

State of Kuwait
Ministry Of Education
E.L.T. General Supervision

Model exam for the Nominees for the Position of a "Supervisor" 2016-2017

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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 are 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 practise "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.

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

1. The word "elapses" in paragraph 1 is closest in meaning to:
 - A) **passes**
 - B) adds up
 - C) appears
 - D) continues

2. 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**

3. Why does the author mention a dog's bark?
 - A) **To provide a type of interruption**
 - B) To give an example of a type of memory
 - C) To prove that dogs have better memories than humans
 - D) To compare another sound that is loud like a doorbell

4. 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

5. The underlined word "it" in paragraph 3 refers to ...
 - A) meaning
 - B) rehearsal
 - C) **information**
 - D) short term memory

Grammar

Choose the correct answer from a, b, c and d.

1. Put the whole thing out of your head. you could spend days anxiously waiting for the phone to ring.
 - a. Although
 - b. **Otherwise**
 - c. Therefore
 - d. Consequently

2. It's about time we our money in a profitable project. We are losing at the stock market.
 - a. have invested
 - b. are investing
 - c. will invest
 - d. **invested**

3. Yesterday, I on the sand until we had to go home.
 - a. lied
 - b. lain
 - c. laid
 - d. **lay**

4. They have both started new jobs this month. They are their busy schedules.
 - a. used to
 - b. using to
 - c. got used to
 - d. **getting used to**

5. My daughter lost her boots while she was training.
 - a. old nice leather Spanish
 - b. leather Spanish nice old
 - c. Spanish leather old nice
 - d. **nice old Spanish leather**

6. I spent hours sorting the books, and then they told me I
 - a. **needn't have bothered**
 - b. didn't need to bother
 - c. won't need to bother
 - d. needn't bother

7. The study showed for maternal and child health.
- how is nutrition important
 - how important nutrition is**
 - that how important nutrition is
 - that how nutrition is important
8. Not only did he late, but he also forgot his books.
- turn up**
 - turn out
 - turn off
 - turn down
9.he's got the required qualifications, he can't get the job.
- However
 - Although**
 - Despite
 - In spite of
10. The government that the tasks with great success.
- is confirming / maintained
 - confirms / have been maintained**
 - was confirmed / have been maintaining
 - will have confirmed / had been maintained

Educational Questions

Choose the best answer from a, b, c and d.

1. As a researcher, the Technical Supervisor ...
 - a. **encourages teachers to conduct pilot studies.**
 - b. evaluates the educational situation from all its elements.
 - c. properly classifies and diagnoses the training needs of teachers.
 - d. develops teachers' efficacies, practically, and professionally in order to upgrade and update their classroom purveyances

2. In Cognitivist theory, the process of learning relies more on ...
 - a. generalization, rewarding, and conditioning.
 - b. **reasoning and mental processes.**
 - c. experience and constructive processes.
 - d. imitation and reinforcement.

3. Emotional awareness enables interlocutors to ...
 - a. **create trust in relationships by sending nonverbal signals that match up with words.**
 - b. misread other people, send confusing or off-putting nonverbal signals.
 - c. pay attention to include timing and pace, tone and inflection.
 - d. maintain the flow of conversation and for gauging the other person's response.

4. is rooted in the progressive philosophy and child-centered movement.
 - a. System Approach
 - b. **Humanistic Approach**
 - c. Managerial Approach
 - d. Behavioural Approach

5. The staller in a group is someone who ...
 - a. **puts off decisions for fear someone will be unhappy.**
 - b. has the power to drag us down because they stir up doubt and disappointment within us.
 - c. is fault-finding, blaming, and certain about what should be done.
 - d. often promises more than he delivers and is an expert in phoniness.

6. is not a part of the curriculum design process.
 - a. Evaluation
 - b. Environment
 - c. **Neglecting needs**
 - d. Principles

7. Within a directive supervisory model, a supervisor ...
 - a. **evaluates the teacher's mastery of defined behaviours.**
 - b. suggests a variety of alternatives to what the teacher has done in the classroom.
 - c. works together with a teacher in addressing a problem in the teacher's classroom practice.
 - d. assists the teacher in the process of thinking through his or her actions.

8. In the Collaborative Continuum of behaviours, Reflecting means ...

- a. understanding the teacher's perception.
- b. verifying the teacher's perception.**
- c. exchanging suggestions of options.
- d. finding an acceptable solution.

9. A higher percentage of an answer in item difficulty analysis indicates that ...

- a. the item is easy.**
- b. the item is difficult.
- c. it is a miskeyed correct response.
- d. the test is sufficiently reliable.

10. Premature evaluation can be a hindrance to communication when the receiver of information ...

- a. tries to dig out meaning without much thinking.**
- b. is preoccupied with some important work.
- c. derives an opposite meaning from the message.
- d. receives a message after it has passed through many people.