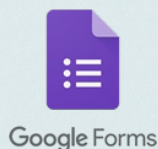
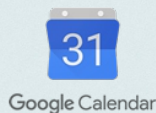


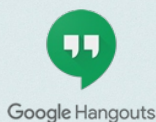
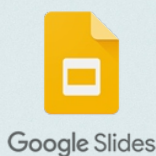


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Inspectoratul Școlar Județean Ilfov



G Suite



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Provocări reale pe care le întâmpină profesorii, părinții și elevii în activitatea lor zilnică de predare în sistem on-line văzute prin prisma oportunităților de dezvoltare personală, profesională și comunitară la nivelul școlii

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I. PUT THE ADVERB OF FREQUENCY ON THE RIGHT PLACE

1. They read a book. (sometimes)

2. Tom is very friendly. (usually)

3. I go to school by bus. (always)

4. They eat meat. (never)

5. My grandfather goes for a walk in the afternoon. (always)



II. CHOOSE THE ANSWER!

Read the sentence. Circle the correct preposition of place.

- a. My dad is _____ in _____ the kitchen. on / in / behind
- b. Our cat likes sleeping with me _____ the bed. between / on / in front of
- c. I'm waiting for my friend _____ her house. in front of / under / on
- d. We're playing a game – I'm hiding _____ the door! on / next to / behind
- e. I like sitting _____ my mum and my dad on the sofa. under / in / between
- f. Can you swim _____ water? in front of / under / next to
- g. My teddy bear is _____ my doll. next to / between / in
- h. The bank is _____ the park. on / opposite / between
- i. The supermarket is _____ the town hall. next to / under / into

III. CHOOSE THE JOB THAT MATCHES THE DEFINITION

- | | |
|---|--|
| <p>_____ 1) "drives a bus"
A. waiter B. doctor C. bus driver D. waiter</p> <p>_____ 2) "teaches students in a school"
A. student B. dentist C. teacher D. bus driver</p> <p>_____ 3) "sings songs"
A. singer B. firefighter C. waiter D. truck driver</p> <p>_____ 4) "drives a truck"
A. Police officer B. doctor
C. postal worker D. truck driver</p> <p>_____ 5) "cooks food in a restaurant"
A. chef B. Police officer C. student D. teacher</p> <p>_____ 6) "works at the police station and fights crime"
A. Police officer B. student C. singer D. postal worker</p> | <p>_____ 7) "serves food in a restaurant"
A. waiter B. student C. singer D. chef</p> <p>_____ 8) "studies at school"
A. truck driver B. singer C. student D. dentist</p> <p>_____ 9) "takes care of teeth"
A. postal worker B. chef C. dentist D. firefighter</p> <p>_____ 10) "works in a hospital and treats sick people"
A. doctor B. teacher C. student D. truck driver</p> <p>_____ 11) "works in a post office and brings letters"
A. student B. postal worker C. firefighter D. waiter</p> <p>_____ 12) "fights fires and drives a fire engine"
A. postal worker B. chef C. firefighter D. chef</p> |
|---|--|

I. Unjumble the letters to make words related to food.

- | | | | |
|-------------|------------|-------------|------------|
| 1. PUOS | 4. CEKA | 7. ORPK | 10. SETW |
| 2. DALAS | 5. TELUCET | 8. WICSAHND | 11. SHIF |
| 3. MELONDEA | 6. GIFS | 9. LIEVOS | 12. CELRYE |

II. Write the word.

1 	8 	15 
2 	9 	16 
3 	10 	17 
4 	11 	18 
5 	12 	19 
6 	13 	20 
7 	14 	

III. Write the correct given word in each space:

(bottle , piece, can, spoon, packet, kilo, cup, slice, glass, carton)

- a.....of milk
- a.....of soup.
- a.....of cheese.
- a.....of Coke.
- a.....of cake.
- a.....of juice.
- a.....of flour.
- a.....of butter.
- a.....of sugar.
- a.....of tea.



EXCELLENT



GOOD



LET'S DO IT AGAIN



Reading & Vocabulary

I. Read and complete the text with the words from the table.
You can choose each word only once. There is one example.

cousins	dad	best friend	sister
parents	uncle	brother	grandpa
mum	wife	grandparents	teammates
aunt	English	grandma	Australia



Hello! My name is Sara and this is my favourite photo. This is my (0) brother James. My (1) _____, Jessica, likes to make funny faces. We live in a big house with our (2) _____ in London. We like doing many activities at the weekends. I enjoy riding my bike in the park. My (3) _____ is very beautiful and she has got long blonde hair. My (4) _____ has got short black hair and he likes swimming. My (5) _____ live next to our house. We eat all together every Sunday at their house. They have a big backyard and my (6) _____ likes to play football with my dad and my brother. My mum makes all the food with my (7) _____. We sometimes call my mum's sister who doesn't live with us in Britain. They live in (8) _____ which is 20 hours far away from us. My (9) _____ and my (10) _____ come in Britain every two years and they have got two children, Mary and John. Mary is 10 years old and John is only 6 years old. He speaks (11) _____ very well. I miss my (12) _____ a lot and I can't wait to play table games with them again. My dad's brother is Nick and his (13) _____ is Mary. They live in Italy. My (14) _____ comes and sleeps with me every Saturday. Her name is Helen and she is very beautiful. We like playing basketball and we are in the same school team. We practise every Monday and Thursday for the match with our (15) _____.

II. Read the text again and answer the following questions.

- Where does Jessica live? **London**
- What is the name of Sara's brother? _____
- What does Sara's family like doing at the weekends? _____
- What does Sara like doing at the weekends? _____
- When does the family eat all together? _____
- How old is John? _____

III. Read the sentences and circle True (T), False (F), and Doesn't Say (DS).

- | | | | |
|---|---|---|-----------|
| 1. Jessica's bike is pink. | T | F | DS |
| 2. John speaks Greek very well. | T | F | DS |
| 3. Sara plays football with Mary and John. | T | F | DS |
| 4. Nick and Mary live in Italy. | T | F | DS |
| 5. Helen goes to Sara's house every Friday. | T | F | DS |
| 6. Sara and Helen practise for the basketball matches every Tuesday and Friday. | T | F | DS |

Answer Key:

Exercise I

1) sister; 2) parents; 3) mum; 4) dad;
5) grandparents; 6) grandpa; 7) grandma;
8) Australia; 9) aunt/uncle; 10) uncle/ aunt;
11) English; 12) cousins; 13) wife;
14) best friend; 15) teammates

Exercise II (Accept one-word or full answers.)

2) James/ His name is James/ The name of Sara's brother is James./ Sara's brother is called James.
3) Many activities/ They like doing many activities.
4) She likes riding her bike (in the park).
Sara likes riding her bike (in the park).
5) Every Sunday/ The family eat all together every Sunday.
6) 6/ 6 years old/ six years old/ John is 6 years old.

Exercise III. (10 marks)

2) F; 3) F; 4) T; 5) F; 6) F

prof. Oana DRAGOMIR

The Plural of Nouns

I. Complete the spaces with the plural of the nouns:

Potato – _____

Kiss – _____

Dog – _____

Teacher – _____

Flower – _____

Toy – _____

Mother – _____

Bus – _____

Grandma – _____

Tomato – _____

Aeroplane – _____

Watch – _____

Boy – _____

Computer – _____

Mosquito – _____

Match – _____

Curtain – _____

Carpet – _____

II. Write the following sentences in plural:

a. There is a butterfly on the book.

b. The girl is playing with a doll now.

c. My friend has got a dog.

d. Your sister makes her bed every day.

e. I am reading a book.

f. That flower is beautiful.

g. There is a bike in the park.

h. Who is this man?

i. The teacher is in the classroom.

j. The boy is flying a kite.



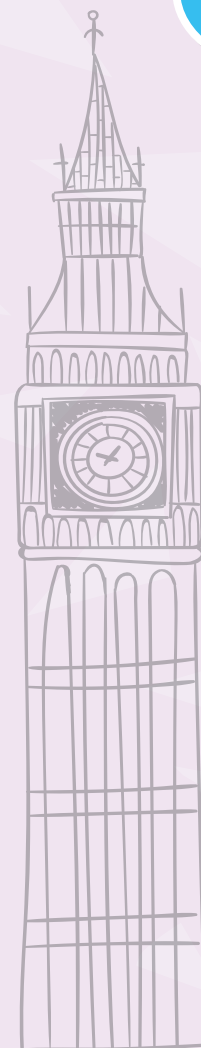
Future Simple Tense

The Future Simple tense is often called the "will tense" because we make the Future Simple with the modal auxiliary will.

	Positive S+will+vb	Negative S+will+not+vb	Question Will+vb+vb?
FORM	I will speak.	I will not speak.	Will I speak?

Use of *will* Future

- spontaneous decision
example: *Wait, I will help you.*
- an opinion, hope, uncertainty or assumption regarding the future
example: *He will probably come back tomorrow.*
- a promise
example: *I will not watch TV tonight.*
- an action in the future that cannot be influenced
example: *It will rain tomorrow.*
- conditional clauses type I
example: *If I arrive late, I will call you.*



Let's practice!

Fill in the gaps with the words at the very end of the sentences in Future Simple Tense.

1. Miss Brown _____ a new list tonight. (not/make)
2. We _____ a policeman which road to take. (ask)
3. My wife _____ on you tomorrow? (call)
4. I _____ my lunch at twelve o'clock. (have)
5. He _____ here on Wednesday. (not/be)
6. He _____ at two o'clock tomorrow. (come)
7. The new park _____ a very great area?(cover)
8. We _____ the answer tomorrow. (know)
9. I hope we _____ him tonight. (meet)
10. When the thermometer is below zero water _____. (freeze)



Prof. Anda-Elena GRIGORE
Școala Gimnazială Nr.1 Glina

PRESENT CONTINUOUS

I. Fill in the blanks with the correct form of the verbs in brackets.

1. John (go) to school.
2. We (sleep) now.
3. They (read) the newspapers.
4. I (wear) a swimming suit.
5. She (listen) to hard rock!

II. Make negatives from the given sentences.

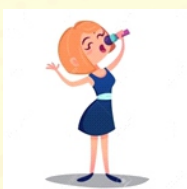
1. The children are playing together. ☐
2. Tom is going to school by bus. ☐
3. Sarah and Liz are going to London. ☐
4. I am cooking dinner. ☐
5. The boy is doing his homework. ☐

III. Answer the questions. Give short answers.

1. Are the children listening to their teacher? Yes,
2. Is the cat drinking milk? No,
3. Am I playing tennis in this moment? No,
4. Are Sarah and Bob singing carols? Yes,
5. Is the baby crying? Yes,

IV. Look at the pictures and write what the people are doing now.

1.



Sarah

2.



The boy

3.



Julia

4.



The man

5.



The children



Future Simple

Positive Sentences ✓

I	'll will	study.
You		
He		
She		
It		
We		
You		
They		


Negative Sentences ✗

I	won't will not	study.
You		
He		
She		
It		
We		
You		
They		


Questions ?

Will	I	study?
	You	
	He	
	She	
	It	
	We	
	You	
They		

Look at the pictures and make sentences according to the signs. Use the following verbs: swim, rain, win, feed, eat, predict, solve, go, get up, serve, play, dance, shine, be, direct, fight




1. She _____ tomorrow.




2. It _____ tomorrow.



3. She _____ the Oscar.



4. I _____ the fish .



5. _____ he _____ the pineapple?




6. She _____ your future.



7. Susan _____ the mystery.



8. She _____ to the beach.



9. I _____ early.




10. She _____ the tea.




11. I _____ the piano.




12. I _____ at your party.



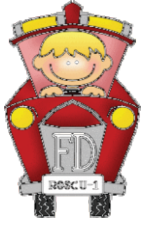
13. The sun _____ tomorrow .



14. _____ he _____ a soldier?



15. Steve _____ the film.

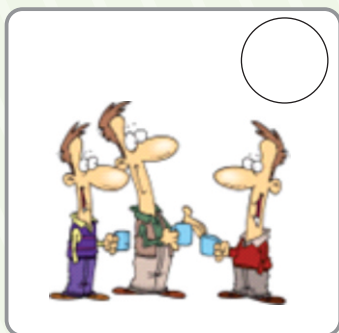
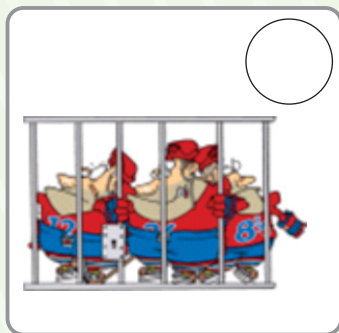
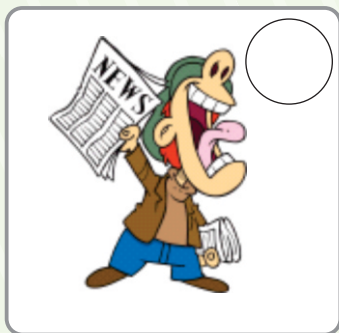


16. _____ he _____ the fire?

GOING TO - FUTURE

Match the pictures with the sentences.

1. They are going to win the lottery.
2. She is going to iron the clothes.
3. They are going to have a drink.
4. They are going to bake some cakes.
5. She is going to arrive soon.
6. He is going to fly a plane.
7. She is going to find a coin.
8. They are going to be arrested.
9. They are going to play chess.
10. They are going to get married.
11. He is going to have a barbecue.
12. He is going to sell newspapers.
13. He is going to celebrate his birthday.
14. He is going to live on a desert island.
15. He is going to sing next Sunday.
16. John is going to receive a prize.



In Town

FIȘĂ DE
LUCRU

1. Where am I ? Write the names of the places in a town:

- | | |
|------------------------------|-----------------------------|
| a. buy vegetables – | f. look at dinosaur bones – |
| b. buy a new pair of shoes – | g. use my skateboard – |
| c. watch a football match – | h. have lessons – |
| d. swim – | i. buy stamps – |
| e. watch a film – | j. have a toothache – |

2. Complete the conversation with: *You're welcome, take, After that, How do I get to, turn, it's on, First*

Susan: Excuse me. 1).....the cinema?

Police officer: That's easy. 2).....walk to the end of this street.

S: Ok.

P: Then 3).....left and walk about 200 metres.

S: Then what?

P: 4).....go into the shopping centre and 5).....the stairs.

S: Is the cinema at the top of the stairs?

P: Yes, 6).....the left.

S: Thanks very much.

P: 7).....

3. Choose a type of holiday . What's in your suitcase? Write at lest 5 items.

.....

.....

FIȘĂ DE
LUCRU

I. Put the verbs in brackets into Past Tense Simple or Present Perfect Simple:

- you (pass) your test last week?
-you(feed) our dog today?
- My grandfather(play) football in 1981.
- Her friend's grandma(cook) a delicious cake last Wednesday.
- Mike(never/see) a ghost.
- She(change/not) her job last summer.
- Jack(break) the window last Friday.
- Mrs Oliver(buy) a lot of sweets from Spain last year.
- I (come/not) to see you yet.
- I(choose) the colour of the walls yesterday.

II. Match each word to the correct meaning.

- | | |
|------------------|---------------------------------------|
| 1. prefer (v.) | a) like one thing more than another |
| 2. shortage (n.) | b) join |
| 3. clone (n.) | c) say what will happen in the future |
| 4. predict (v) | d) an exact copy of something |
| 5. connect (v.) | e) an amount that is not enough |

III. Match each word about health to its definition.

- | | |
|--------------|--|
| a) The flu | 1) special food and drink recommended by the doctor |
| b) Treatment | 2) a serious cold with a high temperature |
| c) Diet | 3) a person receiving medical treatment |
| d) Patient | 4) an illness caused by infection or a problem in the body or mind |
| e) Disease | 5) the methods used to make a sick person feel better |



Subiectul I: (50 p)

1. Read the text and choose the best answer. (1p x 5=5 p)

Notting Hill Carnival takes place in London every August bank holiday, and is the most colourful and largest street event in the UK. The festival celebrates the traditions of the Afro-Caribbean community, who emigrated to England from the West Indies in the 1950s. They brought with them the Caribbean idea of the carnival, with colourful costumes, processions, steel bands and street dancing. Preparations for the carnival start many months in advance. Costumes need to be made, and floats built, ready for the carnival street procession. Steel bands practise traditional Caribbean music on instruments built from used oil barrels. Just before the festival, the streets are decorated with yellow, green and red streamers, and amplifying devices are set in place, to carry the rhythmic sounds over the roar of the London traffic. The carnival is celebrated over three days, and is full of music and colour. Processions of steel and brass bands, floats, and dancers in colourful costumes make their way through the narrow London streets, watched by tens of thousands of people. The streets are lined with stalls selling tropical fruits, such as fresh mangoes, watermelons and pineapple. Everyone dances - young and old, black and white - and even the policemen on duty take part in the fun. For these three days in August, a little Caribbean magic touches the streets of London.

1. What is the writer's main aim in writing the text?

- A) to encourage people to celebrate the traditions of black people
- B) to talk about problems with Afro-Caribbean community
- C) to recommend people spend more time outdoors
- D) to understand and describe the Notting Hill Carnival

2. According to the passage, Notting Hill Carnival ...

- A) takes place every Bank Holiday
- B) is held annually in August
- C) is organized by the Bank of England
- D) is held at the beginning of August

3. During the Notting Hill Carnival,

- A) the participants in the carnival decorate the streets with colourful streamers
- B) preparations start early in the morning
- C) music and colour fill the streets of London
- D) traffic is banned from the main shopping streets

4. The writer claims that

- A) this carnival has been organized since at least the 1950s)
- B) tens of thousands of people take part in the preparations for the carnival
- C) dancers in the carnival wear special clothes
- D) the dancers in the carnival are from the black community

5. Although the carnival is a celebration of the traditions of black British ...

- A) everyone seems to participate in it
- B) only Caribbean people take part in it
- C) it is gaining in popularity among the white in recent years
- D) people from all over the world come to watch it

2. Read the text below and choose the correct word for each space. (1p x 10= 10p)

London Parks

London is famous (1) ... its parks and gardens. Some of them belong to the Crown (2) ... they are all open to the public and the entrance is free of charge. In St James's Park you can watch and (3) ... swans, ducks, geese and other water birds. Hyde Park (4) ... to be a hunting ground and is still popular with horse riders. Those (5) ... like a good argument should go to the Speakers' Corner to listen to individuals (6) ... their speeches on various subjects. Regent's Park now houses London Zoo and open-air theatre where Shakespeare's plays are staged (7) ... summer. Not (8) ... the parks are in the city centre. Greenwich and Richmond are located in the suburbs. All these areas of green give the city dwellers an excellent (9) ... to enjoy some peace and quiet (10) ... from traffic and crowded streets.

1. A) by	B) for	C) from	D) with
2. A) because of	B) unlike	C) despite	D) but
3. A) feed	B) eat	C) breed	D) lead
4. A) should	B) ought	C) used	D) have
5. A) who	B) whose	C) which	D) whom
6. A) doing	B) giving	C) taking	D) talking
7. A) to	B) at	C) in	D) on
8. A) each	B) whole	C) every	D) all
9. A) chance	B) knowledge	C) account	D) source
10. A) apart	B) about	C) away	D) around

3. Complete the second sentence so that it means the same as the first, using no more than three words.
(1p x 10= 10 p)

- There weren't many children swimming in the pool.
There were only children swimming in the pool.
- Ronald is fifteen. Alice is fifteen, too.
Ronald is..... Alice is.
- May I turn down the radio?
Do you mind turn down the radio?
- William cooked this delicious dinner himself.
William cooked this delicious dinner..... own.
- John told Adam he would invite him next time.
John said, 'Iyou next time'.
- Nobody took any notice of his bad behaviour.
Nobody his bad behaviour
- Mark is very patient, he'll never give up.
Mark is give up.
- Susan and Frank don't like each other.
Susan and Frank don'twith each other.
- Was it necessary for her to spend so much money on it?
Didspend so much money on it?
- Since she has been learning karate, Jessica's self-confidence has increased.
Jessica has become she has been learning karate.



Subiectul II (75 p)

4. Write a story with the title: An Unexpected Discovery. (120-150 lines) (50 p)

5. This is a part of a letter you have received from an English friend.

I want to plan a surprise for my brother's birthday, but I need some ideas. How do you celebrate birthdays in your country? Do you do anything special on that day?

Write a letter to your friend. (25 p)

BAREM DE CORECTARE ȘI NOTARE

CLASA a VII- a intensiv

- Se vor puncta orice alte formulări și modalități de rezolvare corectă a cerințelor, în acord cu ideile precizate în barem.
- Timp de lucru: 120 min

SUBIECTUL I _____ **25p**

1. (1p x 5=5 p)

1. D;
2. B;
3. C;
4. C;
5. A

2. 1p x10=10 p

- 1 B;
- 2 D;
- 3 A;
- 4 C;
- 5 A;
- 6 B;
- 7 C;
- 8 D;
- 9 A;
- 10 C

3. 1p x 10= 10p

1. few
2. as old as
3. If I
4. on his
5. will invite
6. paid attention to
7. too patient to
8. Get along
9. she have to
10. more confident since



SUBIECTUL II _____ **(75p)**

4. Se acordă câte 10 puncte pentru fiecare din următoarele criterii: (50 p)

- îndeplinirea cerințelor (respectarea structurii unui text narativ; respectarea numărului de cuvinte);
- corectitudinea și varietatea gramaticală și ortografie;
- corectitudinea și varietatea vocabularului;
- organizarea textului (folosirea a cel puțin 4 cuvinte de legătură);
- aportul creativ (conținut).

5. Se acordă câte 5 puncte pentru fiecare din următoarele criterii: (25p)

- îndeplinirea cerințelor (respectarea structurii unei scrisori);
- corectitudinea și varietatea gramaticală și ortografie;
- corectitudinea și varietatea vocabularului;
- organizarea textului (folosirea a cel puțin 2 cuvinte de legătură);
- aportul creativ (conținut).

Scotland

Read some information about Scotland. Choose the most suitable summary from the list A-G for each part 1-6 of the text. There is one extra summary which you do not need to use.

1.....

There is nowhere like Scotland. It is often cold and grey. It rains a lot. But many visitors love the country very much. They love the beautiful empty hills of the north. They love the sea and the islands. They love the big cities of Edinburgh and Glasgow. They love the people, who are warm, friendly and funny.



2.....

For many years Scotland was a poor country, but today it is getting richer. People in many countries drink Scotch whisky and this brings money to Scotland. There is oil and gas in the sea between Scotland and Norway. Visitors bring money to the country too because there are lots of things to do and see. Scotland has more freedom now with its own parliament in Edinburgh. Life can be hard but for many people things are changing.

3.....

Between 1066 and 1328, there were many battles between England and Scotland. In 1314, the Scottish king, Robert the Bruce, beat the English at the Battle of Bannockburn. 10,000 Englishmen died and, soon after, Scotland was free. In 1542, a girl became queen. She became Mary, Queen of Scots. The man who made the first telephone, Alexander Graham Bell, was born in Scotland. John Logie Baird, who made the first television, was Scottish, too. There are many other famous Scots.



4.....

Edinburgh is the capital city of Scotland. It is an old city with many interesting buildings. The first thing you see when you leave Waverley Station is Edinburgh Castle. Then go down the Royal Mile to Holyroodhouse. It is three hundred years old. Near Princes Street is the national Gallery of Scotland, with pictures from Scotland and from other countries. Glasgow is the biggest city in Scotland. It used to be a city of shipbuilding. You can see some of the beautiful buildings from that time in George Square.

5.....

Golf started in Scotland in the 15th century. It has been popular since then. Mary, Queen of Scots, played it. The golfing capital of Scotland is St. Andrews, a small city near Edinburgh. For many Scots, golf is very important. It is not very expensive, and there are many beautiful golf courses: more than four hundred! In the summer, you can play from 7 in the morning till ten at night.

6.....

The Highlands are good for walking, climbing and fishing. The hills are not very high, but they can sometimes be difficult and dangerous for walkers in the winter, and in the summer, too. Sometimes cold weather comes from the north and so it is important to be warm and always carry something to eat and drink.

adapted from: Steve Flinders, Scotland

- A. It is not only a free time activity but a tradition, too.
- B. Scotland is special and the people there are special, too.
- C. The economic situation is getting better.
- D. Tradition is very important for Scots.
- E. There were many important people in the history of Scotland.
- F. There are some historical places to visit.
- G. This area of Scotland is for those who enjoy spending their time outdoors.

Key

- 1.B
- 2.C
- 3.E
- 4.F
- 5.A
- 6.G

**First conditional:
error correction**

Are these conditional sentences correct? If you think they are, choose "TRUE".

1. I'll tell him the news if I'll see him.

TRUE ☐ FALSE ☐

2. Unless she comes soon, we'll be late for the first performance.

TRUE ☐ FALSE ☐

3. Tell him to go to his room if he arrives late.

TRUE ☐ FALSE ☐

4. If she will go to university next year, we will have the house to ourselves.

TRUE ☐ FALSE ☐

5. I'll do the cooking if you buy everything we need.

TRUE ☐ FALSE ☐

6. Unless she is not careful, she will fall off the bike.

TRUE ☐ FALSE ☐

7. Even if I will lend you some money, it will not be enough.

TRUE ☐ FALSE ☐

8. Unless you start exercising and eating better, you won't lose weight.

TRUE ☐ FALSE ☐

9. Unless somebody doesn't take responsibility for this mess,
the whole class will stay after school and clean the entire floor.

TRUE ☐ FALSE ☐

10. I'll wait to tell him the news when I'll see him.

TRUE ☐ FALSE ☐



PART I (60 points)

A. Read the text below. Are the sentences 1-5 'Right' (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C). Write your answers on your sheet. (5 x 4 p = 20 points)

I wish you'd met my Uncle Bill. He was a tall man – so tall that he could change the bulbs in light sockets while hardly reaching above his head. He said that he wasn't supposed to reach up –it was something to do with a heart condition – but, being tall, made life much easier. Those accessible bulbs were an easy target for that lofty, blundering head of his. I realized from the start that his problem was not so much tallness as clumsiness. He blundered into anything and everything and often had injuries (though not in fact burns) to prove how accident-prone he was. Even now, I can still see him in my mind! He lived alone but his frequent visitors were used to the commotion my uncle made as he hurried round his untidy house. The slightest haste was enough to cause an accident. Even going to answer the phone could cause calamities and a trail of damage.

1. Uncle Bill was a short man.

A - Right B - Wrong C - Doesn't say

4. He had a clean and cosy house.

A - Right B - Wrong C - Doesn't say

2. He could change bulbs in light sockets.

A - Right B - Wrong C - Doesn't say

5. Uncle Bill lived with his wife.

A - Right B - Wrong C - Doesn't say

3. The slightest haste was enough to cause an accident

A - Right B - Wrong C - Doesn't say

B. Read the text below and answer the following questions: (20 p)

a. Why is it important that the people living in the USA should share a common language?

b. What do bilingual education programs offer the non-English-speaking schoolchildren?

With the more recent growth of a multicultural, multilingual society in the United States, as in other nations of the world, the question of whether or not its population should be required to share a common language has arisen. In order to accommodate the many language groups living in the U.S., government agencies, schools, and businesses often offer their services in other languages. For example, when Florida residents go to vote for local or national candidates, they can also read their ballots in Spanish. Non-English-speaking school children, often Hispanic or Chinese, may study in bilingual education programs, in which they are taught in their native language until they master English. In this way, the children are presumed to gain a sense of identity and self-confidence, which will help them succeed in the future.

C. Each of the following sentences contains one error. Write the correct sentences on your paper. (5 x 4p = 20 p)

1) Yesterday I'll meet my friend.

2) While studing, he heard some noise in the living room .

3) Does she like cooking in the chicken?

4) Do she speak Spanish?.

5) I have been living in London since two years.

PART II (30 points)

It is said that teenagers have a lot in common, that they share ideas and a certain way of behaving. Express your views on this matter.

Write 80-100 words.

I. Fill in the blanks with the verbs given below either in the future continuous or in the future perfect.**wonder – cross – cry – dance – find – fly – forget (2) – lie – arrive**

Dear Ann,

When you read this letter tomorrow morning at 8:00 I across the Atlantic Ocean.
 My plane in Los Angeles at 11:00. By the time I arrive there, I half the world.
 I'm sure you why I left you. I know it is difficult now, but in a few days you
 all about me. By next Saturday night at 11:00 pm, you a new girlfriend and the two of you
 in one of your favourite discos. And maybe I on a beautiful beach (remember
 there's 9 hours difference!) but I'm sure I inside because I (not) about you
 or how you treated me.

Love,
 Janet

II. The first conditional forms are used to talk about situations that are possible in the present or in the future. Complete the following sentences using appropriate first conditional forms of the verbs given in the brackets.

1. If I have enough money, I (go) on vacation.
2. If she (wash) the clothes, I will dry them.
3. If you achieve your targets, you (get) a promotion.
4. If we (not get) his support, we will have to abandon the project.
5. Unless she (be) late, we will start at ten o'clock.
6. If I win the jackpot, I (buy) a mansion in New York.

III. Read the situations and respond to them as in the example:

*You make your friend a cup of sweet coffee. Your friend tells you that she doesn't put sugar in her coffee.
 Offer to make another cup. You say: I'm sorry, I'll make you another one
 Now you do it .*

1. Your neighbour is playing loud music late at night. You get angry and ask him to turn the volume down.
2. You look at your watch and realize that it's later than you thought. You wanted to catch a train but it's probably too late. What do you say to yourself.
3. Your friend wants to go to the cinema but she has two young children. Offer to look after them.
4. You failed an exam last year. You're studying very hard. Tell your teacher that you are determined not to fail again.
5. Your best friend takes part into a competition, but he is not very confident about winning. Tell him he will succeed.
6. You meet a fortune teller who reads your palm. What are her predictions regarding your future?

FUTURE CONTINUOUS AND FUTURE PERFECT

FUTURE CONTINUOUS



Tomorrow at 4 o'clock I will be working. (voi lucra)

(Ongoing actions in the future).

❖ **Forma : Aff: S + WILL BE + VB-ING**

Neg: S+ WILL NOT (WON'T) BE + VB-ING

Int: WILL + S + BE + VB-ING?

FUTURE PERFECT SIMPLE



By 4 o'clock tomorrow, I will have finished my essay. (voi fi terminat eseul)

(Finished actions in the future).

❖ **Forma: Aff: S + WILL HAVE + past participle**

Neg: S+ WON/T HAVE + past participle

Int: WILL + S+ HAVE +past participle?

Use the correct tense of the verbs in each sentence (*future continuous or future perfect*):

At 6 o'clock this evening they(have) dinner with their parents.

By then, they.....(meet) their mother's boss and they(show) him their project.

At this time tomorrow, he(watch) TV with his friends and they(eat) the cookies that his mother(make) by then.

By this time next week, she.....(finish) studying for her exam and she(send) her project to the headmaster.

What.....you.....(do) at this time next week? I(lie) on a beach in Saint Tropez. The sun.....(shine) and the the wind(blow) gently.

Let's talk about Present Perfect simple

FIȘĂ DE LUCRU

THE RULE: have/has+ verb (3rd form)**Use:**

- to talk about life experiences
- to talk about past actions which are not over yet
- to talk about very recent past events (time is not important)

Some key words!

- for – shows duration
- since – shows the starting point
- yet – used in ? and - sentences
- just – used in + sentences
- already – used in + sentences

**NOW!!!!
GAME
TIME :)**

"have you ever?"

- YES, I HAVE. +details
- NO, I HAVEN'T.



Is a famous game in U.K. and not only!

Questions for the game:

- Have you ever cooked for your family?
- Have you ever drunk too much coffee or coke?
- Have you ever sung in public?
- Have you ever slept the entire day?
- Have you ever lost money?
- Have you ever lied a teacher?
- Have you ever cheated on a test? etc.

PRACTICE TIME:**I. Write the past participle of the verbs.**

1. carry _____
2. go _____
3. break _____
4. catch _____
5. choose _____
6. keep _____
7. draw _____
8. teach _____
9. write _____

II. Fill in the gaps with the verbs in the present perfect.

1. My friend Ted _____ (spend) a lot of money on gadgets.
2. My father _____ (not/buy) a new car.
3. The students _____ (write) a lot of tests this term.
4. I _____ (travel) a lot.
5. They _____ (not/have) lunch this morning.

III. Choose just, yet or already.

1. He is here now. He has just / already / yet arrived.
2. Has Paul started his new job just / already / yet?
3. Their plane has not landed just / already / yet?
4. Ned has just / already / yet fed his pets.
5. Her hair's wet. She's just / already / yet washed it.
6. They have just / already / yet visited a lot of countries.

IV. Make questions using these words.

1. you / visited / Have / ever / Paris ?

2. your dad / ever / Has / anything / invented ?

3. watched / the best / What's / you / have / film / ever ?

4. lived / Jeremy / in / How long / has / Oxford ?

V. Complete the sentences. Use for or since.

1. We haven't watched TV _____ Monday.
2. The boy hasn't eaten anything _____ six hours.
3. I've known Pam _____ primary school.
4. What have you done _____ you finished school?
5. We have studied Chinese _____ three years.



- VI** Complete the dialogue with either *just* (a short time ago) or *yet* (up until now).



JANE: Why are you so happy?
 KATE: I've (a) heard that I've won a million pounds.
 JANE: That's fantastic! What are you going to do with it?
 KATE: I haven't decided (b)
 JANE: But you must have dreamt of this moment.
 KATE: Well yes, but it's only (c) happened. I'm still in shock.
 JANE: Have you told your husband yet?
 KATE: No. I've only (d) found out myself!
 JANE: But you are going to, aren't you?
 KATE: I haven't made a decision about that (e)
 JANE: Hey, wait a minute! I've (f) had an idea. You could lend me some money!
 KATE: Mmm ...

- VII** Write the sentences using the past simple or present perfect forms of the verbs in brackets.

- a I (live) in a houseboat for six years and I still do.
 I've lived in a houseboat for six years and I still do.
 b I (never/be) to Bangladesh.
 c When I (leave) school two years ago, I (feel) a great sense of freedom.
 d He (always/be) a pessimist, since the moment he (is) born.
 e She couldn't cope with his behaviour so she (leave) him. That (be) two years ago.
 f I (never/live) in a block of flats, but my parents (live) in a flat when they (be) first married.
 g She (have) a tattoo for six months. She (go) to a place in town to get it done.
 h When I (be) younger, my grandparents (speak) Russian so I (pick) up a few words, but I can't speak it properly.

- VIII** Make new words by adding *home* to the following words. Use the new words in the newspaper headlines below.

___sick ___coming ___less ___-grown ___work ___-made

- a Home-grown lettuce sells best
 b man wins lottery, buys house
 c cake poisons entire village
 d couple return after only 72 hours away
 e crisis in our schools
 f celebration cancelled when returning son misses transatlantic flight

- IX** Think about your home. Write five adjectives to describe:

- a what it looks like.
 b what it feels like.



- X** Match the phrases on the left with their meanings on the right.

- | | |
|-------------------------------|---|
| a a sense of freedom | someone who thinks everything will be terrible |
| b a camper van | a feeling that you are free |
| c to hit the road | a vehicle that you can sleep in |
| d Home is where the heart is. | to feel as if you do not have any friends |
| e to be homeless | to not have a home |
| f to be lonely | someone who thinks everything will be wonderful |
| g an optimist | anywhere that you feel comfortable is home |
| h a pessimist | to go travelling |

Review: vocabulary

accident	homeless
accidental	home-made
bare	homesick
basement	homework
block of flats	host
bungalow	houseboat
campsite	light
camper van	mobile home
car park	optimist
cluttered	park
cold	pessimist
cottage	road sign
cramped	roadside
dark	semi-detached house
fence	sight
first floor	spacious
flat	studio flat
garage	tent
garden	terraced house
gate	tidy
guest	untidy
ground floor	warm

a sense of freedom
 to cope with
 to go on the road
 to have no doubt (that)
 to make a decision
 to spend a lot of time (doing something)

HOMEWORK WRITE A POEM

(5- 10 lines /2-3 stanzas).
 Use the words from above.
 Put the verbs from your poem
 in the Present Perfect Tense.

Subiectul 1: Read the text below and answer the questions below: (40p)**Premonitions**

Even though most of the dreams have a symbolic interpretation, some of them are thought of as conveying a warning message. For example if you dream about having breaks/problems with your car, it may mean that you should slow yourself down in your life on the one hand, but it would be advisable for you to check the breaks on your car on the other hand.

A famous case of premonition well known in history is that of the American president Abraham Lincoln. A few days before being assassinated, he dreamt of his own body laid out in a room in the White House.

Another case is that of a woman on the Titanic who, a night before sinking, dreamt of a horrible event that was to happen the very next day. She told her husband about her premonition but he wouldn't take her into account. Still she prepared both herself and her children by dressing them in warm clothes. She and her children eventually survived, but her husband, unfortunately, didn't make it.

1. What do the dreams transmit? Give an example from the text.

2. What are two famous cases of premonition that the text talks about?

Subiectul 2: Put the verbs in brackets in the right tense: (20p)

- a. The baby (cry) for half an hour before his mother (wake up).
- b. When Roger (come) home from school, his mother (wait) for him for almost 2 hours.
- c. She asked him: Why (you/not /come) earlier? Dinner (be) ready for over an hour now.
- d. Roger replied: I (want) to be punctual, but we (must/stay) in school longer.
- e. What (you/do) that you (must/stay) so long? his mother asked.
- f. When the teacher (come in), we (jump) over the tables in our classroom.
- g. I (not/hear) such a stupid thing for years, exclaimed his mother.
- h. When Inspector Blockhead (arrive) at the hotel, he (find) that a terrible crime (be committed).
- i. He (not/stand) there long when suddenly one of the guests (want) to speak to him.
- j. He (say) that he (watch) TV when suddenly he (hear) a shot.

Subiectul 3. Do you consider that teenagers today have become more and more addicted to telephones? Explain and expand. (12-15 lines) (40p)



Subiectul 1: Read the following text and express your opinion about the ideas it contains. Support your opinion with examples and arguments. (40p)

“Mind your manners!” is not a very pleasant thing to hear it especially if you are the one who is being told so. But the truth is that it is rather difficult for teenagers to be aware of good manners nowadays, and what is more it is so “geek-like” to be polite, not to mention well-mannered. Or at least this is how most teenagers think. What a teenager should know is that there are three important principles behind the good manners used today: custom, consideration and common-sense.

While custom is simply the habit of doing certain things such as shaking hands or tipping hats, consideration should be the basic idea of good manners. So being considerate is almost always similar with being well-mannered. Consideration is thinking about how the other person feels. So before coming to the conclusion that being well-mannered is a geek's job, teenagers should ask themselves whether being rude to someone is bad manners just because a book says or because it hurts feelings. The third component of good manners is common sense. For example giving your seat to an old and maybe ill person is common sense.

Bearing in mind this three principles should make it easier for teenagers and grown-ups as well to deal with good manners.

Subiectul 2:

I.Rephrase the sentences:

- Probably it was already late. It.....
- The roof will collapse if no-one mends it. Unless.....
- My advice to you is to take your dog to the vet. If.....
- It was wrong of you to take what he said for granted. You shouldn't....
- Both sister and I disapprove of his drinking so much. Neither....

2px5=10p

II. Find the error and correct the sentences:

- Where you went for your last holiday?
- There was only a few people at the meeting.
- He has been to Greece two years ago.
- She was born in Barcelona, a city from Spain.
- We've had this car since five years.

2px5=10p

Subiectul 3. The internet and the computer games : a curse or a blessing? Illustrate with relevant examples. (12-15 lines)

(40p)

10 P GRANTED



HUMAN RIGHTS

I. Read the following text and decide which of the articles from the Declaration of Human Rights the text refers to. Choose from:

- a) Everyone has the right to life, liberty and security of person. (Article 3)
- b) Everyone has the right to own a property alone as well as in association with others. (Article 17)
- c) Everyone has the right to freedom of opinion and expression; this right includes to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. (Article 19)

A gagging order backfires

This week a national newspaper ran a fascinating story about absolutely nothing. The Guardian reported on its front page on October 13th that a question had been tabled by an MP in Parliament, but that the newspaper could not reveal "who has asked the question, what the question is, which minister might answer it, or where the question is to be found". The reason, it explained no less cryptically, was that "legal obstacles, which cannot be identified, involve proceedings, which cannot be mentioned, on behalf of a client who must remain secret".

The twisted language was the result of a "super-injunction", an increasingly common form of gagging order that forbids the media not only from reporting certain information, but also from reporting that they have forbidden from reporting it. The gag in question was granted last month at the request of Trafigura, an oil firm, to prevent publication of the details of a report related to the dumping of toxic waste in Côte d'Ivoire. Trafigura's lawyers at Caner-Ruck, a firm that specialises in shutting up newspapers, warned "the Guardian" that mentioning the injunction would place it in contempt of court, even after it was referred to on October 12th in Parliament. Yet proceedings in both Houses have long been reported under privilege that is, without fear of prosecution for contempt.

Minutes after the Guardian's abridged article was published online, internet investigators found the censored material on the Parliament website and published it on their blogs and in their tweets. By lunchtime, shortly before several newspapers were due to challenge its position in a High Court hearing, Carter-Ruck lifted its opposition. The firm and its client were left to observe an example of what bloggers call the "Streisand effect" a phenomenon named after the unfortunate singer whose efforts to block publication of an embarrassing photograph served to spread it around the Internet at once.

The web is creating awkward leaks in the gagging orders issued by English courts. Bloggers are too numerous and too poor to be sued, and many of the servers that host their unfounded musings are based outside England and Wales, and are therefore beyond the reach of English courts.

Britain's libel laws are also under pressure from foreign governments, which are growing frustrated with London's role as a "libel-tourism" destination. English libel law goes easy on the claimant, assuming that material written about him is false unless the defendant can prove otherwise, the reverse of the position in America. Nor need claimants prove actual damages: potential damage is enough. These days judges lean towards granting pre-emptive injunctions before publication rather than forcing plaintiffs to sue after the story has come out, notes Pádraig Reidy of the Index on Censorship, a freedom-of-expression outfit. "The concept of 'publish and be damned' doesn't hold much sway in the Royal Courts of Justice at the moment," he says.

(from The Economist print edition "Press Freedom and the Internet", October 15th 2009)

II. Read the text again. Choose the most appropriate meaning (A, B, or C) for the underlined words

- 1. a question had been tabled by an MP:
 - a. suggested formally to be discussed in a meeting
 - b. served for dinner
 - c. postponed for discussion
- 2. explained no less cryptically:
 - a. in an easy way to understand
 - b. in a mysterious, indirect way
 - c. in a direct way



3. on behalf of a client:
 - a. instead of the client
 - b. in order to help a client
 - c. in order to disclose a client
4. an increasingly common form of gagging order:
 - a. an order from authorities forbidding people from expressing their opinions freely
 - b. an order from press moguls stopping reporters from libelling
 - c. an order from a judge stopping reporters from talking or writing about a case that has not yet been decided
5. at the request of:
 - a. a piece of music that you ask a musician or a DJ to play
 - b. on order from the court
 - c. an act of asking for something in a polite or formal way
6. fear of prosecution for contempt (of court):
 - a. the crime of not doing what a judge in a court of law has ordered you to do
 - b. a feeling that someone or something is unimportant and deserves no respect
 - c. a failure to show appropriate respect for something that other people consider to be important
7. the web is creating awkward leaks in the gagging orders:
 - a. the loss of current from a conductor
 - b. a disclosure of secret, especially official, information
 - c. an unintended hole through which liquid/gas enters or escapes
8. host their unfounded musings:
 - a. contemplation, reflections
 - b. reports
 - c. inventions
9. Britain's libel laws:
 - a. the illegal act of plagiarizing
 - b. the illegal act of mugging somebody in the street
 - c. the illegal act of writing things about someone that are not true
10. The concept doesn't hold much sway:
 - a. doesn't help judges to form an opinion
 - b. doesn't influence judges' decision
 - c. doesn't prevent judges from making decisions



II. Match the crimes on the left with their definitions on the right.

- | | |
|----------------|--|
| 1. libel | a. leaving litter in a place |
| 2. kidnapping | b. the illegal act of writing things about someone that are not true |
| 3. trespassing | c. destroying public property |
| 4. vandalism | d. the illegal act of taking somebody away and making them prisoner |
| 5. fraud | e. going into a place without the owner's permission |
| 6. mugging | f. robbing somebody in the street |
| 7. littering | g. the crime of obtaining money from someone by tricking them |

I. Complete the sentences with must or mustn't and keep the same meaning – 30 Points (3P X 10)

1. Put the flashdisk in the computer first.

You put the flashdisk in the computer first.

2. Never drive a car when you are sleepy.

You drive a car when you are sleepy.

3. This is a non-smoking restaurant.

You smoke in this restaurant.

4. There is no photography allowed in the gallery.

You take photos in the gallery.

5. You can stay in the hotel room until 10 o'clock.

You leave the hotel room at 10 o'clock.

6. Just do your homework and then you can go out.

You do your homework before you go out.

7. No swimming in the Blue Lake.

You swim in the Blue Lake.

8. Wear a helmet when you go cycling.

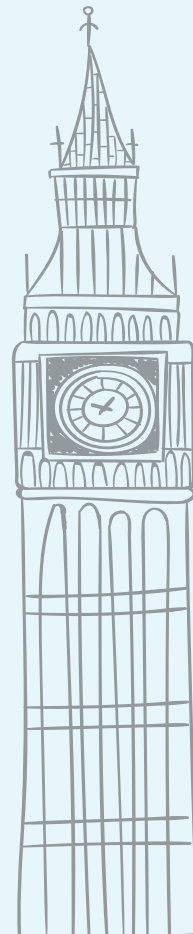
You wear a helmet on your bike.

9. Be quiet in my lessons.

You speak in my lessons.

10. Don't eat sweets anymore.

You stop eating sweets.

**II. Decide whether you have to use much or many – 30 Points (3P X 10)**

1. She has so much/many friends!

2. Hurry up. I don't have so much/many time.

3. There are so much/many poor people in the world.

4. It's also quite amazing how much/many milk these cows produce every day.

5. My father doesn't drink much/many coffee.

6. How much/many of you have ever been to London?

7. There is too much/many water in the bath tub.

8. It doesn't make much/many sense.

9. There isn't much/many traffic on the motorway.

10. How much/many brothers and sisters has Anne got?

III. Fill in the missing words using the correct food container – 20 Points (4P X 5)

1. Do you want a of Coca-Cola?

2. Can you pass me that of jam, please?

3. I drink a of milk every day.

4. The of biscuits is now empty.

5. My younger daughter loves pushing the shopping

1. Write the plurals.

Lion -
 Policeman -
 Glass -
 Mouse -
 Monkey -
 Box -
 Desk -
 Tomato -

2. Fill in the blanks with in, on, at.

1. We have lunch....at noon.
2. They always watch Tv the evening.
3. I won't see youTuesday.
4. The new museum opens June.

3. Conjugate the verb "to play" using Present Simple and Present Continuous, affirmative form.

4. Read the text and complete the sentences with the following words: water, ice-cream, summer, hat.

"It's very hot. The children are at the seaside. It's..... . Mrs Clegg is buying a Jane is eating an..... Tony is drinking mineral

5. Answer the questions:

- a) What season is it? b) Is it warm? c) What are you doing? d) Do you like swimming?

Future Simple (will)

A. Write positive sentences in the future simple (will). (6 points x 5 questions= 30 point)

1. (I/do/this/later) _____
2. (we/go shopping) _____
3. (the sun/shine) _____
4. (Peter/call/you) _____
5. (they/be/there) _____

B. Complete the sentences in the future simple (will). (6 points x 5 questions= 30 point)

1. It (rain/not) _____ tomorrow.
2. I promise I (be/not) _____ late.
3. We (start/not) _____ to watch the film without you.
4. The bus (wait/not) _____ for us.
5. He (believe/not) _____ us.

C. Write questions in the future simple (will). (6 points x 5 questions= 30 point)

1. (what/learn/they) _____
2. (it/snow) _____
3. (when/you/get/home) _____
4. (she/forgive/me) _____
5. (what/say/he) _____

10 points given

Source: <https://english.lingolia.com/en/grammar/tenses/future-simple-will/exercises>

PRESENT CONTINUOUS / POSSESSIVE PRONOUNS

I. Choose the correct form of the verb. (5 x 0,2 p = 1p)

- It outside.
a) am raining; b) are raining; c) is raining.
- We the table.
a) are setting; b) am setting; c) is setting.
- I my mother.
a) is helping; b) are helping; c) am helping.
- She is my sister. She is
a) yours; b) his; c) mine.
- Kate has three brothers. They are her brothers. They are
a) her; b) hers; c) his.

II. Say TRUE (T) or FALSE (F). (5 x 0,4p = 2p)

- We have some dogs. They are ours. ☐
- This is your car. It is hers. ☐
- These are their toys. The toys are theirs. ☐
- We are cooking dinner together right now. ☐
- Tom are playing football with his friends. ☐

III. Fill in the blanks with the correct possessive pronoun. (5 x 0,4p = 2p)

- I have a book. It is
- This is John's car. The car is
- This is not her pen. It is not
- I don't have a sharpener. Can I use (they)?
- This isn't her dog. It is (we).

IV. Order the following words to form questions. (5 x 0,4p = 2p)

- you/ friends/ your/ are/ visiting ?
.....
- John / dancing / and / the party / are / Mary / at ?
.....
- she / to / is / talking/ me?
.....
- drinking / am/ orange / I / juice ?
.....
- an / buying / you / apple / are / pie ?
.....

V. Fill in the blanks with Present Continuous. When you see [+] use *affirmative* forms and when you see [-] use the *negative* forms. (5 x 0,4p = 2p)

- She (sleep) right now. [-]
- I (cry). [-]
- We (eat) sandwiches at the moment. [+]
- These day they (travel) around the country. [+]
- William (do) his homework. [+]

Answers: 1 p

I. (5 x 0,2 p = 1p)

- c)
- a)
- c)
- c)
- b)

II. (5 x 0,4p = 2p)

- T
- F
- T
- T
- F

III. (5 x 0,4p = 2p)

- mine
- his
- hers
- theirs
- ours

IV. (5 x 0,4p = 2p)

- Are you visiting your friends?
- Are John and Mary dancing at the party?
- Is she talking to me?
- Am I drinking orange juice?
- Are you buying an apple pie?

V. (5 x 0,4p = 2p)

- isn't sleeping
- am not crying
- are eating
- are travelling
- is doing

Good luck!

Good luck!

Prof. Cristina Maria MĂRCULESCU

A. Read the text and mark T (True) or F (False). 20 p (2px10)

Alfred is an American boy. He lives in Los Angeles, California. He lives with his family in a modern house. He is eleven years old and he has got an older brother, David, and a younger sister, Emma. He starts his day at about half past seven. He gets up, goes to the bathroom, takes a shower, brushes his teeth and get dressed. Then he has breakfast and at a quarter to eight he leaves home and catches the bus to school. Classes begin at half past eight. He usually has lunch at the school canteen at half past twelve. After school, at a quarter past five, he goes home. There he does his school homework and when he finishes it, he helps his Mum laying the table. At half past seven the family dines together. Alfred is a very helpful boy, so he helps his mother cleaning up everything after dinner. He usually watches TV for a while after dinner and at about ten o'clock the most he brushes his teeth again, puts on his Spider Man pajamas and goes to bed. His parents always kiss him good night before he gets asleep. Alfred is a very happy boy!

1. Alfred is an American boy. _____
2. He lives in a modern flat. _____
3. He is eleven years old. _____
4. He has got two brothers. _____
5. Alfred wakes up at eight o'clock. _____
6. He walks to school. _____
7. His classes begin at half past eight. _____
8. He has lunch at the school canteen _____
9. Alfred and his family have dinner at half past seven. _____
10. Alfred is lazy. _____

**B. Fill in the blanks with the present simple of the verbs in brackets. 20 p (10px2)**

1. Janet _____ (watch) a film on TV.
2. My father _____ (fix) the TV.
3. The children _____ (visit) the museum every school year.
4. My friend _____ (try) to cheer me up.
5. They _____ (offer) me a CD every Christmas.
6. Tom _____ (collect) stamps.
7. Babies _____ (like) to clap their hands.
8. I normally _____ (talk) to John on the phone.
9. Karen _____ (play) the guitar.
10. The students _____ (describe) their homes easily.

C. Use the interrogative form of the present simple. 10 p (2px5)

1. _____
(girls / enjoy) going to parties?
2. _____
(Caroline / like) to be disturbed?
3. _____
(you / explain) clearly?
4. _____
(Mum / cook) dinner every day?
5. _____
(secretaries / make) hotel reservations?

D. Fill in the gaps with the Present Simple (negative) of the verbs in brackets. 10 p (2px5)

1. David _____ (not / watch) films in the cinema.
2. My parents _____ (not / go) to restaurants.
3. The students _____ (not / identify) the subject in the sentence.
4. Peter _____ (not / close) the door when he enters.
5. Nicole _____ (not / obey) any rule.

E. Write about your daily programme in about 60-80 words.

(What do you do in the morning/afternoon/evening? Use the expressions: wake up, have breakfast/lunch/dinner, start/finish school, do homework, watch TV, read a book etc.) (30 p)

BAREM DE CORECTARE SI NOTARE

- A. 20 p (2px10) - 1. T; 2. F; 3. T; 4. F; 5. F; 6. F; 7. T; 8. T; 9. T; 10. F
 B. 20 p (10px2) - 1. watches; 2. fixes; 3. visit; 4. tries; 5. offer; 6. collects; 7. like; 8. talk; 9. plays; 10. describe
 C. 10 p (2px5) - 1. Do the girls enjoy; 2. Does Caroline like; 3. Do you explain; 4. Does Mum cook; 5. Do secretaries make
 D. 10 p (2px5) - 1. doesn't watch; 2. don't go; 3. don't identify; 4. doesn't close; 5. doesn't obey
 E. 30 p Se acordă câte 6 puncte pentru fiecare din următoarele criterii:
 1- îndeplinirea cerințelor (respectarea structurii unui text narativ; respectarea numărului de cuvinte și alegerea unui titlu);
 2- corectitudinea și varietatea gramaticală și ortografie;
 3- corectitudinea și varietatea vocabularului;
 4- organizarea textului
 5 - aportul creativ (conținut).

Prof. Natalia CRUDU
Școala Gimnazială nr. 1 Ciorogârla

1. Read the text and say if the sentences are true (T), false (F) or doesn't say (DS). 1p (0,2x5)

Aunt Debbie has got a modern flat in the city centre. There are four rooms: a bedroom, a bathroom, a living room and a very small kitchen. There's also a small balcony. The furniture in the flat is very modern, too. The walls and floors are all white. The furniture in the living room is black. The kitchen is grey and white. Aunt Debbie's bedroom is light blue.

1. Aunt Debbie's flat is old. -
2. There are four rooms. -
3. The furniture in the flat is very modern. -
4. The bathroom has got a white bath and a sink. -
5. The kitchen is red and white. -

2. Read the text again and answer the questions: 2p (0,4x5)

1. What has aunt Debbie got? A house or a flat?
.....
2. How many bedrooms has she got?
.....
3. What colour is her living room?
.....
4. Has she got a big balcony?
.....
5. What colour is the kitchen?
.....

3. Complete the sentences with the affirmative form (+) or negative form (-) of *there is/there are*. 1p(0,2x5)

1. (+)a sofa in the living room.
2. (+)four chairs in the kitchen.
3. (-)a garage.
4. (-)any stairs in the bungalow.
5. (-)a balcony at my home.

4. Look at the picture and choose the correct answer. 1p(0,1x10)

1. The laptop is *under/on* the desk.
2. The poster is *between/ next* to the bookcase and the window.
3. The clock is *on/next* to the bookcase.
4. The desk is *opposite / under* the window.
5. The guitar is *on/under* the black chair.
6. The white chair is *in front of/ opposite* the desk.
7. The pens and pencils are *in/on* the desk.
8. The black chair is *opposite/ near* the desk.
9. The books are *in/under* the bookcase.
10. The bookcase is *next to/ in front of* the poster.



5. Look at the picture and complete the email. Use the following words: table, sink, cupboards, chairs, windows. 1p (0,2x5)



My favourite room is the kitchen. It's quite big and it's comfortable. There are three
1 _____ and two doors. The cooker is
next to the 2 _____. There's a big
3 _____ in the centre with six
4 _____. There are some 5 _____
opposite the windows. What's your favourite
room? What's it like?

6. Now, describe your favourite room, using this email as a model. (2p)

Evaluation on prepositions of place and movement 5th grade - L1 -intensive English

I. Complete the blanks with the right preposition in English: 15 X 2 points=30 points

1. The dictionary is.....the bookshelf. (pe)
2. The water is..... the bottle. (în)
3. Jennifer is.....work. (la)
4. There is a car.....the house. (în fața)
5. There are a lot of magnetsthe fridge. (pe)
6. Close the dooryou. (după, în spatele)
7. She lives..... London. (în)
8. The chairs arethe table. (lângă)
9. In my classroom the board isthe door and the window. (între)
10. The supermarket isthe school. (aproape de)
11. There is a bus stop the supermarket. (vizavi de, față în față cu)
12. We are notschool. We arehome. (la)
13. Look! A kite is flying our heads. (peste, pe deasupra)
14. There is a video projector.....the desks in my classroom. (deasupra)
15. The cat is.....the table. (sub)

II. Choose and underline the correct word from the 2 possibilities: 15 X 2 points=30 points

- | | |
|---------------------------------------|---|
| 1. to go through the river/the forest | 9. to go up the mountain/the table |
| 2. to go into the room/the chair | 10. to go down the kitchen /the stairs |
| 3. to fall off the bike/the room | 11. to jump over the corner/the wall |
| 4. to go along the ladder/the street | 12. to go round the table/the road |
| 5. to go across the wall/the street | 13. to go through the door/the river |
| 6. to go past a building/a floor | 14. to go under the bridge/the house |
| 7. to go to the window/the floor | 15. to travel around the computer/the world |
| 8. to fall into the room/the water | |

III. Choose the correct 2 answers for each question. There is one question with 3 correct answers: 10 X 2 points=20 points

- | | |
|---|---|
| 1. Which of these can you walk into?
a house a pencil a room | 6. What can you go into?
a castle a room a wall |
| 2. Which things can you go up?
stairs ladders parks | 7. Which things can you walk through?
a park a TV set a town |
| 3. What can you run around?
a tree a river a table | 8. What can you jump off?
a fence a table a river |
| 4. What can you jump over?
a house a wall a fence | 9. What can you come/go out of?
a classroom a pencil-case a shop/a store |
| 5. Which things can you walk down?
the street the kitchen the hill | 10. What can it fly over ?
a kite a plane a balloon |

IV. Correct the mistakes in the sentences using the right preposition of movement: 5 X 2 points=10 points

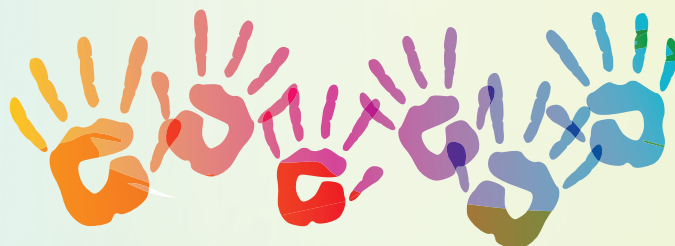
1. They go in the cinema once a month.

2. The dog jumped under the box.

3. Turn along the corner.

4. Always be careful when you go over the street.

5. The boy fell out of the bike.



**10 extra points
total score=100 points**

Evaluation on prepositions of place and movement with solutions

I. Complete the blanks with the right preposition in English: 15 X 2 points=30 points

1. The dictionary is...on.....the bookshelf. (pe)
2. The water is.....in..... the bottle. (în)
3. Jennifer is.....at.....work. (la)
4. There is a car.....in front of.....the house. (în fața)
5. There are a lot of magnetson.....the fridge. (pe)
6. Close the doorbehind.....you. (după, în spatele)
7. She lives.....in..... London. (în)
8. The chairs arenext to.....the table. (lângă)
9. In my classroom the board isbetween.....the door and the window. (între)
10. The supermarket isnear.....the school. (aproape de)
11. There is a bus stopopposite..... the supermarket. (vizavi de, față în față cu)
12. We are notat.....school. We areat.....home. (la)
13. Look! A kite is flyingover..... our heads. (peste, pe deasupra)
14. There is a video projector.....above.....the desks in my classroom. (deasupra)
15. The cat is.....under.....the table. (sub)

II. Choose and underline the correct word from the 2 possibilities: 15 X 2 points=30 points

- | | |
|--|--|
| 1.to go through the river/ <u>the forest</u> | 9.to go up <u>the mountain</u> /the table |
| 2.to go into <u>the room</u> /the chair | 10.to go down the kitchen / <u>the stairs</u> |
| 3.to fall off <u>the bike</u> /the room | 11.to jump over the corner/ <u>the wall</u> |
| 4.to go along the ladder/ <u>the street</u> | 12.to go round <u>the table</u> /the road |
| 5.to go across the wall/ <u>the street</u> | 13.to go through <u>the door</u> /the river |
| 6.to go past <u>a building</u> /a floor | 14.to go under <u>the bridge</u> /the house |
| 7.to go to <u>the window</u> /the floor | 15.to travel around the computer/ <u>the world</u> |
| 8.to fall into the room/ <u>the water</u> | |

III. Choose the correct 2 answers for each question. There is one question with 3 correct answers: 10 X 2 points=20 points

- | | |
|---|---|
| 1. Which of these can you walk into?
<u>a house</u> a pencil <u>a room</u> | 6. What can you go into?
<u>a castle</u> <u>a room</u> a wall |
| 2. Which things can you go up?
<u>stairs</u> <u>ladders</u> parks | 7. Which things can you walk through?
<u>a park</u> a TV set <u>a town</u> |
| 3. What can you run around?
<u>a tree</u> a river <u>a table</u> | 8. What can you jump off?
<u>a fence</u> <u>a table</u> a river |
| 4. What can you jump over?
a house <u>a wall</u> <u>a fence</u> | 9. What can you come/go out of?
<u>a classroom</u> a pencil-case <u>a shop/a store</u> |
| 5. Which things can you walk down?
<u>the street</u> the kitchen <u>the hill</u> | 10. What can it fly over ?
<u>a kite</u> <u>a plane</u> <u>a balloon</u> |

IV. Correct the mistakes in the sentences using the right preposition of movement: 5 X 2 points=10 points

1. They go in the cinema once a month.
They go to the cinema once a month.
2. The dog jumped under the box.
The dog jumped into/out of the box.
3. Turn along the corner.
Turn around the corner.
4. Always be careful when you go over the street.
Always be careful when you go across the street.
5. The boy fell out of the bike.
The boy fell off the bike.



10 extra points
total score=100 points

Part I: Complete the sentences using “will” or “going to”.-2p

- a. She _____ travel to Japan next year.
- b. He _____ play soccer this afternoon.
- c. They _____ eat pizza for dinner.
- d. You _____ be an architect when you grow up.

Part II: Complete the following sentences using will and the verb in parenthesis.-1p

- a. She _____ (be) a ballet dancer.
- b. He _____ (buy) a car.

PART III: Complete the following sentences using going to and the verb in parenthesis-1p

- a. You _____ (eat) an ice cream for lunch.
- b. They _____ (do) their homework.

Part IV : Colour the correct answer. -4p

- a. She _____ be a great teacher.
- b. He _____ play soccer with me this afternoon.
- c. They _____ create a machine when they grow up.
- d. You _____ bake a chocolate cake tonight.

islcollective.com



1. Read the text and answer the questions: (20 points)

Mars is the fourth planet from the Sun in the Solar System.

The planet is named after the Roman god of war, Mars. It is often described as the "Red Planet", as its soil is rich in iron, which gives Mars its red colour. Mars is a planet about half the size of the Earth and it has two moons, Phobos and Deimos. Mars has icecaps and volcanoes, wind and clouds.

Scientists are searching for ways to unlock the secrets of the Red Planet. Now, for example, on its surface there are the two Mars Exploration Rovers-Spirit and Opportunity. They take photos and send back a lot of information about the Martian surface, including plenty of evidence that there was once water on Mars. Now all the water is frozen in the icecaps. Mars is a cold planet now. At night, the temperature drops to -111C.

- Is there life on Mars?
- Why is Mars often described as the "Red Planet"?.....
- Is Mars a cold planet now?.....
- Give examples of at least two other planets from our solar system.....

2. Write if the following sentences are T (True) or F (False): (20points)

The name of the Roman god of war is "Red Planet"

Mars has two moons.

The two Mars Exploration Rovers are Phobos and Deimos.

There are still many secrets of the Red Planet.

Mars is a cold planet, with icecaps and volcanoes, wind and clouds.



3. Rewrite the sentences using the possessive 's and the words in brackets. (20 points)

- They are neighbours. (Mary and Jim)
- He's a football coach. (Rick).....
- Ann Taylor is a teacher. (Mike).....
- These are maps. (Mr. Johnson).....

4. Describe your best friend (in 50-80 words). (30p.)

Follow this plan:

- write his/her name and age
- write what he/she looks like
- write what he/she usually wears (clothes)
- write what he/she likes (sports, music, films)
- write what you usually do together



BAREM DE EVALUARE SI DE NOTARE

- Se punctează oricare alte formulări/ modalități de rezolvare corectă a cerințelor.
- Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.
- Se acordă 10 puncte din oficiu. Nota finală se calculează prin împărțirea punctajului total acordat pentru test la 10.

PARTEA I

1. 4X 5p: 20 points

- No, there is no life on Mars. (5p)
- Mars is often described as the "Red Planet" because of its soil that is rich in iron, which gives mars its red soil. (5p)
- Yes, it is. (5p)
- Mercury, Venus, Jupiter, Saturn (5p)

2. 4X5p: 20points

- F (4p.), b. T (4p), c F (4p), d. T (4p), e.T (4p)

3. 4X5p: 20 points

- They are Mary and Jim's neighbours. (5p)
- He is Rick's football coach. (5p)
- Ann Taylor is Mike's teacher. (5p)
- These are Mr. Johnson's maps (5p)

PARTEA a II-a (30 de puncte)

8 points for correct grammar structures and connectors

7 points for the use of appropriate vocabulary

10 points for covering the aspects demanded by the task

3 points for a balanced structure (greeting/introduction, content)

2 points for the general impression

Prof. Monica POPOVICI

Subiectul I . 40 p**1. Match the beginnings and the ends of the sentences (16p=5*3,2)**

- | | |
|----------------------------------|----------------------------------|
| 1. If you eat too much chocolate | a. You'll pass the exam |
| 2. If you study hard | b. I'll never speak to you again |
| 3. If you steal my girlfriend | c. You'll be sick |
| 4. If you don't leave | d. I'll buy a new house |
| 5. If I have enough money | e. I'll call the police |

2. Complete the sentences according to the pictures (24p=8*3p)

1. If you.....(ask) him, he.....(make) such a pizza for you.



2. If the weather(be) fine, we(go) to the beach.



3. If he.....(not study) harder, he.....(fail) his test.



4. If she..... (not hurry), he(come) late to work.

3. Complete the following phrases, either giving the result or the condition. Take the pictures for clues, or use your own imagination. (20p=4*5)

1. I will buy a new house if.....



2. If she misses the bus,



3. If he studies a lot,



4. I will stay home

Subiectul II . 30p

Write a short dialogue in which you talk with your friend about what you will do this weekend if the weather is fine.

Barem de corectare**Subiectul I. 40p**

1. Match the beginnings and the ends of the sentences (16p=5*3,2)

1.c 2.a 3. b 4. e 5.d

2. Complete the sentences according to the pictures (24p=8*3)

1. ask/will make; 2. is/will go; 3. doesn't study/will fail; 4. doesn't hurry/will come

3. Complete the following phrases, either giving the result or the condition.**Take the pictures for clues, or use your own imagination. (20p=4*5)**

Suggested answers:

- I will buy a new house if I win a lot of money.
- If she misses the bus, she will take a taxi.
- If he studies a lot, she will become a doctor
- I will stay home if it rains.

Subiectul II. 30p

Write a short dialogue in which you talk with your friend about what you will do this weekend if the weather is fine.

- task achievement 6p
- coherence and cohesion 6p
- range of vocabulary 7 p
- grammar and accuracy 7p
- effect on the reader 4p

Bibliografie:

- Scrivener, Jim. Learning Teaching: The Essential Guide to English Language Teaching 3rd ed. Macmillan, 2011.
- <http://busyteacher.org/>

Subiectul I: Use of English (75 p)

1. You are going to read a story. Six sentences have been removed from it. Choose from sentences A-F, the one which fits each gap (1-5). There is an example at the beginning. (0). (1p x 5= 5p)

Lightning flashed across the sky, followed by the crash of thunder. George Philips was driving carefully along the narrow country lane. It was late at night and he was looking forward to reaching his hotel. Suddenly his car engine died. (0 – E) "Blast!" he said angrily. Up ahead in the distance he could see a light coming from a castle. He got out of the car and ran quickly through the pouring rain towards the huge building.

George reached the castle's big wooden door and rang the bell. The heavy door slowly creaked open. In front of him stood a young woman.

(1 -) "Oh, please come in out of the rain," she said. George thanked her and entered a big hall, then introduced himself and explained what had happened. She told him that he was welcome to spend the night in the castle and led him into the library. (2 -) George went to warm himself in front of it. The young woman offered to make some tea and left the room.

George had been standing there for a few minutes when he heard a voice behind him. "Good evening. I'm Mrs McDougall. My daughter told me we had a guest. Please have a seat."

Soon afterwards the daughter came in. (3 -) After they had finished their tea, Mrs McDougall offered to show him to his room. George was following her up the huge staircase when he heard her weeping.

"Is something wrong?" he asked her.

"I'm so sorry," she whispered as tears ran down her wrinkled cheeks. "It's just that you remind me so much of my husband. I haven't seen him for ten years." The wind was howling outside and George felt a chill run down his spine.

When George woke up the next morning, the sun was shining and the birds were singing. (4 -) He put on his clothes, and went downstairs to thank the two women. He had been looking for them for some time before he realised that he was alone in the castle. He wrote a note thanking them for their kindness and returned to his car. To his relief, when he turned the key, the car started with a roar.

Ten minutes later, George stopped at a café to have breakfast. As the waitress was filling his coffee cup she said, "That was a terrible storm we had last night, wasn't it?" George nodded and took a sip of hot coffee. He told her that, as his car had broken down, the McDougalls had put him up for the night in their castle.

(5 -) "But that's impossible!" she exclaimed. "Nobody has lived in that castle since Mrs McDougall and her daughter died in a car accident ten years ago!" George stared at her in disbelief and, trembling with shock, dropped his coffee cup onto the floor.

- ★ A. A big crackling fire was burning in the fireplace.
- ★ B. He had slept very well the night before and felt refreshed.
- ★ C. The waitress looked at him in amazement.
- ★ D. As she looked up at George her face lit up.
- ★ E. He tried to start the car again, but nothing happened.
- ★ F. She was carrying a silver tray with a large teapot and three china cups.

2. For questions 1-5 choose the best answer.

(4p x 5= 20p)

1. The story took place

- A. on the way to the hotel.
- B. at a castle.
- C. on a wet road.

2. George was driving

- A. to meet Mrs McDougall.
- B. on a moonlit night.
- C. along a country road.

3. The weather was

- A. rainy.
- B. cold and sunny.
- C. warm and windy.

4. When George's car stopped working, he

- A. called for help.
- B. ran towards the nearest building.
- C. waited for a villager to help him.

5. When George rang the castle's door,

- A. a man greeted him.
- B. an old woman opened it.
- C. a young woman invited him in.

3. Read the following text and fill in the blanks with the correct verb forms.

(2p x 14=28 p)

I (1. learn) English for seven years now. But last year I (2. not / work) hard enough for English, that's why my marks (3. not / be) really that good then. As I want to pass my English exam successfully next year, I (4. study) harder this term. During my last summer holidays, my parents (5. send) me on a language course to London. It (6. be) great and I think I (7. learn) a lot. Before I (8. go) to London, hadn't enjoyed learning English. But while I (9. do) the language course, I (10. meet) lots of young people from all over the world. There I (11. notice) how important it (12. be) to speak foreign languages nowadays. At the moment I (13. revise) English grammar. My exam (14. be) on 15 May, so there isn't any time to be lost.

4. Fill in the gaps with the correct words derived from the words in bold.

(1p x 8=8p)

Claude Monet was an artist who lived in France between 1840 and 1926. He is probably the most 1) of all the Impressionist painters and today visitors can see his 2) paintings in museums around the world. Monet was most 3) in painting nature scenes and his most 4) works are now very 5) However, at the beginning of his career, he found it 6) to sell any paintings, which meant that for years he was poor. In fact, he only became very 7) after his death. Nowadays, people can visit Monet's home and admire the 8) gardens where he worked for much of his life.

FAME
BEAUTY
INTEREST
IMPRESS
VALUE
POSSIBLE
SUCCESS
PEACE

5. Complete each sentence with two to five words, including the word in bold.

(2p x 7=14p)

- The animals in the zoo are all endangered species.
which The animals zoo are all endangered species.
- That is the hospital I had my operation at.
where That is the hospital my operation.
- John started cooking two hours ago.
has John for two hours.
- It was such a good film that I'm going to see it again tonight.
so The film I'm going to see it again tonight.
- The last time I saw Molly was at Bob's birthday party.
seen I Bob's birthday party.
- How long is it since she published her first book?
ago How her first book?
- I won't go to the party if you don't come with me.
unless I won't go to the party with me.

Subiectul II: Writing (25 p)

Write a story, **in 120-150 words**, starting with the following beginning:

The sun was shining brightly in the clear, blue sky. It was very hot in the city centre. Ted Brown was sitting in his office, daydreaming.

Barem de corectare

SUBIECTUL I : Use of English 75p

1. (1p x 5=5p)

1. D; 2. A; 3. F; 4. B; 5. C

2. (4p x 5=20p)

1. B; ; 2. C; 3. A; 4. B; 5. C

3. (2p x 14=28p)

- | | |
|-----------------------|-----------------|
| 1. have been learning | 8. went |
| 2. was not working | 9. was doing |
| 3. were not / weren't | 10. met |
| 4. am going to study | 11. noticed |
| 5. sent | 12. is |
| 6. was | 13. am revising |
| 7. have learned | 14. is |

4. (1p x 8=8p)

1. famous; 2. beautiful
3. interested; 4. impressive
5. valuable; 6. impossible
7. successful; 8. peaceful

5. (2p x 7= 14p)

1. which are/live at the
2. where I had
3. has been cooking
4. was so good that
5. haven't/have not seen Molly since
6. long ago did she publish
7. unless you come

SUBIECTUL II : Writing (25p)

Se acordă câte 5 puncte pentru fiecare din următoarele criterii:

- îndeplinirea cerințelor (respectarea structurii unui text narativ; respectarea numărului de cuvinte și alegerea unui titlu);
- corectitudinea și varietatea gramaticală și ortografie;
- corectitudinea și varietatea vocabularului;
- organizarea textului (folosirea a cel puțin 4 cuvinte de legătură);
- aportul creativ (conținut).

1. Fill in the blanks with *was* or *were*:

1. A: _____ you at home yesterday? B: Yes, I _____.
2. They _____ really happy after they won the football game.
3. My sister _____ a college student last year.
4. Thomas _____ on the train at three-thirty yesterday afternoon.
5. A: _____ Jennifer tired after she finished work? B: No, she _____.
6. My car broke down, so I _____ late for my appointment.
7. A: _____ Laura and Susan surprised? B: No, they _____.
8. The cookies _____ delicious, so I ate three of them.
9. A: _____ you at the library yesterday? B: No, I _____.
10. Many dinosaurs _____ really huge.
11. I _____ born in 1996. When _____ you born?
12. The movie we saw last night _____ very funny.

2. Make the past simple (use positive / negative or interrogative):

1. (I / be / at the cinema last night.) _____
2. (the children / be / naughty?) _____
3. (we / be / in a cafe when you called.) _____
4. (I / be / late?) _____
5. (she / be / a teacher when she was young.) _____
6. (where / we / be?) _____
7. (you / be / okay?) _____
8. (we / be / too tired?) _____
9. (how / the party / be?) _____
10. (they / be / late for the interview.) _____

3. Answer the following questions:

1. Where were you last weekend?
2. What was the weather like yesterday?
3. Where was your mother yesterday at 5 o'clock?

4. Write a short paragraph about your last summer camp. Include information about: the place/ food/ people/ weather/ activities, etc. (Try to use only the verbs *was/ were/ wasn't/ weren't*)



Subiectul I: (75 p)

I. Read the two articles about harp seals and African elephants. Choose the most suitable paragraph heading from the list A-E for questions 2-4 and 6-7. (5p x 5=25 p)

HARP SEAL

1. *Living Conditions and Descriptions*

There are eighteen different kinds of seal. Some live in the Arctic, some in the Antarctic, and some live in warmer waters. The harp seal lives in the icy cold Arctic. It has thick grey fur with a dark patch on its back. Baby harp seals have white fur.

2.

Adult seals are excellent swimmers. They can dive very deep into the sea. Some can even stay under the water for an hour. Their bodies are the perfect shape for swimming, but they find it very difficult to move on land.

3.

Baby harp seals are born early in the spring, but they don't swim immediately. For about two weeks they stay on large blocks of ice floating on the sea. Later, they dive into the water with their mothers to catch fish and shrimps.

4.

Many species of seal are in danger of dying out because they are hunted for their beautiful fur. Another reason for hunting them is that many people believe that seals take too many fish from the sea. In many countries, hunting seals is now banned. This protects seals which are endangered.

AFRICAN ELEPHANT

5. *A friendly giant*

The African elephant is the largest living land mammal in the world. It is also the strongest. However, studies have shown that it is also very gentle and social, too. Despite all this, the African elephant is an endangered species.

6.

The African elephant has a huge appetite. It can eat up to 225 kilos of grass, leaves and plants per day, and can drink up to 136 litres of water at a time. They usually eat and drink at night, or in the early morning or evening, although they sometimes eat from the trees they pass, while walking along with the herd.

7.

African elephants usually live for about 70 years. However, many die younger because hunters kill them for their long tusks, which are made of valuable ivory. Although hunting and ivory trading are illegal now, some people continue to break the law, so efforts to save this beautiful animal are failing.

- A. Learning how to swim
- B. More comfortable in water than on land
- C. Elephants in danger
- D. Always hungry and thirsty
- E. Danger of extinction

2. Fill in the gaps with the correct words derived from the words in bold.**(1p x 10=10p)**

1. Our trip to Swansea was very, as it took us five hours to reach the city. **TIRE**
2. Sally isn'tin science fiction. **INTEREST**
3. Yesterday wasone of the most boring days of work. **CERTAIN**
4. What a very plot! **ORIGIN**
5. Josh doesn't like stories. **DETECT**
6. Nobody found her joke **AMUSE**
7. This is a really issue. You have to think about it. **SIGNIFY**
8. Why are you looking at her? Is there something wrong? **SUSPICION**
9. You have to understand the of this issue. **SIGNIFY**
10. It's cold today, considering it's still summer. **USUAL**

3. Decide which answer (A, B, C, D) best fits each space.**(2p x 10=20p)****WATER**

You're thirsty and you get yourself a glass of water. Do you ever (1) how old that water really is? The glass of water that you're (2) to drink may have fallen from the sky as rain only last week. However, water itself has been around pretty much as (3) as the earth has! In fact, (4) oceans, seas and rivers cover 70% of the earth, there is a (5) supply of water, which keeps on moving round the earth. This is (6) of what's known as the water cycle. The sun heats up water and it turns into clouds, which are (7) from water vapour. When the clouds become (8), the water falls back onto the earth as rain.

Of course, clean water is absolutely essential for good health. The amount of safe drinking water has gone up around the world, but (9) one billion people still lack easy (10) to clean water.

1	A	decide	B	enquire	C	wonder	D	suggest
2	A	around	B	ahead	C	along	D	about
3	A	soon	B	far	C	early	D	long
4	A	unless	B	although	C	until	D	despite
5	A	limited	B	narrow	C	slim	D	lacking
6	A	except	B	due	C	because	D	instead
7	A	risen	B	formed	C	raised	D	found
8	A	strong	B	heavy	C	complete	D	broad
9	A	mostly	B	particularly	C	approximately	D	totally
10	A	access	B	admission	C	entry	D	contact

4. Write the unnecessary word on the line provided.**(1p x 10=10p)****A case of mistaken identity**

After a few minutes, the car stopped in front of a large hotel. The driver who opened the door, 1..... and said, 'Please follow me.' They went up in to a lift. There was a long corridor with two or 2..... three doors. Although it seemed strange so that the car hadn't taken her to her aunt's house, 3..... Diana who wasn't surprised. Her aunt, who was very rich, owned several large hotels, which 4..... she often stayed in them. I suppose she felt so bored at home that she decided to stay here. 5..... 'Please you wait here, will you?' said the driver, and disappeared into a room at the end of the 6..... corridor. There seemed to be a lot of people that in one of the rooms. Then the driver, who 7..... he hadn't been gone long, came back and asked Diana to follow him. They went into a large 8..... room full of people, who all started clapping. There was a poster that it said, 'Diana Harris, 9..... Supermodel.' 'Oh dear,' said Diana, I think so there's been a mistake!" 10.....

**5. Complete the second sentence so that it has the same meaning to the first sentence.
Do not change the given words. (1p x 10=10 p)**

1. It isn't the first time he has given me flowers for my birthday.
He has
2. She doesn't like children as much as her husband does.
Her husband
3. Going on holiday in the summer is very amusing.
It is very
4. "Whose suitcase is this?", the bus driver asked.
The bus driver
5. You shouldn't tell anything about it.
You'd better
6. The President was given a present during his visit.
A present
7. Charles learned Russian more easily than I did.
I didn't
8. It is interesting to visit art exhibitions.
Art
9. What did she say when she saw her father at the disco?
Tell me
10. You shouldn't eat fish unless it is fresh.
If fish



Subiectul II (25 points)

**Write a story which begins with this sentence: Ted felt proud as he stepped down the stage.
Choose a title. (120-150 lines) (25 p)**

BAREM DE CORECTARE ȘI NOTARE

SUBIECTUL I 75p

1. (5p x 5=25 p)

2. B; 3. A; 4. E; 6. D; 7. C

2. (1p x 10=10p)

1 - tiring; 2 - interested; 3 - certainly; 4 - original; 5 - detective; 6 - amusing; 7 - significant; 8 - suspiciously; 9 - significance; 10 - unusually.

3. (2p x 10=20p)

1-C; 2-D; 3-D; 4-B; 5-A; 6-C; 7-B; 8-B; 9-C; 10-A

4. (1p x 10=10p)

1-who; 2-to; 3-so; 4-who; 5-them; 6-you; 7-that; 8-he; 9-it; 10-so

5. (1p x 10=10p)

1. He has given me flowers before for my birthday
2. Her husband likes children more than she does.
3. It is very amusing to go on holiday in the summer.
4. The bus driver asked whose suitcase was that.
5. You'd better not tell anything about it.
6. A present was given to the President during his visit.
7. I didn't learn Russian as easily as Charles did.
8. Art exhibitions are interesting to visit.
9. Tell me what she said when she saw her father at the disco.
10. If fish isn't fresh, you shouldn't eat it.

SUBIECTUL II (25p)

Se acordă câte 5 puncte pentru fiecare din următoarele criterii:

1. îndeplinirea cerințelor (respectarea structurii unui text narativ; respectarea numărului de cuvinte și alegerea unui titlu);
2. corectitudinea și varietatea gramaticală și ortografie;
3. corectitudinea și varietatea vocabularului;
4. organizarea textului (folosirea a cel puțin 4 cuvinte de legătură);
5. aportul creativ (conținut).



PART I (60 points)

- 10 points granted.
- Time: 50 minutes.

A. Put the verbs in brackets into the correct form : (10x1p=10p)

Dear Sophie,

I 1) _____ (write) from the gorgeous island of Jamaica! Jim and I 2) _____ (stay) in a five-star hotel by the sea. Right now, I 3) _____ (sit) on the balcony and I 4) _____ (drink) a delicious fruit punch. Jim 5) _____ (walk) along the beach. The weather is hot and sunny. Tonight we 6) _____ (go) to a festival. The Jamaican people 7) _____ (make) you feel happy as they 8) _____ (be) cheerful and kind. I 9) _____ (love) it here so much that I never 10) _____ (want) to leave the place! See you soon!

B. Read and complete. For each number choose word or phrase A, B or C. (10x2p=20p)

How.....1.....you survive if you were lost in the rainforest? A tourist who.....2.....lost for two weeks in the rainforest in Africa, said he.....3.....on bananas and tree bark. Tom Brown was.....4.....after a tourist on a helicopter tour5.....him flashing sunlight off a mirror of his camera. Tom explained that he6.....his car because he7.....a closer look at wildlife in the rainforest. But it was dark when he turned back and he8.....find his car. Reporters asked Tom how he.....9.....during his week in the rainforest. He told them he10.....plenty of water to drink but he'd got very hungry!

- | | | |
|------------------|--------------|----------------|
| 1. A will | B would | C did |
| 2. A were | B was | C is |
| 3. A live | B did live | C lived |
| 4. A rescue | B rescuing | C rescued |
| 5. A saw | B had seen | C has seen |
| 6. A would leave | B had left | C left |
| 7. A wanted | B had wanted | C was wanting |
| 8. A can't | B cannot | C couldn't |
| 9. A did survive | B survive | C had survived |
| 10. A has found | B found | C had found |

C. Ask questions to which the words underlined are the answers: (10x2p=20p)

Jane lives in Greendale. She is a secretary. She works in an office in the town centre. In her spare time, Jane likes to do sports. Her best friend is Angela. They met some years ago when at university. They are friends because they have the same hobbies. They go walking together once a week. Sometimes, Jane drives them to the countryside in her car. Jane and Angela are having a rest at the moment. Jane is tired today because she went to bed very late last night.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

D. Underline the correct adjective: . (10x1p=10p)

- a. The streets in Los Angeles are very **crowded/heavy**.
- b. Big cities are often **quiet/noisy** and polluted.
- c. The street was too **narrow/wide**. Tom couldn't drive his new jeep along it.
- d. He couldn't buy the shoes because they were too **expensive/cheap**.
- e. He's a very **clever/silly** child. He knows all the answers.
- f. Don't go near the river, it's very **safe / dangerous!**
- g. That is a(n) **difficult/easy** question, I can't answer it!
- h. It was a boiling **cold/hot** day, so we went to the beach.
- i. He wasn't scared when the fire started. He was very **brave/blind**.
- j. I like my teacher. Her lessons are very **interesting / dull**.

PART II (30 points)

Answer the following question: *Is social media important nowadays?* Give reasons to sustain your idea. (Write at least 10 lines)

Barem de evaluare si de notare

PART I (60 points)

A. Put the verbs in brackets into the correct form : (10x1p=10p)

1. am writing
2. am staying
3. am sitting
4. am drinking
5. is walking
6. we'll go / we go
7. make
8. are
9. love
10. want

B. Read and complete. For each number choose word or phrase A, B or C. (10x2p=20p)

1. B; 2. B; 3. C; 4. C; 5. A; 6. B; 7. A; 8. C; 9. C; 10. C.

C. Ask questions to which the words underlined are the answers: (10x2p=20p)

D. Underline the correct adjective: . (10x1p=10p)

- a. crowded
- b. noisy
- c. narrow
- d. expensive
- e. clever
- f. dangerous
- g. difficult
- h. hot
- i. brave
- j. interesting

PART II (30 points)

- scrie un text adecvat situatiei / tipului de text propus
- foloseste corect structuri sintactice si forme gramaticale
- foloseste corect un repertoriu elementar de cuvinte si expresii adecvate temei propuse



Subiectul I: (75 p)

1. Read the text and choose the best answer. (5p x 5=25 p)

THE INTERNET

The Internet is the world's largest computer network with over 100 million users worldwide and this number is doubling from year to year. The Internet is like an international highway of information. Now, you can sit at your computer, choose a route and arrive at your destination -that is, the information you need. Today, from your computer, you can access a library in one country, talk to an expert on a certain topic in a second country and send your own information to someone doing research in a third. So, we don't know what will be next in the not-too-distant future.

The Internet was born when scientists attempted to connect the American Defense network to other satellite networks in order to exchange information. Soon, scientific and educational institutions as well as research departments became interested in linking up, and, before long, the Internet had expanded into an international information and communication network.

The Internet now reaches all the countries in the world. You can be connected to the Internet directly through your own computer or you can hook up to an access system which allows you to use some of the Internet's services.

To tell the truth, there are problems with modern technology like the Internet. For example, copyright laws and other media regulations haven't managed to come to grips with the Internet yet. Unfortunately, some unscrupulous people have already recognized the commercial potential of the Internet. They have used it to sell stolen goods illegally and inappropriately, which would obviously make the Internet unsuitable for use in schools. Both governments and computer experts are concerned about the misuse of such a system and must do their best to prevent it. Nobody actually owns the Internet, nobody runs it and no one has the power to switch it off. Thus, the nature of the Internet will be shaped by the culture and morality of the people who use it.

1. From year to year, the number of internet users

- a. increases three times
- b. doubles
- c. remains the same
- d. reduces

2. The internet can be used

- a. in all the countries
- b. only in a few countries
- c. only in the well developed countries
- d. in Asia

3. The internet is:

- a. a social network
- b. an entertainment network
- c. an international and communicative network
- d. a commercial network

4. What are the main problems with internet?

- a. the copyright laws
- b. the fact that you can reach it from everywhere
- c. the fact that it is used for business
- d. the fact that it is not used in schools

5. The internet cannot always be used in schools because:

- a. it doesn't work
- b. students don't know how to use it
- c. it contains inappropriate ideas
- d. the schools are not well equipped

2. Put the verbs in brackets in the correct tense. (2p x 10=20 p)

1. Recently my parents _____ (decide) to move house.

2. I _____ (start) this job five years ago.

3. She promised she _____ (send) them the results the following day.

4. What sort of work _____ (you/do)?

5. The doctor says I _____ (have) a baby.

6. It _____ (rain) all day. Why can't it stop!

7. If we don't get there by 6 o'clock, Jack _____ (leave).

8. Helen _____ (take) a bath at the moment.

9. I'll wait for you here until you _____ (get) back.

10. They think it _____ (snow) tomorrow.

3. Fill in the gaps with the correct words derived from the given words.

(1p x 10= 10p)

1. Artists must be, otherwise they just repeat what they see or hear. **CREATE**
2. We need to know your ... as soon as possible. **DECIDE**
3. I don't like those trousers, no matter how they are. **FASHION**
4. Have they put the Christmas yet? **DECORATE**
5. I think that there's no point in arguing with him. **HONEST**
6. Obama is the most popular in the world. **POLITICS**
7. If you make a good at the interview, you will get the job. **IMPRESS**
8. She is always towards her parents. **RESPECT**
9. The weatherman said there is a strong of rain today. **POSSIBLE**
10. Athens is for its ancient buildings. **FAME**

4. Complete each sentence with two to five words including the word in bold.

(2p x 10= 20 p)

1. My mum gave me some money to go and see the film.
I..... some money by my mum to go and see the film. **was**
2. I asked my friend Jack if he wanted to go to the cinema with me.
'.. to go to the cinema with me, Jack?' I asked. **do**
3. We bought some chocolate to eat during the film. **were**
We bought some chocolate to eat while we the film.
4. I've never seen such a funny film. **film**
It wasI've ever seen.
5. I prefer comedy films to science fiction. **to**
I'd rather watch..... science fiction.
6. We won't go out if the weather is bad. **won't**
Wethe weather is good.
7. How long have Helen and Robert been married? **get**
Whenmarried?
8. Excuse me, is somebody serving you, sir? **being**
Excuse me,, sir?
9. 'Don't forget to buy some bread, Mum,' said Pauline. **reminded**
Pauline.....buy some bread.
10. I think you should sell the car. **were**
If I.....the car.



Subiectul II (25 p)

Write a story which begins with this sentence: "I woke up in the middle of the night." (120-150 lines)

BAREM DE CORECTARE SI NOTARE

SUBIECTUL I 50p

1. (5p x 5=25 p)

1. B
2. A
3. C
4. A
5. D

2. 2p x10=20 p

1. have decided/decided
2. started
3. would send
4. do you do
5. am going to have/am having/will have
6. has been raining
7. will have left/will leave/is going to leave
8. is taking
9. get/have got/have gotten
10. will snow/is going to snow

3. 1p x 10= 10p

1. creative
2. decision(s)
3. fashionable
4. decorations
5. honestly
6. politician
7. impression
8. respectful
9. possibility
10. famous

4. 2p x 10= 20p

1. was given
2. do you want
3. were watching
4. the best film
5. comedy films to
6. won't go out unless
7. did Helen and Robert get
8. are you being served
9. reminded Mum to
10. were you, I would sell

SUBIECTUL II 25p

Se acordă câte 5 puncte pentru fiecare din următoarele criterii:

- 1 îndeplinirea cerințelor (respectarea structurii unui text narativ; respectarea numărului de cuvinte și alegerea unui titlu);
- 2 corectitudinea și varietatea gramaticală și ortografie;
- 3 corectitudinea și varietatea vocabularului;
- 4 organizarea textului (folosirea a cel puțin 4 cuvinte de legătură);
- 5 aportul creativ (conținut).

I. Choose the right alternative:

6*1p=6p

1. Jack is **being** / **is going to be** a train driver when he grows up. He's 10 years old.
2. My class is **having** / **is going to have** a party at the end of term but we don't know where.
3. I **am getting** / **am going to get** the train to Paris this evening and I already have a ticket.
4. I **am seeing** / **am going to see** the Simpsons film next week but I don't know when exactly.
5. **Are you having** / **Are you going to have** a big family when you get married?
6. Jason **is coming here** / **is going to come here** this afternoon at 3 o'clock.

II. Circle the correct answer:

6*1,5p=9p

1. Unless we (don't have – have –will have) more rain soon, the plants will all die.
2. (unless – provided that –until) you look after it, I'll let you have my bicycle till the weekend.
3. There'll be a grand picnic on Thursday unless it (won't rain – rains – doesn't rain – will rain).
4. Provided that you practice more, you (won't be – will be – are) fit for the race.
5. (if – provided that – unless) you study harder, or you will pass the examination.
6. My dog won't attack you (provided that – unless) you don't move.

III. Match the two halves of the following sentences:

9*1,5p=6p

- | | |
|--------------------------------|-----------------------------------|
| 1. If they find out about this | a) if you catch the 9.00 train |
| 2. Here are some sandwiches | b) there'll be in trouble |
| 3. I won't call a doctor | c) if they offer it to him? |
| 4. You'll arrive before lunch | d) if you add a little sugar |
| 5. Will he take the job | e) in case you get hungry |
| 6. It'll taste much nicer | f) unless her temperature goes up |
| 7. Please don't telephone | g) when she's had her operation |
| 8. I'll cook the spaghetti | h) unless it's urgent |
| 9. I'll buy her some flowers | i) as soon as they arrive |

IV. Complete the sentences with the correct tense to speak about the future (Present Simple/Continuous, going to, will)

14*2.5p=35p

1. We have two tests next week. We study hard this weekend.
2. "What time (this train, get) to Edinburgh?" "Don't worry. We (be) there on time."
3. "We've run out of biscuits." "Yes, I know. I (get)them this afternoon, I've got them on my list."
4. The telephone is ringing. Susy, (you answer) it?
5. Iwatch TV this evening because there's nothing good on.
6. Be careful! You (slip) on that banana skin.
7. "Harry and Louise (leave) next week. They (stay) away about a fortnight." "Really? Where (they go)?"
8. "What (you do)..... at the weekend?" "It depends. If it (rain) we (probably stay)..... at home.
9. "Oh no! I'm late for work." "Hang on a minute and I (give) you a lift."

V. Answer the following questions:

3*3p=9p

1. What are you going to do this weekend?
2. What are you doing this evening?
3. What will you do if you are wrong?

VI. Write an e-mail to your English penfriend to tell him/ her about your plans for the summer holiday. Use no more than 100 words.

25p

CORRECTION AND MARKING SCHEME

- I.** 1. is going to be
2. is going to have
3. am getting
4. am going to see
5. Are you going to have
6. is coming

- III.** 1-b
2-e
3-f
4-a
5-c
6-d
7-h
8-i
9-g

- IV.** 1. are going to study
2. does this train leave
3. will get
4. are you going to answer
5. will watch
6. are going to slip
7. are leaving; are staying; are they going
8. are you doing; rains; will probably stay
9. will give

- II.** 1. have
2. provided that
3. rains
4. will be
5. if
6. provided that

V. Suggested answers:

1. This weekend I'm going to have dinner in town.
2. This evening I'm delivering a motivational speech.
3. If I am wrong, he will win the bet.

- VI.** 4p for appropriately beginning and ending
5p for correct grammar structures and connectors
5p for the use of appropriate vocabulary
3p for covering the aspects demanded by the task
5p for a balanced structure (greeting/ introduction, content, conclusion)
3p for the general impression



Clasa a IX-a

Prof. Constantin Cremona

FIȘĂ DE
EVALUARE

Subiectul 1: Read the text and answer the following questions: (40p)

“A hero, it is said, is someone who is “larger than life”, whom we can admire for great qualities or abilities that we may never have. Our heroes reflect the values, hopes and beliefs of a particular time. Heroes have included political and religious leaders, athletes, movie stars, and musicians. However, many people say they do not have heroes. In today's world prying journalists and a television-age public, it seems difficult for anyone to attain heroic stature.

With the loss of our heroes, than what is left for us to look up to? The buzzword in today's language is “role model”, someone whose behavior is “imitated” but not necessarily “courageous” or “heroic”. Sports players continue to be regarded as role models by their fans and by the team owners, who have an interest in “selling” the heroic quality of their players. But even being a role model in today's world is not easy. In fact, anyone daring to enter public life must have an ego big enough to survive the daily investigation into his or her personal affairs.

If our heroes have died and our role models are scrutinized, what can be said about our society? Today's public has become ungrateful and ungenerous toward its public figures. It doesn't want to let them get away with having fame and fortune if they are not perfect human beings. Perhaps the public knows too much about them and has become too demanding, or perhaps today's role models are too self-possessed. But is living without heroes and role models a satisfactory state of affairs?

(HAVE ALL HEROES DIED, Frank Deford, 1944)

1. What is the hero of our society?
2. How is sport players seen nowadays?
3. Why is today's public ungrateful and ungenerous?
4. Express your own opinion concerning the last question in the text: “But is living without heroes and role models a satisfactory state of affairs?”

Subiectul 2: Choose the correct variant: (10p)

1. Tom when he broke his arm some years ago.
A. was playing B. played C. plays D. will be played
2. In 2008, the Olympic Games in Beijing.
A. is held B. were held C. are hold D. will been hold
3. How long has Sarah been living in Germany?
..... five years.
A. for B. since C. while D. during
4. I'm feeling tired, I tonight.
A. would have been going out B. will not go out C. was going out D. go out
5. Did you see the doctor last night?
A. No, I wasn't B. No, I didn't C. No, I doesn't D. No, I hasn't
6. They go to the party, will they?
A. will B. wouldn't C. won't D. shall
7. Most major cities in the UK now have ice skating rinks, so more and more people this sport.
A. has rediscovered B. would rediscovered C. won't rediscovered D. have rediscovered
8. Have you received any letters today?
No, the postman yet
A. doesn't come B. wasn't come C. hasn't come D. didn't come
9. A lot of people have been ice skating in their teenage years and many will remember over – to the great amusement of friends and family.
A. slip B. slipping C. will slipp D. have slipped
10. Jane's passport while she was on holiday in Hawaii.
A. is stolen B. stole C. was stolen D. is stealing

Subiectul 3:

Talk about somebody you like or not. Give arguments to sustain your statements. (7-10 lines)
(40 p)

BAREM DE CORECTARE SI NOTARE

- Se acorda 10 puncte din oficiu.
- Se vor puncta orice alte formulari si modalitati de rezolvare corecta a cerintelor, in acord cu ideile precizate in barem.

SUBIECTUL 140p
-Continutul raspunsurilor sa fie adecvat intrebarilor.....15p
-Organizare si coerență5p
-Folosirea unui vocabular adecvat/acuratete gramaticala.....10p
-Coerență si claritatea ideilor/ detalii adecvate/ argumente relevante.....10p

SUBIECTUL 210 p (1 p x 10)
1. A. (was playing); 2. B. (were held); 3. A. (for); 4. B. (will not go out); 5. B. (No, I didn't); 6. C. (won't);
7. D. (have rediscovered); 8. C. (hasn't come); 9. B. (slipping); 10. C. (was stolen)

SUBIECTUL 3.....40p
-Continut.....10p
-Organizare si coerență10p
-Folosirea unui vocabular adecvat/acuratete gramaticala/punctuatie/spelling.....10p
-Coerență si claritatea ideilor/ detalii adecvate/ argumente relevante.....10p

I. Match the items in column A to their synonyms in column B. (24points)

A

1. You should/ought to...
2. You must...
3. Shall we...?
4. You needn't...
5. We needn't have...
6. We didn't need to...
7. You mustn't...
8. He was able to...
9. She must be...
10. He can't be...
11. Could I...?
12. He may be...?

B

- a. You aren't allowed to...
- b. It wasn't necessary for us to... (but we did)
- c. Why don't we...?
- d. He managed to...
- e. It wasn't necessary for us to...
- f. You had better...
- g. I'm sure she's....
- h. Do you mind if I...?
- i. You are obliged to...
- j. It isn't necessary for you to...
- k. I'm sure he isn't...
- l. Perhaps he's...



II. Underline the correct word(s). (18 points)

Dear Victoria,

I'm writing to tell you about the play I'm going to be in. It's called 'Only for You', and I've got the leading role. I have a lot of lines and I 1) must/might learn them all before opening night.

We're performing the play for the first time on Friday night. We've been told that a TV company 2) must/may come to film it, so I 3) could/must be on television. I 4) needn't/might even become famous!

We 5) might/have to rehearse the play every night until Friday, because everything 6) must/shall be perfect for the performance. We 7) couldn't/ mustn't make any mistakes. 8) Can/Must you come to see the play, or will you be at work? I hope you'll be able to come. If not, I'll write and tell you how it wet.

I 9) could/must go and learn my lines now. See you soon.

Yours, Charles

III. Complete each sentence with two to five words, including the word in bold. (18 points)

1. Let's have a break in ten minutes.

can We.....in ten minutes.

2. You aren't allowed to throw litter in the street.

mustn't You.....litter in the street.

3. It isn't necessary for Ann to cook tonight.

have Ann.....tonight.

4. It is possible that Sue has gone home.

could Sue..... home.

5. Perhaps Peter is in hospital.

may Peter hospital.

6. I advise you to have a rest.

should You.....a rest.

IV. This is a part of a letter you have received from an English friend.

I want to be more fit and healthy.

What do you think I should do?

Do you do any type of exercise?

Write a letter to your friend in about 100 words. (30 points)

Marking Scheme:

I. 12 x 2 points = 24 points

Solutions: 1 f, 2 i, 3 c, 4 j, 5 b, 6 e, 7 a, 8 d, 9 g, 10 k, 11 h, 12 l

II. 9 x 2 points = 18 points

Solutions: 1 must, 2 may, 3 could, 4 might, 5 have to, 6 must, 7 mustn't, 8 Can, 9 must

III. 6 x 3 points = 18 points

Solutions: 1 can have a break, 2 mustn't throw, 3 doesn't have to cook, 4 could have gone, 5 may be in, 6 should have

IV. Task achievement - The letter is completely relevant to the task, fully developing all content points; the format of the letter is fully observed; the purpose of the letter is clearly and fully explained - **6 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 are used effectively - **6 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 - **6 points**

Structures - A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled. - **6 points**

Effect on target reader - The interest of the reader is aroused and sustained throughout - **6points**

10 points ex officio

Subiectul I: Read the text and answer the questions: (40p)

Laura's science teacher gave her a gold star because she could recite the first twenty elements of the periodic table by heart. She is a good student. She does her homework and she has a healthy social life. There's really only one thing that Laura's lifestyle obviously lacks: creating. And this is the case of her whole generation. That's because the next generation is growing up in a new-and- improved digitalized society- a society in which thinking is useless. We no longer need to create our own games or our own images by reading books because our shelves are full of electronic pastimes and we can passively enjoy someone else's fantasy via the television.

Everything is available at the touch of a button. Life has become far too easy. Past generations have already created enough for us to cruise through life eating sandwiches, so that's exactly what we're doing. The only problem is that our brains are extremely hungry. Creating is the leader of thinking skills and would make a good meal for all those starving brains. We need encouraging our future leaders to start thinking for themselves.

If we don't, what will happen to our future?

(Hungry Brains Cry Out To Create)

1. What is the problem of the new generation?
2. What is Laura's problem?
3. Why does the writer say that „ thinking is useless” in the present society?

Subiectul II. Choose the correct variant: (10 p)

- 1) She eats a lot of chocolate,?
A. isn't she? B. don't she? C. doesn't she? D. do she?
- 2) I to Tom since 2009.
A. hasn't spoken B. haven't spoken C. don't speak D. didn't speak
- 3) Sorry, late?
A. Do I ...? B. Are I ...? C. Am I ...? D. Are she...?
- 4) We are interested inyou next week.
A. meeting B. meet C. to meeting D. be meeting
- 5) They were walking in the park when the storm.....
A. was breaking B. had been breaking C. had broken D. broke
- 6) If I you, I would wait for a while.
A. was B. am C. were D. would be
- 7) Sheat home. She is still in Paris.
A. can't be B. had to be C. hadn't to be D. must be
- 8) They shouldn't take vitamins every day,?
A. should they? B. they should C. they should D. should she?
- 9) I would have booked the flights if youof the hotel.
A. would have taken care B. are taking care C. had taken care D. take care
- 10) I wish I a new car.
A. have B. had C. has D. will have

**Subiectul III. Talk about a story that you have read. (10-12 lines) (40p)****BAREM DE CORECTARE SI NOTARE**

·Se acorda 10 puncte din oficiu.

·Se vor puncta orice alte formulari si modalitati de rezolvare corecta a cerintelor, in acord cu ideile precizate in barem.

SUBIECTUL I40p

-Continutul raspunsurilor sa fie adecvat intrebărilor.....15p

-Organizare si coerenta5p

-Folosirea unui vocabular adecvat/acuratete gramaticala.....10p

-Coerenta si claritatea ideilor/ detalii adecvate/ argumente relevante.....10p

SUBIECTUL II10 p (10 x 1 p)

1.C. (doesn't she?); 2.B. (haven't spoken); 3.C. (Am I ...?); 4.A. (meeting); 5.D. (broke); 6.C. (were); 7.A. (can't be);

8.A. (should they?); 9.C. (had taken care); 10.B. (had)

SUBIECTUL III.....40 p

-Continut.....10p

-Organizare si coerenta10p

-Folosirea unui vocabular adecvat/acuratete gramaticala/punctuatie/spelling.....10p

-Coerenta si claritatea ideilor/ detalii adecvate/ argumente relevante.....10p

I. Underline the correct option: (Subliniază varianta corectă) – 2 points

- a) Sam told me he **won't/ wouldn't** tell anyone my secret.
 b) Alice told her teacher that she **didn't do/hadn't** done her homework.
 c) My mother wanted to know what time we **will/would** be back from the concert.
 d) I told him I had no idea what **is/was** going to happen.
 e) Kirsty told me he **can't/couldn't** solve the exercise.

II. Complete the sentences with one suitable verb: (Completează propozițiile cu un verb potrivit) (3 points)

- 1) Alice going to the funfair, but it was getting dark, so we not to.
 2) He having stolen the money and to sue anyone who would dare to keep accusing him.
 3) The teacher how the tenses were used in conditional sentences.
 4) At first I refused to go to the party, but she is really persuasive, so finally she me to go with her.
 5) "Watch out for the snakes!" – He us about the snakes.
 6) "I think you should take the job" . He her to take the job.
 7) "I'm sorry I didn't tell you the truth". She for not telling me the truth.
 8) "Don't forget to revise for your exam!" Dad her to revise for the exam.

III. Imagine you are a famous singer and you have been interviewed last week. Tell your friend at least five things you were asked and the answers you gave, using the reported speech.

(Imaginează-ți că ești un cântăreț faimos și ai fost intervievat săptămâna trecută. Spune-i prietenului tău cel puțin cinci întrebări care ți-au fost adresate și răspunsurile tale, folosind vorbirea indirectă.) (4 points)

Se acordă 1 punct din oficiu

Marking Scheme:

Se punctează oricare alte variante corecte de rezolvare a exercitiilor.

Se acorda 1 punct din oficiu

EXERCITIUL I 0.4 p. x 5 = 2 PUNCTE

Se evaluează capacitatea de a identifica, prin citire rapidă, informații/ detalii specifice dintr-un text scurt în vederea rezolvării unei sarcini de lucru.

Underline the correct option: (Subliniază varianta corectă)

- a) Wouldn't
 b) Hadn't done
 c) Would
 d) Was
 e) Couldn't

EXERCITIUL II 0.3 p. x 10 = 3 PUNCTE

Se evaluează capacitatea de a corela informații din diverse părți ale unui text (fraze) pentru rezolvarea unei sarcini de lucru.

Complete the sentences with one suitable verb: (Completează propozițiile cu un verb potrivit)

- 1) suggested; decided
 2) denied; threatened
 3) explained
 4) persuaded
 5) warned
 6) advised
 7) apologized
 8) reminded

EXERCITIUL III 4 PUNCTE

Se evaluează capacitatea de a prezenta în scris, evenimente/ experiențe și capacitatea de a reda în scris, cu cuvinte proprie, spusele altor personaje.

Imagine you are a famous singer and you have been interviewed last week. Tell your friend at least five things you were asked and the answers you gave, using the reported speech. *(Imaginează-ți că ești un cântăreț faimos și ai fost intervievat săptămâna trecută. Spune-i prietenului tău cel puțin cinci întrebări care ți-au fost adresate și răspunsurile tale, folosind vorbirea indirectă.)*

CONTENT 1 punct
 ORGANIZATION AND COHERENCE 1 punct
 VOCABULARY 0.5 puncte
 STRUCTURES 1 punct
 EFFECT ON TARGET READER 0.5 puncte

MATRICEA DE SPECIFICAȚII

Competențe	1.2 Identificarea, prin citire rapidă, de informații / detalii specifice dintr-un text scurt în vederea rezolvării unei sarcini de lucru	1.3 Corelarea de informații din diverse părți ale unui text / din texte diferite pentru rezolvarea unei sarcini de lucru (completarea spațiilor cu timpurile corecte, formarea de noi cuvinte în funcție de contextul dat)	2.2 Prezentarea, oral/ în scris, de evenimente/ experiențe cu exprimarea sentimentelor/ reacțiilor personale în legătură cu acestea	4.2 Redarea (oral și/sau în scris) cu cuvinte proprii a spuselor altor persoane
Conținuturi				
I) Vorbirea indirectă – transformări ale timpurilor (Citirea unor propoziții pentru a identifica forma verbală corectă)	X			
II) Vorbirea indirectă – găsirea unor verbe de reporting potrivite în context (a recunoaște, a nega, a amenința, a sugera, a explica, etc)		X		
III) Scriere - Redactarea de paragrafe pe un anumit subiect de interes folosind transformările vorbirii indirecte.			X	X



ADAPTABILITATEA PROFESORILOR DE LIMBI MODERNE ÎN CONTEXTUL PREDĂRII ONLINE

- ➡ Inspector Prof. Ioana IONESCU
- ➡ Prof. Angelica COMAN
- ➡ Prof. Cremona-Genoveva CONSTANTIN
- ➡ Prof. Cristina Maria MĂRCULESCU
- ➡ Prof. Maria-Cristina DRĂGAN

Învățarea de acasă reprezintă o provocare pentru cadre didactice, elevi și părinți în noul context al pandemiei COVID-19. Sintagma “parteneriat școală-familie-comunitate” revine în actualitate, părinții fiind parteneri principali și beneficiari ai procesului de învățământ, iar cadrele didactice au trebuit să își regândească propriul rol și strategia didactică, de la o strategie centrată pe elev la valorificarea potențialului educației între egali, între familii, putând a se aborda diferite stiluri de învățare, cu accent pe ritmul propriu de învățare al elevului și strategii de diferențiere.

Colaborarea școală- comunitatea locală (reprezentată de biserică, servicii sociale, primăria, consiliul local, organizații non-profit) a oferit un punct de sprijin pentru societate și educație în această perioadă prin oferirea de suport material și tehnic, de la donații de alimente până la dotarea unităților de învățământ cu mijloace digitale. Un punct slab o reprezintă categoria grupurilor dezavantajate, populația din mediul rural care nu beneficiază de tehnologie modernă pentru a putea continua învățarea de acasă.

Cadrul didactic a avut un dublu rol în această etapă, de educator și consilier pentru a putea contribui la menținerea echilibrului emoțional al elevilor, părinților și a-i motiva pe elevi să rămână conectați la educație. Fiecare cadru didactic și-a desfășurat activitatea pe baza încrederii reciproce. Implicarea părinților este o implicare spontană, de acasă, adaptabilă programului și rutinei zilnice a familiei, iar cadrele didactice si-au manifestat adaptabilitatea temporală și metodologică. Adaptarea demersului didactic contribuie la aplicarea unei metodologie centrată pe competențe cheie, având la bază profilul de formare al absolventului. Cadrele didactice de limbi moderne și-au putut continua activitatea de consolidare, de învățare-predare fără mari dificultăți datorită metodelor moderne de predare aplicate prin utilizarea frecventă a softurilor/CD/clipurilor în timpul orelor și aplicabilitatea competențelor cheie. Profesorii de limbi moderne au fost printre primii care au susținut ore online, pe diferite platforme: ZOOM, Google Classroom, Teams etc și au aplicat predarea bazată pe competențele cheie.

Competența de comunicare în limbi străine reprezintă o competență cheie necesară unui cetățean european care beneficiază de dreptul de liberă circulație și de ședere, dreptul de a studia într-o altă țară sau ocuparea unui loc de muncă în altă țară. Limba engleză contribuie la dezvoltarea competenței de Sensibilizare și exprimare culturală, nu doar a spațiului anglofon sau american, ci și a spațiului european și internațional, prin teme variate de istorie, geografie, viață cetățenească sau protejarea mediului înconjurător. Competență Digitală este utilizată în orele de limba engleză prin utilizarea softurilor, a resurselor educaționale oferite pe Internet, a site-urilor speciale dedicate învățării limbii. Elevii sunt expuși învățării nu doar în cadrul formal, la ora de lb. engleză ci și în cadrul informal, prin utilizarea internetului în timpul liber, prin urmărirea de filme sau utilizarea unor jocuri video în limbă străină, dezvoltându-și astfel competența de A învăța să înveți. Recunoașterea și respectarea diversității (etno-culturale, lingvistice, religioase etc) contribuie la dezvoltarea Competenței sociale și civice. Elevii dovedesc spirit de inițiativă și antreprenoriat în orele

de lb. engleză prin implicarea activă la realizarea unor proiecte de Paște, Sf. Patrick, Ziua Pământului etc, ca și de inițiativă, creativitate, cooperare cu ceilalți. Comunicarea într-o limbă străină nu se poate realiza fără bazele unei comunicări în limba maternă, fără a participa la interacțiuni verbale sau exprimă gânduri, păreri, emoții, fără a explica cuvinte, noțiuni, termeni sau concepte pe înțelesul tuturor.

Acestor competențe cheie li se adaugă în această perioadă unică din istoria învățământului și alte noi competențe, cum ar fi abilități de gestionare a vieții și carierei (flexibilitate, adaptabilitate, inițiativă, abilități sociale, productivitate, responsabilitate), abilități de învățare și inovare (cei 4C: gândire critică, colaborare, comunicare, creativitate), abilități de utilizare a informațiilor, tehnologiei și mass-mediei (a accesa și a evalua informația în mod critic, a folosi informația într-un mod creativ, a face față unui flux de informații variat, a aplica înțelegerea problemelor legale care implică accesul la liberă informare).

În contextul pandemiei COVID 19 cadrele didactice au fost la rândul lor elevi. Multitudinea de oportunități de formare continuă a cadrelor didactice au vizat nu doar dezvoltarea abilităților de specialitate (cursuri online, webminarii oferite de Future Learn, National Geographic Learning), a abilităților digitale (webinare de instruire a folosirii TEAMS/OFFICE365, Google Meet, ZOOM, Livresq, Google Classroom), folosirea instrumentelor și resurselor digitale (educared.ro), oferirea materialelor didactice gratuite (twinkle.ro, islcollective.com etc.), dar și abilități de dezvoltare a carierei (Edu Leaders Talks, Ghid pentru directorul unității de învățământ. Exercițarea actului managerial de la distanță).

DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE WITH STUDENTS

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The idea that foreign language teaching has a cultural dimension is not a new one. Throughout the history of language teaching it has been possible to distinguish different links between language instruction and culture teaching. The way how these two have been linked has depended on the general goals of foreign language education, but also on how the concept of culture has been interpreted.

With the increase in intercultural contacts in the past decades as well as of the changing educational demands following technological advancement, it appears that the need to rethink the concept of teaching for communicative competence in a foreign language is more pressing than ever.

Though it has for some time been accepted that communicative competence involves more than the mastery of a language grammar and lexis, and that the sociolinguistic and pragmatic components are an essential part of it, educators have found themselves with a limited notion of culture and culture teaching within the Communicative Approach.

The communicative approach focuses on the target culture norms, and often treats the regulation of interaction as a fixed body of knowledge. Students in this approach learn how to greet, invite, and request information, but these verbal functions are many times not sufficiently contextualized. More recent insights from communication theory have revealed that successful communication between individuals from different cultural backgrounds can be conditioned, *inter alia*, by the interaction between partners' intercultural competence.

We have become aware that the advanced students are highly interested in acquiring and operationalizing cultural information for more effective and efficient communication and, more often than not, they tend to compare the British or American culture-bound items to the Romanian ones, activating cultural stereotypes or operating a negative transfer (via interference).

The Intercultural Communicative Competence, the language and the culture being two inseparable entities, involves to be aware of the fact that cultural diversity really exists and that the blocking communication are often generated by the scarcity of cultural information. The students, as independent linguistic users in real life and different communicative situations, have to understand how important the intercultural communicative competence is and that the efficiency of intercultural communicative competence is given by a series of factors such as: linguistic competence, cognitive flexibility (intellectual curiosity, the capacity to assimilate new information, the ability to process the information correctly), psychological factors (it was scientifically proven that the extrovert people can communicate better than the introvert people), the tolerance towards other cultures and towards everything that is new.

From the ELT Methodology point of view, there is a series of strategies and techniques which aim at the developing of ICC of advanced students. One of the most frequently used methods seems to be that of the "cultural capsule": the pupils get the information provided in detail and in different forms (audio and visual materials), information about a specific cultural element (e.g. Eating Habits).

If foreign language and culture teaching intends to prepare learners for the future, it needs to contribute to promoting learners' acquisition of the attitudes and skills required for interacting with people from differing cultural and linguistic backgrounds. It needs to present learners with opportunities to acquire plurilingual and multicultural competence.

Culture teaching should allow learners to increase their knowledge of the target culture in terms of people's way of life, values, attitudes, and beliefs, and how these manifest themselves or are couched in linguistic categories and forms. More specifically, the teaching of culture should make learners aware of speech acts, connotations, etiquette, that is, appropriate or inappropriate behaviour, as well as provide them with the opportunity to act out being a member of the target culture. Obviously the development of intercultural competence is the core of foreign language education in this age of global village. It must be included into foreign language teaching as its goal. One thing that demands clarification is that developing intercultural competence is not equivalent to teaching culture in language classrooms.

The goal of developing intercultural competence is not simply to teach the knowledge of another culture, nor is it to develop the ability to behave appropriately in that culture. It is to enable cultural learners to acquire a mix of culture-specific understanding and culture-general understanding by emphasizing intellectual insight and empathy regarding a specific culture such as history, literature, arts, products, practices, perspectives, communities and persons, and insight into general concepts of culture and culture learning such as analysis of critical incidents, values clarification

exercises and cultural simulations. It is also to get the outcome of competence involving verbal and nonverbal cultural behaviors and skills, for example, language proficiency, communicative competence, cultural competence and intercultural competence. Besides, intercultural competence aims at social change that focuses on critical thinking and action regarding the target culture.

There is no question that the successful integration of culture and language teaching can contribute significantly to general humanistic knowledge, that language ability and cultural sensitivity can play a vital role in the security, defense, and economic well-being of any country and that global understanding ought to be a mandatory component of basic education.

Provocări reale pe care le întâmpină profesorii, părinții și elevii în activitatea lor zilnică de predare în sistem on-line văzute prin prisma oportunităților de dezvoltare personală, profesională și comunitară la nivelul școlii

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Provocările prin care simțim că trecem cu toții în această perioadă, în activitatea noastră zilnică, ne scot în evidență nevoia de regândire a sistemul educațional românesc, cultura organizațională a școlii, managementul clasei, designul lecției, resursele tehnologice necesare, rolul profesorului, relația profesor- elev- părinte, strategiile de evaluare online.

Cu toții poate am simțit o presiune emoțională intensă în această perioadă. În contextul actual, o neliniște majoră a profesorilor este că în sistemul de învățământ românesc nu există o direcție clară, o aliniere la nivelul școlii cu privire la cum să fie realizată activitatea didactică în online. Astfel, cele mai multe temeri ale cadrelor didactice, elevilor și părinților pot fi activate. Acest lucru face ca nivelul de anxietate al profesorilor să crească foarte mult datorită schimbărilor din ultima perioadă. Întrebările pe care ni le punem sunt dacă ar trebui să predăm online sau offline, avem acasă resursele necesare de device-uri în vederea regândirii lecției în online, ce platforme online să folosim, dacă este obligatoriu sau benefic pentru copii să participe la cursuri, modalitatea de evaluare și notare a elevilor, tipul de teste aplicate acestora, modalitatea de planificare, de alegere a strategiilor de învățare specific online-ului, tipul materialelor tehnologice care susțin facilitarea învățării în online, cum organizez activitățile din online în vederea dezvoltării competențelor cheie, strategiile de evaluare, ce rol am eu în calitate de profesor, în calitate de profesor, cum mențin motivația în învățarea online, accesul tuturor elevilor la egalitatea de șanse privind deținerea device-urilor necesare participării la lecțiile online, etc. Știm cu toții că există bariere legate de accesul profesorilor și al copiilor atât la internet cât și la tehnologie în general. Și alte idei se pot adăuga în acest sens. Prin urmare, a continua sau nu predarea cât și ce soluții să adopte au fost în cea mai mare măsură decizii personale ale profesorilor. Unii care predau online folosesc platforme alese de ei. Pe de o parte, au contat puterea și deschiderea lor de a adopta noile tehnologii și, pe de altă parte, barierele logistice (necesitatea de a se ocupa și de familie în această perioadă, lipsa accesului la internet/tehnologie a lor sau a elevilor). Nevoia bruscă de a adopta tehnologia, în contextul în care nu este o soluție unică recomandată pentru toți profesorii și fiecare profesor găsește resursele pe cont propriu, poate fi neclară atât pentru ei cât și pentru elevi. Unii o pot privi ca oportunitate, alții ca pe o provocare. Cu toate acestea, profesorii au ieșit din zona lor de confort, dar au simțit nevoie de ghidare, de sprijin și de inspirație, de mentalitate deschisă la oportunități neluate în calcul anterior, în beneficiul elevilor, lucru care se putea realiza la nivelul unității de învățământ, ca o component de cultură organizațională.

Iată câteva soluții de management organizațional, de management al resurselor umane pentru predarea online și pentru rezultate :

1. Acordarea ajutorului profesorilor, elevilor și părinților pentru a muta și susține cursurile în mediul online.
2. Facilitarea de conturi online organizaționale la nivelul școlii pentru profesori și elevi
3. Facilitarea de chromebook-uri pentru profesori
4. Facilitarea unui dispozitiv pentru elevii școlii pentru a avea acces la tipul de învățare online
5. Propuneri de platforme gratuite agreate la nivelul unității
6. Asigurarea la tehnologie prin achiziționare de chromebook-uri, laptop, telefon, internet, acces la platforme plătite
7. Menținerea legăturii cu cadrele didactice prin organizarea Consiliilor Profesionale online.
8. Menținerea legăturii dintre profesori și părinții în această perioadă prin canale de comunicare internă create pentru acest scop: Teams, catalog online, GMeet, Ghangouts
9. Utilizarea platformelor agreate la nivelul unității de învățământ: G Suite for Education, Adservio, 24EDU, Microsoft Teams.
10. Stabilirea unui orar agreat și cunoscut la nivelul unității de învățământ pentru activități online organizate sincron și asincron.
11. Monitorizarea prezenței elevilor în cadrul susținerii cursurilor online organizate sincron și asincron
12. Personalizarea conținutului predat interdisciplinar, pluridisciplinar, transdisciplinar, epistemic și procedural– adaptarea și flexibilizarea predării online în funcție de particularitățile fiecărui elev și relaționarea cu elevii.
13. Conștientizarea rolului profesorului de facilitator al învățării, de mentor și coach în stabilirea designului lecției predată online.
14. Schimbarea perspectivei asupra rolului lor în procesul de educație și găsirea energiei, bucuriei și pasiunii de a fi dascăli.
15. Înțelegerea mai bună a structurii noilor generații de elevi și părinți în vederea identificării metodelor prin care aceștia devin mai implicați.
16. Dezvoltarea relațiilor autentice cu elevii, întrucât bunăstarea emoțională a acestora este la fel de importantă ca însușirea informațiilor și cognitivă, în vederea dezvoltării competențelor cheie ce derivă din profilul absolventului.
17. Stabilirea evaluării agreată și susținută de către toți profesorii școlii
18. Consilierea psihologică a cadrelor didactice, a elevilor, a părinților în vederea stabilirii măsurii în care sunt afectați din punct de vedere emoțional în această perioadă.
19. Crearea de contexte de către director la nivelul unității și externe în care profesorii să fie apreciați, să lucreze împreună, să colaboreze și să-și împărtășească experiența pentru învățarea permanentă.
20. Împărtășirea rezultatelor la nivelul școlii cu toți factorii implicați: profesori, elevi, părinți, comunitate locală
21. Cursuri de dezvoltare profesională privind utilizarea platformelor și aplicațiilor online, utilizarea instrumentelor tehnologice (computer, laptop, telefon, tabletă), structurarea informațiilor și activităților în mediul online, susținerea emoțională în această avalanșă de informații.
22. Facilitarea permanentă a accesului cadrelor didactice și părinților la știri și inițiative din educație, la tutoriale pentru predarea online, la webinarii tematice, la webinarii pentru suport emoțional profesional, la webinarii de competențe digitale.
23. Menținerea unei culturi organizaționale și comunitate de învățare permanentă, pe tot parcursul vieții, de promovare și sărbătorire a reușitelor pentru fiecare elev în parte.

Iată posibile soluții la provocările reale pe care le întâmpină profesorii, părinții și elevii în activitatea lor zilnică de predare în sistem on-line.

Teaching Literature: why and what

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Read to me riddles and read to me rhymes,
Read to me stories at magical times.
Read to me tales about castles and kings,
Read to me stories of fabulous things.
Read to me pirates and read to me knights,
Read to me dragons and dragon-book fights.
Read to me spaceships and cowboys and then,
When you are finished – please read them again.

By Jane Yolen

Most people assume literature is an important part of education. But not everyone really thinks this way. In today's down-to-earth, fact-obsessed culture, the importance of literature teaching in the classroom is sometimes questioned. Why bother having kids read stories, spend their time with books about things and events that aren't even real? Why not just teach them what they need to know and give up dreaming?

Of course, to most teachers these questions seem a little funny. Yes, literature is important—why would it have such a central place in the curriculum if it wasn't? But sometimes we may not realize in just how many ways literature, especially stories, really contribute to a child's education. Because education is and should be about more than just passing on simple information; it's also about fostering critical thinking skills and an understanding of the world around us with its past and present.

In recent years, the role of literature as a basic component and source of authentic texts of the language has been given more and more importance.

There are many debates about how literature in English as a second language instruction can be a benefit for the students. Many teachers consider the use of literature in language teaching as an interesting and worthy concern. In this paper, it is shortly discussed why a language teacher should use literary texts in the language classroom, what sort of literature language teachers should use with language learners, what are the language skills that are suitable for this kind of approach, and, in the end, what are the benefits of literature to language teaching.

Thus, the place of literature as a tool rather than an end in teaching English as a second or foreign language will be revealed.

The use of literature as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) is very popular in the field of foreign language learning and teaching nowadays.

The Relationship between Language and Literature

Literature is not the name of a simple phenomenon, but “an umbrella term” which covers a wide range of activities. However, when it becomes a subject of study, it may be seen as an activity involving and using language. The claim that the study of literature is fundamentally a study of language in operation is based on the realization that literature is an example of language in use, and is a context for language use. Thus, studying the language of literary texts as language in operation is seen as enhancing the learner's appreciation of aspects of the different systems of language organization.

The use of literature in the classroom is essential, as it promotes language acquisition. In foreign language lessons, students read and write in order to get the input in the target language.

By providing interesting contexts for students to generate input, negotiate meaning and develop motivation, literature can become an efficient vehicle for language acquisition. As literary texts contain multiple layers of meaning, they can promote classroom activities that call for exchange of feelings and ideas. Such activities reveal the response potential in students. So learning a foreign language becomes a process of response. The students find the activities and the context in which they engage with so absorbing that they enjoy taking risks in their search for meanings.

Literature has a big role in the language learning process. When reading literature, language is learnt intuitively not explicitly as in the case of grammar. In grammar, the patterns and structures of a language are learned through the process of specific explanations; during the reading of literature they are learnt due to intuition. Language and grammar structures are assimilated without any effort, just by repetition through reading.

Generally, in the case of grammar, the classical path to follow is from rules to examples; while reading literature the learner makes the opposite way, intuitively deducing rules from examples. When an enjoyable literary text is read, all the grammatical patterns used in that text are absorbed unconsciously. This happens most of all with children learning interactively and intuitively from stories. In grammar lessons, the learner tries to master the rules; during his reading of literature he develops “a feel” for the language. In most of the cases, the reader is hardly aware of the fact that a large number of complex rules have been placed in his consciousness.

Reasons for Using Literature in the Class

There are four reasons for using literature in classes. These are: valuable authentic material, language enrichment, cultural enrichment and personal involvement. In addition to these, universality, non-triviality, personal relevance, variety, interest, suggestive power and ambiguity are the some other factors.

1. Valuable Authentic Material

Recently real life contexts like articles, timetables, films, documentaries, advertisements or cartoons are chosen as course materials in classrooms. Learners are permanently exposed to actual language samples and ‘bites’ of reality. Literature is authentic material for the learners as literary works are more lively, attractive and enjoyable compared to the boring, ordinary drills or dull grammar. So, literature is useful to add to such kinds of real life materials. Thus, learners become more familiar with different language forms and communicative functions, without even getting aware of it.

2. Language Enrichment

As stated above, literature provides learners with a wide range of lexical and syntactic items. Learners become familiar with many features of language (vocabulary, syntax, discourse functions of sentences and many different grammar structures). As they begin to perceive the richness of a text, they can be more and more productive. And then, the most important part is that they improve their communicative and cultural competence. The interesting contexts provided by literary texts serve to illustrate the lexical and syntactical features. Using more often literary texts does not only familiarize students with the numerous interesting features of the written language but also develops their own potential by making them think in the foreign language, after reaching a higher level of learning.

3. Cultural Enrichment

Literary texts present different aspects of the culture about which they were written. They increase the learners' awareness about the others. For learners, literary works can help to facilitate understanding how communication takes place in that culture. Although the world of a literary work, most of all in fairy tales, can be an imaginary one, it presents colourful settings and characters from different social backgrounds. In this way, the reader can also discover and experiment other people's thoughts, feelings, traditions and customs.

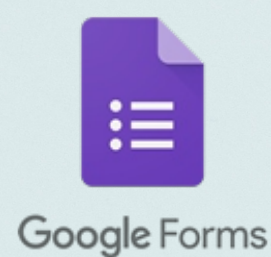
In this respect, literary works are used to develop the learners' understanding of the country whose language is learned. They seem to provide a way of contextualizing how a member of a particular society might behave or react in a specific situation. As a result, students will be able to develop their perceptions as to how people of different cultures relate to their experiences and assess them.

4. Personal Involvement

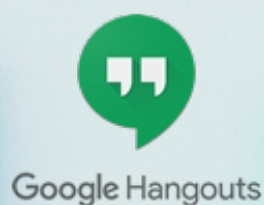
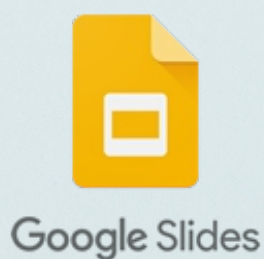
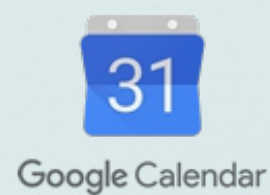
Literature triggers some personal involvement in the reader. Once the reader begins to enter that world, he / she is drawn into the text and becomes curious and enthusiastic to find out what happens next. The reader feels close to characters and shares their feelings. In such cases, understanding the meanings of all lexical items or unknown words becomes less important. In consequence, literary texts should be chosen according to the needs, interests, expectations, and language level of the learners.

Thus, literature should be seen as an invaluable resource of motivating material and as a bridge to provide access to cultural background. Literature encourages language acquisition, expands students' language awareness and interpretation abilities, claims which might be connected to the role of stylistics in the study of literary texts, and last, it educates the whole person.





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