

**EXAMENUL NAȚIONAL PENTRU DEFINITIVARE ÎN ÎNVĂȚĂMÂNTUL PREUNIVERSITAR**  
**14 iulie 2021**

**Probă scrisă**

**LIMBA ȘI LITERATURA ENGLEZĂ**

**Varianta 3**

- 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:**

Mr. Wopsle's great-aunt kept an evening school in the village; that is to say, she was a ridiculous old woman of limited means and unlimited infirmity, who used to go to sleep from six to seven every evening, in the society of youth who paid two pence per week each, for the improving opportunity of seeing her do it. She rented a small cottage, and Mr. Wopsle had the room upstairs, where we students used to overhear him reading aloud in a most dignified and terrific manner, and occasionally bumping on the ceiling. There was a fiction that Mr. Wopsle "examined" the scholars once a quarter. What he did on those occasions was to turn up his cuffs, stick up his hair, and give us Mark Antony's oration over the body of Caesar. This was always followed by Collins's Ode on the Passions, wherein I particularly venerated Mr. Wopsle as Revenge throwing his blood-stained sword in thunder down, and taking the War-denouncing trumpet with a withering look. It was not with me then, as it was in later life, when I fell into the society of the Passions, and compared them with Collins and Wopsle, rather to the disadvantage of both gentlemen.

Mr. Wopsle's great-aunt, besides keeping this Educational Institution, kept - in the same room - a little general shop. She had no idea what stock she had, or what the price of anything in it was; but there was a little greasy memorandum-book kept in a drawer, which served as a Catalogue of Prices, and by this oracle Bidy arranged all the shop transactions. Bidy was Mr. Wopsle's great-aunt's granddaughter; I confess myself quite unequal to the working out of the problem, what relation she was to Mr. Wopsle. She was an orphan like myself; like me, too, had been brought up by hand. She was most noticeable, I thought, in respect of her extremities; for, her hair always wanted brushing, her hands always wanted washing, and her shoes always wanted mending and pulling up at heel. This description must be received with a week-day limitation. On Sundays, she went to church elaborated.

Much of my unassisted self, and more by the help of Bidy than of Mr. Wopsle's great-aunt, I struggled through the alphabet as if it had been a bramble-bush; getting considerably worried and scratched by every letter. After that I fell among those thieves, the nine figures, who seemed every evening to do something new to disguise themselves and baffle recognition. But, at last I began, in a purblind groping way, to read, write, and cipher, on the very smallest scale.

(Charles Dickens, *Great Expectations*)

- a. Contextualize the text from a historical and cultural point of view. (10-15 lines) **10 points**
- b. Identify, in the excerpt above, two of Charles Dickens's recurring themes and comment on how they make *Great Expectations* fit into the tradition of the *bildungsroman*. (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 don't know how I can make it up to you for spoiling your party! **AMENDS**  
I don't know how I can ..... spoiling your party!

2. The only reason I am late is that the traffic was so heavy! **IT**  
I wouldn't ..... been for the heavy traffic!

3. The suspect could not explain why he had mud on his boots. **ACCOUNT**  
The suspect could not ..... mud on his boots.

4. He is unlikely to be fired! **LITTLE**  
There ..... being fired!

5. I'd prefer you not to shout at me! **SOONER**  
I ..... at me!

**b.** Use the words in bold to form another word. **10 points**

Until (1) \_\_\_\_\_ (**COMPARE**) recent times, the selection of happenings which a writer thought worthy of record were mainly those which had some direct (2) \_\_\_\_\_ (**BEAR**) on the evolution of his own society or of that which he or she chose to study. This meant that political history was generally taken to be the same as history. Only in the last century or so has there been a great expansion in the scope of historical writing, to include constitutional, (3) \_\_\_\_\_ (**ECONOMY**), local and social history. This has meant that somewhat arbitrary divisions have grown up, dictated by the increasingly exact standards demanded in historical research, so that the centuries-old ambition of writing 'total' history is no longer pursued. In theoretical terms, history includes the whole field of past human activity. Selection of the subject and the (4) \_\_\_\_\_ (**IMPOSE**) of a chronological framework, however, mean that a majority of (5) \_\_\_\_\_ (**HISTORY**) are willing to reject large areas of human activity, mostly because such a study is not really profitable.

**c.** Specify and illustrate five uses of *it* as a subject pronoun. **10 points**

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

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**a.** Present three of the main characteristics of communicative activities. **12 points**

**b.** Devise an activity in which you teach students how to write **an opinion essay** or a **letter of complaint**, starting from the description of the Educational Institution in the text from 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).