

**MINISTERUL EDUCAȚIEI  
AL REPUBLICII MOLDOVA**



Agencia Națională pentru  
Curriculum și Evaluare

Numele: \_\_\_\_\_  
Prenumele: \_\_\_\_\_  
Patronimicul: \_\_\_\_\_  
Instituția de învățământ: \_\_\_\_\_  
\_\_\_\_\_  
Localitatea: \_\_\_\_\_  
\_\_\_\_\_  
Raionul / Municipiul: \_\_\_\_\_  
\_\_\_\_\_

**LIMBA ENGLEZĂ**

**EXAMEN NAȚIONAL DE ABSOLVIRE A GIMNAZIULUI**

13 iunie 2016

Timp alocat – 120 de minute

Rechizite și materiale permise: *pix cu cerneală albastră.*

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Instrucțiuni pentru candidat:

- Citește cu atenție fiecare item și efectuează operațiile solicitate.
- Lucrează independent.

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***Îți dorim mult succes!***

Numele și prenumele evaluatorului: \_\_\_\_\_ Punctaj total: \_\_\_\_\_



**SECTION I. THE ASSESSMENT OF COMMUNICATIVE COMPETENCES. (30 points)**

**Read the text and do the tasks below.**

**Computers in Education**

Recently, computers have become very helpful in the classroom. More schools have computer technologies and the Internet to help their pupils to learn new and interesting information. It is useful not only for the teaching of such subjects as physics, maths, chemistry, biology and geography, but also for practicing foreign languages, especially English.

There are different ways of using computers in the English language classroom. First of all, most of the material on the Internet is in English. Pupils can see examples of real-life communication, find out about the use of the grammar and vocabulary they are learning in their lessons and find many online articles in a quick way. Secondly, pupils learn a lot about people and places. In addition, they can read texts on the websites, play videos, solve quizzes and join discussion groups. These are only some of the options available for pupils.

The Internet can also be useful for teachers because it gives them many ideas for making their lessons attractive. It has popular dictionary sites, web pages with information about English-speaking countries and attractive collections of exercises written by other teachers from various parts of the world. In other words, it helps teachers to make their lessons more challenging and interesting for pupils.

It is not very difficult to make pupils use the computers for learning purposes. Most pupils would love to have at least one lesson a week to surf the Internet.

| No. | Item  | Score  |
|-----|---|--|
| 1.  | <p><b>Read the statement and circle the correct variant.</b></p> <p><b>According to the text, computers have become:</b></p> <p>a. quite useful in the classroom.</p> <p>b. very useful in the classroom.</p> <p>c. a bit useful in the classroom.</p> <p>d. incredibly useful in the classroom.</p>  | <p>A</p> <p>0</p> <p>2</p>                   |
| 2.  | <p><b>Answer the question:</b></p> <p>According to the text, what do schools have to help pupils to learn new information?</p> <p>_____</p> <p>_____</p>  | <p>A</p> <p>0</p> <p>2</p> <p>4</p>          |
| 3.  | <p><b>Decide if the following sentences are True or False according to the text. Write <i>True</i> or <i>False</i>.</b></p> <p>a. At schools, computers are useful only in the language lessons. _____</p> <p>b. Pupils can find examples of real-life communication on the Internet. _____</p> <p>c. It takes a long time to find online articles. _____</p> | <p>A</p> <p>0</p> <p>1</p> <p>2</p> <p>3</p> |

|   |   |                            |                 |   |   |                       |
|---|---|----------------------------|-----------------|---|---|-----------------------|
| 4.  | <p><b>Match the beginnings of the sentences in Column A with their endings in Column B. Write the answers below.</b></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;"><b>Column A</b></td> <td style="text-align: center; width: 50%;"><b>Column B</b></td> </tr> <tr> <td style="vertical-align: top;">           1. They can read texts on<br/>           2. Pupils learn a lot about people<br/>           3. It is not hard to make pupils         </td> <td style="vertical-align: top;">           a) and places.<br/>           b) use the computers for learning purposes.<br/>           c) the websites.<br/>           d) various parts of the world.         </td> </tr> </table> <p>1. _____; 2. _____; 3. _____.</p> | <b>Column A</b>            | <b>Column B</b> | 1. They can read texts on<br>2. Pupils learn a lot about people<br>3. It is not hard to make pupils | a) and places.<br>b) use the computers for learning purposes.<br>c) the websites.<br>d) various parts of the world. | A<br>0<br>2<br>4<br>6 |
| <b>Column A</b>   | <b>Column B</b>   |                            |                 |   |   |                       |
| 1. They can read texts on<br>2. Pupils learn a lot about people<br>3. It is not hard to make pupils | a) and places.<br>b) use the computers for learning purposes.<br>c) the websites.<br>d) various parts of the world.   |                            |                 |   |   |                       |
| 5.  | <p><b>Find in the text the synonyms to the following words.</b></p> a) fast – _____<br>b) test – _____  | A<br>0<br>3<br>6           |                 |   |   |                       |
| 6.  | <p><b>Comment on the following topic in 3 lines.</b></p> <p>Which subject would you like to have once a week using the Internet in the classroom?</p> <p>_____</p> <p>_____</p> <p>_____</p>  | A<br>0<br>3<br>5<br>7<br>9 |                 |   |   |                       |

**SECTION II. THE ASSESSMENT OF LINGUISTIC COMPETENCES. (40 points)**

**Complete the sentences with the correct form in brackets.**

| No. | Item  | Score       |
|-----|---|-------------|
| 1.  | We were late so we had to run ( <i>fast/fastly/fastest</i> ) _____ .                        | A<br>0<br>2 |
| 2.  | That ( <i>women/people/woman</i> ) _____ is looking for the headmaster. Could you help her? | A<br>0<br>2 |
| 3.  | I like to listen to ( <i>an/-/the</i> ) _____ music when I do my homework.                  | A<br>0<br>2 |
| 4.  | How ( <i>much/many/lot</i> ) _____ sugar do you need for the cake?                          | A<br>0<br>2 |
| 5.  | Our ( <i>parent/parent's/parents'</i> ) _____ names are Nelly and Victor.                   | A<br>0<br>2 |
| 6.  | My sister has a friend ( <i>whose/ which/who</i> ) _____ cat doesn't drink milk at all.     | A<br>0<br>2 |

|     |   |             |
|-----|---|-------------|
| 7.  | Can you give me some ( <i>advise /advices/ advice</i> ) _____, please? I am in a difficult situation.                     | A<br>0<br>2 |
| 8.  | Stop it, boys! I am tired ( <i>of/with/about</i> ) _____ so much noise.   | A<br>0<br>2 |
| 9.  | Be careful with that knife! You might cut ( <i>myself/themselves/yourself</i> ) _____.                                    | A<br>0<br>2 |
| 10. | Right now I am very busy because I ( <i>take/am taking/have taken</i> ) _____ an important test.                          | A<br>0<br>2 |
| 11. | I'm sure that if he ( <i>sees/will see/saw</i> ) _____ her, he'll tell you.   | A<br>0<br>2 |
| 12. | I'm sure he ( <i>hasn't finished/didn't finish/wasn't finished</i> ) _____ the project yet.                               | A<br>0<br>2 |
| 13. | I remembered that he ( <i>has paid /paid /pays</i> ) _____ the bill last Thursday.  | A<br>0<br>2 |
| 14. | The Postal Service ( <i>has sold/sold/was sold</i> ) _____ to a private company in 1978                                   | A<br>0<br>2 |
| 15. | What ( <i>was your sister doing /did your sister do /does your sister do</i> ) _____ when she finally got home yesterday? | A<br>0<br>2 |
| 16. | They have worked very hard, so they ( <i>will be/are going to/are going</i> ) _____ pass all the exams.                   | A<br>0<br>2 |
| 17. | There ( <i>are/is/has</i> ) _____ two pencils and a pen in my bag.  | A<br>0<br>2 |
| 18. | You ( <i>don't have to/could not/don't have</i> ) _____ hurry.<br>I am sure they will wait for you.                       | A<br>0<br>2 |
| 19. | Michael always plays alone. He doesn't have ( <i>no/any/some</i> ) _____ brothers or sisters.                             | A<br>0<br>2 |
| 20. | Stephan plays basketball very well because he is ( <i>tall/the tallest/taller</i> ) _____ boy on our school team.         | A<br>0<br>2 |

**SECTION III. THE ASSESSMENT OF PRAGMATIC AND CULTURAL COMPETENCES.**  
**(30 points)**

**Outline your opinion on the following subject in 10 lines.**

| <b>No.</b> | <b>Item</b>  | <b>Score</b>  |
|------------|--|---|
| 1.         | <p data-bbox="239 385 1310 459">Which city, town or village would you advise a foreigner to visit in Moldova?<br/>Why?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | A<br>0<br>1<br>2<br>3<br>4<br>5<br>6<br>7<br>8<br>9<br>10<br>11<br>12<br>13<br>14<br>15<br>16<br>17<br>18<br>19<br>20<br>21<br>22<br>23<br>24<br>25<br>26<br>27<br>28<br>29<br>30 |