



THE UK OF GREAT BRITAIN & NI



LONDON

ENGLISH FOR EVERYBODY

texts and exercises (Volume One)



CHIŞINĂU



THE REPUBLIC OF MOLDOVA

INTERMEDIATE

ANDREI

VASILACHE

CHIŞINĂU – 2016

A PRACTICAL CONVERSATION AND GRAMMAR TEXTBOOK OF ENGLISH:

ENGLISH FOR EVERYBODY

(texts, dialogues and lexico-

grammatical exercises) (Volume One)

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CHIȘINĂU – 2016

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Aprobat pentru editare de către Senatul Universității Pedagogice de Stat "Ion Creangă" la ședința Senatului din data de 22.12.2015.

Vasilache, Andrei.

English for Everybody: (texts, dialogues and lexico-grammatical exercises) / Andrei Vasilache. – Chișinău : S. n., 2015 (Tipogr. UPS "I. Creangă") – – ISBN 978-9975-46-267-9.

Vol. 1. – 2015 – 312 p. – Bibliogr.: p. 308-311. – ISBN 978-9975-46-268-6.

811.111(075.8)

V32

PREAMBUL

Acest manual de limbă engleză **ENGLISH FOR EVERYBODY (texts, dialogues and lexico-grammatical exercises) / ENGLEZA PENTRU TOȚI (texte, dialoguri și exerciții lexico-gramaticale)** este alcătuit pentru studenții anului I (limba străină engleză A) de nivel intermediar de cunoștințe sau anul II (limba străină engleză B) la Facultățile de Limbi Străine și Literaturi ale Universităților din Republica Moldova. El reprezintă un șir de Teme de Conversație deseori întrebuințate în comunicare și un set de exerciții lexico-gramaticale tematice, care au drept scop să faciliteze asimilarea vocabularului nou stipulat de lecția propusă și perfectarea materialului gramatical corespunzător și necesar pentru expunerea corectă în engleză în formă orală ori în scris. De asemenea, conținutul acestui manual poate prezenta un interes sporit pentru acei elevi ori studenți, care se pregătesc pentru probele de examinare sau persoanele care au un interval anume în studierea limbii engleze și care doresc să-și actualizeze cunoștințele, să le perfecțeze și să avanseze spre un nivel mai înalt de cunoaștere al limbii engleze.

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FOREWORD

English for Everybody (texts, dialogues and lexico-grammatical exercises) is a text-book of English for the Ist year students of the intermediate level of knowledge (English as a foreign language A) and the IInd year students (English as a foreign language B) of the Universities of the Republic of Moldova. It represents a number of conversational topics encountered in day-by-day English, that are succeeded by some thematic lexico-grammatical exercises. The key element for each of the listed thirty units provides the topical text which is followed by a similar range dialogue corresponding to the same subject. The essential task of the basic counterparts of the unit is to stipulate the right amount of New Vocabulary that can be of interest to English learners. Each lesson task is designed to improve the practical aspects of mastering English and putting into practice the theoretical knowledge. At the beginning of each lesson there are Model Language Structures with exercises. Afterwards, there is the conversational section including: a text, a dialogue and vocabulary and then, there are questions to the text, dialogue, glossary, grammar, translation and composition exercises. The main task of the text-book is to perfect the certain level of possessing the language. Throughout a serious attitude towards processing the provided material hereafter, there can be achieved a progressive resulting for some either written tests or oral examinations. All text-book contents are for educational, teaching, instructive, studying and learning purposes. Pupils at schools, colleges or high schools can acquire the necessary material for their classes, written quizzes, round up tests, evaluation works, oral tasks and presentations. Students at Institutes, Universities and Academies can perfect and shift their knowledge getting ready with their homework, adjusting it to some higher standards of the corresponding level. As it stands for the supplementary usage, it concerns the individual learners or students of courses of English as a foreign language of study. If there is a reference to the age group, then the material is appropriate to any, accordingly. Additionally to the above-stated, the book creates some reasonably fair pre-requisites for conversation and communication on the topical themes using the vocabulary patterns, grammar drills and writing exercises. The amount of the new vocabulary is estimated to the average of 2016 words and word combinations and they must be sufficient for fluent conversation.

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Four epigraph poems:

REFLECȚII ÎNTRE ZI ȘI NOAPTE.

LA UMBRA CERULUI VENIM,

SĂ POPOSIM LA CALE LUNGĂ,

ȘI MULT TIMP PÂNĂ ZĂBOVIM,

SĂ NE GRĂBIM SPRE A NOASTRĂ MUNCĂ.

ACESTE CĂI POT DEVENI ASCUNSE,

CÂND UIȚI DE BUCURII STĂRNITE DE CÂNDVA,

TE LIMITEZI LA GÂNDURI INTIME INTRUSE,

ȘI-ȚI MÂNGĂI A TA SCĂPARE PE UNDEVA.

LA MULTE CUMPENE IMPUSE,

DEVII MAI SERIOS LA CHIP ȘI ÎNCRUNTAT,

APRECIEZI EFORTUL TĂU DE SURSĂ,

TE BUCURI DE OBSTACOL ÎNFRUNTAT.

DEVII TOT MAI TĂCUT ȘI REZERVAT,

MAI SCUMP TOT PARI LA VORBĂ ȘI PURTAT,

APARI ÎN FEL ȘI CHIP CLAR NECESAR LA BAL MASCAT,

LA CARE VREAI SĂ FII CHIAR ÎMPARAT SAU INVITATUL AȘTEPTAT.

ÎN LINIȘTEA SUSPECTĂ ÎN DEVENIRE,

TE ATAȘEZI LIPICI LA MULTE ÎNTÂMPLĂRI,

DAR TOTUȘI RECUNOȘTI CĂ DIN IUBIRE,

NOI TOȚI PORNIM PE ALE VIEȚILOR CĂRĂRI.

MAI POȚI UIMI, MAI POȚI URNI DIN LOC TĂCEREA,

INDIFERENȚII MARELE ASOCIAT ȘI ALIAT,

ÎN RĂBUFNIRI, EFORTURI ZILNICE OBȚII PLĂCEREA,

SĂ FII ÎN RÂND, ÎN PAS ȘI APRECIAT.

NOI OSTENEALA STĂPÂNIM, IAR FERICIREA NE-O DORIM,

SPERANȚA SĂ NE-O POPOSIM, **LA UMBRA CERULUI TOT REVENIM.**

(A.V.)

TRY YOUR BEST AT BEING THE FIRST!

I. WELL, BEING ABLE TO GET INTO THE HIGH SPIRITS;
ONE CAN'T BE TOTALLY PROUD OF HIMSELF AT ALL;

WHILE BRINGING TOGETHER THE WELL-DESERVED MERRITS;

II. INTO THE SUPER GREAT ENORMOUS OF FAME HALL;
THROUGHOUT PAGING THE ENDLESS PAGES OF THE SCRIPTS;

PLEASE, DO YOUR BEST TO LET NOT THINK THAT IT IS ALL!

(A.V.)

TRYING TO GET IN HIGH SPIRITS.

I. WHENEVER YOU MAYBE BEING GET UPSET;
THERE IS NO WAY FOR AN ASTONISHING SURPRISING HUGE REGRET;

SO LONG MIGHT HAVE BEEN LONGING EAGERNESS BY-PASS;

FORGETTING OF TOMORROW IN ADDITION AND IN PLUS.

II. THE SPIRIT OF A HOLIDAY PERSISTS;
AN OVERCOME OF SADNESS QUITE INSISTS;

WHEREVER YOU MAY BE WILLING TO BE PLEASED;

ONE CAN NOT WARRANTEE THE TOTAL FULL OF LIST;

AT LEAST, YOU WANT TO BE CONSIDERED AS AN OPTIMIST!

(A.V.)

THE DAYS OF THE WEEK.

1. **SUNDAY**, IS THE DAY OF SUN;
2. **MONDAY**, WE SHOULD MEET SOMEONE;
3. **TUESDAY**, LOTS OF THINGS TO DO;
4. **WEDNESDAY**, DISHES WASHES WHO?
5. **THURSDAY**, BUSY DAY TO WHOM?
6. **FRIDAY**, FREE AFTER THE NOON;
7. **SATURDAY**, LET'S FLY TO MOON;
8. **WELL**, THE SCHOOL IS NOT SO SOON!

(A.V.)

LESSON ONE: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. It IS MORE LIKE ... than– Aceasta pare a fi mai mult ... decât...

e.g.: IT IS MORE LIKE spring THAN summer time outside these days.

Translate:

- a) It is **more like** theatre **than** cinema in my vision and opinion, isn't it so?
- b) She looks **more like** a school-girl **than** a student to my mind, you know.
- c) This poem is **more like** a text **than** rhymed verses, in the end of the day.
- d) Her words are **more like** a song **than** speech, after all of the effort of hers.
- e) I look **more like** a manager **than** a teacher and that is the general opinion.
- f) **Your example:**_____.

STUDY THE FOLLOWING:

II. The more...the more/the less...– Cu cât mai mult...cu atât mai mult/puțin.

e.g.: THE MORE we talked, THE MORE common things we seemed to get.

Translate:

- a) **The more** steps I made, **the more** metres there seemed to be left to the shop.
- b) **The more** we thought, **the more** original and fresh ideas came to my mind.
- c) **The more** they listened to the new topic, **the more** questions there occurred.
- d) **The more** he worked, **the more** things he seemed to do individually then.
- e) **The more** she read, **the less** unknown and unclear points there remained.
- f) **Your example:**_____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. I seem to be rather impressed and not disappointed. 2. After you read some pages there must be accumulated many new words and word combinations. 3. For a number of things he did there were acquired some additional skills for him. 4. She seems being prepared for the test and not ignorant at all. 5. It looks as playing games but not studying for children at kindergarten. 6. As longer we waited, so there seemed much time in plus on the clock face. 7. As you learnt by heart much so a number of brand new thoughts and ideas you could provide during conversations. 8. I think they speak quite like Americans and less like Englishmen according to their pronunciation. 9. I have got a feeling of being your friend but not mere acquaintance to you. 10. You seem to be a professional and not an amateur. 11. As he keeps on telling, they seem to believe it can be true or real, you know.

TEXT ONE:

D) MY FAMILY.

Hereafter, I would like to tell you a few things about my family, which I love very much and where I feel with all my **essence** that I love and am loved a lot by its members where I **am eager** to respond to them with the same loving of a son and brother. This is the place where I am **confident** to find myself emotionally and physically a fully and totally complete person. I **stick** to that strong idea that I have become **just** who I am, I mean like an individual and personality, only inside of my family where I can always find **support** and understanding. I have not got a large family, there are four of us: my father, my mother, my **elder** sister and I. I love my family very much because only here I can feel myself the way I am and realize what I have to do **further** in my life. This is the only place in the **whole** Universe where I can always be sure to be accepted as I am at a **certain** period of my life, **whether** a **winner** or not so very successful, or even a **loser**. My family is **an endless spring** of emotional inspiration and it brings me joy and happiness **to be aware** that I have got so very **close** people to my heart who can always give a **piece of advice** and support me. I live together with my family in a **three – room** flat. My father is fifty and he is a manager in a prosperous company. We **spend** all our **spare time** together and do many captivating things. **As soon as** he has lots of **business trips**, there are many souvenirs that **were brought** by him from many countries of the world and pictures which always **tempt** you to travel. I can ask him **to advise** me in any domain and he is permanently eager **to give me a hand** or offer support. My mother is an administrator in a supermarket and she **surely** likes her job. She is two years **younger** than my father is, but she really looks much younger for her **age**. All our family members **agree** that she is a perfect wife and mother, and what is even more: she knows the way and cooks some brilliant and delicious food. It is absolutely **amazing** and **tasty**. We love and appreciate her very much. We are two children in our family: my sister and I. My sister is 4 years **elder** than me and she is a student. **Apart from** being sister and brother, **it is more like** we are best friends **than** siblings. The same can be told **regarding** each of the members of our family. I **hope** to study well, too. It depends **upon** my 1st year winter exams marks and **that is why** I am working hard now and **do my best** for it.

II) DIALOGUE ONE: Read, translate and summarise the dialogue:

(Here is a discussion between **Andrei**, **Brittany** and **Cindy** about **their families**)

Andrei: Hello, **Brittany** and **Cindy**! It's a **lovely morning**! How are you today?

Brittany: Good morning, **Andrei**! **I am so happy to see you!** I am O.K., and you?

Cindy: **F-R-E-S-H!** That is the adjective for me this morning! **Which is yours?**

B.: You seem **rather mysterious** to me! I'll catch your wave and it is: **OPTIMIST!**

A.: Good for you! **Have you managed with your breakfast** this morning or not?

B.: Not really! I was afraid **to be late for classes** and didn't want the **traffic jams**.

A.: Oh, you **seem to be right** about that! It has become a real problem already.

C.: **But to my luck**, I am here, **on spot**, much before the beginning of the classes!

A.: Me, too. **Even if** I haven't taken my full breakfast, as I usually do at home!

B.: **Do you mind if** we have our breakfast now, before waiting for the lunch-time?

A.: **It sounds to be a great idea!** I wanted to ask you about your family members.

C.: You're right. We've studied for some time and I am also curious about yours.

A.: I am glad you asked about my family **as soon as** I am happy to talk of them.

B.: I love my family, too. We are: my father, my mother, my elder sister and me.

A.: You are the youngest. We are: my father, mother, me and my younger brother.

B.: We are very supportive and try to help each other in any way and modality.

A.: I can tell the **same** about us. We **keep in touch** and give a hand in everything.

B.: Do you live together with your parents and your younger brother at present?

A.: I **used to stay** with them at home. Now I've hired an apartment for some time.

C.: It seems to me that we've got much in common, you know. I **rent a flat**, too.

A.: So, whenever I have time on weekends, I go and visit my parents and brother.

B.: I try to do the same. Well, even if it is not with an exact occasion or purpose.

A.: Have you a lot of relatives who visit you and whom you sometimes go to see?

B.: Yes, that's right! You give me the same impression related to that, don't you?

A.: I **see** that you are a friendly family and do many things together, don't you?

B.: **The more** we talk **the more** I realize your family is important to you, isn't it?

A.: Surely, what's the time? I've almost forgot about my classes. I am **in a rush**.

B.: I guess you have got **quite enough time** on you, it's still half past seven a.m.

A.: I think that I found out so many new interesting things about you from now.

C.: The same with me, but we have to tell each other so many more, haven't we?

A. Answer the following questions on the text completely:

1. **What role does the family hold** in our life? **Why do you think** this way?
2. **What kind of place is the family considered to be?** **What is your opinion?**
3. **Which qualities does it develop** with each of the members of the family?
4. **Where does the narrator of the text live** together with his family?
5. **How is there characterized** the father of the teller of the text?
6. **What is there told** about the mother of the narrator of the text?
7. **What is the age of the father and mother and what is the difference of age?**
8. **How is there presented** the sister of the theme narrator within the text?
9. **What kind of relations are** there between them as a sister and a brother?
10. **What are the plans and intentions of the narrator for the nearest future?**

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are the characters who keep on the conversation of the dialogue?**
2. **What is the theme** of the discussion between them when they met for a chat?
3. **How did they define** each other's condition on that morning?
4. **What made them reach** the University so early in the morning?
5. **Did they manage to take their breakfast** or not? **What did they discuss about?**
6. **Which is the modality they start** talking about their families?
7. **How did Beatrice introduce** the members of her family to him?
8. **What was the mode in which Andrei presented** his family members to her?
9. **Where do Andrei, Brittany and Cindy live?** **Do they stay** with their families?
10. **What did they discuss** about their classes that morning in the conversation?

Your question _____ ?

C. Finish the transcription and spelling of the words and translate them:

a) light – lite	/l /	b) just /	/ /	c) tyre – tire	/t /	d) /mi:t/ m
hi – high – hie	/h /	must /	/ /	through – threw /θ	/ /	/in/ i
right – write – rite	/r /	gust /	/ /	past – passed /p	/ /	/pi:s/ p
night – knight	/n /	trust /	/ /	soul – sole /s	/ /	/lai/ l
by – buy – bye	/b /	mare /	/ /	sun – son /s	/ /	/mein/ m
flower – flour	/f /	are /	/ /	some – sum /s	/ /	/rest/ r
know – no	/n /	care /	/ /	sow – so – soh /s	/ /	/veil/ v
new – knew	/n /	bun /	/ /	see – sea – C, c /s	/ /	/sɔ:/ s
to – too – two	/t /	am /	/ /	scene – seen /s	/ /	/vein/ v
four – for – fore	/f /	far /	/ /	male – mail /m	/ /	/wεə/ w
bite – byte	/b /	pare /	/ /	made – maid /m	/ /	/wi:k/ w
sight – site	/s /	mere /	/ /	plane – plain /p	/ /	/pεə/ p
here – hear	/h/	bine /	/ /	stare – stair /s	/ /	/wei/ w
there – their	/ð /	ban /	/ /	wine – whine /w	/ /	/nʌn/ n
be – bee – B, b	/b /	turn /	/ /	fir – fur /f	/ /	/riŋ/ r
nay – neigh – née	/n /	case /	/ /	ore – or – oar /ɔ:	/ /	/rek/ r
mien – mean	/m /	orb /	/ /	hair – hare /h	/ /	/hi:l/ h
dear – deer	/d /	surd /	/ /	beat – beet /b	/ /	/bi:n/ b
hour – our	/a /	car /	/ /	moat – mote /m	/ /	/bi:tʃ/ b
whole – hole	/h /	mire /	/ /	bore – boar /b	/ /	/piə/ p
weather – whether	/w /	fire /	/ /	berg – burg /b	/ /	/pi:l/ p
hey – hay – heigh	/h /	fin /	/ /	isle – aisle /a	/ /	/ri:d/ r

D. THE VERB TO BE: Use these verbs in Present Indefinite:

Affirmative form:

1. I ... always ready (**to help**) my relatives when they (**to ask**) me about that thing.
2. They ... usually at home in the afternoon and (**to do**) many of things together.
3. He ... a teacher and can (**to instruct**) in many references you (**may**) (**to need**).
4. We ... about (**to define**) some significant and important issues for us at this stage.
5. You ... a very good student as you (**to try**) (**to present**) some additional work.
6. She ... happily eager (**to give**) me a hand when I mostly (**to need**) or (**to ask**) her.
7. You ... as an example and a model of a strong and united family to everybody.
8. It ... very nice weather now and it (**to offer**) many opportunities and possibilities.

Negative form:

1. I ... at home from seven in the morning till eight in the evening, as a rule.
2. It ... the due time for (**to go**) (**to fish**) yet, because it (**to be**) winter and frosty.
3. You ... (**to oblige**) (**to do**) this work, but if only there (**to be**) your desire to.
4. They ... at work the major part of summer because they (**to go**) on travelling.
5. He ... (**to disturb**) by the noise she sometimes (**to make**) in the kitchen, ok?
6. We ... in the Central Park and you (**can**) (**to find**) us in the National Square.
7. She ... against of (**to cook**) more dishes for the whole of the family every day.
8. You ... always home when the postman (**to deliver**) newspapers and letters.

Interrogative form:

1. ... I the one (**to do**) the work around the house and (**to wash**) the dishes weekly?
2. ... it necessary (**to find out**) about our agenda for the day of tomorrow or not?
3. ... he (**to go**) (**to let**) us know of his perspectives and plans for the nearest future?
4. ... you sure of all the things (**to go**) into your ears? You (**to believe**) all of them?
5. ... they (**to support**) the point of view (**to express**) on behalf of you: if yes, why?
6. ... we here for any of special occasion or just on a visit to our close relatives?
7. ... you the person one (**can**) (**to address**) when (**to get**) into a foolish situation?
8. ... she happy when he (**to invite**) her for (**to have**) dinner somewhere outside?

E. THE VERB TO DO: Use these verbs in Present Indefinite:

Affirmative form:

1. I often ... many things for the members of my family when they (**to need**) help.
2. They often ... much work around the house when they (**not need**) (**to go out**).
3. He usually ... his homework before supper because he (**to want**) (**to rest**) after.
4. We sometimes ... more miles together as soon as it (**to be**) useful for our health.
5. You ... much more productive work when you (**to have**) a good rest after the day.
6. She ... her hair frequently at the beauty saloon when there (**to be**) a celebration.
7. You (**can**) ... a favour for me and (**to carry**) these heavy cases till the hotel's.
8. It ... good (**to walk**) or (**to jog**) in the morning before (**to go**) to study or work.

Negative form:

1. I ... (**to like**) when my sister (**keep on**) (**to tell**) me what I (**to have**) (**to do**).
2. It ... (**to make**) any sense (**to go**) by car (**to buy**) things cheaper at a distance.
3. You ... (**to understand**) what she (**to be**) (**to speak**) as she (**to be**) Swedish.
4. They ... (**to drive**) so often as they (**to need**) (**to find out**) about directions.
5. He ... (**to see**) her every day as far as he (**to be**) busy with affairs at work.
6. We ... (**to speak**) English daily, so as it (**to be**) not the official language here.
7. She ... (**to want**) (**to get**) (**to disappoint**) again about her business options.
8. You ... (**to know**) much about her as she (**to have**) (**to live**) for a month here.

Interrogative form:

1. ...I (**to have**) (**to double-check**) the meaning of these words in the dictionary?
2. ... it (**to mean**) that I (**must**) (**to come**) for my swimming lessons to the pool?
3. ... he (**to realize**) of the changes in the schedule or it (**to be**) good (**to translate**)?
4. ...you (**to want**) me (**to bring**) it to your place or you (**can**) (**to get**) it from here?
5. ... they (**to play**) football on week-ends or only during the training week hours?
6. ... we (**to write**) our test only on Fridays or when you (**to tell**) us (**to do**) that?
7. ... you (**to know**) how (**to get**) to the main Department Store in the city Centre?
8. ... she (**to want**) (**to start**) my explanations to her as I (**to think**) she (**to agree**)?

F. THE VERB TO HAVE (GOT): Use these verbs in Present Indefinite: Affir.

1. I ... many things (**to share**) with you, we (**not/to have**) (**to see**) each other long.
2. They usually ... a lot of use (**to bring**) into society: it (**to be**) of their education.
3. He ... a lot of work because he (**must/to get**) ready for his summer examinations.
4. We ... (**to get**) there, to the cinema-theatre, before the performance (**to begin**).
5. You ... a trolley-bus ticket each, that (**to mean**) I (**must/to buy**) one for myself.
6. She ... (**to get**) happy eyes and it (**to mean**) he (**to guess**) her with the present.
7. You ... much homework and housework for tomorrow: (**not to go/to sleep**) now!
8. It ... much in common with the bicycle that I (**to use**) (**to have**) some years ago.

Negative form:

1. I ... many clothes in my suit-case, that (**to be**) why I (**can/to take**) it on board.
2. It ... so many of the English vocabulary words like the dictionary I (**to have**).
3. You ... all the material (**to require**) for preparations of the Evaluation Test.
4. They ... many things (**to do**) for tomorrow, because it (**to be**) the week-end.
5. He ... lots of questions (**to ask**) her on one hand, but on the other hand a few.
6. We ... an appropriate strategy yet, but we (**to work**) on that really hard.
7. She ... a definite answer at the moment, because she (**must/to think**) over it.
8. You ... a big volume of work (**to do**), if you (**to divide**) a bit for each of it.

Interrogative form:

1. ... I (**to come**) to the bus stop (**to meet**) you and (**to show**) the way to the house?
2. ... it (**to be**) (**to organize**) as an extra-curriculum activity or an ordinary one?
3. ... he (**to help**) much his family at home, as we (**to need**) him (**to be**) here today?
4. ... you many things (**to double-check**) with your new car or just a few of them?
5. ... they ... a lot of warm words and presents for their mother and her birthday?
6. ... we ... any topical magazines where it (**to be**) possible (**to find**) info for it?
7. ... you often ... (**to go**) to the shops with the whole of your family or maybe not?
8. ... she ... plenty of clothes and footwear at her place or she (**to want**) (**to buy**)?

G. Choose the correct form of the verb in the following sentences:

1. The family ... always **eager** (**to help**) when you (**to need**) it. (**am/were/was/is**)
2. We (**must**) ... to family values and education in society. (**sticking/stick/sticked**)
3. ... you **aware** about the family importance for all us? (**be/are/is/am/being/was**)
4. I (**to want**) ... most of my time with my family. (**spends/spent/spend/to spend**)
5. The products ... (**to bring**) to the kitchen by the father. (**am/was/is/were/wered**)
6. Mother (**to have**) ... us to a trip and we (**to be**) happy. (**accepts/accept/accepted**)
7. You (**can**) ... a lot your family members. (**to advise/advise/advice/was advise**)
8. When I (**to need**) help, I (**to ask**) my family ... **me a hand**. (**give/to give/giving**)
9. I (**must**) ... this important issue with my family. (**agrees/agreeing/agree/agreed**)
10. I (**to want**) ... **my best** for my family. (**hope & do/hopes & do/to hope & do**)

H. Place the following words in the correct order within the sentence:

1. you few like family to which tell a would things my love I about I **Hereafter**,.
2. my a love I with by **essence** all that lot its feel I Where and loved am members I.
3. same them son the respond I with and to **am** loving a brother And of **eager** to.
4. find physically That's emotionally to where **confident** I the myself am and place.
5. to who strong family that **stick** that I to become am **just** I I due only idea have.
6. father, are not a large sister there have four family, us: **elder** mother, and of I.
7. a only I much can here myself because very my love I complete feel one family.
8. can sure the Universe where be the in be This only **whole** I to is place accepted.
9. brings emotional **an** is joy of inspiration **endless** family and My it **spring** me.
10. a give people can **close** always **piece** so **advice of** to have very I my who heart.

I. Match the words of Column A with the appropriate ones in Column B:

- | | |
|-----------------------------|-------------------------------------|
| 1. a three – room | a) tempt you to travel, |
| 2. spend all | b) me in any domain, |
| 3. as soon as he has | c) to give me a hand , |
| 4. there are many souvenirs | d) likes her job, |
| 5. pictures which always | e) younger than my father is |
| 6. ask him to advise | f) our spare time , |
| 7. he is permanently eager | g) younger for her age , |
| 8. she surely | h) that were brought by him, |
| 9. she is two years | i) flat, |
| 10. she really looks much | j) lots of business trips . |

J. Translate the following topical sentences from Romanian into English:

1. Există multe exemple, care dovedesc că familia e cel mai important lucru.
.....
2. Bunicii au promis nepoților săi să organizeze o plimbare cu barca pentru ei.
.....
3. Familia noastră nu este una foarte numeroasă, dar sântem foarte prietenoși.
.....
4. Parinții trebuie să poarte grijă de copiii săi și să-i ajute la inceputuri în toate.
.....
5. Mama noastră obișnuiește să facă niște plăcinte extraordinar de gustoase.
.....
6. Tata a hotărât să ne invite la litoral și a întrebat părerea la fiecare dintre noi.
.....
7. Unchiul și mătușa lor locuiesc nu departe de orașul său dar ei se văd nu des.
.....
8. El are o verișoară și un verișor care locuiesc departe peste hotarele țării sale.
.....
9. Sora este cu patru ani mai mare decât el și se impacă bine cu fratele mezin.
.....
10. Feciorul și fiica au venit să-și viziteze părinții săi în timpul vacanței de vară.
.....
11. Pentru a petrece cât mai frumos timpul liber, toată familia a plecat la munte.
.....
12. Locul familiei devine tot mai important în cadrul proiectelor internaționale.
.....

K. Write the correct form of the verbs using Present Indefinite Tense:

1. We (**not to awake**) early in the morning at week-ends as we must (**to rest**).
2. Usually, I (**to be**) on duty around the housework on Saturdays and Sundays.
3. You must (**to bring**) your best drawings in case someone wants (**to buy**).
4. They (**to come**) to this shop each time, when they want (**to cut**) sausage thin.
5. He (**not to do**) much of the work during the period of time of his vacation.
6. She (**to drink**) someboiled milk and (**to eat**) honey when she (**to get cold**).
7. It (**to be**) called a real winter, when the white snow (**to fall**) on the ground.
8. You can (**to get**) to the Centre of the city in 20 minutes, if you (**to go**) now.
9. She (**to have**) rather much in common with her sister and they (**not to hide**).
10. I (**to keep**) in mind quite a number of things I (**to know**) on family affairs.

L. Irregular verbs (give all 4 forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
1) to awake/	–	–	awoken	–
2) to be (/ /)	– /	–	being	–
3) to /	– brought	–	bringing	–
4) to buy/	– bought	–	bought	–
5) to come/	– came	–	coming	–
6) to /	– cut	–	cutting	–
7) to do/	–	–	doing	–
8) to drink/	–	–	drinking	–
9) to drive/	– drove	–	–	–
10) to /	– ate	–	–	–
11) to fall/	–	–	–	–
12) to get/	–	–	got	–
13) to /	– gave	–	–	–
14) to go/	–	–	gone	–
15) to have/	–	–	–	–
16) to hide/	– hid	–	–	–
17) to keep/	–	–	–	–
18) to know/	–	–	–	–
19) to learn/	–	–	–	–
20) to sell/	–	–	–	–
21) to win/	–	–	–	–

M. Fill in the articles, conjunctions and prepositions: the, from, as, about, upon, through, of, a, after, but, to, in, or, that, up, at, and, by, on, for, so:

There is ... certain discipline ... order ... each family, which I know ... present. That means ... it is parents to look ... their children ... bring them ... according right norms which are generally accepted society we live process ... education family takes much efforts ... time. There is needed ... lot ... patience, especially when passing ... less easy times, when there is ... need ... some mutual understanding. end day, parents can be proud ... their children's achievements public arena. ... same thing can be told close ... distant relatives who have ... definite influence ... us, ... well. ... person is strong when he has got his own way ... life., there is always ... choice ... each ... us: either to observe ... things happening ... aside ... try to involve events ... influence ... them, ... not negative mode... positively.

N. FILL IN THE GAPS WITH THE NECESSARY VOCABULARY:

(Here is a discussion between **Andrei**, **Brittany** and **Cindy** about **their families**)

Andrei: Hello, _____ and _____! It's a _____ **morning!** How are you _____?

Brittany: _____ morning, **Andrei!** I am so _____ **to see you!** I am O.K., and you?

Cindy: **F-R-E-S-H!** That is the _____ for me this morning! **Which is _____?**

B.: You seem _____ **mysterious** to me! I'll catch your _____ and it is: **OPTIMIST!**

A.: Good for you! **Have** you _____ **with** your **breakfast** this morning or not?

B.: Not really! I was afraid **to be late for classes** and did not want _____ **jams.**

A.: Oh, you _____ **to be right** about that! It has become a real problem _____.

C.: **But to my luck,** I am here, **on spot,** _____ before the _____ of the classes!

A.: Me, too. **Even if** I haven't _____ my full breakfast, as I _____ do at home!

B.: **Do you mind if** we have our _____ now, before _____ for the lunch-time?

A.: **It _____ to be a great idea!** I wanted to ask you about your family _____.

C.: You're _____. We've _____ for some time and I am also curious about yours.

A.: I am glad you asked about _____ **as soon as** I am happy to talk of them.

B.: I _____ my family, too. _____: my father, my mother, my elder sister and me.

A.: You are the _____. We are: my father, mother, me and my younger brother.

B.: We are very supportive and _____ to help _____ other in any _____ and modality.

A.: I can tell the _____ about us. We _____ **in touch** and give a _____ in everything.

B.: Do you live _____ with your _____ and your _____ brother at _____?

A.: I _____ **stay** with them at home. Now I've hired an _____ for some time.

C.: It seems to me that _____ got much in _____, _____ know. I _____ **a flat,** too.

A.: So, whenever I have _____ on weekends, I go and _____ my parents and brother.

B.: I try to do the _____. Well, even if it is not with an _____ occasion or _____.

A.: Have you a lot of relatives who _____ you and whom you sometimes _____ to see?

B.: Yes, _____ right! You give me the same _____ related to that, don't you?

A.: I **see** that you are a _____ family and do many _____ together, don't _____?

B.: Now, I _____ that your family also plays an _____ role in your life, yes?

A.: _____, what's the time? I've _____ forgot about my classes. I am _____ **rush.**

B.: I guess you have got **quite** _____ **time** on you, it's still half _____ seven a.m.

A.: I think that I _____ out so many _____ interesting things about you from now.

C.: The same _____ me, but we have to tell each _____ so many _____, haven't we?

LESSON TWO: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. I should never have thought that...–nu aş fi gândit vreodată că...

e.g.: I SHOULD NEVER HAVE THOUGHT that travelling was so awesome.

Translate:

- a) **One should never have thought** that studying a language was so difficult.
- b) **I should never have thought** that trading required so much personal effort.
- c) **I should never have thought** that driving needed so many drills and skills.
- d) **I should never have thought** that speaking in public was so demanding.
- e) **I should never have thought** that spelling English words might be useful.
- f) **Your example:** _____.

STUDY THE FOLLOWING:

II.a) There is (no) b) We have (no)...left: a) (Nu) s-a terminat b) (Nu) mai avem

e.g.: THERE IS SOME/NO time LEFT./WE HAVE SOME/NO tea-bags LEFT.

Translate:

- a) **There are no** tomatoes **left** because we used them all in the vegetable salad.
- b) **There are no** questions **left** because the new text seems to be clear to us all.
- c) **I still have some** time **left** till the beginning of the demonstrative lessons.
- d) **We have no** bread **left**, so I shall have to butter some pies instead of that.
- e) **There were no** people **left** in Central Square after the New Year celebration.
- f) **Your example:** _____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. I did not have any idea that designing a house could be so time-consuming.
2. There did not remain any oil as soon as I used a lot for cooking different dishes.
3. Who could think that reading books can take us to some illusory world of imagination.
4. We still have got some soda in my glass on the table.
5. I see no sandwiches on the tray, so I shall go to the kitchen and make some more.
6. I could hardly think that working physically is so entertaining.
7. Some of the texts remain unread and that is the reason why, there are supposed to be quite a number of new words and word combinations.
8. There is some sugar in the sugar-basin and you can have it, if you have your tea with sugar.
9. I did not know that to speak in public is so embarrassing.
10. There is no ink in the pen, so I must buy some more.

TEXT II:

I) ABOUT MYSELF.

I must **confess** and **let** you know that I am really honoured and pleased for being offered this very **charming** opportunity and possibility of **introducing** myself. First of all, I **approach** and visualize the process of doing that from those two basic and essential **points of view** and angles, like: a) description of my exterior image as I am seen and observed by people around me and b) describing of my interior world **throughout** some of the attitudes and reflections towards the outer **everybody** and **everything** around me. To my mind and after me, these aspects of self-evaluation and self-appreciation are rather elementary, **on one hand**, and quite significant, **on the other hand**, because they help us **treat** and understand **ourselves** in a better modality and in the most acceptable way **for each of us**. Well, I am going to **commence** hereafter according to the earlier-proposed points. I am a young man of twenty years of age and, obviously, not a **teen-ager** any more, **you know**. When I look at and see myself **in the mirror**, I see a blond young man, with a short **straight hair**, big light **bluish eyes** and a rather **tall, thin** and **athletic figure**. **I should never have thought that** I am a **handsome fellow**, although someone might think, but I accept myself as a **smart-looking guy**, for sure, and, by the way, I think that I **stick to** that traditional opinion that it is not the most important thing in life for a man. I also agree that I am an **even tempered** and a **rather reserved**, calm and modest character. **From time to time**, I can be characterized like a **shy** or timid person even, but it is only an illusory and a **deceiving perception**, I can assure you. But sometimes I might **lose my temper** and become annoyed, depressed or misbalanced. These **traces** of my character I normally dislike and I try **to fight them** in any situation. At the same time, I am a rather communicable and sociable person who can **eagerly** maintain and keep the conversation. These are my **strong points** which make people **be willing** to meet me and discuss many important issues for us. Usually, we think that there are not so many things to be told **while** introducing ourselves, but here I can find out and notice to be not so very true regarding myself. What I can tell **for sure** is that I love my family and I like my friends. I like to help them and enjoy spending my time together with them. **To round up**, I have got some great plans for the future career and my own family which I should like and prefer to fulfill and carry out!

II) DIALOGUE TWO: Read, translate and summarise the dialogue:

(The dialogue is between **Deonis** and **Elena** who talk **about each other**)

- Elena:** Hello, **Deonis**! It is **so very nice** to see you again! I've thought of you now!
- Deonis:** Oh, hello, **Elena**! I am **so glad to meet you** here on **such a lovely day**!
- E.:** You **must be right**, it promises to be a perfect day, and do not you think so?
- D.:** Yes, I **perfectly agree**! **Are you in a hurry** or you have a minute or two now?
- E.:** **Frankly speaking**, I have got some time, **but if only for you**, you know, ok!
- D.:** **Never mind** if you get late for a couple of minutes, it's permissive to a lady.
- E.:** Probably, you are speaking **to the point**, I **must admit**! So well, how are you?
- D.:** Oh, fine, just fine! **I've been expecting** that question? And, how are you then?
- E.:** Well, I am O.K. until now! **Currently**, I am rather busy with my studies.
- D.:** Really? **I wonder**, how do you manage to do everything well and in due time?
- E.:** Well, to tell you the truth, I was thinking about that, too, recently. **No wonder**!
- D.:** Everyone who knows you is eager and is curious to find out your secret on it.
- E.:** Come on, you must be joking, don't you? Oh that delicate manner of yours.
- D.:** Rather confusing and embarrassing to me! You make me **think of an answer**.
- E.:** Meanwhile, could you, please, let me know of the news around your daily life?
- D.:** Thank you for the question. There are so many things I have to share with you!
- E.:** You know, obviously, the same here with me! I think it is because of the age.
- D.:** I guess, **one might say**, that we think the same direction and mode, after me.
- E.:** But very often, there are more interrogative marks and are not ready answers.
- D.:** **As it stands for me**, I think that exterior is not the most important in a person!
- E.:** Do you intend to affirm that the one's inner world is vitally significant either?
- D.:** Yes, I think you are totally right at this very point! Do you also consider that?
- E.:** Well, **there is no doubt left** it is better to discuss it with someone you know.
- D.:** You seem to be correct again! I suppose, it helps letting us know even more.
- E.:** More about ourselves, first of all? I find our discussion useful for each of us.
- D.:** And it is not a waste of time at all, in my opinion. We are on the same wave.
- E.:** **Glad to hear that** now! There are so many more things we can dialogue about!
- D.:** Yes, sure. I've got to know so many new things about you by your exterior!
- E.:** Well, thanks for your thoughts and ideas put into words. Can we go on?
- D.:** No doubt. **I'll give you a call** and we'll meet again for our conversation, okey?

D. Use the corresponding form of TO BE ABLE TO DO SOMETHING (used in the meaning of: to have skill, intelligence, ability, opportunity needed to do something etc.) in each sentence with and instead of modal verb CAN.

1. I **can do**/... .. the following things: to read in English, write English texts, type in Romanian, Russian, English, German, translate and interpret from and into these languages, too etc.
2. You **can offer** / many useful things for your family.
3. He **can be**/ kind to me and **do** a lot of good things for me.
4. She **can learn** / her homework for English herself already.
5. The cat **can eat**/ much sour-cream if not to feed it the whole day or even two days.
6. We **can realize**/ the meaning of the text if only to know the basic essential things of vocabulary and grammar.
7. You **can get**/ to the airport in due time when there are not many traffic jams.
8. They **can help** / us in case and whenever we might be willing to ask them for or about these things.

E. Use the verbs in the corresponding tense in the sentences:

1. Personal characteristics ... an important role. (**plays/played/play/are playing**)
2. I ... my own opinion and evaluation on everything. (**has/have/having**)
3. Do you...that exterior (**to reflect**) the interior? (**thinks/thought/thinking/think**)
4. She...not...any point in (**to do**) her hair daily. (**do find/doing found/does find**)
5. The exterior (**to be**) ... many times by them. (**to discuss/discussing/discussed**)
6. He (**to have**) (**to get**) many personal thoughts(**revealing/to reveal/revealed**)
7. You ... the man by exterior and ... **off** by his mind. (**meeting, saw/meet, see**)
8. To me, self-assertion ... a positive thing now. (**meant/means/meant/mean**)
9. Ususally, sociable people ... much success in life. (**achieves/achieve/achieving**)
10. Each of us ... the maker of our way in life. (**shall are/were/been/being/is/am**)

F. Place the following words in the correct order within the sentence:

1. myself **charming** for must and very you that I am really and pleased **confess** offered this **let** know I opportunity and possibility of being **introducing** honoured.
2. to be promises **be** think day, **must**, it **right** a perfect you You and do not so?
3. I So, going to the hereafter points **commence** according am to earlier-proposed.
4. **you** some **speaking**, I **only** got, **if for**, you time know, ok! have **Frankly but**
5. **know**. young I a of However, twenty am not a **teen-ager** and such, **you** man as
6. permissive **Never** get if you for a to late couple of it's a lady. **mind** minutes,
7. modest am agree **even** that an and **tempered** I I and a character. **reserved**, calm
8. time do everything I how **wonder**, well manage due Really? to do you and in?
9. **lose** Sometimes **my** depressed or annoyed, and I be might misbalanced. **temper**
10. Oh you? must you be don't that joking, delicate yours. Come on, manner of
11. I **fight traces** These any of my situation. dislike and character try **to them** in I
12. I important in **me**, that **it** is not **stands** the think most **for** a exterior person! **As**
13. too. family my is tell **for** that can what Well, like I love I **sure** and my I friends
14. and conversation, **I'll** we'll doubt. **you** meet **give** for a **call** again our okey? No

G. Match the words from Column A with the proper ones in Column B:

- | | |
|--------------------------------|---------------------------------|
| 1. To round up, | a) I think that exterior, |
| 2. I'll give you a call | b) how do you manage, |
| 3. rather reserved, | c) that traditional opinion, |
| 4. As it stands for me, | d) I am rather busy, |
| 5. I wonder, | e) I have got some time, |
| 6. to fight them | f) which make people, |
| 7. stick to | g) calm and modest character, |
| 8. Currently, | h) in any situation, |
| 9. Frankly speaking, | i) I have got some great plans, |
| 10. strong points | j) and we'll meet again. |

H. Put the sentence verb in the right form of the Present Continuous tense:

1. I (**to confess**) that I forgot the meaning of this word and I need a dictionary now.
2. You probably (**to approach**) the front door because I can hear some steps now.
3. He (**to treat**) you like a real lady now so far as it is in her manner and character.
4. She (**to commence**) with her delayed work at present, as she has got more time.
5. It (**to stick**) very well on the board right now as you may see and it is so helpful.
6. We (**to lose one's temper**) out of that reason that I forgot the card pincode now.
7. You (**to fight**) for your existence and (**to pass**) through many experiences now.
8. They (**to round up**) their fruitful discussion at the moment, trying to conclude.
9. Mark and Jane (**to meet**) in the Central Park currently: they asked not to disturb.
10. George (**to give**) Sue her mobile telephone at the moment, as far as it (**to ring**).

I. Translate the following sentences from Romanian into English:

1. Există o părere că pentru a cunoaște lumea din jur trebuie să începi cu sine.
.....
2. Principiul de bază al dezvoltării armonioase a persoanei este comunicarea.
.....
3. Cunoașterea modului de a descrie exteriorul fizic al persoanei este necesar.
.....
4. Din experiența vieții cotidiene putem nota că oamenii au caractere diferite.
.....
5. Foarte des exteriorul nu corespunde cu lumea interioară și caracterul omului.
.....
6. Pentru a crea o imagine favorabilă este util de a ști modul de a se prezenta.
.....
7. Mulți oameni își crează impresia despre o persoană reieșind din aparență.
.....
8. Ce poate caracteriza mai bine pe cineva decât faptele frumoase ale acestuia?
.....
9. Nu poți evita laturile negative deoarece și ele sunt alături cu cele pozitive.
.....
10. Exteriorul este important pentru domnițe și doamne, nu și pentru bărbați.
.....

J. Use the modal verb MUST or its form of synonymy HAVE TO in:

1. I ... work very hard on my qualities if I want to achieve the goals of my life.
2. You ... to do this work yesterday instead of wasting your precious time.
3. He ... submit his evaluation by now but it is not compulsory as he got ten.
4. She ... know Jane's traces of character better than me, I am not competent.
5. It ... be Friday today because everybody speaks only about the week-end.
6. We ... be interested into the personal qualities last year when classes started.
7. You ... to write your psychological portrait in September. You ... do it now.
8. They ... know each other because they discuss as they have met one another.
9. Jack is very obstinate and he says he ... get one more ten for the scholarship.
10. Susana ... be more accurate with spelling if she wants him to comprehend.

K. For these verbs: write all forms, the 3rd person singular and translation:

Infinitive: Past Simple: Past Participle: Participle One: Translation:

1) to answer	–	–	–	–
2) to ask	–	–	–	–
3) to awake	–	–	–	–
4) to become	–	–	–	–
5) to beg	–	–	–	–
6) to close	–	–	–	–
7) to cost	–	–	–	–
8) to draw	–	–	–	–
9) to earn	–	–	–	–
10) to practise	–	–	–	–

(make up sentences using each of these verbs in them)

L. Fill in articles, conjunctions, prepositions: up, and, after, within, on, the, for, as, about, between, at, a, in, to, out of, before, that, while:

There are different types ... human characters. Some people are active ... impulsive, ... all, ... others are noticed ... being reserved ... calm. point, there is not any exact similarity appearance ... interior. Each person has got something unique ... special, all it refers inner world. Personal qualities are very significant ... they spring education family, firstly. ... such, very often ... appearance is deceiving. ... making ... conclusion person there is needed to know ... person even better ... more time. Well, ... this stage, we must work hard characters we possess ... order to be better.

M. Find the odd word among the vocabulary within the following lines:

1. Chin, mouth, hair, ear, cheek, eye, nose, side, eyebrow, eyelash, forehead.
2. Politeness, kindness, tactless, modesty, diplomacy, good breeding, attention.
3. Arm, hand, elbow, palm, shoulder, thumb, waist, wrist, nail, finger, forearm.
4. Patience, diligence, insistence, abnegation, intolerance, perseverance, care.
5. Chest, leg, ankle, knee, foot, big toe, sole, heel, shin, calf, thigh, arch, ball.
6. Beautiful, good-looking, attractive, handsome, ugly, smart, pretty, belle.
7. Body, head, face, neck, throat, shoulders, chest, gel, umbilical, belly, legs.
8. Self-assertion, estimaton, evaluation, appreciation, negligence, self-esteem.
9. Thoughts, ideas, reflections, handwriting, suggestions, opinions, proposals.
10. Teeth, tongue, lips, gums, uvula, hard palate, mustache, tonsil, soft palate.

N. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(The dialogue is between **Deonis** and **Elena** who talk **about each other**)

Elena: Hello, _____! It is **so very nice** to see you again! I've thought of you now!

Deonis: Oh, hello, _____! I am so _____ **to meet you** _____ on **such a** _____ **day!**

E.: You _____ **be right**, it promises to be a _____ day, and do not you _____ so?

D.: Yes, I **perfectly** _____! **Are you in a** _____ or you have a minute or _____ now?

E.: **Frankly** _____, I have _____ time, **but if** _____ **for you**, you _____, ok!

D.: _____ **mind** if you get late for a _____ of minutes, it's _____ to a lady.

E.: Probably, you are speaking **to the** _____, I _____ **admit!** So _____, how are you?

D.: Oh, fine, just _____! I've _____ **expecting** _____ question? And, how are you _____?

E.: _____, I am O.K. until _____! **Currently**, I am _____ busy with my studies.

D.: Really? **I wonder**, how do you _____ to do everything _____ and in due _____?

E.: Well, to tell you the _____, I was _____ about that, too, recently. _____ **wonder!**

D.: Everyone _____ knows you is _____ and is curious to _____ out your secret on it.

E.: Come _____, you must _____ joking, _____ you? Oh that delicate manner of _____.

D.: _____ confusing and embarrassing to _____! You make me _____ **of an answer**.

E.: Meanwhile, _____ you, please, let me know of the news _____ your daily life?

D.: _____ you for _____ question. There _____ many things I have to share with you!

E.: You know, obviously, the same _____ with me! I _____ it is because of the age.

D.: I guess, **one** _____ **say**, that we think the same direction and _____, after _____.

E.: But _____ often, there are more _____ marks and are not ready answers.

D.: **As it** _____ **for me**, I think that exterior is not the most _____ in a person!

E.: Do you intend to affirm that the one's _____ world is vitally _____ either?

D.: Yes, I _____ you are totally _____ at this very point! Do you _____ consider that?

E.: _____, it is better to _____ similar patterns with _____ you know well.

D.: You seem to be correct _____! I suppose, it helps letting us _____ even _____.

E.: More _____ ourselves, first _____ all? I find our _____ useful for each of us.

D.: And it is not a _____ of time at all, in my _____. We are on the _____ wave.

E.: _____ **to hear that** now! There are so _____ more things we _____ dialogue about!

D.: Yes, sure. I've got to _____ so many new things about you _____ your exterior!

E.: Well, _____ for your thoughts and _____ put into words. Can we _____ on?

D.: _____ doubt. I'll _____ **you a call** and we'll _____ again for our conversation, _____?

LESSON THREE: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. Why would smb. do smth.?– De ce cineva ar trebui să facă ceva?

e.g.: WHY WOULD I WRITE IT in the copybook. I have it in the book.

Translate:

- a) Why would she keep on writing the test-paper, if the bell has rung yet?
- b) Why would the boy put down the tasks in the copybook, but in agenda?
- c) Why would he write at the blackboard like that? Now it is her turn for it.
- d) Why would he do this, if he has got some different interests in his lifetime?
- e) Why would they invite her for dinner, if they have just got acquainted?
- f) **Your example:**_____.

STUDY THE FOLLOWING:

II. Adjective+enough: lucky enough/pretty enough – destul de norocos...

e.g.: I know for myself that I am LUCKY ENOUGH to win the lottery.

Translate:

- a) She is beautiful enough to take the chance for Miss World beauty contest.
- b) We are smart enough to find a way out from that difficult situation of ours.
- c) It is large enough to be able to place the cupboard and fridge in the kitchen.
- d) Our apartment is big enough not to hear the front door bell ring sometimes.
- e) This book is thick enough to manage reading the whole of it till tomorrow.
- f) **Your example:**_____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. What is the use for him to telephone, if she told him that she did not know the homework? 2. Tom is not small and can ask the way to the Central Square, so as not to get lost in this big city. 3. What is the point for her to tell lies when it is not her manner? 4. Why must she do such unfair things similar to those ones? 5. Joan's age allows her to make the difference between what is considered to be good and what is bad. 6. The text is original, so we must ask for an English–Romanian dictionary. 7. I am happy to have so many opportunities, take chances additionally and even more win lots of prizes to my luck and fortune. 8. Why does the teacher have to check our dictations, if we can do it ourselves on spot, in order to help him and get to know the marks? 9. They are rather intelligent and good friends to understand it and find a way out. 10. She has excellent skills to cook new dishes.

TEXT III:

I) MY BEST FRIEND.

I have a lot of friends and most of them are my **childhood** friends or **former school-mates** and University **fellow students**. But I can tell you **surely** that my best friend is Dan. We are **almost** the **same** age and he is twenty now. He lives with his family **not far from** school. **Why would Dan waste his time?** Dan has got a lot of **hobbies**, such as: football, chess, driving, travelling and collecting the **model cars** etc. He **is fond of** animals, especially cats, aquarium fish, **parrots** and he has all these **pets** at home. Dan has green eyes and **light straight hair**; he is **quite tall** and **rather thin**. He is always **cheerful**, energetic, and **full of life** and **joy**. He is helpful and honest and very **popular with people**, as well. Dan is very attentive to his parents and he is very **smart**, intelligent and talented too. He knows three **foreign languages** like his native one, especially the English language and he **draws** and **paints** perfectly well. He has got a very **beautiful girl-friend**, whose name is Estela and who loves him a lot and whom he loves and **cares of very much**. Of course, he has got some **drawbacks**, like any of us. But I still like him as he possesses a good **sense of humour** and it is pleasant to deal with him. We **spend much time** together, watch films or listen to the music, walk out or **go to a bar or a pub**, go to the theatre or cinema, discussing all sorts of things. Our friendship helps me **feel strong, sure** and **confident** about myself. Dan lives with his family in a new flat in Chişinău, in Râşcani district. It is a **three-room flat** in a beautiful **new block of flats** with a lift within it. His flat is **on the first floor**, which is upstairs of **the ground floor**, and as you enter it, you find yourself in a spacious **entrance-hall** first, and then from there you can go to each of the rooms, which are: the **living-room**, his parents' **bedroom** and **his own room**. Dan uses his room as a **study** and a bedroom. His room is very comfortable and cosy and it has some pluses, despite it is the smallest room there. The only window in his room faces the **kindergarten**, which is situated next to the house. It is so nice to look out of the window on a bright sunny day and the view is really terrific. The walls of his room are designed and papered in bright colours. The curtains on the window match perfectly the wallpapers and the modern furniture does not occupy much of the space in the room. Well, in the end of the day, he is fond of music and he often enjoys listening to some great lovely **pieces** of it. He is a real friend to me!

II) DIALOGUE THREE: Read, translate and summarise the dialogue:

(The conversation is hold by **Frank** and **Gabrielle** about their **best friends**)

Gabrielle: Good morning, **Frank!** It is **a real surprise** to meet you here so early!

Frank: Good morning, **Gabrielle!** OK, there's **a change in my agenda** for today.

G.: You are **the same punctual and accurate enough** boy **I have always known!**

F.: **As you will,** Mrs. **Gabrielle!** You keep on telling that since we met at school.

G.: If you forgot, **I may remind you** that all teachers made us **models to the rest.**

F.: How can I forget similar things like these, me: model boy and you: model girl!

G.: **What about** your friends whom you **seemed to be so very much attached to?**

F.: Oh, yes, well, **I suppose,** that I know whom you **are hinting at** right now and.

G.: So, I can **open a mystery:** all the girls in class wanted **to gain your attention!**

F.: You know, your words **sound to me** like summer sunshine singing of the birds!

G.: **It is so cute** that so many years, we still have **something in common** to share!

F.: And, **by the way,** what can you tell about that friend of yours, **Gisel, I guess?**

G.: Oh, thank you, she is **just fine!** She **carries on with** her studies and she works!

F.: **Glad to hear that!** But, does her exterior **goes hand in hand with** her interior?

G.: And what do you mean by **her exterior,** the **appearance** and how she looks?

F.: Her face, figure, **height,** hair and eyes type, but also her manners and character.

G.: Of course, she is very beautiful and it **makes me feel** very **proud** about that!

F.: There is **not a single doubt on behalf of me** that she is really very beautiful!

G.: I can assure you that she is a very **kind** and **sensitive** young lady: a real friend!

F.: Could you, please, **let me know whether** I can meet her after so many years?

G.: Her father and mother were offered **well-paid jobs** with **career perspectives!**

F.: I do not quite **get the point** and the connection here! What do you want to say?

G.: So, she **had to join her family** because they decided **to move to another city!**

F.: But, do you still communicate periodically **from time to time** or not any more?

G.: Well, yes, we try **to keep in touch** and **maintain the relationship** between us!

F.: Oh, **let me see my watch!** Time runs **so fast** when you have many things to do!

G.: There is never **enough time** for anything, even for our discussion here today!

F.: **I am glad to meet** my school-mate and have such a captivating conversation.

G.: It has been **such a pleasure** to see you and talk to you! **Have a nice day,** bye!

F.: I am also very much **eager to meet** you again as soon as possible, good-bye!

NEW VOCABULARY:

I) TEXT THREE:

childhood – de copilărie;

former – foști, ex-;

school-mates – colegi de școală;

fellow students – colegi de grupă;

surely – cu siguranță;

almost – aproape că;

same – aceeași;

not far from – nu departe de;

hobbies – ocupații preferate;

model cars – mașinele;

be fond of – este pasionat;

parrots – papagali;

pets – animale;

light straight hair – păr drept deschis;

quite tall – destul de înalt;

rather thin – subțirel;

cheerful – voios;

full of life – plin de viață;

joy – bucurie;

popular with people – se bucură de succes;

smart – deștept;

foreign languages – limbi străine;

draw – a desena;

paint – a picta;

beautiful girl-friend – prietenă frumoasă;

care of very much – a avea multă grijă;

drawbacks – neajunsuri;

sense of humour – sensul umorului;

spend much time – petrecem mult timp;

go to a bar or a pub – mergem la un bar sau berărie;

feel strong – să mă simt puternic;

sure – sigur;

confident – încrezut;

a three-room flat – un apartament cu trei odăi;

new block of flats – bloc nou de locuit;

on the first floor – la etajul doi;

the ground floor – parterul;

entrance-hall – antreu;

living-room – camera de zi;

bedroom – dormitor.

II) DIALOGUE THREE:

a real surprise – o surpriză adevărată;

a change in my agenda – o schimbare în orar;

I have always known – așa cum te cunosc,

As you will – cum doriți, cum vă place;

I may remind you – pot să vă reamintesc;

models to the rest – exemplul pentru alții;

what about – și cât despre, ce se mai aude;

seem to be so – pare a fi atât de;

very much attached – foarte mult atașați;

I suppose – eu presupun, eu cred, eu consider;

be hinting at – a face aluzie; a se referi la;

open a mystery – a spune un secret/mister;

gain your attention – a câștiga atenția ta;

sound to me – sună pentru mine, par;

it is so cute – este atât de minunat/superb;

something in common – ceva comun;

by the way – apropo, printre altele;

I guess – după mine, eu cred, eu consider;

just fine – este foarte bine, este în regulă;

carry on with – a continua cu.

FOR NOTES:

A. Answer the following questions on the text completely:

1. **What does the narrator tell** about his friends? **Where does he know** them from?
2. **Who** is his best friend? **What can** you tell about him and his appearance either?
3. **What** foreign languages **does** Dan know? **How well does** he possess them?
4. **What are** the positive traces of character and the negative qualities of Dan?
5. **What activities do** those two friends usually **do** during their free time spending?
6. **Does Dan have** a girl-friend? **What is** her name? **Do they care** of each other?
7. **Where does Dan live?** **Does he stay** together with his family? **What** about you?
8. **Has Dan got** his room at home? **What can** there **be seen** out of his window?
9. **What is** the attitude of the teller towards his best friend Dan? Why is it so?
10. **Who is** your best friend? **How long have you known** each other till present?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **What are** the names of participants of the dialogue? **What is known** of them?
2. **What is** the domain of discussion? **Where** and **how did** they **meet** each other?
3. **How were** they at school and **what was** the opinion of teachers about them?
4. **What did Gabrielle ask** about **Frank's** friends? And **what did he answer**?
5. What mystery **did Gabrielle decide to reveal** to Frank? **Did he know** it or not?
6. **Whose** exterior and interior **did they talk** about? **What is** your impression of it?
7. What **did Frank suggest Gabrielle to do** concerning **Gisel** in the end of the day?
8. **What did Gabrielle tell Frank** about **Gisel's** family? **What was** her action?
9. **What are** the relationships of **Gabrielle** and **Gisel**? **Do they keep in touch**?
10. **How did Frank and Gabrielle lead** their dialoguing to the conclusion point?

Your question _____ ?

C. Write the transcription and spelling of the words and translate them:

a) pot / / - port / / b) spade / / - spate / / c) style - stile /s / d) /fi:t/ f ___
spot / / - sport / / trade / / - trait / / ball / / - boll / / /peil/ p ___
sot / / - sort / / board / / - bought / / bald / / - bold / / /teil/ t ___
pick / / - peak / / live / / - leave / / leek / / - leak / //mi:n/ m ___
lick / / - leak / / bin / / - been / / bean year / / - ear / / /fli:/ f ___
sick / / - seek / / dog / / - dock / / list / / - least / / /bi:/ b ___
wood / / would doc / / duck work / / walk / / /bi:n/ b ___

D. Use the right verb and its corresponding form in the Past Indefinite tense:

build, explore, find out, drive, sell, get, know, clean, reach, collaborate, read

1. I ... this book two years ago when I (**to be**) at school and I (**to like**) it so much.
2. You ... your driving license one year ago. Our common friend (**to tell**) me that.
3. He ... many white spots on the map of Europe last year and (**to discover**) a lot.
4. She ... to the cinema in time last night and her friend (**to give**) her some flowers.
5. It was ... many centuries ago and it (**to be**) considered (**to be**) one of the best too.
6. We ... that our friends (**to be/to wait**) for us and we ... more than 20 km there.
7. You ... your cars to your acquaintances and friends and it (**to be**) a good deal.
8. They ... about Sue's birthday party because she (**to send**) invitations to them.
9. Michelle ... the dust on the floor of her friend because she (**to ask**) her (**to do**) it.
10. John ... in many projects over the past years and (**to make**) many friends there.

E. Choose the correct form of the verbs in the following sentences:

1. Friendship ... a valuable thing but it (**to go**) after the family. (**am/were/are/is**)
2. We (**must**) ...the limits between the family and friends.(**knows/know/knowed**)
3. ...you sure that you (**to realize**) the real friendship values? (**be/are/is/am/being**)
4. A real friend... you in any situation: good or bad.(**supported/supports/support**)
5. You...always (**to count**) on a real friend. (**could/couldn't/can/can't**)
6. Real friendship must...the testing of time. (**to pass/passes/passed/pass/passing**)
7. A friend in need ... a friend indeed, you (**to know**). (**to am/is/are/were/to was**)
8. We (**to wonder**) if there (**can**)..friendship between men and women.(**to be/be/is**)
9. Some of my friends (**to want**)... a party last week-end. (**to set/setted/set/setting**)
10. I (**shall**) (**to like**) ...as many friends ever. (**has/haves/to have/to had/haveing**)

F. Place the following words in the correct order within the sentence:

1. them lot of and I a friends most friends.have of school are **childhood** my or
2. **Frank!** early! you morning, Good It **real** here so **surprise** dear meet is a to
3. you friend & tell that best we **surely** can **almost** my **same** I is Dan are 20 both.
4. fellow be to the same **have** seem accurate **known** punctual **always** I and You!
5. fish **is** animals, **parrots** aquarium He **fond** and **pets** cats, he **of** has all and these.
6. **be about attached** your you **seemed** whom **so to** friends **much** to? **What very**
7. has **hair**, **rather** green and Dan **straight quite** is **light tall** he eyes **thin**. got and
8. tell **Gisel**, can **way**, what And, you **the** about that **by** friend of **guess?** yours, **I**
9. **attention!** Iin girls **mystery:** a all So, **gain** can the class **to your open** wanted
10. films, **time** walk out We the **much** music watch together, **spend** listen or. to

G. Match the words of Column A with the appropriate ones in Column B:

- | | |
|----------------------------------|--|
| 1. cheerful , energetic, | a) very beautiful girl-friend , |
| 2. Oh, yes, well, | b) something in common , |
| 3. He has a got a | c) sure and confident , |
| 4. he possesses a | d) I suppose , that I know, |
| 5. we still have | e) I can meet her, |
| 6. feel strong , | f) block of flats , |
| 7. exterior goes hand | g) good sense of humour , |
| 8. know whether | h) time for anything, |
| 9. beautiful new | i) in hand with her interior, |
| 10. There is never enough | j) and full of life . |

H. Write the correct form of verbs with modal verbs OUGHT TO or NEED:

1. We ... (**to take**) into consideration the opinions of our friends, not only ours.
2. I ... (**to arrive**) to the airport earlier on Sunday and (**to meet**) my friends.
3. You...(**to check**) your mistakes in the dictation and (**not to waste**) the time.
4. He ... (**to come**) to his friend's birthday party, because he (**to be/to invite**).
5. She ... (**to do**) less work now because she (**to be/to help**) by her friend then.
6. It ... (**to be ready**) this month and she (**to go**) (**to ask**) her friends for help.
7. We...(**to be**) careful when (**to choose**) our friends because it really (**matter**).
8. You...(**to get**) to the Centre in due time, because your friends (**to wait**) now.
9. They ... (**to have**) many friends and then you can (**to enjoy**) the life fully.
10. I... (**to think**) more ways (**to make**) my time stay with friends more useful.

I. Irregular verbs (give all 4 forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to	—	rode	—	—
to	—	shone	—	—
to	—	showed	—	—
to	—	learnt	—	—
to	—	became	—	—
to	—	taught	—	—
to	—	lent	—	—
to	—	drew	—	—
to	—	set	—	—
to	—	sat	—	—

J. Translate the following topical sentences from Romanian into English:

1. Deseori se vorbește despre prietenie, dar nu toți înțeleg care e cea adevărată.
.....
2. Mirela a dat o petrecere de week-end sâmbăta trecută și și-a invitat prietenii.
.....
3. Familia noastră are mulți prieteni și noi menținem relații foarte bune cu ei.
.....
4. Ce înseamnă o prietenie adevărată? Această întrebare ne frământă pe toți.
.....
5. Prietenul adevărat se cunoaște nu doar prin vorbe frumoase dar și prin fapte.
.....
6. Poți avea încredere și miza pe prietenii tăi, însă trebuie să pornești de la sine.
.....
7. El are mulți prieteni și cunoștințe, dar doar câțiva pot fi numiți adevărați.
.....
8. Prietenul la nevoie se cunoaște. Acesta e un adevăr durabil și incontestabil.
.....
9. Prietenia ne oferă foarte multe experiențe de viață din care învățăm destule.
.....
10. Jessica ne-a oferit foarte multe poze și imagini ale prietenilor săi de vacanță.
.....

K. Use articles, conjunctions, prepositions: over, where, about, without, of, a, or, up, and, after, but, in, an, down, at, to, on, if, like, above, the, with:

Friendship, ... family, is ... eternal topic which is similar ... life ... Eath. We can not live ... friends, ... to be more precise, our life does not seem to be harmonious ... friendship ... any ... its forms. People must share their feelings ... emotions, their thoughts ... ideas ... someone who cares ... them. ... all, we do ... lot ... activities ... we need support ... understanding. ... it does not mean just ... right things only ... us. We must accept ... things ... look ... different situations that our friends might have ... try to help them ... when they are ... need. ... real friend will always support you: ... you are when you are right thing to do ... friendship ... friends is to respect them ... try to behave like ... ourselves. So, let's think it we are good friends ... not ... try to be better.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(The _____ is hold by **Frank** _____ **Gabrielle** _____ their **best friends**)

Gabrielle: Good morning, _____! It is a _____ **surprise** to meet you _____ so early!

Frank: Good morning, _____! OK, there's a **change in my** _____ for today.

G.: You _____ to be the same punctual and _____ **I have** _____ **known!**

F.: As _____ **will**, Mrs. _____! You _____ on telling that since we _____ at school.

G.: _____ you forgot, **I may remind you** that all _____ made us **models to the** _____.

F.: How can I forget _____ things like _____, me: _____ boy and you: model _____!

G.: **What about** your friends _____ you **seemed to be so very** _____ **attached** _____?

F.: Oh, _____, well, **I** _____, that I know whom you **are** _____ **at** right now and.

G.: So, I can _____ a **mystery**: all the girls in class _____ **to gain your** _____!

F.: You know, your words _____ **to me** like summer sunshine _____ of the birds!

G.: **It is so cute** that so _____ years, we still have _____ **in** _____ to share!

F.: And, _____ **the way**, what can you tell about that _____ of yours, **Gisel, I** _____?

G.: Oh, thank you, she is _____ **fine!** She **carries on with** her _____ and she works!

F.: **Glad to** _____ **that!** But, does her exterior _____ **hand in hand with** her interior?

G.: And what do you mean by "her _____", the **appearance** and how she _____?

F.: Her face, figure, **height**, hair and eyes _____, but also her _____ and character.

G.: Of course, she is very _____ and it **makes me feel** very _____ about that!

F.: _____ is **not a single doubt on** _____ **of me** that she is really very beautiful!

G.: I can _____ you that she is a very **kind** _____ **sensitive** _____ lady: a _____ friend!

F.: _____ you, please, **let me know** _____ I can meet her _____ so many years?

G.: _____ father _____ mother were offered **well-paid** _____ with _____ **perspectives!**

F.: I do not quite _____ **the point** and the connection _____! _____ do you want to say?

G.: So, she **had to join her** _____ because they decided **to move to** _____ **city!**

F.: But, do you still _____ periodically **from time to** _____ or not _____ more?

G.: Well, yes, we try **to** _____ **in touch** and **maintain the relationship** _____ us!

F.: Oh, **let me see my** _____! Time _____ **so fast** when you have _____ things to do!

G.: There is never _____ **time** for anything, even for our discussion here today!

F.: **I am glad to** _____ my school-mate and have such a captivating _____.

G.: It has been **such a** _____ to see you and talk to you! _____ **a nice day**, _____!

F.: I am also very much _____ **to meet** you again as _____ as possible, good-bye!

LESSON FOUR: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. What a+adj. Noun+one must have been–Ce+adj. Subst.+cineva e (încât să).

e.g.: WHAT A smart MAN HE MUST HAVE BEEN to manage it all!

Translate:

- a) What a pleasant woman your wife must have been to keep the discussion!
- b) What a beautiful woman she must have been some more years from now!
- c) What a clever boy I must have been to know the key to this very problem!
- d) What a difficulty it must have been to study so hard having lack of time!
- e) What an entertainment it must have been to walk through the city centre!
- f) Your example: _____.

STUDY THE FOLLOWING:

II. How much one must have done... – Cit de mult cineva trebuia să facă ceva

e.g.: HOW MUCH he MUST HAVE analysed the issue, in the end of the day!

Translate:

- a) How kind they must have always behaved towards the people about them!
- b) How rich they must have been at that period of time one can never know!
- c) How happy he must have felt to find out the winning final results on board!
- d) How excited he must have been to toboggan right into the swimming-pool!
- e) How awesome it must have been to learn the name of this street in our city!
- f) Your example: _____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. Probably, she loved him a lot. However, it is very difficult to answer that question at the moment.
2. He is a clever boy and he probably got on the first place in the contest.
3. I think, your parents are agreeable people and to the opinion of the rest, too.
4. Thus, they probably live in poverty in their city, after all.
5. I suppose he was happy when he heard the news.
6. We can just fancy what a beauty she was in her youth.
7. It is a treat to study at the fresh air in the park.
8. It is exciting to learn to skate on the skating-rink in the centre of the city during the winter holiday.
9. That must be pleasant to rest after a long tiresome working day.
10. That seems to be interesting what they told about their trip to the United States of America and all of the adventures they had on their way there and back.
11. Probably, it was exciting to skate on the frozen pond during the winter days.

TEXT IV:

I) MY HOME CITY: CHIȘINĂU.

Chișinău is the capital of the **Republic of Moldova** and it is the biggest and the most important city of our country from the **educational, scientific, cultural, economic, financial, commercial, industrial**, administrative and political **points of view**. Geographically, it is situated **almost** in the middle of the Republic of Moldova, **as they say**, on those seven hills and **it is straddled** by the river Bâc, the **tributary to** the river Nistru. Now, the population of Chișinău municipality is about 804,500 **citizens**, according to the National Bureau of Statistics of Moldova **Press release** for 2014. **What a real surprise** there **must have been** to state that the number of population of Chișinău municipality, by some **unofficial sources**, is 1 000 000 people or **even more**. Chișinău city is divided into the following **city sectors** and further on municipality constituent **counterparts** like: **Centru** (Codru); **Râșcani** (Cricova, Ciorescu, Grătiești, Stăuceni); **Botanica** (Sângera, Băcioi); **Buiucani** (Durlești, Vatra, Condița, Ghidighici, Trușeni); **Ciocana** (Vadul lui Vodă, Bubuieci, Budești, Colonița, Cruzești, Tohatin) and **Poșta Veche**. There are many possible legends and stories of how Chișinău appeared as a **settlement**. One of these is, that originally it was a **temporary area** which was settled by some **merchants selling** all sorts of **products and goods**, which were **cultivated, made** or **brought** by them from many other different places, areas, cities and even countries, and then sold at the local **market-place** attracting more and more people there. But the most popular and **widespread** historic fact is that Chișinău was **originally** built in 1436 as a Monastery village and then as a town in the Moldavian Principality, as it was written then firstly. However, **later on**, in the 16th **century** it was a part of the Ottoman Empire, later when **annexed to** the Russian Empire in 1812, its population increased to more than 125787 **inhabitants** at the beginning of the 20th century. Chișinău became the capital of an independent state since 1918. In June 1940 it became the capital of the Moldovian Soviet Socialist Republic being **integrated** in the Soviet Union till 1991. **Since then**, 27 August 1991 **till present**, it is the capital of the Republic of Moldova. It has grown rapidly and **has passed through** all **historical events** of the last century and of the current one. It is developing into a green European capital **municipality city**, with some modern and new **architectural houses and buildings** and its infrastructure.

II) DIALOGUE FOUR: Read, translate and summarise the dialogue:

(The dialogue is kept between **Harold** and **Isabel** and it is related to **Chişinău**)

Isabel: Good afternoon, **Sir!** May I ask you on the address I am interested into?

Harold: Good day, **Miss!** Sure, no problem! I am at your service and disposal.

I.: Oh, **how kind** you **must have been** to help me in a difficulty and confusion.

H.: Why not? That is in the case when I really can **give you a hand** and **assist** you!

I.: All right, anyway, I appreciate your kindness. Do you know Chişinău well?

H.: Well, yes, I have been here **for a while**, I guess more than a year, already, you?

I.: **Obviously**, I am a newcomer here and I have been in Chişinău for a week now.

H.: It is very pleasant to meet a British person in the middle of these foreigners.

I.: Well, I believe that that makes you feel more comfortable in a **strange country**.

H.: It is hard not to agree with you **at this point!** I am a **Project Manager** here!

I.: Oh, you are a **very important person** not only here but in Great Britain too!

H.: Yes, I must be, thank you. But not now when I have the conversation with you.

I.: I have a question to you on Chişinău or can you maybe recommend a guide?

H.: I can show you the city **in no time**, as I **like to stroll** through its green streets.

I.: **You see**, I am a tourist on vacation here and I have to describe my holiday.

H.: Okay, I understand you perfectly. I should recommend the Historic Centre.

I.: Yes, I feel like I can trust you about that. And what exactly **is it worth seeing?**

H.: Well, the central street: Ştefan cel Mare şi Sfânt boulevard with its Square.

I.: Oh! And does the Square have its own specific name like in many other cities?

H.: Sure it does: PMAN that is **the Great National Assembly Square (GNAS)**.

I.: You know that sounds pretty attractive to me, I shall mark it in my agenda.

H.: And **the Presidency** and the Parliament buildings which were fully renovated.

I.: I think I saw some administrative buildings with the national flag on the top.

H.: Yes, of course, I shall show you **in turn: the House of Government**, the Arch.

I.: It seems that you have spent more than one year here. Did you have a guide?

H.: Ah, yes, at first! But there are some lovely monuments and museums to see.

I.: Do you think to be an idea to make an exchange with our telephone numbers?

H.: You seem to be a pretty smart lady, I suppose. Tell me yours and I'll **beep** you.

I.: If I am out you can always **feel free** to leave a message for me at the reception!

H.: I will do so, for sure! Or, I can **ring you up** on your mobile telephone number.

NEW VOCABULARY:

I) TEXT FOUR:

II) DIALOGUE FOUR:

educational – de învățământ; **Sir** – Domn, Domnule;

scientific – științific;

Miss – domnișoară, domniță;

cultural – cultural;

give you a hand – a da ție o mână de ajutor;

economic – economic;

assist – to help, a ajuta, a contribui la;

financial – financiar;

for a while – de ceva timp, penru puțin timp;

commercial – comercial;

obviously – evident că, clar că, vadit că;

industrial – industrial;

strange country – țară străină, de peste hotare;

points of view – puncte de vedere; **at this point** – la această etapă, referitor la;

almost – aproape, aproximativ;

very important person – sunteți o **PFI**;

as they say – după cum se zice;

in no time – imediat, chiar acum, curând;

be straddled – a fi străbătut;

like to stroll – îmi place să mă plimb;

tributary to – afluentul;

you see – vă dați seama, înțelegeți;

citizens – orașeni;

be worth seeing – ce merită de a vedea;

press release – declarație de presă; **the GNAS** – Piața Marii Adunări Naționale;

unofficial sources – surse neoficale; **the Presidency** – Preșidenția;

even more – ba chiar mai mulți;

in turn – la rând, pe rând, intr-o ordine;

city sectors – sectoarele orașului;

the House of Government – casa guvernului;

counterparts – părți componente;

beep – a telefona print-un zumer, a da bip;

settlement – stabilire, așezământ; **feel free** – a se simți liber;

temporary area – teritoriul provizotiu; **ring up** – a telefona, a suna la telefon.

merchants selling – comercianți, vânzători ce vindeau;

products and goods – produse și marfă;

FOR NOTES:

cultivate – a crește, a cultiva; _____

made – confecționate, produse; _____

bring – a aduce, a importa; _____

market-place – loc de vânzare, piață; _____

widespread – răspândit, binecunoscut; _____

originally – inițial; _____

century – secol; _____

later on – mai târziu, pe urmă; _____

annex to – a atașa la; _____

inhabitants – locuitori; _____

integrate – a integra, a alipi; _____

since then – de atunci; _____

till present – până acum; _____

pass through – a trece prin; _____

historical events – evenimente istorice; _____

municipality city – municipiul; _____

architectural houses – case de arhitectură; _____

buildings – clădiri; construcții, edificii. _____

A. Answer the following questions on the text completely:

1. **What is** there important about **Chişinău**? **What do you know** about Chişinău?
2. **What is** the position, importance and significance of Chişinău for our country?
3. **What is** the geographical position of Chişinău municipality on the country map?
4. **What is** the number of citizens of the capital city of Chişinău by statistics?
5. **How is** Chişinău **divided**? **What are** the constituent municipality counterparts?
6. **What are** the legends and stories of how Chişinău **appeared** as a settlement?
7. **What is** the year of Chişinău foundation according to the first historical dates?
8. **What is** the history of Chişinău in the context of further on historical events?
9. **When did** Chişinău **become** the capital city of an independent state?
10. **Since when did** Chişinău **become** the capital of the Republic of Moldova?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **What are** the names of the characters taking part in the dialogue conversation?
2. **What is** the question that the young lady directed to the gentleman on Chişinău?
3. **How did** the gentleman **react** to her question and **what did he say** about it?
4. **What did Harold** and **Isabel discuss** about Chişinău city first of all? **Why**?
5. **How long has Harold been** in Chişinău? And **how long has Isabel been** there?
6. **What nationality is** Isabel? How **do you know** it? What country **is** Harold from?
7. **Why did Harold** and **Isabel decide** to come to Chişinău? **What are** their goals?
8. **What are Harold's** places which are worth seeing for foreigners in Chişinău?
9. What **did Harold** and **Isabel discuss** about the guide throughout Chişinău city?
10. **What did Harold** and **Isabel decide** to do by the end of their conversation?

Your question _____ ?

C. Use the verbs in the corresponding tense in the sentence:

1. Chişinău ... the capital of the Republic of Moldova. (**am/are/is/was/were/been**)
2. Chişinău ... into an attractive municipality. (**develops/has developed/developed**)
3. What (**to do**) you ... about Chişinău municipality? (**knowing/knew/know/knows**)
4. Chişinău city ... into a municipality. (**developing/ has developed/to develop**)
5. There (**to be**) many streets in Chişinău. ... (**renovate/to be renovated/renovates**)
6. Chişinău ... the largest territory of Moldova cities. (**have/having/has (got)/had**)
7. The population of Chişinău ... (**to reach**) 1 million people. (**shall/can/must/let**)
8. There (**to be**) ... skyscrapers in Chişinău yet. (**not constructed/not constructing**)
9. Chişinău ... a general plan of renovation and enlarging. (**needed/needs/need**)
10. Chişinău ... more and more tourists each year. (**have visit/visit/visits/visited**)

D. Place the following words in the correct order within the sentence:

1. **citizens**. municipality the of Now, consists 804,500 population about Chişinău
2. into? May interested **Sir!** I afternoon, you ask address I Good on the am
3. how legends **settlement**. stories of and as Chişinău are appeared many a There
4. really is **give** not? the when **assist** I in **you** That Why **a** you! can case and **hand**
5. **originally** Chişinău that was in 1436. historic is **widespread** most fact The built
6. Chişinău in here **Obviously**, week have and I am I newcomer been a now. a for
7. capital it the In of the MSSR, SU June became **integrated** in the 1991. 1940 till
8. a not you **Manager point!** hard here! is to with **at** I **Project** It agree **this** am
9. **present** the the Moldova. 1991 **till**, it August is of capital **Since** Republic 27 of of
10. PMAN does: (**GNAS**). it **National** that **Square** is **the Assembly** Sure **Great**

E. Match the words from Column A with appropriate from Column B:

- | | |
|------------------------------------|--|
| 1. Chişinău is the capital | a) here for a while , |
| 2. can give you a hand | b) in the middle of |
| 3. educational, scientific, | c) it worth seeing? |
| 4. I have been | d) all historical events |
| 5. is situated almost | e) Assembly Square (GNAS). |
| 6. Obviously, | f) capital municipality city |
| 7. what exactly is | g) and assist you |
| 8. has passed through | h) I am a newcomer here |
| 9. the Great National | i) cultural, economic, financial, |
| 10. into a green European | j) of the Republic of Moldova |

F. Put the following words into the right column and transcribe them:

- a) /ʌ/ b) / ai / c) / e / d) / ei / e) / i /

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

fit, steady, name, cup, mine, bread, force, love, exchange, list, ready, decide, main, mist, ride, kindergarten, much, play, drive, gist, mother, school, mind, lend, obey, achieve, begin, son, set, island, insist, O.K., brother, century, ask.

G. Translate the following sentences from Romanian into English:

1. Municipiul Chişinău are toate şansele să devină un oraş European modern.
.....
2. Chişinău este capitala Republicii Moldova începând cu 27 August 1991.
.....
3. Există multe proiecte naţionale şi internaţionale care vor dezvolta Chişinăul.
.....
4. Oamenii din Chişinău sunt foarte binevoitori si primitori cu oaspeţii săi.
.....
5. În Chişinău putem găsi foarte multe edificii de cultură care sunt solicitate.
.....
6. Chişinău e urbia cu cele mai multe instituţii de învăţământ din ţara noastră.
.....
7. Mulţi dintre turiştii străini care viziteaza oraşul afirmă ca el este unul verde.
.....
8. Şomajul este una din cele mai importante probleme ale Chişinăului actual.
.....
9. Oraşul nostru reuşeşte să îmbine monumentele de arhitectură şi clădirile noi.
.....
10. Tineretul Moldovei îşi doreşte o schimbare pentru oraşul-capitală Chişinău.
.....

H. Use these verbs in Past Continuous and other corresponding tenses:

1. We **(to walk)** in the Central Park, when we **(to see)** an orchestra playing.
2. I **(to type)** a contract for a long time yesterday, because I **(to need)** it today.
3. You **(to ride)** your bicycle on the pavement today when I **(to greet)** you.
4. They **(to play)** an interesting game, when I **(to come)** home from the office.
5. He **(to do)** his homework for English, when she **(to ring up)** him last night.
6. She **(to get)** ready for her work, because **(to have got)** a report next day.
7. It **(to get)** late, when I **(to remember)** that I **(to have)** to prepare for a test.
8. You **(to read)** some interesting books, when she **(to ask)** you to help her.
9. When I **(to come)** to the cinema, they **(to invite)** viewers in the cinema-hall.
10. When we **(to have)** time, we **(to enjoy)** ourselves at the pub last summer.

I. Irregular verbs (give all forms; the 3rd person singular and translate):

Infinitive	Past Simple	Past Participle	Participle One	Translation
1) to	–	–	beaten	–
2) to	–	–	begun	–
3) to	–	–	blown	–
4) to	–	–	broken	–
5) to	–	–	burst	–
6) to	–	–	chosen	–
7) to	–	–	cost	–
8) to	–	–	dealt	–
9) to	–	–	done	–
10) to	–	–	eaten	–

J. Fill in the gaps using modal verb CAN or its equivalent to BE ABLE to:

- 1) I ... **(to speak)** these languages: Romanian, Russian, English and German.
- 2) ... you ... **(to come)** to the Central Telegraph at half past five tomorrow?
- 3) He ... **(to tell)** exactly if he **(to be)** free in the afternoon, so **(to ask)** him later.
- 4) She ... **(to let)** me **(to know)** by phone how they **(to handle)** that yesterday.
- 5) It ... **(to be)** **(to take)** for granted that Chişinău **(to have)** **(to get)** great future.
- 6) We ... **(to do)** this work ourselves, because we **(to possess)** good skills for it.
- 7) You ... **(to do)** it together, as far as it **(to be)** an advantage for conversation.
- 8) They ... **(to implement)** the project without his assistance and help in domain.
- 9) Andy ... **(to meet)** her in the Central Park and **(to show)** her around the city.
- 10) Angela ... **(to do)** many things, but here she **(to need)** help of a specialist.

K. Use articles, conjunctions, prepositions: up, after, in, during, where, down, at, with, about, the, and, a, of, that, because, on, or:

There are many places ... interest ... Chişinău municipality. There are plenty ... historical monuments ... can tell us much ... city history. Very often Chişinău is called „ ... white stone city” ... it is ... most houses ... buildings are made ... white stone. They say, it is situated ... seven hills ... that is why you can admire its beauties ... city. ... centre city there are situated ... most administrative ... state organizations ... offices, banks, commercial centres, libraries, restaurants ... bars ... people work, go shopping ... can have snacks...lunch-time, eat...work ... weekend. Chişinău is a green city ... many parks ... squares where people can rest. It is ... charming ... green city.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(The dialogue is _____ **Harold** _____ **Isabel** and it is _____ to **Chişinău**)

Isabel: _____ afternoon, **Sir!** May I _____ you on the address I am interested into?

Harold: Good _____, **Miss!** _____, _____ problem! I am at _____ service and _____.

I.: Oh, it is very good that you are ready to help me in a difficulty and confusion.

H.: Why _____? That is in the _____ when I really can _____ **you a hand** and _____ you!

I.: All _____, anyway, I _____ your kindness. Do you know _____ well?

H.: Well, yes, I have _____ here **for a** _____, I guess _____ than a year, already, you?

I.: **Obviously**, I am a _____ here and I have been in _____ for a week now.

H.: It is very _____ to meet a _____ person in the middle of these _____.

I.: Well, I believe that _____ makes you feel more comfortable in a **strange** _____.

H.: It is hard not to _____ with you **at this point!** I am a _____ **Manager** here!

I.: Oh, you are a **very** _____ **person** not only here but in _____ Britain too!

H.: Yes, I _____ be, thank you. But not now when I have the _____ with you.

I.: I have a question to _____ on Chişinău or can you _____ recommend a guide?

H.: I can show you the city **in no** _____, as I **like to stroll** _____ its green streets.

I.: **You see**, I am a _____ on vacation here and I have to _____ my holiday.

H.: Okay, I understand you _____. I should recommend the Historic _____.

I.: Yes, I feel like I can _____ you about that. And what exactly **is it** _____ **seeing?**

H.: Well, the _____ street: Ştefan cel Mare şi Sfânt boulevard with _____ Square.

I.: Oh! And does the _____ have its own specific name like in many other _____?

H.: Sure it _____: PMAN that is **the Great National Assembly Square** (_____).

I.: You know that _____ pretty attractive to me, I shall mark it in my _____.

H.: And **the Presidency** and the Parliament _____ which were _____ renovated.

I.: I think I saw some administrative buildings with the _____ flag _____ top.

H.: Yes, of _____, I shall _____ you **in turn: the** _____ **of Government**, the Arch.

I.: It seems that you _____ spent more than one year here. Did you have a _____?

H.: Ah, _____, at _____! But there are some _____ monuments _____ museums to _____.

I.: Do you think to be an idea to make an _____ with our _____ numbers?

H.: You seem to be a pretty smart _____, I suppose. Tell me _____ and I'll **beep** you.

I.: If I am out you can always _____ **free** to leave a _____ for me at the reception!

H.: I _____ do so, for sure! Or, I can **ring** you _____ on your mobile _____ number.

LESSON FIVE: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. It IS UP TO SOMEBODY. TO DO smth. – Ține de cineva ca să facă ceva.

e.g.: IT IS UP TO ME TO DECIDE whether to do it or not, do you agree?

Translate:

- a) **It is up to me and you to find** these cities and towns on our country maps.
- b) **It is up to him to solve** these problems and try not to create some new ones.
- c) **It is up to her to do** the flat just in case she wants to keep it tidy and clean.
- d) **It is up to us to start** making the things to become better in our country.
- e) **It is up to you to adopt** the strategy of our further and future development.
- f) **Your example:**_____.

STUDY THE FOLLOWING:

II. THAT WON'T DO... - Nu merge așa.../Nu ne înțelegem în așa mod...

e.g.: THAT WON'T DO! We have got a different agreement at the beginning.

Translate:

- a) **That won't do!** I am not going to pay for such a mess of the work you did.
- b) **That won't do!** There is a good deal of mistakes and errors in your test.
- c) **That won't do!** All you do is just repelling people instead of the opposite.
- d) **That won't do!** You won't deceive me any more like you have been doing.
- e) **That won't do!** You were supposed to find more texts about our country.
- f) **Your example:**_____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. We are those who must learn the essential things and dates from the history of our country.
2. I do not manage to do all my scheduled activities and it is not good at all.
3. I am the one to set the perspectives of my future career.
4. It is awful because this is the worst football match our national football team has ever played.
5. That is your liability to make some plans for summer holiday.
6. He must organise the reception party for the guests.
7. She has to come with and bring some new dishes in the traditional menu of celebratons.
8. I disagree with the point that we have postponed our meeting five times this week already.
9. It is their duty to care of their families.
10. That is not correct, because you must not neglect him!
11. There is no way to having similar attitude towards the responsibilities because it is vitally important.
12. Who else must solve my problems but me, in this case?
13. No way for manifesting intolerance behaviour in such delicate circumstances.

TEXT V: I) MY COUNTRY: THE REPUBLIC OF MOLDOVA.

The Republic of Moldova is rather a small country by territory. It is on the 139th position in the world. **It is up to us to know** everything about our country. It is an independent **state** since **August 27, 1991** and this date is named the **Independence Day** of the Republic of Moldova. From June 28, 1940 till August 27, 1991 it was the Moldovian Soviet Socialist Republic **within** the former Union of Soviet Socialist Republics (USSR) or **the ex-Soviet Union (ex-SU)**. Geographically, Moldova is situated in the **Eastern** part of **Europe** to the South. **It borders** with two larger countries like: Ukraine, to the North-East and Romania, to the South-West. It is situated to the North-West of **the Black Sea**, which influences its climate a lot, like making it a **mild and sunny climate**. The **total area** of the Republic of Moldova is 33,846 km²; the population is 4,062,753 people, **according to the Press release** of the NBSM of March 17, 2014, the capital and the largest city is **Chişinău Municipality**. Other important **cities** and **towns** of Moldova are: Tiraspol, Bălţi, Bender, Rîbniţa, Cahul, Ungheni, Soroca, Orhei, Dubăsari, Comrat, Ceadâr-Lunga, Străşeni, Drochia, Edineţ, Căuşeni, Râşcani, Făleşti, Hînceşti, Vulcăneşti etc. The Republic of Moldova represents a country with **an increasing rate** of interest from the touristic point of view. **More and more** people from different countries and continents around the globe **express their desire** to visit the sunny Moldova. There are **plenty of** historical and architectural places of interest for tourists to **go sightseeing** as to the North, South, West or East of it. When asked, the foreign tourists **outline** the picturesque **nature** and **landscape** of Moldova and enumerate some of the most beautiful and attractive places which they were impressed by, such as: **Ştefan cel Mare şi Sfânt boulevard** in Chişinău, as the **main street** of the capital with its beautiful buildings and houses; the **National Opera and Ballet Theatre**; the **Cathedral of Chişinău**; the **History Museum**; the Soroca **fortress**; the Saharna **Monastery**; Cricova and Mileştii Mici **wineries**; the **Codru National Park** and the Old Orhei area. There are a lot of **customs** and **traditions** that people of Moldova **strive** to keep and maintain. The people are very hard-working, cheerful and optimistic, possessing the **sense of taste**. The traditional dishes are specific, extremely delicious and **healthy**. Moldova is a democratic country with some further more European perspectives.

II) DIALOGUE FIVE: Read, translate and summarise the dialogue:

(The dialogue perform **Joseph** and **Kelly** and it is about the **Republic of Moldova**)

Kelly: Is that you, **Joseph**, or **that won't do** if I am mistaken? If so, sorry, sir!

Joseph: Oh, no, **Kelly**, dear! You are absolutely right, because it is me: **Joseph!**

K.: Look at you, **you've changed so much!** I was wondering if it is you or not so.

J.: O.K. **I admit** that. As for me, I had no doubts that you were who you really are.

K.: Thank you. I think, it **proves once more** that you have good visual memory.

J.: I can open a secret to you: I **have** constantly **trained** and practised my memory.

K.: **You see**, it is not a secret any more. What is new? How are your things now?

J.: That's fine, you know. **As they say:** it **could be even worse**. That is just a joke!

K.: You have got a good sense of humour, as such. I'm sure you are ok, as usual.

J.: Don't worry about me! You should better tell me what news is with you now.

K.: Why not, it is not a problem with me. I can tell that I have got plenty to tell.

J.: You make me curious, especially when we're **on the eve of** summer vacation.

K.: **It won't take you long**, if you are in a hurry. Do you remember my hobby?

J.: Definitely, that **it is not a rush** to me right now. And the hobby is travelling?

K.: **Look at you**, you smart boy, **Joseph!** How do you know about my hobby?

J.: **Just a little bit of** thinking and meditation, **Kelly**, **don't you see how**, dear?

K.: That must be some other mysteries and secrets of yours, my friend, isn't it?

J.: Please, let me know about your new destination this summer: Australia, maybe?

K.: Um, that is not a **BINGO** this time for you, partner! Take two **more options!**

J.: Yeah, good, but could you, please, give me a little or unimportant hint, **at least?**

K.: No problem. I can **let you know** the first letter of the country and its position.

J.: Something prompts me that this country is not very big or popular in the world.

K.: The first letter is **M** /em/ and it is situated in the South-Eastern part of Europe.

J.: No variants for a convincing answer at this point on behalf of me, you know.

K.: **I shan't try** your patience! It is Moldova, officially **the Republic of Moldova**.

J.: Yes, I guess I have heard something about **the Republic of Moldova** recently.

K.: It's situated between Romania to South-West and Ukraine to the North-East.

J.: Probably, it is due to the **traces of your character:** to find out something new.

K.: It is my **essence and nature**. You can join me and my friends next week, ok?

J.: With pleasure. But I think that I am supposed to be busy with my examinations.

A. Answer the following questions on the text completely:

1. What kind of country is the Republic of Moldova? Which position is it?
2. Since when has the RM been an independent state? What year and date is it?
3. When was the Republic of Moldova a counterpart of the former Soviet Union?
4. What is the geographical position of the Republic of Moldova on the map?
5. Which countries does the Republic of Moldova border with and where is it?
6. What is the total area of the Republic of Moldova and what is the population?
7. What is the capital and the largest city of the Republic of Moldova? Where is it?
8. What other important cities and towns are there in the Republic of Moldova?
9. What places of interest do the foreign tourists choose to visit in the RM? Why?
10. How are the people living in the Republic of Moldova? How are the dishes?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. Who are the people participating at the process of conversation of the dialogue?
2. What is the topic of conversation between those two characters of the dialogue?
3. Does Kelly have plenty of news to tell or not? What is the main one to share?
4. Why does Kelly ask Joseph about her hobby? What is there being related to it?
5. Why does Joseph ask Kelly to give him a hint for their dialogue? Which one?
6. Which is the first letter of Kelly's country of destination? Where is it situated?
7. Did Joseph guess the name of the country by the first letter and its position?
8. What did Kelly do about that in order not to try Joseph's patience with it?
9. Which states is the summer desination country of Kelly situated between?
10. What made Kelly choose that new destination country exactly? Why is it so?

Your question _____ ?

C. Put the following words into the right column and transcribe them:

a) /a:/ b) / au/ c) / i: / d) / ei / e) / æ/

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

can, same, bean, house, car, now, cat, see, days, lad, mountain, lake, bat, mask, blouse, fast, least, grass, proud, fan, pay, mean, lean, garden, daily, hey, large, feel, they, make, bad, outside, sea, ladle, sour-cream, fabulous, fantastic.

D. Use the right verb and its corresponding form in the Present Perfect tense:

renew, begin, notice, wait, pick up, arrive, note, clean, reach, write, watch

1. I ... five films this week and I (**can/to tell**) that I (**to like**) all of them so much.
2. You ... ten mistakes out of fifteen in the dictation and it (**to indicate**) your level.
3. He ... recently ...to the customs of Moldova and we (**to have/to meet**) him now.
4. She ...the carpet in the hall and the rest they (**to take**) to the cleaner's tomorrow.
5. It ... been ... recently and the buyers (**to be**) happy because there is more space.
6. We ... for the bus for five minutes at the trolleybus-stop and here it (**to be**) now.
7. You... just ...the words Chişinău and the Republic of Moldova in your agendas.
8. They ... finally ...the implementation of the national roads renovation project.
9. Roger...the receiver of his home telephone and he (**to have**) a conversation now.
10. Elizabeth ... her Geography home assignment and it (**to stand**) for Moldova.

E. Choose the correct form of the verbs in the following sentences:

1. There ... a total of 1,681 localities on the territory of Moldova. (**am/were/are/is**)
2. Moldova...between Ukraine and Romania.(**am situate/are situates/is situated**)
3. What ...you (**to happen**) (**to know**) about the RM now? (**to do/does/did/doing**)
4. The population of the Republic of Moldova is....(**increase/increasing/increases**)
5. There ... many sights (**to be**) (**to visit**) in Moldova. (**am/are/is/was/were/been**)
6. However the Republic of Moldova ... exit to the sea. (**to has/haves/haved/has**)
7. There ... five rivers through Moldova. (**to flowed/flows/flow/flowing/to flow**)
8. People of Moldova... friendly with their guests. (**behaved/behaving/behave**)
9. Chişinău, Bălţi and Bender...three municipalities of Moldova. (**were/am/are/is**)
10. Chişinău ... the most important city of Moldova. (**represents/represented**)

F. Place the following words in the correct order within the sentence:

1. small is territory. country **The** comparatively **of** a by **Moldova Republic** the
2. you **proves** I it you. good **more** that think, have **once** visual Thank memory
3. of **Eastern** situated South. The part Geographically, the **Europe** into Moldova is
4. **trained** practised can to I a I **have** secret and you: open memory. constantly my
5. square the 33,846 Moldova **area** of of kilometres **total** now is The Republic.
6. summer **eve the** me when You we're especially make **of on** vacation. curious,
7. architectural **of** for are interest places historical There and **plenty** of tourists.
8. very world. country Something is prompts popular big that this or in the me not
9. hard-working, The are and **taste**. people a very **sense** optimistic, with **of** cheerful
10. find **character**: something due Probably, it to **of** new. **your** to the is out **traces**

G. Match the words of Column A with the appropriate ones in Column B:

- | | |
|--------------------------------------|-----------------------------------|
| 1. The Republic of Moldova is | a) of the Republic of Moldova, |
| 2. you've changed | b) of the Black Sea , |
| 3. the Independence Day | c) summer vacation, |
| 4. As they say: it | d) you long , |
| 5. to the North-West | e) and towns of Moldova |
| 6. on the eve of | f) of your character , |
| 7. It won't take | g) two larger countries, |
| 8. it borders with | h) comparatively a small country, |
| 9. Other important cities | i) could be even worse , |
| 10. due to the traces | j) so much! |

H. Write the correct verb forms in brackets using the modal verb COULD:

1. We...(to have) (to see) more sights of Moldova but we (**not to have**) time.
2. I ... (to answer) to your question then but now the situation (to change).
3. You ... (to translate) the material about the Republic of Moldova yesterday.
4. He ... (to come) to his Moldvan friend's party, as soon as he (to be) busy.
5. She ... (speak) English better at the State University of Moldova then now.
6. It...(to be) distinctly (to read) Made in Moldova on the fruit-vase in a shop.
7. We...(to think) that Moldova (to use) (to be) quite a developed country.
8. You ...really (to admit) that the North of Moldova (to be) cold in winter.
9. They ... (to share) many photos with friends after they (to return) home.
10. Ben ... (to be) (to invite) to more seminars in Moldova after his display.

I. Irregular verbs (give all 4 forms; the 3rd person sing. and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to	–	–	–	awaking –
to	–	–	–	arising –
to	–	–	–	binding –
to	–	–	–	buying –
to	–	–	–	bringing –
to	–	–	–	costing –
to	–	–	–	dreaming –
to	–	–	–	paying –
to	–	–	–	selling –
to	–	–	–	waking –

J. Translate the following topical sentences from Romanian into English:

1. Republica Moldova este recunoscută drept stat independent de către ONU.
.....
2. Oamenii din Republica Moldova sunt foarte ospitalieri față de musafirii săi.
.....
3. Clima din Rep. Moldova este influențată foarte mult de către Marea Neagră.
.....
4. Moldova este situată la înălțimea medie de 137 m deasupra nivelului mării.
.....
5. Republica Moldova ocupă locul 139 după suprafața totală a teritoriului.
.....
6. Una din cele mai importante ramuri de producere din Moldova este vinăritul.
.....
7. Țările vecine ale Republicii Moldova sunt: Romania la vest și Ucraina la est.
.....
8. Suprafața totală a teritoriului Republicii Moldova constituie 33 846 km².
.....
9. În Republica Moldova sunt vorbite cinci limbi de către populația acestui stat.
.....
10. Joe și Joan au vizitat multe dintre locurile turistice din Republica Moldova.
.....

K. Use the following articles, conjunctions and prepositions in the minitext about the Republic of Moldova: a, of, in, by, along, the, and, for, from, an:

... Republic ... Moldova is ... independent state ... it is recognized ... all states world, ... international community United Nations Organisation. Its total area consists 33 846 km²... it holds position 139 territory among ... rest countries world.... capital Republic ... Moldova is Chișinău city. It is considered to be ... municipality ... it is ... administrative, political, economic, financial, industrial, scientific, educational ... historical centre Republic ... Moldova. ... population Republic ... Moldova constitutes approximately 4,062,753 people ... it is growing recent years.... Republic ... Moldova has become ... country ... interest ... investors ... many states world ...it increases its products ... goods ... export import. It is situated ... SE Europe.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(The dialogue perform **Joseph** and **Kelly** and it is about the **Republic of Moldova**)

Kelly: Is it you, _____, or _____ I am mistaken? If so, I beg your _____, sir!

Joseph: Oh, no, _____, dear! You are _____ right, _____ it is me: **Joseph!**

K.: Look at you, **you've** _____ **so much!** I was _____ if it is you or not so.

J.: O.K. **I** _____ that. As for me, I had no _____ that you were who you really are.

K.: Thank you. I think, it _____ **once more** that you have good visual _____.

J.: I can _____ a secret to you: I **have** constantly _____ and practised my memory.

K.: **You see**, it is not a _____ any more. What is new? _____ are your things now?

J.: That's fine, you _____. **As** _____ **say: it could be even** _____. That is _____ a joke!

K.: You have got a _____ sense of humour, as _____. I'm sure you are ok, as _____.

J.: Don't _____ about me! You _____ better tell me what _____ is with you now.

K.: Why not, it is not a _____ with me. I can tell that I have got _____ to tell.

J.: You make me _____, especially when we're **on the eve of** summer _____.

K.: **It** _____ **take you long**, if you are in a _____. Do you _____ my hobby?

J.: Definitely, that **it is not a** _____ to me _____ now. And the _____ is travelling?

K.: _____ **at you**, you _____ boy, **Joseph!** How do you know about my hobby?

J.: **Just a** _____ **bit of** thinking and meditation, **Kelly, don't you** _____ **how**, dear?

K.: That must be some _____ mysteries and secrets of yours, my _____, isn't it?

J.: _____, let me know about your new _____ this summer: Australia, maybe?

K.: Um, that is not a **BINGO** this _____ for you, partner! Take two _____ **options!**

J.: Yeah, _____, but _____ you, please, give me a little or _____ hint, **at least?**

K.: No _____. I can _____ **you know** the first _____ of the country and _____ position.

J.: _____ prompts me that this country is not very big or popular in the _____.

K.: The first letter is **M** /em/ and it is _____ in the South-Eastern _____ of Europe.

J.: No variants for a _____ answer at this point on _____ of me, you know.

K.: **I** _____ **try** your patience! It is Moldova, _____ the **Republic of Moldova**.

J.: Yes, I _____ I have _____ something about **the** _____ **of Moldova** recently.

K.: It's situated _____ Romania to South-_____ and Ukraine to the _____-East.

J.: Probably, it is _____ to the **traces of your** _____: to find _____ something new.

K.: It is my _____ **and** _____. You can join me and my friends next week, _____?

J.: _____ pleasure. But I think that I am supposed to be _____ with my _____.

REVISION TEST UNITS I – V:

1. Jim and Jane ___ English people.
a. be b. is c. am d. are e. am f. being
2. ___ there any hotel near here?
a. Do b. Are c. Is d. Have e. Has
3. I didn't ___ this film last evening.
a. watches b. watch c. watching
4. Look! The trolley-bus _____.
a. comes b. coming c. is coming
5. I've never ___ to the USA yet.
a. been b. were c. going d. go
6. ___ like to go to a pub tonight?
a. Do you b. Have you c. Would you
7. If you need a bus ___ round the corner.
a. go out b. come c. turn d. go by
8. Excuse me, ___ time is it now?
a. which b. when c. where d. what
9. Megapolises ___ many tall buildings.
a. be b. do c. has got d. have got
10. I have got a book, I can't stop ___ it.
a. read b. to read c. reads d. reading
11. There ___ much snow in winter here.
a. be b. am c. are d. is e. being f. has
12. There ___ much work to do for him. a.
has b. were c. did d. is not
13. Her parents ___ married since 1995.
a. got b. were c. have been d. are being
14. Hurry up or we shall ___ our plane!
a. mislay b. waste c. miss d. confuse
15. ___ he go in for any kind of sport?
a. has b. is c. do d. does e. am f. are
16. You are from London, UK, ___?
a. are you b. aren't you c. don't you
17. There are plenty of people ___ work.
a. when b. who c. whose d. what
18. My mother ___ me to buy some sugar.
a. tells to b. said to c. say to d. told to
19. I wish I ___ the answer to this problem!
a. have b. knew c. has d. shall have
20. You should ___ my piece of advice!
a. listen b. to hear c. do d. take
21. Do you spend much time ___ English?
a. study b. studying c. studied d. studies
22. You must ___ for help if you're lost.
a. asked b. asking c. to ask d. ask
23. ___ you going for a walk in the park?
a. do b. have c. is d. are e. am
24. What ___ they have to learn now?
a. do b. have c. are d. did e. had f. were
25. It seems ___ an easy test, after all.
a. not have to b. to do to c. to be
26. ___ she know the answers to the quiz?
a. to do b. do c. doing d. does
27. When ___ you ___ to start your work?
a. are going b. to be going c. is goes
28. They prefer ___ many exciting things.
a. done b. to do c. did d. does
29. I ___ using the laptop for studies now.
a. have b. am c. do d. be e. are f. is
30. It ___ clear from the start to be nice.
a. been b. being c. was. d. were e. are
31. We ___ always sure about the success.
a. do b. are c. be d. have e. was f. can
32. I ___ always dreamt about this.
a. have b. has c. am d. do e. is f. are not

The total amount of points is 100. Each correct item is equal with 3.125 points.
Results: A : 100 – 91; B: 90 – 81; C: 80 – 71; D: 70 – 61; E: 60 – 51; F: 50 – 41; G: 40 – 31;

LESSON SIX: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. All I can do now... is just – Tot ce pot face eu acum ... este doar... .

e.g.: ALL I CAN DO NOW for you IS JUST always try to support you.

Translate:

- a) All you can do now for me is just let me determine myself hence forward.
- b) All he can do now for her is just arrange the things in her favour not versa.
- c) All she can do now for us is just keeping updated to the current situation.
- d) All we can do now for you is just offer the list with all subjects available.
- e) All you can do now for them is just inform upon the holiday perspectives.
- f) Your example:_____.

STUDY THE FOLLOWING:

II. There is nothing else to do ... but...– Nu îmi rămâne nimic altceva decât...

e.g.: THERE IS NOTHING ELSE TO DO for me BUT study for the exam.

Translate:

- a) There is nothing else to do for you but get ready for the evaluation test.
- b) There is nothing else to do for him but use the dictionary for new words.
- c) There is nothing else to do for her but try to be helpful in any situation.
- d) There is nothing else to do for us but go on with project implementation.
- e) There is nothing else to do for them but make plans for the next holiday.
- f) Your example:_____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. The best I can do for it is to try not to confuse the types of things implied within the matter. 2. They have got no other solution than to take some more time for preparations. 3. What you can do for me is to let me take some time. 4. The only solution for him is to memorise the list of holidays together with the dates. 5. The best he is able to do for you is to share some information which can be of great use then. 6. The only option for you is to search a way out of the existing chaos. 7. One thing she can do for him best is to give a telephone call and cheer him up. 8. Nothing but hope to her that things might get better one day. 9. Everything we can do for her is to make her realize the particularities and differences of our holidays. 10. There is no other solution for them then to ask for somebody's help in the existing circumstances. 11. The only existing possibility about the problem is to pull yourself together and try to concentrate, in order to find a way out here.

TEXT VI:

D) HOLIDAYS IN OUR COUNTRY.

If you **are going to** go travelling somewhere out of the country you **live in**, it is always better **to choose a new place** or country as the destination for you and your family. At least, those seem to be some of the most important recommendations of the specialists working in the sphere of human **comfort relations**. **All you can do now** for yourself **is just** plan the holidays and vacation **period of time**. But it also refers to the **national holidays** of our country, first of all, and then to the celebrations from **foreign countries**. **To begin with**, we must know the holidays celebrated by the **people of our country**. It is always better to get to know all these **one by one** within the list than just by hearing or viewing something which is attached or **related to** these holidays. Additionally, it is a very good reason for a conversational topic to a stranger or a tourist from a foreign country, who is eagerly interested into the **history, customs, traditions, celebrations** and **holidays** in our country and everything around them. Holidays in our country can be divided into two **main categories**: a) national holidays celebrated only in and typical to our country; and b) international holidays celebrated in the world and in our country. It is **much easier** to arrange all these **in an order**, which can be called chronologically, according to the month and date, such as: **January 1: THE NEW YEAR DAY**; **January 7-8: Old Style Orthodox Christmas**; **February 24: Dragobete or The Day of Love**; **March 1: Mărțișor or The 1st day of Spring**; **March 8: The International Women's Day**; **from April till May: The Orthodox Easter**; **end of April or May: The Memorial Day**; **May 1: The International Labour Day**; **May 9: The Victory and Commemoration Day**; **June 1: The International Children's Day**; **August 27: The Independence Day**; **August 31: The National Language Day or Limba Noastră**; **October 14: The Chișinău Municipality Day**; **December 25: New Style Christmas**. Also, there are celebrated some holidays which **penetrated to us** along the country and its people history, **Orthodox Church** calendar or the ones related to **harvesting** or **wine making**. Traditionally, there is organized a concert on the Great National Assembly Square of Chișinău with participation of **folk music** singing and **dance ensembles** as well as the **music stars** of Moldova and some of the **invited guests** from abroad. Holidays are celebrated in families or together with friends, relations.

II) DIALOGUE SIX: Read, translate and summarise the dialogue:

(Here is a conversation between **Lambert** and **Monica** about **holidays**)

Lambert: Good afternoon, **Monica!** How are you doing this **Christmas holiday?**

Monica: Hello, **Lambert!** I am **very glad to see you** and Merry Christmas to you!

L.: Ah, I **almost forgot** to wish you Merry Christmas and a Happy New Year now!

M.: Don't worry about **such trifles!** The spirit of holidays is everywhere in the air.

L.: **That's true!** I can feel it **all around.** I am sure you **do the same,** don't you?

M.: Yes, you must **be absolutely right** about it. I love the **eve of winter holidays.**

L.: Everybody does it. There are so many things to be done **before the New Year.**

M.: The same here. **There is nothing else to do** for me **but** pause with my studies.

L.: I totally agree with you here! There have been **quite a number** of evaluations.

M.: Not to mention the written and oral exams with the most University subjects.

L.: Yes, you are right. The same here with me. I've got to learn **plenty of** material.

M.: Holidays and vacation do not free us of responsibilities and duties of studies.

L.: We wrote tests in all subjects and took four examinations before the New Year!

M.: We have got a similar system at our University, too. **Most difficult** are then.

L.: I want to suggest something different for now for our discussion – holidays!

M.: I totally support your proposal, as soon as we must be tired of studies already.

L.: As it stands for me, I like it here in the **Central Square** by the **Christmas tree!**

M.: Does that mean that you prefer winter holidays, like Christmas and New Year?

L.: Yes, you understood me correctly. What about your favourite holidays? Why?

M.: I like celebrations because of more things: my family is together and I cook.

L.: I can understand that family means quite a lot to you and you can **cook dishes.**

M.: Yes, why not? There are some certain customs and traditions in our family.

L.: We **try to stick** to all of our national customs and traditions in our family too.

M.: We come here to the central Christmas tree, take photos and also **buy gifts.**

L.: This is the reason why we met here today, because you have the same tradition.

M.: Have you got any special plans of spending the rest of your winter vacation?

L.: I think that it is an interesting question to all of the students in our country.

M.: You know that I still have much of the material to study for the examinations.

L.: Me too. But I want to enjoy myself **skating and skiing** because of much snow.

M.: Oh, I agree. It is a **nice chance** to get fresh air and practise some winter sports.

A. Answer the following questions on the text completely:

1. **What is there good to do** if you are going to travel abroad with your family?
2. **Whose recommendations are considered** to be the most significant to tourists?
3. **What is the interference** of the national holidays and those of foreign countries?
4. **What is there to be known** regarding the holidays of our country by us? Why?
5. **Which way is it better to choose** for **getting to know** our national holidays?
6. **What is the actual chronological order** of holidays in the Republic of Moldova?
7. **Which of the holidays are** national celebrations and **which are** the world ones?
8. **What is different** between the New Style holidays and the Old Style ones here?
9. **How did** the national and world holidays **penetrate** into the actual calendar?
10. **How are** usually **kept** the holidays in **Moldova** and in its capital **Chişinău**?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are** the persons who participate in the topical dialoguing conversation?
2. **What is the topic** of the conversation? **When are they keeping** the discussion?
3. **What did Lambert and Monica wish** to each other at the dialogue beginning?
4. **What kind of a spirit did they discuss about? What season is it related to?**
5. **What is there special** about the atmosphere on the winter holidayseve by them?
6. **Where does Lambert like going** during his Christmas and New Year holidays?
7. **Does Monica enjoy** winter time holidays celebrations for real? **Whyis** it so?
8. **Are there** any customs and traditions that **stand for** Christmas and New Year?
9. **What made** them **meet** there on that very day and keep their lovely dialogue?
10. **What** other plans **did they have to share** for the rest of their winter holidays?

Your question _____ ?

C. Use the verbs in the corresponding tense in the sentence:

1. There ...many national holidays in the celebration list.(**am/are/is/was/were/be**)
2. Chişinău ... all national and international holidays here.(**hosts/hosting/hosted**)
3. Our holidays usually... days off from work. (**meaning/meaned/mean/meant**)
4. Holidaysall over the country.(**arecelebrating/arecelebrated/celebrate**)
5. The main holidays in the centre of the city. (**be hold/are held/is holded**)
6. Moldovan folk songs can ... at holidays.(**to be heard/ be to heard/be heard**)
7. Traditional folk dances can...here too.(**am to viewed/to areviewed/be viewed**)
8. People ... and ... national holidays in Moldova. (**liked, needing /like, need**)
9. There have ... more holidays in Moldova. (**appears /appeared / appearing**)
10. Guests from abroad usually ... at feasts here. (**have participated/participate/**)

D. Place the following words in the correct order within the sentence:

1. most those recommendation the At least, important to be of specialists. Seem the
2. wish **almost** Happy Year, I to you Ah, **forgot** Merry now! and New Christmas
3. it holidays for **time**. planning stands **period** your and As such, vacation of
4. is spirit about in The air. Don't of holidays worry **such** everywhere **trifles!** the
5. the it all, also **national** But to however. of refers of **holidays** country, our first
6. must **right be eve holidays**. you **absolutely** Yes, about I the **winter** it. love of
7. **country. people** the the know **Above our** celebrated holidays must by we of **all**,
8. **Year**. are does so be Everybody **before** things **New** to many **the** There done it.
9. can So, **categories**. our the **main** in devided be holidays country **large** two into
10. that prefer you Year? mean New winter Christmas and Does like holidays, that

E. Match the words from Column A with appropriate from Column B:

- | | |
|---|-------------------------------------|
| 1. devided into | a) to arrange |
| 2. Don't worry | b) in an order, |
| 3. much easier | c) by the Christmas tree! |
| 4. I can feel | d) celebrations and holidays |
| 5. quite a number | e) of Moldova |
| 6. all these | f) two main categories |
| 7. in the Central Square | g) skating and skiing |
| 8. history, customs, traditions, | h) of evaluations. |
| 9. the music stars | i) it all around. |
| 10. to enjoy myself | j) about such trifles! |

F. Put the following words into the right column and transcribe them:

a) /æ/	b) /ei /	c) /ə /	d) /ɛə/	e) /i:/
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

man, pair, tea, physical, can, daily, compare, suitable, air, agree, hair, say, mane, bee, save, sea, make, pan, ocean, tan, repair, mechanical, be, than, apple, safe, believe, fair, ago, open, asure, walker, miracle, around, worker.

G. Translate the following sentences from Romanian into English:

- Lista sărbătorilor naționale din Republica Moldova este una impunătoare.
.....
- Sărbătorile naționale reflectă mult obiceiurile și tradițiile unei națiuni și țări.
.....
- Există multe sărbătoriin Moldova care sunt celebrate pe plan mondial.
.....
- Oamenii din Moldova urmează calendarul sărbătorilor oficiale si bisericești.
.....
- În timpul vacanțeiagențiile de turizm ne oferă posibilități bune de a călători.
.....
- Recent, tot mai populară devine odihna în timp de weekend și nu doar vara.
.....
- Zilele de sărbătoare sunt un prilej potrivit de a petrece mult timp cu familia.
.....
- Pentru a pătrunde mai bine in esența sărbătorilor e bine de a cunoaște istoria.
.....
- Oaspeții din alte țări se încadrează in mod activ în procesul de celebrare.
.....
- Tinerii din țara noastră sunt purtători activi ale tradițiilor și obiceiurilor.
.....

H. Use these verbs in Present Indefinite or Present Continuous tenses:

1. We (**to go out**) often when there (**to be**) (**to celebrate**) our national holidays.
2. I (**to watch**) a live event on TV now and I (**to be**) going (**to join**) it soon too.
3. You (**to go**) jogging every morning and it is so nice that you (**to do**) it now.
4. They (**to learn**) more of our holidays, so they (**to read**) lots of books now.
5. He (**to like**) to spend his vacation with the family, so they (**to travel**) now.
6. She (**to plan**) more activities for holidays and she (**to share**) one at present.
7. It (**to be**) exciting to learn the holidays meaning so we (**to deal**) with it now.
8. You (**to tell**) that you (**to read**) some fresh books on holidays this month.
9. When I (**to go**) to the cinema, there (**to be**) always holidays cost reduction.
10. When we (**to have**) our holidays, we usually (**to go**) to the swimming-pool.

I. Irregular verbs (give all forms; the 3rd person singular and translate):

Infinitive	Past Simple	Past Participle	Participle One	Translation
1) to	–	–	–	– a fi
2) to	–	–	–	– a face
3) to	–	–	–	– a avea
4) to	–	–	–	– a zice
5) to	–	–	–	– a povesti
6) to	–	–	–	– a veni
7) to	–	–	–	– a se duce
8) to	–	–	–	– a mânca
9) to	–	–	–	– a bea
10) to	–	–	–	– a gândi

J. Fill in the gaps using the corresponding modal verbs WILL or WOULD:

- 1) I ... spend more time at home with the family, if there (**to be**) more holidays.
- 2) ... you like to tell me the difference between **Christmas** and the **New Year**?
- 3) He ... always (**to page**) his agenda when it (**to be**) (**to announce**) a holiday.
- 4) She ... frequently (**to ask**) for his advice when she can't (**to find**) an answer.
- 5) It ... often (**to rain**) when we (**to go**) to the seaside last summer vacation.
- 6) We ... never (**to do**) this work ourselves, but we (**to be**) (**to press**) for time.
- 7) You ... constantly (**to check**) our knowledge level, and it (**to help**) us a lot.
- 8) They ... (**to find**) a way out when they (**to go**) on tour last summer vacation.
- 9) Arthur ... permanently (**to be**) there whenever she (**to ask**) him for helping.
- 10) ... you (**to do**) me a favour and (**to remind**) the list of our holidays to me.

L. Use articles, conjunctions, prepositions: a, in, as, of, off, throughout, but, or, to, the, and, with, into, for (some of them can be used more than once):

There are plenty ... traditions ... customs Republic ... Moldova. cosequent result, they are reflected national holidays ... our people ... country. However, some ... them are considered to be ... national ones ... others are called international celebrations. Most holidays are included national calendar ... are days Usually, people can celebrate them together ... their families ... even leave ... country short ... longer vacation. Chişinău municipality is ... capital ... our country ... that is why ... main celebration activities are performed here. National holidays are interesting ... foreigners.

M. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(Here is a conversation between **Lambert** and **Monica** about **holidays**)

Lambert: Good afternoon, _____! How are you doing this **Christmas** _____?

Monica: Hello, _____! I am **very glad to see you** and Merry _____ to you!

L.: Ah, I **almost** _____ to wish you _____ Christmas and Happy _____ Year, now!

M.: Don't _____ about _____ **trifles**! The spirit of holidays is _____ in the air.

L.: _____ **true**! I can feel it **all** _____. I am sure you **do the same**, _____ you?

M.: Yes, you must **be** _____ **right** about it. I love the **eve of** _____ **holidays**.

L.: _____ does it. There are so many _____ to be done _____ **the New Year**.

M.: The _____ here with me. I am so very _____ with the pause in my _____.

L.: I totally _____ with you here! There have been **quite a** _____ of evaluations.

M.: Not to _____ the written and oral exams with the most University _____.

L.: Yes, you are _____. The same _____ with me. I've got to learn _____ **of** material.

M.: _____ and _____ do not free us of _____ and duties of studies.

L.: We _____ tests in all subjects and _____ four examinations before the New _____!

M.: We have got a _____ system at our University, too. _____ **difficult** are then.

L.: I want to _____ something different for now for our _____ – holidays!

M.: I totally support your _____, as soon as we must be tired of studies _____.

L.: As it _____ for me, I like it here in the _____ **Square** by the _____ **tree**!

M.: Does that mean that you prefer winter holidays, like _____ and _____?

L.: Yes, _____ understood _____ correctly. _____ about _____ favourite holidays? Why?

M.: I _____ celebrations because _____ more things: my family is _____ and I cook.

L.: I can understand that family _____ quite a lot to you and you can _____ **dishes**.

M.: Yes, why not? _____ are some certain _____ and traditions in our family.

L.: We **try to stick** to all of our _____ customs and traditions in our family too.

M.: We come here to the central Christmas tree, _____ photos and also **buy** _____.

L.: This is the reason why we met here _____, because you have the _____ tradition.

M.: Have you got any _____ plans of spending the _____ of your winter vacation?

L.: I _____ that it is an _____ question to all of the students in our country.

M.: You know that I still have _____ of the material to study for the _____.

L.: Me too. But I want to enjoy _____ **skating and** _____ because of much snow.

M.: Oh, I agree. It is a **nice** _____ to get fresh air and practise some winter _____.

LESSON SEVEN: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. One can't do without smth. – Cineva nu poate să se descurce fără ceva.

e.g.: I CAN NOT DO WITHOUT my pen and the copy-book everyday.

Translate:

- a) You can not do without going out for a walk in the afternoon every day.
- b) He can not do without his note-book when he needs to type a document.
- c) She can not do without her cookery book when looking for some new dish.
- d) It can not do without a saucer of milk like any ordinary cat in the morning.
- e) We can not do without daily meals for keeping ourselves fit and healthy.
- f) **Your example:**_____.

STUDY THE FOLLOWING:

II. It goes without saying that... – Bineînțeles că.../Fără doar și poate că....

e.g.: IT GOES WITHOUT SAYING that we are all happy with these results.

Translate:

- a) It goes without saying that I must work hard if I want to get excellent marks.
- b) It goes without saying that you like most of the dishes cooked by mother.
- c) It goes without saying that he liked the performance greatly and he told it.
- d) It goes without saying that she agreed to share the recipes with us for free.
- e) It goes without saying that they must improve the communication abilities.
- f) **Your example:**_____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. They are used with their usual morning exercises after they get up at 6.30 a.m.
2. No doubt you know how to do it and you just pretend that you do not have any idea of it now.
3. It is hard without my constituent breakfast early in the morning and telling you the great news I have got for you today.
4. There is no doubt that your pan-cakes filled with some cottage cheese inside are more delicious with sour-cream or jam.
5. She can do nothing without her copy-books while getting ready for the exams.
6. Evidently, that he is the one who needs it, first of all.
7. There is no dispute you will have to express your opinion on food after your dinner at the restaurant.
8. It is impossible for us to exist with no water at all.
9. All they must have at the moment is plain communication and they seem to be confident about it, too.
10. There can be no question aroused here that they did everything according to the terms and conditions of the contract and agreement.

TEXT VII: I) THE TRADITIONAL MOLDOVAN DISHES.

The Moldovan kitchen is a number of all possible techniques of cooking traditional dishes on the territory and by the people of the Republic of Moldova. You **can not do without** using the typically traditional European food components that are usual in Moldova. These are: different kinds of **meat, poultry and fish** (**chicken, mutton, pork, beef, duck, goose, turkey, veal, bream, carp, roach, catfish, pike, perch** etc.); **fruits** (**apples, pears, grapes, cherries, sweet-cherries, apricots, peaches, strawberries, raspberries, pumpkins, melons, water-melons** etc.); **vegetables** (**tomatoes, cucumbers, onions, garlic, potatoes, cabbage, peas, mushrooms, beans, celery, beetroots, sweet corn, carrots, peppers, parsley, cauliflower** etc.); a variety of **soups**, a number of **cereals** and **cottage cheese, dairy products** and **home-made wine** used as a **beverage drink**. All these ones constitute some important counterparts of the **national dishes**, kinds of soup, **starters**, types of the **main course** and **salads**, as well as **soft** and **strong drinks**. The traditional national Moldovan dishes were influenced by different peoples and can find their traces or origins in many cuisines of different nations, whether close or far to Moldova. There can be included the following ones: the **Greek, Turkish, Bulgarian, Spanish, Portuguese, Italian, French, Ukrainian, Russian and Romanian** etc. A better part of the Moldovan dishes are cooked with fruits and vegetables that are used whether: **fresh, fried, boiled, simmered, grilled, spiced, roasted, pickled, cooked, baked, filled, peeled, stewed** etc. The most important Moldovan national traditional dish is surely considered to be **mămăliga**. It is a kind of a **thick cornmeal mush** or **porridge** which is normally served with fried beef or fish with **spicy sauce** made of **pressed garlic slices, boiled, scrambled** or **light-fried eggs**, pork or any kind of meat to the taste, **minced meat croquettes, cracklings, sour cream** and **sliced sheep cheese**. Accompanying the dish, there are served some of the vegetables that, **at their turn**, are used in salads and sauces. They can be **salted, steamed, baked, marinated** or even **pickled**. The Moldovan cuisine can be proud with its meat products utilized especially in soups, main courses, salads, **appetizers** and starters. **Ciorba** or thickened **chicken meat soup** is very popular and **widely – served**. More **delicacies** here are: **mutton stew, steamed lamb, beef meatballs** and **roast and grilled pork** or **fish** for the **picnics**.

II) DIALOGUE SEVEN: Read, translate and summarise the dialogue:

(Here is a conversation between **Neal** and **Olive** about **cooking** and **dishes**)

Neal: Good morning, **Olive**. That is a **lovely sunshine**. Did you have a good sleep?

Olive: Good morning, **Neal**. Yes, I had some **sweet dreams**, but let me remember.

N.: Well, that is right, but we can have our breakfast together, if you **do not mind**.

O.: Yes, **Neal**, that must be a good idea. By the way, I think I am **in good mood**.

N.: **It goes without saying** I am not asking why and can offer some sandwiches.

O.: **Plus to it**, I prefer a cup of tea with some cream and just a tea-spoon of sugar.

N.: No problem, there is also some butter, spread, jam and honey for your **toasts**.

O.: Good idea, but first I'd rather prefer a few **slices of cheese** and **hamburgers**.

N.: Because you are here for breakfast with me, I want to ask you if you can cook.

O.: That is a very interesting question **on behalf of** you, which is raising my mood.

N.: Can you be **more specific** upon the dishes you like and the ones you can cook.

O.: You start to **intregue** me! Not so many questions at once, I must sort them out.

N.: One of the first of those might be: Where do you prefer to eat: **out or at home**?

O.: I usually have my **meals** at home with my family, but occasionally dinner out.

N.: Then, **let's move on** to my next question: How many meals a day do you have?

O.: Well, I start feeling myself like at an **interview**: breakfast, lunch, dinner & tea.

N.: Does that mean you do not put a **crumb** in your mouth after six in the evening?

O.: Well, there can be exceptions of dinners at somebody's places or restaurants.

N.: What about your potential, aptitudes and **skills** for cooking the dishes at home?

O.: Oh, yes, this must be your best question of today: I learn it from my mother.

N.: Oh, lovely, I know that she is an excellent cook and she knows many dishes.

O.: My elder sister is good too and she **keeps on** perfecting because she likes it.

N.: Well, as for me, I **have** also **encountered** some situations when I had to cook.

O.: Can we boil or fry two eggs, as soon as we hold our conversation on food?

N.: Feel free to get them out of the refridgerator and choose the pan or frying-pan.

O.: My favourite dishes are salads; you can try them later, fried meat and **jelly**.

N.: I prefer some spices to meat, **accordingly**. But do you need some salt for eggs?

O.: No, thanks, but not any salt in the morning. I usually have a light breakfast.

N.: Have a look at the clock, dear. It is almost the time for us to leave for studies.

O.: There is a nice theme to converse, but there are many things to be done today!

A. Answer the following questions on the text completely:

1. **What do** the traditional **Moldovan kitchen** and the national dishes **mean** here?
2. **What** components of food **does** the traditional **Moldovan kitchen consist of**?
3. **What kinds** of meat, poultry and fish **are** usually **used for** cooking dishes here?
4. **What are** the typical fruits **grown** in Moldova? **Are** they often **served** at table?
5. **What** vegetables **are** typically **planted** in Moldova? **Are** they **used** for cooking?
6. **What** other food components and products **are consumed** by the people here?
7. **Which** cuisines and kitchens **influenced** the national Moldovan kitchen? **Why**?
8. **What is** the condition of fruits and vegetables **used at** making food in Moldova?
9. **What dish is considered** the most important one within the national cuisine?
10. **What is** the recipe of its cooking and what other components **are served** to it?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are** the characters of the dialogue who maintain the topical conversation?
2. **What is** the **theme** of the discussion between the personages when they meet?
3. **Where** were the young man and the young lady when they started to converse?
4. **What did** the young man **suggest** to the young lady **to do** on that very morning?
5. **What did** the young man **ask** the young girl when they were going to breakfast?
6. **What else did** the young man **want to find out** from the young Miss after that?
7. **What can** you **tell** about her situation of keeping to a diet after 6 in the evening?
8. **What are** her possibilities, aptitudes and skills for cooking the dishes at home?
9. **Who else cooks** in the young lady's family? **What do** we **know** more about her?
10. **What did** the young man **tell** about his talents for cooking? **What** about you?

Your question _____ ?

C. Put the following words into the right column and transcribe them:

a) /a:/ b) /iə / c) /ɔ / d) /ei / e) /e /

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

car, get, here, age, pot, ten, star, spot, dear, lot, engineer, red, hot, festival, dot, label, beer, paste, large, same, deer, palm-tree, fame, men, yard, task, ton, maize, bet, fear, pet, fetch, satchel, rest, best-seller, appear, engineer, ask.

D. Use the right verb and its due form in one of the tenses in Present or Past:

like, take part, be able to, try, invite, set, know, prefer, practise, read.

1. I ... this cookery book with pleasure now. I (**to give**) it to her for the 8th of March.
2. You ... to convince me that you can make food. Although I can (**to see**) you can.
3. He ... many kinds of the traditional dishes and can (**to make**) some of them, too.
4. She ... plenty of recipes of dishes and can (**to cook**) some delicious food, too.
5. It is always interesting to ... at gustaion and (**to be/to ask**) the opinion on it.
6. We ... going out, so often there (**to be**) a need (**to find**) some place for dinner.
7. You often ... your friends for a dinner at home and they surely (**to accept**) it.
8. They ... a menu of some delicious dishes. The guests must (**to choose**) the best.
9. Eva ... to cook at home more because floor she (**to take**) it (**to be**) her hobby.
10. Bill ... the comparison of different national dishes in order (**to get**) an opinion.

E. Choose the correct form of the verbs in the following sentences:

1. There ... many delicious dishes that **(to be/cook)** in the world. **(am/were/are/is)**
2. One...the real taste of a dish only when he **(to try)** it. **(could knew/can know)**
3. Whether we **(to want)** it or not, we ... food daily. **(eating/ate/eat/eaten/eated)**
4. A good chef **(must)** ... theory and practice of cooking.**(knewed/knows/know)**
5. There ... many prestigious restaurants **(to envite)** your friends. **(am/are/is/been)**
6. My mother **(can)** surely ... best of all. **(to cook/cooks/cooked/cook/cooking)**
7. If I **(to have)** to cook, then I prefer ... salads. **(made/maked/making/is made)**
8. However, the best cooks **(to be/consider/be)** men. I... here. **(agree/am agree)**
9. Many people **(to do)** ... **(to eat out)** during the week. **(to prefer/prefer/prefers)**
10. There ... **(to be)** more and more fast food bars in our country. **(seems/seem)**

F. Place the following words in the correct order within the sentence:

1. food usual of traditional It here. the that European are components consists
2. **sunshine.** is sleep? a you Did Good That **lovely** morning, **Olive.** have a good
3. **pork)** kinds of These **fish poultry** and (**chicken**, different **meat**, **mutton**, are:
4. remember **dreams**, had Yes, **Neal.** but Good **sweet** I some me let morning, now.
5. **grapes, potatoes).** and **pears,** (**tomatoes, cherries**) **Fruits vegetables** (**apples,**
6. that have **mind.** is but we right, **not** if breakfast together, can **do** our you Well,
7. got **soups, cottage** plenty **products.** We **dairy** of have some and **cheese cereals,**
8. be way, a By I am I that idea. **mood.** must **Neal,** the good **in** Yes, think **good**
9. All **dishes.** constitute important some elements food **national** counterparts of
10. I cannot to am why, you so ask you going you offer some I know, sandwiches.

G. Match the words of Column A with the appropriate ones in Column B:

- | | |
|-------------------------------|-----------------------------------|
| 1. as well as soft | a) Moldovan dishes, |
| 2. Plus to it, | b) there is also some butter, |
| 3. The traditional national | c) of different nations, |
| 4. and just a | d) and hamburgers, |
| 5. were influenced by | e) Romanian, Russian so on |
| 6. No problem, | f) and strong drinks. |
| 7. in many cuisines | g) upon the dishes, |
| 8. slices of cheese | h) tea-spoon of sugar, |
| 9. the Greek, Turkish, | i) different peoples, |
| 10. be more specific | j) I prefer a cup of tea. |

H. Write the correct form of the verbs using modal verb NEED TO:

1. We ...**(to use)** any kinds of fruits and vegetables in our food all year round.
2. I ... **(to have)** a good breakfast in the morning in order to **(to make)** my day.
3. You ... **(to put)** less salt in the porridge so that we **(can)** **(to enjoy)** its taste.
4. He ...**(to waste)** his time on cooking food, because she **(to cook)** many dishes.
5. She ...**(to do)** little work in the kitchen because she **(to have)** cooking devices.
6. It ... **(to lay)** the table as soon as the supper **(to be)** ready for serving now.
7. We ... **(to go)** there early yesterday, so we **(to take)** our meal first of all then.
8. You ...**(to follow)** the basic meals schedule of the day so that **(to lose)** weight.
9. They ...**(to buy)** some meat for picnic; that **(to be)** why they **(to go)** shopping.
- 10.I ... **(to know)** whether vegetarian **(can)** really **(to do)** without meat or not.

I. Irregular verbs (give all 4 forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to be	–	–	–	–
to do	–	–	–	–
to have	–	–	–	–
to read	–	–	–	–
to write	–	–	–	–
to learn	–	–	–	–
to know	–	–	–	–
to find	–	–	–	–
to teach	–	–	–	–
to bring up	–	–	–	–

J. Translate the following topical sentences from Romanian into English:

1. Bucatele noastre naționale prezintă un interes sporit pentru turiștii străini.
.....
2. Multe dintre domnișoare și doamne sunt pasionate de arta culinară și gătit.
.....
3. Familia noastră are multe feluri de mâncare preferată în meniul de zi cu zi.
.....
4. Cine poate spune exact: când au aparut bucatele naționale Moldovenești?
.....
5. În Chișinău și Moldova sunt multe localuri în care se fac bucate tradiționale.
.....
6. Cunosc multe persoane la noi care preferă salată din fructe exotice cu cremă.
.....
7. Mâncarea rapidă nu este recomandată de către toți medicii din țara noastră.
.....
8. Popcornul pe care îl știm cu toții foarte bine se numește **cucoșei** în Moldova.
.....
9. Prânzul este cea mai solicitată oră de masă în orice cantină a țării noastre.
.....
10. Sorana ne-a oferit foarte multe detalii despre particularitățile salatelor sale.
.....

K. Fill in articles, prepositions and conjunctions: a, an, the, and, like, by, for, as, during, of, upon, because, throughout, that, otherwise, at, in, per, to:

Meals represent ... essential hours ... eating food daytime. There is hardly ... person who has not ... least one meal ... day. They say, food that we eat must be various, natural ... full ... calories. Most people can not deny that fact ... they like to eat much food. So, we can call them big eaters same time, there are lots ... people who like to sleep ... they are called big sleepers. ... our understanding these properties are usually viewed ... negative ones. However, it always depends personal particularities person, ... such. Therefore, very often these necessities are dictated human body, organism, age ... mode ... life. Traditionally, national dishes possess all natural standards healthy food ... it has been tested ... time. It is not good to make ... abuse ... food consumption, ... it can lead excessive gain ... weight ... can cause some health troubles and problems, as well.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(Here is a conversation between **Neal** and **Olive** about **cooking** and **dishes**)

- Neal:** Good morning, _____. That is a _____ **sunshine**. Did you _____ a good sleep?
- Olive:** Good morning, _____. Yes, I had some **sweet** _____, but let me remember.
- N.:** Well, that is _____, but we can have our breakfast _____, if you **do not** _____.
- O.:** Yes, **Neal**, that _____ be a good idea. By the _____, I think I am **in** _____ **mood**.
- N.:** I am not going to ask you why, you _____, so I can _____ you _____ sandwiches.
- O.:** **Plus** _____ **it**, I _____ a cup of tea with some _____ and just a tea-_____ of sugar.
- N.:** No _____, there is also _____ butter, spread, jam and honey for your _____.
- O.:** _____ idea, but first I'd rather _____ a few _____ **of cheese** and **hamburgers**.
- N.:** Because you are here for _____ with me, I _____ to ask you if you _____ cook.
- O.:** That is a very _____ question **on** _____ **of** you, which is _____ my mood.
- N.:** Can you be _____ **specific** upon the _____ you like and the ones you can _____.
- O.:** You _____ to **intregue** me! Not so many _____ at once, I must sort _____ out.
- N.:** One of the first of those _____ be: Where do you prefer to eat: _____ **or at** _____?
- O.:** I _____ have my **meals** at _____ with my family, but _____ dinner out.
- N.:** Then, **let's move on** to my next _____: How many _____ a day do you have?
- O.:** Well, I start feeling _____ like at an **interview**: _____, lunch, _____ & _____.
- N.:** _____ that mean you _____ put a **crumb** in your _____ after six in the _____?
- O.:** Well, there can be _____ of dinners at _____'s places or restaurants.
- N.:** What _____ your potential, _____ and **skills** for _____ the dishes at home?
- O.:** _____, yes, this must be your best question of _____: I learn it _____ my mother.
- N.:** Oh, lovely, I know that she is an _____ cook and she knows many _____.
- O.:** My elder _____ is good too and she **keeps on** _____ because she likes it.
- N.:** Well, as _____ me, I **have** also _____ some situations when I _____ to cook.
- O.:** Can we _____ or _____ two eggs, as _____ as we hold our conversation on _____?
- N.:** Feel free to get them out of the _____ and choose the _____ or frying-_____.
- O.:** My _____ dishes are salads; you can _____ them _____, fried meat and **jelly**.
- N.:** I _____ some spices to meat, **accordingly**. But _____ you need _____ salt _____ eggs?
- O.:** No, _____, but not any _____ in the morning. I usually have a _____ breakfast.
- N.:** Have a look at the _____, dear. It is _____ the time for us to _____ for studies.
- O.:** There is a nice _____ to converse, but there are _____ things to be _____ today!

LESSON EIGHT: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. All we knew was just the... to ... – tot ce știam noi era doar ... de a

e.g.: ALL WE KNEW WAS JUST the necessity TO perfect ourselves.

Translate:

- a) **All I knew was just the need to work more in order to achieve my goals.**
- b) **All you knew was just the demand to acquire more new vocabulary words.**
- c) **All he knew was just the requirement to process those documents inside.**
- d) **All she knew was just the obligation to take the floor with a speech then.**
- e) **All they knew was just the thinking to find a solution out of this impact.**
- f) **Your example:_____.**

STUDY THE FOLLOWING:

II. As it stands for me, then ... – Cât ține despre mine, atunci

e.g.: AS IT STANDS FOR ME, THEN I want to support this idea fully.

Translate:

- a) **As it stands for you, then I have no doubts about the liability to do it now.**
- b) **As it stands for him, then there is nobody else but you to decide about it.**
- c) **As it stands for her, then she must think it over about her behaviour now.**
- d) **As it stands for us, then we have to discuss this issue at our meeting then.**
- e) **As it stands for them, then there is a current contract duty to end it in time.**
- f) **Your example:_____.**

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. The only thing I could think of was the need for a better knowledge of grammar rules and definitions. 2. Regarding you, then there is to be told that I had to check the spelling of these words. 3. There was nothing else to think but accuracy with prepositions. 4. If I have to support my idea then here I am. 5. Talking of us, no one must know it, except you and me. 6. Everything you could be aware of was just work and nothing else. 7. All they insisted upon was offering of their help. 8. In a way or another that support had to come on behalf of you and not anyone else. 9. I had no choice but go on with my living routines. 10. There was no choosing for her but to accept his terms and conditions. 11. If there is to refer about you and me then we both know well the terms and conditions. 12. I was sticking to the idea that I had just to learn first and then to think about entertainment. 13. Making reference to them, they realized very well the situation at that very period of time.

TEXT VIII:

D) MY SCHOOL.

My school is rather large and it looks quite new and it has got its own traditions, too. The full name of the school is **The Theoretical Lyceum named after Ion Creangă**. It is considered one of the best and most prestigious lyceums in our capital city Chişinău and our country the Republic of Moldova. I **feel myself proud** to be the pupil of the **twelfth form** of this lyceum. **All I knew was just the need to** study if I refer to high school years. We are twenty one in our class and my class-mates are very **friendly with me**. The same **can be told** about my school-mates. I like my colleagues and the **schooling**, too. Here is the placement of the school so that you may have a better **understanding** about its interior and exterior design. There are several classrooms for all **Primary school** classes and their subjects, a **cloakroom**, a canteen, a **library** and the **Headmaster's Office** on the **ground floor**. There are a lot of interesting books, computers, note-books which are connected to internet, **TV-sets**, DVDs, digital **smart-boards** and other modern educational equipment, **facilities and aids** in the library. There are similar things almost in each classroom of the school already. Our school has got two **Professional Training** classrooms that are situated on the **underground floor**. There is the Physical Education **sports hall** with **dressing-rooms** and **shower-cabins** opposite them. **Further on**, there are classrooms of the **Secondary School** and Lyceum pupils, which are on the ground, first or even the second floors. My favourite classroom is the one of the English Language and Literature, as it is well-planned with modern **furniture** inside, there is the **map** of the United Kingdom of Great Britain and Northern Ireland or the **British Isles**, and there are some portraits of English **poets** and **writers**, **tables** with **spelling** and **grammar rules** on the **walls**. There are not many **desks**, because our class is divided into three groups which are taught by three teachers of English. I like to study English, because it is one of the subjects I am interested into **particularly**. Most of all, I like to memorize new words and vocabulary, read, make up and analyze new texts and dialogues, discuss interesting **issues**. All pupils study some **foreign languages** and our class learns English, because it is **compulsory**, and German or French, on consideration and each pupil's **choice**. At lessons we check our home assignments. However, I try to do my best at school, so that I prepare to enter the **mature life**.

II) DIALOGUE EIGHT: Read, translate and summarise the dialogue:

Characters of all conversation: Father, Mother, Paul and Quincey.

It is a typical morning in a family. There is a discussion between a schoolgirl, Quincey and a schoolboy, Paul. They are sister and brother and they are pupils of the same school. They sleep in the same room which is called nursery or children's room. It is 7 (seven) o'clock in the morning now and it is time for them to wake up. Their schooling day starts at eight thirty so they have time.

Paul: Good morning, **Quincey!** It looks to be a lovely day. Did you **sleep** well?

Quincey: Morning, **Paul!** Yes, very good! And **how about you**, my dear brother?

Paul: I slept **rather well**, thank you. It is **time to get up** now, don't you think so?

Q.: Yes, sure! We have just woken up and have to get up now. What time is it?

Paul: It is almost seven already. I **do not like** and do not want to be late for school.

Q.: Let us hurry, then! We have to wash quickly in the bathroom, **make our beds** and have breakfast in the kitchen. Mother is going to help us with it, **you know**.

Paul: You're right, **Quincey**. I must put my books and copy-books in the **satchel**.

Q.: It is necessary to do in the evening. I guess that you must remember that like a proper rule by now. Don't forget to take your **pencil-box** and agenda, **lazy-bones**.

Paul: I shall not. I forgot to do that yesterday. By the way, Father promised to take us to school. He can **give us a lift** in his brand new car that I like much, and you?

Q.: Oh, that is **very nice of him**. Let us hurry then, he doesn't like to wait long!

(After about 20 (twenty) minutes of time)

It is a discussion between **Father, Mother, Paul and Quincey in the entrance.**

Paul: Dear Father and Mother, I and Quincey are ready to leave for school now!

Father: O.K., children! Get your school-bags and let us move on. Bye, darling!

Mother: You needn't be in a rush! It's just **25 (twenty-five) minutes past 7 (seven)**. You will be in time for your work in the office and the lessons at school.

Quincey: Bye, mom! Have a nice day! We are going to do our best at school! Please, do not forget **to feed** the **fish** and **parrots**, ok? See you in the afternoon!

Mother: Do not worry about it! Good-bye to you all! We'll telephone each other!

Paul: Bye-bye, mom! I keep in mind to put down all my homework in the agenda!

Mother: **As it stands for me, then** I know you are good! Don't disappoint me!

And, please, ask your father to ring me up when he leaves you at school!

A. Answer the following questions on the text completely:

1. **What are** the first impressions of the school **characterized** in this topical text?
2. **What is** the full name of the school? **What position does it hold** in the country?
3. **How does** the pupil **feel** about the schooling and his class-mates in the lyceum?
4. **What is** the starting point of the description of the school exterior and interior?
5. **Which** rooms precisely **are** there **situated** on the ground floor of the building?
6. **What** facilities and equipment **can be** there **found** inside of the school library?
7. **What is** there **told** of the **Physical Training** and **Professional Training** either?
8. **Where do** the pupils of the **Secondary School** and **Lyceum** **have** their classes?
9. **What is** the favourite classroom of the pupil and **which are** his argument for it?
10. **What are** you at the moment? **Are** you a pupil, a student or an employee?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are** the characters of the whole of the dialogue who keep on to converse?
2. **What is** there **described** about the family at the beginning of the dialoguing?
3. **Where do** **Quincey** and **Paul** **talk** to each other in **Part One** of the discussion?
4. **What was** the time and how **did** they **greet** each other early in the morning?
5. **What were** the things that they **were doing** and **discussing** while **getting** ready?
6. **What** things **were** they **supposed to take** with them to school that morning?
7. **Who was going to give** **Quincey** and **Paul** a lift to school after their breakfast?
8. **What time was** it in **Part Two** of the dialogue when children were ready to go?
9. **What did** the daughter **ask** her Mother not to forget to do when she went out?
10. **What did** Mother **ask** the children **to do** as soon as they reach the school?

Your question _____ ?

C. Use the verbs in the corresponding tense in the sentence:

1. Schooling ... compulsory from the Ist to the IXth forms in Moldova. (was/are/is)
2. There have ... many reforms in our education. (implement/been implemented)
3. What do you...about the system of education? (liking/liked/like/likes/not liked)
4. School ... the essential institution. (representing/has represented/represents)
5. Pimary School ... the first, IInd, IIIrd and IVth forms. (to cover/covered/covers)
6. Secondary School ... from forms V to IX. (comprises/comprising/is comprise)
7. Lyceum... forms ten, eleven and twelve. (include/included/includes/including)
8. There ...be taken BAC exams after Lyceum. (may/have to/must/are to/can)
9. The average mark ... the better chance for University. (influencing/influences)
10. Modern education ... better schools each year. (mean/meaned/means/meant)

D. Place the following words in the correct order within the sentence:

1. its looks school large it My new own got and rather and quite has it is traditions.
2. sister school. the same are are brother pupils and one They also and they of of
3. **The** is **The Lyceum Creangă**. name **named** school full **after Ion Theoretical**
4. wake up. and morning It the time 7 now for to o'clock it is in is (seven) them
5. the be so to **myself** pupil **feel** of **twelfth** very the **proud** of this I **form** lyceum.
6. it? just up get and We woken time now. sure! have have to is up What Yes,
7. one our and twenty my We are class **me. with** very **friendly** class-mates in are
8. put Kate. my I You text-books right, **satchel**. must and in the are copy-books
9. **Primary** all classrooms several are for subjects. There classes and their **school**
10. and now! right ready and for Mother, leave Dear Kate I are to Father school

E. Match the words from Column A with appropriate from Column B:

- | | |
|------------------------------------|---------------------------------------|
| 1. The Theoretical Lyceum | a) shower-cabins opposite them |
| 2. I slept rather | b) quickly in the bathroom, |
| 3. The same can | c) your pencil-box and agenda, |
| 4. I do not like and | d) of English poets and writers, |
| 5. with dressing-rooms and | e) well, thank you. |
| 6. We have to wash | f) the fish and parrots, ok? |
| 7. there are some portraits | g) new words and vocabulary, |
| 8. Don't forget to take | h) be told about |
| 9. Most of all, I like to memorize | i) do not want to be late for classes |
| 10. do not forget to feed | j) named after Ion Creangă. |

F. Put the following words into the right column and transcribe them:

- a) /æ/ b) /ɔi / c) / e / d) / ei / e) / i:/

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

then, than, join, basic, theme, lad, cheap, laddle, hay, boiler, guest, foist, eating, moisture, waist, plain, points, coy, mess, seat, rest, maths, chest, vague, scanner, ban, aeroplane, seem, press, people, pan, pen, breathe, soil, bake.

G. Translate the following sentences from Romanian into English:

1. Municipiul Chişinău dispune de un şir de şcoli primare, generale şi licee.
.....
2. La moment, în Republica Moldova învăţământul e obligatoriu până în cl. 9.
.....
3. Mulţi dintre părinţi preferă ca copiii săi să intre la şcoala primară la 6 ani.
.....
4. Există şcoli unde elevii au ore în timpul weekend-ului: sâmbătă şi duminică.
.....
5. Orele de limbă engleză sunt obligatorii în toate instituţiile şcolare din ţară.
.....
6. Multe dintre şcoli menţin legături cu instituţiile de învăţământ din alte ţări.
.....
7. Este foarte greu de a instrui elevi fără aplicarea metodelor noi de predare.
.....
8. Programul analitic de predare este ajustat practic în fiecare an de învăţământ.
.....
9. Abiturientul şcolii medii (cl.9) are de ales dintre şcoala profesională şi liceu.
.....
10. Colegiile oferă cunoştinţe teoretice care pot fi implimentate în mod practic.
.....

H. Use these verbs in Present Perfect and other corresponding tenses:

1. We (**to study**) a lot of English grammar and there (**to be**) much (**to leave**).
2. I (**to write**) the most difficult exercises already, the rest (**to be/to do**) later.
3. You (**to manage**) to read the test by now, so you (**to have/get**) enough time.
4. They (**to have**) a new PowerPoint presentation, and (**can/to put**) questions.
5. He (**to do**) his school homework, so he (**to be**) eager to go for a walk now.
6. She (**to have/to get**) the topic of the report and she (**to be/go/begin**) it today.
7. Our school authorities (**to announce**) recently the BAC exams results here.
8. You (**to be/to praise**) by the teacher today, because you (**to work**) so well.
9. Quite a number of schools (**to order**) at least one smart – board for classes.
10. You (**to manage**) to write your home assignment yet or you (**to need**) time?

I. Irregular verbs (give all forms; the 3rd person singular and translate):

Infinitive		Past Simple		Past Participle		Participle One		Translation
to	–	told	–		–		–	
to	–	ran	–		–		–	
to	–	said	–		–		–	
to	–	spoke	–		–		–	
to	–	cast	–		–		–	
to	–	lay	–		–		–	
to	–	did	–		–		–	
to	–	made	–		–		–	
to	–	read	–		–		–	
to	–	wrote	–		–		–	

J. Fill in the gaps using modal verb MUST or its equivalent to HAD TO:

- 1) I ... (**to practice**) more for my English, as I (**to have/to get**) an exam soon.
- 2) ... you ... (**to take**) notes at your lesson of Mathematics in order (**to do**) well?
- 3) He ... (**to be**) the best pupil in his class because he (**to get**) a diploma now.
- 4) She ... (**to sort out**) the things last semester, if she (**to want**) better marks.
- 5) It ... (**to be taken**) for good that school education (**to play**) an important role.
- 6) We (**to come**) to the conclusion that we ... work hard, if we (**to want**) results.
- 7) You ... (**to make**) the presentation together, then you (**can**) get higher marks.
- 8) They ... (**to listen**) to the teacher's explanations, as the topic (**not/to be**) easy.
- 9) Alfred ... (**to be/to wait**) for us at school and the bell (**to be/go/ring**) soon.
- 10) Lucy ... (**to do**) her best, because she (**to want/get**) the best marks in class.

K. Fill in with the following: a, the, and, whether, as, or, on, at, without, of, for:

Modern school, taken whole, system education are frequently perceived ... one same thing. It is always true, ... far ... you can not obtain some high results ... schooling implementation ... some brand new leading techniques ... methods ... teaching pupils ... schools, ... they are level ... Primary, Secondary, Professional Schools ... Lyceums. However, there is no doubt that ... greater part ... liability quality pupils' knowledge is ... behalf teachers. They are ... ones who must stir ... interest thirst ... knowledge learners ... stimulate their further development personality potential scholar, too. So, it is important!

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

Characters of all conversation: Father, Mother, Paul and Quincey.

It is a _____ morning in a _____. There is a discussion _____ a schoolgirl, _____ and a schoolboy, _____. They are sister and brother and they are _____ of the _____ school. They sleep in the same _____ which is called _____ or children's _____. It is 7 (seven) _____ in the _____ now and it is _____ for them to _____ up. Their _____ day starts at _____ thirty so they have _____.

Paul: Good morning, _____! It looks to be a lovely day. _____ you _____ a good sleep?

Quincey: Morning, _____! _____, very _____! And **how** _____ you, my dear _____?

Paul: I slept _____ well, _____ you. It is _____ to get up now, don't you _____ so?

Q.: Yes, _____! We have just _____ up and _____ to get _____ now. What _____ is it?

Paul: It is _____ seven _____. I _____ like and do not _____ to be late for _____.

Q.: Let us _____, then! We have to _____ quickly in the bathroom, _____ our beds and have _____ in the kitchen. Mother is _____ to help us _____ it, **you know**.

Paul: You are _____, **Quincey**. I must put my books and copy-books in the **satchel**.

Q.: It is _____ to do in the evening. I _____ that you _____ remember that like a proper rule by _____. Don't forget to take your _____-**box** and agenda, **lazy**-_____.

Paul: I _____ not. I forgot to do that _____. By the way, _____ promised to take us to _____. He can _____ us a **lift** in his brand _____ car that I like _____, and you?

Q.: Oh, that is very _____ of _____. Let us _____ then, he doesn't like to _____ long!

(After about 20 (twenty) minutes of time)

It is a discussion between Father, Mother, Paul and Quincey in the entrance.

Paul: Dear _____ and _____, _____ and _____ are ready to _____ for _____ now!

Father: O.K., _____! Get your school-_____ and let us _____ on. Bye, _____!

Mother: You needn't be in a _____! It's just **25** (_____-____) **minutes past 7**(_____).

You will be in _____ for your _____ in the office and the _____ at school.

Quincey: Bye, _____! Have a nice day! We are _____ to do our _____ at school!

Please, do not _____ to _____ the **fish** and **parrots**, ok? See you in the _____!

Mother: Do not _____ about it! Good-bye to you all! We'll _____ each other!

Paul: _____-_____, mom! I _____ in mind to put down all my homework in the agenda!

Mother: I _____ that you are _____, my children! Don't make me get _____!

And, _____, ask your father to _____ me up when he _____ you at _____!

LESSON NINE: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. That means nothing but – Aceasta înseamnă nimic altceva decât... .

e.g.: THAT MEANS NOTHING BUT hard work, if you know what I mean.

Translate:

- a) **That means nothing but** blending combination of gift and dedication to it.
- b) **That means nothing but** the requirement for a soft and moderate working.
- c) **That means nothing but** the reflection of the results of studies for semester.
- d) **That means nothing but** the meaning these ordered words bring to our ears.
- e) **That means nothing but** analysis of the author's thoughts and ideas here.
- f) **Your example:** _____.

STUDY THE FOLLOWING:

II. One can't stand doing it in... – Cineva nu tolerează să facă aceasta în... .

e.g.: I CAN'T STAND DOING it in a rush, because there is needed time for it.

Translate:

- a) **You can't stand doing it in** a hurry, because it is not specific to your mind.
- b) **He can't stand doing it in** conditions like these, because he isn't used to it.
- c) **She can't stand doing it in** the surroundings like these ones present here.
- d) **We can't stand doing it in** a noisy atmosphere, as far as it must be quiet.
- e) **They can't stand doing it in** her presence. The reason is her approach to it.
- f) **Your example:** _____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. The significance of it means just the modality you can have here. 2. I do not tolerate reading somewhere in public places, because there must be always some disturbing factors. 3. They do not like to do such type of work at all and they do not hurry to provide their arguments why. 4. Everything we can understand through this is just manifestation of their thinking related to the problems being under discussion. 5. There is only one thing I can realize out of this situation: there is nobody else but me who can find out a solution in these delicate circumstances. 6. The mere essence stands for her rigid acceptance of me as I am. 7. Gradually, we came to the conclusion that we all hate to wait for the things to happen too long. 8. I dislike working when you keep on chatting at the same time and all the time. 9. The only essence about it is that there are huge perspectives opening in front of all of us. 10. There is only one meaning implied, that of constant learning.

TEXT IX:

I) MY FAVOURITE SUBJECTS.

My name is Albert and I have just become **the Xth form pupil** of the Municipal Lyceum of **Modern Sciences** and Foreign Languages. At school we study many vitally **significant subjects** and **that means nothing but** learning much interesting and useful material for us. **Among those**, there are such, like: the **Romanian Language** and Literature, the **English Language** and Literature, **Computer Science** and Literacy, **German, French, Italian, Spanish, Russian, History, Physics, Mathematics, Biology, Chemistry, Physical Training** etc. Many pupils agree here on the point that it is quite difficult to study at our lyceum because there is dedicated a lot of attention to the mother tongue and foreign languages, as well. I like these subjects and despite the fact that I know that all subjects are important and necessary, I still do not like much real sciences, especially Maths and Physics. I usually spend more time on doing home assignments for these subjects at home or at the library, if the topic is more difficult. My favourite subjects at school are languages, especially foreign languages and History. But English has always been my **beloved** subject. I read English books in the original, try to translate some newspaper articles and stories from English into Romanian or German and vice versa when I have some more **spare time**. I **learn about** twenty **new words** every day for my vocabulary and I **like to use** or translate them in **practical exercises**. I have got several English text-books that help me a lot in studying grammar; it seems to me that nothing can be more difficult than **grammar patterns**. I do some exercises **twice a week** in order **to practise** my **grammar skills**. When we have English lessons we usually read a **certain amount** of texts from our English textbooks. But I think that it is **not the best way** of **studying a language**. **The best way to improve** your **language skills** is to go to a country where the **native speakers** of this language live. I spend **plenty of time** at home listening to the CDs or watching DVDs. I **work hard at** my pronunciation and sometimes I speak English with my friends after classes for vocabulary and **at the same time** to practise it. Now, English is a very **popular language** and it is considered the **global language** of communication between countries and nations. That is why, among all other foreign languages, I prefer the English language, as soon as I have got some plans for the future connected to my English and successful career, too.

II) DIALOGUE NINE: Read, translate and summarise the dialogue:

It is a dialogue between Mr. Right, the teacher and Samantha, the pupil. They are at school and the discussion is taking place in the second part of the lesson closer to the end of it. There are more patterns to be discussed by them now.

Mr. Right: Good morning, **Samantha!** It is time for us to check your homework.

Samantha: Good morning to you, dear teacher! Yes, that is **just the time** to begin.

Mr. Right: How are you today? **Have you managed** to get ready your homework?

Sam: I am fine, thank you. **What about you**, sir? I read the text and learnt words.

Mr. Right: I am all right! Tell me, please, what is your homework for today then?

Sam: Our homework for today is: 1) Exercise 3 (three) page 17 (seventeen); 2) to repeat the new text for Control Reading; 3) to learn the poem **by heart** and recite it in front of the classroom; 4) to copy out the New Vocabulary on page 18 (eighteen) and to memorize the words that I forgot or those ones that are new words to me.

Mr. Right: Ok, then. Let's begin our work! Please, open your **text-books** and start reading the text. However, **at this point**, it is required to ask you what questions there are and whether you understood everything from the new material at home.

Sam: Yes, teacher. But I have some questions to you on the home assignment.

Mr. Right: No problem, I am **all eyes and ears**. We shall arrange all the problems and questions that you have regarding your home tasks. Well, let me know **in turn**.

Sam: I know the spelling of the words, I mean their correct writing. I know even the transcription that is the appropriate pronunciation of the **given words**. But, I do not know the translation of the following words and word combinations. They are: **season** /'si:zən/; **along** /ə'lɒŋ/; **lively** /'laɪvli/ **period** /'piəriəd/ **for** /fɔ:/ **all** /ɔ:l/; **pleasure** /'pleɪʒə/; and **like a week-end day** /laɪk ə 'wi:k, end dei/? Can you please help here with their pronunciation, spelling and translation, **if you don't mind**?

Mr. Right: In this case, there is absolutely necessary to use the dictionary here. So, **season** is anotimp; **along** – dealungul; **lively period for all** – perioadă înviorată pentru toți; **pleasure** – plăcere; and **like a week-end day** – ca o zi de sfârșit de săptămână. Please, learn these words by memory, because they will be at your test.

Sam: Yes, teacher, thank you very much! You have certainly been very helpful. I guess, there might be some more not quite clear moments to me additionally, but I am not sure at this stage. I must double-check the text and exercises one more time.

Right: You are very welcome! But it is my duty as a teacher and that is: to teach the new material on the subject and explain **any question aroused** on that to you. Thus, **feel free to clarify** the patterns that are not clear to you **for the time-being**.

Sam: This is an extraordinary advice, so I really appreciate your effort to help me.

Right: Well, I think that this is **the right time** for us to start with the homework. This time, as soon as you have had a better part of the lesson dedicated to assimilation of the new material, you are supposed to **submit your copy-books** with written homework exercises to me. I am going to check them and give you the marks that you deserve for both your spelling and grammatical points in exercises.

(The bell is ringing and the pupils are in a rush because it is the longest break)

Right: Here is the bell. Please, transcribe your homework from the blackboard into your agendas. Don't forget that you have to depict the new words in the text. So, here our lesson is over. If you have questions, please come up to my desk, ok?

Sam: Yes, everything is clear. Good bye to you, **Mr. Right**, and have a nice day!

Right: Good bye and take care! See you next time at our lesson! And do not forget that soon we are supposed to have a written test based upon the material that has been covered by present moment. You better start getting ready to it already. Those pupils, who are on duty today, stay here now and make order in the classroom!

(The two pupils on duty sweep the floor with brooms and clean it. They also air the classroom for the next lesson; water the plants, feed fish and parrots. They do it neatly, but rather fast, in order not to be late for their next lesson.)

Right: Please, do your work correspondingly, pupils! I am not going to disturb you. The thing is that I **have to fill in** some of the registers which I haven't managed to complete in the morning and **I can't stand doing it in** a rush, because it requires some time and concentration. I must also check some of the pupils' evaluation tests that I will have to analyze during our next English lesson with you.

Pupil: There is no reason to worry for you, teacher. We understood everything and we are not supposed to bother you at all! When we finish our duties, we will go to our next lesson, because we must be in time there. If not we get records in agenda.

Right: That is right! You know what you are supposed to be doing right now. However, do not be in a rush and do not do the work in a hurry, as soon as you are aware that you are supposed to receive marks for the quality of your work here.

E. Choose the correct form of the verbs in the following sentences:

1. Usually, pupils ...so many favourite subjects at school.(**had/having/don't have**)
2. We ... select our profession out of what we (**to like**). (**to hasing/have to/to had**)
3. ... you (**to feel**) comfortable (**to choose**) English? (**does/has/do/done/doing/am**)
4. A real teacher...pupils' interest for studies.(**must stirred/must stir/must to stir**)
5. ... you (**to enumerate**) the school subjects. (**canned/could to/to can/cans/can**)
6. Each school ... supplied with computers now. (**be/am/are/is/was/were/been**)
7. Very soon, BAC exams ... (**to be**) (**to take**) at the computer. (**must/can/shall**)
8. School libraries... a wide range of text-books for (**to read**).(**offers/offer/offered**)
9. Most pupils with bad marks ... reasons for their results. (**to seek/seek/seeing**)
10. All excellent pupils always ...hard. (**works/worked/to be worked/working**)

F. Place the following words in the correct order within the sentence:

1. of Albert I just and name lyceum. My **pupil** become **the** the is **Xth** have **form**
2. Mr. Right, a It and the his. pupil of between is Samantha the dialogue teacher
3. life necessary vitally many school **subjects** that **significant** we are At for study
4. time homework. Good the is check It your due morning, for **Samantha!** to us
5. like: **Romanian**, there **Science**. are **Among English** and such, **Computer those**,
6. that you, Yes, **just** begin. dear morning for is to **time** Good teacher! to us **the**
7. especially at languages, school My foreign are the favourite languages. subjects
8. and Let's **text-books** start Please, our work! Ok, begin your reading. open then.
9. will **beloved** be. my English it subject been has at and always think school But I
10. day too! bye is Yes, Good to you, clear. and a everything nice **Mr. Right**, have

G. Match the words of Column A with the appropriate ones in Column B:

- | | |
|--------------------------------|----------------------------------|
| 1. pupils agree here | a) new words every day |
| 2. No problem, I am | b) difficult than grammar |
| 3. I learn about twenty | c) words by memory, |
| 4. I know the | d) twice a week |
| 5. nothing can be more | e) clarify the patterns , |
| 6. Please, learn these | f) on the point that it is |
| 7. I do some exercises | g) spelling of the words, |
| 8. feel free to | h) of this language live. |
| 9. the native speakers | i) popular language |
| 10. English is a very | j) all eyes and ears. |

H. Write the correct form of the verbs using modals MAY or MIGHT:

1. We...(to go) to the theatre tonight, as we (to have) (to get) the permission.
2. I ...(to come) home later tonight as soon as there (to be) a concert at school.
3. You ...(to check) your errors in the evaluation test now: it (to be) permitted.
4. He...(to use) the dictionary for (to write) the essay, but only here in class.
5. She ... (to do) this work yesterday when she (to have) plenty of free time.
6. It...(to rain) yesterday in the afternoon but it (not to do), it...(to rain) now.
7. We ...(to be) in time for classes today, but we (to get) (to stick) on the way.
8. You ... (to use) the computer for studies today, as you (to have) bad mark.
9. They...(to do) the homework yesterday, so as they (to get) it in copybooks.
- 10....I (to help) you with the homework as soon as I (to have) (to get) time.

I. Irregular verbs (give all 4 forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to	–	–	chosen	–
to	–	–	shown	–
to	–	–	given	–
to	–	–	taken	–
to	–	–	hidden	–
to	–	–	frozen	–
to	–	–	taught	–
to	–	–	known	–
to	–	–	won	–
to	–	–	swept	–

J. Translate the following topical sentences from Romanian into English:

1. Școala oferă un șir larg de discipline și obiecte de studiu pentru toți elevii.
.....
2. Obiectele preferate sunt selectate după capacitățile individuale ale elevului.
.....
3. Multe dintre temele predate în cadrul lecțiilor necesită mai multe explicații.
.....
4. Practic toți elevii conspectează ori își fac notițe în caiete la lecțiile tematice.
.....
5. Evaluarea cunoștințelor curente a elevilor se efectuează în timpul testărilor.
.....
6. Asimilarea materialului predat curent depinde atât de profesor cât și de elev.
.....
7. După terminarea clasei a noua din școala elevii pot să-și aleagă un colegiu.
.....
8. Deseori, foștii colegii de clasă sau de școală își continuă studiile împreună.
.....
9. Obiectele școlare ne oferă foarte multe cunoștințe care pot fi utile în viață.
.....
10. Mulți dintre liceieni își aleg obiectele și se pregătesc pentru BAC din timp.
.....

K. Fill in these articles, conjunctions and prepositions: the, about, to, that, of, and, after, when, but, if, a, at, in, or, for, like, over, while, with:

There are ... lot ... subjects ... are taught ... school. Some ... them seem interesting ... attractive ... us, ... others are not so very encouraging, ... first sight. Preferable subjects are rather various similar ... fact ... how different we are, ... people, ... we refer ... school, how different ... pupils are. Obviously, all ... subjects ... we study ... school did not occur yesterday ... night. However, there are ... number ... new subjects which are usually related ... technological innovations ... developments ... our life ... society that we live ... good example can serve such ... discipline ... : Computer Science, which has been evolving ... recent decades. Favourite subjects are good to be outlined ... pupils are still ... Secondary School ... here must participate all parts involved, ... namely: parents ... relatives, pupils ... teachers, who can always guideline ... advise them on it.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

_____ is a _____ between the teacher and the pupil. They are _____ at their lesson now and the discussion is taking place in the second _____ of the _____ closer to the _____ of it. There are _____ points to be discussed by them.

Teacher: Good morning, Dan! Is it the right time for us to _____ your homework?

Pupil: Good morning to you, dear teacher! Yes, that is _____ the time to _____.

Teacher: _____ are _____ today? Have you _____ to get ready your homework?

Pupil: _____ am _____, thank you. What about you, _____? I _____ the text and _____ words.

Teacher: I _____ all _____! Tell me, please, _____ is your homework for today then?

Pupil: Our homework for today is: 1) Exercise 3 (three) page 17 (seventeen); 2) to repeat the new text for _____ Reading; 3) to learn the _____ by heart and _____ it in front of the classroom; 4) to copy out the New Vocabulary at page 18 (eighteen) and to memorize the words that I forgot or those ones that are new words to _____.

Teacher: Ok, _____. Let's _____ our work! Please, open your _____ – _____ and start _____ the text. However, at this point, it is required to ask you what questions there are and _____ you understood everything from the new material at _____.

Pupil: Yes, teacher. But I have some _____ to you on the home assignment.

Teacher: No problem, I am all eyes and _____. We shall arrange all the problems and _____ that you have regarding your home tasks. Please let me _____ in turn.

Pupil: I know the spelling of the words, I mean their correct _____. I know even the transcription that is the appropriate _____ of the given words. But, I do not know the _____ of the following words and word combinations. They are: **season** / _____ /; **along** / _____ /; **lively** / _____ / **period** / _____ / **for** / _____ / **all** / _____ /; **pleasure** / _____ /; and **like a week-end day** / _____ /? Can you help here, please?

Teacher: In this _____, there is absolutely necessary to use the _____ here. So, _____ is anotimp; _____ – dealungul; _____ – perioadă înviorată pentru toți; _____ – plăcere; and _____ – ca o zi de sfârșit de săptămână. Please, _____ these words by _____, because they _____ your test.

Pupil: Yes, _____, thank _____ much! You have _____ been very _____. I guess, there might be _____ not quite clear _____ to me additionally, but I am not _____ at this _____. I must double-check the _____ and _____ one more _____.

LESSON TEN: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. IF I WERE YOU, then I WOULD ...– Dacă eu eram în locul tău atunci aș.

e.g.: IF I WERE YOU, then I WOULD take notes at every pair, you know.

Translate:

- a) **If I were you, I would** enjoy my vacation no matter what weather there is.
- b) **If I were you, I would** explain what happened in some more clear words.
- c) **If I were you, I would** continue working until it is done in a proper mode.
- d) **If I were you, I would** book my reservations right now without any delay.
- e) **If I were you, I would** answer the question to the point and not vaguely.
- f) **Your example:** _____.

STUDY THE FOLLOWING:

II. One RATHER LIKES THE IDEA of...-Cuiva îi place idea foarte mult de..

e.g.: THEY RATHER LIKE THE IDEA of doing our homework in due time.

Translate:

- a) **I rather like the idea of reading** the text aloud than just lines with the eyes.
- b) **You rather like the idea of writing** the dictation on spelling the new words.
- c) **He rather likes the idea of pactising** some sport and not strolling the roads.
- d) **She rather likes the idea of taking** notes in the copy– book for their exams.
- e) **We rather liked the idea of revising** the grammar material before the quiz.
- f) **Your example:** _____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. Being in your place I have to sort out the things first of all and only afterwards to draw conclusions. 2. I prefer to use the paper text-book mainly and not only the electronic version of the manual. 3. I should better play football instead of watching television all day long. 4. They probably can agree to play computer games with us through the internet network communications. 5. When finding myself in your place then I should prefer to solve myself. 6. When encountering such circumstances like yours I should probably ask my parents' advice, firstly. 7. I would like to have more hours of English than Chemistry. 8. If I met a situation similar to yours then I should no doubt try to find a way out from this circumstance. 9. When being in your shoes I definitely should do it differently, supposingly to my mind. 10. She seems to support the suggestion to spend the week-end out-of-doors, somewhere at nature, together with some friends of ours.

TEXT X: I) THE UNIVERSITY I SHOULD LIKE TO ENTER.

I am Mark and I am a **school-leaver** this year, so I must think where to continue my education. I have been thinking about that for the recent **three years or so** and I came to the following conclusion that I am eager to continue my studies **at one of the higher education** institutions of our country. I **have considered** all of the subjects that I **have got at** the lyceum and it seems to me that I can **feel confident** about the **humanitarian** ones, well, better to say, the foreign languages, preponderantly. My friend told me: “**If I were you, I would** enter the **Pedagogical State University Ion Creangă** which is located in Chişinău, in district Buiucani”. The main **reason** for him is that the Faculty of Foreign Languages and Literatures here offers a well-motivated and **fairly** professional **background** of knowledge, especially in the domain of the English Language, Literature and Philology and the German Language. I have got some **acquaintances** that successfully **graduated from** this University and currently are making their studies of **Masterate** and **Doctorate** in the **United Kingdom** of Great Britain and in the United States of America. The PSU named after Ion Creangă is an educational institute in Chişinău, the capital and the largest city of the Republic of Moldova. It was established in August 1940 as the Moldovan State Pedagogical Institute, then in 1952 it was renamed into the Chişinău State Pedagogical Institute Ion Creangă, and received its current name on 21 May 1992. It bears the name of the Romanian writer and storyteller Ion Creangă. The University offers diplomas of **Bachelor**, Masterand, Doctorate **degrees**. The **staff** of **professors** and **lecturers** represents an impressive number of professional specialists in **pedagogical science** and instructing the potential teachers. There are more than 6000 **full-time** and **part-time students** at eight faculties of the University. These faculties are: **The Faculty of Foreign Languages and Literatures**; The Faculty of **Computer Science and Informational Technologies**; The Faculty of **Psychology and Psychopedagogy**; The Faculty of **History and Geography**; The Faculty of **Pedagogy**; The Faculty of **Arts and Design**; The Faculty of **Continuing Education** and **Management Staff** and The Faculty of **Philology**. The Pedagogical State University has its own growing and **streaming** potential for perfecting and implementing the new **teaching methods** and techniques similar to the European and World Education.

II) DIALOGUE TEN: Read, translate and summarise the dialogue:

(It is a conversation between **Terence** and **Ulrica** about **studies** and **Universities**)

Terence: Hello, my dear **Ulrica**! That is a very good thing for me to see you now!

Ulrica: Oh, hello, **Terence**, here you are. I thought you left for Germany, and you?

T.: Oh, yes, **I rather like the idea of having plans and intentions** after exams.

U.: **The same here** with me: I am just looking for some appropriate solutions now.

T.: There is a **hot time for all** of us. Have you started to realize we were pupils?

U.: Yes, that is true. We have been pupils already, but we are **not students yet**.

T.: I was going **to leave for** Germany a fortnight ago, to enter the University there.

U.: My geography is not **as wide as yours**. I shall **enter one of** our Universities.

T.: Well, if I were you, **I would try** some foreign institutions of higher education.

U.: Why do you all give me the same **piece of advice**, it sounds quite ridiculous!

T.: It is not a secret to anyone that you have got your lyceum diploma **full of tens**.

U.: Oh, yes I **did my best** for my final and Baccalaureat examinations. And you?

T.: There were some difficulties about **real science** subjects, especially, but it's ok.

U.: What about your **average of marks**? **Is it enough** for your University studies?

T.: More than enough. **Despite that**, I have got to take some entrance exams there.

U.: So, what are you waiting for, if it is especially a University somewhere abroad?

T.: You know that I was **almost on the way** to travel to Germany with my parents.

U.: What do you mean by **almost**: an **endless** search of University websites, ads?

T.: Not quite. I refer to that we **had booked** air flight tickets to Frankfurt even.

U.: Oh, really? That sounds like a real piece of adventure in the end of the day.

T.: But, in the end of the day, they told that I can register and take exams on-line.

U.: Wow! It sounds like a great idea! You know, I haven't thought of such mode.

T.: Apart from that, that seems to be a normal way of their work for many years.

U.: It looks like perfect solution for larger countries, international communication.

T.: Why not? You **can try yourself** that University by submitting documents, too.

U.: But when do they start their entrance examinations for faculties, specialities?

T.: You know, **Ulrica**, it depends on the qualification and perspective profession.

U.: At least, foreign languages: the English & German Languages and Literatures.

T.: I am not prepared with all that info right now, but I can e-mail data to you, ah?

U.: That'd be lovely from your side and who knows, we might be fellow-students?

A. Answer the following questions on the text completely:

1. What does the teller of the story **do** this year? What are his plans for future?
2. What has he **been thinking** for the recent three years **about**? What is the plan?
3. What subjects has he **considered** during the years of his studies at the lycem?
4. Who advises Mark to enter the **Pedagogical State University Ion Creangă**?
5. What is the main reason that **makes** them **insist** upon **this very University**?
6. What kind of acquaintances **does** the narrator of the text **have**? What are they?
7. When was the **Pedagogical State University** **founded** and what is its history?
8. What can be there **told** about the University staff of professors and lecturers?
9. What are the Faculties and Specialities of the **Pedagogical State University**?
10. What is there **told** about the potential of the **Pedagogical State University**?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. Who is this conversation **hold** by and what is the topic of the given dialogue?
2. How do they **greet** each other at the dialogue start and how do they **carry on**?
3. What does Terence mean by some of the **plans and intentions** after exams?
4. What did Ulrica answer to him about that and was it interesting to her or not?
5. What are Terence and Ulrica at the moment of developing their discussion?
6. What was Terence **going to do** two weeks before their actual conversation?
7. What did Ulrica call like a real piece of adventure? What made her **think** so?
8. What idea seemed to Ulrica like a great one and what did she **decide to do**?
9. What does Terence tell Ulrica to do related to the documents for University?
10. What is the general conclusion of the both sides in the end of conversation?

Your question _____ ?

C. Use the verbs in the corresponding tense in the sentence:

1. Higher Education ... its academic sphere of study. (is/been/has got/had/having)
2. The University classes ... much longer than lessons. (lasts/lasted/last/lasting)
3. What do you ... about Universities of our city? (knowing/known/know/knows)
4. University campus ... its territory. (representing/had represented/represents)
5. There ... many Universities with similar faculties. (to be/is/being/were/are/was)
6. Students ... change the faculty of their Universty. (has got/can/could/canned)
7. The manager of a University ... called the rector. (were/was/is/am/are/being)
8. Each faculty of the University ... for its dean. (votes/voting/has been voted)
9. Higher Education institutions ... future specialists. (training/betrained/train)
10. Universiites ... more and more possibilities each year. (getting/get/got/gotten)

D. Place the following words in the correct order within the sentence:

1. so a must I **school-leaver** education. I continue my think where this to year, am
2. There **intentions** you were after Yes, some are of the **plans** exams. **and** right.
3. to **Pedagogical** me **Creangă**. enter **Ion** the friends **University** advise **State** My
4. for am **here** solutions me: looking I with appropriate now. **The** some just **same**
5. Literatures. and **reason** them Faculty main the is Langues Foreign of that The to
6. **try** institutions were **I** you, higher foreign of some **would** I Well, education. if
7. Masterand, of The **Bachelor**, offers **degrees**. Doctorate University diplomas
8. entrance have **Despite** there. than some **that**, I got to exams enough. take More
9. own The growing Pedagogical its potential. **Streaming** has University and State
10. sounds the end That Oh, piece adventure like day. a the really? real of in of

E. Match the words from Column A with appropriate from Column B:

- | | |
|------------------------------------|--|
| 1. so I must think | a) continue my studies |
| 2. There is a hot | b) after Ion Creangă |
| 3. I am eager to | c) and part-time students |
| 4. I shall enter | d) University websites, ads? |
| 5. The PSU named | e) where to continue |
| 6. you have got your | f) yourself that University |
| 7. more than 7000 full-time | g) and streaming potential |
| 8. an endless search of | h) lyceum diploma full of tens. |
| 9. has its own growing | i) time for all of us. |
| 10. You can try | j) one of our Universities. |

F. Put the following words into the right column and transcribe them:

- a) /ʌ/ b) / aiə / c) / ei / d) / ai / e) / i: /

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

buy, meeting, admire, upstairs, mile, least, bye, meat, nuts, rainy, by, bucket, cycle, aim, buyer, pride, receiving, liar, drums, believing, fire-bigade, pace, leaves, date, hire, obtain, sire, touch, maize, tough, desire, eel, I, feel, inspire.

G. Translate the following sentences from Romanian into English:

1. Absolvenții care au susținut examenele de Bacalaureat pot să facă facultate.
.....
2. O bună parte dintre studenți preferă să-și facă studiile peste hotarele țării.
.....
3. Învățământul superior din țară are multe proiecte internaționale cu alte țări.
.....
4. Limbile Străine sunt printre primele în topul preferințelor al absolvenților.
.....
5. Douazeci și nouă dintre Universitățile din Moldova se află in orașul-capitală.
.....
6. Studenții trebuie să susțină examene si colocvii la sesiunile de iarnă și vară.
.....
7. Studenții din țară sunt asigurați cu cămine ce aparțin universităților noastre.
.....
8. Sunt Universități care dispun de facultăți și catedre similare cu alte instituții.
.....
9. Republica Moldova are treizeci si două instituții superioare de învățământ.
.....
10. Studenții de la universitățile noastre realizează practica obligatorie de profil.
.....

H. Use these verbs in Present Simple or Present Perfect and other tenses:

1. We (**to know**) each other for a long time already and we (**to be**) still friends.
2. I (**to study**) at this University for three years already. I (**to study**) very well.
3. You (**to read**) so many pages of the book since I (**to leave for**) work today.
4. They usually (**to do**) very much work, but today they (**to do**) much of it yet.
5. He (**to go**) there almost every day, but he (**to decide**) to stay at home today.
6. She (**to cook**) daily, but she (**to want**) to go out for dinner in the afternoon.
7. It normally (**not/to get**) dark, when they (**to return**) home after their classes.
8. You (**to write**) a better part of your essays by now, so you (**may/to rest**).
9. When I (**to come**) to visit her, she (**to be**) always glad to see me and talk.
10. If we (**to have**) more free time tomorrow, we (**to go**) to the library to work.

I. Irregular verbs (give all forms; the 3rd person singular and translate):

Infinitive	Past Simple	Past Participle	Participle One	Translation
to	–	–	– setting	–
to	–	–	– buying	–
to	–	–	– selling	–
to	–	–	– getting	–
to	–	–	– saying	–
to	–	–	– telling	–
to	–	–	– speaking	–
to	–	–	– reading	–
to	–	–	– retelling	–
to	–	–	– writing	–

J. Fill in the gaps using the modal verbs SHALL or SHOULD:

- 1) I ... get ready for examinations seriously, if I (**to want**) to become a student.
- 2) You ... (**to answer**) the questions fully, if you (**to want**) to get a high mark.
- 3) He ... (**to stop**) (**to waste**) his time on trifles if he (**to intend**) to be a student.
- 4) She ... never (**to be**) alone, because it (**to influence**) her in a negative mode.
- 5) It...be known by now higher education can (**to bear**) career perspectives.
- 6) We ... (**to take**) notes during classes and seminars, because we (**to need**) it.
- 7) You ... (**to raise**) your hand and (**to put**) questions, if you (**not/to know**) it.
- 8) They ... (**to arrive**) to the airport in due time if they (**to set**) the alarm-clock.
- 9) Andy ... (**to reach**) the frontier by now and I...(**to like**) to give a call to him.
- 10) Britney... (**to come**) to visit us today, but she (**not/to know**) we are out.

K. Fill in the following corresponding articles, conjunctions and prepositions: and, in, for, with, or, of, the, at, a, by, to, but, about, as, an:

Higher education is ... subject ... consideration ... many countries ... world. It represents ... essential background ... any modern society. Higher education institutions, Universities ... Academies prepare ... train specialists who must correspond ... face ... changing requirements ... modern world. However, ... rather significant role plays ... education received ... students ... schools ... colleges before coming ... University. Studies ... University are not always easy ... thus, ... school-leavers must be aware ... that fact ... try to choose ... appropriate profile higher education institution, faculty ... chair ... accordance ... their talents, gifts ... capacities. You know, it is not always ... easy thing to do ... that is probably why it requires more ... time ... some meditations, ... well. Family is ... guideline ... any ... school-leaver, ... final decision belongs ... him ... her, however.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(It is a conversation between **Terence** and **Ulrica** about **studies** and **Universities**)

Terence: Hello, my dear _____! _____ is _ very _____ thing for me to ___ you now!

Ulrica: Oh, hello, _____, here ___ are. I _____ you left ___ Germany, and you?

T.: Yes, ___ are _____. There were some of the _____ **and intentions** _____ exams.

U.: **The** _____ **here** with me: I am just _____ for some appropriate _____ now.

T.: There is a _____ **time for** ___ of us. Have you started to _____ we _____ pupils?

U.: Yes, that is true. We have been _____ already, but we are **not** _____ **yet**.

T.: I was going **to** _____ Germany a fortnight ____, to enter the _____ there.

U.: My _____ is not **as wide as** _____. I shall _____ **one** our Universities.

T.: Well, if I _____ you, I _____ **try** some foreign _____ of higher _____.

U.: Why do you all _____ me the same _____ **of advice**, it _____ quite ridiculous!

T.: It is not a _____ to anyone that you have got your _____ diploma ___ **of tens**.

U.: Oh, yes I **did my** _____ for my final and _____ examinations. And _____?

T.: There were some _____ about **real** _____ subjects, _____, but it's ok.

U.: What about your _____ **of marks**? **Is it** _____ for your University _____?

T.: More than _____. **Despite that**, I _____ got to take some _____ exams there.

U.: So, what are you _____ for, if it is _____ a University _____ abroad?

T.: You _____ that I was _____ **on the way** to travel to _____ with _____ parents.

U.: _____ do you _____ by "almost": an **endless** _____ of University websites, ads?

T.: Not _____. I refer to that we **had booked** air _____ tickets to Frankfurt _____.

U.: Oh, really? That _____ like a real _____ of adventure, in the ___ of ___ day.

T.: But, in ___ end ___ the ____, they ___ that I can _____ and take _____ on-line.

U.: _____! It sounds like a _____ idea! You know, I haven't _____ of such mode.

T.: _____ from that, that _____ to be a _____ way of their work for many _____.

U.: It _____ like perfect _____ for _____ countries, _____ communication.

T.: _____ not? You **can try** _____ that University by submitting _____, too.

U.: But when do they _____ their _____ examinations for faculties, _____?

T.: You know, _____, it depends on the _____ and perspective _____.

U.: At _____, _____ languages: the English and German _____ and _____.

T.: I am not _____ with all that info _____ now, but I can e-mail _____ to you, ah?

U.: _____ be lovely from your _____ and who _____, we might be _____-students?

REVISION TEST UNITS VI – X:

1. I ____ English books daily. And you?
a. reading b. readed c. reads d. read
2. I __ for a walk now. What about you?
a. go b. goes c. to go to d. am going
3. We shall __ __ __ cinema tonight.
a. to go at b. go to the c. going to a
4. Where is __ pen? It is ____ the book.
a. a/into b. an/under c. the/in d. - /under
5. I __ never __ exotic fruit salad ____.
a. 's/have/either b. 'm/-/- c. 've/eaten/yet
6. What __ you like to ____ __ holidays?
a. do/go/with b. does/do/at c. do/do/on
7. How __ dishes __ you cook at home?
a. much/have b. little/do c. many/can
8. They usually ____ school __ 07.30 a.m..
a. jog/at/in b. go/to/at c. leave/the/on
9. There _ __ favourite subjects of ____.
a. am/-/me b. is/lot/my c. are/more/mine
10. There __ many Universities __ country.
a. are/of her b. have/on their c. are/in our
11. There __ much work to be done then.
a. 'll being b. will has c. 'll are d. will be
12. They __ that it __ be awesome to them.
a. says/shall b. to say/will c. said/would
13. I __ how __ the problem __ rush-hours.
a. known/solving/in b. know/to solve/of
14. They __ their vacation tour this month.
a. shall book b. needs book c. will book
15. Secondary school education is ____.
a. at random b. compulsory c. optional
16. There is a wide ____ of faculties here.
a. choose b. to choose c. choice d. choise
17. There __ plenty __ tests __ school now.
a. is/out/in b. have/off/around c. are/of/at
18. ____ meal has its dishes on the menu.
a. All b. Many c. Some d. Each e. None
19. Pupils __ lyceum __ future students.
a. after/being b. at/have c. in/is d. of/are
20. You can __ which University to enter.
a. choice b. chose c. chosen d. choose
21. ____ many English words __ you __?
a. What/do/know b. How/do/know
22. You'd __ on your favourite subjects.
a. to focuse b. focused c. focuse
23. I have a list of my favourite ____ here.
a. deashes b. deeshes c. dishes
24. What subjects __ you ____ at school?
a. are/studied b. have/study c. do/study
25. They __ about their entrance exams.
a. wander b. wunder c. wonder d. onder
26. ____ you __ me a favour, please?
a. shall/to do b. will/do c. shall/do
27. When __ you __ your next evaluation test?
a. are going/to have b. be going/having
28. I must __ the homework for tomorrow.
a. done b. to do c. did d. does e. do
29. There __ plenty of holiday areas here.
a. have b. am c. do d. be e. are f. is
30. Well, you __ to have a British accent.
a. sim b. seam c. seem. d. seme
31. __ you __ English daily or when ____.
a. Do/speak/needed b. Does/talk/needs
32. They __ teaching is a noble profession.
a. evoke b. retell c. speak d. say

The total amount of points is 100. Each correct item is equal with 3.125 points.
Results: A : 100 – 91; B: 90 – 81; C: 80 – 71; D: 70 – 61; E: 60 – 51; F: 50 – 41; G: 40 – 31;

LESSON ELEVEN: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. IT WOULD HAVE BEEN A GOOD IDEA to...– Ar fi o idee bună de a...

e.g.: IT WOULD HAVE BEEN A GOOD IDEA to spend the holiday abroad.

Translate:

- a) It would have been a good idea to combine the theory and practical skills.
- b) It would have been a good idea to use some pictured exercises at grammar.
- c) It would have been a good idea to record reading of texts like a practice.
- d) It would have been a good idea to do homework each time when needed.
- e) It would have been a good idea to have more of audio and video classes.
- f) Your example: _____.

STUDY THE FOLLOWING:

II...to do smth. INSTEAD OF DOING smth. else – ...în loc de a face altceva.

e.g.: I took a decision to work INSTEAD OF WASTING time doing nothing.

Translate:

- a) He came to the conclusions to do good to people instead of doing harm.
- b) She decided to help him in any way instead of making obstacles in his way.
- c) We made up our mind on buying books instead of copying out exercises.
- d) You can better use a dictionary instead of asking for the spelling each time.
- e) They are supposed to remember reading rules instead of repeating errors.
- f) Your example: _____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. It seems to be an interesting idea to practise the English language during the breaks between classes too, but not just keep on doing it during the pairs of English. 2. They better continue their common work together in place of splitting and doing it apart, because it can have a negative consequence. 3. That sounds to be an attractive issue to commence it this summer without postponing it for the next year. 4. She seemed to be quite moody and had to do everything else but not doing her scheduled agenda points. 5. They thought it was more useful to consult the map in place of asking for the address each of the passer-by at every corner. 6. It looks like a promising pattern to follow the established rules that are accepted by all of us. 7. In place of the fact of plain grinding away at the poem five minutes before the lesson, it is always better to learn it by heart at home. 8. They think it to be right and of great use to apply new hi-tech innovations in the process of studies.

TEXT XI:

I) MY FUTURE PROFESSION.

There is **supposed to** approach the definite time for me to finish school soon. That is no doubt **leading to** the point when I **must choose** my future profession and career, as a result. There have been **no more arguments** left **to postpone** that thing **further on**. It **turned out** to be not an easy task at all, because it needs **to be viewed** from **all angles** of **pro and against** this or that profession. I **heard before** for **many times** from my relatives and acquaintances that after leaving school **it would have been a good idea** to start thinking of how to begin **partially** a more independent life from the point of view of adopting some vitally important **personal decisions**. **That means** to possess a more serious attitude **towards** the people and things around me. You are **never sure** that it is always one hundred **percent** true, but at least you want to think that it must be so and that is the reason why it is better to **put the shoulder** to support it. What **am I willing** to become when I finish my studies at school throughout my final examinations? I must confess, that it seems to be an interesting and a significant question to me and probably to any person **of my age**, I suppose. **If you asked me** about that matter three or four years ago I could **just shrug** my shoulders and promise you to give an answer **some other time**. **With time** I have changed my mind more times on further studies and career. A **couple of years ago** I wanted to become a doctor, you know, I wanted to help people who have **health problems**. Then I wanted to become a soldier, and then a spaceman, I even wanted to become a professional **football player**. But all of them are **in the past** now, so they were **no more than** some **dreams of a child**. Now, I have already decided what profession to **take up** as a career: **I should like** to become a teacher of English. Everyone knows and agrees that it is a very difficult profession, as soon as you must deal with people and not bottles of **soda water**. I should know perfectly well everything about the English language, pedagogical science, psychology, teaching, instructing and many other things. You know, that **handling** a foreign language is very important for the society. I must be **well-educated** and well-informed. So, I am going to enter the Pedagogical State University named after Ion Creangă, become a student, graduate and only then I **shall be going** to some of the schools, colleges, lyceums or Universities to **try my hand at teaching**. I want to succeed it here in my country.

II) DIALOGUE ELEVEN: Read, translate and summarise the dialogue:

(It is a conversation between **Vincent** and **Westley** about their **future professions**)

Vincent: Hello, **Westley**. How d'you find the weather in the beginning of the day?

Westley: Hi, **Vincent**. Good question. **As for me**, I find it to be a bit confusing.

V.: Do you refer to the snowfall, low temperature and ice on streets and sidewalks?

W.: Sure, but most hazardous that looks and seems this morning's **foggy curtain**.

V.: I guess that I **canseethepoint** you are **hinting at**: that change of temperature.

W.: There **seems to be** so wide variety of patterns of interest apart from weather.

V.: Come on. **D'you refer** to it generally or just you take that in person separately?

W.: Probably and specifically. Can you, please, **let me know** about your plans?

V.: Why? You did not seem to be interested into my plans for the future before.

W.: You know, **Vincent**, probably I am **at the point to** hear somebody's ideas.

V.: I am rather curious whether **thatsomebody** must be of **your age** or anyone?

W.: **Frankly speaking**, around my age, in other words not much younger or older.

V.: I should like to thank you **asoonas** you have chosen me for your interview.

W.: Your opinion **matters to me a lot**, because we have known each other more.

V.: I surely and definitely agree. But there is one condition **onbehalfof** me to you.

W.: **Feelfreeabout** this and there is considered to be a favour towards each of us.

V.: I agree, if you share with me your thoughts and ideas about the future plans.

W.: **It is adeal**, you just do not worry about that. This is about your profession.

V.: Oh, you **makemefeel at ease**. I have been thinking about this for some time.

W.: I am **keen and eager** to find my best path towards the main road in my life.

V.: Have a better look at the subjects that you like most **instead of hurrying up**.

W.: If you ask me about their practical usage, I can refer to me as a tourist agent.

V.: My opinion is that you hold and you are in possession of every of abilities.

W.: Thank you, I feel myself **like appropriate** for similar activities professionally.

V.: In fact, if you ask me, then my answer is: I see myself in position of a manager.

W.: Oh, that is something new to me. Are you becoming interested into economy?

V.: Okay, **Westley**. Don't take it as a childish dream coming out of a commercial.

W.: Anyway your choice of a white-collar sandwich seems to be worth the respect.

V.: Nevertheless, it is a huge first-rate importance theme for each of us from now.

W.: You are right from any angle if we view the plans of our future professions.

A. Answer the following questions on the text completely:

1. When is there supposed to approach the definite time to finish school?
2. What point is this process undoubtedly leading the school-leavers to?
3. Have there been any further arguments to postpone the decisions? Why?
4. What is the mode of viewing the perspectives of the future profession?
5. What did the narrator hear for many times from his relatives and friends?
6. What does that mean in the understanding of the narrator of the text?
7. What professions did the teller intend to embrace a few years before?
8. What does the narrator of the text want to become after he finishes school?
9. What is it necessary to know in order to be able to face the requirements of it?
10. What is he going to do first before trying his hand at teaching the pupils?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. Who are the characters who keep on the conversation of the dialogue?
2. What was the theme of the discussion between them when they met?
3. How did they define the weather condition on that very morning?
4. Who asked whom about the upcoming plans for the nearest future?
5. What conditions did Vincent put to Westley in order to be interviewed by her?
6. What was the modality that she answered to him? Did Westley agree or not?
7. Was the topic of discussion they had of the same interest to Vincent? Why?
8. What was the piece of advice that Vincent gave to Westley as a friend?
9. What professions did Vincent and Westley think to be better suited for?
10. What ideas did they have? What did they conclude their conversation with?

Your question _____ ?

C. Put the following words into the right column and transcribe them:

a) /ə/ b) / ð / c) / e / d) / Ө / e) / i /

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

better, sell, bathe, knit, future, scent, thick, theatre, this, bread, fix, bath, that, riddle, ashore, bend, thin, meter, maths, these, bid, feature, both, best, those, ginger, think, together, ready, rather, ever, never, ahead, myth, legend, fitting.

D. Use the verbs in the right tenses and in Present Perfect tense where needed:

think, offer, be going, look for, sell, be, meet, decide, come, watch, ask

1. I ... her at the bus station today and we (to visit) many places of interest so far.
2. You often ... me to help you with English. Look how much we (to do) till now.
3. He ... some new solutions in his work last year. So he (to achieve) a lot already.
4. She ... to be right in her future profession choice as soon as she (to try) a lot.
5. It ... needed (to be/to register) at the Job Centre if you (to have/not/get) a job.
6. We ... more vacancies to choose from but none of them (to be) good till now.
7. You ... to get a new job next week after you (to spend) a year of search or so.
8. They ... their old model car last month and (to find) a perfect one for work now.
9. Michael ... to work hard at his project as he (to notice) some career perspectives.
10. Jane ... to the conclusion that she (to make) the right choice for profession now.

E. Choose the correct form of the verbs in the following sentences:

1. Future profession ... together with capacities. (**came/come/comes/have come**)
2. You must ...many things for (**to face**) the profession. (**knowing/know/knowed**)
3. ...you sure that you (**to make**) the right profession choice? (**be/are/is/am/being**)
4. It is good... your vocation while (**to choose**) a profession.(**knew/know/to know**)
5. You...always (**to count**) on your family for advice. (**canned/to can/cans/can**)
6. A real job must... perspectives for (**to make**) a career. (**to give/gives/gave/give**)
7. Professional education ... always in demand, you (**to know**). (**am/is/are/were**)
8. There ... lots of people who (**not/to work**) by their professions. (**exists/exist**)
9. I (**to want**)... an engineer but it was difficult. (**became/to become/becoming**)
10. I (**shall**) (**to like**) ... my profession. (**changes/to change/changed/changing**)

F. Place the following words in the correct order within the sentence:

1. to definite soon. **to** approach There school the finish me is time **supposed** for
2. the day? do the you weather How find of in Hello, the **Westley**. beginning
3. **further no** thing **postpone** left have **more** There **on**. been **to** that **arguments**
4. low to sidewalks? refer Do and the you temperature ice streets on snowfall, and
5. to people a and around serious **That** possess me. **towards means** attitude things
6. **let** plans? please, and. **know** specifically Can about Probably you, your **me**
7. so **child**. are they of **in** All **dreams** were **no** some **past more the than** them **a of**
8. towards my my **keen** best I path road **and** to life. the am main find **eager** in
9. very in, a foreign too. important society is live of for **Handling** we the language
10. it a a commercial. take coming childish Don't as out **Westley**. Okay, of dream

G. Match the words of Column A with the appropriate ones in Column B:

- | | |
|---------------------------------------|-----------------------------------|
| 1. to begin his partially | a) a more serious attitude |
| 2. As for me , I find | b) is always 100% true, |
| 3. That means to possess | c) be interested into my plans, |
| 4. I can see the point | d) shrug my shoulders and |
| 5. You are never sure that it | e) more independent life, |
| 6. You did not seem to | f) on behalf of me to you. |
| 7. four years ago I could just | g) a teacher of English. |
| 8. But there is one condition | h) time for anything, |
| 9. I should like to become | i) you are hinting at |
| 10. Thank you, I feel myself | j) like appropriate for. |

H. Write the correct form of modal meaning TO BE+INF. and the verbs:

1. We ... (**to make up**) our mind when (**to choose**) the future profession for us.
2. I ... (**to arrive**) to the office earlier on Monday and (**to get**) ready for work.
3. You ... (**to sort out**) the new messages for today, but (**to waste**) your time.
4. He ...(**to come**) to University now, as he (**to have**) (**to find out**) the marks.
5. She...(b) (**to do**) this work yesterday because she (**to be/to invite**) to work then.
6. It ... (**to be**) (**to read**) till tomorrow as far as it (**to be/to go/to be**) for work.
7. We ...(**to be**) careful at (**to choose**) our future professions as it (**to matter**).
8. You ... (**to get**) the best of experience at the Job Centre if you (**to try**) hard.
9. They ... (**to have**) many impressions in business trips if they (**to be**) eager.
10. I ... (**to think**) about my future career and the ways (**to promote**) forth.

I. Irregular verbs (give all 4 forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to	—	—	—	— a lipi
to	—	—	—	— a vedea
to	—	—	—	— a întâlni
to	—	—	—	— a aduce
to	—	—	—	— a da
to	—	—	—	— a lua
to	—	—	—	— a deveni
to	—	—	—	— a cânta
to	—	—	—	— a purta
to	—	—	—	— a câștiga

J. Translate the following topical sentences from Romanian into English:

1. Viitoarea profesie este un lucru important pentru acei care au majoratul.
.....
2. Lucian a hotărât să urmeze exemplul tatălui său și a intrat la medicină și el.
.....
3. Pentru a ști mai bine capacitățile din noi e bine să facem mai multe activități.
.....
4. Există multe centre de orientare profesională în țara noastră și peste hotare.
.....
5. Prietenul adevărat se cunoaște nu doar prin vorbe frumoase dar și prin fapte.
.....
6. Mulți dintre abiturienți tind să-și aleagă viitoarea profesie după prestigiu.
.....
7. Vocația față de profesia aleasă nu poate fi resimțită chiar din primul an.
.....
8. Experiența colegilor reprezintă un simbol vital într-un colectiv cu tradiții.
.....
9. Deseori ne adresăm membrilor de familie atunci când ne alegem o profesie.
.....
10. John a oferit foarte multe detalii despre studiile pentru viitoarea sa profesie.
.....

K. Fill in the following prepositions, articles and conjunctions: a, about, an, or, of, to, but, after, in, that, and, the, around, with, for:

Future profession is ... issue ... fidget ... mind ... each ... us. There are so many professions all ... us. They say, you can choose any profession that is ...your liking! However, is it always so true words ... people say regarding ... things ... work we do ... can do? You know, there is not ... ready-made recipe ... it. All we must know well is ... there are two essential kinds ... work activity: ... physical type ... work intellectual type ... work. One must determine ... himself which one is supposed to be ... appropriate mode ... work ... him normal order ... things there must occur ... question how to be sure ... determine it? It is quite simple ... there is not ... big deal difficulty to find ... answer solution referred ... it. You know, that it may seem easy... .. end day, me, we must try all sorts ... possible activities ... order to determine what we are good ... , to finish

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(It is a conversation between **Vincent** and **Westley** about their **future professions**)

Vincent: Hello, _____. How d'you find the _____ in the _____ of the day?

Westley: Hi, _____. Good question. **As** ___ **me**, I ___ it to be a bit _____.

V.: ___you ___ to the snowfall, low_____ and ice on _____ and _____?

W.: Sure, but ___ hazardous that ___ and seems this _____'s **foggy** _____.

V.: I _____ that I **can**___**the**_____ you are _____**at**: that _____ of temperature.

W.: _____**seems to be** so wide _____ of patterns of _____ apart from _____.

V.:___ on. **D'you refer** to it _____ or just you take that in person_____?

W.: _____ and specifically. _____ you, please, **let me** _____ about _____ plans?

V.: _____? You _____ not seemed to be _____ into my _____ for the future ____.

W.: You _____, _____, probably I am **at the** _____ **to** hear somebody's _____.

V.: I am sufficiently _____ whether **that**_____ must be **your** _____ or anyone?

W.:_____ **speaking**, _____ my age, in other _____ not much _____ or _____.

V.: I _____ like to thank you **as**_____**as** you have _____ me for your _____.

W.: _____ opinion _____ **to me a lot**, because we have _____ each other _____.

V.: I surely and definitely _____. But there is one _____**on**_____**of**me to you.

W.: ___**freeabout** this and there is _____ to be a favour towards _____ of us.

V.: I agree, if you _____ with me your _____ and _____ about the _____ plans.

W.: **It is a**_____, you _____ do not worry _____ that. _____ is _____ your profession.

V.: Oh, you _____**me feel at** _____. I have been _____ about this for some _____.

W.: I am _____ **and eager** to find my best _____ towards the main _____ in my life.

V.: Have a _____ look at the subjects you like _____, then you can take a _____.

W.: If you ask me about their _____ usage, I can refer to me as a tourist _____.

V.: My _____ is that you hold and you are in _____ of every of _____.

W.:_____ you, I feel myself **like** _____ for similar _____ professionally.

V.: In _____, if you _____ me, then my _____ is: I see _____ in _____ of a manager.

W.: Oh, that is _____ new to me. Are you becoming interested into _____?

V.: Okay, _____. Don't _____ it as a childish _____ coming out of a commercial.

W.: _____ your choice of a white-_____ sandwich seems to be _____ the respect.

V.:_____, it is a huge first-_____ importance _____ for each of us from now.

W.: You are _____ from any _____ if we view the plans of our future _____.

LESSON TWELVE: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. IT SEEMS TO BE QUITE EASY to ... – Pare a fi destl de ușor de a... .

e.g.: IT SEEMS TO BE QUITE EASY to be watching it from apart.

Translate:

- a) It seems to be so rather essential to teach beginners the English phonetics.
- b) It seems to be quite difficult to realize what they speak without translation.
- c) It seems to be quite attractive to me, at least, to revise the whole material.
- d) It seems to be rather profitable to purchase more wholesale goods at once.
- e) It seems to be quite manageable to keep the critical situation under control.
- f) Your example: _____.

STUDY THE FOLLOWING:

II. WHAT IS THE USE OF DOING smth...? – Care este rostul de a face ceva?

e.g.: WHAT IS THE USE OF WAITING there, if nobody is supposed to come?

Translate:

- a) What is the use of learning the poem if there going to be its dictation now?
- b) What is the use of doing my homework alone if I do not know the theme?
- c) What is the use of watching the film if you don't understand the language?
- d) What is the use of reading the texts if we do not know which are required?
- e) What is the use of writing the new words in the copybook if there is a test?
- f) Your example: _____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. I think it is so useful to revise the knowledge acquired through a multiple choice test. 2. What is the point to cover the new material of the new topic if there are more unclear items in the actual one? 3. I believe it to be very fruitful to have translations and interpretations as soon as it helps with the new vocabulary. 4. What is the reason to do it overnight when there is enough time left? 5. It sounds to be so not hard after hours of training spent. 6. What is the usage of starting it now when there is much time lost in vain yet? 7. I guess it to be very comprehensible with those scripts below on the bottom of the screen. 8. What meaning does it have to ask me if I missed the class? 9. It feels like normal to do similar things for now. 10. Which is the purpose of studying a foreign language if never to utilize it in practice? 11. Apparently, it looks like very attractive and acceptable to agree with the free attendance but that means much individual work.

TEXT XII:

I) MY PLANS FOR THE FUTURE.

It seems to be quite normal to think that there are many young people, actually major of them, who have got some determined plans for the future. There are plenty of superstitious people, in other words that means, that they do not want or are afraid to share their plans for the future until they are fulfilled. There is such a superstition, but I am not very much worried about that, so I feel free to let you know about some of my plans for the future or even get a wise piece of advice on behalf of you. To tell you the truth, I cannot be confident about my plans like being totally realized and come true: at this very point here I am going to speak like: I should like (I'd like) or I would prefer (I'd prefer). Additionally, you must have some luck in each of your beginnings and believe in success, as they say. There are many directions and ways to choose from through our lives, so each of us must do that if not immediately, then some time afterwards. When I evoke the future plans, I mean like something of perspective, full of sense and significance. At this stage, I am at the point to figure out the forthcoming priorities. Firstly, by acquiring a profession, then making a career and only afterwards founding a family. I face the challenge of carrying on with my studies for the profession that I am best fitted for. Our capital city, like any big or important city, stipulates plenty of options for a profession or career. If one wants to get some professional education and training, it can be received in a technical college, for instance. It goes without saying that Universities and Institutes are of primary help and use here. Young people must make up their final decisions about the future plans themselves and only listen to the pieces of advice of their parents, relatives and relations or friends. Some people stick to the idea of searching their luck somewhere abroad, in foreign lands and countries. I sometimes agree with them, because I suppose that each person has the right to choose where to live and what occupation to get, as soon as it is so very individual and personal, at least. Career holds a prominent role to a person, especially to a man, as it is traditionally considered. I can plan it after my studies are over. And to round up, the family, naturally, the wife and the children and everything needed for a decent living and development. Anyway, these are only a part of some ordinary human plans for the future which must be worked out very properly.

II) DIALOGUE TWELVE: Read, translate and summarise the dialogue:

(It is a conversation between **Xana** and **Yanek** about their **future plans**)

Xana: Good afternoon, **Yanek!** It is **nice to see you** here today. How are you?

Yanek: Good afternoon, **Xana!** **Pretty well**, rather busy at the moment, you know.

X.: Do you travel with the same **route-bus** every day or is it an occasional one?

Y.: Obviously, it **depends upon** the time when I start my studies at the University.

X.: **Come on**, are you serious? You are a student now and you **realized** the dream!

Y.: Ah, yes. Surely, I am totally serious about this thing and it is a **total reality**.

X.: You know, **Yanek**, I like you so much because you **tend to achieve** your goal.

Y.: Please, **Xana**, do not **take my words for granted**, but do not be silly on that!

X.: No, do not get mad with me because of my reaction. These are **plain emotions**.

Y.: Yes, cute. You have been **always on my side**. What about the things with you?

X.: Not so much **to boast about**, actually. But people **do know me** as an optimist.

Y.: You, probably, **bare in mind** our discussion about future plans when camping?

X.: I **can relate that** it influenced me a lot. I tried my best at my entrance exams.

Y.: **What is the use of studying** whether it is not totally with your future plans?

X.: You know, as an **ultimate result** of my outcomes and entrance exams, agree!

Y.: Do not **take it too close**. You can handle this situation, I am sure about that.

X.: **Let us not forget**, that we are in a bus at the moment. Next stop is mine, you?

Y.: Ooh, you can really absorb into a conversation! I can walk with you a mile.

X.: Don't forget to take your umbrella on you; don't leave it here inside of the bus.

Y.: To tell you the truth, I have no idea why I took it after listening to forecast.

X.: They said the weather is supposed to be with clear sky and much of sunshine.

Y.: It seems a typical **foolish situation**: they promised rain just for tomorrow, ah?

X.: I think that it won't upset you if I tell you: **y-e-s!** Want to hear my future plans?

Y.: Never mind to learn on my mistakes although I do not seem to look a stupid.

X.: Weather forecast is exactly what I need, as I am on my way to the airport now!

Y.: Really? Do you have to meet anyone there or may be leaving somewhere far?

X.: I am flying over the ocean for a year: enough to work and get ready for exams.

Y.: Does it stand for just practicing the language or any of the professional skills?

X.: I got a contract of a guide for our tourists in the USA. It's about my plans, ok?

Y.: It is a splendid opportunity for accumulating experience for your studies, bye.

A. Answer the following questions on the text completely:

1. **What have** major of the young people **got** nowadays? **What** about you?
2. **Is** the narrator of the text **eager to share** some of his future plans **with** us?
3. **What is** there **needed** to have additionally in any beginning in his opinion?
4. **What does** the narrator of the text **mean** by the word combination: future plans?
5. **What kind of** challenge **does** the teller of the text **face** at the present moment?
6. **What is** there possible **to do** in the city if you want to get professional training?
7. **What other** places of education **are** of great use and help to the young people?
8. **How must** the youth **adopt** the final decisions referred to the future plans?
9. **Where else do** some people **prefer to look for** their luck in life? **Why is** it so?
10. **What is** there important in life in the opinion of the narrator? **What is** yours?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are** the characters who keep on the conversation of the dialogue?
2. **What was** the **theme** of the discussion between them when they met?
3. **What news did Xana find out** about **Yanek**? **What effect did it have** on her?
4. **What did Yanek mean** by telling the words: and it is a total reality?
5. **What important quality does Xana appreciate** with **Yanek**? **Do you have** it?
6. **What fresh news does Xana have to share** with and boast to her friend **Yanek**?
7. **How did Xana manage** with her BAC outcomes and entrance exams?
8. **What was** the reaction of **Yanek** the information **presented** to him by **Xana**?
9. **What did Yanek suggest to do** after **Xana** told that she was going to get off?
10. **What were they discussing** about before rounding up their conversation?

Your question _____ ?

C. Use the corresponding tense verb forms in the following sentences:

1. Future plans ... always present with any person.(**am/are/is/was/were/been**);
2. Many people prefer ... their future plans at all.(**shares/not to share/to shared**);
3. What do you ... about my future profession plans?(**said/saying/to say/say**);
4. Future plans ... supported by actions.(**must to not be/must not to be/mustbe**);
5. There ... many future plans left to float with words on air. (**do/have/are/is/am**);
6. One...hardly make plans with no solving the actual ones.(**cannot/cans/can**);
7. The plans for summer always ... sweet expectatons. (**hid/hidden/hide/hides**);
8. I like to ... about my future plans with friends.(**not talked/to talk/talking/talk**);
9. Future plans...in dependence of our age and our likes. (**differ/differs/differing**);
10. It is good ...plans coming out of he reality and not sweet dreams.(**set to/to set**);

D. Place the following words in the correct order within the sentence:

1. are many future. determined who got plans some for have There the people
2. today. How afternoon, totoday? nice is It here see you Yanek! Good are you
3. worried I much it, very free them. so let know am I feel about to you not about
4. Pretty Xana! busy know. moment, if afternoon, well, rather Good at the you
5. your have you success. some luck However, in must beginnings believe in and
6. so? I that it with in remember your totally, was plans, accordance Yes, future
7. any city options, like plenty for big Our profession. stipulates city, of capital a
8. the is with said weather clear supposed to and much sunshine. be They sky of
9. stick searching people lands foreign luck abroad. to the Some idea of in their
10. is my airport! what exactly because forecast way am Weather I I on to need

E. Match the words from Column A with appropriate from Column B:

- | | |
|------------------------------------|---|
| 1. There are plenty of people | a) words for granted, |
| 2. Pretty well, rather | b) some professional education, |
| 3. I should like (I'd like) | c) situation, I am sure about that. |
| 4. do not take my | d) who are superstitious, |
| 5. making a career and only | e) out the forthcoming priorities, |
| 6. You can handle this | f) or I would prefer (I'd prefer). |
| 7. If one wants to get | g) for our tourists in the USA. |
| 8. at the point to figure | h) prominent role to a person, |
| 9. Career holds a | i) busy at the moment, |
| 10. I got a contract of a guide | j) afterwards founding a family, |

F. Put the following words into the right column and transcribe them:

- a) /w/ b) /ɔi / c) /æ / d) /v / e) /ɔ /

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

cat, rod, point, winter, vine, pond, wind, virtue, onto, bat, boy, window, oil, pack, velocity, rock, candidate, moisture, five, willow, pond, a lot of, oyster, candle, lock, believe, exploit, winner, rattle, variety, upon, destroy, wonder.

G. Translate the following sentences from Romanian into English:

1. Eu doresc să-mi fac niște planuri pentru viitorul apropiat în domeniul meu.
.....
2. Tu trebuie să ai o atitudine serioasă față de prezent și planurile pentru viitor.
.....
3. Există multe opțiuni pentru el de perspectiva apropiată și în plan de viitor.
.....
4. Ea dorește să facă studii la moment, iar apoi să-și găsească un serviciu bun.
.....
5. De obicei oamenii au o atitudine serioasă atunci când este vorba despre viitor.
.....
6. Noi deseori asociem planurile noastre pentru viitor doar cu aspectul material.
.....
7. Voi ați discutat planurile și intențiile voastre de perspectivă în acest oficiu.
.....
8. Ei au niște intenții serioase și viziuni pragmatice față de planurile de viitor.
.....
9. Ele au realizat multe dintre obiectivele propuse deja și acum au planuri noi.
.....
10. Tineretul este acea parte a populației, care vine cu planuri noi pentru viitor.
.....

H. Use verbs in Present Perfect Continuous or other corresponding tenses:

1. We (**to study**) hard all this term and now (**to hope**) for some better results.
2. I (**to work**) much the whole of this week, because I (**to have/to get**) a plan.
3. You (**to drive**) through traffic jams since very morning, I (**to wait**) for you.
4. They (**to plan**) an exciting trip all this month, so it (**to be**) time to act now.
5. He (**to do**) his homework for two hours already and I (**to think**) he (**need**) it.
6. She (**to get**) all possible things set till now, so as (**to fulfil**) his future plans.
7. It (**to function**) perfectly all this time and I (**can/to plan**) my next trip on it.
8. You (**to read**) some interesting books all this day. What you (**to draft**) next?
9. What I (**to do**) for the recent half of an hour or so? I (**can/to answer**) to it.
10. She (**to provide**) services for this company for almost three years already.

I. Irregular verbs (give all forms; the 3rd person singular and translate):

Infinitive	Past Simple	Past Participle	Participle One	Translation
to break	—	—	—	—
to build	—	—	—	—
to catch	—	—	—	—
to fight	—	—	—	—
to light	—	—	—	—
to give	—	—	—	—
to take	—	—	—	—
to grow	—	—	—	—
to sew	—	—	—	—
to shine	—	—	—	—

J. Fill in the gaps using modal verb DARE or construction TO BE ABLE:

- 1) I ... talk when they (**to speak**) of plans for the future, as I (**to respect**) them.
- 2) ... you ... do this amount of work till five o'clock tomorrow afternoon?
- 3) He ... tell you more things about it, because it (**to be/to go/to be**) his work.
- 4) She ... reply him in such rude manner, as soon as she (**not to be**) misbehaved.
- 5) It ... (**to develop**) a high speed if you (**to have**) in mind (**to get**) there fast.
- 6) We ... do this volume of work on our own, just in case we (**to draft**) for it.
- 7) You ... say it is impossible to do, as far as you (**to write**) it in your message.
- 8) They ... implement their future plans without his piece of advice and help.
- 9) Samantha ... dust the wardrobe herself with the help of (**to use**) the ladder.
- 10) Roy ... do many bad things in the past, but now he (**to plan/to be**) helpful.

K. Fill in prepositions, articles or conjunctions that follow: whether, an, or, in, through, above, with, into, around, of, the, and, about, to, but, that, a, by:

There are many people who are interested ... future plans ... somebody else. We might be not ... exception here, don't you agree ... me? It is always so easy to express opinions, critics, depict mistakes ... errors ... someone whom you maybe even do not know ... person. Wise people state ... it ... we must start criticizing ourselves firstly. Changing ... bad traces ... character ... us can lead nowhere ... better understanding ... those ... us. ... same happens ... our future plans: you can never entrust them ... total stranger ... person you hardly know. Quite often, there can be heard ... opinion ... our future plans are nothing ... soap bubbles driven ... the slight currents ... wind ... making us wonder where they float ... transparent air ... they are going to blow ... not. Plans can organize us ... lot, too.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(It is a conversation between **Xana** and **Yanek** about their **future plans**)

Xana: Good afternoon, _____! It is _____ **to** _____ **you** here _____. ____ are _____?

Yanek: Good afternoon, _____! _____ **well**, rather _____ at the _____, you _____.

X.: Do you _____ with the same _____ **-bus** every _____ or is it an _____ one?

Y.: _____, it _____ **upon** the _____ when I start my _____ at the University.

X.: _____ **on**, are you _____? You are a _____ now and you _____ the dream!

Y.: _____, yes. Surely, I am _____ serious about this _____ and it is a _____ **reality**.

X.: You know, **Yanek**, I _____ you so much _____ you **tend to** _____ your _____.

Y.: _____, **Xana**, _____ not _____ **my words for** _____, but _____ not _____ silly on that!

X.: _____, do not get mad _____ me because of my reaction. _____ are **plain emotions**.

Y.: Yes, cute. You have been _____ **on my** _____. What _____ the _____ with you?

X.: Not _____ much _____ **boast** _____, actually. But people _____ **know** _____ as _____ optimist.

Y.: You, probably, _____ **in mind** our discussion about _____ plans when camping?

X.: I **can relate that** it _____ me a lot. I tried my best at my _____ exams.

Y.: Yes, I _____ that it was in _____ with your future plans, totally, so?

X.: You _____, as an **ultimate** _____ of my BAC results and entrance _____: no!

Y.: Do not **take it** _____ **close**. You can _____ this situation, I am _____ about that.

X.: **Let us not** _____, that we are in a _____ at the moment. _____ stop is mine, you?

Y.: Ooh, you can really absorb into a _____! I can _____ with you a mile.

X.: Don't _____ to take your umbrella on you; don't leave it here _____ of the bus.

Y.: To _____ you the _____, I have no _____ why I took it after _____ to forecast.

X.: They _____ the weather is _____ to be with _____ sky and _____ of sunshine.

Y.: It seems a typical _____ **situation**: they _____ rain just for tomorrow, ah?

X.: I _____ that it _____ upset you if I tell you: **y-e-s!** _____ to hear my future plans?

Y.: Never _____ to _____ on my mistakes _____ I do not seem to look a _____.

X.: Weather _____ is exactly what I need, as I am on my _____ to _____ airport!

Y.: _____? Do you have to meet anyone there or may be leaving _____ far?

X.: I am _____ over the ocean for a year: _____ to work and get _____ for exams.

Y.: Does it stand for just _____ the language or any of the professional _____?

X.: I got a _____ of a guide for our _____ in _____ USA. It's about my plans, ok?

Y.: It is a _____ opportunity for accumulating _____ for _____ studies, bye.

LESSON THIRTEEN: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. ...MORE THAN ONE CAN AFFORD...–...mai mult decât cineva poate...

e.g.: It is something MORE THAN I CAN AFFORD doing right now.

Translate:

- a) It seems to be more than you can afford working out at this very moment.
- b) It looks like being more than he can afford covering at the present time.
- c) It is seemingly more than she can afford revealing you for this moment.
- d) It may be even more than it can afford processing at this present stage.
- e) It might be more than we can afford spending extra for the actual moment.
- f) **Your example:** _____.

STUDY THE FOLLOWING:

II. One COULD FEEL NOTHING BUT...– Cineva a putut simți nimic decât.

e.g.: I COULD FEEL NOTHING BUT joy when she looked at me like that.

Translate:

- a) You could feel nothing but confusion when you did not know where to go.
- b) He could feel nothing but pride after finding out the results of the matches.
- c) She could feel nothing but charm as a result of discussing with him on that.
- d) We could feel nothing but wonder at the moment she began her explaining.
- e) They could feel nothing but curiosity at viewing this new text vocabulary.
- f) **Your example:** _____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. Apparently one can think that it requires a bigger effort on behalf of you than you are able to provide now.
2. There seemed to be a sense of satisfaction with her after bringing the work which had been started by all of us to an expected ending.
3. The amount of work proposed looks like more voluminous than expected by us.
4. There must have been great desire with you to find out the outcoming results.
5. There was a sensation that the task to be performed was more difficult than they had assumed for themselves.
6. The idea is that that overall impression I could draw out refered to the methods and techniques of the scheme draft implementation.
7. There is an impression of a larger amount than he is able to do at present period of time.
8. One had no other impression than the necessity to learn more before the forthcoming test.
9. She tried to convince him that he laid on his shoulders a heavier burden than he could really resist standing the requirement.

TEXT XIII:

I) THE FUTURE OF MY COUNTRY.

Essentially, all people believe that the world we live in **is supposed** and **is going** to change a lot. **These changes** are normal **for our lives** and the society **around us**. If we **promote the idea** of our country future, then we might think about the **human relations** between people firstly and only afterwards about **environment, lifeconditions, standards of living** etc. Each of these **counterparts** can be **placed on scales**, but all of us must agree that the **main issue** is the vital and civilized attitudes **among us**. My country has made its first steps as an independent country in Modern History since 1991 till present and **forth**. If we **strive** to a better future, we **have to view** the present as it is, taking into account that mere statistics. In other words, we should know our strong and weak points. Moldova **can hardly** reach any real prosperity without the system of democratic values. In my view, the people of the present days in Moldova are **already ready** to implement almost everything they intend because of manifesting desire and making some substantial efforts towards the achieving **of their goals**. I believe that in the nearest future our country will obtain a **functional** Parliament and local **authorities** that will **serve** the people of Moldova. All actions of the President, Government and Ministries must **come in touch** with people's interests and be **transparent** to them. It is **the only way** to **confront misunderstandings** and make official representatives **do their work for the benefit** of the people of Moldova and the **country itself**. Surely, we must improve our education because we need real professionals. More spheres which must be **compulsory** here are: business, show-business, **advertising**, mass-media, modelling, fashion industry, roads, streets, construction, sports, travelling, tourism, industry etc. Moldova must build **factories, plants**, obtain energetic independence and capacity to export, **enhance** its banking system, **enlarge** the sphere of services, **set** modern and **competitive** economy, start manufacturing industrial products, articles and goods. These steps lead to some new attractive jobs offer to people here, in Moldova. It seems to be **more than we can afford** making now. The idea of fruit and vegetables, grapes, wine, champagne and cogniac comes to my mind. The future of Moldova depends upon our eagerness and efforts of making it a really great one. As for me, I want to be proud of my country and the people I belong to. All these I can only wish to us.

II) DIALOGUE THIRTEEN: Read, translate and summarise the dialogue:

(There is a discussion between **Zane** and **Ala** about the **future of the country**)

Zane: Here is a good possibility for us to **have a rest** and just discuss something.

Ala: Yes, after all that noise and **stress** of the work, it is certainly a very good idea.

Z.: We all **hurry** somewhere, I believe, and very often forget about ourselves, no?

A.: Right you are. To my mind, we've got **even less time** to think, but work, work.

Z.: Could we **leave the work apart for a while, like till tomorrow**, for instance?

A.: **Good point for you**, my dear colleague **Zane**. **I'd rather consult** the menu.

Z.: **Go ahead**, please. That is **definitely** a reasonable and constructive proposal.

A.: I should rather invite the **waitress** and see what she can offer **for a snack** now.

Z.: Have you heard about the new modality to **order dishes**? No? A digital one!

A.: It seems to be attractive to me. Is it one of **new waves** from other countries?

Z.: No, it is purely an invention from our country which will spread widely abroad.

A.: Good to hear that. Let's try it then right here and right now. How does it work?

Z.: You know, as soon as it is licensed and the **digital screens** are by the tables.

A.: Do you mean that we can order whatever we choose straight away on spot?

Z.: Yes, sure. **I could feel nothing but pride** for **future development** perspectives.

A.: Yes, right, I agree with you here completely. We can be somehow proud of it.

Z.: Do you think that **it all depends** somehow and in a way of each of us or not?

A.: Definitely yes. The thing is that we are used to expect something from apart.

Z.: Here are the **refreshments** already. This system seems to be efficient and fast.

A.: I am sure that there are supposed to be many more additional options to it.

Z.: I guess there must be more. I wonder your opinion about the future here, **Ala**.

A.: Not the political domination in the region: we are not a big state by territory.

Z.: There must exist more pragmatic issues to make us not drag behind the rest.

A.: Innovations, services, banking system, education, commerce and trade, I think.

Z.: Well, that is a **useful point** for our actual discussion; I feel it like not a waste.

A.: However, you can always be confident and sure as long as someone supports.

Z.: By the way, as such, the reason I have invited you here is my idea of a project.

A.: Does it stand with the perspectives of our office or the future of our country?

Z.: One comes out from another. There is a possibility to expand us to more areas.

A.: It looks like being quite attractive and useful, at least informative, I believe.

A. Answer the following questions on the text completely:

1. What do all people essentially **think** about the world we all live in?
2. What do you **consider** concerning the changes in our life and the society?
3. What do we **have to meditate about** in our society first of all? **Do you agree?**
4. What can be **placed on scales** there? **What is** the main reason of doing it?
5. **When did** the country of narrator **make** the first steps as an independent one?
6. What is there **to be done** if we all **strive** to a better future? **What do you think?**
7. What is there impossible to achieve by Moldova without democratic values?
8. What are the people of Moldova **ready for** in the opinion of narrator?
9. What is the only way **to avoid delusions** between the people and authorities?
10. What are the compulsory things to be implemented for a better future here?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. Who are the characters who keep on the conversation of the dialogue?
2. What was the **theme** of the discussion between them when they met?
3. What did Zane propose Ala to do in order to forget about plain work?
4. What did Ala answer to Zane as a result of his suggestion towards her?
5. What kind of new modality did they **introduce** so as to **order dishes** there?
6. Where does the invention **come from** and **what perspectives does it have?**
7. Whom does it **depend** the future of the country by them? **What is your idea?**
8. What were they **talking about** when he refreshments were brought in?
9. What opinions **did** they **express** concerning the future of their country?
10. What did Zane share with Ala as his personal idea to make the future better?

Your question _____ ?

C. Put the following words into the right column and transcribe them:

a) /ə/ b) /f/ c) /dʒ/ d) /z/ e) /tʃ/

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

pleasure, shop, athletics, job, children, usually, along, gesture, ship, massage, champion, judo, picture, exchange, casual, sheep, nature, alien, challenge, aboard, confusion, gymnasium, age, finish, division, just, ashore, rouge, show.

D. Use the right verb and its corresponding form in the Past Perfect tense:

design, decide, ascertain, come, set, get, discuss, eat, arrive, associate, write

1. I (**to find**) my old school copybooks yesterday and I (**to see**) exercises I ... then.
2. You ... home before I (**to finish**) my working day in the office and (**to phone**).
3. He...to the customs much earlier ahead (**to be**) (**to create**) the huge queue there.
4. She ... her plans (**to study**) abroad and only then (**to begin**) training for tests.
5. It ... much about the future of the country, so they (**to decide**) (**to work**) for it.
6. We ... with lots of Universities in the past years and (**to initiate**) mutual projects.
7. You ... plenty of projects for your country and (**to dedicate**) many years to it.
8. They ... about (**to go**) to the airport last week-end and after that (**to meet**) them.
9. Lucian ...the sightseeing route for the guests and afterwards (**to search**) images.
10. Miranda ... experience abroad in the past and later she (**to return**) (**to use**) it.

E. Choose the correct form of the verbs in the following sentences:

1. Like any citizen of this country I...about its future.(**do cares/do care/did cared**)
2. Our country ...a very rich history and some nice people. (**had/have/has/having**)
3. ...you sure that you (**to know**) everything about your country? (**be/are/is/being**)
4. Our country (**to have**) ...excellent chances in the nearest future.(**gotten/gets/got**)
5. The future of my country (**to be**)...with its image.(**link/linking/linked/not link**)
6. Everyday we ...the possibility to change the world.(**to hold/held/hold/holding**)
7. More and more tourists (**to be**) eager ... our country.(**visit/visited/to visit/visits**)
8. Our national dishes (**to be**) ... all around the world. (**to value/valuing/valued**)
9. I... lots of our export items abroad. (**to encounter/encountered/encountering**)
10. I (**will**) (**to like**) ...in a harmonious country.(**lives/live/to live/has lived/living**)

F. Place the following words in the correct order within the sentence:

1. the live world All people change lot. we **supposed** believe in **going is** and **is a to**
2. is possibility a something. **have** good Here **a rest** for us to very and just discuss
3. we better we a **strive** to If future, today. **view** the **to us have** it present as is to
4. are. mind, we've To you got to **even** think, my **time** work. but Right **less** work,
5. A democratic real **hardly** prosperity without **can** reach state a values. system of
6. No? you **dishes**? new Have digital heard to the modality **order** A about one!
7. we our Sure, real because improve we some professionals. must education need
8. it an country invention from No, purely our abroad. widely will is which spread
9. education, I services, banking and Innovations, think. system, trade, commerce
10. to there options that additional are sure many I it. am supposed be more to

G. Match the words of Column A with the appropriate ones in Column B:

- | | |
|------------------------------------|---|
| 1. If we promote the idea | a) environment, life conditions, |
| 2. Good point for you, | b) first steps as an independent |
| 3. and only afterwards about | c) education because we need |
| 4. invite the waitress | d) to be efficient and fast. |
| 5. My country has made its | e) are: business, show-business, |
| 6. Let's try it then | f) of our country future, then |
| 7. Surely, we must improve our | g) and see what she can offer |
| 8. This system seems | h) system, education, commerce, |
| 9. must be compulsory here | i) my dear colleague Zane . |
| 10. Innovations, services, banking | j) right here and right now. |

H. Put instead of model expression the modal verbs: must, can, need, may:

1. We **have to (to opt)** some important decisions when it (**to stand**) for future.
2. I **have the permission (to come)** to the hotel any hour when I (**to want**) to.
3. You **are able (to adopt)** most of opinions by yourself and (**to find**) options.
4. He **feels the necessity (to advance)** with studies, as he (**to be/to promote**).
5. She **has to (to care)** about the existing state of things and not (**to indulge**).
6. It **is necessary (to reflect)** on future perspectives, not just (**to pace**) on spot.
7. We **have the possibility (to travel)** to the seaon holiday if we (**to be**) free.
8. You **are capable (to achieve)** better further results, if you (**to try**) a little.
9. Sean **has got the necessity (to convey)** daily because he (**to want**) (**to help**).
10. Sue **is able (to perceive)** and (**to hearken**) to anything you (**to consign**) her.

I. Irregular verbs (give all 4 forms; the 3rd person singular and translate):

<u>Infinitive</u>		<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to	–	held	–	–	–
to	–	wore	–	–	–
to	–	told	–	–	–
to	–	let	–	–	–
to	–	began	–	–	–
to	–	blew	–	–	–
to	–	spent	–	–	–
to	–	read	–	–	–
to	–	wrote	–	–	–
to	–	learnt	–	–	–

J. Translate the following topical sentences from Romanian into English:

1. Viitorul țării depinde de prezent, iar prezentul reiese din trecut și istorie.
.....
2. Ei au discutat planurile sale de viitorul apropiat, dar au meditat și al țării.
.....
3. Este foarte bine să observi cât de mult îți iubești țara mergând peste hotare.
.....
4. Dacă sa vezi, într-o țară dezvoltată oamenii și-o respectă și țin mult la ea.
.....
5. Este perfect, atunci când planurile tale pentru viitor țin de țara ta de baștină.
.....
6. Există foarte multe posibilități de a fi util și apt pentru țara în care trăiești.
.....
7. E imposibil să zidești viitorul țării de unul singur fără ajutorul ununi popor.
.....
8. Faptele bune pe care le facem individual vin impreuna pentru viitorul țării.
.....
9. Procesul de făurire implică și răbdare enormă când vorbim de viitorul țării.
.....
10. Factorul de responsabilitate civilă printe cetățeni este girantul țării noastre.
.....

K. Fill in the following articles, prepositions, conjunctons in sentences:

over, by, of, the, as, and, to, in, but, a, for, or, with, whether:

... future ... any country is..... hands ... its people. ... we like it ... not, same refers ... us our country, too. Who else must be responsible ... our land, nature, environment, natural resources, economical prosperity, social stability, actual possibilities ... us, ... wealth ... our children etc. ... us. You know, we can search ... millions ... reasons ... those who are to be blamed ... all sorts ... problems ... needs. This is ... really long-termed ... tiresome deal ... work., ... my mind, there is ... better solution, not to tell ... best, which was tested ... time ... history... has been ... universal one even today ... banal ... naive it sounds, ... that is **to work** benefit ... yourself, your family, your children, community, society, us, ... country future, ... such ... however. We must think it

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(There is a discussion between **Zane** and **Ala** about the **future of the country**)

Zane: Here is a good _____ for us to **have a** _____ and just discuss _____.

Ala: Yes, _____ all that _____ and **stress** of the _____, it is certainly a very good _____.

Z.: We all **hurry** _____, I believe, and _____ often _____ about ourselves, no?

A.: _____ you are. To my _____, we've got **even less** _____ to think, but work, _____.

Z.: Could we _____ **the work apart for a** _____, **like till** _____, for instance?

A.: **Good** _____ **for you**, my dear colleague _____. **I'd rather** _____ the menu.

Z.: **Go** _____, please. That is _____ a reasonable and _____ proposal.

A.: I _____ rather invite the _____ and see what she can _____ **for a** _____ now.

Z.: Have you _____ about the new modality to _____ **dishes**? No? A digital _____!

A.: It _____ to be _____ to me. Is it one of **new** _____ from other _____?

Z.: No, it is _____ an invention from our _____ which will spread widely _____.

A.: Good to _____ that. Let's try it then _____ here and right _____. How _____ it _____?

Z.: You know, as _____ as it is licensed and the _____ **screens** are by the _____.

A.: Do you _____ that we can order _____ we choose _____ away on spot?

Z.: Yes, you see, this country has got some _____ for _____ **development**.

A.: Yes, sure, I _____ with you here _____. We can be _____ proud of it.

Z.: Do you _____ that **it all** _____ somehow and in a _____ of each of us or not?

A.: _____ yes. The thing is that we are _____ to expect something _____ apart.

Z.: Here are the **refreshments** _____. This _____ seems to be efficient and _____.

A.: I am sure that there are _____ to be many more additional _____ to it.

Z.: I _____ there must be more. I wonder your _____ about the future here, _____.

A.: Not the _____ domination in the _____: we are not a big state by _____.

Z.: There must _____ more pragmatic _____ to make us not drag _____ the rest.

A.: _____, services, banking _____, education, commerce and _____, I _____.

Z.: Well, that is a **useful** _____ for our _____ discussion; I _____ it like not a waste.

A.: _____, you can always be _____ and sure as long as _____ supports.

Z.: _____ the _____, as such, the _____ I have _____ you here is my _____ of a project.

A.: Does it stand with the _____ of our office or the future of our _____?

Z.: _____ comes _____ from _____. There is a possibility to _____ us to more _____.

A.: It looks like being quite _____ and _____, at least _____, I _____.

LESSON FOURTEEN: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. One TRIES TO DO his BEST to...–Cineva încearcă să facă tot posibilul să.

e.g.: I SHALL TRY TO DO MY BEST to ensure an excellent quality for it.

Translate:

- a) You must **try to do your best** to have all of the topics in your copy-books.
- b) He should **try to do his best** to find out solutions to overcome difficulties.
- c) She has to **try to do her best** to correct her handwriting this year already.
- d) We have to **try to do our best** to notice the structures of the reading rules.
- e) They should **try to do their best** to stimulate them to attend all the classes.
- f) **Your example:** _____.

STUDY THE FOLLOWING:

II. One WILL KEEP ON TRYING to do... – Cineva va continua să facă... .

e.g.:I SHALL KEEP ON TRYING to walk the path of getting the best results.

Translate:

- a) You **will keep on trying** to do your best for getting ready for the final exam.
- b) He **will keep on trying** to acquire some better skills for the written English.
- c) She **will keep on trying** to view all possible options for some new solutions.
- d) We **will keep on trying** to persuade them to continue doing what they must.
- e) They **will keep on trying** to design a brand new concept of the autovehicle.
- f) **Your example:** _____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. You should give all of your contribution to take the situation under control because otherwise it can lead to some hazardous circumstances. 2. We must continue our attempts to organize as many activities as possible, as far as there will be necessary to make a report afterwards. 3. He is supposed to make his every effort to handle the situation which seems to be not so stable, after all. 4. They have to carry on following their aspirations to conclude those promising beginnings, in the end of the day. 5. I think there is no doubt on behalf of you I shall do everything I can to make you happy and you know that I always do. 6. Despite some obstacles that occurred they said that they would continue doing it further on. 7. We promised to do the best we could to put the situation onto the right track. 8. No matter how much effort it is supposed to take they promised to carry on striving to win the match. 9. Pull yourself together for the present exam.

TEXT XIV:

I) EVERYBODY LIKES PARTIES.

Our **party** was set to **be held** at the Theoretical Lyceum Mircea Eliade which is situated in the **central part** of the city. It was a perfect occasion for us to celebrate our final results of participation at the National **Contest** of the English Language and Literature among pupils of schools and lyceums. This is the right place where all must **try to do their best** to have all knowledge spread out on paper. We were **looking forward** to take part in the event because we **could only guess** the coming final results of our **tests and essays**. There was a **huge mystery** and **enigma** about that **entire staff**, so we just **had no choice** but come and **find out the results by ourselves**. If a **competitor** was absent because of some **justified grounds**, then he **had to come** for an individual **letting to know** the results: **whether it is failed** or **passed**. The best three pupils of **each of the forms** had to get Diplomas **to certify** the first, second and third places. The party became a real event because the Organizational **Board Committee had sent** individual invitations to parents and family members of participants of that very special occasion. Now I **can meditate** and view those happenings **from the heights** of a young person, but at that time from the point of view of a **teen-ager**, you can imagine, it was an **exciting** and a totally **awesome** experience to all of us. Please **trust me**, that the closing up party on that occasion was the most expected time spending **by the youth, no matter** the results. It had **to gather** and **console** everybody to get the fruits of their hard work. Each pupil had at least someone who **cheered** and **clapped** when their names were **called out** and they were invited **to come up** to the stage. Everybody could see those eighteen lucky young pupils, dressed up in their best and waving happily to the audience their diplomas. There were lights, music, flowers, balloons, a splendid friendly atmosphere, sandwiches, cakes and juice to celebrate the event with. National newspaper and TV news reporters took interviews and it **highlighted** even more the party. There can be drawn a conclusion, that people are sociable creatures by nature and that is the reason why we all like social events, and especially parties. Parties are organized on all possibly imaginable occasions. The main thing there is to preserve the spirit of originality while preparing, organizing and carrying on the party. Anyway, that is a splendid social activity uniting people and making them confident about their own potential they possess for themselves.

II) DIALOGUE FOURTEEN: Read, translate and summarise the dialogue:

(There is a conversation between **Brian** and **Claudia** about the **parties**)

Brian: Hello, **Claudia**! I am so glad to see a **familiar face** at this party here today.

Claudia: Oh, yes, hi! You see, I am **pleased to meet** you here too **but** you know.

B.: What do you mean through that **but**? You **are not alone** here or **is it noisy**?

C.: Oh, **if you know what I mean**, I am **aware** that I saw you somewhere, but I do not know your name. And, even if we were introduced to each other, then I do not remember it, because it is **easier for me** to remember phone numbers and **figures**.

B.: Okey, I have got your idea and what you mean. Let me introduce myself, miss, my name is **Brian** and we **met for the firsttime** at the **Freshmen's Ball** this year.

C.: Wow, you must be that young man in the costume of the lecturer from London.

B.: **Claudia**, you've definitely got a very good visual memory, **as far as I can see!**

C.: Very nice to meet you, **Brian**, **after so many** introductions and presentations.

B.: **Perfectly true**. Happy we can discuss it here at this **Christmas** party, and you?

C.: Of course, it is a **pleasure to me** to participate at many activities here today.

B.: I **keep on trying** to do my best to take part together with my fellow students.

C.: You see I had to spend more **sleepless nights** while getting ready for this party.

B.: Really? Then you impress me a lot! What can you tell of our **Christmas tree**?

C.: Oh, it is so charming, with those Christmas **toys**, lights, **glitterings** and **tinsels!**

B.: This year, it was the **liability of our group to deliver**, install and decorate it!

C.: You have managed to do it perfectly, in fact. And what about Santa Claus?

B.: Thank you a lot! Well, that's a good question of yours. What about surprises?

C.: Ah, yes, I grasp it! This is an evening and especially a night filled with magic.

B.: There must be some surprises, **presents and gifts** everywhere **you look or go**.

C.: You make me feel curious, but please do not develop and leave some mystery.

B.: I am sure that we shall have some great time today. Do you like parties or not?

C.: Yes, sure. I had to organize them **rather frequently** at school and then lyceum.

B.: As for me, it seems to be a relatively new occupation and responsibility now.

C.: This job is quite hard, but interesting and rewarding. Occasions are various.

B.: There has come an idea to my mind: may I approach you with any question?

C.: Yes, feel free, about that! We are students **at the same** University, aren't we?

B.: Yes, thanks. Then I can probably have your GSM number. Well, let's enjoy!

A. Answer the following questions on the text completely:

1. **Where did they set to hold** their party? **Which part of the city is it there?**
2. **What was** the occasion that made them decide to organize a party there?
3. **Why were they looking forward** to participate at the event on that day?
4. **Who had** to come and get the Diplomas? **What did they have** to certify about?
5. **What made** the party **turn into** a real event to all on that very afternoon?
6. **What was** the impression of the narrator of the text as an adolescent?
7. **What effects did** the party **exercise** upon the participants and their supporters?
8. **What was happening** when one of the pupils **was called out** on the stage?
9. **How many** lucky pupils **were** there? **What were they doing** on the stage?
10. **What was** the overall atmosphere of the party? **What is** the teller's opinion?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are** the characters who keep on the conversation of the dialogue?
2. **What was** the **theme** of the discussion between them when they met?
3. **Where did Claudia see Brian** before? **Did she know** that herself or not?
4. **What costume did Brian wear** at the party dedicated to the **Freshmen's Ball**?
5. **What kind of party were they at** while introducing themselves to each other?
6. **What did they discuss** about the Christmas tree of the party they were at?
7. **What was** the connection of his group and the Christmas tree of the party?
8. **What did they talk** about **Santa Claus** and magic atmosphere of the party?
9. **Why did Brian make Claudia feel** curious regarding the further on activities?
10. **What experience did they have to share** to each other related to parties?

Your question _____ ?

C. Use the verbs in the corresponding tense in the sentence:

1. A party ...a special event for the family and friends.(**am/are/is/was/were/been**);
2. People ...to party even if there are not big occasions.(**liking/like/likes/liked**);
3. School-leavers ..to "End of school" party.(**invited/inviting/are invited/invites**);
4. Picnics must ... organised in authorised places.(**being/ to be/has been/be/are**);
5. Fishmen like ... fish-soup by the end of hiding rods. (**making/made/tomake**);
6. Hunters enjoy...the hunting day by the fire.(**celebrate/celebrating/celebrates**);
7. The people from Europe ... party at week-ends. (**liking/liked/likes to/like to**);
8. There are lots of places in the city ... a party.(**revelled/to revel/revelling/revels**);
9. Pot-luck party... popular among young people now.(**become/becomes/became**);
10. She ...a decision to invite me to her birthday party. (**take/taking/took/taking**);

D. Place the following words in the correct order within the sentence:

1. a for to final participation. us occasion results was perfect of celebrate It our
2. you **noisy? not** do through **is** that You **alone but?** or What **are** mean here **it**
3. a about was and **mystery** There **enigma** curious. we that **staff**, so **entire** were
4. that London. man in young you be lecturer must from the costume the Wow, of
5. a OBC The invitations. event **sent** because real became individual the party **had**
6. can **Perfectly** party, Happy it and discuss here we at you? **Christmas** this **true**.
7. **can heights the** young and **from** view happenings of a I person. **meditate** those
8. I to **sleepless** party. see spend had more ready this while getting **nights** You for
9. balloons lights, friendly music, atmosphere. There splendid flowers, were a and
10. managed And about fact. to do Claus? perfectly, what have You Santa it in

E. Match the words from Column A with appropriate from Column B:

- | | |
|--|--|
| 1. then he had to come for | a) first, second and third places, |
| 2. You are not alone | b) it here at this Christmas party, |
| 3. the results: whether | c) reporters took some interviews |
| 4. I saw you somewhere, | d) at school and then lyceum. |
| 5. to get Diplomas to certify the | e) an individual letting to know |
| 6. Happy we can discuss | f) splendid social activity |
| 7. National newspaper and TV news | g) everywhere you look or go . |
| 8. presents and gifts | h) here or is it noisy? |
| 9. Anyway, that is a | i) but I do not know your name. |
| 10. organize them rather frequently | j) it is failed or passed . |

F. Put the following words into the right column and transcribe them:

a) /ə/	b) /r/	c) /e/	d) /z/	e) /ɔ/
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

zoo, comedy, friend, rabbit, actor, rod, zenith, horizon, energy, account, popular, ago, best, rose, zodiac, lock, bench, zephyr, around, river, solid, address, zebra, agent, guest, upon, peninsula, banal, zero, result, top, elder, sister, reply, zone, older, zoom.

G. Translate the following sentences from Romanian into English:

- Există foarte multe ocazii pentru a organiza petreceri cu familia și prietenii.
.....
- Toată lumea este bucuroasă atunci când este vreo-un prilej pentru petrecere.
.....
- Petreceile de sfârșit de săptămână devin tot mai populare în țara noastră.
.....
- Atmosfera degajată de la petreceri practic îi obligă pe cei prezenți la nimic.
.....
- În prezent tot mai multe persoane preferă să-și facă petrecerile în localuri.
.....
- Anul trecut am fost invitat la petrecerea de Crăciun și să știi că mi-a plăcut.
.....
- Petrecerea de Anul Nou este însoțită în mod tradițional de surprize plăcute.
.....
- Fie dacă simțim urmările unei crize economice, noi nu renunțăm la petreceri.
.....
- Barbeque e o altă ocazie pentru petrecere și se traduce ca un picnic mare.
.....
- Petrecerea de ziua de naștere este acea ocazie când spunem: La mulți ani!
.....

H. Use verbs in Past Perfect Continuous and other corresponding tenses:

1. We **(to walk)** through our park and then we **(to get)** to the barbeque place.
2. I **(to look through)** the list of party dishes for a while, when she **(to come)**.
3. You **(to cook)** for an hour or so, when I **(to invite)** you for a week-end party.
4. There **(to be)** many puddles at the Sunday party, as it **(to rain)** all day long.
5. He **(to do)** his work of the day, when she **(to ask)** him **(to join)** to the club.
6. She **(to get)** ready for corporative party the whole day, **(to forget)** about all.
7. It **(to work)** since the party beginning, so it **(to be)** hot if you **(to touch)** it.
8. You **(to dance)** the whole party and I **(can)** **(to see)** everybody **(to enjoy)** it.
9. I **(to search)** my friends' telephone numbers, as **(to invite)** them to a party.
10. We **(to like)** it a lot as we **(to have)** some great time at St Valentine's party.

I. Irregular verbs (give all forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to	–	–	begun	–
to	–	–	meant	–
to	–	–	done	–
to	–	–	shown	–
to	–	–	felt	–
to	–	–	shut	–
to	–	–	swum	–
to	–	–	known	–
to	–	–	told	–
to	–	–	left	–

J. Fill in the gaps using modal verbs MUST or CAN and other verb tenses:

- 1) I...**(to roast)** meat on the grill so if you **(to need)** you...always count on me.
- 2) ...you **(to come)** to work at 08.00 if everybody **(to go)** **(to party)** tomorrow?
- 3) He ... determine now precisely if he ... **(to join)** us for her birthday party.
- 4) She ... **(to cook)** well, but for the party she **(to decide)** **(to ask)** me **(to help)**.
- 5) It... **(to be)** **(to understand)** that children **(to have to)** **(to help)** at parties.
- 6) We ... **(to arrange)** the party staff, because we **(to have)** good practice of it.
- 7) You ... **(to do)** the cooking for the party together, as far as it **(to save)** time.
- 8) They ...**(to agree)** that the best thing about the party **(to be)** foam **(to bathe)**.
- 9) Joan ... **(to be)** perfectly right when **(to tell)** of good point of **(to set)** parties.
- 10) James...**(to make)** many exciting tricks, if you **(to invite)** him **(to party)**.

K. Fill in the articles, prepositions, conjunctions in the following sentences:

a, whether, in, so, for, of, the, at, like, or, to, and, when, with, such as:

There are many people who like to party. Why not? You can always have good mood ... be ... high spirits... it. There are plenty ...occasions...parties,... it is always good to observe ... requirements can meet ... possibilities ... reality. To continue ... revealing ... this theme, there can be outlined ... least three types ... parties, ... : a) ... party ... your place ... when you are ... host; b) ... party not ... your place you go to see somebody; ... c) ... party public place, ... restaurant etc., ... instance. ... most frequently organized parties refer ... birthdays, Cristmas, New Year, holidays, weekends, new home celebrations etc.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(There is a conversation between **Brian** and **Claudia** about the **parties**)

- Brian:** Hello, _____! I am so ___ to ___ **a familiar face** at this party here today.
- Claudia:** Oh, ____, hi! _____ see, I am _____ **to meet** you here too but you know.
- B.:** What do you _____ through that **but**? You **are** _____ **alone** here or **is** _ **noisy**?
- C.:** Oh, **if you** _____ **what I mean**, I am **aware** that I saw you _____, but I do not _____ your name. And, even if we were introduced to _____ other, then I _____ remember it, because it is **easier for me** to remember phone _____ and **figures**.
- B.:** Okey, I _____ got your idea and what _____ mean. Let me introduce myself, miss, my name is _____ and we _____ **for the first** _____ at the **Freshmen's** _____ this year.
- C.:** Wow, you must be that _____ man in the costume of the lecturer _____ London.
- B.:** **Claudia**, you've definitely got a very good visual _____, **as** _____ **as I can see!**
- C.:** Very _____ to meet you, **Brian**, **after so many** _____ and presentations.
- B.:** _____ **true**. Happy we can discuss it here at this **Christmas** _____, and you?
- C.:** _____ course, it is a **pleasure to me** to participate at many activities _____ today.
- B.:** I also take part in some of those together _____ the fellow students of my _____.
- C.:** You see I had to spend more **sleepless nights** while getting _____ for this _____.
- B.:** Really? Then _____ impress me a _____! What can you tell of our _____ **tree**?
- C.:** Oh, it is so _____, with those Christmas _____, lights, _____ and **tinsels!**
- B.:** This year, it was the _____ **of our group to deliver**, install and _____ it!
- C.:** You _____ to do it perfectly, in fact. And _____ Claus with Snow _____?
- B.:** Thank you a lot! Well, that's a _____ question of _____. _____ about surprises?
- C.:** Ah, yes, I understand! This is an evening and especially the night _____ of magic.
- B.:** There must be some _____, **presents and gifts** everywhere you _____ **or go**.
- C.:** You _____ me feel curious, but please do _____ develop and leave _____ mystery.
- B.:** I am sure that we shall have some great _____ today. _____ you like parties or not?
- C.:** Yes, sure. I had to organize them **rather frequently** at _____ and then lyceum.
- B.:** _____ for me, it seems to _____ a relatively new occupation and responsibility now.
- C.:** This job is quite hard, _____ interesting and rewarding. Occasions _____ various.
- B.:** There has come an idea to my _____: may I approach you with _____ question?
- C.:** Yes, feel _____ about that! We are students **at the same** _____, _____ we?
- B.:** Yes, thanks. Then, can I probably have _____ GSM number? Well, _____ enjoy!

LESSON FIFTEEN: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. ALL I WANT/NEED IS... – Tot ce îmi doresc/de ce am nevoie este

e.g.: ALL I WANT/NEED IS just a good rest now, after a good deal of work.

Translate:

- a) All you want is someone's support around the difficult situation you are in.
- b) All he needs is a comprehensible answer to the questions he might ask you.
- c) All she wants is a splendid opportunity to travel somewhere abroad now.
- d) All we need is the essential technical equipment and facilities for the tasks.
- e) All they want is to be sure that the efforts they make are being valued by us.
- f) Your example:_____.

STUDY THE FOLLOWING:

II.IT MUST HAVE BEEN (not) SO easy to...– Trebuie să (nu) fie atât de

e.g.: IT MUST HAVE BEEN not SO easy to pass that exam if so much time.

Translate:

- a) It must have been so easy to find this street and the house with a city map.
- b) It must have been not so easy to manage this story translation within a day.
- c) It must have been so easy to get the oral speech after so much experience.
- d) It must have been so easy to organize the comprehension drilling practice.
- e) It must have been not so easy to make a trip around the world on the water.
- f) Your example:_____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. The only thing you may desire is to travel somewhere abroad this summer.
2. I think that it is not so difficult at all to master a foreign language in the country where it is spoken.
3. Probably, there presents none of the difficulty to acquire conversational skills with a strong English spelling knowledge.
4. Everything she can wish right now is the possibility to communicate with her friends.
5. One can suppose that there is no problem as to chat in a blog on-line with someone in case of a misunderstanding regarding the grammar of English.
6. There is just one thing for him to wish to himself and that is her agreement to accept him.
7. If there is a possibility to choose out of more options by them, then they prefer the recent one.
8. Everything that is necessary for them is the desire to assimilate the English language with all of its similarities and differences with their mother tongue for now.
9. Seemingly, there were no problems to use the new vocabulary in exercises.

TEXT XV:

I) PLACES WORTH TO VISIT.

All people prefer to do some things **more than others**. **One of those** hobbies is **travelling**. These **destinations** are mostly **world cities** and **countries each of us** would like to visit and see **in lifetime**. But **before that** starting of the trip, we must plan and have a **brief** description of the **touristic places** to attend, first of all. Well, **all I want is** to have a **journey** to my “**Seven Wonders of the World**”, **such as:**

1. Athens, Greece: **Fascinating** Greek history and mythology is **gorgeous**. The wonderful **Parthenon** that is the temple of Athena and the Temple of Hephaestus. Other attractions are the **sea beaches** making people **glad** during the summer time.

2. Rome, Italy: Rome is an ancient city with a very **rich history** and culture. It is one of the **founders** of **Western** civilization and centers of world art and culture. Here are some of the places that are worth to be seen and visited: the Coliseum, the Arch of Constantine, St. Peter's Basilica and the Vatican. There are many myths and legends about Rome that must be known and learnt and can not be avoided.

3. London, England: London City is a rich world historical and **financial hub**. There is the Tower of London, the Houses of Parliament, the Tower Bridge, the Westminster Abbey, the University of London and the Wimbledon **stadium** arena.

4. New York, USA: **The Big Apple** is one of the USA and world financial centers. It is a **megapolis** with a population of more than twenty million people. I should like to see its **tall buildings**, the **skyscrapers**, top **world-class** hotels, the Statue of Liberty. **One can hardly resist** walking along its **busy** and **overcrowded** streets.

5. Paris, France: Paris is the romantic city of **all those in love**. It is a model of a **highly-urbanized** and historical city featuring almost all of the modern tendencies in life. We can enjoy our travelling in **fast trains** there, admire natural **landscape** combined with modern design and visit the national museums, parks and galleries. I should also prefer to make a degustation of the national French dishes and drinks.

6. Sydney, Australia: There are exotic attractions to a lot of people of different cultures and parts of the world in this city. I would love to see the following **sights**, such as: the Sydney Opera House, the Olympic Park and the famous Taranga **Zoo**.

7. Jerusalem, Israel: There are a lot of places for **sightseeing** here, like: the Tower of David, Mount Olives, the Dome of the Rock, the Temple, many churches, the Shrine of the Book and the Holly places. I hope to realize all my dreams one day.

II) DIALOGUE FIFTEEN: Read, translate and summarise the dialogue:

(There is a conversation between **Daniela** and **Ervin** about **sightseeings**)

Daniela: Good afternoon, **Ervin!** How is it going with you these days? Any news?

Ervin: Oh, good afternoon, **Daniela!** It is good to see you here again! I am O'key!

D.: Are you interested into travelling or are being **just curious** about sightseeings?

E.: To tell you the truth, **it must have been so nice to** have a summer holiday tour.

D.: You will probably not believe me, but I saw **similar ads** on TV and Internet.

E.: So, I suppose there should be **plenty of those** and of various **tourism agencies**.

D.: Yes, nowadays there is a great number of them. So we have got a **big choice**.

E.: Do you remember when we were at school, **some years ago**, we had an essay.

D.: Ah, yes, I guess the composition **theme** was for Literature about sightseeings.

E.: No, you **mix up** the things. It was for Geography. I am sure **as I got ten** then.

D.: I think, I know what you are talking about. I remember you reading at the **map**.

E.: **Since then** I decided to make a list of my places of interests and sightseengs.

D.: I like to travel too. I prefer to do it with my family during vacation or **holiday**.

E.: I guess, it is very nice that we have got something **in common** about travelling.

D.: Yes, that is right. Do you have a **certain destination** this time or only wonder?

E.: I **have an intention** to try that cruise around some countries of the Black Sea.

D.: Very **captivating** and attractive offer, I suppose. Will you travel alone or not?

E.: Together with my family, **relatives and relations**. That must be **unforgettable!**

D.: I am absolutely sure that **it must be so!** As for me, I intend sea and excursions.

E.: Oh, it is a real splendid choice for summer-time and they offer a discount now.

D.: Is it so? I think to be the appropriate period of the year to book it in advance.

E.: Yes, but I should recommend you to be careful with the terms of the contract.

D.: All right and thank you for the advice. I shall read **point after point** carefully.

E.: So, as we have sorted out the destinations, we can wish good trip to each other.

D.: As far as I realize, the secretary is going to call out the next one in the queue.

E.: Come on, ladies first, as they say. You can go before me if you are in a hurry.

D.: That is in order if they have interviews according to schedule. **(after 15 min.)**

E.: You know, here I am again. I have had my appointment with the travel agent.

D.: It has been very nice to keep the discussion and conversation with you. Bye!

E.: The same here with me. I hope to go on with our topic some day. Good bye!

A. Answer the following questions on the text completely:

1. What is one of the hobbies which many people might have? Which is yours?
2. What do we have to do first of all before starting the lifetime dream trip?
3. Which Seven Wonders of the World are there itemized by the narrator?
4. Where do tourists have the possibility to go while visiting Athens, Greece?
5. How is there described Rome, Italy in the text? What do you know of Rome?
6. Would you like to visit London, England? Why? Where would you go first?
7. Do you happen to know why NYC, the USA is nicknamed the Big Apple?
8. Where would you go: Paris, France, Sydney, Australia or Jerusalem, Israel?
9. Have you ever visited any of the above-enumerated countries and cities?
10. What destination do you have as a planning agenda for the nearest future?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. Who are the characters who keep on the conversation of the dialogue?
2. What was the theme of the discussion between them when they met?
3. What was Ervin planning there and what could help him about fulfilling it?
4. What kind of a big choice was Daniela referring to? Is it really so or not?
5. What kind of a school essay were they talking about? What subject was it at?
6. What did Ervin decide to do since he had read his composition at the map?
7. Did Daniela agree with Ervin about travelling? What did she tell about it?
8. Where did Ervin intend to travel to? Was he going to do that alone or not?
9. What was Daniela going to read point after point? Why was it necessary?
10. How did Ervin and Daniela round up the discussion by the dialogue end?

Your question _____ ?

C. Put the following words into the right column and transcribe them:

a) /æ/ b) /d/ c) /m/ d) /t/ e) /n/

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

destination, apple, noun, trade, minute, technique, milady, landscape, deeds, necessity, track, mail, news, twilight, railroad, nobody, Mister, can, dealer, little, ban, drawing, test-paper, morning, noodles, captain, teen-ager, mystery.

D. Use auxiliary verbs shall or will with the right verb in Future Simple tense:

consult, share, travel, drive, save, have to, choose, render, become, visit, agree

1. I ... to the seaside next summer because I (to be) rather busy with more things.
2. You ... (to take) the driving exam next month. Then you (to be) able (to travel).
3. He ... many opportunities of (to travel) first before (to adopt) the final decision.
4. She (to want) (to try) new travel destinations, that (to be) why she ... money.
5. It (to be) clear that Europe ... more attractive for (to visit) at economical growth.
6. We ... our impressions with friends as soon as we (to return) from camping.
7. You ... your cars to the mountain hotel and then you (can) (to park) them there.
8. They (to like) their tour through Europe and so they probably ... for another one.
9. Eugen ... the sightseeing destinations at the agency. The agent (to be) (to help).
10. Jane ... many countries in a year and she (to get) ready for the tour right now.

E. Choose the correct form of the verbs in the following sentences:

1. Sightseeing ... a profitable business in big cities and megapolises. (**am/was/be/is**)
2. There ... excursions for foreign tourists. (**organising/organised/are organised**)
3. ... you sure that you (**to wish**) to use this travel agency? (**be/are/is/am/being**)
4. He ... (**to change**) his profession into travel agent. (**decided/deciding/to decide**)
5. I ... (**to travel**) with my family and friends. (**preferred/prefer/preferring/prefers**)
6. Summer holidays (**to be**) the best time for (**to travel/travelling/travelled**)
7. She (**to work**) in a tourism agency and ... her job very well. (**done/is doing/did**)
8. Many universities... specialities (**to relate**) to tourism field. (**has/have got/had**)
9. Countries of Europe ... by millions of tourists yearly. (**visit/are visited/visiting**)
10. I (**shall**) rather (**to travel**) to the Ocean ... some fun. (**has/to have/haveing**)

F. Place the following words in the correct order within the sentence:

1. do prefer **more** to All things **than** people well. Some we so know **others** it and
2. is Good going around? **Ervin!** you. it How with afternoon, these Any days? news
3. to **World** a like **journey** I to my **Wonders** know. have **of the**, you should **Seven**
4. It! Oh, is good again very afternoon, good am to well! here **Daniela** see you! I
5. the that well-known It **gorgeous**. is mythology history **fascinating** Greek and is
6. believe You Internet. saw me, but will not TV on probably I **ads** and **similar**
7. is Everybody an city culture. very **history** Rome knows ancient a with **rich** and
8. **tourism** there I **those** and various should **plenty** suppose be of **of So, agencies**.
9. a City historical **hub** London world rich with **financial** splendid is and sights.
10. I Literature the yes, **theme** guess Ah, was composition sightseeings. for about

G. Match the words of Column A with the appropriate ones in Column B:

- | | |
|---------------------------------------|--|
| 1. the Tower of London, the Houses of | a) of all those in love. |
| 2. nowadays there are | b) family during vacation |
| 3. population of more than | c) to a lot of people from |
| 4. I think, I know what | d) a great number of them. |
| 5. the romantic city | e) for sightseeing here, such as: |
| 6. I prefer to do it with my | f) you for the advice. |
| 7. There are exotic attractions | g) with the travel agent. |
| 8. All right and thank | h) you are talking about. |
| 9. There are a lot of places | i) Parliament, the Tower Bridge, |
| 10. my appointment | j) twenty million people. |

H. Write the due form of the verbs using modal verb COULD or HAD TO:

1. We ... (**to talk**) for hours(**to share**) our travel sensations as we (**to like**) it.
2. I ... (**to get**) to the airport at 17.00 hours so as (**to be**) in time for the flight.
3. You ... always (**to check**) at the station by passport before (**to buy**) a ticket.
4. He ...(**to notice**) that cruises on the sea (**to get**) cheaper and (**to offer**) more.
5. She ... (**to consult**) the map in order (**to determine**) the countries of the trip.
6. It...(**to read**) on their faces that they (**to be**) happy about (**to win**) the travel.
7. We ... (**to know**) that travelling by air is safer when we (**to get**) on board.
8. You ... (**to let**) (**to know**) your family about summer plans after the exams.
9. They...(**to gain**) only out of the favourite hobby: simply by (**to find**) clients.
10. I ... (**to think**) of nothing more than (**to make**) my plans for future trips.

Irregular verbs (give all 4 forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to	—	—	—	riding —
to	—	—	—	shining —
to	—	—	—	showing —
to	—	—	—	learning —
to	—	—	—	becoming —
to	—	—	—	teaching —
to	—	—	—	lending —
to	—	—	—	drawing —
to	—	—	—	setting —
to	—	—	—	sitting —

Translate the following topical sentences from Romanian into English:

1. Deci, fiecare dintre noi își poate stabili lista cu cele Șapte Minuni ale Lumii.
.....
2. Călătoriile ne asigură multe momente plăcute și ne face să uităm de griji.
.....
3. Familia noastră are mulți prieteni peste hotare care ne invită să-i vizităm.
.....
4. Cum îți poți remarca adevăratul tău caracter? Cred că, călătorind, probabil.
.....
5. Nimic nu se compară cu terapia oferită de timpul rezervat pentru călătorii.
.....
6. În prezent, devine tot mai popular modul de a călători prin spațiul virtual.
.....
7. Cumpărarea și rezervarea biletelor de autobuz on-line este ceva obișnuit.
.....
8. Turismul rural devine tot mai larg răspândit deoarece este bazat pe tradiții.
.....
9. Mijloacele tehnice performante ne aduc călătoriile tot mai aproape de noi.
.....
10. Lucy are foarte mulți prieteni cu care ea poate să petreacă vacanța de vară.
.....

K.Fill in the articles, prepositions, conjunctions in the following sentences:

by, with, if, of, a, towards, about, away, from, for, in, on, or, and, the, to:

... you ask me places that I should like to visit, then there is ... huge list to be set ... me. I like travelling ... probably this factor determines my heightened interest ... it. However, I can illustrate my passport ... you already where there are lots ... pages filled ... customs seals ... different countries. My actual interest consists new directions apart places that had been visited ... me. That very special atmosphere ... travelling gives ... little bit ... adrenaline which gives you some excitement ... makes you forget daily routine troubles ... stress. Sightseeing is no doubt ... part ... it, wherever you go somewhere near ... far There are always plenty ... places ... interest ... tourists... small towns ... big cities ... it is very exciting to learn something new past ... present. Now, I should rather travel seaside to feel ... wind breeze ... listen whisper ... waves evening.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(There is a conversation between **Daniela** and **Ervin** about the **sightseeings**)

Daniela: Good afternoon, **Ervin!** How ___ going with ___ these days? Any news?

Ervin: Oh, good ____, **Daniela!** It is good ___ you here again! I am ___!

D.: Are you interested into _____ or are being **just curious** _____ sightseeing?

E.: To tell _____ truth, I'm planning my summer _____ and there's a tour here.

D.: You will _____ not believe me, but I saw _____ **ads** on ___ and Internet.

E.: So, I suppose there should be _____ **of those** and of various _____ **agencies**.

D.: Yes, nowadays there are a great _____ of them. So we have got a **big** _____.

E.: Do you _____ when we were at school, **some** _____ **ago**, we had an essay.

D.: Ah, yes, I guess the composition _____ was for Literature about sightseeings.

E.: No, you _____ the things. It ___ for Geography. I am sure **as I** ___ **ten** then.

D.: I think, I know what you are _____ about. I _____ you reading at the **map**.

E.: _____ **then** I decided to make a list of my places of interests and _____.

D.: I like to ___ too. I prefer to do it with my family during _____ or **holiday**.

E.: I guess, it is very nice that we have got something **in** _____ about _____.

D.: Yes, that is right. Do you have a _____ **destination** this time or _____ wonder?

E.: I **have an** _____ to try that _____ around some countries of the Black Sea.

D.: Very **captivating** and _____ offer, I suppose. Will you _____ alone or not?

E.: _____ with my family, _____ **and relations**. That _____ be **unforgettable!**

D.: I am absolutely ___ that **it must be so!** As ___ me, I intend sea and excursions.

E.: Oh, it is a ___ splendid choice for summer-___ and they ___ a discount now.

D.: Is it so? I think to be the _____ period of the year to _____ it ___ advance.

E.: Yes, but I _____ recommend you to be careful with the terms of the _____.

D.: All right and thank you for the _____. I shall read _____ **after point** carefully.

E.: So, as we have sorted out the _____, we can _____ good trip to each other.

D.: As far as I realize, the secretary is _____ to call ___ the next one in the _____.

E.: _____ on, ladies first, as _____ say. You can go before me if _____ in a hurry.

D.: That is in order if they have interviews according to schedule. (**after 15** ___.)

E.: You know, _____ I am again. I have had my _____ with the travel _____.

D.: It has been very nice to keep the _____ and conversation with you. Bye!

E.: The _____ here with me. I hope to go on with our _____ some day. Good bye!

REVISION TEST UNITS XI – XV:

1. We ___ think of our future professions.
a. to have to b. to have c. has d. have to
2. ___ are your plans for the future?
a. Whose b. When c. Where d. What
3. I ___ to ___ to a party tonight. And you?
a. go/go b. am going/go c. to go/go
4. ___ people ___ country want ___ be happy.
a. All/of/our/to b. Some/for/a/- c. -/of/-/-
5. I ___ ___ ___ plans to visit Europe.
a. 'm get the b. 've got some c. 's got -
6. Jack and I ___ make a PowerPoint test.
a. will to b. are to c. shall to d. am to
7. They ___ set ___ their future plans already.
a. are/out b. will/into c. do/of d. have/up
8. How ___ you lie to me like that? _____.
a. let/Excuse b. may/Pardon c. dare/Sorry
9. Megapolises ___ many tall buildings.
a. be b. do c. has got d. have got
10. You've ___ this book since morning.
a. are read b. read to c. been reading
11. They ___ the test before you ___ home.
a. 've finished/come b. had finished/come
12. We ___ been ___ for 1 hour when you _____.
a. have/studying b. has/ - c. had/studying
13. He ___ ___ this test before the exam.
a. musts does b. musts to do c. must do
14. She ___ you here if you ask her a lot.
a. cans to help b. can help c. can to helps
15. Tom ___ to see Joan, as they ___ to talk.
a. wants/need b. want/needs c. need/want
16. ___ I go out for a while? Yes, you _____.
a. May/do b. May/let c. May/may d. Let/is
17. There ___ plenty of future plans ahead.
a. is b. has c. was d. were e. have f. am
18. Pupils ___ by the end of the semester.
a. won't test b. will test c. will be tested
19. _____ you ___ me a favour, please?
a. May/make b. Could/do c. Shall/to do
20. You ___ do it during the term, not now.
a. to have b. has to c. do not d. had to
21. How much time do you spend ___ ?
a. studied b. studies c. study d. studying
22. There is ___ snow all ___ ___ place.
a. much/over/the b. more/in/- c. many/-/a
23. How many new words ___ you ___ today?
a. did/learn b. have/learnt c. do/learned
24. ___ you ___ to ring me up all this time?
a. Are/try b. Have/been trying c. Do/tries
25. It ___ to be a very difficult test-paper.
a. seeming b. to seems c. seems d. seem
26. Travelling ___ very useful occupation.
a. is a b. it is a c. is an d. is the e. it's an
27. When ___ you ___ ___ European Union?
a. do / live for / the b. do / leave for / the
28. There are many ___ ___ to be visited.
a. new ways b. new roads c. new sights
29. The future of our country ___ on us.
a. belongs b. ensures c. has d. depends
30. There ___ ___ awesome party _____.
a. is/a/here b. are/-/now c. is/an/tonight.
31. We ___ acquire a new profession here.
a. have b. can c. need d. ought e. shall to
32. Each of us ___ ___ some future plans.
a. ought to has b. need have c. must have

The total amount of points is 100. Each correct item is equal with 3.125 points.
Results: A : 100 – 91; B: 90 – 81; C: 80 – 71; D: 70 – 61; E: 60 – 51; F: 50 – 41; G: 40 – 31;

LESSON SIXTEEN: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. IT IS SOMETHING LIKE when... – E ceva ce seamăna cu aceea când... .

e.g.: IT IS SOMETHING LIKE when you feel confident of yourself here.

Translate:

- a) It is something like when you know what exactly it is necessary to be done.
- b) It is something like when one has got that feeling of seeing it somewhere.
- c) It is something like when you have got that pleasant sensation of floating.
- d) It is something like when one is strong and becomes the master of his life.
- e) It is something like when you strive to light and knowledge perspectives.
- f) Your example:_____.

STUDY THE FOLLOWING:

II. I MUST AGREE WITH YOU here... – Trebuie să fiu de acord cu tine că...

e.g.: I MUST AGREE WITH YOU here, because it is fair enough, after all.

Translate:

- a) I must agree with you here, because I personally stick to the same opinion.
- b) I must agree with you here, as soon as they contradict the official results.
- c) I must agree with you here, so far as I like you having your vision upon it.
- d) I must agree with you here, as far as there are no ways of promoting them.
- e) I must agree with you here, since you decided to share your experience.
- f) Your example:_____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. That can be compared with the situation when finding yourself in a rather confused position and feeling partially lost. 2. I should rather share your opinion, because there must be done something to improve the things. 3. My opinion is adherent with yours, as soon as I have got more experience here. 4. It can be compared with the state when you are looking forward for something very special. 5. You can get a strong support of the pinion on behalf of me here, so far as people like to daydream. 6. I may have a similar idea, as who can know better the real situation than you. 7. There is an analogy to the state of things when you want to promote something and you feel the support of the rest of the people around you. 8. There is a similarity to that condition when you think you know the subject, but in practice there are many mistakes. 9. Apparently, I have a similar opinion with you about this thing and the arguments are obvious especially in this surroundings.

TEXT XVI: I) LITERATURE AND READING.

Traditionally, literature **holds** an important part in our modern life. It **leads** the way to a very popular type of occupation as reading or **lecturing**. Reading **regards** to a sort of a cognitive intellectual exercise which **develops** thinking, imagination, and dynamic of **mind** and, at the same time, represents a preferable **doing** or even hobby, **alongside** with the daily routine things to be done. **It is something like** when you get to know something new each time you page a book. The **roots** of literature go back to ancient times when they were **filled** with sense and **meaning**, told and **retold from mouth to mouth, from ear to ear** like myths and legends. It had been even earlier than people thought of writing **letters** in words they spoke and learnt the way to do that. By nature, people are curious **creatures** and they are constantly interested into everything around and **surrounding** them. To be more precise, people are more interested and eager to find out some mysterious or half-known **issues**. Writers are also people and they live **among** us. Their **main** role is to alter and influence our **perceiving** and sensing of life viewing and things around us. They are readers as well, of course, but at a certain moment they **reach the point and level** when they feel the need **to share** some values with other people who, they hope, can benefit and need their **thoughts and ideas**. On the other hand, reading stands for some intellectual activity and implies brain **counterpart** and imagination, too. Very often, **characters**, things and activities in books are not real or **merely** invented, but the nicest **pattern** here is that each of us can share and remember some actions **sensed** and observed in real life. If you ask me on the topic under discussion, I can express and offer my personal opinion regarding literature, writers, reading and readers, as an occupation, and the relation between writers and readers **throughout** books. My idea is that it is a **pretty** noble piece of work, but writers must possess their basic **vocation** where they are real professionals within the domain and only afterwards **dare** to call themselves the people devoted to the **feather-pen** and paper. Inspiration can work miracles and it stands for real not only about writing, but any **sphere** of human activity, especially arts. My idea is that real literature has passed the test of **ages**, and so we can admire it now and learn many things about life which are forwarded from generation to generation. We must learn to be able **to distinguish** real literature **values** from the **fake** ones.

II) DIALOGUE SIXTEEN: Read, translate and summarise the dialogue:

(Fabian meets Grace at a fair of books. They have not seen each other for ages.)

Fabian: Hello, my dear! **How are you doing?** You look very nice today as usual!

Grace: Oh, hello! I am fine, thanks. **It's so nice to see you here, Fabian!** Really!

F.: I am glad that we met here today, **Grace!** Why did you decide to come here?

G.: Some **friends of mine** told me about this event and, well, I decided to **drop in**.

F.: Yes, the **same here**. I found out about the fair from the news. So I am here.

G.: Do you happen to know how long it is going to last this **book exhibition?**

F.: **As far as I know**, it is going to last a week or so! Here is the agenda for you!

G.: Oh, thank you! **It is so very kind of you!** Let me go through it for a while!

F.: Well, **go ahead I do not mind!** Mmm...Do you have any special preferences?

G.: Yes, I prefer some kind of love stories; romantic novels and detectives. You?

F.: Oh, **I must agree with you here**, because I read stories, plays and novels, too.

G.: **Yes, I see**. I guess I know what you mean. The ones we can see in theatres.

F.: **Almost right**, but based upon those ones – there are screened film versions!

G.: Yes and TV, too, serials and soap operas. Do you just watch movies on TV?

F.: No, but I refer that it is much better to watch the movie after reading the book.

G.: O.K. I give up and agree with you, your ideas and point of view, no doubt.

(After an hour or so of an exciting topical discussion and refreshment)

F.: Well, I did not know that literature is your hobby. There is an awesome fashion show tonight at the **Fashion House!** I've got two tickets. Would you like to come?

G.: That's a splendid and gorgeous idea as soon as I am totally free this evening.

F.: **Apart from that**, there must be a sale of most popular clothes and shoes there.

G.: Well, it's very attractive to me **as far as I am fond of** fashion even more now.

F.: It seems to be just a sort of an international vogue presentation or something.

G.: Anyhow, it sounds to be quite an attractive and exciting matter to me, for now.

F.: Thank you a lot **for joining me here** at this book fair! It's so nice to see you.

I'll surely give you a call in the afternoon so that we can **be in time** for the show!

G.: **The same here**. I shall be expecting you to telephone me and have a nice day!

F.: No problem, it's a deal. For now, I have got to finish some important things.

G.: Yeah, me too. But it is not going to take so much of my time today, **you know**.

F.: Oh, wonderful! I am happy that it is going to be a pleasant evening for us!

Answer the following questions on the text and dialogue completely:

A. Answer the following questions on the text:

1. What role **does** literature **hold** in our daily routine life? Why is it so?
2. What **kind of** exercise is reading **considered to be**? Do you agree or not?
3. Which **qualities does it develop** with those who read books?
4. **How are** there **characterized** the roots of modern literature?
5. **What is** the main role of the writers? **Why do you think** so?
6. **Who(m) do they need to share** their thoughts and ideas **with**?
7. **How is** there **presented** the element of **characters** in the text?
8. **What kind of** profession is it and who **can call** himself a writer?
9. **Where can** the inspiration **work** its way through and along life?
10. **What must we be able to do** about the actual values of literature?

B. Answer the following questions on the dialogue:

1. **Who are** the characters who are keeping on the conversation in the dialogue?
2. **Where did** they **meet** and **how long** they **had not seen** each other?
3. **How do** the characters of the dialogue **greet** each other?
4. **What were** the modes they **found out** about the exhibition of books?
5. **How long is it going to last?** **Does it have** an agenda or not?
6. **Which are** the preferences of books of each of personages of the dialogue?
7. **Do they discuss** regarding the links of literature, theatre, cinema and TV?
8. **How much** time **did** there **last** their exciting conversation and refreshment?
9. **Whose hobby is** the literature? **Are** there any other hobbies there or not?
10. **What did** Fabian **suggest** Grace to do after the exhibition of books?

C. Use the verbs in the corresponding tense in the sentence:

1. Writers an important role in the society. (**hold/held/holds/are holding**);
2. (**to read**) literature ... us to education and self-perfection. (**led/leads/leading**);
3. Do you...this novel to the genre (**to review**) by us?(**regarded/regards/regard**);
4. I (**not to see**) any point in...it, after all. (**developing/has developed/to develop**);
5. This situation (**to be**) ... so many times by her. (**shall retell/retelling/retold**);
6. She (**to have**)...something needed but (**to be**) ashamed. (**shared/share/to share**);
7. You (**can**) ... those results by constant work. (**reach/rich/reaches/was reached**);
8. It's rather a confusing situation round here, I...say. (**can dared/dare/was dare**);
9. Don't worry, we can find out where it must (**standed/stands/stand/stood**);
10. Everyone can... your results this term. (**will admired/had admired/admire**);

D. Place the following words in the correct order within the sentence:

1. universal of **lecturing** classes reading literature interested in His and him make.
2. next to do sitting **mind** not me young You you, dear do lady, you?
3. me translation know I not the it do of the **doing**, you can tell word?
4. have students got lot The tasks of carry studies out their to **alongside** a.
5. one When to refers of something origins, it often the **roots** called just is.
6. students and phrases The explained the **meaning** the new teacher to of words.
7. you **thoughts** Have to **and** got any new **ideas** related fresh the theme?
8. because were eagerly happy their accepted **counterpart** was They.
9. **characters** was describe It necessary of to the the had they read book.
10. done our and for She that **merely** it was insisted own benefit use.

E. Match the words from Column A with appropriate from Column B:

- | | |
|----------------|--------------------------------------|
| 1. pattern | a) books. |
| 2. sensed | b) noble piece of work. |
| 3. occupation, | c) where they are real professionals |
| 4. throughout | d) here is that each of us |
| 5. a pretty | e) and observed in real life |
| 6. vocation | f) and the relation between writers |
| 7. within | g) for real not only about writing, |
| 8. dare | h) is that real classical literature |
| 9. stands | i) the domain |
| 10. convincing | j) to call themselves |

F. Finish the transcription of the following words and translate them:

a) light – lite	/l /	b) just /	c) tyre – tire	/t /	d) /mi:t/ m
hi – high	/h /	must /	through – threw	/θ /	/in/ i
right – write – rite	/r /	gust /	past – passed	/p /	/pi:s/ p
night – knight	/n /	trust /	soul – sole	/s /	/mɔ:/ m
by – buy – bye	/b /	mare /	sun – son	/s /	/mein/ m
flower – flour	/f /	are /	some – sum	/s /	/ri:tʃ/ r
know – no	/n /	care /	sow – so – soh	/s /	/veil/ v
new – knew	/n /	bun /	see – sea	/s /	/sɔ:/ s
to – too – two	/t /	am /	scene – seen	/s /	/vein/ v
four – for – fore	/f /	far /	male – mail	/m /	/wɛə/ w

G. Translate the following sentences from Romanian into English:

- Există multe torente în literatura modernă, care prezintă un interes sporit.
.....
- Studentii de la Facultatea de Limbi Străine au discipline ce țin de literatură.
.....
- La examenul de Lit-ră Engleză din sesiunea de vară am avut multe poezii.
.....
- Originile literaturii moderne își iau începuturile încă din timpurile antice.
.....
- Profesorul ne-a indicat că teatrul este următoarea etapă după literatură.
.....
- Scriitorii sânt acei oameni, care promovează gânduri și idei noi în mase.
.....
- Lectura dezvoltă capacitatea de a gândi liber și de a adopta decizii proprii.
.....
- Vocația presupune nu doar talent, ci capacitate și muncă asiduă zi cu zi.
.....
- Literatura clasică adevărată întotdeauna rezistă provocările timpului.
.....
- La biblioteca Universitară pot fi găsite un șir de cărți în limba engleză.
.....

H. Write the correct form of the verbs in the compound IF–sentences:

1. We (**not to go**) for a walk to the lake in the park, **if it (to rain) tomorrow**.
2. I (**to buy**) some food for supper, **if I (to go)** to the shops in the afternoon.
3. You (**to ski**) in the forest not far from our house, **if it (to snow)** tonight.
4. They (**to fish**) next weekend, **if they (to have)** some free time then.
5. He (**to do**) his homework for English, **if he (to know)** the new theme.
6. She (**to put on**) a new dress tomorrow, **if he (to buy)** it for her today.
7. It (**to be**) easy at the examination, **if you (to study)** hard all the year.
8. You (to understand) the text better, **if you (to use)** the new dictionary.
9. **If there (to be)** much ice on the road I (**to drive**) to your place next week.
10. **If I (to have)** time, we (**to spend**) our holiday by the sea next summer.

I. Irregular verbs (give all forms; the 3rd person singular and translate):

Infinitive	Past Simple	Past Participle	Participle One	Translation
1) to awake/	–	–	awoken	–
2) to be (; ;)	– ;	–	–	being –
3) to /	– brought	–	–	bringing –
4) to buy/	– bought	–	bought	–
5) to come/	– came	–	–	coming –
6) to /	– cut	–	–	cutting –
7) to do/	–	–	–	doing –
8) to drink/	–	–	–	drinking –
9) to drive/	– drove	–	–	–
10) to /	– ate	–	–	eating –
11) to fall/	–	–	–	falling –
12) to get/	–	–	got	–
13) to /	– gave	–	–	giving –
14) to go/	–	–	gone	–
15) to have/	–	–	–	having –
16) to hide/	– hid	–	–	–
17) to keep/	–	–	–	keeping –
18) to know/	–	–	–	–
19) to learn/	–	–	–	–
20) to leave/	–	–	–	–

J. Fill in the prepositions, articles or conjunctions in the following text:

up, after, in, on, for, by, whether, above, the, forward, but, of, down, to, and, over, below, a, into, at, during, from, or, as, out of, before:

There is ... pupil blackboard ... our classroom. There is ... teacher ... there are twenty five pupils classroom. Each pupil has got ... text-book desk which he must take satchel bell rings lesson. lesson is ... he puts it ... his bag again. lessons, very often, pupils must take notes ... put ... many new things presented ... them teacher ... class. ... all, they must present their agendas ... getting their marks lessons. They look their holidays, ... not ... they get ... signitures ... parents ... their agendas marks received ... lessons ... tests. It is their parents to decide what to do ... where to spend their vacations. Pupils also get holiday homework which they are not so eager to do. Apart ... school subjects, they have to read ... book, native language ... English, take notes, revise grammar... write... review ... it,... well.

K. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(Fabian meets Grace at a fair of books. They have not seen each other for ages.)

Fabian: ____, my ____! ____ are you ____? You ____ very nice today as ____!

Grace: Oh, ____! I am ____, thanks. **It's so ____ to see you** ____, ____! Really!

F.: I am ____ that we ____ here today, ____! ____ did you ____ to come here?

G.: Some ____ **of mine** told me about this ____ and, well, I decided to ____ **in**.

F.: Yes, the ____ **here**. I ____ out about the ____ from the _____. So I am here.

G.: ____ you ____ to know how long it is ____ to last this **book** ____?

F.: __ **far** __ **I know**, it is going to ____ a week or __! Here is the ____ for you!

G.: Oh, ____ you! **It is so** ____ **of you!** ____ me go ____ it for a while!

F.: Well, **go** ____ **I do not** ____! Mmm...Do you have any ____ preferences?

G.: Yes, I ____ some kind of love ____; ____ novels and detectives. ____?

F.: Oh, I ____ to some occasional traditional ____ of stories, plays and novels.

G.: **Yes, I** __. I ____ I know what you _____. The ones we can ____ in theatres.

F.: **Almost** ____, but ____ upon those ones – there are ____ film versions!

G.: Yes and TV, ____, serials and soap _____. Do you just ____ movies on TV?

F.: No, but I ____ that it is much ____ to watch the ____ after ____ the book.

G.: O.K. I give __ and agree ____ you, your ideas and ____ of view, no doubt.

(After an hour or so of an exciting topical discussion and refreshment)

F.: Well, I ____ not ____ that ____ is your hobby. There is an awesome fashion ____ tonight at the ____ **House!** I've got two _____. ____ you like to ____?

G.: That's a ____ and ____ idea as soon as I am totally ____ this evening.

F.: ____ **from that**, there must be a sale of ____ popular ____ and shoes ____.

G.: Well, it's very ____ to me **as far as I am** ____ **of** fashion ____ more now.

F.: It seems to be just a ____ of an international vogue ____ or something.

G.: _____, it sounds to be ____ an ____ and exciting matter to me, for ____.

F.: _____ you a lot **for** _____ **me here** at this book ____! It's so nice to see you.

I'll ____ give you a call in the _____ so that we can **be in** ____ for the show!

G.: **The** ____ **here**. I shall be _____ you to telephone me and have a _____!

F.: No _____, it's a deal. For now, I have got to ____ some _____ things.

G.: _____, me too. But it is not ____ to take so much of my time _____, **you** _____.

F.: Oh, _____! I am ____ that it is going to be a _____ evening for __!

LESSON SEVENTEEN: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. I MUST PROBABLY DISAGREE WITH ...–Cred că nu sânt de acord... .

e.g.: I MUST PROBABLY DISAGREE WITH you on these dispute items.

Translate:

- a) I must probably disagree with the ideas that you support in your article.
- b) I must probably disagree with his understanding of the issue discussed on.
- c) I must probably disagree with some narrow treatment of the tasks offered.
- d) I must probably disagree with the illusory vision of the problem, however.
- e) I must probably disagree with her position towards solving the problem.
- f) Your example:_____.

STUDY THE FOLLOWING:

II. IT LOOKS LIKE one can do ... – Pare a fi că cineva poate face ceva... .

e.g.: IT LOOKS LIKE I am able to solve this problem, in the end of the day.

Translate:

- a) It looks like you can manifest some promising potential for a better process.
- b) It looks like he can prove possession of real abilities but just drills or skills.
- c) It looks like she may do much more than you expect when treating her right.
- d) It looks like we have to put virtue theory into practice when we need results.
- e) It looks like they are to be confident about their strong problem motivation.
- f) Your example:_____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. I think there might be an eventual divergence in our treating of this problem.
2. It seems as if they have already discussed all of the points of the actual contract.
3. My opinion can contradict some of the elements and aspects submitted by them.
4. There may asumingly be at least an item of dispute on behalf of me, but not before talking to you on the point.
5. There is an impression that the existing state of things might most probably change a lot.
6. One might think that it is very easy to master the language, but it requires efforts and time.
7. Apparently, there seems to be necessary to read more to us for enriching our vocabulary.
8. As it stands for me, I do not support very likely the idea that there is no time for rest in any agenda.
9. There seems to be true that the students can't do without a dictionary even at the examination.
10. I might have had a different opinion on the results of the dispute on the topic of the ecological consequences of the human technological activities.

TEXT XVII: I) A REAL FRIEND CAN BE COUNTED ON.

There word **friendship** is present in each language and is **familiar** to everybody. It can **be noticed** in all sorts of **explanatory** dictionaries, too. Well, **as for me**, I know what it is **supposed to mean**. **I must probably disagree with** the idea that all people realize exactly the **essential core** meaning of the word **friendship**. To be **more precise** here, they just **take it like** using the **kindness** and **good sense** of their friends. Here comes the most popular proverb: **A friend in need is a friend indeed**; which **is derived**, as they say, from a **little bit** different proverb that sounds something like: **A friend in deed is a friend indeed**. Obviously, there are some of the English Language History **trustful** sources **bringing in** some background to support its **actual origin**. After me, that seems to be a **fair material** for meditation and closer analysis, as soon as it **alters** the meaning of the proverb, **if not totally**, then significantly. The modern variant of the proverb teaches us that the friend who **pretends** to be real is the one you **can count on** not only by words but in **deeds and doings**, too. A real friend can help if you **get into** some trouble, **keep the secrets** or **share things** with you and accept **the way you are**, together with all your positive **traces of character** and **negative qualities**. The truth is that **not a single** person can live without having friends and it **does not matter** how **wealthy** and smart you are. Life without a real friend seems to be hard and **boring** because each of us needs some support and understanding, as well. The **best part of** people with whom I discussed on topic **friendship** agree with me that friends must possess some common views, visions, interests, thoughts, ideas and occupations etc. Very often, your real friend can not only help you the way that we normally understand it, but **at the same time**, **make you see** your potential capacities and make your aspirations and dreams become real. I can **boast to you** of having some real friends and very often it is more important than your education, position in the society, career or **belonging** to a certain **social layer**. So, there **can be drawn** a conclusion by me here, as a consequent resulting that a good friend lets you be who you are and does not want you to change. I also have come to realize that friendship is one of the basic human traces. You can always count on a real friend in any time or situation. Let us agree that a real friendship resists the challenges of time and helps us in finding the goals, scopes and place in our life.

DIALOGUE XVII: Read, translate and summarise the dialogue:

(Here is a conversation between **Henry** and **Ilse** about the meaning of **friendship**)

Henry: Good afternoon, my friend **Ilse**. I have not seen you for ages at our club.

Ilse: Good day to you, **Henry**! It is **really good** to see you, even after so long time.

H.: Where have you been **all this time**? I **wondered** and asked friends about you.

I.: Really? It is so very nice of you. I was out of the country for some time: studies.

H.: Wow! You're super! How did you manage to obtain that opportunity of yours?

I.: I would even like to tell you because you are **one of my best friends who cares**.

H.: By the way, you came **to the right place** today. We have a **topical discussion**.

I.: Yes, I'd like to participate **in the event**. Anyway, what is the discussion topic?

H.: The **pattern proposed** forward to our attention and **disputing** is **Friendship**.

I.: I suppose, it is a very good choice. There is always something to be told of it.

H.: Yes, that is true. is it **alright for you** to give a few answers in a questionnaire?

I.: Well, actually, I was going to ask you about the types of activities required here.

H.: New methods and techniques of conversation, **teamwork**, exchange of ideas.

I.: **It looks very** attractive that English Club of yours. How long has it existed yet?

H.: Not so much time for now. As such, we **are rounding** the second year already.

I.: It seems to be a perspective idea and its implementation mode, correspondingly.

H.: Thank you for your friendly appreciation and support! Come up with ideas.

I.: Sure, especially if **it stands about** the topic of our today meeting. **I shall come**.

H.: We also have got some **special guests** from the UK of GB and NI with reports.

I.: It no doubt **increases** interest to the given activity and I'll perfect my English.

H.: Obviously **Ilse**, if you have a serious intention then you must define friendship.

I.: Is it a compulsory **requirement** for being able to participate at the discussion?

H.: Absolutely, each participant must submit a written definition for **friendship**.

I.: No problem, if you insist and if needed I **shall be following** the requirements.

H.: Thank you for your understanding, because some of the eagers refuse to do it.

I.: I might even explain my vision of it right now: I think that **Friendship** is a **gift**.

H.: I hear a similar thought for the first time. I wonder: **gift** like **present** or **talent**?

I.: **It looks like** you will be able to get the message and idea of my presentation.

H.: Good for you, I believe. If you have such attitude you have very good chance.

I.: Thank you for the words of encouragement. It is good luck for me to meet you.

A. Answer the following questions on the text completely:

1. **What is** the meaning of the theme title in your vision? **Who is** a friend by you?
2. **What** definition of your own can you provide to the word **friendship**?
3. **Which** qualities **does it develop** within a person? **What is** your idea about it?
4. **Does** the narrator of the text **know** the meaning of the word **friendship**?
5. **How do** some people **interpret** the meaning of the word **friendship**? And you?
6. **What is** the other version of the proverb provided by the narrator of the text?
7. **What is** the difference in meaning between two variants of the same proverb?
8. **How are** the qualities of a real one **described** by the narrator of the text?
9. **What is** there **to be** in common between friends in visions of the most people?
10. **Does** friendship **exist** at all or **is** it an invention of scientists and researchers?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are** the characters who keep on the conversation of the dialogue?
2. **Where did Henry and Ilse meet** when they started their discussion?
3. **What was** the **theme** of the discussion between them when they met?
4. **What was** that special event they were supposed to have at the club on that day?
5. **What did Henry suggest Ilse to do** as admission to participate at the event?
6. **Which** types of activities **were** they **going** to perform during the discussion?
7. **Did Ilse seem to be interested** into the activities set by the club members?
8. **How long** was it since the club was **founded** and **what were** the perspectives?
9. **Who else was supposed to take part** at the discussion? **Is** it usual for the club?
10. **What did Ilse finally decide to do** about **Henry's** invitation to the club?

Your question _____ ?

C. Put the following words into the right column and transcribe them:

- a) /n/ b) / ai / c) / k / d) / g / e) / i /

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

excite, knowledge, give, bite, kilogram, bread, byte, little, gesture, name, come, middle, line, noise, costume, garden, wind, news, can, mitten, glove, night, knight, price, list, get, column, kilometre, kite, global, written, kitten, arrive.

D. Use the right verb and its form in the Future Indefinite or necessary tenses:

help, understand, find out, do, sell, get, know, be, work, have, read

1. Ithis book soon because I (**to need**) it for (**to get**) ready for the exams.
2. You your friend with everything you (**can**) because he (**to do**) the same.
3. He... ..his best in order (**to achieve**) his goal in life. His friends (**to help**) him.
4. She.....during her spare time this year as soon as she (**to want**) (**to travel**) then.
5. It a magnificent show in the weekend so our friends (**to invite**) us there.
6. We.....more time for our friends next month. We (**to seem/not to have**) it now.
7. You these texts better after your friends (**to explain**) them to you recently.
8. They... ..the values of friendship after some time when (**to start**) (**to get**) them.
9. Mathew more knowledge of English because his friends (**to be**) British.
10. Julia many of her new clothes to her friends and they (**to do**) it happily.

E. Choose the correct form of the verbs in the following sentences:

1. Friendship ... a valuable thing but it (**to go**) after the family. (**am/were/are/is**)
2. We must ...the limits between the family and friends. (**knowing/know/knowed**)
3. ...you sure that you (**to realize**) the real friendship values? (**be/are/is/am/being**)
4. A real friend... you in any situation: good or bad.(**supported/supports/support**)
5. You...always (**to count**) on a real friend. (**canned/could/to can/cans/can/can't**)
6. Real friendship must...the testing of time. (**to pass/passes/passed/pass/passing**)
7. A friend in need ... a friend indeed, you (**to know**). (**to am/is/are/were/to was**)
8. People wonder if there can ... friendship between men and women. (**exists/exist**)
9. Some of my friends wanted ... a party last week-end. (**to set/setted/set/setting**)
10. I (**shall**) (**to like**) ...as many friends ever. (**has/haves/to have/to had/haveing**)

F. Place the following words in the correct order within the sentence:

1. to **friendship** Their is each everybody. **familiar** present language word is and
2. **all** been you. friends **this** Where asked **wondered** you **time**? about and have I
3. who people are do meaning **essential** There not **friendship**. realize the some of
4. is some of studies. nice I It was out very so of you. the for Really? time: country
5. **indeed**. comes popular **need** the Here most **friend friend** proverb: **A in is a**
6. you **the** By **place** came have the **to discussion**. way, today. a **right topical** We
7. you **the** help A **get** if or **keep** friend **things**. **secrets** real can trouble, **into share**
8. have reports. also UK We NI from **guests** the **special** got of and with some GB
9. a agree real resists I the that challenges us time helps in and life. friendship of
10. I **Friendship** that even of might think now: explain vision it **gift** my I right is a.

G. Match the words of Column A with the appropriate ones in Column B:

- | | |
|-----------------------------------|--|
| 1. be noticed in all sorts | a) is supposed to mean . |
| 2. a conversation between | b) good sense of their friends. |
| 3. I know what it | c) from the UK of GB and NI |
| 4. I have not seen you | d) makeyousee your potential |
| 5. the kindness and | e) having some real friends |
| 6. you are one of my | f) Henry and Ilse |
| 7. I can boast to you of | g) for ages at our club. |
| 8. some special guests | h) thought for the first time. |
| 9. but at the same time , | i) best friends who cares . |
| 10. I hear a similar | j) of explanatory dictionaries |

H. Write the correct form of the verbs using modal verb OUGHT TO:

- We ... (**to take**) into consideration the opinions of our friends, not only ours.
I ... (**to arrive**) to the airport earlier on Sunday and (**to meet**) my friends.
You ... (**to check**) your mistakes in the dictation. (**not to waste**) your time.
He ... (**to come**) to his friend's birthday party, because he (**to be/to invite**).
She ... (**to do**) less work now because she (**to be/to help**) by her friend then.
It ... (**to be**) ready this month and she (**to be/to go/to ask**) her friends' help.
We ...(**shall/to be**) careful when (**to choose**) our friends because it (**matter**).
You...(**to get**) to the Centre in due time, because your friends (**to wait**) now.
They ... (**to have**) many friends and then you can (**to enjoy**) the life fully.
I ... (**to think**) more ways (**to make**) my time with my friends more useful.

I. Irregular verbs (give all 4 forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to	—	—	—	a sufla
to	—	—	—	a alege
to	—	—	—	a găndi
to	—	—	—	a suna
to	—	—	—	a zbura
to	—	—	—	a uita
to	—	—	—	a atârna
to	—	—	—	a sta culcat
to	—	—	—	a călări
to	—	—	—	a răsări

J. Translate the following topical sentences from Romanian into English:

1. Deseori se vorbește despre prietenie, dar nu toți înțeleg ce e cea adevărată.
.....
2. Mirela a dat o petrecere de week-end sâmbăta trecută și și-a invitat prietenii.
.....
3. Familia noastră are mulți prieteni și noi menținem relații foarte bune cu ei.
.....
4. Ce înseamnă o prietenie adevărată? Această întrebare ne frământă pe toți.
.....
5. Prietenul adevărat se cunoaște nu doar prin vorbe frumoase dar și prin fapte.
.....
6. Poți avea încredere și miza pe prietenii tăi, însă trebuie să pornești de la sine.
.....
7. El are mulți prieteni și cunoștințe, dar doar câțiva pot fi numiți adevărați.
.....
8. Prietenul la nevoie se cunoaște. Acesta e un adevăr durabil și incontestabil.
.....
9. Prietenia ne oferă foarte multe experiențe de viață din care învățăm destule.
.....
10. Jessica ne-a oferit foarte multe poze și imagini ale prietenilor săi de vacanță.
.....

K. Fill in the prepositions, articles or conjunctions in the text: where, that, with, without, the, of, so, a, and, but, into, when, at, by, on, about, after:

People are sociable creatures ... nature. That is why they can not exist ... communication. Daily we are involved ... a number ... social activities ... we need to communicate, following some commonly accepted principles ... norms. It is hard to live ... friends who accept you ... way you are ... are always ... your side. ... real friend is ... one who can give ... piece ... advice... never gets angry because ... trifles. I think ... you probably agree ... life is not just fun ... there are moments ... you feel ... necessity to share your feelings ... emotions, thoughts ... ideas... someone apart ... your family. Another significant thing ... it is ... you are expected to act ... same, similar guidelines ... principles real friend. ..., ... real friend is together ... you ... good ... bad times, ... you must praise your friend, too.

FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(Here is a _____ between **Henry** and **Ilse** about the meaning of **friendship**)

Henry: Good afternoon, my friend _____. I _____ not seen you _____ ages at our club.

Ilse: Good day to you, _____! It is **really good** to see you, even _____ so long _____.

H.: _____ have you been _____ **this time**? I _____ and asked friends about _____.

I.: Really? It is so _____ nice of you. I was _____ of the country for _____ time: studies.

H.: Wow! _____'re super! How _____ you manage to obtain that opportunity of _____?

I.: I would even like to tell you because you are _____ **of my best** _____ **who cares**.

H.: By the _____, you came **to the** _____ **place** today. We have a **topical** _____.

I.: Yes, I'd _____ participate **in the event**. Anyway, what is the discussion _____?

H.: The **pattern proposed** forward to our _____ and **disputing** is _____.

I.: I suppose, it is a _____ good choice. There is always _____ to be _____ of it.

H.: Yes, _____ is true. is it **alright** _____ **you** to give some _____ to a questionnaire?

I.: Well, actually, I was going to ask you _____ the types of activities _____ here.

H.: New methods and _____ of conversation, **teamwork**, exchange of _____.

I.: **It looks very** attractive that English Club of yours. How long has it _____ yet?

H.: Not so _____ for now. As such, we **are rounding** the second year _____.

I.: It _____ to be a perspective idea and its implementation mode, correspondingly.

H.: Thank you for _____ friendly appreciation and _____! Come up _____ ideas.

I.: Sure, _____ if **it stands about** the topic of our today _____. **I** _____ **come**.

H.: We also have got some **special** _____ from the _____ of GB and _____ with reports.

I.: It no doubt **increases** _____ to the given activity and I'll perfect my _____.

H.: Obviously **Ilse**, if you have a serious _____ then you _____ define friendship.

I.: Is it a _____ **requirement** for being able to participate at the _____?

H.: Absolutely, each _____ must submit a _____ definition for **friendship**.

I.: No _____, if you insist and if needed I **shall** _____ **following** _____ requirements.

H.: _____ you for your understanding, _____ some of the eagers refuse to do it.

I.: I might even _____ my vision of it _____ now: I think that _____ is a **gift**.

H.: I hear a similar _____ for the _____ time. I wonder: **gift** like _____ or **talent**?

I.: I have got an even _____ idea and you'll find out _____ it in my presentation.

H.: Good for _____, I believe. If you have such attitude you have very good _____.

I.: Thank _____ for the words of encouragement. It is _____ luck for _____ to meet you.

LESSON EIGHTEEN: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. IT SOUNDS LIKE something ... – Pare/Sună ca ceva referitor la care ...

e.g.: IT SOUNDS LIKE something that I can agree with at present, I think.

Translate:

- a) It sounds like a thing I thought difficult at the beginning, but not any more.
- b) It sounds like if there are more options and possibilities for this problem.
- c) It sounds like a chance for breakthrough in this respect, but it needs work.
- d) It sounds like something very familiar to me, but I am not sure what it is.
- e) It sounds like impossibility at the moment, but who knows in the future?
- f) Your example: _____.

STUDY THE FOLLOWING:

II. IN A WAY OR ANOTHER there is... – Într-un mod/fel sau altul este...

e.g.: IN A WAY OR ANOTHER, there was a piece of my effort about it, too.

Translate:

- a) In a way or another this statement can be viewed like a positive one now.
- b) In a way or another you can always count upon his help in any situation.
- c) In a way or another there is a possibility to doublecheck the word spelling.
- d) In a way or another their efforts on acquiring the new material were good.
- e) In a way or another there were made a lot of things to support this idea.
- f) Your example: _____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. It seems to be a confusing fact, but there are plenty of opportunities alongside which must be taken into consideration. 2. Somehow, however, it can serve like a positive illustration of the overall tendency of the industry. 3. It looks like something which is becoming a total fashion those leather purses this season. 4. Perhaps and apparently, one can get a piece of advice on behalf of the family members, when needed. 5. Seemingly, after all, there happens to occur misunderstandings when there are discovered new theories in science. 6. There seems like a good idea to use the manual for checking the technical parameters, firstly, and only afterwards to apply for help and services of a mechanic. 7. As such, I can master the subject but there are needed some guidelines anyway. 8. It is probably alike to the background of altering the existing vision into something belonging to some higher standards. 9. Anyhow, it is possible to use intuition here.

TEXT XVIII: I) HAPPINESS IS IN OURSELVES.

Everyone must be hoping for a **better part** in life. Optimists **will say: Happiness lies in our own hands**, while pessimists **will contradict**: not many will find it. People want to know what **happiness** is or what it means and they have asked themselves how to **become happy** taking into the account their life experience. It is **hard to argue** at this very point **as soon as** this is a **top climax** point filled with emotional aspiration which **cannot last forever**. **Frankly speaking**, we are the **creators** and **designers** of our own happiness and that is a **deep belief** of mine. I **can wonder** what **makes me think** that way exactly. To tell you the truth, I can hardly **define it myself**, but **the thing is** that happiness lies in **our own hands** and **I do believe** that **it is so**. People do not stop being happy **despite** all difficulties and troubles. Well, you know, as it stands for the young people, I suppose that they are **not much concerned** about **similar issues**. I think that they are **merely happy** day after day and have no time on **wasting happiness** on **debates** and **disputes**. One **wise man** insisted that we can become happy if not letting our **greediness** take control over us and getting satisfied by the things that we **have already**. Well, that is a **pretty fair** attitude and aspect of life, to my mind. On the other hand, it is absolutely essential and natural when we desire to **get success** in life. What is **really worth** to mention here is that happiness and success mostly **walk together hand in hand**. All rich people affirm **in one voice** that money is not everything and **It sounds like** something I must agree with and accept here. You can hear many times and in many places about the secrets of **how to acquire** happiness, but it is not always needed to **give trust** to all those words. I should recommend to take some time for your personal reflection and meditation over this topic. Afterwards you will probably **sort the things out** first of all for you. You know, people are so different and unique in their own way. This is the point which stipulates us some basic sensation that happiness lies within ourselves and it can not be explained just in a few words. As for me, I strongly stick to the idea that one can experience and realize what happiness is throughout feelings and emotions which are not always easy to express and put into words, as such. Life is wonderful if filled with happiness which must be given to us from above and accepted by us. To sum up then, it is always much better to be happy than to search its definition elsewhere.

II) DIALOGUE EIGHTEEN: Read, translate and summarise the dialogue:

(There is a dialoguing between **Jane** and **Karl** about the **essence of happiness**)

Jane: Hello, **Karl!** Glad to meet you after a rather **long interval** since we last met.

Karl: Hello, **Jane!** Very nice to see you **in good health** and **in good mood**, too.

J.: I wonder if there is a possibility to use **Happy** to see you instead of **Glad** to?

K.: I think you are lucky because I've consulted the explanatory on-line dictionary.

J.: If you can provide me the definition of **happy** then I can **conclude happiness**.

K.: You ought to be perfectly right, as soon as it seems to be a **logical chain** here.

J.: These ones are called **one-root words**. It is my new topic for the next lesson.

K.: Glad to be helpful to you, but I've got five definitions for you **to choose from**.

J.: **In a way or another, there is a need** to write your own essay about **Happiness**.

K.: **Soundstobe** a very difficult task; but at the same time it seems to be noble.

J.: Well, I am **trying to catch** my lucky chance and ask you for assistance to me.

K.: Here they are from **Thesaurus.com explanatory dictionary**: It is a regular adjective with the following comparative and superlative forms: starting **happy**; **happier**; **thehappiest**. 1. delighted, pleased, or glad, as over a particular thing: to be happy to see a person. 2. characterized by or indicative of pleasure, contentment, or joy: a happy mood; a happy frame of mind. 3. avored by fortune; fortunate or lucky: a happy, fruitful land. 4. apt or felicitous, as actions, utterances, or ideas. 5. obsessed by or quick to use the item indicated (usually used in combination): a trigger-happy gangster. Everybody is gadget-happy these days. Are they alright here?

J.: Right, **even more than that** I can tell you. **May I copy** them **out** for my usage?

K.: Yes, sure. But **do not forget** to mention the reference source you took it from.

J.: Do not worry about it, because our teacher explained us everything **in details**.

K.: **Please notice** some a) **synonyms** and b) **antonyms** too: a) in high spirits, satisfied, cheerful, contentment, delighted, ecstatic, elated, glad, joyful, joyous, jubilant, lively, merry, overjoyed, peaceful, pleasant, pleased, thrilled and upbeat; b) depressed, disappointed, disturbed, down, grave, melancholy, miserable, sad, serious, sorrowful, troubled, unfriendly, unhappy, upset. These are just a part!

J.: Oh! You know you really impressed me! But they are adjectives: I need **nouns!**

K.: Well, **turn** all adjectives of happy into nouns of happiness and you'll **succeed!**

J.: Thank you very much! What do you recommend about the essay on the theme?

K.: You must give your impressions and ideas about happiness, the **way you see it**.

J.: I realize happiness an exclusively human feeling which makes us want to live.

K.: Cannot disagree with you! You know, I see it like being appreciated by people.

NEW VOCABULARY:

I) TEXT EIGHTEEN:

II) DIALOGUE EIGHTEEN:

better part – ceva mai bun; **essence of** – miezul, rădăcina;
will say – afirmă; **long interval** – pauză îndelungată;
will contradict – spun contrariu; **in good health** – sănătos, sănătoasă;
happiness – fericire; **in good mood** – în dispoziție bună;
become happy – a deveni fericit; **conclude** – a define, a rezuma;
hard to argue – greu să contrazici; **logical chain** – lanț logic;
as soon as – because, as far as; **one-root words** – cuvinte cu o rădăcină;
top climax – toi, vârf, satisfacție; **to choose from** – din care să alegi;
can't last forever – nu durează veșnic; **there is a need** – există necesitate;
frankly speaking – să fiu sincer; **sounds to be** – pare a fi, sună a fi;
creators – făuritori, dizaineri; **trying to catch** – încerc să prind;
designers – creatori, arhitecți; **even more than that** – mai mult ca atât;
deep belief – credință mare; **may I copy out** – pot să le transcriu;
can wonder – pot să mă întreb; **do not forget** – dar nu uita să;
makes me think – mă facesă cred; **in details** – desfășurat, amănunțit;
define it myself – să-i dau definiție; **please notice** – atrage atenția te rog;
the thing is – situația constă în; **nouns** – substantive;
lie – a se afla, a sta; **turn** – a transforma, a trece, a reface;
our own hands – în mâinile noastre; **succeed** – a reuși, a izbuti, a face față;
I do believe – sunt ferm convins că; **way you see** – modul în care înțelegi.
it is so – căci este adevărat;

FOR NOTES:

despite – în pofida faptului că; _____
not much concerned – nu li e pasă; _____
similar issues – astfel de probleme; _____
merely happy – doar fericiți; _____
wasting happiness – să irosească fericirea; _____
debates – dezbateri, contraziceri; _____
disputes – dispute, certți; _____
wise man – om înțelept; _____
greediness – aviditate, lăcomie; _____
have already – a le avea deja; _____
pretty fair – destul de corect; _____
get success – să avem reușită; _____
really worth – cu adevărat merită; _____
walk together – pășesc împreună; _____
hand in hand – de mână; _____
in one voice – într-o voce; _____
how to acquire – de a dobândi; a-și forma; _____
give trust – believe, a da crezare, a crede; _____
sort the things out – a sorta, a selecționa. _____

A. Answer the following questions on the text completely:

1. **How do you interpret** the title of the text? **Why do you think** this way?
2. **What kind of** opinion **do** optimists **have** for happiness? **What's** your opinion?
3. **What kind of** opinion **do** pessimists **have** of happiness? **Do you agree** or not?
4. **What is** the overall definition of happiness according to the narrator of the text?
5. **Where must** people **search** the happiness? **Is** there any ready-made recipe of it?
6. **What is** the opinion of the narrator of the text about looking for the happiness?
7. **Do people continue to be** happy despite all difficulties and dilemmas around?
8. **How are** the things with the young people related to the aspect of happiness?
9. **Where and how often can** you **hear** about the secrets of happiness acquire?
10. **What is** the conclusion of the theme by the narrator of the text? **Do you agree?**

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are** the characters who keep on the conversation of the dialogue?
2. **What was** the **theme** of the discussion between them when they met?
3. **Why did Karl refer** to the explanatory on-line dictionary in the conversation?
4. **What task did Jane and Karl have to do** as the homework for their lesson?
5. **Was it a complicated task** to realize in their understanding? **What do you think?**
6. **What is** the definition of **happy** provided by the explanatory dictionary?
7. **What are** the synonyms of **happy** provided by **Karl** in the dialogue with **Jane**?
8. **What are** the antonyms of **happy** provided by **Karl** in the dialogue with **Jane**?
9. **What will there be** if to alter all synonyms of adjectives of **happy** into nouns?
10. **How did Jane and Karl conclude** the discussion on the **essence of happiness?**

Your question _____ ?

C. Use the verbs in the corresponding tense in the sentence:

1. Happiness ... in the hands of each of us and in ourselves. (lie/lie/lying/lies/lain)
2. Everybody ... to be happy in everyday life. (wants/want /wanted /to want)
3. What do you ... about happiness possibilities? (knowing/known/know/knows)
4. Lots of people...to know the secrets of happiness. (dreaming/dream/to dream)
5. There are many things to be... about our happiness. (to tell/tells/telling/told)
6. Scientists still ...find the formula of human happiness. (can/could/can not/had)
7. I should like ... in the country where people are happy. (live/lives/to live/lived)
8. There are plenty of people in our country who...happy. (to be/am/are/is/being)
9. They ..., that you cannot buy happiness, but you can be happy. (to say/says/say)
10. If you are happy ...the others around you happy, too. (making/to make/make)

D. Place the following words in the correct order within the sentence:

1. life be a Everyone **better** and called **part** for in hoping must is happiness. that
2. to **Karl!** after you I'm **interval** meet rather a we since glad met. **long** last Hello,
3. **in say: our own** Optimists **disagree. Happiness will hands;** pessimists **lies will**
4. nice after **mood,** to **Jane!** you **in good** see Hello, **health** Very and **in all. good**
5. to wondered. Want happiness what they've People is or it know means, so what
6. to? I is **Glad** to me there to use see possible if instead **Happy** to you wonder of
7. **climax as at top soon** this **hard** very us. is **to point argue** It this point is a **as** for
8. on-line are think because I you explanatory lucky dictionary. consulted the I've
9. the own and are **Frankly** our of **creators designers** happiness. we **speaking,**
10. **happiness.** me If the can **conclude** you definition of can **happy** then provide I

E. Match the words from Column A with appropriate from Column B:

- | | |
|-----------------------------------|---|
| 1. and that is a deep | a) for the next lesson. |
| 2. You ought to | b) that we can become happy |
| 3. To tell you the truth, | c) happiness lies in our own hands |
| 4. It is my new topic | d) happy despite all difficulties. |
| 5. but the thing is that | e) to be a logical chain here. |
| 6. I've got five definitions | f) be perfectly right, |
| 7. People do not stop being | g) I can hardly define it myself , |
| 8. as soon as it seems | h) happy into nouns of happiness |
| 9. One wise man insisted | i) for you to choose from . |
| 10. turn all adjectives of | j) belief of mine. |

F. Put the following words into the right column and transcribe them:

- a) /ɔ / b) /ɪ / c) /ə / d) /t / e) /d /

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

onto, picture, dream, location, time, driver, alike, longevity, test, odd, language, determine, assumption, possibility, triangle, liberty, aspire, honour, dictation, ticket, alive, luggage, modern, terminology, dialects, team, olive, level, drawing, aside, occupation, nature, desks, life, table, travelling, agency.

J. Translate the following sentences from Romanian into English:

- Oamenii înțelepți ne spun, că Fericirea este în mâinile fiecăruia dintre noi.
.....
- Mulți dintre oamenii de succes afirmă că au devenit fericiți datorită muncii.
.....
- Fiecare dintre noi visează să fie fericit și trebuie să depunem multe eforturi.
.....
- Oamenii de mult timp caută și se străduie să găsească secretul Fericirii sale.
.....
- Succesul și fericirea des sunt aliații, care pășesc împreună și pot fi sinonime.
.....
- Savanții au constatat că oamenii fericiți sunt mai talentați și trăiesc mai mult.
.....
- Fericirea nu este ceva la care te gândești zilnic, dar este bine să tinzi spre ea.
.....
- Eu consider că poți să-ți găsești fericirea doar încercând mai multe lucruri.
.....
- Noi am scris eseul la tema: Fericirea este un dar, la examenul din anul trecut.
.....
- Deseori întreb oamenii fericiți care este secretul lor și ei doresc să mi-l zică.
.....

K. Use these verbs in Future Continuous and other corresponding tenses:

1. We (**to have**) some great time next week because we (**to be/to go**) to the sea.
2. I (**to work**) during the whole of the next year and I (**to be**) happy about it.
3. You (**to drive**) the whole day long and that (**to be**) why you (**must**) (**to eat**).
4. They (**to play**) an interesting game between 3 p.m. and 7 p.m. tomorrow.
5. He (**to do**) his English homework, when she (**to drop in**) to him this night.
6. She (**to get**) her homework (**to do**) these days and she (**to have**) housework.
7. It (**to become**) late, when I (**to round up**) my work and I (**to be**) happy then.
8. You (**to render**) an interesting article next Sunday, I (**to be**) happy to know.
9. When we (**to meet**) our friends, we (**to spend**) our time in a happy manner.
10. When we (**to find**) time next week, we (**to ride**) since morning till evening.

L. Irregular verbs (give all forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to bite	—	—	—	—
to get	—	—	—	—
to pay	—	—	—	—
to put	—	—	—	—
to cut	—	—	—	—
to let	—	—	—	—
to stand	—	—	—	—
to fight	—	—	—	—
to light	—	—	—	—
to sew	—	—	—	—

J. IF – clauses: use the correct verb forms and tenses in these sentences:

- 1) I (**to be**) (**to go**) (**to help**) for this time, **if** it (**to make**) you happy after all.
- 2) Will you (**to be**) glad, **if** she (**to agree**) to come to see us tomorrow morning?
- 3) He (**to let**) you (**to know**) exactly, **if** he (**to have**) free time in the afternoon.
- 4) She (**to ask**) me **whether** I (**to know**) the key of happiness and where it (**be**).
- 5) It (**to be**) happiness, **if** you (**to get**) the aims and (**not to know**) what to do.
- 6) We (**to do**) this amount of work individually, **if** everybody (**to be**) glad at it.
- 7) You (**to do**) it in a happy way, **if** you (**to keep**) in mind to do it for the result.
- 8) They (**to be**) eager to know, **whether** there is a chance of happiness to them.
- 9) Anthony (**to agree**) to meet her at the airport, **if** she (**to want**) to see the city.
- 10) Sandra (**to be**) happy (**to do**) many things for you, **if** she (**to ask**) by you.

K. Fill in the prepositions, articles or conjunctions in the following text: a, under, to, in, for, during, and, if, or, down, at, about, of, an, on, the, that:

This is ... eternal topic ... Happiness, you know. Just imagine, there are so many people ... globe ... Happiness is just one. What shall we do then ... reality turns to be ... way it is? Shall we wait ... years ... fortunate chance ... Happiness to glance ... us? ... maybe we shall set ... everlasting queue ... wait patiently ... our turn to soothe ... thirst ... it? No one knows, I believe. Who knows, I might be wrong? There is probably one universal solution ... that is to strive to become happy anywhere ... any circumstances, you know. Another solution ... this mystery is ... somewhere there inside ... each ... us, there is ... slight amount ... happiness we must find ... try to keep ... preserve it ... ever.

FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(There is a dialogue between **Jane** and **Karl** about the essence of **happiness**)

Jane: Hello, ___! Glad to meet you after a rather long interval since we last met.

Karl: Hello, ___! Very nice to see you in good health and in good mood as well.

J.: I wonder if there is _____ to me to use **Happy** to see you _____ **Glad** to?

K.: I think you are lucky because I've consulted the _____ on-line dictionary.

J.: If you can _____ me the definition of **happy** then I can conclude **happiness**.

K.: You _____ to be perfectly right, as soon as it seems to be a _____ chain here.

J.: _____ ones are called one-root words and it is my _____ topic for the next lesson.

K.: Glad to be helpful _____, but I've got five definitions for you to _____ from.

J.: Apart from that, there is a need to _____ an authentic essay about **Happiness**.

K.: Sounds to be a very difficult task; but at the _____ time it seems to _____ noble.

J.: Well, I am trying to catch my lucky _____ and ask you for assistance to me.

K.: _____ they _____ from **Thesaurus.com explanatory dictionary**: It is a regular

_____ with the following comparative and superlative _____: starting **happy**;
_____ ; **the** _____ . 1 .delighted, pleased, or _____, as over a particular thing:

to be happy to see a person.2.characterized by or indicative of pleasure, content-

ment, or _____: a happy mood; a happy frame _____ mind.3.favored by fortune; _____

or lucky:a happy, fruitful land.4.appt or felicitous, as actions, _____, or ideas.

5.obsessed by or quick to use the item indicated (usually _____ combination):a trigger-

happy gangster. Everybody is gadget-happy _____ days. Are they alright?

J.: Right, even more _____ that, I can tell you. May I copy out them for _____ usage?

K.: _____, sure. But do not forget to mention the reference _____ you took it from.

J.: Do not worry about it, because our teacher explained us everything in _____.

K.: _____ notice some a) **synonyms** and b) **antonyms** too: **a) in high spirits,**

_____, cheerful, contentment, delighted, ecstatic, elated, glad, joyful, joyous,

jubilant, lively, merry, _____, peaceful, pleasant, pleased, thrilled and upbeat; **b)**

_____, disappointed, disturbed, down, grave, melancholy, miserable, sad,

serious, sorrowful, troubled, _____, unhappy, upset. These are just a part!

J.: Oh! You know, you _____ impressed me! But they are adjectives: I _____ noun!

K.: Well, turn all adjectives for happy _____ nouns for happiness and you'll succeed!

J.: Thank you very much! What do you _____ about the essay on the theme?

K.: You must give your impressions and _____ about happiness, the way you see it.

J.: I realize _____ an exclusively human feeling which makes us _____ to live.

K.: Cannot _____ with you! You know, I see it like _____ appreciated by people.

LESSON NINETEEN: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. THERE IS NOTHING LIKE..–Nimic nu este mai bun decât/se compară cu.

e.g.: **THERE IS NOTHING LIKE a shower after some time of jogging.**

Translate:

- a) **There is nothing like** a good rest after an intense period of time of studies.
- b) **There is nothing like** a cooled mineral water on a hot and stuffy weather.
- c) **There is nothing like** a wise advice especially when there is a bad situaion.
- d) **There is nothing like** a good sleep after a long day of some physical work.
- e) **There is nothing like** reading a book on a rainy day and nothing to be done.
- f) **Your example:** _____.

STUDY THE FOLLOWING:

II. ONE CAN HARDLY DO like that WITHOUT– Cu greu poți face așa fără.

e.g.: **ONE CAN HARDLY DO LIKE THAT WITHOUT a special training.**

Translate:

- a) **One can hardly do** his homework **without** handling the new grammar task.
- b) **One can hardly do** his work **without** setting the exact objectives to achieve.
- c) **You can hardly get** the essence **without** knowing the language very well.
- d) **You can hardly write** a well-structured essay **without** getting its elements.
- e) **One can hardly** reach the proposed goals **without** some time spending on.
- f) **Your example:** _____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. There is nothing else to be compared with a fortnight spent at the seaside in summer. 2. It is rather difficult to learn riding a bicycle with no practice at all. 3. There presents a hard task to somebody to acquire a profession with no instructions and tuition on behalf of an experienced professional master. 4. Nothing can be compared to the element of practising the English language in the country where it is spoken. 5. It is hard to compare something with the bringing up of children within the family. 6. It is practically impossible to have good English pronunciation avoiding an essential course of English phonetics. 7. None of the country or place in the whole of our world can be compared with the motherland. 8. It is practically impossible to imagine the actual human activity with no usage of the computers almost everywhere. 9. One can not compare anything with that sweet feeling of achieving the objectives set forth beforehand.

TEXT XIX:

I) THE FAVOURITE WRITER.

An **original writer** must have his **muse, gift** and **vocation** for **composition**. Very often they can be called the **men of words** or **masters of the word** who **spread thoughts** on paper in a **unique manner**. Because of their **ingenious** style, most of the classical writers **happen to be** even more popular now than many years ago, during their lifetime. Back into history, all nations and peoples possess their own writers who influence the language development **tendencies** and **guidelines**. Writers are those **universal** people who **sense** and value the language **properly**. Literature is an art of life and **being thus it belongs** to the people who live it. However, **masters of pen must stir** the imagination and let the readers into the passion of reading throughout their characters and books. There are known thousands of similar examples in **global literature, whether** classical or modern. A model of the classical writer can serve the great English poet and writer William Shakespeare, while the period when he **crafted** is called **The Age of Shakespeare** mostly. William Shakespeare is considered to be one of the greatest and the most popular among the English writers, poets and **playwrights** ever. It sounds rather **uncommon** but we might know probably more about his **masterpieces** than his biography. **Very few of us** might know that he used to be a very famous actor in London theatre where he **played roles** in **plays** that were written by him. It is known that Shakespeare wrote **not more** and **not less than** thirty-seven plays. Some of them are: **Richard the Third, Henry the Fourth, The comedy of errors, As you like it, Hamlet, Othello, King Lear, Macbeth, Romeo and Juliet** etc. After the period of **about** four hundred years, his plays continue to be read by people and acted on the most prestigious **theatre stages** of the world. **Once you read** one of his superb writings you can not watch **impartially** that play **staged** in the theatre or cinema. You can depict some new **features** and qualities of his personages while perusing his plays or sonnets. Reading people value his impact upon the mondial literature and that must be surely a well-deserved merit. **There is nothing like** reading facts of biography and books of my preferable writer. Here, I have presented just a few of them concerning William Shakespeare and his world of literature where he exposed his great gift and talent of an author that charms generations of readers after generations. I read books as it helps my personality.

II) DIALOGUE NINETEEN: Read, translate and summarise the dialogue:

(There is a discussion between **Lona** and **Melvin** about **literature** and **writers**)

Lona: Yes, do you know our homework for Universal Literature for tomorrow?

Melvin: Yes, I do. I **put it down** into my agenda, as there are **more assignments**.

L.: You always seem to be so practical about **taking notes** and homework writing.

M.: It is simple to explain. I used to do it at school and **I go used** to do it here too.

L.: It is becoming more attractive and interesting to me this **method of yours**, ok?

M.: You know that I am permanently glad to **give a hand** to my **fellow students**.

L.: **Anyway**, that is a wonderful thing on behalf of you, but there is **another point**.

M.: Please, have a look in my agenda: **Classical and Modern English Writers**.

L.: The topic was on the **tip** of my tongue, but how to connect it with all literature?

M.: Why do you need to make reference of English literature with the world one?

L.: Yes, we must do this as soon as I remember our lecturer telling to make a link.

M.: In a way or another you are right here. There is an interchangeable connection.

L.: **I have no idea** how to begin. **Shall I commence** with international or English?

M.: **One thing is** the theme together with our thoughts and ideas, and the other is...

L.: Do you intend to say that we **ought to write** the essay: **My favourite writer**?

M.: Yes, that is right. **You can hardly do** a thing **without** setting the task ahead.

L.: Thank you very much. **No secret** here, because I put down O. Henry **after bell**.

M.: Wow, you sound to have **delicate tastes** in literature! What a style he has got!

L.: Yes, that is true. I read more of his books and consider being able to refer here.

M.: As for me, the list can be extended from classical writers to the actual ones.

L.: Are you **supposed to specify** it within your written task or just choose one?

M.: There is nothing to hide from you here: A. Cronin and his works is my choice.

L.: It will be interesting to listen to your **reflections** upon the topic with examples.

M.: Examples of author's novels and stories read by us are obligatory, aren't they?

L.: Yeah! I agree with you because I know it from my experience of report writing.

M.: Then, it is going to be much easier to you from this point of view, probably.

L.: After me, the reason we choose our favourite author is his **manner and style**.

M.: So, if I continue your idea, while reading his stories we create our own ideas.

L.: I can conclude, it is useful to ask, especially if you have no idea how to start.

M.: The same here with me. I think that we helped each other with the guidelines.

A. Answer the following questions on the text completely:

1. **What must** an original author **possess** compulsorily for the composition craft?
2. **How can** writers **be characterized** with the help of different words and modes?
3. **Why do** most of the classical writers **happen** to be more popular nowadays?
4. **Do** all nations and peoples possess their own writers who impact the language?
5. **What kind** of qualities **do** the writers have and **what can** they **do** to language?
6. **What is** the meaning of literature and **what are** the links between it and writers?
7. **What is** there **told** about the classical poet and writer W.Shakespeare in the text?
8. **How many** plays **did** he **write**? **Which of** those **are mentioned** in the text?
9. **What are** the results of reading the works of Shakespeare for generations?
10. **What are** the concluding words of the text narrator related to the topic?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are** the characters who keep on the conversation of the dialogue?
2. **What was** the **theme** of the discussion between them when they met?
3. **What could Lona** read in the agenda of **Melvin**? **Was it tagged** to assignment?
4. **What was** the reason they had to make a connection in literatures under study?
5. **Was Melvin eager to help Lona** about the homework for Universal Literature?
6. **What was** the written home assignment they **had** to prepare for the classes?
7. **Did Lona keep** in secret from **Melvin** her preference of the favourite author?
8. **Did Melvin have to hide** anything from **Lona** concerning the choice of author?
9. **What is** the reason of choice of a definite author? **Do you agree** with this idea?
10. **What did** they **have** to tell to each other in the conclusion of conversation?

Your question _____ ?

C. Put the following words into the right column and transcribe them:

- a) /æ/ b) /ɪ/ c) /ɜ/ d) /ʃ/ e) /ð/

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

treasure, coin, she, cap, bathe, ship, breathe, leisure, cat, boy, friendship, apple, then, point, pleasure, than, measure, sheep, this, these, beige, joy, sure, lend, lad, with, champagne, pat, boil, massage, leather, fishing-rod, feather.

D. Use the right verb and its correct form in the Future II Indefinite tense:

choose, review, finish, acquire, sell, get, submit, write, present, apply, read.

1. I ... this book by this time tomorrow if I **(to have)** more time **(to do)** it today.
2. You...your answers for the **(to write)** test by tomorrow if you **(to work)** hard.
3. He ... **(to know)** many aspects by the end of the year if he **(to attend)** classes.
4. She...the PowerPoint presentation on literature if she **(to commence)** right now.
5. It ... by the end of the course of literature when it **(to consider)** firstly by them.
6. We ... the essay: **My favourite writer** by two o'clock if nothing **(to change)**.
7. You ...your knowledge of literature by the next term when you **(to have)** exams.
8. They ... the topic on literature by the end of this month if it **(to announce)** soon.
9. Johnny ... the number of patterns on literature by October if you **(to let)** him to.
10. Vicky ...more issues related to literature by the next seminar if he **(to allow)** it.

E. Choose the correct form of the verbs in the following sentences:

1. The favourite writer ... that whom you (**to entrust**) secrets. (**became/becomes**)
2. We must ... reading because we (**to have**) (**to know**) who we (**to be**). (**tries/try**)
3. ... you sure you (**to know**) all about your favourite writer? (**be/is/am/being/are**)
4. Friends ... about their preferable writers. (**exchanging/exchanges/exchanged**)
5. You...not always (**to get**) the writer's style by a story. (**could/cannot/can/can't**)
6. Real writers very rarely...themselves like (**to be**) great. (**to value/valuing/value**)
7. Your favourite writer's story (**to be**) of use when you ... answers in it. (**gets/get**)
8. People (**to set**) exhibitions of books where they ... impressions. (**shares/share**)
9. Some of my friends (**to want**) ...a reading party last week. (**setted/setting/to set**)
10. I (**shall**) (**to like**) ...familiar to as many books. (**gets/got/have got/get/to get**)

F. Place the following words in the correct order within the sentence:

1. **composition. muse, original** have **gift writer** & his for **vocation** own An must
2. **Lona** and is discussion and a **writers.** about There **literature Melvin** between
3. **of** by **the** Very be us **word.** the **men of** often **masters** they called can **words** or
4. **notes** practical about so You homework be to always writing. **taking** seem and
5. now. **happen** of writers **ingenious** Because **to style be** an popular more classical
6. a are an connection. or There you right way In is interchangeable another here.
7. are those **properly. universal** people Writers who **sense** and value the language
8. to say **favourite** that we the intend **ought** you essay: **to My write writer?** Do
9. his people must thing. value impact literature Reading that upon be the a and
10. stories they? obligatory, and are novels author's aren't us read of Examples by

G. Match the words of Column A with the appropriate ones in Column B:

- | | |
|---------------------------------------|---|
| 1. Back into history, all | a) the imagination and let the readers |
| 2. I used to do it at school | b) put down the homework after bell. |
| 3. masters of pen must stir | c) listen to your reflections |
| 4. Writers are those universal | d) favourite author is his manner |
| 5. No secret here, because I | e) and I got used to do it |
| 6. he used to be a very | f) just a few of them concerning |
| 7. It will be interesting to | g) four hundred years, his plays, |
| 8. After the period of about | h) nations and peoples possess |
| 9. the reason we choose our | i) famous actor in London theatre |
| 10. Here, I have presented | j) people who sense and value. |

H. Use the due modal verb MUST, CAN or HAVE TO, BE ABLE TO:

1. We...(**to borrow**) the homereading books now because we (**to need**) them.
2. I ... (**to skip**) the new text at home but we (**to be**) (**to go**) (**to do**) it together.
3. You ... (**to do**) your reading individually already and (**to use**) the dictionary.
4. He ... (**to choose**) one of the authors from the list and (**to begin**) (**to read**).
5. She ... (**to do**) more lecturing now because she (**to master**) English better.
6. It ... (**to understand**) that constant (**to read**) (**to stir**) our imagination daily.
7. We ...(**to perform**) lots of things and (**to realize**) a lot if we (**to read**) much.
8. You...(**to get**) to the due point of (**to find**) your favourite writer if (**to read**).
9. They ...(**to have**) many friends who like this author, as his books (**to sell**).
10. I ... (**to see**) the difference between (**to write**) styles after much (**to read**).

I. Irregular verbs (give all 4 forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to	—	paid	—	—
to	—	saw	—	—
to	—	chose	—	—
to	—	fed	—	—
to	—	spoke	—	—
to	—	sank	—	—
to	—	led	—	—
to	—	struck	—	—
to	—	tore	—	—
to	—	sprang	—	—

M. Translate the following topical sentences from Romanian into English:

1. Deseori poți determina autorul preferat după ce ai citit mai multe opere.
.....
2. Ei au discutat mai mulți autori preferați dar totuși au convenit la unul singur.
.....
3. Scriitorul preferat nu poate fi impus de către obiectul literaturii ci de subiect.
.....
4. Cum poți desemna scriitorul preferat? Această întrebare ne frământă pe toți.
.....
5. Scriitorul preferat poate pretinde la locul unui prieten adevărat pentru noi.
.....
6. Poți oare determina cu ajutorul intuiției un scriitor modern drept unul clasic?
.....
7. El are mulți scriitori preferați și cunoaște multe din operele acestor autori.
.....
8. Literatura deține un rol important în procesul de formare a personalității.
.....
9. Lectura de calitate ne oferă foarte multe situații apropiate de realitatea vieții.
.....
10. Eleonora ne-a oferit foarte multe detalii din activitatea scriitorului preferat.
.....

K. Fill in the prepositions, articles or conjunctions in the text: for, but, when, while, the, of, and, through, by, from, a, that, so, whether, in, or, with, to:

Field researches indicate ... reading is becoming more popular again. One might say, strange thing to be ... world full ... technology. We, people, like something attractive ... interesting, ... writers are those gifted people who can assure ... us those things. There is ... Fair Play, ... my mind, they stipulate ... us ... neutral presentation ... life facts full ... colours. ... hidden trick is ... writer draws images, characters ... their deeds ... words inspired ... reality, ... we, readers, reach ... point ... we rather accept ... colourful description ... narration ... escape ... dim ... grey daily routine. Writers are also people, ... they can be ... good ... bad ... that means ... we can become friends ... them ... not. You may have acquaintance ... writer, meaning ... you know ... name, surname writer, not more than that. We prefer to spend ... our family ... friends; ... why not to find some spare time ... reading?

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(There is a discussion _____ **Lona** and **Melvin** about **literature** and **writers**)

Lona: Yes, do you ____ our homework for Universal Literature for _____?

Melvin: Yes, I do. I put it down into my _____, as there are more assignments.

L.: You always seem to be so practical about ____ notes and homework writing.

M.: It is ____ to explain. I used to do it at ____ and I got used to do it ____ too.

L.: It is becoming ____ attractive and interesting to __ this method of _____, ok?

M.: You ____ that I am permanently ____ to give a ____ to my fellow students.

L.: Anyway, that is a wonderful thing on ____ of you, but there is _____ point.

M.: Please, have a ____ in my agenda: "**Classical** ____ **Modern English Writers**".

L.: The topic was on ____ of my tongue, but ____ connect it with all literature?

M.: Why do you ____ to make reference of _____ literature with the world one?

L.: Yes, we ____ do this as ____ as I remember our _____ telling to make a link.

M.: In a way or ____ you are right _____. There is an interchangeable connection.

L.: I ____ no idea how to begin. Shall I _____ with _____ or English?

M.: One _____ is the theme together with our _____ and ideas, and the ____ is...

L.: Do you _____ to say that we _____ to _____ the essay: **My favourite** _____?

M.: Yes, ____ is right. To my _____, you have ____ very ____ memory, ____ all.

L.: _____ you very much. No secret here, _____ I put down **O. Henry** after bell.

M.: Wow, you _____ to have _____ tastes in _____! ____ a style he has got!

L.: Yes, that is _____. I read more of his books and _____ being able to refer here.

M.: ____ for me, the list ____ _ extended ____ classical writers ____ the actual ones.

L.: Are you supposed to specify it _____ your written task or just choose ____?

M.: There is nothing to hide from ____ here: **A. Cronin** and his ____ is my choice.

L.: It will be _____ listen ____ your _____ upon the topic with _____.

M.: _____ of author's novels and stories read by us are obligatory, _____ they?

L.: Yeah! I ____ with you ____ I know it from my _____ of report _____.

M.: Then, it is going to be ____ easier to you from this point of view, probably.

L.: After ____, the reason we choose our _____ author is his manner and style.

M.: So, if I continue _____ idea, while reading his stories we create our ____ ideas.

L.: I can conclude, it is useful to ask, _____ if you have no idea how to start.

M.: The same here with me. I _____ that we helped each other _____ guidelines.

LESSON TWENTY: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I.ON ONE HAND,...ON THE OTHER HAND-pe de o parte, pe de altă parte.

e.g.: ON ONE HAND, it is easy ON THE OTHER HAND, it is quite difficult.

Translate:

- a) **On one hand**, your suggestion is very attractive and **on the other hand** not.
- b) **On one hand**, it is a good possibility but **on the other hand**, it is confusing.
- c) **On one hand**, there is a good chance to promote, **on the other hand** none.
- d) **On one hand**, it is promising, but **on the other hand** it seems so deceptive.
- e) **On one hand**, you feel like knowing it and **on the other hand** it is not so.
- f) **Your example:**_____.

STUDY THE FOLLOWING:

II.I AM RATHER THANKFUL TO YOU ...- va sănt foarte recunoscător...

e.g.: I AM RATHER THANKFUL TO YOU, I must admit, but I have to quit.

Translate:

- a) **I am rather thankful to you** for letting me have that charming opportunity.
- b) **I am rather thankful to you** because supporting me at some difficult time.
- c) **I am rather thankful to you** as you can always give me a piece of advice.
- d) **I am rather thankful to you** from the point of view of letting me know it.
- e) **I am rather thankful to you** so that you can count on my help if needed.
- f) **Your example:**_____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. From one side, this material contains a lot of fresh and new information and from another side it arouses nothing but interrogative marks by the end of each sentence. 2. I am very graceful to you for offering me the chance to implement my ideas into life. 3. I am quite grateful to you as soon as you took my words for granted and due to your support there appeared lots of opportunities. 4. From one part, your proposal is worth considering and from the opposite part it bears some elements of risk. 5. As from a perspective, it seems more than a hobby, but as from a different one it looks like something very habitual. 6. There is to bring nothing but thanks to you for your efforts and time dedicated to achieving of my results. 7. At one angle it seems to be a positive thing, but at some other angle it can be transformed into a harmful thing, too. 8. I should like to express my gratitude to you, on the point of your consideration and appreciation toward my personality.

TEXT XX:

I) THE PREFERABLE BOOK.

In spite of the technical progress, reading can not be excluded from modern life **fully**. **On one hand**, literature still has a great influence on people's minds and **on the other hand** it helps them to become personalities. A **captivating book** can make a good beginning for you, as far as it **stirs our imagination** and **challenges** us for something more **in minds** and **actions**. If you **are fond of** and **taken to** by the world of reading, then you may get closer and understand better the world of other people. Reading requires much of the effort on behalf of the reader as far as it means some hard intellectual work and it is not **merely** for fun. Moreover, a book is one's best friend and the best present to be made to anyone and for any occasion. You will never **get bored** while reading because it can take you to the world of the characters in the book. Taking advantage of the given possibility, I should rather prefer to expose some of my **reflections** on book **Gulliver's Travels** that **went out** of Jonathan Swift's **feather-pen** in 1726. It is truly considered to be his great masterpiece **reaching** the top of his talent and craft of a writer. This book had a great success in Great Britain, because there were characterized positive and mainly negative traces of the society of that time. There are narrated the adventures of a ship **surgeon**, who is the **teller** himself, and they are divided into four **voyage** parts: 1. A voyage to Lilliput. 2. A voyage to Brobdignag. 3. A voyage to Laputa. 4. A voyage to the country of Houyhnhnms. The **consequences** of a **shipwreck** made Gulliver **find himself** in a country populated by **mean** people of about six **inches** tall. Everything else in this country was on a corresponding **scale**, including **morals** and **values** and not just people, houses and **surroundings**. The second **trip** took Gulliver's **ship** to the **land** of the **giants** where he was **captured** by them. They took him as a **toy** and **treated** him kindly. I like to read his books because they are written in a very interesting manner and make me imagine some **wonderful** things and also help me **plunge into** the atmosphere of the activities described there. I think that the subject of this book must be especially interesting to children and teen-agers as far as it is full of **historic** things, travelling adventures and wonderful patterns **stimulating** the **visions**, views and imagination of the readers. Anyhow, his works make you desire to read them **once again**, see the play on the book in the theatre or watch the film which is based upon one of his books.

II) DIALOGUE TWENTY: Read, translate and summarise the dialogue:

(There is a dialogue between **Nigel** and **Olanthe** about their **preferable books**)

Nigel: Oh, **Olanthe**, good evening! **It seems like** a surprise to meet you around!

Olanthe: Yes, **Nigel**, good evening to you too! I **haven't expected** to see you here.

N.: **Right you are. Statistics** currently shows **low percent** of buyers in bookshops.

O.: Yes, I read about it in press. The same happens about **customers** in libraries.

N.: That's correct. The idea is that **less and less** people, especially young, go there.

O.: You know, **as far as** we are young people, we can meditate and wonder why.

N.: **In my vision**, a **prior** influence might serve every kind of massmedia sources.

O.: Well, that means that **fewer** people read books or anything that is written on.

N.: Do you refer to that is written in books, **magazines**, journals and newspapers?

O.: Yes, absolutely. A similar tendency is being observed about the **handwriting**.

N.: We might only put **signature** instead of handwritten words, sentences or texts.

O.: **Why is it so?** Is it because we have started to receive the **ready-made** info?

N.: Supposingly, you have just evoked one of perspective troubles of the youth.

O.: The means of **acquiring** the world not through books plainly are rather wide.

N.: Broadcasting through wirelesses, radios, TV-sets, Wi-Fi and internet networks.

O.: I agree that the potentials and possibilities are growing from **term to semester**.

N.: **E-books** came into our everyday vocabulary and conversation like e-mail etc.

O.: I think that you are very smart. Where do you happen to know all these from?

N.: I seemingly risk to look old-fashioned in front of you, but from books, mainly.

O.: You know, I find our conversation very useful to me, I must tell you the truth.

N.: O'key, me too. But what are you doing here in this bookshop, plain marketing?

O.: I like to read, mostly books about adventures, so **I dropped in** to see the news.

N.: I guess, I know what you mean here. My favourite book is **Oliver Twist** by...

O.: **Charles Dickens**, of course, who does not know that classical masterpiece?

N.: And what about you? Which book can you accept to call your preferable one?

O.: It is not a secret for you: **The Treasure Island** by **Robert Louise Stevenson**.

N.: Yes, thank you for your answer and for sharing with me. I read this book, too.

O.: Frankly speaking, I'm optimistic as I see more and more young people reading.

N.: After all, they may get the audio version of the book for listening and revision.

O.: In the end of the day, **I am rather thankful to you** for having this discussion.

A. Answer the following questions on the text completely:

1. **What role does reading hold** in our life? **What do you think** about reading?
2. **What is** the impact of literature upon people's minds? **What can it make** to us?
3. **What does** it usually **happen** to you if you are fond of the world of reading?
4. **What does** reading **require** on behalf of the reader? **What is** the scope of it?
5. **What is** the importance and significance of the book for us? **What can it be**?
6. **Why will** you never **get bored** if reading a book that is worth holding in hands?
7. **What book did** the narrator of the text **choose** for presentation and description?
8. **Whose adventures are** there **narrated** in the book? **What are** other parts there?
9. **Why does** the narrator of the text **like to read** Jonathan Swift's books?
10. **What is** the conclusion drawn by the narrator of the text? **What do you think**?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are** the characters who keep on the conversation of the dialogue?
2. **What is** the **theme** of the discussion between them when they start the dialogue?
3. **What did Nigel and Olanthe discuss** about libraries, young and old people?
4. **What do** there **seem to be** the reasons why less and less people go to libraries?
5. **What kind of** situation is there observed about the **handwriting** of people?
6. **Why does** it **happen** so about reading and writing in our modern world?
7. **Whose perspective troubles are** there **supposed** to be less reading and writing?
8. **What are** the nowadays alternatives to reading and writing for young people?
9. **How did Nigel and Olanthe find** their subjects of conversation to be?
10. **What favourite books had Nigel and Olanthe?** **What did they tell** about them?

Your question _____ ?

C. Use the verbs in the corresponding tenses in the sentences:

1. The book I **(to like)**...**(to determine)** by the preferable writer.**(am/are/is/was)**
2. Usually, we ... **(to read)** books since the childhood.**(begins/has begun/begin)**
3. What do you ... **(to read)** when you **(to have)** time?**(preferred/prefers/prefer)**
4. There ... lots of libraries where you **(can)** **(to read)**.**(am/are/is/was/were/been)**
5. There **(to be)** many favourite books ...in my library.**(find/found/to be found)**
6. Literature ... a lot of good for our development.**(can to do/could do/can do)**
7. The preferable books ... **(to exhibit)** at the book fair. **(being/was/been/were)**
8. The book-shops ... at 09 a.m. and ... at 08 p.m.. **(opens, closes/open, close)**
9. I ... a lot of books for sale at the international literature exhibition.**(to see/saw)**
10. It **(to set)** the task...on the book in **(to write)** recently.**(expands/to expand)**

D. Place the following words in the correct order within the sentence:

1. the **of In** reading can technical modern excluded not be life. progress, **spite** from
2. **you percent** currently buyers **Statistics** bookshops. shows **Right low** of in **are**.
3. influence a personalities. has and them become on minds great real Literature
4. I press. libraries. happens **customers** same it about in about The readYes, in
5. it imagination. make beginning **book** stirs good our a can A because **captivating**
6. **prior** sources. a **my** might every media **In** influence kind serve of **vision**, mass
7. **of** reading, people. **are** other may world understand you then **fond** If you the of
8. **handwriting**. similar A observed Yes, about absolutely. the is being tendency
9. occasion. for book is the any friend and the A best us best to present be made to
10. the of **acquiring** world not wide. through means The plainly books are rather

E. Match the words from Column A with appropriate from Column B:

- | | |
|---------------------------------------|--|
| 1. It is truly considered to be | a) success in Great Britain, because |
| 2. Well, that means that fewer | b) positive and mainly negative traces |
| 3. This book had a great | c) and treated him kindly. |
| 4. Do you refer to that is | d) to know all these from? |
| 5. there were characterized | e) adventures of a ship surgeon , |
| 6. we have started to | f) his great masterpiece reaching |
| 7. There are narrated the | g) wirelesses, radios, TV-sets, Wi-Fi |
| 8. Broadcasting through | h) receive the ready-made info |
| 9. They took him as a toy | i) written in books, magazines , |
| 10. Where do you happen | j) people read books or anything |

F. Put the following words into the right column and transcribe them:

- | | | | | |
|---------|---------|----------|----------|----------|
| a) /ɔ / | b) /r / | c) / e / | d) / b / | e) / j / |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

University, metal, rain, bra, estate, pot, rabbit, beam, yawn, dense, plot, rainbow, yet, bed, entry, boss, yacht, room, lock, ball, hen, job, roof, yellow, tent, bring, begin, shop, yard, merry, ring, young, stock, century, roe, yes, yet.

G. Translate the following sentences from Romanian into English:

1. O carte preferată poți s-o recitești de mai multe ori aflând ceva nou din ea.
.....
2. Cititul cărților reprezintă un studiu obligatoriu în școli, licee si universități.
.....
3. Există multe proiecte naționale și internaționale care vizează lectura cărții.
.....
4. Pentru a determina cartea preferată este necesar de a citi mai mulți autori.
.....
5. Cărțile despre aventuri si relații romantice sunt mereu în topul preferințelor.
.....
6. Mulți dintre cititori, până a merge la librărie, consultă cartea la bibliotecă.
.....
7. Mulți turiștii străini preferă să-și achiziționeze o carte despre țara vizitată.
.....
8. O carte poate servi un mijloc bun pentru a te distra în timpul unei călătorii.
.....
9. Foarte multe dintre toate cărțile existente deja posedă și varianta sa digitală.
.....
10. Actuala mea carte preferată este total diferită de acea carte din adolescență.
.....

H. Use the verbs in any corresponding tenses by the meaning and context:

1. We (**to try**) (**to dedicate**) more time on (**to read**), but we (**to have**) no time.
2. I (**to want**) you (**to know**) more about my favourite author and book now.
3. You (**to have**) (**to keep**) in touch with new books range before (**to get**) one.
4. They (**to play**) an interesting game of words, when I (**to bring**) a new book.
5. He (**to be able**) (**to do**) his English individually because he (**not to be**) busy.
6. She (**to get**) the English text-book yesterday, so she (**to do**) her HW now.
7. It (**to get**) more and more intrigue as I (**to keep on**) (**to read**) this very book.
8. You (**to read**) a new edition of the book, when she (**to ask**) you to come in.
9. When I (**to go**) to the library, there (**must**) (**to be**) a list of new books there.
10. If I (**to be**) you, I (**shall**) (**to ask**) her why she (**not to want**) (**to do**) it at all.

I. Irregular verbs (give all forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to	–	–	shot	–
to	–	–	split	–
to	–	–	eaten	–
to	–	–	drunk	–
to	–	–	caught	–
to	–	–	sewn	–
to	–	–	dug	–
to	–	–	hung	–
to	–	–	bought	–
to	–	–	understood	–

J. IF – clauses: write the correct forms of the verbs in these sentences:

- 1) I (**to know**) many exciting things then, if I (**to read**) many new books now.
- 2) You (**to help**) (**to choose**) a new book, if you (**to have**) time at five o'clock?
- 3) He (**can**) (**to tell**) so many captivating stories if you (**to ask**) about the book.
- 4) She (**to let**) me (**to know**) about everything I (**to want**), if I (**to see**) her now.
- 5) It (**must**) (**to take**) for granted, if you (**to go**) (**to implement**) the book idea.
- 6) We (**to do**) the book research work ourselves, in case we (**to want**) results.
- 7) You (**can**) (**to do**) the book translation yourself, if only you (**to want**) it to.
- 8) They (**to decide**) (**to make**) an exchange of books in case they (**to be**) new.
- 9) Estelle (**to meet**) me at the book-store (**to show**) the books if I (**to need**) it.
- 10) Charles (**to offer**) you many interesting books, if only you (**to ask**) him.

K. Fill in the prepositions, articles or conjunctions in the following text: but, the, out, a, by, in, with, of, for, at, around, about, and, if, so, that, at:

There are books ... can be read name author. ... sometimes, you can read ... book coming its value first ... only then name writer. ... you ask me ... my favourite book, then I can relate ... I have had more ... them. When I was ... child I liked fairy-tales. When I was ... teen-ager I was fond books ... adventures. When I became ... young man I got to be interested ... romantic novel, stories ... even detective stories. ... present, I prefer to read some ... best-sellers, especially purpose ... comparing ... book one ... movies, mostly...., I can conclude ... preferable book comes age. When you choose ... new book, you discover ... new world all ... yourselves.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(There is a _____ between **Nigel** and **Olanthe** about their _____ **books**)

Nigel: Oh, _____, good evening! It seems like a _____ to meet you _____!

Olanthe: Yes, _____, good _____ to you, ____! I haven't expected to ____ you here.

N.: _____ you _____. Statistics currently indicate low _____ of buyers in _____.

O.: Yes, I _____ about it in press. The same _____ about _____ in libraries.

N.: That is _____. The idea is _____ and less people, especially _____, go there.

O.: You _____, as far as we are young _____, we can meditate and _____ why.

N.: In my _____, a _____ influence might serve every kind of mass media _____.

O.: Well, that means that _____ people read books or _____ that is written on.

N.: Do you _____ to that is _____ in books, _____, journals and newspapers?

O.: Yes, _____. A similar tendency is being _____ about the _____ writing.

N.: We might only ____ signature instead of handwriting _____, sentences or texts.

O.: _____ is it so? Is it _____ we have started to receive the ready-_____ info?

N.: Supposingly, you have just _____ one of perspective _____ of the youth.

O.: The means of acquiring the _____ not through books plainly are _____ wide.

N.: Broadcasting _____ wirelesses, radios, TV-sets, Wi-Fi and _____ networks.

O.: I agree that the potentials and _____ are growing from term to _____.

N.: E-book(s) came into our everyday _____ and conversation like _____ etc.

O.: I think that you are very _____. Where do you _____ to know all these from?

N.: I seemingly _____ to look ____-fashioned in _____ of you, but from books, _____.

O.: You know, I find our _____ very useful to me, I _____ tell you the _____.

N.: O'key, me too. But _____ are you doing here in this bookshop, _____ marketing?

O.: I like to _____, mostly books about adventures, so I dropped ____ to see the news.

N.: I _____, I know what you mean here. My _____ book is **Oliver Twist** by...

O.: **Charles Dickens**, of _____, who does not know that _____ masterpiece?

N.: And what _____ you? _____ book can you accept to _____ your preferable one?

O.: It is not a _____ for you: **The _____ Island** by **Robert Louise Stevenson**.

N.: Yes, _____ you for your _____ and for sharing with _____. I read this book, _____.

O.: Frankly _____, I'm optimistic as I see more and _____ young people _____.

N.: _____ all, they may get the _____ version of the book for listening and _____.

O.: In the _____ of the _____, I stick to more _____ modalities of reading a book.

REVISION TEST UNITS XVI – XX:

1. Literature is ___ ___ classical works.
a. base/at/a b. bases/in/an c. based/on/the
2. ___ you ___ many friends around you?
a. Do/have b. Are/have c. Have/have got
3. Happiness ___ us ___ to live our lives.
a. makes/let b. do/wants c. makes/want
4. What ___ you ___ your favourite writer?
a. can/tell/about b. may/speak/in front of
5. I've just ___ an essay ___ the book I read.
a. finish/in b. finished/on c. finishing/of
6. ___ you like it you ___ do it every day.
a. When/must to b. If/must c. What/need
7. I shall ___ football tomorrow at 17.00.
a. be playing b. no playing c. am playing
8. The test _____ on the blackboard.
a. 'll write b. will wrote c. will be written
9. You ___ get an excellent for scholarship.
a. must b. can c. have to d. be able to
10. We were ___ to use this book now.
a. allow b. allowed c. allows d. allowing
11. There ___ snowing since morning.
a. have been b. has be c. is have d. do is
12. It may be sunshine ___ it stops to rain.
a. however b. until c. but d. or e. yet f. if
13. There are ___ of the books on the desk.
a. the b. an c. a d. some e. no f. -
14. One cannot ___ happiness on scales.
a. way b. wey c. weight d. weigh e. whay
15. He ___ to become a writer, you know.
a. have b. am c. do d. shall e. dreams
16. You never ___ which book to choose.
a. aware b. sure c. confuse d. know e. do
17. There are plenty of books ___ by ___.
a. rad/I b. rid/my c. read/mine d. red/ me
18. A gifted writer ___ you see the world.
a. composes b. molds c. does d. makes
19. I ___ you good health and _____!
a. want/luck b. will/joy c. wish/happiness
20. Friends ___ always be there when ____.
a. -/need it b. shall/need c. will/needed
21. English Literature is ___ all languages.
a. rendered on b. translated into c. put in
22. There are no changes ___ nearest future.
a. for the b. for a c. for an d. from the
23. I might help you ___ give ___ a hint.
a. but/alike b. though/yet c. and/even
24. What ___ there ___ in the story of them?
a. be written b. is written c. am written
25. ___ you help me with the new topic?
a. can b. have to c. be able to d. must
26. You ___ not _____ into our list.
a. are/-include b. -/be- c. will/be included
27. You ___ not ___ the text at 13.00.
a. will be/have reading b. will be/reading
28. Literature is an ___ Philology subject.
a. mandatory b. obligatory d. compulsory
29. Friendship is characteristic ___ people.
a. in b. at c. by d. on e. in f. to g. of
30. I couldn't get the best-seller in the ____.
a. canteen b. market c. pub d. library
31. She can give the _____ of this writer.
a. magazine b. journal c. letter d. books
32. ___ wants to be happy through life.
a. Every body b. Somebody c. Everybody

The total amount of points is 100. Each correct item is equal with 3.125 points.
Results: A : 100 – 91; B: 90 – 81; C: 80 – 71; D: 70 – 61; E: 60 – 51; F: 50 – 41; G: 40 – 31;

LESSON TWENTY ONE: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. THERE IS NO WONDER that ... - Nici nu este de mirare că

e.g.: THERE IS NO WONDER that despite the effort, I must start again.

Translate:

- a) There is no wonder that the requirements are adjusted to new standards.
- b) There is no wonder that there can be occasional snow in the early spring.
- c) There is no wonder that they do know the text new vocabulary very well.
- d) There is no wonder that he got a ten at English. He is a hard-working one.
- e) There is no wonder that he knows the play, it is because he read the book.
- f) Your example:_____.

STUDY THE FOLLOWING:

II. FROM TIME TO TIME ... - Din când în când / de la ocazie spre alta

e.g.:FROM TIME TO TIME, they sort the things out and promote new ideas.

Translate:

- a) From time to time, they used to visit the theatre to see an interesting play.
- b) From time to time, there can be some occasional rains during the winter.
- c) From time to time, they visited the video classroom in order to see a film.
- d) From time to time, they phoned each other to keep in touch with the news.
- e) From time to time, there is a discussion related to the situation in the firm.
- f) Your example:_____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. It is not surprising to me that they decided to continue their studies after they graduated from the University. The reason is within some great career perspectives and possibilities to implement some ideas and projects afterwards. 2. Occasionally, teacher gives the students a test or a dictation with that definite purpose to evaluate their knowledge level. 3. It is not a matter that causes any question to me that we have to practise in the phonetic laboratory if we want to achieve some better results in pronunciation and acquiring both: the spoken and written English. 4. Sometimes, but not so very often, they have to use the taxi services, especially when their car won't start, it is at the service workshop or merely broken down. 5. However, there is not any unexpected thing to me, when just one English word can possess more than fifty different meanings, without mentioning of the impact upon the sense of verbs, for instance. 6. Periodically, they have to update the info.

Along centuries, the **entire whole meaning-bearing** world of literature, like we are normally used to **perceive** it in its classical meaning and understanding, **came out** from the pages of the books and **penetrated** into the theatres on their stages **all around** the globe. **Afterwards**, we may find ourselves in the roles of these **characters** in real life. The themes can be so very different and various, similar to those **encountered in reality**. Maybe this factor made books and theatre plays **pass through** each of the known civilizations, such as the **Greek** and **Roman** ones, the **Renaissance** epoch of Europe, the Elizabethan time of England to present times and into the modern literature and theatre world of the previous and the actual **twenty first** centuries, where there can be seen the **ancient** comedies or dramas **on stage**, as well as **in movies** and **on television**. However, the **written works** and **plays of Shakespeare** resisted the **test of time, beyond any doubt**. **Just in case** you are interested, there are some of the plays for the theatre that I like. It depends mostly on the book that I choose to read first of all, and only afterwards to go and see the play in the theatre or even watch the **screened** film version in the cinema-theatre, and **even more** the television version at home. One of these ones is **Hamlet** written by William Shakespeare. Very few know its **complete title** as **The Tragedy of Hamlet, Prince of Denmark**, written by the author by different sources **either** in 1599 or 1602 **or** between these years. As it stands for the content, **there is no wonder that it is held** in the Kingdom of Denmark, while the play **develops** the drama of Hamlet's father King Hamlet, Hamlet's mother Gertrude, the Prince Hamlet and the crime of his uncle Claudius who had murdered his own brother and occupied the throne by marrying the widow of his deceased brother and the **revenge** is on behalf of Hamlet. Apart from that, there are more characters in this play. It is considered to be the best and the most well-known play of Shakespeare and the most representative one in the English literature. Together with dramas and tragedies, a major part in his works occupy comedies and love stories, being popular for their **brightness, light, lively joy** and **love for life**. Each of us needs the world of **fairyland** of literature and theatre, cinema and TV today. We **get familiar** to it since childhood and **carry on** love for it during our lifetime.

II) DIALOGUE TWENTY ONE: Read, translate and summarise it:

(There is a dialogue between **Philip** and **Quenby** about their **preferable play**)

Philip: Good morning, **Quenby!** You are **so early** before the library **opening hour**.

Quenby: Good morning, **Philip!** It is eight **o'clock** and fifty five minutes **with me**.

P.: My **watch** indicates four minutes to nine, while **mobile clock** shows 8 and 57.

Q.: Does that mean we can talk about the **approximate** time? And the **librarian**?

P.: You see, I can **hardly suppose** that her **watch is fast**. I could think **it is slow**.

Q.: However, I **am hanging about** for **an hour or so**. I thought it opens at 8 a.m.

P.: But you have not answered to my question yet: why are you so early here?

Q.: You know, if you really insist I **can share it** to you: I have a report on theatre.

P.: It is **seemingly** an enormous topic, **I assume**. Is there anything more specific?

Q.: I have to present a report and its PowerPoint version on: **My favourite play**.

P.: **That sounds** interesting enough to me! You have a report but we had an essay.

Q.: Did it have any interference with the theme of study or something detached?

P.: Sure, it was our English Communication Topic: **My preferable theatre play**.

Q.: I **must submit** it for checking not later than next Monday and I won't give up.

P.: Obviously, you prove to be a serious young lady just the way I thought you are.

Q.: Thank you for your words of praise. I want to choose the play I took part in.

P.: Does it mean that you played in a theatre performance? You make me curious!

Q.: Yes, **from time to time**, I used to act in our amateur theatre club at school.

P.: Probably, I agree with this term and condition. I have my impression and you?

Q.: Well I can explain it to you in a few words. There was a **huge queue** of eagers.

P.: It is so visible here: the number of actors and actresses in the cast is limited.

Q.: Certainly, it is so. But the age factor was determined because of the attitude.

P.: O.K. Have you read the book or the story of the play you are going to describe?

Q.: I learnt my character Juliet's words from **Romeo and Juliet** by **Shakespeare**.

P.: Was it a success at that period of time in your life or not? Was it impressive?

Q.: It was worth every second and moment that I spent during the play rehearsals.

P.: So, you determined the play you are going to present. Now you have to work.

Q.: Eh, but what about your preferences in respect of the plays for theatre stages?

P.: It is **Tom Sawyer** by **Mark Twain**. Will you join me for tonight performance?

Q.: Thanks a lot. But could you give me a few hints upon my presentation first?

A. Answer the following questions on the text completely:

1. **What happened** with the world of literature along centuries? **Why is** it so?
2. **What does** the narrator **mean** by words we may take the roles of characters?
3. **What similarities are** there between the themes in literature and reality?
4. **What civilizations did** literature and theatre **pass through** along the history?
5. **How did** the theatre and its plays of the past influence the modern treatment?
6. **Where else can be seen** the ancient comedies or stage dramas in this century?
7. **What is** there **mentioned** about the written works and plays of Shakespeare?
8. **What is** there **told** about **The Tragedy of Hamlet, Prince of Denmark**?
9. **Why is Hamlet recognized** to be the best and most famous Shakespeare's play?
10. **What does** each of us **need** during our lifetime? **Do you agree** with it or not?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are** the characters who keep on the conversation of the dialogue?
2. **What was** the **theme** of the discussion between them when they met?
3. **What time did Quenby come** to the library on that morning **at**?
4. **Why did** she **decide** to come to the library so early in the morning?
5. **What other questions did Quenby receive** on behalf of **Philip**?
6. **What was** the topic of the essay **Philip** had written for English Communication?
7. **When did Quenby have to submit** her report for being checked and marked?
8. **How did Philip characterize Quenby** to be? **What did** she **answer** to him?
9. **What did Philip and Quenby talk** about theatre performance, stories, authors?
10. **What were** they **discussing** in the ending part of their conversation?

Your question _____ ?

C. Put the following words into the right column and transcribe them:

- a) /a:/ b) /v/ c) /εə/ d) /f/ e) /aiə/

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

car, fire, field, vine, air, voice, far, admire, care, film, tire, art, bear, velocity, force, grass, vendor, fair, flyer, fan, hair, tyre, victory, ask, photo, lion, laugh, path, vision, armchair, farther, repair, higher, flight, value, tyre, sire, bare.

D. Use the right verb and its correct form in the Future II Progressive tense:

search, look forward, page, read, talk, write, analyze, review, watch, drive

1. I...the book all day long and I (**to be**) at the point (**to compare**) it to the play.
2. You...to the theatre performance for two hours or so because of traffic jams.
3. He...many theatre plays for the time of the Literature course and (**to give**) ideas.
4. She ... for a lovely bouquet of flowers all day long (**to offer**) it after the play.
5. It ...the play for hours (**to depict**) errors and mistakes, as (**to stock**) in data.
6. We ... the end of the play in order (**to be sure**) if it (**to match**) the book ending.
7. You ...the book all the time before the theatre for (**to get**) an idea of the play.
8. They ... about the first night of the play the whole evening (**to share**) opinions.
9. Bob...the play all evening and he (**to share**) his impressions with friends after it.
10. Lizzy... the essay: **My favourite play** for two hours and she (**to go out**) then.

E. Choose the correct form of the verbs in the following sentences:

1. Theatre plays ... (**to view**) on any of the stages. (**to can be/can to be/can be**)
2. We must ... to the performance and (**to attend**) the theatre. (**going/to go/go**)
3. she sure that she (**to realize**) the real theatre values? (**be/are/is/am/being**)
4. A real theatre play ... popular with any audience. (**to become/became/becomes**)
5. You... (**to be**) always sure when it (**to be**) a real theatre play. (**could/to can/can**)
6. Real theatre play (**must**) ... the testing of time. (**to resist/resists/resisted/resist**)
7. We... (**to see**) a new theatre performance tonight. (**go/goes/gone/went/are going**)
8. Theatre-goers (**to wonder**) if there (**can**) ... a play they (**not to see**). (**exists/exist**)
9. Some of my friends (**to want**) ... to a theatre performance now. (**going/go/to go**)
10. I (**shall**) (**to like**) ... as many books as I (**can**). (**has/have/to have/had/having**)

F. Place the following words in the correct order within the sentence:

1. roles life. we **characters** real may these ourselves of in find the **Afterwards**, in
2. **watch mobile** four 57. shows indicates minutes to My **clock** while nine, and 8
3. themes different various, **encountered** like very **reality**. so and are **in** The those
4. And time? that **approximate** talk mean we **librarian**? about can the the Does
5. plays **through** books and civilizations. made factor theatre the **pass** each This of
6. if theatre. You have really report know, **share** insist I **it** you to **can** you: I a on
7. the **plays time. test** and **written** However, **of** resisted the Shakespeare **works of**
8. performance? it make theatre that you played curious! in a mean You me Does
9. **in** like. are theatre there interested, you more are that for the **case** plays **Just** I
10. in There you **huge** a eagers. I to it was few of explaincan **queue** words. Well a

G. Match the words of Column A with the appropriate ones in Column B:

- | | |
|---|--|
| 1. known civilizations, such as | a) epoch of Europe, |
| 2. It is seemingly an | b) enormous topic, I assume . |
| 3. the Renaissance | c) England to present times |
| 4. its PowerPoint version on: | d) world of literature and theatre, |
| 5. the Elizabethan time of | e) English Communication Topic |
| 6. Sure, it was our | f) the Greek and Roman ones, |
| 7. and into the modern literature | g) not later than next Monday |
| 8. I must submit it for checking | h) to you in a few words. |
| 9. the fairyland of the | i) and theatre world of the |
| 10. Well I can explain it | j) My favourite play . |

H. WHEN – clauses: write the correct forms of the verbs in these sentences:

1. We (**to come**) to the performance of the favourite play, when it (**to stage**).
2. I (**to get**) to the theatre as soon as the traffic jams (**to become**) less crowded.
3. You (**check**) the text of the novel when (**not to be**) sure about the play script.
4. He (**to come**) earlier to the performance for her when he (**to finish**) his work.
5. She (**to do**) no noise when they (**to get**) inside of the theatre-hall for the play.
6. It (**to be ready**) this month and she (**to be/to go/to ask**) her friends' help.
7. We (**to come**) after we (**to have**) some great time of theatre play (**to watch**).
8. You (**must**) (**to wait**) at the theatre front door until they (**to let**) (**to enter**) it.
9. They (**to have**) the tickets for the theatre play when booking-office (**to open**).
10. I (**to think**) that I can (**to share**) my impressions after I (**to watch**) the play.

I. Irregular verbs (give all 4 forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to	–	–	–	being –
to	–	–	–	doing –
to	–	–	–	having –
to	–	–	–	bursting –
to	–	–	–	buying –
to	–	–	–	seeking –
to	–	–	–	shutting –
to	–	–	–	spreading –
to	–	–	–	swinging –
to	–	–	–	swimming –

J. Translate the following topical sentences from Romanian into English:

- Există destul de multe teatre în orașul nostru cu un repertoriu de excepție.
.....
- Studentii au hotărât să organizeze o vizită la teatru ca activitate adițională.
.....
- Clar că piesa noastră preferată ține de autorul preferabil și de cartea favorită.
.....
- Elevii au trebuit să scrie acasă un eseu la tema: Piesa mea teatrală preferată.
.....
- Pe timpuri, toate rolurile din teatru erau interpretate doar de către bărbați.
.....
- Piesa teatrală preferată conține un spectru larg de emoții pozitive și negative.
.....
- Piesa preferată poate uneori fi mult mai reușită decât cartea ori povestirea.
.....
- Deseori, actorii talentați de teatru sunt invitați pentru rolurile din cinema.
.....
- Mulți dintre amatorii de teatru citesc cartea până a privi piesa teatralizată.
.....
- Piesa preferată este una în care modul de prezentare al actorilor e deosebit.
.....

K. Fill in the prepositions, articles or conjunctions in the following text: by, about, and, where, that, between, of, the, a, because, so, with, at, in, to, an, for:

Theatre is full ... mystery ... charm. This has always been ... right place gift ... talent. I remember someone telling ... reading had made him like ... theatre. Probably, it is so ... there is ... direct link ... literature ... theatre reflected plays. Actors ... actresses theatre must do their best to play their roles. Once I remember going performance director was ... author play. It was ... real success audience liked ... acting ... lot... end play ... director took ... floor ... thanked ... cast ... playing exactly what he wrote these were not just mere words ... praise spectators were there audience-hall. I think favourite play is to be ... one ... is closer ... your character ... person. ... mode it is presented plays ... important role, ... together ... talent there must come much work.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(_____ is a _____ between **Philip** and **Quenby** _____ their **preferable play**)

Philip: Good morning, _____! You are so _____ before the library opening hour.

Quenby: Good morning, _____! It is eight _____ and fifty five _____ with me.

P.: My _____ indicates four minutes to _____, while mobile _____ shows 8 and 57.

Q.: _____ that mean we can _____ about the approximate _____? _____ the librarian?

P.: You _____, I can hardly _____ that her _____ is fast. I'd rather _____ it is slow.

Q.: However, I am hanging _____ for an hour or so. I thought it _____ at 8 a.m.

P.: But you have not _____ to my question yet: why are you so _____ here?

Q.: You know, if you really _____ I can share it to you: I have a _____ on theatre.

P.: It is _____ an enormous topic, I _____. Is there _____ more specific?

Q.: I have to present a report and its _____ Point version on: **My _____ play.**

P.: That sounds _____ enough to me! You _____ a report but we _____ an essay.

Q.: Did it have any interference with the _____ of study or _____ detached?

P.: Sure, it was our English Communication _____: **My preferable _____ play.**

Q.: I must submit it for _____ not later than next Monday and I _____ give up.

P.: Obviously, you _____ to be a serious young lady just the way I _____ you are.

Q.: _____ you for your words of praise. I want to _____ the play I _____ part in.

P.: Does it _____ that you played in a _____ performance? _____ make _____ curious!

Q.: Yes, I _____ to act in our amateur theatre _____ at school, only _____ at lyceum.

P.: Probably, I agree with this term and _____. I _____ my impression and you?

Q.: Well, I can _____ it to you in a few _____. There was a huge queue of eagers.

P.: It is so visible here: the _____ of _____ and actresses in the cast is limited.

Q.: _____, it is so. But the age _____ was determined _____ of the attitude.

P.: O.K. Have you _____ the book or the _____ of the play you are going to describe?

Q.: I learnt my character Juliet's words from **Romeo and _____** by _____.

P.: Was it a _____ at that period of _____ in your life or _____? Was _____ impressive?

Q.: It was _____ every second and _____ that I spent during the _____ rehearsals.

P.: So, _____ determined the play you are _____ to present. Now you _____ to work.

Q.: Eh, but what about your preferences in respect of the plays for theatre stages?

P.: It is _____ **Sawyer** by **Mark** _____. Will you join me for tonight _____?

Q.: _____ a lot. But could you give me a few hints upon my _____ first?

LESSON TWENTY TWO: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. AS TO MY MIND, I think you are right... – în opinia mea/după mine...

e.g.: AS TO MY MIND, I think that there is no reason as not to trust her.

Translate:

- a) As to my mind, that definition must be checked one more time with a book.
- b) As to my mind, your idea seems to make some sense, in the end of the day.
- c) As to my mind, there apparently are more mistakes than one might think.
- d) As to my mind, there must be a requirement of minimum 5000 words level.
- e) As to my mind, people must think of the future through their present events.
- f) Your example:_____.

STUDY THE FOLLOWING:

II.IT IS RATHER WORTH doing smth.–Merită destul de bine de a face ceva.

e.g.: IT IS RATHER WORTH TRYING to make your dreams come true.

Translate:

- a) It is rather worth tying to study English by more methods and techniques.
- b) It is rather worth tying to make analogy and difference between languages.
- c) It is rather worth tying to translate from native language into a foreign one.
- d) It is rather worth tying to assimilate new English vocabulary through texts.
- e) It is rather worth tying to keep on searching solutions in any difficulties.
- f) Your example:_____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. To my personal opinion, your theme is quite attractive, but it needs to be worked out in a more pragmatic mode. 2. That is absolutely essential to implement clean technologies. 3. In my own impression, the audio and video material helps us to learn English even better. 4. It is definitely vital to follow the traffic rules. 5. It perfectly makes sense to see the doctor twice per year. 6. If you ask me the way I see the things, then I must relate that I totally agree with your position in this respect. 7. There is a total must to make some efforts to overcome the temporary difficulty that you may encounter on. 8. After me, you must work more, because you have proved to have some talent for languages and you must develop it. 9. My attitude and idea here is that I am a lucky man and there have been many situations to illustrate. 10. I see no point why not to tend to get more informed on the subject.

TEXT XXII:

I) AN INTERESTING FILM.

As to my mind, we belong to a world that is full of all sorts and any kind of information now. Through these ways and means we are certainly able to comprehend info that is proper or not propitious to us. We or better to say viewers can determine whether it is appropriate or not for us. These are the patterns and issues to be considered like new and viewed like some prior perspectives to everybody. If we look back to the time when cinema appeared, it was designed to become a real wonder and a scarce marvelous instant to plunge into the world of films and movies. There are so many different kinds of films that are broadcasted on the TeleVision channels every day. These are the following ones: comedies, melodramas, action films, feature films, horror movies, thrillers, true-to-life or based on real facts, historical films, educational and documentaries, detective and police stories, serials, soap operas etc. Their range is so widely-spread, that can meet the requirement of such a huge number of different tastes. My idea and concept about cinema is that films have got something in common with people: there are some you like and can surely explain why and some which you dislike and can hardly sort it out to yourself why you disgust them. The choice to watch it or not to watch belongs purely to us, individually. There are plenty of films which I like and that were produced in so many world studios and countries. I can see a film depending upon my mood and interests I may have at that period of time. Frankly speaking, what is important to me is the subject, quality, acting of actors and actresses in main and secondary parts. One of my favourite films is **The Hobbit**. This film was produced in a superb mode and it was made after the book **The Hobbit** or **There and Back Again**. This film is about a Hobbit, whose desire for adventures made him brave and willing to help his friends. Some gnomes asked the main character to help them save their mountain kingdom. I prefer this film because it is full of action and it is a very interesting one. The scenes, music, acting and everything about it can really leave an impression. I could even forget of my daily routines or time spent in front of the screen. Thus, I think that these are modern cinema main tasks and movies industry must utilize modern technologies to make films more captivating.

II) DIALOGUE TWENTY TWO: Read, translate and summarise it:

(There is a dialogue between **Rose** and **Stephen** about the films they **like most**)

Rose: Hello, **Stephen!** It is nice to see you again. **How is your day after classes?**

Stephen: Hello, **Rose!** Glad to see you here, as well. **Quite busy** today, you know.

R.: I remember you asked me on the telephone **how I found out** about this event.

S.: There are **more sources**, of course, like family, friends, mass media, radio, TV.

R.: Therefore, our **tutor** teacher presented to us: **The week of English cinema.**

S.: **Sounds great** and impressive enough! But what is the meaning of the festival?

R.: If you've **more patience** then you can put your questions to the teacher, agree?

S.: **It is rather worth trying** to learn more if there is a relation to cinema and films.

R.: The rest of our fellow students are supposed to **join us** with our lecturer now.

S.: I think, visiting this cinema-theatre is a part of our agenda for this semester.

R.: **Should be so.** More exact info we can obtain during our movies discussions.

S.: I want to participate at the discussion and to **get involved** into this process.

R.: The idea is that pupils, students or any **cinema-goers** can come here for free.

S.: To continue the **logical chain** of our dialogue: what kind of films do you like?

R.: I respect cinema, films and movies. I attribute these to the meaning of an art.

S.: I totally agree with your thoughts and ideas regarding films, movies or cinema.

R.: I prefer films **with meaning**. I do not know, maybe my standards are **too high?**

S.: I suspect that you like to read books and go to the theatre from time to time.

R.: Yes, I practise these with my family and friends. Where do you know it from?

S.: You give reasons for creation an impression of a thinker and not just consumer.

R.: I also like **comedies, detective stories, love stories, melodramas, serials** etc.

S.: As for me, my favourite film now seems to be the modern version of **Tarzan.**

R.: It all depends upon the tastes and interests. The one I like most is **Gravitation.**

S.: I respect your choice here. Not to forget to mention that I like adventures too.

R.: Action movies require much of the efforts as in production so while watching.

S.: Do we have to make presentations upon the film we are supposed to see here?

R.: Yes, not to forget. We must take notes and provide our comments the next day.

S.: Yes, **Rose, many thanks**, because I finally sorted out things for me with you.

R.: Please, do not worry. I am just **honouring my duties** as the **group monitor.**

S.: Yes, you definitely are. Look, there comes the teacher with our **fellow students!**

A. Answer the following questions on the text completely:

1. **What kind of world do we belong to** these days? **What do you think** of it?
2. **Who can** determine if a film is appropriate or not to us? **What is** your opinion?
3. **What was** the cinema initially **designed** to be? **Were** there **achieved** its goals?
4. **What kind of** movies **are** there **broadcasted** on so many television channels?
5. **What is** the idea and concept of the narrator of the text about cinematograph?
6. **Does** it **determine** the interest one may have on a film choice at a certain time?
7. **What is** the movie **The Hobbit** about? **What** characters **are** there in this film?
8. **What is** the developed title of the book upon which the film was made?
9. **Which** components of the film **can** really **leave** an impression after watching it?
10. **What are** the tasks and objectives of modern cinema towards us viewers?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are** the characters who keep on the conversation of the dialogue?
2. **What was** the **theme** of the discussion between them when they met?
3. **What did Stephen want to know** from **Rose** when he telephoned her?
4. **What** sources of information **did Stephen enumerate** to **Rose** in the dialogue?
5. **What did** the tutor of **Rose present** to them on that time? **Did** it **interest** them?
6. **Are** the rest of their fellow students **supposed** to join them for the festival?
7. **What were** they **going to do** after visiting the cinema-theatre as an agenda?
8. **What kind of** films **does Rose** like? **What did** she **answer** when being asked?
9. **What kind of** impression **did Rose create** upon **Stephen** while discussing it?
10. **What sort of** presentation **were they to make** in class after watching films?

Your question _____ ?

C. Use the verbs in the corresponding tenses in the sentences:

1. There ... **(to make)** a lot of great films last century. **(am/are/is/was/were/been)**
2. Cinema ... many positive qualities in us. **(develops/has developed/developed)**
3. When I **(to start)** ... a book I **(to ask)** if there **(to be)** a film on it. **(read/reading)**
4. More and more viewers ... **(to watch)** serials now. **(preferred/to prefer/prefer)**
5. There world of cinema ... us with its beauty. **(to charm/has charmed/charm)**
6. Films... **(to educate)** in us the sense of our own opinion. **(must to/to must/must)**
7. Last summer there ... **(to hold)** a Film Festival in our city. **(to be/was/were/am)**
8. There ... so many types of genres in cinematograph. **(is/was/am/were/been/are)**
9. Cinema **(to be)**... as an art or craft for a long time already. **(consider/considered)**
10. Cinema-goers **(can)** ... much about the films they **(to see)**. **(to tell/tell to/tell)**

D. Place the following words in the correct order within the sentences:

1. belong now. to kind information world of a and sorts that We all full any of is
2. It he out asked you found me on remember about telephone event. how this I
3. are to propitious ways us. we not comprehend to These info able is proper or
4. TV. more are friends, sources, There like radio, of mass media, family, course,
5. it cinema wonder. However, become designed when a was to appeared, real
6. this films. teacher week presented tutor time English us: our The However, of
7. different Vision. so kinds of many broadcasted on films are are Tele that There
8. enough! festival? and what great is the meaning impressive of Sounds the But
9. films etc. melodramas, the They action feature comedies, following: are films,
10. fellow now. students our join with of The supposed rest are our lecturer to us

E. Match the words from Column A with appropriate from Column B:

- | | |
|---|--|
| 1. We or better to say | a) issues to be considered |
| 2. Sounds great | b) to watch belongs purely to us |
| 3. These are the patterns and | c) with meaning . |
| 4. If you've more patience then | d) the tastes and interests. |
| 5. My idea and concept about | e) superb mode and it was made |
| 6. I prefer films | f) viewers can determine |
| 7. The choice to watch it or not | g) presentations upon the film |
| 8. It all depends upon | h) you can put your questions |
| 9. This film was produced in a | i) cinema is that films have got |
| 10. Do we have to make | j) and impressive enough! |

F. Put the following words into the right column and transcribe them:

- a) /e/ b) /w/ c) /i/ d) /ei/ e) /u/

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

water, italics, book, petal, save, put, waitress, food, page, city, network, look, wife, wardrobe, day, wood, trip, clay, wallet, pull, tail, pulpit, busy, praise, window, name, lake, spin, could, writer, wind, face, would, inn, willow, want.

J. Translate the following sentences from Romanian into English:

- Gusturile noastre sunt diferite, la fel cum și șirul de filme pe care îl alegem.
.....
- Filmele noastre preferate au în esență cărțile care sunt binecunoscute de noi.
.....
- În prezent, filmele noi sunt expuse publicității până a fi prezentate în public.
.....
- Actorii și actrițele preferate determină esențial alegerea filmului preferat.
.....
- Industria de cinema este foarte populară și are perspective pentru viitor.
.....
- Majoritatea actorilor au un rol anume pe care îl doresc să-l joace în cinema.
.....
- Televiziunea modernă ne permite un șir mare de filme din care putem alege.
.....
- Filmul preferat, ca și cartea care îți place, te atrage prin subiectul cu sens.
.....
- Una din atracția orașului nostru este Festivalul Anual al Filmului American.
.....
- Tehnologiile moderne oferă posibilități mai mari pentru vizionarea filmelor.
.....

K. Use these verbs in Conditional I Simple and other corresponding tenses:

We (will) go to see a new movie, if we (to be) you and (to have) spare time.
I (will) (to watch) my favourite film one more time today, if I (to be) you.
You (will) better (to write) an essay: My favourite film, if you (to be) us.
They (will) (to search) an interesting movie, if they (to be) them, I suppose.
He (will) (to answer) ten questions on the film, if he (to be) me, you know.
She (will) (to get ready) for the test on Cinema right now, if she (to be) me.
It (will) (to be) needed (to write) the new film vocabulary, if I (to be) you.
You (will) (to see) the new films first of all, if you (to be) in our situation.
If we (to be) somewhere abroad, we (will) (to go) to a cinema-theatre first.
If we (to be) you, we (will) (to review) the film ourselves after watching it.

L. Irregular verbs (give all forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to	—	—	—	— a începe
to	—	—	—	— a arunca
to	—	—	—	— a sta
to	—	—	—	— a șede
to	—	—	—	— a sta întins
to	—	—	—	— a vorbi
to	—	—	—	— a spune
to	—	—	—	— a povesti
to	—	—	—	— a citi
to	—	—	—	— a scrie

J. Find the mistakes in the sentences and provide the correct variants:

1. I am an apple. 2. Are you a pen? 3. She is not a children. 4. They are not a housewife. 5. I am at the lesson now? 6. He is not my boy-friends. 7. They is not your girl-friend. 8. Are you bad boy? 9. Are you a bad girls? 10. She are at house after four hour in the afternoon. 11. He is wanting to become a ingineur. 12. I am not a married. 12. Is It a books over their? 13. I am the students. 14. We are not a home. 15. Odd numbers: on, thry, fife, sevan, nain, ilaven. 16. Even numbers: to, fore, sixe, eigt, tan, twalv. 17. We are not childrens. 18. You are a piples at school. 19. I am not teacher. 20. I am a book. 21. You to write a test week. 22. I am a computer. 23. I have twenty years old. 24. You're hear, two. 25. He play football, isn't he? 26. I won't to right a essay on films.

K. Fill in the prepositions, articles or conjunctions in the following text: up, after, into, during, a, to, till, that, where, from, and, at, about, of, on, if, the:

Cinema is considered to be one wondersend XIXth whole XXth centuries ... present. So, film is something more than theatre performance play. Cinema is ... next step theatre possessing ... wide range ... means ... techniques to give ... complex panorama story. ... you ask me ... my favourite film, then I can answer ... it should be ... movie full ... action ... adventures. Modern cinema has got more ... more possibilities ... effects to make ... film attractive ... us. So, let us not hesitate to plunge ourselves ocean ... cinematograph ... you will encounter all kinds ... characters you can only imagine. Cinema is life reflected ... screen ... we all love it ... lot.

FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(There is a dialogue between **Rose** and **Stephen** about the **films they like most**)

Rose: Hello, _____! It is nice to see you _____. How is your _____ after classes?

Stephen: Hello, _____! _____ to see you here, as _____. Quite busy _____, you know.

R.: I remember you _____ me on the telephone _____ I found out _____ this event.

S.: There are _____ sources, of course, _____ family, friends, _____, radio, TV.

R.: _____, this time our tutor _____ presented us: _____ **week** _____ **English films**.

S.: _____ great and _____ enough! But what is the _____ of the festival?

R.: If you've _____ patience then you can put all your _____ to the teacher, ok?

S.: Everything _____ attractive to me if _____ is a connection to _____ and films.

R.: The rest of our _____ are supposed to join us together with the _____, _____.

S.: I think, visiting this _____-theatre is a _____ of our agenda for this _____.

R.: _____ be so. More exact _____ we can _____ during our movies _____.

S.: I want to _____ at the discussion and to get _____ into this process.

R.: The idea is that _____, students or any cinema-_____ can come here for _____.

S.: To continue the logical _____ of our _____: what kind of _____ do you like?

R.: I _____ cinema, films and movies. I attribute these to the meaning of an _____.

S.: I totally _____ with your _____ and ideas regarding films, _____ or cinema.

R.: I prefer _____ with meaning. I do not _____, maybe my _____ are too high?

S.: I _____ that you _____ to read _____ and _____ to the theatre from time to _____.

R.: Yes, I practise these with my family and _____. Where do you _____ it from?

S.: You give reasons for creation an _____ of a thinker and not just _____.

R.: I also like **comedies**, _____ **stories**, **love** _____, **melodramas**, **serials** _____.

S.: As for me, my _____ film now seems to be the modern _____ of **Tarzan**.

R.: It all depends _____ the tastes and _____. The one I like _____ is **Gravitation**.

S.: I _____ your choice here. _____ to forget to _____ that I like adventures _____.

R.: Action _____ require much of the _____ as in production so while _____.

S.: Do we have to _____ presentations upon the film we are supposed to _____ here?

R.: Yes, not to _____. We must _____ notes and provide our comments the _____ day.

S.: Yes, **Rose**, many _____, because I finally sorted _____ things for me _____ you.

R.: Please, _____ worry. I am just _____ my duties as the _____ of the class.

S.: Yes, _____ definitely _____. Look, _____ comes the teacher with our _____ students!

LESSON TWENTY THREE: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. IT IS NEVER late to start doing smth.-Nu e târziu niciodată de a face ceva.

e.g.: IT IS NEVER LATE TO start finding the best way out of so many ones.

Translate:

- a) **It is never late** to commence personal promotion in the career perspectives.
- b) **It is never late** to begin studying the English language as soon as it is easy.
- c) **It is never late** to make a worthy business plan for your entrepreneur mode.
- d) **It is never late** to revise your life priorities and try to stick to eternal ones.
- e) **It is never late** to get familiarized to classical works of universal literature.
- f) **Your example:** _____.

STUDY THE FOLLOWING:

II. THERE IS HARDLY ANY USE IN - Cu greu poți găsi vre-un folos/uz în...

e.g.: THERE IS HARDLY ANY USE IN all that staff, one might say here.

Translate:

- a) **There is hardly any use in** paging dictionaries without knowing phonetics.
- b) **There is hardly any use in** expecting excellent results at exams if not study.
- c) **There is hardly any use in** keeping a garage if you do not have a motor-car.
- d) **There is hardly any use in** learning vocabulary without its usage in speech.
- e) **There is hardly any use in** day-dreaming if not putting ideas into practice.
- f) **Your example:** _____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. There is always an appropriate time to test the knowledge of your native language grammar skills. 2. There is no value to try so hard if you do not see any motivation hence forward. 3. There can not be any time limits for striving to acheve your goals in life. 4. It is not helpful at all to set off doing this type of exercises just in case you know nothing about grammar subjects upon which they are based on. 5. In my vision, it is not useful to make thorough comparison and deep analysis of two languages, at least, where each one belongs to a different family of languages. 6. One might not ever postone studying the English phonetic symbols and their corresponding spelling rules which they reflect. 7. There is always a mode to reserve some time as to get ready for the Eglish language and communication examination in advance at least it is not over the night, you know. 8. It manifests no value in case there are mere promises and not practical steps to solve problems.

TEXT XXIII:

I) THE ENGLISH LANGUAGE.

The English language is the **most widely** used in the world. English is the **global** language of communication between **nations** and **peoples** and **it is never late** to study it. If we consult more sources on vocabulary **amount**, such as **researches** from Harvard University and Google in 2010, we **learn of** an **entire** of 1,022,000 words **estimated** by them. **Unbelievable**, but the number of new words grows by an **average** of 410 **monthly**. On January 1, 2014, the **Global Language Monitor** **submitted** the **figure** of 1,025,109.8 words in English. That is a **huge** amount of vocabulary which is **virtually** impossible to **get to know** within the lifetime. English **belongs** to West-Germanic group of languages. Over 400 million or more than 17% out of more than 7 billion of people on Earth speak English as their **native language**. They use it as an **official language** in state, families, education, office-work, public, literature, science and every sphere of activity in the following countries, like: The UK of Great Britain and Northern Ireland, the USA, Canada, Australia, New Zealand, a part of Southern Africa and India. It is one of the **mondial** official languages recognized by the **UNO**. On the other hand, the number of people using English as a **second language may reach up to** over more than three billion and the **increase** still continues. English **had passed** some rather long and complex time **setting** periods that can be **divided** into: Old English, Middle Ages English and Modern English. The UK of GB & NI and its colonies **had merged** a **wide spread** of the English language far **abroad** and **overseas** of Great Britain. There are differences of the **American English** and the **British English**. The **distinctions** between them mostly has an impact in vocabulary and somewhat in **phonetics** and **pronunciation**; while differences in **grammar** seem to be insignificant and that is why it is easy to learn them both. AE is very powerful now, because of the US impact of cinema, mass media, TV, music, commerce, technology and Internet. But there are more varieties of English around the world, like **AusEn**, **NZEn**, **CanEn**, **SAEn**, **IndEn**, **CaribEn** and recently the **Common European English (CEE)**. Linguists insist on 92 known variants of the English language. **Received Pronunciation (RP)** is the universal mode of understanding among speakers of so plenty of variants and varieties of English. English is considered to be the world language of **business**, commerce and trade.

II) DIALOGUE XXIII: Read, translate and summarise the dialogue:

(There is a dialogue between **Tim** and **Una** about **the English language**)

Tim: Hello, **Una**! Is there **much left** till the bell rings the beginning of the lesson?

Una: Hello, **Tim**! **Let me see the watch.** Oh, there are fifteen minutes till it starts.

T.: I think I saw you holding something in your hands. What are you reading now?

U.: It is a **recent book**, presenting some information about the English language.

T.: That seems to be to my **interest** and **liking**, actually. I have been looking for it.

U.: **For sure**, you can find some topical books in the city libraries and book-shops.

T.: Why do you recommend city destinations first? How about our lyceum library?

U.: Yes, of course, **you can try it here.** **No doubt**, that there is some essential one.

T.: What do you mean **by calling** it **elementary** information? And is it old or new?

U.: They are too simple, **at least to me**, and they **stand for** the origins and history.

There is hardly any use in searching info if it is not so very new or **updated** one.

T.: **It is all right** that I found an interlocutor on the subject that **stirs my interest.**

(**At the moment, they decided to have a pause to drink some mineral water**)

U.: This very theme that we are discussing is **viewed like** a perspective one for me.

T.: I can tell the same **for now.** I have got some intentions to continue my further education studies at University in the field of the English Language and Literature.

U.: There are some reflections on my higher education in the domain of English.

T.: That is a good idea. But we must **acquire** and have notion about some basics.

U.: Do you consider the English Literature to be worth for our study and learning?

T.: **Its use** is visible only following that very thought that it is a practical mode to apply the English language in books through: short stories; stories; novels and poetry. How else can we come to understand and realize the **customs** or traditions?

U.: It's an original and authentic idea that hasn't come to my mind yet before you.

T.: Or, don't you know that the English language is considered to be one of the easiest among the existing modern languages? It is spoken anywhere in the world.

U.: Yes, why? I haven't thought of it. You prove to manifest a significant level of acquiring the field of knowledge about English. Partially, this is our homework.

T.: Thank you for your appreciation. However, it is obligatory to **exchange ideas.**

U.: Here, there probably come sites and communication blogs for topical debates.

T.: We can go on during the lesson. Our teacher is coming and the bell is ringing.

A. Answer the following questions on the text completely:

1. What is there **known** and **to be told** of the English language? **Do you agree**?
2. **Why is** English **considered to be** a global language? **What do you think** of it?
3. **What is** the total amount of the English language vocabulary for the moment?
4. **Is** it possible to learn the number of the English words within the lifetime?
5. **How many** people of the world **speak** English as their native language?
6. **Where do** these people **speak** it as an **official language**? **Where do you use** it?
7. **Which** countries **is** the English language the official language of the state?
8. **What is** the total number of people who speak and use English in their life?
9. **What are** the periods of time that English can be generally **divided** into?
10. **What are** the main variants of English in the world? **Why are** they so popular?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are** the characters who keep on the conversation of the dialogue?
2. **What was** the **theme** of the discussion between **Tim** and **Una** when they met?
3. **What kind** of book **was Una reading** at the time when they kept the dialogue?
4. **Was** that book to the same interest to **Tim**? **What did** they **discuss** about it?
5. **Where can** there **be found** some of the topical books they were referring to?
6. **What did** they **decide** to do during the moment of the pause of their dialogue?
7. **Whom was** the topic they were discussing **viewed like** a perspective one?
8. **What did Tim tell** about his ideas about further education studies at University?
9. **Is** the English Language and Literature **worth of** our consideration and study?
10. **What did** they **discuss** by the ending of their dialogue? **Do you agree** with it?

Your question _____ ?

C. Put the following words into the right column and transcribe them:

a) /p/ b) /k/ c) /ɔ/ d) /g/ e) /b/

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

bright, plum, give, cake, off-road, cocktail, grapes, football, plasma, body, peace, girls, cool, boys, plot, piece, cold, guitar, breeze, lot, billiard, kilometre, polar, cousin, goer, cot, country, buyer, gross, pound, doctor, pot, hot-dog.

D. Use the right verb and its due tense form in the Future-in-the-Past tense:

be aware, learn, realize, know, think, get, be sure, be confident, become, admit

1. I ... that you (**will**) (**to help**) with the English book just in case I (**to leave**) mine.
2. You ... that it (**will**) (**not to be**) so difficult about the evaluation test of English.
3. He ... that she (**to be**) (**to go**) (**to get**) ready a lot for the Tests of English as a FL.
4. She ... that he (**will**) (**to assist**) her with an (**to initiate**) into the English language.
5. It ... obvious from the very beginning that they (**will**) (**to set**) English, as such.
6. We ... (**to know**) that English (**will**) (**to be**) the language of communication there.
7. You ... that we (**will**) (**to be**) glad (**to uphold**) in the field of (**to teach**) English.
8. They ... she (**will**) (**to agree**) (**to study**) English with pleasure, as she (**to like**) it.
9. James ... that English summer-school practice (**will**) (**to be**) his (**to start**) point.
10. Joan ... that the English language (**to be**) (**to go**) (**to turn into**) her passion.

E. Choose the correct forms of the verbs in the following sentences:

1. The English language ... (**to guesstimate**) (**to be**) a vital one. (**am/were/are/is**)
2. We (**must**) ...the (**to alter**) of English vocabulary.(**surmises/surmised/surmise**)
3. ...you sure that you (**to get**) the sense of this English word? (**be/are/is/being**)
4. If you (**to be**) (**to go**) ... English, then you (**to need**) (**to work**). (**learnt/to learn**)
5. You ...(**to check**) the meaning of an English word in the dictionary. (**can/can't**)
6. Good communication in English (**must**) ... to development. (**to lead/lead/led**)
7. Good conversation in English (**to be**) ... on fair drills and skills. (**based/basses**)
8. People wonder how quickly the English language..now.(**to change/is changing**)
9. Some of my friends (**to want**) ... their English vocabulary.(**to enrich/enriching**)
10. I (**shall**) (**to like**) ...as many English words as I (**can**). (**knows/know/to know**)

F. Place the following words in the correct order within the sentences:

1. really used so. the language **most** Theit the is in **widely**is English and world
2. Is bell lesson? the **Una!** the **much** there till beginning for rings the of Hello, **left**
3. of **peoples**. communication the English and language between **global** is **nations**
4. **the** Oh, **Let** left it. **see** fifteen **me** starts there Hello, **watch**. Minutes **Tim!** are till
5. 1,025,109 **researches** words. **amount** indicate English in vocabulary over 2014
6. What something I now? your holding think hands. saw reading you I in you are
7. 7 400 language. People of Over speak out English **native** billion million as their
8. the about language. It **recent** English information a is some **book**, presenting
9. activity. **language** an in sphere as every use **official** and state, it They family of
10. and it. to for to **interest** seems looking my be been That have **liking**, actually. I

G. Match the words of Column A with the appropriate ones in Column B:

- | | |
|--|--|
| 1. countries, like: The UK of | a) recognized by the UNO . |
| 2. For sure , you can find some | b) and Modern English. |
| 3. Canada, Australia, New Zealand, | c) at least to me , you know. |
| 4. Why do you recommend | d) English and British English . |
| 5. one of the mondial official languages | e) topical books in the city, |
| 6. They are too simple, | f) can be taken as not very new |
| 7. divided into: Old English, Middle Ages | g) an interlocutor on the subject, |
| 8. While the information, after me, | h) Southern Africa and India. |
| 9. are differences of the American | i) city destinations first? |
| 10. It is all right that I found | j) GB & NI, the USA etc. |

H. Write the YES/NO questions for these sentences and give a short answer:

1. We (**must**) (**to handle**) the basic of the English language in order (**to master**) it.
2. I (**shall**) (**to like**) (**to find out**) more information about the origins of English.
3. You (**to be**) (**to be**) sure (**not to deal**) too much without an English dictionary.
4. He (**to come**) to the conclusion, that he (**to be**) (**to go**) (**to need**) English soon.
5. She (**to have**) (**to do**) much work, as she (**to have**) (**to get**) (**to study**) English.
6. It (**will**) (**to be**) (**to go**) (**to be**) awesome when we (**to commence**) our English.
7. We (**to have**) (**to review**) many English topics this month so we (**to be**) ready.
8. You (**to be**) able (**to do**)your English individually, because you (**to work**) hard.
9. They (**to have to**) (**to have**) many pen-friends, so it (**can**) (**to practise**) English.
10. I (**to guess**) it (**to be**) useful (**to write**) more English tests so that (**to be**) useful.

I. Irregular verbs (give all 4 forms; the 3rd person singular and translate):

Infinitive	Past Simple	Past Participle	Participle One	Translation
to be	—	—	—	—
to retell	—	—	—	—
to put	—	—	—	—
to do	—	—	—	—
to give	—	—	—	—
to take	—	—	—	—
to buy	—	—	—	—
to have	—	—	—	—
to deal	—	—	—	—
to sell	—	—	—	—

M. Translate the following topical sentences from Romanian into English:

1. Limba engleza este considerata una din limbile moderne oficiale ale lumii.
.....
2. Comparativ cu altele, limba engleză este una dintre cele mai ușoare limbi.
.....
3. Este necesar de o practica mult, pentru a cunoaște limba engleză eficient.
.....
4. O metodă perfectă de a deprinde limba engleză, e compararea ei cu materna.
.....
5. Tot mai mulți oameni de diferite vârste și ocupații studiază limba engleză.
.....
6. Poți avea cunoștințe enorme de limbă engleză, însă trebuie de a o practica.
.....
7. Nu există nici o țară în lumea modernă, în care nu s-ar vorbi limba engleză.
.....
8. Limba engleză are multe variante, printre care e și cea Comun-Europeană.
.....
9. Cunoasterea limbii engleze ne oferă un șir enorm de posibilități noi în lume.
.....
10. Limba engleză acumulează zilnic zeci de cuvinte noi în vocabularul său.
.....

**K. Fill in the prepositions, articles or conjunctions in the following text:
like, by, between, the, of, and, throughout, but, with, at, in, on, for, a, if, an:**

... English language is ... international language ... communication ... people ... different nationalities. It is frequently called ... global language following ... process ... globalizaion ... world. Our huge world became even more accessible ... new technological possibilities, ... massmedia, press, television, radio, internet, etc. ... news is spread very fast ... means ... communication ... language. That is why it is ... English language exactly got to be that very language that is good to know ... communication ... work. ... to compare... some other languages, it is considered to be one easiest existing modern languages ... world. This thing resulted to ... large usage ... English language ... people ... many countries ... its simplification process ... fast ... use. Anyway, more ... more people study it.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(There is a dialogue between **Tim** and **Una** about **the English language**)

Tim: Hello, ____! Is there much left till the bell ____ the beginning of the lesson?

Una: Hello, ____! Let me ____ the watch. Well, there are fifteen _____ till it ____.

T.: I ____ I saw you holding something in ____ hands. What are you _____ now?

U.: It is a recent book _____ some information about the _____ language.

T.: That seems to be to my _____ and liking, actually. I have been _____ for it.

U.: ____ sure, you can ____ some topical ____ in the city libraries and ____-shops.

T.: Why do you _____ city destinations first? How _____ our lyceum library?

U.: Yes, of _____, you can try it _____. No doubt, that there is _____ essential one.

T.: _____ do you mean by calling it _____ information? And is it ____ or new?

U.: They are ____ simple, at ____ to me, and they stand about origins and _____.

While the _____, after _____, can be considered not very _____ or updated yet.

T.: It is _____ that I found an interlocutor on the _____ that stirs my _____.

(At the _____, they decided to have a _____ to drink some _____ water)

U.: This _____ that we are _____ is viewed _____ a perspective one ____ me.

T.: I can tell the ____ for _____. I have got some _____ to continue my further education _____ at University in the field of ____ English _____ and _____.

U.: There are ____ reflections on my _____ education in the domain of _____.

T.: _____ is a good _____. But we ____ acquire and have _____ about some basics.

U.: Do you consider the English Literature to be worth for our study and learning?

T.: ____ use is visible only _____ out of the _____ that it is a practical _____ to apply the English language in books _____: _____ stories; stories; novels and poetry. How ____ can we come to _____ and realize the customs or _____?

U.: It's an original and _____ idea that hasn't _____ to my mind yet before ____.

T.: Or, don't you _____ that the English _____ is considered to be one of the _____ among the _____ modern languages? It is spoken _____ in the world.

U.: Yes, why? I _____ thought of it. You prove to _____ a significant level of acquiring the field of knowledge about _____. _____, this is our homework.

T.: Thank you for your _____. However, it is obligatory to _____ ideas.

U.: Here, there probably come ____ and communication blogs for _____ debates.

T.: We can ____ on during the _____. Our teacher is _____ and the ____ is ringing.

LESSON TWENTY FOUR: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. IT IS ALL GOOD TO ME to do smth.,—Este doar bine pentru mine ca să...

e.g.: IT IS ALL GOOD TO ME to practise spelling and writing of the words.

Translate:

- a) **It is all good to you to** learn all grammar rules of the English language now.
- b) **It is all good to him to** learn by heart the spelling rules and pronounciaton.
- c) **It is all good to her to** study the phonetic symbols and their way of reading.
- d) **It is all good to us to** write a dictation and analyse our mistakes afterwards.
- e) **It is all good to them to** have listening and comprehension practice in class.
- f) **Your example:** _____.

STUDY THE FOLLOWING:

II. IT TAKES ME an hour OR SO to do smth.,—Îmi ia vreo oră ca să fac ceva...

e.g.: IT TAKES ME an hour OR SO to get to work from home by trolley-bus.

Translate:

- a) **It takes you half an hour or so to** reach the University from your sector.
- b) **It takes him a quarter of an hour or so to** do the tasks of the very exercise.
- c) **It takes her one third of an hour or so to** prepare her hometask in English.
- d) **It takes us an hour or so to** finish our current evaluation test for English.
- e) **It takes them half an hour or so to** walk from the Central Park to the shop.
- f) **Your example:** _____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. It represents a favour for me to have some additional work at home, currently.
2. It is necessary for almost thirty minutes to me to get from my home to the centre of the city.
3. You need about thirty minutes of time to finish your home-assignment.
4. It is just beneficial for your part to try to communicate and converse with her at this very point.
5. It can be only an advantage to you to write out the new vocabulary in the copybook.
6. There is needed fifteen minutes to him to find synonyms for the unknown words of this text.
7. It can mean nothing but positive thing for him the newest hobby that he has acquired recently.
8. There are not more than thirty minutes required for her to get through her favourite shops and boutiques.
9. It means an absolutely essential thing to her to continue practising her favourite occupation further on.
10. We must have at least an hour of free time in order to be able to learn the poem and get ready for our next day English classes.

TEXT XXIV: I) THE UK OF GB & NI: ENGLAND.

There is one really **paramount** and **far-reaching matter** to be introduced while making the **bestowal** of this country and that is the official name of it: **The United Kingdom of Great Britain and Northern Ireland (The UK of GB&NI)**. **It is all good to us to** acquire some other names like: **Great Britain** or **Britain**, taken by the **larger isle** and also **England** because of the **most avowed** to people and the **most familiar** part of the Kingdom, which is **in charge** of making **link** between **prior, bygone times**, and the **existing time**. Great Britain is situated on the **British Isles** and that is the reason why people who populate these isles use the word **overseas** rather than **abroad** when referring to **foreign countries**. The total **UK area embody almost** 244,500 km² and the total population is of 64,100,000 people as to the most recent estimates of the year 2013. Presently, it is a **highly-developed** country which is considered to be the sixth economy of the entire world. If we go back to distanced past, then we can find out many captivating things, such as for instance, that the Romans used to call the British Isles like the **Albion** because of the **white chalk cliffs** which can be found there at present, too. The official language of the country is **British English**; the governing system is the constitutional **monarchy** which means that **the head of the State** is the **King** or the **Queen**. There is also the **Government** and the **Parliament**. The capital and the biggest city of the country is **London**. **The UK** is composed of four counterpart countries which are: **England, Scotland, Wales** and **Northern Ireland**. Additionally, there are more fourteen overseas territories which also belong to **the UK**. Some other important cities of the UK are such as: **Edinburgh, Cardiff, Belfast, Liverpool, Manchester, Norwich, Oxford, York, Stratford-upon-Avon, Glasgow, Newport, Swansea, Brighton, Birmingham, Bath**, etc. just to mention a few of them. **The United Kingdom** can have a temperate climate prevailing on the greater part of the territory and the Atlantic currents that are **warmed** by the **Gulf Stream**, bring mild winters, in turn. The average temperature can vary from -11 °C in winter and +35 °C during the summer time. **The United Kingdom of Great Britain** is one of the most **dominant** countries in the world from all points of view. Also, it is considered to be one of the leading superpowers.

II) DIALOGUE TWENTY FOUR: Read, translate and summarise it:

(There is a dialogue between **Vlad** and **Wendy** about **the UK of GB&NI**)

- Vlad:** Good morning, **Wendy!** I should like to **quiz** your knowledge of Geography.
- Wendy:** Good morning, **Vlad!** Yes, please, **go ahead**; I am trying to **ponder on** it.
- V.:** I am **inquisitive** to get to **perceive** whether it is necessary to apply to the map.
- W.:** You'd better ask the teacher. If you **are keen to** hear my opinion then it is yes.
- V.:** Our **ongoing** subject of studies is the Western Europe and the British Isles.
- Apace with, it takes me a minute or so to** find the countries on these territories.
- W.:** Do you happen to know that our **home assignment** for today is only the UK?
- V.:** Do you refer to **the United Kingdom of Great Britain & Northern Ireland?**
- W.:** Yes, that is right. Have you got the **supplement** to the text-book, the **maps?**
- V.:** Yes, I have got it **adhered** by the end of the text-book. There are just **outlines**.
- W.:** I should **prompt** to raise your hand and ask the teacher when you don't know.
- V.:** I **admit**, because I've noticed you doing so during the classes. Who told you?
- W.:** My father and my mother taught me to do like that, as it prevents **the mess**.
- V.:** No doubt that you seem to be perfectly right. It sounds a **fair idea** to me too.
- W.:** I prepared some additional material about the British Isles and the countries.
- V.:** We have got a similar theme of conversation for our tomorrow English class.
- W.:** Yes, **assuredly**. Thus, as for me, I should rather consult the **pupil's agenda**.
- V.:** I want to tell you that I read, watched and heard plenty of captivating issues.
- W.:** That is true. Many people who visited Great Britain dream to come back there.
- V.:** I wish it was the same about our country. Well, let's hope it will be some day.
- W.:** People visiting the British Isles **regard** the weather and climate, first of all.
- V.:** It is also true: many of them finally make distinction between its counterparts.
- W.:** One of our today tasks was to outline borders within **the United Kingdom**.
- V.:** The countries on the British Isles are: **England, Scotland, Wales and Ireland**.
- W.:** Do not forget about **the Republic of Ireland**. We must know their capitals.
- V.:** Yes, sure. I also wrote a composition on: **The places I'd like to visit in GB**.
- W.:** Oh, no. I fully forgot it because it came out of my mind: Geography, English.
- V.:** Never mind! I remember teacher telling that we can submit or read it this week.
- W.:** O'key, will you excuse me for a while, because I need to revise the material.
- V.:** That is right. Thank you for being so helpful. I also have to consult the maps.

A. Answer the following questions on the text completely:

1. **What is one paramount and far-reaching matter** to be introduced of **GB**?
2. **What are** the other names known in the world for **the UK of GB and NI**?
3. **Where is Great Britain situated** geographically? **What is** the total area of **GB**?
4. **What can be** there presently **told** about the United Kingdom as a country?
5. **What can be** there **known** about Great Britain if we go back to distant past?
6. **What is** the official language of **Great Britain**? **What is** its governing system?
7. **What is** the capital and the biggest city of **the United Kingdom of GB&NI**?
8. **What are** the counterpart countries of **the United Kingdom of GB and NI**?
9. **What are** some other important cities of **the United Kingdom of GB and NI**?
10. **What is** the climate of **the United Kingdom of Great Britain and NI**?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are** the characters who keep on the conversation of the dialogue?
2. **What was** the discussion **theme** between **Vlad** and **Wendy** when they met?
3. **What is** their **ongoing** subject of studies? **What does it come** there apace with?
4. **What is** the additional material to the text-book they are supposed to use there?
5. **What did Wendy suggest Vlad** to do when he did not know or had a question?
6. **What did Vlad tell Wendy** with the reference of their homework for English?
7. **What do** many people who visited **Great Britain dream** to do? **Why is** it so?
8. **What kind of** distinctions **do** they finally **make** when visiting **the UK of GB**?
9. **What are** the capital cities of **England, Scotland, Wales and Ireland**?
10. **What did** they **have** to submit or read to their teacher of English that week?

Your question _____ ?

C. Use the verbs in the corresponding tense in the sentence:

1. Great Britain...a component of the territory of the British Isles.(**am/are/is/been**)
2. GB (**to be**) an island that ...England, Scotland and Wales.(**embody/embodyes**)
3. What (**can**) you ... regarding the UK of GB and NI?(**telling/told/tells/to tell/tell**)
4. Great Britain (**to happen**) ...the biggest island in Europe.(**am/are/is/been/to be**)
5. There (**to be**) over 6000 isles ... within the **British Isles**. (**associate/associated**)
6. The BI ... (**to wash**) by the Atlantic Ocean and the North Sea.(**being/is/are/am**)
7. The population of GB...over 61 million people.(**to make/made/making/makes**)
8. There (**to be**) ...more names for the UK of GB and NI.(**knows/to know/known**)
9. Geographically, Great Britain ... to the island of Great Britain. (**refer/refers**)
10. Great Britain island ... the ninth position in the world. (**to hold/hold/holds**)

D. Place the following words in the correct order within the sentence:

1. **and of** monarchy. **United Ireland Britain The Great Kingdom** is **Northern** a
2. like Geography. I morning, **quiz** you should to about Good **Wendy!** something
3. following: know names that are are Some **Britain Britain**. the or other **Great**
4. morning, Yes, here. **ahead; ponder** please, **Vlad! go** I to **on** Good am it trying
5. **British** on the instead situated **abroad** of **GB** so **Isles** they here. use is **overseas**
6. to am whether to necessary **perceive** it get the map. I **inquisitive** apply is to to
7. 244,500 km² 64,100,000 is and the people. population **area** The is **UK almost**
8. you **keen** the If opinion teacher. ask **to** yes. **are** hear my better then it is You'd
9. economy. **highly-developed** sixth country is is be it to and a the considered **GB**
10. the of is Isles. subject Western studies **ongoing** Our and the Europe **British**

E. Match the words from Column A with appropriate from Column B:

- | | |
|--|--|
| 1. Presently, it is a highly- | a) for today is only the UK |
| 2. Apace with , there comes the | b) British Isles like the Albion |
| 3. GB is considered to be the sixth | c) raise your hand and ask |
| 4. our home assignment | d) which can be found there |
| 5. then we can find out | e) Britain & Northern Ireland |
| 6. the United Kingdom of Great | f) developed country |
| 7. the Romans used to call the | g) supplement to the text-book, |
| 8. Have you got the | h) many captivating things, |
| 9. the white chalk cliffs | i) whole number of countries |
| 10. I should prompt to | j) economy of the entire world. |

F. Put the following words into the right column and transcribe them:

- a) /h/ b) /d/ c) / ɔɪə / d) / z / e) / r /

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

employer, half, zipper, region, drink, hectar, soya, rule, zoom, dock, read, zigzag, loyal, human, ride, distance, zoo, house, royal, zest, rose, desk, home, roaming, lawyer, zebra, honour, deal, river, dentist, sawyer, hour, zeal, hotel.

G. Translate the following sentences from Romanian into English:

1. Marea Britanie e considerată cea mai mare insulă de pe Continentul Europa.
.....
2. Marea Britanie este considerată una din cele mai dezvoltate țări din lume.
.....
3. Există multe proiecte internaționale dintre țara noastră și Marea Britanie.
.....
4. Oamenii din toate colțurile lumii își doresc să viziteze țara Marea Britanie.
.....
5. În Marea Britanie poți regăsi și multe instituții prestigioase de învățământ.
.....
6. Marea Britanie este patria multor scriitori clasici care sunt vestiți mondial.
.....
7. Mulți dintre turiștii străini care vizitează Marea Britanie își doresc să revină.
.....
8. Implementarea tehnologiilor moderne este prioritatea din Marea Britanie.
.....
9. Regatul Unit al Marii Britanii este a șasea țară după capacitatea economică.
.....
10. Tineretul din Marea Britanie participa la diferite proiecte internaționale.
.....

H. Turn the following sentences from Active Voice into the Passive Voice:

1. We (**to travel**) to England tomorrow and finally we (**to realise**) our dreams.
2. I (**to type**) a contract for GB partners, because I (**to need**) (**to do**) it badly.
3. You (**to read**) more British books if you (**to want**) (**to get**) more vocabulary.
4. They (**to play**) an interesting game when I (**to receive**) an e-mail from GB.
5. He (**to do**) his homework in English, when she (**to ask**) him more about GB.
6. She (**to get**) ready for her work, she (**to see**) a report about London and GB.
7. It (**to be**) tomorrow, when I (**to finish**) (**to prepare**) or British Civilization.
8. You (**to read**) some books on Britain, when she (**to ask**) you for (**to help**).
9. When I (**to go**) to the British film today they (**to let**) me (**to have**) some info.
10. When we (**to have**) time, we (**to play**) the game of cities of the UK of GB.

I. Irregular verbs (give all forms; the 3rd person singular and translate):

Infinitive		Past Simple		Past Participle	Participle One	Translation
to	–	sank	–	–	–	–
to	–	lost	–	–	–	–
to	–	bought	–	–	–	–
to	–	brought	–	–	–	–
to	–	shook	–	–	–	–
to	–	went	–	–	–	–
to	–	left	–	–	–	–
to	–	sang	–	–	–	–
to	–	drove	–	–	–	–
to	–	fell	–	–	–	–

J. Write the disjunctive questions for these sentences & give a short answer:

- 1) I (**to know**) that people in Great Britain (**to speak**) more variants of English.
- 2) You (**to seem**) (**to come**) to the right place for (**to find out**) more about GB.
- 3) He (**can**) (**to tell**) you many exciting things about GB after he (**to return**).
- 4) She (**to let**) me (**to know**) about lots of points for (**to revise**) of topic Britain.
- 5) It (**to take**) for granted that Great Britain (**to be**) a world power nowadays.
- 6) We (**not to do**) this work ourselves, because we (**to possess**) a map of GB.
- 7) You (**to have**) (**to do**) it now, that is (**to put**) the GB cities in the ABC order.
- 8) They (**must**) (**to implement**) this project together with the British partners.
- 9) Margaret (**to meet**) her friends in the airport who (**to return**) from Britain.
- 10) Sam (**to do**) a lot (**to know**) more English, so that he (**to want**) to go to GB.

**K. Fill in the prepositions, articles or conjunctions in the following text:
because, after, in, to, or, the, as, but, for, a, that, about, along, and, of, on:**

... UK ... GB ... NI designates ... United Kingdom ... Great Britain ... Northern Ireland. It is situated ... British Isles ... that is why it is washed ... seas ... north, east, south ... west. ... nature is magnificent ... picturesque there ... that is ... reason why millions ... people express their desire to visit Great Britain. ... UK is full ... customs ... traditions ... were carefully kept ... centuries there. Very often, they talk ... so-called ... British character, that meaning being ... little bit reserved ... seemingly cold ... other people. ... it is not always so, ... it stands mainly ... attitude ... British ... strangers ... people they know less. ... such, ... British are friendly friendly ... hospitable.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(There is a dialogue between **Vlad** and **Wendy** about **the UK of GB&NI**)

Vlad: Good morning, _____! I'd like to ask you _____ about Geography.

Wendy: Good morning, _____! Yes, please, go _____; I try to _____ on it.

V.: I am _____ to get to know _____ there is the necessity to _____ to the map.

W.: You'd _____ ask the _____. If you are _____ to hear my _____ then it is _____.

V.: _____ current theme of _____ is the _____ Europe and the British _____. _____, there comes the whole _____ of countries _____ on these territories.

W.: Do you _____ to know that our home _____ for today is _____ the UK?

V.: Do you mean **the _____ Kingdom of _____ Britain and Northern _____**?

W.: Yes, that is _____. Have you got the _____ to the text-_____, the maps?

V.: Yes, I have got it _____ by the end of the textbook. _____ are just outlines.

W.: I _____ advise to raise your _____ and _____ the teacher when you _____ know.

V.: I _____, because I have _____ you doing so _____ the classes. _____ told you?

W.: _____ father _____ mother taught me _____ do like _____, because it prevents _____ mess.

V.: No _____ that you _____ to be perfectly _____. It sounds a _____ idea to me _____.

W.: I _____ some additional _____ about the British _____ and the countries.

V.: We _____ got a similar _____ of conversation for our tomorrow _____ class.

W.: Yes, of _____. Thus, as _____ me, I _____ rather consult the _____ agenda.

V.: I _____ to tell you that I read, _____ and heard _____ of captivating _____.

W.: _____ is true. Many _____ who visited _____ Britain dream to _____ back there.

V.: I _____ it was the same _____ our country. At _____, let's hope it will _____ day.

W.: People _____ the British Isles remark the _____ and climate, _____ of all.

V.: It is _____ true: many of them _____ make distinction _____ its counterparts.

W.: _____ of our today _____ was to outline _____ within **the United Kingdom**.

V.: The _____ on the British Isles are: _____, _____, _____ and _____.

W.: Do not forget about **the _____ of _____**. We must know _____ capitals.

V.: Yes, _____. I also wrote a composition on: **The _____ I'd like to visit in _____**.

W.: Oh, no. I fully _____ it because it _____ out of my _____: Geography, English.

V.: _____ mind! I remember _____ telling that we can _____ it or read _____ week.

W.: O'key, will you excuse me for a while, because I need to revise the material.

V.: _____. Thank you for being so _____. I also need to _____ the maps.

LESSON TWENTY FIVE: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. HOW CLEVER OF YOU is to...–Cât este de deștept din partea ta ca să...

e.g.: **HOW CLEVER OF YOU is to** offer some help to me on behalf of them all.

Translate:

- a) **How clever of him is to** find out some information on London sightseeings.
- b) **How clever of her is to** try to arrange everything for the forthcoming trips.
- c) **How clever of us is to** obtain the enquiries about the departures to London.
- d) **How clever of you is to** tick the unvisited sights on your underground maps.
- e) **How clever of them is to** let us know about the possible time-table changes.
- f) **Your example:** _____.

STUDY THE FOLLOWING:

II.IT IS SO KIND OF YOU to... – Este atât de draguț din partea D-ră ca să...

e.g.: **IT IS SO KIND OF YOU to** let me know about the air flights beforehand.

Translate:

- a) **It is so nice of him to** organise an extra-curricular activity about London.
- b) **It is so smart of her to** set his agenda for the next business trip to England.
- c) **It is so kind of you to** agree to doublecheck the info data on doubledeckers.
- d) **It is so good of them to** begin our London excursion tour at Oxford Circus.
- e) **It is so right of you to** practice some tests on the history of London City.
- f) **Your example:** _____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. What a clever decision on behalf of you to start thinking not just about the day of today, but about the day of tomorrow, as well. 2. You seem to be reasonably kind, to some extent, as to let them know about the existing advantages and the possible disadvantages. 3. It looks to be a fair resolution from his side to let her know about the created situation to the day, too. 4. I think it to be so smart of her to install an updated version of it on her computer. 5. It is worth charm only on his side to propose similar things to all of them. 6. She deserves nothing but a smart qualification by the friendly atmosphere that she has created by now. 7. What a clever pace of us to promote ourselves to the next level of the competition. 8. They must have done a good thing as soon as they have got such a positive result. 9. There is nothing but right thing from you to keep yourelves updated about variations in the schedule. 10. What a bright idea they have got about these things.

TEXT XXV:

I) LONDON CITY.

London /'lʌndən/ is the capital city of the United Kingdom of Great Britain and Northern Ireland. At the same time, it is the capital of England and it has been a capital city for about a **millennium by now**. If there is an **instant to chant** on the **field of discussion** about **London**, **there upon** the first **entity** to tell here is that it is one of the **oldest** and **most ancient** cities in the world. It **dates** for **about two thousand years** and its long history goes back as far to the Roman Empire times, when the Romans **founded** it on the **current site** of **the City of London** around **Anno Domini** 43 and named the city **Londinium** (/lʌn'dɪniəm/). The whole of the city is **traversed** by **the River Thames**, one of the biggest and largest on the **British Isles**, which **splits** the actual **Greater London** into the **West End** and the **East End**. **Obviously**, **owed to** its **huge** history and **wide range** of customs and traditions, London is considered to be one of the greatest existing cities of the modern world. **How clever of them is to** turn it into the **leading hub** of **high fashion**, a world leader and **superpower** in **finance** and **politics**, a **major** international **trade** and **commerce**, air communication centre, one of the most important ports, destinations for tourists and one of the largest cities in the world. This top mondial capital is one of the most famous places for spending time with the family, relatives, friends and relations, all sorts of social attractions, visiting various kinds of museums and art galleries, **gorgeous** gardens, **orchards**, parks, forests and woods within the limits of the city. There is a huge number of world prestigious schools, colleges and universities in London. It has remarkable **sightseeing** places, such as: **the Big Ben**, **the Tower of London** (here is the place for keeping the Crown Jewels), **Westminster Abbey** and **Saint Paul's Cathedral**, **Buckingham Palace**, **the Houses of Parliament**, **the Tower Bridge**, **Hyde Park**, **the London Eye** and a great many of all possible museums etc. **The West End** is a rich men's part of the city full of offices, theatres, two opera houses, concert halls, cinemas, shops, pubs, restaurants and nightclubs which are open during the night, where Londoners and guests of the capital can enjoy themselves and relax. **The East End** is considered the poor area. There are six international airports in London: Heathrow, Gatwick, City, Stansted, Southend and Luton. London has the population of over 10 million people with its suburbs. It has a charm in the air too.

II) DIALOGUE TWENTY FIVE: Read, translate and summarise it:

(There is a dialogue between **Xavier** and **Yolanda** about **the Greater London**)

- Xavier:** Good morning, dear **Yolanda**! Have you finished the seminar **tryouts** yet?
- Yolanda:** Good morning, **Xavier**! Not yet. I am working at my **PowerPoint** now.
- X.:** I can **highlight** my PowerPoint **display** to you if it is going **to ease** the task.
- Y.:** I can only **welcome** your offer. You see, there is no reason to refuse you here.
- X.:** Here it is: the total number of **frames** is thirty together with texts and pictures.
- Y.:** Do all of these texts, photos, images, pictures, videos refer to theme **London**?
- X.:** There is the map of **Greater London** and the map of **the Underground**, too.
- Y.:** What is the **definition** of the Underground here? Is it like the **Metro** or not?
- X.:** Right, the Englishmen can be proud of being the first who built **the Tube** in London by the end of the XIXth century. They call metro like underground or tube.
- Y.:** **They say**, there're more than 10 million in London, what is the start for metro?
- X.:** The **commencing figure** for the number of population is one million and more.
- Y.:** If you look at statistics then you can **expound** that it is the biggest in Europe.
- X.:** No wonder, that every second **questionnaire** tourist chooses London, firstly.
- Y.:** Its area is 1572 km² or 607 sqmi and England's is 130,195 km² (50,346 sq mi).
- X.:** If we continue with the figures then the total area of the UK is 243,610 km².
- Y.:** London is the capital of England and of the United Kingdom of GB & NI, too.
- X.:** If you ask me about the destination **I'd rather** choose first, then it is London.
- Y.:** I know that people tell of a kind of a **charm** and **tender** feelings they get for it.
- X.:** At the same time, **everywhere** you go there are plenty of historical places in it.
- Y.:** It means nothing but a stable interest of visitors and tourists for **sightseeings**.
- X.:** The sightseengs are: **Big Ben, Houses of Parliament, Westminster Abbey, the Tower Bridge, the Nelson's Column, Buckingham Palace, Hyde Park** etc.
- Y.:** Let's not forget to mention the famous Square Mile within the City of London.
- X.:** The history of this megapolis which dates back almost twenty centuries can do nothing but really impress with its **glimmering** present based upon glorious past.
- Y.:** I agree that there is no choice for us but going and visiting the Greater London.
- X.:** By the way, I know that there will be organized the summer school in London.
- Y.:** **It is so good of them to** let a good chance to see London and practise English.
- X.:** I'd like to see myself in the list of the students. I'll find out and let you know.

A. Answer the following questions on the text completely:

1. What is the complete name of the country where London is the capital city?
2. How much time has it been the capital of England for by the present days?
3. When was London founded? Whom was it established by? Where was it?
4. What river is London situated on? What is there told about the London river?
5. Why is London considered to be one of the greatest cities of modern world?
6. What kind of world centre is duly afore thought to be London till nowadays?
7. What are the major possibilities of spending the time when visiting London?
8. What are the remarkable sightseeing places one can visit throughout London?
9. What is there in the West End of London? What is known of the East End?
10. How many international airports are there in London? What are their names?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. Who are the characters who start on the conversation of the given dialogue?
2. What was the discussion theme between Xavier and Yolanda when they met?
3. What did Xavier offer to do for Yolanda in order to ease her PowerPoint?
4. Did Yolanda accept Xavier's proposal to give his PowerPoint display to her?
5. What kind of materials were there with reference to the topic London City?
6. What is the number of population of a city to start setting the Metro network?
7. What is the total area of Greater London, England and the UK of GB&NI?
8. What impressions did Xavier and Yolanda share concerning London City?
9. What were the London sightseings that Xavier enumerated to Yolanda?
10. What did they talk of the summer school in London? Did they want to join it?

Your question _____ ?

C. Put the following words into the right column and transcribe them:

a) /n/ b) /ɔ:/ c) /a:/ d) /ə:/ e) /m/

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

fore, fir-tree, bar, noise, majority, her, heart, adore, morning, ferm, noun, navigate, charm, new, ashore, must, term, mild, calm, now, middle, afford, artist, for, bird, knowledge, or, fur-coat, party, myth, sports, class-rooms, are.

D. Use the right verb and its due tense form following the Sequence of Tenses:

were, meets, must, learnt, has, could see, can get, like, want, can tell, write

1. I ... some useful info about GB when I (**to go**) to Geography lesson at school.
2. You ... the driving license in two weeks in London. You ... (**to take**) some exams.
3. He ... (**to tour**) many lots of countries of Europe, but firstly it (**to be**) England.
4. She ... many captivating things about **the Greater London** from the history.
5. It (**to be**) ... a research article about the London dialects in a British magazine.
6. We ... the well-known Big Ben tower and clock through the windows of the bus.
7. You ... in London during the Olympic Games event and (**to feel**) happy of it.
8. They ... (**to stroll**) along the squares and parks of London (**to discuss**) affairs.
9. Jack ... Susan at the Tube station because she (**to ask**) him (**to do**) it very much.
10. Lisa ... plenty of business trips to London and (**to need**) a companion for it.

E. Choose the correct form of the verbs in the following sentences:

1. The City of London ... a population of 7375 people. (**have/have got/has got**)
2. We (**must**) ...the most significant sights of London. (**knowing/to know/know**)
3. ...you sure that you (**can**) (**to find**) the way to London? (**be/are/is/am/being**)
4. A Londoner ... always (**to tell**) you the way if you (**to get**) (**to lose**).(**shall/will**)
5. You...always (**to count**) on the map of London. (**could/to can/cans/can/can't**)
6. London sightseeings...never (**to do**) without Big Ben. (**shall/shan't/won't/will**)
7. Trafalgar Square ... a favourite place (**to rest**) for tourists. (**am/be/are/were/is**)
8. People wonder if there (**can**)... more London sights they (**not to know**). (**is/be**)
9. Most of the London sights images ...(**to find**) on-line. (**could/can't/cannot/can**)
10. I (**shall**) (**to like**) ... London and practise my English. (**visiting/visited/to visit**)

F. Place the following words in the correct order within the sentence:

1. **Great** capital of of **NI**. is **United** city the **Britain** the **London** **Kingdom** and
2. yet? you **Yolanda!** **tryouts** dear Good your Have finished morning, seminar
3. **millenium**. city and England capital been the it is It a capital of for has about a
4. Not yet. I am morning, **Point** working **Xavier!** now. at Good my right **Power**
5. one world. of the **There upon**, cities the is **London oldest ancient** in and **most**
6. my **ease** **Power display** task. to you I going just **highlight** if it is can **to** the **Point**
7. Empire for **thousand** since **years about** so **two dates** far times. the It Roman
8. your here. can there offer. reason You **welcome** only no I to refuse you is see,
9. one **Britain. the** of **traversed River Thames** city the by whole The in **is** biggest
10. total pictures. it number of texts the **frames** is with thirty is: together Here and

G. Match the words of Column A with the appropriate ones in Column B:

- | | |
|---|--|
| 1. Greater London into the West | a) the map of the Underground |
| 2. texts, photos, images, pictures, | b) one of the greatest cities |
| 3. owed to its huge history and | c) the Underground here? |
| 4. the map of Greater London and | d) the Tube in London first |
| 5. London is considered to be | e) for high fashion |
| 6. What is the definition of | f) than 10 million in London, |
| 7. It is the leading hub | g) in finance and politics , |
| 8. Englishmen are proud to build | h) videos refer to London |
| 9. a world leader and superpower | i) wide range of customs |
| 10. They say , there are more | j) End and the East End . |

H. Write the alternative questions for these sentences and give a short answer:

1. We (**to surprise**) when we (**to find out**) that the City of London has got 2.9km².
2. I (**to spend**) much time over the map of London (**to match**) places with pictures.
3. You (**must**) (**to check**) more times the map of London Tube before (**to go**) there.
4. He (**to come**) straight to one of London railroad stations (**to meet**) his friends.
5. She (**to know**) many exciting things about London, mainly after she (**to visit**) it.
6. It (**to have**) (**to be**) all clear this month regarding our summer trip to London.
7. We (**to do**) more of (**to review**) of information referred to London next week.
8. You (**to suppose**) (**to have**) more sightseeing tours on a London double-decker.
9. They (**to have**) (**to get**) many friends who (**to visit**) London more than one time.
10. I (**to think**) it (**to be**) easy (**to find**) my way through London during my trip.

I. Irregular verbs (give all 4 forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to	–	–	met	–
to	–	–	built	–
to	–	–	dealt	–
to	–	–	felt	–
to	–	–	flown	–
to	–	–	found	–
to	–	–	fallen	–
to	–	–	hurt	–
to	–	–	held	–
to	–	–	hidden	–

J. Translate the following topical sentences from Romanian into English:

1. Londra este capitala Regatului Unit al Marii Britanii și Irlandei de Nord.
.....
2. Primul metrou din lume a fost construit în Londra la sfârșitul secolului XIX.
.....
3. Londra este una din atracțiile mondiale pentru turiștii din toate părțile lumii.
.....
4. Râul Tamisa are 346 km și divizează Londra în Zona de Vest și Zona de Est.
.....
5. Universitatea din Londra e una din cele mai prestigioase instituții din lume.
.....
6. Londra este unul din cele mai mari orașe din Europa și din lumea întreagă.
.....
7. Sunt multe posibilități de a practica limba engleză în centrele din Londra.
.....
8. Cartela de vizită a Londrei poate servi turnul Big Ben și autobuzele roșii.
.....
9. În Londra locuiesc peste zece milioane de oameni pe o suprafață de 1579 km².
.....
10. Londra este centrul administrativ, politic, financiar și cultural al Regatului.
.....

**K. Fill in the prepositions, articles or conjunctions in the following text:
where, the, or, so, that, of, as, with, into, a, and, at, in, on, for, to:**

London City is ... pearl European Continent. It is one oldest cities world. It is situated river Thames ... separates London West End East End. ... historical part ... London is called ... City. There is also ... Square Mile ... are situated ... main offices, headquarter, administrative buildings, etc. London has got many parks, especially ... its Central part. Naturally, they are public places, ... people can go there walk ... jogging. There is also another name city ... that is ... Greater London. Its meaning is ... City ... London together ... its suburbs, which extends it considerably. Sightseeing tour ... London red double-decker, ... is ... compulsory thing to be done when you visit London tourist business trip. ... Londoners are very hospitable ... friendly people who will always tell you ... way destination point ... help you when you may get lost city.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(There is a dialogue between **Xavier** and **Yolanda** about **the Greater London**)

Xavier: Good morning, _____! Have you finished the seminar preparations yet?

Yolanda: Good morning, _____! Not yet. I am working at my _____ Point now.

X.: I can _____ my Power _____ presentation to you if it is _____ to ease the task.

Y.: I can only _____ your offer. At _____, there is not any _____ to refuse you here.

X.: Here it is: the total _____ of slides is thirty together with texts and _____.

Y.: Do all of these _____, photos, _____, pictures, videos refer to _____ **London**?

X.: Yes, _____ is _____ the map of **Greater London** and the _____ of the Underground.

Y.: What is the _____ of the _____ here? _____ it the _____ like Metro or _____?

X.: Right, the _____ can be proud of being the first who built the _____ in London by the end of the XIXth _____. They call metro like _____ or tube.

Y.: They say there are more than 10 _____ in London, what is the _____ for metro?

X.: The _____ figure for the number of _____ is one million and _____.

Y.: If we have a _____ at statistics then we can _____ that it is the _____ in Europe.

X.: No _____, that every second interviewed _____ chooses London _____ of all.

Y.: _____ area is 1572 km² or 607 sqmi and _____'s is 130,195 km² (50,346 sq mi).

X.: If we _____ with the figures then the total _____ of the UK is 243,610 km².

Y.: _____ is the capital of England and the _____ of _____ and _____, too.

X.: If you ask me about the _____ I'd rather _____ first, then it is London.

Y.: I know that _____ tell of a kind of a charm and tender _____ they get for it.

X.: At the same _____, everywhere you go there are plenty of _____ places in it.

Y.: It means _____ but a stable interest of visitors and _____ for _____.

X.: The sightseengs are: _____ **Ben, Houses of** _____, _____ **Abbey, the Tower** _____, **the** _____ **Column, Buckingham** _____, _____ **Park** etc.

Y.: Let's not _____ to mention the famous Square _____ within the _____ of London.

X.: The _____ of this megapolis which dates back _____ twenty _____ can do nothing but _____ impress with its _____ present based upon glorious _____.

Y.: I agree that there is no _____ for us but _____ and visiting the Greater _____.

X.: By the _____, I know that there will be _____ the _____ school in London.

Y.: I think that it is a splendid _____ to see London and practise my _____.

X.: I'd _____ to see myself in the list of the _____. I'll _____ out and let you _____.

REVISION TEST UNITS XXI – XXV:

1. They are ____ of this theatre play.
a. font b. funded c. found d. fond
2. There was a film festival in ____ city.
a. do/my b. be/her c. was/our d. has/his
3. There__many people__study English.
a.am/how b.is/why c.are/who d. be/how
4. England ____ a lot of exciting places.
a. does has b. has is c. is have d. has got
5. ____London is the financial hub.
a. Bigger b. Smaller c. Larger d. Greater
6. __ like to go to the cinema tonight?
a. Have you b. Wouldn't you c. Do you
7. There is the first night__at the theatre.
a. acting b. premiere c. show d. play
8. Excuse me,__I ask you about cinema?
a. Will b. Shall c. Can d. May e. Must
9. I liked the road _____ in England.
a. fog b. main c. networks d. height
10. The ____ play is based on this book.
a. bridge b. optimal c. sports d. theatre
11. There __much snow last winter here.
a. was b. are c. am d. is e. be d. were
12. London hosted the ____ in 2012.
a. World Cup b. EC c. Olympic Games
13. There are 32 ____ in Greater London.
a. docks b. ports c. bridges d. boroughs
14. There are ninety two ____ of English.
a. variants b. dialects c. accents d. speeches
15. England is the homeland of ____.
a. football b. basketball c. volleyball
16. Hallo, ____ you ____ England now?
a. are/at b. aren't/in c. don't/on d. ain't/to
17. There are many__friends in English.
a. real b. true c. false d. trustworthy
18. The teachers of English checked ____.
a. one tests b. a tests c. an test d. the tests
19. The students have____synonyms here.
a. to find b. to find to c. find d. shall find
20. He __ that the translation __ ____.
a. says/is finished b. said/being finished
21. The Thames ____ the whole London.
a. avoids b. vectors c. straddles d. wash
22. You must ____ a list of English cities.
a. scheme b. draw c. paint d. do e. make
23. __ __ English words do you know?
a. How few b. How many c. How much
24. Many of the ____ are English words.
a. lendings b. financing c. borrowings
25. We__the new film trailer and__it.
a. watch/discussed b. watched/discussed
26. They__they __to the theatre and __it.
a. is saying/goes/liked b. said/went/liked
27. __you a pupil or a student at present?
a. Has b. Do c. Is d. Am e. Does f. Are
28. They are going ____ to London City.
a. walking b. sightseeing c. wandering
29. __ are many ____ places in England.
a. Where/nice b. Here/ugly c. There/lovely
30. The English language __ constantly.
a. to change b. is changing c. changes
31. There ____ many movies to my ____.
a. am/likeing b. are/liking c. is/liked
32. They __ this play in the theatre recently.
a. have staged c. stages d. stage f. staged

The total amount of points is 100. Each correct item is equal with 3.125 points.
Results: A : 100 – 91; B: 90 – 81; C: 80 – 71; D: 70 – 61; E: 60 – 51; F: 50 – 41; G: 40 – 31;

LESSON TWENTY SIX: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. SOMETHING HAS GONE WRONG WITH...–Ceva nu este în regulă cu...

e.g.: SOMETHING HAS GONE WRONG with my GSM phone. It won't start.

Translate:

- a) Something has gone wrong with my pen so as it sometimes does not write.
- b) Something has gone wrong with the site with information about the USA.
- c) Something has gone wrong with the monitor screen and not the processor.
- d) Something has gone wrong with the network connection of the telephone.
- e) Something has gone wrong with the car engine and it needs to be checked.
- f) Your example: _____.

STUDY THE FOLLOWING:

II.THERE IS NOTHING THE MATTER with...–Nu s-a întâmplat nimic cu...

e.g.: THERE IS NOTHING THE MATTER with the TV-set. It works well.

Translate:

- a) There is nothing the matter with the radio, but the reason is broadcasting.
- b) There is nothing the matter with the fridge and I have already checked it.
- c) There is nothing the matter with the weather, it is only a little cloudy now.
- d) There is nothing the matter with the motor of the automobile as it works.
- e) There is nothing the matter with the iron because it functions rather well.
- f) Your example: _____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. It is something not in order with the gas oven and you must see what is wrong with it.
2. There is not any problem with my visa to the USA because it is a new type of a multi-entrance visa which is valid for a period of time of ten years.
3. There seems to be not in use that old car at the parking place.
4. The air-conditioning system goes well because it cools and warms the air when needed.
5. There is some problem with the door lock as soon as the key always gets stuck in there.
6. Everything is all right with the motor-car engine right now, because we went to the service for diagnosis and repairworks.
7. There must be some trouble about her mobile telephone and it must be seen by a repairman.
8. All is in order with their wall-clock and the simple reason is that it constantly shows the correct time.
9. There has happened something not quite right with the desk lamp because it sometimes flickers.
10. There is no problem with the door bell because it works.

TEXT XXVI: THE UNITED STATES OF AMERICA (general info).

The United States of America is a **federal** republic which is **weighed** to be one of the most **forceful** countries and superpowers of the world from the **social, educational, political, military and economic points of view**. The **principle guidelines** here are: the **ideals of freedom, democracy and opportunity**. It is also one of the most **sizable** countries with a population of over **318 626 220 people**, by the **U.S. Census Bureau** estimation for 2014, who live in those **fifty states of the United States of America** and a **federal district** which is **Washington D.C.** and the capital city of **the USA**. It is **washed** by **the Pacific Ocean in the west** and by **the Atlantic Ocean in the east**. The USA official language is **English** or **American English (AmEn)**, which is the American variant of the English language. **Following the first voyage of Columbus to the New World in 1492** other **explorers and settlement** followed into the USA. Later on, **something had gone wrong** and it **declared its Independence** from Great Britain on July 4, 1776. Currently, there live people from **every corner** of the world and it is a **multi-national and multi-cultural** state. The **USA** states are: **Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin and Wyoming**. Among all these 50 States, there are two, which are: **Alaska and Hawaii** that do not have a **landlink** to the rest of **the North American** states. The most important U.S. cities are: **Washington, New York, Los Angeles, Chicago, Houston, Philadelphia, Phoenix, San Francisco, Miami, Dallas, Detroit, Seattle, St. Louis, Atlanta, Boston, Baltimore, Minneapolis** etc. There are three branches of government in **the USA**: the Congress, the President and the Supreme Court. Constitution is the basic document of the country which was written and adopted over 200 years ago on June 21, 1788. Nowadays, the United States of America is a **leading force** in music, cinema, TeleVision, science, high-tech etc.

II) DIALOGUE TWENTY SIX: Read, translate and summarise the dialogue:

(It is a dialogue between **Zanthe** and **Adam** about **the United States of America**)

Zanthe: Hey, **Adam**. I am glad that the teacher finally grouped us for **team-work**.

Adam: Yes, hello, **Zanthe**. I **guess it is so** because we are the best pupils in class.

Z.: Do you **recall** when we last worked together? It was one year ago or **maybe so**.

A.: I **presume**, it is so as far as we **were scattered** to study with **weaker pupils**.

Z.: **Does it happen** at some subjects or maybe it is a general tendency and **trend**?

A.: **As I view** my situation and position **regarding** this pattern: all of the subjects.

Z.: Let me ask you about the marks you had last semester: are they all **excellent**?

A.: It seems like a sort of a competition spirit between us: I have **minuses** at Maths.

Z.: There're similar difficulties **encountered** by the most of lyceum pupils, I think.

A.: That looks like an ambiguous and attractive conversation subject, thus not now.

Z.: Hereafter, we must set in group some questions on the topic **the USA**, is it ok?

A.: Can we use some of the **available** sources: text-books, tables or on-line info?

Z.: I asked about that before the lesson and the answer was: books and additional.

A.: What kind of preparations are there to be sorted out by us for the classmates?

Z.: Team-work questions on the theme as: multiple choice, correct the answers etc.

A.: For this purpose, I have some additional material on geography, population.

Z.: Cities, communities, **coastlines**, political, economical and cultural situations.

A.: My idea is to **make up** a question about peculiarities of the **American English**.

Z.: As they say, good ideas and **splendid thoughts**, but we must put them down.

A.: Here, there should be column A with questions. That column B is for answers.

Z.: **Here we go with Question One:** What is the geographical position of the USA?

A.: **There is nothing the matter with** it as it is based upon the recent homework.

Z.: **Question Two:** What is the U.S. administrative division and its total territory?

A.: **Question Three:** Which place does its all area hold and after which countries?

Z.: **Question Four:** What is the total population number of the USA nowadays?

A.: **Question Five:** Can you submit at least five USA important historical events?

Z.: **Question Six:** What is the capital of the USA and which are the major cities?

A.: **Question Seven:** Looks like a mini-test. Are you eager to visit the USA? Why?

Z.: **Question Eight:** What is your understanding of the term: American English?

A.: These questions are rather on American civilization. Let's see them worked out.

A. Answer the following questions on the text completely:

1. **What kind of country is the United States of America considered to be?**
2. **What are the principle living guidelines of the United States of America?**
3. **What is the size and population of the United States of America by statistics?**
4. **How many states are there in the USA? What is the capital of the USA?**
5. **What Oceans wash the coastlines of the United States of America? Where?**
6. **What is the official language spoken in the United States of America?**
7. **When did the first voyage of Columbus to the New World take place? How?**
8. **When did the USA declare its Independence from Great Britain? Why?**
9. **How many branches of government are there in the USA? Which are these?**
10. **What are the current spheres to be considered the leading ones for the USA?**

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are the characters who keep on the conversation of the dialogue?**
2. **What was the theme of the discussion between them when they met?**
3. **What did Zante ask Adam regarding the last semester? Why did she do so?**
4. **What minuses did Adam have with the reference of the subjects of study?**
5. **Is it a common difficulty of the pupils or just of Adam and Zante?**
6. **What type of class activity did Adam and Zante have to participate at?**
7. **How did Questions One, Two and Three sound to Adam and Zante?**
8. **How did Questions Four, Five and Six sound to Adam and Zante?**
9. **What was Question Seven that they had to answer? What was their answer?**
10. **What did Adam answer to Question Eight on behalf of Zante?**

Your question _____ ?

C. Use the verbs in the corresponding tenses in the sentences:

1. There ... fifty states in the United States of America. (am/are/is/was/were/been)
2. The USA ... its Embassies in all countries of the world. (have/has got/having)
3. What (to do) you ... about the map of the USA? (knowing/known/know/knows)
4. The USA ... into a largest economy. (developing/has developed/to develop)
5. There are many good U.S. aspects (to be)... (to borrow/borrowing/borrowed)
6. The capital of the United States ... Washington D.C. (were/are/is/was/am/been)
7. Washington D.C. ... the U.S. capital for 215 years already. (to be/is/be/has been)
8. There (to be) ... lots of worthy sights in the USA. (to visit/visited/visiting/visit)
9. The USA ... within the open market economy and stocks. (to lead/leads/lead)
10. New York City ... the (to visit) card of the USA. (had served/serve/serves as)

D. Place the following words in the correct order within the sentences:

1. world. **America** strongest **States of** of is countries **United** of the one the **The**
2. **Adam** a America. States between and about **Zante** dialogue It the United is of
3. of **ideals opportunity. freedom**, and are: **guidelines** The **principle democracy**
4. **team-work** am that teacher for I the glad grouped **Adam**. now. us finally **Hey**,
5. is **people**. the most countries **sizable 318 626 220** of with It a one of population
6. our we **guess** hello, **so it** class. in I pupils because best **is Zante** are Yes, the
7. 4, Great **Independence** of on its UK 1776. from **declared** July the U.S. Britain
8. tendency subjects **trend?** or **it** it and is a **happen** maybe at general some **Does**
9. voyage **1492** the USA. first of in sailed to **Columbus explorers** the other After
10. to a **up** idea English. is peculiarities about question the **make** My of **American**

E. Match the words from Column A with appropriate from Column B:

- | | |
|---------------------------------------|--|
| 1. guidelines are: ideals of freedom, | a) Pacific Ocean in the west |
| 2. It seems like a sort of a | b) most sizable countries |
| 3. It is washed by the | c) lesson and the answer was: |
| 4. There are similar difficulties | d) competiton spirit between us |
| 5. and by the | e) democracy , and opportunity . |
| 6. we must set in group | f) there are two, which are |
| 7. It is also one of the | g) encountered by the most |
| 8. I asked about that before the | h) some additional material |
| 9. Among all these 50 States, | i) some questions on the topic |
| 10. For this purpose, I have | j) Atlantic Ocean in the east . |

F. Put the following words into the right column and transcribe them:

a) /ʌ/	b) /ɪ/	c) /e/	d) /s/	e) /i:/
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

much, please, lemon, sea, pencil, lime, such, bet, sun, receive, upper, son, peel, bed, loaf, reader, supper, set, land, lead, bunch, eat, update, love, sell, jug, engine, lesson, sale, fee, tough, mug, leisure, feather-pen, east, machine, luck.

H. Translate the following sentences from Romanian into English:

1. Statele Unite ale Americii sunt situate pe Continentul America de Nord.
.....
2. Populația Statelor Unite ale Americii constituie circa 318 626 220 oameni.
.....
3. Statele Unite ale Americii ocupă locul patru după suprafața teritoriului său.
.....
4. Statele Unite ale Americii ocupă locul 3 din lume după numărul populației.
.....
5. Din 1800 capitala Statelor Unite ale Americii este orașul Washington D.C..
.....
6. Ziua Independenței a Statelor Unite ale Americii este sărbătorită pe 4 iulie.
.....
7. Turiștii străini care vizitează Statele Unite ale Americii știu limba engleza.
.....
8. Colonizarea Americii a început după călătoriile lui Columb în sec. XV-XVI.
.....
9. Visul American continuie să atragă tot mai mulți oameni din toată lumea.
.....
10. După densitatea populației SUA ocupă locul 180 în lista țărilor din lume.
.....

I. Use these verbs in accordance with the rules of Sequence of Tenses duly:

1. We (**to walk**) in the park for 1 hour already so we (**to go**) to AmCenter now.
2. I (**to type**) a new info about the USA yesterday, as I (**must**) (**to use**) it today.
3. You just (**to arrive**) to the cinema-theatre, we (**to watch**) an American film.
4. They (**to like**) (**to play**) American football, but they (**to prefer**) soccer now.
5. He (**to set**) the draft for (**to practise**) his English in the USA this summer.
6. She (**to be**) eager (**to have**) a shopping tour in the USA last year holiday.
7. It (**to be**) early, when I (**to reach**) the airport (**to get**) the flight to the USA.
8. You (**to read**) a picture book on America already, and (**to want**) a new one.
9. You ever (**to be**) to the USA? If you (**to do**), please (**to tell**) where namely?
10. When we (**to get**) to the University, there (**to be**) an American teacher there.

J. Irregular verbs (give all forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to	–	–	– growing	–
to	–	–	– showing	–
to	–	–	– selling	–
to	–	–	– learning	–
to	–	–	– paying	–
to	–	–	– buying	–
to	–	–	– betting	–
to	–	–	– dealing	–
to	–	–	– getting	–
to	–	–	– spending	–

K. Paraphrase these sentences using adjective degrees and verb tenses:

- 1) I (**can**) (**to speak**) British English much (**good**) than American English now.
- 2) you (**to come**) to the McDonald's restaurant at 5 o'clock or (**late**) yesterday?
- 3) He (**to tell**) you that he (**to know**) (**little**) on the USA than GB, if he (**to ask**).
- 4) She (**to decide**) (**to let**) me (**to know**) that they (**to open**) the U.S. visa to her.
- 5) It be taken for granted that Chişinău (**to have got**) some great perspectives.
- 6) We (**to have**) (**to study**) American Civilization (**much**) last term than ever.
- 7) You (**to do**) TOEFL preparations (**good**) together, than it (**to be**) by books.
- 8) They (**to implement**) this project (**bad**) than with the help of the American.
- 9) Luise (**to meet**) (**many**) friends when she (**to visit**) the U.S. summer school.
- 10) James (**to do**) (**many**) English tests because he (**to want**) (**to travel**) to U.S.

L. Fill in the prepositions, articles or conjunctions in the following text:

up, and, after, in, from, the, to, because, at, by, about, of, on:

... United States ... America is one biggest country world ... territory
... one ... the global superpowers. It is situated Continent ... North America
... it is washed Atlantic Ocean east, ... Pacific Ocean west
Arctic Ocean north. ... climate USA varies ... north ... south, ... east ...
west. Very often it is called ... country ... all possibilities ... many people
dream to go ... live there. ... capital city USA is Washington D.C. ...
there are so many more large ... stunning cities, towns ... communities there.
Lots ... young people prefer to travel ... the USA to study, ... there are many
schools, colleges ... Universities there. Millions ... tourists visit America yearly.

M. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(It is a dialogue between **Zanthe** and **Adam** about **the United States of America**)

Zanthe: Hello, _____. I am glad that the _____ finally grouped _____ team-work.

Adam: Yes, hello, _____. I _____ it is so because we are the _____ in class.

Z.: Do you _____ when we _____ worked together? It was one year _____ or so.

A.: I _____, it is so as far as we were _____ to study with weaker _____.

Z.: Does it happen at _____ subjects or maybe it is a general _____ and trend?

A.: As I view my situation and _____ regarding this _____: all of the subjects.

Z.: _____ me ask you about the marks you had _____ semester: are _____ all excellent?

A.: It seems _____ a sort of a competition _____ between us: I _____ minuses _____ Maths.

Z.: There are _____ difficulties encountered by the most of lyceum _____, I _____.

A.: That looks like an _____ and attractive conversation _____, thus not now.

Z.: Hereafter, we _____ set in group some _____ on the topic **the USA**, is it _____?

A.: Can we use some of the _____ sources: text-books, _____ or _____-line info?

Z.: I _____ about that before the _____ and the answer _____: books and additional.

A.: What _____ of preparations are _____ to be sorted _____ by _____ for the _____?

Z.: Team-_____ questions _____ theme as: multiple _____, correct _____ answer etc.

A.: _____ this purpose, I have some _____ material on geography, population.

Z.: Cities, _____, coastlines, _____, economical and _____ situations.

A.: My idea is to _____ up a question about peculiarities of **the _____ English**.

Z.: As _____ say, _____ ideas and splendid _____, but we _____ put them _____.

A.: Here, _____ should be column _____ with questions. That column _____ is for _____.

Z.: Here we go with **Question _____**: What is the _____ position _____ USA?

A.: It is based _____ the recent homework _____ we had to work _____ the area _____.

Z.: _____ **Two:** What is the _____ administrative division and its _____ territory?

A.: **Question Three:** _____ place does _____ all area hold and _____ which countries?

Z.: **Question Four:** _____ is the total population _____ of the USA nowadays?

A.: **Question Five:** Can you _____ at least five USA _____ historical _____?

Z.: **Question Six:** What is the _____ of the USA and which are the _____ cities?

A.: **Question Seven:** _____ like a mini-test. Are you _____ to visit the USA? Why?

Z.: **Question Eight:** What is your _____ of the term: the American English?

A.: These _____ are rather on American civilization. Let's see _____ worked _____.

LESSON TWENTY SEVEN: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. I EXPECT YOU TO START DOING...–Aștept ca tu să începi să faci...

e.g.: I EXPECT YOU TO START WORKING at it, in the end of the day.

Translate:

- a) I expect him to start doing a test on the United States about Washington.
- b) I expect her to start reading the new text aloud to find out the vocabulary.
- c) I expect it to start working after I brought my laptop from the repairworks.
- d) I expect us to start getting ready for the business trip to Washington today.
- e) I expect them to start doing their homework in the nearest possible time.
- f) Your example:_____.

STUDY THE FOLLOWING:

II. I CAN NOT STOP DOING smth. ...–Nu mă pot abține ca să nu fac ceva...

e.g.: I CAN NOT STOP ADMIRING everything created by him for a long time.

Translate:

- a) You can't stop reading this book because it has a very attractive subject.
- b) He can't stop thinking about his forthcoming journey to Washington City.
- c) She can't stop doing modelling because she knows that it is her vocation.
- d) We can't stop working on the project as far as it has got some perspectives.
- e) They can't stop searching some alternative energy sources to petrol or gas.
- f) Your example:_____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. I am waiting that you begin your studies on American Civilizaion. 2. It is hard to leave apart learning new things to me, because they bring so much joy. 3. You think that he must begin to learn the geography of the Northern America and know the essential about the USA map. 4. He would not quit selecting material on the subject so far: it is necessary for his report on the variant of the American English. 5. He awaits that she commences to get ready for her exams. 6. It is impossible to her not to practise similar activities as she loves them a lot. 7. She is looking forward it to begin functioning after placing new batteries inside. 8. There represents a difficulty to us as not to continue training football even in winter period of time, no matter what weather it is there out-of-doors. 9. Our awaitings do not limit on their achievements but promoting to get some better results. 10. They cannot abandon working on this design as it looks like a promising idea to them.

TEXT XXVII:**I) WASHINGTON, D.C.,**

Federal district **Washington, D.C.**, District of Columbia is the **capital city** of the United States of America. It is **settled along** the **banks** of the **Potomac River**. The **first President** of the **USA**, **George Washington**, whose name was given to the city, **had chosen** the **area** for the capital city **in person**. **More than** one hundred square miles were used for this **purpose** from **Maryland** and **Virginia states**. **Therefore**, the **terrain around** the **metropolis** was **titled** the **District of Columbia**, after **Christopher Columbus**. **Washington, D.C.**, is the most **influential** political and **departmental** city of the USA. It is one of the most **alluring**, **distinctive** and **unequivocal** cities in the United States with an **approximated** population of 658 893 people in 2014. **They expect them to start visiting** Washington by thousands of tourists from the Northern America and abroad every day. The capital **centralizes** all three **branches** of the **U.S. Federal Government**, which are: a) the **Congress**, b) the **President** and c) the **Supreme Court**. Washington is the **location** for plenty of **historical buildings**, **national museums** and **monuments**, situated not so far from the **National Mall**. There are a great number of **headquarter offices** of international organizations, professional associations, **lobbying groups**, non-profit organizations, **trade unions**, one hundred seventy six foreign resident embassies located within the city. The architecture of Washington, D.C. has got a great variety. There are six top-ranked buildings there in the District of Columbia out of total U.S. ten, and these are: **the White House**, **the Washington National Cathedral**, **the Thomas Jefferson Memorial**, **the United States Capitol**, **the Lincoln Memorial** and **the Vietnam Veterans Memorial**. There is no doubt, that **the White House** and **the United States Capitol** are the most recognizable buildings and the visit cards of the USA, symbolizing the power and authority of the state. **The United States Capitol** is the seat of the Congress, the first legislative branch of the U.S. federal government, while **the White House** is the official residence and main office place of the President of the United States. Washington has a tendency of a developing, stimulating and enlarging economy with a result of the gross state product of \$103.3 billion in 2010 ranking as far as on the 34th position in comparison with the rest fifty states of the **United States** and it has got some wide future perspectives.

II) DIALOGUE TWENTY SEVEN: Read, translate and summarise it:

(There is a dialogue between **Brandon** and **Clarice** about **Washington City**)

Brandon: Hello, **Clarice!** It **occurs** to be a **delightful morning**, **do you agree?**

Clarice: **Hi there, Brandon!** Haven't seen you for ages, **old chap!** **It vows so.**

B.: Are you busy **since early** today? **Opposite with me.** That is why I offer help.

C.: You always were a good **moderator** and can **sense** the moments when tensed.

B.: There must be some peculiarities of the British character in me. If I don't boast.

C.: For true friends, yes sure, why not? I want to ask if you are serious about help.

B.: Banal, **as it may seem**, but can I ever **joke** from time to time or just be serious?

C.: I need you to be serious **this time**. Do not forget we are in Washington now.

B.: You know, **I can't stop repeating the same words** to myself day and night.

C.: Listen, I think that I've got some problems around and you **are the right one**.

B.: Yes, of course, dear, I am **at your service**, if it's not anything impossible to do.

C.: The problem is that I had to meet a group of tourists in the airport this morning.

B.: Did you manage to be in time, after all or not? Have they **postponed** the flight?

C.: Yes **I was in time** there. The confusion here is that they **mixed up** their destination point Washington D.C., which is on the East Coast, with Washington State which is, if you occasionally may know situated to the northwest of the USA.

B.: Oh, really! It is in fact **not an ordinary** situation at all. How could it happen?

C.: You know, the tourists are from Europe. They arrived to US for the first time.

B.: **I have got your idea**. You must organize their departure from west to us here.

C.: I would like to ask you to forward some of the solutions on behalf of you too.

B.: This is seemingly one of the most unusual happening in my career till present.

C.: I am their guide. Here is the agenda of going sightseeing every day with them.

B.: I believe that I have got an idea and I know how to give you a hand about it.

C.: I am ready to listen to any of the suggestions because my manager has no idea.

B.: Our Company has a double-decker bus in Olympia, Washington State capital.

C.: What is the capacity of the bus? How many seats for passengers are there in it?

B.: It was for technical service there and it is returning today. There are 70 seats.

C.: Please telephone the driver and tell him to start to the airport and I'll tell them.

B.: No time to waste. I am sure it is a very good remedy for the confuse you are in.

C.: Thank you very much; I'll invite you to our sightseeings after they reach here.

A. Answer the following questions on the text completely:

1. What is the full name of the capital city of the **United States of America**?
2. What is the **capital city** of the United States of America geographically?
3. What is the name of the first President of the USA? What did he do for the city?
4. How many square miles were used for the purpose of building the capital city?
5. How was titled the terrain around the metropolis? Whom was it called after?
6. What kind of city is Washington, D.C. considered to be in the USA?
7. What U.S. Federal Government branches are centralized in Washington, D.C.?
8. What kind of buildings are there situated in Washington, D.C.?
9. What U.S. recognizable buildings are there in Washington? Are they symbols?
10. What is the tendency of Washington and its actual ranking in the USA?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. Who are the characters who keep on the conversation of the dialogue?
2. What was the **theme** of the discussion between them when they met?
3. Where were **Brandon** and **Clarice** at the time when they were talking?
4. What kind of problem did **Clarice** mention to **Brandon** about?
5. Where is Washington D.C. and where is Washington State on the USA map?
6. How could the group of tourists take their destination as Washington State?
7. Did the group of tourists from Europe visit the USA for the first time or not?
8. What idea did **Brandon** have so as to solve the existing problem with tourists?
9. What was the capacity of the double-decker bus? Could it be used for tourists?
10. What was the mode they finished the discussion? What were the conclusions?

Your question _____ ?

C. Put the following words into the right column and transcribe them:

- a) /u:/ b) /iə / c) / eiə / d) / z / e) / v /

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

player, lazy, you, clue, here, affair, hear, cute, zero, beer, prayer, food, zing, sphere, vest, size, tune, layer, vase, faze, vital, glue, very, zap, video, shoes, mood, zip, visibility, mayor, advise, mere, yearly, vine, visibility, conclusion.

D. Use the right verb and its due tense form following the Sequence of Tenses:

write, believe, confirm, say, sell, get, be, think, finish, want, know

1. I ... eager (**to read**) this book because it (**to be**) (**to write**) about Washington.
2. You ... that you (**to make**) it right when you (**to decide**) (**to review**) the capitals.
3. He ... that he (**to choose**) the right candidate for the Head of the White House.
4. She ... that she (**to think**) it over regarding (**to accept**) or not trip to the USA.
5. It (**to be**) obvious that she ... (**to departure**) home from Washington D.C., then.
6. We ... once again we (**to make**) right when we (**to leave for**) Washington D.C.
7. You ... your cars to your acquaintances and friends and it (**to be**) a good deal.
8. They ... Washington D.C., (**to be**) the capital of the USA, but it (**not to be**) so.
9. Shawn ... quite a lot about the USA and Washington D.C., since he (**to start**) it.
10. Joan ... her researches on Washington D.C., by noon if she (**to start**) it now.

E. Choose the correct form of the verbs in the following sentences:

1. The USA and Washington D.C., ...of great interest to all of us.(**am/were/are/is**)
2. We ... (**to learn**) more about Washington D.C. (**could/to can/can to/can/can't**)
3. ...you sure that you (**to realize**) the real Washington D.C.? (**be/is/being/were**)
4. A real teacher of English ... (**to visit**) Washington D.C.(**must to/to must/must**)
5. You... some lovely pictures of Washington D.C. (**take to/to take/taken/took**)
6. Washington D.C....a combination of styles.(**to represent/represents/represent**)
7. Most tourists in the USA ... (**to stroll**) the capital city. (**wanted/wants/want to**)
8. People (**to wonder**) if there... Washington state on the USA map. (**exists/exist**)
9. Some of the new texts on Washington D.C., ... (**to edit**) then. (**to be/been/were**)
10. I (**to like**) when ...new images of Washington D.C. (**has/have/to have/had**)

F. Place the following words in the correct order within the sentence:

1. city. district Columbia **Washington**, Federal the District **D.C.**, of capital is USA
2. Are help. **early** you That **since with me**. busy offer is **Opposite** why I today?
3. of area. **George** had the **first USA**, The chosen the **Washington**, city **President**
4. British boast. peculiarities the some don't of character in be If must I me. There
5. **states**. this were **Virginia** for from used **Maryland purpose** 259 km²Over and
6. Do forget serious **time**. you need to not be are now. we **Washington this** I in
7. the political **D.C.**, city. USA is **Washington**, departmental most and influential
8. must here. **idea**. organize You from **got** us their **your** departure **I** west **have** to
9. **USA**. **most** the **distinctive** is of one **unequivocal** and **the cities** It in **alluring**,
10. driver them. start the and airport telephone tell tell Please to to and him the I'll

G. Match the words of Column A with the appropriate ones in Column B:

- | | |
|--|--|
| 1. Thousands of tourists | a) for ages, old chap! |
| 2. It occurs to be | b) yes sure, why not? |
| 3. the terrain around the | c) a good moderator |
| 4. Haven't seen you | d) population of 658,893 |
| 5. the District of Columbia , after | e) the suggestions because |
| 6. You always were | f) a delightful morning , |
| 7. For true friends, | g) the official residence |
| 8. with an approximated | h) visit Washington daily. |
| 9. the White House is | i) Christopher Columbus . |
| 10. I am ready to listen to any of | j) metropolis was titled |

H. Write the special questions for the these sentences and give a short answer:

1. We all (**to agree**) (**to take**) more into consideration information on Washington.
2. I (**to arrive**) home when I (**to find**) in the post-box my invitation to the USA.
3. You better (**to check**) your mistakes in the tests if you (**to want**) to the USA.
4. He (**to come**) to his friend's birthday in Washington D.C., so as he (**to invite**).
5. She (**to do**) less work in Washington D.C., because she (**to move**) to NYC then.
6. It (**to be ready**) this month and she (**to be**) (**to go**) (**to go**) to Washington D.C.
7. We (**shall**) (**to be**) selective while (**to choose**) destinations in Washington D.C.
8. You (**to get**) to Washington D.C. in time, because your friends (**to wait**) for you.
9. They (**to have**) many friends in Washington D.C., and they (**to keep**) in touch.
10. I (**to think**) that I (**to have**) (**to get**) more ways (**to travel**) to Washington D.C.

I. Irregular verbs (give all 4 forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to	—	—	—	— a merge
to	—	—	—	— a alerga
to	—	—	—	— a desena
to	—	—	—	— a îndoii
to	—	—	—	— a găsi
to	—	—	—	— a îngheta
to	—	—	—	— a auzi
to	—	—	—	— a păstra
to	—	—	—	— a împrumuta
to	—	—	—	— a însemna

J. Translate the following topical sentences from Romanian into English:

1. Oraşul Washington D.C., este capitala Statelor Unite ale Americii din anul 1791.
.....
2. Populaţia capitalei Washington D.C., se estimează la peste 658 893 în 2014.
.....
3. Suprafaţa totală a oraşului Washington D.C., constituie aproximativ 177 km².
.....
4. Oraşul Washington D.C., este situat pe un teritoriu cu climă subtropicală umedă.
.....
5. Oraşul Washington D.C., este o urbie bine planificată cu o arhitectură modernă.
.....
6. Casa Albă este un simbol principal al capitalei Washington D.C., şi al SUA.
.....
7. Washington D.C., posedă o economie în creştere cu multe servicii profesionale.
.....
8. În Washington D.C. peste 30% din locurile de muncă țin de guvernul federal.
.....
9. Washington D.C., dispune de mai mult de 2400 km de străzi, bulevarde şi alei.
.....
10. Capitala SUA e un centru vast de educaţie cu un şir de şcoli şi Universităţi.
.....

K. Fill in the prepositions, articles or conjunctions in the following text: to, a, and, the, of, as, with, because, but, in, when, that, at, in, on, for:

... full name ... Washington, D.C. is ... federal district Washington, D.C., District ... Columbia. It is ... capital ... United States ... America ... city where ... White House is situated. It is ... symbol ... United States ... America ... beautiful ... modern city ... well. People who visited ... USA affirm ... it is eventually possible to confuse Washington, D.C. ... U.S. capital city which is situated ... East-coast ... Mid-Atlantic position, ... Washington State, which is situated ... West-coast ... north-west ... border ... USA ... Canada. There are known many cases ... travellers got ... wrong place ... it. Washington is comparatively... new city ... some beautiful buildings, large streets ... plenty ... sights ... tourist interest. ... I go ... USA, I shall visit Washington, D.C. ... sure ... I intend to see it ... my own eyes once instead ... to hear ... it so many times.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(There is a dialogue between **Brandon** and **Clarice** about **Washington City**)

Brandon: Hello to you, _____! It occurs to be a _____ morning, do you _____?

Clarice: Hi there, _____! Have not _____ you for _____, old _____! It _____ so.

B.: Are you _____ since early _____? Opposite _____. That is _____ I offer help.

C.: You _____ were a good _____ and can sense the _____ when tensed.

B.: There must be some _____ of the British _____ in me. If I _____ boast.

C.: For true _____, yes _____, why _____? I want to _____ if you are _____ about help.

B.: _____, as it may seem, but can I ever _____ from _____ to _____ or just be serious?

C.: I need you to be _____ this time. Don't _____ that we are in _____ now.

B.: _____ know, I _____ the same words to _____ in the _____ and the _____.

C.: _____, I _____ that I _____ problems around and you are the right _____.

B.: Yes, of course, _____, I am at your _____, if it is not _____ impossible to _____.

C.: The _____ is that I _____ to meet a group of _____ in the airport _____ morning.

B.: Did you _____ to be in _____, after all or not? Have they _____ the flight?

C.: _____, I was in _____ there. The _____ here is that they _____ up their _____ point _____ D.C., which is on the _____ Coast with Washington _____ which is, if you _____ may know situated to the _____ of the _____.

B.: Oh, _____! It is in _____ not an _____ situation _____. How could it _____?

C.: You know, the _____ are _____ Europe. They _____ to US for the first _____.

B.: _____ your idea. You _____ organize their _____ from west to us _____.

C.: I _____ like to ask you to _____ some of the _____ on behalf of you too.

B.: This is _____ one of the most _____ happening in my _____ till present.

C.: I am their _____. Here is the _____ of _____ sightseeing _____ day with them.

B.: I _____ that I have got an _____ and I _____ how to give you a _____ about it.

C.: I am _____ to listen to any of the _____ because my manager has _____.

B.: Our _____ has a _____-decker bus in _____, Washington State capital.

C.: What is the _____ of the bus? _____ seats for passengers are _____ in it?

B.: It was for _____ service there and it is _____ today. There are 70 _____.

C.: Please _____ the driver and _____ him to _____ to the airport and I'll _____ them.

B.: No time to _____. I am sure it is a very good _____ for the confuse you _____.

C.: _____ you very _____; I'll invite you to our _____ after they _____ here.

LESSON TWENTY EIGHT: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. IT USED TO BE EASY to do smth...–Obişnuia să fie ușor de a face ceva...

e.g.: IT USED TO BE EASY to find a parking place in the city centre, not now.

Translate:

- a) **It used to be easy to find an envelop in the news–stalls but not any more.**
- b) **It used to be easy to write an essay without a dictionary but not any longer.**
- c) **It used to be easy to find books by this author in the libraries, but not now.**
- d) **It used to be easy to do the homework with the help of the computer data.**
- e) **It used to be easy to fill in the car tank when the fuel price was cheaper.**
- f) **Your example: _____.**

STUDY THE FOLLOWING:

II. I'd rather prefer to do smth...instead of...–Aș prefera să fac ceva...decât...

e.g.: I SHOULD RATHER prefer to work now and not just waste time in vain.

Translate:

- a) **I should rather prefer to study the map of New York instead of wander.**
- b) **I should rather prefer to revise the exam topics, but not just sit and wait.**
- c) **I should rather prefer to spend some time outside and not just staying in.**
- d) **I should rather prefer to play football so instead of watching the matches.**
- e) **I should rather prefer to visit NYC such as not just watch it on television.**
- f) **Your example: _____.**

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. It was quite easy to get to the city centre when there were not any traffic jams and the streets were no so busy. 2. There presented no difficulty to find the answers to the exercises when the textbooks had the right variants for them. 3. As for me, I'd better stay home and read a book than stroll on such a nasty weather. 4. I give more preference to swimming in the river than to plain fishing on its banks. 5. It had been not a problem to get to the other side of the river before there were started the total renovation works of the bridge over the river connecting its both banks. 6. If there is to choose, then I better stick to the paper book variant and not to its plain electronic version of the e-book. 7. If I have a choice, then I might sooner take an oral exam than a written task or test. 8. There was no problem with buying tickets to the match yesterday. 9. I'd better take a notebook and not desk computer if going on a trip. 10. It was not so easy to get vogueish clothes some more years ago.

TEXT XXVIII: D) NEW YORK CITY.

New York City is the most **gigantic** and the most **compact inhabited** city of the **USA**, and **seemingly** one of the most financially **imperative** and economically **authoritative** cities of the world. It was **founded** in 1664 by the **Dutch settlers**, it was the **province of Great Britain** and it used to be easy to stroll it from one end to another but not anymore. Its **certain** territory constitutes 1,214 km² with a population of about **8 405 837 citizens** in **2013**. While the **inhabitants** of the **NYC metropolitan region makes by Metropolitan Statistical Area 19.9 million residents** for the recent estimates and the **CSA 23.5 million residents**. There are plenty of **New Yorkers** and also foreigners who call NYC like **the Big Apple considering** their city to be the global capital. They **might be right**, as far as NY is the largest city in the USA and it is its economic, financial, **scientific** and cultural centre. NYC is famous for lots of its **skyscrapers** which are **recognizable** all over the world. There are 5845 **tall buildings** and 98 out of them **reach the height of exceeding** more than 183 m. The New York tallest skyscraper is **One World Trade Center**, (541 m). Some other skyscrapers are: the **Empire State Building** (381 m) increased to (443 m), **Bank of America Tower** (366 m), **Chrysler Building** (319 m), **New York Times Building** (319 m), the **Headquarters of the United Nations Building** (155 m) and many more. NYC is divided into regions which are: **Western New York, Finger Lakes, Southern Tier, Central New York, North Country, Mohawk Valley, Capital District, Hudson Valley, New York City and Long Island**. There are a lot of **well-known** places in NYC, such as: the **Wall Street, Manhattan, Midtown Manhattan and Lower Manhattan**, which are the most important financial industry areas of U.S. and **world economies**, **Times Square**, the **Statue of Liberty, Brooklyn Bridge, Central Park, Rockefeller Center, Grand Central Terminal, New York Harbour, Broadway, American Museum of Natural History** in **Manhattan**. Due to the beneficial geographical position to the NE part of the USA and being a port in the **harbour** of the Atlantic Ocean, it makes tourism a vital item of NY routine. If there is to return to statistics, it can be outlined that NYC was visited by 49 million tourists in 2010, 51 million visitors in 2011 and 54 million in 2013. Tourism has a contribution of exceeding US \$55 billion to the city budget yearly.

II) DIALOGUE TWENTY EIGHT: Read, translate and summarise it:

(There is a dialogue between **Dan** and **Eva** about **New York City (NYC)**).

- Dan:** Good morning, **Eva!** We are **deskmates** so the teacher gave us common task.
- Eva:** Good morning, **Dan!** I know she gave us topical **leaflets** last lesson on **NYC**.
- D.:** Now, I suppose to understand the meaning of **NYC** which I saw in the text.
- E.:** The **task** is as follows: we must put five different questions about New York.
- D.:** **I should rather prefer to study them instead of putting those to each other.**
- E.:** Okey, then. The thing is that we are supposed to write them in our copy-books.
- D.:** May I ask you: do we have to submit our questions and answers to the teacher?
- E.:** Yes, the most important item here is that I have to put down your questions together with the answers in my copybook. The same thing must be done by you.
- D.:** I know that I have to check the **spelling, word order** and grammar **of yours**.
- E.:** **Shall I do** similar with your questions & answers: check and **mark mistakes?**
- D.:** Yes, of course. This is our team-work. I also prepared PowerPoint presentation.
- E.:** There are some more texts about **New York City** with the **images** and pictures.
- D.:** Oh, **I should like to visit the United States of America and New York once.**
- E.:** **Yes, me too,** I want because I can have a possibility to **practise my English**.
- D.:** I know that in spring there is organized a sort of a summer school **for eagers**.
- E.:** **Really,** do you think that to be a good idea to ask our English teacher about it?
- D.:** Yes, I am going to ask her the same after the lesson, because I **have got plans**.
- E.:** Let's begin our work with questions on **NY** and I suggest writing them at once.
- D.:** **Question One** is: What is the **exact** geographical position of New York City?
- E.:** **Question Two** is: What is the general area of New York City with **outskirts?**
- D.:** **Question Three** is: What is the position of this **megapolis** on the world scale?
- E.:** **Question Four** is: What is the significance of New York City in the U.S. now?
- D.:** **Question Five** is: What famous tourist places in New York City do you know?
- E.:** **Question Six** is: If you have to choose sightseeing tour, what places are there?
- D.:** **Question Seven** is: What can you tell about the education system in America?
- E.:** **Question Eight** is: What do you know about the famous Statue of Liberty?
- D.:** **Question Nine** is: Which of the skyscrapers of New York City do you know?
- E.:** **Question Ten** is: Would you like to visit New York City? Please, explain why.
- D.:** Quite productive, I am satisfied. Now, let's take our time for answering them.

A. Answer the following questions on the text completely:

1. What characteristics does New York City possess as one of the USA cities?
2. When was New York founded? Whom was it settled for the first time by?
3. What is the total area of NYC and how many people live there by statistics?
4. How do the New Yorkers and foreigners call New York? Do you know why?
5. Is New York City the largest city in the USA? What other features has it got?
6. What is there told about the skyscrapers of New York City? Which are they?
7. Which regions is New York City divided into? Can you enumerate them?
8. What are the most well-known places of NYC and US financial industry areas?
9. How many tourists visited New York City in 2010, in 2011 and in 2013?
10. What contribution does tourism have to the budget of New York yearly?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. Who are the characters who keep on the conversation of the dialogue?
2. What was the theme of the discussion between them when they met?
3. What task did Dan and Eva get from their teacher as deskmates in class?
4. What had they to do with the questions and answers after they were through?
5. What did they have to do before submitting the copybooks to the teacher?
6. What were the responsibilities of Dan and Eva within their team-work?
7. What did Dan prepare additionally there? What did Eva tell of the NY texts?
8. What did Dan and Eva discuss about the United States of America and NYC?
9. What were those ten questions on New York that Dan and Eva had to answer?
10. What did Dan suggest Eva to do after those ten questions about New York?

Your question _____ ?

C. Use the verbs in the corresponding tense in the sentence:

1. There ... many sister cities of New York City now. (am/are/is/was/were/been)
2. New York City (to be) a constantly ... megapolis. (has developed/developing)
3. What ... you ... about New York City nowadays? (knowing/known/knowns/know)
4. New York City ... into a megapolis now. (developed/has developed/to develop)
5. There (to be) thousands of streets ... in NYC. (know to/knew/to be known)
6. NYC ... the most densely-populated area in the USA. (have/having/has got/had)
7. The number of population of NYC ... the first place in the USA. (holding/holds)
8. There (to be) ... many skyscrapers in NYC by now. (constructed/constructing)
9. The highest elevation of NYC ... just 10 m. (constituted/constitute/constitutes)
10. Millions and millions tourists ... NYC yearly. (have visit/visit/visits/visited)

D. Place the following words in the correct order within the sentence:

1. most of York USA. and is gigantic the New inhabited city compact the City
2. are task. deskmates us so Good teacher the We common gave Eva! morning,
3. 1664 by 1 214 was and the km². Dutch area founded in constitutes It its settlers
4. I gave she lesson know morning, topical us Dan! leaflets last NYC. on Good
5. City 8 405 837 of 2013. York The population about citizens constituted in New
6. I to the understand text. meaning saw suppose the in of NYC which Now, I
7. Apple. New who many are of call Yorkers and Big foreigners the There NYC
8. must York. task follows: questions we as put five is New The about different
9. largest NYC because right, is the the are and in They megapolis USA. centre
10. here is other. the in the each them telling that we point put must Yes, leaflet to

E. Match the words from Column A with appropriate from Column B:

- | | |
|--|---|
| 1. the inhabitants of the New York | a) answers to the teacher? |
| 2. The thing is that we are | b) like the Big Apple |
| 3. region makes by Metropolitan | c) Yorkers and also foreigners, |
| 4. submit our questions and | d) down your questions, |
| 5. and the Combined Statistical | e) be done by you. |
| 6. is that I have to put | f) to check the spelling , |
| 7. There are plenty of New | g) Area 23.5 million residents. |
| 8. The same thing must | h) supposed to write them |
| 9. who call New York | i) Statistical Area 19.9 million |
| 10. I know that I have | j) City metropolitan region |

F. Put the following words into the right column and transcribe them:

- a) /θ/ b) /dʒ/ c) /əʊə/ d) /tʃ/ e) /ð/

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

lower, juice, thick, thus, champion, sower, joke, choose, thaw, thirsty, gymnasium, goer, theme, challenge, bath, mower, gesture, these, children, maths, change, cloth, ginger, those, rather, another, check, bather, ower, just.

G. Translate the following sentences from Romanian into English:

- Aria totală a oraşului-megapolis New York City constituie circa 1 214 km².
.....
- Conform datelor recensământului din 2014 populaţia NYC este de 8491079.
.....
- New York ocupă locul întâi dintre oraşele SUA după numărul de populaţie.
.....
- Statuia Libertăţii din New York City este situată în portul Liberty Island.
.....
- New York este cel mai important, populat şi frumos megapolis din SUA.
.....
- NYC este un centru de comerţ, finanţe, media, artă, tehnologie, educaţie etc.
.....
- Zgârie –norii din New York City sunt o adevărată cartelă de vizită a SUA.
.....
- NYC este gazda pentru multe oficii centrale ale organizaţiilor internaţionale.
.....
- Din punct de vedere economic, New York-ul deţine o poziţie cheie în SUA.
.....
- Milioane de turişti din toate colţurile lumii vizitează anual New York City.
.....

H. Turn the following sentences from Active Voice into the Passive Voice:

1. We (**to go**) to NYC by plane and we (**to see**) many places of interest there.
2. I (**to type**) a text about New York yesterday, when she (**to telephone**) me.
3. You (**to tell**) that you (**to meet**) many students when you (**to go**) to NYC.
4. They (**to play**) an interesting game, when there (**to come**) a letter from NY.
5. He (**to take**) a lot of beautiful pictures, when he (**to visit**) NYC last summer.
6. She (**to recommend**) to him a very good University in NYC, he (**to think**).
7. It (**to get**) late, when I (**to remember**) I (**to have**) (**to read**) a text about NY.
8. You (**to read**) some articles, about the (**to implement**) of the NYC projects.
9. When I (**to fly**) to New York for the first time, I (**to visit**) its Central part.
10. When we (**to have**) time, we (**to search**) some info about New York City.

I. Irregular verbs (give all forms; the 3rd person singular and translate):

Infinitive	Past Simple	Past Participle	Participle One	Translation
to send	—	—	—	—
to seek	—	—	—	—
to bid	—	—	—	—
to bet	—	—	—	—
to read	—	—	—	—
to think	—	—	—	—
to write	—	—	—	—
to do	—	—	—	—
to make	—	—	—	—
to shoot	—	—	—	—

J. Put as many questions as possible to the following sentences:

- 1) There (**to be**) more boroughs in NYC that (**to become**) famous in the world.
- 2) Many people (**to gather**) Christmas & the New Year in Time Square in NY.
- 3) The Manhattan Bridge (**to open**) in 1906 and it (**to be**) a span suspension.
- 4) The architecture of New York City (**to represent**) a combination of styles.
- 5) It (**to have**) (**to take**) for granted that NYC (**to be**) a model of construction.
- 6) There (**to be**) many tall skyscrapers in NY, you (**can**) (**to get**) (**to lose**) there.
- 7) Millions of people (**to travel**) to New York for the so-called (**to shop**) tours.
- 8) The economy of New York (**to be**) a constantly (**to grow**) one along years.
- 9) Susan (**to be**) a student in NY and she (**to meet**) her friends in the Centre.
- 10) Mark (**to do**) many things during the day, so he often (**to travel**) by Metro.

K. Fill in the prepositions, articles or conjunctions in the following text: a, when, in, to, of, throughout, because, that, at, the, through, the, and, on:

I like to travel ... visited some countries ... European Continent. ... course, I should like to visit ... USA ... New York City, first ... all. They say ... it is ... most visited city ... United States ... America ... who knows, maybe ... world. There are lots ... people who think New York City to be ... capital ... United States ... America. Obviously, ... capital ... America is Washington, D.C. There is no wonder why New York City is thought to be ... capital ... there is told, written ... presented so much ... it. ... I go ... New York City I shall go ... central part ... it, wander ... its broad avenues, see ... skyscrapers ... join ... sightseeing tour ... New York City ... double-decker.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(There is a dialogue between **Dan** and **Eva** about **New York City (NYC)**).

Dan: Good morning, ____! We are deskmates, so the _____ gave us _____ task.

Eva: Good morning, ____! I know she _____ us topical _____ last lesson on **NYC**.

D.: Now, I _____ to understand the _____ of **NYC** which I _____ in the text.

E.: The task is as _____: we _____ put five different _____ about New York.

D.: Yes, here is the _____ in the _____ telling _____ we must _____ them to _____ other.

E.:_____, then. The thing is that we _____ to write _____ in our _____-books.

D.: _____ I ask you: do we have to _____ our _____ and _____ to the _____?

E.: Yes, the _____ important _____ here is that I have to _____ down your _____ together with the _____ in my copy-_____. The _____ thing _____ be _____ by _____.

D.: I _____ that I _____ to _____ the _____, _____ order and grammar of _____.

E.:_____ I do _____ with your _____ and _____: _____ and mark _____?

D.: _____, of _____. This is our _____-work. I also _____ PowerPoint _____.

E.:_____ are _____ more _____ about _____ with the _____ and _____.

D.:_____, I _____ to visit _____ **States** _____ and **New York**_____.

E.: Yes, me _____, I _____ because I _____ a possibility to _____ my _____.

D.: I _____ that in spring there is _____ a sort of a _____ school for _____.

E.:_____, do you _____ that to be a _____ idea to _____ our _____ teacher _____?

D.: Yes, I am _____ to _____ her the _____ after the _____, _____ I have got _____.

E.: _____ begin our _____ with _____ on **NY** and I _____ writing them _____.

D.: **Question One** is: What is the _____ position of _____?

E.: **Question Two** is: _____ is the _____ area of New _____ with _____?

D.: **Question Three** is: What is the _____ of this _____ on the _____ scale?

E.: **Question Four** is: What is the _____ of New York City in the _____ now?

D.: **Question Five** is: What _____ tourist _____ in New York City do you _____?

E.: **Question Six** is: If you have to _____ sightseeing _____, what places are _____?

D.: **Question Seven** is: What can you _____ about the education _____ in _____?

E.: **Question Eight** is: What do you _____ about the famous _____ Liberty?

D.: **Question Nine** is: Which _____ skyscrapers of New York City _____ know?

E.: **Question Ten** is: _____ you _____ to visit _____ City? Please, _____ why.

D.: _____ productive, I am _____. Now, let's take our _____ for _____ them.

LESSON TWENTY NINE: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. IT IS HIGH TIME to do smth... – Demult este timpul pentru a face ceva...

e.g.: **IT IS HIGH TIME to finish** the work before it is getting too late tonight.

Translate:

- a) **It is high time to have more classes** on the theme of computer literacy now.
- b) **It is high time to realize the importance** of computers in our daily routine.
- c) **It is high time to replace the blackboard** with the new digital smartboard.
- d) **It is high time to learn fast typing** for using the keyboard of the computer.
- e) **It is high time to get the new model** of the laptop with all possible gadgets.
- f) **Your example:** _____.

STUDY THE FOLLOWING:

II. IT IS TO MY ADVANTAGE to do smth.–E spre avantajul meu de a face...

e.g.: **IT IS TO MY ADVANTAGE to do** it myself because I can see the process.

Translate:

- a) **It is to your advantage to learn using** the new updated computer software.
- b) **It is to his advantage not to miss hours** of computer science as an optional.
- c) **It is to her advantage to try to get** how to use the new updated programme.
- d) **It is to our disadvantage not to make an e-version** of the textbook we use.
- e) **It is to their advantage to do new things** with their purchased computers.
- f) **Your example:** _____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. That is the exact point already to start the process of updating your computer in accordance to new demands and requirements. 2. That means nothing but a priority to me to use a discount card while purchasing the whole set of a new computer or its separate components and devices, at least. 3. It is already needed for a long time to change the old computers in the office with some new ones. 4. It stands for our health benefit to use new ultra thin computer screens with a high definition of protecting eyes from radiation. 5. It is required badly to install a computer network, as soon as there are more than ten here already and it is necessary for a more productive and efficient work. 6. It does not represent a positive thing for us to avoid usage of the digital smartboard during the computer classes with students. 7. It has been the appropriate moment to shift from computer science theory to its practice. 8. It is for your use to acquire as many computer skills as possible now.

TEXT XXIX:

I) THE IMPORTANCE OF COMPUTERS.

Computer can be called one of the **greatest discoveries** of the **mankind ever**. **Initially**, it was **basically designed** as **another** modality of **doing sums easier** and **faster**. The first **computer-like device** was of a **quite impressive size** and huge dimensions. It held and occupied **several floors** of **space equipped** just only for the **processor** and some other important components, elements and details of the computer. Nowadays, of course, the picture of its **outlook** and design **has altered** and **changed** and it is **notably contrasting** to all of us. It is impossible to imagine modern life without computers. Computers are currently used and utilized everywhere by **everyone** and in **any domain** of human activity. Some good examples **can serve** using of these **smart-machines** for **type writing books**, newspapers, magazines, journals and all other **printed** issues and things. In **education**, for teachers, pupils and students computers are attributes that cannot be replaced by anything else but textbooks, dictionaries, copybooks, a pen, a pencil, a blackboard, a **duster** and a piece of chalk, at the moment. The possibilities to **up-to-date** computers can be called like unlimited. That is due to the fact, probably, that they have found their well-reasoned place in education. It is possible to make and organize the process of instruction more **convincing**, attractive and captivating. As an **ultimate result** it, no doubt, leads the development of further opportunities which can be only viewed theoretically, at present. With the help of computer systems people can easily contact each other, relatives abroad who are in some distant countries and it is already possible not only to hear and speak, but also see them through **webcams** on the **screens** of the computers. Finally, computer makes our life easier and more interesting, bringing a **fresh drop** into the daily routine and assisting in business and work patterns, too. **It is high time to realize** the idea that computers serve as an example of how useful there can be the military elaborations for the purpose of their peaceful utilization and how future performances can enable solving some greater problems to which people have been trying to find some reasonable suggestion to an answer. So, this is the reality about computers which are supposed to be of great help in our life and living affairs. Well, computer **literacy** is the next step of education which is supposed to become compulsory as soon as it is rather impossible to imagine life without computers.

II) DIALOGUE TWENTY NINE: Read, translate and summarise it:

(There is a dialogue between **Florence** and **George** about **the use of computers**).

Florence: Good afternoon, **George!** **I wonder if** you have got some time for me.

George: Good afternoon, **Florence!** Yes, what **would you like me to do** for you?

F.: There is a report to **be expanded** by me on the theme: **The Use of Computers**.

G.: **Undoubtedly**, that is a very **prodigious** and **up-to-date** topic at the moment.

F.: **Assuredly**, I can **exploit** plenty of sources of information but I need opinions.

G.: May I ask you a personal question? Why did you decide to **interview** me on it?

F.: There are more things here: you are just a computer **user**, **unbiased** and **frank**.

G.: Thank you. It looks like I didn't know many things about my character **traces**.

F.: However, could you, please, **forward** your reflections and visions on the topic?

G.: Of course, I can provide my opinion and vision about **the use of computers**.

F.: **Whynot**, let us analyze the perspectives of their development, innovation, use.

G.: My idea on computers is that they are developed very quickly and it is positive.

F.: You are right. Since the time when they were invented they progressed a lot.

G.: **Plausibly**, and that is obvious to each of us that they have been modernized.

F.: At present, I can notice your positive attitude towards computers or maybe not?

G.: **Mainly yes**, but there are some negative attitudes and aspects, like anywhere.

F.: If you **desire to listen** to my opinion then I mostly accept computers than not.

G.: They **still insist** on the negative impacts of radiation, especially from screen.

F.: You mean from the screen of the monitor, mostly. Yes, I agree, they work on it.

G.: Another major problem is the negative impact upon eyes and sight, you know.

F.: People wear glasses or spectacles because of the negative computer influence.

G.: The next negative aspect after me is that people start getting dependent of it.

F.: Many habitual house and out-of-doors activities were replaced by computer.

G.: Well, I stick to the idea that **it is to our advantage to learn** the positive ones.

F.: Do you mind if I ask you to enumerate just an unimportant number of those?

G.: Yes, sure. I guess that without them our discussion seems to be unilateral treat.

F.: You are a valuable spring of ideas. I am looking forward to hear positive ones.

G.: Simplicity and acceptability in use not only at work, but in home conditions.

F.: All right then, **George**. I'd like to thank you for providing your opinions to me.

G.: No thanks at all! It has been a pleasure to me to offer my thoughts and ideas.

A. Answer the following questions on the text completely:

1. What is there **to be told** about the computer? **What do you think** about it?
2. **What kind of** function was the first computer initially **designed** to be used **for**?
3. **What can be** there **told** about the first computer-like device? **Did you know** it?
4. **What** difference of the outlook **does it have** compared to a modern computer?
5. **Is it possible to imagine** modern life without computers? **What is** your opinion?
6. **What are** the computers **used for** by the people? **What do you use** them **for**?
7. **What is** the use of computers in education nowadays? **What can they replace**?
8. **What are** the modern possibilities of the computer? **What are** its perspectives?
9. **What kind of** example **can** the computer **serve** and **what can it enable** solving?
10. **What is** there **told** about the computer literacy and **what are** the perspectives?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are** the characters who keep on developing the dialogue conversation?
2. **What was** their initial **theme** of the discussion at the beginning of the dialogue?
3. **How did** they **define** their opinion about the actual use of the computers?
4. **Why did Florence decide to interview George** on the use of computers?
5. **Did they manage to come** to similar assumptions or were they the opposite?
6. **What attitude did George have** about the computers: positive or negative?
7. **What kind of** opinion **did Florence have** about the computers: good or bad?
8. **What kind of** the negative impact of the computer **did they discuss about**?
9. **Who told** that there are more positive sides of the computer than negative ones?
10. **What is** the conclusion of the topical dialogue between **Florence** and **George**?

Your question _____ ?

C. Put the following words into the right column and transcribe them:

- a) /æ/ b) /ai/ c) /ɜ/ d) /ʃ/ e) /r/

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

rest, package, fine, slash, rice, television, show, sightseeings, shepherd, garage, cabin, decide, fact, shower, pride, casual, match, drive, shoemaker, occasion, role, random, mansion, insure, usually, ship, sheep, friendship, decision, bag.

D. Use the right verb and its due tense form following the Sequence of Tenses: decide, say, have to, have, sell, stick, visit, teach, discover, collaborate, hear

1. I...so many great places on-line in the City before I (**to come**) to the hotel today.
2. You ... you (**will**) (**to be**) glad if they (**to repair**) your car with the computer.
3. He ...awesome things about this computer version and he (**to want**) (**to buy**) it.
4. She ... with more offices in order (**to get**) an impression of the new computers.
5. It ...many years ago and it (**to lie**) as one of the basic principles of computers.
6. We ... (**to get**) (**to know**) the essential components of computer for ourselves.
7. You ... how to use the computer and you (**to be**) eager a good one for yourself.
8. They ... (**to write**) the priorities and disadvantages of (**to possess**) a PC at home.
9. Jim ...to the idea that (**to know**) how (**to work**) at the computer (**to be**) useful.
10. Jessica ... classes of Computer Science and she (**to think**) them (**to be**) of use.

E. Choose the correct form of the verbs in the following sentences:

1. Computers ... a better part of our activity.(**to epitomize/epitomizes/epitomize**)
2. We (**must**) ...the basic practical computer skills. (**to acquire/acquires/acquire**)
3. ... she sure that she (**to realize**) the real role of computers? (**be/are/is/am/being**)
4. A good computer ...some universal functions.(**comprised/comprises/comprise**)
5. You...always (**to rely**) on computers. (**canned/could/to can/cans/can/can't**)
6. Computer software (**to be**) ... yearly. (**to update/update to/updated/updates**)
7. Each computer ... of a set of (**to need**) components.(**subsist/subsisted/subsists**)
8. People (**to wonder**) about the possibilities the computers (**can**)... . (**has/have**)
9. Some of my friends wanted ... a party last week-end. (**to set/setted/set/setting**)
10. I (**shall**) (**to learn**) ...of computers next summer.(**making to use/to make use**)

F. Place the following words in the correct order within the sentence:

1. **ever**. **mankind** of one the be **discoveries** called can the **greatest** Computer of
2. **I** present. **if** some **wonder** **George!** got afternoon, at me have you for Good time
3. **basically doing** was as **sums another designed faster**. It of modality and **easier**
4. like would **Florence!** Yes,what do now? me you to for afternoon, you for Good
5. its the design and **has** picture lot. and of Nowadays **changed outlook altered** a
6. can plenty opinions. I **exploit** of of need **Assuredly**, information I sources but
7. utilization to impossible is imagine computers. It modern life the without the of
8. like It character you. many **traces**. looks I about my know Thank things didn't
9. of everywhere are in and Computers **any** used activity. by **domain everyone**
10. is they idea are and on quickly developed computers is positive. very that My it

G. Match the words of Column A with the appropriate ones in Column B:

- | | |
|---|-------------------------------------|
| 1. using of these smart-machines | a) floors of space equipped |
| 2. you are just a computer | b) it, no doubt, leads |
| 3. It held and occupied several | c) out-of-doors activities |
| 4. impossible to imagine modern | d) a pen, a pencil, |
| 5. Why not , let us | e) user, unbiased and frank. |
| 6. As an ultimate result | f) attitudes and aspects, |
| 7. textbooks, dictionaries, copybooks, | g) about computers |
| 8. there are some negative | h) for type writing books , |
| 9. Many habitual house and | i) analyze the perspectives |
| 10. So, this is the reality | j) life without computers. |

H. Put all possible questions to the following sentences and give full answers:

1. We (**to take**) into the score the opinions of our relatives at (**to buy**) a computer.
2. I (**to go**) to the airport in a minibus which (**to be**) (**to monitor**) by computers.
3. You (**to take**) the floor with a report on the topic of the use of computers now.
4. He (**to come**) to his friend's birthday party and (**to play**) a new computer game.
5. She (**to want**) (**to initiate**) her own site because she (**to have got**) many clients.
6. It (**to be**) easy to operate the computer if you (**to get**) Computer Science skills.
7. We (**shall**) (**to be**) careful about the computer viruses when (**to work**) on-line.
8. You (**to get**) more electronic communications on your e-mail address every day.
9. They (**to have**) many tasks (**to do**) at the computer and they (**to acquire**) drills.
10. I (**to think**) that computer (**to be**) one of the great inventions of present times.

I. Irregular verbs (give all 4 forms; the 3rd person singular and translate):

<u>Infinitive</u>	<u>Past Simple</u>	<u>Past Participle</u>	<u>Participle One</u>	<u>Translation</u>
to	–	slept	–	–
to	–	woke	–	–
to	–	spread	–	–
to	–	stuck	–	–
to	–	stung	–	–
to	–	stank	–	–
to	–	swore	–	–
to	–	swept	–	–
to	–	tore	–	–
to	–	won	–	–

J. Translate the following topical sentences from Romanian into English:

1. Importanța calculatoarelor în activitățile noastre cotidiene este una vitală.
.....
2. Componente ale calculatorului constituie dispozitive de procesare și stocare.
.....
3. Este greu de imaginat activitatea unei instituții fără folosirea calculatoarelor.
.....
4. Instruirea în domeniul Informaticii este obligatorie în școli și Universități.
.....
5. Utilizarea calculatoarelor facilitează activitatea umana în toate domeniile.
.....
6. Cunoștințele în domeniul utilizării calculatorului devin tot mai imperative.
.....
7. Majoritatea saloanelor de calculatoare din țară oferă un termen de garanție.
.....
8. Conectarea calculatorului la Internet este inclusă în lista de servicii ai firmei.
.....
9. Potențialul propus de calculator facilitează posibilitățile noastre de lucru.
.....
10. Un calculator sau un notebook nou este un cadou perfect pentru oricine.
.....

K. Fill in the prepositions, articles or conjunctions in the following text: the, while, without, an, that, of, upon, and, as, into, with, by, in, on, for, a:

One can hardly imagine life ... computers today. They are used everywhere any domain ... human activity. Computer became ... obligatory ... necessary attribute ... tool ... our daily work ... activity. It has got ... lot ... functions ... makeeasier fulfilling ... our work ... life. ... process ... technological development is never satisfied achievements. ... wide range ... possibiities is advancing endlessly ... here people must be proud ... their intellect ... knowledge put ... practice. However, ... fact total computerisation can have some hidden risks, counting too much role ... importance ... computers, ... neglecting some essential knowledge ... ourselves. Anyhow, it is impossible to deny ... significance ... computers, ... far means ... them it became possible to realize our most valiant ideas ... present. conclusion, we can affirm ... computers are useful.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(There is a dialogue between **Florence** and **George** about **the use of computers**).

Florence: Good afternoon, _____! I wonder __ you _____ got some _____ for me.

George: Good afternoon, _____! Yes, what _____ you like me to __ for you?

F.: There is a report to be _____ by me on the _____: ____ **Use** __ **Computers**.

G.: Yes, _____, that is a very _____ and up-to-date _____ at the _____.

F.: _____, I can apply to many more _____ of information but I need _____.

G.: May I ask you a _____ _____? Why did you _____ to interview __ on it?

F.: There are _____ things here: you are just a _____ user, objective and _____.

G.:_____. It looks like I __ not _____ many things about my character _____.

F.: _____, could you, please, _____ your _____ and visions on the _____?

G.: Of _____, I can provide my _____ and _____ about **the** ____ **of** _____.

F.: Why not, let us _____ the perspectives of their _____, innovation, _____.

G.: My idea about _____ is that they develop very _____ and it is _____.

F.:_____ are _____. _____ the time when they were invented they _____ a lot.

G.: Probably, and that is _____ to each of us that they have been _____.

F.: At _____, I can notice your _____ towards computers or maybe not?

G.: _____ yes, but there are _____ negative _____ and aspects, like _____.

F.: If you _____ to listen to my _____ then I mostly _____ computers than _____.

G.: They _____ insist on the negative _____ of _____, _____ from screen.

F.: You mean from the _____ of the monitor, mostly. Yes, I _____, they _____ on it.

G.:_____ major _____ is the negative impact upon _____ and sight, you _____.

F.: People wear _____ or spectacles because of the _____ computer _____.

G.: The _____ negative aspect _____ me is that people start _____ of it.

F.: Many _____ and out-of-doors activities were _____ by computer.

G.: _____, I _____ to the idea _____ there are more _____ than _____ points.

F.: Do you _____ if I ask you to _____ just an unimportant _____ of those?

G.: Yes, _____. I guess that _____ them our discussion seems to be _____ treat.

F.: You are a _____ spring of ideas. I am _____ forward to hear positive ones.

G.: Simplicity and _____ in use not only at _____, but in home _____.

F.: All right then, _____. I'd _____ to thank you for _____ your _____ to me.

G.: No _____ at all! It has been a _____ to me to _____ my thoughts and _____.

LESSON THIRTY: MODEL LANGUAGE STRUCTURES (MLS)

STUDY THE FOLLOWING:

I. I CAN'T HELP DOING smth....–Eu nu pot să mă abțin de a face ceva...

e.g.: I CAN'T HELP THINKING of that all the time and that is obsessive.

Translate:

- a) You can't help playing these computer games that are available in shops.
- b) He can't help playing computer games on-line: it seems like an obsession.
- c) She can't help watching it on Internet, as soon as she adores it very much.
- d) We can't help getting anxious before any of the exams for any of subjects.
- e) They can't help putting many questions because the topic is interesting.
- f) **Your example:** _____.

STUDY THE FOLLOWING:

II. IT GOES WITHOUT SAYING that...–Este fără doar și poate adevărat că

e.g.: IT GOES WITHOUT SAYING that you are 100% right in this situation.

Translate:

- a) It goes without saying that computer games help to develop logic with us.
- b) It goes without saying that he prepares a lot for his computer science exam.
- c) It goes without saying that she prefers searching similar things on Internet.
- d) It goes without saying that they have achieved nice progress in their work.
- e) It goes without saying that the computer needs some antivirus system on.
- f) **Your example:** _____.

Exercise 1. Complete the sentences using Model Language Structures I and II:

1. It is impossible not to accept installing this computer game into your mobile phone. 2. It is absolutely true that without good computer skills and abilities it is impossible to get a good-paid job nowadays. 3. It is quite difficult to avoid temptation to view some advertising sites in the international computer network. 4. It is true without any dispute that one needs a piece of advice of a specialist when intending to buy a computer or notebook. 5. It is rather hard to escape from navigating the Internet during the working hours and that is the reason why some employers restrict the wide usage of it but to the purposes of required duties, exclusively. 6. It is obviously right no doubt that being a computer user you need to perfect your knowledge permanently. 7. She can not stop doing it because this occupation brings nothing but satisfaction and joy. 8. It is completely irreversible so that the abuse of computer games leads to some negative consequences, as such.

TEXT XXX: I) COMPUTER GAMES: LIKES & DISLIKES.

Computer plays an **essential** role in our **modern** life. It is very **advantageous** to **own** a computer, because you can find any interesting and useful information on Internet. **On one hand**, it is very good and easy, but **on the other hand**, there can **occur** some problems regarding and about the **so-called addiction** to the computer games especially, **for instance**. I usually use the computer when I need it for my studies or when I want to read something attractive and **exciting**. But sometimes or **very seldom** I use it for playing computer games. **Naturally**, I am **aware** that there is a great use about those games at the computer: they develop **logistics, reactions, mind, thinking, imagination** and **senses** for adopting of important and personal decisions. **Like most** people of my country, I have got a computer at home and I can use it **whenever** I want to. I don't really like playing computer games because, to my mind, it is so **bad for the eyes**. My idea is that if one plays much of the computer games, he will become **addictive** to them and it can cause some serious and destructive problems, **as a consequence** resulting. But **despite that fact**, I know many people who really like and enjoy playing at the computer. It takes them much of their **precious time** and efforts, which is rather negative not only to them but to their **surroundings**, after me. Many pupils, teen-agers, students or just young people, nowadays, merely **waste their time** in front of the computer screens, instead of doing their **homework, housework** or some other useful things like: sports, reading, **going out, gardening**, meeting friends, **dating**, going to the theatre, cinema etc. The enumeration can be continued and not be stopped here: how many more **pleasant** and needed things there can be done, **but spending all day long** at the computer. No doubt, computers play an important part in our **daily life affairs, doings and deeds**. But, **we can't help browsing internet or playing computer games** which are not good for health and not very useful, as soon as it occupies a major part of our time and interferes with some other vitally significant issues of ours. Thus, currently, when there is a choice and an option standing in front of me, I have to consider quite a time whether I need it or maybe not. I guess, that there is its due time for everything and all we must do is to try and manage to reach the tail of its running waters and otherwise there can appear the feeling of becoming incomplete. It can never be so when you participate at all sorts of events.

II) DIALOGUE THIRTY: Read, translate and summarise the dialogue:

(There is a dialogue between **Harold** and **Idelle** about **computer games**).

Harold: Good morning, **Idelle!** **How about** answering to a set of my questions?

Idelle: Good morning, **Harold!** You know, **it depends upon** the subject you refer.

H.: To tell you the truth, it isn't a widely-spread conversational topic I must **admit**.

I.: Do not **make me wonder** what the subject is about and **keep me waiting** for it.

H.: **If you only** insist, then. The topic is: **Computer Games**. Do you like them?

I.: I do not **ponder** it to be a very **significant** issue to me at the present moment.

H.: **Anyway**, could you **point out** your priorities regarding this **discussion** pattern.

I.: Well, no problem. Moreover, it seems to be quite easy to do for me at this stage.

H.: I am going to provide you with illustrative and informative material to support.

I.: **It is going to be** particularly convincing and psychologically **motivated**, I think.

H.: Here is the material about positive and negative **impacts** of computer games.

I.: Probably, this issue must be viewed in a wider range. After me, they are good.

H.: **Do you mind** being more specific and expand upon the development of that?

I.: The idea is that many computer games can stimulate and develop imagination.

H.: Does it stand just with children or it can be related to the grown-up people too?

I.: Especially to **kids** because they form & develop the vision of the world around.

H.: **And what about** any of the eventually negative influences and consequences?

I.: They still persist, the essential being the creation and formation of dependence.

H.: Oh, yes, in my understanding, everybody will agree with **your thought here**.

I.: Furthermore, it affects as children so the adults and turns it into a **waste of time**.

H.: Do you think it is affordable to educate kids not to be computer dependent?

I.: Yes, I think we are able to do it and we must take advantage of TV, Internet too.

H.: Do you blame yourself of spending too much time in front of the computer?

I.: Yes, I need it for my work. I try not to plunge into the endless range of games.

H.: Do you try to prevent your children from their negative excessive influence?

I.: Sure, I do. I do it daily towards my children, because too much computer is bad.

H.: **It goes without saying that** you gave an impressive amount of answers to me.

I.: Yes, that is probably all that I might let you know on computer games sphere.

H.: I hope I didn't take much of your precious time. I want to bring thanks to you.

I.: Never mind and, please, do not mention it. It has been a pleasure to help you.

A. Answer the following questions on the text completely:

1. **What role does the computer have** in our life? **What functions does it have?**
2. **What are** the advantages of possessing a computer? **What is your opinion?**
3. **What kind** of problems about the computers **does** the text narrator refer to?
4. **What does** the narrator of the text **use** his computer often and seldom for?
5. **What is** there **told** about the computer games by the narrator of the text?
6. **What is** the situation about possessing a computer at home by the narrator?
7. **What is** the negative impact of the abusive use of the computer for games?
8. **How else can be** there **spent** the spare time in the vision of the text narrator?
9. **What kind of** conclusions **are** there stated by the narrator of the text?
10. **What are** your thoughts and ideas about it? **Do you agree** with the narrator?

Your question _____ ?

B. Answer the following questions on the dialogue completely:

1. **Who are** the characters who hold the conversation of the given dialogue?
2. **What was** the primary **theme** of the discussion between them when they met?
3. **How was Harold going to support** the subject of their topical conversation?
4. **What was** the idea of **Idelle** upon their topical discussion? **What is yours?**
5. **Did they manage to find** any advantages or not? **What did they discuss** about?
6. **What** negative influences and consequences of CG **did they point out** there?
7. **Did Harold and Idelle** have similar ideas advantages and disadvantages of CG?
8. **What was** the mode **Harold and Idelle** concluded their discussion of the theme?
9. **Is** that a true-to-life conversation between **Harold and Idelle** referred to CG?
10. **What are** your reflections and ideas regarding computer games? Are they good?

Your question _____ ?

C. Use the verbs in the corresponding tense in the sentence:

1. Computer Games ... very popular on-line with kids. (am/are/is/was/were/been)
2. CG ... lots of skills of children and adults. (developing/has developed/develop)
3. What ... you ... about Computer Games? (knowing/known/know/knows/knew)
4. There must ... time limits for playing Computer Games. (am/are/is/was/were/be)
5. There are many Internet Clubs for ... CG. (to play/have played/plays/playing)
6. Adults ... supervise children playing Computer Games. (had/have/has/have to)
7. People... Computer Games for leisure and entertainment. (to use/uses/used/use)
8. There are ... more options in each Computer Game. (shall be/will be/should be)
9. Too much of CG can ... a negative impact on people. (had/having/has/have)
10. Computer Games can... towards gambling. (have led/led/has led/leading/lead)

D. Place the following words in the correct order within the sentence:

1. an in use. are our they **modern essential** role plays great and Computer life of
2. Agree? morning, set **How Good** answering to my a **Idelle!** of **about** questions?
3. very because to **own** Internet a It can **advantageous** is computer, use you on it.
4. morning, You Good **depends** refer know, **it upon** to. the you **Harold!** subject
5. easy **one** so, **the hand**, is **hand**, there it **On** but **on** problems. can **other** be some
6. **admit.** you the it is a topic not tell truth, widely-spread To must conversational I
7. **very** or sometimes I the computer use computer **seldom** But for games. playing
8. not **me** what Do **me** the subject it. is **make** about **waiting keep** and **wonder** for
9. about that great there am I **Naturally**, is a games. **aware** computer use those
10. them? insist, **you** like **If** topic is: Do **Computer only** you then. The **Games.**

E. Match the words from Column A with appropriate from Column B:

- | | |
|---|--|
| 1. develop logistics, reactions, mind, | a) country, I have got a computer |
| 2. I do not ponder it to | b) to them and it can cause some |
| 3. Like most people of my | c) you with informative material |
| 4. could you point out | d) to do for me at this stage. |
| 5. I don't really like playing | e) thinking, imagination & senses |
| 6. it seems to be quite easy | f) really like and enjoy playing |
| 7. he will become addictive | g) your priorities regarding this |
| 8. I am going to provide | h) computer games because, |
| 9. I know many people who | i) particularly convincing |
| 10. It is going to be | j) be of very significant issue |

F. Put the following words into the right column and transcribe them:

a) /a:/	b) /au/	c) / ə: /	d) / ei /	e) / i: /
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

house, girl, day, me, aunt, date, crowd, first, are, be, birth, now, he, turn, read, blouse, ant, she, curly, part, words, feet, evening, lay, arm, curve, eve, palm, pay, meat, say, mountain, world, arch, how, sail, eight, feet, bar, party.

G. Translate the following sentences from Romanian into English:

- Jocurile de Calculator sunt răspândite și solicitate pe rețelele de Internet.
.....
- Jocurile de Calculator au aspecte și proprietăți atât pozitive cât și negative.
.....
- Există proiecte internaționale care țin de promovarea jocurilor de calculator.
.....
- Multe dintre oficii introduc restricții lucrătorilor la jocurile de calculator.
.....
- Jocurile de Calculator devine o formă tot mai răspândită de a petrece timpul.
.....
- Calitatea serviciilor de internet poate influența viteza jocurilor de calculator.
.....
- Poți observa mulți tineri care joacă în transport la telefoane mobile și tablete.
.....
- Dacă mă întrebați atunci pot să vă comunic că îmi plac jocurile la calculator.
.....
- Specialiștii afirmă că toate jocurile de calculator pot fi pentru vârste diferite.
.....
- Jocurile de calculator sunt o terapie bună pentru adepții jocurilor de noroc.
.....

H. Use these verbs in Future Simple and other corresponding tenses:

1. We (**to go**) for a walk in the Central Park, when the weather (**to be**) nicer.
2. I (**to set**) a new contract next week, because the old (**to need**) (**to perfect**).
3. You (**to check**) your e-mails tomorrow morning, after you (**to get up**), yes?
4. They (**to review**) the errors, when the teacher (**to finish**) (**to check**) the tests.
5. He (**to do**) lots of activities during the upcoming week, so (**to ring up**) him.
6. She (**to sort out**) everything for the work, as it (**to stand**) for her liabilities.
7. It (**to get**) pretty late if they (**to carry on**) (**to play**) so much at the computer.
8. You (**to get**) (**to know**) many features of the game, if you (**to play**) more.
9. When I (**to come**) to the place they live, they (**to be**) probably busy again.
10. When I (**to have**) much leisure time, we (**to tour**) through Europe, I guess.

I. Irregular verbs (give all forms; the 3rd person singular and translate):

Infinitive	Past Simple	Past Participle	Participle One	Translation
to	–	–	said	–
to	–	–	spoken	–
to	–	–	told	–
to	–	–	found	–
to	–	–	sprung	–
to	–	–	stolen	–
to	–	–	torn	–
to	–	–	worn	–
to	–	–	won	–
to	–	–	written	–

J. Use the corresponding verb tense form in IF- and WHEN-sentences:

- 1) I can (**to use**) my computer for work, **if** all system networks (**to plug in**).
- 2) You can (**to come**) to the Computer Centre **when** there (**to be**) a problem?
- 3) He (**to let**) us (**to know**) soon **if** he (**to be**) available for CG in the afternoon.
- 4) She (**not to know**) much about computers **when** she (**to start**) (**to utilize**) it.
- 5) It must (**to take**) for sure that **if** (**to manage**) right CG can (**to be**) of big use.
- 6) We must(**to do**) much work first, **when** we (**to realize**) that CG is a waste.
- 7) You must (**to do**) this job in common, **if** both of you (**to be**) on-line, now.
- 8) They (**to implement**) this project **when** they (**to get**) support in the domain.
- 9) Mark (**not to meet**) her, **if** (**not to attend**) the City Computer Games saloon.
- 10) Beatrice (**to do**) many things before, **when** she (**to remember**) her point.

**K. Fill in the prepositions, articles or conjunctions in the following text:
up, for, a, and, in, an, during, the, if, to, from, because, at, about, of:**

There are more people who like computer games than ... ones who do not prefer to play them. It can be easily explained, ... preparedness to play is ... part ... us. They say, life is ... game ... it can define ... lot here. Nowadays, computer games are ... accessible thing ... everybody. ... choice can vary... small ... grown-... ... each taste. ... not yet, choose your game ... start developing your hidden abilities ... possibilities. Computer games can be informative ... that is ... reason why many institutions ... organisations consider it seriously to use this principle ... studies ... instructions ... working process. Anyway, computer games have more positive than vice versa ... not to abuse much ...our time...it.

L. FILL IN THE GAPS WITH THE CORRESPONDING VOCABULARY:

(There is a dialogue between **Harold** and **Idelle** about **computer games**).

Harold: _____ morning, _____! How about answering to a set of my _____?

Idelle: Good _____, _____! You know, it _____ upon the subject you refer.

H.: To tell you the _____, it isn't a widely-_____ conversational ____ I must admit.

I.: Do not make me _____ what the _____ is about and _____ me waiting for it.

H.: If you _____ insist, then. The topic is:_____ **Games**. Do you like them?

I.: I do not _____ it to be a very _____ issue to me at the _____ moment.

H.: _____, could you specify your _____ regarding this _____ pattern.

I.: Well, no problem. _____, it seems to be quite easy to do for me at this stage.

H.: I am _____ to provide you with _____ and informative material to support.

I.: It is _____ particularly _____ and psychologically _____, I think.

H.: Here is the material about _____ and negative _____ of _____ games.

I.: Probably, this _____ must be viewed in a wider _____. After me, they are good.

H.: Do you _____ being more _____ and expand _____ the development of _____?

I.: The idea is _____ many _____ can stimulate and _____ imagination.

H.: Does it stand just with _____ or it can be related to the _____ people too?

I.: _____ to kids _____ the form and _____ the vision of the world _____.

H.: And what about any of the _____ negative influences and _____?

I.: They still persist, the _____ being the _____ and _____ of dependence.

H.: Oh, yes, in my _____, everybody will _____ with your _____ here.

I.: _____, it affects as _____ so the _____ and turns it into a _____ of time.

H.: _____ you think it is _____ to _____ kids to be not computer dependent?

I.: Yes, I _____ we are able to do it and we must take _____ of TV, Internet too.

H.: Do you _____ yourself of _____ too much time in _____ of the computer?

I.: Yes, I _____ it for my _____. I try not to _____ into the endless _____ of games.

H.: Do you try to _____ your children from their negative excessive _____?

I.: _____, I do. I do it daily _____ my children, because too _____ computer is _____.

H.: Good. You have provided _____ me an impressive _____ and number of answers.

I.: Yes, that is _____ all that I _____ let you know on _____ games sphere.

H.: I _____ I didn't _____ much of your _____ time. I _____ to bring _____ to you.

I.: Never _____ and, please, do _____ mention it. It has _____ a pleasure to _____ you.

REVISION TEST UNITS XXVI – XXX:

1. The USA consists of _____ states.
a. forty nine b. fifty one c. fifteen d. fifty
2. ___ is the capital of the United States.
a. New York b. Chicago c. Washington
3. NYC is _____ city in the USA.
a. the biggest b. the smallest c. the most
4. We ___computers every day for work.
a. use b. buy c. dust d. design e. clean
5. There are__Computer Games on-line.
a. few b. less c. not many d. plenty of
6. ___ got some spare time for Internet?
a. Do you b. Would you c. Have you
7. Computer Games can _____ us keen.
a. beget b. effect c. do d. make e. forge
8. Sorry, I didn't__to see your password.
a. promise b. notice c. observe d. mean
9. It is a_digital air-conditioning system.
a. old-fashioned b. dewy c. now d. modern
10. Americans are proud of their _____.
a. city b. town c. community d. country
11. It __an American exchange program.
a. be b. am c. are d. is e. were f. have
12. They ___much work at the computers.
a. has b. were not c. did d. is not e. have
13. We__a course of Computer Literacy.
a. ensued b. pursued c. chased d. followed
14. We _____ know more about the USA.
a. need b. allow c. should d. enjoy e. let
15. ___ it have any Computer Games?
a. do b. is c. has d. are e. am f. be g. does
16. You are not from the USA, ___ you?
a. don't b. aren't c. are d. do e. have f. has
17. The number of tourists in NYC _____.
a. decreases b. increases up c. goes up
18. Computer science__for compulation.
a. settles b. locates c. mounts d. stands
19. New York City is often called_____.
a. Big Orange c. Big Pear d. Big Apple
20. You must not__of Computer Games.
a. hose b. mar c. spoil d. abuse
21. Do you spend much time__ the CG?
a. play b. plays c. has played d. playing
22. They_____some images of the USA.
a. presenting b. illustrated c. showing
23. _you going for a stroll through NY?
a. Does b. Have c. Is d. Am e. Are
24. What__we have to know of the USA?
a. were b. have c. are d. does e. had f. do
25. Here is the digital ___of all 50 states.
a. flapper b. bender c. map d. file
26. __is the visit card of New York City.
a. Statue of Liberty b. The White House
27. Washington, D.C. has 14 _____ cities.
a. brother b. sister c. cousin d. niece
28. I like to play the__Computer Games.
a. new b. aggressive c. old d. plain e. flat
29. _____ are extremely useful at work.
a. Blocknotes b. Briefcases c. Computers
30. New York is famous for its _____.
a. industry b. skyscrapers c. agriculture
31. The White House is located in_____.
a. New York City b. Reno c. Washington
32. The USA is the___country by area.
a. first b. second c. third d. fourth e. fifth

The total amount of points is 100. Each correct item is equal with 3.125 points.
Results: A : 100 – 91; B: 90 – 81; C: 80 – 71; D: 70 – 61; E: 60 – 51; F: 50 – 41; G: 40 – 31;

List of English Regular Verbs:

There are tens of thousands of regular verbs in English. Here is the list of 600 most commonly used regular verbs. Regular verbs follow the rule of adding **–ed** ending to bare infinitive verb form for both Past Indefinite and Past Participle forms. However, some final consonants can be doubled in monosyllabic words or stressed syllables of the words. However, there can be different ways of **–ed** reading, like: /d/, /t/ or /ɪd/. Put these verbs in all four forms observing their correct spelling and reading of the **–ed** and **–ing** endings, additionally to that translate them:

- | | | | |
|--------------------|---------------|---------------|-----------|
| • Accept | • allow | • applaud | • attach |
| • add | • amuse | • appreciate | • attack |
| • admire | • analyse | • approve | • attempt |
| • admit | • announce | • argue | • attend |
| • advise | • annoy | • arrange | • attract |
| • afford | • answer | • arrest | • avoid |
| • agree | • apologise | • arrive | |
| • alert | • appear | • ask | |
| | | | |
| • Back | • beg | • boil | • branch |
| • bake | • behave | • bolt | • breathe |
| • balance | • belong | • bomb | • bruise |
| • ban | • bleach | • book | • brush |
| • bang | • bless | • bore | • bubble |
| • bare | • blind | • borrow | • bump |
| • bat | • blink | • bounce | • burn |
| • bathe | • blot | • bow | • bury |
| • battle | • blush | • box | • buzz |
| • beam | • boast | • brake | |
| | | | |
| • Calculate | • choke | • compare | • cough |
| • call | • chop | • compete | • count |
| • camp | • claim | • complain | • cover |
| • care | • clap | • complete | • crack |
| • carry | • clean | • concentrate | • crash |
| • carve | • clear | • concern | • crawl |
| • cause | • clip | • confess | • cross |
| • challenge | • close | • confuse | • crush |
| • change | • coach | • connect | • cry |
| • charge | • coil | • consider | • cure |
| • chase | • collect | • consist | • curl |
| • cheat | • colour | • contain | • curve |
| • check | • comb | • continue | • cycle |
| • cheer | • command | • copy | |
| • chew | • communicate | • correct | |
| | | | |
| • Dam | • deliver | • disapprove | • dress |
| • damage | • depend | • disarm | • drip |
| • dance | • describe | • discover | • drop |
| • dare | • desert | • dislike | • drown |
| • decay | • deserve | • divide | • drum |
| • deceive | • destroy | • double | • dry |
| • decide | • detect | • doubt | • dust |
| • decorate | • develop | • drag | |
| • delay | • disagree | • drain | |

- delight
- **Earn**
- educate
- embarrass
- employ
- empty
- encourage
- **Face**
- fade
- fail
- fancy
- fasten
- fax
- fear
- fence
- **Gather**
- gaze
- glow
- glue
- **Hammer**
- hand
- handle
- hang
- happen
- harass
- **Identify**
- ignore
- imagine
- impress
- improve
- include
- **Jail**
- jam
- **Kick**
- kill
- **Label**
- land
- last
- laugh
- launch
- **Man**
- manage
- march
- disappear
- end
- enjoy
- enter
- entertain
- escape
- examine
- fetch
- file
- fill
- film
- fire
- fit
- fix
- flap
- grab
- grate
- grease
- greet
- harm
- hate
- haunt
- head
- heal
- heap
- increase
- influence
- inform
- inject
- injure
- instruct
- jog
- join
- kiss
- kneel
- learn
- level
- license
- lick
- lie
- matter
- measure
- meddle
- dream
- excite
- excuse
- exercise
- exist
- expand
- expect
- flash
- float
- flood
- flow
- flower
- fold
- follow
- fool
- grin
- grip
- groan
- guarantee
- heat
- help
- hook
- hop
- hope
- hover
- intend
- interest
- interfere
- interrupt
- introduce
- invent
- joke
- judge
- knit
- knock
- lighten
- like
- list
- listen
- live
- milk
- mine
- miss
- explain
- explode
- extend
- force
- form
- found
- frame
- frighten
- fry
- guard
- guess
- guide
- hug
- hum
- hunt
- hurry
- invite
- irritate
- itch
- juggle
- jump
- knot
- load
- lock
- long
- look
- love
- move
- muddle
- mug

- mark
 - marry
 - match
 - mate
- melt
 - memorise
 - mend
 - mess up
- mix
 - moan
 - moor
 - mourn
- multiply
 - murder
-
- **Nail**
 - name
- need
 - nest
- nod
 - note
- notice
 - number
-
- **Obey**
 - object
 - observe
- obtain
 - occur
 - offend
- offer
 - open
 - order
- overflow
 - owe
 - own
-
- **Pack**
 - paddle
 - paint
 - park
 - part
 - pass
 - paste
 - pat
 - pause
 - peck
 - pedal
 - peel
 - peep
 - perform
- permit
 - phone
 - pick
 - pinch
 - pine
 - place
 - plan
 - plant
 - play
 - please
 - plug
 - point
 - poke
 - polish
- pop
 - possess
 - post
 - pour
 - practise
 - pray
 - preach
 - precede
 - prefer
 - prepare
 - present
 - preserve
 - press
 - pretend
- prevent
 - prick
 - print
 - produce
 - program
 - promise
 - protect
 - provide
 - pull
 - pump
 - punch
 - puncture
 - punish
 - push
-
- **Question**
- queue
-
- **Race**
 - radiate
 - rain
 - raise
 - reach
 - realise
 - receive
 - recognise
 - record
 - reduce
 - reflect
- refuse
 - regret
 - reign
 - reject
 - rejoice
 - relax
 - release
 - rely
 - remain
 - remember
 - remind
- remove
 - repair
 - repeat
 - replace
 - reply
 - report
 - reproduce
 - request
 - rescue
 - retire
 - return
- rhyme
 - rinse
 - risk
 - rob
 - rock
 - roll
 - rot
 - rub
 - ruin
 - rule
 - rush
-
- **Sack**
 - sail
 - satisfy
 - save
 - saw
 - scare
 - scatter
 - scold
 - scorch
 - scrape
 - scratch
 - scream
 - screw
- shiver
 - shock
 - shop
 - shrug
 - sigh
 - sign
 - signal
 - sin
 - sip
 - ski
 - skip
 - slap
 - slip
- soothe
 - sound
 - spare
 - spark
 - sparkle
 - spell
 - spill
 - spoil
 - spot
 - spray
 - sprout
 - squash
 - squeak
- stop
 - store
 - strap
 - strengthen
 - stretch
 - strip
 - stroke
 - stuff
 - subtract
 - succeed
 - suck
 - suffer
 - suggest

- scribble
- scrub
- seal
- search
- separate
- serve
- settle
- shade
- share
- shave
- shelter
- slow
- smash
- smell
- smile
- smoke
- snatch
- sneeze
- sniff
- snore
- snow
- soak
- squeal
- squeeze
- stain
- stamp
- stare
- start
- stay
- steer
- step
- stir
- stitch
- suit
- supply
- support
- suppose
- surprise
- surround
- suspect
- suspend
- switch

- **Talk**
- tame
- tap
- taste
- tease
- telephone
- tempt
- terrify
- test
- thank
- thaw
- tick
- tickle
- tie
- time
- tip
- tire
- touch
- tour
- tow
- trace
- trade
- train
- transport
- trap
- travel
- treat
- tremble
- trick
- trip
- trot
- trouble
- trust
- try
- tug
- tumble
- turn
- twist
- type

- **Undress**
- unfasten
- unite
- unlock
- unpack
- untidy
- use

- **Vanish**
- visit

- **Wail**
- wait
- walk
- wander
- want
- warm
- warn
- wash
- waste
- watch
- water
- wave
- weigh
- welcome
- whine
- whip
- whirl
- whisper
- whistle
- wink
- wipe
- wish
- wobble
- wonder
- work
- worry
- wrap
- wreck
- wrestle
- wriggle

- **X-ray**
- **Yawn**
- Yell
- **Zip**

- zoom

List of English Irregular Verbs:

Hereafter follows the list of 100 most commonly used irregular verbs in English. However, there are as many as 300 irregular verbs or so which are more frequently used in English out of the total number of 457 or twice more of almost 1000 by some sources. In Column One specify the third person form of the verb with **-s** or **-es** endings and observe the difference of their /s/, /z/ and /ɪz/ reading. You are supposed to fill in the **-ing** form of the verbs in Column Four. Observe the spelling rules of changing the final mute **-e** with **-i** which is the first letter of **-ing** ending or double final consonant followed by **-ing**, if it is one and after a vowel in one or stressed syllable:

Infinitive (Ist) Form	Past Simple (IInd) Form	Past Participle (IIIrd) Form	Participle One(IVth) - ing Form	<u>Translation</u>
to abide	abode	abidden		a rămâne
to arise	arose	arisen		a apărea
to awake	awoke	awoken		a (se) trezi
to backslide	backslid	backslidden		a recidiva
to be	was; were	been		a fi, a se afla
to bear	bore	born/borne		a purta
to beat	beat	beaten		a bate
to become	became	become		a deveni
to begin	began	begun		a începe
to bend	bent	bent		a îndoii
to bet	bet	bet		a paria
to bid	bid	bid		a licita
to bind	bound	bound		a lega
to bite	bit	bitten		a mușca
to bleed	bled	bled		a sângera
to blow	blew	blown		a sufla
to break	broke	broken		a strica
to breed	bred	bred		a crește
to bring	brought	brought		a aduce

to broadcast	broadcast/(-ed)	broadcast/(-ed)		a difuza
to browbeat	browbeat	browbeat(-en)		a teroriza
to build	built	built		a construi
to burn	burned/burnt	burned/burnt		a arde
to burst	burst/bursted	burst/bursted		a izbucni
to buy	bought	bought		a cumpăra
to catch	caught	caught		a prinde
to choose	chose	chosen		a alege
to come	came	come		a veni
to cost	cost	cost		a costa
to cut	cut	cut		a tăia
to dig	dug	dug		a săpa
to do	did	done		a face
to draw	drew	drawn		a desena
to dream	dreamt/dreamed	dreamt/dreamed		a visa
to drive	drove	driven		aconduce
to drink	drank	drunk		a bea
to eat	ate	eaten		a mânca
to fall	fell	fallen		a cădea
to feel	felt	felt		a simți
to fight	fought	fought		a lupta
to find	found	found		a găsi
to fly	flew	flown		a zbura
to forget	forgot	forgot(ten)		a uita
to forgive	forgave	forgiven		a ierta
to freeze	froze	frozen		a îngheța
to get	got	got or gotten		a căpăta

to give	gave	given		a da
to go	went	gone		a merge
to grow	grew	grown		a crește
to hang	hung	hung		a atârna
to have	had	had		a avea
to hear	heard	heard		a auzi
to hide	hid	hidden		a ascunde
to hit	hit	hit		a lovi
to hold	held	held		a ține
to hurt	hurt	hurt		a răni
to keep	kept	kept		a păstra
to know	knew	known		a ști
to lay	laid	laid		a (se)culca
to lead	led	led		a conduce
to learn	learnt/learned	learnt/learned		a învăța
to leave	left/leaved	left/leaved		a părăsi
to lend	lent	lent		a împrumuta
to let	let	let		a permite
to lie	lay	lain		a se culca
to lose	lost	lost		a pierde
to make	made	made		a face
to mean	meant	meant		a însemna
to meet	met	met		a întâlni
to pay	paid	paid		a plăti
to put	put	put		a pune
to read	read	read		a citi
to ride	rode	ridden		a călări

to ring	rang	rung		a suna
to rise	rose	risen		a se ridica
to run	ran	run		a alerga
to say	said	said		a zice
to see	saw	seen		a vedea
to sell	sold	sold		a vinde
to send	sent	sent		a trimite
to show	showed	shown/showed		a arăta
to shut	shut	shut		a inchide
to sing	sang	sung		a cânta
to sit	sat	sat		a șede
to sleep	slept	slept		a dormi
to speak	spoke	spoken		a vorbi
to spend	spent	spent		a petrece
to stand	stood	stood		a sta
to swim	swam	swum		a inota
to take	took	taken		a lua
to teach	taught	taught		a instrui
to tear	tore	torn		a rupe
to tell	told	told		a povesti
to think	thought	thought		a gândi
to throw	threw	thrown		a arunca
to understand	understood	understood		a înțelege
to wake	woke	woken		a (se)trezi
to wear	wore	worn		a purta
to win	won	won		a câștiga
to write	wrote	written		a scrie

POPULAR NAMES OF MEN AND WOMEN IN ENGLISH:

MEN: Names – Nicknames:

Aaron, Aron – Ron,
Ronnie, Ronny;

Abel – Abe, Abie;

Abner – Ab, Abbie;

Abraham – Abe, Abie,
Bram;

Adam – Ad, Addie, Addy,
Ade;

Adrian – Andrian, Adi,
Ade;

Alan– Allan, Allen, Al;

Albert – Al, Bert, Bertie;

Alexander – Al, Alex,
Alec, Aleck, Lex, Sandy,
Sander;

Avery – Avy;

Baldwin – Baldie, Win;

Barrett – Barry, Barrie;

Bartholomew – Bart,
Barty, Bartlett,
Bartley, Bat, Batty;

Basil – Baz, Basie;

Benedict – Ben, Bennie,
Benny;

Benjamin – Ben, Bennie,
Benny, Benjy, Benjie;

Burton – Burt;

Byron – Ron, Ronnie,
Ronny;

Caleb – Cal;

Alfred – Al, Alf, Alfie,
Fred, Freddie, Freddy;

Algernon – Algie, Algy,
Alger;

Alister – Allister, Alistair,
Alastair, Alaster, Al;

Alonso, Alonzo – Al, Lon,
Lonnie, Lonny;

Alphonso, Alfonso – Al,
Alf, Alfie, Alonso, Lon;

Alvin, Alwin, Alwyn – Al,
Vin, Vinny, Win;

Amos–Amoros, Amy;

Andrei – Andrew, Andy,
Andreas, Andre, Drew;

Andrian – Adrian, Adi,
Ade;

Bennet, Bennett – Ben,
Bennie, Benny;

Bernard, Barnard –
Bernie, Berney, Barney,
Barnie;

Bert – Albert, Bertram,
Gilbert, Herbert, Hubert,
Robert;

Bertram – Bert, Bertie;

Bertrand – Bert, Bertie;

Bradford – Brad, Ford;

Calvin – Cal, Vin, Vinny;

Cameron – Cam, Ron,
Ronny;

Carey – Cary, Carry;

Angus – Gus;

Anselm – Ansel;

Anthony, Antony, Anton –
Tony;

Archibald – Arch, Archie,
Baldie;

Arthur – Art, Artie;

Augustus, August –
Augie, Gus, Gussy, Gust,
Gustus;

Augustine, Augustin –
Augie, Austin, Gus, Gussy,
Gust;

Austin – Augustine;

Bradley – Brad;

Brady– Brad;

Brandon, Branden –
Brand, Brandy;

Brenton – Brent;

Bret – Brett;

Brian, Bryan, Bryant;

Broderick – Brodie,
Brody, Brady, Rick, Ricky;

Carl – Karl;

Carol – Carrol, Carroll;

Casey – Kasey;

Caspar, Casper – Cas,
Cass;

Cassius – Cas, Cass;

Cecil – Cis;

Cedric – Ced, Rick,
Ricky;

Charles – Charlie,
Charley, Chuck, Chas;

Chester – Chet;

Christian – Chris, Christy,
Kit;

Christopher, Kristopher –
Chris, Kris, Cris, Christy,
Kit, Kester, Kristof, Toph,
Topher;

Clarence – Clare, Clair;

Clare – Clair;

Claude – Claud;

Clayton – Clay;

Clement – Clem;

Clifford – Cliff, Ford;

Clinton – Clint;

Colin, Collin – Cole;

Conrad – Con, Connie,
Conny;

Corey – Cory;

Cornelius – Connie,
Conny, Corny, Corney,
Cory;

Curtis – Curt;

Cyril – Cyrus;

Dale – Daley, Daly;

Dan – Daniel, Danny;

Darrell – Darrel, Darryl,
Daryl, Darry;

David – Dave, Davey,
Davie, Davy;

Dean – Deane;

Dennis – Denis, Den,
Denny;

Derek, Derrick – Derry,
Rick, Ricky;

Desmond – Des;

Dexter – Dex;

Deonis – Dionisie, Dionis,
Denis, Den, Denny;

Dominic – Dominick,
Domenic, Domenick,
Dom, Nick;

Don – Donnie, Donny;

Donald – Don, Donnie,
Donny;

Donovan – Don, Donnie,
Donny;

Dorian – Dori;

Douglas, Douglass –
Doug;

Doyle – Doil;

Drew – Andrew;

Duane – Dwayne;

Dudley – Dud, Duddy;

Duncan – Dunny, Dunk;

Dustin – Dusty;

Dylan, Dillon;

Earl – Earle;

Edward – Ed, Eddie,
Eddy, Ned, Ted, Teddy;

Edwin – Ed, Eddie, Eddy,
Ned;

Elbert – Bert, Bertie;

Elliot, Elliott – El;

Ellis – El;

Elmer – El;

Elvin, Elwin, Elwyn – El,
Vin, Win;

Elvis – El;

Elwood – El, Woody;

Emery, Emmery, Emory –
Em;

Emil, Emile – Em;

Emmanuel, Emanuel,
Immanuel, Manuel –
Manny, Mannie;

Eric, Erik, Erick – Rick,
Ricky;

Ernest, Earnest – Ernie;

Ervin, Erwin,
Irvin, **Irvine**, Irving, Irwin
– Erv, Vin, Win;

Eugene – Gene;

Eustace – Stacy, Stacey;

Evan – Ev;

Everard – Ev;

Everett – Ev;

Fabian – Fabe, Fab;

Ferdinand – Ferdie, Fred,
Freddie;

Fergus – Ferguson,
Fergie;

Frank– Franc, Frankie,
Franky;

Floyd – Floy, Lloyd;

Ford – Bradford, Clifford,
Sanford;

Francis – Frank, Frankie, Franky, Fran;

Franklin, Franklyn – Frank, Frankie, Franky;

Frederick, Frederic, Fredrick, Fredric – Fred, Freddie, Freddy, Rick, Ricky;

Fred – Freddie, Alfred, Frederick, Wilfred, Winfred;

Gabriel – Gabe, Gabby;

Garrett, Garret – Gary, Garry

Geoffrey, Jeffrey – Jeff;

Immanuel – Manny, Mannie, Emmanuel;

Irvin – Irvine, Irving, Irwin, Ervin;

Isaac, Isaak – Ike;

Isidore, Isidor, Isadore, Isador – Izzy;

Jack – Jackie, Jacky, John;

Jacob – Jake;

James – Jim, Jimmy, Jimmie, Jamie, Jem;

Jason – Jay;

Jasper – Jay;

Jefferson – Jeff;

Jeffrey, Jeffery, Geoffrey – Jeff;

Jeremy, Jeremiah – Jerry;

Jerome – Jerry;

Jesse – Jess, Jessie, Jessy;

John – Jack, Jackie, Jacky, Johnny;

George – Georgie, Geordie;

Gerald, Gerard – Gerry, Jerry;

Gilbert – Gil, Bert;

Glenn – Glen;

Gregory, Gregor – Greg, Gregg;

Griffith, Griffin – Griff;

Harold – Hal, Harry;

Harris, Harrison – Harry;

Harvey – Harve;

Jonathan – Jon, Jonny;

Joseph – Joe, Joey, Jo, Jos, Jody;

Joshua – Josh;

Julian, Julius – Jule, Jules;

Justin – Jus, Just;

Karl – Carl;

Kelly – Kelley;

Kelvin – Kel, Kelly;

Kendall – Ken, Kenny;

Kendrick – Ken, Kenny, Rick, Ricky;

Kenneth – Ken, Kenny;

Kent – Ken, Kenny;

Kevin – Kev;

Kristopher, Kristofer – Kris, Kit, Kester, Christopher;

Kurt – Curt;

Lambert – Bert;

Henry – Harry, Hank;

Herbert – Herb, Bert, Bertie;

Herman – Manny, Mannie;

Horace – Horatio;

Howard – Howie;

Hubert – Hugh, Bert, Bertie;

Hugh – Hughie, Hugo;

Humphrey, Humphry – Humph;

Ignatius – Iggy, Nate;

Lamont – Monty, Monte;

Lancelot, Launcelot – Lance;

Laurence, Lawrence, Lorence, Lorenzo – Larry, Lars, Laurie, Lawrie, Loren, Lauren;

Lee – Leigh;

Leo, Leon – Lee;

Leonard – Leo, Leon, Len, Lenny, Lennie;

Leopold – Leo, Poldie;

Leroy, Leeroy – Lee, Roy;

Leslie, Lesley – Les;

Lester – Les;

Lewis – Lew, Lewie;

Lincoln – Lin, Linc, Lynn;

Lindon, Lyndon – Lin, Lynn;

Lindsay, Lindsey – Lin, Lynn;

Lionel – Leo, Leon;

Llewellyn – Llew, Lyn;

Lloyd, Loyd, Loyde, Floyd
– Loy, Floy;

Lonnie, Lonny (see
Alonso);

Louis – Lou, Louie;

Lucian, Lucius – Lu;

Luke – Lucas;

Luther – Loot, Luth;

Lyle – Lyall;

Malcolm – Mal,
Malc, **Mac**;

Manuel – Manny, Mannie,
Emmanuel;

Mark, Marc, **Marcus** –
Mark, Marc;

Marshall – Marshal;

Martin – Mart, Marty;

Marvin, Mervin – Marv,
Merv;

Matthew – Matt, Mat,
Matty, Mattie;

Matthias – Matt, Mat,
Matty, Mattie;

Maurice, Morris – Morry;

Maximilian – Max;

Maxwell – Max;

Melvin – Mel;

Merlin – Merle;

Merrill, Merril, Merill;

Michael – Mike, Mickey;

Miles – Myles;

Milton – Milt;

Mitchell – Mitch;

Monroe – Munroe;

Montague – Monty,
Monte;

Montgomery – Monty,
Monte;

Morgan – Mo;

Mortimer – Mort, Morty;

Moses – Mo, Moe, Mose,
Moss;

Murray – Murry;

Neal – Neil;

Nevill, Nevil, Nevile,
Neville – Nev;

Newton – Newt;

Nigel – Nige;

Noel – Nowell;

Norbert – Bert;

Norman – Norm, Normie;

Norton – Nort;

Oliver – Ollie, Noll,
Nollie, Nolly;

Orville – Orv, Ollie;

Oscar – Ossy;

Patrick – Pat, Paddy,
Patsy;

Paul – Pauly;

Percival, Perceval – Percy,
Perce;

Peter – Pete;

Philip, Phillip – Phil, Pip;

Quentin, Quintin,
Quenton, Quinton – Quinn;

Quincy – Quinn;

Ralph – Raff, Rafe,
Ralphy;

Randall, Randal – Rand,
Randy;

Randolph – Rand, Randy,
Dolph;

Raphael, Rafael – Raff,
Rafe;

Raymond, Raymund –
Ray;

Reginald – Reg, Reggie,
Rex;

Reuben, Ruben, Rubin –
Rube, Ruby;

Reynold – Ray;

Richard – Dick, Rick,
Ricky, Rich, Richie;

Rick, Ricky – Cedric,
Derek, Eric, Frederick,
Richard, Roderic,
Broderick, Kendrick;

Robert – Bob, Bobbie,
Bobby, Dob, Rob, Robbie,
Robby, Robin, Bert;

Roderic, Roderick – Rod,
Roddy, Rick, Ricky;

Rodney – Rod, Roddy;

Roger, Rodger – Rod,
Roddy, Rodge, Roge;

Roland, Rowland – Rolly,
Roly, Orlando;

Rolph, Rolf, Rolfe (see
Rudolph);

Roman – Rom, Romy;

Ronald – Ron, Ronnie,
Ronny;

Ron, Ronnie, Ronny – Aaron, Byron, Cameron, Ronald;

Roscoe – Ross;

Rudolph, Rudolf – Rudy, Rolf, Rolph, Dolph, Dolf;

Russell, Russel – Russ;

Samson, Sampson – Sam, Sammy;

Samuel – Sam, Sammy;

Sanford – Sandy, Ford;

Scott – Scotty;

Sean, Shaun, Shawn, Shane;

Sebastian – Seb, Bass;

Seymour – Morey, Sy;

Shannon, Shanon;

Sheldon – Shelly, Don;

Shelley, Shelly, Shellie;

Sidney, Sydney – Sid, Syd;

Silvester, Sylvester – Syl, Vester;

Simeon – Sim, Simie, Simmy;

Simon – Sim, Simie, Simmy;

Solomon – Sol, Solly, Sal;

Stacy, Stacey – Eustace;

Stanley – Stan;

Stephen, Steven, Stephan, Steffan, Stefan – Steve, Stevie, Steph, Steff, Stef;

Stuart, Stewart – Stu, Stew;

Terence, Terrence, Terrance – Terry;

Thaddeus, Thadeus – Tad, Thad;

Theodore, Theodor – Ted, Teddy, Theo, Terry;

Timothy – Tim, Timmy;

Thomas – Tom, Tommy;

Tobias – Toby, Tobi, Tobie;

Tracy – Tracey;

Travis – Trav, Travy;

Tristram, Tristam, Tristan – Tris;

Tyler – Ty;

Ulysses – Uly, Uli, Lyss;

Uriah, Urias – Uri, Uria;

Valentine, Valentin – Val;

Valerian, Valerius – Val;

Vernon – Vern;

Victor – Vic, Vick;

Vincent – Vince, Vin, Vinny;

Virgil, Vergil – Virge;

Vlad – Vladlene, Vladdy, Vladimir;

Wallace, Wallis – Wally, Wallie;

Walter – Walt, Wally, Wallie;

Wesley – Wes;

Wilbur, Wilber – Will, Willie, Willy;

Wiley – Will, Willie, Willy;

Wilfred, Wilfrid – Will, Willie, Willy, Fred, Freddie, Freddy;

Willard – Will, Willie, Willy;

William – Bill, Billy, Billie, Will, Willie, Willy, Liam;

Willis – Bill, Billy, Billie, Will, Willie, Willy;

Wilson – Will, Willie, Willy;

Winfred – Win, Winnie, Winny, Fred, Freddie, Freddy;

Winston – Win, Winnie, Winny;

Woodrow – Wood, Woody;

Xavier – Javer; Xaver;

Yanek – Yanny, Ian;

Zavier – Zave, Zavy, Xavier, Xavior, Xzavier, Xaver.

WOMEN: Names – Nicknames:

Abigail – Abbie, Abby, Gail, Nabby;

Ada – Adie;

Adelaide – Addie, Adela, Dell, Della, Heidi;

Adele, Adelle, Adela – Addie, Dell, Della;

Adeline, Adelina, Adaline – Addie, Aline, Dell, Della;

Adrienne, Adriana – Adie;

Agatha – Aggie;

Agnes – Aggie, Ness, Nessie;

Aileen, Eileen, Alene – Allie, Lena;

Ala – Alla, Alene, Allie, Ali;

Alberta – Allie, Bertie;

Alexandra, Alexandria – Alex, Alix, Alexa, Alla, Allie, Ali, Lexy, Sandra, Sandy;

Alexis – Alex;

Alfreda – Alfie, Alfie, Frieda, Freda, Freddie, Freddy;

Alice, Alicia, Alyce, Alisa, Alissa, Alyssa – Allie, Ally, Ali, Elsie, Lisa;

Alison, Allison, Alyson, Allyson – Allie, Ally, Ali;

Althea – Thea;

Amabel – Mabel, Mab, Mabs, Mabbie (see Mabel);

Amanda – Mandy;

Amelia – Amy, Millie, Milly;

Amy – Aimee, Amie;

Andrea – Andy;

Angela, Angelica, Angelina, Angeline, Angel – Angie;

Arabella, Arabel, Arabelle – Bel, Bell, Belle, Bella;

Arlene, Arline, Arleen, Arlyne – Lena, Arly, Lynn;

Ashley – Ash;

Audrey – Dee;

Augusta – Aggy, Augie, Gussie, Gusta, Gusty;

Augustina – Aggy, Augie, Gussie, Gusta, Gusty, Ina, Tina;

Aurora – Orrie, Rori;

Barbara – Bab, Babs, Babbie, Barbie, Babette;

Beatrice, Beatrix – Bea, Bee, Beattie, Trixie, Trissie;

Belinda – Bel, Bell, Belle, Linda, Lindy, Lin, Lynn;

Belle, Bell, Bel, Bella (see Annabel, Arabella, Isabel, Rosabel, Belinda);

Berenice, Bernice – Bernie;

Bertha, Berta – Bertie;

Betty – Elizabeth;

Beverly, Beverley – Bev;

Blanche – Blanch;

Bonnie – Bonny;

Brenda – Brendie, Brandy;

Brett – Bret, Bretta;

Bridget, Bridgette, Brigid, Brigit – Biddie, Bidy, Bridie, Bridey, Brie, Bree, Brita;

Brittany, Brittney, Britney – Brit, Britt, Brita, Brie;

Camille, Camilla, Camile, Camila – Cammie, Cammy, Millie;

Candace, Candice – Candy;

Caren, Carin, Caryn – Carrie;

Carla – Carlie, Carly;

Carlotta, Carlota – Lotta, Lottie, Lotty, Charlotte;

Carmen – Carmy, Carmie;

Carol, Carole, Carrol, Carroll, Karol – Carrie, Carry;

Cassandra – Cass, Cassie, Cassey, Casey, Sandra, Sandy;

Catherine, Cathryn, Catheryn, Catharine, Cathleen – Cat, Cattie, Catty, Cathie, Cathy, Cassie, Kit, Kitty, Kittie;

Cecilia – Cecillia, Cecelia, Cecile, Cecily, Cicely, Celia;

Cedrica – Cedricah, Cedryca, Cedrycah;

Celeste – Celie, Lessie;

Celestine, Celestina – Celie, Lessie, Tina;

Celia – Celie, Cel;

Celine – Celina, Selina;

Charlotte – Lotta, Lottie, Lotty, Lola, Lolita, Chattie, Charlie;

Cheryl – Cherie;

Christine, Christina, Christiana – Chris, Christy, Christie, Christa, Chrissie, Kit, Tina;

Cindy – Cynthia, Lucinda;

Clara – Claire, Clare, Clair;

Clarice, Clarissa – Clara, Clare, Clair;

Claudia – Claudie;

Clemency – Clem, Clemmie;

Clementine, Clementina – Clem, Clemmie, Tina;

Colleen, Coleen – Lena;

Constance – Connie, Connee, Conny;

Cora – Co, Cori, Corrie, Corey, Cory;

Cordelia – Cordy, Cori, Delia;

Corinne, Corinna, Corynne, Corrine, Corine,

Corina – Cora, Cori, Corrie, Cory;

Cornelia – Connie, Conny, Corny, Cori, Nell, Nellie;

Courtney – Court, Courtie;

Crystal, Chrystal – Crys, Chris;

Cynthia – Cindy;

Daisy – Daysie;

Daniela – Dana, Danielle, Dani, Danny;

Daphne – Daph, Daphie;

Darlene – Darleen, Darlyne, Lena, Darla;

Deborah – Debbie, Debby, Debra;

Delia – Dell, Della;

Dell, Della – Adelaide, Adele, Adeline, Delia;

Dinah, Dina – Di;

Dolores, Delores – Lola, Lolita;

Dominique, Dominica – Minnie, Nicki, Nikki;

Doreen, Dorene – Dorrie;

Doris, Dorris – Dorrie;

Dorothy, Dorothea – Dora, Dorrie, Doll, Dolly, Dodie, Dot, Dottie, Dotty, Dee;

Edith, Edyth, Edythe – Edie, Edye, Dee;

Edna – Eddie;

Elaine, Alaine, Helaine – Ellie, Elly, Lainie;

Eleanor, Elinor, Eleonora, Eleonore, Elenore – Ella, Ellie, Elly, Nell, Nellie, Nelly, Nora, Lally, Lallie;

Elena – Helen, Alaine, Elaine, Helena, Elena, Ellen, Nell, Nellie, Nelly, Ellie, Elly, Lala, Lally, Lallie, Lena;

Elisa, Eliza, Elisia, Elissa, Elise, Elyse, Elsa – Elsie (see Elizabeth);

Elizabeth, Elisabeth – Betty, Bettie, Bet, Bett, Bette, Betta, Betsy, Betsey, Betsi, Beth, Bess, Bessie, Bessy, Bettina, Elsie, Elisa, Elsa, Eliza, Ellie, Elly, Ilse, Liz, Lizzy, Lizzie, Liza, Lisa, Lise, Lisette, Lizette, Lisbet, Lizbeth, Libby;

Ella – Ellie, Elly, Nellie, Nelly (see Eleanor, Elaine, Helen);

Ellen – Helen;

Eloise, Heloise – Lois;

Elsie – Alice, Elizabeth;

Emily, Emilia – Em, Emmy, Emmie, Millie, Milly;

Emma – Em, Emm, Emmy, Emmie;

Erica, Erika, Ericka – Ricky, Rickie;

Ernestine, Earnestine – Erna, Ernie, Tina;

Estelle, Estella – Essie, Stella;

Esther, Ester, Hester – Essie, Ettie, ETTY, Hettie, Hetty;

Ethel – Eth;

Etta – Ettie, Etty
(see **Henrietta**, Esther,
Loretta, **Marietta**);

Eugenia, Eugenie – Gene,
Genie;

Eulalia – Eula, Lally,
Lallie;

Eunice – Euny, Eunie;

Euphemia, Euphémie –
Effie, Effy, Euphie,
Phemie;

Eustacia – Stacy, Stacey,
Stacia;

Eva, Eve – Evie;

Eveline, Evelyn,
Evelynne, Eveleen,
Evelina – Eve, Evie, Evvie,
Lynn;

Evangeline, Evangelina –
Eve, Evie, Angie, Lynn;

Faith – Fae, Fay, Faye;

Felicia, Felicity, Felice –
Fee, Fel;

Florence – Flo, Floy,
Floss, Flossie, Flora,
Florrie;

Frances – Fan, **Fannie**,
Fanny, Fran, Frannie,
Franny, Francie, Francy,
France, Frankie, Franky;

Francesca, Francisca –
Fran, Cesca;

Francine – Fan, Fannie,
Fanny, Fran, Frannie,
Franny, Francie, Francy,
France, Frankie, Franky;

Frederica, Frederika,
Fredericka – Freda,

Freddie, Freddy, Ricky,
Rickie;

Gabrielle, Gabriela,
Gabiella – Gabby, Gabi,
Gaby;

Genevieve – Gene, Ginny,
Jenny, Viv;

Georgina, Georgine –
Georgie, Gina;

Geraldine – Gerry, Gerrie,
Gerri, Jerry, Dina;

Gertrude – Gertie, Trudie,
Trudy;

Gillian, Jillian – Jill;

Gina – Regina, Georgina;

Gladys – Glad;

Glenda – Glen;

Gloria – Glory;

Grace – Gracie;

Gwendolen, Gwendolyn –
Gwen, Gwenda, Wendy;

Harriet – Hattie, Hatty;

Heather – Hettie, Hetty;

Helen, Helena, Elena,
Ellen – Nell, Nellie, Nelly,
Ellie, Elly, Lena, Lala,
Lally, Lallie;

Henrietta – Etta, Ettie,
Etty, Hettie, Hetty, Nettie,
Netty;

Hester – Esther;

Hillary, Hilary – Hill,
Hillie;

Hilda, Hylda – Hildie;

Idelle – Idella, Idelline,
Ideline, Idel, Ida;

Ilse – Telsa, Lizette,
Lizabeth, Lizbet, Liza, Liz,
Lise, Liezel, Liesl, Libby;

Imogen, Imogene – Immy,
Immie;

Isa – Esa;

Isabel, Isabelle, Isabella –
Bel, Bell, Belle, Bella,
Issy;

Jacqueline, Jacquelyn –
Jackie, Jacky;

Jane – Janie, Janey, Jenny,
Jennie, Jen, Janet;

Janet, Janette, Janetta –
Jan, Nettie, Netty, Netta;

Janice, Janis, Jenice – Jan;

Jean, Jeanne – Jeanie,
Jeannie;

Jeannette, Jeannetta,
Jeanette – Jeanie, Jeannie,
Nettie, Netty, Netta;

Jemima – Jem, Jemma,
Mima, Mimi;

Jennifer – Jen, Jenny,
Jennie, Jenne;

Jenny – Jane, Jennifer,
Virginia, Genevieve;

Jessica – Jess, Jessie;

Jill – Gillian;

Joanna, Joanne, Joann,
Johanna, Joan – Jo, Jody;

Joceline, Jocelyn – Jo,
Lynn;

Josephine – Jo, Josie,
Josey, Jozy, Jody;

Joyce – Joy;

Judith – Judy, Judie, Jude,
Jody, Jodie;

Julia – Julie, Jule;

Julianne, Juliana – Julie,
Jule;

Juliet, Juliette – Julie,
Jule;

Justina, Justine – Tina;

Karen, Karin, Karyn –
Kari, Karrie;

Katherine, Katharine,
Kathryn, Kathrine,
Kathrynne, Katrina – Kate,
Kathie, Kathy, Katie, Katy,
Kay, Katty, Kattie, Kit,
Kitty, Kittie;

Kathleen, Kathlene,
Kathlyn, Kathlynn –
Kathie, Kathy, Katie, Katy,
Katty, Kattie;

Kelly – Kellie, Kelli,
Kelley;

Kimberly, Kimberley –
Kim;

Kristina, Kristin, Kristine,
Kristen – Kris, Kristi,
Kristy, Kristie, Krista;

Laurel – Laurie;

Laverne, Laverna –
Verna;

Lavinia – Vina, Vinnie;

Leila – Leilah, Lela;

Lena – Helen, Aileen,
Arlene, Darlene,
Magdalene;

Leona – Lee, Leonie;

Leonora, Leonore, Lenora,
Lenore – Nora;

Leslie, Lesley – Les;

Leticia, Letitia – Lettie,
Tisha;

Lillian, Lilian – Lily,
Lilly, Lili, Lilli, Lil, Lillie;

Lily, Lilly, Lili, Lilli – Lil,
Lillie;

Linda, Lynda – Lindy,
Lin, Lynn, Lynne;

Lindsay, Lindsey – Lin,
Lynn;

Lisa – Alice, Elizabeth,
Melissa;

Lois – Eloise, Louise;

Lona – Loni, Lonie,
Lonnie;

Lorena, Lorene, Loreen,
Lorine – Lori, Lorie, Lorri,
Lorrie;

Loretta, Lorette – Lori,
Lorrie, Etta, Retta;

Lorinda, Laurinda – Lori,
Lorie, Lorrie, Laurie;

Lorraine, Lorrain, Loraine
– Lora, Lori, Lorie, Lorrie;

Lottie, Lotty, Lotta,
Charlotte, Carlotta;

Louise, Louisa – Lou, Lu,
Lulu, Lula, Lois;

Lucille, Lucile – Lu, Lucy,
Lucky;

Lucinda – Lu, Lucy,
Lucky, Cindy;

Lucy, Lucie, Luci, Lucia –
Lu, Lulu, Luce, Lucky,
Lucille, Lucinda;

Lydia – Liddy, Lyddie;

Lynn, Lynne (see
Caroline, Marilyn, Linda,
Arlene, Evelyn);

Mabel, Mabelle, Mable –
Mab, Mabs, Mabbie,
Amabel;

Madeline, Madeleine,
Madelyn – Maddie,
Maddy, Mady;

Magdaline, Magdalen,
Magdalena – Magda,
Magsie, Lena;

Marcia – Marcie, Marcy,
Marci;

Margaret, Margarita,
Marguerite, Margret –
Maggie, Marge, Margie,
Marjorie, Margery, Madge,
Margot, Margo, Magsie,
Maisie, Daisy, Mamie,
Maidie, Mae, May, Meg,
Megan, Peggy, Greta,
Gretchen, Rita;

Marianne, Marianna,
Maryann, Maryanne,
Marian – Mary, Ann;

Marilyn, Marilynn,
Marylin, Marlene, Marlyn
– Mary, Lynn;

Maribel, Maribelle –
Mary, Bell;

Marietta, Mariett,
Mariette – Mary, Etta,
Ettie, Etty;

Marjorie, Marjory,
Margery – Marge, Margie,
Margaret;

Martha, Marta – Marty,
Mat, Mattie, Matty, Pat,
Pattie, Patty;

Mary – Maria, Marie,
Mariene, Mae, May, Moll,

Molly, Mollie, Polly,
Mamie, Mimi, Minnie;

Matilda, Mathilda – Mat,
Matty, Mattie, Maud,
Maude, Patty, Pattie, Tilda,
Tillie, Tilly;

Maud, Maude – Maudie,
Maudy, Matilda;

Maureen, Maurene –
Maura, Mary;

Maxine – Max, Maxie;

Megan – Meg, Margaret;

Melanie – Mel, Mellie;

Melinda – Mel, Mellie,
Linda, Mindy;

Melissa – Mel, Mellie,
Missie, Missy, Lisa, Lissa;

Mercedes – Mercy, Sadie;

Meredith – Merry;

Michelle, Michele –
Mickey, Shelly;

Mildred – Millie, Milly;

Millicent, Milicent,
Melicent – Millie, Milly;

Minnie, Minna, Mina (see
Wilhelmina, Mary);

Miranda – Randy;

Miriam, Myriam – Mimi,
Miri, Mira;

Molly, Mollie – Moll,
Polly (see Mary);

Monica – Nicki;

Myra – Mira;

Nadine – Nada, Dee;

Nell, Nelle – Nellie, Nelly,
Eleanor, Helen, Cornelia;

Nicki – Dominique,
Monica, Nicole, Veronica;

Nicole – Nicky, Nicki,
Nikki, Nikky;

Noel, Noelle – Elle;

Noreen, Norene – Nora;

Norma – Normie;

Olanthe – Olanth,
Olantha, Olanthah,
Olathye;

Olive, Olivia – Ollie, Olly,
Nollie, Liv, Livvy, Livia;

Pamela – Pam, Pammie,
Pammy;

Patricia – Pat, Patty, Patti,
Pattie, Patsy, Tricia,
Trisha, Trish, Trissie;

Paula, Paulina, Pauline –
Paulie;

Pearl – Pearlie;

Penelope – Pen, Penny;

Phoebe, Phebe – Pheb;

Phyllis – Phyl, Phyllie,
Phil;

Polly – Pauline, Mary,
Molly;

Priscilla – Prissy;

Prudence – Prudie, Prudy,
Prue, Pru;

Quenby – Quenbea,
Queenbee, Queenbey,
Queenbi, Queenbie,
Queenbye;

Quincey – Quincy,
Quinsie, Quinzy;

Rachel – Rachie, Rae,
Ray;

Raquel – Kelly, Kellie;

Rebecca – Beck, Becky,
Reba;

Regina – Reggie, Ray,
Gina, Ginny, Rena;

Rhoda – Rodie;

Roberta – Robbie, Robby,
Robin, Robyn, Bobbie,
Bobby, Berta, Bertie;

Rose, Rosa – Rosie, Rosy;

Rosabel, Rosabelle,
Rosabella – Rose, Rosie,
Rosy, Bell;

Rosalie, Rosalee – Rose,
Rosie, Rosy;

Rosaline, Rosalyn – Rose,
Rosie, Rosy;

Rosalind, Rosalinda –
Rose, Rosie, Rosy, Linda;

Roseanna, Rosanna,
Rosanne – Rose, Rosie,
Rosy;

Rosemary, Rosemarie –
Rose, Rosie, Rosy;

Rowena – Rona, Ronie;

Roxanne, Roxanna,
Roxana – Roxie, Roxy;

Ruby, Rubina – Ruby,
Rubie;

Ruth – Ruthie;

Sabrina – Brina, Sabby;

Samantha – Sam,
Sammie, Sammy;

Selina, Selena, Selene,
Celine, Celina, Celena –
Lena, Lina;

Shannon – Shanon, Shan;

Sharon, Sharron, Sharen,
Sharyn – Shari, Sharrie;

Shauna – Shawna,
Sheena;

Shelley, Shelly, Shellie;

Shirley, Shirlee, Shirlie –
Shirl;

Sibyl, Sybil, Sibylle, Syble
– Sib, Sibbie;

Sidney, Sydney – Sid,
Syd;

Sonia – Sonya;

Sophia – Sophie, Sophy;

Stacy, Stacey, Stacie,
Staci;

Stephanie, Stephany,
Stephania, Stephana,
Stefanie, Stefania, Stefana,
Steffanie – Steph, Stephe,
Steff, Steffy, Stevie;

Stella – Estelle;

Susan, Susanna, Susannah,
Susanne, Suzanne – Sue,
Susie, Susi, Susy, Suzie,
Suzy, Sukie;

Sylvia, Silvia – Syl,
Sylvie;

Tabitha – Tabby;

Teresa, Theresa, Therese –
Terry, Terri, Teri, Terrie,
Tess, Tessa, Tessie, Tracy,
Trissie;

Theodora – Dora, Theo;

Tiffany – Tiff, Tiffany;

Tina – Christine,
Ernestine, Bettina,
Albertina, Augustina,
Clementina, Justina;

Tracy, Tracey, Tracie,
Traci, Teresa;

Ulrica – Ulrika;

Una – Unna, Juno, Ona;

Ursula – Ursa, Ursie,
Sulie;

Valentina – Val, Vallie;

Valerie, Valery, Valeria –
Val, Vallie, Waleria;

Vanessa – Van, Vannie,
Nessa;

Verna – Laverne;

Veronica – Nicky, Nicki,
Ronnie, Ronni, Ronny;

Victoria – Vicky, Vic,
Vikkie;

Viola – Vi;

Violet, Violette, Violetta –
Vi, Lettie;

Virginia – Ginger, Ginny,
Jinny, Jenny, Virgie;

Vivian, Vivien – Viv;

Waleria – Valeria,
Valerie, Valery, Vallie,
Val;

Wendy – Gwendolen;

Wilhelmina – Willa,
Wilma, Willie, Billie,
Mina, Minnie;

Winifred – Winnie, Freda,
Freddie;

Xana – Xanna, Xanne,
Xanthia;

Xandria – Alexandria,
Sandra;

Xena – Xeena, Cena;

Yolanda – Yolande;

Yvonne – Vonnie, Vonna;

Yvette – Vettie, Vetta;

Zanthe – Jonetta, Joan.

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1. Image on Cover page One: Flag of the UK of GB and NI: Google search: imagesdetails.com. Picture One 500x342.
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Here we are, at the end of this conversational text-book with lexico-grammatical exercises under the title of **English For Everybody (Volume One)**. I must let you know that we have done a great amount of work together, but only just in case you followed the topical tasks of the Modal Language Structures (MLS) exactly and precisely together with doing the accompanying exercises and drilling correctly and properly, made up your own examples based upon these ones, read and translated theme texts and dialogues, retold them, analysed and used them in discussions, acquired New Vocabulary both from English into Romanian and from Romanian into English, answered the questions to the texts and dialogues, tried to make up your own ones, did all exercises properly in written form after the sector of questions, learnt more regular and irregular verbs and their forms, filled in the **-ing** form gaps for irregular verbs, observing the spelling and pronunciation rules etc. You must achieve a standard which is equal to the intermediate level of mastering the English language or even higher. The skills of expressing your thoughts and ideas related to a conversational theme will help you to reveal yourself as orally so in writing, be more confident and sure about the knowledge of English you possess now. Perfect yourself and search all possible ways and modalities to practise your English approaching more to native speakers. Well, as for the present time, there is nothing left for me but wish you success and good luck on your path which is leading you to the wide highway of knowledge! Well, use it for good, please!

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