

EVALUARE ÎN EDUCAȚIE
Limba Engleză
Etapa I – 17.11.2013

Nume și Prenume	
Școala	

12th grade (10th year of study)

Timpul efectiv de lucru este de 180 de minute.

Punctaj total: 100 de puncte. Nu se acordă puncte din oficiu.

I. Read and answer each question based on the information in the passage:

Have you ever wondered why authors write? Sometimes they are inspired to create stories. Other times they write to provide information about an interesting topic. Some authors write to convince us about something. Whatever the circumstances, authors have reasons for writing; this is called, the “author’s purpose.” The three most common types of author’s purpose are: to entertain, to inform, and to persuade.



Think about the last time a story made you laugh, cry, or tremble with fright. These types of stories are written with a particular purpose in mind: to entertain the reader. Authors write many kinds of stories to entertain, including humorous fiction, realistic fiction, fantasy, fairy tales, and fables. While fiction entertains, nonfiction has a different purpose.

Many nonfiction writings or texts are written with the purpose of giving information about an interesting topic. Authors who write to inform must research their subject to ensure that they convey accurate information to the reader. Some examples of texts that inform are encyclopedia entries, news articles, expository non-fiction books, and interviews. All of these types of writing give information about certain topics.

Sometimes authors write because they want to convince their readers about something. This is called argumentative, or persuasive, writing. Oftentimes, texts that are meant to persuade use specific techniques to make the reader care about the subject, and to think about it in a certain way. These techniques might be found in letters to the editor, argumentative essays, or persuasive speeches.

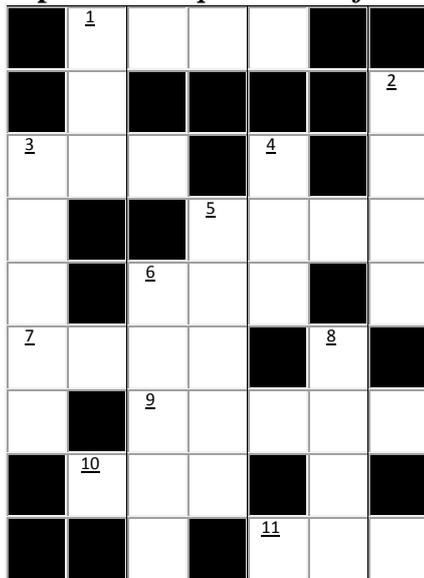
Next time you read a text, see if you can figure what the author is trying to tell you. It might be easier than you think. Just ask yourself: what is the author’s purpose?

- 3p** 1. Which of the following is most likely the title of a passage in which the author’s purpose is to entertain?
A. Why Dogs are Smarter than Cats **B.** An Interview with J.K. Rowling **C.** The Adventures of Waldo Wizard **D.** An Argument for Shorter Classes
- 3p** 2. According to the passage, authors who write to inform want to:
A. provide information about a certain topic **B.** make the reader laugh, cry, or scream **C.** convince the reader to do something **D.** invite the reader to critique their work
- 3p** 3. The author’s purpose in writing this passage is:
A. to persuade **B.** to convince **C.** to entertain **D.** to inform
- 3p** 4. Based on its use in paragraph 3, it can be understood that the word *convey* belongs to which of the following word groups?
A. document, chronicle, note **B.** communicate, pass on, relay **C.** hide, obscure, cover **D.** detect, locate, discover
- 3p** 5. According to the passage, texts that are meant to persuade often:
A. do not get as much attention as texts that entertain or inform
B. are very entertaining because they convince readers to laugh
C. use specific techniques to make the reader care about the subject
D. require a lot of research in order to ensure accuracy of information

II. Read the statements and circle the synonym of each word in bold type:

- 1p** 1. George is **adept** with crossword puzzles, while his sister is a failure at solving them.
A. miserable **B.** skilled **C.** close **D.** believer
- 1p** 2. Instead of a vengeful **grimace**, Claudia had a big smile across her face.
A. grin **B.** hat **C.** surprise **D.** mask
- 1p** 3. She was an agile dancer, although her partner was quite **stiff**.
A. quiet **B.** nimble **C.** shy **D.** clumsy
- 1p** 4. She did not spend too much time working, but her research was quite **thorough**.
A. thin **B.** rigorous **C.** over **D.** superficial
- 1p** 5. For someone with his life experience, he was surprisingly **obtuse**.
A. confusing **B.** common **C.** narrow-minded **D.** lazy

15p **III. Complete each of the sentences with the suitable adjective to solve the crossword puzzle:**



Across:

1. Many children ___ their mother's hand when crossing the street.
3. May I ___ you a question?
5. I've just eaten, so I'm ___.
6. Be careful with that knife or you may ___ yourself.
7. Once ___ a time, there lived an old man.
9. The cat is ___ the chair.
10. Fish swim. Birds ___.
11. A green light means go. A ___ light means stop.

Down:

1. He and ___ father were walking down the street.
2. I saw an apple ___ to the ground.
3. There are ___ two hundred people in that room.
4. He walked ___ of the house.
5. Please tell me a ___ joke.
6. I wish I ___ play tennis.
8. Where ___ you yesterday?

10p **IV. Read the lyrics of the song below and circle the correct choice for each pair:**

Welcome me
Joan Baez

Welcome me **1. to / in** the city of angels
 Devil prophets still **2. keep / hold** my hand
 I walk your stillborn streets **3. over / for** hours
 Ethnic echoes spitting out **4. there / their** trials

To say that I, I'll **5. be / been** the first to praise the sun
 The first to praise the moon
 The first to hold the lone coyote
 And the last to **6. set / leave** it free

Welcome me to a haven **7. gave / given**

It's **8. good / well** received into my open arms
 I **9. ran / runn** in my sleep through the shaken tremors
 Felt the splitting earth echoing **10. through / in** my ears.

V. Fill in the blanks with the correct derived form of the word given in capitals:

- 1p** 1. Lizzy has just won aa world-renowned university.
- 1p** 2. It's..... arguing with them. They are not going to change their mind.
- 1p** 3. You will need your parents'..... if you want to go on the school trip.
- 1p** 4. It's a wonderful restaurant. Great food and excellent service.
 Werecommend it!

**SCHOLAR
 POINT
 PERMIT
 HIGH**

- | | | |
|----|---|----------------|
| 1p | 5. Thank you so much for the flowers. It's very..... of you. | THOUGHT |
| 1p | 6. Sarah speaks perfect French as she spent much of her.....in Canada. | CHILD |
| 1p | 7. I've lost my wallet. Have you seen it.....? | WHERE |
| 1p | 8. Ben sulks like a child when he doesn't get his own way. He's so..... | MATURE |
| 1p | 9. Don't forget to.....the modem when you have finished using it. | CONNECT |
| 1p | 10. Oliver's CV is truly..... He's bound to get the job. | IMPRESS |

10p VI. Fill in each of the blanks with one suitable word.

People of the olden days seldom had feet problems. This may be due to the fact 1..... their shoes were more comfortable. They 2..... made from animal skin which did 3..... harm the feet. Foot sores became 4. common with the discovery of wooden 5..... cloth shoes. No account was taken 6. the anatomy of the right or 7..... foot in the making of wooden shoes. They were made clumsily or hastily.

8. of this, shoes caused more harm 9. good. Friction between the feet and the inner lining of the shoes created painful corns and bunions which sometimes resulted

10. deformed feet.

VII. The following signs were collected from around the world and are humorous mistranslations into English. Rewrite each of them correcting the mistake.

- | | |
|-------|---|
| 2p | 1. Restaurant in Italy: <i>Open seven days a week and weekends too.</i> |
| | |
| 2p | 2. Hotel lobby in Bucharest: <i>The lift is being fixed. During that time you will be unbearable.</i> |
| | |
| 2p | 3. Dentist advertisement, Hong Kong: <i>Teeth extracted by the latest Methodists.</i> |
| | |
| 2p | 4. Menu of a Swiss Restaurant: <i>Our wines leave you nothing to hope for!</i> |
| | |
| 2p | 5. Advertisement in a Moscow Hotel: <i>You are welcome to visit the cemetery where famous Soviet composers and artists are buried daily, except Thursday.</i> |
| | |

25p VIII. It is claimed that the use of technology in every day communication restricts language by overuse of abbreviations and set phrases. What do you think? Express your opinion and support it with arguments in 150 words.



"My teacher isn't qualified to teach spelling! She spells U 'y-o-u'. She spells BRB 'r-e-t-u-r-n'. She spells BFN 'g-o-o-d-b-y-e'..."

EVALUARE ÎN EDUCAȚIE
Limba Engleză - Etapa I – 17.11.2013

12th grade (10th year of study) – Barem de corectare

<p>I. 5x3=15p</p> <ol style="list-style-type: none"> 1. C 2. A 3. D 4. B 5. C 	<p>II. 5x1=5 p</p> <ol style="list-style-type: none"> 1. B 2. A 3. D 4. B 5. C 	<p style="text-align: center;">III. 15x1=15p</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Across</p> <ol style="list-style-type: none"> 1. hold 3. ask 5. full 6. cut 7. upon 9. under 10. fly 11. red </td> <td style="width: 50%; vertical-align: top;"> <p>Down</p> <ol style="list-style-type: none"> 1. his 2. fall 3. about 4. out 5. funny 6. could 8. were </td> </tr> </table>	<p>Across</p> <ol style="list-style-type: none"> 1. hold 3. ask 5. full 6. cut 7. upon 9. under 10. fly 11. red 	<p>Down</p> <ol style="list-style-type: none"> 1. his 2. fall 3. about 4. out 5. funny 6. could 8. were
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<p>IV. 10x1=10p</p> <ol style="list-style-type: none"> 1. to 2. hold 3. for 4. their 5. be 6. set 7. given 8. well 9. ran 10. in 	<p>V. 10x1=10p</p> <ol style="list-style-type: none"> 1. scholarship 2. pointless 3. permission 4. highly 5. thoughtful 6. childhood 7. anywhere 8. immature 9. disconnect 10. impressive 	<p>VI. 10x1=10p</p> <ol style="list-style-type: none"> 1. that 2. were 3. not 4. more 5. or/ and 6. of 7. left 8. Because 9. than 10. in 		
<p>VII. 5x2=10p</p> <ol style="list-style-type: none"> 1. Open seven days a week. 2. you will not be able to use it. 3.latest methods. 4. Our wines are the best in the world! / Our wines are everything you could hope for! 5. You are welcome to visit the cemetery where famous Soviet composers and artists are buried. Daily visiting hours, except Thursdays. 				
<p>*Se acceptă orice alt răspuns corect.</p>				

VIII. 25p

Points	A. Task achievement	B. Language accuracy	C. Register & Vocabulary	D. Organization, cohesion, layout	E. Overall effect
5	<ul style="list-style-type: none"> ▪ coverage of all points required ▪ total relevance to task 	<ul style="list-style-type: none"> ▪ no / very few grammar errors ▪ no / very few spelling errors ▪ wide range of grammar structure 	<ul style="list-style-type: none"> ▪ appropriate register ▪ very varied vocabulary 	<ul style="list-style-type: none"> ▪ very clear structure ▪ many linking devices 	<ul style="list-style-type: none"> ▪ very convincing ▪ very much original output
4	<ul style="list-style-type: none"> ▪ coverage of all points required ▪ partial relevance to task 	<ul style="list-style-type: none"> ▪ few grammar errors ▪ few spelling errors ▪ good range of grammar structure 	<ul style="list-style-type: none"> ▪ appropriate register ▪ varied vocabulary 	<ul style="list-style-type: none"> ▪ very clear structure ▪ enough linking devices 	<ul style="list-style-type: none"> ▪ generally convincing ▪ a lot of original output
3	<ul style="list-style-type: none"> ▪ coverage of most points required ▪ some relevance to task 	<ul style="list-style-type: none"> ▪ some grammar errors ▪ some spelling errors ▪ good range of grammar structure 	<ul style="list-style-type: none"> ▪ mostly appropriate register ▪ somewhat varied vocabulary 	<ul style="list-style-type: none"> ▪ clear structure ▪ some linking devices 	<ul style="list-style-type: none"> ▪ somewhat convincing ▪ some original output
2	<ul style="list-style-type: none"> ▪ coverage of a few points required ▪ little relevance to task 	<ul style="list-style-type: none"> ▪ many grammar errors ▪ many spelling errors ▪ limited range of grammar structure 	<ul style="list-style-type: none"> ▪ mostly appropriate register ▪ basic vocabulary 	<ul style="list-style-type: none"> ▪ unclear structure ▪ few linking devices 	<ul style="list-style-type: none"> ▪ not convincing ▪ little original output
1	<ul style="list-style-type: none"> ▪ coverage of few points required ▪ very little relevance to task 	<ul style="list-style-type: none"> ▪ grammar errors sometimes hinder communication ▪ spelling errors sometimes hinder communication ▪ limited range of grammar structure 	<ul style="list-style-type: none"> ▪ sometimes inappropriate register ▪ basic vocabulary 	<ul style="list-style-type: none"> ▪ unclear structure ▪ very few linking devices ▪ mostly inappropriate linking devices 	<ul style="list-style-type: none"> ▪ not convincing ▪ no original output
0	<ul style="list-style-type: none"> ▪ coverage of few points required ▪ no relevance to task 	<ul style="list-style-type: none"> ▪ grammar errors often hinder communication ▪ spelling errors often hinder communication ▪ very limited range of grammar structure 	<ul style="list-style-type: none"> ▪ mostly inappropriate register ▪ basic vocabulary 	<ul style="list-style-type: none"> ▪ total lack of organization ▪ total lack of linking devices 	<ul style="list-style-type: none"> ▪ message not clearly communicated