

**INSTITUTUL DE ȘTIINȚE PENALE ȘI CRIMINOLOGIE APLICATĂ**  
**CATEDRA PSIHOLOGIE ȘI ȘTIINȚE SOCIO-UMANISTE**

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# **Limba străină (limba engleză)**

(Note de curs pentru studenții Institutului de Criminologie, an. I, sem I,  
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**CHIȘINĂU – 2013**

## **Theme: 1. University: the basics**

### **I. Text:**

#### ***A different way of learning and teaching***

At university, you ought to have sufficient maturity to work on your own for longer periods, without somebody in the room to guide you. You have more responsibility for your own success than at school. This can be frightening, but it can also make you feel free. You don't always have to do things in the way that people tell you. You have more freedom to study in the ways that are best for you.

#### ***Making choices***

It is your responsibility to make sensible choices of options within your programme, as well as to plan extracurricular activities. Your choices will affect your studies and your future career. It's a big responsibility but it's exciting to be more in control of your own life.

#### ***Assessment***

Different courses have different ways of assessing your work. Exams are usually at the end of each term, but some courses leave exams until the end of the year. If the course assesses your coursework, you usually have to hand in essays, reports, project work, or you have to make an oral presentation. You mustn't hand in your work late because university regulations do not usually permit it.

#### ***Essential characteristics for success at university***

Whether you are a mathematician, a historian or a physicist, here are some qualities that all your professors, tutors, and lecturers will want to see:

- Independence: you must be able to stand on your own two feet.
- Self-motivation: you have to be able to work alone a lot.
- Ability to work with others: you must be ready to organise study sessions with friends.
- Ability to set objectives to improve your work.
- Ability to organise your time: you need to manage your time well. You must know when and where you should be for classes, events and exams and you must know when you have to hand in your work.
- Ability to decide when, how, and where you learn best.

#### ***Worries about studying and learning***

It is important to give yourself time to feel comfortable. You should plan your own life instead of worrying about how well other students are doing. Some people play psychological

games by saying that they do not work and can write essays the night before handing them in. Very few people can actually do this and you shouldn't really try.

Meanwhile, many other students will be worrying about some aspect of their study and it helps to be able to talk about your worries and problems. So you should find time to meet other students in your classes. All students and trainees make mistakes at times but think of the course as an adventure.

### *Other worries*

University students often have to combine their studies with work and family obligations. Students have to be very organised and creative to solve some of these problems. Students Services normally offer advice on finding work, on grants, childcare, health care, disability, discrimination and many other problems that come up.

## II. Grammar

### Articles

English has two articles: *the* and *a/an*. *The* is used to refer to specific or particular nouns; *a/an* is used to modify non-specific or non-particular nouns.

the = definite article

a/an = indefinite article

For example, if I say, "Let's read the book," I mean a *specific* book. If I say, "Let's read a book," I mean *any* book rather than a specific book.

Here's another way to explain it: *The* is used to refer to a *specific* or *particular* member of a group. For example, "I just saw the most popular movie of the year." There are many movies, but only one particular movie is the most popular. Therefore, we use *the*.

"A/an" is used to refer to a *non-specific* or *non-particular* member of the group. For example, "I would like to go see a movie." Here, we're not talking about a *specific* movie. We're talking about *any* movie. There are many movies, and I want to see *any* movie. I don't have a specific one in mind.

### Present Simple Tense

1. For the verb **to be**, we do not use an auxiliary, even for questions and negatives.

Look at these examples with the main verb *like*:

|   | subject          | auxiliary verb |  | main verb |         |
|---|------------------|----------------|--|-----------|---------|
|   | I, you, we, they |                |  | like      | coffee. |
| + | He, she, it      |                |  | likes     | coffee. |

|   |                  |                  |     |      |         |
|---|------------------|------------------|-----|------|---------|
| - | I, you, we, they | do               | not | like | coffee. |
|   | He, she, it      | does             | not | like | coffee. |
| ? | Do               | I, you, we, they |     | like | coffee? |
|   | Does             | he, she, it      |     | like | coffee? |

### III. Tasks

1. Read and translate the text.
2. Retell the text.
3. Find additional information about this theme.
4. Apply Grammar knowledge into practice.
5. Talking Point: Grammar is a waste of time
6. Writing Point: My Bookprint

## Theme: 2. Parental aspirations

### I. Text:

Educational qualifications are considered to be very important in the modern world. They are essential for people who want to find reasonably well-paid employment in the professions. For this reason, most parents try to get their children to work hard at school and achieve academic success by doing well in exams. Many parental aspirations also include their children going to university and graduating with a good degree.

Not all children, however, are capable of achieving academic success. This does not matter as long as parents are willing to accept this, but it is quite common for parents to think that all their children have to do is to study hard and they will pass their exams. All too often, they just succeed in causing too much stress in their offspring, with the result that the children either get ill or fail exams that they might otherwise have passed.

There are some children who are quite bright, but who are simply not interested in formal learning. Some might be of an artistic bent and wish to become an artist or designer while some might have a talent for acting. Others may show an aptitude for working with their hands, or want to start their own businesses and become entrepreneurs.

It is perfectly possible for children to achieve such ambitions. However, their parents may well have other ideas, which can lead to family conflict. Strangely enough, many parents are often reluctant to allow children to follow in their footsteps. For example, actors may not wish their children to have a career in the theatre, because of the uncertainty of the profession.

Business people may feel that their children will have more status in an academic profession than in the world of commerce.

The opposite situation also arises. Parents who have worked hard to establish a business may want their children to become part of it, only to find that their sons and daughters prefer to look for completely different occupations.

Each generation has different ideas, making communication between the two extremely difficult. Thus, has arisen the aptly named generation gap.

## II. Grammar

### Nouns

#### Section 1: Definition of Count and Noncount nouns

##### *Count or Noncount?*

The main difference between count and noncount nouns is whether you can count the things they refer to or not.

**Count** nouns refer to things that exist as separate and distinct individual units. They usually refer to what can be perceived by the senses.

**Noncount** nouns refer to things that can't be counted because they are thought of as wholes that can't be cut into parts. They often refer to abstractions and occasionally have a collective meaning (for example, furniture).

## III. Tasks

1. Read and translate the text.
2. Retell the text.
3. Find additional information about this theme.
4. Apply Grammar knowledge into practice.
5. Talking Point: *We are all basically selfish*
6. Writing Point: *Children only go missing when parents are careless*

### Theme: 3. The benefits of chocolate

#### I. Text:

Most of us have a sweet tooth and a favourite form of confectionery is chocolate, whether this comes in the form of sweets, chocolate bars or cakes. The huge range of chocolate products on display in sweet shops and supermarkets shows us how popular chocolate is. Indeed, some of us are so fond of it that we become chocoholics.

We are regularly told that a diet containing too much sugar and too much fat is bad for us, and chocolate contains a great deal of both of these. Thus, we have got used to the idea that eating chocolate is a sinful pleasure.

Eating chocolate often makes us feel good. Even some health experts do not deny this, because it is thought to have a biochemical effect on the part of the brain that is concerned with pleasure. If you are feeling depressed, some chocolate can be a real tonic which cheers you up instantly. Unfortunately, this effect is transitory and you soon feel down again.

Nutritionists have tended to concentrate on the negative side effects of chocolate, pointing out that the combination of a high fat content and a high sugar content can be a cause of obesity in people who overindulge in it. They also remind us that foods which are high in fat can lead to heart disease. Chocolate is also said to cause headaches in some people, and is considered to be one of the main triggers of migraine.

After such bad news from dieticians, people who love to binge on chocolate will be relieved to hear that some doctors have now discovered some benefits in chocolate. Recent research suggests that chocolate, like aspirin, can delay blood clotting, making it potentially useful in preventing thrombosis. It has also been found that chocolate, like fruit and vegetables, is rich in flavonoids, which help to prevent heart attacks and strokes.

At last there is some good news for chocolate eaters! They can enjoy this delicious treat without feeling guilty, safe in the knowledge that it could be improving their health.

## II. Grammar

### Present Continuous

Look at these examples:

|   | subject | auxiliary verb |     | main verb |            |
|---|---------|----------------|-----|-----------|------------|
| + | I       | am             |     | speaking  | to you.    |
| + | You     | are            |     | reading   | this.      |
| - | She     | is             | not | staying   | in London. |
| - | We      | are            | not | playing   | football.  |
| ? | Is      | he             |     | watching  | TV?        |
| ? | Are     | they           |     | waiting   | for John?  |

### Much, many, a lot of, (a) few, (a) little

**Much/Many:** *Much* modifies only uncountable nouns. *Many* modifies only countable nouns.

- "We don't have much time to get this done."

- "Many Americans travel to Europe."

**Little/Few:** *Little* modifies only uncountable nouns.

- "He had little food in the house."
- "The doctor had little time to think in the emergency room."

*Few* modifies only countable nouns.

- "There are few doctors in town."
- "Few students like exams."

**A lot of/lots of:** *A lot of/lots of* are informal substitutes for *much* and *many*. They are used with uncountable nouns when they mean *much* and with countable nouns when they mean *many*.

- "They have lots of (much) money in the bank."
- "A lot of (many) Americans travel to Europe."
- "We got lots of (many) mosquitoes last summer."
- "We got lots of (much) rain last summer."

### III. Tasks

1. Read and translate the text.
2. Retell the text.
3. Find additional information about this theme.
4. Apply Grammar knowledge into practice.
5. Talking Point: *Will there be enough food for everyone?*
6. Writing Point: *Is GM food acceptable?*

## Theme: 4. Modern celebrities

### I. Text:

Television and the media are regularly blamed for what is thought to be wrong with modern society. So it comes as no surprise that they are held responsible for today's apparent obsession with celebrities.

The strange thing about many of those who are considered to be famous these days is that there is little reason or basis for their fame. Some of them may be film stars, football players or popstars. Others, though, seem to achieve fame on the grounds, for example, that they are a friend of someone famous, that they wear rather strange, flamboyant clothes, or that they behave exceptionally badly in public. Indeed it is notoriety rather than fame that some so-called celebrities achieve.

Of course, other generations have had their icons, but in the past fame seemed to be based more on talent and was longer lasting. The fame of today's celebrities is often very ephemeral indeed and they do not remain famous for long. They are in the headlines for a few weeks, and then fade from the scene. Compare this with the fame of some of the Hollywood greats, such as James Dean. Many of them remain legends long after their deaths.

The celebrities of today will do anything to go on appearing in the tabloids. Image is all-important to them and they just love publicity. Often they claim that they object to the paparazzi taking photographs, but they simply cannot live without the attentions of the media.

Once they are in the public eye, they are desperate to stay there, it seems. The worst thing that can happen to them is that attention is paid to someone else. Anything they do is subject to hype, image-makers being employed to ensure that their entire lives are conducted in a blaze of publicity.

They seek wealth as well as fame, although most of this is spent on their extravagant lifestyles. If all else fails, they give sensational interviews about being cured of alcohol addiction, drug addiction or eating disorders. It's sad but many of today's heroes are not very heroic.

## II. Grammar

### Adjectives

#### Adjective Order

There are 2 basic positions for adjectives:

1. **before the noun**
2. **after some verbs** (be, become, get, seem, look, feel, sound, smell, taste)

|   |          | <b>adjective</b><br>before noun | <b>noun</b> | <b>verb</b> | <b>adjective</b><br>after verb |
|---|----------|---------------------------------|-------------|-------------|--------------------------------|
| 1 | I have a | big                             | dog.        |             |                                |
| 2 |          |                                 | Snow        | is          | white.                         |

Here are some examples of adjective order:

| <i>adjectives</i> |                           |                        |                          |         |          |          | <i>head noun</i> |
|-------------------|---------------------------|------------------------|--------------------------|---------|----------|----------|------------------|
| <i>determiner</i> | <i>opinion adjectives</i> | <i>fact adjectives</i> |                          |         |          |          |                  |
|                   |                           | other                  | size, shape, age, colour | origin  | material | purpose* |                  |
| two               | ugly                      |                        | black                    |         |          | guard    | dogs             |
| a                 |                           | well-known             |                          | Chinese |          |          | artist           |



|      |           |       |                     |         |         |         |        |
|------|-----------|-------|---------------------|---------|---------|---------|--------|
| a    |           |       | small, 18th-century | French  |         | coffee  | table  |
| your | fabulous  |       | new                 |         |         | sports  | car    |
| a    | lovely    |       | pink and green      | Thai    | silk    |         | dress  |
| some |           |       | black               | Spanish | leather | riding  | boots  |
| a    |           |       | big black and white |         |         |         | dog    |
| this |           | cheap |                     |         | plastic | rain    | coat   |
| an   |           |       | old                 |         | wooden  | fishing | boat   |
| my   |           |       | new                 |         |         | tennis  | racket |
| a    | wonderful |       | 15th-century        | Arabic  |         |         | poem   |

\*often a noun used as an adjective

### Formation of Comparative Adjectives

There are two ways to make or form a comparative adjective:

- **short** adjectives: add "-er"
- **long** adjectives: use "more"

|  |                         |
|--|-------------------------|
| <b>Short adjectives</b>  |                         |
| 1-syllable adjectives  | old, fast               |
| 2-syllable adjectives ending in -y   | happy, easy             |
| <b>Normal rule:</b> add "-er"  | old → older             |
| Variation: if the adjective ends in -e, just add -r  | late → later            |
| Variation: if the adjective ends in consonant, vowel, consonant, double the last consonant | big → bigger            |
| Variation: if the adjective ends in -y, change the y to i                                  | happy → happier         |
| <b>Long adjectives</b>   |                         |
| 2-syllable adjectives not ending in -y   | modern, pleasant        |
| all adjectives of 3 or more syllables  | expensive, intellectual |

|                                |  |
|--------------------------------|--|
| <b>Normal rule:</b> use "more" | modern → more<br>modern<br>expensive → more<br>expensive |
|--------------------------------|--|

### Formation of Superlative Adjectives

As with comparative adjectives, there are two ways to form a **superlative adjective**:

- **short** adjectives: add "-est"
- **long** adjectives: use "most"

We also usually add 'the' at the beginning.

|  |  |
|--|--|
| <b>Short adjectives</b>  |  |
| 1-syllable adjectives  | old, fast  |
| 2-syllable adjectives ending in -y   | happy, easy  |
| <b>Normal rule:</b> add "-est"   | old → the oldest   |
| Variation: if the adjective ends in -e, just add -st                                       | late → the latest  |
| Variation: if the adjective ends in consonant, vowel, consonant, double the last consonant | big → the biggest  |
| Variation: if the adjective ends in -y, change the y to i                                  | happy → the happiest   |
| <b>Long adjectives</b>   |  |
| 2-syllable adjectives not ending in -y   | modern, pleasant   |
| all adjectives of 3 or more syllables  | expensive, intellectual  |
| <b>Normal rule:</b> use "most"   | modern → the most<br>modern<br>expensive → the most<br>expensive |

### III. Tasks

1. Read and translate the text.
2. Retell the text.
3. Find additional information about this theme.
4. Apply Grammar knowledge into practice.
5. Talking Point: *Fame. Is it the new religion?*
6. Writing Point: *Secrets of Success*

## Theme: 5. Discrimination against disability

## **I. Text:**

Many of us are guilty of discriminating against disabled people. Whether intentionally or not, people with disabilities are often treated extremely patronizingly by abled people, as though they were very young children. For example, a person in a wheelchair may be completely ignored and questions such as “Does he want black or white coffee?” are put to a companion rather than directly to the person.

If people in wheelchairs can get around by themselves and so are able to travel alone, they are frequently treated as though they are invisible. Other people simply push rudely past them without paying any attention to them.

Obviously, people with disabilities will want to do the same things as able-bodied people. Thus, they will wish to visit museums, art galleries, restaurants and other public places. However, gaining access to such places can be far from easy. Often, the entrance to public buildings is at the top of some steps, which can prove to be an obstacle to someone who is in a wheelchair. Admittedly, some buildings now provide ramps, which makes life much easier.

Since doorways are often rather narrow, wheelchair-users have difficulty in negotiating them. Having succeeded in entering a building, disabled people might well meet another obstacle. The only means of getting from one floor to another, especially if it is an old building, might well be by a flight of stairs. Even if there is a lift as an alternative to the stairs, it may not be big enough to hold a wheelchair. One good thing about modern buildings is that they are usually equipped with reasonably roomy lifts, as well as escalators. This makes life easier for disabled people.

Nowadays, many disabled people are able to manage perfectly well at home by themselves. They might have a special lift to get to another floor, and a range of especially adapted appliances to help them fend for themselves.

It is when they attempt to go outside that obstacles to ordinary living begin. Society must do all in its power to remove these. Some provision is now being made for people with disabilities, but they need many more facilities. Otherwise society can be accused of ableism.

## **II. Grammar**

### **Modal Verbs**

## Can, Could, Be able to

**Can** and **could** are modal auxiliary verbs. **Be able to** is NOT an auxiliary verb (it uses the verb **be** as a main verb). We include **be able to** here for convenience.

**Can** is an auxiliary verb, a modal auxiliary verb. We use **can** to:

- talk about possibility and ability
- make requests
- ask for or give permission

### *Use of Can*

#### **can: Possibility and Ability**

- She **can** drive a car.
- John **can** speak Spanish.

#### **can: Requests and Orders**

- **Can** you make a cup of coffee, please.
- **Can** you put the TV on.

#### **can: Permission**

- A. **Can** I smoke in this room?  
B. You **can't** smoke here, but you **can** smoke in the garden.

## Could

**Could** is an auxiliary verb, a modal auxiliary verb. We use **could** to:

- talk about past possibility or ability
- make requests

## Be able to

Although we look at **be able to** here, it is **not** a modal verb. It is simply the verb **be** plus an adjective (able) followed by the infinitive. We look at **be able to** here because we sometimes use it instead of **can** and **could**.

We use **be able to**:

- to talk about ability

## Have to (objective obligation)

We often use **have to** to say that something is obligatory, for example:

- Children **have to** go to school.

Note that we can use the **have to** expression in **all tenses**, for example:  
I have to, I had to, I have had to, I will have to

### **Must (subjective obligation)**

We often use **must** to say that something is essential or necessary, for example:

- I **must** go.

We cannot use **must** to talk about the **past**. We use *have to* to talk about the past.

### **Must not, Mustn't (prohibition)**

We use **must not** to say that something is not permitted or allowed, for example:

- Passengers **must not** talk to the driver.

**NB:** like all auxiliary verbs, **must** CANNOT be followed by "to". So, we say:

- You **mustn't** arrive late. (*not* You mustn't to arrive late.)

We cannot use **must not** to talk about the **past**. We use other structures to talk about the past, for example:

- We were not allowed to enter.
- I couldn't park outside the shop.

## **Would**

**Would** is an auxiliary verb, a modal auxiliary verb. We use *would* mainly to:

- talk about the past
- talk about the future in the past
- express the conditional mood

We also use *would* for other functions, such as:

- expressing desire, polite requests and questions, opinion or hope, wish and regret...

## **Should**

**Should** is an auxiliary verb, a modal auxiliary verb. We use *should* mainly to:

- give advice or make recommendations
- talk about obligation
- talk about probability and expectation
- express the conditional mood

- replace a subjunctive structure

### **III. Tasks**

1. Read and translate the text.
2. Retell the text.
3. Find additional information about this theme.
4. Apply Grammar knowledge into practice.
5. Talking Point: *Are left-handed people disadvantaged?*
6. Writing Point: *Does society have double standards about male / female working conditions?*

## **Theme: 6. Computer crime**

### **I. Text:**

Computers have become so necessary to modern living that it is difficult to believe that they are a relatively recent invention. Undoubtedly, they have proved to be of great value, but they also have their disadvantages. For one thing, they have added to our already large number of crimes.

Hacking was the first computer crime that most of us became aware of. By using their computing expertise, people known as hackers can gain unauthorized access to someone else's computer and make use of the data which they find there. They may, for example, get hold of lists of the names of their competitors' clients and use these to build up their own businesses, or they may use hacking as a form of industrial espionage to find out a rival company's plans. Other hacking activities may be more obviously criminal, in that hackers may log on to financial data in someone else's computer and either alter it illegally or use it for fraudulent purposes.

The possibility of serious financial fraud has been greatly increased by the modern practice of purchasing goods through the Internet. Apparently, the use of credit cards to pay for such purchases has led to record levels of fraud with a great many people being swindled out of a great deal of money. Banks are working hard to improve online security and to provide safeguards for customers, but fraudsters are working just as hard to improve their crooked techniques.

Many computer users worry in case their systems are affected by computer viruses. The people who introduce such bugs into other people's computer programs may not intentionally be committing a crime, but may be doing so as an act of mischief or spite. The motive does not really matter to the people whose data has been deleted or altered or whose files have been corrupted.

Computers are part of a highly technical method of working, in which there are constantly new developments. Unfortunately, there is also a constant stream of new developments in the fraud industry associated with them. All computer users must be on their guard.

## II. Grammar

### Past Simple

|   | subject | auxiliary verb |     | main verb |            |
|---|---------|----------------|-----|-----------|------------|
| + | I       |                |     | went      | to school. |
|   | You     |                |     | worked    | very hard. |
| - | She     | did            | not | go        | with me.   |
|   | We      | did            | not | work      | yesterday. |
| ? | Did     | you            |     | go        | to London? |
|   | Did     | they           |     | work      | at home?   |

**Exception!** The verb **to be** is different. We conjugate the verb to be (I was, you were, he/she/it was, we were, they were); and we do **not** use an auxiliary for negative and question sentences. To make a question, we exchange the subject and verb. Look at these examples:

|   | subject       | main verb     |     |            |
|---|---------------|---------------|-----|------------|
| + | I, he/she/it  | was           |     | here.      |
|   | You, we, they | were          |     | in London. |
| - | I, he/she/it  | was           | not | there.     |
|   | You, we, they | were          | not | happy.     |
| ? | Was           | I, he/she/it  |     | right?     |
|   | Were          | you, we, they |     | late?      |

### Past Continuous

|   | subject | auxiliary verb |  | main verb |     |
|---|---------|----------------|--|-----------|-----|
| + | I       | was            |  | watching  | TV. |

|   |             |      |     |         |           |
|---|-------------|------|-----|---------|-----------|
| + | You         | were |     | working | hard.     |
| - | He, she, it | was  | not | helping | Mary.     |
| - | We          | were | not | joking. |           |
| ? | Were        | you  |     | being   | silly?    |
| ? | Were        | they |     | playing | football? |

### III. Tasks

1. Read and translate the text.
2. Retell the text.
3. Find additional information about this theme.
4. Apply Grammar knowledge into practice.
5. Talking Point: *Is torture ever justified?*
6. Writing Point: *Should young criminals (under 18) be sent to prison?*

## Theme: 7. Too much traffic

### I. Text:

Many of the problems which face governments nowadays are international ones. Take traffic, for example. All the major cities of the world are having to try to find ways of dealing with too many vehicles and the congested roads which they cause.

A large number of the vehicles which clog our cities are private cars. Motorists are very reluctant to leave their precious cars behind and go to work on public transport, despite the constant traffic jams. They regard buses, trams and trains as being for other people, while they themselves like to drive from door to door. Thus, our roads are chock-a-block with traffic.

Of course, parking space is not always available. Some firms provide car parks or garages, where at least some of their employees can leave their cars. Most people, however, have to rely on public car parks, often multi-storey ones, or else try to park in the street. Since this is usually highly restricted, with many parking meters in evidence, parking is a source of frustration to many motorists.

People who are otherwise quite law-abiding are apt to take a bit of a risk when it comes to traffic offences. Thus, they ignore both signs that say "NO PARKING" and lines painted down the edge of the road which indicate parking restrictions. Should they be away from their cars for longer than the amount of time allowed by the parking meter, they are not worried – until they see that the traffic warden has left a parking ticket on their windscreen, and realize that they will have to pay a fine.



The authorities in more and more cities are trying to keep cars out of the city centre. With this aim, they have pedestrianized large areas and introduced park-and-ride schemes so that people will leave their cars at the city boundary and complete their journey by bus.

Still, there are fears that ever-increasing traffic will cause gridlock in cities, particularly at rush hours. With so many tailbacks and bottle-necks on so many roads, motoring is no longer a pleasure. Why, then, do so many of us persist in using our cars?

## II. Grammar

### Present perfect

Here are some examples of the present perfect tense:

|   | subject | auxiliary verb |     | main verb |           |
|---|---------|----------------|-----|-----------|-----------|
| + | I       | have           |     | seen      | ET.       |
| + | You     | have           |     | eaten     | mine.     |
| - | She     | has            | not | been      | to Rome.  |
| - | We      | have           | not | played    | football. |
| ? | Have    | you            |     | finished? |           |
| ? | Have    | they           |     | done      | it?       |

### III. Tasks

1. Read and translate the text.
2. Retell the text.
3. Find additional information about this theme.
4. Apply Grammar knowledge into practice.
5. Talking Point: *In 60 years, cars will be history.*
6. Writing Point: *Are strict anti-terror measures at airports effective?*

## **Theme: 8. Stress at work**

### **I. Text:**

Statistics show that more and more of us are suffering from stress and that much of this is caused by our jobs. It appears that many of us are working too hard and this is taking a toll on our health.

There is, experts tell us, simply too much pressure put on many employees these days. In many jobs, in sales or production departments, for example, unrealistic targets are set for the workforce. People are, in fact, trying to do the impossible and making themselves ill by doing so.

In many countries, more and more people are working longer hours. Some workers have to do this to cope with their workload, while others think that staying late will impress the boss so much that he will promote them. This extended presence in the workplace is known as presenteeism.

Such overwork often results in extreme fatigue, or even total exhaustion, with many people also suffering from insomnia. When the workers get home, instead of resting or enjoying a leisure pursuit, they simply cannot switch off. Their minds are still full of work worries.

Most people used to be able to leave behind the tension and anxiety of the workplace when they went on holiday. Unfortunately, modern communication systems, such as mobile phones and email, have made this a thing of the past. We find it almost impossible to leave our work behind.

Neither the body nor the mind can go on doing too much indefinitely. Workers reach a point beyond which they cannot cope, and have to take time off. Some may experience burn-out and some may become mentally ill. Meanwhile, a study by some American universities has shown that stress can weaken the immune system.

The fact that stress at work leads to illness is supported by findings by the British Health and Safety Executive. These indicate that 60 per cent of absence from work is a result of stress. It is time for us all to take stress seriously and to

reconsider the ethos of modern working conditions. Working hard is important but everyone must realize that even productivity is less important than our health.

## II. Grammar

### Conditionals

Here is a chart to help you to visualize the basic English conditionals. Do not take the 50% and 10% figures too literally. They are just to help you.

| probability |       | conditional        | example  | time     |
|-------------|-------|--------------------|--|----------|
| 100%        | ————— | zero conditional   | If you heat ice, it melts.                           | any time |
| 50%         | ———   | first conditional  | If it rains, I will stay at home.                    | future   |
| 10%         | -     | second conditional | If I won the lottery, I would buy a car.             | future   |
| 0%          |       | third conditional  | If I had won the lottery, I would have bought a car. | past     |

### III. Tasks

1. Read and translate the text.
2. Retell the text.
3. Find additional information about this theme.
4. Apply Grammar knowledge into practice.
5. Talking Point: Generally speaking, insurance is a waste of money
6. Writing Point: Unemployment benefit encourages people not to look for work

### REFERINȚE BIBLIOGRAFICE

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