

EXAMEN DE GRADUL II sesiunea august 2016
Test metodică specialității, cu abordări interdisciplinare și de creativitate
LIMBA ENGLEZA

VARIANTA 1

- Toate subiectele sunt obligatorii. Se acordă 10 puncte din oficiu.
- Timpul de lucru efectiv este de 3 ore.

SUBIECTUL 1

(45 puncte)

A. (10 p)

You have to design an integrated lesson plan based on the following text. The text may be exploited using various techniques, with different aims. Below there are four lesson aims: decide for which lesson aims the text is an adequate/inadequate input and justify your choice(s).

1. By the end of the lesson, the learners will be able to better understand and use the literary notion of subjective narration.
2. By the end of the lesson, the learners will have developed the skills of interpreting and relating (intercultural communicative competence).
3. By the end of the lesson, the learners will be able to better understand and use means of word formation.
4. By the end of the lesson, the learners will be able to better understand and use the present tense in narrative essay.

A bed. Single, mattress medium-hard, covered with a flocked white spread. Nothing takes place in the bed but sleep; or no sleep. I try not to think too much. Like other things now, thought must be rationed. There's a lot that doesn't bear thinking about. Thinking can hurt your chances, and I intend to last. I know why there is no glass, in front of the watercolor picture of blue irises, and why the window opens only partly and why the glass in it is shatterproof. It isn't running away they're afraid of. We wouldn't get far. It's those other escapes, the ones you can open in yourself, given a cutting edge.

So. Apart from these details, this could be a college guest room, for the less distinguished visitors; or a room in a rooming house, of former times, for ladies in reduced circumstances. That is what we are now. The circumstances have been reduced; for those of us who still have circumstances.

But a chair, sunlight, flowers: these are not to be dismissed. I am alive, I live, I breathe, I put my hand out, unfolded, into the sunlight. Where I am is not a prison but a privilege, as Aunt Lydia said, who was in love with either/or.

The bell that measures time is ringing. Time here is measured by bells, as once in nunneries. As in a nunnery too, there are few mirrors.

(The Handmaid's Tale by Margaret Atwood)

B. (25 p)

You observe a teacher who is teaching integrated skills to advanced students. The teacher starts the lesson by providing the students with the picture of a maze and asking them to imagine they are inside and describe their feelings.

- a. Decide if the teacher has adopted a top-down or a bottom-up approach. **5 p**
- b. Re-design this lesson sequence so as to fit the approach that you eliminated above. **5 p**
- c. Next, the teacher provides the students with hand-outs containing comprehension questions, based on the excerpts from the book - *The Handmaid's Tale* by Margaret Atwood

(1986) - and the film (Director - David Ray, 1990), so as to detect major differences in point of plot and style of the story. The teacher divides the students into groups of four and tells them to solve the tasks collaboratively. When they have finished, the teacher organizes a debate group by pyramid work (joining the groups in 2 larger ones) to decide if the film is faithful to the book and which one, the book or the film, is better. As a home task assignment, students have to write an opinion essay starting from the following quotation: "There is more than one kind of freedom... freedom to and freedom from." Discuss the effectiveness and efficiency of the teacher's way of conducting the activity and state what roles s/he and the students should perform. **15 p**

C. (10 p)

Consider the following activities:

1. The learners talk about their favourite movie types and justify their opinion.
2. The teacher dictates a gapped paragraph and students have to fill in the missing words in pairs.
3. The learners have to select 3 ways of being environmentally friendly, based on some video materials.
4. The learners are shadow reading a text so as to practise correct pronunciation.
 - a) Select the items which you consider to have, in terms of real-life purposes, useful and appropriate procedures for the development of speaking skills. Give reasons for your choice(s). **5 p**
 - b) How far do you agree with the following statements? Justify your opinion **5 p**
 - Alternative assessment is not intended to evaluate students' development (effort included).
 - Communicative language teaching allows students to discover grammar rules.

SUBIECTUL 11

(45 puncte)

A. (10 p)

Discuss 2 advantages and 2 disadvantages of *using direct items vs. indirect items* in progress tests.

B. (10 p)

Specify the *language systems or/and the skills* targeted by the following item content, discuss the *quality of the task* in terms of *validity* and mention the *type of test* in which you would include the item.

Fill in the gaps:
The classical composer Ernst Hoffsberger, who passed 1... earlier this week, truly 2... the world of contemporary classical music and was a great 3. ... of inspiration to a whole generation of young artists in various fields. In many ways his three symphonies completely 4... the achievements of all other composers of the late twentieth century and by 5... the classical genre with jazz, rock and latterly hip-hop.

C. (25 p)

- a. Devise a *progress test* based on two types of '*indirect*' items (five items per each exercise) and one '*direct*' item designed to measure students' ability to express *criticism* in relation to authentic texts. **12 p**
- b. Specify the time limit and the students' level. **2 p**
- c. Mention the learning objectives and competences targeted by the test format. **3 p**
- d. Design the marking scheme. **5 p**
- e. Provide an alternative assessment technique. Specify teacher's role(s) and learners' role(s). **3 p**