

Flori-Alina Popescu

Teste rezolvate pentru reușita la examenul de definitivare

Limba și literatura engleză





Flori-Alina Popescu

Teste REZOLVATE
pentru examenul de
DEFINITIVARE
Limba și literatura
engleză



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Cuvânt înainte

Dragi 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 definitivare într-o viziune integratoare, cuprinzând elemente de limbă și literatură. Din proprie experiență, principala problemă pe care o întâmpină candidații, fie începători, fie profesori cu experiență, este nesiguranța abordării subiectelor.



În testele propuse, 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 profesorilor 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. Menționez că multe dintre metodele aplicate în prezenta culegere au fost testate la clasă și s-au dovedit eficiente.

*Mult succes la examen!
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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

(60 de puncte)

A. Consider the following text:

They were festooned with machine-gun belts, smoked cigars, and guzzled booze. They took wolfish bites from sausages, patted their horny palms with potato-masher grenades.

One soldier in black was having a drunk herd's picnic all by himself on top of a tank. He spit on the Americans. The spit hit Roland Weary's shoulder, gave Weary a fourragère of snot and blutwurst and tobacco juice, and Schnapps.

Billy found the afternoon stingingly exciting. There was so much to see-dragon's teeth, killing machine, corpses with bare feet that were blue and ivory. So it goes.

Bobbing up-and-down, up-and-down, Billy beamed lovingly at a bright lavender farmhouse that had been spattered with machine-gun bullets. Standing in its cock-eyed doorway was a German colonel. With him was his unpainted whore.

Billy crashed into Weary's shoulder, and Weary cried out sobbingly. 'Walk right! Walk right!'

They were climbing a gentle rise now. When they reached the top, they weren't in Luxembourg any more. They were in Germany.

A motion-picture camera was set up at the border-to record the fabulous victory. Two civilians in bearskin coats were leaning on the camera when Billy and Weary came by. They had run out of film hours ago.

One of them singled out Billy's face for a moment, then focused at infinity again. There was a tiny plume of smoke at infinity. There was a battle there. People were dying there. So it goes.

And the sun went down, and Billy found himself bobbing in place in a railroad yard. There were rows and rows of boxcars waiting. They had brought reserves to the front. Now they were going to take prisoners into Germany's interior.

Flashlight beams danced crazily.

The Germans sorted out the prisoners according to rank. They put sergeants with sergeants, majors with majors, and so on. A squad of full colonels was halted near Billy. One of them had double pneumonia. He had a high fever and vertigo. As the railroad yard dipped and swooped around the colonel, he tried to hold himself steady by staring into Billy's eyes.

The colonel coughed and coughed, and then he said to Billy, 'You one of my boys?' This was a man who had lost an entire regiment, about forty-five hundred men-a lot of them children, actually. Billy didn't reply. The question made no sense.

(Kurt Vonnegut Jr., *Slaughterhouse-Five or the Children's crusade*)

a. Contextualize the text from a historical and cultural point of view. (10-15 lines) **10 points**

- b. Identify, in the excerpt above, one symbol and one motif and explain their possible meanings.
(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. When my brother talks about me like that it really annoys me. **NERVES**

When my brother talks about me like that

2. Will you be studying for your History test, Antonia? asked her mother. **ENQUIRED**

..... she would be studying for her History test.

3. Unless you have a ticket, you can't get inside. **POSSESSION**

Unless you, you can't get inside.

4. The teacher is forever warning the student against his rude behavior, he pays no attention. **OFTEN**

Nothe student against his rude behavior, he pays no attention.

5. My mother persuaded me to go to a military school. **TALKED**

It was my mother a military school.

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

From prehistory to the present, (1) _____ (NUMBER) ingenious and civilized cultures have emerged and declined within Turkey's present-day borders, such as the pre-Biblical Hittites, and the Byzantine and Ottoman empires. The country possesses rich layers of history ancient palaces and museums, (2) _____ (IMPRESS) mosque and churches and (3) _____ (MARK) ruins – Turkey is home to ten World Heritage Sites. Turkey also offers a range of (4) _____ (VIGOR) outdoor activities, particularly in the Black Sea and Eastern Anatolian area, where visitors can walk, hike, kayak, sail, horse ride, ski and more. Beautiful, (5) _____ (SAND) beaches along the Mediterranean and Aegean coasts offer relaxing surroundings.

- c. Specify and illustrate five uses of *the Indefinite Article*. **10 points**

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

a. Identify and present three disadvantages of *whole-class grouping*. **12 points**

b. Devise an activity in which you teach students how to write a **narrative paragraph** or a **news report**, based on the text in SUBJECT I. **18 points**

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

SUGESTII DE REZOLVĂRI

Testul nr. 1

SUBIECTUL I

(60 de puncte)

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

- a. Contextualize...** **10 points**
- relevance of ideas to topic; 6 points
 - correct grammar structures, vocabulary and connectors; 1 point
 - length constraint; 1 point
 - cohesion and coherence; 1 point
 - accurate spelling and punctuation. 1 point

Vonnegut's novel was published in a time when the world was still. By the time it was officially ended, an estimated 70 and 85 million, including both military and civilian deaths people were killed. The entire city of Dresden was destroyed in only one night due to firebombing. Atomic bombings destroyed two other Japanese cities as well: Nagasaki and Hiroshima. Ethnic groups like the Jews and the Gypsies were deliberately killed.

The 1960s, the era which produced Slaughterhouse-Five was a time of international upheaval. Soviet astronauts had become the first humans to venture into space; the TV and the computer were invented; the Civil Rights Act was passed in the USA, making racial discrimination illegal; the world was struggling with consumerism and the LSD drug; the death penalty was abolished; Britain appointed its first female judge; abortion and homosexuality were nearly legalized; the extraterrestrial hypothesis became a common matter of discussion; the feminist movement began to take hold.

The text belongs to postmodernism, a post-war cultural movement, gained prominence in the later 20th century, that reacted against tendencies in modernism, and was typically marked by revival of historical elements and techniques. Postmodern authors tend to depict the world as having already undergone countless disasters and being beyond redemption or understanding. The binary contrasts of good-evil, true-false, real-unreal and order-chaos have been abolished. The world is pure surface, it is what it appears to be.

- b. Identify and explain** **20 points**
- relevance of ideas to topic 16 points
 - identify 4 points
 - explain 12 points
 - correct grammar structures, vocabulary and connectors; 1 point
 - length constraint; 1 point
 - cohesion and coherence; 1 point
 - accurate spelling and punctuation. 1 point

One important symbol in this fragment is the color blue as well as *ivory corpses with bare feet that were blue and ivory*. Therefore, Billy's bare feet are described as being blue and ivory, as when Billy writes a letter in his basement in the cold and when he waits for the flying saucer to kidnap him. These cold, corpselike hues suggest the fragility of the thin membrane between life and death, between worldly and otherworldly experience. The panorama of war tantalizes his imagination. This powerful image he beholds of blue and ivory frozen feet invokes a state of paralysis that will become manifest in others. Later, Vonnegut will carry these color allusions to an even greater extent. Images of blue and ivory, denoting desolation, sterility, and disability, are used extensively throughout *Slaughterhouse-Five*.

The phrase *So it goes* represents one of the main motifs of the book. It follows every mention of death in the novel, equalizing all of them, whether they are natural, accidental, or intentional, and whether they occur on a massive scale or on a very personal one. The phrase reflects a kind of comfort in the Tralfamadorian idea that although a person may be dead in a particular moment, he or she is alive in all the other moments of his or her life, which coexist and can be visited over and over through time travel. At the same time, though, the repetition of the phrase keeps a tally of the cumulative force of death throughout the novel, being an expression of the acceptance of absurd and arbitrary fate. It is also deeply ironic. Beneath the apparent resignation is a sadness for which there are no words. Understanding *it* relies on a reader's understanding of the existential construction, which is very much related to both the nature of existence and existential philosophy. Existential philosophy is the belief that people are responsible for creating their own meaning of life and will do so based on their subjective experiences: A meaning or purpose for living doesn't originate from one objective *something greater*. Grammatically, the existential construction relies on a similar belief: The reader is responsible for creating their own meaning because the meaning of that little word, *it*, is so vast as to be unknowable. *It is existence*. The utterance *So it goes* forces readers to examine *it*, both grammatically and philosophically. *It* in *So it goes* is similar to *it* in *It is snowing*. The circumstances simply exist, and the circumstances exist with an understanding that the grammatical subject, in this case the pronoun *it* with the missing antecedent, *existence*, is vast.

B.

a. Complete the second sentence (2p x 5 sentences)

10 points

1. ... it really gets on my nerves ...
2. ... Antonia's mother enquired if/whether ...
3. ... are in possession of a ticket ...
4. ... matter how often the teacher warns ...
5. ... who talked me into going to ...

b. Use the words in bold to form another word. (2p x 5 uses)

10 points

1. NUMEROUS; 2. IMPRESSIVE; 3. REMARKABLE; 4. INVIGORATING; 5. SANDY.

c. Specify and illustrate five uses of *the Indefinite Article*. (2p x 5 uses)

10 points

- specify 1p x 5 uses 5 points
- illustrate relevantly 1p x 5 uses 5 points

Five uses of the Indefinite Article:

1. when a countable noun is mentioned for the first time:

eg. I bought a very nice bag.

2. before a singular countable noun used as a representative of a whole class:

eg. A teacher is a person who helps students to acquire knowledge.

3. when we want to classify people in terms of their origin, their profession, their religion or their politics:

eg. My aunt is an American.

She is an accountant.

My student is a Protestant.

My father is a Democrat.

4. with the meaning *one or no matter which*:

eg. Teacher, can I have a piece of paper, please?

A triangle is a polygon with three sides and three angles.

5. before *Mr./Mrs./Miss* and a surname to denote a person known only as a name:

eg. A Mr. Smith is waiting for you in front of the building.

6. in expressions of measurements – price, distance, frequency:

eg. The car was running 90 miles an hour.

Five pence a kilo is not much.

You must take the antibiotics 3 times a day.

7. with *few and little*:

eg. We have invited a few friends to the party.

The teacher has a little time for further explanations.

8. in exclamatory sentences with the words *what, such or so*:

eg. What a great trip!

The email gave me such a surprise.

She was so good a teacher!

9. before a noun preceded by *as*:

eg. My parents gave me a car as a present.

10. in a number of set expressions: *all of a sudden, in a loud voice, once upon a time; three times a week, it's a pity, it's a shame, to be in a hurry, to give a hand, to make noise, etc.*

eg. The dress is still stylish, and as a matter of fact, I'm wearing it right now.

All of a sudden I hear a strange noise.

I go to gymnastics three times a week.

It's a pity that children spend so little time with their parents nowadays.

It's a shame that the conference was cancelled.

I left in such a hurry that I forgot my keys.

Could you give me a hand with the luggage?

The broken dishwasher makes a terrible noise.

SUBIECTUL al II-lea

(30 de puncte)

- | | |
|------------------------------------|------------------|
| a. Identify and present | 12 points |
| ● content 3p x 3 disadvantages | 9 points |
| ● language accuracy and vocabulary | 3 points |

According to Jeremy Harmer whole-class grouping has several disadvantages:

1. It is focused on the group rather than on the individual. Consequently, all students must do the same thing at the same time and at the same pace. They will act as a whole, and individual students don't have any chance to say anything on their own.
2. Students may face public failure in front of the class. This can affect their self-confidence.
3. It may not encourage students to take responsibility for their own learning. Whole-class grouping favors the transmission of knowledge from teacher to student rather than having students discover things or research things for themselves.
4. It is not the best way to organize communicative language teaching or specifically task-based sequences. Communication between individuals is quite difficult in large groups than in smaller groups. In smaller groups it is easier to share material, speak quietly and less formally, and make good eye contact. All of these contribute to successful task resolution.

- | | |
|---|------------------|
| b. Devise an activity | 18 points |
| I. Specify the time limit and the type(s) of classroom interaction | 2 points |
| II. Mention the learning objective(s)/outcome(s) and the competence(s) targeted by the learning activity. | 4 points |
| III. Describe the procedure: | 10 points |
| ● content | 8 points |
| ● language accuracy and vocabulary | 2 points |
| IV. Specify the teacher's role(s). | 2 points |

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

NARRATIVE PARAGRAPH

Students' level: Advanced

Time limit: 20 minutes

Type of work: individual work, whole class work, group work

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

Teacher's roles: motivator, resource, feedback provider

Students' roles: collaborator, participant

Receptive skills: Reading

Productive skills: Speaking, writing

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

- become aware of the historical context
- express their opinions on a specific topic
- work on the text to identify time words, adjectives, adverbs and tenses
- learn what a narrative paragraph focuses on
- put into practice the acquired knowledge, understand and practice paragraphs with a focus on the use of time transitions, past tenses, descriptive vocabulary and specific supportive details
- study narrative paragraphs
- apply the writing process to plan and write narrative paragraphs

General and Specific Competences:

- participate in short oral interactions with support from the other speakers
- express an opinion on a familiar topic / situation
- show willingness to participate in a dialogue
- select information from a clearly structured text
- present an activity in written form, using linkers

Activity description:

1. Lead-in – LETTER – 3 minutes

The teacher will give the students a letter written by Vonnegut to his family on 29th May 1945 not long after he was rescued. In this letter, Vonnegut provides us a short summary of his experience as a prisoner. Student will have to read the letter carefully.

2. Set-up the activity – BOOKS – 3 minutes

As a whole-class discussion the teacher challenges the students to tell if they have read the following books:

- a) *The Prison Torture in America: Shocking Tales from the Inside* by Paul Singh
- b) *De Profundis and Other Writings* by Oscar Wilde
- c) *Writings from Prison* by Bobby Sands
- d) *Prison Letters* by Nelson Mandela
- e) *Papillon* by Henri Charrière

If the students have read any of the books, they shall make a short summary, if not, the teacher asks them to predict from the title what the books are about.

3. Run the activity – PARAGRAPH WRITING – 12 minutes

After the discussion, the teacher divides the students into 4 pairs as follows:

PAIR 1 will underline all the time words in the fragment.

Possible answers: *when, for a moment, then, now.*

PAIR 2 will underline all the adjectives in the fragment.

Possible answers: *festooned, smoked, guzzled, wolfish, horny, drunk, exciting, bare, bright, unpainted, gentle, fabulous, tiny.*

PAIR 3 will underline all the adverbs in the fragment.

Possible answers: *lovingly, sobbingly, crazily, steadily.*

PAIR 4 will underline all the tenses in the fragment.

Possible answer:

– *Past Simple: singled out, focused, were festooned, reached, took, patted, spit, hit, gave, found, was/were, beamed, crashed, dried out, came by, went down, danced, sorted out, put, was halted, had, dipped, swooped, tried, coughed, said, didn't reply.*

– *Past Continuous: was having, were climbing, were leaning, were dying, were going.*

– *Past Perfect: had been spattered, had run out, had brought, had lost.*

The teacher highlights that a good narrative must contain time words, various adjectives, adverbs to describe feelings and actions, past tenses to set the scene, describe the main event and to give the background of the story.

The next activity will consist in writing a narrative paragraph. The teacher asks students to write a narrative paragraph in which they will relate the experience of a prisoner. The teacher lets students work and monitors them during the writing activity.

4. Close the activity – 2 minutes

When the writing is over, the teacher stops the activity and asks students to read their paragraphs providing them feedback.

5. Follow-up

The next activity will focus on writing. Students will have to continue their story and give it a catchy title.