

**EXAMENUL NAȚIONAL PENTRU DEFINITIVARE ÎN ÎNVĂȚĂMÂNTUL PREUNIVERSITAR  
20 iulie 2022**

**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:**

But Marlow was not typical (if his propensity to spin yarns be excepted), and to him the meaning of an episode was not inside like a kernel but outside, enveloping the tale which brought it out only as a glow brings out a haze, in the likeness of one of these misty halos that sometimes are made visible by the spectral illumination of moonshine.

His remark did not seem at all surprising. It was just like Marlow. It was accepted in silence. No one took the trouble to grunt even; and presently he said, very slow — 'I was thinking of very old times, when the Romans first came here, nineteen hundred years ago—the other day.... Light came out of this river since—you say Knights? Yes; but it is like a running blaze on a plain, like a lash of lightning in the clouds. We live in the flicker—may it last as long as the old earth keeps rolling! But darkness was here yesterday. Imagine the feelings of a commander of a fine—what d'ye call 'em?—trireme in the Mediterranean, ordered suddenly to the north; run overland across the Gauls in a hurry; put in charge of one of these craft the legionaries—a wonderful lot of handy men they must have been, too—used to build, apparently by the hundred, in a month or two, if we may believe what we read. Imagine him here—the very end of the world, a sea the colour of lead, a sky the colour of smoke, a kind of ship about as rigid as a concertina— and going up this river with stores, or orders, or what you like. Sand-banks, marshes, forests, savages, —precious little to eat it for a civilized man, nothing but Thames water to drink. No Falernian wine here, no going ashore. Here and there a military camp lost in a wilderness, like a needle in a bundle of hay—cold, fog, tempests, disease, exile, and death—death skulking in the air, in the water, in the bush. They must have been dying like flies here. Oh, yes—he did it. Did it very well, too, no doubt, and without thinking much about it either, except afterwards to brag of what he had gone through in his time, perhaps. They were men enough to face the darkness. And perhaps he was cheered by keeping his eye on a chance of promotion to the fleet at Ravenna by and by, if he had good friends in Rome and survived the awful climate. Or think of a decent young citizen in a toga—perhaps too much dice, you know—coming out here in the train of some prefect, or tax-gatherer, or trader even, to mend his fortunes. Land in a swamp, march through the woods, and in some inland post feel the savagery, the utter savagery, had closed round him—all that mysterious life of the wilderness that stirs in the forest, in the jungles, in the hearts of wild men. There's no initiation either into such mysteries. He has to live in the midst of the incomprehensible, which is also detestable. And it has a fascination, too, that goes to work upon him. The fascination of the abomination—you know, imagine the growing regrets, the longing to escape, the powerless disgust, the surrender, the hate.'

(Joseph Conrad, *Heart of Darkness*)

- 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 Joseph Conrad 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. The moment he arrived home, there was a power cut. **SOONER**  
No ..... there was a power cut.
2. The student refused to speak to anyone other than the principal. **ON**  
The student ..... to the principal and no one else.
3. We're going to miss the beginning of the play if we don't hurry. **TIME**  
Unless we hurry, the play ..... we get there.
4. This is the most strenuous competition I have ever taken part in. **YET**  
I ..... a more strenuous competition.
5. They are demolishing the old school and replacing it with modular containers. **PULLED**  
The old school is ..... with modular containers.

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

You've heard all the reasons why some people don't learn languages, many of these founded on long-held myths and (1)\_\_\_\_\_ (**CONCEPT**). The truth is, in today's (2)\_\_\_\_\_ (**INCREASE**) interconnected and interdependent world, proficiency in other languages is a vital skill that gives you the opportunity to engage with the world in a more immediate and (3)\_\_\_\_\_ (**MEAN**) way—whether in your neighbourhood or thousands of miles away—while better preparing you to compete and succeed in the global economy.

There are many benefits to learning a language, amongst which the cognitive ones are (4)\_\_\_\_\_ (**DENY**). People who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask, and better listening skills. In addition, learning a language (5)\_\_\_\_\_ (**DEEP**) your connection to other cultures because language is the most direct connection to other cultures. Being able to communicate in another language exposes us to and fosters an appreciation for the traditions, religions, arts, and history of the people associated with that language.

**c.** Specify and illustrate five uses of the *Past Tense Continuous*. **10 points**

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

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- a.** Identify and present three of the teacher's roles in listening activities. **12 points**
- b.** Devise an activity in which you teach students how to write a **discursive essay** (for and against essay/opinion essay/suggesting solutions to problems essay), starting from the text in 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).