

First Year

First Semester

UNIT 1

INTRODUCTIONS. THE VERBS TO BE AND TO HAVE

LESSON PLAN:

1. The basic rules of English language and the role of its matrix in the way a native speaker perceives the Self and its relation with reality
2. The verbs "to be" and "to have"
 - 2.1 the formation
 - 2.2 the use of short forms
3. Basic vocabulary
4. Formal and informal language
5. Exercises

OBJECTIVES:

At the end of this unit the students will be able:

- to understand the basic rules of English language and the role of its matrix in the way a native speaker perceives the Self and its relation with reality
- to know and use the verbs "to be" and "to have"
- to know and use the personal pronouns
- to understand the differences in using the formal/informal language
- to use the proper register and style in various types of oral communication
- to present themselves and the others
- to describe themselves
- to state basic facts about their area of expertise
- to ask and answer simple questions
- to fill in the blanks in simple texts

THE VERB "TO BE" (A FI)

Formele literale sunt:

AFIRMATIV	INTEROGATIV	NEGATIV	INTEROGATI- NEGATIV
I am= eu sunt	Am I ... ?	I am not	Ami not ... ?
You are=tu ești	Are you ... ?	You are not	Are you not ... ?
He is= el este	Is he ... ?	He is not	Is he not ... ?
She is=ea este	Is she ... ?	She is not	Is she not ... ?
It is= el/ea (neutru, obiect nemsuflețit) este	Is it ... ?	It is not	Is it not ... ?
We are=noi suntem	Are we ... ?	We are not	Are we not ... ?
You are=voi sunteți	Are you ... ?	You are not	Are you not ... ?
They are=ei/ele sunt	Are they ... ?	They are not	Are they not ... ?

Formele contrase sunt:

AFIRMATIV	NEGATIV	INTEROGATI- NEGATIV
I'm	I'm not	-
You're	You're not	Aren't you ... ?
He's	He's not	Isn't he ... ?
She's	She's not	Isn't she ... ?
It's	It's not	Isn't it ... ?
We're	We're not	Aren't we ... ?
You're	You're not	Aren't you ... ?
They're	They're not	Aren't they ... ?

THE VERB "TO HAVE" (A AVEA)

Formele literale sunt:

AFIRMATIV	INTEROGATIVE	NEGATIV	INTEROGATIV- NEGATIV
I have	Have ... ?	I have not	Have I not ... ?
You have	Have you ... ?	You have not	Have you not ... ?
He has	Has he ... ?	He has not	Has he not ... ?
She has	Has she ... ?	She has not	Has she not ... ?
It has	Has it ... ?	It has not	Has it not ... ?
We have	Have we ... ?	We have not	Have we not ... ?
You have	Have you ... ?	You have not	Have you not ... ?
They have	Have they ... ?	They have not	Have they not ... ?

Formele contrase sunt:

AFIRMATIV	NEGATIV	INTEROGATIV- NEGATIV
I've	I've not	-
You've	You haven't	Haven't you ... ?
He's	He hasn't	Hasn't he ... ?
She's	She hasn't	Hasn't she ... ?
It's	It hasn't	Hasn't it ... ?
We've	We haven't	Haven't we ... ?
You've	You haven't	Haven't you ... ?
They've	They haven't	Haven't they ... ?

Zilele săptămânii, lunile anului, anotimpurile

There are seven days in a week. They are: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. The first 6 are "weekdays". Sunday is not a week-day. The day before today is yesterday; the day after today is tomorrow;

There are twelve months in the year. The names of the months are: January, February, March, April, May, June, July, August, September, October, November, December.

The seasons in England are: spring (March, April, May); summer (June, July, August); autumn (September, October, November); winter (December, January, February).

Prezentarea persoanelor

"Professor Andrews, this is Doctor Popescu." "How do you do?" "How do you do?"

În limba română, "How do you do" se traduce prin "Bună ziua". Pentru a te interesa de cum se simte cineva, se utilizează în limba engleza "How are you?"

"Hello, Victor. How are you?"

"I am very well, thank you. And how are you?"

Răspunsul mai poate fi de asemenea: "I am not very well, thank you. And how are you?" în cazul în care nu vă simțiți prea bine.

Când ne este prezentată o persoană pentru prima dată, folosim în limba engleză:

"I'd like to introduce " care este o prezentare mai oficială decât fraze de tipul:

Have you met

sau

Do you know

"Maria, do you know Marius?" "No. How do you do?"

Dacă vă aflați între prieteni, puteți folosi mai familiarul "Hello" sau chiar "Hi" care se pot traduce în limba română prin "Bună" sau "Salut".

"Hello, Maria. I'm glad to meet you".

"Paul, I'd like to introduce my friend Mary Parker".

"Oh, hello. I've heard so much about you".

"Hello."

Pentru a ne interesa de naționalitatea cuiva, punem următoarea întrebare:

Where are you from?

Iar pentru a afla cu ce se ocupă și unde lucrează cineva punem întrebări de tipul:

What do you do (for a living)? Are you with the company X?

Pentru a afla vârsta cuiva, folosim verbul to be (a fi) și nu a avea precum în limba română. Vom întreba deci:

How old are you? iar raspunsul poate fi: I am 19 years old.

Să trecem în revistă câteva formule utilizate frecvent în limba engleză:

"How do you do?"

"How are you?"

"What's your surname/first name? "

"Where are you from?"

"Are you a(n) ? "

"What do you do? "

"Are you from? "

"What's your address? "

"Are you with compan}^? "

"What does your company do? "

"How old are you? "

"Are you married? "

"Do you have any children? "

"Where do you come from? "

"Where do you live? "

"Do you live in a house or an apartment? "

"Do you like your job? "

"Who do you work for? "

"What do you do in your free(spare) time? "

Formal and informal language

More formal	Less formal
Hello.	Hi.
How are you?	How's it going?
Very well, thank you.	Not too bad.
Goodbye.	See you.
Excuse me.	Hey!
Could you lend me...?	Have you got...?
Thank you very much.	Thanks a lot.
Do you mind if...?	Is it OK if...?

EXERCISES

I. Complete the questions with one of these words: Who (cine), What (ce), Where (unde). Then answer the questions for yourself.

- 1 's your name?
- 2 do you come from?
- 3 do you live?
- 4 do you do?
- 5 do you work for?
- 6 does your company do?
- 7 do you do in your free time?

II. Answer these questions:

model: "Are you English?"

"No, I'm"

1. Do you speak English?
2. Do you work for an international company?
3. Are you a manager?
4. Do you do any sport?
5. Do you work at weekends?
6. Are you married?
7. Do you have any children?

III. When people meet in a business situation in your country, how do they greet each other? Check (V) the right box, or boxes.

	friends	acquaintances	strangers
Shake hands			
Bow			
Exchange name cards			
Embrace			
Use first (given) names			
Use last (family) names			

IV. We generally use formal expressions with strangers and informal expressions with friends. Are these expressions formal or informal?

	Formal	Informal
Good morning, Mr. Asano.		

How are you?		
Hello, Brian.		
Hi, Peter.		
How do you do.		
How are things?		
Pleased to meet you.		
Fine, thanks.		
Good to see you again.		

V. Fill in the gaps in the conversations:

Tom: "Jake, 1 like to 2 my friend Alice. "
Alice: "How 3 ? "
Jake: "How 4 ? "
Ann: "Andy, 5 is Louise. "
Andy: "Hello, Louise. I'm 6 to 7 you. "
Joe: "Hello, Phil. How 8 ? "
Phil: "Fine, 9 , Joe 10 to see you again. "
Cathy: "Janet, 11 Susan? "
Janet: "No, how do you do? I've heard 12 much 13 you".
Judy: " 14 I introduce 15 ? My 16 Judy Gower.
Ruth: "Hello. I'm Ruth Collins. I'm sorry, I didn't 17 your n?
Kate: "Where are you from? " Mark: "Canada. "
Kate: " 18 in Canada? "
Mark: "Toronto. "
Steve: "....19 me 20 you Liz Bush? "
Liz: "Yes, that's 21 "

VI. Match the questions and the answers below:

1. What nationality are you?
2. What sports do you do?
3. What kind of music do you like?
4. What kind of books do you read?
5. Are you shy?
6. Can you play the piano?
7. What do like doing in your spare time?
8. Why are you learning English?
9. Where do you live?
10. Do you like watching football matches?
11. What does your father look like?
12. What's your mother like?
13. Have you got any sisters or brothers?
14. How do you feel about snakes?

- a) Knitting and reading.
- b) Mostly novels; something history books.
- c) Austrian.
- d) She's very calm and cheerful.
- e) In a small town near Vienna.
- f) No, I'm fairly self-confident.
- g) They don't interest me.
- h) I prefer playing games to watching them.

- i) Classical music.
- j) He's tall and fair.
- k) Long-distance running.
- l) I'd like to travel more, and I think it's a useful language.
- m) Yes, two sisters.
- n) Yes, but not very well.

VII. Complete the lists and then answer the questions.

1. Monday, Tu.
2. January, Feb.
3. What day (s) do you have English lessons?
4. What day (s) do you not go to any classes?
5. What day is/was your birthday this year?
6. What month is your birthday?
7. What month is your father's birthday?
8. What month is your mother's birthday?
9. What is the coldest month in your country?
10. What is the hottest month in your country?

FUN TIME

To play this game each person chooses a job from the list below. Use a dictionary if necessary to understand the words.

Bank manager	Police detective	Architect
Taxi driver	Prosecutor	Chef
Lawyer	Computer engineer	Waiter
Airline pilot	Movie actor/actress	Economist
Flight attendant	Doctor	Accountant
Security guard	Software designer	Movie director

You must find out each person's job, but you may only ask ten questions. The answers to these questions may only be "Yes" or "No". For example, "Do you work outside?", or "Do you make a lot of money?" are allowed; but questions like "Where do you work?", or "When do you start work?" are not allowed.

Here are some questions you may ask.

Do you work outside/ inside?	Do you use any special tools?
Do you work in one place?	Do you meet many people?
Do you travel?	Did you have any special training?
Do you make a lot of money?	Do you wear a uniform?
Is your work dangerous /tiring?	Do you work regular hours /weekends?

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UNIT 2

THE PRESENT SIMPLE AND THE PRESENT CONTINUOUS TENSE(I)

LESSON PLAN:

1. Form-Simple/Continuous Aspect
 - 1.1 Affirmative form
 - 1.2 Interrogative form
 - 1.3 Negative form
2. The rules for correct writing
3. Rules for properly using the simple/continuous aspect
4. Exercises

OBJECTIVES:

At the end of this unit the students will be able:

- to supply the correct form of the simple present tense
- to supply the correct form of the present continuous tense
- to talk about their daily routine
- to translate simple phrases from English to Romanian using certain forms of the present tense
- to translate simple phrases from Romanian to English using certain forms of the present tense
- to fill in the blanks of a given text

PRESENT TENSE

S	C
Aff. SB + vb + S (pers.III sg.: he, she, it).	Aff. SB + to be (Present tense) + vb- ing .
Int. Do/Does (pers.III sg.: he, she, it) + SB + vb?	Int. to be (Present tense) + SB + vb- ing ?
Neg. SB + Do/Does (pers.III sg.: he, she, it) + not + vb.	Neg. SB + to be (Present tense) + not + vb- ing .

PRESENT TENSE

SIMPLE	CONTINUOUS
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1. CONSTRUCȚIA TIMPULUI

Propoziție **AFIRMATIVĂ**

SB + vb- s (pers.III sg.).	SB + to be (Present) + vb- ing .
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Exemplu:

I sing. You sing. He, she, it sings. We sing.	I am singing. You are singing. He, she, it is singing. We are singing.
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You sing. They sing.	You are singing. They are singing
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Propoziție **INTEROGATIVĂ**

Do/does + SB + vb?	To be + SB + vb- ing ?
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Exemplu:

Do I sing? Do you sing? Does he, she, it sing? Do we sing? Do you sing? Do they sing?	Am I singing? Are you singing? Is he, she, it singing? Are we singing? Are you singing? Are they singing?
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Propoziție **NEGATIVĂ**

SB + do/does + not + vb.	SB + to be + not + vb- ing .
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Exemplu:

I don't sing. You don't sing. He, she, it doesn't sing. We don't sing. You don't sing. They don't sing.	I'm not singing. You are not singing. He, she, it isn't singing. We are not singing. You are not singing. They are not singing.
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2. ORTOGRAFIE

<p>La persoana I-a singular se adaugă terminația -s, dar atenție :</p> <p>1) Pentru cuvintele terminate în:</p> <table style="border: none;"> <tr> <td style="vertical-align: middle;"> -tch -ch -sh -x -zz -o -z -ss -s </td> <td style="font-size: 3em; vertical-align: middle; padding: 0 10px;">}</td> <td style="vertical-align: middle;">s devine -es</td> </tr> </table> <p>to teach - he teaches to do - he does to go - he goes</p> <p>2) Pentru cuvintele terminate în -y: - Precedat de o vocală (a, e, i, o, u) + y = ys to play - he plays</p> <p>- Consoana + y = ies to try - he tries</p>	-tch -ch -sh -x -zz -o -z -ss -s	}	s devine -es	<p>Atunci când adăugăm terminația -ing (pentru toate persoanele), atenție :</p> <p>1) La cuvintele terminate în e, -e final dispăre.</p> <p>to come - he is coming to write - he is writing Această regulă NU se aplică verbului <i>to be</i> și nici verbelor terminate în -ee. to see - seeing to agree - agreeing</p> <p>2) La cuvintele monosilabice terminate în consoană precedată de o vocală scurtă precum și la verbele plurisilabice terminate în consoană precedată de o vocală scurtă care sunt accentuate pe ultima silabă, aceasta se dublează: to drop ⇒ it is dropping to travel ⇒ (BE) he is travelling (AE) he is traveling</p> <p>3) Verbele terminate în -ie transformă -ie în -y și adaugă terminația -ing: to lie - lying to die - dying to tie - tying</p>
-tch -ch -sh -x -zz -o -z -ss -s	}	s devine -es		

3. FOLOSIRE

<p>1) Adevăruri GENERAL valabile <i>e.g.</i>: The Earth moves round the Sun - Pământul se învâрте în jurul soarelui. <i>e.g.</i> Water boils at 100 °C - Apa fierbe la 100 °C.</p> <p>2) Acțiuni repetate, cu caracter obișnuit sau permanent <i>e.g.</i>: I go to school every day - Merg la școală în fiecare zi.</p> <p>Adverbele cu care este cel mai des întâlnit sunt: <i>usually</i> - de obicei <i>frequently</i> - frecvent <i>generally</i> - în general <i>ever</i> - întotdeauna <i>never</i> - niciodată <i>often</i> - adesea</p> <p>every day/week/month- în fiecare zi/săptămână/lună on Monday/Tuesday-Lunea, Marțea. once/twice/three times/ a week, etc. - o dată, de două ori/de trei ori pe săptămână, etc.</p> <p>3) O stare sau o acțiune permanentă, care nu se raportează la timp. <i>e.g.</i>: I work in a bank. - Eu lucrez într-o bancă.</p> <p>4) Explicații, demonstrații, direcțiuni scenice, comentarii sportive, etc. <i>e.g.</i>: You boil the milk and then add some sugar. - Fierbi laptele și apoi adaugi niște zahăr.</p> <p>5) În vorbirea indirectă și în frazele condiționale în conformitate cu regulile de concordanță a timpurilor. <i>e.g.</i>: I'll read the book as soon as I find it. - Voi citi cartea imediat ce o voi găsi.</p> <p>6) Valoare de viitor. Acțiuni planificate la nivel oficial (mersul trenurilor, avioanelor, orar de lucru). NU intervine voința vorbitorului. <i>e.g.</i>: The train arrives tomorrow at 5.00 pm. - Trenul sosește mâine la ora 5 după amiază.</p>	<p>1) Acțiuni în desfășurare în momentul vorbirii <i>e.g.</i>: Look! It is raining! - Uite, plouă!</p> <p>2) Acțiuni care se desfășoară pe o perioada limitată de timp în prezent în contrast cu ce se întâmplă de obicei <i>e.g.</i>: I usually teach English but this week I'm teaching Japanese - De obicei predau engleza, dar săptămâna aceasta predau japoneza.</p> <p>Adverbele cu care este cel mai des întâlnit sunt: <i>now</i> - acum <i>at the moment</i> - în acest moment <i>today</i> - azi this week/night/month - această săptămână/noapte/lună these days/months/nights - aceste zile/luni/nopti</p> <p>NOTĂ: Dacă aspectul continuu este folosit cu adverbele de frecvență care cer de obicei Present Simple, aceasta arată iritarea vorbitorului. <i>e.g.</i>: You are always singing at 2.00 a.m. when I'm trying to sleep. -Totdeauna cânti la două noaptea când eu încerc să dorm.</p> <p>3) Acțiune care reflectă un proces, o dezvoltare, o evoluție <i>e.g.</i>: The baby is growing up. - Copilul crește. <i>e.g.</i>: It is getting dark. - Se întunecă.</p> <p>4) În vorbirea indirectă și în frazele condiționale în conformitate cu regulile de concordanță a timpurilor. <i>e.g.</i> If it is snowing I'll have to wait for you in the chalet. - Dacă va ninge va trebui să te aștept în cabană.</p> <p>5) Valoare de viitor. Acțiuni planificate la nivel individual. Intervine voința vorbitorului. <i>e.g.</i>: "What are you doing tonight?" - Ce faci (ce intenționezi să faci) diseară ?</p>
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e.g.: I'm visiting my mother tomorrow afternoon. - Îmi vizitez mama mâine după amiază.

EXERCİȚII

I. Complete the following sentences by supplying the correct form of the verb given in the brackets. Use the Simple Present.

1. ... the doctor ... to see his patient every evening? (to come)
2. We ... in a very big house. (to live)
3. I hard in my office. (to work)
4. ... you ... English? (to speak)
5. She ... milk every day. (to drink)
6. ... you ... milk or tea? (to prefer)
7. I Mary. (not to know)
8. He always ... me flowers on my birthday. (to buy)
9. We often ... to the cinema (to go)
10. I ... my teeth three times a day. (to brush)
11. She often ... new clothes. (to buy)
12. We usually ... a bottle of wine with our supper. (to have)
13. She ... a wonderful smile. (to have)
14. Mother in the bedroom. (not to cook)
15. ... your mother ... you a story before you go to bed? (to read)
16. What ... your company ...? (to sell)
17. When ...banks ...? (to close)
18. How much ... it ...? (to cost)
19. Mary ... for a French publishing company. (to work)
20. What time ... banks ...? (to open)
21. Where ... business people stay when they visit your country? (to stay)
22. The company ... 35,000 Swatch watches every year. (to sell)
23. The Swatch factory never(to close).
24. The President of the company ... to produce a Swatch car. (to want)
25. The company ... a brand of coffee. (to produce)
26. Our turnover for this year ... \$ 285 million. (to be)
27. 6,000 people ... for our company. (to work)
28. What ... your company ...? (to do)
29. Where ... you from? (to be)
30. Who ... you ... for? (to work)
31. Where ... the company ... factories in Europe? (to have)
32. What ... your first name? (to be)
33. The plane ... to New York at 3.00 p.m. tomorrow. (to arrive)
34. ... you ... at weekends? (to work)
35. Your sister ... English very well. (to speak)
36. I his girl-friend. (not to like)
37. ... he ... at home? (to work)
38. What ... you ... in your free time? (to do)
39. Where ... you ...? (to live)
40. How ... you? (to be).

II. Put the sentences in the exercise I into the Interrogative and Negative form (if they are in one of these forms, put them into the Affirmative form).

III. Fill in the blanks with the appropriate verb. Use the Present Simple Tense of the verbs in the box:

To get up, to leave, to get, to like, to help, to look, to leave, to have, to love, to get, to discuss, to telephone, to have, to spend, to catch, to be.

I ... at six and plan my day. I ... the house at 7.00 a.m. and ... the 7.15 to London. I ... to work at about 8.30 and ... an hour dealing with my mail. From 9.30 to 12.00, I ... our suppliers. I usually ... lunch in the canteen between 12.30 and 2.00. We ... a general meeting from 2.00 to 3.00, and then, from 3.00 until 5.00, I ... at samples and ... with possible new suppliers. I ... at about 5.30 and ... home at about 7.00. It ... a long day, but I ... my job.

At home, I ... to paint and listen to music. It ... me to relax.

IV. Translate into Romanian, using Present Tense Simple:

1. Merg la lucru în fiecare zi.
2. De obicei plec la birou la ora șapte .
3. Noi nu mergem la teatru în fiecare duminică.
4. Mă spăl pe dinți în fiecare zi.
5. La ce oră se deschide banca?
6. Lucrez la engleză în fiecare seară.
7. Ce mănânci de obicei dimineața?
8. Multe bănci oferă clienților lor cărți de credit.
9. O carte de credit are avantaje și dezavantaje.
10. Unde lucrează sora ta?
11. De obicei mă trezesc târziu în weekend.
12. Îmi vizitez părinții în fiecare săptămână.
13. El citește foarte mult.
14. Prețul acestei cărți este foarte mare.
15. Fiul meu vrea să devină contabil iar fiica mea vrea să se specializeze în legislație comercială.
16. Inflația și șomajul sunt două fenomene negative ce pot să apară într-o economie de piață.

V. Complete the following sentences by supplying the correct form of the verb given in the brackets. Use Present Continuous:

1. She ... the sales figures. (to check)
2. At the moment, he ... lunch. (to have)
3. Where ... you ... this week? (to work)
4. We ... a new product today. (to launch)
5. What ... your company ... at the moment? (to study)
6. I ... all day today. (to work)
7. Prices (to rise)
8. What ... you ... at the week-end? (to do)
9. My brothers ... in the garden. (to work)
10. It ... now. (not to snow)
11. Look. The child ... now! (to swim)

12. I'm sure he to me now. (to lie)
13. Helen TV now. (not to watch)
14. Where ... you? (to go)
15. My mother ... a letter to her sister. (to write)
16. ... the dog ... after a cat now? (to run)
17. We abroad tomorrow. (to go)
18. I now. (not to joke)
19. The wind (to blow)
20. ... you ... another foreign language? (to study)
21. We in the park today. (to play)
22. I my hands now. (to wash)

VI. Put the sentences in the exercise V into the Interrogative and Negative form (if they are in one of these forms, put them into the Affirmative form)

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UNIT 3

THE PRESENT SIMPLE AND THE PRESENT CONTINUOUS TENSE(II)

LESSON PLAN:

1. Verbs that do not have the continuous aspect
 - 1.1 perceptions
 - 1.2 feelings
 - 1.3 ownership
 - 1.4 mental processes
 - 1.4 modal verbs
 - 1.5 various
2. Revising the rules for the proper usage of Simple/Continuous Aspect-their relevance in a psychological text
3. Exercises

OBJECTIVES:

At the end of this unit the students will be able:

- to supply the correct form of the verbs, choosing between the simple present and the present continuous tense
- to read a simple text
- to translate simple phrases from English to Romanian choosing between the simple present and the present continuous tense
- to translate simple phrases from Romanian to English choosing between the simple present and the present continuous tense

VERBE CARE NU SE FOLOSESC LA ASPECTUL CONTINUU

1) Verbe care arată **PERCEPȚII SENZORIALE**:

ex.: to feel, to hear, to see, to taste, to smell, to touch, to notice.

Dar:

to see - se poate folosi la aspectul continuu dacă:

- înseamnă a conduce pe cineva :

e.g.: I'll see you off. - Te conduc.

- înseamnă a avea un interview, o întâlnire, etc:

e.g.: I am seeing my dentist tomorrow. - Am programare la dentist mâine.

- înseamnă a avea halucinații :

e.g.: I'm seeing very strange things. - Văd lucruri foarte ciudate.

to hear - se poate folosi la aspectul continuu dacă:

- înseamnă a afla vești despre cineva :

e.g.: I'm hearing about you that you are going to get married. - Am aflat despre tine că urmează să te căsătorești.

- înseamnă a audia într-un proces:

e.g.: The judge is just hearing the witnesses. - Judecătorul tocmai audiază martorii.

-arată halucinații auditive

to feel - se poate folosi la aspectul continuu dacă arată o situație temporară:

e.g.: I felt very well yesterday but I'm not feeling well today. - M-am simțit foarte bine ieri, dar azi nu mă simt bine.

2) Verbe care arata **SENTIMENTE**:

ex.: **to love, to hate, to wish, to want, to desire, to adore, to detest, to like, to dislike, to please, to displease, to prefer, etc.**

3) Verbe care arata **POSESIA**:

ex.: **to own, to owe, to have, to belong to, to keep, to hold, to possess, to contain, etc.**

Dar:

to have se poate folosi la aspectul continuu dacă el nu se referă la posedarea unui anumit lucru, în expresii ca : *to have bath/shower, to have lunch/dinner, etc.*

e.g.: I'm having a bath. - Fac baie.

4) Verbe care arată **PROCESE MENTALE**:

ex.: **to know, to intend, to agree, to believe, to trust, to distrust, to doubt, to find, to forget, to imagine, to mean, to remember, to remind, to recollect, to regard, to mean, to suppose, to compare, to expect, to matter, to result, to understand, to think.**

Dar verbul **to think** se poate folosi la aspect continuu dacă înseamnă **a te gândi la**.

e.g.: I think (that) = cred că ... *I think that you are wrong*

e.g.: I'm thinking (about) = mă gândesc la ... *I'm thinking about you.*

5) Verbe MODALE

ex.: **can, may, must.**

6) Verbe care arată o stare, o condiție: **to be, to appear, to consist (of), to contain, to differ, to deserve, to equal, to exist, to resemble, to seem, etc.**

I. Choose the right form of the verbs given in brackets (Present Tense Simple or Continuous):

1. The teacher generally (to speak) in English, but now she (to speak) in Romanian.
2. Water (to consist) of Hydrogen and Oxygen.
3. ... you (to understand) me now?
4. We (to translate) the lesson now.
5. I (to drink) tea every morning.
6. I (to drink) my coffee now.
7. Leave me alone, I (to work).
8. They (to have) lunch at the moment.
9. Look! It (to rain).

10. The train (to arrive) at the North Station at 9.00 p.m.
11. I (to write) a letter now.
12. I (not to like) to write letters.
13. ... this paper (to belong) to you?
14. Where ... you (to work) this week? In Bucharest or in New York?
15. Our company (to manufacture) cars.
16. What ... you (to do) next week?
17. I (not to work) today.
18. They (to have) dinner with the sales team.
19. He always (to work) at home on Saturdays.
20. My passport (to expire) on 30th of October this year.
21. Inflation (to rise) again this month.
22. We (to want) more resources for the Research and Development department.
23. This month we (to advertise) new jobs in the Accounts Department.
24. Linda (to work) on a new project.
25. I (to call) every client four times a month.
26. She often (to wear) jewelry.
27. He (to have) lunch in a restaurant today.
28. I (to call) my suppliers every day.
29. The telephone (to ring) at the moment.
30. I can't talk long. I (to call) from Paris.
31. My son is in the second year at university. He (to study) medicine.
32. He (to work) for Sony.
33. I usually (to write) for an hour or two every evening.
34. I (to want) to know how to cross a check.
35. A current account (to pay) no interest but it (to have) other advantages.
36. A deposit account (to earn) interest for the customer.
37. The British currency (to be) the pound sterling.
38. This customer (to want) to buy roubles. He (to go) to Moscow to see his children.
39. She (to like) swimming.
40. ... you (to play) golf?

II. Translate into English:

1. Cresc prețurile. Totul este mai scump luna aceasta.
2. Casa aceasta îmi aparține.
3. Mergeți la birou în fiecare dimineață?
4. Câte ore de engleză aveți pe săptămână?
5. Ce faci diseară?
6. Meseriile necesită muncă manuală calificată.
7. Băncile oferă împrumuturi pe termen scurt sau lung.
8. Guvernul ia măsuri hotărâte pentru scăderea inflației și a șomajului.
9. Săptămâna aceasta lucrez de după-amiază.
10. Cine este bărbatul care vorbește în acest moment?
11. Plouă?
12. În Anglia plouă des.
13. Unde te duci?
14. Eu nu beau vin niciodată.
15. El nu înțelege limba română
16. La ce te gândești?

17. De obicei beau ceai dimineața, dar astăzi beau lapte.
18. Calculatorul nu face niciodată greșeli.
19. Este o zi frumoasă de primăvară. Soarele strălucește și păsările cântă.
20. Vreau să știu cum te cheamă, câți ani ai, unde lucrezi, și de ce bei din paharul meu în acest moment.
21. Inflația și șomajul apar în orice economie de piață.

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UNIT 4

THE PRONOUN

LESSON PLAN:

1. The personal pronoun
 - 1.1 definition
 - 1.2 the pronominal forms that are specific for the English language
 - 1.3 gender
 - 1.4 the number of the personal pronoun
 - 1.5 the case of the personal pronoun
2. The demonstrative pronoun
3. The reflexive and emphasizing pronouns
4. The possessive pronoun
5. The relative and the interrogative pronoun
 - 5.1 forms
 - 5.2 use
6. Exercises

OBJECTIVES

At the end of this unit the students will be able:

- to use the correct forms of the pronouns
- to choose the right form of a pronoun in an exercise
- to fill in the blanks of a given text with the right form of the pronoun
- to use the appropriate pronoun in a given text
- to translate from Romanian to English using the appropriate pronominal forms

PRONUMELE

Pronumele poate desemna fie vorbitorul sau ascultătorul la modul direct (I, you, he, we etc.), fie diferite lucruri sau fenomene la modul general sau parțial (every, each, all etc.). Dar, cel mai adesea, pronumele este un înlocuitor al substantivului, de aceea funcțiile sale sintactice sunt aproape identice cu cele ale substantivului: subiect, nume predicativ, complement etc.

După modul alcătuirii, pronumele pot fi simple (they, him, this etc.) sau compuse (everybody, anyone, nothing etc.).

O parte dintre pronumele din limba engleză au aceeași formă ca și adjectivele cu același nume, adjectivul însoțind întotdeauna un substantiv pe care îl determină sau califică, iar pronumele apărând singur în propoziție ca înlocuitor al unui substantiv sau chiar al unor unități sintactice (subiecte, complemente sau chiar propoziții).

PRONUMELE PERSONAL

Pronumele personal indică diferitele persoane care fac posibilă comunicarea fie ca participanți direcți în actul comunicării, fie ca persoane sau lucruri despre care este vorba în comunicare.

În cadrul propoziției, pronumele personale pot îndeplini funcțiile sintactice de subiect, nume predicativ, atribut sau complement.

NUMĂRUL	PERSOANA	GEN	CAZUL			
			NOMINATIV	GENITIV	DATIV	ACUZATIV
SINGULAR	I		<i>I</i> eu	mine al meu, a mea ai mei, ale mele	(to) me mie, -mi, îmi	me pe mine, mă
	II		you tu, dumneata dumneavoastră	yours al tău, a ta ai tăi, ale tale	(to) you ție, -ți, îți, dumitale	you pe tine, te pe dumneata pe dumneavoastră
	III	M	he el, dânsul dumnealui	his al/a/ai/ale lui, sale	(to) him lui, -i, îi, dânsului	him pe el, -l, îl pe dânsul/ dumnealui
		F	she ea, dânsa dumneaei	hers al/a/ai/ale ei, sale	(to) her ei, -i, îi, dânsei	her pe ea, o pe dânsa/dumneaei
		N	it el ea	Its al/a/ai/ale lui al/a/ai/ale ei	(to) it lui, -i, îi, ei, -i, îi	it pe el, -l, îl pe ea, o
	PLURAL	I		we noi	ours al nostru, a noastră ai noștri, ale noastre	(to) us nouă, -ne, ni
II			you voi dumneavoastră	yours al vostru, a voastră ai voștri, ale voastre	(to) you vouă, -vă, vi dumneavoastră	you pe voi, vă pe dumneavoastră
III			they ei, dâșii ele, dâșele	theirs al/a/ai/ale lor	(to) them lor, -le, li dumnealor	them pe ei, i-, îi pe dâșii pe ele, le- pe dâșele

Categoria gramaticală a persoanei

În limba engleză, menționarea pronumelui personal în actul comunicării este o cerință obligatorie. Spre deosebire de limba română, unde există inflexiuni verbale pentru fiecare persoană la diferite timpuri verbale, în limba engleză acești indici formali lipsesc aproape în totalitate, pronumele personal fiind unicul mijloc de precizare a persoanei acțiunii verbului.

Pronumele personal la persoana I singular se scrie întotdeauna cu litera mare, în orice context.

You (tu, voi) poate capăta un sens generic sau nedefinit.

You never can tell.

Nu poți spune niciodată.

They (ei,ele) poate capăta sens generic sau nedefinit (se spune, se zice)

They who act like this are fools.
Cei care acționează astfel sunt nebuni.

It (el,ea) – pronumele personal la persoana a III-a singular – își pierde cel mai adesea această calitate și capătă alte funcții ¹⁾:

- O funcție impersonală, fiind folosit în expresii referitoare la timp, distantă, vreme, condiții atmosferice, temperatură, etc.
- O funcție demonstrativă " Who is **it**?"
"It is Mrs. Bishop."
-**Cine** este ?
-Doamna Bishop

Categoria gramaticală a genului

HE – el, poate înlocui nume de persoane de gen masculin.

SHE – ea, poate înlocui nume de persoane de gen feminin.

IT – el, ea, poate înlocui nume de animale sau obiecte (substantive de gen neutru)

- Substantivele neutre sunt personificate sau pot fi considerate și substantive de gen masculin sau feminine.
- Este necesar să se precizeze sexul unor substantive neutre.

Celelalte pronume personale din limba engleză nu fac distincție de gen din punct de vedere formal, nici măcar persoana a III-a plural.

Notă: ¹⁾ Pronumele **he** și **she** pot fi de asemenea folosite în locul lui **it**.

Categoria gramaticală a numărului

You reprezintă pronumele personal atât pentru persoana a II-a singular ("tu", "dumneavoastră", "dumneata"), cât și pentru persoana a II-a plural ("voi", "dumneavoastră"), contextual fiind cel care stabilește dacă este vorba de forma de singular sau de forma de plural.

PRONUMELE DEMONSTRATIV

Pronumele demonstrative au aceeași formă cu adjectivele. Adjectivul demonstrativ stă întotdeauna în fața unui substantiv, în timp ce pronumele apare singur, el fiind un înlocuitor al substantivului.

Pronume demonstrativ	Adjectiv demonstrativ
This is my brother. Acesta este fratele meu.	This <i>boy</i> is my brother. Acest <i>băiat</i> este fratele meu.
These are his books.	These <i>books</i> are his.

Acestatea sunt cărțile lui.	Aceste cărți sunt ale lui.
That is my car.	That car is mine.
Acceea este mașina mea.	Mașina acceea este a mea.
Those are her dresses.	Those dresses are hers.
Acelea sunt rochiile ei.	Acele rochii sunt ale ei.
Such was his behaviour.	Such behaviour can't be accepted.
Acesta/Așa era modul lui de comportare.	Asemenea comportare nu poate fi acceptată.
The same is very important for me, too.	We visit the same friends time and again.
Același (lucru) este foarte important și pentru mine.	Ne vedem/ Vizităm mereu aceiași prieteni.

PRONUMELE REFLEXIV

Pronumele reflexiv substituie obiectul asupra căruia se răsfrânge acțiunea verbului, subiectul și complementul acestuia fiind una și aceeași persoană.

NUMĂRUL	PERSOANA	GEN	FORMA	TRADUCERE		EXEMPLE
				CAZUL DATIV	CAZUL ACUZATIV	
SINGULAR	I		Myself	mie mi îmi	mă	I shave myself every morning. Mă bărbieresc în fiecare dimineață.
	II		Yourself	ție ți îți	-te	Go and dress yourself . Mergi/Du-te și îmbracă-te.
	III	M	Himself	lui și- își	se	He lost himself in the forest. (El) s -a pierdut în pădure.
		F	Herself	ei și- își	se	She saw herself in the mirror. Ea s -a văzut în oglindă.
		N	Itself	lui/ei și- își	se	The cat washes itself near the fireplace. Pisica se spală lângă șemineu.
PLURAL	I		Ourselves	nouă ne ni	ne	We dry ourselves with a towel. Ne uscăm/ Ne ștergem cu un prosop.
	II		Yourselves	vouă vă vi	vă	Behave yourselves , children! Purtați-vă frumos, copii!
	III		Themselves	lor le li își și-	se	Some people kill themselves with work. Unii oameni se omoară muncind.

Pronumele reflexive au terminația **-self** pentru singular și terminația **-selves** pentru plural:

- **It's** useless to blame **yourself** for the accident.
- **It's** useless to blame **yourselves** for the accident.

Pronumele reflexive sunt așezate imediat după verb.

Adesea, există tendința de a se folosi în locul pronumelor reflexive pronumele reciproc **each other** ; între cele două variante, însă, există mari diferențe de sens:

- They blamed **themselves** for the misunderstanding.
Se învinovăteau pentru neînțelegere.
(Amândoi se socoteau vinovați.)
- They blamed **each other** for the misunderstanding.
Se învinovăteau pentru neînțelegere.
(Se învinovăteau unul pe celălalt.)

PRONUMELE DE ÎNTĂRIRE

Rolul pronumelui emfatic este acela de întărire, de reliefare a substantivului sau pronumelui pe care îl însoțește întotdeauna.

Din punct de vedere al modului de alcătuire, pronumele de întărire au aceleași forme ca cele reflexive.

Pronumele emfatic are categoriile gramaticale de persoană, număr și caz și îndeplinește funcția sintactică de apozitie. De regulă, pronumele emfatic este plasat la sfârșitul propoziției, dar, pentru a dobândi o funcție de accentuare și mai pregnantă, este așezat imediat după subiect, la începutul propoziției.

Atunci când pronumele de întărire este precedat de prepoziția **by**, acesta devine sinonim cu **alone** - singur(ă), singuri/singure:

- The old woman was at home by **herself**.

Bătrâna era **singură** acasă.

- I achieved this success **by myself**.

Am realizat acest succes **singur(ă)**.

PRONUMELE POSESIV

Pronumele posesiv poate substitui un substantiv în cazul genitiv atât în calitate de posesor, cât și în aceea de obiect posedat. Similar adjectivului posesiv, pronumele cu același nume indică "posesia". Adjectivul posesiv determină un substantiv, fiind plasat – ca majoritatea adjectivelor – în fața acestuia, în timp ce pronumele – ca înlocuitor al unui substantiv în cazul genitiv – apare singur în propoziție.

NUMĂRUL	PERSOANA	GEN	PRONUME POSESIV		ADJECTIV		EXEMPLE						
			FORMA	TRADUCERE	FORMA	TRADUCERE							
SINGULAR	I		Mine	al meu a mea ai mei ale mele	my	meu mea mei mele	This is my book. Aceasta este <i>cartea mea</i> . The book is mine . Cartea este a mea.						
								II	Yours	al tău a ta ai tăi ale tale	your	tău ta tăi tale	This is your bicycle. Aceasta este <i>bicicleta ta</i> . This bicycle is yours . Această bicicletă este a ta .
	III	M	His	al său/lui a sa/lui ai săi/lui ale sale/lui	his	lui său sa săi sale	These are his new shoes. Aceștia sunt noii lui pantofi . These new shoes are his . Acești pantofi noi sunt ai săi/lui .						
								F	Hers	al său/ei a sa/ei ai săi/ei ale sale/ei	her	ei său sa săi sale	That is her suitcase. Acea este <i>valiza ei</i> . That suitcase is hers . Acea valiză este a ei .
	PLURAL	I		ours	al nostru a noastră ai noștri ale noastre	our	Nostru noastră noștri noastre	• That is our boat. Acea este barca noastră. • That boat is ours . Barca aceea este a noastră.					
									II	yours		your	Vostru voastră voștri voastre
III													

PRONUME INTEROGATIV (THE INTERROGATIVE PRONOUN)

Pronumele interogative introduc propoziții interogative directe sau indirecte. Rolul lor este acela de a înlocui cuvintele așteptate ca răspuns la o întrebare. Unele forme ale pronumelor interogative coincid cu cele ale adjectivelor cu același nume, diferențierea dintre cele două părți de vorbire făcându-se pe baza rolurilor diferite pe care le au (adjectivul stă în fața unui substantiv pe care îl determină, în timp ce pronumele îl înlocuiește).

- What are you doing? (pronume interogativ)
Ce faci?
- What novel are you reading? (adjectiv interogativ)
Ce roman citești?

DECLINAREA PRONUMELE INTEROGATIVE

Cazul	Pronume interogative		
	WHO? Pentru persoane	WHAT? Pentru lucruri și animale	WHICH? Pentru persoane și lucruri, restrictiv
N	Who? - cine?	What? - ce?	Which? - care?
G	Whose? - al, a, ai, ale cui?	-	-
D	(to) whom? - cui?	-	-
Acc.	Whom? - pe cine?	What? - pe care?	Which? - pe care?

FOLOSIREA PRONUMELOR INTEROGATIVE

PRONUMELE INTEROGATIV WHO?

Pronumele interogativ **who?** se referă doar la substantive nume de ființă de gen masculin ori feminin sau la pronume de gen masculin ori feminin.

a) Are forme cazuale:

- **Who** is singing so loud? (N)
Cine cântă așa de tare?
- **Whom** did you meet? (A)
Pe cine ai întâlnit?

b) **Whom?** Este forma corectă pentru cazul acuzativ folosită în engleza oficială:

- **Whom** could you meet at the party?
Pe cine ai putea întâlni la petrecere?

c) Pentru cazul acuzativ este mai obișnuită varianta în care prepoziția este plasată la sfârșitul propoziției, **whom?** fiind adesea substituit prin **who?**:

- With **whom** did you go to the party?
- **Who/whom** did you go to the party with?
Cu **cine** ai fost la petrecere?

d) **Whose?** Se poate referi atât la ființe de gen masculin sau feminin, cât și la substantive ce denumesc lucruri sau animale:
NOTĂ: Atunci când pronumele interogativ **who?** Este subiectul propoziției, nu se folosește auxiliarul **do** pentru formarea interogativului.

PRONUMELE INTEROGATIV WHAT?

WHAT se folosește în general pentru:

- a) Lucruri sau animale
 - **What** is this?
Ce este acesta/aceasta?
- b) Persoane, atunci când se referă la profesia, ocupația sau caracterul acestora:
 - **What** is he? He is an economist.
Ce este el? El este economist.
- c) În asociere cu prepoziții, prepoziția fiind de regulă plasată la sfârșitul propoziției:
 - **What** did you open the can with?
Cu **ce** ai deschis cutia?

NOTĂ: Atunci când pronumele interogativ **what?** este subiectul propoziției, nu se folosește auxiliarul **do** pentru formarea interogativului:

- **What** determined you to behave like that?
Ce te-a determinat să te porți în felul acela?
- **What** makes you so unhappy?
Ce te face atât de nefericit?

PRONUMELE INTEROGATIV WHICH?

WHICH? sau **WHICH OF?** Implică selecția dintr-un grup mai restrâns, spre deosebire de **WHAT?**, care se referă la o opțiune dintr-un grup mai mare:

- **What** will you have to drink?
Ce vrei să bei?
- We have martini, whisky and sherry; **which** will you have?
Avem martini, whisky și sherry; ce vrei să bei?

Pronumele interogative urmate de **ever** dobândesc o nuanță emfatică (de întărire), prin care se pot exprima sentimente și atitudini:

- **Who ever** could have done that?
Cine oare ar fi putut face asta?
- **What ever** is Paul doing with my camera?
Oare ce face Paul cu aparatul meu de fotografiat?
- These dresses are so stylish! **Which ever** shall I buy?
Acele rochii sunt atât de șic! **Pe care oare** s-o cumpăr?

Pronumele interogative **who?** și **what?** pot fi urmate și de **else**, având, de asemenea, o funcție de accentuare:

- **Who else** was there?
Și mai cine/Cine altcineva a fost acolo?
- **What else** would you like to have?
Ce altceva ați vrea să mai serviți?

Multe construcții și expresii idiomatice sunt alcătuite pe baza pronumelor interogative:

- I'm fine, thank you, **what about you?**
Eu sunt bine, mulțumesc. **Dar tu?**
- **What about** a glass of wine?
Ce-ai zice să bem un pahar cu vin?
- The twins are so alike that one can hardly tell **which is which/who is who.**
Gemenii se aseamănă atât de mult, încât cu greu **ii poate distinge** cineva.
- **What** is the weather **like** in Boston?
Cum este vremea în Boston?
- You are old enough to know **what's what.**
Ești destul de mare ca să știi **ce e bine și ce e rău/cum stau lucrurile.**

PRONUMELE RELATIV (THE RELATIVE PRONOUN)

Ca toate celelalte pronume, pronumele relativ înlocuiește un substantiv (sau un substitut al substantivului) menționat anterior în cursul comunicării în propoziția regentă.

The man **who** brought me the news forgot to introduce himself.
Bărbatul **care** mi-a adus vestea a uitat să se prezinte.

Pronumele relative din limba engleză **who**, **which** și **that** au doar categoria gramaticală a cazului sau CD (AC).

DECLINAREA PRONUMELUI RELATIV

CAZUL	PRONUMELE RELATIVE		
	WHO	WHICH	THAT
	<i>Se referă la substantive care denumesc ființe de gen masculin sau feminin</i>	Se referă la substantive care denumesc lucruri sau animale	Se referă la toate categoriile de substantive (persoane, lucruri, animale)
N	Who – care	Which – care	That – care
G	Whose – al/a/ai/ale cărui(a)/cărei(a)/cărora(a)	Of which – al/a/ai/ale cărui(a)/cărei(a)/cărora(a)	-
D	(to) whom – căruia, căreia, cărora(a)	(to) which – căruia, căreia, căror(a)	-
Acc	Whom – pe care	Which – pe care	That – pe care
	Poate fi precedat de prepoziții: By whom – de (cătore) care For whom – pentru care With whom – cu care	Poate fi precedat de prepoziții: By which – pentru care In which – în care For which – pentru care	Nu este niciodată precedat de prepoziții.

PRONUMELE RELATIV **WHO**

Pronumele relativ **WHO** se folosește atunci când antecedentul este o ființă de gen masculin ori feminin:

- I met the old man **who** lives next door to you.
L-am întâlnit pe bătrânul **care** locuiește lângă tine.

În asocierea cu diverse prepoziții:

- The child with **whom** our son is playing is quite well-behaved.
Copilul cu **care** se joacă fiul nostru este destul de bine crescut.
- The child **who(m)** our son is playing with is quite well-behaved.

PRONUMELE RELATIV **WHICH**

Pronumele relativ **WHICH** se folosește atunci când antecedentul este un substantiv ce denumește lucruri sau animale:

- This is the car **which** gave me so much trouble.
Aceasta este mașina **care** mi-a dat atâta bătaie de cap.

Notă: În locul lui **which**, care este mai formal, se folosește mai frecvent **that**:

- This is *the car* **which/that** gave me so much trouble.

În cazul acuzativ, **which** poate fi înlocuit prin **that** sau se poate renunța la ambele pronume relative, mai ales în engleza vorbită:

- This is the most interesting novel **which/that** he has written so far.
- This is the most interesting novel he has written so far.

PRONUMELE RELATIV **THAT**

Pronumele relativ **THAT** se folosește îndeosebi atunci când antecedentul este un substantiv ce denumește lucruri sau animale, dar și atunci când acesta denumește ființe; în ultima situație se preferă, totuși, relativul **who**:

- *The man* **who(m)/ that** you met at the Wards' party is an old friend of mine.
Bărbatul **pe care** l-ai întâlnit la petrecerea familiei Ward este un vechi prieten de-al meu.
- This is not *the book* **that/which** I wanted to read this week.
Aceasta nu este *cartea* **pe care** doream s-o citesc în această săptămână.

PRONUMELE RECIPROC (THE RECIPROCAL PRONOUN)

După cum indică denumirea lor, pronumele reciproce exprimă legături de reciprocitate între două sau mai multe persoane sau lucruri, evidențiind faptul că acțiunea exprimată de verbul predicat se răsfrânge asupra subiectului.

EACH OTHER - unul pe altul, unul pe celălalt, unul cu celălalt

- se folosește atunci când este vorba de relații de reciprocitate între două persoane, lucruri, etc.

- They met **each other** only the next day.
S-au întâlnit **unul cu altul/unul cu celălalt** abia a doua zi.
- Maria and Paul said good bye to **each other** for good.
Maria și Paul și-au luat rămas bun **unul de la celălalt** pentru totdeauna.

ONE ANOTHER – unul pe celălalt, unul pe altul, unii cu alții
- se folosește, de regulă, pentru evidențierea relațiilor de reciprocitate existente între mai multe persoane, lucruri, etc.

- They haven't seen **one another** since their graduation.
Ei nu s-au văzut **unii cu alții/unul cu altul** de la absolvire.
- We met and greeted **one another**.
Ne-am întâlnit și ne-am salutat **unii cu alții/unul cu altul**.

În limba engleză, prepozițiile se așează înaintea grupului de două pronume reciproce și nu între cele două pronume, ca în limba română:

- They listened to **each other** with the utmost care.
Se ascultau **unul pe celălalt** cu cea mai mare atenție.
- Have you made promises to write to **one another** during the holidays?
V-ați făcut promisiuni să vă scrieți **unii la alții/unul altuia** în timpul vacanței?

PRONUMELE NEHOTĂRÂT **(THE INDEFINITE PRONOUN)**

Pronumele nehotărâte substituie sau se referă la substantive sau înlocuitori ai acestora, care s-au menționat anterior în cursul comunicării. Multe dintre ele au aceeași formă ca adjectivele corespunzătoare, urmând aceleași reguli de întrebare. Adjectivul nehotărât precedă un substantiv, în timp ce pronumele apare singur în propoziție.

PRONUMELE NEHOTĂRÂT SOME

SOME - ceva, câtva, niște, puțin(ă), unii, unele, câțiva, câteva.
- se folosește în:

a) propoziții afirmative, când:

- se referă la substantive numărabile la plural:

- Have you many English books? Yes, I have **some**.
Ai multe cărți englezești? Da, am **câteva**.

- se referă la substantivele nenumărabile (substantive nume de materie sau abstracte unice):

- Is there any butter left? I need **some** to make a cake.
Mai este unt? Am nevoie de **puțin** să fac o prăjitură.

b) propoziții interogative, când:

- se formulează o rugămintă sau o ofertă la modul politicos, vorbitorul așteptându-se de cele mai multe ori la un răspuns afirmativ:

- This wine is really very nice. Will you have **some**?
Vinul acesta este într-adevăr foarte bun. Vrei **puțin**?

- întrebarea nu se referă direct la **some**:

- I have no money. I'm broke. Have you asked father to give me **some**?

Nu mai am nici un ban, sunt lefter. L-ai rugat pe tata să-mi dea **ceva** bani?

PRONUMELE NEHOTĂRÂT ANY

ANY - vreun, vreo, nici un, nici o
- se folosește în:

a) propoziții interogative, ca înlocuitor al lui **some**:

- I have no English books. Have you **any**?
Nu am cărți englezești. Tu ai **vreuna**?

b) propoziții afirmative, cu sensul de *oricare, orice fel, vreunul, vreuna*:

- If you feel like buying **any** of these dresses, please, feel free and buy **any** of them.

Dacă ai chef să cumperi **vreuna** dintre aceste rochii, te rog, cumpăr-o pe **oricare** fără a avea rețineri.

c) propoziții negative (cu verbul predicat la negativ), având sensul de *nici un fel, deloc, nici unul/una*:

- Have you got any further news from him? I haven't got **any**.
Ai primit și alte vești de la el? Eu nu am primit **nici una**.

PRONUMELE NEHOTĂRÂT NONE

NONE - nici unul, nici una

- se folosește doar în propoziții negative (verbul predicat fiind la negativ):

- I have some English books but he has **none**.
Eu am câțeva cărți englezești, dar el nu are **nici una**.

Compușii pronominali al lui **some, any, no** și **every**

Compușii pronominali al lui **some, any, no** și **every** se formează cu **-body, -one** și **-thing**. Aceștia urmează același regim cu **some, any, no** și **every** și sunt folosiți ca înlocuitori ai substantivului.

Compușii lui **some**

SOMEBODY, SOMEONE - se folosesc în propoziții afirmative, cu sensul de *cineva*:

- I think **somebody-someone** is knocking at the door.
Cred că bate **cineva** la ușă.

SOMETHING - se folosește în propoziții afirmative, cu sensul de *ceva*:

- Give me **somting** to eat. I'm so hungry.
Dă-mi **ceva** să mănânc. Îmi este tare foame.

Compușii lui **any**

ANYBODY, ANYONE - se folosesc:

- în propoziții interogative, ca înlocuitori ai lui **somebody** și **someone**:

- Is **anybody/anyone** knocking at the door?
Bate **cineva** la ușă?

- în propoziții afirmative, cu sensul de *oricine*:

- **Anybody/anyone** can help you any time you like.
Oricine te poate ajuta oricând dorești.
- în propoziții negative (verbul predicat este la forma de negativ), cu sensul de *nimeni*:
 - I don't know **anybody/anyone** here. Will you introduce me to them?
Nu cunosc pe **nimeni** de aici. Vrei să mă prezinți?
- ANYTHING** se folosește:
 - în propoziții interogative, ca înlocuitor al lui **something**:
 - Is there **anything** of particular interest in this paper?
Există **ceva** de interes deosebit în această lucrare?
 - în propoziții afirmative, cu sensul de *orice*:
 - **Anything** you say sounds reasonable.
Orice spui pare rezonabil.
 - în propoziții negative (verbul predicat este la forma de negativ), cu sensul de *nimic*:
 - I've come just to see you; I don't want to buy **anything**.
Am venit doar să te văd; nu vreau să cumpăr **nimic**.

Compușii lui **no**

NOBODY, NO ONE - se folosesc doar în propoziții negative (verbul predicat fiind la afirmativ), cu sensul de *nimeni*:

- You claimed you needed **nobody/no one** to give you a help.
Ai pretins că nu aveai nevoie de **nimeni** care să te ajute.

NOTHING - se folosește:

- în propoziții negative (verbul predicat fiind la afirmativ), cu sensul de *nimic*:
 - I have done **nothing** out of the ordinary.
Nu am făcut nimic **neobișnuit**.
- în propoziții interogative, cu același sens și regim de folosire:
 - Have you got **nothing** to do?
Nu ai **nimic** de făcut?

Compușii lui **every**

EVERYBODY, EVERYONE - se folosesc în orice tip de propoziții, cu sensul de *fiecare, toți/toate, toată lumea*:

- Almost **everybody/everyone** ceased wearing thick clothes in that early spring.
Aproape **toată lumea** a renunțat să poarte haine groase în primăvara aceea timpurie.

EVERYTHING - se folosește în orice tip de propoziție, cu sensul de *tot, toate*:

- **Everything** you've accomplished is marvellous.
Este uimitor **tot** ceea ce ai realizat.

NOTE:

1. Pronumele compuse pot fi urmate de **else** (alt, altă):

- **Nothing** else can be added to it.
Nimic altceva nu mai poate fi adăugat.
- Could you ask **anyone** else to do it?
Ai putea ruga pe **altcineva** să facă asta?
- You will have to ask **someone** else to help you.
Va trebui să rogi pe **altcineva** să te ajute.
- **Anything** else would be better than this sour wine.
Orice altceva ar fi mai bun decât acest vin acru.

2. Pronumele compuse cu **-body** și **-one** au sens posesiv atunci când sunt urmate de 's. Sensul posesiv se menține și atunci când sunt urmate de **else**.

- It is **nobody's** fault but my own.
Nu este greșeala **nimănui**, ci numai a mea.
- Maybe **someone else's** opinion would have been better appreciated.
Poate că părerea **altcuiva** ar fi fost mai bine apreciată.
- I haven't heard of **anybody else's** failure but his.
Cu excepția eșecului său, n-am auzit de eșecul **nimănui altcuiva**.

Alte pronume nehotărâte

a) **ONE** - un, unul, una, cineva.
- poate avea și valoare impersonală, când se traduce prin *să* sau *se*:

- **One** of the girls was really beautiful.
Una dintre fete era într-adevăr frumoasă.
- **One** might believe that you are fond of this place.
Cineva ar putea crede că îți place acest loc.
- **One** must always be careful when crossing the street.
Trebuie să fii atent când traversezi strada.

b) **EACH** - fiecare
- se referă la membrii unui grup, luați individual:

- The tickets cost only two pence **each** so don't worry about that.
Biletele au costat doar doi penny **fiecare**, așa că nu-ți face probleme.

c) **ALL** - tot, toată, toți, toate, totul
- în engleza vorbită este de regulă înlocuit cu **everybody/everyone** sau **everything**:

- **All/everything** he said was true.
Tot ceea ce a spus era adevărat.
- **All** of them were present. **Everyone** was present.
Au fost prezenți **cu toții**.

d) **BOTH** - ambii, amândoi, ambele, amândouă.

- **Both** have lived a long and happy life.
Amândoi au trăit o viață lungă și fericită.
- I don't know which dress to buy. **Both** are very nice.
- Nu știu ce rochie să cumpăr. **Ambele/amândouă** sunt foarte frumoase.

e) **EITHER** - oricare (dintre două persoane sau lucruri)

- I like both beef and chicken so you may bring me **either** (of them).
Îmi place și carnea de vită și carnea de pui, așa că poți aduce **oricare/indiferent care** dintre ele.

f) **NEITHER** - nici unul/una (din două persoane sau lucruri)

- se folosește cu acest sens în propoziții negative (cu verbul predicat la afirmativ):

- The two old ladies were sitting on the sofa but **neither** (of them) was speaking.

Cele două bătrâne stăteau pe sofa, dar **nici una** (dintre ele) nu vorbea.

g) **LITTLE** - puțin, puțină (în sens negativ), prea puțin, mai deloc

- se folosește cu referire la substantivele nenumărabile:

- We could see **little** on account of the rainy weather.

Am văzut **(prea) puțin** din cauza vremii ploioase.

h) **A LITTLE** - puțin, puțină, ceva, niște (în sensul pozitiv)

- se folosește cu referire la substantivele nenumărabile:

- Do you feel like having some wine? Yes, just **a little**, please.

Vrei să bei niște vin? Da, doar **puțin**, te rog.

i) **FEW** - puțini, puține, mai deloc (în sens negativ)

- se folosește cu referire la substantivele numărabile la plural:

- **Few** (of them) could really understand his deep sorrow.

(Prea) Puțini (dintre ei) puteau într-adevăr să înțeleagă profunda lui mâhnire.

j) **A FEW** - puțini, puține, câțiva, câteva, niște (în sens pozitiv)

- se folosește cu referire la substantivele numărabile la plural:

- Have you many English books? No, I have not too many, just **a few**.

Ai multe cărți englezești? Nu, nu am prea multe. Doar **câteva**.

k) **MUCH** - mult, multă

- se folosește cu referire la substantivele numărabile:

- Do you drink much coffee in the morning? No, I don't drink **much** because of my age and health.

Bei multă cafea dimineața? Nu, nu beau **multă** din cauza vârstei și a sănătății.

l) **MANY** - mulți, multe

- se referă la substantivele numărăbile la plural:

- Do you have many dresses? No, I have not **many** because I can't afford it.
Ai multe rochii? Nu, nu am **multe** pentru că nu-mi pot permite.

m) **SEVERAL** - câțiva, câteva

- se referă la substantivele numărăbile la plural:

- Is there only one patient waiting in the next room? No, I think there have come **several** more.

Așteaptă doar un singur pacient în camera alăturată? Nu, cred că au mai venit **câțiva**.

n) **ANOTHER** - (un) altul, (o) alta, un al doilea, o a doua

- se folosește cu referire la substantivele numărăbile la singular:

- This dress does not appeal to me. Will you show me **another** (one), please?
Rochia aceasta nu-mi place. Vreți să-mi arătați o **alta**, vă rog?

o) **THE OTHER** - celălalt, cealaltă

- se folosește numai cu referire la substantivele numărăbile.

- This book is interesting but **the other** (one) is boring.
Această carte este interesantă, dar **cealaltă** este plictisitoare.

p) **THE OTHERS** - ceilalți, celelalte

- se folosește cu referire la substantivele numărăbile la plural.

- I don't like these shirts. **The others** are much nicer.
Nu-mi plac aceste cămăși. **Celelalte** sunt mult mai drăguțe.

r) **OTHERS** - alții, altele

- se folosește cu referire la substantivele numărăbile la plural.

- Some tourists visited Hyde Park, **others** went to the British Museum.
Unii/o parte dintre turiști au vizitat Hyde Park, **alții** au mers la British Museum.

EXERCİTII

I. Chose the right form of the personal pronouns given in brackets:

1. My husband and (I/me) have just come back from the theatre.
2. I am writing a letter to (she/her).
3. If you see Jane, please give (she/her) my best regards.
4. I sent (they/them) a present for their wedding.
5. Tell (his/him) to come home as soon as possible.
6. Don't ask (us/ours) so many questions, we are very tired now.
7. (We/Us), the Romanians are very proud of our past.
8. That's very kind of (they/them).
9. Pass (me/I) the bread, please!
10. We wanted to know where (they/them) lived.
11. Your friend enjoy fishing, doesn't (he/it) ?
12. John will bring (you/yours) a cup of tea.
13. Show (me/mine) your new house.
14. I saw (you/yours) car in the street the other day.

II. Fill in the blanks with the corresponding Possessive Pronouns or Adjectives:

1. It seems that my secretary is more efficient than
2. She offered ... services.
3. Grannie can't find ... glasses.
4. I always pay ... bills on time.
5. She is typing ... reports and we are typing
6. He has left ... book here.
7. Is this ... opinion?
8. You should use ... pencil.
9. They show Mary ... toys.
10. I like ... English teacher.

III. Put in the corresponding Reflexive or Emphatic Pronouns:

1. The princess used to spend long hours looking at ... in the mirror.
2. He washes ... every morning.
3. The light in the starway switches ... off after two or three minutes.
4. My brother ... withdrew the money from the Bank.
5. As she was not hungry she had to force ... to eat.
6. The first condition to be successful is that you should believe in
7. We were surprised when we saw ... in that large mirror.
8. Nobody helped me. I did it by
9. Children should behave ... when their parents have guests invited.
10. I feel very lonely when I have supper by
11. The two ladies settled ... into those comfortable armchairs.
12. I think we are old enough to look after
13. Time ... will decide which of us is right.
14. You have promised you will come back to your native town after you have made a name for ... as a writer.
15. The English decided that the Queen ... should pay income tax.
16. We were welcomed by the mayor
17. She doesn't need to pay our entrance fee. We can pay for

IV. Use the appropriate interrogatives-pronouns or adjectives-in the questions below:

1. At ... time do you get up in the morning?
2. ... is that beautiful lady?
3. ... is your favourite writer?
4. ... colour is his new tie?
5. ... does this car belong to?
6. ... of the tourists have visited British Museum?
7. ... car is that?
8. ... university is the best in your country?
9. ... did you go to the theater with?
10. ... are you looking at?

V. Fill in the blanks with the corresponding Relative Pronouns where necessary:

1. I don't know ... was this painting painted by.
2. Although reliable enough, the partners ... you are waiting for have not arrived yet.
3. Is this the man ... sold you the PC?
4. He said that ... frightened him was the appalling silence of the place.
5. The man ... car was hit by that lorry is our manager.
6. The dog ... is under that tree is very old.
7. I couldn't remember the number of my own car ... made the police suspicious.
8. The woman ... is crossing the street is our neighbour.
9. The child to ... you gave that toy was very happy.
10. This is the man ... son won the contest.
11. ... rich you are you can't buy happiness.
12. My cousin, ... is an engineer, will participate in an international conference next week.
13. You will be punished for ... you have done.
14. Ms. Smith, for ... I have immense respect, has taught us a lot of interesting things.
15. The chair ... you are sitting on is an antique.
16. He didn't believe ... I said ... annoyed me very much.
17. ... of you broke this window will have to pay for it.
18. He was very rude to the customs officer ... of course made things worse.
19. The crime was not discovered till 48 hours later ... gave the criminals plenty of time to get away.

VII. Fill in the blanks with the appropriate indefinite pronouns or adjectives:

1. I have ... sugar and my neighbour hasn't either.
2. ... of us will be very pleased to help you .
3. Do you have ... to add?
4. He must be ... very important.
5. ... of us has ever heard such an interesting story.
6. Don't you realize that ... detail is important in this case?
7. ... passenger for this flight must have his belongings examined at the airport.
8. I think there's ... at the door.Were you expecting ...?
9. I want to show you ... interesting.

10. ... can never say for sure what is right and what is wrong.
11. One of my sisters is a lawyer, ... is an accountant.
12. There are ... apples left; you have eaten ... of them
13. He made two proposals , but...was accepted.
14. Neither Mike ... his wife has an alibi; ... of them might be the killer.
15. I have a very good wine. Would you like ...?
16. There are several books on the table; ... of them are in English.
17. James asked me for ... money but I couldn't give him
18. I can't see my wallet; ... must have taken it.
19. If you have no money, I can lend you
20. ... our they are getting closer to the end of the journey.
21. This time I can't do ... for you.
22. There isn't ... to be said regarding that matter as only ... details are still unclear.
23. Is there ... who speaks Italian?
24. ... of them has his own dreams and aspirations
25. He will tell you ... he knows about that murder.
26. ... day you will realize a good profit from it.
27. You can find practically ... you want in this shop.
28. Is there ... milk left? I need ... sto feed the cat.
29. They will come back here ... day to live the rest of their lives togheter.
30. ... of us could accept such an unreasonable solution.
31. ... people have been present at the car crash but only ... could give the police valuable information about it.

VIII. Fill in the blanks with the corresponding pronouns:

1. We helped ... with some hot tea and felt much better afterwards.
2. He lost his key and Laura lost
3. After getting up I dress ... and rush to my office.
4. There's a bed in the bedroom and ... one in the guest room.
5. My friend ... is a very experienced climber is now in an expedition in the Alps.
6. My girl has made this cake all by
7. He is ... best friend.
8. Do you think ... will rain today?
9. My brother has two girls: one is a teacher and the ... is an economist.
10. The girl ... skirt is short is my classmate.
11. If I were you I'd give up both solutions; ... is reasonable.
12. It was him ... first noticed the wolf.
13. Is this pencil mine or ...?
14. The two brothers help ... in case of need.
15. ... were you speaking with when I entered the room?
16. They amused ... by telling jokes.
17. ... else do you want to buy in this shop?
18. ... does this Porsche belong to?

IX. Translate into English:

1. Mai doriți niște vin? Da, doar puțin vă rog.
2. Este mai cald azi decât a fost ieri.
3. După ce și-au luat rămas bun unul de la celălalt ,cei doi turiști și-au văzut de drum.
4. Se spune că ea vorbește cinci limbi străine.

5. E timpul să înțelegi astfel de lucruri.
6. Aveți grijă de voi, copii!
7. Ioan însuși ți-a scris și ți-a expediat scrisoarea cu ceva timp în urmă.
8. Vine o vreme când e bine să lupți și să obții ceea ce vrei.
9. Ce ai reușit să afli la poliție?
10. Cele trei fete se așteptau una pe cealaltă la ieșirea din școală.
11. Eu însumi am încercat să o fac să înțeleagă că nu are dreptate.
12. După ce s-au uitat unul la altul cei doi copii au izbucnit în râs.
13. A cui este această carte?
14. Ne-am uitat unul la altul dar nimeni nu a spus nimic.
15. Nici unul dintre noi nu poate lua o decizie atât de importantă fără să ceară și părerea celorlalți.
16. Este ora cinci, nu-i așa?
17. Primele exerciții sunt corecte, celelalte sunt greșite.
18. Dumneavoastră personal ce credeți despre acest incident?
19. Când a tăiat pâinea s-a tăiat.
20. Ne scriem de mult timp și de fiecare dată am găsit o mulțime de lucruri interesante să ne spunem.
21. Cine altcineva te-a mai văzut intrând aici?

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UNIT 5

THE 4 TEMPERAMENTS (1)

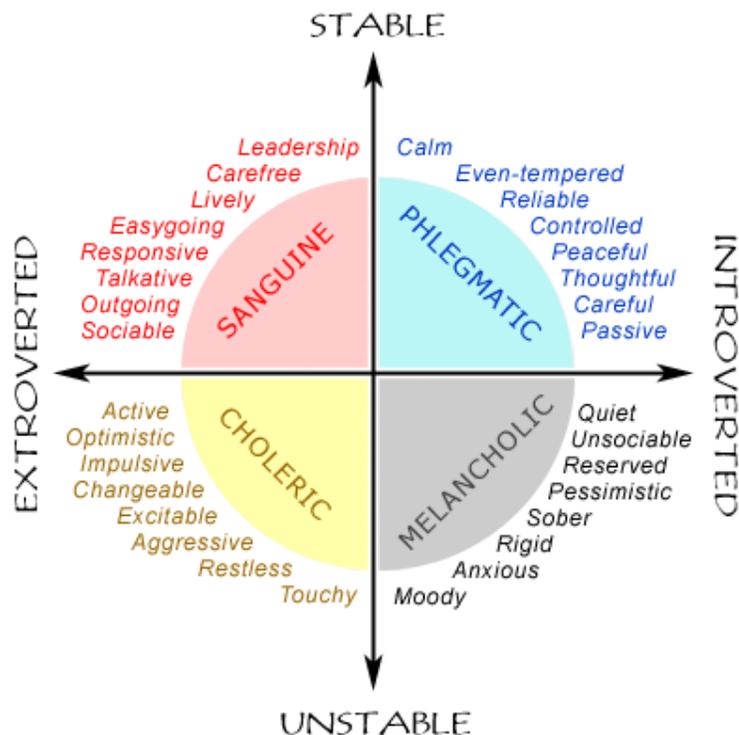
LESSON PLAN:

1. Oral practice: reading and discussing the graphic describing the four main temperaments
 - 1.1 Reading the graphic, translating the words relating to different qualities of a person
 - 1.2 Use the learnt vocabulary in describing different temperaments-describing yourself, your colleagues, your teacher
2. Reading the text about the 4 main temperaments
3. Translate the text, underlining all the new words and structures

OBJECTIVES:

At the end of this unit the students will be able:

- to read and translate a text about the 4 main temperaments
- to read and discuss a graphic
- to use the learnt vocabulary in order to describe different persons-themselves, their colleagues, their teacher from the point of view of his/her temperament



(Dagan's adaptation of Eysenck's model)

The Choleric is an extroverted, hot-tempered, quick thinking, active, practical, strong-willed and easy to annoy person. Choleric is self-confident, self-sufficient and very independent minded. They are decisive and opinionated and find it easy to make decisions for themselves as well as others. Choleric tend to leave little room for negotiating. The Choleric is a visionary and seems

to never run out of ideas, plans and goals, which are usually very practical. The Choleric does not require as much sleep as the other temperaments so their activity seems endless. Their activity almost always has a purpose because they are by nature result-oriented. They usually do not give in to the pressure of what others think unless they see that they cannot get the desired results. Choleric can be crusaders against social injustice as they love to fight for a cause. Choleric are both direct and firm when responding to others. They are slow to build relationships because results tend to be more important than people. They do not easily empathize with the feelings of others or show compassion. Choleric think big and seek positions of authority.

The Sanguine is an extroverted, fun-loving, activity-prone, impulsive, entertaining, persuasive, easily amused and optimistic person. Sanguines are receptive and open to others and build relationships quickly. They are animated, excited and easily accept the others. They smile and talk easily and often. It is not unusual to feel as if you have known the Sanguine person for years after only a few minutes. Sanguines are so people-oriented that they easily forget about time and are often late arriving at their destination. Sanguines get bored easily because of their orientation to social involvement, activity and general dislike for solitude. The Sanguine never lacks friends. Their attention span is based on whether or not they are interested in the person or event. The Sanguine can change their focus or interest in an instant. Sanguines are competitive and tend to be disorganized. Unless very disciplined, the Sanguine will have difficulty controlling their emotions. They usually like sports of any kind because of the activity and involvement with other people. Their voice will show excitement and friendliness. Sanguines usually dress according to current fashion. The Sanguine fears rejection or not making a favorable impression. They also fear others viewing them as unsuccessful. Sanguines are very effective working with people.

The Phlegmatic is an introverted, calm, unemotional, easygoing, never-get-upset, person. Phlegmatics are both slow and indirect when responding to others. They are also slow to warm-up but will be accommodating in the process. Phlegmatics are by far the easiest person with which to get along. They live a quiet, routine life, free of the normal anxieties and stresses of the other temperaments. The Phlegmatic avoids getting too involved with people and life in general. Phlegmatics seldom exert themselves with others or push their way along in their career, they just let it happen. The Phlegmatic communicates a warm, sincere interest in others preferring to have just a few close friends. They will be very loyal to their friends and find it difficult to break long standing relationships regardless of what the other person does. The Phlegmatic tends to resist change of any kind without any other reason that they just do not want the change to occur. The Phlegmatic show little emotion and are prone to be a grudge holder. Phlegmatics tend to avoid conflict and making decisions of any kind. They are practical, concrete and traditional thinkers. Their stoic expression often hides their true feelings. The Phlegmatic may be patient to the point of paralysis. Phlegmatics are persistent and consistent at whatever they undertake.

The Melancholic is an introverted, logical, analytical, factual, private, lets-do-it-right person. Melancholics respond to others in a slow, cautious and indirect manner. Melancholics are reserved and suspicious until sure of your intentions. The Melancholic probe for the "hidden meaning" behind your words. They are timid and may appear unsure and have a serious expression. The Melancholic is self-sacrificing, gifted and he tends to be a perfectionist. Melancholics are very sensitive to what others think about their work. The Melancholic is well organized; on occasion you may find a Melancholic that keeps things cluttered, however, he knows what's in the piles. The Melancholic is determined to make the right and best decision. Melancholics ask specific questions and sometimes they ask the same question again and again. The Melancholic needs reassurance, feedback and reasons why they should do something. They need information, time to think and a plan. The Melancholic fears taking a risk, making a wrong decision and being viewed as incompetent. Melancholics tend to have a negative attitude toward something new until they have time to think it over. Melancholics are skeptical about most

everything but they are creative and capable people. Melancholics tend to get bored with something once they get it figured out.

(Adapted after John T. Cocoris, Th.M., Psy.D. –The four temperaments)

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<http://fourtemperaments.com/Description.htm>

UNIT 6 THE FOUR TEMPERAMENTS (2)

LESSON PLAN:

1. Reading: Discovering Our Potential -An Introduction to Character Types
2. Translating the text
3. Discussing about the main traits of each character types
4. Recognizing a certain type after reading about a certain behavioural pattern- autoevaluation exercise

OBJECTIVES:

At the end of this unit the students will be able:

- to read and translate the text about the 4 main temperaments
- to discuss about the main traits of each character type
- to make an autoevaluation exercise -*Recognizing a certain type after reading about a certain behavioural pattern*

Discovering Our Potential -An Introduction to Character Types

The character type theory is over 2000 years old. Many historians say that it was Hippocrates, the Greek physician and “father of medicine,” who first described the four main types of characters.

Of course, our character type is not the only thing that matters. Our childhood experiences, our upbringing, education and our personal goals are of a certain importance, but our character type is the thing that influences us most when it comes to how we are and how we act. We are born with a certain temperament, and we die with that same temperament. We are basically the same from cradle to grave.

Now, let’s take a few examples of how these different character types behave. It’s said that you can tell a person’s character type just by watching him in different situations.

First let’s take the classic example of the flat hat. It’s exaggerated, but it gives you an idea of the basic attitude these character types have towards life. Imagine that a sanguine person walks into a park and sits on a bench. He puts his hat down beside him and turns to read his paper. Meanwhile, someone comes and sits on his hat and the hat goes flat. When the sanguine person turns back and sees what has happened, he starts laughing. To him the hat looks so funny.

What happens if the same thing happens to a melancholic person? He sees his flat hat and he starts crying. “Oh, my beautiful hat, it’s ruined. I got it from my grandfather, it had great sentimental value.” Nothing the other person says or does can make things right anymore.

What about the choleric person? He sees his hat and is filled with rage. He turns red in his face and starts yelling: “Now look what you’ve done! What kind of an idiot are you? Do you know how much this hat cost? You’re going to have to pay for it, you know.” The choleric person will calm down only after he has been promised full compensation for the damage.

A phlegmatic person’s reaction is quite different from the others. He waits until the other person has left. He takes his flat hat and puts it calmly on his head and walks away – whistling.

You can tell a person’s character type by watching him drive a car. A sanguine person drives unpredictably. Sometimes he speeds and the next minute he slows down and soon speeds up again. And no one knows why. He likes talking and if he has company in the car he has trouble concentrating on driving. He likes to look people in the eye, even those who are sitting in the back seat. Sanguine persons are the ones with the most accidents.

Melancholic people are careful drivers. They drive according to speed limits and all other traffic regulations. They keep a driving diary. They study road maps in advance. They are the ones who always know the best route from place A to place B.

Choleric people are brave drivers. Some might even say too daring. They want to get from place to place FAST. They are always speeding. What could be a better way to save time, they think.

Phlegmatic people are Sunday drivers seven days a week. They are SLOW. They take their time enjoying the scenery. Sometimes they are so slow that they are a danger to other drivers.

Of these examples you have noticed that all the character types have both good and bad sides.

Maybe you found yourself in some of these descriptions. Maybe you found your family members, relatives, friends, neighbors. These were descriptions of all of us. That is why it is so important to learn about these character types. It helps us understand each other better. It helps us understand ourselves better. Maybe you think this is a depressing theory because it was said in the beginning that “we are the type that we are and we can’t change it.” That’s true, but once we become aware of our temperaments we can learn how to deal with our weaknesses and learn how to use our strong sides to the full. This is just what this short introduction has been all about: Making ourselves aware. If you decide to dig into it more deeply, you won’t be disappointed. It’s all about discovering our potential.

(adapted after Päivi Helminen, 1999)

Here are some of the most typical features connected with each character type:

1. A sanguine person is happy, friendly, warm, eager and has an ability to sympathize with others. He has lots of friends and everyone thinks he is fun company. But he is often very self-centered and he lacks self-control. He has a tendency to exaggerate and he is emotionally unstable.
2. A melancholic person is often extremely talented. He can analyze things very deeply. He has an eye for beauty. He is disciplined and diligent. But he has a whole load of dark sides. He is often pessimistic, and is depressed easily. He is too critical of himself and of others. He is revengeful and easily offended.

3. Choleric people are definitely leaders. They have a strong will. They are independent, practical, efficient and productive. When they get something in their mind nothing can stop them. Unfortunately, choleric people have to spend a lot of their time alone, as their social side is so poorly developed. They scare people away with their coldness and their angry and cruel words. They are insensitive and overly dominating.
4. It's easiest to get along with a phlegmatic person. He is calm and easygoing. His carefree attitude and good sense of humor attract people. He is stable and reliable and very diplomatic. But he is not perfect either. He is often irritatingly slow and unable to make up his mind. He is selfish and stingy. Sometimes he is totally indifferent to everything around him. All he's interested in is his daydreams.

AUTOEVALUATION EXERCISE

Complete each of these descriptions with the right character type. Choose between *the sanguine*, *the melancholic*, *the choleric* and *the phlegmatic*

You can tell a person's character type by watching the way he takes care of his garden.

1. A person wakes up early Saturday morning full of energy. He's going to get a lot done today, he thinks. He gathers all his equipment and tools (he has a lot of tools because he can't resist buying them) and starts to work. But before long out comes his neighbor and they start chatting. They can talk for hours before the person notices the day has gone and he didn't get anything done. He packs his stuff and says he'll do the weeding next week. He is a master at postponing things.

2. A person's garden is the most beautiful in the neighborhood. It's like a work of art. No weeds, and a lot of beautiful flowers. people love their gardens and that you can really tell!

3. A person hates working in the garden. But things have to be done, so he does them quickly and effectively. He doesn't have an eye for beauty; he wants things to be practical. You can usually tell it's a person's garden by the extremely short-cut grass, bushes and trees.

4. The lawns of people look shabby. Well, it's no wonder. On Saturday mornings when all the others have already been working in their gardens for hours, the person is still in bed or sipping his 3rd cup of coffee. He has an amazing gift to rest. Some might even call him lazy.

Answers:

1. sanguine
2. melancholic
3. choleric
4. phlegmatic

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UNIT 7 THE FOUR TEMPERAMENTS (3)

LESSON PLAN:

- 1.Revision of the terms related with the 4 temperaments (lessons 6,7)
- 2.Listening :In our time (BBC 4) episode on the four humors
- 3.Conversation : Retelling the main ideas from the listened tests and commenting on them

OBJECTIVES

At the end of this unit the students will be able:

- to listen to a longer text in BBC English
- to understand a presentation on the 4 temperaments spoken in BBC English
- to talk about the main ideas that appear in an oral presentation.

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UNIT 8 THE PAST TENSE

LESSON PLAN:

1. Form
2. Writing Rules
3. Use
4. Exercises

OBJECTIVES

At the end of this unit the students will be able:

- to supply the correct form of the simple present tense
- to supply the correct form of the present continuous tense
- to talk about their memories
- to translate simple phrases from English to Romanian using certain forms of the past tense
- to translate simple phrases from Romanian to English using certain forms of the past tense
- to supply the correct form of the verbs, choosing between the simple past and the past continuous tense
- to read a simple text
- to fill in the blanks of a given text

PAST TENSE

S	C
Aff. SB + f II.	Aff. SB + to be + vb- ing .
Int. did + SB + vb (inf)?	Int. to be + SB + vb- ing ?
Neg. SB + did + not + vb (inf).	Neg. SB + to be + not + vb- ing .

PAST TENSE

Exprimă acțiuni care au început în trecut și știu sigur că s-au terminat în trecut.

S I M P L E	C O N T I N U O U S
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1. CONSTRUCȚIA TIMPULUI

Propoziție **AFIRMATIVĂ**

SB + vb- ed (pentru verbele regulate) SB + Forma a II-a din tabelul cu verbe neregulate.	SB + to be (Past Tense) + vb- ing .
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Exemplu:

I played You played He, she, it played We played You played They played I wrote. You wrote He, she, it wrote We wrote You wrote They wrote	I was playing You were playing He, she, it was playing We were playing You were playing. They were playing
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Propoziție **INTEROGATIVĂ**

Did + SB + vb?	To be (Past Tense) + SB + vb- ing ?
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Exemplu:

Did I sing? Did you sing? Did he, she, it sing? Did we sing? Did you sing? Did they sing?	Was I singing? Were you singing? Was he, she, it singing? Were we singing? Were you singing? Were they singing?
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Propoziție **NEGATIVĂ**

SB + did + not + vb.	SB + to be (Past tense) + not + vb- ing .
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Exemplu:

I didn't sing You didn't sing He, she, it didn't sing We didn't sing You didn't sing They didn't sing	I wasn't not singing You weren't not singing He, she, it wasn't singing We weren't singing You weren't singing They weren't singing
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2. ORTOGRAFIE

1. Pentru verbele neregulate se folosește forma a II-a din tabelul cu verbe neregulate. 2. Pentru verbele regulate se adaugă - ed . Dar, atenție: a) Atunci când verbele se termină în - e mut se adaugă doar - d : love - loved save - saved Atunci când verbele se termină în - e sonor (sunet pronunțat /i/,/i:/) se	Regulile sunt aceleași cu cele prezentate la formarea aspectului continuu al prezentului.
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<p>adaugă -ed: agree - agreed guarantee- guaranteed die - died b) Atunci când verbele se termină în -y precedat de consoană se schimbă -y în -i și se adaugă -ed: try - tried study - studied Atunci când verbele se termină în -y precedat de vocală se păstrează -y și se adaugă -ed: play - played enjoy - enjoyed c) Verbele monosilabice, care din punct de vedere fonetic se termină într-o consoană precedată de o vocală scurtă, precum și verbele polisilabice, a căror ultimă silabă este accentuată, dublează litera reprezentând consoana finală respectivă înainte de adăugarea -ed: plan - planned drop - dropped prefer - preferred admit - admitted d) Atunci când verbele sunt terminate în litera -c (sunet pronunțat /k/) se adaugă -ked: picnic - picnicked panic - panicked</p>	
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3. FOLOSIRE

<p>1. Acțiuni sau stări de domeniul trecutului, fără legătură cu prezentul; acțiuni care s-au încheiat cu siguranță în trecut. <i>e.g.</i>: I spoke on the telephone with my friend last week. - Săptămâna trecută am vorbit cu prietena mea la telefon.</p> <p>Adverbele și locuțiunile adverbiale care cer <i>Past Tense</i> sunt: <i>yesterday</i> - ieri, <i>the day before yesterday</i> - alaltăieri, last year/month/week/night - anul/luna/săptămâna/noaptea trecut(ă), two years/three months /four weeks/ten nights ago - cu doi ani/trei</p>	<p>1. O acțiune (sau o stare) în curs de desfășurare la un moment precis sau într-o perioadă din trecut - cu specificarea expresă sau implicită; o acțiune sau stare care a început înaintea unui moment dat din trecut sau a unei acțiuni din trecut și probabil că a continuat și după acest moment. <i>e.g.</i>: Yesterday at this hour I was reading a very interesting novel. - Ieri la ora aceasta citeam un roman foarte interesant.</p> <p>Adverbele și locuțiunile adverbiale care cer <i>Past Tense</i> sunt: <i>yesterday</i> - ieri, <i>the day before yesterday</i> - alaltăieri, last year/month/week/night - anul/luna/săptămâna/noaptea trecut(ă),</p>
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<p>luni/patru săptămâni/ zece nopți în urmă in 1995 - în 1995</p> <p>2. O succesiune de acțiuni trecute: <i>e.g.</i>: They spent a term in a bank, went to specialize abroad for a month, then returned to their respective jobs at the ministry and felt perfectly able to cope with the new tasks of modernizing the Romanian financial and legal system. - Ei au petrecut un trimestru într-o bancă, au plecat la specializare în străinătate pentru o lună, apoi s-au întors fiecare la slujba sa și s-au simțit perfect capabili de a face față noilor sarcini privind modernizarea sistemului financiar și juridic românesc.</p> <p>3. O acțiune repetată în trecut: <i>e.g.</i> When he was a student, he went to the library almost every day. - Când era student se ducea la biblioteca aproape în fiecare zi.</p> <p><i>Notă:</i> Aceste situații pot fi redată și cu ajutorul auxiliarelor <i>used to</i> și <i>would</i>. <i>e.g.</i> When he was a student, he used to/would go to the library almost every day. - Când era student se ducea/obișnuia să meargă la biblioteca aproape în fiecare zi.</p> <p>4. Întrebări în legătură cu timpul în care s-a desfășurat o acțiune anume: <i>e.g.</i>: When did you reach Chicago? - Când ai ajuns la Chicago?</p> <p>5. În vorbirea indirectă, cu valoare de prezent, pentru a respecta regulile de concordanță temporală (înlocuiește Present Simple). <i>e.g.</i>: Jane said: "I want to buy this car" devine Jane said (that) she wanted to buy a car. - Jane a spus: " Vreau să cumpăr această mașină" devine Jane a spus că vrea să cumpere această mașină.</p>	<p>two years/three months/four weeks/ten nights ago - cu doi ani/trei luni/patru săptămâni/ zece nopți în urmă in 1995 - în 1995</p> <p>2. O acțiune (eventual o stare) surprinsă în curs de desfășurare sau evoluție de o acțiune (eventual de un moment) de care este intersectată. <i>e.g.</i>: The telephone was ringing as I entered the house. - Telefonul suna atunci când am intrat în casă.</p> <p>3. Pentru a reda simultaneitatea desfășurării a două (sau mai multe) acțiuni, acestea se redau cu Past Tense Continuous. <i>e.g.</i>: I was playing the piano while my father was sleeping. - Cântam la pian în timp ce tata dormea.</p> <p>4. Cu valoare de viitor, pentru a exprima un aranjament cu caracter viitor foarte apropiat, văzut din perspectiva trecutului. <i>e.g.</i>: He told me he was going home as he was very tired. - Mi-a spus că se ducea acasă întrucât era foarte obosit.</p> <p>5. În vorbirea indirectă se folosește în locul prezentului continuu (conform regulii de corespondență a timpurilor), având echivalență de prezent. <i>e.g.</i>: John said "I am watching TV" devine John said (that) he was watching TV". - John a spus: "Mă uit la televizor" devine John a spus/spunea că se uita/se uită la televizor.</p>
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EXERCITII

I. Give the past tense of the following verbs:

to write, to go, to arrive, to buy, to sell, to discuss, to believe, to think, to trust, to be, to see, to understand, to know, to grow, to play, to move, to hear, to love.

II. Put the verbs in brackets into the Simple Past:

1. John (to come) yesterday afternoon.
2. Victor (to take) the dog out every day.
3. We (to help) our parents yesterday.
4. Father (to leave) the house an hour ago.
5. My sister (to begin) to study French last year.
6. He (to know) the truth.
7. We (to get up) at noon yesterday.
8. I (to swim) on the sea last year.
9. Jim (to sell) his car.
10. Peter (to have) his birthday-party yesterday.
11. George (to break) a glass.
12. Irene (to choose) another dress.
13. You (to be) late yesterday.
14. Mary (to lose) her umbrella.
15. The teacher (to teach) us a new poem yesterday.
16. I (to buy) a new computer last year.
17. Jane always (to wear) dark blue.
18. Father (to catch) a big fish yesterday.
19. Katie (to be) ill last Tuesday.
20. Dan (to spend) his weekend at home.
21. Katie (to be) ill last Tuesday.

III. Put the sentences from exercise II into the Interrogative and Negative Form.

IV. Put the verbs in brackets into the Past Tense Continuous. Pay attention to the place of the adverbs:

1. We still (to watch) television at dinner time.
2. You (to write) an exercise at this time yesterday.
3. He (to travel) to Bucharest at this time last Friday.
4. I (to read) the newspaper while you (to watch) that movie.
5. Yesterday it (to rain) between 5 and 7.
6. The wind (to blow) very strongly yesterday afternoon.
7. A fire (to burning) in the fireplace when I arrived home.
8. Yesterday we (to cross) the street when we saw a flying saucer.
9. Katie told her mother that her friends (to talk).
10. I (to play) the piano when you arrived home.

V. Put the sentences from exercise IV into the Interrogative and Negative Form.

VI. Use the Past Tense Simple or the Past Tense Continuous of the verbs given in brackets according to the meaning:

1. I (to go) to school yesterday when (to see) a house on fire.
2. It (to snow) heavily when he (to wake) up.

3. He (to remember) that his friend (to come) for lunch and (to decide) to prepare the meal.
4. He (to meet) her as he (to cross) the bridge.
5. He (to run) in the street when he (to fall) and (to break) his leg.
6. When I (to get up) this morning it (to be) so late that the sun (to shine) high in the sky.
7. "What you (to do) between 9.00 and 10.00 yesterday?" (to ask) the detective.
8. When I (to reach) the house my brothers (to discuss) about the holidays.
9. He (not to see) me as he (to read) a book when I (to come) into the room.
10. Somebody (to play) Paganini and all of us (to stop) to listen.
11. A traffic warden (to stick) a parking ticket to my wind screen when I (to come) back to the car.
12. We (to have) lunch when the telephone (to ring).
13. I (to learn) English when I (to live) in USA.
14. My cousins (to arrive) just as the train (to leave) the station.
15. Liam (to say) that she (to come) to see me the next day.
16. He (to wake up) at seven, (to shave), (to get) dressed, and (to leave) for work.
17. As it (to rain) the children (to play) in the house.
18. As she (to go) to work my mother (to meet) many pupils who (to hurry) to school.

VII. Translate into Romanian:

1. Soarele strălucea puternic, păsările cântau, era o zi superbă de primăvară.
2. Ieri pe vremea aceasta mă duceam la birou.
3. A plouat mult anul trecut în România?
4. Era singură la ora aceea pentru că fratele ei era la școală, mama ei făcea cumpărăturile iar tatăl ei lucra în grădină.
5. Cu cine vorbeai la telefon ieri când am intrat în cameră?
6. Ieri a plouat toată ziua așa că am stat acasă și m-am uitat la televizor.
7. În acea zi friguroasă de iarnă focul a ars toată ziua pentru a face cald în castel.
8. L-am văzut pe Harry când mă plimbam prin parc săptămâna trecută.
9. Când ceasul a bătut miezul nopții, unii dansau, alții stăteau de vorbă, unii chiar dormitau în așteptarea noului an.
10. Se înnopta, încă ningeă iar drumul până la cabană părea fără sfârșit.
11. Când am plecat de la poliție, bancherul și soția lui încă vorbeau cu un polițist.
12. Pe când îmi căutam carnetul de cecuri, a sunat telefonul; în timp ce mergeam să răspund, a sunat cineva la ușă.
13. Ai vândut automobilul sau i l-ai dat fiului tău?
14. Ieri ne plimbam în parc când a început să plouă.
15. Când ai fost ultima oară la medic?
16. Banca națională a României a luat o serie de măsuri financiare pentru a împiedica deprecierea monedei naționale.

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UNIT 9

THE PRESENT PERFECT TENSE

LESSON PLAN:

1. Form
2. Writing Rules
3. Use
4. Exercises

OBJECTIVES

At the end of this unit the students will be able:

- to supply the correct form of the simple present perfect tense,
- to supply the correct form of the present perfect continuous tense
- to translate simple phrases from English to Romanian using certain forms of the present perfect tense
- to translate simple phrases from Romanian to English using certain forms of the present perfect tense
- to understand the differences between the Present Perfect, Past Tense and Present Tense
- to supply the correct form of the verbs, choosing between the simple present perfect tense, the present perfect continuous tense, the simple past tense, the past continuous tense, the simple present tense and the present continuous tense
- to fill in the blanks of a given text

PRESENT PERFECT

1. CONSTRUCȚIA TIMPULUI

SIMPLE	CONTINUOUS
Propoziție AFIRMATIVĂ	
SB + to have (Present) + Past Participle (forma a treia a verbului).	SB + to have (Present) + been + vb- ing .
<i>Exemplu:</i>	
I have played You have played He, she, it has played We have played You have played They have played I have written You have written He, she, it has written We have written You have written	I have been playing You have been playing He, she, it has been playing We have been playing They have been playing

They have written	
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Propoziție **INTEROGATIVĂ**

To have (Present) + SB + Past Participle (forma a treia a verbului).	To have+SB+been+vb-ing?
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Exemplu:

Have I written? Have you written? Has he, she, it written? Have we written? Have you written? Have they written?	Have I been writing? Have you been writing? Has he, she it been writing? Have we been writing? Have you been writing? Have they been writing?
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Propoziție **NEGATIVĂ**

SB + to have (Present) + not + Past Participle (forma a treia a verbului).	SB + to have (Present) + not + been + vb- ing .
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Exemplu:

I have written You have not written He, she, it has not written We have not written You have not written They have not written	I have not been playing You have not been playing He, she, it has not been playing We have not been playing They have not been playing
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2. FOLOSIRE

<p>1. Acțiune începută în trecut care se continuă în prezent și se poate continua și în viitor (sau care se încheie exact în momentul vorbirii). Se folosește pentru întrebări puse cu how long, și cu următoarele adverbe: for - de (arată întreaga durată a acțiunii) since - din, de la (arată începutul perioadei, momentul inițial al acțiunii). <i>e.g.:</i> How long have you known him? I have known him for five years/since 1995. - Îl cunosc de cinci ani/din 1995.</p> <p>2. Acțiuni care au fost efectuate foarte de curând. Se folosesc adverbe de timp recent mai ales echivalente ale lui "de curând" sau "în ultima vreme": just, lately, of late, recently, in recent times, in recent years, in the last days/ weeks/months. <i>e.g.:</i> I have just finished my work - Tocmai mi-am terminat treaba.</p>	<p>1. Acțiunea continuă neîntreruptă, desfășurată într-o perioada care se extinde dintr-un moment trecut până în momentul prezent, existând posibilitatea de a se extinde și în viitor. <i>e.g.:</i> She has been waiting for Paul for two hours. - Ea îl așteaptă pe Paul de o oră.</p> <p>2. O acțiune continuă care a început în trecut și care tocmai s-a terminat în prezent (în momentul vorbirii) <i>e.g.:</i> I have been shopping for the last two hours. - Am făcut cumpărături în ultimele două ore.</p> <p>3. Acțiunea menționată s-a efectuat în mod continuu în cadrul unui interval de timp încă neîncheiat care mai continuă și în prezent (eventual și în viitor). <i>e.g.:</i> I have been working a lot this week. - Am muncit mult săptămâna aceasta.</p>
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I haven't seen him lately - Nu l-am văzut în ultima vreme.

3. Acțiunea menționată s-a efectuat în cadrul unui interval de timp încă neîncheiat care mai continuă și în prezent (eventual și în viitor), cu adverbe ca:

today - azi

these morning/week - în această dimineață/ săptămână.

e.g.: I have met him these morning - L-am întâlnit în această dimineață.

4. Acțiunea care a avut loc recent, fără a fi specificat momentul exact de timp, dar ale cărei rezultate sau consecințe în prezent sunt foarte importante.

e.g.: Peter has taken his pills and now he is much better. - Peter și-a luat pastilele și acum se simte mult mai bine.

ATENȚIE !!!!!

1. Nu confundați folosirea lui Present Perfect cu aceea a lui Present Tense. Dacă în text se arată că o acțiune a început undeva în trecut, folosim Present Perfect, chiar dacă în română traducerea se face cu timpul prezent.

e.g.: Profesorul este în clasă de două ore. Se traduce în engleză: The teacher has been in the classroom for two hours.

2. Nu confundați folosirea lui Present Perfect cu aceea a lui Past Tense.

Past Tense arată un moment determinat al acțiunii, de cele mai multe ori precizat prin adverbe de timp precis, el fiind prin excelență timpul narațiunii. Present Perfect ne arată că acțiunea este foarte clar legată de momentul prezent.

Iată câteva exemple ale căror comentarii vă pot ajuta să înțelegeți mai bine sensul diferit al frazelor ce folosesc unul sau altul dintre timpuri.

In this school many pupils have learnt. (În trecut au învățat aici niște copii, acum învață alții iar în viitor vor învăța alte serii)

In this school many children learnt. (În trecut au învățat aici niște copii, dar între timp școala s-a închis)

He has rung me up this morning. (Vorbim înainte de ora 12)

He rang me up this morning. (Vorbim după ora 12)

I have never seen Africa. (dar mai am posibilitatea să o fac)

Shakespeare never saw Africa. (viața lui s-a încheiat, deci nu mai are posibilitatea să o facă)

EXERCITII

I. Put in the verbs in brackets into the Present Perfect Simple Tense:

1. I wrote a letter to my friend in Bacău last week, but he (not answer) yet.
2. How long you (to know) each other?
3. My friend (not to arrive) yet.
4. You ever (to eat) porridge?
5. She (to know) him for twenty years.
6. I (not to see) my brother lately.
7. I just (to have) the lunch.
8. Robin just (to tell) a very good joke.
9. My friend never (to visit) London.
10. John (to live) in Bucharest for a year.
11. I (to forget) her name.
12. Unemployment (to grow) lately.
13. This is the best joke I ever (to hear).
14. It (to be) cold since yesterday morning.
15. Mother (cook) the dinner.
16. I (to study) English since October.
17. I don't know Stephen. I (not to meet) him yet.
18. How long Mary (to talk) on the telephone.
19. The baby (to be) asleep for three hours.
20. He (to read) all your books.

II. Put the sentences in the exercise I in the Interrogative and Negative (or, if they are so, in the Affirmative) Form.

III. Put the verbs in brackets in the Present Perfect Continuous Tense:

1. Irene (to live) here since 1973.
2. Paul (to wait) for Jane for half an hour.
3. It (to snow) for three days.
4. That man (to stand) in the rain since 3 o'clock.
5. We (to watch) TV for four hours.
6. John (to drive) since seven o'clock in the morning.
7. Helen (to dream) of this trip for a very long time.
8. I (to look forward).
9. The prices (to rise) for some time.
10. I (to attend) concerts for three years.

IV. Put the sentences in exercises III in the Interrogative and Negative Form.

V. Put the verbs in brackets into the Present Perfect Simple or the Present Perfect Continuous Tense:

1. We (to walk) ten kilometres.
2. The police (to look) for Billy for three months.

3. We (to walk) for three hours.
4. Billy (to eat) ten ice-creams.
5. He (to sleep) since ten o'clock, I think it's time for him to wake up.
6. I (to work) for him for ten years.
7. It (to rain) for ten hours. I hope it will stop till everybody gets crazy!
8. He (to hope) for a rise in salary for six months but he (not) dare to ask for it yet.
9. I (to try) to open this door for half an hour.
10. My sister (to change) a lot lately.
11. We (to wait) for Susan since dawn, but she (not to come) home yet.
12. He (to sleep) for three hours.
13. I (not to see) her for ages.
14. He (to throw) stones at the wrong windows. His friend lives next door.
15. He (to be) in prison for a year.
16. You (to stare) at me for 5 minutes!
17. He is not home, he just (to leave).
18. I never (to read) such a beautiful story. You should publish it!
19. My friend (to translate) legislation since 1998.
20. I (to try) to get in touch with him for a week.

VI. Put the verbs in brackets in the Past Tense (Simple or Continuous) or Present Perfect (Simple or Continuous):

1. I (to leave) here since 1973 since my parents (to buy) this house.
2. He (to live) in Bucharest for two years and then he (to go) to Mangalia.
3. Shakespeare (to write) a lot of plays.
4. My secretary (to type) letters since 8 o'clock this morning but she (to finish) only three of them so far.
5. My children (to go) to cinema three hours ago and they (not to come) back yet.
6. I (not to see) him for twenty years, since we (to be) children.
7. I can't go home because I (not to finish) my work yet.
8. He (not to play) football since he (to break) his leg.
9. You (to see) the moon last night?
10. They (to arrive) late last night, so I (not to tell) them the truth yet.
11. The Second World War (to last) for four years.
12. How long you (to know) your boss?
13. Where else (to be) since you (to arrive) in Bucharest?
14. I (to listen) to your speech on radio yesterday, and I have to confess that I never (to listen) to something like this in all my life.
15. You (to go) there last week?
16. We (to watch TV since seven o'clock, but we (to talk) most of the time.
17. My aunt (to leave) Romania for a month and I (not to hear) any news about her ever since.
18. Mark (to work) on his report since he (to come) in.
19. Columbus (to discover) America in 1492.
20. Mother (to come) home half an hour ago and she (to cook) since then.
21. I (to look) for my wallet for five minutes and I can't remember where I last (to see) it.
22. Today I (to work) since breakfast and I (not to have) dinner yet.
23. I (to live) in Bucharest for 30 years. When I (to move) here, few people (to live) in this neighbourhood.

24. We (not to receive) any letter for him but we already (to get) a phone call.

VII. Translate into Romanian, using Present Tense Simple and Continuous, Past Tense Simple and Continuous and Present Perfect Simple and Continuous:

1. Firma lui a dat faliment și el nu și-a găsit încă un alt post de contabil.
2. Unde ai fost?
3. De când ești aici?
4. N-am mai văzut-o de trei ani.
5. Claudiu a venit de la școală la ora 12 și de atunci vorbește la telefon cu colegul lui de bancă.
6. Mama tocmai a plecat.
7. Am cumpărat mașina noastră cea nouă acum trei ani, dar de atunci am tot reparat câte ceva la ea.
8. N-am văzut niciodată Jamaica.
9. Ieri pe când veneam acasă a început să plouă torențial.
10. Vă cunoașteți?
11. Am primit această carte când am împlinit zece ani.
12. Anul trecut ai vizitat Anglia, acum doi ani ai vizitat Franța iar acum abia te-ai întors din Germania. N-ai obosit să te tot plimbi?
13. Lucrăm la acest proiect de două săptămâni la acest proiect.
14. Stau în București de 7 ani, de când am terminat facultatea.
15. Au trecut două luni de când Ana nu ne-a mai scris.
16. Nu mai e frig, dar plouă de aseară iar ieri a nins continuu de la trei la cinci.
17. După 1989 s-au înființat numeroase firme particulare.
18. Am studiat dreptul timp de patru ani iar în prezent mă pregătesc pentru a obține o diplomă de masterat în conducerea întreprinderii.
19. Nu l-am mai văzut de când a terminat facultatea.
20. Ieri pe vremea aceasta mă duceam spre bancă.
21. Contractul a fost semnat de toate părțile implicate.
22. În ultima vreme am fost atât de ocupat că am și uitat ce m-ai rugat.

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UNIT 10 THE PAST PERFECT TENSE

LESSON PLAN:

1. Form
2. Writing Rules
3. Use
4. Exercises

OBJECTIVES:

At the end of this unit the students will be able:

- to supply the correct form of the simple past perfect tense,
- to supply the correct form of the past perfect continuous tense
- to translate simple phrases from English to Romanian using certain forms of the past perfect tense
- to translate simple phrases from Romanian to English using certain forms of the past perfect tense
- to understand the differences between the Present Perfect, Past Tense and Past Perfect Tense

PAST PERFECT

1. CONSTRUCȚIA TIMPULUI

SIMPLE	C O N T I N U O U S
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Propoziție **AFIRMATIVĂ**

SB + had + Past Participle (forma a treia a verbului).	SB + had + been+ vb- ing .
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Exemplu:

<p>I had played You had played He, she, it had played We had played You had played They had played</p> <p>I had written You had written He, she, it had written We had written You had written They had written</p>	<p>I had been writing You had been writing He, she, it had been writing We had been writing They had been writing</p>
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Propoziție **INTEROGATIVĂ**

Had + SB + Past Participle (forma a treia a verbului).	Had + SB + Been + Vb-ing?
--	---------------------------

Exemplu:

Had I written? Had you written? Had he, she, it written? Had we written? Had you written? Had they written?	Had I been writing? Had you been writing? Had he, she it been writing? Had we been writing? Had you been writing? Had they been writing?
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Propoziție **NEGATIVĂ**

SB + had + not + Past Participle (forma a treia a verbului).	SB + had + not + been + vb- ing .
--	--

Exemplu:

I had not written You had not written He, she, it had not written We had not written You had not written They had not written	I had not been writing You had not been writing He, she, it had not been writing We had not been writing They had not been writing
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2. FOLOSIRE

<p>1. Acțiune sau stare trecută încheiată înaintea unei alte acțiuni trecute sau a unui moment trecut, sau care a durat până la începerea celeilalte acțiuni trecute ori până la un moment trecut. <i>e.g.:</i> When I met him he had been a sailor for ten years. - Atunci când l-am întâlnit era marinar de 10 ani. <i>e.g.:</i> He had eaten and then he went to school. - El a mâncat și apoi a plecat la școală.</p>	<p>1. Acțiune continuă trecută, care a început înaintea unei alte acțiuni din trecut sau a unui moment din trecut. <i>e.g.:</i> When we arrived there, it had been snowing for two weeks. - Când am ajuns acolo, ningea de două săptămâni.</p>
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EXERCIIII

I. Put the verbs in brackets into the Past Perfect Simple:

- At last my secretary handed me the letters she (to type).
- As we (not to eat) yet, we all felt very hungry.
- She answered my question after I (to repeat) it four times.
- They (to be married) for five years when they finally had a child.
- Her grandmother died after she (to be) ill for two years.
- I (to eat) and then I went to school.
- They (not to see) each other for a long time, but Maria (to buy) tickets for the theatre that evening.

8. No sooner John (to remember) her telephone number than he tried to call her up.
9. The policeman wanted to know why she (to come) to that bank.
10. The lights hardly (to go out) when a strange noise was heard.
11. We (to see) that film by Friday.
12. No sooner (to sing) Alice a song than she began another.
13. When he arrived at the airport, the plane already (to arrive).
14. He told me that he never (to meet) you.
15. I already (to tell) her the news when you came in.

II. Put the sentences from exercise I in the Interrogative and Negative Form.

III. Put the verbs in brackets into the Past Perfect Continuous:

1. I (to work) for that company for a year when they merge with CMB in 1999.
2. They (to sail) for a fortnight when they finally saw an island.
3. By that time she (to play) the piano for two hours.
4. When she reached the office, the General manger and the American team (to negotiate) for an hour without reaching an agreement.
5. After we (to run) for an hour we felt terribly hungry.
6. I wondered what she (to do) all that time.
7. In 1995 they (to live) in Romania for three years.
8. He (to watch) TV for an hour when you got home, hadn't he?
9. You (to sleep) for three hours when I came in.
10. The manager (to wait) for you for half an hour when you finally arrived.

IV. Put the sentences from exercise III in the Interrogative and Negative Form.

V. Use the appropriate tense (using all the tenses that you have already learnt) of the verbs in the brackets:

1. I (to realize) that she (to come) with me in order to discuss once more wht she already (to discuss) for hours with my husband.
2. Before he (to retire) Mr. Popescu (to work) as a bank manager all his life.
3. Before becoming judge, he (to be) a barrister for ten years.
4. George (not to eat) until his parents (to come) home.
5. After the presidents of the two corporations (to sign) the agreement, they (to go) to a party.
6. How long your mother (to knit) when your father (to arrive) home last night?
7. The driver (to stop) his car because the lights (to change) to red.
8. By the end of last year they (to study) English for three years.
9. On reaching the station he (to find) that his friend just (to arrive).
10. She (to be) my best friends since I (to be) a child, a few months after I first (to meet) her.
11. The same day my lawyer (to arrive), I (to receive) a postcard from him.
12. I already (to see) this film, and my mother (to tell) me that she (to see) it in her childhood, too.

13. They already (to be) through the Customs and their luggage (to be) examined when I (to arrive) at the Customs House.
14. The thief was caught after he (to dispose) of the stolen goods.
15. The bank manager (to be) my friend for twenty years.

VI. Translate into English:

1. Mi-a spus că tocmai s-a întors de la birou.
2. Nu știam că faceți comerț cu această firmă de atâția ani.
3. Când poliția a găsit-o pe fetiță ea se plimba singură pe străzi de ore întregi.
4. S-a hotărât să studieze și o facultate economică, pentru că i se părea că doar cunoștințele juridice pe care le avea nu-i erau de ajuns.
5. Am mâncat, m-am spălat și după ce m-am odihnit o oră am plecat la școală.
6. Până în iulie fuseseră angajați 20 de economiști și 15 juriști cu experiență în domeniul negocierilor comerciale.
7. Marina mi-a spus că lucrează într-o bancă de când a terminat liceul și că nu s-a așteptat să-i placă atât de mult.
8. Ieri pe vremea aceasta scriam de două ore.
9. Mergeam pe munte de trei ore când mi-am amintit că nu mi-am sunat nici contabilul nici avocatul.
10. Peter m-a întrebat de ce am ajuns acolo atât de târziu.
11. Am locuit în Timișoara trei ani înainte de a ne muta la Satu Mare.
12. Înainte ca efectuarea cumpărăturilor prin intermediul internetului să devină atât de ușoară, mama trebuia să alerge după cumpărături în fiecare zi.
13. Mi-a spus că voia de mult timp să mă cunoască.

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UNIT 11

THE MYERS-BRIGGS PERSONALITY APPROACH- THE 16 PERSONALITY TYPES (1)

LESSON PLAN:

- 1.Revision of the 4 temperament types (lessons 5,6,7)
- 2.Reading the text using dictionaries/encyclopaedia
- 3.Translating the text
- 4.Each student should try to describe himself/herself using the given vocabulary

OBJECTIVES

At the end of this unit the students will be able:

- to read and translate the text
- to use the personality-related vocabulary
- to use the given categories and types in order to describe themselves and others

Information About Personality Types

Personality typing is a tool with many uses. It's especially notable for its helpfulness in the areas of growth and self-development. Learning and applying the theories of personality type can be a powerful and rewarding experience, if it is used as a tool for discovery, rather than as a method for putting people into boxes, or as an excuse for behavior.

The sixteen personality types are based on the well-known research of Carl Jung, Katharine C. Briggs, and Isabel Briggs Myers. Carl Jung first developed the theory that individuals each had a psychological type. He believed that there were two basic kinds of "functions" which humans used in their lives: how we take in information (how we "perceive" things), and how we make decisions. He believed that within these two categories, there were two opposite ways of functioning. We can perceive information via 1) our senses, or 2) our intuition. We can make decisions based on 1) objective logic, or 2) subjective feelings. Jung believed that we all use these four functions in our lives, but that each individual uses the different functions with a varying amount of success and frequency. He believed that we could identify an order of preference for these functions within individuals. The function which someone uses most frequently is their "dominant" function. The dominant function is supported by an auxiliary (2nd) function, tertiary (3rd) function, and inferior (4th) function. He asserted that individuals either "extraverted" or "introverted" their dominant function. He felt that the dominant function was so important, that it overshadowed all of the other functions in terms of defining personality type. Therefore, Jung defined eight personality types:

1. Extraverted Sensing (modern types: ESFP, ESTP)
2. Introverted Sensing (modern types: ISTJ, ISFJ)
3. Extraverted Intuition (modern types: ENFP, ENTP)
4. Introverted Intuition (modern types: INFJ, INTJ)
5. Extraverted Thinking (modern types: ESTJ, ENTJ)
6. Introverted Thinking (modern types: ISTP, INTP)
7. Extraverted Feeling (modern types: ESFJ, ENFJ)
8. Introverted Feeling (modern types: INFP, ISFP)

Katharine Briggs expounded upon Jung's work, quietly working in silence and developing his theories further. But it was Katharine's daughter Isabel who was really responsible for making the work on Personality Types visible. Isabel, using her mother's work and Jung's work, asserted the importance of the auxiliary function working with the dominant function in defining Personality Type. While incorporating the auxiliary function into the picture, it became apparent that there was another distinctive preference which hadn't been defined by Jung: Judging and Perceiving. The developed theory today is that every individual has a primary mode of operation within four categories:

1. our flow of energy
2. how we take in information
3. how we prefer to make decisions
4. the basic day-to-day lifestyle that we prefer

Within each of these categories, we "prefer" to be either:

1. Extraverted or Introverted
2. Sensing or iNtuitive
3. Thinking or Feeling
4. Judging or Perceiving

We all naturally use one mode of operation within each category more easily and more frequently than we use the other mode of operation. So, we are said to "prefer" one function over the other. The combination of our four "preferences" defines our personality type. Although everybody functions across the entire spectrum of the preferences, each individual has a natural preference which leans in one direction or the other within the four categories.

Our **Flow of Energy** defines how we receive the essential part of our stimulation. Do we receive it from within ourselves (Introverted) or from external sources (Extraverted)? Is our dominant function focused externally or internally?

The topic of how we **Take in Information** deals with our preferred method of taking in and absorbing information. Do we trust our five senses (Sensing) to take in information, or do we rely on our instincts (iNtuitive)?

The third type of preference, how we prefer to **Make Decisions**, refers to whether we are prone to decide things based on logic and objective consideration (Thinking), or based on our personal, subjective value systems (Feeling).

These first three preferences were the basis of Jung's theory of Personality Types. Isabel Briggs Myers developed the theory of the fourth preference, which is concerned with how we deal with the external world on a **Day-to-day Basis**. Are we organized and purposeful, and more comfortable with scheduled, structured environments (Judging), or are we flexible and diverse, and more comfortable with open, casual environments (Perceiving)? From a theoretical perspective, we know that if our highest Extraverted function is a Decision Making function, we prefer Judging. If our highest Extraverted function is an Information Gathering function, we prefer Perceiving.

Personality Types Today

The theory of Personality Types, as it stand today, contends that:

An individual is either primarily Extraverted or Introverted

An individual is either primarily Sensing or iNtuitive

An individual is either primarily Thinking or Feeling

An individual is either primarily Judging or Perceiving

The possible combinations of the basic preferences form 16 different Personality Types. This does not mean that all (or even most) individuals will fall strictly into one category or another. If we learn by applying this tool that we are primarily Extraverted, that does not mean that we don't also perform Introverted activities. We all function in all of these realms on a daily basis. As we grow and learn, most of us develop the ability to function well in realms which are not native to our basic personalities. In the trials and tribulations of life, we develop some areas of ourselves more thoroughly than other areas. With this in mind, it becomes clear that we cannot box

individuals into prescribed formulas for behavior. However, we can identify our natural preferences, and learn about our natural strengths and weaknesses within that context.

The theory of Personality Types contends that each of us has a natural preference which falls into one category or the other in each of these four areas, and that our native Personality Type indicates how we are likely to deal with different situations that life presents, and in which environments we are most comfortable.

Learning about our Personality Type helps us to understand why certain areas in life come easily to us, and others are more of a struggle. Learning about other people's Personality Types help us to understand the most effective way to communicate with them, and how they function best.

Practical Application for Personality Types

Career Guidance What types of tasks are we most suited to perform? Where are we naturally most happy?

Managing Employees How can we best understand an employee's natural capabilities, and where they will find the most satisfaction?

Inter-personal Relationships How can we improve our awareness of another individual's Personality Type, and therefore increase our understanding of their reactions to situations, and know how to best communicate with them on a level which they will understand?

Education How can we develop different teaching methods to effectively educate different types of people?

Counselling How we can help individuals understand themselves better, and become better able to deal with their strengths and weaknesses?

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<http://www.personalitypage.com/portraits.html>

UNIT 12

THE MYERS-BRIGGS PERSONALITY APPROACH- THE 16 PERSONALITY TYPES

(2)

LESSON PLAN:

- 1.Revision of the criteria used in describing the 16 temperament types (lesson 11)
- 2.Reading the text using dictionaries/encyclopaedia
- 3.Translating the text
- 4.Each student should try to describe himself/herself and at least onether individual using the given vocabulary, specifying exactly what personality type does the chosen person belongs to

OBJECTIVES:

At the end of this unit the students will be able:

- to read and translate the text
- to use the personality-related vocabulary
- to use the given categories and types in order to describe themselves and others
- to recognize the pattern of a specific personality type
- to speak and write about a specific personality type

Portrait of an ISTJ - Introverted Sensing Thinking Judging (Introverted Sensing with Extraverted Thinking)

The Duty Fulfiller

As an ISTJ, your primary mode of living is focused internally, where you take things in via your five senses in a literal, concrete fashion. Your secondary mode is external, where you deal with things rationally and logically.

ISTJs are quiet and reserved individuals who are interested in security and peaceful living. They have a strongly-felt internal sense of duty, which lends them a serious air and the motivation to follow through on tasks. Organized and methodical in their approach, they can generally succeed at any task which they undertake.

ISTJs are very loyal, faithful, and dependable. They place great importance on honesty and integrity. They are "good citizens" who can be depended on to do the right thing for their families and communities. While they generally take things very seriously, they also usually have an offbeat sense of humor and can be a lot of fun - especially at family or work-related gatherings.

ISTJs tend to believe in laws and traditions, and expect the same from others. They're not comfortable with breaking laws or going against the rules. If they are able to see a good reason for stepping outside of the established mode of doing things, the ISTJ will support that effort. However, ISTJs more often tend to believe that things should be done according to procedures and plans. If an ISTJ has not developed their Intuitive side sufficiently, they may become overly obsessed with structure, and insist on doing everything "by the book".

The ISTJ is extremely dependable on following through with things which he or she has promised. For this reason, they sometimes get more and more work piled on them. Because the ISTJ has such a strong sense of duty, they may have a difficult time saying "no" when they are given more work than they can reasonably handle. For this reason, the ISTJ often works long hours, and may be unwittingly taken advantage of.

The ISTJ will work for long periods of time and put tremendous amounts of energy into doing any task which they see as important to fulfilling a goal. However, they will resist putting energy into things which don't make sense to them, or for which they can't see a practical application. They prefer to work alone, but work well in teams when the situation demands it. They like to be accountable for their actions, and enjoy being in positions of authority. The ISTJ has little use for theory or abstract thinking, unless the practical application is clear.

ISTJs have tremendous respect for facts. They hold a tremendous store of facts within themselves, which they have gathered through their Sensing preference. They may have difficulty understanding a theory or idea which is different from their own perspective. However, if they are shown the importance or relevance of the idea to someone who they respect or care about, the idea becomes a fact, which the ISTJ will internalize and support. Once the ISTJ supports a cause or idea, he or she will stop at no lengths to ensure that they are doing their duty of giving support where support is needed.

The ISTJ is not naturally in tune with their own feelings and the feelings of others. They may have difficulty picking up on emotional needs immediately, as they are presented. Being perfectionists themselves, they have a tendency to take other people's efforts for granted, like they take their own efforts for granted. They need to remember to pat people on the back once in a while.

ISTJs are likely to be uncomfortable expressing affection and emotion to others. However, their strong sense of duty and the ability to see what needs to be done in any situation usually allows them to overcome their natural reservations, and they are usually quite supporting and caring individuals with the people that they love. Once the ISTJ realizes the emotional needs of those who are close to them, they put forth effort to meet those needs.

The ISTJ is extremely faithful and loyal. Traditional and family-minded, they will put forth great amounts of effort at making their homes and families running smoothly. They are responsible parents, taking their parenting roles seriously. They are usually good and generous providers to their families. They care deeply about those close to them, although they usually are not comfortable with expressing their love. The ISTJ is likely to express their affection through actions, rather than through words.

ISTJs have an excellent ability to take any task and define it, organize it, plan it, and implement it through to completion. They are very hard workers, who do not allow obstacles to get in the way of performing their duties. They do not usually give themselves enough credit for their achievements, seeing their accomplishments simply as the natural fulfillment of their obligations. ISTJs usually have a great sense of space and function, and artistic appreciation. Their homes are likely to be tastefully furnished and immaculately maintained. They are acutely aware of their senses, and want to be in surroundings which fit their need for structure, order, and beauty.

Under stress, ISTJs may fall into "catastrophe mode", where they see nothing but all of the possibilities of what could go wrong. They will berate themselves for things which they should have done differently, or duties which they failed to perform. They will lose their ability to see things calmly and reasonably, and will depress themselves with their visions of doom.

In general, the ISTJ has a tremendous amount of potential. Capable, logical, reasonable, and effective individuals with a deeply driven desire to promote security and peaceful living, the ISTJ has what it takes to be highly effective at achieving their chosen goals - whatever they may be.

Jungian functional preference ordering:

Dominant: Introverted Sensing

Auxiliary: Extraverted Thinking

Tertiary: Introverted Feeling

Inferior: Extraverted Intuition

Portrait of an ESTJ - Extraverted Sensing Thinking Judging (Extraverted Thinking with Introverted Sensing)

The Guardian

As an ESTJ, your primary mode of living is focused externally, where you deal with things rationally and logically. Your secondary mode is internal, where you take things in via your five senses in a literal, concrete fashion.

ESTJs live in a world of facts and concrete needs. They live in the present, with their eye constantly scanning their personal environment to make sure that everything is running smoothly and systematically. They honor traditions and laws, and have a clear set of standards and beliefs. They expect the same of others, and have no patience or understanding of individuals who do not value these systems. They value competence and efficiency, and like to see quick results for their efforts.

ESTJs are take-charge people. They have such a clear vision of the way that things should be, that they naturally step into leadership roles. They are self-confident and aggressive. They are extremely talented at devising systems and plans for action, and at being able to see what steps need to be taken to complete a specific task. They can sometimes be very demanding and critical, because they have such strongly held beliefs, and are likely to express themselves without reserve if they feel someone isn't meeting their standards. But at least their expressions can be taken at face-value, because the ESTJ is extremely straight-forward and honest.

The ESTJ is usually a model citizen, and pillar of the community. He or she takes their commitments seriously, and follows their own standards of "good citizenship" to the letter. ESTJ enjoys interacting with people, and likes to have fun. ESTJs can be very boisterous and fun at social events, especially activities which are focused on the family, community, or work.

The ESTJ needs to watch out for the tendency to be too rigid, and to become overly detail-oriented. Since they put a lot of weight in their own beliefs, it's important that they remember to value other people's input and opinions. If they neglect their Feeling side, they may have a problem with fulfilling other's needs for intimacy, and may unknowingly hurt people's feelings by applying logic and reason to situations which demand more emotional sensitivity.

When bogged down by stress, an ESTJ often feels isolated from others. They feel as if they are misunderstood and undervalued, and that their efforts are taken for granted. Although normally the ESTJ is very verbal and doesn't have any problem expressing themselves, when under stress they have a hard time putting their feelings into words and communicating them to others.

ESTJs value security and social order above all else, and feel obligated to do all that they can to enhance and promote these goals. They will mow the lawn, vote, join the PTA, attend home owners association meetings, and generally do anything that they can to promote personal and social security.

The ESTJ puts forth a lot of effort in almost everything that they do. They will do everything that they think should be done in their job, marriage, and community with a good amount of energy. He or she is conscientious, practical, realistic, and dependable. While the ESTJ will dutifully do everything that is important to work towards a particular cause or goal, they might not naturally see or value the importance of goals which are outside of their practical scope. However, if the ESTJ is able to see the relevance of such goals to practical concerns, you can bet that they'll put every effort into understanding them and incorporating them into their quest for clarity and security.

Jungian functional preference ordering:

Dominant: Extraverted Thinking

Auxiliary: Introverted Sensing

Tertiary: Extraverted Intuition

Inferior: Introverted Feeling

Portrait of an ISFJ - Introverted Sensing Feeling Judging (Introverted Sensing with Extraverted Feeling)

The Nurturer

As an ISFJ, your primary mode of living is focused internally, where you take things in via your five senses in a literal, concrete fashion. Your secondary mode is external, where you deal with things according to how you feel about them, or how they fit into your personal value system.

ISFJs live in a world that is concrete and kind. They are truly warm and kind-hearted, and want to believe the best of people. They value harmony and cooperation, and are likely to be very sensitive to other people's feelings. People value the ISFJ for their consideration and awareness, and their ability to bring out the best in others by their firm desire to believe the best.

ISFJs have a rich inner world that is not usually obvious to observers. They constantly take in information about people and situations that is personally important to them, and store it away. This tremendous store of information is usually startlingly accurate, because the ISFJ has an exceptional memory about things that are important to their value systems. It would not be uncommon for the ISFJ to remember a particular facial expression or conversation in precise detail years after the event occurred, if the situation made an impression on the ISFJ.

ISFJs have a very clear idea of the way things should be, which they strive to attain. They value security and kindness, and respect traditions and laws. They tend to believe that existing systems are there because they work. Therefore, they're not likely to buy into doing things in a new way, unless they're shown in a concrete way why it's better than the established method.

ISFJs learn best by doing, rather than by reading about something in a book, or applying theory. For this reason, they are not likely to be found in fields which require a lot of conceptual analysis or theory. They value practical application. Traditional methods of higher education, which require a lot of theorizing and abstraction, are likely to be a chore for the ISFJ. The ISFJ learns a task best by being shown its practical application. Once the task is learned, and its practical importance is understood, the ISFJ will faithfully and tirelessly carry through the task to completion. The ISFJ is extremely dependable.

The ISFJ has an extremely well-developed sense of space, function, and aesthetic appeal. For that reason, they're likely to have beautifully furnished, functional homes. They make extremely good interior decorators. This special ability, combined with their sensitivity to other's feelings and desires, makes them very likely to be great gift-givers - finding the right gift which will be truly appreciated by the recipient.

More so than other types, ISFJs are extremely aware of their own internal feelings, as well as other people's feelings. They do not usually express their own feelings, keeping things inside. If they are negative feelings, they may build up inside the ISFJ until they turn into firm judgments against individuals which are difficult to unseed, once set. Many ISFJs learn to express themselves, and find outlets for their powerful emotions.

Just as the ISFJ is not likely to express their feelings, they are also not likely to let on that they know how others are feeling. However, they will speak up when they feel another individual really needs help, and in such cases they can truly help others become aware of their feelings.

The ISFJ feels a strong sense of responsibility and duty. They take their responsibilities very seriously, and can be counted on to follow through. For this reason, people naturally tend to rely on them. The ISFJ has a difficult time saying "no" when asked to do something, and may become over-burdened. In such cases, the ISFJ does not usually express their difficulties to others, because they intensely dislike conflict, and because they tend to place other people's needs over their own. The ISFJ needs to learn to identify, value, and express their own needs, if they wish to avoid becoming over-worked and taken for granted.

ISFJs need positive feedback from others. In the absence of positive feedback, or in the face of criticism, the ISFJ gets discouraged, and may even become depressed. When down on themselves or under great stress, the ISFJ begins to imagine all of the things that might go critically wrong in their life. They have strong feelings of inadequacy, and become convinced that "everything is all wrong", or "I can't do anything right".

The ISFJ is warm, generous, and dependable. They have many special gifts to offer, in their sensitivity to others, and their strong ability to keep things running smoothly. They need to remember to not be overly critical of themselves, and to give themselves some of the warmth and love which they freely dispense to others.

Jungian functional preference ordering:

Dominant: Introverted Sensing

Auxilliary: Extraverted Feeling

Tertiary: Introverted Thinking

Inferior: Extraverted Intuition

**Portrait of an ESFJ - Extraverted Sensing Feeling Judging
(Extraverted Feeling with Introverted Sensing)**

The Caregiver

As an ESFJ, your primary mode of living is focused externally, where you deal with things according to how you feel about them, or how they fit in with your personal value system. Your secondary mode is internal, where you take things in via your five senses in a literal, concrete fashion.

ESFJs are people persons - they love people. They are warmly interested in others. They use their Sensing and Judging characteristics to gather specific, detailed information about others, and turn this information into supportive judgments. They want to like people, and have a special skill at bringing out the best in others. They are extremely good at reading others, and understanding their point of view. The ESFJ's strong desire to be liked and for everything to be pleasant makes them highly supportive of others. People like to be around ESFJs, because the ESFJ has a special gift of invariably making people feel good about themselves.

The ESFJ takes their responsibilities very seriously, and is very dependable. They value security and stability, and have a strong focus on the details of life. They see before others do what needs to be done, and do whatever it takes to make sure that it gets done. They enjoy these types of tasks, and are extremely good at them.

ESFJs are warm and energetic. They need approval from others to feel good about themselves. They are hurt by indifference and don't understand unkindness. They are very giving people, who get a lot of their personal satisfaction from the happiness of others. They want to be appreciated for who they are, and what they give. They're very sensitive to others, and freely give practical care. ESFJs are such caring individuals, that they sometimes have a hard time seeing or accepting a difficult truth about someone they care about.

With Extraverted Feeling dominating their personality, ESFJs are focused on reading other people. They have a strong need to be liked, and to be in control. They are extremely good at reading others, and often change their own manner to be more pleasing to whoever they're with at the moment.

The ESFJ's value system is defined externally. They usually have very well-formed ideas about the way things should be, and are not shy about expressing these opinions. However, they weigh their values and morals against the world around them, rather than against an internal value system. They may have a strong moral code, but it is defined by the community that they live in, rather than by any strongly felt internal values.

ESFJs who have had the benefit of being raised and surrounded by a strong value system that is ethical and centered around genuine goodness will most likely be the kindest, most generous souls who will gladly give you the shirt off of their back without a second thought. For these individuals, the selfless quality of their personality type is genuine and pure. ESFJs who have not had the advantage of developing their own values by weighing them against a good external value system may develop very questionable values. In such cases, the ESFJ most often genuinely believes in the integrity of their skewed value system. They have no internal understanding of values to set them straight. In weighing their values against our society, they find plenty of support for whatever moral transgression they wish to justify. This type of ESFJ is

a dangerous person indeed. Extraverted Feeling drives them to control and manipulate, and their lack of Intuition prevents them from seeing the big picture. They're usually quite popular and good with people, and good at manipulating them. Unlike their ENFJ cousin, they don't have Intuition to help them understand the real consequences of their actions. They are driven to manipulate other to achieve their own ends, yet they believe that they are following a solid moral code of conduct.

All ESFJs have a natural tendency to want to control their environment. Their dominant function demands structure and organization, and seeks closure. ESFJs are most comfortable with structured environments. They're not likely to enjoy having to do things which involve abstract, theoretical concepts, or impersonal analysis. They do enjoy creating order and structure, and are very good at tasks which require these kinds of skills. ESFJs should be careful about controlling people in their lives who do not wish to be controlled.

ESFJs respect and believe in the laws and rules of authority, and believe that others should do so as well. They're traditional, and prefer to do things in the established way, rather than venturing into uncharted territory. Their need for security drives their ready acceptance and adherence to the policies of the established system. This tendency may cause them to sometimes blindly accept rules without questioning or understanding them.

An ESFJ who has developed in a less than ideal way may be prone to being quite insecure, and focus all of their attention on pleasing others. He or she might also be very controlling, or overly sensitive, imagining bad intentions when there weren't any.

ESFJs incorporate many of the traits that are associated with women in our society. However, male ESFJs will usually not appear feminine at all. On the contrary, ESFJs are typically quite conscious about gender roles and will be most comfortable playing a role that suits their gender in our society. Male ESFJs will be quite masculine (albeit sensitive when you get to know them), and female ESFJs will be very feminine.

ESFJs at their best are warm, sympathetic, helpful, cooperative, tactful, down-to-earth, practical, thorough, consistent, organized, enthusiastic, and energetic. They enjoy tradition and security, and will seek stable lives that are rich in contact with friends and family.

Jungian functional preference ordering:

Dominant: Extraverted Feeling

Auxiliary: Introverted Sensing

Tertiary: Extraverted Intuition

Inferior: Introverted Thinking

**Portrait of an ISTP - Introverted Sensing Thinking Perceiving
(Introverted Thinking with Extraverted Sensing)**

The Mechanic

As an ISTP, your primary mode of living is focused internally, where you deal with things rationally and logically. Your secondary mode is external, where you take things in via your five senses in a literal, concrete fashion.

ISTPs have a compelling drive to understand the way things work. They're good at logical analysis, and like to use it on practical concerns. They typically have strong powers of reasoning, although they're not interested in theories or concepts unless they can see a practical application. They like to take things apart and see the way they work.

ISTPs have an adventuresome spirit. They are attracted to motorcycles, airplanes, sky diving, surfing, etc. They thrive on action, and are usually fearless. ISTPs are fiercely independent, needing to have the space to make their own decisions about their next step. They do not believe in or follow rules and regulations, as this would prohibit their ability to "do their own thing". Their sense of adventure and desire for constant action makes ISTPs prone to becoming bored rather quickly.

ISTPs are loyal to their causes and beliefs, and are firm believers that people should be treated with equity and fairness. Although they do not respect the rules of the "System", they follow

their own rules and guidelines for behavior faithfully. They will not take part in something which violates their personal laws. ISTPs are extremely loyal and faithful to their "brothers".

ISTPs like and need to spend time alone, because this is when they can sort things out in their minds most clearly. They absorb large quantities of impersonal facts from the external world, and sort through those facts, making judgments, when they are alone.

ISTPs are action-oriented people. They like to be up and about, doing things. They are not people to sit behind a desk all day and do long-range planning. Adaptable and spontaneous, they respond to what is immediately before them. They usually have strong technical skills, and can be effective technical leaders. They focus on details and practical things. They have an excellent sense of expediency and grasp of the details which enables them to make quick, effective decisions.

ISTPs avoid making judgments based on personal values - they feel that judgments and decisions should be made impartially, based on the fact. They are not naturally tuned in to how they are affecting others. They do not pay attention to their own feelings, and even distrust them and try to ignore them, because they have difficulty distinguishing between emotional reactions and value judgments. This may be a problem area for many ISTPs.

An ISTP who is over-stressed may exhibit rash emotional outbursts of anger, or on the other extreme may be overwhelmed by emotions and feelings which they feel compelled to share with people (often inappropriately). An ISTP who is down on themself will foray into the world of value judgments - a place which is not natural for the ISTP - and judge themself by their inability to perform some task. They will then approach the task in a grim emotional state, expecting the worst.

ISTPs are excellent in a crisis situations. They're usually good athletes, and have very good hand-eye coordination. They are good at following through with a project, and tying up loose ends. They usually don't have much trouble with school, because they are introverts who can think logically. They are usually patient individuals, although they may be prone to occasional emotional outbursts due to their inattention to their own feelings.

ISTPs have a lot of natural ability which makes them good at many different kinds of things. However, they are happiest when they are centered in action-oriented tasks which require detailed logical analysis and technical skill. They take pride in their ability to take the next correct step.

ISTPs are optimistic, full of good cheer, loyal to their equals, uncomplicated in their desires, generous, trusting and receptive people who want no part in confining commitments.

Jungian functional preference ordering:

Dominant: Introverted Thinking

Auxiliary: Extraverted Sensing

Tertiary: Introverted Intuition

Inferior: Extraverted Feeling

**Portrait of an ESTP - Extraverted Sensing Thinking Perceiving
(Extraverted Sensing with Introverted Thinking)**

The Doer

As an ESTP, your primary mode of living is focused externally, where you take things in via your five senses in a literal, concrete fashion. Your secondary mode is internal, where you deal with things rationally and logically.

ESTPs are outgoing, straight-shooting types. Enthusiastic and excitable, ESTPs are "doers" who live in the world of action. Blunt, straight-forward risk-takers, they are willing to plunge right into things and get their hands dirty. They live in the here-and-now, and place little importance on introspection or theory. They look at the facts of a situation, quickly decide what should be done, execute the action, and move on to the next thing.

ESTPs have an uncanny ability to perceive people's attitudes and motivations. They pick up on little cues which go completely unnoticed by most other types, such as facial expressions and

stance. They're typically a couple of steps ahead of the person they're interacting with. ESTPs use this ability to get what they want out of a situation. Rules and laws are seen as guidelines for behavior, rather than mandates. If the ESTP has decided that something needs to be done, then their "do it and get on with it" attitude takes precedence over the rules. However, the ESTP tends to have their own strong belief in what's right and what's wrong, and will doggedly stick to their principles. The Rules of the Establishment may hold little value to the ESTP, but their own integrity mandates that they will not under any circumstances do something which they feel to be wrong.

ESTPs have a strong flair for drama and style. They're fast-moving, fast-talking people who have an appreciation for the finer things in life. They may be gamblers or spendthrifts. They're usually very good at story telling and improvising. They typically makes things up as they go along, rather than following a plan. They love to have fun, and are fun people to be around. They can sometimes be hurtful to others without being aware of it, as they generally do not know and may not care about the effect their words have on others. It's not that they don't care about people, it's that their decision-making process does not involve taking people's feelings into account. They make decisions based on facts and logic.

ESTP's least developed area is their intuitive side. They are impatient with theory, and see little use for it in their quest to "get things done". An ESTP will occasionally have strong intuitions which are often way off-base, but sometimes very lucid and positive. The ESTP does not trust their instincts, and is suspicious of other people's intuition as well.

The ESTP often has trouble in school, especially higher education which moves into realms where theory is more important. The ESTP gets bored with classes in which they feel they gain no useful material which can be used to get things done. The ESTP may be brilliantly intelligent, but school will be a difficult chore for them.

The ESTP needs to keep moving, and so does well in careers where he or she is not restricted or confined. ESTPs make extremely good salespersons. They will become stifled and unhappy dealing with routine chores. ESTPs have a natural abundance of energy and enthusiasm, which makes them natural entrepreneurs. They get very excited about things, and have the ability to motivate others to excitement and action. They can sell anyone on any idea. They are action-oriented, and make decisions quickly. All-in-all, they have extraordinary talents for getting things started. They are not usually so good at following through, and might leave those tasks to others. Mastering the art of following through is something which ESTPs should pay special attention to.

ESTPs are practical, observant, fun-loving, spontaneous risk-takers with an excellent ability to quickly improvise an innovative solution to a problem. They're enthusiastic and fun to be with, and are great motivators. If an ESTP recognizes their real talents and operates within those realms, they can accomplish truly exciting things.

Jungian functional preference ordering:

Dominant: Extraverted Sensing

Auxiliary: Introverted Thinking

Tertiary: Extraverted Feeling

Inferior: Introverted Intuition

**Portrait of an ESFP - Extraverted Sensing Feeling Perceiving
(Extraverted Sensing with Introverted Feeling)**

The Performer

As an ESFP, your primary mode of living is focused externally, where you take things in via your five senses in a literal, concrete fashion. Your secondary mode is internal, where you deal with things according to how you feel about them, or how they fit with your personal value system.

ESFPs live in the world of people possibilities. They love people and new experiences. They are lively and fun, and enjoy being the center of attention. They live in the here-and-now, and relish excitement and drama in their lives.

ESFPs have very strong inter-personal skills, and may find themselves in the role of the peacemaker frequently. Since they make decisions by using their personal values, they are usually very sympathetic and concerned for other people's well-being. They're usually quite generous and warm. They are very observant about other people, and seem to sense what is wrong with someone before others might, responding warmly with a solution to a practical need. They might not be the best advice-givers in the world, because they dislike theory and future-planning, but they are great for giving practical care.

ESFP is definitely a spontaneous, optimistic individual. They love to have fun. If the ESFP has not developed their Thinking side by giving consideration to rational thought processing, they tend to become over-indulgent, and place more importance on immediate sensation and gratification than on their duties and obligations. They may also avoid looking at long-term consequences of their actions.

For the ESFP, the entire world is a stage. They love to be the center of attention and perform for people. They're constantly putting on a show for others to entertain them and make them happy. They enjoy stimulating other people's senses, and are extremely good at it. They would love nothing more than for life to be a continual party, in which they play the role of the fun-loving host.

ESFPs love people, and everybody loves an ESFP. One of their greatest gifts is their general acceptance of everyone. They are upbeat and enthusiastic, and genuinely like almost everybody. An ESFP is unfailingly warm and generous with their friends, and they generally treat everyone as a friend. However, once crossed, an ESFP is likely to make a very strong and stubborn judgment against the person who crossed them. They are capable of deep dislike in such a situation.

The ESFP under a great deal of stress gets overwhelmed with negatives thoughts and possibilities. As an optimistic individual who lives in the world of possibilities, negative possibilities do not sit well with them. In an effort to combat these thoughts, they're likely to come up with simple, global statements to explain away the problem. These simplistic explanations may or may not truly get to the nature of the issue, but they serve the ESFP well by allowing them to get over it.

ESFPs are likely to be very practical, although they hate structure and routine. They like to "go with the flow", trusting in their ability to improvise in any situation presented to them. They learn best with "hands-on" experience, rather than by studying a book. They're uncomfortable with theory. If an ESFP hasn't developed their intuitive side, they may tend to avoid situations which involve a lot of theoretical thinking, or which are complex and ambiguous. For this reason, an ESFP may have difficulty in school. On the other hand, the ESFP does extremely well in situations where they're allowed to learn by interacting with others, or in which they "learn by doing".

ESFPs have a very well-developed appreciation for aesthetic beauty, and an excellent sense of space and function. If they have the means, they're likely to have to have many beautiful possessions, and an artfully furnished home. In general, they take great pleasure in objects of aesthetic beauty. They're likely to have a strong appreciation for the finer things in life, such as good food and good wine.

The ESFP is a great team player. He or she is not likely to create any problems or fuss, and is likely to create the most fun environment possible for getting the task done. ESFPs will do best in careers in which they are able to use their excellent people skills, along with their abilities to meld ideas into structured formats. Since they are fast-paced individuals who like new experiences, they should choose careers which offer or require a lot of diversity, as well as people skills.

ESFPs usually like to feel strongly bonded with other people, and have a connection with animals and small children that is not found in most other types. They're likely to have a strong appreciation for the beauties of nature as well.

The ESFP has a tremendous love for life, and knows how to have fun. They like to bring others along on their fun-rides, and are typically a lot of fun to be with. They're flexible, adaptable, genuinely interested in people, and usually kind-hearted. They have a special ability to get a lot

of fun out of life, but they need to watch out for the pitfalls associated with living entirely in the moment.

Jungian functional preference ordering:

Dominant: Extraverted Sensing

Auxiliary: Introverted Feeling

Tertiary: Extraverted Thinking

Inferior: Introverted Intuition

**Portrait of an ISFP - Introverted Sensing Feeling Perceiving
(Introverted Feeling with Extraverted Sensing)**

The Artist

As an ISFP, your primary mode of living is focused internally, where you deal with things according to how you feel about them, or how they fit into your value system. Your secondary mode is external, where you take things in via your five sense in a literal, concrete fashion.

ISFPs live in the world of sensation possibilities. They are keenly in tune with the way things look, taste, sound, feel and smell. They have a strong aesthetic appreciation for art, and are likely to be artists in some form, because they are unusually gifted at creating and composing things which will strongly affect the senses. They have a strong set of values, which they strive to consistently meet in their lives. They need to feel as if they're living their lives in accordance with what they feel is right, and will rebel against anything which conflicts with that goal. They're likely to choose jobs and careers which allow them the freedom of working towards the realization of their value-oriented personal goals.

ISFPs tend to be quiet and reserved, and difficult to get to know well. They hold back their ideas and opinions except from those who they are closest to. They are likely to be kind, gentle and sensitive in their dealings with others. They are interested in contributing to people's sense of well-being and happiness, and will put a great deal of effort and energy into tasks which they believe in.

ISFPs have a strong affinity for aesthetics and beauty. They're likely to be animal lovers, and to have a true appreciation for the beauties of nature. They're original and independent, and need to have personal space. They value people who take the time to understand the ISFP, and who support the ISFP in pursuing their goals in their own, unique way. People who don't know them well may see their unique way of life as a sign of carefree light-heartedness, but the ISFP actually takes life very seriously, constantly gathering specific information and shifting it through their value systems, in search for clarification and underlying meaning.

ISFPs are action-oriented individuals. They are "doers", and are usually uncomfortable with theorizing concepts and ideas, unless they see a practical application. They learn best in a "hands-on" environment, and consequently may become easily bored with the traditional teaching methods, which emphasize abstract thinking. They do not like impersonal analysis, and are uncomfortable with the idea of making decisions based strictly on logic. Their strong value systems demand that decisions are evaluated against their subjective beliefs, rather than against some objective rules or laws.

ISFPs are extremely perceptive and aware of others. They constantly gather specific information about people, and seek to discover what it means. They are usually penetratingly accurate in their perceptions of others.

ISFPs are warm and sympathetic. They genuinely care about people, and are strongly service-oriented in their desire to please. They have an unusually deep well of caring for those who are close to them, and are likely to show their love through actions, rather than words.

ISFPs have no desire to lead or control others, just as they have no desire to be led or controlled by others. They need space and time alone to evaluate the circumstances of their life against their value system, and are likely to respect other people's needs for the same.

The ISFP is likely to not give themselves enough credit for the things which they do extremely well. Their strong value systems can lead them to be intensely perfectionist, and cause them to judge themselves with unnecessary harshness.

The ISFP has many special gifts for the world, especially in the areas of creating artistic sensation, and selflessly serving others. Life is not likely to be extremely easy for the ISFP, because they take life so seriously, but they have the tools to make their lives and the lives of those close to them richly rewarding experiences.

Jungian functional preference ordering:

Dominant: Introverted Feeling

Auxilliary: Extraverted Sensing

Tertiary: Introverted Intuition

Inferior: Extraverted Thinking

Bibliography:

<http://www.personalitypage.com/portraits.html>

UNIT 13
THE MYERS-BRIGGS PERSONALITY APPROACH- THE 16
PERSONALITY TYPES (3)

LESSON PLAN:

- 1.Revision of the criteria used in describing the 16 temperament types (lesson 11)
- 2.Reading the text using dictionaries/encyclopaedia
- 3.Translating the text
- 4.Each student should try to describe himself/herself and at least onether individual using the given vocabulary, specifying exactly what personality type does the chosen person belongs to

OBJECTIVES:

At the end of this unit the students will be able:

- to read and translate the text
- to use the personality-related vocabulary
- to use the given categories and types in order to describe themselves and others
- to recognize the pattern of a specific personality type
- to speak and write about a specific personality type

Portrait of an ENTJ - Extraverted iNtuitive Thinking Judging
(Extraverted Thinking with Introverted Intuition)

The Executive

As an ENTJ, your primary mode of living is focused externally, where you deal with things rationally and logically. Your secondary mode is internal, where you take things in primarily via your intuition.

ENTJs are natural born leaders. They live in a world of possibilities where they see all sorts challenges to be surmounted, and they want to be the ones responsible for surmounting them. They have a drive for leadership, which is well-served by their quickness to grasp complexities, their ability to absorb a large amount of impersonal information, and their quick and decisive judgments. They are "take charge" people.

ENTJs are very career-focused, and fit into the corporate world quite naturally. They are constantly scanning their environment for potential problems which they can turn into solutions. They generally see things from a long-range perspective, and are usually successful at identifying plans to turn problems around - especially problems of a corporate nature. ENTJs are usually successful in the business world, because they are so driven to leadership. They're tireless in their efforts on the job, and driven to visualize where an organization is headed. For these reasons, they are natural corporate leaders.

There is not much room for error in the world of the ENTJ. They dislike to see mistakes repeated, and have no patience with inefficiency. They may become quite harsh when their patience is tried in these respects, because they are not naturally tuned in to people's feelings, and more than likely don't believe that they should tailor their judgments in consideration for people's feelings. ENTJs, like many types, have difficulty seeing things from outside their own perspective. Unlike other types, ENTJs naturally have little patience with people who do not see things the same way as the ENTJ. The ENTJ needs to consciously work on recognizing the value of other people's opinions, as well as the value of being sensitive towards people's feelings. In the absence of this awareness, the ENTJ will be a forceful, intimidating and overbearing individual. This may be a real problem for the ENTJ, who may be deprived of important

information and collaboration from others. In their personal world, it can make some ENTJs overbearing as spouses or parents.

The ENTJ has a tremendous amount of personal power and presence which will work for them as a force towards achieving their goals. However, this personal power is also an agent of alienation and self-aggrandizement, which the ENTJ would do well to avoid.

ENTJs are very forceful, decisive individuals. They make decisions quickly, and are quick to verbalize their opinions and decisions to the rest of the world. The ENTJ who has not developed their Intuition will make decisions too hastily, without understanding all of the issues and possible solutions. On the other hand, an ENTJ who has not developed their Thinking side will have difficulty applying logic to their insights, and will often make poor decisions. In that case, they may have brilliant ideas and insight into situations, but they may have little skill at determining how to act upon their understanding, or their actions may be inconsistent. An ENTJ who has developed in a generally less than ideal way may become dictatorial and abrasive - intrusively giving orders and direction without a sound reason for doing so, and without consideration for the people involved.

Although ENTJs are not naturally tuned into other people's feelings, these individuals frequently have very strong sentimental streaks. Often these sentiments are very powerful to the ENTJ, although they will likely hide it from general knowledge, believing the feelings to be a weakness. Because the world of feelings and values is not where the ENTJ naturally functions, they may sometimes make value judgments and hold onto submerged emotions which are ill-founded and inappropriate, and will cause them problems - sometimes rather serious problems.

ENTJs love to interact with people. As Extroverts, they're energized and stimulated primarily externally. There's nothing more enjoyable and satisfying to the ENTJ than having a lively, challenging conversation. They especially respect people who are able to stand up to the ENTJ, and argue persuasively for their point of view. There aren't too many people who will do so, however, because the ENTJ is a very forceful and dynamic presence who has a tremendous amount of self-confidence and excellent verbal communication skills. Even the most confident individuals may experience moments of self-doubt when debating a point with an ENTJ.

ENTJs want their home to be beautiful, well-furnished, and efficiently run. They're likely to place much emphasis on their children being well-educated and structured, to desire a congenial and devoted relationship with their spouse. At home, the ENTJ needs to be in charge as much as he or she does in their career. The ENTJ is likely best paired with someone who has a strong self-image, who is also a Thinking type. Because the ENTJ is primarily focused on their careers, some ENTJs have a problem with being constantly absent from home, physically or mentally.

The ENTJ has many gifts which make it possible for them to have a great deal of personal power, if they don't forget to remain balanced in their lives. They are assertive, innovative, long-range thinkers with an excellent ability to translate theories and possibilities into solid plans of action. They are usually tremendously forceful personalities, and have the tools to accomplish whatever goals they set out for.

Jungian functional preference ordering:

Dominant: Extraverted Thinking

Auxiliary: Introverted Intuition

Tertiary: Extraverted Sensing

Inferior: Introverted Feeling

**Portrait of an INTJ - Introverted iNtuitive Thinking Judging
(Introverted Intuition with Extraverted Thinking)**

The Scientist

As an INTJ, your primary mode of living is focused internally, where you take things in primarily via your intuition. Your secondary mode is external, where you deal with things rationally and logically.

INTJs live in the world of ideas and strategic planning. They value intelligence, knowledge, and competence, and typically have high standards in these regards, which they continuously strive to fulfill. To a somewhat lesser extent, they have similar expectations of others.

With Introverted Intuition dominating their personality, INTJs focus their energy on observing the world, and generating ideas and possibilities. Their mind constantly gathers information and makes associations about it. They are tremendously insightful and usually are very quick to understand new ideas. However, their primary interest is not *understanding* a concept, but rather *applying* that concept in a useful way. Unlike the INTP, they do not follow an idea as far as they possibly can, seeking only to understand it fully. INTJs are driven to come to conclusions about ideas. Their need for closure and organization usually requires that they take some action.

INTJ's tremendous value and need for systems and organization, combined with their natural insightfulness, makes them excellent scientists. An INTJ scientist gives a gift to society by putting their ideas into a useful form for others to follow. It is not easy for the INTJ to express their internal images, insights, and abstractions. The internal form of the INTJ's thoughts and concepts is highly individualized, and is not readily translatable into a form that others will understand. However, the INTJ is driven to translate their ideas into a plan or system that is usually readily explainable, rather than to do a direct translation of their thoughts. They usually don't see the value of a direct transaction, and will also have difficulty expressing their ideas, which are non-linear. However, their extreme respect of knowledge and intelligence will motivate them to explain themselves to another person who they feel is deserving of the effort.

INTJs are natural leaders, although they usually choose to remain in the background until they see a real need to take over the lead. When they are in leadership roles, they are quite effective, because they are able to objectively see the reality of a situation, and are adaptable enough to change things which aren't working well. They are the supreme strategists - always scanning available ideas and concepts and weighing them against their current strategy, to plan for every conceivable contingency.

INTJs spend a lot of time inside their own minds, and may have little interest in the other people's thoughts or feelings. Unless their Feeling side is developed, they may have problems giving other people the level of intimacy that is needed. Unless their Sensing side is developed, they may have a tendency to ignore details which are necessary for implementing their ideas.

The INTJ's interest in dealing with the world is to make decisions, express judgments, and put everything that they encounter into an understandable and rational system. Consequently, they are quick to express judgments. Often they have very evolved intuitions, and are convinced that they are right about things. Unless they complement their intuitive understanding with a well-developed ability to express their insights, they may find themselves frequently misunderstood. In these cases, INTJs tend to blame misunderstandings on the limitations of the other party, rather than on their own difficulty in expressing themselves. This tendency may cause the INTJ to dismiss others input too quickly, and to become generally arrogant and elitist.

INTJs are ambitious, self-confident, deliberate, long-range thinkers. Many INTJs end up in engineering or scientific pursuits, although some find enough challenge within the business world in areas which involve organizing and strategic planning. They dislike messiness and inefficiency, and anything that is muddled or unclear. They value clarity and efficiency, and will put enormous amounts of energy and time into consolidating their insights into structured patterns.

Other people may have a difficult time understanding an INTJ. They may see them as aloof and reserved. Indeed, the INTJ is not overly demonstrative of their affections, and is likely to not give as much praise or positive support as others may need or desire. That doesn't mean that he or she doesn't truly have affection or regard for others, they simply do not typically feel the need to express it. Others may falsely perceive the INTJ as being rigid and set in their ways. Nothing could be further from the truth, because the INTJ is committed to always finding the objective best strategy to implement their ideas. The INTJ is usually quite open to hearing an alternative way of doing something.

When under a great deal of stress, the INTJ may become obsessed with mindless repetitive, Sensate activities, such as over-drinking. They may also tend to become absorbed with minutia and details that they would not normally consider important to their overall goal.

INTJs need to remember to express themselves sufficiently, so as to avoid difficulties with people misunderstandings. In the absence of properly developing their communication abilities, they may become abrupt and short with people, and isolationists.

INTJs have a tremendous amount of ability to accomplish great things. They have insight into the Big Picture, and are driven to synthesize their concepts into solid plans of action. Their reasoning skills gives them the means to accomplish that. INTJs are most always highly competent people, and will not have a problem meeting their career or education goals. They have the capability to make great strides in these arenas. On a personal level, the INTJ who practices tolerances and puts effort into effectively communicating their insights to others has everything in his or her power to lead a rich and rewarding life.

Jungian functional preference ordering:

Dominant: Introverted Intuition

Auxilliary: Extraverted Thinking

Tertiary: Introverted Feeling

Inferior: Extraverted Sensing

**Portrait of an ENTP - Extraverted iNtuitive Thinking Perceiving
(Extraverted Intuition with Introverted Thinking)**

The Visionary

As an ENTP, your primary mode of living is focused externally, where you take things in primarily via your intuition. Your secondary mode is internal, where you deal with things rationally and logically.

With Extraverted Intuition dominating their personality, the ENTP's primary interest in life is understanding the world that they live in. They are constantly absorbing ideas and images about the situations they are presented in their lives. Using their intuition to process this information, they are usually extremely quick and accurate in their ability to size up a situation. With the exception of their ENFP cousin, the ENTP has a deeper understanding of their environment than any of the other types.

This ability to intuitively understand people and situations puts the ENTP at a distinct advantage in their lives. They generally understand things quickly and with great depth. Accordingly, they are quite flexible and adapt well to a wide range of tasks. They are good at most anything that interests them. As they grow and further develop their intuitive abilities and insights, they become very aware of possibilities, and this makes them quite resourceful when solving problems.

ENTPs are idea people. Their perceptive abilities cause them to see possibilities everywhere. They get excited and enthusiastic about their ideas, and are able to spread their enthusiasm to others. In this way, they get the support that they need to fulfill their visions.

ENTPs are less interested in developing plans of actions or making decisions than they are in generating possibilities and ideas. Following through on the implementation of an idea is usually a chore to the ENTP. For some ENTPs, this results in the habit of never finishing what they start. The ENTP who has not developed their Thinking process will have problems with jumping enthusiastically from idea to idea, without following through on their plans. The ENTP needs to take care to think through their ideas fully in order to take advantage of them.

The ENTP's auxiliary process of Introverted Thinking drives their decision making process. Although the ENTP is more interested in absorbing information than in making decisions, they are quite rational and logical in reaching conclusions. When they apply Thinking to their Intuitive perceptions, the outcome can be very powerful indeed. A well-developed ENTP is extremely visionary, inventive, and enterprising.

ENTPs are fluent conversationalists, mentally quick, and enjoy verbal sparring with others. They love to debate issues, and may even switch sides sometimes just for the love of the debate. When they express their underlying principles, however, they may feel awkward and speak abruptly and intensely.

The ENTP personality type is sometimes referred to the "Lawyer" type. The ENTP "lawyer" quickly and accurately understands a situation, and objectively and logically acts upon the situation. Their Thinking side makes their actions and decisions based on an objective list of rules or laws. If the ENTP was defending someone who had actually committed a crime, they are likely to take advantage of quirks in the law that will get their client off the hook. If they were to actually win the case, they would see their actions as completely fair and proper to the situation, because their actions were lawful. The guilt or innocence of their client would not be as relevant. If this type of reasoning goes uncompletely unchecked by the ENTP, it could result in a character that is perceived by others as unethical or even dishonest. The ENTP, who does not naturally consider the more personal or human element in decision making, should take care to notice the subjective, personal side of situations. This is a potential problem area for ENTPs. Although their logical abilities lend strength and purpose to the ENTP, they may also isolate them from their feelings and from other people.

The least developed area for the ENTP is the Sensing-Feeling arena. If the Sensing areas are neglected, the ENTP may tend to not take care of details in their life. If the Feeling part of themselves is neglected, the ENTP may not value other people's input enough, or may become overly harsh and aggressive.

Under stress, the ENTP may lose their ability to generate possibilities, and become obsessed with minor details. These details may seem to be extremely important to the ENTP, but in reality are usually not important to the big picture.

In general, ENTPs are upbeat visionaries. They highly value knowledge, and spend much of their lives seeking a higher understanding. They live in the world of possibilities, and become excited about concepts, challenges and difficulties. When presented with a problem, they're good at improvising and quickly come up with a creative solution. Creative, clever, curious, and theoretical, ENTPs have a broad range of possibilities in their lives.

Jungian functional preference ordering for ENTP:

Dominant: Extraverted Intuition

Auxiliary: Introverted Thinking

Tertiary: Extraverted Feeling

Inferior: Introverted Sensing

**Portrait of an INTP - Introverted iNtuitive Thinking Perceiving
(Introverted Thinking with Extraverted Intuition)**

The Thinker

As an INTP, your primary mode of living is focused internally, where you deal with things rationally and logically. Your secondary mode is external, where you take things in primarily via your intuition.

INTPs live in the world of theoretical possibilities. They see everything in terms of how it could be improved, or what it could be turned into. They live primarily inside their own minds, having the ability to analyze difficult problems, identify patterns, and come up with logical explanations. They seek clarity in everything, and are therefore driven to build knowledge. They are the "absent-minded professors", who highly value intelligence and the ability to apply logic to theories to find solutions. They typically are so strongly driven to turn problems into logical explanations, that they live much of their lives within their own heads, and may not place as much importance or value on the external world. Their natural drive to turn theories into concrete understanding may turn into a feeling of personal responsibility to solve theoretical problems, and help society move towards a higher understanding.

INTPs value knowledge above all else. Their minds are constantly working to generate new theories, or to prove or disprove existing theories. They approach problems and theories with enthusiasm and skepticism, ignoring existing rules and opinions and defining their own approach to the resolution. They seek patterns and logical explanations for anything that interests them. They're usually extremely bright, and able to be objectively critical in their analysis. They love new ideas, and become very excited over abstractions and theories. They love to discuss these concepts with others. They may seem "dreamy" and distant to others, because they spend a lot of time inside their minds musing over theories. They hate to work on routine things - they would much prefer to build complex theoretical solutions, and leave the implementation of the system to others. They are intensely interested in theory, and will put forth tremendous amounts of time and energy into finding a solution to a problem with has piqued their interest.

INTPs do not like to lead or control people. They're very tolerant and flexible in most situations, unless one of their firmly held beliefs has been violated or challenged, in which case they may take a very rigid stance. The INTP is likely to be very shy when it comes to meeting new people. On the other hand, the INTP is very self-confident and gregarious around people they know well, or when discussing theories which they fully understand.

The INTP has no understanding or value for decisions made on the basis of personal subjectivity or feelings. They strive constantly to achieve logical conclusions to problems, and don't understand the importance or relevance of applying subjective emotional considerations to decisions. For this reason, INTPs are usually not in-tune with how people are feeling, and are not naturally well-equipped to meet the emotional needs of others.

The INTP may have a problem with self-aggrandizement and social rebellion, which will interfere with their creative potential. Since their Feeling side is their least developed trait, the INTP may have difficulty giving the warmth and support that is sometimes necessary in intimate relationships. If the INTP doesn't realize the value of attending to other people's feelings, he or she may become overly critical and sarcastic with others. If the INTP is not able to find a place for themselves which supports the use of their strongest abilities, they may become generally negative and cynical. If the INTP has not developed their Sensing side sufficiently, they may become unaware of their environment, and exhibit weakness in performing maintenance-type tasks, such as bill-paying and dressing appropriately.

For the INTP, it is extremely important that ideas and facts are expressed correctly and succinctly. They are likely to express themselves in what they believe to be absolute truths. Sometimes, their well thought-out understanding of an idea is not easily understandable by others, but the INTP is not naturally likely to tailor the truth so as to explain it in an understandable way to others. The INTP may be prone to abandoning a project once they have figured it out, moving on to the next thing. It's important that the INTP place importance on expressing their developed theories in understandable ways. In the end, an amazing discovery means nothing if you are the only person who understands it.

The INTP is usually very independent, unconventional, and original. They are not likely to place much value on traditional goals such as popularity and security. They usually have complex characters, and may tend to be restless and temperamental. They are strongly ingenious, and have unconventional thought patterns which allows them to analyze ideas in new ways. Consequently, a lot of scientific breakthroughs in the world have been made by the INTP.

The INTP is at his best when he can work on his theories independently. When given an environment which supports his creative genius and possible eccentricity, the INTP can accomplish truly remarkable things. These are the pioneers of new thoughts in our society.

Jungian functional preference ordering:

Dominant: Introverted Thinking

Auxiliary: Extraverted Intuition

Tertiary: Introverted Sensing

Inferior: Extraverted Feeling

Portrait of an ENFJ - Extraverted iNtuitive Feeling Judging (Extraverted Feeling with Introverted Intuition)

The Giver

As an ENFJ, your primary mode of living is focused externally, where you deal with things according to how you feel about them, or how they fit into your personal value system. Your secondary mode is internal, where you take things in primarily via your intuition.

ENFJs are people-focused individuals. They live in the world of people possibilities. More so than any other type, they have excellent people skills. They understand and care about people, and have a special talent for bringing out the best in others. ENFJ's main interest in life is giving love, support, and a good time to other people. They are focused on understanding, supporting, and encouraging others. They make things happen for people, and get their best personal satisfaction from this.

Because ENFJ's people skills are so extraordinary, they have the ability to make people do exactly what they want them to do. They get under people's skins and get the reactions that they are seeking. ENFJ's motives are usually unselfish, but ENFJs who have developed less than ideally have been known to use their power over people to manipulate them.

ENFJs are so externally focused that it's especially important for them to spend time alone. This can be difficult for some ENFJs, because they have the tendency to be hard on themselves and turn to dark thoughts when alone. Consequently, ENFJs might avoid being alone, and fill their lives with activities involving other people. ENFJs tend to define their life's direction and priorities according to other people's needs, and may not be aware of their own needs. It's natural to their personality type that they will tend to place other people's needs above their own, but they need to stay aware of their own needs so that they don't sacrifice themselves in their drive to help others.

ENFJs tend to be more reserved about exposing themselves than other extraverted types. Although they may have strongly-felt beliefs, they're likely to refrain from expressing them if doing so would interfere with bringing out the best in others. Because their strongest interest lies in being a catalyst of change in other people, they're likely to interact with others on their own level, in a chameleon-like manner, rather than as individuals.

Which is not to say that the ENFJ does not have opinions. ENFJs have definite values and opinions which they're able to express clearly and succinctly. These beliefs will be expressed as long as they're not too personal. ENFJ is in many ways expressive and open, but is more focused on being responsive and supportive of others. When faced with a conflict between a strongly-held value and serving another person's need, they are highly likely to value the other person's needs.

The ENFJ may feel quite lonely even when surrounded by people. This feeling of aloneness may be exacerbated by the tendency to not reveal their true selves.

People love ENFJs. They are fun to be with, and truly understand and love people. They are typically very straight-forward and honest. Usually ENFJs exude a lot of self-confidence, and have a great amount of ability to do many different things. They are generally bright, full of potential, energetic and fast-paced. They are usually good at anything which captures their interest.

ENFJs like for things to be well-organized, and will work hard at maintaining structure and resolving ambiguity. They have a tendency to be fussy, especially with their home environments. In the work place, ENFJs do well in positions where they deal with people. They are naturals for the social committee. Their uncanny ability to understand people and say just what needs to be said to make them happy makes them naturals for counseling. They enjoy being the center of attention, and do very well in situations where they can inspire and lead others, such as teaching. ENFJs do not like dealing with impersonal reasoning. They don't understand or appreciate its merit, and will be unhappy in situations where they're forced to deal with logic and facts without any connection to a human element. Living in the world of people possibilities, they enjoy their

plans more than their achievements. They get excited about possibilities for the future, but may become easily bored and restless with the present.

ENFJs have a special gift with people, and are basically happy people when they can use that gift to help others. They get their best satisfaction from serving others. Their genuine interest in Humankind and their exceptional intuitive awareness of people makes them able to draw out even the most reserved individuals.

ENFJs have a strong need for close, intimate relationships, and will put forth a lot of effort in creating and maintaining these relationships. They're very loyal and trustworthy once involved in a relationship.

An ENFJ who has not developed their Feeling side may have difficulty making good decisions, and may rely heavily on other people in decision-making processes. If they have not developed their Intuition, they may not be able to see possibilities, and will judge things too quickly based on established value systems or social rules, without really understanding the current situation.

An ENFJ who has not found their place in the world is likely to be extremely sensitive to criticism, and to have the tendency to worry excessively and feel guilty. They are also likely to be very manipulative and controlling with others.

In general, ENFJs are charming, warm, gracious, creative and diverse individuals with richly developed insights into what makes other people tick. This special ability to see growth potential in others combined with a genuine drive to help people makes the ENFJ a truly valued individual. As giving and caring as the ENFJ is, they need to remember to value their own needs as well as the needs of others.

Jungian functional preference ordering:

Dominant: Extraverted Feeling

Auxiliary: Introverted Intuition

Tertiary: Extraverted Sensing

Inferior: Introverted Thinking

**Portrait of an INFJ - Introverted iNtuitive Feeling Judging
(Introverted Intuition with Extraverted Feeling)**

The Protector

As an INFJ, your primary mode of living is focused internally, where you take things in primarily via intuition. Your secondary mode is external, where you deal with things according to how you feel about them, or how they fit with your personal value system.

INFJs are gentle, caring, complex and highly intuitive individuals. Artistic and creative, they live in a world of hidden meanings and possibilities. Only one percent of the population has an INFJ Personality Type, making it the most rare of all the types.

INFJs place great importance on having things orderly and systematic in their outer world. They put a lot of energy into identifying the best system for getting things done, and constantly define and re-define the priorities in their lives. On the other hand, INFJs operate within themselves on an intuitive basis which is entirely spontaneous. They know things intuitively, without being able to pinpoint why, and without detailed knowledge of the subject at hand. They are usually right, and they usually know it. Consequently, INFJs put a tremendous amount of faith into their instincts and intuitions. This is something of a conflict between the inner and outer worlds, and may result in the INFJ not being as organized as other Judging types tend to be. Or we may see some signs of disarray in an otherwise orderly tendency, such as a consistently messy desk.

INFJs have uncanny insight into people and situations. They get "feelings" about things and intuitively understand them. As an extreme example, some INFJs report experiences of a psychic nature, such as getting strong feelings about there being a problem with a loved one, and discovering later that they were in a car accident. This is the sort of thing that other types may scorn and scoff at, and the INFJ themselves does not really understand their intuition at a level which can be verbalized. Consequently, most INFJs are protective of their inner selves, sharing only what they choose to share when they choose to share it. They are deep, complex

individuals, who are quite private and typically difficult to understand. INFJs hold back part of themselves, and can be secretive.

But the INFJ is as genuinely warm as they are complex. INFJs hold a special place in the heart of people who they are close to, who are able to see their special gifts and depth of caring. INFJs are concerned for people's feelings, and try to be gentle to avoid hurting anyone. They are very sensitive to conflict, and cannot tolerate it very well. Situations which are charged with conflict may drive the normally peaceful INFJ into a state of agitation or charged anger. They may tend to internalize conflict into their bodies, and experience health problems when under a lot of stress.

Because the INFJ has such strong intuitive capabilities, they trust their own instincts above all else. This may result in an INFJ stubbornness and tendency to ignore other people's opinions. They believe that they're right. On the other hand, INFJ is a perfectionist who doubts that they are living up to their full potential. INFJs are rarely at complete peace with themselves - there's always something else they should be doing to improve themselves and the world around them. They believe in constant growth, and don't often take time to revel in their accomplishments. They have strong value systems, and need to live their lives in accordance with what they feel is right. In deference to the Feeling aspect of their personalities, INFJs are in some ways gentle and easy going. Conversely, they have very high expectations of themselves, and frequently of their families. They don't believe in compromising their ideals.

INFJ is a natural nurturer; patient, devoted and protective. They make loving parents and usually have strong bonds with their offspring. They have high expectations of their children, and push them to be the best that they can be. This can sometimes manifest itself in the INFJ being hard-nosed and stubborn. But generally, children of an INFJ get devoted and sincere parental guidance, combined with deep caring.

In the workplace, the INFJ usually shows up in areas where they can be creative and somewhat independent. They have a natural affinity for art, and many excel in the sciences, where they make use of their intuition. INFJs can also be found in service-oriented professions. They are not good at dealing with minutia or very detailed tasks. The INFJ will either avoid such things, or else go to the other extreme and become enveloped in the details to the extent that they can no longer see the big picture. An INFJ who has gone the route of becoming meticulous about details may be highly critical of other individuals who are not.

The INFJ individual is gifted in ways that other types are not. Life is not necessarily easy for the INFJ, but they are capable of great depth of feeling and personal achievement.

Jungian functional preference ordering:

Dominant: Introverted Intuition

Auxilliary: Extraverted Feeling

Tertiary: Introverted Thinking

Inferior: Extraverted Sensing

**Portrait of an ENFP - Extraverted iNtuitive Feeling Perceiving
(Extraverted Intuition with Introverted Feeling)**

The Inspirer

As an ENFP, your primary mode of living is focused externally, where you take things in primarily via your intuition. Your secondary mode is internal, where you deal with things according to how you feel about them, or how they fit in with your personal value system.

ENFPs are warm, enthusiastic people, typically very bright and full of potential. They live in the world of possibilities, and can become very passionate and excited about things. Their enthusiasm lends them the ability to inspire and motivate others, more so than we see in other types. They can talk their way in or out of anything. They love life, seeing it as a special gift, and strive to make the most out of it.

ENFPs have an unusually broad range of skills and talents. They are good at most things which interest them. Project-oriented, they may go through several different careers during their lifetime. To onlookers, the ENFP may seem directionless and without purpose, but ENFPs are actually quite consistent, in that they have a strong sense of values which they live with throughout their lives. Everything that they do must be in line with their values. An ENFP needs to feel that they are living their lives as their true Self, walking in step with what they believe is right. They see meaning in everything, and are on a continuous quest to adapt their lives and values to achieve inner peace. They're constantly aware and somewhat fearful of losing touch with themselves. Since emotional excitement is usually an important part of the ENFP's life, and because they are focused on keeping "centered", the ENFP is usually an intense individual, with highly evolved values.

An ENFP needs to focus on following through with their projects. This can be a problem area for some of these individuals. Unlike other Extraverted types, ENFPs need time alone to center themselves, and make sure they are moving in a direction which is in sync with their values. ENFPs who remain centered will usually be quite successful at their endeavors. Others may fall into the habit of dropping a project when they become excited about a new possibility, and thus they never achieve the great accomplishments which they are capable of achieving.

Most ENFPs have great people skills. They are genuinely warm and interested in people, and place great importance on their inter-personal relationships. ENFPs almost always have a strong need to be liked. Sometimes, especially at a younger age, an ENFP will tend to be "gushy" and insincere, and generally "overdo" in an effort to win acceptance. However, once an ENFP has learned to balance their need to be true to themselves with their need for acceptance, they excel at bringing out the best in others, and are typically well-liked. They have an exceptional ability to intuitively understand a person after a very short period of time, and use their intuition and flexibility to relate to others on their own level.

Because ENFPs live in the world of exciting possibilities, the details of everyday life are seen as trivial drudgery. They place no importance on detailed, maintenance-type tasks, and will frequently remain oblivious to these types of concerns. When they do have to perform these tasks, they do not enjoy themselves. This is a challenging area of life for most ENFPs, and can be frustrating for ENFP's family members.

An ENFP who has "gone wrong" may be quite manipulative - and very good at it. The gift of gab which they are blessed with makes it naturally easy for them to get what they want. Most ENFPs will not abuse their abilities, because that would not jive with their value systems.

ENFPs sometimes make serious errors in judgment. They have an amazing ability to intuitively perceive the truth about a person or situation, but when they apply judgment to their perception, they may jump to the wrong conclusions.

ENFPs who have not learned to follow through may have a difficult time remaining happy in marital relationships. Always seeing the possibilities of what could be, they may become bored with what actually is. The strong sense of values will keep many ENFPs dedicated to their relationships. However, ENFPs like a little excitement in their lives, and are best matched with individuals who are comfortable with change and new experiences.

Having an ENFP parent can be a fun-filled experience, but may be stressful at times for children with strong Sensing or Judging tendencies. Such children may see the ENFP parent as inconsistent and difficult to understand, as the children are pulled along in the whirlwind life of the ENFP. Sometimes the ENFP will want to be their child's best friend, and at other times they will play the parental authoritarian. But ENFPs are always consistent in their value systems, which they will impress on their children above all else, along with a basic joy of living.

ENFPs are basically happy people. They may become unhappy when they are confined to strict schedules or mundane tasks. Consequently, ENFPs work best in situations where they have a lot of flexibility, and where they can work with people and ideas. Many go into business for themselves. They have the ability to be quite productive with little supervision, as long as they are excited about what they're doing.

Because they are so alert and sensitive, constantly scanning their environments, ENFPs often suffer from muscle tension. They have a strong need to be independent, and resist being

controlled or labelled. They need to maintain control over themselves, but they do not believe in controlling others. Their dislike of dependence and suppression extends to others as well as to themselves.

ENFPs are charming, ingenuous, risk-taking, sensitive, people-oriented individuals with capabilities ranging across a broad spectrum. They have many gifts which they will use to fulfill themselves and those near them, if they are able to remain centered and master the ability of following through.

Jungian functional preference ordering for ENFP:

Dominant: Extraverted Intuition

Auxiliary: Introverted Feeling

Tertiary: Extraverted Thinking

Inferior: Introverted Sensing

**Portrait of an INFP - Introverted iNtuitive Feeling Perceiving
(Introverted Feeling with Extraverted Intuition)**

The Idealist

As an INFP, your primary mode of living is focused internally, where you deal with things according to how you feel about them, or how they fit into your personal value system. Your secondary mode is external, where you take things in primarily via your intuition.

INFPs, more than other iNtuitive Feeling types, are focused on making the world a better place for people. Their primary goal is to find out their meaning in life. What is their purpose? How can they best serve humanity in their lives? They are idealists and perfectionists, who drive themselves hard in their quest for achieving the goals they have identified for themselves.

INFPs are highly intuitive about people. They rely heavily on their intuitions to guide them, and use their discoveries to constantly search for value in life. They are on a continuous mission to find the truth and meaning underlying things. Every encounter and every piece of knowledge gained gets sifted through the INFP's value system, and is evaluated to see if it has any potential to help the INFP define or refine their own path in life. The goal at the end of the path is always the same - the INFP is driven to help people and make the world a better place.

Generally thoughtful and considerate, INFPs are good listeners and put people at ease. Although they may be reserved in expressing emotion, they have a very deep well of caring and are genuinely interested in understanding people. This sincerity is sensed by others, making the INFP a valued friend and confidante. An INFP can be quite warm with people he or she knows well.

INFPs do not like conflict, and go to great lengths to avoid it. If they must face it, they will always approach it from the perspective of their feelings. In conflict situations, INFPs place little importance on who is right and who is wrong. They focus on the way that the conflict makes them feel, and indeed don't really care whether or not they're right. They don't want to feel badly. This trait sometimes makes them appear irrational and illogical in conflict situations. On the other hand, INFPs make very good mediators, and are typically good at solving other people's conflicts, because they intuitively understand people's perspectives and feelings, and genuinely want to help them.

INFPs are flexible and laid-back, until one of their values is violated. In the face of their value system being threatened, INFPs can become aggressive defenders, fighting passionately for their cause. When an INFP has adopted a project or job which they're interested in, it usually becomes a "cause" for them. Although they are not detail-oriented individuals, they will cover every possible detail with determination and vigor when working for their "cause".

When it comes to the mundane details of life maintenance, INFPs are typically completely unaware of such things. They might go for long periods without noticing a stain on the carpet, but carefully and meticulously brush a speck of dust off of their project booklet.

INFPs do not like to deal with hard facts and logic. Their focus on their feelings and the Human Condition makes it difficult for them to deal with impersonal judgment. They don't understand or believe in the validity of impersonal judgment, which makes them naturally rather ineffective at using it. Most INFPs will avoid impersonal analysis, although some have developed this ability and are able to be quite logical. Under stress, it's not uncommon for INFPs to mis-use hard logic in the heat of anger, throwing out fact after (often inaccurate) fact in an emotional outburst.

INFPs have very high standards and are perfectionists. Consequently, they are usually hard on themselves, and don't give themselves enough credit. INFPs may have problems working on a project in a group, because their standards are likely to be higher than other members' of the group. In group situations, they may have a "control" problem. The INFP needs to work on balancing their high ideals with the requirements of every day living. Without resolving this conflict, they will never be happy with themselves, and they may become confused and paralyzed about what to do with their lives.

INFPs are usually talented writers. They may be awkward and uncomfortable with expressing themselves verbally, but have a wonderful ability to define and express what they're feeling on paper. INFPs also appear frequently in social service professions, such as counselling or teaching. They are at their best in situations where they're working towards the public good, and in which they don't need to use hard logic.

INFPs who function in their well-developed sides can accomplish great and wonderful things, which they will rarely give themselves credit for. Some of the great, humanistic catalysts in the world have been INFPs.

Jungian functional preference ordering:

Dominant: Introverted Feeling

Auxiliary: Extraverted Intuition

Tertiary: Introverted Sensing

Inferior: Extraverted Thinking

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UNIT 14 REVISION

LESSON PLAN:

- 1.Revision of the tenses the students have learnt till the end of the first semester
- 2.Revision of the psychological terms the students have learnt till the end of the first semester
- 3.Complete the exercises

OBJECTIVES:

At the end of this unit the students will be able:

- to correctly use all the Past and Present Tenses
- to correctly use the vocabulary they have learnt
- to evaluate the extent of their knowledge

I. Complete the following sentences by supplying the correct form of the verb given in the brackets:

1. ... the doctor ... to see his patient every evening? (to come)
2. She ... milk every day. (to drink)
3. I Mary. (not to know)
4. At the moment, he lunch. (to have)
5. Where ... you ... this week? (to work)
6. It now. (not to snow)
7. He (not to travel) to Bucharest at this time last Friday.
8. I (to go) to school yesterday when (to see) a house on fire.
9.you ever (to see) Paris?
10. He (to know) her since 1992.

I (to go) to my therapist every week. I (to know) him for 3 years, since I (to be) very ill.

III.. Choose the appropriate answer:

1. *A person does not automatically..... the behavior he or she sees in other people.*

- a) cognitive-behavioral therapy;
- b) copy;

- c) communication styles;
- d) reproduce;
- e) intrusive parenting;

2. In addition to a comprehensive synthesis of theory and research, the author demonstrates how this knowledge informs current treatment practices with the inclusion of.....

- a) illustrative case examples;
- b) the suicidal patient;
- c) sample interview questions;
- d) antisocial behaviour;
- e) assessment tools;
- f) online resources;

3. Skinner's approach stresses that reinforcement is a necessary condition for theof behavior.

- a) substance abuse;
- b) acquisition;
- c) antisocial behavior;
- d) maintenance,
- e) modification;
- f) social anxiety disorder

4. Achievement motivation is the need....

- a) to achieve
- b) a field independent person
- c) psychological differentiation
- d) to overcome obstacles
- e) self-esteem
- f) to sing
- g) to excel

- h) to live up to a high standard

5. *The disorders discussed include:*

- a) multiculturalism;
- b) schizophrenia;
- c) attention deficit/hyperactivity disorder;
- d) cognitive behavior therapy;
- e) obsessive-compulsive disorder;
- f) autism;

6. *Bandura believesto be capable of influencing observational learning.*

- a) cognition;
- b) thought processes;
- c) psychoanalyses;
- d) forensic psychology;

7. *Self-reinforcement means, by definition, the rewards or punishments administered by oneself for.....of one's expectations and standards.*

- a) meeting;
- b) consequences;
- c) emotions and conflicts;
- d) empirical support;
- e) exceeding;
- f) falling short;

8. *This framework enables therapists to better recognize and understand cultural influences as a multidimensional combination of*

- a) Skinner's theory;

- b) developmental and aquired disabilities;
- c) older men and women;
- d) religion;
- e) ethnicity;
- f) socioecomonic status;
- g) constructive divorce;
- h) sexual orientation
- i) indigenous heritage;
- j) family therapy;
- k) native origin;
- l) gender;
- m) age;
- n) domestic violence;

9. *Self efficacy is an individual's sense of*

- a) self-esteem;
- b) behavioral approach;
- c) self worth;
- d) psychoterapy

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