

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

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Proba scrisă la LIMBA ȘI LITERATURA ENGLEZĂ

Varianta 2

- 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:

The NELLIE, a cruising yawl, swung to her anchor without a flutter of the sails, and was at rest. The flood had made, the wind was nearly calm, and being bound down the river, the only thing for it was to come to and wait for the turn of the tide.

The sea-reach of the Thames stretched before us like the beginning of an interminable waterway. In the offing the sea and the sky were welded together without a joint, and in the luminous space the tanned sails of the barges drifting up with the tide seemed to stand still in red clusters of canvas sharply peaked, with gleams of varnished sprits. A haze rested on the low shores that ran out to sea in vanishing flatness. The air was dark above Gravesend, and farther back still seemed condensed into a mournful gloom, brooding motionless over the biggest, and the greatest, town on earth.

The Director of Companies was our captain and our host. [...] Between us there was, as I have already said somewhere, the bond of the sea. Besides holding our hearts together through long periods of separation, it had the effect of making us tolerant of each other's yarns -- and even convictions. The Lawyer -- the best of old fellows -- had, because of his many years and many virtues, the only cushion on deck, and was lying on the only rug. The Accountant had brought out already a box of dominoes, and was toying architecturally with the bones. Marlow sat cross-legged right aft, leaning against the mizzen-mast. He had sunken cheeks, a yellow complexion, a straight back, an ascetic aspect, and, with his arms dropped, the palms of hands outwards, resembled an idol.[...]

We looked at the venerable stream not in the vivid flush of a short day that comes and departs for ever, but in the August light of abiding memories. And indeed nothing is easier for a man who has, as the phrase goes, "followed the sea" with reverence and affection, than to evoke the great spirit of the past upon the lower reaches of the Thames. The tidal current runs to and fro in its unceasing service, crowded with memories of men and ships it had borne to the rest of home or to the battles of the sea. It had known and served all the men of whom the nation is proud, from Sir Francis Drake to Sir John Franklin, knights all, titled and untitled -- the great knights-errant of the sea.[...] Hunters for gold or pursuers of fame, they all had gone out on that stream, bearing the sword, and often the torch, messengers of the might within the land, bearers of a spark from the sacred fire. What greatness had not floated on the ebb of that river into the mystery of an unknown earth!...The dreams of men, the seed of commonwealths, the germs of empires.

"And this also," said Marlow suddenly, "has been one of the dark places of the earth."

He was the only man of us who still "followed the sea." The worst that could be said of him was that he did not represent his class. He was a seaman, but he was a wanderer, too, while most seamen lead, if one may so express it, a sedentary life. Their minds are of the stay-at-home order, and their home is always with them -- the ship; and so is their country -- the sea. One ship is very much like another, and the sea is always the same. In the immutability of their surroundings the foreign shores, the foreign faces, the changing immensity of life, glide past, veiled not by a sense of mystery but by a slightly disdainful ignorance; for there is nothing mysterious to a seaman unless it be the sea itself, which is the mistress of his existence and as inscrutable as Destiny. For the rest, after his hours of work, a casual stroll or a casual spree on shore suffices to unfold for him the secret of a whole continent, and generally he finds the secret not worth knowing. The yarns of

seamen have a direct simplicity, the whole meaning of which lies within the shell of a cracked nut. But Marlow was not typical (if his propensity to spin yarns be excepted), and to him the meaning of an episode was not inside like a kernel but outside, enveloping the tale which brought it out only as a glow brings out a haze, in the likeness of one of these misty halos that sometimes are made visible by the spectral illumination of moonshine. [...]

"I was thinking of very old times, when the Romans first came here, nineteen hundred years ago -- the other day. . . . Light came out of this river since -- you say Knights? Yes; but it is like a running blaze on a plain, like a flash of lightning in the clouds. We live in the flicker -- may it last as long as the old earth keeps rolling! But darkness was here yesterday. Imagine the feelings of a commander of a fine -- what d'ye call 'em? -- trireme in the Mediterranean, ordered suddenly to the north; run overland across the Gauls in a hurry; put in charge of one of these craft the legionaries -- a wonderful lot of handy men they must have been, too -- used to build, apparently by the hundred, in a month or two, if we may believe what we read. Imagine him here -- the very end of the world, a sea the colour of lead, a sky the colour of smoke, a kind of ship about as rigid as a concertina -- and going up this river with stores, or orders, or what you like. Sand-banks, marshes, forests, savages, -- precious little to eat fit for a civilized man, nothing but Thames water to drink. [...] They were men enough to face the darkness.[...]. He has to live in the midst of the incomprehensible, which is also detestable. And it has a fascination, too, that goes to work upon him. The fascination of the abomination -- you know, imagine the growing regrets, the longing to escape, the powerless disgust, the surrender, the hate."

He paused.

[...] "Mind, none of us would feel exactly like this. What saves us is efficiency -- the devotion to efficiency. But these chaps were not much account, really. They were no colonists; their administration was merely a squeeze, and nothing more, I suspect. They were conquerors, and for that you want only brute force -- nothing to boast of, when you have it, since your strength is just an accident arising from the weakness of others. They grabbed what they could get for the sake of what was to be got. It was just robbery with violence, aggravated murder on a great scale, and men going at it blind -- as is very proper for those who tackle a darkness. The conquest of the earth, which mostly means the taking it away from those who have a different complexion or slightly flatter noses than ourselves, is not a pretty thing when you look into it too much. What redeems it is the idea only. An idea at the back of it; not a sentimental pretence but an idea; and an unselfish belief in the idea -- something you can set up, and bow down before, and offer a sacrifice to. . . ."

(Joseph Conrad, *Heart of Darkness*)

- a. Contextualize the text from a historical and cultural point of view. (15-20 lines) **10 points**
- b. Discuss the theme and the symbol(s) you find in the text. **10 points**
- c. Identify the point of view and describe its intended effect on the reader. **10 points**

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

- a. **Specify and illustrate five uses of the Synthetic Subjunctive.** **10 points**
- b. **In the questions below, a part is missing; either at the beginning, at the end, or in the middle. Of the four sentences (A, B, C, or D), three are correct, one is WRONG. Your task is to find the wrong answer and write the corresponding letter on your exam sheet.**

5 points

- 1. The common crow, ... one of the hardiest birds in existence, can live up to eighty years.
 - A. considered like
 - B. which is considered as
 - C. considered to be
 - D. considered
- 2. ... , he forgot to lock the front door.
 - A. Even though he is careful
 - B. Although he is careful
 - C. Careful as he is
 - D. Despite of being careful

3. You see you got wet through. You ... an umbrella with you.
A. should have taken C. must have taken
B. ought to have taken D. could have taken
4. ... captured the spirit of England in the 19th century as well as Charles Dickens.
A. Hardly any writer C. Few the writers were who
B. Not many writers D. Few writers
5. The terrorist was unwilling to leave his shelter
A. for fear of not being shot C. in case he was shot
B. for fear of being shot D. lest he should be shot

c. Complete each sentence with a word made from the word in capitals:

5 points

- | | |
|--|--------|
| 1. There was a bare ... of people at the club. | HAND |
| 2. We ... go to the pub before lunch on Sunday. | VARY |
| 3. You won't be paid much as a/an ... worker. | SKILL |
| 4. It seems unjust to arrest a poor old person for | SHOP |
| 5. creates hardships for all the members of the family. | EMPLOY |

d. Write one word in each gap.

10 points

Rarely _____ 1) one find as clear an account of social change as Olivia Harris's *Changing Britain*. Those who prefer to bury their heads in the _____ 2) and imagine that Britain is the same as it was even 20 years ago are in _____ 3) a shock. Harris convincingly argues that not only have those _____ 4) authority increased their power, _____ 5) ordinary people are also less likely to stand up to those in office. At _____ 6) point in the book _____ 7) any of Harris's claims presented without evidence, and _____ 8) does she talk down to the non-expert. Her main conclusion, that _____ 9) until we all realize that _____ 10) is a problem and decide to confront the authorities will the situation improve, is powerful and irresistible.

SUBIECTUL al III-lea

(30 de puncte)

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

12 points

- specify the objectives
- specify the estimated time
- indicate the level and the age of your students
- describe the stages of the activity

b. You are teaching the *Present Perfect Simple* to young learners of English. Devise an activity for introducing the new grammar structure.

12 points

- specify the aims
- specify the estimated time
- describe the stages of the activity

c. Teachers spend a lot of time testing and assessing students. Describe three types of testing, according to the purpose of the tests.

6 points