

**EXAMENUL NAȚIONAL PENTRU DEFINITIVARE ÎN ÎNVĂȚĂMÂNTUL PREUNIVERSITAR  
24 iulie 2024**

**Probă scrisă**

**LIMBA ȘI LITERATURA ENGLEZĂ**

**Varianta 2**

- 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:**

To be, or not to be, that is the question:  
Whether 'tis nobler in the mind to suffer  
The slings and arrows of outrageous fortune,  
Or to take arms against a sea of troubles  
And by opposing end them. To die - to sleep,  
No more; and by a sleep to say we end  
The heart-ache and the thousand natural shocks  
That flesh is heir to: 'tis a consummation  
Devoutly to be wish'd. To die, to sleep;  
To sleep, perchance to dream - ay, there's the rub:  
For in that sleep of death what dreams may come,  
When we have shuffled off this mortal coil,  
Must give us pause - there's the respect  
That makes calamity of so long life.  
For who would bear the whips and scorns of time,  
Th'oppressor's wrong, the proud man's contumely,  
The pangs of dispriz'd love, the law's delay,  
The insolence of office, and the spurns  
That patient merit of th'unworthy takes,  
When he himself might his quietus make  
With a bare bodkin? Who would fardels bear,  
To grunt and sweat under a weary life,  
But that the dread of something after death,  
The undiscover'd country, from whose bourn  
No traveller returns, puzzles the will,  
And makes us rather bear those ills we have  
Than fly to others that we know not of?  
Thus conscience does make cowards of us all,  
And thus the native hue of resolution  
Is sicklied o'er with the pale cast of thought,  
And enterprises of great pitch and moment  
With this regard their currents turn awry  
And lose the name of action.

(William Shakespeare, *Hamlet*)

- 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 William Shakespeare's *Hamlet* 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 would have preferred you to show more respect to your parents! **SOONER**

I ..... more respect to your parents!

2. The offer was too tempting to turn down. **AN**

It was too ..... to turn down.

3. I wish smoking didn't affect me! **EFFECT**

If ..... me!

4. I don't think we are going to survive! **LIVE**

I think we aren't ..... the tale!

5. Rod and his father are very similar, aren't they? **AFTER**

Rod ....., doesn't he?

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

Everyone puts things off sometimes; when we come to (1) \_\_\_\_\_ (**CHRONIC**) avoid difficult tasks and deliberately look for (2) \_\_\_\_\_ (**DISTRACT**), we call it procrastination. "I don't feel like it" takes (3) \_\_\_\_\_ (**PRECEDE**) over goals; however, it then begets a downward spiral of negative emotions that deter future effort. The procrastinator is often remarkably optimistic about his ability to complete a task on a tight deadline; this is usually accompanied by expressions of (4) \_\_\_\_\_ (**ASSURE**) that everything is under control, which lulls him into a false sense of security. At this point, he crosses over an imaginary starting time and suddenly realises, "Oh no! - I am not in control! There isn't enough time!" Eventually, considerable effort is directed towards completing the task, and work progresses. This sudden spurt of energy is the source of the (5) \_\_\_\_\_ (**ERROR**) feeling that "I only work well under pressure". Actually, he is making progress only because he has no other choice. His back is against the wall and there are no alternatives. Progress is being made, but he has lost his freedom.

**c.** Specify and illustrate five uses of **should**. **10 points**

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

**a.** Identify and present three disadvantages of *groupwork*. **12 points**

**b.** Devise an activity in which you teach students how to write a **discursive essay** (for and against essay/opinion essay/suggesting solutions to problems essay) or a **letter of advice**, based on the text in 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).