

UNIVERSITATEA DIN CRAIOVA
PRORECTORAT PROGRAME DE STUDII ȘI INSERȚIA PROFESIONALĂ A
ABSOLVENȚILOR

EXAMEN DE GRADUL II sesiunea august 2013

Test metodică specialității, cu abordări interdisciplinare și de creativitate

LIMBA ENGLEZA

Model

- 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 a 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 have developed the skills of interpreting and relating (intercultural communicative competence).
2. By the end of the lesson, the learners will have practised reading comprehension skills.
3. By the end of the lesson, the learners will have assimilated and used the plural form.
4. By the end of the lesson, the learners will be able to better understand and use of If Clauses.

He steps onto the bathroom scales. Ten stone two ounces. Quite enough for a man only five feet and a half inches tall. Some say – Vic has overheard them saying it – that he tries to compensate for his short stature by his aggressive manner. Well, let them. If it wasn't for a bit of aggression, he wouldn't be where he is now. Though how long he will be there is far from certain. Vic frowns in the mirror above the handbasin, thinking again of the last month's accounts, the quarterly forecasts, the annual review...He runs hot water into the dark purple bowl, lathers his face with shaving foam from an aerosol can, and begins to scrape his jaw with a safety razor, using a Wilkinson's Sword blade. Vic believes fervently in buying British, and has frequent rows with his eldest son, Raymond, who favours a disposable plastic razor manufactured in France. Not that this is the only bone of contention between them, no, not by a long chalk. The principal constraint on the number of disagreements is, indeed, the comparative rarity of their encounters, Raymond invariably being asleep when Vic leaves for work and out when he returns home.

(David Lodge, *Nice Work*)

B. (25 p)

You observe a teacher who is teaching reading skills to upper intermediate students. The teacher starts the lesson by announcing the topic to the students: "Relationships and feelings", and asking them if they have ever been in love.

- 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 several texts and asks the students to read them in order to identify different relationships and feelings. While reading the students ask the teacher the meaning of the unknown words. The teacher clarifies meaning by providing a Romanian equivalent (translation). Discuss the importance of integrating the teaching of reading and vocabulary by stating the stage when it should occur and the effectiveness and efficiency of the technique chosen by the teacher. **15 p**

C. (10 p)

Consider the following listening activities:

1. The learners, while performing group work, are listening to the weather forecast in order to plan a 1-week trip in the mountains.
2. The learners are listening to the weather forecast in order to identify minimum and maximum temperatures for the day.
3. The learners are listening to the weather forecast and then decide whether the given statements are true or false.
4. The learners are listening to the weather forecast as a springboard for discussing climatic changes (pair work).

a) Select the items which you consider to have, in terms of real-life purposes, useful and appropriate procedures for the listening task. Give reasons for your choice(s). **5 p**

b. Present 2 principles of learning materials evaluation and selection for the development of receptive skills. **5 p**

SUBIECTUL II

(45 puncte)

A. (10 p)

Discuss 2 advantages and 2 disadvantages of *integrative tests vs. discrete-point tests*.

B. (10 p)

Categorise the following item as '*direct*' or '*indirect*'. Specify the *language systems or/and the skills* targeted by the 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.

Modern technology: saving time or wasting our money? Does modern technology really make our lives easier or are the machines and devices we buy a waste of money?

Write an essay (180-220 words) to state your opinion. Give two examples of useful machines or devices and two examples of machines or devices we could easily do without.

C. (25 p)

a. Devise an *achievement 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 literary texts or other types of 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 for the writing skills. Specify teacher's role(s) and learners' role(s). **3 p**