

EXAMENUL NAȚIONAL PENTRU DEFINITIVARE ÎN ÎNVĂȚĂMÂNTUL PREUNIVERSITAR
14 iulie 2021

Probă scrisă

LIMBA ȘI LITERATURA ENGLEZĂ

Model

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

SUBIECTUL I

(60 de puncte)

A. Consider the following text:

I have always borne that laudable partiality to my own country, which Dionysius Halicarnassensis, with so much justice, recommends to an historian: I would hide the frailties and deformities of my political mother, and place her virtues and beauties in the most advantageous light. This was my sincere endeavour in those many discourses I had with that monarch, although it unfortunately failed of success. But great allowances should be given to a king, who lives wholly secluded from the rest of the world, and must therefore be altogether unacquainted with the manners and customs that most prevail in other nations: the want of which knowledge will ever produce many prejudices, and a certain narrowness of thinking, from which we, and the politer countries of Europe, are wholly exempted. And it would be hard indeed, if so remote a prince's notions of virtue and vice were to be offered as a standard for all mankind.

To confirm what I have now said, and further to show the miserable effects of a confined education, I shall here insert a passage, which will hardly obtain belief.

In hopes to ingratiate myself further into his majesty's favour, I told him of 'an invention, discovered between three and four hundred years ago, to make a certain powder, into a heap of which, the smallest spark of fire falling, would kindle the whole in a moment, although it were as big as a mountain, and make it all fly up in the air together, with a noise and agitation greater than thunder. That a proper quantity of this powder rammed into a hollow tube of brass or iron, according to its bigness, would drive a ball of iron or lead, with such violence and speed, as nothing was able to sustain its force. That the largest balls thus discharged, would not only destroy whole ranks of an army at once, but batter the strongest walls to the ground, sink down ships, with a thousand men in each, to the bottom of the sea, and when linked together by a chain, would cut through masts and rigging, divide hundreds of bodies in the middle, and lay all waste before them. That we often put this powder into large hollow balls of iron, and discharged them by an engine into some city we were besieging, which would rip up the pavements, tear the houses to pieces, burst and throw splinters on every side, dashing out the brains of all who came near.

That I knew the ingredients very well, which were cheap and common; I understood the manner of compounding them, and could direct his workmen how to make those tubes, of a size proportionable to all other things in his majesty's kingdom, and the largest need not be above a hundred feet long; twenty or thirty of which tubes, charged with the proper quantity of powder and balls, would batter down the walls of the strongest town in his dominions in a few hours, or destroy the whole metropolis, if ever it should pretend to dispute his absolute commands.' This I humbly offered to his majesty, as a small tribute of acknowledgment, in turn for so many marks that I had received, of his royal favour and protection.

The king was struck with horror at the description I had given of those terrible engines, and the proposal I had made.

'He was amazed, how so impotent and grovelling an insect as I' (these were his expressions) 'could entertain such inhuman ideas, and in so familiar a manner, as to appear wholly unmoved at all the scenes of blood and desolation which I had painted as the common effects of those destructive machines; whereof,' he said, 'some evil genius, enemy to mankind, must have been the first contriver. As for himself, he protested, that although few things delighted him so much as new discoveries in art or in nature, yet he would rather lose half his kingdom, than be privy to such a secret; which he commanded me, as I valued any life, never to mention any more.'

(Jonathan Swift, *Gulliver's Travels*)

- a. Contextualize the text from a historical and cultural point of view. (10-15 lines) **10 points**
- b. Identify, in the excerpt above, two examples of irony used by Jonathan Swift 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. I've been greatly impressed by her performance. **MADE**
Her performance on me.
2. Mike really should get someone to fix his central heating system. **HIGH**
It's his central heating system fixed.
3. Susan is almost certain to get this job. **EVERY**
Susan stands this job.
4. If it hadn't been for Albert, we would have lost this match.
But this match. **HAVE**
5. He spoke so quietly that I didn't hear a thing he said.
So didn't hear a thing he said. **THAT**

- b. Use the words in bold to form another word. **10 points**
When Bryan Ferry recorded his solo album, *Another Time, Another Place*, in 1974, he was an apparently **(1)** **(STOP)**, inexhaustibly creative force. His band, Roxy Music, was barely two years old. During a brief and **(2)** **(METEOR)** ascent, the band had released three albums and, under Ferry's close artistic guidance, **(3)** **(FASHION)** the rock 'n roll experience as a weirdly costumed trip around some futuristic archive. Somewhere between global **(4)** **(ENGAGE)** with Roxy Music, Ferry had found time to launch a solo career **(5)** **(SEEM)** dedicated to honouring the songs he grew up listening to.

- c. Specify and illustrate five uses of *would*. **10 points**

SUBIECTUL al II-lea **(30 de puncte)**

- a. Identify and present three roles the teacher needs to adopt when asking students to read intensively. **12 points**
- b. Devise a pre-reading activity based on the text from Subject I. **18 points**
- Specify the time limit and the type(s) of classroom interaction.
 - Mention the learning objective(s)/outcome(s) and the competence(s) targeted by the learning activity.
 - Describe the procedure.
 - Specify the teacher's role(s).