

UNIVERSITATEA „ȘTEFAN CEL MARE”
SUCEAVA



Facultatea de Științe Economice și Administrație Publică

Specializarea : *Finanțe Bănci,*
Anul I, Sem I

LIMBA ENGLEZĂ

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2008

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Introducere

- a. În cadrul disciplinei limba engleză, cursul se prezintă ca o introducere în noțiunile de bază de gramatică ale limbii străine alternate cu situații reale de comunicare, sub forma unor dialoguri cu caracter practic, pornind de la funcțiile comunicative ale limbii. Specificul acestui curs este unul juridic, urmărindu-se însușirea termenilor de bază necesari persoanelor angajate în sistemul administrativ.
Cursul va facilita stăpânirea limbii engleze în situații specifice printr-o varietate de subiecte. Cursul cuprinde de asemenea, noțiuni de fonetică a limbii engleze, considerații privitoare la învățarea limbilor străine prin intermediul metodei comunicative, informații pentru redactarea corespondenței, etc.
- b. Baza de cunoștințe de limba engleză a cursanților va fi formată pe parcursul acestui curs. Prin specificul său adresat începătorilor, cursul nu va condiționa învățarea limbii străine prin necesitatea unei inițieri anterioare.

Obiectivele cursului

Stabilirea unei baze de cunoștințe gramaticale minime pentru începători urmată de îmbogățirea vocabularului de specialitate, exersarea utilizării acestuia în contexte specifice și dezvoltarea unui simț practic adecvat cadrului juridic.

- A. inițierea studenților în utilizarea limbii engleze în situații specifice de comunicare (redactarea corespondenței, interviuri, limbajul publicității, conversație de afaceri, etc)
- B. cursanții vor dobândi abilități specifice utilizării limbii engleze, își vor dezvolta capacitatea de a gândi creativ și independent în situațiile reale de comunicare, vor înțelege, identifica, utiliza și evalua regulile, conceptele și principiile utilizării terminologiei juridice.
- C. Se va urma schema:
 - însușirea informațiilor;
 - înțelegerea noțiunilor predate;
 - aplicarea și evaluarea acestor noțiuni;
 - analiza și organizarea cunoștințelor însușite;
 - sinteza;
 - evaluarea finală.

chapter I

I. THE ENGLISH ALPHABET

a /ei/	n /en/
b /bi:/	o /əu/
c /si:/	p /pi:/
d /di:/	q /kju:/
e /i:/	r /a:/
f /ef/	s /es/
g /dʒi:/	t /ti:/
h /eitʃ/	u /ju:/
i /ai/	v /vi:/
j /dʒei/	w /ˈdʌblju:/
k /kei/	x /eks/
l /el/	y /wai/
m /em/	z /zed/

II. THE ENGLISH SOUNDS

<i>CONSONANTS</i>			
Writing	Pronunciation	Examples	Romanian Equivalents
p	/p/	pound /paund/	Like <i>p</i> in <i>apă</i> ;
b	/b/	book /buk/	Like <i>b</i> in <i>bun</i>
t	/t/	ten /ten/ eat /i:t/	Like <i>t</i> in <i>toc</i>
d	/d/	doctor /dɔktə/	Like <i>d</i> in <i>dar</i>
c ck k	/k/	cold /kəuld/	Like <i>c</i> in <i>ac</i>
g	/g/	good /gud/ bag /bæg/	Like <i>g</i> in <i>gard</i>
f ph	/f/	four /fɔ:/ photo /fəutəu/	Like <i>f</i> in <i>fag</i>
v	/v/	very /veri/ five /faiv/	Like <i>v</i> in <i>vas</i>
th	/θ/	thank you /θæŋkju:/	s with the tongue between your teeth

th	/ð/	this /ðis/ with /wið/	z with the tongue between your teeth
s ce	/s/	seven /sevn/ police /pəli:s/	Like <i>s</i> in <i>sanie</i>
s z	/z/	is /iz/ lazy /leizi/	Like <i>z</i> in <i>ziua</i>
sh	/ʃ /	she /ʃ i:/	Like <i>ș</i> in <i>șase</i>
ch tch	/tʃ /	cheap /tʃ i:p/ much /mʌtʃ /	Like <i>ci</i> in <i>cinci</i> or <i>ce</i> in <i>ceas</i>
j dg	/dʒ/	John /dʒɔn/ fridge /fridʒ/	Like <i>gi</i> in <i>gingie</i> or <i>ge</i> in <i>geam</i>
si su	/ʒ/	television /teliviʒn/	Like <i>j</i> in <i>jar</i>
l	/l/	listen /lɪsn/	Like <i>l</i> in <i>lună</i>
m	/m/	much /mʌtʃ /	Like <i>m</i> in <i>mult</i>
n	/n/	name /neim/ In /in/	Line <i>n</i> in <i>nume</i>
ng nk	/ŋ/	morning /mɔ:nɪŋ/ thank you /θæŋkju:/	Nasal <i>n</i> like in <i>bancă</i>
w wh	/w/	waiter /weɪtə/ what /wɒt/	Like <i>u</i> in <i>sau, uite</i>
y	/j/	you /ju:/	Like <i>i</i> in <i>iată, rai</i>
h	/h/	hello /hələu/	Like <i>h</i> in <i>horă</i>
r wr	/r/	record /rekɔ:d/ write /rait/	Soft <i>r</i>
VOWELS			
i	/i/	six /sɪks/	Like <i>i</i> in <i>fix</i>
e	/e/	ten /ten/	Like <i>e</i> in <i>lemn</i>
a	/æ/	cat /kæt/	Open the mouth for a and pronounce e
u	/ʌ/	much /mʌtʃ /	short <i>a</i> like in <i>sat</i>
o	/ɔ/	John /dʒɔn/	Like <i>o</i> in <i>nou</i>
oo	/u/	good /gud/	Like in <i>bun</i>
er	/ə/	teacher /ti:tʃ ə/	Like in <i>casă</i>
ea ee	/i:/	please /pli:z/	Long <i>i</i> like in <i>biine</i>
ar	/a:/	car /ca:/	Long <i>a</i> like in <i>dacă</i>
or aw oor	/ɔ:/	or /ɔ:/ saw /sɔ:/ door /dɔ:/	Long <i>o</i> like <i>mi-e</i> <i>door</i>

oo	/u:/	too /tu:/	Long <i>u</i> like <i>buuun</i>
i u e	/ə:/	bird /bə:d/ turn /tə:n/ person /pə:sn/	Long <i>ă</i> like in <i>tatăăă</i>
ay	/ei/	day /dei/	<i>Ei</i> like in <i>lei, mei</i>
i...e	/ai/	five /faiv/	<i>Ai</i> like in <i>dai, rai</i>
oi oy	/ɔi/	toilet /tɔilət/	Like in <i>apoi</i>
o oa o...e	/əu/	no /nəu/ coat /kəut/ home /həum/	<i>Ău</i> like in <i>tău, hău</i>
ow ou	/au/	cow /kau/ pound /paund/	<i>Au</i> like in <i>stau, dau</i>
ere ear	/iə/	here /hiə/ ear /iə/	Like <i>iă</i>
ere air	/ɛ ə/	there /ðɛ ə/ hair /hɛ ə/	Like <i>eă</i>
ire	/aiə/	fire /faiə/	Like <i>a+i+ă</i>
our ower	/auə/	hour /auə/ flower /flauə/	Like <i>a+u+ă</i>

Exercises

I. Identify the consonants in the following words:

[s] or [z]

boxes, pens, books, puts, plays, blouse, house, sorry, horse, trousers, school, blocks

[ð] or [θ]

father, three, thin, mother, there, that, Thursday, fifth, their, bathroom, thank you

[tʃ] or [dʒ]

picture, engine, chocolate, bench, George, teacher, German, chalk, armchair, engineer

II. Which words rhyme with the first?

Ex: LUCK mud, son, sun, June

mud, son, sun

1. MINE determine, examine, define, masculine
2. CONTROL owl, wall, bowl, enroll
3. ABLE comfortable, disable, label, cable
4. BLOOD pool, flood, hood, door
5. BOUGHT coat, caught, boat, thought
6. LAUGH aunt, cough park, daughter
7. SEW low, new, toe, you
8. HEIGHT light, weight, knight, sight

9. WHAT watch, got, goat, not
10. LOUD grown, account, bowed, mouse

III. Which word has the same consonant as the bold letters in the first?

Ex: CHrist Choir, Chaufferu, Chain, Chisel

Solution: Choir

1. **HOUR** honour, **heir**, **heritage**, **inherit**
2. **BAD** booked, **paid**, loved, **kissed**
3. PLEASURE visual, leisure, versatile, universal
4. **THIRST** bath, **Thames**, **there**, path
5. PRIZE rice, keys, exercise, exaggerate
6. **VEIN** went, avoid, towel, above
7. GEM jewel, budget, angle, lounge
8. **THINK** bathe, clothes, cloth, thorough
9. VEST kissed, laughed, loved, locked
10. **DUTCH** orchestra, cello, chef, chapel

IV. Same or different pronunciation?

Ex: bear – beer /different/

heard – herd

made – maid

breath – breathe

none – nun

buddy – body

fear – fare

liar – layer

poor – pour

hole – howl

sole – soul

found – fund

pear – pair

lane – lain

knows – nose

berry – bury

a bear – to bear

hire – higher

whole – hall

Briton – Britain

Dead – dad

V. Which word had the main accent on a different syllable than the rest:

1. straightforward parliament questioning completion

2. experiment expedition exploration speculation
3. Republican Communist Christian Democrat
4. Catholic Muslim Protestant Evangelical
5. Japan Korea Thailand Australia
6. photographer physicist psychologist physician
7. sincerely faithfully honestly genuinely
8. expenditure consumer expense purchase
9. influence effect impact outcome
10. bacterium molecule virus arteries
11. monitor keyboard computer hardware

VI. Spell these English names:

Michael John, Edward, Mary, George, Elisabeth, Jacob, Charles, Anna, Catherine, David, Jonathan, Ethan, William, Helen, Anthony

VII. Spell your Romanian Name.

III. THE ARTICLE

1. The Definite Article [articolul hotarat]

THE [ðə]

D. inaintea cuvintelor care incep cu o **consoana**: the book, the table, the boy;

E. inainte de **h sonor**: the hat, the hero

F. inainte de sunetul [**ju**]: the uniform, the university, the youth

[ði]

G. inaintea cuvintelor care incep cu o **vocala**: the egg, the apple, the ear

H. inainte de **h mut**: the honour, the heir, the hour

Utilizare:

1. Subst. cunoscute de ambii vorbitori: I have the book.
2. Lucruri unice: the moon, the sun, the Bible
3. State, mari, oceane, rauri, lanturi muntoase, grupuri de insule: The United States of America, the Red Sea, the Bahamas, the Atlantic, the Rhine, the Carpathians, the Bahamas
4. Nationalitati, dinastii, familii: the French, the Tudors, the Browns
5. Profesii: the milkman, the doctor, the professor
6. Adjective, gerunzii, participii, desemnand o clasa: the rich, the injured, the missing
7. Nume proprii cu constructia OF: the Sea of Aral, the Avenue of the Americas
8. Publicatii: the Guardian, the Sunday Times
9. Expresii fixe: by the way, on the one hand/ on the other hand, at the seaside, in the morning, in the mountains, to tell the truth, for the time being.

THE nu se foloseste:

1. Plurale si nenumarabile folosite generic:
Bears are mammals.
Meat costs more these days.
2. Locuri publice [ca institutii]: Is she at school? He is in prison.
3. Tari, continente, orase, judete: China, Britain, Australia, London, Essex
4. Mesele zilei, anotimpuri, luni: breakfast, lunch, spring – In winter I like skiing.
5. Nume proprii chiar daca sunt precedate de titluri: John, Dr. Smith, Professor Brown, Queen Elizabeth
6. Strazi: She lives on Elm Street.
7. Munti singuri: Mount Everest
8. Lacuri: Lake Ontario

Exercises:

- I. Articulati substantivele si apoi pronuntati-le:
shop, open door, uniform, aspirin, cup, Indian boy, uncle, holiday, record, house, hour, umbrella, M.P., week, exam, B.B.C., heir, comedy, old woman, youth, U.F.O., engineer.
- II. Completati spatiile libere cu adjectivele urmatoare: accused, aged, blind, dead, deaf, disabled, grey-haired, injured, old, poor, rich, sick, unemployed, young
 1. The... can read with their fingers.
 2. The... should be respected by everyone.
 3. They say one should never speak ill of the....
 4. The number of the... are still increasing.
 5. Only the... can buy such expensive cars.
 6. He gave away a lot of his money to the....
 7. The ... were permitted to make their last wishes.
 8. She spent her life visiting ... in the hospital.
 9. The ... have to wear hearing aids.
 10. One should help the
 11. This is a hospital for the
 12. The ... usually don't understand the present day problems of the....
- III. Articulati unde este necesar:
 1. She says ... doctor is not here.
 2. I want to see...Dr. Smith.
 3. I have an appointment with ... dentist.
 4. We saw King when we were in Denmark.
 5. I have a picture of ... King John.
 6. I talked to ... professor about my grades.
 7. He has an audience with ... Pope.
 8. I have a picture of ...Pope John on my desk.
 9. She comes from ...New Jersey.
 10. We are going to ... Soviet Union.
 11. ...Holland is also called ...Netherlands.

12. The wines of ...Burgundy are famous.
13. ... Rhine flows through the heart of ...Europe.
14. They visited ... Metropolitan Museum of Art.
15. The bank is on ... Fifth Avenue.
16. They want to visit ... White House too.
17. ... Port of New York handles a great deal of shipping.
18. They want to take a boat across ... Lake George.
19. They saw ... Mount of Olives.
20. You can see ... Mount Vesuvius from anywhere in Naples.

2. The Indefinite Article [Articolul Nehotarat]

a [ə]

- inaintea consoanelor: a dog, a notebook, a bear;
- inainte de h sonor: a hero, a home;
- inainte de [ju]: a university, a young man, a uniform;

an [ən]

- I. inainte de vocale: an egg, an owl, an elephant;
- J. inainte de h mut: an hour, an honour;

Utilizare:

1. Cand se introduce o notiune noua in context: There is a bird on that tree.
2. Dupa constructia *there is*: There is a picture on the wall. There is an egg on the table.
3. Functie generica: A cat is an animal.
4. Functie numerica [in loc de *one*]: a hundred, a million, a dozen, a half, a third, once a year.
5. Expresii fixe: just a moment, once in a blue moon, all of a sudden, at a time, to keep an eye on.

A/an Nu se foloseste:

1. Materii/ substante, abstractii: Water freezes in winter. They are interested in literature.
2. Nume proprii: They speak English in Australia.
3. Substantive la plural: There were books and pens on the table.

Exercises:

I. Articulati substantivele daca este necesar:

Bagg, egg, car, luggage, pen, apple, hour, butter, bread, water, flour, orange, electricity, boy, furniture, bone, pencil, chalk, niece, army, sugar, shoe, advice,

flower, ice-cream, dollar, milk, country, heir, carrot, money, ox, information, picture, rice, child, window, airport, blood, question.

II. Puneti a / an inaintea abrevierilor urmaroare dupa exemplu:

a Member of Parliament an M.P.

- a. an Automobile Association
- b. a Bachelor of Arts
- c. a Bachelor of Law
- d. a Criminal Investigation Department
- e. a Disc Jockey
- f. a Justice of the Peace
- g. a Local Education Authority
- h. a Master of Arts
- i. a Post Office
- j. a Public Relations Officer
- k. a Royal Automobile Club
- l. a State Registered Nurse
- m. a Royal Catholic
- n. an Unidentified Flying Object
- o. a Very Important Person

IV. THE NOUN

1. In limba engleza substantivele sunt:

A. **Proprii:** England, John, Lake Placid

B. **Comune:**

a. **Numarabile**

K. concrete: boy, girl;

L. abstracte: dream, idea

b. **nenumarabile:**

M. concrete: bread, milk, meat;

N. abstracte: hate, advice

A. **Substantivele proprii**

Folosite pentru personae, locuri, lucruri, idei considerate a fi unice si sunt scrise cu majuscule:

a. nume: Deborah, John;

b. titluri: Mr. Jackson, Miss Brown, Sir Christopher, Sergeant Jones, Professor Clark;

c. date calendaristice: Sunday, Monday, January, March, Christmas, Halloween;

d. nume geografice: Albania, Britain, Africa, Asia, the Pacific Ocean;

e. titluri de carti, ziare: *Gone with the Wind*, The Guardian, The United Nations Organization;

f. nationalitati si limbi: English, Greek, Italian, Polish;

B. Substantivele Comune:

Sunt toate substantivele care nu desemneaza o persoana anume, lucruri, locuri sau idei unice. Pot fi numarabile sau nenumarabile. Un substantive este numaranil daca:

O. are forma de plural: girls, boys;

P. poate fi precedat de a/an: a car, an ox;

Q. poate fi precedat de *How many* sau *a few*: How many books have you got?/ I have a few oranges.

R. Poate fi precedat de numere: two pencils, three books.

Daca nu au nici una din calitatile enumerate mai sus, sunt nenumarabile: blood, sugar, weather, luggage, etc.

Unele pot fi numarabile dar se schimba sensul:

I drink coffee every morning. – a cup of coffee –

She hates coffee. – in general –

I have all the papers you want. – acte –

Books are made of paper. – hartie –

Cele mai frecvente substantive numarabile in engleza sunt:

Accommodation, advice, anger, applause, behaviour, bread, business, cash, cheese, clothing, countryside, courage, damage, dirt, evidence, education, food, fun, furniture, gossip, happiness, homework, information, knowledge, laughter, luck, meat, money, mud, music, news, patience, permission, poetry, progress, rubbish, seaside, shopping, steam, stupidity, stuff, thunder, toast, traffic, violence, wealth, work

Substantivele nenumarabile pot fi precedate de anumite constructii numite partitive:

A box of matches

A breath of air

A jar of jam

A glass of water

A jet of water

A game of billiards

A species of fish

A pair of glasses

A piece of advice/information

2. GENDER

A. Genul masculin

Sunt masculine:

1. Toate substantivele care reprezinta barbatul ca fiinta, stare, profesie, nationalitate: man, father, brother, businessman, Englishman, etc.

Se inlocuiesc cu pronumele **he** sau **himself**.

My father was here. **He** left. He was talking to **himself**.

2. Animalele domestice de sex masculin, se pot inlocui cu pronumele masculine:

Look at **him** barking!

3. Personajele de basm si fenomenele din natura cu caracter puternic sau negative: forta, agresivitatea, violenta, moartea (personificate) se pot inlocui cu pronumele masculine.

B. Genul feminin

1. Sunt feminine toate substantivele care intruchipeaza femeia ca fiinta, stare, profesie, nationalitate: woman, mother, sister, maid, aunt, actress, nurse (she/herself/her).

2. Animalele de sex feminine sunt feminine pentru stapanul lor:

Look at **her** jumping! **She** is so happy to see me!

3. Personajele de basm sau fenomenele naturii devin femine daca au un caracter bland, benefic: love, kindness, moonlight, etc

4. Ambarcatiunile sunt tratate ca feminine. Automobilele sau avioanele sunt tratate ca feminine doar de catre proprietarul lor.

C. Genul neutru

Daca nu exista nici o specificare masculine sau feminine, restul universului insufletit sau neinsufletit este neutru: nose, house, idea, hand, spirit.

D. Genul comun

O clasa ampla de substantive pot fi tratate atat ca masculine cat si ca feminine, genul lor reiesind doar din context: teacher, pupil, friend, worker, doctor, American, Swiss, writer, reader, etc

Distinctie dintre masculine si feminine se face prin perechile formate fie prin cuvinte diferite pentru fiecare, fie prin afixare sau compunere:

bachelor – maid/spinster

boar – sow

boy – girl

brother – sister

bull – cow
cock/rooster – hen
dog – bitch
drake – duck
earl – countess
father – mother
fox – vixen
gander – goose

lad – lassie
lord – lady
nephew – niece
ram – ewe
son – daughter
stallion – mare
uncle – aunt
wizard - witch

actor – actress
ambassador – ambassadress
god – goddess
hunter – huntress
mister – mistress
ogre – ogress
priest – priestess
traitor – traitress

adventurer – adventuress
author – authoress
heir – heiress
lion – lioness
mayor – mayoress
poet – poetess
prince – princess
waiter – waitress

hero-heroine
aviator – aviatrix
fiancé – fiancée
bride – bridegroom

administrator – administratrix
czar – czarina
widow – widower
usher – usherette

boy friend – girl friend
male patient – female patient

boy student – girl student
son-in-law - daughter-in-law

he/male ape – she/female ape
he bird – she bird
he-leopard – she leopard

male camel – female camel
he/billy goat – she/nanny goat
cock-pigeon – hen-pigeon

chairman – chairwoman
half brother – half sister
statesman – stateswoman
policeman – policewoman

salesman – saleswoman
juryman – jurywoman
spaceman – spacewoman
nobleman – noblewoman

EXERCISES

I. Scrieti dupa fiecare cuvânt literele M, F, C, N, (masculin, feminin, comun si neutru):

school
husband
adult
son
fox
ball
witch
enemy
nephew
nun
drake
basket
lad
student
book

cook
vixen
ewe
gander
child
bull
aunt
tiger
bird
novelist
queen
tree
neighbour
mare
sultan

II. Urmatoarele substantive apartin genului masculin. Care sunt ele:

1. un barbat care i-a murit sotia
2. un barbat necasatorit
3. un barbat cu care este casatorita o femeie
4. fiul unui rege
5. un cal matur
6. o persoana care croieste, face haine
7. un barbat care primeste prin lege o mostenire
8. scriitorul unei carti, piese
9. un barbat care tradeaza propria armata, dand informatii la inamici
10. un barbat care pazeste oile
11. un barbat care scrie poezii
12. o persoana care vaneaza
13. o persoana care face vraji
14. un barbat care cauta aventura
15. un barbat care serveste intr-un restaurant
16. un urias inspaimantator din basme
17. un barbat care joaca in filme, piese
18. un barbat care arata oamenilor unde sa se aseze la teatru
19. un barbat care lucreaza in administratie
20. un imparat rus

III. Schimbati sbst. masculine in feminine:

1. Our grandson in a student.
2. My children love the hero of this story.
3. There was a tomcat under the table.
4. My brother-in-law is in the garden.
5. The male-patient took some medicine.
6. The tiger is scary.
7. His loyal subjects love the king.
8. The ram looked at us when we entered the garden.
9. The heir didn't know what to do with all that money.
10. This sportsman won a medal.
11. The prince appeared at the palace window.
12. The piglets kept close to the boar.
13. The gander hissed angrily.
14. The headmaster is very pleased with the examination results.
15. The postman brought me a letter.
16. The monk spoke about that monastery.
17. My uncle is coming here tomorrow.
18. Her brother studies at Cambridge.
19. My friend is an adventurer.
20. The wizard entered the cave.

IV. Urmatoarele cuvinte denota persoane care apartin genului comun. Care sunt acestea?

1. un copil ai carui parinti au murit.
2. O persoana tratata de un doctor;
3. O persoana din alta tara;
4. O persoana in floarea varstei;
5. O persoana care studiaza ceva anume.;
6. O persoana care locuieste langa alta;
7. O persoana care preda;
8. Un copil foarte tanar;
9. Fiul sau fiica unui unchi sau matusi;
10. O persoana angajata sa lucreze pentru alta;
11. O persoana care insoteste pe alta;
12. O persoana care scrie carti, povestiri;
13. O persoana primita si tratata ca oaspete in alta casa;
14. O persoana care lucreaza intr-o biblioteca;
15. O persoana tanara;
16. O persoana care actioneaza intr-un mod prietenos;
17. O persoana care canta, danseaza, picteaza;
18. O persoana care calatoreste in orice fel de vehicol;
19. O persoana care detine o afacere, proprietate;
20. O persoana care e buna la sarituri, alergare.

V. Ce sunt urmatoarele substantive neutre:

1. Un obiect facut sa se joace copiii;
2. Un instrument pentru taiat;
3. O cladire in care de obicei locuieste o familie;
4. Un instrument pentru scris cu cerneala;
5. Un obiect de imbracaminte purtat de barbati, de obicei cu guler, maneci si nasturi;
6. Un obiect din lemn care blocheaza intrarea intr-o camera;
7. Un mecanism pentru incuierea usilor;
8. O cladire pentru inchinare crestina;
9. Un obiect in care se pun florile taiate;
10. Oricare dintre corpurile care se invart in jurul soarelui.

3. NUMBER

La plural substantivul primeste –s:

Book – books
 roof – roofs
 cat – cats
 teacher – teachers
 pencil – pencils
 boy – boys

Substantivele terminate in ch, sh, s, ss, z, x, fac pluralul in –es[iz]:

Church – churches
 Brush – brushes
 Kiss – kisses
 Buzz – buzzes
 Circus – circuses

Cele care se termina in y precedat de vocala, primesc –s:

Day – days
 Joy – joys

Cele care se termina in y precedat de consoana, primesc -ies la plural:

Lady – ladies
 Party – parties

Cele terminate in –o primesc –s sau es:

Piano – pianos
 Radio-radios
 Potato – potatoes
 Negro – negroes

Sbst. din greaca terminate in –sis fac pluralul in –ses:

Basis-bases
Crisis – crises
Thesis – theses

Cele in –f si fe fac pluralul in v+es:

Wife – wives
Knife – knives
Elf – elves
Scarf – scarves

Cele provenite din limba latina sau greaca pastreaza pluralul din original:

Vertebra – vertebrae
Phenomenon – phenomena
Stratum – strata
Criterion – criteria

Plurale Neregulate

Exista substantive care nu urmeaza nici o regula in formarea pluralului:

Brother – brothers – brethren (fratie)
Child – children
Die – dice (zaruri)
Foot – feet
Goose – geese
Louse – lice
Man – men
Woman – women
Mouse – mice
Ox – oxen
Tooth – teeth

Exista de asemenea substantive care nu au forma de plural sau singular:

S. advice, flour, cotton, happiness, police, progress, intelligence, meat, weather
(singularia tantum)

Happiness is hard to find.

The police is trying to catch the thieves.

T. pyjamas, jeans, trousers, cards, physics, clothes, manners, thanks, (pluralia
Tantum)

My trousers are on the chair.

Exercises

- I. Adaugati –s sau –es la substantivele urmatoare pentru a forma pluralul:
map, queen, monk, bench, teacher, box, girl, writer, potato, house, city, chair, watch, clasroom, orange, husband, mother, mouth, embargo, cliff, month, kilo, bush, wave, vase, day, fox, adult, dish, passenger.
- II. Completati cu pluralul unuia dintre substantivele urmatoare: play, country, story, donkey, day, lady, berry, hobby, diary, kidney
1. There are thirty one ... in January.
 2. Poland, Denmark and Switzerland are three European...
 3. The domesticated animals with long ears related to horses are called ...
 4. ...are small, juicy fruit.
 5. My... is something personal.
 6. Treasure Island is one of the most thrilling... ever written.
 7. The group of visitors consisted of five... and six gentlemen.
 8. John's ... are fishing and stamp collecting.
 9. Shakespeare's ... are very famous.
 10. The ... of some animals are used as food.
- III. Folositi A sau AN doar daca este necesar pentru a termina propozitia ***I want...***:
Meat, picture, chair, water, newspaper, knife, bottle of juice, help, wool, glass of wine, answer, cups of coffee, holiday, food, cushion, money, cheese, apples, soup, notebook, match, whisky, pencil, fork, eg, orange, tea, handkerchief, ice-cream.
- IV. Schimbati substantivele de la singular la plural:
1. The leaf fell from the tree.
 2. The boy has a knife.
 3. Te policeman caught the thief.
 4. The foot of the deer crushed the flower.
 5. The woman was carrying a baby.
 6. The little child saw a ewe in the field.
 7. Our cat has just caught a mouse.
 8. The man looked at the book on the shelf.
 9. The thief stole a watch and a radio.
 10. The wolf killed the donkey.

chapter II

I. THE PRESENT

1. VERB CLASSIFICATION

VERBS

a. Ordinary:

▪ Regular:

help
work
play
want
open
remember

▪ Irregular

think
make
bring
take
fly
stand

b. Special

▪ Auxiliary

be
have
do

▪ Modal

may/might
can/could
will/would
must
have to
need
should
ought to
used to
dare

2. Selected irregular verbs:

<i>VERBS WITH NO CHANGE</i>			
burst	burst	burst	a izbucni
cost	cost	cost	a costa
cut	cut	cut	a taia
hit	hit	hit	a lovi
hurt	hurt	hurt	a rani
let	let	let	a lasa
put	put	put	a pune
set	set	set	a pune, a aseza
shut	shut	shut	a inchide
split	split	split	a despica
spread	spread	spread	a raspandi
<i>VERBS WITH ONE CHANGE</i>			
beat	beat	beaten	a bate
become	became	become	a deveni
bend	bent	bent	a indoi
bind	bound	bound	a lega
bleed	bled	bled	a sangera
bring	brought	brought	a aduce
build	built	built	a construi
burn	burnt/burned	burnt/burned	a arde
buy	bought	bought	a cumpara
catch	caught	caught	a prinde
come	came	come	a veni
creep	crept	crept	a se tara, a se furisa
deal	dealt	dealt	a trata
dig	dug	dug	a sapa
dream	dreamt/dreamed	dreamt/dreamed	a visa
feed	fed	fed	a hrani
fight	fought	fought	a lupta
find	found	found	a gasi
get	got	got	a primi, a obtine
hang	hung	hung	a atarna
have	had	had	a avea
hear	heard	heard	a auzi
hold	held	held	a tine
keep	kept	kept	a tine, a pastra
kneel	knelt	knelt	a ingenunchea
lay	laid	laid	a aseza, a pune
lead	led	led	a conduce
leap	leapt/leaped	leapt/leaped	a sari
learn	learnt/learned	learnt/learned	a invata
leave	left	left	a lasa, a pleca

lend	lent	lent	a da cu imprumut
light	lit/lighted	lit/lighted	a aprinde
lose	lost	lost	a pierde
make	made	made	a face
mean	meant	meant	a inseamna
meet	met	met	a se intalni
pay	paid	paid	a plati
read	read	read	a citi
run	ran	run	a fugi
say	said	said	a spune
seek	sought	sought	a cauta
sell	sold	sold	a vinde
send	sent	sent	a trimite
shine	shone	shone	a straluci
shoot	shot	shot	a impusca
sit	sat	sat	a seada
sleep	slept	slept	a dormi
smell	smelled/smelt	smelled/smelled	a mirosi
stand	stood	stood	a sta (in picioare)
teach	taught	taught	a preda
tell	told	told	a spune
think	thought	thought	a gandii
understand	understood	understood	a intelege
win	won	won	a castiga
<i>VERBS WITH TWO CHANGES</i>			
be	was/were	been	a fi
begin	began	begun	a incepe
break	broke	broken	a (se) sparge
choose	chose	chosen	a alege
do	did	done	a face
draw	drew	drawn	a desena
drink	drank	drunk	a bea
drive	drove	driven	a conduce
eat	ate	eaten	a manca
fall	fell	fallen	a cadea
fly	flew	flown	a zbura
forbid	forbade	forbidden	a interzice
forget	forgot	forgotten	a uita
forgive	forgave	forgiven	a ierta
give	gave	given	a da
go	went	gone	a merge
hide	hid	hidden	a ascunde
know	knew	known	a sti
lie	lay	lain	a sta intins
ride	rode	ridden	a calari

ring	rang	rung	a suna
see	saw	seen	a vedea
shake	shook	shaken	a scutura
show	showed	shown/showed	a arata
sing	sang	sung	a canta
speak	spoke	spoken	a vorbi
steal	stole	stolen	a fura
swim	swam	swum	a inota
take	took	taken	a lua
throw	threw	thrown	a arunca
wear	wore	worn	a purta
write	wrote	written	a scrie

Verbele auxiliare in limba engleza sunt **be**, **have** si **do**, verbe cu ajutorul carora se vor forma interogativul, negativul sau formele timpurilor Present Perfect, Past Perfect, Past Tense, etc. Formele acestor verbe sunt:

TO BE

Affirmative	Interrogative	Negative
I am	Am I?	I am not (I'm not)
You/we/they are	Are you/we/they?	You/we/they are not(aren't)
He/she/it is	Is he/she/it?	He/she/it is not (isn't)

TO HAVE

Affirmative	Interrogative	Negative
I have	Have I?	I have not (haven't)
You/we/they have	Have you/we/they?	You/we/they have not(haven't)
He/she/it has	Has he/she/it?	He/she/it has not (hasn't)

TO DO

Affirmative	Interrogative	Negative
I do	Do I?	I do not (don't)
You/we/they do	Do you/we/they?	You/we/they do not (don't)
He/she/it does	Does he/she/it?	He/she/it does not (doesn't)

3. Pronouns

Personal Pronouns				Possessive pronouns	Possessive adjectives	Reflexive pronouns
Romanian	Nom.	Dat.	Acc.			
eu	I	(to) me	me	mine	my	myself
tu	you	(to) you	you	yours	your	yourself
el	he	(to) him	him	his	his	himself
ea	she	(to) her	her	hers	her	herself
el/ea(ob./anim.)	it	(to) it	it	its	its	itself
noi	we	(to) us	us	ours	our	ourselves
voi	you	(to) you	you	yours	your	yourselves
ei/ele	they	(to) them	them	theirs	their	themselves

Examples

I have a book. (Nominative)

She gives **me** flowers every day. (Dative)

You talk to **me** whenever you can. (Accusative)

This book is **mine**. (Possessive)

My house is red. (Possessive adjective)

I am talking to **myself**. (Reflexive pronoun)

Exercises

II. Read this passage and underline the pronouns and the present tense forms of the verb TO BE:

My name is Alex Scott. I am 16 years old. I am a high-school student.

My favorite subject is computer science. Computers are useful. They are also fun.

There are many games that I like to play on my computer.

I have a sister. Her name is Betty. She is also sixteen. We are twins. Betty and I are students in the same high-school. Betty's favorite subject is Spanish. Spanish is a beautiful language.

Our family is from northern California but we live in San Diego. San Diego is in southern California. There is some snow in the mountains, but hardly any in the valleys. In the valleys it is usually sunny and hot. That is why the movie industry is here. And the Scott family!

III. Supply the right form of the verb to be:

- Alex Scott... sixteen years old.
- Alex ... a high-school student.
- Alex's favorite subject ... computer science.
- Computers ... important to Alex. Computers ... also fun.
- There ... many computer games that Alex likes to play.

6. Betty ... Alex's sister. She ... also sixteen.
7. Alex and Betty... twins.
8. They ... students in the same high-school.
9. The Scotts ... from northern California.
10. They ... in San Diego now.
11. San Diego... in southern California.
12. The weather... usually warm in southern California.

IV. Correct these statements about the United States. Use the verb TO BE in the negative form:

1. The United States is a small country.
That's wrong. The United States is not (isn't) a small country. It's a large country.
2. New York City is the capital of the United States.
3. The Great Lakes are between the U.S. and Mexico.
4. The Rocky Mountains are in the eastern part of the United States.
5. The Mississippi river is a short river.
6. California and Oregon are near the Atlantic Ocean.
7. San Diego and San Francisco are cities in Texas.
8. It's usually cold in southern California.

V. Agree with the statements below. Use: **SO + AM/ARE/IS + subject** to agree with positive statements and **NEITHER + AM/ARE/IS + subject** to agree with negative statements:

1. Betty: I'm a part-time waitress.
Susan: *So am I.*
2. Betty: My job isn't difficult.
Susan: Neither is mine.
3. Betty: I'm at the restaurant every other evening.
Susan: _____
4. Betty: My boss isn't very friendly.
Susan: _____
5. Betty: My pay isn't very good.
Susan: _____
6. Betty: But my tips are quite good.
Susan: _____
7. Betty: My school books are not cheap.
Susan: _____
8. Betty: My allowance is a joke.
Susan: _____
9. Betty: Thank goodness for part-time jobs!
Susan: I couldn't agree more!

- VI. Make true statements about yourself: Use the words below and suitable *adverbs of frequency* (**always, often, usually, seldom, sometimes, occasionally, never**). Place the *adverb of frequency* after the verb **TO BE**:

PERSONAL STATEMENTS

- | | |
|------------------------------|--------------------|
| 1. late (ex: I'm never late) | 8. talkative |
| 2. busy | 9. aggressive |
| 3. idle | 10. generous |
| 4. impatient | 11. punctual |
| 5. nervous | 12. polite |
| 6. quiet | 13. self-confident |
| 7. shy | |

- VII. **When the subject of the sentence is mentioned for the first time, it is usually introduced by THERE IS/ THERE ARE.** Fill in the blanks with **there is/there are**:

The U.S. Library of Congress

- ... a very large library in Washington D.C. It is the Library of Congress.
- ... millions of books in the Library of Congress.
- ... concerts and lectures at the library on a regular basis.
- ... an exhibition of early printed books at the library now.
- ... many manuscripts by famous Americans at the library.
- ... a research center at the library.
- ... a large mail room near the library.
- ... sixteen reading rooms in the library.

- VIII. Ask and answer questions using **IS THERE/ARE THERE**_____?

In the City Center

- a public telephone somewhere around
Is there a public telephone somewhere around?
Yes, there is one around the corner./No, there isn't.
- any museums in this area
- an inexpensive restaurant somewhere close by
- any banks in the neighbourhood
- any travel agencies around here
- a post office within walking distance
- any department stores on this street
- a pharmacy near by.

II. THE SIMPLE PRESENT

FORMS

	AFFIRMATIVE (+)	NEGATIVE (-)	INTERROGATIVE (?)
I you	write	do not write	Do I/you write?
he / she / it	writes	does not write	Does he/she/it write?
we /you /they	write	do not write	Do we/you/they write?

When adding final -s or -es for the IIIrd person singular affirmative, apply the same rules as the plural of nouns.

USE:

1. Habitual actions:

She smokes.

We usually go to work by bus.

They drink whisky every night.

always, often, usually, frequently, generally, normally, occasionally, ordinarily, regularly, sometimes, from time to time, every day/week/month/year..., every other day, every once in a while, once a day/week/month/year, twice a day/week/month/year..., three times a day/month/year..., rarely, seldom, hardly ever, ever, never, as a rule, etc.

2. General truths:

The earth revolves around the sun.

Elephants don't fly.

Washington lies on the Potomac river.

3. Certain actions happening now:

a) with verbs not normally used in the continuous present:

I **understand**.

I **can see** someone in the street.

I **know** him.

I **believe** you **are** right.

b) in sports commentaries:

Maradona **hits** the ball over the defense line and the ball **goes** straight into the audience.

4. Instructions:

Take a large baking tin and **preheat** it in the oven.

Keep this medicine out of the reach of children.

Don't place the unit in direct sunlight.

5. Certain future actions:

We **leave** at 8 a.m. on Wednesday and **arrive** in Bangkok at 3 p.m. on Friday. We **spend** the night there and **leave** for Taipei at 7 a.m. the next morning. (*Itineraries*)

Exercises

I. Put the verbs in brackets in the right form:

1. In England, the Parliament... (make) the laws.
2. The law courts... (interpret) the laws.
3. She ... (be) a barrister.
4. I ... (not want) to be a solicitor.
5. A barrister... (represent) a person in court and ... (plead) the case.
6. The judge ... (preside) the court.
7. The plaintiff in this case ... (be) the queen.
8. The jury... (return) the verdict in a criminal case.
9. The jury... (establish) if the accused committed the crime.
10. The witness... (testify).
11. The witness... (not leave) the court after his testimony.
12. the judge... (not plead) a case in court.
13. You ... (want) to sell a property.
14. We... (make) the summing up of the trial.
15. She ... (have) a problem with her grandmother's will.
16. I ... (not know) the case.
17. Serious crimes ... (not be) tried in a civil court.
18. We ... (not like) studying the law.
19. If the jurors ... (not reach) an agreement, the case... (be) retried.
20. If you ... (have) a legal problem, you ... (go) to a solicitor.

II. Put the following in the :

- a) 3rd person singular;
- b) negative;
- c) interrogative.

1. I like classical music very much.
2. They live in small houses.
3. We go to church every Sunday.
4. They always spend their holidays abroad.
5. You wash your hands before breakfast.
6. My children always lose their pocket money.
7. Babies cry when they are hungry.
8. You always carry an umbrella.
9. These cars often break down.

10. I shave twice a day.
11. My friends often try to cook their own meals.
12. These planes fly over the beach very often.
13. These artists paint portraits only.
14. We buy and sell second hand cars.
15. These prisoners lie in bed all day.
16. Good boys kiss their parents good night after prayer.
17. My students speak Spanish very well.
18. English people still eat a lot of pudding.
19. Grandmothers really spoil their grandchildren.
20. Geese often hiss at strangers.

TYPES OF QUESTIONS

1. Yes/No Questions

Are you still here?

Yes. / No.

Do you want anything?

Yes. / No.

Is she a student?

...

Do you speak English?

...

Does he like her?

...

2. Wh-Questions

Who is this? (cine)

Who do you see in the street?

Who stays here when you are away?

What kind of car is this? (ce)

What do you want?

When is the exhibition? (cand)

When do you leave for Boston?

Where are my pens? (unde)

Where do you want to go?

Why is it so cold in here? (de ce)

Why does she smoke so much?

Which is the best way out? (care)

- How _____ ?
11. The beach is about half a mile from here.
How far _____ ?
12. Gasoline costs \$1.50 in this country.
How much _____ ?
13. It takes three hours to get there by plane.
How long _____ ?
14. She works here because she lives nearby.
Why _____ ?
15. Lawrence Olivier plays Hamlet in that film.
Who _____ ?
16. The weather is usually wet in this part of the country.
What _____ ?
17. It's the tallest of them that plays basketball.
Which one _____ ?
18. More than twenty families live in this house.
How many _____ ?
19. It's the maid's responsibility to keep the room clean.
Whose _____ ?
20. She resembles her mother.
Whom _____ ?

II. Ask questions about the underlined parts of the following sentences:

1. The landlady locks the door after midnight.
2. The car belongs to the Mayor.
3. I'm sorry I'm late.
4. The post arrives once a week.
5. Leo usually travels to work by train.
6. A newsagent sells newspapers.
7. There are only ten chairs in this room.
8. I usually take an aspirin when I have a headache.
9. Richard plays the lead guitar in that band.
10. She reads detective stories mostly.
11. Jimmy spends his free time playing computer games.
12. At Halloween, American Kids dress up as ghosts.
13. Your father smokes at least 40 cigarettes a day.
14. They move to a new house every three years.
15. We play bridge in the evenings.

III. Put the following words into the correct order:

1. many/ fans/ from/ Michael Jackson/ letters/ receives/ his
2. every/ girlfriend/ phones/ night/ he/ New York/ from/ his
3. TV/ or/ supper/ usually/ after/ he/ paper/ the/ watches/ reads
4. that/ man/ Susan/ wonder/ really/ I/ marry /to/ wants/ if
5. he/ studies/ there/ doesn't/to/ Ralph/ live/ but/ want/ Princeton/ at
6. people/ true/ pork/ that/ never/ is/ drink/ it/ these/ alcohol/ no/ eat/ and?
7. your/ hope/ helpful/ I/ finds/ very/ he/ instructions
8. Piccadilly Circus/ takes/ underground/ an hour/ to/ it/ to/ Westminster/ about/ half/ travel/ from/ by
9. children/ go/ the Zoo/ visit/ normally/ want/ we/ really/ there/ unless/ to/ the/ don't
10. seven/ doubt/ says/ in/ diploma/ of/ languages/ I/ can/ spite/ that/ his/ speak/ what/ he/ fluently.

NATIONALITIES

COUNTRY	LANGUAGE	NATION	ONE PERSON
Argentina	Spanish	the Argentineans	an Argentinean
Egypt	Arabic	the Egyptians	an Egyptian
Finland	Finnish	the Finns	A Finn
Great Britain	English	the British	a Brit/Briton
Hungary	Hungarian	the Hungarians	a Hungarian
Ireland	Irish/English	the Irish	an Irishman
Israel	Hebrew	the Israelis/Jews	an Israeli/a Jew
Kenya	Swahili/English	the Kenyans	a Kenyan
New Zealand	English	the New Zealanders	a New Zealander
Pakistan	Urdu	the Pakistanis	a Pakistani
Poland	Polish	the Poles	a Pole
Saudi Arabia	Arabic	the Saudis	a Saudi
Scotland	Scottish/English	the Scots	a Scot/Scotsman
Switzerland	German/French/Italian	the Swiss	a Swiss
The Netherlands	Dutch	the Dutch	a Dutchman
The Sudan	Arabic	the Sudanese	a Sudanese
Turkey	Turkish	the Turks	A Turk
Wales	Welsh/English	the Welsh	a Welshman

The British Average Family

The British average family lives in a semi-detached house with a garden in the south of England. They own their house which is situated in the suburbs of a large town. The house has three bedrooms. On average they have two children and a pet. The family drives a two-year old Ford Cortina.

He works in the office of an engineering company for 40 hours a week and earns £ 200 per week. He starts at 9.00 in the morning and finishes at 5.30 in the evening. He goes to work by car which takes him 20 minutes. He doesn't particularly like his job, but there are chances of promotion.

She works in a service industry for three days a week and earns £ 95. She works locally and goes there by bus. She quite likes her job as it takes her out of the house, she meets people and it is close to the children's school.

The children go to a state school which is a few miles from home. A special bus comes to pick them up every day. They are at school from 9.00 to 3.30.

The most popular evening entertainment is watching TV which the average person does for two and a half hours a day. After that, the most popular activity is visiting friends, going to the cinema or a restaurant or going to the pub. The most popular hobby is gardening and the most popular sports are fishing, football and tennis.

a. Ask questions about the average British family using: what, when, where, who, why, how?

ex. Where does the British Average family live?

In a semi-detached house with a garden in the south of England.

b. Make a similar account of the average Romanian family.

III. THE CONTINUOUS PRESENT

FORM

	AFFIRMATIVE (+)	NEGATIVE (-)	INTERROGATIVE (?)
I	am writing	am not writing	Am I writing?
he / she / it	is writing	is not writing	Is he/she/it writing?
we /you /they	are writing	are not writing	Are we/you/they writing?

USE

1. Actions happening at the moment of speaking:

What's **going** on here?

Be quiet! I'm **trying** to get some sleep.

The kids **are playing** at war.

2. Temporary actions:

They **are not using** the back door in winter.

"Have a cookie" "No, thank you. I'm **slimming**"

3. Near future:

I'm **flying** to Rome on Friday.

What **are you doing** tonight?

4. Repeated actions which are annoying or unreasonable:

He **is always phoning** when I'm in the bath.

This little girl **is forever asking** questions.

Exercises

I. Change into the Present Continuous where possible:

1. He teaches Physics and Biology.
2. Do you watch satellite television?
3. They carry heavy bags.
4. The gardener mows the grass.
5. She agrees with you.
6. Do you recognize that man?
7. Do you believe in reincarnation?
8. Why do we always hurry to work?
9. He dances very well.
10. They only shoot rabbits.
11. I hate this fish. It smells.
12. I'm afraid the boy lies.
13. Why do you drive so fast?
14. That music sounds good to me.
15. I suppose she wants a new car.
16. We prefer to live in the city.
17. Our granny bakes delicious cookies.
18. We have lunch at one o'clock.
19. The boys are very quiet. I wonder what's wrong.
20. I think they remember you very well.

II. Write questions to the following statements:

1. Rita is coming to see us on Sunday.
a. When.....? b. Who.....?
2. Ralph is bringing some wine and crackers.
a. What.....? b. Who.....?
3. I think the London orchestra is playing Mozart now.
a. What....? b. Which.....?
4. I'm meeting my lawyer at 10:30 in the court.
a. Where.....? b. What time.....?
5. The players are moving slowly today because of the heat.
a. Why.....? b. How....?
6. Your boyfriend is standing by the gate.
a. Where.....? b. What.....?
7. The Prime Minister is talking about a new economic plan.
a. What....? b. Who....?
8. The Australian yacht is sailing north.
a. Which....? b. Which way....?
9. The children are laughing at the clown.
a. Who.....? b. Who.....?
10. I'm trying to find out her brother's address.
a. What....? b. Whose.....?

III. Put the verbs into the Present Simple or Present Continuous:

1. Cathy? What the children (do)?
I (think) they (play) in the back yard.
You (hear) the noise?
Yes, it (sound) like something (splash) in the water.
Well, I (hope) they (not throw) my furniture into the swimming pool again.
2. What you (do) tonight?
I (meet) Jennifer at six.
You always (date) Jennifer. Why you (not go) out with Claire sometime?
3. Why these people (stand) there?
They (listen) to the man on the ladder.
And what he (do)?
He (make) a speech. people (make) speeches here every Sunday. It's Speaker's Corner, you (know).
4. Listen! Someone (knock) at the door.
Yes, it's my music teacher. She always (come) at 4 sharp. Can you wait upstairs until we (finish) our lesson?
5. An old lady (walk) into a box office for a movie called Doctor Zhivago. She (put) a dollar down. The cashier (say): "It's \$2,50." So, she (ask): "What? Is he a specialist?"
6. What you (look) for darling?
My glasses. Someone always (steal) them!

No, dear. You (keep) (lose) your things because you never (put) them where they (belong).

IV. Translate into English using the Present tense Simple or Continuous:

1. Tatăl meu nu se uita niciodată la televizor duminică.
2. Detest mulțimile, așa ca mă duc rareori la cumpărături.
3. Fata aceasta poartă vreodată rochii?
4. Din păcate, nu e ducem aproape niciodată la teatru.
5. Bunicul plimba câinele de trei ori pe zi.
6. Sper ca prietenul tău nu fumează.
7. De ce vrei să te duci în Statele Unite?
8. Iartă-mă. Te iubesc.
9. Nu mă face să râd. Oricum nu te cred.
10. Ai încredere în mine. Nu mint niciodată.
11. Cât câștiga el? N-am idee cât câștiga dar știu că cheltuiește mult. Acolo nu se întâmplă niciodată nimic interesant.
12. De regulă ne culcăm înainte de miezul nopții.
13. Crezi sau nu, dar noi reușim întotdeauna.
14. Jill așteaptă un copil în Octombrie.
15. Despre ce naiba vorbești?
16. Nu înțelegi? Glumesc doar.
17. Nu-l deranja pe tatăl tău acum Tocmai îi telefonează președintelui.
18. De ce mergi atât de repede? Cineva ne urmărește.
19. Ce mai aștepți? Ceainicul fierbe deja.
20. Vecinul meu exersează iarăși la vioara.
21. Stai liniștit când îți vorbesc.
22. Ei calatoresc în fiecare vară.
23. Ea nu studiaza mult dar doarme până tarziu.
24. Unde mergi în vacanța de vară?
25. Lui îi place muzica clasică.
26. Sora mea se întoarce de la serviciu acum.
27. Cine participă la conferință? Știi ce vrei să spui.
28. Te așteaptă prietenii?
29. Își caută bunica ochelarii?
30. Trimit două scrisori.

DEGREES OF COMPARISON FOR ADJECTIVES

There are at least three groups of adjectives with different comparison rules:

Degrees	<i>Short adjectives</i>	<i>Long adjectives</i>	<i>Irregular adjectives</i>
<i>Positive</i>	high hot pretty	beautiful interesting	good bad
<i>Comparative</i>	Sup. higher than hotter than prettier than	more beautiful than more interesting than	better than worse than
	Eq. as high as as hot as as pretty as	as beautiful as as interesting as	as good as as bad as
	Inf. less high than less hot than less pretty than	less beautiful than less interesting than	less good than less bad than
<i>Superlative</i>	Rel. the highest the hottest the prettiest	the most beautiful the most interesting	the best the worst
	Abs. very high very hot very pretty	very beautiful very interesting	very good very bad

Irregular adjectives have different rules for the **comparative of superiority** and the **relative superlative**

Other irregular adjectives:

many/much	more	the most
little	less	the least
Far	farther (in space) further (in time)	the farthest the furthest
old	older (things/people) elder (family)	the oldest the eldest
Ill	worse	the worst

Expressions

- as black as coal (negru ca taciunele)
- as busy as a bee (harnic ca o albinuta)
- as cold as ice (rece ca gheata)
- as light as a feather (usor ca o pana)
- as gentle as a lamb (bland ca un mielusel)
- as graceful as a swan (gracios ca o lebada)
- as hard as stone (tare ca piatra)
- as quiet as a mouse (tacut ca un soarece)
- as soft as silk (moale ca matasea)

Describing someone

Of all my relatives, I like my aunt Emily the best. She is my mother's youngest sister. She is not married and lives alone in a small village near Bath. She is in her late fifties but she's quite young in spirit. She has a fair complexion, thick brown hair which she wears in a bun and dark brown eyes. She has a kind face and when you meet her, the first thing you notice is her smile. Her face is a little wrinkled now but I think she is still rather attractive. She is the sort of person you can always go to when you have a problem

She likes reading and gardening and she still goes for long walks over the hills. She's a very active person. All the time she's doing something to entertain herself. She's extremely generous but not very tolerant with people who don't agree with her. I hope I'm as content as she is when I'm her age.

1. Go through the text and find which parts describe her face, her body, her character, her likes and dislikes, her habits.
2. List the adjectives used in the text and say if they describe the person's character or appearance.
3. **“She isn't very tolerant”** – that's a nice way of saying **she is intolerant**. Sometimes we avoid saying a negative quality by saying “not very”+ the opposite adjective. How could you tactfully describe someone who is: stupid, boring, cruel, rude, ugly.
4. Make a description of someone you know. Include: physical description; character, likes and dislikes; your opinions.

Complete the sentences with adjectives ending in –ed or –ing formed from the verb in brackets:

1. Classical music is _____. (bore)
2. He gets very _____ when he listens to heavy metal. (excite)
3. It's _____ to listen to his singing. (embarrass)
4. I feel _____ when I listen to jazz. (relax)
5. I find Opera quite _____. (thrill)
6. What a _____ song! (depress)
7. I find the film very _____. (disappoint)
8. It's a _____ book. (tire)
9. I get _____ by rude people. (annoy)
10. I find motorway driving very _____. (frighten)
11. The children are _____ with wild animals. (fascinate)
12. He was _____ to hear your news. (delight)

chapter III

COMMUNICATION PRACTICE

I. Greetings

The usual way of greeting someone is to say:

HELLO.

You can add:

HOW ARE YOU?

An informal way of greeting is to say:

HI! or HIYA!

We say

GOOD MORNING until 1 p.m.

GOOD AFTERNOON from 1 to 6 p.m.

GOOD EVENING after 6 p.m.

You say GOOD NIGHT only when **you are leaving**

Special Occasions

“Merry Christmas!” you reply “And you!” or “And a Merry Christmas to you too!”

Happy New Year!

Happy Easter!

Happy Birthday!

Many Happy Returns! you reply by saying “Thank you”

When leaving you say:

GOOD BYE!

When you expect to see the person again soon:

SEE YOU!

SEE YOU SOON!

SEE YOU AROUND!

Some people say:

SO LONG!

TAKE CARE!

When you are saying good bye to someone you don't know very well you say:

I LOOK FORWARD TO SEEING YOU AGAIN SOON.

IT WAS NICE MEETING YOU!

Dialogue

Mike: Hello Susan. Nice to see you. I haven't seen you for ages. How are you?

Susan: Everything is fine, thank you. What about you?

M: Ah, not too bad, thanks. Everybody in my family is in fine order; things are going fine with my job.

S: By the way, Mike, this is Ioana. She's from Romania.

M: How do you do, Ioana! I'm glad to meet you. I'm Mike.

Ioana: How do you do, Mike!

Mike: Which part of Romania are you from Ioana?

I: North-east, from a city called Iasi, one of the oldest and biggest Romanian cities, the place where I like to live.

M: Are you here on holiday?

I: No, I am a student and I have a scholarship. I live with Susan and her family.

M: I see. That's fine.

I: What about you? What do you do?

M: Oh, I'm a doctor.

I: That sounds interesting.

M: Well, that's my job.

I: I'm sorry. I have to leave. My friends are waiting. See you soon!

M: See you! I hope we'll spend some time together one day.

I: I'd like to meet you again.

Exercises

1. You are having a party. John arrives. He is a guest. How do you greet him?
2. Robert is your friend. Kate is your sister. Introduce Robert to Kate.
3. You are talking to someone. You want to finish the conversation politely. What can you say?

II. EXPRESSING AND FINDING OUT INTELLECTUAL AND EMOTIONAL ATTITUDES

Expressing one's opinion

I think...

I feel that...

As far as I'm concerned...

Asking for someone's opinion

Do you think that...?

What do you feel/ think about...?

Are you sure that...?

Giving reasons

I think... is right because...
...That's why I feel that...
...and so I think that...

Asking for reasons

Why?
Why do you think that...?
What makes you feel that...?

Defending one's opinion

Yes, but what I really mean is...
What I'm trying to say is...
On the contrary, I...
What you said is really an argument for my point of view. I feel...

Agreeing/ supporting other people's opinions

Yes, that's right.
That's what I feel too.
I think so, too.
Exactly.
I (fully) agree with you.
X put it very well.
I feel that X is right.
X raised some good points.
What X said are the most important..., I feel.
OK.

Disagreeing/ contradicting other people's opinions

I don't agree.
I don't think so.
That's not...
You can't say that.
That's no proof.
That's not the point/ question/ problem...
But surely...
Oh, no...

Stating whether something is right or wrong

True.	Wrong.
That's right.	That isn't right.
That's exactly.	Absolutely not.

Expressing certainty and uncertainty, probability and possibility

I'm absolutely certain that...

I'm sure that...

There is definitely...

There may be...

Perhaps...

...might...

I'm not at all sure if...

...could be...

I don't think that...

...is not very likely.

That could/may/might happen.

...is not possible.

If A happens, X will come.

If A happened X would go.

Making comparisons

...is not as...as...

...are as...as...

...is a much more important...than...

...are less important than...

There are far fewer/ not as many argument for...as against...

You can't compare...with...

You have to compare...with...

Making conjectures

C could be a...

C looks like...

I think/feel that...

...makes me think of...

Expressing interest or indifference

I'm interested in...

I'd like to know more about...

I'd like to do something on...

...sounds interesting.

Please tell me more about...

I'm keen on...

...doesn't interest me.

I don't care.

What a boring topic.

Expressing likes and dislikes

I love/like...
...is great/ very good/fun/fantastic
I enjoy...
What I like best...
I hate/ dislike...
What I don't like about...is...
I'm not at all keen on...

Stating preferences

I'd rather...
I prefer...to...
I'd much rather...than...

Praising

...is/ are great/ wonderful/ fantastic/ first rate...
I've never...a better/ more interesting/ ...than...
...is the best...I know.
...is the most beautiful...I've ever seen...

Expressing intentions

I'm going to...
When I'm twenty I'll...
In ten years' time I'll...
I want to...
I intend to...

Expressing personal insights

I learnt that...
It became clear/ obvious that...
I realised that...
I found out about...

Expressing doubt

I can't say if...
I have my doubts about that.
Do you think that...? I doubt it.

It's very doubtful whether...
You haven't convinced me yet.
You may have a point there, but I'm still not sure...
OK, but...

III. GETTING THINGS DONE

Asking someone to do something or not to do something

Would you please...?
Could you...?
Open the..., please.
Don't...
Stop talking...
Never...

Giving instructions

First put the...then...
You have to...before you can...
Let me show you. The...goes in here, this...
Hold it upright/ higher/ lower.
Move...to the right/ left.

Expressing understanding

I see.
I've got that.
OK.
That's clear now.
All right.
I didn't hear what you said. Could you speak up, please?
Could you say that again, please?
I didn't understand your last sentence.
Pardon?

Asking for confirmation, giving confirmation

...Is that what you mean?
Do you want to say...?
Did you say that...?
You mean that...don't you?
You said...didn't you?
Do we have to fill everything in?
Yes, that's what I meant/ wanted to say.

Insisting

I have to say again that...
I have to insist on...
We must keep to the rules.

Giving in

All right then.
OK, you're right.
I take that back.
Perhaps I was a bit too...

Making suggestions

What about...?
We could...and then...
Let's start with...
I suggest that each of us...
Why don't we...?

Complaining

B never says anything.
He/she won't let me see that handout...
P talks all the time.
A keeps interrupting/ making silly remarks...
You're always asking me to write things down/ be your speaker...

IV. SPEECH ACTS FOR PARTICULAR SITUATIONS

Asking the way; giving directions

Turn right/ left at the next traffic lights.
Walk straight on for...
It's the third street on your left/right.
Walk along High Street until you come to...

Meeting people: introducing someone

This is...he's/ She's...
Sandra, I'd like you to meet...

Discussions: interrupting

Just a minute...

Can I butt in here?
Could you stop here for a moment?
Could I question your last point?
Before you go on, let me...

Giving evasive answers, hesitating

I'm not sure.
I wouldn't know.
Well, let me think.
I can't say.
Well,...

Exercises

1. You go to your new workplace where you meet your colleagues. Introduce yourself.
2. You go to an office desk. You want to get some information. What do you say?
3. Write a letter to a friend congratulating him/her on getting a good job.
4. Write a letter to your doctor who looked after you when you were in hospital.
5. Express your opinion about advertisements on TV. Describe your favorite advertisement or imagine one.
6. "An apple a day keeps the doctor away" says an English proverb. Do you agree? Why not?

chapter IV

THE FUTURE

I. The Simple Future

FORMS

	AFFIRMATIVE (+)	NEGATIVE (-)	INTERROGATIVE (?)
I / we	Shall/ will write	Shall/will not write (shan't /won't) write	Shall I/we write?
he / she / it	Will write	Will not (won't) write	Will he/she/it write?
you /they	Will write	Will not (won't) write	Will you/they write?

USE

1. Expectations, predictions, assumptions about the future:

Don't worry! She'll **come** back.

I'm sure **you'll find** him in the office.

Future Time expressions: tomorrow; the day after tomorrow; next Monday/week/month/year; in a week's time; soon; shortly
--

2. Invitations, requests, commands, assumptions:

Will you join us for lunch?

Will you post this letter for me, please?

Shall I pour you a drink?

Let's go out tonight, **shall we?**

You **will do** as I tell you.

II. The Continuous Future FORMS

	AFFIRMATIVE (+)	NEGATIVE (-)	INTERROGATIVE (?)
I / we	Shall/ will be writing	Shall/will not be writing (shan't /won't) be writing	Shall I/we be writing?
he / she / it	Will be writing	Will not (won't) be writing	Will he/she/it be writing?
you /they	Will be writing	Will not (won't) write	Will you/they be writing?

USE

1. An action in progress at a certain time in the future.

This time tomorrow **we'll be watching** TV.

We shall be spending our winter holiday in the mountains.

Exercises

I. Fill in the blanks with SHALL or WILL:

1. He ... play tennis tomorrow.
2. We... see a good film next week.
3. You ... understand this soon.
4. I ... talk to them on Saturday.
5. The children... eat ice-cream at the party.
6. You ... go on a trip next Friday.
7. We... ask them a lot of questions.
8. They ... be fifteen next month.
9. I ... give her a good book to read.
10. It ... rain in the afternoon.

II. Ask questions according to the model:

1. They will move to a new house next week. (who, where, when)
Who will move to a new house next week?
Where will they move next week?
When will they move to a new house?
2. Mother will make a good cake. (what, what kind of)
3. I shall go to school tomorrow. (where, when)
4. You will catch some fish. (who, what)
5. They will come here on Sunday. (who, when)
6. I shall watch TV tonight. (what, when)
7. Your sister will help you next week. (whom, when)

8. I shall open the red book. (who, which)
9. The boys will translate a difficult text in the morning. (what, when, what kind of)
10. We shall go for a walk in the park in the afternoon. (who, where, when)

III. Put the verbs in brackets into the Future Continuous:

1. This time next week, we (travel) to Los Angeles.
2. If she comes at 1 o'clock, you (to have) lunch.
3. It probably (to snow) when they come back.
4. This time next week I (to study) at the University.
5. At 5 o'clock they (to listen) to music.
6. When we go to the zoo, we (to feed) the animals.
7. Don't call him up now. He (to take) his afternoon nap.
8. If you come before 7, we (to work) in the garden.
9. At this time tomorrow afternoon, they (to fly) over the Rocky Mountains.
10. I (to wait) for you in the park at this time tomorrow.

TO BE GOING TO – expressing the Future

It expresses:

1. **Intention:** What **is** Jane **going to tell** us?
2. **Prediction:** My sister **is going to graduate** from the Faculty in May.
3. **Planned actions:** I **am going to buy** a boat next year.

III. THE NUMERAL

A. THE CARDINAL NUMERAL

- 0** – zero (used in American English, in mathematics, for temperature
 - naught (used in British English, in mathematics)
 - oh (used with long numbers)
 - nil (used to express scores in sports matches)
 - love (used to express scores in tennis)

1 – one

2 – two

3 – three

4 – four

5 – five

6 – six

7 – seven

8 – eight

9 – nine

10 ten

11 – eleven

12 – twelve

13 – 19 – *add –teen at the end of each unit:*

13 – thirteen

14 – fourteen

15 – fifteen

16 – sixteen

17 – seventeen

18 – eighteen

19 – nineteen

To form 20, 30, 40...90, add -ty at the end of each unit:

20 – twenty

30 – thirty

40 – forty

50 – fifty

60 – sixty

70 – seventy

80 – eighty

90 – ninety

21 – twenty-one

22 – twenty-two

23 – twenty-three

34 – thirty-four

45 – forty-five

56 – fifty-six

67 – sixty-seven....

100 – one hundred

101 – one hundred and one

110 – one hundred and ten

119 – one hundred nineteen

133 – one hundred and thirty-three

200 – two hundred

1000 – one thousand

1456 – one thousand four hundred and fifty-six

10.000 – ten thousand

13.469 – thirteen thousand four hundred and sixty-nine

100.000 – a hundred thousand

1.000.000 – one million

20.000.000 – twenty million

1.000.000.000 – one billion

To read the years, you have to read the two numbers separately:

1999 – nineteen ninety-nine

1345 – thirteen forty-five

1807 – eighteen o [əu] seven

1066 – ten sixty-six

2000 – two thousand

2001 – two thousand and one

Hundred, thousand, million, billion, dozen (12), score (20) and gross (144) are used in the plural only when they express an indefinite number:

hundreds of books

thousands of tulips

scores of boxes

millions of animals

B. THE ORDINAL NUMERAL

1 the first (the 1st)
2 the second (the 2nd)
3 the third (the 3rd)
4 the fourth (the 4th)
5 the fifth (the 5th)
6 the sixth (the 6th)
7 the seventh (the 7th)

8 the eighth (the 8th)
9 the ninth (the 9th)
10 the tenth (the 10th)
11 the eleventh (the 11th)
12 the twelfth (the 12th)
13 the thirteenth (the 13th)

20 the twentieth
21 the twenty-first (the 21st)
22 the twenty-second (the 22nd)
30 the thirtieth (the 30th)
90 the ninetieth (the 90th)
100 the one hundredth (the 100th)

10.000 the ten thousandth (the 10.000th)

The date can be written as follows:

April 1, 1946
April 1st, 1946
1st April 1946
1st of April 1946

C. TELLING THE TIME

1.00 – it's one o'clock/ one sharp/ a.m.
1.15 – it's a quarter past one
2.30 – it's half past two
3.05 – it's five (minutes) past three
4.10 – it's ten (minutes) past four
5.20 – it's twenty (minutes) past five
8.25 – it's twenty-five (minutes) past eight
9.45 – it's a quarter to ten
6.55 – it's five (minutes) to seven
8.35 – it's twenty-five (minutes) to nine
11.50 – it's ten (minutes) to twelve
19.30 – it's half past seven in the evening/ p.m.
23.15 – it's a quarter past eleven at night/ p.m.

Exercises

I. Read and write the following numbers: 1; 4; 5; 10; 11; 14; 18; 32; 40; 49; 57; 99; 100; 213; 901; 1.000; 3723; 10.046.

II. What time is it?

- a. 3.00; 11.00; 4.00; 7.00; 5.00; 6.00; 9.00; 12.00; 13.00; 24.00;
- b. 7.30; 9.45; 15.15; 10.05; 19.10; 22.20; 2.25; 23.35; 5.55; 6.15; 10.50;

III. Answer these questions:

1. What time do you get up?
2. What time do you have breakfast?
3. What time do you leave home?
4. What time do you get to work?
5. What time do you have your snack?
6. What time do you get home?
7. What time do you have lunch?
8. What time do you have dinner?
9. What time do you turn on your TV set?
10. What time do you go to sleep?

IV. Read these years: 1946; 1969; 1978; 1585; 1715; 1900; 1616; 1859; 1504; 1642.

D. DAYS OF THE WEEK, SEASONS AND MONTHS

Sunday
Monday
Tuesday
Wednesday

Thursday
Friday
Saturday

Winter	December
	January
	February
Spring	March
	April
	May
Summer	June
	July
	August
Autumn	September
	October
	November

Exercises

Work on the model:

February
February is the second month of the year

1. **January;**
2. **October;**
3. **August;**
4. **July;**
5. **April;**
6. **November;**
7. **June;**
8. **March;**
9. **September;**
10. **December;**
11. **May.**

chapter V

EMPLOYMENT FILE

I. *Résumé*

JOHN L. MARTIN 25 Churchill Street London 16424	
Military Service	<i>1990 to 1994. After recruit, a three-month electronic course. Duties included, repairing, testing and maintaining electronic devices.</i>
Activities	<i>Home radio/TV operation, skiing.</i>
References	<i>Furnished upon request</i>
Personal Data	<i>Age: 30</i> <i>Marital status: single</i>
Education	<i>Radiotelephone license, Lloyd Community College, Manchester</i>
1996 to present	<i>Candidate for Associate in Applied Science degree in June, 1980</i> <i>Concentrating in Electronic Technology with emphasis on building and testing prototype circuits, and modifying electronic apparatus.</i>
1986 to 1990	<i>Graduated Holyrood High-School Edinburgh</i>
1988 to present	<i>Work 20 hours a week as a salesman in the radio supply outlet</i> <i>Sold all types of radio and electronic equipment, which required explaining the equipment, showing people how to operate it.</i>
1986 to 1990	<i>Announcer at roller skating rink, request line operator at radio station</i>

II. *Curriculum Vitae*

PERSONAL DETAILS	
<i>Name:</i>	ANGELA JOHNSON
<i>Address:</i>	14 Newton Street Westford Worcestershire WO4 2LZ
<i>Telephone:</i>	(0256) 456 789
<i>Date of Birth:</i>	1 January 1971
<i>Nationality:</i>	British
<i>Language:</i>	Conversational French Advanced German
<i>Computer Literacy:</i>	WordPerfect, Lotus 1-2-3
EDUCATION	
<i>1982-1889</i>	Westford Community High School, Westford
<i>'0' Levels</i>	English Language, mathematics, History, English Literature, Biology, French, Technical Drawing, Chemistry
<i>'A' levels</i>	Mathematics, Chemistry, Biology
<i>1989-1992</i>	University of Sussex
<i>Degree</i>	BSc (Hons) in Biological Sciences
WORK HISTORY	
<i>Sept. 1992-Feb. 1993</i>	WESTFORD CHEMICAL SERVICES – assistant
<i>Summer 1991</i>	BLACKFRIARS CAFÉ, Westford – waitress
<i>Summer 1990</i>	OPEN GOLF TOURNAMENT, Birkdale – waitress
<i>College Positions</i>	Entertainments officer <ul style="list-style-type: none"> ▪ accountable for a budget of £15.000; ▪ required to prepare accounts/reports;
<i>Summer 1989</i>	WESTFORD CHEMICAL SERVICES – volunteer
INTERESTS	Aerobics, netball, cinema, theatre, reading
REFERENCES	Available on request

III. *Letter of Application*

14, Newton Road
Westford
Worcestershire
WO4 6YH
Tel: (01256) 456 789

Ms. A Winter
Personnel Manager
LIB Publishing Ltd
45 Book Street
London W 1 B 4BK

Dear ms. Winter

Ref. : Editorial Assistant Vacancy

I am writing to apply for the position of Editorial Assistant that you advertised in The Guardian on 8 May 1996, as I believe it offers the career challenge which I am seeking.

As you will see from my enclosed Curriculum Vitae, I graduated from the University of Sussex last year and since then I have had a successful year working in a scientific environment with a local chemical services firm.

I would like to highlight the following skills which I believe would add value to your organization:

Organizational skills: developed in my current job with Westford Chemical Services

Accounting skills: developed in my role as University Entertainments Officer, where I prepared annual reports and accounts and as responsible for a budget of £ 15.000 per annum.

Interpersonal Skills: developed through working in a team environment in my current role and through a number of holiday vacation positions.

I have a keen interest in scientific publishing and would appreciate the opportunity of an interview to discuss why I believe I am a good match for your requirements.

I look forward to hearing from you.

Yours sincerely

Angela Johnson

IV. Interview Strategy

1. Tips for a successful interview:

- a) be neat and well-groomed;
- b) be natural, friendly, but not too sloppy or overly casual;
- c) be more interested in the work involved in the job than in salary and benefits;
- d) have definite vocational goals, know exactly what you want to do;
- e) if you go to an interview, you should go alone;
- f) if your interview is for 10 a.m., you should arrive 10 minutes earlier.
- g) When you meet the interviewer, you should shake his/her hand.
- h) if you are a smoker, during the interview, you should refrain from smoking;
- i) during the interview, you should sit up straight in your chair
- j) If the interviewer asks you why you want the job you should say “ I feel I could do a good job for this company”;
- k) answer the questions as directly as you can;
- l) before the interview, you should find out about the company you are applying for;

2. Possible interview questions:

- a) tell me something about yourself.
- b) tell me a story.
- c) Why do you want to work for us?
- d) What two or three accomplishments have given you the greatest satisfaction?
- e) What college subjects did you like best and least?
- f) What have you read recently?
- g) Show me some samples of your writing.
- h) What would you see as the ideal job for you?
- i) Where do you see yourself in 5 years?
- j) What have you done to learn about the company?
- k) What are your interests outside work?
- l) What is your greatest strength?
- m) Have you ever been fired?
- n) What are your salary requirements?
- o) What questions do you have?

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