

EXAMENUL NAȚIONAL PENTRU DEFINITIVARE ÎN ÎNVĂȚĂMÂNTUL PREUNIVERSITAR
8 iulie 2025

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:

Inside, the crimson room bloomed with light. Tom and Miss Baker sat at either end of the long couch and she read aloud to him from the "Saturday Evening Post"—the words, murmurous and uninflected, running together in a soothing tune. The lamp-light, bright on his boots and dull on the autumn-leaf yellow of her hair, glinted along the paper as she turned a page with a flutter of slender muscles in her arms.

When we came in she held us silent for a moment with a lifted hand.

"To be continued," she said, tossing the magazine on the table, "in our very next issue."

Her body asserted itself with a restless movement of her knee, and she stood up.

"Ten o'clock," she remarked, apparently finding the time on the ceiling. "Time for this good girl to go to bed."

"Jordan's going to play in the tournament tomorrow," explained Daisy, "over at Westchester."

"Oh,—you're Jordan Baker."

I knew now why her face was familiar—its pleasing contemptuous expression had looked out at me from many rotogravure pictures of the sporting life at Asheville and Hot Springs and Palm Beach. I had heard some story of her too, a critical, unpleasant story, but what it was I had forgotten long ago.

"Good night," she said softly. "Wake me at eight, won't you."

"If you'll get up."

"I will. Good night, Mr. Carraway. See you anon."

"Of course you will," confirmed Daisy. "In fact I think I'll arrange a marriage. Come over often, Nick, and I'll sort of—oh—fling you together. You know—lock you up accidentally in linen closets and push you out to sea in a boat, and all that sort of thing—"

"Good night," called Miss Baker from the stairs. "I haven't heard a word."

"She's a nice girl," said Tom after a moment. "They oughtn't to let her run around the country this way."

"Who oughtn't to?" inquired Daisy coldly.

"Her family."

"Her family is one aunt about a thousand years old. Besides, Nick's going to look after her, aren't you, Nick? She's going to spend lots of week-ends out here this summer. I think the home influence will be very good for her."

Daisy and Tom looked at each other for a moment in silence.

"Is she from New York?" I asked quickly.

"From Louisville. Our white girlhood was passed together there. Our beautiful white—"

"Did you give Nick a little heart to heart talk on the veranda?" demanded Tom suddenly.

"Did I?" She looked at me. "I can't seem to remember, but I think we talked about the Nordic race. Yes, I'm sure we did. It sort of crept up on us and first thing you know—"

"Don't believe everything you hear, Nick," he advised me.

I said lightly that I had heard nothing at all, and a few minutes later I got up to go home. They came to the door with me and stood side by side in a cheerful square of light. As I started my motor Daisy peremptorily called "Wait!"

"I forgot to ask you something, and it's important. We heard you were engaged to a girl out West."

"That's right," corroborated Tom kindly. "We heard that you were engaged."

"It's libel. I'm too poor."

"But we heard it," insisted Daisy, surprising me by opening up again in a flower-like way. "We heard it from three people so it must be true."

Of course I knew what they were referring to, but I wasn't even vaguely engaged. The fact that gossip had published the banns was one of the reasons I had come East. You can't stop going with an old friend on account of rumors and on the other hand I had no intention of being rumored into marriage.

Their interest rather touched me and made them less remotely rich—nevertheless, I was confused and a little disgusted as I drove away. It seemed to me that the thing for Daisy to do was to rush out of the house, child in arms—but apparently there were no such intentions in her head. As for Tom, the fact that he "had some woman in New York" was really less surprising than that he had been depressed by a book. Something was making him nibble at the edge of stale ideas as if his sturdy physical egotism no longer nourished his peremptory heart.

Already it was deep summer on roadhouse roofs and in front of wayside garages, where new red gas-pumps sat out in pools of light, and when I reached my estate at West Egg I ran the car under its shed and sat for a while on an abandoned grass roller in the yard. The wind had blown off, leaving a loud bright night with wings beating in the trees and a persistent organ sound as the full bellows of the earth blew the frogs full of life. The silhouette of a moving cat wavered across the moonlight and turning my head to watch it I saw that I was not alone—fifty feet away a figure had emerged from the shadow of my neighbor's mansion and was standing with his hands in his pockets regarding the silver pepper of the stars. Something in his leisurely movements and the secure position of his feet upon the lawn suggested that it was Mr. Gatsby himself, come out to determine what share was his of our local heavens.

I decided to call to him. Miss Baker had mentioned him at dinner, and that would do for an introduction. But I didn't call to him for he gave a sudden intimation that he was content to be alone—he stretched out his arms toward the dark water in a curious way, and far as I was from him I could have sworn he was trembling. Involuntarily I glanced seaward—and distinguished nothing except a single green light, minute and far away, that might have been the end of a dock. When I looked once more for Gatsby he had vanished, and I was alone again in the unquiet darkness.

(F. Scott Fitzgerald, *The Great Gatsby*)

a. Contextualize the text from a historical and cultural point of view. (10-15 lines) **10 points**

b. Identify, in the excerpt above, two symbols used by F. Scott Fitzgerald 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 arrived late because I missed the bus.

TURNE

If I had caught the bus, I on time.

2. What a pity I didn't tell him the truth.

HAD

If him the truth.

3. It never occurred to us that John would give up acting.

THINK

At that John would give up acting.

4. You are allowed to park here if you display a local resident permit.

CONDITION

You are allowed to park here you display a local resident permit.

5. I'm sure Mike will get a promotion very soon.

LONG

I'm sure it Mike gets a promotion.

b. Use the words in bold to form another word which fits the context.

10 points

Japanese samurai were an integral part of Japanese culture for almost 1,000 years. They originated as (1) _____ (**SERVE**) who were hired as mercenaries by aristocrats, but eventually developed into a distinctive warrior class—one that became so powerful that samurai began to (2) _____ (**SHADOW**) even the emperor himself. The first imperial dynasty was founded in 660 B.C. in the Yamato region of southern and central Japan. For centuries, a series of emperors expanded their territory and ruled outward until, by the eighth century A.D., their domain (3) _____ (**COMPASS**) most of the modern nation. The first samurai shogun, a hereditary title given to Japan's top military leader, was appointed in 1192. During the Warring States period, the shogun's influence weakened, and Japan's central government in Kyoto collapsed, leaving control of the country in the hands of ambitious regional warlords known as daimyo. The daimyo amassed armies of samurai and frequently fought among themselves in an internecine struggle to attain power and territory. The samurai who lived during this era knew only (4) _____ (**CEASE**) battle. At this time of anarchy, civil war, and social (5) _____ (**HEAVE**), some warrior families rose up and overthrew their superiors.

c. Specify and illustrate five uses of the 'zero' article.

10 points

SUBIECTUL al II-lea

(30 de puncte)

a. Specify and present three types of indirect test items.

12 points

b. Devise a pre-reading activity based on the text from 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).

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LIMBA ȘI LITERATURA ENGLEZĂ

BAREM DE EVALUARE ȘI DE NOTARE

Varianta 2

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă fracțiuni de punct, dar se pot acorda punctaje intermediare pentru rezolvări parțiale, în limitele punctajului indicat în barem.
- Se acordă zece puncte din oficiu. Nota finală se calculează prin împărțirea la zece a punctajului total acordat pentru lucrare.

SUBIECTUL I **(60 de puncte)**

A.

a. Contextualize... **10 points**

- | | |
|---|----------|
| – relevance of ideas to topic | 6 points |
| – correct grammar structures, vocabulary and connectors | 1 point |
| – length constraint | 1 point |
| – cohesion and coherence | 1 point |
| – accurate spelling and punctuation | 1 point |

b. Identify and explain ... **20 points**

- | | |
|---|-----------|
| – relevance of ideas to topic | 16 points |
| • identify (2p x 2) | 4 points |
| • explain (6p x 2) | 12 points |
| – correct grammar structures, vocabulary and connectors | 1 point |
| – length constraint | 1 point |
| – cohesion and coherence | 1 point |
| – accurate spelling and punctuation | 1 point |

B.

a. Complete the second sentence (2p x 5 sentences) **10 points**

Suggested answers:

1. ... **would have turned up** ...
2. ... **only I had told** ...
3. ... **no time did we think**...
4. ... **on condition that**...
5. ... **will not/won't be/take long before** ...

b. Use the words in bold to form another word which fits the context. (2p x 5 words) **10 points**

1. **SERVANTS**; 2. **OVERSHADOW**; 3. **ENCOMPASSED**; 4. **UNCEASING**;
5. **UPHEAVAL (S)**.

c. Specify and illustrate five uses of the 'zero' article. (2p x 5 uses) **10 points**

- | | |
|--|----------|
| • specify1p x 5 uses | 5 points |
| • illustrate relevantly1p x 5 uses | 5 points |

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

a. Specify and present **12 points**

- | | |
|--------------------------------------|----------|
| • content 3p x 3 indirect test items | 9 points |
| • language accuracy and vocabulary | 3 points |

b. Devise a pre-reading activity

18 points

- | | |
|---|-----------|
| i. Specify the time limit and the type(s) of classroom interaction. | 2 points |
| ii. Mention the learning objective(s)/outcome(s) and the competence(s) targeted by the learning activity. | 4 points |
| iii. Describe the procedure: | 10 points |
| • content | 8 points |
| • language accuracy and vocabulary | 2 points |
| iv. Specify the teacher's role(s). | 2 points |