

**CONCURSUL NAȚIONAL DE OCUPARE A POSTURILOR DIDACTICE/CATEDRELOR
VACANTE/REZERVATE DIN ÎNVĂȚĂMÂNTUL PREUNIVERSITAR
12 iulie 2023**

**Probă scrisă
LIMBA ȘI LITERATURA ENGLEZĂ**

Model

- Toate subiectele sunt obligatorii. Se acordă zece puncte din oficiu.
- Timpul de lucru efectiv este de patru ore.

SUBIECTUL I

(30 de puncte)

Consider the following text:

Isabel Archer was a young person of many theories; her imagination was remarkably active. It had been her fortune to possess a finer mind than most of the persons among whom her lot was cast; to have a larger perception of surrounding facts and to care for knowledge that was tinged with the unfamiliar. It is true that among her contemporaries she passed for a young woman of extraordinary profundity; for these excellent people never withheld their admiration from a reach of intellect of which they themselves were not conscious, and spoke of Isabel as a prodigy of learning, a creature reported to have read the classic authors—in translations. Her paternal aunt, Mrs. Varian, once spread the rumour that Isabel was writing a book—Mrs. Varian having a reverence for books, and averred that the girl would distinguish herself in print. Mrs. Varian thought highly of literature, for which she entertained that esteem that is connected with a sense of privation. Her own large house, remarkable for its assortment of mosaic tables and decorated ceilings, was unfurnished with a library, and in the way of printed volumes contained nothing but half a dozen novels in paper on a shelf in the apartment of one of the Miss Varians. Practically, Mrs. Varian's acquaintance with literature was confined to *The New York Interviewer*; as she very justly said, after you had read the *Interviewer* you had lost all faith in culture. Her tendency, with this, was rather to keep the *Interviewer* out of the way of her daughters; she was determined to bring them up properly, and they read nothing at all. Her impression with regard to Isabel's labours was quite illusory; the girl had never attempted to write a book and had no desire for the laurels of authorship. She had no talent for expression and too little of the consciousness of genius; she only had a general idea that people were right when they treated her as if she were rather superior. Whether or no she were superior, people were right in admiring her if they thought her so; for it seemed to her often that her mind moved more quickly than theirs, and this encouraged an impatience that might easily be confounded with superiority. It may be affirmed without delay that Isabel was probably very liable to the sin of self-esteem; she often surveyed with complacency the field of her own nature; she was in the habit of taking for granted, on scanty evidence, that she was right; she treated herself to occasions of homage. Meanwhile her errors and delusions were frequently such as a biographer interested in preserving the dignity of his subject must shrink from specifying. Her thoughts were a tangle of vague outlines which had never been corrected by the judgement of people speaking with authority. In matters of opinion she had had her own way, and it had led her into a thousand ridiculous zigzags. At moments she discovered she was grotesquely wrong, and then she treated herself to a week of passionate humility. After this she held her head higher than ever again; for it was of no use, she had an unquenchable desire to think well of herself. She had a theory that it was only under this provision life was worth living; that one should be one of the best, should be conscious of a fine organisation (she couldn't help knowing her organisation was fine), should move in a realm of light, of natural wisdom, of happy impulse, of inspiration gracefully chronic. It was almost as unnecessary to cultivate doubt of one's self as to cultivate doubt of one's best friend: one should try to be one's own best friend and give one's self, in this manner, distinguished company.

(Henry James, *The Portrait of a Lady*)

- a.** Contextualize the text from a historical and cultural point of view. (15-20 lines) **10 points**
- b.** Discuss the relevance of the text, in terms of content and style, with reference to its author's literary canon. (30-40 lines) **20 points**

SUBIECTUL al II-lea

(30 de puncte)

- a. Specify and illustrate five uses of the *-ing* form of the verb. **10 points**
- b. 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**
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| 1. We usually agree on most matters.
We usually on most matters. | EYE |
| 2. Even if it is very far, I still want to go to Japan.
Far, I still want to go to Japan. | MAY |
| 3. "It's not a good idea to call her just yet," said Mark.
Mark advised for a while. | AGAINST |
| 4. If I lose this match, people will never let me forget it.
If I lose this match, I down. | LIVE |
| 5. It's unfortunate that I came to see Susan when she wasn't here.
If I to be here, I wouldn't have come. | GOING |
- c. Write **one** word in each gap. **10 points**

Why you should have hobbies

Hobbies are a great way to decompress after a long day at work or on your day off. (1) _____ life becomes too overwhelming, your hobbies can help you relax. Doing something you enjoy outside of work can be beneficial for your mental health. Having hobbies can lower anxiety, lower your stress level, and help cope (2) _____ depression.

Hobbies help you form a life outside of work. You are just relaxing and doing something you enjoy (3) _____ any of the pressures of the outside world. You don't have to do something (4) _____ structured as you would at work or school. You don't have the added stress of arriving on time, or working with a group, or completing a task by a specific time. This is (5) _____ hobbies have (6) _____ a positive outcome. When you are stressed, you can paint, exercise, read, or do a plethora (7) _____ other activities to lessen the amount of stress you have.

Hobbies can also increase your interaction with people and the value you can bring to (8) _____ other. Participating (9) _____ hobbies with others can sometimes make the hobby (10) _____ enjoyable because you are doing something you enjoy with people who share the same love and passion for that activity.

SUBIECTUL al III-lea

(30 de puncte)

a. 12 points

Based on the text from SUBJECT 1, devise a pre-reading activity:

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| • specify the learning objective(s) | 2 points |
| • specify the estimated time | 1 point |
| • indicate the level of your students | 1 point |
| • describe the activity | 8 points |

b. 18 points

Devise *three* exercises, *two* based on two types of '*indirect*' items (five items per each exercise) to measure students' ability to express *wishes* and *one* based on a *direct* item to measure students' ability to write a *report*.

3 exercises x 6 points

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|--|-----------------|
| • the content of the exercise | 2 points |
| • specifying the students' level | 1 point |
| • mentioning the learning objective(s) | 1 point |
| • providing the answer key/the main criteria of the marking scheme | 1 point |
| • language accuracy and vocabulary | 1 point |