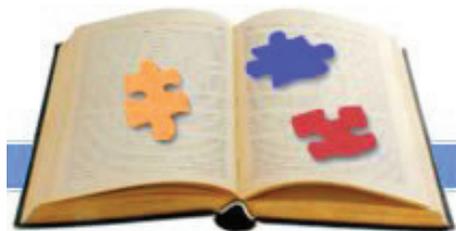


UNIVERSITATEA "PETRU MAIOR"
FACULTATEA DE ȘTIINȚE ȘI LITERE
CATEDRA DE FILOLOGIE



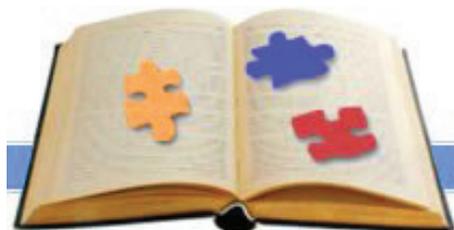
CENTRUL CCLASC

CULEGERE DE TESTE PENTRU EXAMENUL DE COMPETENȚĂ LINGVISTICĂ

- **Limba engleză**
 - **Limba franceză**
 - **Limba italiană**
 - **Limba germană**
 - **Limba română**

TÂRGU – MUREȘ
2011

UNIVERSITATEA “PETRU MAIOR”
FACULTATEA DE ȘTIINȚE ȘI LITERE
CATEDRA DE FILOLOGIE



CENTRUL CCLASC

***CULEGERE DE TESTE
PENTRU EXAMENUL DE
COMPETENȚĂ LINGVISTICĂ***

Editori coordonatori: Smaranda Ștefanovici, Ildikó Zoltán

**TÂRGU – MUREȘ
2011**

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Argument asupra volumului

Culegerea de teste pentru examenul de competență lingvistică își propune să vină în sprijinul studenților absolvenți în pregătirea pentru susținerea examenului de competență lingvistică UPM ca o condiție pentru accesul la Licență al studenților de la specializările nefilologice, care studiază limbile străine moderne la Cursul practic, în regim obligatoriu, studenți de la zi și IFR deopotrivă. Volumul se adresează și celor care au nevoie de un atestat de limbă în vederea înscrierii la masterate, doctorate, burse, cât și pentru ocuparea unor poziții academice sau locuri de muncă care solicită astfel de certificate.

Testele în limbile engleză, franceză, italiană, germană și română (limbaj general și de specialitate tehnic, juridic, și financiar/business) cuprinse în volumul de față au constituit subiecte în examenele anterioare. Ele au fost elaborate de cadrele didactice de la Universitatea “Petru Maior” din Tg. Mureș.

Volumul este un instrument de maximă utilitate conținând toate detaliile legate de structura și cerințele testului de competență, de procedurile de înscriere, examinare, evaluare și echivalare. Exercițiile sunt modern concepute și variate, conform Cadrului European de Referință, testând cele patru competențe lingvistice: citire, ascultare, gramatică/vocabular și scriere.

Volumul conține și o tematică necesară examinării orale însoțită de o bibliografie generală și specializată pentru o pregătire suplimentară.

Nu în ultimul rând, volumul oferă detalii legate de alte două examene de competență lingvistică internaționale, LCCI și respectiv Cambridge, Universitatea “Petru Maior” fiind centru autorizat de pregătire și examinare.

Coordonatori volum:

Smaranda Ștefanovici

Ildikó Zoltán

PREZENTAREA CENTRULUI CCLASC



- Înființat în 2008, **Centrul de Cercetare în Lingvistică Aplicată și Studii Culturale (CCLASC)** funcționează în cadrul Universității “Petru Maior” Tg. Mureș în conformitate cu ordinele Ministerului Educației, Cercetării și Inovării, reglementările interne ale Universității de Stat “Petru Maior” și standardele lingvistice ale Uniunii Europene.
- Rolul CCLASC este de a crea un cadru organizatoric și instituțional în care o echipă de lucru să găsească și să aplice metode, tehnici și proceduri de lucru care să optimizeze cercetarea și predarea în domeniul lingvisticii aplicate și al studiilor culturale. Centrul CCLASC are un colectiv de cadre didactice universitare specializate în țară și străinătate, și este dotat cu materiale didactice și echipamente tehnice (laborator multimedia) la standarde internaționale.
- Centrul va promova un spirit de cercetare inovator, cu aplicabilitate imediată în mediul științific și didactic zonal și național, pentru perfecționarea comunicării într-o limbă de circulație internațională sau în limbile oficiale din cadrul Uniunii Europene, în domeniul public – limbaje socio-profesionale. Se asigură condiții ideale de cercetare, instruire, și de testare cu scopul de a oferi Certificate de Competență Lingvistică recunoscute național și internațional indispensabile pregătirii profesioniștilor autentici, în contextul globalizării.
- Un alt obiectiv al centrului este dezvoltarea și susținerea de activități în folosul comunității în domeniul traductologiei și interpretariatului.

Director Centru CCLASC	Conf. univ. dr. Smaranda ȘTEFANOVICI
Nivel de organizare	Universitatea “Petru Maior”, Facultatea de Științe și Litere, Departamentul de Filologie
Domeniul științific de activitate	Filologie, limbi moderne
Membri colaboratori ai Centrului CCLASC	Prof. univ. dr. Alexandru Cistelecan (română, italiană) Conf. univ. dr. Luminița Chiorean (română) Lector univ. dr. Alexandru Luca (franceză) Lector univ. Andrea Peterlicean (engleză și germană) Lector univ. dr. Dana Rus (engleză) Lector univ. dr. Iustin Sfâriac (engleză) Lector univ. dr. Nicoleta Medrea (engleză) Lector univ. Lia Conțiu (engleză) Lector univ. dr. Ramona Hosu (engleză) Asist. univ. Corina Dâmbean (franceză și italiană) Asist. univ. dr. Corina Pușcaș (engleză) Asist. univ. Cristina Nicolae (engleză) Asist. univ. Ildikó Zoltán (engleză) Prep. univ. Daniela Dălălău (engleză)
Dotări, laboratoare	Biblioteca “Resource Room” din cadrul Catedrei de Filologie

Centrul este structurat pe **două departamente**:

DEPARTAMENTUL DE CERCETARE ȘTIINȚIFICĂ

DEPARTAMENTUL DE LINGVISTICĂ APLICATĂ care oferă:

- A. Cursuri/Pregătire (engleză, franceză, germană, italiană, română)
- B. Examenе (competența lingvistică, LCCI, Cambridge)
- C. Certificate/Atestate (de participare/absolvire, Competență lingvistică UPM, LCCI, Cambridge)
- D. Traduceri autorizate/Interpretariat

A. CURSURI/PREGĂTIRE (oferta UPM sau la comandă finalizate cu **Certificate de participare/absolvire: engleză, franceză, germană, italiană, română)**

- Cursuri de limbi străine (engleză, franceză, italiană, germană – limbaj general și socio-profesional) pe trei nivele de studiu.
- Cursuri de pregătire pentru susținerea de examene naționale (competența lingvistică)
- Cursuri de pregătire pentru susținerea de examene internaționale (LCCI, Cambridge, TOEFL, TOEIC, DELF, IELTS, DALF, CELI, CILS, etc.)
- Cursuri de limba română pentru străini
- Cursuri de vară de perfecționare în vederea obținerii gradelor didactice
- Cursuri de conversie profesională
- Cursuri de pregătire individuală și la comandă pentru firme și instituții

Centrul CCLASC oferă CURSURI DE PREGĂTIRE în Limbaj general (pentru Competență Lingvistică sau Certificate internaționale) sau Limbaj specializat/ limbaje socio-profesionale: de afaceri/business, financiar-bancar, militar, polițienesc, academic, tehnic, juridic, funcționăresc, medical, turistic, jurnalistic, secretarial, etc.

Obiectivul cursurilor este de a răspunde nevoilor extracurriculare de pregătire, testare și perfecționare lingvistică ale studenților și comunității. Cursurile se adresează, în principal, studenților și licențiaților și se finalizează cu eliberarea unui **certificat de participare/absolvire** sau cu susținerea unui examen în vederea obținerii unui **certificat de competență lingvistică UPM** – limbaj general/specializat – care servește pentru înscrierea la licență, masterat, doctorat, angajări, promovări, burse, etc.

- Module de câte 40 ore (oferta noastră) sau la comandă: limbaj general/ specializat
- înscrieri cu o lună înainte (Resource Room, sala R34, Universitatea “Petru Maior”, strada Nicolae Iorga nr. 1, 540088, Tg. Mureș)
- 10-15 studenți/ grupă

Se aplică reduceri pentru:

- plata integrală la început – 5%
- reînscrisere într-un modul superior (după absolvirea unui modul) – 5%
- reînscrisere într-un modul superior (după absolvirea a două module) – 10%
- reînscrisere simultană a mai multor membri ai aceleiași familii – 10%
- elevi, studenți, pensionari, șomeri – 15%

Limbaj specializat/ limbaje socio-profesionale (pentru limbile engleză/franceză/germană/italiană)

Limbaj de Afaceri/Business English, etc.

Pe lângă noțiuni de limbă și vocabular general și specific, cursanților li se oferă șansa de a-și forma și exersa deprinderile necesare unei utilizări eficiente a cunoștințelor dobândite în prezentări, discuții și negocieri, întâlniri, conferințe, dezbateri, email precum și aplicații ale limbii engleze, franceze, etc. în domeniul economic. Subiectele prezentate în manuale sunt de interes general pentru oamenii de afaceri, având suport audio și video. Modulurile se adresează cursanților pe nivele de studiu, conform Cadrului Comun European.

Limba Financiar-Bancar (pentru sectorul financiar-bancar)

Aceste cursuri se adresează angajaților băncilor românești și străine prezente în România care au nevoie de a comunica eficient în contexte de afaceri atât cu clienții cât și cu ceilalți angajați în diverse situații de serviciu. Limba engleză fiind limba oficială în multe dintre aceste instituții, cunoașterea ei a devenit o necesitate, dar și o modalitate de a asigura succesul în carieră. Modulurile se adresează cursanților pe nivele de studiu, conform Cadrelor Comune Europene de Referință.

Limba Militar (pentru militari și armată)

Aceste tipuri de cursuri sunt destinate pentru militari și armată și ajută cursanții să comunice eficient în conversație și în scris într-un context de lucru tot mai solicitant, furnizând instrumentele necesare în vederea desfășurării operaționale a activității. Modulurile se adresează cursanților pe nivele de studiu, conform Cadrelor Comune Europene de Referință.

Limba Polițienesc (pentru polițiști)

Aceste tipuri de cursuri se adresează polițiștilor care intră în contact cu turiști și străini. Scopul este de a construi o instituție polițienească competitivă, capabilă să se integreze european prin cooperare și comunicare internațională. Cursurile vizează conversația uzuală precum și limbajul specializat. Modulurile se adresează cursanților pe nivele de studiu, conform Cadrelor Comune Europene de Referință.

Limba Academic (pentru cadre de conducere, profesori, politicieni, etc.)

Cursurile se adresează persoanelor care doresc să se perfecționeze în limbajul academic. Se va studia diferența dintre limbajul academic și cel conversațional. Cursanții vor învăța să înțeleagă și să ia notițe la cursuri, prezentări, întâlniri, etc., să facă prezentări orale, să susțină alocuțiuni, să citească și să scrie eseuri academice, să se pregătească pentru susțineri, prelegeri, conferințe, etc. Modulurile se adresează cursanților pe nivele de studiu, conform Cadrelor Comune Europene de Referință.

Limba Tehnic (pentru ingineri)

Aceste cursuri își propun să dezvolte abilitățile de comunicare orală și scrisă necesare pentru a putea comunica eficient în domeniul de specialitate. Cursul include atât termeni de referință din domeniul respectiv, cât și tehnici de comunicare, tehnici de negociere, tehnici de redactare ale unui memo și ale unui e-mail. Cursanții sunt puși în fața unor situații asemănătoare celor din viața reală cărora trebuie să le facă față prin simulări și jocuri de rol, stimulând învățarea activă a deprinderilor de limbă necesare. Modulurile se adresează cursanților pe nivele de studiu, conform Cadrelor Comune Europene de Referință.

Limba Legal/Juridic (pentru juriști, avocați, etc.)

Aceste cursuri se adresează angajaților din domeniul legal – juridic care sunt bombardați zilnic cu o sumedenie de texte de specialitate pe care trebuie să le înțeleagă și să le aplice corespunzător legislației în vigoare. Cursul cuprinde teme specifice acestui domeniu, materiale auxiliare de studiu, suport audio și video. Cursanții vor reuși să comunice eficient și profesional cu colegii de breaslă din întreaga lume, vor dobândi vocabular de specialitate, vor învăța să redacteze un text scris de specialitate și vor utiliza strategii de citire rapidă a unui text scris. Modulurile se adresează cursanților pe nivele de studiu, conform Cadrelor Comune Europene de Referință.

Limba Administrativ (pentru administrație publică și funcționari)

Aceste cursuri vin în sprijinul instituțiilor publice și ministerelor care derulează proiecte europene sau gestionează fonduri europene. Cuprind teme de interes general (istorie europeană, legislație europeană, corespondență oficială, finanțe, buget) care fac ca procesul de comunicare la

nivelul acestor instituții să se desfășoare la standarde europene. Modulurile se adresează pe nivele de studiu, conform Cadrului Comun European de Referință.

Limba Medicală (pentru medici și asistente)

Scopul principal al acestor cursuri este acela de a da posibilitatea celor interesați să își formeze și să-și dezvolte acele deprinderi care să le permită comunicarea în limba respectivă (limba general), abordarea unor texte de specialitate pentru a se informa, cât și prezentarea și redactarea de texte de specialitate. Cursurile includ exerciții de simulare a unor dialoguri pacient - medic, modalitatea de redactare a unei fișe medicale, precum și exerciții de ascultare a unor înregistrări cu specific medical. Modulurile se adresează cursanților pe nivele de studiu, conform Cadrului Comun European de Referință.

Limba Turistică (pentru turism și industria hotelieră)

Aceste cursuri se adresează personalului care lucrează în turism și în industria hotelieră, ajutând la comunicarea eficientă atât cu clienții cât și cu ceilalți angajați în diverse situații de serviciu. Modulurile se adresează cursanților pe nivele de studiu, conform Cadrului Comun European de Referință.

Limba Jurnalistică (pentru jurnalism și mass-media)

Cursurile se adresează jurnaliștilor care utilizează sau intenționează să practice limba respectivă în profesia lor. Pe parcursul acestor cursuri jurnaliștii vor avea posibilitatea de a-și perfecționa cunoștințele atât prin teorie cât și prin exerciții practice care vor dezvolta aptitudinea de a folosi cuvinte și expresii specifice știrilor din ziare și radio. Lectura ziarelor și revistelor, înțelegerea informațiilor din mass media, ca și exprimarea orală și scrisă vor constitui obiective principale ale cursului. Modulurile se adresează cursanților pe nivele de studiu, conform Cadrului Comun European de Referință.

Limba Secretarială (pentru personalul administrativ, personal TESA)

Aceste cursuri se adresează personalului administrativ ce are nevoie de cunoștințe de limbă de nivel mediu pentru a asigura o bună comunicare în afaceri, instituții de învățământ, administrații publice, primării, consilii locale/județene, etc. Cursurile cuprind lecții speciale privind participarea la ședințe de lucru, redactarea de e-mail-uri, rapoarte și memo-uri în limba engleză, perfecționarea convorbirilor telefonice în limba engleză pe care încercăm atât de des să le evităm. Modulurile se adresează cursanților pe nivele de studiu, conform Cadrului Comun European de Referință.

Cursuri la comandă (pentru instituții și firme)

Aceste cursuri se adresează instituțiilor și firmelor din Tg. Mureș și împrejurimi și sunt adaptate în funcție de preferințele și cerințele acestora (cursuri individuale/*one-to-one* sau cursuri pe grupuri). La cerere, organizăm cursuri pentru angajații acestor instituții sau firme, cu structura solicitată de aceste instituții sau firme, la sediul nostru sau al lor. Apelând la serviciile noastre, angajații acestor instituții și firme vor avea posibilitatea de a se perfecționa în arta comunicativă. Modulurile se adresează cursanților pe nivele de studiu, conform Cadrului Comun European de Referință.

Limba română (pentru străini, etc.)

Cursurile se adresează persoanelor de altă naționalitate sau de naționalitate română care doresc să învețe limba română sau să-și perfecționeze deprinderile de limbă pentru diverse scopuri, cum ar fi comunicarea cotidiană sau comunicarea academică. Conținutul cursurilor acoperă atât elemente de gramatică, lexic, etc. cât și deprinderi de comunicare în contexte și registre de formalitate variate.

B. EXAMENE (competența lingvistică, LCCI, Cambridge)

UPM este centru autorizat de pregătire și examinare pentru:

- 1. Competența lingvistică UPM (engleză, franceză, germană, italiană, română)**
- 2. LCCI exam (engleză)**
- 3. Cambridge exam (engleză)**

B1. EXAMENE DE COMPETENȚĂ LINGVISTICĂ **UPM:**

Taxă de participare

- Taxa de participare pentru obținerea diferitelor tipuri de certificate de competență lingvistică se achită în prealabil la Casieria Universității “Petru Maior”, strada Nicolae Iorga nr. 1, luni-vineri, conform programului casierei UPM.
- Cuantumul taxei va fi stabilit anual prin hotărârea Senatului UPM

Acte necesare la înscrierea/ prezentarea la examen:

- carte de identitate/pașaport
- carnet de student pentru studenții Universității “Petru Maior”
- chitanța care să dovedească plata contravalorii examenului de testare

Program de testare :

- A. pentru licență – în cele 3 sesiuni de examene programate**
- B. pentru burse, masterate, doctorate, angajări, promovări etc. – lunar**

EXAMENUL DE COMPETENȚĂ LINGVISTICĂ:

A. În vederea înscrierii la licență

B. În alte scopuri decât în vederea înscrierii la licență (burse, masterate, doctorate, angajări, promovări, etc.)

➤ ÎN VEDEREA ÎNSCRIERII LA LICENȚĂ:

Studentii Universității “Petru Maior” (zi și IFRD) care au nevoie de certificatul de competență lingvistică în vederea înscrierii la examenul de licență (*excepție fac studenții care studiază engleza sau franceza ca specializare principală sau secundară la facultățile de profil de la UPM) și care au absolvit programul obligatoriu de studiu al limbilor străine în primii doi ani de studiu pot opta să susțină examenul de competență lingvistică **după terminarea anului II de studii sau pe parcursul anului terminal de studii**, având acces la cele **trei sesiuni de examene** organizate de CCLASC în lunile noiembrie/decembrie, februarie/martie și respectiv aprilie/mai.

- Pentru **înscrierea la licență** studenții/candidații pot opta pentru :
 - **Certificat de competență lingvistică UPM (engleză, franceză, italiană, germană) – limbaj general**– valabilitate 2 ani
 - **Certificat de competență lingvistică UPM (engleză, franceză, italiană, germană)– limbaj specializat** (economic, tehnic, juridic) – valabilitate 2 ani cu specificare clară pe certificat: Certificat de competență lingvistică **exclusiv** pe limbaj specializat
 - **Certificat LCCI (engleză) – JETSET - limbaj general** – valabilitate nelimitată (**lb. engleză**); UPM = centru autorizat de pregătire/examinare
 - **Certificat LCCI (engleză) – EFB (English for Business) - limbaj specializat** – valabilitate nelimitată (**lb. engleză**); UPM = centru autorizat de pregătire/examinare
 - **Certificat Cambridge, IELTS (lb. engleză)**; UPM = centru autorizat de pregătire/examinare
 - **Certificat TOEFL (lb. engleză)**
 - **Certificat TOEIC (lb. engleză)**
 - **Certificat DELF, DALF (lb franceză)**
 - **Certificate CELI, CILS (lb. Italiană)**
 - **Goethe- Zertifikat Deutsch (lb. Germană)**
- Examinarea pentru candidații care au nevoie de certificat în vederea înscrierii la licență se va face ca și până acum, respectiv în cele trei sesiuni speciale.
- Candidații se vor înscrie pe liste la decanate, conform planificărilor cu chitanța de achitare a taxei; la examen se vor prezenta cu un act de identitate cu poză și cu chitanța de achitare a taxei.
- **Rezultatele:**
 - În cazul celor trei sesiuni de examene pentru candidații interni care solicită examenul de competență lingvistică în vederea înscrierii la licență, conform planificării afișate de Decanatele Facultăților de care aparțin studenții (zi sau IFR);
 - candidații externi vor ridica certificatele de la Resource Room.

SESIUNI SPECIALE DE EXAMINARE
Pentru înscrierea la licență – studenți interni/externi
(2011-2012)

În vederea înscrierii la licență, studenții UPM pot opta pentru certificat de competență lingvistică (limba engleză, franceză, italiană, sau germană).

➤ Pentru limba engleză, studenții pot opta DEOCAMDATĂ pentru:

1. Examen competență lingvistică **UPM** (valabilitate 2 ani) – conform Cadrelui European de Referință (A1-C2); **informații:** responsabil Resource Room/înscrieri: Emese Sántha: ekovacs_2k@yahoo.com; telefon: 0745-330565; responsabil competență lingvistică: conf. univ. dr. Anda Ștefanovici: andastefanovici@yahoo.com; telefon: 0746-439212.
2. Examen **LCCI** (valabilitate nedeterminată; General English, English for Business: limbaj economic, etc. English for Tourism; UPM este centru de pregătire și examinare; **informații:** responsabil LCCI: preparator univ. drnd. Daniela Dălălu: lazar_danyela@yahoo.com; telefon: 0741-396365)
3. Examen **Cambridge** (valabilitate nedeterminată; General English, IETFL, English for Business, etc.; UPM este centru de pregătire și examinare; informații: **informații:** responsabil Cambridge: lector univ. drnd. Andrea Peterlicean: andrea_peterlicean@yahoo.com; telefon: 0722526382)
4. Certificat **TOEFL** (obținut în alt centru de examinare)
5. Certificat **Anglia** (obținut în alt centru de examinare)

➤ Pentru limba franceză, italiană sau germană, a se studia lista atestatorilor recunoscute pentru fiecare limbă și/sau a se contacta cadrele didactice responsabile pentru fiecare limbă în parte:

- limba franceză/italiană: asist.univ. drnd. Corina Dâmbean: corinadambean@yahoo.fr;
telefon: Filologie: centrală: 0265-236213/
0265-233112 (int. 211)
mobil: 0744-358478; 0722-406119;

- limba germană: lector univ. dr. Andrea Peterlicean: andrea_peterlicean@yahoo.com;
telefon: Ing. Mec.: centrală: 0265-236213/
0265-233112 (int. 137)
mobil: 0722-526382;

Sesiuni de examene	*Înscrieri la Decanatele Facultăților
1. 5 – 11 decembrie 2011	1. până în 30 noiembrie 2011
2. 27 februarie - 4 martie 2012	2. până în 24 februarie 2012
3. 14-20 mai 2012	3. până în 11 mai 2012

*Înscrierile se fac la Decanate (pentru studenții UPM) și la Resource Room (pentru studenții externi) însoțite de chitanța de plată, conform graficului de înscrieri în cele 3 sesiuni.

- Datele exacte, ora și locul desfășurării examenelor se vor stabili de către comisii și se vor afișa de către Decanatele facultăților. Studenții (interni/externi) au obligația de a se prezenta la examinare conform programării prestabilite. Cazurile excepționale vor fi aduse la cunoștința directorului Centrului CCLASC în prealabil prin intermediul unei cereri.
- Studenții care nu au promovat examenul în prima sesiune de examene, au posibilitatea de a participa la următoarele două, plătind taxa aferentă fiecărei examinări.
- Certificatele obținute de studenții interni în vederea înscrierii la licență sunt valabile NUMAI cu semnătura membrilor din comisiile afișate pentru fiecare Facultate.

PLANIFICAREA ÎN VEDEREA SUSTINERII EXAMENULUI DE COMPETENȚĂ LINGVISTICĂ (2011/2012)

(pentru înscrierea la licență, etc. pe grupe organizate în prealabil)

+ SESIUNEA DIN DECEMBRIE (5-11 decembrie 2011);

+ SESIUNEA DIN FEBRUARIE / MARTIE (27 februarie-4 martie 2012);

+ SESIUNEA DIN MAI (14–20 mai 2012);

1. Facultatea de Științe și Litere:

a. Engleză:

Lector univ. dr. Rus Dana (limbaj general)

Asistent univ. dr. Bianca Han (limbaj general)

Lector univ. dr. Medrea Nicoleta (limbaj de specialitate)

b. Franceză (limbaj general/specialitate):

Lector univ. dr. Luca Alexandru

Asistent univ. drnd. Bozedean Corina

c. Italiană (limbaj general/specialitate):

Prof. univ. dr. Cistelecan Alexandru

Asistent univ. drnd. Bozedean Corina

2. Facultatea de Inginerie

a. Engleză:

Lector univ. dr. Sfăria Iustin (limbaj general)

Asistent univ. drnd. Nicolae Cristina (limbaj general)

Lector univ. drnd. Peterlicean Andrea (limbaj de specialitate)

Lector univ. dr. Rus Dana (limbaj de specialitate)

b. Franceză (limbaj general/specialitate):

Lector univ. dr. Luca Alexandru

Asistent univ. drnd. Bozedean Corina

c. Italiană (limbaj general/specialitate):

Prof. univ. dr. Cistelecan Alexandru

Asistent univ. drnd. Bozedean Corina

3. Facultatea de Științe Economice, Juridice și Administrative

a. Engleză:

Conf. univ. dr. Ștefanovici Anda

Asistent univ. drnd. Zoltan Ildiko

Lector univ. dr. Conțiu Lia (limbaj de specialitate)

Lector univ. dr. Medrea Nicoleta (limbaj de specialitate)

b. Franceză (limbaj general/specialitate):

Lector univ. dr. Luca Alexandru

Asistent univ. drnd. Bozedean Corina

c. Italiană (limbaj general/specialitate):

Prof. univ. dr. Cistelecan Alexandru

Asistent univ. drnd. Bozedean Corina

➤ ÎN ALTE SCOPURI DECÂT ÎN VEDEREA ÎNSCRIERII LA LICENȚĂ (BURSE, MASTERATE, DOCTORATE, ANGAJĂRI, PROMOVĂRI, ETC.)

- Programele de testare lunară afișate pentru limbile engleză/franceză/italiană/germană **nu** sunt valabile pentru susținerea examenului în vederea înscrierii la licență. În aceste cazuri candidații se vor prezenta conform programului de testare (în cele trei sesiuni de examene)
- Candidatii trebuie să se înscrie la RR sala R34, Str. N. Iorga nr 1, Corpul R cel târziu până în ziua de marți a săptămânii respective (cu chitanță de plată sau cerere plus chitanță de plată/taxă de urgență după caz).
- La înscriere candidatul va prezenta chitanța de achitare a taxei iar la examen se va prezenta cu un un act de identitate cu poză și chitanța de achitare a taxei.

▪ Pentru Limba engleză:

- Pentru limba **engleză**: în perioada de activitate didactică, lunar, conform orarului afișat la Departamentul de Limba engleză (strada Nicolae Iorga nr. 1, Clădirea R, sala R37). Înscrierile se fac la Resource Room, sala R34, însoțite de chitanța de plată, până cel târziu ziua de marți a săptămânii respective.
- În afara datelor afișate, examinarea se va face în cazuri excepționale contra unei taxe de urgență (se plătește suplimentar jumătate din taxa pentru test). În acest ultim caz candidatii trebuie să se înscrie la RR cel târziu până în ziua de marți a săptămânii respective (cu cerere și chitanță de plată).
- **Rezultatele:**
 - Se vor comunica în funcție de numărul candidaților din ziua examinării. Detalii pentru limba engleză se pot obține la Resource Room.

PLANIFICAREA TESTĂRILOR LUNARE (limba engleză) (pentru burse, masterate, doctorate, angajări, promovări, etc.)

- sem I/II, an academic **2011 - 2012**, va avea loc **lunar, joi, ora 14,00, sala R37**, după următorul program:

- examinatori: Conf. univ. dr. Anda Ștefanovici, asist.univ. drnd. Zoltan Ildiko, * (20 oct. 2011, 26 ian. 2012, 26 Apr. 2012)
- examinatori: Lector univ. dr. Dana Rus, asist. univ. dr. Bianca Han * (24 nov. 2011, 23 feb 2012, 17 mai 2012)
- examinatori: Lector univ. dr. Iustin Sfâriac, asist.univ. drnd. Nicolae Cristina* (15 dec. 2011, 22 mart. 2012, 14 iun. 2012)

- *pentru limbaj de specialitate:

- Lector univ. Lia Conțiu (Business English, Zi/IFR)

- Lect. univ. dr. Dana Rus (Technical English –Electrical Engineering)
 - Lect. univ. Andrea Peterlicean (Technical English–Mechanical Engineering)
 - Lect. univ. dr. Nicoleta Medrea (Legal English)
- Pentru Limbile **franceză/italiană/germană/română** (strada Nicolae Iorga nr. 1, Clădirea R, sala R04), se va stabili în funcție de solicitări prin consultare cu cadrele didactice responsabile.

MODALITATE DE DESFĂȘURARE A TESTULUI DE COMPETENȚĂ LINGVISTICĂ:

- Testarea este efectuată întotdeauna de două cadre didactice, absolvenți de filologie, cu titlul de doctor/doctorand sau cu master în filologie de la Departamentul de Filologie din Cadrul Facultății de Științe și Litere cu colaboratori de la celelalte catedre, specialiști în limbaje speciale.
- Durata testului scris este de aproximativ o oră ; examenul oral durează aproximativ 5-8 minute și este planificat după susținerea examenului scris.

STRUCTURĂ TEST:

Examenul pentru obținerea Certificatului de Competență Lingvistică (engleză/franceză/italiană/germană/română) va consta în 2 (două) probe, **scris și oral** .

I. Examen scris (Aprox. 1 oră; 24 itemuri), cu exerciții de tipul :

1. Ascultare (Aprox. 4 – 5 minute)
2. Scriere
3. Citire
4. Gramatică și Vocabular

II. Examen oral (Aprox 5-8'): Vorbire

- **Vorbire** (oral): Candidatul este testat în privința competenței de vorbire, citire, și înțelegere a conținutului lecturii. Se va solicita candidatului să se prezinte, să-și prezinte domeniul de studiu, familia, hobby-uri, planuri de viitor, profesie, etc. Au loc probe specifice de citit, vorbit, înțelegere și comentariu al unui text scris – articol dintr-o revistă, manual, etc. și al unor instrucțiuni orale, descrieri de imagini, filme, cărți, etc. Proba se va desfășura individual sau pe perechi.

Cerințe generale:

- candidatul va trebui să pronunțe corect în limba engleză/franceză/italiană/germană;
- candidatul va trebui să demonstreze aptitudinea de a vorbi suficient de fluent și corect din punct de vedere gramatical pentru a se face înțeles; să posede un vocabular mediu pentru a comunica eficientă;
- în cazul opțiunii de susținere a examenului de competență lingvistică în limbaj specializat, candidatul va trebui să demonstreze capacitatea de înțelegere și producere orală și scrisă a unor materiale din sfera specifică a limbajului ales;

- în cazul în care proba orală se desfășoară pe perechi, comunicarea interactivă va constitui un alt criteriu de evaluare;
- candidatul va trebui să înțeleagă ceea ce i se cere într-o cadență normală, într-o engleză/franceză/italiană/germană/română curentă;
- candidatul va trebui să înțeleagă mesajul unui text scris, să formuleze ideile principale, să rezume textul și, după caz, să-l interpreteze;
- candidatul va trebui să traducă un text de dificultate medie din engleză/franceză/italiană/germană sau din limba maternă (națională) în română (retroversiune), aplicând regulile gramaticale și dovedind cunoașterea terminologiei specifice specializării.

Probleme de gramatică vizate:

- Cuvântul: substantivul; articolul; adjectivul; pronumele; numeralul; verbul (concordanța timpurilor la indicativ, propoziția condițională, verbele modale și diateza pasivă); adverbul;
- Enunțul: grupuri și construcții sintactice;
- Discursul: aspecte ale construcției discursului; tipuri de discurs (dialog / monolog; vorbirea directă / indirectă).

Evaluare:

- Fiecare probă (Ascultare; Scriere; Citire; Gramatică și vocabular; Vorbire) x 6 p maxim = 30 p maxim (echivalent C2 = nivel excelent de cunoaștere al limbii)

1. Ascultare (Aprox. 4 – 5 minute)
2. Scriere
3. Citire
4. Gramatică și Vocabular
5. Vorbire

- Fiecare competență va fi testată prin 6 întrebări/propoziții, etc. care vor fi evaluate conform grilei, echivalând cu notele de la 1 la 6 (6 x 1 p = 6 p). Proba de Scriere va conține 6 criterii de corectare, și anume (6 x 1 p = 6 p):

- 1) Conținut, i.e. relevanța textului redactat pentru subiectul dat
- 2) Corectitudinea structurilor gramaticale;
- 3) Ortografie (spelling);
- 4) Proprietatea vocabularului (folosirea unui vocabular adecvat);
- 5) Respectarea indicației privind numărul de rânduri;
- 6) Organizare și claritate

Pentru EXAMENUL ORAL:

LIMBAJ GENERAL - ENGLEZĂ

SPEAKING (5-8 minutes)

There are two examiners. One (the interlocutor) conducts the test, the other (the assessor) takes no active part in the interaction.

Introductory talk (alone/in pairs, by asking/answering questions):

- You introduce yourself stating your name and specialisation. You are then asked to find out some information about each other, on topics such as hobbies, interests, future plans, etc. You may be asked further questions by the interlocutor, such as:
- Where do you live?
- How long have you been studying English?
- What countries have you visited?
- Things you particularly like about living in this country
- Entertainment and leisure activities/facilities
- Future plans
- Interesting events in your life
- Influences on your life (persons, books, etc.)
- Memories of school

Describe, compare, contrast, speculate, explain, discuss, evaluate, select, etc.

The picture you have been given provides the basis for a brief discussion. You talk about the picture, listen to what your partner has to say, answer the interlocutor's questions, possibly comment on your partner's answers.

- pictures
- situations
- books

Bibliografie:

Nu este prevăzută o bibliografie anume. Totuși se propune o bibliografie orientativă pentru reliefaarea coordonării pregătirii conform criteriilor Cadrului european comun de referință. Testarea este la nivelul standard, corespunzătoare nivelului european comun de referință pentru limbi străine, cuprinzând texte din reviste, ziare, manuale școlare, conversații pe teme obișnuite, etc.

Bibliografie orientativă – Limba engleză:

LIMBAJ GENERAL - ENGLEZĂ:

- **A1**--începător; **A2**--începător plus; **B1**—intermediar; **B2**—intermediar plus; **C1**—avansat; **C2**—avansat plus.
- **A1** (începător); -
 - Driscoll, Liz. *Common Mistakes at KET...and How to Avoid Them*. Cambridge: Cambridge University Press, 2007.
 - Jackson, Andy, Jackson Audrey. *Elementary Grammar: Worksheets*. New York: Prentice-Hall International, 1992.

- **A2** (începător plus); KET
 - *Jetset Pre-Intermediate*. Coventry: Education Development International, 2008.
 - Soars, John, Soars, Liz. *Headway: Student's Book: Pre-Intermediate*. New York: Oxford University Press, 1995.

- **B1** (intermediar); PET
 - Cullen, Pauline. *Common Mistakes at IELTS Intermediate...and How to Avoid Them*. Cambridge: Cambridge University Press, 2007.
 - Murphy, Raymond. *English Grammar in Use: Self-Study Reference and Practice Book for Intermediate Students, with Answers*. New York: Cambridge University Press, 2007.
 - Jakeman, Vanessa, McDowell, Clare. *New Insight into IELTS: Student's Book, with Answers*. Cambridge: Cambridge University Press, 2008.

- **B2** (intermediar plus); FCE
 - Tayfor, Susanne. *Common Mistakes at First Certificate...and How to Avoid Them*. Cambridge: Cambridge University Press, 2005.
 - Walker, Elaine, Elsworth, Steve. *Grammar Practice for Upper Intermediate Students*. Harlow: Longman, 1996.

- **C1** (avansat); CAE
 - *Cambridge Certificate in Advanced English*. Cambridge: Cambridge University Press, 2008.
 - Powell, Debra. *Common Mistakes at CAE ...and How to Avoid Them*. Cambridge: Cambridge University Press, 2005
 - Osborne, Charles; Nuttall, Carol. *CAE practice tests with key*. London: Heinle, 2009

- **C2** (avansat plus); CPE
 - *Cambridge Certificate of Proficiency in English 4*. Cambridge: Cambridge University Press, 2005.
 - Jones, Leo. *New Progress to Proficiency: Self-Study Student's Book*. New York: Cambridge University Press, 2002.
 - Moore, Julie. *Common Mistakes at Proficiency ... and How to Avoid Them*. Cambridge: Cambridge University Press, 2005.

LIMBAJ SPECIALIZAT - ENGLEZĂ:

TEHNIC:

SPEAKING (5-8 minutes)

There are two examiners. One (the interlocutor) conducts the test, the other (the assessor) takes no active part in the interaction.

You introduce yourself stating your name and specialisation. You are then asked to find out some information on topics such as your professional domain, your current or future job, the prospects for the future in your engineering domain etc. You may be asked further questions by the interlocutor.

Sample text for the speaking test:

Hydroelectricity, in the simplest of terms, is the electricity that is generated using flowing water, or that water which is stored in a reservoir. In both cases however, the basic fundamental principle of power generation remains the same. A large volume of water is stored in a reservoir at a high altitude. A power generation plant, consisting of multiple turbines is constructed downstream, at a much lower altitude. The reservoir and the power generation plant are connected by large pipelines. When water is released from the reservoir, it flows down the pipelines at a high speed towards the turbine. Naturally, the speed at which the water flows down the pipelines will be directly proportional to the difference between the altitudes of the reservoir and the turbine. As the water flows down, its potential energy gets converted into kinetic energy, which therein works the turbine blades and produces electricity. This is how hydroelectric power is generated. Hydroelectricity has both advantages and disadvantages.

The text provides the basis for a brief discussion. You are expected to identify and discuss the main ideas of the text, comment on the specific information that it offers, speculate about parts of the text which allow interpretation (such as the advantages and disadvantages of hydroelectricity), translate parts of the text in Romanian.

Possible topics:

a) Introductory talk (individually or in pairs, by asking/answering questions):

- Which is your specialisation?
- What made you decide to take up engineering as a profession?
- Do you have a job? Describe it.
- What field of engineering do you intend to work in?
- How do you see the importance of engineering / technology in nowadays world?
- Briefly describe the contents of an academic course that you attended.
- Briefly describe the activities performed during a laboratory.
- Briefly describe the contents of your degree project.

b) Discuss, summarize, compare, speculate, explain etc. the information in a short text specialized in one branch of electrical engineering (computers, electronics, automation, electric energy etc).

Bibliografie orientativă – Limba engleză - limbaj tehnic:

- Brieger, Nick and Alison Pohl. *Technical English. Vocabulary and Grammar*. Oxford: Summertown Publishing, 2002.

- The British Council, Romania coord. *English for Science and Technology*. Bucharest: Cavallioti Publishing House, 1997.
- Danila, Viorica. *Engleza tehnica*. Bucuresti: Editura tehnica, 1982.
- Glendinning, Eric H. *English in Electrical Engineering and Electronics*. Oxford: Oxford U.P., 1980.
- Morgan, David and Nicholas Regen: *Take-Off. Technical English for Engineering*. Reading: Garnet Education, 2008.
- Walker, Tricia. *Computer Science*. Hertfordshire: Prentice Hall International, 1992.
- Williams, Ivor. *English for Science and Technology*. London: Thomson Learning, 2007.

BUSINESS ENGLISH:

Possible Topics:

Think about the following questions:

- Have you ever thought about setting up your own business?
- The difference between formal and informal meetings
- Whether you would like to work in a bank and give details
- The elements of the marketing mix
- What type of organization you would like to work for
- The skills that managers need today and whether you have these skills
- The advantages and disadvantages of business travel
- Whether you would like to work in sales and be ready to explain
- The qualities that good presenters need
- What should a business plan include?
- Some golden rules for effective business meetings
- The importance of exports and imports for a country
- The importance of extending your business through the Internet
- The importance of choosing a bank wisely before taking a loan
- How to communicate effectively through writing within an organization
- The importance of knowing your audience before giving a business presentation
- How to develop the qualities of a good communicator
- How to develop management skills as a young graduate
- What are the major types of companies? Give some examples and details about each of them.
- Have you thought about setting up a company? What do you have to do in order to set up a company?
- How can companies raise funds for their business?
- Which are the qualities a good manager needs?
- Give some examples of management styles. Which is the one that suits you?
- In your opinion, is quality important for profitability?
- What happens to the profit that companies make?
- Which are the main financial statements? Give details about one of them.
- What does the concept of auditing mean?
- Which are the functions of the central bank?

Bibliografie orientativă – Limba engleză – limbaj specializat/business:

- Chiriacescu, Adriana & al. – *Corespondență de afaceri în limbile română și engleză*, Editura Teora, București, 1995
- Dayan, A., Lindsay, W.H., Janakiewicz, A., & Marcheteau, M. *Engleza pentru marketing și publicitate*, Editura Teora, București, 2000
- *Dictionary of Business*, Oxford University Press, 2003
- Emmerson, Paul. *Business English Frameworks*, Cambridge University Press, 2002

- Emmerson, Paul. *Business Grammar Builder*, Macmillan, 2006
- *English Dictionary for Advanced Learners*, Macmillan, 2006
- Geoghegan, C.G. & Geoghegan, J.Y. *Engleza pentru negocieri*, Ed. Teora, București, 2000
- Godwin, Joy and Strutt, Tricia. *Test Your Business Vocabulary in Use*, Cambridge University Press, 2004
- Ionescu-Cruțan, Nicolae. *Dicționar economic englez-român, român-englez*, Teora, 2006, București
- Jones, Leo. *Working in English*, Cambridge University Press, 2005
- MacKenzie, Ian *English for Business Studies*, Cambridge University Press, 2001
- Mackenzie, Ian. *English for the Financial Sector*, Cambridge University Press, 2008
- Mackenzie, Ian. *Financial English*, Heinle, 2002
- Mackenzie, Ian. *Professional English in Use - Finance*, Cambridge University Press, 2008
- Mascull, Bill. *Business Vocabulary in Use-Advanced*, Cambridge University Press, 2004
- Rodgers, Drew. *English for International Negotiations, A Cross-Cultural Case Study Approach*, Cambridge University Press, 2002
- Roland, Marie-Claude & Mast-Grand, Martha. *CV în limba engleză, un pas spre angajare*, Editura Teora, București, 2000
- Sweeney, Simon. *English for Business Communication*, Cambridge University Press, 2000
- Tullis, G. & Power, S.. *New Insights into Business*, Pearson Education Ltd. 2004

LEGAL ENGLISH:

SPEAKING (5-8 minutes)

There are two examiners. One (the interlocutor) conducts the test, the other (the assessor) takes no active part in the interaction.

You introduce yourself stating your name and specialisation. You are then asked to find out some information about each other, on topics such as area of study, future plans, profession etc. You may be asked further questions by the interlocutor.

The text you have been given provides the basis for a brief discussion. You present a summary of the text, translate into Romanian the legal words and phrases and draw a parallel with the Romanian legal system.

Possible topics:

a) Introductory talk (alone or in pairs, by asking/answering questions):

- Introducing yourself
- How long have you been studying English?
- Area of study
- Future plans
- Profession

b) Select the main ideas from the text, compare the legal issues presented in the text with the Romanian legal system, translate the legal words and phrases into Romanian, speculate on the ideas presented in the text, express your opinion, develop the topic with further information from your area of study, etc.

Possible legal English topics:

- Describe the features of the legal systems in the UK, the USA and Romania
- Present the sources of law and describe the process of making new law in the UK, the USA and Romania

- Compare the court systems in the UK, the USA and Romania
- What are the criminal proceedings in your country?
- Describe the process of a civil claim.
- Legal professions: lawyers, judges - training and competencies
- The European Union law

Bibliografie orientativă – Limba engleză – limbaj juridic:

A1—începător; **A2**—începător plus; **B1**—intermediar; **B2**—intermediar plus; **C1**—avansat; **C2**—avansat plus.

A1 (începător); -

- Driscoll, Liz. *Common Mistakes at KET...and How to Avoid Them*. Cambridge: Cambridge University Press, 2007.
- Jackson, Andy & Jackson Audrey. *Elementary Grammar: Worksheets*. New York: Prentice-Hall International, 1992.

A2 (începător plus); KET

- *Jetset Pre-Intermediate*. Coventry: Education Development International, 2008.
- Soars, John, Soars, Liz. *Headway: Student's Book: Pre-Intermediate*. New York: Oxford University Press, 1995.
- *English for Legal Purposes, vol I& II*. Bucharest: Cavallioti Publishing House – The British Council, 2002.

B1 (intermediar); PET

- Cullen, Pauline. *Common Mistakes at IELTS Intermediate...and How to Avoid Them*. Cambridge: Cambridge University Press, 2007.
- Jakeman, Vanessa, & McDowell, Clare. *New Insight into IELTS: Student's Book, with Answers*. Cambridge: Cambridge University Press, 2008.
- Brown, Gillian & Rice, Rice. *Professional English in Use, Law*. Cambridge: Cambridge University Press, 2007.
- Brudașcu, Dan. *Engleza pentru juriști, curs practic*. Cluj-Napoca: Casa de Editură Sedan, 1998.
- *English for Legal Purposes, vol I&II*. Bucharest: Cavallioti Publishing House – The British Council, 2002.
- *English for Business and Administration*. Bucharest: Cavallioti Publishing House – The British Council, 1997.

B2 (intermediar plus); FCE

- Tayfoor, Susanne. *Common Mistakes at First Certificate...and How to Avoid Them*. Cambridge: Cambridge University Press, 2005.
- Walker, Elaine & Elsworth, Steve. *Grammar Practice for Upper Intermediate Students*. Harlow: Longman, 1996.
- Brown, Gillian & Rice, Rice. *Professional English in Use, Law*. Cambridge: Cambridge University Press, 2007;
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LIMBAJ GENERAL – ITALIANĂ

PROVA ORALE

Il formato della prova di produzione orale è un colloquio faccia a faccia fra un candidato e una commissione composta da due membri che interagiscono con il candidato. Nella prova orale il candidato è chiamato a presentarsi e parlare di sé. Deve sapere inoltre esprimersi nell'ambito di determinate situazioni comunicative, descrivere ed esprimere semplici valutazioni su situazioni o persone rappresentate in una foto o illustrazione.

Possibili argomenti:

- Parla della famiglia di oggi.
- Qual'è attualmente la situazione relativa alla protezione dell'ambiente?
- Il conflitto tra le generazioni esiste ancora?
- Quali sono secondo te le implicazioni del progresso tecnologico?
- Qual è la tua opinione sui mass-media?
- Si può parlare oggi del turismo come di un fenomeno di massa?
- Quali sono nella tua opinione i vantaggi e gli svantaggi delle piccole università?
- C'è un equilibrio secondo te tra numero di laureati ed il mercato di lavoro?
- Parlate del lavoro che volete fare spiegandone perché.
- Raccontate un avvenimento della vostra vita che ritenete molto importante.
- In quali condizioni potreste decidere di cambiare completamente lo stile di vita?
- Lo sport oggi: un fenomeno sociale?
- Qual'è il tipo di musica più apprezzato nel nostro paese?
- Parla dei rapporti sociali in Romania.

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- Zsigmond, Ádám, *Să învățăm corect românește: tanulójunk helyesen románul: noțiuni și exerciții de limba română pentru maghiari*, Ed. Științifică, București, 1993
- *** *Ghid de conversație român/francez (englez, italian, maghiar etc.)*, ultimele ediții (1980-2010)

B2. LCCI exam (engleză)

informații: responsabil LCCI: preparator univ. drnd. Daniela Dălălău:
lazar_danyela@yahoo.com ; telefon: 0741-396365

B3. Cambridge exam (engleză)

informații: responsabil Cambridge: lector univ. drnd. Andrea Peterlicean:
andrea_peterlicean@yahoo.com ; telefon: 0722526382

C. CERTIFICATE/ATESTATE - naționale și internaționale (de participare/absolvire, de competență lingvistică UPM, LCCI, Cambridge)

C1. Certificate de competență lingvistică UPM (limbaj general; limbaj specializat: economic, tehnic, juridic) în conformitate cu nivelurile prevăzute de Cadrul European de Referință, recunoscute de Ministerul Educației, Cercetării și Inovării și de majoritatea instituțiilor de învățământ din România.:

- în conformitate cu nivelurile prevăzute de Cadrul European de Referință
- Este recunoscut de majoritatea universităților și instituțiilor din țară. Totuși pentru siguranță candidații sunt rugați să se intereseze în prealabil dacă li se recunoaște certificatul eliberat de Universitatea UPM.
- Este recunoscut de unele instituții internaționale
- valabilitate: 2 ani de la data emiterii
- Pentru eliberarea unui alt certificat candidatul trebuie să susțină un nou examen, prezentând la examinare o nouă chitanță de plată.
- Pentru **echivalare**, contra cost, se va prezenta originalul actului și se va depune o copie xerox
- Se pot elibera **duplicate** doar contra cost (studenți interni/externi)
- Certificatul de competență lingvistică:
 - Deprinderile și descriptorii folosiți pentru a stabili competențele lingvistice ale candidatului sunt în acord cu normele lingvistice promovate de Consiliul Europei (Portfoliul Lingvistic European):
 - **A1**--începător; **A2**--începător plus; **B1**—intermediar; **B2**—intermediar plus; **C1**—avansat; **C2**—avansat plus.
 - maxim 30 puncte (echivalent C₂ din Cadrul European comun de referință)
 - minim 20 puncte (echivalent B₂).
 - minim 15 puncte (valabil doar pentru studenții UPM, **EXCLUSIV** pentru înscrierea la Licență/Masterat/Doctorat/Burse UPM; echivalent B1)

Niveluri europene ale limbilor – Grila de auto-evaluare
<http://europass.cedefop.europa.eu/LanguageSelfAssessmentGrid/ro>

	A1/Breakthrough/	A2/Waystage/	B1/Threshold/	B2/Vantage	C1/Effective Operational Proficiency	C2/Mastery
Citire	<i>Pot să înțeleg nume cunoscute, cuvinte și propoziții foarte simple, de exemplu, din anunțuri, afișe sau cataloage.</i>	Pot să citesc texte foarte scurte și simple. Pot să găsesc anumite informații previzibile în diverse materiale cotidiane (de ex., reclame, prospecte, meniuri, orare) și pot să înțeleg scrisori personale scurte și simple.	Pot să înțeleg texte redactate, în principal, într-un limbaj uzual sau referitor la activitatea mea profesională. Pot să înțeleg descrierea evenimentelor, exprimarea sentimentelor și a urărilor din scrisori personale.	Pot să citesc articole și rapoarte pe teme contemporane, în care autorii adoptă anumite atitudini și puncte de vedere. Pot să înțeleg proză literară contemporană.	Pot să înțeleg texte faprice și literare lungi și complexe, sesizând diferențele stilistice. Pot să înțeleg articolele specializate și instrucțiunile tehnice lungi, chiar dacă nu se referă la domeniul meu.	Pot să citesc cu ușurință orice tip de text, chiar dacă este abstract sau complex din punct de vedere lingvistic sau al structurii, de exemplu, manuale, articole specializate și opere literare.
V O R B I R E	<i>Pot să comunic într-o conversație simplă, cu condiția ca interlocutorul să fie dispus să repete sau să reformuleze frazele sale într-un ritm mai lent și să mă ajute să formulez ceea ce încerc să spun. Pot să formulez întrebări simple pe teme cunoscute sau de necesitate imediată și să răspund la asemenea întrebări.</i>	Pot să comunic în situații simple și uzuale care presupun un schimb de informații simplu și direct pe teme și despre activități familiare. Pot să particip la discuții foarte scurte, chiar dacă, în general, nu înțeleg suficient pentru a întreține o conversație.	Pot să fac față în majoritatea situațiilor care pot să apară în cursul unei călătorii printr-o regiune unde este vorbită limba. Pot să particip fără pregătire prealabilă la o conversație pe teme familiare, de interes personal sau referitoare la viața cotidiană (de ex. familie, petrecerea timpului liber, călătoriile, activitatea profesională și actualități).	Pot să comunic cu un grad de spontaneitate și de fluentă care fac posibilă participarea normală la o conversație cu interlocutori nativi. Pot să particip activ la o conversație în situații familiare, exprimându-mi și susținându-mi opiniile.	Pot să mă exprim fluent și spontan, fără a fi nevoie să-mi caut cuvintele în mod prea vizibil. Pot să utilizez limba în mod flexibil și eficient în relații sociale și în scopuri profesionale. Pot să-mi formulez ideile și punctele de vedere cu precizie și să-mi conectez intervențiile bine de cele ale interlocutorilor mei.	Pot să particip fără efort la orice conversație sau discuție și sunt familiarizat(ă) cu expresiile idiomatice și colocviale. Pot să mă exprim fluent și să exprim cu precizie nuanțe fine de sens. În caz de dificultate, pot să reiau ideea și să-mi restructurez formularea cu abilitate, în așa fel încât dificultatea să nu fie sesizată.
Discurs oral	<i>Pot să utilizez expresii și fraze simple pentru a descrie unde</i>	Pot să utilizez o serie de expresii și fraze pentru o descriere simplă a familiei mele	Pot să leg expresii și să mă exprim coerent într-o manieră simplă pentru a descrie experiențe și	Pot să prezint descrieri clare și detaliate într-o gamă vastă de subiecte legate de domeniul meu	Pot să prezint descrieri clare și detaliate pe teme complexe, integrând subtemele, dezvoltând	Pot să prezint o descriere sau o argumentație cu claritate și fluentă, într-un stil adaptat

	<i>locuiesc și oamenii pe care îi cunosc.</i>	și a altor persoane, a condițiilor de viață, a studiilor și a activității mele profesionale prezente sau recente.	evenimente, visele mele, speranțele și obiectivele mele. Pot să îmi argumentez și explic pe scurt opiniile și planurile. Pot să povestesc o întâmplare sau să relatez intriga unei cărți sau a unui film și să-mi exprim reacțiile.	de interes. Pot să dezvolt un punct de vedere pe o temă de actualitate, arătând avantajele și dezavantajele diferitelor opțiuni.	anumite puncte și terminându-mi intervenția cu o concluzie adecvată.	contextului; cu o structură logică eficientă, care să ajute auditorul să sesizeze și să rețină punctele semnificative.
Scriere	<i>Pot să scriu o carte poștală scurtă și simplă, de exemplu, cu salutări din vacanță. Pot să completez formulare cu detalii personale, de exemplu, numele, naționalitatea și adresa mea pe un formular de hotel.</i>	Pot să scriu mesaje scurte și simple. Pot să scriu o scrisoare personală foarte simplă, de exemplu, de mulțumire.	Pot să scriu un text simplu și coerent pe teme familiare sau de interes personal. Pot să scriu scrisori personale descriind experiențe și impresii.	Pot să scriu texte clare și detaliate într-o gamă vastă de subiecte legate de domeniul meu de interes. Pot să scriu un eseu sau un raport, transmițând informații sau argumentând în favoarea sau împotriva unui punct de vedere. Pot să scriu scrisori subliniind semnificația pe care o atribui personal evenimentelor sau experiențelor.	Pot să mă exprim prin texte clare, bine structurate, dezvoltând punctele de vedere. Pot să tratez subiecte complexe într-o scrisoare, un eseu sau un raport, subliniind aspectele pe care le consider importante. Pot să selectez un stil adecvat destinatarului.	Pot să scriu texte clare, cursive, adaptate stilistic contextului. Pot să redactez scrisori, rapoarte sau articole complexe, cu o structură logică clară, care să-l ajute pe cititor să sesizeze și să rețină aspectele semnificative. Pot să redactez rezumate sau recenzii ale unor lucrări de specialitate sau opere literare.



Nr _____ din _____

PUNCTAJ

max. 30 puncte (echivalent C₂ din Cadrul European comun de referință)
 minimum 20 puncte (echivalent B₂)
 minimum 15 puncte (echivalent B1/licență UPM/masterat UPM)

C E R T I F I C A T

privind gradul de cunoaștere a limbii engleze/franceze/germane/italiene/române

de către Dl./D-na _____ născut/ă _____ la data de _____
 având funcția de _____ la _____

	A1	A2	B1	B2	C1	C2
APTITUDINEA DE ÎNȚELEGERE						
Ascultare	1	2	3	4	5	6
Citire	1	2	3	4	5	6
APTITUDINEA DE A VORBI						
Conversație	1	2	3	4	5	6
APTITUDINEA DE A SCRIE						
Redactare	1	2	3	4	5	6
Gramatică și Vocabular	1	2	3	4	5	6

Certificatul este valabil doi ani de la data emiterii

Deprinderile și descriptorii folosiți pentru a stabili competențele lingvistice ale candidatului sunt în acord cu normele lingvistice promovate de Consiliul Europei (Portofoliul Lingvistic European).

A1--începător; **A2**--începător plus; **B1**--intermediar; **B2**-- intermediar plus; **C1**--avansat; **C2**--avansat plus

TOTAL PUNCTE:

D E C A N,
Prof.univ.dr. Iulian Boldea

COMISIA DE EXAMINARE:

Examinator 1 _____
 Examinator 2 _____

C2. Certificate LCCI (London Chamber of Commerce and Industry): **engleză**
(limbaj:general/specializat):

- **JETSET** (limbaj general);
- **EFB** (English for Business; limbaj specializat);
- **EFT** (English for Tourism; limbaj specializat);
- valabilitate: nedeterminată
- recunoscute național (pentru BAC) și internațional

C3. Certificate Cambridge: **engleză** (limbaj:general/specializat):

- **PET/FCE/CAE/CPE**
- **IETFL**
- **EFB**

ELIBERAREA CERTIFICATELOR

.Certificate de participare/absolvire = se elibereaza de UPM în urma absolvirii unui modul de pregătire

C1. Certificate de competență lingvistică UPM

- Certificatele pentru înscrierea la licența UPM în urma sesiunilor speciale se vor ridica de la Decanatele Facultăților unde sunt arondați studenții (respectiv Facultatea de Științe Economice, Juridice, și Administrative, Facultatea de Științe și Litere, și Facultatea de Inginerie) – după anunțarea rezultatelor.
- Certificatele pentru înscrierea la licență (externi) se vor înregistra, însoțite de chitanță la Resource Room (R34), și se vor ridica tot de la Resource Room.
- Certificatele în alte scopuri decât pentru înscrierea la licență (burse, masterate, doctorate, angajări, promovări, etc.) se vor înregistra la Resource Room, însoțite de chitanță, și se vor ridica tot de la Resource Room, strada Nicolae Iorga nr. 1, clădirea R, sala R34, după susținerea examenului, în zilele lucrătoare, conform programului afișat.
- Sesizările, contestațiile se vor adresa d-nei conf. univ. dr. Anda Ștefanovici, responsabil competență lingvistică.

C2. Certificatele LCCI = se vor ridica de la prep. univ. drnd.Daniela Dălălău, responsabil LCCI, în momentul sosirii lor din Anglia.

C3. Certificatele Cambridge = se vor ridica de la lector. univ.dr. Andrea Peterlicean, responsabil Cambridge, în momentul sosirii lor din Anglia.

ECHIVALAREA CERTIFICATELOR

- Pentru **echivalare**, contra cost, se va prezenta la Resource Room sau la cadrele didactice responsabile originalul actului și se va depune o copie xerox

Pentru înscrierea la licență/masterat/doctorat/burse UPM, se echivalează următoarele Certificate internaționale:

- **ENGLEZĂ**:
 - **LCCI** (London Chamber of Commerce & Industry):
 - **JETSET** (Junior English Tests and Senior English Tests)
 - **EfB** (English for Business)
 - **EfT** (English for Tourism);
 - **Cambridge** (UCLES – University of Cambridge Local Examinations Syndicate):
 - **FCE** (First Certificate in English)
 - **CAE** (Certificate in Advanced English)
 - **BEC** (Business English Certificates)
 - **CPE** (Certificate of Proficiency in English)
 - **ILEC** (International Legal English Certificate)
 - **IELTS** (International English Language Testing System)
 - **ILEC** (International Legal English Certificate)
 - **ICFE** (International Certificate in Financial English)
 - **ETS** (Educational Testing Service):
 - **TOEFL** (Test of English as a Foreign Language),
 - **TOEIC** (Test of English for International Communication);
 - **ANGLIA** (Anglia General English Examinations / Anglia Internet Business Examinations);
- **FRANCEZĂ**: **DALF, DELF**
- **ITALIANĂ**: **CELI, CILS**
- **GERMANĂ**: **ZD, Sprachdiplom**

**ECHIVALĂRI CERTIFICATE INTERNAȚIONALE
RECUNOSCUTE DE UPM CONFORM CEF (COMMON
EUROPEAN FRAMEWORK) PENTRU LIMBA ENGLEZĂ***

Niveluri CER	Abilități CER (Cadru european de referință)	Descriptori UPM	Echivalare UPM (punctaj)
A1	Utilizarea limbii la nivel elementar (Breakthrough)	începător	1 - 5 p
A2	Utilizarea limbii la nivel elementar (Waystage)	începător plus	6 - 10 p
B1	Utilizarea independentă a limbii (Threshold)	intermediar	11 - 15 p
B2	Utilizarea independentă a limbii (Vantage)	intermediar plus	16 - 20 p
C1	Utilizarea competentă a limbii (Effective Operational Proficiency)	avansat	21 - 25 p
C2	Utilizarea competentă a limbii (Mastery)	avansat plus	26 - 30 p

Echivalări ale certificatelor internaționale recunoscute de UPM - conform CEF (Common European Framework) pentru limba engleză*:

Se echivalează DOAR B1/B2/C1/C2
(nivelurile A1 și A2 NU se echivalează)

Niveluri europene ale limbilor – Grila de auto-evaluare

<http://europass.cedefop.europa.eu/LanguageSelfAssessmentGrid/ro>

CEF	A1 (Nu)	A2 (Nu)	B1 (Da)	B2 (Da)	C1 (Da)	C2 (Da)
LCI	JETSET	Level 2	Level 4	Level 5	Level 6	Level 7
	EfB	Preliminary Credit; Preliminary Pass	Level 2 (Pass); Level 1 (Distinction; Credit)	Level 3 (Pass); Level 2 (Distinction; Credit)	Level 4 (Pass); Level 3 (Distinction; Credit)	Level 4 (Distinction; Credit)
	EfT	-	Level 2 Pass; Level 1 (Distinction; Credit)	Level 2 (Distinction, Credit)	-	-
	ELSA		B1	B2	C1	
CAMBRIDGE	UCELES	YLE Movers	PET	FCE	CAE	CPE
	ILEC	-	-	ILEC	ILEC	ILEC
	ICFE	-	-	ICFE	ICFE	ICFE
	IELTS	1	2-3	4-4.5	5-6	6,5-7

	BEC	-	BEC 1	BEC 2	BEC 3	-
ETS	TOEFL – PBT*	-	447-483 407-447 343-407	570-607 533-570 570-607	630-677 610-630	-
	TOEFL – CBT*	-	130-160 100-130 60-100	230-253 200-130 160-200	267-300 253-267	-
	TOEIC	10-100	500-600 400-500 250-400	800-900 700-800 600-700	950-990 900-950	-
	AGEX	Preliminary	Pre-Intermediate Level; Intermediate Level	Advanced Level	ACCEPT/Proficiency Level	Masters Level
ANGLIA EXAMINA- TIONS	AIBEE	-	Anglia Practical Business English	-	Anglia Advanced Business English	Proficiency in Business English
	ISE	-	ISE 1	ISE2	ISE3	ISE4
TRINITY INTEGRATED SKILL IN ENGLISH	ISE	-	ISE 1	ISE2	ISE3	ISE4
EUROPEAN CONSORTIUM FOR THE CERTIFICATE OF ATTAINMENT IN MODERN LANGUAGES	ECL	-	ECL	ECL	ECL	-

* PBT – Paper based test; CBT – Computer based test

Diplôme d'études en langue française	DELFF	-	-	-	B1	B2	-	-
Diplôme approfondi de langue française	DALF	-	-	-	-	-	C1	C2
Test de connaissance du français	TCF	A1	A2	-	B1	B2	C1	C2
Test d'évaluation du français	TEF	A1	A2	-	B1	B2	C1	C2
Das Deutsche Sprachdiplom der Kultusministerkonferenz (Zweite Stufe)	DSD	-	-	-	-	B2	C2	C2
Das Österreichische Sprachdiplom Deutsch - Zertifikat Deutsch für Jugendliche - Zertifikat Deutsch - Mittelstufe Deutsch - Oberstufe Deutsch - Wirtschaftssprache Deutsch	ÖSD - / - ZD - MD	-	-	-	B1	B2 B2	C1	C2
Goethe-Zertifikat B1: Zertifikat Deutsch für Jugendliche	ZDj	-	-	-	B1	-	-	-
Goethe-Zertifikat B1: Zertifikat Deutsch	ZD	-	-	-	B1	-	-	-

Goethe-Zertifikat B2	-	-	-	-	-	-	B2	-	-
Zertifikat Deutsch für den Beruf	ZDFB	-	-	-	-	-	B2	-	-
Goethe-Zertifikat C1: Zentrale Mittelstufenprüfung	ZMP	-	-	-	-	-	-	C1	-
Prüfung Wirtschaftsprüfung International	PWD	-	-	-	-	-	-	C1	-
Goethe-Zertifikat C2: Zentrale Oberstufenprüfung	ZOP	-	-	-	-	-	-	-	C2
Kleines Deutsches Sprachdiplom	KDS	-	-	-	-	-	-	-	C2
Großes Deutsches Sprachdiplom	GDS	-	-	-	-	-	-	-	C2+
Der Test Deutsch als Fremdsprache	TestDaF	-	-	-	-	-	B2	C1	-
Certificazione di Italiano come Lingua Straniera									
- Livello Uno									
- Livello Due									
- Livello Tre									
- Livello Quattro									
Certificazione della lingua italiana	CELI 2 CELI 3 CELI 4 CELI 5	-	-	-	-	-			
							B2	C1	C2

ELIBERAREA DE DUPLICATE

- Se pot elibera **duplicate** doar contra cost (studenți interni/externi)

D. SERVICII DE TRADUCERI ȘI INTERPRETARIAT:

- Traduceri generale / specializate din/în limbile engleză, franceză, italiană, germană, română, (traducători autorizați)

INFORMAȚII UTILE:

- **Site UPM:** CCLASC/ Competență lingvistică = <http://upm.ro/studenti/index.html>
- **Site CCLASC:** <http://cclasc.upm.ro/>
- **CIP: telefon:** 0265-233112 interior 239;
- **Resource Room** : pentru interni (burse, masterate, doctorate, angajări, promovări etc.) și pentru externi (candidați pentru înscrierea la licență la alte universități) :
 - = sala R34, strada N.Iorga nr 1, Clădirea R;
 - **Sántha Emese** (bibliotecar Resource Room);
 - Email:
 - A. ekovacs_2k@yahoo.com
 - B. resource.room@science.upm.ro
 - telefon: Filologie: centrală: 0265-236213/ 0265-233112 (int. 220)
mobil: 0745-330565
- **Decanatele Facultăților**, zi și IFRD (în cazul sesiunilor de examinare organizate pentru înscrierea la licența UPM)
- **Director CCLASC/Responsabil Competență Lingvistică:**
 - **Conf.univ.dr. Ștefanovici Anda:** andastefanovici@yahoo.com
telefon: Filologie: centrală: 0265-236213/ 0265-233112 (int. 220)
mobil: 0746-439212
ClădireaR/sala R37
- **Responsabili limba engleză:**
 - **Conf.univ.dr. Anda Ștefanovici:** andastefanovici@yahoo.com
 - **Lect. univ. dr. Dana Rus:** ddana_rus@yahoo.com
 - **Lect. univ. dr. Andrea Peterlicean:** andrea_peterlicean@yahoo.com
 - **Lect. univ.dr. Iustin Sfâriac:** iustinsfariac@yahoo.com
 - **Lect. univ.dr. Lia Conțiu:** liacontiu@yahoo.com

- Lect. univ.dr. Nicoleta Medrea: n_medrea@yahoo.com
 - Asist.univ.dr. Bianca Han: hanbianca@yahoo.com
 - Asist.univ.drnd. Cristina Nicolae: ncr111@yahoo.com
 - Asist.univ.drnd. Ildiko Zoltan: i_zoltan_csuri@yahoo.com
 - Prep.univ.dr. Dălălău Daniela: lazar_danyela@yahoo.com
-
- **Responsabil limba germană:**
 - **lector univ. dr. Andrea Peterlicean:** andrea_peterlicean@yahoo.com
telefon: Ing. Mec.: centrală: 0265-236213/ 0265-233112 (int. 137)
mobil: 0722-526382;
Clădirea A/Inginerie/sala A106
-
- **Responsabil limba franceză/italiană:**
 - **Asist.univ. drnd. Corina Dâmbean:** corinadambean@yahoo.fr
telefon: Filologie: centrală: 0265-236213/ 0265-233112 (int. 211)
mobil: 0744-358478; 0722-406119;
Clădirea R/sala R04
-
- **Responsabil română:**
 - **Conf.niv.dr. Luminița Chiorean:** luminita.chiorean@yahoo.com
telefon: Filologie: centrală: 0265-236213/ 0265-233112 (int. 211);
mobil: 0756467259
Clădirea R/sala R04
-
- **Responsabil LCCI:**
 - **Prep.univ.dr. Dălălău Daniela:** lazar_danyela@yahoo.com
telefon: 0741-396365
Clădirea Livezeni
-
- **Responsabil Cambridge:**
 - **lector univ. dr. Andrea Peterlicean:** andrea_peterlicean@yahoo.com;
telefon: 0722-526382;
Ing. Mec.: centrală: 0265-236213/ 0265-233112 (int. 137)
Clădirea A/sala 106

Dicționare:

<http://biblioteca.upm.ro>
www.thefreedictionary.com/
<http://dictionary.cambridge.org/>
www.m-w.com
<http://dictionary.reference.com/>
www.dexonline.ro

MODELE DE TESTE

ENGLEZĂ
FRANCEZĂ
ITALIANĂ
GERMANĂ
ROMÂNĂ

TEST 1. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LIMBA ENGLEZĂ – ENGLEZĂ GENERALĂ

Varianta 1

I. Listen to the following text and choose one of the possible answers (A), (B), **or** (C) for the questions based on what the speakers state or imply. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), **or** (C) on your answer sheet. An example is given:

Example: (0) Blue Harbour Cruises run three cruises a day and these are

- (A) completely different in every respect
- (B) exactly the same, but at different hours
- (C) basically the same, with some differences in what they offer

Answer: 0. C

(1) On the Highlight Cruise you

- A. get coffee and snacks
- B. have to pay separately if you want to eat or drink anything
- C. have to pay for the postcard

(2) According to the clerk, the ... is the most advantageous offer.

- A. Sunset Cruise
- B. Noon Cruise
- C. Highlight Cruise

(3) The ... only runs during a limited period of the year.

- A. Noon Cruise
- B. Highlight Cruise
- C. Sunset Cruise

(4) On the Sunset Cruise, you can eat or drink

- A. whenever you feel like it
- B. when you watch the sunset
- C. if you go through the cruise

(5) If you don't speak English, you

- A. have to bring a friend to translate for you
- B. can only hear the most interesting information
- C. can read the printed material

(6) If you want to sit on the upper deck during the cruise,

- A. you are advised to wear a hat
- B. the organisers will provide you with a hat
- C. first you must get sunburned

II. Translate into English:

- (1) Șoferul a oprit autobuzul ca pasagerii să poată admira clădirea.
- (2) Copiii au crezut că gheața este destul de groasă ca să patineze pe ea.
- (3) Secretara mea este obișnuită să ia singură decizii.
- (4) Nu a vorbit cu noi de când a venit acasă.
- (5) Ar fi trebuit să cumperi mai puțin lapte și mai multe ouă.
- (6) Ce ar face Tom dacă i-am spune această poveste?

III. Give the letter of the correct answer (A), (B), or (C). Only **one** variant is correct. Write the **number** and the **LETTER** (A), (B), or (C) on your answer sheet.

I didn't know you were (1) ... dogs. – I'm not, actually. I (2) ... this one (3) ... last year and I haven't been able to get rid of it (4) It (5) ... to my orders and it (6) ... the postman twice.

- | | | |
|---------------------------|---------------------|--------------------|
| (1) A. eager on | B. fond of | C. keen about |
| (2) A. got | B. had got | C. have got |
| (3) A. for present | B. as a present | C. like a present |
| (4) A. since that | B. from then | C. since then |
| (5) A. is never listen | B. has never listen | C. never listens |
| (6) A. has already bitten | B. already bited | C. already has bit |

IV. Write a short paragraph (9-10 lines) about a place you would like to visit.

V. Read the following text and choose one of the possible answers (A), (B), or (C) for the questions based on what the text states or implies. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), or (C) on your answer sheet.

Most countries in the world now welcome tourists because of the money they bring in. Many countries make great efforts to encourage tourism, and many also depend on what they earn from it to keep their economies going.

People who like adventure will even try to visit countries where travel is difficult and costs are high. Companies regularly arrange trips through the Sahara desert, or to the Himalayan Mountains for whoever enjoys such trips, but the numbers of visitors are small. Most tourists try to choose whichever places have comfortable, cheap hotels, quite good food, reasonable safety, sunny weather and plenty of amusements or unusual things to see. Their choice of a place for a holiday also depends very much on when they can get away; it is not very pleasant to go to a place when it is having its worst weather.

One of the big problems for a nation wishing to attract a lot of tourists is the cost of building hotels for them. Building big hotels swallows up a lot of money, and many of the countries that need tourists are poor. What they spend on building has to be borrowed from foreign banks; and sometimes the money they can afford to borrow produces only chains of ugly hotels wherever there are beauty spots that are supposed to attract the tourists.

There is also the question of training staff; teaching them foreign languages, how to cook the kind of food that foreign tourists expect, and so on. In many countries, special colleges and courses have been set up for this.

Crime can also be a problem. Seeing tourists who seem to be much richer than themselves, the local inhabitants are often tempted to steal from them. Sometimes tourists resist and get killed, and then other tourists refuse to come to the country.

But an even greater problem in many countries is the effect that the sight of foreigners has on the local population. A man who lives in a very small house, owns almost nothing, works very hard for his living and has very strong rules about modesty in dress and not drinking alcohol sees foreign tourists rejoicing in what to him is great luxury, owning cars, wearing very few clothes and drinking a lot. These tourists may be ordinary workers back at home, but to the poor inhabitant they seem to be very rich. And of course, he either feels envy for them or thinks them shameless.

Tourists, too, often feel shocked by the different customs and habits that they see around them. They refuse the local food, and insist on having only what they eat back home.

They say that travel broadens the mind; but it is doubtful whether this is so; often, it narrows it.

(SOURCE: L.A. Hill, *Further Stories for Reading Comprehension B*, Longman, 1994, ISBN 0-582-74896-8, Unit 8, p 27-28)

- (1) What would happen to some countries if tourism stopped?
 A. Their economies would be completely ruined.
 B. Other efforts would keep their economies going.
 C. They would earn more money.
- (2) When they go on holiday, most tourists want ...
 A. adventures on difficult terrain
 B. comfort and entertainment
 C. to get away from the bad weather
- (3) The expression “beauty spot” in this text refers to ...
 A. a dark mark on the skin of an attractive woman
 B. a hotel that includes a beauty salon and offers cosmetic treatment
 C. a location remarkable for its picturesque scenery
- (4) How do many countries get staff for their hotels?
 A. They get foreign tourists to show them what kind of food they expect.
 B. They offer instruction for those who wish to get a job in the hospitality industry.
 C. They only employ local people who speak foreign languages.
- (5) Inhabitants sometimes kill tourists when the tourists ...
 A. defend themselves against attempts of robbery
 B. are much richer than themselves
 C. refuse to come to the country
- (6) Local people often consider tourists shameless because they ...
 A. are ordinary workers
 B. demand the kind of food they could have eaten at home
 C. wear very few clothes and drink a lot

WRITTEN EXAM (GEN.) 1: KEY

I. Listening Comprehension / Ascoltare (6 X 1 = 6 punte)

TAPESCRIPT (SOURCE: Jakeman, Vanessa & McDowell, Clare; *New Insights into IELTS*, WB, Cambridge, 2008, ISBN 978-0-521-68090-5, Listening 2, Track 06, p 113)

CLERK: Good morning, Blue Harbour Cruises. How can I help you?

CUSTOMER: Can you tell me something about the different harbour cruises you run?

CLERK: Well ... we run three cruises every day, each offering something slightly different.

CUSTOMER: Let me just get a pencil.

CLERK: Firstly, there's the Highlight Cruise, ... then we do the Noon Cruise and we also have our Sunset Cruise.

CUSTOMER: Could you tell me a little bit about them? When they leave, what they cost, that sort of thing?

CLERK: Well, the Highlight Cruise is \$16 per person and that leaves at 9.30 every morning and takes two hours to go round the harbour.

CUSTOMER: Right ... 9.30 ... and do you get coffee or refreshments?

CLERK: No, but there's a kiosk on board where you can buy drinks and snacks. And we do provide everyone with a free postcard.

CUSTOMER: Right. And the Noon Cruise? Can you give me some details on that one?

CLERK: Well ... the Noon Cruise is a little more expensive – it's \$42 per person, and that departs at 12 o'clock, of course. It's actually very good value because it takes about three hours, as it goes round the harbour twice and, of course, for that price you also get lunch.

CUSTOMER: I see ... and what about the last one?

CLERK: Well that's \$25 a head. And it takes two hours.

CUSTOMER: And when does that depart?

CLERK: We only run that one in the summer months, and it leaves punctually at a quarter past six.

CUSTOMER: And presumably you get a chance to see the sunset.

CLERK: Yes, indeed, which is why it only runs in the summer.

CUSTOMER: And is there anything included?

CLERK: Oh, yes. All passengers receive drinks and snacks, served throughout the cruise.

CUSTOMER: Can I book for tomorrow?

CLERK: No need to book. Just be down at the quay at six o'clock. All our cruises depart from jetty no.2.

CUSTOMER: Can you tell me where that is exactly?

CLERK: Yes, no.2 jetty is opposite the taxi rank. It's clearly signposted.

CUSTOMER: Right ... and can you tell me – is there a commentary?

CLERK: Yes, there is. On all the cruises.

CUSTOMER: Do they do the commentary in any other languages?

CLERK: No, it's just in English, I'm afraid.

CUSTOMER: Oh ... so I'll have to translate for my friend, I suppose, as she's from Japan.

CLERK: Well, there is a brochure with some information about the places of interest, and that's printed in several languages, including Japanese.

CUSTOMER: Oh, fine.

CLERK: Oh, and one other thing. It gets extremely hot on the upper deck even at that time of day, so it's a good idea to bring a hat. Otherwise you could get quite sunburned.

CUSTOMER: Right. I'll remember that. Thanks very much.

- (1) B (4) A
- (2) B (5) C
- (3) C (6) A

II. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Translation (6 X 0,5 = 3 puncte)

- (1) The driver stopped the bus so that the passengers could admire the building.
- (2) The children thought the ice was thick enough (for them) to skate on.
- (3) My secretary is used to making/ taking decisions by herself.
- (4) He hasn't spoken to us since he came home.
- (5) You should have bought less milk and more eggs.
- (6) What would Tom do if we told him this story?

III. English in Use / Gramatică și Vocabular:

B. Multiple Choice (6 X 0,5 = 3 puncte)

- (1) B (4) C
- (2) A (5) C
- (3) B (6) A

V. Reading Comprehension (6 X 1 = 6 puncte)

- (1) A (3) C
- (2) B (4) B
- (5) A (6) C

TEST 2. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LIMBA ENGLEZĂ – ENGLEZĂ GENERALĂ

Varianta 2

I. Listen to the following text and choose one of the possible answers (A), (B), or (C) for the questions based on what the speakers state or imply. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), or (C) on your answer sheet. An example is given:

Example: (0) The introduction of stamps was considered

- (A) unusual
- (B) uneconomical
- (C) unnecessary

Answer: 0. A

(1) Before the postage stamp was introduced, who usually paid for the delivery of a letter?

- A. the sender
- B. the receiver
- C. the post office

(2) The pre-paid adhesive postage stamp was

- A. a clever scam
- B. an ingenious invention
- C. a preposterous trick

(3) When was the single rate for a stamp introduced?

- A. 1834
- B. 1839
- C. 1840

(4) Before stamps, the cost of sending a letter depended on

- A. where it was going
- B. how much it weighed
- C. how long it took to arrive

(5) Today the Penny Black stamps are

- A. extremely valuable
- B. very fortunate
- C. worth a penny

(6) The process of stamp production is

- A. expensive
- B. difficult
- C. time-consuming

II. Translate into English:

- (1) Își face datoria de când era copil.
- (2) De n-aș fi atât de ocupată, mi-ar plăcea să cultiv flori.
- (3) Trebuie să se acomodeze cu noua slujbă.
- (4) Ai zburat vreodată peste capitală?
- (5) Ar fi trebuit să iei și tu parte la acele discuții.
- (6) Mi-a spus că se grăbește să ajungă acasă.

III. Give the letter of the correct answer (A), (B), or (C). Only **one** variant is correct. Write the **number** and the **LETTER** (A), (B), or (C) on your answer sheet.

(1) ... out anything about the trains (2) ... Liverpool yet? – No. I rang the station last night but the man who (3) ... the phone did not seem to be (4) ... the times. He (5) ... something about a new (6)

- | | | |
|------------------------|------------------|------------------|
| (1) A. Have you found | B. Did you find | C. Did you found |
| (2) A. for | B. towards | C. to |
| (3) A. has answered | B. was answering | C. answered |
| (4) A. certain in | B. sure about | C. assured as to |
| (5) A. said | B. sayed | C. was saying |
| (6) A. going of trains | B. timetable | C. calendar |

IV. Write a short paragraph (9-10 lines) about a member of your family you like.

V. Read the following text and choose one of the possible answers (A), (B), or (C) for the questions based on what the text states or implies. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), or (C) on your answer sheet.

The giant panda lives mainly in the bamboo forests of the steep mountains of Western China. About 1600 giant pandas still survive in the wild, but only a very few have ever been seen alive outside China. It was adopted as the symbol of the World Wildlife Fund when it was formed in 1961 and since then the panda has become a familiar sight on T-shirts, badges and car-stickers. It is probably the most valuable and popular zoo animal. The arrival of a panda at a zoo can turn a loss into a healthy profit.

Giant pandas can live for up to 20 years, and a big male can weigh 150 kilos. Their diet is famously dull, with bamboo representing 99% of their intake (which is rather strange given that their physiology is typical of a carnivore). They can eat 4 kilos at a sitting and may chew for 14 hours a day. Unable to store fat effectively, they continue eating in the bitterly cold winter, at a time when many other bears hibernate.

A new born panda weighs barely 125 grams and measures less than 15 cm. The female panda is 800 times heavier than her baby at birth and the baby is 3-4 months old before it can crawl. It is pinkish-white at birth without dark markings and the familiar black eyes.

Their dependence on bamboo is the main threat to their survival. The bamboo plant dies off about every 100 years and when this last happened in 1975, nearly 150 pandas died. This threat of extinction has led to the setting up of a panda research centre in China with \$1 million being contributed by the WWF.

The first breeding in captivity was at Peking zoo in September 1963. More than 50 giant pandas have been born alive only in Chinese zoos since then.

Although very slow-moving and peaceful, the panda can be vicious when angry. For most of us, however, the giant panda remains a lovable, cuddly, living teddy bear. It is certainly very popular with children and regularly rates in the top ten of children's favourite animals.

(SOURCE: *The Giant Panda*, World Wildlife Fund leaflet – adapted)

(1) 'About 1600 giant pandas still survive in the wild', means there are approximately 1600 giant pandas and

- A. they are all very savage
- B. their movements are controlled
- C. they still live outside zoos in their natural habitat

(2) 'It was adopted as the symbol of the World Wildlife Fund' means that

- A. they decided to use a picture of a panda to represent their organisation
- B. they decided to fund only the protection of the giant pandas
- C. they have found parents for one giant panda at their headquarters

- (3) 'The arrival of a panda at a zoo can turn a loss into a healthy profit' means that
 A. a zoo which buys a panda can sell it for more money to another buyer
 B. the zoo has more money to look after the animals' health, and can sell them for a higher price
 C. more people pay to visit a zoo, and it stops losing money and starts making a profit
- (4) 'They can eat 4 kilos at a sitting' means that the panda
 A. is able to eat 4 kilos at one mealtime
 B. eats 4 kilos every time it sits down
 C. can only eat 4 kilos in a sitting position
- (5) 'Their dependence on bamboo is the main threat to their survival' means that
 A. the bamboo is dangerous because they often fall from these plants and injure themselves
 B. the unreliability of the bamboo is the greatest danger to them, since it is the only food they eat
 C. pandas use bamboo sticks to defend themselves against other pandas
- (6) 'The panda regularly rates in the top ten of children's favourite animals' means that
 A. the panda is the favourite animal of all children
 B. the panda is usually voted as one of the ten most popular animals by children
 C. children consider the panda one of the ten most ordinary animals in the world

WRITTEN EXAM (GEN.) 2: KEY

I. Listening Comprehension / Ascoltare (6 X 1 = 6 punte)

TAPESCRIPT

(SOURCE: Jakeman, Vanessa & McDowell, Clare; *New Insights into IELTS*, WB, Cambridge, 2008, ISBN 978-0-521-68090-5, Listening 6, Track 17, p 117)

STUDENT 1: What topic are you researching for your economic history assignment?

STUDENT 2: Well, I've decided to look at the history of postage stamps.

STUDENT 1: That's different.

STUDENT 2: Yes, well ... postage stamps played an important role in the development of 19th century commerce. They were quite a novel idea at the time of their introduction.

STUDENT 1: Oh, were they really?

STUDENT 2: Yes ... because ... you know ... before they had stamps, the addressee – that's the person receiving the letter, not the sender – used to have to pay for the letter to be delivered, and of course, if he didn't want to pay ...

STUDENT 1: ... Or maybe he couldn't pay ...

STUDENT 2: Yeah, if he couldn't pay, he could refuse to accept the letter and in effect the post office had to cover the cost. So, they came up with the brilliant idea of having a pre-paid stamp which the sender always paid for.

STUDENT 1: So when was the first stamp produced?

STUDENT 2: Well ... the idea of an adhesive postage stamp – one that you could stick onto your letter – was initially devised in Great Britain around 1834. But it took the government until 1839 to accept the idea, and the first stamp was produced in 1840. And that's when they introduced the uniform price.

STUDENT 1: And how much was that?

STUDENT 2: It was one penny for each letter ...

STUDENT 1: ... No matter where the letter was being sent within Britain?

STUDENT 2: Yes, that's right, because previously each letter was charged, not so much by size or by weight, but according to its destination.

STUDENT 1: Oh, really?

STUDENT 2: The first stamp was called the Penny Black. If you've got one these days they're worth an absolute fortune!

STUDENT 1: They're always bringing out new stamps, though, aren't they, so I figure they must be quite easy and economical to produce.

STUDENT 2: Well, yes, but more to the point it's quite a lengthy business because there are so many stages to go through.

- (1) B
- (2) B
- (3) C
- (4) A
- (5) A
- (6) C

II. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Translation (6 X 0,5 = 3 puncte)

- (1) He's been doing his job since he was a child.
- (2) If I weren't so busy, I would like to grow flowers.
- (3) He must get used to the new job.
- (4) Have you ever flown over the capital?
- (5) You should have taken part in those discussions.
- (6) He told me he was in a hurry to get home.

III. English in Use / Gramatică și Vocabular:

B. Multiple Choice (6 X 0,5 = 3 puncte)

- (1) A
- (2) C
- (3) C
- (4) B
- (5) A
- (6) B

V. Reading Comprehension (6 X 1 = 6 puncte)

- (1) C
- (2) A
- (3) C
- (4) A
- (5) B
- (6) B

TEST 3. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LIMBA ENGLEZĂ – ENGLEZĂ GENERALĂ

Varianta 3

I. Listen to the following text and choose one of the possible answers (A), (B), or (C) for the questions based on what the speakers state or imply. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), or (C) on your answer sheet. An example is given:

Example: (0) In Asia, rice is
(A) cultivated on common land
(B) the most widespread cereal
(C) cropped by conventional effort

Answer: 0. B

- (1) The greatest part of the world's rice is ... in Asia.
A. produced and consumed
B. consumed
C. produced
- (2) Daisy says about rice that
A. some types need less water than others
B. all varieties have a lovely aroma
C. its wild variety is grown throughout Asia
- (3) The amount of water necessary to cultivate rice
A. can easily be provided in any weather
B. is more than any other kind of cereal would need
C. depends on where the rice grows
- (4) A priority for rice farmers is to be able to
A. predict the weather patterns
B. grow rice without fertilisers
C. manage water resources
- (5) The International Rice Research Institute is in
A. China
B. Japan
C. the Philippines
- (6) Scientists in Bangladesh want to find a
A. way to reduce the effects of global warming
B. type of rice resistant to flooding
C. more effective type of fertiliser

II. Translate into English:

- (1) Le merge bine de când s-au mutat în casa cea nouă.
(2) Adu-i aminte să caute dicționarul.
(3) Ai observat cât de obosit era?
(4) Zgomotul copiilor care se jucau pe stradă era îngrozitor.
(5) Dacă îmi spunea adevărul, nu mă supăram pe el.
(6) Sunt doar zece minute de când a început să plouă.

III. Give the letter of the correct answer (A), (B), or (C). Only **one** variant is correct. Write the **number** and the **LETTER** (A), (B), or (C) on your answer sheet.

(1) ... Tom lately? I rang his flat (2) ... last week but got no answer. – Oh, he has been in America (3) ... last month. He (4) ... out for a week and then (5) ... to stay on. I guess he (6) ... a good time.

- | | | |
|--------------------|----------------|------------------|
| (1) A. Did you see | B. Did you saw | C. Have you seen |
| (2) A. double | B. twice | C. two time |
| (3) A. for | B. since | C. beginning |
| (4) A. flew | B. flow | C. flied |
| (5) A. was decided | B. had decided | C. decided |
| (6) A. is having | B. is getting | C. is doing |

IV. Write a short paragraph (9-10 lines) about a singer or band you like.

V. Read the following text and choose one of the possible answers (A), (B), or (C) for the questions based on what the text states or implies. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), or (C) on your answer sheet.

Grandad's Last Post

My old grandad would have got hot and bothered over the postal strike. He liked getting letters and he liked sending letters, although he could neither read nor write. He was over ninety years old and he lived alone in a little mining village in Derbyshire. His married daughter, my mother, lived in Leeds.

She couldn't get down to see him all that often and it was pointless writing because there was no one to read her letters to him, and he wouldn't have cared to show them to anyone who wasn't family.

So they worked out between them a unique way of keeping in touch.

Every Monday morning my mother used to sit down at the kitchen table with the ink-bottle and the writing paper. As if it were the most important job in the world she would carefully address an envelope to herself. Then she would stamp it, fold it in two and place it inside another envelope which she addressed to Grandad. She caught the first post every week. His Majesty's mails being a bit more reliable in those days, the envelope always reached Grandad on the Tuesday.

The postwoman once told my mother he so much looked forward to receiving it that he would often walk to the end of the lane and wait for her coming.

He would open the letter on the spot, take out its enclosure and study it for several moments, as if it contained some message that only he could understand.

Then he would walk across to the village post office and dispatch his stamped envelope back to Leeds.

It always arrived by the first post on Wednesday and, in this way, my mother knew that he was safe and well. She never bothered to open the envelope, for of course it contained nothing.

This ritual went on for several years.

Sometime after Grandad's 95th birthday, my mother noticed one Wednesday morning that the postman had walked past the gate. She ran after him to see if he had forgotten her but no – there was no letter that week.

She put on her coat, took the next train to Chesterfield, caught the little bus to the village where he had lived and buried him.

(SOURCE: Keith Waterhouse, *Mondays, Thursdays*, Michael Joseph Ltd., London, 1967, ISBN 0-7181-1480-9, p 47)

(1) 'My old grandad would have got hot and bothered over the postal strike' means it would have made him

- A. warm and annoying
- B. angry and irritable
- C. feverish and nervous

- (2) 'His Majesty's mails being a bit more reliable in those days' suggests that in the author's opinion
- A. English postmen in those days never made promises they couldn't keep
 - B. the King himself made sure that the post was always delivered on time
 - C. the General Post Office could be trusted to deliver letters within 24 hours
- (3) 'He looked forward to receiving it' means that grandad
- A. always kept a watch-out for the postwoman
 - B. was happily excited whenever he was about to get a letter
 - C. went towards the postwoman looking for his letter
- (4) 'He would open the letter on the spot' means that
- A. he tried to open the letter along the dotted line, so as not to damage the contents
 - B. he had a special spot where he opened his letters
 - C. he used to open his letter the moment he got it
- (5) 'She never bothered to open the envelope' means that she
- A. knew the empty envelope was part of their arrangement
 - B. was annoyed that her father sent her empty envelopes
 - C. felt embarrassed that her father couldn't write
- (6) 'My mother noticed that the postman had walked past the gate' means she
- A. realised that he had not stopped to deliver any post
 - B. had put a notice on the gate for the postman, but he didn't see it
 - C. thought the postman was taking a walk along the street

WRITTEN EXAM (GEN.) 3: KEY

I. Listening Comprehension / Ascoltare (6 X 1 = 6 puncte)

TAPESCRIPT

(SOURCE: Jakeman, Vanessa & McDowell, Clare; *New Insights into IELTS*, WB, Cambridge, 2008, ISBN 978-0-521-68090-5, Practice Test, Track 33, p 124)

TUTOR: Good morning, everyone. So ... following on from our tutorial on European agriculture last week, Daisy and Erik are going to talk about the most commonly grown crop in Asia, which is, of course, rice. Erik, can you tell us what you've been working on?

ERIK: Yes, sure ... We've been looking at the role of rice in a number of countries, how it's grown, ways of increasing production. As I'm sure you know, rice is the staple diet throughout Asia and, in fact, 90 per cent of the world's rice is grown and eaten there. Daisy's got some background on that.

DAISY: Um ... well, rice was originally a wild plant which started out in the tropical regions of Asia, but there are literally hundreds of varieties today and each with different qualities. For instance, one will survive floods, while another will grow in relatively dry conditions. A third has a really lovely smell. But wherever it grows, rice needs a lot of water.

TUTOR: What do you mean by 'a lot'?

ERIK: Well, it takes about 5,000 litres to get a kilogram of rice. This can be supplied either naturally or by irrigation. And as most rice-growing countries suffer from unpredictable weather, including drought – water management really is the key.

DAISY: Research has become so important now that each rice-growing country in Asia has its own research institute, whether we're talking about Japan, China or Bangladesh ... and they're all co-ordinated by a group in the Philippines called the International Rice Institute.

TUTOR: Interesting.

DAISY: Bangladesh, for instance, has been successfully using different rice varieties and fertilisers for 30 years. But because it's such a flat, delta country, it's very difficult for the water to drain away after the monsoon season, so they need to find special rice crops that can survive the floods. And with global warming, the situation is more urgent than ever.

- (1) A
- (2) A
- (3) B
- (4) C
- (5) C
- (6) B

II. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Translation (6 X 0,5 = 3 puncte)

- (1) They are doing very well since they moved in the new house.
- (2) Remind him to look for the dictionary.
- (3) Have you noticed/ Did you notice how tired he was?
- (4) The noise made by children playing in the street was terrible.
- (5) If he had told me the truth, I would not have got angry with him.
- (6) It's (been) only ten minutes since it started raining.

III. English in Use / Gramatică și Vocabular:

B. Multiple Choice (6 X 0,5 = 3 puncte)

- (1) C
- (2) B
- (3) B
- (4) A
- (5) C
- (6) A

V. Reading Comprehension (6 X 1 = 6 puncte)

- (1) B
- (2) C
- (3) B
- (4) C
- (5) A
- (6) A

TEST 4. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LIMBA ENGLEZĂ – ENGLEZĂ GENERALĂ

Varianta 4

I. Listen to the following text and choose one of the possible answers (A), (B), or (C) for the questions based on what the speakers state or imply. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), or (C) on your answer sheet. An example is given:

Example: 0. Those who have studied the origins of soap so far

- A. have been very excited
- B. were few in number
- C. have studied a great deal

Answer: 0. B

(1) In ancient times soap was used

- A. to duplicate keys
- B. for personal hygiene
- C. to clean clothing.

(2) Ancient people had little technology but ... by having many practical skills.

- A. were able to produce
- B. could still build
- C. compensated for this

(3) Soap was probably only used in wealthy societies because the process of making it was

- A. lengthy and complicated
- B. certain and specialised
- C. long and special

(4) The earliest written evidence that soap was used comes from

- A. Egypt
- B. the Sumerian Empire
- C. the Iron Age

(5) The Egyptians recipe for soap was to mix alkaline salts with

- A. salad oil
- B. vegetable fat
- C. vegetables

(6) When bathing, the Roman used aromatic oils because

- A. soap was not used on the skin
- B. the Vesuvius had buried their soap factory
- C. they could scrape them away

II. Translate into English:

- (1) I s-a poruncit să vă aștepte aici.
- (2) Era atât de obosit încât abia se putea ține pe picioare.
- (3) Dacă n-ar fi grav bolnav, n-ar avea concediu de boală.
- (4) Ce-ar fi să facem o plimbare înainte de a ne duce la cinema?
- (5) Ceasul are să se oprească, dacă n-ai să-l întorci.
- (6) Era mulțumit de felul în care rezolvase problema.

III. Write a short paragraph (9-10 lines) about a sport you like (to practice or to watch).

IV. Give the letter of the correct answer (A), (B), or (C). Only **one** variant is correct. Write the **number** and the **LETTER** (A), (B), or (C) on your answer sheet.

How long (1) ... your new assistant? – I (2) ... him at the Centre a year (3) ... and discovered he was (4) ... my line of research. – What did he do before he (5) ... here? – He studied (6)

- | | | |
|-------------------------|-------------------|------------------|
| (1) A. did you knew | B. have you known | C. did you know |
| (2) A. met | B. have met | C. was meeting |
| (3) A. ago | B. previously | C. before |
| (4) A. interested about | B. interest for | C. interested in |
| (5) A. was coming | B. came | C. come |
| (6) A. the medicine | B. for medicine | C. medicine |

V. Read the following text and choose one of the possible answers (A), (B), or (C) for the questions based on what the text states or implies. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), or (C) on your answer sheet.

The family were called the Meldrums and lived in Sunbeam Avenue. Mr Meldrum was a plumber. He and Mrs Meldrum had produced three children, all boys: in descending order of age were Gary, Neil and Craig. There was also an Alsatian dog called Ruth, who they considered part of the family. All six of them lived in a house not much bigger than ours. Mr Meldrum wore a blue working singlet at all times. He was regarded in the district as something of a gypsy. In fact he was simply the most original man for miles. He made hardly any money but there was more going on in his house than in anybody else's. He had turned all the boys into good swimmers. Gary was exceptionally good and got his picture in the papers for swimming a mile at the age of ten. Neil was a bit of a black sheep and Craig was simply dense, but even they were encouraged in their interests. Neil was mad about stamps and Craig was held by Mr Meldrum to be a promising biologist. In fact Craig's biological studies consisted mainly of picking up privet grubs and eating them. He would also tuck into the occasional centipede. Mrs Meldrum's understandable hysteria at such moments would be overwhelmed by Mr Meldrum's gusto. He was the first man I ever met who had that. In short, he was a ready-made father figure.

The Meldrums taught me to swim. Mr Meldrum, Gary and Neil took me down to the creek in the park. Reeds lined the banks and willows kissed the surface. The water was as brown as oxtail soup but Mr Meldrum said that any water was clean if you could catch healthy fish in it. All the Meldrums could swim across the creek underwater. To me it seemed a fabulous distance. Gary showed me how to hold my breath and keep my eyes open underwater. I could see his hair floating. Inside an hour I was dog-paddling. Mr Meldrum threw his own boys up in the air to turn back somersaults. Then I rode on Gary's shoulder, Neil rode on his father's, and we had battles in the shallow water.

That was just the start. I think I was eight years old, or perhaps nine. Over the next few years I spent more and more time at the Meldrums'. I would bolt down my dinner and scoot around to their place in time to join them for a second dessert. Thus I laid the foundation of my uncanny ability to inhale a meal instead of eating it.

(SOURCE: Clive James, *Unreliable Memoirs*, W.W. Norton & Company, Inc., New York, 2009, ISBN 0-393-33608-5, p 87)

- (1) 'He was regarded in the district as something of a gypsy' means that
- A. he moved casually from job to job, and never took a serious interest in one thing
 - B. people thought he was a real gypsy
 - C. he looked very much like a gypsy
- (2) 'He turned all the boys into good swimmers' means that
- A. he had taken the boys to good instructors, who had taught them to swim
 - B. because he had taught them from early childhood, they could all swim well
 - C. he had pushed all the boys into large pools

- (3) 'Neil was mad about stamps' suggests that
A. he was keen on collecting stamps
B. he was negligent and silly with his stamp collection
C. when somebody made him angry, he would stamp his feet on the floor
- (4) 'Craig was held by Mr Meldrum to be a promising biologist' means that
A. Mr Meldrum made Craig promise to study biology when he grew up
B. Mr Meldrum thought Craig's interests and abilities might make him a good biologist one day
C. Mr Meldrum spent a lot of time teaching him things about plants and animals
- (5) 'The water was as brown as oxtail soup' suggests that
A. people usually made oxtail soup from the water of the creek
B. they all loved to swim in it because it reminded them of their favourite soup
C. most people would have considered it too dirty or polluted to swim in
- (6) 'Inside an hour I was dog-paddling' means that
A. he still needed the dog to keep him on the surface of the water
B. he managed to learn how to use the dog to paddle in the water
C. he could swim moving his arms and legs quickly up and down in the water like a dog

WRITTEN EXAM (GEN.) 4: KEY

I. Listening Comprehension / Ascoltare (6 X 1 = 6 puncte)

TAPESCRIPT

(SOURCE: Hopkins, Diana with Cullen, Pauline; *Cambridge Grammar for IELTS*, CUP, Cambridge, 2007, ISBN 978-0-521-60462-8, Recording 13b, p 247)

Good afternoon, everyone. Today I am going to tell you about the research I have been conducting into the history of soap. While you may be able to find some information on the origins of soap, it is not a substance which has excited a great deal of study so far. What we do know is that even as long ago as 2500 BC soap was being used. Of course, initially it was only ever used on clothing than the body itself. In fact, although soap has existed for so many years, the use of soap for personal hygiene was unheard of until fairly recently and is considered to be a relatively modern notion. So we can only assume that other activities must have provided the basis from which this key concept arose.

To make soap you need to combine three materials in relatively exact proportions. So, how is it that these primitive people from over two thousand years ago could have discovered soap? Well, what these people lacked in technology they certainly made up for in practical skills. I carried out some experiments using basic techniques to try to find out what people without any chemical knowledge might have observed. And I was able to demonstrate that they would indeed have been able to make a soap-like substance that is not dissimilar to the one we know today.

However, it is fair to assume that, as the process requires a certain amount of time and specialisation, soap would most likely have only been available in the wealthy communities. Although there are claims that the British Celts and their European counterparts used soap, there is no real evidence that the British colonies of the Iron Age had access to such a product.

Now, the history of soap is not easy to discover. As soap is an organic substance no traces of it remain in archaeological sites, so we have had to rely almost entirely on written texts for our discoveries. Fortunately there are many of these. The first known written mention of soap was on Sumerian clay tablets dating from about 2500 BC. The tablets spoke of the use of soap in the washing of wool. In another incidence, a medical document from about 1500 BC mentions that Egyptians bathed regularly. It

also describes how they made soap by combining alkaline salts and oil which they extracted from vegetables.

We also know that the Romans used a mixture of earth, soda and wine to clean their clothes and pots. For the Romans bathing was not just a matter of hygiene; it was a form of relaxation, a social activity. The bather moved from room to room, getting progressively hotter, until they reached a steamy room where dirt was sweated out and scraped away with a metal blade. The Romans used scented bath oils but these were used to moisturise the skin rather than to cleanse it and there is no evidence that they used soap in this way. This is not to say that the Romans did not have soap. During the excavation of Pompeii, a city that was buried under the eruption of Mount Vesuvius in 79 AD, an entire soap factory was revealed, showing that they did in fact have access to soap but that they simply did not use it for personal hygiene.

- (1) C
- (2) C
- (3) A
- (4) B
- (5) B
- (6) A

II. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Translation (6 X 0,5 = 3 puncte)

- (1) He has been/ was ordered to wait for you here.
- (2) He was so tired that he could hardly stand.
- (3) If he weren't so seriously ill, he would not have sickness leave.
- (4) What about taking a walk before going to the cinema?
- (5) The clock is going to stop unless you wind it.
- (6) He was pleased with the way he worked out/solved the problem.

III. English in Use / Gramatică și Vocabular:

B. Multiple Choice (6 X 0,5 = 3 puncte)

- (1) B
- (2) A
- (3) A
- (4) C
- (5) B
- (6) C

V. Reading Comprehension (6 X 1 = 6 puncte)

- (1) A
- (2) B
- (3) A
- (4) B
- (5) C
- (6) C

TEST 5. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LIMBA ENGLEZĂ – ENGLEZĂ GENERALĂ

Varianta 5

I. Listen to the following text and choose one of the possible answers (A), (B), or (C) for the questions based on what the speakers state or imply. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), or (C) on your answer sheet. An example is given:

Example: (0) The conference is no longer held at the university because

- (A) the university doesn't have any facilities
- (B) a new venue is optional
- (C) the conference has become too big an event

Answer: 0. C

(1) Participants can book a room at the hotel

- A. by phone
- B. if they go to reservations
- C. through the secretary

(2) Participants receive a fifty per cent reduction if they

- A. are students
- B. pay individual fees
- C. stay for three days

(3) The caller couldn't meet the deadline because he

- A. has only just come back to Australia
- B. has just arrived from England
- C. was in Australia three months ago

(4) The caller is doing a research on how to design buildings for tropical climates that ... air-conditioning.

- A. include
- B. rely on
- C. don't need

(5) The outline of the talk should not be more than 300 words because

- A. the professor can't print it
- B. the printed records can't be too long
- C. the speaker will not be able to read it

(6) The professor finally asks the caller to send his CV to

- A. his secretary
- B. his email address
- C. another organiser

II. Translate into English:

- (1) Ar fi trebuit să aduc mai puțin vin și mai multe prăjituri.
- (2) Fratele meu mai mic este obișnuit să-și facă singur temele de casă.
- (3) Ce ar spune Jane dacă ar găsi scrisoarea asta?
- (4) Profesorul a închis geamul ca elevii să se poată concentra la lecție.
- (5) Nu ne-a scris de când și-a părăsit familia.
- (6) Copiii au crezut că drumul este destul de sigur ca să meargă pe el.

III. Give the letter of the correct answer (A), (B), or (C). Only **one** variant is correct. Write the **number** and the **LETTER** (A), (B), or (C) on your answer sheet.

Is your sister really so (1) ... archaeology? – Indeed she is. She (2) ... this famous professor last summer and (3) ... she (4) ... part in two expeditions (5) She (6) ... the heat or the dust and seems very happy.

- | | | |
|-------------------------|----------------------|----------------------|
| (1) A. fascinated by | B. interested for | C. attracted with |
| (2) A. had met | B. has met | C. met |
| (3) A. since then | B. from that | C. from since |
| (4) A. has took already | B. has already taken | C. already taked |
| (5) A. like assistant | B. as his assistant | C. like an assistant |
| (6) A. isn't minding | B. minds not | C. doesn't mind |

IV. Write a short paragraph (9-10 lines) about your favourite time of the year.

V. Read the following text and choose one of the possible answers (A), (B), or (C) for the questions based on what the text states or implies. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), or (C) on your answer sheet.

For thousands of years people have been interested in comets. Why?

Often because they have been afraid of them; they have thought they were signs of terrible things to come, and they were afraid they might hit the earth. In fact, small pieces of comets do from time to time fall on our earth in the form of meteors, some of which are quite large pieces of solid material. One can see examples of these in some museums.

A comet is a body that goes round our sun, not in a circle like the planets, but in a kind of egg shape that takes it round our solar system, or in some cases perhaps even outside it, and then back again. The nearest any comet gets to the edge of our sun during its orbit is about 145,000 kilometres. The shortest orbit is three years, and the longest is likely to be something like a million years. There are thought to be about 120,000 comets in our solar system.

A comet has a head and one or more long tails. Most scientists believe they are made of frozen gases and dust, but recently there has been another idea, which is that the head is made of organic material in one or more solid pieces.

We do not know how the comets started their existence, any more than we know how our solar system as a whole began.

Comets are of great scientific interest because it is likely that they have changed little if at all since they were first formed, so that they could give us interesting information about the beginnings of our solar system, including our earth. If they are made up of organic material, they could also give us valuable information about the beginnings of life on our earth, especially if, as some scientists now think, the small pieces that fall on our earth can lead to organic changes in it.

Two famous scientists have thought for some time that comets bring living things to earth which are the causes of diseases that have started suddenly among people and animals and that have not been able to be explained before. They say that recent discoveries made with very big telescopes and by the spacecraft Giotto have made this idea more likely to be true. But there are other scientists who do not agree. To get proof of who is right, it is likely that we shall have to wait until we have spacecraft that can get much closer to a comet than they have been able to do so far.

(SOURCE: L.A. Hill, *Further Stories for Reading Comprehension A*, Longman, 1991, ISBN 0-582-74895-X, Unit 8, p 28-29)

- (1) People have been afraid of comets because they
- A. believed they meant that terrible things happened
 - B. saw in museums how solid they were
 - C. thought a comet might collide with the earth

- (2) A comet goes round the sun
 A. in an egg shape
 B. like the planets
 C. in a circle
- (3) There are ... differences between the orbits of different comets.
 A. small B. big C. no
- (4) If they were made of dust and gases, we could find out from comets
 A. how our own earth began
 B. why their heads are frozen solid
 C. how they have changed since they were first formed
- (5) If they are made of organic material, we may perhaps find out more about
 A. the formation of our solar system
 B. the sick animals comets can bring to earth
 C. how life began on our earth
- (6) In order to get proof of either of these scientific theories, we will have to
 A. wait for the spacecraft Giotto to return to earth
 B. further develop our spacecraft-building technology
 C. use more powerful telescopes

WRITTEN EXAM (GEN.) 5: KEY

I. Listening Comprehension / Ascoltare (6 X 1 = 6 puncte)

TAPESCRIPT (SOURCE: Jakeman, Vanessa & McDowell, Clare; *New Insights into IELTS*, WB, Cambridge, 2008, ISBN 978-0-521-68090-5, Listening 2, Track 05, p 112)

SECRETARY: School of Architecture. Professor Burt's office.

STUDENT: Oh! Good morning. I was wondering if you could give me some information about the forthcoming Architecture 21 conference – dates, enrolment procedures, costs ... that sort of thing.

SECR: Well ... the conference runs from the 18th to the 20th of October.

STUDENT: 18th to the 20th of October ... oh good. I'll still be here then and um ... where exactly is it being held? Is it at the university as in previous years?

SECR: No, it's actually being held at the Pacific Hotel – we've rather outgrown the university conference facilities, so we've opted for this new venue.

STUDENT: Right – Paradise Hotel.

SECR: No, the Pacific – that's P A C I F I C.

STUDENT: Oh right. And presumably we can get accommodation at the hotel?

SECRETARY: Yes, but you'll need to contact them direct to arrange that. I'll give you the number for hotel reservations. Have you got a pen ready?

STUDENT: Yes, go ahead.

SECR: It's area code zero seven and then nine triple three, double two double six.

STUDENT: And what's the registration fee?

SECR: Individual fees are \$300 for the three days, or \$120 a day if you want to attend for one day.

STUDENT: Are there any student concessions?

SECR: There's a 50% concession for students, so that's \$150 for the three days, or \$60 a day.

STUDENT: Am I too late to offer to give a talk?

SECR: Oh, I'm pretty sure you've missed the deadline for that.

STUDENT: Oh, really? But I've only just arrived here in Australia – is there any way I could have a paper accepted?

SECR: Well, you'd need to talk to Prof. Burt, the conference organiser. I can put you through, if you like.

STUDENT: That'd be great. Oh and can I just check the spelling of his name. Is that B U R T?

SECR: Yes, that's correct.

PROFESSOR BURT: Professor Burt speaking.

STUDENT: Oh, hello. My name's John Helstone. I'm an architecture student at London University. I'm here in Australia for three months, looking at energy-saving house designs.

PROF. B: Right.

STUDENT: I'm interested in giving a talk on my research at the conference but I believe I may have missed the deadline.

PROF. B: Well, strictly speaking you have. The closing date was last Friday.

STUDENT: Oh, no!

PROF. B: But we may be able to include your paper if it fits into our program ... but you'll have to be quick.

STUDENT: OK. What do I need to do?

PROF. B: Send me a summary of your talk. And make sure you include an interesting title for the talk. Something to attract people's attention.

STUDENT: OK. Interesting title. Right. I'm looking at ways of designing buildings for tropical climates that don't rely on the need to include air-conditioning, so I'm sure I can come up with something.

PROF. B: Yes, quite. But remember: the outline should be no more than 300 words.

STUDENT: Right. I'll try to keep it down to 300 words, but would 400 be OK?

PROF. B: No, not really, because we have to print it in the proceedings and we just don't have the space.

STUDENT: Sure, I understand.

PROF. B: And also, can you send me a short CV – the usual stuff – name, age, qualifications, that sort of thing.

STUDENT: Right. OK, short CV.

PROF. B: Actually, you can email it to me. That'd be quicker.

STUDENT: Sure. What's your email address?

PROF. B: Well the best thing would be to send it to the conference administrative officer at info ... that's I N F O at uniconf dot edu dot au.

STUDENT: Right. I'll do that straight away.

- | | | |
|-------|-------|-------|
| (1) A | (3) B | (5) B |
| (2) A | (4) C | (6) C |

II. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Translation (6 X 0,5 = 3 puncte)

- (1) I should have brought less wine and more cakes/ cookies.
- (2) My little/ younger brother is used to doing his homework by himself.
- (3) What would Jane say if she found this letter?
- (4) The teacher closed the window so that the pupils/ students could concentrate on the lesson.
- (5) He hasn't written to us since he left/ abandoned/ deserted his family.
- (6) The children thought the road was safe enough (for them) to walk on.

III. English in Use / Gramatică și Vocabular:

B. Multiple Choice (6 X 0,5 = 3 puncte)

- | | | |
|-------|-------|-------|
| (1) A | (3) A | (5) B |
| (2) C | (4) B | (6) C |

V. Reading Comprehension (6 X 1 = 6 puncte)

- | | | |
|-------|-------|-------|
| (1) C | (3) B | (5) C |
| (2) A | (4) A | (6) B |

TEST 6. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LIMBA ENGLEZĂ – ENGLEZĂ GENERALĂ

Varianta 6

I. Listen to the following text and choose one of the possible answers (A), (B), (C), **or** (D) for the questions based on what the speakers state or imply. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), (C) **or** (D) on your answer sheet. An example is given:

Example: (0) The people you have listened to are talking about:

- (A) racial discrimination
- (B) advantages and disadvantages of living in a certain country
- (C) a typical person from their country
- (D) tourism

Answer: 0. C

(1) In Brazil, it is important:

- A. to separate the mixed races as they cause trouble
- B. to focus the mixed races (as they make the race very beautiful)
- C. to ignore the mixed races
- D. to avoid the mixed races

(2) A typical Japanese person is:

- A. quite lively, outgoing and friendly
- B. not interested in the news of other countries
- C. rather shy and not quite used to mixing with other people
- D. socially aggressive

(3) According to the third speaker (i.e. Wolfmann) a German:

- A. wants to play a fundamental role in the world
- B. rejects old traditions
- C. is only serious and does not like having other people around
- D. is serious, but at the same time he can be very funny

(4) A typical German also:

- A. keeps on old traditions
- B. ignores tradition
- C. laughs at old traditions
- D. is addicted to old traditions

(5) From the point of view of the fourth speaker, the Italians are also:

- A. very friendly, but also very jealous of their home
- B. not careful about the way they dress
- C. unfriendly as they want to protect their home
- D. friendly and not jealous at all of their home

(6) What characterizes the Swedish people is:

- A. the fact that they reject other people because they want to be alone
- B. their fear of being alone
- C. their love for the countryside and the need to have a lot of space around them
- D. the need to always be in crowded places

II. Write a short paragraph (9-10 lines) about your favourite movie.

III. Give the letter of the correct answer (A), (B), (C), or (D). Only **one** variant is correct. Write the **number** and the **LETTER** (A), (B), (C) or (D) on your answer sheet.

- (1) If he had talked in a more polite way, he
A. will not offend anyone
B. wouldn't be offending nobody
C. wouldn't have offended anybody
D. wouldn't has offended nobody
- (2) You can't fire her! She ... here for more than 10 years.
A. is working
B. worked
C. have worked
D. has been working
- (3) It is exactly six years ago that he ... the country.
A. leaved
B. left
C. has left
D. was living
- (4) I wish all your dreams ... true.
A. will come
B. came
C. will be coming
D. are coming
- (5) She ... me to any of her relatives yet.
A. didn't introduce
B. hadn't introduced
C. hasn't introduced
D. introduced
- (6) He wanted my assistant to give him
A. farther informations
B. further informations
C. further information
D. many informations

IV. Translate into English:

- (1) Lucrez la acest proiect de o săptămână și nu am terminat încă.
(2) A început să plouă în timp ce mă plimbam în parc.
(3) Ce ai face dacă ai câștiga la loterie?
(4) Mi-a spus că va semna contractul miercurea următoare.
(5) Ar trebui să te concentrezi pe cel mai important și cel mai bun lucru din viața ta: familia.
(6) Când i-ai trimis mesajul? În urmă cu două zile?

V. Read the following text and choose one of the possible answers (A), (B), (C) or (D) for the questions based on what the text states or implies. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), (C) or (D) on your answer sheet.

The storm got more exciting. Water started coming in the rooms downstairs. In some places the carpet looked like it was floating because there was a layer of water between it and the floor. The kids thought it looked like a water bed and were jumping on it. Pretty soon, the water was about six inches deep and it started out the bedroom door into the other rooms. Several people arrived from the office because the roads were so flooded they couldn't get home. It had taken them two hours just to get to our house. We were all in the kitchen opening bottles of Italian wine when someone realized that the boxes of pasta were sitting downstairs in the water. Larry and Dean took off their shoes and waded across the room, and started carrying the cartons upstairs. Francis finally arrived. He had been stuck at some flooded intersection for the past hour and a half. He had gotten out to push the car and was completely soaked. The editors had been at the house all day, preparing a reel of film for a screening at Cannes. They decided it was hopeless to try to make it home. So we began counting how many there were for dinner. There were 14, and the little half-eaten roast left over from lunch was about enough for four. Francis decided to make pasta.

[...]

As we got to the dessert the electricity went off. We had bananas flambé by candlelight. After dinner, Francis and I were sitting on the couch looking toward the table. There were three candles and a group of people at each end of the long oval table. Francis was talking about how fabulous our eyes are that they can compensate for the low level of light and see perfectly clear. You could never shoot in that amount of

light. It was really beautiful. Francis was marvelling at how the people at the table were so perfectly staged. Now and then, someone would get up and go to the kitchen, crossing behind or in front of the light. Each person was so perfectly placed, leaning a little forward or a little back, catching the light, making shadows on the wall behind and silhouettes in front. He said you could never get it as good if you staged it. After a while we went to bed. I guess the rain stopped for a bit and everybody decided to try to go home.

They started out, they got to the main road and had to turn back.

The electricity came on at about four in the morning, and *La Boheme* started up, loud. The espresso machine began steaming, all the lights went on, and I went downstairs to shut things off. People were sleeping all over the place.

(SOURCE: Jeremy Harmer, Carol Lethaby, *Just Reading and Writing. Upper-Intermediate*, Marshall Cavendish Education, 2005, ISBN 0-462-00745-6, Unit 10, p 70)

- (1) What does this text refer to?
- | | |
|-------------------|------------------|
| A. a storm | C. a staged play |
| B. a dinner party | D. an earthquake |
- (2) The people couldn't get home because ...
- | | |
|---------------------------|-----------------------------|
| A. it was too late | C. there was no electricity |
| B. the roads were flooded | D. they were too busy |
- (3) They ate the dessert by candlelight because ...
- | | |
|--|-----------------------------------|
| A. they wanted to have a romantic dinner | C. the electricity had gone off |
| B. they had a lot of candles to burn | D. they couldn't reach the switch |
- (4) What is the meaning of the verb *to wade* (paragraph 1, line 7)?
- A. to crawl
B. to walk slowly through water that is not deep
C. to jump
D. to rush into
- (5) The author of the text (i.e. Eleanor Coppola) went downstairs ...
- | | |
|----------------------------|-----------------------|
| A. to send the people home | C. to shut things off |
| B. to cook for everybody | D. to clean the house |
- (6) The verb *to marvel at* (paragraph 2, line 5) means:
- | | |
|---|----------------------|
| A. to feel great admiration or surprise | C. to stare at |
| B. to dislike | D. to be saddened by |

WRITTEN EXAM (GEN.) 6: KEY

I. Listening Comprehension / Ascultare (6 X 1 = 6 puncte)

TAPESCRIPT: (SOURCE: Jan Bell, Roger Gower, *Upper-Intermediate Matters, Students' Book*, Longman, 1999, ISBN 0-582-04664-5, Unit 14, Recording 4, p 157; Audioscript source: Jan Bell, Roger Gower, *Upper-Intermediate Matters, Students' Book*, Longman, 1999, Unit 14, Recording 4)

CASSITA: Usually, the Brazilians are lively, outgoing and friendly, easy to get along with, and they, although they have many problems, as you see in documentaries on TV coming from abroad, the poor people in the *favellas*, they seem happy. It's also important to focus the mixed races we have in Brazil

especially Sao Paulo, there are many Japanese already Brazilians and many Italians who are Brazilians, the mixed races makes the race very beautiful.

RIEKO: Well, a typical Japanese person is rather shy and they are not so accustomed to mixing to other people but they are very interested in the news of other countries and so many people like reading newspapers, and magazines and seeing movies of other countries.

WOLFMANN: For the foreigner a German seems to be very serious at first glance but I think a German isn't only serious, a German can be very, very funny. He's normally a bit silent. He's not as loud as many people think and he doesn't want to play an important role in the world as many people think as well but he keeps on old traditions.

MARIA CRISTINA: Really, if you are asking me what an Italian is I wouldn't know how to answer because we are coming from such a different kind of countries all together and Italy was made just only last century. And we are completely different for culture, background, even physically different and so I will answer what I feel is an Italian... We are very friendly, every foreigner is welcome but we are very, very jealous about what is going to happen or what is our house, our home. Home is completely apart from the public and this is another point that goes together with the fact that we like clothes because we like how we appear and I would say that for an Italian would be much more important how you look likes than how you are and for this reason I thinks that even if you are wearing cheap clothes, clothes or dress you are very careful about matching the colour or things like that because for an Italian it is very important to be smart, to appear.

YNGVE: What we all have in common in Sweden is that we love the countryside very much and we are used to having a lot of space around us and therefore many Swedes they go to the north of Sweden fishing and climbing the mountains, doing things like that where they can be completely alone for weeks and they just enjoy the silence around them.

- (1) B
- (2) C
- (3) D
- (4) A
- (5) A
- (6) C

III. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Multiple Choice (6 X 0,5 = 3 puncte)

- (1) C
- (2) D
- (3) B
- (4) B
- (5) C
- (6) C

IV. English in Use / Gramatică și Vocabular:

B. Translation (6 X 0,5 = 3 puncte)

- (1) I have been working on this project for one week and I haven't finished yet.
- (2) It started to rain while I was walking in the park.
- (3) What would you do if you won the lottery?
- (4) She told me she would sign the contract the following Wednesday.
- (5) You should concentrate on the most important and the best thing in your life: your family.
- (6) When did you send him the message? Two days ago?

V. Reading Comprehension (6 X 1 = 6 puncte)

- (1) A
- (2) B
- (3) C
- (4) B
- (5) C
- (6) A

TEST 7. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LIMBA ENGLEZĂ – ENGLEZĂ GENERALĂ

Varianta 7

I. Listen to the following text and choose one of the possible answers (A), (B), (C), **or** (D) for the questions based on what the speakers state or imply. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), (C) **or** (D) on your answer sheet.

Example: (0) According to Satish, having a registered marriage is seen as

- (A) the most important event related to getting married
- (B) a totally unnecessary activity
- (C) a bureaucratic confirmation
- (D) a burden

Answer: 0. C

(1) Satish married his wife twice because

- A. they decided to re-marry after getting divorced
- B. they wanted to please their parents (and Barbra as well)
- C. they didn't like their first wedding
- D. they were forced by their parents to do so

(2) From the point of view of length

- A. the Hindu ceremony was shorter than the Swedish wedding in church
- B. the Hindu ceremony was much longer than the Swedish wedding in church
- C. both ceremonies took a lot of time
- D. there was no real difference between the two ceremonies

(3) Referring to the language spoken/used by the priest during the ceremony, Satish said that

- A. the Hindu priest spoke to him in Swedish
- B. the priest in Sweden gave him instructions in Sanskrit
- C. the Hindu priest talked in Sanskrit and he (i.e. Satish) understood almost everything
- D. the Hindu priest talked in Sanskrit which he (i.e. Satish) didn't understand

(4) On comparing the two weddings, Satish added that

- A. in the Hindu ceremony they were not the centre of attention and there was not a time element to everything
- B. in the Hindu ceremony they were the centre of attention and there was a time element to everything
- C. the Swedish ceremony didn't have a time element to stick to
- D. the Hindu and the Swedish ceremonies were not time-oriented

(5) Asked which wedding was the real one for him, Satish answered that

- A. the Swedish one because it was time-oriented
- B. the Hindu one because it was more serious
- C. neither of them as he didn't care about culture and religion
- D. both of them as he belonged to two cultures

(6) Satish's parents considered the real wedding

- A. the one that took place in Sweden
- B. the one that took place in India
- C. the Hindu ceremony in Britain
- D. the Swedish ceremony in Britain

II. Write a short paragraph (9-10 lines) about the way adolescents spend their spare time nowadays (as compared to the past).

appearances on a reality TV show as a step into show business, hoping that their careers will take off once they have been seen by millions of people. Think about it – do you know any ‘celebrities’ who started their career on a reality TV show? Reality TV gives people a chance to be noticed and when they appear on the show, they are hoping for far more than the 15 minutes that Andy Warhol promised.

(SOURCE: Jeremy Harmer, Carol Lethaby, *Just. Reading and Writing. Upper-Intermediate*, Marshall Cavendish Education, 2005, ISBN 0-462-00745-6, Unit 11, p 77)

- (1) What does this text refer to?
 - A. reality shows
 - B. the necessity of television
 - C. famous people starring in reality shows
 - D. the way people act in front of a camera

- (2) ‘Eager for fame’ (paragraph 2) means ...
 - A. just curious about becoming famous
 - B. scared by fame
 - C. really wanting to become famous
 - D. not interested in fame

- (3) According to the author of the text, these shows ...
 - A. are quite expensive to produce
 - B. are cheap to produce as the famous people star for free
 - C. are fairly cheap because ordinary people often star in them
 - D. do not cost a thing

- (4) The people on shows like *The Osbournes* are ...
 - A. only ordinary people
 - B. often famous people, different in some way
 - C. famous and not different in any way
 - D. only famous ones

- (5) Evan Marriott was ...
 - A. a multi-millionaire
 - B. a multi-millionaire who started as a construction worker
 - C. a construction worker
 - D. an actor

- (6) The verb *to take off* (paragraph 5) means:
 - A. to suddenly start being successful
 - B. to come to an end
 - C. to be in difficulty
 - D. to decline

WRITTEN EXAM (GEN.) 7: KEY

I. Listening Comprehension / Ascoltare (6 X 1 = 6 puncte)

TAPESCRIPT:

(SOURCE: Jan Bell, Roger Gower, *Upper-Intermediate Matters, Students’ Book*, Longman, 1999, ISBN 0-582-04664-5, Unit 13, Recording 1, p 156; Audioscript source: Jan Bell, Roger Gower, *Upper-Intermediate Matters, Students’ Book*, Longman, 1999, Unit 13, Recording 1)

INTERVIEWER: Satish, you've married your wife twice. Can you explain why?

SATISH: Yes, well my wife, Barbra, she's Swedish and my parents, they are Gujarati Indian, and so we had two ceremonies, one to satisfy my parents' wishes and one to satisfy Barbra and her parents' wishes.

INTERVIEWER: How did the Swedish ceremony compare with the Hindu wedding?

SATISH: Different... very different, in for example length. The Hindu wedding took seven hours, the Swedish wedding in church took maybe thirty-five, forty minutes at the most. The number of people, the Hindu wedding had up towards 800 people, the ritual was very different. In the Swedish wedding I knew what the priest was saying. I knew... I could understand every single word. Everybody was listening to what was being said by the priest. In the Hindu wedding... I was being asked to do things by the priest. The priest would give me the instructions in a language, Swedish or English, that I could understand but the Hindu priest said everything in Sanskrit, which is a very old language, which... of which I have no knowledge whatsoever, so that was also very different. We weren't the centre of attention in the Hindu wedding: families were meeting; we were seeing people that we hadn't seen for a long time; perhaps future marriages were being arranged because everybody was dressed very smart, we were all of the same caste there, so there were all these aspects. And one other thing is actually timing; the Swedish wedding I had to get there to the church at five o'clock. I had to get out by a certain time, the car was going to pick us up at a certain time, etcetera. It was very time-oriented. The Hindu wedding, it started when it got round to starting and it carried on and it finished when it finished. There was no time element to it.

INTERVIEWER: Of the two weddings, which was the real one for you?

SATISH: I have to say that they were both because I belong to two cultures, both a Gujarati one and a Western one for want of a word and they were equally important; the first one when I married, when I got married in Sweden was something very important for my wife and her family and my Western friends; and the wedding that I had in Britain with my family there was very, very important to them.

INTERVIEWER: Do your parents share that view?

SATISH: Well, for my parents, the real wedding came when we were in Britain, when we had the Hindu ceremony. Because, for example, when people have a registered marriage according to different... according to their Government, their country, this is just seen as a bureaucratic OK, whereas the Hindu wedding is the one that counts for them.

- (1) B (3) D (5) D
(2) B (4) A (6) C

III. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Multiple Choice (6 X 0,5 = 3 puncte)

- (1) A (3) D (5) B
(2) C (4) A (6) C

IV. English in Use / Gramatică și Vocabular:

B. Translation (6 X 0,5 = 3 puncte)

- (1) How long have you been living in this town/city?
- (2) He was hit by a car while he was crossing the street.
- (3) The children would have been happy if you had come.
- (4) I asked him if he had ever been to Sardinia.
- (5) I have to go: I will be fired if I am late.
- (6) I lent him 100\$ last month.

V. Reading Comprehension (6 X 1 = 6 puncte)

- (1) A (3) C (5) C
(2) C (4) B (6) A

TEST 8. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LIMBA ENGLEZĂ – ENGLEZĂ GENERALĂ

Varianta 8

I. Listen to the following text and choose one of the possible answers (A), (B), or (C) for the questions based on what the speakers state or imply. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), or (C) on your answer sheet.

Example: (0) According to the text, for the Balinese a cremation represents

- (A) a time dedicated to mourning
- (B) a time of joy and celebration
- (C) an opportunity to eat and drink

Answer: 0. B

(1) According to the text

- A. all rites of passage are religious
- B. not all rites of passage are religious
- C. just the Muslims, the Jewish and the Balinese hold such ceremonies

(2) A Muslim rite of passage held a week after a baby's birth includes giving to the poor

- A. the baby's cut hair painted in shades of gold and silver
- B. gold or silver and afterwards some meat
- C. sweetened meat only

(3) The meat eaten at the Aqiqah is sweetened because

- A. it is believed that this way the child's character will be a good one
- B. the poor enjoy eating sweet food
- C. all children like sweets

(4) The *bar mitzvah* is held

- A. at the age of 30 when the adult moves to another spiritual level
- B. at the age of 13 when spiritual adulthood is reached
- C. when the father literally forces his son to go away

(5) The Balinese believe that a funeral

- A. symbolizes an end of a person's existence
- B. clearly shows that human beings cannot survive death in any form
- C. symbolizes the end of one life and the beginning of another

(6) In graduation ceremonies in the United States

- A. students stand together with their friends and relatives
- B. each student has to stay alone as he/she is separated from the society
- C. students first stand away from their friends and relatives

II. Write a short paragraph (9-10 lines) about the way you see (your) future.

III. Give the letter of the correct answer (A), (B), (C), or (D). Only **one** variant is correct. Write the **number** and the **LETTER** (A), (B), (C) or (D) on your answer sheet.

(1) If she ... your offer she ... it without asking for further information.

- A. were interested in; would accept
- B. has been interested on; would accept
- C. would be interested in; would accept
- D. would be interested about; accepted

(2) Why ... call me last night?

- A. didn't you called
- B. weren't you calling
- C. haven't you called
- D. didn't you call

(3) The money ... to John by one of his friends several days ago.

- A. were borrowed
- B. has been lent
- C. was lent
- D. were lent

(4) It ... almost 7 o'clock ... a cold Saturday morning in December.

- A. had been; during
- C. was; on
- B. has been; on
- D. were; in

(5) I'm sure his essay is ... yours; still it is ... mine.

- A. not as good as; worst then
- B. better than; badder than
- C. better then; worse then
- D. better than, worse than

(6) Where is Hannah? ... in her room?

- A. is she studying
- B. does she studies
- C. does she study
- D. had she been studying

IV. Translate into English:

- (1) Lucrez la această firmă de 3 ani.
- (2) Vine aici adesea? Cred că îi place foarte mult să își petreacă timpul cu voi.
- (3) Tocmai am terminat de citit corespondența.
- (4) Dacă ar fi avut mai mulți bani și-ar fi cumpărat o mașină sport.
- (5) Când am ajuns la birou colegii mei analizau situația financiară a companiei.
- (6) M-a întrebat dacă voi lua cina acasă sau la restaurant.

V. Read the following text and choose one of the possible answers (A), (B), (C) **or** (D) for the questions based on what the text states or implies. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), (C) **or** (D) on your answer sheet.

Who wants to be a millionaire? has been one of the most popular television quiz shows, not only in Britain, but also around the world. In the show, the host asks a question and gives the contestant four possible answers. If the contestant gets the right answer, they win the money – say £100 – and then go on to the next question for, say £250. The money increases for each question until, if the contestant has answered all the other questions correctly, the prize for the final question is one million pounds.

In this extract from a show some years ago, the host is television personality Chris Tarrant. Answering the questions is an ex-army officer, Charles Ingram.

TARRANT: What kind of garment is an 'Anthony Eden'? An overcoat, hat, shoe, tie?

INGRAM: I think it is a hat. (*a cough from the audience*)

INGRAM: Again I'm not sure. I think it is ... (*coughing from the audience*)

INGRAM: I am sure it is a hat. Am I sure? (*coughing from the audience*)

INGRAM: Yes, hat, it's a hat.

That answer – the name for a peculiar British hat that nobody wears anymore – earned Charles Ingram £250,000. Two questions later, he had won a million pounds, and the audience in the studio went crazy. But something wasn't quite right. As he progressed through the various stages, Charles Ingram didn't really seem very sure of himself; he obviously didn't know the answer at first, so he must have been very good at guessing. Unless he wasn't guessing. To many in the audience that night, it seemed as if he kept changing his mind and frequently repeated an answer as if waiting for a signal.

He was.

Charles Ingram's wife Diana was in the audience, and so too was a man with the extraordinary name Tecwen Whittock. At first, people might have been sympathetic about Tecwen. He had a bad cough. But a man sitting next to him in the audience noticed that there was something strange about the cough. It was too loud, and it wasn't very regular. It only happened occasionally, almost as if he was coughing on purpose.

He was.

The three of them, Charles Ingram, Diana Ingram and Tecwen Whittock, had planned the whole thing. Whittock coughed to tell Charles when he had the correct answer. They began to notice it in the television control room, but at first they didn't believe it. In the end, though, it was just too obvious, and when tapes from the programme were played to a court in London a year later, there was no doubt. Charles and Diana Ingram were guilty of cheating on a game show. They were given prison sentences of 18 months and fined £15,000 each. Tecwen Whittock was sentenced to 12 months in prison and fined £10,000. None of them actually went to prison, however, because the sentences were 'suspended' – that means that they would not go to prison unless they committed another crime. [...]

(SOURCE: Jeremy Harmer, Carol Lethaby, *Just Reading and Writing. Upper-Intermediate*, Marshall Cavendish Education, 2005, ISBN 0-462-00745-6, Unit 13, p 95)

- (1) What does the text refer to? (the main idea)
 - A. cheating on game shows
 - B. many ways of getting money
 - C. a garment called 'Anthony Eden'
 - D. a sick man with a bad cough

- (2) The answer to the 'Anthony Eden' question ...
 - A. brought Ingram a million pounds
 - B. made Ingram lose £250,000
 - C. made the audience go crazy
 - D. brought him £250,000

- (3) Charles Ingram gave the right answers to the questions because ...
 - A. he was good at guessing
 - B. his wife signalled the answer by coughing
 - C. a man in the audience coughed on purpose to indicate the answer
 - D. he was well prepared

- (4) The word *sympathetic* (line 21) means ...
 - A. nice
 - B. understanding
 - C. delighted
 - D. indifferent

- (5) Tecwen Whittock
A. was sick and coughed quite frequently
B. pretended to be sick and coughed all the time
C. pretended to be sick and coughed occasionally
D. was sick and made real efforts not to cough
- (6) They noticed something was wrong
A. when a court in London listened to the tape a year later
B. in the television control room
C. when the people in the audience started to angrily criticise Whittock
D. when Ingram looked at his wife

WRITTEN EXAM (GEN.) 8: KEY

I. Listening Comprehension / Ascoltare (6 X 1 = 6 puncte)

TAPESCRIPT:

(SOURCE: Jan Bell, Roger Gower, *Upper-Intermediate Matters, Students' Book*, Longman, 1999, ISBN 0-582-04664-5, Unit 18, Recording 1, p 158; Audioscript source: Jan Bell, Roger Gower, *Upper-Intermediate Matters, Students' Book*, Longman, 1999, Unit 18, Recording 1)

Nearly all societies hold 'rites of passage' ceremonies, which observe a person's entry into a new stage of life. The most common rites of passage are occasions such as birth, marriage and death. Most rites help people to understand and accept their new roles in society and help others to learn to treat them in new ways. And now we're going to hear about five different ceremonies.

Muslims hold a ceremony a week after a baby is born, which is known as an Aqiqah. The ceremony is intended to protect the baby from dangers in its life, and it has several parts. The child's head is first shaved so that it's completely clean, and then the weight of the cut hair is given in gold or silver to the poor. This is the baby's first act of charity towards others. After this, the baby is named, and the ceremony is followed by a feast. Goats and sheep are cooked and sweetened, as it's believed that sweet food will make the child good-natured. Two thirds of the meat is given to the poor.

Another religious ceremony which babies often go through is called baptism. This practice involves a symbolic washing with water to indicate the washing away of sins and the start of a renewed life. Most churches consider baptism to be the main ceremony which signifies a person's entry into the Christian community. Children are often given their first name at this ceremony, and there is usually some kind of party afterwards.

A Jewish *bar mitzvah* celebrates the reaching of spiritual adulthood, which is, for a Jewish boy, at the age of thirteen. A crucial aspect of the *bar mitzvah* experience is when the father lets his son go, accepting that he is now his own person, responsible for his own actions. The father is thanking God for his son's manhood when he says: 'Blessed is he who has released me from responsibility for this child.' From the following day the boy is expected to observe all the relevant commandments and to be responsible for his own behaviour.

Nearly all religions include the belief that human beings survive death in some form. For many people, such as the Balinese, a funeral symbolizes the passage from one life to another, rather than an end of a person's existence. In Bali, a cremation is therefore a time of joy and celebration. On the morning of the cremation, friends and relatives gather to pay their last respects and to eat and drink with the family. There is then a procession to the cremation ground, some men carrying the corpse in a tower built of bamboo and paper, and other men carrying a special container called a sarcophagus, which may be in the shape of a cow or a bull. At the cremation ground the body is transferred to the sarcophagus and when it

has been reduced to ashes and the soul released there is a happy noisy procession to the sea, where the ashes are scattered. This last ceremony represents cleansing and purification.

Not all 'rites of passage' are religious, and other kinds of 'rites' in modern times would include the 'key of the door' which young people get at the age of eighteen or twenty-one, the right to vote, or a driving licence. People often pass through rites as a group. In graduation ceremonies in the United States, for example, students first stand together in special area, away from their friends and relatives. Then they walk across a stage to symbolize the transition, and change the tassels from one side of the cap to the other to indicate entry into society as graduates. The graduation gowns symbolize their temporary separation from society.

- (1) B
- (2) B
- (3) A
- (4) B
- (5) C
- (6) C

III. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Multiple Choice (6 X 0,5 = 3 puncte)

- (1) A
- (2) D
- (3) C
- (4) C
- (5) D
- (6) A

IV. English in Use / Gramatică și Vocabular:

B. Translation (6 X 0,5 = 3 puncte)

- (1) I have been working at/for this company for 3 years.
- (2) Does he come here often? I think he likes very much to spend his time with you.
- (3) I have just finished reading my mail.
- (4) If he had had more money he would have bought a sports car.
- (5) When I arrived at the office my colleagues were analyzing the financial situation of the company.
- (6) He asked me if I would have dinner home or at the restaurant

V. Reading Comprehension (6 X 1 = 6 puncte)

- (1) A
- (2) D
- (3) C
- (4) B
- (5) C
- (6) B

TEST 9. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LIMBA ENGLEZĂ – ENGLEZĂ GENERALĂ

Varianta 9

I. Listen to the three speakers talking about situations in which they had problems. For each speaker choose a situation and a cause and answer by writing the **number** of the sentence and the **LETTER** (A), (B), (C) ... **or** (J) on your answer sheet. Only **one** variant is correct. You will hear the recording twice.

SITUATION:

- A. A presidential election
- B. A flight in an airplane
- C. A wedding
- D. A lesson in school
- E. A football match

CAUSES:

- F. People had drunk to much
- G. People got wet
- H. There was not enough food
- I. People threw food at each other
- J. There was too much noise

Speaker I :

- 1.(situation)
- 2.(cause)

Speaker II :

- 3.(situation)
- 4.(cause)

Speaker III :

- 5.(situation)
- 6.(cause)

II. Give the letter of the correct answer (A), (B), (C), **or** (D). Only **one** variant is correct. Write the **number** and the **LETTER** (A), (B), (C), **or** (D) on your answer sheet.

(1) He said he ... to the concert the following day.

- A. will go
- B. is going
- C. would go
- D. was gone

(2) The exhibition ... at 10 am every day.

- A. is opening
- B. will be opening
- C. opens
- D. open

(3) Don't make too much noise. He ...

- A. sleep
- B. is sleeping
- C. slept
- D. has sleeping

(4) According to the timetable, the bus ... at 12 o'clock.

- A. is leaving
- B. leaves
- C. is going to leave
- D. will leave

(5) I'm sorry for the interruption, but I ... you were speaking on the phone.

- A. wasn't realizing
- B. didn't realize
- C. haven't realized
- D. hadn't realized

(6) They met in December 1989. They ... friends ever since.

- A. have been
- B. were
- C. are
- D. had been

III. Translate into English:

- (1) Veștile despre alegeri sunt bune.
- (2) Ieri a primit un premiu pentru întreaga carieră.
- (3) Dacă va veni, vom fi foarte fericiți.
- (4) Aceasta este prima mașina pe care mi-o cumpăr.
- (5) Mark este cel mai înalt jucător din echipă.

(6) Nu am fost niciodată la un meci de box.

IV. Write one short paragraph about a country you would like to visit. Give reasons. (8-10 lines)

V. Read the following text and choose one of the possible answers (A), (B), (C) **or** (D) for the questions based on what the text states or implies. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), (C) **or** (D) on your answer sheet.

Although most universities in the United States are on a semester system, which offers classes in the autumn and spring, some schools observe a quarter system comprised of autumn, winter, spring, and summer quarters. The academic year, September to June, is divided into three quarters of eleven weeks, each beginning in September, January, and March; the summer quarter, June to August, is composed of shorter sessions of varying length. Students may take advantage of the opportunity to study year round by enrolling in all four quarters. Most students begin their programmes in the autumn quarter, but they may enter at the beginning of any of the other quarters.

(SOURCE: Pamela J. Sharpe, Ph.D., *How to Prepare for TOEFL*,
BARRON'S, 1994, ISBN 973-601-172-0, Printed by Editura BIROM, Chisinau)

- (1) Which would be the best title for this text?
- A. Universities in the United States
 - B. The Academic Year
 - C. The Quarter System
 - D. The Semester Year
- (2) How many terms are there in a quarter system?
- A. Four regular terms and one summer term
 - B. Three regular terms and one summer term
 - C. Two regular terms and two summer terms
 - D. One regular term and one summer term
- (3) When is the academic year?
- A. September to August
 - B. June to August
 - C. August to June
 - D. September to June
- (4) A semester system
- A. has eleven-week sessions
 - B. is not very popular in the USA
 - C. gives students the opportunity to study all year round
 - D. has two major sessions a year
- (5) When may students begin studying in the quarter system?
- A. September
 - B. In summer
 - C. At the beginning of any quarter
 - D. At the beginning of the calendar year
- (6) Where would the text most probably be found?
- A. In a book of fiction
 - B. In an American newspaper
 - C. In a general guide for colleges and universities in the USA
 - D. In a dictionary

WRITTEN EXAM (GEN.) 9: KEY

I. Listening Comprehension / Ascultare (6 X 1 = 6 puncte)

TAPESCRIPT (SOURCE: Richard MacAndrew; *CAE Study Pack*, OUP, 2002, ISBN 0-19-433064-8, Unit 8, Listening Task 2, Page 52/122)

1. We managed to keep the fans apart. I think that was by far the most successful part of keeping everything under control. In fact everything was pretty good natured. Lots of singing and chanting from both sets of supporters – deafening but not threatening at all. What was less successful and it's perhaps a lesson we should learn before the next game is that it would be a good idea to make sure that pubs and bars are closed before the kick-off. That would keep people a bit more sober before the match and our lives would be that much easier.

2. It all went off very peacefully really. I mean, people do have a right to march and express their feelings, tell us how they think we should all be voting, and as long as it's peaceful I don't see a problem. In fact, in some ways, I'm very much in favour of it as a way of letting politicians know what people are regarding as the really important issues of the moment. There were complaints, though, because they went through a residential area. A lot of people phoned in saying they weren't able to hear their televisions and what were we going to do about it.

3. I was sitting there, marking papers. Everyone had their heads down. Working away and there seemed to be a very studious atmosphere. Then I got the impression that something had flown across from one side of the class to another. And then suddenly all hell broke loose. Rolls, biscuits, cakes, flying all around the class. I knew I'd never discover who the ringleaders were or who started it all. But I was chiefly concerned with restoring order and once I'd threatened to keep everyone in after four, they were very keen to start behaving properly again.

- | | |
|-------|-------|
| (1) E | (4) J |
| (2) F | (5) D |
| (3) A | (6) I |

II. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Multiple Choice (6 X 0,5 = 3 puncte)

- | | |
|-------|-------|
| (1) C | (4) B |
| (2) C | (5) B |
| (3) B | (6) A |

III. English in Use / Gramatică și Vocabular:

B. Translation (6 X 0,5 = 3 puncte)

- (1) The news about the elections is good.
- (2) Yesterday he received a prize for his entire career.
- (3) If he comes, we will be very happy.
- (4) This is the first car I have bought.
- (5) Mark is the tallest player of the team.
- (6) I have never been to a boxing match before.

V. Reading Comprehension (6 X 1 = 6 puncte)

- | | |
|-------|-------|
| (1) C | (4) D |
| (2) B | (5) C |
| (3) D | (6) C |

TEST 10. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LIMBA ENGLEZĂ – ENGLEZĂ GENERALĂ

Varianta 10

I. You will hear five speakers talking about the influence of technology on their lives. For each speaker listed below choose a profession. For speaker 5 answer an extra question. Answer questions (1) – (6), by writing the **number** of the sentence and the **LETTER** (A), (B), (C) ... or (I) on your answer sheet. Only **one** variant is correct. You will hear the recording twice.

PROFESSION:

- | | |
|--------------------|----------------------|
| A. a writer | Speaker I: (1) ... |
| B. a teacher | Speaker II: (2) ... |
| C. a painter | Speaker III: (3) ... |
| D. a hotel manager | Speaker IV: (4) ... |
| E. a social worker | Speaker V: (5) ... |
| F. a doctor | |

What is the last speaker's (Speaker V) attitude towards technology? (6) ...

G. It makes him angry.
H. It helps him talk to his friends.
I. It provides him with information for his job.

II. Write one short paragraph about a country you would like to visit. Give reasons. **(8-10 lines)**

III. Give the letter of the correct answer (A), (B), (C), **or** (D). Only **one** variant is correct. Write the **number** and the **LETTER** (A), (B), (C), **or** (D) on your answer sheet.

- (1) One of my most traumatic ... is being involved in a car accident.
A. remembrances B. memoires C. souvenirs D. memories
- (2) All his relatives will be there when he
A. will arrive B. arrive C. arrives D. would arrive
- (3) She ... in the same building for five years now.
A. has been living B. lived C. is living D. live
- (4) I wish I ... my car last week.
A. didn't sell B. don't sell C. didn't sold D. hadn't sold
- (5) ... out tonight, or you have work to do?
A. Do you go B. Are you going C. Will you go D. Were you going
- (6) Don't worry! That ... be the boss! He is on a business trip this week.
A. must B. shouldn't C. won't D. can't

IV. Translate into English:

- (1) Ei vorbesc fluent engleză și germană.
(2) Nu trebuie să te trezești așa devreme.
(3) Dacă aș avea timp aș face o excursie în jurul lumii.
(4) Ar trebui să te gândești la consecințe înainte de a lua astfel de decizii.
(5) Mi-a spus că i-a văzut la conferință cu un an înainte.
(6) De cât timp lucrezi în această companie?

V. Read the following text and choose one of the possible answers (A), (B), (C), or (D) for the questions based on what the text states or implies. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), (C), or (D) on your answer sheet.

For two decades after World War II, mass production reigned supreme. Mass-production techniques pushed companies into standardized products, long product life cycles, and rigid manufacturing, emphasizing efficiency and low cost over flexibility. Special orders cost more. But today's consumers are very choosy. They want quality, value and products specially tailored to their needs, but always at the lowest possible price. For now mass customization has come to the fore. Mass customization uses information technology to produce and deliver products and services designed to fit the specifications of individual customers. Companies can customize products in quantities as small as one with the same speed and low cost as mass-production methods. Mass-customization systems use information taken from the customer to control the flow of goods.

(SOURCE: Gail Abel Brenner et al, TOEFL, TEORA, Bucharest, 2002, ISBN 973-20-0515-7)

- (1) We learn from the passage that mass production ...
 - A. is very popular nowadays
 - B. was the leading method of production in the twenty years or so that followed World War II
 - C. has always been the only method of production
 - D. will be used as a method in the future

- (2) We learn from the passage that one of the characteristics of mass production is ...
 - A. the need to please every customer
 - B. a disregard for flexibility
 - C. high costs
 - D. flexible manufacturing

- (3) The word "choosy" means that customers ...
 - A. are incapable to say what they like
 - B. are determined to choose only what is cheap
 - C. have great demands when they choose a product
 - D. do not care what they choose

- (4) By the phrase "mass customization", as it is used in the passage, is meant the production of goods ...
 - A. in very large quantities and for general use
 - B. to meet the needs of particular managers
 - C. at high speed regardless of cost
 - D. designed to meet the specific needs of individual customers

- (5) According to the passage, present-day customers ...
 - A. are encouraged to buy ready-made goods available in the shops
 - B. are pleased far more easily than customers were in the past
 - C. do not attach much importance to production methods
 - D. specify what they want and insist on getting it

- (6) The point is made in the passage that mass customization ...
 - A. is no more costly and no more time-consuming than mass production
 - B. is a system that dates back to the end of World War II
 - C. is the same as mass production
 - D. does not attach much importance to flexibility or to customers' needs.

WRITTEN EXAM (GEN.) 10: KEY

I. Listening Comprehension / Ascultare (6 X 1 = 6 puncte)

TAPESCRIPT (SOURCE: Richard MacAndrew; *CAE Study Pack*, OUP, 2002, ISBN 0-19-433064-8, Unit 2, Listening Task 2, Page 16/112)

1. Exciting. So exciting. I mean, I've spent most of my creative life working in what I guess most people see as a very traditional way. I tend to use oils, but occasionally I work with watercolours and I've done one or two pieces of collage and sculpture that I think are quite successful. But then along came computers and they've opened up completely new areas for people to explore, completely new avenues and methods of expression. It's fantastic.

2. Quite frankly in the fifteen years I've been doing this, they've revolutionized my working life. Time was I'd sent in a rough draft, which usually had a lot of crossings out and bits added and arrows all over it. And it would come back with comments for revisions and whatnot. And in order to produce a final manuscript I'd have to start all over again from the very beginning. Whereas now, of course, I slap in a disk and start from where I've left off. Magic!

3. But, actually, I think what I appreciate most is the contact. Because, in my job, I can be sent off at a moment's notice to a disaster zone or a famine area. It's difficult, even impossible sometimes, to let my family know where I am, or how I am, or when I'm coming home. So yes, there's vital information on symptoms and treatment that I can access at any time and that's useful, but it can't beat being able to e-mail my kids on their birthday.

4. Well, yes, I can see the benefits. But unfortunately I can see the downside too. Working with problem kids, as I do, in their homes and with their families, I would much rather that these kids spent time interacting with other people, getting some of their problems out in the open rather than shutting themselves away in front of an endless succession of screen games. Sometimes I feel like unplugging the damn machines and throwing them out the window.

5. I'm on the Internet every day. And not just playing, shopping, entertainment, and so on. It doesn't govern my life. It's useful stuff I'm doing. And as long as you're fairly selective about what you believe, it's incredible what you can find out. The web is probably the source that I use the most these days for keeping me up-to-date on my subject. And I encourage my classes to use it as much as possible too.

- | | | |
|-------|-------|-------|
| (1) C | (3) F | (5) B |
| (2) A | (4) E | (6) I |

III. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Multiple Choice (6 X 0,5 = 3 puncte)

- | | | |
|-------|-------|-------|
| (1) D | (3) A | (5) B |
| (2) C | (4) D | (6) D |

IV. English in Use / Gramatică și Vocabular:

B. Translation (6 X 0,5 = 3 puncte)

- (1) They speak English and German fluently.
- (2) You don't have to wake up so early.
- (3) If I had the time I would take a trip around the world.
- (4) You should consider consequences before taking such decisions.
- (5) He told me he had seen them at a conference a year before.
- (6) How long have you been working in this company?

V. Reading Comprehension (6 X 1 = 6 puncte)

- | | | |
|-------|-------|-------|
| (1) B | (3) C | (5) D |
| (2) B | (4) D | (6) A |

TEST 1. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LB. ENGLEZA – LIMBAJ DE SPECIALITATE – TEHNIC

Varianta 1

I. You are going to hear six short conversations about six different technological products. For questions (1) – (6), choose the best answer [choose only **one**, (A), (B), **or** (C)] that best fits each space. There is one question for each of the technological products, in the order in which you hear the conversations. You will hear the recording twice.

- (1) How much does the first product weigh?
 - A. 8 kilos
 - B. 18 kilos
 - C. 80 kilos

- (2) The technology in the second conversation is
 - A. a means of transportation
 - B. a computer simulator
 - C. a submarine

- (3) Which is the measurement unit mentioned in the third conversation?
 - A. gigahertz
 - B. gigawatt
 - C. gigabyte

- (4) Which is the speed of the product in the fourth conversation?
 - A. 1000 miles an hour
 - B. 100 kilometres an hour
 - C. 1000 kilometres an hour

- (5) The device in the fifth conversation has
 - A. 1400 watts and a 2 litre bin
 - B. 400 watts and a 4 litre bin
 - C. 400 volts and a 2 litre bin

- (6) The product in the sixth conversation is
 - A. an airplane
 - B. a car
 - C. a bicycle

II. Write one paragraph stating your opinion about the future of the computer industry (9-10 lines).

III. Translate into English:

- (1) Robotul este activat vocal.
- (2) Inteligența artificială încearcă să copieze comportamentul uman.
- (3) Tocmai am conectat scannerul.
- (4) Nu ar trebui să folosești acest program.
- (5) A zis că va repara defecțiunea.
- (6) Care este cel mai bun calculator pentru acest sistem?

- (3) Which is the effect of using supercomputers in designing means of transportation?
- A. They save time and money.
 - B. Aircrafts and automobiles become more reliable.
 - C. The physical prototypes are better equipped.
 - D. The physical prototypes become 100 million times faster.
- (4) What point does Albert M. Erisman make?
- A. The computer industry depends on customers.
 - B. There are good perspectives for the future.
 - C. Machines must make a profit to the industry and its customers.
 - D. Customers don't fully realize the benefits of the computer industry.
- (5) Why would meteorologists be interested in the new computer developments?
- A. Supercomputers can predict weather.
 - B. Supercomputers can influence weather changes.
 - C. Supercomputers are used to understand the forces that determine climate.
 - D. Supercomputers make meteorologists feel more confident about their jobs.
- (6) What would be the purpose of the computational laboratory described in the text?
- A. to perform chemical tests.
 - B. to create gigantic simulators.
 - C. to experiment different activities before trying them in real life.
 - D. to optimize computer processes.

WRITTEN EXAM (TECHN.) 1: KEY

I. Listening Comprehension / Ascultare (6 X 1 = 6 puncte)

TAPESCRIPT (SOURCE: Morgan, D. and Regan, N. *Take-Off. Technical English for Engineering*, Course Book, Garnet Education, 2008)

1.

A: So this is your new telly then?

B: Yep – what do you think?

A: Brilliant picture ... and it's so thin.

B: And it's really light ... only about 18 kilos ... I can lift it easily!

2.

A: Have you ever been on a hovercraft?

B: Yes. We went across France on one last year.

A: What was it like?

B: Amazing! I didn't know if I was on a boat or a plane. We were doing nearly a hundred and twenty klicks and we were only about a meter above the water. Fantastic!

3.

A: Look, this is the one I'd recommend, Bob. It's got a massive memory.

B: Really?

A: Yeah, 60 gigabytes. You'll be able to play your horrible music for hours!

B: Ha, ha!

4.

A: Whoa, what was that?

B: Oh, it's one of the Harriers from the airbase along the coast. It's probably doing a thousand kilometers per hour.

5.

A: Can I help you, sir?

B: Yes, I'm interested in this machine here. Can you tell me something about it?

A: Sure ... Well, of course, there's no bag to worry about and it's got a big strong motor, 1400 watts in fact ... And a litre bin ... So you don't have to empty it too often.

6.

A: That's the new Mazda RX8, isn't it?

B: Yeah. It's a lovely motor. 230 brake horse power. That's far more than you usually get from smallish cars like that. I bet it goes like a rocket on the motorway!

- | | |
|-------|-------|
| (1) B | (4) C |
| (2) A | (5) A |
| (3) C | (6) B |

III. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Translation (6 X 0,5 = 3 puncte)

- (1) The robot is vocally activated.
- (2) Artificial intelligence tries to copy human behaviour.
- (3) I have just connected the scanner.
- (4) You should not use this software.
- (5) He said he would repair the fault.
- (6) Which is the best computer for this system?

IV. English in Use / Gramatică și Vocabular:

B. Multiple Choice (6 X 0,5 = 3 puncte)

- | | |
|-------|-------|
| (1) B | (4) C |
| (2) A | (5) A |
| (3) B | (6) B |

V. Reading Comprehension (6 X 1 = 6 puncte)

- | | |
|-------|-------|
| (1) B | (4) B |
| (2) D | (5) C |
| (3) A | (6) C |

TEST 2. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LB. ENGLEZA – LIMBAJ DE SPECIALITATE – TEHNIC

Varianta 2

I. You will hear a recorded material containing a presentation of the electrical engineering career. On your answer sheet, write the words you hear in the text (corresponding to the numbered blanks 1-12). You will hear the recording twice.

Anyone who's ever experienced a major power outage appreciates just how crucial (1) ... is to our everyday lives. (2) ... , motors and countless other (3) ... need electricity to operate. That's where electrical engineers come in. Besides designing and testing (4) ... (5) ... , they oversee its manufacture, installation and maintenance. In addition, these engineers also work on complex electrical systems called grids, that provide (6) ... for entire areas of the country. The work is intricate and demands great attention to detail. You must be able to follow (7) ... manuals and diagrams. Knowledge of (8) ... and electronics is essential. So is an aptitude for problem solving. Since it usually takes a team to get a job done, being comfortable working with others is a valued attribute. These (9) ... must fully understand government guidelines, as well as construction requirements. Handling electricity can be dangerous and (10) ... (11) ... is often required. Most electrical engineers study math and science in college, graduating with at least a Bachelor's Degree. The (12) ... tends to follow a regular 40-hour schedule and is usually indoors. If you want a career that truly has the power to impact people's lives, consider becoming an electrical engineer.

II. Translate into English:

- (1) Aparatul nu funcționează, trebuie să chemi un specialist.
- (2) Acest echipament este automatizat.
- (3) Tranzistorul a reprezentat o invenție extrem de utilă.
- (4) Tocmai am reparat siguranța.
- (5) Inginerul a promis că va verifica instalația.
- (6) Am nevoie de cablul acela, da-mi-l, te rog.

III. Give the letter of the correct answer (A), (B), (C) or (D). Only **one** variant is correct. Write the **number** and the **LETTER** (A), (B), (C) or (D) on your answer sheet.

- (1) A new automated line ... last month.
A. opened B. was opened C. will open D. will be opened
- (2) Turn ... the light! It's too dark in the lab!
A. on B. off C. down D. up
- (3) Renewable energy is ... than conventional one.
A. cheap B. cheaper C. cheapest D. more cheaper
- (4) Industrial equipment is partly responsible ... air pollution.
A. because B. about C. with D. for
- (5) He wouldn't have been hurt if he ... safety procedures
A. follow B. had followed C. would follow D. would have followed
- (6) You ... smoke in the chemistry lab! It's dangerous!
A. don't need to B. needn't C. mustn't D. don't have to

IV. Write one paragraph describing the engineering domain in which you are going to perform (9-10 lines).

V. Read the following text and choose one of the possible answers (A), (B), (C) **or** (D) for the questions based on what the text states or implies. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), (C) **or** (D) on your answer sheet.

An LED (light-emitting diode) is a device that emits visible light when an electric current passes through it. To manufacture LEDs, semiconductors are combined with phosphors. When electricity is passed through a diode, infrared radiation is emitted by the semiconductor. This radiation is absorbed by the phosphors in the diode and it is then reemitted as visible light. LEDs are used in the indicator lights and in the alphanumeric displays on many of the electronic devices and appliances that we use at home and at work.

The semiconductors that are used in LEDs are called III-V compound semiconductors. This is because they are made of combinations of elements from column III of the periodic table (aluminium, gallium and indium) and elements from column V of the periodic table (phosphorus, arsenic and antimony). The precise ratio of column III elements to column V elements in a semiconductor is selected by the manufacturer. In this way, the specific characteristics of an LED – colour, the amount of visible versus infrared radiation and brightness – are determined.

(SOURCE: Ivor Williams, *English for Science and Engineering*, 2007)

- (1) What are LEDs made of?
 - A. semiconductors
 - B. semiconductors and phosphors
 - C. a diode passed through by electric current
 - D. conductors and semiconductors

- (2) The phosphors turn infrared radiation into
 - A. visible light
 - B. beta radiation
 - C. electricity
 - D. back to the semiconductor

- (3) LEDs are used in the alphanumeric displays on
 - A. indicator lights
 - B. traffic lights
 - C. electronic devices
 - D. non-electric equipment

- (4) LED semiconductors are known as
 - A. regular semiconductors
 - B. aluminium, gallium or indium
 - C. phosphorus, arsenic or antimony
 - D. compound semiconductors

- (5) The ratio of column III and column V elements
 - A. is precise
 - B. is not known exactly
 - C. is adjusted by the manufacturer
 - D. depends on other factors

- (6) The ratio of III and V elements
 - A. has no particular importance
 - B. determines colour, visible light and brightness
 - C. affects the durability of the LED
 - D. must be constant

WRITTEN EXAM (TECHN.) 2: KEY

I. Listening Comprehension / Ascultare (12 X 0,5 = 6 puncte)

TAPESCRIPT (SOURCE: www.youtube.com)

Anyone who's ever experienced a major power outage appreciates just how crucial electricity is to our everyday lives. Lights, motors and countless other devices need electricity to operate. That's where electrical engineers come in. Besides designing and testing electrical equipment, they oversee its manufacture, installation and maintenance. In addition, these engineers also work on complex electrical systems called grids that provide power for entire areas of the country. The work is intricate and demands great attention to detail. You must be able to follow technical manuals and diagrams. Knowledge of computers and electronics is essential. So is an aptitude for problem solving. Since it usually takes a team to get a job done, being comfortable working with others is a valued attribute. These engineers must fully understand government guidelines, as well as construction requirements. Handling electricity can be dangerous and safety equipment is often required. Most electrical engineers study math and science in college, graduating with at least a Bachelor's Degree. The work tends to follow a regular 40-hour schedule and is usually indoors. If you want a career that truly has the power to impact people's lives, consider becoming an electrical engineer.

- | | |
|-----------------|----------------|
| (1) electricity | (7) technical |
| (2) lights | (8) computers |
| (3) devices | (9) engineers |
| (4) electrical | (10) safety |
| (5) equipment | (11) equipment |
| (6) power | (12) work |

II. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Translation (6 X 0,5 = 3 puncte)

- (1) The device doesn't work, you must call a specialist.
- (2) This equipment is automated.
- (3) The transistor represented an extremely useful invention.
- (4) I have just finished mending the fuse.
- (5) The engineer promised he would check the installation.
- (6) I need that cable, please give it to me.

III. English in Use / Gramatică și Vocabular:

B. Multiple Choice (6 X 0,5 = 3 puncte)

- | | |
|-------|-------|
| (1) D | (4) D |
| (2) B | (5) B |
| (3) B | (6) C |

V. Reading Comprehension (6 X 1 = 6 puncte)

- | | |
|-------|-------|
| (1) B | (4) D |
| (2) A | (5) C |
| (3) C | (6) B |

TEST 3. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LB. ENGLEZA – LIMBAJ DE SPECIALITATE – TEHNIC

Varianta 3

I. You are going to hear a short conversation between a sales engineer and a customer. For questions (1) – (6), listen to the conversation and on your answer sheet mark the number corresponding to each statement as **T** (true) or **F** (false). You will hear the recording twice.

- (1) The company specialises in sheet metal working.
- (2) The company does a lot of metal casting.
- (3) Metal bashing is a precise technical term for hammering.
- (4) Drills and milling machines are always noisy.
- (5) Grinding is a process that uses abrasives.
- (6) The press is used for shearing metal.

II. Translate into English:

- (1) Acest desen reprezintă o roată dințată
- (2) Hidrogenul are un singur tip de atom, deci este un element.
- (3) Acum, el calculează rezistența acestei structuri.
- (4) S-a stricat arborele cu came.
- (5) Există mai multe tipuri de arcuri.
- (6) Am studiat Inginerie Mecanica timp de patru ani.

III. Give the letter of the correct answer (A), (B), (C) or (D). Only **one** variant is correct. Write the **number** and the **LETTER** (A), (B), (C) or (D) on your answer sheet.

- (1) The Head of the R&D Department ... soon.
A. will arrive B. is arriving C. has arrive D. arrives
- (2) The first devices ... vacuum tubes and so they were extremely big.
A. used to have B. have C. has D. are having
- (3) There were no telephones in the seventeenth century! The telephone was invented ... the 1870s.
A. on B. at C. until D. in
- (4) There is no life on the moon, but there are many forms of life ... the ocean floor.
A. over B. beneath C. on D. at
- (5) ... his car breaks down, he calls the auto club.
A. never B. if C. forever D. before
- (6) I ... doing this exercise.
A. just have finished B. have just finished C. am finishing D. just finished

IV. Write one paragraph stating your opinion about the impact of new technologies on everyday life (9-10 lines).

V. Read the following text and choose one of the possible answers (A), (B), (C) or (D) for the questions based on what the text states or implies. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), (C) or (D) on your answer sheet.

Dr. Ville Kaajakari from Louisiana Tech University has developed a technology that harvests power from a small generator embedded in the sole of a shoe. This innovative technology is based on new voltage regulation circuits that efficiently convert a piezoelectric charge into usable voltage for charging batteries or for directly powering electronics. "This technology could benefit, for example, hikers that need emergency location devices or beacons," said Kaajakari. "For more general use, you can use it to power portable devices without wasteful batteries.

The technology is being featured by MEMS Investor Journal, a national online industry publication. MEMS are tiny "smart" devices that combine computer chips with micro-components such as sensors, gears, flow-channels, mirrors and actuators. This breakthrough uses a low-cost polymer transducer that has metalized surfaces for electrical contact. Unlike conventional ceramic transducers, the polymer-based generator is soft and robust, matching the properties of regular shoe fillings. The transducer can therefore replace the regular heel shock absorber with no loss in user experience

In addition to running sensors and inertial navigation, Kaajakari's shoe power generator can also be used to power RF transponders and GPS receivers. "Ultimately, we want to bring up the power levels up to a point where we could, in addition to sensors, charge or power other portable devices such as cell phones."

(SOURCE: Adapted from: www.sciencedaily.com)

- (1) According to the text, this technology was developed ...
 - A. by a team of scientists
 - B. by MEMS Investor Journal
 - C. by mobile phone producers
 - D. by dr. Kaajakari
- (2) What is this innovative technology based on?
 - A. computer programs
 - B. energy transformation techniques
 - C. navigation systems
 - D. polymers
- (3) What are MEMS?
 - A. cell phone components
 - B. Micro-Electro-Mechanical Systems
 - C. power generators
 - D. GPS receivers
- (4) Who will use this new technology?
 - A. computer specialists
 - B. weather forecast programs
 - C. shoe makers
 - D. NASA scientists
- (5) What point does dr. Kaajakari make?
 - A. Micro-chips are useless.
 - B. There are good perspectives for the future.
 - C. This technology could benefit the car industry.
 - D. This technology could benefit hikers.
- (6) Generators could be used ...
 - A. to perform tests on actuators
 - B. to power devices without batteries
 - C. to make experiments
 - D. to optimize sensors

WRITTEN EXAM (TECHN.) 3: KEY

I. Listening Comprehension / Ascultare (12 X 0,5 = 6 puncte)

TAPESCRIPT (SOURCE: Ibbotson, M., *Cambridge English for Engineering*, CUP, 2008)

EVAN: Most of what we do is sheet metal working. We don't do foundry work – you know, casting and that type of thing. That's obviously a different discipline. But apart from that, we're equipped to do most things to do with metal bashing.

MR. BARRETT: That's the technical term for it, is it?

EVAN: I'm not sure what the technical definition for metal bashing would be. A collective term for hammering, grinding and generally making a lot of noise, probably.

MR. BARRETT: It's actually not that noisy in here, is it?

EVAN: No, it's not too bad. We had a specialist firm come in a while ago to measure noise levels at each machine – you know, for health and safety regulations. A lot of what we do isn't all that noisy. Things like drilling and milling machines are not too bad, relatively speaking. Anything involving abrasives tends to be noisy, things like grinders, even if they're only hand tools. And that big press over there makes a loud bang when they're shearing steel. It certainly saves a lot of time, though, compared with flame cutting, or sawing with a grinder blade.

MR. BARRETT: So, it's a guillotine?

EVAN: That's what we use it for mostly, yes.

- | | |
|-------|-------|
| (1) T | (4) F |
| (2) F | (5) T |
| (3) F | (6) T |

II. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Translation (6 X 0,5 = 3 puncte)

- (1) This drawing represents a (toothed) gear.
- (2) Hydrogen has only one type of atom, so it is an element.
- (3) He is calculating the resistance of this structure now.
- (4) The camshaft has broken.
- (5) There are more types of springs.
- (6) I have studied Mechanical Engineering for four years.

III. English in Use / Gramatică și Vocabular:

B. Multiple Choice (6 X 0,5 = 3 puncte)

- | | |
|-------|-------|
| (1) A | (4) C |
| (2) A | (5) B |
| (3) D | (6) B |

V. Reading

- | | |
|-------|-------|
| (1) D | (3) B |
| (2) B | (4) C |
| (5) D | (6) B |

TEST 1. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LB. ENGLEZĂ – LIMBAJ DE SPECIALITATE – BUSINESS

Varianta 1

I. You will hear a radio interview with Tom Hisata who has recently set up a sushi restaurant business in Manchester. Choose one of the possible answers (A), (B), (C) **or** (D) to complete the following sentences based on what the speakers state or imply. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), (C) **or** (D) on your answer sheet. You will hear the recording twice.

- (1) Tom Hisata used to work in
A. television
B. property
C. catering
D. financing
- (2) One of the principal difficulties that he had getting started was
A. finding a partner
B. leasing a site
C. selecting qualified personnel
D. getting a loan
- (3) He managed to convince the owners because
A. he had past restaurant experience
B. he was of Japanese origin
C. they liked the idea
D. they enjoyed the architecture
- (4) He did not obtain finance from
A. banks
B. corporate sponsors
C. government agencies
D. creditors
- (5) After two years in business, he had
A. licensed franchises in five major cities
B. expanded seating capacity in the original restaurant
C. opened three new restaurants
D. 100 employees
- (6) The only way to get really good at something is
A. when you enjoy what you're doing
B. when you succeed in realising your dreams
C. when you develop your skills
D. when you make money

II. Translate the following sentences into English:

- (1) Vânzările interne au scăzut cu 4,5% în ultimul an.
(2) Cererea pentru apa îmbuteliată este în creștere.
(3) În timp ce scriam scrisoarea de intenție, telefonul a sunat.
(4) Bursa de valori București se deschide la ora 9.00.
(5) Dacă am folosi această metodă de management, am economisi mulți bani.
(6) Anul trecut firma de transport a avut o cifră de afaceri de 5000000 dolari.

III. Read the sentences below and decide which answer best fits each space. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), (C), **or** (D) on your answer sheet. An example is given: (0).

Example: (0) I was ... that I wouldn't need to bring my own slide projector.

- A. told
- B. increased
- C. permitted
- D. written

Answer (0) A

- (1) Inflation ... quickly, I'm afraid to say.
A. is sliding B. slides C. is growing D. grows
- (2) That's the best presentation
A. I never heard B. I didn't hear C. I used to hear D. I've ever heard
- (3) ... a binding contract last year and it is still valid.
A. We have signed B. We signed C. We haven't signed D. We have sign
- (4) Fortunately, the company is paying my ... so I can afford to stay in a good hotel.
A. charges B. prices C. expenses D. costs
- (5) He was looking forward to the conference as he wanted to meet up with some old business
A. fellows B. acquaintances C. relations D. people
- (6) I'll call him straight away. Have you got his ... number?
A. extensive B. exterior C. extended D. extension

IV. Write one short paragraph about a manager's work using words specific to his/her field of activity (9-10 lines).

V. Look at the statements below and the employee profiles. Which profile (A), (B), (C) and (D) does each statement refer to? Write the **number** of the statement and the **LETTER** (A), (B), (C), **or** (D) on your answer sheet. **You will need to use some of these letters more than once.**

- (1) has a master level qualification
- (2) has gained experience in very different business areas
- (3) has worked for the same company for approximately 25 years
- (4) has been made redundant
- (5) has had their own business
- (6) has recently taken on the top job in the company

A Jamie Swillon started his career at MTL International just over a quarter of a century ago as Assistant Auditor to Mark Barry, the Finance Director. He quickly gained promotion, first to the position of Finance Consultant and then to Business Development Manager. In 1992 he was given responsibility for corporate strategy and over the next decade worked in a number of senior roles within the organization, before accepting his current CEO post last month.

B After graduating with an MBA specializing in finance, Tesa Baker took a training post at Marlow Hill, where she was responsible for financial planning. She went on to found her own training organization, which she ran successfully for a little under five years before recently selling the company for more than € 1 million. Since 2000 Tesa has worked as Senior Account Manager for the international utilities group Payes and Brightman Ltd.

C George Halford has recently been appointed Chief Financial Officer of Chapmans. Previously, George worked for slightly more than eight years as Finance Director for EJM, where he had responsibility for roughly 120 staff based in 10 UK branches. Prior to joining the company, George spent just over two years in Stockholm working as a Senior Management Consultant for the Swedish financial services company IVM Consulting.

D Jane Crawley was Investment Manager of VIA for exactly six years, until the company was bought by the German group APOR in 1998 and she lost her job. Since then Jane has held high-profile positions in sectors as varied as insurance, banking, construction and retail. In 2002 she returned to her financial beginnings and took on the role of Chief Accountant at London based B2Go.

(SOURCE: G. Tullis & S. Power, *New Insights into Business*, Workbook, Pearson Education Ltd. 2004, p. 75)

WRITTEN EXAM (BUSINESS) 1: KEY

I. Listening Comprehension / Ascoltare (6 X 1 = 6 punte)

TAPESCRIPT (SOURCE: G. Tullis & S. Power, *New Insights into Business*, Workbook, Pearson Education Ltd. 2004, p. 76)

INTERVIEWER: So Tom, can you tell us how you got the idea for your restaurant?

TOM: Well, actually I had been working in TV, arranging filming for Japanese clients who wanted to make films in Britain and, you know, with the economics problems of the last few years that wasn't a business with a great future. And besides, I just wasn't happy. I knew I could run my own business and I had always been a sushi lover. So, one day I had lunch with a Japanese television producer who told me how hard it was to find decent sushi in Manchester.

I: Where did you go from there?

T: Well, it took me about two years to make my dream come true. First I had to decide where to set up the restaurant and then I had to find suitable premises. But that proved to be more difficult than I had expected because no one would lease me a site without financial backing and the banks wouldn't give me the finance until I found a location. So it was like the classic chicken and egg situation.

I: So how did you resolve that problem?

T: Well, I was lucky enough to have a friend in the property business who offered to help me find a site in the city centre. The main problem was convincing the owners that the idea would work since I didn't have a track record in business but they loved the concept.

I: So, can you tell us exactly what your new idea was?

T: In fact the novelty is that the sushi passes by the customers on conveyor belts so they can just pick up whatever catches their eye. And we also use robots to prepare over a thousand sushi dishes every hour.

I: How did you put the finance together?

T: Well, of course I had to put in about £65,000 of my own capital and I managed to convince two friends to invest a further £50,000 together for 15% of the company. We also obtained some sponsorship from Japanese companies that were operating in the area and we made up the difference with money from a government small business loan scheme.

I: So, what happened when you finally opened up? How did things go?

T: Well, it was an instant success and after two months we were making a profit. We then opened a second branch in another part of the city one year later and then two more in London shortly after that.

I: What is your recipe for success?

T: Well, I'd say that the most important thing is to choose a business where you can actually do something that you really enjoy. It shouldn't just be about making money because the only way to get really good at something is when you succeed in realising your dreams.

- (1) A
- (2) B
- (3) C
- (4) A
- (5) C
- (6) B

II. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Translation (6 X 0,5 = 3 puncte)

- (1) Domestic sales have decreased by 4.5% over last year.
- (2) The demand for bottled-water is rising.
- (3) While I was writing the letter of application, the phone rang.
- (4) The Bucharest Stock Exchange opens at 9.00.
- (5) If we used this management method we would save a lot of money.
- (6) Last year the transport company had a turnover of 5000000 dollars.

III. English in Use / Gramatică și Vocabular:

B. Multiple Choice (6 X 0,5 = 3 puncte)

- (1) C
- (2) D
- (3) B
- (4) C
- (5) A
- (6) D

V. Reading Comprehension (6 X 1 = 6 puncte)

- (1) B
- (2) D
- (3) A
- (4) D
- (5) B
- (6) A

TEST 2. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LB. ENGLEZĂ – LIMBAJ DE SPECIALITATE – BUSINESS

Varianta 2

I. You will hear David Smith talking to a group of businessmen about the success of his company, Asda, a supermarket chain. Choose one of the possible answers (A), (B), **or** (C) to complete the following sentences based on what the speakers state or imply. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), **or** (C) on your answer sheet. You will hear the recording twice.

- (1) According to David ...
 - A. to be successful Asda has had to keep changing
 - B. many staff have worked for Asda for over a decade
 - C. Asda has introduced new staff contracts

- (2) The main reason for Asda's success is its ...
 - A. efficient processes and systems
 - B. highly-qualified team of senior managers
 - C. focus on good communication throughout the company

- (3) David says that Asda has ...
 - A. a flat management structure
 - B. more staff than other UK supermarkets
 - C. good relationships with its suppliers

- (4) Asda's senior managers visit stores regularly ...
 - A. to see if staff are following procedures correctly
 - B. to find out what staff think about the company
 - C. to check new staff have settled in well

- (5) What is a benefit of working for Asda?
 - A. Employees receive a store discount.
 - B. Childcare is organized for employees' children.
 - C. All employees can take part in free legal courses.

- (6) What happens in all Asda stores at the start of the day?
 - A. Employees all have breakfast together.
 - B. The CEO has a meeting with senior staff members.
 - C. Feedback is given on how the company and branch are doing.

II. Your company has decided that an Employee of the Year Award would increase staff motivation. Write a proposal to your superior (9-10 lines):

- suggesting two or three criteria to select the winner
- proposing a method to organize the contest

III. Translate the following sentences into English:

- (1) Firma deschide o filială în Hong-Kong.
- (2) Dacă candidatul ar fi scris o scrisoare de intenție, ar fi primit slujba.
- (3) Producătorii obișnuiau să analizeze piața înainte de a lansa un produs nou.
- (4) Ședința începe la ora 9.00.
- (5) Sediul central al firmei a fost schimbat luna aceasta.
- (6) Ți-a plăcut munca la firma de construcții?

IV. Read the sentences below and decide which answer [choose only **one**, (A), (B), (C), or (D)] best fits each space. Give the answer on your answer sheet. An example is given: (0).

Example: (0) I was ... that I wouldn't need to bring my own slide projector.
A. told B. increased C. permitted D. written

Answer (0) A

- (1) In some cultures, people will go to great lengths to avoid
A. congestion B. confusion C. confrontation D. confirmation
- (2) Could you give me some idea how long it's going to take to ... my order?
A. process B. produce C. proceed D. present
- (3) Unfortunately, the meeting ... and I missed my flight home.
A. overloaded B. overran C. overlooked D. overtook
- (4) If you give me a 10 % discount
A. you'll soon be on your way C. I'll buy two
B. your job here will be quite safe D. you'll be in big trouble
- (5) I'd have bought the bigger model if I ... afford it.
A. could B. will be able to C. would be able to D. had been able to
- (6) The company was ... in 1983.
A. launched B. left C. founded D. written

V. Read the article about the company Patagonia and answer the questions. Write the **number** of the sentence and the **LETTER** (A), (B), (C), or (D) on your answer sheet.

PATAGONIA

Over the past three decades, Patagonia, which now employs 1,000 people worldwide, has developed into a business where quality of life and a commitment to environmental sustainability are central to its mission. Patagonia regularly donates 1% of its profits, which last year reached €195m, to supporting small, local environmental groups. The activities of these groups range from campaigning for cleaner rivers to fighting road-building plans.

The company also goes to great lengths to reduce environmental ill-effects from its own activities, such as using organic cotton in its factories and recycling packaging. There are few staff vacancies, but when they occur there are always numerous applicants, in Europe as well as in the US. So, where applicants share the same skills, the job is given to the person who best fits the company's values.

Isabella Susini, who works in the four-person marketing team at the Paris headquarters, is typical in her enthusiasm for the company's flexible way of working. She is also enthusiastic about the opportunity she had to spend two months in voluntary work for an environmental group, while she was paid by her employer. And that pay, she says, is competitive with what she received in her previous job.

The Managing Director of Patagonia Europe, Alain Ronc, says, 'What is special is that we have a company where we regard our employees as the most valuable asset. Work, with its deadlines, imposes huge amounts of stress on staff. We believe that people are able to perform better without stress which is why we do our best to reduce tension in our workplace.'

Mr Ronc says, 'The lack of hierarchy, shared interests and flexibility helps to create an open business where ideas from those who actually buy our products in our stores become a reality. The easy two-way flow of information means employees understand and agree with the company's goals. In our company, there does not seem to be any office policies!'

(SOURCE: G. Tullis & S. Power, *New Insights into Business*, Workbook, Pearson Education Ltd, 2004 p. 55)

- (1) According to Paragraph 1, Patagonia
- A. now has twice as many staff as 30 years ago
 - B. has recently developed a new range of products
 - C. puts a high value on environmental protection
 - D. tries to recruit locally
- (2) The company
- A. gives money to a wide range of different organizations
 - B. is investing in a new road-building scheme
 - C. has started to promote a greener cleaning product
 - D. is going to hold new social activities for its staff
- (3) According to Paragraph 2, Patagonia
- A. encourages employees to job-share to develop their skills
 - B. promotes good staff quickly
 - C. takes on a large number of recent graduates
 - D. works hard to limit the environmental impact of its business operations
- (4) Susini says that she
- A. has recently been made Marketing Manager
 - B. is responsible for implementing a new flexible working scheme
 - C. was supported by Patagonia while she spent time working for a charity
 - D. enjoys her job and works well with her team
- (5) What does Ronc say about Patagonia?
- A. It sets all staff monthly targets to meet.
 - B. Its' employees often work at weekends to reach deadlines.
 - C. Its' staff are seen as more important than anything else.
 - D. It offers stress management courses to all employees.
- (6) According to Ronc
- A. customers' views are often acted on
 - B. all the offices are open-plan
 - C. people take it in turns to lead teams
 - D. new employees have to sign long-term contracts

WRITTEN EXAM (BUSINESS) 2: KEY

I. Listening Comprehension / Ascoltare (6 X 1 = 6 puncte)

TAPESCRIPT (SOURCE: G. Tullis & S. Power, *New Insights into Business*, Workbook, Pearson Education Ltd. 2004, p. 19)

Hello, my name is David Smith and I am Director for People at ASDA, the supermarket chain, which, as some of you are probably aware, is owned by Wal-Mart, the US discount company. Thank you for inviting me to speak to you today about why I think Asda is so successful

To begin with I would like to stress that the success enjoyed by Asda, and the fact that it is generally seen to be a very good employer, has not been achieved easily. Asda is constantly evolving its methods to keep staff happy. The success that we have has not occurred overnight. We have worked on this for ten years – and will continue to do so in the future!

In my opinion the key to Asda's success is communication – all the mechanics have been put in place to achieve this within the company. And it is not just about getting the right messages down from

the top of the organisation – it is also about ensuring feedback is properly listened to and communicated back to the top.

This is particularly important in retailing, of course, where the majority of staff are either on the shop floor dealing with customers, or behind the scenes in areas such as the supply chain, where they can feel cut off from central operations. But the message comes from the top in all ways – and in my view this is because of Asda's lack of a traditional hierarchical structure.

To give you an idea about how the company operates, at the Leeds headquarters all offices are open plan and everyone eats in the same canteen. Near the executive desks there is a meeting room – but the table does not have chairs around it on the basis that if people have to stand up, the meetings will be far shorter!

To receive feedback from staff, Asda has taken a number of measures. For example, each store has a listening group. Senior managers regularly go to stores and see the groups of between six and twelve staff. They are told they are not allowed to talk – they have to listen! Asda then measures the effectiveness of the groups with a listening survey.

So, what are the perks of working for Asda? Well, all staff get 10% off when they shop there. But there are a number of other benefits, ranging from a law club, which offers legal protection for 10p a week, to special treatment for older staff, such as 'grandparents' leave.

Stores also have a certain level of independence ... For instance, each one gets £5,000 a year to spend in whichever way staff choose. If they want to put newspapers in the staff room every day they can do it. Or they might want to buy a television that people can watch on their breaks. It is totally up to them.

You see, the whole 'Asda culture' is fed down from senior management to its individual stores. As you may have heard, all shop staff start each shift with a 'huddle' – standing together to be told about key elements of group performance and that of the individual store.

So, would anyone like to ask any questions before I move on?

- (1) A (4) B
- (2) C (5) A
- (3) A (6) C

III. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Translation (6 X 0,5 = 3 puncte)

- (1) The company opens a subsidiary in Hong-Kong.
- (2) If the candidate/applicant had written an application letter he would have got the job.
- (3) The manufacturer used to analyze the market before launching a new product.
- (4) The meeting starts at 9.00.
- (5) The headquarters of the company have been changed this month.
- (6) Did you enjoy your work at the construction company?

IV. English in Use / Gramatică și Vocabular:

B. Multiple Choice (6 X 0,5 = 3 puncte)

- (1) C (4) C
- (2) C (5) D
- (3) B (6) C

V. Reading Comprehension (6 X 1 = 6 puncte)

- (1) C (4) C
- (2) A (5) C
- (3) D (6) A

TEST 3. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LB. ENGLEZĂ – LIMBAJ DE SPECIALITATE – BUSINESS

Varianta 3

I. Listen to the following text and choose one of the possible answers (A), (B), or (C) for the questions based on what the speakers state or imply. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), or (C) on your answer sheet. An example is given:

Example: (0) Manchester United has approximately

- (A) ten million supporters
- (B) between ten million supporters and thirty million supporters
- (C) thirty million supporters

Answer: 0. B

- (1) Over half of the club's revenue comes from
 - A. ticket sales and television
 - B. merchandising
 - C. ticket sales and merchandising
- (2) Senior executives are interested in
 - A. finding new sources of income
 - B. reducing costs
 - C. generating profit
- (3) Costs at the club
 - A. continue to decrease
 - B. are increasing
 - C. have been reduced
- (4) The club ... a few years ago.
 - A. spent a lot of money to expand the capacity of the stadium
 - B. took a loan
 - C. opened subsidiaries
- (5) Expanding the capacity of the stadium will
 - A. generate a turnover of £7.5 million
 - B. slightly increase the annual turnover
 - C. increase the annual turnover by £7.5 million
- (6) ... the main costs at the club.
 - A. Developing e-commerce initiatives are
 - B. The salaries of the players represent
 - C. Works for expanding the capacity of the stadium represent

II. Translate into English:

- (1) Dacă aș fi știut despre fuziune ți-aș fi spus.
- (2) Unul dintre rolurile Băncii Centrale este de a emite monedă.
- (3) Îmi doresc să nu fi investit în acea companie, a falimentat anul trecut.
- (4) Mi s-a spus recent că firma va dechide o nouă filială.
- (5) Produsele, pe care le-ați comandat în urmă cu două zile, sunt livrate chiar acum.
- (6) Ați găsit lista noastră actuală de prețuri?

III. Give the letter of the correct answer (A), (B), or (C). Only **one** variant is correct. Write the **number** and the **LETTER** (A), (B), or (C) on your answer sheet.

I (1) ... recently that IBM is preparing (2) ... a smaller company, for this reason, they don't want (3) ... new staff at the moment. They (4) ... over 250 people last year and they (5) ... new possibilities of expansion at the moment. In fact, the company (6) ... to open three subsidiaries in Asia.

- | | | |
|----------------------|-----------------|------------------|
| (1) A. have heard | B. heard | C. was hearing |
| (2) A. to take up | B. to take in | C. to take over |
| (3) A. to take up | B. to take in | C. to take over |
| (4) A. have hired | B. hired | C. had hired |
| (5) A. are analysing | B. analyse | C. have analysed |
| (6) A. is intending | B. had intended | C. intends |

IV. Write a short paragraph (9-10 lines) about the advantages and disadvantages of having an R&D department in a company.

V. Read the following text and choose one of the possible answers (A), (B), or (C) for the questions based on what the text states or implies. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), or (C) on your answer sheet.

Great inventions rarely work first time. In 1990 the Reserve Bank of Australia, the country's central bank, shipped an order of commemorative banknotes, among the first to be made from plastic film rather than paper, to Western Samoa. The Pacific islanders' excitement at their two-tala notes soon turned to anger. Ink rubbed off the surface and smudged the portrait of Malietoa Tanumafali, the revered head of state, in whose honour the notes have been issued.

In their early days, plastic banknotes shed ink, jammed in note-counting machines and often refused to be refolded. But the Reserve Bank, which pioneered the technology, claims to have eradicated the sort of glitches that produced red (and smudged) faces in Western Samoa. Australia issued its own plastic tender for the first time in 1992. By 1996, the country had taken the last of its paper money out of circulation. Now it is persuading other countries to follow the example.

The Australians say plastic cash has two main advantages over the paper variety. First it is hard to forge. As well as fancy inks and watermarks, it has a transparent window that makes life difficult for counterfeiters. The second advantage is economic. Plastic notes are hard to rip and even survive washing machines. Although each note costs around twice as much as a paper one to make, it lasts up to four times as long. The advantage is even greater in humid climates, where paper notes can survive as little as four months.

Armed with these selling points, the Reserve Bank's printing division is running a healthy export business. It makes plastic notes for several countries, including Thailand, Brunei and a forgiving Western Samoa. DuraNote, an American company with a plastic product, claims to be talking to central banks in twenty-four countries. "Until recently plastic cash was considered a novelty", says Al McKay of DuraNote. "Now the central banks have become more cost-conscious they are taking it very seriously".

Such scrimping on costs even extends to recycling, it seems. Australia plans to turn worn-out plastic notes into wheelbarrows, compost bins and plumbing fittings. There may be money in such products, in more ways than one.

(SOURCE: Leo Jones, *New Progress to Proficiency*, Cambridge University Press 2002)

- (1) The people in Western Samoa were
- A. pleased with the quality of the banknotes
 - B. dissatisfied with the quality of the banknotes
 - C. disappointed by the quality of the banknotes

- (2) In the beginning, plastic banknotes
 A. were not of high quality
 B. were of high quality
 C. were used in most countries
- (3) After 1996
 A. there were no paper money left in circulation
 B. there were some paper money left in circulation
 C. the country still used paper money
- (4) Making a plastic banknote costs
 A. double than making a paper one
 B. less than making a paper one
 C. the same as making a paper one
- (5) Plastic banknotes are more advantageous
 A. in case it snows
 B. in sunny countries
 C. in countries where humidity is higher
- (6) The Australian Reserve Bank
 A. has not received any other orders from Western Samoa
 B. still exports banknotes to Western Samoa
 C. exports banknotes to twenty-four countries

WRITTEN EXAM (BUSINESS) 3: KEY

I. Listening Comprehension / Ascultare (6 X 1 = 6 puncte)

TAPESCRIPT (SOURCE: Paul Emerson, *Business Grammar Builder*, Macmillan, 2006)

Manchester United is supposed to have between 10 million and 30 million supporters throughout the world. In Norway, for example, one in every 140 people is said to be a registered supporter. Ticket sales and merchandising contribute over half of the club's revenue, with television contribution a further 20%.

But senior executives are known to be looking at other ways to generate income at the moment. For example, the club is believed to be developing e-commerce initiatives through a series of alliances. Costs at the club continue to increase. A few years ago the club is reported to have spent £30 million on a plan to expand the capacity of the stadium from 55,000 seats to 67,000 seats. But this is thought to be a good investment as it will generate nearly £7.5 million additional turnover annually.

The main costs at the club are the salaries of the players. Last year the team's captain is understood to have negotiated a four-year contract worth over eight figures.

- (1) C
 (2) A
 (3) B
 (4) A
 (5) C
 (6) B

II. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Translation (6 X 0,5 = 3 puncte)

- (1) If I had known about the merger, I would have told you.
- (2) One of the Central Bank's roles is to issue currency.
- (3) I wish I hadn't invested in that company, it went bankrupt last year.
- (4) I have been told recently that the company will open a new subsidiary.
- (5) The products, which you ordered two days ago, are being delivered right now.
- (6) Have you found our current price list?

III. English in Use / Gramatică și Vocabular:

B. Multiple Choice (6 X 0,5 = 3 puncte)

- (1) A
- (2) C
- (3) B
- (4) B
- (5) A
- (6) C

V. Reading Comprehension (6 X 1 = 6 puncte)

- (1) B
- (2) A
- (3) A
- (4) A
- (5) C
- (6) B

TEST 1. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LB. ENGLEZĂ – LIMBAJ DE SPECIALITATE – JURIDIC

Varianta 1

I. Listen to the following text and choose one of the possible answers (A), (B), **or** (C) for the questions based on what the speakers state or imply. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), **or** (C) on your answer sheet.

- (1) How is a criminal case born?
 - A. by a criminal investigation
 - B. by complaints addressed to a judge
 - C. by a letter addressed to the President

- (2) Who is entitled to take the first steps in a criminal investigation?
 - A. the neighbour of the victim
 - B. the law enforcement officer
 - C. the judge

- (3) What is the duty of the law enforcement officer after conducting the investigation?
 - A. to determine whether or not there is a crime
 - B. to go home and watch TV
 - C. to write a report for his superior

- (4) What will happen if there is a probable cause between the author and crime?
 - A. the accused is beaten
 - B. the accused is arrested and he will face trial
 - C. the law enforcement officer will testify against the author

- (5) Who is entitled to continue proceedings if the law enforcement officer is not sure whether or not there is a probable cause?
 - A. the district attorney or the state attorney
 - B. the same law enforcement officer
 - C. the priest of the detention facility

- (6) At the end of proceedings who makes the final decision?
 - A. a Grand Jury
 - B. the judges of the Supreme Court
 - C. the district attorney or the state attorney

II. Translate into English:

- (1) Inculpatul a fost audiat ieri.
- (2) Procesul urmează să aibă loc săptămâna viitoare.
- (3) Judecătorul tocmai a pronunțat sentința.
- (4) Conform prevederilor legii nr. 21/ 2009 părțile trebuie să încheie un contract de vânzare-cumpărare.
- (5) Dacă aş avea acces la documente aş putea dovedi că el este nevinovat.
- (6) În acest moment Primul Ministru prezintă membrii cabinetului.

III. Give the letter of the correct answer (A), (B), (C) or (D). Only **one** variant is correct. Write the **number** and the **LETTER** (A), (B), (C) or (D) on your answer sheet.

International investment and (1) ... change intersect in a number of ways. There is immense potential for investment in carbon markets, renewable energy sources, and low carbon technology. There is also, however, the potential for international investment (2) ... to frustrate the implementation of climate change mitigation measures. This paper examines recent investor challenges to environmental regulation and (3) ... that a similar approach to climate change-related regulation can be expected. The interaction of these international legal regimes will have significant implications for achieving global carbon (4) ... reductions, and, as such, this paper argues for a better alignment of their objectives. It points to the need for a shift in international investment law to meet global environmental challenges of the 21st century and argues for the inclusion of (5) ... in international investment (6) ... that will assist with the transition to a low carbon economy.

(SOURCE: Social Science Research Network. Miles, Kate. *International Investment Law and Climate Change: Issues in the Transition to a Low Carbon World*
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1154588, accessed in Nov.2010)

- | | | | |
|-------------------|----------------|------------|--------------|
| (1) A. climate | B. power | C. whether | D. interest |
| (2) A. legally | B. lawful | C. law | D. illicit |
| (3) A. argued | B. has argued | C. arguing | D. argues |
| (4) A. quality | B. quantity | C. smoke | D. emissions |
| (5) A. provisions | B. obligations | C. words | D. models |
| (6) A. agreeing | B. agreements | C. agree | D. agrees |

IV. Write a letter of application (between 100 - 150 words) in response to the following internship advertisement:

Legal Internship Program	
<p>Positions are available for undergraduates and postgraduate law students, or for lawyers awaiting a pupillage position, or for recently qualified lawyers to serve as an intern at the International Bar Association's office in London.</p> <p>Founded in 1947, the International Bar Association (IBA) is the world's largest organization of Law Societies, Bar Associations and individual lawyers. The IBA is involved with cutting edge issues affecting the international legal community and as an intern you can become involved in the work of the Association.</p>	<p>Candidates being considered for an IBA internship should:</p> <ul style="list-style-type: none"> • be highly motivated; • be able to work independently and on his/her own initiative; • have excellent interpersonal skills; • have good computer literacy including Microsoft Word and e-mail and internet; • have good analytical and writing skills; • have an interest and/or experience in international affairs and politics.

V. Match the following fragments (1-6) with the corresponding sentences (A-F):

(1) The French Immigration Minister's proposals to address the needs of unaccompanied migrant children held at transit zones, especially airports, falls short of bringing France into compliance with the UN Convention on the Rights of the Child.

(SOURCE: Human Rights Watch: <http://www.hrw.org/en/news/2009/11/20/france-inadequate-plan-migrant-children-airport>, accessed in Nov. 2010)

(2) The Yugoslav war crimes tribunal has appointed a British lawyer to represent Radovan Karadzic if the former Bosnian Serb leader continues to boycott his trial when it resumes in March, according to a document released Friday. The U.N. court named Richard Harvey, a lawyer with experience in The Hague representing war crimes suspects from Kosovo.

(SOURCE: 13 Action News. Corder, Mike. *British lawyer appointed Karadzic standby counsel.* http://www.ktnv.com/Global/story.asp?S=11543073&nav=menu498_7_6, accessed in Nov. 2010)

(3) Germain Katanga, alleged commander of the *Force de résistance patriotique en Ituri* (Patriotic Resistance Force in Ituri, FRPI), and Mathieu Ngudjolo Chui, alleged former leader of the *Front des nationalistes et intégrationnistes*, (National Integrationist Front, FNI), are accused of three crimes against humanity (murder, sexual slavery and rape) and seven war crimes (using children under the age of 15 to take an active part in hostilities; deliberately directing an attack on a civilian population as such or against individual civilians or against individual civilians not taking direct part in hostilities; willful killing; destruction of property; pillaging; sexual slavery and rape).

(SOURCE: Congo Planet. *ICC: Germain Katanga and Mathieu Ngudjolo Chui trial starts on Tuesday.* <http://www.congoplanet.com/article.jsp?id=45261549>, accessed in Nov.2010)

(4) Intel had complained to the European Ombudsman alleging two things. First that the Commission had failed to take minutes of a meeting with a senior Dell executive held on 23 August 2006, even though the meeting directly concerned the subject-matter of the Commission's anti-trust investigation of Intel. Second that the Commission encouraged Dell to enter into an information exchange agreement with micro-chip producer and Intel competitor AMD thus giving AMD access to information contained in the Commission's investigation file.

(SOURCE: EU Law Blog. *Intel, the Ombudsman and the Commission's Antitrust Investigation.* <http://eulaw.typepad.com/eulawblog/antitrust/>, accessed in Nov.2010)

(5) The Czech Constitutional Court has lifted the last major obstacle to the entry into force of the Lisbon Treaty. On November 3rd 2009 it handed down a second finding that ratification of the Lisbon Treaty by the Czech Republic did not violate its constitutional provisions. The Constitutional Court declared the petition to review the Treaties of Rome and Maastricht as inadmissible as those Treaties were unaffected by the process of ratification of the Lisbon Treaty.

(SOURCE: EU Law Blog. *Lisbon Treaty, Czech Constitutional Court (Again) and Ratification.* <http://eulaw.typepad.com/eulawblog/2009/11/lisbon-treaty-czech-constitutional-court-again-and-ratification.html>, accessed in Nov. 2010)

(6) The Court stated that according to the Directive, the seller is to be liable to the consumer for any lack of conformity in the goods at the time when they are delivered. Where goods are not in conformity, the consumer is entitled to require the seller to repair the goods or to replace them – in either case free of charge – unless that is impossible or disproportionate.

(SOURCE: EU Law Blog. *Consumer Guarantees, Defective Goods and Compensation for Use: Case C-404/06* http://eulaw.typepad.com/eulawblog/consumer_protection/, accessed in Nov. 2010)

- A. In France, the issue of immigration is assessed at governmental level.
- B. The Constitutional Court of the mentioned state declared that it had no competence to review some treaties regarding the EU.
- C. The Directive provides the right of the consumer to have certain goods replaced or repaired.
- D. A large IT company filed a complaint against another company regarding issues of competition.
- E. The suspects are accused of war crimes.
- F. The war crime suspect refused to choose a lawyer.

WRITTEN EXAM (LEGAL) 1: KEY

I. Listening Comprehension / Ascultare (6 X 1 = 6 puncte)

TAPESCRIPT (SOURCE: <http://www.youtube.com/watch?v=kURQ7j7nqkY&feature=related>, accessed in Nov. 2009)

INTERVIEWER: Mr. Gandler, how is a criminal case born?

MR. GANDLER: The police or some of the range in force conducts an investigation. This investigation may be very quick; perhaps the law enforcement officer witnessed the crime. Sometimes the investigation can take a long time, perhaps months, even years. After conducting the investigation, the police officer makes a determination whether or not there is probable cause. If they believe there is probable cause, they make an arrest. If a law enforcement officer is unsure whether or not probable cause exists, usually the results of the investigation are forwarded to the district attorney's office or the state attorney's office and they make a determination as to the probable cause.

- (1) A
- (2) B
- (3) A
- (4) B
- (5) A
- (6) C

II. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Translation (6 X 0,5 = 3 puncte)

- (1) The accused was heard yesterday.
- (2) The trial is going to take place next week.
- (3) The judge has just given the sentence.
- (4) According to the provisions/ stipulations/ rules of Law no. 21/ 2009 the parties have to/ must sign a contract of sale.
- (5) If I had access to the documents I could prove that he is innocent.
- (6) At this moment the Prime Minister is presenting the members of the cabinet.

III. English in Use / Gramatică și Vocabular:

B. Multiple Choice (6 X 0,5 = 3 puncte)

- (1) A
- (2) C
- (3) D
- (4) D
- (5) A
- (6) B

V. Reading Comprehension (6 X 1 = 6 puncte)

- (1) A
- (2) F
- (3) E
- (4) D
- (5) B
- (6) C

TEST 2. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LB. ENGLEZĂ – LIMBAJ DE SPECIALITATE – JURIDIC

Varianta 2

I. Listen to the following text and choose one of the possible answers (A), (B), **or** (C) for the questions based on what the speakers state or imply. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), **or** (C) on your answer sheet.

- (1) According to the speaker, how many people are unemployed in Europe?
 - A. 12 million
 - B. 21 million
 - C. 20 million

- (2) How many EU citizens face poverty?
 - A. 64%
 - B. 50%
 - C. 16%

- (3) What countries opposed the EU Constitution in 2005?
 - A. France and Holland
 - B. Netherlands and Germany
 - C. Italy and France

- (4) The Lisbon Treaty is ...
 - A. an article of the EU Constitution
 - B. an amending treaty
 - C. a peace treaty

- (5) This treaty is ...
 - A. controversial
 - B. totally accepted
 - C. entirely rejected

- (6) What are the arguments against the Lisbon Treaty?
 - A. it serves people and society
 - B. it prioritises social justice
 - C. it serves big businesses and economics

- (7) What improvements has the EU brought according to the speaker?
 - A. it has created more jobs
 - B. it promotes discrimination
 - C. men and women are treated more equally

- (8) What was the original reason for the creation of the EU?
 - A. to allow free trade and freedom of movement
 - B. to develop new social classes
 - C. to hinder social development

- (9) The supporters of the Lisbon Treaty argue that ...
 - A. it repeats previous commitments
 - B. it helps the fight against poverty and strengthens the legal basis of the EU
 - C. it is just a façade

- (10) The Lisbon Treaty includes a new framework for public services such as:
 - A. education and health
 - B. health and hospitality
 - C. health and public transport

(11) How many young people are jobless in the EU?

- A. 500,000
- B. 5,000,000
- C. 50

(12) How many children will face poverty from the first day they are born?

- A. 1 in 5
- B. 5 in
- C. 2 in 4

II. Translate into English:

- (1) În acest moment procurorul audiază martorul.
- (2) Reclamantul cere daune în valoare de 2,300 de euro.
- (3) El a mărturisit că a șantajat un funcționar public.
- (4) Legea va intra în vigoare luna viitoare.
- (5) Dacă părțile ar fi de acord, disputa s-ar putea rezolva fără un proces.
- (6) Dacă judecătorul ar fi acceptat acea probă atunci sentința ar fi fost diferită.

III. Give the letter of the correct answer (A), (B), or (C). Only **one** variant is correct. Write the **number** and the **LETTER** (A), (B), or (C) on your answer sheet.

In (1) ... Article 23(2) of the Europol Decision, Europol shall conclude (2) ... with the third States and organizations placed on the list in the Annex to this Decision. Europol may initiate the procedure for the (3) ... of an agreement as soon as the third State or organization (4) ... placed on that list. Europol shall strive for the conclusion of a (5) ... agreement with (6) ... third States and organizations which allows for the exchange of personal (7) ... , unless decided otherwise by the Management Board.

Europol (8) ... prioritize the conclusion of cooperation agreements (9) ... third States and organizations placed on the list, taking account of its operational needs and the human and (10) ... resources available. The Management Board may (11) ... the Director with any (12) ... instructions concerning the negotiation of a specific agreement as it considers necessary.

(SOURCE: Council of the European Union. *Draft Council Decision determining the list of third states and organization with which Europol shall conclude agreements.*

[http://webcache.googleusercontent.com/search?q=cache:DUkCFjrNY1oJ:www.europarl.europa.eu/meetdocs/2009_2014/documents/cls/cons_cons\(2009\)11946/_cons_cons\(2009\)11946_en.pdf](http://webcache.googleusercontent.com/search?q=cache:DUkCFjrNY1oJ:www.europarl.europa.eu/meetdocs/2009_2014/documents/cls/cons_cons(2009)11946/_cons_cons(2009)11946_en.pdf), accessed in January, 2010)

- | | | |
|---------------------|----------------|--------------------|
| (1) A. according to | B. accord with | C. accordance with |
| (2) A. agreements | B. agree with | C. agreeing |
| (3) A. conclude | B. conclusion | C. a concluding |
| (4) A. has been | B. will be | C. will have been |
| (5) A. cooperate | B. cooperated | C. cooperation |
| (6) A. that | B. those | C. this |
| (7) A. datum | B. dates | C. data |
| (8) A. shall | B. is | C. has |
| (9) A. to | B. with | C. about |
| (10) A. financials | B. finance | C. financial |
| (11) A. give | B. provide | C. take |
| (12) A. further | B. far | C. furthest |

IV. You wish to apply for a Master Program on European Law offered by a university in Britain. Write a letter of application to the university concerned, giving your personal details and your academic qualifications, including your level of English. Highlight the areas of law that you are interested in and the courses offered by this program you wish to be part of. State also your reasons for choosing this particular university. Use between 100-150 words.

V. Read and match the following fragments (1-6) with the corresponding sentences (A-F):

(1) The number of access points throughout the EU is going to be gigantic. It is well known that the greater the points of access and the greater the number of people who have access, the greater is the chance that data will be misplaced, lost or illegally accessed. Private security firms, multinationals and internal and foreign agencies as well as criminals all use their "contacts" to get unauthorized access to personal data. The idea that mass databases can be totally secure and that privacy can be guaranteed is a fallacy.

(SOURCE: Guardian. The Observer. Doward, Jamie. *500,000 EU computers can access private British data* <http://www.guardian.co.uk/technology/2010/feb/07/eu-computers-access-private-data>, accessed in January, 2010)

(2) "The Ombudsman recalls that during his inquiry, the Commission consistently argued that it was going to expand the scope of its registers and led the Ombudsman to believe that the problem was mainly a technical one (i.e., the absence of a harmonized data base for the registration of documents). The Ombudsman notes, with regret, that the Commission's new argument suggests that it has no intention of trying to complete its registers."

(SOURCE: The European Ombudsman. *Follow-up to critical and further remarks - How the EU institutions responded to the Ombudsman's recommendations in 2008* <http://www.ombudsman.europa.eu/cases/followup.faces/en/4423/html.bookmark>, accessed in January, 2010)

(3) The system for the protection of human rights in Europe is under scrutiny. States are examining the European Court of Human Rights. At a Conference in February 2010 they will make decisions that could bring welcome reform to relieve the Court's backlog of cases. Conversely, these decisions could undermine a body that has provided redress for the victims of human rights violations in Europe for 50 years.

(SOURCE: Fidh. Council of Europe. *Decision Time on the European Court of Human Rights* <http://www.fidh.org/DECISION-TIME-ON-THE-EUROPEAN-COURT-OF-HUMAN>, accessed in January, 2010)

(4) Personal usage as private individuals/"fair dealing" is allowed. We also welcome links to material on our site. Usage by those working for organizations is allowed only if the organization holds an appropriate license from the relevant reprographic rights organization (e.g.: Copyright Licensing Agency in the UK) with such usage being subject to the terms and conditions of that license and to local copyright law.

(SOURCE: Statewatch European Monitor and Documentation Center. <http://www.statewatch.org/swpubs2.htm>, accessed in January, 2010)

(5) In today's decision, the Court unanimously concluded that a list of candidates for election as a judge of the Court in respect of a particular State, which had already been submitted to the Parliamentary Assembly of the Council of Europe, could not be withdrawn and replaced with a new list after the deadline set for submission of the list to the Assembly.

(SOURCE: ECHR Blog. http://echrblog.blogspot.com/2010_01_01_archive.html, accessed in January, 2010)

(6) The State Duma of the Russian Federation has voted in favor of the draft law ratifying Protocol No. 14 to the European Convention on Human Rights. The vote clears the way once and for all for the Protocol, already ratified by the other 46 States Parties, to enter into force. The President of the European Court of Human Rights, Jean-Paul Costa, welcomed the decision.

(Source: Helsinki Committee for Human Rights of the Republic of Macedonia. *Russia Votes In Favour Of The Draft Law Ratifying Protocol No. 14 To The European Convention On Human Rights*. <http://www.mhc.org.mk/default-en.asp?ItemID=F4E82CFAD81020488A3DDB001346B756>, accessed in January, 2010)

- A. The Commission suggested that the problems were mainly technical.
- B. Links to materials on our site are allowed by our copyright agreement.
- C. The list of candidates could not be changed according to the Court.
- D. Mass databases are not secure.
- E. The European human rights protection system will be reformed.
- F. Russia ratified a protocol to the European Convention on Human Rights.

WRITTEN EXAM (LEGAL) 2: KEY

I. Listening Comprehension / Ascoltare (6 X 1 = 6 punte)

TAPESCRIPT (SOURCE: *Lisbon treaty's social side*:

http://www.youtube.com/watch?v=MM_BndIJihw, accessed in January, 2010)

All over Europe number states are in crises. Twenty-one million people are unemployed, an increase of 5 million from this time last year. Meanwhile 16% of European citizens live their lives at risk of poverty, that's 17 million people.

With Europe's social and economic future at stake, how will Europe respond and is the Lisbon Treaty part of the solution?

In 2005, France and Holland said no to the European Constitution. European leaders had to look for another road to reform and the result was the Lisbon Treaty. While the Constitution was presented as a new rulebook, Lisbon is an amending treaty that re-writes the existing set of rules. The Lisbon Treaty is controversial and there are many arguments for and against. Some see Lisbon as the next step on the road to reform, leading to a better Europe. Others argue that the Treaty will take us even further down the wrong road serving big business and economics ahead of people and society.

Europe makes a difference. Women and men are treated more equally, workplaces are safer and fair and diversity is celebrated. However social objectives have not come naturally to the European Union, which was originally motivated by breaking down barriers to trade and allowing freedom of movement. Overtime a social vision emerged in response to demands for a better society. This journey was underlined with the commitment to making a decisive impact on poverty by 2010. With millions of children still living in poverty it's clear that Europe could do better, so what can the Lisbon Treaty do?

Some say the Lisbon Treaty put social justice at the heart of the European Project, others argue that the direction stays the same and the free market still comes first. For many the Charter of Fundamental Rights strengthens the fight against poverty and gives social Europe a stronger legal basis. Critics say that it offers nothing new and merely repeats previous commitments.

It can be argued that Lisbon social clause will change the way decisions are made and will lead to poverty proofing of European policy. However many say that the clause is merely window dressing and is not a significant step forward.

Some praise the inclusion of a new framework for the provision of services like health and public transport, others state the opposite view and believe the Treaty will attack public services by opening them up to privatization.

Lisbon also tries to tackle the democratic deficit with provisions such as the *citizens' initiative* whereby millions of signatures can change policy. Opponents of the Treaty argue that the democratic gulf remains too wide and people will stealthily remove from the European Union.

All across the Union economies have gone from boom to bust. Five million young people are unemployed, an increase of 1 million from this time last year. Of the 5.4 million children who were born in the EU last year, 1 in 5 will face poverty from the first day of their lives.

In the next decade the European Project will be put to the test. Will the Lisbon Treaty help or hinder those most in need? What do you think? It's your Europe, your vote, your choice.

- (1) B
- (2) C
- (3) A
- (4) B
- (5) A
- (6) C
- (7) C
- (8) A
- (9) B
- (10) C
- (11) B
- (12) A

II. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Translation (6 X 0,5 = 3 puncte)

- (1) At this moment the prosecutor is hearing the witness.
- (2) The claimant/ plaintiff asks for damages of 2,300 Euros.
- (3) He confessed that he had blackmailed a public servant/ officer.
- (4) The law will get into force next week.
- (5) If the parties agreed, the dispute could be settled/ solved without a trial.
- (6) If the judge had accepted that evidence, then the sentence would have been different.

III. English in Use / Gramatică și Vocabular:

B. Multiple Choice (12 X 0,25 = 3 puncte)

- (1) C
- (2) A
- (3) B
- (4) A
- (5) C
- (6) B
- (7) C
- (8) A
- (9) B
- (10) C
- (11) B
- (12) A

V. Reading Comprehension (6 X 1 = 6 puncte)

- (1) D
- (2) A
- (3) E
- (4) B
- (5) C
- (6) F

TEST 3. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LB. ENGLEZĂ – LIMBAJ DE SPECIALITATE – JURIDIC

Varianta 3

I. Listen to the following text and choose one of the possible answers (A), (B), or (C) for the questions based on what the speakers state or imply. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), or (C) on your answer sheet.

- (1) The recording presents the stages in ...
 - A. a civil case
 - B. a legal mediation
 - C. criminal case

- (2) The most important steps presented are ...
 - A. arrest, booking, bail, arraignment, plea bargain
 - B. trial, sentencing and appeal
 - C. all the above (A and B)

- (3) A person is arrested by ...
 - A. a police office
 - B. a postman
 - C. a judge

- (4) When the defendant is booked, the police officer ...
 - A. reads the defendant's rights
 - B. records the defendant's personal information
 - C. takes the fingerprints of the defendant's neighbours

- (5) If the charges are less serious, the defendant can ...
 - A. post bail and be released
 - B. send a letter to his lawyer
 - C. ask the police officer to let him go

- (6) In the arraignment phase the defendant is asked by the judge if ...
 - A. he wants to stay in jail
 - B. he is going to re-offend
 - C. he needs an attorney and how he wants to plead to the charges

- (7) The next step when the prosecutor and the defence attorney meet is called ...
 - A. jury phase
 - B. plea bargain negotiation
 - C. contract dispute settlement

- (8) If the defendant pleads guilty he may get ...
 - A. a more lenient sentence
 - B. a more severe punishment
 - C. a life sentence

- (9) In the trial phase, the jury will have to establish ...
 - A. if the defendant is from another country
 - B. if the defendant committed the crime
 - C. if the defendant is endowed with reason

- (10) If the defendant is not guilty, he will ...
 - A. stay in prison for ten years
 - B. be provided with shelter and food
 - C. be acquitted

- (11) The sentence can include
 A. community service and drug abuse
 B. fine, incarceration, probation, or a suspended sentence
 C. jail and electronic surveillance
- (12) The defendant may appeal to
 A. a higher court
 B. to the police station
 C. to a lower court

II. Translate into English:

- (1) Drepturile și obligațiile persoanelor fizice și juridice sunt stipulate în Constituție, Codul Civil, Codul Penal, etc.
 (2) Noi regulamente și directive au fost adoptate luna trecută de către Comisia Europeană.
 (3) Acuzatul a recunoscut că a comis doar două infracțiuni: furt și trafic de droguri.
 (4) O persoană este arestată doar dacă un mandat de arestare este emis pe numele său.
 (5) Dacă pârâțul ar accepta să plătească despăgubirile, reclamantul nu ar continua acțiunea civilă.
 (6) Parțile au afirmat că au primit declarațiile martorilor.

III. Give the letter of the correct answer (A), (B), or (C). Only **one** variant is correct. Write the **number** and the **LETTER** (A), (B), or (C) on your answer sheet.

Concern regarding the use of (1) ... sanctions, or administrative sanctions which mimic criminal ones (such as detention), in respect of border and immigration control issues has (2) ... rising for some time. The consequence for refugees of hardening access to European borders backed up by criminal sanctions, (3) ... by academics, non-governmental organizations and international organizations. In July 2008, ten independent (4) ... experts of the Special Procedures of the United Nations Human Rights Council (5) ... the EU's directive on the return of irregular migrants also on grounds of the intersection of criminal sanctions and immigration control. They stated that "irregular immigrants are not (6) As a rule they should not be subjected to detention at all. Member states are obliged to explore the availability of alternatives to detention and detention must only be for the (7) ... possible period of time." On the treatment of (8) ... in detention more generally, already in 2009, the European Committee for the Prevention of Torture (CPT), Council of Europe, (9) ... questions about the practices in Finland, the Netherlands and Portugal. In 2008, the Committee expressed concern (10) ... the treatment of foreigners seven times, including a highly critical report on facilities in Greece. A parallel move, which also causes substantial concern, is the use of criminal law (11) ... to punish individuals and businesses which engage with individuals whose immigration status is either uncertain (12) ... unauthorized.

(SOURCE: Commissioner for Human Rights. Guild, Elspeth. *Criminalisation of Migration in Europe: Human Rights Implications*.

<https://wcd.coe.int/ViewDoc.jsp?id=1579605&Site=CommDH>, accessed in April, 2010)

- | | | |
|---------------------|-----------------|------------------------|
| (1) A. crime | B. criminal | C. crimes |
| (2) A. been | B. is | C. be |
| (3) A. has question | B. was question | C. has been questioned |
| (4) A. human | B. human rights | C. human law |
| (5) A. criticized | B. criticize | C. had criticized |
| (6) A. criminals | B. crimes | C. infractions |
| (7) A. short | B. shorter | C. shortest |
| (8) A. foreign | B. foreigners | C. engineers |
| (9) A. raised | B. increased | C. decreased |
| (10) A. in | B. about | C. without |
| (11) A. punish | B. sanctifying | C. sanctions |
| (12) or | B. neither | C. nor |

IV. You are Mr. John Brown, the director of “Multilingua” School. You bought a satellite system at 50% of the normal price from UltimateTech for educational use. You purchased this system to record TV programs for use during lessons. When you tried to record you realized that the timer function did not work. Write a complaint letter to Ms. Jane White, the head of Ultimate Tech Customer Service Department, asking for either a full refund or a replacement system. Also point out that, according to law, if a reduction (in this case 50% of the normal price) is offered due to a defect in the product, this defect must be pointed out by the seller at the time the product is bought, a fact that did not happen in your case. Use between 100-150 words.

V. Read and match the following fragments (1-6) with the corresponding sentences (A-G). One sentence is extra and should not be used:

(1) Article 86 of the Treaty on the Functioning of the European Union provides for the possibility of establishing a European Public Prosecutor's Office in order to combat crimes affecting the financial interests of the Union, and also provides in paragraph 4 for the possibility of the European Council, at the same time or subsequently, extending the powers of the European Public Prosecutor's Office to include serious crime having a cross-border dimension.

(SOURCE: Council of the European Union. *The European Public Prosecutor's Office*.

<http://docs.google.com/viewer?a=v&q=cache:9RTOkXyRPWgJ:www.statewatch.org/news/2010/apr/eu-council-european-public-prosecutors-office>, accessed in April, 2010)

(2) Countries should review the adequacy of laws and regulations that relate to entities that can be abused for the financing of terrorism. Non-profit organizations are particularly vulnerable, and countries should ensure that they cannot be misused: by terrorist organizations posing as legitimate entities; to exploit legitimate entities as conduits for terrorist financing, including for the purpose of escaping asset freezing measures; and to conceal or obscure the clandestine diversion of funds intended for legitimate purposes to terrorist organizations.

(SOURCE: FATF *Special Recommendation VIII: Non-profit Organisations*. <http://www.fatf-gafi.org>, accessed in April, 2010)

(3) As regards the public access to the decision-making process of the institutions, it shall be noted that Article 16(8) of the Treaty on the European Union as well as Article 15(2) of the Treaty on the Functioning of the European Union provide that the Council meet in public when it deliberates and acts on a draft legislative act. This principle also contributes to widening access to Council documents since documents relating to items discussed in public Council sessions are automatically made public and available in the official EU languages on the Council's Internet website.

(SOURCE: EurLex. *Consolidated versions of the Treaty on European Union and the Treaty on the Functioning of the European Union*. <http://eur-lex.europa.eu/Lex>, accessed in April, 2010)

(4) The phenomenon of unaccompanied minors affects most of the Member States in one way or another, either as first country of entry into the EU/Schengen area, transit country or country of destination. To a great extent, the Member States in northern, western and central Europe are countries of destination as well as biggest countries in Southern Europe. The Member States in eastern and smaller island countries in southern Europe are entry and transit countries for unaccompanied minors applying for asylum.

(SOURCE: Council of the EU. *Analysis of the replies to the questionnaire on unaccompanied minors arriving to the EU*. <http://docs.google.com/viewer?a=v&q=cache:KWuKiFG3yykJ:www.statewatch.org>, accessed in April, 2010)

(5) “Member States shall ensure that any person arrested in connection with, or charged with, a criminal offence is entitled to receive, free of charge, a translation, interpretation or, where compatible with the interests of justice, an oral summary of the detention order, the indictment and the judgment, where those documents exist, if the person concerned does not understand the language in which those documents are drawn up.”

(SOURCE: Peers, Steve. *Statewatch Analysis. Rights for Criminal Suspects and the EU law*.

<http://docs.google.com/viewer?a=v&q=cache:4TGnIbh1wi8J:www.statewatch.org/news/2007/apr/Statewatch-analysis-crim-proced.pdf>, accessed in April, 2010)

(6) Germany's highest court on Tuesday overturned a law allowing authorities to retain data on telephone calls and e-mail traffic to help fight terrorism and crime. The Federal Constitution Court ruled that major changes needed to be made to a 2008 law ordering data on calls made from mobile or fixed-line telephones and e-mail traffic to be kept for six months for possible access by law enforcement agencies. The number of access points throughout the EU is going to be gigantic. It is well known that the greater the points of access and the greater the number of people who have access, the greater is the chance that data will be misplaced, lost or illegally accessed. Private security firms, multinationals and internal and foreign agencies as well as criminals all use their "contacts" to get unauthorized access to personal data. The idea that mass databases can be totally secure and that privacy can be guaranteed is a fallacy.

(SOURCE: Spiegel Online International. *German High Court Limits Phone and E-mail data storage* <http://www.spiegel.de/international/germany>, accessed in April, 2010)

- A. Children who are not with parents or tutors seek asylum in the EU.
- B. A new category of crimes falls under the competence of the EU Prosecutor.
- C. EU Council has public sessions when discussing legislation proposals.
- D. The EU proposes to establish a new Ombudsman's office.
- E. Review of laws is required to avoid terrorism funding.
- F. High Court limits phone and e-mail data storage.
- G. EU law stipulates that criminal suspects should have the right to interpretation and translation.

WRITTEN EXAM (LEGAL) 3: KEY

TAPESCRIPT (SOURCE: FindLaw. *Criminal Arrest: Stages of Criminal Case*. <http://www.youtube.com/watch?v=iYqpoylpk-o>, accessed in April, 2010)

Stages in a criminal case

No two criminal cases are alike. This video will discuss key steps in a criminal case. One: arrest, booking and bail. Two: arraignment and plea-bargain. And three: trial, sentencing and appeal.

A criminal case really begins when a police officer places someone under arrest, meaning that they have been taken into custody and are not free to leave.

The arrested person, the defendant is then booked or processed. Here a police officer typically records the defendant's personal information and the description of the alleged crime. The defendant is ordinarily fingerprinted and photographed at this time.

Depending on the seriousness of the charges, the defendant may be able to post bail to be released from custody until the first court appearance. The bail amount is set out by the court. Those who are ineligible for or are unable to pay bail are usually held at the police station or the local jail until their first court appearance.

This takes us to the next stage: the arraignment and potential plea bargain.

The defendant's first court appearance is called an arraignment. Here the defendant usually appears before a criminal court judge who will read the charges. The judge typically asks if the defendant needs an attorney and how they want to plead to the charges, usually the plea is either guilty or not guilty. The judge will likely also announce the dates of future court proceedings in the case.

After an arraignment, the prosecuting attorney and the defendant's counsel will usually attempt to what are called plea bargain negotiations.

The majority of criminal cases are resolved through plea bargains. The defendant agrees to plead guilty to one or more charges in exchange for a more lenient sentence or certain related charges are dismissed.

Now let's look at trials, sentencing and appeals.

If a plea bargain agreement cannot be reached, a criminal case will likely go to trial.

A jury will look at all the evidence and determine whether the defendant committed the crime, in legal terms, beyond reasonable doubt.

If the jury returns a verdict of not guilty, the defendant is released from custody. This is called an acquittal.

If the jury returns a guilty verdict, also called the conviction, the process moves into the sentencing phase. That's where the judge or jury decides on the appropriate punishment. Depending on the seriousness of the crime and the defendant's criminal history, the sentence can include: a fine, incarceration and jail or prison, community service, drug and alcohol rehabilitation, probation, or a suspended sentence, which takes place if probation is violated.

A convicted defendant may appeal his or her case to a higher court. This usually starts with the State's Court of Appeals. In the appeal the defendant usually asks the higher court to review the case for a legal error, whether in the conviction itself or in the sentence that was imposed.

There you have it! The stages of a typical criminal case. You'll find more information

- | | |
|-------|--------|
| (1) C | (7) B |
| (2) C | (8) A |
| (3) A | (9) B |
| (4) B | (10) C |
| (5) A | (11) B |
| (6) C | (12) A |

II. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (6 X 1 = 6 puncte):

A. Translation (6 X 0,5 = 3 puncte)

1. The rights and liabilities of the natural and legal persons are stipulated in the Constitution, in the Civil Code, in the Criminal Code, etc.
2. New regulations and directives were adopted by the EU Commission last month.
3. The accused admitted/ confessed that he had committed only two crimes: theft and drug dealing.
4. A person is arrested only if an arrest warrant is issued on his/her name.
5. If the defendant/ respondent accepted to pay damages, the claimant wouldn't continue civil proceedings/ the civil action.
6. The parties stated that they had got/received the witnesses' statements.

III. English in Use / Gramatică și Vocabular:

B. Multiple Choice (12 X 0,25 = 3 puncte)

- | | |
|-------|--------|
| (1) B | (7) C |
| (2) A | (8) B |
| (3) C | (9) A |
| (4) B | (10) B |
| (5) A | (11) C |
| (6) A | (12) A |

V. Reading Comprehension (6 X 1 = 6 puncte)

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

TEST 4. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LB. ENGLEZĂ – LIMBAJ DE SPECIALITATE – JURIDIC

Varianta 4

I. Listen to the following text and choose one of the possible answers (A), (B), or (C) for the questions based on what the speakers state or imply. Only **one** variant is correct. Write the **number** of the sentence and the **LETTER** (A), (B), or (C) on your answer sheet.

- (1) When a person is dealing with the police, he/she benefits from
 - A. Miranda rights
 - B. search and seizure protection
 - C. both A) and B)

- (2) Search and seizure protection are stipulated by
 - A. the Civil Code
 - B. the 4th Amendment to the US Constitution
 - C. the 6th Directive of the EU

- (3) The police can search and seize you and your property only if
 - A. they have a search warrant
 - B. you are innocent
 - C. they arrest you

- (4) The right to search and seizure protection is applicable
 - A. if the police questions you in the street
 - B. if your car is seen in the traffic
 - C. if you are released from custody

- (5) Miranda rights are stipulated by
 - A. the Romanian Constitution
 - B. the US Constitution
 - C. the New Criminal Procedural Code

- (6) According to Miranda rights you
 - A. can stay in custody
 - B. have the right to remain silent
 - C. must confess your crime

- (7) If a person doesn't have the money to pay an attorney
 - A. that person will stay in prison for one year
 - B. the police officer will represent him/her in court
 - C. that person is provided with an attorney at no cost

- (8) Miranda rights are named after a ... US Supreme Court Case entitled *Miranda v. Arizona*.
 - A. 1966
 - B. 1906
 - C. 1960

- (9) The court's decision in *Miranda v. Arizona* case gives any person in police custody
 - A. the right to be advised
 - B. the right to be advised and the right against self-incrimination
 - C. the right to self-motivation

- (10) If the police gets evidence by violating your rights, that evidence
 - A. can be used in court
 - B. is important for the outcome of the case
 - C. cannot be used against you

- (11) If a person is arrested without a Miranda warning, any statement made by that person
 A. will not be admitted as an evidence
 B. will be admitted as an evidence;
 C. will be sent by mail
- (12) If the police search someone's house without a ... any evidence obtained in that search is not admitted in the criminal case against the respective person.
 A. warning
 B. searching
 C. search warrant

II. Translate into English:

1. Dacă drepturile omului ar fi respectate am trăi într-o lume mai bună.
2. Membrii Parlamentului dezbate acum proiectul de lege.
3. Ieri, majoritatea martorilor au depus mărturie împotriva acuzatului.
4. Principiul obligativității precedentului judiciar se aplică în instanțele din Anglia.
5. O persoană nu poate fi reținută (în custodie) mai mult de 24 de ore.
6. Persoana acuzată tocmai a fost eliberată pe cauțiune.

III. Give the letter of the correct answer (A), (B), or (C). Only **one** variant is correct. Write the **number** and the **LETTER** (A), (B), or (C) on your answer sheet.

In a (1) ... case, the government generally brings (2) ... in one of two ways: either by accusing a (3) ... directly in a "bill of information", (4) ... by bringing (5) ... before a grand (6) ... to allow that body to determine whether the case should proceed. If there is, then the (7) ... is indicted. In the federal system, a case must be (8) ... before a grand jury for (9) ... if it is to proceed; some states, however, do not require indictment. Once charges have (10) ... brought, the case is then brought (11) ... a petit jury or is tried by a (12) ... if the defense requests it.

(SOURCE: Wikipedia. *Criminal Procedure in the United States* http://en.wikipedia.org/wiki/Criminal_procedure_in_the_United_States, accessed in May,2010)

- | | | |
|--------------------|--------------|---------------|
| (1) A. crime | B. criminal | C. crimes |
| (2) A. charges | B. charging | C. changing |
| (3) A. suspicion | B. suspect | C. suspecting |
| (4) A. nor | B. neither | C. or |
| (5) A. obvious | B. evidence | C. clear |
| (6) A. jury | B. juries | C. illicit |
| (7) A. defendant | B. police | C. defendants |
| (8) A. was brought | B. brought | C. been |
| (9) A. release | B. releasing | C. indictment |
| (10) A. will be | B. been | C. be |
| (11) A. before | B. therefore | C. after |
| (12) judging | B. judge | C. president |

IV. Present an outline of your graduation paper (between 100 and 150 words)

V. Match the following fragments (1-6) with the corresponding sentences (A-F):

(1) After sentencing, the defendant may appeal the ruling to a higher court. American appellate courts do not retry the case; they only examine the record of the proceedings in the lower court to determine if errors were made that require a new trial, resentencing, or a complete discharge of the defendant, as is mandated by the circumstances. The prosecution may not appeal after an acquittal, although it may appeal under limited circumstances before verdict is rendered, and may also appeal from the sentence itself.

(SOURCE: Wikipedia. *Criminal Procedure in the United States*

http://en.wikipedia.org/wiki/Criminal_procedure_in_the_United_States, accessed in May, 2010)

(2) In the law of the United States, diversity jurisdiction is a form of subject-matter jurisdiction in civil procedure in which a United States district court (the trial courts of general jurisdiction in the federal judiciary) has to hear a civil case because the persons that are parties are "diverse" in citizenship, which generally indicates that they are citizens of different states or non-U.S. citizens. (Corporations, as legal persons, may also be included). Diversity jurisdiction and federal-question jurisdiction (jurisdiction over issues arising under federal law) constitute the two primary sources of subject matter jurisdiction in U.S. federal courts.

(SOURCE: Wikipedia. *Diversity Jurisdiction*.

http://en.wikipedia.org/wiki/Diversity_jurisdiction., accessed in May, 2010)

(3) On 12 June 2007 that Decision was partly amended by the adoption of Decision 2007/412/JHA with the aim of improving information exchange and bringing the Decision into line with the current situation. The amendments provided that NFIPs should have access to personal data on supporters that pose a risk, that NFIPs should produce and circulate to other national information points generic and/or thematic assessments of football disturbances in their countries, and finally that information was to be exchanged using the forms contained in the appendix to the handbook with recommendations for international police cooperation and measures to prevent and control violence and disturbances in connection with football matches with an international dimension.

(SOURCE: Council of the EU. *Evaluation Report on the degree of implementation of Council Decision ...* http://webcache.googleusercontent.com/search?q=cache:Y6_a9iAEeDeJ:register.consilium.europa.eu, accessed in May, 2010)

(4) The EDPS believes that the proposed Regulation should - to the extent necessary and appropriate - clearly address the question of the scope of activities that may give rise to the processing of personal data by FRONTEX. A specific legal basis, subject to strong data protection safeguards and in accordance with the proportionality and necessity principles, is needed. Only where necessary for clearly identified and lawful purposes should such processing be allowed.

(SOURCE: Europa Data Protection Supervisor . *Revision of FRONTEX's mandate*. http://docs.google.com/viewer?a=v&q=cache:Csy4Vd_SEZgJ:www.edps , accessed in May, 2010)

(5) People "disturbing the public order" covers a multitude of offences (from noisy neighbours to rowdy drinkers to protests that "disturb" traffic flows) for which each Member States already has laws in place. To collapse this category by the use of "and/or" to encompass persons "endangering public security" is not logical or nor legally defensible.

(SOURCE: Statewatch. Bunyan, Tony. *Protests in the EU: "troublemakers and travelling violent offenders" [undefined] to be recorded on database and targeted*

http://docs.google.com/viewer?a=v&q=cache:8IHD0wnk_NIJ, accessed in May, 2010)

(6) Since 2001, the EU "terrorist list" has been updated (or simply re-adopted) every six months, growing from 29 to 54 individuals and from 13 to 48 groups. Although the decisions are formally taken at ministerial level by the EU Council, an *ad hoc* "clearing house" was created by the EU to evaluate proposals from the member states as to who should be included. The composition, mandate and proceedings of this "clearing house" have been kept completely secret. Moreover, the 2001 EU legislation made no provision for the notification of those included in the terrorist list (either prior to or after their proscription) and no provision for them to appeal against their designation as "terrorist".

(SOURCE: Statewatch. Hayes, Ben. *"Terrorist lists" still above the law*

<http://docs.google.com/viewer?a=v&q=cache:AO-TyuT21VwJ> , accessed in May 2010)

- A. A list of alleged terrorists –still above the law
- B. Access to personal information should be legally grounded
- C. Courts’ jurisdiction is related to the citizenships of the parties
- D. The definition of troublemakers gives rise to legal interpretations
- E. Decision concerning security for sport events
- F. Appealing the ruling to a higher court

WRITTEN EXAM (LEGAL) 4: KEY

I. Listening Comprehension / Ascoltare (12 X 0,5 = 6 puncte)

TAPESCRIPT (SOURCE: *Miranda Rights: Criminal Law.*

<http://www.youtube.com/watch?v=q2UN8sGhAj8>, accessed in May,2010)

Your rights with the police

When dealing with the police and with other law enforcement officials you are entitled to certain rights and protections. Two key-rights are search and seizure protections and Miranda rights. Let’s take a closer look.

Search and seizure rights are guaranteed by the 4th Amendment to the US Constitution. These rights are designed to protect you during police stops, arrest and searches. Usually the police can’t search or seize you or your property unless they have either a valid search warrant, a valid arrest warrant or a reasonable believe that you’ve committed a crime. These rights apply in many situations including if you are stopped by the police for questioning or walking down the street. If your vehicle is searched during a traffic stop, if you are arrested, or if a police officer enters your house to search for criminal evidence. Miranda rights are another major protection provided by the US Constitution. The Miranda protections require the police to explain four rights to anyone questioned while in custody. They are:

- You have the right to remain silent; anything you do say may latter be used against you;
- You are legally entitled to speak with an attorney; if you are unable to afford an attorney one will be provided to you at no cost.

In case you are wondering, Miranda rights are named after a 1966 US Supreme Court case called *Miranda v. Arizona*. The court’s ruling in this case gives anyone in police custody the right to be advised and the right against self-incrimination, which is also part of the 5th Amendment to the US Constitution.

So, how do search and seizure and Miranda rights protections work in a criminal case? If a police officer violates these rights, any evidence linked to that violation usually cannot be used against you in a criminal case. For example, if you are in police custody and the police question you without first giving you a Miranda warning, any statement or confession you make will probably be inadmissible as evidence against you in a criminal case. Likewise, if the police search your home without a search warrant and without reasonable suspicion that a crime has been committed, any evidence obtained in that search typically cannot be used in a criminal case against you.

These some of your legal rights when dealing with the police... (FindLaw.com)

- (1) C
- (2) B
- (3) A
- (4) A
- (5) B
- (6) B
- (7) C
- (8) A
- (9) B
- (10) C
- (11) A
- (12) C

II. English in Use: Grammar and Vocabulary / Gramatică și Vocabular (12 X 0,5 = 6 puncte):
B. Translation (6 X 0,5 = 3 puncte)

- (1) If human rights were respected we would live in a better world.
- (2) The MPs are debating the Bill now.
- (3) Yesterday most witnesses testified against the accused/ the defendant.
- (4) The principle of the binding precedent is applicable in all England's courts.
- (5) A person cannot be kept in custody more than 24 hours.
- (6) The accused person has just been released on bail/ granted bail.

III. English in Use / Gramatică și Vocabular:
B. Multiple Choice (12 X 0,25 = 3 puncte)

- (1) B
- (2) A
- (3) B
- (4) C
- (5) B
- (6) A
- (7) A
- (8) B
- (9) C
- (10) B
- (11) A
- (12) B

V. Reading Comprehension (6 X 1 = 6 puncte)

- (1) F
- (2) C
- (3) E
- (4) B
- (5) D
- (6) A

EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LIMBA FRANCEZĂ – Limbaj general

Varianta 1

I. **Ecoutez** le texte suivant et choisissez une seule réponse parmi les réponses possibles (A), (B) **ou** (C) pour les questions suivantes. **Une seule variante** est correcte. Ecris le **numéro de la proposition** et la **lettre** (A), (B) **ou** (C) sur ta feuille de papier.

- (1) Lucas est:
A. Au collège B. Au lycée C. A l'université
- (2) Sur les panneaux d'affichage, Lucas cherche:
A. La date de l'examen du bac
B. L'adresse de sa future école
C. Son nom dans la liste
- (3) Julie et Lucas:
A. Ont réussi l'examen
B. Passent en terminale
C. Ont raté l'examen
- (4) Lucas part en vacances avec:
A. Maxime
B. Son père
C. Julie et Maxime
- (5) Les trois amis vont:
A. Faire du camping en montagne
B. Faire du bateau en Bretagne
C. Travailler tout l'été
- (6) Lucas est inquiet car :
A. Il a perdu les offres de stage
B. Il ne sait pas quoi faire l'année prochaine
C. Il n'a pas trouvé de travail pour l'été.

II. **Traduisez** en français:

- (1) Este imposibil ca ei să plece înainte de ora șase .
(2) Sper că veți fi atenți la sfaturile mele.
(3) Eu doresc ca tu să poți face progrese importante.
(4) Eu sunt sigur că el va putea traduce acest text.
(5) Mă îndoiesc că ei vor accepta invitația noastră.
(6) Este posibil ca ei să sosească la timp.

III. Ecrivez la lettre pour la réponse correcte (A), (B), **ou** (C). **Une seule variante** est correcte. Ecrivez le **nombre** et la **lettre** (A), (B), **ou** (C) sur votre feuille de papier.

- Un jour de la semaine dernière, je (1) ... avec mes étudiants de la campagne électorale en cours. Je (2) ... demandais :
- Si, par hasard, vous (3) ... élu président , quel (4) ... votre premier souci ?
- Je (5) ... régner la bonne entente parmi les ministres.
- J'(6) ... de comprendre mes adversaires pour connaître leur point de vue.

- | | | |
|------------------|---------------|------------|
| (1) A. discutais | B. discuterai | C. discute |
| (2) A. les | B. leur | C. leurs |
| (3) A. êtes | B. êtes | C. étiez |
| (4) A. est | B. a été | C. sera |
| (5) A. fais | B. ferai | C. faisais |
| (6) A. essayerai | B. essayais | C. essaie |

IV. **Décrivez** en 9-10 lignes le pays que vous voudriez visiter.

V. **Lisez** le texte suivant et choisissez la réponse correcte parmi les variantes (A), (B), **ou** (C) pour les questions suivantes. **Une seule variante** est correcte. Ecrivez le **numéro de la proposition** et la **lettre** (A), (B), **ou** (C) sur votre feuille de papier.

Le plaisir d'apprendre

Inutile de se bercer d'illusions: la crise n'épargnera pas les jeunes diplômés. Contrairement à ce que certains espéraient, ils seront, dès cette année, touchés par le tassement des embauches et la stagnation des rémunérations. Pour autant, mieux vaut raison garder. Toutes les entreprises ne vont pas, en quelques mois, geler tous leurs plans de recrutement. À la sortie des grandes écoles et des universités, le placement sera sans doute plus difficile que l'an dernier, mais pas catastrophique. Car trois facteurs sont susceptibles d'amortir le choc. D'abord, les effets persistants du papy-boom: les départs à la retraite massifs vont continuer de libérer les postes, qu'il faudra bien pourvoir, au moins en partie. Ensuite, les entreprises ne peuvent guère se permettre de désertir brusquement les campus. Celles qui ont trop pratiqué le « stop and go » lors des précédents trous d'air conjoncturels l'ont payé cher en termes d'image. Enfin, tous les secteurs ne sont pas également concernés par le marasme. Plusieurs d'entre eux devraient maintenir des volumes de recrutements importants. C'est le cas des télécoms, de l'informatique, de l'audit, de l'assurance, de l'énergie et même, mais oui, des banques. Dans ce contexte, la formation, pour un étudiant ou un jeune cadre, reste le meilleur des sésames. Qu'il s'agisse du parchemin initial, ou de ces cursus « post-diplôme » - MBA, mastères, etc. - que l'on peut suivre tout au long de sa carrière. Certes, leur effet bénéfique n'est pas toujours immédiat. Certes, nombre de ces programmes sont payants, parfois au prix fort. Mais ils demeurent, par les temps qui courent, le plus sûr des investissements. Et le plus prometteur sur le long terme. Même s'ils ne conduisent pas toujours aux sommets de l'entreprise ou au top des rémunérations, on est assuré d'y gagner en épanouissement personnel, en maturité, en hauteur de vue. Sans perdre de vue un bénéfice injustement oublié: le plaisir d'apprendre. De faire travailler ses neurones. De découvrir concepts, méthodes et idées neuves. De se frotter à d'autres intelligences, d'autres modes de pensée, d'autres cultures. Tout cela n'a pas de prix. Pour ces trois raisons, l'expérience de la « reprise d'études » vaut d'être vécue. Surtout par ces temps difficiles.

(Jean-Claude Lewandowski, *Les Échos Sup*, 10 février 2009)

- (1) La crise n'épargnera pas:
- A. Les jeunes diplômés
 - B. Les ouvriers
 - C. Les cadres supérieurs
- (2) Si la crise s'installe:
- A. les prix vont augmenter
 - B. les entreprises fermeront
 - C. les entreprises ne vont pas geler tous leurs plans de recrutement
- (3) Dans ce contexte la formation, pour un étudiant ou un jeune cadre:
- A. coûtera beaucoup
 - B. rapportera beaucoup à l'entreprise
 - C. reste le meilleur des sésames

- (4) Tous les secteurs:
- A. sont concernés par la crise
 - B. vont réagir
 - C. ne sont pas concernés par le marasme
- (5) A la sortie des grandes écoles et des universités:
- A. le placement sera facile
 - B. tous vont trouver un emploi
 - C. le placement sera sans doute plus difficile que l'an dernier
- (6) Ensuite, les entreprises:
- A. vont déserter les campus
 - B. vont embaucher des jeunes diplômés
 - C. ne vont pas se permettre de déserter les campus

LA CLÉ – Limbaj general Varianta 1

I. Compréhension orale / écoute (6 X 1= 6 puncte)

Transcription (SOURCE: Lire en français facile *Lucas sur la route*, Léo Lamarche, Hachette, 2009)

-Ca ira, Lucas?

-Oui papa. Enfin, je crois...

Nous sommes le 2 juillet, c'est le jour des résultats du bac. Lucas n'est pas rassuré. Une foule d'élèves est réunie dans la cour du lycée et tous les regards sont posés sur les panneaux d'affichage. Chacun, à tour de rôle, cherche son nom dans la liste. Il y a des cris de joie et des larmes parfois quand le nom n'y est pas.

Lucas et son père s'approchent des panneaux. L'adolescent a une boule dans la gorge. S'il a raté l'examen, il restera encore un an au lycée. Mais s'il a réussi, un autre problème se pose: qu'es-ce qu'il va faire? Quelles études choisir? Quel métier exercer? Il n'a aucune idée!

Tout à coup; Julie lui saute au cou et lui fait une bise sur chaque joue.

-Tu l'as, Lucas! Tu a ton bac! On est tous les deux sur la liste!

Lucas sourit, soulagé et inquiet aussi. Il se demande ce qu'il va faire de sa vie.

Dix jours plus tard, c'est déjà les vacances. La famille a fêté le bac de Lucas au champagne; L'adolescent a demandé à ses parents de partir quinze jours avec ses copains, Maxime et Julie, dans les Alpes; Ils ont bien mérité des vacances!

Maxime aussi car il passe en terminale malgré ses mauvaises notes en anglais; Lucas veut visiter le parc du Queyras, une réserve naturelle avec des animaux sauvages et de très beaux paysages. Le site internet du parc lui avait donné des envies d'aventures.

Une semaine après, tout est prêt: le train et le camping sont réservés. Les trois amis vont aussi dormir dans un refuge d'altitude au Queyras, en pleine nature. Heureusement, ils ont réuni assez d'argent pour leur voyage. Julie a donné des cours à des enfants, Maxime a sorti tous les soirs le chien de son grand-père et Lucas a travaillé dans un fast-food.

Lucas pense à ses vacances pour ne pas penser à son avenir. Il regarde de loin le tas de papiers posés sur son bureau. Des documents de toutes sortes: offres d'écoles privées, offres de stage, publicité pour des études courtes ou longues, mais toujours des études. Lucas en a un peu assez d'étudier. C'est difficile de choisir quand on ne sait pas quoi faire plus tard!

- (1) B
- (2) C
- (3) A
- (4) C
- (5) A
- (6) B

II. Le français usuel: grammaire et vocabulaire/ gramatica si vocabular (6 X 1 = 6 puncte):

A. Traduction (6 X 0.5 = 3puncte)

- (1) Il est impossible qu'ils partent avant six heures.
- (2) J'espère que vous ferez attention à mes conseils.
- (3) Je souhaite que tu puisses faire d'importants progrès.
- (4) Je suis sûr qu'il pourra traduire ce texte.
- (5) Je doute qu'ils acceptent notre invitation.
- (6) Il est possible qu'ils arrivent à temps.

III. Le français usuel/ Grammaire et vocabulaire:

B. Choix multiple (6 X 0.5 = 3puncte)

- (1) A
- (2) B
- (3) B
- (4) C
- (5) B
- (6) A

V. Compréhension écrite (6 X 1 = 6 puncte):)

- (1) A
- (2) C
- (3) C
- (4) C
- (5) C
- (6) C

EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LIMBA FRANCEZĂ – Limbaj general
Varianta 2

I. **Ecoutez** le texte suivant et choisissez une seule réponse parmi les réponses possibles (A), (B) **ou** (C) pour les questions suivantes. **Une seule variante** est correcte. Ecris le **numéro de la proposition** et la **lettre** (A), (B) **ou** (C) sur ta feuille de papier.

- (1) Lara Fabian est:
A. Une grande chanteuse
B. Une actrice renommée
C. Un véritable coup de foudre
- (2) Ses chansons sont:
A. sublimes
B. émouvants
C. plus belles les unes que les autres
- (3) Sa musique:
A. me fait rêver
B. me touche
C. me fait frissonner
- (4) Sa voix est:
A. adorable
B. sublime
C. percutante
- (5) Les albums que je préfère sont:
A. Je t'aime
B. Immortelle
C. Pure et En toute intimité
- (6) Je l'admire pour:
A. sa sincérité
B. son talent, sa détermination
C. sa beauté

II. **Décrivez** en 9-10 lignes le pays que vous voudriez visiter.

III. **Traduisez** en français:

- (1) Vreau să participați toți la acest examen.
(2) Dacă va fi timp frumos, vom merge la mare.
(3) Dacă el ar citi acest roman, ar cunoaște personaje interesante.
(4) Nu cred că Elena va veni la noi.
(5) Crezi că vei putea rezolva această problema?
(6) Ți voi da cartea despre care am vorbit ieri.

III. Ecrivez la lettre pour la réponse correcte (A), (B), **ou** (C). **Une seule variante** est correcte. Ecrivez le **nombre** et la **lettre** (A), (B), **ou** (C) sur votre feuille de papier.

Nous sommes (1) ... juin. Je (2) ... assise à la terrasse (3) ... un hôtel de Saint-Tropez, à six heures du soir. C'est le début de l' (4) ... , mais le ciel est gris. Sur mes genoux, j'ai un livre (5) ... j'essaie de lire depuis une bonne demie heure; mais l'histoire est tellement triste que cela (6) ... donne envie de pleurer.

- | | | |
|----------------|----------|------------|
| (1) A. dans | B. en | C. pendant |
| (2) A. étais | B. serai | C. suis |
| (3) A. des | B. de la | C. d' |
| (4) A. automne | B. été | C. hiver |
| (5) A. dont | B. que | C. quel |
| (6) A. moi | B. me | C. nous |

V. **Lisez** le texte suivant et choisissez la réponse correcte parmi les variantes (A), (B), **ou** (C) pour les questions suivantes. **Une seule variante** est correcte. Ecrivez le **numéro de la proposition** et la **lettre** (A), (B), **ou** (C) sur votre feuille de papier.

Le plaisir d'apprendre

Les amitiés d'adolescence jouent un rôle considérable dans le développement de la personnalité grâce aux expériences qu'elles suscitent. Elles préparent aussi des amitiés adultes, plus sages, fondées sur l'estime et la confiance réciproque. On leur attribue même le mérite d'être la première expression du véritable altruisme. Il est vrai qu'elles obligent l'individu à sortir de soi et sont une école de dévouement. Mais n'allons pas trop loin. L'adolescent qui chérit quelqu'un projette souvent sur lui son moi idéalisé. Il le voit tel qu'il le voudrait être, comme un double de son personnage plus que comme «autrui». Plus tard, l'illusion tombera et l'amitié mourra si l'écart était trop grand entre l'ami rêvé et l'ami réel. Mais, même dans ce cas, le souvenir de cette amitié restera cher, parce qu'à nos yeux d'adultes il évoque ce que nous souhaitons ardemment trouver chez notre ami, c'est-à-dire, au fond, l'idéal que nous portions alors en nous.

(SOURCE : Maurice Debesse, *L'Adolescence*, dans Manual de Limba franceza, cl a XI-a, Ed Corint, 2006)

- (1) Les amitiés d'adolescence jouent un rôle dans:
 - A. le choix du futur parcours scolaire
 - B. le choix d'une carrière
 - C. le développement de la personnalité
- (2) Elles obligent l'individu:
 - A. à être plus généreux
 - B. à faire confiance aux amis
 - C. à sortir de soi
- (3) L'adolescent voit son ami:
 - A. comme son idéal
 - B. comme son confident
 - C. comme un double de son personnage
- (4) L'amitié mourra:
 - A. si les amis de séparent
 - B. si les amis suivent des études différentes
 - C. si l'écart est trop grand entre l'ami rêvé et l'ami réel

- (5) Le souvenir restera:
- A. parce qu'il est précieux
 - B. parce qu'il évoque l'adolescence
 - C. parce qu'il évoque ce que nous voulions trouver chez notre ami
- (6) Les amitiés adultes sont fondées:
- A. sur des intérêts communs
 - B. sur l'estime et la confiance réciproque
 - C. sur la sagesse

LA CLÉ – Limbaj general Varianta 2

I. Compréhension orale / écoute (6 X 1 = 6 puncte):

Transcription (Source: Lire en français facile *Lucas sur la route*, Léo Lamarche, Hachette , 2009)

Moi, j'adore Lara Fabian, c'est un véritable coup de foudre. Sa voix est sublime, toutes ses chansons sont plus belles les unes que les autres. Les albums que je préfère sont *Pure* et *En toute intimité*, car ils dégagent beaucoup d'émotions et de force à la fois. Je suis allée la voir au concert de Rennes, c'était le cadeau pour mon anniversaire, le plus beau cadeau qui puisse exister.

Sa musique me fait frissonner, j'écoute ses CD en boucle chez moi et quand j'entends *Je t'aime* ou encore *Immortelle* j'éprouve au son de sa voix, le sentiment de toucher l'infini ...

J'avoue que j'ai une chanson fétiche que j'ai mise sur mon répondeur de téléphone portable: J'y crois encore; les paroles et la mélodie me touchent beaucoup. Je l'admire pour son talent, sa détermination mais surtout parce qu'elle est si naturelle, si sensible!

- 1) C
- 2) C
- 3) C
- 4) B
- 5) C
- 6) B

III. Le français usuel: grammaire et vocabulaire/gramatica si vocabular (6 X 1 = 6 puncte):

A. Traduction (6 X 0.5 = 3puncte)

- (1) Je veux que vous participiez tous à cet examen.
- (2) S'il fait beau, nous irons à la mer.
- (3) S'il lisait ce roman, il connaîtrait des personnages intéressants.
- (4) Je ne crois pas qu'Hélène vienne chez nous.
- (5) Crois-tu pouvoir résoudre ce problème?
- (6) Je te donnerai le livre dont nous avons parlé.

IV. Le français usuel/ Grammaire et vocabulaire:

B. Choix multiple (6 X 0.5 = 3puncte)

- 1) B
- 2) C
- 3) C
- 4) B
- 5) B
- 6) B

V. Compréhension écrite (6 X 1 = 6 puncte):

- 1) C
- 2) C
- 3) C
- 4) C
- 5) C
- 6) B

EXAMEN DE COMPETENȚĂ LINGVISTICĂ LB. FRANCEZĂ – FRANCEZĂ PENTRU JURISTI

Varianta 3

I. Exercice d'écoute

Après avoir écouté l'enregistrement, répondez aux questions suivantes:

- Quelles sont les mesures syndicales envisagées par le MEDEF ?
- Y a-t-il un rapport entre le CV anonyme et la législation du travail ?
- Est-ce que le CV anonyme dispense de l'entretien d'embauche ?

II. Compréhension du texte:

Lisez le texte ci-dessous et dites si les affirmations qui suivent sont vraies ou fausses:

Le droit objectif c'est l'ensemble des règles qui régissent une communauté telle qu'un Etat ou une communauté d'Etats. Ces règles sont établies par l'Etat ou les communautés d'Etats afin de régir leur propre fonctionnement dans un but de maintien de l'ordre et de la sécurité. Ces règles sont générales et s'appliquent à tous. Elles ont un caractère obligatoire et ne peuvent être remises en question autrement que par voie légale et démocratique.

Le droit subjectif comprend l'ensemble des prérogatives reconnues par le droit objectif aux personnes privées et morales. Elles peuvent s'appliquer à l'ensemble de la communauté (droit absolu) ou à une partie de la société (droit relatif). Les droits subjectifs régissent les relations entre les personnes, les groupes de personnes, les personnes morales (de droit public ou privé). A ce titre, ils peuvent avoir pour objet de régler des litiges entre membres ou groupes de membres d'une même société. La loi a pour fonction de garantir le respect mutuel des droits subjectifs et de sanctionner les manquements au respect de ces derniers.

- Le droit objectif a un caractère contraignant.
- Personnes privées et personnes morales n'ont pas les mêmes prérogatives.
- Le droit objectif concerne l'ensemble de la société.

(SOURCE: *Le Français juridique*, Hachette, 2006)

III. Pratiques langagières fonctionnelles: Vocabulaire

Insérez le mot adéquat dans le contexte: *se prononcer, arrêté, la reconduite, casse, à la frontière, son arrêt, a rendu, annule.*

- La Cour de cassation ... et ... l' ... du 29 juin 1999.
- L'arrêté de ... vient d'être annulé.
- Le Conseil d'Etat ... après examen du dossier
- Ce n'est qu'après trois heures de délibération que les jurés ont réussi à ... sur la culpabilité de Gérard Lambert.

IV. Pratiques langagières fonctionnelles: Grammaire

Complétez les phrases, en choisissez le verbe, ainsi que le temps convenable: *présenter, siéger, déposer, adopter, rejeter.*

- Le Premier Ministre ... sa démission au président de la République
- Tard dans la nuit, les députés ... la loi sur les transferts de propriété.
- Cela fait deux législatures que Jean-Charles Bardon ... à l'Assemblée nationale.
- Les députés de l'opposition ... une motion de censure.
- Le projet de loi ... par 92 voix contre 102.

V. Expression écrite

Vous êtes conseiller juridique et recevez un client qui s'intéresse aux allègements ou exonérations de taxes et impôts de la législation roumaine. Expliquez-le-lui en 10-15 lignes.

LA CLÉ – Limbaj juridic Varianta 3

I. Exercice d'écoute

Transcription de l'enregistrement

Stéphane Paoli : Le MEDEF et les syndicats vont ouvrir la semaine prochaine, le 1^{er} février, des négociations pour encourager la diversité dans les entreprises. Sara...

Sara Guibodo, journaliste au service Economie de France Inter : Oui, alors qu'il y a quelques années, il était difficile de parler de discriminations dans le monde du travail, aujourd'hui 272 entreprises françaises ont signé la Charter de la diversité de l'Institut Montaigne, le club de réflexion patronal de Claude Bébéar, Président du Conseil de Surveillance d'AXA. Écoutez par exemple Mohamed Abdou Chakourou, il a un diplôme de 3^e cycle, il cherche un poste d'informaticien depuis deux ans. Et en attendant, faute de mieux, dans son cas, il enseigne la physique dans un collège de ZEP.

« Je pense que le fait d'être noir et en plus de s'appeler Mohammed était une difficulté supplémentaire. Alors, au départ, on se dit qu'on a les mêmes chances que tout le monde et donc qu'on va se baser sur sa formation, sur ses acquis, sur ses compétences mais c'est après de multiples candidatures qu'on finit par se rendre compte que bon y a peut-être un problème. Pourquoi est-ce que ça ne marche pas pour moi? On m'a souvent conseillé de changer de prénom. Pourquoi pas me faire blanchir la peau? Non, je pense qu'il faut se faire accepter comme on est, il faut que les mentalités changent ».

S.P. Oui mais se pose malheureusement donc la question de la discrimination à l'embauche. C'est un domaine où il est difficile de passer des bonnes intentions aux mesures concrètes, Sara.

S.G. Alors, allons tout de suite chez AXA justement qui, depuis un an, a mis en place le CV anonyme pour le recrutement de ses commerciaux. C'est l'essentiel des embauches du groupe. Mode d'emploi avec Antoinette Prost, la directrice du développement durable.

« Lorsqu'un candidat donc va sur ce site : axa.recrute.fr, il clique sur candidature en ligne. Vous voyez AXA France applique le principe de non-discrimination en matière de recrutement, donc c'est ce que nous stipulons sur cette page d'accueil : *Le informations saisies dans les zones soulignées de ce formulaire seront masquées lors de l'étude de la candidature.* D'abord au premier chef, le nom, le prénom, l'adresse, ni l'âge ni le gêne, homme ou femme. On ne sait que deux choses : son diplôme et éventuellement son expérience professionnelle. Les populations en interne apprécient cette attitude et apprécient qu'on le fasse de cette façon et qu'on ne pratique pas non plus la discrimination positive. Les personnes les plus concernées n'ont pas du tout envie de voir appliquer des quotas ou quoi que ce soit parce qu'elles ont peur qu'elles soient là pour leur origine et pas là pour leurs compétences »

S.P. Alors, en effet, le CV anonyme, c'est bien mais ça ne dispense pas d'un entretien.

S.G. En fait, ce n'est qu'un élément parmi toute une panoplie d'outils. Il faut surtout sensibiliser les personnes chargées des ressources humaines et repenser ses modes de recrutement car les discriminations sont souvent insidieuses.

(SOURCE: *Activités pour le Cadre Européen de référence, niveau B2, CLE International 2007*)

II. Compréhension du texte:

- vrai
- faux
- vrai

III. Pratiques langagières fonctionnelles: Vocabulaire

- casse, annule, l'arrêté
- reconduite à la frontière
- a rendu son arrêt
- se prononcer

IV. Pratiques langagières fonctionnelles: Grammaire

- a présenté
- ont adopté
- siège
- ont déposé
- a été rejeté

EXAMEN DE COMPETENȚĂ LINGVISTICĂ LB. FRANCEZĂ – FRANCEZĂ PENTRU JURIȘTI

Varianta 4

I. Exercice d'écoute

Après avoir écouté l'enregistrement, répondez aux questions suivantes:

- Quels sont les principaux travaux utilitaires réalisés au temps de Napoléon ?
- D'où a pris son nom la rue de Rivoli ?
- Quelle sont les fonctions publiques de Benoît Frochaux et de Jean-Baptiste de Nompère de Champagny, les deux personnalités qui ont signé le décret pour la numérotation des personnes ?

II. Compréhension du texte:

Lisez le texte ci-dessous, puis répondez aux questions:

En Angleterre, les tribunaux de première instance ont une compétence très limitée en matière civile: ils octroient certaines licences, statuent sur des séparations et des divorces non contentieux et délivrent des ordonnances visant à protéger les enfants et les mineurs. Aux Etats-Unis il existe dans chaque comté ou district de chaque Etat des tribunaux de première instance de compétence large, appelés Tribunaux des districts, qui jugent les litiges sur les sociétés, les contrats, les biens, et les litiges en responsabilité civile. Le plus souvent, le jugement est précédé d'un entretien préalable, où les parties peuvent trouver un terrain d'entente; les différents moyens d'éviter un procès sont le gré à gré, la conciliation ou l'arbitrage.

- Quelle est la caractéristique des compétences de la première instance en Angleterre par rapport à celle des Etats-Unis?
- Que prévoit la procédure de jugement en première instance aux Etats-Unis?
- Quels sont les moyens d'éviter un procès?

(SOURCE: *Français juridique, Lumina Lex, 2005*)

III. Pratiques langagières fonctionnelles: Vocabulaire

Complétez avec l'expression convenable: *à hauteur de, en qualité de, à compter du, à la somme de, aux termes de*

- M. Rivarain a signé le contrat ... directeur financier.
- Il participe à la création de la SARL ... 10000 euros.
- Les frais d'immatriculation s'élèvent ... 500 euros.
- ... contrat, les frais de déplacement sont pris en charge.
- Cette disposition sera en vigueur ... 1^{er} janvier 2012.

IV. Pratiques langagières fonctionnelles: Grammaire

Traduisez en français:

- Decizia Tribunalului de la Versailles din 31 ianuarie 1983 e adesea invocată de proprietarii spațiilor comerciale care doresc să se sustragă plății unor cheltuieli.
- Această societate a fost acuzată de nerespectarea regulilor concurenței.
- Detentia preventivă nu poate să depășească 24 de ore.
- Dauna poate fi materială, morală sau corporală.
- Proprietatea intelectuală va fi protejată atât pe plan național cât și internațional.
- Având în vedere probele de la dosar, Curtea de Apel a dat o decizie favorabilă reclamantului.

V. Expression écrite

Résumez brièvement trois articles de la Constitution roumaine et commentez-les en 10-15 lignes.

LA CLÉ – Limbaj juridic Varianta 4

I. Exercice d'écoute

Transcription de l'enregistrement

Les éditions Parigramme viennent de publier un ouvrage intitulé *Paris et ses alentours au temps de Napoléon*, histoire de nous faire découvrir les lieux qui ont compté au cours de cette période mais aussi les principaux travaux, les constructions les plus emblématiques et les transformations les plus remarquables voulues par Bonaparte puis par Napoléon. Parmi les travaux utilitaires comme l'intitulé l'auteur, l'historienne Renée Grimaud, il y a les différents marchés couverts, l'acheminement de l'eau avec le canal de l'Ourcq, la création du pont d'Austerlitz et l'ouverture de nouvelles voies comme cette rue de Rivoli décidée par arrêté le 17 Vendémiaire An X, c'est-à-dire le 9 octobre 1801. Portant le nom d'une bataille gagnée par Bonaparte en janvier 1797, cette rue de Rivoli doit former une véritable voie triomphale d'est en ouest doublant ainsi la rue Saint-Honoré. Il faudra près d'un demi-siècle pour que cette rue soit définitivement percée. C'est également au cours de cette période que la numérotation des maisons dans les rues de Paris devient obligatoire. Grâce aux efforts conjoints du préfet de la Seine, Benoît Frochaux, et du ministre de l'intérieur, Jean-Baptiste de Nompère de Champagny, un décret est pris en date du 4 février 1805. Désormais, les numéros des maisons seront pairs d'un côté et impairs de l'autre en suivant le cours de la Seine. Pour les rues perpendiculaires et obliques, on part de la Seine avec les numéros pairs croissants à sa droite et pour les rues parallèles, on suit le cours du fleuve d'amont vers l'aval avec toujours à sa droite les numéros pairs. Cette numérotation fut mise en place durant l'été 1805. Pour les rues perpendiculaires à la Seine, les numéros étaient peints à l'huile en noir sur fond jaune et pour les rues parallèles au fleuve, ils étaient peints en rouge sur fond jaune. Toutes ces innovations sont à découvrir dans ce livre intitulé *Paris et ses alentours au temps de Napoléon* publié par les éditions Parigramme.

(SOURCE: *Activités pour le Cadre Européen de référence, niveau B2, CLE International 2007*)

II. Compréhension du texte:

- Les Tribunaux de première instance ont une compétence très limitée en Angleterre, mais large aux Etats-Unis.
- La procédure prévoit un entretien préalable.
- Les différents moyens d'éviter un procès sont le gré à gré, la conciliation ou l'arbitrage

III. Pratiques langagières fonctionnelles: Vocabulaire

- | | | |
|------------------|------------------|-----------------|
| a. en qualité de | c. à la somme de | e. à compter du |
| b. à hauteur de | d. aux termes du | |

IV. Pratiques langagières fonctionnelles: Grammaire

- (1) L'arrêt du Tribunal de Versailles du 31 janvier 1983 est souvent invoqué par les propriétaires des locaux commerciaux qui souhaitent se soustraire au paiement de certaines charges.
- (2) Cette société a été accusée de non-respect des règles de la concurrence.
- (3) La garde à vue ne peut pas excéder 24 heures.
- (4) Le dommage peut être matériel, moral ou corporel.
- (5) La propriété intellectuelle sera protégée aussi bien sur le plan national qu'international.
- (6) Vu les pièces à conviction du dossier, la Cour d'Appel a rendu un jugement favorable au requérant.

EXAMEN DE COMPETENȚĂ LINGVISTICĂ LB. FRANCEZĂ – FRANCEZĂ PENTRU AFACERI

Varianta 5

I. Exercice d'écoute

Ecoutez l'enregistrement et répondez aux questions suivantes:

- Quel est le niveau du stress au travail en France ?
- Quels sont les facteurs qui favorisent le stress au travail ?
- Y a-t-il dans les entreprises françaises des stratégies de lutte contre le stress ?

II. Compréhension du texte:

Lisez le texte qui suit puis répondez aux questions:

L'idée de généraliser à l'ensemble du territoire français la procédure dite de rétablissement personnel est inspirée d'un système en vigueur en Alsace et en Moselle depuis 1879: il s'agit d'accorder une seconde chance à des ménages dont l'insolvabilité notoire a été constatée. Une commission spéciale commence par proposer un plan de rééchelonnement des dettes si la Banque de France constate que la situation est irrémédiablement compromise. Le juge ouvre une procédure de rétablissement personnel, ce qui fait que les poursuites des créanciers sont suspendues; ensuite, un mandataire liquidateur fait un bilan des dettes sociales et fiscales et des biens du foyer qui seront vendus au profit du créancier à l'exception des meubles indispensables.

(SOURCE: *Activités pour le Cadre Européen de référence, niveau B2, CLE International 2007*)

- De quoi s'agit-il dans la procédure de rétablissement personnel?
- Qui peut décider de l'application de cette procédure et dans quels cas?
- Quelles conséquences entraîne-t-elle?

III. Pratiques langagières fonctionnelles: Vocabulaire

Complétez les mentions manquantes dans le texte qui suit en choisissant parmi les variantes données: *reçu, référencé, de faire le nécessaire, conditions de vente, or, délais de livraison*

Le mois dernier, je vous ai commandé le livre (1) ... sous le numéro 23457. D'après vos (2) ... , les (3) ... sont de trois jours. (4) ... 20 jours sont passés et je n'ai toujours pas (5) ... cet article. Je vous prie donc (6) ... pour me l'envoyer dans les meilleurs délais.

Meilleures salutations!

IV. Pratiques langagières fonctionnelles: Grammaire

Traduisez en français:

- Majoritatea agențiilor noastre bancare sunt dotate cu bancomate care eliberează la cererea clientului și o chitanță.
- O să informați asiguratorul asupra calamității survenite pentru ca el să poată calcula suma cuvenită prin contractul de asigurare
- În țările bogate sectorul primar a scăzut în ultimii trei zeci de ani, o dată cu explozia serviciilor, când s-a dezvoltat din plin sectorul terțiar.

V. Expression écrite

Comment faire face à la crise économique? Donnez votre avis en expliquant les mesures économiques que l'Etat roumain devrait prendre afin de dépasser cette situation (10-15 lignes).

LA CLÉ – Limba Franceză pentru afaceri Varianta 5

I. Exercice d'écoute

Transcription de l'enregistrement

France Info interview. Patrick Légeron, psychiatre et directeur du cabinet Stimulus, auteur d'une enquête sur le stress au travail pour Le Figaro Magazine. Près d'un Français sur deux est victime de stress au travail. C'est ce que révèle cette enquête, la première au niveau national à s'appuyer sur des mesures médicales et scientifiques du stress. Une enquête qui révèle que les femmes sont beaucoup plus touchées que les hommes. Les explications de Patrick Légeron.

Près d'un Français sur deux est victime de stress au travail. C'est ce que révèle cette enquête, la première au niveau national à s'appuyer sur des mesures médicales et scientifiques du stress. Une enquête qui révèle que les femmes sont beaucoup plus touchées que les hommes. Les explications de Patrick Légeron. Les femmes payent un très lourd tribut au stress au travail. C'est lié à des facteurs peut-être un petit peu génétiques. La femme est plus sensible aux émotions négatives de stress comme l'anxiété, la dépression. Mais faut pas non plus mettre trop en avant ce facteur. Les deux facteurs importants, c'est d'abord le fait qu'elles mènent une double vie, c'est-à-dire au stress du travail s'ajoute le stress de la vie de tous les jours et puis aussi au sein même du monde du travail, elles sont sujettes à des facteurs de stress beaucoup plus puissants. Par exemple la frustration, les tâches peu agréables et ingrates, le faible...la faible reconnaissance. On sait bien qu'à travail égal, le salaire est moindre. Donc tout ça, sont des puissants facteurs que connaissent encore plus les femmes que les hommes.

Notre enquête a permis de montrer un certain nombre de sources de stress dans le monde du travail. C'est d'abord toutes les contraintes, les exigences qui s'expriment sur les individus: performance, compétitivité, pression du temps. Les Français sont extrêmement soumis à beaucoup de changements et considèrent que les changements qu'ils connaissent dans leur environnement professionnel est une source importante de stress et quand on parle de changement, on fait ap... on fait référence non seulement évidemment aux grands changements, quand les entreprises se réorganisent, se restructurent mais même aussi les petits changements de la vie de tous les jours, c'est-à-dire avoir des technologies nouvelles, s'adapter à des façons de travailler différentes. Eh bien, ce facteur « changement » est extrêmement important. Et puis le troisième facteur, c'est le manque d'autonomie, les gens ont moins en moins de marge de manœuvre. Le travail est organisé de manière extrêmement rigide, des process, des façons de faire et on est dans une certaine forme de taylorisation, un petit peu comme Charlie Chaplin dans Les Temps Modernes, et ça, c'est extrêmement stressant bien sûr.

Alors, est-ce qu'il y a un profil type pour ne pas être stressé, est-ce qu'il y a une recette-miracle?

Les entreprises devraient s'y intéresser un peu plus, comme les pays d'Europe du Nord, qui, eux, ont des stratégies de lutte contre le stress. En France, c'est quasiment inexistant. Donc là, l'organisation du travail doit être modifiée, que le facteur humain dont on parle si souvent soit plus considéré que simplement le facteur économique et productivité. Et puis aussi des recettes personnelles. D'abord ayons une hygiène de vie agréable, trouvons ailleurs que dans le travail aussi les moyens de se détendre. Sachons nous relaxer euh! Prenons les choses un petit peu du bon côté, c'est-à-dire attention aux attitudes mentales négatives qui accroissent notre propre stress.

(SOURCE: *Activités pour le Cadre Européen de référence, niveau B2, CLE International 2007*)

II. Compréhension du texte:

- Il s'agit d'accorder une seconde chance à des ménages se trouvant en insolvabilité.
- Le juge, si la Banque de France considère qu'il est impossible pour les personnes de rétablir la situation.
- Elle entraîne la suspension des poursuites des créanciers et la vente des biens du foyer endetté.

III. Pratiques langagières fonctionnelles: Vocabulaire

- | | | |
|-------------------------|-------------------------|----------------------------|
| (1) référencé | (3) délais de livraison | (5) reçu |
| (2) conditions de vente | (4) or | (6) de faire le nécessaire |

IV. Pratiques langagières fonctionnelles: Grammaire

- La plupart de nos agences sont équipées de distributeurs automatiques qui délivrent également un reçu, sur demande du client.
- J'informerai l'assureur sur le sinistre survenu, afin qu'il puisse calculer le montant de l'indemnité due d'après le contrat d'assurance.
- Dans les pays riches, le secteur primaire a chuté les trente dernières années, avec l'explosion des services, quand s'est pleinement développé le secteur tertiaire.

EXAMEN DE COMPETENȚĂ LINGVISTICĂ LB. FRANCEZĂ – FRANCEZĂ PENTRU AFACERI

Varianta 6

I. Exercice d'écoute

Ecoutez l'enregistrement et répondez aux questions suivantes:

- a. Que signifie le phénomène de surendettement ?
- b. Quelles sont le plus souvent les causes de ce phénomène ?
- c. Dans quelles conditions peut-on commencer la procédure de rétablissement personnel ?

II. Compréhension du texte:

Les phrases suivantes sont extraites de différentes lettres portant sur le règlement de facture; retrouvez pour chacune la réponse indiquant la conséquence:

- (1) Nous vous avons facturé 30 boîtes au lieu de 300 que vous avez commandées.
 - (2) Nous connaissons actuellement quelques difficultés de trésorerie dues à la défaillance d'un client important.
 - (3) Sauf erreur de notre part, la facture no. 560 du 9 mai d'un montant de 854, 80 euros est restée impayée à ce jour.
 - (4) Dans votre facture, vous n'avez pas déduit la remise de 2% que vous nous accordez habituellement.
- a. Aussi vous serions-nous reconnaissants de nous accorder un délai de paiement d'un mois.
 - b. Par conséquent, nous vous demandons de nous adresser une nouvelle facture tenant compte de cette réduction.
 - c. Nous vous envoyons donc une facture rectificative.
 - d. En conséquence, nous vous prions de nous faire parvenir votre règlement sous huitaine.

(SOURCE: *Affaires.com, Niveau avancé, CLE International, 2006*)

III. Pratiques langagières fonctionnelles: Vocabulaire

Terminez les phrases en choisissant parmi les variantes données: *social, quatre étoiles, cravate, affaires, d'affaires, en commun, vestimentaire*

- (1) Il fait un voyage ...
- (2) Il voyage en classe ...
- (3) Il descend dans des hôtels ...
- (4) Il travaille en costume ...
- (5) Il surveille sa tenue ...
- (6) Ils n'ont pas le même statut ...
- (7) Il prend les transports ...

(SOURCE: *Vocabulaire progressif du français des affaires, CLE International, 2006*)

IV. Pratiques langagières fonctionnelles: Grammaire

Traduisez en français:

- (1) Comerțul electronic se referă la vânzarea și cumpărarea produselor sau serviciilor pe Internet.
- (2) Societatea Renaudin a acordat o reducere de 3% pentru plata în numerar a facturii.
- (3) Statul ar trebui să lupte mai mult împotriva spălării banilor, chiar dacă nu e deloc ușor.

V. Expression écrite

Vous travaillez dans un cabinet de recrutement spécialisé dans les métiers de l'hôtellerie et de la restauration et vous est à la recherche d'un directeur d'hôtel. Définissez son profil dans une annonce de 100-150 mots.

LA CLÉ – Lb. Franceză pentru afaceri Varianta 6

I. Exercice d'écoute

Transcription de l'enregistrement

GILLES DE ROMILLY : C'est l'un des effets de la société de consommation : de 2 à 7 % des Français seraient surendettés. C'est ce que relève une étude du ministère des Affaires sociales. Surendettés, c'est-à-dire qu'ils doivent faire face à des remboursements d'emprunts qui dépassent les 30% de leurs revenus annuels, 600000 personnes, qui pour la plupart n'arriveront jamais à se sortir de la spirale du surendettement jusqu'à sombrer dans la très grande pauvreté.

MARIE VOSTAL : C'est de ce constat qu'est née l'idée de généraliser à l'ensemble du territoire français la procédure dite du rétablissement personnel, une pratique inspirée d'un système en vigueur en Alsace et en Moselle depuis 1879. Il s'agit d'accorder une seconde chance à des ménages dont l'insolvabilité notoire a été constatée, bien sûr, afin d'éviter les abus, un certain nombre de garde-fous ont été installés ; tous les dossiers sont examinés par une commission spéciale et celle-ci commence par proposer un plan de rééchelonnement des dettes. Ce n'est que si la Banque de France constate que la situation est irrémédiablement compromise que le cas des personnes considérées de bonne foi est adressé à la justice. Le juge peut alors ouvrir une procédure de rétablissement personnel. Cet acte a plusieurs conséquences : d'une part les poursuites des créanciers sont suspendues, ensuite un mandataire liquidateur fait un bilan des dettes sociales et fiscales du foyer : les biens du surendetté sont vendus au profit des créanciers, à l'exception des meubles indispensables : un lit ou la voiture qui sert à travailler par exemple. Ceci fait, le foyer surendetté en a terminé avec les créanciers, toutes les poursuites sont arrêtées, le ménage peut reconstruire sa vie sur de nouvelles bases. Cette main tendue, près de 300000 personnes pourraient la saisir en 2004/les banquiers et les sociétés de crédit se sont néanmoins inquiétés de voir cette procédure conduire à une déresponsabilisation des emprunteurs. Mais en Alsace le taux de rechute après une faillite civile est très faible, il ne dépasse pas 1%. Sans doute parce qu'on est rarement surendetté par choix. Les Etudes statistiques sont formelles, la mauvaise gestion ou le recours excessif au crédit ne sont pas à l'origine de la majorité des cas de surendettement. Bien au contraire, près des deux-tiers des cas enregistrés résultant d'accidents de la vie, chômage, divorce, décès ou maladie.

(SOURCE: *Activités pour le Cadre Européen de référence, niveau B2, CLE International 2007*)

II. Compréhension du texte:

1 – c; 2 – a; 3 – d; 4 – b

III. Pratiques langagières fonctionnelles: Vocabulaire

- | | |
|--------------------|-------------------|
| (1) d'affaires | (5) vestimentaire |
| (2) affaires | (6) social |
| (3) quatre étoiles | (7) en commun |
| (4) cravate | |

IV. Pratiques langagières fonctionnelles: Grammaire

- (1) Le commerce électronique concerne l'achat et la vente de produits ou de services sur Internet.
- (2) La société Renaudin a accordé un escompte de 3% pour le règlement au comptant de la facture.
- (3) L'Etat devrait lutter encore plus contre le blanchiment d'argent, même si ce n'est pas facile du tout.

EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LIMBA ITALIANĂ – limbaj general
Varianta 1

I. Ascolto

Ascoltate la registrazione e rispondete alle domande che seguono:

- a. Dove va di solito Eros quando esce?
- b. Cosa fa quando resta a casa con gli amici?
- c. Come passa il tempo Eros quando va sul lago di Como?

II. Lettura

Leggete il testo, poi rispondete alle domande:

Vent'anni fa, a Natale, la Romania consumava la sua vendetta in diretta, condannando e giustiziando Ceausescu in fretta e furia. C'era da archiviare velocemente una rivoluzione lunga una settimana, l'unica a rendersi necessaria nell'est Europa per destituire un regime comunista dopo il crollo del muro. Nelle proteste morirono più di 1.100 persone. La maggior parte di loro cadde la notte del 22 dicembre, dopo che il dittatore era stato destituito e che l'esercito aveva deciso di schierarsi dalla parte dei manifestanti. La maggior parte di loro, dunque, cadde inutilmente. La pensano così le vedove delle vittime, che dopo vent'anni continuano a chiedere al governo la verità su quegli spari, i nomi dei responsabili, la giustizia per gli assassini. Senza ricevere risposta. In un paese dove la corruzione è da sempre sopra il livello di allarme, le famiglie di quelli che morirono allora sono costrette a scendere in piazza ancora una volta, per ottenere un giusto processo.

(Sursa: *La Repubblica*, 22 dicembre 2009)

- a. Com'è vista dalla stampa italiana la condanna di Ceaușescu avvenuta vent'anni fa?
- b. Qual'è l'avvenimento che segna la caduta dei regimi comunisti nell'est Europa?
- c. Com'è percepita la democrazia romena?

III. Uso dell'italiano: Vocabolario

Completate il seguente brano con le parole adatte: *difendere, promuovere, cinghiali, consapevolezza, ambiente, nonostante*

Il rispetto dell' (1) ... e la conservazione della natura non sono concetti recenti. Gli antichi Romani hanno fatto leggi in difesa degli alberi e dei boschi, avendo anche molti riti religiosi che proteggevano boschi sacri a qualche dio o dea. Anche nelle costituzioni dei liberi comuni del Medioevo troviamo numerose norme stabilite per (2) ... le risorse del loro territorio: i boschi, i pascoli, animali selvatici come i cervi, i (3) Oggi, in Italia, (4) ... molti esempi storici, la protezione della natura non è buona. Lo stato italiano ha rinunciato a (5) ... iniziative concrete per migliorare la situazione dei cinque parchi nazionali già esistenti e ad approvare la legge che doveva istituire nuovi parchi. Anche se la situazione della protezione dell'ambiente non è oggi soddisfacente, forse si può bene sperare in un futuro migliore. Negli ultimi anni infatti l'impegno in questo settore è notevolmente aumentato, come anche la (6) ... e la volontà di impegnarsi su questo tema da parte di molti cittadini.

IV. Uso dell'italiano: Grammatica

Traducete in italiano:

- (1) In Italia turismul s-a dezvoltat după al doilea război mondial.
- (2) Ar trebui să folosim mai puțin telefonul mobil.
- (3) Trebuie să pleci așa de devreme?
- (4) Trebuie să acționezi cât mai repede cu putință.
- (5) Dacă aș avea timp, aș merge să-l vizitez.
- (6) E ciudat că Gianna a reacționat așa.

V. Produzione scritta

La stampa ha un ruolo fondamentale nella società contemporanea. Argomentate le vostre risposte PRO e CONTRA in un componimento di circa 10-15 righe.

CHIAVE DEL TEST 1

I. Ascolto

Trascrizione dell'ascolto

Max: Caro Eros, sappiamo tutto sulla tua carriera, ma poco della tua vita privata. Per esempio, che cosa fai nel tempo libero?

Eros: Eh, purtroppo non ho molto tempo libero. A dire la verità, spesso sto a casa. Ma quando posso, gioco a calcio. Come molti sanno, gioco ancora nella nazionale cantanti. Inoltre, qualche volta esco con gli amici più intimi.

Max: E dove andate quando uscite?

Eros: Mah, a mangiare o a bere qualcosa. Quando, invece, non ho voglia di uscire, sono gli amici che vengono da me: ascoltiamo musica o guardiamo un po' la tv.

Max: E il fine settimana, cosa fai?

Eros: Come sai io amo molto la natura e quando posso vado al lago di Como dove ho una casa. Se viene qualche amico, facciamo delle gite o andiamo a pescare. Ma spesso sono in tournée all'estero. La settimana prossima, per esempio, vado in Francia e in Spagna per due concerti: uno a Parigi e uno a Barcellona.

(Sursa: *Progetto italiano 1*, Livello medio, Edilingua, 2009)

II. Lettura

- (1) Come una vendetta.
- (2) Il crollo del muro di Berlino.
- (3) La Romania è vista come un paese in cui la corruzione è sopra il livello di allarme.

III. Uso dell'italiano: Vocabolario

- | | |
|---------------|--------------------|
| (1) ambiente | (4) nonostante |
| (2) difendere | (5) promuovere |
| (3) cinghiali | (6) consapevolezza |

IV. Uso dell'italiano: Grammatica

- (1) In Italia il turismo si è sviluppato nel secondo dopoguerra.
- (2) Dovremmo usare meno il telefonino
- (3) Te ne devi andare così presto?
- (4) Devi agire quanto più velocemente puoi.
- (5) Se avessi tempo, andrei a visitarlo.
- (6) È strano che Gianna abbia reagito così

EXAMEN DE COMPETENȚĂ LINGVISTICĂ

LIMBA ITALIANĂ – limbaj general

Varianta 2

I. Ascolto

Ascoltate la registrazione e dite se le frasi che seguono sono vere o false:

- a. All'inizio la madre di Elena sembra quasi sorpresa; di che cosa?
- b. Come ha giustificato Franco il suo comportamento?
- c. Cosa ha risposto Elena?

II. Lettura

Leggete il testo, poi rispondete alle domande

Quando si tratta di lavoro, l'Italia non è certo un Paese per giovani, visto che a febbraio quasi uno su tre, di età tra i 15 e i 24 anni, per la precisione il 28,2%, è senza occupazione. Complessivamente in un anno i posti persi sono stati quasi 400 mila. E come se in Italia fosse sparito il settore dell'informatica che nel Paese è rappresentato da circa 97 mila aziende che impiegano 400 mila dipendenti. I dati resi noti da Istat ed Eurostat sollevano soprattutto l'emergenza giovani che in Italia appare ancora più allarmante se si considera che la percentuale del 28,2% è di gran lunga superiore al tasso di disoccupazione giovanile registrato nella Ue-27, dove si è attestato al 20,6%: lo stacco è di 7,6 punti. Differenza che raggiunge gli 8,2 punti nel confronto con il tasso nella zona dell'euro, al 20%. Preoccupati dell'allarme per gli under 24 sono soprattutto i sindacati. «La crisi è a pieno regime ed è ora che gli slogan su un Paese che ne sarebbe fuori cessino e si faccia di più», dice il segretario confederale della Cgil, Fulvio Fammoni. La Cisl, con il segretario confederale Giorgio Santini, punta il dito sull'«emergenza giovani» e chiede «un'azione urgente e strutturale per supportare il loro accesso al lavoro» partendo dal rilancio dell'apprendistato. C'è poi come chi come il segretario confederale della Uil, Antonio Focillo, auspica un calo della disoccupazione e l'apertura di un tavolo di confronto da parte del governo, per discutere «possibili soluzioni ai problemi del mercato del lavoro». Il ministro della Gioventù, Giorgia Meloni replica così: «La disoccupazione giovanile è figlia della crisi internazionale, ma anche di un atteggiamento tutto italiano». Pertanto è «giusto preoccuparsi ancor di più di come garantire accesso all'occupazione e stabilità a coloro che dovranno affrontare il peso di un sistema sociale di cui hanno beneficiato le generazioni precedenti».

(SURSA: *La Stampa*, 1 aprile 2010)

- a. Qual'è l'argomento di questo articolo?
- b. Qual'è secondo Giorgio Santini la base per concedere l'accesso al lavoro dei giovani?
- c. Come spiega il Ministro della Gioventù tale situazione economica?

III. Uso dell'italiano: Vocabolario

Completate il seguente brano con le parole adatte: *cittadino, giudizio, altrettanto, assenza, potere, invadenza*

Oggi si tende a criticare l'eccessiva (1) ... dei mass-media che, attraverso la diffusione di messaggi di ogni genere, ci martellano incessantemente in ogni momento della giornata. Tuttavia, è (2) ... vero che la situazione opposta, cioè l' (3) ... di una libera circolazione di notizie e di informazioni, non sarebbe ammissibile in una società veramente democratica. Essere informati correttamente, conoscere giorno per giorno tutto ciò che avviene nel proprio paese e nel mondo sono le condizioni indispensabili per farsi delle opinioni, per esprimerle liberamente, per esercitare consapevolmente i propri diritti di (4) ... Si deve però riconoscere che i media non sempre riproducono fedelmente la realtà e, conseguentemente, impediscono ai loro utilizzatori una completa autonomia di (5) ... Problemi di spazio e di tempo li inducono a scegliere solo una certa quantità di notizie, somministrando così un'informazione frammentata e limitata. Inoltre, pressioni di gruppi di (6) ... li spingono talvolta a rendersi responsabili di inqualificabili inganni.

IV. Uso dell'italiano: Grammatica

Traducete in italiano:

- (1) Am venit pentru că știam că te gălesc aici.
- (2) Deși e bogat, trăiește modest.
- (3) Mai ții minte ziua în care ne-am cunoscut?
- (4) Dacă l-aș revedea, nu l-aș recunoaște.
- (5) Mergea în Italia pentru afaceri din două în două săptămâni.
- (6) Trebuie să merg neapărat la dentist.

V. Produzione scritta

I giovani di oggi sono bloccati dal sospetto e dalle incertezze, dall'enorme difficoltà di trovare un lavoro, anche dopo aver conseguito la laurea. Dite la vostra opinione rispetto a tale situazione in un componimento di circa 10-15 righe.

CHIAVE DEL TEST 2

I. Ascolto

Trascrizione dell'ascolto

madre : Elena?! Come mai ancora qui? Non esci stasera?

Elena : No, mamma, stasera resto a casa.

madre : Strano! E successo qualcosa?

Elena : Niente... ho litigato con Carla e non ho voglia di andare da nessuna parte.

madre : Con Carla?!

Elena : Sì, proprio con lei! La mia "amica del cuore"!

madre : Ma perché, cos'è successo?

Elena : E successo che ieri è andata a cena con Franco!

madre : Ah, interessante! E questo Franco, cosa dice di tutta questa storia?

Elena : Che è libero di fare quello che vuole : vedere i suoi amici o le sue amiche senza chiedere il mio permesso.

madre : E tu cosa hai risposto?

Elena : Che come è libero lui sona libera anch'io; infatti ho già telefonato al suo migliore amico: domani andremo a cena fuori!!!

(SURSA: *Progetto italiano 2*, Livello medio, Edilingua, 2009)

II. Lettura

- (1) La disoccupazione dei giovani.
- (2) Il rilancio dell'apprendista.
- (3) Come frutto della crisi internazionale ma anche di un atteggiamento tipicamente italiano.

III. Uso dell'italiano: Vocabolario

- (1) invadenza
- (2) altrettanto
- (3) assenza
- (4) cittadino
- (5) giudizio
- (6) potere

IV. Uso dell'italiano: Grammatica

- (1) Sono venuto perché sapevo di trovarti qui.
- (2) Benché sia ricco, vive modestamente.
- (3) Ti ricordi il giorno in cui ci siamo conosciuti?
- (4) Se lo vedessi, non lo riconoscerei.
- (5) Andava in Italia per affari ogni due settimane.
- (6) Devo andare assolutamente dal dentista.

TEST 1. EXAMEN DE COMPETENȚĂ LINGVISTICĂ
LIMBA GERMANĂ

Varianta 1

I. **Hörtext.** Hören Sie zu und wählen Sie die richtige Antwort ! Nur eine Antwort ist richtig! Schreiben Sie die **Nummer** und (A), (B), **oder** (C) auf Ihr Antwortblatt.

- (1) Wer ist Michael Mertes ?
A. Staatssekretär für Bundesangelegenheiten
B. Verwalter einer Firma
C. Stellvertretender Direktor am Bundesanzeiger Verlag
- (2) Uwe Mähren ist:
A. ein berühmter Schriftsteller
B. Herausgeber
C. Verlagsleiter
- (3) Worüber spricht Carl-Otto Lenz ?
A. die Vertretung des Landes Nordrhein Westfalen bei der europäischen Union in Brüssel
B. das Grundgesetz Deutschlands
C. sein Urteil über die Verfassung des Vertrages von Lissabon
- (4) Das vorgestellte Thema ist:
A. die Verhältnisse der Deutschen Länder zum Bundestaat
B. die zweite Auflage des Vertrages von Nizza
C. das Inkrafttreten des Vertrages von Lissabon
- (5) Was für Gefühle hat Prof. Borchert ?
A. er ist optimistisch
B. er ist skeptisch
C. er ist unentschieden
- (6) In welchem Jahr wurde die 5. Auflage des *EU-Verträge* Kommentars auf dem Markt gebracht?
A. 2000 B. 2010 C. 1990

II. **Übersetzung.** Übersetzen Sie die folgenden Sätze ins Deutsch.

- (1) Hoțul va fi cu siguranță arestat.
(2) Am râs cu poftă de această întâmplare.
(3) Din păcate nu am putut să vă plătim suma de bani.
(4) Funcționarul a completat formularul.
(5) Nu este ușor să începem această călătorie.
(6) Domnul Bühler, pe care îl cunoaștem deja de trei ani, locuiește acum la Hamburg.

III. **Grammatik und Wortschatz.** Wählen Sie die richtige Lösung ! Schreiben Sie die **Nummer** und (A), (B), (C), **oder** (D) auf Ihr Antwortblatt.

- (1) Mit den Wölfen muss man
A. arbeiten B. vorsichtig sein C. laufen D. heulen
- (2) Der Brief ist noch nicht ganz fertig, er ... gerade geschrieben.
A. muss B. ist C. wird D. kann
- (3) ... diesen guten Witz müssen alle lachen.

- | | | | | |
|-----|--|-------------------|--------------|-------------------|
| | A. An | B. Von | C. Über | D. Mit |
| (4) | Er schaltete im ersten Zimmer das Licht ein und setzte sich auf den Drehstuhl, ... alles in Ruhe ... betrachten. | | | |
| | A. ohne ... zu | B. so dass ... zu | C. um ... zu | D. anstatt ... zu |
| (5) | ... ich in das Zimmer kam, sah ich das kaputte Fenster sofort. | | | |
| | A. Wenn | B. Wann | C. Als | D. Nach |
| (6) | Man soll keine schlafenden Hunde ... | | | |
| | A. stören | B. wecken | C. helfen | D. beruhigen |

IV. **Schreiben.** In 9 – 10 Zeilen, beantworten Sie die Frage: Welches war das schlimmste Ereignis in Ihrem Leben?

V. **Lesen.** Stellen Sie fest, wie der Autor des Textes folgende Fragen beurteilt: a positiv b negativ oder skeptisch. Markieren Sie die richtige Antwort.

Was soll auf die Verpackung?

Auf die eigene Gesundheit und Fitness zu achten, scheint ein gesellschaftliches Muss zu sein. Die Gesundheits- und Wellnessbranche boomt. Doch werden die Deutschen wirklich immer gesünder? Zahlen sprechen dagegen: Übergewicht und die damit verbundenen Folgen wie Diabetes und Gelenkerkrankungen nehmen zu. Auch schon bei Kindern zeigen Untersuchungen erschreckende Ergebnisse. Die Ursachen für diese Entwicklung sind bekannt: mangelnde Bewegung und falsche, vor allem zu fette und zuckerhaltige Ernährung.

Da ist es nur zu befürworten, dass Politiker und Verbraucherschützer auf eine bessere Nährwertkennzeichnung von Lebensmitteln drängen. Denn wer weiß schon, dass in einem Liter eines bestimmten Kindermilchgetränks 44 Stück Würfelzucker stecken? Klare Informationen auf den Lebensmittelverpackungen könnten aufklären und den Konsum gesundheitsschädlicher Produkte zumindest verringern.

Das Verbraucherministerium hat sich der Sache angenommen und eine Art Leitlinie vorgestellt. Das klingt zunächst gut, doch bei näherem Hinsehen zeigen sich gleich zwei kritische Punkte. Erstens: Die Leitlinie wäre unverbindlich, da kein Hersteller verpflichtet würde, sich an die Vorgaben des Ministeriums zu halten. Ob der Verbraucher informiert wird oder nicht, wäre also in das Belieben der einzelnen Unternehmen gestellt. So geht Aufklärung meiner Meinung nach nicht. Zweitens: Die vom Ministerium vorgeschlagene Nährwertkennzeichnung ist viel zu kompliziert.

Es soll Angaben über den Gehalt an Kalorien, Fett, Zucker, gesättigten Fettsäuren und Salz geben, bezogen auf eine Portion oder 100 Gramm. Zudem soll, in Prozent ausgedrückt, ein Bezug zu der jeweils empfohlenen Tageszufuhr hergestellt werden. Bei so einer Kennzeichnung müsste man mit dem Taschenrechner zum Einkaufen gehen! Statt den Verbrauchern die Möglichkeit zu geben, rasch zu entscheiden, ob dieses oder jenes Produkt in den Einkaufswagen wandert, werden sie mit einer Masse von Informationen überflutet. Ich befürchte, ein gegenteiliger Effekt tritt ein – die zu detaillierte Kennzeichnung wird gar nicht beachtet. Sinnvoller scheint es mir, es unseren Nachbarn in Großbritannien nachzumachen.

Dort wird teilweise schon eine Art Ampelsystem verwendet. Durch die Farben Grün, Gelb und Rot wird angezeigt, ob ein Lebensmittel geringe, mittlere oder große Mengen an Fett, Salz, Zucker und so weiter enthält. Das System ist einfach, für jeden verständlich. Genauere Angaben könnten ergänzend auf der Verpackung angebracht werden für die, die mehr wissen wollen. Aber die Ampel wäre das erste Signal – aufschlussreich und für die meisten Käufer ausreichend.

Die Diskussion über das Informationsrecht des Verbrauchers hat hierzulande gerade erst angefangen. Ich bin guten Mutes, dass im Verlauf der öffentlichen Auseinandersetzung die Vernunft, das heißt ein schnell erfassbares System sich durchsetzen wird. Auch der Wettbewerb am Markt wird zeigen, was der Verbraucher will, und die Produzenten werden sich darauf einstellen – und nebenbei auch mehr Waren herausbringen, die nicht nur so vor Fett und Zucker strotzen und die, die reinsten Kalorienbomben sind.

- (1) Wie beurteilt der Autor die Forderung, auf Lebensmittelverpackungen über Nährstoffe und Energiegehalt zu informieren?
 - a. positiv
 - b. negativ oder skeptisch
- (2) Wie beurteilt der Autor die freiwillige Kennzeichnung von Lebensmitteln?
 - a. positiv
 - b. negativ oder skeptisch
- (3) Wie beurteilt der Autor die Nützlichkeit der geplanten Kennzeichnung für den Verbraucher?
 - a. positiv
 - b. negativ oder skeptisch
- (4) Wie beurteilt der Autor eine weniger detaillierte Lebensmittelkennzeichnung, z. B. mit Farben?
 - a. positiv
 - b. negativ oder skeptisch
- (5) Wie beurteilt der Autor die Chancen zur Durchsetzung einer Art von Ampelsystem in Deutschland?
 - a. positiv
 - b. negativ oder skeptisch
- (6) Wie hat sich das Verbraucherministerium der Sache angenommen?
 - a. positiv
 - b. negativ oder skeptisch

(Aufgabe 3 - http://bfu.goethe.de/b2_01/lesen.php)

Lösung

Übung 1: Hörtext

Pünktlich zum Inkrafttreten des Vertrages von Lissabon hat der Bundesanzeiger Verlag Anfang 2010 die 5. Auflage seines Standardkommentars zu den EU-Verträgen auf den Markt gebracht. Diese wurde nun am 13.04.2010 im Rahmen einer Präsentation in der Vertretung des Landes Nordrhein Westfalen bei der europäischen Union dem Fachpublikum vorgestellt. Staatssekretär Michael Mertes und Verlagsleiter Uwe Mähren eröffneten die Veranstaltung und richteten zu Beginn ein Paar Worte an die anwesenden Gäste.

Seien Sie alle herzlich willkommen in der Vertretung des Landes Nordrhein Westfalen, ein ganz besonderer Gruß gilt Herrn Uwe Mähren, dem Verlagsleiter der Bundesanzeiger Verlags, und natürlich, den Herausgebern des heute präsentierten Kommentars zu den EU-Verträgen, mit CD-ROM, wie Sie hier sehen können, Professor Karl Otto Lenz und Herrn Professor Klaus Dieter Borchardt. Meine Damen und Herrn, nur wenige Monate nach dem Inkrafttreten des Vertrages von Lissabon ist es Verlag, und Herausgebern und Autoren gelungen, den, wenn ich es recht sehe, ersten großen Kommentar zu dem umfangreichen Vertragswerk von Lissabon vorzulegen. Im Rückblick auf die unendlich anmutende Geschichte von der Konstituierung des Konvenz zur Ausarbeitung einer Europäischer Verfassung bis zum Inkrafttreten des Reformvertrages von Lissabon, ist das von den Herausgebern und dem Verlag vorgelegte Tempo wirklich eine Rekordleistung. Ich denke es ist nicht so leicht, ein so großes Team von Autoren über einen so langen Zeitraum zusammenzuhalten auch dazu mein herzlicher Glückwunsch, noch einmal herzlich willkommen und Herr Mähren, Sie haben das Wort.

Ich begrüße Sie als Verlagsleiter des Bundesanzeiger Fachverlages sehr herzlich und freue mich, daß unser Kommentar nun in der fünften Auflage wieder auf so großes Interesse stößt. Ich möchte mich auch bei der Landesvertretung Nordrhein Westfalen dafür bedanken, daß wir die Präsentation wieder in diesem so schönen Rahmen veranstalten können. Der EU Kommentar in Bundesanzeiger Fachverlag ist jetzt in der fünften Auflage erschienen. Wie die Voraufgabe von 2006, gerietet die Produktion der fünften Auflage diesmal durch das negativere Referendum in Schrotten. Herausgeber, Autoren und Verlag haben aber weiterhin auf das Gelingen des Lissabon Reformvertrages gesetzt, und wir freuen uns, daß, meines Wissens nach, mit unserem Kommentar, die ersten auf den immer stärkeren Markt sind. Damit übergebe ich das Wort an Herrn Professor Lenz.

Herausgeber Professor Dr. Karl Otto Lenz, Generalanwalt am Europäischen Gerichtshof ging anschliessend näher auf das Bundesverfassungsgerichtsurteil zum Vertrag von Lissabon ein und stellte dabei seine Auslegung des Urteils dar:

Ich unterstreiche es noch einmal: die Bezeichnung liegt, ist nämlich für die Verfassungen der Jahre nach dem Krieg, bis 1950 ungefähr, die normale Bezeichnung für die Beschreibung des Verhältnisses der Deutschen Länder zu dem Gesamtstaat, Bundesrepublik Deutschland. Also, zu einem Bundesstaat. Infolge dessen, ist hier mit der Begrifflichkeit irgendetwas schief gelaufen. Der Staatsbegriff des Bundesverfassungsgerichts, meine Damen und Herren, ist nicht der Staatsbegriff des Grundgesetzes.

Herausgeber Prof. Dr. Klaus Dieter Borchardt schilderte in seiner Rede kurz die Entstehung und die neuen Inhalt des Vertrages von Lissabon und erläuterte eingehend dessen Auswirkung auf die Europäische Union und deren mögliche zukünftige Entwicklung.

Die Auflagen des Kommentars kamen immer zu besonderen Anlässen heraus. Die erste Auflage, 1993, stand in Zusammenhang mit dem Vertrag von Maastricht. Die zweite Auflage, 1999, in Zusammenhang mit dem Vertrag von Amsterdam. Die dritte Auflage von 2003, übernahm die Neuerung des Vertrags von Nisa. Die vierte Auflage 2006 sollte eigentlich die Auflage zum Verfassungsvertrag sein. Und wir hatten auch, ich erinnere mich ganz genau darauf spekuliert und alles schon in Bewegung gesetzt, um auch dort zeitnah die Kommentierung zum neuen Verfassungsvertrag auch herauszubringen. Allerdings, wie wir alle wissen, durch die gescheiterte Referenden in Frankreich und in den Niederlanden wurde daraus nichts, so daß, die vierte Auflage letztlich eine Aktualisierung der Voraufgabe wurde. Nun die fünfte Auflage 2010, daß finden Sie hier schon auf dem Deckblatt, setzt die Neuerungen des Vertrages von Lissabon um. Und um auch schon mal einen Blick nach vorne zu werfen, anders als der Staatssekretär Mertes gesagt, gemacht hat, er meint, daß wir durchaus in den nächsten Jahren weitere Reformverträge bekommen, ich bin da skeptisch, muss ich Ihnen ehrlich sagen, denn gleiche ich Ihre Analyse über die Notwendigkeit durchaus Teile. Ich bin skeptisch, daß wir in den nächsten Jahren eine neue Reformdiskussion dieser Tragweite bekommen, wohl aber, und da blicke ich in die Zukunft, wohl aber, stehen wir am Beginn der Diskussionen über die neue finanzielle Vorausschau für die Zeit 2014 bis 2020 und mit der neuen finanziellen Vorausschau einher geht eine grundlegende Überprüfung, und teilweise auch Umgestaltung der Unionspolitiken, die aus dieser, aus dem finanziellen Haushalt, aus dem Haushalt der Europäischen Union gespeist werden. Und dies, natürlich, wird auch Umgestaltungen in den einzelnen Politikbereichen mit sich bringen, so daß, ich, un da wende ich mich mal jetzt fürsorglich an unseren Verlag, schon sehen kann daß ein, durchaus, ein Bedarf sein würde, die sechste Auflage in Zusammenhang mit dem Inkrafttreten der finanziellen Voraussetzungen von 2013 zu bringen. Aber, die fünfte Auflage, um da zurück zu kommen, kümmert sich um den Vertrag von Lissabon.

Nach den Vorträgen der Herausgeber, lud der Bundesanzeiger zu einem Empfang in entspannter Atmosphäre in den Räumlichkeiten der Vertretung des Landes Nordrhein Westfalen ein. Viele Gäste nutzten hier die Gelegenheit sich mit den Autoren und Fachvertretern über den Kommentar zu unterhalten, und, gegebenenfalls, eine persönliche Widmung in Ihrem Exemplar zu erhalten. Bei Snacks und Getränken konnten die Gäste neue Kontakte knüpfen und sich über weitere Werke des Bundesanzeiger Verlags informieren. Erst am späten Abend ging eine erfolgreiche Veranstaltung zu Ende, bei der, der Bundesanzeiger Verlag sich über eine rege Teilnahme und eine durchweg positive Resonanz freuen konnte.

- (1) A
- (2) C
- (3) C
- (4) C
- (5) B
- (6) B

Übung 2: Übersetzung

- (1) Der Dieb wird sicherlich verhaftet werden.
- (2) Wir lachten herzlich über dieses Ereignis.
- (3) Leider haben wir das Geld nicht zahlen können.
- (4) Der Beamte füllte das Formular aus.
- (5) Es ist nicht leicht/einfach diese Reise anzufangen.
- (6) Herr Bühler, den wir schon seit drei Jahren kennen, wohnt jetzt in Hamburg.

Übung 3: Grammatik und Wortschatz

- (1) D
- (2) C
- (3) C
- (4) C
- (5) C
- (6) B

Übung 5: Lesen

- (1) a
- (2) b
- (3) b
- (4) a
- (5) a
- (6) a

TEST 1. EXAMEN DE COMPETENȚĂ LINGVISTICĂ **LIMBA ROMÂNĂ – Nivel A1+A2**

Varianta 1

EXAMEN ORAL

I. Dialog – prezentare după modelul chestionarului:

Model:

- Cine ești tu? Cum te numești?
- Ce ești tu?
- De unde ești? (țară, regiune, oraș etc.)
- Tu ești român? (Tu nu ești român?)
- Tu ești din Belgia?
- Unde te afli acum? În ce țară, oraș?
- Tu ești student sau doctorand?
- Eu sunt profesoară. Și tu ești profesor? etc.

II. Lectură & vocabular: *Calendarul studentului*

SEPTEMBRIE. Mai este o lună până începe școala. Zilele sunt mai scurte și nopțile mai lungi. În 23 va fi echinocțiul de toamnă. Nu mai este cald. Adio, vacanță!

OCTOMBRIE. Au început cursurile. Ne-am întors la studiu. Vom studia discipline interesante.

NOIEMBRIE. Frunzele cad. Cerul este gri. Plouă des. Este frig. La limba română, învățăm verbul: *Eu sunt, tu ești, el este, noi ...*

DECEMBRIE. A venit iarna. Ninge. Este ger. Apele au înghețat. Peste două săptămâni va fi Crăciunul. Acasă, familia mă va aștepta cu bucurie. Vom sta toți în jurul bradului și vom cânta colinde. Vine vacanța!

IANUARIE. Sărbătorile au trecut. Afară este zăpadă. Am reînceput cursurile.

FEBRUARIE. E cea mai scurtă lună. Învățăm cel mai mult, pentru că este sesiunea de examene.

MARTIE. Este vânt. Plouă. Este primăvara. Zăpada s-a topit. Apar ghiociei.

APRILIE. E soare. Natura e frumoasă: flori, frunze verzi! E primăvară! Este frumos.

MAI. Este o lună deosebită. Sunt flori peste tot (pretutindeni). Natura e colorată vesel.

IUNIE. Este cald. Este vară. Este ultima lună de școală. Vin examenele. E sesiunea de vară. În 22 va fi solstițiul de vară.

IULIE. Mai avem câteva zile de școală: practica de specialitate. Și, în sfârșit, suntem în vacanța de vară. Mergem la mare sau la munte. Soarele strălucește toată ziua. Nu ne gândim la școală.

AUGUST. Este foarte bine în vacanță. Este foarte cald. Căutăm umbra. Am uitat de cursuri.

EXAMEN SCRIS & ORAL

III. Impresii din / despre România și/ sau colegii români (în franceză/ engleză/ italiană/ maghiară etc.) – SCRIS - și rezumatul textului (în română) – ORAL

EXAMEN SCRIS

IV. Traducerea textului în limba franceză/ engleză/ italiană/ spaniolă/ maghiară etc.

Cursurile de română au loc/ se țin/ se desfășoară în patru zile pe săptămână: marți, miercuri, joi și vineri, în sala R36. Acum susținem examenele de semestru. Ne-am pregătit serios. Vrem să obținem rezultate foarte bune. Ne-am simțit bine la Târgu-Mureș. Peste tot (pretutindeni) am găsit prieteni. Săptămâna aceasta, voi pleca în Franța/ Anglia/ Italia/ Spania/ Ungaria etc.

V. Exerciții gramaticale

(A) Alege forma corectă:

- (1) El *a sosit / va sosi / sosește* ieri, la 13.15.
- (2) Săptămâna viitoare, eu *am scris / scriu / voi scrie* exerciții în fiecare după-amiază. Mă pregătesc pentru examene.
- (3) Noi *am făcut / ai făcut / vom face* o excursie, săptămâna viitoare.
- (4) Am cumpărat 3 *măr / meri / mere* și 4 kg de *cartofi / cartof / cartofe*.
- (5) Prietenii *tău / vostru / mei* sunt minunați.
- (6) Mergem *la / despre / sub* munte.

(B) Scrie două propoziții cu numerale:

- (1)
- (2)

(C) Trece verbul din paranteză la timpul cerut în propoziție:

- (1) Luna trecută ... în Delta Dunării. (a călători)
- (2) Sâmbăta viitoare, ... la munte. (a merge, a pleca)
- (3) Acum ... un eseu: *Impresii despre Târgu-Mureș*. (a scrie)
- (4) În Târgu-Mureș, ... în campus. (a locui)
- (5) Ieri ... sarmale. (a mânca)
- (6) Prietenii mei ... români. (a fi)

(D) Scrie cuvinte, optând pentru unul dintre câmpurile lexicale: „FAMILIE”, „ALIMENTE”, „ANIMALE”

REZOLVAREA TESTULUI

I. Prezentare (3 puncte)

II. Lectură & vocabular (2 puncte)

III. Impresii din / despre România (în franceză) (5 puncte)

Deux jours de transport, pour trois jours de bonheur...

Le 31 mai, une belle journée de dimanche moi et mes amies françaises, nous prenons le train en direction de Galati. Puisque le train a une vitesse réduite, on fait 10 heures de transport, ce qui est vraiment beaucoup, voilà pourquoi nous avons passés une bonne partie du voyage à dormir. Quand nous sommes arrivés à Galati, nous avons pris quelques photos, pour avoir des souvenirs bien sûr, et puis, le soir, nous nous sommes rencontrés avec quelques amis français qui sont venus en Roumanie pour étudier. Ils nous ont invités à passer la soirée avec eux: on a mangé, on est allé dans un bar karaoké où je dois reconnaître qu'on s'est amusé beaucoup et à la fin de la soirée chacun a raconté ses aventures de Roumanie ce qui a été très intéressant. A cause du fait que le prochain jour nous devrions prendre un minibus jusqu'à Tulcea puis un bateau pour arriver dans le Delta du Danube, on a été forcés de finir nos petites histoires et d'aller se coucher.

Jusqu'à ce qu'on est arrivé dans le Delta du Danube on a pris beaucoup de photos et cette fois on n'a pas dormit parce que le paysage a été magnifique et on n'a pas pu tourner nos yeux de lui.

A l'arrivée, quand on a vu notre logement et les gens, on a eu une grande surprise: c'est très différent de ce que nous connaissons chez nous mais la bonne partie est que les gens ont été très sympathiques et très agréables.

Nous avons passés trois jours là, dans le village Mila 23 et nous avons visités deux villes, Sulina et Letea!

Maintenant je peux dire que c'était une aventure très enrichissante parce qu'on a essayé des choses nouvelles: on s'est promené tout seul avec une barque et on a utilisé aussi le bateau à moteur. Tout au long du voyage on s'est promené beaucoup, nous avons visité une réserve naturelle qui est très bien conservée, à Letea nous avons vu des chevaux sauvages et des arbres centenaires et on est arrivé à la conclusion que tous ces animaux et paysages sont dignes d'un film.

Je suis très content de ce voyage, de tout ce que j'ai vu et ce que j'ai fait là, dans le Delta de Danube, mais comme d'habitude il y a un "mais": parce qu'on se trouve dans un endroit où la source principale pour la nourriture est le poisson j'ai été obligé d'en manger beaucoup et je dois reconnaître qu'il ne se trouve pas sur ma liste des nourritures préférés. (E.G., étudiant Erasmus, Strasbourg – 2010)

IV. Traducerea textului în limba franceză etc. (4 puncte)

Les cours de roumain ont lieu / se déroulent quatre jours par semaine: mardi, mercredi, jeudi et vendredi, dans la salle R36. Maintenant, nous soutenons les examens semestriels. Nous nous sommes préparé très sérieux. Nous voulons prendre de bonnes notes (obtenir des résultats très bonnes). Nous nous avons senti bien a tg mures. Partout nous avons trouvé des amis. Cette semaine, je partirai dans la France.

V. Exerciții gramaticale (4 puncte)

(A) (0.20 x 6 = 1.20 puncte)

- (1) a sosit
- (2) voi scrie
- (3) vom face
- (4) mere ; cartofi
- (5) mei
- (6) la

(B) (0.20 x 2 = 0.40 puncte)

Am nouăsprezece ani.
În grupă, suntem douăzeci și trei de studenți.

(C) (0.20 x 6 = 1.20 puncte)

- (1) am călătorit
- (2) vom merge/ vom pleca
- (3) scriu
- (4) locuiesc/ am locuit/ voi locui
- (5) am mâncat
- (6) sunt

(D) (0.20 x 6 = 1.20 puncte)

FAMILIE: mamă, tată, frate, soră, bunic(-ă), unchi etc.
ALIMENTE: brânză, lapte, ouă, pâine, carne (de pui/ vită/ porc etc.), sarmale etc.
ANIMALE (domestice, sălbatic): vacă, porc, capră; veveriță, urs, lup etc.

Notă: Se acordă din oficiu: 2 puncte

PREZENTARE LCCI

LCCI – General Presentation

Our LCCI centre organises examinations and offers three types of qualifications:

1. JETSET (Junior English Tests and Senior English Tests)

The JETSET qualifications are skills based English language qualifications that have been designed to develop and assess a candidate's ability to communicate in general English.

The qualifications are available at 8 levels, each level consisting of 3 mandatory components (Listening comprehension test, Reading test and Writing tests) and one optional component (Speaking test).

Each JETSET level is a free-standing qualification and is separately certificated. At JETSET levels 2, 3 4, 5, 6 and 7, the qualifications have been closely aligned to the Common European Framework of Reference for Languages (CEF) at levels A1, A2, B1, B2, C1 and C2 respectively. These levels have also gained accreditation by the UK Qualifications and Curriculum Authority (QCA) as ESOL International Qualifications.

JETSET is on the list of international linguistic certificates approved by the Romanian Ministry of Education and is accepted as an equivalent of the English test at the Bacalaureate exam.

2. English for Business (EFB)

English for Business is a written examination assessing a candidate's writing and reading skills. It is available at five levels to suite the ability of the candidate and designed to test communication in business with tasks based on real business activities including:

- Writing letters, reports, emails, memos
- Business information processing
- Reading comprehension
- Business text and data reformulation

There are optional Speaking and Listening tests based on business related topics, available at all levels for candidates who require a certificate covering the full suite of linguistic skills.

English for Business helps candidates to develop their reading, writing, listening and speaking business English language skills.

3. English for Tourism (EFT)

English for Tourism has two levels:

Level 1 English for Tourism is designed for candidates who wish to communicate effectively, in written and spoken English, at a customer liaison level within the hospitality, travel and tourism industry.

Level 2 English for Tourism is designed for candidates working or intending to work in the tourism industry, who wish to communicate effectively in English at a professional or supervisory level in the hospitality, travel and tourism industry.

Why should we choose LCCI certificates and examinations?

- ✓ LCCI certificates are internationally recognized, not only by institutions of higher education but also by professional bodies/associations and corporate partnerships throughout the world;
- ✓ these are permanent and portable qualifications;
- ✓ the assessments are context-based and task-based, which gives value in learning and work relevance;
- ✓ there is no limit of candidates in order to organise an exam;
- ✓ they are affordable for students, because prices suite the local markets.

SOURCE: LCCI ROMANIA

ENGLISH FOR BUSINESS – SAMPLE PAPER

Level 3

Time allowed: **3 hours**

INSTRUCTIONS FOR CANDIDATES

- Answer **all 4** questions.
- All questions carry equal marks.
- All answers should be correctly numbered, but do not need to be in numerical order.
- Adequate and appropriate communication is more important than a particular number of words.
- Check your work carefully.
- You may use an English or bilingual dictionary.

QUESTION 1

Situation

You are employed in the offices of a small company, Bacher Brothers' Services, in the city of Archville. The Company Manager, Mr Martin Bacher, says this to you:

“I’ve had this letter from the Chief Executive of Archville City Council, concerning its new campaign about limiting the negative effects that the city has on the global environment. There’s a list of all things they’ve done about the waste-strategy, carbon-neutral policies, and all kinds of other things I don’t fully understand, such as green procurement, CO2 reduction and the like. The important thing is that they are trying to encourage local businesses to care more about the environment, particularly how they can reduce carbon emissions into the atmosphere.

“As you know, we are a small company and we don’t actually manufacture anything. We just have offices. I’m sure they know more than we do about this, but we don’t have manufacturing processes involving burning anything, or using large amounts of water. I do recall that my brother looked at energy saving and the like. Have a word with him, please, and draft a letter to the Chief Executive for my signature. I’ll give you the name and address.”

Martin Bacher’s brother is Samuel Bacher, who looks after the financial affairs of the company. When you ask him about how the company has taken steps to reduce carbon emissions he says this to you:

“Well, Martin is correct – manufacturing companies cause more problems for the environment than we do, but there are lots of things that we’ve done. To be honest, we did these mainly for our own benefit – they helped us to cut our costs! But you can stress how public spirited we are in your letter.

“Well, what did we do? First, we went over to using low energy light bulbs in all the offices. We got some complaints at first because it takes a few minutes for these bulbs to reach their brightest level – with the old ones they were bright as soon as you switch them on!

“The car-sharing scheme went very well, of course. I think you were involved in this. Quite a few staff arranged to share car journeys to work. Everyone benefited from that. Then there was our Stop Office Waste, or the SOW campaign, as we called it. Whatever people say, we use much less paper in the office since we encouraged everyone to store information electronically. I suppose this scheme did contribute to protecting the environment as it helps the council achieve its targets for waste management and, of course, we are great at recycling and separating out our waste materials.

“Of course, the other aspect is quite funny. We gradually turned down the central heating last winter and staff didn’t even notice! We cut down our heating bill considerably.

“Yes, we’ve done well, but I’m sure there’s more we can do. I’d like to investigate using Solar Energy;

we haven't budgeted for this in the current year, but next year we'll certainly think about it."

Martin Bacher gives you the name of the Chief Executive at Archville Council, which is Mr Nicholas Kirby. His address is Town Hall, Archville AV1 9SJ. He says this to you.

"I know Samuel has given you the details but in case he hasn't mentioned the car sharing scheme please make sure you say something about it – it was my idea, you know! By the way please stress right at the beginning of the letter that we fully support the Council's campaign. I know they've done a great deal for Archville to make the city a "greener" place."

Task

Write a letter for Mr Martin Bacher's signature, as requested. You can assume that the company's headed notepaper is used.

(Total 25 marks)

QUESTION 2

Situation

You are employed in the Administration Department of a large department store, D and B Retail, in the city of Bradchester in England. The store benefits from visitors to Bradchester mainly from Europe and North America.

The Store Manager, Mr William Burton, says this to you;

"As you know, we have been giving some thought to changing our policy and accepting the euro in payment for items purchased in the store. I've decided to put this on to the agenda at the next Operations Committee Meeting, and it would be very helpful if I knew the main arguments for and against this policy. The Finance Manager, Andrew McKay has always been against this but the Marketing Manager, Janet Price, seems to think it is a great idea. I'm not sure they will convince each other, but I'd like you to bring them together so they can state their points of view. Please produce a report on the main points for and against and I can then discuss this at the Operations Committee. You shouldn't make any recommendations or show your point of view, of course. The Committee will make the decision."

The discussion went as follows.

You: You know why I've asked you to meet me. I'd like you to summarise your opinion on whether we should accept euros in our store. Mrs Price, you believe strongly that we should.

Mrs Price: Yes, of course we should. We now get many European visitors in Bradchester, particularly from the various cruise ships that come into Bradport. In all the other ports they can use their euros but not here in Great Britain. It would be much better for us if we accepted euros in our store. It would be good for business.

Mr McKay: You know my feelings, Janet. The exchange rate changes all the time. How do we price our goods? We'd have to change the price tickets every day if we price goods in euros as well as pounds.

Mrs Price: Oh come on, Andrew. You know we don't need to do this. We simply have a notice produced each day which we place around the store. This indicates the exchange rate so customers know how much an item costs. We can then adjust the tills to accept pounds or euros.

Mr McKay: And there is a cost to adjusting the tills, and then providing staff training.

Mrs Price: Of course, there will be costs. But we should see this as an investment. I know the costs have not yet been worked out, but I'm sure the extra business we generate will cover this – and more!

Mr McKay: Perhaps – but why do we stop at the euro? We get a lot of American customers these days. So why don't we charge dollars: and then there's the Japanese

Mrs Price: I know we can't cover every currency but many of our customers are from cruise ships. Whatever their nationality, they will come here from Europe, so they will find it much better if they only have to use euros throughout the cruise.

Mr McKay: Don't forget, Janet, that not many customers use cash these days. Customers use credit or debit cards most of the time, particularly for large amounts. They can then pay their accounts in euros.

Mrs Price: Andrew, it will still be an advantage to advertise the exchange rate. My argument is still that, whatever the cost, this move will be good for us. We'd be the first major shop in the city to do this and it will boost our trade.

Mr McKay: I'm not convinced that any additional sales will cover the costs. I just don't see how it will boost sales at all. Surely visitors to the United Kingdom will expect to use British currency in the shops?

You: Thank you both for your ideas. The discussion has been very helpful.

Task

Write the report using any appropriate style.
(Total 25 marks)

QUESTION 3

Situation

You are employed in the Administration Department of a large company. The Administration Manager is convinced that there are issues in the way that the company's staff are using emails in their work. You have been asked to attend a conference on various business procedures where there is one presentation called "Think – then click" which concerns email practice.

A verbatim record of the presentation appears below. After you have read this, answer the questions that follow to demonstrate your understanding of the issues raised.

Think – then click – Improving email practice

Ladies and gentlemen. I am pleased to see that so many of you have chosen to attend my talk. Few people today consider email to be a new means of communication and many email users believe that there is nothing they can do to improve their email practice. I hope to convince you that, whilst email has been with us for some years, it can be abused and used less effectively than it might be.

In fact, email is still the "junior" member amongst the major systems of communication. Verbal communication has been a human feature for as long as human beings have existed, and written communication has been with us since ancient times. The telephone, perhaps the second most junior member, has existed in some form for a century but remember that for most of the world's population, email did not exist when they were born.

The first point, then, is to decide if email should always replace these more established forms of communications. Of course, email scores over these in many ways. It is instantaneous communication, can be used immediately over any distance, can be used to send multiple copies and, unless it is printed, does not waste paper or other resources. But does such efficiency always score over the strengths of other means of communication? The telephone is still a wonderful, intimate means of communication over a distance; a sales representative I met recently has increased the number of sales he has confirmed from customers because he makes contact by telephone if he can. The investment in using more time in speaking personally to potential customers has produced a payback and his sales have increased by over 40% since the days he used emails only.

Another issue is the sheer immediacy of email. Once you have clicked on “send” you have passed the point of no return – your message has gone. Clearly, you must “think – then click”, the title of my talk. Only when you are satisfied with your message should you “send”.

If your technique is not perfect, there is a possibility that it might not reach only the person to whom you intend to send it. People forget that if they are sent a message as a member of a circulation list, if they press “reply” the response will go to everyone on that initial distribution list. Other errors can be caused by “partial completion”. This is a helpful system; if you start entering a name or address in the “To” box, the computer will make suggestions on how to complete it. Users must make sure they have selected a correct name or address before sending the message or it could go to the wrong person who happens to have a similar name or address.

You could also interpret my advice “Think – then click” as referring to clicking “print”. Too many staff lose the “paperless” aspect of email, which has advantages concerning protecting the environment and saving storage space. Every time you think about printing an email, think “why?” If the message must be stored (surprisingly few messages require to be made permanent) then why not store it within the computer system? A paper copy is rarely needed.

I am often asked about the legal aspects of emails. Unfortunately, this is a very complex area. For example, when emails that are sent between countries and somehow contravene the law in one of them, it is not always clear in which country the legal constraints apply. However, I should say that one anomaly is starting to emerge internationally. Laws and regulations protecting the privacy of emails sent by staff at work are emerging all over the world. In other words, there are many rules restricting employers’ rights to intercept or check their staff’s emails. At the same time, employers are increasingly being seen as responsible for the emails sent by employees.

So let me repeat, if you are sending an email “Think – then click.”

Task

Answer the following questions **in your own words** as far as possible to demonstrate your understanding of the points raised.

- (a) What does the speaker believe to be the most modern and the most ancient forms of communication? (2 marks)
- (b) What advantages does email have over more established forms of communication? (4 marks)
- (c) What does the speaker mean when he or she suggests that the telephone is “a wonderful, intimate means of communication”? What is the example he or she gives to illustrate this point? (5 marks)
- (d) What is meant by “the sheer immediacy of email”? Why could this be a danger? (3 marks)
- (e) Why could “partial completion” be seen as both a great help and a possible difficulty?

(f) How do some staff misuse the idea of the “paperless” aspect of email? And what is the danger of this? (3 marks)

(g) What aspect of email is stated as adding a complexity to the legal aspects of its use? (3 marks)

(h) From your own experience, from what other people have told you, or from what you have heard, suggest what you feel is the greatest advantage of email? What is its greatest disadvantage? (2 marks)

(3 marks)

(Total 25 marks)

QUESTION 4

Situation

You are employed as an administrator at a large college which provides a full range of education courses. The college has a range of committees in which staff contribute to its operation. You offer administrative assistance to one such committee, the Amenities Committee. At meetings of this committee, staff discuss the various facilities for them at the college, including sports and social events, and the running of the college catering facilities.

The secretary of the committee is Mrs Yvonne Babinska; she has just passed to you some documents and says this to you:

“You know the next meeting takes place on (3rd May) so I need to produce an agenda within the next week or so. I’d be really grateful if you’d do me a favour. I’ve got the replies from staff following my request for agenda items and it would be very helpful if you could put them into a sensible order for me. There are various requests for the same item, so we need to list these only once, but please put the name or names next to the items. I seem to recall that someone wants to leave early and has asked for their item to go first - that’s fine. Don’t worry about all the standard items, you know, apologies for absence, minutes of last meeting etc. I’ve got a template for these, so if you just put in the items raised, I can do the rest. Oh yes, I remember that someone has sent in their apologies for absence, so please remind me who they are.

“Please put this in writing for me. The best way would be to let me have a memo with all I need. Just one other thing. As you know, the attendance at recent meetings has not been very good. This is one of the few meetings that all staff can attend so I think it might be useful to produce a short article for the staff newsletter. You can mention the next meeting which is on 3rd May at 4.00 pm in the Committee Room and stress how important these meetings are and what they cover. You can mention that at the next meeting we are going to discuss the new catering arrangements and menus for the restaurant. The mention of food should be enough to drag a few more people along!”

The notes about agenda items are as follows:

Notes by Mrs Babinska – we must include the new catering arrangements and menus for the restaurant. The chair has asked me to ask everyone if the day and time are still OK for everyone, 3rd May at 4.00pm. If no-one else raises the issue of toilet cleaning rota, I’d like to raise it.

To: Yvonne	Date 9th April
------------	----------------

From: David Schwalbe

I’ve got a couple of items for the agenda. I’d like to raise the problems with the bicycle sheds in the car park. The roof seems to be leaking! And I’d like to pass on my congratulations to the grounds department. The floral displays have been great this year.
--

Telephone message from Miss Carla Crohn

Would like to mention our chosen charity for 2011 – must start thinking of this now – any chance of putting this item first? I've got to collect family from school so must go early.

Hi Yvonne

I'm sorry I'm not able to attend the meeting, but I'm sure someone will talk about the toilet cleaning rota. I bet I'm not the only one to raise this! The drinks machines by the main entrance seem to run out of popular drinks very quickly. Can we do anything?

Cheers
Ed Laws

Phone call from Mrs Martha Cheng

It would be nice if we said a big thanks to all the grounds staff. The flowers have been lovely to see. I'd also like to raise the college bus service and the route into town from the college. Will the route be rearranged when the new International Students' Hostel opens next month?

Tasks

(a) **Write a memo** as requested.
(18 marks)

(b) **Write an article** as requested.
(7 marks)
(Total 25 marks)

MODEL ANSWER TO QUESTION 1

A suitable answer would be as follows:

HEADED PAPER

12 April 2010

Mr Nicholas Kirby
Chief Executive
Archville City Council
Town Hall
Archville AV1 9SJ

Dear Mr Kirby

Global Environment Campaign

Thank you for your letter of 9 April. I must say that our company is very impressed with what has been achieved by Archville Council in terms of the protection of the environment and we will be pleased to join your campaign on the reduction of carbon emissions.

As you will be aware, our company does not engage in any manufacturing processes. All our work is carried out in offices. However, we are proud of what we have achieved as we have attempted to make our company more “environmentally friendly”. We introduced a car-sharing scheme for employees which has proved to be very successful. Our SOW campaign (“Stop Office Waste”) was also successful, particularly in the reduction of our paper use. We have attempted to assist the Council’s waste management policy by recycling our waste materials, and we have reduced our central heating levels to save energy.

We are conscious of the fact that there is more that we can do. We are currently investigating if we could introduce the use of solar energy.

We hope the Council is successful in developing this campaign and we look forward to working with you.

Yours sincerely

Martin Bacher

Mr. Martin Bacher
Company Manager

MODEL ANSWER TO QUESTION 2

A suitable answer will be as follows.

To: Mr William Burton, Store Manager
From: A Candidate
Subject: Possible acceptance of euro as currency in store.

Date: 12 April

It has been suggested to me that D and B Retail is considering accepting euro currency as a payment for items in the store. I spoke to Mrs Price, Marketing Manager who is largely in favour of this, and to Mr McKay, Finance Manager, who is against the idea. A summary of the points they raised appears below.

Arguments in favour of accepting the euro as currency

- European visitors to Bradchester will appreciate using euros in the store as many arrive on cruise ships having visited other destinations where the euro is used.
- The cruise ships carry non-European passengers, eg from America, but they would still find it convenient to use one currency in all European destinations.
- Such customers will spend more in the store, thus offsetting any costs involved.
- A full-scale euro price ticketing is not necessary if the exchange rate is displayed in the store and tills are adjusted to accept euros.
- This will be good publicity as we will be the first major store in Bradchester to accept the policy.

Arguments against accepting the euro as currency

- The ever-changing rate will mean that price-ticketing in euros will be impossible and in general it will be difficult to price goods in euros.
- Adjusting the tills to accept euros, training staff and producing exchange rate notices will be expensive and any additional sales will probably not cover this.
- There are customers from many different countries so accepting just one additional currency does

not address the issue.

- Currently most customers use credit or debit cards so they can pay their accounts in euros or any other currency if they wish.
- Visitors to the United Kingdom know that the local currency is the pound and do not expect to use any other currency whilst on their visits.

MODEL ANSWER TO QUESTION 3

Candidates were not asked to write full sentences so any answers that are clear, concise and which give an appropriate response should be rewarded.

Candidates with a previous knowledge should not have any advantage. The questions allow the candidates to demonstrate their understanding of the content which should, as far as possible, be expressed in their own words.

Suitable responses would be as follows.

- (a) He or she suggests that email is the most modern of the major systems of communication whilst verbal or spoken communication is the most ancient form.
- (b) The speaker suggests that it sends messages which are instantly received when sent over any distance, many copies of a document can be sent, and no paper need be involved.
- (c) “Intimate” suggests a personal approach and a close relationship. Using the telephone can provide such a close relationship. The speaker gives the example of a sales representative who increased his sales substantially by using the telephone rather than the less personal email.
- (d) The “sheer immediacy” of email is referring to the rapid speed of communication. When the message is “sent” it arrives almost immediately at its destination, which means that there is then no opportunity to amend the message or withdraw it completely.
- (e) It is helpful in that as soon as you start to enter a name or address it is completed for you. It is dangerous in that a similar but incorrect name could be completed and the message then goes to the wrong person.
- (f) In itself, email messages do not involve any use of paper, and such messages can be stored electronically. However, many staff print out emails unnecessarily, thus wasting paper and storage space.
- (g) Emails can be sent from one country to another. It is not always clear which national laws could be contravened.
- (h) NB: There is no “correct” answer, but a suitable answer could be as follows.
The greatest advantage is the versatility of emails. They can send messages immediately, to as many people as you need to contact. The greatest danger lies in sending emails when a personal telephone call is more appropriate.

MODEL ANSWER TO QUESTION 4

(a) **Memo**

To: Mrs Yvonne Babinska
From: A Candidate

Date: 12 April

Items for the agenda

I have been through the various requests and I have summarised the items for the agenda. Ed Laws has sent his apologies, although he has requested that certain items are raised, and Carla Crohn must leave promptly, so I have placed her item first.

Items

Chosen charity for 2011	(Carla Crohn)
Dates and times of meetings - are they acceptable?	(Mrs Babinska)
New catering arrangements and menus	(Mrs Babinska)
Problems with bicycle storage sheds	(David Schwalbe)
Toilet cleaning rota	(Mrs Babinska, Ed Laws)
Problems with drinks machines by main entrance	(Ed Laws)
Possible rearrangement of college bus route to take in new International Students' Hostel	(Martha Cheng)
Congratulations to grounds department on display	(David Schwalbe, Martha Cheng)

I hope this is helpful.

A suitable answer would be as follows

(b) Article

The Amenities Committee Needs You.

The college Amenities Committee plays a vital role in ensuring that the college facilities and social and sporting events are well organised and attended. It is important that all staff contribute to this committee; it is unusual in that all members of staff are able to attend. Why not come along to the next meeting on 3rd May at 4.00 pm in the Committee Room? One item for consideration will be the new catering arrangements and menus for the restaurant. This is of great importance to all of us.

Cambridge ESOL Examinations

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Starting with June 2011, *Petru Maior* University has signed a Partnership Agreement with British Council.

This means that, together with other cultural and educational activities organized in collaboration with the British Council, anyone who is interested in obtaining an internationally recognised certificate issued by Cambridge ESOL Examinations may come to our university to sit the exam of their choice.

Anyone who is interested in finding out more about how to prepare for these exams is invited to access:

<http://www.cambridgeesol.org/exam-preparation/index.html>

To find out more about what happens on the day of your exam see:

<http://www.cambridgeesol.org/exam-preparation/exam-day.html>

For institutions that accept Cambridge English, go to:

<http://www.cambridgeesol.org/institutions/search.php>

The correlation between European requirements and the Cambridge ESOL exams can be checked here:

<http://www.cambridgeesol.org/about/standards/can-do.html>

<http://www.cambridgeesol.org/about/standards/cefr.html>

For further information visit the British Council website:

<http://www.britishcouncil.org/ro/romania-about-cluj.htm>

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Alternatively, come to **ROOM A 106**, the Faculty of Engineering (blue building) or write an e-mail to: andrea@engineering.upm.ro to find out more about the exams and how you can improve your English.