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# Teste rezolvate de limba și literatura engleză pentru reușita la examenul de titularizare



**TESTE**

## Testul nr. 1

### SUBIECTUL I

(30 de puncte)

Consider the following text:

*It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife. However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered the rightful property of some one or other of their daughters.*

*“My dear Mr. Bennet”, said his lady to him one day, “have you heard that Netherfield Park is let at last?”*

*Mr. Bennet replied that he had not.*

*“But it is”, returned she; “for Mrs. Long has just been here, and she told me all about it.”*

*Mr. Bennet made no answer.*

*“Do you not want to know who has taken it?” cried his wife impatiently.*

*“YOU want to tell me, and I have no objection to hearing it.”*

*This was invitation enough.*

*“Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week.”*

*“What is his name?” “Bingley.” “Is he married or single?”*

*“Oh! Single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!”*

*“How so? How can it affect them?”*

*“My dear Mr. Bennet,” replied his wife, “how can you be so tiresome! You must know that I am thinking of his marrying one of them.”*

*“Is that his design in settling here?”*

*“Design! Nonsense, how can you talk so! But it is very likely that he MAY fall in love with one of them, and therefore you must visit him as soon as he comes.”*

*“I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley may like you the best of the party.”*

(Jane Austen, *Pride and Prejudice*)

- 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 II**

**(30 de puncte)**

**a. Specify and illustrate five uses of the *Present Perfect Simple*. 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. A bus and a truck collided on the motorway. **BETWEEN**  
There was ..... a bus and a truck.
2. I had only just arrived home when the phone rang. **SOONER**  
No ..... the phone rang.
3. I am not to be disturbed under any circumstances. **NO**  
Under ..... to be disturbed.
4. Most of the students ignored what the teacher had told them. **NOTICE**  
Few of the students ..... what the teacher had told them.
5. It's so difficult to create new ideas for the event every year! **COME**  
How difficult ..... with new ideas for the event every year!

**c. Write one word in each gap. 10 points**

One of the most amazing marathon races in the world is the Marathon of the Sands. It takes place every April in the Sahara Desert in the south of Morocco, a part of the world (1) \_\_\_\_\_ temperatures can reach fifty degrees centigrade. The standard length of a marathon is 42.5 kilometres but this one is 240 kilometres long and takes seven days to complete. It began in 1986 and now attracts about two hundred runners, the majority of (2) \_\_\_\_\_ ages range from 17 to 47. About half of (3) \_\_\_\_\_ come from France and the rest from all over the world. From Britain it costs £2,500 to enter, (4) \_\_\_\_\_ includes return air fares. The race is rapidly (5) \_\_\_\_\_ more and more popular (6) \_\_\_\_\_, or perhaps because of, the harsh conditions that runners must endure. They have to carry food and (7) \_\_\_\_\_ else they need for seven days in a rucksack weighing no more than 12 kilograms. In (8) \_\_\_\_\_ to this, they are given a litre and a half of water every ten kilometres. Incredibly, nearly all the runners finish the course. Runners do suffer terrible physical hardships. Sometimes, they lose toenails and skin peels (9) \_\_\_\_\_ their feet. However, doctors are always on hand to deal with minor injuries and to make sure that runners do not push (10) \_\_\_\_\_ too far.

**SUBIECTUL III**

(30 de puncte)

**a. 12 points**

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

- specify the objective(s) 2 points
- specify the estimated time 1 point
- indicate the level of your students 1 point
- describe the activity 6 points
- language accuracy and vocabulary 2 points

**b. 18 points**

Devise *three* exercises based on three types of “*indirect*” items (five items per each exercise) designed to measure students’ ability to express *purpose*. 3 exercises x 6 points

- Content 3 points
- Specify the students’ level 1 point
- Mention the learning objective(s) 1 point
- Provide the answer key 1 point

# REZOLVĀRI

## Rezolvare Testul nr. 1

### SUBIECTUL I

(30 de puncte)

#### a. 10 points

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

The text belongs to romanticism, the literary period between 1789-1832, approximately. This era was greatly marked by the industrial development with serious consequences on people's lives, and the French Revolution of 1789. The aim of the Revolution was to create political and social freedom, equality, brotherhood and democracy. As a result, romantics were enthusiastic about nature and especially appreciated areas in nature which had not been touched by human intervention. Simple rural life, which had not been influenced or ruined by the Industrial Revolution and in which man still lived in harmony with nature, was seen as ideal.

One of the main cultural and historical influences in *Pride and Prejudice* is *marriage*. Marriage is apparently always on the minds of the characters, as we can see from the opening line of the novel: "*It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife*". The characters in the novel are either wishing for marriage, losing hope for it ever happening, or suffering from the lack of opportunity. Jane Austen presents a wide variety of marriages in her novel and the social satire, on first reading, often hides the historical context of these marriages.

#### b. 20 points

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

*Pride and Prejudice* is a romantic novel of manners written by Jane Austen in 1813. Jane Austen is one of the most prominent romantic writers. The period when Jane Austen wrote is marked by great changes in Europe. In England this was a period of political and social unrest. Jane Austen's novel deal with the relationships between families and individuals in a rural setting. She confined her writing to the world she knew from first-hand experience.

The characters in her novels are also drawn from the social environment she knew best. They belong to the aristocracy, gentry and middle classes. Austen describes their attitudes, social behaviour and pre-occupations in detail. Within this society, strict etiquette governs every action. Her greater understanding of the female mind is also reflected in her work. Her protagonist in *Pride and Prejudice*, Elizabeth Bennet, is a vivaciously intelligent woman. Elizabeth's main conflict revolves around her struggle to find a compatible husband despite the social conventions and her own lack of self-awareness. Conscious of Darcy's regard for her, Elizabeth grows to love him partly through gratitude for his love. Austen's characters have strenghts and weaknesses, they go through times of trials and they learn lessons. They are

not driven by wild passions. Their impulses and emotions are regulated, controlled and brought to order by private reflection.

The major themes in Jane Austen's novels are marriage, love, education, property and class. In *Pride and Prejudice* marriage provides the basis of the plot "It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife", "My dear Mr. Bennet, replied his wife, 'how can you be so tiresome! You must know that I am thinking of his marrying one of them.'" At that time, women of middle and upper classes were, of necessity, dependent on their husbands or fathers. Although *Pride and Prejudice* is chiefly concerned with marriage, Jane Austen does not often use the word 'love', but when she does, she is sceptical of its meaning. She is convinced that love is not a strong enough basis for marriage.

Jane Austen's novels are the result of her careful thinking, even if they seem ease. Irony, wit and clear, balanced, and the apparently simple language are essential elements of her style.

## SUBIECTUL al II-lea

(30 de puncte)

### a. 10 points

We use *Present Perfect Simple*:

**1. for actions that happened at an unspecified time in the past**

eg. Julie has arrived in Spain.

**2. for past actions that have a result which is obvious or important in the present**

eg. I have spilt the wine all over my dress!

**3. for recently completed actions, often with *just***

eg. The movie has just started.

**4. to refer to a period of time that has not finished yet**

eg. They have built 10 hospitals this year.

**5. for general experiences, often with *before, ever and never***

eg. Have you ever seen a tiger?

I've never been to Australia.

Maria has never flown before.

### b. 10 points

1. a collision on the motorway between

2. sooner had I arrived than

3. no circumstances am I

4. took (any/much) notice of

5. it is to come up/ can be to come up

### c. 10 points

1. where

2. whose



3. them/these
4. which
5. becoming/getting
6. despite
7. everything/anything/whatever
8. addition
9. off/from/on
10. themselves

**SUBIECTUL al III-lea**

**(30 de puncte)**

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

**Activity:** Brainstorming

**Objectives:** By the end of the activity, the students will be able to organize their ideas and share their prior knowledge about a given topic.

**Students' level:** B1-B2

Stages/Procedures	Time limit
Teacher presents the topic and the title of the reading, and asks the class to brainstorm ideas related to the topic.	5'
Teacher asks the students to organize their ideas and form sentences.	5'
Teacher encourage the students to get up, move around the class and share their ideas/prior knowledge with their classmates.	15'
Teacher listens to students' ideas and gives feedback; then, the teacher asks the class to read the given text.	20'

**b. Reference (Keep in mind that this is only an example; you might have other ideas and opinions)**

**Exercise 1**

**Objectives:** By the end of the activity, the students will be able to identify the expressions of purpose, know their meaning and use them correctly.

**Students' level:** B1-B2

**Task:** Fill in the blanks with the appropriate expression of purpose.

1. Sarah listens to the podcast ..... improve her listening skills.
2. I exercise regularly ..... get fat.
3. John turned down the music ..... he wouldn't wake up the baby.
4. This tool is used ..... cleaning the floor.
5. My sister is looking for a part time job ..... save some money.

**Answer key:**

1. in order to
2. so as not to
3. so that
4. for
5. to

## Exercise 2

**Objectives:** By the end of the activity, the students will be able to identify the expressions of purpose, know their meaning and use them to join sentences appropriately.

**Students' level:** B1-B2

**Task:** Join the following sentences using the expressions between the brackets.

1. Mary changed the subject. She didn't want us to know about her problems. (so that)
2. Tom worked on his presentation. He wanted to be ready. (in order to)
3. Sue works overtime. She wants to save some money. (so as to)
4. I took a taxi in the morning. I didn't want to be late for work. (so as not to)
5. Julie called Sarah. She wanted to invite her to her party. (so that)

**Answer key:**

1. Mary changed the subject so that we wouldn't know about her problems.
2. Tom worked on his presentation in order to be ready.
3. Sue works overtime so as to save some money.
4. I took a taxi in the morning so as not to be late for work.
5. Julie called Sarah so that she could invite her to her party.

## Exercise 3

**Objectives:** By the end of the activity, the students will be able to identify the expressions of purpose, know their meaning and use them correctly.

**Students' level:** B1-B2

**Task:** Choose the correct expression of purpose.

1. She has to wake up early ..... be on time.  
a. to            b. in order not to            c. so that
2. Concentrate on your test ..... make any mistakes.  
a. so as not to    b. to            c. so that
3. Clara works hard ..... she can earn a living.  
a. so as to            b. in order not to            c. so that
4. I'm going to France ..... visit my friends.  
a. for            b. to            c. so that
5. You have to register ..... participate in the competition.  
a. in order to    b. so as not to            c. so that

**Answer key:**

1. to
2. so as not to
3. so that
4. to
5. in order to