

Teachers' Test in English 2013

KEY

Task 1: 1.A 2.B 3.C 4.B 5.B 6.C 7.A 8.C 9.A 10.B 11.A 12.B

Task 2: 1.C 2.D 3.F 4.B

Task 3: 1.B 2.E 3.H 4.G 5.A 6.D

Task 4: 1.beautiful 2.civilis(z)ation 3.partially/partly 4.impressive 5.inhabitants
6.different 7.death 8.humidity

Task 5: 1.False/3 2.True/5 3.True/1 4.False/2 5.True/6 6.False/4 7.False/2 8.True/5

Task 7: 1. red dress/Ord 2. really/Adj. 3. V 4. of/Prep. 5. V 6. had/Tense
7. was hosted/Voice/W.Miss. 8. to/W. miss 9. be/ VF. 10.V 11. completely/Adj 12.V

Task8: 1.B 2.C 3.A 4.A 5.C 6.B 7.B 8.A 9.C 10.C

Task 9: 1.D 2.C 3.E 4.A 5.F

Task10: 1.C 2. B 3. A 4. A 5.B 6.D

Task11: 1.D 2.F 3.A 4.G 5.C

Task12: 12.1.A 12.2.D 12.3.B 12.4.C

Task 13: 2 points (1- description of the activity, 1 - argument)

Description of the activity

The teacher tells the students to work individually and write down all the verbs connected with their parents or sisters and brothers' everyday activities. Then the teacher asks the students to use those verbs in simple sentences, e.g. My mother cooks dinner every day; My father goes to work every morning. The teacher reminds the students correct forms of the verbs and tells them to mark the suffix -s in red or any other colour other than blue or black. Then the students read their sentences to their friends sitting next to them. The teacher tells the students that the same suffix is added to the Georgian verbs in the present tense too. E.g. აკეთებ, დავძლ etc.

Argument

Comparison of the foreign language with the native language helps the students to remember the rule better.

Any other relevant answer.

Task 14: 2 points: 1 for each aim

Aims:

- 1. Developing skill for reading for gist / general idea/ global reading.*
- 2. Developing concentration skill during title matching.*
- 3. Developing fast reading and/or time management skill/ adequate distribution of time for the task.*

Any other relevant answer.

Task 15: 4 points: 2- for positive and 2 - for negative sides.

Positive sides

- 1. The student becomes familiar with fiction and writers/is developing onself.*
- 2. Reading an extract from the novel could motivate the student to read the entire novel.*
- 3. The students have connection with the authentic language/ enrich their vocabulary.*

Negative sides

- 1. The extract could be lexically difficult for students, which could result in the students' loss of interest in reading, in general or in a particular novel.*
- 2. An extract from a literary work often contains outdated vocabulary, which is not interesting for students.*
- 3. Learning of only an extract from a literary work often leads to the ambiguity of the content/it doesn't allow to understand the entire novel.*

Any other relevant answer.