

EXAMENUL NAȚIONAL DE DEFINITIVARE ÎN ÎNVĂȚĂMÂNT

18 iulie 2013

Probă scrisă
[Limba și literatura engleză]

VARIANTA 3

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

SUBIECTUL I

(30 de puncte)

A. Consider the following text:

The boy with fair hair lowered himself down the last few feet of rock and began to pick his way toward the lagoon. Though he had taken off his school sweater and trailed it now from one hand, his grey shirt stuck to him and his hair was plastered to his forehead. All round him the long scar smashed into the jungle was a bath of heat. He was clambering heavily among the creepers and broken trunks when a bird, a vision of red and yellow, flashed upwards with a witch-like cry; and this cry was echoed by another.

"Hi!" it said. "Wait a minute!" The undergrowth at the side of the scar was shaken and a multitude of raindrops fell pattering. "Wait a minute," the voice said. "I got caught up." The fair boy stopped and jerked his stockings with an automatic gesture that made the jungle seem for a moment like the Home Counties. The voice spoke again. "I can't hardly move with all these creeper things."

The owner of the voice came backing out of the undergrowth so that twigs scratched on a greasy wind-breaker. The naked crooks of his knees were plump, caught and scratched by thorns. He bent down, removed the thorns carefully, and turned around. He was shorter than the fair boy and very fat. He came forward, searching out safe lodgments for his feet, and then looked up through thick spectacles.

"Where's the man with the megaphone?" The fair boy shook his head.

"This is an island. At least I think it's an island. That's a reef out in the sea. Perhaps there aren't any grownups anywhere." The fat boy looked startled.

"There was that pilot. But he wasn't in the passenger cabin, he was up in front."

The fair boy was peering at the reef through screwed-up eyes.

"All them other kids," the fat boy went on. "Some of them must have got out. They must have, mustn't they?" The fair boy began to pick his way as casually as possible toward the water. He tried to be offhand and not too obviously uninterested, but the fat boy hurried after him.

"Aren't there any grownups at all?"

"I don't think so."

The fair boy said this solemnly; but then the delight of a realized ambition overcame him. In the middle of the scar he stood on his head and grinned at the reversed fat boy.

"No grownups!"

The fat boy thought for a moment.

"That pilot."

The fair boy allowed his feet to come down and sat on the steamy earth.

"He must have flown off after he dropped us. He couldn't land here. Not in a place with wheels."

"We was attacked!"

"He'll be back all right."

The fat boy shook his head.

"When we was coming down I looked through one of them windows. I saw the other part of the plane. There were flames coming out of it. He looked up and down the scar.

"And this is what the cabin done."

The fair boy reached out and touched the jagged end of a trunk. For a moment he looked interested.

"What happened to it?" he asked. "Where's it got to now?"

"That storm dragged it out to sea. It wasn't half dangerous with all them tree trunks falling. There must have been some kids still in it." He hesitated for a moment, then spoke again.

"What's your name?"

"Ralph."

The fat boy waited to be asked his name in turn but this proffer of

"No grownups!"

The fat boy thought for a moment.

"That pilot."

(W. Golding, *The Lord of the Flies*)

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|---|-----------------|
| a. Contextualize the text from a historical and cultural point of view. (10-15 lines) | 5 points |
| b. Identify the theme(s) and the symbol(s) you find in the text. (15-20 lines) | 8 points |
| c. Discuss the importance of setting in presenting the characters. (10-15 lines) | 2 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. **5 points**

- | | |
|---|------------------|
| 1. Andrew is really looking forward to starting his scuba-diving course.
Andrew can his scuba-diving course. | HARDLY |
| 2. The group leader's poor judgement jeopardised the safety of the stuntmen.
The stuntmen's safety was the poor judgement of the group leader. | PUT |
| 3. Her nephew is twice as tall as he was two years ago.
Her nephew's in the last two years. | DOUBLED |
| 4. She still hasn't really recovered from losing her job in April.
She still hasn't really got in April. | REDUNDANT |
| 5. Susan and I have been friends since 2000.
My to 2000. | BACK |

- b. Choose the correct answer: **5 points**

1. In _____ likelihood, they've been held _____ in traffic.
A. every/off
B. all / up
C. each/ off
D. any/ down
2. They were all looking forward to _____ the new manager whom they _____ the whole month, when they _____ the fax that he wasn't coming.
A. welcoming / waited for / had been sent
B. have welcomed / have been waiting for / received
C. welcome / were waiting for / received
D. welcoming / had been waiting for / got

3. “_____ is no smoke without fire”, said the witness. “Impossible as _____ may seem, _____ is no doubt about his _____ the car.”

- A. It / it / there / stealing
- B. It / this / it / having stolen
- C. There / it / there / having stolen
- D. There / it / it / stealing

4. “_____ make so much noise? I _____ sooner you _____ instead of listening to loud music.”

- A. Do you need to / would / studied
- B. Do you need to / had / were studying
- C. Need you / would / were studying
- D. Need you / had / studied

5. I begged him to accept some money, but he _____ hear of it. He thinks he _____ as well consider a bank loan, but the situation _____ be worse.

- A. shouldn't / could / won't
- B. wouldn't / may / can't
- C. won't / might / shouldn't
- D. wouldn't / could / couldn't

c. Specify and illustrate five uses of the Past Tense Continuous. Give examples. **5 points**

SUBIECTUL al II-lea (30 de puncte)

1. Describe the teacher's role as observer. Give three examples of communicative activities in which the teacher takes this role. **6 points**
2. Mention three advantages of pairwork. Give three examples of communicative activities which can be performed in pairs. **9 points**
3. Devise a twenty-minute reading activity-*reading for specific information*-based on the text from Subject I. **15 points**
 - i. Specify the time limit and the type(s) of classroom interaction.
 - ii. Mention the learning objectives and competences targeted by the learning activity.
 - iii. Describe the procedure of the activity.
 - iv. Specify the teacher's and the students' roles.

III. TÉTEL (30 pont)

A nevelési célok rendszere: osztályozás, nevelési eszmény, nevelési célok, operacionalizált célok, a műveletesítés eljárásai. |