

EXAMENUL NAȚIONAL DE DEFINITIVARE ÎN ÎNVĂȚĂMÂNT

2020

**Probă scrisă
LIMBA ȘI LITERATURA ENGLEZĂ**

Model

- Toate subiectele sunt obligatorii. Se acordă 10 puncte din oficiu.
- Timpul de lucru efectiv este de 4 ore.

SUBIECTUL I

(60 de puncte)

A. Consider the following text:

I celebrate myself, and sing myself,
And what I assume you shall assume,
For every atom belonging to me as good belongs to you.

I loafe and invite my soul,
I lean and loafe at my ease observing a spear of summer grass.

My tongue, every atom of my blood, form'd from this soil, this air,
Born here of parents born here from parents the same, and their parents the same,
I, now thirty-seven years old in perfect health begin,
Hoping to cease not till death.

Creeds and schools in abeyance,
Retiring back a while sufficed at what they are, but never forgotten,
I harbor for good or bad, I permit to speak at every hazard,
Nature without check with original energy.

(Walt Whitman, *Song of Myself*)

- a.** Contextualize the text from a historical and cultural point of view. (10-15 lines) **10 points**
- b.** Identify, in the excerpt above, two elements which illustrate the major themes of Walt Whitman's *Song of Myself* and explain their possible meaning(s). (20-25 lines) **20 points**

B.

- a.** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not alter the word in any way. You must use between three and six words, including the word given. **10 points**

1. Tom was dismissed because he refused to sign the contract. **LED**
Tom's to his dismissal.
2. I will go to bed only when you have come. **UNTIL**
Notgo to bed.
3. The prospect of having an exotic holiday fills me with pleasure. **FORWARD**
I an exotic holiday.
4. I am not in the habit of waking up early. **USED**
I am early.
5. It's time he made a final decision! **THAT**
I suggest a final decision.

b. Use the words in bold to form another word.

10 points

The strength of a student of men is to travel - to study men, their habits, character, mode of life, their behaviour under varied conditions, their vices, virtues, and (1) (**PECULIAR**). Begin with a careful observation of your fellow students and of your teachers; then, every patient you see is a lesson in much more than the malady from which he suffers. Mix as much as you possibly can with the outside world, and learn its ways. Cultivated (2) (**SYSTEM**), the student societies, the students' union, the gymnasium, and the outside social circle will enable you to conquer the diffidence so apt to go with bookishness and which may prove a very serious drawback in after-life. I cannot too strongly impress upon the earnest and (3) (**ATTENTION**) men among you the necessity of overcoming this unfortunate failing in your student days. It is not easy for every one to reach a happy medium, and the distinction between a proper self-confidence and "cheek," particularly in junior students, is not always to be made [...].

I wish we could encourage on this continent among our best students the habit of wandering. I do not know that we are quite prepared for it, as there is still great diversity in the curricula, even among the leading schools, but it is (4) (**DOUBT**) a great advantage to study under different teachers, as the mental horizon is (5) (**WIDTH**) and the sympathies enlarged.

c. Specify and illustrate five ways of expressing *unreal* or *hypothetical situations*.

10 points

SUBIECTUL al II-lea

(30 de puncte)

a. Identify and present three advantages of *whole-class grouping*, as described by Jeremy Harmer in *The practice of English language teaching*. **12 points**

b. Devise an after-reading activity, based on the text in SUBJECT I.

18 points

- i. Specify the time limit and the type(s) of classroom interaction.
- ii. Mention the learning objective(s)/outcome(s) and the competence(s) targeted by the learning activity.
- iii. Describe the procedure.
- iv. Specify the teacher's role(s).