

**CONCURSUL NAȚIONAL PENTRU OCUPAREA POSTURILOR / CATEDRELOR DECLARATE  
VACANTE/ REZERVATE ÎN ÎNVĂȚĂMÂNTUL PREUNIVERSITAR**

**2020**

**Proba scrisă la LIMBA ȘI LITERATURA ENGLEZĂ**

**Model**

- **Toate subiectele sunt obligatorii. Se acordă 10 puncte din oficiu.**
- **Timpul efectiv de lucru este de 4 ore.**

**SUBIECTUL I**

**(30 de puncte)**

**Consider the following text:**

By the time Ralph finished blowing the conch the platform was crowded. There were differences between this meeting and the one held in the morning. The afternoon sun slanted in from the other side of the platform and most of the children, feeling too late the smart of sunburn, had put their clothes on. The choir, noticeably less of a group, had discarded their cloaks.

Ralph sat on a fallen trunk, his left side to the sun. On his right were most of the choir; on his left the larger boys who had not known each other before the evacuation; before him small children squatted in the grass.

Silence now. Ralph lifted the cream and pink shell to his knees and a sudden breeze scattered light over the platform. He was uncertain whether to stand up or remain sitting. He looked sideways to his left, toward the bathing pool. Piggy was sitting near but giving no help.

Ralph cleared his throat.

"Well then."

All at once he found he could talk fluently and explain what he had to say. He passed a hand through his fair hair and spoke.

"We're on an island. We've been on the mountain top and seen water all round. We saw no houses, no smoke, no footprints, no boats, no people. We're on an uninhabited island with no other people on it."

Jack broke in.

"All the same you need an army-for hunting. Hunting pigs-"

"Yes. There are pigs on the island."

All three of them tried to convey the sense of the pink live thing struggling in the creepers.

"We saw-"

"Squealing-"

"It broke away-"

"Before I could kill it-but-next time!"

Jack slammed his knife into a trunk and looked round challengingly

The meeting settled down again.

"So you see," said Ralph, "we need hunters to get us meat. And another thing."

He lifted the shell on his knees and looked round the sun-slashed faces.

"There aren't any grownups. We shall have to look after ourselves."

The meeting hummed and was silent.

"And another thing. We can't have everybody talking at once. We'll have to have 'Hands up' like at school."

He held the conch before his face and glanced round the mouth.

"Then I'll give him the conch."

"Conch?"

"That's what this shell's called. I'll give the conch to the next person to speak. He can hold it when he's speaking."

"But-"

"Look-"

"And he won't be interrupted. Except by me."

Jack was on his feet.

"We'll have rules!" he cried excitedly. "Lots of rules! Then when anyone breaks 'em-"

“Whee-oh!”

“Wacco!” [...]

Ralph felt the conch lifted from his lap. Then Piggy was standing cradling the great cream shell and the shouting died down. Jack, left on his feet, looked uncertainly at Ralph who smiled and patted the log. Jack sat down. Piggy took off his glasses and blinked at the assembly while he wiped them on his shirt.

(William Golding – *Lord of the Flies*)

- 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 ways of expressing future in English.** **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. The severe weather conditions brought our holiday to an abrupt end. **CUT**

We had ..... because of the severe weather conditions.

2. We had no problems during our trip to London. **PLAN**

Everything ..... during our trip to London.

3. I should have made a reservation before going to the restaurant. **SOONER**

I ..... before going to the restaurant.

4. Governments should take more measures to protect the environment **OUGHT**

More measures to protect the environment ..... governments.

5. “If I have time, I'll finish that letter,” said Mike. **IF**

Mike said that ..... finish that letter.

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

**The Internet Revolution**

Nowadays, it's difficult to avoid some reference to the Internet, no matter how hard we (1) \_\_\_\_\_ try. It comes (2) \_\_\_\_\_ in conversations with friends and family and in meetings at work as people complain about the latest email virus or some interminable network slowdown or as they rave about a site they have just discovered for managing their stock portfolio or playing poker. We hear about the Internet (3) \_\_\_\_\_ radio and television programmes as broadcasters awkwardly spell out their Internet site addresses (4) \_\_\_\_\_ an effort to entice us to get more in-depth information on a particular subject, (5) \_\_\_\_\_ as a recent news story or the upcoming episodes of a popular show. We see the Internet's effect on commerce everywhere we look, in (6) \_\_\_\_\_ role as an entirely new and powerful medium for the distribution of all forms of advertising, (7) \_\_\_\_\_ evidenced by the Website names that confront us on everything and anything that can contain printed text, from billboards to baseball caps, the sides of cars, trucks, trains, and planes, the walls of sports stadiums, the cellophane wrappers enclosing heads of lettuce, and even (8) \_\_\_\_\_ annoying stickers attached to each and every grapefruit, tomato, and cucumber. This change didn't happen overnight, but it definitely feels like it (9) \_\_\_\_\_. . It took less than ten years after the Internet was privatized and opened up to commercial traffic in the early 1990s for (10) \_\_\_\_\_ to become a basic and essential part of our daily lives.

**SUBIECTUL al III-lea**

**(30 de puncte)**

**a. 12 points**

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

- specify the 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 *uncertainty* and one based on a *direct* item to measure students' ability to express *apology*. **3 exercises x 6 points**

- 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**