

**CONCURSUL DE OCUPARE A POSTURILOR DIDACTICE/CATEDRELOR DECLARATE
VACANTE/REZERVATE ÎN UNITĂȚILE DE ÎNVĂȚĂMÂNT PREUNIVERSITAR
30 iulie 2013**

Probă scrisă

Limba și literatura engleză

VARIANTA 2

- Toate subiectele sunt obligatorii. Se acordă 10 puncte din oficiu.
- Timpul de lucru efectiv este de 4 ore.

SUBIECTUL I

(45 de puncte)

A. (15 points)

- a. The following list includes *communicative activities*. Identify them and then explain why they are communicative. **5 points**

1. *Repeating sentences that the teacher says*
2. *Doing oral grammar drills*
3. *Reading aloud from the coursebook*
4. *Giving a prepared speech*
5. *Acting out a scripted conversation*
6. *Giving instructions so that someone can use a new machine*
7. *Improvising a conversation so that it includes lots of examples of a new grammar structure*
8. *One learner describes a picture in the textbook while the others look at it.*
9. *Learners imagine they are part of the spending committee that will decide how to spend the money received by their school on new resource.*

- b. The following learning activities are based on the idea of *discussing recent news*. Decide which of them are likely to give learners a good opportunity to speak and encourage as many students to speak as possible. Give reasons for your choice(s). **10 points**

1. *Small talk at the start of the lesson: the whole class chats about recent events etc.*
2. *You write a controversial question based on the day's news on the board. The class works in groups of four or five students to discuss it.*
3. *Pairs of learners have different pictures cut from today's newspaper (which they do not show each other). They compare their views, initially describing their two pictures.*
4. *Everyone is given the name of a famous person (which they keep secret). The whole class stands up and walks around (as if at a party), meeting, chatting and answering questions about recent events 'in character'.*

B. (10 points)

You want to use a graded sequence of tasks in *ordering the stages* of a listening activity, allowing for the differences between listening to gather specific details and listening for gist. The input is a recording of a conversation between two people in a bus station. At one point, we hear the announcer list the buses about to depart.

- a. Put the items back into their original order. **3 points**
b. Justify your answers in terms of *sequence of tasks* and *students' motivation*. **7 points**

1. *Play recording; students then compare answers in pairs; tell the teacher their answer. If correct, continue; if not, play recording again etc.*
2. *Play recording; students then compare answers in pairs; tell the teacher their answer. If correct, continue; if not, play recording again etc.*
3. *Show picture of a bus station. Ask 'Where do you think this is?', 'What's happening?' etc*

4. *Lead into a communicative activity based around the topic of travel problems.*
5. *Set task: 'How many people are speaking?' 'Where are they?'*
6. *Introduce topic: long distance buses; discuss a little: 'Has anyone been on one in England or the United States?'*
7. *Set task: 'Here is your bus ticket' (different destinations for different students). 'Which bus number must you catch?'*
8. *Set task: 'Why is the old lady worried? 'What suggestion would you make?' (The task requires listening to and interpreting a longish section of the recording.)*
9. *Play recording; students then compare answers in pairs; tell the teacher their answer. If correct, continue; if not, play recording again etc.*

C. (20 points)

- a. Identify the *teaching point* of a learning activity whose target language items are as follows:

2 points

1. *Would you feel safer in this high school, had you had complete freedom to choose your own courses? Provide at least 3 reasons to motivate your answer.*
2. *"If scientific knowledge advanced faster, people would stop being superstitious." Agree or disagree. Provide at least 3 reasons to motivate your attitude.*
3. *If you were guaranteed a steadily improving standard of living (in terms of buying power, free time, quality of goods and services etc.), would you be willing to give up your right to vote? Explain. Provide at least 3 reasons for your choice.*
4. *If the average life span were increased to 150 years, what major changes in society would you expect? Provide at least 3 possible expectations and motivate your choice.*

- b. Set the main *aims* of the activity.

6 points

- c. Select and present the *linguistic content* of the activity, considering the grammatical/functional/lexical syllabus to be covered during this activity.

12 points

SUBIECTUL al II-lea

(45 de puncte)

A. (10 points)

Present the characteristics of *Cloze* as a test item type. Mention *three advantages* and *one disadvantage* of using this item type in a test.

10 points

B. (10 points)

Categorise the following item as '*direct*' or '*indirect*'. Specify the *language systems/the skills* targeted by the item content, provide the correct answers, and mention the *type of test* in which you would include the item.

10 points

LIKE CAT AND DOG

People have long been divided (1)..... dog-lovers and cat-lovers, although I should add that for many people neither animal inspires much emotion (2)..... way. The differences between cats and dogs are obvious, so can a love of one or the other really tell us anything (3)..... a person?

Cats are decidedly more independent than dogs and (4)..... less social. This is seen in the wild, (5)....., apart from lions, all the big cats live solitary lives. Dogs, on the other hand, are essentially pack animals and (6)..... a clear leader or hierarchy if they are to function properly. A cat will show little or (7)..... gratitude for its food and shelter, whereas dogs have been (8)..... to pine to death on the graves of their owners.

So, is it fair to say that cat-lovers are more independent and dog-lovers more slavishly devoted? It would appear (9)..... . In fact, it appears that those who own dogs are more likely to be leaders in the human world as well as top dog in (10)..... own private pack. Cat-lovers, by contrast, allow

themselves to be (11)..... for granted and, for want of a better word, used (12)..... those around them.

It is not yet clear to (13)..... use this information could be put, but it is certain that if you are interviewing (14)..... a management position, you will be more likely to find a suitable candidate among the dog-lovers, especially (15)..... who favour the larger, more aggressive breeds.

C. (25 points)

- a. Devise a *proficiency* test based on two types of '*indirect*' items (five items per each exercise) and one '*direct*' item designed to measure students' ability to express *wishes*. **12 points**
- b. Specify the time limit and the students' level. **2 points**
- c. Mention the learning objectives and competences targeted by the test format. **3 points**
- d. Design the marking scheme. **5 points**
- e. Provide a rationale for the test format (item and task selection). **3 points**