

**CONCURSUL NAȚIONAL DE OCUPARE A POSTURILOR DIDACTICE/CATEDRELOR  
VACANTE/REZERVATE DIN ÎNVĂȚĂMÂNTUL PREUNIVERSITAR  
iulie 2025**

**Probă scrisă  
LIMBA ȘI LITERATURA ENGLEZĂ**

**Model**

- 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’re three old bulls,” Wilson said. “We’ll cut them off before they get to the swamp.”

The car was going a wild forty-five miles an hour across the open and as Macomber watched, the buffalo got bigger and bigger until he could see the gray, hairless, scabby look of one huge bull and how his neck was a part of his shoulders and the shiny black of his horns as he galloped a little behind the others that were strung out in that steady plunging gait; and then, the car swaying as though it had just jumped a road, they drew up close and he could see the plunging hugeness of the bull, and the dust in his sparsely haired hide, the wide boss of horn and his outstretched, wide-nostrilled muzzle, and he was raising his rifle when Wilson shouted, “Not from the car, you fool!” and he had no fear, only hatred of Wilson, while the brakes clamped on and the car skidded, plowing sideways to an almost stop and Wilson was out on one side and he on the other, stumbling as his feet hit the still speeding-by of the earth, and then he was shooting at the bull as he moved away, hearing the bullets whunk into him, emptying his riffle at him as he moved steadily away, finally remembering to get his shots forward into the shoulder, and as he fumbled to reload, he saw the bull was down. Down on his knees, his big head tossing, and seeing the other two still galloping he shot at the leader and hit him. He shot again and missed and he heard the *carawonging* roar as Wilson shot and saw the leading bull slide forward onto his nose.

“Get that other,” Wilson said. “Now you’re shooting!”

But the other bull was moving steadily at the same gallop and he missed, throwing a spout of dirt, and Wilson missed and the dust rose in a cloud and Wilson shouted, “Come on. He’s too far!” and grabbed his arm and they were in the car again, Macomber and Wilson hanging on the sides and rocketing swayingly over the uneven ground, drawing up on the steady, plunging, heavy-necked, straight-moving gallop of the bull.

They were behind him and Macomber was filling his rifle, dropping shells onto the ground, jamming it, clearing the jam, then they were almost up with the bull when Wilson yelled “Stop,” and the car skidded so that it almost swung over and Macomber fell forward as he aimed into the galloping, rounded black back, aimed and shot again, then again, then again, and the bullets, all of them hitting, had no effect on the buffalo that he could see. Then Wilson shot, the roar deafening him, and he could see the bull stagger. Macomber shot again, aiming carefully, and down he came, onto his knees.

“All right,” Wilson said. “Nice work. That’s the three.”

Macomber felt a drunken elation.

“How many times did you shoot?” he asked.

“Just three,” Wilson said. “You killed the first bull. The biggest one. I helped you finish the other two. Afraid they might have got into cover. You had them killed. I was just mopping up a little. You shot damn well.”

(Ernest Hemingway, *The Short Happy Life of Francis Macomber*)

- 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 **three** ways of expressing **possibility** and **two** ways of expressing **logical assumption/conclusion**, using modal verbs. **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've been too tired to answer these letters, but I'll do it soon.

**ROUND**

I haven't ..... these letters, but I'll do it soon.

2. Tom decided to study abroad despite his parents objecting to it.

**REGARDLESS**

Tom decided to study abroad ..... of his parents.

3. Recently, the number of people who are unemployed has gone up.

**INCREASE**

Recently, there..... the number of people who are unemployed.

4. I didn't suggest going on a picnic.

**WHO**

It ..... going on a picnic.

5. If you break anything in here, you will have to pay for it.

**BE**

All breakages in here will ..... for.

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

**10 points**

A thriving society vanished into (1) \_\_\_\_\_ air. Historians are finally piecing (2) \_\_\_\_\_ the clues.

In the seventh century B.C., Tartessos once reached great heights (3) \_\_\_\_\_ a rich society full of skilled craftsmen. New excavations (4) \_\_\_\_\_ revealed surprising facts about how this culture (5) \_\_\_\_\_ seemingly abandoned.

(6) \_\_\_\_\_ this day, historians can't fully explain the mysterious disappearance of the thriving ancient society of Tartessos. New questions arise as excavations reveal more about the advanced, multicultural civilization (7) \_\_\_\_\_ seemingly vanished overnight.

Rising to power along the southern coast of the Iberian Peninsula, Tartessos is believed to have had strong ties to a group of seafaring traders, the Phoenicians, (8) \_\_\_\_\_ first arrived in the Iberian Peninsula in the 10th century B.C. They originally hailed from modern-day Lebanon, Syria, and northern Israel. Given the name "Phoenician" by the Greeks for the exquisite purple dye they crafted, they never created a unified kingdom.

Tartessos is believed to be the resulting outgrowth (9) \_\_\_\_\_ the Phoenician culture combined with the Indigenous culture of peoples living on (10) \_\_\_\_\_ Iberian Peninsula. Some scholars still believe that Tartessos itself could predate these Phoenician influences, and new discoveries continue to fuel the debate.

**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)
- specify the estimated time
- indicate the level of your students
- describe the activity

**2 points**

**1 point**

**1 point**

**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 use *the gerund form of the verb* and *one* based on a *direct* item to measure students' ability to write *an article*. 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
- specifying the students' level
- mentioning the learning objective(s)
- providing the answer key/the main criteria of the marking scheme
- language accuracy and vocabulary

**2 points**

**1 point**

**1 point**

**1 point**

**1 point**