

VIOLETA NEGREA
MIHAELA MOCANU
ELENA VASILIU
IRINA MELINTE

LIMBA ENGLEZĂ
- MANUAL DE STUDIU INDIVIDUAL -

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INTRODUCERE

Prezenta apariție editorială se adresează în special studenților Facultății de Management Comercial și Turistic din cadrul Universității Creștine “Dimitrie Cantemir”, din anul I, semestrul I, forma de învățământ cu frecvență redusă. Fără îndoială, studiul limbii lui Shakespeare este un instrument indispensabil studenților care se pregătesc să activeze atât în domeniul afacerilor, cât și în turism, domenii care se dovedesc a fi în zilele noastre extrem de competitive și în care, datorită globalizării, comunicarea în limbi străine nu mai este apanajul câtorva, ci un fapt la ordinea zilei, de care oricine trebuie să fie capabil. Lucrarea poate fi utilă, de asemenea, și altor învățăcei, dornici să afle —tainele limbii engleze, care a devenit *lingua franca* a zilelor noastre.

Obiectivele cursului

Principalele obiective ale manualului sunt dezvoltarea capacității de comunicare orale și scrise în limba engleză; îmbogățirea lexicului și a cunoștințelor de limbă engleză, în general și cu orientare specială spre limbajul economic; revizuirea și perfecționarea cunoștințelor de gramatică prin administrarea de exerciții și teste specifice.

Competențe conferite

După parcurgerea acestui curs, studentul va fi în măsură:

- Să cunoască și să utilizeze în mod corect conceptele și noțiunile specifice disciplinei;
- Să dezvolte competențele de receptare și producere, să decodifice și să producă, atât oral cât și în scris, mesaje corecte și adecvate funcțional și comunicativ;
- să utilizeze conștient și adecvat funcțional modalități și tehnici de interacțiune (orală și în scris) în diverse contexte comunicative;
- Să manifeste flexibilitate în cadrul schimbului de idei și în cadrul lucrului în echipă în diferite situații de comunicare;
- Să dezvolte interesul pentru descoperirea unor aspecte culturale specifice, prin receptarea unei varietăți de texte în limba engleză și prin raportarea la civilizația spațiului cultural anglo-saxon;
- Să manifeste disponibilitatea pentru acceptarea diferențelor și pentru manifestarea toleranței prin abordarea critică a diferențelor și a stereotipurilor culturale;
- Să cunoască și să utilizeze în mod corect conceptele și noțiunile specifice gramaticii engleze.

Resurse, mijloace de lucru și recomandări de studiu

Cursul dispune de manual scris, care va face obiectul studului individual al studenților, iar pentru prezentarea temelor cursului se vor folosi echipamente audio-vizuale, metode interactive (lucrul pe grupuri, perechi) pentru a se putea realiza practica propriu-zisă a limbii.

Activitățile tutoriale vor avea în vedere, în primul rand, întocmirea individuală a CV-ului european, a unei scrisori de intenție și a traducerilor prevăzute în unitățile de învățare, asimilarea lexicului nou și a verbelor frazale.

Studenții vor folosi și lista cu verbe neregulate adăugată la sfârșitul manualului.

Conținutul materialului de studiu:

Cursul este structurat în 5 module de studiu, împărțite fiecare în 2 unități de învățare:

Cursul ghidează studenții, în pași rezezi, într-un periplu de tematici menite să ofere un bagaj de cunoștințe indispensabil în contextul socio- economic actual.

Pornind de la informații despre învățământul superior, structurate comparativ, îmbogățite cu un studiu de caz și cu o prezentare a tendințelor de ultima oră din domeniu- elearning, periplul continuă cu o incursiune în Uniunea Europeană, relevându-i trecutul, prezentul și proiectele de viitor, precum și detalii de finețe despre națiunile sale —unite în diversitatem.

De un real folos credem că vor fi informațiile despre redactarea CV-ului, a scrisorii de intenție, despre tehnicile de interviu precum și modalitatea de pregătire a interviului care este, după cum știm, un moment pe cât de determinant, pe atât de dificil, mai ales când se desfășoară în limba engleză.

Cunoașterea limbii engleze și, deci, îndepărtarea multor bariere lingvistice, conduce firesc cătreturism! El este abordat, în lucrarea de față, atât din perspectiva economică, cât și din cea de *leisure*, de modalitate de petrecere a timpului liber prin călătorii.

Întrucât întregul context social și economic este marcat în prezent de internet, prezentăm în finalul lucrării noțiuni de e-comerț, atât în aspectul internațional cât și în cel național.

În încercarea de a ține pasul cu actuala dezvoltare tehnologică, cu tendința crescândă de studiere a limbii engleze bazată pe calculator și, întrucât întregul context social și economic este marcat în prezent de internet, am încercat să facem trecerea de la abordarea tradițională a unor teme precum învățământul superior, turismul sau comerțul la abordarea modernă de învățământ, turism și comerț electronic: e-learning, e-tourism, e-commerce.

Prin discutarea acestor teme încercăm să trecem dincolo de problemele inerente, dar oarecum aride și plictisitoare în predarea unei limbi străine și anume cele legate de gramatică: timpuri verbale, verbe neregulate, concordanța timpurilor etc și să le stărnim interesul legând toate aceste construcții de limbaj de lucruri ce intră în sfera preocupărilor lor.

De asemenea, un alt element novator al acestui manual îl constituie studierea verbelor frazale, celebrele verbe cu prepoziții din limba engleză, pe care am încercat să le introducem în fiecare lecție, exersând folosirea lor contextuală. Manualul conține astfel o listă destul de completă a unor verbe de bază cu prepoziții precum : to get, to take, to put, to work, pentru a da câteva exemple.

Am dori să menționăm că, deși vocabularul cuprins în manual este în general familiar pentru studenți din timpul liceului, fiecare lecție este în așa fel organizată încât să le reîmprospăteze cunoștințele, dar și să le îmbogățească și nuanțeze limbajul. Aș aminti în acest sens câțiva termeni precum: tutorial, further education, grant, tuition fee, the single market, the single European currency, EU enlargement policy, employability, on-the-job-training,

outplacement, work placement, lifelong learning, job shadowing, traineeship legat de învățământul superior și de muncă, sau câțiva termeni din turism care le sunt mai puțin cunoscuți cum ar fi tourist trap, guided tour, tour whistle-stop, travologue or travolator.

Nu în ultimul rând (last but not least) aș dori să menționăm portofoliul de traduceri și retroversiuni pe care îl conține manualul în dorința de a-i familiariza pe studenți cu trecerea dintr-o limbă într-alta, ce nu poate fi doar un exercițiu mecanic de transpunere —cuvânt cu cuvântl a unui text din engleză în română sau din română în engleză, ci o lectură posibilă a acelu text, în termenii unui nou cod care, prin intermediul construcțiilor specifice, a idiomurilor și sintaxei din limba țintă să poată reda înțelesul mesajului respectiv. Dorința noastră este să îi învățăm pe studenți că, în ciuda celebrului dicton —traduttore, traditorel mesajul poate fi decodificat, fără a-și pierde înțelesul într-o alta limbă. Și acest lucru este cu atât mai necesar azi, când citim texte traduse cu ajutorul instrumentelor —googlel ce par să nu aibă nicio noimă în limba în care au fost traduse.

La încheierea modului 2, studenții vor fi evaluați cu un test de control.

| Modul | Unitate de invatare | Timp alocat |
|---|---|--------------------|
| I. ACADEMIC LIFE | UNIT 1. MODERN TRENDS IN HIGHER EDUCATION | 2 ore |
| | UNIT 2. HIGHER EDUCATION INSTITUTIONS | 2 ore |
| II. BEING AN EU CITIZEN | UNIT 1. THE EUROPEAN UNION: PAST AND PRESENT | 2 ore |
| | UNIT 2. EU MEMBERSHIP | 2 ore |
| | TEST-PAPER I | 2 ore |
| III. THE LABOUR MARKET: CURRENT CHALLENGES | UNIT 1. JOB INTERVIEW | 4 ore |
| | UNIT 2. EMPLOYMENT FILE | 4 ore |
| | TEST-PAPER II | |
| IV. THE WORLD OF TOURISM | UNIT 1. INTERNATIONAL TOURISM | 2 ore |
| | UNIT 2. SERVICES IN TOURISM | 2 ore |
| V. E-COMMERCE | UNIT 1. E-COMMERCE: DEFINITIONS AND OVERVIEW | 2 ore |
| | UNIT 2. E-COMMERCE IN ROMANIA | 2 ore |

Teme de control (TC)

Desfășurarea temelor de control se va derula conform calendarului disciplinei și acestea vor avea următoarele subiecte:

1. Elaborarea unei scrisori de intenție, traducerea corectă a vocabularului specific pentru învățământul superior și Uniunea Europeană, precum și folosirea corectă a timpurilor verbale din limba engleză (2 ore)
2. Elaborarea unui CV, traducerea corectă a terminologiei din turism, comerț și folosirea corectă a verbelor modale, a diatezei passive și a condiționalului. (2 ore)

Bibliografie obligatorie:

1. Andreea-Ileana Danielescu, Mihaela Mocanu, Elena Vasiliu, *Advanced Practice in Business English*, Editura Universitara, Bucuresti, 2009.
2. Andreea-Ileana Danielescu, Mihaela Mocanu, Elena Vasiliu, *English for Professionals*, Editura Universitatea, Bucuresti, 2011
3. *Gramatica limbii engleze* – Ioana Maria Turai, Ed. Corint, 2006

Durata de studiu

Timpul alocat fiecărei unități de învățare este de două sau patru ore, în funcție de complexitatea și gradul de dificultate al acesteia. Unitățile de învățare au fost indicate în tabelul de mai sus referitor la conținutul materialului de studiu.

Metoda de evaluare

Examenul final la această disciplină constă într-o lucrare scrisă ce va cuprinde atât întrebări tip grilă cât și subiecte deschise (redactarea personala a unui scrisori, traduceri, etc). În stabilirea notei finale se va ține seama și de rezultatele obținute de către studenți la testele de control, precum și de participarea la activitățile tutoriale.

MODULE 1

ACADEMIC LIFE

Unit 1: MODERN TRENDS IN HIGHER EDUCATION

Contents

1.1. Introduction

1.2. Objectives and competences

1.3. Unit's contents

1.3.1. Advantages and disadvantages of e-learning

1.3.2. Grammar Presentation- The use of tenses in English

1.3.3. Grammar Practice

1.4. Self-assessment guideline

1.1. Introduction

Academic life is a new thing for the fresh students, who are eager to explore it. The textbook opens with this topic in order to help the students in their first year of study to better understand the general context of higher education, its structure, requirements and opportunities.

1.2. Objectives and competences

Objectives:

- To acquire knowledge about higher education;
- To draw the line between higher education and further education;
- To become familiar with the modern trends in education, namely e-learning;
- To acquire the specific vocabulary used in academic contexts;
- To learn to use correctly the tenses.

Competences:

- Students will be able to give the definition of higher education, further education and e-learning;
- Students will identify, compare and contrast the pros and cons of e-learning;
- Students will use the lexis specific to higher education appropriately;
- Students will use correctly Present, Past and Future Tenses.

Time necessary for this unit: 2 hours

1.3. Unit's contents

1.3.1. Advantages and disadvantages of e-learning

1.3.1.1. Here are some advantages and disadvantages of e-learning:

| ADVANTAGES | DISADVANTAGES |
|--|---|
| <ul style="list-style-type: none"> it offers opportunities in situations where traditional education has difficulty operating; students or employees with scheduling or distance problems can benefit because distance education can be | <ul style="list-style-type: none"> the lack of face-to-face interaction with a teacher and with the peers gives the feeling of isolation as people no longer socialize |
| <ul style="list-style-type: none"> time-saving: the ability to work at any place where you have an internet connection | <ul style="list-style-type: none"> the tendency to postpone one's work as a longer period of time for the fulfillment of a certain task is generally allowed |
| <ul style="list-style-type: none"> convenient for people who are unable to attend courses (family, job, disability) | <ul style="list-style-type: none"> students can lag behind with their work if they do not impose themselves a self discipline |
| <ul style="list-style-type: none"> lower costs for course material and staff involved in teaching | <ul style="list-style-type: none"> not enough explanations, like in the classroom |
| <ul style="list-style-type: none"> more variety in learning experience with the use of multimedia | <ul style="list-style-type: none"> the development of adaptive material is time-consuming |
| <ul style="list-style-type: none"> it is less expensive to support and is not constrained by geographic considerations, | <ul style="list-style-type: none"> students are not able to achieve their set goals unless they observe a regular schedule for checking their on-line agenda |
| <ul style="list-style-type: none"> visual and audio learning that can be reviewed as often as needed | <ul style="list-style-type: none"> on-line discussion groups do not involve the same cooperation as real classroom groups |
| <ul style="list-style-type: none"> the possibility to work at one's own pace - a greater adaptability to the learner's needs | <ul style="list-style-type: none"> the students do not have the feeling that they belong to a structure and friendships or closely knitted groups are almost impossible to be formed |

1.3.1.2. Read the following text and decide upon the role of higher education in the modern world:

Higher education, also known as post-secondary or tertiary education, is non-compulsory education following the graduation of a secondary educational level, such as a high school, secondary school or gymnasium, resulting in the receipt of certificates, diplomas or academic degrees. Colleges and universities are the main institutions that provide tertiary education and include both undergraduate and postgraduate courses, as well as vocational education and training. Education that trains people for particular jobs, also provided by higher education institutions, is called further education.

1.3.1.3. Answer the following questions about higher education:

1. What is higher education and what is further education?
2. Which are the main institutions which provide higher education?
3. How can people be admitted to universities? What's specific about UK?
4. What facilities do most universities offer?
5. Which are the degrees awarded by colleges and universities?
6. Which is the modern academic trend?
7. How is teaching performed at university level?
8. What are members of the academic staff also involved in?
9. Why has e-learning become an important part of the teaching process?
10. Why is higher education important?

1.3.2. Grammar Presentation- The Use of Tenses in English

1. Present Tense Simple vs. Present Tense Continuous

| Present Tense Simple is used to express: | Present Tense Continuous is used to express: |
|---|---|
| 1. Habits and routines e.g Karen usually deals with the clients. I often get junk emails from unknown companies. | 1. Events happening at or around the moment of speaking e.g. He is having breakfast at the moment. It is snowing hard today. |
| 2. Permanent/general situations e.g I work for big foreign trade firm. My parents live in England. | 2. Temporary/particular situations e.g. I am working in Paris for two months. I am living in England for a while. |
| 3. Facts that are always true e.g. The sun sets in the West. Water boils at 100 C. | 3. Annoying actions/complaints e.g. My car is always breaking down! Yiu are always arriving late on Fridays. |

| | |
|--|---|
| <p>4. Timetables and programmes e.g. British Airways flight BA309 leaves Rome at 7.45 and lands in London at 8.55 School starts on the 15th of September.</p> | <p>4. Fixed future arrangements e.g We are spending our holiday in Greece next summer. They are moving to the new premises in April.</p> |
| <p>Time expressions : - every day/week/month/year etc. - usually, always, ever, never, often, seldom, sometimes.</p> | <p>Time expressions : - now, at the moment, at present, today, tonight etc.</p> |

- **State verbs** - they are not normally used in their continuous form (e.g. be, have, contain, belong to, cost, depend on, own, forget, prefer, love, like, hate, know, understand, believe, feel, remember, realize, suspect, want, doubt, smell, hear, see, weigh etc)

2. Past Tense Simple vs. Past Tense Continuous

| <p>Past Tense Simple Is used to express:</p> | <p>Past Tense Continuous Is used to express:</p> |
|---|--|
| <p>1. An action completed at a stated time in the past e.g. The merchant bank went bankrupt in 1997. The first world war started in 1914.</p> <p>2. Actions which happened one after another (a sequence of actions) e.g. He entered the office, picked up the phone and started to talk.</p> | <p>1. An action that was in progress at a particular moment in the past. e.g. At 9 o'clock last night she was talking on the phone. What were you doing this time yesterday?</p> <p>2. Two or more actions which were happening at the same time in the past e.g. They were talking to the clients while I was filling in a form.</p> |
| <p>3. With non-continuous verbs (like, love, hate, prefer, believe, remember, think, understand, forget, know, want, mean, need, seem, see, feel, taste, smell etc). e.g. She wanted to buy a mansion but she couldn't afford it.</p> | <p>3. A past action that was in progress when another action interrupted it. e.g. While she was explaining her proposal somebody interrupted her.</p> |

| | |
|--|--|
| <p>4. Past actions which won't happen again.</p> <p>e.g. Charles Dickens wrote a lot of novels.</p> | <p>4. Past actions which describe the background to the events in a story.</p> <p>e.g. We were skiing on the slope. It was snowing heavily...</p> |
|--|--|

The **Past Tense Simple** is often used with past time expressions:

a) with prepositions:

- **at** two o'clock/the end of the month/on Christmas

- **on Monday/the 15th of April/New year's Day**

- **in May/winter/1996/the 1980s**

b) without preposition: yesterday/yesterday morning/last week/last night/a few days ago

3. Present Perfect Simple vs. Present Perfect Continuous

| Present Perfect Simple is used to express: | Present Perfect Continuous is used to express: |
|--|--|
| <p>1. Actions recently completed: e.g. My friend has failed his exam again. The plane has just taken off</p> | <p>1. Actions in progress from the past up to the present: e.g. I have been working hard all morning. The world trade has been increasing steadily lately.</p> |
| <p>2. Actions which happened at an unstated time: e.g. We have sold a lot of goods. She has read a lot of books.</p> | <p>2. Actions whose results or effects are evident in the present: e.g. They have been swimming. (They are wet) He has been running. (He's gasping for breath)</p> |
| <p>3. Emphasis on the present result of the action: e.g. I have lost weight. I have written the essay.</p> | <p>3. Emphasis on the action in progress: e.g. I have been losing weight. I have been writing the report.</p> |
| <p>4. Emphasis on number: e.g. He has written five letters.</p> <p>It is formed like this: <i>subject+ auxiliary verb: have/has + past participle</i></p> | <p>4. Emphasis on duration (usually with for, since and how long): e.g. he has been writing since seven o'clock. It is formed like this: <i>subject + auxiliary verb: have been/has been+ verb-ing</i></p> |

Differences between **Past Tense Simple** and **Present Perfect Simple**

| Past Tense Simple is used: | Present Perfect Simple is used: |
|--|---|
| 1. for definite actions in the past e.g. The exhibition opened on Monday. | 1. for indefinite actions in the past e.g. The exhibition has opened . |
| 2. to express a past state or habit e.g. When I was a student I lived in Paris. | 2. to express actions which have finished so recently that there's evidence to the present e.g. The taxi has just arrived . |
| 3. to express actions taking place in period of time which is over e.g. I met the manager yesterday . I was very busy last week . | 4. to express actions taking place in a period of time which is not over yet e.g. I have met the manager today . I have been very busy this week . |
| 4. for a past action whose time is not mentioned and it is not connected with the present e.g. I met Lady Diana. (I won't see her again – she's dead) | 4. for a past action whose time is not mentioned but it is connected with the present e.g. I have met Tony Blair (I may meet him again – he is still alive) |

4. Past Perfect Simple vs. Past Perfect Continuous

| Past perfect simple | Past perfect continuous |
|--|---|
| expresses an action accomplished before a given past moment and viewed back from that moment e.g. 1. The CEO had already left the office when the secretary got the report from the P.R department. 2. When Allen reached the faculty in the morning, he found out that he had forgotten his paper at home. 3. Initially, Hellen thought she had done everything possible to help him, but later she realized she had done a gross mistake. | expresses an action that began before a given moment in the past and continued into that past moment. The whole period of the duration of the action may be indicated by the preposition <i>for</i> (+ a time unit) or by adverbial expressions such as <i>all the time, all day</i> etc. Some verbs (<i>to know, to want</i>) are not normally used in the continuous. e.g. . We had been walking for an hour when they called us to say they would not come to the club. Julie and Sarah were extremely happy at the end of the interview, as they had been preparing it for more than a week. |

5. Future Tenses

A. Future Tense Simple is used to make predictions and to state facts that will be true in the future:

SHALL (1-st pers. sg/pl)/**WILL**(2-nd pers.sg/pl, 3-rd pers. sg/pl)+ **Vb. Infinitive.**

Ex: -We shall write the report// — They will decide the meeting time.

But : Will in the 1-st pers. may express intension or determination and shall use in the 2-nd and 3-rd pers. may express order, threat or warning promise.

Ex: You shall tell me this part of the report tomorrow.

-I /He shall be made responsible for that!!

Note: No future tense is used after: *when, until, as soon as, before, after, till, until, by the time, if unless, in case* etc.(conditional and temporal clauses):

Ex: - If you give us a discount, we will place a bulk order

-We won't begin until everyone arrives.

B. Future Continuous (Progressive) is used for events happening as a matter of course or still in progress at a future time:

Ex: - He'll be staying at the Mansion Hotel

- This time next year I'll be lying on a beach in the Bahamas.

C. Future Perfect Simple is used for events completed before a future time.

Ex: - I'll have arranged his hotel accommodation by then.

D. Future-in-the-Past is used to adapt future tense to sequence of tenses rules, to express a future action viewed from a past moment: **WOULD + Vb. Infinitive.**

Ex: — The message read he would return in the morning.

6. Ways of expressing the Future

A. "Going to" Future is used to express:

- **intention:** —We are going to discuss the new action plan.!

- **an immediate action:** —Look at the sky! It's going to rain.☒

B. Present Tense Simple is used for official calendars and schedules

Ex: „His plane gets to Heathrow at 12.45.”

„Myplanetakes offat 2p.m.tomorrow.”

„The exhibition opens on Monday.”

„Courses start in October”

C. Present Tense Continuous is used to express future plans and arrangements:

Ex: — I am seeing the manager tomorrow.

D. Be To + Infinitive for events happening immediately:

Ex: You are to tell nobody of our discussion!
-We are to leave tonight!

E. Due to + Infinitive for events taking place very soon.:

Ex: „He is due to London this weekend.”
„My plane is due to take off in five minutes”
„We are due to hand in the papers tomorrow”

1.3.3. Grammar Practice

1.3.3.1. Put the verbs in the brackets either in the Simple Present or the Present Continuous:

1. Mary (go) to school every day, except for Saturdays and Sundays.
Now, Jane (go) to school.
2. Mrs. Smith (cook) a cake today.
3. Mrs. Smith (cook) a cake twice a week.
4. Mr. John, the butcher, (sell) all kinds of meat.
5. We usually (go) by car to Sinaia, but today we (go) by train.
6. The coffee (smell) fine.
7. My grandma (live) in Bucharest, but at present she (stay) in Cluj.
8. The Earth (go) round the sun.
9. He (make) a phone call right now.
10. The boys (play) football every afternoon.
11. Listen! Somebody (play) Paganini.

1.3.3.2. Use the verbs in brackets in the Simple Present or Present Continuous:

1. What foreign languages you (to study) at school?
2. John Smith (to go) to work by car but today he (to go) on foot.
3. It's a nice spring day.
4. He (to prepare) his entrance examination this year.
5. We usually (to spend) the winter holiday in Brazil.
6. The process of urbanization (to be) very quick in the developing countries.
7. I (to go) shopping every Friday.
8. He (to practice) sports to keep fit.
9. She usually (to wake) early in the morning but she still (to sleep) now.
10. They generally (to spend) a week in the mountains in winter.
11. He (to visit) his friends in the country this Sunday.
12. I (study) at the moment. I can't go to the cinema or for a walk.
13. I (not enjoy) my university courses. I (to think) of changing subjects.

1.3.3.3. Put the verbs in the brackets into the correct tense: Simple

Past or Past Perfect.

1. Tom (not prepare) the tea until his parents (come) home.
2. Carlos (swear) that he (never, meet) you before.
3. Mary (clean) her room before she (go out).
4. The bulb (burn out) the moment he (get) into the room
5. Alice (already, join) the salsa club when she (graduate).
6. The show (hardly begin), when the lights (go out).
7. I (already, hear) about her problems when you (tell) me.
8. Almost everybody (leave) by the time we (arrive).
9. The driver (stop) his car because the lights (change) to red.
10. No sooner their mother (arrive) than the children (go out) to buy sweets
11. No sooner (my sister buy) a house than she (move into it).

1.3.3.4. Fill in the blanks with verbs in the Present Perfect:

1. He _____ since he _____ in his room. (*not type, be*)
2. I never _____ disappointed at her since I _____ her. (*be, know*)
3. I'm not hungry. I _____ just _____ dinner. (*have*)
4. I am very busy. I _____ time to visit my grandma. (*not have*)
5. I know who that person is. I _____ already _____ him. (*meet*)
6. Your brother studies a lot. Lately, he _____ very busy. (*be*)
7. You can give me something to eat. I _____ lunch yet. (*not have*)
8. It is still spring and the water is cold. We _____ yet. (*not swim*)
9. you _____ your homework yet? (*write*)
10. You _____ already _____ me this story. (*tell*)
11. you _____ my sister yet? (*meet*)
12. I _____ still not the opportunity to meet your brother. (*have*)
13. He _____ very hard this week. (*work*).
14. I _____ always _____ her to be a student. (*believe*).
15. Angela _____ since she come back. (*telephone*)
16. It _____ since father dug in the garden. (*rain*)
17. you _____ the lesson yet? (*learn*)
18. Barbara _____ holiday for more than 10years. (*not be*)
19. you ever _____ Brasil? (*visit*).

1.3.3.5. Make a list of things you usually do during a week. Then mention which of these things you have already done this week and which of them you have not done yet.

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

1. I (change) _____ the broken light bulb in the lamp above the dining room table and I need someone to hold the ladder for me while I am up there.
2. What you (do) _____ this evening?
3. I (buy) _____ some milk, some macaroni and cheese and some coffee. And then I (cook) _____ dinner.
4. By the way, I (have) _____ dinner with some friends later so I think I'll skip it. _____ (join) us?
5. No, my mother (visit) _____ grandmother so I (accompany) her.

1.3.3.6.B. Make up sentences according to the model. Use the Future Tense Continuous for actions in progress at a certain moment in the future.

Model:

**Now John is writing a letter to his girlfriend.
At this time tomorrow John will be writing a letter to his girlfriend**

1. Now mother is washing Mary's blouse. (apple-pie)
2. Now father is repairing the wardrobe door. (car)
3. Right now the tourists are visiting Buckingham Palace. (Tower of London).
4. At the moment they are swimming in the lake. (sea)
5. At the moment John is studying in the library. (home)

1.3.3.7.A Put the verbs in brackets in the right form: present, future or future perfect.

Example:

**By the time you (get) there, the employees (already) (start) working.
By the time you get there, the employees will already have started working.**

1. By the time you (go) to faculty, your colleagues (begin) the English class.
2. When his husband (return) from his trip, his wife (already, leave) on holiday.
3. When you (go) into the office, your boss (already, arrive).
4. When you (see) John next month, he (almost, finish) his military service.
5. The cook (prepare) the dinner before the guests (arrive).
6. They (close) the shop by the time you (get) there.

1.4. Self-assessment guideline

In this seminar, you have learned:

- ❖ the specific language for academic life;
- ❖ the definition of higher education and further education;
- ❖ about the admission to universities, types of courses and degrees;
- ❖ about the modern trends in higher education, namely e-learning;
- ❖ the advantages and disadvantages of e-learning;
- ❖ the discourse markers in writing;
- ❖ to use the Present, Past and Future tenses.

Key words and concepts:

- To educate, education, Higher education, further education, tertiary/secondary/primary education,
- To graduate, Bachelor's Degree, Master's Degree ,courses, tutorials, tuition fees, scholarship, e-learning, application forms, vocational school,
- E-learning, research, virtual learning environment, to fulfill a task, schedule, to attend courses.

Self-assessment Test 1

1.4.1. Write the correct form of the verbs in brackets using the Past Tense Simple or Continuous:

1. While I (take) a course in finance and accounting, I (find) a suitable job.
2. He (start) to apply for a job while he (study) marketing abroad.
3. Last week a lot of customers (complain) about the poor services.
4. We (attend) a meeting at six o'clock yesterday.
5. 5. While she was (draw) up a report, her boss (call)
6. I (deal) with the clients when you (send) me the fax.
7. I (pay) by credit card for all the goods I (buy) yesterday.
8. He (get) involved in a new project while he (work) for his friend's company.
9. She (graduate) in 1999 and then (became) a travel agent.
10. The company (sell) only high quality products until it (go) bankrupt two years ago.

1.4.2. Put the verbs in brackets into the Past Perfect Tense.

1. I knew that he (study) languages at Bucharest University.
2. I wanted to meet her that is why I (arrange) this meeting the day before.
3. The last member of the group was Peter, whom John (know) for some time.
4. Angela was more than two hours late and she asked what we (eat), because she wanted to order the same.
5. When he (find) the photo, I took the album back in my mother's room.
6. He read what I (write) in the album two days before.
7. My father (arrive) home when my mother woke up.
8. I (know) what kind of person he was.
9. He (send) me the letter when I called on him.
10. They (speak) with the teacher about the written paper when I arrived there.

1.4.3. Translation Practice

Programul Erasmus a fost întemeiat în anul 1987 și reprezintă o parte importantă a Programului de pregătire continuă al Uniunii europene pentru perioada 2007-2013. Programul este numit astfel după cunoscutul filozof Erasmus din Rotterdam care a trăit și a lucrat în mai multe părți ale Europei și a lăsat o avere considerabilă Universității din Basel. Scopul acestui program este de a încuraja mobilitatea academică, atât în rândul studenților cât și al profesorilor din țările Uniunii europene, din țările zonei economice europene – Islanda, Lichtenstein și Norvegia, ca și din țările candidate, cum ar fi Turcia, dându-le posibilitatea de a se adapta unui alt stil de viață și mediu cultural. Elveția devine din nou eligibilă ca membră începând cu 2007, după o perioadă de absență ca urmare a respingerii unor legături mai strâse cu Uniunea Europeană la sfârșitul anilor 1990.

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MODULE 1

Unit 2: HIGHER EDUCATION INSTITUTIONS

Contents

2.1. Introduction

2.2. Objectives and competences

2.3. Unit's contents

2.3.1. Case study: Higher Education

2.3.2. American and British higher education system vs.the Romanian one

2.3.3. Letter of application for a scholarship

2.3.4. Language awareness: to get

2.4. Self-assessment guideline

2.1. Introduction

After learning the definition and the general aspects of higher education in the previous unit, it is time to detail and give examples that aim to develop the students' general knowledge about the topic. The presentation of NEC provides an insight of an international higher education institution that offers a student-centered learning. The overview of the American, British and Romanian higher education systems aims at comparing and contrasting the three types of education. The model of application letter provided in this unit helps the students to draw up their own letter when they need it. The lexis will be enriched with new and interesting meanings of the verb to get, one of the most frequently used verb in English.

2.2. Objectives and competences

Objectives:

- To acquire knowledge about the American, British and Romanian

- higher education systems;
- To analyze the student centered learning model;
- To write formal letters of application on their specific structure and language;
- To enrich the lexis with phrasal verbs;

Competences:

- Students will extract information about different international education systems;
- Students will identify, compare and contrast the specific features of the American, British and Romanian higher education systems;
- Students will enrich the lexis specific to academic studies;
- Students will use for formal letters appropriate layout and paragraphs;
- Students will produce greeting, opening, body and complimentary close for an application letter;
- Students will use the phrasal verb *to get*.

Time necessary for this unit: 2 hours

Unit's contents

2.3.1. American and British higher education system vs.the Romanian one

2.3.1.1. What do you know about American and British higher education system? What about Romania's system of higher education?

A. Higher education in the United States includes a variety of institutions of higher education. Strong research and funding have helped make United States colleges and universities among the world's most prestigious, making them particularly attractive to international students, professors and researchers in the pursuit of academic excellence. Public universities, private universities, liberal arts colleges, and community colleges all have a significant role in higher education in the United States.

(Based on Wikipedia – Higher Education in the US)

B. British Higher Education System – Overview

Education in England is overseen by the Department For Education and the Department for Business, Innovation and Skills. Local authorities (LAs) take responsibility for implementing policy for public education and state schools at a regional level.

Higher education often begins with a three-year bachelor's degree. Postgraduate degrees include master's degrees, either taught or by research, and the doctorate, a research degree that usually takes at least three years. Universities require a Royal Charter in order to issue degrees, and all but one are financed by the state via tuition fees, which are increasing in size for both home and European Union students. (Based on Wikipedia –Education in England)

C. The Romanian Educational System is based on a tuition-free, egalitarian system. Access to free education is guaranteed by Article 32 in the Constitution of Romania.

Education is regulated and enforced by the Ministry of Education Research Youth and Sport. Each step has its own form of organization and is subject to different laws and directives. Since the downfall of the communist regime, the Romanian educational system has been through several reforms. Higher education in Romania is less centralized than in many countries in the West, with every university having its own internal policies regarding admission, exams and conditions for graduation.

(Based on Romanian Higher Education – overview –Fulbright Educational Advising Center)

2.3.2. Letter of application for a scholarship

2.3.2.1. Here is a letter of application for a scholarship written by a student interested in attending courses at New England College. Complete the letter using the words and phrases below:

Find enclosed academic faithfully I graduated from to sit for apply A-levels in due time Economics geared to business fill up international trade take up fluently mother tongue satisfy the requirements attended enrolment form without delay successfully

Dear Sir,

I would like 1).....one of the scholarship you are offering for this 2).....year at NEC. I am nineteen years old and 3).....an international high school in Madrid last year after getting my 4).....in English, Math, Computer Studies and Spanish.

My main interests are 5).....and English and I am very keen on 6).....That is why I have made up my mind to

7).....International Business Affairs and I have chosen this college

because I find it more 8).....My 9).....is Spanish but I speak English 10).....as I have been studying it for nine years. Two years ago I

11).....some summer courses at the Oxford Academy of English and 12).....passed my Advanced Cambridge Certificate.

I kindly ask you to send me an 13).....which I will 14).....and return 15).....If I do not 16).....for admission to your college with a full scholarship, please, be so kind and let me know 17).....so that I may 18).....to another college where I have better chances of being accepted.

You will 19).....a copy of my school report and a letter of reference from my Principal.

I look forward to hearing from you.

Yours 20).....

2.3.3. Language awareness: *to get*

2.3.3.1. Match the uses of the verb *to get* in the following sentences with meanings a) – l

- | | | |
|---------------------|---------------|--------------------|
| a) obtain | e) persuade | i) prepare a meal |
| b) bring/fetch | f) annoy | j) arrive |
| c) buy | g) understand | k) travel by/catch |
| d) receive/be given | h) become | l) catch punish |

1. We couldn't **get her to join** us on the trip.
2. What time **do you usually get home** in the evening?
3. Why don't you go to a supermarket if you want **to get some bottles of wine**.
4. They went to the seaside by train and then **got a bus** to their resort.
5. I'm sorry. **I didn't quite get it**. Could you repeat for me, please.
6. Who **did you get fur coat from**? It must have cost a fortune.
7. Would you mind **getting me a cup of tea** upstairs? I haven't finished my work yet.
8. Hard as I might try, **I can't get used to waking** up so early in the morning.
9. It really **gets me** how everyone boasts about their achievements.
10. Did you manage **to get a pay rise** from your boss?
11. It's time I started **getting breakfast** or I'll be late for work.
12. I hope the police **will get the robbers** and recover all the jewelry.

2.4. Self-assessment guideline

In this seminar, you have learned:

- ❖ about graduate programs in international higher education institutions;
- ❖ about student life in foreign universities;
- ❖ about similarities and differences in the American, British and Romanian higher education institutions;
- ❖ the standard layout of a formal letter;
- ❖ the standard greeting, opening, body and complimentary close of an application letter;
- ❖ the multiple uses and meanings of the verb *to get*;

Self-assessment Test 2

2.4.1. Translate into English:

A. Multe școli secundare din Marea Britanie le oferă elevilor o mare varietate de cursuri în domenii legate de mediul înconjurător, politică, sociologie și teatru. Chiar dacă aceste materii nu sunt obligatorii pentru examenele finale, ele îi familiarizează pe elevi cu unele dintre problemele cu care se confruntă în afara școlii și pe care vor avea posibilitatea să le studieze mai târziu la nivel academic. Admiterea în universități nu se realizează automat după trecerea examenelor finale corespunzătoare „bacalaureatului european, ci are la bază un întreg proces de selecție a candidaților din întreaga țară și din străinătate care, ține cont de activitatea școlară și extra-școlară, de

caracterul, motivația și aptitudinile celor care doresc să se înscrie în învățământul superior. În zilele noastre, din ce în ce mai mulți absolvenți de liceu doresc să intre în învățământul superior și de aceea procesul de selecție este din ce în ce mai riguros.

B. Învățământul superior reprezintă un element cheie în dezvoltarea societății bazate pe cunoaștere, universitățile fiind principalii furnizori de forță de muncă înalt calificată și de cunoaștere. În acest context, învățământul superior va constitui un capitol aparte în preocupările Guvernului.

Eforturile întreprinse se vor concentra asupra consolidării relației universității cu mediul de afaceri și sectorul de cercetare-dezvoltare în vederea îmbunătățirii capacității de răspuns a educației universitare la schimbările care au loc la nivelul societății și pentru stimularea și susținerea competitivității și inovării.

Principalele acțiuni avute în vedere în acest sens vizează dezvoltarea și implementarea instrumentelor de asigurare a calității, dezvoltarea ofertelor de studii universitare de licență și masterat în vederea furnizării de calificări universitare relevante pentru piața muncii, dezvoltarea de programe și școli doctorale, ca parte a procesului „Bologna”.

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MODULE 2: BEING AN EU CITIZEN

Unit 1: THE EUROPEAN UNION: PAST AND PRESENT

Contents

1.1. Introduction

1.2. Objectives and competences

1.3. Unit's contents

1.3.1. History, Purpose, Symbols

1.3.2. Grammar Presentation: Comparison of adjectives

1.3.3. Grammar Practice

1.4. Self-assessment guideline

1.1. Introduction

The European Union theme is one of great importance. The history of EU, the current state of affairs, the projects for the future, the European bodies and fine details about its peoples are analyzed in this unit from the point of view of the EU citizen, as the title suggests, in an attempt to sensitise the students on topics such as the unity in diversity. In terms of grammatical issues, this unit continues the periplus with the comparison of adjectives.

1.2. Objectives and competences

Objectives:

- To acquire general knowledge about the past, present and future of European Union;
- To raise awareness about the EU symbols;
- To be aware of the roles of EU bodies;
- To enrich the lexis with vocabulary related to EU features;

Competences:

- Students will extract information about history, present state of affairs and prospects of EU;
- Students will identify the symbols of EU: goals, members, flag, anthem, currency, bodies and policies;
- Students will enrich the lexis concerning administrative and economic features of EU;
- Students will identify the roles of the European commission, Council of Ministers, Parliament, Central Bank and Court of Justice;
- Students will use correctly the degrees of comparison of adjectives.

Time necessary for this unit: 2 hours

1.3. Unit's contents

1.3.1. History, Purpose, Symbols

1.3.1.1. Read the following text about the European Union and draw the main ideas:

As Romania joined European Union in January 2007, we all should be aware of what that means. In brief, EU can be defined in terms of goals, members, flag, anthem, currency, bodies and policies.

Europe's goals are: to provide peace, prosperity and stability for its peoples; to overcome the divisions on the continent; to respect cultural, linguistic and religious diversity; to ensure that its people can live in safety; to promote balanced economic and social development; to meet the challenges of globalization and preserve the diversity of the peoples of Europe; to uphold the values that Europeans share, such as sustainable development and a sound environment, respect for human rights and the social market economy.

In terms of EU bodies, **the European Commission**, which represents the common interest of the EU, is the main executive body. It has the right to propose new strategies and legislation in the interests of the community as a whole and ensures that EU policies are properly implemented.

The Council of Ministers of the European Union, which represents the member states, is the European Union's main decision-taking body.

The European Parliament, which represents the people, is elected every five years. It has legislative and budgetary power: it adopts the rules and regulations proposed by the Commission, controls and approves the EU budget and supervises the European commission.

The European Central Bank aims at monetary stability, issues and implements the Union monetary policy, supervises the foreign exchange operations and the payment system.

The Court of Justice supervises the correct and fair interpretation of law in disputes involving institutions, business and individuals.

(based on the European Union's website)

1.3.2. Grammar Presentation: Comparison of Adjectives

I. Short Adjectives

A. Adjectives with one syllable:

Tall –taller–the tallest

Tom is **tall**/Tom is **as tall as** his brother./Tom is **not as tall as** his brother. Tom is **taller than** his brother.

Tom is **the tallest** in his family.

Young – younger – **the youngest**

Mary is **young**/Mary is **as young as her** friend/Mary is **not so young as her** friend.

Mary is **younger than** her sister. Mary is the **youngest** in her family.

Old – older – **the oldest**

My grandfather is **old**/My grandfather is **as old as** my grandmother/My father is **not so old as** my grandfather.

My grandfather is **older than** my grandmother.

My grandfather is **the oldest** in the family.

Double consonant:

- fat – fatter –**the fattest**

- big – bigger –**the biggest**

- thin – thinner – **the thinnest**

- sad – sadder – **the saddest**

- hot – hotter –**the hottest**

B. Two-syllable adjectives ending in:

1. **Y:** busy – busier – the busiest

noisy – noisier – the noisiest

funny – funnier – the funniest

easy – easier – the easiest

heavy – heavier – the heaviest

healthy – healthier – the healthiest

friendly – friendlier – the friendliest

2. **ER:** clever – cleverer – the cleverest

3. **OW:** narrow – narrower – the narrowest

4. **BLE/PLE:** noble – nobler – the noblest/simple – simpler – the simplest

C. Exceptions:

good/well – better – the best

bad/ill – worse – the worst

much/many – more – the most

little – less (lesser) – the least

far – farther (further) – the farthest/the furthest

near – nearer – the nearest/the next

late – later/latter – the latest/the last

few – less/lesser – the fewest

II. Longer Adjectives:

With most adjectives made up of two or more syllables, we use:

- *more/less than* to form the comparative

- *the most/the least* to form the superlative

Interesting – **more/less** interesting – **the most/the least**

interesting This book is very **interesting**

The book is **as interesting as** the film

The book is **not so interesting as** the film.

The book is **more interesting** than the

film.

This is **the most interesting** book I have ever read.

Some other examples:

Beautiful – **more/less** beautiful – **the most/the least**

beautiful Difficult – **more/less** difficult – **the most/the least**

difficult

Exciting – **more/less** exciting – **the most/the least** exciting

1.3.3. Grammar Practice

1.3.3.1. Fill in with the adequate form of the adjectives in brackets.

1. Your first paper was but this one is even (good).
2. Which is the of these two students? (hardworking).
3. Is this the room in your hotter? (sunny)
4. She is always hunting for things. (cheap).
5. Is this perfume as expensive as the other one? (expensive)
6. This car is as as that of my sister's. (good)
7. He is.....in this car as his brother. (not interested)
8. In winter the days are.....and the nights are..... (short, long)
9. Our house is (bad) in the village.
10. The boy is.....of all. (clever)
11. Thethe days are, thethey get. (short, cold)
12. The.....time you give to your sun, theresults you will get. (little, bad)

1.4. Self-assessment guideline

Key words

- the single market, the single European currency, EU enlargement policy;
- to issue currency, economic policies, monetary union, elections, market economy, laws in practice, to implement policies, foreign exchange operations, payment system;
- short/ long/ irregular adjectives, degrees of comparison.

Self-assessment Test 1

1.4.1.A. Translate into English

In septembrie zilele nu sunt așa de scurte ca în decembrie. Un bloc este o clădire mult mai mare decât o vilă.

In iunie este cald dar în iulie este canicula

Elefantul este cu mult mai mare decât leul dar mai puțin agresiv. Se

considera cel mai fericit om din lume când s-a căsătorit cu Nely. N-am văzut niciodată un om așa de grăbit ca John.

Strada unde locuiesc este mai puțin zgomotoasă decât strada principală. Cred că străzile capitalei sunt mai largi decât cele din orașelul nostru.

Apele Tisei sunt mult mai liniștite decât cele ale Mureșului.

B. Uniunea Europeană (UE), este o uniune economică și politică, dezvoltată în Europa, ce este compusă din 27 state. Originile Uniunii Europene se trag de la Comunitatea Europeană a Cărbunelui și Oțelului (CECO) și din Comunitatea Economică Europeană (CEE), formată din șase state în 1958. În anii următori, Uniunea Europeană s-a lărgit prin aderarea unor noi state membre și și-a crescut puterea prin adăugarea de domenii economice, sociale și politice în abilitățile sale. Tratatul de la Maastricht a înființat Uniunea Europeană sub prezenta denumire în 1993. Ultima amendare a bazelor constituționale ale UE a fost Tratatul de la Lisabona, care a intrat în vigoare la

1 decembrie 2009. UE funcționează printr-un sistem hibrid de instituții supranaționale independente și interguvernamentale care iau decizii prin negocieri între statele membre.

Cele mai importante instituții ale UE sunt Comisia Europeană, Consiliul European, Consiliul Uniunii Europene, Curtea Europeană de Justiție și Banca Centrală Europeană. (Enciclopedia Britanica)

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MODULE 2

Unit 2: EU MEMBERSHIP

Contents

- 2.1. Introduction
- 2.2. Objectives and Competences
- 2.3. Unit's Contents
 - 2.3.1. Countries, Languages, Nationalities/Stereotypes
 - 2.3.2. Language Awareness: To Put
- 2.4. Self-Assessment Guideline

- 2.1. Introduction
- 2.2. Objectives and Competences

Objectives:

- To acquire knowledge about countries, languages, nationalities;
- To identify the most frequent stereotypes about Europe's nations;
- To write formal letters of application on their specific structure and language;
- To develop the lexis related to European Union;
- To learn phrasal verbs.

Competences:

- Students will extract information about European countries, languages, nationalities;
- Students will analyze the generalized beliefs about European peoples;
- Students will learn to express nationality;
- Students will use various adjectives expressing character and personality features;
- Students will use the phrasal verb to put.

Time necessary for this unit: 2 hours

2.3. Unit's Contents

2.3.1. Countries, Languages, Nationalities/Stereotypes

2.3.1.1. Taking into account that “A stereotype is “a fixed, over generalized belief about a particular group or class of people.” (Cardwell, 1996), try to find out the nationalities to which the people with the following characteristics belong:

| |
|--|
| People who think that every one speaks and understands their language, because it is supposed to be the unique universal one. They are very religious and conservative. They wear suits, umbrellas and drink a lot of tea. They live in a foggy and rainy country whose greenness they adore |
| They are tall, blond-haired people who are heavy beer drinkers and good bike riders. They are very cosmopolitan and speak a lot of foreign languages. They wear clogs and smoke weed. They live in clean, modern and very densely populated country, with a lot of flowers. |
| They are blond-haired and blue-eyed people who enjoy drinking beer and eating sausages. They are over-organized and time –obsessed. They are extremely hardworking and punctual. They are neatly dressed but they wear clothes whose colors don't match. |
| They are very civilized and sophisticated. They dress very and stylishly. They never get fat and smoke a lot. They believe that they are wonderful at cooking and that their —cuisine is the best in the world. They have good wines and they drink a lot of champagne. They adore blue cheese which they serve with fruit. |
| People who enjoy staying up late and eating tapas. They adore seafood and their traditional red wine. They are very friendly and sociable. They start work quite late in the morning and have a long siesta due to their extreme climate. They adore bullfighting. |
| They are ultra-fashionable people. They always wear the latest fashion objects, specially made of fine leather. They are friendly and sociable, they speak loudly, and move a lot their hands when speaking. Their good food and wines are famous all over the world. They live in historic towns full of arts and architecture. |

2.3.1.2. Translation Practice

A. Limbile ca instrument de comunicare sunt un element esențial al Uniunii Europene. Limbile pe care le vorbim ne definesc identitatea. Uniunea Europeană respectă diversitatea culturală și lingvistică a cetățenilor săi.

2001 a fost Anul european al limbilor. Evenimentul, organizat de Consiliul Europei și Comisia Europeană, s-a bucurat de un enorm succes, motiv pentru care data de 26 septembrie a fost declarată **Ziua europeană a limbilor**. În fiecare an, cu această ocazie, se sărbătoresc nu numai cele 23 de limbi oficiale ale UE, ci și bogata moștenire de culturi și tradiții, care este o expresie vie a tuturor limbilor Europei.

Diversitatea lingvistică ne oferă tuturor posibilitatea de a ne pune în locul altora și de a privi viața dintr-o altă perspectivă. Este important ca toți cetățenii europeni să înțeleagă politicile și legislația europeană și să ia parte la elaborarea lor. În aceeași măsură, Comisia Europeană dorește să-i încurajeze să învețe noi limbi, astfel încât să poată exploata mai bine perspectivele culturale, sociale și profesionale oferite de integrarea europeană.

B. Programul Erasmus a fost întemeiat în anul 1987 și reprezintă o parte importantă a Programului de pregătire continuă al Uniunii europene pentru perioada 2007-2013. Programul este numit astfel după cunoscutul filozof Erasmus din Rotterdam care a trăit și a lucrat în mai multe părți ale Europei și a lăsat o avere considerabilă Universității din Basel. Scopul acestui program este de a încuraja mobilitatea academică, atât în rândul studenților cât și al profesorilor din țările Uniunii europene, din țările zonei economice europene – Islanda, Lichtenstein și Norvegia, ca și din țările candidate, cum ar fi Turcia, dându-le posibilitatea de a se adapta unui alt stil de viață și mediu cultural. Elveția devine din nou eligibilă ca membră începând cu 2007, după o perioadă de absență ca urmare a respingerii unor legături mai strâse cu Uniunea Europeană la sfârșitul anilor 1990.

2.3.2. Language Awareness: *To Put*

2.3.2.1. Match the uses of the verb *to put* in the following sentences with its meanings a)-h). One of the meanings matches three sentences.

- | | |
|--------------------|--------------------------------|
| a) write | e) make sb. go to a place |
| b) state | f) cause to be in a situation |
| c) consider | g) express in a particular way |
| d) place on a list | h) build |

1. Don't forget to put your signature on the document.
2. You should try to put your point of view during the meeting.
3. His words really put me in an embarrassing position.
4. You know he is a workaholic and always puts his works first.
5. My son is leaving for London so I'll have to put him on the plane on Monday.
6. I'd put Joseph Stieglitz among the best economists of our century.
7. To put it in a nutshell, our business trip was a success.
8. They decided to put the offices on the ground floor.
9. The strikers' demands do not sound reasonable, to put it bluntly.
10. To put it mildly, she was not very suitable for that job.

2.4. Self-assessment guideline

In this seminar, you have learned:

- ❖ Word families about countries, languages and nationalities;
- ❖ Stereotypes about most of the European countries;
- ❖ About Romania's integration in EU;
- ❖ New terms related to character features and attitudes;
- ❖ To use correctly the phrasal verb *to put*.

Self-assessment Test 2

2.4.1. Match the phrasal verbs with their meanings and then fill in the sentences with the correct prepositions:

| | |
|--------------------------------------|--|
| put something down | put accessories on your body/put clothing |
| put someone down | insult, make someone feel stupid |
| put something off | extinguish |
| put something out | put up with |
| put something together | Put what you are holding on a surface or floor |
| put up with someone/something | put something down |
| put something on | Postpone. |

1. Put ___ your bag down and come to have dinner with me. I'm hungry.
2. John put his neighbor _____ when he heard he wanted to poison his dog.
3. We have to put the meeting _____ off as the shareholders want to read the balance sheet.
4. It's better to put the fire ___ before the firemen arrived.
5. I have to put the furniture _____. Tomorrow I have guests.
6. Don't you think I can't put _____ three dogs and two cats in my car.
7. Don't forget to put ___ your new fur coat.

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MODULE 3

THE LABOUR MARKET: CURRENT CHALLENGES

Unit 1: JOB INTERVIEW

Contents

- 1.1. Introduction**
- 1.2. Objectives and competences**
- 1.3. Unit's contents**
 - 1.3.1. Preparing for an interview**
 - 1.3.2. Interviewing techniques**
 - 1.3.3. Grammar Presentation: Modal Verbs**
 - 1.3.4. Grammar Practice**
- 1.4. Self-assessment guideline**

1.1. Introduction

After learning about the academic life and the opportunities offered to the young people by the European Union, students need to prepare for the challenging, real life labour market.

In this respect, we believe that the input about the interviewing techniques and the requirements for a successful interview provides valuable help for this determinant as well as difficult moment in anybody's career, particularly when the interview is conducted in English....

1.2. Objectives and competences

Objectives:

- To acquire knowledge about the requirements on the labour market;
- To learn to prepare for an interview;
- To become familiar with the interviewing techniques;
- To acquire the specific vocabulary used in interviews;
- To learn to use correctly the modal verbs.

Competences:

- Students will be able to prepare themselves for interviews;
- Students will be able to apply the interview etiquette;
- Students will use the lexis specific to interviews appropriately;

- Students will use correctly the verbs can, may, must, should, ought to.

Time necessary for this unit: 4 hours

1.3. Unit's contents

1.3.1. Preparing for an interview

1.3.1.1. Do you think that:

- It is necessary necessary to be well prepared for a job interview? the interview skills are inborn or achievable otherwise?
- You must be honest and confess all your weaknesses during an interview?
- The interviewee should convey a positive image through body language?
- The interviewing techniques are questionable sometimes?
- Tough questions are inevitable during an interview?
- Being calm, self confident and professional can boost your chances of getting the job?

1.3.2. Interviewing Techniques

1.3.2.1. Read the following text about the job interview and draw the main ideas:

The job interview gives the potential employee and potential employer a chance to learn more about each other. A job interview is your chance to show an employer what he or she will get if you are hired. That is why it is essential to be well prepared for the job interview. Preparing means knowing about the industry, the employer, and yourself. It means paying attention to details like personal appearance, punctuality, and demeanor.

Knowledge is your best weapon. That starts with the very basic knowledge regarding job interviews. Before you research the industry and the company

and even before you practice answering the questions you might be asked,

you should have some general information about job interviews.

In terms of **do's** and **don'ts**, one should be aware of **some basic rules**:

- **Interview etiquette before the interview:** your hair should be clean and combed, nails should be clean and trimmed, be conservative and err on the side of caution, if the company does not have a dress code, remember that its better to be overdressed than underdressed, arrive at least 10 minutes before your interview, the extra minutes will also give time to fill out any forms or applications that might be required.
- **Interview etiquette during the interview:** make a positive and professional first impression by being assertive and giving a firm handshake to each interviewer and addressing each interviewer by name as he or she is introduced, reinforce your

professionalism and your ability to communicate effectively by speaking clearly and avoiding "uhs", "you knows", and slang.

- **Body language** gives more away about us than speech. Eye contact is very important but make sure it looks natural. A smiling, relaxed face is very inviting. Hands resting casually in your lap rather than arms folded across your chest also is more inviting. If you normally move your hands around a lot when you speak, tone it down some. You don't want to look too stiff, but you don't want to look like you're a bundle of nervous energy.

1.3.2.2. Vocabulary

interviewer – persoana care i se ia un interviu

interviewee – persoana interviuata

demeanor – comportament, conduită, înfățișare, expresie facială boastful – lăudăros

to toe the line – a se alinia/ a se conforma disciplinei/ regulilor/

from tip to toe – din cap până-n picioare

challenge – provocare/ deziderat

challenging-provocator

to conduct an interview – a conduce un interviu

self-confident – încrezător

ability to cope with pressure – abilitatea de a face față presiunii

approachable – accesibil/ abordabil/ prietenos

unapproachable – inabordabil/ inaccesibil

pushy – băgăreț/ agresiv keen-doritor/ dornic

considerate – atent (cu)/ politicos (cu)/ prudent/ circumspect

outgoing – prietenos/ sociabil knowledgeable – bine informat/ versat

easy-going – comod/ indolent/ lent

sympathetic – care stârnește compasiune

sympathetic – înțelegător

1.3.3. Grammar Presentation: Modal Verbs

- ❖ are followed by an infinitive without —to
- ❖ have only one form (there is no —s in the third person)
- ❖ singular and there are no forms with —ing or —ed
- ❖ do not form the interrogative or negative with the help of auxiliary verbs
- ❖ do not have forms for all the times and tenses; other expressions are used instead

| Modal Verbs | Expressing | Example |
|-------------|------------|---------|
|-------------|------------|---------|

| | | |
|---|---|--|
| <p>Can-Could (to be able to)</p> | <p>-ability</p> <p>-possibility</p> <p>-permioision (less formal)</p> <p>-polite requests, offers and instructions (-could is more polite than -can</p> <p>-with —see, —hear, —smell, —taste, —feel to speak about something which is happening now</p> | <p>I can speak English fluently. She can't drive. He could ski when he was three. You can come if you want. You could come by plane.</p> <p>You can leave your coat over there. Can I speak to you for a minute? You can use use my phone.</p> <p>You can't park over there. Can you help me with my luggage? Could you lend me your dictionary? Can I help you? When you finish, you can turn off the light.</p> <p>I can't see anysthig over there. Can you here me? I can smell something burning. It can't be Tom. He is in Paris now. You can't be hungry. You have just eaten.</p> |
| <p>May-might (to be allowed to/ to be permitted to)</p> | <p>-permission (very formal)</p> <p>-possibility</p> | <p>May I use your phone? May I leave now?</p> <p>It may rain later in the afternoon. She might be at school but I am not sure.</p> |
| <p>Must (to have to)</p> | <p>-strong obligation (due to some personal</p> | <p>You must do something about it.</p> |

| | | |
|-------------------|---|---|
| | circumstances) -strong obligation (due to some external circumstances) -interdiction -lack of obligation -probability | We have to wear uniforms at school. You mustn't park your car over there. You don't have to come with me. She must be at the office now. |
| Should (Ought to) | -advice, opinion, recommendation | You should see a doctor if you don't feel well. They should invest more in Africa. |

1.3.4. Grammar Practice

1.3.4.1.A. Answer the following questions using one the forms of the modal verbs bellow.

to have. shall/should, will/would, can/could, must, ought.

1. The report is very urgent. The manager needs it. What are you to do?
2. James is ill. Who must he see?
3. Mary's pronunciation is very bad. What should she do?
4. You must be thirsty. What will you have?
5. They are going to a party. Who might they see?
6. It's lunch time. What would you have?
7. Lucy's mother had worked a lot. She was very tired. What ought her daughter to have done?

1.3.4.1.B. Replace *can* and *could* in these sentences by the correct form of

to be able to:

1. Can you hear me properly?
2. I can't hear what you're saying.
3. He could play the violin beautifully
4. You can do this lesson easily.
5. That family can all sing well.
6. He couldn't remember my name.
7. I can drive a car.
8. We couldn't finish the written paper yesterday.
9. Couldn't he come today?
10. No, I'm afraid he couldn't.

1.4. Self-assessment guideline

In this seminar, you have learned:

- ❖ the do's and don'ts of an interview;
- ❖ interview etiquette before, during and after an interview;
- ❖ the importance of the body language during an interview;
- ❖ types of interview techniques: screening/ selection/ group/ panel/ stress interview;
- ❖ to use the modal verbs.

Key words and concepts:

- screening/ selection/ group/ panel/ stress interview, interview techniques,
- to conduct an interview, interviewer, interviewee, interview etiquette, dress code,
- body language, eye contact, demeanor, work ethic,
- can, could, may, might, must, should, ought to.

1.4.1. Translate into English:

Dacă sunteți chemat la un interviu ca parte a procedurii de recrutare, înseamnă că ați trecut de primul stadiu și ați fost selectat. Acest lucru trebuie să vă sporească încrederea în dvs. Iată câteva sfaturi, folosite nu numai pentru un interviu, ci pentru majoritatea întâlnirilor față-în-față.

Sositi la timp, mai bine cu câteva minute mai devreme decât mai târziu. Fiți îngrijit și curat, purtați haine potrivite cu genul de muncă în care solicitați postul, nu prea obișnuite, nu prea ținătoare. Nu întindeți mâna primul, asta o va face angajatorul, dar dacă acesta vă întinde mâna răspundeți cu o strângere fermă. Luați loc când sunteți invitat: dacă sunteți lăsat în picioare, întrebați dacă puteți să luați loc (este posibil să vă fie testată timiditatea). Încercați să vă relaxați cât mai mult posibil. Comportați-vă într-o manieră încrezătoare, dar nu sfidătoare.

Nu evitați privirea nimănui: răspunsurile nu trebuie șoptite și nici mormăite, iar când este cazul, zâmbiți. Vorbiți la obiect, nu încercați să fiți prea spiritual sau jovial, dar și a fi prea retras

poate fi o greșeală. Dacă vi s-a pus o întrebare dificilă, gândiți-vă bine înainte de a răspunde. Cereți lămuriri dacă nu ați înțeles imediat. Când răspundeți vorbiți rar, uneori puteți repeta un cuvânt sau două pentru a câștiga timp. În anumite situații este mai bine să spuneți „nu știu” decât să bateți câmpii.

Uneori este posibil să evitați întrebarea fără să păreți nesigur sau să folosiți umorul (potrivit) pentru a înveseli atmosfera și să aveți timp pentru răspuns.

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MODULE 3

Unit 2: EMPLOYMENT FILE

Contents

- 2.1. Introduction**
- 2.2. Objectives and competences**
- 2.3. Unit's contents**
 - 2.3.1. CV: Europass**
 - 2.3.2. Cover letter**
 - 2.3.3. Grammar Presentation: Passive Voice**
 - 2.3.4. Grammar Practice**
 - 2.3.5. Language awareness: to take**
- 2.4. Self-assessment guideline**

2.1. Introduction

The know how of preparing an interview – interview techniques, body language and etiquette before, during and after an interview is only one stage in landing a job. It is also important to have a well prepared cover letter and CV- preferably according to the European standards (Europass). This unit will provide to the students the required layout, formulae and structure for effective cover letters and CVs. *Passive*

voice is the grammatical issues that will be studied in this unit, together with the phrasal verb *to take* for the lexical approach.

2.2. Objectives and competences

Objectives:

- To inform about job mobility and exchange programmes for young people;
- To provide the writing requirements for effective formal cover letters;
- To provide useful tips for effective CVs;
- To learn to use correctly the Passive Voice.

Competences:

- Students will extract information about job opportunities for the youth in EU;
- Students will be able to write out their own CV;
- Students will enrich the lexis specific to employment;
- Students will use for formal cover letters appropriate layout and paragraphs;
- Students will produce appropriate greeting, opening, body and complimentary close for a cover letter;
- Students will use the the Passive Voice.

Time necessary for this unit: 4 hours.

2.3. Unit's contents

2.3.1. CV: Europass

2.3.1.1. Read the following words and phrases related to the world of work and fill in the sentences:

| |
|---|
| Employer employee skilled workers unemployment employability working environment on-the-job-training gain experience handicrafts leisure unemployment vocational experience commuting trainee labour market make redundant workforce sample life job shadowing branch partnership lay off incur expenses outplacement work placement employment unskilled workers lifelong learning |
|---|

1. Nowadays changing your job can mean changing your.....or even the country you work in.
2.has grown a lot in all European countries there is a great percentage of unemployed people.
3. It is easier forto find a job and they are paid better than

4. Many foreign banks have set upall over the country.
5. As a worker you need somein order to get a good job.
6. Many young people chooseabroad to
7. Somego on strike because they are not satisfied with their earnings.
8. In an increasingly changing societyis a must if you want to keep your job.
9. Choosing anandin another country is a challenging experience.
10. If the rate ofis low in your country, you should try setting up your own business.
11. Thelaws are the same throughout the European Union.
12. Today's competition for jobs leads to a highly qualified.....
13. Fewer and fewer skilled workers are
14. Workers whoto their workplace havetheir travel.....
15. A university degree increases people's chances of.....
16. When you make up your mind to take up a job you should also consider the.....
17.are widely spread in rural areas.
18. As a managementyou may be sent to a big company to do some
19. In order to build up a private business, you can enter into a.....
20. What you do in yourtime depends on your interests and hobby.
21. Many young people can have in another European county provided they have some professional experience.
22. When a company closes down all the staff is.....

2.3.1.2.A. Read the following text and decide which are the advantages of working in an international environment:

Nowadays we are talking more and more about job mobility and exchange programmes for young people who work in various fields of activity. In a frontierless Europe, we may all become European citizens living and working in different parts of it. Therefore, EU workers need to be able to adjust themselves and to be open to change, so that they can improve their employability. The same thing applies to enterprises, which also need to be more flexible to adapt to the new working environment. In European cross- border regions, these exchanges also have an important role to play in providing information and solving all sorts of problems related to crossborder commuting that workers and employers are already experiencing.

Under these circumstances, changing your job could mean changing your employer or, just as easily, changing the country you work in. Through young workers' exchange programmes, which are sponsored by the Commission of European Communities, young people between the ages of 18 and 30 can have on-the-job-training in another European country. The aim of these programmes is to help people gain

professional experience by participating in internships, and to give them a chance to sample life in another European country. Participants are not supposed to become workaholic, on the contrary, they are encouraged to enjoy all that a foreign country can offer them, from a different lifestyle and food to specific picturesque sights.

2.3.2. Cover Letter

2.3.2.1. Remember how to write a CV and a COVER LETTER and keep in mind some useful tips for drafting your letter.

| CURRICULUM VITAE | COVER LETTER |
|---|--|
| <ul style="list-style-type: none"> - Name: - Address: - Telephone No. - Place of Birth: - Date of Birth: - Nationality: - Marital Status: - Educational background - Professional Experience: Duties and responsibilities - Other Qualifications and Skills (languages, PC, Driving License) - Interests - Referees | <p>Introduction (paragraph 1): mention the reason(s) for writing, the name of the job and where it was advertised;</p> <p>Main Body (paragraphs 2-3-4-5*)</p> <ul style="list-style-type: none"> - present position and his reasons for getting a new job - academic qualifications - previous work experience relevant for the job - personal qualities - suitability for the job <p>Conclusion (final paragraph):</p> <p>Closing remarks:</p> <ul style="list-style-type: none"> - expresses his availability for an interview - thanks the person for considering his application - expresses his hope for further communication |

2.3.2.2. Useful language for letters of application (cover letter):

Opening remarks: - I am writing to apply for the job/post position/ which you advertised in....

- I am writing in reply to your advertisement for.....and I would like to apply for a position in your company/firm/organization.

Body - I would like to find a more challenging job than the one I have at the moment...

Letter - I wish to improve my career prospect/I would like a job with good career prospects

- I would be very happy to join your company reputed for its good working

- conditions/dynamic sales policy/good management and highly qualified staff/with international connections

- I am very experienced in the field of.....
- I am confident that my professional experience is in keeping with your demands/requirements/exigencies
- For the past/last years I have been working for/as.....
- I am sure that my educational background qualifies me for a position in your company
- I am ambitious and willing to work hard
- I can work under pressure/cope with pressure
- I am committed to my work
- I am determined to find a job where I can make full use of my good communication/computing skills and /or foreign language knowledge

Closing remarks: - I am available for an interview at any time convenient to you at your convenience

- I have enclosed my CV and I would be glad to attend an interview at your convenience

- I look forward to discussing my qualifications and experience with you

- I would appreciate a reply at your earliest conveniences
- I am happy to supply any information you may require
- I look forward to hearing from you in the near future/as soon as possible/in due course

2.3.3. Grammar Presentation: Passive Voice

Passive voice is used when the focus is on the action. The causer of the action, however, is not so important or not known. (In contrast, active voice focuses on the causer of an action).

Form of Passive:

Subject + finite form of to be + Pasr Participle (3rd column of irregular verbs)

Example: A letter was written.

When writing active sentences in passive voice, note the following:

- the object of the active sentence becomes the subject of the passive sentences;
- the finite form of the verb is changed (to be + past participle);
- the subject of the active sentence becomes the object of the passive sentence (or is dropped)

| | | |
|--|--------------------|--|
| Mr. Smith writes the delivery notes. | Simple Past | The delivery notes are written(by Mr. Smith). |
| Mr. Smith is writing the delivery notes | Present Continuous | The delivery notes are being written (by Mr. Smith). |
| Mr. Smith wrote the delivery notes | Simple Past | The delivery notes were written (by Mr. Smith). |
| Mr. Smith was writing the delivery notes | Past Progressive | The delivery notes were being written then (by Mr. Smith). |
| Mr. Smith has written the delivery notes | Past Perfect | The delivery notes here been written (by Mr. Smith). |
| Mr. Smith had written the delivery notes | Past Perfect | The delivery notes had been written (by Mr. Smith). |
| Mr. Smith will write the delivery notes | Future | The delivery notes will be written (by Mr. Smith). |

| | | |
|---|-----------------|--|
| Mr. Smith must write the delivery notes | Auxiliary verbs | The delivery notes must be (by Mr. Smith). |
|---|-----------------|--|

2.3.4. Grammar Practice

2.3.4.1. Rewrite the sentences in Passive Voice:

1. I confirm the reservation.
2. We will deliver the goods immediately.
3. We arranged a meeting.
4. You can cancel the contract within five business days.
5. They execute all orders carefully.
6. You have made a mistake.
7. Jane had booked a flight.
8. He has not answered our letter.
9. She did not sign the contract.

2.3.4.2. Write passive sentences in Simple Present.

1. the documents / print
2. the window / open
3. the shoes / buy
4. the car / wash
5. the litter / throw away
6. the letter / send
7. the book / read / not
8. the songs / sing / not
9. the food / eat / not

2.3.5. Language Awareness: *To Take*

2.3.5.1. Match the words on the left with words that collocate with them on the right:

A. Match the following phrasal verbs with words and phrases a)-j) and then fill in the sentences below:

- | | |
|---------------------|-----------------------------|
| 1. to take up | a) your mother in looks |
| 2. to take on | b) a job |
| 3. to take in | c) a company |
| 4. to take after | d) staff/responsibilities |
| 5. to take over | e) for a walk |
| 6. to take sb. out | f) information |
| 7. to take to | g) a report |
| 8. to take back | h) your new teacher |
| 9. to take down | i) faulty goods to the shop |
| 10. to take through | j) notes |

1. I'll _____ my report and explain everything in detail.
2. If you _____ an MBA you will get an executive position in a big company.
3. I managed _____ some notes during the lecture because I can shorthand.
4. Will you _____ for a meal at the Chinese restaurant tonight?
5. It's no use _____ so many responsibilities if you don't get promoted.
6. She _____ grandmother in looks but she behaves exactly like her father.
7. You should _____ your books to the library as soon as possible.
8. This company is on the verge of bankruptcy and it will _____ by a multinational.
9. The accounting course is very interesting but I am afraid I can't _____
so much information.
10. In the beginning they didn't like their new Maths teacher but now they _____ all _____ him.

2.4. Self-assessment guideline

In this seminar, you have learned:

- ❖ the rules for drawing out a CV;
- ❖ the layout and contents of a cover letter;
- ❖ about job mobility and exchange programmes for young people;
- ❖ about the opportunities for on-the-job training in EU;
- ❖ to use the phrasal verb *to take*.

Self-assessment Test 2

2.4.1.A.Comisia Europeană va ajuta 50 de europeni să-și găsească un prim loc de muncă într-o altă țară europeană. Inițiativa este deschisă tuturor cetățenilor statelor membre UE sau ai uneia dintre țările Asociației Europene a Liberului Schimb (Norvegia, Islanda, Elveția și iechtenstein), cu vârsta peste 18 ani, care nu au avut nici un loc de muncă, nu au studiat niciodată sau nu au beneficiat de niciun stagiu în afara țării lor.

Dacă vrei să te numeri printre cei 50 de câștigători, tot ce trebuie să faci este să te înscrii online și să trimiți o descriere scurtă în care să menționezi motivul pentru care dorești să lucrezi în străinătate și experiența pe care crezi că o vei dobândi prin aceasta. Concursul „Primul tău loc de muncă în străinătate” este o inițiativă a Comisiei Europene, cu ocazia împlinirii a 50 de ani de la semnarea Tratatului de la Roma, lansată prin EURES, rețeaua europeană a locurilor de muncă. La sfârșitul perioadei de înscriere, Comisia Europeană, împreună cu rețeaua EURES din fiecare țară participantă, va evalua propunerile și va selecta 50 de lucrători propuși pentru un prim loc de muncă în străinătate.

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MODULE 4

THE WORLD OF TOURISM

Unit 1: INTERNATIONAL TOURISM

Contents

1.1. Introduction

1.2. Objectives and competences

1.3. Unit's contents

1.3.1. E-Tourism: Online Travel Arrangements

1.3.2. Grammar Presentation: Conditionals

1.3.3. Grammar Practice

1.4. Self-assessment guideline

1.1. Introduction

The international exchange programmes and the job mobility in the globalized world of today, studied in the previous module, lead naturally to ...tourism. This module's theme focuses on the world of tourism, viewed

from the economic perspective as well as viewed as *leisure*. The latest trend in modern tourism, namely e-tourism, is addressed here, together with new grammar issues.

1.2. Objectives and competences

Objectives:

- To provide facts and figures about e-tourism;
- To raise awareness for sustainable use of biodiversity resources;
- To analyze the economic impact of tourism industry;
- To acquire the specific economic terminology in tourism industry;
- To learn to use correctly the Conditional.

Competences:

- Students will resort to online travel arrangements for business and leisure;
- Students will assign to categories governmental revenues from tourism;
- Students will use the lexis specific to interviews appropriately;
- Students will use correctly Conditional/ if-clauses.

Time necessary for this unit: 2 hours

1.3.1. Read the following text and draw the main ideas:

The tourism industry generates substantial economic benefits to both host countries and tourists' home countries. Especially in developing countries, one of the primary motivations for a region to promote itself as a tourism destination is the expected economic improvement. According to the World Tourism Organization, 698 million people traveled to a foreign country in 2000, spending more US\$ 478 billion. International tourism receipts combined with passenger transport currently total more than US\$ 575 billion - making tourism the world's number one export earner, ahead of automotive products, chemicals, petroleum and food.

As with other impacts, this massive economic development brings along both positive and negative consequences.

1.3.2. Grammar Presentation – Conditionals I.CONDITIONALS OR “IF CLAUSES”

There are three types of conditional (or –,,if”) clauses in English which, sometimes, students have difficulties to deal with. This is a simple way to understand and practice:

1) to express a *real possibility*, use **Future Tense in the main clause and Present Tense in the “if” clause.**

Example: They **will send** the report to the General Manager *if* they **get** all the necessary data.

2) to express *a wish* or *to imagine a situation with a meaning in the present*, use **Present Conditional in the main clause and Past Tense in the "if" clause**.

Example: They **would send** the report to the General Manager *if* they **got** all

the necessary data.

Depending on what you want to express, you may also use **could** and **might** instead of **would**.

After **"if"** and **"wish"** you may use **"were"** instead of **"was"**.

3) to express *a wish* or *to imagine a situation with a meaning in the past*, use **Past Conditional in the Main clause and Past Perfect Tense in the "if" clause**.

Example:

a) They **would have send** the report to the General Manager *if* they **had got**

all the necessary data.

b) They **would have send** the report to the General Manager, **had** they **got** all the necessary data.

- Depending on what you want to express, you may also use **could have....and might have.....**instead of **would have....**
- Do not use **—would have”.....**after the verb **—to wish”**; use **—had better**l.
- In case b), notice the **inversion of the subject and the auxiliary in the "if" clause, and the omission of "if"**.
- The order in the sentence is not strict, you may place the **-,if”** clause in an initial position, too, on condition you pay attention to the use of the right tenses.

II. UNREAL TENSES AND SUBJUNCTIVES

The Subjunctive is used when talking about events that somebody: wants to happen; hopes will happen; imagines happening and to emphasize urgency or importance.

- To form **Present Subjunctive**, use the infinitive without the "to".

The Subjunctive is only noticeable in certain forms and tenses.
The Subjunctive is not noticeable in the you-form of the verb, but it is noticeable in the he-form of the verb.

e.g. You **try** to study. *YOU-FORM OF "TRY"*

It is important that you **try** to study. *SUBJUNCTIVE FORM OF "TRY" LOOKS THE SAME.*

He **tries** to study often. *HE-FORM OF "TRY"*

It is important that he **try** to study. *SUBJUNCTIVE FORM OF "TRY" IS NOTICEABLE HERE.*

- **The Subjunctive** is used after the following verbs:
to advise (that), to ask (that), to command (that), to demand (that), to desire (that), to insist (that), to propose (that), to recommend (that), to request (that) to suggest (that), to urge (that)
e.g. Dr. Smith **asked that** Mark **submit** his research paper before the end

of the month.

Donna **requested** Frank **come** to the party.

The teacher **insists that** her students **be** on time.

- The Subjunctive is used after the following expressions:
- It is best (that): **It is best that** you **withdraw** the money before him.
 - It is crucial (that): **It is crucial that** you **get** a job in this company.
 - It is desirable (that): **It is desirable that** you **win** the competition
 - It is essential (that): **It is essential that** the policemen **find out** the truth.
 - It is imperative (that): **It is imperative that** the Government **change** the approach regarding the youth unemployment.
 - It is important (that): **It is important** she **attend** the meeting
 - It is recommended (that): **It is recommended that** he **take** his driving license.
 - It is urgent (that): **It is urgent that** you visit the oculist now.
 - It is vital (that): **It is vital that** the Party **win** the elections this autumn.
 - It is a good idea (that): **It is a good idea that** you **study** foreign languages abroad.
 - It is a bad idea (that): **It is a bad idea that** you **not attend** the morning courses.

- **Negative, Continuous and Passive Forms of Subjunctive:**

The boss insisted that Sam **not be** at the meeting. Jake recommended that Susan **be hired** immediately.

It is important that a car **be waiting** for the boss when the meeting is over.

- **Should as Subjunctive**

After many of the above expressions, the word "should" is

sometimes

used to express the idea of subjunctiveness. This form is used more frequently in British English and is most common after the verbs "suggest," "recommend" and "insist."

e.g. The doctor recommended that she **should see** a specialist about the problem.

Professor William suggested that Wilma **should study** harder for the final exam.

➤ **The Past Subjunctive Tense** is similar to the simple past, only that

the verb *—be* becomes *—were* for all persons. It is used:

1. for hypotheses about the present or future; therefore, it is used in hypothetical conditionals to express dreams, suppositions or unreal conditions

in the present or future.

e.g. If I were a millionaire, I would give away a lot of money to help the poor.

2. for wishes which can hardly come true in the present or future.

e.g. Now that there are wars in many places in the world. Irish there were no more wars anywhere in the world.

3. in a clause after *—would rather* or *—would sooner* to express preferences in the present.

e.g. I'd rather you delivered the cargo next Friday.

4. in a clause after *—It's (about/high) time*

e.g. It's eight o'clock now. It's high time we left.

5. in a clause after *—"as though"* or *—as if* to express unreality, improbability or doubt supposedly at the time of the action expressed in the main clause.

e.g. He behaves as if he owned the place.

➤ **The Perfect Subjunctive Tense** is similar to the past perfect. It is

used to express:

1. hypotheses about past actions (unreal conditions in the past)

e.g. If I had got up early yesterday, I would not have missed the bus.

2. in a clause after *—"as if"/"as though"* to express unreality, improbability or doubt supposedly before the time of the action expressed in the main clause.

e.g. He looks/ looked as if he had seen the ghost.

▪ Some fixed expressions use the subjunctive. Here are some examples: **Long live the King! God bless America! Heaven forbid! Be that**

as it may, he still wants to see her. **Come what may**, I will never forget you. We are all citizens of the world, **as it were**.

1.3.3.1. Fill in the blanks with the appropriate expression. Only one version is correct:

1. If for Rusty, I would have been asleep when the storm came.
A. it hadn't been B. it were not C. has been D. will be
2. If it were not for the fog, the plane
A. will take off B. would have taken off C. would take off
D. is taking off
3. But for my brother, I and missed the train.
A. would oversleep B. would overslept C. will overslept
D. would have overslept
4. If he checked the notice board, he all the company news.
A. knew B. would know C. will have know
D. will be knowing
5. He would have gone to the cinema, better.
A. had he felt B. had he feel C. will feel D. felt
6. If he harder, he will learn to ski.
A. tries B. tried C. trying D. will try
7. a cab, he would have reached the airport in time.
A. he had found B. he was found C. had he found
D. will find
8. If she enough, she would drive much better.
A. is practicing B. will practice C. would practice
D. practiced
9. I could have never succeeded, unless you me.
A. will help B. had helped C. helped D. helping
10. He your letter, if you didn't apologize.
A. would answer B. will answer C. wouldn't answer
D. be answer
11. They could never understand the rule, unless the teacher it to them.
A. explained B. will explain C. explaining D. have explained
12. He the violin so well, unless he practiced 8 hours a day.
A. will play B. wouldn't play C. played D. playing
13. They to the cinema, unless you picked them up in your car.
A. will go B. will be going C. wouldn't have gone
D. had gone
14. We would have lost our way, for the lighthouse.
A. had it been B. will it been C. had
D. had it not been for
15. If she had found her umbrella, she out shopping as usual.
A. would go B. will go C. would have gone D. had gone
16. If you to your parents more often, they would feel closer to you.
A. wrote B. write C. writing D. would write

1.3.3.2. Put the verbs in the brackets into the right form of the Subjunctive or Indicative mood.

1. I am afraid I (explain) my intentions clear.
2. He asked John to stop laughing in the car so that he (get out).
3. Helen was disappointed that Mary (not come) to grandma's funerals.
4. If only you (be) as you used to be.
5. It's about time you (go) to bed. You are five years old only.
6. The school Principal proposed that the school (organize) a show and a dinner party to the conference guests.
7. I remember that if I (light) a cigarette in here you always opened the window.
8. Coming from a poor family Ed. Was very careful with his things in order that they (last) longer.
9. My fear was that he (not know) how to settle the bills.
10. It's not at all necessary that I (inform) about his latest bad actions.

1.3.3.3. Present Unreal Conditional / Past Unreal Conditional

complete the text below with the appropriate form.

1. If I (have) enough time, I (pay) _____ a visit to my mom.
2. Thank you for halping me arrive in time to the meeting. If you hadn't helped me, I (fail) _____ the discussion regarding the balance sheet.
3. My business trip to California was only two days. If the trip (be) _____ longer, I (visit) _____ my friends in LA. I'm sorry, I didn't know you were addicted to computer games. If I (know) _____, I (buy) _____ that CD.
5. If I (know) _____ what kind of person you _____ (be), I _____ (talk) to you.
6. If I (know) _____ that you (study) _____ for the exam at all, I _____ (give) you permission to go on holiday in Kenya.
7. Martha said that Paul called Nick a jerk at the party. I don't believe that! Paul is polite and well mannered. He (say, never) _____ anything rude or insulting like that.
8. If I (can, go) _____ anywhere in the world, I (go) _____ to Egypt to see the pyramids
9. If I (know) _____ what kind of person you (be) _____ I (accept) _____ your invitation at the restaurant.

10. Mary used to like buying sandals and so spent a lot of money .If I (know)____, I (let)____ her the credit card
11. If I(have)____ a car, I (visit) _____ you often.
12. If you (not, work)____ so hard, you (not, be)_____ tired all the time.
13. If the fur coats (not, be)_____ so expensive, I(have)____ one.
14. If it (rain)_____ yesterday, we (go)____ to the beach.
15. If you (listen)___ to my advice, you (not, be)____ in trouble now.
16. If it(rain)____ an hour ago, we (stay)_____ inside.

1.4. Self-assessment guideline

In this seminar, you have learned:

- ❖ new terms related to international tourism;
- ❖ about the modern trends in the tourism industry, namely e-tourism;
- ❖ about the economic impact generated by the tourism industry;
- ❖ facts and figures indicated by the World Tourism Organization;
- ❖ to use if-clauses.

Self-assessment Test 1

1.4.1.A. Translate into English the following sentences:

1. Este normal că a făcut carieră întrucât știm cu toții că este foarte ambițios.
2. Este de necrezut că citea când trebuia să lucreze la teza de doctorat.
3. Pare puțin probabil ca ea să ceară luna de pe cer când știe că nu i-ar putea-o da nimeni.
4. Este recomandabil ca să treci la subiect acum.
5. Mi s-a părut că e cam ciudat că s-a dus călare la petrecerea de la castel.
6. Nu ți se pare de necrezut să se strice untul așa de repede?
7. E neîncrezător în străini, de parcă n-ar vrea să cunoască nici unul.
8. Este vremea să termini de citit cartea, fiindcă e anterioară eseului.
9. Ce n-aș da să înțelegi că ideea ta e în detrimentul tuturor
10. E ciudat că cheltuiește atât de puțin bani când știe că scumpul mai mult păgubește.

1.4.1.B. Translate into English the following sentences:

1. As dori ca John să nu te întrerupă atât de des în timpul ședințelor.
2. Dacă ați fi semnat contractul la timp, nu ați fi pierdut afacerea.
3. E timpul să îți înființezi propria ta afacere.
4. Ți-aș da numărul meu de mobil în caz că ar fi nevoie să mă contactezi.
5. Numai dacă vânzările ar crește cu cel puțin 2% față de anul trecut!
6. Aș fi dorit să devin director executiv când eram mai tânăr și mă puteam ocupa de mai multe probleme.
7. Consiliul Director va fi mulțumit atât timp cât prețul acțiunilor se va menține ridicat.
8. Dacă vor crește ratele dobânzilor, împrumuturile bancare vor deveni mai scumpe.
9. Trebuie să termin raportul până mâine; numai de aș fi avut mai mult timp.
10. Dacă ți-ai respecta datele limită, ai primi mai multe comenzi din partea firmelor străine.
11. Aș fi dorit să pot încheia un contract cu partea chineză.
12. Dacă ați fi fost mai competitivi, ați fi putut obține un segment mai mare de piață.
13. E timpul să faceți reclamă produselor voastre la televizor și să nu mai întârziati livrările.
14. Aș dori să am posibilitatea de a deveni acționar la o companie mai mare.
15. Dacă nu vei păstra factura, nu vei putea duce produsele defecte înapoi la magazin și nu vei primi bani.

1.4.1. Translation practice

A. Călătorie virtuală navigând pe Internet

Există astăzi un altfel de turism, turismul virtual și mulți îl practicăm aproape zilnic. Ori de câte ori deschidem calculatorul, există cel puțin un mail care ne duce undeva, într-un loc miraculos, necunoscut de pe glob. Nu ai fost niciodată în Africa și vrei să vizitezi Egiptul? Nu ai văzut încă o moschee sau Mormântul Sfânt? Nimic mai ușor decât să pătrunzi virtual în interiorul lor și să le vizitezi fiecare colțisor. Ecranul îți oferă o bogăție de imagini însoțite de texte și muzică care se adresează nu numai ochiului, ci și sufletului.

Nu ai vizitat încă Muzeul Louvre sau Muzeul Britanic? Nimic mai ușor decât să te bucuri de toate capodoperele existente acolo și, cu ajutorul tehnicilor moderne, să vizualizezi fiecare detaliu, ceea ce probabil nu ai reuși să faci într-o călătorie reală, în decursul celor câteva ore pe care le-ai petrece în muzeu.

Lumea a devenit într-adevăr un sat global prin care noi putem călători în doar câteva secunde. Ba mai mult, putem deveni turiști ai spațiului cosmic și ne putem minuna de uimitoarea priveliște a planetei noastre albastre. Putem fi în același timp pe planetă și în afara ei, așa cum

putem fi în același timp in biroul nostru și în cel mai îndepărtat colț al lumii.

Este incredibil, nu-i așa?

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MODULE 4

THE WORLD OF TOURISM Unit 2:

SERVICES IN TOURISM

Contents

- 2.1. Introduction
- 2.2. Objectives and competences
- 2.3. Unit's contents
 - 2.3.1. Hotel Booking/Car Rental/Room Service
 - 2.3.2. Language awareness: phrasal verbs connected with tourism and travelling
- 2.4. Self-assessment guideline

2.1. Introduction

2.2. Objectives and competences

Objectives:

- To analyze tourism as an industry;
- To assign to categories the types of tourism;
- To analyze data reported by World Tourist Organization;
- To acquire the specific terminology in travelling;
- To enrich the lexis with phrasal verbs connected with tourism and travelling.

Competences:

- Students will divide tourism into domestic/ incoming/outbound types;
- Students will draw conclusions from report data;
- Students will use the lexis specific for terminology in travelling;
- Students will use correctly phrasal verbs connected with tourism and travelling.

Time necessary for this unit: 2 hours

2.3. Unit's contents

2.3.1.1 .Read the following text and extract the main ideas Travel and Tourism -What is Travel and tourism

According to the World Tourist Organization affiliated to the United Nations and recognized as the leading international body of global tourism, TOURISM is defined as:

The activities of persons travelling to and staying in places out their usual environment for not more than one consecutive year for leisure, business and other purposes. (World Tourism Organization, 1993)

There for the people who are considered to be —tourists| are those who are:

- away from their normal places of residence for a period of up to one year, but will return home;
- taking part in activities that would normally be associated with leisure and tourism;
- on a visit that is temporary and short term;
- not necessarily away from home overnight as they could be on a day trip or excursion;
- away from home but not necessarily on holiday, as they could be away for business.

Tourism and travel does not necessarily involve travelling abroad. Much tourist takes place within people's home country, on visits to attractions, city breaks, trips and business meeting, sports events and concerts and visits to friends or relatives (VFR).

There tree main types of tourism:

domestic tourism:

incoming or inbound tourism; outbound tourism.

(Based on The Travel and Tourism Industry-
<http://assets.cambridge.org>)

2.3.2. Language awareness: phrasal verbs connected with tourism and travelling

At the airport

2.3.2.1. Choose the correct words/phrases to complete the following conversation at the airport

- A. Hi, where's the check- in_____for Iberia Airlines?
a.counter
b.control
c.zone
- B. That's in terminal 2. This is terminal 1
A.Is there a_____that goes between terminals?
a. Transporta

- tion b. shuttle
 bus c. vehicle
 B. Yes, there's one right in front
 here A. _to the taxi stand?
 a. together
 b. with
 c. next
 B. Yes, that's right
 A. Thanks. How much time _____to check in? (=How much time
 before my flight should I check in?)
 a. will I let
 b should I allow
 c. can I take
 B. If you're on an international flight I believe you have to check-in 3
 hours before your flight.
 A. and for _____flights?
 a. Local
 b. country
 c. near

Buying tickets (train/bus tickets)

2.3.2.2. Choose the correct question for the answer that's given

- 1) A It's the standard charge for the seat reservation
 Q a. why did you charge me \$5 more?
 b. did you give me back my change?
 c. Do I have to change trains?
 2) A. No, only regular seats.
 Q a. How much is the ticket?
 b. Does this train have sleeper seats?
 c. Do I have to change trains?
 3) Ayes, it's 10% cheaper if you have your International Student Card.
 Q. a. Can I get a student discount?
 b. Is there a discount for seniors?
 c. Is there another train to Conception today?
 4) A. 4) No, it's a direct train.
 Q. a. Does this train have sleeper seats?
 b. how much is the ticket?
 c. Do I have to change trains?
 5) A. No, we'll put them in the bus's baggage compartment.
 Q. a. did you find my bag?
 b. Do I have to bring my bags on the bus?
 c. Is this the only bus station in this
 city? 6) A. Yes, there are three stops before
 the station.
 Q. a. Is this the only bus station in this city?
 b. Are there any buses going to Serena today?
 c. Does the bus stop anywhere the central bus station?
 7) A. Yes, if it's not expired you'll get 70% of the ticket price back.
 Q. a. can I get a refund for an unused ticket?
 b. can I get a discount if I buy my ticket in advanced?

- c. do you have a schedule I could look at?
- 8) A. If you buy your ticket one week in advance, it'll be 20% cheaper.
 Q.a. can I get a discount if I buy my tickets in advance?
 b. can I get a refund for an unused ticket?
 c. do you have a schedule I could look at?
- 9) A. Yes, there's one at 10:00 AM, and another at 5:45 PM
 Q. a. Can I get off before the central bus station?
 b. Are there any buses going to Conception today?
 c. is this the only bus station in town.
- 10) A. No, they leave from Victoria station.
 Q. a. How much is a ticket to Havana?
 b. How long is the trip to Varadero?
 c. Do trains to Conception leave from this station?

2.4. Self-assessment guideline

In this seminar, you have learned:

- ❖ the specific language for hotel booking/car rental/room service;
- ❖ about the three main types of tourism: domestic/ incoming/outbound;
- ❖ about the the range of reasons for travelling;
- ❖ about the specialist travel service providers: travel agencies, business travel agents, tour operators;
- ❖ to use the phrasal verbs connected with tourism and travelling.

Self-assessment Test 2

2.4.1. Tranlate into English

1. Compania aeriană islandeză a anunțat anlarea multor zboruri, datorită norului vulcanic.
2. As dori o cameră cu 2 paturi, cu vedere la mare și baie comună.
3. Vom pleca de la peronul 5, în vagonul 1, de lângă restaurant, cușeta 3.
4. Pune centura și nu depăși limita de viteză, pentru a nu derapa pe drumul cu polei.
5. Contribuția industriei turistice va crește la 3.05% din PIB, iar ritmul anual de creștere va depăși estimările în ultimul trimestru al anului viitor.

2.4.2. Indicate the right answer. Only ONE answer is correct.

1. Would you like a single ticket or a one?
 A. double; B. multiple; C. go and back; D. round
- trip. 2. During the you must keep your seatbelt fastened.
 A. flight; B. fly; C. holiday; D. travelling.
3. Anne and her friend, Jane will take a room at that inn.
 A. single; B. matrimonial; C. twin; D. dormitory.
4. National economies count on the significant government
 from tourism industry.

A. leviers B. expansés C. contributions D. revenues

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MODULE 5

E-COMMERCE

Unit 1: E-COMMERCE: DEFINITIONS AND OVERVIEW

1.1. Introduction

1.2. Objectives and competences

1.3. Unit's contents

1.3.1. E-commerce definition and overview

1.3.2. Case study: E-bay

1.3.3. Grammar Presentation: Reported Speech

1.3.4. Grammar Practice

1.4. Self-assessment guideline

1.1. Introduction

After analyzing, in the previous units, the modern trends in education and tourism industry, namely e-learning and e-tourism, it is time to review the modern trends in commerce. E-commerce is the watchword of the day because it offers the widest range of possibilities, magnified by the globalized context. A famous example of successful e-comm -E-bay- is provided in this unit together with grammar presentation about Reported Speech and adequate grammar practice.

1.2. Objectives and competences

Objectives:

- To acquire knowledge about the modern trends in commerce, namely the electronic commerce;
- To analyze the advantages and disadvantages of e-commerce;
- To assign to categories the types of e-commerce;
- To acquire the specific vocabulary used in trading;
- To learn to use correctly the Indirect Speech.

Competences:

- Students will be able to give the definition of electronic commerce;
- Students will identify and enumerate the pros and cons of e-commerce;
- Students will use the lexis specific to e-comm appropriately;
- Students will use correctly Reported Speech.

Time necessary for this unit: 2 hours

1.3.1.1. Read the following text about e- commerce and draw the main ideas.

E-commerce (electronic commerce) is —the activity of buying and selling goods and services and doing other business activities using a computer and the Internet, as it defined by the Longman e-dictionary.

Electronic commerce, commonly known as e-commerce or e-comm, refers to the buying and selling of products or services over electronic systems such as the Internet and other computer networks. Electronic commerce draws on such technologies as electronic funds transfer, supply chain management, Internet marketing, online transaction

processing, electronic data interchange (EDI), inventory management systems, and automated data collection systems. Modern electronic commerce typically uses the World Wide Web at least at one point in the transaction's life-cycle, although it may encompass a wider range of technologies such as e-mail, mobile devices and telephones as well.

- Electronic commerce is generally considered to be the sales aspect of e-business. It also consists of the exchange of data to facilitate the financing and payment aspects of business transactions.
- E-commerce can be divided into:
 - E-tailing or "virtual storefronts" on Web sites with online catalogs, sometimes gathered into a "virtual mall"
 - The gathering and use of demographic data through Web contacts Electronic Data Interchange (EDI), the business-to-business exchange of data
 - E-mail and fax and their use as media for reaching prospects and established customers (for example, with newsletters)
 - Business-to-business buying and selling
 - The security of business transactions

1.3.2. Case study: E-bay

1.3.2.1. Fill in the gaps to complete the text using the following words:

1. sale; 2. range; 3. part ; 4. bidder; 5. listing; 6. global; 7. order; 8. shipping; 9. bid ;
10. auction; 11. fees.

Haven't you heard of EBay? It is for a long time a a) phenomenon -- the world's largest online shopping center, car dealer and b)..... site with more than 147 million registered users in 30 countries. You can find everything from sandwiches, clothing or boots to antiques, laptops and airplanes for c)

When you see something you like on eBay, you click on the auction title and view the details, including pictures, descriptions, payment options and d) information. You can search, of course, for what you need using simple keywords, such as "books" or using more advanced search criteria that helps narrow the results to the item location, price e) and accepted payment methods you want.

If you place a f) on an item, you enter a contractual agreement to buy it if you win the auction. All auctions have minimum starting bids. If the bidding doesn't reach the minimum price, the seller doesn't have to g)

.....with the item. In addition to auctions, you can find tons of fixed-price items on eBay that make shopping there just like shopping at any other

online marketplace. You see what you like, you buy it, you pay for it and you wait for it to arrive at your door.

There are various means of payment, depending on each seller, including money h), cash, personal check and electronic payment services like PayPal and Bid Pay. PayPal is the easiest way to buy something on eBay, because eBay owns PayPal. The

PayPal payment process is already built into any auction listing on eBay.

Just as you can buy almost anything on eBay, you can sell almost anything, too. Using a simple i) process, you can put all of the junk in your basement up for sale to the highest j) Some people even make a business of eBay by opening their own "eBay store." When you sell an item on eBay, you pay listing

1.3.3. Grammar Presentation: Reported Speech

Reported (or Indirect) Speech may sometimes be a source of mistakes in English, when not observing its specific rules. You should always keep in mind that when you use reported/indirect speech you simply transfer the contents of the dialogue in the direct speech into indirect speech, that is you have to render the exact ideas of the dialogue, using almost all the words and phrases, without introducing your own. A set of rules mentioned below should be attentively taken into account, though:

- when using reported speech, the verb in the main sentence is usually past, so according to the rule of sequence of tenses all the rest of the verbs in the whole sentence is in the past; please follow the changing of tenses from direct speech into reported/indirect speech:

| Direct Speech | Reported/Indirect Speech |
|---|---|
| <p>Present Tense (Simple or Continuous)</p> <p>e.g."I want to send the report to the boss" said Jack e.g."I am sending the report now" said Jack</p> | <p>Past Tense (Simple or Continuous)</p> <p>e.g.Jack said (that) he wanted to send the report to the boss. e.g. Jack said (that) he was sending the report then.</p> |
| <p>Present Perfect (Simple and Continuous)</p> <p>e.g."Have you already met the new manager?" asked Helen e.g."Have you been waiting long?" he asked</p> | <p>Past Perfect (Simple or Continuous)</p> <p>e.g.Helen asked whether he had already met the new manager. e.g.He asked if he had been waiting long.</p> |

| | |
|--|--|
| <p>Past Tense (Simple or Continuous)</p> <p>e.g. "I talked to her on the phone yesterday", Tom said</p> | <p>Past Perfect (Simple or Continuous)</p> <p>e.g. Tom said (that) he had talked to her the day before</p> |
|--|--|

| | |
|--|---|
| <p>Future Tense (Simple or Continuous)</p> <p>e.g. "We will sign the contract tomorrow" said their partner</p> | <p>Past Conditional (Simple or Continuous)</p> <p>e.g. Their partner said (that) they would sign the contract the next day</p> |
|--|---|

- whenever you pass from Direct Speech into Reported Speech you can leave out "that" as you can see in the first examples.

- **change the verb to say into to tell when there is an indirect object in the introductory sentence:**

E.g.:DS:"I want to send the report to the boss", said Jack to Tom
 RS:Jack told Tom (that) he wanted to send the report to the boss.

- **the Imperative Mood turns into Infinitive**

E.g. DS:"Turn on the computer, please!", he asked me
 RS:He asked me to turn on the computer.

Direct Speech

I
 We
 Here
 This
 These
 Now
 Ago
 Today
 Yesterday
 the day before yesterday
 tomorrow
 next
 last

Reported/Indirect Speech

he, she
 they
 there
 that
 those
 then
 before
 that day
 the day before
 two days before
 the next/following day
 the next
 previous

- **the modal verb must can stay unchanged if it expresses deduction, when turning into reported speech.**

E.g. DS:"The meeting must be held in Paris", he asked
 RS:He said that the meeting must be held in Paris.

- **when you report something and it is still true there is no need to change the tense of the verb into the past:**

E.g. DS:¶Paris is more lively than Prague¶, said Ann
 RS: Ann said (that) Paris is more lively than Prague. (Paris is still more lively, the situation hasn't changed).

- **Yes and no are generally rendered by the verbs to agree and to deny when turning into Reported Speech.**

- **Pay attention when you render greetings, congratulations in DS or when you introduce people and you want to speak about these in RS**

E.g. —"Merry Christmas!"

They wished us Merry Christmas.
—Look, if I were you I'd order that product. He advised me to order that product.
—Hello, John said.
John greeted her.

1.3.4. Grammar Practice

1.3.4.1. Join the couples of statements and questions below and turn them into Reported Speech:

Model: It does not seem to be easy. Can you do it?

He said that it did not seem to be easy and asked whether I was able to do it.

1. How do you like my new computer? I got it for my birthday.
2. My cat has eaten a bird. Did you see it catch it?
3. Is that the postman? I must see him before he leaves.
4. We must leave the party right now. Do you think there is a trolley at this hour of the night?
5. John has read this e-mail before. Is it interesting?
6. Have you got a lighter? I need for a second.
7. May I have another Coke? It is very hot outside.
8. He has been learning French for 4 years now. Has he made any progress with it?

1.3.4.2. Fill in the blanks with the correct answer. Only one version is correct:

1. He said he had read book and it was very interesting.
A. this B. that C. those
2. He told me he had finished it
A. yesterday B. the day before C. tonight
3. I heard that nothing had happened
A. here last night B. here C. there the night before
4. He said he had explained everything to him
A. an hour before B. an hour C. an hour ago
5. They mentioned they had rung us up
A. the evening before B. in the evening C. yesterday evening
6. I heard the cat had caught a fish
A. last month B. the month before C. this month
7. He advised us to buy computer.
A. this B. that C. those
8. They said they had gone and already returned.
A. here B. before C. there
9. He said he would build a new house
A. this week B. next week C. the next week
10. He hoped we would talk about the movie

- A. tonight B. that night C. the following night

1.4.

In this seminar, you have learned:

- ❖ the specific language for trade;
- ❖ the definition of electronic commerce;
- ❖ about the modern trends in commerce, namely e-commerce;
- ❖ the advantages and disadvantages of e-commerce;
- ❖ to convert direct speech into indirect speech.

Self-assessment Test 1

1.4.1. Choose the best response:

1. "She will visit us next week". She told me that she _____ next week
a. would visit us b. will visit us c. visits us
2. "I talk to my brother every day". He told me that he _____ to his brother.
a. was talking b. talked c. is talking
3. "My friends will help me to study. She told me that her friend _____ her study.
a. will help b. helps c. would help
4. "Mary is living in Bucharest". My friend told me that Mary _____ in Bucharest.
a. lives b. was living c. is living
5. "I have visited that region". She told me that she _____ that region
a. had seen b. has seen c. saw
6. "I will be in Santiago next week". She told me that she _____ in Santiago next week
a. will be b. would be c. is
7. "Turn off the light". He asked me _____ the light
a. turned off b. turn off c. to turn off
8. I am a good cook. She told me that she _____ a good cook.
a. is b. was c. will be
9. "I have been to that conference". He told me that he _____ to that conference.
a. had been b. will have been c. is being
10. I am calling my girlfriend. He told me he _____ his girlfriend.
a. is calling b. was calling c. calls.

1.4.2. Translate into English the following sentences:

1. Bursa de valori joaca un rol esențial în lumea afacerilor în zilele noastre.
2. Toate problemele importante vor fi incluse pe ordinea de zi.
3. Comitetul director se va întruni nu mai târziu de 15 aprilie a.c.
4. Președintele Comitetului director se va întâlni cu toți acționarii pentru a le expune noile condiții cerute pe piața internațională.
5. Întreprinderile mici și mijlocii pot primi fonduri nerambursabile din

- partea Uniunii Europene pentru a se dezvolta.
6. Experții contabili au obligația sa verifice bilanțul contabil din șase în șase luni.
 7. Rezultatele filialei noastre din Asia sunt încurajatoare datorita creșterii venitului net cu 20% fata de anul anterior.
 8. Cifra de afaceri a companiei petroliere s-a triplat anul acesta.
 9. Facem afaceri cu această firmă de comerț exterior de mai bine de 10 ani.
 - 10 Activele unei companii constau în clădiri, terenuri și utilaje.
 - 11 Multe firme mici pot da faliment din cauza crizei economice.
 - 12 Profiturile înaintea impozitării obținute de compania suedeză au crescut anul acesta datorită măsurilor luate de partenerul străin.

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MODULE 5

Unit 2: E-COMMERCE IN ROMANIA

Contents

2.1. Introduction

2.2. Objectives and competences

2.3. Unit's contents

2.3.1. Beginnings and Development

2.3.2. Language awareness: word families

2.4. Self-assessment guideline

2.1. Introduction

This unit aims at providing data about the particular development of electronic commerce in Romania. The beginnings and the development of e-comm are detailed here, together with an extensive presentation about e-commerce suppliers in Romania, online shopping and e-shoppers.

2.2. Objectives and competences

Objectives:

- To acquire knowledge about the modern trends in e-commerce in our country;
- To inform about the evolution of e-commerce in Romania;
- To analyze data about of e-commerce providers and consumers in Romania;
- To acquire the specific vocabulary used in e-commerce;
- To develop vocabulary with word families.

Competences:

- Students will identify and compare e-commerce providers and consumers in Romania;
- Students will use the lexis specific to e-comm and shopping online appropriately;
- Students will use correctly word families.

Time necessary for this unit: 2 hours

2.3. Unit's contents

2.3.1. Beginnings and Development

2.3.1.1. Read the following text about e-commerce and draw the main ideas.

A.Slowly but surely: e-commerce market in Romania

In spite of the fact that Romanian internet users generally like or even love shopping, they remain cautious about buying on the internet and may consider it risky. The high awareness of the online shopping option they display does not go alongside with their personal experience, which among Romanian internet users is quite moderate level. These are some of the conclusions that may be drawn from the latest report *E-commerce 2011: trends and attitudes. Research into Romanian internet users*.

What will be the Romanian e-commerce future like? Raluca Georgescu, Country Manager of Allegro Group Romania says that the e-commerce market in Romania is still at its early stage, but it is continuously growing as online shopping is gaining more and more popularity among internet users. The recent expansion of group buying websites in Romania is also helping to boost e-commerce activities. We expect new offline players to come online in the next 2 years, helping develop the market overall. New products facilitating and securing online payments will help to overcome the main obstacle which is the lack of trust and thus will contribute to the e-commerce development in Romania. (<http://www.gemius.com/pl/archives/2011-10-04/01>)

(Based on Internet and e-Commerce Industry in Romania- E-commerce Journal)

2.3.2. Language awareness: word families

Word families can be defined as a group of words that share a common base, to which different prefixes and suffixes are added, or Word families are groups of words that are sufficiently closely related to each other to form a 'family'.

Words can be grouped into families in two main ways: they are similar in form; their meanings are related.

Here are two examples of form-based word families:

word - wordy - word (verb) - wording - word-list ... (but not: worth, worry)
family - familiar - unfamiliar - familiarity - familiarise ... (but not: famine, famous)

Each of these families is bonded by a common root word, although the resultant connections of meaning are also an important bonding feature.

Here are two examples of meaning-based word families:

big - little - size
dog - puppy - kennel

2.3.2.1. Write sentences with the following word families

| | |
|---|---|
| <p>to employ, employed – employes a angaja employer angajator</p> <p>employee - angajat employment angajare</p> <p>unemployment șomaj unemployed - șomer</p> <p>place of employment loc de muncă</p> | <p>to interview- interviewed – interviewed a intervieva interviewer – persoana care ia un interview interviewee – persoana careia I se ia un interview interview - interviu to conduct an interview a conduce un interview</p> |
| <p>to be out of employment – a fi șomer regular employment serviciu ȃrmanent employment bureau – birou de plasare a forȃei de muncă</p> | |
| <p>to supply – supplied – supplied – a furniza supplier - furnizor</p> | <p>to manage -a gestiona/ a conduce/ a administra management – conducere/ administratie manager – director/administratot managerial – de conducere managership – conducere/ funcȃie de conducere managing director – director general managing board – comitet de conducere</p> |
| <p>To break- broke – broken –a sparge Breakable- fragil</p> <p>To break one’s neck – a-ȃi rupe gătul To break the law- a încălca legea To break away – a pleca brusc To break loose – a se elibera.</p> | <p>Labor Day- Ziua muncii Labour – effort/ muncă/trudă Labourd- laborios Labourer – muncitor/obiur exchange- labour market-piaȃa muncii To labour an illusion –a-ȃi face iluzii Labour Party- partid muncitoresc</p> |

2.3.2.2. Make word families starting from the following:

make, law, lecture, light, narrate, play, rush, confess, register, play, move.

2.4. Self-assessment guideline

In this seminar, you have learned:

- ❖ the specific language for e-commerce and shopping online;
- ❖ facts and figures about online purchasing and e-shoppers;
- ❖ about the beginnings and development of e-commerce in Romania;
- ❖ to use word families: to employ, to interview, to supply, to manage, labour.

Self-assessment Test 2

2.4.1. Translate into English:

Începutul comerțului electronic românesc

—Potrivit Web Internet Archive, primul magazin online din România a fost lansat de către PC Net în 1997 și se numea CyberShop.ro, acesta

comercializând CD-uri cu muzică. La scurt timp, ia startul eShop.ro, primul

magazin care introduce conceptul de coș de cumpărături – ce-i drept, într-o variantă rudimentară din punct de vedere al uzabilității.

Între timp, intră firav în afacerile online și alți comercianți:

Romanian Music Online și AllOnline.ro, până când pe 14 septembrie 2000 se lansează primul magazin de succes: eMania.ro, urmat la scurt timp de Rate.ro și de MagazinulTău.ro, acesta din urmă fiind lansat de către retailer- ul Best Computers.

Tot în perioada anilor 2000, compania Netbridge Investments pornește OKazii.ro, un site de licitații online oarecum similar cu celebrul eBay. La momentul lansării Okazii nivelul de încredere al internauților români în tranzacționarea online era extrem de scăzut. —Am creat OKazii.ro într-o perioadă în care încrederea în tranzacțiile prin Internet aproape că nu exista, spunea în 2006 Emilian Cristea, Project Manager la Netbridge Investments, într-un interviu acordat publicației Link 2 eCommerce.

În preajma sărbătorilor de iarnă din 2001, se lansează eMag.ro – actualmente, cel mai mare magazin online din România. Putem spune că momentul de start al comerțului electronic românesc a avut loc în anii 2000, odată cu cele câteva proiecte de amploare: eMania, Rate.ro, MagazinulTău, Okazii și eMag. Majoritatea conexiunilor la Internet în anii 2000, erau de tip dial-up. Românii abia atunci făceau cunoștință cu mediul online, fiind fascinați de informația oferită de Internet. Pentru că nu oricine își permitea să plătească o conexiune nelimitată datorită prețurilor mari ale ISP-știlor, vizionarii au făcut un business din asta deschizând numeroase —Internet Cafél-uri.

De cele mai multe ori, însă, clienții —net cafél-urilor erau tineri care fie căutau informație, fie foloseau online-ul ca modalitate de entertainment (chat, muzică, jocuri sau website-uri adult). Foarte puțini erau cei care ar fi cumpărat un produs prin intermediul Internetului din două considerente: li se părea cel puțin ciudat să achiziționeze online datorită mentalității că trebuie să palpeze produsul sau le era teamă de fraudă din cauza multitudinii de articole de presă care mediatizau Internetul ca —tarâmul nimănuil, un mediu unde nu există control, nu există legi, un mediu anarhic în care dacă furi, nu ești prins sau pedepsit.!

(Studiu privind dezvoltarea comerțului electronic în România A. Radu, C. Gămulescu, B. Manolea, L. Taloi)

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KEY

Module 1: Academic Life

Unit 1: Modern Trends in Higher Education

1.4.1 1.was taking, found; 2.started, was studying; 3.complained; 4.attended;5.was drawing up, called; 6.was dealing, sent; 7.pais, bought; 8.got, was working; 9.graduated, become; 10.was selling, went.

1.4.2. .1. had studied; 2.had arranged; 3. had known; 4.had eaten; 5.had found; 6.had written; 7.had arrived; 8.had known; 9. had sent; 10. had spoken.

1.4.3. The Erasmus program was founded in 1987 and it is an important part of the Continuous Education Program of the European Union for 2007-2013. The program is named after Erasmus of Rotterdam, a well-known philosopher who lived and worked in several parts of Europe and left a considerable fortune to the University of Basel. The purpose of this program is to encourage academic mobility among both students and teachers from the European Union countries, the European Economic Area countries – Iceland, Lichtenstein and Norway, as well as from candidate countries such as Turkey, enabling them to adapt to a different lifestyle and cultural environment. Switzerland is again eligible as a member since 2007, after a period of absence following the rejection of stronger connections with the European Union in the late _90s.

Unit 2: Higher Education Institutions

2.4.1.A. Many secondary schools in the UK offer students a wide variety of

courses in areas related to the environment, politics, sociology and theatre. Even if these subjects are not mandatory for the final exams, they will help the students get accustomed to some of the issues they are faced with outside the school, that they will have the opportunity to study later, at an academic level. University acceptance does not occur automatically after passing the final exams corresponding to the European —bachelor's degree but is based on an entire process of selection of candidates across the country and abroad which takes into account curricular and extracurricular activities, the character, motivation and skills of those who wish to enroll in higher education. Nowadays, increasingly more high school graduates wish to enter higher education and therefore the selection process is becoming more and more rigorous. **B.** Higher education is a key element in the development of a knowledge based society, universities being the main suppliers of highly skilled labor force and knowledge. In this context, higher education will be a special chapter in the Government's concerns.

Efforts conducted will focus on strengthening the relation of the university with the business environment and the research and development sector, in view of improving the responsiveness of higher education to changes taking place in society, stimulating and supporting competitiveness and innovation.

The main actions envisaged in this respect aim to develop and to implement quality assurance tools, to develop graduate and post graduate study offers in view of providing relevant academic qualifications for the labor market, program development and doctoral schools as part of the —Bologna project.

Module 2 Being an EU Citizen

Unit 1 The European Union: Past and present

1.4.1.A.1. In September the days are not so short as in December. 2. A block of flats is much

bigger than a villa.; 3. In June it is hot, but in July is hotter; 4. The elephant is much bigger than the lion but by far less fierce.; 5. He thought himself the happiest man on Earth when he got married to her; 6. The street where I live is less noisy than the main street. 7. I think that the streets of the city capital are larger than those of our small town. 8. Tisa's waters are much more quiet than those of Mures.; 9. What is more dangerous : to play with the fire or to cross the sea in a boat?

B. The European Union (EU), is an economic and political union, developed in Europe, consisting of 27 states. The origins of the European Union come from the European Coal and Steel Community (ECSC) and from the European Economic Community (EEC) that in 1958 consisted of six countries. In the following years, the European Union was enlarged by the accession of new member states and increased its strength by adding economic, social and political areas among its abilities. The Maastricht Treaty founded the European Union under its current name in 1993. The

last amendment of the EU constitutional foundations was the Lisbon Treaty, which entered in force on December 1st, 2009. The EU operates through a hybrid system of independent supranational and intergovernmental institutions that make decisions through negotiations among the member states. The most important institutions of the EU are the European Commission, the European Council, the EU Council, the European Court of Justice and the European Central Bank.

1.4.2. The accession treaty to the common market is part of the long term inter-state cooperation policies. 2. Successive EU expansions accelerated the economic growth of the member states as well the improvement of living standards. 3. EU members exchange information regarding fiscal and monetary policies. 4. Tourism industry contribution will grow at 3.05% GDP, and the annual growth rate will exceed estimations in the last quarter of next year.

Unit 2 EU Membership

2.4.1.1. 1.down; 2.down; 3.off; 4.out; 5.together; 6.up with; 7.on.

Module 3 : The Labour Market:Current Challenges

Unit 1: Job Interview

1.4.2.1 Are you ever depressed? 2 Do you like working in a team? 3. Why did you choose to follow this profession? 4. Why did you choose to work in this area of activity? 5. Did you ever complete a project? 6. Have you ever been involved in a European project? 7. Tell me a few things about your accomplishments in this area. 8. Which do you believe is the connection between your work and the studies you graduated? 9. Have you ever been unemployed? Why?

10. Which is the ideal work environment for you? 11. How important is work for you on a scale from 1 to 10? 12. Which Is the work schedule you would prefer? Would you like to have a flexible schedule? How about working in shifts? 13. Why do you want to change jobs? 14. Why did you apply for this job? 15. Why did you choose to answer our advertisement? 16. What do you know about our company? 17. What expectations do you have regarding this work place? 18. What is the salary level you aspire to? 19. In what way do you think you can contribute to the success of our company? 20. Do you have any questions?

1.4.2. If you are called to an interview as part of the recruitment process, that means you have passed the first stage and have been selected. This should increase your self- confidence. Here are some tips, useful not only for the interview, but for most face-to- face meetings. Arrive on time, it is better to be a few minutes early than late. Be neat and

clean, wear clothing suited for the kind of work you apply for, not too common, not too gaudy. Do not try to shake hands first, this is what the employer does, but if he reaches out his hand, answer with a firm grip. Sit down when invited: if you are left standing, ask permission to sit down (maybe your shyness is tested). Try to relax as much as possible. Behave in a confident but not defiant manner. Do not avoid eye contact: answers should not be whispered or mumbled, and when appropriate, smile. Speak to the point, do not try to be too spiritual or cheerful, but being too withdrawn may also be a mistake. If you were asked a difficult question, consider carefully before answering. Ask for clarification if you have not understood immediately. When replying, speak slowly, sometimes you may repeat a word or two in order to buy some more time. In certain situations, it is better to say "I do not know" instead of talking nonsense. Sometimes it is possible to avoid the question without seeming unsecure or you may use (appropriate) humor to enliven the atmosphere and have the necessary time to reply.

Module 3 : The Labour Market:Current

Challenges Unit 2: Employment File

2.4.1. The European Commission is going to help 50 people find a first job in another European country. The initiative is open to all citizens of EU member states or of one of the European Free Trade Association countries (Norway, Iceland, Switzerland and Liechtenstein) aged over 18 who have never had a job, have never studied or received no training outside their country. If you want to be among the 50 winners, all you have to do is to register online and send a brief description stating why you want to work abroad and the experience you believe you will gain doing this.

Module 4 The World of Tourism

Unit 1 International Tourism

1.4.1.A. 1.It is natural that he should have climbed up the ladder, as we all know him to be very ambitious.

2.It is unbelievable that he should have been reading when he should have been working on his dissertation.

3.It seems unlikely that she should be crying for the moon when she knows nobody could give it to her.

4.It is advisable that you should come to the point.

5. I thought it was a rather peculiar that she should have gone on horseback to the party at the castle.

6. Don't you think it unbelievable that the butter should go bad so soon? 7. He is diffident about strangers as if he did not want to know any.

8. It is time you finished reading the book since it is previous to the essay.

9. I wish you would understand that your idea is harmful to everyone.

10. It is strange that he should spend so little when he knows that cheapest is the dearest. B.

1. 4.1.B. I wish John didn't interrupt you so often during meetings. 2. If you had signed the contract in time, you wouldn't have lost the deal. 3. It's time you started your own business. 4. I would give you my cell phone number in case you needed to talk to me.

5. If only sales grew with at least 2% as compared to last year! 6. I would have liked to become executive manager when I was younger and able to handle more problems.

7. The directing committee will be satisfied as long as the price of actions stays high.

8. If interest rates go up, banking loans will become more expensive. 9. I have to finish this report by tomorrow; if only I had had more time. 10. If you respected your deadlines, you would get more orders from foreign companies. 11. I would have liked to be able to sign a contract with the Chinese. 12. If you had been more competitive, you would have gotten a larger market share. 13. It's time you started advertising your products on television and stopped delaying deliveries. 14. I would like to have the opportunity to become a shareholder with a larger company. 15. If you don't keep the bill, you won't be able to take the malfunctioning products back to the store and you won't get your money back.

1.4.2. Virtual journey via the Internet.

There is a different kind of tourism today, virtual tourism, and many of us practice it almost every day. Every time we turn on our computer, there is at least one e-mail which leads us somewhere, to some unknown miraculous place across the globe. You've never been to Africa and you want to visit Egypt? You have never seen a mosque or The Holy Tomb? There's no easier thing than to virtually go there and see every square foot of them. The screen will offer you a series of images supplemented by text and sounds which address not only to the eyes, but to the soul as well. You haven't had the chance to visit the Louvre or the British Museum? There's nothing easier than to enjoy all the masterpieces there and to be able to see every detail, something which most likely you wouldn't be able to do in a real journey, during the few hours you would spend in that museum. Furthermore, we can become tourists of the cosmic space and we can rejoice of the amazing view of our blue planet. We can be on the planet and outside of it at the same time just as we can be at the same time in our office and in the furthest places of the

world, simultaneously. It's incredible, isn't it?

Unit 2 Services in Tourism

2.4.1. The Icelandic airline announced the cancellation of several flights due to the volcanic cloud. 2. I would like a room with two beds, the sea view and shared bathroom. 3. We will leave from platform 5, in wagon 1 near the dining car, berth 3. 4. Put your seatbelt on and do not exceed the speed limit in order not to skid on the icy road. 5. Tourism industry contribution will grow at 3.05% GDP, and the annual growth rate will exceed estimations in the last quarter of next year. 2.4.2. 1A; 2A; 3C; 4A.

Module 5 E-Commerce

Unit 1 E-Commerce: Definitions and Overview

- 1.4.1. 1-a; 2. -b; 3 -c; 4. b; 5. -a; 6-b; 7 -c; 8 - b; 9 -a; 10 - b
- 1.4.2. 1. The stock market plays an essential role in the business world today.
2. All the important subjects shall be included in today's agenda.
3. The directing committee will be meeting after April 15th this year.
4. The president of the directing committee will be meeting with all the shareholders in order to inform them of the new conditions demanded on the international market.
5. Small and medium enterprises can receive from the European Union non-refundable funds in order to develop.
6. Accounting experts have the obligation to check the accounting balance sheet every six months.
7. The results of our Asian subsidiary are encouraging due to a 20% net income increase since last year.
8. The oil company's turn-over was tripled this year.
9. We have been involved in business with this external trade company for over 10 years.
10. A company's assets consist of buildings, lands and machinery.
11. Many small companies might go bankrupt due to the economic crisis.
12. Profits prior to taxing obtained by the Swedish company have grown this year due to the measures taken by the foreign partner.
13. Some foreign companies have the right to considerable tax exemptions.
14. Nominal partners cannot take part in leading the company.
15. Operating costs were lowered by 15% percent this year from last year.

Unit 2 E-commerce in Romania

2.4.1. The beginning of Romanian electronic commerce

“According to Web Internet Archive, the first Romanian online store was launched by PC Net in 1997 and it was called CyberShop.ro, selling music CD-s. Shortly after, eShop.ro starts. It is the first store that introduces the concept of shopping cart – indeed, a rudimentary version in terms of usability. Meanwhile, other retailers enter the online business: Romanian Music Online and AllOnline.ro, until the first successful store is launched on September 14th 2000: eMania.ro, followed shortly by Rate.ro and MagazinulTau.ro, the latter being launched by retailer Best Computers. Also during the 2000s, Netbridge Investments company starts OKazii.ro, an online auction site somewhat similar to the famous eBay. When Okazii was launched, the confidence level of Romanian Internet users in online trading was extremely low. —We created OKazii.ro in a period when confidence in Internet business was almost inexistent^l, Emilian Cristea, Project Manager at Netbridge Investments, used to say in 2006, in an interview granted to Link 2 eCommerce. During the 2001 winter holidays, eMag.ro is launched – currently, this is the largest online store in Romania. We can say that the start of Romanian electronic commerce occurred in 2000, together with a few large projects: eMania, Rate.ro, MagazinulTau, Okazii and eMag.

Most Internet connections in 2000 were dial-up. Romanians were just beginning to being introduced to the online environment, fascinated by the information provided by the Internet.

Because not everyone could afford to pay for an unlimited connection due to the high prices of the ISP-s, visionaries made a business out of this by opening many —Internet Cafél-s.

However, most of the times, —net cafél-s clients were young people either in search of information or using the online environment as a way of entertainment (chat, music, games or adult websites). Very few would have bought a product online for two reasons: it seemed at least strange to buy it online due to the mentality that the product had to be touched or they were afraid of fraud because of the multitude of media articles broadcasting the Internet as the —no one’s

land^l, an environment where there is no control, no laws, an anarchic environment where if you steal, you cannot get caught or punished.^l(Study regarding the development of Romanian electronic commerce A. Radu, C. Gămulescu, B. Manolea, L.Taloi)

LIST OF IRREGULAR VERBS

arise, arose, arisen = a apărea, a se indica
awake, awoke, awaked/awaken = a(se) trezi be,
was/were, been = a fi
bear, bore, borne/born = a purta, a căra; a se naște beat,
beat, beaten = a bate, a învinge
become, became, become = a deveni
begin, began, begun = a începe
bend, bent, bent – a se îndoi, a se încovoia bet,
bet, bet = a paria
bite, bit, bitten/bit = a mușca
bleed, bled, bled = a sângera
blow, blew, blown = a bate (vântul), a sufla break,
broke, broken = a sparge
bring, brought, brought = a aduce
broadcast, broadcast, broadcast = a transmite
build, built, built = a construi
burn, burnt, burnt = a arde, a frige
burst, burst, burst = a izbucni buy,
bought, bought = a cumpăra
catch, caught, caught = a prinde choose,
chose, chosen = a alege
come, came, come = a veni
cost, cost, cost = a costa
creep, crept, crept = a se târî cut,
cut, cut = a tăia
dig, dug, dug = a săpa
do, did, done = a face
draw, drew, drawn = a desena dream,
dreamt, dreamt = a visa
drink, drank, drunk = a bea
drive, drove, driven = a conduce eat,
ate, eaten = a mânca
fall, fell, fallen = a cădea
feed, fed, fed = a alimenta, a hrăni feel,
felt, felt = a simți

fight, fought, fought = a lupta
 flee, fled, fled = a fugi
 find, found, found = a găsi
 fly, flew, flown = a zbura
 forbid, forbade, forbidden = a interzice
 forget, forgot, forgotten = a uita
 to forgive, forgave, forgiven = a ierta
 freeze, froze, frozen = a îngheța
 get, got, got/gotten = a căpăta, a obține
 give, gave, given = a da
 go, went, gone = a merge
 grow, grew, grown = a crește
 hang, hung, hung = a atârna
 have, had, had = a avea
 hear, heard, heard = a auzi
 hide, hid, hidden = a ascunde
 hit, hit, hit = a lovi
 hold, held, held = a ține
 keep, kept, kept = a păstra
 kneel, knelt, knelt = a îngenunchea
 know, knew, known = a ști
 lay, laid, laid = a pune, a aseza
 lead, led, led = a conduce
 lean, leant, leant = a se apleca
 leap, leapt, leapt = a sari
 leave, left, left = a pleca
 learn, learnt, learnt = a învăța
 lend, lent, lent = a da cu împrumut
 let, let, let = a lăsa, a permite; a închiria
 lie, lay, lain = a sta întins, a zace, a fi situat
 light, lit/lighted, lit/lighted = a lumina
 lose, lost, lost = a pierde
 make, made, made = a face
 mean, meant, meant = a însemna
 meet, met, met = a întâlni
 pay, paid, paid = a plăti
 put, put, put = a pune
 read, read, read = a citi
 ride, rode, ridden = a călări
 ring, rang, rung = a suna
 rise, rose, risen = a răsări
 run, ran, run = a alerga
 say, said, said = a zice, a spune
 see, saw, seen = a vedea
 seek, sought, sought = a cuta

sell, sold, sold = a vinde
 send, sent, sent = a trimite
 set, set, set = a pune, a așeza
 show, showed, shown = a arăta
 shrink, shrank, shrunk = a se micșora
 shut, shut, shut = a închide
 sing, sang, sung = a cânta
 sit, sat, sat = a șede, a sta
 sleep, slept, slept = a dormi
 slide, slid, slid = a aluneca
 smell, smelt, smelt = a miroși
 sow, sowed, sown = a însămânța
 speak, spoke, spoken = a spune, a vorbi
 speed, sped, sped = a accelera
 spell, spelt, spelt = a ortografia
 spend, spent, spent = a petrece, a cheltui
 spill, spilt, spilt = a vărsa
 spin, spun, spun = a se roti
 spilt, split, split = a despica
 spoil, spoilt, spoilt = a strica, a răsfăța
 spread, spread, spread = a răspândi
 spring, sprang, sprung = a țâșni
 stand, stood, stood = a sta în picioare
 steal, stole, stolen = a fura
 stick, stuck, stuck = a lipi
 sweep, swept, swept = a mătura
 swear, swore, sworn = a jura
 swim, swam, swum = a înota
 swing, swung, swung = a legăna
 take, took, taken = a lua
 teach, taught, taught = a preda
 tear, tore, torn = a rupe, a sfâșia
 tell, told, told = a spune, a povesti
 think, thought, thought = a se gândi
 throw, threw, thrown = a arunca
 understand, understood, understood = a înțelege
 wake, woke, woken = a se trezi
 wear, wore, worn = a purta
 weave, wove, woven = a țese
 weep, wept, wept = a plânge
 win, won, won = a câștiga
 wind, wound, wound = a răsufla

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