



## ტესტი ინგლისურ ენაში

2014

თქვენ წინაშეა მასწავლებელთა სასერტიფიკაციო გამოცდის ტესტის ბუკლეტი და ტესტის პასუხების ფურცელი. ტესტი შედგება ორი ნაწილისგან:

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**გასწორდება მხოლოდ პასუხების ფურცელი!**

**გაითვალისწინეთ, რომ ზოგი დავალება მოითხოვს პასუხის მონიშვნას, ხოლო ზოგი დავალების შესრულება მოითხოვს პასუხის დაწერას, ორივე შემთხვევაში პასუხი უნდა გადაიტანოთ პასუხების ფურცელზე!**

**არსად მიუთითოთ თქვენი სახელი და გვარი, დავალება რომელშიც მითითებული იქნება თქვენი სახელი ან გვარი არ გასწორდება!**

ლექსიკონის ან სხვა დამხმარე საშუალების გამოყენება არ არის ნებადართული.

**ტესტის შესასრულებლად გეძლევათ 4 საათი.**

**გისურვებთ წარმატებას!**

**TASK 1 LISTENING**

**You will hear an interview with a stress therapist Dr Catherine O'Dell and a university student David Brown about how stress can affect the lives of university students. For questions 1-12 fill in the gaps with one or two words.**

**You now have 45 seconds to look through the task. You will hear the recording twice.**

1. David thinks that there are ..... major causes to his stress.
2. David is often late for his ..... because he goes to bed late.
3. In order to improve the situation David needs to become .....
4. David thinks that at present his ..... are more important than his job.
5. If David follows his schedule he will spend less time at the .....
6. The doctor wonders if David could change his .....
7. If David finishes his homework on time, he will have fewer .....
8. David plans to go to work only on ..... this semester.
9. David will easily ..... with his studies, because he will work less.
10. David started doing things according to his ..... this week.
11. David's life is ..... now than it was last semester.
12. Understanding how to ..... the problem is a very good thing to do.

**TASK 2 LISTENING**

**You will hear four people talking about computer games. For questions (1-4) choose from the list (A-F) what each speaker says. Use each letter only once. There are two extra letters which you do not need to use.**

**You now have 30 seconds to look through the task. You will hear the recording twice.**

**Which speaker says that**

- A. illegal copying is a big problem.
- B. games shouldn't be blamed for violence.
- C. children prefer games to reading.
- D. games should be banned.
- E. games give people sense of achievement.
- F. companies never worry about illegal games.

1. Speaker 1	A	B	C	D	E	F
2. Speaker 2	A	B	C	D	E	F
3. Speaker 3	A	B	C	D	E	F
4. Speaker 4	A	B	C	D	E	F

### TASK 3 READING

You are going to read a newspaper article about a famous photographer. Six sentences have been removed from the article. Choose from the sentences (A-H) the one which best fits each gap (1-6). There are two extra sentences which you do not need to use.

#### A famous photographer

Robert Capa is a name that has for many years been synonymous with war photography. Born in Hungary in 1913, Capa was forced to leave his native country after his involvement in anti-government protests. He went to Germany and managed to get a job as a photographer in Berlin. .... (1). He tried to work there as a freelance journalist.

In 1936, after the breakout of the Spanish Civil War, Capa went to Spain. .... (2). It was here that he took one of his most famous pictures, *The Death of a Loyalist Soldier*. When World War II broke out, Capa was in New York. .... (3). Some of his most famous works were created on the 6<sup>th</sup> June, 1944, the day the Allies landed in France. In the first hour Capa took more than one hundred photographs. But by mistake all but eight photos were destroyed. It was these photos that inspired the visual style of Steven Spielberg's Oscar-winning movie *Saving Private Ryan*.

..... (4). In 1943 he fell in love with the wife of actor John Austin. His affair with her became the subject of his war memoirs. Capa made a promise to himself never to depict war again but when he was offered a job in Indochina he did not refuse. .... (5). On May 25<sup>th</sup>, 1954, Capa stepped on a land mine. He was taken to a nearby hospital, still clutching his camera. He died soon after his arrival in the hospital. .... (6). In 1966, his brother Cornell founded The International Fund in his honour. There is also a Robert Capa Gold Medal, which is given to a photographer who publishes the best photographic reporting from abroad and who shows exceptional courage.

- A. It was in Spain that he built his reputation as a war photographer.
- B. After his death, Capa left behind a standard for photojournalism that very few could reach.
- C. In Hungary, Capa was a recognised writer.
- D. But, he was soon back in Europe covering the war for *Life* magazine.
- E. Later he left Germany and moved to France due to the rise of Nazism.
- F. Capa was the photographer of a Spielberg film.
- G. Capa's private life was no less dramatic.
- H. He went to Indochina to cover the First Indochina War.

**TASK 4      READING / LANGUAGE IN USE**

**Read the text below. Use the words given in brackets to form a word that fits into the space. One example is given.**

**Business goes green**

Many cities around the world today are heavily polluted. *Careless* (0. CARE) manufacturing processes employed by some industries and a lack of consumer demand for ..... (1. ENVIRONMENT) safe products have contributed to the ..... (2. POLLUTE) problem. One result is that millions of tons of glass, paper, plastic and metal containers are produced, and it's very difficult to get rid of them. However, today, more and more ..... (3. CONSUME) are choosing 'green' products, which means that the products they buy are safe for the environment. A recent survey showed that two out of five adults now consider the environmental ..... (4. SAFE) of a product before they buy it. This means that companies must now change the way they make and sell their products to make sure that they are 'green', that is, ..... (5. FRIEND) to the environment. Only a few years ago, it was ..... (6. POSSIBLE) to find 'green' products in supermarkets, but now there are hundreds. Some supermarket products carry labels to show that the product is 'green'. Some companies have made the manufacture of clean and safe products their main selling point and emphasize it in their ..... (7. ADVERTISE). No longer will the public accept the old attitude of 'buy it, use it, throw away, and forget it.' Public ..... (8. PRESS) is on, and gradually businesses are starting to follow environmental regulations more strictly.

## TASK 5 READING

Read the text. Then read the statements (1-8) which follow and say whether the statements are true or false. Put a tick (✓) in the appropriate box. Then, next to it write the number of the paragraph where you have found the necessary information. One example is given.

### Ancient chairs

1. Chairs have been used since ancient times. A chair is usually a movable piece of furniture designed for the use of one person and consisting of a seat, legs, a backrest, and sometimes arms. For hundreds of years chairs were used only by royalty, nobility, the priesthood and the wealthy classes. Chairs did not become a common article of furniture until the sixteenth century. The earliest known chairs are Egyptian. They were usually low and sometimes fitted with curved backs. Representations of various kinds of Egyptian chairs are painted and carved on the walls of tombs. In Babylonia chairs were made of palm wood, which was strong, light and soft.
2. Greek chairs were made of bentwood - wood that is bent and not cut into shape - and frequently had sloping backs. The cathedra, a portable Greek and Roman chair originally used only by women, gave its name to a type of chair used by philosophers to do their lectures. In early Christian times the term cathedra was applied to the bishop's chair, and later the churches in which this chair stood came to be known as cathedrals.
3. The chairs used by officials and nobles in Rome were known as sellae, which were initially used only by royalty. During the Imperial Period, sellae was a seat for the emperors, and during their absence from Rome it was occupied by their statues. The chairs used in Roman homes as well as in amphitheatres were named sedilia. In medieval times sedilia designed for the use of high rank clergy were generally enriched with carvings, paintings and gilding.
4. A famous chair from early medieval times is the so-called throne of Dagobert I. It was made of cast bronze with legs in the form of animal heads and feet and dates back to the early 7<sup>th</sup> century. It is exhibited at the Louvre in Paris. Another example is the oldest chair found in England: the elaborate Gothic oak chair. It was made in the 13<sup>th</sup> century and has been used since then at Westminster Abbey in London for the coronation of Edward I and most of the succeeding English kings and queens.
5. The earliest chairs for ordinary use in England were low and had heavy, carved backs. At the beginning of the 17<sup>th</sup> century, English chairs were made taller and lighter, and the carving was on the frame. The English chair of the late 17<sup>th</sup> century had spiral turnings and seats. In the 18<sup>th</sup> century several notable English cabinetmakers greatly modified the typical English chair. The first and most famous of these cabinetmakers was Thomas Chippendale, who replaced the solid backpiece of the chair with an artistically carved one.

6. The first chairs made in the American colonies were of oak or pine and were modelled after the chairs of England, Holland, Sweden, and Germany. In time, variations of these models appeared. In general, colonial chairs followed the changing styles of chairs in England. The Windsor chair, a strong rail-back chair made of oak, ash, and patterned after English models, was popular in colonial days in America. An important American chairmaker in the first half of the 19<sup>th</sup> century was Duncan Phyfe of New York City. He became known as one of America's leading cabinetmakers by selling furniture at relatively low prices.

		True	False	Paragraph No
Ex.	At the beginning, not everybody could use chairs.	√		1
1.	Chairs called <i>sedilia</i> were used not only in amphitheatres.			
2.	Designs of the first American chairs were different from European designs.			
3.	Chairs became a usual piece of furniture from the 16 <sup>th</sup> century.			
4.	One of the American chairmakers was famous for selling very expensive chairs.			
5.	The word 'cathedral' is associated with the name of the bishop's chair.			
6.	No changes were made to a typical English chair throughout the 17 <sup>th</sup> - 18 <sup>th</sup> centuries.			
7.	Palm wood was used for making chairs because of its specific qualities.			
8.	The oak chair used for coronation purposes in England has survived to the present.			







**TASK 7 CORRECTION OF MISTAKES**

In the letter below, some lines are correct, but some have a mistake in them. Read each line (1-12) carefully and if you find a mistake in it, write the correct form at the end of the same line and, next to it, indicate the type of the mistake. If the line has no mistake, put a tick (✓) at the end of the line. Two examples are given.

When indicating the type of a mistake, use the abbreviations given on the next page.

		Corrected form	Type of a mistake
	Hi Bob,	0. ✓	0.
	Sorry I haven't written to you for so long. I have been very busy late. Last	0. lately	0. Adj.
1	month I had had exams, and I was studying and doing nothing else. Anyway, I	1. _____	1. _____
2	have stopped studying now, and I'm waiting to my exam results. Expectations	2. _____	2. _____
3	are high. Once I have the exam results, I will know exact which universities to	3. _____	3. _____
4	apply to. As you can see from the letter, I have changed my address and I live in	4. _____	4. _____
5	Oxford now. I decided that I wanted the change from central London	5. _____	5. _____
6	because it has become such an expensive city. A friend of mine, which spent	6. _____	6. _____
7	the whole last year in Cambridge, told me about this flat and I moved in for two	7. _____	7. _____
8	months ago. I really like the flat and the neighbourhood. When you are in	8. _____	8. _____
9	Oxford this summer, please come and see me. I am staying here until the middle	9. _____	9. _____
10	of August. Then I'm going on holiday to the south of Scotland. I never have	10. _____	10. _____
11	been there and I am looking forward to spend two weeks in such a	11. _____	11. _____
12	wonderful place. Drop me a line when you has a minute.	12. _____	12. _____
	All the best, Sal		

შეცდომის ტიპები	განმარტებები და მაგალითები
Ord.	<b>Wrong word order:</b> წინადადებას აქვს არასწორი წყობა. <i>I met him yesterday -ის ნაცვლად მოცემულია: Him I met yesterday.</i>
W. miss	<b>Word missing:</b> სიტყვაა გამოტოვებული. <i>He decided <u>to</u> read the letter -ის ნაცვლად მოცემულია: He decided read the letter.</i> ან: <i>This is <u>an</u> interesting story -ის ნაცვლად მოცემულია: This is interesting story.</i>
Ex. W	<b>Extra word:</b> სიტყვაა ზედმეტი. <i>If you are interested in this -ის ნაცვლად მოცემულია: If you are <u>be</u> interested in this.</i>
Tense	<b>Wrong tense:</b> არასწორია გრამატიკული დრო. <i>I <u>have seen</u> her twice this week -ის ნაცვლად მოცემულია: I <u>saw</u> her twice this week.</i>
Mood	<b>Wrong mood:</b> არასწორია ვილო. <i>If he did this job he would be paid well -ის ნაცვლად მოცემულია: If he does this job, he would be paid well.</i>
Voice	<b>Wrong voice:</b> არასწორია გვარი. <i>The building <u>was repaired</u> last year -ის ნაცვლად მოცემულია: The building <u>repaired</u> last year.</i>
Agr.	<b>Wrong noun-verb agreement. Or any other kind of agreement in person and number:</b> არასწორია შეთანხმება სახელსა და ზმნას შორის ან ნებისმიერი სხვა სახის შეუთანხმებლობა პირსა და რიცხვში. <i>Tennis and swimming <u>are</u> his favourite sports -ის ნაცვლად მოცემულია: Tennis and swimming <u>is</u> his favourite sport.</i> ან: <i>These <u>are</u> our children -ის ნაცვლად მოცემულია: <u>This</u> are our children.</i>
Prep.	<b>Wrong preposition:</b> არასწორია წინდებული. <i>I look forward <u>to</u> seeing you -ის ნაცვლად მოცემულია: I look forward <u>for</u> seeing you.</i>
Art.	<b>Wrong article:</b> შეცდომაა არტიკლის გამოყენებაში. <i>This is <u>the</u> house we want to buy -ის ნაცვლად მოცემულია: This is <u>a</u> house we want to buy.</i>
Adj.	<b>An adjective used instead of an adverb or an adverb used instead of an adjective:</b> ზედსართავი გამოყენებულია ზმნიზედის ნაცვლად ან ზმნიზედა გამოყენებულია ზედსართავის ნაცვლად. <i>He is <u>smart</u> enough -ის ნაცვლად მოცემულია: He is <u>smartly</u> enough.</i> ან: <i>He speaks English <u>fluently</u> -ის ნაცვლად: He speaks English <u>fluent</u>.</i>
Degr.	<b>Wrong degree of an adjective or of an adverb:</b> გამოყენებულია ზმნიზედის ან ზედსართავის არასწორი ხარისხი. <i>He is the <u>most</u> talented actor I've ever seen -ის ნაცვლად მოცემულია: He is the <u>more</u> talented actor I've ever seen.</i> ან: <i>He speaks English <u>better</u> than Ann -ის ნაცვლად: He speaks English <u>well</u> than Ann.</i>
Pron.	<b>Wrong pronoun:</b> არასწორი ნაცვალსახელი. <i>I met Tina and Nick and wished <u>them</u> a happy marriage -ის ნაცვლად მოცემულია: I met Tina and Nick and wished <u>him</u> a happy marriage.</i>
Mod.	<b>Wrong modal verb:</b> არასწორი მოდალური ზმნა. <i>Yesterday was Sunday, so it <u>must</u> be Monday today -ის ნაცვლად მოცემულია: Yesterday was Sunday, so it <u>may</u> be Monday today.</i>
VF	<b>Wrong verb form (incorrect use of infinitive, gerund or participle):</b> არასწორია ზმნის ფორმა (შეცდომაა ინფინიტივის, გერუნდივის ან მიმღეობის გამოყენებაში). <i>He enjoys <u>watching</u> soap operas -ის ნაცვლად მოცემულია: He enjoys <u>to watch</u> soap operas.</i>

## TASK 8 PRONUNCIATION

For each group of words mark the word which has the stress on the first syllable.

- |                   |                 |               |
|-------------------|-----------------|---------------|
| 1. A. obedient    | B. questionable | C. escape     |
| 2. A. storage     | B. another      | C. recorder   |
| 3. A. violent     | B. agreement    | C. procedure  |
| 4. A. influential | B. himself      | C. harbour    |
| 5. A. explosion   | B. straighten   | C. prefer     |
| 6. A. complain    | B. museum       | C. influence  |
| 7. A. stationary  | B. historical   | C. away       |
| 8. A. position    | B. facility     | C. manuscript |
| 9. A. advantage   | B. simplify     | C. occasion   |
| 10. A. advertise  | B. approval     | C. compose    |

**TASK 9 PRACTICAL METHODOLOGY**

**Which skill or knowledge do the given activities develop in students?**

**Match the activities (1-5) with the corresponding skills/knowledge (A-G). Two answers are extra.**

<b>Activity</b>	<b>Which skill or knowledge is developed</b>
<p>1. The teacher distributes the roles among the pupils and gives them 3 minutes to get ready for the role play.</p> <p>2. The teacher asks the pupils to fill in the gaps with the words or phrases expressing apology.</p> <p>3. The teacher gives the pupils some newspaper advertisements and asks them to find out which rubric they are from (politics, economics, culture, weather forecast, etc.).</p> <p>4. The teacher asks the pupils to read short biographies of famous people and tells them to write out important dates from the texts.</p> <p>5. The pupils are told to move around in the classroom and find out about the favourite films and actors of their classmates.</p>	<p>A. This activity helps pupils to develop the skill of understanding the main idea of the text.</p> <p>B. With this activity pupils develop the skills of group work and time management.</p> <p>C. This activity develops pupils' awareness of the foreign language phonetic system.</p> <p>D. This activity is good for practising the skill of asking questions properly.</p> <p>E. This activity helps pupils to develop the skill of reading for specific details.</p> <p>F. With this activity pupils practise the specific language function.</p> <p>G. This activity is good for developing the skill of self-assessment.</p>

**TASK 10 PRACTICAL METHODOLOGY**

**Match the tasks (1-6) with the types of the tasks (A-D). Some types of the tasks may be used more than once.**

- A. Transformation
- B. Filling the gaps
- C. Matching
- D. Multiple choice

<p><b>1. Complete the sentence with the appropriate words.</b></p> <p>It was a nice day. The sun ..... . The sea ..... . We decided .....</p>	<p><b>4. Find the answers to the questions below.</b></p> <p>What’s your name?     Eighteen.          Where do you live?     George.          How old are you?     In Batumi.</p>
<p><b>2. Rewrite the given sentence into the active voice.</b></p> <p>Our house was built by my father.          My father .....</p>	<p><b>5. Mark the right answer.</b></p> <p>Everest is the.....mountain in the world.</p> <p>a. higher          b. highest          c. tall          d. taller</p>
<p><b>3. Read the beginning and find the appropriate ending.</b></p> <p>1. My brother                    a. when you cross the road.          2. Be careful                    b. winter holidays?          3. Where did you spend     c. lives in a new house.</p>	<p><b>6. Rewrite the second sentence so that it has the same meaning.</b></p> <p>Ana says, “I am waiting for the bus”.          Ana says that .....</p>

**TASK 11 PRACTICAL METHODOLOGY**

**What aim does a teacher have when she does the given activities?**

**Match the teacher's activities (1-5) with the corresponding aims (A-G). Two aims are extra.**

<b>Teacher's activities</b>	<b>Aims</b>
<p>1. The teacher asks the pupils to listen to the recording twice and write down adjectives and adverbs.</p> <p>2. The teacher asks the pupils to read the text and underline the words and phrases connected with 'shopping in the mall'.</p> <p>3. The teacher asks the pupils to repeat the sentences as they listen to the dialogue.</p> <p>4. The teacher divides the class into two groups. The first group has to write an advertisement about a vacancy, the second group has to read the advertisement and write the letter to the addressee to get additional information.</p> <p>5. The pupils listen to three texts and decide which one is correspondence, which one is an advertisement and which - a part from a pupil's essay.</p>	<p>A. Developing the skill of reading for specific information.</p> <p>B. Developing conversation skills.</p> <p>C. Developing communicative writing skills.</p> <p>D. Developing the skill of listening for the main idea.</p> <p>E. Practising spelling skills.</p> <p>F. Practising pronunciation.</p> <p>G. Developing the skill of listening for specific information.</p>

## TASK 12 PRACTICAL METHODOLOGY

What does a teacher get her pupils to practise primarily with the help of the activities given below? Mark the correct answer A, B, C or D.

12.1 'Make up three sentences, beginning with the phrases: *Can you? Could you? Do you mind if...* compare your sentences with those of your friends' and try to find out what they express.'

- A. Conversation skill
- B. Subjunctive mood
- C. Language function
- D. Vocabulary

12.2 'Read the text about Tom Cruise and think of the synonyms for the underlined words. You have 2 minutes to do this exercise.'

- A. Reading
- B. Writing
- C. Grammar
- D. Vocabulary

12.3 'Listen to the dialogue between two friends and change it into formal English'.

- A. Register
- B. Writing
- C. Speaking
- D. Listening

12.4 'You have a week to prepare a presentation: *Should all the pupils apply for the university?* Try to support your position with arguments and examples. Remember, you have to make a presentation in front of your class, answer their questions and support your opinion'.

- A. Group work
- B. Debating skills
- C. Listening skills
- D. Peer-correction skills



**TASK 13 PRACTICAL METHODOLOGY**

You want to teach your 6<sup>th</sup> grade pupils the vocabulary connected with sport. You have already written the words on the board (e.g. participate, win, lose ) and given the definitions. Now you want your pupils to practise their use in real-life situations. Which activity would you use? Write the instruction for the task and describe the activity itself. Use the space provided below.

**1. Instruction**

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**2. Description of the activity**

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**TASK 14**

The teacher gives the pupils texts about different cities in the UK. The pupils read them individually and write similar texts about Georgian cities. This activity helps to develop reading skills. What are two other aims of this activity?

**Aim 1:** \_\_\_\_\_

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**Aim 2:** \_\_\_\_\_

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**TASK 15**

**PRACTICAL METHODOLOGY**

**At the lessons English teachers often translate new words into the native language. Name two positive and two negative sides of using translation while teaching new vocabulary.**

**Positive sides**

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

**Negative sides**

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

