

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

VARIANTA 3

- 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 *dystopia*.
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 Relative Clauses.
4. By the end of the lesson, the learners will be able to better understand and use present tenses in descriptive essay.

Major continued: "I have little more to say. I merely repeat, remember always your duty of enmity towards Man and all his ways. Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend. And remember also that in fighting against Man, we must not come to resemble him. Even when you have conquered him, do not adopt his vices. No animal must ever live in a house, or sleep in a bed, or wear clothes, or drink alcohol, or smoke tobacco, or touch money, or engage in trade. All the habits of Man are evil. And, above all, no animal must ever tyrannise over his own kind. Weak or strong, clever or simple, we are all brothers. No animal must ever kill any other animal. All animals are equal. 'And now, comrades, I will tell you about my dream of last night. I cannot describe that dream to you. It was a dream of the earth as it will be when Man has vanished. But it reminded me of something that I had long forgotten. "

(*Animal Farm* by George Orwell)

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 sentence "All animals are equal, but some animals are more equal than others." and asking them to decide if there can be different degrees of equality (group work).

- 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 - *Animal Farm* by George Orwell (1945) so as to detect the significance of the character names *Napoleon*, *Snowball*, *Boxer*, *Old Major* and *Squealer* (group work). While students are performing the task, the teacher interrupts the activity to focus on historical factfiles (audio-video material). Students have to continue the activity by matching the snapshots to the corresponding names. As a home task assignment, students have to identify 5 excerpts in which the language abuse becomes instrumental to the abuse of power. 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 are engaged in reading road maps in order to plan their next trip.
2. The learners have to unjumble a narrative text so as to understand coherence and cohesion (pair work).
3. The learners are asked to design an ad for their favourite product (group work).
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 integrated skills. Give reasons for your choice(s).

5 p

b) How far do you agree with the following statements? Justify your opinion

5 p

- Textbooks should be evaluated and selected mainly based on price.

- Communicative practice refers to contexts where real information is exchanged and where the language used is not totally predictable.

SUBIECTUL 11

(45 puncte)

A. (10 p)

Discuss 2 advantages and 2 disadvantages of *using direct items vs. indirect items* in continuous assessment.

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.

Continue the story: <i>It was a dark and stormy night. Nevertheless, Nigel decided to set off.</i> (220-260 words)
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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