

Varianta 1

Toate subiectele sunt obligatorii. Nu se acordă puncte din oficiu. Timpul efectiv de lucru este de 3 ore.

SUBIECTUL A – USE OF ENGLISH (40 points)**I. Read the paragraph below and do the tasks that follow.**

“ Now, I feel rather ashamed of myself because I haven't told you anything about who I was, or where I came from. I began in the middle by saying, “I want to go home,” but never told you anything about where my home was, nor what it was. Well, to tell you the truth, I did not know much about my family history in those early days. I knew that my name was Mary Emily Marshall, commonly called Sissy. I also knew that my father was “the gentleman that makes all the sick people well,” —“or tries to,” as Jane, who worked in our house, would add. Of course, I knew if my papa was determined to do anything, he did it. We lived in the countryside a long way from the city among the poor people, and we were not rich ourselves. My mother had been born in this beautiful house I was taken to and it's where I live now. I know now that there was a lot of trouble when she married the country doctor. He loved the poor people so much that he would not leave them. He could have moved away and grown rich and honoured as a London doctor. But now there was no grandfather left to be angry. But with grandmother, though we had never seen her, we loved her for the beautiful presents she sent us. There were only three of us at this time— myself, Bobbie, a boy of four years old, and Willie, the white-faced, delicate baby who was six months old. Oh, how well I remember the old house, with its great lamp **dangling** out over the lonely road, and shining among the trees, to show the villagers the way to their good, kind friend, the doctor. We were happy, Bobbie and I, in that old house at the top of the hill. I don't think any brothers and sisters were ever quite such good friends. There were three years between us, but I was little and he was big, so nobody ever thought who the elder was. The great treat of the day was the board game with papa in the evening, but that couldn't be counted upon. Very often he would have to leave the dinner-table suddenly, and when we heard the **peculiar** slam of the hall-door before the bell rang to **summon** us down, we knew that the game was over.”

(“My Young Days”, Anonymous)

A. Answer the following questions. 8 points

1. What do we learn about Sissy's grandparents?
2. Why do you think Sissy's father would sometimes leave the game they were playing?
3. Why do you think Sissy was taken to live with her grandmother?
4. What kind of relationship did Sissy have with her brother?

B. Choose the right synonym. 6 points

1. **dangling**: A. raising B. inflating C. hanging D. drooping
2. **peculiar**: A. unique B. strange C. ordinary D. typical
3. **summon** : A. bid B. hail C. call D. reunite

C. Rephrase the following sentences so as to preserve the meaning. 6 points

1. I haven't told you who I was or where I came from and I am sorry.
.....who I was or where I came from.
2. He loved the poor people so much that he would not leave them.
His, he would not leave them.
3. We heard the peculiar slam of the hall-door and we knew that the game was over.
.....the peculiar slam of the hall-door when we knew that the game was over.

II. Use the word given in brackets to form a word that fits in each gap. 10 points**David by Michelangelo**

On its (1)_____ (COMPLETE) in the autumn of 1504, Michelangelo's statue *David*, which had taken the (2)_____ (SCULPT) three years in its (3)_____ (CONSTRUCT), was finally taken to the Piazza della Signoria in Florence to be put on (4)_____ (EXHIBIT). It was immediately hailed as one of the greatest masterpieces of the Renaissance, and rightly so. Giorgio Vasari, a contemporary of Michelangelo's, who wrote a famous biography of the artist, declared *David* to be superior to any other work, ancient or modern. He claimed that its beauty and proportions were incomparable, and the graceful positioning of the subject was (5) (EQUAL), while the head and extremities were shining examples of (6)_____ (EXCEL) in art forms. Florence was the force behind the Renaissance art (7)_____ (MOVE). It had several exceptional artists, but it was Michelangelo who was seen as the incomparable (8)_____ (VISION) that best represented Florence, and whose

superb statue *David* has come to (9)____(SYMBOL) both the(10)____(ART) and intellectual achievements of the Renaissance. Other well-known works include the *Pieta* statue, housed in St Peter's Basilica in the Vatican, and the frescoes in the Sistine Chapel.

III. Read the text below and think of the word which best fits in each gap. Use only one word in each gap. 10 points

We're all in this together

Have you, or has someone you know, come up with an original idea for a brilliant product or an original invention? But do you find (1) without sufficient cash to develop or promote it? Fear not. Help is close (2)_____ hand. You can crowdfund it! Crowdfunding is the practice of financing a project by raising money through contributions from individuals or groups of people with money to invest or the desire to (3)_____ good. It has emerged as an accessible option for entrepreneurs and creatives around the world. Usually collected via online platforms, the sum generated allows them to both put their ideas to the test and gain exposure and funds for their product or invention. You might well wonder if crowdfunding really is a modern-day practice. It would seem (4)_____. Although the term and its definition were only recently added to dictionaries, throughout history, landmark expeditions, epic voyages and even national monuments have been completed (5)_____ to the donations of ordinary people.

SUBIECTUL B- INTEGRATED SKILLS (60 points)

Read the text below and do the tasks that follow.

I. For each question decide which answer (A, B, C or D) fits best according to the text. 10 points

Secret to Success

Most of us have been on the receiving end of an inspirational speech. Usually it is delivered by a former Olympian at a company conference and is all about the big M: motivation. It is sometimes eloquently delivered and often fun to listen to but most people leave the room wondering how thirty minutes of biographical information about a rowing champion is going to help them back in the office. Nobody would dispute that motivation is a key driver of performance but this knowledge does not help many of us understand where it comes from. Listening to a sportsperson speaking about their own personal journey may be uplifting but how is it going to leave a lasting and usable legacy in terms of how you approach your job? It is almost insulting to think it could.

It is not anecdotes we need, so much as a science of performance, underlying principles that help unlock the question of why some people work hard and excel while others don't; why some are committed to what they are doing while others exist in a state of semi-detachment. It is a question with ramifications not just for business but for education. And, fortunately, the answers are beginning to emerge. To see how, we need to take a step back and ask a deeper question: where does excellence come from? For a long time, it was thought that the answer hinged, in large part, upon talent. Hard work may be

important but if you don't have the ability, you are never going to become top class. It is the notion that high-level performers have excellence encoded in their DNA. It turns out that this point of view is mistaken. Dozens of studies have found that high-flyers across all disciplines learn no faster than those who reach lower levels of attainment - hour after hour, they improve at almost identical rates. The difference is simply that high achievers practise for more hours. Further research has shown that when students seem to possess a particular gift, it is often because they have been given extra tuition at home.

The question of talent versus practice/experience would not matter much if it was merely theoretical. But it is much more than that. It influences the way we think and feel, and the way we engage with our world. And it determines our motivation. To see how, consider an employee who believes success is all about talent -this is known as the 'fixed mindset'. Why would they bother to work hard? If they have the right genes, won't they just cruise to the top? And if they lack talent, well, why bother at all? And who can blame someone for having this kind of attitude, given the underlying premise? If, on the other hand, they really believe that practice trumps talent — the 'growth mindset' — they will persevere. They will see failure as an opportunity to adapt and grow. And if they are right, they will eventually excel. What we decide about the nature of talent, then, could scarcely be more important.

So, how to create a growth mindset within an organisation? Interventions which have presented participants with the powerful evidence of how excellence derived from perseverance - which explains the possibility of personal transformation - have had a dramatic impact on motivation and performance. When this is allied with clearly identifiable pathways from shop floor to top floor, so that employees can see the route ahead, these results are strengthened further. Businesses that focus on recruiting external 'talent' with 'the right stuff' on the other hand, and who neglect the cultivation of existing personnel, foster the fixed mindset. A rank-and-yank appraisal system is also damaging because it suggests that the abilities of those ranked the lowest cannot be developed. In short, an ethos constructed upon the potential for personal transformation is the underlying psychological principle driving high performance. It is an insight that is not merely deeply relevant to business but to any organisation interested in unlocking human potential.

1. The writer is concerned that motivational speeches do not

- A carry conviction.
- B give useful advice.
- C interest the audience.
- D respect the listeners.

2. The writer believes we should learn more about

- A the factors behind motivation.
- B the ways people's commitment to tasks can be developed.
- C the importance of workers' different principles.
- D the similarities between practices in business and education.

3. Research suggests that successful people

- A do not need to work hard.
- B have an innate talent.
- C benefit from personal training.
- D can learn very quickly.

4. In paragraph 5, the writer poses several direct questions in order to

- A make readers consider their own experiences.
- B invite comment.
- C emphasise his point.
- D consider different situations.

5. According to the writer, employers need to

- A encourage ambition in their employees.
- B ensure employees know their place in a company.
- C record the development of each employee.
- D reward good performance of their employees.

II. You have just read the text above and this announcement in a magazine: "We would like you, our readers, to give us your answers to these questions about students' motivation nowadays: Is students' motivation important for their academic achievement? What would motivate teens to work harder in school? We will publish the best articles in our next issue"

Write your article (220- 250 words)

50 points