

**FOCUS ON COMMUNICATION**  
**EXERCISES FOR ADVANCED STUDENTS**

## Scopul caietului de exerciții. Modalități de utilizare.

Caietul de exerciții la limba engleză, nivel intermediar-avansat, își propune să dea studenților care urmează cursurile Facultății de Comunicare și Relații Publice în sistemul Învățământ Deschis la Distanță (IDD) posibilitatea de a exersa situații comunicaționale și terminologia specifică teoriilor comunicării. Pentru a avea dreptul de a accede la examenul scris, toți studenții din seriile de avansați vor avea obligația de a completa integral caietul de exerciții, cu scris de mână, de a îl organiza sub forma unui dosar și de a îl preda profesorilor în ziua testării. Pentru a avea dreptul de a accede la examenul scris, toți studenții din seriile de intermediari vor avea obligația de a completa jumătate din caietul de exerciții (temele 1-7), cu scris de mână, de a îl organiza sub forma unui dosar și de a îl preda profesorilor în ziua testării. Acest caiet va reprezenta numai o condiție obligatorie pentru intrarea în examen, nu va constitui parte din nota studentului, care se va obține pe baza testului scris.

Fiecare temă din caiet, ca și din curs, este concepută în patru părți, de aproximativ aceeași mărime și importanță în structura generală. Cea dintâi componentă este una comunicațională, cuprinzând exerciții de scriere corectă în limba engleză, de la prezentare până la scrisori oficiale sau interviuri pentru obținerea unui post, de la modalități de concepere a unui articol sau interviu pentru un ziar până la organizarea unor conferințe de presă. A doua structură cuprinde exerciții de gramatică limbii engleze, referitoare la verb, cel mai important și mai dificil subiect de discutat. Partea a treia conține cerințe de compoziție pe marginea textelor de comunicare despre componentele comunicării, propagandă, presă scrisă și electronică, relații publice, creare de imagine, structura organizației, imaginea politică, imaginea comercială. A patra componentă a cursului cuprinde exerciții de vocabular uzual la început, pentru ca pe parcurs să evolueze către probleme mai nuanțate și cât mai apropiate de domeniul comunicării sociale și al relațiilor publice.

## I. COMMUNICATION – PAST AND FUTURE

### 1. Describing a person

*You are on the beach and you see an empty blanket on which there are a few objects spread around. You look at them and you wonder who is the person that owns these objects. And you are waiting for it to appear...The list of objects is the following:*

*some chewing gum, a film, a comb, a belt bag, some car keys, a camera, a picture of two old persons, some sun-tan lotion, a pair of headphones, a mirror, a towel, a pencil, a book, a letter*

*Now use your imagination. In the space given below, try to write a description of this person's life, answering the questions:*

*Is this person a man or a woman? Where does he/she come from? How old is he/she? What is his/her job? Is he/she married or single? What is he/she doing at the moment? What colour are his/her eyes?*

### 2. Choose one of the following topics and have a dialogue, in the space given below:

- a. You are strolling downtown. Suddenly you meet an old friend of yours whom you have not seen since you were in elementary school. You are surprised to learn that he has become a millionaire.
- b. You are walking down the street. Suddenly you see a friend in front of you. You run up to him and say hello, but when he turns around you discover that he is a stranger.
- c. You are a teacher in the first day of school. Present yourself in front of the class and prompt the conversation with the students.

## 3. Put the verbs in brackets into the correct tense:

1. It (be) ..... for the first time that John and Mary ever (be) ..... so late. 2. It was not until she (say) ..... “yes” that she (wonder) ..... whether she (do) ..... wrong. After all, she really (not know) ..... him. 3. He asked the butler whether he (notice) ..... anything different about his master the previous night. Jackson (reply) ..... that he (notice) ..... nothing of the kind. 4. “How long you (be) ..... with him?” “23 years, Sir. Ever since he (start) ..... to be anything at all”. 5. I told you we (have) ..... guests at 8 o'clock and Mr. Johnson (be) ..... the first and (smoke) ..... a lot of cigarettes.

## 4. Put the verbs in brackets into the correct tense:

Agent Cooper (wake) ..... up at 6 sharp, as he always (do) ....., no matter where he (be) ..... or what he (do) ..... the previous day. His first thought was the realisation that he (wear) ..... the pinstriped suit, and when his eyes (fall) ..... on the reports piled around him, the events of the previous evening (come) ..... back to him. He (go) ..... to his club for supper, just (finish) ..... his turtle soup and (look) ..... forward to the second dish, when his meal rudely (be) ..... interrupted by a call from his superior. Once he (drink) ..... his black coffee, Cooper (think) ..... carefully what to put on. He (see) ..... M. at 9 o'clock that morning and (be) ..... keen on impressing the latter. Glancing at himself in the mirror, it (strike) ..... him that he (put) ..... on weight recently. He (have) ..... to pay more heed to his diet in the future.

## 5. Translate into English:

1. Copiii se joacă în parc în fiecare zi.
2. Duminica trecută am scris câteva scrisori, apoi am ascultat un concert la radio.
3. De când ești aici? Am venit azi dimineață și de atunci te aștept.
4. - De ce nu porți ochelarii? – I-am pierdut.
5. Prietenii noștri nu vor veni în vacanță la noi.
6. Acest băiet, care s-a născut acum, e nepotul meu. Pentru că să vedeți domniile voastre: eu am avut șase fete, dintre care cea mai mare, pe care mă gândeam s-o mărit după ginere-meu, după ce va fi ieșit dascăl, s-a măritat după dascălul din Strânteia, a doua s-a măritat după Mitrea lui Buduc, care acum e ctitor la biserică, pe a treia a luat-o ginere-meu, popa din Clădeni, cele două mai mici iată-le aici, iară Mili s-a măritat după ginere-meu, protopopul, și a născut pe acest copil, care acum e nepotul meu. (*Ioan Slavici – Budulea Taichii*)

6. Explain the type of noise which led to the following funny miscommunications:

- a. During the 1985 Christmas season, an 800 (call and win) number was set up so that children could call Santa Claus and tell him what they wanted for Christmas. Unfortunately, the phone lines got crossed and the little toddlers were connected to a Las Vegas bookie who dutifully informed them about the betting line on football games.
- b. A leading national shoe company premiered this slogan in 1987: "We'll only sell you the right shoe".
- c. A Seattle newspaper published a commemoration column in which Diana, Princess of Wales, was referred to as the "Princess of Whales".
- d. When Chevrolet introduced its Nova model in South America they were puzzled by the low sales. Someone then pointed out that "no va" was Spanish for "it doesn't work".
- e. In 1984 the Coca-Cola company introduced a new advertising campaign to promote a soft drink, Tab. The theme of the campaign was "Let's taste new Tab". The commercials on billboards and flies were a success, but on radio and TV people heard "Less taste, new Tab". The company had to remove the ads at considerable loss.

7. Give the synonyms and the antonyms of the following words:

source  
encoding  
cheap  
original  
response  
noise  
to initiate  
to enter  
to buy  
to manage

8. Complete the passage with these words:

information	technologies	accumulation	global	signals	productivity
unified	structure	development	worship	shape	unions
revolution	competition	stabilisation	labour	survival	

The human race is on the threshold of a new emerging civilisation: the ..... civilisation. It is an extension and a successor to the agricultural and industrial civilisation that have determined our .....structure until now. Agricultural civilisation was the first to take concrete ..... It was established in fertile alluvial areas in the Middle East from the .....of agricultural production,

fact which assured the .....of Homo sapiens and the .....of large amounts of social surplus. The increasing dependence of agricultural productivity on the sun and manual labour had as result the .....of two social aspects: a religion of sun ..... and a system of agricultural slave ..... Industrial .....provided the means by which industrial civilisation flourished. Its origins lay in the natural sciences and the machinery of the industrial .....made this possible. New society systems emerged, with the free .....of private business, commodity markets, parliamentary democracy and labour ..... The monuments of the agricultural civilisation are the pyramids and temples and those of the industrial civilisation are factories and skyscrapers. The information civilisation depends on computer and communication ....., being thus invisible. Its products are .....symbols and images. It is global, it does not take into account soil or city, because it spreads all over the world in .....form. It aims to the mutual understanding and .....thinking of citizens overriding national interests and deepening different cultures.

9. *Using the verbs to declare, to proclaim, to pronounce and to state, translate the following sentences into English:*

- a. S.U.A. a declarat război Iugoslaviei.
- b. Vă declar soț și soție.
- c. Vă rugăm să declarați tot ce știți și să nu ascundeți nimic.
- d. În urma numărării voturilor el a fost declarat președinte.
- e. A fost declarat cel mai bun jucător al turneului.
- f. Vom declara poziția noastră presei după pronunțarea sentinței.
- g. Aveți bunuri de declarat la vamă?
- h. Mă declar cu totul împotriva acestei acțiuni.
- i. Vreți să faceți o declarație acum sau după ce v-ați consultat avocatul?
- j. Faimoasa Declarație de Independență a Statelor Unite ale Americii a fost proclamată pe 4 iulie 1776.

10. *Write down the nouns deriving from the following verbs:*

believe; threaten; agree; suggest; express; refer, form, correct, intend, analyse, correspond, lose, promiss, irritate, damage, inherit, decide, declare, insult, sustain.

## II. PROPAGANDA AND PERSUASION

1. *The following sentences are taken from phone calls. Imagine the reply before or after each of them.*

- a. Who's calling, please?
- b. Thanks for calling.
- c. Just a moment, please. I'll put you through.
- d. Which extension do you want?
- e. Oh, I'm sorry. I must have dialled the wrong number.
- f. Good morning, can I help you?
- g. Sorry? Can you repeat, please?
- h. Could we meet some time soon?
- i. Would morning or afternoon suit you best?
- j. Sorry, the line is busy.

2. *Write a dialogue beginning from one of the following stories, in the space given below:*

- a. You are at home alone. Suddenly the telephone rings. You pick up the receiver and hear a strange voice at the other end of the line...
- b. You know that a friend of yours is very upset because he/she hasn't passed an important exam for a scholarship in the United States of America. So you phone him/her to comfort the person. How do you start the conversation and how do you continue it?
- c. A slight acquaintance calls you on the phone to invite you at a party. You don't really like the person, so you have to quickly find good excuses for not going there.

3. Put the verbs in brackets into the correct tense:

a. I (make) ..... cakes. That is why my hands are covered with flour. b. I (not understand) ..... what you (wait) ..... for. c. I am sorry I (not come) ..... to class lately. I (work) ..... late in the evenings for this fortnight. d. I really (enjoy) ..... myself at that moment. e. I (think) ..... to buy a new house last year, during the elections, but I (change) ..... my mind ever since. f. I don't know what time we (eat) ....., it (depend) ..... when Helen (get) ..... here. g. I supported you at the time because I (feel) ..... you (be) right. h. I (live) ..... here. i. Sorry I (not fix) ..... the plug yet. I (mean) ..... to get round to it, but I just (not find) ..... the time. j. At the meeting Peter (not understand) ..... what (be) ..... decided because too many people (talk) ..... at once.

4. The sentences below contain one mistake each. Correct it:

- a. I have once studied the guitar for three years.
- b. I am here since three o'clock, but nobody has come yet.
- c. When she arrived, I was waiting for three hours and a half.
- d. I have seen him three days ago.
- e. Will you have been having dinner out tonight?
- f. I knew she will arrive before long.
- g. I think it's raining tonight.
- h. You are hating this party.
- i. I am seeing a rabbit over there.
- j. He always forgets people's names.

5. Translate into English:

- a). Crede că se comportă foarte frumos.
- b). Mereu zice că îmi cumpără o rochie nouă.
- c). De-abia am început să vorbesc că m-a și întrerupt.
- d). Obişnuia să cânte când făcea duş, dar asta s-a întâmplat înainte de accident.
- e). A plouat de la 3 la 5.

6. Resume the following text, extracting the main ideas, in no more than five lines:

Out of the millions of things that happen every day, print and electronic journalists decide what few things are worth reporting. Deciding what is newsworthy is not an exact science, but there are common elements that characterise it. The most important feature of a newsworthy event is timeliness, because news is new and yesterday's news is old news. A consumer who picks up the evening paper or turns on the afternoon news expects to be told what has happened earlier the same day. News is perishable and stale news is not interesting. Another quality of news is proximity, because readers and viewers want to learn about their neighbourhood, town, country. All other things being equal, things from close to home are more newsworthy than news from a foreign country. Psychological proximity is also important, for example subway riders from Bucharest will

be more interested in a material about the New York subway than the people in the same town not travelling by this means of transport. Prominence is another feature, as the more important a person, the more valuable he or she is as a news source. Political leaders, sports and entertainment figures, but also dangerous criminals give media coverage. Another golden rule is that people are interested in events with consequences on their lives, with impact. A tax increase, drought, inflation, earthquakes, all these events have consequence and are widely mediated. The last quality we mention is human interest, stories that arouse emotion in the audience by being ironic, bizarre, tragic. Typically, these items concern ordinary people who find themselves in circumstances with which the audience can identify. Thus, when the winner of the state lottery gives half of his winnings to the elderly man who sold him the ticket, it becomes newsworthy. Anyhow, it is not easy to establish what is news.

*7. Translate into English:*

Comunicarea este un cuvânt la modă azi. Mai ales comunicarea în masă s-a dezvoltat extrem de rapid după cel de-al doilea război mondial, când eforturile s-au concentrat asupra eficienței propagandistice. Inițial, s-a considerat logic să se înceapă cu sursa, acest punct de vedere dovedindu-se o gravă eroare care își are rădăcinile în renumita teorie a glonțului. Potrivit acesteia, sursa (cel care comunică) folosește o combinație de mesaje și strategii de media pentru a influența un public ce trebuie convins, așa cum un glonte urmărește o țintă precisă. Comunicarea scrisă sau vorbită se constituia atunci când cuvintele ce urmau să constituie mesajul erau selectate și aranjate pentru a fi emise pe piață. Mai târziu specialiștii au ajuns la concluzia că impactul comunicării este mai mare dacă se începe cu publicul țintă, cel ce dă sens mesajului, pe măsură ce informațiile primite sunt procesate în contextul credințelor, atitudinilor, motivațiilor și necesităților oamenilor. Astăzi teoria lui Schramm, potrivit căreia comunicarea este o relație tranzacțională între două sau mai multe părți între care este schimbată informația, este comun acceptată. Dacă cel care comunică nu înțelege publicul căruia i se adresează, transferul de semnificații nu se produce. Capacitatea sursei de a se pune în locul receptorului a fost denumită empatie, aceasta începând să funcționeze în primii ani de viață, atunci când copilul învață să preia rolul altuia.

8. Give the synonyms and the antonyms of the following words:

effective  
careful  
publicity  
employee  
stable  
adequate  
ability  
manager  
to persuade  
to extend

9. Complete the passage with these words. There are two words in surplus in the table.

public	reap	market	fame	wealth	ambition
respected		jet set	whizz-kid	success	best-seller
rising	achieve	rocketed	expanding	potential	

What is success? Achieving a long-held ..... ? Earning a million by the time you are twenty five? Joining the .....? .....to the top of your chosen profession? Writing a .....? .....means different things to different people, but one has managed to ..... all this in a very short space of time. Jeff Johnson was still at university when he realised the .....profits to be made from the sale of posters to an eager public. The poster stall he organised every Sunday was regularly surrounded by enthusiasts eager to find something new. So, after graduating, he took a loan, rented office space and acquired a stock of posters. Soon his business was ..... rapidly and he was able to purchase a warehouse, which he renovated and used as a centre for his operations. Other shops were opened in different parts of the country and sales ..... Hard-headed businessmen crowded to buy shares in this .....’s company when it went public and Jeff was able to .....the rewards of his hard work by taking time off to buy a house and get married. He is still only in his mid-twenties, a father of two, and a .....businessman with a product which is a .....leader. To admirers of his accomplishments he points out that he has had to make sacrifices. “It’s difficult to maintain one’s privacy”, he says. “Once you are successful, you have to live in the .....eye to a certain extent”.

10. Translate the following sentences:

Sușține că n-a văzut nimic. Afirm cu toată răspunderea că n-am văzut-o la ora respectivă acolo. Acuzatul își menține declarația. Ea susține că soțul ei ar fi bătut-o. Afirmăm că ați fost martoră la accident cu toate că ați fost văzută în altă parte? Susține să i se plătească daune în urma accidentului. Știu că minte, dar susține acum că n-a spus nimic. Ea tot susține într-una că ei nu i s-a spus nimic. După toate acestea vă mai susțineți punctul de vedere? Cotidianul “The Times” susține că are informații precise cu privire la scandal.

### III. MASSES OR ELITES?

1. *Make all the changes and additions necessary to produce, from the following sets of words and phrases, sentences which together make a complete letter.*

Dear Diana

- a. Thank you/much/your letter/arrive/few days ago.
- b. It be lovely/hear/you.
- c. I be sorry/I not write/such/long time/but I/be very busy.
- d. As you know/we buy/new house/September.
- e. It be/very bad condition/and it need/a lot/work.
- f. We finish/most/it now/and it look/very nice.
- g. Peter and I/decide/give/house-warming party/May 3<sup>rd</sup>.
- h. You think/you able/come?
- i. Please give me/ring/let/know/you/make it.
- j. I/really/look forward/see you again.

Love,

Jenny

2. *Write a letter to your internet supplier, showing that you are very pleased with the services rendered up to now and that you hope they will keep on working like that. Do not forget to write down the addresses, the date, the proper salutation and complimentary close.*

3. Give passive equivalents to the following active sentences:

- a. The dog frightens her.
- b. The team is carrying out an interesting experiment.
- c. You found the door shut.
- d. She was cooking dinner when he came.
- e. They have built three blocks of flats by now.
- f. They had been digging the garden for two hours when it started to rain.
- g. Somebody will do justice.
- h. She said somebody would announce him.
- i. Did your mother tell you we had left?
- j. They have given him the job he was looking for.

4. Make passive sentences using the tense required by the adverbials:

1. (promise, an electric train, little Jimmy) for his birthday.
2. (arrange, the furniture) right now.
3. (embroider, my grandmother, this tablecloth) when she was a girl.
4. (destroy, the little hut, the wind) during the storm.
5. (analyse, the problem) tomorrow.
6. (attack, the monkeys, the explorers) the previous day.
7. (congratulate, he) when I saw him.
8. (throw away, that junk) this morning.
9. (look, into the matter) next week.
10. (not live, in this castle) for 200 years.

5. Translate into English:

Duminică noaptea s-a abătut asupra Marii Britanii o furtună puternică, care a provocat moartea a 5 persoane și rănirea gravă a altor 8. Au fost înregistrate de asemenea zeci de răniri ușoare. Numeroase întreruperi ale curentului electric au fost determinate de vântul extrem de violent. Mașinile staționate pe trotuare au fost purtate de vânt la zeci de metri depărtare. Una dintre victime a fost atinsă de un arbore smuls de vânt. Importante pagube au fost aduse și unor nave care staționau în porturi. Au fost recepționate apeluri SOS lansate de o navă aflată în larg.

6. Read the following text and then answer the questions:

Mass communicators have a set of common characteristics which distinguish them from other groups and institutions. First of all, mass communication is produced by complex and formal organisations characterised by specialisation, division of labour, focussed areas of responsibility. This means that mass communication will be the product of a bureaucracy. As in most bureaucracies, decision-making will take place at several different levels of management and channels of communication within the organisation will be formalised. Another important factor that characterises the mass communicator is the presence of multiple gatekeepers. A gatekeeper is a person or group which has control over what material eventually reaches the public. Gatekeepers exist in large numbers in all mass communication organisations, some being more obvious than others. The third rule is that mass communication organisations need a great deal of money to operate, so that they have to have strong financial resources in order to penetrate the market. That is the reason why small companies unite and form “mega-media concerns”. Another characteristic of mass communicators is that these organisations exist to make profit. The consumer is the ultimate source of this profit, but there are various secondary means of financing. Last but not least, mass communication organisations are highly competitive. Since the audience is the source of profit, mass communicators compete with each other as they attempt to attract the public.

*Questions:* Which are the five characteristics of mass communicators? What is a gatekeeper? Why should mass communication be formalised? Which is the ultimate source of mass communicators? Why do mass communication organisations compete? What are mega-media concerns?

7. Complete the missing words in the following texts:

a. The struggles which .....to transform the legitimate hierarchies through the legitimating of a still .....art or genre, such as photography or the strip cartoon, or through the .....of minor or neglected authors, are precisely what creates legitimacy by creating belief in the value of the .....in which the value is produced and reproduced. These arts, not yet fully legitimate, which are .....or neglected by the big holders of educational capital, offer a .....and a revenge to those who, by appropriating them, try to remove the existing systems, having in the same time a great impact over the .....

*Missing words:* aim, disdained, game, illegitimate, refuge, audience, rehabilitation.

b. What makes a best seller? This is a sixty-four dollar question. It can be answered, .....largely by guess and summarise, and never satisfactory to the .....who wants a formula. The creation of a best seller does not follow an exact .....anymore than does the making of a .....man. Moreover, since there is not just one .....audience, no single formula could be expected. There are certain elements of.....appeal, as religion, sensationalism, information and guidance, or adventure, democracy, humour, ....., juvenile suitability, timeliness and so on.

*Missing words:* though, best seller, pattern, successful, inquirer, characterisation, popular.

8. *Write an essay about soap operas.*

9. *Give the synonyms and antonyms of the following words:*

profit

agent

extensive

irrational

popular

distinguished  
revenue  
demand  
to gather  
to conceal

10. Complete the sentences with these phrases:

standing ovation	soap opera	supporting roles	low-budget
prime-time	box-office success	sub-titles	final curtain

1. Despite being a critical disaster, the film was a huge .....
2. The orchestra and their conductor were given a.....at the end of the concert.
3. People who are addicted to a particular .....seldom miss an episode.
4. It wasn't until the .....fell that the audience voiced their disapproval by hissing and booing.
5. At the local arts cinema, foreign films are usually shown with ....., and only occasionally dubbed.
6. Compared with most American blockbusters, it was a .....film, as very little funding was available.
7. Programmes on .....television attract the greatest number of viewers.
8. Although the lead actor and actress were excellent, the .....were very well acted, too.

11. Join the halves:

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>a. If money were not spent on advertising, it would give manufacturers the opportunity to</li> <li>b. Some firms spend large sums of money on advertising to</li> <li>c. The target audience is the selection of the population to</li> <li>d. A jingle is a short tune to</li> <li>e. Ego bait is intended to</li> <li>f. Many manufacturers see advertising as an insurance policy which gives them the opportunity to</li> <li>g. Advertising can be seen as a means to</li> <li>h. The advent of satellite television has opened up possibilities for international advertising agencies to</li> <li>i. A hoarding is a site for poster advertising which some firms use to</li> <li>j. If manufacturers do not advertise when sales fall they might have to</li> <li>k. The Trade Descriptions Acts were passed to</li> <li>l. The purpose of much advertising expenditure on established brands is to</li> </ol> | <ol style="list-style-type: none"> <li>1. flatter the target audience by pandering to their self image and making them more receptive to the advertising message.</li> <li>2. substantially reduce the cost of the goods to the consumers.</li> <li>3. remind the public the name of the brand.</li> <li>4. ensure that advertisers do not make false statements about their products, services.</li> <li>5. attract the attention of people such as pedestrians and motorists.</li> <li>6. communicate between those with goods and services to sell and those who might benefit from those goods and services.</li> <li>7. Reduce large numbers of their workers.</li> <li>8. which the advertising message of a television or radio is sung.</li> <li>9. whom the advertisement is intended to appeal</li> <li>10. restrict the entry of competitors into the market.</li> <li>11. advertise throughout the world with a single commercial.</li> <li>12. Protect themselves against their own too-optimistic forecasts.</li> </ol> |
|---|---|

12. Translate the following sentences, using the following verbs and phrasals: *to account for, to elucidate, to explain, to expound, to interpret.*

1. Încearcă să-i explici, sigur va înțelege.
2. Asta explică de ce n-au venit la timp.
3. Aduă și o notă explicativă la scrisoare.
4. Teoria aceasta trebuie să fie explicată în detaliu pentru a fi înțeleasă corect.
5. E o neînțelegere care se cere explicată cât de curând.
6. Explică acest pasaj în mod personal!
7. Va trebui să te explici!
8. Oboseala nu explică totul!
9. Mâine va ține o prelegere și își va explica doctrina.
10. Aduă un comentariu la lucrare, acesta va explica sensul întregii acțiuni.

#### IV. THE POWER OF THE PRESS

1. Translate into English a letter of request and a letter of application:

a. Domnule Decan,

Subsemnatul ....., student în anul ..... la Facultatea ..... din cadrul Universității....., vă rog să îmi aprobați cazarea în unul din căminele universității pentru anul universitar 1999-2000. Solicit acest lucru deoarece am absolvit anul universitar anterior cu media .....și nu domiciliesc în această localitate.

Vă mulțumesc anticipat.

Data:.....

Semnătura:.....

b. Stimate domn,

Ref.: Asistent – Departamentul Relații Publice

Am aflat prin intermediul anunțului apărut în ziarul “România liberă” din data de 25 octombrie 1999 despre oportunitățile de angajare pe care firma dumneavoastră de publicitate le oferă studenților. După cum veți vedea din Curriculum Vitae alăturat, sunt student în anul ..... la facultatea .....Am obținut rezultate foarte bune în anii de studiu anteriori, iar perioadele de practică au constituit începuturile formării mele ca viitor specialist în domeniu.

Aș dori să scot în evidență calitățile pe care consider că le posed și care cred că vin în întâmpinarea cerințelor postului oferit de dumneavoastră. Calități comunicaționale - știu să mă fac ușor înțeles și reușesc în multe cazuri să îi conving pe ceilalți să adopte ideile mele, lucrez foarte bine în echipă.Cunoștințe teoretice de comunicare socială și relații publice - dobândite la cursurile și seminariile din facultate.Cunoștințe temeinice de limba engleză și computer - dobândite pe perioada liceului și a anilor de facultate.

Dacă aceste abilități sunt de interes pentru firma dumneavoastră, sper că mă veți contacta la adresa menționată mai sus. În cazul unui interviu, vă voi explica mai amănunțit de ce consider că sunt potrivit pentru postul de asistent la Departamentul Relații Publice.

2. *Rearrange the following paragraphs in the correct order to make up a covering letter.*

- a. At the moment I am working part time as an independent agent for Romanian and German importers of Chinese textiles and chemical products. I find the relevant Chinese factories for the buyers, negotiate for them and translate their contracts into Chinese, Romanian or English.
- b. I would appreciate if you considered meeting or speaking with me within the next two months about the possibility of my working for your company.
- c. I am writing in order to enquire about the possibility of an opening in your company. My goal is to find a position in an international company and I would be interested in either research and development or marketing and sales.
- d. Please find enclosed my CV containing further details of my educational background experience.
- e. I am particularly interested in finding a position that would offer me management training, and that would involve my knowledge of chemical processes and my foreign language skills.
- f. My long experience of actively participating in committee meetings as a representative of my student unit has given me good presentation skills, as I am able to present ideas clearly and concisely to an audience.
- g. The liaison work I have been doing has been challenging. I have learnt a great deal about the cultural differences in conducting business with Asian and European clients.
- h. I see my strong points as my ability to lead teams and manage tasks and groups, take the initiative, solve problems, make decisions and open and maintain friendly relationships with people from all walks of life, I have limitless energy and I am willing to work hard to achieve all the goals of any task I am set.

3. *Make up phone a dialogue or a letter on the following topics:*

- a. You are a student. Arrange through the telephone an appointment at your dean with the secretary of the faculty.
- b. Write a letter of thanks for the scholarship offered to you by the board of the faculty.
- c. Write a polite letter of refusal to take part in the opening ceremony of an organisation.

## 4. Supply the correct tense of the verbs in brackets:

- a. I won't call you if nothing (to happen)..... b. If the engine (not to be cold) ..... , don't pull out the choke control. c. I will call the electrician if the lights (to fail) ..... again. d. If more governments (to wake up) .....to what is happening, perhaps he would be able to avoid the disaster. e. It would be risky if you (to drive) ..... this old car to Spain. f. I would take the day off if I (to have) ..... stomach ache. g. I (to stop) ..... working if I won a lot of money. h. If they (to change) ..... more money, they could have stayed in a hotel. i. Perhaps dad wouldn't have been so surprised if he (to hear) ..... the boys talking about it. j. Even I had run as fast as I could, I (to miss) ..... the bus.

## 5. Complete the following conditional structures:

- a. If it doesn't rain for months .....  
 b. If a driver sees a zebra crossing the street .....  
 c. I shall be happy if .....  
 d. I should be rich and successful if.....  
 e. I won the prize unless .....  
 f. If I went to visit London, .....  
 g. I should have called you if .....  
 h. I would have bought myself a new car in case.....  
 i. Had I been in your place .....  
 j. Unless he had told me differently .....

## 6. Translate into English:

- a. 1. Dacă îți vei face datoria, vor fi mulțumiți. 2. Dacă ne-am fi oprit acolo, am fi ajuns înapoi foarte târziu. 3. Nu fura merele dacă ceilalți băieți nu-l îndemnau să o facă. 4. Dacă îl vei întreba ce înseamnă pentru el reclama, îți va spune ceva ciudat. 5. Dacă ai lua un ziar, ai găsi probabil un număr de cuvinte pe care nu le înțelegi. 6. Dacă din întâmplare nu voi veni la timp, nu mă aștepta. 7. Dacă aș fi în locul tău, aș face orice mi-ar spune. 8. Dacă aș fi fost atât de obosit, mi-aș fi luat câteva zile de concediu. 9. În caz că m-ar fi căutat, sora mea nu m-ar fi dat la telefon. 10. Să fi știut ce mă așteaptă, nu m-aș fi angajat acolo.

- b. ...și tot astfel, dacă închid un ochi, văd mâna mea mai mică decât cu amândoi. De aș ave trei ochi, aș vede-o și mai mare, și cu cât mai mulți ochi aș ave, cu atâta lucrurile toate dimprejurul meu ar păre mai mari. Cu toate astea, născut cu mii de ochi, în jurul unor arătări colosale, ele toate, în raport cu mine păstrându-și proporțiunea, nu mi-ar păre nici mai mari, nici mai mici decât îmi par azi. (Mihai Eminescu – *Sărmanul Dionis*)

7. *Read and translate the following text and then answer the questions.*

At the individual level, the functional approach to media is given the general name of the uses-and-gratifications model. In its simplest form, this model posits that audience members have certain needs that are satisfied by using non-media and media sources. The actual needs satisfied by the media are called media gratifications. Our knowledge of these gratifications typically comes from surveys that have asked people a large number of questions about how they use media. Several researchers have classified the various uses and gratifications into a fourfold category system: cognition, diversion, social utility, withdrawal. Cognition means the act of coming to know something. When a person uses a mass medium to obtain information about something, than he or she is using the medium in a cognitive way. Diversion can take many forms, including: stimulation, or seeking relief from boredom or the routine activities of everyday life; relaxation, or escape from the pressures and problems of day-to-day existence; emotional release of pent-up emotions and energy. Psychologists have also identified a set of social integrative needs, including our need to strengthen our contact with family, friends and others in our society. The media function that addresses this need is called social utility, and this usage can take several forms: that of conversational currency (media provide a common ground for social conversation) or that of parasocial relationship (the TV set represents a voice in the house for people who might otherwise be alone). On the other hand, humans occasionally need to escape from certain activities and they use media not only for relaxation but also for purposes that are best described as withdrawal uses. At times, people use the mass media to create a barrier between themselves and other people or other activities. For example, the media help people avoid certain chores that must be done.

*Questions:* To what does the “uses and gratifications model” refer? Which are the main gratifications obtained through the media? Which are the basic forms of diversion through media? What is social utility? What is parasocial relationship? What is withdrawal?

8. *Translate into English:*

În general, mass media sunt clasate în categorii, în funcție de câteva criterii: întinderea audienței (potențială/efectivă, locală/națională/internațională); natura mesajelor (audiovizuale/textuale); înclinații spre anumite obiective (funcții – a informa/a distra). Criteriul cel mai pertinent de a le deosebi constă în modalitatea de comunicare deosebindu-se trei mari familii: mediile autonome, care nu au pentru transmitere un suport tehnic specific (cărți, ziare); mediile de difuziune, care au ca suport de difuziune undele hertziene și care pot acoperi simultan spații foarte mari (radio, TV); mediile de intercomunicare, permițând o comunicare la distanță în dublu sens (telefonul). După alte criterii, mediile pot fi clasificate în: medii de prezentare (vocea, corpul, fața), cele care folosesc limbajul natural al cuvintelor, mimica, gestică; medii de reprezentare (cărțile, pictura, fotografiile, arhitectura), cu caracter simbolic și coeficient de creativitate; mediile mecanice (telefon, radio, TV).

9. Write an essay giving your opinion about the role of media in one of the following situations:

- a. The rise and fall of super-stars in music industry (example: Michael Jackson).
- b. The image of the president of a country for the citizens (example: the role of media during the Watergate scandal, which lately brought to the resignation of president Richard Nixon).

10. Do the following exercises:

a. Complete each sentence with a word formed from one of these verbs: catch, censor, circulate, cover, criticise.

1. The new gallery was given the seal of approval by the Observer's art ....., who wrote several enthusiastic articles about it. 2. Roy Richardson is one of the BBC's veteran cricket.....3. Under the Government's wartime .....rules, all newspaper articles had to be checked by officials before being printed. 4, The tabloids have excellent .....of scandal and sport: the quality papers deal with everything else. 5. The local newspaper's.....fell dramatically when the editor was sacked. 6. That jingle from the teabag ad is so .....that I can't get it out of my head.

b. Choose the correct word or phrase from the pair in brackets to complete each sentence:

1. The actors have been .....the play all this week. (rehearsing/repeating).
2. The audience applauded wildly when the director appeared on the ..... to take his bow. (scene/stage)
3. I've been watching a fascinating new .....of art programmes. (serie/series)
4. Although the play has a large number of ....., it is comparatively easy to follow the plot. (characters/persons)

5. If you don't like that programme, you can always switch over to a different .....  
(channel/canal)
6. The latest television dramatisation was filmed entirely .....in a country village not far from here. (in the wild/on location)
7. Which .....did Marlene Dietrich play in her last film? (role/performance)
8. What a wonderful .....of "A Midsummer Night's Dream" that was in the Evening Herald?  
(critic/review)

11. Give the synonyms and antonyms of the following words:

to motivate  
promotion  
usual  
satisfying  
compliance  
to recruit  
ability  
relevant  
casual  
skill  
purposeful  
link  
reliance  
regulation  
premise

12. Translate into English the following sentences, using the verbs to notice, to observe, to perceive and to remark.

1. Am observat imediat toate schimbările din cameră.
2. A observat cineva că am întârziat?
3. Nici nu am observat când a venit tata.
4. Ai făcut o observație cam obraznică.
5. Observă-l cu multă atenție, să vezi ce face.
6. Nu observ să fie vreo diferență între desene.
7. L-am observat de mult, fii liniștit.
8. Am observat o ușoară ezitare în răspunsul ei.
9. L-am observat imediat în acel grup zgomotos.
10. Am observat că nu mai purta inelul de logodnă.

## V. THE NEWSPAPERS AND THE MAGAZINES

1. Complete the following sentences which open and close business letters:

- a. Our firm is aware that you are exporters of .....
- b. Your name was given to us by.....
- c. We are informed that your firm produces.....and we would be interested in.....
- d. If you are interested in buying our merchandise we inform you that.....
- e. We are very interested in your offer as so .....
- f. If you agree with our terms, please .....
- g. We are looking forward to .....
- h. We thank you for your confidence in us and .....
- i. Having favourably solved our first offer, we hope .....
- j. We would certainly appreciate .....
- k. You may be sure of .....
- l. Enclosed to this letter .....
- m. With our best thanks .....
- n. We kindly entrust you that we are able to settle the matter .....

2. Translate into English the following letters:

**a. Letter of ordering**

Stimate domnule Causio,

Veți găsi alăturat comanda noastră, Nr. DR4316, de pulovere pentru tineri, toate culorile și mărimile pe care le oferiți în catalog.

Am hotărât să acceptăm reducerea de 15 % și condițiile de plată pe care le doriți, dar insistăm să rediscutăm acești termeni contractuali în viitorul apropiat.

Veți găsi alăturat documentele de transport și ordinul de plată de la Banca Northminster din Birmingham.

Dacă nu aveți în stoc obiectele solicitate, vă rugăm să nu ne trimiteți altele care să le înlocuiască.

V-am fi recunoscători dacă ați face livrarea în termen de 6 săptămâni. Așteptăm cu nerăbdare răspunsul dumneavoastră.

Cu respect,

Lionel Crane

Director general

**b. Letter of complaint**

Stimate domnule Causio,

Vă scriu pentru a face o plângere în legătură cu transportul de pulovere pe care l-am primit ieri în urma comenzii noastre din data de 10 martie.

Cutiile în care erau ambalate puloverele erau desfăcute și păreau că s-au rupt în timpul transportului. Din documentele pe care ni le-ați trimis, am constatat că 30 de obiecte au fost furate, având valoare generală de 1.500 £. Din cauza deteriorării cutiilor, alte câteva obiecte nu mai pot fi vândute ca articole noi.

Pentru că vânzarea s-a făcut în bani ghiață, vă rugăm să ne contactați urgent pentru a stabili compensațiile. Veți găsi alăturat o listă cu bunurile dispărute și cele deteriorate, iar noi vom păstra stocul intact până când vom primi instrucțiunile dumneavoastră.

Cu respect,

Lionel Crane

Director general

*3. Choose a topic and write a letter:*

- a. Request for a catalogue from a firm of tapes and cassettes whose products you have seen at a fair.
- b. You are the director of an advertising agency, answer to the proposal of co-operation of a television station.
- c. Answer the two letters you have translated before, on behalf of Mr. Causio.
- d. Write a letter of complaint for the products you have ordered from a company of cosmetics. The items arrived to you very damaged.
- e. You are the manager of a firm which offers shipment for goods. Write a reply to another company, explaining the ways in which you can help them with transport.
- f. You are the manager of a small company. Write a letter to a larger company in the same field, proposing to co-operate in certain activities.

*4. Finish the sentences:*

1. It is important that this paper .....
2. My mother took me to the cinema so that I .....
3. He didn't dare ski lest he .....
4. I wish you .....
5. I suggest that he .....

*5. Replace the Infinitive in brackets with the appropriate forms of the Subjunctive:*

1. You had better (to listen) ..... to me.
2. It is likely that he (to be) ..... awarded a prize.
3. I wish you (to learn) ..... better.
4. I asked her if this (to be) ..... what she meant.
5. You look as if you (to be) ..... tired.
6. Whoever they (to be) ..... tell them to wait.
7. Even though she (to ask) ..... she would not have been given an answer.
8. It is high time you (to make up) ..... your mind whether you want to do the job or not.
9. She had rather (to come) ..... with you.
10. I should like to have a rest rather than (to join) ..... you on the trip.

*6. Translate into English:*

- a. A sugerat să ne petrecem vacanța la mare.
- b. Mă îndoiesc că va fi aici până mâine.
- c. Dacă este nevoie putem să ne oprim acum.
- d. Ai face mai bine să mergi cu noi.
- e. Chiar dacă ai fi insistat nu l-ai fi convins.
- f. S-a hotărât ca proiectul să fie gata până la sfârșitul lunii.
- g. Ar fi bine să notezi aceste lucruri ca să nu le uiți.
- h. Mi-e teamă să nu se strice vremea.
- i. Prefer să învăț totul de la început.
- j. Mi s-a ordonat să-mi schimb programul de lucru.
- k. Oriunde ar lucra, ea întotdeauna va fi lăudată de toată lumea.
- l. Indiferent ce gândești despre mine nu-ți dau rochia mea s-o porți la bal.

*7. Conceive a composition on one of the following topics:*

- a. Things you would rather do.
- b. If you were the first man on the moon, what would you write back home?
- c. Which are your secret wishes?

8. *Translate into English:*

a. Pentru aniversarea celor zece ani de la căderea Zidului Berlinului, ministrul federal german pentru problemele tineretului, Christine Bergmann, și autoritățile noii capitale a Germaniei reunificate au invitat circa 1000 de tineri din Europa la o sărbătoare ce va dura mai multe zile și care va avea punctul culminant pe 9 noiembrie, seara, de-a lungul urmei fostului Zid și mai ales în fața Porții Brandenburg. În plan politic, foștii președinți sovietic și american, Mihail Gorbaciov și George Bush, protagoniștii reunificării germane, fostul și actualul cancelar, Helmut Kohl și respectiv Gerhard Schroeder, vor lua cuvântul pe 9 noiembrie în Bundestag (camera inferioară a parlamentului german). În perioada 5-10 noiembrie, tineri cu vârste cuprinse între 16 și 25 de ani, veniți din Germania și alte 24 de țări europene, vor avea ocazia să cunoască orașul și istoria sa și să discute mai ales cu martori direcți ai căderii Zidului Berlinului. În zilele denumite de guvernul german Festivalul european al tineretului, tinerii vor asista la numeroase conferințe privind rolul Berlinului în Europa și relațiile Est-Vest, având ocazia de a-și face cunoscute opiniile privind edificarea în comun a continentului european, declara doamna Bergmann [...]. (*România Liberă*, 4 noiembrie, 1999).

b. Revoluția din decembrie 1989 a adus în spațiul cultural românesc o problemă puțin dezbătută: rolul elitelor în societate. Până la acel moment teoria socială și politică avusese drept principale ținte grupările socio-profesionale, structurile și raporturile dintre clasele sociale. Dinamica socio-politică postdecembristă a scos la iveală insuficiența unui asemenea tip de analiză. Diversitatea actorilor politici, coagularea raporturilor dintre liderii sau promotorii proceselor schimbării și diversitatea structurii sociale ce se înfiripau în societatea deschisă de implozia totalitarismului, aduceau în prim planul reflecției sociale nevoia de nuanțare a discursului clasial. Și aceasta întrucât, dincolo de clase și categorii sociale, de acțiunea colectivă, spontană sau organizată, articularea structurilor politice democratice și a societății civile a focalizat interesul social asupra aflării și impunerii de lideri. Să ne amintim de sloganul începuturilor revoluției “Avem nevoie de un Havel al nostru”, care, în afara conotațiilor antiiliesciene, a fost expresia ofertei reduse de personalități apte să-și asume promovarea transformării radicale beneficiind, în același timp, de o acceptare socială convenabilă. Paradoxal, odată clamat, acest imperativ nu a fost prilej de compromis între personalități sau grupări politice aflate în centrul evoluțiilor politice. Dimpotrivă, orgoliul unora a prevalat în fața oportunităților revoluției, iar sloganul și-a accentuat repede trăsăturile luptei staliniste pentru putere, transformându-se practic în “Jos Iliescu!”. Revoluția nu a fost furată ci a fost ratată, unele dintre “elitele” aflate la startul revoluției nefiind pregătite pentru a stăpâni complexitatea partiturii, au optat pentru aria învrăjbirii în speranța de a-și consolida pozițiile. (Alexandru Florian – “*Elitele și revoluția*”, în “*Societate și cultură*”, 1/1998).

9. Read the following text and then answer the questions.

[...] The ongoing political and economic transformations in the Republic of Moldova have induced a process of reorganisation in the sphere of media and in the legal framework of the journalist work. The lack of proper legal regulation in the totalitarian era has made it practically impossible for the media to publish any critical information concerning the upper ruling circles and a whole range of social phenomena. The legislative vacuum engulfing the sphere of social life was affecting the media as well. In recent years, media situation has changed considerably. In the course of establishing a government of law, society could not disregard the media. There was an urgent need to establish a legal basis for the work of journalists. The recent political and social changes disclosed many social cankers: drugs, prostitution, organised crime, corruption in the upper levels of government, the existing problems of multiethnic relations, the decreasing social status of the language of the most numerous ethnic group in the country, the need to adopt the Latin alphabet. The media were the first to sound the alarm; however, the response consisted in threats and accusations aimed at the most intrepid and honest journalists. The lack of media legislation was more than obvious. The long-awaited day came in 1999 with the adoption of the Press and Media Act (still within the former Soviet Union). On its ratification, the act came into effect in the Republic of Moldavia. This act eliminated the strict political control over the press and provided acceptable work conditions for the journalists. It established the freedom of media and the inadmissibility of censorship. Now there was more freedom, but the responsibility of the editorial staff and the author for the published information increased as well. Nevertheless, the freedom of press is not absolute. The press is prohibited from disclosure of state secrets, propaganda of war, cruelty, and violence, race, national, and religious discrimination. Another important point is the legalisation of the right to publishing. The act established that media may be founded by government agencies, lawfully acting parties and organisations, as well as by private persons of legal age. The act also regulated the relations between editors and founders, editors and authors, stipulating also the right of the editors to collect information. Thus, conditions were set to grant freedom of speech and freedom of press and to give all power structures the opportunity to propagate their views through the mass media. This legislative act was in line with the requirements of the respective historical period [...]. (*Freedom of Speech and Freedom of Press in the Republic of Moldova*”, by Alla Byelostehnik, in *Balkan Media*, vol. V, no. 2, summer 1996/1997).

*Questions:* What changed in the Moldavian legislation concerning media in the beginning of the 90's? Was it easy for the Moldavian journalists to do their job? What difficulties did they encounter? What were the main provisions of the Press and Media Act of 1990 in Moldova? Was this law all that the journalists needed to protect their work conditions? Do you think it is easy to work as a journalist in a small former communist country?

10. *Insert in the blanks the right word:*

a. We should consider the major changes in .....that were prompted by the success of the mass press during the 1833-1860 period. In short, we can identify four such changes. The .....press, sold for a penny daily, changed the basis of economic support for ....., the pattern of the newspaper ....., the definition of what constituted .....and the .....of news collection. Before the penny press, most of a newspaper's economic support came from .....revenue. The large circulation of the penny press made .....realise that they could reach a large segment of potential .....by purchasing space. Moreover, the .....of the popular papers cut across political .....and social .....lines, thereby assuring a .....advertiser of a broadly based audience. As a result, advertisers were greatly attracted to this new .....and the .....newspapers relied significantly more on advertising revenues than did their predecessors.

*The missing words are the following:* distribution, buyers, potential, mass, penny, subscription, class, medium, readership, techniques, advertisers, newspapers, news, party, journalism.

b. Appearing with the consolidation trend and enjoying a short but lively reign was .....journalism. At the end of World War I, the United States found itself facing a decade of prosperity: the .....twenties. The radio, Hollywood, the airplane, prohibition and Al Capone were all .....that captured national attention. It was perhaps inevitable that .....would reflect the times. The papers that best exemplified jazz journalism all sprang up in New-York between 1919 and 1929; all were characterised by two features: they were ....., printed on a page that was about one half the size of a normal newspaper page; they were all richly illustrated with ..... The New-York Daily News had a slow start but by 1924 .....on. Its tabloid size was easier for the people to .....while reading on buses and .....; it abounded with photos and .....; writing style was simple and ..... The "News" also blended a large portion of ..... with its news. Comic ....., gossip ....., advice to the lovers, ..... and sports were given large chunks of space.

*The missing words are the following:* horoscopes, roaring, subways, gossip, jazz, tabloids, caught, handle, topics, photographs, cartoons, newspapers, strips, short, entertainment.

11. Translate into English, using the verbs to earn, to gain and to win:

- a. Cât câștigi la firma aceea?
- b. Câștigă bine, are o casă mare și o mașină frumoasă.
- c. Nu câștigi nimic dacă nu spui adevărul.
- d. A câștigat premiul întâi la concursul de informatică.
- e. E un tip interesant, a câștigat faimă internațională cu invenția lui.
- f. I-a câștigat încrederea, a angajat-o ca secretară particulară.
- g. Trebuie să facem ceva să câștigăm timp.
- h. Finala a fost câștigată la puncte.
- i. Câștigătorii vor primi câte un bilet de călătorie gratuit.
- j. Își câștigă existența cum poate, nu se descurcă grozav.

12. Do the following exercises:

a. Supply the suitable words:

A person	who sends news, articles, reports to a newspaper	is called .....
	who looks through the manuscript of an article, corrects it, suggests changes and prepares it for printing	is called .....
	who sets up type for printing	is called .....
	who buys a newspaper, magazine regularly	is called .....
	who is engaged in publishing, editing or working for a newspaper	is called .....

b. Match the words on the left with the correct definitions.

- |                  |   |
|------------------|---|
| 1. obituary      | A. critical assessment of a book, film                                |
| 2. leader        | B. leading editorial article  |
| 3. horoscope     | C. regular article about celebrities                                  |
| 4. review        | D. announcement of a death, with a short biography                    |
| 5. gossip column | E. phrase or title at the top of an article                           |
| 6. headline      | F. humorous or satirical drawing                                      |
| 7. deadline      | G. time limit for reporting news                                      |
| 8. cartoon       | H. prediction of someone's future according to the sign in the zodiac |

## VI. THE RADIO AND THE TELEVISION

1. Fill in the following CV format:

### CURRICULUM VITAE

1. Family name: .....
2. First names: .....
3. Date of birth: .....
4. Nationality and Passport No: ROMANIAN - .....
5. Civil status: .....
6. Contact address: .....  
tel.: +40 .....

7. Education:

<i>Institution</i>	<i>Faculty of</i> .....
<i>Date: from (month/year):</i>	<i>October 19...</i>
<i>to (month/year)</i>	<i>October 19...</i>
<i>Degree(s) or Diploma(s):</i>	Bachelor of Arts
<i>Institution</i>	<i>Faculty of</i> .....
<i>Date: from (month/year):</i>	<i>October 19...</i>
<i>to (month/year)</i>	<i>October 19...</i>
<i>Degree(s) or Diploma(s):</i>	Master of Arts in .....
<i>Institution</i>	<i>University of</i> ..... - <i>Faculty of</i> .....
<i>Date: from (month/year):</i>	<i>October 19...</i>
<i>to (month/year)</i>	<i>May 19...</i>
<i>Degree(s) or Diploma(s):</i>	<b>Post-graduate in</b> .....

8. Language skills: (Mark 1 to 5 for competence)

<i>Language</i>	<i>Reading</i>	<i>Speaking</i>	<i>Writing</i>
Romanian	Mother tongue		
English	5	5	5
French	5	4	3

9. Membership of professional bodies:

- .....

10. Other skills: computer literate

11. Present position: .....

12. Years within the firm: .....

13. Key qualifications:

- .....

14. Professional Experience Record:

<i>Date: from</i> <i>(month/year)</i>	<i>October 19...</i>
<i>to (month/year)</i>	<i>June 19...</i>
<i>Location</i>	....., Romania
<i>Company</i>	.....
<i>Position</i>	.....
<i>Description</i>	..... (what your tasks are)

15. Others:

- dynamic, pro-active
- good communication/organisational skills

2. *Interview Myths. Here are some assumptions about job interviews, some correct, some not. Decide which of them are real tips for success in an interview situation.*

1.
  - a. While waiting in the office, you should just sit and wait to be called.
  - b. I can predict and prepare for 80% of the questions the interviewer will ask me. Preparation will help me do well.
  - c. If the interviewer asks me if I have any negative points or weaknesses I should indicate that I have none.
  - d. It is perfectly acceptable to call the employer within two weeks of submitting my job application materials to ask when I might expect to hear about the final decision. They often fail to do that.
  - e. The most important time of the interview is the last five minutes, when I discuss salary, ask about hiring decision and close the interview.
  - f. I should keep my answers as short as possible, so the interviewer will have time to ask more questions.
  - g. I can also ask questions regarding the organisation of the company.
  - h. I should say that I am looking for a job which can offer me greater challenge and more opportunities for using my skills.
  - i. Most employers issue invitations to interview by phone.
2.
  - a. My job interview begins as soon as I walk through the office door. As I might be under observation all the time, I could ask the secretary some friendly questions about the organisation, in case they ask her opinion about me.
  - b. The interviewer is the only one who can ask questions.
  - c. Be tactful, by turning a possible negative situation into a positive one. For example, "I tend to neglect my family because I often work too late."
  - d. I should mind how I look and sit. What the interviewer thinks about me in the first minutes will set the tone of the interview.
  - e. I cannot prepare for an interview because: I do not know if I will get an interview; I do not know what the interviewer will ask; actually, once I am invited to an interview, I almost have a job.
  - f. Once I submit my application papers for the job, the proper thing to do is to wait until I hear from the employer.
  - g. The interviewer is looking for thoughtful answers that indicate some depth on my part. So I should go from general responses to specifics that indicate my depth of knowledge and interest.
  - h. If asked why I am leaving my job, I should criticise my colleagues or say I find my present work boring and underpaid.
  - i. Invitations to interviews normally come by letter or telegram.

3. *Fill in the blanks with modal verbs:*

1. As the others insist on it you .....as they say. 2. You .....go to Predeal, you look very tired. 3. "You .....finish your work before going on holiday". "I know I.....". 4. I .....take these pills three times a day. 5. You .....smoke cigars, they will ruin your health. 6. I want to get thinner. What .....I do? You .....see a doctor about it. 7. You ..... stop drinking, or else you will get drunk. 8. If you .....kindly wait here, I'll look for him. 9. I expected him to be reasonable, but he .....listened to me.

4. *Rewrite the following sentences beginning with "He said", "He didn't know":*

1. What will John do about it? 2. You can go there if you try. 3. May I leave the room now? 4. Will you come to my place tomorrow? 5. I must see him immediately. 6. You needn't do such a bad thing. 7. Can I come with you? 8. You must read this book. 9. You shall go to the university. 10. Must I attend the meeting?

5. *Translate into English:*

a. 1. Mai bine ai sta acasă până te simți mai bine. 2. Trecuse de miezul nopții și am propus să plecăm, dar el nici nu voia să audă. 3. Aș prefera să nu-ți spun ce știu despre el. 4. Fereastra nu se deschide, trebuie să o reparați. 5. Ar trebui să te duci la concert, de ce să-l pierzi? 6. Să răspund la telefon? 7. Îmi pare rău, nu s-ar fi convenit să spun asta. 8. Nu îndrăzni să le povestească prietenilor întâmplarea de teamă să nu râdă de el. 9. Trebuie să mă duc acolo chiar acum? Nu, nu este nevoie. 10. Eram sigură că prietenul meu nu va avea curajul să-mi spună ce gândește.

b. Stau deseori pe un scaun în cârciuma mea preferată, să beau un pahar de bere și să citesc ziarul de seară. Abia dă cu ochii de mine, când Tom își trage scaunul lângă al meu și începe: "Poate am dreptate, sau poate greșesc", spune el, "dar e un lucru pe care trebuie să-l admit, Elena e sigur cea mai drăguță fată din lume!" Rareori mă iartă de povara de a-l asculta. Câteodată îmi vine să-i zic: "Hei, bătrâne, mai curând mi-aș citi ziarul decât să te ascult", dar de obicei nu mă lasă inima să-i spun. Îmi zic doar mie: "Chiar trebuie să vorbească atât de mult despre ea? De ce uită că există o limită a drepturilor prieteniei și că prietenii nu ar trebui să devină atât de groaznic de plicticoși? Ar trebui să existe o lege împotriva acestui lucru. Cât despre mine, dacă stau să îl ascult de fiecare dată când mă duc la cârciumă, nu-mi rămîne decât un singur lucru de făcut, să-mi schimb cârciuma. Și apoi nici nu mă interesează frumusețea Elenei. Sigur, nu îndrăznesc să-i spun toate astea lui Tom.

*6. Translate into English:*

Suscitate de televiziune, controversese asupra efectelor mediilor audiovizuale au continuat să agite spiritele. Unele persoane au rămas obsedate de teama că televiziunea, prin impactul direct și masiv al mesajelor, amalgamează sistemele de valori și criteriile aprecierilor estetice, ducând la degradarea vieții culturale, iar pe de altă parte, că aceasta îndeplinește mai curând o funcție conservatoare, în sensul că este utilizată de telespectator pentru a-și confirma opiniile și valorile existente mai curând decât pentru a le schimba. Televiziunea, se subliniază adeseori, are efecte puternice, dar acționează preponderent în direcția conservării atitudinilor și valorilor dominante ale sistemului.

*7. Translate the following text and then summarise it in your own words.*

Historians identify four stages in the evolution of broadcast programming. The first covers the debut of commercial radio in the 1920s. Having no precedents, experiments and entrepreneurs were unsure about what kinds of programmes people would like to hear. Radio attracted thousands of personalities from many fields. Commercials were brief and discrete. The second period is called “the golden age of radio”, beginning with 1928. At the time, the airwaves were filled with action and adventure, with vaudeville comedy, and the first entertainers appeared. The third stage of programming lasted from 1945 until the early 1950s, when television began its explosive growth. Unlike that of radio, the debut of television was free from confusion about what constituted effective programming. Television was perceived as “radio with pictures” and the structure of the industry was modelled on those of radio; performers and executives were drawn from radio. At the beginning of the fourth stage, the golden age of television, the reconstituted radio programmes dominated the television ratings. The variety show was the most popular programme, then the action-adventure programmes took over.

8. *Fill in the blanks:*

Motion pictures and ... .. are possible because of two... .. of the human perceptual system: the phi phenomenon and the persistence of ... .. The phi phenomenon refers to what happens when a person sees one light... .. go out while another one close to the original is illuminated. To our eyes, it looks like the light is actually... .. from one source to another. In persistence of vision, our eyes continue to see an image for a ... .. second after the image has actually disappeared from view.

*These are the missing words:* quirk, source, television, split, vision, moving

9. *Remember the following words and phrases. Try to make sentences with them:*

Electronic media: *radio, wireless set, tape-recorder, cassette recorder, record player, transistor, walkie-talkie, hi-fi/stereo equipment.*

Wave lengths: *short, medium, long, ultra-short, VHF.*

Activities for radio and television: *to broadcast, to be on the air, to turn/switch on/off, to turn down the volume, to listen to, to turn over to another channel.*

What is wrong with your TV set? *Flashing; hissing; stripes on the screen, it has atmospheric, distortion of the picture, the pictures go blank.*

10. *Translate the following sentences, paying attention to the verbs to rise and to raise:*

1. Ultimul congres al partidului de guvernământ și-a închis ședința.
2. Micii întreprinzători au reușit să scoată din sărăcie numeroase familii americane în secolul trecut.
3. La ultima ședință, nimeni nu a ridicat nici o pretenție referitoare la data următoarei întrevederi.
4. Pentru a contracta un împrumut, orice firmă trebuie să prezinte o documentație riguroasă.
5. Mă tem că această problemă s-a ridicat și în anii precedenți, dar nu a avut nici un ecou.
6. Și-a făcut o mulțime de dușmani din cauza felului său arogant de a fi.
7. Deși se trezește foarte devreme, întârzie aproape de fiecare dată.
8. Se spune că marile companii americane au ridicat mulți președinți la putere.
9. Această persoană reușește întotdeauna să se ridice la înălțimea situației.
10. Astăzi este tot mai greu să fii în ton cu moda.



4. *Translate into English:*

Ar trebui să-l scrie. Trebuie să-l scrie. A putut să-l scrie. Se poate să-l fi scris. Probabil că l-a scris. Ar fi putut să-l scrie. Poate să-l scrie. Va putea să-l scrie. Ar putea să-l scrie. Va trebui să-l scrie. S-ar putea să-l scrie. Ar fi trebuit să-l scrie. Nu era nevoie să-l scrie. Nu i s-a permis să-l scrie.

5. *Translate the following text:*

Strether hesitated. "No – she's not well, I'm sorry to have to tell you".

"Ah", said Chad, "I must have had the instinct of it. All the more reason then that we should start straight off".

Strether had now got together hat, gloves and stick, but Chad had dropped on the sofa as if to show he wished he would make his point. He kept observing his companion's things; he might have been judging how quickly they could be packed. He might even have wished to hint that he would send his own servant to assist.

6. *Provide an alternative sentence beginning with the words in bold:*

- a. I think he should leave at once. It's time .....
- b. John thinks he knows all the answers. He talks as if .....
- c. I would like you to clean the blackboard instead of telling jokes. I'd rather .....
- d. Why didn't you tell me first thing in the morning? I wish .....
- e. My sister is getting married to a crook. I hope she'll change her mind. If only.....
- f. John wants to play the piano in order to earn money. He wants to play the piano in order that .....
- g. I will tell him the truth to avoid being punished. I'll tell the truth for fear that .....
- h. Go change that dress immediately! I insist that .....
- i. It would be better for you not to obey the order. You had better .....
- j. How about teaching them a lesson? I suppose .....

7. *Choose the correct form:*

1. What do you usually do in your free time?
  - a. I am swimming and reading a lot.
  - b. I go swimming and do a lot of reading.
  - c. I have been swimming and reading a lot.
  - d. I am always reading and swimming.
2. Why do you feel so tired now?
  - a. I have been working too much recently.
  - b. We painted our flat.
  - c. I am being ill so I am receiving treatment.
  - d. I have got a flu.

3. Thank you for the lovely dinner. This roast ... ..
  - a. tastes superb.
  - b. is tasting superb.
  - c. has superb taste.
  - d. has been tasting superb.
4. I wonder ... ..to make it.
  - a. how long it did take
  - b. how long did it take
  - c. how long it took
  - d. how long took
5. Here you are at last! ... ..for you for 35 minutes.
  - a. I have been waiting
  - b. I have waited
  - c. I had been waiting
  - d. I waited
6. He ... ..to me about his future plans over a year ago.
  - a. has spoken
  - b. had last spoken
  - c. last spoke
  - d. recently spoke
7. The parties ... ..agreement last week if they had had more time.
  - a. must reach
  - b. could reach
  - c. could have reached
  - d. might reach
8. I am sorry I haven't given you a ring, I ... ..too busy over the past week.
  - a. was
  - b. have been
  - c. had been
  - d. am
9. It is high time ... ..where to go this summer.
  - a. you will decide
  - b. you decided
  - c. you should decide
  - d. for deciding
10. If you ... ..decide very soon, you will end up staying at home.
  - a. won't
  - b. don't
  - c. wouldn't
  - d. aren't to
11. It's a pity you didn't come to England. As you ... ..there before, you would have enjoyed every minute of the trip.
  - a. weren't
  - b. haven't been
  - c. hadn't been
  - d. had been
12. I ... ..her something confidential, but I changed my mind.
  - a. was to tell
  - b. wanted to say
  - c. was going to tell
  - d. was going to say
13. ... ..half of the villa had burnt down.
  - a. By the time the firemen arrived
  - b. By the time the firemen had arrived
  - c. When the firemen arrived
  - d. When the firemen had arrived
14. When you ... ..him again you will surely notice the difference in his appearance.
  - a. see
  - b. will see

- c. are going to see  
d. are seeing
15. He said he ... ..to go to the theatre as he had seen Hamlet three times.  
a. didn't want  
b. doesn't want  
c. wouldn't  
d. won't
16. I ... ..that my teeth are in a bad state.  
a. told  
b. am said  
c. have been told  
d. have been said
17. I ... ..it was a good idea, but now it is too late.  
a. wouldn't think  
b. think hardly  
c. don't think  
d. mustn't think
18. I wonder what the problem is. The guests ... ..come about seven.  
a. should  
b. ought to  
c. should have  
d. ought to have to
19. Your hair is very untidy. You ... ..  
a. can have it cut.  
b. need have it cut.  
c. should have it cut  
d. need cutting.
20. I wish John ... ..drink so much at every party.  
a. did not  
b. does not  
c. would not  
d. not to

8. *Discuss in the space given below the ethics of media.*

*9. Translate into English:*

1. Profesiile necesită o pregătire specială. Meseriile necesită muncă manuală calificată.
2. Zidarii, zugravii, geamgii, dulgherii, electricienii, instalatorii și tâmplarii lucrează cu toții să construiască o casă.
3. Economiiștii sunt specializați în management, marketing, comerț, finanțe sau contabilitate.
4. La aceste birouri sunt angajați funcționari, dactilografe și secretare.
5. Avocatul apărării s-a întâlnit cu avocatul acuzării și cei doi au hotărât să ceară schimbarea judecătorului.
6. Regizorul, actorii și actrițele au făcut grevă pentru că nu erau plătiți suficient.
7. Mecanicul de locomotivă s-a plâns șoferului de taxi că are o muncă foarte grea.
8. Țesătoarea a dus pânza croitoresei care a făcut o rochie frumoasă și apoi s-a întâlnit cu pălărierul pentru ca acesta să facă o pălărie potrivită.

*10. Translate into English:*

Puține întreprinderi au ca scop comunicarea. Majoritatea întreprinderilor au un alt scop: de a vinde un produs sau serviciu, de a satisface o nevoie socială, de a realiza planuri sau de a duce unele politici. Și totuși, pentru a face toate acestea, întreprinderile consumă enorm de mult timp, energie și bani comunicând. Oamenii din întreprinderi comunică în multe feluri: de la om la om, discuții în doi, în grupuri neofociale, în ședințe, oral, la telefon, în scris, cu ajutorul calculatoarelor sau terminalelor, prin scrisori și rapoarte. Toate aceste metode alcătuiesc așa-zisa comunicare verbală.

## VIII. WHAT IS PUBLIC RELATIONS?

1. *Write about the rules of a debate.*

2. *Write down for or against opinions on one of the following topics:*

*Suggested topics:*

1. Fantasy is worthier than knowledge.
2. The pen is more powerful than the sword.
3. Schools destroy the personality.
4. The place of the woman is in the kitchen.
5. The engine of society is selfishness.

## 3. Exercises:

## a. Put the verbs in brackets at the correct Long or Short Infinitive:

1. He has decided (become) ..... a mechanic. 2. Will you (come) ..... to the theatre with me? 3. You ought (revise) ..... for your exams this week. 4. We can (wait) ..... for you here. 5. I saw them (cross) ..... the street. 6. I asked her (repeat) ..... the question. 7. I'd rather (wait) ..... for you outside. 8. He is (return) ..... tomorrow. 9. They were seen (compare) ..... notes. 10. This book is too difficult for her (understand) .....

## b. Put the verbs in brackets at the correct Infinitive or Gerund:

1. I will remember (give) ..... your mother your message. 2. I remember (meet) ..... him at your birthday last year. 3. Please stop (interrupt) ..... me in the middle of a sentence. 4. He stopped (talk) ..... to his former pupils. 5. Did you forget (give) ..... him that message? 6. I definitely recall (leave) ..... my coat in this room. 7. I like (cycle) ..... 8. I like (walk) ..... in the rain. 9. I meant (tell) ..... you, but I forgot. 10. He tried (sell) ..... newspapers, (work) ..... in a café and various other jobs before he took up (write).

## 4. Translations:

a. 1. Sunt sigur că argumentele mele o vor face să se răzgândească. 2. L-am sfătuit să renunțe la slujba aceea. 3. Am auzit-o pe Carolina cântând aseară la concert; nu m-am așteptat să aibă o voce atât de frumoasă. 4. Le voi permite copiilor să meargă la plimbare mâine dimineață. 5. I-am cerut să nu spună nimănui ceea ce vedea acolo. 6. Nu are nici o scuză că a întârziat. 7. Mulțumesc că m-ai ajutat să găsesc acest hotel. 8. Ei au insistat să mă duc acolo în seara aceea. 9. Faptul că îi știe numele este surprinzător. 10. Se gândește să participe totuși la acest concurs.

b. Că, vezi, mintea e însetată de priceperea lucrurilor, de pătrunderea tainelor; și osânda de a înfrânge această sete, de a trăi fără potolirea ei, însemna osânda de a te întoarce la una din formele trecute, de care natura n-a fost mulțumită, înseamnă osânda de a ucide în tine tocmai însușirea cu adevărat și cu deosebire omenească. (I.A.I.Brătescu-Voinești – *Cele mai vechi amintiri*).

5. Write about the future plans you have for your life and career, using as many Infinitive and Gerund forms as you can.

6. Translate the following text:

To aid in understanding the history of formal public relations as well as its practice today, Professors **James E. Grunig** of the University of Maryland and **Todd Hunt** of Rutgers: The State University of New Jersey have constructed four models of public relations. All four models are practiced today, but the “ideal” one – that in increasing use – is the two-way symmetric model. They explain their models in their 1984 book *Managing Public Relations*:

**Press Agency/Publicity.** Propaganda is the purpose, sought through one-way communication that is often incomplete, distorted, or only partially true. The model is source→receiver. Communication is viewed as telling, not listening, and little if any research is undertaken. **P.T. Barnum** was the leading historical figure during this model’s heyday from 1850 to 1900. Sports, theater, and product promotion are the main field of practice today.

**Public Information.** Dissemination of information, not necessarily with a persuasive intent, is the purpose. The model is source→receiver. Research, if any, is likely to be confined to readability tests or leadership studies. **Ivy Lee** is the leading historical figure during this model’s early development period from about 1900 into the 1920s. Government, nonprofit associations, and business are primary fields of practice today.

**Two-Way Assymetric.** Scientific persuasion is the purpose and communication is two-way, with balanced effects. The model is source→receiver with feedback (←) to the source. Research is both formative, helping to plan an activity and to choose objectives, and evaluative, finding if the object has been met. **Ivy Lee** is the leading historical figure during the model’s period beginning in the 1920s. Competitive business and public relations firms are the primary places of practice today.

**Two-Way Symmetric.** Gaining mutual understanding is the purpose, and communication is two-way with balanced effects. The model is group→group with feedback (←). Formative research is used mainly both to learn how the public perceives the organisation and to determine what consequences the organisation has for the public, resulting in the counseling of management about policies. Evaluative research is used to measure whether a public relations effort has improved both the understanding publics have of the organisation and that which management has of its publics.

7. *Imagine a dialogue between Mr. Wakefield and his wife in the text below:*

“Let us now imagine Wakefield bidding adieu to his wife. It is the dusk of an October evening. His equipment is a drab greatcoat, a hat covered with an oilcloth, top-boots, an umbrella in one hand and a small port-manteau in the other. He has informed Mrs. Wakefield that he is to take the night coach into the country. She would fain inquire the length of his journey, its object, and the probable time of his return; but, indulgent to his harmless love of mystery, interrogates him only by a look. He tells her not to expect him positively by the return coach, nor to be alarmed should he tarry three or four days; but at all events, to look for him at supper on Friday evening.” (“Wakefield”, by Nathaniel Hawthorne)

8. *Match the words listed below with the dictionary definitions which follow:* shareholders, dividends, strategic, tactical, expertise, eminent, frequently, obligations, remuneration, delegation, curtness, co-ordinate, diversify, objectives, take-over, integrity, executive, enterprise, administration, conflicting, majority, arbitrary, initiate, compliance, generalist.

1. To avoid the situation where all the eggs are in one basket.
2. Someone in a position of authority.
3. An undertaking with a view to profit.
4. The quality of being reliable and straightforward.
5. Brevity to the point of rudeness.
6. Payments made to those who own the equity of a company.
7. To bring together effectively.
8. The decision which chooses the direction in which the company is going.
9. The part of a business concerned with day-to-day problems.
10. Opposing or varying
11. Meeting with the set requirements.
12. Someone who is able to contribute to a business in a variety of its departments.
13. Having a reputation in a particular branch of business, such as law.
14. The sort of decision which is not based on facts.
15. The opposite of rights.
16. Targets or goals.
17. To commence or start.
18. More than half, for example, of votes cast.
19. Part proprietors of a company. Those who collectively own the equity.
20. Specialised skill or knowledge.
21. A description for salary, usually reserved for more senior officers.
22. The act of giving authority to one's subordinates, while retaining the responsibility for the outcome.
23. The situation when a majority of a company's voting shares are acquired by outsiders.
24. Occurring often.
25. The decision which concerns using the resources which have been allocated to the best possible effect.

9. Using the verbs *to look for*, *to seek* and *to search*, translate the following sentences into English:

- a. Caută bine, sunt sigură că l-am pus acolo!
- b. Ce cauți? Pot să te ajut?
- c. Ei, ai găsit ce-ai căutat, ce să-i faci!
- d. Hai să căutăm bine prin toate sertarele.
- e. La treizeci de ani Buddha a plecat în căutarea înțelepciunii.
- f. O echipă de salvare a și plecat deja în căutarea echipajului pierdut.
- g. După ce l-au căutat bine prin buzunare i-au dat drumul.
- h. Am scotocit toate hârtiile degeaba, n-am găsit ce căutam.
- i. Te-am căutat prin mulțime dar nu te-am găsit.
- j. Se pare că o cauți cu lumânarea, o s-o încurci!

10. Find synonyms and opposites for the following words:

mobile  
public  
to confirm  
to reveal  
to distinguish  
to decline, rashly  
autocratically  
decisively  
purposefully  
to concentrate

## IX. WHO IS THE IMAGE BUILDER?

1. Translate the following article from *The Times*:

**Alan Hamilton** watches the Queen venture into a strange world of trainers and plastic washing-up bowls

Those determined to portray the monarch as a people's Queen could hardly have designed a more populist day out for her yesterday: she spent the morning in Ellesmere Port, shopping for kitchenware and a pair of trainers, sustaining herself with a visit to a drive-in McDonald's.

Being the Queen, she bought neither canvas shoes nor plastic washing-up bowl, and no Big Mac passed the royal lips. But as an exercise in carefully stage-managed window-shopping, it opened the eyes of both Sovereign and subjects.

Her visit to the Cheshire Oaks Designer Outlet Village fitted the new pattern that has emerged to counter criticisms of remoteness that surfaced after the death of Diana, Princess of Wales. Typically on an away day, the Queen now meets far more ordinary people in everyday situations and far fewer flunkies.

As the royal limousine drew up outside the burger bar, there seemed a momentary danger that the Queen might have to go inside to learn the mysteries of Quarter-Pounders and Chicken McNuggets; but she was spared, and her meeting was restricted to meeting the staff on the pavement outside. She looked a mite glum.

Pausing briefly to talk to members of a shopping motability group, and to be told that it would cost her £3 to hire a battery wheelchair, the Queen decided to walk, first to Whittard's Coffee and Kitchenware store to browse among the utensils. "She was fascinated by the plastic bowls; she couldn't make out what they were made of", the manageress Katie Bellis said later. The shop presented her with a green glass bowl and some barbecue tools, which may yet find employment at Balmoral.

The royal shopping entourage moved on to the Reebok store, where she engaged the manager Darryl Peacock in conversation on the latest in sports shoes. "I asked if she would like to buy a pair, but she just smiled. She did take an interest in one sweater which she said Prince Philip might like", Mr. Peacock reported.

Earlier the Queen, accompanied by the Duke of Edinburgh, had toured the nearby Blue Planet aquarium, the largest in Britain, to come face to face with a sand tiger shark; fortunately there was stout protective glass between them. The rest of her day, which included visiting a hospital and a power station, seemed deeply traditional by comparison.

2. *Answer the following questions:*

- a. You receive at the editorial office a press release of the miners in the Jiu Valley, announcing the organisation of a meeting in Bucharest during the next day. What steps do you undertake in order to verify the information and to accomplish a complex material?
- b. You receive an anonymous telephone informing you that the headquarters of an important political party is on fire. What do you do as a reporter?
- c. You are the reporter responsible for the field of public transport at a national newspaper. What sources would you use for obtaining information?
- d. Order according to the importance the following topics discussed at the press conference of the mayor:
  - critics addressed to the town counsellors of the opposition;
  - announcement regarding the closing of hot water for two weeks for maintenance works;
  - announcement regarding the opening of a new subway station.Give reasons for your answer.
- e. Conceive three pieces of information which could be transformed into articles. Why have you chosen them?
- f. Could the description of the Botanical Gardens in Bucharest be a text to be published in an informative newspaper? Why?

3. *Pass the following sentences from the Direct to the Indirect Speech:*

a. 1. Mary said to me, "I'd like to go out"; 2. They always say, "These exercises are too difficult for us"; 3. Doris is saying, "Behave yourself, Peter!"; 4. Dan is always saying, "I have left my notebook at home"; 5. The teacher has said to the pupils, "I want to have a look at your homework"; 6. John and Tom are saying, "We haven't done our homework"; 7. "I am leaving for the seaside tomorrow"; 8. "We watched TV last night"; 9. "We have never been here before"; 10. "I know what the teacher will say".

b. Where does your father work? Who are your friends? What is your daily programme? What time do you get up in the morning? When did you move to this school? When will you finish school? When did you buy this camera? When are you going to take your first photo? Can they develop your films at the photographer? Do you think the pictures will come out clearly? Will you take pictures of your friends? Will you give me a photo, too?

4. *Translate into English:*

a. 1. Elevul l-a întrebat pe director când trebuie să se prezinte la cabinetul său. 2. Funcționarul ne-a sfătuit să citim atent instrucțiunile înainte să deschidem cutia. 3. Secretara întreabă dacă trebuie să bată la mașină toate rapoartele. 4. Mama mi-a atras atenția să nu uit de întâlnire. 5. Doctorul ne-a spus că nimeni nu are voie să vorbească cu pacientul până a doua zi. 6. Voia să știe de ce prietenii mei au plecat așa de devreme. 7. Bătrânul ne-a spus că el nu încuie niciodată ușa din spate. 8. Profesorul i-a întrebat pe elevi dacă au înțeles lecția sau nu. 9. George s-a scuzat spunând că nu e vina lui. 10. Profesorul voia să știe cine a participat la olimpiada de matematică.

b. *Translate into English the following dialogue, then change the text into an Indirect Speech:*

“Domnul șef se uită de mai multe ori, când la flăcău, când la banii din portofel, și după o lungă tăcere întrebă:

- Mai era cineva cu tine?
- Nimeni.
- Ai spus la alții?
- La nimeni. Am venit p-ici pe poteca din dos, drept la dumneavoastră.

Domnul șef tace, apoi:

- Ia ascultă, măi Niculăiță, parcă așa te cheamă...
- Așa.
- Să nu mai spui la nimeni, până nu s-o ivi păgubașul, că te aude spunând cum e portofelul și se scoală vreunul și zice că el l-a pierdut, fără să-l fi pierdut el. Nici mătii, nici lui tat-tu să nu le spui până nu se arată păgubașul, auzi?
- Auz!
- Bine ai făcut că l-ai adus, bravo! Ești băiat cinstit. Și să știi c-o să spui eu păgubașului să te cinstească frumos.”

5. *Translate the following text and then make a summary, emphasising the main features of the image builder:*

Creatorul de imagine va încerca, ori de câte ori i se oferă posibilitatea, să-și lege mesajul de personaje sau imagini deja intrate în mitologia modernă, încercând să profite de suportul de credibilitate oferit de acestea. Pentru a vorbi despre o reclamă comercială, să ne-o amintim pe cea a unui produs cu totul nou în România în momentul respectiv, TROPIKANA, care a intrat în conștiința publică prin racordarea la chipurile unor foarte cunoscuți fotbaliști români. La un cu totul alt nivel de profesionalism, folosind efectul de sinergie, bazat pe imensul succes la public al emisiunii MUPPETS, realizatorii francezi au imaginat un serial ce a pornit de la aceeași bază (păpuși de un grotesc neagresiv) pentru a evolua spre un spectacol de satiră politică, păpușile înfățișând personaje reale. Departe de a se supăra, politicienii francezi sunt foarte flatați de interesul pe care îl trezește persoana lor, chiar dacă, în aparență, propaganda este negativă. Creatorul de imagine a înțeles că adevărata consacrare a politicianului, intrarea sa în mitologia contemporană, era simbolizată de trecerea sa în “imaginea” păpușilor din familia MUPPETS. De ce? Foarte simplu. A înțeles această lege fundamentală a psihologiei mass media: politicienii sunt cu miile, emisiunea MUPPETS, în conștiința publică, este unică. În tehnologia specifică muncii de creare a imaginii, acest procedeu se numește transferarea imaginii de marcă, fiind folosit de câte ori se poate, și la toate nivelele, prin selectarea a tot ceea ce, în memoria afectivă a publicului standard, poate trezi un reflex de plăcere sau de interes. Din momentul în care s-a stabilit un slogan, s-a ales purtătorul principal de imagine, urmează identificarea imaginilor de marcă cu care ne putem asocia sinergetic sau pe care le putem confisca, folosindu-ne de un eventual efect de proximitate. Bazându-se pe cunoașterea valorilor ce întrunesc consensul în cazul publicului standard, creatorul de imagine poate analiza rapid nivelul de amplitudine al mesajului trimis, ca și natura, forța și durata feedback-ului.

6. *Develop the following sentences using the words and phrases given below:*

She likes all kinds of music. Her sister doesn't. Their parents are very fond of musical instruments. Only Jimmy, the elder brother, is such a lazy boy. As for their grandmother, well, she will never be able to enjoy a musical party.

to have a musical ear, barrel-organ, strings, to be a music fan, cello, to key an instrument, winds, to fiddle about, musical conductor, to set a poem to music, to play the second fiddle, juke box, to be as fit as a fiddle, to face the music.

7. *Choose the right word to complete the following sentences:*

Dan was a (1,2), but sometimes his behavior (3) his friends.

One summer night as he (4) in an armchair by the window and tried (5) a detective story, the door flung open and the lights (6). It was rather (7) for him to realise what (8). However, a (9) panic seized him. He could only (10) and (11) beating of his heart. He (12) to his feet and ran (13) the window. Can you (14) who (15) the light again?

1 – genial, innocent, inspired, diligent, clever

2 – shop-assistant, chemist, librarian, antiquary, confectioner

3 – to astound, to upset, to bewilder, to puzzle, to vex, to confuse

4 – to sit, to stand, to stay, to set

5 – to remind, to recall, to remember, to recollect

6 – to blow out, to quench, to extinguish, to turn off, to go out

7 – light, easy, slight, heavy, difficult, hard

8 – to happen, to occur, to go on, to come about, to befall

9 – vast, huge, big, large, great

10 – to hear, to listen

11 – strong, powerful, fierce, hard, intense, towering

12 – to jump, to spring, to leap, to bounce, to bound

13 – to close, to fasten, to shut, to lock, to bolt, to bar

14 – to realise, to fancy, to guess, to foretell, to divine, to find out

15 – to light, to kindle, to switch on, to stir up, to put on

8. *Find appropriate words to complete the following text:*

In the Western democracies emphasis is laid on the freedom of the individual, both as a consumer and the owner of resources. As a .....he expresses his choice of goods through the price he is willing to pay for them. As the owner of a factor of production (his own labor), he seeks to obtain as large a .....as possible. If he wants more of the good than is being .....at the current price, he will "bid up" the price. As a result, resources are attracted so that .....industry and supply expands. On the other hand, if consumers do not want a particular good or service, its price fall, .....make a loss and resources leave the industry. There is no .....of labor; people are free to work wherever they choose. The role of government is simply to correct any.....which might develop in the system. However, Western governments do not settle for a passive role. Rather they take it upon themselves to re-distribute .....income, succour the sick and the underprivileged, generate national wealth and provide for national defense. To achieve these ends, they are .....to raise taxes from the population and in doing this they are almost bound to become .....

9. Read the following passage carefully. Then give it a title and summarise it in about 100 words.

The world faces an energy crisis in the not so distant future. For the time being, there are plentiful supplies of oil, but the situation will not last. Oil supplies are finite, and what happens when the world's reserves are exhausted? Britain is comparatively fortunate. It has North Sea oil and gas, and they will give self-sufficiency for another couple of decades. It also has substantial reserves of coal. According to some estimates, these reserves could last for other 60 years. That should give Britain a breathing space at least until alternative forms of energy are developed. There is a worldwide search for new sources of energy.

The government of Saudi Arabia has been making encouraging progress in the development of solar energy. Plants they have built in the desert are turning the race of the sun into what can only be described as permanent sources of energy. So successful have the experiments been that when they eventually run out of oil – as run out of oil they must – they will be switching to an even more durable form of energy.

Not only has the government of Saudi Arabia been working hard to develop solar energy, they have also been working hard to convert the desert to rich agricultural land. Impossible? By no means! Beneath the Arabian Desert lies an enormous water basin. The problem is to bring up those water supplies from the bowels of the earth. How to do it? Sink wells deep into the earth, seeking water this time instead of oil. As the water is drawn from the earth, it is spread over the crops of wheat and vegetables and of course they flourish in such an environment.

Perhaps it is unrealistic to expect all governments to play such a positive role in the development of their economy and the long term wellbeing of their people, but they do set the standards by which other governments can be judged.

10. Translate the following sentences:

- a. Cine a condus această campanie?
- b. Condu-l afară pe domnul, te rog.
- c. Condu-mă și arată-mi ce merită văzut pe aici.
- d. Are stil, conduce campania publicitară foarte eficient.
- e. Echipa gazdă conduce cu două goluri la zero.
- f. Știi să conduci? Atunci condu-mă, te rog, la gară.
- g. Experiențele acestea sunt greu de condus.
- h. L-a condus până la reușita finală.
- i. Toate aceste urme ne conduc ușor spre făptași.
- j. Ia-l de mână și condu-l să nu se rătăcească.

## X. THE ORGANISATION

1. Translate the following text:

**“Pentru funcționarea administrației publice din România, cunoașterea experienței franceze este utilă”**

Interviu cu dl. Michel Daynac, profesor la Universitatea de Științe Sociale din Toulouse

- *Domnule Daynac, în primul rând, spuneți-ne cu ce ocazie ați venit la Timișoara.*

- Am venit pentru un seminar organizat de Consiliul Județean Timiș, privind problemele de dezvoltare economică locală, seminar care este o parte dintr-o serie mai largă de seminarii (din care câteva s-au desfășurat deja). Aceste schimburi, să le spunem, fac parte din schimburile generale franco-române, iar în particular ele sunt posibile datorită relațiilor ce există între Universitatea din Toulouse și Consiliul Județean Timiș.

- *Pentru că ați avut contacte cu reprezentanți ai Consiliului Județean Timiș, v-aș ruga să caracterizați aceste întâlniri cu autoritățile locale.*

- Apreciez faptul că, la rândul lor, participanții la aceste seminarii și contacte au considerat util schimbul de experiență. Pentru ca serviciile de administrație publică din România să funcționeze normal, cunoașterea experienței franceze în domeniu a fost, cred eu, foarte interesantă. Asta și dacă ținem seama de similitudinile dintre sistemul administrativ francez și cel român.

- *Cum vedeți pe viitor această colaborare?*

- Din punctul meu de vedere, sunt foarte interesat de aceste seminarii. Tocmai de aceea am acceptat un prim contact în domeniul meu de activitate. La o adică, aș putea foarte bine analiza anumite probleme cărora specialiștii dumneavoastră le caută încă rezolvarea.

- *În această seară ați avut un prim contact cu Școala de Înalte Studii Europene Comparative, mai precis cu viitori specialiști în probleme europene. Ce impresie v-au lăsat cursanții?*

- Impresia lăsată este una foarte bună. Această conferință – improvizată – la care am participat a fost una caldă, iar întrebările ce mi s-au pus au fost foarte interesante.

(“Realitatea bănățeană”, mai 1995)

2. Answer the following questions, referring to the text above:

a). What could make interesting the publication of this interview:  
the topics of this seminar;

the hypothesis that it would have been organised for the first time;

the fact that it is done with a personality from abroad;

the fact that something important and with real chances to be applied has been decided on this occasion.

b). Reformulate or improve the title.

c). Reformulate the first question and, implicitly, the first answer.

d). What else should we have found out from this interview?

e). What pieces of information asked by the reporter go beyond the topic announced in the title?

3. Complete the sentences below with a suitable verb, making sure that it fits grammatically into the sentence:

- a. The anxious husband .....down the door when he smelt gas coming from the kitchen.
- b. Prices of all sportswear are going to be .....by 20%.
- c. The rebellious boy was told to .....down to studying by his concerned parents.
- d. The psychiatric nurse .....down yesterday because of the strain of work.
- e. The hypochondriac got a shock the other day when he .....down with flu.
- f. That irresponsible youth was always .....down his parents until he got married and left home.
- g. Our snobbish neighbour .....down on us because we aren't as well off as he is.
- h. On the last day, the boy scouts .....down their tents, packed their bags and caught the bus home.
- i. The insurance underwriter .....down the details of the accident on his notepad.
- j. Bill was .....down by the police because he was too short.

4. Rewrite the sentences, using a phrasal verb with **down**, to produce the opposite meaning of the words in italics:

- a. We all *stood up* when the managing director came in.
- b. The building society has *set up* a branch in Warmsley.
- c. Inflation has been *rising* steadily since Christmas.
- d. When Caroline heard the terrible news, she *remained* calm.
- e. Rain was *gently falling*.
- f. The teacher *quietly put the book* on the table.
- g. The company will probably want to *publicise* the results.
- h. The old lady was adamant that her cat should be *kept alive*.
- i. After three days of continuous bombardment, the White Tower *remained standing*.
- j. Having Bruce to stay has really *cheered me up*.

5. Write down a composition about organisations, using as many phrasal verbs as you can.

6. *Translate into Romanian:*

Decision-making ordinarily presumes an ordering of the confusions of life. The classic ideas of order in organisations involve two closely related concepts. First, it is assumed that events and activities can be ordered in chains of means and ends. We associate action with its consequences, and participate in making decisions in order to produce intended outcomes. Thus, consequential relevance arranges the relation between solutions and problems and the participation of the decision makers, second, it is assumed that organisations are hierarchies in which higher levels control lower levels and in which policies control implementation. Observations of actual organisations suggest a more confusing picture. Actions in one part of an organisation appear only loosely coupled to actions in another. Solutions seem to have only a vague connection to problems. Policies aren't implemented. And decision makers seem to wander in and out of decision arenas. The whole process has been described as a kind of funny soccer game:

*Consider a round, sloped, multi-goal soccer field on which individuals play soccer. Many different people (but not everyone) can join the game (or leave it) at different times. Some people can throw balls into the game or remove them. Individuals, while they are in the game, try to kick whatever ball comes near them in the direction of goals they like and away from goals they wish to avoid.*

Disorderliness in organisations has led some people to argue that there is very little order to organisational decision making. A more conservative position, however, is that the ways in which organisations bring order to disorder is less hierarchical and less a collection of means-ends chains that is anticipated by conventional theories. There is order, but it is not the conventional order. In particular, it is argued that any decision process involves a collection of individuals and groups who are simultaneously involved in other things. Understanding decisions in one arena requires an understanding of how those decisions fit into the lives of participants. The logic of order is temporal. Problems, solutions, and decision makers fit together because they are available at the same time. Thus, decisions depend on attention, and important elements of the distribution of attention are exogenous to any specific decision process.

7. Complete the following text about Executive Directors with the words below:

A modern business enterprise is often a ..... system requiring a lot of ....., which is provided by the public when they ..... shares in the company. Since they have ..... the capital, it is appropriate that they choose the people who are to ..... the company for them, namely the board of directors. Many of the ..... also have executive responsibilities. Thus, a marketing director may be a full director of the board, ..... by the shareholders at the annual ..... meeting like the other directors. Yet he might also be responsible for the day-to-day ..... of the marketing department. Most of his time will be ..... on administrative matters, organising market research, dealing with ..... and generally ensuring that the ..... sales are maximised. But he will function as a director when the board of directors meets. The ..... of managing director also ..... the roles of chief executive with membership of the board and this allows him to act as a vital ..... between the board of directors and their ..... management team. The managing director is also chairman of the board of directors. Executive directors have the advantage that they are ..... involved with the ..... affairs. If the board of directors wish to move in a ..... direction, the executive directors will know whether such a ..... of action is practicable. For example, the board might wish to ..... their products in a particular ..... market. The market would be profitable for the company, but the ..... director knows that his team of salespeople lack the experience to take advantage of the situation. Or perhaps the board would like to ..... the advertising expenditure during the ..... year but the ..... director knows that the company will have to meet some heavy commitments during the ..... months and it would be better to ..... the campaign. Perhaps the best board is one which contains a ..... of executive and non-executive directors. In this way the board has the ..... of some directors who know the practical problems ..... by the business, while others bring their own ..... to expertise to the boardroom.

*Words:* link, increase, capital, certain, combines, benefit, general, directors, company's, delay, provided, mixture, course, appointed, advertising, management, actively, sell, run, brand, coming, marketing, complex, post, coming, company's, spent, overseas, faced, financial, buy, appointed.

8. Choose the suitable word or phrase:

1. Flamingos were about to have died out until laws were passed to protect them.
  - a. become confined
  - b. become extinct
  - c. become infected
  - d. become deformed
2. Caves are often formed by selective wearing away of cliffs by the sea.
  - a. erosion
  - b. evasion
  - c. extension
  - d. eradication
3. All drinks that include saccharin must be marked with a warning label because saccharin may cause cancer.
  - a. packages
  - b. medications
  - c. beverages
  - d. desserts
4. Like snakes, many insects grow up by throwing away their skin several times.
  - a. digesting
  - b. stretching
  - c. discarding
  - d. mending
5. A chance sample can often provide information about a larger population.
  - a. prudent
  - b. genuine
  - c. random
  - d. modified

9. Translate the following sentences, using the verbs to breed, to grow, to increase, to raise, to rear:

1. L-au crescut cu greu, erau foarte săraci în tinerețe.
2. E un tip bine crescut, distins și politicos.
3. Hai să-l vizităm, e un cunoscut crescător de câini.
4. Întotdeauna i-am admirat pentru felul cum și-au crescut copiii.
5. Au rase selecționate, se ocupă de mult de creșterea cailor.
6. Turiștii s-au prezentat la biroul lor în număr crescând.
7. De ce nu încerci să crești ceva în grădina aceea enormă?
8. Trebuie să creștem cantitatea de mărfuri livrate firmei lor.
9. Cresc animale din tată în fiu.
10. Vânzările din luna aceasta au crescut simțitor.

10. Answer the questions related to the following text:

The nuclear family, consisting of a mother, father and their children may be more an American ideal than an American reality. Of course, the so-called traditional American family was always more varied than we had been led to believe, reflecting the very different racial, ethnic, class and religious customs among different American groups.

The most recent government statistics reveal that only about one third of all current American families fit the traditional mold and another third consists of married couples who either have no children or have none still living at home. Of the final one third, about 20% of the total number of American households are single people, usually women over 65 years of age. A small percentage, about 3% of the total, consists of unmarried people who choose to live together; and the rest, about 7 %, are single, usually divorced parents with at least one child. Today, these varied family types are typical and therefore normal. Apparently, many Americans are achieving supportive relationships in family forms other than the traditional one.

*Questions:* With what topic is the passage mainly concerned? What does the author imply about the American family? How many single people were identified in the survey? Who generally constitutes a one person household?

**XI. THE IMAGE OF THE POLITICIAN**

*1. Peter Robinson, the Personnel Manager at Alpha, has called for a meeting of his staff next Friday afternoon at 3 p.m. You are a member of his team but have arranged to visit a couple of local schools on Friday, hoping to recruit some new clerical staff. You are not sure how long this will take and might not be able to get to the meeting until later. Draft a memorandum to the Personnel Manager explaining the situation.*

2. *Having received the report on the accident, the Works Manager wants the supervisor to make sure all the welders follow the safety rules in the future. He also wants to know the address of the hospital and the visiting hours so he can go and see her. Taking into account the guidelines for a report (conciseness, precision, the use of headings and subheadings, the use of title and subject specifications, the use of conclusions and recommendations) you are asked to draft a proper memorandum for him to sign.*

3. *Write a newsrelease on the topic of the change of the General Manager in the firm in which you work.*

4. Complete each of the sentences below with a suitable verb, making sure that it fits grammatically into the sentence:

- a. He .....into the filing cabinet and helped himself to the top secret documents.
- b. ....in the next layby. I'd like to get out and stretch my legs for a bit.
- c. They say they'll .....in the hostage if the ransom isn't paid by tomorrow.
- d. And after the game's over, I may .....in for a cup of coffee.
- e. You might try Mrs. Willow across the road. She .....in lodgers.
- f. No matter how cruel and offensive you are to me, I won't .....in and give you a divorce.
- g. As soon as he'd .....in the coupon, he went out to post it.
- h. Excluding overtime pay, how much do you .....in a week?
- i. Excuse me, what time does the London to Manchester train .....in?
- j. When you've finished writing .....in the test paper to the invigilator.

5. Add **it** where necessary to the following sentences, and say what it means or might mean:

- a. Here is the hair-dryer. You can plug in over there.
- b. The door was flung open and Gloria burst in.
- c. I'll probably stay in tonight as I've got a cold.
- d. Have you finished the report? Hand in tomorrow, please.
- e. Rolf pulled in for petrol at the motorway services.
- f. The new clerk needs to be the right sort of person to fit in here.
- g. I don't think poor Mrs. Gates can take all in.
- h. Well, I give in! I'll do whatever you like!
- i. That horse is completely wild. You'll have to break in!
- j. If you'd like a lift, get in!

6. Write down a composition about the political campaigns, using as many phrasal verbs as you can.

*7. Translate into English:*

Prima problemă care apare, din punctul de vedere al creatorului de imagine din România, este că aceste semnale ale realității cotidiene îndreptate în flux continuu către filtrul colector al mass-media nu sunt decât arareori pre-elaborate la nivelul imaginii sau, atunci când există asemenea intenție, ea se realizează haotic, cel mai adesea neprofesionist.

În acest caz, selecția se mută exclusiv în zona de acțiune a editorilor de programe sau șefilor de secții de la marele ziar. Ei se vor afla în fața unei mase enorme de fapte brute ce reprezintă tot atâtea mesaje potențial interesante, lipsindu-le însă forma, expresia simbolică adecvată.

Deoarece în țara noastră nu există încă o preocupare profesionistă din partea creatorilor de imagine pentru o codare a mesajelor în sensul formulării lor corecte și descifrabile la nivelul filtrului informațional, greșelile din acest domeniu vor avea consecințe importante, generând efecte paralizante în conștiința publicului.

Problemele devin și mai complicate, gradul lor de gravitate crește, în măsura în care spre filtrul mass-media se îndreaptă elemente componente ale unor fapte politice. Să ne amintim de perioada nu foarte îndepărtată denumită “era comunicatelor de presă”. Era timpul în care mass-media difuza, obositor și cu relevanță mică pentru publicul standard, comunicate, contracomunicate, replici multiple la prima sau la a doua categorie, cel mai adesea date simultan și prezentate publicului în bloc comun, pentru respectarea principiului echidistanței. Amuzante pentru ziaristii profesioniști, poate utile pentru comentatorii și analiștii politici, ele nu produceau din punctul de vedere al creatorului de imagine decât confuzie și, la limită, adversitate.

8. One way of extending your vocabulary is by learning to use all the forms of a word. For example, to access (verb) – access (noun) – accessible (adjective). Complete the following table with other parts of speech besides the verb:

Verb	Noun	Noun	Adjective
	Concept	Agent	
to administer	administration	administrator	administrative
to supervise			
to manage			
to operate			
to apply			
to inform			
to account			
to maintain			
to acquire			
to realise			
to choose			
to remember			

9. Complete the expressions by matching the verbs on the left with the appropriate phrase on the right:

- |                      |                              |
|----------------------|------------------------------|
| 1. to clear          | a. a big order               |
| 2. to fix            | b. for a meeting             |
| 3. to pick up        | c. with a new product        |
| 4. to cut            | d. 200,000 \$ worth of sales |
| 5. to appeal to      | e. your problem              |
| 6. to pull out of    | f. an optimistic target      |
| 7. to get together   | g. young consumers           |
| 8. to appreciate     | h. an opportunity            |
| 9. to miss           | i. the recession             |
| 10. to be successful | j. stock levels              |

10. Translate into English, using the verbs to detect, to discover, to find out:

- Am publicat de curând o lucrare despre epoca marilor descoperiri geografice.
- În cele din urmă s-a descoperit totul și s-a dat publicității.
- Ei, ce-ai descoperit, e bine sau nu?
- Materialul are unele defecte dar sunt greu de descoperit la prima vedere.
- S-au descoperit urme de vopsea verde pe hainele celui accidentat.
- S-a descoperit cine îi trimitea scrisorile acelea anonime?
- Uite ce am descoperit în pod, cărți vechi și valoroase.
- N-am reușit să-i descopăr numele.
- E mare scandal pe șantier, s-au descoperit vicii ascunse la elicea cea nouă.
- În final, după multe investigații, am descoperit totul din relatările lor separate.

## XII. MARKETING

### 1. Translate the following text:

First comes the question: "Should we hold a news conference or not?". Frequently the answer should be: "No!". The essential element of a news conference is *news*. If reporters and camera crews presumed that in a conference they have heard propaganda instead of facts, or information of minor interest to a limited group instead of news which is relevant to the large audience, they go away disgusted. Their valuable time has been wasted – and *it is* valuable. Editors complain that they never have enough staff hours available to cover everything they would like to cover; if they send reporters to a conference that has been called merely to satisfy the host's sense of self-importance, they resent the fact. The next time, they probably won't send reporters.

Notices usually are sent by fax or mail, but some organisations use special delivery methods for major conferences in the belief that the extra impact justifies the additional cost. Every news outlet that might be interested in the material should be invited. An ignored media outlet may become an enemy, like a person who isn't asked to a party. The invitation should describe the general nature of the material to be discussed so, an editor will know what type of reporter to assign.

What hour is best? This depends upon the local media situation. If the city has only an afternoon newspaper, 9 or 9:30 a.m. is good, because this gives the reporter time to write a story before a midday deadline. If the city's newspaper publishes in the morning, 6 p.m. is a suitable hour.

Another prime goal of news conference sponsors is the early evening news casts on local television stations, or even network TV newscasts if the information isn't important enough. A conference at 2 p.m. is about the latest that a television crew can cover and still get the material processed at a comfortable pace for inclusion in a dinner hour show. This time period can be shortened in an emergency, but the chances of getting on a show diminish as the processing time decreases.

*A warning:* a public relations representative in a city with only an afternoon newspaper who schedules a news conference after that paper's deadline, yet in time for the news to appear on the early evening television newscasts, makes a grave blunder. Newspaper editors resent such favoritism to television and have long memories. Knowledge of, and sensitivity to, local news media deadlines are necessary elements of a public relations representative's work.

Deadlines for radio news are less confining than those for newspapers and television, because radio newscasts are aired many times a day. The conference hours suggested for newspapers and television are suitable for radio as well, though.

Some organisations provide coffee and possibly sweet rolls for the media guests as a courtesy. Others find this gesture unnecessary because most of the newspeople are in a hurry, more concerned with getting the story than with enjoying social amenities. Liquor should not be served at a regular news conference. Such socialising should be reserved for the press party.

At some news conferences, photographers are given two or three minutes to take their pictures before questioning begins. Some photographers complain that, thus restricted, they cannot obtain candid shots. If free shooting is permitted, as usually is the best practice, the physical arrangements should give the photographers operating space without allowing them to obstruct the view of reporters.

A final problem in managing a news conference is knowing when to end it. The public relations representative serving as backstage timekeeper should avoid cutting off the questioning prematurely. To do so creates antagonism from the reporters. Letting a conference run down like a tired clock is almost as bad. At every conference there comes a moment when the reporters run out of questions and the danger of dull repetitions arises. A speaker may or may not recognise this. If not, the practitioner may step forward and say something like "I'm sorry, but I know some of you have deadlines to make. So, we have time for just two more questions".



*2.Exercise:*

The national headquarters of the Continental Oil Company in Los Angeles. For the past month, a false rumour has been circulating that the company will move its headquarters to Houston. In fact, plans are on the drawing board for a new, larger headquarters building in Los Angeles.

The rumour probably started because the company had a managers' conference in Houston several months ago. This was rumoured to be a high-level meeting to take a look at Houston real estate and decide on a sight for the new headquarters. The rumour is beginning to affect the employee morale in Los Angeles.

The president of Continental Oil, upon the advice of public relations council, decides to put the rumour to rest in a speech at the annual employee recognition banquet next week. You are assigned to write the ten-minute speech for the president. Would you include in the speech a direct reference to the rumour? Would you take the opportunity to ridicule the rumour? Write a draft of the speech for the president.

3. *Conceive tactics of organising a press conference on one of the following topics:*

- a. The board of a university has been reinforced with a series of businessmen. Try to explain the good effects of such a decision to the press.
- b. The Alpha Company presented in the previous course tries to explain to the press what has happened during the accident at the Welding Section and which are the consequences.
- c. A firm launches a new product on the market.
- d. A politician explains why he has chosen to run for a place in the senate.
- e. A politician explains why he has lost the elections.

4. Complete each of the following sentences with a suitable verb, making sure that it fits grammatically into the sentence:

1. The colonel .....off in mid sentence as soon as he saw the soldier yawning on parade.
2. Overcome with tiredness, the cleaning lady .....off while polishing the managing director's desk.
3. His attempt at winning the singing competition didn't .....off because he lost his voice the day before.
4. The gardener got angry with the little boy for .....off a branch from the apple tree.
5. In all his years as a criminal, Tedd Fellon never once .....off for committing an offence.
6. We should .....off now, otherwise we'll miss our bus.
7. When the alarm .....off every morning at six, he jumps out of bed.
8. It was a pleasant surprise for Barbara to .....off early from work.
9. I wanted to order roast beef but the waiter told me it .....off.
10. That cake smells awful! It must have .....off.
11. It's been years since a bomb .....off in our district.
12. The judge .....off the accused as it was his first offence.
13. We'd better .....off the picnic if it's going to rain.
14. That flower .....off beautiful fragrance.

5. Decide whether the definitions are true or false. Give the correct definition if necessary:

- |               |   |
|---------------|---|
| 1. pick off   | collect a person from a place                   |
| 2. live off   | survive   |
| 3. round off  | complete, give the finishing touch to           |
| 4. be off     | separate someone from another person            |
| 5. scare off  | frighten someone away                           |
| 6. switch off | stop concentrating                              |
| 7. show off   | make someone feel embarrassed by behaving badly |
| 8. set off    | cause to explode                                |
| 9. see off    | be present at someone's departure               |
| 10. rip off   | steal from or cheat someone.                    |

6. Write down a marketing plan.

7. Find the words or expressions which are the closest in meaning to the words in italics in the expressions below:

1. There are three issues we need to discuss...
2. ...have to settle for September ...
3. ... a trade fair coming up at the end of ...
4. August is out ...
5. Hardly time to get over to London ...
6. Can't we make it the second weekend...?
7. I've found the ideal spot...
8. Does that include everything?
9. ...to sort out the details...
10. What's your view, Ron?

*Words:* a. travel; b. fix; c. is that all inclusive?; d. items; e. location; f. agree to; g. arrange; h. opinion; i. taking place; j. cannot be considered.

8. Match the words below with their opposites:

1. overstate; 2. major; 3. vital; 4. home-grown; 5. short-term; 6. genuine; 7. maverick; 8. obvious.
- a. unimportant; b. conformist; c. long-term; d. unexpected; e. superficial; f. understate; g. minor; h. external.

9. Translate into English the following sentences, using the verbs to make and to do:

1. O să fac tot ce o să pot.
2. Fă-mi o cafea, te rog!
3. Ce să-i faci, trebuie să te împaci cu situația.
4. Ce mai faci?
5. L-am făcut să-și taie părul.
6. Cine ți-a făcut rochia asta?
7. Fă-mi, te rog, acest serviciu.
8. Ce faci cu pensula aia aici, o să te pătezi.
9. A făcut o grămadă de bani.
10. Mă duc să-mi fac un permanent.
11. Cum faci tu maioneza?
12. Am făcut o mare descoperire.
13. M-ai făcut foarte fericit cu această veste.
14. Bine ai făcut că mi-ai spus la timp.
15. Băiatul ăsta pare făcut pentru înot.
16. Fă-mi și mie loc pe sofa lângă tine.
17. Fă-ți temele și du-te la joacă.
18. Mi-a fost greu să-i spun adevărul, dar am făcut-o totuși.

10. Make your own 10 sentences with the verbs to do and to make.

### XIII. THE IMAGE OF A PRODUCT

1. *Comment on the negotiation techniques.*

2. *Discuss negotiation techniques related to one of the following topics:*

- a. The trade union of the teachers requires a 30% raise in salary from the Ministry of Education.
- b. The personnel of a research institute requires a variable work hour from the management.
- c. Two parties negotiate the places in the government in case they win the elections together.
- d. A party negotiates with the ruling party to support its initiatives in Parliament.
- e. The representatives of two countries negotiate the end of a conflict.

3. Complete each of the sentences below with a suitable verb, making sure that it fits grammatically into the sentence:

1. Haven't you ever considered .....up smoking?
2. It mustn't have been the curdled milk that made him .....up his dinner.
3. I tried to .....up Tim when I was in Los Angeles, but he must have changed his address.
4. If you .....up any more of my time, I'll kick you.
5. Come on, stop arguing. Let's .....up!
6. Spring term usually .....up just before Easter.
7. The rebels couldn't win, so they decided to .....up.
8. We are thinking of .....up a small car hire firm.
9. No amount of money can .....up for the damage you've done.
10. The doctor says Arthur will .....up and about in a couple of days.

4. Match each phrasal verb with the correct definition.

1. stir up; 2. sum up; 3. own up; 4. draw up; 5. hang up; 6. call up; 7. liven up; 8. dress up; 9. settle up; 10. speak up; 11. stay up; 12. flare up.

a. confess, admit; b. come to a stop (of a vehicle); c. summon for military service; d. put on smart clothes; e. try to cause (trouble); f. raise your voice; g. not go to bed early; h. summarise; i. make more lively; j. suddenly become angry; k. pay all that is owed; l. finish a phone call.

5. Conceive arguments for and against advertising.

*6. Think of the advantages and disadvantages of each medium (billboards, newspapers, magazines, radio, television, internet) and give examples of concrete situations.*

7. *Translate into English:*

- E cineva la voi acasă? îl întrebă Nang oprindu-se și vorbind cu copilul peste umăr.

Băiatul dădu din cap afirmativ.

- Cine e ? reluă Nang.

Copilul spuse că e vorba de două surori ale lui mai mari.

- Numai ele sunnt acasă? întrebă Nang.

- Păi cine să mai fie? se miră băiatul și adăugă că tata e plecat și că i-a lăsat singuri, n-a mai venit pe acasă de mult.

Unde era dus? Copilul răspunse că el nu știa, că știau cele două surori ale lui, dar acum ele erau în casă și nu puteau să iasă afară... De ce?

Nu răspunse în prima clipă la această întrebare, apoi își ridică privirea și spuse că el trebuie să aștepte, acum nu poate să mănânce orezul... (Marin Preda, *Întâlnirea din pământuri*)

8. *Form positive and negative adjectives from the following nouns, according to the model:*

Friendliness

friendly

unfriendly

Speed

Qualification

Efficiency

Strength

Effectiveness

Extent

Security

Sophistication

Rain

9. *Summarise and explain the following text:*

It was the first photograph that I had ever seen, and it fascinated me. I can remember holding it at every angle in order to catch the flickering light from the oil lamp on the dresser. The man in the photograph was unsmiling, but his eyes were kind. I had never met him, but I felt that I knew him. One evening when I was looking at the photograph, as I always did before I went to sleep, I noticed a shadow across the man's thin face. I moved the photograph so that the shadow lay perfectly around his hollow cheeks. How different he looked!

That night I could not sleep, thinking about the letter that I would write. First, I would tell him that I was eleven years old, and that if he had a little girl my age, she could write to me instead of him. I knew that he was a very busy man. Then I would explain to him the real purpose of my letter. I would tell him how wonderful he looked with the shadow that I had seen across his photograph, and I would most carefully suggest that he grow whiskers.

Four months later when I met him at the train station near my home in Westfield, New York, he was wearing a full beard. He was so much taller than I had imagined from my tiny photograph.

“Ladies and Gentlemen”, he said, “I have no speech to make and time to make it in. I appear before you that I may see you and that you may see me.” Then he picked me right up and he kissed me on both cheeks. The whiskers scritch. “Do you think I look better, my little friend?”, he asked me. My name is Grace Bedell, and the man in the photograph was Abraham Lincoln.

10. Translate into English the following sentences, using the verbs *to abuse, to affront, to insult, to offend, to outrage*:

1. Știu că nu e ușor, dar încercă să înghiți această ofensă.
2. Nu vreau să te jignesc, dar cred că nu ai dreptate.
3. De ce ai înfruntat-o, știi că nu o să îți ierte niciodată așa o insultă în public.
4. Felul tău de a vedea lucrurile e de-a dreptul jignitor, ai reușit să insulti pe toată lumea.
5. O insulti dacă râzi de ea.
6. Accidentul e vina lui, nu pot suporta să fiu vătămat și insultat.
7. Nu pot să mă las ultragi de ziarul dumneavoastră, așa că vă voi da în judecată pentru insultă.
8. Am considerat o insultă faptul că nu mi-a adresat nici un cuvânt la petrecere.
9. L-a insultat dar el nu s-a supărat.
10. Nu trebuie să te simți insultat!

**XIV. REVISION**

1. *Write pro and against discourses on one of the following topics:*
  - a. The national character is largely influenced by climate;
  - b. A politically and economically united Europe is desirable;
  - c. “Religion is the opium of the people” (Karl Marx);
  - d. “All art is useless” (Oscar Wilde);
  - e. There can be no freedom without discipline.

2. *You are a news reporter for a popular newspaper and have been sent to cover a serious traffic accident. Write an article for your newspaper.*

3. *Imagine an interview with a person who is in charge with the development of an important event (e.g. a ceremony, a demonstration, etc.).*

*4. Translate into English:*

De prisos să mai spun cât am rămas de uluit de ceea ce s-a întâmplat în ultimul sfert de oră; cât despre Anghel, efortul pe care trebuie să-l fi făcut l-a dat gata: cuprins, cum spunea, de o migrenă cumplită, ne-a rugat să-l însoțim într-o încăpere întunecoasă, unde s-a lungit pe o canapea, cerând să i se aducă și un șervet ud pe care să și-l pună pe frunte. Când am repovestit, și eu și ceilalți, mai pe urmă, această întâmplare, nimeni n-a reușit să ne explice nimic și de fapt mi-am dat seama că nici nu regretam realmente că nu cunoșteam cauza tainică a incidentului.

*5. Write statements consistent with the verbs and adverbs given and then change them into Indirect Speech:*

1. ".....", he complained.
2. ".....", he promised.
3. ".....", he snapped.
4. ".....", he groaned.
5. ".....", he announced.
6. ".....", he said angrily.
7. ".....", he said passionately.
8. ".....", he said brutally.
9. ".....", he said accusingly.
10. ".....", he said fiercely.
11. ".....", he declared.
12. ".....", he said sympathetically.
13. ".....", he gasped.
14. ".....", he said complacently.
15. ".....", he retorted.

*6. Re-write the following text in the Direct Speech:*

"Mr. Harding told the Archdeacon that he had informed Sir Abraham he would resign and that consequently he must do so. The Archdeacon couldn't agree that this was at all necessary, and pointed out that nothing Mr. Harding said is such a way to his own counsel could be in any way binding on him. He had simply been there to ask his lawyer's advice. The Archdeacon felt sure that Sir Abraham had not advised such a step. Mr. Harding agreed that he hadn't. The reverend cross-examiner went on to say that he was sure Sir Abraham had advised him against it, which, again, Mr. Harding could not deny. Pressing home his advantage, the Archdeacon expressed his assurance that Sir Abraham must have advised Mr. Harding to consult his friends. Mr. Harding having been obliged to assent to this proposition also, the Archdeacon concluded by saying decisively that Mr. Harding's threat of resignation therefore amounted to nothing and that they were just where they had been before." (*The Warden*, by Anthony Trollope)

7. Choose one of the four possibilities closest in meaning to the sentences you will see below:

1. If you touch my daughter again I will kill you. The parent says he will  
a). fill in somebody. b). do in somebody. c). take in somebody. d). pull in somebody.
2. John earns quite a lot. John  
a). brings in a lot. b). pulls in a lot. c). gives in enough. d). gets in too much.
3. I am so pleased my holiday starts tomorrow. I can't wait! The speaker is  
a). putting forward her holiday. b). looking forward to her holiday.  
c). bringing forward her holiday. d). having her holiday brought forward.
4. The climbers had to stop and return home as the weather was so bad. The climbers were forced to  
a). hold back. b). take back. c). turn back. d). keep back.
5. The Howards are decorating their flat at the moment. The flat is being  
a). done up. b). made up. c). filled up. d). broken up.
6. I don't know how Jim survived after that car crash. Jim managed to  
a). get through. b). pull through. c). look through. d). go through.
7. She likes to imitate people. She  
a). puts them off. b). writes them off. c). takes them off. d). lays them off.
8. The lift is out of order. The lift has  
a). come down. b). run down. c). gone down. d). broken down.
9. Dick can't tolerate this job any longer. Dick can't  
a). keep up with the work. b). put up with the work.  
c). take up his job. d). give up his job.
10. On the second day of their honeymoon they quarrelled. The couple  
a). were knocked out. b). ran out. c). fell out. d). carried out.

8. Match the phrasal verb headlines with the explanations below. There are two possibilities for each one. Comment upon them.

- a) LADY DIVINA CUT UP
  - b) KINLOCK TO WRAP UP
  - c) HATCHET'S DRAWERS GONE THROUGH
  - d) DUKE RUNS DOWN ANIMAL RIGHTS SUPPORTERS
  - e) PRINCE TAKEN IN BY PRO
1. Customs officers strip search ex-PM by mistake
  2. Maid caught snooping in ex-PM's bedroom
  3. Conman tricks Prince out of 5,000 pounds
  4. Magician's trick goes horribly wrong
  5. Opposition leader catches pneumonia
  6. Divina distressed at death of goldfish
  7. Duke orders chauffeur to drive into animal rights supporters
  8. Opposition leader told to cool it
  9. Prince put up by call girl after being kicked out of Palace
  10. Duke criticises animal rights activists for sabotaging grouse shoot.

9. *Comment on the organisation chart and try to apply it at an organisation you are familiar with.*

10. *Translate into English:*

Cei patru tigri mici ai Asiei: Coreea de Sud, Taiwan, Hong Kong și Singapore au demonstrat în jumătatea a doua a secolului nostru posibilitatea decolării economice, a ieșirii din subdezvoltare, a intrării în marea familie a economiilor avansate și prospere. Au urmat tigri mijlocii, la distanță de zece-douăzeci de ani, din zona ASEAN: Malaezia, Indonezia, Tailanda și Filipine. Și fiindcă mai rămânea timp până în 2000, surpriza s-a produs. China a adoptat ritmurile de creștere ale tigrilor. Mai întâi să recunoaștem că în lume primul indice care este lipit pe fruntea unei țări, pașaportul sau buletinul ei, clasificarea absolută și finală, este produsul pe cap de locuitor. Sociologi, umaniști, istorici încearcă în zadar alte semne distinctive: spiritualitatea, fericirea, armonia, creativitatea. Pentru literatură toate sunt bune, dar nu țin loc de criteriul economic, universal admis, ce rezistă oricărei dezbateri. Dar după el urmează imediat alt indice, rata creșterii acestui produs. Spune-mi cât produci ca să-ți spun cine ești, spune-mi cum crești, ca să-ți spun pe cine contez.