

**CONCURS NAȚIONAL PENTRU OCUPAREA POSTURILOR DIDACTICE
DECLARATE VACANTE TITULARIZABILE ÎN ÎNVĂȚĂMÂNTUL PREUNIVERSITAR
16 iulie 2007**

**Proba scrisă la LIMBA ȘI LITERATURA ENGLEZĂ
PROFESORI**

Varianta 1

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

SUBIECTUL I

(30 puncte)

Consider the following text:

Lucrezia Warren Smith, sitting by her husband's side on a seat in Regent's Park in the Broad Walk, looked up.

"Look, look, Septimus!" she cried. For Dr. Holmes had told her to make her husband (who had nothing whatever seriously the matter with him but was a little out of sorts) take an interest in things outside himself.

So, thought Septimus, looking up, they are signalling to me. Not indeed in actual words; that is, he could not read the language yet; but it was plain enough, this beauty, this exquisite beauty, and tears filled his eyes as he looked at the smoke words languishing and melting in the sky and bestowing upon him, in their inexhaustible charity and laughing goodness, one shape after another of unimaginable beauty and signalling their intention to provide him, for nothing, for ever, for looking merely, with beauty, more beauty! Tears ran down his cheeks.

It was toffee; they were advertising toffee, a nursemaid told Rezia. Together they began to spell t...o...f...

"K...R..." said the nursemaid, and Septimus heard her say "Kay Arr" close to his ear, deeply, softly, like a mellow organ, but with a roughness in her voice like a grasshopper's, which rasped his spine deliciously and sent running up into his brain waves of sound which, concussing, broke. A marvellous discovery indeed – that the human voice in certain atmospheric conditions (for one must be scientific, above all scientific) can quicken trees into life! Happily Rezia put her hand with tremendous weight on his knee so that he was weighted down, transfixed, or the excitement of the elm trees rising and falling, rising and falling with all their leaves alight and the colour thinning and thickening from blue to the green of a hollow wave, like plumes on horses' heads, feathers on ladies', so proudly they rose and fell, so superbly, would have sent him mad. But he would not go mad. He would shut his eyes; he would see no more. [...]

"Septimus!" said Rezia. He started violently. People must notice.

"I am going to walk to the fountain and back," she said.

For she could stand it no longer. Dr Holmes might say there was nothing the matter. Far rather would she that he were dead! She could not sit beside him when he stared so and did not see her and made everything terrible; sky and tree, children playing, dragging carts, blowing whistles, falling down; all were terrible. And he would not kill himself; and she could tell no one. "Septimus has been working too hard" – that was all she could say to her own mother. To love makes one solitary, she thought. She could tell nobody, not even Septimus now, and looking back, she saw him sitting in his shabby overcoat alone, on the seat, hunched up, staring. And it was cowardly for a man to say he would kill himself, but Septimus had fought; he was brave; he was not Septimus now. She put on her lace collar. She put on her new hat and he never noticed; and he was happy without her. Nothing could make her happy without him! Nothing! He was selfish. So men are. For he was not ill. Dr. Holmes said there was nothing the matter with him. She spread her hand before her. Look! Her wedding ring slipped – she had grown so thin. It was she who suffered – but she had nobody to tell.

(V. Woolf, *Mrs Dalloway*)

a. Contextualize the text from a historical and cultural point of view. (15-20 lines)

10 points

Probă scrisă la **LIMBA ȘI LITERATURA ENGLEZĂ PROFESORI**

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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 II

(30 puncte)

a. Join the following sentences by changing the second sentence of each pair into a defining or non-defining relative clause. The structure of your relative clause should reflect the structure of the original sentence. **5 points**

- A. The head master spoke to the boys. Their work was below standard.
- B. Very few people understood his lecture. The subject of his lecture was very obscure.
- C. 'I have pleasure in introducing to you the man. Without his generosity your society would cease to exist.'
- D. The fire started on the first floor of the hospital. Many of its patients are elderly and infirm.
- E. They came to a plateau. Around the plateau stood a circle of high mountains.

b. Explain the difference in meaning of the words in italics in the following pairs of sentences. **10 points**

- A. (i) Would you be *prepared* to help me in this way?
(ii) Would you please be *prepared* to leave the hotel at 8 a.m.?
- B. (i) He *overlooked* the error as it was my first day at work.
(ii) He *overlooked* the error, as he wasn't paying attention.
- C. (i) They left *at once*.
(ii) They were all talking *at once*.
- D. (i) They didn't *recognize* John as the man they had known ten years before.
(ii) They didn't *recognize* John as their leader.
- E. (i) He promised to *call* for me on his way to work.
(ii) Success in life generally *calls* for hard work.

c. Specify and illustrate five categories of verbs that are not normally used in progressive forms. **10 points**

d. Choose the correct verb. If either is possible, write 'both' on your exam paper. **5 points**

- A. She *promised* / *volunteered* that she would collect the children from school today.
- B. We *offered* / *suggested* that we could meet them at the airport.
- C. He *demanded* / *ordered* to have his own key to the building.
- D. I *advised* / *proposed* that the subject of holiday pay should be raised at the next meeting.
- E. We *expect* / *insist* to receive the machine parts today.

SUBIECTUL III

(30 puncte)

a. Based on the text from SUBJECT 1, devise a text-related task within timing and objectives at advanced level. **16 points**

- (i) specify the objectives and the estimated time;
- (ii) describe the stages of the activity;
- (iii) specify the teacher's role and the results of the activity.

b. Write about the relation between continuous assessment and exams. **10 points**

c. There are different ways of correcting our students' mistakes. Give your own commentary on the following statements. (3-5 lines each) **4 points**

- (i) *I think I should correct every mistake.*
- (ii) *If the learner who made the mistake can't correct herself, then I ask if another learner can.*