

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

**Proba scrisă
Limba și literatura engleză**

MODEL

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

SUBIECTUL I

(45 de puncte)

A. (7 points)

- a. Every learning activity is supposed to involve some work on both *language systems* and *skills*, though, usually, the aim is directed more to one area than the other. In the following list, classify each activity as 'mainly skills' or 'mainly language systems'. Then decide which skills or which language systems are being worked on. **(4 points)**

Learning activity	Mainly language systems	Mainly skills
1. You write a grammar exercise on the board which learners copy and then do.		
2. Learners read a newspaper article and then discuss the story with each other.		
3. Learners underline all past simple verb forms in a newspaper article.		
4. Learners write an imaginary postcard to a friend, which you then correct.		
5. Learners write a postcard to a friend, which is posted uncorrected.		
6. You use pictures to teach ten words connected with TV.		
7. You ask 'What tenses do these people use?' Learners then listen to a recorded conversation.		
8. You ask 'Where are these people?' Learners then listen to a recorded conversation.		

(Adapted from J. Scrivener, *Learning Teaching*)

- b. Consider the following teaching situations. Choose one of them and write a possible course description (at least 3 entries) in the table below. Make sure your course contents provide balance of language systems and skills to meet the learners' needs in the real world, based on the Common European Framework of Reference for Languages. **(3 points)**

Units& topics	Vocabulary	Grammar	Reading	Listening	Speaking& functions	Writing

1. A 24-year old Romanian learner has studied grammar at school for nine years; she can read and understand even complex texts well. She has arrived in England to take a two-week intensive course. In her placement test (which was mainly multiple-choice grammar questions), she scored very well, but at the initial interview she had trouble answering even simple questions about herself and often haltingly asked the interviewer to repeat the question.
2. A group of three undergraduate science students have enrolled for an English course at a language school in Romania. They know no English at all.

(Adapted from J. Scrivener, *Learning Teaching*)

B. (13 points)

'Find someone who...' is a commonly used activity which can be found in the toolkit of almost any English teacher.

- a. Read the handout below. Then identify and mention 3 possible aims of a lesson which makes use of this material. **(3 points)**
- b. Predict what instructions you would find if you read notes about it in an accompanying teacher's book. **(6 points)**
- c. There are several variations on 'Find someone who...'. It has actually achieved a sort of language-teaching 'classic activity' status. Provide two other different versions of the activity whose purposes would be to provide practice on specific language points. **(4 points)**

<i>Find someone who ...</i>	
* has two sisters or two brothers.
* has visited the capital city.
* watched the TV news last night.
* likes chocolate.
* has nice dreams.
* doesn't like football.
* is wearing coloured socks.
* would like to visit Mars.
* never goes to discos.

C. (25 points)

- a. Describe 'cooperative writing' as one of the approaches to student writing. Mention two advantages of using it as an alternative to *creative writing*, as Harmer presents it in 'The practice of English Language Teaching'. **(15 points)**
- b. Devise a story circle activity, focusing on cooperative narrative writing. **(10 points)**
 - i. Specify the time limit and the type(s) of classroom interaction. **(2 points)**
 - ii. Mention the learning objectives and competences targeted by the learning activity. **(2 points)**
 - iii. Describe the steps of the activity. **(3 points)**
 - iv. Specify the teacher's role(s). **(3 points)**

SUBIECTUL al II-lea

(45 puncte)

A. (15 points)

Describe traditional '*pen-and-paper*' tests. Refer to the types of items they are usually made up of and the ways they are marked. **(15 points)**

B. (5 points)

Categorise the following items as '*discrete*' or '*integrative*'. Comment on the way of marking them, as well as on their *reliability* and *validity*. **(5 points)**

1. *Talk about this picture with your teacher.* (Students are given a picture of doing various things.)
2. *Choose the word or phrase which best completes each sentence.*
John always to the cinema on Saturday.
A. go B. goes C. going D. gone
3. *Fill in the gaps.*
 - a. Have you been to Moscow?
 - b. How long that new car?
4. *You want to sell a new iPhone that you were given for Christmas (you already have one). Write a short notice to put on your school notice board. (Do not write more than 30 words.)*

C. (25 points)

- a. Devise a *progress* test based on two types of '*discrete*' tasks (five items each) and one '*integrative*' task (two items) designed to measure students' ability to express *preference*. **(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)**