

**CONCURSUL NAȚIONAL DE OCUPARE A POSTURILOR DIDACTICE/CATEDRELOR  
VACANTE/REZERVATE DIN ÎNVĂȚĂMÂNTUL PREUNIVERSITAR  
21 iulie 2021**

**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**

**(30 de puncte)**

**Consider the following text:**

But before they heard again from Mr. Gardiner, a letter arrived for their father from a different quarter -- from Mr. Collins; which, as Jane had received directions to open all that came for him in his absence, she accordingly read; and Elizabeth, who knew what curiosities his letters always were, looked over her, and read it likewise. It was as follows:

'MY DEAR SIR,

'I feel myself called upon by our relationship, and my situation in life, to condole with you on the grievous affliction you are now suffering under, of which we were yesterday informed by a letter from Hertfordshire. Be assured, my dear Sir, that Mrs. Collins and myself sincerely sympathise with you, and all your respectable family, in your present distress, which must be of the bitterest kind, because proceeding from a cause which no time can remove. No arguments shall be wanting on my part that can alleviate so severe a misfortune; or that may comfort you, under a circumstance that must be of all others most afflicting to a parent's mind. The death of your daughter would have been a blessing in comparison of this. And it is the more to be lamented, because there is reason to suppose, as my dear Charlotte informs me, that this licentiousness of behaviour in your daughter has proceeded from a faulty degree of indulgence, though at the same time, for the consolation of yourself and Mrs. Bennet, I am inclined to think that her own disposition must be naturally bad, or she could not be guilty of such an enormity at so early an age. Howsoever that may be, you are grievously to be pitied, in which opinion I am not only joined by Mrs. Collins, but likewise by Lady Catherine and her daughter, to whom I have related the affair. They agree with me in apprehending that this false step in one daughter will be injurious to the fortunes of all the others; for who, as Lady Catherine herself condescendingly says, will connect themselves with such a family. And this consideration leads me moreover to reflect with augmented satisfaction on a certain event of last November, for had it been otherwise, I must have been involved in all your sorrow and disgrace. Let me advise you then, my dear Sir, to console yourself as much as possible, to throw off your unworthy child from your affection for ever, and leave her to reap the fruits of her own heinous offense.

I am, dear Sir, &c. &c.'

(Jane Austen, *Pride and Prejudice*)

- 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 *Present Tense Simple*.**

**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**

1. I am really bad at remembering people's names.

**MEMORY**

I ..... people's names.

2. I regret not trying harder when I was a student.

**WISH**

I ..... when I was a student.

3. We have maintained the level of visitors to the museum this year.

**STABLE**

The number of visitors to the museum ..... this year.

4. However hard I try, I still manage to offend people.

**MATTER**

It ..... I try, I still manage to offend people.

5. Whatever film you want to see will be good for us.

**MIND**

We ..... film you want.

**c. Write one word in each gap.**

**10 points**

**Heroes and celebrities**

Back in the twentieth century there was a British song that repeated over and over (1) \_\_\_\_\_ the claim that there were "no more heroes anymore".

The myth of the hero, though, could not survive when public life came to be dominated by the mass media. The mass media killed off the heroes and replaced them with celebrities. To become a celebrity (2) \_\_\_\_\_ matters is not so much the greatness of what you have done (3) \_\_\_\_\_ the exposure you are given in the media.

The mass media is not solely responsible (4) \_\_\_\_\_ the death of the hero. A democratic culture also undermines the idea that certain individuals carry a divine spark and are therefore in a category superior to that of the rest of us. No one deserves to (5) \_\_\_\_\_ worshipped and there is revulsion at the idea of bending the knee and kissing the hand of another individual.

(6) \_\_\_\_\_ killed the hero, we have replaced him with a distinctively modern public figure: the celebrity. As one commentator put it: the celebrity is a person who is known for being well-known. Any exposure in the media helps to increase someone's status (7) \_\_\_\_\_ a celebrity. Celebrities offer exclusive stories to increase their exposure, the media promote (8) \_\_\_\_\_ to increase their ratings, and we collude by paying (9) \_\_\_\_\_ much attention to the glossy features, the exclusive interviews, and the various scandals and intrigues. They have no reason to object to invasions of their private lives because this just keeps their names on everyone's lips, (10) \_\_\_\_\_ is all that really matters.

**SUBIECTUL al III-lea**

**(30 de puncte)**

**a. 12 points**

Based on the text from SUBJECT 1, devise a pre-writing activity for a lesson in which you teach your students how to write formal or informal letters/emails:

- specify the learning objective(s)
- specify the estimated time
- indicate the level of your students
- describe the activity
- language accuracy and vocabulary

**2 points**

**1 point**

**1 point**

**6 points**

**2 points**

**b. 18 points**

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

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

**2 points**

**1 point**

**1 point**

**1 point**

**1 point**