

**EXAMENUL NAȚIONAL PENTRU DEFINITIVARE ÎN ÎNVĂȚĂMÂNTUL PREUNIVERSITAR  
19 iulie 2023**

**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:**

She stiffened a little on the kerb, waiting for Durnall's van to pass. A harming woman, Scrope Purvis thought her (knowing her as one does know people who live next door to one in Westminster); a touch of the bird about her, of the jay, blue-green, light, vivacious, though she was over fifty, and grown very white since her illness. There she perched, never seeing him, waiting to cross, very upright.

For having lived in Westminster – how many years now? Over twenty – one feels even in the midst of the traffic, or waking at night, Clarissa was positive, a particular hush, or solemnity; an indescribable pause; a suspense (but that might be her heart, affected, they said, by influenza) before Big Ben strikes. There! Out it boomed. First a warning, musical; then the hour, irrevocable. The leaden circles dissolved in the air. Such fools we are, she thought, crossing Victoria Street. For Heaven only knows why one loves it so, how one sees it so, making it up, building it round one, tumbling it, creating it every moment afresh – but the veriest frumps, the most dejected of miseries sitting on doorsteps (drink their downfall) do the same; can't be dealt with, she felt positive, by Acts of Parliament for that very reason: they love life. In people's eyes, in the swing, tramp and trudge; in the bellow and the uproar; the carriages, motor cars, omnibuses, vans, sandwich men shuffling and swinging; brass bands; barrel organs; in the triumph and the jingle and the strange high singing of some aeroplane overhead was what she loved; life; London; this moment of June.

For it was the middle of June. The War was over, except for someone like Mrs Foxcroft at the Embassy last night eating her heart out because that nice boy was killed and now the old Manor House must go to a cousin, or Lady Bexborough who opened a bazaar, they said, with the telegram in her hand, John, her favourite, killed – but it was over; thank Heaven – over. It was June. The King and Queen were at the Palace. And everywhere, though it was still so early, there was a beating, a stirring of galloping ponies, tapping of cricket bats; Lords, Ascot, Ranelagh and all the rest of it: wrapped in the soft mesh of the grey-blue morning air, which, as the day wore on, would unwind them, and set down on their lawns and pitches the bouncing ponies, whose forefeet just struck the ground and up they sprung, the whirling young men, and laughing girls in their transparent muslins who, even now, after dancing all night, were taking their absurd woolly dogs for a run – and even now, at this hour, discreet old dowagers were shooting out in their motor cars on errands of mystery – and the shopkeepers were fidgeting in their windows with their paste and diamonds, their lovely old sea-green brooches in eighteenth-century settings to tempt Americans (but one must economize, not buy things rashly for Elizabeth), and she, too, loving it as she did with an absurd and faithful passion, being part of it, since her people were courtiers once in the time of the Georges, she, too, was going that very night to kindle and illuminate; to give her party. But how strange, on entering the Park, the silence; the mist; the hum; the slow-swimming happy ducks; the pouched birds waddling – and who should be coming along with his back against the Government buildings, most appropriately, carrying a dispatch box stamped with the Royal Arms, who but Hugh Whitbread; her old friend Hugh – the admirable Hugh! “Good morning to you, Clarissa!” said Hugh, rather extravagantly, for they had known each other as children. “Where are you off to?”

“I love walking in London,” said Mrs Dalloway. “Really, it's better than walking in the country.”

(Virginia Woolf, *Mrs Dalloway*)

- a. Contextualize the text from a historical and cultural point of view. (10-15 lines) **10 points**
- b. Identify, in the excerpt above, the narrative technique used by Virginia Woolf and explain its possible effect(s) on the reader. (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. "Why didn't I tell them the truth?" thought Mike. **TOLD**  
"If ..... them the truth!" thought Mike.
  2. If we phone today, it won't make any difference. **MIGHT**  
We ..... today.
  3. It was after the train left that I realised I had forgotten my wallet. **DID**  
Only after ..... I had forgotten my wallet.
  4. "One thing you can do is to go to the gym more often," said his friend. **WERE**  
"If ..... go to the gym more often," said his friend.
  5. David suggested throwing a house-warming party. **CAME**  
David ..... of throwing a house-warming party.
- b. Use the words in bold to form another word. **10 points**

More than 70% of our planet is covered by water, and in an age when so much on land has been explored and explained, a recent wave of underwater tourism is allowing travellers to venture deep into one of the Earth's still (1)\_\_\_\_\_ (**CHART**) depths: the ocean.

A series of high-profile (2)\_\_\_\_\_ (**OPEN**) have been increasingly luring wealthy travellers to explore new worlds under the ocean's surface, even if they lack the specialist training. Underwater tourism is hardly a new concept. Jacques Cousteau invented general-use scuba gear in 1942, and the Professional Association of Diving Instructors, PADI, has issued 27 million diver certifications (3)\_\_\_\_\_ (**GLOBE**) since 1967. According to Scubanomics, there are around 6 million active scuba divers in the world, plus countless snorkelling enthusiasts, who explore the edges of our oceans, diving (4)\_\_\_\_\_ (**SINK**) wrecks, swimming with whales and turtles and even going underwater caving.

More recently, however, a shift in thinking has brought scuba-like adventure to people who are not skilled divers or swimmers or don't have the time or means to earn diving certification. Dressed in a protective suit, "divers" are gently (5)\_\_\_\_\_ (**LOW**) to the ocean floor, where they quite literally walk upright on the sand, connected by tubes that allow them to breathe normally while underwater.

- c. Specify and illustrate five uses of the *definite article*. **10 points**

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

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- a. Identify and present three of the teacher's roles in speaking activities. **12 points**
- b. Devise an activity in which you teach students how to write **a descriptive essay**, starting from the text in 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).