

1

TEST PAPER

Class:

Name:

Date:

Credit: 1 pct

Subjects:

I. Choose the correct answer (2 pct / 0,20 X 10):

1. What (**do you do / would you do**) if you were Julius Caesar?
2. If I were in Caesar's position, I (**listen / would listen**) to my wife and stay home.
3. If Brutus doesn't tell me about his plans, I (**will stop / would have stopped**) talking to him.
4. If I were in Mark Antony's shoes, I (**will not fight / wouldn't fight**) my opponents but plan my revenge.
5. If I were to see Rome destroyed, I (**beg / would beg**) Mark Antony and Octavius for forgiveness and try to make peace with them.
6. Had I been Caesar, I (**would listen / would have listened**) to my wife and I would have stayed home.
7. If I (**were / had been**) in Portia's situation, I'd demand answers from Brutus.
8. If I (**would be / were**) in Caesar's position, I wouldn't go to the senate.
9. If I (**saw / seen**) my plans ruined, I'd try to find a solution with Mark Antony and accept my punishment.
10. Had I (**been / were**) Caesar, I would have been more cautious.

II. Choose the most appropriate answer from the options given (2 pct / 0,20 X 10):

1. Why do Flavius and Marullus demand that the decorations be removed from the statues in the opening scene?
 - A. They were trying to stop the Feast of Lupercal.
 - B. They did not want the people to celebrate Caesar
 - C. They were allergic to the flowers.
 - D. They were trying to punish the Roman commoners.
2. What message does the Soothsayer give to Julius Caesar?
 - A. Beware the Ides of March
 - B. Beware the conspiracy.
 - C. Beware the Ides of May
 - D. Beware Brutus and Cassius.

3. What is the purpose of the notes Cassius sent with Cinna at the end of Act I?
 - A. To remind Caesar to meet at the Capitol
 - B. To assure Brutus that plans for the conspiracy were in place
 - C. To convince Brutus that the Roman people needed him to join the conspiracy
 - D. To warn Caesar about Brutus' betrayal

4. Calphurnia has a terrible nightmare in Act II, Scene II. What happens in the nightmare?
 - A. Calphurnia enters the Capitol and finds Caesar lying in his own blood.
 - B. Caesar's statue spouts blood, and Romans smile as they bathe their hands in it
 - C. Senators sit around a coffin laughing jubilantly. Inside the coffin is the body of Caesar.
 - D. The ghost of Pompey returns to announce the death of Julius Caesar.

5. What does Artemidorus write in his letter to Caesar?
 - A. Praise for his great success
 - B. A request for help
 - C. An update on a personal matter
 - D. A warning about the conspiracy

6. In Caesar's final speech before the assassination, he compares himself to which of the following?
 - A. A mighty lion
 - B. A golden scepter
 - C. The northern star
 - D. The Roman god, Jupiter

7. Which words were used to alert the conspirators that the time had come to strike?
 - A. "The time is come!"
 - B. "Speak hands for me!"
 - C. "Free Rome from tyranny!"
 - D. "Raise your daggers!"

8. Which of the following scenarios is used by Cassius to convince Brutus that Caesar is not as great as everyone seems to think he is?
 - A. Caesar's "falling sickness" might result in an episode at a critical time for the Roman people.
 - B. Caesar once lied to gain great wealth by dishonorable means.
 - C. Caesar has a history of treating his wife very poorly.
 - D. Caesar once cried like a girl when he was ill

9. Which man is assigned the task of stabbing Caesar first?
 - A. Casca
 - B. Cinna
 - C. Cassius
 - D. Cicero

10. Brutus loves _____ more than he fears death.

- A. Portia
- B. Money
- C. Caesar
- D. Honor

III. Fill in the text with the words you consider appropriate (2 pct / 0,20 X 10):

Julius Caesar opens (1) a scene of class conflict, the plebeians versus the tribunes. The plebeians (2) celebrating Caesar's victory over the sons of Pompey, one (3) the former leaders of Rome. The tribunes verbally attack the masses for their fickleness in celebrating the defeat of a man (4) was once their leader.

Caesar enters Rome accompanied (5) his supporters and a throng of citizens. It is the feast of Lupercalia. A soothsayer calls out to Caesar as he passes and warns (6) against the ides of March, March 15. Caesar ignores the man and dismisses him as a dreamer. Upon seeing Cassius, Caesar informs Antony (7) he would rather be surrounded by men who are fat and happy (8) thin men like Cassius. He is worried that Cassius is dangerous (9) he "thinks too much". Antony tells him not to worry (10) Cassius.

IV. Mark T for True and F for False (1p / 0,20 X 5):

1. Brutus is drawn into the orbit of the conspiracy as a result of his personal hatred for Caesar.
2. Cassius was envious of Caesar
3. The night before the Ides of March is a stormy one, full of superstitious sign and omens.
4. Brutus became emperor after the assassination of Caesar.
5. Casca was the first to stab Caesar.

V. Write a monologue of Caesar, using 80-100 words. Get into the skin of the character and think from his point of view. Write about his feelings and his relationship with other characters in the play. (2p)

KEY**CREDIT: 1 POINT****I – 2 POINTS (0.20X10)**

1. would you do
2. would listen
3. will stop
4. wouldn't fight
5. would beg
6. would have listened
7. were
8. were
9. saw
10. been

II – 2 POINTS (0.20X10)

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

III – 2 POINTS (0.20X10)

1. with
2. are
3. of
4. who
5. by
6. him
7. that
8. than
9. because
10. about

IV – 1 POINT (0.20X5)

1. F
2. T
3. T
4. F
5. T

V – 2P

1. Content (completely relevant to topic) 0,40p
2. Vocabulary (wide range of vocabulary, used appropriately and accurately) 0,70p
3. Structures (grammatical structures used accurately) 0,50p
4. Effect on reader (interest aroused and sustained throughout) 0,40p

- Teacher: Aida Rotaru
- Date:
- Form:
- Textbook: "Pathway to English. English my love", EDP, 2001
- Unit 7: "Books"
- Lesson title: Test Paper (Julius Caesar - Friendship and Power)

RESULTS:

FORM	MARKS										Number of tests	Absentees
	1-1,99	2-2,99	3-3,99	4-4,99	5-5,99	6-6,99	7-7,99	8-8,99	9-10	Class mark		
IX D	-	-	-	-	4	10	5	6	2	6,94	27	2

OBSERVATIONS:

The evaluation took place on the 14th of May, 2018.

27 students took the test and 2 students were absent (Luta Stanuta and Badea Georgiana).

The test was meant to evaluate students' ability of using specific information related to Shakespeare's Julius Caesar in given contexts (exercises) and in contexts of their own (writing a monologue) and to assess the way in which they use previously assimilated grammar knowledge (If Clauses) in given contexts;

It was formed of five subjects:

- Choose the correct answer (dual choice)
- Choose the correct answer from four given options (multiple choice)
- Fill in the text with appropriate words
- Mark statements True or False
- Write a monologue of Caesar, using 80-100 words. Get into the skin of the character and think from his point of view.
- Write about his feelings and his relationship with other characters in the play.

Even if students revised the notions necessary for the test in the previous class, some of them had difficulties in using If Clauses correctly. They also found it difficult to use previously assimilated vocabulary and information on Shakespeare's *Julius Caesar* in order to

solve the tasks. Also, 3 students were unable (or refused) to solve the writing task, proving incapacity to express themselves (or lack of interest in achieving a good result).

MEASURES:

Taking into consideration the observations mentioned above, the following strategy will be adopted, in order to improve the students' abilities to use English grammar and vocabulary correctly in order to communicate during their literature classes:

- Encourage students to participate in collaborative activities in order to develop their reading and writing skills and to increase their level of interest in literature classes;
- Suggest activities meant to improve vocabulary knowledge (debates, reading comprehension, listening activities, answering questions to check comprehension, collaborative tasks);
- Consolidate grammar knowledge, using different types of exercises (from simple to more complex ones);
- Encourage all students to solve the tasks and offer more time and attention during the class to the students who have had bad results;
- Differentiate homework, according to their level of knowledge;
- Increase writing opportunities: students will be engaged in weekly writing activities that focus on developing a certain skill, such as creative vocabulary use, the correct format of an essay, linking words etc.