

EXAMENUL NAȚIONAL DE DEFINITIVARE ÎN ÎNVĂȚĂMÂNT
18 iulie 2013

Limba engleză

MODEL

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

SUBIECTUL I

(30 puncte)

A. Consider the following text:

The breeze was fresh now and he sailed on well. He watched only the forward part of the fish and some of his hope returned. It is silly not to hope, he thought. Besides I believe it is a sin. Do not think about sin, he thought. There are enough problems now without sin. Also I have no understanding of it. I have no understanding of it and I am not sure that I believe in it. Perhaps it was a sin to kill the fish. I suppose it was even though I did it to keep me alive and feed many people. But then everything is a sin. Do not think about sin. It is much too late for that and there are people who are paid to do it. Let them think about it. You were born to be a fisherman as the fish was born to be a fish. San Pedro was a fisherman as was the father of the great DiMaggio.

But he liked to think about all things that he was involved in and since there was nothing to read and he did not have a radio, he thought much and he kept on thinking about sin. You did not kill the fish only to keep alive and to sell for food, he thought. You killed him for pride and because you are a fisherman. You loved him when he was alive and you loved him after. If you love him, it is not a sin to kill him. Or is it more?

"You think too much, old man," he said aloud.

But you enjoyed killing the dentuso, he thought. He lives on the live fish as you do. He is not a scavenger nor just a moving appetite as some sharks are. He is beautiful and noble and knows no fear of anything.

"I killed him in self-defense," the old man said aloud. "And I killed him well."

Besides, he thought, everything kills everything else in some way. Fishing kills me exactly as it keeps me alive. The boy keeps me alive, he thought. I must not deceive myself too much.

(Ernest Hemingway, *The Old Man and the Sea*)

- Contextualize the text from a historical and cultural point of view. (10-15 lines) **5 points**
- Identify the points of view adopted by Ernest Hemingway and discuss the effect of shifting point of view on the reader. (15-20 lines) **8 points**
- Discuss the concepts of *pride* and *sin* in Santiago's interior monologue. (10-15 lines) **2 points**

B.

- 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. **5 points**

- The chairman resigned because of his sudden illness.
The his sudden illness.

RESULTED

- My two cousins don't trust each other at all.
There's my two cousins.

COMPLETE

- You must never leave the workplace without letting the team leader know.
Onwithout letting the team leader know.

ACCOUNT

4. I was shocked by the cheeky response that the girl gave to her mother. **ABACK**
I was the cheeky response that the girl gave to her mother.
5. Abby is rumoured to be about to become a Sky News presenter. **VERGE**
Rumour has becoming a Sky News presenter.

b. Choose the correct answer: 5 points

1. I'm glad to see the ____ of those children. Who knows what they are up to again? They've never owned ____ to ____ a ____ on somebody.
A. punishment / up / mock / trick
B. faces / on / mocking / joke
C. smiles / with / play / truant
D. back / up / playing / prank
2. Everyone was furious because Tom _____ the computer. Even when mother insisted that he _____, it fell on _____.
A. won't turn off / should do it / blind eyes
B. wouldn't turn off / do it / deaf ears
C. didn't turn off / must do it / his stubbornness
D. won't turn off / should do it / deaf ear
3. I reckon that these rules have to be _____ with, as long as they _____ to everyone.
A. provided / infer
B. tempered / refer
C. complied / apply
D. compelled / appeal
4. We were both completely taken ... by the car salesman, who turned to be a
A. into/up/jerk
B. out/off/thief
C. off/on/smuggler
D. in/out/crook
5. I tried to his attention, but I failed. He engrossed his thoughts, very concerned his brother's health.
A. attract/was/with/about
B. draw/was being/in/about
C. pay/was/of/with
D. catch/was being/in/with

c. Specify five ways to express advice. Give examples. 5 points

SUBIECTUL al II-lea (30 puncte)

- a. Identify three advantages of using authentic materials in developing receptive skills. **3 points**
- b. Devise a work sheet, with three different types of exercises, to pre-teach vocabulary in the text from SUBJECT I. Each exercise should contain 2 items. Specify the learning objectives of the entire activity, students' level, teaching aids and the time limit. **12 points**
- c. Considering the text from SUBJECT I, provide three different activities that can create interest in the topic and get students involved in the task. **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 stages of the activity.

Specify the teacher's and the students' roles.

SUBIECTUL al III-lea

(30 de puncte)

Formele educației (educația formală, educația nonformală, educația informală): definirea, analiza și interdependența conceptelor.