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# TESTE REZOLVATE de limba și literatura engleză pentru reușita la examenul de definitivare

**Teste REZOLVATE**  
**de Limba și Literatura**  
**engleză**  
**pentru reușita**  
**la examenul de**  
**DEFINITIVARE**

**TESTE**

## Testul nr. 1

### SUBIECTUL I

(60 de puncte)

A. Consider the following text:

*Mr. Frank Churchill was one of the boasts of Highbury, and a lively curiosity to see him prevailed, though the compliment was so little returned that he had never been there in his life. His coming to visit his father had been often talked of but never achieved.*

*Now, upon his father's marriage, it was very generally proposed, as a most proper attention, that the visit should take place. There was not a dissentient voice on the subject, either when Mrs. Perry drank tea with Mrs. and Miss Bates, or when Mrs. and Miss Bates returned the visit. Now was the time for Mr. Frank Churchill to come among them; and the hope strengthened when it was understood that he had written to his new mother on the occasion. For a few days, every morning visit in Highbury included some mention of the handsome letter Mrs. Weston had received. "I suppose you have heard of the handsome letter Mr. Frank Churchill has written to Mrs. Weston? I understand it was a very handsome letter, indeed. Mr. Woodhouse told me of it. Mr. Woodhouse saw the letter, and he says he never saw such a handsome letter in his life."*

*It was, indeed, a highly prized letter. Mrs. Weston had, of course, formed a very favourable idea of the young man; and such a pleasing attention was an irresistible proof of his great good sense, and a most welcome addition to every source and every expression of congratulation which her marriage had already secured. She felt herself a most fortunate woman; and she had lived long enough to know how fortunate she might well be thought, where the only regret was for a partial separation from friends whose friendship for her had never cooled, and who could ill bear to part with her.*

*She knew that at times she must be missed; and could not think, without pain, of Emma's losing a single pleasure, or suffering an hour's ennui, from the want of her companionableness: but dear Emma was of no feeble character; she was more equal to her situation than most girls would have been, and had sense, and energy, and spirits that might be hoped would bear her well and happily through its little difficulties and privations. And then there was such comfort in the very easy distance of Randalls from Hartfield, so convenient for even solitary female walking, and in Mr. Weston's disposition and circumstances, which would make the approaching season no hindrance to their spending half the evenings in the week together.*

(Jane Austen, *Emma*)

- a. Contextualize the text from a historical and cultural point of view. (10-15 lines) **10 points**
- b. Identify, in the excerpt above, two elements which illustrate the major themes of Jane Austen's *Emma* and explain their possible meaning(s). (20-25 lines) **20 points**

**B.**

a. 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. It's unlikely that the highlighter would have taken off, if they hadn't rushed such a huge TV campaign. **LIKELIHOOD**  
Without such a huge TV campaign, there ..... the highlighter taking off.
2. Kate's poor judgement jeopardised the safety of her friends. **PUT**  
The safety of Kate's friends ..... by her poor judgement.
3. Maria and I have been friends since 2007. **DATES**  
My ..... to 2008.
4. 'It wasn't my fault that the mirror got broken,' Tom said. **RESPONSIBILITY**  
Tom denied ..... the mirror.
5. The teenagers were told to either keep quiet or leave the museum. **NO**  
The teenagers ..... keep quiet or leave the museum.

b. Use the words in bold to form another word. **10 points**

Few artists discover a meaningful direction so young in life. Barely into his twenties, Georges Seurat did just this, developing one of the most lucid classical styles since the fifteenth century, the (1) ..... (ESSENTIAL) of which was the dot.

This was a radical departure from the style of Impressionist artists such as Pissarro and Renoir. Hitherto, the unit of Impressionism had been the brush-stroke, always (2) ..... (PREDICT) in form – fat or thin, clean or smeared, streaky, squidgy or transparent – and (3) ..... (INTUITION) mixed to conform with the facts of sight. Seurat wanted something with greater (4) ..... (STABLE) than that. A child of late nineteenth-century positivism and scientific optimism, Seurat drew on studies of visual colour analysis to generate his own (5) ..... (COMPARE) style.

c. Specify and illustrate five ways of expressing *Present Perfect Simple*. **10 points**

**SUBIECTUL al II-lea** **(30 de puncte)**

a. Identify and present three of the teacher's roles in intensive reading activities. **12 points**

**b.** Devise an after-reading activity, based on the text in SUBJECT I.

**18 points**

- i. Specify the time limit and the type(s) of classroom interaction.
- ii. Mention the learning objective(s)/outcome(s) and the competence(s) targeted by the learning activity.
- iii. Describe the procedure.
- iv. Specify the teacher's role(s).

# **SUGESTII DE REZOLVĂRI**

## Testul nr. 1

### SUBIECTUL I

(60 de puncte)

A.

a. 10 points

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

*Emma* was written by Jane Austen in 1815 during the Romantic period, 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.

Austen's novels display an ambiguity about emotion and appreciation for intelligence and natural beauty. That's why, her heroines are intelligent and resourceful. These traits stand in contrast to the limits of the world courtship and marriage.

b. 20 points

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

*Emma* was written by Jane Austen in 1815 during the Romantic period, an era marked by the industrial development and the French Revolution of 1789. *Emma* is a love story in which young men and women who live in the same area meet at dances, in each other's homes or while walking in the village.

One of the novel's major themes is *marriage*. The novel is structured around a number of marriages recently consumed or anticipated ("Now, upon his father's marriage, it was very generally proposed, as a most proper attention, that the visit should take place.").

Another major theme in Austen's novel is the *social status*. There is a relationship between the two major themes. As the social status was very important in Austen's time, marriage was one of the main ways in which one could raise his/her social status. This method of social advancement was especially crucial to women, who were denied the possibility of improving their status through hard work or personal achievement ("such a pleasing attention was an irresistible proof of his great good sense, and a most welcome addition to every source and every expression of congratulation which her marriage had already secured.").

B.

a. 10 points

1. would have been little likelihood of
2. was put in jeopardy/ was put at risk
3. friendship with Maria dates back
4. (any) responsibility for breaking/ having broken



5. were given/ had no choice/alternative/option but to

**b. 10 points**

1. essence
2. unpredictable
3. intuitively
4. stability
5. incomparable

**c. 10 points**

*Present Perfect Simple* is used for/with:

- **recent events without a definite time given; the recentness may be indicated by *just***  
*eg. I've just missed the train.*
- **indefinite events, which happened at an unknown time in the past; no definite time is given**  
*eg. Tom has had two car accidents. (up to the present)*
- **indefinite events which may have an obvious result in the present**  
*eg. Sarah has twisted her ankle. (that's why she's limping)*
- **state verbs, a state which lasts up to the present**  
*eg. I've lived in Paris for the past six years.*
- **a habitual action in a period of time up to the present**  
*eg. Tim has been jogging every morning for that last month.*

**SUBIECTUL al II-lea**

**(30 de puncte)**

**a. 12 points**

The roles of a teacher in intensive reading activities:

- **Organiser:** the teacher needs to tell the students exactly the purpose of their reading.
- **Observer:** when the teacher asks the student to read on his/her own, he/she should give the student space to do so.
- **Feedback organiser:** when the students have completed the task, the teacher should lead a feedback session to check that the student has understood the task and has completed it successfully.

**b. 18 points**

**Activity:** Summary Writing

**Objectives:** By the end of the activity, the students will be able to recognize the theme, main idea and supporting details; they will be able to retell the text in their own words.

**Competences:**

- general – receiving written message
- specific – identifying specific information in a text; organising information

<b>Stages/Procedures</b>	<b>Interaction</b>	<b>Time limit</b>
a. Teacher presents the topic and the title of the reading and asks the students to carefully read the text.	T-C	10'
b. Teacher asks the students to organize the important points from the text.	T-SS	5'
c. Teacher begins a discussion of the most important points from the text; teacher writes all the points that students suggest on the board and discusses which ideas should be included in the summary.	T-C T-SS	10'
d. Teacher asks the students to write their summary; teacher gives feedback.	T-C	10'

**Teacher's roles:**

- a) Organiser, Instructor, Observer
- b) Instructor
- c) Organiser, Instructor, Motivator
- d) Assessor, Feedback provider