying the reading:

- 1) What is Gulliver's Travels?
- 2) What is satirized in Swift's description of the dissension in Lilliput?

III. For Study

a. Island ['aɪlənd], isle [aɪl], Iceland ['aɪslənd], Ireland ['aɪələnd].

The Empire of Blefuscu is an island.

The Shetland Islands and the Orkney Islands are two archipelagos to the north of Scotland.

a street island (Rom. refugiu în mijlocul străzii)

Ireland and Iceland are two large islands.

isle is used in the following names: *The British Isles*, *The Isle of Wight*, *The Isle of Man*.

b. party

a birthday party, a dinner party;

I liked the party decorations.

A search party set out to find the missing boy.

They joined our party, as we were half-way up the hill.

We all follow the Party line.

all parties concerned (Rom. toți cei interesați);

a third party (Rom. o a treia persoană);

The injured party sued the driver.

IV. Grammar and Exercises

A. a. Verbs used with a noun and a predicative adjective

They set Gulliver *free*.

A number of verbs, such as: *to boil, to drive, to find, to fling, to get, to keep, to like, to make, to point, to push, to set, to turn, to want, etc.*, are commonly used with a noun or pronoun and a predicative adjective, e.g.

Mother boiled the eggs *hard*.

The pain drove him almost *mad*.

We found the cupboard *empty*.

They flung all the windows *open*.

The child got very *thin*.

The sun kept them *warm*.

I like my tea *strong*.

He's made his shoes *muddy*.

The man painted the shutters *green*.

He pushed the door *open*.

They set the prisoners *free*.

They turned *pale* when they heard the news.

We want everything *ready* immediately.

- b. The above constructions can become passive constructions (except the constructions with *get, like* and *turn*). Change them into the passive, following the model:

Models:

They set Gulliver *free*.

Gulliver *was set free*.

They flung the doors *open*.

The doors *were flung open*.

B. The Accusative with the Participle (Review)

Gulliver watched *the high official leaving* as cautiously as he had come. The **Accusative with the Participle** is used after verbs expressing physical or mental perception and a few other verbs, such as: *to see, to watch, to observe, to perceive, to note, notice, to feel, to smell, to find, to keep, to leave, to catch*.

They *saw the clouds gathering*.

We *noted some people looking at us*.

She *could hear the old woman breathing heavily*.

We *found him waiting for us*.

They *watched her playing tennis with her friend*.

With verbs expressing physical perceptions, such as *to hear, to see, to watch, to notice, to feel etc.*, both the **Accusative with the Infinitive** and the **Accusative with the Participle** may be used.

- a) The **Infinitive** merely states the fact of an action taking place: We saw her *cross* the street.
- b) The **Present Participle** views the action in its progress: We saw her *crossing* the street.

- a. Use the **Accusative with the Participle** in the following sentences:

I saw *(the boy, run)* away.

She watched *(the car, drive)* past.

We heard *(they, give)* orders to the man.

He noticed *(somebody, stand)* at the gate.

We smelt *(something, burn)*.

The little girl felt *(her heart, beat)* wildly.

We found *(they, worth)* in the garden.

Don't keep *(she, wait)*.

I left *(he, read)* in the library.

The man caught *(the little boy, climb)* up the tree.

- b. Use the **Accusative with the Infinitive** (suggesting a completed activity) and then the **Accusative with the Participle** and translate the sentences into Romanian:

They saw *(she, come)* home.

We heard *(the little girl, play)* the piano.

He watched *(they, jump)* over the ditch.

The inhabitants felt *(the house, shake)* because of the earthquake.

They noticed *(she, come)* in.

We didn't observe *(he, take)* the umbrella.

C. The use of the preposition *to* (Review)

- a. Insert the preposition *to* where necessary.

1) Explain... me how to do it.

2) My sister related... me all that had happened.

3) I often lend my dictionary... my friend.

4) He can prove this... everybody any moment.

5) He did not suggest... them that they should do it.

6) Describe... us all the details of the accident.

7) The author dedicated... the memory of his parents all the poems collected in the book.

8) These poems are ascribed... the pen of a young and gifted poet.

9) He introduced... his aunt all his young friends.

10) Can you lend... me your raincoat, please?

11) Has the doctor prescribed... you any new medicine?

12) We sent... her a basket of beautiful flowers.

13) Don't send the money... me, send it... your grandmother.

14) Give it... me.

15) Give... me the pen.

16) Give the pen... me.

- b. Make sentences with the help of the following tables. Notice the use of the indirect object with the preposition *to* after the verbs in the tables:

1. Translate		the unknown words.
Dictate		this intricate inscription.
Repeat		this paragraph.
Explain	to him	that poem (pamphlet, epigram).
	to her	
Announce	to them	this interesting piece of news.
Communicate		this extraordinary piece of information.
		this important item of the programme.

2.

Introduce	to him	your young companion.
Relate	to her	the contents of the text.
Describe	to them	the landscape.
Point out	to your colleagues	how they should settle the problem.

D. a. Practise this conversation

Watching TV

Victor and his sister, Liza, are discussing what to watch on television. Liza always sounds rather doubtful. Therefore she uses a falling-rising intonation which expresses warning, doubt and so on. First she lets her voice fall and then she raises it to a high level again.

Repeat several times what Liza says.

Victor: Shall we 'turn the tele'vision 'on?

Liza: 'Yes.

Victor: There's sup'posed to be a good 'boxing 'match on.

Liza: 'Oh!

Victor: And a 'Western. I 'always 'like a good 'Western.

Liza: They're 'very ex'citing.

Victor: And you 'usually 'see some 'very good 'acting.

Liza: 'And the 'horses.

Victor: You 'see, all good 'plays are about 'conflict.

Liza: Well, there's 'plenty of 'that.

Victor: No, I 'don't 'mean the fighting — I 'mean the 'battle between 'good and 'evil. 'That's 'what a 'Western's about.

Liza: I 'don't 'see much 'good about them.

Victor: 'Don't you? 'Think how 'good the 'heroes are.

Liza: Well, they 'always 'wear 'white.

Victor: It's much 'more than 'that.

Liza: Well, the 'villains 'wear 'black.

Victor: 'No, 'no, 'no. You 'see, 'good 'always 'wins in a 'Western.

Liza: 'All right. But I shall 'go to the 'cinema instead.

(Based on V. J. Cook: Active Intonation).

b. Two pupils will be requested to carry out a similar conversation in front of the class.

E. Relate the contents of the fragment from Gulliver's Travels.

F. Write from dictation the first 12 lines of the text.

Puzzles

1. Charade

Guess the word of two syllables.

First syllable:

This little word can include us all.

Be only one, be he large or small.

Second syllable:

A portion of time; no stated amount.

Applied to yourself, it's not a big count.

Whole word (6 letters):

Look after things; take charge in fact;

Be able to (to be exact).

(Answer at the end of the Vocabulary.)

2. Word-chain

Turn write into China, always making a proper word. Do not use more than five links (words); not counting write (other geographical names may also be used).

(See answer at the end of the Vocabulary.)

3. Missing Letters

Fill in the missing letters (each little line stands for a letter):

- 1) W ... w (a type of tree)
- 2) W ... w ... (an Indian's house)
- 3) W ... w (an opening in a wall for light)
- 4) W ... w (to retreat or go away)
- 5) W ... w (a woman whose husband died)
- 6) W ... w (to flounder about in mire)
- 7) W ... w (disobedient)
- 8) W ... w ... (to paint over, cover up)

(Answers at the end of the Vocabulary.)

Proverbs

1. Two heads are better than one.
2. None are so blind as those who will not see.

Supplementary Reading

How People Started Drinking Tea

Timur I, who is known in history as Tamerlane, and who lived between 1336 and 1405, conquered a good part of Asia and eastern Europe.

It is not known why, but he ordered his armies to drink no water which had not been boiled. Although medicine was very backward at that time, maybe his doctors had discovered that in this way they could prevent the spreading of certain diseases.

As boiled water is tasteless Tamerlane's doctors tried to flavour it by boiling tea leaves in it, and this is how people started drinking tea.

Tamerlane's experiment in boiling water has long been forgotten, but tea has become the favourite drink in the countries which he conquered, such as China, India and parts of ancient Russia. English people also drink a lot of tea.

1. A young man was in a great hurry. He jumped into a taxi. "Drive like fury!" he cried to the driver.

They turned corners at a great speed and escaped collisions by a miracle. After about five minutes the young man asked the driver: "Where are you driving to?"

"I don't know", replied the driver, "if you had told me, I should have known where I was driving you to; but you only told me 'Drive like fury!' and that's what I'm doing."

2. A mother was travelling by train to Liverpool with her two young boys. She was sitting in the compartment and reading and the boys were standing at the window in the corridor. At a certain moment, her elder boy rushed into the compartment and asked his mother: "Do you know the name of the station we have just left behind?" "No, I don't and please don't ask me questions while I am reading," said his mother. Ashamed, the little boy went back into the corridor.

After she got tired of reading his mother opened the door of the compartment and saw only her elder boy standing at the window.

"Where's your brother?" she asked in alarm.

"He got off at that station whose name you said you didn't know", answered the little boy.

Vocabulary

A: bravery ['breivri]
to command [tə kə'ma:nd]
centimetre ['senti.mi:tə]
official [ə'fi:l]
secretely ['si:kritli]
separated ['sepəreitid]

B: affair [ə'feə]
carriage [kæridʒ]
emperor ['emprə]
endanger [in'deindʒə]
loss [lɒs]
sailor ['seilə]
shipwrecked ['ʃip-rekt]

C: fall asleep = a adormi
be made prisoner = a fi luat prizonier
at high tide = în timpul fluxului
lay before = a expune

D: Blefuscu [ble'faskju:]
Brobdignag ['brɒbdignæg]
Gulliver ['gʌlɪvə]
Houyhnhnms ['hɔɪhnhəmz]
Laputa [lə'pu:tə]
Lilliput ['lɪlɪpʌt]
Liliputan [lɪlɪ'pju:ʃn]

Quiz answer:

Charade: man + age = manage.

Word-chain: write — while — Chile — chine — China.

Missing letters: 1) willow. 2) wigwam. 3) window. 4) withdraw. 5) widow. 6) wallow. 7) wayward. 8) whitewash.

1. mină nebunește.

The Lake District

The Land of the Lake Poets

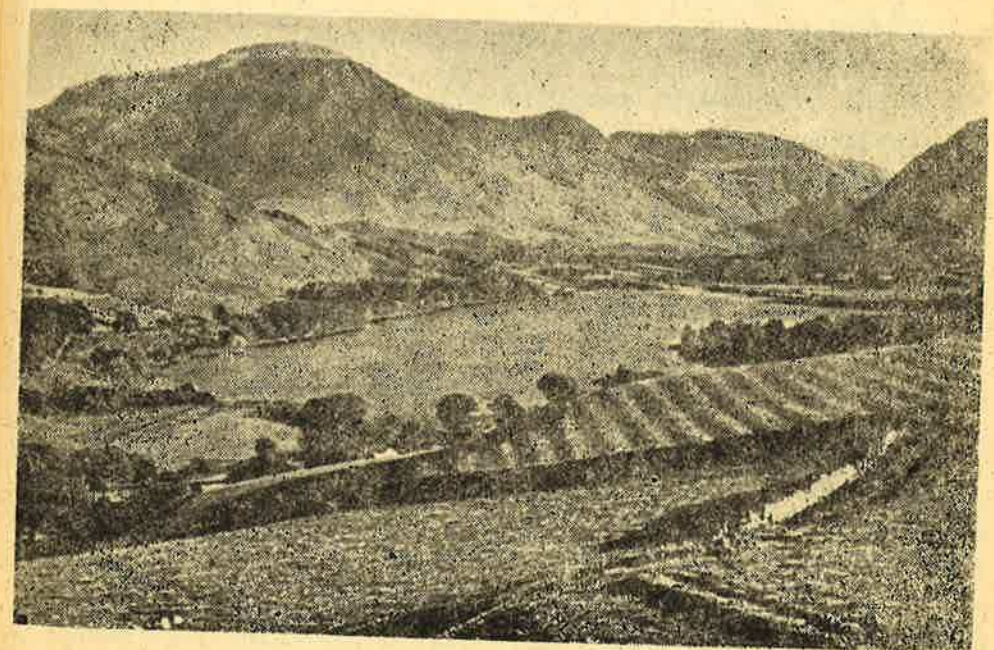
Nature has settled on a small area of only 750 square miles the entire wealth of England's alpine riches, and between these peaks, a series of sixteen sparkling lakes which reflect the images of the stern mountains together with the soft hues of the lake-side scenery.

The face of the Lake District changes with the seasons.

In spring the dales are carpeted with daffodils and the woods are full of bluebells; in summer thousands of visitors enjoy the lanes and the mountains in all their glory; autumn sees the trees resplendent in their shades of russet and gold; and in winter when snow is on the mountain-tops, the scene is unforgettable.

In his guide to the lakes the famous "lake poet" Wordsworth writes of Windermere, the largest of the English lakes: "None of the other lakes unfold so many fresh beauties to him who sails upon them." This is owing to its greater size, to the islands, and to its having two vales at the head, with their accompanying mountains of nearly equal dignity.

But above all, certainly Ullswater was William Wordsworth's favourite lake "being perhaps upon the whole, the happiest combination of beauty and grandeur, which any of the Lakes afford."



Ullswater Lake, the Lake District

There he was inspired to write his famous "Ode to the Daffodils".

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretch'd in never-ending line
Along the margin of a bay;
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance,
The waves beside them danced; but they

Out-did the sparkling waves in glee;
A poet could not but be gay
In such a jocund company:
I gazed — and gazed — but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

I. Understanding Words

Use each of the following in sentences of your own: soft hues; keynote; put to test; endless choice; damage.

II. Comprehension

a. Questions

- 1) What is the keynote of the Lakeland landscape?
- 2) Why can this region please visitors with different interests?
- 3) How does the face of the Lake District appear in spring, summer, autumn and winter?
- 4) Which of the lake poets wrote about Windermere, the largest of the English lakes?
- 5) Which of the lakes was Wordsworth's favourite and served to him as a source of inspiration for his "Ode to the Daffodils"?

b. Applying the reading

- 1) Have we got any lakes in this country?
- 2) Where are they situated?
- 3) Have you ever seen any of them?
- 4) Which is your favourite and why?

c. Composition

Suppose you were among the tourists who visited the Lake District last summer. Write an imaginary account of what you did there in not more than 250 words.

d. Letter-writing

Write a letter to a friend of yours, asking him to come with you to visit one of the lakes in this country. Give him detailed information about how you are going to get there.

III. For Study

to show (v); show (n)

Come with me and I'll show you the way to the University.

John will show us how to do the new problems in math.

There are some boys outside. Please show them in.

Show this gentleman to the door.

Although we waited until six o'clock, Lilian never showed up.

Does the hole in my coat show?

Helen plays the piano well and whenever she can, she likes to show off in front of the strangers.

Exasperated by his insolence, I showed him the door.

There is a fine show at the theatre.

She is not really ill, she's just putting on a show.

IV. Grammar and Exercises

A. Some more noun compounds

Model: What do you call someone who climbs the rocks?

I call him a rock-climber.

Complete the dialogues. Then practise them. The suffix added to the verb to form the noun is sometimes -er, as in climber, sometimes -or, as in editor.

S₁: What do you call someone who edits books?

S₂:

S₁: What do you call someone who teaches English?

S₂:

S₁: What do you call someone who conducts orchestras?

S₂:

S₁: What do you call someone who sells tickets?

S₂:

S₁: What do you call someone who drives buses?

S₂:

S₁: What do you call someone who sings jazz?

S₂:

S₁: What do you call someone who sings opera?

S₂:

S₁: teaches music?

S₂:

B. a. Clauses with while

Model: The rock-climber may find climbs that would put to test his skill during that time.

The less experienced mountaineer may practise safely on less dangerous ascents during that time.

a) The rock-climber may find climbs that would put to test his skill while the less experienced mountaineer may practise safely on less dangerous ascents.

- b) **While** the less experienced mountaineer may practise safely on less dangerous ascents, the rock-climber may find climbs that would put to test his skill

Follow the model as you construct two sentences with **while**.

Helen watched television during that time.

She was waiting for your telephone call during that time.

- a) **Helen**
 b) **While**
 I went sightseeing during that time.
 They were sailing on the lake during that time.
 a) **I**
 b) **While**
 He read the newspaper during that time.
 He was in the bus during that time.
 a) **He**
 b) **While**
 He talked on the telephone during that time.
 I prepared dinner during that time.

- a) **I**
 b) **While**
 b. **Clauses with when and while.**
 Choose between **when** and **while**. Use **while** with verbs if you can say during that time: Use **when** with verbs if you can say at that time.
 Situation: One summer George went to visit the Lake District.
 1) He arrived at Kendal. It was night.
 2) He saw a hotel. He stopped in front of it.
 3) He entered the hotel. He addressed the clerk at the desk.
 4) He waited for the porter to help him with his luggage. He read the newspaper.
 5) He got to his room. He couldn't find his briefcase.
 6) He was wondering where he had left it. The porter brought it to him.
 7) He finished unpacking. He went out for a stroll.
 8) He was watching television in the lobby of the hotel. Other visitors came to the same hotel.
 9) He came back to his room. The lights went suddenly out.

C: a. Practise this conversation:

A Trip to the Seaside

In this conversation between two friends, Diana and Nina, the latter uses the general high-falling intonation. Her voice starts from a high level and falls to a low level in the last important word in the sentence. In that way the word sounds very much modulated. Repeat Nina's answers several times.

Diana: 'Did you 'go a'way last week 'end?

Nina: Yes, I 'went with my 'parents to the 'seaside.

Diana: 'Did you? Was the 'weather 'right?

Nina: Yes, I 'went 'swimming.

Diana: 'Well. You are 'brave!

Nina: Yes, 'the 'sea was very 'cold.

Diana: 'Oh!

Nina: And 'very 'rough.

Diana: Well, it 'sometimes 'is 'even in 'summer.

Nina: So I 'caught a 'cold of course.

Diana: Oh 'dear!

Nina: 'Two 'days in 'bed.

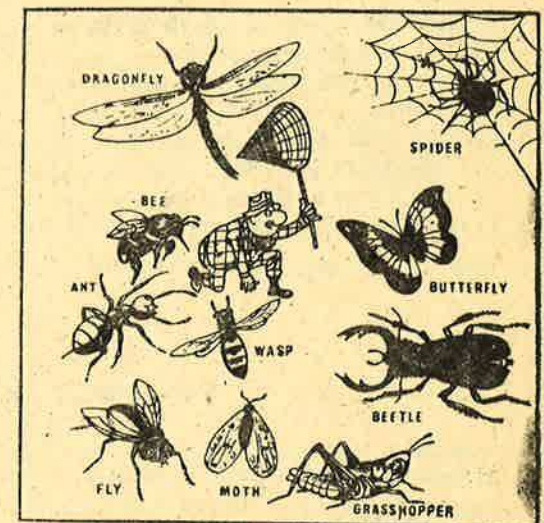
Diana: 'How an 'noying!

Nina: So I was 'ill 'all the 'time.

Diana: 'What a 'pity!

(Based on V. J. Cook: Active Intonation.)

- b. Two pupils will be requested to carry out a similar conversation in front of the class.



D. Picture Lesson: Insects

A Joke

"Andrew didn't come to school this morning, 'did he, Jimmy?'" asked the teacher.

"No, he didn't, sir", replied Jimmy. "I am afraid he is in bed".

"Oh, what's the matter with him?!"

"We had a competition last night to see who could lean out of the window the farthest", explained Jimmy, "and Andrew won!"

Supplementary Reading

The Arrow and the Song

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.
I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong
That it can follow the flight of song?
Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

H. W. Longfellow

American poet (1807–1882)

Stars, Songs, Faces

Gather the stars if you wish it so.
Gather the songs and keep them.
Gather the faces of men.
Gather for keeping years and years.
And then...
Loosen your hands, let go and say good-bye.
Let the stars and songs go.
Let the faces and years go.
Loosen your hands and say good-bye.

Carl Sandburg

American poet and biographer
(1878–1967)

Vocabulary

A: accessible [æk'sesəbl]
alpine ['ælpain]
russet ['rasit]

vale [veil]
weeded ['wi:did]

B: be carpeted [bi:'kɑ:pɪtɪd]
daffodil ['dæfədɪl]
hem [hem]
key-note ['ki'nəʊt]
loom [lu:m]
slope [sləʊp]
sparkling ['spɑ:kliŋ]
spoonful ['spu:nfʊl]
stern [stɜ:n]
unfold ['ʌn'fəʊld]

C: soft hues = tonuri blinde
put to test smb's endurance
skill = a pune la încercare răbdarea, îndemînarea cuiva
endless choice = posibilități nesfârșite
short-cut = scurtătură
upon the whole = în totalitate

D: Ullswater ['ʌlz'wɔ:tə]
Wordsworth ['wɜ:dzwɜ:θ]
Derwent ['dɜ:went]

Revision I

I. Derivation of Adjectives.

Following the model given, complete each sentence with an adjective derived from the noun or the verb in italics:

Model: If some one has *courage* he is *courageous*.

- 1) If a place is full of *dust*, it is...
- 2) If a book is easy to *read*, it is...
- 3) When someone has advanced in *age*, he is...
- 4) When something *breaks* easily, it is...
- 5) A newspaper which is published every *day* is a... newspaper.
- 6) A bird which *sings* is a... bird.
- 7) Somebody full of *hope* is...
- 8) Somebody who acts without taking *care* of anything is...

II. Use in the following sentences going to instead of the Future Continuous Tense: Change also the adverbs of time.

Model: We shall be having fish for supper.

We are going to have fish for supper.

- 1) She says she will be writing next week.
- 2) Will you be ringing him the day after tomorrow?
- 3) The wall will be falling down in some weeks.
- 4) You will be hearing more about it in a month's time.
- 5) He will be explaining things better in the future.
- 6) We shall be having our meals in the hotel next summer.
- 7) She will be making tea for us tomorrow.

III. Insert the construction to be going to+infinitive. Translate the sentences into Romanian.

Model: ...your friends... to help you?

Are your friends going to help you?

- 1) ...you... to take part in the concert?
- 2) What... you... to sing?
- 3) Who... to accompany you?
- 4) Who else... to sing or recite something at the concert?
- 5) ...all your friends... to be present at the concert?
- 6) ...they... to have dinner together after the concert?

IV. Use the correct prefix to turn the meaning of the following words into an opposite one and use each of them in sentences of your own: employ-ment; reasonable; happy; important; certain; to do.

V. Here are ten verbs and ten sentences with blanks: fit appropriate forms of the verbs into the blanks: declare, understand, discover, propose, acknowledge, take, estimate, prove, believe, know.

- 1) John... nobody to be a better tennis player than him.
- 2) In spite of all, I still... him to be honest.
- 3) The referee... John to be the winner.

- 4) I... her to be cleverer than I thought.
- 5) Events... him to be wrong.
- 6) From his appearance I... him to be the leader.
- 7) It is not just an opinion, I... him to be honest.
- 8) Did I... you to say you would come?
- 9) At the meeting, I... John to take the place of the retiring secretary.
- 10) We... the weight to be about two tons.

VI. Rewrite the following using a possessive and a Gerund :

- 1) Do you mind if I go now?
- 2) I didn't like it when you were defeated.
- 3) I can't imagine that John believed you.
- 4) You are interrupting me, and I can't stand it.
- 5) Who could have anticipated that he would win today?
- 6) If you want to tell her, I can't prevent you.

VII. Rewrite the following, using -ing forms :

- 1) If we judge by his appearance, he has had an accident.
- 2) The wind blew on his face and woke him.
- 3) As she looked down she saw a ring at her feet.
- 4) Peter stood on the corner and waited for John to come.
- 5) Suppose something happened to him, what shall we do?

VIII. Make sentences with the help of the following tables and translate them into Romanian.

I	enjoy	reading it.
We	avoid	doing it.
You	don't mind	writing it.
They	go on	going there.
	keep on	playing chess.
		singing.
I'll	give up	skating.
	put off	drawing.

It is	no good	doing it.
	no use	going there tomorrow.
	useless	writing a letter to them.
		repeating it over and over again.
It is	worth (while)	
It isn't		

I	thank you	for	doing it so well.
We			having done it.
	accuse him	of	being impolite.
	suspect him		not keeping his word.
			having forgotten his promise.
			having lost my book.
He	succeeds	in	doing it.
She	persists		
	is interested		
	is engaged		
	Don't miss the opportunity	of	going on an excursion to Bran.
			consulting him.
			listening in to this concert.

I	got angry	at	seeing such a great disorder.
He			being left alone at the moment.
She			
	was proud	of	having seen the tennis-champion.
			having been seen in company with the famous novelist.
I've	no objection	to	asking him.
We've			being asked about it.
I'm	quite sure	of	having asked him about it.
We are			having been asked to do it on Monday.

IX. Change the following sentences into the Passive :

Model: Our cousin has written a new novel.

A new novel *has been written* by our cousin.

- 1) Nick has **always** helped his friends.
- 2) The archeologist found a **number of** very old objects.
- 3) The pupils of our school have planted several trees in the courtyard of the school.
- 4) Mother bought a new carpet yesterday.
- 5) Our neighbours will paint their fence brown.
- 6) The postman brought us a large parcel.

X. Join the following pairs of sentences using the conjunctions while or when :

- 1) We were waiting in the classroom. They were playing football.
- 2) He came in. I was standing at the window.
- 3) I was reading a book. My friend rang the front-door bell.
- 4) She was playing the piano. I was writing my English composition.
- 5) It started to rain. We went into the house.
- 6) The teacher came in. The pupils said "Good Morning !"

XI. Translate into English using the adverbs scarcely or hardly :

- 1) Erau doar o sută de elevi prezenți.
- 2) Cum a intrat în cameră, a și sunat telefonul.
- 3) De-abia am ajuns în pădure, că a și început să plouă.
- 4) Sintem atît de obosiți, încît abia mai putem umbla.
- 5) Nu e nevoie să mai spună că nu e vina lor.
- 6) Nu ne așteptam ca el să repete greșeala.

**XII. Use one of the following predicative adjectives in the sentences below :
brown, warm, difficult, hard, very, short, happy, hot, empty.**

- 1) The barber has cut the boy's hair...
- 2) She drank the milk...
- 3) They went to see us...
- 4) We found the bird-cage...
- 5) The cook boiled the eggs...
- 6) The mud made walking...
- 7) The sun keeps us...
- 8) The man painted the table...

XIII. Ask special questions to which the words in italics are the answers.

- 1) *The scientist* had been working at the experiment for about a year before the problem was solved.
- 2) We had been *packing up our things* for two hours when it was time to go to the railway station.
- 3) They had been *sailing for about a month* when they saw a small island.
- 4) The young man had been working *at the laboratory* for two years before he decided to enter the University.
- 5) The members of the expedition of the *Academy of Sciences* had been making preparations for some months before they started for the North.
- 6) It had been *snowing all day* when I left home.
- 7) I had been waiting *for my sister* about an hour when she came home at last.
- 8) My parents had been living *in Bucharest* for more than thirty years when the war broke out.

XIV. a. Answer with expressions of sympathy :

- 1) I've lost my train ticket.
- 2) My sister has got an awful cold.
- 3) I have to leave tomorrow.
- 4) The train was two hours late.
- 5) I can't stay long. I'm afraid.
- 6) I couldn't sleep at all last night. I had such an awful toothache.
- 7) I've lost my door key.

b. Answer with expressions of consolation :

- 1) We'll miss the train.
- 2) Oh dear, we'll be late.
- 3) I can't find my pen anywhere.
- 4) Oh, I've forgotten my watch.

5) I'm sure I've failed my exam.

6) Oh dear, it's raining again.

7) Someone steps on our toe and says "I'm sorry".

XV. a. Practise this conversation :

Playing the Detective

In this conversation Adrian expects his friend to agree, but he isn't quite sure about it (or he wants to give his friend this impression). So he uses a high-rising intonation in the disjunctive questions.

Dan: You 'say you'd be a good de'tective. So 'look at the 'man over 'there carefully and 'tell me 'everything you 'can about him.

Adrian: You 'know him, 'do you?

Dan: Oh, 'yes. He's a 'friend of 'mine.

Adrian: He isn't 'English, 'is he?

Dan: You're 'wrong there. He was 'born in 'England.

Adrian: But he 'works a 'broad, 'doesn't he?

Dan: No, 'wrong a 'gain. I don't know why you 'think he 'works a 'broad.

Adrian: Well he 'wears 'foreign 'clothes, 'doesn't he?

Dan: Oh, I 'see! Well you may be 'right.

Adrian: He 'isn't 'married, 'is he?

Dan: 'No, he 'isn't.

Adrian: He's a 'doctor, 'isn't he?

Dan: 'Yes! Well you're 'very 'good. Oh I 'see—he's 'carrying a 'black 'bag.

Adrian: He's 'under 'thirty, 'isn't he?

Dan: 'Right. But one can 'see that 'easily.

Adrian: And he 'doesn't 'smoke, 'does he?

Dan: 'Right. You're 'getting 'better and 'better.

Adrian: And his name's 'John, 'isn't it?

Dan: Oh, you've been 'cheating. You 'know him 'too. That's not 'fair.

(Based on V. J. Cook: *Active Intonation*.)

b. Two pupils will be required to carry out a similar conversation in front of the class.

XVI. Translate into English :

- 1) Ne-a mulțumit că l-am ajutat.
- 2) Mă gîndesc să mă duc la circ mîine seară.
- 3) A reușit să facă o traducere bună.
- 4) S-au mîniat fiind lăsați să facă treaba singuri.
- 5) Nu trebuie să pierdeți ocazia de a vă duce în excursie la Bicăz.
- 6) Eram mîndri că am cîștigat meciul.
- 7) Erau sigure că vor căpăta note bune.
- 8) N-au făcut nici o obiecțiune să mai repete încă o dată toată scena.

Romania's Glorious Natural Assets

There can be no more delightful city than Bucharest — green with old chestnut trees.

Its lakes are a delight, and I strolled by one on an August evening with friends. I still remember that cool green evening and the unhurried, unrushed Romanian families out for a walk like ourselves. After a long stroll we stopped and had a delicious icecream.

For a city holiday, well served with modern hotels and shops, cafés and music, a rich range of entertainment, against a background of history, I would always choose Bucharest.

But the mountains are there too with their mysterious peaks. They are not far from Bucharest and, high in the Carpathians I discovered I could find so many of the old traditions of Romanian folk art and culture.

In order to encourage visitors from abroad Romania has gone in for the tourist business in a big way, making good use of its glorious natural assets for the benefit of its socialist economy and the enjoyment of hundreds of thousands of holiday-makers.



The Danube Delta

The Black Sea coast has sea and sun a-plenty — there is nowhere like it. And the resourceful Romanians have built great modern hotels with really marvellous facilities of every kind at a reasonable price. Odds on you'll come back brown from the holiday of your life.

When you are tired of the endless swimming and are bored in the sun you may go to Constanța — the Roman city of Tomi (founded by the Greeks) which flourished as a great commercial centre on the Black Sea coast in the 3rd century.

The modern Romanians crowd there to holiday, bask and thoroughly enjoy themselves amid the glorious relics of the great past — statues, restaurants, harbours, mosaics, all crowded into the interesting mix-up of a busy modern port.

But for those who like rare things and lonely places, go to the Danube Delta, one of the last great nature reserves.

Pelicans nest there, and miles along the great reedy waterways, thick with fish, great flocks of them rise and wheel in the sky above.

Ask about the Delta for a holiday, that is lazy and idle and gloriously different. But don't go there if you don't like fresh water fish.

The Romanian people are very confident of their future and a trip through the Romanian countryside by train or bus shows why they are so.

Great farms extend for miles and miles. They are obviously rich and productive and the people are in control, modernizing, mechanizing.

But in the towns and in the villages the people are also carrying out sweeping changes to industrialize on an ever-wider scale, their pleasant and rapidly developing country. Being a hard-working people they are certain to succeed in their endeavour.

(Adapted from Bill Brooks:
Romania's Glorious Natural Assets.)

I. Understanding words :

Find words in the lesson that are opposites of these :

- a) displeasure; b) to forget; c) foreground; d) ordinary; e) to amuse;
f) out-of-date; g) thin; h) stale; i) slowly

II. Comprehension :

a. Answer the following questions :

- 1) What does the writer say about the Carpathians?
- 2) What does he tell us about Constanța?
- 3) What does the writer say about Romania's economic development?

b. Applying the reading :

- 1) Give a description of Bucharest or of another town in this country.
- 2) What could you say about the Black Sea coast in the past and the present?
- 3) What do you know about the Danube Delta?
- 4) What parts of this country have you visited or read about?

c. Composition :

Title: Romania's Black Sea Coast.

Introduction: Romania's Black Sea coast is a long stretch of coast; points between which it stretches.

Development: On the coast there are several ports — some of them were also ancient Greek cities; the coast has also beautiful beaches — large, modern hotels, etc.; a great number of holidaymakers,

both Romanians and foreigners; the attractions of the Danube Delta.
Conclusion: A region both instructive and for spending beautiful holidays — one of the country's most important assets too.

III. For Study

a. Compound nouns

city holiday
 folk art
 nature reserve
 post office

mix-up
 treasure-house
 holiday-maker

background
 countryside
 fisherman
 holiday
 seaside
 waterway
 Englishman
 Frenchman

Compound nouns appear in the forms: a) as two separate words; b) as two words linked by a hyphen; c) as one word.

The three orthographies depend on the extent to which the two components are felt to have lost their original meaning or not. That is why dictionaries differ sometimes with regard to the orthography of compound words.

b. odd; odds

1,5 and 17 are *odd* numbers. 2,8 and 14 are *even* numbers.

There is only an *odd* shoe in the cupboard; I wonder where the other shoe is.

I've 20 lei *odd* in my pocket (20 plus a few more).

The *odd* player may have no chance to join the game (extra).

John does *odd* jobs during vacations (occasional).

Odds on you'll come back...

The *odds* are in our favour. (the balance of advantage is...)

The *odds* (changes) are that he will do it.

The *odds* are ten to one.

John and Peter are always *at odds* (disagree) as to who plays first.

The box was full of *odds and ends* (small articles of little value).

IV. Grammar and Exercises

A. a. **Adjectives with prefix un-**: *unhurried, unrushed*, etc.
 un- is often used with adjectives, adverbs and verbs (very seldom, with nouns) to express:

1. "not", as in:

able — **unable**

abridged — **unabridged**

believable — **unbelievable**

certain — **uncertain**

equal — **unequal**

paved — **unpaved**

published — **unpublished**

safe — **unsafe**

wise — **unwise**

favourably — **unfavourably**

happily — **unhappily**

kindly — **unkindly**

satisfactorily — **unsatisfactorily**

2. "the reserve of", as in:

fair — **unfair**

graceful — **ungraceful**

scrupulous — **unscrupulous**

3. with verbs it expresses the contrary action of the simple verb, as in:

to bind — to **unbind**

to do — to **undo**

to fold — to **unfold**

to pack — to **unpack**

to tie — to **untie**

b. Derive new words with the help of the prefix un- from the following:

to dress, to fasten, to load, to mask, to root, to settle; accompanied, accustomed, affected, approved, attractive, defeated, desired, disciplined, expected, fortunate, friendly, hurt, just, lucky, merited, necessary, official, pleasing, prepared, reasonable, sentimental, sympathetic, tiring, worthy; attractively, certainly, comfortably, expectedly, fortunately, intentionally, justly, willingly; employment, success, symmetry.

B. The verb can (Review)

There can be no more delightful city than Bucharest.

I discovered I *could find* so many of the old traditions.

Make sentences with the help of the following tables. Notice the use of the verb **can (could)** with the meaning of doubt or uncertainty. Translate the sentences into Romanian.

He		do such a thing.
She	cannot	be still working.
They	couldn't	be still sleeping.
		have been so impolite.
		have been waiting for us all this time.

Could	he	be expecting us so late?
	she	have said it?
	they	have been so unmindful?
		have been so nice?
		have asked such questions?

C. The verb may (Review)

You may go to Constanta...

Make sentences with the help of the following tables. Notice the use of:

a) **may and might** with the meaning of uncertainty or supposition;

b) **might** with the meaning of reproach.

Translate the sentences into Romanian.

He		be wrong
She	may	be working still.
They	might	have left the school already.
		have been working at this time.
		have been, expecting my letter all the time.

He		come here more often.
She		have told me about it.
You	might	have helped the old man.
They		have been more particular about it.
		have let me know about your illness.
		have been working there for more than a year
		if he (she, you, they) had chosen.

D. Use of the Participle (Review)

Being a hard-working people they are certain to succeed in their endeavour.

a. Make sentences with the help of the following table. Notice the use of the Participle (Indefinite and Perfect) in the function of an adverbial modifier of reason.

Being a clever pupil,		usually gets good marks. used to help his (her) comrades. will certainly pass his (her) examinations well.
Not being able to help you,	he she	is very much upset. let me know about it. will ask his (her) friend to do it.
Having been away from town for some time,		does not know about my illness. did not know about Mary's wedding. will be surprised at the news.
Not having received my telegram.		is very anxious about you. decided to come here at once. will be expecting my letter.

b. Translate the above sentences into Romanian.

E. Use passive constructions in the following sentences. Pay attention to the preposition which follow the passive form of the verbs.

- 1) The outstanding violonist... much... of. (to be spoken — Past Tense).
- 2) ...the doctor... for? (to be called — Present Perfect).
- 3) The scientific articles of this specialist...often... to. (to be referred — Present Tense).
- 4) Our teacher... always... attentively... (to be listened — Present Tense).
- 5) Strict discipline... upon in any kind of serious work (to be insisted — Present Tense).
- 6) He does not like... with. (to interfere — Passive Infinitive)
- 7) This house... never... in. (to be lived — Present Perfect)
- 8) The bed... not... in. (to be slept — Past Tense)
- 9) Little children... always... after. (to be looked — Present Tense)
- 10) If he doesn't write nicely he... at. (to be laughed — Future)
- 11) His suggestions... never... to. (to be objected — Present Tense)
- 12) I'm sure this event... upon in newspapers. (to be commented — Future)
- 13) These lines from Shelley... always... to. (to be referred — Future)
- 14) Everybody says that an agreement... at. (to be arrived — Present Perfect)

F. Look at these sets of three sentences. Write the three sentences in one.

Model: I strolled by the lake. It was an August evening. I strolled with friends.

I strolled by the lake on an August evening with friends.

- 1) Bucharest is the capital of Romania. It is well served with modern hotels and shops. It is a wonderful town for a holiday.
- 2) Romania has gone in for the tourist business. Romania encourages visitors from abroad. It makes good use of its glorious natural assets.
- 3) Great modern hotels have been built at the Romanian seaside. They have really marvellous facilities of every kind. There is sun a-plenty at the seaside.
- 4) Tomi flourished as a great commercial centre on the Black Sea. It was founded in the 3rd century. It was founded by the Greeks.
- 5) A holiday in the Danube Delta is gloriously different. The Delta is one of the last great nature reserves. It has plenty of fresh water fish.
- 6) The Romanian people are very confident of their future. This is because they are industrializing on an ever-wider scale. Their country is rich in natural resources.

G. Speak about Romania's natural assets.

H. Translate into English:

Adela ['ædila]: Ai fost de multe ori la mare?

Maria [mə'ria]: Nu, numai de câteva ori până acum. Dar tu?

Adela: Și eu am fost numai de câteva ori. N-am mai fost însă de trei ani la mare, așa că sper să mă duc din nou la vară.

Maria: Știi, s-au construit în ultimii ani o mulțime de hoteluri, vile și tot felul de clădiri, la Neptun, Saturn, Olimp, Venus și în celelalte stațiuni de pe litoral. Pariez că nu vei mai recunoaște litoralul.

Adela: Cu atât mai bine. Voi avea impresia că m-am dus într-o regiune nouă plină de locuri noi și minunate.

V. a. Practise this conversation:

Back from Abroad

In this conversation between two friends the one who answers, Tom is polite and friendly, although he gives very short answers. He uses a kind, soft voice. His voice starts high and falls to a low level, as in answers and statements in general. All his answers are said with the same falling intonation.

Repeat Tom's answers several times.

John: 'Where did you 'go for your 'holiday?

Tom: 'Romania.

John: Oh, 'how 'nice. Was the 'weather all 'right?

Tom: 'Beautiful.

John: 'Didn't it rain at 'all?

Tom: 'Never.

John: Well, it 'poured 'here. I sup'pose there were 'lots of 'tourists at the Ro'manian 'seaside.

Tom: 'Thousands.

John: And was the 'hotel 'comfortable?

Tom: 'Very.

John: And the food?
 Tom: Wonderful.
 John: Better than English food?
 Tom: Certainly.
 John: So you had a good time.
 Tom: Wonderful.
 John: Well I wish I could go too. I've had to work all summer.
 Tom: Terrible.

(Based on V. J. Cook: Active Intonation.)

b. Two pupils will be requested to carry out a similar conversation in front of the class.

A Joke

The clerk asked the man who came to the office to spell his name. The man started his reply thus:

"O double t, i double u, e double l, double u, double..."

The clerk stopped him and said, "Please, begin again."

The man repeated: "O double t, i double u, e double l, double u, double..."

The clerk stopped him again and said: "What's your name?"

"It's Ottiwell Wood", said the man, "I spell it: O double t, i double u, e double l, double u, double o, d".

Puzzles

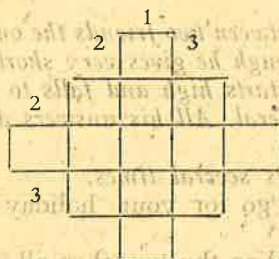
1. Word Diamond

The words read down as well as across.

1) You can expect some of this from December to March (weather conditions).

2) A very long time.

3) To request information, to invite.



(Answer at the end of the Vocabulary.)

2. Missing Words

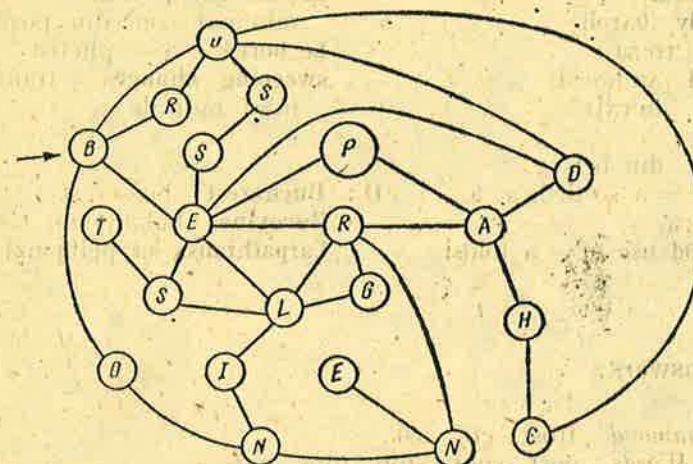
Fill the gaps in the story with words which are all formed by the same four letters.

As you climb the cliff, there is a... to show the... where you can... and see the... of the fishing-boats where the fisherman are cleaning their...

(Answer at the end of the Vocabulary.)

3. A Geographical Game

Read the names of seven European capitals starting every time from the letter B (you can pass through the same circle twice if you need it in order to make the name):



(Answers at the end of the Vocabulary.)

Riddles

1. I have cities but no houses; forests but no trees; oceans, seas and rivers, but they are without water. What am I?

2. Why is O the noisiest vowel?

(Answers at the end of the Vocabulary.)

Proverbs

1. Actions speak louder than words.

2. Virtue is its own reward.

Vocabulary

A: benefit ['benɪfɪt]	B: alas [ə'leɪs]
confident ['kɒfɪdənt]	asset ['æset]
exuberant [ɪg'zju:bərənt]	bask [bɑːsk]
fresco ['freskəʊ]	bored [bɔːd]
legend ['ledʒənd]	chestnut ['tʃesnʌt]
mosaic [məʊ'zeɪk]	craftsman ['kra:ftsmən]
mysterious [mɪ'stiəriəs]	delightful [dɪ'laɪtful]
pelican ['pelɪkən]	encourage [ɪn'kʌrɪdʒ]
productive [prə'dʌktɪv]	enjoyment [ɪn'dʒɔɪmənt]
tradition [trə'dɪʃən]	facilities [fə'sɪlɪtɪz]
	harbour ['hɑːbə]

holiday-maker ['hɒlədi'meɪkə] - *trist*
 idle ['aɪdl] - *lene*
 obviously ['ɒbvɪəsli] - *evident*
 resourceful ['ri:sɔ:sfʊl] - *inventiv*
 stroll [strɔ:l] - *de*
 thoroughly [θə'reʃli] - *detaillat*
 treasure ['treʒə] - *comorara*
 unhurried [ʌn'hʌrɪd] - *pararaze*
 unrushed [ʌn'rʌʃt] - *ordonat*

peak [pi:k] - *rise*
 preparation [ˌprepə'reɪʃən] - *pregatit*
 relic ['reɪlɪk] - *relicva*
 odds on = ai toate sansele
 the holiday of your life = cel mai minunat concediu posibil
 be bored = a se plictisi
 sweeping changes = transformări radicale

C: a-plenty = din belşug
 go in for = a se dedica, a practica
 make good use of = a folosi bine

D: Bucharest [ˌbʊkə'rest]
 Bucovina [ˌbʊkə'vɪnə]
 Carpathians [kə:'peɪθjənz]

Quiz answers:

Word Diamond: frost, era, ask.

Missing Words: post, spot, stop, tops, pots.

A Geographical Game: Bucharest, Budapest, Brussels, Berne, Berlin, Belgrade, Bonn.

Riddles: 1. A map. 2. Because all the other vowels are in "audible".

(inaudible = imperceptibil)

Lesson 8

The Open Window

by Saki

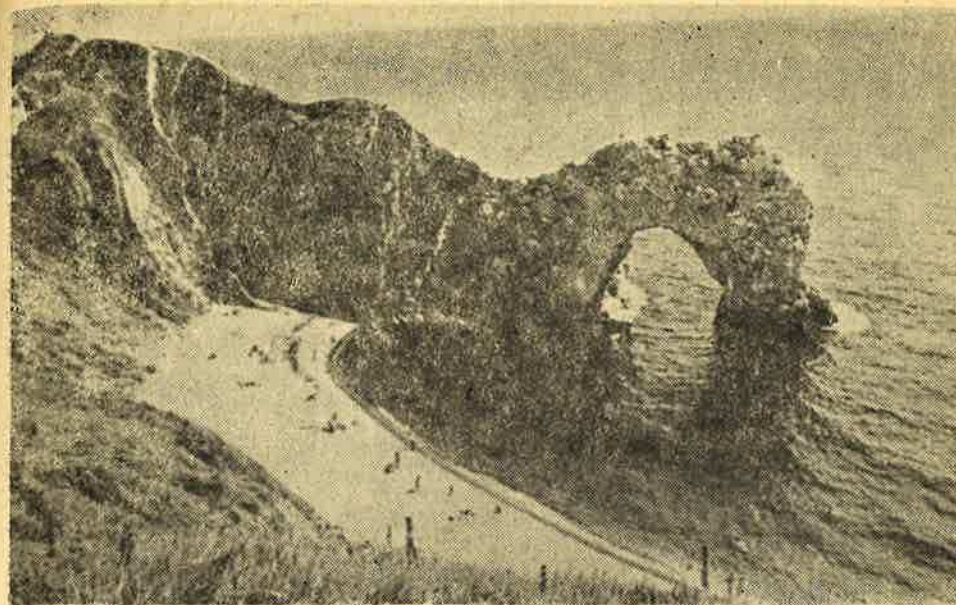
Saki is the pen-name of Hector Hugh Munro (1870–1916), English writer; he wrote many books of humorous short stories greatly enjoyed by his readers.

"My aunt will be down presently. Mr. Nuttel," said a very self-possessed young lady of fifteen; "in the meantime you must try and put up with me."

Framton Nuttel tried to say the correct thing which should flatter the niece, without showing too little respect for the aunt who was to come.

Privately he doubted more than ever whether these formal visits on total strangers would be of much help for him as he had just had a serious nervous breakdown.

"I know how it will be," his sister has said when he was preparing to go somewhere into the country: "You will bury yourself down there and not speak to a living soul and your nerves will be worse than ever. I shall



The famous Durdle Door on the coast of Dorset, England

give you letters of introduction to all the people I know there. Some of them, as far as I can remember, were quite nice."

"Do you know many of the people round here?" asked the niece.

"Hardly a soul", said Framton. "My sister was staying here some years ago, and she gave me letters of introduction to some of the people here."

"Then you know practically nothing about my aunt?" continued the young lady.

"Only her name and address", admitted the caller.

"Her great tragedy happened just three years ago," said the girl, "that would be since your sister's time."

"Her tragedy?" asked Framton. Tragedies seemed out of place in that country.

"You may wonder why we keep that window wide open on an October afternoon," said the niece, indicating a large French window that opened on to a lawn.

"It is quite warm for the time of the year," said Framton, "but has that window got anything to do with the tragedy?"

"Out through that window, exactly three years ago, her husband and her two young brothers went off for their day's shooting. They never came back. In crossing the moor to their shooting ground they were all swallowed up by a swamp. Poor aunt always thinks that they will come back some day, they and the little brown spaniel that was lost with them — and come through that window just as they used to do. That is why the window is kept open every evening till it is quite dark. She has often told me how they went out, her husband with his white waterproof coat over his arm, and Ronnie, her youngest brother singing "Bertie, why do you bound?" as he always did to tease her, because she said it got on her nerves. That's why on a still quiet

evening like this I almost get the feeling that they will all walk in through that window."

She broke off with a little shudder. It was a relief to Framton when the aunt hurried into the room, apologizing for being late in making her appearance.

"I hope Vera has been amusing you?" she said.

"She has been very interesting," said Framton.

"I hope you don't mind the open window," said Mrs. Sappleton. "My husband and brothers will be home directly from shooting, and they always come in this way. I'm sure they'll make a fine mess on my carpets. So like menfolk, isn't it?"

To Framton it was all purely horrible. He made a desperate effort to turn the talk to another topic. He was conscious that his hostess was giving him only fragments of her attention, her eyes straying to the open window and the lawn beyond. What a piece of ill-luck to pay his visit on this tragic anniversary.

"The doctor ordered me complete rest but on the matter of diet they are not so much in agreement."

"No?" said Mrs. Sappleton, stifling a yawn. Then she suddenly brightened into vivid attention.

"Here they are at last!" she cried. "Just in time for tea, and don't they look as if they were muddy up to the eyes!"

Framton shivered and turned towards the niece with a look of comprehension in his eyes. The girl was staring with horror in her eyes. Framton swung round in his seat and looked in the same direction.

In the deepening twilight three figures were walking across the lawn towards the window; they all carried guns under their arms and one of them carried a white coat over his shoulders. As they were coming near the house a young voice was singing. A brown spaniel kept close at their heels.

Framton grabbed wildly at his stick and hat, hardly noticing the hall-door and the front gate in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid collision.

"Here we are, my dear," said the man with the white mackintosh walking in through the window: "Fairly muddy but most of it's dry. Who was the man who ran away as we came up?"

"A most extraordinary man," said Mrs. Sappleton. "He dashed off without a word of good-bye or apology when you arrived. One would think he had seen a ghost."

"I expect it was the spaniel", said the niece calmly, "he told me he had a horror of dogs. He was once hunted into a cemetery by a pack of dogs and he had to spend the whole night in a newly dug grave with the wild creatures foaming around him."

"Enough to make any one lose his nerve."

Romance at short notice was her speciality.

(adapted)

I. Understanding Words

Use each of the following in sentences of your own: a) formal visit; b) nervous breakdown; c) out of place; d) give way; e) headlong retreat.

II. Comprehension

a. Answer the following questions

- 1) How did it happen that Mr. Nuttel came to call on the Sappletons?
- 2) What was Vera's advantage over him and how did she use it?
- 3) What was Framton's state of mind when the aunt came in and went on to speak cheerfully about her husband and brothers?
- 4) What was his "headlong retreat" explained by?
- 5) How did Vera use her imagination this time?

b. Applying the reading

Speak about a strange story which you have read.

c. Composition

In not more than 250 words write an actual or imaginary account of your experience in dealing with a person similar to Vera.

Make out a full plan and provide a suitable title. Your composition should be in three or four paragraphs.

d. Letter-writing

You heard about a funny incident which happened at the house of a friend whom you have visited recently. Write him a letter of about 100 words, asking him if it really happened or not.

III. For Study

a. give (v)

If my father *gives* me a camera, I'll take a picture of you.

George *gives* his dog a bath once a week.

I suppose she'll *give* a party on her birthday.

All right, you win! I *give in*!

I couldn't guess the riddle. I had to *give up*.

She was badly hurt when the railing against which she was leaning suddenly *gave way*.

The flowers *gave off* a heavy odour.

Our bedroom window *gives on* a lovely park.

b. break (v)

These cups *break* very easily. I *broke* one yesterday while I was washing the dishes.

I wasn't easy to *break* (= tell) the sad news to John.

It is not right to *break a promise*.

Victor is going to try to *break the record* for that race.

Thieves *broke into* the house and stole a lot of things.

Last night a fire *broke out* in the next building.

The sad news *broke his heart*.

Hellen *broke the ice* the moment she began to talk.

"Move along! *Break it up!*"

He *broke away* from that group of friends.

She *broke off* in the middle of a sentence.

IV. Grammar and Exercises

A. Noun clauses: alternatives with whether

Model: He doubted.....

Formal visits would be of much help.

Formal visits wouldn't be of much help.

- a) *Either formal visits would be of much help or they wouldn't be of much help.*
- b) *He doubted whether formal visits would be of much help or wouldn't be of much help.*
- c) *He doubted whether formal visits would be of much help or wouldn't be.*
- d) *He doubted whether formal visits would be of much help or not.*
- e) *He doubted whether or not formal visits would be of much help.*
- f) *He doubted whether formal visits would be of much help.*

Follow the model as you construct noun clauses with **whether**.

1. *We wondered...*

The little girl told the truth.
The little girl didn't tell the truth.

- a) *Either...*
- b) *We wondered whether...*
- c) *We wondered whether...*
- d) *We wondered whether...*
- e) *We wondered whether...*
- f) *We wondered whether...*

2. *She asked...*

He was feeling better.
He wasn't feeling better.

- a) *Either...*
- b) *She asked whether...*
- c) *She asked whether...*
- d) *She asked whether...*
- e) *She asked whether...*
- f) *She asked whether...*

3. *We worried...*

He had to take a complete rest.
He didn't have to take a complete rest.

- a) *Either...*
- b) *We worried whether...*
- c) *We worried whether...*
- d) *We worried whether...*
- e) *We worried whether...*
- f) *We worried whether...*

4. *They discussed...*

John should be put on a diet.
John shouldn't be put on a diet.

- a) *Either...*
- b) *They discussed whether...*
- c) *They discussed whether...*
- d) *They discussed whether...*
- e) *They discussed whether...*
- f) *They discussed whether...*

B. a. **fairly** — used with a pleasant or positive idea; it is never used with comparatives

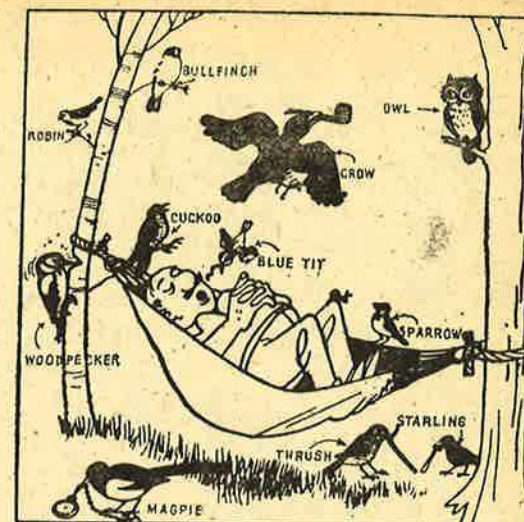
b. **rather** — used with a negative or unpleasant idea

Examples:

Your homework was *fairly* good last week.
I know him *fairly* well.
The room looks *fairly* clean.
I am afraid this exercise will be *rather* difficult.
She has a *rather* bad cold.

Put either **fairly** or **rather** in the blank spaces:

- 1) Can you carry these books? I'm afraid they are... heavy.
- 2) Your room is... untidy.
- 3) She looks... ill this morning.
- 4) I don't think I can buy this tape-recorder; it is... expensive.
- 5) This dress is... short, haven't you got a longer one?
- 6) This dress is... short, I think it will do.
- 7) She has got a... good memory for numbers, but she is... bad on names.



C. Picture Lesson : *Birds*

Vocabulary

A: dash off ['dæʃ 'ɒf]
foaming ['fəʊmɪŋ]
grab ['græb]
mess [mess]
self-possessed ['selfpə'zest]
shooting ['ʃu:tɪŋ]
spaniel ['spænjəl]
stifle ['staɪfl]
stray [strei]
swamp ['swɒmp]
swing ['swɪŋ]
twilight ['twalaɪt]
yawn [jɔ:n]

B: nervous breakdown = epuizare
nervoasă
out of place = neobişnuit
headlong retreat = plecarea pri-
pită
fairly muddy = foarte murdar
at short notice = pe neaşteptate,
pe loc

C: Framton Nuttel ['fræmtən 'nʌtl]
Sappleton ['seɪplɪn]
Vera ['vɪərə]

Lesson 9

The Importance of Being Earnest

The Importance of Being Earnest shows Oscar Wilde (1854—1900) at his best as a writer of sparkling comedies. In it, as well as in all his comedies, he satirizes the artificial life and hypocrisy of the higher society.

The play is about two young men Jack and Algernon. Algernon, Lady Bracknell's nephew, has a friend, Jack, who wants to marry Lady Bracknell's daughter, Gwendolen. In the following scene Lady Bracknell interviews Jack and finally refuses him because he has no name and no family. In the end it is proved that Jack is Lady Bracknell's nephew and the play ends happily.

Lady Bracknell (sitting down): You can take a seat, Mr. Worthing. (Looks in her pocket for note-book and pencil.)

Jack: Thank you, Lady Bracknell, I prefer standing.

Lady Bracknell (pencil and note-book in hand): I feel bound to tell you that you are not down on my list of eligible young men. However, I am quite ready to enter your name, should your answers be what a really affectionate mother requires. Do you smoke?

Jack: Well, yes, I must admit I smoke.

Lady Bracknell: I am glad to hear it. A man should always have an occupation of some kind. There are far too many idle men in London as it is. How old are you?

Jack: Twenty-nine.

Lady Bracknell: A very good age to be married at. I have always been of opinion that a man who desires to get married should know everything or nothing. Which do you know?

Jack (after some hesitation): I know nothing, Lady Bracknell.

Lady Bracknell: I am pleased to hear it. Ignorance is like a delicate exotic fruit; touch it and the bloom is gone. Fortunately in England, at any rate, education produces no effect whatsoever. If it did, it would prove a serious danger to the upper classes, and probably lead to acts of violence in Grosvenor Square.

You have a town house I hope? A girl with a simple unspoiled nature, like Gwendolen, could hardly be expected to reside in the country.

Jack: Well, I own a house in Belgrave Square.

Lady Bracknell: What number in Belgrave Square?

Jack: 149.

Lady Bracknell (shaking her head): The unfashionable side, I thought there was something. However, that could easily be altered.

Jack: Do you mean the fashion or the side?

Lady Bracknell (sternly): Both, if necessary, I presume. Now to minor matters. Are your parents living?

Jack: I have lost both my parents.

Lady Bracknell: To lose one parent, Mr. Worthing, may be regarded as a misfortune; to lose both looks like carelessness. Who was your father?

Jack: I am afraid I really don't know. The fact is, Lady Bracknell, I said I had lost my parents. It would be nearer the truth to say that my parents seem to have lost me... I don't actually know who I am by birth.

Jack: I was... well, I was found.

Lady Bracknell: Found!

Jack: The late Mr. Thomas Cardew, an old gentleman of a very charitable and kindly disposition, found me and gave me the name of Worthing because he happened to have a first-class ticket for Worthing in his pocket at the time. Worthing is a place in Sussex. It is a seaside resort.

Lady Bracknell: Where did the charitable gentleman, who had a first-class ticket for this seaside resort, find you?

Jack (gravely): In a hand-bag.

Lady Bracknell: A hand-bag?

Jack (very seriously): Yes, Lady Bracknell. I was in a hand-bag—a somewhat large black leather hand-bag, with handles to it, an ordinary hand-bag in fact.

Lady Bracknell: In what place did this Mr. Jones or Thomas Cardew come across this ordinary hand-bag?

Jack: In the cloak-room at Victoria Station. It was given to him in mistake for his own.

Lady Bracknell: The cloak-room at Victoria Station?

Jack: Yes. The Brighton line.

Lady Bracknell: The line is immaterial to me, but to be born, or at any rate bred, in a hand-bag, whether it had handles or not, seems to me to display a contempt for the ordinary decencies of family life. As for the particular place in which the hand-bag was found, a cloak-room at a railway station could hardly be regarded as an assured basis a recognized position in good society.

Jack: May I ask you then, what you advise me to do? I need hardly say I would do anything in the world to ensure Gwendolen's happiness.

Lady Bracknell: I strongly advise you, Mr. Worthing, to try and acquire some relations as soon as possible, and to make a definite effort to produce at any rate one parent, of either sex before the Season is quite over.

Jack: Well, I don't see how I could possibly manage to do that, I can produce the hand-bag at any moment. It is in my dressing-room at home, I really think that should satisfy you.

Lady Bracknell: Me, sir? What has it to do with me? You can hardly imagine that I and Lord Bracknell would dream of allowing our only daughter to marry in a cloak-room and form an alliance with a parcel. Good morning, Mr. Worthing!

(*Lady Bracknell sweeps out in majestic indignation.*)

(*adapted*)

I. Understanding Words

Use each of the following in sentences of your own: a) I feel bound to; b) eligible; c) exotic fruit; d) unspoiled nature; e) unfashionable; f) minor matters; g) actually.

II. Comprehension

a. Answer the following questions:

- 1) What is Lady Bracknell's motive in asking Jack so many questions?
- 2) What are her opinions on occupations, education, ignorance?
- 3) What does she call minor matters?
- 4) What reason does Lady Bracknell give for not accepting Jack to enter her family?
- 5) What useful advice does she give Jack?

b. Applying the reading

- 1) How would you characterize people behaving like Lady Bracknell?
- 2) Have you ever met such people?
- 3) In what circumstances do they reveal themselves?

c. Composition.

Imagine yourself in Jack's position. In not more than 200 words write a first-person account of your conversation with Lady Bracknell.

d. Letter-writing.

Write a letter of about 80 words to a friend, accepting an invitation to go with him to the theatre. Supply suitable introduction and conclusion. Thank him for invitation; looking forward to meeting him soon; particularly interested in the play; when and where you will meet your friend.

III. For Study

a. lose [lu:z] (v)

Micky *has lost* his wallet. He can't find it anywhere.
We'll never win this football game. It's a *lost* cause.
I *have lost* hope of ever winning the prize.
Hansel and Gretel *lost* their way in the woods.
Don't *lose* your temper! Remember what happened the last time you *lost* it.
Many people *are losing* patience with a slow bus service.
My watch *loses* five minutes every day.
After John moved to Birmingham, we *lost* all track of him.
I slipped on the ice, *lost* my balance, and fell.

b. loosen [lu:sn] (v); loose (adj.)

This medicine may *loosen* your cough.
The knot is too tight. Can you *loosen* it?
We dug around the tree *to loosen* the soil.
The leg of this chair is *loose*. We must tighten it.
This jacket is too *loose* for you.
The dog is not on the leash. He must *have broken loose* from it somehow.

IV. Grammar and Exercises

A. Request Clauses after verbs.

Model: Lady Bracknell suggested it.

A young man should always have an occupation of some kind.
Lady Bracknell suggested that a young man should always have an occupation of some kind.
She suggested that a young man have an occupation of some kind.

Follow the model as you construct Request Clauses after verbs.

- 1) He asked it.
Someone should tell him about the new changes in his native town.
- 2) My brother prefers it.
We should travel by car in summer.
- 3) The doctor recommended it.
We should go to bed early.
- 4) The teacher insisted on it.
The pupils should not arrive late at school.
- 5) Let's propose it.
Our class should visit a factory next week.
- 6) My parents urged it.
I should avoid the heavy traffic by leaving early.
- 7) The law required it.
You should not drive without having a driving-licence.

B. Request Clauses after adjectives

a. *Model:* It is necessary.

Jack should produce some relations.

It is necessary that Jack should produce some relations.

It is necessary that Jack produce some relations.

Follow the model as you construct sentences with Request Clauses after adjectives.

- 1) It is advisable.
Young people should practise sports of any kind.
- 2) It is important.
Pupils should do their homework carefully.
- 3) It is fitting.
She should ask her mother's consent before getting married.
- 4) It is essential.
She should get a job to help her parents.
- 5) It is vital.
They should pass their final exam.

b. for... to

Model: It is necessary that Jack should produce some relations.

It is necessary that Jack produce some relations.

It is necessary for Jack to produce some relations.

Follow the model as you construct more sentences.

- 1) It is advisable that young people should practise sports of any kind.
- 2) It is important that pupils should do their homework attentively.
- 3) It is fitting that she should ask her mother's consent before getting married.
- 4) It is essential that she should get a job to help her parents.

C. Clauses after nouns of request

Model: She should finish her studies before getting a job.

My advice was...

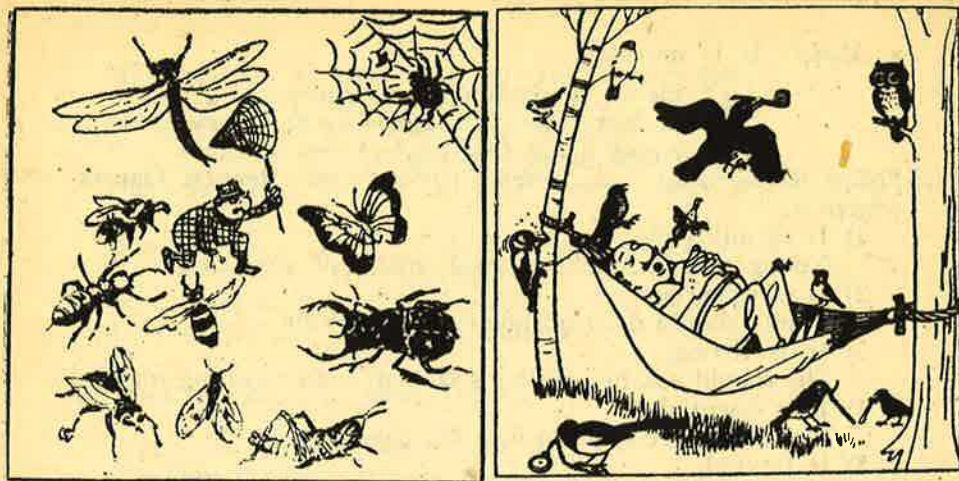
My advice was that she should finish her studies before getting married.

My advice was that she finished her studies before getting married.

Follow the model as you construct sentences with Clauses after nouns of request.

- 1) You should go to school regularly.
My suggestions was...
- 2) His daughter should study music and become an opera-singer.
His preference was...
- 3) He should have a flat in the centre of the town.
Her opinion was...
- 4) They should obey the rules of the school.
The request of the teacher was...
- 5) John should choose between engineering and being a doctor.
His alternative was...

D. Describe the pictures.



Two Limericks

1. There was a young man who was bitten.
By twenty-two cats and a kitten
He cried: "It is clear,
My end is quite near.
Never mind, I shall die like a Briton."
2. There was a young lady of Spain
Who couldn't go out in the rain,
For she'd lent her umbrella
To Queen Isabella
Who never returned it again.

V. Vocabulary

- A: eligible ['elidʒəbl] *altes*
alter ['ɔ:lte] *- uod, fira*
immaterial [imə'tiəriəl] *uod, fira*
ensure [in'ʃuə] *- a as gva, m' n'le*
alliance [ə'laɪəns] *a lauch, 1000 hora*
B: sternly ['stɜ:nli] *uod, fira*
cloak-room ['kləuk-rum] *uod, fira*
breed, bred, bred [bri:d, bred] *a erite, a educa*
- C: I feel bound = mă simt obligat
at any rate = în orice caz
- D: Algernon ['ældʒənən]
Bracknell ['bræknl]
Isabella [izə'belə]
Worthing ['wɜ:ðɪŋ]
Brighton ['braɪtn]
Sussex ['səsɪks]

Lesson 10

Benjamin Franklin "Wisest American" (1706—1790)

Benjamin Franklin was born more than two hundred years ago in Boston, Massachusetts and became famous on both sides of the Atlantic as a brilliant statesman, scientist, inventor, printer and writer. Franklin was the tenth son of seventeen children and his father was a candlemaker. Starting

as a poor boy, when he was only ten years old he had to leave school to help his father. He was not happy working in his father's workshop, so when he was thirteen his father apprenticed him to an older brother who was a printer and publisher at that time.

During the years that followed he worked very hard teaching himself to be a writer.

Though the style he formed came from imitating two famous essayists Addison and Steele, he made it into his own and he learned to write so well that he often wrote something and slipped it secretly at night under the door of the printing shop. Without knowing it was Benjamin's work, his brother would publish it immediately. Everyone liked what he has written although he was only a boy at that time.

When he was seventeen he set out to make his own way in the world. After trying to find some work in New York, he went on to Philadelphia. He stopped at a baker's and bought there three loaves of bread eating one and carrying one under each arm. A pretty young girl standing in an open door laughed at the stranger she saw carrying his clothes in his pockets and eating his breakfast as he walked down the street. Later Franklin met and married her. He began working again in a printing shop and when he was only 23 he became the owner of the Pennsylvania Gazette. He had even greater success with an almanac, which he called *Poor Richard's Almanac*. The almanac contained the calendar for the year, dates of fairs and markets, historical events, and, above all, much practical advice, especially the belief that we should work very hard. Here are some of these popular sayings that are still repeated in the United States.

"Laziness travels so slowly that poverty soon overtakes it"; "Beware of little expenses"; "A small leak will sink a great ship"; "One today is worth two tomorrows"; "Lost time is never found again"; "What we call time enough, always proves little enough"; "There are no gains without pains."

As a writer he is also remembered for his famous "Autobiography", which he wrote during the last twenty years of his life. First of all it is the inspiring account of a poor boy's rise to a high position. He tells his story modestly including some errors as he was not afraid to show himself as being less than perfect. He offers his life-story as a lesson, a positive lesson that should teach the reader to live in a useful way.

As he had taught himself to be a writer, Franklin also learned Italian, Spanish, French, German and Latin and studied science and philosophy.

He was greatly interested in electricity and he identified lightning with electricity through flying a kite during a thunderstorm. He founded the first public library in America, at Philadelphia. He made the citizens of Philadelphia pave the streets and put street lights on them. He has also the merit of founding the city's first fire company. The heat from a fireplace did not make a room warm enough for comfort so he invented the stove. Once when he was taking off his regular glasses and putting on his reading glasses, he thought that it would be easier to have only one pair, so he invented bifocal glasses. As a statesman and diplomat he served his country and his last great service was to be a member of the Federal Constitutional Convention of 1787 — after the colonies had won their independence. He worked hard although he was eighty-one and he got the constitution written and ratified.

The way in which Benjamin Franklin educated himself and his rise through his own work, has made the story of his life an example of the American youth.

I. Understanding words

Use each of the following in sentences of your own: a) on both sides;
b) apprenticed to; c) inspiring account.

II. Comprehension

a. Answer the following questions:

- 1) How old was Franklin when he left school? Why did he leave Boston?
- 2) How did he become a writer?
- 3) What was *Poor Richard's Almanac*? Why was it famous?
- 4) What did he study by himself?
- 5) What was the purpose of his experiment with the kite?
- 6) What are some of the things he invented?
- 7) What was the last important thing he did for his country?

b. Applying the reading:

- 1) How are adults helped in our country to continue their education?
- 2) What great man of our country can be considered as an inspiration to the Romanian youth?

c. Composition

In not more than 200 words write an actual description of a hard-working man. Expand the ideas given below into a plan.
Unselfish way of living; willingness to assume responsibility for others; the necessity of having such a mentality.

d. Letter-writing

Write a letter of about 100 words to a relation who is working on a construction site. Ask him whether it would be possible for you to come for a couple of days as you would like later to get a job there.

III. For Study

Phrases with on

Who is the pupil on duty?

On the whole, it has been a very pleasant party.

They have gone to Cluj-Napoca on business.

I am sure you did it on purpose.

On the average, that writer wrote ten pages a day.

Look out! That roof is on fire.

There was a great number of objects of art on display.

She talked on and on telling us all about her school-life.

IV. Grammar and Exercises

A. Clauses with because and since

a. Model: He set out to make his own way in the world. He did not get along very well with his brother.

He set out to make his own way in the world because he did not get along very well with his brother.

Since he did not get along very well with his brother, he set out to make his own way in the world.

Follow the model as you write sentences with **because** and **since**:

- 1) Benjamin Franklin left school. He had to help his father.
- 2) He imitated the style of Addison and Steele. He wanted to be a writer, too.
- 3) He invented bifocal glasses. He thought that it would be easier to have only one pair of glasses.
- 4) Benjamin Franklin founded the first public library in America. He was always interested in his community and its needs.

b. Combine two sentences to form a new one which contains **because**. When you change the order of the sentences, use the **Past Perfect Tense**.
Model: She studied very hard. She passed her exam.

She passed her exam because she had studied very hard.

- 1) I needed a new pair of shoes for a long time. I bought the shoes yesterday.
- 2) His old bicycle broke down. He bought a new one.
- 3) I saved enough money for my vacation. I went to the seaside.
- 4) She waited for the bus for a long time. She decided to go on foot.
- 5) Mary practised for many years. She played the piano very well last night.
- 6) We worked very hard all year. We took a long vacation.

B. Sentence Connectors: for example and in fact.

for example means by way of illustration.

in fact means actually or in reality.

They often follow a general statement and give particulars.

a. Model: He was a great statesman and a good citizen. Although he was eighty-one he worked very hard to get the constitution written and ratified.

He was a great statesman and a good citizen: for example, although he was eighty-one he worked very hard to get the constitution written and ratified.

He gave a lot of practical advice. His own life-story may serve as a positive lesson that should teach the reader to live in a useful way.

He gave a lot of practical advice: in fact his own life-story may serve as a positive lesson that should teach the reader to live in a useful way.

Combine the following sentences with **for example** or **in fact**. Follow the punctuation used in the model.

- 1) He was a good writer. He is greatly appreciated for his famous "Autobiography".
- 2) It has been rightly called the book on the art of self-improvement. It relates the early life of one of the first self-made men in America.
- 3) He was greatly interested in electricity. We identified lightning with electricity.
- 4) He was a very practical man. He made the citizens of Philadelphia pave the streets and put lights on them.
- 5) His father apprenticed him to an older brother and he left his father's workshop. He had not been happy there at all.

b. Write two sentences of your own and connect them with **for example** or **in fact**.

Thoughts

The greatest of faults is to be conscious of none.

Thomas Carlyle

A Joke

1. A: 'It is suggested that speed limit for a motorist should be reduced for every offence he commits.'
B: 'At that rate some drivers would soon have to go in reverse'.
2. Mother: 'Ann, what is Helen doing?'
Ann: 'Well, she is skating if the ice is as thick as she thinks, but if the ice is as thin as I think, she is swimming.'

Puzzles

1. Charade

Find the word of two syllables (8 letters):

First syllable (a noun):

This human tool was man's chief aid.
Before machines were ever made.

Second syllable (an adjective or pronoun):

A quantity is given here.
But just how much is never clear.

Whole word:

The proverb says (I've read in books).
This goes by deeds, not just by looks.

(Answers at the end of the Vocabulary.)

2. Triplets

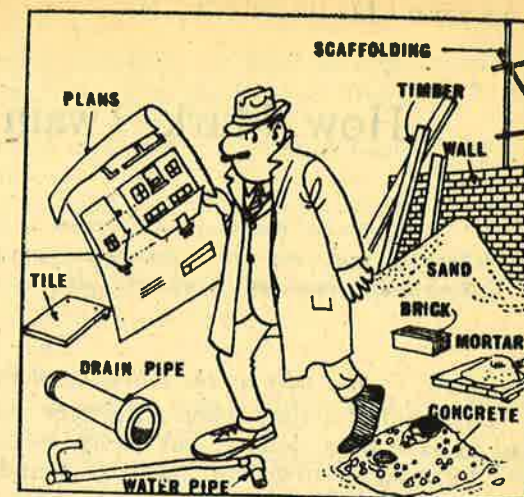
Take a word of three letters.

Add a letter (at beginning or end) to make a different word.

Here are the clues:

1. a) wheeled vehicle; b) a serious attention or to feel interest; c) sudden state of fear or to frighten.
2. a) past tense of a verb connected with every being's existence; b) you should never be this when coming to school; c) circular almost flat dish which we use at meals.
3. a) part of the head; b) to get in return for work or as a reward for one's qualities; c) to gain knowledge by study, to memorize.
4. a) beam of light; b) flat piece of wood, metal, etc. for carrying things; c) to wander from the right pass, to lose one's way.
- 5) a) pronoun; b) common adverb; c) another common adverb.

(Answers at the end of the Vocabulary.)



Picture Lesson : Building a House

A Proverb

Handsome is that handsome does. (= A fine person is one who acts generously.)

V. Vocabulary

A : bifocal ['baɪ'fəʊkəl]
identify [aɪ'dentɪfaɪ]
pave ['peɪv]
ratify ['rætɪfaɪ]
almanac ['ɔ:l.mənæk]

make one's way in the world =
a-și croi drum în viață
get along = a se împăca
beware of = ferește-te
his regular glasses = ochelarii
săi obișnuiți

B : candle ['kændl]
candlemaker ['kændl'meɪkə]
gain [geɪn]
printer ['prɪntə]

D : Addison ['ædɪsn]
Benjamin Franklin
['bendʒəmɪn 'fræŋklɪn]

C : he made it into his own = l-a
transformat într-unul propriu

Steele [sti:l]
Philadelphia [fɪlə'delfiə]

Quiz answers:

Charade: had + some = handsome

Triplets: 1) car; care; scare; 2) ate; late; plate. 3) ear; earn; learn. 4) ray; tray; stray. 5) her; here; there.

How Mark Twain Sold a Dog

Mark Twain, pseudonym of Samuel L. Clemens (1835–1910), is a wellknown American humorous writer. Among his numerous works, the most famous are *Tom Sawyer* and *Huckleberry Finn*, two novels in which he recalls his boyhood and youth.

Mark Twain tells us the following story about himself:

I remember a time when a shortage occurred; my friend Swinton and I had to have three dollars, and we had to have it before the close of the day. Swinton told me to go out and find it, and he said he would also go out and see what he could do.

I wandered around the streets for an hour, trying to think up some way to get that money, but nothing suggested itself. At last I entered the big lobby of a new hotel, and sat down. Presently a dog came loafing along. He paused, glanced up at me and said with his eyes. "Are you friendly?" I answered with my eyes that I was. He gave his tail a grateful wag and came forward and rested his jaw on my knee and lifted his brown eyes to my face in an affectionate way. He was a lovely creature and he was made all of silk and velvet. Pretty soon a general came strolling by in this blue and gold splendors. He saw the dog and stopped; then he came forward and patted the dog and said.

"He is very fine — he is a wonder; would you sell him?"

I said, "Yes".

The General said, "What do you ask for him?"

"Three dollars."

The General was surprised. He said, "Three dollars? Only three dollars? Why, that dog is a most uncommon dog; he can't possibly be worthless than fifty. Reconsider your price if you like, I don't wish to wrong you."

But I responded with the same quiet decision as before.

"No, three dollars. That is his price."

"Very well, since you insist upon it", said the General and he gave me three dollars and led the dog away, and disappeared upstairs.

In about ten minutes a gentle-faced, middle-aged gentleman came along, and began to look around here and there and under tables and everywhere, and I said to him, "Is it a dog you are looking for?"

He answered, "Yes — have you seen him?"

"Yes" I said, "he was here a minute ago, and I saw him follow a gentleman away. I think I could find him for you if you would like me to try".

I added I would do it with great pleasure but that as it might take a little time I hoped he would not mind paying me something for my trouble. He said he would do it most gladly — repeating that phrase "most gladly" — and asked me how much.

I said, "Three dollars".

He looked surprised, and said, "Dear me, it is nothing! I will pay you ten, quite willingly."

But I said, "No, three is my price", and I started for the stairs without waiting for any further argument.

I got the number of the General's room from the office clerk and when I reached the room I found the general there caressing his dog, and quite happy. I said, "I am sorry, but I have to take back the dog."

He seemed very much surprised and said, "Take him back? Why, he is my dog; you sold him to me."

"Yes", I said, "it is true — but I have to have him, because he wasn't my dog".

The general looked even more surprised than before, and for a moment he couldn't seem to find his voice; then he said, "Do you mean to tell me that you were selling another man's dog — and knew it?"

"Yes, I knew it wasn't my dog."

"Then why did you sell him?"

I said, "Well, that is a curious question to ask, I sold because you wanted him. You offered to buy the dog; you can't deny that."

He started to speak angrily to me but I said, "Please don't argue about it any more, I have to have him back again because the man that owns him wants him; don't you see that I haven't any choice in the matter? Put yourself in my place."

So I paid back the three dollars and led the dog downstairs and passed him over to his owner, and collected three dollars for my trouble."

Mark Twain concludes his story with the words:

"Now then, that is the tale. Some of it is true."

Reading the above anecdote, somebody who knew Mark Twain's humour said, "There's not a whit of truth in that story."

I. Understanding words

Find words in the lesson that are opposites of these:

- a) preceding; b) come in; c) stood up; d) backward; e) displeasing; f) afterwards; g) sorrowful.

II. Comprehension

a. *Answer the following questions:*

- 1) What did Mark Twain and his friend need and what did they do about it?
- 2) What happened to Mark Twain in the lobby of the hotel?
- 3) How did Mark Twain take the dog back from the general?

b. *Applying the reading*

- 1) What do you think of Twain's story?
- 2) What amusing story with a dog or some other pet could the pupils relate?

c. *Composition*

Write a summary of "How Mark Twain Sold a Dog."

III. For study

a. own (v); owe (v)

The man that *owns* the dog.

Who *owns* this house?

The child *owned* to having told a lie.

How much do I *owe* you for the book?
 We *owe* a great deal to our parents.
 He *owes* his success to his ability.
 To whom do we *owe* this discovery?

b. **wish** (n); **wish** (v)

They have no *wish* to go.
 The sick man expressed a *wish* to be alone.
 We don't have much *wish* to do that.
 The young man never disregarded his parents' *wishes*.
 The *wish* is father to the thought. (= we are apt to believe something because we wish it were true)

I don't *wish* to wrong you.
 We *wish* you a pleasant journey.
 I *wish* you A Happy New Year.
 They *wish* to be alone.
 The doctor *wishes* us well.
 The weather was everything the tourists could *wish* for.
 She *wished* herself home again.
 We *wished* the voyage at an end.
 Doing is better than *wishing*.

IV. Grammar and Exercises

A. a. **Compound adjectives**
gentle-faced, middle-aged

Compound adjectives are of various types

1. A very common type is the one consisting of an adjective + a noun + **-ed** or **-d**, eg. **gentle-faced** (having a gentle face); **honest-minded** (having an honest mind); **broad-shouldered** (having broad shoulders); **rosy-cheeked** (having rosy cheeks); **cool-headed** (having a "cool head" — cold blood).
2. The type noun + Past Participle is also found quite frequently **middle-aged** (having reached a middle age); **soot-choked** (choked with soot); **man-made** (made by man); **moss-grown** (covered with moss); **safety-tested** (tested for safety).
3. There is also a number of compound adjectives consisting of an adverb + past participle, e.g. **far-fetched** (exaggerated); **so-called** (called in a certain way); **well-meant** (having good intentions); **well-read** (having read much); **well bred** (having been brought up well).

b. **Change the following phrases into compound adjectives:**

having white collars; having long sleeves; having blue eyes; having dark hair; having a broad mind; having a kind heart; having a good nature; having four wheels; having a light colour; having a bad temper; having been borne by air; bound by snow; having a broken heart; worn by care; having conditioned air; having been mentioned above; having lived (lasted) long; having good intentions.

B. **If + would**

- a. If you would like me to try. — Dacă doriți (a-i vrea) să încerc.
Would is used after **if** when we are interested in the listener's "wish" or "will".

Other examples:

If you *would* be so kind as to help me?
 We'd be very happy if you *would* come to us next Sunday.

b. **Translate into English:**

Dacă ați vrea să mă ajutați, aș putea termina traducerea mai repede.
 Colegii săi s-ar simți mai bine în tovărășia lui, dacă ar vrea să le vorbească mai politicos.
 Dacă doriți să venim mai devreme, spuneți-ne numai.
 Dacă ar vrea să-mi împrumute dicționarul, m-ar ajuta foarte mult.
 V-ar fi foarte obligat dacă ați vrea să-i trimiteți informațiile pe care vi le-a cerut.

C. **The use of tenses after wish** (Review)

- a. When **wish** is followed by a sentence the verb of the subordinate sentence is either in the **Past Tense** or the **Past Perfect Tense**:
 I *wish* I *could* help them = I'm sorry I can't help them.
 I *wish* I *could* have helped them = I'm sorry I couldn't help them.
 I *wish* I *had* helped them = I'm sorry I didn't help them.
 I *wish* I *hadn't* forgotten the key = I'm sorry I forgot the key.
 I *wish* I *knew* what is happening.
 They *wished* they *had* stayed at home.
- b. When **wish** is followed by the verb **to be** in the subordinate clause, **to be** is used in the **Past Subjunctive**, which is **were** in all persons:
 I *wish* I *were* in the mountains.
 She *wishes* she *were* a pianist.
- c. **Use the Past Tense or Past Perfect Tense of the verbs in brackets:**
 We wish you (*come*) earlier.
 We wished you (*come*) earlier.
 They wished I (*not sell*) the dictionary.
 They wish he (*be able to*) help them.
 They wished he (*be able to*) help them.
 We wish he (*not leave*) so early.
 She wishes she (*not be*) so tired.
 She wishes she (*be*) with her sister.
- d. **Make sentences with the help of the following tables. Notice the use of the Subjunctive. Mood and would + infinitive in Object Clauses after the verb wish. Translate the sentences into Romanian.**

	he <i>were</i> here.
	she <i>had</i> more free time.
	you <i>were</i> quite well.
	they <i>knew</i> about it.
	she <i>had</i> not done it.
I wish	he <i>had</i> not written that letter.
	you <i>had</i> been there with us.
	they <i>had</i> never thought about it.
	he <i>would</i> be a good specialist.
	you <i>would</i> understand me.
	they <i>would</i> stay with us for some time.

D. *Translate into English:*

Mark Twain avea odată urgent nevoie de trei dolari. Intrînd în holul unui mare hotel, văzu acolo un cîine foarte frumos care veni prietenos spre el. Un general care trecu prin hol îl întrebă pe Twain dacă nu vrea să-i vîndă cîinele. Twain i-l vîndu pe trei dolari și generalul luă cîinele cu el în camera sa. Îndată ce generalul plecă, în hol apără adevăratul proprietar al cîinului căutîndu-l peste tot îngrijorat. Twain se oferă să i-l găsească cerîndu-i pentru acest serviciu suma de trei dolari. Se duse apoi la general, îi restituî sumă de trei dolari și luă înapoi cîinele, pe care îl dădu proprietarului acestuia cîştigînd astfel trei dolari.

E. *Change into Reported Speech the final conversation between Mark Twain and the general.*

F. a. *Practise this conversation:*

Painters and Painting

This conversation takes place between an English lady and an English gentleman in an art gallery in London. As the lady wishes that the gentleman should agree with her (or she is sure he agrees with her), she uses a highfalling intonation in the disjunctive questions although they are general questions which are said, as a rule, with a rising intonation. The lady uses a falling intonation in all her sentences. Repeat several times the lady's questions.

Gentleman: I 'like that 'picture over there.

Lady: Yes, it's 'lovely, 'isn't it?

Gentleman: 'Beautiful.

Lady: It's a 'Romney, isn't it?

Gentleman: Well it 'looks like a 'Romney.

Lady: One can 'always tell a 'Romney, 'can't one?

Gentleman: I sup'pose so.

Lady: The 'last 'great 'English 'painter, 'wasn't he?

Gentleman: Well, we have 'had some 'quite good 'painters since then.

Lady: But they're 'only 'minor ones, 'aren't they?

Gentleman: I 'don't 'know. 'Constable's quite 'famous.

Lady: But 'that isn't 'everything, 'is it?

Gentleman: 'No, but it's 'something.

Lady: I 'think in 'painting it's 'quality that counts, 'isn't it?

Gentleman: Well, 'yes.

Lady: And 'English con'temporary 'painters 'aren't 'good enough, 'are they?

Gentleman: 'Well, um...

Lady: You 'know I'm right, 'don't you?

Gentleman: I suppose so.

(Adapted from V. J. Cook: *Active Intonation*.)

b. *Two pupils will be requested to carry out a similar conversation in front of the class.*

A Joke

One day a very 'worried-looking man knocked at Mrs. Smith's door. "I'm terrible sorry", he said, "I've run over your cat. I'd like to replace it". "All right", said Mrs. Smith doubtfully. "But can you catch mice?"

Riddles

1. When is it socially correct to serve milk in a saucer?
2. How do you make a slow horse fast?

(See Answers at the end of the Vocabulary.)

Puzzles

1. Word-breaking

I can't tell you what I am because you will immediately guess me. In any case I'm an adjective and I am under your eye now. Curtail me and I become 'not the least', 'not at all'. Behead me and an irregular verb is left, meaning 'to beat', 'to hurt'. Behead me again a very common pronoun is left. Now cut off my tail and you will find a very, very short word but very important, too.

(Answer at the end of the Vocabulary.)

2. Word Square

The words read down and across.

- 1) to walk lamely or to be lacking strength;
- 2) thought or opinion or plan;
- 3) to signify, to intend or (adj.) discreditable, unworthy;
- 4) a window is not a window without it.

	1	2	3	4	5
1					
2					
3					
4					
5					

(Answers at the end of the Vocabulary.)

Supplementary Reading

The Horse Which Wouldn't Drink Whisky

It was a cold autumn day. A traveller arrived at a small country inn. He felt tired and cold and wanted to warm himself near the fire. He left his horse in the yard and entered the inn. But when he entered the hall, he saw that there was no vacant seat near the fire.

Suddenly he had a brilliant idea. He turned to the landlord and said: "Take some whisky and give it to my horse."

"To your horse?" asked the landlord. "But your horse will never drink whisky."

"Do as I tell you", said the traveller.

All the people, hearing this, at once ran out into the yard to see the horse drink whisky.

When there was nobody in the room, the traveller sat down comfortably near the fire and warmed himself.

A few minutes later the landlord returned and said:

"I was sure that your horse would not drink whisky."

"Never mind," said the traveller. "Give it to me, I shall drink it myself"

Proverbs

1. Catch the bear before you sell its skin.

2. A swarm of bees in May

Is worth a load of hay

But a swarm in July

Is not worth a fly

(Because they carry very little honey in July.)

V. Vocabulary

A: affectionate [ə'fekʃnit]

collected [kə'lektid]

concludes [kən'klu:dz]

creature ['kri:tʃə]

curious ['kjuəriəs]

offered ['ɒfəd]

responded [ris'pɒndid]

B: caressing [kə'resiŋ]

clerk [kla:k]

deny [di'naɪ]

jaw [dʒɔ:]

loafing ['ləufɪŋ]

lobby ['lɒbi]

owner ['əʊnə]

patted ['pætid]

splendours ['splendəz]

strolling ['strɔʊliŋ]

C: we were short of money =

= duceam lipsă de bani

the close of the day = sfârșitul zilei

he gave his tail a grateful wag =

dădu recunoscător din coadă

be worth = a valora

D: Mark Twain ['mɑ:k 'twein]

Quiz answers:

Word-breaking: white, whit, hit, it, I.

Word Square: 1) limp; 2) idea; 3) mean; 4) pane.

Riddles: 1. When you are feeding a cat.

2. Stop feeding him.

a load of hay = car cu fân

Lesson 12

Romania's Advance on the Road of Socialism

The Socialist Republic of Romania was founded on 30th December, 1947—a crucial event in our country's history. It marks the winning of power by the working class, in alliance with other sections of the working people of our country.

The proclamation of the republic signified the achievement of conditions necessary for carrying out the revolutionary acts of:

nationalizing the means of production, on June 11th, 1948;

organizing agriculture into co-operatives;

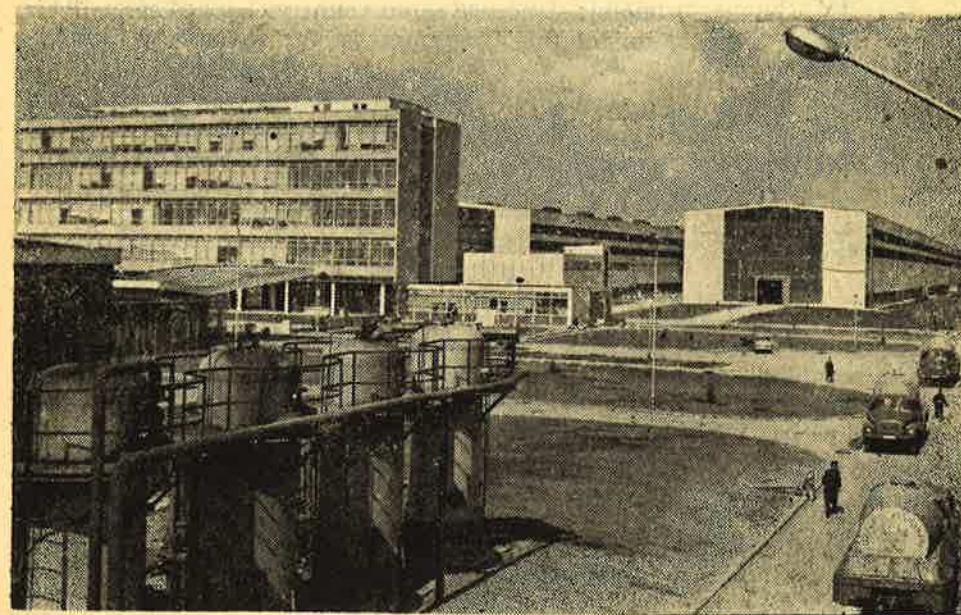
creating a new Constitution to enable all citizens to participate in the management of State affairs.

The years which have passed have radically changed the economic structure of the nation and the life and outlook of the people.

While in 1947 as much as 80 per cent of Romania's population worked in agriculture in a completely agricultural country, today she has a dynamic and stable economy, with industry in full swing and bearing the main weight of national output.

In fact, industry is becoming increasingly the main factor in Romania's social and economic progress; it produces by far the greater part of the national income.

At the same time, agriculture has fully benefited from being reorganized on a socialist basis, and from the massive introduction of mechanized production methods.



The aluminium works, Slatina

In order to make our country become an economically advanced country the Programme of the Romanian Communist Party has included the multilateral development and modernization of our entire national economy; the improvement of all sides of social life; a steadily broadening of socialist democracy and the creation of conditions for the complete fulfilment of the human personality.

The rapid advance of technological progress makes it even more necessary to ensure conditions for the shaping of those aspects of the human personality which contribute to social, material and spiritual progress and which leads to the multilateral development of man — builder of the new society, of his own welfare and happiness.

I. Understanding Words

Find words in the lesson that mean: a) established; b) conquering; c) might; d) indicated; e) accomplishment; f) needed; g) to put into practice.

II. Comprehension

a. Answer the following questions:

- 1) When was the Socialist Republic of Romania founded and what followed the founding of the Romanian Socialist Republic?
- 2) What can we say about the industry of our country?
- 3) What can we say about our country's agriculture?
- 4) What has the Programme of the Romanian Communist Party included?
- 5) What does the rapid advance of technological progress require?

b. Applying the reading:

- 1) How has the economic structure of our country changed after 1947?
- 2) What are the aims of the Programme of the Romanian Communist Party?
- 3) What recent achievements have you noticed in your district, your town and other parts of the country in the past years?

c. Relate in writing the contents of Romania's Advance on the Road of Socialism.

III. For Study

ensure; insure; assure

We cannot *ensure* their being there (= that they will be there).

The mechanic says he can *ensure* success. These documents will *ensure* to them the authority they need. This reservation *ensures* your seat in the plane. The new law *ensures* more protection to the deer.

They *insured* their house against fire. *Insurance* companies also *insure* ships and their cargoes against loss at sea. Father *insured* his life.

I *assure* you that everything has been done in time. They tried to *assure* the old lady that flying is safe. Hard work does always *assure* success. He *assured* us that there would be no delay. Practice can *assure* better playing of any musical instruments.

IV. Grammar and Exercises

A. a. Nouns and Verbal Nouns derived from the same verb

In the case of number of verbs — mainly of French origin — we can find both a noun derived by means of a suffix and a second noun which is the form in *-ing* used as a noun, e.g. *to develop*: a) the *development* of our industry impresses all other nations; b) the *developing* of new technological methods is our chief target.

The noun in *-ing* has more dynamic implications, and suggests a continuous action. (Compare: a) *dezvoltarea* industriei noastre ca realizare în sine and b) *acțiunea de dezvoltare* a noilor metode tehnologice).

Other examples:

The *proclamation* of the republic signified...

The *proclaiming* of the republic implied important changes in several compartments of the state.

The *nationalization* of all the chief means of production is characteristic of any socialist state.

Socialism cannot be achieved without the *nationalizing* of all the chief means of production.

b. Use the verbal noun or the noun derived with help of a suffix from the verbs in brackets in the following sentences:

- 1) The (*organize*) of agriculture into co-operatives was carried out very successfully.
- 2) We have a very active Party (*organize*) in our school.
- 3) The (*create*) of new industrial units requires continuous financial efforts.
- 4) The (*mechanize*) of production methods was one of the main factors in developing our agriculture.
The (*mechanize*) of production methods is one of our permanent tasks.
- 5) The (*produce*) of ever better goods is what all factory workers are struggling for.
- 6) The (*produce*) of high quality goods has won for us a high reputation in the world market.

B. Uses of the Gerund (Review)

a. Working and living conditions.

In the compound noun "the *working* class" *working* is originally a present participle used as an adjective, because it stands for: (the class) which works. In "working conditions" *working* is a **Gerund**, because the phrase means conditions for *working*; similarly: "living conditions" = conditions for *living*. Other examples: *housing* conditions = conditions for *housing*; *working* hours = hours for *working*; *following* years = years which followed.

b. Use the Gerund or the Present Participle when translating the following:

- 1) Acesta e un teren de vânătoare foarte mare.
- 2) Cum vă place bazinul de înot?
- 3) Unde-i băiatul care cântă la cor?
- 4) Dl. Smith e profesorul nostru de canto.
- 5) Faceți, vă rog, exercițiul următor.
- 6) Luați, vă rog, cu dv. hirtia de împachetat.
- 7) Pacientul este în sala de așteptare.
- 8) Unde e bastonul bătrînului?
- 9) Ei sînt în sala de mese.
- 10) Clasa muncitoare este clasa conducătoare în țara noastră.

c. Make sentences with the help of the following tables. Use: 1) infinitive constructions, 2) participial constructions and 3) gerundial constructions.

1)

I	heard saw	(they, to laugh) heartily.
	want expect	(they, to return) as soon as possible.
Spring	makes	(we, to feel) well again.
The teacher	recommends allows	(the dictionary, to be used).
They	waited	for { (she, to sing). (the dinner, to be cooked).

2)

We	saw found heard	(the clouds, to gather). (he, to sit) in my room. (she, to sing).
She	had got	(her things, to pack). (her, dress, to alter).

3)

I We	don't mind	(he, to come) again. (Tom, to take part) in the discussion.
	insist rely	on (you, to do) it at once. on (the letter, to be posted) immediately.
	agree	to (Helen, to go) there on Sunday.
	don't approve	of (he, to be sent) there again.
	object	to (your friend, to take) the book.

C. Verbs used with infinitive and participial constructions. (Review) Fill in the blanks with one of the following verbs: insist, make, keep, fund, wait, hear, want, expect, see, let, get.

- 1) Nothing will... me believe it was true.
- 2) I... him laughing loudly.
- 3) The father... his son to be an educated man.
- 4) I shall never be able to... my packing done by myself.
- 5) I am not going to... you go home alone so late at night.
- 6) We... them cross the bridge.
- 7) We... him to come soon.
- 8) The public were... for the curtain to rise.
- 9) He... them walking along a shady alley.
- 10) I didn't intend to... you waiting.
- 11) They... on my writing another letter.

D. Use the infinitive of the verb teach (active, continuous, passive perfect, etc.) in the following sentences. Then translate the sentences into Romanian. Use a different form of the infinitive in each sentence.

- 1) I am glad... English.
- 2) My daughter is glad... English by her aunt.
- 3) She is glad... such clever students at present.
- 4) You must be glad... this subject before.
- 5) They are glad... by such outstanding teachers.
- 6) She is glad... at this institute for several years already.

E. Insert the adverbial modifier in the appropriate place. (Give more than one variant if possible.)

Model: I like to go to the seaside (in summer).
I like to go to the seaside in summer.
In summer I like to go to the seaside.

- 1) It will be raining hard (soon).
- 2) The climate has been damp (always, in these parts).
- 3) It rains in autumn (usually).
- 4) There is no deep river, except the Tamar (on the southern coast of England).
- 5) The tourist put all the equipment which may be necessary during the tour (into his bag).
- 6) The ascent of the mountain peak will begin (early in the morning).
- 7) Ring me up (before leaving the town).
- 8) One strengthens one's health (by mountaineering).
- 9) I shall sleep much and take long walks (instead of talking medicine).
- 10) One must have a good rest (after training).
- 11) We sat down to table and had a hearty meal (on returning home).
- 12) He jumped at the offer (being invited to spend his vacation in a mountain-camp).
- 13) We shall go on an excursion (weather permitting).
- 14) We returned to the camp (the sun setting behind the mountains).

F. a. *Translate into English:*

Proclamarea țării noastre ca republică, la 30 decembrie 1947, a constituit un eveniment hotărâtor în istoria României. Proclamarea republicii a deschis posibilitatea naționalizării mijloacelor de producție, cooperativizării agriculturii, elaborării unei noi constituții care să permită tuturor cetățenilor să ia parte la conducerea treburilor statului.

În prezent avem o industrie în plină dezvoltare și o economie dinamică și stabilă.

Programul P.C.R. prevede dezvoltarea multilaterală și modernizarea întregii noastre economii, îmbunătățirea tuturor aspectelor vieții sociale, o continuă extindere a democrației socialiste și crearea condițiilor pentru realizarea în întregime a personalității umane, a individului.

1. *Speak about the main points in "Romania's Advance on the Road of Socialism".*

G. a. *Practise this conversation:*

Buying a Car

A husband and wife are discussing buying a new car. The husband sounds very serious, as if he's considering the situation very thoroughly. He, therefore uses a low-falling intonation all the time.

Repeat several times what he says.

Wife: Well, 'what do you 'think?

Husband: I 'think we should 'buy a Skoda.

Wife: I still 'don't 'know.

Husband: They're very re,liable.

Wife: Yes, I sup'pose so.

Husband: And they 'don't 'use much petrol.

Wife: 'No.

Husband: They 'don't cost very much.

Wife: 'Yes, it was the 'cheapest car to be 'bought.

Husband: 'What do you think?

Wife: Well, I 'rather 'liked the 'Dacia.

Husband: Yes, 'I 'liked it too.

Wife: 'Oh?

Husband: But it was a 'bit 'more ex,pensive.

Wife: 'Not 'much.

Husband: Well, 'more than 'we can af,ford.

Wife: 'Not 'really. And it was a 'pretty'colour.

Husband: The 'colour 'doesn't matter much.

Wife: It matters to me.

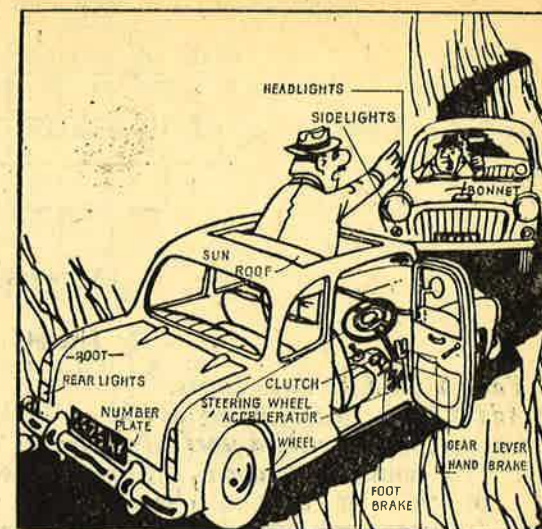
Husband: Well, 'think of the 'extra, money.

Wife: But 'think of all the ad,vantages of a 'Dacia.

(Based on V.J. Cook: *Active Intonation*.)

b. *Two pupils will be requested to carry out a similar conversation in front of the class.*

H. Picture Lesson: Parts of a Car



Thoughts

1. Nothing great was ever achieved without enthusiasm.

Ralph W. Emerson

2. He who loves not his country, can love nothing.

George G. Byron

Jokes

1. A small girl having plucked some roses was reproved by her father, who said: "Didn't I tell you not to pick any flower without leave?" "Yes, pap", she replied, "but all these had leaves."

2. "My father and I know everything in the world," said a small boy to his friend.

"All right," said his friend. "Where are the Appalachian Mountains?" It was a difficult question but the little boy answered quickly:

"That is one of the questions my father knows."

3. *Mother:* Johnny, if you eat more cake, you'll burst.

Johnny: All right, mother, pass the cake, please and keep out of the way.

Puzzles

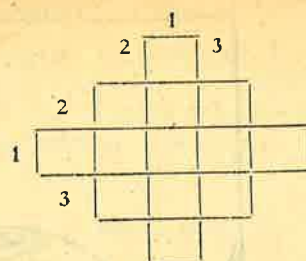
1. Word Diamond

The words read down as well as across:

1) Drink; some people prefer it to coffee.

2) To move a boat by using oars.

3) (He) came first in the race.



(Answers at the end of the Vocabulary.)

2. Triplets

Take a word of three letters.

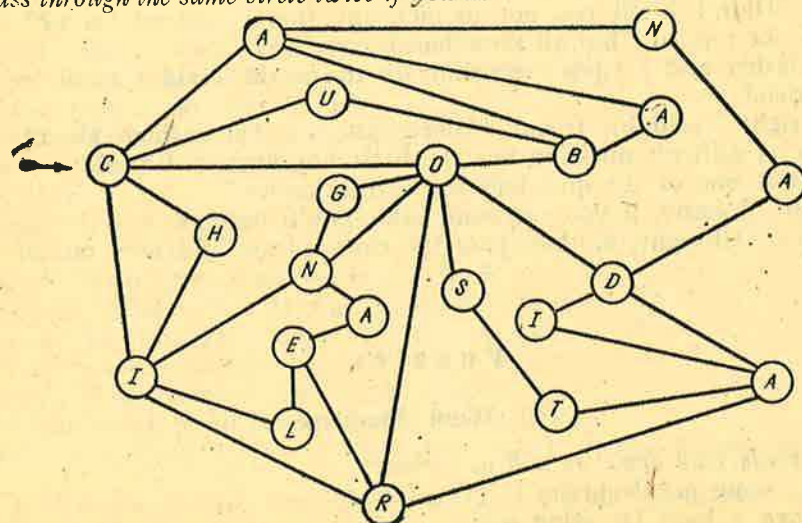
Add a letter (at beginning or end) to make a different word. Add another letter to make the third word. Here are the clues:

- a) a noun which means "to freshen" when it is used as a verb;
b) "just" or "light in colour", also "a market"; c) "a sort of tale" or "supernatural being" appearing in tales.
- a) "part of head"; b) "fruit"; c) "small but valuable" (gem).
- a) "to get by means of hard work" or "as the result of competition";
b) "one of a pair, completely like the first"; c) "a thin string" or "to twist".
- a) "coloured liquid of great use"; b) "thing that connects two others" or "to join things"; c) "to shut and open the eyes quickly".
- a) "black sticky substance obtained from coal"; b) "you can see it in the sky"; c) "to look fixedly (at)", (of eyes) "to be wide open".

(Answers at the end of the Vocabulary.)

3. A Geographical Game

Read the names of seven countries starting every time from the letter C (you can pass through the same circle twice if you need it in order to make the name):



(Answers at the end of the Vocabulary.)

Riddles

- What goes quicker than the wind and the plane?
- How many apples can you eat on an empty stomach?

(Answers at the end of the Vocabulary.)

Proverbs

- As you sow, so will you reap.
- As you make your bed so you must lie.

V. Vocabulary

A: advance [əd'vɑ:ns]

alliance [ə'laɪəns]

average [ˈævərɪdʒ]

cereals [ˈsɪəriəlz]

creative [kri'eɪtɪv]

crucial [ˈkru:ʃəl]

dynamic [daɪ'næmɪk]

kindergarten [ˈkɪndəɡɑ:tən]

management [ˈmænɪdʒmənt]

mechanized [ˈmekənaɪzd]

nationalizing [ˈnæʃnəlaɪzɪŋ]

stable [steɪbl]

structure [ˈstrʌktʃə]

technological [ˈteknə'lɒdʒɪkəl]

B: basis [ˈbeɪsɪs]

entire [ɪn'taɪə]

fulfilment [fʊl'fɪlmənt]

increasingly [ɪnˈkri:ʃɪŋli]

output [ˈaʊtput]

weight [weɪt]

C: in full swing = ɪn fʊl swɪŋ

multilateral development = dezl-
vɒltərə mʌltɪlətrəl

Quiz answers:

Word Diamond: 1. cocoa; 2. row; 3. won.

Triplets: 1. air; fair; fairy; 2. ear; pear; pearl; 3. win; twin; twine;

4. ink; link; blink; 5. tar; star; stare.

Geographical Game: Canada, Cuba, Costa Rica, Congo, China, Chile.

Riddles: 1. thoughts; 2. only one.

Revision II

I. Change into the Passive the following sentences according to the model:

My friend gave me a book.

A book was given to me by my friend.

I was given a book by my friend.

1) My cousin lent me a novel.

2) We sent our parents a wire.

3) His father brought him a radio-set.

- 4) He took the book to his friend.
- 5) They told me an amusing story.
- 6) The teacher promised the dictionary to me.

II. Use the tense required by the sense in the following sentences:

- 1) I thought I *(to hear)* someone at the door.
- 2) I thought I *(to tell)* you what to do.
- 3) I thought I *(to arrive)* in time at the airport.
- 4) I thought he *(to be waiting)* for you now.
- 5) They heard it *(to be going)* to rain today.
- 6) Your friends told me they *(to go)* to the seaside next week.
- 7) Your friends told me they *(to go)* to the seaside last month.
- 8) Your friends told me they *(to be leaving)* for the seaside tomorrow.
- 9) My colleague knew he *(to be asked)* today.
- 10) My colleague didn't know I *(to come back)* from the mountains yesterday.

III. Change the following using could + Perfect Infinitive:

Model: It was possible for you to have made greater efforts.
You *could have made* greater efforts.

- 1) I knew it wasn't possible for him to have translated that.
- 2) It was not possible for us to have come earlier.
- 3) It was not possible for the telegram to have arrived so quickly.
- 4) It was possible for the instructor to have made a mistake.
- 5) Who was in a position to do that?
- 6) Who was in a position to anticipate that?

IV. Change the following, using might + Perfect Infinitive (equivalent to you didn't tell me: Why not?):

Model: You didn't tell me Mary was coming.
You *might have told me* Mary was coming.

- 1) He wasn't very polite.
- 2) Why didn't you learn more?
- 3) Why didn't you ask permission?
- 4) Why didn't you let me know you couldn't come?
- 5) He didn't put the bicycle away.
- 6) Why didn't she finish her homework before going to the skating-rink?

V. Change the following sentences using must + Perfect Infinitive:

Model: I am sure they have finished talking by now.
They *must have finished talking* by now.

- 1) I am sure she did it.
- 2) I am certain John has made a mistake.
- 3) I am sure you were tired after the race.
- 4) It is certain this letter was written yesterday.
- 5) She is very pale. I am sure she has been ill.
- 6) I am convinced John did it on purpose.

VI. Change the following, using would + Perfect Infinitive and the Past Perfect:

Model: I didn't tell him because I didn't see him.
I *would have told him* if I *had seen* him.

- 1) She didn't buy the dictionary because she didn't have enough money.
- 2) John didn't write a good paper because he didn't study enough.
- 3) She drowned because she didn't know how to swim.
- 4) The vase didn't break because John caught it.
- 5) Our team didn't win because we were very tired.
- 6) He didn't get the job because he wasn't good enough.

VII. Combine each of the following pairs into one sentence, using if + had + Past Participle and should/would + Perfect Infinitive:

Model: We didn't know. We didn't go there.
If we *had known* we *should have gone* there.

- 1) It didn't stop raining. We didn't go to the match.
- 2) He played badly. He didn't win.
- 3) You didn't ask me. I couldn't tell you.
- 4) I didn't like the lamp. I didn't buy it.
- 5) She didn't know the answer. She didn't tell me.
- 6) They didn't win the match. They didn't become champions.

VIII. Put these sentences into the Passive:

- 1) Someone found these keys in the lobby of the hotel.
- 2) They finished decorating yesterday.
- 3) No one has ever spoken to me like that.
- 4) An Italian architect built this theatre.
- 5) Has anyone found my gloves yet?
- 6) No one has done any repairs to this fence since it was made.

IX. Change the following sentences using should as equivalent to ought to.

Model: I don't think there will be any difficulty about this.
It *shouldn't be* any difficulty about this.

- 1) I think he will be the winner.
- 2) I think it will be cold tomorrow.
- 3) I don't think it will be too difficult.
- 4) I don't think she will be very annoyed.
- 5) I think the letters are in the top drawer of my desk.

X. Should — equivalent to a recommendation.

Change the following sentences using **should**:

- 1) This is an excellent book; read it.
- 2) The train will be crowded; go to the station early.
- 3) These cakes are very good; try them.
- 4) The Art Gallery is very interesting; visit it.
- 5) He is a good doctor; consult him.
- 6) This pie is delicious; have some.

XI. Should — equivalent to a moral obligation.

Change the following sentences using **should**:

- 1) Always tell the truth.
- 2) Tell your teacher what happened.
- 3) Work harder if you want to pass.
- 4) Never lose your temper.
- 5) Be kind to old people.
- 6) Look before crossing.

XII. Should after expressions like so that, lest, in order that to emphasize the idea of purpose.

XIII. Change the following sentences using should:

Model: I warned him because I didn't want him to make any mistakes.

I warned him so that he shouldn't make any mistakes.

- 1) I am telling you this because I didn't want you to get hurt.
- 2) The exhibition will continue for three more weeks to give anybody interested a chance to see it.
- 3) Everything was organized so as to avoid danger.

XIV. Complete these sentences with a should clause:

- 1) They suggested that...
- 2) I reminded him that...
- 3) He supposed that...
- 4) They warned him that...
- 5) She hoped...
- 6) He expected that...
- 7) John thinks that...
- 8) I'm afraid that...

XV. Form a new statement that contains a Relative Clause:

Model: The doctor came two days ago. He saw my sister.

The doctor that (who) came two days ago saw my sister.

- 1) The boy wrote the letter. He will come next week.
- 2) The girl wrote the poem. She is from Cluj-Napoca.
- 3) The person called on the telephone. He asked for your father.
- 4) The book fell down. It is a volume of poetry.

XVI. Answer the questions and include the information of the statements in the answer.

Model: John sang a song.

Was the song beautiful?

Yes, the song that John sang was beautiful.

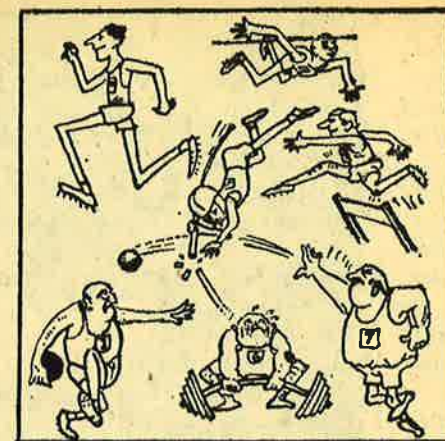
- 1) You saw a film. Was the film interesting?
- 2) The teacher pronounced some words. Did you repeat the words?
- 3) He spoke about a teacher. Do you know him?
- 4) He ate some cakes. Did Mary make them?
- 5) She lives in a new house. Is the house in your street?
- 6) John spoke to a man. Is Mr. Smith the man?

XVII. Suggest to a foreign visitor what he should see and do in Romania. Imagine that you are speaking to him personally. Use the following words and phrases:

have a look at; go and see; spend a day; a few hours; take a trip to; rather expensive; not too expensive; quite cheap; is very popular; a lot of people like that; it's fun to; it's quite interesting.



Say what you see



Say what is happening

XVIII. Translate into English:

- 1) Știu că n-ai fi putut face traducerea.
- 2) Ei n-ar fi putut veni mai devreme.
- 3) Cine ar fi putut face aceasta?
- 4) Ar fi putut să învețe mai bine.
- 5) Ar fi putut să ajungă la timp la gară.
- 6) S-ar fi putut să ajungă la timp la gară.
- 7) S-ar fi putut să le placă piesa.
- 8) S-ar fi putut să-i găsim acasă.
- 9) S-ar fi putut aștepta să nu-l înțelegem.
- 10) Trebuie să fi cumpărat dicționarul și el.
- 11) Trebuie să fi înțeles ceea ce are de făcut.
- 12) Desigur că v-au fost de foarte mare ajutor.
- 13) Trebuie să vă fi așteptat toată dimineața.
- 14) Trebuie să fi fost foarte supărați fiindcă nu au putut pleca în excursie.

XIX. a. Practise this conversation:

A Trip by Air

In this dialogue the second speaker (Paul) shows that he is extremely impressed by what he hears from his friend. He is using a special intonation which expresses astonishment and surprise. He first raises his voice and then he lets it fall. He modulates it. This kind of intonation is often heard in such words as:

Well!
Oh!
Thank you!

Well!
Oh!
Thank you!

Repeat Paul's answers, which are said with the same kind of intonation several times.

Peter: 'Did I 'tell you I 'went to Czechoslo'vakia for my 'holiday?

Paul: ^Well!

Peter: I flew there by jet.
 Paul: ^Did you?
 Peter: It 'only took 'two 'hours.
 Paul: ^Quick!
 Peter: ^Yes, but we 'had to 'wait an 'hour at the 'airport, before we 'left.
 Fog, you 'know.
 Paul: ^Dangerous!
 Peter: Well, when you 'fly a 'lot, you 'get 'used to it.
 Paul: ^Oh!
 Peter: I re'member 'once I was 'flying over the Car 'pathians when 'one of
 the 'engines 'stopped.
 Paul: Good ^heavens!
 Peter: Well, it 'wasn't too 'bad. The 'fog was so thick you couldn't 'see the
 'ground 'anyway.
 Paul: I'd have been ^terrified!
 Peter: Well 'some of the 'passengers 'did 'get rather 'frightened.
 Paul: Not sur'prising!
 Peter: But I 'soon 'calmed them 'down.
 Paul: How did you do ^that?
 Peter: Oh, I just 'said to the 'air-hostess in a 'loud 'voice: "Do you know
 the 'latest re'sults in the 'Davis Cup?"
 Paul: How^brave!
 Peter: 'Not 'really. It was a 'very ex'citing 'game, you see.

(Based on V. J. Cook: *Active Intonation*.)

b. Two pupils will be requested to carry out a similar conversation in front of the class.

Lesson 13

Pictures from the USA: The Grand Canyon

All of us have read stories and seen pictures of the Grand Canyon of the Colorado River, but they don't help us to understand what this region is really like. It is as if we tried to understand music just from reading about it.

No scene can equal the Grand Canyon, because there, for a million and a half years, the great river has been cutting through the mountain rocks.

The most impressive part of the Canyon lies within an area of 105 square miles (273 square kilometers) included in the Grand Canyon National Park.

You must accept donkeys to explore the abyss. Riding these patient little beasts you start to descend the trail towards the Colorado River, five thousand feet below. The weather is cold at the rim. Now, half-way down it is warm and it becomes warmer and warmer until at the bottom it is hot.



The Grand Canyon, USA

You would like to go for a swim and cool off but the river roars past with its charge of rocks and sand and mud.

And this rushing flood is only three hundred feet wide. In it a swimmer will be crushed to death. And yet people have navigated this angry river from end to end in tough little boats, struggling down in the muddy flood. The first and most famous conqueror of this river is Major Powell, and the date of his exploit is 1869. This Canyon must have fascinated him as he wanted to explore every inch of it.

Though he had only one arm, having lost the other in the Civil War, he resolved to launch a boat in the headwaters of the river, and travelled down the entire length of the Canyon. Everybody tried to persuade him not to go. The Indians even said that the river disappeared completely at times into underground channels. But Powell was deaf to all warnings. With three boat and nine men he pushed off from the shore, far to the north, in the state of Wyoming, hundreds of miles above the Canyon, on what was to be a truly heroic adventure.

For ninety days this brave little fleet floated through whirlpools, waterfalls, carried by the wild and merciless current. The threat of disaster was always there, and the roar of the water never ceased. Several times the boats were overturned. The men, with all their equipment and all their food sup-

plies, remained watersoaked for days on end. A hundred times these valiant men escaped from what seemed certain death. But there was no turning back any longer.

Unfortunately three of the men accompanying Major Powell were not so strong-willed as their companions and after twelve weeks of constant battle to keep alive they came to the end of their strength and courage.

They announced that they were going to leave and that they would try to climb the mile-high cliffs and take their chances of reaching the desert above, rather than continue down toward sure death. Major Powell let them go and watched them crawling up the Canyon wall until they disappeared.

The three men with desperate efforts actually reached the top but this happiness was brought to a terrible end. Indians, distrusting white men, and believing that these were only three more who had come to rob them seized the exhausted men and put them to death.

And, the very day they died, Major Powell and the other six courageous men fought their way around a great bend in the chasm, and were suddenly shot out of the south entrance of the Canyon into the quiet waters of the lower river.

I. Understanding Words

Use each of the following in sentences of your own: a) for days on end; b) rim; c) tough; d) water-soaked; e) crushed to death; f) pushed off; g) strong-willed.

II. Comprehension

a. Answer the following questions:

- 1) Where do the most impressive parts of the Canyon lie?
- 2) How can we reach the Colorado River?
- 3) Who was the first conqueror of this dangerous river?
- 4) How did he organize his expedition down the Colorado River?
- 5) What hardships did they meet with while floating on the River?
- 6) Were all of them as strong-willed as Major Powell was?
- 7) What happened to the three men?

b. Applying the reading

- 1) What other explorer do you know, examples of courage, energy and determination?
- 2) What did they make known to the world?

c. Composition

In not more than four paragraphs describe an actual or imaginary expeditions organized by a Society of Geography. Expand the ideas given below into a plan and provide a suitable title:
an unexplored region; the members of the expedition had to draw the map of it; hardship they met with; how they fought their way out of that region; managed to draw the map; people grateful to them.

d. Letter-writing

You have heard that a relative, friend, etc. of yours intends to join a group of scientists exploring our Danube Delta. Express your interest in the expedition and ask him to write you about everything they are going to do there.

III. For Study

a. ride (v); ride (n)

He jumped on his horse and *rode off* (rode away).

He was *riding* fast. He often *rides* a horse.

I wish he *had ridden* his bicycle over to John's house.

We are *riding* into town on the train.

Since there is nothing we can do just now, why not *let* things *ride* for a while?

He is the kind of man who is always *riding* *someone* for one thing or another.

Let me take you for a *ride* in my car.

b. push (v); push (n)

They *pushed off* against the bank.

If you have nothing more for me to do here, I think *I'll push off*.

We *pushed on* through the woods until we reached an open road.

Stop *pushing me*, exclaimed Helen.

Please *push the chair* against the wall.

They *pushed the door open*.

If you give a *good push* we might be able to move this heavy box.

She opened the gate with *one push*.

c. cry

"Don't *cry*", I said. But she *cried* and *cried*. She is still *crying*.

He *cried out* "Stop!"

I explained to her that there was no use *crying over spilled milk*.

He *cried for mercy*.

He had promised to go, but had *to cry off* at the last moment.

She can't go there and, as usual, she is *crying for the moon*.

Be sure he will *cry the news* all over the town!

IV. Grammar and Exercises

A. a. Modal Perfect with must + Perfect Infinitive

The Grand Canyon *must have fascinated* Major Powell.

It is used to express suppositions only, never to express obligations or necessity.

Look at the situation in the past time and write down comments which explain the situation, following the model:

Model: In spite of all warnings, Major Powell made up his mind to explore the Grand Canyon.

The Grand Canyon must have fascinated him!

1) S1: I saw John hurrying to school.

S2:

2) S1: She spent two months at the seaside.

S2:

3) S1: He left all his copybooks at home.

S2:

4) S1: The lake is frozen.

S2:

b. Modal Perfect with would + Perfect Infinitive

It is used to express probability in the past.

Model: Would Major Powell have given up his plan of exploring the Grand Canyon?

No, he wouldn't have done it because nine courageous men had already accepted to come with him.

- 1) S1: Would the other six men have left Major Powell?
S2:
- 2) S2: Would they have dared to cool off in the river?
S3:
- 3) S3: Would they have tried a second time to travel down the river?
S4:

c. Modal Perfect with could + Perfect Infinitive

It is used for possibility in the past.

1. *Model:* He couldn't have been a good swimmer. He hadn't practised enough.

In my opinion it was not possible for him to be a good swimmer.

Follow the model and practise the conversation.

- 1) S1: There were some new books. He had no money about him.
S2:
- 2) S1: She made many mistakes. She didn't study enough.
S2:
- 3) S1: Did she stay with her aunt? (she had that opportunity but she didn't stay)
S2:
- 4) S1: Did she forget to mail the letter? I think it is possible.
S2:
- 5) S1: Did she find your address in the phonebook?
S2:
2. *Model:* Did his father punish him?
*No, he didn't. But he could have.
He could have punished him.*

As the model suggests the pupils can practise this exercise orally.

- 1) Did you forget to bring the book?
- 2) Did the lake freeze last night?
- 3) Did he break his leg when he fell down?
- 4) Did she wear her furcoat?
- 5) Did the dog bite you?

d. Modal Perfect with should + Perfect Infinitive

It is used to express the belief that an event or situation was right and desirable:

John shouldn't have watched the TV.

He should have done his homework.

That means: it was right for John to do his homework. It was wrong for him to watch the TV programme. He didn't do his homework. He watched the TV programme.

1. Make sentences with should + Perfect Infinitive as shown in the following model:

Model: John failed his examination yesterday.

— study harder —

He should have studied harder.

- 1) Mary lost her handbag in the bus.
— be more careful —
- 2) She had an accident last week.
— drive more carefully —
- 3) He was late for school this morning.
— get up earlier —
- 4) John fell asleep during the concert.
— sleep more at home —
- 5) The basketball team lost a game last week.
— practise more —

2. In the following sentences use shouldn't + Perfect Infinitive following the model.

Model: John feels sleepy.

— stayed late last night —

John shouldn't have stayed late last night.

- 1) Helen caught a cold yesterday.
— went outside without a warm coat —
- 2) We all worked very hard.
— Peter just sat there watching us —
- 3) John has a test-paper today.
— yesterday he went to a football match —

3. Supply the questions with shouldn't + Perfect Infinitive. Then make conversations like that in the model.

Model: I didn't give her any oranges.

Shouldn't you have given her one?

- 1) I didn't use a napkin.
Should
- 2) I didn't pay the bill.
Should
- 3) I didn't ask her in.
Should
- 4) I didn't take off my hat.
Should

e. Modal perfect with might + Perfect Infinitive

It means that the past situation or event is admitted as a possibility.

Model: Did the three men have any chance of saving themselves?

I think it's possible, they might have had a chance if they had known the Indians' language.

Follow the model and answer the questions:

- 1) Did he go away last week?
I think it's possible, ...
- 2) Did she go to the concert on Sunday?
I think it's possible, ...
- 3) Did he play football better last year?
I think it's possible, ...

For "it wasn't possible" we use "couldn't have".
 Model: Did she go to the seaside?
 She had no money (it wasn't possible).
 She couldn't have gone to the seaside.

f. **Modal Perfect Progressive with Modals + Perfect Infinitive + Present Participle**

These verb constructions — *could have been doing, would have been doing, must have been doing, might have been doing* — have the meaning of the corresponding modal verb plus perfect infinitive plus the meaning of the action in progress.

Examples: What was John doing when you saw him last time?
 He wasn't doing anything but *he should have been studying*.
 I knocked at the door and rang the bell four times and nobody answered.
They must have been watching the TV programme.
 Why was he stopped by the police?
He might have been driving too fast.
 When I came there, he wasn't in the house.
He could have been working in the garden.

1. Give a sentence to fit the situation following the model.

Model: She didn't answer I called her on the telephone, but I know she was there. (*might*).
She might have been cooking in the kitchen.

- 1) Mary had a pen in her hand when she came to the door. (*must*)
- 2) I don't know why he had all those German grammar books on his desk. (*might*)
- 3) During the lesson one of the pupils was looking at a magazine. (*should*)
- 4) When the snowstorm was announced on the radio, John was the first to learn about it. (*must*)
- 5) When we met Mary, she was not wearing a raincoat and it was raining very hard. (*should*)

B. a. Practise this conversation:

Going to Films and Plays

Two pupils, Nora and George, are having a conversation. George is asking general questions so he uses a rising intonation, but in order to sound more polite and friendly, he does not raise his voice too much.

Repeat George's questions several times.

Nora: I 'went to 'see O'thello at the 'cinema 'last night.

George: 'Did you enjoy it?

Nora: 'Oh 'yes — very 'much in'deed.

George: 'Isn't it 'quite an 'old-film? (*The dot shows a high tone.*)

Nora: Well, it was 'made about 'twenty 'years a'go. I suppose.

George: And was the 'acting-good?

Nora: Oh 'very 'good.

George: 'Do you 'like Shakespeare?

Nora: Well, 'some of his 'plays, 'not 'all of them, I 'like the 'tragedies.

George: 'Do you 'like Hamlet?

Nora: I 'never 'really under'stand it I'm 'afraid.

George: But 'do you 'like it?

Nora: Oh I 'saw a good pro'duction of it 'once.

George: 'Did you really?

Nora: 'Yes. The fighting was 'very 'good. 'Lots of 'blood everywhere.

George: 'Did 'anyone 'get 'hurt?

Nora: 'Oh 'no — it was 'only to'mato 'juice.

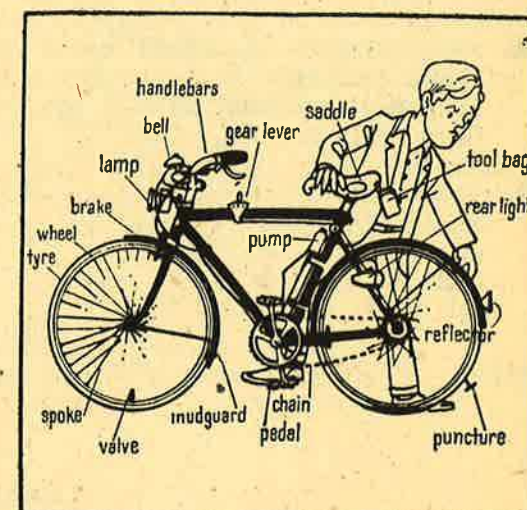
George: 'Was it at the 'Bulandra Theatre?

Nora: Yes, it was, 'actually. 'Quite good pro'ductions they have 'there.

(Based on V. J. Cook: *Active Intonation*.)

b. Two pupils will be requested to carry out a similar conversation in front of the class.

C. Picture Lesson: *The Bicycle*



A Joke

The Lost Umbrella

Two days ago Mr. Green had come home without his umbrella. "I can't have left it at the office," he said. "My secretary always reminds me when I leave something behind." He tried to remember where else he had stopped on his way home. It seemed he had still had it in the Underground, "I may have left it at the garage when I collected my car." He phoned, but they knew nothing about it.

His wife said: "You will have left it at the bookstall when you bought your evening paper." "Yes, I must have left it there." But when he enquired next morning, the man said he had not seen it. So he called at the Lost Property Office and he recognised his umbrella among five hundred others.

Mr. Green was beaming with delight when he arrived home. After a while, his wife said, "Tell me, dear, where is your briefcase?" "My what? Oh dear, where can I have lost my briefcase?"

He might have left it in the Underground or at the Lost Property Office.

A Limerick

There was an old man of Khartum
Who kept a black sheep in his room
"It reminds me", he said
"Of a friend who is dead,
But I cannot remember of whom."

V. Vocabulary

A. abyss [ə'bis]
chasm ['kæzəm]
exhausted [ig'zɔ:stɪd]
fascinate ['fæsineɪt]

rim [rim]
threat [θret]
tough [taʃ]
whirlpool ['wɜ:lpu:l]

B. charge [tʃɑ:dʒ]
cool [ku:l]
crawl [kro:l]
crush [kraʃ]
dull [dʌl]

C. water-soaked = uzi pînă la piele
put to death = a ucide
shot out = azvîrliți
every inch of it = fiecare
colțișor

D. Grand Canyon ['grænd 'kænjən]

Lesson 14

An Expedition to the South Pole

On 1st November 1911 Captain Scott and his men set out from their base for the South Pole. They were unlucky from the very beginning. The weather was much colder and the winds stronger than they usually were at that time of the year.

At last they reached the place from which Scott had decided to send most of his men back; and he went on southwards with four companions, Dr. Wilson, Captain Oates, Edgar Evans and Lieutenant Bowers. They still had a hundred and fifty miles between them and the Pole, and the five men walked on, day after day through the snow.

When they were a few miles from the Pole, they saw something small and black in the distance, which showed up clearly in the whiteness of the

snow. When they got nearer, they realized that it was a small tent with the Norwegian flag flying from it.

The Norwegians with Amundsen had got there first.

Scott and his companions reached the Pole on 18th January 1912, but Amundsen had beaten them by thirty-three days.

The return journey is a wonderful example of unselfishness and great bravery in almost unbearable suffering. Evans became ill and grew weaker every day and he soon died.

The other four hurried on as fast as they could. But their food was almost finished, and they were all growing weaker. Oates's feet were badly frost-bitten and he could hardly walk. He moved so slowly that they could only ravel a few miles every day. One day he did a very brave thing. He said to the others: "I am just going outside, and I may be away some time."

And he went out of the tent into a terrible snow-storm, and they never saw him again.

Scott and his two remaining companions struggled on against fearful weather for a few more days. But soon they could go no further. They still had food for two more days, and the next food store was only eleven miles away, but the weather was so bad, that they could not even leave their tents. They died in that cruel snow-covered country, from cold, hunger and weakness.

Their sacrifice shows us that great achievements have often required great sacrifices but brave men have never hesitated to make them and prove man's power of endurance in the struggle with the hardships of nature.

I. Understanding Words

Find words in the lesson that are the opposites of these:

- a) light; b) to receive; c) cowardice; d) stronger; e) slowly; f) quickly;
g) a lot of; h) emptied; i) inside; j) pleasing; k) gentle.

II. Comprehension

a. Answer the following questions:

- 1) When did Captain Scott and his men set out for the South Pole and what were the weather conditions like?
- 2) What other expedition had set out for the Pole and what did it do?
- 3) Why did the return journey turn into a tragedy?
- 4) What conclusions can we draw from Scott's expedition to the South Pole?

b. Applying the reading

- 1) Comment on the outcome of Captain Scott's expedition.
- 2) Can you speak about other expeditions to the North or the South Pole?

III. For Study

a. pole (n); pole (v)

The flag we have at school has a long *flag pole*.

Fisherman often use a *fishing pole*.

A *pole* is also a measure of length equal to 5 metres.

The earth's *poles* are called the North Pole and the South Pole.

A native or inhabitant of Poland is called a *Pole*.

It isn't so easy to *pole* a boat upstream.

A *polestar* is a star directly above any of the two poles of the earth. There is a northern polestar named *Polaris*, but there is no southern polestar.

b. *Compounds of set:*

to set down = to allow a passenger to get down.
The bus stopped *to set down* an old man.
to set in = start.
It has *set in* for rain.
to set out = to begin a journey.
The party *set out* at dawn.
to set up = to place in position.
They *set up* a statue at the crossroads.

IV. Grammar and Exercises

A. a. *grow*

The verb *to grow* is used with adjectives and their comparatives, with participles used as adjectives, and with long infinitives.

The air has suddenly *grown* cold.
The patient *grew* faint.
It's *growing* dark.
The young man is *growing* thinner.
We *grew* accustomed to the climate.
He's *growing* to be more and more like his father.

b. *Translate into English using the verb to grow.*

1) A început să se întunece. 2) Balta a devenit mai mică. 3) Băieţelul s-a îngăşat. 4) A ajuns să-mi placă locul. 5) Prietenia cu vecinii noştri a ajuns să fie foarte mare. 6) Pacientul s-a făcut mai bine. 7) Copilul s-a speriat foarte rău (*very scared*). 8) Vremea se încălzeşte. 9) Am ajuns că credem că nimic nu este imposibil.

B. *Make sentences with the help of the following table. Notice the use of the Nominative plus Infinitive construction.*

He She	is known	to speak English well.
	is said	to work much.
	is considered	to have made an extraordinary discovery.
	is believed	to have achieved much in the field of science.
	is sure	to come.
	is certain	to return soon.
	is (not) likely	to do it.
	seemed	to know about it.
	didn't seem	to have spoken with them.
	happened	to be at home.
	didn't happen	to have heard the news.
	proved	to be a talented engineer.
	didn't prove	to be a well-read person.

Read the same with the pronoun "they", changing the form of the verb accordingly.

Make sentences with the help of the following table. Notice the use of the **for-Infinitive** construction.

It is time	for them to come.
It was necessary	for you to leave.
This is	for him to decide. for you to put into practice.
This first thing	for you to do is to ring them up. for them to settle is whether to go there or not.
He is anxious	for his friend to succeed. for his sister to recover after her illness.
The question was too difficult	for me to decide at once.
The question is easy enough	for the pupil to answer.

C. *Translate into English:*

Prima greutate pe care au întâmpinat-o Scott şi oamenii săi a fost faptul că vremea era mult mai rece şi vânturile mult mai puternice decât erau de obicei în luna noiembrie. Ei au ajuns la Polul Sud la mai bine de o lună după ce expediţia norvegiană, condusă de Amundsen, atinsese deja Polul. Întorcându-se de la Polul Sud foarte slăbiţi şi fără suficiente alimente, Scott şi tovarăşii săi au murit pe drum, nemaiputându-şi continua călătoria din cauza unui viscol îngrozitor care nu le permitea să-şi părăsească cortul.

D. *Relate orally the expedition of Scott and his companions to the South Pole.*

E. a. *Practise this conversation:*

Working a Tape-recorder

Alec is explaining to Dan how to work a tape-recorder. As he wants to be very reassuring and encouraging, and as he has to give him many explanations, he uses a low-rising intonation.

Repeat several times what Alec says.

Dan: Could you e'plain to me how this 'tape-re'corder 'works .please?

I've never 'seen 'one like 'this before.

Alec: With 'pleasure: 'First 'turn it 'on.

Dan: I 'see — the 'black 'switch 'turns it 'on.

Alec: 'Wait for it to 'warm ,up.

Dan: 'Yes. Then 'how do you re'cord?

Alec: 'Press the ,button.

Dan: 'Yes. And 'how do you 'listen?

Alec: 'Push the 'green 'knob.

Dan: And to 'make it 'louder?

Alec: Turn 'this one ,here.

Dan: Oh I 'see. Now let 'me 'try. 'First I 'press this 'button.

Alec: Re'member to 'switch ,on.

Dan: Oh 'dear, I had for'gotten. 'First I 'switch 'on, 'then I 'press 'this.

Alec: 'Press it ,gently.

Dan: And 'now we're re'cording! 'Everything we 'say 'goes on the 'tape!

And to 'go 'back 'do I 'push 'this?

Alec: 'Be careful.
 Dan: Oh 'dear, I've 'broken 'the tape.
 Alec: 'Never mind!

(Based on V. J. Cook: *Active Intonation*.)

- b. Two pupils will be requested to carry out a similar conversation in front of the class.

Thoughts

- If you wish another to keep your secret, first keep it yourself.
Lucius Seneca
- In taking revenge a man is but equal to his enemy, but in passing it over he is his superior.
Francis Bacon

Jokes

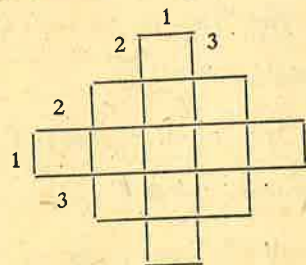
- "Did that new play have a happy ending?"
 "Sure, everybody was glad it was over."
- Father: "Are the tyres of the car all right?"
 Peter: "No, two of them are left."
- One day Edison was visited by Henry Ford, who, finding some difficulty in opening the garden gate, did not hesitate to say he was surprised that a man with Edison's ingenuity should allow his gate to take so much pushing.
 Edison smiled. "I use that gate for pumping water into the cistern," he explained. "Every time someone opens it he raises another gallon or two."

Puzzles

Word Diamond

The words read down as well as across.

- Hide or protect; occupy the surface of.
- Go in short jumps.
- Wooden holder; pin fastened to a wall to hang hats and coats on.



(Answers at the end of the Vocabulary.)

Riddles

- What word becomes shorter by the addition of a syllable?
- Which travels faster, heat or cold?

(Answers at the end of the Vocabulary.)

Proverbs

- Prevention is better than cure.
- Strike while the iron is hot.

V. Vocabulary

A: base [beis]
 bravery ['breivəri]
 companion [kəm'pænjən]
 exact [ig'zækt]
 hesitated ['heziteitid]
 sacrifice ['sækrifais]

B: endurance [in'djuərəns]
 fearul ['fiəful]
 frost-bitten ['frɒst'bitn]
 hardships ['hɑ:dʃɪps]
 lieutenant [lef'tenənt]
 unbearable [ʌn'bɛərəbl]
 unselfishness [ʌn'selfɪʃnɪs]
 whiteness ['waitnis]

C: set out for = a pornit în direcția
 which showed up clearly = care
 se distingea clar
 the poor man's mind grew
 strange = sărmanului om i se
 răătăci mintea

D: Amundsen ['ɑ:mʌndsen]
 Bowers ['bauəz]
 Edgar Evans ['edgər 'evənz]
 Norwegians [nɔ:wɪdʒənz]
 Oates [əʊts]
 South Pole ['sauθ 'pəʊl]
 Scott [skɒt]
 Wilson ['wɪlsn]

Answers to Puzzles:

Word Diamond: 1. cover; 2. hop; 3. peg.

Riddles

- The word "short" + "er" becomes "shorter".
- Heat, because you frequently "catch cold".

Spiru Haret

Spiru Haret was a scientist, university professor, academician, minister of education, organizer and leader of social, economic, educational, cultural and journalistic activities. And he was an eminent mathematician.

The subject of the thesis he submitted for a doctor's degree about the problem of the stability of our planetary system had been studied before by some famous astronomers as Kepler, Newton, Laplace. Laplace upheld a theory according to which the solar system was stable. Spiru Haret mathematically proved that there are secular variations of the big axes and that we can therefore speak of an instability of our planetary system.

A hundred years ago Spiru Haret laid the foundations of a modern course on rational mechanics, a branch which has developed considerably in recent years. He was an excellent teacher and his punctuality and attractive lectures had a great impact on his students. Haret realized that a teacher should be not only a scientist, but also an educator, a man who trains his pupils to work hard and do their duty, who promotes patriotism, honesty and truth.

In recognition of his remarkable merits of a pioneer in astronomy on March 9, 1976, the director of Harvard University Observatory gave Haret's name to a crater on the invisible side of the moon.

His educational activity was remarkable for his steady preoccupation to link school with life and practical activity. At University level greater emphasis was laid on practical activities which were promoted in laboratories, clinics, seminars. He associated theoretical study with practical training and scientific research.

Spiru Haret constantly supported the cause of the peasants by upholding the progressive thesis according to which it was not enough to allot land to the peasants; crops and farming techniques had to be improved — that is agriculture must be intensive and production must be turned to account. Haret also contributed to the preservation of our historical monuments by supporting the restoration of these illustrative monuments for the development of Romanian architecture and art. If he lived today he would see many of his ideas carried out.

Haret's remarkable initiatives and tireless efforts in education and other fields made Brâncuși think of a monument which was to represent by a well, this inexhaustible energy...

(Adapted from *Romania Today*)

I. Understanding words

Find words in the lesson that mean:

- a) outstanding; b) supported; c) changes; d) effect; e) enormous;
f) deserts; g) unseen; h) domains.

II. Comprehension

a. Answer the following questions:

- 1) What were Spiru Haret's activities?
- 2) What was his doctoral thesis about?
- 3) What was his educational activity remarkable for?
- 4) What were his views regarding the economy of our country?

b. Composition

Write an account in your own words of Spiru Haret's contribution to the progress of education in our country.

III. For Study

a. realize

Does he *realize* his error yet?

I did not *realize* that it was as late as that.

I admire him because he *realized* his ambitions.

b. work (v)

That goldmine is *worked out* now. No more ore is to be obtained from it.

Can't you *work in* a few jokes in your speech?

John plans to *work his way* through college.

We couldn't tell until the end what the speaker was *working up*.

I assure you that this medicine *will work wonders* for your cold.

The fact that he is far away has naturally *worked* a change in his attitude.

I have found that the best way for me to cure a cold is to *work it off*.

IV. Grammar and Exercises

A. The Subjunctive Mood (Review)

Haret realized that a teacher **should** be not only a scientist...

a. Make sentences with the help of the following tables:

1.

It is (was)	important desirable necessary obligatory requested recommended required settled agreed	that	he <i>should</i> do it. she <i>should</i> come. you <i>should</i> be present. they <i>should</i> go there at once.
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2.

It is (was)	surprising strange wonderful natural	that	he should have done it so well. she should have changed her mind. they should have forgotten about it.
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- b. Make sentences with the help of the following tables. Notice the use of **should + infinitive** in object clauses after verbs denoting order or suggestion. Translate the sentences into Romanian.

He She	orders (ordered) suggests (suggested) requests (requested) advises (advised) insists (insisted)	that	everybody should be present. we all should come. you should be there in time. they should be sent there at once.
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- c. Make sentences with the help of **should + infinitive** in object clauses introduced by the conjunction **lest** after verbs denoting fear. Translate the sentences into Romanian.

He She My friend	feared dreaded was terrified	lest	I should be mistaken. something fatal should happen. we should be too late. you should draw a wrong conclusion.
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B: If-clauses

- a. The following conditional clauses refer to an event that is possible. Make them refer to an **improbable** event.

Model: If the solar system is stable there can be no secular variations of the big axes.

If the solar system were stable there could be no secular variations of the big axes.

- 1) If all the energy is released too suddenly, it will destroy us all.
 - 2) If we want to lift a weight of one pound to a height of one foot from the ground, we shall need a lot of energy.
 - 3) If I can find the answer to this problem, I shall be able to finish it in half an hour.
 - 4) If we go to New York, we shall go by plane.
 - 5) If he is sick, he will call a doctor.
- b. Change the sentences in exercise a. to past time statements describing events which did not occur (and are therefore **impossible**).

Model: If the solar system is stable there can be no secular variations of the big axes.

If the solar system had been stable there could have been no secular variations of the big axes.

C. Practise orally the following conversation:

Model: Did he come? No, he didn't.

If he had come, I should have seen him.

- 1) Did they help? No, they didn't.
- 2) Did he play tennis yesterday? No, he didn't.
- 3) Did she arrive? No, she didn't.
- 4) Did they join in? No, they didn't.

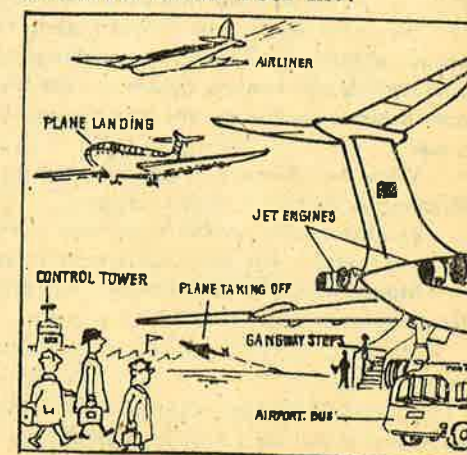
D. Form adjectives from the following and use them in sentences of your own:

astronomy	honesty	remark
education	mechanics	truth
history	monument	value
		year

E. Insert either some or any or someone, something, anything:

Although it was raining heavily last night, I had to leave the house to get... stamps. If my father had had..., I should have got... from him. However, he told me that he hadn't... left, though he had bought... that very morning. Before I left, I even rang my friend who lives next door to ask him whether he had... stamps. He said if he had... he would give me..., of course. But he hadn't... either. So that was that. When I had walked for a few minutes, I realized that I hadn't got... money in my pocket, so I rushed back to my room to get.... There I discovered... rather strange: ... must have been at my cupboard, for I thought I had... coppers left, but there wasn't... money. That was... that surprised me very much. Suddenly, however, I remembered that there could not be... money in my cupboard as I had bought... copy-books with that money... days before and they had run to quite a nice sum. So I had no money and had to ask my father for... before I could get... stamps. In the end, when I got to the post office it was closed! I got rather annoyed, but luckily I managed to get... stamps from the slot machine. When I came home my father asked me: "Did you get... stamps? I'm sorry I forgot to tell you, you should have asked Mother for... She always keeps... in her writing-desk. Have a look if there are... there." And I looked: there were not only... stamps—dozens of them. Poor me!

F. Picture Lesson: At the Airport



A Good Example

A wise old owl sat in an oak;
The more he saw, the less he spoke;
The less he spoke, the more he heard —
Why don't you copy that wise old bird?

V. Vocabulary

A: academician [ə,kædə'miʃən]

axes ['æksi:s]

crater ['kræitə]

educator ['edju:keitə]

journalistic [ˌdʒə:nə'listik]

mathematician [ˌmæθimə'tiʃən]

observatory [əb'zə:vətri]

planetary ['plænitəri]

punctuality [ˌpʌŋktju'æliti]

secular ['sekjulə]

B: allot [ə'lɒt]

degree [di'ɡri:]

emphasis ['emfəsis]

impact ['impækt]

laboratories [lə'bɒrətriz]

oak [əuk]

owl [aul]

preservation [ˌprezə'veiʃn]

recognition [ˌrekəg'nɪʃn]

tremendous [tri'mendəs]

C: turn to account = a valorifica

D: Harvard ['hɑ:vəd]

Newton ['nju:tn]

Lesson 16

The Comedy of Errors

A merchant of Syracuse and his wife were shipwrecked while making a voyage at sea. They had with them their twin baby boys, both named Antipholus, for whom they had bought two twin baby slaves, both named Dromio. After they fell into the sea they clung to some wooden objects and the merchant with one of his sons and one of the slaves was saved by a ship which took them to Syracuse, while his wife and the other two children were saved by some fishermen and in the end they reached Ephesus, where they remained for about twenty years.

When Antipholus of Syracuse became a young man, he left home together with his slave, Dromio, in search for their brothers.

By chance, they arrived in Ephesus, where the other Antipholus had become a rich man and had married. His slave, the second Dromio, had married there, too.

After a lot funny incidents, due to the fact that the twin brothers were perfectly alike, the brothers met and the whole family was reunited.

In the following scene Antipholus of Ephesus had been arrested by a police officer because he refused to pay the money a goldsmith asked from him for a gold chain (which he had given



The Garden behind Shakespeare's Birthplace

by mistake to Antipholus of Syracuse). In order to be set free he had sent home, by mistake, Dromio of Syracuse — taking him for his Dromio — to ask his wife to give him the money he needed to pay his debt. Dromio of Ephesus, his own servant whom he had previously sent to buy him a rope's end, comes in.

Act IV, Scene IV

Antipholus of Ephesus, Police Officer and Dromio of Ephesus. Antipholus (to the Police Officer): Here comes my man: I think he brings the money. *(to Dromio)* Well, Dromio, have you brought what I sent you for?

Dromio E.: Yes, sir, here it is. *(He shows him the rope).*

Ant. E.: But where's the money?

Dro. E.: Why, sir, I gave the money for the rope.

Ant. E. (angry and amazed): Five hundred ducats, villain, for a rope?

Dro. E.: If you want to buy rope for five hundred ducats I will go and buy it.

Ant. E.: You are mad. To what end did I send you home?

Dro. E.: To a rope's end, sir; and to that end I am returned.

Ant. E.: And to that end, man, I will welcome you. *(Starts beating him angrily.)*

Officer (to Ant.): Good, sir, be patient.

Dro. E.: No, sir, it is for me to be patient. I am wronged and ill-treated.

Off.: All right, hold your tongue now.

Dro. E.: You should rather persuade him to hold his hands.

Ant. E. (angrily): You ruffian, senseless villain!

Dro. E.: I wish I were senseless, sir, that I might not feel your blows.

Ant. E.: You are sensible in nothing but blows and so is an ass.

Dro. E.: I am an ass indeed for bearing what I bear from you. (*to the Police Officer*): I have served him from the hour of my birth to this day, and have nothing at his hands for my service, but blows; when I am cold he heats me with beating; when I am warm he cools me with beating. I am waked with it when I sleep; raised with it when I sit; driven out of doors with it when I go from home; welcomed home with it when I return.

Ant. E.: Stop it. I see my wife is coming.

(*Enter Adriana, Luciana, her sister, and a lady with Doctor Pinch and others.*)

Dro. E.: Mistress, be careful or rather *Beware the rope's end*.

Ant. E.: Will you still talk? (*Beats him again.*)

Lady: Look, what do you say now? Is not your husband mad?

Adriana: His rude and violent behaviour confirms it. (*to Doctor Pinch*): Good Doctor Pinch, you are a conjurer; establish him in his true senses again and I will pay you as much as you would like to ask from me.

Luciana: Oh, dear, how fiery and how sharp he looks!

Lady: Look at him how he trembles in his mad fury!

Pinch (to Ant.): Give me your hand, and let me feel your pulse.

Ant. E.: Here is my hand and let it feel your ear. (*Pulls him by the ear.*)

Pinch (freeing himself and speaking loudly):

I charge you Satan, housed within this man,
To leave him following my holy prayers,
And to your place of darkness go from here.
I conjure you by all the saints in heaven.

Ant. E.: Peace, doting wizard, peace; I am not mad.

Adr.: I wish you were not, poor wretched soul!

Ant. E.: You, wicked woman, you, are these your accomplices?

Did this old man with his yellowish face
Dine with you at my house today
While you ordered to keep the doors locked
And refused to allow me to enter my house?

Adr.: O dear husband, God knows you dined with me at home,

Where you could have remained until this time

If you had wanted to spare yourself the shameful state in which you appear in public now.

Ant. E. (astonished): I dined at home! You, Dromio, what do you say about this?

Dro. E.: Sir, the truth is that you did not dine at home.

Ant. E.: Were not my doors locked up and I shut out?

Dro. E.: I swear your doors were locked and you shut out.

Ant. E.: And did not my wife insult me from behind the door?

Dro. E.: By God, she did insult you from behind the door.

Adr. (to Doctor Pinch): It is good to allow him to say all these foolish things?

Pinch: It is better to humour him.

Ant. E. (to Adriana): You have encouraged the goldsmith to arrest me.

Adr.: My God! I sent you money to pay him your debt. By Dromio here, who came in haste for it.

Dro. E. (greatly surprised): Money by me! No, master. She did not give me a single penny.

Ant. E. (to Dromio): Did you not go to her for a purse of ducats?

Adr. (to Ant.): He came to me, and I delivered it.

Luc.: And I am witness with her that she did.

Dro. E. (scared): God and the rope-maker bear me witness that I was son for nothing but a rope!

Pinch: Lady, both man and master are possessed by the devil; I know it by their pale and deadly looks. They must be bound and laid in some dark room.

Ant. E. (to Adriana): Say, why did you lock me out today? And why did you refuse to send me the bag of gold?

Adr.: I did not, gentle husband, lock you out.

Dro. E.: And gentle master, I received no money; but I swear, sir, that we were locked out.

Adr.: You damned villain, you are lying.

Ant. E.: You wicked woman, you are lying, too, and have brought with you a pack of scoundrels to make me look ridiculous and make people scorn me. But with these nails I'll pluck out your false eyes. (*He rushes at her with his hands stretched out. Doctor Pinch and his assistants fight with Antipholus and Dromio and bind them.*)

(*adapted*)

I. Understanding words

Find words in the lesson that mean: a) before; b) wrathful; c) astonished; d) calm; e) convince; f) vulgar; g) crazy; h) unfortunate; i) condition.

II. Comprehension

a. Answer the following questions:

- 1) Why was Antipholus of Ephesus arrested?
- 2) What did he do in order to be set free?
- 3) What had he previously sent his Dromio to buy him?
- 4) Why did Antipholus of Ephesus get angry and what did he do?
- 5) Why did Dr. Pinch and his assistants bind Antipholus and Dromio of Ephesus?
- 6) What is comical in the situation at the beginning of the above scene?
- 7) What enrages Antipholus mostly in the hot argument which he has with his wife?
- 8) What do we learn about doctors and their art in medieval times from the above scene?

b. Applying the reading

Comment on the impression which the above scene would produce on the audience watching it.

III. For Study

a. rise; raise

The sun *rises* in the east.

He *rose* to welcome us.

I rise very early.
 The smoke rose straight up in the still air.
 The sunken ship was raised to the surface of the sea.
 You must never raise your voice.
 The car raised a cloud of dust.
 The revolutionaries raised the standard of revolt on 14th June, 1848.

b. mad; insane; foolish

The man ran off like mad.
 The patient was mad with pain.
 The traveller was mad about missing the train.
 A mad dog.
 An insane person.
 An insane idea.
 An insane asylum.
 Insane actions.
 What a foolish thing to do!
 A foolish action.
 It would be foolish for them to quarrel.
 How foolish of them to consent!

IV. Grammar and Exercises

A. a. Starts beating him angrily.

Verbs followed by the Gerund: begin, consider, continue, enjoy, excuse, finish, forget, hate, like, love, mind, prefer, regret, remember, start, stop, try, understand.
 We like swimming.
 He regrets not having worked harder at school.
 They began talking.
 The boys love going to the cinema.
 We hate waiting in the rain.
 Old people prefer staying indoors in winter.
 They must continue making efforts.
 I don't mind your playing the piano.

b. Translate into English:

- 1) Vă rog să nu mai vorbiți. (stop)
- 2) Vă deranjează dacă vă aștept aici? (mind)
- 3) Le face multă plăcere să joace handbal. (enjoy)
- 4) Nu vom uita niciodată că am vizitat acest muzeu.
- 5) A încetat să plouă?
- 6) Vă rog să mă scuzați că am întârziat.
- 7) Trebuie să continuăm să lucrăm.
- 8) Ne amintim că am văzut aceste locuri mai înainte.
- 9) Voi încerca să curăț haina cu benzină.
- 10) A început să-mi ia dicționarele.
- 11) Le place enorm să se ducă la bazin. (love)
- 12) Nu pot să sufăr să fiu întrerupt. (hate)

c. 1) Make sentences with the help of the following table. Notice the use of gerundial constructions preceded by prepositions.

I rely insist It depends	} on		coming in time. working well. writing a letter to them.
I approve disapprove suspect	} of		being there. coming here. taking part in it.
We're proud sure	} of	his her your your friend's	learning well. being an excellent pupil.
I object agree	} to		asking my brother about it. being asked about it.
I'm surprised displeased	} at		not going there. not being sent there.

2) Change the Indefinite Gerund into the Perfect Gerund wherever possible.

d. Use the proper form of the Gerund, adding the necessary preposition in the following sentences:

- 1) The members of the expedition consented... (be given) an additional task.
- 2) We heard... the expedition (reach) their destination in time.
- 3) The success of their work depends... the apparatus (be prepared) in time and (work) well.
- 4) Nobody objected... my (join) the expedition.
- 5) The chief of the expedition insisted... our (have) a good rest after our work.
- 6) He was pleased... all the apparatus (work) well up to the very end.
- 7) My friend was very sorry... his not (be able) to join the expedition.
- 8) Next year he will not miss the opportunity... (do) it.
- 9) I like the idea... our (work) together.
- 10) He will certainly not do it... (consult) the professor.
- 11) We know different ways... (do) it.
- 12) Don't express your surprise... (hear) the news.
- 13) There was no chance... (win).
- 14) You should improve your pronunciation... (to work) hard.

B. Use the correct tense of make in the following sentences:

New experiments... to solve complicated scientific problems (*be made*)
 He... many experiments before he can draw the final conclusion. (*made*)
 Innumerable experiments... before the first cosmonaut made his incomparable flight round the globe. (*be made*)
 While an experiment... a brilliant idea struck the scientist. (*be made*)
 A lot of experiments... to solve the intricate problem. (*be made*)
 In the 19th century attempts... to fly in the air. (*be made*)
 The scientist... different experiments before he drew the final conclusion. (*made*)

C. Convert into Direct Speech.

- 1) My sister always asks me not to economize by taking cheap tickets in the last row.
- 2) She begged me not to be late for the concert.
- 3) My friend advised me to read "King Lear" in the original before going to see the performance of the tragedy.
- 4) At the theatre I was obliged to tell my neighbours not to talk during the performance.
- 5) I persuaded my neighbour to let her daughter go to the concert as she was very fond of music.
- 6) A friend of mine suggested that we should take season tickets to the State Opera House.
- 7) The father forbade his son to go to the cinema because he had not prepared his lessons for the next day.
- 8) The young man told his parents not to worry about him, saying that he might return home rather late as he had been invited to a house-warming party.
- 9) He asked me to speak more distinctly.
- 10) All the listeners urged the actor to recite another poem, saying that they had never heard poetry recited so well.

D. Translate into English:

Antipholus din Efes credea că Dromio i-a adus banii ca să-și poată plăti datoria și să fie eliberat de ofițerul de poliție. Dromio însă îi aduse un capăt de funie, după care fusese trimis de Antipholus din Siracuză. Dromio își crede stăpînul nebun așa că, în momentul în care intră în scenă Adriana, o avertizează să se păzească de funia pe care o ține în mînă Antipholus. Auzindu-l Antipholus îl lovește, ceea ce face pe toți cei prezenți să creadă că Antipholus a înnebunit cu adevărat. Cînd acesta își iese din nou din fire din cauza schimbului de cuvinte cu Adriana, doctorul Pinch și ajutoarele sale îl leagă atît pe Antipholus, cît și pe Dromio, considerîndu-i nebuni.

E. Change into Reported Speech the first 12—15 lines of the above scene.

F. Relate what happens in Act IV, Scene IV of "The Comedy of Errors".

G. a. Practise this conversation:

The Missing Pen

John: 'Have you 'seen my 'pen, mother, 'please?
 Mother: 'When did you 'have it 'last?
 John: I'd have 'sworn I 'had it in the 'dining-room, but it 'isn't 'there.
 Mother: Did you 'look on the 'little 'table by the 'window? 'Mary might have 'put it there.
 John: I 'wish to 'goodness she would 'leave my 'things a 'lone! 'Anyway, I've 'looked there, and it isn't 'on it.
 Mother: I 'don't r'emember 'seeing you with it in the 'dining-room. 'Are you 'sure you didn't 'leave it in your 'room?
 John: 'Absolutely 'certain. It 'isn't 'there.
 Mother: You 'probably left it at 'school.
 John: 'No, I dis'tinctly re'member 'putting it in my 'bag.
 Mother: You've 'looked in it 'now?
 John: 'Yes, of 'course.
 Mother: 'Go and 'look in your 'overcoat 'pocket. (*John goes out of the room and leaves the door open.*) 'Well?
 John (*coming back*): 'Yes, it was 'there. It's a most ex'traordinary 'thing. I 'still 'feel 'quite 'sure I had it in the 'dining-room.

(N. S. Scott: *English Conversations*.)

b. Two pupils will be requested to carry out a similar conversation in front of the class.

Thoughts

1. Fame is the thirst of youth.

G. G. Byron

2. The first wealth is health.

Ralph W. Emerson

Jokes

1. Jones: I'm really worried about my son. He's bought a car and now he drives like lightning.
 Davy: Do you mean that he drives too fast?
 Jones: No, but he always strikes trees.
2. Dentist: Stop waving your arms and making faces, sir. Why, I haven't even touched your teeth.
 Patient: I know you haven't but you're standing on my corn.

Riddles

1. Why did the pine-tree pine?
2. In winter and in summer they stand both in one colour. What are they?

(Answers at the end of the Vocabulary.)

Puzzles

Word Square

The words read down and across:

1. What you do when you are at the blackboard.
2. How you would like your answers to be.
3. An Eskimo's dwelling.
4. No rose without a...
5. Famous English college.

	1	2	3	4	5
1					
2					
3					
4					
5					

(Answers at the end of the Vocabulary.)

Riddle-me-ree

Take one letter from each word in *italics* to make the word:

My first is in *pilot* but not in "ship".
 My second is in *diver* but not in "dip".
 My third is in *planet* but not in "star".
 My fourth is in *further* but not in "far".
 My fifth is in *badger* but not in "beast".
 My sixth is in *dinner* but not in "feast".
 My seventh is in *chapter* and also in "page".
 My eighty is in *temper* but not in "rage".
 My whole is important and urgent as well.
 No time must be wasted as many can tell.

(Supplementary clues: the fifth letter is "g" and the sixth "r")

(Answers at the end of the Vocabulary.)

Proverbs

1. Never trouble trouble till trouble troubles you.
2. Two wrongs do not make a right. (It is wrong to repay evil with evil.)

V. Vocabulary

- A. ducats ['dʌkəts]
 fury ['fjuəri]
 insult [in'sʌlt]
 B. behaviour [bi'heivjə]
 charge [tʃɑ:dʒ]
 conjure ['kʌndʒə]
 conjurer ['kʌndʒərə]
 damned [dæmd]
 debt [det]
 fiery ['faɪəri]
 heaven ['hevn]
 nails [neɪlz]
 persuade [pə'sweɪd]
 pluck ['plʌk]
 previously ['pri:vjəslɪ]
 purse [pɜ:s]
 ruffian ['rʌfjən]

- saints [seɪnts]
 scared [skeəd]
 scoundrels ['skaundrlz]
 swear [swəə]
 trembles ['tremblz]
 villain ['vɪlən]
 wicked ['wɪkɪd]
 wretched ['retʃɪd]
 wronged [rɒŋd]

- C. a rope's end = un capăt (bucată)
 de funie

- D. Adriana [aidri'a:nə]
 Luciana [lu:si'a:nə]
 Pinch [pɪntʃ]
 Satan ['seɪtən]

Answers to Puzzles

Word Square: 1. write; 2. right; 3. igloo; 4. thorn; 5. Eton

Riddle-me-ree: telegram.

Riddles: 1. Because it saw the weeping willow weep.
 2. A fir-tree and a pine.

Revision III

I. Fill in the blanks with whoever, whatever, whichever, whenever, wherever:

- 1) We shall come... our help is needed.
- 2) Read... book you find most interesting.
- 3) As far as I am concerned, he can say... he likes.
- 4) I'll ring... I can, from... I am.
- 5) Do not invite Mary, or Marin, or... her name is.
- 6) ...told him go to the seaside was right.
- 7) They were well received... they went.
- 8) From these oranges, choose... you like.
- 9) Tell me... it was that acted so foolishly.
- 10) There are five nice kittens; take... you like best.

II. Complete with a Conditional Clause:

- 1) If I saw an accident,...
- 2) If my friend had not come,...
- 3) If gold had not been found in California,...
- 4) If the thief had been caught,...
- 5) If she had not made so many mistakes,...

III. Complete the following sentences:

- 1) There would be many accidents, if...
- 2) Many visitors would have been disappointed, if...
- 3) The surprise will be extraordinary, if...
- 4) The heat will be unbearable, if...
- 5) All the players would not have done their best, if...

IV. The Infinitive (Review)

a. Make sentences with the help of the following tables.

I am happy	to meet them so often. to be seen off by my friends. to have met you last Sunday. to have been seen off by my friends. to be studying for the medical profession. to have been studying English all these years.
It is pleasant,	to invite nice people to dinner. to be invited to a party. to have walked all the way home. to have been invited to this place. to be walking along this shady alley. to have been walking all the morning up to lunch-time.

b. Translate the above sentences into Romanian. Then make a few similar sentences of your own.

V. Make sentences with the help of the following table. Notice the use of the Accusative with the Infinitive construction.

I	saw		do it.
We	watched		work.
	made		go there.
	let		come here.
		him	open the door.
		her	
You	want	them	to do it.
	wish		to work.
	expect		to go there.
	like		to come here.
	mean		to sing.
	desire		

VI. Make sentences with the help of the following table. Notice the use of **may (might) + Infinitive in Adverbial Clauses of Purpose** introduced by the conjunctions **that, so that**. Translate the sentences into Romanian.

Write to him at once		he <i>may (might)</i> know our plans.
I'll give you this book		you <i>may (might)</i> write down the quotations.
Send them a telegram		they <i>may (might)</i> know about our arrival.
He has told you all this	that so that	you <i>may (might)</i> understand his intention.
The doctor told him all about the state of his health		he <i>might</i> take precautions.
The students gave their testpapers to their teacher		he <i>might</i> correct them.

VII. Translate the following sentences into English:

- 1) Sînt fericit(ă) că joc volei atît de des.
- 2) Sînt fericit(ă) că am jucat volei toată dimineața de duminică.
- 3) Colegii noștri ne-au văzut cînd am intrat în grădină.
- 4) Vreți ca (ei) să repete dialogul?
- 5) Ne așteptăm să cîștige meciul.
- 6) Profesoara dorește să vorbim numai englezește.
- 7) Dați-i, vă rog, dicționarul să-și facă traducerea.
- 8) Le-am spus toate acestea ca să ne înțeleagă ce vrem de la ei.

VIII. Put the following Imperatives into Reported Speech (the Infinitive Phrases are preceded by the verbs: ask, tell, order, wish, command.)

Model: Write the story again, please!

The teacher asked me to write the story again.

- 1) Wait at the station until I come, please!
- 2) Don't go on playing after she has returned.
- 3) Don't put your hands into your pockets!
- 4) Stand up when your teacher comes in.
- 5) Stay in the house whenever it rains.
- 6) Don't spill the water all over the place.

IX. Join the couples of statements and questions below and turn them into Reported Speech.

Model: It does not seem to be easy. Can you do it?

He said that it did not seem to be easy and asked whether I was able to do it.

- 1) How do you like my record-player? I got it for my birthday.
- 2) The cat has eaten some fish. Did you see her taking it?

- 3) Is that the postman? I must see him before he leaves.
- 4) We must leave now. Is there a bus at this hour of the night?
- 5) John has read this book before. Is that one interesting, too?
- 6) Have you got a red pencil? I should like to use it for a minute.
- 7) May I have another glass of lemonade? This one was very refreshing.
- 8) He has been learning English for three years. Has he made any progress?

X. Invitations

a. Accepting an invitation

Won't you come in?

Thank you.

Would you like to come to the theatre this evening?

Yes, I'd like to very much.

Would you care to come to my birthday party?

Yes, I'd love to.

Will you join us for lunch?

Yes, with pleasure.

I wonder whether you would care to come on a picnic with us one day?

That would be great fun.

b. Politely refusing an invitation

Will you join us for dinner?

If you don't mind, I'd rather not. I've got a terrible headache.

Would you be free to come to a concert on Sunday morning?

Thank you, but I am afraid I've arranged to go out then.

Could you come to us in the afternoon?

I wish I could, but you see I have an exam tomorrow.

Are you free next Sunday afternoon?

Well, I'm afraid I'm tied up that afternoon.

Would you like to go to the Zoo tomorrow?

I'd love to, but, you see, the people I'm staying with are taking me out for the day.

c. Conversation I

1) Victor: Hello, Henry. Now are you enjoying your stay in Romania?

Henry: I'm enjoying it very much, thank you.

Victor: By the way, what are you doing on Thursday?

Henry: Nothing special, as far as I know.

Victor: Would you care to come for a ride in the mountains?

Henry: Thanks, I'd love to.

Victor: Fine. Let's meet here about nine o'clock, shall we? No, on second thoughts I'll come round and pick you up at your friend's house.

Henry: That would be very nice. About nine o'clock then?

Victor: Good. See you on Thursday.

- 2) Practise the conversation but change the acceptance to refusals.
- 3) Make up more invitations. Accept and refuse them.

d. 1) Phrases to use when you do not wish to put people to trouble.

Let me help you with that bag.

Oh no, please don't bother. I can manage all right, thank you.

What are you going to do, John, while we're away?

Please don't bother about me. I'll look after myself all right.

Let me get you a porter.

No, that's all right. I can manage, thanks.

Let me show you the way.

No, it's quite all right. I'll find my way all right, thanks.

I'll come and fetch you from the station.

Thank you, but there's really no need to. I can easily catch a bus.

I don't want to upset your plans in any way.

Oh, you won't be doing that.

Please don't go to a lot of trouble.

It's no trouble at all.

I don't want to put you to any inconvenience.

It won't be any trouble at all.

Conversation II

2) Mircea Popescu is meeting Henry Smith at the airport.

Mircea: Hello, Henry. Nice to see you again.

Henry: Hello, Mircea. You're looking very well.

Mircea: Here, let me carry those bags.

Henry: Oh no, please, don't bother. I can manage all right.

Mircea: Well, we're going to my place now. Mother's making you some lunch I believe.

Henry: That's very nice, but she shouldn't have bothered. I had some sandwiches on the plane.

Mircea: Well, you know my mother. By the way, what would you like to do while you are here? I'll be glad to show you around and so on.

Henry: Oh, I don't want to upset your plans in any way. I can manage very well on my own.

Mircea: Nonsense. We're looking forward to showing you this country.

Henry: Well, that's certainly very nice of you.

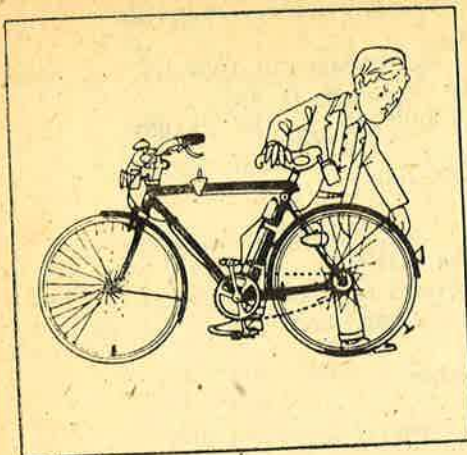
XI. Translate into English:

În urma unui naufragiu, Aegeon, un negustor din Syracuse, care avea doi fii gemeni, este despărțit de soția lui și unul din copii, pe care valurile i-au purtat într-o altă direcție.

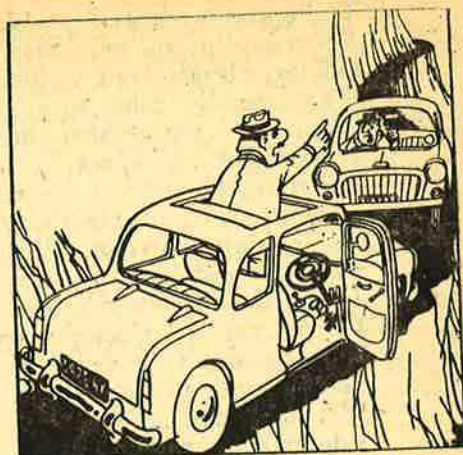
După mulți, mulți ani, ajungând mare, fiul care rămăsese cu Aegeon pleacă împreună cu sclavul său să-și caute mama și fratele. Cei doi fii gemeni se numeau Antipholus, iar sclavii lor, gemeni și ei, se numeau Dromio.

Cum Antipholus din Syracuse nu mai dădu nici un semn de viață cîțiva ani, tatăl său plecă îngrijorat să-l caute.

Printr-o coincidență Aegeon ajunge în Efes, unde erau nu numai soția și cel de-al doilea fiu, dar și primul, Antipholus. Neștiind nimic unii de alții, toți trec printr-o serie de întâmplări comice, create de asemănarea gemenilor, dar, în cele din urmă, familia este reunită și totul se sfîrșește cu bine.



XII. Name the parts of a bicycle.



XIII. Name the parts of a car.

Proverbs

1. Like master, like son.
2. One swallow does not make a summer.

General Revision

I. Great Achievements in Our Socialist Country

Read lessons 1, 7, 12, 15

- 1) *Revise* to be going to, the Passive Voice, uses of the Gerund and clauses with **while, when, whether**.
- 2) *Expand orally the following idea*: The Development of Romania in the past thirty years.
- 3) *Write a composition of about 300 words on the following subject*: Impressions of a foreigner after a visit to this country.

II. Talking about England

- 1) Aspects from its historical past
- 2) Places of interest in England
- 3) The fragments from *The Comedy of Errors* and *The Importance of Being Earnest*

Read lesson 3, 4, 5, 6, 8, 9, 14

- 1) *Revise* Relative Clauses, Request Clauses, Past Perfect Tense Continuous, clauses with *because* and *since*, Modals + Perfect Infinitives.

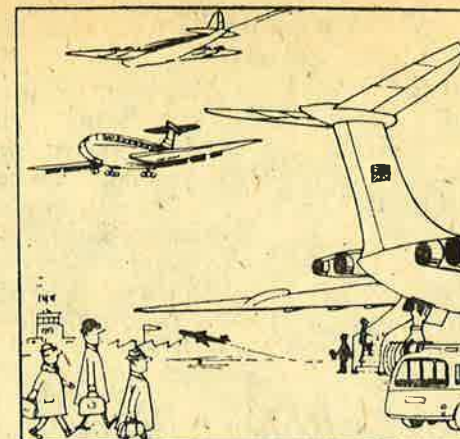
III. Talking about the United States

Pictures from the United States.

Some outstanding representatives of the American people.

(Read lesson 10, 13)

- 1) *Revise* the use of tenses after *wish* in If-clauses, after *whenever, whoever, whatever*.
- 2) *Write a composition of about 300 words on the following subject*: What American writer I like best and why.



IV. Say what is happening

Supplementary Reading

1. Song for the Luddites

As the Liberty lads o'er the sea
Bought their freedom, and cheaply, with blood.
So we, boys, we
Will die fighting, or live free,
And down with all kings but King Lud¹!
When the web that we weave is complete,
And the shuttle exchanged for the sword,
We fling the winding-sheet
O'er the despot at our feet,
And dye it deep in the gore he has poured.
Though black as his heart its hue,
Since his veins are corrupted to mud,
Yet this is the dew
Which the tree shall renew
Of Liberty, planted by Ludd!

George Gordon Byron

¹ A legendary king of ancient Britain whose name the revolutionary workers had adopted for their movement.

Vocabulary

cheaply ['tʃi:pli] = ieftin	renew [tə ri'nju:] = a reînnoi
corrupted [kə'raptid] = alterat, des-	vein [vein] = vină
compus	weave, wove, woven [wi:v, wəuv, 'wəuvn] = a țese
dye [dai] = a vopsi	web [web] = pînă
fling, flung, flung [fliŋ, flaŋ] = a	winding-sheet ['waindiŋ-ʃi:t] = lin-
arunca	țoliu
gore [gɔ:] = singe	Luddites ['lɒdaits] = the workers
hue [hju:] = culoare	who belonged to this movement
mud [mʌd] = noroi	

2. Robert Bruce

The King of England Edward I conquered Scotland and then he returned to England, leaving a governor behind him to rule the country.

A few Scots, however, crowned Robert Bruce, King of Scotland who started to fight the English. But Bruce could not beat the English and he was obliged to take to the hills, and for months he was hunted from place to place by King Edward's men.

An old Scottish writer tells us that one day Bruce lay in hiding in a wretched hovel. He has almost lost hope, and was thinking of leaving the country altogether.

As he lay in his hiding-place, he saw a spider hanging by its long thread from the roof of the hut. It was trying to swing itself from one rafter to the next. The king watched it eagerly. Six times it tried, and six times it failed. "Will it try again, and will it succeed after all?" asked Bruce. The spider tried a seventh time. Hurrah! it reached the rafter and stuck fast. Brave little spider!

"Shall I be beaten by a spider?" cried the king. "No; like the spider, I will try again and again until I succeed.". No longer was he faint-hearted. He made up his mind to keep on trying and perhaps success would come to him at last. So it did.

Before long Bruce had beaten two of Edward's generals, and was besieging the castle in which they had taken refuge.

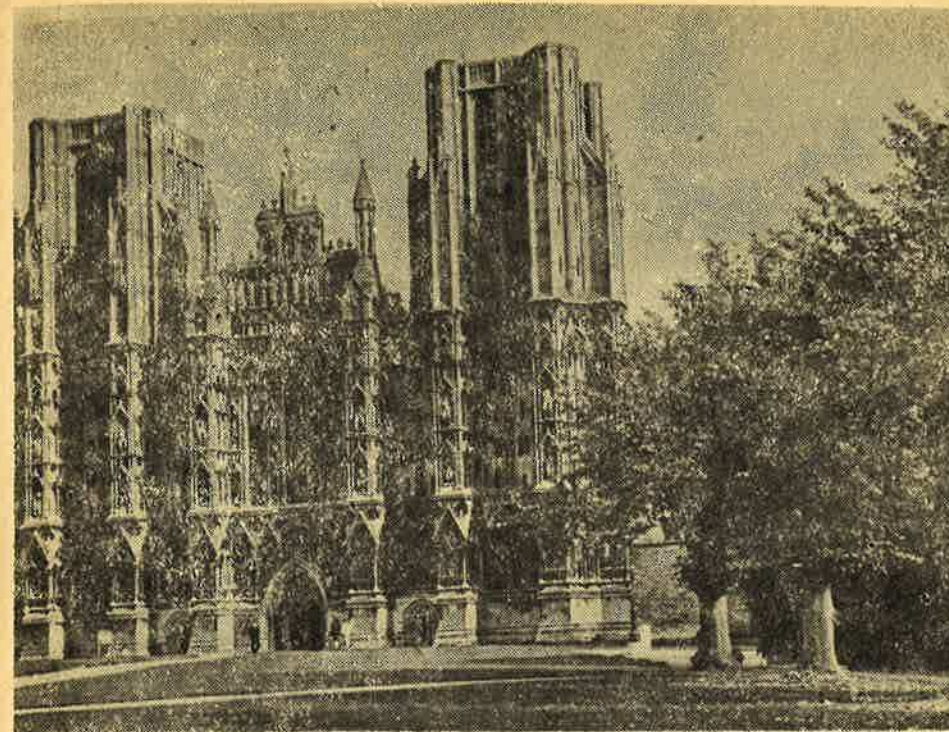
Edward I died and was followed by his son Edward II.

Meanwhile in Scotland Bruce was gaining ground every day. Castle after castle was taken, and at last only Stirling, seated high on its rock, was left in the power of the English. Edward decided then to march against Bruce.

He got together the largest army that had ever been led against Scotland. Altogether it numbered one hundred thousand men. To meet it King Robert Bruce had only forty thousand fighting men.

The Scottish king was a good general, and knew well how to choose his ground. He posted his men on rising ground, with the River Bannockburn on his left and in front. Between the river and his army was a broad bog.

There was only one way open for the English to get at him, and that was on his left. Here he dug a number of pits, and covered them over with turf, so that they looked level and firm to the eye.



Wells Cathedral, Somerset, England

On Sunday morning, the 23rd of June, in the year 1314, the armies stood face to face. Bruce rode from rank to rank, laughing and talking gaily. He was in full armour, with a light crown of gold on his helmet, and was riding a little brown pony. In his hand was his trusty battle-axe.

An English knight saw Bruce on his light pony. He thought that he could easily overcome him, so, levelling his spear and spurring his great charger, he came thundering straight towards the king.

Bruce waited for him calmly. Just as the English knight was upon him, he touched the pony's rein, and the little animal sprang to one side. Then Bruce rose in his stirrups and made a furious blow at the Englishman's helmet who fell dead to the ground.

Next morning the battle began in real earnest. The horseman dashed forward, but they struggled in the burn and the bog, or fell into the pits which Bruce had dug in their path. Those who reached the Scottish line were thrust back time after time by the sturdy spearmen. The English could not pierce the wall of steel.

Robert Bruce had arranged some peasants into ranks, made them carry some poles which looked like spears, and marched them down a hill towards the battle.

Just at this moment the English thought they saw a new army drawing near. At this sight they broke and fled. The battle was over, and Scotland was free once more.

(Adapted from *Highroads of History*.)

Vocabulary

A. armour ['a:mə]
castle ['ka:sl]
refuge ['refju:dʒ]

B. besieging [bi'si:dʒiŋ]
cheered [tʃiəd]
faint-hearted ['feint'ha:tɪd]
governor ['gʌvənə]
helmet ['helmit]
rafter ['ra:ftə]
spider ['spaɪdə]
sturdy ['stɜ:di]
wretched ['retʃɪd]

C. take to = a se refugia
was gaining ground = ciștiga
teren
get at = a ajunge la
levelling his spear = aplecîndu-și
lancea
drawing near = apropiindu-se
they broke = și-au rupt rîndu-
rile

D. Bannockburn ['bænəkʙə:n]
Robert Bruce ['rɒbət 'bru:s]
Stirling ['stɜ:liŋ]

3. Satellite Relay Systems

In the past two years there has been a sevenfold increase in the volume of communications across the Atlantic, and there is every reason to believe that this rate of increase will continue for some years. This means that the supply of channels of communications is barely keeping up with the demand. It is true that new submarine cables that carry hundreds of messages at once are helping to ease the load, but cables are not suitable for instantaneous transmission of television, which is better done by radio techniques. Moreover, what is happening in transatlantic communications is only one example of a world-wide demand for more channels.

The main load falls on the radio services; but here again there is a "traffic jam" because each radio station must operate on a definite wave length (or a group of waves known as a waveband) in order to avoid interference from other transmitters. Radio engineers have turned therefore more and more to using very short waves called microwaves because these are the only waves not yet completely crowded with traffic.

We know that when radio first came into being, waves could be bounced off the ionosphere. Such bouncing occurred only with the medium and long wave lengths, which were the first to be used. The microwaves that we are now using penetrate this "mirror" and are lost in outer space. Thus, less than 70 years after Marconi sent the first radio signal, we have run into a crisis in communications that can be solved only by finding a way of making microwaves carry signals over the longest distances.

Fortunately the answer to this problem has come just in time. It lies in using earth satellites, orbiting outside the earth's atmosphere, as microwave relay stations. This may seem a roundabout method, but it serves its purpose because if the relay station is far enough from the earth, it is in direct contact at the same time with two land stations several thousand miles apart. *Telstar* and the other satellite relay stations have proved that a satellite relay system can work. All that now remains is to determine the best arrangement of satellites to provide world coverage at all times.

Public interest in relay satellites has naturally been focussed on the novelty of instantaneous transatlantic television; but we should remember that their chief function is to provide hundreds of telephone channels, as well as television and teleprinter channels, in order to meet the ever-increasing demands for person-to-person communication.

(From *Communication and Language*
by Gerald Barry, New York, 1965.)

Vocabulary

A. apart [ə'pa:t]
cables ['keɪblz]
instantaneous [,ɪnstən'teɪnjəs]
interference [ɪntə'fɪərəns]
ionosphere ['aɪənəsfiə]
message ['mesɪdʒ]
satellite ['sætəlaɪt]
submarine ['sʌbməri:n]
transatlantic ['trænzət'læntɪk]

B. coverage ['kʌvərɪdʒ]

C. fortunately ['fɔ:tʃənətli]
microwaves ['maɪkrəu'weɪvz]
outer ['aʊtə]
relay ['rɪleɪ]
roundabout ['raʊndəbaʊt]
sevenfold ['sevnfəʊld]
space [speɪs]

D. Gerald Barry ['dʒerəld 'bəri]
Marconi [ma:'kəʊni]
Telstar ['telsta:]

4. The Language of Science

A large part of scientific information is purely descriptive; it tells us about things as they are. A textbook on zoology, for instance, will describe the anatomy and habits of animals in their relationships to one another. In every branch of science such descriptive information is vital; it provides a framework in which natural objects and events can be classified. But the biggest part of science is concerned with the way in which things vary in relation to one another. Examples of such variation are the way the temperature at which water boils diminishes as we go up a mountain, or the way the electrical resistance of a wire decreases as the temperature of the wire gets lower. To gather such information we need special instruments that will measure the varying conditions, such as temperature, pressure, and the flow of electricity. Furthermore, those instruments must show their readings in the form of numbers — the number of degrees Celsius for temperature, the number of kilograms per square centimeter for pressure and so on. In fact, numbers are a vital part of the language of science.

In the past there have been many ways of writing numbers. None has been as satisfactory as the so-called Arabic numerals that we now use. Originating in India, these numerals were brought to the Western world by Moorish invaders in about 1000 of our era. It is difficult to overemphasize the importance of these numerals, for they were the first in history to make calculation easy. The novel feature of Arabic numerals was the inclusion of the symbol 0 (for zero), which made it possible to count from 1 to 9 and then to "carry over" into the next column from 10 to 19, and so on.

In addition to the numerals themselves, there are other vital signs called operators, which tell us what to do with numbers. Examples are: + (add the numbers on each side of the sign), - (subtract), × (multiply), and ÷¹ (divide), √ (find the square root), and signs of relations such as = (equals), > (is greater than), and < (is less than). By using numerals and operators the research worker can express his results in mathematical language, which is international. In arranging his experimental results in this way the scientist does two things: he puts them in a form that other scientists understand, and, curiously enough, he also communicates with himself. When he has reduced his observations to a series of mathematical statements he has, so to speak, tidied his workbench. He can now look at the results as a whole, and search for some underlying principle of sign of orderliness. To take a very simple example, the experiments that Robert Boyle did with gases showed him that if the pressure on the gas was increased three times, the volume of the gas fell to one third of the original. Doubling the pressure halved the volume, and so on. As soon as the results of a number of such experiments were arranged in a tidy manner, it became obvious that the volume multiplied by the pressure always gave the same answer.

When a scientist reaches such a point, he finds that he can make a generalization. In Boyle's case this was a statement that is true for a wide range of volumes and pressures. At this point, too, the scientist can use other symbols to represent the number that he found in his original experiment. Boyle's law, for instance, runs: $P + V = K$ (where P = pressure, V = volume at that pressure, and K is an accepted symbol for a constant, or something that does not vary). This is a simple example of algebra, a form of mathematical language in which generalized signs stand for a wide range of particular numbers. Apart from its usefulness in working out complex mathematical problems, algebra gives us a brief method of stating relationships in the form of convenient equations that can be memorized or looked up in a book of tables. For example, the volume of any sphere is given by the equation $V = \frac{4}{3}\pi r^3$, where π is a known constant (3.1416 —

actually the ratio of the circumference of a circle to its diameter), and " r " is the sphere's radius. As the equation stands, it gives us the volume of a sphere whose radius we know. But suppose we know the volume and want to find the radius? We can simply rewrite the equation:

$$r^3 = \frac{3V}{4\pi} \text{ or } r = \sqrt[3]{\frac{3 \times V}{4 \times \pi}}^*$$

In this and many other ways mathematics is an essential part of the language of science. In fact research, especially in astronomy, can be reported as a series of mathematical expressions with only a few linking words.

Vocabulary

A. algebra ['ældʒɪbrə]
astronomy [æs'trɒnəmi]
centimetre ['sentɪ'mi:tə]

constant ['kɒnstənt]
convenient [kən'vi:njənt]
descriptive [dis'kriptɪv]

¹ In England and the U.S.A. the sign for division is ÷, and not : as in other countries.

* The equations are read: third power of r is equal to $3V$ to 4π (pi); r is equal cube root of 3 multiplied by V to 4 multiplied by π .

diameter [dai'æmɪtə]
electricity [ɪlek'trɪsɪti]
generalization [dʒenərə'lai'zeɪʃən]
instruments ['ɪnstrəmənts]
mathematical [məθi'mætɪkəl]
per [pə:]
sphere [sfɪə]
science ['saɪəns]
scientific [ˌsaɪən'tɪfɪk]
scientist [ˌsaɪəntɪst]
subtract [səb'trækt]
variation [ˌvæəri'eɪʃən]
workbench ['wɜ:kbeɪntʃ]
B. calculation [ˌkælkju'leɪʃən]
column ['kɒləm]
decreases [di:'kri:sɪz]

equation [ɪ'kweɪʃən]
feature ['fi:tʃə]
orderliness ['ɔ:dəlɪnɪs]
overemphasize [əʊvər'emfəsaɪz]
pressure ['preʃə]
provide [prə'vaɪd]
radius ['reɪdɪəs]
ratio ['reɪʃiəu]
relationship [rɪ'leɪʃənʃɪp]
research [ri'sə:tʃ]
C. Arabic [ə'ræbɪk]
Boyle [bɔɪl]
Celsius ['selsjəs]
Moor [muə]
Moorish ['muəriʃ]

5. The Cyborgs' Among Us

Today the man with a pacemaker or a plastic aorta is still recognizably a man. The inanimate part of his body is still relatively unimportant in terms of his personality and consciousness. But as the proportion of machine components rises, what happens to his awareness of self, his inner experience? If we assume that the brain is the seat of consciousness and intelligence, and that no other part of the body affects personality or self very much, then it is possible to conceive of a disembodied brain — a brain without arms, legs, spinal cord or other equipment — as a self, a personality, an embodiment of awareness. It may then become possible to combine the human brain with a whole set of artificial sensors, receptors and effectors, and to call *that* tangle of wires and plastic a human being.

The first small steps toward some form of man-machine symbiosis are already being taken. Moreover, they are being taken not by a lone man scientist, but by thousands of highly trained engineers, mathematicians, biologists, surgeons, chemists, neurologists and communication specialists.

Dr. W. G. Walter's mechanical "tortoises" are machines that behave as though they had been psychologically conditioned. These tortoises were early specimens of a growing breed of robots ranging from the "Perceptron" which could learn (and even generalize) to the more recent "Wanderer", a robot capable of exploring an area building up in its memory an "image" of the terrain, and able even to indulge in certain operations comparable, at least in some respect, to "contemplative speculation" and "fantasy". Experiments by scientists demonstrate that machines can learn from their mistakes, improve their performance, and, in certain limited kinds of learning, outstrip human students. Says Bloch, professor of Applied Mathematics at Cornell University: "don't think there's a task you can name that a machine can't do — in principle. If you can define a task and a human can do it,

¹ fusions of man and machine.

then a machine can, at least in theory, also do it. The converse, however, is not true". Intelligence and creativity, it would appear, are not a human monopoly.

(From "Future Shock"
by Alvin Toffler, 1975, pp. 209—210.)

Vocabulary

- A. aorta [ei'ɔ:tə]
neurologist [njuə'rɒlədʒist]
robot ['rəubət]
symbiosis ['simbi'əʊsɪs]
B. awareness [ə'weənɪs]
component [kəm'pəʊnənt]
to conceive [kən'si:v]
to converse [kən'vɜ:s]
creativity ['kri:ɪ'tɪvɪti]
disembodied ['disɪm'bɒdɪd]
effectors ['ɪfektəz]
fantasy ['fæntəsi]

- C. fusions ['fju:ʒənz]
indulge [ɪn'dʌldʒ]
outstrip [aʊt'strɪp]
psychologically [ˌsaɪkə'lɒdʒɪkəli]
sensors ['sensəz]
spinal cord ['spainl 'kɔ:d]
tangle [tæŋɡl]
tortoise ['tɔ:təʊz]
D. Alvin ['ælvɪn]
Toffler ['tɒflə]
Cornell [kɔ:nəl]

6. Some Facts about Electricity

If you were thirsty, and took a cup to the kitchen sink, you might first turn the tap on just a little way, so that only a thin stream of water came from it. Then you would turn the tap a bit further. Not only would there be more water, but also it would come out with greater force. If you turned it on as far as it would go, you would get no water in your cup at all, for it would come from the tap in so powerful a jet, that it would bounce straight out of the cup again, and most likely will drench you.

In that stream of water, then, there are three things — or rather two things and their result.

Firstly, the amount or quantity, or current of water. Secondly, the pressure pushing it. And thirdly, the power of the jet, which is the result, or product, of the current of water and the force pushing it.

Although this is not quite the same as in electricity it helps in understanding amps, volts and watts. For the volt is the unit of electrical pressure, of force ('electromotive force'). The amp (short for ampere) is the unit of electrical current, while the watt is the unit of electrical power.

So a watt is the power given by an ampere of current flowing in a circuit at a pressure of one volt. So the more volts and amps there are, the more watts. As in the water tap, the more current there is, and the more pressure, then the greater the resulting power.

When you pump up your bicycle tyre, you use force, or pressure to push air into the inner tube. But the air there already pushes back against you.

In much the same way, when you push a current of electricity through a wire, there is a kind of push-back, called "resistance", set up by the metal of which the wire is made, and the unit of electrical resistance is called the "ohm".

You get an electric shock if an electric current flows through you. This usually happens if you touch something which is live — that is, which is connected to a supply of electricity. The severity of the shock will depend on the size of the current and the part of the body it passes through. The current will take the path of least resistance through your body — from your hand, if that touches the live part, to whatever part of you is in contact with the ground (earth) or any object making contact with the ground.

The resistance can vary considerably. Good conductors of electricity have a low resistance; bad conductors have a high resistance and are called *insulators*.

If you touch a live part and are well insulated from the ground (for example, if you are wearing shoes with rubber soles) and have dry skin, you should not get a severe shock. But if your skin is moist or wet and you are not well insulated from the ground (leather-soled shoes and standing on a wet stone floor) the shock will be severe, probably fatal.

In an iron, the live parts (the heating element, thermostat and wires connecting them) are insulated from the rest of the iron.

Rubber is used to insulate some parts, mainly the connecting wires, while mica is frequently used, to insulate the parts which get the hottest, such as the element. If this insulation deteriorates, and we must be very attentive to it, some parts of the iron which the user may touch can become live. Fewer accidents would occur if plugs and sockets were correctly wired. If you have any doubts, the first essential is, therefore, to have your wiring and your electrical equipment professionally checked.

This will cut down to a minimum the chances of a serious shock or a fatal accident, should your iron (or any other piece of electrical equipment) become faulty.

Vocabulary

- A. pressure ['preʃə]

socket ['sɒkɪt]
faulty ['fɔ:lti]

- B. bounce [baʊns]
drench [drentʃ]
pump up [pʌmp ʌp]
moist [moɪst]
plug [plʌɡ]

- C. kitchen sink = chiuvetă de
bucătărie
rubber soles = tălpi de cauciuc
leather-soled shoes = pantofi cu
talpă de piele

7. Contemporary Architecture in U.S.A.

The fast growth of cities and industry in the United States brought skyscrapers into being, and with a need for maximum of space on a minimum of land, this new and typically American type of building was created. Development of steel skeleton frameworks for buildings, the invention of the elevator and more knowledge of less costly methods of manufacturing glass, all contributed to this new concept in building. The earliest skyscrapers (1902), amazed people by its awe-inspiring height (from 21 stories to 60



But the use of classic styles of decoration soon gave away to *functionalism* — that means stressing the use of the building and its materials rather than exterior styling.

Some were merely box-like; others were beautiful in their simplicity. An example is the Empire State Building, completed in 1931, and which was the tallest building in the world, 102 stories high. Without elaborate decoration of any kind, its beauty lies in the effective balance of mass, fine proportion, and emphasis of vertical lines. The trend towards functionalism and simplicity in architecture spread to Europe.

One of the best known buildings of the 20th century is the monumental United Nations Secretariat in New York.

Recently, some architects turned away from the plainness of the International Style and brought to modern architecture the element of decoration — as screen walls which function as a sunshade as well as being ornamental of goldleafed columns giving support to flat extended roofs.

These architects have proven that functional form does not have to be rigid and box-like. Now, there are buildings as the *Trans-World Airlines* terminal building at New York International Airport, which has the appearance of a gigantic piece of sculpture gracefully modelled into a sym-

They provide a maximum of clear space, since no interior supports are necessary and in theory may be designed in any dimension.

Certainly there will be no quick changes for architecture grows with the needs of the people and it has a gradual development.

The plain "glass box" of the International Style will probably continue to find world-wide favour for a long time to come. Creative freeform designs which are appearing now in many countries, will undoubtedly multiply in number, because they are distinctly non-traditional and have a strong appeal for many people. Great developments lie ahead but we should not forget the structural inventions of the past that made this future possible and what further progress is to come remains to be seen. In the United States as everywhere, one thing is certain, the modern movement has already become an important chapter in the history of architecture.

A. **functionalism** [ˈfʌŋkʃənəlɪzəm]
emphasis [ˈemfəsis]
elaborate [ɪˈlæbəreɪt]
B. **skyscraper** [ˈskaɪˈskreɪpə]
steel [stiːl]
skeleton [ˈskelətən]
framework [ˈfreɪmwɜːk]
amaze [əˈmeɪz]
design [dɪˈzaɪn]
shimmering [ˈʃɪməɪɪŋ]
C. **insulate** [ˈɪnsjuleɪt]
lattice [ˈlætɪs]
screen [skriːn]
noteworthy = demn de remarcat
world-wide **favour** = apreciere
 universală
D. **Gothic** [ˈɡəʊθɪk]
Renaissance style [rəˈneɪsəns
 ˈstɑɪl]

If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching,
Or cool one pain,
Or help one fainting robin
Unto his nest again,
I shall not live in vain.

Emily Dickinson (1830—1886)

Vocabulary

A. cool [ku:l]
faint [feint]
ease [i:z]

B. Emily Dickinson ['emili
'dikinsən]

9. Nuclear Energy

The burning of coal is very wasteful of energy. This can be realized when we remember that one pound of coal burned in the furnace of a power station will raise enough steam to drive a generator, that will produce enough current to light a one-bar electric fire for three hours. On the other hand, if all the energy in the atoms of a pound of coal could be released, there should be enough to drive all the machinery in all the factories in Britain for a month.

In simple words, all this means that one pound of any element or compound of elements, if completely converted into energy by breaking up the atoms would release the same amount of heat as the burning of 1,500,000 tons of coal. Scientists have calculated that if a bucket of sand from the beach could be completely converted into energy and if the energy so obtained was used to drive electric generators, enough current would be produced to supply the whole of Europe for five years.

In other words, a bucket of sand contains enough energy to generate a thousand million pounds worth of electricity.

Albert Einstein was the man who realized the vast amount of energy locked in the atom.

Einstein was also the first to show in theory how the energy of the atom might be released.

Indeed, without Einstein's theory which was the result of many complicated mathematical calculations, there would have never been any practical application of nuclear power.

In 1905 which was many years before other scientists really understood a great deal about atomic energy, Einstein declared that if you "destroyed" a given mass of matter, you would obtain in its place an enormous amount of energy.

To support this theory, he worked out what is probably one of the most famous equation in the history of mathematics.

It was by no means a complicated equation, but, in fact, a very simple one which turned into simple language means that energy (E) is equal to mass (m), multiplied by the speed of light squared (c^2).

Energy is measured in a unit called the erg, and to lift a weight of one pound to a height of one foot from the ground would need 13,500,000 ergs of energy.

Now suppose that the mass, or weight, represented by m in Einstein's equation, was one gramme, c is the speed of light, or 300,000 kilometres a second, translated into centimetres per second, this gives 300,000,000,000, a very large number indeed. Therefore, c^2 , the speed of light multiplied by itself has enormous value.

What Einstein's equation means is that, if all the energy in one gramme of an element could be released, it would present the power needed to lift a weight of thirty thousand million tons to a height of one foot from the ground.

(Adapted from *All about Nuclear Power* by David Le Roi, a writer of scientific works)

Vocabulary

A. generate ['dʒenəreɪt]
generator ['dʒenəreɪtə]
nuclear ['nju:kliə]
realize ['riəlaɪz]

B. amount [ə'maʊnt]
bucket ['bʌkɪt]
furnace ['fə:nɪs]

owl [aul]
release [ri'li:s]
squared ['skwɛəd]
steam [sti:m]
supply [sə'plai]
wasteful ['weɪstfʊl]

C. slot-machine = automat

A

abbess ['æbis] s. = stareță
 abridged [ə'bridʒd] *adj.* = prescurtat
 abyss [ə'bis] s. = prăpastie
 accelerator [ək'selireitə] s. = accelerator
 acceptance [ək'septəns] s. = acceptare
 accomplice [ə'kɒmplis] s. = complice
 accomplishment [ə'kɒmpliʃmənt] s. = realizare
 accordingly [ə'kɒ:dipli] *adv.* = ca urmare, în consecință
 accuse [ə'kju:z] v. = a acuza
 achieve [ə'tʃi:v] v. = a realiza, a înregistra, a atinge
 acting ['æktɪŋ] s. = interpretare
 actually ['æktʃuəli] *adv.* = de fapt, în realitate
 adorned [ə'dɔ:nd] *adj.* = împodobit
 advertisement [əd'və:tisment] s. = anunț, reclamă
 adviser [əd'vaizə] s. = consilier
 aged [eidʒd] *adj.* = vîrstnic
 ail [eɪl] v. = a suferi, a dura
 aim [eɪm] s. = scop
 air-hostess ['eə,həʊstis] s. = stewardesă
 alike [ə'laɪk] *adj.* = asemănător
 allot [ə'lɒt] v. = a atribui
 aloof [ə'lu:f] *adv.* = departe
 alpine ['ælpain] *adj.* = alpin
 amaze [ə'meɪz] v. = a, uimi
 amid [ə'mɪd] *adv.* = (poetic) în mijlocul
 annoying [ə'noɪɪŋ] *adj.* = enervant, supărător
 ant [ænt] s. = furnică
 anticipate [æn'tɪspeɪt] v. = a anticipa
 anxious [ˈæŋkʃəs] *adj.* = neliniștit
 a-plenty [ə'plenti] *adv.* = din belșug

appointment [ə'pɔɪntmənt] s. = numire
 approval [ə'pru:vəl] s. = aprobare
 archipelago [ˌɑ:kɪ'pelɪgəʊ] s. = arhipelag
 argument [ˌɑ:gjʊmənt] s. = discuție
 arise [ə'raɪz], arose [ə'rəʊz], arisen [ə'rɪzn] v. = a stîrni, a da naștere
 arms [ɑ:mz] s. = 1) arme; 2) profesiune militară
 arrow ['ærəʊ] s. = săgeată
 ascribe [əs'kraɪb] v. = a atribui
 ashore [ə'ʃɔ:] *adv.* = pe țărm
 ass [æs] s. = măgar, asin
 asset ['æset] s. = avere
 assistant [ə'sɪstənt] s. = ajutor
 assume [ə'sju:m] v. = a-și aroga, a lua
 attempt [ə'tempt] s. = încercare
 attic ['ætɪk] s. = mansardă
 audience [ˌɔ:dʒəns] s. = public spectator
 average ['ævərɪdʒ] *adj.* = mijlociu
 ax [æks] s. = topor
 axis ['æksɪs] s. = axă

B

background ['bækgraʊnd] s. = fundal
 backward ['bækwəd] *adj.* = înapoiat
 badger ['bædʒə] s. = bursuc
 balm [bɑ:m] s. = balsam
 to bang [bæŋ] v. = a pocni
 banner ['bænə] s. = drapel
 barbed wire ['bɑ:bɪd 'waɪə] s. = sîrmă ghimpată
 barely ['beəli] *adv.* = de-abia
 barter ['bɑ:tə] s. = troc, schimb în natură
 base [beɪs] s. = bază
 basis ['beɪsɪs] s. = bază

bask [bɑ:sk] v. = a sta la soare
 battle-axe ['bætl æks] s. = secure
 beam [bi:m] s. = fascicol
 be bored ['bi: 'bɔ:d] v. = a fi plictisit
 bee [bi:] s. = albină
 beetle [bi:tl] s. = gîndac, cărăbuș
 behave [bi'heɪv] v. = a se purta
 believable [bi'li:vəbl] *adj.* = de crezut
 beneath [bi'ni:θ] *prep.* = sub
 besiege [bi'si:dʒ] s. = a asedia
 beware [bi'weə] v. = a se feri
 blade [bleɪd] s. = lamă
 blink [blɪŋk] v. = a clipi
 blow [bləʊ] s. = lovitură, ghiont
 blue-tit ['blu:tɪt] s. = pasăre din familia pițigoiului
 bog [bɒg] s. = mlaștină
 book-keeping ['buk-ki:piŋ] s. = contabilitate
 bonnet ['bɒnɪt] s. = capotă
 boot [bu:t] s. = portbagaj
 bounce [baʊns] v. = a sări
 bounce off ['baʊns 'ɒf] v. = a respinge
 bow [bau] v. = a se înclina
 brad [bræd] s. = caia, cui
 brake [breɪk] s. = frînă
 bravery ['breɪvəri] s. = eroism, vitejie
 breakable ['breɪkebl] *adj.* = fragil, casabil
 break out ['breɪk 'aʊt] v. = a izbucni
 breathe [bri:ð] v. = a murmura, a respira
 breed [bri:d], bred [bred], bred [bred] v. = a crește, a educa
 brief [bri:f] *adj.* = scurt
 broad [brɔ:d] *adj.* = foarte întins, cuprinzător
 broadening ['brɔ:denɪŋ] s. = lărgire; *adj.* crescînd
 brick [brɪk] s. = cărămidă
 brief-case ['bri:fkeɪs] s. = servietă
 budget ['bʌdʒɪt] s. = buget
 builder ['bildə] s. = constructor
 bullfinch ['bʌlfɪntʃ] s. = botgros
 burn [bɜ:n] s. = pîrîu
 burst, burst, burst [bɜ:st] v. = a năvăli

C

cabinet ['kæbɪnɪt] s. = scrin
 calamity [kə'læmɪti] s. = nenorocire
 camel ['kæməl] s. = cămilă
 camp [kæmp] s. = 1) tabără; 2) cariera militară
 candlemaker ['kændl-'meɪkə] s. = lumînărar
 cardboard ['kɑ:dbɔ:d] s. = carton
 careless ['keəlis] *adj.* = neglijent, neatent
 caress [kə'res] v. = a mîngîia
 carpet ['kɑ:pɪt] v. = a acoperi cu covoare
 carry over ['kæri 'əʊvə] v. = a re-
 porta
 carry on ['kæri 'ɒn] v. = a continua
 catch up with ['kætʃ ʌp 'wið] v. = a ajunge din urmă
 chain [tʃeɪn] s. = lanț
 charge [tʃɑ:dʒ] s. = încărcătură
 charger ['tʃɑ:dʒə] s. = cal de luptă
 channel ['tʃænl] s. = canal
 charade [ʃə'reɪd] s. = șaradă
 chariot racing ['tʃəriət 'reɪsɪŋ] s. = alergare de care
 chasm ['kæzm] s. = prăpastie
 cheaply ['tʃi:pli] *adv.* = ieftin
 cheat [tʃi:t] v. = a înșela, a trișa
 cheer [tʃiə] v. = a aclama
 cherished ['tʃerɪʃt] *adj.* = iubit
 chide [tʃaɪd], chid, chid [tʃɪd] v. = a muștra
 chill [tʃɪl] s. = fior rece
 chine [tʃaɪn] s. = fisură adîncă într-o stîncă
 choice [tʃɔɪs] s. = alegere
 chorus ['kɔ:rəs] s. = cor, refren
 citizen ['sɪtɪzn] s. = cetățeni
 claim [kleɪm] s. = a pretinde
 clear [kliə] v. = a curăța, a tăia
 clerk [klɑ:k] s. = funcționar
 cliff [klɪf] s. = țărm stîncos
 cloak-room ['kləʊkrʊm] s. = garderobă
 close [kləʊs] s. = sfîrșit
 clothe [kləʊð] v. = a îmbrăca
 clue [klu:] s. = indicație
 clutch [klʌtʃ] s. = ambreiaj
 coat-of-arms ['kəʊt-əv-'ɑ:mz] s. = blazon

cobble [kɒbl] s. = piatră de pavaj
 cocoa [ˈkəʊkəʊ] s. = cacao
 coffer [ˈkɒfə] s. = ladă, sipet
 coin [kɔɪn] s. = monedă; in coin for coin = în egală măsură
 coincidence [kəʊˈɪnsɪdəns] s. = coincidență
 collect [kəˈlekt] v. = a încasa, a aduna, a culege
 column [ˈkɒləm] s. = coloană
 companion [kəmˈpænjən] s. = însoțitor
 compel [kəmˈpel] v. = a obliga
 competing [kəmˈpiːtɪŋ] adj. = concurent
 competition [kəmˈpiːtɪʃən] s. = concurs, concurență
 concerned [kənˈsænd] adj. = preocupat; to be concerned v. = a se preocupa
 concrete [ˈkɒnkri:t] s. = beton
 cone [kəʊn] s. = con; cornet
 congratulation [kənˈgrætjuˈleɪʃən] s. = felicitare
 confess [kənˈfes] v. = a mărturisi
 confront with [kənˈfrʌnt ˈwið] v. = a oferi spre rezolvare
 conjure [kənˈdʒʊə] v. = a jura, a cere
 conjurer [ˈkɒndʒərə] s. = vrăci
 consist (in) [kənˈsɪst] v. = a consta (din)
 controversy [ˈkɒntroʊvəːsi] s. = controversă
 course [kɔːs] s. = cale, curs
 coverage [ˈkʌvərɪdʒ] s. = cuprindere, acoperire
 cowardice [ˈkaʊədɪs] s. = lașitate
 cradle [ˈkreɪdl] s. = leagăn
 crow [kroʊ] s. = cioară; v. = cânta (despre cocoși)
 crawl [kroʊl] v. = a se târî
 creditably [ˈkredɪtəbli] adj. = onorabil
 crown [kraʊn] v. = a încorona
 crucial [ˈkruːʃəl] adj. = hotărâtor
 cruelty [ˈkruəlti] s. = cruzime
 crush [kraʃ] v. = a zdrobi
 crust [krʌst] s. = coajă
 cuckoo [ˈkukuː] s. = cuc
 corn [kɔːn] s. = bățatură (la picior)

D

dale [deɪl] s. = vale
 damned [ˈdæmd] adj. = afurisit
 damp [dæmp] adj. = umed
 darling [ˈdɑːlɪŋ] s. = dragă
 dash off [ˈdæʃ ˈɒf] v. = a se năpusti afară
 deadly [ˈdedli] adj. = cadaveric
 debt [det] s. = datorie
 decision-making [dɪˈsɪʒən-ˈmeɪkɪŋ] s. = luarea hotărârilor
 decrease [dɪˈkriːs] v. = a se micșora
 decree [dɪˈkriː] s. = decret; v. = a hotărî
 defender [dɪˈfendə] s. = apărător
 degree [dɪˈɡriː] s. = grad
 delight [dɪˈlaɪt] s. = încântare
 delightful [dɪˈlaɪtful] adj. = încântător
 deny [dɪˈnaɪ] v. = a nega
 desolate [ˈdesəleɪt] v. = a pustii
 detain [dɪˈteɪn] v. = a reține
 detective [dɪˈtektɪv] s. = detectiv
 design institute [dɪˈzaɪn ˈɪnstɪtjuːt] s. = institut de proiectări
 devise [dɪˈvaɪz] v. = a născoci, a alcătui
 dew [djuː] s. = rouă
 diamond [ˈdaɪəmənd] s. = romb, diamant
 dim [dɪm] adj. = încetșat
 diminish [dɪˈmɪnɪʃ] v. = a descrește
 diminutive [dɪˈmɪnjuːtɪv] adj. = miniatural
 dire [daɪə] adj. = cumplit
 direct [dɪˈrekt] v. = a îndruma
 dirt [dɜːt] s. = gunoi, praf
 disappointment [ˈdɪsəˈpɔɪntmənt] s. = dezamăgire
 discuss [dɪˈskʌs] s. = disc
 discreditable [dɪsˈkredɪtəbl] adj. = nedemn, nevrednic
 displeasure [dɪsˈpleʒə] s. = nemulțumire
 disease [dɪˈziːz] s. = boală
 dishonestly [dɪsˈɒnɪstli] adv. = în mod necinstit
 dismayed [dɪsˈmeɪd] adj. = înspăimântat
 disobedient [ˌdɪsəˈbiːdjənt] adj. = neascultător, nesupus

disregard [ˈdɪsriːɡɑːd] v. = a nescoti, a desconsidera
 discussion [dɪsˈkʌʃən] s. = neînțelegere, ceartă
 disuse [ˈdɪsˈjuːs] s. = nefolosire, renunțare la
 ditch [dɪtʃ] s. = șanț
 dolorous [ˈdɒləərəs] adj. = dureros
 doting [ˈdəʊtɪŋ] adj. = senil
 doubtful [ˈdaʊtful] adj. = plin de îndoieli
 dragonfly [ˈdræɡənflaɪ] s. = libelulă
 drain [dreɪn] v. = a stoarce
 drain-pipe [ˈdreɪnpaɪp] s. = țevă, canal de scurgere
 draw near [ˈdrɔːˈniə] v. = a se apropia
 draw up [ˈdrɔːˈʌp] v. = a elabora, a întocmi
 dread [dred] v. = a se teme
 drench [drentʃ] v. = a uda
 drenched [drentʃt] adj. = ud pînă la piele
 drizzle [ˈdrɪzl] s. = burniță
 drone [draʊn] s. = trîntor
 dull [dʌl] adj. = fără luciu; moritor; șters, monoton
 dusty [ˈdʌsti] adj. = prăfuit
 dwell [dwel] v. = a locui
 dye [daɪ] v. = a vopsi, a colora

E

eagerly [ˈiːɡəli] adv. = cu nerăbdare
 earnest [ˈɜːnɪst] adj. = serios
 earthquake [ˈɜːθkweɪk] s. = cutremur
 ease [iːz] s. = viață ușoară
 efficient [ɪˈfɪʃənt] adj. = eficace
 eligible [ˈelɪdʒəbl] adj. = potrivit de prețuit
 elbow [ˈelbəʊ] s. = cot
 embarrassed [ɪmˈbærəst] adj. = încurcat, stînjnit
 embody [ɪmˈbɒdi] v. = a încorpora

emphasis [ˈemfəːsɪs] s. = accent, emfază
 employ [ɪmˈplɔɪ] v. = a angaja, a folosi
 enable [ɪˈneɪbl] v. = a îngădui
 enclosure [ɪnˈkləʊʒə] s. = împrejmuire, despărțitură
 end [end] s. = 1) capăt; 2) scop
 rope's end = capăt de funie
 endanger [ɪnˈdeɪndʒə] v. = a primejdui
 endurance [ɪnˈdʒʊərəns] s. = răbdare, rezistență
 energetic [ˌenəˈdʒetɪk] adj. = energetic
 enjender [ɪnˈdʒendə] v. = a genera, a da naștere
 enjoyment [ɪnˈdʒɔɪmənt] s. = mulțumire, satisfacere
 enrage [ɪnˈreɪdʒ] v. = a înfuria
 enquire [ɪnˈkwaɪə] v. = a întreba
 ensure [ɪnˈʃʊə] v. = a asigura
 entail [ɪnˈteɪl] v. = a atrage după sine, a cauza
 entertainment [ˌentəˈteɪnmənt] s. = amuzament
 entire [ɪnˈtaɪə] adj. = întreg
 equation [ɪˈkweɪʃən] s. = ecuație
 ere [ɜː] adv. = mai înainte
 estate [ɪsˈteɪt] s. = moșie, latifundie
 ever-increasing [ˌevəˈɪnˈkriːzɪŋ] adj. = tot mai mare
 ever-wider [ˌevəˈwaɪdə] adj. = tot mai întins
 evil [ɪˈvɪl] s. = răcilă, lucru rău
 exceedingly [ɪkˈsiːdɪpli] adv. = peste măsură
 exciting [ɪkˈsaɪtɪŋ] adj. = emoționant, captivant
 exigency [ekˈsɪdʒənsi] s. = exigență
 expand [ɪksˈpænd] v. = a extinde
 expense [ɪksˈpens] s. = cheltuială
 expose [ɪksˈpəʊz] v. = a dezvălui, a demasca
 exuberant [ɪɡˈzjʊərənt] adj. = exuberant
 eye-lid [ˈaɪlɪd] s. = pleoapă

F

facility [fə'siliti] *s.* = amenajări, instalații
faint [feint] *v.* = a leșina
faint-hearted ['feint'hɑ:tɪd] *adj.* = descurajat
fair [feə] *s.* = bilci, iarmaroc; *adj.* = cinstit
fairy ['feəri] *s.* = zână
faith [feɪθ] *s.* = credință
fascinate ['fæsineɪt] *v.* = a fascina
fashion ['fæʃn] *s.* = modă
fast [fɑ:st] *adj.* = strâns, fix
fault [fɔlt] *s.* = greșală
faulty ['fɔ:lti] *adj.* = defect
fearful ['fiəfʊl] *adj.* = înfricoșător
feature ['fi:tʃə:] *s.* = particularitate
fee [fi:] *s.* = plată, onorariu
feeble ['fi:bl] *adj.* = slab
fell [fel] *v.* = a doborî prin tăiere
fence [fens] *s.* = gard
fierce [fiəs] *adj.* = feroce, crunt
fiery ['faɪəri] *adj.* = învăpăiat, furios
filling-station ['fɪlɪŋ-'steɪʃən] *s.* = benzinărie
fir-tree ['fɜ:tri:] *s.* = brad
flag [flæg] *s.* = steag; *v.* = a slăbi
flee [fli:], **fled** [fled], **fled** *v.* = a fugi
fling [flɪŋ], **flung** [flʌŋ], **flung** *v.* = a arunca cu putere, a azvîrli
flock [flɒk] *s.* = cîrd, turmă
flounder ['flaʊndə] *v.* = a merge greu
flourish ['flaʊrɪʃ] *v.* = a înflori, a prospera
flow [fləʊ] *s.* = scurgere
flu [flu:] *s.* = gripă
fly [flai] *s.* = muscă
foam [fəʊm] *v.* = a spumega
focus ['fəʊkəs] *v.* = a concentra
folk [fəʊk] *adj.* = popular
fok-song [fəʊksɒŋ] = cîntec popular
forcibly ['fɔ:səbli] *adv.* = cu forță
foreground ['fɔ:graʊnd] *s.* = prim plan
forge [fɔ:dʒ] *v.* = a făuri
fort [fɔ:t] *s.* = fort, cetățuie
fortunate ['fɔ:tʃnɪt] *adj.* = norocos
found [faʊnd] *v.* = a întemeia

foundation [faʊn'deɪʃn] *s.* = întemeiere
framework ['freɪmwɜ:k] *s.* = cadru
freshen ['frefn] *v.* = a îmbrozăta
frost [frɒst] *s.* = brumă, ger, primorocă
frustrate [frʌs'treit] *v.* = a zădărnici, a nesocoti
fruitful ['fru:tʃʊl] *adj.* = rodnic
fulfilment [ful'fɪlmənt] *s.* = realizare
functionalism ['fʌŋkʃənəlɪzəm] *s.* = funcționalism
furthermore ['fɜ:ðə'mɔ:] *adv.* = în plus

G

gallop ['gæləp] *s.* = galop
game [geɪm] *s.* = vînat
gap [gæp] *s.* = gol, spațiu
gather ['gæðə] *v.* = a (se) aduna
gaze [geɪz] *s.* = a sta în contemplare, a privi lung la
gear lever ['giə'li:və] *s.* = schimbător de viteze
gem [dʒəm] *s.* = piatră prețioasă
gift [gɪft] *s.* = dar
gifted ['gɪftɪd] *adj.* = talentat
glance up ['glɑ:ns'ʌp] *v.* = a-și ridica privirea
glorious ['glɔ:riəs] *adj.* = minunat
go in for ['gəʊ'in 'fɔ:] *v.* = a se ocupa cu
goldsmith ['gəʊldsmɪθ] *s.* = bijutier
goodness ['gʊdnɪs] *s.* = bunătate
gore [gɔ:] *s.* = (poetic) sînge
gorgeous ['gɔ:dʒəs] *adj.* = strălucitor, fastuos
govern ['gʌvən] *v.* = a stabili
grain [greɪn] *s.* = grăunțe, boabe
grasshopper ['grɑ:s'hɒpə] *s.* = cîșă
grave [greɪv] *s.* = mormînt
gross [grəʊs] *adj.* = brutal
guard [gɑ:d] *v.* = a păzi
guss [ges] *v.* = a ghici

H

halve [hɑ:v] *v.* = a înjumătăți
handlebar ['hændlbɑ:] *s.* = ghidon
handsome ['hænsəm] *adj.* = darnic, mărinimos
hardship ['hɑ:dʃɪp] *s.* = greutate, vitregie
harmful ['hɑ:mful] *adj.* = nevătămător
harvest ['hɑ:vɪst] *v.* = a recolta
hawk [hɔ:k] *s.* = șoim
heap [hi:p] *v.* = a aduna, a îngrămădi
heartily ['hɑ:tili] *adv.* = din inimă
heartly ['hɑ:ti] *adj.* = copios
heaven ['hevən] *s.* = cer
Good heavens! = O, ceruri!
heavily ['hevili] *adv.* = greoi, cu greutate
heaving ['hi:vɪŋ] *s.* = răscolire
heed [hi:d] *v.* = a ține seama de
heel [hi:l] *s.* = călcîi
helmet ['helmit] *s.* = coif
hesitate ['heziteit] *v.* = a ezita
hiding-place ['haɪdɪŋpleɪs] *s.* = ascunziș
high jump ['haɪ'dʒʌmp] *s.* = săritură în înălțime
high tide ['haɪ 'taɪd] *s.* = flux
hip [hɪp] *s.* = șold
hoe [həʊ] *v.* = a săpa
holidaymaker ['hɒlədi'meɪkə] *s.* = sezonist, vilegiaturist
holy ['həʊli] *adj.* = sfînt
hone [həʊn] *s.* = gresie
hop [hɒp] *v.* = a țopăi
horn [hɔ:n] *s.* = corn
housed ['haʊzd] *adj.* = adăpostit
householder ['haʊshəʊldə] *s.* = locatar
house-warming (party) ['haʊs'wɔ:mɪŋ] *adj.* = petrecere la intrarea într-o locuință nouă
hovel ['hɒvəl] *s.* = cocioabă
hue [hju:] *s.* = culoare, nuanță
hurdles ['hɜ:dlz] *s.* = alergare cu obstacole
hum [hʌm] *v.* = a fredona
homeland ['həʊmlænd] *s.* = patrie

humour ['hju:mə] *v.* = a-i face pe plac
hump [hʌmp] *s.* = cocoasă
hurl [hɜl] *v.* = a azvîrli

I

identify [ai'dentɪfaɪ] *v.* = a (se) identifica
idle [aɪdl] *adj.* = trîndav
igloo ['ɪglu:] *s.* = iglu, colibă de ghiță
ignorance ['ɪgnərəns] *s.* = lipsă de învățătură
illuminant [ɪ'lju:mɪnənt] *s.* = combustibil lampant
immaterial [ɪ'mæ'tɪəriəl] *adj.* = fără importanță
improvement [ɪm'pru:vmənt] *s.* = îmbunătățire
increasingly [ɪn'kri:sɪŋli] *adv.* = tot mai mult
injured ['ɪndʒəd] *adj.* = rănit
inn [ɪn] *s.* = han
insignificance [ɪnsɪg'nɪfɪkəns] *s.* = lipsă de importanță
instead [ɪn'sted] *adv.* = în schimb
intonation [ɪntə'neiʃn] *s.* = intonație
intricate ['ɪntrɪkɪt] *adj.* = încîlcit, încurcat
ionosphere [aɪənəsfiə] *s.* = ionosferă
issue ['ɪsju:] *v.* = a promulga, a da

J

jam [dʒæm] *s.* = blocare
javelin ['dʒævɪlɪn] *s.* = suliță
jaw [dʒə] *s.* = falcă
jet [dʒet] *s.* = avion cu reacție
joy-ray ['dʒɔɪreɪ] *s.* = rază de voieșie, bucurie
jubilee ['dʒʊbili:] *s.* = jubileu

K

keen [ki:n] *adj.* = pătrunzător
key-note ['ki:nəʊt] *s.* = notă dominantă
knight [naɪt] *s.* = cavaler
knob [nɒb] *s.* = buton

L

lacking ['lækɪŋ] *adj.* = lipsit de
lad [læd] *s.* = tinăr, liberty lads =
tinerii luptători pentru libertate
lamely ['leɪmli] *adv.* = șchiopătînd
land [lænd] *v.* = a debarca
landlord ['lændlɔ:d] *s.* = 1) moșier;
2) hangiu
last [lɑ:st] *v.* = a dura
lattice ['lætɪs] *s.* = zăbrele, grilaj
leadership ['li:dəʃɪp] *s.* = conducere
leap year ['li:pjə] *s.* = an bisect
leave [li:v] *s.* = permisiune, con-
cediu
leisure ['leɪzə] *s.* = timp liber
lest [lest] *conj.* = ca să nu
level ['levl] *s.* = nivel;
v. = a apleca
licence ['laɪsəns] *s.* = permis; dri-
ver's licence = permis de condu-
cere
lieutenant [lef'tenənt] *s.* = locote-
nent de infanterie, artilerie
limp [lɪmp] *v.* = a șchiopăta
load [ləʊd] *s.* = sarcină;
v. = a încărca
loaf [ləʊf] *v.* = a hoinări
lobby ['lɒbi] *s.* = hol
lock [lɒk] *v.* = a încuia
lodging ['lɒdʒɪŋ] *s.* = locuință
lofty ['lɒftɪ] *adj.* = înalt; (poet.)
nobil
lone [ləʊn] *adj.* = poet, singur
long-standing ['lɒŋ 'stændɪŋ] *adj.* =
de lungă durată
low [ləʊ] *adj.* = scăzut, jos
lung [lʌŋ] *s.* = plămîn

M

magpie ['mæɡpaɪ] *s.* = coțofană
manage ['mænɪdʒ] *v.* = a conduce,
a putea face (ceva)
management ['mænɪdʒmənt] *s.* =
conducere
manhood ['mænhud] *s.* = vîrsta băr-
băției *adj.* = pentru bărbați
multilateral ['mʌltɪ'lætərəl] *adj.* =
multilateral
mark [mɑ:k] *v.* = a observa, a
pîndi

mason ['meɪsn] *s.* = zidar
mayhap ['meɪhæp] *adv.* = poate
meaningful ['mi:nɪŋfʊl] *adj.* = sem-
nificativ
meantime ['mi:ntaɪm] *adv.* = între
timp
medium ['mi:djəm] *adj.* = medie
merchant-ship ['mɜ:tʃənt-ʃɪp] *s.* =
corabie de comerț
mess [mes] *s.* = murdărie
Middle-Ages ['mɪdl'eɪdʒɪz] *s.* = evul
mediu
midst [mɪdst] *s.* = mijloc (arh.)
million-march ['mɪljən-'mɑ:tʃ] *s.* =
marșul milioanelor de oameni
mine [maɪn] *s.* = mină
mire ['maɪə] *s.* = mlaștină
mist [mɪst] *s.* = ceață, piclă
misunderstanding ['mɪs'ndə'stændɪŋ]
s. = confuzie
mix-up ['mɪksʌp] *s.* = amestec
moist [moɪst] *adj.* = umez, jilav
money-box ['mʌnɪbɒks] *s.* = pușcu-
liță
mortar ['mɔ:tə] *s.* = tencuială
moth [mɒθ] *s.* = molie, fluture
mounted ['maʊntɪd] *adj.* = montat
muddy ['mʌdi] *adj.* = plin de noroi
mudguard ['mʌdgɑ:d] *s.* = aripă (de
automobil)
multiply ['mʌltɪplaɪ] *v.* = a înmulți
muscle ['mʌsl] *s.* = mușchi

N

nay [nei] *adv.* = ba chiar
niggard ['nɪɡəd] *s.* = meschin
nod [nɒd] *v.* = a da din cap
novel ['nɒvəl] *adj.* = nou
novelty ['nɒvəlti] *s.* = noutate
nuclear ['nju:kliə] *adj.* = nuclear
nun [nʌn] *s.* = călugăriță

O

oak [əʊk] *s.* = stejar
observatory [əb'zə:vətɪ] *s.* = obser-
vator
odd [ɒd] *adj.* = desperecheat
off [ɒf] *adj.* = plecat; he off (v.) =
a pleca

onwards ['ɒnwədz] *adv.* = mai de-
parte, înainte
opening ['əʊpɪŋ] *s.* = spațiu, des-
chis, deschizătură
orchard ['ɔ:tʃəd] *s.* = livadă
ordain ['ɔ:deɪn] *v.* = a orîndui
ordeliness ['ɔ:dəlnɪs] *s.* = rîndu-
ială
ore [ɔ:] *s.* (poet.) aur
out [aʊt] *adv.* = afară; be out *v.* =
a rămîne în urmă
outburst ['aʊtbɜ:st] *s.* = izbucnire
outer ['aʊtə] *adj.* = cosmic
outer space = spațiu cosmic
outline ['aʊtlaɪn] *s.* = contur
outlook ['aʊtlʊk] *s.* = perspectivă
output [aʊtpʊt] *s.* = producție
outstanding [aʊt'stændɪŋ] *adj.* =
important
overemphasize ['əʊvə'emfəsaɪz] *v.*
= a accentua prea mult
owl [aʊl] *s.* = bufniță
owner ['əʊnə] *s.* = proprietar

P

pack [pæk] *s.* = haită
pain [peɪn] *s.* = suferință, osteneală
pane [peɪn] *s.* = geam
paragraph ['pærəɡraf] *s.* = para-
graf
paramont ['pærəmaʊnt] *adj.* = su-
prem, extrem
partridge ['pɑ:trɪdʒ] *s.* = potîrniche
party ['pɑ:ti] *s.* = grup, partid
pastry ['peɪstri] *s.* = prăjitură din
aluat
paf [pæt] *v.* = a mîngîia
patient ['peɪʃənt] *adj.* = îngăduitor,
calm
pave [peɪv] *v.* = a pietrui, a pava
peak [pi:k] *s.* = pisc
pearl [pɜ:l] *s.* = perlă
pebble ['pebl] *s.* = pietricică
peel [pi:l] *v.* = a curăța de coajă, a
decoji
peg [peg] *s.* = 1) cuier; 2) cui de
lemn, țărș
penetrate ['penɪtreɪt] *v.* = a pă-
trunde
perceive [pə'si:v] *v.* = a percepe
petrol ['petrəl] *s.* = benzină

pierce [piəs] *v.* = a străpunge
pig-pen ['pɪɡpen] *s.* = coteț pentru
porci
pin [pɪn] *s.* = ac cu gămălie
pit [pɪt] *s.* = groapă
pitch [pɪtʃ] *s.* = ton
pity ['pɪti] *s.* = milă
What a pity! = Ce păcat!
plague [pleɪɡ] *s.* = ciumă
pine [paɪn] *v.* = a tinji după
plate [pleɪt] *s.* = platoșă
plough [plau] *s.* = plug; *v.* = a ara
pluck [plʌk] *v.* = a scoate
plug [plʌɡ] *s.* = fișă de conectare
ply [plai] *v.* = a trudi (cu)
pole-vault ['pəʊl-vɔ:lt] *s.* = săritură
cu prăjina
pomp [pɒmp] *s.* = fast, pompă
pork [pɔ:k] *s.* = carne de porc
portion ['pɔ:ʃn] *s.* = secțiune
position [pə'zɪʃən] *s.* = poziție
post [pəʊst] *s.* = stîlp
II.v. = a trimite cu poșta; a afișa
postpone [pəʊst'pəʊn] *v.* = a amîna
pot [pɒt] *s.* = coș de prins raci
precaution [pri'kə:ʃən] *s.* = precau-
ție, măsură de prevedere
preceding [pri'si:diŋ] *adj.* = prece-
dent
prescribe [prɪ'skraɪb] *v.* = a prescrie
presently ['prezntli] *adv.* = curînd
preservation [prezə'veɪʃn] *s.* = pă-
strare
pressure ['preʃə] *s.* = presiune
prevention [pri'venʃn] *s.* = preve-
nire, împiedicare
printer ['prɪntə] *s.* = tipograf
process ['prəʊses] *s.* = muncă în
fabrică
procrastination [prəʊ'kræstɪ'neɪʃn]
s. = amînare
produce ['prɒdʒu:s] *s.* = producție
prohibited [prə'hɪbɪtɪd] *adj.* = inter-
zis
proper ['prɒpə] *adj.* = potrivit, real
property ['prɒpəti] *s.* = proprietate;
lost property office = biroul de
obiecte pierdute
proposal [prə'pəʊzəl] *s.* = propu-
nere
propose [prə'pəʊz] *v.* = a propune
provide [prə'vaɪd] *v.* = a oferi

publicly ['pʌblikli] *adv.* = în mod public
 pulpit ['pʌlpit] *s.* = amvon; cariera clericală
 pump [pʌmp] *s.* = pompă; *v.* a pompa
 puncture ['pʌŋktʃə] *s.* = pană de cauciuc
 purchase ['pʌ:tʃəs] *v.* = a cumpăra
 purpose ['pʌ:pəs] *v.* = scop
 purse [pɜ:s] *s.* = pungă
 putting the shot ['putɪŋ ðəʃɒt] *s.* = aruncarea greutății
 puzzle ['pʌzl] *s.* = enigmă, joc de cuvinte încrucișate

Q

quits [kwɪts] *adj.* = chit; to be quits = a se achita față de
 quiz [kwɪz] *s.* = jocuri — întrebări
 quotation [kwəʊ'teɪʃn] *s.* = citat

R

radius [reɪdʒəs] *s.* = rază
 rafter ['rɑ:ftə] *s.* = grindă
 rag [ræg] *s.* = zdreanță
 rail [reɪl] *s.* = șină
 raise [reɪz] *v.* = a ridica; a crește (vite)
 range [reɪndʒ] *s.* = șir, lanț, serie, gamă
 rate [reɪt] *s.* = ritm
 ratify ['rætɪfaɪ] *v.* = a ratifica
 ratio ['reɪʃiəu] *s.* = raport, relație
 raw [rɔ:] *adj.* = crud
 readable ['ri:dəbl] *adj.* = citeț
 realize ['riəlaɪz] *v.* = a realiza, a concepe; a înțelege
 reap [ri:p] *v.* = a recolta
 rearlight ['riəlaɪt] *s.* = becul din spate la automobil
 reassuring ['riə'sʊəriŋ] *adj.* = liniștitor, inspirând siguranța
 recognition ['rekəg'nɪʃn] *s.* = recunoaștere
 recognize ['rekəgnaɪz] *v.* = a recunoaște
 record ['rekɔ:d] *s.* = nivel, cifră înregistrată; top records = cifre record

reflector [rɪ'flektə] *s.* = reflector
 register ['redʒɪstə] *v.* = a înregistra, a trimite recomandat
 rein [reɪn] *s.* = frâu
 relay ['ri:lei] *s.* = retransmisie
 reliable [rɪ'laɪəbl] *adj.* = demn de încredere, solid
 relic ['reɪlɪk] *s.* = vestigie, rămășiță
 renew [rɪ'nju:] *v.* = a reînnoi (a face să crească)
 repeal [ri'pi:l] *s.* = abrogare
 research institute [rɪ'sə:tʃ 'ɪnstɪtju:t] *s.* = institut de cercetare
 research worker [rɪ'sə:tʃ 'wɜ:kə] *s.* = cercetător
 resemblance [rɪ'zembləns] *s.* = asemănare
 resignation [ˌrezɪg'neɪʃn] *s.* = resemnare
 resolve [rɪ'zɒlv] *s.* = a hotărî
 respectively [rɪ'spektɪvɪli] *adv.* = respectiv
 respond [rɪ'spɒnd] *v.* = a riposta
 responsibility [rɪs,pɒnsə'bɪlɪtɪ] *s.* = răspundere
 resourceful [rɪ'sɔ:sfʊl] *adj.* = inventiv, plin de resurse
 rest [rest] *v.* = a așeza
 restricted [rɪ'strɪktɪd] *adj.* = restrâns
 revelation [ˌrevɪ'leɪʃn] *s.* = dezvăluire
 rewrite ['ri:raɪt] *v.* = a rescrie
 rick-burning ['rɪk'bɜ:nɪŋ] *s.* = incendierea claielor (stogurilor) de paie
 riddle-me-ree ['rɪdl'mi:'ri:] *s.* = ghicitoare
 ride [raɪd] *s.* = cursă, goană
 riding ['raɪdɪŋ] *s.* = călărit
 right-wing ['raɪt-wɪŋ] *adj.* = de dreapta
 rim [rɪm] *s.* = margine
 risky ['rɪski] *adj.* = riscant
 rivalry [raɪvəlɪ] *s.* = rivalitate
 riven ['rɪvən] *adj.* = (poet.) sfîșiat
 robe [rəʊb] *s.* = veșmînt
 robin ['rɒbɪn] *s.* = prigor
 roll [rəʊl] *v.* = a se rostogoli
 root [ru:t] *v.* = a înrădăcina
 rosy ['rəʊzi] *adj.* = trandafiriu

rough [rʌf] *adj.* = agitat; neumblat, nelocuit
 roundabout ['raʊndəbaʊt] *adj.* = ocolit
 rule [ru:l] *s.* = regulă; *v.* = 1) a conduce; 2) a stăpîni
 running ['rʌnɪŋ] *s.* = alergare
 russet ['rʌsɪt] *adj.* = roșcat, ruginiu
 rustle ['rʌstl] *s.* = foșnet
 ruthless ['ru:ðlesli] *adv.* = nemilos, cu cruzime

S

saddle [sædl] *s.* = șa
 saint [seɪnt] *s.* = sfînt
 scaffolding ['skæfəldɪŋ] *s.* = scheleterie
 scale [skeɪl] *s.* = scară
 scan [skæn] *v.* = a parcurge
 scarcely ['skeəslɪ] *adj.* = de abia
 scatter ['skætə] *v.* = a împrăști, a risipi
 scientist ['saɪəntɪst] *s.* = om de știință
 scold [skəʊld] *v.* = a dojeni, a mustra, a ocări
 scorn [skɔ:n] *v.* = a disprețui
 scoundrel ['skaʊndrəl] *s.* = ticălos
 scourge [skɔ:dʒ] *s.* = bici
 screen [scri:n] *s.* = paravan
 scythe [saɪð] *s.* = coasă
 search [sɜ:tʃ] *s.* = căutare; *v.* = a căuta, a cerceta
 season ticket ['si:zn'tɪkɪt] *s.* = abonament
 see off ['si: 'ɔ:f] *v.* = a conduce (la gară, aeroport)
 self-made ['self'meɪd] *adj.* = care a ajuns prin el însuși
 self-possessed ['self'pɒzest] *adj.* = cu sînge rece, stăpîn pe sine
 seize [si:z] *v.* = 1) a apuca; 2) a folosi
 senseless ['senslɪs] *adj.* = nesimțit
 sevenfold ['sevnfəʊld] *adj.* = de șapte ori (mai mare)
 shady ['ʃeɪdi] *adj.* = umbros
 shallow ['ʃæləu] *adj.* = puțin adînc
 shameful ['ʃeɪmful] *adj.* = rușinos
 shaping ['ʃeɪpɪŋ] *s.* = conturare

share ['ʃeə] *v.* = a participa, a distribui
 sharpen ['ʃɑ:pən] *v.* = a ascuți
 shattered ['ʃætəd] *adj.* = dărăpănat
 shelter ['ʃeltə] *s.* = adăpost
 shimmering ['ʃɪmɪərɪŋ] *adj.* = lucitor
 shipwreck ['ʃɪprek] *s.* = naufragiu
 shocking ['ʃɒkɪŋ] *s.* = îngrozitor, scandalos
 shooting ['ʃu:tɪŋ] *s.* = vînațoare
 shortage ['ʃɔ:tɪdʒ] *s.* = lipsă (de bani etc.)
 shrine [ʃreɪn] *s.* = altar
 shutter ['ʃʌtə] *s.* = oblon
 shuttle ['ʃʌtl] *s.* = suveică
 sight [saɪt] *s.* = vedere
 skeleton ['skelɪtn] *s.* = schelet
 skill [skɪl] *s.* = măiestrie, iscusință
 skull [skʌl] *s.* = craniu
 skyscraper ['skaɪ, skreɪpə] *s.* = zgîrie nori
 sleet [sli:t] *s.* = lapoviță
 slope [sləʊp] *s.* = pantă, versant de munte
 smooth [smu:θ] *adj.* = neted
 socket [sɒkɪt] *s.* = priză
 soft [sɒft] *adj.* = blînd
 southwards ['sauθwədz] *adv.* = spre sud
 soothchoked ['su:t,tʃəʊkt] *adj.* = acoperit de funingine
 sort [sɔ:t] *v.* = a sorta
 soundly ['saʊndli] *adv.* = profund
 sow [səʊ] *v.* = a semăna
 spaniel ['spænjəl] *s.* = prepelicar
 spare [speə] *v.* = a economisi, a cruța, a se putea lipsi de
 sparkle ['spɑ:kl] *s.* = scînteiere
 sparkling ['spɑ:kliŋ] *adj.* = scînteietor
 sparrow ['spærəu] *s.* = vrabie
 spearman ['spiəmən] *s.* = lăncier
 spicy ['spais] *adj.* = picant, gustos
 spider ['spaɪdə] *s.* = păianjen
 spin [spɪn] *v.* = a se învîrți, a toarce
 spine [spɪn] *s.* = coloana vertebrală
 spinet ['spi'net] *s.* = spinetă (instrument muzical)
 splendor ['splendə] *s.* = uniformă strălucitoare

split, split, split [split] *v.* = a despica, a se despărți
spoil [spoil] *v.* = a prăda, a jefui
spoke [spəuk] *s.* = spiță
spreading ['sprediŋ] *s.* = răspîndire
squirrel ['skwɪrəl] *s.* = veveriță
stable ['steibl] *adj.* = stabil; *s.* = grajd
stag [stæg] *s.* = cerb
stale [steil] *adj.* = vechi
stall [stɔ:l] *s.* = 1) staul; 2) stand
starling ['stɑ:lɪŋ] *s.* = graur
statement ['steɪtmənt] *s.* = declarație, prezentare, formulă
steadily ['steɪdɪli] *adv.* = continuu
steel [sti:l] *s.* = oțel
steeple ['sti:pl] *s.* = turlă foarte înaltă și ascuțită
steering-wheel ['stiəriŋwi:l] *s.* = volan
stern [stɜ:n] *adj.* = sever
sternly ['stɜ:nli] *adv.* = cu severitate
sticky ['stɪki] *adj.* = lipicios
stirrup ['stɪrəp] *s.* = scară (la șa)
stitch [stɪtʃ] *v.* = a împunge
store [stɔ:] *s.* = depozit, prăvălie
straight [streɪt] *adv.* = drept
stray [strei] *v.* = a (se) rătăci; a devia
straw [stro:] *s.* = pai, paie
strengthen ['streŋθən] *v.* = a întări
stress [stres] *v.* = a accentua, a sublinia
stretch [stretʃ] *s.* = întindere
stroll [strɔ:l] *s.* = plimbare (scurtă); *v.* = a se plimba, a hoinări
sturdy ['stɜ:di] *adj.* = dîrz
subordinate [sə'bo:dnɪt] *s.* = subaltern
succeeded [sək'sɪ:did] *adj.* = urmat; **be succeeded** (*v.*) = a fi urmat
sue [sju:] *v.* = a da în judecată
supply [sə'plai] *s.* = ofertă; *v.* = a aproviziona
survey ['sə:vei] *s.* = examinare, cercetare
swamp [swɒmp] *s.* = mlaștină
sway [swei] *v.* = a balansa, a se clătina
swear [sweə] *v.* = a jura
sweat [swet] *s.* = nădușeală

sweep [swi:p] *s.* = coșar
sweeping ['swi:pɪŋ] *s.* = rapid, navalnic
swiftly ['swɪftli] *adv.* = repede
swing [swɪŋ] *s.* = dezvoltare
swing [swɪŋ], **swung** [swʌŋ], **swung** *v.* = a (se) legăna, a (se) răsuci
switch [swɪtʃ] *s.* = comutator, contact
switch on ['swɪtʃ 'ɒn] *v.* = a da drumul la, a deschide

T

tag [tæg] *s.* = etichetă
take to ['teɪk tə] *v.* = a se refugia
tale [teɪl] *s.* = poveste
tar [tɑ:] *s.* = smoală
target ['tɑ:ɡɪt] *s.* = obiectiv
tart [tɑ:t] *s.* = tartă
task [tɑ:sk] *s.* = sarcină
team [ti:m] *s.* = echipă
tease [ti:z] *v.* = a tachina
teleprinter ['teli:prɪntə] *s.* = telex
temper ['tempə] *s.* = dispoziție, fire
tent [tent] *s.* = cort
terrified ['terɪfaɪd] *adj.* = înspăimîntat
thereby [ðə'eɪbaɪ] *adv.* = prin aceasta
thoroughly ['θɔ:əli] *adv.* = temeinic, perfect
thorn [θɔ:n] *s.* = ghimpe
thread [θred] *s.* = fir (de ață)
threat [θret] *s.* = amenințare
throw [θrəu] *s.* = aruncare
thrush [θrʌʃ] *s.* = sturz
thrust back ['θrʌst 'bæk] *v.* = a respinge
thump [θʌmp] *s.* = bufnitură
thunder ['θʌndə] *v.* = a tuna
tidy ['taɪdi] *adj.* = ordonat, îngrijit; *v.* = a face curățenie, a pune în ordine
tight [taɪt] *adj.* = întepenit
tile [taɪl] *s.* = țiglă, olan
till [tɪl] *v.* = a lucra pămîntul
timber ['tɪmbə] *s.* = buștean, che-restea, lemn de construcție
toil [toɪl] *s.* = trudă
ton [tʌn] *s.* = tonă
toolbag ['tu:lbæg] *s.* = trusă cu unelte

toot [tu:t] *s.* = sunet de claxon, trompetă
total ['təʊtl] *s.* = total; *v.* = a totaliza
tough [tʌf] *adj.* = solid, rezistent
tour [tuə] *s.* = turneu
track [træk] *s.* = cărare, pistă, urmă
trader ['treɪdə] *s.* = negustor
train [treɪn] *v.* = a instrui, a antrena
trampling ['træmplɪŋ] *s.* = ropot navalnic de picioare
transport [træns'pɔ:t] *v.* = a deporta
tremendous [tri'mendəs] *adj.* = enorm
trick [trɪk] *s.* = truc, șiretlic
triplet ['triplit] *s.* = cuvînt din trei litere
trouble ['trʌbl] *s.* = osteneală, deranj
trumpet ['trʌmpɪt] *s.* = trompetă
trunk [trʌŋk] *s.* = geamantan mare, cufăr
turf [tɜ:f] *s.* = iarbă
turn on ['tɜ:n 'ɒn] *v.* = a da drumul la
twilight ['twɪlaɪt] *s.* = amurg
twine [twɪn] *v.* = a încolăci, a răsuci
twist [twɪst] *v.* = a răsuci
tyrant ['taɪərənt] *s.* = tiran
tyre ['taɪə] *s.* = cauciuc, anvelopă

U

ugly ['ʌɡli] *adj.* = urît
unbearable [ʌn'beərəbl] *adj.* = de neîndurat
uncommon [ʌn'kɒmən] *adj.* = excepțional
underground [ʌndəgraʊnd] *adj.* = subpămînt; *s.* = metrou
underlying [ʌndə'laɪɪŋ] *adj.* = fundamental
undermine [ʌndə'maɪn] *v.* = a submina
unfold [ʌn'fəʊld] *v.* = a dezvălui, a desfășura
unfruitful [ʌn'fru:tful] *adj.* = nerodnic, fără rezultate

unfurl [ʌn'fɜ:l] *v.* = a desfășura
unhealthy [ʌn'helθi] *adj.* = nesănătos
unhurried [ʌn'hʌrɪd] *adj.* = (mergînd) fără grabă
unmindful [ʌn'maɪndful] *adj.* = ne-socotit
unrushed [ʌn'rʌʃt] *adj.* = mergînd în ordine
unselfishness [ʌn'selfɪʃnɪs] *adj.* = altruism, mărinimie
untrained [ʌn'treɪnd] *adj.* = neinstruit
unwholesome [ʌn'həʊlsəm] *adj.* = nesănătos
upset [ʌp'set] *v.* = a răsturna
urge [ɜ:dʒ] *v.* = a îndemna
usurer ['ju:ʒərə] *s.* = cămătar
utter ['ʌtə] *adj.* = total

V

valve [vælv] *s.* = supapă, valvă
vary [veəri] *v.* = a varia
verge [vɜ:dʒ] *s.* = margine
villain ['vɪlən] *s.* = ticălos
vain [veɪn] *s.*, **in vain** = zadarnic, în zadar

W

wag [wæg] *s.* = mișcare
want [wɒnt] *s.* = lipsă
warehouse ['weəhaʊs] *s.* = magazie, depozit pentru mărfuri
warning ['wɔ:nɪŋ] *s.* = prevenire, rezervă, avertizare
wasp [wɒsp] *s.* = viespe
waste [weɪst] *adj.* = pustiit
wasteful ['weɪstful] *adj.* = risipitor, cheltuitor
watchword ['wɒtʃwɜ:d] *s.* = lozincă
waterway ['wɔ:təwei] *s.* = canal, cale navigabilă
wave [weɪv] *s.* = undă
waveband ['weɪvbænd] *s.* = bandă de unde
wayside ['weisaid] *adj.* = la marginea drumului
wayward ['weɪwəd] *adj.* = capricios, îndărătnic

weapon ['wepən] s. = armă
 wearer ['wɛərə] s. = purtător
 weary ['wiəri] *adj.* = obosit
 web [web] s. = pânză
 weight [weit] s. = greutate
 weight-lifting ['weɪtlɪftɪŋ] s. = hal-
 tere
 welfare ['welfə] s. = bunăstare,
 prosperitate
 wheel [wi:l] *v.* = a se roti
 whipsaw ['wɪpsɔ:] s. = fierăstrău
 wire ['waɪə] s. = 1) sîrmă; 2) tele-
 gramă
 whirlpool ['wɜ:lpu:l] s. = vârtej de
 apă
 whistle [wɪsl] s. = fluier
 whit [wɪt] s. = pic; not a whit =
 nici un pic
 whiteness ['waɪtnɪs] s. = alb(ul)
 whitewash ['waɪtwɔ:] *v.* = a spoi
 wholesome ['həʊlsəm] *adj.* = sănă-
 tos
 wicked ['wɪkɪd] *adj.* = păcătos, afu-
 risit
 widen ['waɪdn] *v.* = a lărgi
 widow ['wɪdəʊ] s. = văduvă
 wigwam ['wɪgwæm] s. = cort sau
 colibă a pieilor roșii
 wildcat ['waɪldkæt] s. = pisică săl-
 batică
 wildly ['waɪldli] *adv.* = nebanește,
 sălbatic
 willingly ['wɪlɪŋli] *adv.* = de bună
 voie
 willow ['wɪləʊ] s. = salcie

winding-sheet ['waɪndɪŋ ʃi:t] s. =
 lîntoliu
 withstand [wɪð'stænd] *v.* = a se îm-
 potrivi
 witness ['wɪtnɪs] s. = martor
 woe [wəʊ] s. = durere
 woodpecker ['wʊd'pekə] s. = ciocă-
 nitoare
 work out ['wɜ:k'au] *v.* = a efectua,
 a rezolva
 workbench ['wɜ:k'bentʃ] s. = masă
 de lucru
 world-wide [wɜ:ld-waɪd] *adj.* = mon-
 dial
 worn [wɔ:n] *adj.* = distrus
 worth [wɜ:θ] *adj.* = valoros
 be worth *v.* = a valora
 worthless ['wɜ:θles] *adj.* = fără va-
 loare
 worthy ['wɜ:ði] *adj.* = merituos
 wound [wu:nd] *v.* = a răni
 wrestler ['restlə] s. = luptător
 wrestling ['restlɪŋ] s. = trîntă, luptă
 dreaptă
 wretched ['retʃɪd] *adj.* = sărman,
 jalnic
 wrong [rɒŋ] *v.* = a păgubi, a ne-
 dreptăți
 (be) wronged [rɒŋd] *v.* = a fi ne-
 dreptătit

Y

yawn [jɔ:n] s. = căscat
 yeoman ['jəʊmən] s. = răzeș, moș-
 nean

A

actual = present-day
 apropos = by the way
 asemănare = resemblance
 asemănător = similarly
 avertiza = to warn

B

bănuî = to suspect
 bazin = pool
 bisect = leap

C

câștiga = to earn
 (a se) cățăra = to climb up
 coincidență = coincidence
 comic = comical, funny
 constitui = to constitute, to mean
 cruzime = cruelty
 cu multă cruzime = cruelly
 cultiva = to cultivate

D

dăruî = to make (somebody) a pre-
 sent of, to give
 (a se) datora — se datorează = is
 due to
 domeniu = field
 debarca = to land

E

elaborare = elaboration
 elibera = to set free
 exact = exact

F

făgăduî = to promise
 flux = tide

G

greu, din greu = hard
 greutate = difficulty

I

independent de = irrespective of
 instrui = to train
 instruire = training

Î

împacheta = to pack
 înainta = to advance
 (a-și) închipui = to imagine
 îndată = as soon as
 înfrățire = brotherhood
 îngrijorat = anxious
 înlocui = to replace
 înnebuni = to go mad
 întîmpina = to encounter
 întocmi = to make up, to draw up

L

lat = wide
 litoral = seaside
 locuitor = inhabitant
 iluminat = lighting

M

mărime = size
 mijloace = means
 mină = mine
 minunat = wonderful

N

nemaiputînd = unable

P

(a) paria = to bet
(a se) pregăti = to train
(a se) preocupa = to be concerned
with
prietenie = friendship
proclamare = proclamation
profesor de canto = singing teacher

R

racilă = evil
răbda = to endure, to bear
răni = to wound
reprezenta = to represent
restitui = to return, to give back
reunit = reunited

ridica = to praise
rînd, în primul rînd = in the first
place, firstly

S

schimb = exchange
sentiment = feeling
stațiune = resort

T

teren = ground
transforma = to change

U

urgent = urgent

V

vilă = villa
viscol = blizzard, snowstorm

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