



APROB

PRESEDINTELE COMISIEI DE ADMITERE

dr. ing.

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CHESTIONAR DE CONCURS

Varianta A

Proba: „Limba Engleză”

I. Reading Comprehension

Read the text below, and, for items 1-15, choose the correct answer from among the four given variants. Mark your answer on the answer sheet.

Most reviews are written and circulated under conditions which ensure that they have a very short active life. There are deadlines, there are restrictions, normally quite severe, on their length; and when published they claim house-room only for as long as the newspaper they are printed in – a day or a week, at most a month. Moreover, the literary status of reviews tends to be settled by their ephemerality. It is usually supposed, not only by the public but, quite often, by the writers themselves, that reviewing is work that nobody would do if there weren't some reason – shortage of cash would be cited most often, though another good reason is that you can't work all day on a novel or a 'serious' book of any sort – which prevents them from occupying their time with something more valuable.

Yet, reviewing is a skilled and multi-faceted job. It is one thing to be bright and summarily fair in the six or eight hundred words of an ordinary newspaper review, quite another to control the six or eight thousand words sometimes allowed by international journals. And the fifteen hundred words of a leading piece in the weekly magazines present some of the problems of both short and long. Not that length is the only consideration. For one thing, the reviewer obviously needs to think about the probable audience, the weekend skimmer at one end of the scale, the person already interested enough in the subject to tackle a serious review-article at the other. Finally, a reviewer needs to know quite a bit about quite a number of things; and must be able to write prose that intelligent people can understand and enjoy. It follows almost infallibly that the reviewer will be somebody who writes other things besides reviews.

The American novelist John Updike, who rather looks down on criticism – 'hugging the shore' he calls it – nevertheless enjoys some coastal reviewing in the intervals between his transoceanic novel-writing. Understandably hesitant to allow even his less ambitious voyages to go any permanent record, he gathers together his every review, however short, into volumes with unshowy titles. It might be thought that fewer persons should accept ephemerality as the penalty appropriate to their coastal caution; but it is hard to see why, if they can get away with it, they shouldn't be allowed to enjoy the measure of permanence, and the measure of vanity, proper to their station, especially if they believe that some of their best writing has been 'buried' in reviews. I admit to feeling this about my own work.

My own principal occupation has been academic and most of my 'serious' books are recognizably academic products, the sort of thing professors like and are expected to do as part of their jobs. However, the English-speaking world (I think fortunately) acknowledges nothing comparable to the sharp distinction people from other cultures make between reviewing and literary study – and so with us it is quite usual for the same people to do both. The days are gone when other academics insulted

reviewer-professors for self-display, or waste of academic time, of betrayal of the dignity of their institutions. And complaints from non-professors, to the effect that the professors are taking the bread out of their mouths, are also less common than they were, partly because there is so much more reviewing nowadays that practically everyone can have some.

My own view is that these arrangements are good for readers – since they can be certain the reviewer has at least some idea what he is talking about – and professors, if only because the work helps to keep them sane. It also reminds them that they have a duty, easily neglected, to make themselves intelligible to non-professors. When talking among themselves they may feel some need to be cryptic, but when addressing intelligent non-professors they need to make sure they are communicating effectively.

Finally, it is clear that for a variety of reasons, and despite all that can be said to dignify it, reviewing must normally be a secondary occupation. It is something you can only do well enough if you are also doing something else well enough.

1	What does the writer say about reviews in the first paragraph? a. Their topicality means that they are eagerly read. b. The best reviews tend to be written by novelists. c. They may be considered an inferior form of writing. d. They provide writers with regular income.
2	Based on the text, one understands that reviewing is a. an easy job b. a complex job c. a useless job d. an ordinary job
3	The writer says that a good reviewer is someone who a. has in-depth knowledge of the topic b. concentrates on reviewing as a career c. adopts a clearly defined style d. bears in mind the different types of reader
4	Which of the following deductions <u>does not apply to</u> the second paragraph? a. A reviewer writes other things besides reviews. b. A reviewer writes nothing else but reviews. c. A reviewer is a cultivated person. d. A reviewer needs to keep the readers in mind.
5	How does John Updike appear to regard review-writing? a. He considers it an unchallenging, unimaginative type of writing. b. He thinks he may help a writer to widen his readership. c. He is unwilling to write any reviews himself. d. He supports a writer's right to criticize the work of others.
6	The expression 'looks down-on' in paragraph three is closest in meaning to a. despises b. admires c. respects d. cherishes
7	How does John Updike feel about the less well-known writers who publish their reviews in book form? a. They should leave reviewing to great writers. b. Their best work is to be found in their reviews. c. They do not deserve long-term success. d. They are entitled to some pride in their work.
8	What are professors normally expected to write? a. poetry b. novels c. 'serious' books d. reviews

9	According to the text, how have attitudes changed towards academics who write reviews? a. Their colleagues have come to regard it as an acceptable activity. b. Non-academics have agreed to share out reviewing work available. c. Less resentment exists now that reviewing can provide a reasonable income. d. Greater understanding results from academic standards being less rigorously applied.
10	Who made a sharp distinction between reviewing and literary study? a. The English-speaking world b. professors c. writers d. people from other cultures
11	Why is the author in favor of academics also writing on reviews? a. Review-writing is the most boring part of a professor's work. b. Feedback gained from non-academics is useless for their research. c. The general reader is able to rely on their knowledge. d. Their level of language is inappropriate for review-writing.
12	What is the duty of the professors writing reviews? a. To please their readers. b. To be easily understood by non-professors. c. To please their colleagues. d. To earn a lot of money.
13	The word 'cryptic' in paragraph five could best be replaced by which of the following? a. mysterious b. concise c. intelligible d. obvious
14	In writing this text, the author's main intention is to a. justify the literary status of reviews b. improve the perception of review-writing c. defend a particular reviewer d. discourage other authors to take review-writing
15	In conclusion, for a writer reviewing must be seen as a. the main occupation b. a secondary occupation c. the lowest-paid profession d. a high-paying job

II. Grammar and vocabulary

Items 16 – 20 are incomplete sentences. Choose among the four variants given under each sentence the one word or phrase that completes the sentence correctly.

16	They for Paris two weeks ago. a. left b. leave c. will leave d. have left
17	How long English? a. has you studied b. were you c. did you study d. have you been studying
18	If he hard, he will definitely have good results. a. worked b. is working c. works d. will work



19	Let's visit the museum, we? a. do b. shall c. can d. will
20	Sometimes I TV until late at night. a. am watching b. will watch c. watched d. watch

Each of the sentences from 21 to 25 contains one error. Identify the error from the four underlined words or phrases.

21	Psychologists and psychiatrists <u>is trained</u> to encourage <u>their patients to talk about</u> the things that are causing them <u>difficulty</u> . a b c d
22	Food contamination <u>is monitored</u> by the Food and Drug Administration, <u>what</u> periodically <u>conducts strictly controlled</u> inspections of foodstuffs. a b c d
23	In the North of Romania <u>exists many monasteries that are worth visiting</u> . a b c d
24	Christopher Columbus, <u>which</u> was <u>the first European</u> to discover America, <u>was born</u> in Italy in 1451. a b c d
25	<u>From the time</u> he was a child, <u>author</u> Herman Melville <u>had a interest</u> in the sea. a b c d

From 26 to 30 you have four variants derived from the word written in capitals at the end of each line. Choose the variant that best fits the gap. Only one variant is correct.

26	Manners are constantly changing from one to the next. GENERATE a. GENERATING b. GENERATABLE c. GENERATION d. GENERATELESS
27	Consumed by the Zen monks to help them stay awake during, tea was brought to Japan from China in the 9 th century. MEDITATE a. MEDITATING b. MEDITATIONLESS c. MEDITATION d. MEDITATABLE
28	The results of the test were quite different from our EXPECT a. EXPECTMENTS b. EXPECTINESS c. EXPECTIONS d. EXPECTATIONS
29	We have become a of consumers. SOCIAL a. SOCIETY b. SOCIALLY c. SOCIALLESS d. SOCIALESS

30	Researchers found that computer games had significant value and they thought it would be good to use them in school. EDUCATE a. EDUCATIONAL b. EDUCATOR c. EDUCATIONLESS d. EDUCATIONALLING
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In items 31 to 35 each sentence has a word or phrase underlined. Choose among the four variants the one word or phrase that is the best substitute for the underlined word or phrase.

31	Professor Baker is <u>a co-worker</u> of Professor Agres. a. a colleague b. a friend c. a disciple d. a rival
32	Library cards will <u>expire</u> when they are not used. a. cost more money b. be mailed to the holder's address c. be continued automatically d. cease to be effective
33	Make the report <u>brief</u> next time, will you? a. clear b. plain c. short d. long
34	The examination will begin <u>precisely</u> at eight thirty. a. usually b. exactly c. occasionally d. monthly
35	Most competitions are not open to both professionals and <u>nonprofessionals</u> . a. amateurs b. aliens c. juniors d. tutors

III. Writing

Here is a text about someone's unlucky day. Each sentence has a gap and four variants. Choose among the four given variants the one that best fits the context:

36	Last month I had a. a day very unlucky b. an very unlucky day c. a very unlucky day d. a unlucky very day
37	I overslept in the morning I had forgotten to set my alarm clock. a. while b. in order to c. so as d. because
38	It was raining and on the way the bus stop I fell and got wet. a. into b. at c. to d. out of

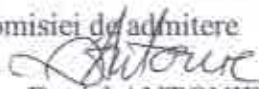


39	Then I the bus and was late for my class. a. was going to miss b. missed c. have missed d. was missing
40	That night a friend of mine called me a. while I was cooking dinner b. while I am cooking dinner c. while I had cooked dinner d. while I will cook dinner
41	It was a long phone call, a. as soon as I forgot about my dinner b. and I forgot about my dinner c. while I forgot about my dinner d. irrespective I forgot about my dinner
42	When I finished talking to my friend, I went into the kitchen on my dinner which I found burnt. a. to checking b. not to checking c. not to check d. to check
43	I thought: "..... only two hands and one head". a. I have b. I'm having c. I was having d. Have
44	I'm trying a. to doing too much b. to do to much c. to do too much d. too much to do
45	: "I was just not lucky today". a. But later I thought b. I thought but later c. As soon as I thought later d. Which I later thought

Toate subiectele sunt obligatorii.

Punctajul acordat: câte 0,2 puncte pentru fiecare răspuns dat corect
(0,2 puncte × 45 întrebări = 9 puncte).

Timp de lucru efectiv – 90 minute.

Secretarul comisiei de admitere
Lt.col.dr.ing. 
Daniel ANTONIE