

**CONCURSUL PENTRU OCUPAREA POSTURILOR DIDACTICE/ CATEDRELOR DECLARATE
VACANTE/ REZERVATE ÎN UNITĂȚILE DE ÎNVĂȚĂMÂNT PREUNIVERSITAR**

11 iulie 2018

Proba scrisă la LIMBA ȘI LITERATURA ENGLEZĂ

Varianta 3

- 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:

I confess, it was whispered to me, "that I was bound in duty, as a subject of England, to have given in a memorial to a secretary of state at my first coming over; because, whatever lands are discovered by a subject belong to the crown." But I doubt whether our conquests in the countries I treat of would be as easy as those of Ferdinando Cortez over the naked Americans. The LILLIPUTIANS, I think, are hardly worth the charge of a fleet and army to reduce them; and I question whether it might be prudent or safe to attempt the BROBDINGNAGIANS; or whether an English army would be much at their ease with the Flying Island over their heads. The HOUYHNHNMS indeed appear not to be so well prepared for war, a science to which they are perfect strangers, and especially against missive weapons. However, supposing myself to be a minister of state, I could never give my advice for invading them. Their prudence, unanimity, unacquaintedness with fear, and their love of their country, would amply supply all defects in the military art. Imagine twenty thousand of them breaking into the midst of a European army, confounding the ranks, overturning the carriages, battering the warriors' faces into mummy by terrible yerks from their hinder hoofs; for they would well deserve the character given to Augustus, RECALCITRAT UNDIQUE TUTUS. But, instead of proposals for conquering that magnanimous nation, I rather wish they were in a capacity, or disposition, to send a sufficient number of their inhabitants for civilizing Europe, by teaching us the first principles of honour, justice, truth, temperance, public spirit, fortitude, chastity, friendship, benevolence, and fidelity. The names of all which virtues are still retained among us in most languages, and are to be met with in modern, as well as ancient authors; which I am able to assert from my own small reading.

But I had another reason, which made me less forward to enlarge his majesty's dominions by my discoveries. To say the truth, I had conceived a few scruples with relation to the distributive justice of princes upon those occasions. For instance, a crew of pirates are driven by a storm they know not whither; at length a boy discovers land from the topmast; they go on shore to rob and plunder, they see a harmless people, are entertained with kindness; they give the country a new name; they take formal possession of it for their king; they set up a rotten plank, or a stone, for a memorial; they murder two or three dozen of the natives, bring away a couple more, by force, for a sample; return home, and get their pardon. Here commences a new dominion acquired with a title by divine right. Ships are sent with the first opportunity; the natives driven out or destroyed; their princes tortured to discover their gold; a free license given to all acts of inhumanity and lust, the earth reeking with the blood of its inhabitants: and this execrable crew of butchers, employed in so pious an expedition, is a modern colony, sent to convert and civilize an idolatrous and barbarous people!

But this description, I confess, does by no means affect the British nation, who may be an example to the whole world for their wisdom, care, and justice in planting colonies; their liberal endowments for the advancement of religion and learning; their choice of devout and able pastors to propagate Christianity; their caution in stocking their provinces with people of sober lives and conversations from this the mother kingdom; their strict regard to the distribution of justice, in supplying the civil administration through all their colonies with officers of the greatest abilities, utter strangers to corruption; and, to crown all, by sending the most vigilant and virtuous governors, who have no other views than the happiness of the people over whom they preside, and the honour of the king their master.

(Jonathan Swift, *Gulliver's Travels*)

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 purpose.** **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. Despite all their efforts, they could not get the old car starting. **HARD**

No....., they could not get the old car starting.

2. Dad really should get someone to repair the roof. **HIGH**

It's..... someone to repair the roof.

3. If you don't pay on time, your booking will be cancelled. **RESULT**

Not paying in time cancelled.

4. I was totally shocked when I heard that piece of news. **CAME**

Hearing that piece of news me.

5. It was the heavy snow on the line that delayed the train. **HELD**

The train would have arrived on time if it the heavy snow on the line.

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

Enduring memories of childhood holidays

When I was a child Margate was known as the Golden Mile, a gorgeous stretch of soft sand, neon lights and ice-cream parlours – all the stuff **(1)** _____ can turn a hot day into something absolutely incredible. Growing up by the seaside was a magical experience, especially back **(2)** _____, when the great British seaside was in **(3)** _____ heyday. My strongest childhood memories of all undoubtedly come from summer days spent at the lido. Almost every second from when it opened in May until it closed in September, that was where I could **(4)** _____ found. At that time, in the 1970s, Margate's lido complex **(5)** _____ hardly been changed since Victorian times. It had the most amazingly beautiful 1920s-style arch at the front with a fantastic salt-water pool; it was a safe and healthy environment for kids, somewhere we could go off **(6)** _____ our own and play for hours with friends.

Every morning, my twin and I, and a gang of friends, would all meet up at the lido, **(7)** _____ later than 10am when the doors were opened, and would stay there **(8)** _____ it was locked up at 6pm. There was never **(9)** _____ chance of getting bored. One of my favourite things about the lido was the really high diving boards; imagine **(10)** _____ exhilarating it felt at the age of 11, jumping off a 20-foot drop. I'd do it again and again and again.

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

a. **12 points**

Starting from the text in SUBJECT 1, devise an after-reading activity which integrates reading into writing.

- specify the objective(s) of the activity **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 *necessity/lack of necessity* and one based on a *direct* item to measure students' ability to express *opinion*.

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**

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BAREM DE EVALUARE ȘI DE NOTARE

Varianta 3

- Se punctează oricare alte formulări/ modalități de rezolvare corectă a cerințelor.
- Se acordă 10 puncte din oficiu. Nota finală se calculează prin împărțirea punctajului total acordat pentru lucrare la 10.

SUBIECTUL I **(30 de puncte)**

- a. Contextualize the text** **10 points**
- relevance of ideas to topic 6 points
 - correct grammar structures, vocabulary and connectors 1 points
 - length constraint 1 point
 - cohesion and coherence 1 point
 - accurate spelling and punctuation 1 point
- b. Discuss** **20 points**
- relevance of ideas to topic 15 points
 - correct grammar structures, vocabulary and connectors 2 points
 - length constraint 1 point
 - cohesion and coherence 1 point
 - accurate spelling and punctuation 1 point

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

- a. Specify and illustrate five ways of expressing purpose.** **10 points**
Specify (1p x 5 uses) 5 points
Illustrate (1p x 5 examples) 5 points
- b. Complete the second sentence (2 p x 5 sentences)** **10 points**
Suggested answers:
1. No **matter how hard they tried**, they could not get the old car starting.
 2. It's **high time Dad got** someone to repair the roof.
 3. Not paying in time **will result in your booking being** cancelled.
 4. Hearing that piece of news **came as a total shock to** me.
 5. The train would have arrived on time if it **hadn't been held up by** the heavy snow on the line.
- c. Write one word in each gap. (1p x 10 words)** **10 points**
Suggested answers:
1. that/which, 2. then, 3. its, 4.be, 5. had, 6. on, 7. no, 8.until/till, 9.a/any, 10. how.

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

- a. Devise an after-reading activity** **12 points**
- 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
 - content 6 points
 - language accuracy and vocabulary 2 points

Varianta 3

- a. Devise...** **18 points**
- 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**