

**CONCURSUL PENTRU OCUPAREA POSTURILOR DIDACTICE/CATEDRELOR DECLARATE
VACANTE/REZERVATE ÎN UNITĂȚILE DE ÎNVĂȚĂMÂNT PREUNIVERSITAR
2 august 2012**

**Proba scrisă
Limba și literatura engleză**

VARIANTA 3

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

SUBIECTUL I

(45 de puncte)

A. (10 points)

You are supposed to plan a lesson which involves learners individually reading the text below. The text can be used in many different ways in class, in different activities, with different aims. Consider each of the following *lesson aims* and decide for which the text could be an appropriate/inappropriate material (input). Bring arguments to sustain your choice(s).

1. By the end of the lesson, the learners will have a clearer understanding of the use of imperative verb forms.
2. By the end of the lesson, the learners will have had practice in listening to and giving instructions.
3. By the end of the lesson, the learners will be better able to understand and use the past perfect tense.
4. By the end of the lesson, the learners will have better skills of interpreting and relating (Intercultural Communicative Competence).

FAMOUS SOUTH COAST

"HOW WE LIVED THEN"

MUSEUM OF SHOPS EASTBOURNE

1850-1950 In this "late -Regency" town house, built in 1850, you will see 100 years of *Shopping and Social History*, uniquely captured in over twenty old *Shops and Displays*. Stroll through our Victorian-styled streets. Wonder at the *Chemist's*, with his many 'cure-all' preparations (and the display of Dr. Bodkin-Adams).

Remember '*Five-boys*' chocolate and when sweets were weighed from jars.

See the *Ironmonger*, who sold everything from pot-menders to mouse-traps, the *Office and Boot Repairer's*. Gaze at the lace and clothes in the *Draper's* and *Tailor's* and proud portraits in the *Photographer's*.

Hear the sounds of street organs or gramophones coming from the *Music Shop* or return to your childhood with dolls, trains and games in the *Toy Shop* (including a Victorian *Punch & Judy*). Re-live the Wartime, with dried egg powder and rationing products. See also *The Village Post Office*, '*Christmas Past*', the *Jeweller's*, old *Eggcups* and a huge collection of Royal souvenirs from before Queen Victoria up to the present.

An experience not to be missed when in Eastbourne!

(J. Scrivener, *Learning Teaching*)

B. (25 points)

You are a student in a *conversation class* whose aim is, among others, '*Learners will become more fluent - speaking more confidently with less hesitation*'. A new teacher comes in, stares at the class and says '*Today we're going to talk about oil pollution. What do you think?*'

- a. Describe your reaction as a student to the first stage of the lesson. **5 points**
- b. Explain why you might not feel like taking part in the discussion. **5 points**

- c. During the same class, following the teacher's question, the students look down at their tables, make faces at each other and keep silent. The teacher tries to encourage them to speak, and, in doing so, talks more and more himself. At the end, no student having said a single word, he sits down exhausted and mumbles to himself, 'Well, that seemed to go OK.'

What advice would you give the teacher when *planning* future lessons of this type? Make sure you include in your answer *elements of planning* (topic, cues, stating and comparing views, grammatical or vocabulary points, follow-on cues to keep in reserve if the discussion starts to drag etc) and refer to the *techniques* used to teach (open questions, monitor participation level, the 'talk-talk' loop, 'listen versus talk', playing 'devil's advocate' etc). **15 points**

C. (10 points)

Consider the procedures of the following reading activities.

1. The class reads a whole page of classified ads in the Guardian Weekly newspaper, using their dictionary to check up the unknown words they come across.
 2. Students each have a copy of the Guardian Weekly newspaper. Ask them to find the word 'over' somewhere on the front page.
 3. Place a pile of local tourist leaflets on the table and explain that students, in groups of four, will plan a day out tomorrow using them.
 4. Students read a short extract from a novel and answer five multiple-choice comprehension questions about fine points of detail.
- a. Select the items which you consider to have, in terms of real-life purposes, useful and appropriate *procedures for the reading tasks*. Give reasons for your choice(s). **5 points**
- b. For the less satisfactory ones, explain why you consider them to be inappropriate for the development of a perceptive skill. Then provide an alternative procedure. **5 points**

SUBIECTUL al II-lea

(45 de puncte)

A. (10 points)

Present the characteristics of *Multiple Choice Questions* as *indirect test items* in contrast with the direct ones. Mention *two advantages* and *two disadvantages* of using them in a test.

B. (10 points)

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 *content validity* and mention the *type of test* in which you would include the item.

Students are rushing to tuition classes to get extra coaching for the examination. **Do you agree that going to tuition classes is important to achieve good results in examination?**

Write an essay of **about 300** words to state your opinion. You may use the following points or produce your own ideas related to the topic.

TUITION CLASSES

AGREE	DISAGREE
• provide extra guidance or coaching • get specialised attention from the tutor or teacher • tutor or teacher in tuition centre are experts of the subjects • can fill up free time meaningfully	• too tiring after long hours in school • lessons in school is enough • reduce the time for leisure and recreation • study is not just about examination • waste of money

C. (25 points)

- 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*. **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**