

REVISTA DE LIMBI MODERNE
« CHATTERBOX »
LICEUL TEORETIC „MIHAI VELICIU”

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CONNECTED BY ENGLISH

When the English language gets in my way, I walk over it. (Billy Sunday)

Idiomatic expression

This article is a short attempt to make students achieve a number of English idioms related to certain situations, such as habits, traditions, and social occasions, names of animals. Taking into consideration the fact that cultures converge to some extent, translation is possible in such a way that the Romanian form and content draw near the source language.

Idioms are words or phrases which mean something different from what they say and they are usually metaphors. Their meanings are not literal, but are figurative and they are only known through their common uses. Because idioms can mean something different from what the words mean, it is difficult for someone not very good at speaking the language to use them properly. Some idioms are only used by some groups of people or at certain times. They are considered figures of speech that cannot be understood from the usual meanings of their constituent words. They communicate well for people of a particular culture and can often be changed slightly without confusing the meaning.

Because English culture differs from Romanian culture, it is sometimes difficult for the translator to find the appropriate equivalent. So the translator's task is to search for that term which would finally render the most suitable meaning of the source language. Translation, when practiced by relatively bilingual individuals but especially when by persons with limited proficiency in one or both languages, involves a risk of spilling-

over of idioms and usages from the source language into the target language.

Taking into consideration the great variety of English idioms, I focused on those frequently used expressions when dealing with English traditions, as well as with names of animals.

ENGLISH

CORNER

1. Idioms with English habits, traditions or social occasions.

- **be done like a (dog's) dinner** = a fi făcut praf
- *Whatever possessed her to play tennis against Sue? She was done like a dinner.*
- **a dog's breakfast/dinner** = a face ceva de proastă calitate
- *She tried to cut her hair and made a real dog's breakfast of it.*
- **done up/dressed up like a dog's dinner** = împopoțonat
- *There she was, all dressed up like a dog's dinner, in a ridiculous frilly shirt and a skirt that was far too short.*
- **sing for your supper** = a presta un serviciu în schimbul a ceva/hranei.
- *Dan's upstairs fixing my computer - I'm making him sing for his supper.*
- **a stag night/party / a bucks party (Australian)** = petrecerea burlacilor
- *I got a bit drunk at Pete's bucks party and disgraced myself.*

- **a hen night/party (British & Australian)**= petrecerea organizată în cinstea unei fete care urmează să se căsătorească.
- *Barbara's having her hen night a week before the wedding.*
- **the party is over** = s-a terminat cu joaca / distracția
- *The party is over for the Raiders, who were eliminated from the playoffs today.*



2. Idioms with names of animals

- **beat a dead horse** = a se strădui zadarnic
- *Do you think it's worth sending my manuscript to other publishers or I am just beating a dead horse?*
- **Hold your horses!** (informal) = Nu te ambala!
- *Just hold your horses, Bill. Let's think about this for a moment.*
- **horse around** = a se prosti
- *Stop horsing around and pay attention to your father!*



- **You can lead a horse to water (but you can't make him/it drink).** = Dumnezeu îți dă, dar nu îți pune și în traistă.
- *I made all the arrangements, bought the ticket, and even took him to the*

airport, but he just wouldn't get on the plane. Well, you can lead a horse to water, but you cannot make him drink.



- **not have a dog's chance** (informal) = a nu avea nici o șansă
- *He hasn't a dog's chance of getting that job. (usually + of + doing something)*
- **throw someone to the dogs** = a scoate țap ispășitor
- *I really felt as if I'd been thrown to the dogs just to save other people's reputations.*
- **work like a dog/trojan** = a munci ca un cal/ rob
- *He worked like a dog all day to finish the wallpapering.*
- **You can't teach an old dog new tricks.** = Nu înveți un cal bătrân să tragă la caruță.
- *You're never going to teach your father at the age of 79 to use a computer. You can't teach an old dog new tricks, you know.*

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- By Cristina Goldis
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QUEEN ELIZABETH II The greatest symbol of the U.K.



Queen Elizabeth II of the House of Windsor is the Head of State of the UK and 15 other Commonwealth realms.

Seen by many as the greatest living symbol of the British monarchy, Queen Elizabeth II has ruled the UK for more than 60 years. During her lifetime and reign, massive historical events changed the world and the British population, but the Queen and the Royal Family have always found a way to adapt to social changes and mentalities and maintain the monarchy as a constant feature of tradition in the British Isles.

Although Republicans still fight for the end of a kingdom in Britain, the Queen is much loved by her country and admired for her devotion and resilience in her job as Queen. During her 88 years of life, Queen Elizabeth II gave birth to four children, thus ensuring the continuity of her dynasty, kept certain traditions going, but changed others in the hope of a better future and a more stable British monarchy.

On the occasion of the Queen's Diamond Jubilee in 2012, many websites such as www.britroyals.com, or www.royal.gov.uk

have published articles regarding some of the most interesting facts about the Queen's reign. Here are some of them:

- ♣ The Queen is the 40th monarch since William the Conqueror.
- ♣ She is the patron of over 600 charities and organizations.
- ♣ The Queen has given regular audiences on Wednesday evenings to 12 Prime Ministers.
- ♣ The Queen is the second longest serving Monarch of the United Kingdom. Queen Victoria is the first, with 63 years and 216 days on the throne.
- ♣ In 60 years, The Queen has undertaken 261 official overseas visits, including 78 State Visits, to 116 different countries. Her Majesty has visited Australia 16 times, Canada 22 times, Jamaica 6 times and New Zealand 10 times.
- ♣ The only time The Queen has had to interrupt an overseas tour was in 1974 during a tour of Australia and Indonesia. The Queen was called back to the UK from Australia when a general election in the UK was suddenly called.
- ♣ The Queen has attended 56 Royal Maundy services in 43 Cathedrals during her reign. A total of 6,710 people have received Maundy Money in recognition of their service to the Church and their communities.
- ♣ The Queen has sat for 129 portraits during her reign.
- ♣ In 1969 the first television film about the family life of the Royal Family was made, and shown on the eve of the Investiture of Prince Charles as Prince of Wales.
- ♣ The Queen launched the British Monarchy's official website in 1997.
- ♣ The Queen has owned more than 30 corgis during her reign, starting with Susan who was a present for her 18th birthday in 1944.
- ♣ The Queen and her husband are both great-grandchildren of Queen Victoria.

The Queen takes a particular interest in horses, dogs and Scottish dances.

THE QUEEN AT WORK

Just like every other hardworking person, the Queen also has busy schedule on working days. Here is what a real day in the life of a queen looks like:

Morning activities:

- ☞ Reads morning newspapers and personal correspondence;
- ☞ Selects and reads letters from the public; gives instructions on how they should be answered;
- ☞ Meeting with Private Secretaries;
- ☞ Reads documents from the 'red box': State papers, Cabinet documents, telegrams etc.;
- ☞ Audiences with ambassadors and high commissioners;
- ☞ Investitures;
- ☞ Private lunch with the Duke of Edinburgh or, if on an engagement away, lunch with many different people.

Afternoon activities:

Prepares for and goes out on public engagements alone or with the Duke of Edinburgh;
Meeting of the Privy Council.

Evening activities:

- ☞ Meeting with the Prime Minister (Wednesdays);
- ☞ Reads report of the day's parliamentary proceedings;
- ☞ On some evenings, attends film premiers and concerts, or hosts official receptions at Buckingham Palace;
- ☞ If away on an engagement all day, returns home overnight by helicopter or the Royal Train.

THE QUEEN'S FAMILY

The Queen's family is made up of 24 direct and close members, born along four generations (her own included).

Together with her husband, Philip – Duke of Edinburgh, the Queen has 4 children (3 sons – Charles, Andrew and

Edward – and 1 daughter – Anne). Her eldest son, Charles, was born in 1948, while her youngest, Edward, was born 16 years later! All of her children got married, but three of them divorced: Charles, Anne and Andrew. Charles is the only member of the Queen's close family whose former spouse died (Princess Diana), while Edward's first and only marriage celebrates its 15th anniversary this year (2014). Charles remarried to Camilla Parker Bowles and his sister remarried to Commander Timothy Laurence.

All four royal children had their own offspring, so the Queen now has 8 grandchildren: 4 grandsons and 4 granddaughters, born between 1982 and 2007. Three of them (William, Peter Phillips and Zara Phillips) got married and are the proud parents of 4 children altogether, who are the Queen's great-grandchildren (1 great-grandson, Prince George of Cambridge, and 3 great-granddaughters).

**By Diana Cordea
English Teacher**



Mother's day

Mother! What an uplifting word! Our first word! When we say this word the feeling of love overwhelms us and the image of our saint mother appears in our soul! Her warm shelter follows us every moment of our life, making it safe for us to live with the knowledge of a full heart drowned in compassion.

Mother's Day is a celebration honoring mothers and motherhood, maternal bonds, and the influence of mothers in society. It is a very special celebration, because mothers feel loved by their children, all they see is respect, joy, hope in this day. It is celebrated on various days in many parts of the world, most commonly in March or May. The celebration of Mother's Day began in the United States in the early 20th century.

For example in Romania, Mother's Day is celebrated on 8th of March every year. By this celebration children and men offer to the women flowers. Daffodils, tulips or any other kinds of flowers are given to women from entire country. The 8th of March is considered to be a day in which the woman is worshiped and everyone around her treats her special during the



day.

Children from the kindergarten organize a festivity for Mother's Day in which they sing specific songs and recite poems. At the end of the festivity children offer to their mothers a flower and a handmade greeting card with all their love.

Mothers are very important in our lives. They comfort us, heal us when we feel down make us smile and they provide what children really need: a shelter, food, clothes and much more. A mother can be like a friend. When everyone lets you down she is the one who does not disappoint you, never ever! I think we should return the favour back to them. Our first smile, step, word, our first fairy book read, childhood with all its mysteries are closely related with the same person, who in words can't be told, it's unreal. Her eyes like a shining candle, her mouth like a blooming rose, her smile like a rainbow after a warm summer rain means the portrait of my mother.

Every child sees in his mother a great model, without sin, strong like a rock in the whirling sea but in the same time a kind temper, like a fairy coming from fairy-tale to be together with his child. Mothers are there for us, so I think we should be there for them no matter what. Let's make this day special and unforgettable for them, show them that we love them, and respect them.



Also make them feel important because they are and they will always be.



By Cioanca Daniela and Vladut Debora

cl. a XI-a UA

Saint Patrick's Day

Saint Patrick's Day is a cultural and religious holiday celebrated on 17 March. It is named after Saint Patrick, the most commonly recognised of the patron saints of Ireland. He is said to have died on March 17 in or around the year 493. He grew up in Roman Britain, but was captured by Irish raiders and taken to Ireland as a slave when he was a young adult. After some years he returned to his family and entered the church, like his father and grandfather before him. He later returned to Ireland as a missionary and worked in the north and west of the country.

According to popular legend, St Patrick rid Ireland of snakes. However, it is thought that there have been no snakes in Ireland since the last ice age. The "snakes" that St Patrick banished from Ireland, may refer to the druids or pagan worshipers of snake or serpent gods.



Saint Patrick's day was already being celebrated by the Irish in Europe in the ninth and tenth centuries. Saint Patrick's feast day was finally placed on the universal liturgical calendar in the Catholic Church due to the influence of Waterford-

born Franciscan scholar Luke Wadding in the early 1600s. Saint Patrick's Day thus became a holy day of obligation for Roman Catholics in Ireland.

Many people ask the question 'Why is the Shamrock the National Flower of Ireland?' The reason is that St. Patrick used it to explain the Holy Trinity to the pagans

This day is celebrated in many parts of the world, especially by Irish communities and organizations. Many people wear an item of green clothing on the day. Parties featuring Irish food and drinks that are dyed in green food color are part of this celebration. It is a time when children can indulge in sweets and adults can enjoy a "pint" of beer at a local pub. Many restaurants and pubs offer Irish food or drink, which include:

- **Irish brown bread.**
- **Corned beef and cabbage.**
- **Beef and Guinness pie.**
- **Irish cream chocolate mousse cake.**
- **Irish coffee.**
- **Irish potato champ, also known as poundies, cally or pandy.**
- **Irish stew.**
- **Irish potato soup.**

Many immigrants from Ireland fled to other parts of the world, including Australia, Canada, the United Kingdom and the United States, in the 19th and 20th centuries. Many Irish customs, including the St Patrick's Day celebrations, became quite popular in these countries. However, much of the interest in the St Patrick's Day events is largely commercially driven in the 21st century.



The first Saint Patrick's Festival was held on 17 March 1996. In 1997, it became a three-day event, and by 2000 it was a four-day event. By 2006, the festival was five days long; more than 675,000 people attended the 2009 parade. Overall 2009's five-day festival saw close to 1 million visitors, who took part in festivities that included concerts, outdoor theatre performances, and fireworks.

By Szabo Viola
cl. a XI-a UA

Love For Life

Primrose was always a fearless child. She wasn't afraid of the dark, she climbed into the highest trees, and she had a boyish personality. Primrose only had her grandmother after her parents had abandoned her. She didn't miss them because she never got to know them. The only memories that she had were with her grandmother. Both lived poorly but happy. As the years passed by Primrose started to ask about her

parents. Every night she was wondering, how things could be if her parents were there with her. She saw that every child in her school had a Mum or a Dad. By the age of ten she decided to search for her parents.

One night while her grandmother was sleeping, Primrose put her clothes on and made the decision that was about to change her life. She was excited, her legs were shaking. Unfortunately she made a stupid mistake, she ran into the forest. It was a cold winter so Primrose soon realized that she committed a huge mistake. The temperature got lower and lower as she went deeper in the wood. In the wintertime, the woods are very dangerous. All kind of hungry animals search for food. Primrose started to run, scared by all the dark that was surrounding her and by what was hiding in the dark. After hours of running she stopped near a huge oak tree. She was exhausted. Primrose stood near that oak tree for less than five minutes that seemed hours, she couldn't see a thing. Suddenly she heard a noise and after that another, they were animal's steps.

A roaring disrupted the peace of the wood. Primrose realized that it was a wolf roaring. She heard the steps approaching, the beautiful but hungry creatures had one wish, to rip the white skin of the little human doll. She could feel the dead in the air. Primrose closed her eyes. She thought about the beloved ones, her grandmother, the only mother and the only father that she ever had, the only one that was there for her when nobody was. She thought about the great memories that she had. The tears started to run down her cheeks. Primrose had

one wish to live, to go back to her Granny and never ever leave her, she forgot about her parents, she wanted to see her little house again. Then she realized that she has one more chance to live, to climb into the oak tree. With the last power she climbed. Primrose escaped. She woke up next morning; she saw the sun which shone happiness and desire to live.



By Barna Romina

cl. a X-a UA

Implying Teaching Efl Through Visual Mass-Media Aids

Introduction

This article aims at analyzing the importance of using Mass Media in the classroom and finding the ways how to use Printed and Audio-visual Media. It is the result of an in-depth study, surveys and questionnaires thus trying to make the ideas in this article more trustworthy. It is based not only on the literature review but also on long personal experience. It is a brief description of some practical examples and some tips for novice teachers. Further more, this article tends to deal with some of the key issues of using media in the classroom. The following issues are open for discussion: the importance of Media in general and in education in particular;

Media are persuasive and pervasive, newspapers, magazines, radio,

television and internet in the classroom, etc.

Using various kinds of Media in the classroom has always been a challenge, and how to bring these media in the classroom is more than a challenge. Students and teachers should be able to use in their classrooms different media through different technologies. Media provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students.

They also provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc, and tasks which develop reading, writing, speaking and listening skills. They entertain students and encourage reading English in general, both inside and outside the classroom, promoting extensive reading by giving the students the confidence, the motivation and the ability to continue their reading outside the classroom. Media “inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched”. (Shirley Biagy, 1996)

As classroom teachers it is necessary to bring mass media in our classrooms exactly for all these reasons mentioned above. We should understand the media, the messages they give and their influence upon us, how to explore this abundant information and create a continuum of the liveliness media create in the life of people and why not in the classrooms where students spend a lot of their time.

1. Newspapers and the classroom

Newspapers are easy to be brought in the class in different subjects and courses, especially in geography, history, literature, language classes, etc. Some of them have valuable information for these subjects, but we should know how to find this information. Many libraries have systems of classification according to the topics and issues and we can easily find our way in searching this information. If not we would spend a lot of time to find something. It is often said that academic success starts at the library.

There are different purposes and ways for using newspapers in language classroom. They may be used for the culture they transmit. The more widely students read, the greater their understanding of this cultural meaning will be. They may also be used for reflecting changes in the language as well, and in doing so, helping students and teachers keep up pace with such changes. Most newspapers are linguistically up-to-date and provide valuable linguistic data. They may be used for the wide variety of text types and language styles, not often found in textbooks. At the same time, newspapers provide a natural source of many of the varieties of Written English that become very important to students, and valuable for language study as the students progress. So, they may be used as supplementary material and examples in Text Analysis, Academic Writing, Stylistics, Semantics, etc. while analyzing different types of texts.

The variety of subjects and topics makes newspapers interesting and motivating for the students to work with. Newspapers report real-life events, and this arouses students' curiosity. Newspaper-based activities in the classroom may engage students in enjoyable activities and encourage their further reading. Newspapers are an invaluable source of authentic materials. The more students read, the more they want to explore. "People learn through reading, and reading about interesting new things in one's interest subject, undoubtedly helps motivation". (Paul Sanderson, 2002)

Newspapers are also a great source for ESP teachers. They can be used as teaching materials to develop students' language skills. They can be used effectively with a wide range of levels from Elementary to Advanced, either interpreting them or using them as they are. Some newspapers are easy to read, easy to use.

Lessons take time to prepare. The schedules of the teachers are periodically busy. Once we find an interesting material, we may use it over and over again, avoiding articles or news mentioning dates or topical events, data for well-known personalities, etc.

Another very important issue about newspaper use is materials collection. It is an on-going process and worth doing it. Choosing and collecting short articles, weather forecast, advertisements, headlines, etc. is a hard task, but we may use them at a later time and more than once for different students.

Here are some pre-activity and while-activity preparation techniques that can be used in combination with one another: (Paul Sanderson, 2002)

- Give the students the materials before the lesson; ask them to look for vocabulary at home
- Explain any key vocabulary in the materials
- Summarize the newspaper item
- Ask the students to brainstorm what they know about the newspaper item
- Tell the students the headline and show any accompanying photograph
- Before reading, write on the board and explain key vocabulary
- Ask the students to predict the story-line
- Allow your students to use a dictionary during the activity
- Encourage your students to go for the overall meaning of a text, rather than to understand every word
- Encourage your students to bring to their reading their own world knowledge
- Try to help the students in understanding the grammatical complexity of the text, facilitate to assimilate the density of information, guess the low-frequency vocabulary, etc.

2. Magazines in the Classroom

There are different kinds of magazines. According to a questionnaire done with high school and university

students most of them mentioned that they liked to read mostly political, scientific, fashion, cultural, entertaining and sport magazines. This interest of the university and high school students should be exploited by the teachers to up-date their teaching materials and break the monotony of the lesson by using always the textbooks.

As with newspapers, magazines are resources for different subjects, cutting out pictures and passages associated with particular topics. Magazines are also sources in language development in providing pictures to stimulate verbal or written stories. For example, they may be used for introducing colors and clothes, means of transport, short stories, stimulating picture discussions and for other supplementary materials as well, which cover a topic that may be under discussion in a language class.

3. The Role of Books in Everyday Life and Education

Books are crucial in modern life as well, a driving force in education, business, law, science, medicine and entertainment. Through books the students gain the legacy of knowledge earned by those who came before. (Beckert, 1992) People of all ages find information, pleasure, relaxation and inspiration while reading books. Books lack the immediacy of other mass media, but they make up for that by greater thoroughness and permanence. Books are saved and treasured in great public libraries and in personal collections. Readers go back to famous books, rereading them again and again. Others

enjoy a book once and pass it on, wanting others to share their discoveries. 'Those who have already discovered the joy of books, however, are hooked for life. And as others become aware of the vast array of books available, they too will find that unrivaled knowledge and pleasure await them between the covers of books' (Beckert, 1992).

There is also a vast area that textbooks cover. Besides them there are a lot of books that we read as a class assignment, a novel in the English class, in the course English through Prose and Poetry, in British and American literature course; a book on the planets in the science class, and many others.

So, books are among the most enduring of the mass media. Some people save them for years, and libraries save them for centuries. Here is the right place to mention the words of Franklin Roosevelt: "People die, books never die".

4. Radio and Education

Radio plays an important part in developing people's imagination, in creating pictures in the mind through the power of words, it stimulates the imagination to fill in the visuals, etc. The listeners see the drama in their heads. Thus, when radio is used in the classroom it helps students to promote their imagination, to voice their creativity.

A lot of radio programs contribute to language learning. Besides getting new information and entertainment, in language classes, radio helps the pronunciation, the intonation, the pitch of voice, etc.

These might be successful if we undertake adequate preparation and design carefully graded tasks. Students gain a feeling of satisfaction from having understood something of an authentic broadcast; we can see the joy in their faces. They develop greater confidence in their ability to cope with English as it's spoken outside the classroom. Albanian students may use BBC World Service news bulletin, Voice of America or other foreign radio stations. In case students have no possibilities, the teacher may record the news bulletin, transcribe it and prepare to explain any difficult vocabulary that may come out. Then the teacher may ask the students if they have listened to the news in Albanian the day before, because nearly all the news, especially international news, is almost the same. So if the content is somewhat known to the students, they will be more motivated and the success of the task will be easier.

5. Television and the Classroom

Most people today watch about three to five hours of television a day. 'Defenders call TV a window on the world, a magic carpet of discovery. They claim that it enlarges both knowledge and understanding. Defenders say it encourages a new way of thinking, with interlocking hopes, needs and problems. Critics call it the idiot box. They say it promotes mindless viewing of mindless programs. Critics say it stifles creativity and promotes distorted thinking. Social observers often urge parents not to use television as an electronic baby-sitter'. (Beckert, 1992)

We should try to exploit those TV programs to promote students' learning.

TV programs may be used as warming-up activities, pre-activities for the coming issue, as supplementary materials for a certain topic, for up-to-date information, to update the information in the textbooks, etc.

6. Using Movies to Teach English

We should encourage the students to see as many films as possible outside the classroom or parts of films in the classroom. Watching films is very important as it increases their visual and critical awareness. Watching films in the classroom can be realized through recording them. We should try to make the activity of film-watching an active rather than a passive one. This can be done in a variety of ways as setting questions about the film, promoting discussions in small groups, asking the students to comment on various things, inviting criticism, etc. We may also stop the film from time to time and ask the students what has happened so far or guess what might happen next. Another way might be turning the sound down and asking the students to imagine or make up dialogues.

While using a film in the classroom to help our English we have paid attention to the accent, voice, body language, choosing of the words, training ear and the eye, lifestyle, plot idea, summary, what's going on, why and how, and many other things depending on the aim we have put to ourselves. The overall aim has always been to maximize

comprehension and learn more English. But we all know that watching a full feature film needs more time than teaching hours. So, we need to be able to fit films into a classroom schedule organizing different activities that help this aim. In order to save time we might tell the story of the film ourselves, illustrating it by showing three or four key scenes without telling the end.

Another way is the use of video-cassette. The students may watch the film themselves in the video-classroom or at home and come the next day and present what they watched and what happened in the film.

7. Internet for Teachers and Students

It is very important to know how to communicate on the Internet and how to search, explore and locate information. Internet is not merely a source of authentic material in English but also a source of information about all sorts of topics we may want to discuss in the classroom and at the same time a source of professional knowledge for teachers in the form of bibliographies, articles, courses and conferences. But to get all these we need to have some practice and experience. It is often that we spend a lot of time searching the Internet, and we feel that we are wasting time and finding nothing that we really wanted. So, it is crucial to have some tips about the ways how to search the Internet, especially the key words of research.

Internet helps students and teachers to compare and classify

information, to induce and deduce ideas, to analyze errors, to abstract concepts, to analyze perspectives, to gather information, to work in teams, etc. The Internet is an excellent tool for locating the latest news not yet published. Information on the Internet has three characteristics that distinguish it from traditional classroom materials such as books, supplementary readings, videos and films. The information on the Internet is extensive, dynamic and readily accessible. Acknowledging these characteristics will provide a better understanding of the potential as well as the challenges this new instructional tool offers to teachers.

8. The role of the teacher in the Technology Era

Today the role of the teacher has changed a lot. Traditionally a teacher's job has been "to fill" the minds of students with "true" knowledge. The teacher was the only authority that gave information.

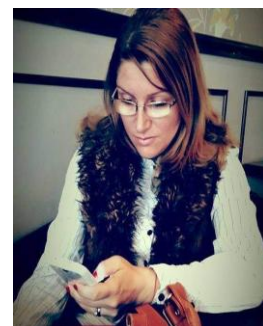
Students were supposed to give their knowledge back to the teacher through retelling and reporting. But today the teachers should be aware of their new role and responsibilities that high technology requires from them.

Today students are supposed to conceptualize ideas, work as part of a collaborative team, problem solve, and take action. In today's world, the teacher must go beyond knowledge transmission. The change of the role of the teacher is conditional by the development and implementation of new technology in the classroom. Once the computers are

found the classroom environment should be changed. This brings another dimension to the role of the teacher, that of a facilitator and a manager.

Conclusions

Multimedia helps us, teachers to make teaching and learning visual, easy for visual learners. A picture not only tells a thousand words but it also helps students improve their thinking and observation skills, it promotes imagination, etc. Playing the video with or without the subtitles enhances visual learner.



By Duma Gabriela
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Hachiko: A Dog's Story

Years earlier, a puppy is sent from Japan to the United States, but escapes when his cage falls off the baggage cart at an American train station. Professor Parker Wilson finds the abandoned dog and when the station controller refuses to take the puppy, he takes it home with the intention of returning the animal to



its owner. Initially, Cate Parker does not want them to keep the puppy.

Parker decides to call the dog Hachikō. He attempts to play fetch with Hachi, but he refuses to join in. Cate receives a call from someone wishing to adopt the puppy, but having seen how close her husband is with Hachi, she tells the caller, "Hachi has already been spoken for. "

Parker continues to be mystified by Hachi's refusal to do dog-like activities like chase and fetch. One morning, Parker leaves for work and Hachi follows him to the train station; he refuses to leave until Parker walks him home. Later in the afternoon, Hachi walks to the station, to wait patiently for Parker to come home. Parker relents and walks Hachi to the station every morning. After Parker's train departs, Hachi walks home, returning in the afternoon to see his master's train arrive and go home together. They continue to do this every day.

One day Parker gets ready to leave and Hachi barks at him and refuses to join him. When Parker does leave, Hachi chases him while holding his ball. Parker is surprised but pleased that Hachi is finally willing to play fetch the ball with him. Not wishing to be late for college, Parker catches his train despite Hachi's barking. Later that day Parker is teaching his music class, still holding Hachi's ball, when he suddenly suffers a fatal heart attack and dies.

At the train station, Hachi waits patiently as the train arrives, but there is no sign of Parker. He remains, lying in the snow, for several hours, until Parker's son-in-law Michael (Ronnie Sublett) comes to collect him. The next day, Hachi returns to the station and waits, remaining all day and all night. As time passes, Cate sells the house and Hachi is sent to live with her daughter

Andy (Sarah Roemer), Michael, and their baby Ronnie. However, at the first opportunity, he escapes and eventually finds his way back to his old house and then to the station, where he sits at his usual spot, eating hot dogs given to him by Jasjeet, a local vendor. Andy arrives soon after and takes him home, but lets him out the next day to return to the station.

For the next ten years, Hachi waits for his owner. His loyalty is profiled in the local newspaper. Cate comes back to visit Parker's grave where she meets Ken, and says she can't believe ten years have gone by. Walking past the station, she is stunned to see Hachi maintaining his vigil. Overcome with grief, Cate sits and waits for the next train with him. At home, Cate tells the now ten-year-old Ronnie about Hachi. Hachi continues his daily walk to the same spot in front of the train station to his final day when he recollects his life with his master. Hachi is last seen lying on the snow, alone and still.

Back in his classroom, Ronnie, forms his conclusion why Hachi will forever be his hero. Ronnie's story has clearly moved the class, with some students holding back tears, even those who had laughed at the beginning. After school, Ronnie is met coming off the school bus by his dad and his own puppy, also named Hachi. Ronnie and Hachi walk down the same tracks where Parker and Hachi had spent so much time together.

By Dudas Marius

Cl.a X-a R

CHRISTIAN BALE

Christian Charles Philip Bale

(born 30 January 1974) is an English actor. He has starred in both blockbusterfilms and smaller projects from independent producers and art houses.



Bale first caught the public eye at the age of 13, when he was cast in the starring role of Steven Spielberg's *Empire of the Sun* (1987). Based on the original story by J. G. Ballard, Bale played an English boy who is separated from his parents and subsequently finds himself lost in a Japanese internment camp during World War II. In 2000, he garnered critical acclaim for his portrayal of serial killer Patrick Bateman in *American Psycho*. He earned a reputation as a method actor after he lost 63 pounds to play the role of Trevor Reznik in *The Machinist* (2004).

Bale went on to receive greater commercial recognition and acclaim for his performance as Bruce Wayne/Batman in Christopher Nolan's *Batman Begins* (2005), *The Dark Knight* (2008) and *The Dark Knight Rises* (2012). He also portrayed Dicky Eklund in the biopic *The Fighter* (2010), for which he received critical acclaim and won several awards, including the Academy Award for Best Supporting Actor, the Golden Globe Award for Best Supporting Actor and the Screen Actors Guild Award for Outstanding

Performance by a Male Actor in a Supporting Role. In 2013, he starred in the comedy-drama *American Hustle*, for which he received his second Academy Award nomination, his first in the Best Actor category, in addition to a nomination for the Golden Globe Award for Best Actor – Motion Picture Musical or Comedy.

Bale was born in Haverfordwest, Pembrokeshire, the son of English mother Jenny (née James), a circus performer, and a South African-born English father, David Bale, an entrepreneur, commercial pilot, and talent manager. He has stated, "I was born in Wales but I'm not Welsh – I'm English". He has two sisters. Bale spent his childhood in Wales, Surrey and Dorset in England, and Portugal. He attended Bournemouth School, but left at age 16.

His parents divorced in 1991, and while his mother and sister Sharon stayed in Bournemouth, he moved with his father to Los Angeles, California at age seventeen. He has not spoken to Sharon since she had him arrested without charge after he allegedly ranted at her at London's Dorchester hotel in 2008. His first acting role was a commercial for the fabric softener Lenor in 1982. A year later, he appeared in a Pac-Man cereal commercial playing a child rock star. In 1984, he made his stage debut in *The Nerd* on London's West End with Rowan Atkinson.

His performance as Jim Graham in *Empire of the Sun* earned him widespread critical praise and the first ever "Best Performance by a Juvenile

Actor" award from the National Board of Review of Motion Pictures. The attention the press and his schoolmates lavished upon him after this took a toll on Bale, and he contemplated giving up acting until Kenneth Branagh approached him and persuaded him to appear in *Henry V* in 1989. In 1990, he played the role of Jim Hawkins opposite Charlton Heston (as Long John Silver) in *Treasure Island*, an adaptation of Robert Louis Stevenson's classic book.

In 1999, Bale played serial killer Patrick Bateman in *American Psycho*, director Mary Harron's adaptation of Bret Easton Ellis' controversial novel. Bale was briefly dropped from the project in favour of Leonardo DiCaprio. From 2002–2003, Bale starred in three feature films. *Laurel Canyon* (2002) was generally well received by critics. This film marked the second time he worked with actress Kate Beckinsale, his costar in *Prince of Jutland* (1994). Critics generally focused on star Frances McDormand's performance over the rest of the cast. *Equilibrium* was Bale's third film of 2002, costing US\$20 million to produce but earning just over US\$5 million worldwide. In *Equilibrium*, Bale played John Preston, an elite law enforcer in a dystopian society. After a year's hiatus, Bale returned in 2004 to play Trevor Reznik, the title character in the psychological thriller *The Machinist*. Bale gained attention for his devotion to the role and for the lengths to which he went to achieve Reznik's emaciated, skeletal appearance. He went without proper rest for prolonged periods, and placed himself on a crash diet of generally coffee and apples, which

reduced his weight by 63 pounds (4 st 4 lb or 27 kg) in a matter of months. Bale reprised the role of Batman in the sequel *The Dark Knight*. He trained in the Keysi Fighting Method, and performed many of his own stunts. In *The Prestige*, an adaptation of the Christopher Priest novel about a rivalry between two Victorian stage magicians, Bale was reunited with *Batman Begins'* Michael Caine and director Christopher Nolan. The cast of *The Prestige* also included Hugh Jackman, Scarlett Johansson, Piper Perabo, and David Bowie. *I'm Not There*, in which Bale again worked with Todd Haynes and Heath Ledger (who would go on to play *The Joker* in *The Dark Knight*), is an artistic reflection of the life of Bob Dylan.

Bale starred alongside Mark Wahlberg in David O. Russell's 2010 drama film *The Fighter*, in which he won the Golden Globe Award for Best Supporting Actor, the Academy Award for Best Supporting Actor and thirty other awards in 2011. Near the end of his acceptance speech during the televised Golden Globes awards ceremony, Bale complimented Robert De Niro by saying he was "the shit". The comment was censored by NBC.

Writer/director Joe Carnahan confirmed in November 2007 that Bale is also involved in the upcoming movie *Killing Pablo* in which he is to play Major Steve Jacoby. According to a *Nuts* magazine interview, Bale stated that he will be in the running to play the role of Solid Snake in a film adaptation of *Metal Gear Solid*. Zack Snyder will have Bale as lead in his current project *The Last Photograph*.

In 2013, Bale portrayed Russell Baze in Scott Cooper's thriller *Out of the Furnace*, and starred in *American Hustle*, which reunited him with director David O. Russell, after their work on *The Fighter*.

By Mihut Fabian
cl. a X-a Real.

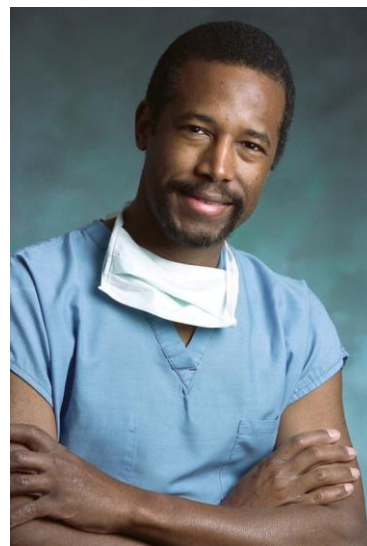
Benjamin Solomon Carson

Benjamin Solomon Carson was born on September 18, 1951 in Detroit, Michigan, the son of Sonya, a Seventh-day Adventist; and Robert Solomon Carson, a Baptist Minister. His parents were both from rural Georgia. He is a columnist and retired neurosurgeon. He is credited with being the first surgeon to successfully separate conjoined twins joined at the head. Carson was a professor of neurosurgery, oncology, plastic surgery, and pediatrics, and he was the director of pediatric neurosurgery at Johns Hopkins Hospital. At age 33, he became the youngest major division director in Johns Hopkins history, as director of pediatric neurosurgery. He was also a co-director of the Johns Hopkins Craniofacial Center.

Behind the medical career he is a very good writer. He has written six bestselling books, an international Christian media and publishing company: *Gifted Hands*, *Think Big*, *The Big Picture*, *Take the Risk*, *America the Beautiful*, and *One Nation*. The first book is an autobiography, and two are about his personal philosophies of success that

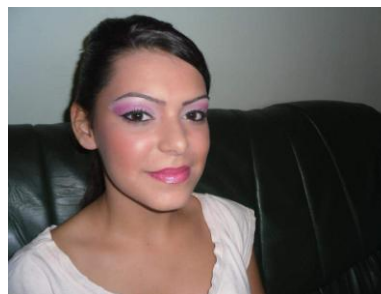
incorporate hard work and a faith in God. *Gifted Hands: The Ben Carson Story* is, in my opinion, his best masterwork from all.

After this book was made in 2009 an amazing movie with the same name.



Like Ben Carson said in his book, *Gifted Hands*:

“Success is determined not by whether or not you face obstacles, but by your reaction to them. And if you look at these obstacles as a containing fence, they become your excuse for failure. If you look at them as a hurdle, each one strengthens you for the next.”, stop saying tomorrow or stop being afraid about every obstacle you meet because you only live once, and I think that Carson is the best example we can take.



By Hirb Georgiana

Clasa a X-a R

Nuclear Blasts

A nuclear explosion is an explosion that occurs as a result of the rapid release of energy from a high-speed nuclear reaction. The driving reaction may be nuclear fission, nuclear fusion or a multistage cascading combination, though to date all fusion based weapons have used a fission device to initiate fusion, and a pure fusion weapon remains a hypothetical device.

Atmospheric nuclear explosions are associated with mushroom clouds, although mushroom clouds can occur with large chemical explosions, and it is possible to have an air-burst nuclear explosion without these clouds. Nuclear explosions produce radiation and radioactive debris.

In 1963, the United States, Soviet Union, and United Kingdom signed the Limited Test Ban Treaty, pledging to refrain from testing nuclear weapons in the atmosphere, underwater, or in outer space. The treaty permitted underground tests. Many other non-nuclear nations acceded to the Treaty following its entry into force; however, three nuclear weapons states have not acceded: France, China, and North Korea.

Main articles: Nuclear weapons and History of nuclear weapons

In the history of warfare, two nuclear weapons have been detonated—both by the United States in World War II. The first event occurred on the

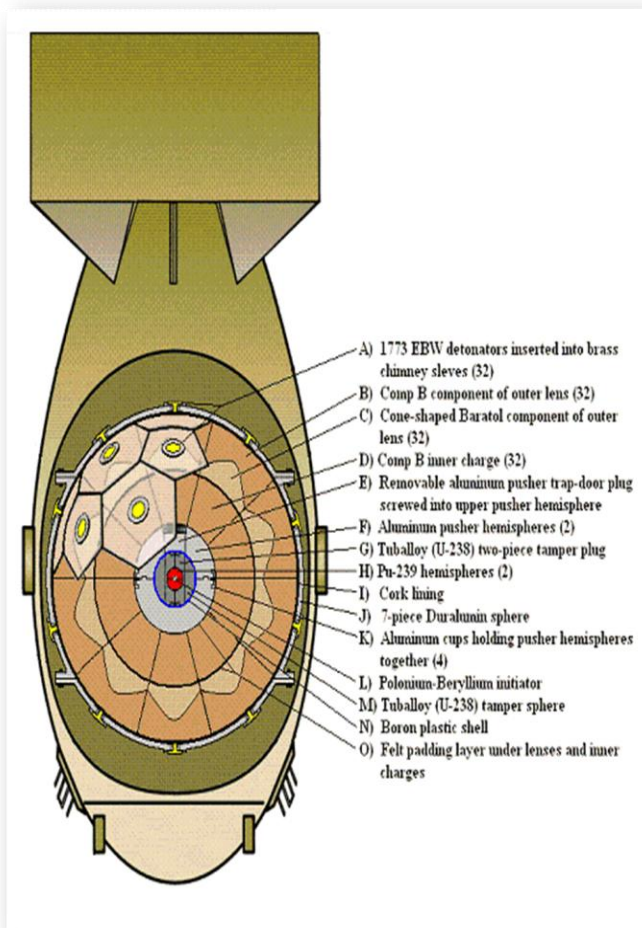
morning of 6 August 1945, when the United States dropped a uranium gun-type device code-named "Little Boy" on the Japanese city of Hiroshima.

The second event occurred three days later when, again, the United States dropped a plutonium implosion-type device code-named "Fat Man" on the city of Nagasaki. These bombings resulted in the immediate deaths of around 120,000 people and more over time, because of the nuclear radiation. The use of these weapons was and remains controversial.

The dominant effects of a nuclear weapon (the blast and thermal radiation) are the same physical damage mechanisms as conventional explosives, but the energy produced by a nuclear explosive is millions of times more per gram and the temperatures reached are in the tens of megakelvins. Nuclear weapons are quite different from regular weapons because of the huge amount of explosive energy they can put out and the different kinds of effects they make, like high temperatures and nuclear radiation.



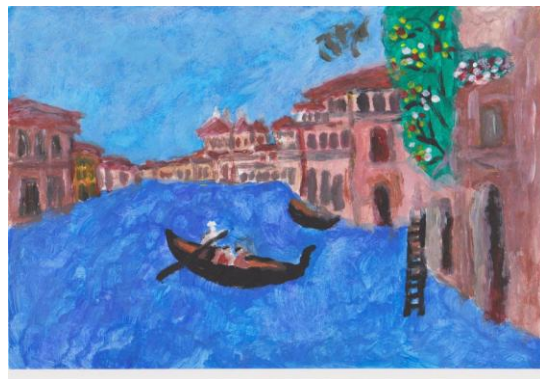
The devastating impact of the explosion does not stop after the initial blast, as with regular explosives. A cloud of



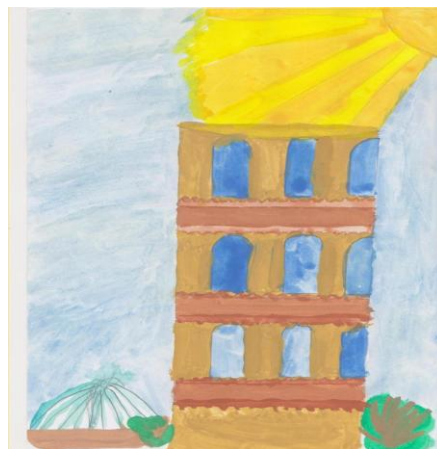
nuclear radiation travels from the epicenter of the explosion, causing an impact to life forms even after the heat waves have ceased. The radiation can cause genetic mutation, radiation poisoning, and death.

By Sasu Cristian

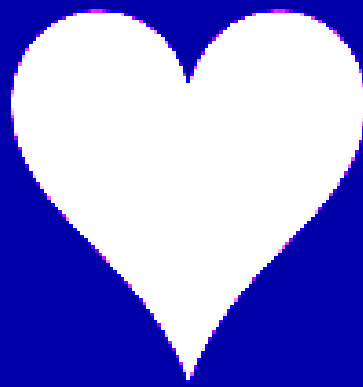
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Marcu Adam, cl. a II-a A,
inv. Cristea Cornelia



Manea Carla, cl. a II-a A,
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