

Flori-Alina Popescu

Teste rezolvate pentru examenul de titularizare

Limba și literatura engleză



Cuvânt înainte

Dragi viitori colegi,

Pornind de la ideea că pregătirea secvențială optimizează performanțele candidaților la examen, am conceput această culegere ca un instrument practic de lucru, destinat exersării subiectelor de titularizare într-o viziune integratoare, cuprinzând elemente de limbă și literatură. Din proprie experiență, știu că principala problemă pe care o întâmpină candidații, (fie debutanți fie profesori cu vechime), este nesiguranța abordării subiectelor.

În testele prezentate, structurate pe modelul standard propus de Ministerul Educației, am corelat aspecte care vizează elemente de literatură, gramatică și metodică. În plus, prezenta lucrare vine în ajutorul dumneavoastră cu sugestii de rezolvare în care toate subiectele sunt tratate în mod complex.

Consider că lucrarea de față oferă candidaților posibilitatea de a se pregăti practic și aplicat, prin exersarea și sistematizarea cunoștințelor prevăzute de programa de examen, dar și de a utiliza practic la clasă activitățile descrise la subiectul de metodică.

Mult succes la examen!
Prof. Flori-Alina Popescu



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Teste

- **Toate subiectele sunt obligatorii. Se acordă zece puncte din oficiu.**
- **Timpul de lucru efectiv este de patru ore.**

Testul nr. 1

SUBIECTUL I

(30 de puncte)

Consider the following text:

One autumn morning I was with my mother in the front garden, when Mr. Murdstone – I knew him by that name now – came by, on horseback. He reined up his horse to salute my mother, and said he was going to Lowestoft to see some friends who were there with a yacht, and merrily proposed to take me on the saddle before him if I would like the ride.

The air was so clear and pleasant, and the horse seemed to like the idea of the ride so much himself, as he stood snorting and pawing at the garden-gate, that I had a great desire to go. So I was sent upstairs to Peggotty to be made spruce; and in the meantime Mr. Murdstone dismounted, and, with his horse's bridle drawn over his arm, walked slowly up and down on the outer side of the sweetbriar fence, while my mother walked slowly up and down on the inner to keep him company. I recollect Peggotty and I peeping out at them from my little window; I recollect how closely they seemed to be examining the sweetbriar between them, as they strolled along; and how, from being in a perfectly angelic temper, Peggotty turned cross in a moment, and brushed my hair the wrong way, excessively hard.

Mr. Murdstone and I were soon off, and trotting along on the green turf by the side of the road. He held me quite easily with one arm, and I don't think I was restless usually; but I could not make up my mind to sit in front of him without turning my head sometimes, and looking up in his face. He had that kind of shallow black eye – I want a better word to express an eye that has no depth in it to be looked into – which, when it is abstracted, seems from some peculiarity of light to be disfigured, for a moment at a time, by a cast. Several times when I glanced at him, I observed that appearance with a sort of awe, and wondered what he was thinking about so closely. His hair and whiskers were blacker and thicker, looked at so near, than even I had given them credit for being. A squareness about the lower part of his face, and the dotted indication of the strong black beard he shaved close every day, reminded me of the wax-work that had travelled into our neighbourhood some half-a-year before. This, his regular eyebrows, and the rich white, and black, and brown, of his complexion – confound his complexion, and his memory! – made me think him, in spite of my misgivings, a very handsome man. I have no doubt that my poor dear mother thought him so too.

We went to an hotel by the sea, where two gentlemen were smoking cigars in a room by themselves. Each of them was lying on at least four chairs, and had a large rough jacket on. In a corner was a heap of coats and boat-cloaks, and a flag, all bundled up together.

They both rolled on to their feet in an untidy sort of manner, when we came in, and said, "Halloa, Murdstone! We thought you were dead!"

"Not yet," said Mr. Murdstone.

"And who's this shaver?" said one of the gentlemen, taking hold of me.

"That's Davy," returned Mr. Murdstone.

“Davy who?” said the gentleman. “Jones?”
“Copperfield,” said Mr. Murdstone.

(Charles Dickens, *David Copperfield*)

- a. Contextualize the text from a historical and cultural point of view. (15-20 lines) **10 points**
- b. Discuss the relevance of the text, in terms of content and style, with reference to its author’s literary canon. (30-40 lines) **20 points**

SUBIECTUL al II-lea

(30 de puncte)

- a. Specify and illustrate five uses of the Definite Article. **10 points**
- b. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not alter the word in any way. You must use between three and six words, including the word given. **10 points**
1. The football team just failed to qualify from the group stages at the 2024 UEFA European Championship. **SUCCEED**
The football team from the group stages at the 2024 UEFA European Championship.
2. The politicians will be charged with bribery and corruption. **FACE**
The politicians bribery and corruption.
3. He worked in the Defense before he was appointed Senator. **PRIOR**
..... he worked in the Defense.
4. When are you going to find time to do your homework? **ROUND**
When are you going to?
5. The murderer has still not been caught. **LARGE**
The murderer
- c. Write **one** word in each gap. **10 points**

The importance of self-confidence

Self-confidence is (1) _____ essential trait that plays a significant role (2) _____ achieving success in life. It is a belief in (3) _____, abilities, and one's potential to overcome challenges and accomplish goals. People (4) _____ possess self-confidence can achieve success in their personal and professional lives by taking risks, pursuing their dreams, and handling failures with resilience. Self-confidence is critical in personal growth and development. It helps individuals to believe in their abilities and potential

to succeed in life. With self-confidence, one (5)_____ take risks and step (6)_____ of their comfort zones, which can lead to new opportunities and experiences. It also enables individuals to overcome fears and self-doubt, allowing them to pursue their passions and interests with conviction.

Moreover, self-confidence fosters a positive outlook on life, promoting mental and emotional well-being. It helps individuals to manage stress, anxiety, and depression, and to maintain a healthy self-image. With self-confidence, individuals can embrace their strengths and weaknesses, accepting (7)_____ for who they are and working (8)_____ self-improvement.

Self-confidence is also critical in achieving professional success. It enables individuals to pursue their career aspirations with conviction and to take the necessary steps to achieve them. Self-confident individuals are more (9)_____ to be assertive, proactive, and resilient, making them ideal candidates for leadership positions. They can communicate effectively with others, build strong professional relationships, and negotiate with confidence, leading to (10)_____ career opportunities and success.

SUBIECTUL al III-lea

(30 de puncte)

a.

12 points

Based on the text from SUBJECT 1, devise a pre-reading activity:

- specify the learning objective(s) 2 points
- specify the estimated time 1 point
- indicate the level of your students 1 point
- describe the activity 8 points

b.

18 points

Devise *three* exercises, *two* based on two types of *indirect* items (five items per each exercise) to measure students' ability to express *concession* and *one* based on a *direct* item to measure students' ability to express *complaint*.

3 exercises x 6 points

- the content of the exercise 2 points
- specifying the students' level 1 point
- mentioning the learning objective(s) 1 point
- providing the answer key/the main criteria of the marking scheme 1 point
- language accuracy and vocabulary 1 point

Rezolvare Testul nr. 1

SUBIECTUL I

(30 de puncte)

a.

10 points

Keep in mind that this is only an example; you might have other ideas and opinions

Charles Dickens was born on 7th February 1812, and spent the first nine years of his life living in the coastal region of Kent, a county in south-east England. Under Queen Victoria reign, Great Britain turned into one of the most expanded empires in the world, extending its borders into America, Africa and Asia, therefore becoming the first economic and politic world power. A significant change that occurred during the mid-19th century was the expansion of literary and print culture in England. Almost everyone could read and the novel became the main form of literature.

David Copperfield is set in Early Victorian England, a time when great social changes were sweeping the nation. The Industrial Revolution had transformed the social landscape, enabling manufacturers and capitalists to amass huge fortunes. Although social class was no longer entirely dependent on the circumstances of one's birth, the divisions between rich and poor remained nearly as wide as ever. London, a teeming mass of humanity lit by gas lamps at night and darkened by black clouds from smokestacks during the day rose in dark contrast to Britain's sparsely populated rural areas. More and more people moved from the country to the city in search of the opportunities that technological innovation promised. But this migration overpopulated the already crowded cities and poverty, disease, hazardous factory conditions, and ramshackle housing became widespread.

Dickens acutely observed these phenomena of the Industrial Revolution and used them as canvas on which he painted David Copperfield and his other urban novels.

b.

20 points

Keep in mind that this is only an example; you might have other ideas and opinions

The novel is a bildungsroman, a story of growing up, that takes the protagonist from early childhood to early middle age. The structure of the bildungsroman involves a movement from naïve innocence and total inexperience through a series of mishaps and apprenticeships toward a more mature state of experienced knowledge about the world and self-confidence. The story is narrated from the first point of view following the experiences of the main character.

Throughout David Copperfield, the powerful abuse the weak and helpless, Dickens focuses on orphans, and the mentally disabled to show that exploitation is the rule in an industrial society. Dickens draws on his experience as a child to describe the inhumanity of child labor and debtors' prison. His characters suffer punishment at the hands of forces larger than themselves, even though they are morally good people. The arbitrary suffering of the innocents makes for the most vividly affecting scenes of the

novel. David starves and suffers in a wine-bottling factory as a child. As his guardian, Mr. Murdstone can exploit David as factory labor because the boy is too small and dependent on him to disobey. Likewise, the boys at Salem House have no recourse against the cruel Mr. Creakle. In both situations, children deprived of the care of their natural parents suffer at the hands of their own supposed protectors.

Dickens does not think very highly of fathers, or he at least shows resentment about his own father. He portrays the family in a bright, happy way when there is no father figure present. As soon as Mr. Murdstone steps in as a stepfather, however, things become awful in *Blunderstone Rookery*. Mr. Murdstone does not represent fathers or males in general, however; Mr. Murdstone is uncharacteristically distasteful and controlling in the family. With Jane, he usurps power in the household and leaves David's own mother with practically no power or rights in the house. Murdstone's name suggests his muddy, crappy (*merde*) personality and his stone-cold treatment of Clara, unlike a father and husband in a truly happy family. It is no wonder that he causes stress and anxiety in David's life, and when he goes too far, no wonder that David fights back. David's severe and prolonged punishment, seclusion and then banishment to a boarding school, is another example of Murdstone's personal failures as a father figure.

Dickens holds up the Strong's marriage as an example to show that marriages can only be happy if neither spouse is subjugated to the other. Dickens does not challenge his society's constrictive views about the roles of women. However, by depicting a marriage in which a man and a wife share some balance of power, Dickens does not point toward an age of empowered women. Throughout the novel, Dickens criticizes his society's views of wealth and class as measured of a person's value. Dickens uses Steerforth, who is wealthy, powerful, and noble, to show that these traits are more likely to corrupt than improve a person's character. Steerforth is treacherous and self-absorbed. On the other hand, Mr. Peggotty and Han, both poor, are generous, sympathetic characters. Dickens does not go so far as to suggest that all poor people are noble and that rich people are utterly evil. Poor people frequently swindle David when he is young, even though he too is poor and helpless. Doctor Strong and Agnes, both wealthy, middle-class citizens, nonetheless are morally upstanding.

In conclusion, Dickens does not paint a black and white moral picture but shows that wealth and class are unreliable indicators of character and morality.

SUBIECTUL al II-lea

(30 de puncte)

a.

10 points

Five uses of the Definite Article:

1. when the noun has already been mentioned in a previous sentence:

eg. Last week I read a book. The book was very interesting.

2. before unique nouns:

eg. The Earth goes round the Sun.

3. before names of oceans, seas, rivers, chains of mountains, group of islands:

The Thames is the longest river in England.

4. before names of ships, trains, airplanes:

eg. The Titanic was a luxury steamship.

5. before plural names to refer to a group as a whole:

eg. The Browns have just come.

6. before names of nationalities to refer to a group as a whole:

eg. The French are proud of their culture.

7. before superlatives and ordinal numerals:

eg. She is the best teacher in the world.

This is the first day of driving instruction.

8. before names of musical instruments:

eg. My brother plays the piano.

9. before names of publications:

eg. The Times is a British national newspaper.

10. before historical epochs or documents:

eg. The Magna Charta is a document guaranteeing English political liberties.

b.

10 points

1. didn't quite succeed in qualifying
2. will face charges of
3. prior to his appointment as Senator
4. get round to doing your homework
5. is still at large

c.

10 points

1. an
2. in
3. oneself
4. who
5. can
6. out
7. themselves
8. towards
9. likely
10. better

SUBIECTUL al III-lea

(30 de puncte)

a. Keep in mind that this is only an example; you might have other ideas and opinions

PRE-READING ACTIVITY – PREDICTION

Students' level: Advanced

Estimated time: 18 minutes

Type of work: group work

Classroom interaction: T-G, S-S, G-T

Teacher's roles: organizer, observer, feedback provider, resource

Students' roles: collaborator, spokesperson

Receptive skills: Reading

Productive skills: Writing, Speaking

Learning objectives: By the end of the activity students will be able to:

- discover the hidden words in the word cloud
- connect the pictures and guess what the reading will be about
- ask and answer questions using the words discovered in the word cloud
- assess and grade the predictions in order to choose a winner

Activity description:

1. Lead-in – WORD CLOUD – 4 minutes

The teacher gives a word cloud with six key words from the text: Mr. Murdstone, Peggotty, mother, David Copperfield, hotel, horse and asks the students to discover the hidden words.



2. Set-up the activity – PICTURES – 7 minutes

The teacher selects four pictures that relate to the topic of the reading. He or she asks the students to make three small mixed ability groups and gives each group a copy of the pictures. The students should work together to connect the pictures and to try to guess what the reading will be about. If in the class there are students with special educational needs they will be part of the three teams and treated equally. If additional time is needed in their case, it will be provided.

3. Run the activity – SPEED CHATTING – 5 minutes

The teacher lets the students work and monitor them to check out that they are following the instructions correctly. After all the three teams finish, the teacher announces another task: they should make

two rows facing each other. Then, he or she encourages the students to ask each other questions using the words discovered in the word cloud, and warns them that they only have 60 seconds to do so. Once the 60 seconds are up, one of the rows rotates so each student has a new partner. The process is repeated several times.

4. Close the activity – 2 minutes

After ending the speed chatting activity, the teacher asks the three groups to write their predictions on the board. He or she reminds them to double check their spelling and grammar.

5. Follow-up

The next activity will focus on reading. The teacher gives the students the extract from David Copperfield and asks the groups to vote for the best prediction. The winner team shall have no homework for the next class and shall receive a chocolate box.

b. Exercise 1

Learning objectives: By the end of the activity, the students will be able to express concession correctly.

Students' level: Upper - Intermediate – B2

Task: Choose the correct answer A, B or C to fill the spaces in 1-5.

1. My mother still remains really attached to Romania, _____ she has lived in Spain for over 15 years.

- a) in spite of
- b) despite
- c) although

2. It is said that Japanese people usually eat Miso soup _____ Chinese people prefer noodles.

- a) despite
- b) nevertheless
- c) whereas

3. My sister decided to quit her job, _____ she wasn't fully skilled.

- a) unless
- b) in spite of
- c) even though

4. _____ she works hard, she can't make a lot of money to buy the beach house she's craving for.

- a) unlike
- b) though
- c) unless

5. _____ his being poor, he is generous to the needy.
a) in spite of
b) though
c) whereas

Answer key:

1. c) although
2. c) whereas
3. c) even though
4. b) though
5. a) in spite of

Exercise 2

Learning objectives: By the end of the activity, the students will be able to express concession correctly.

Students' level: Advanced – C1

Task: Complete the sentences using the appropriate linking words to form clauses of concession.

1. _____ the delays caused by the storm, the trip went perfectly.
2. _____ communicating energises most people, it leaves the introverts feeling exhausted.
3. I had a lot of exams of school this semester. I still loved school, _____ !
4. My cousin has four children, _____ I struggle with taking care of three hamsters.
5. _____ this watch is over 50 years old, it's still working properly.

Answer key:

1. In spite of
2. Whereas
3. Though
4. While
5. Even though

Exercise 3

Learning objectives: By the end of the activity, the students will be able to organize their ideas and write a letter of complaint on a given topic.

Students' level: Intermediate B1

Task: You recently went for a meal with your classmates at Mc Donald's, a fast food restaurant in your town. Unfortunately, the service was very poor and the food was badly cooked, so you complained to the local manager. However, he was very rude to you. You have decided to write a letter of complaint to the company's country manager. Write your letter in 180-220 words in an appropriate style, explaining the reasons for your complaint and saying what would you like the company to do. You should use your own words as far as possible.

Marking scheme:

Total: 30 points

Task achievement

The letter of complaint is completely relevant to the task, fully developing all content points (explain why dissatisfied, say what company should do); the format of the letter is fully observed; the purpose of the letter of complaint is clearly and fully explained, the information is appropriately categorized, a relevant conclusion is drawn. **10 points**

The letter of complaint covers the requirements of the task but the content points could be more fully extended. The format of the letter is observed. The purpose of the letter is presented. The information is appropriately categorized in spite of minor inaccuracies. The conclusion drawn could be better substantiated. **8 points**

The letter of complaint addresses the requirements of the task but not all content points are included. The format may be faulty at times. The purpose of the letter is presented but it is not very clear. There are lapses in the categorization of the information. The conclusion is not logically linked to the content. **6 points**

The letter of complaint does not cover the requirements of the task. The content points are attempted but many irrelevant details are included. The format is faulty. The purpose for writing or the conclusion is missing or the information is inappropriately categorized. **4 points**

The letter of complaint does not relate to the task. **2 points**

Task not attempted. **0 points**

Organisation and cohesion

There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively. Correct letter format. Clearly organized with appropriate opening (opening remarks – eg. *I wish to express my dissatisfaction with your service provided to customers*) and closing formulae (closing remarks – *I feel offended and therefore I demand a full refund of the money paid to the restaurant*). **10 points**

There is a logical progression although minor inconsistencies are possible. The paragraphs are well built but could be more extended or balanced. A range of cohesive devices is used effectively. **8 points**

The text is generally coherent but the internal organization of some paragraphs may be faulty. The topic sentence is not always clear or may be missing. Cohesive devices are present but sometimes they are not accurate. **6 points**

There is serious inconsistency in the organization of the text. The sequencing of ideas can be followed with difficulty. Paragraphing may be missing. Cohesive devices are limited or most of them are faulty. **4 points**

The text is not logically organized and does not convey a message. No control of cohesive devices. **2 points**

Task not attempted. **0 points**

Vocabulary

A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled; the register is appropriate throughout: formal register.

10 points

A range vocabulary is used appropriately and accurately. Occasional errors in word choice or formation are possible. Spelling is well controlled with occasional slips. The register is appropriate although minor inconsistencies are possible.

8 points

The range of vocabulary is adequate. Errors in word choice or formation are present when more sophisticated items of vocabulary are attempted. Spelling can be faulty at times. There are inconsistencies in register.

6 points

A limited range of vocabulary is present. Less common item of vocabulary are rare and may be often faulty. Spelling errors can make text understanding difficult. There are major inconsistencies in register.

4 points

A very narrow range of vocabulary is present. Errors in word choice or formation predominate. Spelling errors make the text obscure at times.

2 points

Task not attempted.

0 points

Structures

A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.

10 points

A range of grammatical structures is used accurately and with some flexibility. Occasional errors are possible. Punctuation is well controlled with occasional slips.

8 points

A mix of complex and simple grammatical structure is present. Errors are present when complex language is attempted. Punctuation can be faulty at times.

6 points

A limited range of grammatical structure is present. Complex language is rare and may be often faulty. Punctuation errors can make text understanding difficult.

4 points

A very narrow range of grammatical structures is present. Errors predominate. Punctuation errors make the text obscure at times.

2 points

Task not attempted.

0 points

Effect on the target reader

The interest of the reader is aroused and sustained throughout.

10 points

The text has a good effect on the reader.

8 points

The effect on the reader is satisfactory.

6 points

The text has not a relevant effect on the reader.

4 points

The text has a negative effect on the reader.

2 points

Task not attempted.

0 points