



## ტესტი ინგლისურ ენაში

2016 იანვარი

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

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2. მეთოდოლოგია;

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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 ან სხვისი სახელი და გვარი. დავალება, რომელშიც მითითებული იქნება 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 Daniela Ross, a young student who is talking about a two-year course in film studies. For questions 1-12 fill in the gaps with one or two words. You now have forty-five seconds to look through the task. You will hear the recording twice.

1. Daniela says that a two-year course in ..... is as important as any other traditional course.
2. Students in the course must be able to ..... their own opinions about the film.
3. In the first year the main decision about what film to watch is made by the .....
4. Most of the films watched in the second year are chosen by the .....
5. About ..... percent of the first-year course is practical work.
6. The course teaches students how old films as well as ..... ones are made.
7. Students have to find out about people who have ..... in the film world.
8. Students who don't pass the first year exam have to ..... the year.
9. In the second year, students have to study a ..... of films, including those made in other languages.
10. Students have to write, shoot and ..... a short film by themselves.
11. After the course Daniela intends to do a degree in .....
12. Daniela is happy with the course and says that it has already increased her .....

## TASK 2 LISTENING

You will hear four people talking about the work they did in the past. 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 thirty seconds to look through the task. You will hear the recording twice.

### Which speaker

- A. had a boring job?
- B. became unhappy as a result of hard work?
- C. wore special clothes at the work place?
- D. needed a lot of training to do the job?
- E. thinks that staying in the same job for long is wrong?
- F. enjoyed repairing watches?

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 an article about newspapers in America. Six sentences have been removed from the article. Choose from the sentences (A-H) the one which fits each gap (1-6). There are two extra sentences which you do not need to use.

#### Newspapers in America

It took America long to publish the first American newspaper. Newspaper *Publick Occurrences*, published in Boston in 1690, included general news on the state of the harvest and a smallpox outbreak. But the newspaper also included a controversial report that outraged the British colonial government. The newspaper's uncompromising publisher, Benjamin Harris, had printed the first issue without government approval. (1) \_\_\_\_\_. It was Benjamin Harris who together with other strong-willed publishers began to support journalism and laid down the foundation for the freedom of the press. (2) \_\_\_\_\_. However, it took years for the tradition to take root and establish itself.

Before the American colonies gained independence from Britain in 1776, most colonial newspapers treated the experience of *Publick Occurrences* as a lesson. (3) \_\_\_\_\_. After independence, the early leaders of the United States started to protect the press from government interference. (4) \_\_\_\_\_. 'Were it left to me to decide whether we should have a government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter,' he wrote. The First Amendment to the U.S. Constitution, approved in 1791, guaranteed freedom of the press. (5) \_\_\_\_\_. In response to this, the ruling Federalist Party soon passed the Act, under which anyone who criticized the government in newspapers could be fined or imprisoned. Consequently, several opposition publishers were punished before the law was allowed to change.

The U.S. newspaper industry grew dramatically along with the new country. At the beginning of the 19<sup>th</sup> century, fewer than 200 newspapers were published in the United States. (6) \_\_\_\_\_. According to historian David Paul Nord this fact has made America 'by far the greatest newspaper country in the world.'

- A. For example, one of the Founding Fathers, Thomas Jefferson, believed a free press was an essential guardian of liberty.
- B. Only the wealthy people could afford to buy them.
- C. However, by 1825 there were more than 800 – twice as many as in Great Britain.
- D. As a result, the British immediately shut down the newspaper.
- E. So, with the support of the First Amendment political parties used newspapers to criticize their opponents.
- F. These highly determined and brave people directly challenged and criticized authority.
- G. But the newspaper industry was about to undergo a commercial and democratic revolution.
- H. Thus, they tried to keep out of trouble with the British colonial government.

#### 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.

##### The causes of stress

Although adolescence (0. ADOLESCENT) is often viewed by parents as a ..... (1. CARE) period of life, some studies show that teenagers experience the most stress of all people. They can experience stress related to money, family problems, self-esteem, ..... (2. RECOGNISE) by their peers, getting accepted into college, choosing a career and ..... (3. PRESS) to do well in school, sports or clubs. According to experts, one of the main reasons for stress is that childhood has become shorter, and the ..... (4. PERCEIVE) of children has changed. Since TV is available to any audience, children can get messages that were ..... (5. PROBABLE) meant for adults, and the dividing line between childhood and adulthood ceases to exist. Children do not play as many of their own games as they used to, and most of their games and sports nowadays are those preferred by adults. .... (6. YOUNG) wear similar clothing to that of adults, and they use adult language that was never used before. Young people these days are under tremendous pressure to achieve and ..... (7. SUCCESS). They are expected to adjust to social and ..... (8. ENVIRONMENT) changes that past generations never had to deal with. The demands imposed on preteens and teens by modern life have definitely increased the level of stress.

## 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 cross (X) 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.

### The history of the blues

1. Jazz music has often been called the only art form to originate in the United States, yet blues music arose right beside jazz. In fact, the two styles have many parallels. Both were created by African-Americans in the southern states at the end of the 19<sup>th</sup> century and spread from there in the early decades of the 20<sup>th</sup> century. Both genres contain the sad sounding 'blue note' and for both improvisation is common. No single person invented the blues, but many people claimed to have discovered the genre.

2. Like jazz, the blues have had huge influence on American popular music. In fact, many key elements we hear in pop, soul, rhythm and blues and rock and roll have their beginnings in blues music. A careful study of the blues can contribute to a greater understanding of these other musical genres. What exactly are the blues? According to well-known songwriter and record producer Willie Dixon, the blues are 'the true facts of life', which should be studied in the place where it was born. Let's find out what he meant by going back to the birth of the blues, to where it all began.

3. Out of the great suffering of African-Americans came the art form known as the blues. Between 1808 and 1916, thousands of West Africans were captured at gunpoint and under brutal conditions brought to the New World as slaves. They were sold at auctions, brought to large farms and plantations, and forced to work in the fields from sunrise until sunset with little regard for their humanity. While working, they expressed their sorrow by singing old melodies from Africa. In the work song tradition of their former homeland, workers sang together. Many of these work songs had a call-and-response pattern in which one person led by singing a line that others repeated or 'answered' in song. This type of song was called a 'field holler.'

4. After the slaves were set free in 1863, African-Americans in the South kept their work songs and worked in the same fields as poorly paid tenant farmers. They were exposed to European music through their churches and through travelling shows and circuses. The variations of old African melodies, combined with the musical styles of Europe, developed into the form of music we know today as the blues. Around 1900, the guitar replaced the originally African banjo as the primary blues instrument, and the call-and-response pattern of the earlier 'field hollers' was reflected in the way the singer's words were 'answered' by the guitar player.

5. Blues music travelled with southern black Americans from rural farms to the cities along the Mississippi River, in particular New Orleans, Memphis, and St. Louis. Travelling bandleader W.C. Handy noted the growth of this new form by writing the songs 'Memphis Blues' in 1912 and 'St. Louis Blues' in 1914. In 1920, 'Crazy Blues' by Mamie Smith was the first blues record. During the 1920s and 1930s, the blues flourished, and a number of singers and musicians became popular among the African-American community through their concerts and records sales.

6. Many blues-playing African-Americans moved to the northern cities during World War II. After the war, a new kind of blues, urban blues, developed. In the late 1940s, the urban blues became electrified, and drums were added to a band lineup that now included bass, piano, electronic music and amplified harmonica. Chicago became the capital of the new electronic blues, and by the early 1950s, an American record company Chess Records was selling records by numerous blues bands.

		<b>True</b>	<b>False</b>	<b>Paragraph No</b>
Ex.	Improvisation is common only for jazz.		X	1
1.	At the beginning of 20 <sup>th</sup> century some black musicians became well-known among the entire population of the USA.			
2.	West African slaves conveyed their feelings through singing old African tunes.			
3.	African Americans brought their music from country farms to urban areas.			
4.	Over the time the tradition of the call-and-response singing pattern completely disappeared.			
5.	The blues have had a significant impact on different types of music.			
6.	It was not until the early 1950s that the blues records went on sale.			
7.	Jazz and the blues bear close resemblance.			
8.	African-American music was not affected by any foreign influences.			



## TASK 7 CORRECTION OF MISTAKES

In the text 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 X 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
	One of my friends has just returned from the holiday in the USA.	0. <u>X</u>	0.
	He now consider himself an expert of the United States. It makes me	0. considers	0. Agr.
1	to laugh, but it isn't the first time I've seen it. People go to America	1. _____	1. _____
2	with a firmly idea of what they are going to find there and then they find it.	2. _____	2. _____
3	They don't meet many Americans because they never leave his own	3. _____	3. _____
4	little group. They go to the tourist traps: Disneyland and Miami Beach,	4. _____	4. _____
5	for example, and follow their tour guides around like sheep. They are	5. _____	5. _____
6	shown exactly what they want to see. So, they thinks that America is	6. _____	6. _____
7	exactly like its cinema image. I think only way to get to know a country	7. _____	7. _____
8	is to go there alone or in a very small group and to stay in a place where	8. _____	8. _____
9	there are not very many tourists. Then you had a chance of meeting people	9. _____	9. _____
10	and finding out what their life is really like. Of course, it is important	10. _____	10. _____
11	to learn at least a bit little of the language before you go. You won't come	11. _____	11. _____
12	back as an expert, but you'll know most than my friend knows	12. _____	12. _____
	about America.		

შეცდომის ტიპები	განმარტებები და მაგალითები
Ord.	<b>Wrong sentence 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 კილო. <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><u>These are</u> our children -ის ნაცვლად მოცემულია: <u>This are</u> 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 talented</u> actor I've ever seen -ის ნაცვლად მოცემულია: He is the <u>more talented</u> 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 be</u> Monday today -ის ნაცვლად მოცემულია: Yesterday was Sunday, so it <u>may be</u> Monday today.</i>
VF	<b>Wrong verb form (incorrect use of infinitive, gerund or participle):</b> არასწორია ზმნის ფორმა (შეცდომაა ინფინიტის, გერუნდის 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 a stress on the second syllable.

- |                    |                |                |
|--------------------|----------------|----------------|
| 1. A. violence     | B. afford      | C. programme   |
| 2. A. museum       | B. comfortable | C. influence   |
| 3. A. questionable | B. effort      | C. yourself    |
| 4. A. preference   | B. success     | C. immigrant   |
| 5. A. police       | B. membership  | C. argument    |
| 6. A. similarly    | B. prejudice   | C. advantage   |
| 7. A. complicated  | B. important   | C. fascinating |
| 8. A. politics     | B. hotel       | C. fantasy     |
| 9. A. complaint    | B. standard    | C. adjective   |
| 10. A. patience    | B. arrogant    | C. facility    |

## TASK 9 PRACTICAL METHODOLOGY

**What function do the sentences have?**

**Match the sentences (1-8) with the corresponding language functions (A-J). Each function can be used only once. Two functions are extra.**

Sentence	Language function
1. Excuse me. Is it too late to get a ticket for the Rugby World Cup championship?	A. disagreeing
2. Your handwriting has improved a lot. If you practise more, I may recommend you for handwriting competition.	B. advising
3. This meal hasn't been cooked properly. I wouldn't recommend this cafe to anyone.	C. asking for an opinion
4. I don't think this is a good idea. I have a different approach to this problem.	D. checking
5. You can use my computer any time you want to. I very rarely use it myself.	E. complaining
6. Do you understand how to use this English learning site now or should I repeat the rules again?	F. giving permission
7. How about doing more listening exercises? This will improve your pronunciation.	G. warning
8. Do you think it's a good idea to learn French as a second foreign language?	H. motivating
	I. enquiring
	J. inviting

## TASK 10 PRACTICAL METHODOLOGY

What is the **main aim** of each activity?

Match the learners' activities (1-8) with the appropriate teaching aims (A-J). Each aim can be used only once. Two aims are extra.

Learners' activity	Teaching aims
<p>1. Learners play a word game revising words from the last semester.</p> <p>2. Learners complete a gap-filling exercise on conjunctions and prepositions.</p> <p>3. Learners have a group discussion on a particular topic.</p> <p>4. Learners exchange workbooks and check their partner's work.</p> <p>5. Learners write a short story using the words their teacher has just presented.</p> <p>6. Learners read the story quickly and then put the four pictures in order.</p> <p>7. Learners discuss with their partner the ways in which they use newly learnt words in practice, outside the classroom.</p> <p>8. Learners find the words in a text which match the definitions given by the teacher.</p>	<p>A. to give practice in oral fluency</p> <p>B. to improve essay writing skill</p> <p>C. to practise deducing the meaning of words from context</p> <p>D. to give practice in using new vocabulary</p> <p>E. to recycle vocabulary</p> <p>F. to focus on finding out the words in the text with the similar meaning</p> <p>G. to raise learners' awareness on learning strategies</p> <p>H. to get learners practise in grammatical accuracy</p> <p>I. to give learners practice in understanding the logical structure of the text</p> <p>J. to develop the skill of peer correction</p>

**TASK 11 PRACTICAL METHODOLOGY**

You have asked your 11<sup>th</sup> grade students to send you notes in which they would write about their problems in learning English. Read the notes below and write short replies to each of them giving advice how to deal with each particular problem.

Write your answers in the space given. The beginning and the ending are given.  
Do not write your or anybody else's name or surname anywhere.

**11.1**

*Dear Teacher,*

*My pronunciation is terrible. I can't say correctly even very simple words. How can I improve it? Please advise.*

*Thank you.*  
*Saba*

*Dear Saba,*

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*Wish you success.*

**11.2**

*Dear Teacher,*

*It's a problem for me to use the Present Perfect tense properly. Please advise me on what I have to do to overcome this problem?*

*Thank you.*  
*Mariam*

*Dear Mariam,*

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*Wish you success.*

**11.3**

*Dear Teacher,*

*I am taking part in the debates. Though the other group speak English very well, I find it difficult to understand them. Will you please advise me on what to do to make my listening better?*

*Thank you.*

*Lado*

*Dear Lado,*

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*Wish you success.*

**11.4**

*Dear Teacher,*

*Passive voice is a big problem for me. I know the rule but I can't use it properly. Please advise me on what to do.*

*Thank you.*

*Anna*

*Dear Anna,*

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*Wish you success.*

## TASK 12 PRACTICAL METHODOLOGY

You want to teach your 5<sup>th</sup> grade pupils words for different colours. You have already shown the colours and put the examples on the board. Now you want your pupils to practise *colours* in real-life situations. Which activity would you use? Write the instruction for the task and describe the activity itself. Use the space given below.

### 1. Instruction

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### 2. Description of the activity

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