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PART I. BASIC COURSE

UNIT 1

A. TEXT

1. Read the first sentence of the text, then read the whole paragraph. Say if the first sentence of the paragraph gives its main idea.
2. Read the text and give headings for each paragraph.

European Place Names in America



New England The most remarqueable parts ...
From: Historia Mundi, or Mercator's Atlas ... (London, 1635)

European place names appeared in America beginning with the 16th century, when Europeans came to inhabit the New World. The names were brought by the new inhabitants, who moved from the East Coast to the west, as more and more people arrived from Europe. Some of the names that appeared on the map at that time were those of English and French kings and queens. Many place names were given to honour famous people, living and dead. Some names were taken from history and literature. There were names taken from geology, others were connected with important events in the life of the people. Here and there, we find a name that was simply given as a joke, but for some reason was never changed.

The first people to arrive in America from Holland built a town which they named New Amsterdam, in honour of their country in Europe. But forty years later, when Holland was at war with England, English fleet under the command of the Duke of York appeared before New Amsterdam. The town had no army; the English occupied the town and renamed it New York. And this, as we know, is the name that has remained to this day.

The first people who came to America did not try to invent new names for the settlements and towns they built, but often gave the new place the same name as the place they had come from. Along the coast of the United States, we find such

English names as Plymouth, Cambridge, London, Boston. English names often appear with the word *new* as a prefix: New England, New York, New Britain.

When the first English inhabitants, or their children left their homes on the East Coast and move to the tremendous forests and rich lands in the west, they continued the tradition of giving the new places the same names as those they had left behind. As a result, there are twenty-two towns in the United States that are called London or New London, eighteen towns called Bristol, many named Chester, Windsor or New Windsor. It is easy to imagine the difficult conditions this created for the postal service. There are towns named Philadelphia in four states, besides the Philadelphia that is the largest city in the state of Pennsylvania. This explains the American tradition of writing the name of the state when addressing letters, If the sender does not write the name of the state, he can never be sure that his letter will go to the right address.

Find sentences that give information about:

- a. the sources of place names in America;
- b. the naming of New York;
- c. the reason why there are so many place names with the word *new* as a prefix on the map of America;
- d. the reason why people write the name of the state when addressing letters

Find place names with the prefix *new* in the text. And add as many place names with this prefix to the list as you can.

Activity: What do you know about the naming of your home city?

B. GRAMMAR REVIEW

Article

Definite Article

the

Articles in English are invariable. That is, they do not change according to the gender or number of the noun they refer to, e.g. **the boy, the woman, the children.**

'The' is used:

1. to refer to something which has already been mentioned.

Example: A member of the winning team draws a small circle on the ground about 35 to 50 centimeters in diameter. The member then has to stand in the circle.

2. when both the speaker and listener know what is being talked about, even if it has not been mentioned before.

Example: 'Where's **the bathroom?**'

'It's on **the first floor.**'

3. in sentences or clauses where we define or identify a particular person or object:

Examples: **The man** who wrote this book is famous.

'Which car did you scratch?' '**The red one.**

My house is **the** one with a blue door.'

4. to refer to objects we regard as unique:

Examples: the sun, the moon, the world

5. before superlatives and ordinal numbers:

Examples: **the highest** building, **the first** page, **the last** chapter.

6. with adjectives, to refer to a whole group of people:

Examples: **the** Japanese, **the** old

7. with names of geographical areas and oceans:

Examples: **the** Caribbean, **the** Sahara, **the** Atlantic

8. with decades, or groups of years:

Example: She grew up in **the** seventies.

Indefinite Article

a/an

Use '**a**' with nouns starting with a **consonant** (*letters that are not vowels*),

'**an**' with nouns starting with a **vowel** (*a, e, i, o, u*)

Examples:

A boy

An apple

A car

An orange

A house

An opera

NOTE:

An before an *h* mute - **an** hour, **an** honour.

A before *u* and *eu* when they sound like '*you*': **a** european, **a** university, **a** unit

The indefinite article is used:

- **to refer to something for the first time:**
Would you like *a drink*?
I've finally got *a good job*.
- **to refer to a particular member of a group or class**

Examples:

- **with names of jobs:**
John is *a referee*.
Mary is training to be *a referee*.
He wants to be *a rider*.
- **with nationalities and religions:**
John is *an Englishman*.
Kate is *a Catholic*.
- Ion is **Romanian**.
- **with musical instruments:**
Sherlock Holmes was playing *a violin* when the visitor arrived.
(**BUT** to describe the activity we say "He plays the violin.")
- **with names of days:**
I was born on *a Thursday*
- **to refer to a kind of, or example of something:**
it was *a very strange car*
- **with singular nouns, after the words 'what' and 'such':**
What *a shame*!
She's such *a beautiful girl*.
- **meaning 'one', referring to a single object or person:**
I'd like *an orange* and two lemons please.
The burglar took *a diamond necklace* and *a valuable painting*.

Exceptions to Using the Definite Article

There is **no** article:

- with names of **countries** (if singular)
Germany is an important economic power.
He's just returned from *Zimbabwe*.
(**But:** I'm visiting *the United States* next week.)
- with the names of **languages**
French is spoken in Tahiti.
English uses many words of *Latin* origin.
Indonesian is a relatively new language.

- with the names of **meals**.
Lunch is at midday.
Dinner is in the evening.
Breakfast is the first meal of the day.
- with people's **names** (if singular):
John's coming to the party.
George King is my uncle.
(**But:** we're having lunch with *the Morgans* tomorrow.)
- with **titles and names**:
Prince Charles is *Queen Elizabeth's* son.
President Kennedy was assassinated in Dallas.
Dr. Watson was Sherlock Holmes' friend.
(**But:** *the Queen of England, the Pope.*)
- After the 's possessive case:
His brother's *car*.
Peter's *house*.
- with **professions**:
Engineering is a useful career.
He'll probably go into *medicine*.
- with **names of shops**:
I'll get the card at *Smith's*.
Can you go to *Boots* for me?
- with **years**:
1948 was a wonderful year.
Do you remember *1995*?
- With **uncountable nouns**:
Rice is the main food in Asia.
Milk is often added to *tea* in England.
War is destructive.
- with the names of **individual mountains, lakes and islands**:
Mount McKinley is the highest mountain in Alaska.
She lives near *Lake Windermere*.
Have you visited *Long Island*?
- with most **names of towns, streets, stations and airports**:
Victoria Station is in the centre of London.
Can you direct me to Bond Street?
She lives in Florence.
They're flying from Heathrow.
- in some **fixed expressions**

Fill in the definite or indefinite articles:

1. There is ... desk in the room. ... desk in front of the window.
2. There is ... table between the sofas ... table is small.
3. There is ... lamp on the table. There is no ... lamp above the table.
4. There are ... curtains on the window.
5. It is .. sideboard. Near ... sideboard there is ... small picture on ... wall of the room.

Phrasal verbs:

get up = a (se) trezi; a (se) scula din pat

I **get up** at seven o'clock each morning.

He asked his mother to **get him up** at seven o'clock.

give up = a renunta la, a (se) lasa de

I have **given up** smoking.

She **gave up** the study of German years ago.

make up = a constitui, a compune

What are the qualities that **make up** a great teacher?

The commission is **made up** of 6 members.

keep up = a tine, a sta, a ramane in picioare/drept

He was so weak, it was difficult **to keep** him up.

take up = a pune in discutie

There are one or two important aspects that **should be taken up** before we move

C. PROFILE – BENJAMIN WEST (1738-1820)

Young Benjamin West never saw an artist's painting, but he learned how to make one. He never had a drawing lesson, yet he became America's first important artist.

Benjamin West lived over two hundred years ago, near Philadelphia, Pennsylvania. His family was poor, and Benjamin did not have much chance to go to school. One day a wonderful thing happened. A gentleman gave him a box of paints, some

brushes and some canvas. With these fine materials, he soon was painting beautiful pictures. His pictures attracted much attention. A few years later one of his friends sent him to Europe. There he saw some of the greatest pictures in the world. He worked hard and did so well as an artist that King of England made him a knight. That was the highest honour the king could pay him. He was called Sir Benjamin West.

All artists before Benjamin West had painted pictures of people dressed in robes. Benjamin West was the first to paint pictures of people dressed in their own clothes. This attracted a great deal of attention wherever his pictures were exhibited.



Benjamin had many Indian friends. Perhaps his friendship with the Indians caused him to paint one of his most famous pictures. It is

called *Penn's Treaty with the Indians*.

Find answers to the following questions in the text:

1. Who is considered to be the first important artist in the history of American painting?
2. Did Benjamin West take any drawing lessons or was he a self-taught artist?
3. Where and when did Benjamin West live?
4. Was his family rich or poor?
5. How did he get a box of paints, some brushes and some canvas?
6. Where did he go to study art?
7. How did the artists before him painted people?
8. Did Benjamin West paint people dressed in robes or did he paint them in their ordinary clothes?
9. What were his relations with the Indians?
10. What is Benjamin West's famous picture?

Translate the following words and expressions into Romanian:

- Artist -
a drawing lesson -
a box of paints -
a brush -
a canvas -
to attract attention -

to work hard -

to paint pictures -

to exhibit -

Activity: Write few lines on your favourite Romanian painter.

UNIT 2

A. TEXT

1. What do you know about London?
2. Give headings to each paragraph.

London

London is the capital of England, its political, economic and commercial centre. London stretches for nearly thirty miles from east to west. The population of London with its suburbs is more than one million.

The best way to see the sights of London is to begin with Trafalgar Square. In Trafalgar Square you will see the tall Nelson monument, 168 feet high. There is one of the main streets of London near the square. It leads to St. Paul's Cathedral. It is the most striking building of the city today. Round St. Paul's Cathedral is the oldest part of London with a history of almost two thousand years. The group of buildings near Westminster Bridge, the Palace of Westminster with the Houses of Parliament are also of interest for tourists.



The City is a financial and business centre. It is a very small part of London: the City is only one square mile in area. Only about ten thousand people live in the City. High office buildings stand on both sides of the streets. The buses are full, for over 1,000,000 people come to the city every day.

The English buses are different from our buses. They are very high as they are double-decked. All of them are red. The conductor will tell you where to get off, he will give you change. Other means of transport in London are underground trains, trolley-buses and taxis.

A characteristic feature of London is the concentration of some professions in certain streets. For example, if someone works in Fleet Street, you know he is a journalist, if someone works in Harley Street, you know that he has something to do with medicine.

Thus we may say that the City is the money of London, The West end is the goods of London, and the East End is the hands of London, those hands which built the banks of the city, the palaces, hotels, theatres, rich houses and department stores in the West End.

Read and translate into Romanian following words:

To become, both, to build, to call, capital, chief, department store, east, to finish, to include, to increase, to live, main, means, nearly, north, poor, rich, south, to stretch, suburbs, west

Find the synonyms in the text:

Almost, high, chief, town, to walk

Find antonyms in the text:

North, east, suburb, bad, left, new, narrow, rich, large

Fill in using the words from the text:

Bucharest is the ... of Romania. The population of India ... by ten million every year. We suddenly saw the sea from the window of the train. The sea ... for miles and miles. When we came to London, we had a short rest and went At this time of the day buses are ... in the City.

Make up the sentences:

1. London, the centre, our country, political, economic, industrial, is, of, and;
2. The buses, our University, went, on foot, were full, we, as, to;
3. The side, the street, a building, left, high, saw, we, on, of;
4. The streets, that part, the city, narrow, are, of, in.

Activity: Ask each other questions:

Ask him/her where his/her parents live.
Ask him/her what the population of the city is.
Ask him/her what monuments there are in town.
Ask him/her what theatres there are in the town.
Ask him/her what street she/he lives in..

B. GRAMMAR REVIEW

GRAMMAR - ADJECTIVES

Function

Adjectives tell us more about a noun. They can:

Describe feelings or qualities:

He is a *lonely* man

They are *honest* people

Give nationality or origin:

Pierre is *French*

This clock is *German*

Our house is *Victorian*

Tell more about a thing's **characteristics**:

A *wooden* table.

The knife is *sharp*.

Tell us about **age**:

He's a *young* man

My coat is very *old*

Tell us about size and measurement:

John is a *tall* man.

This is a very *long* film.

Tell us about **colour**:

Paul wore a *red* shirt.

The sunset was *crimson* and *gold*.

Tell us about material/what something is made of:

It was a *wooden* table

She wore a *cotton* dress

Tell us about **shape**:

A *rectangular* box

A *square* envelope

Express a judgement or a value:

A *fantastic* film

Grammar is *boring*.

Forming the Comparative and Superlative

Number of syllables	Comparative	Superlative
one syllable	+ -er	+ -est
<i>tall</i>	<i>taller</i>	<i>tallest</i>

one syllable with the spelling <i>consonant + single vowel + consonant</i> : double the final consonant:		
<i>fat</i>	<i>fatter</i>	<i>fattest</i>
<i>big</i>	<i>bigger</i>	<i>biggest</i>
<i>sad</i>	<i>sadder</i>	<i>saddest</i>
Number of syllables	Comparative	Superlative
two syllables	+ -er OR more + adj	+ -est OR most + adj
ending in: -y, -ly, -ow ending in: -le, -er or -ure these common adjectives - handsome, polite, pleasant, common, quiet		
<i>happy</i>	<i>happier/ more happy</i>	<i>happiest/ most happy</i>
<i>yellow</i>	<i>yellower/ more yellow</i>	<i>yellowest/ most yellow</i>
<i>simple</i>	<i>simpler/ more simple</i>	<i>simplest/ most simple</i>
<i>tender</i>	<i>tenderer/ more tender</i>	<i>tenderest/ most tender</i>
If you are not sure, use MORE + OR MOST + Note: Adjectives ending in '-y' like <i>happy, pretty, busy, sunny, lucky</i> etc.: replace the -y with <i>-ier</i> or <i>-iest</i> in the comparative and superlative form		
<i>busy</i>	<i>busier</i>	<i>busiest</i>
Number of syllables	Comparative	Superlative
three syllables or more	more + adj	most + adj
<i>important</i>	<i>more important</i>	<i>most important</i>
<i>expensive</i>	<i>more expensive</i>	<i>most expensive</i>

Examples:

- A cat is *fast*, a tiger is *faster* but a cheetah is *the fastest*
- A car is *heavy*, a truck is *heavier*, but a train is *the heaviest*
- A park bench is *comfortable*, a restaurant chair is *more comfortable*, but a sofa is the *most comfortable*

Irregular Comparatives and Superlatives

These adjectives have completely irregular comparative and superlative forms:

Adjective	Comparative	Superlative
Good	<i>better</i>	<i>best</i>
Bad	<i>worse</i>	<i>Worst</i>
Little	<i>less</i>	<i>Least</i>
Much	<i>more</i>	<i>Most</i>
far	<i>further / farther</i>	<i>furthest / farthest</i>

Exercises:

Complete sentences using adjectives describing size or age.

He's tiny. He's only about four feet _____. The lake is ten miles _____ and two miles _____. When the baby was born it was over four kilos _____. Complete the definitions with a suitable adjective. If you are _____ to do something, you feel fear because you think it will hurt you in some way. If you feel _____ about something, you are sad or disappointed about it. If you are half _____, you are not listening or paying attention because you are very tired. _____ are the future hope of the world.

Match the comparatives to the sentences:

My jumper is too small	wider one	bigger one
The road is too narrow	warmer one	cheap enough
The bridge is too low	soft enough	clever enough
The car is too dear	pretty enough	higher one
The horn is too quiet	new enough	lighter one
My hat is too old	louder one	loud enough
My flat is too cold	light enough	newer one
The case is too heavy	high enough	prettier one
The dress is too ugly	cleverer one	softer one
The dog is too stupid	cheaper one	warm enough
The bed is too hard	big enough	wide enough

True or false?

1. A plane travels more quickly than a car.
2. Mount Everest is the highest mountain.
3. A kilo of bricks is heavier than a kilo of feathers.
4. Sound travels faster than light.
5. A whale is the biggest mammal.
6. Jupiter is closer than Mars.
7. A cheetah runs faster than a leopard.
8. We can walk more easily on the moon.
9. A duck egg is bigger than a hen's.
10. Ostriches lay the biggest eggs.
11. An eagle is the smallest bird.
12. June 21st is the shortest day in Sweden.

13. It's more expensive to make international calls.
14. Death Valley is the lowest place in the world.
15. Oil is heavier than water.
16. Hydrogen is as light as air.
17. Mercury is heavier than water.
18. The Pacific is the smallest ocean.
19. A cubic metre of ice is bigger than a cubic metre of water.
20. The Dead Sea is the hottest place on earth.

Phrasal verbs:

To get off = a cobori, a se da jos, a cobori de pe, , din

The bus stopped, the door opened, and John **got off**.

To keep off = a nu veni, a nu incepe

The thunderstorm **kept off** until we were safely indoors.

To put off = a amina, a tergiversa

There is always a temptation **to put off** doing sometimes important but unpleasant.

To see off = a conduce la, a merge sa-si ia ramas bun de la

My brother came **to see me off** at the railway station.

To take off = a da jos, a scoate, a lua

Take your shoes **off** and put on these warm slippers.

C. JOKE

A man who lived in one of the suburbs of a big town in England went home from the railway station. It was night and there was nobody in the street. Suddenly he heard that somebody was following him. The man stopped and the man behind also stopped. The man started to walk quickly and the man behind him also started to walk quickly. The man started to run and the man behind him also started to run.

Then the first man saw a wall around a garden. "That man behind me wants to rob me," thought the man, and he jumped over the wall. The other man jumped over the wall too. The first man turned around to him and said: "What do you want? Why are you following me?"

"Do you always go home like this, or are you having some exercises in jumping tonight?" answered the other man. "I am going to Mr. Fork's and the man at the

station told me to go after you as you live near Mr. Fork's house. Excuse me for asking, but you will have some more gymnastics or will you go straight home?"

Man (in the middle of the street): Can you tell me the shortest way to the hospital?

Policeman: Yes, stand where you are!

Activity: Make a short presentation of one of your favourite cities.

UNIT 3

A. TEXT

WHAT IS THE WEATHER LIKE IN ENGLAND?



When two English people meet, their first words will be “How do you do?” and “How are you?” After the reply “How do you do? Very well, thank you; how are you?” They often speak about the weather.

If the day is fine, the sky is cloudless, the sun is shining brightly one of them will say, “It is a lovely day isn’t it?” or “It is warm today, isn’t it?” The other person will reply, “Yes, it is. It is as warm today as it was yesterday!” or

“It’s wonderful weather we are having. I hope it will keep fine.”

If the day isn’t fine and it looks like rain, one of them will say, “It isn’t warm today, is it?” The other person will reply, “No, it isn’t. I think we are going to have some more rain.”

What is the weather like in England?

The climate in England is milder than that of other countries. The winters are warmer and the summers are cooler than those on the continent. It is never too cold or too hot there. The changes in temperature are not very great in England. That’s why weather forecasts that you see below show you what kind of weather they have in England in spring, summer, autumn and winter.

In spring: Mild, dry and sunny. Rain, cloudy and warm.

In summer: Dry, cloudy and cool. Rain and showers.

In autumn: Dry, sunny periods. Fog early and late.

In winter: Strong winds, heavy rain. Snow, cold.

The best seasons in England are spring and summer. The nearer the summer, the warmer the sun shines. But the summer in England is not so hot as it is on the continent.

Read the following words:

Air, bright, change, cloud, cold, dry, fog, forecast, heavy, hot, to look like, mild, to rain, to reply, to shine, sky, to snow, strong, sun, too, warm, weather, wind, word

Attach the appropriate suffixes:

- a) – **y**
storm, wind, sun, rain, fog, frost, cloud;
- b) – **less**
hope, weight, life, art, end, feature, friend, air, wind, smoke, cloud, colour;
- c) – **able**
change, answer, enjoy, laugh, question, freeze.

Make up sentences with the opposite meaning:

1. The weather is fine today.
2. It is cold today
3. The sky is cloudy.
4. It is late to go there now.
5. I have found my book.

Translate into Romanian the following sentences:

It will be cold tomorrow. I was cold. He stayed away from school because he had a cold. Do you smoke? Will you have a smoke? The fog is sometimes black because of the smoke of many thousands of chimneys.

Fill in using proper adverbs and prepositions:

1. Russian winter is famous ... its sunny, frosty days. 2. It is so nice to skate ... a frosty day. 3. Wait ... me here. 4. At the beginning ... May it is winter ... the North ... while it is spring ... the South. 5. ... autumn and ... winter Londoners often have fogs ... day ... weeks together. 6. The rivers never freeze ... England ... warm weather. 7. ... winter we put ... our warm coats.

Make up sentences using the following expressions:

As strong as, as cool as, as heavy as, as difficult as, as warm as;
Not as beautiful as, not as mild as, not so pleasant as, not so dense as;

Answer the following questions:

1. How many seasons are there in a year?
2. Is it as warm in Bucharest as it is in Rome in spring?
3. Is it as wet in Prague as it is in London in autumn?
4. Where does it snow more often, in Helsinki or in Bucharest?
5. How many continents are there in the world?
6. What is the largest continent?
7. What is the largest country in the world?
8. Which of the European countries is the largest (smallest)?

9. Which of the European countries has the largest population?

10. What is the most beautiful city in our country?

Activity: What is a usual winter/spring/ summer forecast in your city?

B. GRAMMAR REVIEW

NOUNS

Compound Nouns

Words can be combined to form **compound nouns**. These are very common, and new combinations are invented almost daily. They normally have two parts. The **second part** identifies the object or person in question (**man, friend, tank, table, room**). The **first part** tells us what kind of object or person it is, or what its purpose is (**police, boy, water, dining, bed**):

What type/what purpose	What or who
Police	man
Boy	friend
water	tank
dining	table
bed	room

The two parts may be written in a number of ways :

1. as one word. Example: <i>policeman</i>	2. as two words joined with a hyphen. Example: <i>dining-table</i>	3. as two separate words. Example: <i>fish tank</i> .
---	---	--

There are no clear rules about this - so write the common compounds that you know well as one word, and the others as two words.

The two parts may be:	Examples:
noun + noun	<i>Bedroom, water tank, motorcycle, printer cartridge</i>
noun + verb	<i>Rainfall, haircut, train-spotting</i>
noun + adverb	<i>hanger-on, passer-by</i>
verb + noun	<i>washing machine, driving licence, swimming pool</i>
verb + adverb*	<i>Lookout, take-off, drawback</i>
adjective + noun	<i>Greenhouse, software, redhead</i>
adjective + verb	<i>dry-cleaning, public speaking</i>

adverb + noun	<i>Onlooker, bystander</i>
adverb + verb*	<i>Output, overthrow, upturn, input</i>

Compound nouns often have a meaning that is different from the two separate words.

Stress is important in pronunciation, as it distinguishes between a compound noun (e.g. *greenhouse*) and an adjective with a noun (e.g. *green house*).

In compound nouns, the stress usually falls on the first syllable:

- a '*greenhouse* = place where we grow plants (compound noun)
- a *green* '*house* = house painted green (adjective and noun)
- a '*bluebird* = type of bird (compound noun)
- a *blue* '*bird* = any bird with blue feathers (adjective and noun)

* Many common compound nouns are formed from phrasal verbs (verb + adverb or adverb + verb).

Examples: *breakdown, outbreak, outcome, cutback, drive-in, drop-out, feedback, flyover, hold-up, hangover, outlay, outlet, inlet, makeup, output, setback, stand-in, takeaway, walkover.*

Countable and Uncountable Nouns

Countable nouns are for things we can count

Example: *dog, horse, man, shop, idea.*

They usually have a singular and plural form.

Example: *two dogs, ten horses, a man, six men, the shops, a few ideas.*

Uncountable nouns are for the things that we cannot count

Example: *tea, sugar, water, air, rice.*

They are often the names for abstract ideas or qualities.

Example: *knowledge, beauty, anger, fear, love.*

They are used with a singular verb. They usually do not have a plural form. We cannot say *sugars, angers, knowledges.*

Examples of common uncountable nouns:

money, furniture, happiness, sadness, research, evidence, safety, beauty, knowledge.

We cannot use *a/an* with these nouns. To express a quantity of one of these nouns, use a word or expression like:

some, a lot of, a piece of, a bit of, a great deal of...

Examples:

- There has been *a lot of research* into the causes of this disease.
- He gave me *a great deal of advice* before my interview.
- They've got *a lot of furniture*.
- Can you give me *some information* about uncountable nouns?

Some nouns are countable in other languages but uncountable in English. Some of the most common of these are:

accommodation	furniture	traffic
advice	information	travel
baggage	luggage	trouble
behaviour	news	weather
bread	progress	work

Be careful with the noun '*hair*' which is normally **uncountable** in English:

She has long blonde hair

It can also be **countable** when referring to individual hairs:

My father's getting a few grey hairs now

The Plural of Nouns

Most nouns form the plural by adding *-s* or *-es*.

Singular	Plural
boat	boats
house	houses

A noun ending in *-y* preceded by a consonant makes the plural with *-ies*.

Singular	Plural
a cry	cries
a fly	flies

There are some *irregular* formations for noun plurals. Some of the most common ones are listed below.

Examples of irregular plurals:

Singular

woman
man
child
tooth
foot
person
leaf
half
knife
wife
life
loaf
cactus
focus
fungus
nucleus
syllabus
analysis
diagnosis
thesis
crisis
phenomenon
criterion
datum

Plural

women
men
children
teeth
feet
people
leaves
halves
knives
wives
lives
loaves
cacti
foci
fungi
nuclei
syllabi/syllabuses
analyses
diagnoses
theses
crises
phenomena
criteria
data

Some nouns have the same form in the singular and the plural.

Examples:

Singular

sheep
fish
species
aircraft

Plural

sheep
fish
species
aircraft

Some nouns have a plural form but take a singular verb.

Examples:

news The *news is* on at 6.30 p.m.
athletics *Athletics is* good for young people.
linguistics *Linguistics is* the study of language.

darts *Darts is* a popular game in England.
billiards *Billiards is* played all over the world.

Some nouns have a plural form and take a plural verb.

Examples:

trousers My *trousers are* too tight.
jeans Her *jeans are* black.
glasses Those *glasses are* his.

others include:

*savings, thanks, steps, stair, customs, congratulations,
tropics, wages, spectacles, outskirts, goods, wits*

Look at the adjectives. What are their nouns:

Excellent	Powerful	Muscular	Stiff
Impossible	Competitive	High	Aggressive

Look at the adjectives. Find their nouns:

Mobile	Supply	Tense	Strong
Flexible	Relaxing	Dizzy	

In each space in the following sentences, indicate whether the noun preceding that space is a count noun (using the letter C) or a non-count noun (using the letters NC). Some of these words could be either count or non-count nouns, but you should determine how each is being used in the context of the sentence in which it appears. When you're finished, click on "submit application" at the bottom of the page and the computer will check your answers.

1. Jorge ... sent me ... information about Chilean wines
2. This ... serves the best Romanian food ... in the city
3. The traffic ... during rush-hour ... is really horrible.
4. Can you give me advice ... about finding work ...in Iasi ... ?
5. Most men ...in my family ...don't wear jewelry ...
6. Soldiers ... at the edge of town ...stole all the equipment ...
7. We need money ... to buy new furniture ... for our bedroom ...
8. Let's play some music ...

9. The office ...has its own stationery ...

10. It takes a lot of patience ... to learn how to appreciate good wine

....

Complete the table (singular or plural form):

can			horses	woman	
	toys	phenomenon			stadiums
Child		series		tomato	
	combs	salmon		match	
Church			teeth	father-in-law	
Crisis		mouse			museums
Sheep			pence		videos
	radii/radiuses	man			boyfriends
	wives		things	price	
	cliffs	rope		ball	
	gymnasiums	key		loaf	
Foot			boxes	beds	
	legs		spoonfuls		
Baby		photo			

Phrasal verbs

Get across = a trece peste, a traversa, a trece dincolo

He **got** all the men **across** the river.

Get out of = a evita, a se eschiva

He couldn't **get out of** all the unpleasant tasks.

Get through = a ajuta sa treaca de, sa faca fata la, a scoate la liman, a reusi

He **got through** the written papers but failed in the oral exam.

C. JOKE

1. A foreign tourist and a guide were climbing up the mountains in Switzerland when they were caught in a snow slide. A Saint Bernard dog fought bravely through the snow and came up to them, a keg of brandy tied under his chin.

'Hurrah', cried the guide, 'here comes man's best friend'.

‘Yes’, agreed the tourist, ‘and look at the size of the dog that’s bringing it!’

3. There is an old rhyme by which to remember the number of days of each month:

Thirty days has September,
April, June and November;
All the rest have thirty-one,
Excepting February alone,
Which has but twenty-eight days clear,
And twenty-nine in each leap year.

After spending a few years in England, someone changed the rhyme to the following:

Dirty days has September,
April, June and November.
From January up to May
It’s pretty sure to rain each day.
All the rest have thirty-one
Without much chance of any sun,
And if one of them had two and thirty,
They’d be just as wet and twice as dirty.

UNIT 4

A. TEXT

SKETCHES OF COLLEGE LIFE IN ENGLAND



So this is Oxford. A bus or a taxi will quickly take you from Oxford's railway station to the famous High Street in which most of the Oxford colleges are located.

The University of Oxford is a collection of colleges. Some of these colleges were founded colleges hundreds of years ago. "The University" is only an administrative centre that arranges for all of the students of the colleges, holds examinations and gives degrees.

Every college has students of all kinds; it has its medical students, its engineers, its art students, etc.

The Tutorial system is one of the ways in which Oxford and Cambridge differs from all other English universities. Every student has a tutor who plans his work. Each week some students come to see him and he discusses with them the work that they have done.

The academic year in England is divided into three terms, which usually run from about the beginning of October to the middle of December, from the middle of January to the end of March and from the middle of April to the end of June or the beginning of July.

British universities usually keep to the customs of the past. At Oxford Universities all the students wear long black gowns and "student's caps."

A story is told from generation to generation at Oxford University. You can believe it or not, as you like. It is a story of an old custom, which is kept up to now. Every Christmas day a roast boar head is carried with great ceremony to the table at which the tutors sit. The story of this custom goes back to the early years of the 16-th century and celebrates the fight between a student of the college and a wild

boar near the college. The student killed the boar by thrusting down its throat a copy of Aristotle which he was reading at that time, saying as he did so, “That’s Greek!”

Read the following words:

Advantage, to arrange, to collect, cost, degree, to differ, to discuss, to divide, influence, to locate, to operate, per cent, to rely (on), report, social.

To believe, break, to call on, cap, to celebrate, century, copy, cushion, to expel, fight, fine, generation, to kill, to roll, serious, sum, undergraduate, to use, wild.

To break a rule, a law, etc.

Form verbs by means of the suffix – en:

Black, dark, fast, less, red, short, straight, thick, wide, worse.

Form nouns by means of the suffix –ing:

Begin, build, cool, feel, make, live, meet, train, understand, read.

Translate into Romanian. Pay attention to the underlined words.

1. He **fin**ed the student. 2. He **found** the student in the library. 3. I was there for **some** time. 4. Meet me at the **same** time tomorrow. 5. The post-office is quite **near**. 6. It is **nearly** ten o’clock. 7. I am **well**, thank you. 8. **Well**, here we are **at last**. 9. Lectures **last** for two years. 10. He left the country **last year**.

Fill in with the necessary adverbs and prepositions:

To be fond ...; to be famous ...; to wait ...; to be good ... something; to divide ...; to take an examination ... English; to fail ... an examination ... English; to graduate ... the University; to rely

Fill in using the prepositions *with* and *by*:

1. Our town is visited ... many foreign tourists.
2. The ground is covered ... snow.
3. Our houses are lighted ... electricity.
4. Our factories and mills are equipped ... electric motors.
5. He likes to write ... this pen.

Activity: Ask each other questions:

Ask her/him when our University was built.

Ask her/him how many departments there are in our University.

Ask her/him what he knows about the departments of our University.
Ask her/him who the dean of his/her department is.
Ask her/him who gets state scholarships in his/her group.
Ask her/him what subjects he/she studies.
Ask her/him who gives a course of lectures on physics.
Ask her/him if he/she always attends classes.

B. GRAMMAR REVIEW

ADVERBS

Form

1. In most cases, an **adverb** is formed by adding '*-ly*' to an **adjective**:

Adjective	Adverb
cheap	cheaply
quick	quickly
slow	slowly

Examples:

- Time goes *quickly*.
- He walked *slowly* to the door.

If the adjective ends in '*-y*', replace the '*y*' with '*i*' and add '*-ly*':

Adjective	Adverb
easy	easily
angry	angrily

If the adjective ends in '*-able*', '*-ible*', or '*-le*', replace the '*-e*' with '*-y*':

Adjective	Adverb
probable	probably
terrible	terribly
gentle	gently

If the adjective ends in '*-ic*', add '*-ally*':

Adjective	Adverb
basic	basically
economic	economically
tragic	tragically

Note: Exception: *public* – *publicly*

2. Some adverbs have the **same form** as the adjective:

Adjective / Adverb

early	late
fast	near
hard	straight
high	wrong

Compare:

- It is a *fast* car.
- He drives very *fast*.
- This is a *hard* exercise.
- He works *hard*.
- We saw many *high* buildings.
- The bird flew *high* in the sky.

3. '*Well*' and '*good*'

'*Well*' is the adverb that corresponds to the adjective '*good*'.

Examples:

- He is a *good* student.
- He studies *well*.
- She is a *good* pianist.
- She plays the piano *well*.
- They are *good* swimmers.
- They swim *well*.

Function

Adverbs modify, or tell us more about other words, usually **verbs**:

- The bus moved *slowly*.
- The bears ate *greedily*.

Sometimes they tell us more about **adjectives**:

- You look *absolutely* fabulous!

They can also modify other **adverbs**:

- She played the violin *extremely* well.

- You're speaking *too* quietly.

Comparative Forms of Adverbs

In general, comparative and superlative forms of adverbs are the same as for adjectives:

- add *-er* or *-est* to short adverbs:

Adverb	Comparative	Superlative
Hard	harder	the hardest
late	later	the latest
fast	faster	the fastest

Example:

- Jim works *harder* than his brother.
- Everyone in the race ran *fast*, but John ran *the fastest* of all.

With adverbs ending in *-ly*, use *more* for the comparative and *most* for the superlative:

Adverb	Comparative	Superlative
Quietly	<i>more</i> quietly	<i>most</i> quietly
slowly	<i>more</i> slowly	<i>most</i> slowly
seriously	<i>more</i> seriously	<i>most</i> seriously

Example:

- The teacher spoke *more slowly* to help us to understand.
- Could you sing *more quietly* please?

Some adverbs have irregular comparative forms:

Adverb	Comparative	Superlative
Badly	<i>worse</i>	<i>worst</i>
far	<i>farther/further</i>	<i>farthest/furthest</i>
little	<i>less</i>	<i>least</i>
well	<i>better</i>	<i>best</i>

Example:

- The little boy ran *further* than his friends.
- You're driving *worse* today than yesterday !

BE CAREFUL! Sometimes '*most*' can mean '*very*':

- We were *most* grateful for your help
- I am *most* impressed by this application.

afterwards	always	earlier	eventually	first	frequently	happily
Hurriedly	just	late	loudly	nervously	never	noiselessly
Now	nowadays	occasionally	presently	quickly	quietly	seldom
Silently	softly	still	suddenly	this evening	usually	yesterday evening

Insert one of these words (see the table above) in the gaps:

*e.g. Mr. Ionescu is **always** late.*

1. Mr. Ionescu is _____ late. He _____ gets up on time. Look! it's ten o'clock _____ and he's _____ in bed. He _____ stays in bed all morning. He isn't _____ ill - he's just lazy. He _____ gets up before midday to go to the shops - but that _____ happens.

2. The radio was playing _____ so I heard the footsteps coming _____ up the path. Then they stopped _____ and everything went quiet for a second. _____ I went into the bedroom and waited _____. After a while I heard the door creak _____ and I _____ dialled the police. I wasn't expecting a visitor, you see, and was all alone in the house. I waited _____ for what seemed like hours. Then another creak - the bedroom door. "Surprise surprise!" my wife said _____. "I came home a day early." We listened to the police car coming _____ along the road.

3. You usually have to queue everywhere _____. _____ we had to queue too at the cinema. I suppose it wouldn't have been necessary if we'd got there _____. We _____ got inside and the film had only _____ started. _____ there was a cartoon and _____ we saw the main film. _____ we went for a meal. We're going to the theatre _____. This time we'll make sure we're not _____.

Choose the correct position(s)

- | | |
|--------------------------------------|------------|
| 1. I * have ** seen him ***. | never |
| 2. He * phones ** at night ***. | usually |
| 3. He * hasn't ** arrived ***. | still |
| 4. He * hasn't ** arrived ***. | yet |
| 5. I'm * going to ** ring him ***. | just |
| 8. He * opened** the box ***. | carefully |
| 7. We * will ** be there ***. | soon |
| 8. I * listen ** to you ***. | always |
| 9. * He is ** ill ***. | definitely |
| 10. I am * coming ** to see you ***. | today |
| 11. * The bus ** goes to London ***. | daily |
| 12. * Hasn't he ** come ***? | yet |
| 13. * I admire ** Napoleon ***. | a lot |

- | | | |
|-----|--------------------------------------|--------------|
| 14. | I * read ** novels ***. | now and then |
| 15. | You * must clean ** your teeth ***. | regularly |
| 16. | * He ** read *** the letter. | slowly |
| 17. | She * speaks ** French ***. | well |
| 18. | * Mr. Smith ** called a meeting ***. | on Monday |
| 19. | I * bought ** a new car ***. | two days ago |
| 20. | * I will ** read *** all that. | never |
| 21. | * He lifted ** the latch ***. | slowly |
| 22. | I * go ** to the theatre ***. | often |
| 23. | He * does ** not *** know. | probably |
| 24. | * We must ** go to bed ***. | early |
| 25. | * She went ** home ***. | quickly |

Phrasal verbs:

To get down = a cobori, a (se) da jos

Will you help me **to get** those books **down** off the shelf?

Keep down = a mentine in anumite limite, a controla

The children could not **keep** their voices **down**.

To take down = a demonta, a desface in bucati

It will be a big job **to take** that fence **down**.

To turn down = a refuza, a respinge

His request for a rise was **turned down**.

C. JOKE

Jokes

I. Professor: “Can you tell me anything about the great mathematicians of the 18th century?”

Student: “They are all dead.”

II Professor: “Before we begin the examination are there any questions?”

Student: “What’s the name of this course?”

Proverbs

A tree is known by its fruit.

Lost time is never found again.

Well begun is half done.

What is done cannot be undone

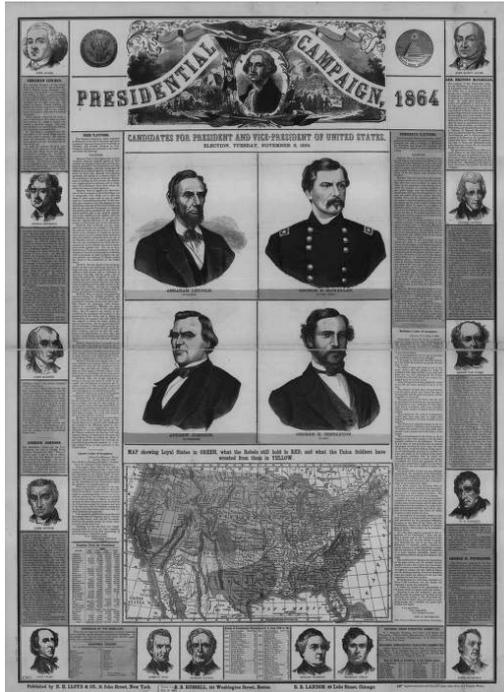
Rome was not built in a day

Activity: say few things about your University

UNIT 5

A. TEXT

THE CIVIL WAR IN THE USA (1861 – 1865)



Tension between anti-slavery and pro-slavery, North and South, party lines grew and threatened the Union.

The Republican Party in 1860 was a northern rather a mere anti-slavery party. Abraham Lincoln was nominated as the only candidate. In December, 1860, as Lincoln's election was certain, South Carolina formally seceded from the Union and declared herself an independent nation. Florida, Georgia, Alabama, Mississippi, and Texas followed her lead in January, 1861. On February 8, a congress of their

delegates formed the Confederate States of America, with a constitution differing from that of the United States in stressing states' rights and making slavery the corner-stone. The next day Jefferson Davis was chosen president of the Confederacy. On March 4, Abraham Lincoln was inaugurated president of the United States.

Few would face the facts and admit that the Union could only be restored by force.

In early April, the Civil War began. There were two necessary roads to victory: constricting the South by blockade, and defeating the Southern armies. Until the end of 1862, Lincoln shared the belief of his people that the capture of Richmond, the Confederate capital, would end the war.

In April, 1862, the Northern army began to move on Richmond by the Yorktown Peninsula. Napoleon the III was urging the British cabinet to join intervention. European liberals and the British stood stoutly for the abolition of slavery.

Match the words of similar meaning:

To secede	To appoint
To inaugurate	To separate itself from
The corner-stone	To press
To constrict	The foundation
To urge	Liquidation
Abolition	To insist

Find answers to the following questions:

1. Who was nominated as the only candidate of the Republican Party in 1860?
2. What state seceded from the Union as Lincoln's election was certain?
3. What other states followed South Carolina's lead?
4. Who was chosen president of the Confederacy?
5. When was Abraham Lincoln inaugurated president of the uSA?
6. When did the Civil War in the USA begin?
7. Who urged the british cabinet to join intervention.

B. GRAMMAR REVIEW

PREPOSITION

A *preposition* is a word which shows relationships among other words in the sentence. The relationships include *direction*, *place*, *time*, *cause*, *manner* and *amount*. In the sentence She went to the store, to is a *preposition* which shows *direction*. In the sentence He came by bus, by is a *preposition* which shows *manner*. In the sentence They will be here at three o'clock, at is a *preposition* which shows *time* and in the sentence It is under the table, under is a *preposition* which shows *place*.

A preposition always goes with a noun or pronoun which is called the *object of the preposition*. The *preposition* is almost always before the noun or pronoun and that is why it is called a preposition. The *preposition* and the *object of the preposition* together are called a *prepositional phrase*. The following chart shows the *prepositions*, *objects of the preposition*, and *prepositional phrases* of the sentences above.

Preposition	Object of the Preposition	Prepositional Phrase
to	the store	to the store
by	bus	by bus
at	three o'clock	at three o'clock
under	the table	under the table

Prepositional phrases are like idioms and are best learned through listening to and reading as much as possible. Below are some common *prepositions of time* and *place* and examples of their use.

Prepositions of time:

at two o'clock
 on Wednesday
 in an hour, in January; in 1992
 for a day

Prepositions of place:

at my house
 in New York, in my hand
 on the table
 near the library
 across the street
 under the bed
 between the books

Complete the following sentences with in, on, at, until:

In Washington DC it's always hot _____ summer. But I remember _____ 1984 _____ Independence Day, we wanted to go out _____ the morning. We decided to go early, _____ six o'clock, because nobody works _____ July 4th in the USA and all the roads are busy. It was already hot _____ that time and I felt ill, but we went out anyway. _____ midday I felt worse and _____ the afternoon I had strange pains. We went to the hospital _____ about six thirty _____ the evening of that July 4th and our son was born _____ 10.15 _____ night. So he had arrived _____ time. He was born _____ Wednesday and we went home _____ Friday. _____ the weekend a lot of friends and relatives came to visit us. There was a party _____ the Saturday evening which didn't finish _____ early _____ Sunday morning. But I was fast asleep _____ midnight and didn't hear a sound.

Choose the right preposition from ago, for, in, on, since:

January	February	March
new car	new job	married 22nd
April	May	June
Paris	Vienna	home
July	August	September
holiday	home 2 weeks	1st Istanbul
October	November	December
home	Home	Paris

Exemple: Today is September 8th, I am in Istanbul.

- I got married six months ____.
- I've been married ____ nearly six months.
- It'll be Christmas ____ 3 months.
- I've had my car ____ January.
- I've been in Istanbul ____ a week.
- I've had this job ____ February.
- I was on holiday 2 months ____.
- I was at home ____ a month ____ June.
- I bought my car ____ January 2nd.
- I'll be at home ____ 2 months ____ October and November.
- I was in Paris five months ____.
- I'll be in Paris again ____ 3 months.
- I was on holiday ____ 2 weeks ____ July.
- I haven't been to Vienna ____ 4 months.
- I'll be at home ____ a month's time.
- I got married ____ 22nd March.
- I bought my car 8 months ____.
- I've been married ____ March.

I haven't had a holiday ____ July.
I haven't been to Vienna ____ May.

C. PROFILE – WINSLOW HOMER (1836 – 1910)



Winslow Homer, one of the greatest American painters, was essentially a self-taught artist. At the outbreak of the Civil War, Homer accompanied the army on several campaigns as a pictorial correspondent. His first important painting *Prisoners*

from the front was finished in 1866 and made him one of the most well-known painters in America. His post-war paintings dealt with American country life: farm scenes, children, pretty girls, summer resorts. *Morning Bell* (1866), *The Country School* (1871) show down-to-earth subjects showing ordinary people doing their everyday work. In the eyes of a contemporary writer, Henry James, his paintings seemed hopelessly unfinished and ugly. Homer's democratic attitude manifested itself in his interest in the life of the American negroes whom he painted with rare sympathy.

Find answers to the following questions in the text:

1. Was Winslow Homer a self-taught artist or did he get an art education?
2. What was his first important painting?
3. When was it finished?
4. What did his post-war paintings deal with?
5. Which of his pictures are mentioned in the text?

PART II. SUMMATIVE TEST

1. Write few lines on the origin of some places in North America.
2. Discuss the topic: What is the weather like in Romania?
3. Write 10 lines on one of the major events in Romanian history.
4. What do you know about Abraham Lincoln?
5. Translate into Romanian:

Over 350 years ago the first settlers arrived from Europe. The first settlers landed on the East Coast. They began clearing the forests and ploughing the soil. Settlers moved westward, ever seeking better land and greater opportunities. In this way the frontier moved across the United States, from the Atlantic to the Pacific.

As a result of the conquest signs of Roman civilization spread over Britain. There had been no towns in Britain before the Romans conquered it. The civilized Romans were city dwellers, and as soon as they conquered Britain they began to build towns, splendid villas, public baths as in Rome itself.

America's first group of landscape painters came to be known as the Hudson River School. Cole, the greatest talent among the founders of the School, was born in Lancashire, England. His family came to Philadelphia in 1819, when he was eighteen, and shortly afterwards settled on the frontier in Steubenville, Ohio.

European place names appeared in America beginning with the 16th century.

The town had no army; the English conquered the town and renamed it New York.

The first settlers landed on the East Coast.

Power and raw materials are the basic ingredients of industry.

There is a big supply of raw materials in the Midwest.

When gold was discovered, California's population grew rapidly.

The largest island, Hawaii, lies at the south-eastern end of the chain and is almost twice as large as all other islands combined.

The Great Salt Lake is so salty that the human body cannot sink in it.

Arctic Alaska has been the home of the Eskimos moved there from Mongolia or Siberia.

6. What do you know about:
 - a. London
 - b. Education in Great Britain
7. Say few words about the period of American history called *Depression*.
8. Say few words about Benjamin West.
9. Make up sentences with the following words and phrases:

To name smth after (in honour of, to honour), to inhabit, to give the place the same name as, to establish settlements, to spread over the country, natural resources, temperature, manufacturing.

10. Put in a preposition (*of/to/for*) where necessary:

It was really nice ... Lisa to send you a birthday present.

You must write ... her and thank her ... it.

If you've got a problem. You can always talk ... Jim ... it.

I must remember to tele phone ... Sarah tohight. I want to ask her ... some information about hotels in Madrid.

We're going ... holiday on Saturday. Could you look ... the cat for us?

We didn't have to wait ... the train. It arrived ... time.

Have you got any books ... American history.

11. Read the following comparison between the USA and Australia.

Fill in the gaps with one word only.

The USA has a much ... population ... Australia, and American cities are ... crowded than Australian ones.

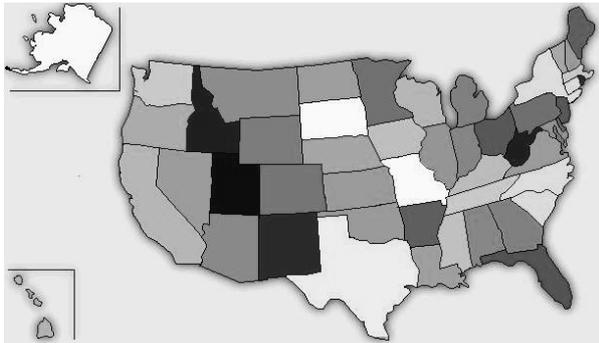
There are not ... many mountains in Australia ... in the USA. Both countries have deserts and beautiful beaches. But America has many ... rivers than Australia.

The northern and central parts of the USA have much ... snow in winter than anywhere in Australia and generally these two areas have a ... winter than Australia does. Australia is in the southern hemisphere and doesn't have its winter at the same time ... countries in the northern hemisphere.

Most people in these countries speak the ... language – English – but their accents are very different. Some people say that the Americans are warmer and ... friendly ... the Australians.

PART III – READING

UNITED STATES OF AMERICA



The vast and varied expanse of the United States of America stretches from the heavily industrialized, metropolitan Atlantic seaboard, across the rich flat farms of the central plains, over the majestic Rocky Mountains to the fertile,

densely populated west coast, then halfway across the Pacific to the semi-tropical island state of Hawaii.

A flight from New York to San Francisco takes five-and-a-half hours. Train service is also available: The most frequent service is between Washington, D. C. , New York and Boston in the East; St. Louis, Chicago and Milwaukee in the Midwest; and San Diego, Los Angeles and San Francisco in the West. A coast-to-coast trip by train takes three days. The major means of intercity transportation is by car.

America is land of physical contrasts, including the weather. The southern parts of Florida, Texas, California, and the entire state of Hawaii, have warm temperatures year round; most of the United states is in the temperature zone with four distinct seasons and varying numbers of hot and cold days each season, while the northern tier of states and Alaska have extremely cold winters.

The United States is also a land of bountiful rivers and lakes. The northern state of Minnesota, for example, is known as the land of 10,000 lakes. The broad Mississippi River system, of great historic and economic importance to the US, runs 5,969 km from Canada into the Gulf of Mexico – the world’s third longest river after the Nile and the Amazon. A canal south of Chicago joins of the tributaries of the Mississippi to the five Great Lakes making it the world’s largest inland world. The St. Lawrence Seaway, which the US shares with Canada connects the Great Lakes with the Atlantic Ocean allowing seagoing

vassels to travel 3,871 km inland, as far as Duluth, Minnesota, during the spring, summer and fall shipping season.

America's early settlers were attracted by the fertile land along the Atlantic coast in the southeast, and the inland beyond the eastern Appalachian mountains. As America expanded westward, so did its farmers and ranchers cultivating the grasslands of the Great Plains and finally the fertile valleys of the Pacific Coast. American farmers plant spring wheat on the cold western plains: raise corn, wheat and fine beef cattle in the Midwest, and rice in the damp heat of Louisiana. Florida and California are famous for their vegetable and fruit production and the cool, rainy northwestern states are known for apples, peers, barries and vegetables.

Underground, a wealth of minerals provides a solid base for American industry. History has glamorized the gold rushes of California and Alaska and the silver finds in Nevada. Yet America's early production of gold (\$ 742,500,000) is far exceeded by the value of its petroleum, natural gas, clays, phosphates, lead and iron, even its output of sand, cement and stone for construction. Production value of crude oil alone is about \$84 thousand million annually, pumped from petroleum reserves that range from the Gulf Mexico to Alaska's North Slope.

Tasks:

Answer the following questions:

1. How vast is the US of America?
2. How many lakes are there in the USA?
3. What does the St. Lawrence Seaway connect?
4. What were the America's early settlers attracted by?
5. What is production value of crude oil in the USA?

Translate into Romanian:

Densely populated coast; the major means of transportation; the temperature zone; shipping season; to plant crops; to raise corn; to be famous for; production value; a land of physical contrasts, airline service, gold rush.

GREAT DEPRESSION



On October 24, 1929 – “Black Thursday” – a wave of panic selling of stocks swept the New York Stock Exchange. Once started, the collapse of share and other security prices could not be halted. By 1932, thousands of banks and over 100, 000 businesses had failed.

The Republican president, Herbert Hoover, in 1932 approved the creation of the Reconstruction Finance Corporation.

But to masses of unemployed workers, Hoover seemed uncaring and unable to help them. In the 1932 election, he was resoundingly defeated by Democrat Franklin D. Roosevelt, who promised “a New Deal for the American People”.

Optimistic, and commanding public speaker, Roosevelt, a former governor of New York State, was able to inspire public confidence as Hoover could not. “The only thing we have to fear is fear itself”, Roosevelt stated at his inauguration and he took prompt action to deal with the emergency. Within three months the historic “Hundred Days” – Roosevelt had rushed through Congress a great number of laws to aid the recovery of the economy. The Civilian Conservation Corps (CCC) put young men to work in reforestation and food control projects.

The Federal Emergency Relief Administration (FERA) aided state and local relief funds, which had been exhausted by the Depression. The Agricultural Adjustment Administration (AAA) paid farmers to reduce production, thus rising crop prices.

The Tennessee Valley Authority (TVA) built a network of dams in the Tennessee River area in the south-eastern region of the United States to generate electricity, control floods and manufacture fertilizer. And the National Recovery Administration (NRA) regulated “fair competition” among businesses and ensured bargaining rights and minimum wages for workers.

In 1935, the Social Security Act established contributory old-age and survivors' pensions as well as a joint federal state program of unemployment insurance. The Wagner Labour relations Act ban unfair employer practices and protected the workers' right to collective bargaining.

Roosevelt's New Deal program did not end the Depression. Although the economy improved as a result of this program of government intervention. Full recovery was finally brought by the defense buildup prior to America's entering the Second World War.

Tasks:

Answer the following questions:

1. What happened on October 24, 1929?
2. How many banks and businesses had failed by 1932?
3. Who was president of the USA at that time?
4. What did Roosevelt promise?
5. What was one of the most effective measures of the New Deal?
6. What are the 'Hundred Days' noted for?
7. Did Roosevelt's New Deal programs end the Depression?
8. What improved the American economy?

Translate into Romanian:

Selling of stocks; Stock Exchange; to inspire public confidence; to take prompt actions; to raise prices; a right to collective bargaining; to reduce production; the recovery of economy.