

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

**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:

He was an inch, perhaps two, under six feet, powerfully built, and he advanced straight at you with a slight stoop of the shoulders, head forward, and a fixed from-under stare which made you think of a charging bull. His voice was deep, loud, and his manner displayed a kind of dogged self-assertion which had nothing aggressive in it. It seemed a necessity, and it was directed apparently as much at himself as at anybody else. He was spotlessly neat, apparelled in immaculate white from shoes to hat, and in the various Eastern ports where he got his living as ship-chandler's water-clerk he was very popular.

A water-clerk need not pass an examination in anything under the sun, but he must have Ability in the abstract and demonstrate it practically. His work consists in racing under sail, steam, or oars against other water-clerks for any ship about to anchor, greeting her captain cheerily, forcing upon him a card--the business card of the ship-chandler--and on his first visit on shore piloting him firmly but without ostentation to a vast, cavern-like shop which is full of things that are eaten and drunk on board ship; where you can get everything to make her seaworthy and beautiful, from a set of chain-hooks for her cable to a book of gold-leaf for the carvings of her stern; and where her commander is received like a brother by a ship-chandler he has never seen before. There is a cool parlour, easy-chairs, bottles, cigars, writing implements, a copy of harbour regulations, and a warmth of welcome that melts the salt of a three months' passage out of a seaman's heart. The connection thus begun is kept up, as long as the ship remains in harbour, by the daily visits of the water-clerk. To the captain he is faithful like a friend and attentive like a son, with the patience of Job, the unselfish devotion of a woman, and the jollity of a boon companion. Later on, the bill is sent in. It is a beautiful and humane occupation. Therefore, good water-clerks are scarce. When a water-clerk who possesses Ability in the abstract has also the advantage of having been brought up to the sea, he is worth to his employer a lot of money and some humouring. Jim had always good wages and as much humouring as would have bought the fidelity of a fiend. Nevertheless, with black ingratitude he would throw up the job suddenly and depart. To his employers the reasons he gave were obviously inadequate. They said "Confounded fool!" as soon as his back was turned. This was their criticism on his exquisite sensibility.

To the white men in the waterside business and to the captains of ships he was just Jim--nothing more. He had, of course, another name, but he was anxious that it should not be pronounced. His incognito, which had as many holes as a sieve, was not meant to hide a personality but a fact. When the fact broke through the incognito he would leave suddenly the seaport where he happened to be at the time and go to another--generally farther east. He kept to seaports because he was a seaman in exile from the sea, and had Ability in the abstract, which is good for no other work but that of a water-clerk. He retreated in good order towards the rising sun, and the fact followed him casually but inevitably. Thus, in the course of years he was known successively in Bombay, in Calcutta, in Rangoon, in Penang, in Batavia--and in each of these halting-places was just Jim the water-clerk. Afterwards, when his keen perception of the Intolerable drove him away for good from seaports and white men, even into the virgin forest, the Malays of the jungle village, where he had elected to conceal his deplorable faculty, added a word to the monosyllable of his incognito. They called him Tuan Jim: as one might say--Lord Jim.

(Joseph Conrad, *Lord Jim*)

- 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 ways of expressing concession.** **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. Last week, Susan informed her employer in writing that she would be leaving the company. **NOTICE**
Susan to her employer last week.
2. We made a mistake in not getting a reservation before going to that restaurant. **OUGHT**
We really a reservation before going to that restaurant.
3. The new CEO has submitted an alternative proposal. **FORWARD**
An alternative proposal by the new CEO.
4. Without that new policy, the company would never have flourished. **IT**
Had that new policy, the company would never have flourished.
5. When I was a student, I worked far harder than I do now. **NEARLY**
I now as I did when I was a student.

- c. Write **one** word in each gap. **10 points**

The Poet Sandal Maker

At the foot of the Acropolis, one family has been handcrafting leather sandals for (1) _____ than a century, fitting the feet of Sophia Loren and John Lennon. Now, a new generation is reinterpreting the family's legacy of bespoke footwear.

Before Athens had hundreds of souvenir shops, it (2) _____ the self-appointed "Poet Sandal Maker". A craftsman and writer of poetry, Stavros Melissinos was the first modern cobbler to adapt Ancient Greek-style leather sandals into fashion-forward everyday footwear. By the mid-1950s, his designs had caught (3) _____ among the jet-set crowd crisscrossing Europe. Sophia Loren stopped by to have a pair of sandals made while filming *Boy on a Dolphin* in Greece. Then came Ingrid Bergman, Jacqueline Kennedy Onassis and John Lennon, (4) _____ discovered the humble workshop at the foot of the Acropolis while visiting Greece in search of an island to buy. Melissinos inherited the shop, originally opened in 1920 by his father and uncle, and transformed it (5) _____ a hub for art, literature and creative leatherwork.

As I sit in the eclectic Melissinos Art – The Poet Sandal Maker atelier, I can't help (6) _____ think of the many famous faces who have passed through these doors. In the early 2000s, Melissinos retired and passed the torch to his son, Pantelis, a playwright and artist in his (7) _____ right. Part studio, part stage, the space is filled with relics of celebrity visits: a signed headshot of Sarah Jessica Parker to my right; a photo of Pantelis with Bob Saget to my left; and a catalogue of sandal styles bearing names (8) _____ "The Maria Callas" and "The Jeremy Irons" in front of me. As Pantelis custom-fits a pair of Spartan sandals for a woman from Charleston, South Carolina, his white dog Poy-Poy curls (9) _____ in an antique armchair beside a hand-painted, abstract-style coffee table that wouldn't be out of place in the Museum of Modern Art. Customers don't just come for the sandals. They flock here (10) _____ a distinctly Greek experience.

SUBIECTUL al III-lea

(30 de puncte)

a. 12 points

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

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|---------------------------------------|-----------------|
| • 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 *result* and *one* based on a *direct* item to measure students' ability to write a *proposal*. 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

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|--|-----------------|
| • 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 |