**Test paper**

Name: Ursu Daniel Group : B1831

I. Read the text attentively and carry out the tasks: **23 points**

Bullying is defined as a form of aggression that is repetitively exerted against an individual who feels unable to defend him/herself. This aggression may occur directly against someone in a physical or verbal manner. Bullying can also be indirect whereby the targeted person experiences the aggression through others (for example, gossiped about, excluded from a social activity).

How do we tell the difference between bullying and normal childhood conflicts and teasing? Unlike teasing, bullying happens repeatedly, is ongoing and usually one-sided. Compared to teasing, bullying is often an attempt to gain control over, intimidate, dominate, or negatively influence someone else. While teasing is usually short, bullying is persistent, far reaching in scope, and deeply affects its target. Sometimes it may also be a crime.

Bullying comes in many forms. It can be physical, verbal or emotional. It can be violent, or purposely isolate and exclude someone. It may be based on sexual orientation, racial background, age, gender, or appearance.

Girls tend to bully other girls indirectly through the peer group. They more often share with other girls (and boys) hurtful information about the targeted child. They may create mean names, gossip, and come up with ways of letting another girl know that she is rejected from the peer group. These are called “relational” bullying because they attack relationships and friendships. In contrast to girls, boys of any age and ethnic group tend to be physically aggressive. They can hit, kick, slap, push, or punch. Also, research shows that physical abuse tends to occur more often among boys than girls at all educational levels. Also boys may be more accepting of bullying, than girls. That is, boys may like a girl, even if she bullies others and like other boys who bully. Girls may still befriend boys who bully, but they tend to dislike girls who bully. At the core of these differences are children’s and, indeed, societal beliefs about acceptable behaviors for boys and girls. Many people may see bullying among boys as “just boys being boys”. So, girls may accept this attitude and tolerate boys’ bullying. However, girls may be less accepting of girls who bully if it is seen as overly aggressive.

All types of bullying may have a tremendous impact on targeted children. They may feel depressed, anxious, eat or sleep less or more, have difficulty concentrating on school work, have trouble making friends with others, lie, steal, run away from home, avoid school or even consider suicide. There may also be long-term effects of bullying on bullies themselves. Some children who bully at a young age may continue to use aggression and control in other relationships as they grow older. As adults they may be aggressive towards colleagues, use aggression with their own children, and engage in criminal acts including sexual assault. Girls involved in significant bullying in the early grade school years may experience depression over a long term, attempt suicide, or develop an eating disorder.

Bullying is often linked with shame, isolation, self-blame and silence. Kids believe something is wrong with them that justify the bullying. Silence and shame allow the problem to continue. They avoid getting help and support. Teens in particular are hesitant to identify bullying. As a result, many do not seek assistance and may even deny that there is a problem. Unfortunately, bullying is common in our society. We are becoming much more aware of the significant effects of bullying. This awareness is society’s most important tool to protect our children.

1.Do you consider bullying to be a kind of aggression? Why? Why not? 0/1/2

Bullying can be described as aggressive behavior that is intentional and involves an imbalance of power or strength. Often, patterns of abusive behavior become evident over time.

2. What short-term and long-term effects can all types of bullying have on victims? 012

While teasing is usually short, bullying is persistent, far reaching in scope, and deeply affects its target. Sometimes it may also be a crime. long-term effects of bullying on bullies themselves. Some children who bully at a young age may continue to use aggression and control in other relationships as they grow older.

3. Enumerate the effects of bullying among both girls and boys. 0/1/2

Girls involved in significant bullying in the early grade school years may experience depression over a long term, attempt suicide, or develop an eating disorder. In contrast to girls, boys of any age and ethnic group tend to be physically aggressive. They can hit, kick, slap, push, or punch. Also, research shows that physical abuse tends to occur more often among boys than girls at all educational levels. Also boys may be more accepting of bullying, than girls.

3. **Find in the text words corresponding to the following definitions.** 0/2/4

a. *a sudden and violent attack* (esp. with hostile words) - Assault ;

c. *the basic and most important part of something* - core

4. Decide whether the statements below are **true (T)** or **false (F**). Justify your choice. 0/1/2/3

a. **Bullying is the same as teasing.** True/False

because: Unlike teasing, bullying happens repeatedly, is ongoing and usually one-sided. Compared to teasing, bullying is often an attempt to gain control over, intimidate, dominate, or negatively influence someone else.

b. **Bullying has no impact on bullies themselves.** True/False 0/1/2/3 because: Some children who bully at a young age may continue to use aggression and control in other relationships as they grow older.

5. Give another title to the text. 0/1/2

Dont be aggressive

6. In about 40-45 words explain what the main idea of the text is. 0/1/2/3/4/5

The text is about bullying and how all react to bullying.Bullying can happen to anyone at any age, in any walk of life. It is unfortunately, very common. There are different types of bullying which can occur at school, work or even at home.Whatever form the bullying takes, it can have a devastating effect upon a person's life. Bullying is a pattern of behaviour, rather than an isolated incident. Children who bully usually come from a perceived higher social status or position of power, such as children who are bigger, stronger, or perceived to be popular.

**Put the following sentences into the reported speech: 20 p**

1. “I can’t live on my basic salary.”

She says she cant live on basic salary

1. “I’m going away tomorrow.”

Mark says

He will go away tomorrow

1. “She will drive Mary to the airport tonight.”

He says that she will drive Mary to the airport tonight

1. “You can keep this coat because I’m not cold.”

Her boyfriend says

that she could keep that coat because he was not cold

1. “I didn’t steal the money.”

The boy said he had not stolen the money

1. “We went to the cinema last week.”

Sue said they had gone to the cinema the previous week

1. “The sales are starting tomorrow.”

She said the sales were starting the next day

1. “I won’t do the essay now.”

She said she did not want to do the essay then

1. “I’ve made a terrible mistake.”

He said he had made a terrible mistake

1. “Why are you so happy?”

I asked why you were so happy

III. **Use the verbs in parentheses in the correct form. Choose the correct word and fill in the gaps to give a full meaning to the paragraph.** (10 p)

1. IT (***It/That***) was also at the end of two weeks that Mamzelle Aurlie, one evening, (2) looked (***look)*** away toward the crib where the cattle (3) were (***were/was)*** being fed, (4) been seen ***(see***) Valsin’s blue cart (5) turning (***turn/turning)*** the bend of the road. Odile (6) sits ***(sit)*** beside, upright and alert. Children had (7) ***(have)*** to gather. Where were they? How glad they were to see their (8) ***(her, their, them)*** mother!

… Excitement was all over, and they (9) went ***(go).*** Mamzelle Aurlie stood upon the gallery, looking and listening. She (10) could***(can/could)*** no longer see the cart.

IV. **Describe an international institution that seeks for the protection of human rights and peace and security all around the world.** (10 p.)

Amnesty International is a global movement of more than seven million people who are independent of any type of political ideology, religion or economic interest and who take injustice personally. The movement campaigns for the world in which human rights are enjoyed by all. The core activities of Amnesty International are research, advocacy and lobbying and campaigns and action. The organization employs experts who do accurate and facts-based research into human rights violations by governments and other actors. This analysis is, then, used to influence and press governments and decision-makers to undertake the necessary steps to stop or prevent human rights violations.

IV. Write an essay of about 100-120 words on the topic: **“Finding Happiness on Your Career Path.”** (17 p.)

At this age you are already at the crossroads of choosing your future educational and professional path. There is a consolidation of the acquired knowledge and skills and their testing the graduation exam of the gymnasium cycle of studies. From here, things get trickier, and this is where the true meaning of life lies. The profession is one of the main areas of life, along with family, studies, friends. People spend much of their lives at work, and job satisfaction and life satisfaction depend on each other. Being on the verge of adolescence, looking for "who I am" can help you talk to a psychologist or apply tests that will determine your temperament, intelligence, potential and professional field. You may already have an idea of ​​what type of profession you want to pursue. Participate in school circles or centers of education and personal development, theater, debates, foreign languages, oratory, projects for young people, visiting exhibitions, cultural events in your locality, which helps you communicate with personalities from various fields and contributes to enriching the horizon. interests;

**10:80-77; 9:76-72; 8:71-59; 7:58-46; 6:45-33; 5:32-20; 4:19-14; 3:13-8; 2:7-1; 1:0.**