

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

**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:**

“Minister!” whispered little Pearl.

“What wouldst thou say, child?” asked Mr. Dimmesdale.

“Wilt thou stand here with mother and me, to-morrow noontide?” inquired Pearl.

“Nay; not so, my little Pearl,” answered the minister; for, with the new energy of the moment, all the dread of public exposure, that had so long been the anguish of his life, had returned upon him; and he was already trembling at the conjunction in which—with a strange joy, nevertheless—he now found himself—“not so, my child. I shall, indeed, stand with thy mother and thee one other day, but not to-morrow.”

Pearl laughed, and attempted to pull away her hand. But the minister held it fast.

“A moment longer, my child!” said he.

“But wilt thou promise,” asked Pearl, “to take my hand, and mother’s hand, to-morrow noontide?”

“Not then, Pearl,” said the minister; “but another time.”

“And what other time?” persisted the child.

“At the great judgment day,” whispered the minister; and, strangely enough, the sense that he was a professional teacher of the truth impelled him to answer the child so. “Then, and there, before the judgment-seat, thy mother, and thou, and I must stand together. But the daylight of this world shall not see our meeting!”

Pearl laughed again.

But before Mr. Dimmesdale had done speaking, a light gleamed far and wide over all the muffled sky. It was doubtless caused by one of those meteors, which the night-watcher may so often observe burning out to waste, in the vacant regions of the atmosphere. So powerful was its radiance, that it thoroughly illuminated the dense medium of cloud betwixt the sky and earth. The great vault brightened, like the dome of an immense lamp. It showed the familiar scene of the street with the distinctness of mid-day, but also with the awfulness that is always imparted to familiar objects by an unaccustomed light. The wooden houses, with their jutting storeys and quaint gable-peaks; the doorsteps and thresholds with the early grass springing up about them; the garden plots, black with freshly-turned earth; the wheel-track, little worn, and even in the market-place margined with green on either side—all were visible, but with a singularity of aspect that seemed to give another moral interpretation to the things of this world than they had ever borne before. And there stood the minister, with his hand over his heart; and Hester Prynne, with the embroidered letter glimmering on her bosom; and little Pearl, herself a symbol, and the connecting link between those two. They stood in the noon of that strange and solemn splendour, as if it were the light that is to reveal all secrets, and the daybreak that shall unite all who belong to one another.

(Nathaniel Hawthorne – *The Scarlet Letter*)

- 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 Continuous*. **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. You must keep this door closed at all times. **ACCOUNT**  
On ..... this door.
2. The suggestion to increase their rent came from Richard. **SHOULD**  
It was Richard ..... be increased.
3. Martha is said to be about to move to a new company. **VERGE**  
They say Martha ..... to a new company.
4. Andrew said that the car cost \$20.000, but it was well worth it. **FACT**  
Andrew said that ..... \$20.000, the car was well worth it.
5. I am not much interested in indoor sports. **GO**  
I don't really ..... indoor sports.

- c. Write **one** word in each gap. **10 points**

Compulsory vaccination was first introduced in the UK – where no vaccines are currently mandated – through the 1853 Vaccination Act. The law required that all children whose health permits be vaccinated (1) \_\_\_\_\_ smallpox, and obliged physicians to certify that vaccination had (2) \_\_\_\_\_ place. Parents who refused vaccination could be fined £1.

Since then, vaccine mandates have evolved to include a variety of incentives and penalties. In some US states, children cannot access public schools (3) \_\_\_\_\_ being vaccinated; in Australia, compliance (4) \_\_\_\_\_ childhood immunisation schedules has (5) \_\_\_\_\_ linked to pre-school admission and to family assistance payments.

In most instances where vaccine mandates are (6) \_\_\_\_\_ force, they apply only to childhood immunisation. (7) \_\_\_\_\_, vaccination is a condition of employment in some institutions – notably in healthcare facilities. This is not a legal mandate *per se* but it is a form of discrimination accepted in several jurisdictions. In principle, mandates, (8) \_\_\_\_\_ vaccination, can be for people of all ages.

In Europe, the picture is mixed. A 2010 study of 27 EU countries (plus Iceland and Norway) found that 15 had no mandatory vaccines. In the meantime, Italy has added 10 vaccines to (9) \_\_\_\_\_ list of compulsory vaccines; France and Romania are preparing new laws that would penalise parents of unvaccinated children; and Finland will introduce legislation that requires health and social care providers to ensure staff (10) \_\_\_\_\_ immunised against measles, varicella, pertussis and influenza. The diversity of measures taken suggests no proven strategy exists that can be universally applied.

**SUBIECTUL al III-lea**

**(30 de puncte)**

**a. 12 points**

Based on the text from SUBJECT 1, devise a while-reading activity.

- |                                       |                 |
|---------------------------------------|-----------------|
| • specify the objective(s)            | <b>2 points</b> |
| • specify the estimated time          | <b>1 point</b>  |
| • indicate the level of your students | <b>1 point</b>  |
| • describe the activity               | <b>6 points</b> |
| • language accuracy and vocabulary    | <b>2 points</b> |

**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 *future* and one based on a *direct* item to measure students' ability to express *complaint*.

**3 exercises x 6 points**

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