

State of Kuwait
Ministry Of Education
ELT General Supervision
Exam for the Nominees for the Position of a "**Head of Department**" 2016-2017
MOCK EXAM

I- Reading Comprehension

Read the following passage then answer the questions below:

Most people can remember a phone number for up to thirty seconds. When this short amount of time **elapses**, however, the numbers are erased from the memory. How did the information get there in the first place? Information that makes its way to the short term memory (STM) does so via the sensory storage area. The brain has a filter which only allows stimuli that is of immediate interest to pass on to the STM, also known as the working memory.

There is much debate about the capacity and duration of the short term memory. The most accepted theory comes from George A. Miller, a cognitive psychologist who suggested that humans can remember approximately seven chunks of information. A chunk is defined as a meaningful unit of information, such as a word or name rather than just a letter or number. Modern theorists suggest that one can increase the capacity of the short term memory by chunking, or classifying similar information together. By organizing information, one can optimize the STM, and improve the chances of a memory being passed on to long term storage.

When making a conscious effort to memorize something, such as information for an exam, many people engage in "rote rehearsal". By repeating something over and over again, one is able to keep a memory alive. Unfortunately, this type of memory maintenance only succeeds if there are no interruptions. As soon as a person stops rehearsing the information, it has the tendency to disappear. When a pen and paper are not handy, people often attempt to remember a phone number by repeating it aloud. If the doorbell rings or the dog barks to come in before a person has the opportunity to make a phone call, he will likely forget the number instantly.* Therefore, rote rehearsal is not an efficient way to pass information from the short term to long term memory.* A better way is to practice "**elaborate** rehearsal".* This involves assigning semantic meaning to a piece of information so that it can be filed along with other pre-existing long term memories.*

Encoding information semantically also makes it more retrievable. Retrieving information can be done by recognition or recall. **Humans can easily recall memories that are stored in the long term memory and used often; however, if a memory seems to be forgotten, it may eventually be retrieved by prompting.** The more cues a person is given (such as pictures), the more likely a memory can be retrieved. This is why multiple choice tests are often used for subjects that require a lot of memorization.

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From a, b, c and d choose the most suitable answer:

1. The underlined word “**elapses**” in paragraph 1 is closest in meaning to

 - a. passes.
 - b. adds up.
 - c. appears.
 - d. continues.

2. How do theorists believe a person can remember more information in a short time?
 - a. By organizing it.
 - b. By repeating it.
 - c. By giving it a name.
 - d. By drawing it.
3. All of the following are mentioned as places in which memories are stored EXCEPT the

 - a. STM.
 - b. long term memory.
 - c. sensory storage area.
 - d. maintenance area.

4. According to the passage, how do memories get transferred to the STM?
 - a. They revert from the long term memory.
 - b. They are filtered from the sensory storage area.
 - c. They get chunked when they enter the brain.
 - d. They enter via the nervous system.
5. Why does the author mention a dog's bark?
 - a. to give an example of a type of memory
 - b. to provide a type of interruption
 - c. to prove that dogs have better memories than humans
 - d. to compare another sound that is loud like a doorbell

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6. Look at the four stars * (in the third paragraph) that indicate where this sentence can be added to the passage. Where would the following sentence fit best?

"For example, a reader engages in elaborate rehearsal when he brings prior knowledge of a subject to a text."

- a. The 1st star
- b. The 2nd star
- c. The 3rd star
- d. The 4th star

7. Which of the following best provides the important information in the highlighted sentence in the fourth paragraph?

Incorrect answer choices leave out essential information or change the meaning of it.

- a. Prompting is the easiest way to retrieve short term memory after an extended period of time.
- b. A memory can be retrieved by prompting, in a case where it has been rarely used.
- c. It's easier to remember short term memories than long term memories due to regular prompts.
- d. Recalling a long term memory that is often used is easy, while forgotten memories often require prompting.

8. The author believes that rote rotation is

- a. the best way to remember something.
- b. more efficient than chunking.
- c. ineffective in the long run.
- d. an unnecessary interruption.

9. Which of the following is NOT supported by the passage?

- a. The working memory is the same as the short term memory.
- b. A memory is kept alive through constant repetition.
- c. Cues help people to recognize information.
- d. Multiple choice exams help memories to be retrieved.

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II- Grammar Questions

- 1- You missed a great party last night. You Why didn't you?
- a- must have come
 - b- ought to have come
 - c- should have come
 - d- had to come
- 2-appeared to be coming from the science lab next door.
- a- The pungent unpleasant odor of burning plastic
 - b- The unpleasant pungent odor of burning plastic
 - c- The pungent unpleasant odor of plastic burning
 - d- The unpleasant odor pungent of burning plastic
- 3- Khaled.....to reach the finals, so he.....by the result.
- a- hasn't expected\ was thrilled
 - b- hadn't expected\was thrilled
 - c- was expecting\ is thrilled
 - d- hadn't expected\ wasn't thrilled
- 4- Please fillthis online application form.
- a- up
 - b- on
 - c- down
 - d- out
- 5- I rememberto the circus by my grandfather when I was a child.
- a- having taken
 - b- to be taken
 - c- being taken
 - d- was taken

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- 6- In such a complex situation as this, mistakes are bound to happen
- a- on occasion
 - b- occasionally
 - c- occasional
 - d- for occasion
- 7- By the time the UN task force, the rebel forcesthe province.
- a- arrived/ took
 - b- has arrived/ will take
 - c- arrived / had taken
 - d- had arrived/ had taken
- 8- Having such a famous man for a father had an effect on Jason's childhood.
- a- must be
 - b- have
 - c- having
 - d- must have
- 9- With 5,000 tigers remaining in the world, time is quickly running out of this beautiful animal.
- a- as fewer than
 - b- not fewer than
 - c- as few as
 - d- so few as
- 10- I can reassure you that everythingas quickly as possible.
- a- will be dealt
 - b- will deal with
 - c- will deal
 - d- will be dealt with

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- 11- By the time the guests arrive, weeverything for the party.
- a- will be preparing
 - b- will have prepared
 - c- prepare
 - d- have prepared
12. Many a time plan to meet her friend, but she never did.
- a- she had to
 - b- had she
 - c- she did
 - d- did she
13. It's about time we it's nearly midnight.
- a- left
 - b- leave
 - c- leaving
 - d- must leave
14.your help things would have been a disaster.
- a- But for
 - b- Thanks to
 - c- Except for
 - d- Unless

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III- Educational Questions

1. The observer shouldduring classroom observation.
 - a) give recommendations
 - b) discuss the lesson plan
 - c) pinpoint defects and strengths
 - d) criticize the teacher's performance

2. After a technical meeting, an HOD must
 - a) be aware of how the teachers are participating and following the meeting.
 - b) decide when the meeting will be held and how long it should last.
 - c) prepare any needed materials.
 - d) take any actions that have been agreed upon to achieve progress.

3. Good leaders / managers should
 - a) play favourites and discriminate against his/her staff members.
 - b) have a tunnel, poor vision.
 - c) have a lack of empathy.
 - d) divide work fairly and evenly among staff member.

4. Criterion-Referenced Tests are tests which
 - a) tell the examiner weather the student has achieved the desired objectives or not, regardless of other students standards.
 - b) place the student in a rank order. i.e. it tells the examiner how a student has performed compared with his classmates.
 - c) discover whether a student has a talent or basic ability for learning a new language or not.
 - d) measure students' language and their skill progress in relation to the syllabus they have been following.

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5. Good planning is characterized by the following except
- a) collecting data.
 - b) specifying the aims.
 - c) publicizing the project.
 - d) ignoring agenda.
6. The continuous professional development cycle enables you to update, maintain and develop your capabilities by:
- a) Helping you identify your individual learning needs.
 - b) Recognizing the learning that occurs in the workplace.
 - c) The emphasis will be on quality, rather than quantity.
 - d) All of the above.
7. As a HOD you must develop a
- a) short-term career goals.
 - b) long-term vision with no specific directions.
 - c) blueprint of goals and objectives.
 - d) roadmap with short term goals.
8. The teaching of thinking skills can be grouped into three broad categories:
- a) Brain-based
 - b) Philosophical
 - c) Cognitive intervention
 - d) All of the above

Best of Luck