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READY TO TEACH

**30 de teste de metodică a predării limbii
engleze rezolvate pentru examenele
de titularizare și definitivat**



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TEST 2

Read the following text:

The ladies of Longbourn soon waited on those of Netherfield. The visit was returned in due form. Miss Bennet's pleasing manners grew on the goodwill of Mrs. Hurst and Miss Bingley; and though the mother was found to be intolerable, and the younger sisters not worth speaking to, a wish of being better acquainted with *them* was expressed towards the two eldest. By Jane this attention was received with the greatest pleasure; but Elizabeth still saw superciliousness in their treatment of everybody, hardly excepting even her sister, and could not like them; though their kindness to Jane, such as it was, had a value as arising in all probability from the influence of their brother's admiration. It was generally evident whenever they met, that he *did* admire her; and to *her* it was equally evident that Jane was yielding to the preference which she had begun to entertain for him from the first, and was in a way to be very much in love; but she considered with pleasure that it was not likely to be discovered by the world in general, since Jane united with great strength of feeling, a composure of temper and a uniform cheerfulness of manner which would guard her from the suspicions of the impertinent. She mentioned this to her friend Miss Lucas.

"It may perhaps be pleasant," replied Charlotte, "to be able to impose on the public in such a case; but it is sometimes a disadvantage to be so very guarded. If a woman conceals her affection with the same skill from the object of it, she may lose the opportunity of fixing him; and it will then be but poor consolation to believe the world equally in the dark. There is so much of gratitude or vanity in almost every attachment, that it is not safe to leave any to itself. We can all *begin* freely—a slight preference is natural enough; but there are very few of us who have heart enough to be really in love without encouragement. In nine cases out of ten, a woman had better show *more* affection than she feels. Bingley likes your sister undoubtedly; but he may never do more than like her, if she does not help him on."

(Jane Austen - *Pride and Prejudice*)

► **Titularizare:**

A. Based on the text above, devise a while-reading activity:

- specify the objective(s) 2 points
- specify the estimated time 1 point
- indicate the level of your students 1 point
- describe the activity 8 points

B. Devise three exercises based on two types of ‘indirect’ items (five items per each exercise) designed to measure students’ ability to use Past Simple and Past Progressive and on one direct item to measure students’ ability to make suggestions. 3 exercises x 6 points

- Content 3 points
- Specify the students’ level 1 point
- Mention the learning objective(s) 1 point
- Provide the answer key 1 point

► **Definitivat:**

C. Identify and describe the stages of project work. 12 points

D. Devise a pre-reading activity, based on the text. 18 points

- i.** Specify the time limit and the type(s) of classroom interaction. 2 points
- ii.** Mention the learning objective(s)/outcome(s) and the competence(s) targeted by the learning activity. 4 points
- iii.** Describe the procedure. 10 points
- iv.** Specify the teacher’s role(s). 2 points

Key to Test 2

A. Objective: By the end of the task the Ss will have located specific information in the text and will have decided if a statement is true, false or not given according to the text

Aim: To teach reading for specific details

Estimated time: 10 minutes

Students’ level: B2+/C1

TEST 10

Read the following text:

My mistress' eyes are nothing like the sun;
Coral is far more red than her lips' red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damasked, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress, when she walks, treads on the ground.
And yet, by heaven, I think my love as rare
As any she belied with false compare.

(William Shakespeare - *Sonnet CXXX*)

► Titularizare:

A. Based on the text above, devise a pre-reading activity:

- specify the objective(s) 2 points
- specify the estimated time 1 point
- indicate the level of your students 1 point
- describe the activity 8 points

B. Devise three exercises based on two types of indirect items (five items per each exercise) designed to measure students' ability to express possibility and on one direct item designed to measure students' ability to express opinion. 3 exercises x 6 points

- Content 3 points
- Specify the students' level 1 point

Exercise 1

Choose the sentence A or B which means the same as the sentence in italics:

1. *He may have read the letter, but I am not sure.*
 - A. Chances are that he read the letter.
 - B. It is likely that he will read the letter.
2. *It might rain later today, but I rather doubt it.*
 - A. There is a good chance of rain later today.
 - B. There is a slight chance of rain later today.
3. *He may arrive tomorrow after the conference.*
 - A. It is quite possible that he will come tomorrow after the conference.
 - B. There is a slight chance that he will come tomorrow after the conference.
4. *I may have visited this city before; it seems pretty familiar.*
 - A. It is likely that this has been my first time here.
 - B. It is likely that I have been here before.
5. *Tom may very well win the championship.*
 - A. Tom is highly likely to win.
 - B. Tom is not so likely to win.

Answer key: 1A, 2B, 3A, 4B, 5A.

Objective: By the time the task is done the Ss will have identified the difference between possibility in the past expressed by *may+ Perfect Infinitive* and possibility in the present/future expressed by *may+ Infinitive*. Ss will also have identified the difference between possibility and slight chance, i.e. between *may* and *might*.

Students' level: B2+

TEST 23

Read the following text:

You may think novelists always have fixed plans to which they work, so that the future predicted by Chapter One is always inexorably the actuality of Chapter Thirteen. But novelists write for countless different reasons: for money, for fame, for reviewers, for parents, for friends, for loved ones; for vanity, for pride, for curiosity, for amusement: as skilled furniture makers enjoy making furniture, as drunkards like drinking, as judges like judging, as Sicilians like emptying a shotgun into an enemy's back. I could fill a book with reasons, and they would all be true, though not true of all. Only one same reason is shared by all of us: *we wish to create worlds as real as, but other than the world that is.* Or was. This is why we cannot plan. We know a world is an organism, not a machine. We also know that a genuinely created world must be independent of its creator; a planned world (a world that fully reveals its planning) is a dead world. It is only when our characters and events begin to disobey us that they begin to live.

(John Fowles - *The French Lieutenant's Woman*)

► Titularizare:

A. Based on the text above, devise a pre-reading activity:

- specify the objective(s) 2 points
- specify the estimated time 1 point
- indicate the level of your students 1 point
- describe the activity 8 points

B. Devise three exercises based on two types of indirect items (five items per each exercise) designed to measure students' ability to use the passive voice and on one direct item designed to measure students' ability to express thanks. 3 exercises x 6 points

- Content 3 points
- Specify the students' level 1 point

Exercise 3

Your grandmother sent you a birthday present that you loved. Write her a thank you email showing your gratitude, explaining why you enjoyed her gift and how you plan to use it. Write about 70-100 words.

Answer key: The Ss will write an email in which they will practise the expression of giving thanks, such as *to be grateful for*, *to be keen on*, *to give warm thanks for*, *to enjoy greatly*.

Objective: By the time the task is completed, Ss will have had semi-guided practice in expressing thanks.

Students' level: A2+/B1

C. There are various types of language tests used to assess different language skills and competencies. **Placement tests** are used to determine a learner's current language level and place them in an appropriate class or course. They assess a learner's knowledge and skills to determine their starting point in a language program. Such tests are commonly used in educational institutions or language schools to ensure learners are placed in the right instructional group for their language learning journey. They cover various language skills, including grammar, vocabulary, reading comprehension, and listening comprehension.

Achievement tests assess learners' knowledge and skills in a specific language area or content. They evaluate what learners have learned over a specific period, such as at the end of a unit, semester, or course. They normally focus on assessing learners' understanding of specific language components or topics, such as grammar rules, vocabulary usage, reading comprehension of a given text, or writing skills. Achievement tests provide feedback to both learners and teachers on their progress and the effectiveness of instruction, helping identify areas of strength and areas needing improvement.

Proficiency tests measure a learner's overall language proficiency in a particular language. They assess a range of language skills, including reading, writing, listening, and speaking. These tests are

typically standardized and widely recognized, often used for academic or professional purposes, such as language proficiency requirements for university admissions or employment.

It's important to note that there are various formats and variations of language tests within each type, such as multiple-choice tests, written essays, oral interviews, or performance-based assessments. The choice of test type depends on the specific goals, context, and skills being assessed.

- D. Objective and competences:** By the time the task is completed, the Ss will have brainstormed for advantages and disadvantages of being a writer, will have become familiar with the structure of a for/ against essay and will have practised writing the main body of a for/ against essay.

Time limit: 20 minutes

Types of interaction: Ss-Ss, T-Ss

Procedure: The teacher divides the class in groups of four and provides them with an introduction and a conclusion for a for/against essay on the topic of being a writer:

Introduction: Being a writer is often considered both a dream and a daunting endeavour. On one hand, it offers a chance to share ideas and the potential for fame. On the other hand, it entails self-doubt and the constant struggle to make a living. In this essay, we will explore the advantages and disadvantages of being a writer, shedding light on the rewarding aspects and the challenges that come with this profession.

Conclusion: Being a writer is a complex journey that combines moments of immense joy and fulfillment with challenges and obstacles to overcome. Ultimately, the decision to become a writer depends on one's passion for writing, the ability to embrace challenges, and the willingness to persevere despite the obstacles.

Half the groups are asked to brainstorm advantages and half will focus on disadvantages. After brainstorming in groups, Ss will write the respective paragraphs, either on advantages or on disadvantages of being

TEST 30

Read the following text:

Aziz was terribly worried. It was not a long expedition—a train left Chandrapore just before dawn, another would bring them back for tiffin—but he was only a little official still, and feared to acquit himself dishonourably. He had to ask Major Callendar for half a day's leave, and be refused because of his recent malingering; despair; renewed approach of Major Callendar through Fielding, and contemptuous snarling permission. He had to borrow cutlery from Mahmoud Ali without inviting him. Then there was the question of alcohol; Mr. Fielding, and perhaps the ladies, were drinkers, so must he provide whisky-sodas and ports? There was the problem of transport from the wayside station of Marabar to the caves. There was the problem of Professor Godbole and his food, and of Professor Godbole and other people's food—two problems, not one problem. The Professor was not a very strict Hindu—he would take tea, fruit, soda-water and sweets, whoever cooked them, and vegetables and rice if cooked by a Brahman; but not meat, not cakes lest they contained eggs, and he would not allow anyone else to eat beef: a slice of beef upon a distant plate would wreck his happiness. Other people might eat mutton, they might eat ham. But over ham Aziz' own religion raised its voice: he did not fancy other people eating ham. Trouble after trouble encountered him, because he had challenged the spirit of the Indian earth, which tries to keep men in compartments.

At last the moment arrived.

His friends thought him most unwise to mix himself up with English ladies, and warned him to take every precaution against unpunctuality. Consequently he spent the previous night at the station. The servants were huddled on the platform, enjoined not to stray. He himself walked up and down with old Mohammed Latif, who was to act as major-domo. He felt insecure and also unreal. A car drove up, and he hoped Fielding would get out of it, to lend him solidity. But it contained

Mrs. Moore, Miss Quested, and their Goanese servant. He rushed to meet them, suddenly happy. "But you've come, after all. Oh how very very kind of you!" he cried. "This is the happiest moment in all my life."

The ladies were civil. It was not the happiest moment in their lives, still, they looked forward to enjoying themselves as soon as the bother of the early start was over. They had not seen him since the expedition was arranged, and they thanked him adequately.

(E.M.Forster - *A Passage to India*)

► **Titularizare:**

A. Based on the text above, devise a while-reading activity:

- specify the objective(s) 2 points
- specify the estimated time 1 point
- indicate the level of your students 1 point
- describe the activity 8 points

B. Devise three exercises based on two types of indirect items (five items per each exercise) designed to measure students' ability to build new words and on one direct item designed to measure students' ability to express reproach about the past. 3 exercises x 6 points

- Content 3 points
- Specify the students' level 1 point
- Mention the learning objective(s) 1 point
- Provide the answer key 1 point

► **Definitivat:**

C. Describe three conversational strategies that students use when structuring discourse in speaking. 12 points

D. Devise a reinforcement writing activity based on the text in which you teach students to write as essay providing solutions to problems. 18 points

- i. Specify the time limit and the type(s) of classroom interaction. 2 points

- ii. Mention the learning objective(s)/outcome(s) and the competence(s) targeted by the learning activity. 4 points
- iii. Describe the procedure. 10 points
- iv. Specify the teacher's role(s). 2 points

Key to Test 30

A. Objective: By the time the task is completed, the Ss will have used specific details of the text in order to answer comprehension questions and interpret the text.

Aim: to read between the lines, to select significant details from the text

Estimated time: 15 minutes

Students' level: B2+/ C1

Description of activity: The teacher divides the class in groups of three and gives them the following background information about the text along with some comprehension and interpretation questions to answer:

A Passage to India explores the cultural differences between the British colonizers and the native Indians. The novel is set in the backdrop of British colonial rule in India during the early 20th century, and it delves into the complexities and tensions that arise from the collision of these two distinct cultures.

1. Can you extract on two columns elements that belong to British and Indian culture only?
2. Can you find examples of stereotypes or prejudices held by the British against the Indians and vice versa?
3. What is the relation between the Indian man and the British ladies? Is there equality in it? Why (not)?

When they completed the task in the group, the Ss share and compare answers with their classmates from other groups.

B. Exercise 1

Fill in the blanks with one word derived from the given word:

1. When I heard about the pay I accepted the job without _____.
HESITATE