

Lect.univ.dr. **PAICU ADINA**

**ENGLISH – PRACTICAL APPLICATIONS
FOR THE STUDENTS’
LONG DISTANCE COURSES

SECOND YEAR OF STUDIES**

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ENGLISH 3

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MODULE 1: GREAT BRITAIN

UNIT 1: FAMOUS BRITISH ROYALTIES

1.1. The British Royal Family

1.1.1 Queen Elizabeth the Second

1.1.1.1 Read and translate the following texts

1.1.1.2 Synonym match

1.1.1.3 Phrase match

1.1.1.4 Gap fill

1.1.1.5 Choose the correct word

1.1.1.6 Spelling

1.1.1.7 Scrambled sentences

1.1.1.8 Queen Elizabeth the Second discussions

1.1.1.9 Writing about Queen Elizabeth

TASKS FOR A BETTER UNDERSTANDING

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UNIT 2: FAMOUS BRITISH ROYALTIES (Continuation)

2.1. The British Royal Family

2.1.1 Princess Diana

2.1.1.1 Read and translate the following texts

1.1.1.2 Gap fill

1.1.1.3 Speaking

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UNIT 3: FAMOUS BRITISH ROYALTIES (Continuation)

3.1. The British Royal Family

3.1.1 Prince William and Kate Middleton

3.1.1.1 Read and translate the following texts

3.1.1.2 Speaking

3.1.1.3 Gap fill

3.1.1.4 Correct order of the words

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TASKS FOR A BETTER UNDERSTANDING

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4.1. The British Royal Family (Round up seminar)

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UNIT 6: WORLD'S PERSONALITIES

6.1 Speaking

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UNIT 7: TEST

MODULE ONE: GREAT BRITAIN

UNIT ONE: FAMOUS BRITISH ROYALTIES

1.1 The British Royal Family

1.1.1 Queen Elizabeth The Second

(source: Internet. Google Images:
<http://www.royal.gov.uk/hmthequeen/hmthequeen.aspx>
Taken today 10.05.2014)

1.1.1.1 READ AND TRANSLATE THE FOLLOWING TEXTS:

TEXT 1:

„The English Royal Family is among the best-known families in the world. Everybody knows something about Queen Elisabeth, about Princess Diana or other members of the royal family.

Their lives, public and private, have always been of general interest for people all over the world.

The first member and the most important of this Family is **Her Majesty Queen Elizabeth the Second**.

She is the supreme ruler of Great Britain and the constitutional monarch of 16 sovereign states and the Supreme Governor of the Church of England.

The year 1847 marks her Royal Wedding with Prince Philip, Duke of Edinburgh. They have four children: Charles, Anne, Andrew, and Edward. Neither of them was happy in their private lives. Charles and Andrew were the

most notorious one because both had pompous weddings enjoyed by millions of viewers all over the world and their divorces brought shock and scandal in the Royal Family. This sudden exposure of the royal members' private lives made Queen Elizabeth very unhappy because she always wanted to show Great Britain and the world the image of a united and happy family and this image was shattered after these unhappy events. To continue the series of misfortunes, Princess Anne also divorced and, in 1997, a terrible tragedy affected the Royal Family and shock the world: Princess Diana died in a car crash in Paris.

Despite all the problems in her family, Queen Elizabeth continued to rule Great Britain with the same grace and wisdom, being an active monarch involved in the government of her country. Her reign is the second in length after that of Queen Victoria.

Being the Queen of Great Britain, Elizabeth the Second has a very busy program every day. Her work varies from public duties such as ceremonies, receptions, and state visits to other important matters such as answering the people's letters, official papers and briefing notes, audiences with different personalities, state members, presidents or analyzing different laws send to her by the English Parliament."¹

TEXT 2

„Queen Elizabeth II is well known throughout the world. She is the Queen of sixteen countries but lives in the United Kingdom. Her ancestors have ruled over the UK for over a thousand years. She holds enormous power over her 129 million subjects, but rarely gets involved with politics. She is a hard-working Queen who has adapted to world changes over six decades.

Elizabeth has many other positions besides being a monarch. She is Head of the Commonwealth (the collection of 16 nations), Supreme Governor of the Church of England, Chief of Fiji and head of many parts of the UK armed forces.

¹Paicu Adina, *English (for the ID Students Use)*, Ed. Academica Brancusi, The English Family today, Tg-Jiu, 2012, p.62-63

She married a Greek prince in 1947. Her husband is known as the Duke of Edinburgh.

Elizabeth was born in London in 1926. She was third in line to the throne and never expected to become queen. She was on safari in Kenya when she received news that her father had died and she was the new Queen. She was crowned in 1953 and soon after the ceremony, she went on a six-month world tour to visit her people.

Elizabeth has always taken her position as Queen extremely seriously. She has never given a press interview, and no one knows her political views. She has been the ultimate professional throughout her working life. Even her dress has stayed conservative. She is famous for her plain-colored coats. She continues to attend many cultural events as part of her public role.”²

1.1.1.2 SYNONYM MATCH

1. Match the words from the two excerpts on the left with their synonyms on the right:

TEXT 1:

Paragraph 1 and 2:

- | | |
|--------------|-------------------------------------|
| 1. Ruler | 1. Person administrating government |
| 2. Monarch | 2. Dominant |
| 3. Sovereign | 3. Snob |
| 4. Governor | 4. Well-known |

²http://www.famouspeoplelessons.com/q/queen_elizabeth.html

5. Notorious
6. Pompous

5. Queen
6. Emperor

Paragraph 2 and 3:

1. Wisdom
2. Government
3. Reign
4. Duties
5. State members
6. Papers

1. Act
2. Lawmaker
3. Rule
4. Democracy
5. Permission
6. Knowledge

TEXT 2:

Paragraph 1 and 2:

1. Ancestor
2. To hold
3. To get involved with
4. Hard-working
5. Chief
6. Head

1. To be implicated in
2. Predecessor
3. Authority
4. Head person
5. Diligent
6. To possess

Paragraph 3 and 4:

1. Born
2. Expect
3. Position

1. Location
2. Require
3. During all of

- | | |
|---------------|---------------|
| 4. Throughout | 4. Be present |
| 5. Plain | 5. Originated |
| 6. To attend | 6. Flat land |

2. *You have the followings words. Find out their family words and build up sentences with their synonyms:*

sovereign, exposure, pompous, government, reign, paper, world, head

3. *Identify expressions with the following words and then build up sentences with them:*

work, head, to rule, to govern

1.1.1.3 PHRASE MATCH

TEXT 1:

- | | |
|----------------------------------------------------|-----------------------------------------------|
| 1. she is the supreme ruler | a. of Great Britain |
| 2. the Supreme Governor | b. the Royal Family |
| 3. neither of them was happy | c. the church of England |
| 4. Charles and Andrew were the most notorious ones | d. Great Britain and the world |
| 5. Queen Elisabeth continued to rule Great Britain | e. because both of them have pompous weddings |
| 6. her reign is | f. in their private lives |
| 7. her work varies | g. with the same grace and wisdom |
| 8. analyzing different laws | h. second in length |
| 9. she always wanted to show | i. from public duties |
| 10. a terrible tragedy affected | j. send to her by the British Parliament |

TEXT 2:

“Match the following phrases from the article:

- | | |
|-----------------------------------------|--------------------------------------------|
| 1. Queen Elizabeth II is well known | <i>a.</i> her political views |
| 2. Her ancestors have ruled over the UK | <i>b.</i> Politics |
| 3. rarely gets involved with | <i>c.</i> as the Duke of Edinburgh |
| 4. Elizabeth has many other positions | <i>d.</i> professional |
| 5. Her husband is known | <i>e.</i> to visit her people |
| 6. She was third in | <i>f.</i> throughout the world |
| 7. she went on a six-month world tour | <i>g.</i> her plain-colored coats |
| 8. no one knows | <i>h.</i> for over a thousand years |
| 9. She has been the ultimate | <i>i.</i> besides being a monarch |
| 10. She is famous for | <i>j.</i> line to the throne” ³ |

1.1.1.4 GAP FILL

TEXT 1:

The English Royal Family is _____ in the world. Everybody knows something _____ of the royal family.

Their lives, public and private, have always been _____ for people all over the world.

The first member and the most important of this Family is **Her Majesty Queen Elisabeth the Second**.

She is the supreme ruler of Great Britain _____ and the Supreme Governor of _____.

The year 1847 marks her Royal Wedding with Prince Philip, Duke of Edinburgh. They have four children: _____. Neither of them was happy in their private lives. Charles and Andrew were the most notorious one because _____ and their divorces brought shock and scandal in the Royal Family. This sudden exposure of the royal members' private lives made _____ because she always wanted to show Great Britain and the _____ and this image was shattered after these unhappy events. To continue the series of

³http://www.famouspeoplelessons.com/q/queen_elizabeth.html

misfortunes, _____, a terrible tragedy affected the Royal Family and shock the world: Princess Diana died in a car crash in Paris.

Despite all the problems in her family, Queen Elisabeth continued to rule Great Britain with _____, being an active monarch involved in the government of her country. Her reign is _____.

Being the Queen of Great Britain, _____ every day. Her work varies from public duties such as ceremonies, receptions, and state visits to other _____ such as answering the people's letters, official papers and briefing notes, _____, state members, presidents or analyzing different laws send to her by _____.

TEXT 2:

"Queen Elizabeth II is _____ the world. She is the Queen of sixteen countries but lives in the United Kingdom. _____ over the UK for over a thousand years. She holds _____ her 129 million subjects, but rarely gets involved with politics. She is a hard-working Queen who has adapted to world _____.

Elizabeth has many other _____ monarch. She is Head of the Commonwealth (the collection of 16 nations), Supreme Governor of the Church of England, Chief of Fiji and _____ of the UK armed forces. She married a Greek prince in 1947. Her _____ the Duke of Edinburgh.

Elizabeth was born in London in 1926. She was _____ throne and _____ become queen. She was on safari in Kenya when _____ her father had died and she was the new Queen. She was crowned in 1953 and soon after the ceremony _____ world tour to visit her people.

Elizabeth has always taken her position as Queen _____. She has never given a press interview, and no one _____. She

has been _____ throughout her working life. Even her dress has stayed conservative. She is famous for her plain-colored coats. She continues _____ events as part of her public role.”⁴

1.1.1.5 CHOOSE THE CORRECT WORD

Chose the correct word in each of the pairs of *italics*:

TEXT 1:

The English Royal Family is *among/amid* the best-known families in the world. Everybody knows *something/anything* about Queen Elisabeth, about Princess Diana or other members of the royal family.

Their lives, public and private, have *all the time/always* been of general interest for people all over the world.

The first member and the most *important/famous* of this Family is **Her Majesty Queen Elisabeth the Second**.

She is the supreme ruler of Great Britain and the constitutional monarch of 16 sovereign states and the Supreme Governor of the Church of England.

The year 1847 marks her Royal Wedding with Prince Philip, Duke of Edinburgh. They have four children: Charles, Anne, Andrew, and Edward. Neither of them was *happy/unhappy* in their private lives. Charles and Andrew were the most notorious one because both had pompous *weddings/funerals* enjoyed by millions of viewers all over the world and their divorces brought shock and scandal in the Royal Family. This sudden exposure of the royal members' private lives made Queen Elisabeth very unhappy because she always wanted to show Great Britain and the world the *image/picture* of a united and happy family and this image was shattered after these unhappy events. To continue the series of *misfortunes/fortune*, Princess Anne also divorced and in

⁴http://www.famouspeoplelessons.com/q/queen_elizabeth.html

1997, a terrible tragedy affected the Royal Family and shock the world: Princess Diana died in a car crash in Paris.

Despite all the problems in her family, Queen Elisabeth continued to rule Great Britain with the same grace and wisdom, being an active monarch involved in the government of her country. Her reign is the second in length after that of Queen Victoria.

Being the Queen of Great Britain, Elisabeth the Second has a very busy program every day. Her work varies from *public/private* duties such as ceremonies, receptions, and state visits to other important matters such as answering the people's letters, official papers and briefing notes, audiences with different personalities, state members, *presidents/emperors* or analyzing different laws send to her by the English Parliament.

TEXT 2:

“Queen Elizabeth II is well *known/know* throughout the world. She is the Queen of sixteen countries but *living/lives* in the United Kingdom. Her ancestors have *rulers/ruled* over the UK for over a thousand years. She holds enormous power over her 129 million subjects, but *rare/rarely* gets involved with politics. She is a hard-working Queen who has adapted to world changes over six decades.

Elizabeth has many *another/other* positions *next to/besides* being a monarch. She is Head of the Commonwealth (the *collecting/collection* of 16 nations), Supreme Governor of the Church of England, Chief of Fiji and head of many parts of the UK armed forces. She married a Greek prince in 1947. Her husband is *known/knowning* as the Duke of Edinburgh.

Elizabeth was born in London in 1926. She was third in line *of/to* the throne and never expected *for/to* become queen. She was *on/in* safari in Kenya when she received news that her father had died and she was the new Queen. She was crowned in 1953 and soon after the ceremony she went *in/on* a six-month world tour to visit her people.

Elizabeth has always taken her position *was as* Queen extremely seriously. She has never given a *press/pressed* interview, and no one knows her political views. She has been the ultimate professional throughout her working life. Even her *dress/dresses* has stayed conservative. She is famous for her plain-colored coats. She continues to attend many cultural events as part *with/of* her public role.”⁵

1.1.1.6 SPELLING

Spell correctly the underlined words from both texts:

TEXT 1:

“Paragraph 1

1. the nwonk-tsebfamilies in the world
2. everibonyknows something
3. members of the alroymifaly

Paragraph 2

4. the supreme ruder of Great Britain
5. in their etavirp lives
6. their divorces brought cohsknadancsadi
7. a terrible ydegartaaffected

Paragraph 3

⁵http://www.famouspeoplelessons.com/q/queen_elizabeth.html

8. all the smelborp in her family
9. being an ivcteamonarch
10. her reign is the dnocesin length
11. with the same acragndaodmsiw

Paragraph 4

12. a veryysub program every day
13. her work varies from cilbup duties
14. weringansthe people's letters
15. audiences with ffeenrtid personalities”⁶

TEXT 2:

Paragraph 1

1. well kownn throughout the world
2. Her ancestors have duler over the UK
3. She holds enormous ropew
4. lyraer gets involved with politics

Paragraph 2

5. many other positions dessibe being a monarch
6. the collection of 16 nnotsia
7. the UK aerdm forces
8. Her husdban is known as the Duke of Edinburgh

Paragraph 3

⁶http://www.famouspeoplelessons.com/q/queen_elizabeth.html

9. never deepetxc to become queen
10. She was on airfas in Kenya
11. she eevierdc news that her father had died
12. after the enyromec

Paragraph 4

13. lkeymetre seriously
14. She has never given a psers interview
15. the ialtuetm professional
16. Even her esrsd has stayed conservative

1.1.1.7 SCRAMBLED SENTENCES

Put the following sentences into the correct order:

TEXT 1:

1. The most important is **Her Majesty** The first member and of this Family **Queen Elisabeth the Second**.
2. The supreme ruler of Great Britain of 16 sovereign states of the Church of England She is and the constitutional monarch and the Supreme Governor
3. The year 1847 with Prince Philip, marks her Royal Wedding Duke of Edinburgh.

4. Charles, Anne, Andrew, and Edward. Neither of them their private lives. They have four children: was happy in
5. The most notorious one Charles and Andrew were because enjoyed by millions of viewers both had pompous weddings all over the world and their divorces brought the Royal Family shock and scandal in.
6. This sudden exposure very unhappy of the royal members' private lives because she always wanted to show made Queen Elisabeth Great Britain and the world and this image these unhappy events the image of a united and happy family was shattered after
7. To continue Princess Anne and in 1977, the series of misfortunes, a terrible and shock the world: Princess Diana died in Paris. also divorced tragedy affected the Royal Family in a car crash
8. Despite all, Queen Elisabeth continued with, being to rule Great Britain in the government of her country. Her after that of Queen Victoria the problems in her family an active monarch involved reign is the second in length the same grace and wisdom
9. Being the Queen, has every day Elisabeth the Seconda very busy program of Great Britain
10. Varies from public duties Her work such as ceremonies, receptions to other important matters such as answering the people's letters, official papers and briefing notes, state members, presidents or analyzing different with different personalities, laws audiences send to her by the English Parliament, and state visits

TEXT 2:

“

1.	world well Queen known Elisabeth throughout II the is
2.	over over a the thousand UK years for ruled
3.	gets politics involved rarely with
4.	Elisabeth besides has being many a other monarch positions
5.	as Her the husband Duke is of known Edinburgh
6.	line in third was She throne the to

7.	safari on was She Kenya in
8.	has given press She never a interview
9.	ultimate the been has She professional
10.	is famous colored for coats her She plain

”7

1.1.1.8 QUEEN ELIZABETH II DISCUSSION

Answer the following questions:

1. Who is Queen Elizabeth the Second?
2. With who did she married in 1947?
3. How many children do they have and which are their names?
4. Which are the most famous of them all?
5. Which was the goal of Queen Elizabeth?
6. What happened in 1997?
7. How did Princess Diana died and where?
8. What type of monarch is Queen Elisabeth?
9. What program has Queen Elizabeth every day?
10. With who does the Queen generally meets?
11. How many countries does she rules?
12. Is she involved in politics?
13. What else is the Queen Elizabeth besides a British monarch?
14. How did she become the Queen of Great Britain?
15. When was she crowned?
16. How does she behave as Queen?
17. How are her clothes?
18. Do you know which is her role as a Queen?
19. Does she participate to the sessions of the British Parliament?
20. Would you like to meet her?

⁷http://www.famouspeoplelessons.com/q/queen_elizabeth.html

1.1.1.9 WRITING ABOUT QUEEN ELIZABETH

“Write five questions about Queen Elizabeth II in the table. Do this in pairs/groups. Each student must write the questions on his / her own paper.

Without your partner, interview other students. Write down their answers.

	STUDENT 1	STUDENT 2	STUDENT 3
	_____	_____	_____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

Return to your original partner(s) and share and talk about what you found out. Make mini-presentations to other groups on your findings.”⁸

Write about Queen Elizabeth II a short presentation in which you must present 10 aspects related to her life and royal duty. Present and discuss them with your colleagues.

⁸http://www.famouspeoplelessons.com/q/queen_elizabeth.html

TASKS FOR A BETTER UNDERSTANDING

“1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google’s search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find more information about Queen Elizabeth. Talk about what you discover with your partner(s) in the next lesson.

4. MAGAZINE ARTICLE: Write a magazine article about Queen Elizabeth II. Include an imaginary interview with her. Write about what she does every day. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.

5. LETTER: Write a letter to Queen Elizabeth II. Ask her three questions about her life. Give her three suggestions on what she should do in her future.”⁹

Auto evaluation Test Nr. 1

Time to solve the test: **15 min.**

Points:

Speaking/Writing task

⁹http://www.famouspeoplelessons.com/q/queen_elizabeth.html

Write about Queen Elizabeth II a presentation related to her life and royal duty. Present and discuss them with your colleagues.

Minimal Bibliography

1. Present course
2. General knowledge

Solutions and recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team members are essential for the maximum of points.

These points will count at the final evaluation.

PAY ATTENTION!

Inspiration from the Internet sites are allowed but there will be severe penalties for the ‘copy - paste’ material used without references or the texts copied as such.

GOOD LUCK!

UNIT TWO: FAMOUS BRITISH ROYALTIES (Continuation)

2.1 THE BRITISH ROYAL FAMILY

2.1.1 Princess Diana

(source: Internet. Google Images:
<http://www.kriezl.com/ds106/immortality/>
Taken today 10.05.2014)

2.1.1.1 READ AND TRANSLATE THE FOLLOWING TEXTS:

TEXT 1:

“Lady Diana Spencer was born in 1961. She had a normal, quiet upbringing. It could never have prepared her for the fame and glamour of being a British princess. Within a few years, she changed from being a shy teenager to the most photographed person on the planet. She hit newspaper headlines around the world, but the biggest one was for her death at the age of 36.

Diana was a kindergarten teacher in London when she caught the interest of Prince Charles. She won the hearts of a nation with her shy smiles and natural beauty. The whole world watched the fairytale royal wedding in 1981. A year later, she gave birth to Prince William, the first of her two sons.

Diana was nervous at first in public, but she soon developed a charming manner. She took a strong interest in many charities and important causes. She highlighted the suffering of the homeless, lepers, and AIDS victims. She also campaigned for the abolition of landmines and many countries banned them.

Diana and Charles divorced in 1996. She struggled with depression and eating disorders for many years after. She finally found happiness with an Egyptian film producer, Dodi Al-Fayed. Their romance was closely followed by the paparazzi, which led to the fatal car crash that killed her in Paris in 1997. At her funeral, British Prime Minister Tony Blair called her the “People’s Princess”. To many, she was simply the “Queen of Hearts”.¹⁰

¹⁰http://www.famouspeoplelessons.com/d/princess_diana.html

TEXT 2:

“Diana, Princess of Wales, became famous when she decided to marry Prince Charles. She became the most photographed person in the world. Everywhere she went, there were photographers taking pictures of her, and people were very interested in her clothes, where she went on holiday, and whom she was with. They were also interested in the problems between her and her husband. When they divorced, she remained very popular. In addition to her image as a 'star', Princess Diana used her influence to attract attention to some charities. She was very sympathetic to all people who were ill, unhappy, and dedicated time to helping them and drawing public attention to their problems. She used to visit homeless people regularly and did a lot of work for the National AIDS Trust; she visited people suffering from AIDS.”¹¹

2.1.1.2 GAP FILL

TEXT 1:

“Lady Diana Spencer was born _____. She had a normal, quiet upbringing. It could never _____ for the fame and glamour of being a British princess. Within a few years, she _____ to the most photographed person _____. She hit newspaper headlines _____, but the biggest one was for _____ at the age of 36.

Diana was a kindergarten teacher in London when she _____ of Prince Charles. She won the _____ with her shy smiles and natural beauty. The whole world watched _____ in 1981. A year later, she gave birth to Prince William, the first of her two sons.

Diana was nervous at first in public, but _____ a charming manner. She took a strong interest in _____ and important causes. She highlighted _____, lepers, and AIDS victims. She also campaigned for _____ and many countries banned them.”

¹¹www.grammarbank.com/princess-diana-article.html

Diana and Charles divorced in 1996. She _____ and eating disorders for _____ after. She finally found happiness with _____, Dodi Al-Fayed. Their romance was _____ by the paparazzi, which led to _____ that killed her in Paris in 1997. At her funeral, British Prime Minister Tony Blair called her the “People’s Princess”. To many, she was simply _____.”¹²

TEXT 2:

“Diana, Princess of Wales, became famous when she _____ Prince Charles. She became _____ in the world. Everywhere she went, there were photographers taking _____, and people were very interested in her clothes, where she went _____, and whom she was with. They were also interested in _____ between her and her husband. When they divorced, she remained _____. In addition to her image as a 'star', Princess Diana used her _____ to attract attention to some _____. She was very sympathetic to all people who were ill, _____, and dedicated time to helping them and _____ to their problems. She used to visit homeless people regularly and did a lot of work for the _____; she visited people suffering from AIDS.”¹³

2.1.1.3 SPEAKING

You have the following Princess Diana Quotes. Read them and then chose one and present your ideas about it:

“Being a princess isn't all it's cracked up to be.”

¹²http://www.famouspeoplelessons.com/d/princess_diana.html

¹³www.grammarbank.com/princess-diana-article.html

“Call me Diana, not Princess Diana.”

“Don't call me an icon. I'm just a mother trying to help.”

“I'd like to be a queen in people's hearts but I don't see myself being queen of this country.”

“Everyone needs to be valued. Everyone has the potential to give something back.”

“I want to walk into a room, be it a hospital for the dying or a hospital for the sick children, and feel that I am needed. I want to do, not just to be.”

“I think the biggest disease the world suffers from in this day and age is the disease of people feeling unloved. I know that I can give love for a minute, for half an hour, for a day, for a month, but I can give. I am very happy to do that, I want to do that.”

“HIV does not make people dangerous to know, so you can shake their hands and give them a hug: Heaven knows they need it.”

“I love to hold people's hands when I visit hospitals, even though they are shocked because they haven't experienced anything like it before, but to me it is a normal thing to do.”

“Nothing gives me more happiness than to try to aid the most vulnerable of this society. Whoever is in distress who calls me, I will come running.”

“I want my boys to have an understanding of people's emotions, their insecurities, people's distress, and their hopes and dreams.”

“Well there were three of us in the marriage so it was a bit crowded.” (BBC interview, 1995)

“What must it be like for a little boy to read that daddy never loved mummy?”

“Any sane person would have left long ago. But I cannot. I have my sons.”

“I live for my sons. I would be lost without them.”

“I will fight for my children on any level so they can reach their potential as human beings and in their public duties.”

“It's vital that the monarchy keeps in touch with the people. It's what I try and do. I'm as thick as a plank.”

“I like to be a free spirit. Some don't like that, but that's the way I am.”

“People think that at the end of the day a man is the only answer. Actually, a fulfilling job is better for me.”

“They say it is better to be poor and happy than rich and miserable, but how about a compromise like moderately rich and just moody?”¹⁴

TASKS FOR A BETTER UNDERSTANDING:

- 1. Choose five words from the text and build up sentences with them.**
- 2. At each of the five words from above find with the help of the dictionary the word's family and make a list with them.**
- 3. Find out more information about Princess Diana and then discuss them with your colleagues during the next lesson.**
- 4. Write a magazine article about Princess Diana. During the next class give your classmates copies after your article and compare with what they wrote about her.**
- 5. Talk with your classmates during the class and then, for the next one, choose each of you a moment of Princess Diana's life. Make a poster about that moment and then present it to your classmates.**
- 6. Choose three questions about Princess Diana containing things that you do not know about her and want to find out. During the class choose a partner, ask him/her the questions, and see if he can answer them.**
- 7. Write a short paragraph about Princess Diana in which to present your own opinion of her.**

¹⁴<http://www.getenglishlessons.com/9146/princess-dianas-quotes-esl-conversation-lesson/>

Auto evaluation Test Nr. 2

Time to solve the test: **15 min.**

Points:

Reading/Speaking/Writing task

TASK 1: READING

Read and translate the following fragments:

“Diana, the Princess of Wales, while not an American, was a very large influence on American society. Typically referred to as the “people’s princess”, Diana “brought a touch of openness and modernity to the perceived stuffiness of the British monarchy” (ABC-CLIO). This behavior made her very popular among the Americans and she was often the talk of the press in the 1980s. Shortly after Diana married the Prince of Wales in 1981, Diana was “constantly in the public eye, her every move scrutinized”(ABC-CLIO). Not only was the wedding televised and watched by millions around the globe, but the young princess Diana soon became the most photographed and known person in the world. She was on countless covers of magazines and was the “subject of bottomless curiosity of

unending media”(ABC-CLIO). The attention Diana received from the press may have been a result of her personality. She was loved by many people in the world for the way she openly spoke about humanitarian causes and even the way she cared for her two sons. Millions mourned when Princess Diana died in 1997, and today, millions still remember her for the loving person that she portrayed herself to be.”¹⁵

“Princess Diana Spencer was a very big influence on the people of the 1980s. The young princess “transformed from ‘Shy Di’ the naive fiancée of the heir to the British throne, to ‘Princess Di’, the most photographed woman in the world, to the ‘Queen of People’s Hearts’ cherished by millions”(Encyclopedia Britannica). This woman had an impact on the lives of everyday people, which was not typical of an individual in the British monarchy. Princess Diana “rapidly evolved into an icon of grace, elegance, and glamour” and “used her celebrity status to aid numerous charitable causes”(Britannica). The people, and the paparazzi, loved her. However, Princess Di went through a rough patch in her life when she divorced her husband, Prince Charles. Even though the divorce technically took away her throne, Diana still held the hearts of the people. After the divorce, Diana captured the attention of the people and the press by the way she “maintained her high public profile and continued many of the activities she had earlier undertaken on behalf of charities, supporting causes as diverse as the arts, children’s issues, and AIDS patients”(Britannica). Unfortunately, Princess Diana died in a car wreck in 1997. The public’s response to her death was “unprecedented, as hundreds of thousands paid floral tributes and signed books of condolence”(eLibrary).The funeral was broadcast and watched by a record 31.5 million people. Many people believed that Princess Di had changed the British monarchy forever and she soon became one of the most beloved figures in the latter half of the 20th century. She has brought a breath of fresh air into the British monarchy that exists today and her legacy still lives on.”¹⁶

¹⁵<http://buchholtzsidoramericanstudies.wikispaces.com/Cult+of+Celebrity+Princess+Diana,+John+Lennon--8th>

¹⁶<http://buchholtzsidoramericanstudies.wikispaces.com/Cult+of+Celebrity+Princess+Diana,+John+Lennon--8th>

TASK 2: SPEAKING

1. Choose an event in Princess Diana's life and talk about it.
2. Princess Diana was famous for her charity activities all over the world. What do you know about it?
3. Next, speak about the endurance of Princess Diana's legacy, and the impact on daily life of people then and now.

TASK 3: WRITING

You have two famous persons: John Lennon and Princess Diana and each of them is known for different reasons.

Write two extended paragraphs in which to present their lives, ascension, and death and then say why both were significant in the 1980s.

Do a comparison between them.

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team members are essential for the maximum of points.

These points will count at the final evaluation.

PAY ATTENTION!

Inspiration from the Internet sites are allowed but there will be severe penalties for the 'copy - paste' material used without references or the texts copied as such.

GOOD LUCK!

UNIT THREE: FAMOUS BRITISH ROYALTIES (Continuation)

3.1 THE BRITISH ROYAL FAMILY

3.1.1 Prince William & Kate Middleton



(source: Internet. Google Images:

<http://www.radardemedia.ro/kate-middleton-si-printul-william-la-nunta-lui-brad-pitt-cu-angelina/>

Taken today 10.05.2014)

3.1.1.1 READ AND TRANSLATE THE FOLLOWING TEXTS:

“It was the fairy-tale wedding of the century. Kings, queens, royalty and VIPs from around the world were at London’s Westminster Abbey to celebrate the wedding of Britain’s Prince William of Wales and Catherine “Kate” Middleton. Thousands lined the streets to catch a glimpse of the happy couple as their open-top coach took them to Buckingham Palace. And two billion TV viewers worldwide watched the marriage of William and Kate, now the Duke and Duchess of Cambridge.

Kate was born on the 9th of January, 1982 in a small English countryside town. She lived in Amman, Jordan between 1984 and 1986; her parents worked for British Airways. She studied the history of art at the University of St. Andrews in Scotland. In 2006, Kate joined the clothing fashion chain Jigsaw as an accessory buyer. She has become a style icon and is frequently on the “best-dressed women” lists of glossy fashion magazines.

Prince William of Wales was born on the 21st of June, 1982. He is the eldest son of Charles, Prince of Wales, and Diana, Princess of Wales. From his birth, it was expected he would one day become king of England. His early years were spent out of the public spotlight, following the tragic death of his mother. He graduated from Scotland’s St. Andrews University and went on to join the military. He is now a helicopter rescue pilot.

William and Kate met at university. Reports are William became interested in Kate after seeing her on a catwalk at a college fashion show. The world’s media soon followed them everywhere and newspapers were full of speculation about their on-off relationship. Kate frequently appeared with William at royal events. William proposed to Kate in Kenya in October 2010. The world will now watch every step of their married life together.”¹⁷

3.1.1.2 SPEAKING

¹⁷http://www.famouspeoplelessons.com/p/prince_william_kate_middleton.html

- 1. Translate into Romanian the following words and then buildup sentences with them:**

fairy-tale, VIPs, around, Abbey, lined, to celebrate, to catch a glimpse, open-top coach, took, worldwide, watched, countryside, worked, joined, clothing fashion chain, accessory, icon, frequently, magazines, eldest, was expected, one day, early years, spotlight, graduated, were spent out, following, went on, to join, rescue pilot, reports, catwalk, media, newspapers, speculation, on-off relationship, watch.

- 2. Say which are the synonyms of the following words:**

icon, frequently, reports, watch, glimpse, rescue

- 3. Do a list with the verbs from the text and say which is their mode and time.**
- 4. You have in text the following verbs: *lined, watched, worked, joined, was expected, graduated, were spent out, following, watch, studied, has become, was born, went, met, followed, appeared, proposed.* Specify in writing their infinitive form, what type of verbs are regular or irregular and, in the case of the irregular say their other forms, their mode and time.**

3.1.1.3 GAP FILL

Fill in the gaps from the text:

It was _____ of the century. _____ from around the world were at _____ to celebrate the wedding of

Britain's _____. Thousands lined _____ to catch a glimpse of the happy couple as _____ took them to Buckingham Palace. And two billion TV viewers _____ watched the marriage of William and Kate, now _____.

Kate was born on the 9th of January, 1982 in a small _____ town. She lived in Amman, Jordan between 1984 and 1986; her parents worked for _____. She studied the history of art at _____ in Scotland. In 2006, Kate joined the clothing fashion chain Jigsaw as _____. She has become a style icon and is frequently on _____ of glossy fashion magazines.

Prince William of Wales was born on the 21st of June, 1982. He is the _____ Charles, Prince of Wales, and Diana, Princess of Wales. From his birth, it was expected he _____ become king of England. His early years were spent out of _____, following the tragic death of _____. He graduated from Scotland's St. Andrews University and _____ the military. He is now a helicopter rescue pilot.

William and Kate met at university. Reports are William became interested in Kate after seeing her on _____ at a college fashion show. The world's media soon followed them _____ were full of speculation about their on-off relationship. Kate frequently appeared with _____ at royal events. William proposed to Kate _____ in October 2010. The world will now watch _____ of their married life together.

3.1.1.4 CORRECT ORDER OF THE WORDS

Choose the correct form from the ones written in *italics*:

“It was the fairy-*tale/tail* wedding of the century. Kings, queens, *royal/royalty* and VIPs from around the world were at London's Westminster

Abbey to celebrate the wedding of Britain's Prince William of Wales and Catherine "Kate" Middleton. Thousands *line/line-up* the streets to catch a glimpse of the happy couple as their open-top coach took them to Buckingham Palace. And two billion TV viewers worldwide watched the marriage of William and Kate, *now/know* the Duke and Duchess of Cambridge.

Kate was born on the 9th of January, 1982 in a small English countryside town. She lived in Amman, Jordan *between/from* 1984 and 1986; her parents worked for British Airways. She studied the history of art at the University of St. Andrews in Scotland. In 2006, Kate joined the *clothing/cloth* fashion chain Jigsaw as an accessory buyer. She has become a style icon and is *frequented/frequently* on the "best-dressed women" lists of *glossy/glassy* fashion magazines.

Prince William of Wales was born on the 21st of June, 1982. He is the eldest son of Charles, Prince of Wales, and Diana, Princess of Wales. From his *born/birth*, it was expected he would one day become king of England. His early years *were/are* spent out of the public spotlight, following the *tragic/tragedy* death of his mother. He graduated from Scotland's St. Andrews University and went on to join the *military/militia*. He is now a helicopter rescue pilot.

William and Kate met at university. Reports *are/do* William became interested in Kate after seeing her *on/in* a catwalk at a college fashion show. The world's media soon *follows followed* them everywhere and newspapers were full of speculation about their on-off relationship. Kate frequently *appeared/appalled* with William at royal events. William proposed to Kate in Kenya in October 2010. The world will now watch every step of their married life together."¹⁸

3.1.1.5 WRITING

¹⁸http://www.famouspeoplelessons.com/p/prince_william_kate_middleton.html

Write, in your own words, a short presentation about Prince William and Kate Middleton.

TASKS FOR A BETTER UNDERSTANDING:

For the next lesson document yourself, find out more information about the Duke and the Duchess of Cambridge, and present it to your colleagues.

Auto evaluation Test Nr. 3

Time to solve the test: 15 min.

Points:

Speaking task

TASK 1: SPEAKING

Make an oral presentation of the Duke and the Duchess of Cambridge.

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team members are essential for the maximum of points.

These points will count at the final evaluation.

PAY ATTENTION!

Inspiration from the Internet sites are allowed but there will be severe penalties for the 'copy - paste' material used without references or the texts copied as such.

GOOD LUCK!

UNIT FOUR: FAMOUS BRITISH ROYALTIES (Continuation)

4.1 THE BRITISH ROYAL FAMILY (Round up seminar)

4.1.1 You have the following pictures of the British Royal Family members. Choose one of them and then build up a short oral presentation in which to say who he is, what is his/her degree of relation with the other members of the Royal Family, describe the relationships between the family members and any other information that you consider revealing.

(source: Internet. Google Images:

<http://www.gandul.info/international/printul-philip-sotul-reginei-elisabeta-a-ii-a-a-marii-britanii-a-fost-externat-dupa-interventia-la-inima-9102262>

Taken today 10.05.2014)

(source: Internet. Google Images:

<http://www.europafm.ro/showbiz/vedete/printul-charles-cel-mai-bine-imbracat-barbat-din-lume~n26639/>

Taken today 10.05.2014)

(source: Internet. Google Images:

<http://www.kriezi.com/ds106/immortality/>

Taken today 10.05.2014)

(source: Internet. Google Image:

<http://www.libertatea.ro/detalii/articol/kate-middleton-printul-william-focuri-arma-421010.html>

Taken today 10.05.2014)

(source: Internet. Google Image:

<http://www.ziare-pe-net.ro/stiri/printul-harry-va-fi-cavaler-de-onoare-la-nunta-fratelui-sau-cu-kate-middleton-394618.html>

Taken today 10.05.2014)

4.1.2 You have the following themes:

- **Her Majesty The Queen**
- **The Queen and the UK**
- **The Queen and the Commonwealth**
- **The current Royal Family**
- **History of the Monarchy**
- **The Royal Residences**
- **Royal events and ceremonies**

You must choose one and write a paper.

4.1.3 The Royal Family

Aim: This exercise will give you the opportunity to talk about the British Royal Family, to practice your speaking skills by using the vocabulary related to families.

Exercise:

Can you reconstruct your family tree and say the relations between its members?

Name the formal words for the members of a family and then say as many as informal words you know.

UNIT FIVE: FAMOUS BRITISH ROYALTIES (Continuation)

5.1 THE ROYAL ENGLAND (REVISION UNIT)

With the support of the material given during the first year of study, let us remember the Royal England:

5.1.1 ANSWER THE FOLLOWING QUESTIONS:

What was the Tudor dynasty?

Who were its most important representatives?

Who was Henry the VIIIth?

What historical events took place during this dynasty?

What do you remember of the War of the Roses?

What do you know of the Elizabethan era?

What made it so representative?

Who can tell information of Elizabeth the First?

Who was she and how did she influenced the British history?

5.1.2 WRITING COMPREHENSION

5.1.2.1 Write a presentation of Henry the VIIIth and remember creativity and originality will be appreciated as well as new materials added to the ones I gave you.

5.1.2.2 Write a presentation in which to present all that you think is representative for the Elizabethan era and about Elizabeth the First.

5.1.2.3 Chose an Elizabethan writer or play writer from that period and write a paper about it.

5.1.2.4 Write a four pages long paper about the Irish Conflict.

5.1.2.5 Write a four pages long paper about the British Commonwealth.

5.1.3 SPEAKING COMPREHENSION:

5.1.3.1 After studying the materials given during the first year of study, do you think there is a connection between royalty and English ceremonies?

5.1.3.2 Do a short oral presentation of the two most important English ceremonies.

5.1.3.3 Can you remember which the members of the British Royal Family are?

5.1.3.4 How do you know the Queen is inside a Royal residence?

5.1.3.5 What was the Irish conflict about?

5.1.3.6 What do you know about IRA?

5.1.4 SPEAKING AND WRITING COMPREHENSION:

4.4.1 What can you say about the British government (structure, organization)?

4.4.2 Write a presentation of the British Constitution and then compare it with the American one.

UNIT SIX: WORLD'S PERSONALITIES

PERFORM THE FOLLOWING TASKS:

6.1 SPEAKING

6.1.1 Chose a famous person from any field of our everyday life and do a short written presentation of no more than 10 lines.

6.1.2 Can you say why the following persons are famous all over the world: *Albert Einstein, Hitler, Mother Teresa, Walt Disney, Leonardo da Vinci, John Lennon, William Shakespeare, John F. Kennedy*? What is your opinion about their accomplishments?

6.1.3 In your opinion, what criteria a person must fulfill to become a personality?

6.1.4 What do you know about the awards accorded to famous people?

6.1.5 List five personalities of the present and five personalities of the past.

6.1.6 Can you do a comparison between the terms: fame and celebrity; fame and success?

6.1.7 You have the following pictures of famous persons. Can you say their names?

(source: Internet. Google Image:
<http://famouspeoplewithbipolar disorder.blogspot.ro/2012/12/bipolar-famous-people.html>
Taken today 10.05.2012)

(source: Internet. Google Image:
<http://www.musicadvisor.biz/the-beatles-yesterday-and-today-review.htm>
Taken today 10.05.2012)

(source: Internet. Google Image:
<http://ibnlive.in.com/photogallery/14160-4.html>
Taken today 10.05.2014)

(source: Internet. Google Image:
<http://ibnlive.in.com/photogallery/14160-4.html>
Taken today 10.05.2014)

(source: Internet. Google Image:
<http://www.gettyimages.com/detail/news-photo/actress-marilyn-monroe-poses-for-a-portrait-in-circa-1952-news-photo/74284352>

Taken today 10.05.2014)

(source: Internet. Google Image:

<http://www.thecultureconcept.com/circle/a-little-lunch-music-mozart-mendelssohn>

Taken today 10.05.2014)

(source: Internet. Google Image:

<http://www.gettyimages.com/detail/news-photo/french-president-nicolas-sarkozy-poses-at-a-portrait-news-photo/83071344>

Taken today 10.05.2014)

(source: Internet. Google Image:

<http://www.gettyimages.com/detail/news-photo/circa-1985-athlete-oj-simpson-poses-for-a-portrait-in-circa-news-photo/494470903>

Taken today 10.05.2014)

(source: Internet. Google Image:

<http://www.gettyimages.com/detail/news-photo/british-comic-actor-and-film-director-charlie-chaplin-takes-news-photo/55740056>

Taken today 10.05.2014)

(source: Internet. Google Image:

<http://www.gettyimages.com/detail/news-photo/nelson-mandela-during-a-private-audience-with-pope-john-news-photo/453855789>

Taken today 10.05.2014)

6.1.8 Here are some categories:

Actors/Actresses

Singers

US Presidents

European leaders and dictators

Sportive

Religious icons, etc.

Name as many famous people as you know from each of them.

6.2 READING

6.2.1 Read the following fragments describing several personalities:

„William Shakespeare is often called the world’s greatest playwright. He wrote comedies, tragedies, and historical plays in England in the last part of the 16th and the early 17th century.

William Shakespeare was born in 1564 in the English town of Stratford-upon-Avon. His father was a businessman, and the town’s mayor. His mother came from a family that owned land near Stratford. William had three younger brothers and two younger sisters.

Like other boys of middle-class families, William attended a grammar school in Stratford where he got a good education and learned Latin.

When William was 18, he married Anne Hathaway. They had three children, first Susanna, and then twins, a son named Hamnet and a daughter named Judith. Hamnet died when he was 11.

We don’t really know what William did during the following years but in 1592, he went to London to work as a writer and actor. It was a difficult job and only the best-found work in London.

From 1592 to 1594, the Black Death spread across England. Many public places were closed and plays couldn’t be performed either. Shakespeare spent these years writing sonnets and poems.

When the theatres opened up again in 1594 Shakespeare joined the best acting company of the country—Lord Chamberlain’s Men. It had the best actors, the best writers and the most famous theatre—the Globe.

The Globe was a huge amphitheater without a roof. The seats were curved around a stage that was built on many levels.

Plays always started at 2 o’clock in the afternoon. People who didn’t have the money to buy a seat were allowed to stand in the front of the stage. All kinds of people came to see the shows—house-wives, children, noblemen and even visitors from other countries. The company also presented special plays for kings and queens.

Shakespeare and his fellow actors were responsible for everything in the Globe theatre. They owned the building and the costumes, they wrote the

scripts, and they shared the profits that they made. The actors and writers of the theatre worked together successfully for many years.

In the twenty years that he worked on stage, Shakespeare wrote 37 plays. They can be put into three big categories:

- Tragedies are plays that show the downfall of a main character. His most famous tragedies are *Hamlet*, *King Lear*, and *Macbeth*.
- Comedies are funny plays that have a happy ending most of the time. *A Midsummer Night's Dream*, *As You Like It* and *The Merry Wives of Windsor* are among the most popular.
- Historical plays are dramas about the lives of some of England's most powerful kings like *Henry IV* or *Richard II*.

William Shakespeare retired from the theatre in 1610 and went back to his hometown Stratford, where he lived until his death in 1616.

At that time, the people of England did not know that their country's greatest poet and playwright had died. They thought of him only as a popular actor and writer.

Romeo and Juliet

Romeo and Juliet is a story about two teen-aged lovers whose families hate each other. At a ball, the two young people meet and fall in love. The next day they marry secretly, but Romeo has to leave Verona after he kills Tybalt. Juliet's cousin.

Juliet's father doesn't know that his daughter is already married and tries to force her to marry her cousin in Paris. A friar wants to help Juliet. He gives her a drug that puts her to sleep for 42 hours and tells everyone that she is dead. When Romeo hears that Juliet has died he hurries to her grave and poisons himself. When Juliet wakes up and sees her dead lover, she stabs herself. The two families discover their dead children and end their fight.

The Merchant of Venice

The Merchant of Venice is a comedy about money and greed. Antonio is a merchant in Venice, Italy. He borrows money from the Jewish

moneylender Shylock and then gives the money to his friend Bassanio who needs it. Antonio promises Shylock a pound of his flesh if he cannot pay the money back. After three months Shylock wants his money back but Antonio cannot pay.

In the meantime, Bassanio has married a beautiful girl, Portia. She has a plan to save Antonio. She dresses up as a lawyer and when they meet in court, she tells Shylock that he can take Antonio's flesh, but not his blood. If he spills any of Antonio's blood, he will lose his land. Therefore, Shylock gives in and Antonio is saved.

Taming of the Shrew

Petruchio, a young Italian gentleman, loves Katherine, a beautiful but very bad-tempered young woman. He marries her and makes fun of her in order to cure her of her bad tempers. After many funny quarrels, Petruchio succeeds and Katherine becomes a good wife whom he loves very much.

The Merry Wives of Windsor

Shakespeare wrote this play because Queen Elisabeth liked the comic character of Falstaff from earlier plays so much. She asked Shakespeare to write a play that showed Falstaff in love.

The comedy shows Sir John Falstaff trying to make love to two honest housewives in the town of Windsor. He ends up as the victim of tricks that the women play on him.

Julius Caesar

This play is set in Ancient Rome before, during, and after the murder of Julius Caesar. The main character is Brutus, a Roman general and Caesar's best friend. When there is a plot to kill Caesar, Brutus at first does not want to take part but then agrees to help kill Caesar. When the killers attack Caesar in the Roman Senate, he can't believe that his friend Brutus is one of them.

At the funeral, Brutus allows Mark Anthony to speak in front of a crowd of Romans. He points out what a good man Caesar was and turns the mob against the plotters. They have to flee Rome and Mark Anthony leads an army to follow them.

At the end of the battle, Brutus kills himself and Mark Anthony says that he was an honorable and noble Roman.

All's Well That Ends Well

Helena is a beautiful daughter of a doctor. She loves Bertram, a nobleman. In Paris, Helena cures the French king of an illness and as a reward, he gives her Bertram. But Bertram doesn't want Helena because he thinks that she is not on the same social level as he is. He leaves her after the wedding.

In a letter, he tells her that she can never call him her husband unless she can take off a ring from his finger and become pregnant by him.

One night Helena disguises herself as a girl who Bertram likes and goes to bed with him. She manages to get pregnant and slip the ring off his finger. Bertram finally realizes that she is a good woman and promises to love her dearly.

Hamlet

After the King of Denmark dies, his wife marries Claudius, the king's brother. The king's son, Prince Hamlet, feels sorry about his father's death and is against his mother's marriage. The ghost of Hamlet's father appears and tells the prince that he was murdered by Claudius.

Hamlet doesn't know whether to believe the ghost or not. When the king shows his guilt at a play Hamlet is convinced he is the murderer. Polonius, the king's advisor, listens in to a conversation between Hamlet and his mother. He hides behind the curtain. Hamlet feels that someone is in the room and stabs him.

Claudius sends Hamlet to England. He gives orders to execute him when he arrives there. But Hamlet finds out about this and comes back to Denmark. When he arrives, he finds out that Ophelia, the daughter of Polonius and a girl that Hamlet loved, is dead.

Laertes, Ophelia's brother blames Hamlet for the death of his father and sister. During a fencing match with Hamlet, he uses a poisoned sword to kill him. Hamlet is hurt by the sword and Laertes wounds himself too. Hamlet's mother drinks from a poisoned cup of wine that Claudius prepares for the prince.

At the end of the play Hamlet, his mother, Claudius and Laertes, all lie dead on the floor.

Othello

Othello is a noble black Moor. He has spent all his life as a soldier and is now a general in the army of Venice. He marries Desdemona, a beautiful Venetian girl who is much younger than he is. After the wedding Othello must go to Cyprus and Desdemona follows him there.

Othello has an aide, Iago, who hates the general. He wants to destroy Othello by telling him that Desdemona has also made love to Cassio—Othello's lieutenant.

Iago convinces Othello that Desdemona has become unfaithful and loves another man. Othello is full of hate, anger, and murders Desdemona. After the Moor learns that he has been tricked, he stabs himself and dies.

Macbeth

The drama is about a man who does everything to get power.

Macbeth, a nobleman, returns back home to Scotland with his friend Banquo. On their way home, he meets some witches. They predict that Macbeth will, first, become a baron and then king of Scotland. After the first part comes true Macbeth thinks that he really may become king. After his wife, Lady Macbeth, persuades him to murder King Duncan, Macbeth becomes king of Scotland.

However, Macbeth cannot live in peace. Duncan's son, Malcolm, has escaped to England. Macbeth orders his men to start killing all of his enemies. Macduff who has also fled to England after King Duncan's murder puts together an army to overthrow Macbeth. Lady Macbeth starts thinking that she is guilty and becomes crazy. She turns into a sleepwalker and finally dies. Macduff returns to Scotland and kills Macbeth. Duncan's son becomes king of Scotland."¹⁹

¹⁹<http://mrosarialup.files.wordpress.com/2013/10/william-shakespeare-text-exercises.pdf>

“**Albert Einstein** was a world-famous physicist. Einstein was born in Ulm, Germany in 1879, but grew up in Munich. As a young boy, he did not do well in school. He liked to study math, science, and philosophy at home by himself.

In 1895, Einstein’s family moved to Milan, Italy. He stayed behind to go to school, but soon left to join his family. Again, he studied at home on his own. But in 1896, on his second try, he became a student at the Swiss Federal Institute of Technology. He studied math and physics and graduated in 1900.

In 1901, Einstein got a job in the patent office in Bern, Switzerland. When he wasn’t at work, he did research on physics. In 1903, he married Mileva Maric. In 1905, the University of Zurich gave him a Ph.D. for an article he wrote on molecular physics. He wrote four other scientific papers that year. The most important one explained his theory of relativity.

Einstein became a professor of physics. He worked at universities in Prague, in Zurich, and, finally, in Berlin. But his wife did not like Berlin. She and their sons went back to Switzerland. Einstein and his wife divorced in 1919. Later that year he married again.

In 1915, Einstein finished his theory of relativity. In 1919, the scientists in the Royal Society of London said they agreed with his theory. This made Einstein very famous. He gave lectures on relativity around the world. In 1921, he won the Nobel Prize for physics. He worked on theories of physics for the rest of his life.

Einstein did not believe in war. When the Nazis gained power in Germany in 1933, he gave up his German citizenship and moved to the United States. Einstein was very upset when the United States used an atomic bomb to end the Second World War. After that, he spent much of his time trying to convince people that an atomic bomb should never be used again.

Einstein died in Princeton, New Jersey in 1955.”²⁰

“**Mother Teresa** was a Catholic nun who spent her life helping the world’s poorest and sickest people.

²⁰<http://www.famousenglish.com/pdfs/fe-sample.pdf>

She was born on August 26, 1910 in Skopje, Macedonia. At birth, she was named Agnes GonxhaBojaxhiu. Agnes's mother was a devout (very strong) Catholic. This means that she believed in the Church and its work. She taught this belief to Agnes. From the time Agnes was very young, her mother taught her to help other people, especially the people who could not help themselves. When Agnes was 12, she felt called to religious life. This means that she felt in her heart that becoming a nun, or person who lives their life for the Church and God, was what she wanted to do. When she was 18, she joined a convent (a house for nuns) in Ireland. Here, she took the name Sister Mary Teresa.

Sister Teresa moved to India after a year to study and do her training as a nun. She worked at Saint Mary's High School for Girls in Calcutta, India. There she taught young girls from some of the city's poorest families. While she was there, Sister Teresa learned to speak the local languages of Bengali and Hindi. On May 24, 1937, Sister Teresa finished her training. She took her vows to become a full nun. From this point on, she was called Mother Teresa.

Mother Teresa continued to live in Calcutta and teach at Saint Mary's High School for Girls. Then, in 1946, she received a message from God. She heard God speak to her and tell her that she should stop teaching at Saint Mary's. God told her that she should go and help the poorest and sickest people in Calcutta.

Because she was a good nun, Mother Teresa did what she believed God told her to do. She left the convent she lived in, stopped working at the school, and studied medicine for six months. Then, she went to the slums, or the poorest areas of Calcutta, and began helping the people who lived there.

First, Mother Teresa built a school and medical centers. This helped the children get an education and the sick people get medical help. She soon built more medical centers and places that would help the people living in the slums. In addition, Mother Teresa began a group called the Missionaries of Charity. A "missionary" is a religious person who helps other people. The group grew quickly. Soon, the group was receiving donations and money from around the world. This allowed them to help even more people.

In 1965, Mother Teresa made the Missionaries of Charity even bigger. She began travelling around the world and helping people in many different countries. Soon, Mother Teresa was known around the world as a person who cared for other people. She won many international awards for helping people including the Nobel Peace Prize in 1979.

Mother Teresa died on September 5, 1997. She was 87 years old. Because she spent her life helping other people, the Catholic Church made her a saint in 2003. This is the highest award the Catholic Church can give. People around the world will always remember Mother Teresa for her kindness and for the work that she did to help other people.”²¹

“On November 22, 1963, when he was hardly past his first thousand days in office, **John Fitzgerald Kennedy** was killed by an assassin's bullets as his motorcade wound through Dallas, Texas. Kennedy was the youngest man elected President; he was the youngest to die.

Of Irish descent, he was born in Brookline, Massachusetts, on May 29, 1917. Graduating from Harvard in 1940, he entered the Navy. In 1943, when his PT boat was rammed and sunk by a Japanese destroyer, Kennedy, despite grave injuries, led the survivors through perilous waters to safety.

Back from the war, he became a Democratic Congressman from the Boston area, advancing in 1953 to the Senate. He married Jacqueline Bouvier on September 12, 1953. In 1955, while recuperating from a back operation, he wrote *Profiles in Courage*, which won the Pulitzer Prize in history.

In 1956, Kennedy almost gained the Democratic nomination for Vice President, and four years later was a first-ballot nominee for President. Millions watched his television debates with the Republican candidate, Richard M. Nixon. Winning by a narrow margin in the popular vote, Kennedy became the first Roman Catholic President.

²¹http://www.really-learn-english.com/support-files/worksheet_mother_teresa.pdf

His Inaugural Address offered the memorable injunction: "Ask not what your country can do for you--ask what you can do for your country." As President, he set out to redeem his campaign pledge to get America moving again. His economic programs launched the country on its longest sustained expansion since World War II; before his death, he laid plans for a massive assault on persisting pockets of privation and poverty.

Responding to ever more urgent demands, he took vigorous action in the cause of equal rights, calling for new civil rights legislation. His vision of America extended to the quality of the national culture and the central role of the arts in a vital society.

He wished America to resume its old mission as the first nation dedicated to the revolution of human rights. With the Alliance for Progress and the Peace Corps, he brought American idealism to the aid of developing nations. But the hard reality of the Communist challenge remained.

Shortly after his inauguration, Kennedy permitted a band of Cuban exiles, already armed, and trained, to invade their homeland. The attempt to overthrow the regime of Fidel Castro was a failure. Soon thereafter, the Soviet Union renewed its campaign against West Berlin. Kennedy replied by reinforcing the Berlin garrison and increasing the Nation's military strength, including new efforts in outer space. Confronted by this reaction, Moscow, after the erection of the Berlin Wall, relaxed its pressure in central Europe.

Instead, the Russians now sought to install nuclear missiles in Cuba. When this was discovered by air reconnaissance in October 1962, Kennedy imposed quarantine on all offensive weapons bound for Cuba. While the world trembled on the brink of nuclear war, the Russians backed down and agreed to take the missiles away. The American response to the Cuban crisis evidently persuaded Moscow of the futility of nuclear blackmail.

Kennedy now contended that both sides had a vital interest in stopping the spread of nuclear weapons and slowing the arms race--a contention which led to the test ban treaty of 1963. The months after the Cuban crisis showed significant

progress toward his goal of "a world of law and free choice, banishing the world of war and coercion." His administration thus saw the beginning of new hope for both the equal rights of Americans and the peace of the world.”²²

6.3. WRITING

6.3.1 Here is a list of famous people:

1. “Michael Jackson
2. Albert Einstein
3. William Shakespeare
4. Abraham Lincoln
5. Mozart
6. Leonardo Da Vinci
7. Elvis Presley
8. John F. Kennedy
9. Walt Disney
10. Benjamin Franklin
11. George Washington
12. Martin Luther King
13. Napoleon
14. John Lennon
15. Gandhi
16. Christopher Columbus
17. Neil Armstrong
18. Michelangelo
19. Cleopatra
20. Thomas Edison
21. Marilyn Monroe
22. Bill Gates
23. Isaac Newton
24. Mohammad Ali
25. Mother Teresa
26. Tom Hanks
27. Ludwig van Beethoven
28. Michael Jordan
29. Pablo Picasso
30. Princess Diana
31. Paul McCartney
32. John F. Kennedy, Jr.
33. Thomas Jefferson
34. Mark Twain

²²<http://www.whitehouse.gov/about/presidents/johnfkennedy/>

35.George W. Bush
36.Ronald Reagan
37.Oprah Winfrey
38.Vincent Van Gogh
39.Bill Clinton
40.Madonna
41.Mick Jagger
42.Tom Cruise
43.Clint Eastwood
44.Charles Dickens
45.Aristotle
46.Harrison Ford
47.Eddie Murphy
48.Jim Carrey
49.Houdini
50.Stephen Hawking
51.Alexander Graham Bell
52.Elizabeth Taylor
53.Beyonce
54.Bob Dylan
55.Alfred Hitchcock
56.Robin Williams
57.Vladimir Putin
58.Jack Nicholson
59.Edgar Allen Poe
60.Dwight D. Eisenhower
61.Sean Connery
62.Bill Cosby
63.David Letterman
64.Denzel Washington
65.Margaret Thatcher
66.Ray Charles
67.Ernest Hemingway
68.Steve Martin
69.Whoopi Goldberg
70.Pele
71.Julia Roberts
72.Sigmund Freud
73.Magic Johnson
74.Paul Newman
75.Meryl Streep
76.C. S. Lewis
77.Fred Astaire
78.Jacqueline Kennedy Onassis
79.Louis Pasteur

80. Frank Lloyd Wright
 81. Lewis Carroll
 82. Jane Austen”²³

Write at each of them the field in which he/she is famous.

Choose one of them and write a presentation.

6.3.2 Write five famous persons that did something good for mankind, five famous persons that were evil, five not so famous people, five hated people etc.

6.3.3 Write the names of some persons who became famous for influencing in different ways two or more countries.

6.3.4 Fill in the following table with international leaders/presidents/governors and then write in a few lines why you placed in one category or another.

	Good leaders/presidents	Bad leader/presidents
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

²³<http://www.whoismorefamous.com/?fulllist=1>

6.3.5 Ask, in writing, questions to a famous person at your own choice.

6.3.6 You have the following situation: you received an invitation to the house of a famous world leader. Write what do you do and how you act in this situation.

6.3.7 How do you interpret the word “personality”?

6.3.8 Tell what would you do and how would you behave if you suddenly become a famous person?

6.3.9 Do you think that fame should change the behavior or a person?

6.3.10 You have the example of the United States of America that is famous all over the world for different personalities and achievements in different fields. Do you think this fame gives them the right to rule the world? Give reasons for your choice.

6.3.11 In your opinion for what a country or state should be famous: for people, buildings, achievements in different fields etc.?

6.3.12 Read the following text, search more information about the famous persons described in it and then, using it as an example chose another famous person and present it:

“Top 10 MostFamousPeople”

What does it mean to be famous? Chesley “Sully” Sullenberger, III, made it to second place on Time’s 100 Most Influential People of 2009, and all for the

single act of crash landing a plane without killing anyone. If you're American, chances are you still remember his name. He made global headlines, so there's a good chance people abroad from the US remember him. But he didn't make the Google "top ten most searched for people of 2009." Michael Jackson did. He still generates 11 million+ monthly searches. But compared to the following entries, Jackson doesn't come close in terms of number of books written about him. He hasn't had enough time. Here are the 10 most famous (or infamous), well known people in human history, ranked according to Google searches and approximate number of books written about them. If you travel to Bouvet Island, the most remote land mass in the whole world, how likely is the first person you meet going to know of the following 10 people?

10

Sir Isaac Newton

1642–1727

Google searches: 1 million+ per month

Number of books written about this person: c. 400,000

The discoverer of the calculus just edged out Albert Einstein for the 10th spot. Google searches alone would have netted Einstein a place on the list, at 6.1 million searches per month, but many more books have been written about Newton. Einstein is on track to break his record in far fewer than 286 years, but even then, Einstein would have had no foundation on which to base his theories of Relativity had Newton not existed. 95% of all classical mechanics is built on Isaac Newton alone.

He generalized the binomial theorem, invented the reflecting telescope, coined the word "gravity" and gave the Roman Catholic Church's self-important hegemony over geocentrism its final knockout blow. Copernicus and Galileo had to face inquisitions, but no one ever attempted to reproach Newton's *Principia Mathematica*. Perhaps arguing against someone else's observations is inane

enough, but arguing against math itself was in Newton's case, impossible. He proved the former two's theories on heliocentrism, and explained why and how every single macroscopic object in the entire Universe moves as it does. He did all this by himself and still had time to investigate elements and principles of optics, and invent the pet door, although he was too busy ever to have sex. He died a virgin at 84.

9

Leonardo di serPiero da Vinci

1452–1519

Google searches: 4 million+ per month

Number of books: c. 600,000

Google searches can be inaccurate, which is why they are only half the criteria for judgment. If you search "leonardo," you'll get a lot of pages about ninja turtles and people who drowned on Titanic. But if you type da Vinci's full name, you'll quickly see why he is world renowned. He could do anything. He has possibly the greatest resume in history. Imagine if you could put the following on yours and then make good on all of it at an interview:

Engineer, inventor, anatomist, architect, mathematician, geologist, musician, cartographer, botanist, writer, sculptor. You name it, da Vinci was into it. He invented the sniper rifle, although it was not rifled: he just bolted one of his refracting telescopes onto a wheel lock musket and shot people from 1,000 yards. He probably invented the Wheelock musket, too. He invented the parachute about 300 years before Louis-SebastienLenormand claimed the honor in the late 1700s. Da Vinci's design is not known to have been tested until 2000. It worked perfectly. He invented the hang glider about 400 years before it really took off. His design was based on a bird's wings. He gave the helicopter quite the college try, but couldn't figure out a sufficiently powerful method for getting it airborne. He was the first to understand the concept of spinning helical blades tilted at just the right angle pulling an object up into the air.

He invented the tank, which was propelled via men turning a crankshaft inside and fired cannon in all directions. He invented the mitrailleuse about 400 years before the French. It is a precursor to what we consider a machine gun, with multiple barrels firing all at once. Da Vinci invented the pivoting scissors by bolting two knives together for shearing cloth.

His sculptures are not as well-known as those of Michelangelo, but da Vinci envisioned a gigantic horse sculpted out of poured bronze, which was impossible to make with the technology of his day (the sculpture would have broken apart under its own weight). But it was completed in 1998 and there are three models of it around the world, one in Milan, Italy, one in Grand Rapids, Michigan, USA, and one based in Florence, Italy that is shipped around the world for display. They are 24 feet high and the largest horse statues ever constructed.

Da Vinci was also a pretty good painter.

8

William Shakespeare

1564–1616

Google searches: 7.4 million+ per month

Number of books: c. 1 million

The man with the lion's share of the percentage of votes for greatest writer in English or any language in human history is sure to be the source for quite a few words and phrases now common in his native language. A good 50% of common English phrases come from the King James Bible, and possibly 30% of the rest come from the Bard. If you've ever said, "It's all Greek to me;" "food for the gods;" "all that glitters is not gold;" "a sorry sight;" "dead as a doornail;" "come what may;" "with one fell swoop;" or "all's well that ends well;" then "by Jove" you're quoting Shakespeare.

Egil Aarvik, of the Committee for the Nobel Prize, once said that Shakespeare would have been the only person in history to win more than one prize for his literature. There is no rule against this, and had he lived into the 20th Century, his

plays would have certainly deserved one, but his sonnets alone are worth the bodies of work for which other laureates have been honored. What is the most famous quote in all of English literature? Probably “to be or not to be.”

What’s most impressive about his fame is that we know very little at all about Shakespeare himself, the man and his life. He only had a grammar school education and worked as an actor before becoming a playwright. What makes Shakespeare so great is his seamless blend of the finest poetry, profound, multifaceted philosophy, and a lively wit. Do it one time and you’ll win quite a few awards and be thought a great writer. Shakespeare did it 37 times, and that doesn’t account for his 154 sonnets, the bulk of the English repertory. Hamlet and King Lear are universally acclaimed masterpieces, benchmarks against which all other drama, before and after, is judged.

7

Adolf Hitler

1889–1945

Google searches: 6.1 million+ per month

Number of books: c. 175,000

We have covered Hitler many times on Listverse, but rarely from a somewhat historiometric perspective. We all know that he remains the primary cause of WWII. He instigated it to suit two profound desires: to become the most powerful person on Earth, preferably in history, if not to rule the whole world; and, for his own enjoyment, to cause as much pain as possible against all those he deemed responsible for Germany’s humiliating and miserable defeat in WWI, and its squalid poverty between the wars. Germany was forced to pay every other nation’s wartime expenses after the First World War, and this utterly destroyed Germany’s economy. The Deutschmark became so worthless that children burned millions of them at once to keep warm in the streets.

The Jews, meanwhile, largely kept their money in gold and jewelry, safe in international banks. Gold and diamonds do not depreciate, and Hitler seized on

his own hatred of the Jews' prosperity in the Interbellum to sway as many people to his side as possible. Add to this a supreme mastery of oratory, and history is about to suffer a severe catastrophe. WWII resulted in more deaths than any other war, up to 71 million, and Hitler is the most to blame. He knew and was not ashamed. He was despised and happy about it.

He is routinely listed alongside the following names on lists of the most evil people, real or fictitious, in history, especially those of public polls: "the Devil;" "Satan;" "Lucifer;" "Stalin." The current US President (whoever it is) is usually next, although recently elected popes can unseat him. It can be argued that Hitler shaped the 20th Century more than any other person, except possibly Einstein, and Hitler is the only person of the 20th or 21st Century on this list. Quite an impressive ranking to have been dead for only 68 years.

6

Paul the Apostle of Tarsus

c. 5–c. A.D. 67

Google searches: 3.35 million+ per month

Number of books: c. 7 million

Paul is quite possibly more responsible for the dissemination of Christianity, its ideals, theology, and principles, than anyone else. He is venerated in all branches, as a saint in many, or at least as a profoundly respected teacher, preacher, and the chief Christian apologist. And he did all this via 13 letters to various churches and people throughout Asia Minor.

He was the first person to write anything that was later canonized into what we call the New Testament. He probably wrote his first epistle, to the churches in Galatia, in about A.D. 50, give or take 5 years. Mark wrote his Gospel 5 to 10 years later. Paul's theological thesis throughout his 13 or so Epistles is a more detailed statement of Jesus's philosophy of ethics and salvation given in the Gospels. Paul's central point is that all you have to do is believe that Jesus is the Son of God, Savior of the world, rose again from the dead and ascended into

Heaven, and you will not die. Your transition may be painful, but you'll go to Heaven.

If that's all you have to do, as most people have accepted his teaching, it's obvious why Paul's brand of evangelism caught on so quickly, firmly, and widely. He is far more immediately known than any of the Twelve Apostles, only rivaled, through the fame of the popes, by Peter. By his death, he permanently cemented his legacy for the ages: he was arrested in Rome for inciting political discord and beheaded south of the city center, at what is now San Paolo alleTreFontane, or the basilica of Saint Paul at the Three Fountains.

5

Siddhartha Gautama (Buddha)

c. 563–c. 483 B.C.

Google searches: 4 million+ per month

Number of books: c. 7 million

You might be surprised to know that most of the people who google Buddha are not Buddhists. In the Western Hemisphere and throughout Europe, Buddhism is not as well understood as the three major monotheisms. A few clarifications:

Gautama was probably born in Kapilavastu or Lumbini, Nepal in about 563 B.C., about 24 years after Babylon sacked Jerusalem. Gautama was a mortal man who attained Nirvana, or spiritual awakening and peace of mind, at the age of 35, while seated under a Pipal tree, now referred to as the Bodhi tree, in Bodh Gaya, India. The tree growing there now was planted in 288 B.C. from a seed of the original. Buddha sat in meditation for 49 days until he attained the knowledge of how to thoroughly end suffering for all people on Earth. The people do have to follow his teaching in order to free themselves from the various griefs of life.

This is called the Noble Eightfold Path: right view, right intention, right concentration, right speech, right action, right livelihood, right effort, and right mindfulness. If you hold to all these, you will be able to put away all worries and you will be truly happy and unaffected by anything. Buddha rejected the notion

of any literature being infallible, and argued that truth must be experienced to be known.

Gautama, the Supreme Buddha, is worshipped in Hinduism as well, as one of the ten representations of Vishnu, who is the god above all others. Baha'i also venerates Gautama as a mortal manifestation of God, who descended to teach mankind to love one another and how to be happy. Gautama is traditionally said to have died in about 411 B.C., at the age of 150 or so. Modern scholars place his death at about 483, at the age of 80.

4

Moses

c. 1300–c. 1180 B.C.

Google searches: 2.7 million+ per month

Number of books: c. 8 million

Moses is revered but not worshipped by all three major monotheisms, Judaism, Christianity, and Islam, as well as Baha'i. He is regarded as the greatest prophet of the Old Testament; the liberator of the Jewish people from slavery in Egypt; their leader into Canaan, the Promised Land; and their lawgiver, who relayed God's commandments to the Jews, and founded much of Jewish life and tradition.

The Pharaoh's daughter, usually named Bithiah, found the infant Moses in a basket floating in the Nile and took him as her own son. She named him after the Hebrew verb "to draw," since she drew him out of the river. No information is given on Moses's life, except that he was raised in the Egyptian noble household, and that one day he saw an Egyptian beating a Hebrew slave and saved the Hebrew by killing the Egyptian. He then hid in the wilderness, and met Jethro, who was a follower of the precursor faith to Islam.

Jethro gave him Zipporah, his daughter, to be his wife, and Moses met God for the first time, who showed himself in the form of a burning bush. Moses then bravely returned to Egypt and, with God's help, forced the Pharaoh to let his

people go. Moses was about 80 years old when this Exodus began. They wandered the desert wilds for 40 more years, received God's law through Moses, built an ark into which the law was placed, and finally reached a land flowing with milk and honey, which God promised them. Moses, however, had acted arrogantly when he struck the stone from which water sprang for the Israelites, and so God refused to allow him entrance into Canaan. Moses died at 120 years and God buried him in the Moab valley opposite Mount Nebo. There is a memorial to him there today.

3

Abraham

c. 1812–c. 1637 B.C.

Google searches: 9.1 million+ per month

Number of books: c. 2 million

The google searches for Abraham the Old Testament prophet are not as reliable as those for Moses or Adolf Hitler, since quite a few famous historical or fictitious people have been named Abraham. The top three most famous are Abraham of the Bible, Abraham Lincoln, and Abraham van Helsing. But if you were to go, say, the Philippines, and ask the first passerby who Abraham Lincoln was, they might actually not know. Among well over 99% of the world's cultures and societies, you will not have that problem when asking about the prophet called Abraham.

He is revered by all three monotheisms, as well as Baha'i, as a prophet, and one of the first, if not the first, persons of the Middle East to believe in a single God. Judaism, Christianity, and Islam are referred to as "the Abrahamic religions." In the Bible, God makes a covenant with Abraham because of his devout, unswerving faith in God, while everyone around him follows the newest god to take everyone's fancy. This covenant is marked by circumcision. God then tests the conviction of Abraham's faith in him by demanding that he kill his firstborn son, Isaac, to glorify God. Abraham does not hesitate, but takes Isaac up to the

top of a mountain and is about to kill him when an angel arrives and tells him to stop. God is immensely impressed and blesses Abraham with fruitfulness: he will be the father of many nations.

Today, Abraham is precisely that. Muslims believe that it was not Isaac, but Ishmael, his other son, whom God told Abraham to sacrifice, and Muslims believe that Ishmael's lineage led to the next entry. The site of the near sacrifice is traditionally deemed to be where the Dome of the Rock sits today. This shrine is sacred to all three Abrahamic religions.

2

Abū al-Qāsim Muḥammad ibn 'Abd Allāh

c. A.D. 570–632

Google searches: 13.6 million+ per month

Number of books: incalculable

To non-Muslims, Muhammad founded Islam. To Muslims, he did not found anything, because the religion, called Islam, was already there, and had to be restored to its proper maintenance. Muslims believe that Muhammad restored the religion and unified it under the philosophies God imparted to him in revelations he wrote down. These became the Q'uran. Islam is the Arabic noun for "a surrendering," or "a yielding," in this case to the will of Allah. Muhammad was born about A.D. 570 in Makkah (Mecca), Saudi Arabia. He had 13 wives, which is acceptable and encouraged in Muslim cultures.

Muhammad's status as second most famous person in history is especially remarkable given that it is illegal according to Islamic law to depict Muhammad in any way (which is why you don't see him in the above picture). That law dictates that Muhammad is the last prophet to have been sent by God to teach mankind the ways of peace and righteousness, and that he is too holy to be viewed by our sinful eyes. For this reason, very few films have been made about him. The most notable was *The Message* (1977), the premiere of which incited suicide bombings throughout the Middle East and protests around the world, until

everyone realized that Muhammad is not actually depicted; rather, the camera's point of view represents him: the film is seen through his eyes.

If you'd like to know, there is nothing in the Q'uran that states, "To kill Americans, both civil and military, is the duty of every Muslim who is able." That nonsense was concocted by various Middle Eastern leaders over the years, mostly in the last half of the 20th Century and beyond. These leaders know full well that knowledge is power and have done their level best to hoard literacy education from the public. The literacy rate in Yemen is currently about 70%, which is terrible compared to "more civilized" countries like the USA, England, Germany, and Japan. And because the Middle Eastern Muslim public largely cannot read the Q'uran, the governments disseminate anti-American, anti-Western lies to indoctrinate them into hatred.

Muhammad died on 8 June A.D. 632 in Medina, Saudi Arabia, having united the whole of the Middle East under a single God, whose name is Allah. There are many spellings of Muhammad, including Mohammed, Moammar, Mehmet, Mahomet, and others. Because of him, Muhammad is the most common given name in the world, with about 200 million carriers. "Muhammad" means "praised."

If you anticipated Muhammad, you probably anticipated the next entry.

1

Jesus of Nazareth

c. 5 B.C.–c. A.D. 28

Google searches: 24.9 million+ per month

Number of books: incalculable

There's really no need to explain just what the four Gospels say Jesus did to become famous, but in the interest of fairness, here are the claims: he was born to a virgin, died at about the age of 33 sometime around the year A.D. 33 (plus or minus 5), the most famous victim of crucifixion, and rose from the dead on his own power 3 days later, ascended into Heaven and now sits at the right hand of

God the Father as a manifestation of that God's only offspring. You can look up the various miracles attributed to him. There are just over 7 billion people on Earth as of this list, and just about one-third precisely, 33.32%, of them, worship Jesus as "the Christ of God." We may fairly say that these 2.33 billion people know very well who he was/is, and specifics about his life.

It is also indisputable that those followers of Islam and Judaism both know perfectly well who he was. There are some 1.75 billion Muslims on Earth today, or 25% of the global population, and since Jesus is venerated as a very important prophet of their religion, to whom they say Muhammad spoke when he sprang to Heaven on a horse, Jesus is certainly not unknown to them. There are about 1.3 billion atheists the world over, and at least 98% of those people certainly know all about Jesus. It is highly possible that the only people on Earth who have no idea who he was, or anything about him, are those people who belong to the 100 or so primitive, uncontacted tribes remaining around the world, the most well-known across the Internet of which are the Envira people of the Brazilian-Peruvian border area, deep in the Amazon Jungle. They have been photographed from helicopter. It is doubtful they know of Jesus, or Muhammad, or anyone else on this list, as they are 100% isolated from the rest of the world's societies.

Google claims that 129,864,880 books have been written and bound throughout human history and which still survive in book form in some library in the world. That is not as high a number as you might have expected, but we are speaking of different volumes, so only one of the 25 million copies of the Bible printed every single year counts toward this total. Out of these c. 130 million books, it is estimated that 40% are about Jesus. This percentage includes books about Christianity in general, whether evangelical (or anti-evangelical) or historical. Richard Dawkins's *The God Delusion* focuses on God in general, but pays special attention to Christianity, as any atheist apology must, since Christianity is the most popular religion, and thus Dawkins's book counts as 1 book about Jesus, as it counts as 1 book about Muhammad. So there are some 52 million different books circulating the world right now that are in some way concerned with Jesus,

the man who may have lived, who may have walked on water, and risen from the dead. The Gospel of John, one of the 52 million books written about Jesus, ends with this passage: “Jesus did many other things as well. If every one of them were written down, I suppose that even the whole world would not have room for the books that would be written.”²⁴

6.3.13 Say who is, in your opinion, the most famous people in the world and why?

6.3.14 Enumerate famous people who distinguish themselves during the world’s major confrontations.

6.3.15 Enumerate famous people who distinguish themselves who supported the human rights.

6.3.16 Enumerate famous people who distinguish themselves who made famous inventions.

6.3.17 You have here a list of quotes said by famous people. Comment them:

“Quotes That Changed the World

“Eye for eye, tooth for tooth, hand for hand, foot for foot.”

Exodus 22, King James Version

“We are what we think. All that we are arises with our thoughts. With our thoughts we make the world.”

- The Buddha

²⁴<http://listverse.com/2013/03/22/top-10-most-famous-people/>

“Every man, and every body of men on earth, possesses the right of self-government. They receive it with their being from the hand of nature. Individuals exercise it by their single will; collections of men by that of their majority; for the law of the majority is the natural law of every society of men.”

– **Thomas Jefferson, Light and Liberty**

Love is my religion – I could die for it.

– **John Keats**

“That the only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others.”

– **J.S.Mill**

I do earnestly wish to see the distinction of sex confounded in society, unless where love animates the behavior.

– **Mary Wollstonecraft**

“And so, my fellow Americans: ask not what your country can do for you – ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man. “

– **J F Kennedy. Inaugural Address by John F. Kennedy – January 20th 1961**

Everyone thinks of changing the world, but no one thinks of changing himself.

– **Leo Tolstoy**

The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no

material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them.

- **Woodrow Wilson, address to Congress (April 2, 1917). (State of War with Germany).**

“we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender”

– **Winston Churchill. Speech in the House of Commons (4 June 1940)**

“The Red Army and Navy and the whole Soviet people must fight for every inch of Soviet soil, fight to the last drop of blood for our towns and villages...onward, to victory!”

Josef Stalin – July 1941

“It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change. “

– **Charles Darwin**

“We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with inherent and inalienable Rights; that among these, are Life, Liberty, and the pursuit of Happiness”

– **Thomas Jefferson, Declaration of Independence 1776**

“You ask, what is our policy? I can say: It is to wage war, by sea, land and air, with all our might and with all the strength that God can give us: to wage war against a monstrous tyranny, never surpassed in the dark, lamentable catalogue of human crime. That is our policy. You ask, what is our aim? I can answer in one word: It is victory, victory at all costs, victory in spite of all terror, victory, however long and hard the road may be; for without victory, there is no survival.”

– **Winston Churchill. Speech in the House of Commons, after taking office as Prime Minister (13 May 1940)**

“Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. “

– **Abraham Lincoln 1863 Gettysburg Address**

” – that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”

– **Abraham Lincoln 1863, Gettysburg Address**

“*Cogito ergo sum*” (I think, therefore I am)”

– **Rene Descartes – part IV of Discourse on the Method**

“I stand here before you not as a prophet but as a humble servant of you, the people. Your tireless and heroic sacrifices have made it possible for me to be here today. I therefore place the remaining years of my life in your hands.”

– **Nelson Mandela. Speech on the day of his release, Cape Town (11 February 1990)**

“A house divided against itself cannot stand.” I believe this government cannot endure, permanently half slave and half free. I do not expect the Union to be dissolved — I do not expect the house to fall — but I do expect it will cease to be divided. It will become all one thing or all the other.”

– **Abraham Lincoln 1858 – House Divided Speech**

“The calm and tolerant atmosphere that prevailed during the elections depicts the type of South Africa we can build. It set the tone for the future. We might have

our differences, but we are one people with a common destiny in our rich variety of culture, race and tradition.”

– **Nelson Mandela**

” Five score years ago, a great American, in whose symbolic shadow we stand today signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity. But one hundred years later, we must face the tragic fact that the Negro is still not free.”

– **Martin Luther King – 1963**

“And I’ve seen the promised land. I may not get there with you. But I want you to know tonight, that we, as a people will get to the promised land”

– **Martin Luther King – 1968 – “I’ve Been to the Mountain Top Speech”**

“The weak can never forgive. Forgiveness is the attribute of the strong.”

– **Mahatma Gandhi “Interview to the Press” in Karachi about the execution of Bhagat Singh (26 March 1926);**

“I can predict with absolute certainty that within another generation there will be another world war if the nations of the world do not concert the method by which to prevent it.”

– **Woodrow Wilson League of Nations Address (25 September 1919)**

“The Communists disdain to conceal their views and aims. They openly declare that their ends can be attained only by the forcible overthrow of all existing social conditions. Let the ruling classes tremble at a Communistic revolution. The proletarians have nothing to lose but their chains. They have a world to win. WORKING MEN OF THE WORLD, UNITE!”

“A spectre is haunting Europe; the spectre of Communism.”

– **Karl Marx, F.Engels, Communist Manifesto 1848**

“The Soviet people want full-blooded and unconditional democracy.”

– **President Mikhail Gorbachev Speech (July 1988)**

“Freedom in capitalist society always remains about the same as it was in the ancient Greek republics: freedom for the slave-owners. “

– **Lenin**

“What passing-bells for these who die as cattle? Only the monstrous anger of the guns.”

– **Wilfred Owen, from Anthem for Doomed Youth**

“In war-time the word patriotism means suppression of truth”.

– **Siegfried Sassoon in *Memoirs of an Infantry Officer***

“Patriotism is, fundamentally, a conviction that a particular country is the best in the world because you were born in it...”

– **George Bernard Shaw *The World* (15 November 1893)**

“If you want a picture of the future, imagine a boot stamping on a human face—forever.”

– **George Orwell, 1984**

“Now I will tell you the answer to my question. It is this. The Party seeks power entirely for its own sake. We are not interested in the good of others; we are interested solely in power, pure power.”

– **George Orwell, 1984**

“Repeal the Missouri Compromise — repeal all compromises — repeal the Declaration of Independence — repeal all past history, you still cannot repeal human nature. It still will be the abundance of man’s heart that slavery extension is wrong; and out of the abundance of his heart, his mouth will continue to speak.”

– **Abraham Lincoln 1854**

“With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation’s wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.”

– **Abraham Lincoln 1865 Second Inaugural Address**

“I am for freedom of religion, & against all maneuvers to bring about a legal ascendancy of one sect over another.”

– **Thomas Jefferson**

“I have sworn upon the altar of God Eternal, hostility against every form of tyranny over the mind of man”, “I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man”, and “I have sworn upon the altar of God, eternal hostility against every form of tyranny over the mind of man.”

– **Thomas Jefferson**

“I do not feel obliged to believe that the same God who has endowed us with sense, reason, and intellect has intended us to forgo their use.”

Galileo Galilei (1564-1642)

“I am an optimist and I believe that together we shall be able now to make the right historical choice so as not to miss the great chance at the turn of centuries and millennia and make the current extremely difficult transition to a peaceful world order. “

– **President Mikhail Gorbachev Nobel Address 1991**

“Why not?”

President Mikhail Gorbachev – When asked if he thought the Berlin Wall should be dismantled. (unsourced)

“Private travel into foreign countries can be requested without conditions [...]. Permission will be granted instantly. Permanent relocations can be done through all border checkpoints between the GDR into the FRG or Berlin (West).”

— **Günter Schabowski, November 9th, 1989 East Germany**

“The atomic bomb made the prospect of future war unendurable. It has led us up those last few steps to the mountain pass; and beyond there is a different country.”

– **J. Robert Oppenheimer quotes (American theoretical Physicist nicknamed the ‘Father of the Atomic Bomb’. 1904-1967)**

“This morning the British Ambassador in Berlin handed the German Government a final note stating that unless we heard from them by eleven o’clock that they were prepared at once to withdraw their troops from Poland, a state of war would exist between us. I have to tell you that no such understanding has been received and that consequently this country is at war with Germany.”

Neville Chamberlain – 3rd September 1939

“Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek.”

– **Barack Obama**

“A tyrst with destiny – A the stroke of midnight hour, when the world sleeps, India will awaken to life and Freedom” – August 14th 1947.

– **Jawaharlal Nehru**

Some men see things as they are and say, “Why?” I dream of things that never were and say, “Why not?”

– **George Bernard Shaw**

” Education is the most powerful weapon which you can use to change the world.”

– **Nelson Mandela**

“Never interrupt your enemy when he is making a mistake.”

– **Napoleon Bonaparte (1769-1821)”²⁵**

²⁵<http://www.biographyonline.net/quotes/quotes-changed-world.html>

Auto evaluation Test Nr. 4

Time to solve the test: **15 min.**

Points:

Speaking/writing task

TASK 1: SPEAKING

Which are the meanings of the word “personality”?

TASK 2: WRITING

Chose a world’s personality and do a written presentation respecting all the guidelines given to you in Unit 27.

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team members are essential for the maximum of points.

These points will count at the final evaluation.

PAY ATTENTION!

Inspiration from the Internet sites are allowed but there will be severe penalties for the ‘copy - paste’ material used without references or the texts copied as such.

GOOD LUCK!

UNIT 7: TEST

Chose a theme from the module one and build up a presentation in which you can present a famous British Royalty character or a world’s personality.

These presentations will be sustained in front of your colleagues and if they consider them interesting and debates will start the more point you will receive that will contribute to the final mark.

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books are essential for the maximum of points.

PAY ATTENTION!

The more you document and find something new about your chosen theme the more points you will receive.

Inspiration from the Internet sites are allowed but there will be severe penalties for the ‘copy - paste’ material used without references or the texts copied as such.

GOOD LUCK!

MODULE 2

UNIT 8	Feelings and Actions related to Feelings
UNIT 9	Creative Writing and Speaking
UNIT 10	Creative Writing and Speaking (Continuation)
UNIT 11	Speaking
UNIT 12	Speaking (Continuation)
UNIT 13	Reading and Dialogues
UNIT 14	Reading and Dialogues (Continuation)

FINAL TEST

MODULE 2: PRACTICAL APPLICATIONS

UNIT 8: FEELINGS AND ACTIONS RELATED TO FEELINGS

TASKS FOR A BETTER UNDERSTANDING

Auto evaluation test Nr.5

Basic bibliography

Answers and commentaries at the auto evaluation test

UNIT 9: CREATIVE WRITING AND SPEAKING

UNIT 10: CREATIVE WRITING AND SPEAKING (Continuation)

Auto evaluation test Nr.6

Basic bibliography

Answers and commentaries at the auto evaluation test

UNIT 11: SPEAKING

UNIT 12: SPEAKING (Continuation)

Auto evaluation test Nr.7

Basic bibliography

Answers and commentaries at the auto evaluation test

UNIT 13: READING AND DIALOGUES

13.1At the Hotel

13.1.1Read and translate the following texts

13.1.2 Read the following examples of dialogues and perform
the tasks

13.1.3 Expressions and phrases used in the hotel industry

TASKS FOR A BETTER UNDERSTANDING

Auto evaluation test Nr.8

Basic bibliography

Answers and commentaries at the auto evaluation test

UNIT 14: READING AND DIALOGUES (Continuation)

14.1At the Restaurant

14.1.1 Read and translate the following texts

14.1.2 Read the following examples of dialogues and perform the tasks

14.1.3 Expressions and phrases used in the restaurants

TASKS FOR A BETTER UNDERSTANDING

FINAL TEST

SECOND SEMESTER

UNIT 15: READING AND DIALOGUES (Continuation)

15.1ON THE PHONE

15.1.1 Read and translate the following texts

15.1.2 Read the following examples of dialogues and perform the tasks

15.1.3 Expressions and phrases used on the phone

TASKS FOR A BETTER UNDERSTANDING

Auto evaluation test Nr.9

Basic bibliography

Answers and commentaries at the auto evaluation test

UNIT 16: READING AND DIALOGUES (Continuation)

16.1HEALTH

16.1.1 Read and translate the following texts

16.1.2 Read the following examples of dialogues and perform the tasks

16.1.3 Expressions and phrases used in the medical field

TASKS FOR A BETTER UNDERSTANDING

Auto evaluation test Nr.10

Basic bibliography

Answers and commentaries at the auto evaluation test

UNIT 17: READING AND DIALOGUES (Continuation)

17.1MAIL SERVICES

17.1.1 Read and translate the following texts

17.1.2 Read the following examples of dialogues and perform
the tasks

17.1.3 Expressions and phrases used in mail services

TASKS FOR A BETTER UNDERSTANDING

Auto evaluation test Nr.11

Basic bibliography

Answers and commentaries at the auto evaluation test

UNIT 18: READING AND DIALOGUES (Continuation)

18.1AT THE AIRPORT

18.1.1 Read and translate the following texts

18.1.2 Read the following examples of dialogues and perform
the tasks

18.1.3 Expressions and phrases used in airports

TASKS FOR A BETTER UNDERSTANDING

Auto evaluation test Nr.12

Basic bibliography

Answers and commentaries at the auto evaluation test

MODULE TWO: PRACTICAL APPLICATIONS

UNIT 8: FEELINGS AND ACTIONS RELATED TO FEELINGS

8.1 Build up sentences using words defining feelings.

8.2 Associate an action to the following feelings: happy, sad, glad, angry, annoyed, bored, disgusted, grieving, great, and joyful.

8.3 Write down a short story in which you must use as many feelings as possible.

8.4 Translate the following feelings: fair, awful, exhausted, grieving, hangover, to feel blue/to sing a blues, mischievous, miserable, nasty.

8.5 Name 10 positive feelings and 10 negative feelings.

8.6 Chose 10 positive and negative feelings and then say which are their antonyms.

8.7 Give the antonyms of the following feelings: clever, fantastic, glad, honest, fair, annoyed, indifferent, miserable, nasty, stupid.

8.8 Build up a story with two characters: one positive and one negative and try to use as many emotions as possible.

8.9 Build up several short statements about feelings and then transform them into long sentences by mentioning a reason for feeling that way.

7.1 Answer the following questions:

- **What are feeling and emotions?**
- **What makes you feel the way you do?**
- **Why are you?**
- **When are you.....?**
- **What do you do when feel a lot of stress?**
- **What stresses you out the most?**

8.10 What kind of person are you: one whose actions are influenced by feelings or one who carefully analyzes each action you do?

Auto evaluation Test Nr. 5

Time to solve the test: **15 min.**

Points:

Speaking task

TASK 1: SPEAKING

In your opinion which is the difference between feelings and emotions?

List as many actions as you can that make you either sad or happy.

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team members are essential for the maximum of points.

These points will count at the final evaluation.

PAY ATTENTION!

Inspiration from the Internet sites are allowed but there will be severe penalties for the 'copy - paste' material used without references or the texts copied as such.

GOOD LUCK!

UNIT 9: CREATIVE WRITING AND SPEAKING

You have the following situations. Choose one and write a short presentation:

9.1 If you could change one event in your life or in the life of a close friend what would it be and how would you change it?

What about the consequences? Do you think the present would be different?

9.2 If you could have your ideal job what would it be? How would your working day be?

9.3 Imagine you were given a free wish but you had to wish something for somebody else. What would you wish, for who and why?

9.4 What would you do if you were late for an important appointment that was previously set and cannot be modified in any way?

9.5 What would you do if you were suddenly accused and arrested for a crime you did not commit?

9.6 How would you react if you forgot something important in a locked building and you really need it?

9.7 Imagine you have to go to another town urgently and on the freeway/road your car gets a flat tire. How would you react in these conditions?

9.8 Looking back in history and having the opportunity to change an important event what would it be and how would you change it?

9.9 You were out of town for a weekend to attend a party in another town. When you return your friends want to find out details about the party. Tell them about someone you met at the party who appeared strange to you, underling his unusual characteristics and his odd personal appearance.

9.10 You have the following situations:

- surviving somewhere where are no modern utilities**
- being caught in a fire**
- being put in the situation to organize a major event without previous experience.**

Choose one of the above situations and say what would you do to solve it.

9.11 Write a short passage in which to say what you prefer: the city life or the country life.

UNIT 10: CREATIVE WRITING AND SPEAKING

(Continuation)

You have here a selection of different themes. Chose the one you like most write about it and then present it to your colleagues.

9.1 Monuments/museums/points of attraction

9.2 Famous universities

9.3 Internet and computers

9.4 British Legal System/World's legal system

9.5 Sports in Great Britain and Ireland

9.6 Professions

9.7 Public Life

9.8 Travels

9.9 In the city

9.10 An image at your choice to talk about it

9.11 Holidays and traditions

9.12 British traditional clothing

9.13 British traditional food

9.14 British traditional food/Romanian traditional food – comparison

9.15 British culture

9.16 British culture/Romanian culture

9.17 The world of the future

Auto evaluation Test Nr. 6

Time to solve the test: **15 min.**

Points:

Writing task

TASK 1: WRITING

Choose one theme from Unit 9 and one theme from Unit 10 and write a presentation about them.

Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team members are essential for the maximum of points.

These points will count at the final evaluation.

Both themes are obligatory.

PAY ATTENTION!

Inspiration from the Internet sites are allowed but there will be severe penalties for the 'copy - paste' material used without references or the texts copied as such.

GOOD LUCK!

UNIT 11: SPEAKING

You have next a list of themes divided into chapters. Choose one theme from each chapter and present it orally to your friends.

“Description

11.1 Describe a famous park or recreation area in your home country.

11.2 Describe an interesting neighbor you have had.

11.3 Describe something you could never give away.

11.4 Describe a place you will never give forget.

11.5 Describe a sporting event you attended recently.

11.6 Describe a place you go for recreation or exercise.

11.7 Describe someone you respect deeply.

11.8 Describe the nightlife in a city you are familiar with.

Narration

11.9 Tell about a recent interview.

11.10 Tell about a time you lost something.

11.11 Tell about one of your fondest childhood memories.

11.12 Tell about a time when you were treated unfairly.

11.13 Briefly tell about a movie you saw recently.

11.14 Tell about something you made from scratch?

11.15 Tell about a "close call" you had recently.

11.16 Tell about something you wish had never happened.

11.17 Tell about a time when you inadvertently caused trouble for someone else.

Opinion

11.18 What is your opinion about cellular phones?

11.19 What is your opinion about women in the military?

11.20 What is your opinion about a current politician?

11.21 What is your opinion about violence on television?

11.22 What is your opinion about fortune telling?

11.23 What is your opinion about the tabloids?

11.24 What is your opinion about legalizing marijuana?

11.25 What is your opinion about the welfare system?

11.26 What is your opinion about cloning?

11.27 What is your opinion about recycling?

Instructions

11.28 Tell how to find something on the Internet.

11.29 Tell how to feed family members who drop by unexpectedly.

11.30 Tell how to get from your house to the supermarket.

11.31 Tell what to do in an earthquake.

11.32 Tell how to get a good table at a restaurant.

11.33 Tell how to get a discount on an expensive item.

11.34 Tell how to discipline an unruly child.”²⁶

²⁶<http://www.eslgold.com/writing/topics.html>

UNIT 12: SPEAKING (Continuation)

12.1 TALKING ABOUT OUR EVERYDAYLIFE

During this seminar, we will approach different themes from various areas of interest.

The first theme refers to hobbies.

We can start this discussion by answering the following questions:

- What do you like doing?
- Why do you like doing.....?
- What hobbies do you have?
- What do you do in your free time?

The second theme refers to the death penalty.

I would be really interested to hear your opinions about this subject. You can start the discussion by answering the following questions:

- Do you agree with the death penalty?
- Is it necessary in our country?
- What about the human rights?

The third theme refers to gun control.

Do you know which is the situation in our country related to this subject?

The fourth themes refers to medicine.

Here I would want to know for example how opened you are for experimental medicine or if you agree or disagree with using drugs in medicine.

Auto evaluation Test Nr. 7

Time to solve the test: **15 min.**

Points:

Speaking task

TASK 1: SPEAKING

Choose one theme from Unit 11 and one theme from Unit 12 and do an oral presentation about them.

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team members are essential for the maximum of points.

These points will count at the final evaluation.

PAY ATTENTION!

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GOOD LUCK!

UNIT 13:READING AND DIALOGUES

13.1 AT THE HOTEL

13.1.1 Read and translate the following texts:

TEXT 1:

“HINTS ABOUT HOTELS

Travel and hotels have always been closely related.

The hotel provides shelter, food, drink and other services for travelers or transients.

The hotel may also offer facilities for recreation such as a swimming pool, free space for parking, a golf course, or even a beach. All of these services accommodate the traveler, so the hotel business is often referred to as the *accommodations industry*.

Since hotels and motels do not serve the same clientele (clients), that is, the same kind of guests we can place hotels in four broad groups:

- Commercial hotels, which provide services mainly for transients, many of them travelling on business;

- Conventions hotels, which service conventions-meetings usually held yearly, of various business or professional groups;
- Resident hotels, where people can rent accommodations on a seasonal basis or even permanently.

If you go to some city on a business or pleasure trip and intend to put up at a hotel you should reserve rooms beforehand to be sure you get any, as the hotels are very often full up. It can be done by wire, telex, telephone or by post.

Each hotel has a large lounge finely furnished with settees and easy chairs. In the lobby of the hotel you find the reception room/desk, a service bureau, the information desk, a foreign exchange desk, a waiting room with news-stands and stationary, the post-office desk, souvenirs shops, etc.

The lux hotels are provided with modern facilities: like commodious rooms provided with every modern convenience, lifts al all floors working round the clock, indoor swimming pools, parking place for cars, a night porter in attendance, a sun-roof for sunbathing, restaurants and bars to cater for tourists.

The hotel staff speak several languages, they are kind and helpful.

The doorman (the porter) keeps the door and helps the visitors to get out of the car or get a taxi. The bell-boy shows the guests up to their rooms and carries their luggage. The lift-boy is in charge of the lifting visitors to all floors. The reception clerk is to receive new guests and give accommodations during all necessary formalities. The desk-clerk gives, receives and keeps the keys on the key-rack.

The steward brings meals and drinks into the guests' rooms at their request. The operator puts you through when you want a call and transmits your messages.

The Service Bureau can arrange the following: Reserve tickets for trains, airplanes. The order for the tickets should be placed at 2 to 3 days' notice with full charge paid while reserving plus commission fees.

Book tickets to theatres, variety concert halls and for sporting events.

Arrange trips and take charge of travel documents and passports.

Provide telephone service in each room. Local calls are free, for long distance calls you can pay – in counter.

The hotel handles minor repairs and ironing of clothes, laundering, shoe mending the price is paid to the floor-maid in charge. Medical aid is free: the guests pay for medicines. You can leave the bulky belongings in the baggage room; the charge is paid as per the price-list. The restaurant occupies the largest halls of the hotel, both locals, other peoples' cuisine is lavishly represented, and expert cooks prepare the dishes. Snack-rooms and coffee bars are selling to the guests wine, fruits, soft drinks, cocktails, tea, and coffee, hot, and cold meals.

While staying at a hotel you must know some of the do's and don'ts of the hotel you are accommodating at. When going out you should not forget to leave the keys at the desk. You should warn the clerk in advance when you are signing out, and you must pay the bill before leaving the hotel. Rooms must be vacated by 12 a.m. on the day of the departure. You are requested to be as quiet as possible after 11 p.m. so as not to disturb other people's rest. Any complaints should be made to Reception or direct to the Manager.”²⁷

TEXT 2:

“HOTEL ACCOMODATION

Hotels are expensive in Great Britain, but there are some cheap alternatives too. We recommend “Bed and Breakfast” (B&B), which are private houses that offer accommodation and breakfast at reasonable prices. Many of them give excellent value for the money.

Youth hostels are even cheaper, if you don't mind sharing a room with other people. Comfort and facilities in these hostels vary greatly, but all those belonging to the Youth Hostel Association (YHA) guarantee certain standards of comfort and cleanliness.

²⁷FulviaTurcu, VioletaNastasescu, *EnglezapentruAfaceri Curs Intensiv*, Editura Uranus, Bucuresti, Unit 45, pag. 380-382.

If you decide to stay in Britain, make sure you take a plug adaptor if you want to use any electrical appliance, such as hairdryer. Plugs in Britain (like driving and many other things) are different from the rest of Europe!”²⁸

13.1.2 Read the following examples of dialogues and then perform the tasks:

“Desk Clerk: Good evening, Sir. Can I help you?

Guest: Good evening. I’d like to check in for two nights.

Desk Clerk: Have you made reservations?

Guest: In a way yes. I’m a participant in the International Workshop on Greenpeace, and...

Desk Clerk: Oh, yes! Let me see....Surname, name, and country, sir?

Guest: My name is Ion Popescu, Romania.

Desk Clerk: Well,here, everything is all right. Be so kind as to register. Here’s an arrival card! We’ve kept a single 358 for you third floor.”²⁹

“Husband: Good evening. Do you have any spare rooms for the night, please? We’ve just been to the Manor Hotel down the road, and they said you might be able to help.

Receptionist: We’re pretty full ourselves at the moment, but I’ll have a look at what we’ve got. It is a single room or a double room you are interested in?

Wife: A double with a cot if possible.

Receptionist: Well, there is one double with private bathroom and color TV for £ 45, including continental breakfast and VAT. There isn’t a cot in there, but we could install one, that’s no problem.

Wife: Haven’t you got anything slightly less expensive?

²⁸Alina-AntoanelaStefaniu, RaduLupuleasa, *EnglezapentruMarea Britanie*, EdituraPolirom, 2006, Lesson 10, pag. 134.

²⁹FulviaTurcu, VioletaNastasescu, *EnglezapentruAfaceri Curs Intensiv*, Editura Uranus, Bucuresti, Unit 45, pag. 382.

Receptionist: We do have a small double room with a shower for £ 25. It's not as well situated as the other one, but there's still enough space to put a cot in.

Husband: we can take a look at bot, can't we?

Receptionist: Certainly. Will you come this way please? Here it is. I wouldn't worry too much about the fact that it looks out on to the street. The traffic dies down towards mid-evening.

Wife: It seems fine. We'll take it.

Husband: If we want to stay another night, can we tell you tomorrow?

Receptionist: As long as you inform us before midday. You only need to pick up the phone and dial room service. Before I go, could you tell me what name is it?

Husband: Hanley.

Receptionist: Here's your key for your room then and a late night passkey is available downstairs at the reception desk on demand."³⁰

“Making Reservations

Receptionist: Good morning. Welcome to The Grand Woodward Hotel.

Client: Hi, good morning. I'd like to make a reservation for the third weekend in September. Do you have any vacancies?

R: Yes sir, we have several rooms available for that particular weekend. And what is the exact date of your arrival?

C: The 24th.

R: How long will you be staying?

C:I'll be staying for two nights.

R: How many people is the reservation for?

C: There will be two of us.

R: And would you like a room with twin beds or a double bed?

C: A double bed, please.

R: Great. And would you prefer to have a room with a view of the ocean?

³⁰Dominique Lescanne, Christopher Mason, *EnglezaPractica*, EdituraNiculescu, 2007, pag. 26.

C: If that type of room is available, I would love to have an ocean view. What's the rate for the room?

R: Your room is five hundred and ninety dollars per night. Now what name will the reservation be listed under?

C: Charles Hannighan.

R: Could you spell your last name for me, please?

C: Sure. H-A-N-N-I-G-H-A-N

R: And is there a phone number where you can be contacted?

C: Yes, my cell phone number is 555-26386.

R: Great. Now I'll need your credit card information to reserve the room for you. What type of card is it?

C: Visa. The number is 987654321.

R: And what is the name of the cardholder?

C: Charles H. Hannighan.

R: Alright, Mr. Hannighan, your reservation has been made for the twenty-fourth of September for a room with a double bed and view of the ocean. Check-in is at 2 o'clock. If you have any other questions, please do not hesitate to call us.

C: Great, thank you so much.

R: My pleasure. We'll see you in September, Mr. Hannighan. Have a nice day.

Checking-In

Hotel: Good afternoon. Welcome to the Grand Woodward Hotel. How may I help you?

Guest: I have a reservation for today. It's under the name of Hannighan.

Hotel: Can you please spell that for me, sir?

Guest: Sure. H-A-N-N-I-G-H-A-N.

Hotel: Yes, Mr. Hannighan, we've reserved a double room for you with a view of the ocean for two nights. Is that correct?

Guest: Yes, it is.

Hotel: Excellent. We already have your credit card information on file. If you'll just sign the receipt along the bottom, please.

Guest: Whoa! Five hundred and ninety dollars a night!

Hotel: Yes, sir. We are a five star hotel after all.

Guest: Well, fine. I'm here on business anyway, so at least I'm staying on the company's dime. What's included in this cost anyway?

Hotel: A full Continental buffet every morning, free airport shuttle service, and use of the hotel's safe are all included.

Guest: So what's not included in the price?

Hotel: Well, you will find a mini-bar in your room. Use of it will be charged to your account. Also, the hotel provides room service, at an additional charge of course.

Guest: Hmm. Ok, so what room am I in?

Hotel: Room 487. Here is your key. To get to your room, take the elevator on the right up to the fourth floor. Turn left once you exit the elevator and your room will be on the left hand side. A bellboy will bring your bags up shortly.

Guest: Great. Thanks.

Hotel: Should you have any questions or requests, please dial 'O' from your room. Also, there is internet available in the lobby 24 hours a day.

Guest: Ok, and what time is check-out?

Hotel: At midday, sir.

Guest: Ok, thanks.

Hotel: My pleasure, sir. Have a wonderful stay at the Grand Woodward Hotel.

Check-out / Getting to the airport

Hotel: Did you enjoy your stay with us?

Guest: Yes, very much so. However, I now need to get to the airport. I have a flight that leaves in about two hours, so what is the quickest way to get there?

Hotel: We do have a free airport shuttle service.

Guest: That sounds great, but will it get me to the airport on time?

Hotel: Yes, it should. The next shuttle leaves in 15 minutes, and it takes approximately 25 minutes to get to the airport.

Guest: Fantastic. I'll just wait in the lounge area. Will you please let me know when it will be leaving?

Hotel: Of course, sir. Oh, before you go would you be able to settle the mini-bar bill?

Guest: Oh yes certainly. How much will that be?

Hotel: Let's see. The bill comes to \$37.50. How would you like to pay for that?

Guest: I'll pay with my Visa thanks, but I'll need a receipt so I can charge it to my company.

Hotel: Absolutely. Here we are sir. If you like you can leave your bags with the porter and he can load them onto the shuttle for you when it arrives.

Guest: That would be great thank you.

Hotel: Would you like to sign the hotel guestbook too while you wait?

Guest: Sure, I had a really good stay here and I'll tell other people to come here.

Hotel: That's good to hear. Thank you again for staying at The Grand Woodward Hotel.”³¹

“Booking a hotel room/I’d like to book a room please.

Receptionist: — Good afternoon, San Felice Hotel. May I help you?

MrsRyefield: — Yes. I’d like to book a room, please.

Receptionist: — Certainly. When for, madam?

MrsRyefield: — March the 23rd.

Receptionist: — How long will you be staying?

MrsRyefield: — Three nights.

Receptionist: — What kind of room would you like, madam?

³¹<http://www.vocabulary.cl/Lists/Hotel-Dialogues.htm>

MrsRyefield: — Er... double with bath. I'd appreciate it if you could give me a room with a view over the lake.

Receptionist: — Certainly, madam. I'll just check what we have available. . . Yes, we have a room on the 4th floor with a really splendid view.

MrsRyefield: — Fine. How much is the charge per night?

Receptionist: — Would you like breakfast?

MrsRyefield: — No, thanks.

Receptionist: — It's eighty four euro per night excluding VAT.

MrsRyefield: — That's fine.

Receptionist: — Who's the booking for, please, madam?

MrsRyefield: — Mr and MrsRyefield, that's R-Y-E-F-I-E-L-D.

Receptionist: — Okay, let me make sure I got that: Mr and MrsRyefield. Double with bath for March the 23rd, 24th and 25th. Is that correct?

MrsRyefield: — Yes it is. Thank you.

Receptionist: — Let me give you your confirmation number. It's: 7576385. I'll repeat that: 7576385. Thank you for choosing San Felice Hotel and have a nice day. Goodbye.

MrsRyefield: — Goodbye.”³²

“Getting a Room for the Night

1. Good evening. Can I help you?
2. Yes, please. I'd like a room for the night.
1. Would you like a single room, or a double room?
2. A single room, please. How much is the room?
1. It's \$55 per night.
2. Can I pay by credit card?

³²http://www.audioenglish.org/english-learning/english_dialogue_hotel_booking_a_room_2.htm

1. Certainly. We take Visa, Master Card and American Express. Could you fill in this form, please?
2. Do you need my passport number? No, just an address and your signature.
1. (fills out the form) Here you are.
2. Here's your key. Your room number is 212.
1. Thank you.
2. Thank you. If you need anything, dial 0 for the reception area. Have a good stay!”³³

TASKS FOR A BETTER UNDERSTANDING:

Task 1:

After reading the dialogues please construct ones which reflect the same situations.

Task 2:

Build up sentences using the following words: stay, to book, reception, accommodation, room, reservation, air conditioning, bathroom, double room, single room, room for the night, twin beds.

Task 3:

You have the following words: stay, reception, singleroom, double room, receptionist, reservation, to check in/out, bill, credit card, to stay, to pay in advance, to order, nationality; Use them to build a small text or dialogue. All the words must be included!

Task 4:

Traduceti in limba engleza:

1. “Imputeti aduce meniul/nota de plata va rog?

³³http://esl.about.com/od/beginnerpronunciation/a/bd_hotel.htm

2. Vom parasi hotelul maine.
3. Puteti sa matreziti la ora 6?
4. Asi vrea sa telefonez in Franta.
5. Asi dori sa rezerv o camera dubla.
6. Vom sosi marti seara si vom sta doua zile.
7. Televizorul nu functioneaza.”³⁴
8. “Doresc o camera dubla cu baie sau dus.
9. Nu aveti o camera mai ieftina?
10. Caut un hotel linistit in centrul orasului.
11. E posibil sa schimbam maine camera si sa primim una cu vedere spre Hyde Park?
12. Toate hotelurile sunt pline, ar fi trebuit sa rezervati dinainte.
13. Camerele trebuie eliberate inainte de pranz.
14. Exista o parcare rezervata clientilor.”³⁵

13.1.3 Expressions and phrases used in the hotels industry

“Do you have a list with hotels in the center, with the prices, please?

It is possible to reserve/book a room from here?

It is the price for full board, half board or just the room?

Do I have to pay in advance or can I settle the bill the day I leave?

Can you explain how the shower works?

I'd like to change rooms, please. This one is too noisy.

Can you wake me up at six in the morning, please?

There are two sittings for the evening meal, at six o'clock and seven.

Car park for hotel patrons only.

The lift is out of order, you'll have to take the stairs.

The key for the room sixty-five, please.

³⁴Michel Marcheteau, Jean Autret, Jean-Pierre Berman, Michel Davio, *Englezarapida*, Ed. Niculescu, 2013, B13 Hotel and Restaurant, pag. 115.

³⁵Dominique Lescanne, Christopher Mason, *Englezapractica*, Ed. Niculescu, 2007, At a Hotel, pag. 33.

Do you have any valuables to put in the safe?

Would it be possible to/Could we have some extra blankets?

Can you give me a hand with my luggage?

The toilets are at the end of the corridor.

Please do not disturb.

How much do you charge for a single room with bath?"³⁶

"What hotel are you staying in?

Where is the hotel located?

I/We need a hotel not far from the center of the town/the international fair/exhibition/ the congress center.

Please reserve a room/two rooms in that hotel.

My last name is....

My first name is....

I have a reservation.

I reserved a room by fax/telephone.

Here is the confirmation.

Here is my passport.

Please help me fill this form.

Does the room have an air-conditioner/a TV set/a refrigerator/a mini-bar/a telephone?

What's the price of a room per night?

Does that include breakfast/personal services/the use of sauna/the swimming pool?

When and where is the breakfast served?

What floor is my room on?

What is my room number?

Your room is on the first/second floor.

May I see the room?

How long will you be staying with us?

³⁶Dominique Lescanne, Christopher Mason, *Englezapractica*, Ed. Niculescu, 2007, At a Hotel, pag. 31.

I/We plan to stay for one day/three days/one week/a fortnight/a month.

I want a room for one day.

Please take my things to my room/to the vestibule.

Is there a restaurant in the hotel/post office in the hotel/telephone in the hotel/newspaper stand in the hotel?

Where can I park my car?

May I leave some money in the safe/some valuables in the safe?

Where is the exchange office/newspaper/souvenir stand/the air/rail ticket stand?

Where is the lift?

Please bring me/us a towel/a blanket/an ask-tray/a bottle of mineral water/wine/whiskey.

There is no light in my room/hot/cold water in my room.

The air-conditioner/ventilator/radio/TV set in my room is out of order.

Please have the trouble corrected/change the bulb.

It is hot/cold in my room.

Please have these things cleaned/fixed/ironed/laundered.

When will it be ready?

Please give me the key to number.....

I left my key in my room.

Are there any letters/faxes

I'm expecting someone.

Please say that I will be back soon.

If anyone asks for me, I am in the restaurant/in the lobby/in room number..../away until....o'clock.

What room is Mr.staying in?

I'm leaving today/tomorrow at...o'clock.

Please make up the bill

I would like to pay now.

Please call a taxi.

Please have a car sent at....a.m./p.m.

Please send someone for the other things.”³⁷

Auto evaluation Test Nr. 8

Time to solve the test: 1h.

Points:

Group and debate activity

Chose a group of maximum 5 students and then make a presentation of 2 pages with a theme related to the hotel industry. It can be a dialogue, a written presentation or an oral one.

Your presentations will be presented to the other groups and there will be debated on them.

Minimal Bibliography

The present Course

Personal Materials

Solutions and Recommendations:

³⁷Alina Antoanela Stefaniu, Radu Lupuleasa, *Engleză pentru Marea Britanie*, Ed. Polirom, 2006, Lesson 10, Hotel Accommodation pag. 135-138

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team members are essential for the maximum of points. These points will count at the final evaluation.

PAY ATTENTION!

Inspiration from the Internet sites are allowed but there will be severe penalties for the ‘copy - paste’ material used without references or the texts copied as such.

GOOD LUCK!

UNIT 14: READING AND DIALOGUES

14.1 AT RESTAURANT

14.1.1 Read and translate the following texts:

TEXT 1:

“LET’S DINE OUT

I think that someone should do something about the standard of some restaurants. Sometime they do not serve you properly. They keep you waiting for hours and when you get the food is cold. These days everything is frozen or canned.

When we are in town, we can eat in cafés, tearooms, refreshment rooms, snack bars, lunchrooms, grillrooms, canteens, restaurants etc.

But sometimes, when we are in a hurry we have lunch at a self-service restaurant where cold-weather meals – soup, stews and casseroles are always welcome at low prices. Most of the ingredients needed to make these hearty

dishes are bargain-priced but they are finely cooked and you can serve them in no time.

There are lunchrooms where they serve meat-and potato meals and such restaurants are having specials on beef and vegetables around the week.

Those who are vegetarians or vegans preferring vegetables or dairy products can have their meals at a vegetarian restaurant.

Last Saturday, my wife and I went to the Butler's Restaurant for dinner. They are operating a very good restaurant. They give the customers value for the money.

We were met by the headwaiter who showed us to the table we had reserved beforehand. We set down and we were handed the bill-of fare. We study it and ordered a hors d'oeuvre, meat with vegetables, coffee, and wine. The waiter set plates, glasses forks, knives, and teaspoons on the table. When we finished eating, the waiter cleared the table. Then, he made out the bill, we settled it and left the restaurant. It was a nice evening, we had a good time listening to music, dancing and talking.

They believe that putting a good product at a good price in front of the customer likely means he'll come back – and if he does, their business is a success.

The trueborn Englishman never thinks of making the restaurant, café or public house (pub) the center of his social life. He rarely spend more than half an hour over his lunch (which he usually takes at a lunchroom near his office), over a cup of coffee or tea (in a café or tearoom) or over a glass of ale (which he takes in a pub). When his business hours are over, he goes home, has his family dinner, and usually stays at home, for the English are home-loving people. The saying "No place like home" is to be heard quite often."³⁸

TEXT 2:

³⁸FulviaTurcu, VioletaNastasescu, *EnglezapentruAfaceri Curs Intensiv*, Editura Uranus, Bucuresti, Unit 32, pag. 226.

“One Sunday morning, my family and I went to a popular restaurant for breakfast. As soon as we walked into Restaurant Happy Meal, a young waitress showed us to a table.

We ordered our food and soon after, our food came. Just as we were about to begin our meal, we heard someone shouting for the proprietor.

"What is this? A dead fly in my food!" a man with a deep scar across his face roared angrily. He banged his fist on the table and swept the plates and cups off it. These came crashing to the floor, breaking into pieces. His companion, a huge man with a tattoo on his arm, stared angrily at the proprietor who stood nervously in front of the two gangsters.

The proprietor apologized repeatedly to the angry customers and tried to pacify them by offering to replace their food. He even told them that they could have their meal free.

The commotion affected the business of the restaurant. Fearing that a brawl would ensue, many customers quickly paid for their meals and left the restaurant hurriedly. Some of them had not even finished their breakfast.

My father told us to eat our food quickly and not to look at the two angry men. We obeyed him and finished our food within minutes. That was probably the quietest and fastest breakfast my family ever had.

Although my father warned us not to look at the two unruly customers, I could not help stealing a glance at them.

I saw that the proprietor had managed to pacify the two angry customers. Fresh food and drinks were brought to their table. They sat down again and continued their breakfast. Meanwhile, the waitress who had shown us to our table earlier swept up the broken china.”³⁹

TEXT 3:

³⁹http://www.englishdaily626.com/reading_comprehension.php?022

“When I need a bite to eat, I often drop by a local fast food restaurant and buy a quick meal. I usually order a cheeseburger, a large order of fries, and a medium-size drink. On the cheeseburger, I ask them to put everything on it: onions, lettuce, mustard, ketchup, pickles, and tomato, but I ask them to hold the mayonnaise. I also order some water to wash everything down. If I'm really famished, I might order a chocolate shake. I sometimes pick up something for my roommate who eats like a horse, so I have to order at least three hamburgers. I usually pay with cash, but I sometimes pay for the meal using my debit card. I don't eat fast food too often because it contains a lot of fat, but more and more restaurants are offering healthier choices like salads and chili, so there's usually something for everyone.”⁴⁰

14.1.2 Read the following examples of dialogues and then perform the tasks:

“Mr. Smith: Is the table engaged, please?

Waiter: Yes, it is. It has already been reserved.

Mr. Smith: Then, let's take the table over there. Shall we dine á la carte or take the table d'hôte?

Mrs. Smith: Let's dine á la carte and have a full course. I'm terribly hungry.

Mr. Smith: So am I, and I am thirsty too.

Mrs. Smith: Then, let's have iced orange juice, first. And what do they have for the first course?

Mr. Smith: For the first course there is a great appetizers: caviar, herring, seafood cocktail, shrimps and tomato juice.

Mrs. Smith: I should take a seafood cocktail.

Mr. Smith (to the waiter): A seafood cocktail and shrimps, please. Now, what would you recommend for the second course, waiter?

Waiter: Well, you may choose from the trout, mackerel, sturgeon, and soup.

Mr. Smith: Trout and fried sturgeon, please.

⁴⁰<http://www.dailyesl.com/fastfood-restaurant.htm>

Waiter: Very well, sir. What would you want for the main course? We have grilled pork chops, liver, beefsteak, lamb, fried chicken, and our roast beef, which is excellent. Will you try it?

Mrs. Smith: We'll have one roast beef well-done and one underdone with chips, peas, lettuce and tomatoes. As for desert, I'll have vanilla ice cream and coffee.

Mr. Smith: And what shall we drink?

Mrs. Smith: Of, mineral water for me. What about you?

Mr. Smith: I think I'll have some dry white wine.

Waiter: Very well, sir."⁴¹

“W: Do you want to order now?

M: We're having a bit of difficulty in deciding. Could you give us a couple of minutes more?

W: Of course. Just tell me when you are ready. Don't hesitate to ask, if you need any advice. That's why I am here for!

L: Now that you come to mention it, we're a bit puzzled by the main courses. What is your “Beef Stroganoff” like, and the “Gamekeeper's Casserole?”

W: Beef Stroganoff is a fillet of stake cut up into small pieces cooked in brandy and cream, the Gamekeeper's casserole is a rabbit dish with bacon, onion, and herbs cooked in cider.

L: I think I'll have fish instead, I quite fancy some sole actually. What are you going to have?

M: I'll have steak as usual. You know me, I adore meat....Waiter! Could we order.

W: Yes sir. I will be with you in a moment.

M: OK then. One Prawn Cocktail and one Oxtail Soup for starters, followed by a T Bone Steak and one grilled sole. We'll choose a desert later.

W: How do you want your steak? Rare, medium or well done?

⁴¹FulviaTurcu, VioletaNastasescu, *EnglezapentruAfaceri Curs Intensiv*, Editura Uranus, Bucuresti, Unit 32, pag. 227.

M: Medium rare.

W: And what vegetables do you want? Chipped potatoes with peas or green beans?

M: Green Beans.

L: No chips for me. I'm on a diet. I'd prefer a side salad.

W: What can I serve you to drink? The wine list is on the back of the menu.

M:....Half of bottle of burgundy and half of bottle of Riesling.

W: Thank you.”⁴²

“A: Pizza Hut, how can I help you?

B: I'd like to place an order, please.

A: Certainly. What would you like?

B: Well, I'd like two extra-large pizzas. One with mushrooms and one with sausages, please.

A: Would you like anything to drink?

B: Do you have any diet Cola?

A: Yes, we have cans and one-liter bottles.

B: I'll have two cans of diet Cola then, please.

A: What's your name and address please?

B: Daniel Wood, 17 Rose Lane.

A: And your phone number?

B: It's 0746255373. How long do you think it will be?

A: Your order should be delivered in about thirty minutes.

B: That's great. Thank you. Bye.”⁴³

TASKS FOR A BETTER UNDERSTANDING:

Task 1:

⁴²Dominique Lescanne, Christopher Mason, *EnglezaPractica*, EdituraNiculescu, 2007, At the Restaurant, pag 42.

⁴³Alina-AntoanelaStefaniu, RaduLupuleasa, *EnglezapentruMarea Britanie*, EdituraPolirom, 2006, Lesson 6, pag. 116.

After reading the dialogues please construct ones which reflect the same situations.

Task 2:

Build up sentences using the following words: ingredient, to cook, to eat, ice cream, dish, to order, plate, glass, hungry, thirsty, to dine out, refreshment room, to be in a hurry, waiter, to have a good time.

Task 3:

Answer the questions:

Who are the people working in a restaurant?

What does the waiter lay on the table?

How can you express the quality of a meal?

Task 4:

Describe a restaurant, coffee shop, or tearoom in your town.

Task 5:

You have the following bill of fare in a restaurant. Use the words to build up a dialogue between a waiter and several clients.

“

HORS D'OEUVRES

Vegetables salad (salad in season)

Caviar

Salmon

Herring

Olives

Butter

FISH

Cod chop

Trout

Sturgeon

Pike

Perch

Carp

Cheese

Boiled eggs, mayonnaise dressing

Jellied meat

Jellied fish

SOUP

Chicken soup

Clear soup

Consommé

Noodle soup

Cabbage soup

Beetroot soup (Borsh)

Chowder

Beef broth

DESSERT

Grapes

Apples

Apricots

Pineapple

Cakes

Tart

Ice-cream

Strawberries

SOFT DRINKS

Lemonade

Orange juice

Tomato juice

GRILLS

Beefsteak

Rump steak

Roast chicken

Round beef

Mutton chop

Lamb chop

Pork chop

Roast liver

Cutlets

VEGETABLES

Fried potatoes

Cauliflower

Stewed carrots

Tomatoes with onions

BEVERAGES

STRONG DRINKS

Beer

Ale

Wine (port wine)

Tea
Coffee
Mineral water

Champagne
Claret
Brandy
Whiskey
Gin, rum

”44

Task 6:

You have the following list of words:

“ananas; apa minerala; banane; băuturi răcoritoare; brânza; budinca; cafea; cafea cu frișca; mandarine; mazare verde; mere; morcovi; omleta; omleta cu branza; oua prajite/ochiuri cu slanina/sunca; cafea neagra; caise, carne de curcan; carne de gasca; carne de oaie; carne de pui; carne de rata; carne de vita prajita; cartofi; cartofifierti; cartofi prajiti; caviar; capsuni; ceai; ceapa; chifla; ciocolata; cirese; ciuperci; coacaze; cocteil de crabi; cod; conopida; cotlet de porc; curmale; desert; fasole; frisca; smantana; friptura de vita; paste fainoase; pate; pastrav; pere; peste; piersici; piure; porocale; prune; ridichii; rodii; rosii; salata; salata de fructe; salata de sardine; sedvis; smochine; somon afumat; spanac; stridii; struguri; suc; suc de caise; suc de fructe; suc de mere; fructe; fulgi de porumb; gem harbuz; iaurt; inghetata; kefir; lapte; lamai; laptuca; legume; suc de portocale; suc de rosii; suc de struguri; serbet; stiuca; sunca; tipar; unt usturoi; varza; visine; zmeura.”⁴⁵

Translate them into English.

14.1.3 Expressions and phrases used in restaurants

⁴⁴FulviaTurcu, VioletaNastasescu, *EnglezapentruAfaceri Curs Intensiv*, Editura Uranus, Bucuresti, Unit 32, pag. 231.

⁴⁵Alina-AntoanelaStefaniu, RaduLupuleasa, *EnglezapentruMarea Britanie*, EdituraPolirom, 2006, Lesson 6, pag. 119.

“in the restaurant/bar/café

Menu

Breakfast

American breakfast

English breakfast

Continental breakfast

Regular meal

À la carte

Is there a restaurant in the hotel?

What time is the breakfast served in the restaurant?

Could you recommend a good restaurant?

When does it open/close?

Where can I get a snack/a cheap meal?

Where is a restaurant/café/snack bar/cafeteria/bar?

There are five of us.

I'm alone.

I/We would like to eat further from the band/by the window/on the terrace.

Menu, please!

I am/We are not ready to order yet.

Please bring one more chair/ash-tray/napkin/spoon/fork/knife.

Which aperitif would you recommend?

What specialties do you have/vegetables do you have/fruits do you have?

Please bring me/us some....

Would you like some....?

With pleasure!

Please bring some champagne/dry wine/mineral water/martini/beer/glass of juice/ice cream/a cup of coffee.

I keep a diet.

I didn't order this.

I asked for a regular meal/à la carte.”⁴⁶

“Let’s go and have lunch at a restaurant.

The restaurant is on the ground floor/across the road/round the corner.

Is this table vacant?

What would you like to order?

Grill/lamb cutlet/bacon/sausages/pudding/green peas/tomato salad/fruit salad/ice-cream.

Have you made your choice?

I would like to start with a soup.

Can I get you something to drink?

Just a glass of water for me please

I’ll have a fruit salad please.

Would you please pass me the?

Salt, sugar, lemon, vinegar, pepper, oil, mustard, sauce

Waiter, bring me the bill, please.

Keep the change.”⁴⁷

“**In Great Britain**, the content and hours of the meal are different from those in Europe.

The English start the day with **breakfast**, which is quite substantial, and is served at about 8 o’clock in the morning.

At **weekends**, when they have the first meal of the day after eleven o’clock in the morning, the English say they have **brunch**.

Active people have a break between one and two o’clock to have a meal, which they call **lunch**.

People who stay at home usually have the main meal of the day between 2 and 4 p.m. and they call it **dinner**.

The 5 o’clock tea, when sandwiches and biscuits are served, is a traditional English meal.

⁴⁶Alina-AntoanelaStefaniu, RaduLupuleasa, *EnglezapentruMarea Britanie*, EdituraPolirom, 2006, Lesson 6, pag. 119-121.

⁴⁷Monica Milcoveanu, *EnglezaRapida*, EdituraSteauaNordului, At the Restaurant, pag. 81-83.

The word *supper* has two meanings, depending on two categories of people. People who stay at home have supper as a rule after seven o'clock in the evening. Active people rarely have supper, in a restaurant as a rule, and at a late hour.

What do you have for breakfast?

You may start with fruit juice, then bacon and eggs or an omelet, boiled eggs, fried or scrambled eggs. We can also offer you some ham, cold meat, or cheese. With their tea or coffee, our clients usually have bread and butter with marmalade or honey.

What kind of bread do you have?

We have both white and brown fresh bread but also toast and bread rolls.

I would like a glass of pineapple juice to start with, two boiled eggs and a slice of ham, a cup of decaffeinated coffee and a glass of milk. Instead of sugar, I'd like one or two tea spoons full of honey in my coffee.

Where can we eat something hot?

We could go to a restaurant in the center of the town.

Isn't there any pub nearby?

There is a pub round the corner.

It's cheap and quite good.

I'd rather have some fish and chips from the fish and chips shop near the hotel, then go to the restaurant for dinner.

I'd have a hot dog/hamburger.

I'd like a bread roll with one or two slices of ham.

I'd like a slice/piece of

I'd like a mixed salad.

Do you serve hot meals?

Would you bring a high chair for the child, and then the menu?

What is your specialty?

Do you have a vegetarian/tourist menu?

Do you have children's portions?

Are vegetables included in the price of the dishes?

For the first course we will have four chicken soups and two tomato soups.

I've dropped the table spoon. Will you bring me another?

We'll order the second course afterwards.

Will you take the soup plates away and take the orders for the second course?

Could you change my order?

The cheese is tasteless.

You have forgotten to bring me the jellied meat.

The bread is stale.

Your portions are small and fat.

They are indigestible.

The roast beef is burnt and too salty.

The meat is tough.

The cream is sour.”⁴⁸

⁴⁸Ioana Maria Turai, *Ghid de Conversatie Roman Englez*, Ed Corint, Bucuresti, 2008, pag. 113-114, 115-116, 119-120.

FINAL TEST

Time to solve the test: **1h.**

Points:

Group and individual activity

Chose a theme from both modules and build up a written presentation that must respect the rules presented in Unit 4.

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books are essential for the maximum of points.

You may choose to work in a group of maximum 5 students or individually.

These presentations will be sustained in front of your colleagues and if they consider them interesting and debates will start the more point you will receive that will contribute to the final mark.

PAY ATTENTION!

The more you document and find something new about your chosen theme the more points you will receive.

Inspiration from the Internet sites are allowed but there will be severe penalties for the ‘copy - paste’ material used without references or the texts copied as such.

GOOD LUCK!

SECOND SEMESTER

UNIT 15: READING AND DIALOGUES (Continuation)

15.1 ON THE PHONE

(source: Internet. Google Images:
<http://www.littlethingsmatter.com/blog/2010/02/25/phone-greetings-that-make-a-positive-impression/>
Taken today 10.05.2012)

15.1.1 Read and translate the following texts:

TEXT 1:

“Phone Calls

People in far-away places are brought closer by television, radio, and telephone. But a home telephone is sometimes the quickest means of settling different questions without leaving our home and it is a great convenience for us.

Still, sometimes we have to use public telephones (telephone booths). When I ring somebody up from a telephone booth, I pick up the receiver and drop a coin into the slot. When I hear the signal, I dial the number.

A frequent high tone buzzing means the line is engaged. If you hear a prolonged buzzing, hold the wire – your call has been put through and your number will answer in a moment. While speaking don't press the hook down or else you will be disconnected (cut off).

For long-distance calls, I usually go to the Telephone Office. I pick up the receiver, and when the white light is on, I drop a coin into the slot. I hear the signal and I dial the prefix of the town, followed by the number. If I exceed the time limit, the red light is on, and if I don't drop another coin, I am disconnected.

If I am at home I give the operator the number I need, calling out each figure of the telephone number separately. For zero I read out. If the first or the last two figures are the same, I use the word "double".

Sometimes, if I don't pay for a long-distance call, I ask the operator to make the call collect. When I don't know somebody's telephone number, I either look it up in the telephone directory or ring up inquiries. If my phone is out of order, I ring up the telephone repair service, to have it fixed.”⁴⁹

TEXT 2:

Mobile phones

“When Scotsman Alexander Graham Bell invented the telephone in 1876, it was a revolution in communication. For the first time, people could talk to each

⁴⁹Fulvia Turcu, Violeta Nastasescu, *Engleză pentru Afaceri Curs Intensiv*, Editura Uranus, Bucuresti, Unit 28, pag. 193.

other over great distances almost as clearly as if they were in the same room. Nowadays, though, we increasingly use Bell's invention for emails, faxes and the internet rather than talking. Over the last two decades, a new means of spoken communication has emerged: the mobile phone.

The modern mobile phone is a more complex version of the two-way radio. Traditional two-way radio was a very limited means of communication. As soon as the users moved out of range of each other's broadcast area, the signal was lost. In the 1940s, researchers began experimenting with the idea of using a number of radio masts located around the countryside to pick up signals from two-way radios. A caller would always be within range of one of the masts; when he moved too far away from one mast, the next mast would pick up the signal. (Scientists referred to each mast's reception area as being a separate "cell"; this is why in many countries mobile phones are called "cell phones".)

However, 1940s technology was still quite primitive, and the "telephones" were enormous boxes that had to be transported by car.

Dr. Martin Cooper, the scientist who invented the modern mobile handset, made the first real mobile telephone call in 1973. As soon as his invention was complete, he tested it by calling a rival scientist to announce his success. Within a decade, mobile phones became available to the public. The streets of modern cities began to feature sharp-suited characters shouting into giant plastic bricks. In Britain, the mobile phone quickly became synonymous with the "yuppie", the new breed of young urban professionals who carried the expensive handsets as status symbols. Around this time, many of us swore that we would never ever own a mobile phone.

But in the mid-90s, something happened. Cheaper handsets and cheaper calling rates meant that, almost overnight, it seemed that everyone had a mobile phone. And the giant plastic bricks of the 80s had evolved into smooth little objects that fitted nicely into pockets and bags. In every pub and restaurant, you could hear the bleep and buzz of mobiles ringing and registering messages,

occasionally breaking out into primitive versions of the latest pop songs. Cities suddenly had a new, postmodern birdsong.

Moreover, the people's timekeeping changed. Younger readers will be amazed to know that, not long ago, people made spoken arrangements to meet at a certain place at a certain time. Once a time and place had been agreed, people met as agreed. Somewhere around the new millennium, this practice started to die out. Meeting times became approximate, subject to change at any moment under the new order of communication: the Short Message Service (SMS) or text message. Going to be late? Send a text message! It takes much less effort than arriving on time, and it's much less awkward than explaining your lateness face-to-face. It's the perfect communication method for the busy modern lifestyle. Like email before it, the text message has altered the way we write in English, bringing more abbreviations and a more lax approach to language construction. The 160-character limit on text messages has led to a new, abbreviated version of English for fast and instantaneous communication. Traditional rules of grammar and spelling are much less important when you're sitting on the bus, hurriedly typing "Will B 15min late - C U @ the bar. Sorry! :-)".

Mobile phones, once the preserve of the high-powered businessperson and the "yuppie", are now a vital part of daily life for an enormous amount of people. From schoolchildren to pensioners, every section of society has found that it's easier to stay in touch when you've got a mobile. Over the last few years, mobiles have become more and more advanced, with built-in cameras, global positioning devices, and internet access. And in the next couple of years, we can expect to see the arrival of the "third generation" of mobile phones: powerful microcomputers with broadband internet access, which will allow us to watch TV, download internet files at high speed and send instant video clips to friends. Alexander Graham Bell would be amazed if he could see how far the science of telephony has progressed in less than 150 years. If he were around today, he might say: "That's gr8! But I'm v busy rite now. Will call U 2nite."⁵⁰

⁵⁰<https://learnenglish.britishcouncil.org/en/magazine-articles/mobile-phones>

TEXT 3:

“Can You Hear Me Now?”

Since the dawn of time, people have found ways to communicate with one another.

Smoke signals and tribal drums were some of the earliest forms of communication.

Letters, carried by birds or by humans on foot or on horseback, made it possible for people to communicate larger amounts of information between two places. The telegraph and telephone set the stage for more modern means of communication.

With the invention of the cellular phone, communication itself has become mobile.

For you, a cell phone is probably just a device that you or your friends use to keep in touch with family and friends, take pictures, play games, or send text messages.

The definition of a cell phone is more specific: it is a hand-held wireless communication device that sends and receives signals by way of small special areas called cells.

Walkie-talkies, telephones, and cell phones are duplex communication devices; they make it possible for two people to talk to each other. Cell phones and walkie-talkies are different from regular phones, because they can be used in many different locations. A walkie-talkie is sometimes called a half-duplex communication device, because only one person can talk at a time. A cell phone is a full-duplex device because it uses both frequencies at the same time. A walkie-talkie has only one channel. A cell phone has more than a thousand channels. A

walkie-talkie can transmit and receive signals across a distance of about a mile. A cell phone can transmit and receive signals over hundreds of miles.

In 1973, an electronic company called Motorola hired Martin Cooper to work on wireless communication. Motorola and Bell Laboratories (now AT&T) were in a race to invent the first portable communication device. Martin Cooper won the race and became the inventor of the cell phone. On April 3, 1973, Cooper made the first cellphone call to his opponent at AT&T while walking down the streets of New York City. People on the sidewalks gazed at Cooper in amazement as he walked down the street talking on his cellular phone. Cooper's phone was called a Motorola Dyna-Tac. It weighed a whopping 2 ½ pounds (as compared to today's cell phones that weigh as little as 3 or 4 ounces).

After the invention of his cell phone, Cooper began thinking of ways to make the cell phone available to the public. After ten years, Motorola introduced the first cell phones for commercial use. The early cell phone and its service were both very expensive. The cell phone itself cost about \$3,500.

In 1977, AT&T constructed a cell phone system and tried it out in Chicago with over 2,000 customers. In 1981, a second cellular phone system was started in the Washington, D.C. and Baltimore area. It took nearly 37 years for cell phones to become available for general public use. Today there are more than sixty million cell phone customers with cell phones producing over thirty billion dollars per year.”⁵¹

15.1.2 Read the following examples of dialogues and then perform the tasks:

“Anna, a German girl, has missed the bus. She is at the bus stop when her friend Angela comes to her.

Angela: Why are you here in the cold?

⁵¹http://www.abcteach.com/free/r/rc_unit_cellphones_upperelem.pdf

Anna: It's too stuffy in the waiting room and the Martins want to meet me, but they don't know where I am. So, I'm a bit worried.

Angela: Haven't you phone them yet?

Anna: I've tried, but I have lost their phone number. And my English is not that good.

Angela: Let's call the Martins. We can easily find their number. Come along – there's a phone box nearby.

Angela phones Mrs. Martin and Anna hears the end of the conversation.

Angela: Yes, Anna is very sorry, too. Thank you! Good bye!

Angela (coming out from the phone box): Everything is fine. They are coming to pick you right away. We don't have to wait too much."⁵²

"Arthur: Hello?

Receptionist: 436.8055 Ealing Glass Company.

Arthur: Could I speak with Mr. Langford, please? I think he is on extension 16.

Receptionist: Yes, that's right. Can you hold on a minute while I put you through?

Charlie: Hello, Charles Langford speaking.

Arthur: Hello, Charlie! It's Arthur here. I just thought I'd ring to tell you that everything is OK for Friday. My train gets at Euston at quarter to nine in the evening.

Charlie: Pardon? I don't know about you but the line at my end is really bad. I can hardly hear you speak. What did you say?

Arthur: I said that everything was OK for Friday evening. My train gets in at quarter to nine.

Charlie: Do you want me to pick you up at the station, then? I gather it's Euston.

Arthur: Yes, that's right. I didn't fancy lugging two suitcases around on the underground. Have you got my number, in case anything goes wrong?

⁵²Alina-AntoanelaStefaniu, RaduLupuleasa, *EnglezapentruMarea Britanie*, EdituraPolirom, 2006, Telephoning, pag. 43-44.

Charlie: To be quite honest I'm not too sure. Won't be a minute. I just get a pen and paper to write it down.... Arthur, are you still there?

Arthur: Yes I am. The number is 588.6500 don't forget to dial the code for Liverpool first. It's 051.

Charlie: All right, then. See you on Friday. Cheerio!

Arthur: Cheers Charlie, and give my regards to Ann.”⁵³

“A:Good afternoon, Fowler's, may I help you?

B:Extension 237 please.

A:I'm sorry, the line's busy, will you hold?

B:Yes, I'll hold.

.....

A:I'm putting you through.

C:Marketing, Harry Webb speaking.

B:Could I speak to Maurice Caine please?

C:I'm sorry, he's in a meeting at the moment.

B:Do you know when he'll be back?

C:He should be back around four. Can I take a message?

B:Yes, please ask him to call David Jones on 629 3478

C:629 3478, right?

B:That's right.

C:OK, I'll see he gets your message.”⁵⁴

“Calling Someone at Work

1. Hello. This is Kenneth Beare. May I speak to Mrs. Sunshine, please?
2. Hold the line a moment; I'll check if she is in her office.
1. Thank you.

⁵³Dominique Lescanne, Christopher Mason, *EnglezaPractica*, Ed. Niculescu, Bucuresti, 2007, On the Telephone, pag. 186

⁵⁴<http://english-the-international-language.com/edtel.php>

2. (after a moment) Yes, Mrs. Sunshine is in. I'll put you through.
1. Hello, this is Mrs. Sunshine. How can I help you?
2. Hello, my name is Kenneth Beare and I'm calling to enquire about the position advertised in Sunday's Times.
1. Yes, the position is still open. Could I have your name and number please?
2. Certainly, my name is Kenneth Beare...

Leaving a Message

1. Hello. Could I speak to Jack Parkins, please?
2. Who's calling, please?
1. This is Fred Blinkingham. I'm a friend of Jack's.
2. Hold the line, please. I'll put your call through. (after a moment) - I'm afraid he's out at the moment. Can I take a message?
1. Yes. Can you ask him to give me a call? My number is 345-8965.
2. Could you repeat that, please?
1. Certainly. That's 345-8965.
2. OK. I'll make sure Mr. Parkins gets your message.
1. Thank you. Goodbye.
2. Goodbye.”⁵⁵

“Operator: Hello, Frank and Brothers, How can I help you?

Peter: This is Peter Jackson. Can I have extension 3421?

Operator: Certainly, hold on a minute, I'll put you through...

Frank: Bob Peterson's office, Frank speaking.

Peter: This is Peter Jackson calling, is Bob in?

Frank: I'm afraid he's out at the moment. Can I take a message?

Peter: Yes, Could you ask him to call me at. I need to talk to him about the Nuovo line, it's urgent.

⁵⁵http://esl.about.com/od/intermediatepronunciation/a/id_telephone.htm

Frank: Could you repeat the number please?

Peter: Yes, that's , and this is Peter Jackson.

Frank: Thank you Mr. Jackson, I'll make sure Bob gets this asap.

Peter: Thanks, bye.

Frank: Bye.”⁵⁶

TASKS FOR A BETTER UNDERSTANDING

TASK 1:

“Leaving a Message

Sometimes, there may not be anyone to answer the telephone and you will need to leave a message. Follow this outline to make sure that the person who should receive your message has all the information he/she needs and then write your own dialogue:

1. **Introduction** - - - - Hello, this is Ken. OR Hello, My name is Ken Beare (more formal).
2. **State the time of day and your reason for calling** - - - - It's ten in the morning. I'm phoning (calling, ringing) to find out if ... / to see if ... / to let you know that ... / to tell you that ...
3. **Make a request** - - - - Could you call (ring, telephone) me back? / Would you mind ... ? /
4. **Leave your telephone number** - - - - My number is / You can reach me at / Call me at ...
5. **Finish** - - - - Thanks a lot, bye. / I'll talk to you later, bye.⁵⁷

Here's an example of message

⁵⁶http://esl.about.com/od/businessspeakingskills/a/t_vocab.htm

⁵⁷http://esl.about.com/od/intermediateconversation/ss/telephoning_english.htm

Telephone: (*Ring... Ring... Ring...*) Hello, this is Tom. I'm afraid I'm not in at the moment. Please leave a message after the beep..... (beep)

Ken: Hello Tom, this is Ken. It's about noon and I'm calling to see if you would like to go to the Mets game on Friday. Could you call me back? You can reach me at 367-8925 until five this afternoon. I'll talk to you later, bye.

TASK 2:

Role Play

Choose one of the following suggestions of dialogues and then construct a similar situation:

“1. Requesting Travel Information

Student A:

Choose a city in your country. You are going to travel to this city for a business meeting over the next weekend. Telephone a travel agency and reserve the following:

- Round-trip flight
- Hotel room for two nights
- Restaurant recommendation
- Prices and departure times

Student B:

You work in a travel agency. Listen to student A and offer him/her the following solutions:

- Round-trip flight: Air JW \$450 Coach, \$790 First Class
- Hotel room for two nights: Hotel City \$120 a night in the downtown area, Hotel Relax \$110 a night near the airport

- Restaurant Recommendation: Chez Marceau - downtown - average price \$70 a person

2. Product Information

Student A:

You need to purchase six new computers for your office. Call JA's Computer World and ask for the following information:

- Current special offers on computers
- Computer configuration (RAM, Hard Drive, CPU)
- Guaranty
- Possibility of discount for an order of six computers

Student B:

You work in at JA's Computer World answer student A's questions using the following information:

- Two special offers: Multimedia Monster - with latest Pentium CPU, 256 RAM, 40 GB Hard Drive, Monitor included - \$2,500 AND Office Taskmaster - cheaper CPU, 64 RAM, 10 GB Hard Drive, Monitor not included - \$1,200
- 1 Year guaranty on all computers
- Discount of 5% for orders of more than five computers

3. Leaving a Message

Student A:

You want to speak to Ms. Braun about your account with her company, W&W. If Ms. Braun isn't in the office, leave the following information:

- Your name
- Telephone number: 347-8910 (or use your own)
- Calling about changing conditions of your contract with W&W

- You can be reached until 5 o'clock at the above number. If Ms. Braun calls after 5 o'clock, she should call 458-2416

Student B:

You are a receptionist at W&W. Student A would like to speak to Ms Braun, but she is out of the office. Take a message and make sure you get the following information:

- Name and telephone number - ask student A to spell the surname
- Message student A would like to leave for Ms. Braun
- How late Ms. Braun can call student A at the given telephone number

Selling Your Product

Student A:

You are a salesperson for Red Inc. You are telephoning a client who you think might be interested in buying your new line of office supplies. Discuss the following information with your client:

- New line of office supplies including: copy-paper, pens, stationary, mouse-pads and white boards
- You know the customer hasn't ordered any new products during this past year
- Special discount of 15% for orders placed before next Monday
- Any order placed before Monday will not only receive the discount, but also have its company logo printed on the products at no extra charge

Student B:

You work in an office and receive a telephone call from your local office supplier. As a matter fact, you need some new office supplies so you are definitely interested in what the salesperson has to offer.”⁵⁸

⁵⁸http://esl.about.com/od/intermediateconversation/ss/telephoning_english.htm

TASK 3:

You have the following situations:

Making a Doctor's Appointment

Leaving a Message

Making a Reservation for Dinner

Telephoning School for your Child

Asking a Question about a Bill

Choose one and, using them as models, write your own dialogue.

15.1.3 Expressions and phrases used at telephone

“Someone’s just come in. Could I call you back in a few minutes?

I’m in a meeting. I wonder if I could ring you back later.”⁵⁹

“May I speak to...please?

Just a moment, please.

Could I call you later, please?

May I leave a message, please?

Can I take a message?

May I call you back when he returns?

I’m afraid he is not in the office.”⁶⁰

“I’d like to make a reversed charge call.

Who’s speaking?

Hold the line please.

I’m sorry, I didn’t recognize your voice over the phone.

⁵⁹Alina-AntoanelaStefaniu, RaduLupuleasa, *EnglezapentruMarea Britanie*, EdituraPolirom, 2006, Telephoning, pag. 43.

⁶⁰Monica Milcoveanu, *EnglezaRapida*, EdituraSteauaNordului, On the Phone, pag. 90-91.

There's no answer.

Sorry, I've got the wrong number.

He was annoyed and rang off.

Can you speak up, please?

She couldn't get through to him; it was engaged.

Are you in the telephone directory?

Give me a ring sometime!

This is the answering machine. Please leave your name and number.

All external calls have to go via the switch board.”⁶¹

Auto evaluation Test Nr. 9

Time to solve the test: 1h.

Points:

Group and debate activity

You have the following situations. You can work alone or with one of your colleagues to choose one of the following situations and do a dialogue:

1. “You have to meet an acquaintance who will arrive at Heathrow Airport in London tomorrow, but you don't know the flight number and the arrival time. Telephone the airport and make inquiries.
2. You are having a noisy party at home and the neighbors' telephone to complain. Give explanations.
3. A house is on fire. Ring up the fire company to inform about this.
4. You receive a wrong call. Explain the person that you are not the one he/she is looking for.”⁶²

⁶¹Dominique Lescanne, Christopher Mason, *Engleza Practica*, Editura Niculescu, 2007, On the Telephone, pag. 191.

Minimal Bibliography

The present Course

Personal Materials

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team members are essential for the maximum of points. These points will count at the final evaluation.

PAY ATTENTION!

Inspiration from the Internet sites are allowed but there will be severe penalties for the ‘copy - paste’ material used without references or the texts copied as such.

GOOD LUCK!

⁶²Alina-AntoanelaStefaniu, RaduLupuleasa, *EnglezapentruMarea Britanie*, EdituraPolirom, 2006, Telephoning, pag. 44.

UNIT 16: READING AND DIALOGUES

16.1 HEALTH

(source: Internet. Google Images:
http://www.slmhealth.com.au/wp-content/uploads/2012/06/Heart-with-Stethoscope_web.jpg.
Taken today 10.05.2012)

16.1.1 Read and translate the following texts:

TEXT 1:

“SICKNESS AND HEALTH

In Romania there is a special government department which is concerned only with the health of the people. This is called the Ministry of Health. It is under this

Ministry that the medical services are expanding. The polyclinics, general hospitals (for those suffering from different diseases) and special hospitals (for diseases of the eye; NTE diseases; diseases of the skin; as well as TB and cancer), maternity hospitals (for expectant mothers), casualty hospitals (for casualties and injured) as well as sanatoria are operated by an experienced staff.

Health is a priceless possession; to be healthy really means good health but it is also possible to speak of a bad or poor health and means we are suffering from an illness. Illness afflicts humankind. Some of them are mild and they are curable, others are serious and some even incurable. When a sickness touches the members of a community, it becomes a contagious epidemic or sometimes it can be an infectious epidemic when it is transmitted from one individual to another through air and water.

As “preventing is better than cure”, prophylactic is a concern with our national health service.

If you are not feeling well you can go to your G.P.’s (general practitioner’s) surgery at the polyclinics and tell him your trouble. When you are only run down overworked you need some rest and a tonic (a pick-me-up). But, If you have something serious, a nervous breakdown, the doctor will insist upon a change of air and he may order you to go to bed or hospital at once. If you become an in-patient, you attend for treatment within the hospital and you are allowed to see your relatives and friends at fixed hours.

In few areas of human activity does the pendulum of fashion swing as irrevocably as it does in the medical treatment. Years ago, rest was the great healer. A child with temperature was send to bed; patients who’d had a relatively minor operation like an appendectomy had to stay in bed until the stitches were removed. A man who’d had a heart attack had to stay in bed for six weeks, for the two of which he was not allowed to do anything for himself, having to be washed and shaved, even fed by nurses.

At the time, some doctors questioned the absoluteness of rest, asking, for instance, whether it was really less stressful for the patients to have an “over dosage” with bed rest than to move about the medical ward.

Yet, the pendulum was beginning to swing and now hospitals are such hives of physical activity that a patient said: “This is a great hospital doc, but it’s no place to come for a rest.”

Now patients are got out of their beds within hours of operation. Even patients who’ve have recent attacks have to indulge in physical exercise under carefully controlled conditions.

Outside hospitals, the route to health is seen through exercise. No public park is complete without its posse of joggers. Training work for all. If we repeat the physical activity daily, we can after a time complete it without growing as hot and breathless as we did at our first attempt. Training does our heart, muscles work more efficiently, and that this effects works at all ages. But, if exercise is to be beneficial it has to be a lifelong activity – such exercises can be walking a lot, using stairs instead of lifts, digging your gardens regularly, etc. The best reason for taking exercise is that it is enjoyable.”⁶³

“HEALTH

There’s nothing more unpleasant than being ill when you are away from home. If that happens to you, go and see a doctor or send for him at once; he will come and fill your pulse, take your temperature, sound your lungs, and examine you thoroughly. He will prescribe a diet for you and tell you what to eat, and what not to eat and he will probably advise you to give up drinking coffee, or tea, or both and to smoke less.

If you want some medicine, he will give you a prescription that you can get made up at the chemist’s.

⁶³FulviaTurcu, VioletaNastasescu, *Engleza de Afaceri*, Editura Uranus, Bucuresti, Unit 44, pag. 369-370.

Going to the chemist's is rather an adventure in a foreign town. Chemist's shops, these days, are wonderful places. Besides medicines, and all kind of pills and ointments you can get all sorts of other things as well, such as soaps, brushes, combs, bottles of every shape and size containing scent, mouthwashes, cough mixtures, and what not. You can buy tooth-pastes, tooth-brushes and a hundred and one other things required by man, women or child."⁶⁴

16.1.2 Read the following dialogues and then perform the tasks:

"I hadn't been feeling very well for some time. I had no appetite and I was sleeping badly; I had a pain in my chest and a rather bad cough that I couldn't get rid of. So, I decided to consult a doctor.

- Good evening, he said when I entered his consulting-room. Sit down, will you? Now, what is the trouble?

So I told him, and said I wanted a good examination. Then it went on something like this.

Doctor: Very well; let me see your tongue. Hmm, it is rather coated. Now your pulse. Yes, that's all right. Now just unfasten your coat and shirt and I'll listen to your heart and chest. Do you smoke a lot?

I: Well, rather a lot, I'm afraid; twenty or thirty cigarettes a day.

Doctor: Hmm! You ought to cut that down for a time. Let me see your throat. (I opened my mouth and he looked down). Say "Ah!"

I: Ah! Ah!

Doctor: Again.

I: Ah! Ah! Ah!

Doctor: All right, this will do. You can put your coat on again now. Well. this is nothing serious the matter with you, but you are thoroughly run down.

⁶⁴Florin Slapac, *Spoken English*, Editura Teora, Bucuresti, 1999, pag 100.

You have been working too hard. You know you can't burn the candle at both ends, and you need a real rest. I'll give you a bottle of medicine that will help. Take a tablespoonful in water three times a day after meals. Be careful with your diet, have plenty of good plain food, and not much coffee; get plenty of fresh air and plenty of sleep, but, above all, don't try to do too much. A real change of air and surroundings would be very helpful if you could manage it.

I: As a matter of fact, I have been invited to go and stay with some friends at their country house.

Doctor: That's just the thing."⁶⁵

"Patient: Good morning, doctor. I've got a slight problem.

Doctor: Yes, what's the trouble?

Patient: Well, I've been feeling a bit run down, lately, and my throat and my stomach have been very sore. I just don't know what's up with me.

Doctor: Tongue out...Breathe in....Take a deep breath.....Breathe out.

Patient: Is that all right, doctor?

Doctor: I'd like to take a look at your throat. Say "Aaah!"

Patient: "Aaah!"

Doctor: That's OK. Can you hold the thermometer in your mouth for a moment....There doesn't seem to be anything serious the matter. Just a nasty case of flu which has lingered a bit. I'll give you something for it. Are you taking any vitamins at present?

Patient: No.

Doctor: I'll prescribe some multivitamins then, as well. Do you want a sick note for your employer?

Patient: I could do with one.....When do you think I'll be fit enough to go back to work?

⁶⁵Florin Slapac, *Spoken English*, Editura Teora, Bucuresti, 1999, pag. 101.

Doctor: I'll give you until Monday. If you're still feeling a bit under the weather, come back and see me, and we'll see what can be done. Just stay at home and don't overexert yourself for the next few days, you should be all right.

Patient: Do you think I should stay in bed, then?

Doctor: I don't really think that's necessary, you haven't got a temperature.”⁶⁶

TASKS FOR A BETTER UNDERSTANDING

TASK 1

Say which is the difference between the following terms:

Illness – sickness

Illness – disease

To treat - to cure

Cure – heal

Ache – pain – hurt

TASK 2:

“Give the forms of the verbs and use them in sentences of your own: **hurt, rise cure, fall, keep, cut, drop, feel, break, cup, die.**

Give Romanian equivalents of the following:

⁶⁶Dominique Lescanne, Christopher Mason, *Engleza Practica*, Editura Niculescu, 2007, Seeing the doctor, pag. 194.

- a) Sick, examination, recovery, headache, to sneeze, consulting-room, chemist.
- b) To have a bad cough; to consult a doctor; to see one's tongue; to take one's temperature; to have a pain in the chest; to feel one's pulse; to die of TB; to suffer of sleeplessness; to be treated for pneumonia; to take pills for a headache; to be nervous; curable disease; to make a prescription.
- c) What is the trouble? What's the doctor diagnosis? Take a table spoonful three times a day. You don't look at all well. Must I keep him in bed? I am so-so. What are the directions (instructions) for use? This treatment did me (a world of) good."⁶⁷

TASK 3:

"Give derivatives, word combinations, and expressions:

Aid, health, swell, blood, stammer, eyesight, prevent, care, amputate, vaccinate, inoculate, medical, sprain."⁶⁸

TASK 4

"Give synonyms and use them in sentences of your own:

To hurt; to have a tooth pulled out; an eye-specialist; a children's doctor; to faint; to go to a doctor; to be unwell; a sick person; to get well; to recover consciousness.

Give the opposites to:

⁶⁷Florin Slapac, *Spoken English*, EdituraTeora, Bucuresti, 1999, pag 100.

⁶⁸Florin Slapac, *Spoken English*, EdituraTeora, Bucuresti, 1999, pag 106.

*Medicine for internal use; far-sighted; to take off a compress; to undress a wound; the temperature rises; to feel well; to be out of bed; to come to oneself.”*⁶⁹

16.1.3 EXPRESSIONS AND PHRASES USED AT THE DOCTOR

“I’d like to register with the doctor as a temporary patient.

I’ve got a terrible heartburn.

I’m in a private endurance scheme.

Could you call a doctor – it is an emergency.

Is medical treatment free for foreigners?

He has been admitted to hospital.

I’ll send you for an X-ray.

I think you’d better see a specialist.

Are you being treated for anything in particular at present?

I’m allergic to antibiotics.

I’ve been vaccinated against smallpox.

I’m sure I’ve got high blood pressure.

I’m having trouble sleeping.

How are you feeling? You don’t look very well.

I’d take an aspirin and lie down, if I were you.

Let’s hope you soon get better.

He had to have an operation last week.

She is slowly getting better.”⁷⁰

“What seems to be the problem?

I’m not feeling very well.

My throat is sore.

It hurts me when I swallow.

⁶⁹Florin Slapac, *Spoken English*, EdituraTeora, Bucuresti, 1999, pag 108.

⁷⁰Dominique Lescanne, Christopher Mason, *EnglezaPractica*, EdituraNiculescu, 2007, Seeing the doctor, pag. 199.

To take the temperature.

I feel a bit warm.

Are you taking any medicine?

Toothache

Headache

Stomachache

Temperature

Cold

Flu

Earache

Cough

Take me to a hospital

May I see a general practitioner/a dentist?

I've got a cold.

I've got a cough.

I have temperature/food poisoning/a swelling/sunstroke.

He/she had a heart attack.

I have pain in my back.

My leg hurts.

My arm aches.

I am allergic to pollen/house dust/some medicine.

I have chills.

I have cut my finger.

I have dislocated arm/leg/broken my arm/leg/hurt my arm/leg.

I am on a diet.

What is wrong with me doctor?

What is your diagnosis?

Is it catching?

Is it dangerous?

Please give me a prescription.

When should I come back?

How much do I pay you?

How long will I be in hospital?

I have a tooth ache/a swollen gum/bleeding gum/a broken tooth.

A filling has come out.

Please put in a filling/pull (this) tooth/do something for the pain.

I need to have this prescription filled.

Please give me something for a cough/a cold/a headache/an upset stomach.

How should this medicine be taken?

On an empty stomach?

After a meal?

What is the prescribed dose?

How many times a day must this medicine be taken?

Please give me a disinfectant/a tranquilizer/something for the fever/a laxative

Please give me a bandage/some cotton wool/some iodine/a plaster/some vaseline/a thermometer.

I have broken my glasses.

I need to change my lens.

I need smoked glasses/sunglasses.

My sight is poor.

I have big diopters.

I am near-sighted.

I am far-sighted.

Please show me some frames.”⁷¹

⁷¹Alina-AntoanelaStefaniu, RaduLupuleasa, *EnglezapentruMarea Britanie*, EdituraPolirom, 2006, Health, pag. 157-160.

Auto evaluation Test Nr. 10

Time to solve the test: 1h.

Points:

Group and debate activity

“Make up a story about:

- a. A visit to a sick friend. (A dialogue)
- b. A visit to a throat/nerve/lung specialist. (A dialogue)
- c. At the chemist
- d. Coming back to the office after being ill. (A dialogue)
- e. The way you were treated for flue.
- f. The way someone nursed you when you were ill.”⁷²

What do you know about the paramedics?

⁷²Florin Slapac, *Spoken English*, Editura Teora, Bucuresti, 1999, pag 106.

Minimal Bibliography

The present Course

Personal Materials

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team members are essential for the maximum of points. These points will count at the final evaluation.

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GOOD LUCK!

UNIT 17: READING AND DIALOGUES

17.1MAIL SRVICES

(source: Internet. Google Images:
<http://www.actionprinters.net/category/services/mail-services/>
Taken today 10.05.2012)

17.1.1 Read and translate the following texts:

TEXT 1:

“Mail Service

Nowadays no one can do without postal service. The POST OFFICE does a tremendous job in getting our mail and morning newspaper to us.

If you pay a visit to our POST-OFFICE you will see quite a number of windows (counters) with a notice in big letters showing the operations handled. The first window is marked LC (Letters and Cards), where letter packages, aerogrammes, postcard and postal cards are dispatched. The next one is AO (Other Articles) where printed matter and small packets are sent. Then there is one marked POST RESTANTE (Amer. General Delivery) which keeps the mail till called for. Going down the line you will see CL (Certified Letters) and REGISTERED LETTERS windows. Certified mail service provides the safest way to send letters and valuable articles. Registry fee include proof of mailing and proof of delivery and are based on the value of the article.

Any letter can reach the addresses sooner if you send it by airmail.

You can send money at the MONEY ORDER or POSTAL ORDER window, and parcels at the PARCEL POST window. But parcels are packed in canvas or strong card boxes. The largest post-offices even maintain a wrapping and packing service.

At the post-office you can also send telegrams, renew your radio or TV license, subscribe to newspapers, or even pay some bills: rent, telephone, gas and electricity.”⁷³

TEXT 2:

“In the morning a woman in a grey uniform comes to our house to bring the mail. It doesn’t matter what the weather is like. She is there every day except Sunday. Her name is Lydia and she works for the US Postal Service. She is a very pleasant mail carrier. Whenever she has an important letter or package for us she rings the bell.

She knows everybody in the neighborhood, and everyone knows her. Even the dogs know her and don’t bite her. We always meet Lydia on our way to school. She always stops to talk to us.

⁷³FulviaTurcu, VioletaNastasescu, *Engleza de Afaceri*, Editura Uranus, Bucuresti, Unit 27, pag. 184.

This afternoon I have to go the post office to pick up a package that was sent to us from Puerto Rico. Lydia doesn't deliver big packages. While I'm in the post office, I'll buy some stamps. I'll also pick up a passport application. I'll buy some envelopes too. The post office is closed on Sunday, and the mail carrier doesn't come then either."⁷⁴

TEXT 3:

"Anybody who wants to buy stamps or envelopes, to send a telegram or to get a postal order, must go to the postal-office. There is a post-office in every town and nearly every village; The large towns, of course, have more than one. If you only want to post an already posted letter, you needn't go to the post-office; ask the nearest letter-box, or pillar-box anybody will tell you where it is.

Let us drop in at the post-office and see what the inside of it looks like. There is generally a separate counter or window for each department; one for Postal Orders, one for Telegrams, one for Letters To be Called For, one for Registered Letters, and so on.

On one side of the counter, you see several customers; on the other side, the clerks. Customers are standing at various windows buying stamps, envelopes, postcards, registering letters; some are sending postal orders, others are cashing theirs. A number of people are inquiring if there are any letters for them at the Post Restante. You can also see people writing telegrams or sending books by book-post and parcels by parcel post.

If you want to buy or to send, or to receive something you must go to the right counter; if you go to the wrong one, you'll only waste your time. If you want a

⁷⁴Barbara Zaffran, David Krulic, *Everday English*, Ed. Teora, 1998, Lesson 9, pag. 31.

postal order, you just say: “Give me a postal order, please.” If you want to send telegrams ask for a telegram form.”⁷⁵

17.1.2 Read the following examples of dialogues and then perform the tasks:

“A.

Customer: Where can I cash this postal order?

Clerk: Right here, sir. Please sign your name at the bottom. Here is the money.

Customer: Thank you.

Clerk: Thank you.

B.

Customer: I would like to register a letter. What is the postage?

Clerk: Is it for the Continent?

Customer: No, it is an inland one.

Clerk: Let me have it weighed. It will come to 3,5 pence.

Customer: And what is the postage on ordinary letters for the Continent?

Clerk: Two pence – half penny.

Customer: And on postcards?

Clerk: Three half penny.

Customer: And if I want to send them by air mail?

Clerk: It's 6 pence for letters and 4 for postcards.

C.

Customer: I want to send a telegram, where can I get a form?

Clerk: You will find telegram forms over there; fill one up in ink and hand it to the next counter.

⁷⁵Florin Slapac, *Spoken English*, Editura Teora, Bucuresti, 1999, pag 79.

Customer: How much will it cost me to send this telegram to Denmark?

Clerk: Let me see how many words....Sixteen words at 3 pence a word. That will be 4 shillings, please.

Customer: And I want the telegram to reach the addressee by tonight.

Clerk: It will, don't you worry. Here is the receipt.

Customer: Thank you."⁷⁶

"Lady: I'd like to send a parcel to Canada, please.

Postmaster: Certainly, Madam. Surface rate or air mail?

Lady: Is there a lot of difference in price?

Postmaster: It depends on the weight. Let's see...that's 450 grams which would cost you £ 4.70 by air and £ 2.10 by boat.

Lady: And how long would it take by boat?

Postmaster: Oh, two weeks at the very least. It might even take longer. It's a lot quicker by air mail – it would be there in a couple of days. It's up to you.

Lady: I think I'd better send it by air, at least you're sure it will get there on time.

Postmaster: Can you fill this slip for the custom, stating the contents and their value in British currency?

Lady: Do I really have to give the price? It's a present, you see....

Postmaster: Oh, don't worry then. Just write 'present' on it.

Lady: While I'm at it, can I have three first class stamps ...two stamps for Europe...and a three pounds ninety postal order, please?

Postmaster: That's £ 4.70 for the parcel, £ 1.22 for the stamps, and £ 4.05 for your postal order...which comes to £ 9.45.

Lady: Take it out of my family allowance for this week, if you will. I've got £ 12.50 coming to me. That will easily cover for it.

Postmaster: Excuse me, Madam, you're forgetting your change.

Lady: So I am... And my family allowance book, I can't find that either. Have I left it on the counter?

⁷⁶Florin Slapac, *Spoken English*, EdituraTeora, Bucuresti, 1999, pag 80.

Postmaster: No, there is no trace of it. I'm sure you put it in your bag.

Lady: Oh there it is. Thanks a lot."⁷⁷

"Customer: I want to send a telegram. Where can I get a message form?

Clerk: You find telegram forms over there; fill one up in ink writing the addressee's name and address in block capitals, the message, your signature and then hand it in at the next counter.

Customer: Will the telegram reach the addressee tonight?

Clerk: Will you send it ordinary, urgent or express?

Customer: I'll send it urgent.

Clerk: Then, your telegram will reach the addressee in four hours.

Customer: That's all right. (Handling the telegram form over to the clerk): Here is my telegram.

Clerk: I'm afraid you will have to rewrite it. I cannot decipher your handwriting.

Customer: I'm sorry, I'll try to write it more legibly.

Clerk: While you are rewriting the telegram, I'll be attending to another customer.

Customer (Handling the telegram form over) is it better now?

Clerk: yes, it's much better. Here is your receipt."⁷⁸

TASKS FOR A BETTER UNDERSTANDING

TASK 1:

Translate into English the following words: timbre, plic, colet, scrisoare, cutie postala and then write 5 sentences with them.

Make a list with the words related to the mail service from the text above.

⁷⁷Dominique Lescanne, Christopher Mason, *Engleza Practica*, Editura Niculescu, 2007, Bucuresti, pag. 98.

⁷⁸Fulvia Turcu, Violeta Nastasescu, *Engleza de Afaceri*, Ed. Uranus, Bucuresti, Unit 27, pag. 185.

TASK 2:

Group the following words and phrases into two lists: **writing a letter** and **sending a letter**:

Clerk; to put the letter into the letter-box; to take a sheet of paper; to buy an envelope; to take a pen and an inkpot; to stick a stamp; in the top right-hand corner; counter; to write the date; to go to the post-office; to address the letter properly; to close the envelope.

Choose the right word:

A. to ask-to inquire

- a) He....me to telephone him the results of the interview.
- b) Were you...many additional questions at your examination?
- c) Having...his way of a passer-by, he continued to walk.
- d) Wait a minute, I'llif he has gone out.
- e) "Have you come to... about Father's health?" asked Henry.

B. note – letter – message

- a) Ann gets many...from her pen-friends in England.
- b) A....was received that the plane had been caught up in a severe storm.
- c) I left a....for Ann telling her that the evening party was fixed for Sunday.

Find a word in list **b** to fit each word in list **a**:

- a) Registered, familiar, wrong, picture, stamped, ordinary, right-hand, morning, inland, central
- b) Address, handwriting, stamp, telegram, letter, department, post-office, postcard corner, delivery, envelope.⁷⁹

TASK 3:

“There is no sense in the story, is there? Correct it carefully.

The other day I made up my mind to send a letter to a friend of mine with whom I had been corresponding for many years. I wrote my friend's name and address on the back of the envelope, closed the envelope and put the letter in it. Then I took a sheet of paper and stuck a stamp on it. I folded a sheet of paper and put my name on the right-hand corner of it. After that, I went to the post-office and as I wanted to send my letter registered, I dropped it into the letterbox and returned home.

Read the following text and ask 7-10 questions to it.

A letter with a Dutch stamp on the envelope arrived at 43 Tudor Road, Exford, the home of Mr. and Mrs. Stuart, the other day. It was addressed to Rose Stuart, their 11-year-old daughter. When she opened it, she had a surprise. When Rose was on a holiday at Deal in August, she wrote her name and address on a piece of paper, added the request “Please write to me”, put the paper in a bottle and threw it into the sea.

On November 15, a 14-year-old schoolboy picked up the bottle from shore near a village in Holland. He opened it, found Rose's message, and at once replied to it. “I am learning English, but I do not know many words yet,” he wrote. “I began

⁷⁹Florin Slapac, *Spoken English*, Editura Teora, Bucuresti, 1999, pag 80-81.

my lessons about eighteen month ago and I am a pupil of the technical school.”
He said he hoped Rose would write to him. With the letter he sent some picture postcards with views of the places in the district.

Rose, a pupil of Exford Country Girls’ Grammar School was delighted to know that her bottle managed to swim across the Channel in spite of the stormy weather through which it must have passed with its message on its three month voyage.”⁸⁰

TASK 4:

“Express the following in one word:

- a. That can be easily be read, plain and clear
- b. The mark of a post-office
- c. To make certain, guarantee, secure
- d. A post-office department to which letters can be addressed to be kept there until called for.
- e. To put something else in an envelope with the letter
- f. The first letters of a person’s name
- g. Anything added in writing, especially to a letter after it has been signed
- h. The amount charged by the post-office for carrying letters, parcels etc.

Give synonyms to: **to slip, to telegraph, to guarantee, to enclose.**”⁸¹

17.1.3 Expressions and phrases used in post-offices:

⁸⁰Florin Slapac, *Spoken English*, EdituraTeora, Bucuresti, 1999, pag 82.

⁸¹Florin Slapac, *Spoken English*, EdituraTeora, Bucuresti, 1999, pag 83.

“I have to write a letter.
I want to reply to this letter.
How does one start a letter in English?
Don’t forget to date the letter.
How does one address someone in writing?
Dear Madam,
Dear Mrs.
Dear Sir,
Dear Mr.
How does one conclude a letter?
Yours sincerely,....
Your truly/faithfully
Best regards,
I forgot to sign the letter.
Would you mind posting this letter for me, please?”⁸²

“In Britain you can’t phone a post office, you must find a public call-box.
Has the postman been?
Pillar-boxes are red and have the Queen’s initials written on them.
Collection times are: 9 am, 1 pm and, 6 pm.
I must finish now to catch the five o’clock post.
Please forward if necessary.
I paid cash on delivery.
There are surcharges for underpaid and unpaid mails.
Return to sender.
Don’t forget the postcode.
Not known at this address.
Parcels should be wrapped in brown paper and secure with stings.

⁸²Monica Milcoveanu, *Englezarapida*, Ed. SteauaNordului, Corespondenta, pag. 112

Fragile. Handle with care.

Please find enclosed an international reply coupon.

Around the Christmas time, you have two deliveries per day.”⁸³

“Where is the post-office?

Where is the mail box?

Please give me a stamp/an envelope (with a stamp).

How much do I pay?

Are there any letters for me?

How do I call the information bureau?

How much does one minute/three minutes cost?

My number is....

The number I want to call is....

I don't have my cell phone with me.

I will use the phone in my room.

I reached the wrong number.

May I speak to...?

Who is speaking, please?

This is...

Please hang up and call again.

I cannot hear you well.

May I speak with Mr./Mrs./Miss...?

I'll call back later.

Ask Mr... to call me.

Please write down my number.

Just a moment please. I'll put him on.

I'm sorry, she/he is not here now.

Will there be any message?

May I use your phone?

⁸³Dominique Lescanne, Christopher Mason, *EnglezaPractica*, Ed. Niculescu, Buresti, 2007, At the Post-Office, pag. 103.

Please give me some change/a phone card.

What is your phone number?”⁸⁴

Auto evaluation Test Nr. 11

Time to solve the test: 1h.

Points:

Writing

Write a description of a post office.

Minimal Bibliography

The present Course

Personal Materials

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team

⁸⁴Alina-AntoanelaStefaniu, RaduLupuleasa, *EnglezapentruMarea Britanie*, Ed. Polirom, Bucuresti, 2006, pag. 124-125

members are essential for the maximum of points. These points will count at the final evaluation.

PAY ATTENTION!

Inspiration from the Internet sites are allowed but there will be severe penalties for the ‘copy - paste’ material used without references or the texts copied as such.

GOOD LUCK!

UNIT 18: READING AND DIALOGUES

18.1 AT THE AIRPORT

(source: Internet. Google Images:
<http://www.room4u.org.uk/hotels/glasgowairport/>
Taken today 16.11.2014)

18.1.1 Read and translate the following texts:

TEXT 1:

“ON FLIGHTS

Travelling by air is definitely the most comfortable and speediest of all other means of transport. Statistics show that travelling by air is as safe as any other

means of transport and with the time-saving, an ever greater number of people prefer going by air.

Travelling by air may be great for one person, but boring, or a pain in the neck for others. How often we travel by plane may, more often than not, depend on our pocketbook.

International air-lines network has been considerably increased to cope with the growing traffic. The Fast Fact Guides of International Airlines publish data regularly about their fleet operated, volume of traffic carried (passengers and cargo), capacity (available seat/ available tonne), load factors, operations and of course their yield.

Airlines are constantly trying to improve their services. They are concerned about improving check-in facilities hiring well-trained check-in personnel, providing excellent in-flight services such as: cabin service, seat comfort, and in-flight entertainment and of course, good catering.

Generally, there is no difficulty in booking, however it is advisable to book tickets in advance. You can book a First Class (P) seat, a Business class (C) or an Economy class (Y) on any airline flight at least 10 days before the date of the flight.

Travelers can take a bus provided by the airline company to get to the airport and be there one hour before the plane is taking off, this is the check-in time. Before a boarding the plane the passengers must have their tickets and passports checked, their luggage inspected by the custom officer to see whether there is anything liable to duty, then weighed and a tag attached to it from getting lost. The passengers can then avail themselves of the various services offered by the airport: the exchange office, the duty-free shop, the book-stall, the restaurant while waiting for the announcer calling the flight. The flight attendant is waiting for them at the gate to take them to the concrete runway where the plane is ready to take off. Every passenger gets comfortable and ready to take off. Soon the plane picks up speed and in a moment is off the ground and up in the sky.”⁸⁵

⁸⁵FulviaTurcu, VioletaNastasescu, *Engleza de Afaceri*, Editura Uranus, Bucuresti, Unit 36, pag. 269 – 270.

TEXT 2:

“The airport is your first stop before leaving on your dream vacation or trip. Generally speaking, you should arrive at the airport with plenty of time to spare. Don't arrive 10 minutes before your plane departs. You can park your car in long-term parking if you are planning to be away for a few days, or you can ask someone to drop you off in the loading zone right in front of the airport terminal. In some cases, you can check your bags there at curbside, or you might have to go to the check-in counter inside the airport. Many airports now allow you to check in at a computer kiosk, but you will still need to check your bags if you have any. Once you are checked in, you will have to pass through security where they will check your ID and your carry-on bags. You will also need to walk through a metal detector, which will check for illegal items. After you pass through security, you can walk to the gate where you can wait to board your flight. Just wait until they call your section to board. They usually seat first-class passengers and those who need assistance first. Enjoy your flight.”⁸⁶

TEXT 3:

“When you plan to travel by air, you need to make sure that you check-in at least two hours before your flight. When you arrive at the airport *departure terminal*, make sure that you put your heavy luggage in a *trolley*, otherwise you may end up pushing your luggage around the airport. When you enter the departure area, a *security check* is carried out on all your luggage. When you get to the *check-in counter*, an airline representative will check your tickets and weigh your luggage. All airlines impose a weight restriction, and any *excess baggage* can be very

⁸⁶<http://www.dailyesl.com/airport-arrival.htm>

expensive. After checking-in, you can take any *hand luggage* onboard with you, while heavy luggage is put on a *conveyor belt* and carried away. After checking-in, you can wait for your flight at the *departure lounge* or you can shop around for tax-free goods at the *duty free* store. When it's time to board your flight, an announcement will be made for all *passengers* to board their flights. When all the passengers and *cabin crew* have boarded the plane, the captain will communicate with the control tower and guide the airplane onto the *runway* for take-off.”⁸⁷

18.1.2 Read the following dialogues and then perform the tasks:

“Flying Back

John: What time does your plane leave tomorrow?

Rob: Eleven o'clock, but I've got to be there an hour before to check my luggage in.

John: Oh, I'll drive you to the airport, then.

Rob: That's awfully kind of you John, but really I don't think it's worth all the bother with the traffic and all that. You'd only end up wasting the whole morning tripping backwards and forth.

John: It doesn't matter, I've got plenty of time. Honestly, I'd only be too pleased to do it.

Rob: No, really, John, it's just as easy for me to take the shuttle. My hotel isn't far from airport and I haven't got much stuff at all.

John: O.K then, as you wish, but if you change your mind you've got my phone number. Don't hesitate.

Rob: I won't.

John: Are you looking forward to flying back?

Rob: Oh yes. I always enjoyed travelling by plane.

John: Let's hope you have a safe flight!

Rob: I do too, with all the accidents recently!

⁸⁷<http://www.onlinetutoringworld.com/lessonplans/intermediate-airport.php>

John: That's just a case of bad luck. I'm sure these things happen, but nowhere near as often as everybody says.

Rob: I agree. I mean you just need to get into your car and go fifty yards down the road and you can have an accident.

John: True. I am sure the aviation authorities thoroughly check all the planes. Anyway, to change the subject, I hope you've had a nice stay.

Rob: I certainly have. It was wonderful. Thanks such as lot for showing me round. Hope I can do the same thing for you sometime.”⁸⁸

“Clerk: Yes, sir?

Client: I'd like to ask about the flights to New York next week. I need to be there for a meeting first thing Tuesday morning.

Clerk: I see. You'd want to arrive on Monday I suppose.

Client: Yes, but I will not be able to leave until Thursday night at the earliest.

Clerk: Let me check. We have a daily flight at 10 a.m via Amsterdam, and there's our Monday Flight 321 leaving at 14:00 p.m to New York. We have direct flight on Saturdays and Sundays leaving at 8:00 a.m and arriving at 10 a.m next day.

Client: Could you book me on Sunday morning flight, return, please. And Business Class (C) please.

Clerk: So that's Sunday 10th February for the outward journey. What about return?

Client: Leave that open. I'll be getting a direct flight back so the point-point round trip will be fine.”⁸⁹

TASKS FOR A BETTER UNDERSTANDING:

TASK 1:

⁸⁸Dominique Lescanne, Christopher Mason, *Engleza Practica*, Ed. Niculescu, Bucuresti, 2007, pag. 322.

⁸⁹Fulvia Turcu, Violeta Nastasescu, *Engleza de Afaceri*, Ed. Uranus, Bucuresti, Unit 36, pag. 270.

“Discussion

What are some of your frustrations when going through an airport? Is there anything you can do personally to minimize these problems? What can airports do to deal with these issues?

Role Play

You have reached the gate, and your plane is about to depart. However, you just realized that you are missing your laptop. Describe where you went and what you did, step by step, from the time you arrived at the airport to reaching the departure gate.

Online Investigation

Airport security is a major concern for people who fly on airlines. However, people are often unaware as to the rules about what you can and cannot carry on board domestic and international flights because these rules are constantly changing. Now, use the Internet to identify the specific items that are banned from flights at the airport nearest you. Summarize your findings with a partner and give a reason why each item is banned from flights.”⁹⁰

TASK 2:

Write dialogues according to the following situations:

- a. Arriving at the airport
- b. At the counter

⁹⁰<http://www.dailyesl.com/airport-arrival.htm>

- c. Asking about the gate
- d. Buying a ticket

TASK 3:

Describe an airport using as many details as possible.

18.1.3 Expressions and phrases used in airports

“Where is the information office/schedule of the trains/ticket office/waiting room/restaurant/snack bar/newspaper stand/duty free shop/hairdresser’s/barber’s shop?

Where can I change money?

How much does the ticket cost?

How many days is the ticket good for?

Where do I change trains?

When does the boarding begin?

Show me my place, please.

Where can I check/pick up my baggage?

Where is the British Airways office?

I would like to confirm my reservation.

On what days are there planes for.....?

When is the flight to....?

Is this a direct flight?

How long is the flight?

When does the plane get to....?

Is there a stop-over?
Where does the plane land?
I want a ticket on a plane to....please.
When should I be to the airport?
Is the airport far from the city?
Have they already have announced flight number...../check-in/the boarding?
Here is my ticket/passport/luggage/baggage.
May I take this bag in the cabin?
How much is overweight?
Help me, please...fasten my seat belt/put my seat back.
Please bring me a glass of mineral water/candies/some cookies/cakes.
When are we to land?
Are we late?
What terminus do trains for... leave from?
Where is the terminal?
How do I get to the station?
Is there a through train to...?
Please give me a ticket (a return/round-trip) in the sleeping-car to...
When does the train leave for?
From which platform?
How do I get the platform number?
When does the train get in to...?
When does the train number...leave/arrive?
How long does it take the train to get to...?
Is this train number....?
The conductor/ticket inspector is coming soon.”⁹¹

⁹¹Alina-AntoanelaStefaniu, RaduLupuleasa, *EnglezapentruMarea Britanie*, Ed. Polirom, Bucuresti, 2006, pag. 131-133

Auto evaluation Test Nr. 12

Time to solve the test: 1h.

Points:

Speaking activity

Describe systematically what you do when you plan your holiday: where do you go to choose your destination, whom do you talk with, your favorite destination, details about the plane you are flying with etc.

Minimal Bibliography

The present Course

Personal Materials

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team members are essential for the maximum of points. These points will count at the final evaluation.

PAY ATTENTION!

Inspiration from the Internet sites are allowed but there will be severe penalties for the 'copy - paste' material used without references or the texts copied as such.

GOOD LUCK!

MODULE 3: SPECIALITY TEXTS

LAW TEXTS (Reading and Writing)

THE ARMS OF THE LAW: THE JUDICIARY

UNIT 19: MAGISTRATES

Auto evaluation test Nr. 13

Basic bibliography

Answers and commentaries at the auto evaluation test

UNIT 20: THE COURT SYSTEM

UNIT 21: WARRANTS. TYPES OF WARRANTS IN UK

UNIT 22: POLICE POWERS

Auto evaluation test Nr. 14

Basic bibliography

Answers and commentaries at the auto evaluation test

THE BRITISH CONSTITUTION

UNIT 23: THE BRITISH CONSTITUTION: THE CONCEPT

Auto evaluation test Nr. 15

Basic bibliography

Answers and commentaries at the auto evaluation test

UNIT 24: THE BRITISH CONSTITUTION: THE ACTORS OF THE CONSTITUTION: THE QUEEN'S POWERS

Auto evaluation test Nr. 16

Basic bibliography

Answers and commentaries at the auto evaluation test

**UNIT 25: THE BRITISH CONSTITUTION: THE ACTORS OF THE
CONSTITUTION: THE PRIME MINISTER AND THE CABINET**

Auto evaluation test Nr. 17

Basic bibliography

Answers and commentaries at the auto evaluation test

THE AMERICAN AND INTERNATIONAL LAW

**UNIT 26: THE AMERICAN CONSTITUTION:
THE WRITTEN CONCEPT**

Auto evaluation test Nr. 18

Basic bibliography

Answers and commentaries at the auto evaluation test

WRITING AN ESSAY

UNIT 27: HOW TO WRITE AN ESSAY?

UNIT 28: FINAL TEST

MODULE THREE: SPECIALITY TEXTS- LAW TEXTS

THE ARMS OF THE LAW (Reading + Writing)

UNIT 19:MAGISTRATES

source: Internet. Google Images:

<http://www.theguardian.com/commentisfree/poll/2013/dec/17/ex-offenders-magistrates-policy-exchange>

Taken today 16.11.2014

19.1 Read and translate the following texts:

TEXT 1:

“MAGISTRATES

There are two types of magistrates in England and Wales: lay magistrates, also known as lay justices, who have the title of 'justice of peace', and stipendiary magistrates. The former is a body of men and women which has been in existence since the fourteen century, and is called on to pass judgment on their fellows' citizens, without any real legal training. The latter is a body of lawyers, called upon to do substantially the same job, which dates from the eighteen century.

They both exercise their powers in a less formal court than the others courts, known as the Magistrates' Courts, and deal with more cases than any other court of law in the English legal system.

The main job of the magistrates is to deal with the civil and criminal cases too trivial to be dealt with by the Crown and the County Courts.

In terms of their criminal jurisdiction the Magistrates' Courts deal with something over 95% of all cases. The English legal system divides criminal offences into three basic categories:

" summary offences" is the category of minor crimes such as parking offences, minor assaults, begging, and less minor crimes such as drinking and driving which are tried without a jury;

"indictable offences " are those more serious offences for which the police are given a power to arrest and which will be tried by a jury; murder, manslaughter and serious fraud all come within this category.

A number of offences, because of the fact that they are not uniformly major or minor, are termed "either way "offenses which may or may not be tried by a jury at the request of the defendant. The best example of these examples is theft that may involve either small or very large amounts of money. The magistrates' criminal jurisdiction is principally limited to summary and either way offenses (where the defendant elects not to have a jury trial). However, the magistrates have an important role to play in serious criminal proceedings. Where a person is charged with an indictable offense, magistrates sit as examining justices to decide whether the prosecution's case is strong enough to warrant committing the accused for trial in the Crown court. This procedure is known as "committal proceedings". They also issue arrest and search warrants to the police. The civil jurisdiction of the magistrate is limited to minor matters including matrimonial and family matters, and the granting of licenses (for betting, liquor etc.)

Justices of the peace are chosen by the Lord Chancellor on the advice furnished by Advisory Board that has a certain member of subcommittees or advisory

panels in the regions. These organizations are concerned with recruiting magistrates from amongst the "worthy" members of the locality. It is not absolutely clear what criteria are used in the selection, but it is fairly sure that many J. P.s are chosen on the recommendation of an existing magistrate. Others, it seems are chosen for their background in voluntary work such as churches or youth organizations. They are not paid a salary but receive expenses incurred in the performance of their judicial duties. Although they are lay persons, they have some legal knowledge as they receive two short courses of instruction during which they are initiated into basic aspects of the law, including evidence, sentencing and procedure. They are assisted by "clerks to the justices", normally solicitors or barristers of at least seven years standing, who perform the administrative work of the court and advise magistrates on point of law and procedure. Stipendiary magistrates are to be found in most of the large towns and cities of England and Wales. In London, there are only "metropolitan stipendiary magistrates". Stipendiary magistrates are full-time members of the court chosen by the Queen on the advice of the Lord Chancellor. They receive wages or a "stipend" and unlike lay magistrates they may sit alone (a quorum of two is required for lay justices). They are normally barristers or solicitors of at least seven years' standing."⁹²

TEXT 3:

“Law graduates who join a law firm start work as **associates**. If they stay with the same law firm for several years, they may **make partner**. This is the term used when a lawyer is invited to become a partner, and accepts. A **salaried partner** earns a regular salary. This is higher than the money earned by the associates, but not usually as much as the **full partners** get. However, while full partners share in the profits of the **partnership**, they also share the losses.

⁹²Michael Brooks, David Holden, Wesley Hutchinson, *Englezapentru Juristi*, CH. *The Arms of the Law*, pag. 16-17, Editura Teora, Bucuresti, 2001.

The partners and associates at a law firm may have support from the services of a **paralegal**, also referred to as **legal assistants**. Paralegals help lawyers in their legal work and perform some of the same tasks. They generally have some form of specialized legal training, although are not usually qualified lawyers. Their tasks may include studying the facts of the case, researching legal articles or preparing for **trials**. The term **legal secretary** often refers to people who help lawyers, mainly with their administrative work. **Legal executives** have professional legal training, and usually specialize in an area of law, but may not practice without the support of a qualified lawyer.

In the UK and some Commonwealth countries, qualified lawyers who work at law firms are called **solicitors**. Solicitors provide legal advice and assistance, but they do not have **rights of audience** in the **higher courts**, in other words, they are not allowed to present the case in court. For this, they will instruct **barristers** who carry out the **advocacy** work during a trial. However, this kind of **contentious** work is often only a small part of the work of a solicitor. Most of the work done at larger commercial practices is **non-contentious** work such as drafting contracts and advising on company formation.

Not all lawyers decide to work in a partnership. Instead, they may decide to practice as **sole practitioners**. These lawyers often deal with a range of subject areas. In contrast, lawyers working in a large **practice** might specialize in one particular field of law, such as **company formation** or **intellectual property**.

In the US, qualified lawyers are called **attorneys**. All attorneys are able to appear in court, although larger US law firms often have a **litigation department** with a team of lawyers who specialize in court work.”⁹³

19.1.2 Read the following example of dialogues and then perform the tasks:

⁹³<http://www.translegal.com/exercise/the-practice-of-law-2>

“LAWYER: Based on what you’ve told me so far, it sounds like your competitor is **infringing** your **trademark**.

CLIENT: Exactly. And the **potential damage** to my business is tremendous. Besides the usual threatening letters, what legal action can we take?

LAWYER: Well, there are several things we can do. First, we can **file an action** in the district court and **move for an injunction** against your competitor. We need to show the probability of **irreparable harm** to your business. If this outweighs the probable harm to their business while the case is pending, we can get a temporary **injunction**. This injunction will prevent them from using the trademark, **on pain of fine**.

CLIENT: I’m sure they’ll **challenge** that. They won’t confess to the **claim**.

LAWYER: Right. Actually, ‘confess’ is used in criminal cases. In civil cases we say ‘**admit the claim**’.

CLIENT: Of course, a slip of the tongue.

LAWYER: We’ll also be **seeking declaratory relief** and **damages** for any and all **compensable losses you’ve suffered**.

CLIENT: I know what damages are, but what’s declaratory relief?

LAWYER: It’s a declaration by the court that you are the rightful owner of the trademark. As for damages, if we’re going to be able to **recover your losses** we’ll first have to prove them. I’d like one of my associates to meet with your people to start gathering **evidence**.

CLIENT: That’s fine – as soon as possible.

LAWYER: What do you think the chances are of **settling** with your competitor?

CLIENT: Poor. It’s a very bitter feud.”⁹⁴

TASKS FOR A BETTER UNDERSTANDING

TASK 1:

⁹⁴<http://www.translegal.com/exercise/a-lawyer-client-dialogue-vocabulary-in-use-1>

Read the information below and then use the steps to build a dialog:

“The purpose of lawyer-client interviews is to get and give information and to decide on the best course of action for your client. It is also a good opportunity to establish a good, professional relationship with your client. The main aims of a good lawyer-client interview are to:

- help your client identify exactly what they want;
- gather information to identify how your client’s aims can be achieved;
- help your client reach decisions about the best course of action; and
- create a feeling of confidence in your client as to your professionalism, competence and commitment to their case

The four main stages of a lawyer-client interview are:

1. welcome the client (e.g. meet, greet and seat your client)
2. acquire information (e.g. use open questions to encourage your client to tell you what has happened)
3. supply information and advice (e.g. consider the merits of the case)
4. part/conclude (e.g. confirm that your client wishes you to act for them before they leave)

The best way of acquiring information is by inviting your client to tell you why they have come to see you and by listening to what they say. Good questioning techniques are especially important. The three main types of questions are:

1. open questions
2. negative questions
3. closed questions (=a question that requires a yes/no response)”⁹⁵

TASK 2:

Read and translate the following text:

⁹⁵<http://www.translegal.com/exercise/conducting-a-lawyer-client-interview-1>

“In the US, students must first take an **undergraduate degree**, in any subject, at university before studying law in a university graduate program known as **law school**. The Law School Admission Test (LSAT) is a half-day standardised test required for admission by all law schools approved by the American Bar Association (ABA). The test measures verbal reasoning and reading skills, and is one of several factors used by US law schools when deciding who to accept. It is important for future lawyers to gain experience and build contacts before they graduate from law school. Summer **internship** programs are very popular, although some law students are able to find a part-time position at a law firm, usually as a lawyer’s assistant. Law school graduates must then decide on the **jurisdiction** in which they want to work, and take the **bar exam** in that state – usually during the summer following graduation. Once a lawyer has passed the bar exam, they can practice law. In the US, all qualified lawyers are known as **attorneys**. However, in England and Wales, there are two types of lawyer: **solicitors** and **barristers**.

A solicitor is a qualified lawyer who usually works at a law firm or as a **sole practitioner**, and who generally deals with **non-contentious** work (such as **drafting contracts** and advising on aspects of commercial law) or preparing **civil** or **criminal cases** for **trial**. Solicitors cannot appear as an **advocate** in the **higher courts**, instead they can **instruct** a barrister, who then represents the client during the trial. A barrister is a lawyer that is allowed to **plead** for a client in the **lower** and higher courts. Barristers are generally self-employed and will usually work as part of a set of **chambers**, the name given for the workplace used by a barrister or association of barristers.

To become a solicitor, you must have an undergraduate degree and then take the Legal Practice Course (LPC) at a postgraduate law school. The course lasts two years for non-law graduates and one year for students who first studied law at university and who took certain **core subjects**. Following the **academic** stage there is a **vocational** stage, during which law school graduates must undertake practice-based training, known as a **training contract**. This is usually taken at a

law firm over a two-year period (full-time), but can also be carried out with other approved organizations such as the Crown Prosecution Service (CPS). The Professional Skills Course (PSC) is normally taken during the training contract, and must be completed to qualify as a solicitor. Students who have successfully completed all of these stages can then apply to the roll of solicitors in England and Wales, which entitles them to practice as a solicitor.

Becoming a barrister involves three main stages of training: academic, vocational and pupillage. During the academic stage, future barristers must take either a law degree (LLB) or any other subject followed by a **conversion course**. Vocational training takes one year and is provided by the Bar Professional Training Course (BPTC). BPTC graduates must then spend a further year in pupillage, either at barristers' chambers or in another organization approved by the Bar Standards Board (BSB). The final stage is to obtain **tenancy** in a set of chambers as a self-employed barrister, or go into practice as an employed barrister.”⁹⁶

TASK 3:

You have the next example. Write a letter to a client:

“Dear Mr. McCord

Purchase of 38 Rue des Vignerons, F-94305 Vincennes

I am writing **on behalf of** Ms. Vignaud **to bring you up to date** with the progress on your purchase of the above named property.

We have now received the draft sales documentation from the seller's lawyer and enclose copies of the following documents **for your consideration**:

1. **Office copy entries**: these are **issued** by the French **Land Registry**. These show the ownership of the property together with any **third party rights** (eg loans secured against the property, **rights of way** across the property etc which affect the property). They show that M. Claret is the sole owner of the property,

⁹⁶<http://www.translegal.com/exercise/legal-training-common-law-systems>

subject to a mortgage in favor of the Société Générale bank which will be paid off on sale of the property. There are no third party rights affecting the property.

2. **Fixtures, fittings,** and property information forms: these forms are completed by the seller and give information about the property. It would be sensible to **clarify** certain details without delay. In particular, we should obtain the completion certificate **in respect of** the extension that was added to the property in 2007.

3. Planning documents: these show that permission was **granted** for the building of the extension.

4. Water service and local tax bills: these are paid up to the present date.

5. Contract in duplicate: please sign, but do not date, both copies and return them to me.

I will now write to the seller's solicitors with some additional enquiries.

Provided we receive satisfactory replies to these, we should be able to **exchange contracts** quite soon.

Yours sincerely"⁹⁷

⁹⁷<http://www.translegal.com/exercise/a-letter-to-a-client-1>

Auto evaluation Test Nr. 13

Time to solve the test: 1h.

Points:

Speaking and writing activity

“An American friend of yours who needs to find out some specific information about the magistrates in England has left you a list of questions. Answer the questions as concisely as possible, taking no longer than 10 minutes to do so.

- 1. What criteria are used in the selection of J.P?**
- 2. How much legal knowledge is necessary, and do J.P.’s receive any help?**
- 3. Do magistrates get paid at all?**
- 4. What sort of offences do they deal with?**
- 5. Do magistrates play any role in indictable offences?**
- 6. What civil jurisdiction do they have?**
- 7. Does a magistrate sit alone or must there be several of them per case?”⁹⁸**

Write your opinion on the following question: Could persons who, for different reasons, were convicted become magistrates?

Minimal Bibliography

The present Course

Personal Materials

⁹⁸⁹⁸Michael Brooks, David Holden, Wesley Hutchinson, *Engleză pentru Juristi*, CH. *The Arms of the Law*, pag. 17, Editura Teora, București, 2001

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team members are essential for the maximum of points. These points will count at the final evaluation.

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GOOD LUCK!

THE ARMS OF THE LAW(Continuation Reading)

UNIT 20:THE COURT SYSTEM

(source: Internet. Google Images:

http://www.hrionline.ac.uk/obp-wiki/images/a/a6/Trial_scene_large.jpg

Taken today 16.11.2014)

20.1 Read and translate the following texts:

TEXT 1:

“THE COURT SYSTEM

In the English system, two different types of institutions have been set up to resolve legal problems. These are the courts and the tribunals. The distinction between the two is difficult to make as there is no precise definition of these terms. There is a wide use of the word ‘tribunal’ meaning any judicial assembly. This use of the word would include the courts. There is a narrower use of the word, however, which is of greater interest to the modern law student. In this sense the word is used to describe the judicial assemblies which are not the courts. These institutions fall into two broad categories:

- ‘Domestic Tribunals’ are non-state organizations set up as part of the disciplinary procedures of professional or sporting organizations; (These do not concern us here.)

- 'Administrative Tribunals' are bodies set up by the state usually established by Act of the Parliament, to perform judicial functions as part of the administration of some government scheme. The development of administrative tribunals has taken place almost entirely during the twentieth century. Their proliferation was such that a Parliamentary Commission, published in 1957 as the Franks Report, detailed the purposes of these tribunals, drew attention to problem areas such as the precise role of these bodies and their relationship with the court system and made recommendations as to how tribunals should operate in the future. The recommendations in the Report were only partially implemented, leaving a number of problems areas.

A Council on Tribunals was set up as a consultative and advisory body. Its main task is to advise the government departments in setting up administrative tribunals and to review the construction and working of these tribunals. The Council has at present some fifty tribunals under its jurisdiction including:

- the Rent Tribunals which settle disputes between landlords and tenants;
- the Education Appeals Tribunals which settle the principal problems which may arise between employer and the employee, such as redundancy payment disputes, questions of unfair dismissal and the problem of equal pay.

One problem area still left officially unresolved is the thorny question of whether these tribunals have only an administrative role or if they also have an adjudicative role. The Franks Report stressed the point that these tribunals have an independent adjudicative role. However, in reality, government departments have a general influence over decision making; therefore, administrative tribunals may not be regarded as pure court-substitutes.

Furthermore, there is the question as to whether the tribunals make law. Officially the answer is no; only the decision of the courts of law may be regarded as binding law. However, in practice, tribunals have a strong tendency to follow their previous decisions and these decisions are regularly reported. Hence, *de facto* system of precedent is in operation.

Essentially the tribunals have been set up to relieve the over-burdened court system of work, which may be dealt with in a less formal way by experts in the particular field. Increasingly, solicitors and barristers are being appointed as chairmen of the tribunals and their work is growing as the public becomes more aware of them. In this way tribunals provide a cheaper, speedier, and more expert alternative to the court system.”⁹⁹

TEXT 2:

“Structure of the courts system

Our courts system is complicated and – in places – confusing, because it has developed over 1,000 years rather than being designed from scratch.

Different types of cases are dealt with in specific courts: for example, all criminal cases will start in the magistrates’ court, but the more serious criminal matters are committed (or sent) to the Crown Court. Appeals from the Crown Court will go to the High Court, and potentially to the Court of Appeal or even the Supreme Court.

Civil cases will sometimes be dealt with by magistrates, but may well go to a county court. Again, appeals will go to the High Court and then to the Court of Appeal – although to different divisions of those courts.

The tribunals system has its own structure for dealing with cases and appeals, but decisions from different chambers of the Upper Tribunal, and the Employment Appeals Tribunal, may also go to the Court of Appeal.

The courts structure covers England and Wales; the tribunals system covers England, Wales, and in some cases Northern Ireland and Scotland.”¹⁰⁰

TEXT 3:

⁹⁹Michael Brooks, David Holden, Wesley Hutchinson, *EnglezapentruJuristi*, CH. *The Arms of the Law*, pag. 25-26, EdituraTeora, Bucuresti, 2001.

¹⁰⁰<http://www.judiciary.gov.uk/about-the-judiciary/the-justice-system/court-structure/>

„Judges

Circuit judge

Some circuit judges deal specifically with criminal or civil cases, while some are authorized to hear public and/or private law family cases. Others may sit more or less on a full-time basis in specialized civil jurisdictions, such as Chancery or mercantile cases, or as judges of the Technology and Construction Court.

Some circuit judges may be asked by the Lord Chief Justice (LCJ) to sit in the Criminal Division of the Court of Appeal. There are currently over 600 circuit judges throughout England and Wales.

Where they sit

Circuit judges are appointed to one of seven regions of England and Wales and sit in the Crown and County Courts within their particular region.

Appointment

Circuit judges must be lawyers who have held a ‘right of audience’ (the right to appear in court as an advocate) for at least ten years, and should generally also have served either part-time as a recorder on criminal cases or full-time as district judges on civil cases before they can be appointed.

Some circuit judges have been appointed as senior circuit judges, taking on additional responsibilities, for example the running of the largest court centres.

They are appointed by the Queen, on the recommendation of the Lord Chancellor, following a fair and open competition administered by the Judicial Appointments Commission.

Some judges sit part-time in retirement and are known as deputy circuit judges.

Court dress

Bands worn over a violet robe and a short wig.

When hearing criminal cases, circuit judges wear a red tippet (sash) over the left shoulder.

When dealing with civil business, circuit judges dress as in criminal cases, but with a lilac tippet and without a wig or bands, wing collar or collarette.

On some occasions – when dealing with certain types of High Court business, or when sitting at the Central Criminal Court (Old Bailey) in London – circuit judges wear a short wig and black silk gown over a court coat and/or waistcoat.

District judge

The work of district judges involves a wide spectrum of civil and family law cases such as claims for damages and injunctions, possession proceedings against mortgage borrowers and property tenants, divorces, child proceedings, domestic violence injunctions and insolvency proceedings.

Where they sit

District judges are full-time judges who deal with the majority of cases in the county courts. They are assigned on appointment to a particular circuit and may sit at any of the county courts or district registries of the High Court on that circuit.

A district registry is part of the High Court situated in various districts of England and Wales, dealing with High Court family and civil business. District registries are often co-located at county courts, when the district judges sitting there will case-manage High Court cases.

Appointment

District judges are appointed by the Queen, following a fair and open competition administered by the Judicial Appointments Commission, and the statutory qualification is a five-year right of audience – the right of a lawyer to appear and speak as an advocate for a party in a case in the court – in relation to all

proceedings in any part of the Supreme Court, or all proceedings in county courts or magistrates' courts.

The Lord Chancellor will normally only consider applicants who have been serving Deputy District Judges for two years or who have completed 30 sittings in that capacity. There are currently over 400 District Judges in post, including 18 who sit in the Principal Family Division of the High Court in London.

Court dress

District judges do most of their work wearing a normal business suit, but in open court district judges wear the civil robe introduced in October 2008, with blue tabs at the neck and without a wig.

Deputy District Judge

Deputy district judges are appointed by the Lord Chancellor after a fair and open competition administered by the Judicial Appointments Commission, and the statutory qualification is the same as that for appointment as a district judge – a minimum of five years' right of audience in any part of the Supreme Court, or all proceedings in county courts or magistrates' courts.

Deputy district judges sit on a fee-paid basis in the county courts and district registries of the High Court for between 15 and 50 days a year. In general their jurisdiction is the same as that of a district judge.

Appointments are for five years, and are automatically extended by the Lord Chancellor for further successive terms of five years – subject to the office holder's agreement and the retirement age of 70.

High Court judges

The High Court judges currently appointed in England and Wales deal with the more complex and difficult cases.

High Court judges usually sit in London, but they also travel to major court centers around the country as well as sitting in London. They try serious criminal cases, important civil cases and assist the Lord Justices to hear criminal appeals. The High Court consists of: the Lord Chief Justice; the President of the Queen's Bench Division; the President of the Family Division; the Chancellor of the High Court; the Senior Presiding Judge; the vice-president of the Queen's Bench Division; and the High Court judges themselves, who are given the prefix 'the honorable', and referred to as 'Mr/Mrs Justice surname '.

Where they sit

High Court judges are assigned to one of the three divisions of the High Court – the Queen's Bench Division the Family Division and the Chancery Division.

The Queen's Bench Division

The Queen's Bench Division deals with contract and tort (civil wrongs), judicial reviews and libel, and includes specialist courts: the Commercial Court, the Admiralty Court and the Administration Court. It consists of about 73 judges, headed by the President of the Queen's Bench Division.

The Family Division

The Family Division, which deals with family law and probate cases, consists of about 19 judges headed by the President of the Family Division.

The Chancery Division

The Chancery Division deals with company law, partnership claims, conveyancing, land law, probate, patent and taxation cases, and consists of 18 High Court judges, headed by the Chancellor of the High Court. The division includes three specialist courts: the Companies Court, the Patents Court and the Bankruptcy Court. Chancery Division judges normally sit in London, but also

hear cases in Cardiff, Bristol, Birmingham, Manchester, Liverpool, Leeds and Newcastle.

Appointment

High Court judges are appointed by the Queen on the recommendation of the Lord Chancellor, after a fair and open competition administered by the Judicial Appointments Commission.

High Court judges must have had a right of audience – the right of a lawyer to appear and speak as an advocate in a court case – for all proceedings in the High Court for at least seven years, or have been a circuit judge for at least two years.

Court Dress

High Court judges are sometimes known as “red judges” because of their colorful robes, but their dress codes are actually more complex than that.

Red robes are usually worn only by judges dealing with criminal cases.

High Court judges presiding over civil cases wear the civil robe introduced on 1 October 2008, with red tabs at the neck of the gown and no wig.

Judges hearing Family Division cases in Chambers (a private room) do not wear court dress.

High Court judges sitting in the criminal division of the Court of Appeal wear a black silk gown and a short wig.

On Red Letter days (which include the Sovereign’s birthday and certain saints’ days) all High Court judges wear a scarlet robe.

Roles of the clerk

Every High Court judge is assigned a clerk who provides first-line support based at the Royal Courts of Justice in London.

Deputy High Court Judges

Deputy High Court judges must meet the same qualification criteria as High Court judges – they must have had a right of audience (the right of a lawyer to appear and speak as an advocate in court) in relation to all proceedings in the High Court for at least seven years or have been a circuit judge for at least two years. They are appointed by the Lord Chancellor, and are authorized to sit until the end of the financial year in which they become 65.

The Lord Chief Justice has the power, under section 9 of the Senior Courts Act 1981, to authorize practitioners, Recorders and Circuit Judges to sit as deputies in the High Court.

Lord Chief Justice

The current Lord Chief Justice, The Right Honorable Lord Thomas of Cwmgiedd, is also Head of Criminal Justice and President of the Courts of England and Wales.

Key responsibilities

Under the Constitutional Reform Act 2005, the Lord Chief Justice has some 400 statutory (required by law) duties. His key responsibilities include:

- Representing the views of the judiciary of England and Wales to Parliament and Government.
- The welfare, training and guidance of the judiciary of England and Wales. The Lord Chief Justice discusses with Government the provision of resources for the judiciary, which are allotted by the Lord Chancellor.
- The deployment of judges and allocation of work in courts in England and Wales.

He also:

- Sits on important criminal, civil and family cases. He gives judgments and lays down practice directions in many of the most important appeal cases.

- Shares responsibility with the Lord Chancellor for the Office for Judicial Complaints, the body which investigates complaints made against judicial office-holders.
- Is President of the Sentencing Council, the independent body set up to support greater consistency in sentencing.
- Chairs the Judicial Executive Board and the Judges' Council, two bodies that assist him in managing his responsibilities. Is also President of the Magistrates' Association.
- Is President of the Courts of England and Wales and may hear cases in any English or Welsh court, including Magistrates' Courts.

He and the senior judiciary are supported by a team of civil servants who form the Judicial Office for England and Wales.

Appointment

Lord Chief Justices are appointed by a special panel convened by the Judicial Appointments Commission. In practice, the Lord Chief Justice and Heads of Division are generally appointed from among Appeal Court judges – the Lords and Lady Justices – however the appointments can also be made from the Supreme Court.

Court dress

For criminal hearings Heads of Division (which includes the Lord Chief Justice) and Court of Appeal judges wear a Court coat and waistcoat (or a sleeved waistcoat) with skirt or trousers and bands (two strips of fabric hanging from the front of a collar), a black silk gown and a short wig.

When presiding over civil cases this group of judges wear the civil robe introduced on 1 October 2008, with gold tabs at the neck of the gown and no wig.

President of the Queen's Bench Division

The President of the Queen's Bench Division is responsible for the work of the Queen's Bench Division.

The work of the Division consists of crime, claims for damages in respect of personal injuries, negligence, breach of contract, libel and slander (defamation), nonpayment of debt and possession of land property.

Who is the President of the Queen's Bench Division?

The current President of the Queen's Bench Division is Sir Brian Leveson.

The work of the Queen's Bench Division

The Queen's Bench Division (QBD) is one of the three Divisions of the High Court, together with the Chancery Division and Family Division.

It is the biggest of the three High Court Divisions, consisting at present of 71 judges, and has the most varied jurisdiction. Part of its civil work is handling contract and tort (civil wrongs) cases which are unsuitable for the county courts for reasons of cost or complexity. It also handles libel cases.

The QBD also includes the Administrative Court, which means it has the power to oversee the quality and legality of the decision-making of the lower courts and tribunals and hears applications for judicial review of decisions of public bodies.

Outside London, the work of the Queen's Bench Division is administered in provincial offices known as district registries. In London, the work is administered in the Central Office at the Royal Courts of Justice.

In addition, the Queen's Bench Division includes within it a number of specialist courts: the Admiralty, Commercial, Mercantile, Technology, Construction, and Administrative courts.

The Admiralty Court is the oldest of all the Division's specialist courts and deals principally with the legal consequences of collisions at sea, salvage, and damage to cargoes.

The Mercantile Courts operate in eight regional centers throughout England and Wales. Established in the 1990s, they decide business disputes of all kinds apart from those which, because of their size, value or complexity, are dealt with by the Commercial Court. They also decide smaller disputes.

The Commercial Court has a wide jurisdiction over banking and international credit and trade matters; the judges of this court can arbitrate in commercial disputes.

The Technology and Construction Court covers areas including traditional building cases, adjudication enforcement, arbitration and professional negligence claims, and engineering and Information Technology disputes. In addition to London, the work of the Technology and Construction Court is carried out in a number of Regional Centers around the country.

The Administrative Court has the power to oversee the quality and legality of the decision-making of the lower courts and tribunals, and hears applications for judicial review of decisions of public bodies. Judges of the Queen's Bench Division also sit in the Crown Court to hear the more important and serious criminal cases. They also sit in the Court of Appeal Criminal Division on appeals from the decisions of the Crown Court.

Appointment

The Heads of Division are appointed by the Queen on the recommendation of a selection panel convened by the Judicial Appointments Commission.

The selection panel comprises the President of the Supreme Court or his nominee as Chair, the Lord Chief Justice or his nominee, the Chairman of the JAC or their nominee and a lay member of the JAC. The Chairman of the panel has a casting vote in the event of a tie.

The panel reports to the Lord Chancellor, who can then accept the selection, reject it, or require the panel to reconsider. If practical the panel must consult the current holder of the office for which a selection is being made.

By law, candidates for the post must be qualified for appointment as a Lord Justice of Appeal or to be a judge of the Court of Appeal.

In practice, Heads of Division are generally appointed from among the Justices of the Supreme Court or Lords Justices of Appeal.

Court Dress

For criminal hearings Heads of Division and Court of Appeal judges wear a Court coat and waistcoat (or a sleeved waistcoat) with skirt or trousers and bands (two strips of fabric hanging from the front of a collar), a black silk gown and a short wig.

When presiding over civil cases this group of judges wear the civil robe introduced on 1 October 2008, with gold tabs at the neck of the gown and no wig.

President of the Family Division

Who is the President of the Family Division?

The current President of the Family Division, and Head of Family Justice, is Sir James Munby.

As well as the President – who is a member of the Court of Appeal – the Family Division consists of 19 High Court Judges. It deals with:

- Divorce, including disputes over children, property or money;
- Adoption, wardship and other matters involving children; and
- Judgments on behalf of those who are unable to make decisions for themselves, such as persistent vegetative state victims.

The Family Division also deals with undisputed matters of probate – the legal recognition of the validity of a will – in the Probate Registry of the Family Division in London, and the 11 probate registries in England and Wales.

Appointments

The Heads of Division are appointed by the Queen on the recommendation of a selection panel convened by the Judicial Appointments Commission.

The selection panel comprises the President of the Supreme Court or his nominee as Chair, the Lord Chief Justice or his nominee, the Chairman of the JAC or their nominee and a lay member of the JAC. The Chairman of the panel has a casting vote in the event of a tie.

The panel reports to the Lord Chancellor, who can then accept the selection, reject it, or require the panel to reconsider. If practical the panel must consult the current holder of the office for which a selection is being made.

By law, candidates for the post must be qualified for appointment as a Lord Justice of Appeal or to be a judge of the Court of Appeal.

In practice, Heads of Division are generally appointed from among the Lords of Appeal in Ordinary (the Law Lords) or Lords Justices of Appeal.

Court Dress

In open court, the President will wear a court coat and waistcoat (or a sleeved waistcoat) with skirt or trousers and bands, a black silk gown and a short wig. In Chambers, he or she will wear a suit.

Recorder

Recorder ship is often the first step on the judicial ladder to appointment to the circuit bench.

Where they sit

Recorders may sit in both Crown and County Courts, but most start by sitting in the Crown Court. Their jurisdiction is broadly similar to that of a circuit judge, but they will generally handle less complex or serious matters coming before the court.

Recorders are required to manage cases actively as well as to determine claims at trial. A recorder's duties include assisting the parties to prepare for trial, presiding over court proceedings and delivering judgments in both applications and contested trials.

Recorders are expected to sit for at least 15 days a year but not normally for more than 30 days a year. Recorders may choose whether to count training days as sitting days. Newly appointed recorders have to attend a Judicial Studies Board residential induction course and to sit in with a circuit judge for one week. A

Royal Warrant will then be issued and the recorder's first week of sitting will be supervised. Recorders also attend periodical continuation courses lasting two days every three years.

Appointment

Recorders are appointed by the Queen on the recommendation of the Lord Chancellor, after a fair and open competition administered by the Judicial Appointments Commission.

Appointments are for five years, and are usually automatically extended by the Lord Chancellor for further successive terms of five years.

Court dress

Whether sitting in the Crown or County court, Recorders wear a black coat with bands, a Queen's Counsel, or junior barrister's gown.

Chancellor of the High Court

Who is the Chancellor of the High Court?

The Chancellor of the High Court – known as the Vice Chancellor prior to the Constitutional Reform Act 2005 – is the president of the Chancery Division of the High Court and vice-president of the Court of Protection.

The Chancery Division deals with the resolution of disputes involving property in all its forms, ranging from commercial, business, intellectual property and competition disputes to its traditional work relating to companies, partnerships, mortgages, insolvency, land and trusts. The Chancellor of the High Court is also an ex officio (meaning belonging because he holds another post) judge of the Court of Appeal. As a member of the Privy Council, he or she is entitled to the prefix 'The Right Honorable'.

The current Chancellor of the High Court is Sir Terence Etherton.

Appointment

The office of Vice-Chancellor was created in 1813 to assist the Lord Chancellor. He could then decide only cases specially delegated to him by the Lord Chancellor.

In 1842, two further Vice-Chancellors were appointed and this became permanent in 1852. The office disappeared in the reorganization of 1873.

In 1970, the Lord Chancellor was authorized to appoint a Vice-Chancellor from amongst the Chancery Division High Court judges to organize and manage the business of the division and be its everyday head.

S.10(3)(a) Senior Courts Act 1981 provides that only a judge of the Court of Appeal or person qualified for appointment to the Court of Appeal is eligible for appointment as Chancellor of the High Court.

Court working dress

The Chancellor of the High Court wears the new civil robe in court, and a gold robe for ceremonial occasions

Court of Appeal judges

The Court of Appeal is based at the Royal Courts of Justice in London, but has occasional sittings elsewhere in England and Wales. It consists of a Civil Division and a Criminal Division, which between them hear appeals in a wide range of cases covering civil, family and criminal justice. In some cases a further appeal lies, with leave, to the Supreme Court, but in practice the Court of Appeal is the final court of appeal for the great majority of cases.

Introduction

The judges of the Court of Appeal are the Heads of Division (the Lord Chief Justice of England and Wales, the Master of the Rolls, the President of the Queen's Bench Division, the President of the Family Division and the Chancellor

of the High Court) and the Lords Justices of Appeal, whose title is “Lord/Lady Justice [Surname]” or “[Surname] LJ” for short.

The Civil Division hears appeals from the High Court, county courts and certain tribunals such as the Employment Appeal Tribunal and the Immigration Appeal Tribunal. Its President is the Master of the Rolls. Cases are generally heard by three judges, consisting of any combination of the Heads of Division and Lords Justices of Appeal.

The Criminal Division hears appeals from the Crown Court. Its President is the Lord Chief Justice. Again, cases are generally heard by three judges, consisting of the Lord Chief Justice or the President of the Queen’s Bench Division or one of the Lords Justices of Appeal, together with two High Court Judges or one High Court Judge and one specially nominated Senior Circuit Judge.

The Heads of Division and Lords Justices of Appeal also sit on occasion with one or more High Court Judges in the Divisional Court, which hears appeals to the High Court from magistrates’ courts and certain judicial review cases at first instance.

Appointment

All Court of Appeal judges are senior judges with lengthy judicial experience. Appointment is by The Queen on the recommendation of a selection panel convened by the Judicial Appointments Commission. The Heads of Division are selected in practice from the Lords Justices of Appeal, who in turn are selected from the ranks of the High Court Judges.

Court dress

For criminal hearings Court of Appeal judges wear a court coat and waistcoat (or a sleeved waistcoat) with skirt or trousers and bands (two strips of fabric hanging from the front of a collar), a black silk gown and a short wig.

When presiding over civil cases this group of judges wear the civil robe introduced on 1 October 2008, with gold tabs at the neck of the gown and no wig.

Role of the clerk

Every Court of Appeal and High Court judge is assigned a clerk who provides first-line support based at the Royal Courts of Justice in London.

District judge (magistrates' courts)

Introduction

District judges (magistrates' courts) hear criminal cases, youth cases and also some civil proceedings in magistrates' courts. They can be authorized to hear cases in the Family Proceedings Courts. Some are authorized to deal with extradition proceedings and terrorist cases. They are also authorized to sit as Prison Adjudicators.

District judges (magistrates' courts) usually hear cases alone. By virtue of their office they are Justices of the Peace.

Appointment

District judges (magistrates' courts) are appointed by the Queen, on the recommendation of the Lord Chancellor, following a fair and open competition administered by the Judicial Appointment Commission.

The statutory qualification is a seven-year right of audience – the right of a lawyer to appear and speak as an advocate for a party in a case in the court – in relation to all proceedings in any part of the Supreme Court, or all proceedings in county courts or magistrates' courts. Additionally they will have usually served as deputy district judges (magistrates' courts) for a minimum of two years or 30 days' sittings.

Court Dress

District judges (magistrates' courts) do not normally wear robes in court.

Deputy District Judge (Magistrates' Courts)

Deputy district judges (magistrates' courts) sit on a fee-paid basis in the magistrates' courts, and for a minimum of 15 days a year. During this period, reports on their performance are collected from pupil-master judges – experienced district judges (magistrates' courts) who provide support and guidance to their fee-paid colleagues. In general, the jurisdiction of a deputy district judge (magistrates' courts) is the same as that of a district judge (magistrates' courts).

Deputy district judges (magistrates' courts) are appointed by the Lord Chancellor after a fair and open competition administered by the Judicial Appointments Commission, and, prior to appointment, are usually practicing barristers and solicitors with a good knowledge of criminal law and procedure. Sometimes, the Lord Chancellor may appoint other lawyers not in practice but who fulfill the statutory eligibility requirements and who have relevant experience, such as justices' clerks.

High Court masters and registrars

What they do?

A master is a procedural judge who at first instance deals with all aspects of an action, from its issue until it is ready for trial by a trial judge – usually a High Court judge. After the trial the master resumes responsibility for the case.

They comprise: the Senior Master and nine Queen's Bench Division masters; the Chief Master and five Chancery masters; and the Chief Registrar and five bankruptcy registrars. One of the Queen's Bench Division masters is the Admiralty Registrar.

The Senior Master is also the Prescribed Officer for Election Petitions, the Central Authority for all foreign judicial matters, the Prescribed Officer for

election disputes, the designated person responsible for High Court enforcement officers and the Queen's Remembrancer. The Queen's Bench and Chancery masters and bankruptcy registrars' deal with most of the day-to-day work arising within their areas of jurisdiction, and in certain circumstances may also try actions. The majority of cases do not reach a trial as they are disposed of by summary trial, mediation or negotiated settlement.

Where they sit

Masters have a nationwide jurisdiction. District Registries and judges in the Registries are limited to particular areas.

Appointments

Masters and registrars are appointed by the Queen, after a fair and open competition administered by the Judicial Appointments Commission. The statutory qualification for the offices of master of the Queen's Bench Division, master of the Chancery Division, Admiralty Registrar and registrar in bankruptcy of the High Court is a seven-year right of audience in relation to all proceedings in any part of the High Court, or all proceedings in County Courts or Magistrates' Courts.

Masters and registrars are normally drawn from the ranks of deputy masters and registrars.

Court dress

In open session members of the High Court Masters Group, which includes masters of the Chancery or Queen's Bench Division, district judges of the Principal Registry of the Family Division, bankruptcy registrars and costs judges, wear the new civil robe introduced on 1 October 2008, with pink tabs at the neck and no wig.

Deputy Masters and registrars

Deputy Masters and registrars are appointed by the Judicial Appointments Commission. The statutory qualification is the same as that for full-time office holders; a seven-year right of audience for all proceedings in any part of the High Court, or all proceedings in County Courts or Magistrates' Courts.

Their jurisdiction is the same as that for full-time office-holders. Appointments are for five years, and are usually automatically extended for further successive terms of five years.

Master of the Rolls

As a Head of Division and Member of the Privy Council, the Master of the Rolls is given the prefix 'Right Honorable'.

The current Master of the Rolls is Lord Dyson.

Who is the Master of the Rolls?

The Master of the Rolls was originally responsible for the safe-keeping of charters, patents and records of important court judgments written on parchment rolls. He still has responsibility for documents of national importance, being Chairman of the Advisory Council on Public Records and Chairman of the Royal Commission on Historical Manuscripts.

The Master of the Rolls is, by virtue of his office, a judge of the Court of Appeal and is the President of its Civil Division. He is responsible for the deployment and organization of the work of the judges of the division as well as presiding in one of its courts.

He normally sits with two Lords Justices of Appeal and there is occasionally a third member such as a retired Lord Justice. The most complex cases traditionally come before the Master of the Rolls.

The Master of the Rolls is second in judicial importance to the Lord Chief Justice. He is consulted on matters such as the civil justice system and rights of audience.

Appointment

The Heads of Division are appointed by the Queen on the recommendation of a selection panel convened by the Judicial Appointments Commission.

The selection panel comprises the President of the Supreme Court or his nominee as Chair, the Lord Chief Justice or his nominee, the Chairman of the JAC or their nominee and a lay member of the JAC. The Chairman of the panel has a casting vote in the event of a tie.

The panel reports to the Lord Chancellor, who can then accept the selection, reject it, or require the panel to reconsider. If practical the panel must consult the current holder of the office for which a selection is being made.

By law, candidates for the post must be qualified for appointment as a Lord Justice of Appeal or to be a judge of the Court of Appeal.

In practice, Heads of Division are generally appointed from among the Lords of Appeal in Ordinary (the Law Lords) or Lords Justices of Appeal.

Court Dress

For criminal hearings Heads of Division and Court of Appeal judges wear a Court coat and waistcoat (or a sleeved waistcoat) with skirt or trousers and bands (two strips of fabric hanging from the front of a collar), a black silk gown and a short wig.

When presiding over civil cases this group of judges wear the civil robe introduced on 1 October 2008, with gold tabs at the neck of the gown and no wig.”¹⁰¹

THE ARMS OF THE LAW (Continuation - Reading)

UNIT 21: WARRANTS. TYPES OF WARRANTS IN THE UK

¹⁰¹<http://www.judiciary.gov.uk/about-the-judiciary/who-are-the-judiciary/judicial-roles/>

21.1 Read and translate the following texts:

TEXT 1:

“WARRANTS. TYPES OF WARRANTS IN THE UK

Warrants are issued by a magistrate, at his discretion, based on an information disclosing sufficient grounds in law. A warrant is a written authority issued by a justice directing the person or persons to whom it is addressed to do some act specified therein. The warrant can be signed by a justice's clerk on behalf of the issuing magistrate.

Types of warrant

- Warrants to arrest for an offence a named or described person, need not to be in the possession of the arresting officer, but should be shown to the prisoner after arrest. This type of warrant may be executed at any time and on any day.
- Warrants for arrest of defaulters direct that a person who has failed to pay a fine imposed at a magistrate's court within the time allowed is cancelled if the full amount is paid. In this situation no term of imprisonment is fixed as an alternative and such a warrant must be in the possession of the arresting officer.
- Commitment warrants direct the conveyance of a person to prison or other lawful place of detention and may be of two kinds: the warrant for remand or sentence is needed when taking a person to prison or to remand home and left at the place of detention. The officer must take with him the warrant, the prisoner's property and the body receives form. The second type of commitment warrant is for non-payment of fine, when the named person may either pay or go to prison.

- Instead of commitment warrants for small sums, there may be issued detention warrant. This means arrest or detention of the person at the nearest police station until the next morning, unless the sum is paid.

- Distrust warrants authorize seizure, under stringent conditions, of chattels in lieu of outstanding money payments.

- Search warrants authorize the search of specific premises, the seizure of specific articles found therein and sometimes, arrest as well. The information for a search warrant must be in writing and on oath.

- Ejectment warrants are civil procedures for retaking possession of premises. They are not normally executed by the police. The police only prevent a breach of the peace and protect those executing.

In the case of warrants to search, or to eject, force must be used to enter premises, but only is necessary and after declaring office and purpose.

All warrants must be in the possession of the officer executing excepts warrants to arrest for a criminal offence issued in England, Wales and Scotland. After execution of a warrant it is endorsed on the back as to the date and method of the execution.

In the case of the warrants from Eire, the Isle of Man and the Channel Islands, special procedure must be followed. Warrants from these places can be executed in England and Wales and vice-versa if endorsed by a magistrate in the place where executed. For this, there is needed a declaration of handwriting, verifying the signature of the issuing justice (for Northern Ireland the declaration must be sworn).

A warrant of arrest for offence issued in Scotland or Northern Ireland may be executed in England and Wales without being in the possession of the arresting officer.

Extradition is the process by which a person who has committed a crime in the UK and has fled abroad, or vice-versa, is arrested and taken for trial to the country in which he has committed the crime. The procedure is governed by the

Extradition Acts and is only possible in the case of a person charged with a crime mentioned in various treaties in force.”¹⁰²

TEXT 2:

“FUGITIVES FROM STATE. TERRITORY, OR POSSESSION INTO EXTRATERRITORIAL JURISDICTION OF UNITED STATES

Whenever the executive authority of any State, Territory, District, or possession of the United States or the Panama Canal zone, demands any American citizen or national as a fugitive from justice that has fled to a country in which the United States exercise extraterritorial jurisdiction, and produces a copy of an indictment file or an affidavit made before a magistrate of the demanding jurisdiction, charging the fugitive so demanded with having committed treason, felony, or other offence, certified as authentic by the Governor or the chief magistrate of such demanding jurisdiction, or other person authorized to act, the officer or representative of the United States vested with judicial authority to whom the demand has been made shall cause such fugitive to be arrested and secured, and notify the executive authorities making such demand, or the agent of such authority appointed to receive the fugitive, and shall cause the fugitive to be delivered to such agent when he shall appear.

If not such agent shall appear within three months from the time of the arrest, the prisoner may be discharged.

The agent who receives the fugitive into his custody shall be empowered to transport him to the jurisdiction from which he fled.

FUGITIVES FROM FOREIGN COUNTRY TO THE UNITED STATES

¹⁰²Nicoleta Molnar Oprea, Marinela Carmen Mateescu, Cosmin Suciu, *Curs de Limba Engleză pentru Studentii Facultăților cu Profil Juridic*, Unit 22: Warrants. Types of Warrant in the UK, Ed. All Educational, București, 2000, pag 141-142.

Whenever there is a treaty or convention for extradition between the United States and any foreign government, any justice or judge from the United States or any magistrate authorized so to do by a court of the United States, may, upon complaint made under oath, charging any person found within his jurisdiction, with having committed within jurisdiction of any such foreign government any of the crimes provided for by such treaty or convention, issue his warrant for the apprehension of the person such charged, that he may be brought before such justice, judge, or magistrate, to the end that the evidence of criminality may be heard and considered. Such complaint may be filed before and such warrant may be issued by a judge or magistrate of the United States District Court for the District of Columbia if the whereabouts within the United States of the person charged are not known or, if there is reason to believe the person will shortly enter the United States. If, on such hearing, he deems the evidence sufficient to sustain the charge under the provisions of the proper treaty or convention, he shall certify the same, together with a copy of all the testimony taken before him, to the Secretary of State, that a warrant maybe issue upon the requisition of the proper authorities of such foreign government, for the surrender of such person, according to the stipulations of the treaty or convention; and he shall issue the his warrant for the commitment of the person so charged to the proper jail, there to remain until such surrender shall be made.”¹⁰³

THE ARMS OF THE LAW (Continuation - Reading)

UNIT 22:POLICE POWERS

(source: Internet. Google Images:

<http://www.dangerouscreation.com/wp-content/uploads/2012/08/Sign2.jpg>

Taken today 16.11.2014)

¹⁰³Nicoleta Molnar Oprea, Marinela Carmen Mateescu, CosminSuciu, *Curs de LimbaEnglezapentruStudentiiFacultatilor cu ProfilJuridic*, Unit22: Warrants. Types of Warrant in the UK, Ed. All Educational, Bucuresti, 2000, pag 146 - 147.

22.1 Read and translate the following texts:

TEXT 1:

“POLICE POWERS

Over the past few years, the powers the police have to stop, question, arrest, search, and detain have undergone major changes in the United Kingdom. The two key pieces of legislation in this field are the "Police and Criminal Evidence Act". A comprehensive explanation of police powers required a much more detailed analysis than we have space here. The problem is further complicated by the fact that the police forces vary from one part of the United Kingdom to another. We have therefore chosen one aspect of police powers for closer examination. The following text deals with the police powers of arrest without a warrant with regard to England and Wales, under the terms of the “Police and Criminal Evidence Act”.

POLICE POWERS OF ARREST WITHOUT A WARRANT

Arrest means the loss of liberty, being subjected to restraint as to one's movements. A person is under arrest or is not under arrest - there is no intermediate stage. An arrest by the police will only be lawful if the arrested person is informed that he or she is under arrest and told the grounds of the arrest. This should be done at the time of the arrest or at soon as practicable afterwards.

The police have the power to arrest a person without a warrant in four different sets of circumstances:

1. If they suspect that an arresting offence has been committed, is committed, or is about to be committed. The police have certain additional powers in the case of serious arresting offences.

2. If they have a statutory power of arrest (most statutory powers of arrest without warrant were repealed by the Act)
3. If one of the general arrest conditions is satisfied.
4. If they wish to fingerprint a convicted person.

1. ARRESTABLE OFFENCE:

An arresting offence is one that carries a sentence of at least five years imprisonment. This includes murder, burglary, theft, criminal damage, and unlawful possession of drugs. The Act also extends arresting offences to include, for example, taking a motor vehicle, going equipped for theft, indecent assault on a female, corruption, and smuggling. Additionally attempting, conspiring, inciting, betting, counseling, or procuring any of these is also an arresting offence. Some offences are considered as serious arresting offences in which case the police have additional powers.

Serious arresting offences:

Specific serious arresting offences are treason, murder, manslaughter, kidnapping, and indecent assault. In addition, some explosive and firearms offences, death by reckless driving, hostage taking, and hijacking are included. Other arresting offences may be deemed serious, including an attempt or conspiracy to commit such an offence, and a threat which is an arresting offence if it is carried out, has led or would lead to any of the following consequences:

- serious harm to the security of the state and public order;
- serious interference with the administration of justice or with the investigation of offences or particular offence;
- the death of a person;
- serious injury to any person;
- serious financial loss to any person;

Loss is considered serious if, having regard to all the circumstances, it is serious for a person who suffers it.

Additional police powers for serious arresting offences:

In the case of serious arresting offences, the police have the following powers:

- to set up road blocks;
- to search for evidence;
- to detain a suspect for more than 24 hours and up to a maximum of 96 hours without a charge;
- hold a suspect incommunicado and deny access to a solicitor for 36 hours (a juvenile is still entitled to have an appropriate adult informed of the detention);
- to take non-intimate samples without the suspect's consent. (e.g. hair).

2. STATUTORY POWER OF THE ARREST

There are specific powers of arrest for certain offences which include:

- offences under Public Order Act 1986;
- some offences under the Prevention of Terrorist Act;
- trespass under the Criminal Law Act 1977;
- offences under the Immigration Act 1971.

3. THE GENERAL ARREST CONDITIONS

The general arrest conditions give the police the power to arrest for offences that are not automatically arresting. If the police have reasonable grounds for suspecting a person of committing or attempting to commit any offence, they may arrest if any one of the following conditions applies:

- the suspect's name is not known and cannot readily be found out;
- the name given is believed to be false;
- the suspect failed to supply an address, or has not supply an address which is satisfactory for serving a summons or which the police have reasonable grounds for doubting is satisfactory;
- the suspect will not stay at an address given for long enough for a summons to be served, and no one else who could receive the summons;

- it is believed that arrest is necessary to prevent the person causing the injury to self or others, suffering injury, causing loss or damage of property, committing an offence against public decency, unlawful obstruction of the highway, or to protect a child or other vulnerable person from the suspect.

4. ARREST FOR FINGERPRINTING:

A person can be arrested for fingerprinting if **all** the following conditions apply:

- the person has been convicted for a recording offence, that is, one defined in regulations;
- the person was never in police detention for the offence;
- fingerprints were not taken; within one month of conviction the person was asked to go to a police station to be fingerprinted and not done so within seven days.”¹⁰⁴

TEXT 2:

“POWERS AND MODE OF ARREST

Arrest is the apprehension and the detention of a person suspected of a crime. In the UK an arrest can be made on a magistrate’s warrant, but a constable (police constable) is empowered to arrest without warrant in all cases where he has reasonable ground of thinking a serious offence has been committed. Also a private citizen may arrest anyone committing a serious offence or breach of the peace in their presence, but he must take the arrested person to the police or to a magistrate as soon as practicable, or they may be guilty of false imprisonment. In the USA officers and private persons have similar rights.

¹⁰⁴Michael Brooks, David Holden, Wesley Hutchinson, *Engleză pentru Juristi*, CH. *The Arms of the Law*, pag. 19-21, Editura Teora, București, 2001.

A person is under arrest when a restraint that deprives him from his liberty is applied to him by touching his body. When words bring to a person notice that he is under compulsion and he submits to that compulsion means that words alone can lead to an arrest.

There are certain powers of arrest with or without warrants.

A person can be arrested without warrants for:

- Offences for which a person of 21 years of age or over this age may be sentenced to imprisonment for a term of five years
- Offences under the statutes of offences as they are defined in the Customs and Excise Management, sexual offences causing the prostitution of women, procurement of a girl, offences in the official Secret Act, taking motor vehicle or other conveyance without authority, offences for which the sentence is fixed by law.

Any person may arrest without a warrant anyone who is in the act of committing an arrestable offence and anyone who is suspected to be committing such an offence; when a constable has reasonable grounds to suspect a person of committing an arrestable offence; he has the right to arrest without a warrant.

There are certain general arrest conditions that must be respected:

- The name of the person is unknown and cannot be ascertained by the constable
- The constable has serious grounds for doubt whether the name furnished by the person is his real name, or when the constable has reasons to doubt if the person has given address for service correctly.
- The constable has reasonable grounds for thinking that arrest is necessary to prevent the person causing physical injury to himself or any person, causing loss or damage to property, committing an offence against public decency or causes unlawful obstruction of the highway, or the constable has reasonable grounds of believing that arrest is necessary to protect a child, an old aged person who is vulnerable from that person causing injuries.

- Some of statutory powers of arrest may be used by a constable in the case of: mispassing on military land, any offence punishable with imprisonment, offences related to terrorism, in the case of wearing political uniforms, quasimilitary organizations and conduct conclusive to breaches of the peace, escaped prisoners, absentees and deserters from reserve forces and visiting forces.

Other arrestable offences are: unlawful entrants, failing to answer to bail, entering and remaining on property, child absentees from care, thick and rabid animals and mentally ill persons.

The Home Secretary recommends that it may be prudent for constables to use such power only when general arrest conditions are met.

A person who has been convicted at a recordable offence and who has never been in police detention and therefore his fingerprints have not been taken can be required by the constable to attend the police station in order that his fingertips may be taken in a term not longer than a month after the date of conviction and if the person fails to comply with such a requirement, the constable may arrest him without a warrant.

The common laws power of arrest empowers any person to arrest anyone without warrant, if he or she has committed a breach of the peace in his presence. There is a breach of the peace whenever harm is done or is to be done to a person, or in his presence to his property, or a person is in fear of being so harmed through an assault, an affray, a riot unlawful assembly, or some other disturbance.

Which are the serious arrestable offences?

This term has no relevance to powers of arrest. It concerns certain procedural matters. The term includes: treason, murder, manslaughter, rape, kidnapping, incest with a girl under 13, buggery with a boy under 16 or a person who has not consented, indecent assault which constitutes gross indecency, causing explosion likely to endanger life, intercourse with a girl under 13, possession of firearms with criminal intent, causing dangerous driving, hostage taking and hijacking.

Arrestable offences are also serious when its commission has lead or is intended to lead to: harm to the Security of State or public order; serious interference with the administration of justice or investigation of offences, serious injury of any person.

Mode of arrest

When a person is arrested, this should be made as quietly as possible and the person arrested must be treated with all possible consideration. When an arresting officer is in plain clothes, he should inform the prisoner that he is a police officer and produce his warrant to confirm this.

Use of reasonable force is lawful in preventing crime.

Handcuffing is allowed only when there are reasonable grounds for believing that violence may be used or an attempt made to escape from custody.

Truncheon enables police officers to defend themselves when they are violently attacked, but it is recommended to be used avoiding head as possible. The necessary use of a truncheon is to be stated in evidence and no attempt made to hide the fact.

When a person is arrested, he has to be informed that he is under arrest and the arrest is unlawful if the arrested person is not informed about it as soon as practicable. The arrest is unlawful unless the person is not informed of the ground for the arrest at the time of or as soon as practicable after the arrest.

A person must be cautioned upon arrest. You do not have to say anything unless you wish to do so, but what you say may be given in evidence.

Caution is a legal term for a warning given by police questioning a suspect who in UK must be couched in the following terms:

Persons not under arrest must also be told that they do not have to remain at the police station or with the police officer, but that if they do, they may obtain legal advice if they wish.

A suspect should be cautioned again after a break in questioning and upon arrest.

English law provides cautions according to the fact that a person need not to provide any information that might tend to incriminate him and that no adverse inferences from this silence may be drawn at any criminal trial. With refusal to provide a name and address when charged with an offence may result in detention. When a person attends at police station in order to assist with an investigation, or he accompanies a constable to a police station or any such other place, without having been arrested, he shall be entitled to leave at will unless he is placed under arrest and he shall be informed at once that he is under arrest if a decision is taken by a constable to prevent him from leaving at will.

There are certain cases when a person is arrested by some other person and taken into custody by a constable for an offence at any place other than a police station he shall be taken to a designated police station as soon as practicable after he had been arrested.”¹⁰⁵

Auto evaluation Test Nr. 14

Time to solve the test: 1h.

Points:

Speaking activity

Enumerate the types of warrants in the UK and the police powers of arrest.

Minimal Bibliography

The present Course

¹⁰⁵Nicoleta Molnar Oprea, Marinela Carmen Mateescu, Cosmin Suci, *Curs de Limba Engleză pentru Studenții Facultăților cu Profil Juridic*, Unit 23: Powers and Mode of Arrest, Ed. All Educational, București, 2000, pag 148-151.

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team members are essential for the maximum of points. These points will count at the final evaluation.

PAY ATTENTION!

Inspiration from the Internet sites are allowed but there will be severe penalties for the ‘copy - paste’ material used without references or the texts copied as such.

GOOD LUCK!

THE BRITISH CONSTITUTION

UNIT 23: THE BRITISH CONSTITUTION

– THE CONCEPT –

(Continuation - Reading)

(source: Internet. Google Images:
http://newsimg.bbc.co.uk/media/images/44119000/jpg/_44119668_police_gallery.jpg
Taken today 16.11.2014)

23.1 Read and translate the following text:

TEXT 1:

“THE BASIC FACTS

Unwritten character

The British constitution is not written in a basic document or group of documents.

Continuity of development

It has evolved over the centuries with but few sudden or dramatic changes, and high degree of historical continuity has been maintained as the constitution has been brought up to date. Of the modern institutions of government, some are still rooted in medieval origins. But, the constitution is not a museum piece. The greater part of our constitutional law has been made in this century.

Parliamentary sovereignty

Parliament as a legislative body can enact any law whatsoever on any subject whatsoever in the eyes of United Kingdom courts, according to the generally held view. Changes in rules of constitutional law can be affected by ordinary legislation.

Law and convention

Particularly in the working of the executive branch and its relationship with Legislature, the constitution is regulated to a large extent by rules which do not belong to the normal legal categories. These rules are called constitutional conventions. They are rules of political conduct or binding usages, most of which

are being capable of being varied or of simply disappearing as political conditions and ideas change.

If conventions are to be classified as rules of constitutional law, then the term 'law' must be given a very broad meaning. To use the term 'law' in more than one sense it is not in itself unusual. Sometimes it is convenient to contrast constitutional convention with 'strict law'. Thus, in strict law (by virtue of the royal prerogative) the Queen can dismiss her Ministers at pleasure. By convention this legal power is exercisable only in very extraordinary circumstances. And because it is well understood that, save in exceptional circumstances, the Queen must act in accordance with ministerial advice, Parliament still adopts the form of conferring discretionary powers on her Majesty. This dichotomy of law and convention pervades much of our constitutional law.

Flexibility

The absence of a cumbersome procedure for altering rules of constitutional importance, the omnicompetence of Parliament, and the pliability of many constitutional conventions tend to make the British constitution flexible and easily adaptable.

Unitary nature

The United Kingdom is a unitary, not a federal State now. If it were a federal State, Parliament would not be omnicompetent.

Limited Monarchy

Succession to the throne is hereditary. The functions of the head of State are primarily ceremonial, and despite their amplitude in strict law they are now of little or no political significance in normal times.

Bicameralism

The upper House of the Parliament, the House of the Lords, still constituted mainly on a hereditary basis, is of minor importance; the lower House, the elected House of Commons, is the focus of political attention.

Parliamentary Executive

The political arm of the executive branch of the government is recruited from and located within Parliament, and the Cabinet is collectively 'responsible' to Parliament in general and the House of Commons in particular. A Government would either have to resign or go to the country if it were to forfeit the support of a majority in the Commons.

Executive dominance of the Legislature

Because of the structure of modern British political parties, and the operation of the electoral system and certain constitutional rules, the Government in office is normally able to command parliamentary support for the implementation of almost any policy that it is in practice likely to adopt. The government has indeed to be responsive to parliamentary opinion, as well as to weight of opinion in the electorate at large, but one must not imagine that it is in any real sense a delegate or agent of Parliament. At the same time, it would be erroneous to speak in terms of 'Cabinet dictatorship'. A Government operates within a complex network of constraints, restricting its freedom of maneuvers. (...)

Judicial independence

The Judiciary is appointed by the Executive, but it is conspicuously independent both of Executive and the Legislature. (...)"¹⁰⁶

TEXT 2:

¹⁰⁶Michael Brooks, David Holden, Wesley Hutchinson, *EnglezapentruJuristi*, CH. *The British Constitution*, pag. 76-77, EdituraTeora, Bucuresti, 2001.

“What is the UK Constitution?”

Constitutions organize, distribute, and regulate state power. They set out the structure of the state, the major state institutions, and the principles governing their relations with each other and with the state’s citizens. Britain is unusual in that it has an ‘unwritten’ constitution: unlike the great majority of countries, there is no single legal document that sets out in one place the fundamental laws outlining how the state works. Britain’s lack of a ‘written’ constitution can be explained by its history. In other countries, many of whom have experienced revolution or regime change, it has been necessary to start from scratch or begin from first principles, constructing new state institutions and defining in detail their relations with each other and their citizens. By contrast, the British Constitution has evolved over a long period of time, reflecting the relative stability of the British polity. It has never been thought necessary to consolidate the basic building blocks of this order in Britain. What Britain has instead is an accumulation of various statutes, conventions, judicial decisions and treaties which collectively can be referred to as the British Constitution. It is thus more accurate to refer to Britain’s constitution as an ‘unmodified’ constitution, rather than an ‘unwritten’ one.

It has been suggested that the British Constitution can be summed up in eight words: What the Queen in Parliament enacts is law. This means that Parliament, using the power of enacts law that no other body can challenge. Parliamentary sovereignty is commonly regarded as the defining principle of the British Constitution. This is the ultimate lawmaking power vested in a democratically elected Parliament to create or abolish any law. Other core principles of the British Constitution are often thought to include the rule of law, the separation of government into executive, legislative, and judicial branches, and the existence of a unitary state, meaning ultimate power is held by ‘the centre’ – the sovereign Westminster Parliament. However, some of these principles are mythical (the

British constitution may be better understood as involving the fusion of executive and legislature) or in doubt (Parliamentary sovereignty may now be called in question given the combined impact of Europe, devolution, the Courts, and human rights).

The British Constitution is derived from a number of sources. Statutes are laws passed by Parliament and are generally the highest form of law. Conventions are unwritten practices which have developed over time and regulate the business of governing. Common law is law developed by the courts and judges through cases. The UK's accession to the European Communities Act 1972 has meant that European law is increasingly impacting on the British Constitution. The UK is also subject to international law. Finally, because the British Constitution cannot be found in any single document, politicians and lawyers have relied on constitutional authorities to locate and understand the constitution.

An unmodified constitution creates two problems. First, it makes it difficult to know what the state of the constitution actually is. Second, it suggests that it is easier to make changes to the UK Constitution than in countries with written constitutions, because the latter have documents with a 'higher law' status against which ordinary statute law and government action can be tested, and are only amendable via elaborate procedures. The flexibility of the UK constitution is evident from the large number of constitutional reforms since 1997, including the abolition of the majority of hereditary peers in the House of Lords, the introduction of codified rights of individuals for the first time in the Human Rights Act 1998, and devolution to Scotland, Wales and Northern Ireland. Arguably, however, these recent constitutional reforms may have made the constitution less flexible in some respects: it is debatable, for instance, whether the devolution settlements could ever be repealed."¹⁰⁷

TEXT 3:

¹⁰⁷<http://www.ucl.ac.uk/constitution-unit/whatis/uk-constitution>

“What is the British Constitution?”

Why It Matters

A constitution is the body of rules that lays down the relationship between the individual citizen and the state, and between the different parts of the state: government, parliament and the courts. The powers which the government has to make and enforce laws, and our rights as citizens, are defined by the constitution, which therefore affects us all.

The Essentials

1.

The UK is often said to have an ‘uncodified’ constitution because it has no single written constitutional document.

2.

Much of the material that makes up the British Constitution is written down in a number of different documents, including within statutes, court judgments, and treaties.

3.

The UK constitution also has unwritten sources, including parliamentary conventions (recorded in Erskine May) and royal prerogatives.

4.

Most people argue that the current constitutional arrangements in the UK reflect the principle of parliamentary sovereignty. This means that Parliament can change the constitution as it wishes. Most argue that introducing a codified constitution would contradict the doctrine of parliamentary sovereignty.

5.

There have been a large number of constitutional reforms in Britain in recent times, many of which have taken place on a piecemeal basis and without formal public debate on the long-term implications of such change or consideration of the impact on other elements of the constitution.

The Important Debates

What are the identifiable features of the British Constitution?

It is uncodified and incremental: the British constitution remains a ramshackle construction, which is to be found in statutes, treaties, conventions, and other documents, all of which have been pieced together over time and with little coherent ‘purpose’.

It is flexible, and yet there are several features of the British constitution that do not seem easily amendable by Parliament.

- It is unitary, but the devolutionary settlements in Scotland, Wales, and Northern Ireland may not be easily reversed, and may be leading to further shifts in power from Westminster to the devolved regions. A referendum in March 2011 extended the law-making powers of the Welsh Assembly. In Scotland the current Nationalist Party government has promised to call a referendum on independence.
- It is political, in that it is supposed to be Parliament which ultimately determines the shape of the constitution. Arguably it is becoming more ‘legalized’ as the judiciary are required to apply EU law and decide whether some matters are contrary to the Human Rights Act.
- It is uninterrupted and has largely been the product of incremental, peaceful change.

Can the Executive make changes to the constitution without public consultation?

- The new Supreme Court came into being in 2009 following announcements of government policy made in 2003. It was widely assumed at that time that there would be a process of wider public debate, but in fact, the changes were introduced relatively rapidly. President of the Supreme Court Lord Phillips has indicated that in extreme circumstances

the court could contradict Parliament should the legislature commit to a breach of constitutional principle. Perversely a body whose formation was perhaps insufficiently scrutinized in the public sphere may in future prove to be one of the strongest guardians of the rights of the public against Parliamentary dictate. In considering the enduring uncertainties about the potential remit of the court some former Lords of Appeal have expressed reservations about the potential impact of the ‘law of unintended consequences’.

- Critics argue that constitutional change should always be legitimized by a referendum. The current administration did call a referendum on the potentially adoption of the Alternative Vote, however, due to a lack of consultation prior to the referendum, some felt that the wording of the question on electoral reform was not the product of the public will but a political compromise. On the other hand, current plans for reform of the House of Lords and the introduction of Fixed Terms for Parliament seem highly unlikely to lead to further referendums. Referendums on a national scale remain infrequent, and seem to be chosen for tactical reasons.
- When Britain joined the EU public debates were largely framed in terms of potential economic benefits and there was little discussion of the question of the UK Parliament ceding powers which, historically, it alone had exercised. The accession to the EU has arguably, therefore, increased the importance of the courts. The legitimacy granted to the EU by the 1975 referendum has continued to shape the agenda long after the terms of the debate evolved.

Is the Constitution relevant?

- The Constitution shapes the relationship between citizens and those who govern, and between the country’s different governing organs.
- Legislation which has implications for these relationships is ‘constitutional’. For example proposed legislation to introduce Alternative

Voting, in place of First Past the Post, was constitutional in nature since it would have impacted how we choose the individuals who govern us.

- Constitutional issues are often raised in other contexts and in circumstances where it is not immediately apparent that those issues have a constitutional impact. By way of example the Butler and Chilcot Inquiries, into various aspects of the Iraq war, heard evidence about the informal nature of decision-making under the Blair administration (Butler Inquiry) and the manner in which advice about the legality of invading Iraq was obtained and considered (Chilcot Inquiry).

How does Europe impact the British Constitution?

- Britain's membership of the European Union gives European law primacy over national legislation. If there is a conflict between the two, European law is held supreme.
- The task of enforcing European Law is performed not just by the European courts but also by judges and courts at all levels of the national system.
- Since UK Courts can refuse to enforce UK legislation on the basis that it is incompatible with European law there is a perception or indeed it may be the case that the UK courts have become more powerful.
- The legal status of British citizens has changed. People in the UK now have the right to address their legal grievances not only at the national level, but also at the European level.

The overarching theme of these changes is Parliamentary Sovereignty. In theory, this fundamental feature of the British Constitution remains unchanged. Parliament could pass legislation today withdrawing Britain from the EU and Community law would cease to apply at the national level. On a practical level, however, the implications for Parliamentary Sovereignty are much greater. The social and economic impact of withdrawal renders any such legislation almost inconceivable. As such, it is possible to argue that “for all practical purposes and at least for the foreseeable future, the British Parliament is no longer sovereign.”

How does the current EU Bill change the situation?

Should the UK reform its constitution?

Constitutional reform is high on the current political agenda, and reforms were promised in the manifestos of all three main political parties. Proposals for reform to each element of the Constitution, e.g. House of Lords, the Electoral Process etc., are considered in the relevant sections of this website. See also 'Do we need a written constitution?'

1215

Magna Charta

1536-42

Union with Wales

1626

Charles I dismissed Parliament, and then subsequently recalled it in order to raise taxes

1628

Parliament formed a committee of grievance and presented a Petition of Right to the king to protect subjects from further taxation unauthorized by Parliament

1629

Parliament passed the Three Resolutions: 1. They would condemn any move to change the established religion 2. They would condemn taxation levied without parliament's authority 3. They declared that Merchants paying 'illegal' taxes betrayed the Liberty of England

1640

Oliver Cromwell elected to Parliament for the 2nd time

1642

Outbreak of the Civil war

1646

Charles I surrenders

1649

The Rump Parliament gave parliament the right to make laws without the king's approval

1649

Charles I executed

1649

Parliament abolishes the monarchy

1649

Cromwell chairs the New English Commonwealth

1653

Oliver Cromwell is elected Lord Protector of the Commonwealth

1658

Oliver Cromwell dies and appoints his son, Richard, as his successor

1659

Richard Cromwell resigns

1660

General Monck marches to London, dissolves Parliament and Charles II is invited to resume the throne ('the Restoration')

1685

Charles II dies and is succeeded by his brother James II, a catholic

1689

James II overthrown in the 'Glorious Revolution'

1689

William and Mary invited to become joint sovereigns

1689

Enactment of the Bill of Rights

1707

Union with Scotland

1800

Union with Ireland

1832

(Also 1867, 1872) Reform Acts-extended voting rights and established the secret ballot

1911

Parliament Act

1918

Reform Act-ended property qualifications for men

1921

Anglo-Irish Treaty signed-removes 26 Counties of Irish Free State from UK

1928

Reform Act-gave equal voting rights to women

1948

Parliament Act

1972

European Communities Act

1998

Human Rights Act

1998

Scotland Act

1998

Government of Wales Act

1999

House of Lords Act

1999

Greater London Act

2000

Freedom of Information Act

2005

Constitutional Reform Act

2006

Government of Wales Act

2009

Opening of the Supreme Court”¹⁰⁸

Auto evaluation Test Nr. 15

Time to solve the test: 1h.

Points:

Speaking activity

Do an oral presentation of the basic features of the British Constitution.

Minimal Bibliography

The present Course

Personal Materials

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team

¹⁰⁸<http://www.consoc.org.uk/other-content/about-us/discover-the-facts/what-is-the-british-constitution/>

members are essential for the maximum of points. These points will count at the final evaluation.

PAY ATTENTION!

Inspiration from the Internet sites are allowed but there will be severe penalties for the ‘copy - paste’ material used without references or the texts copied as such.

GOOD LUCK!

THE BRITISH CONSTITUTION

(Continuation - Reading)

UNIT 24: THE BRITISH CONSTITUTION

– THE ACTORS OF THE CONSTITUTION –

(source: Internet. Google Images:
<http://royalcentral.co.uk/blogs/explanation/what-are-the-queens-powers-22069>
Taken today 16.11.2014)

24.1 Read and translate the following text:

TEXT 1:

“THE QUEEN’S POWER

THE STRUGGLE TO BE ANCIENT AND MODERN

“Above all things our royalty is to be revered, and if you begin to poke about it you cannot reverence it....Its mystery is its life. We must not let in daylight upon magic.” So wrote Walter Bagehot, godfather of the English constitution, 120 ago. In this less reverent and mysterious age, how much influence does a British sovereign still possess?

To outsiders, Britain’s monarchy must seem a caricature of traditional British conceits: the participants are trusted to play the game, though its rules are undefined; and if they do not abide by the rules, nobody knows what the sanctions might be. The sovereign just has to behave, for as Bagehot said: “The benefits of a good monarch are almost invaluable, but the evils of a bad monarch are almost irreparable.”

Queen Elizabeth II is good at the job. She has a strong sense of duty. She projects the image of a conscientious, carrying and virtuous sovereign. She has never interfered publicly in British political life, and has managed to maintain political neutrality. (...)

Every monarch since Queen Victoria has strived for political impartiality. Add the pageantry that goes with the job, and it is easy to see why in tradition-minded society a monarch sits higher in public esteem than a commoner head of state. Sir Ian Gilmor, in “The Body Politic”, argues: “Legitimacy, the acceptance by the governed of the political system, is far better aided by an ancient monarchy set above the political battle than by a transient president, who has gained his position through the battle.... Modern societies still need myth and ritual. A monarch and his family supply it; there is no magic about a mud-stained politician.”

Written and unwritten rules

Nowhere are the powers of the British sovereign formally laid down. When Bagehot wrote “The English Constitution” the object of his analysis did not exist, except as a collection of precedents. Since then, his book and Ivor Jennings’s “Cabinet Government” have been bibles not just for students of the constitution, but for monarchs and their heirs too. George V studied Bagehot and followed his

advice: Prince Charles has read Jennings as well. But no book can define the British monarch role perfectly. Neither can it set out exactly what the British sovereign should do in hypothetical circumstances. (...)

The ultimate constraint on the British royal family is the sufferance of the British people. The direct cost of the royal family to taxpayers is more than £ 5 a year. A sovereign who overstepped the mark would put the job in jeopardy. As Prince Charles once said: “Something as curious as the monarchy won’t survive unless you take account of people’s attitudes. I think it can be a kind of elective institution. After all, if people don’t want it, they won’t have it.”

On Her Majesty’s Service

Most political business in Britain is conducted in the name of the Crown. Parliament does not govern; the Queen in the Parliament governs. When Parliament reassembles at the beginning of the session, the Queen herself – incongruous plastic spectacles under glittering crown – reads out the list of laws the governments hopes to pass. The wording of a bill, barely changed since Henry VII in the fifteen century, starts: “Be it enacted by the Queen’s most excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in the Present Parliament assembled, and by the authority of the same as follows.....

Every Bill that passes through Parliament needs to have Royal assent before it passes into law; no monarch since Queen Anne in 1707 has refused it. The Queen appoints bishops, judges and the top brass of the army, but always on the advice of the prime minister. In theory, all peerages and honors proceed from the Palace; in practice, few are her own choice.

Although business is formally conducted in the Queen’s name, she is constitutionally bound in almost every instance to act on the advice of her prime ministers. When there is a stable government in office, the Queen’s only rights, in Bagehot’s words, are “the right to be consulted, the right to encourage, the right to warn.” These rights confer influence, rather than power, yet they are not insignificant.

Through them, the hidden influence of the Queen emerges. Each Tuesday, she gives an audience to the prime minister. The private secretaries set an agenda – but the two need to stick to it. Mr. James (now Lord) Callaghan – whom the Queen particularly liked – used to spend most of the time chatting about the state of the world. Just before the appointed end, the Queen would fish in her handbag for her list of topics while Mr. Callaghan would produce his from his pocket, and they should spend a few minutes on each.

Nobody else I present, so no minutes are taken. Mr. Edwards Heath used to claim that it was like visiting a psychiatrist: he could unburden himself in the knowledge that whatever he said would be repeated. (...)

Any prime minister who thinks that the weekly audience is merely a formality is in for a shock. The Queen's experience tells. She has seen every Cabinet paper and important Foreign Office dispatch issued over the past 35 years and has held weekly meetings with eight consecutive foreign ministers. She has met most foreign heads of state and has complained to the Foreign Office that its briefings are too simple.

She can press her views to the prime minister, but has to accept the ultimate decision. Yet, as Jennings points out, she is better-informed than any Cabinet minister and can say what she likes: "She can be as helpful or as obstreperous as she pleases: and she is the only member of the Cabinet who cannot be informed that her resignation would assist the speedy dispatch of business."

It is when the political process is not working efficiently that the Queen has most power. During her reign, this has not happened in Britain. But she is the Queen of 16 other members of the Commonwealth. In these states her governor-general, whom she appoints on the advice of the country concerned, carries out her duties. The actions of the governor-general during constitutional crises in some of these countries give some clue as to how she might behave in similar circumstances in Britain. (...)

Experts have always differed over what – if any – emergency powers the Queen holds. Bagehot wrote: "She must sign her own death warrant if the two Houses

unanimously send it up to her.” Other constitutional experts say this is nonsense. But would she have to sign a bill which prolonged the life of the Parliament indefinitely? Or required that all red-haired babies be strangled at birth? It seems not. In the absence of any written constitution or bill of rights in Britain, and faced with a national crises of threat to democracy, the sovereign appears to be the protector of basic human rights and constitutional processes.

For the Queen to become involved in politics, Britain does not have to suffer an attempted military coup of the sort that King Juan Carlos faced down in Spain in 1981. All she needs is an election that gives no political party an overall majority in Parliament. Since 1918, this happened only three times in 20 general elections. Each time the monarch could have become embroiled in political controversy: luck, as much as foresight, avoided it.

Sovereigns can stay above the political fray as long as they act on the advice of the ministers. But the act of appointing a prime minister is quite different, since there is nobody to offer advice. It would be absurd for the monarch to ask of a defeated prime minister who his or her successor should be.

When one party wins a majority in the House of Commons, the monarch has no difficulty in nominating the leader of the party to be prime minister. If, however, a government has lost its majority after an election but is still the largest party, should that count as a defeat? Should she call for the leader of the opposition?

The Queen has to work on two principles: she must appear impartial, and must find a government capable of surviving in the House of Commons. The second principle answers the first question. If, like Stanley Baldwin in 1923, a prime minister decided not to resign, even after his party has lost its majority in an election, he could indeed carry on. But he would risk losing his first vote in the House of Commons, Mr. Edward Heath considered doing this in 1974, when he won marginally fewer seats, but more votes, than Labour. After a couple of days’ negotiation with the Liberal party, he decided against.

If, like Baldwin, the prime minister is then defeated on the first vote, on the Queen’s minister Speech, the Queen has to decide whom to send for in his place.

Usually it will be the leader of the next largest party. He, however, may not be able to command a majority in the House either. The Queen will want to be as well informed as possible about the likelihood of this or that person commanding a majority, but she probably will not want to be seen to take advice from the politicians themselves. Instead, her private secretary (...) would make informal soundings. His job is both important and useful. He is supposed to have excellent contacts in the political and academic world, and to act as a filter for the Queen. He can talk to anybody he likes without risking controversy and pass his findings on to the Queen.

Stick problems can also arise over the power of the dissolution. The Queen can refuse a request to dissolve Parliament if she thought Parliament and government could continue to function and that an election would be harmful to the nation's interests. No monarch has done so in Britain for 200 years, though governors-general in Commonwealth countries have refused dissolutions. George V made a formal protest when Ramsey MacDonald asked for an election in 1924 – the third in Britain, in less than two years. And earlier, in 1916, the same King made it clear that he would refuse a dissolution, if asked, because of the war. No prime minister would dare ask for a dissolution just after he had been defeated in an election; the understanding that two would not be granted to the same party, close together. But if a new minority government were defeated on its first foray into the House, the Queen would have to decide whether to give an alternative coalition a chance rather than launch into a second general election.

How moral is moral?

As well as being politically aware British monarchs have to set a moral tone. As Defender of the Faith, the Queen is head of the Church of England, and as such must set an example – an example that moves with time. Edward VIII had to abdicate in 1936 to marry a divorced woman and Princess Margaret was dissuaded in 1953 from marrying a divorced man, Group-Captain Peter Townsend. Two decades later, the Princess could actually go through a divorce

herself. The moral conventions of the royal family lag those of the society by about one generation. When Princess Margaret agonized about divorcing Lord Snowdon in the mid-1970s the act was commonplace for commoners: 145,000 petitions for divorce were filed in England and Wales in 1976. The Prince of Wales, unlike almost anybody else in the early 1980s, was expected to marry a woman without past. Meanwhile, the Duke of York, as a younger brother, was earning the nickname “Randy Andy”.

The royal family is caught between two social forces. On the one hand, there is pressure to move with the times: to be glamorous, wear fashionable clothes and to act in a way with which ordinary people can identify. At the same time, another section of the society wants the royal family to cleave itself to values that are more traditional. It is a difficult balance to maintain: many fear that if the distance between the general public and the royal family narrows too much, royalty will start to lose its magic.

So could the Prince of Wales, if he wanted to, get a divorce without renouncing to the throne? The answer is probably yes; divorce is sanctioned, though not welcomed, by the Church of England. But there would undoubtedly be a public row – and it might do irreparable damage to the fairytale image of the royal family. The tabloid newspapers already treat royalty more like characters out of ‘Dynasty’ than as actual or potential heads of state.

What about succession? The Queen is only 61, though she has spent 35 years on the throne. Unlike former Princes of Wales, Prince Charles is at last receiving some training for the job. He has much experience of the ceremonial side of a King’s work and has been allowed to see official papers for the past ten years. He tries – but as often as not fails – to stay out of the politics, where his aesthetic views and the way he focuses attention on social and racial injustice rile hard line right-wingers.

The Queen could, of course, abdicate in his favor but probably won’t. Britain – unlike some European countries – has a Rolls Royce monarchy. Members of the royal family do not ride bicycles or jog down the Mall. They want to retain that

element of mystery which the British have in recent centuries attached to the institution. A voluntary abdication, suggesting that it is just another job with a retirement age, would upset precedent and probably also the Queen's sense of duty. With advances in medical science, Britain may have to become accustomed to monarchs who ascend to the throne at an age when mere commoners start to collect their pensions.¹⁰⁹”

TEXT 2:

“What are The Queen’s powers?”

The Royal Prerogative are a set number of powers and privileges held by The Queen as part of the British constitution. Nowadays, a lot of these powers are exercised on Her Majesty's behalf by ministers – things such as issuing or withdrawing passports which, without the Royal Prerogative, would require an act of parliament each time.

Over time, the prerogative powers have been used less and less though the important thing in our Constitutional Monarchy is that they still exist, they remain a means of protecting democracy in this country ensuring that no one can simply seize power.

Victorian constitutionalist *Walter Bagehot* defined The Queen's rights as, the right ‘to be consulted, to encourage and to warn’ – but these rights are not the same as her powers, as we will now see.

The Queen's prerogative powers vary and fall into different categories...

Political Powers

The Queen's political powers nowadays are largely ceremonial, though some are actively used by The Queen such as at General Elections or are available in times of crisis and some are used by Ministers for expediency when needed.

¹⁰⁹Michael Brooks, David Holden, Wesley Hutchinson, *EnglezapentruJuristi*, CH. *The British Constitution*, pag. 98-100, EdituraTeora, Bucuresti, 2001.

- **Summoning/Proroguing Parliament** - The Queen has the power to prorogue (suspend) and to summon (call back) Parliament – prorogation typically happens at the end of a parliamentary session and the summoning occurs shortly after, when The Queen attends the State Opening of Parliament.
- **Royal Assent** - It is The Queen's right and responsibility to grant assent to bills from Parliament, signing them into law. Whilst in theory she could decide to refuse assent, the last Monarch to do this was Queen Anne in 1708.
- **Secondary Legislation** - The Queen can create Orders-in-Council and Letters Patent that regulates parts to do with the Crown, such as precedence, titles. Orders in Council are often used by Ministers nowadays to bring Acts of Parliament into law.
- **Appoint/Remove Ministers** - Her Majesty also has the power to appoint and remove Ministers of the Crown.
- **Appointing the Prime Minister** - The Queen is responsible for appointing the Prime Minister after a general election or a resignation, in a General Election The Queen will appoint the candidate who is likely to have the most support of the House of Commons. In the event of a resignation, The Queen listens to advice on who should be appointed as their successor.
- **Declaration of War** - The Sovereign retains the power to declare war against other nations, though in practice this is done through the Prime Minister and Parliament of the day.
- **Freedom From Prosecution** - Under British law, The Queen is above the law and cannot be prosecuted – she is also free from civil action.

Judicial Powers

The Queen's judicial powers are now very minimal and there is only really one which is used on a regular basis, with others having been delegated to judges and parliament through time.

- **Royal Pardon** - The Royal Pardon was originally used to retract death sentences against those wrongly convicted. It is now used to correct errors in sentencing and was recently used to give a posthumous pardon to WW2 code breaker, Alan Turing.

Armed Forces

The Queen's powers in the Armed Forces are usually used on the advice of Generals and Parliament, though some functions are retained by The Queen herself nowadays.

- **Commander-in-Chief** - The Queen is commander-in-chief of the Armed Forces and all members swear an oath of allegiance to The Queen when they join; they are Her Majesty's Armed Forces.
- **Commissioning of Officers** - The Queen's powers include the commissioning of officers into the Armed Forces and also removing commissions (when members of the Armed Forces salute an officer, they are saluting The Queen's commission).
- **Disposition of the Forces** - The organization and disposition of the Armed Forces are part of the Royal Prerogative; the crown technically controls how the Armed Forces are used.

Honors

One of the main prerogative powers that are still used personally by The Queen these days is the power to grant honors. As all honors derive from the Crown, The Queen has the final say on knighthoods, peerages and the like.

- **Creation of Peerages** - The Queen may create a peerage for any person – whether a life peerage or hereditary one, though hereditary peerages haven't been issued for decades outside of the Royal Family.
- **Font of Honor** - It is The Queen's prerogative power to create orders of knighthood and to grant any citizen honors. From the Royal Victorian Order to the Order of the Garter.

Miscellaneous Powers

Other powers Her Majesty holds include:

- **Control of Passports** - The issuing and withdrawal of passports are within the Royal Prerogative – this is often used by ministers on behalf of The Queen. All British passports are issued in The Queen’s name.
- **Requisitioning of Ships** - This power allows a ship to be commandeered in Her Majesty’s name for service to the realm. This power was used on the QE2 to take troops to the Falklands after the Argentine invasion in 1982.”¹¹⁰

¹¹⁰<http://royalcentral.co.uk/blogs/explanation/what-are-the-queens-powers-22069>

Auto evaluation Test Nr. 16

Time to solve the test: 1h.

Points:

Speaking activity

What is your opinion about how the British family should be: traditional or modern?

Minimal Bibliography

The present Course

Personal Materials

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team members are essential for the maximum of points. These points will count at the final evaluation.

PAY ATTENTION!

Inspiration from the Internet sites are allowed but there will be severe penalties for the ‘copy - paste’ material used without references or the texts copied as such.

GOOD LUCK!

THE BRITISH CONSTITUTION

(Continuation - Reading)

UNIT 25: THE BRITISH CONSTITUTION

– THE PRIME MINISTER AND THE CABINET –

(source: Internet. Google Images:

<http://www.dailymail.co.uk/news/article-1277875/UK-ELECTION-2010-Nick-Clegg-wins-sweeping-powers.html>

Taken today 16.11.2014)

25.1 Read and translate the following text:

TEXT 1:

“In the first place we should make clear the terms we are using. ‘Parliament’ comprises Commons, Lords, and Sovereign. Together they form the legislature. ‘Government’, on the other hand, refers to Cabinet ministers, ministers of state, under-secretaries, and parliamentary secretaries who have been chosen by the Prime Minister from his or her party to hold office. Together they number about 100. A much smaller group of just over twenty forms the Cabinet (the executive) at the head of which is the Prime Minister. The Cabinet stands today at the very center of power in Britain. It is the most important and authoritative part of Government.

(...)

In Bagehot’s famous phrase, the Cabinet is a ‘combining committee — a hyphen which joins, a buckle which fastens, the legislative part of the state to the executive part of the state’. Its main purpose is to determine and co-ordinate the policy of Government. Without the sense of unity and coherence a good Cabinet

can give to the administration, Governments can very easily become Governments of departments with each minister defending the interests of his department rather than considering Government policy as a whole. It is the responsibility of the Cabinet to reconcile the competing and at times conflicting claims of ministers, to establish priorities in Government action, to select those items from the party's manifesto which need to be dealt with urgently and to discard those which are of only secondary concern, to modify policy in the light of changing circumstances, to respond to unforeseen crises and to keep in mind a general vision of the future which it is part of the purpose of Government policy to bring about.

Choosing the Cabinet

The responsibility of choosing the Cabinet lies with the Prime Minister (although he or she might consult others, for example the Leader of the House and the Chief Whip). It is an important example of Prime Ministerial power. Through their choice, Prime Ministers can do a great deal to determine the character of an administration as well as the policy of major departments. Nevertheless, they are not entirely free in the choices they make. They will generally choose from the more experienced parliamentarians. (...) Prime Ministers want individuals who are capable of dealing efficiently with affairs within their department, of taking decisions in the light of Government policy and of defending those policies with conviction in the House of Commons. They also want ministers to be able to work together as a team and to recognize that whatever their individual differences, they have a common responsibility to preserve the unity and strength of the administration. (...)

Prime Ministers are concerned too with wider considerations. As party leaders they are anxious not to lose contact their backbench supporters. Because parties are coalitions, Cabinets must be coalitions, for if the debate within the Cabinet does not reflect the debate within the party, then the danger of the Government becoming remote from its supporters is considerable. It is indeed a positive

advantage to a Prime Minister to have some critics in the Cabinet because of the control and influence he may have over them and because of the assistance such colleagues may be able to give to the Prime Minister in winning the support of their wing of the party for unpopular policies.

(...)

The size of the Cabinet is another matter to which a Prime Minister has to give consideration. During the nineteenth century, the average size was between twelve and fifteen, but the tendency in this century has been for it to be larger. Most Prime Ministers would probably like to keep the size of their Cabinets under twenty because it enables business to be transacted more speedily and because there are fewer views to reconcile. The very size of modern Government, however, makes this difficult. To reduce the size of the Cabinet much below twenty would require excluding ministers with important departmental responsibilities. But there is perhaps a further reason why the size of Cabinets has grown. To hold office is the ambition of many more MPs today than in the last century, and it is an aspiration, which Prime Ministers are under pressure to satisfy. To restrict the size of the Cabinet (and also the Government) is to risk creating resentment on the backbenches. No Prime Minister would wish to do this unnecessarily. (...)

How the Cabinet works

The Cabinet generally meets once or twice a week, usually in the morning and in the Cabinet Room at No. 10 Downing Street, although Prime Ministers are free to summon Cabinets wherever and whenever they please. The usual custom is for the agenda and papers relating to a meeting to be circulated to ministers forty-eight hours in advance, but when Cabinets meet to discuss an emergency, business is raised orally. (...) The agenda, which is drawn up by the Prime Minister in consultation with the Cabinet Secretary, is of central importance, and it is one of the most obvious sources of Prime Ministerial authority. The Prime Minister may exercise his or her power to bring an issue before the Cabinet or

may, as Mr Wilson did with the issue of devaluation between 1964 and 1967, exclude it from the agenda altogether. Furthermore, the Prime Minister can determine the sequence of items on the agenda, knowing that those at the bottom are unlikely to be considered as fully as the first few.

It would be dangerous, however, to exaggerate the power, which the control of the agenda gives to the Prime Minister. In the first place, two items, parliamentary business and Foreign and Commonwealth affairs, are raised weekly. Second, there are some items which virtually choose themselves, such as crises upon which a Prime Minister would be reluctant to act without consulting his or her colleagues. Third, Ministers acting individually or as a group will frequently put pressure on the Prime Minister to have a particular item included. The Prime Minister's influence on the agenda is considerable, but it cannot be exercised indiscriminately. The Prime Minister will unusually open a discussion by inviting the minister directly concerned to speak on the paper circulated to ministers. He or she will then invite the views of other colleagues and usually sum up the mood of the meeting at the end. It is incorrect to say that voting never takes place in the Cabinet, but it is highly unusual for it to do so. (...) There are two main reasons why voting is rare. First, by drawing attention to differences between members it might threaten Cabinet unity. Second, and perhaps more important, it would give ministers parity of status, whereas in practice not all ministers in the Cabinet carry the same weight. In a discussion on economic strategy, for example, a Prime Minister will clearly attach greater importance to the views of the Chancellor than to the views of a minister less closely involved with the economy. The Cabinet is not and cannot be a democratic body.

Cabinet committees

The committee system has been one of the most important developments in the Working of the Cabinet in the twentieth century. There are two main kinds of committee: standing committees covering different areas of policy such as defense, home affairs, social services and the Government's legislative program

in general, and ad hoc committees, set up to deal with particular problems, possibly of a specialized or interdepartmental nature. Committees are appointed by the Prime Minister. Some writers, such as Richard Crossman, have suggested that the growth of the committee system has weakened the cabinet in general and, through the right of appointment, strengthened the Prime Minister. It is certainly true - indeed it was intended - that committees reach decisions enabling some aspects of government policy to be settled outside Cabinet. Whether this is undesirable is another matter. The pressure on a modern Cabinet is such that without committees it would be impossible for Cabinets to deal efficiently with all the business coming before them. But the justification for the committee system does not rest purely on necessity. It enables the individual minister to work more quickly. It transfers much straightforward decision-making from Cabinet leaving it freer to concentrate on important decisions. It enables ministers outside the Cabinet to make a positive contribution to the work of the Government through participating in the decision making process. Furthermore, it ensures that when an issue does come to Cabinet, the discussion is much more informed, for papers and minutes relating to the work of every committee are circulated to ministers. In short, the committee system helps the Cabinet to be more efficient.”¹¹¹

TEXT 2:

“How government works

In the UK, the Prime Minister leads the government with the support of the Cabinet and ministers. You can find out who runs government and how government is run, as well as learning about the history of government.

¹¹¹Michael Brooks, David Holden, Wesley Hutchinson, *EnglezapentruJuristi*, CH. *The British Constitution*, pag. 98-100, EdituraTeora, Bucuresti, 2001.

Who runs government?

The Prime Minister

The Prime Minister is head of the UK government. He is ultimately responsible for all policy and decisions. He:

- oversees the operation of the Civil Service and government agencies
- appoints members of the government
- is the principal government figure in the House of Commons

The Prime Minister is David Cameron MP and he is based at Number 10 Downing Street in London.

The Deputy Prime Minister

The Deputy Prime Minister, Nick Clegg MP, is the deputy head of government. He is the leader of the Liberal Democrats and was appointed Deputy Prime Minister when the coalition government was formed following the 2010 general election.

His office is part of the Cabinet Office at 70 Whitehall.

The Cabinet

The Cabinet is made up of the senior members of government. Every Tuesday during Parliament, members of the Cabinet (Secretaries of State from all departments and some other ministers) meet to discuss what are the most important issues for the government.

Ministers

Cabinet ministers

The Rt Hon David Cameron MP

Prime Minister, First Lord of the Treasury, Minister for the Civil Service

The Rt Hon Nick Clegg MP

Deputy Prime Minister and Lord President of the Council

The Rt Hon William Hague MP

First Secretary of State, Leader of the House of Commons

The Rt Hon George Osborne MP

Chancellor of the Exchequer

The Rt Hon Theresa May MP

Secretary of State for the Home Department

The Rt Hon Philip Hammond MP

Secretary of State for Foreign and Commonwealth Affairs

The Rt Hon Chris Grayling MP

Lord Chancellor and Secretary of State for Justice

The Rt Hon Michael Fallon MP

Secretary of State for Defense

The Rt Hon Dr Vince Cable MP

Secretary of State for Business, Innovation and Skills and President of the Board of Trade

The Rt Hon Iain Duncan Smith MP

Secretary of State for Work and Pensions

The Rt Hon Jeremy Hunt MP

Secretary of State for Health

The Rt Hon Eric Pickles MP

Secretary of State for Communities and Local Government, Minister for Faith

The Rt Hon Nicky Morgan MP

Secretary of State for Education, Minister for Women and Equalities

The Rt Hon Justine Greening MP

Secretary of State for International Development

The Rt Hon Edward Davey MP

Secretary of State for Energy and Climate Change

The Rt Hon Patrick McLoughlin MP

Secretary of State for Transport

The Rt Hon Alistair Carmichael MP

Secretary of State for Scotland

The Rt Hon Theresa Villiers MP

Secretary of State for Northern Ireland

The Rt Hon Stephen Crabb MP

Secretary of State for Wales

The Rt Hon Sajid Javid MP

Secretary of State for Culture, Media and Sport

The Rt Hon Elizabeth Truss MP

Secretary of State for Environment, Food and Rural Affairs

The Rt Hon Danny Alexander MP

Chief Secretary to the Treasury

Also attends Cabinet

The Rt Hon Baroness Stowell of Beeston MBE

Leader of the House of Lords, Lord Privy Seal

The Rt Hon Michael Gove MP

Chief Whip and Parliamentary Secretary to the Treasury

The Rt Hon Francis Maude MP

Minister for the Cabinet Office and Paymaster General

The Rt Hon Oliver Letwin MP

Minister for Government Policy, Chancellor of the Duchy of Lancaster

The Rt Hon David Laws MP

Minister of State for Cabinet Office, Minister of State for Schools

The Rt Hon Greg Clark MP

Minister of State for Universities, Science and Cities

The Rt Hon Jeremy Wright QC MP

Attorney General

The Rt Hon Grant Shapps MP

Minister without Portfolio Unpaid

The Rt Hon Matthew Hancock MP

Minister of State for Energy, Minister of State for Business and Enterprise, Minister for Portsmouth

The Rt Hon Esther McVey MP

Minister of State for Employment

The Rt Hon Baroness Anelay of St Johns DBE

Auto evaluation Test Nr. 17

Time to solve the test: 1h.

Points:

Writing activity

Write a paragraph in which to present the prime minister's powers and the Cabinet's functions.

Minimal Bibliography

The present Course

Personal Materials

¹¹²<https://www.gov.uk/government/how-government-works>

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team members are essential for the maximum of points. These points will count at the final evaluation.

PAY ATTENTION!

Inspiration from the Internet sites are allowed but there will be severe penalties for the ‘copy - paste’ material used without references or the texts copied as such.

GOOD LUCK!

THE AMERICAN AND INTERNATIONAL LAW

UNIT 26: THE AMERICAN CONSTITUTION

(Continuation - Reading)

(source: Internet. Google Images:
http://www.elcivics.com/constitution_quill_pen.jpg
Taken today 16.11.2014)

26.1 Read and translate the following text:

TEXT 1:

“THE WRITTEN DOCUMENT

We the people of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, established this CONSTITUTION for the United States of America.

ARTICLE 1

SECTION 1. All legislative powers herein granted shall be vested in a Congress of the

United States, which shall consist of a Senate and House of Representatives.

SECTION 2. (1) The House of Representatives shall be composed of members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite fir Electors of the most numerous Branch of the State Legislature.

(2) No person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected be an inhabitant of that State in which he shall be chosen.

(3) Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union according to their respective Numbers which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a term of Years, and excluding Indians not taxed, three fifth of all other Persons. The actual Enumeration shall be made within three years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse

three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

(4) When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

(5) The House of Representatives shall chuse their Speaker and other officers; and shall have the sole Power of Impeachment.

SECTION 3 (1) The Senate of the United States shall be composed of two senators from each State, chosen by the legislature thereof, for six Years; and each Senator shall have one Vote.

(2) Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year; so that one third may be chosen every second year; and if Vacancies happen by Registration, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature which shall then fill such Vacancies.

(3) No person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.

(4) The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless that be equally divided.

(5) The Senate shall chuse their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

(6) The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

(7) Judgment in Cases of Impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

SECTION 4. (1) The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the places of chusing Senators.

(2) The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.

(...)

SECTION (5). (1) Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such Manner, and under such Penalties as each House may provide.

(2) Each House may determine the rules of its Proceedings, punish its Members for Disorderly Behavior, and, with the Concurrence of two thirds, expel a Member.

(3) Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays in the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on Journal.

(4) Neither House, during the Session of Congress, shall, without the consent of the other, adjourn for more than three days; nor to any other Place than that in which

the two Houses shall be sitting.

SECTION 6. (1) The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either house, they shall not be questioned in any other Place.

(2) No Senator or Representatives shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which have been increased during such time; and no Person holding any Office under the United States, shall be a member of either House during his Continuance in Office.

SECTION 7 (1) All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills. (2) Every Bill which will have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become Law.

ARTICLE 11

SECTION 1 (1) The executive Power shall be vested in a President of the United States of America. He shall hold his office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows.

(2) Each State shall appoint, in such Manner as the Legislature thereof may direct, a number of Electors, equal to the whole Number of Senators and Representatives

to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

(3) The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and the House of Representatives, open all the Certificates, and the Votes shall be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole number of Electors appointed; and if there be more than one who have such a Majority, and have an equal Number of votes then the House of Representatives shall immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner chuse the President. But in chusing the President, the Votes shall be taken by States, the Representations from each State having one vote; A quorum for this Purpose shall consist of a Member or Members from two thirds of the States, and a majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the senate shall chuse from them by Ballot the Vice President.

(4) The Congress may determine the Time of chusing the electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

(5) No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within

the United States.

(6) In Case of the Removal of the President from Office, or of his Death, Resignation, or inability to discharge the Powers and Duties of the said Office, the same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation, or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the disability be removed, or a President shall be elected.

(7) The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive during that Period any other Emolument from the United States, or any of them.

(8) Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation: - ‘I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States.’”¹¹³

TEXT 2:

“America Gets a Constitution

After several failed attempts at creating a government, a 1787 convention is called to draft a new legal system for the United States. This new Constitution provides for increased federal authority while still protecting the basic rights of its citizens.

Introduction

The U.S. Constitution established America’s national government and fundamental laws, and guaranteed certain basic rights for its citizens. It was signed on September 17, 1787, by delegates to the Constitutional Convention in Philadelphia, presided over by George Washington. Under America’s first

¹¹³Michael Brooks, David Holden, Wesley Hutchinson, *EnglezapentruJuristi*, CH. *American and International Law*pag. 176-180, EdituraTeora, Bucuresti, 2001.

governing document, the Articles of Confederation, the national government was weak and states operated like independent countries. At the 1787 convention, delegates devised a plan for a stronger federal government with three branches—executive, legislative and judicial—along with a system of checks and balances to ensure no single branch would have too much power. The Bill of Rights—10 amendments guaranteeing basic individual protections such as freedom of speech and religion—became part of the Constitution in 1791. To date, there have been a total of 27 constitutional amendments.

The Need for a New Constitution

America's first constitution, the Articles of Confederation, was ratified in 1781, a time when the nation was a loose confederation of states, each operating like independent countries. The national government was comprised of a single legislature, the Congress of the Confederation; there was no president or judicial branch. The Articles of Confederation gave Congress the power to govern foreign affairs, conduct war and regulate currency; however, in reality these powers were sharply limited because Congress had no authority to enforce its requests to the states for money or troops.

Did You Know?

George Washington was initially reluctant to attend the Constitutional Convention. Although he saw the need for a stronger national government, he was busy managing his estate at Mount Vernon, suffering from rheumatism and worried that the convention wouldn't be successful in achieving its goals.

Soon after America won its independence from Great Britain with its 1783 victory in the American Revolution, it became increasingly evident that the young republic needed a stronger central government in order to remain stable. In 1786, Alexander Hamilton (1757-1804), a lawyer and politician from New York, called for a constitutional convention to discuss the matter. The Confederation Congress, which in February 1787 endorsed the idea, invited all 13 states to send delegates to a meeting in Philadelphia.

Forming a More Perfect Union

On May 25, 1787, the Constitutional Convention opened in Philadelphia at the Pennsylvania State House, now known as Independence Hall, where the Declaration of Independence had been adopted 11 years earlier. There were 55 delegates in attendance, representing all 13 states except Rhode Island, which refused to send representatives because it did not want a powerful central government interfering in its economic business. George Washington, who'd become a national hero after leading the Continental Army to victory during the American Revolution, was selected as president of the convention by unanimous vote.

The delegates (who also became known as the “framers” of the Constitution) were a well-educated group that included merchants, farmers, bankers and lawyers. Many had served in the Continental Army, colonial legislatures or the Continental Congress (known as the Congress of the Confederation as of 1781). In terms of religious affiliation, most were Protestants. Eight delegates were signers of the Declaration of Independence, while six had signed the Articles of Confederation.

At age 81, Pennsylvania's Benjamin Franklin (1706-90) was the oldest delegate, while the majority of the delegates were in their 30s and 40s. Political leaders not in attendance at the convention included Thomas Jefferson (1743-1826) and John Adams (1735-1826), who were serving as U.S. ambassadors in Europe. John Jay (1745-1829), Samuel Adams (1722-1803) and John Hancock (1737-93) were also absent from the convention. Virginia's Patrick Henry (1736-99) was chosen to be a delegate but refused to attend the convention because he didn't want to give the central government more power, fearing it would endanger the rights of states and individuals.

Reporters and other visitors were barred from the convention sessions, which were held in secret to avoid outside pressures. However, Virginia's James Madison (1751-1836) kept a detailed account of what transpired behind closed doors. (In 1837, Madison's widow Dolley sold some of his papers, including his notes from the convention debates, to the federal government for \$30,000.)

Debating the Constitution

The delegates had been tasked by Congress with amending the Articles of Confederation; however, they soon began deliberating proposals for an entirely new form of government. After intensive debate, which continued throughout the summer of 1787 and at times threatened to derail the proceedings, they developed a plan that established three branches of national government—executive, legislative and judicial. A system of checks and balances was put into place so that no single branch would have too much authority. The specific powers and responsibilities of each branch were also laid out.

Among the more contentious issues was the question of state representation in the national legislature. Delegates from larger states wanted population to determine how many representatives a state could send to Congress, while small states called for equal representation. The issue was resolved by the Connecticut Compromise, which proposed a bicameral legislature with proportional representation of the states in the lower house (House of Representatives) and equal representation in the upper house (Senate).

Another controversial topic was slavery. Although some northern states had already started to outlaw the practice, they went along with the southern states' insistence that slavery was an issue for individual states to decide and should be kept out of the Constitution. Many northern delegates believed that without agreeing to this, the South wouldn't join the Union. For the purposes of taxation and determining how many representatives a state could send to Congress, it was decided that slaves would be counted as three-fifths of a person. Additionally, it was agreed that Congress wouldn't be allowed to prohibit the slave trade before 1808, and states were required to return fugitive slaves to their owners.

Ratifying the Constitution

By September 1787, the convention's five-member Committee of Style (Hamilton, Madison, William Samuel Johnson of Connecticut, Governor Morris of New York, Rufus King of Massachusetts) had drafted the final text of the Constitution, which consisted of some 4,200 words. On September 17, George

Washington was the first to sign the document. Of the 55 delegates, a total of 39 signed; some had already left Philadelphia, and three—George Mason (1725-92) and Edmund Randolph (1753-1813) of Virginia, and Elbridge Gerry (1744-1813) of Massachusetts—refused to approve the document. In order for the Constitution to become law, it then had to be ratified by nine of the 13 states.

James Madison and Alexander Hamilton, with assistance from John Jay, wrote a series of essays to persuade people to ratify the Constitution. The 85 essays, known collectively as “The Federalist” (or “The Federalist Papers”), detailed how the new government would work, and were published under the pseudonym Publius (Latin for “public”) in newspapers across the states starting in the fall of 1787. (People who supported the Constitution became known as Federalists, while those opposed it because they thought it gave too much power to the national government were called Anti-Federalists.)

Beginning on December 7, 1787, five states—Delaware, Pennsylvania, New Jersey, Georgia and Connecticut—ratified the Constitution in quick succession. However, other states, especially Massachusetts, opposed the document, as it failed to reserve undelegated powers to the states and lacked constitutional protection of basic political rights, such as freedom of speech, religion and the press. In February 1788, a compromise was reached under which Massachusetts and other states would agree to ratify the document with the assurance that amendments would be immediately proposed. The Constitution was thus narrowly ratified in Massachusetts, followed by Maryland and South Carolina. On June 21, 1788, New Hampshire became the ninth state to ratify the document, and it was subsequently agreed that government under the U.S. Constitution would begin on March 4, 1789. George Washington was inaugurated as America’s first president on April 30, 1789. In June of that same year, Virginia ratified the Constitution, and New York followed in July. On February 2, 1790, the U.S. Supreme Court held its first session, marking the date when the government was fully operative.

Rhode Island, the last holdout of the original 13 states, finally ratified the Constitution on May 29, 1790.

The Bill of Rights

In 1789, Madison, then a member of the newly established U.S. House of Representatives, introduced 19 amendments to the Constitution. On September 25, 1789, Congress adopted 12 of the amendments and sent them to the states for ratification. Ten of these amendments, known collectively as the Bill of Rights, were ratified and became part of the Constitution on December 10, 1791. The Bill of Rights guarantees individuals certain basic protections as citizens, including freedom of speech, religion and the press; the right to bear and keep arms; the right to peaceably assemble; protection from unreasonable search and seizure; and the right to a speedy and public trial by an impartial jury. For his contributions to the drafting of the Constitution, as well as its ratification, Madison became known as “Father of the Constitution.”

To date, there have been thousands of proposed amendments to the Constitution. However, only 17 amendments have been ratified in addition to the Bill of Rights because the process isn’t easy—after a proposed amendment makes it through Congress, it must be ratified by three-fourths of the states. The most recent amendment to the Constitution, Article XXVII, which deals with congressional pay raises, was proposed in 1789 and ratified in 1992.

The Constitution Today

In the more than 200 years since the Constitution was created, America has stretched across an entire continent and its population and economy have expanded more than the document’s framers likely ever could have envisioned. Through all the changes, the Constitution has endured and adapted.

The framers knew it wasn’t a perfect document. However, as Benjamin Franklin said on the closing day of the convention in 1787: “I agree to this Constitution with all its faults, if they are such, because I think a central government is necessary for us... I doubt too whether any other Convention we can obtain may

be able to make a better Constitution.”Today, the original Constitution is on display at the National Archives in Washington, D.C.”¹¹⁴

Auto evaluation Test Nr. 18

Time to solve the test: 1h.

Points:

Writing activity

¹¹⁴<http://www.history.com/topics/constitution>

Write a paragraph in which to compare the British Constitution with the American one.

Minimal Bibliography

The present Course

Personal Materials

Solutions and Recommendations:

Personal contribution, the varied materials like books, maps, dictionaries, as well as other materials at your choice, the correct citing of the authors and text from the books and a good cooperation between the team members are essential for the maximum of points. These points will count at the final evaluation.

PAY ATTENTION!

Inspiration from the Internet sites are allowed but there will be severe penalties for the ‘copy - paste’ material used without references or the texts copied as such.

GOOD LUCK!

UNIT 27: HOW TO WRITE AN ESSAY

THE STRUCTURE OF THE PAPER:

THE FIRST PAGE

INTRODUCTION

CONTENT

CONCLUSIONS

BIBLIOGRAPHY

MODEL:

FIRST PAGE:

UNIVERSITY: CONSTANTIN BRANCUSI

FACULTY: FRIDSA/ENGINEERING

SPECIALITY: LAW/ENGINEER

TITLE OF THE PAPER

NAME OF THE STUDENT/GROUP STUDENTS

INTRODUCTION:

In Introduction, a general part shall be written that frame the main subject of the paper.

This Introduction must be one page in length.

PAY ATTENTION!

- The passing between the main parts of the paper must not be visible.
- NEVER write: I. Introduction; II. Content; III Conclusions
- Instead when you pass from one main part of the paper to another or from one chapter to another use phrases like:
- Next, we will talk/discuss/write about The Content of our paper or about the following chapter or
- The next chapter will be:.....
- When you take materials from Internet you have two options: the first one is to take the entire article from that site and place it between “” and then at the bottom of the page write at footnotes the site or take the article and then, in the paper, present in your own words the main idea from it.
- The same rules apply in the case of books: place the material between “” and then at the bottom of the page write the name of the author, the name of the book, the name of the chapter if there is the case, the publishing house, the city, the year and finally the pages.
- Don't forget about Bibliography at the end of the paper and the Content.

THE CONTENT

The content of the paper will be the subject you chose.

CONCLUSIONS:

Here you must write the title of the paper, a short presentation of the content and a phrase in which to say why you chose that particular theme. This short presentation of the paper will be presented orally with the written paper at your exam.

THE SCHEMATIC CONTENT

Must be placed either at the beginning or at the end of the paper and will be formed of the main chapters of the paper and their pages. As an example you can inspire from the content of this course.

BIBLIOGRAPHY

The list of all the sources, either electronic or on paper, that served as inspiration for your paper.

THE MARK WILL REFLECT THE FOLLOWING POINTS:

- 1. THE PAPER MUST NOT BE COPIED FROM INTERNET.**
- 2. ORIGINALITY: THE MARK WILL RAISE IF I SEE YOUR PERSONAL CONTRIBUTION AND IDEAS REFLECTED IN THE PAPER.**

UNIT 28: FINAL TEST

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