

**CONCURSUL NAȚIONAL DE OCUPARE A POSTURILOR DIDACTICE/CATEDRELOR
VACANTE/REZERVATE DIN ÎNVĂȚĂMÂNTUL PREUNIVERSITAR
21 iulie 2026**

**Probă scrisă
LIMBA ȘI LITERATURA ENGLEZĂ**

Varianta 1

- 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:

They had proceeded thus gropingly two or three miles further when on a sudden Clare became conscious of some vast erection close in his front, rising sheer from the grass. They had almost struck themselves against it.

"What monstrous place is this?" said Angel.

"It hums," said she. "Hearken!"

He listened. The wind, playing upon the edifice, produced a booming tune, like the note of some gigantic one-stringed harp. No other sound came from it, and lifting his hand and advancing a step or two, Clare felt the vertical surface of the structure. It seemed to be of solid stone, without joint or moulding. Carrying his fingers onward, he found that what he had come in contact with was a colossal rectangular pillar; by stretching out his left hand he could feel a similar one adjoining. At an indefinite height overhead something made the black sky blacker, which had the semblance of a vast architrave uniting the pillars horizontally. They carefully entered beneath and between; the surfaces echoed their soft rustle; but they seemed to be still out-of-doors. The place was roofless. Tess drew her breath fearfully, and Angel, perplexed, said, "What can it be?" Feeling sideways, they encountered another tower-like pillar, square and uncompromising as the first; beyond it another and another. The place was all doors and pillars, some connected above by continuous architraves.

"A very Temple of the Winds," he said.

The next pillar was isolated; others composed a trilithon; others were prostrate, their flanks forming a causeway wide enough for a carriage; and it was soon obvious that they made up a forest of monoliths grouped upon the grassy expanse of the plain. The couple advanced further into this pavilion of the night till they stood in its midst.

"It is Stonehenge!" said Clare.

"The heathen temple, you mean?"

"Yes. Older than the centuries; older than the d'Urbervilles! Well, what shall we do, darling? We may find shelter further on."

But Tess, really tired by this time, flung herself upon an oblong slab that lay close at hand, and was sheltered from the wind by a pillar. Owing to the action of the sun during the preceding day, the stone was warm and dry, in comforting contrast to the rough and chill grass around, which had damped her skirts and shoes. "I don't want to go any further, Angel," she said, stretching out her hand for his. (...)

In the far north-east sky he could see between the pillars a level streak of light. The uniform concavity of black cloud was lifting bodily like the lid of a pot, letting in at the earth's edge the coming day, against which the towering monoliths and trilithons began to be blackly defined.

"Did they sacrifice to God here?" asked she.

"No," said he.

"Who to?"

"I believe to the sun. That lofty stone set away by itself is in the direction of the sun, which will presently rise behind it." (...)

In a minute or two her breathing became more regular, her clasp of his hand relaxed, and she fell asleep. The band of silver paleness along the east horizon made even the distant parts of the Great Plain appear dark and near; and the whole enormous landscape bore that impress of reserve, taciturnity, and hesitation which is usual just before day. The eastward pillars and their architraves stood up blackly against the light, and the great flame-shaped Sun-stone beyond them, and the Stone of Sacrifice midway. Presently the night wind died out, and the quivering little pools in the cup-like hollows of the stones lay still. At the same time something seemed to move on the verge of the dip eastward - a mere dot. It was the head of a man approaching them from the hollow beyond the Sun-stone. Clare wished they had gone onward, but in the circumstances decided to remain quiet. The figure came straight towards the circle of pillars in which they were.

He heard something behind him, the brush of feet. Turning, he saw over the prostrate columns another figure; then, before he was aware, another was at hand on the right, under a trilithon, and another on the left. The dawn shone full on the front of the man westward, and Clare could discern from this that he was tall and walked as if trained. They all closed in with evident purpose. Her story, then was true! Springing to his feet, he looked around for a weapon, loose stone, means of escape, anything. By this time the nearest man was upon him. "It is no use, sir," he said. "There are sixteen of us on the plain, and the whole country is reared."

"Let her finish her sleep!" he implored in a whisper of the men as they gathered round.

When they saw where she lay, which they had not done till then, they showed no objection and stood watching her, as still as the pillars around. He went to the stone and bent over her, holding one poor little hand; her breathing now was quick and small, like that of a lesser creature than a woman. All waited in the growing light, their faces and hands as if they were silvered, the remainder of their figures dark, the stones glistening green-grey, the plain still a mass of shade. Soon the light was strong, and a ray shone upon her unconscious form, peering under her eyelids and waking her.

"What is it, Angel?" she said, starting up. "Have they come for me?"

"Yes, dearest," he said. "They have come."

"It is as it should be," she murmured. "Angel, I am almost glad - yes, glad!"

This happiness could not have lasted. It was too much. I have had enough, and now I shall not live for you to despise me!" She stood up, shook herself, and went forward, neither of the men having moved.

"I am ready," she said quietly.

(Thomas Hardy, *Tess of the d'Urbervilles*)

- 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 *could*. **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'm sure they were not aware of the consequences.
They of the consequences. | HAVE |
| 2. Bob wished he had found out about that course two years earlier.
Bob about that course two years earlier. | REGRETTED |
| 3. I could not decide whether or not to accept his invitation.
I accepting his invitation. | MINDS |
| 4. They think the thief escaped on a motorbike.
The thief on a motorbike. | TO |
| 5. He finally managed to extinguish the fire with a blanket.
He finally managed with a blanket. | PUT |

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

10 points

Failure in basic school lessons haunts adult underclass for life

Low levels of literacy and numeracy have a damaging impact (1) _____ almost every aspect of adult life, according to a survey published yesterday, (2) _____ offers evidence of a developing underclass. Tests and interviews with hundreds of people born (3) _____ a single week in 1958 graphically illustrated the handicap of educational underachievement. The effects were seen in unemployment, family breakdown, low incomes, depression and social inactivity. Those who left school at 16 with poor basic skills (4) _____ been employed for up to four years less than good readers (5) _____ the time they reached 37. Professor John Bynner, of City University, who carried (6) _____ the research, said that today's unqualified teenagers would face even greater problems because the supply of manual jobs had dried up. Almost one in five of the 1,700 people interviewed for yesterday's report had poor literacy skills and almost half struggled with numeracy, a proportion in line with other surveys for the Basic Skills Agency. Some could not read aloud from a child's book, and most had difficulty in following written instructions.

Poor readers were twice as likely to be on a low wage and four times as likely to live in a household (7) _____ neither partner worked. Women in this position were five times as likely to be classified as depressed, while both sexes tended to feel they had no control over their lives, and to be less trusting of others.

Those with low literacy and numeracy skills were seldom involved (8) _____ any community organisation and much less likely (9) _____ others to have voted in a general election. (10) _____ had been no improvement in the level of interviewees reporting problems as the sample was surveyed at the age of 21.

SUBIECTUL al III-lea

(30 de puncte)

a. 12 points

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

- | | |
|---------------------------------------|----------|
| • specify the learning 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 *condition* and *one* based on a *direct* item to measure students' ability to write a *review*. Specify the students' level; mention the learning objective(s) and provide the answer key/main criteria of the marking scheme.

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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**Probă scrisă
LIMBA ȘI LITERATURA ENGLEZĂ
BAREM DE EVALUARE ȘI DE NOTARE**

Varianta 1

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă fracțiuni de punct, dar se pot acorda punctaje intermediare pentru rezolvări parțiale, în limitele punctajului indicat în barem.
- Se acordă zece puncte din oficiu. Nota finală se calculează prin împărțirea la zece a punctajului total acordat pentru lucrare.

SUBIECTUL I (30 de puncte)

- a.** Contextualize the text from a historical and cultural point of view. (15-20 lines) **10 points**
- relevance of ideas to topic 6 points
 - historical point of view: *e.g. how the specific time period in which the text was written influenced its creation, et cetera.* 3 points
 - cultural point of view: *e.g. beliefs, values, customs, and artistic movements of the society that produced the literary work.* 3 points
 - correct grammar structures, vocabulary and connectors 1 point
 - length constraint 1 point
 - cohesion and coherence 1 point
 - accurate spelling and punctuation 1 point
- 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**
- relevance of ideas to topic (*e.g. point of view, characters, themes, literary devices, et cetera.*) 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 uses of *could*. **10 points**

Specify (1 point x 5 uses) 5 points
Illustrate relevantly (1 point x 5 examples) 5 points

- b.** Complete the second sentence (2 points x 5 sentences) **10 points**

Suggested answers:

1. ... **can't have been aware/must have been unaware** ...
2. ... **regretted not finding out/regretted not having found out** ...
3. ... **was/am in two minds about** ...
4. ... **is thought to have escaped** ...
5. ... **to put out the fire/ put the fire out** ...

- c.** Write one word in each gap. (1point x 10 words) **10 points**

Suggested answers:

1. on, 2. which, 3. in/during, 4.had, 5. by, 6. out, 7. where/when, 8. in, 9. than, 10. There.

SUBIECTUL al III-lea

(30 de puncte)

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

12 points

- specify the learning objective(s) 2 points
- specify the estimated time 1 point
- indicate the level of your students 1 point
- describe the activity
 - content 6 points
 - language accuracy and vocabulary 2 points

b. Devise *three* exercises, *two* based on two types of '*indirect*' items (five items per each exercise) to measure students' ability to express *condition* and *one* based on a *direct* item to measure students' ability to write a *review*. Specify the students' level; mention the learning objective(s) and provide the answer key/main criteria of the marking scheme. **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