

**Concursul pentru ocuparea posturilor didactice/catedrelor declarate
vacante/rezervate în unitățile de învățământ preuniversitar**

11 iulie 2018

Proba scrisă la Limba și literatura engleză

Model de rezolvare

Subiectul I.

a. Contextualize the text. Suggested answer:

The end of the 17th century marked the beginning of a literary and philosophical movement in Europe, known as the Enlightenment, a movement associated with scientific and social revolutions, which opened up the way for independent thought in the fields of mathematics, physics, politics, medicine and astronomy.

The 17th century had been a time of political and religious divisions, with tumultuous changes (the Civil War, the Restoration, the Glorious Revolution). There were three main religious groups (the Church of England, the Roman-Catholic Church and the Puritans).

In the first half of the 18th century, which is known as the Augustan Age, the two historic conflicts seemed to have been resolved: the Church of England had established itself as the dominant church and the Parliament started to gain power at the expense of the monarchy. It was also the start of the Industrial Revolution (innovative work practices appeared, small factories and workhouses were built).

The two-party political system was established: the Tories (represented by the aristocracy and the Church of England) and the Whigs (the emerging middle classes).

A new social class appeared – the middle class, whose members had become rich thanks to the industrial and agricultural revolutions. For centuries power had rested with the aristocracy, but in the 18th century it started to be associated with money.

b. Discuss. Suggested answer:

At the beginning of the 18th century, literature became highly instructive and there was a high interest in travelling. The extravagance of the Renaissance was replaced by Puritan pragmatism and morality. It was also known as an age of reason, due to the scientific revolution. The best manifestation of the spirit of the age in literature was the prose, which took the form of journalism, essays, political satire and pamphlets.

The 18th century saw the rise of the novel, which was an evolution of the non-fictional prose of the time. The middle-class readers wanted to read about themselves and about their world. Thus, the dominant literary trend of the time was Realism, the writers attempting to produce work that was convincing and recognisable to the common reader, with ordinary characters, familiar settings and language. Remarkable writers of the time were D. Defoe, S. Richardson, H. Fielding, J. Swift and L. Sterne.

The Irish born writer, Jonathan Swift, belonged to the more radical group of writers who were active in the Enlightenment period. He is one of the greatest satirists of all ages, whose lasting literary fame and popularity rests on his “Gulliver’s Travels”. Gulliver’s Travels is a satirical novel, written in the context of religious and political fighting, and through which Swift exposes the vices of his time.

The novel consists of 4 parts, each describing a journey and being the reverse of the previous one. The book is a satire on four aspects: politics and religion (Lilliput), war (Brobdingnag), science (Laputa) and the moral side (the Houyhnhnms). It is also a brilliant parody of travel literature, it expresses indignation at the follies, vices and stupidities of men. At the same time, it is a great comic masterpiece.

The given fragment is illustrative of Swift’s style, showing that he is a master of irony, while treating a very delicate issue at the time – colonization of other nations. Ironically, to Swift, the Europeans who conquer other lands with the declared purpose of civilizing them, should instead be conquered by the Houyhnhnms, who could teach them “the first principles of honor, justice, truth, temperance, public spirit, fortitude, chastity, friendship, benevolence and fidelity”.

Swift’s fierce satire is directed at the so-called civilizing methods employed by the British: they “rob and plunder”, they “murder two or three dozen of the natives”, “bring away a couple more, by force, for a sample”, “a free license given to all acts of inhumanity and lust”. The colonizers are called “this execrable crew of butchers” who “are sent to convert and civilize an idolatrous and barbarous people”. Thus, Swift reveals the inhumane practices hidden behind the declared mission of the colonizers.

Swift's irony and satire is not only directed at the society of his time, but also at the reader and at Gulliver himself. He uses verbal and situational irony – when the intended meaning of a statement or action is opposite to what is presented. For instance, in the selected fragment, he “confesses” that the description of the inhumane practices “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”.

Although the novel is written in the first person, which should normally increase the credibility of the narration, the narrator is unreliable/fallible, because Gulliver's interpretation and evaluation of events is at odds with the author's beliefs, which adds a great deal of humour.

Subiectul al II-lea

a. Suggested answers:

Ways of expressing purpose:

- **the long infinitive** – *He went to the supermarket to buy milk.*
- **so that/in order that** – *Dad woke him up so that he could catch the bus.*
- **so as not to** – *The man whispered so as not to disturb the others.*
- **for fear (that) + might/should/would** – *He asked a friend to join him, for fear that he might get lost.*
- **lest + might/should + infinitive** – *He informed the authorities lest he might get into trouble.*
- **for + noun** – *He went out in the garden for some fresh air.*
- **with a view to** – *He took part in the competition, with a view to winning the first prize.*

b. 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. 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

Suggested answers

a. After-reading activity that integrates reading into writing, based on the text in Subject I.

- **Objectives:** to prepare a 2/3-minute news report in groups, based on the given text and present it in front of the class
- **Estimated time:** 20 minutes
- **Level:** C1
- **Description of the activity** – The teacher organizes the class in groups of four and tells the students to imagine that the events narrated in the fragment took place in modern times. They are to prepare a news report based on the text, following a common structure: a catchy headline, a short summary (answering questions like: who, what, where, when and why), the current situation, quotes from witnesses/people involved. When they have finished, the groups take turns to present their news report in front of the class. The teacher and the other students provide feedback and in the end vote for the best news report.

b. Devise three exercises:

Exercise 1 - Read the sentences and decide which answer best fits in each space:

1. Each passenger present a passport when crossing the border.
a) can b) should c) must
2. I wake up early tommorow as I am on holiday.
a) had better not b) don't need to c) shouldn't

3. You at the door because this way you awoke the baby.
a) shouldn't have knocked b)needn't knock c) mustn't knock
 4. Mary tell her daughter a story every night.
a) needs b) has to c) may
 5. Tim buy any more bread as we have enough.
a) needn't b) mustn't c) can't

Level: B2

Learning objectives: given 3 options, the students will identify the correct modal verb.

Answer key: 5x5=25p

1-c); 2-b); 3-a); 4-b); 5-a)

Exercise 2 – Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given and use between 3-8 words.

1. It is necessary that you go there at once! MUST
You at once.
 2. Don't worry about the high number of people, as we have enough chairs. NEED
You the high number of people, as we have enough chairs.
 3. It is obligatory for all participants to have a badge . MUST
All a badge.
 4. It was not necessary for Tony to buy any more milk, as there was enough in the fridge. NEED
Tony, as there was enough in the fridge.
 5. It isn't necessary to send an e-mail, you can simply ring me up. HAVE
You, you can simply ring me up.

Level: B2

Learning objectives: given a key-word transformation exercise, students will transform each of the five sentences, using the word given

Answer key: 5x5=25p

1. must go there
2. do not need to worry about/ need not worry about
3. participants must have
4. need not have bought any more milk
5. do not have to send an e-mail

Exercise 3 – You see this announcement in an international magazine for teenagers:

Having pets – a good or a bad idea? We're looking for articles giving us opinions on having pets. What do you think are the advantages and disadvantages of having pets?

Write your article (140-190 words).

Level: B2

Learning objectives: students will write an article expressing their opinion on the topic in 140-190 words.

Marking criteria: task achievement – 10p

organisation and cohesion – 10p

language (grammar and vocabulary) – 10p

overall impression – 10p

Total: 40p