

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

VARIANTA 2

- 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 *interior monologue*.
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 past tenses and past reference in narrative essay.

Ladies and gentlemen of the jury, exhibit number one is what the seraphs, the misinformed, simple, noble-winged seraphs, envied. Look at this tangle of thorns. I was born in 1910, in Paris. My father was a gentle, easy-going person, a salad of racial genes: a Swiss citizen, of mixed French and Austrian descent, with a dash of the Danube in his veins. I am going to pass around in a minute some lovely, glossy-blue picture-postcards. He owned a luxurious hotel on the Riviera. His father and two grandfathers had sold wine, jewels and silk, respectively. At thirty he married an English girl, daughter of Jerome Dunn, the alpinist, and granddaughter of two Dorset parsons, experts in obscure subjects-paleopedology and Aeolian harps, respectively. My very photogenic mother died in a freak accident (picnic, lightning) when I was three, and, save for a pocket of warmth in the darkest past, nothing of her subsists within the hollows and dells of memory, over which, if you can still stand my style (I am writing under observation), the sun of my infancy had set: surely, you all know those redolent remnants of day suspended, with the midges, about some hedge in bloom or suddenly entered and traversed by the rambler, at the bottom of a hill, in the summer dusk; a furry warmth, golden midges. My mother's elder sister, Sybil, whom a cousin of my father's had married and then neglected, served in my immediate family as a kind of unpaid governess and housekeeper.

(*Lolita* by Vladimir Nabokov)

**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 sentences "We had been everywhere. We had really seen nothing" and asking them to think of 1 argument in favour of the statement (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 - *Lolita* by Vladimir Nabokov (1955/1958) - and the film (Director - Stanley Kubrick, 1962), 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 a 250-word opinion essay on the importance of knowing how to deal with our past. 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 a role play, adopting different roles related to a car collision.
  2. The learners have to fill in the gaps by using superlative constructions (pair work).
  3. The learners have debate on the importance of travelling in their lives.
  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 intended to evaluate students' development (effort included).
- Communicative language teaching allows students to produce unpredictable language.

**SUBIECTUL 11**

**(45 puncte)**

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**A. (10 p)**

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

Circle the correct answer: 1. Lance is _____ knowledgeable on this subject. <input type="radio"/> smartly <input type="radio"/> powerfully <input type="radio"/> firmly <input checked="" type="radio"/> highly 2. I need a good explanation of all the costs _____ in buying a new car. <input type="radio"/> affected <input checked="" type="radio"/> involved <input type="radio"/> concerned <input type="radio"/> implied
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**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 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**