

EXAMENUL NAȚIONAL PENTRU DEFINITIVARE ÎN ÎNVĂȚĂMÂNTUL PREUNIVERSITAR
14 iulie 2026

Probă scrisă

LIMBA ȘI LITERATURA ENGLEZĂ

Varianța 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:

The door of the jail being flung open from within, there appeared, in the first place, like a black shadow emerging into sunshine, the grim and grisly presence of the town-beadle, with a sword by his side, and his staff of office in his hand. This personage prefigured and represented in his aspect the whole dismal severity of the Puritanic code of law, which it was his business to administer in its final and closest application to the offender. Stretching forth the official staff in his left hand, he laid his right upon the shoulder of a young woman, whom he thus drew forward; until, on the threshold of the prison-door, she repelled him, by an action marked with natural dignity and force of character, and stepped into the open air, as if by her own free will. She bore in her arms a child, a baby of some three months old, who winked and turned aside its little face from the too vivid light of day; because its existence, heretofore, had brought it acquainted only with the gray twilight of a dungeon, or other darksome apartment of the prison.

When the young woman—the mother of this child—stood fully revealed before the crowd, it seemed to be her first impulse to clasp the infant closely to her bosom; not so much by an impulse of motherly affection, as that she might thereby conceal a certain token, which was wrought or fastened into her dress. In a moment, however, wisely judging that one token of her shame would but poorly serve to hide another, she took the baby on her arm, and, with a burning blush, and yet a haughty smile, and a glance that would not be abashed, looked around at her townspeople and neighbors. On the breast of her gown, in fine red cloth, surrounded with an elaborate embroidery and fantastic flourishes of gold thread, appeared the letter A. It was so artistically done, and with so much fertility and gorgeous luxuriance of fancy, that it had all the effect of a last and fitting decoration to the apparel which she wore; and which was of a splendor in accordance with the taste of the age, but greatly beyond what was allowed by the sumptuary regulations of the colony.

The young woman was tall, with a figure of perfect elegance on a large scale. She had dark and abundant hair, so glossy that it threw off the sunshine with a gleam, and a face which, besides being beautiful from regularity of feature and richness of complexion, had the impressiveness belonging to a marked brow and deep black eyes. She was lady-like, too, after the manner of the feminine gentility of those days; characterized by a certain state and dignity, rather than by the delicate, evanescent, and indescribable grace, which is now recognized as its indication. And never had Hester Prynne appeared more lady-like, in the antique interpretation of the term, than as she issued from the prison. Those who had before known her, and had expected to behold her dimmed and obscured by a disastrous cloud, were astonished, and even startled, to perceive how her beauty shone out, and made a halo of the misfortune and ignominy in which she was enveloped. It may be true, that, to a sensitive observer, there was something exquisitely painful in it. Her attire, which, indeed, she had wrought for the occasion, in prison, and had modelled much after her own fancy, seemed to express the attitude of her spirit, the desperate recklessness of her mood, by its wild and picturesque peculiarity. But the point which drew all eyes, and, as it were, transfigured the wearer,—so that both men and women, who had been familiarly acquainted with Hester Prynne, were now impressed as if they beheld her for the first time,—was that SCARLET LETTER, so fantastically embroidered and illuminated upon her bosom. It had the effect of a spell, taking her out of the ordinary relations with humanity, and enclosing her in a sphere by herself.

"She hath good skill at her needle, that's certain," remarked one of her female spectators; "but did ever a woman, before this brazen hussy, contrive such a way of showing it! Why, gossips, what is it but to laugh in the faces of our godly magistrates, and make a pride out of what they, worthy gentlemen, meant for a punishment?"

"It were well," muttered the most iron-visaged of the old dames, "if we stripped Madam Hester's rich gown off her dainty shoulders; and as for the red letter, which she hath stitched so curiously, I'll bestow a rag of mine own rheumatic flannel, to make a fitter one!"

"O, peace, neighbors, peace!" whispered their youngest companion; "do not let her hear you! Not a stitch in that embroidered letter, but she has felt it in her heart."

The grim beadle now made a gesture with his staff.

"Make way, good people, make way, in the King's name!" cried he. "Open a passage; and, I promise ye, Mistress Prynne shall be set where man, woman and child, may have a fair sight of her brave apparel, from this time till an hour past meridian. A blessing on the righteous Colony of the Massachusetts, where iniquity is dragged out into the sunshine! Come along, Madam Hester, and show your scarlet letter in the market-place!"

A lane was forthwith opened through the crowd of spectators. Preceded by the beadle, and attended by an irregular procession of stern-browed men and unkindly visaged women, Hester Prynne set forth towards the place appointed for her punishment. A crowd of eager and curious school-boys, understanding little of the matter in hand, except that it gave them a half-holiday, ran before her progress, turning their heads continually to stare into her face, and at the winking baby in her arms, and at the ignominious letter on her breast. It was no great distance, in those days, from the prison-door to the market-place. Measured by the prisoner's experience, however, it might be reckoned a journey of some length; for, haughty as her demeanor was, she perchance underwent an agony from every footstep of those that thronged to see her, as if her heart had been flung into the street for them all to spurn and trample upon. In our nature, however, there is a provision, alike marvellous and merciful, that the sufferer should never know the intensity of what he endures by its present torture, but chiefly by the pang that rankles after it. With almost a serene deportment, therefore, Hester Prynne passed through this portion of her ordeal, and came to a sort of scaffold, at the western extremity of the market-place. It stood nearly beneath the eaves of Boston's earliest church, and appeared to be a fixture there.

In fact, this scaffold constituted a portion of a penal machine, which now, for two or three generations past, has been merely historical and traditionary among us, but was held, in the old time, to be as effectual an agent, in the promotion of good citizenship, as ever was the guillotine among the terrorists of France. It was, in short, the platform of the pillory; and above it rose the framework of that instrument of discipline, so fashioned as to confine the human head in its tight grasp, and thus hold it up to the public gaze. The very ideal of ignominy was embodied and made manifest in this contrivance of wood and iron.

(Nathaniel Hawthorne, *The Scarlet Letter*)

- 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 Nathaniel Hawthorne, 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. It's ages since my father and I had an argument.
My father and I ages. | OUT |
| 2. Everyone thought that Bill had caused the accident.
Bill the accident. | HAVE |
| 3. The first thing I did after arriving was check into the hotel and take a nap.
No I checked into my hotel and took a nap. | ARRIVED |
| 4. Mike is complaining about his job all the time and I can't stand it.
I can't about his job all the time. | PUT |
| 5. A lot of people who are affected by the budget cuts have families and bills to pay.
There are a lot of people affected by the budget cuts, have families and bills to pay. | MANY |

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

Archaeologists have discovered a 5,000-year-old prehistoric monument in Bulford, located roughly three miles from Stonehenge. This structure **(1)** _____ (**DATE**) the famous stone circle by approximately 500 years, aligning seamlessly with the earliest phase of activity at Stonehenge before its massive stones were erected.

Though all that physically remains are two holes in the ground spaced 120 meters apart, advanced astronomical **(2)** _____ (**CONSTRUCT**) of the celestial clock indicates that these pits once held large wooden posts (estimated at 2 to 4 meters high) that aligned **(3)** _____ (**PRECISION**) with the summer solstice sunrise and winter solstice sunset.

Led by Phil Harding of Wessex Archaeology, the excavation also **(4)** _____ (**COVER**) dozens of surrounding pits rich with Neolithic artefacts. These **(5)** _____ (**FIND**) include finely decorated pottery, carved animal bone, an antler digging tool, and a rare, expertly crafted disc-shaped flint knife that may have symbolized the Sun.

c. Specify and illustrate five ways of expressing future in English. **10 points**

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

a. Specify and present three advantages of pairwork. **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 the text from a historical and cultural point of view. **10 points**

- relevance of ideas to topic **6 points**
- historical point of view: *e.g. how the specific time period in which the text was written influenced its creation, et cetera.* **3 points**
- cultural point of view: *e.g. beliefs, values, customs, and artistic movements of the society that produced the literary work.* **3 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, in the excerpt above, two symbols used by Nathaniel Hawthorne and explain their possible meaning(s). (20-25 lines) **20 points**

- relevance of ideas to topic **16 points**
 - identify a symbol (*e.g. the scarlet letter, the scaffold, et cetera.*) **2 points x 2 = 4 points**
 - explain their possible meaning(s) **6 points 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 (2 points x 5 sentences) **10 points**

Suggested answers:

1. ... **have not/haven't fallen out for/in** ...
2. ... **was thought to have caused** ...
3. ... **sooner had I arrived than**...
4. ... **put up with Mike/Mike's complaining** ...
5. ... **many of whom** ...

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

1. **PREDATES/ANTEDATES**; 2. **RECONSTRUCTION**; 3. **PRECISELY** 4. **UNCOVERED**;
5. **FINDINGS**.

c. Specify and illustrate five ways of expressing future in English. (2 points x 5 ways) **10 points**

- specify **1 point x 5 ways** **5 points**
- illustrate relevantly **1 point x 5 ways** **5 points**

SUBIECTUL al II-lea

(30 de puncte)

- | | | |
|---|-------------------------|------------------|
| a. Specify and present three advantages of pairwork. | | 12 points |
| • content | 3 points x 3 advantages | 9 points |
| • language accuracy and vocabulary | | 3 points |
| b. Devise a pre-reading activity based on the text from Subject I. | | 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 |