



ACADEMIA DE MUZICĂ „GHEORGHE DIMA”
CLUJ-NAPOCA
D.I.D.F.R.

LIMBA ENGLEZĂ

MODUL DE STUDIU 1

PENTRU STUDII UNIVERSITARE
PRIN ÎNVĂȚĂMÂNT LA DISTANȚĂ ȘI
FRECVENȚĂ REDUSĂ

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INTRODUCERE

Acest curs de limba engleză se adresează studenților Academiei de Muzică „Gheorghe Dima” Cluj-Napoca din cadrul Departamentului de Învățământ la Distanță, având ca scop acumularea de cunoștințe în domeniul limbii engleze, prin însușirea atât a elementelor de morfologie și sintaxă, specifice limbii engleze în general, cât și a celor de vocabular, specifice domeniului muzical-artistic.

Ca instrument de lucru de bază se va folosi volumul *Grammar Practice for Intermediate Students – with key and with CD-ROM*, de Sheila Dignen și Brigit Viney, împreună cu Elaine Walker și Steve Elsworth, ed. Pearson Longman, 2007, manual care găsește la biblioteca DECID din Cadrul Academiei de Muzică „Gheorghe Dima”.

Pentru însușirea elementelor de vocabular specifice domeniului muzical se vor folosi materiale (texte, exerciții de înțelegere a acestor texte, exerciții de traducere) preluate din bibliografia adițională.

Cursul este structurat sub forma a șase module de studiu care vor permite studenților însușirea graduală a elementelor de gramatică și vocabular, precum și aplicarea practică a cunoștințelor acumulate. Primele cinci module sunt bazate pe capitolele cuprinse în manualul de studiu, în timp ce al șaselea va fi rezervat recapitulării și fixării cunoștințelor acumulate și pregătirii pentru examenul de limbă premergător examenului de licență.

Nivelul de însușire a cunoștințelor va fi verificat prin intermediul unor teste de autoevaluare pe parcursul modulelor, la sfârșitul fiecărei unități de învățare, precum și prin intermediul unor teste de evaluare la sfârșitul fiecărui modul. Dacă în cazul testelor de autoevaluare studenții au la dispoziție cheia exercițiilor, testul de la finalul fiecărui modul este corectat de către profesor, pentru a avea o evaluare obiectivă a cunoștințelor.

Dificultatea exercițiilor și a textelor studiate, dar și a testelor, va crește direct proporțional cu cunoștințele acumulate pe parcurs de către studenți.

Învățământul la distanță implică utilizarea unor metode și tehnici noi de învățare pentru a spori gradul de acces la sistemele educaționale al persoanelor care nu pot participa la cursurile Academiei de Muzică „Gheorghe Dima” Cluj-Napoca în regim cu frecvență. Având în vedere că scopul lor este acela de a îmbunătăți substanțial flexibilitatea învățării în raport cu timpul și disponibilitatea cursanților, manualul de studiu menționat este dotat și cu un CD care oferă studenților posibilitatea de studiu individual, exemplificând tehnici de execuție,

detaliind și explicând scheme din curs, sau prezentând diferite aplicații practice ale materialului scris, iar textele studiate vor fi puse la dispoziția studenților atât în variantă tipărită, cât și în variantă electronică.

Conform noilor cerințe din domeniul învățământului la distanță, studenții vor fi stimulați în direcția pregătirii individuale prin e-learning, dispunând de o bază media de stocare a informației (cursuri, articole, lucrări, materiale audio și video).

CRITERIUL DE EVALUARE AL ACTIVITĂȚILOR îl constituie gradul de dobândire a competențelor, conform obiectivelor stabilite prin unitățile de învățare.

Ponderea de evaluare este următoarea:

- răspunsurile la examen/colocviu/lucrări practice 40%
- activități aplicative atestate / laborator/lucrări proiect etc. 20%
- teste pe parcursul semestrului 20%
- 2 teme de control 20%

Nota minimă de trecere la evaluarea finală este 5.

Durata medie de parcurgere a modului de studiu este de 14 ore/semestru, într-un ritm recomandat de 1 oră/săptămână.

UNITATEA DE ÎNVĂȚARE NR. 1 – SUBSTANTIVE ȘI DETERMINANȚI

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Obiectivele unității de învățare

În urma parcurgerii unității de învățare nr. 1 veți dobândi următoarele competențe:

- Însușirea și sistematizarea aspectelor morfologice ale substantivelor (singular, plural, determinanți).
- Dezvoltarea abilităților de utilizare a acestor structuri în comunicarea scrisă și orală.
- Îmbogățirea vocabularului prin lectură, traducere de texte, exerciții de înțelegere de texte și conversație prin utilizarea lexicului specific domeniului artistic-muzical și nu numai.

LECȚIA 1

Gramatică

Singularul și pluralul substantivelor

Substantive numărabile și substantive nenumărabile

- Substantivele pot fi numărabile (*one book, two books*) și nenumărabile (*some information*).
- Substantivele numărabile pot fi la singular (*one book*), sau la plural (*two books*)

Pluralul se formează deci prin adăugarea literei *s* la forma de singular: *book books, car cars, boy boys, girl girls*.

- Unele substantive au forma de plural neregulată: *child children, foot feet, man men, woman women*.
- Există substantive care își pastrează și la plural forma de singular: *aircraft aircraft, fish fish, deer deer, sheep sheep*.
- În cazul unelor substantive, atât singularul, cât și pluralul se termină în litera *s*: *crossroads crossroads, series series, species species*.
- Unele substantive se termină în *s* și sunt întotdeauna la singular/nenumărabile: *maths, athletics, physics, news*.
- Unele substantive sunt defective de singular: *clothes, goods, belongings*.
- Unele substantive se referă la un singur obiect compus din două părți: *trousers, shorts, scissors, glasses*. Când vrem să ne referim la un singur obiect de îmbrăcăminte spunem: *a pair of trousers*.
- Unele substantive se referă la un grup de oameni: *army, audience, class, family, government, public, group, team*.
- Majoritatea substantivelor comune sunt numărabile.
- Substantivele nenumărabile se referă de obicei la substanțe, lichide și gaze, idei abstracte. De exemplu: *homework, information, money, news, progress, traffic, travel, work*.
- Pentru a număra un substantiv nenumărabil, putem folosi un substantiv numărabil urmat de *of*: *a piece of advice/information, evidence, a can of cola, a cup of coffee/water/juice*. Unele substantive pot fi atât numărabile, cât și nenumărabile, dar schimbându-și sensul: *a paper (un ziar) paper*

(*hârtie*), a glass (*un pahar*) glass (*sticlă, ca și substanță*), a chicken (*un pui*) chicken (*carnea de pui*).

LECȚIA 2

Gramatică

Determinanții substantivelor

- Folosim *some* în propoziții afirmative și în cereri sau oferte.
- Folosim *any* în propoziții negative și în întrebări.
- Folosim *much* și *many* în propoziții negative și în întrebări.
- *A little* și *a few* au un înțeles pozitiv, în timp ce *few* și *little* unul negativ.
- *All, most, some, no* se folosesc pentru persoane și obiecte în general, iar *all of, most of, some of, none of* pentru persoane sau obiecte dintr-un grup anume.
- *Each, every* + un substantiv la singular sunt folosite atunci când ne referim la persoane sau obiecte dintr-un grup.
- *Both (of), either (of), neither (of)* sunt folosite când e vorba despre două persoane sau obiecte.
- Testul de autoevaluare de la pagina 13 din manual și de pe CD-ul atașat manualului.

Vocabular

Read the following text and assess whether the statements below are True or False:

About Communication

For all the jobs that machines can now do — whether performing surgery, driving cars or serving food — they still lack one distinctly human trait. They have no social skills. Yet skills like cooperation, empathy and flexibility have become increasingly vital in modern-day work. Occupations that require strong

social skills have grown much more than others since 1980, according to new research. And the only occupations that have shown consistent wage growth since 2000 require both cognitive and social skills.

The findings help explain a mystery that has been puzzling economists: the slowdown in the growth even of high-skill jobs. The jobs hit hardest seem to be those that don't require social skills, throughout the wage spectrum. "As I'm speaking with you, I need to think about what's going on in your head — 'Is she bored? Am I giving her too much information?' — and I have to adjust my behavior all the time," said David Deming, associate professor of education and economics at Harvard University and author of a new study. "That's a really hard thing to program, so it's growing as a share of jobs."

Some economists and technologists see this trend as cause for optimism: Even as technology eliminates some jobs, it generally creates others. Yet to prepare students for the change in the way we work, the skills that schools teach may need to change. Social skills are rarely emphasized in traditional education.

"Machines are automating a whole bunch of these things, so having the softer skills, knowing the human touch and how to complement technology, is critical, and our education system is not set up for that," said Michael Horn, co-founder of the Clayton Christensen Institute, where he studies education. Preschool classrooms, Mr. Deming said, look a lot like the modern work world. Children move from art projects to science experiments to the playground in small groups, and their most important skills are sharing and negotiating with others. But that soon ends, replaced by lecture-style teaching of hard skills, with less peer interaction. Work, meanwhile, has become more like preschool.

Jobs that require both socializing and thinking, especially mathematically, have fared best in employment and pay, Mr. Deming found. They include those held by doctors and engineers. The jobs that require social skills but not math skills have also grown; lawyers and child-care workers are an example. The jobs

that have been rapidly disappearing are those that require neither social nor math skills, like manual labor.

(adapted from <https://www.nytimes.com/2015/10/18/upshot/how-the-modern-workplace-has-become-more-like-preschool.html>)

*Over the last 20 years there has been an increase in the number of jobs that don't require social skills.

* Machines can replace human beings in all fields of activity.

*The importance of social skills is neglected by the curriculum.

Test de autoevaluare nr. 1

Singular and Plural Nouns

A **singular noun** names one person, place, or thing.

example: A lizard crawls on top of the rock.

There is only one lizard in the sentence, so the word *lizard* is a singular noun.

Also, there is only one rock in the sentence, so the word *rock* is a singular noun too.

A **plural noun** names more than one person, place, or thing.

example: Two rabbits ran through the trees.

There is more than one rabbit, so the word *rabbit* is a plural noun.

Also, there is more than one tree, so the word *trees* is a plural noun too.

Directions: Underline the noun in each sentence below. On the line next to the sentence, tell whether the noun is singular or plural.

1. The squirrel is running fast. _____
2. Three of the plates are round. _____
3. My grandmother is very kind. _____
4. They gave her a nice gift. _____
5. Answer the telephone, please. _____
6. My crayons are broken. _____
7. Have you seen my keys? _____
8. That map is old. _____
9. It flew in the sky. _____
10. The store will open tomorrow. _____
11. There are ten fish. _____

Răspunsuri și comentarii la testele de autoevaluare

Singular and Plural Nouns

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1. The squirrel is running fast. singular
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3. My grandmother is very kind. singular
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5. Answer the telephone, please. singular
6. My crayons are broken. plural
7. Have you seen my keys? plural
8. That map is old. singular
9. It flew in the sky. singular
10. The store will open tomorrow. singular
11. There are ten fish. plural

Lucrare de verificare nr. 1

Fill in the gaps with the suitable word from the box:

Communications Overload in the Digital Age

On my phone right now, I have at least a dozen apps that allow me to get in touch with people. There's standard text messaging; video messaging apps like Snapchat and FaceTime; work-related channels (Outlook, LinkedIn); dating apps (Tinder, OKCupid); and social networks (Facebook, Instagram, Twitter) — and that's before you get into the niche and even absurd, like GroupMe (messaging for groups) and Venmo (which is for paying people, but requires you to add a message with your payment). And, of course, there are dozens (hundreds!) more that I don't use at all.

It's mind-numbing and baffling to think about, and the strangest part of it is that most of the time I don't even notice I'm communicating in so many different places. There have even been times when I've caught myself messaging the same person 1) _____ multiple channels.

"Each one serves its own 2) _____ purpose," my 26-year-old co-worker Amanda Weatherhead said. "You call when you have a long story and you want to catch 3) _____ with someone. Snapchat is for something short you only want to share 4) _____. Facebook and Instagram are for sharing funny things with your friends. WhatsApp is for people out of the country. Slack is for work."

Seems simple enough, but for Anna Dworetzky, who's 15, there's a very specific 5) _____ component involved. "Snapchat and Yik Yak and Twitter — that's all younger people," she said. "But when I talk to parents or family friends, they're focused on Facebook. My friends don't really use it; my mom's friends — that's all they use."

Snapchat is one of the most popular apps out there, and it's commonly described as being nearly impossible for anyone over 30 to operate (I'm 35 and I can confirm this). Snapchat's unique feature is that you can use it to send photos that disappear — perfect, ostensibly, for sending or receiving naughty pictures.

Or maybe the good 6) _____ days weren't so different after all. "There have always been many different scales of intimacy," Finn Brunton, an assistant professor in the media, culture and communication department at N.Y.U., said of 7) _____ exchange. "People would do things to letters themselves — like perfuming them, or adding fingerprints, or sending flowers or 8) _____ leaves — in order to imbue them with way more freight."

None of this is to say that technology hasn't changed things. "We've had nuances before," Professor Brunton said, "but we've never had them at this level of precision or diversity."

And it's not just our personal lives that are being invaded by all these different universes of chat. Messaging apps are coming soon to a workplace near you (if they're not already there). My company (and many, many others) uses an app called Slack, which allows you to set up different chat rooms for people who are collaborating on a given project.

Even apps that aren't built specifically for messaging — like social networks — now have a messaging 9) _____ built into them. That's where we get things like Facebook Messenger, Instagram's direct messages and LinkedIn's messaging feature. The idea is that if you don't have to switch 10) _____ of a social app to share or send something to a friend, it makes the app itself more appealing (or "sticky," to use the tech business term). The result is a lot of fragmented communities that people use in a variety of different ways, or maybe just a bunch of inconveniences. "It can get messy when you're having a conversation with one person across like eight different channels," Ms. Weatherhead said.

But it's not so easy to consolidate. After all, different people in our lives are more comfortable with different forms of communication; it's not as if I can tell my dad he needs to start checking Drake's Instagram or download Snapchat.

On the other hand, it can also be entertaining. I got the sense that people would be perfectly happy to text or email, but that the variety of different methods opened up entirely new realms of

creativity. It's as if our phones have made us all Hollywood directors, with an 11) _____ of whoever is in our various networks — whether it's a whole bunch of people or just a single soul.

(adapted from <https://www.nytimes.com/2015/12/13/style/text-me-ping-me-communications-overload-in-the-digital-age.html>)

through, unique, up, once, age, old, written, pressed, component, out, audience

Bibliografie minimală

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3. Moravec-Ocampo, A., Farrugia, A. – *LIMBA ENGLEZĂ – Gramatica de bază*, ed. Teora 2004, pag. 115 – 127

UNITATEA DE ÎNVĂȚARE NR. 2 – PRONUMELE

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Obiectivele unității de învățare

În urma parcurgerii unității de învățare nr. 2, veți dobândi următoarele competențe:

- Însușirea și sistematizarea timpurilor prezente ale verbelor.
- Dezvoltarea abilităților de utilizare a acestor structuri în comunicarea scrisă și orală.

Îmbogățirea vocabularului prin lectură, traducere de texte, exerciții de înțelegere de texte și conversație prin utilizarea lexicului specific domeniului artistic-muzical și nu numai.

LECȚIA 3

Gramatică

Timpurile prezente ale verbelor

Prezentul simplu

Prezentul simplu are forma de bază a verbului (*write, work*).

La persoana a III-a sg., forma de bază + *-s* (*he writes, she works*).

Ex.: *I play, you play, we play, they play*

He plays, she plays, it plays

Forma negativă se formează cu auxiliarul *do*:

Ex.: *I do not drink tea.*

She/he does not play football.

Forma interogativă:

Ex.: *Do you work here?*

Does she/he sing beautifully?

O Funcții: Acțiuni obișnuite, care se întâmplă în prezent sau în mod regulat, dar nu neapărat în momentul exact al vorbirii

Adevăruri sau realități general acceptate

O Expresia opiniilor

Expresie a preferințelor

Se folosește pentru a exprima așa numitul prezent istoric

O Prezentul simplu poate avea valență de viitor mai ales cu verbe ca: *arrive, come, leave* care sugerează evenimente plănuite sau programate

O Expresii care semnaleză frecvent acțiunile obișnuite exprimate prin prezentul simplu: *all the time, always, every classe, every day, every holiday, every hour, every month, every semester, every week, every year, most of the time, never, often, rarely, sometimes, usually*

Vocabular

Read the text below and comment upon it in writing.

Five ways to communicate better – and influence people

Whether it's Michel Barnier and David Davis talking themselves to a standstill in Brexit negotiations, or the impending face-off between Donald Trump and Kim Jong-un, the vexed topic of good – and bad – communication is on our minds. But is there a way to make your conversations and interactions better? As communication theorists, we examined how to make friends, influence people and reach agreements. Here are some tips:

✓ **How do I make friends?**

Don't start a conversation about things that interest you. Be the one who is interested in the other person's topics and enter every conversation with Bill Nye's rule in mind: "Everyone you'll ever meet knows something that you don't." The psychology behind this: People forget what they talked about with you, but not how they felt in your presence.

✓ **How do I influence people?**

Ask for advice. People love giving advice. Start your small talk with a request for advice: "I want to buy a phone (or, depending on the circumstances, perhaps a cocktail or a book), but I can't decide which one." Most people will happily open up. If you ask for advice, you create intimacy – and intimacy makes rejection difficult. Therefore, if you want to influence someone, it is a good idea to ask that person for advice first.

✓ **How do I talk to foreigners?**

"There was once a Finn who loved his wife so much that he almost told her." It's a joke, and yet not a joke. Because many Finns are indeed introverted, even taciturn people. The supreme rule of so-called intercultural communication: Be aware of your own culture and don't actually spend too much time thinking about the other. Instead, step back and simply think about the way that you communicate.

✓ **How do I reach an agreement?**

One of the best-known negotiating methods is by Roger Fisher and William L Ury. Imagine a complex situation – negotiating a ransom demanded by a blackmailer or pocket money with your children – and apply the following principles:

- Think issue, not person – don't be distracted by whether you like the other person or not, focus on the topic.

- Think interests, not position: don't think, I am in the weaker (or stronger) negotiating position. Ask yourself: what does the other person need from me? Do we have common interests?
- Think good enough, not perfect: don't aim for the maximum possible return.
- ✓ **How to be quick-witted in a job interview**

Psychologists recommend this simple trick: wait five seconds before answering – your answer might not be any cleverer, but it comes across as weightier. Also, keep in mind that although being quick-witted can be impressive in a job interview, it is seldom required in most jobs – and most HR people know this.

(adapted from

<https://www.theguardian.com/lifeandstyle/shortcuts/2018/apr/08/five-ways-to-communicate-better-and-influence-people>)

LECȚIA 3

Gramatică

Pronumele personale

Pronumele posesive

- Definirea pronumelor.
- Enumerarea pronumelor personale : *I, you, he, she, it, we, you, they.*
- Exprimarea posesiei cu *’s* în cazul persoanelor: *my friend ’s house, Mary ’s book.*
- Exprimarea posesiei cu *of* în cazul obiectelor: *the top of the hill, the pages of the book.*

Pronumele reflexive

Pronumele demonstrative

- Utilizăm pronumele reflexive când ne referim la acțiuni care se răsfrâng asupra noastră: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves: I hurt myself.*

- Pronumele demonstrative de apropiere: *this, these*, și de depărtare: *that, those*.

LECȚIA 4

Vocabular

Fill in the gaps with the suitable word from the box:

I'm a huge fan of telephone calls. Call me retro but if you aren't face to face with your 1) _____, nothing gets a message across quicker than two minutes *on the blower*. However, nowadays too many people prefer to bury their message within countless indirect emails and text messages – 2) _____ than pick up and dial. Or even receive calls. I am not saying text messages or emails can't be ruthlessly 3) _____ or blunt – believe me, I've been on the receiving end of my fair share rude of missives – but I 4) _____ worry that technological alternatives to communication in the real world (within which I include the phone) are eroding the skills needed for effective information 5) _____.

Younger people can often seem shy on the phone or in person when 6) _____ their eyes to meet yours and request what they really want. I'm not talking about young children. But from that moment where one becomes painfully aware of oneself, direct and meaningful communication can seem too much like hard work, especially when an *emoji* can be deployed 7) _____.

Tommy Edison, having been blind from birth, battles every day to 8) _____ he is understood and crucially, that he understands the world around him. Better known online as the Blind Film Critic, he told me that he prefers accessing films without audio description. The describer does too much heavy lifting, and can take 9) _____ from what the film is trying to achieve. As he beautifully put it, in a perfect piece of communication: “Nobody audio-describes

my life”. When he hears someone 10) _____ in the real world, he knows what it means. And that’s how he wants the films to be for those who are blind or visually impaired.

Communication at its best can take you to new places – of understanding, feeling and emotion. But it is an art. And it doesn’t come naturally all the time to most people. It requires 11) _____ effort. So know this: you are not alone in 12) _____ how to communicate your internal monologue. But communicate it somehow you 13) _____. It’s the only way to live and live 14) _____.

(adapted from <https://www.theguardian.com/commentisfree/2017/mar/08/why-is-communication-important-google-autocomplete>)

do, must, exchange, target, instead, away, sigh, rather, efficient, wondering, fully, lifting, concerted, ensure
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LECȚIA 5

Gramatică

Verbe care nu acceptă formă continuă

- Verbe de percepție: *feel, hear, smell, taste, see, notice* etc.;
- Verbe care exprimă activități mentale: *think, agree, believe, find, forget, recognise, know, trust* etc.;
- Verbe care exprimă dorința: *wish, desire, intent, want*;
- Verbe care exprimă atitudini, stări emotive: *adore, like, love, hate, please, prefer* etc.;
- Verbe care exprimă posesia: *belong, have, hold, keep, owe, own, possess* etc.;

- Verbe care exprimă stări sau condiții: *appear, consist of, contain, differ, resemble, exist, seem* etc.;
- Verbe modale: *can, must, may*;
- Alte verbe: *compare, expect, matter, result from* etc.

Vocabular

Derive the verbs in capital letters in order to match the context.

What is communication at the workplace?

Communication is about passing messages between people or organisations. Messages between a SEND and RECEIVE take place using a medium such as email or phone.

One-way communication is when the receiver cannot respond to a message. Two-way communication is when the receiver can respond to a message. This allows CONFIRM the message has been both received and understood.

Types of communication

There are a number of technical terms you need to be familiar with:

- Internal COMMUNICATE happen within the business.
- External communications take place between the business and outside individuals or ORGANISE.
- Vertical communications are messages sent between staff belonging to different levels of the organisation hierarchy.
- Horizontal communications are messages sent between staff on the same level of the organisation hierarchy.
- Formal communications are official messages sent by an organisation, eg. a company memo, fax or report.
- Informal communications are unofficial messages not formally approved by the business, eg. everyday conversation or gossip between staff.
- A channel of communication is the path taken by a message.

Effective communication

Communication makes a big impact on business efficiency. Effective communication means:

- Customers enjoy a good relationship with the business, eg. COMPLAIN are dealt with quickly and effectively.
- Staff understand their roles and responsibilities, eg. tasks and deadlines are understood and met.

- Staff motivation improves when, for instance, managers listen and respond to suggestions.

Barriers to effective communication

A balance needs to be struck in communication between MANAGE and staff. Insufficient communication leaves staff 'in the dark' and is demotivating. Excessive communication leads to information LOAD, eg. when staff find hundreds of messages arriving in their in tray each day.

Communications fail when a message is unclear or the receiver does not understand technical jargon. Selecting the right medium is important. Messages may never be received if they are sent at the wrong time or to a junk email folder. The result is inefficiency and higher costs, as more resources are needed to achieve the same result.

Training staff to select an appropriate medium and send clear, accurate, thorough messages will improve the quality of communications, especially if there is an opportunity for feedback.

Impact of ICT

ICT stands for information communication technology. Businesses have gained significantly from ADVANCE in computing. For instance, ICT enables:

- Advances in ICT and telecommunications mean it has never been easier or cheaper to send messages by email or text. Senders can check that a message has been received and understood. The danger is that this will lead to information overload and staff will have to spend hours reading hundreds of electronic messages.
 - Staff training that emphasises the need to limit communications can help avoid the inefficiencies associated with information overload.
 - Home working and inexpensive call centres located overseas.
 - Automated stock ordering where items are reordered to ensure shelves are always full. Less paper work reduces ADMINISTRATION costs.
 - E-commerce where PRODUCE are traded and paid for on the internet.
- E-commerce opens up international markets to firms as overseas customers can view products for sale online.

A business can develop links with customers through email newsletters.

(adapted from

<http://www.bbc.co.uk/schools/gcsebitesize/business/people/communicationrev4.shtml>)

LECȚIA 6

Gramatică

Pronumele de întărire

Pronumele relative

- Pronumele de întărire însoțește substantive sau pronume personale pentru a le sublinia. Ca formă sunt identice cu pronumele reflexive: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*.
Ex.: *I myself don't know the answer. Mary did all this herself. Mary herself did all this.*
Expresii: *by myself* = singur, de unul singur Ex.: *I work by myself. Little Jane reads the story by herself.*
- *Something, somebody* se folosesc în propoziții afirmative.
- *Anybody, anything* se folosesc în propoziții negative.
- *Everybody, everything* au înțelesul de toți, toate.

~ Pronumele relativ face referire la un substantiv sau înlocuitor substantival menționat în contextul anterior (antecedent) și leagă propoziția sau grupul de cuvinte care explică sau dă mai multe detalii despre substantivul antecedent de propoziția conținând substantivul determinat.

~ Pronumele relative sunt : *who, whoever, which, that*.

Ex.: *The student who studies hardest usually does the best.*

Vocabular

Fill in the gaps with the suitable word from the box:

Communication Skills for Workplace Success

The ability to communicate effectively with superiors, colleagues, and staff is essential, no matter what industry you work in. Workers in the digital age must know how to 1) _____ convey and receive messages in person as well as 2) _____ phone, email, and social media. What skills do employers look 3) _____? Which communication skills will help ensure your success?

Top 10 Communication Skills

1. *Listening*

Being a good listener is one of the best ways to be a good communicator. No one likes communicating with someone who only cares about *putting in his / her two cents*, and does not take the time to listen to the other person. If you're not a good listener, it's going to be hard to comprehend what you're being asked to 4) _____. Take the time to practice active listening. Active listening involves paying 5) _____ attention to what the other person is saying, asking clarifying questions, and rephrasing what the person says to ensure understanding ("So, what you're saying is..."). 6) _____ active listening, you can better understand what the other person is trying to say, and can respond appropriately.

2. *Nonverbal Communication*

Your body language, eye contact, hand gestures, and tone all color the message you are trying to convey. A relaxed, open stance (arms open, legs relaxed), and a friendly tone will make you appear 7) _____, and will encourage others to speak openly with you. Eye contact is also important; you want to look the person in the eye to demonstrate that you are focused 8) _____ the person and the conversation (however, be sure not to 9) _____ at the person, which can make him or her uncomfortable). Also pay attention to other people's nonverbal signals while you are talking. Often, nonverbal signals convey how a person is really feeling. For example, if the person is not looking you in the eye, he or she might be uncomfortable or 10) _____ the truth.

3. *Clarity and Concision*

Good communication means saying just 11) _____ - don't say too little or talk too much. Try to convey your message in as few words as possible. Say what you want clearly and directly, 12) _____ you're speaking to someone in person, on the phone, or via email. If you *ramble on*, your listener will 13) _____ *tune you out* or will be unsure of exactly what you want. Think about what you want to say before you say it; this will help you to avoid talking excessively and/or confusing your audience.

4. *Friendliness*

Through a friendly tone, a personal question, or simply a smile, you will encourage your 14) _____ to engage in open and honest communication with you. It's important to be nice and polite in all your workplace communications. This is important in both face-to-face and written communication. When you can, personalize your emails to coworkers and/or employees - a 15) _____ "I

hope you all had a good weekend" at the start of an email can personalize a message and make the 16) _____ feel more appreciated.

5. Confidence

It is important to be confident in all of your interactions with others. Confidence ensures your coworkers that you believe in and will follow 17) _____ with what you are saying. Exuding confidence can be as simple as making eye contact or using a firm but friendly tone (avoid making statements 18) _____ like questions). Of course, be careful not to sound arrogant or aggressive. Be sure you are always listening to and empathizing with the other person.

6. Empathy

Even when you disagree with an employer, coworker, or employee, it is important for you to understand and respect their point of view. Using phrases as simple as "I understand where you are coming from" demonstrate that you have been listening to the other person and respect their opinions.

7. Open-Mindedness

A good communicator should enter any conversation with a flexible, open mind. Be open to listening to and understanding the other person's point of view, 19) _____ than simply getting your message across. By being 20) _____ to enter into a dialogue, even with people with whom you disagree, you will be able to have more honest, productive conversations.

8. Respect

People will be more open to communicating with you if you convey respect for them and their ideas. Simple actions like using a person's name, making eye contact, and actively listening when a person speaks will make the person feel appreciated. On the phone, avoid distractions and stay focused on the conversation.

Convey respect through email by taking the 21) _____ to edit your message. If you send a sloppily written, confusing email, the recipient will think you do not respect him/her enough to think 22) _____ your communication with him/her.

9. Feedback

Being able to appropriately give and receive feedback is an important communication skill. Managers and supervisors should continuously look for ways to provide employees 23) _____ constructive feedback, be it through

email, phone calls, or weekly status updates. Giving feedback involves giving 24) _____ as well - something as simple as saying "good job" or "thanks for taking care of that" to an employee can greatly increase motivation.

Similarly, you should be able to accept, and even encourage, feedback from others. Listen to the feedback you are given, ask 25) _____ questions if you are unsure of the issue, and make efforts to implement the feedback.

10. Picking the Right Medium

An important communication skill is to simply know what form of communication to use. For example, some serious conversations (layoffs, changes in salary, etc.) are almost always best done in person.

You should also think about the person with whom you wish to speak - if they are very busy people (such as your superior, perhaps), you might want to convey your message through email. People will appreciate your thoughtful means of communication, and will be more 26) _____ to respond positively to you.

(adapted from <https://www.thebalance.com/communication-skills-list-2063779>)

close, through, approachable, whether, effectively, for, stare, enough, either, quick, recipient, do, sound, hiding, rather, willing, time, through, appropriately, via, praise, clarifying, coworkers, likely, through, on

LECȚIA 7

Gramatică

1.2.9 Pronumele reciproce

1.2.10 Pronumele „one”

- Pronumele reciproce: *each other* și *one another*. Se folosesc pentru a exprima relații de reciprocitate între ființe, idei, lucruri.
Ex.: *If Bob gave Alicia a book for Christmas and Alicia gave Bob a book*

for Christmas, we can say that they gave **each other** books.

My mother and I give **each other** a hard time.

They borrowed **each other's** ideas.

- De reținut: *Each other* se referă la două obiecte, pe când *one another* face referire la mai mult de două obiecte sau ființe.

Ex.: *The scientists in this lab often use **one another's** equipment.*

*Hockey players hit **one another** quite frequently.*

- **One(s)** este folosit câteodată și ca pronume demonstrativ pentru a se evita repetarea, drept corespondent al articolului adjectival din limba română, cel, cea (**this one**) sau ca înlocuitor al unui substantive după adjectivele determinative **this, that, which, another, other**. Ex.: *She took off her hat and put a new one* – ea și-a scos pălăria și și-a pus o alta.
- Testul de autoevaluare de la pagina 21 din manual și de pe CD-ul atașat manualului.

Vocabular

– *Verdi's Famous Operas* (exercițiu de citire, traducere și conversație pe baza textului)

Translate the following text:

Verdi's Famous Operas

Verdi's famous operas are well-known throughout the world. They are powerful, inspiring and contain exquisite music, plot and orchestration. But what is the basis for his operatic talent? How did he create stories and music of such moving power?

Verdi's training in music began at a very early age. He received a spinnet from his parents, or a small keyboard that eventually became the clavichord. He studied organ in several churches, and obtained his musical training from this and a small music school in the Italian village of Busseto. It is

interesting to note that the composer was rejected for admission to the Milan Conservatorio when he applied after his schooling. Instead, he studied composition with the Italian maestro Vincenzo Lavigna in Milan. For the next ten years, the composer bounced between Milan and Busseto, the village of his childhood. He was married at this time, but his wife and children died, leaving him with nothing.

It can be said that this experience was the formative urge for some of Verdi's best operas. He began writing during his years in Milan, but following the death of his wife and children, he fell into despair. It can be said that opera cured this pain, because the composer writes of seeing the libretto to Nabucco, and the key for the aria *Va pensiero*, one of his most celebrated works. He received this libretto at a time of great political turmoil in Italy. The combination of Verdi's need to cure his pain and the public's need to demonstrate their patriotism, Nabucco was the opera that brought Verdi fame. It is true that after this, several more of Verdi's operas dealt with political issues. His use of political satire is highly exaggerated, however. The period that followed this opera led him to London, France and all parts of Italy composing and creating operas of great acclaim. His orchestral style grew more colorful at this time, and his dramatic expression became more floridly expressed in his music.

Overall, Verdi's operas are a masterpiece of orchestration, melody and dramatic construction within musical format. His mentors through their works were Donizetti and Bellini and other dramatic Italian composers. He contained the great skill, shared only by Mozart, Puccini, and a few other greats, of balancing the lives of his characters and their individual personalities against the often overwhelming aspect of opera. His Italian nature commanded works of great passion, and one is often moved to laughter and tears within the same act of an opera.

Verdi's most famous operas are *Aida*, *Falstaff*, *Macbeth*, *Othello*, *Rigoletto*, *La Traviata* and *Il Trovatore*. It is recommended that the beginning opera viewer should view *La Traviata* and *Aida*, as these are internationally acclaimed works, and often staples in a Verdi conversation. When viewing each opera, notice the significance of the human element of each character, and their balance against the opulent scenes and settings that they are placed within. This is often cited as Verdi's best trait, and the spark that brings his operas from the ordinary to the extraordinary.

Test de autoevaluare nr. 2

Pronouns

A pronoun is a word that takes the place of a noun.

Example: John rode on John's tractor.

To make this sentence sound better, you can change the word *John's* to *his*.

New sentence: John rode on his tractor.

The word *his* is a pronoun that takes the place of the word *John's*.

Some common pronouns include: he, she, it, we, they, them, us, our, his, her, and I.

Directions: Rewrite each sentence. Change the underlined word or words to a pronoun.

1. Sarah made dinner for the whole family.

2. Tyler played tag with Miguel and Ramon.

3. Mr. Cane cleaned Mr. Cane's living room.

4. The house needs a fresh coat of paint.

Răspunsuri și comentarii la testele de autoevaluare

Lucrare de verificare nr. 2

Test your basic knowledge regarding communication.

1. Which of these best describes communication?
 - a) A person sending a message
 - b) A person receiving a message
 - c) Passing a message between two people
2. Which of the following is NOT a communication medium?
 - a) Feedback
 - b) Email
 - c) Memo
3. What type of communication is a speech by a line manager to subordinates or by a teacher to students?
 - a) One way communication
 - b) Two way communication
 - c) External communication
4. What type of communication is a company report?
 - a) Two way communication
 - b) External communication
 - c) Horizontal communication
5. When does feedback occur?
 - a) In all communications
 - b) In one way communication
 - c) In two way communication
6. What is vertical communication?
 - a) Staff at different levels in the hierarchy communicating
 - b) Staff at the same level in the hierarchy communicating
 - c) Staff in different businesses communicating
7. When staff at the same level in the hierarchy exchange emails, what type of communication are they using?
 - a) Horizontal communication
 - b) Vertical communication
 - c) Informal communication
8. Where does informal communication between staff take place most often?
 - a) On the grapevine
 - b) Through written reports
 - c) Through the chain of command

9. What is a poorly worded memo an example of?
- Excessive communication
 - Insufficient communication
 - Bad communication
10. What would an e-commerce business use the internet for?
- For promotion and communication
 - For trading and accepting payment
 - For all of the above

(adapted from <http://www.bbc.co.uk/bitesize/quiz/q90080238>)

Gramatică

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1.2.10 Pronumele *one*

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Ex.: *If Bob gave Alicia a book for Christmas and Alicia gave Bob a book for Christmas, we can say that they gave **each other** books.*

*My mother and I give **each other** a hard time.*

*They borrowed **each other's** ideas.*

~ De reținut: *Each other* se referă la două obiecte, pe când *one another* face referire la mai mult de două obiecte sau ființe.

Ex.: *The scientists in this lab often use **one another's** equipment.*

*Hockey players hit **one another** quite frequently.*

- **One(s)** este folosit câteodată și ca pronume demonstrativ pentru a se evita repetarea, drept corespondent al articolului adjectival din limba română, cel, cea (**this one**) sau ca înlocuitor al unui substantive după adjectivele determinative **this, that, which, another, other**. Ex.: *She took off her hat and put a new one* ea și-a scos pălăria și și-a pus o alta.
- Testul de autoevaluare de la pagina 21 din manual și de pe CD-ul atașat manualului.

Vocabular

Read the following text and answer the questions:

Language barrier

Now that *pupils are 'entitled', rather than obliged, to study a foreign language*, far fewer are choosing to do so. And the result could be a dip in exam grades. John Crace explains:

At the end of last month, Ofsted published a report showing that the number of pupils taking modern languages at GCSE is expected to drop sharply this year, after a 30% decline in take-up. It inspired David Bell, the chief inspector of schools, to make an impassioned plea for action. "Schools, teachers and parents must now work to ensure that pupils recognise the benefits of learning a foreign language, and make sure that young people have the opportunity and desire to continue studying modern foreign languages at key stage 4 and beyond," he said.

Au contraire, said Stephen Twigg, the junior schools minister. "*We do not want to go back to the old days when we tried to force-feed languages to 15-year-olds who had no aptitude or interest.*"

Back in 2002, the Department for Education and Skills (DfES) published its national languages strategy. It sounded bold and innovative, starting with the statement: "For too long we have failed to value language skills or recognise the contribution to society, to the economy and to raising standards in schools. This has led to a national cycle of underperformance." The strategy continued by calling for increased provision in primary schools. But the most significant change was the downgrading of modern languages from compulsory to an "entitlement".

"It has become increasingly hard to recruit good language teachers," says one headteacher, "and many schools would rather abandon the unequal struggle

rather than deliver an unsatisfactory curriculum. Modern languages tend to be perceived both as irrelevant, as English is a global language, and academically difficult. With schools under league table pressure to get five GCSE passes at A*-C, many are pushing students into subjects that are considered to be easier."

Numbers taking languages at GCSE have gone into freefall. To take just one exam board: in 2002, the Assessment and Qualifications Alliance (AQA) had 73,000 candidates for GCSE French. By 2003, that number had declined to 55,000, and this year was down still further, to just 46,000.

Teresa Tinsley, assistant director of communications for CILT, the National Centre for Languages, says the government rather misjudged the effects of its actions. "My impression is that it was rather taken aback by the speed with which so many schools effectively dropped languages. It introduced the changes too soon." Tinsley is keen to point out that all is not lost. "There are schools in Sheffield and the Black Country looking at alternate models of teaching languages, such as combining them with business," she says. "But there needs to be a great deal more. It's not just the government we have to convince - it's the schools, the parents and the teachers."

Grove school in Market Drayton, Shropshire, has battled the odds and achieved specialist status in modern languages. "It's been good for the school," says headteacher Richard Arrowsmith. "We've had enormously positive results with our outreach work, teaching languages in 10 local primary schools."

AQA admits there was a national drop in A-C passes of 2.4% across the three exam boards - AQA, Edexcel and OCR - in 2003, but says adjustments were made and results are now back on track. The schools don't quite see it that way. "The problems began two years ago when AQA changed the regulations and no longer allowed the use of dictionaries," says Maria Richards, Grove's former head of modern languages. "However, the standard of question remained the same, so the exam became de facto harder." AQA denies this. "We did make

allowances for the absence of a dictionary," a spokesperson says. "For instance, instead of asking a candidate to order a loaf of bread, he or she is now allowed to choose their own item of food."

(adapted from <https://www.theguardian.com/education/2004/oct/05/schools.uk4>)

*Which is the difference between “entitled” and “obliged”? Please explain.

*In the specific case of the text above, which is the approach you would adopt: would you encourage the study of foreign languages or would you let pupils decide what is best for them?

*In your particular situation, what is your stand in the matter of studying a foreign language?

*What is your opinion about the use of a dictionary during a foreign language examination?

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2. <http://www.essortment.com/>

UNITATEA DE ÎNVĂȚARE NR. 3 – ARTICOLELE

Cuprins:

Obiectivele unității de învățare	
LECȚIA 8.....	
LECȚIA 9.....	
Răspunsuri și comentarii la testele de autoevaluare.....	
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Obiectivele unității de învățare

În urma parcurgerii unității de învățare nr. 3 veți dobândi următoarele competențe:

- Însușirea și sistematizarea aspectelor morfologice ale articolelor (hotărâte, nehotărâte, articolul zero).
- Dezvoltarea abilităților de utilizare a acestor structuri în comunicarea scrisă și orală.
- Îmbogățirea vocabularului prin lectură, traducere de texte, exerciții de înțelegere de texte și conversație prin utilizarea lexicului specific domeniului artistic-muzical și nu numai.

LECȚIA 8

Gramatică

1.3 Articolele

1.3.1 Articolul hotărât

1.3.2 Articolul nehotărât

~ Pentru ca un substantiv să capete înțeles într-o propoziție oarecare, acesta trebuie să fie însoțit de un determinant substantival. Cel mai des folosit determinant substantival este articolul.

~ Articolul hotărât se folosește:

Înainte a unui substantiv care a mai fost menționat în contextul respectiv, când atât vorbitorul cât și ascultătorul cunosc noțiunea exprimată de substantiv, în propoziții sau fraze în care definim sau identificăm anumite persoane sau obiecte, etc. Ex.: *An elephant and a mouse fell in love. The mouse loved the elephant's long trunk, and the elephant loved the mouse's tiny nose; Where's the bathroom? - It's on the first floor.*

~ Articolul nehotărât (a / an)

Se folosește *a* înaintea substantivelor care încep cu o consoană și *an* înaintea substantivelor care încep cu o vocală (a, e, i, o, u) Ex.: *a boy, an apple, a car, an orange, a house, an opera*

~ Articolul nehotărât se folosește:

Pentru a te referi la ceva pentru prima dată, pentru a te referi la un anume membru al unui grup sau clase, cu instrumente muzicale, cu naționalități și religii, cu nume de profesii etc. Ex.: *Would you like a drink? I've finally got a good job; John is an engineer; Sherlock Holmes was playing a violin when the visitor arrived.*

Vocabular

Fill in the gaps with the suitable word:

Are musicians better language learners?

Today's economic environment demands 1 _____ our children become the very best they can be. A lot of demands are placed upon us as parents, and 2 _____ we like it or not, we need to help our children navigate their way 3 _____ today's fast-paced world and build their skills for the future. But not all methods, from flashcards to baby signing, actually boost a child's intelligence, language skills or other abilities for success. Reading 4 _____ many research papers from peer-reviewed scientific journals, I discovered that music training is the only proven method 5 _____ boost the full intellectual, linguistic and emotional capacity of a child.

In Finland, the average person speaks three 6 _____ five languages. But Finland's peculiar custom of early music training where even babies and toddlers learn core music skills through songs and games, may also influence the fluency of foreign-language speaking Finns. 7 _____ music training boosts all the language-related networks in the brain, we would expect it to be beneficial in the acquisition of foreign languages, and this is what the studies have found.

When children start studying music before the age of seven, they develop bigger vocabularies, a better sense of grammar and a higher verbal IQ. These advantages benefit 8 _____ the development of their mother tongue and the learning of foreign languages. During these crucial years, the brain is at its sensitive development phase, with 95% of the brain's growth occurring now. Music training started during this period 9 _____ boosts the brain's ability to process subtle differences between sounds and assist in the pronunciation of languages – and this gift lasts for life, as it has been found that adults who had musical training in childhood still retain this ability to learn foreign languages quicker and more efficiently 10 _____ adults who did not have early childhood music training.

The benefits are not just for less spoken languages. Even for English speakers, there is a growing interest 11 _____ the advantages that come with

learning foreign languages. There are many languages that can benefit us in immense ways, 12 _____ culture to trade – Chinese, Russian, Arabic, French and Spanish to name but a few – and what better way to ensure your child can pick up all these languages than by teaching them the master language that transcends all others: music.

Music training plays a key role 13 _____ the development of a foreign language in its grammar, colloquialisms and vocabulary. One recent study found that when children aged nine and under were taught music for 14 _____ one hour a week, research concluded that they exhibited a higher ability to learn both the grammar and the pronunciation of foreign languages, compared to their classmates who had learned a different extracurricular activity.

(adapted from <https://www.theguardian.com/education/2014/feb/27/musicians-better-language-learners>)

LECȚIA 9

Gramatică

1.3 Articolele

1.3.3 Articolul zero

~ Articolul zero

Nu se folosește articol în următoarele cazuri: cu nume de țări (la singular): *Germany is an important economic power* (însă: *I'm visiting the United States next week*), cu numele limbilor: *French is spoken in Tahiti*, cu numele meselor: *Lunch is at midday*, cu numele persoanelor (la singular: *John's coming to the party* (însă: *We're having lunch with the Morgans tomorrow*), cu titluri și nume: *Prince Charles is Queen Elizabeth's son* (însă: *the Queen of England, the Pope*)

˘ Testul de autoevaluare de la pagina 27 din manual și de pe CD-ul atașat manualului.

Vocabular

Read the following text and answer the questions:

Forty years of the internet: how the world changed for ever

Towards the end of the summer of 1969 – a few weeks after the moon landings – a large grey metal box was delivered to the office of Leonard Kleinrock, a professor at the University of California in Los Angeles. It was the same size and shape as a household refrigerator, and outwardly, at least, it had about as much charm. But Kleinrock was thrilled.

It's impossible to say for certain when the internet began, mainly because nobody can agree on what, precisely, the internet is. But 29 October 1969 has a strong claim for being, as Kleinrock puts it today, "*the day the infant internet uttered its first words*". At 10.30pm, as Kleinrock's fellow professors and students crowded around, a computer was connected to the IMP, which made contact with a second IMP, attached to a second computer, several hundred miles away at the Stanford Research Institute where an undergraduate named Charley Kline had to log in remotely from LA to the Stanford machine and to type the command LOGIN.

To say that *the rest is history* is the emptiest of cliches – but trying to express the magnitude of what began that day, and what has happened in the decades since, is an undertaking that quickly exposes the limits of language. It's interesting to compare how much has changed in computing and the internet since 1969 with, say, how much has changed in world politics. Consider even the briefest summary of how much has happened on the global stage since 1969:

the Vietnam war ended; the cold war escalated then declined; the Berlin Wall fell; communism collapsed; Islamic fundamentalism surged. And yet *nothing has quite the power to make people in their 30s, 40s or 50s feel very old* indeed as reflecting upon the growth of the internet and the world wide web. Twelve years after Charley Kline's first message on the Arpanet, as it was then known, there were still only 213 computers on the network; but 14 years after that, 16 million people were online, and email was beginning to change the world; the first really usable web browser wasn't launched until 1993, but by 1995 we had Amazon, by 1998 Google, and by 2001, Wikipedia, at which point there were 513 million people online. Today the figure is more like 1.7 billion.

"This isn't a matter of ego," says Steve Crocker, who was present that day at UCLA in 1969, "but there has not been, in the entire history of mankind, anything that has changed so dramatically as computer communications, in terms of the rate of change."

Looking back now, Kleinrock and Crocker are both struck by how, as young computer scientists, they were simultaneously aware that they were involved in something momentous and, at the same time, merely addressing a fairly mundane technical problem. The breakthrough accomplished that night in 1969 was extraordinary. The Arpanet was a way to enable researchers to access computers remotely, because computers were still vast and expensive, and the scientists needed a way to share resources. The technical problem solved by the IMPs wasn't very exciting, either. It was already possible to link computers by telephone lines, but it was glacially slow, and every computer in the network had to be connected, by a dedicated line, to every other computer, which meant you couldn't connect more than a handful of machines without everything becoming monstrously complex and costly.

"I thought this was important, but I didn't really think it was as challenging as what I thought of as the 'real research'," says Crocker, now 65,

who went on to play a key role in the expansion of the internet. "I was particularly fascinated, in those days, by artificial intelligence, and by trying to understand how people think. I thought that was a much more substantial and respectable research topic than merely connecting up a few machines. That was certainly useful, but it wasn't art."

Still, Kleinrock recalls a tangible sense of excitement that night as Kline sat down at the SDS Sigma 7 computer, connected to the IMP, and at the same time made telephone contact with his opposite number at Stanford. As his colleagues watched, he typed the letter L, to begin the word LOGIN.

"Have you got the L?" he asked, down the phone line. "Got the L," the voice at Stanford responded.

Kline typed an O. "Have you got the O?"

"Got the O," Stanford replied.

Kline typed a G, at which point the system crashed, and the connection was lost. The G didn't make it through, which meant that, quite by accident, the first message ever transmitted across the nascent internet turned out, after all, to be fittingly biblical:

"LO."

What made all of this possible, on a technical level, was simultaneously the dullest-sounding and most crucial development since Kleinrock's first message. This was the software known as TCP/IP, which made it possible for networks to connect to other networks, creating a "network of networks", capable of expanding virtually infinitely – which is another way of defining what the internet is. It's for this reason that the inventors of TCP/IP, Vint Cerf and Bob Kahn, are contenders for the title of fathers of the internet, although Kleinrock, understandably, disagrees. "Let me use an analogy," he says. "You would certainly not credit the birth of aviation to the invention of the jet engine. *The Wright Brothers launched aviation. Jet engines greatly improved things.*"

(adapted from <https://www.theguardian.com/technology/2009/oct/23/internet-40-history-arpanet>)

What did the author of the article mean by:

- "the day the infant internet uttered its first words";
- the rest is history;
- nothing has quite the power to make people in their 30s, 40s or 50s feel very old...

Test de autoevaluare nr.3

1. Read each of the following noun phrases. If they are not correct, write them again. Make sure that the noun agrees with the determiner:

1. a green bag _____

2. some big table _____

3. a beautiful pictures

4. ten long dress _____

5. the new black trousers _____

6. an uncooked egg _____

7. a annoying person _____

8. some nice people _____

9. some fresh sandwich _____

10. a good programmes

-
11. an interesting journeys _____
 12. a few young mans _____
 13. lot of big problems

 14. the left-hand side _____
 15. a old suitcases _____

2. Read each of the following noun phrases. If they are not correct, write them again. Make sure that the noun agrees with the determiner:

1. a lot of noise

2. our two childs _____
3. some great offers _____
4. this tall buildings _____

5. the new magazines

6. a stupid mistakes _____
7. each pieces of paper _____
8. some fast car _____
9. all the right people _____
10. a new team leader _____
11. an complete mess _____
12. an early mornings _____
13. fewer problem _____
14. a hot cup of coffees

15. some terrible review _____

Răspunsuri și comentarii la testele de autoevaluare

Answer key - Determiners

1. Read each of the following noun phrases. If they are not correct, write them again. Make sure that the noun agrees with the determiner:

1. a green bag correct
2. some big table some big tables/a big table
3. a beautiful pictures some beautiful pictures/a beautiful picture
4. ten long dress ten long dresses
5. the new black trousers the black new trousers
6. an uncooked egg correct
7. a annoying person an annoying person
8. some nice people correct
9. some fresh sandwich some fresh sandwiches/a fresh sandwich
10. a good programmes a good programme/some good programmes

11. an interesting journeys an interesting journey/some interesting journeys
12. a few young mans a few young men
13. lot of big problems lots of big problems
14. the left-hand side the left-handed side
15. a old suitcases an old suitcase/some old suitcases

2. Read each of the following noun phrases. If they are not correct, write them again. Make sure that the noun agrees with the determiner:

1. a lot of noise correct
2. our two childs our two children
3. some great offers correct
4. this tall buildings this tall building/these tall buildings
5. the new magazines correct
6. a stupid mistakes a stupid mistake/some stupid mistakes

- | | | |
|-----|--------------------------------|---|
| 7. | each pieces of paper | each piece of paper |
| 8. | some fast car | some fast cars/a fast car |
| 9. | all the right people | correct |
| 10. | a new team leader | correct |
| 11. | an complete mess | a complete mess |
| 12. | an early mornings | an early morning |
| 13. | fewer problem | fewer problems |
| 14. | a hot cup of coffees
coffee | a hot cup of coffee/some hot cups of |
| 15. | some terrible review | a terrible review/some terrible reviews |

Lucrare de verificare nr. 3

Fill in the gaps with the suitable word from the box:

7 ways the iPhone has made life worse

This week marks the tenth anniversary of the iPhone. For hundreds of millions of us, this device has come to dominate our lives. Now we can find 1) _____ any answer to anything with a few taps of the thumb and 2) _____. Everything from dinner to a date is now just a click away, and you can procure both of those while simultaneously talking on a conference call -- and riding the train, of course.

But as with every revolution, something or somebody 3) _____. Yes, there is darker side to how the iPhone - and its smartphone copycats - 4) _____ changed us.

In fact, here are seven ways they're making our lives less great:

1. **They're bad for our brains.** iPhones allow us to do many things at once. But studies show that media multitaskers - that is, for example, those of us who are simultaneously listening to music, playing a game, etc. - think more slowly and have 5) _____ long-term memory, because they find it harder to filter out irrelevant information. Focusing 6) _____ many things on our phones at once actually diminishes our cognitive abilities.

2. **While we're busy on our phones, we're ignoring the world around us.** While singles are busy swiping on Tinder, they're missing out on the people sitting next to them on the subway. And as MIT professor Sherry Turkle notes in her book "Alone Together," because we're so conditioned 7) _____ check our phones all the time, many people can no longer appreciate a lake, beach or hike. "Stillness makes them 8) _____," she writes.

3. **We're also ignoring one another.** Today, Turkle observes, "we ask 9) _____ of people and more of technology." Look around you at the

playground, the shopping center, the multiplex, on the train platform, and at the Olive Garden: kids are missing 10) _____ on the attention they need from parents, who are now constantly distracted on their phones (and parents are missing out on what's really going on in their children's lives as the kiddies quietly text friends in the back seat of the car). As for the rest of us, we lose out on real conversations with our partners while they're checking 11) _____ emails at dinner.

4. **They're ruining our relationships.** The kinds of relationships we maintain on our phones are generally shallow. Turkle notes that we text people 12) _____ of calling now, giving up deeper conversations involving emotions that can't be 13) _____ through emojis or LOLs. Social media relationships also tend to be superficial, 14) _____ by likes and quick comments rather than the kinds of private, detailed conversations you'd have over coffee with a close friend. Since the overwhelming majority of Facebook users access the social network 15) _____ their mobile devices, it's safe to say that here, too, the iPhone is a culprit. One study found that people with a higher proportion of online interactions were lonelier than those with more in-person interactions. And a study of Facebook users in Australia found that they felt significantly less 16) _____ with their families.

5. **They promote FOMO ("fear of missing out") syndrome.** iPhones make it possible to check social media constantly. Of course, our social media profiles make our lives look better than they really are. We post our shiniest vacation or "night-out" photos (with the most flattering filters) and descriptions of our professional victories, not shots of the 17) _____ work spaces where we spend most of our days. But research shows that social media users are more likely to compare what they've 18) _____ with that of others. It's easy for people to feel left out

and unhappy when measuring the sparkly shots of their friends' best moments against the mundaneness of their own lives.

6. **We have come to need constant 19) _____**. Turkle notes that, "in the psychoanalytic tradition, one speaks about narcissism not to indicate people who love themselves, but a personality so fragile that it needs constant support." These days, people constantly check the number of "likes" they get on Facebook to validate their popularity, 20) _____ and worth -- instead of measuring themselves by inner values, integrity and goals.

7. **We're expected to be available for work 24-7**. Even on once-sacred airline flights, it's now usually possible to connect to Wi-Fi. Now there are fewer and fewer spaces and times when it's possible and 21) _____ to be offline. Colleagues often expect instantaneous responses. Sometimes we're woken up by texts and calls from our partners' colleagues, too.

As we look back on all the ways mobile phones have made our lives easier, let's also remember what they can't give us: the sensation of sunshine on our faces, the relief of talking 22) _____ a problem with a physical friend, the feel of a hug from someone we love. There still aren't apps for that.

(adapted from <http://edition.cnn.com/2017/06/29/opinions/how-iphone-has-made-life-worse-alaimo/index.html>)

worse, through, to, less, wittiness, instead, seemingly, loses, conveyed, fueled, on, bonded, dull, achieved, on, have, validation, out, incoming, appropriate, anxious, forefinger

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UNITATEA DE ÎNVĂȚARE NR. 4 – ADJECTIVE ȘI ADVERBE

Cuprins:

Obiectivele unității de învățare	
Lecția 10	
Lecția 11	
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Obiectivele unității de învățare

În urma parcurgerii unității de învățare nr. 4 veți dobândi următoarele competențe:

- Însușirea și sistematizarea aspectelor morfologice ale adjectivelor și adverbilor (poziționare și ordine, grade de comparație).
- Dezvoltarea abilităților de utilizare a acestor structuri în comunicarea scrisă și orală.
- Îmbogățirea vocabularului prin lectură, traducere de texte, exerciții de înțelegere de texte și conversație prin utilizarea lexicului specific domeniului artistic-muzical și nu numai.

LECȚIA 10

Gramatică

1.4 Adjective și adverbe

1.4.1 Poziționarea și ordinea adjectivelor

1.4.2 Adjectiv sau adverb?

~ Adjectivele sunt invariabile. Ele nu își schimbă forma în funcție de gen sau număr: *A hot potato, some hot potatoes.*

Pentru a sublinia sau accentua sensul unui adjectiv se pot folosi *very, really*: *A very hot potato, some really hot potatoes.*

Poziția adjectivului

De obicei adjectivul se așează în fața substantivului determinat: *A good movie.*

~ Excepții

~ Atunci când se folosesc două sau mai multe adjective pentru a descrie același substantiv, ordinea lor depinde de funcțiile acestora. Există mai multe variante, dar cea mai obișnuită ordine este: Value/opinion, Size, Age/Temperature, Shape, Colour, Origin, Material.

~ Adjectivele descriu un substantiv sau un pronume (*They eat healthy food*), iar adverbele descriu un verb (*He sat down quickly*).

~ Unele cuvinte pot fi și adjective și adverbe: *fast, hard, long.*

~ Adverbele sunt neregulate: *good well.*

Vocabular

Derive the word in capital letters so that it fits the context:

How mobiles have created a generation without manners: Three in four people think phones, laptops and social media have made us ruder

For anyone who has had to wait for service while a shop assistant finished surfing the net on a smartphone, it will not come as a shock. The latest handsets and other mobile devices may be helping a new generation to stay safer and better connected... but it's making them ruder. About three in four people now believe manners have been wrecked by phones, laptops, tablets and social media

such as Facebook and Twitter, according to a poll by the modern etiquette guide Debrett's.

Some 77 per cent think social skills are worse than 20 years ago, while 72 per cent think mobiles have encouraged rudeness. A report warned that company EXECUTE are now watching to check if their young EMPLOY are becoming over-DEPEND on their smartphones and screens in the office.

Some are 'so over-reliant on computers and spellchecks that they don't even know how to write a letter any more,' one told Debrett's.

The worry over the impact of mobile-DEPEND on the generation who have grown up with smartphones is the latest DEVELOP in the spread of digital bad manners. It follows years of growing parental FRUSTRATE over teenagers who text at the table, anger among cinema audiences about phone conversations during the film, and occasional outbursts from actors provoked by ringtones from the stalls.

According to yesterday's report, 'the INTRODUCE of advanced mobile technology and superfast CONNECT to businesses has boosted the Treasury by billions of pounds and will continue to do so for decades to come. Employers feel basic workplace skills have been eroded by social media and an over-reliance on technology.

'However the pitfalls of over-reliance on technology are being revealed.' A survey carried out by One Poll among 1,000 people found that 77 per cent think social skills now are worse than they were 20 years ago, and 72 per cent think mobiles have encouraged rudeness.

Nearly two thirds, 65 per cent, thought the importance of online relationships to many young people has had a negative effect on the way they conduct themselves when face-to-face with friends or colleagues. The etiquette consultancy also conducted a study among a group of 58 senior executives which found that well over half looked for social skills rather than academic

ACHIEVE in candidates for PROMOTE. They believed that a major problem among young employees was ‘constant use of mobile phones and social media in the office.’ A majority felt the WRITE skills of young employees were ‘appalling’.

The report cited ‘a rift between virtual and real world personalities’, saying that 15 per cent of the people in its poll would feel confident walking into a room where they didn’t know anybody, while 62 per cent would be confident about creating a profile on a social networking site. One in four are uncomfortable about meeting a new colleague face-to-face, and nearly half say they are nervous when they have to stand up in a meeting and give a formal PRESENT.

Louise Ruell, who runs business training for under-30s for Debretts, said: ‘Developing and maintaining a high level of skills across social and professional spheres is crucial to ensure success in both the workplace and everyday life.’ The organisation has published an etiquette guide for smartphone users in an attempt to steer people away from the most catastrophic FAIL of mobile manners.

(adapted from <http://www.dailymail.co.uk/news/article-2411892/How-mobiles-created-generation-manners-Three-people-think-phones-laptops-social-media-ruder.html>)

LECȚIA 11

Gramatică

1.4 Adjective și adverbe

1.4.3 Poziționarea și ordinea adverbilor

- Adverbele de frecvență stau după verbul *to be* sau înainte de verbul principal (*It's often hot; She always comes by bus*)

- Adverbele de mod stau după verbul principal și după complementul direct, dacă există: *She smiled sweetly.*
- Adverbele de loc și timp, de obicei stau la sfârșitul propoziției: *I saw him yesterday.*
- Dacă există mai mult de un adverb la sfârșitul propoziției, ordinea este: mod, loc, timp (*We went to London last week.*)

Vocabular

Role play – Going to a café (Exercițiu pe roluri – ce faci când mergi la o cafenea)

1. Going to a café

Scene: a busy café. Jeff works behind the counter. Sophie is a customer. The café is self-service. She goes to the counter.

Jeff: Hello.

Sophie: Hi. Can I have two coffees please, and a cup of tea?

Jeff: OK. Do you want milk in all of them?

Sophie: Er - two black coffees but a little bit of milk in the tea. Cheers.

Jeff: No problem. There you are.

Sophie: Thanks a lot. Have you got any sugar?

Jeff: It's on the tables.

Sophie: Thanks.

Jeff: That's three pounds fifty p please.

Sophie gives Jeff the money.

Sophie: Thanks.

Jeff puts the money in the till and gives Sophie her change.

Jeff: Thank you.

Sophie: OK. Cheers.

LECȚIA 12

Gramatică

1.4 Adjective și adverbe

1.4.4 Comparația adjectivelor și adverbelor

~ Există trei grade de comparație ale adjectivelor: pozitiv (*high-înalt*), comparativ (*higher-mai înalt*), superlativ (*the highest-cel mai înalt*).

~ Formarea gradelor de comparație:

Cuvânt format dintr-o silabă

+ -er

+ -est

tall

taller

tallest

Cuvânt format din două silabe

+ -er SAU more + adj

+ -est SAU most + adj

~ Adverbele formează comparativul și superlativul la fel ca și adjectivele.

~ Pentru a exprima o mare diferență între termenii comparației, putem folosi cuvinte ca: *far, a lot, much* + comparativul (*He drives much better than you do*); *by far, easily* + superlativul (*She is by far the most talented player*).

~ Pentru a exprima o mică diferență între termenii comparației, putem folosi cuvinte ca: *a (little) bit/slightly* + comparativul: *Could you drive a bit more slowly?*

Vocabular

Read the following text and comment upon it. How many of the etiquette rules listed below do you pay attention to in your daily life? Do you think British people pay more attention to these aspects than other people? Please give reasons for your answer.

A British guide to etiquette

Good table manners have long been a source of national pride, but they have taken quite a knock in the past few weeks. First, Bill Bryson criticised our

lack of tipping. Now, traditionalists will be shocked to hear, a new survey has suggested our manners are going the American way.

The dining habits of those across the Atlantic seem to have reached our shores, and the worst habit we have picked up from our American friends is using a knife and fork the wrong way. The main perpetrators, according to the survey by search engine Ask Jeeves, are the younger generation. Around a third of the under-30s surveyed use their fork with their right hand - going against British traditions.

To counteract this worrying trend, we have compiled a guide to etiquette for those who have adopted the American way:

1. The knife is held in the right hand, the fork in the left - this is non-negotiable
2. A spoon should be held with your right hand. You should eat off the side of the spoon too, rather than at a right angle to your mouth
3. Keep your elbows off the table
4. Look people in the eye when saying hello
5. Keep your phone out of sight at the dinner table and even away from the table don't text while speaking to people
6. Your wine glass should never be filled more than halfway to allow the wine space to breathe when you swirl it (which, of course, you should be doing)
7. If you there are two wine glasses before you, choose the smaller for white wine. Red wine glasses also have shorter stems so the heat from your hand warms up the wine
8. A peculiarly British rule: always apologise - even if whatever you're apologising for is not actually your fault
7. When ordering at a restaurant, you should say "please may I have..." rather than "can I have..."
8. Use the side plate on your left for bread rolls
9. If you are eating from a bowl, never lift the bowl up from the table

10. Wait until everyone is served before you start eating
12. Don't talk with your mouth full and try not to eat too noisily. According to Debretts, this is the cardinal dining crime. "Nothing is more likely to get you noticed and promptly blacklisted," says its guide to table manners.
13. Place your cutlery in the middle of your plate to signal you have finished eating

(adapted from <http://www.telegraph.co.uk/news/society/11940168/A-British-guide-to-etiquette.html>)

LECȚIA 13

Gramatică

1.5 Adjective și adverbe

1.4.5 Adverbe de grad

1.4.6 Test de autoevaluare

- Folosim adverbele de grad pentru a face adjectivele și adverbele mai puternice sau mai slabe.
- Adjectivele/adverbele gradabile se referă la calități care pot fi gradate sau comparate cu ușurință și care au o formă de comparativ și una de superlativ. Pentru a le face mai puternice folosim *very*, *extremely*, *rarely*: *I felt extremely tired*. Pentru a le face mai slabe folosim *a bit*, *quite*, *fairly* + adjectiv/adverb pozitiv, sau *rather* + adjectiv/adverb negativ: *She is rather lazy*; *He works quite quickly*.
- Adjectivele/adverbele negradabile se referă la calități extreme și nu au grade de comparație. Pentru a le întări folosim *absolutely*, *really*: *The food was absolutely awful!*. Adjectivele/adverbele negradabile nu pot fi făcute mai slabe.
- Testul de autoevaluare de la pagina 36 din manual și de pe CD-ul atașat manualului.

Vocabular

Discuție pe baza textului *The Roles of Music around the World*

The Roles of Music around the World

Cultural Perspective

Overview:

It would be easy to assume that nearly all of the music you will study in the coming weeks was written for the sole purpose of being listened to. However, we often lose track of the fact that in many parts of the world, and for much of the history of Western culture, music is or has been intimately tied to a function such as work, worship, or even warfare. Even the music that was intended as entertainment was sometimes listened to in a different context. Some of our favorite chamber music from the Classical era, for example, was originally used as social “background music.” It is important for you to keep this in mind as you begin exploring the larger musical world.

Issues:

By and large, our culture views music as entertainment. Even when it is used in a functional way (in ceremony or even in worship) it is hard to ignore the entertainment element. This creates some questions when we listen to music that has, or had at its creation, a specific function:

- What do we miss when this music is divorced from its function?
- Is the piece still the same work, or has it been transformed into something subtly different?
- Should a performer try in some way to evoke the nature of the music’s original purpose?
- If we do not hold the beliefs (cultural, religious, or otherwise) that are tied to the piece, will we still be able to appreciate it fully?

LECȚIA 14

RECAPITULARE

Test de autoevaluare nr. 4

Changing the Adjectives

To complete each sentence, add **-er**, **-est**, **more** or **most** to the adjective in parenthesis.

Examples: Henry was taller than Francis. (tall)
Today was more pleasant than yesterday. (pleasant)

1. A steak knife is _____ than a butter knife. (sharp)
2. David is the _____ player on the team. (fast)
3. My drawing is _____ than yours. (colorful)
4. I think the book we read today is _____ than the one we read yesterday. (interesting)
5. Katie's _____ brother colored on the walls. (young)
6. This week's temperatures are _____ than last week's. (warm)
7. That was the _____ test I've ever taken. (difficult)
8. Isn't he the _____ little boy you've ever met? (nice)
9. That was a much _____ homework assignment. (challenging)
10. Do you think a snake is _____ than an owl? (slow)
11. Robert's arms are _____ than John's. (long)
12. Joe has the _____ feet of anyone in his family. (big)

Răspunsuri și comentarii la testele de autoevaluare

Changing the Adjectives

To complete each sentence, add **-er**, **-est**, **more** or **most** to the adjective in parenthesis.

Examples: Henry was taller than Francis. (tall)
Today was more pleasant than yesterday. (pleasant)

1. A steak knife is sharper than a butter knife. (sharp)
2. David is the fastest player on the team. (fast)
3. My drawing is more colorful than yours. (colorful)
4. I think the book we read today is more interesting than the one we read yesterday. (interesting)
5. Katie's younger (also accept youngest) brother colored on the walls. (young)
6. This week's temperatures are warmer than last week's. (warm)
7. That was the most difficult test I've ever taken. (difficult)
8. Isn't he the niciest little boy you've ever met? (nice)
9. That was a much more challenging homework assignment. (challenging)
10. Do you think a snake is slower than an owl? (slow)
11. Robert's arms are longer than John's. (long)
12. Joe has the biggest feet of anyone in his family. (big)

Lucrare de verificare nr. 4

Traduceti urmatorul text:

Student Assessment

It's easy to assume that because a concept has been taught, students understand. How do you know if students grasp what is presented?

Meredith Higgins says, "It's important to grade on behavior and participation, but it has defined the music classroom for too long. Teachers need to focus more on concrete grading such as performance (in class, group, individual, concerts, etc.), writing, and reading. At the elementary level it is difficult because students are still discovering beat, rhythm, their singing voices, and music as a creative art form. However, when introducing singing, reading, and writing, we should create rubrics to show parents what skills we are developing instead of just 'Wow, the concert was so cute this year!' Behavior and participation should be no more than 30% of the final grade, and the other 70% should be based on playing, singing, reading, writing, and movement activity rubrics."

Here are two ways to assess students' progress:

Formal evaluation.

- Regular quizzes and written tests. "It's easier for students to follow along with someone else's sight-singing or rhythm reading than to learn how to do it themselves," says an MENC (Music Educators National Conference) member in MENC's publication [*Teacher to Teacher: A Music Educator's Survival Guide*](#).
- Keep track of students' progress in writing and show students the results. Students need to be informed of ways they can improve.
- Use a tape recorder to assess students' ability and progress.

Informal evaluation.

- Listen and observe carefully. Adjust lesson plans to improve weak areas.
- Give feedback on their progress after defining what they need to achieve.
- Allow students to evaluate themselves and others. For example, Carol Rickel asks her 9th grade chorus class to sing like elementary,

Junior High, High School, and Professional singers. Students are asked to evaluate each sound and choose the best sound quality.

- Divide students into groups to work on an assignment or project that they will perform for the class. Have their peers evaluate the performance or presentation.

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