

**CONCURSUL DE OCUPARE A POSTURILOR DIDACTICE/CATEDRELOR DECLARATE
VACANTE/REZERVATE ÎN UNITĂȚILE DE ÎNVĂȚĂMÂNT PREUNIVERSITAR
21 iulie 2014**

Probă 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. (15 points)

- a. The terms (1) *skimming*, (2) *scanning*, (3) *receptive reading* and (4) *intensive reading* are sometimes used to describe different kinds of 'reading skills'. Each of the following describes one of these kinds of skills. Match the name of the reading skill (1-4) with each of the four descriptions (a-d). **2 points**
- a) *You read a poem by a poet you particularly like. You enjoy paying close attention to the poet's use of language.*
- b) *You visit a library in the course of researching a particular topic. You quickly look through books and articles in order to ascertain whether they contain information on this topic and are therefore worth borrowing.*
- c) *You are on holiday and sit down to read the latest thriller by your favourite writer. There is no pressure on you to finish it quickly.*
- d) *While waiting for an appointment you pick up a magazine and discover it contains an article of great interest to you. You do not have time to read the article in detail but you want to extract as much information from it as you can in the few minutes you have.*
- b. Consider the following text:

UK garbage can be worth billions

A British government agency has claimed that the nation's garbage is an untapped gold mine that is potentially worth over \$4.5 billion. The Local Government Association's (LGA) review on Britain's waste disposal, 'Wealth from Waste', says local governments could earn billions by 2020 to provide better services to residents. The study outlines how the scheme could additionally create over 50,000 jobs by expanding the household recycling sector. LGA executive Clyde Loakes said: "There is clearly wealth in waste. The UK's waste and recycling sector is currently worth around £11 billion and growing at twice the rate of the rest of the economy, but there is so much more we could do to make the most of this booming industry."

The UK produces over 26 million tonnes of rubbish every year. The LGA is urging the country to fully exploit a resource that currently ends up in landfills. The report reads: "Taxpayers will be better off, the economy will benefit, and more people will have jobs if we grow our domestic market for collecting, sorting and reprocessing recycling. Landfilling waste costs a lot of money; burning it is still expensive; recycling actually brings in cash for the taxpayer and we owe it to today's hard-pressed taxpayers to get as much of their money back as possible." It adds: "There is wealth in waste. It is time to take the lid off the dustbin debate and raise the sights of government ... from the kerbside to the global economic race."

www.breakingnewsenglish.com

Describe the circumstances in which the text could be used in class, presenting:

- the needs, interests and abilities of the learners;
- the aim(s) of the lesson;
- the purpose for reading it.

Then, mark each reading strategy listed below according to whether you think it is *effective* or *ineffective* when approaching the text. Choose two of the strategies and explain why you qualified them as efficient. **13 points**

1. *Looking for a topic sentence in paragraphs*
2. *Trying to use the context to work out the meaning of unfamiliar words*
3. *Mentally translating everything*
4. *Trying to identify implicit logical relationships between sentence and sentence, and paragraph and paragraph. (If these were explicitly indicated, words like 'however' or 'consequently' would be used)*
5. *Speculating about the content of the text on the basis of headings, pictures and the introductory sentences*
6. *Using a combination of strategies (skimming, scanning etc.) according to the nature of the text and purpose for reading*
7. *Using a dictionary to find the meanings of all the new words*
8. *Looking for unfamiliar words and underlining them*

B. (10 points)

Look at the examples of lesson aims as expressed by six teachers (1-6) on lesson plans. Evaluate them and answer the following questions:

1. *To practise reading*
2. *To present and practise the present continuous for future arrangements*
3. *To enable students to make excuses*
4. *To help students refuse invitations appropriately and confidently by referring to their arrangements using the present continuous, e.g. 'I'm sorry, I'm seeing the doctor then.'*
5. *To help students become more confident about their listening skills by demonstrating to them that they can infer and pick out key information from a text, much of which they cannot understand*
6. Main aim:
 - *To enable students to describe their daily routines using some of the commonest verbs in the simple present (first person)*Subsidiary aims:
 - *To develop a better class atmosphere by encouraging students' interest in each other's lives*
 - *To develop students' listening skills (listening to the teacher talking naturally while using pictures to convey meaning)*
 - *To sensitise students to rhythm and weakening of syllable values, and to encourage them to attend to this in oral production*

- a. Which teachers (1-6) do you think define aims in an appropriate amount of detail? **1 point**
- b. Which teachers (1-6) seem to think of the lesson from students' point of view? **8 points**
- c. Which teachers (1-6) are most likely to have modified the aims of the lessons in the process of planning? **1 point**

C. (20 points)

- a. Identify the *teaching point* (i.e. the language skills or systems that you will work on) of a learning activity whose target language items are as follows: **2 points**
 1. *'I wish my mum wouldn't behave as if she knew the answers to all my problems.'* (Sasha, 14)
 2. *'I wish my father could accept that, when it comes to dating, things are no longer as they were in his day.'* (Monique, 16)
 3. *'If only my parents had supported me when I wanted to take up surfing and pour my energy into sports!'* (Chris, 15)
 4. *'I wish my mum understood that when I roll my eyes at her, I actually pretend I'm not listening!'* (Chloe, 14)

- b. Set the main *aims* of the activity. **6 points**
- c. Select and present the *linguistic content* of the activity, considering the grammatical, functional or lexical syllabus to be covered during this activity. **12 points**

SUBIECTUL al II-lea

(45 de puncte)

A. (10 points)

Present the characteristics of *role-plays* as *direct test items* in contrast with the indirect ones. Mention *two advantages* and *two disadvantages* of using them in an exam. **10 points**

B. (10 points)

Categorise the following item as '*direct*' or '*indirect*'. Specify the *language systems or/and 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**

Read the text below and use the words given in capitals to form words that fit in the gaps. The words in capitals are given in the order in which you need to use them.

1-ORPHAN 2-LESS 3-TREAT 4-POPULATE 5-HOME 6-SQUAT 7-LUCK 8-INCREASE 9-DOOR 10-PERMANENCE

You don't have to go to distant (1) _____ or Ugandan villages to find young people in trouble and in need of help. The situation in England is bad enough, and gives little optimism for a (2) _____ in the level of (3) _____ of young across this (4) _____ world. Angela Lambert, reporting for The Independent newspaper, writes: "There are at least 50,000 (5) _____ people under the age of 20 in London alone, and perhaps three times as many in the whole of England. An estimated 2,000 are (6) _____ in derelict buildings; 10,000 are living in hostels; 2,000 in bed-and-breakfast hotels; and the rest, if they are lucky, find temporary accommodation with friends - usually sleeping on the floor. The (7) _____ as is (8) _____ obvious to any Londoner, live rough - sleeping on park benches, in shop (9) _____ and anywhere else they can find. Many are (10) _____ hungry."

C. (25 points)

- a. Devise a *diagnostic* test based on two types of '*indirect*' items (five items per each exercise) and one '*direct*' item designed to measure students' ability to express *regret*. **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**