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**MASTER'S DEGREE IN TEACHING ENGLISH TO SPEAKERS OF OTHER  
LANGUAGES (TESOL)**

**TESTING PRESENT AND PAST TENSE COMPETENCE WITHIN NMT  
EXAM IN THE ENGLISH LANGUAGE: STRATEGY, CCQ  
INSTRUCTION AND PRACTICE**

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## Abstract

Nowadays, according to the Ukrainian system of education, to enter the university, the school-leavers have to pass the National Multi-subject Test (NMT), and the English language is one of the optional subjects necessary to gain admission to the profession of their choice. A great deal of recent studies have concentrated on the recommendations and possible strategies to accomplish tasks that check the level of lexis, reading, listening and writing skills, whereas less attention has been paid to the grammatical part. Owing to the complicated military situation in Ukraine, the format of the former External Independent Evaluation (EIE) exam in the English language was transformed to NMT; however, some components remained unchangeable, in particular, the *Use of English* part, where grammatical competence is assessed. The present Master's thesis proposed a method to complete the multiple-choice task of the *Use of English* part of the NMT that monitors the candidate's grammatical knowledge of verbal tenses. This study examined the frequency of questions that test the present and past tenses in active voice per examination paper from 2014 until 2023 and experimentally investigated the effectiveness of the proposed method that includes a strategy to complete a grammatical task, the concept checking questions (CCQs) as an explanatory tool to analyse the context of the multiple-choice questions and options, and the practical exercises with a time limit. Nineteen learners who studied English at the intermediate level in a vocational education and training institution participated in a three-week experiment. The results of the quantitative research showed that the outlined method had a significantly positive impact on the EFL learners' grammatical performance. The findings suggest that before sitting NMT in the English language, the candidates should be aware of the structure of the examination paper and of each task. Importantly, when completing the *Use of English* part, they should consider the context and key words (the subject and the temporal markers in case of the verbal tenses) as well as analyse the multiple-choice variants to choose the correct answer. Finally, practising authentic questions from the previous years' exam papers and from similar to NMT tasks with a time limit enhances exam preparation which may contribute to the success of learners' test performance.

*Keywords:* grammatical competence, concept checking questions (CCQs), multiple-choice task, strategy, National Multi-subject Test block the English language, verbal tense

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## List of Abbreviations

<b>Abbreviation</b>	<b>Meaning</b>
<b>CCQ</b>	Concept Checking Question
<b>CELTA</b>	Certificate in English Language Teaching for Adults
<b>EFL</b>	English as a Foreign Language
<b>EIE</b>	External Independent Evaluation
<b>ESL</b>	English as a Second Language
<b>L2</b>	a second language
<b>NMT</b>	National Multi-subject Test
<b>PPP</b>	Presentation Practice and Production
<b>QUILT</b>	Questioning and Understanding to Improve Learning and Thinking
<b>UCEQA</b>	Ukrainian Centre for Educational Quality Assessment
<b>VET</b>	Vocational Education and Training
<b>ZNO</b>	Zovnishnye Nezalezhne Otsinyuvannya

## CHAPTER 1. INTRODUCTION

Since 1991, the Ukrainian educational system is in constant development and improvement with the aim to provide the best quality knowledge and training to all people living in Ukraine. Nevertheless, the events of the last five years are so challenging that brought about considerable changes. Firstly, the pandemic of coronavirus disease 2019 forced all participants of the educational process switch to online training in order to ensure continuous access to learning. Currently, after the full-scale invasion of the Russian Federation to Ukraine on February 24, 2022, the Ministry of Education and Science endeavours to enable each Ukrainian citizen to receive all-level education in tense conditions of military realities.

The notable example of such adjustment and development is the modification of the format of the entrance examinations to the higher education institutions. Dating back to 2005 the university admission procedure was standardised with introduction of the External Independent Evaluation (EIE) (Zovnishnye Nezalezhne Otsinyuvannya (ZNO) in Ukrainian), so that students who finished high school (10<sup>th</sup> and 11<sup>th</sup> forms) or second year of professional education (vocational education and training, VET) have to pass EIE examination to get access to higher education institutions (see Figure A1 and A2 in Appendix A). In 2009, it was the first time that the school graduates sat the EIE in the English language. On account of the full-scale Russian invasion that happened three months before the planned EIE examinations (end of May – mid-June 2022), the Ministry of Education and Science of Ukraine had to modify the EIE procedure and transformed it into the National Multi-subject Test (NMT), a computer online test, which consisted of three blocks (subjects): the Ukrainian language, Mathematics and History of Ukraine (see Figure B1 in Appendix B). Considering the first experience of the NMT, the present-day military situation and the necessity to expand the list of the subjects, in 2023 the subject of English language in a reduced version was added to the NMT. The test consists of two sections, namely the *Reading* part and the *Use of English* part; sections that test listening and writing skills are excluded. There are six tasks overall, Tasks 1 – 4 test candidates' reading skills, while the focus of Task 5 and Task 6 is on the lexical and grammatical competence respectively (see Figure B1 in Appendix B). Until 2022, there was a mock EIE test in the English language that usually took place one or two months before the main session of the EIE, so that the candidates could check their level of preparation for the school-leaving exam, the level of their knowledge, and experience the real atmosphere of the EIE procedure. After the main session of EIE (or present-day NMT) follows an additional session where candidates who could not participate in the main session due to a valid excuse (*e.g.*, illness, a natural or man-made disaster etc.) can sit the EIE/NMT exam with the same conditions as the candidates do in the main session.

The latest research has been devoted to the ways of forming the EFL learners' listening competence in high school, what types of tasks and what instructions for preparation may contribute to the successful accomplishment of the listening part of the EIE exam (Savrii, 2022). Kachur and Huszti (2015) investigated efficacious methods and strategies that ensure comprehensive training for the school-leaving examination; the checklist was designed on the basis of the data from the questionnaires completed by the teachers who prepare learners for the EIE. Kopcsa (2019) observed the *Use of English* part of the EIE and the teachers' beliefs and recommendations on effective preparation to sit the final school examination. Nikonenko (2019) identified that when candidates deal with the *Reading* part, they misinterpret the context of the given text, apply their background knowledge to answer the question instead of using the source text and do not recognise the paraphrased ideas, whereas, in the *Use of English* part, the candidates find it difficult to make predictions upon the lexical items, recognise the synonyms, and have problems with the usage of grammar tenses, pronouns and complex grammatical structures which finally leads to unsuccessful tasks completion. As a solution to the problem, Nikonenko (2019) suggested introducing a reading comprehension strategy and exposing students to reading practice as much as possible. Fanenshtel and Hamretska (2023) described the techniques to comprehend the text (skimming, scanning, careful reading) and instructions for successful completing of various reading tasks.

The process and approaches of acquiring grammatical competence (Samarina, & Shakhmatova, 2021; Veretiuk, 2022) in primary school (Maksymenko & Bernatska, 2023), in secondary school (Skliarenko, 2011), in high school (Naumenko & Bilyk, 2019; Sioco & De Vera, 2018), in higher education institutions (Chevychelova & Skrypnyk, 2022; Prykhodko, 2015; Tryhub, 2014; Yefanova, 2022) along with upgrading learner's receptive (reading and listening) and productive (speaking and writing) skills (Alova & Alova, 2023; Lavadia, 2023) are the subject matter of the English as a Second Language (ESL) and English as a Foreign Language (EFL) research. This is because grammatical competence implies the idea of the knowledge of the grammatical rules and ability of their practical implementation that is essential for L2 learners when they design correct sentences of oral or written production (Chomsky, 1965). Similarly, Ellis (2007) defined learner's grammatical competence as a combination of explicit knowledge when the learners try to comprehend a grammatical feature, its form and structure, and implicit knowledge when the learners tend to accurately apply the grammar rules in real-life practices.

Therefore, although previous studies dealt with general recommendations for EIE preparation or separately per each part, and with the development of the grammatical competence at different levels, it has not been clarified what strategy can be applied in performing grammatical tests on verbal tenses, one of the most challenging topics for EFL learners. Considering the

importance of the grammatical competence and the necessity for high school graduates to pass NMT in the English language in order to be enrolled in the university and obtain the desirable qualification, the aim of this Master's thesis is to examine the method of completing a multiple-choice task of the *Use of English* part where a test taker's grammatical competence in the present and past tenses (active voice) is monitored.

This postgraduate thesis includes three research questions:

**Research question 1:** To what extent does the task of the *Use of English* part of EIE and NMT, block the English language test the candidate's grammatical competence in the present and past tenses (active voice) in relation to the official program EIE?

- a) What present and past tenses in active voice are included in the *Use of English* part of EIE and NMT in the English language?
- b) What level of difficulty are these questions of?
- c) How frequently do these questions occur in the task of the *Use of English* part?
- d) What are the most frequent relationships between the correct answer and the most frequent incorrect answer?

**Research Question 2:** What strategy can be used to complete the grammatical task of the *Use of English* part of EIE and NMT that tests English tenses in active voice?

**Research Question 3:** Does the implementation of the following method:

- the strategy to do the multiple-choice tasks.
- the concept checking questions as an explanation tool to analyse the context of the sentence gap and options A, B, C, D and choose the correct answer.
- practice of completing the multiple-choice tasks within a time limit

have any statistically significant impact on the candidates' outcomes when performing the task on the present and past tenses of the *Use of English* part (grammatical competence) in the format of NMT in the English language?

$H_0$ : There is no difference in the students' performance of the grammatical task applying this method.

$H_a$ : Using this method contributes to better outcomes of performing the task that tests grammatical competence.

This Master's thesis includes six chapters that in their turn contain several subsections. Chapter 1 Introduction describes the theoretical background information about the current situation of the school-leaving exam in the English language in Ukraine, the importance of the investigation of this topic, and presents the thesis and purpose statements of this research. Chapter 2 Literature Review focuses on the difference between explicit and implicit instruction and their effectiveness, discusses characteristic features of the concept checking questions and



their rational integration in EFL classroom, and examines the specifications as well as design principles of the multiple-choice questions. Chapter 3 Methodology observes the valid EIE program of foreign languages in terms of the grammatical aspect, analyses official EIE and NMT reports, proposes a strategy to complete the grammar task of the *Use of English* part and outlines the organisation of the procedure that tested the effectiveness of the mentioned strategy. The next Chapter 4 Results reports the outcomes of the experiment. Chapter 5 Discussion contains a critical analysis and reflection on the findings regarding the research questions and literature review. The final Chapter 6 Conclusions summarises the results of the research, its main practical implications, limitations and recommendations for the further research.

## CHAPTER 2. LITERATURE REVIEW

### 2.1. Explicit and Implicit Instruction

American linguist Charlton Grant Laird (1901–1984) pointed out that “grammar is not a set of rules; it is something inherent in the language, and language cannot exist without it”. His words reflect those EFL classroom experiences when a teacher interprets exclusively the grammatical rule without providing a contextual discourse, namely the natural functioning of this grammatical rule. As a result, it can be a challenge for the learners to connect the lexical basis in a meaningful and coherent utterance via grammar, a “sentence-making machine” (Thornbury, 1999, p. 15). Therefore, the knowledge of the forms and meanings along with the appropriate use of this “machine” stands for the term *grammatical competence* that can be mastered through the tasks that have meaningful sentence-based context (Nassaji & Fotos, 2011).

In EFL classroom acquisition of grammatical patterns can be either explicit or implicit. According to DeKeyser (1995), explicit instruction is a process when the teacher explains the grammatical phenomenon and intentionally requires the learner to pay attention to it. The researcher also differentiated that in the explicit approach there are two ways of grammar instruction, such as a traditional teaching (deductive instruction) and a rule-discovery (inductive instruction). A deductive way to teach the grammatical item suggests that the rules are presented directly and then students practise them i.e., from general to specific; whereas an inductive way implies the idea of the reverse order, *per se* the teacher provides the examples with focus grammar and the learners’ task is to elicit the rule and generalise the information (DeKeyser, 1995).

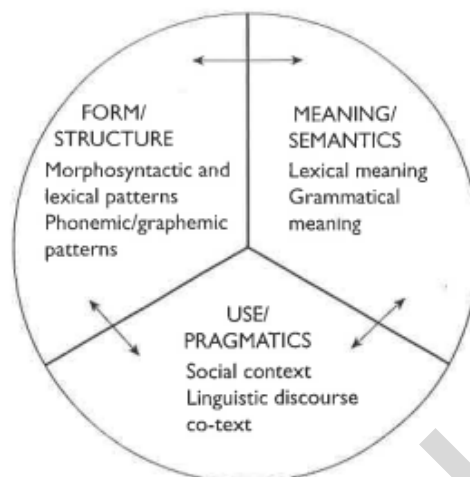
On the one hand, deductive approach is often criticised to be off-putting due to a great level of metalanguage, especially this refers to the young learners or beginner levels because these individuals are not able to comprehend grammar terminology (Thornbury, 1999). Besides, this approach strongly influences the students’ belief that language learning is limited to exclusively learning (cramming) the rules. On the other hand, deductive teaching can be beneficial for mature

individuals (adult students); it is less time-consuming than a rule discovery (inductive approach), since the former enables the teacher to get straight to the point and focus directly on the form and meaning of the grammatical pattern (Thornbury, 1999). Sik (2015) investigated implementation of inductive and deductive methods of grammatical instruction to the adult students in academic settings as well as lecturers' and learners' perceptions and beliefs to each method. The conclusion was that the group treated in the deductive way demonstrated better results in academic performance, particularly in applying the learnt material in practice during grammar sessions. Besides, the majority of the adult learners and lecturers admitted their preference for deductive approach because it helped them incorporate target grammar much easier. On the contrary, Thornbury (1999) pointed out that a rule-discovery learning is a more memorable and meaningful way to comprehend grammar on account of it enhances students' cognitive processing, engagement and motivation to explore the topic and eventually elicit the rule on their own (or with the help of the teacher guidance). For example, research by Dang and Nguyen (2013) demonstrated that explicit indirect grammar instruction is effective for grammar rule understanding (English tenses were the grammatical pattern of the study) and completion of the consciousness-raising tasks (Thornbury, 2005) contributes to the learners' subsequent use of tenses. Benitez-Correa et.al. (2019) also proved that an indicative approach is more advantageous for the learners' grammatical knowledge and classroom enthusiasm in the interaction. Nevertheless, simultaneously there is a risk that the learner elicits the rule incorrectly which is later can be problematic to fix. Additionally, Negahdaripour and Amirhassemi (2016) investigated effectiveness of explicit deductive and inductive grammar instruction on the learners' accuracy and fluency when they practise speaking. According to their results, deductive approach is defined to have more beneficial effect on the learners' accuracy rather than inductive approach whereas there was equal impact of both means of instruction to the students' oral fluency. It is important to underline here that this conclusion concerns adult students who learn language more consciously rather than children.

Since the explicit instruction occurs deliberately and is controlled by the teacher (Ellis, 2001), it is considered to be a conscious process of getting the grammatical knowledge (Purpura, 2004) which signifies that the learner becomes aware of the three-dimensional grammar framework as described by Larsen-Freeman (2014), a morphosyntactic structure, lexical & grammatical meaning, and pragmatic features of a specific grammatical aspect (see Figure 1).

**Figure 1**

*A Three-Dimensional Grammar Framework from Larsen-Freeman (2014), p. 258.*



On the contrary, implicit language knowledge means that the learner is able to use grammar features intuitively (unconsciously), automatically and spontaneously in a written production or the most natural language use, in communication (Ellis, 2001; Zhang, 2015). DeKeyser (1995) stated that the teacher does not present the grammatical rule (form and meaning) during the implicit instruction, instead there is an unconscious processing of the L2 input (e.g., listening to the passage or reading a text) where the learner hopefully will recognise the structure and semantics of the grammatical pattern and further apply them in practice. Comparing these two approaches, Ellis (2001) noted that implicit knowledge is far more quickly accessible in contrast with the explicit one because the former allows to expose the learner to the target grammar immediately. However, less time for exposure in the implicit approach does not mean that the learners recognise and grasp the rule at once, it can be a more time-consuming process than a conscious instruction. Ellis (2006) highlighted the greatest difference between two main approaches; he indicated that implicit knowledge “is procedural ... and can only be verbalized if it is made explicit” (p. 95), whereas explicit knowledge “is typically accessed through controlled processing when learners experience some kind of linguistic difficulty in using the L2” (p. 95).

Remarkably, there is a parallel between explicit and implicit knowledge and Krashen’s (1981) theory about the development of language knowledge. If *language acquisition* is an unconscious process when an individual incidentally gains linguistic knowledge, *language learning* is a conscious process when the person gets instruction and overall, they gain metalinguistic knowledge (Krashen, 1981). Therefore, it is logic to conclude that students who learn English as a foreign language possess explicit grammatical knowledge, whereas native English speakers acquire implicit knowledge (Silvia, 2004). This is the reason why native speakers

cannot explain what rule they use in a specific situation and why because they are in lack of the metalinguistic knowledge that L2 learners have.

When teaching grammar, Long (1991) distinguished three types of focuses, namely focus on forms (FonFS), meaning (FonM), or integration of both (FonF). Considering Long's (1991) classification, Norris & Ortega (2000) stated that explicit instruction with the focus on form and meaning has the greatest effect on the learner's grammatical knowledge and outcomes as suggests the researchers' formula "explicit FonF > explicit FonFS > implicit FonF > implicit FonFS" that according to their opinion needs further research (p. 501). In other meta-analysis research Spada and Tomita (2010) reported that explicit instruction for complex and simple forms is more advantageous for the learners' L2 performance compared to implicit one. This finding is consistent with the meta-analysis by Norris and Ortega (2000) where it was admitted that explicit instruction has more substantial effects on the learners' L2 knowledge than the implicit one. When it comes to the retention of the grammatical knowledge in the memory, findings by Kang et al. (2019) revealed that although both explicit and implicit instruction have a large effect on L2 learning, implicit instruction resulted in having a significantly longer lasting impact on L2 learning in comparison with explicit instruction. Ke et al. (2021) pointed out a slight difference in the overall learners' language performance after two groups were instructed in an explicit and implicit way. The scholars' conclusion was that both groups shared "similar overall writing quality, linguistic complexity, and writing fluency" which means that neither instructional method can be marked as advantageous over another one (Ke et al., 2021, p. 14). Nevertheless, there was a difference in writing accuracy (considered as error ratios), so that students who were taught explicitly demonstrated higher accuracy in tense and aspect in relation to verbal inflection; on the contrary, the implicit group showed better results when it was necessary to choose the right tense and aspect to express meaning.

## **2.2. Concept Checking Questions (CCQs)**

Both Scrivener (2012) and Workman (2005) defined concept checking questions (CCQs) as a set of interrogative sentences, each of them containing a specific component of one complex concept (see Figure 2). Being a tool to test understanding of a peculiar language item, CCQs are a part of an inductive approach because the learner deduces the rule or the idea in the process of giving the answers to the concept questions with their further generalisation (Thornbury, 1999).

## Figure 2

*Example of Concept Checking Questions from Workman (2005), p. 7.*

He <u>used to</u> play football.
CCQ 1 Does he play football now? ( <b>No</b> )
CCQ 2 Did he play football in the past? ( <b>Yes</b> )
CCQ 3 Did he play once or many times? ( <b>Many times</b> )

In the EFL classroom it is essential for the teacher to monitor the learners' comprehension of the learning material and as a matter of logic the first questions that come to the teacher's mind are *Do you have any (other) questions? Does it make sense? You got it?* etc. Waring (2012) described these phrases as "eliciting claims, not demonstrations of understandings" (p. 723). Besides, these obvious questions *Do you understand everything? Is everything clear? Any questions?* can result in misleading responses because the students may find it difficult or stressful to admit that they do not comprehend something in front of their peers or they seem to understand the rule but indeed in the wrong way (Workman, 2005).

Workman (2005) claimed that concept questions always have positive outcomes on the learners' understanding of a specific language item due to the fact that the proper meaning of the language unit is not likely to change (unless it appears in a certain less frequently used context). This means that whatever the example sentence with the focal language item is, the content of the checking concept questions will remain unchangeable. Furthermore, Workman (2005) pointed out that CCQs can be also advantageous for the teachers themselves, since this tool helps to develop teachers' linguistic awareness about a certain grammatical or lexical phenomenon. The reason is that in the process of designing the set of questions and implementing it in the classroom, the teacher considers precisely the meaning of the grammar rule (or lexical item) systematically and thoroughly, and in this way improves their knowledge. Fisher and Frey (2014) underlined the importance of implementation of the concept questioning, since this technique allows teachers to check the students' understanding of a certain language phenomenon which is consistent with Workman (2005); the vital remark is that the questions should be thoroughly prepared and elaborated beforehand. Another important function is that when addressing CCQs to the students, the teacher assesses their students and provides the learners with actual evidence of their acquiring the knowledge (Fisher & Frey, 2014). Consequently, there are two occasions when concept questions can be implemented in the EFL classroom. Workman (2005) indicated that the first case is when the teacher has just introduced a completely new language pattern and wants to ensure that the learners have comprehended its meaning. Thus, after the introduction and explanation the instructor's aim is to check understanding of the phenomenon that has a complex structure or

differs greatly in the usage from the learners' mother tongue or does not even exist (Workman, 2005). The second occasion concerns that stage of the lesson when the teacher's objective is to make students remember the concept they have already learnt or pay attention to the mistake that takes place in the learners' oral or written production; in this case Workman (2005) denoted using CCQs as "a correction technique" (p. 6).

According to Fisher and Frey (2014), it is a misconception to consider questioning as a pure two-phase process "question – answer", on the contrary, it is a multi-step process. For example, Walsh and Sattes (2005) determined five stages of the process of Questioning and Understanding to Improve Learning and Thinking (QUILT). The first step is the preparation of the question where the teacher should clearly state the purpose of the question, determine the content focus and be very attentive with the word choice and syntax. The second stage is to address the question to the learners; before doing it, it is necessary that the teacher clarify what type of answer they expect from the respondents. The third stage describes that difficult moment when there is a silence (pause) to the question, hence the teacher has to assist the learners for instance, rephrase or put an additional question. When after these scaffolding techniques the learners finally respond, the instructor should process the answers i.e., provide the feedback and the correct response as well as elicit students' reactions and answer further questions (if there are any). Finally, the fifth stage includes reflection upon the questioning practice, namely analysis of the usefulness and drawbacks of the CCQs, evaluation of the learners' variants of answers along with the teacher's and students' reactions.

Additionally, Workman (2005) and Gower et al. (2005) considered CCQs as a useful and efficient instrument of monitoring students' acquisition of a certain grammatical or a lexical language unit. The researchers explained the main characteristics of creation and implementation of the CCQs in the EFL classroom. The first and foremost, the questions are to be meaningful and their structure has to be concise, simple and short (Gower et al., 2005; Workman, 2005) which means that the lexis and syntax of the question should be easy to understand and coincide with the level that students have at the moment of teaching. Under the characteristic *short* the researchers suggested that the students should provide a *Yes/No* or a short answer. Moreover, it is important that the teacher include in the task not only the list of the checking questions but also provide the correct answers (in a short and simple form) to them with clarifications, so that in case the learners have difficulty to respond the question (stay silent) or give incorrect answer, the teacher is able to indicate the right response and justify it (Workman, 2005). Secondly, the question should not include the language of the answer (what is being checked) (Gower et al., 2005; Workman, 2005). Workman (2005) also highlighted the importance of the logical sequence of the checking questions that should follow the principle from simple to complex. In terms of quantity, the teacher needs to

design a number of various questions in order to encourage different students to participate (Gower et al., 2005); for example, Workman (2005) stated that everything depends on the language item that the teacher checks and proposed the norm of up to five questions, since more questions can be irrelevant or repetitive. Consequently, it is necessary to maintain the balance between quality and quantity to achieve efficiency from this technique. Finally, the teacher should try to ask all the students of the class (as far as it is possible) at least one question or make sure that students of different language level performance participate in answering CCQs (Workman, 2005). Apart from the traditional question-answer approach, Tweuhanda (2023) suggested four innovative formulas of CCQs in the Presentation Practice and Production (PPP) lesson as following:

1. *Goes with/go with* formula is a technique for checking the students' comprehension when after introduction of a new language item, learners are encouraged to express the logic association with the concept (a grammar rule or lexical pattern). The teacher starts with the unfinished phrase (*the lexeme / grammar phenomenon goes with ...*) and the learners continue it saying *goes with + association word*; then the teacher's feedback follows whether the answer is correct or not. This technique can be used in the reverse order i.e., the teacher asks the question *Does (the lexeme / grammar phenomenon) go with + association word* and the students respond *yes/no*.

2. According to Tweuhanda (2023), *positive/negative* formulas can be useful both in checking understanding and in remembering negative structures. The idea is that the teacher explains the language item and then asks alternative questions where students have to choose either positive or negative point, e.g., *it is* or *it is not*, *do* or *do not* etc.

3. *Yes, quite there, sorry* formula is a reverse model of the traditional CCQs. The teacher provides an example sentence with an unknown lexical/grammatical item, after that L2 learners start asking the concept questions (the primary focus is on the gist of the statement, its meaning) and the teacher only responds *yes, quite there, or sorry* until the students come to the right meaning (Tweuhanda, 2023).

4. *One in three* formula includes a model when the teacher presents a concept and gives three words, so that the learners have to select the one that is best connected logically with the concept (Tweuhanda, 2023).

Regarding the benefits of the implementation of the CCQs in training the learners' reading skills, Hadi et al. (2021) outlined that this strategy facilitates reading comprehension by negotiating the meaning, acquisition of new lexis and increases the learners' enthusiasm in EFL classroom. Similarly, Kargar and Divsar (2019) investigated the effectiveness of CCQs in teaching grammar to female EFL learners and the results of the post-test demonstrated a significant difference and increase in the grammatical competence of the participants which means that the concept questions contribute to the students' grammar learning and comprehension and encourage

their interaction in the EFL classroom. The research by Florkowska (2018) is of particular scientific interest because she conducted analysis of the practical experiences of CELTA (Certificate in English Language Teaching for Adults) trainees, namely usage of the CCQs in L2 learning. The researcher's conclusion is presented in two-sided direction, where she commented on advantages and disadvantages of this technique for the teacher and the learner in the EFL classroom. According to Florkowska (2018), teacher's practical experience plays great role in using CCQs with their students, which means that novice teachers may find it harder to either find a suitable example sentence or design the interrogative sentences in a simple and precise way, or remember the question to ask them naturally; thus, it is logical that practice is the best solution to become an expert in the CCQs implementation. Florkowska (2018) stated that such a questioning can be beneficial when the learning aim is to present new information or revise already learnt material (both vocabulary and grammar) which coincides with Workman (2005).

Essential observation was done in terms of what language level is appropriate to use concept questions at and the opinions are quite controversial. Florkowska (2018) indicated that this strategy is more applicable for upper-intermediate students as one participant mentioned "... higher levels are more likely to acquire CCQs..." (Florkowska, 2018, p. 36) because B2+ grammar and especially lexis are characterised by the high level of abstractness and conceptuality which requires greater number of questions and more profound analysis of the concept (Plaut & Shallice, 1991, as cited in Florkowska, 2018). Another CELTA trainee pointed out that due to the abstract character of the grammatical aspect it is essential to start using CCQs at the pre-intermediate level of learning English. The main issue is to use appropriate words to the current L2 level in the questions to prevent students' misunderstanding because of lack of lexis knowledge.

Implementation of the CCQs during the lesson can be a time-consuming process for an inexperienced teacher ("This stage [asking CCQs] ought to be quick and effective whereas some teachers would spend ten minutes asking simple display questions, which were not effective, and then explaining and exemplifying over and over again. In the end, students were confused and it was not sure whether or not they understood the target language" Florkowska, 2018, p. 44) which leads to the loss of the teacher's role of a facilitator and contradicts communicative approach (Richards, 2005). Besides, Florkowska (2018) highlighted that a dominant student may prevent others from reflection which means they constantly answer when the teacher addresses the question to the whole class, as a result it is impossible to check other learners' comprehension. The possible solution is to direct the question to the certain student. Furthermore, the questions should not be too obvious or meaningless so that they discourage students from participation and cause motivation loss. Last but not least, the disadvantage of practising concept checking questioning is that in the situations when the teacher does not introduce any new material and focuses on what



has been already learnt, the learners may find CCQs boring and too repetitive hence they lose motivation and enthusiasm in the topic and the whole lesson (Florkowska, 2018). In this way, the teacher should be able to recognize the learners' reaction and modify the questions or even skip them.

### 2.3. A Multiple-Choice Test: Structure, Characteristics, Design Principles, Specifications

As it was mentioned in Chapter 2.1, Larsen-Freeman (2014) distinguished three components of the grammatical proficiency such as grammatical form (morphological and syntactical features), meaning of this form (both literal and intended by the form) and pragmatics (the implied meaning of the given context). To test these constituents, a multiple-choice test can be used; it includes the set of questions where each question has a sentence (specific context) with a blank and several options e.g., A, B, C or D (see Figure 3 – 5); the test taker's task is to recognize and choose the correct variant that best fits the sentence in terms of form, meaning and pragmatics (Brown & Abeywickrama, 2019; Hughes, 2003; Purpura, 2004). The main components of the multiple-choice question are the “stem (the “body” of the item that presents a stimulus) and several (usually between three and five) options or alternatives to choose from” (Brown and Abeywickrama, 2019, p. 72). The answer key is the correct response that corresponds to the stem in accordance with the form and meaning while the other incorrect variants are defined as distractors.

#### Figure 3

*A Multiple-Choice Question to Check the Knowledge of the Grammatical Form, from Brown and Abeywickrama (2019), p. 265.*

**Carson:** Did you see the movie *Star Wars: The Last Jedi* last week?  
**Ethan:** Yes, Mary loved it, and \_\_\_\_\_.

- A. I loved too
- B. I do
- C. do did I
- D. so did I

#### Figure 4

*A Multiple-Choice Question to Check the Knowledge of the Grammatical Meaning, from Brown and Abeywickrama (2019), p. 265.*

**Yuko:** Do you have plans for tonight?  
**Christina:** Not really. \_\_\_\_\_  
**Yuko:** Thanks, but I have a final paper to write.

A. How about you?  
B. Need any help?  
C. How about a movie?  
D. Need to work?

#### Figure 5

*A Multiple-Choice Question to Check the Knowledge of the Grammatical Form and Meaning, from Brown and Abeywickrama (2019), p. 265.*

**Jeff:** Are you visiting your family this year?  
**Sonia:** I don't know. \_\_\_\_\_; it depends on the airfares.

A. I didn't  
B. I may be  
C. I might  
D. I had to

Brown and Abeywickrama (2019) defined five main characteristics of the test, namely its practicality, reliability, validity, authenticity and washback. The researchers interpreted that test *practicality* implies the idea that the directions of how to administer the test are clear and precise, the test takers can complete the test within appropriate time limit, and it considers the budget, time and effort that the test requires to be designed, administered and scored. The next concept *reliability* Brown and Abeywickrama (2019) identified as consistency of measure i.e., a reliable test should include clear directions and uniform rubric for the scoring and evaluation procedure, be administered two or more times and it should not contain ambiguous answer variants hence not to confuse the test takers. The most important characteristic of the test is its *validity*, whether it corresponds exactly to the purposes of measurement, whether it is supported by the appropriate theoretical background; the valid test does not involve irrelevant variables, it examines a candidates' ability in a useful and meaningful way (Hughes, 2003). Under *authenticity* Brown and Abeywickrama (2019) understood that the language of the test is as natural as possible, the tested items are contextualised and not presented isolated; it is essential that the chosen topics be relevant,

meaningful, interesting and as close to the reality as possible. Last but not least, the researchers highlighted the concept of the test *washback* that is considered to be positive if the test encourages the students to continue language learning to achieve the peak performance and improvement and motivates the teachers to develop and integrate new teaching strategies and approaches. Besides, the test can provide beneficial washback if the test takers can adequately prepare for sitting the test which refers to learning and/or revising the necessary language patterns but neither cramming nor teaching to the test. Therefore, the individuals forget the learnt material outside the testing and cannot apply their knowledge in different real-life contexts. Currently, this issue is of great importance since the test scores may decide the individuals' destinies for instance, whether they will be able to enter the university or get the work position, although language learning is not limited to these boundaries.

A multiple-choice test is characterised as a useful device of a high degree of content validity (Adisutrisno, 2008). It has a reliable scoring procedure because there is usually only one correct answer (Hughes, 2003). In addition, if there is a large number of individuals to be tested, multiple-choice tasks can be a possible option to apply owing to its simple administering and scoring processes. However, sitting multiple-choice tests should not be on a constant basis for a number of reasons. Firstly, this type of testing is often criticised since it may happen that the test takers try to guess the answer instead of using their knowledge and analysing the context. For instance, if the multiple-choice question has only two distractors and one correct answer (three options overall), the chance of guessing is 33%, although this number can vary. Therefore, Hughes (2003) recommended having four multiple-choice options to decrease the effect of guessing. Secondly, if there is no parallel monitoring of the productive skills but only recognition of knowledge with selective response testing, the instructor runs the risk to inaccurately evaluate the test takers' skills and finally get distorted results of the candidates' abilities assessment (Hughes, 2003). For example, the candidate can choose the correct answer *lying* as the correct form of the present participle of the verb *to lie* but they are not able to spell this lexeme in the written production; this is an issue of construct validity. Another problem is that cheating in either online or face-to-face classroom can be facilitated because the labels of the variants (letters A, B, C, D) are easy to be shared between the test takers verbally or non-verbally. Consequently, Hughes (2003) proposed to have several versions (at least two) of the test where the order of the options is changed. For instance, EIE and NMT in the English language follow this advice; there are usually fifteen variants of the same test paper but the order of the multiple-choice options in each task is different. Last but not least, designing a multiple-choice test is a difficult process on account of it requires that the assessor carefully consider the context (the given situation) according to the content,

meaning and language level as well as create logical and valid distractors. As a result, the assessor may save time in test administration and scoring but spend more time on a successful test design.

Brown and Abeywickrama (2019) suggested four guidelines to design appropriate multiple-choice items (adapted from J, D. Brown, 2005; Fulcher & Davidson, 2012; and Waugh & Gronlund, 2012, p. 73-75):

1. Design the task following the formula *one multiple-choice test to measure a single objective*.
2. Formulate both stem and multiple-choice variants as simply and directly as possible.
3. Ensure that the multiple-choice test has only one unambiguous correct answer.
4. Use item indices to accept, discard, or revise items (optional).

Furthermore, the above-mentioned list can be completed by the principles of multiple-choice test design (Adisutrisno, 2008, p. 44):

5. Unify all options so that they are grammatically consistent with the stem of the item and parallel in form.
6. Avoid tricky questions.
7. Put as much of the wording as possible in the stem of the item.
8. The order of the multiple-choice questions should follow the principle where the level of difficulty increases consistently.
9. Generally the stem should be formulated in a positive form (Burton et.al., 1990).

Hughes (2003) enumerated four main specifications of any test (p. 59-62) that are also relevant for a multiple-choice task. They are as following:

1. *Content* section includes information about the type of the task, namely what is required to complete and how; in case of a multiple-choice task, the test taker should read the text and choose the correct option to fill the gap.
2. *Structure, timing, medium/channel and techniques* are important instructions about the test organisation where the test taker is informed about the test structure, number of items, number of passages, medium (e.g., paper and pencil or online), time limits to complete the task.
3. *Criterion levels of performance* are irrelevant for a selective response test and more applicable to testing the productive skills (speaking and writing) since they focus on accuracy, appropriateness, range of the language (simple or complex constructions), flexibility (for oral test), size of the oral or written utterance.
4. *Scoring procedures* are obligatory part of any testing, especially if the scoring will have to some extent level of subjectivity (written or oral production); in case of the multiple-choice, it is usually scored one point for each correct answer (if the question is supposed to have only one correct answer).

It is vital to highlight the timing specification of the multiple-choice test on account of this question still remains debatable in the scientific literature. McKeachie (2002) recommended setting a one-minute limit for one multiple-choice question or fill-in-the-blank item, although as Brothen (2012) criticised later, it is unclear what the reasons are for this recommendation and what the reasonable time limits should be indeed. For instance, Brothen and Wambach (2004) used the time limit of fifteen minutes for ten multiple-choice questions based on their previous practice of administering this type of test (one minute per question) and since they considered the necessities of the students with disabilities, five minutes more were added to the maximum time (ten minutes). Later Brothen (2012) conducted four experiments where he analysed how quickly the students cope with a quiz of ten multiple-choice items within a ten-minute limit. The results indicated that the mean time to complete the quiz is 7.13 minutes which is below the one-minute recommendation by McKeachie (2002). These findings are consistent with Renner and Renner (1999) who also mentioned the one-minute rule and noted that among the test takers of the multiple-choice there will certainly be individuals who complete the test before the set time limit. In this study the rule of one-minute per multiple-choice item will be considered.

## **CHAPTER 3. METHODOLOGY**

### **3.1. Program of EIE of Foreign Languages: Grammar Focus**

In accordance with the recommendations of the Ukrainian Centre for Educational Quality Assessment (UCEQA), the test takers should follow the official program of External Independent Evaluation of foreign languages (2018) when preparing for NMT exam. This document (in this case of the English language) contains requirements for the level of general education of EIE participants in the English language, either B1 or B2 level (CEFR) for individuals who study the foreign language at the standard level or at the professional level respectively. It is also specified what a graduate of an educational institution with the basic and full state standard general secondary education, should know and be able to do within the defined thematic sections. The EIE in the English language is aimed at assessing the level of development of foreign language communication competence, namely reading (visual perception), listening (hearing) and writing (interaction and production) skills. It is highlighted that vocabulary and grammar are tested in a communicative context but not separately. The content of the test tasks is based on the authentic samples of normative speech adopted in the English-speaking countries and adapted according to the required level as indicated in the EIE program (2018). Besides, the content of the task corresponds to the areas and topics of situational communication specified in current standard educational programs. In the program it is stated that B2 level involves the use of language inventory (vocabulary and grammar) of level B1 due to the complication of lexical units and

grammatical structures and the integration of reading, listening, and writing in a communicative context. The selection of authentic text materials for the standard (B1) and the professional (B2) levels takes place according to the linguistic lexical and in particular, grammatical inventory provided in the appendices to the program (see Appendix C).

### 3.2. Analysis of the Official EIE and NMT reports 2014 – 2023

In order to comprehend the process of testing grammar in the school-leaving exams in the English language, official reports of the held EIE and NMT provided by the UCEQA were analysed in this study. In volume II of each report there is a test paper of the English language with its statistical and psychometric characteristics that was administered to the participants during the main session.

Although EIE in the English language was introduced in 2009, the report data was analysed only from 2014 on account of the UCEQA provided the information, namely exact percentage on the correct and incorrect answers (A, B, C, D) given by all the participants, and question complexity (very difficult/ difficult/ optimal /easy) only starting from 2014. Hence, Table D1 in Appendix D shows the data from the period 2014 – 2023; in 2022 EIE in the English language was cancelled because of the difficult conditions caused by full-scale Russia's invasion to Ukraine. The main focus was on the *Use of English* part where grammatical competence, specifically present and past tenses in active voice were tested. This part usually includes Task 6, questions 33 – 42 (years 2014 – 2017); Task 9, questions 49 – 58 (years 2018 – 2021), Task 6 questions 28 – 32 (year 2023). Table D1 contains the exact question (extracted from the task text), four variants A, B, C and D, how many participants chose the correct answer and other variants (in percentage), level of task difficulty (difficult, optimal, easy) according to each year criterion, comments (if there are any in the report concerning the analysed question). Moreover, each test question on the topic present and past tenses was correlated to the appropriate grammatical structure indicated in the grammar inventory for the Level B1 in EIE program (see Appendix C). In addition, it was compared and contrasted the correct and the most frequently chosen incorrect answer to identify most common mistakes.

From the Table 1 it is possible to see that the grammar topics (as indicated in EIE program) *Present Simple for daily routines, facts and states* and *regular/irregular Past Simple for finished actions* are two most frequently tested topics that supplement each other from time to time or even tested several times in one task (e.g., two questions to check the understanding of *Present Simple for daily routines, facts and states* (2019); or two questions to check *regular/irregular Past Simple for finished actions* (2015)). In terms of difficulty, EIE participants find challenging the tasks that

test their knowledge of *regular/irregular Past Simple for finished actions*, and optimal or easy questions that check understanding of *Present Simple for daily routines, facts and states*.

**Table 1**

*Data Analysis of the Official EIE and NMT Reports 2014 – 2023*

<b>№</b>	<b>Tested Structure from EIE Program</b>	<b>Correct Answer vs Most Frequent Incorrect one</b>	<b>Year</b>	<b>Question</b>	<b>Level of Difficulty</b>	<b>In Total Per Groups</b>
1.	<b>Present Simple for daily routines, facts and states</b>	The Present Simple Tense vs the Past Simple Tense	2014	38	optimal	5 questions
2.		form (3 <sup>rd</sup> person singular)	2016	38	optimal	
3.		form (3 <sup>rd</sup> person singular)	2019	49	optimal	
4.		The Present Simple Tense vs the Past Simple Tense	2019	54	easy	
5.		The Present Simple (form of 3 <sup>rd</sup> singular) vs the Past Simple & the Present Simple (bare infinitive form)	2023	32	easy	
6.	<b>active and passive voice (all tenses)</b>	active vs passive voice (the Past Continuous tense vs the Past Simple passive voice (form)), the Past Continuous tense vs the Present Perfect tense (meaning)	2015	39	difficult	1 question
7.	<b>regular/irregular Past Simple for finished actions</b>	The Past Simple Tense: active vs passive voice	2015	37	difficult	6 questions
8.		The Past Simple Tense vs the Present Perfect Tense	2015	42	difficult	
9.		The Past Simple Tense vs the Past Perfect Tense	2017	35	optimal	
10.		The Past Simple Tense vs the Present Simple Tense	2019	52	difficult	
11.		The Past Simple Tense vs the Present Perfect Tense	2020	52	difficult	
12.		The Past Simple Tense vs the Present Perfect Tense	2021	56	difficult	
13.	<b>Present Perfect with present reference</b>	The Present Perfect Tense vs the Present Simple Tense	2016	42	optimal	2 questions
14.		The Present Perfect Tense vs the Present Simple Tense	2021	49	difficult	

The results of the analysis of the correct answer and most frequent incorrect answer have shown that regarding the section *Present Simple for daily routines, facts and states*, participants confuse the present simple tense with the past simple tense which means they do not pay attention at the temporal markers or the context of the sentence and/or previous sentences. Furthermore, the participants are inattentive to the subject of the sentence which leads to the erroneous missing of the form 3<sup>rd</sup> person singular (verb + ending -s/-es). The topic *regular/irregular Past Simple for finished actions* includes a greater variety of the tense pairs, such as the past simple tense versus either the present perfect tense, or the past perfect tense, or the present simple tense since the participants do not analyse the context of the sentence with a gap. Section *Present Perfect with present reference* includes only two examples where test takers confused the present perfect tense with the present simple tense because they did not consider the temporal markers given in the sentence. The group *active and passive voice (all tenses)* has two examples when assesses chose incorrectly the past continuous tense form or confused the past continuous tense with the present perfect, and the present perfect continuous tense with the past continuous tense.

Comparing the number of the questions that test the participants' knowledge of the topic *present and past tenses in active voice* in the *Use of English* part (grammatical competence) during 2014 – 2023, it is possible to conclude that test takers have to answer from one to three questions in one multiple-choice gap task (see Table 2).

**Table 2**

*Number of the Questions on the Present and Past Tenses per the Use of English Part (Grammatical Competence) 2014 – 2023*

Year	Number of Questions on Present Tenses	Number of Questions on Past Tenses	Number of Questions on Present and Past Tenses	Total Number of Questions in the Use of English Part (Grammatical Competence)	Percentage of Questions on Present and Past Tenses per the Use of English Part (Grammatical Competence)
2014	1	0	1	10	10%
2015	0	3	3	10	30%
2016	2	0	2	10	20%
2017	0	1	1	10	10%
2018	0	0	0	0	0%
2019	2	1	3	10	30%
2020	0	1	1	10	10%
2021	1	1	2	10	20%
2022	–	–	–	–	–
2023	1	0	1	5	10%



### 3.3. Strategies and Recommendations to Perform the *Use of English* Part (Grammatical Competence)

Fanenshtel & Hamretska (2023) highlighted the idea that positive outcomes of performing either NMT in the English language or any other standardised test rely on two main points. The first one is training reading, listening and writing skills as well as mastering grammar and lexis. The second point is the candidate's awareness of the EIE program, format of the tasks, their assessment, time restrictions of the test and what is more important the strategies on how to do different types of the tasks (Fanenshtel & Hamretska, 2023).

The *Use of English* part of NMT which tests candidate's grammatical competence includes a text with five gaps, each gap has four multiple-choice options (see Appendix E). In the school textbooks recommended by the Ministry of Education and Science of Ukraine (2023a, 2023b) to use in the high school there are examples of either multiple-choice tests (a sentence with a gap and two, three, four variants) or similar grammatical tasks as in the *Use of English* part of EIE and NMT format (see Figures F1 – F7 in Appendix F). However, the guidelines how to complete this type of tasks are not mentioned in the textbooks which means that the teacher should do further research and find additional manuals to pay the students' attention to the strategy for doing this task or it is the responsibility of the future candidates to consult the preparation manuals for EIE and NMT in the English language. In this section available EIE study guides and scientific papers are investigated to design the strategy to complete the multiple-choice gap questions of the *Use of English* part where the level of the grammatical competence of present and past tenses in active voice is verified.

Halynska (2021) offered certain recommendations and the instructions to perform the tasks of the *Use of English* part (grammatical competence). The researcher's strategy to complete the task correctly and quickly includes the following steps:

1. Skim the text to get the general idea, ignoring gaps.
2. Determine the verbal tenses in each sentence whether the time is presented in either present or past or future.
3. Read the text attentively and identify the missing part of speech in the gap (e.g., noun, verb, adjective, etc.).
4. Check the word before and after the omission.
5. Choose one of the four variants A, B, C or D in turn, paying attention to constant expressions, dependent prepositions after specific words.
6. Reread the entire text in order to check the correctness of the chosen answer.

Besides, to strategy 5 it should be added that the subject and temporal markers are of great importance when choosing the verbal tense form. Halynska (2021) also underlined the fact that

since assesseees have a time limit to perform the test, it is advisable that they are trained to complete the task within the certain time limit. Consequently, this practice can have a significant effect on the increase in reading speed, which is an important skill when sitting an exam.

Hlavatska (2022) proposed instructions to complete the tasks of the *Use of English* part (lexical competence), among which several recommendations are applicable for the grammatical competence. For instance, the mode *look left – look right* where a hint (a keyword) can be found either in the previous or in the next sentence or in the sentence itself with the gap. Another useful suggestion can be skipping the gap and doing the next one because the following sentence(s) may have a certain keyword or meaningful hint.

In their collection of EIE tests, Martyniuk et al., (2020) recommended that the test taker review the entire text of the task and all the answer variants A, B, C, D, and after that return to the text and determine which of the variants corresponds to the content and structure of the sentence. On the other hand, in her preparation book, Konstantynova (2020) insisted on first reading the entire text, ignoring the gaps and suggested answers A, B, C, D, and then start completing the first gap.

Martyniuk et al., (2020) explained that correct answer choice highly depends on the right determination of the subject and/or predicate of the sentence when for example, either a verb is omitted and it is necessary to find the personal form, active or passive voice etc. or a verbal form (the present or past participle) to mark an additional action. The researchers also pointed out that there are questions that can be completed only by understanding the semantic connections between the components of complex sentences. Konstantynova (2020) also underlined that after understanding the general idea of the text, it is necessary to analyse the context of the first sentence with a gap. Hence, the candidates have to pay attention to the words before and after the gap to figure out what part of speech is missing. The next step is that they should think about possible word(s) that can be appropriate to fill the gap in accordance with the meaning and form, and only after that read the suggested answers and make the choice. On the one hand, this advice can be helpful when there is an expression or a fixed phrase where a single right option is possible (e.g., *in spite of* (if the preposition *of* is missed)); in this way reading the sentence with the gap omitting the suggested variants may prevent from concerns what to choose in case the participants are sure that they know the right answer. On the other hand, the process of thinking about the gap with a missing verb can be challenging and time consuming for the assesseees, so that to save time and reduce the stress it is better to examine the answer variants right after reading the sentence with a gap.

In addition to the above-mentioned recommendations, it is vital to consider the commentary of the UCEQA why the EIE participants make the mistakes when answering grammatical tasks on

the present and past tenses. In the EIE and NMT reports 2014 – 2023 in the section “General conclusions regarding the results of tasks of the certification paper” the specialists of the UCEQA provided comments upon each part and task of the examination paper in the English language paper. For example, in EIE report 2018 it is indicated that “the test takers do not pay enough attention to the context of the utterance, temporal markers backward and forward parts of the sentence” (p. 102). Another problem is that “the test takers either do not consider the context or do not know how to analyse it appropriately and choose the right answer which finally leads to errors” (p. 102). In EIE report 2020, it can be found the note that the test question that turns out to be difficult for the test takers contains a grammatical phenomenon which is included in the External Independent Evaluation Program.

Summarising aforementioned information and the EIE and NMT reports data 2014 – 2023 makes possible to create the following strategy that can be helpful in performing the questions about the English tenses in active voice in the *Use of English* part (grammatical competence):

1. Read the entire text of the task for gist (skim) to familiarise themselves with the general meaning and time context (present or past or future).
2. Read the first sentence with a gap. Look left and right, and underline the key words such as subject, object (if any), temporal markers and based on this information make some predictions upon which tense should be used.
3. Read and analyse suggested variants A, B, C and D in terms of their suitability to the context of the sentence by meaning and form.
4. Choose the correct answer. If it is necessary, check why other variants are wrong.
5. Reread the entire text again to confirm the choice and check whether it suits the sentence meaning and subject.

Last but not least, the test takers have to take into account that NMT has a limited amount of time to perform, therefore, it is their responsibility to rationally allocate their time to complete all the tasks.

### **3.4. Research Methodology**

#### **3.4.1. Participants**

As it was stated previously, the aim of this thesis is to investigate the practicality of using the proposed strategy for completing the gap in a multiple-choice test in Chapter 3.3, CCQs when explaining how to apply this strategy and performing similar tasks to practise. Nineteen students, 14 males and 5 females aged between 16 to 17 were recruited for this study. All the participants are native speakers of Ukrainian and learn English language at the intermediate (B1) level (according to CEFR) in the first year at Ukrainian institution of vocational education and training.

### 3.4.2. Instruments

To obtain the relevant data, Microsoft Forms, a web platform to create surveys was used in the study. Microsoft Forms was chosen on purpose because it enables to create the tasks as close as possible to the current digital format of the NMT in the English language, the *Use of English* part (grammatical competence), compare Figure 6 and Figure 7.

**Figure 6**

Task 6, the *Use of English* Part, Demo NMT, Subject the English Language, from <https://lv.testportal.gov.ua/englishTest/>

The screenshot shows a test interface for 'The Oscars' task. At the top, there is a header with the logo of the 'УКРАЇНСЬКИЙ ЦЕНТР ОЦІНЮВАННЯ ЯКОСТІ ОСВІТИ' and a timer showing 00:56:48. Below the header, the subject is 'Предмет: Англійська мова. ВИКОРИСТАННЯ МОВИ / Use of English' and it is 'Task 6 of 6'. The instruction reads: 'Read the text below. For questions (28 – 32) choose the correct answer (A, B, C or D). Confirm your choice by pressing the SAVE button.' The text for 'The Oscars' task is as follows: 'The Academy Awards (The Oscars) (28) \_\_\_\_\_ each year by the Academy of Motion Picture Arts and Sciences (AMPAS), a professional organisation of film industry heavyweights. Its usual nickname; the official name of the golden statuette is the Academy Award of Merit. They were first granted in (29) \_\_\_\_\_ last on radio the following year, and first televised in the 1950s. The first award show ran a total of 15 minutes, which is a far cry from \_\_\_\_\_ millions they've become. The statue that everyone hopes (30) \_\_\_\_\_ was modelled after the Mexican actor, film director, and screenwriter, Emilio "El Indio" Fernandez, best known for (31) \_\_\_\_\_ Maria Candelaria. The statue's nickname, Oscar, has conflicting (32) \_\_\_\_\_ stories, but the most popular narrative credits Margaret Herrick, Academy Award librarian and eventual Director of the Academy of Motion Picture Arts and Sciences. Herrick claimed that the statuette looked "like her Uncle Oscar."' There are two buttons at the bottom: 'Зберегти' (Save) and 'Завершити тестування' (Finish test).

**Figure 7**

Task 6 Similar to the Format of NMT in the English Language Designed in Microsoft Forms, from <https://forms.office.com/r/tbCK71vphi>

The screenshot shows a Microsoft Forms interface for 'SCHOOL STRIKE FOR CLIMATE' task. At the top, there is a timer showing 04:31. The instruction reads: '7. Read the text below. For questions (1–5) choose the correct answer (A, B, C or D).' The text for 'SCHOOL STRIKE FOR CLIMATE' task is as follows: 'Recently school children across the globe (1) \_\_\_\_\_ a movement called *School Strike for Climate*. Instead of going to school, every week students (2) \_\_\_\_\_ to participate in a protest against the climate changes. The movement began in August 2018 when a photo of student Greta Thunberg standing outside Sweden's government and holding a sign that read: "School strike for climate" went viral on social media. At present the movement (3) \_\_\_\_\_ this month strikes (4) \_\_\_\_\_ across Australia. \_\_\_\_\_ congratulated the students for their activism. \_\_\_\_\_ the students' actions. Australia's leader \_\_\_\_\_ activism". (1 Point) \*' There are four multiple-choice options: 'A approve', 'B approves', 'C have approved', and 'D will approve'. Below the options is a dropdown menu 'Select your answer' and a 'Submit' button.

In particular, it is possible to choose the mode of a drop-down list, but not inside the text as in the real examination paper; and install the time limit for task completion so that the participants can control and rationally manage their time during the real exam. Additionally, the participants only submitted the completed task in Microsoft Forms, while during the real examination procedure first they must save their answers and only then submit the paper. After submission, it is possible to view the results as well as the correct answers immediately, and gather the total data in the Excel document. The lessons took place online via the platform Zoom which is used in this educational institution. Among other digital tools, Microsoft PowerPoint Slide Presentation Software was utilised to introduce and present the topic with the help of graphics instruments. A game-based learning platform Kahoot! was also applied to activate the participants' schemata, review their knowledge about the present and past tenses and practise completing the multiple-choice test within certain time limits.

### 3.4.3. Procedure

The experiment took place during three weeks in September 2023. At the first introductory meeting the participants were informed about the current structure of NMT exam, block the English language, its time organisation, the demonstration variant 2023 (see Figure 8), and official program of EIE of the English language.

**Figure 8**

*NMT, Block the English language: Structure, Time Organisation, Demonstration Variant 2023, adapted from <https://testportal.gov.ua/inozemni-movy-2023/>*

## NMT, block the English Language

- **Tasks in Total:** **6** (Task 1 – 6)
- **Questions in Total:** **32** (Questions 1 – 32)
- **Demonstration Variant** of the National Multi-subject Test 2023, the English language  
<https://lv.testportal.gov.ua/englishTest/>

<b>TIME</b>
~ 60 min overall
~ 50 min for the <b>Reading part</b>
~ 10 min for the <b>part Use of English</b>

READING PART		
<b>Task 1 (questions 1-5):</b>	matching task	Match choices (A–H) to (1–5).
<b>Task 2 (questions 6-10):</b>	multiple-choice task with one correct answer	For questions (6–10) choose the correct answer (A, B, C or D).
<b>Task 3 (questions 11-16):</b>	matching task	Match choices (A–H) to (11–16).
<b>Task 4 (questions 17-22):</b>	matching task	Choose from (A–H) the one which best fits each space (17–22).
USE OF ENGLISH		
<b>Task 5 (questions 23-27):</b>	multiple-choice task with one correct answer	For questions (23–27) choose the correct answer (A, B, C or D).
<b>Task 6 (questions 28-32):</b>	multiple-choice task with one correct answer	For questions (28–32) choose the correct answer (A, B, C or D).

After that, the participants had to complete the pre-test in Microsoft Forms in order to assess the current level of the participants' grammatical competence when performing the *Use of English* part of the EIE in the English language (see Appendix G). To ensure that all the students know how to use the Microsoft Forms, in advance they were informed how to work at this web platform; besides they were explained the instructions on how to do the pre-test, and asked to pay special attention to the time.

### **Lesson 1. The Present Simple Tense and the Present Continuous Tense**

The first lesson included the following steps:

**Step 1.** The participants made a revision of the usage of the present simple tense and the present continuous tense. The students did the Task 1.1. via the platform Kahoot! (see Appendix H). The task included ten multiple-choice questions where the students had to complete the gap in a sentence with the correct variant. The students had no more than 60 seconds to complete each sentence. *New Round-Up 5* recommended by the Ministry of Education and Culture of Ukraine was used as supplementary material to review the necessary rules while doing the Task 1.1.

**Step 2.** The participants were informed about the strategy and useful advice on how to perform the task on a grammatical competence (the *Use of English* part), as it was discussed in Chapter 3.3. Afterwards, the students were explained how this strategy functions in practice; to do this, three examples of tasks of the *Use of English* part from real EIE in the English language examination papers (2013, 2014, 2021) were used during Lesson 1 (see Table II in Appendix I). The direction of the instruction was an inductive approach where concept checking questions were implemented to explain how to analyse the context of the sentence and the variants A, B, C, D in terms of the form and meaning.

**Step 3.** The next Task 1.2. was aimed to put in practice the strategy, namely, to answer similar questions from previous years EIE in the English language examination papers (2019 and 2023) (see Appendix J).

**Step 4.** After the guidance, the participants individually did Practice Test 1 via Microsoft Forms where it was necessary to complete the gaps in the text with the correct answer A, B, C or D within a five-minute time limit (see Appendix K).

**Step 5.** For further practice the participants were asked to do the similar task as during the lesson, namely Practise Test 2 via Microsoft Forms (see Appendix L).

### **Lesson 2. The Past Simple Tense and the Past Continuous Tense**

The second lesson was devoted to the past simple and the past continuous tenses. The procedure was similar to the Lesson 1:

**Step 1.** To activate the students' schemata, Task 2.1. on the platform Kahoot! was used at the lesson (see Appendix M). There were ten questions that included a small situation or sentence which

should be completed with the correct pair of the verbs according to the form and meaning within a one-minute time limit. When completing the task if it was necessary, the students consulted Chapter 2 Past Forms (p. 13-16) from the textbook *New Round-Up 5*.

**Step 2.** Additionally, the participants were reminded about five key steps of the strategy to complete the task of the *Use of English* part (see Chapter 3.3.). Then, the students were directed with the help of the CCQs through three example questions of the tasks (the *Use of English* part) from 2015 EIE in the English language examination paper (see Table N1 in Appendix N).

**Step 3.** During the lesson the learners practised Task 2.2. based on the 2012, 2015 and 2020 examination papers (see Appendix O).

**Step 4.** Next task was to apply the strategy and grammatical knowledge in practice, while doing Practice Test 3 on the platform Microsoft Forms with a time limit (ten minutes) (see Appendix P).

**Step 5.** Practice Test 4 done via Microsoft Forms was part of additional training of the participants' grammatical competence in the past simple tense and the past continuous tense (see Appendix Q).

### **Lesson 3. The Past Simple Tense and the Present Perfect Tense**

The topic of the third lesson was comparing and contrasting the past simple tense with the present perfect tense. Similarly, to Lesson 1 and 2 this session included five steps.

**Step 1.** At the beginning of the lesson the participants were engaged in performing Task 3.1. in the Kahoot! play mode: students had 60 seconds to complete the gaps in the sentences with the suitable verbal forms (see Appendix R). Upon the necessity the students referred to Chapter 1 Present Forms and/or Chapter 2 Past Forms (p. 3-23) from the textbook *New Round-Up 5*.

**Step 2.** After the grammar revision of the usage of the two tenses, the students were asked to enumerate the steps of the already known instructions to provide the correct answer to the task of the *Use of English* part included in Chapter 3.3. Furthermore, the participants were trained to analyse the context of the sentence with the gap and to be able to choose the correct answer out of the four given options using CCQs and examples of the tasks from 2015 and 2021 exam papers (see Table S1 in Appendix S).

**Step 3.** As soon as the theory was clarified, the students practised Task 3.2. which included examples from previous years' EIE in the English language test papers 2016 and 2019 (see Appendix T).

**Step 4.** The next part of the practice was application of the strategy and grammatical knowledge of the topic in the meaningful context within the Practice Test 5 completed on the platform Microsoft Forms (see Appendix U).

**Step 5.** The final practice task was to do Practise Test 6 where students had to fill the gaps in the text with the correct answer A, B, C or D within ten minutes (see Appendix V).

After these three instructional lessons, at the fourth meeting the students additionally practised Task 4, ten examples taken from the examination papers 2012, 2014, 2018, 2019 and 2021 of either main or additional or mock sessions in order to revise the present and past tenses and check their ability of applying the strategy to do the *Use of English* part (grammatical competence) (see Appendix W). The learners had to work individually answering each question and then the results were discussed and analysed in the classroom.

At the final stage of the experiment the participants completed the post-test in Microsoft Forms aimed at tracking their progress in performing the task of the *Use of English* part as in real NMT in the English language within the time restrictions (see Appendix X).

## CHAPTER 4. RESULTS

Data collected before and after implementation of the strategy to complete multiple-choice task on verbal tenses (the *Use of English* part), its explanation with the help of CCQs in the EFL classroom and practising tasks in the similar format to the current NMT exam was processed in the Microsoft Excel programme. The average of the pre-test was 4.74 points out of 10 ( $SD = 2.21$ ), whereas the average of the post-test was 6.84 points ( $SD = 2.09$ ) which is 2.11 higher than the initial performance. Besides, after using the proposed method, their lowest grade increased from 2 to 3 points, while their highest grade increased from 9 to 10 points.

A one-tail paired  $t$ -test was conducted in order to analyse whether the applied method has an impact on the learner's grammar test performance. The results showed that the application of the outlined method to perform the grammatical task of the *Use of English* part led to a significant increase of 2.11 points after instruction,  $t(18) = -5.75, p < .001$ .

## CHAPTER 5. DISCUSSION

The Discussion section is organised according to the three research questions outlined in Chapter 1 Introduction and explains the possible implications and limitations of this study as well as prospects for further research.

### 5.1. Discussion of the Research Results

In response to the first research question, the analysis of the official reports of EIE and NMT English language examination papers of the period from 2014 until 2023 demonstrated that the grammatical task of the *Use of English* part usually tests a candidate's knowledge of the present simple, the past simple, the past continuous and the present perfect tenses. Along with these verbal grammatical structures, other tenses and non-finite verb forms are included as distractors of the multiple-choice. *Present Simple for daily routines, facts and states* and *regular/irregular Past Simple for finished actions* are two most frequently tested topics of verbal tenses in accordance



with the official program of EIE in the English language. The questions about the present simple tense are considered to be as optimal or easy, whereas the questions about the past simple tense are the most difficult for the test takers. It was found that in average the test designers tend to include at least one question that checks the candidate's proficiency in the present or past tenses, however in some cases even three questions in one task are possible to appear. When contrasting the correct answer and the most frequent incorrect answer, it was identified that the common mistakes in the multiple-choice questions happen because of the lack of the grammatical competence in the present and past tenses. In particular, most frequently candidates do not properly use the present tense form for the 3<sup>rd</sup> person singular, confuse the present simple tense with the past simple tense, and do not understand the difference between the usage of the past simple and the present perfect tenses. Besides, there are cases when the test takers cannot differentiate the active and passive voice of the verb in a specific tense.

The next important finding of this study is the strategy to complete the grammatical multiple-choice gap task of EIE and NMT, block the English language that is focused on the English tenses in active voice. It was designed on the basis of the existing general strategy for the grammatical task in the *Use of English* part outlined by Halynska (2021) with additional recommendations by Hlavatska (2022), Konstantynova (2020), Martyniuk et al., (2020) and the remarks by the UCEQA which were observed when analysing the official EIE and NMT reports. These two aforementioned findings as well as the contents of the grammatical inventory for the level B1 and B2 included in the official EIE program were implied in the process of designing the multiple-choice gap tasks and lesson organisation respectively.

Regarding the third question, the data analysis of the one-tail paired *t*-test should be taken into consideration. The statistically significant results of the quantitative research confirmed the alternative hypothesis that the strategy outlined in the Chapter 3.3., the concept checking questions and practising multiple-choice tasks with time restrictions are effective measures in the process of instruction EFL learners how to analyse the context of the sentence with the gap and multiple-choice options and respond correctly to this type of questions. In this study, the participants had to deal with one complex grammatical construct, the present and past tenses in active voice, in different contexts, either sentence or text level, and within different thematic content adapted from educational guides and websites, and the examination papers used in main, additional or mock sessions. This finding is consistent with the claim that concept questions as a rule-discovery inductive technique (Thornbury, 1999) have positive impact on the learner's comprehension of a certain language item (in this case a grammatical rule) whatever context this pattern appears in (Workman, 2005). Furthermore, the present results are in line with Kargar and Divsar's (2019) work that deals with a significant increase in the learners' grammatical competence when teaching

grammar with the help of the CCQs. In addition, the concept questions contribute to the students' enthusiastic participation and active interaction (Kargar & Divsar, 2019). Although at the beginning of each lesson it was necessary to consider students' level of English language addressing less difficult questions to the learners with a low intermediate level and more difficult ones to the participants with average and high intermediate level (Florkowska, 2018), later after the first example of each lesson was examined, the students even with a low level showed interest and took the initiative. It should be highlighted that in order to prevent a dominant student from impeding the reflection of other participants (Florkowska, 2018), each concept checking question was addressed directly to a specific learner.

During the instruction at the lessons, it was possible to ask all students at least one time to ensure the participation of every learner (Gower et al., 2005). Occasionally, there were cases when the participants struggled to give the answer to the concept question; for instance, when it was necessary to identify verbal forms such as the present or past participle and their meaning, or whether these verbal forms can function as a predicate in the sentence; the questions where it was necessary to determine the doer and the receiver of the action were challenging for some students. Thus, the task and the concept questions were helpful to check the learners' comprehension of the present and past tenses and determine the knowledge gaps of grammatical units such as non-finite verbal forms and difference between active and passive voice which is consistent with Florkowska (2018), Gower et al. (2005) and Workman (2005) who insisted that CCQs are beneficial when monitoring learner's acquisition of language patterns. To avoid the awkward moments of silence and encourage the learners to respond, the questions were either simplified or rephrased, or an additional question was addressed to the participant (Fisher and Frey, 2014). It is important to highlight, that in this study the function of CCQs was not only explanatory to determine the correct option and the distractors but also corrective, on account of the students had to remember the grammatical rules they have already learnt about the verbal tenses (the present and past), verbal forms (the present and past participle), active and passive voice. When they made mistakes because they could not remember the rule or apply it correctly, concept checking questions were used as "a correction technique" (Workman, 2005, p. 6).

In the process of designing the concept checking questions the principles of CCQs construction, in particular thorough preparation, revision, elaboration, linguistic and grammatical accuracy, and logical sequence were respected beforehand (Fisher & Frey, 2014; Workman, 2005). However, the guidelines by Gower et al. (2005) and Workman (2005) were followed with minor modifications. For instance, in addition to *Yes/No* and *Wh*-questions that required a short one- or two-word answer, there was a *Why*-question to avoid participants' guessing and make them justify their short answer. Of great importance was the principle of logical sequence (Gower et al., 2005;

Workman, 2005) i.e., each EIE or NMT example included a set of questions that started from the identification of the subject and tense of the sentence, then it proceeded with analysis of all multiple-choice options because it was important to explain correct answer correspondence to the gap and distractors that do not suit the sentence either by form or meaning or both, and finished with the conclusion of the correct answer choice. To ensure all these three stages and participation of all the students, each example consisted of seven concept checking questions and sometimes involved additional sub-questions to clarify details of the grammatical pattern. For example, the main question required to determine the subject and the sub-question checked whether the subject is in a singular or plural form. This number contradicts Workman (2005) who recommended up to five CCQs; however, since it was necessary to analyse the context of the gap sentence (subject and temporal markers), four variants A, B, C, D and indicate the correct response, there were examples that had up to four or five CCQs and some that required one or two more CCQs.

In this research the structure of the multiple-choice questions used in Kahoot! to activate the students' schemata on the present and past tenses as well as the multiple-choice test were based on the guidelines by Adisutrisno (2008), Brown and Abeywickrama (2019) and Purpura (2004). If Kahoot! tests included a number of sentences or pairs of sentences with one gap, the practice tests were designed in accordance with the format of the NMT, block the English language so that the stem was a text with either five or ten gaps; but both of them had four variants A, B, C and D. The test questions checked the students' knowledge of the grammatical meaning and form of the present and past tenses. The participants had to analyse the context of the sentence and the whole text, examine four options and finally, choose the correct answer (Brown and Abeywickrama, 2019). Moreover, each test corresponded to Hughes' (2003) specifications, in particular before completing the task, the candidate was informed about the type of the task, what and how should be done, what time restrictions are for the test and how each question is scored. As maximum the students could spend one minute to answer one multiple-choice question (McKeachie, 2002), despite the fact that there were participants who needed less time to respond which coincides with the debate on the time limit per multiple-choice question discussed by Brothen (2012) and Renner and Renner (1999).

In terms of the five test characteristics discussed by Brown and Abeywickrama (2019), simple administering procedure to a relatively large number of the participants as well as exact and quick process of scoring contribute to the multiple-choice tests' practicality and reliability respectively. The tests used in the experiment are valid of the fact that they correspond to the aims of the measurement which means that if the topic was to monitor the learners' grammatical competence in differentiation the present perfect and the past simple tenses, the test contained meaningful questions that checked the relevant theoretical background (Adisutrisno, 2008;

Hughes, 2003). Authenticity level and correspondence to the current language level of the participants were achieved by either using already adapted texts from the EIE practice tests books or adapting authentic materials from the newspapers (Brown & Abeywickrama, 2019). Besides the washback of the present and past simple, present and past continuous, and present perfect tenses, results of this quantitative study proved that washback had a positive impact because the students were also motivated to additionally revise the non-finite verbal forms and their function in the sentence.

## 5.2. Limitations, Implications and Prospects for Further Research

In this dissertation it was investigated the effectiveness of the method to complete the grammatical task of the *Use of English* part at the NMT exam, block the English language. The present results clearly support the idea of using this method; in spite of the limitations, this study suggests several theoretical and practical implications as well as ideas for the future research discussed below.

The first limitation of this thesis is that the investigation of the official reports of EIE and NMT of the English language includes the examination papers of the main sessions starting from 2014, instead of the initiate date of introduction of EIE in the English language (2009) because before 2014 there is no available statistical data about each choice of the option and how difficult the questions were for the test takers, nor any qualitative or quantitative analysis concerning the mock tests and additional EIE and NMT sessions that took place before and after the main examination process respectively. As a result, it is difficult to generalise the conclusions about frequency and variety of the present and past tenses questions and what the most common mistakes the candidates make when answering the questions, namely what influences their wrong choice. Despite these limitations, the present study has enhanced the understanding of the EIE program requirements, how grammatical knowledge is tested and what typical mistakes occur in the grammatical area of the present and past tenses. The potential implication of these findings is in teaching the verbal tenses in the EFL classroom. Firstly, the students' attention should be paid on the three-dimensional grammar framework (Larsen-Freeman, 2014), which means that the teacher's task is to focus on the grammatical meaning of the tense and its contrast with other tenses (e.g., the past simple versus the present perfect), to highlight the specific features of the morphological forms of the tense (e.g., the present tense 3<sup>rd</sup> person singular form) and finally, to demonstrate the pragmatic peculiarities of the verbal tenses within concrete examples; hence the students will master the grammatical competence of the tenses (Chomsky, 1965; Nassaji & Fotos, 2011). Secondly, the teacher should emphasise the importance of learning tenses as part of language acquisition in general and more specifically link the necessity of mastering the present

and past simple tenses due to their frequent occurrence in the *Use of English* part as at least one question on verbal tenses is included in the EIE and NMT test paper. The current research will stimulate further investigation of the grammar tasks (the *Use of English* part) from the additional and mock sessions in order to establish the general principles of designing the multiple-choice questions on present and past tenses, what other topics are usually included, what distractors are used and to what extent the EIE mock tests are more or less difficult than the official EIE and NMT examination papers that were used in the additional and main sessions in previous years.

The next point is that the outlined strategy in this study will be helpful when future test takers practise multiple-choice gap tasks in the process of their self- or EFL classroom preparation for NMT, block the English language. In addition, this step-by-step instruction can be implied in the school textbooks before the practical tasks as a useful tip or strategy rubric to facilitate task completion. Nevertheless, the limitation of this strategy is that it can be only partially applied for other grammatical topics of the EIE program, for example in terms of *verbal tenses in passive voice*, it is necessary to add the instructions about the emphasis on the action, the recipient and the agent; for the topic *noun, 's' for possession* some points should be eliminated or changed. Therefore, further research of the strategies for other grammatical modules is required to specify peculiarities of each test situation as well as possible pitfalls and how to avoid them.

The third limitation of this experimental study is that only nineteen individuals from a VET institution who studied English at different levels at school participated in the research. Consequently, a larger number of the participants who study English at the standard level and professional level in different schools in Ukraine would have yielded data with wider generalisation. Besides, the tasks used in this study tested exclusively the knowledge of the present and past tenses while the *Use of English* part of NMT examination checks a number of aspects of grammatical knowledge. In this way, in the future research it would be useful to extend the current findings by examining how effective this model is when other grammatical topics are integrated and the students have to use all their grammatical bases acquired in the first or second year of high school. Additionally, there is a need to explore how much time a test taker needs to answer a multiple-choice question either within a sentence or a text-limit. This will be advantageous for the students in terms of their preparation for the exam that has such tasks and when writing the exam itself.

## CHAPTER 6. CONCLUSION

To conclude, since successful performance of the school-leaving exam guarantees admission to higher education and NMT in the English language is one of the subjects which results can be a determinative factor when entering the planned profession, the preparation is an acute need for

all up-coming test takers. The current NMT in the English language is composed of two parts that check candidates' reading skills, lexical and grammatical competence at intermediate and upper-intermediate levels.

This Master's thesis paramount goal was to design and examine the effectiveness of the method that can be used when completing a grammatical task of the *Use of English* part that assesses the learner's knowledge of the present and past tenses in active voice. The proposed method consists of three components. The first element is a strategy that explains the logic sequence where to start doing the task and what has to be considered. It includes a number of consistent steps such as skimming a text to get general idea, finding the key words that help to choose the correct answer, analysing the multiple-choice options regarding their suitability by form and meaning to the gap and finally double-checking the validity of the chosen answer. When the test takers do the grammatical task, they should pay special attention to the time context of the sentence with a gap, determine correctly the subject (the doer of the action) along with the temporal markers (to understand when exactly the action take place or how frequently) and then analyse the correspondence of the multiple-choice options in the morphological and semantic meanings to the given sentence conditions. This is the most important instruction of the proposed strategy that is based on the analysis of the data of the EIE and NMT reports for the last ten years. The second element is a set of concept checking questions that are used to explain to the students how they should implement the strategy and critically analyse the questions and the variants A, B, C and D. Inductive way of instruction enables the students to reflect upon the sentence gap, its content, identify the verbal form of the multiple-choice options and in this way discover the correct response generalising the assumptions obtained from CCQs. This explicit technique activates candidates' background knowledge, helps to determine the gaps and facilitates acquisition of the strategy. The third element is application of the previously learnt material and the outlined instructions in practising the tasks as close to the format of NMT as it is possible with the aim of consolidation of all the acquired skills. It is recommended that the learners complete the tasks from the previous authentic examination papers that were used either in the main or additional, or mock sessions and tasks designed in the similar way as the current version of the NMT in the English language. This training will be beneficial for the candidates to become familiarised with the form and accustomed to the NMT procedure. In addition, when practising the tasks, an obligatory condition is the establishment of the timeframe to finish the task, hence the candidates will be able to manage their time rationally and experience less stress due to lack of time at the real examination.

The statistical analysis of the quantitative data retrieved before and after a three-week experiment proved the alternative hypothesis that implementation of this three-step method has a

positive impact on the learners' outcomes of completing the multiple-choice task that checks grammatical competence. The findings of this research contribute to the discussion of the effectiveness of the deductive and inductive approach. Concept questions used in this experiment as a training technique to apply a strategy were beneficial for the participants' cognitive processing of the context of the question and correct response-discovery when analysing the multiple-choice variants. It was a conscious and meaningful way to remember the instructions and apply them further in different contexts.

Another finding from the official reports analysis that there are usually up to three multiple-choice questions in the present and past tenses can be a motivational factor for mastering verbal tense aspects, and their distinctive features such as morphological structure and semantic meaning in the EFL classroom. Besides, the teachers should pay special attention to the acquisition of the present and past tenses and difference between the verbal tenses in various aspects since this topic is considered to be one of the most difficult to comprehend for the learners. Therefore, at the end EFL students have to understand that they learn English to be able to apply it in real-life situations and the school-leaving exam is one of those cases.

Considering the results of this research, it is recommended that the school practitioners apart from traditional teaching and training of the verbal tenses according to the established educational programs introduce the outlined strategy to accomplish grammatical task of the *Use of English* part to the EFL learners and especially to the candidates who are planning to sit the NMT in the English language. The test takers should remember that the key to high outcomes is based on their actual knowledge of the English language, ability to apply this knowledge in different activities, awareness of the characteristic features of the examination paper such as a structure, types of the tasks, time limits and scoring procedure of the exam, and finally sufficient pre-test practice. Inductive approach in particular using the concept checking questions will guide the students how to apply the strategy and what elements of the questions should be considered with high importance. It is also advisable that the textbook designers mention this strategy in the school textbooks and tests preparation books to facilitate candidate's exam preparation.

To better understand the implications of these results, future studies could examine whether this method is applicable to the verbal tenses in passive voice as well as other grammatical topics provided by the official EIE program in the English language. Mastering general grammatical competence that is supposed to be one of the most challenging and being able to cope with the *Use of English* part ensure successful outcomes when performing the NMT exam. Last but not least, the limitation that a small number of the individuals with heterogeneous English language background participated in the experiment prevents generalising the results of the study. Consequently, it is necessary that the outlined method is applied in the further research within a

larger number of the participants who study English at a standard and proficient levels on account of this approach may provide new insights into NMT preparation methodology.

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- EIE in the English language. (2018 2<sup>nd</sup> mock test). Task 9, Question 49, 57.  
<https://zno.osvita.ua/english/283/>
- EIE in the English language. (2019 main session). Task 9 Question 49, 52, 54.  
<https://zno.osvita.ua/english/351/>
- EIE in the English language. (2019 mock test). Task 9 Question 49, 55.  
<https://zno.osvita.ua/english/338/>
- EIE in the English language. (2020 main session). Task 9, Question 5.  
<https://zno.osvita.ua/english/411/>
- EIE in the English language. (2021 additional session). Task 9, Question 49, 52.  
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<https://zno.osvita.ua/english/468/>

EIE in the English language. (2021 mock test). Task 9, Question 53.

<https://zno.osvita.ua/english/456/>

NMT in the English language. (2023 main 1<sup>st</sup> session). Task 6, Question 32.

<https://zno.osvita.ua/english/557/>

NMT in the English language. (2023 main 2<sup>nd</sup> session). Task 6, Question 32.

<https://zno.osvita.ua/english/556/>

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## List of the Official Reports of EIE and NMT in the English Language Used in this Research

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## APPENDICES

### Appendix A The National System of Education in Ukraine

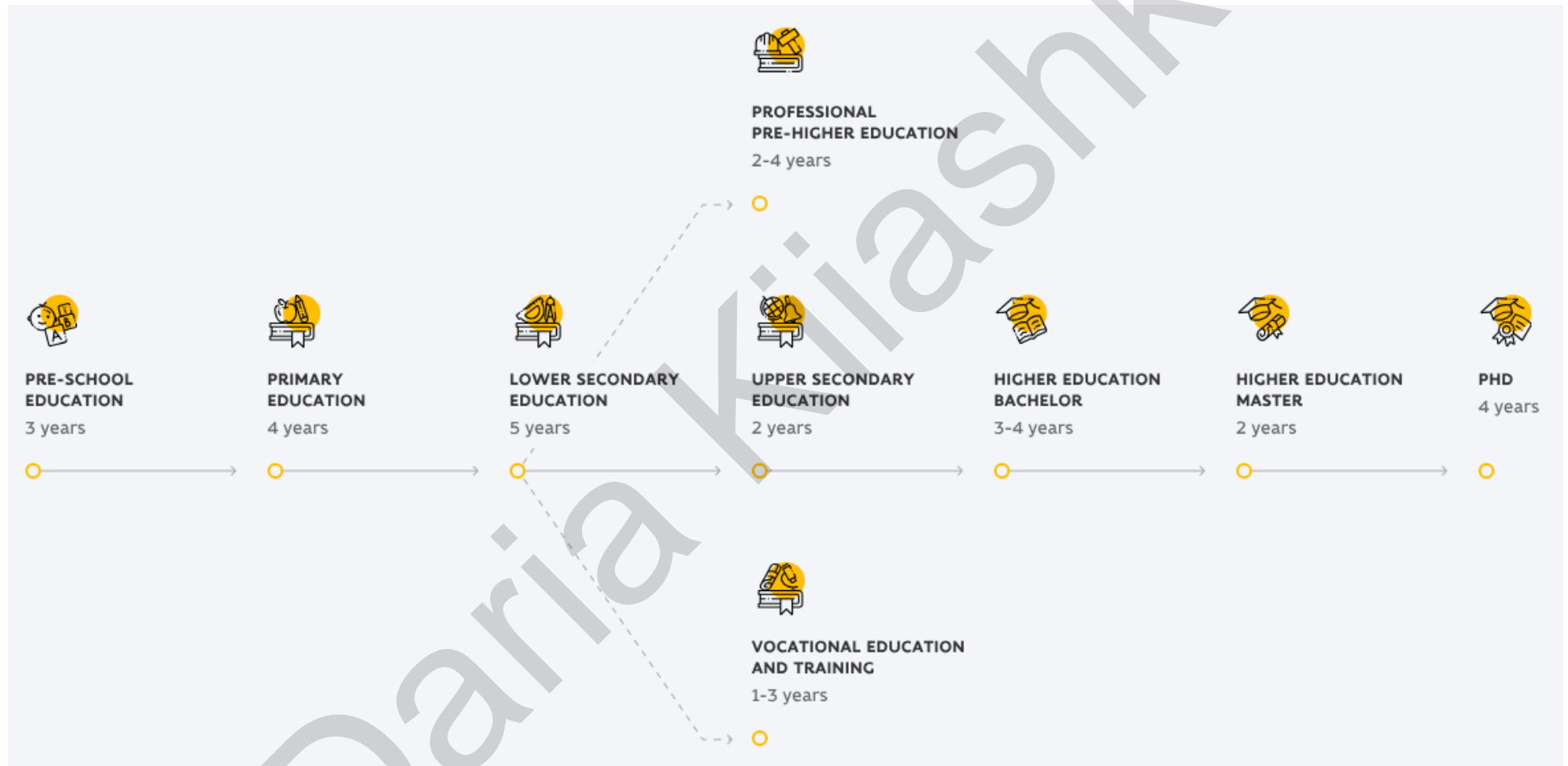
Figure A1

National Qualifications Framework of Ukraine, from <https://mon.gov.ua/ua/tag/natsionalna-ramka-kvalifikatsiy>



**Figure A2**

*Education System in Ukraine, from <https://emergency.mon.gov.ua/educationalsystem/>*



# Appendix B University Admissions 2023: National Multi-subject Test (NMT)

Figure B1

Structure of the National Multi-subject Test (NMT) 2023, from <https://testportal.gov.ua/en/university-entrance-exams-in-2023/>

**UNIVERSITY ADMISSIONS-2023**

**ADMISSIONS TESTS**

**NATIONAL MULTI-SUBJECT TEST (NMT)**  
 A computer test for admission to bachelor's courses and programmes in Ukraine. Participants will be tested in two compulsory subjects and one optional subject they will choose.

**compulsory subjects**

- Ukrainian
- Mathematics

**a subject to choose from the list**

- History of Ukraine
- Foreign Language  
*English, German, French, Spanish*
- Biology
- Physics
- Chemistry

**TIME ALLOTTED FOR NMT**

**180 min**

Ukrainian      Mathematics      chosen subject

*participants are allowed to allocate time on each subject as they need*

**TYPES OF TASKS IN THE NMT BLOCKS**

Subject	Total Number of Tasks	Task Types and Counts	Maximum Number of Test Score Points	Additional Information
<b>UKRAINIAN</b>	30	10 multiple choice (out of four), 15 multiple choice (out of five), 5 one-to-one matching tasks (4 to 5)	45	to receive 100 points on a scale of 100-200 need to score 5 test score points; no tasks that require written extended or short answers
<b>MATHEMATICS</b>	22	15 multiple choice (out of five), 3 one-to-one matching tasks (3 to 5), 4 open-ended questions (short answers)	32	to receive 100 points on a scale of 100-200 need to score 4 test score points; the use of some reference materials or drafts will be allowed
<b>HISTORY OF UKRAINE</b>	30	20 multiple choice (out of four), 4 one-to-one matching tasks (4 to 5), 3 sequence recognition, 3 multiple choice (3 correct answers out of 7 proposed)	54	to receive 100 points on a scale of 100-200 need to score 6 test score points; there will be tasks related to the historical period "History of Ukraine (second half of the 16th - beginning of the 21st century)"
<b>FOREIGN LANGUAGES</b>	32	5 multiple choice, 11 one-to-one matching tasks, 16 gapped text	32	to receive 100 points on a scale of 100-200 need to score 4 test score points; no tasks requiring a written extended response, nor any listening tasks
<b>PHYSICS</b>	20	12 multiple choice (out of 4), 2 one-to-one matching tasks (4 to 5), 6 open-ended questions (short answers)	32	to receive 100 points on a scale of 100-200 need to score 4 test score points; the use of drafts will be allowed
<b>CHEMISTRY</b>	30	22 multiple choice (out of 4), 2 one-to-one matching tasks (3 to 5), 6 open-ended questions (short answers)	40	to receive 100 points on a scale of 100-200 need to score 4 test score points; the use of some reference materials or drafts will be allowed
<b>BIOLOGY</b>	30	24 multiple choice (out of 4), 4 one-to-one matching tasks (4 to 5), 2 multiple choice (by choosing 3 answers from 3 groups or proposed options)	46	to receive 100 points on a scale of 100-200 need to score 5 test score points

**Appendix C Official EIE Program: Grammatical Inventory for the Level B1 and B2 (the English Language)**

**Table C1**

*Grammatical Inventory for the Level B1 and B2 (the English Language) from the Program of External Independent Evaluation of Foreign Languages (2018), p. 10-13.*

Appendix 2  
Linguistic inventory - grammar (the English language)  
Level B1  
**Додаток 2**  
**Мовний інвентар – граматика (англійська мова)**  
**Рівень B1**

Category	Структура Structure
Adjective	comparative and superlative forms of regular and irregular adjectives structures with as ... as, so ... as rather, almost, quite adjectives formed with suffixes/prefixes (overview) compound adjectives present/past participles as adjectives
Adverb	frequency and movement place (here/there) chronological sequence (first, next, etc.) time markers for past, present and future (yesterday, tomorrow, today, now) Present Perfect + yet/already manner (slowly, well, etc.) comparative and superlative forms just, ever for time basic quantifiers (a lot, a little, very, too, rather, etc) common linking words for chronological sequence advanced adverbials of time: beforehand, afterwards
Clause	'have' in the present tense 'be' in the present tense agreement between nouns and verb 'be' wh-questions yes/no questions pro-clause with so, not (I think so. I hope not.) when for linking two clauses who, which, that in relative clause; to/in order to + verb if + Present Simple defining vs. non-defining relative clauses relative pronouns first, second and third conditional reported speech with temporal shift reported statements, commands, requests, yes/no questions, wh-questions reporting verbs + that + complement clause
Conjunction	'and' to link nouns and noun phrases basic 'but' to link clauses and sentences basic connectors 'but/and/or' 'because' for causes and reasons basic connectors (but, because) so and then for results and consequences



	neither ... nor, either ... or if, when, as soon as, till, until, etc.+ present simple with future reference
Determiner	'this is' for an introduction 'a/an' with single countable nouns 'a/an' with jobs possessive adjectives 'my, your, his, her, its, our, their' 'how' questions for time, measurement, size and quantity 'this'/'these' and 'that'/'those' as determiners 'the' for specific examples and back reference 'the' for uniqueness, public buildings, geographical names, other proper names 'some' and 'any' in questions and negative statements these and those as determiners relating to people or objects basic quantifiers: some, any, no, a lot of/lots of, much, many (with countable and uncountable nouns) zero quantifier with plural countable nouns and uncountable nouns enough and too for sufficiency and insufficiency a little, much for quantities with mass (uncountable) nouns overview of all quantifiers with countable/uncountable nouns
Modality	'can' for ability 'would like to' + infinitive should/shouldn't for advice or suggestions mustn't for prohibition may I/we..? for formal and polite requests and permission have to for present and near future obligation had to for past obligation may, must, can/could, would/wouldn't (like) for intention and desire must/mustn't, need/needn't for (absence of) obligation should/shouldn't for advice or suggestions be allowed to for permission will, might, shall, should, let, could for various purposes modals + passive 'may/might' for likelihood ought to for giving advice use(d) to/would + infinitive for past routines and habits
Noun	regular nouns – singular and plural irregular nouns – plural 's' for possession regular/irregular nouns - plural possession proper and common nouns
Phrase	'be' + adjective (size, colour, emotional state)

	'be' + adjective 'it' + 'be' verbs taking 'to' + infinitive verbs taking verb + ing
Preposition	basic prepositions of place and movement basic prepositions of place and direction basic prepositions of time (in, on, at, from... to..., by, during) 'of' for a part or aspect 'with/without' for (lack of) possession and attribution with by + agent prepositions in time phrases (before, after, for, since) prepositions in time phrases, e.g. 'during', 'for', 'since', 'throughout', 'till', 'until', 'as soon as', 'if', 'when', 'by'
Pronoun	personal pronouns 'I, you, he, she, it, we, they' wh-questions object personal pronoun object pronouns (me, him, her) as indirect objects possessive pronouns as complement: mine, yours, his, hers, ours, theirs reflexive pronouns for emphasis (myself, ourselves, etc.) reflexive pronouns as object/complement indefinite compound pronouns some / any + thing / one / where / body negative pronouns
Verb	Imperatives negative imperatives 'have got' in the present tense there is(n't)/are(n't) tag responses (short answers to present simple yes/no questions) was/were with complement verb + ing to + verb question tags (positive/negative, all tenses) prepositional vs. phrasal verbs (seperable/inseperable) Present Simple for opinions, likes and dislikes Present Simple for daily routines, facts and states Present Continuous for time of speaking Present Continuous, Future Simple for plans and intentions future with be going to Future Continuous regular/irregular Past Simple for finished actions Present Perfect with present reference Present Perfect for personal experiences in the past Past Simple vs. Past Continuous

	Past Perfect Past Perfect Continuous active and passive (all tenses)
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**Рівень B2** Level B2

Category

<b>Категорія</b>	<b>Структура</b> Structure
Clause	I wish..., if only would rather..., had better... Do you mind if...? I don't mind so ... that for results and consequences
Preposition	prepositions of reason and purpose: due to, owing to, because
Verb	Future Perfect

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## Appendix D Analysis of the EIE and NMT Reports 2014 – 2023

**Table D1**

*Analysis of the EIE and NMT Reports 2014 – 2023*

Year	Task, Question	Multiple-choice Question, Correct Answer	The Correct Answer VS the Most Frequent Incorrect Answer	Grammar Structure as in the Official EIE Programme	Comments in the Official Report	% of the EIE & NMT participants that gave the correct answer	Level of Difficulty, Criterion for Difficulty
2014	Task 6, Question 38	<p>Each year at Thanksgiving, the President of the United States (38) _____ a gift of a live turkey...</p> <p><b>38</b> A receive (12.82%)                      B received (23.23%)                      C is receiving (13.60%)                      D receives (49.99%)</p> <p>Answer Key: <b>D</b></p>	past simple vs present simple	Present Simple for daily routines, facts and states	No comments	49.99%	optimal, 35 – 65%

2015	Task 6, Question 37	<p>While (36) <i>walking</i>, he used to observe the sights, sounds and smells of London in order to write about them. Because of the Industrial Revolution Britain, and especially London (37) _____ very quickly.</p> <p><b>37</b> A grown (14.05%)  <b>B</b> growing (16.08%)  <b>C</b> was grown (39.70%)  <b>D</b> grew (29.98%)</p> <p>Answer Key: <b>D</b></p>	active vs passive voice	regular/irregular Past Simple for finished actions	No comments	29.98%	difficult, 20 – 39%
2015	Task 6, Question 39	<p>In (38) <i>the 1850s</i>, when Levi Strauss ran out of tent canvas for the pants he (39) _____ to California gold miners, he imported a tough material from Nomes in France called <i>serge de Nomes</i>.</p> <p><b>39</b> A has sold (25.54%)  <b>B</b> was selling (33.39%)  <b>C</b> was sold (26.52%)  <b>D</b> has been selling (14.22%)</p> <p>Answer Key: <b>B</b></p>	active vs passive voice (past continuous vs past simple passive voice (form)), past continuous tense vs present perfect (meaning)	active and passive (all tenses)	No comments	33.39%	difficult, 20 – 39%

2015	Task 6, Question 42	<p>Jeans became popular with teenagers after James Dean (42) _____ them in the movie Rebel without a Cause.</p> <p><b>42 A</b> wore (27.27%)  <b>B</b> worn (21.41%)  <b>C</b> wears (14.97%)  <b>D</b> has worn (36.21%)</p> <p>Answer Key: <b>A</b></p>	past simple vs present perfect	regular/irregular Past Simple for finished actions	No comments	27.27%	difficult, 20 – 39%
2016	Task 6, Question 38	<p>The geological definition of a desert is a place that (38) _____ less than ten inches of rain each year.</p> <p><b>38 A</b> receive (18.99%)  <b>B</b> is receiving (11.48%)  <b>C</b> receives (55.23%)  <b>D</b> has received (14.09%)</p> <p>Answer Key: <b>C</b></p>	form (3 <sup>rd</sup> person singular)	Present Simple for daily routines, facts and states	No comments	55.23%	optimal, 40 – 59%

2016	Task 6, Question 42	<p>In some parts of this giant frozen desert, it <b>(42)</b> _____ for two million years.</p> <p><b>42 A</b> hasn't rained (43.91%)  <b>B</b> didn't rain (16.71%)  <b>C</b> doesn't rain (20.78%)  <b>D</b> hadn't rained (18.44%)</p> <p>Answer Key: <b>A</b></p>	present perfect vs present simple	Present Perfect with present reference	No comments	49.91%	optimal, 40 – 59%
2017	Task 6, Question 35	<p>Our delegation's twenty-day stay <b>(34)</b> <i>was filled</i> with action-packed thrills from diving on the Great Barrier Reef to nature hikes in the tropics of New Zealand. Our group also travelled to a Maori village where we <b>(35)</b> _____ overnight learning about the native tribal rituals, dances, customs, and beliefs.</p> <p><b>35 A</b> would stay (10.0%)  <b>B</b> stayed (49.5%)  <b>C</b> had stayed (21.8%)  <b>D</b> were stayed (18.5%)</p> <p>Answer Key: <b>B</b></p>	past simple vs past perfect	regular/irregular Past Simple for finished actions	No comments	49.5%	optimal, 40 – 59%

2019	Task 9, Question 49	<p><i>Mokase</i> is the world's first smartphone case that also <b>(49)</b> _____ users a warm shot of espresso whenever they want.</p> <p><b>49 A</b> serve (19.2%)  <b>B</b> is served (16.5%)  <b>C</b> serves (54.2%)  <b>D</b> are serving (10.0%)</p> <p>Answer Key: <b>C</b></p>	form (3 <sup>rd</sup> person singular)	Present Simple for daily routines, facts and states	No comments	54.2%	optimal, 40 – 59 %
2019	Task 9, Question 52	<p>Smart K, the Italian company that came up with the concept for Mokase, claims that they were looking for a way to make coffee available <b>(51)</b> <i>anywhere</i>. Pairing an Espresso Machine with a smartphone just <b>(52)</b> _____ sense.</p> <p><b>52 A</b> had made (19.3%)  <b>B</b> make (29.5%)  <b>C</b> made (25.6%)  <b>D</b> making (25.4%)</p> <p>Answer Key: <b>C</b></p>	past simple vs present simple	regular/irregular Past Simple for finished actions	No comments	25.6%	difficult, 21 – 39 %



2019	Task 9, Question 54	<p>London has the most informed cab drivers in the world – and they’ve got the diplomas to prove it. To become a certified taxi operator in London, a driver must first pass “the Knowledge,” an extraordinarily difficult exam that (54) _____ detailed recall of 25,000 streets and locations ...</p> <p><b>54 A</b> involved (16.4%)  <b>B</b> involves (60.0%)  <b>C</b> involving (13.3%)  <b>D</b> to involve (10.1%)</p> <p>Answer Key: <b>B</b></p>	past simple vs present simple	Present Simple for daily routines, facts and states	No comments	60%	easy, 60 – 79 %
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2020	Task 9, Question 52	<p>Celine Dion, with whom he once <b>(52)</b> _____ a duet, said that...</p> <p><b>52</b> A sang (36.2%)  B sings (18.5%)  C has sung (31.1%)  D sung (14.0%)</p> <p>Answer Key: <b>A</b></p>	past simple vs present perfect	regular/irregular Past Simple for finished actions	<p>“Questions 52 and 56 turned out to be difficult for the participants of the EIE (only 36.2% of the assesseees successfully coped with these tasks). It should be noted that these tasks test a grammatical phenomenon, the study of which is provided by the External Independent Evaluation Program, namely, the rules for grammatical tense agreement in the English language” (Report, 2020, p. 103).</p>	36.2%	difficult, 21 – 39%
2021	Task 9, Question 49	<p>So why do we sleep? This is a question that <b>(49)</b> _____ scientists for centuries and the answer is, no one...</p> <p><b>49</b> A puzzles (29,.0%)  B has puzzled (35.8%)  C puzzled (19.8%)  D had puzzled (15.2%)</p> <p>Answer Key: <b>B</b></p>	present perfect vs present simple	Present Perfect with present reference	<p>“Questions 49 and 56 were difficult ones; they tested the use of tense-specific forms of verbs (has puzzled, turned)” (Report, 2021, p. 135).</p>	35.8%	difficult, 21 – 39%

2021	Task 9, Question 56	<p>... parents said they started teaching her how to balance before she <b>(56)</b> _____ one, and were surprised at how easily she followed instructions.</p> <p><b>56</b> A has turned (32.5%)  B turns (11.9%)  C was turned (23.5%)  D turned (31.5%)</p> <p>Answer Key: <b>D</b></p>	past simple vs present perfect	regular/irregular Past Simple for finished actions	<p>“Questions 49 and 56 were difficult ones; they tested the use of tense-specific forms of verbs (has puzzled, turned)” (Report, 2021, p. 135).</p>	31.5%	difficult, 21 – 39%
2023	Task 6, Question 32	<p>“I am so happy that I can study side by side with Iranian students,” says Parisa, who <b>(32)</b> _____ to use her education to help children in her native country.</p> <p><b>32</b> A had wanted (3.5%)  B wanted (15.2%)  C want (15.1%)  D wants (65.9%)</p> <p>Answer Key: <b>D</b></p>	present simple (form of 3 <sup>rd</sup> singular) vs past simple (error in meaning) & present simple (bare infinitive form) (error in form)	Present Simple for daily routines, facts and states	No comments	65.9%	easy, 60 – 79%

*Note.* Next to each multiple-choice option in the brackets it is indicated the percentage of the participants that chose answer A, B, C or D respectively.

Appendix E NMT-2023: Demonstration Test of the English Language, Use of English Part (Grammatical Competence)

Figure E1

Task 6, Use of English Part (Grammatical Competence), NMT 2023 Subject the English Language, from <https://testportal.gov.ua/nmt-2023-demonstratsijnyj-test-z-anglijskoyi-movy/>

Task 6

Read the text below. For questions (28 – 32) choose the correct answer (A, B, C or D).

The Oscars

The Academy Awards (*The Oscars*) (28) \_\_\_\_\_ each year by the Academy of Motion Picture Arts and Sciences (AMPAS), a professional organisation of film industry heavyweights. *The Oscar* is its casual nickname; the official name of the golden statuette is the *Academy Award of Merit*. They were first granted in (29) \_\_\_\_\_, first broadcast on radio the following year, and first televised in the 1950s. The first award show ran a total of 15 minutes, which is a far cry from the hours-long marathons they've become.

The statue that everyone hopes (30) \_\_\_\_\_ home was modelled after the Mexican actor, film director, and screenwriter, Emilio "El Indio" Fernández, best known for (31) \_\_\_\_\_ *Maria Candelaria*. The statue's nickname, *Oscar*, has conflicting (32) \_\_\_\_\_ stories, but the most popular narrative credits Margaret Herrick, Academy Award librarian and eventual Director of the Academy of Motion Picture Arts and Sciences. Herrick claimed that the statuette looked "like her Uncle Oscar."

- 28  A was awarded  
 B have awarded  
 C are awarded  
 D awarded
- 29  A 1929  
 B the 1929  
 C the 1929th  
 D 1929th
- 30  A take  
 B to take  
 C be taken  
 D taking
- 31  A being directed  
 B directed  
 C directing  
 D direct
- 32  A originator  
 B originally  
 C originate  
 D origin



### Figure F3

Example of the Multiple-Choice Task (a Sentence and Three Options), from Nersisyan and Pirozhenko (2018), p. 34.

#### 2. Choose the word which best completes each sentence.

- 1) In baseball, the piece of equipment used to hit the ball is called a \_\_\_\_\_.  
a) bat                      b) stick                      c) base
- 2) An eating plan in which someone eats less food, or only particular types of food, because they want to become thinner or for medical reasons.  
a) vegetarian              b) diet                      c) foodie
- 3) She played soccer as an \_\_\_\_\_ before turning professional.  
a) amateur                b) spectator                c) referee
- 4) To enter into something, such as a hobby or sport means to \_\_\_\_\_.  
a) give up                b) take up                c) fly out
- 5) The ability or strength to keep doing something for a long time.  
a) stamina                b) push                      c) rush
- 6) The doctors told me to \_\_\_\_\_ red meat.  
a) cut back on            b) hang out                c) keep up
- 7) She \_\_\_\_\_ in seven different countries, so she knows a lot about different cultures.  
a) lived                    b) has lived                c) has been living
- 8) Did you know he's been teaching German \_\_\_\_\_ fifteen years?  
a) for                      b) before                    c) since
- 9) Which sentence is incorrect?  
a) *We've not eating cakes and chocolates.*  
b) *She's not been working very hard recently.*  
c) *I haven't been sleeping well lately.*
- 10) In which sentence can you write *having*?  
a) *I stopped work \_\_\_\_\_ a cup of coffee.*  
b) *\_\_\_\_\_ children will change your life.*  
c) *Fiona decided \_\_\_\_\_ a shower after dinner.*
- 11) In which sentence can you write *to go*?  
a) *I'm interested in \_\_\_\_\_ to the flower show.*  
b) *\_\_\_\_\_ to the gym will keep you fit.*  
c) *I prefer \_\_\_\_\_ to the theatre rather than to the cinema.*
- 12) I \_\_\_\_\_ eat a big chocolate cake a day but I stopped three years ago.  
a) used to                b) be used to                c) get used to

*Note.* This task tests students' both lexical and grammatical competence.

## Figure F4

Example of the Multiple-Choice Task (a Sentence and Four Options) from Kuchma and Zadorozhna (2018), p. 78.

### SELF-ASSESSMENT MODULE 3 (Revision Test)

#### 1. Circle the correct item.


1. This non-fiction book ... last week.  
a) has been sold out      c) sold out  
b) sells out                d) was sold out
2. The student can't read his composition now, because he ... his exercise book at home.  
a) left                        c) has left  
b) has been left            d) leaves
3. Listen! They ... good English.  
a) speak                    c) are speaking  
b) will speak              d) were speaking
4. I have nothing to be proud of. I ... a single excellent mark yet.  
a) haven't got              c) hadn't got  
b) won't got                d) didn't get
5. The man ... a cartoon strip when somebody knocked at the door.  
a) had read                 c) read  
b) is reading                d) was reading
6. Ann ... a lot of comedy books since last week.  
a) reads                     c) read  
b) had read                 d) has read
7. She ... very early tomorrow.  
a) wakes up                 c) woke up  
b) will wake up             d) has woken up
8. When I entered the room, the students were discussing the film they ... the day before.  
a) saw                        c) has seen  
b) had seen                 d) have seen
9. Who ... here in two years?  
a) lives                      c) lived  
b) will live                 d) has lived
10. She ... two pages when the telephone rang up.  
a) read                        c) had read  
b) was reading              d) had been reading

**Figure F5**


Example of the Multiple-Choice Task in the Format Similar to the Use of English Part (Grammatical Competence) of EIE and NMT from Morska (2019), p. 106.

**2. Complete the text with the correct item.**

With its spectacular mountain scenery, Austria is a popular tourist destination both in summer and in winter. One of the greatest sights of the Eastern Alps is *the World of the Ice Giants*, which 1. \_\_\_ regarded as especially worth visiting. It is the largest system of ice caves in the world. The huge number 2. \_\_\_ caves found there were carved out of rock over thousands of years by an underground river. When the caves 3. \_\_\_ first explored in 1879, huge ice formations, amazing frozen waterfalls and huge icicles were found. So far, over 40 kilometres of tunnels 4. \_\_\_ been explored.



*The World of the Ice Giants* is visited 5. \_\_\_ about 200,000 people a year and has been open to the public 6. \_\_\_ 1920. Back 7. \_\_\_, anyone who was interested 8. \_\_\_ seeing the impressive ice formations 9. \_\_\_ to make a tiring 90-minute journey up the mountain on foot. Today, however, the entrance of the ice cave can easily 10. \_\_\_ reached by cable car. People are 11. \_\_\_ to visit the cave between May and October. But even then, the temperatures inside the caves are so low that visitors are advised 12. \_\_\_ dress warmly.



	A	B	C	D
1.	was	is	had been	is being
2.	off	in	of	about
3.	was	have been	are	were
4.	have been	were	are	has been
5.	at	over	by	with
6.	since	for	by	in
7.	there	then	were	that
8.	by	with	about	in
9.	ought	have	had	were
10.	have been	has been	was	be
11.	welcome	greeted	allowed	sent
12.	for	to	about	with



**Figure F6**

Example of the Multiple-Choice Task in the Format Similar to the Use of English Part (Grammatical Competence) of EIE and NMT from Burenko (2019), p. 44-45.



4. Read the text below. For each of the empty spaces (1—8) choose the correct answers (A, B, C or D).

**Art in Our Life**

Art is a creative perception of the world by talented persons. It displays people's moods, emotions, feelings and thoughts. It takes your breath away when you see masterpieces created by geniuses.



These eternal masterpieces convey the world's beauty and harmony, delight with the perfect nature creations, mesmerise with its perfection and deep consciousness of man's role in this world. It is quite impossible ...<sup>(1)</sup> our life without art. Art ...<sup>(2)</sup> to be the process and the result of human activity. It has different forms such as painting, sculpture, music, literature, traditions, folklore, religion, crafts,

clothes, communication and ...<sup>(3)</sup> arts.

At all times art has helped people develop their abilities, deepen their knowledge, change and improve their life. Art influences society greatly as it is many-sided and is a vehicle for social change. First of all art influences the formation of ...<sup>(4)</sup> culture of the identity of a person, it can rouse emotions and feelings in those who encounter it, inspiring them to change. Despite the fact that art is created by extraordinary talented personalities it belongs to millions of people and can refine people. The more they ...<sup>(5)</sup> paintings and architectural masterpieces, visit museums, theatres and exhibitions, listen ...<sup>(6)</sup> fine music, communicate with people from different countries and people of different cultures via images, sounds, stories, the more they want to join the amazing world of geniuses.

Unfortunately, art, though it bears the beauty and kindness in the world, cannot influence people without their will. So if we ...<sup>(7)</sup> see and understand the beauty of the world around us, art ...<sup>(8)</sup> us as well as society in general.

	A	B	C	D
1	imagine	to imagine	had imagined	imagines
2	considering	considers	is considered	to consider
3	other	another	others	some
4	spirit	to spiritualise	spirituality	spiritual
5	to contemplate	contemplated	contemplate	contemplating

	A	B	C	D
6	at	on	in	to
7	desiring	desire to	desired	had been desired
8	to beneficially influence	beneficially influences	will beneficially influence	beneficially influence

## Figure F7

Multiple-Choice Task in the Format Similar to the Use of English Part (Grammatical Competence)  
of EIE and NMT Nersisyan and Pirozhenko (2019), p. 61.

### 1. Read the short paragraphs below and choose the answers (a-d) that best fit each gap.

Family history is also referred to as genealogy. It is one of the world's most popular pastimes, and millions of people around the planet 1) \_\_\_\_\_ their origins as I write this. From complete beginners to experienced genealogist, the attraction of finding out more about the past through your own family is hard to resist. Once you 2) \_\_\_\_\_ out on the research road, the work can become 3) \_\_\_\_\_ fascinating. There are many reasons why. As you explore this route to the past, you'll develop new skills, 4) \_\_\_\_\_ you can use in many ways. You'll also enjoy the excitement of the detective process. The voyage of discovery into your family's past often 5) \_\_\_\_\_ to a great understanding of history. It's also a social network pastime, and 6) \_\_\_\_\_ you into contact with many new and 7) \_\_\_\_\_ people.

- |                                |                             |                            |                           |
|--------------------------------|-----------------------------|----------------------------|---------------------------|
| 1) a) <i>have investigated</i> | b) <i>are investigating</i> | c) <i>will investigate</i> | d) <i>investigated</i>    |
| 2) a) <i>have set</i>          | b) <i>had set</i>           | c) <i>are set</i>          | d) <i>setted</i>          |
| 3) a) <i>very</i>              | b) <i>so</i>                | c) <i>quite</i>            | d) <i>absolutely</i>      |
| 4) a) <i>what</i>              | b) <i>which</i>             | c) <i>that</i>             | d) <i>-</i>               |
| 5) a) <i>led</i>               | b) <i>lead</i>              | c) <i>leads</i>            | d) <i>is leading</i>      |
| 6) a) <i>will bring</i>        | b) <i>bring</i>             | c) <i>bringing</i>         | d) <i>brought</i>         |
| 7) a) <i>like-minded</i>       | b) <i>like-minding</i>      | c) <i>alike-minded</i>     | d) <i>similar-minding</i> |

8) \_\_\_\_\_ people continue to live life, they form relationships with other people, 9) \_\_\_\_\_ family members, and co-workers; and also close friends who become closer as if they are considered family. Relationships give meaning to life; they are a result of people needing 10) \_\_\_\_\_ for various reasons: for emotional 11) \_\_\_\_\_, psychological well-being, love, and affection, etc. But not 12) \_\_\_\_\_ relationships are good relationships. In good relationships, people are happy, healthy, and 13) \_\_\_\_\_. People in successful relationships are peaceful and get 14) \_\_\_\_\_, encourage each other and are there for one another. But good relationships don't just happen. They are constructed – even if over time – by four basic pillars, which are communication, commonalities, respect, and trust.

- |                           |                     |                         |                         |
|---------------------------|---------------------|-------------------------|-------------------------|
| 8) a) <i>when</i>         | b) <i>as</i>        | c) <i>as soon as</i>    | d) <i>during</i>        |
| 9) a) <i>included</i>     | b) <i>include</i>   | c) <i>including</i>     | d) <i>are including</i> |
| 10) a) <i>each other</i>  | b) <i>one other</i> | c) <i>one the other</i> | d) <i>each another</i>  |
| 11) a) <i>maintenance</i> | b) <i>support</i>   | c) <i>service</i>       | d) <i>help</i>          |
| 12) a) <i>whole</i>       | b) <i>every</i>     | c) <i>all</i>           | d) <i>each</i>          |
| 13) a) <i>careful</i>     | b) <i>careless</i>  | c) <i>caring</i>        | d) <i>carefree</i>      |
| 14) a) <i>by</i>          | b) <i>across</i>    | c) <i>along</i>         | d) <i>beside</i>        |

I would have to write a lot of pages to tell my love story in detail, but I will try to keep it brief. The first day of college and I saw a girl entering the class – twinkling eyes, mesmerizing look, and a nose ring that caught my attention. I 15) \_\_\_\_\_ a huge crush on her at first sight. She was a topper, very smart, cute, and pretty, I was attracted to her style of walking, her attitude, and the list goes 16) \_\_\_\_\_. Within a week I was almost friendly with everyone in the class, but never had courage to approach her. She was the only one 17) \_\_\_\_\_ my heart aflutter, but I somehow started a conversation and was successful with my efforts to be friendly with her. Her voice! How can someone not fall for her? Days into weeks into months and we started long night talks mentioning about family, school, friends, memories. We 18) \_\_\_\_\_ for only 2-3 hours, still being fresh for college. There used to be a beautiful bond, understanding, and love between us.

After a year I decided to 19) \_\_\_\_\_ her. And here comes the twist. She is Muslim and I'm Hindu. We always had this barrier in mind, but could not control our feelings; we were madly in love, so happily stayed together, spending a beautiful 4 years of college. When we decided to take it up to parents, they didn't give their blessing. It was 20) \_\_\_\_\_ emotional drama. She agreed to marry a boy that her parents chose. I fought for a year; I could have fought the whole world to stay with her, but I didn't manage to win her. I had spent the best 7 years of my life with her! 21) \_\_\_\_\_ can ever replace her in my heart. We are still in the same office. We see each other, we smile and I whisper — love you infinitely! I ask God how he can be so unfair! The most beautiful gift that he has ever given to me, and he took it away!

- |                             |                     |                            |                       |
|-----------------------------|---------------------|----------------------------|-----------------------|
| 15) a) <i>felt</i>          | b) <i>was</i>       | c) <i>had</i>              | d) <i>made</i>        |
| 16) a) <i>on</i>            | b) <i>by</i>        | c) <i>in</i>               | d) <i>to</i>          |
| 17) a) <i>who make</i>      | b) <i>to make</i>   | c) <i>having made</i>      | d) <i>made</i>        |
| 18) a) <i>were sleeping</i> | b) <i>had slept</i> | c) <i>would have slept</i> | d) <i>would sleep</i> |
| 19) a) <i>engage</i>        | b) <i>offer</i>     | c) <i>propose</i>          | d) <i>ask</i>         |
| 20) a) <i>a number of</i>   | b) <i>a lot of</i>  | c) <i>much</i>             | d) <i>a lot</i>       |
| 21) a) <i>None</i>          | b) <i>No one</i>    | c) <i>Anyone</i>           | d) <i>Everyone</i>    |

## Appendix G Pre-test Questions

The link is <https://forms.office.com/r/KAUkwHPLXp>.

### Pre-test NMT in the English language, *Use of English* Part (Grammatical Competence)

Dear participant!

This pre-test is a part of the research of my Master's thesis in TESOL at the University of Cyprus. The purpose of the study is to investigate effectiveness of the method of completing a multiple-choice task of the *Use of English* part where a candidate's grammatical competence in the present and past tenses in active voice is tested.

Please write your **first name** and **last name** at the beginning of the test. The contents of this form are **absolutely confidential**. Information identifying the respondent **will not be disclosed under any circumstances**.

In advance I **THANK YOU** very much for your help.

Daria Kiiashko

### General Instructions

1. This test has **two (2) tasks**. Task 1 and Task 2 include **five (5) multiple-choice questions** each.
2. In each task you need to **read the text** and **fill the gaps** with a correct answer **A, B, C or D**.
3. Please be attentive when you complete the task.
4. You have to answer **ten (10) questions overall**.
5. Please keep in mind that this form will be available **NO MORE than for ten (10) minutes to complete**. In the right upper corner, there is a clock to check the time.

### Task 1

Read the text below. For questions (1 – 5) choose the correct answer (A, B, C or D).

#### Bridge in Mona Lisa Backdrop

Now Laterina, a small town in Tuscany (1) \_\_\_\_\_ in excitement after it was claimed that the bridge painted in the backdrop of the most world-famous portrait – Leonardo da Vinci's Mona Lisa – (2) \_\_\_\_\_ to the town.

So far theories (3) \_\_\_\_\_ the bridge as Ponte Buriano, close to Laterina, as well as Ponte Bobbio in Piacenza.

For years Vinceti had been studying thoroughly historical documents and drone images, and after he (4) \_\_\_\_\_ comparisons between the painting and photographs of the area, the historian (5) \_\_\_\_\_ to the conclusion that it was “the Etruscan-Roman bridge, the Romito di Laterina”.

1	A	revelled	B	has revelled	C	revels	D	is revelling
2	A	is belonging	B	belongs	C	has belonged	D	belonged
3	A	has identified	B	identified	C	have identified	D	identify
4	A	had made	B	has made	C	making	D	makes
5	A	had come	B	came	C	comes	D	has come

**Answer Key:**

1 D 2 B 3 C 4 A 5 B

**Scoring Procedure**

1. Each correct answer is worth one (1) point.
2. The maximum number of points is five (5).

The text was adapted from <https://www.theguardian.com/artanddesign/2023/may/03/italian-historian-claims-to-have-identified-bridge-in-mona-lisa-backdrop>

The multiple-choice options were designed alone for this test.

**Task 2**

Read the text below. For questions (6 – 10) choose the correct answer (A, B, C or D).

**How To Avoid Digital Burnout**

My usual work communications (6) \_\_\_\_\_ primarily through three WhatsApp groups, so the blending of personal and work has felt pretty unavoidable. Then, I accidentally (7) \_\_\_\_\_ my phone on Do Not Disturb – i.e. all notifications were silenced – for a week. It was bliss! As I (8) \_\_\_\_\_ my phone all the time, I pick up enough of the messages to show I'm still engaged in life and work. Moreover, now I (9) \_\_\_\_\_ much calmer because I (10) \_\_\_\_\_ the constant notifications. Ammie Johnstone, Glasgow

6	A	comes	B	come	C	has come	D	came
7	A	kept	B	have kept	C	had kept	D	keep
8	A	have still been using	B	still be using	C	still use	D	am still using
9	A	feeling	B	have felt	C	am feeling	D	felt
10	A	do not have	B	have not had	C	did not have	D	am not having

**Answer Key:**

**6 B 7 A 8 D 9 C 10 A**

**Scoring Procedure**

1. Each correct answer is worth one (1) point.
2. The maximum number of points is five (5).

**The text** was adapted from <https://www.theguardian.com/lifeandstyle/2023/jul/04/i-deleted-my-twitter-account-eight-readers-on-how-they-avoid-digital-burnout>

**The multiple-choice options** were designed alone for this test.

Daria Kilashko

## Appendix H Lesson 1. Kahoot! Revision of the Present Simple Tense and the Present Continuous Tense

The link to the task is <https://create.kahoot.it/share/present-simple-vs-present-continuous/f99fa973-136a-444c-941b-ff7eee3e927d>.

### Task 1.1.

Read the sentences below. Choose the correct answer (A, B, C or D) to fill the gap.

№	A Multiple-Choice Question				Answer Key
1	Our neighbour Jessica always _____ for a walk with her dogs in the evening.				B
	A is going	B goes	C going	D go	
2	Jack, can you see James next to the library? He says that he _____ a small black backpack.				A
	A is carrying	B carrying	C carry	D carries	
3	Alan and Jill _____ at the Sun Paradise Hotel this week. That's why they have left their dog to us.				C
	A stays	B staying	C are staying	D stay	
4	Excuse me. _____ here? Where can I find Mr. Smith?				B
	A Are you working	B Do you work	C Have you been working	D You work	
5	Could I call you back a little bit later? I _____ to the meeting right now.				D
	A driving	B drive	C driven	D am driving	
6	Oh no! It _____. I think we'll have to cancel this open-air party and go inside.				A
	A is raining	B rains	C is rains	D raining	
7	_____ a car? Could you give me a ride, please?				B
	A Are you having	B Do you have	C Have you had	D Did you have	
8	Helen _____ by bus to school. She says it is faster than by tram.				C
	A always going	B always go	C always goes	D is always going	
9	A: Where is Dan? B: I _____.				D
	A haven't known	B not knowing	C don't knowing	D don't know	

<b>10</b>	Are you busy? What _____? Do you want to go to the art gallery with me?			<b>B</b>
	A do you do	B are you doing	C have you done	

**Scoring Procedure**

1. Each correct answer is worth one (1) point.
2. The maximum number of points is ten (10).

**Questions 1 – 10** were adapted from <https://www.engvid.com/present-simple-or-present-continuous/>.

Daria Kilashko

**Appendix I Lesson 1. Classroom Explanation of How to Analyse the Context of the Sentence with the Gap and Variants A, B, C, D with the Help of CCQs (the Present Simple Tense)**

**Table I1**

*Lesson 1. Classroom Explanation of How to Analyse the Context of the Sentence with the Gap and Multiple-Choice Options Using CCQs*

<b>Example 1.</b>		
<b>EIE in the English language 2013 (main session), Task 6 Question 33</b>		
The present simple tense, focus on the form		
<b>Read the text below. For question 33 choose the correct answer (A, B, C or D).</b>		
<b>The Beak of the Toucan</b>		
<p><i>Why does the toucan (33) _____ such an enormous beak? The answer, we learned in August, may be that it uses it (34) _____ body temperature. Infrared measurement (35) _____ just before sleep shows that the bird's long beak — which can grow to (37) _____ of its body size — gets hotter, (36) _____ the bird uses it in the presleep cooling process. At other times, as the external heat rises, so too does the heat of the toucan's beak, while its core body heat stays the same.</i></p>		
<p><b>A</b> has  <b>B</b> had  <b>C</b> having  <b>D</b> have</p>		
<b>CCQs</b>		<b>Answer</b>
<b>CCQ 1</b>	What is the type of sentence with the gap?	An interrogative sentence.
<b>CCQ 2</b>	What is the subject of the sentence?	The toucan.
<b>CCQ 3</b>	a) What verbal tense is used in this sentence? b) What key word(s) can be helpful to answer this question?	a) The Present Simple Tense. b) Auxiliary verb <i>does</i> .
<b>CCQ 4</b>	What is the word order in the interrogative sentence in the Present Simple Tense?	Auxiliary verb ( <i>do/does</i> ) + subject + verb (zero infinitive)
<b>CCQ 5</b>	Which variant out of A, B, C and D is the ONLY correct answer that fits the sentence by form?	<b>D</b> have
<b>Answer Key</b>		<b>D</b>
<b>The test question is taken from</b>		<a href="https://zno.osvita.ua/english/63/">https://zno.osvita.ua/english/63/</a>
<b>Example 2.</b>		
<b>EIE in the English language 2014 (main session), Task 6 Question 38</b>		



The present simple tense, focus on the form (the present simple verbal form in 3<sup>rd</sup> person singular vs zero infinitive) and on the meaning (the present simple tense vs the present continuous tense, vs the past simple tense)

Read the text below. For question 38 choose the correct answer (A, B, C or D).

### The Turkey Pardon

*Each year at Thanksgiving, the President of the United States (38) \_\_\_\_\_ a gift of a live turkey (along (39) \_\_\_\_\_ an alternate in case something (40) \_\_\_\_\_ to the official turkey). At a White House ceremony, the president (41) \_\_\_\_\_ "pardons" the National Thanksgiving Turkey and the alternate turkeys, allowing them (42) \_\_\_\_\_ out the rest of their lives on a farm.*

A receive

B receives

C is receiving

D received

CCQs		Answer
CCQ 1	a) What is the subject of the sentence? b) Is the subject in a singular or plural form?	a) The President of the United States. b) In the singular form.
CCQ 2	What temporal marker(s)/key word(s) can be found in the sentence with the gap 38?	Each year at Thanksgiving.
CCQ 3	a) Does the expression <i>each year at Thanksgiving</i> indicate that it is a repetitive action? b) Is it a repetitive action in the present or past? Why?	a) Yes. b) It is a repetitive action in the present, because Thanksgiving is a holiday that is celebrated every year (it is a custom, a habit).
CCQ 4	<b>Variant C and D:</b> If it is a repetitive action in present, which variant(s) A, B, C or D can be excluded at once? Why?	Variants <i>C is receiving</i> and <i>D received</i> can be excluded because variant <i>C is receiving</i> describes an action that is happening at or around the moment of speaking; variant <i>D received</i> describes a completed action in the past.
CCQ 5	Which variant <i>A receive</i> or <i>B receives</i> best fits the sentence by form? Why?	Variant <i>B receives</i> is the correct answer because it fits the sentence according to

		the form 3 <sup>rd</sup> person singular in the present simple tense.
<b>Answer Key</b>		<b>B</b>
<b>The test question is taken from</b>		<a href="https://zno.osvita.ua/english/149/">https://zno.osvita.ua/english/149/</a>
<b>Example 3.</b>		
<b>EIE in the English language 2021 (mock test), Task 9 Question 53</b>		
The present simple tense, focus on the form		
<b>Read the text below. For question 53 choose the correct answer (A, B, C or D).</b>		
<b>Phones in the Classroom Hurt Everyone's Grades</b>		
<p>Students are using laptops and phones during class more and more often. Researchers suspect there can be a problem with that. People like to think they can multitask. But the brain actually can focus attention on just one thing (49) _____ a time. When people switch between tasks, their brains can't keep up with (50) _____. So, there will be a delay as their attention (51) _____ from one task to another. Someone who is listening to one person talk, for instance, can't also listen to another. They can't even listen and read at the same time.</p> <p>So, what happens when students try to listen to a lecture while they check their email? Or participate in a classroom discussion while liking a (52) <i>friend's</i> photos? <i>Glass and Kang, psychologists who (53) _____ at Rutgers University in Piscataway, N.J., thought this kind of multitasking might make it harder for students to learn.</i> Their new data now confirm that it does.</p>		
<p>A was working  B working  C works  D work</p>		
<b>CCQs</b>		<b>Answer</b>
<b>CCQ 1</b>	a) What is the subject of the sentence? b) Is the subject in a singular or plural form?	a) Glass and Kang, psychologists. b) In the plural form.
<b>CCQ 2</b>	<b>Variant A and C:</b> If the subject is in the plural form, which variant(s) of A, B, C or D can be excluded immediately? Why?	Variants <i>A was working</i> and <i>C works</i> because they do not correspond the subject <i>Glass and Kang, psychologists</i> that is in the plural form.
<b>CCQ 3</b>	<b>Variant B:</b>	a) The present participle.

	<p>a) What verbal form does the variant <b>B</b> <i>working</i> belong to?</p> <p>b) Does the past participle mean the action that the subject does? Can the past participle be a predicate in the sentence?</p>	<p>b) No. A non-finite verb (the past participle <b>B</b> <i>working</i> cannot be a predicate of a sentence, so that this variant does not fit the gap.</p>
<b>CCQ 4</b>	<p><b>Variant D:</b></p> <p>Does the variant <b>D</b> <i>work</i> fit the sentence by form? Why?</p>	<p>Yes, the variant <b>D</b> <i>work</i> fit the sentence because it corresponds to the form of the subject.</p>
<b>Answer Key</b>		<b>D</b>
<b>The test question is taken from</b>		<a href="https://zno.osvita.ua/english/456/">https://zno.osvita.ua/english/456/</a>
For complete understanding of the sentence meaning, gap (52) was given to the participants.		

**Appendix J Lesson 1. Classroom Practice: Test Questions from Previous Years' EIE and NMT Test Papers in the English Language (the Present Simple Tense)**

**Task 1.2.**

<b>1. NMT in the English language 2023 (main 2<sup>nd</sup> session), Task 6 Question 32</b>	
The present simple tense, focus on the form (the present simple verbal form in 3 <sup>rd</sup> person singular versus zero infinitive) and on the meaning (the present simple tense versus the past simple tense, versus the present perfect tense)	
<b>Read the text below. For question 32 choose the correct answer (A, B, C or D).</b>	
<b>Robotaxi</b>	
A robotaxi is a taxi that (28) _____, without being controlled directly (29) _____ humans. <i>AutoX</i> already has more than two (30) _____ robotaxis deployed in five Chinese cities, including Shanghai and Wuhan.	
Over the next year, it aims (31) _____ its reach to more than ten local cities. <i>Whether the company can pull humans from behind the wheel in other market</i> (32) _____ on local regulators.	
<p>A depend</p> <p>B depends</p> <p>C depended</p> <p>D has depended</p>	
<b>Answer Key</b>	<b>B</b>
<b>The test question is taken from</b>	<a href="https://zno.osvita.ua/english/556/">https://zno.osvita.ua/english/556/</a>
<b>2. NMT in the English language 2023 (main 1<sup>st</sup> session), Task 6 Question 32</b>	
The present simple tense, focus on the form (the present simple verbal form in 3 <sup>rd</sup> person singular versus zero infinitive) and on the meaning (the present simple tense versus the past simple tense, versus the past perfect tense)	
<b>Read the text below. For question 32 choose the correct answer (A, B, C or D).</b>	
<b>An Eager Refugee</b>	
She may be four years older than the other girls in her class, but Parisa looks forward to (28) _____ to school every day. "I love school so much," says Parisa. "My favourite subject is maths, because maths is (29) _____ in the world."	
Parisa, now aged 16, and her family fled Afghanistan ten years ago to escape fighters who were terrorising their neighbourhood. Arriving in Iran, they found (30) _____, but barely had enough money to live on, let alone cover the fees for school.	

<p>But in 2015, Iran said it (31) _____ all Afghan children to attend the country's state schools. Thanks to the government and the <i>United Nations</i>, Parisa got her first taste of a proper education when she was able to go to a brand-new primary school.</p> <p><i>“I am so happy that I can study side by side with Iranian students,” says Parisa, who (32) _____ to use her education to help children in her native country.</i></p>	
<p>A had wanted  B wanted  C want  D wants</p>	
<b>Answer Key</b>	<b>D</b>
<b>The test question is taken from</b>	<a href="https://zno.osvita.ua/english/557/">https://zno.osvita.ua/english/557/</a>
<b>3. EIE in the English language 2019 (main session), Task 9 Question 54</b>	
<p>The present simple tense, focus on the form (the present simple verb form in 3<sup>rd</sup> person singular versus the present participle, versus to-infinitive) and on the meaning (the present simple tense versus the past simple)</p>	
<b>Read the text below. For question 54 choose the correct answer (A, B, C or D).</b>	
<p style="text-align: center;"><b>The Cabbies are Smarter than Google Maps</b></p> <p>London has the most informed cab drivers in the world – and they've got the diplomas to prove it. <i>To become a certified taxi operator in London a driver must first pass «the Knowledge» an extraordinarily difficult exam that (54)_____ detailed recall of streets and locations within a (55) <u>six-mile</u> radius of London's Charing Cross railway station.</i> Plus, they have to be fluent in English. Most drivers take three years (56) _____ the Knowledge and many practice (57) _____ tracing the routes on a bicycle. Drivers must know their directions backwards and forwards which is a (58) _____ task in the maze of London's one-way streets and blocked-o pedestrian zones.</p>	
<p>A involved  B involves  C involving  D to involve</p>	
<b>Answer Key</b>	<b>B</b>
<b>The test question is taken from</b>	<a href="https://zno.osvita.ua/english/351/">https://zno.osvita.ua/english/351/</a>
<p>For complete understanding of the sentence meaning, gap (55) was given to the participants.</p>	

## Appendix K Lesson 1. Practice Test 1 in the Format of NMT, the Present Simple Tense and the Present Continuous Tense

The link to the task is <https://forms.office.com/r/GUTCt1JPez>.

### Task 1.3.

#### General Instructions

- Please write **your first name** and **last name** at the beginning of the test.  
**The contents of this form are absolutely confidential. Information identifying the respondent will not be disclosed under any circumstances.**
- This test includes **one (1) task of five (5) questions** where you need to **read the text and fill the gaps with a correct answer A, B, C or D.**
- Please keep in mind that the form will be available for **five (5) minutes overall** to complete.  
In the right upper corner, there is a clock to check the time.

**Read the text below. For questions (1 – 5) choose the correct answer (A, B, C or D). You have to spend NO MORE than 5 minutes to complete this task.**

Dear Mom,

I (1) \_\_\_\_\_ a fabulous time in Chicago now walking around this beautiful city with a lake, interesting architecture, good food, and world-class art and anthropology museums. I (2) \_\_\_\_\_ with my friend's family in a cute house about 3 miles from downtown Chicago. Even though it is cold and windy this time of the year, I enjoy being here, especially this month because of a strange custom they (3) \_\_\_\_\_ in this city. On St Patrick's Day people here usually (4) \_\_\_\_\_ green the Chicago River! I am going to see it tonight! The streets are already full of people enjoying the holiday.

I (5) \_\_\_\_\_ a good time and wish you were here.

Love,  
Mary

1	A	having	B	have	C	am having	D	had
2	A	stayed	B	am staying	C	stay	D	have stayed
3	A	are following	B	following	C	followed	D	follow
4	A	dying	B	dye	C	are dyed	D	are dying
5	A	am having	B	will have	C	have	D	having

### Answer Key

1 C 2 B 3 D 4 B 5 A

### Scoring Procedure

1. Each correct answer is worth one (1) point.
2. The maximum number of points is five (5).

**The text** was adapted from Miasoiedova, S.V. (2019). *Англійська мова. Типові тестові завдання. («Серія зовнішнє незалежне оцінювання»)* [English. *Typical test tasks. (“Series of external independent evaluation”)*]. Kyiv: Litera LTD, p. 35.

**The multiple-choice options** were designed alone for this test.

## Appendix L Lesson 1. Practice Test 2 in the Format of NMT, the Present Simple Tense and the Present Continuous Tense

The link to the task is <https://forms.office.com/r/tbCK71vphi>.

### Task 1.4.

#### General Instructions

- Please write **your first name** and **last name** at the beginning of the test.  
**The contents of this form are absolutely confidential. Information identifying the respondent will not be disclosed under any circumstances.**
- This test includes **one (1) task of five (5) questions** where you need to **read the text and fill the gaps with a correct answer A, B, C or D.**
- Please keep in mind that the form will be available for **five (5) minutes overall** to complete. In the right upper corner, there is a clock to check the time.

**Read the text below. For questions (1 – 5) choose the correct answer (A, B, C or D). You have to spend NO MORE than 5 minutes to complete this task.**

#### School Strike for Climate

Recently school children across the globe (1) \_\_\_\_\_ a movement called *School Strike for Climate*. Instead of going to school, every week students (2) \_\_\_\_\_ to participate in a protest against the climate changes. The movement began in August 2018 when a photo of student Greta Thunberg standing outside Sweden’s government and holding a sign that read: “School strike for climate” went viral on social media. At present the movement (3) \_\_\_\_\_ worldwide. For example, this month strikes (4) \_\_\_\_\_ across countries in Europe, North America and in Australia.

Many scientists, politicians and teachers congratulated the students for their activism. However, indeed not everyone (5) \_\_\_\_\_ the students’ actions. Australia’s leader called for “more learning in schools and less activism”.

1	A	has started	B	are starting	C	start	D	have started
2	A	gathering	B	are gathering	C	gather	D	have been gathering
3	A	has been growing	B	grows	C	is growing	D	will grow
4	A	are occurring	B	will occur	C	had occurred	D	occur
5	A	approve	B	approves	C	will approve	D	have approved



**Answer Key**

1 D 2 C 3 C 4 A 5 B

**Scoring Procedure**

1. Each correct answer is worth one (1) point.
2. The maximum number of points is five (5).

**The task** was adapted from Miasoiedova, S.V. (2019). *Англійська мова. Типові тестові завдання. («Серія зовнішнє незалежне оцінювання»)* [*English. Typical test tasks. (“Series of external independent evaluation”)*]. Kyiv: Litera LTD, p. 20.

Daria Kilashko

## Appendix M Lesson 2. Kahoot! Revision of the Past Simple Tense and the Past Continuous Tense

The link to the task is <https://create.kahoot.it/share/past-simple-vs-past-continuous/7942f68f-7d41-408b-b005-6f95ebacef8f>.

### Task 2.1.

Read the sentences below. Choose the correct answer (A, B, C or D) to fill the gap.

№	A Multiple-Choice Question	Answer Key
1	<p><b>Jack _____ while he _____ down the stairs with a bunch of boxes.</b></p> <p>A fell down / was going            B was falling down / went            C has fallen down / went            D was falling down / going</p>	A
2	<p><b>It _____ when we _____ in Lviv.</b></p> <p>A was snowing / were arriving            B had snowed / arrived            C was snowing/ arrived            D snowed / were arriving</p>	C
3	<p><b>She _____ the letter, _____ a stamp on it and _____ it the same day.</b></p> <p>A wrote / put / post            B was writing / put / has posted            C wrote / put / posted            D has written / put / posted</p>	C
4	<p><b>Jane _____ me an hour ago. We _____ when suddenly my phone _____ dead.</b></p> <p>A calling / were talking / went            B has called / talked / went            C called / was talking / has gone            D called / were talking / went</p>	D
5	<p><b>He was so angry that he _____ and _____.</b></p> <p>A got up / left            B has got up / has left            C got up / was leaving            D was getting up / left</p>	A
6	<p><b>As soon as we _____ into the room, we _____ a noise.</b></p> <p>A have walked / were hearing            B were walking / had heard            C walking / heard</p>	D

	<b>D</b> walked / heard	
7	<b>What _____ when I _____ you last night?</b>	<b>C</b>
	<b>A</b> was you doing / was calling <b>B</b> have you done / was calling <b>C</b> were you doing / called <b>D</b> did you do / called	
8	<b>I _____ hello because you _____ very fast.</b>	<b>A</b>
	<b>A</b> didn't say / were walking <b>B</b> hadn't said / walking <b>C</b> wasn't saying / were walking <b>D</b> didn't say / walked	
9	<b>It was a cold autumn's evening. The wind _____ and heavy rain _____ the window.</b>	<b>B</b>
	<b>A</b> was blowing / has hit <b>B</b> was blowing / was hitting <b>C</b> blew / hit <b>D</b> blew / was hitting	
10	<b>While I _____ my room, my sister _____ the dishes.</b>	<b>B</b>
	<b>A</b> was cleaning / has washed <b>B</b> was cleaning / was washing <b>C</b> cleaned / washed <b>D</b> cleaned / was washing	

### Scoring Procedure

1. Each correct answer is worth one (1) point.
2. The maximum number of points is ten (10).

**Questions 1 – 10** were adapted from <https://test-english.com/grammar-points/a2/past-continuous-past-simple/>

**Appendix N Lesson 2. Classroom Explanation of How to Analyse the Context of the Sentence with the Gap and Variants A, B, C, D with the Help of CCQs (the Past Simple Tense and the Past Continuous tense)**

**Table N1**

*Lesson 2. Classroom Explanation of How to Analyse the Context of the Sentence with the Gap and Multiple-Choice Options Using CCQs*

<b>Example 1.</b>		
<b>EIE in the English language 2015 (main session), Task 6 Question 37</b>		
The past simple tense, focus on the form (the past simple tense form of the irregular verb vs the present participle, vs the past participle) and on the meaning (the past simple tense: active voice vs passive voice)		
<b>Read the text below. For question 37 choose the correct answer (A, B, C or D).</b>		
<b>Charles Dickens</b>		
Charles Dickens was born in Portsmouth in 1812 and died in London in 1870. He is buried in Poets' Corner in Westminster Abbey. Dickens spent (33) _____ his life in London and often used to walk (34) _____ ten and twenty miles all over the city when he was (35) _____ to sleep and was thinking about the plot of a new novel. While (36) _____, he used to observe the sights, sounds and smells of London in order to write about them. <i>Because of the Industrial Revolution Britain, and especially London</i> (37) _____ <i>very quickly.</i>		
<p>A grown            B growing            C was grown            D grew</p>		
<b>CCQs</b>		<b>Answer</b>
<b>CCQ 1</b>	What is the subject of the sentence?	Britain, and especially London
<b>CCQ 2</b>	What verbal form is in the variant a) <i>A grown</i> b) <i>B growing</i> c) <i>C was grown</i> d) <i>D grew</i>	a) the past participle b) the present participle c) passive voice in the past simple tense d) the past simple tense form of the irregular verb <i>to grow</i>
<b>CCQ 3</b>	<b>Variant A and B:</b> Do the past participle and the present participle mean the action that the	No. A non-finite verb (the past participle ( <i>A grown</i> ) and the present participle ( <i>B growing</i> ) cannot act as the predicate of a

	subject does? Can the past participle or the present participle be a predicate in the sentence?	sentence, so that these two variants do not fit the gap.
<b>CCQ 4</b>	<p><b>Variant C:</b></p> <p>a) If we put the variant <i>C was grown</i> in the gap, what verbal tense will we get?</p> <p>b) Who did the action? Did the subject <i>Britain, and especially London</i> do or receive the action?</p> <p>c) Does this verbal form fit the context the sentence?</p>	<p>a) The past simple tense in passive voice.</p> <p>b) The subject <i>Britain, and especially London</i> city is the doer of the action, not the receiver.</p> <p>c) No.</p>
<b>CCQ 5</b>	<p>a) Considering above mentioned analysis, what is the correct answer for the gap 37?</p> <p>b) Why does it fit the sentence by form and meaning?</p>	<p>a) <b>D</b> grew</p> <p>b) The variant <i>D grew</i> is the correct answer because it fits the subject of the sentence <i>Britain, and especially London</i> and corresponds to the meaning that the action happened in the past and has no connection to the present.</p>
<b>Answer Key</b>		<b>D</b>
<b>The test question is taken from</b>		<a href="https://zno.osvita.ua/english/153/">https://zno.osvita.ua/english/153/</a>
<b>Example 2.</b>		
<b>EIE in the English language 2015 (main session), Task 6 Question 39</b>		
The past continuous tense, focus on the meaning (the past continuous tense vs the present perfect tense, vs the present perfect continuous tense, vs the passive voice in the past simple tense)		
<b>Read the text below. For question 39 choose the correct answer (A, B, C or D).</b>		
<b>Why are Levi Denims Called “Jeans”?</b>		
<p><i>In (38) the 1850s, when Levi Strauss ran out of tent canvas for the pants he (39) _____ to California gold miners, he imported a tough material from Nomes in France called serge de Nomes. (40) _____, de Nomes became “denim”. The word “jeans” is from the French word for Genoa, (41) _____ the tough cloth was invented. Jeans became popular with teenagers after James Dean (42) _____ them in the movie Rebel without a Cause.</i></p>		

<p><b>A</b> has sold</p> <p><b>B</b> was selling</p> <p><b>C</b> was sold</p> <p><b>D</b> has been selling</p>		
CCQs		Answer
<b>CCQ 1</b>	What is the subject of the sentence?	He (Levi Strauss).
<b>CCQ 2</b>	<p>a) What temporal marker(s) can be found in the text?</p> <p>b) Does the temporal marker indicate exact time in the past?</p> <p>c) Does the action refer to the present or past?</p>	<p>a) In the 1850s; the subordinate clause <i>when Levi Strauss ran out of tent canvas for the pants</i>.</p> <p>b) Yes.</p> <p>c) To the past.</p>
<b>CCQ 3</b>	<p><b>Variant A:</b></p> <p>a) What verbal tense does the variant <i>A has sold</i> belong to?</p> <p>b) If the action happened in the past but has NO connection with the present, can the variant <i>A has sold</i> fit the sentence? Why?</p>	<p>a) The present perfect tense.</p> <p>b) No. Because we use the present perfect tense when the action happened at an unstated moment in the past (but in the sentence the temporal marker indicates exact time when the action happened) and the action is connected to the present (in the sentence there is no reference to the present).</p>
<b>CCQ 4</b>	<p><b>Variant D:</b></p> <p>a) What verbal tense does the variant <i>D has been selling</i> belong to?</p> <p>b) Did the action start in the past and is still continuing in the present? Why?</p>	<p>a) The present perfect continuous tense.</p> <p>b) No. There is no temporal marker that indicates the connection with the present, so that the variant <i>D has been selling</i> does not fit the sentence gap.</p>
<b>CCQ 5</b>	<p><b>Variant C:</b></p> <p>a) What verbal tense does the variant <i>C was sold</i> belong to?</p> <p>b) Who is the doer of the action? / Is the subject <i>he</i> (Levi Strauss) the doer or the receiver of the action?</p> <p>c) Does the variant <i>C was sold</i> fit the context the sentence?</p>	<p>a) The past simple tense in passive voice.</p> <p>b) The subject <i>he</i> (Levi Strauss) is the doer of the action, not the receiver.</p> <p>c) No.</p>

CCQ 6	<p>a) Considering above mentioned analysis, what is the correct answer for the gap 39?</p> <p>b) Why does it fit the sentence by form and meaning?</p>	<p>a) <b>B</b> was selling</p> <p>b) The variant <b><i>B was selling</i></b> is the correct answer because it fits the subject of the sentence <i>he</i> and corresponds to the meaning that the action was in progress at a stated time in the past <i>in the 1850s, when Levi Strauss ran out of tent canvas for the pants.</i></p>
Answer Key		<b>B</b>
The test question is taken from		<a href="https://zno.osvita.ua/english/153/">https://zno.osvita.ua/english/153/</a>
For complete understanding of the sentence meaning, gap (38) was given to the participants.		
<b>Example 3.</b>		
<b>EIE in the English language 2015 (main session), Task 6 Question 42</b>		
The past simple tense, focus on the form (the past simple tense form of the irregular verb vs the past participle) and on the meaning (the past simple tense vs the present perfect tense, vs the present simple tense)		
<b>Read the text below. For question 42 choose the correct answer (A, B, C or D).</b>		
<p style="text-align: center;"><b>Why are Levi Denims Called “Jeans”?</b></p> <p>In (38) _____, when Levi Strauss ran out of tent canvas for the pants he (39) _____ to California gold miners, he imported a tough material from Nomes in France called <i>serge de Nomes</i>. (40) _____, <i>de Nomes</i> became “denim”. The word “jeans” is from the French word for <i>Genoa</i>, (41) _____ the tough cloth was invented. <b><i>Jeans became popular with teenagers after James Dean (42) _____ them in the movie Rebel without a Cause.</i></b></p>		
<p>A wore</p> <p>B worn</p> <p>C wears</p> <p>D has worn</p>		
<b>CCQs</b>		<b>Answer</b>
CCQ 1	What is the subject of the sentence?	James Dean.
CCQ 2	Does the action in the sentence refer to the present or past? Why?	In the sentence the action refers to the past because the author describes a reverse sequence of completed actions which happened at a definite time in the past.

CCQ 3	<b>Variant A and B:</b> a) What verbal form does the variant <b>A</b> <i>wore</i> belong to? b) What verbal form does the variant <b>B</b> <i>worn</i> belong to? c) Does the past participle mean the action that the subject does? Can the past participle be a predicate in the sentence? d) Does the variant <b>A</b> <i>wore</i> fit the sentence? Why?	a) The past simple tense form of the irregular verb <i>to wear</i> . b) The past participle of the verb <i>to wear</i> . c) No. A non-finite verb (the past participle ( <b>B</b> <i>worn</i> ) cannot act as the predicate of a sentence. d) Yes, the variant <b>A</b> <i>wore</i> fits the sentence according to the meaning (completed action in the past) and to the correct form of the past simple tense (the past simple verbal form of the irregular verb <i>to wear</i> ).
CCQ 4	<b>Variant C:</b> a) What verbal tense does the variant <b>C</b> <i>wears</i> belong to? b) Why does not the variant <b>C</b> <i>wears</i> fit the sentence?	a) The present simple tense. b) Because we use the present simple tense for repeated actions in present, not in the past.
CCQ 5	<b>Variant D:</b> a) What verbal tense does the variant <b>D</b> <i>has worn</i> belong to? b) Why does not the variant <b>D</b> <i>has worn</i> fit the sentence? / Is there any temporal marker that indicates the connection to the present?	a) The present perfect tense. b) Because there is no temporal marker that indicates the connection of the past action with the present.
CCQ 6	Considering above mentioned analysis, what is the correct answer for the gap 42?	<b>A</b> wore
<b>Answer Key</b>		<b>A</b>
<b>The test question is taken from</b>		<a href="https://zno.osvita.ua/english/153/">https://zno.osvita.ua/english/153/</a>



**Appendix O Lesson 2. Classroom Practice: Test Questions from Previous Years' EIE Test Papers in the English Language (the Past Simple Tense)**

**Task 2.2.**

<b>1. EIE in the English language 2012 (main session), Task 6 Question 34</b>	
The past simple tense, focus on the form (the past simple tense form of the irregular verb versus the present simple verbal form in 3 <sup>rd</sup> person singular versus zero infinitive, versus the present participle) and on the meaning (the past simple tense versus the present simple tense)	
<b>Read the text below. For question 34 choose the correct answer (A, B, C or D).</b>	
<b>Ancient Olympic Events</b>	
<p>The ancient Olympics were rather different from the modern Games. <i>There were (33) <u>few</u> events, and only free men who (34) _____ Greek could compete, instead of athletes from any country.</i> Also, the games were always held at Olympia instead of moving around to different sites every time.</p> <p>Like our Olympics, though, winning athletes were heroes who made their (35) _____ towns proud. One young Athenian nobleman defended his political reputation by (36) _____ how he entered seven chariots in the Olympic chariot-race. This high number of entries made both the aristocrat and Athens (37) _____ very wealthy and powerful.</p>	
<p>A spoke            B speak            C speaking            D speaks</p>	
<b>Answer Key</b>	<b>A</b>
<b>The test question is taken from</b>	<a href="https://zno.osvita.ua/english/64/">https://zno.osvita.ua/english/64/</a>
For complete understanding of the sentence meaning, gap (33) was given to the participants.	
<b>2. EIE in the English language 2015 (additional session), Task 6 Question 35</b>	
The past simple tense, focus on form (the past simple tense form of the irregular verb vs the past participle, vs zero infinitive, vs the present participle) and meaning (the past simple tense vs the present simple tense)	
<b>Read the text below. For question 35 choose the correct answer (A, B, C or D).</b>	
<b>Skype Logo</b>	
<p>In 2003 (33) _____ form of the popular Skype icon (34) _____. It was based on a simple yellow speech balloon. <i>The icon (35) _____ several overhauls</i></p>	

*throughout the years.* The current Skype icon features the letter “S” in white colour with a bright blue background.

The bubbly Skype logo is based on the Arial Rounded MT Bold typeface. It features the company name on a series of circles which (36) \_\_\_\_\_ make a “cloud”.

The blue colour in the Skype logo represents communication, prosperity and (37) \_\_\_\_\_ of hope; whereas the white colour represents peace and harmony.

- A undergo
- B undergone
- C undergoing
- D underwent

**Answer Key**

**D**

**The test question is taken from**

<https://zno.osvita.ua/english/165/>

**3. EIE in the English language 2020 (main session), Task 9 Question 52**

The past simple tense, focus on the form (the past simple irregular form vs the past participle) and on the meaning (the past simple tense vs the present simple tense, vs the present perfect tense)

**Read the text below. For question 52 choose the correct answer (A, B, C or D).**

**Andrea Bocelli**

Blinded at 12, Bocelli cannot see (49) \_\_\_\_\_ work of art — except in memory. But perhaps it is this memory of community that has seen him succeed, becoming one of (50) \_\_\_\_\_ tenors in the world and selling over 150 (51) \_\_\_\_\_ records. *Celine Dion, with whom he once (52) \_\_\_\_\_ a duet, said that “if God had a singing voice he (53) would sound like Andrea Bocelli”.*

- A sang
- B sings
- C has sung
- D sung

**Answer Key**

**A**

**The test question is taken from**

<https://zno.osvita.ua/english/411/>

For complete understanding of the sentence meaning, gap (53) was given to the participants.

**Appendix P Lesson 2. Practice Test 3 in the Format of NMT, the Past Simple Tense and the Past Continuous Tense**

The link to the task is <https://forms.office.com/r/0fmDYrTJYF>.

**Task 2.3.**

**General Instructions**

1. Please write **your first name** and **last name** at the beginning of the test.  
**The contents of this form are absolutely confidential. Information identifying the respondent will not be disclosed under any circumstances.**
2. This test includes **one (1) task of five (5) questions** where you need to **read the text and fill the gaps with a correct answer A, B, C or D.**
3. Please keep in mind that the form will be available for **five (5) minutes overall** to complete.  
 In the right upper corner, there is a clock to check the time.

**Read the text below. For questions (1 – 5) choose the correct answer (A, B, C or D). You have to spend NO MORE than 5 minutes to complete this task.**

**Meeting After Long-term Separation**

At last, I was coming back home after five-year separation with my sister Alice. It seemed to me that I hadn't seen her for ages. Finally, when I (1) \_\_\_\_\_ at the railway station, Alice (2) \_\_\_\_\_ for me. She (3) \_\_\_\_\_ a nice blue dress and her favourite straw hat. When I (4) \_\_\_\_\_ off the train, she (5) \_\_\_\_\_ to me and hugged me up passionately. We were so happy to see each other that it was difficult to hold back the tears. It was the first time that we had met together after being in different parts of the world.

1	A	was arriving	B	arrived	C	arrive	D	arriving
2	A	waiting	B	waited	C	is waiting	D	was waiting
3	A	wears	B	wore	C	was wearing	D	worn
4	A	got	B	was getting	C	had got	D	get
5	A	runs	B	run	C	ran	D	was running

**Answer Key**

1 B 2 D 3 C 4 A 5 C

**Scoring Procedure**

1. Each correct answer is worth one (1) point.
2. The maximum number of points is five (5).

**The task** was adapted from <https://test-english.com/grammar-points/a2/past-continuous-past-simple/3/>

**The multiple-choice options** were designed alone for this test.

Daria Kilashko

## Appendix Q Lesson 2. Practice Test 4 in the Format of NMT, the Past Simple Tense and the Past Continuous Tense

The link to the task is <https://forms.office.com/r/JUJuinSFSp>.

### Task 2.4.

#### General Instructions

1. Please write **your first name** and **last name** at the beginning of the test.  
**The contents of this form are absolutely confidential. Information identifying the respondent will not be disclosed under any circumstances.**
2. This test includes **one (1) task of ten (10) questions** where you need to **read the text and fill the gaps with a correct answer A, B, C or D.**
3. Please keep in mind that the form will be available for **ten (10) minutes overall** to complete.  
In the right upper corner, there is a clock to check the time.

**Read the text below. For questions (1 – 10) choose the correct answer (A, B, C or D). You have to spend NO MORE than 10 minutes to complete this task.**

Last night, while I was doing my homework, Angela (1) \_\_\_\_\_. She said she (2) \_\_\_\_\_ me on her cell phone from her biology classroom at UCLA. I asked her if she was waiting for class, but she said that the professor was at the front of the hall lecturing while she (3) \_\_\_\_\_ to me. I couldn't believe she (4) \_\_\_\_\_ a phone call during the lecture. I asked what was going on.

She said her biology professor was so boring that several of the students (5) \_\_\_\_\_ in class. Some of the students were talking about their plans for the weekend and the student next to her (6) \_\_\_\_\_ a picture of a horse. When Angela (7) \_\_\_\_\_ me she was not satisfied with the class, I (8) \_\_\_\_\_ that my biology professor was quite good and suggested that she switch to my class.

While we were talking, I (9) \_\_\_\_\_ her professor yell, "Miss, are you making a phone call?" Suddenly, the line went dead. I hung up the phone and went to the kitchen to make dinner. As I (10) \_\_\_\_\_ vegetables for a salad, the phone rang once again. It was Angela, but this time she wasn't sitting in class.

1	A	was calling	B	calling	C	called	D	calls
2	A	call	B	was calling	C	has called	D	called
3	A	has talked	B	talked	C	talking	D	was talking
4	A	was making	B	makes	C	was made	D	made
5	A	actually slept	B	were actually sleeping	C	had actually slept	D	were actually slept
6	A	drawing	B	drown	C	drew	D	was drawing
7	A	was telling	B	told	C	had told	D	telling
8	A	mentioned	B	mentioning	C	was mentioning	D	was mentioned
9	A	hearing	B	have heard	C	was hearing	D	heard
10	A	have cut	B	am cutting	C	was cutting	D	cut

### Answer Key

1 C 2 B 3 D 4 A 5 B 6 D 7 B 8 A 9 D 10 C

### Scoring Procedure

1. Each correct answer is worth one (1) point.
2. The maximum number of points is ten (10).

The task was adapted from <https://www.englishpage.com/verbpage/verbs4.htm>

The multiple-choice options were designed alone for this test.

## Appendix R Lesson 3. Kahoot! Revision of the Past Simple Tense and the Present Perfect Tense

The link to the task is <https://create.kahoot.it/share/present-perfect-vs-past-simple/68050769-e6ba-46d3-821e-1032f02a28b0>.

### Task 3.1.

Read the sentences below. Choose the correct answer (A, B, C or D) to fill the gap.

№	A Multiple-Choice Question	Answer Key
1	<p><b>A: I _____ Peter last night. B: Oh really. I _____ him since last summer. Is he OK?</b></p> <p>A seen / haven't seen            B see / didn't see            C saw / haven't seen            D hadn't seen / didn't see</p>	C
2	<p><b>A: _____ this film before? B: Yes, actually I _____ it last night...</b></p> <p>A Have you seen / saw            B Have you seen / have seen            C Did you see / saw            D Had you seen / saw</p>	A
3	<p><b>A: What _____ last weekend? B: I _____ at home all the weekend.</b></p> <p>A have you done / stayed            B did you do / stayed            C had you done / have stayed            D did you do / have stayed</p>	B
4	<p><b>A: So, Tom is your best friend. _____ Tom when you were in school?            B: Yes, we _____ friends for over 30 years.</b></p> <p>A Had you met / were            B Have you met / been            C You met / have been            D Did you meet / have been</p>	D
5	<p><b>A: _____ a marathon? B: Yes, last year I _____ the Boston marathon.</b></p> <p>A Have you ever run / ran            B Did you ever run / ran            C Had you ever run / have run            D Have you ever run / run</p>	A
6	<p><b>This is the second time I _____ this documentary.</b></p> <p>A watch            B had watched            C watched            D have watched</p>	D

7	John ____ a bit of weight lately, and he is trying to lose it.	B
	A had put B has put C puts D putting	
8	The new neighbours ____ their house. It looks nice!	C
	A has painted B paint C have painted D painted	
9	Fred ____ me yesterday that his brother is a professional athlete.	A
	A told B had told C has told D telling	
10	Apparently, he ____ them since he ____ a child.	A
	A has known / was B has known / has been C known / was D knew / been	

### Scoring Procedure

- Each correct answer is worth one (1) point.
- The maximum number of points is ten (10).

**Questions 1 – 5** were adapted from <https://test-english.com/grammar-points/a2/present-perfect-or-past-simple/>

**The multiple-choice options for questions 1 – 5** were partially adapted from <https://test-english.com/grammar-points/a2/present-perfect-or-past-simple/>

**Questions 6 – 10** were adapted from Mitchell, H. Q. & Malkogianni, M. (2012). *Grammar & Vocabulary Practice Upper Intermediate – B2 Student's Book*. MM Publications, p. 13.

**The multiple-choice options for questions 6 – 10** were designed alone for this test.



**Appendix S Lesson 3. Classroom Explanation: Test Questions from Previous Years' EIE Test Papers in the English Language (the Present Perfect Tense)**

**Table S1.**

*Lesson 3. Classroom Explanation of How to Analyse the Context of the Sentence with the Gap and Multiple-Choice Options Using CCQs*

<b>Example 1.</b>		
<b>EIE in the English language 2015 (mock test), Task 6 Question 41</b>		
The present perfect tense, focus on the form (have/has + the past participle) and on the meaning (the present perfect tense vs the past perfect tense; active voice vs passive voice in the present perfect tense)		
<b>Read the text below. For question 41 choose the correct answer (A, B, C or D).</b>		
<b>A Skiing City Break in Austria</b>		
<p>Postcard-pretty Innsbruck is the ideal destination for anyone who wants (38) _____ a skiing holiday with a city break. The capital of the Habsburg Empire in the late Middle Ages, it has a charming old town with many ornate medieval buildings, together with natural baroque additions, (39) _____ the cathedral. <i>The city is home to a wealth (40) of museums, galleries, bars and restaurants, and (41) _____ twice played host to the Winter Olympics</i>, so it has plenty of winter-sports facilities, and — just a short train ride out of town — ski tracks to challenge the most (42) _____ of skiers.</p>		
<p><b>A</b> has  <b>B</b> have  <b>C</b> had  <b>D</b> has been</p>		
<b>CCQs</b>		<b>Answer</b>
<b>CCQ 1</b>	<p>a) What is the subject of the sentence?  b) Is the subject in a singular or plural form?</p>	<p>a) The city.  b) The subject is in the singular form.</p>
<b>CCQ 2</b>	<p><b>Variant B:</b>  If the subject is in the singular form, which variant(s) A, B, C or D can be excluded at once? Why?</p>	<p>Variant <b>B</b> <i>have</i> can be excluded at once because this verbal form does not correspond to the subject of the sentence.</p>

CCQ 3	<p>What key words can be found in the sentence?</p> <p>a) What verbal form (key word!) can be found in the clause <i>and (41) _____ twice played host to the Winter Olympics?</i></p> <p>b) What adverb (key word!) indicates how frequently the action was done / that action happened two times?</p> <p>c) Does the word <i>twice</i> indicate an exact time when the action took place?</p>	<p>Played; twice.</p> <p>a) Played.</p> <p>b) Twice.</p> <p>c) No, the word <i>twice</i> focuses only on how many times (how frequently) the action happened.</p>
CCQ 4	<p><b>Variant A:</b></p> <p>a) If we put the variant <i>A has</i> in the gap, what verbal tense will we get?</p> <p>b) Does this verbal tense fit the context the sentence? Why?</p>	<p>a) The present perfect tense.</p> <p>b) Yes, because it describes the fact, the action that happened two times at an unstated time in the past and has connection to the present.</p>
CCQ 5	<p><b>Variant C:</b></p> <p>a) If we put the variant <i>C had</i> in the gap, what verbal tense will we get?</p> <p>b) Does the sentence describe an action that had happened before another action in the past? Does this verbal tense fit the context the sentence?</p>	<p>a) The past perfect tense.</p> <p>b) No, there is no second past action, so that the variant <i>C had</i> does not fit the sentence.</p>
CCQ 6	<p><b>Variant D:</b></p> <p>a) If we put the variant <i>D has been</i> in the gap, what verbal tense will we get?</p> <p>b) Who did the action? Is the subject <i>the city</i> a doer or a receiver of the action?</p> <p>c) Does this verbal form fit the context the sentence?</p>	<p>a) The present perfect tense in passive voice.</p> <p>b) The subject <i>the city</i> is the doer of the action, not the receiver.</p> <p>c) No.</p>
CCQ 7	<p>Considering above mentioned analysis, what is the correct answer for the gap 41?</p>	<p><b>A has</b></p>
<b>Answer Key</b>		<b>A</b>
<b>The test question is taken from</b>		<a href="https://zno.osvita.ua/english/141/">https://zno.osvita.ua/english/141/</a>

For complete understanding of the sentence meaning, gap (40) was given to the participants.

**Example 2.**

**EIE in the English language 2015 (additional session), Task 6 Question 42**

The present perfect tense, focus on the form (have/has + the past participle) and on the meaning (the present perfect tense vs the present simple tense, vs the past perfect tense)

**Read the text below. For question 42 choose the correct answer (A, B, C or D).**

**Message in a Bottle Found Five Years on**

A message in a bottle (38) \_\_\_\_\_ into the sea off Japan by a girl five years ago (39) \_\_\_\_\_ by a US sailor in Hawaii.

Saki Arikawa, 17, from Kagoshima, said she (40) \_\_\_\_\_ almost forgotten about the bottle and couldn't believe the news. It was discovered on Thursday by Navy Petty Officer Jon Moore (41) \_\_\_\_\_ a beach clean-up on Kauai Island. It contained four origami cranes-symbols of peace in Japan - a photo of Ms Arikawa's class and a note dated 25 March 2006.

*News of the bottle's recovery (42) \_\_\_\_\_ her with more than a dozen of her old classmates.*

**A** have reconnected

**B** had reconnected

**C** has reconnected

**D** reconnect

CCQs		Answer
<b>CCQ 1</b>	<p>a) What is the subject of the sentence?</p> <p>b) Is the subject in a singular or plural form?</p>	<p>a) News of the bottle's recovery (complete subject; the combination of a simple subject <i>news</i> and the modifier <i>of the bottle's recovery</i>).</p> <p>b) The subject is in a singular form (the noun <i>news</i> is an uncountable noun, always singular).</p>
<b>CCQ 2</b>	<p><b>Variant A and D:</b></p> <p>If the subject is in the singular form, which variant(s) A, B, C or D can be excluded at once? Why?</p>	<p>Variant <i>A</i> <i>have reconnected</i> and <i>D</i> <i>reconnect</i> should be excluded without analysis because these verbal forms do not correspond to the complete subject of the sentence.</p>

CCQ 3	How many actions are there in the sentence?	Only one action.
CCQ 4	Are there any temporal markers in the sentence with the gap?	No.
CCQ 5	<b>Variant B:</b> Does the sentence describe an action that had happened before another action in the past?	No.
CCQ 6	<b>Variant C:</b> Does the sentence describe an action which happened at an unstated time in the past and has connection with the present?	Yes.
CCQ 7	Considering above mentioned analysis, what is the correct answer for the gap 42?	C has reconnected
<b>Answer Key</b>		C
<b>The test question is taken from</b>		<a href="https://zno.osvita.ua/english/165/">https://zno.osvita.ua/english/165/</a>
<b>Example 3.</b>		
<b>EIE in the English language 2021 (main session), Task 9 Question 49</b>		
The present perfect tense, focus on the meaning (the present perfect tense vs the present simple tense, vs the past simple tense, vs the past perfect tense)		
<b>Read the text below. For question 49 choose the correct answer (A, B, C or D).</b>		
<b>Why Do We Sleep?</b>		
<p><i>So why do we sleep? This is a question that (49) _____ scientists for centuries and the answer is, no one (50) <u>is</u> really sure. Some believe that sleep gives the body a chance (51) _____ from the day's activities but in reality, the amount of energy saved by sleeping for even eight hours is minimal, the same amount of energy in a piece of toast.</i></p> <p>We (52) _____ to sleep because it is essential to maintaining normal levels of cognitive skills like speech, memory, innovative and flexible thinking. In (53) _____ words, sleep plays a significant role in brain development.</p>		
<p>A puzzles  B has puzzled  C puzzled  D had puzzled</p>		
<b>CCQs</b>		<b>Answer</b>

<b>CCQ 1</b>	What is the subject of the sentence?	A question.
<b>CCQ 2</b>	a) What temporal marker(s)/key word(s) can be found in the sentence with the gap 49? b) Does this temporal marker describe the exact time point?	a) For centuries. b) No, it describes a period that started in the past and is still continuing. The action happened at an unstated time in the past.
<b>CCQ 3</b>	<b>Variant A:</b> a) What verbal tense does the variant <i>A puzzles</i> belong to? b) Does the sentence describe a repeated/permanent action in the present?	a) The present simple tense. b) No.
<b>CCQ 4</b>	<b>Variant B:</b> a) What verbal tense does the variant <i>B has puzzled</i> belong to? b) Does the sentence describe an action which happened in the past and has connection with the present (visible result in the present)?	a) The present perfect tense. b) Yes, the action happened at an unstated period of time and is connected with the present.
<b>CCQ 5</b>	<b>Variant C:</b> a) What verbal tense does the variant <i>C puzzled</i> belong to? b) Does the sentence describe a completed action in the past with NO connection to the present?	a) The past simple tense. b) No. The action has the connection with the present.
<b>CCQ 6</b>	<b>Variant D:</b> a) What verbal tense does the variant <i>D had puzzled</i> belong to? b) Did the action happen BEFORE another action in the past?	a) The past perfect tense. b) No, there is no other action in the past.
<b>CCQ 7</b>	Considering above mentioned analysis, what is the correct answer for the gap 49?	<b>B</b> has puzzled
<b>Answer Key</b>		<b>B</b>
<b>The test question is taken from</b>		<a href="https://zno.osvita.ua/english/468/">https://zno.osvita.ua/english/468/</a>
For complete understanding of the sentence meaning, gap (50) was given to the participants.		

**Appendix T Lesson 3. Classroom Practice: Test Questions from Previous Years' EIE Test Papers in the English Language (the Present Perfect Tense)**

**Task 3.2.**

<b>1. EIE in the English language 2016 (main session), Task 6 Question 42</b>	
The present perfect tense, focus on the meaning (the present perfect tense versus the past simple tense, versus the present simple tense, versus the past perfect tense)	
<b>Read the text below. For question 42 choose the correct answer (A, B, C or D).</b>	
<b>Are All Deserts Hot?</b>	
<p>The geological definition of a desert is a place that (38) _____ less than ten inches of rain each year. Low rainfall isn't (39) _____ on heat, though. (40) _____ place on the planet isn't the sand-swept Sahara, Kalahari, or even the Australian outback: it's Antarctica, Earth's southernmost continent (41) _____ the South Pole. <i><b>In some parts of this giant frozen desert, it (42) _____ for two million years.</b></i></p>	
<p>A hasn't rained            B didn't rain            C doesn't rain            D hadn't rained</p>	
<b>Answer Key</b>	<b>A</b>
<b>The test question is taken from</b>	<a href="https://zno.osvita.ua/english/199/">https://zno.osvita.ua/english/199/</a>
<b>2. EIE in the English language 2016 (mock test), Task 6 Question 37</b>	
The present perfect tense, focus on the form (interrogative sentence)	
<b>Read the text below. For question 37 choose the correct answer (A, B, C or D).</b>	
<b>One Camel, Two Camel ...</b>	
<p>Can you imagine 50,000 camels (33) _____ together in one field at one time? This happens every year in Pushkar, India, and I was able (34) _____ this insane festival. Picture (35) _____ thing you know then multiply it (36) _____ ten and what you will get is the Pushkar Camel Fair.</p> <p>Everywhere I looked I saw camels. There were camels with hairdos, camels with funny noses, and camels with jewellery. (37) _____ <i><b>you ever seen a camel? When they chew it looks like they are chewing a bubble gum.</b></i></p>	
<p>A Have            B Had            C Are            D Were</p>	

<b>Answer Key</b>	<b>A</b>
<b>The test question is taken from</b>	<a href="https://zno.osvita.ua/english/188/">https://zno.osvita.ua/english/188/</a>
<b>3. EIE in the English language 2019 (mock test), Task 9 Question 49</b>	
The present perfect tense, focus on the meaning (the present perfect tense versus the past continuous tense, versus the past perfect tense, versus the present continuous tense)	
<b>Read the text below. For question 49 choose the correct answer (A, B, C or D).</b>	
<p><i>David James's drawing ability (49) _____ him the title of Art Director in arguably the (50) <u>world's</u> most prestigious animation studio, DreamWorks Animation.</i></p> <p>Make no mistake about it – this is big business. Each film takes approximately three years (51) _____ at a cost of between 60 and 100 million US dollars. You've probably seen some of them. <i>DreamWorks</i> has produced animated films such as <i>Antz</i>, <i>Shrek</i> and <i>The Road to El Dorado</i>.</p> <p>"There is great appeal in working on animation," says David, "You (52) _____ time to truly get into a project. Three years to develop the design from concept through execution. You are purely working in the world of (53) _____."</p>	
<p><b>A</b> was earning  <b>B</b> has earned  <b>C</b> had earned  <b>D</b> is earning</p>	
<b>Answer Key</b>	<b>B</b>
<b>The test question is taken from</b>	<a href="https://zno.osvita.ua/english/338/">https://zno.osvita.ua/english/338/</a>
For complete understanding of the sentence meaning, gap (50) was given to the participants.	

**Appendix U Lesson 3. Practice Test 5 in the Format of NMT, the Past Simple Tense and the Present Perfect Tense**

The link to the task is <https://forms.office.com/r/GGyCJF8pV4>.

**Task 3.3.**

**General Instructions**

- Please write **your first name** and **last name** at the beginning of the test.  
**The contents of this form are absolutely confidential. Information identifying the respondent will not be disclosed under any circumstances.**
- This test includes **one (1) task of ten (10) questions** where you need to **read the text and fill the gaps with a correct answer A, B, C or D.**
- Please keep in mind that the form will be available for **ten (10) minutes overall** to complete.  
In the right upper corner, there is a clock to check the time.

**Read the text below. For questions (1 – 10) choose the correct answer (A, B, C or D). You have to spend NO MORE than 10 minutes to complete this task.**

**George Richards, Film Maker**

Film maker George Richards (1) \_\_\_\_\_ interested in the cinema since he (2) \_\_\_\_\_ a small child. He (3) \_\_\_\_\_ his first film when he was just twelve years old. He is now almost forty and he (4) \_\_\_\_\_ thirty films. George loves travelling. His work (5) \_\_\_\_\_ him all over the world. He (6) \_\_\_\_\_ to Africa, India, Australia, China, the USA and South America. George is married to the singer Kathy Burke. They (7) \_\_\_\_\_ married for ten years. George and Kathy (8) \_\_\_\_\_ with their two children on the Greek island of Kos. They (9) \_\_\_\_\_ a house on the island in 1987 and they (10) \_\_\_\_\_ there since then.

1	A	have been	B	was	C	has been	D	been
2	A	was	B	has been	C	being	D	is
3	A	making	B	made	C	has made	D	had made
4	A	made	B	had made	C	has been made	D	has made
5	A	taken	B	taking	C	has taken	D	took
6	A	being	B	was	C	been	D	has been
7	A	have been	B	were	C	had been	D	are being
8	A	has lived	B	lived	C	live	D	is living
9	A	buying	B	bought	C	have bought	D	had bought
10	A	living	B	have lived	C	live	D	lived



**Answer Key**

**1 C 2 A 3 B 4 D 5 C 6 D 7 A 8 C 9 B 10 B**

**Scoring Procedure**

1. Each correct answer is worth one (1) point.
2. The maximum number of points is ten (10).

**The task** was adapted from <https://www.esl-lounge.com/student/grammar/2g25-george-richards.php>

**The multiple-choice options** were designed alone for this test.

Daria Kilashko

## Appendix V Lesson 3. Practice Test 6 in the Format of NMT, the Past Simple Tense and the Present Perfect Tense

The link to the task is <https://forms.office.com/r/mtuHhtMN3g>.

### Task 3.4.

#### General Instructions

1. Please write **your first name** and **last name** at the beginning of the test.  
**The contents of this form are absolutely confidential. Information identifying the respondent will not be disclosed under any circumstances.**
2. This test includes **one (1) task of ten (10) questions** where you need to **read the text and fill the gaps with a correct answer A, B, C or D.**
3. Please keep in mind that the form will be available for **ten (10) minutes overall** to complete.  
In the right upper corner, there is a clock to check the time.

**Read the text below. For questions (1 – 10) choose the correct answer (A, B, C or D). You have to spend NO MORE than 10 minutes to complete this task.**

#### A Short History of Brighton

Brighton is a city on the south coast of England. People (1) \_\_\_\_\_ there for hundreds of years, although it (2) \_\_\_\_\_ a city since 2000. Brighton (3) \_\_\_\_\_ as a village in the 5th century. At that time, it was called Beorthelms Tun. The village (4) \_\_\_\_\_ bigger, and by the 14th century it was a busy market town. It was called Brighton since 1660. Today Brighton is an exciting and popular city but it (5) \_\_\_\_\_ problems over the years. The French destroyed many of its houses in the 16th century, and at the beginning of the 18th century a terrible storm killed many people.

Things (6) \_\_\_\_\_ in the late 18th century when the Prince of Wales and his friends (7) \_\_\_\_\_ Brighton. Since then, many tourists have made Brighton their holiday choice. There (8) \_\_\_\_\_ a railway station in Brighton since the middle of the 19th century, as well as a hospital, a museum and a library. The town's swimming pools and cinemas (9) \_\_\_\_\_ a few decades after that. Today the population of Brighton is 156,000. In the last few years, it (10) \_\_\_\_\_ a very expensive place to live, but it is still a great place to visit.

1	A	lived	B	live	C	have lived	D	had lived
2	A	has only been	B	was only	C	is only	D	had only been
3	A	had begun	B	has begun	C	begun	D	began
4	A	grown	B	grew	C	has grown	D	growing
5	A	experienced	B	had experienced	C	has experienced	D	was experienced
6	A	has changed	B	changed	C	had changed	D	have changed
7	A	visited	B	was visiting	C	have visited	D	had visited
8	A	is	B	been	C	was	D	has been
9	A	have opened	B	had opened	C	opened	D	has opened
10	A	becoming	B	has become	C	became	D	had become

### Answer Key

1 C 2 A 3 D 4 B 5 C 6 B 7 A 8 D 9 C 10 B

### Scoring Procedure

1. Each correct answer is worth one (1) point.
2. The maximum number of points is ten (10).

The task was adapted from [https://www.oxfordlearnersdictionaries.com/grammar/online-grammar/practice/present-perfect-simple-and-past-simple\\_10](https://www.oxfordlearnersdictionaries.com/grammar/online-grammar/practice/present-perfect-simple-and-past-simple_10)

The multiple-choice options were designed alone for this test.

## Appendix W Final Exercise for Revision (the Present and Past Tenses)

### Task 4

<b>1. EIE in the English language 2012 (mock test), Task 6 Question 37</b>	
<b>Read the text below. For question 37 choose the correct answer (A, B, C or D).</b>	
<b>Planting the seeds of change</b>	
<p>The Green Wave project aims to help meet the goals of the United Nations Convention (33) _____ Biological Diversity by (34) _____ young people on the importance of biodiversity. In an ambitious program, students from schools all across the world (35) _____ to mark the International Day for Biodiversity each year by planting a single tree of an inborn or locally important species. On May 22nd, (36) _____ student groups will each plant their tree — uniting to send a 'green wave' from east to west around the planet. <i>Promoting research and learning about nature, encouraging team-work and partnership across countries and continents, The Green Wave (37) _____ a positive step toward maintaining biodiversity all over the world.</i></p>	
<p>A take            B is taking            C taking            D taken</p>	
<b>Answer Key</b>	<b>B</b>
<b>The test question is taken from</b>	<a href="https://zno.osvita.ua/english/68/">https://zno.osvita.ua/english/68/</a>
<b>2. EIE in the English language 2019 (main session), Task 9 Question 49</b>	
<b>Read the text below. For question 49 choose the correct answer (A, B, C or D).</b>	
<b>This Smartphone Case Doubles as an Espresso Machine</b>	
<p><i>Mokase is the world's first smartphone case that also (49) _____ users a warm shot of espresso whenever they want.</i> It's aimed at people who are always on the go whose lifestyle prevents (50) _____ from stopping by a coffee shop for a dose of caffeine. <i>Smart K</i>, the Italian company that came up with the concept for <i>Mokase</i>, claims that they were looking for a way to make coffee available (51) _____. Pairing an Espresso Machine with a smartphone just (52) _____ sense. We thought, «how to make it always available? Why not (53) _____ it to a gadget that is already a piece of our lifetime?» The smartphone is the answer, “<i>Smart K</i> stated in a press release.</p>	
<p>A serve            B is served            C serves</p>	

D are serving	
<b>Answer Key</b>	C
<b>The test question is taken from</b>	<a href="https://zno.osvita.ua/english/351/">https://zno.osvita.ua/english/351/</a>
<b>3. EIE in the English language 2019 (main session), Task 9 Question 52</b>	
<b>Read the text below. For question 52 choose the correct answer (A, B, C or D).</b>	
<b>This Smartphone Case Doubles as an Espresso Machine</b>	
<p><i>Mokase</i> is the world's first smartphone case that also (49) _____ users a warm shot of espresso whenever they want. It's aimed at people who are always on the go whose lifestyle prevents (50) _____ from stopping by a coffee shop for a dose of caffeine. <i>Smart K</i>, the Italian company that came up with the concept for <i>Mokase</i>, claims that they were looking for a way to make coffee available (51) <i>anywhere</i>. <b>Pairing an Espresso Machine with a smartphone just (52) _____ sense.</b> We thought, «how to make it always available? Why not (53) _____ it to a gadget that is already a piece of our lifetime?» The smartphone is the answer, "<i>Smart K</i> stated in a press release.</p>	
<p>A had made  B make  C made  D making</p>	
<b>Answer Key</b>	C
<b>The test question is taken from</b>	<a href="https://zno.osvita.ua/english/351/">https://zno.osvita.ua/english/351/</a>
For complete understanding of the sentence meaning, gap (51) was given to the participants.	
<b>4. EIE in the English language 2019 (mock test), Task 9 Question 55</b>	
<b>Read the text below. For question 55 choose the correct answer (A, B, C or D).</b>	
<p>A recent study may have an answer to one of (54) _____ mysteries in science – what is the purpose of sleep? <b>The work (55) _____ it's actually about making animals function more efficiently in their environments.</b></p> <p>Pythons and bats are among the longest sleepers at over 18 hours a day. Human babies need 16 hours, and most of us probably feel we need around eight hours of sleep (56) _____ well.</p> <p>Professor Jerry Seigel from the University of California, Los Angeles, conducted a study of the sleep times of animals and found that they vary widely. Some, like migrating birds, can survive long periods without sleeping at all. He believes that sleep helps to conserve (57) _____ and to make best use of limited resources. Sleeping also makes us less likely to (58) _____ .</p>	

<p>A suggests</p> <p>B suggest</p> <p>C is suggested</p> <p>D have suggested</p>	
<b>Answer Key</b>	<b>A</b>
<b>The test question is taken from</b>	<a href="https://zno.osvita.ua/english/338/">https://zno.osvita.ua/english/338/</a>
<b>5. EIE in the English language 2021 (additional session), Task 9 Question 49</b>	
<b>Read the text below. For question 49 choose the correct answer (A, B, C or D).</b>	
<b>Boy Invents a New Way to Protect Cattle</b>	
<p>While most boys spent their days studying and playing, Richard Turere of Kenya tried to protect his father’s cows from lions. <i>Richard (49) _____ the lions “very annoying”.</i> He tried (50) _____ from fires to scarecrows. Yet, the lions would find a way around because “they are very clever,” he said. However, he noticed (51) _____ effective way was when he would walk around with a flashlight. After taking apart his mother’s new radio, he made a machine that would flash a series of lights, tricking the lions into thinking someone (52) _____ around with a flashlight. It worked, and soon there were seven other homes (53) _____ his “lion lights”.</p>	
<p>A found</p> <p>B find</p> <p>C have found</p> <p>D was found</p>	
<b>Answer Key</b>	<b>A</b>
<b>The test question is taken from</b>	<a href="https://zno.osvita.ua/english/481/">https://zno.osvita.ua/english/481/</a>
<b>6. EIE in the English language 2021 (additional session), Task 9 Question 52</b>	
<b>Read the text below. For question 52 choose the correct answer (A, B, C or D).</b>	
<b>Boy Invents a New Way to Protect Cattle</b>	
<p>While most boys spent their days studying and playing, Richard Turere of Kenya tried to protect his father’s cows from lions. Richard (49) _____ the lions “very annoying”. He tried (50) _____ from fires to scarecrows. Yet, the lions would find a way around because “they are very clever,” he said. However, he noticed (51) _____ effective way was when he would walk around with a flashlight. <i>After taking apart his mother’s new radio, he made a machine that would flash a series of lights, tricking the lions into thinking someone (52) _____ around with a flashlight.</i> It worked, and soon there were seven other homes (53) _____ his “lion lights”.</p>	

<p>A was walking</p> <p>B has been walking</p> <p>C are walking</p> <p>D have been walking</p>	
<b>Answer Key</b>	A
<b>The test question is taken from</b>	<a href="https://zno.osvita.ua/english/481/">https://zno.osvita.ua/english/481/</a>
<b>7. EIE in the English language 2014 (additional session), Task 6 Question 42</b>	
<b>Read the text below. For question 42 choose the correct answer (A, B, C or D).</b>	
<p><b>Your Amazing Brain</b></p> <p><i>Your brain is faster and more powerful than a supercomputer</i></p> <p>You carry around a (38) _____ mass of wrinkly material in your head that controls every single thing you will ever do. From enabling you to think, learn, create, and feel emotions to (39) _____ every blink, breath, and heartbeat – this (40) _____ control center is your brain. <i>It is a structure so (41) <u>amazing</u> that a famous scientist once called it “the most complex thing we (42) _____ in our universe yet.”</i></p>	
<p>A discover</p> <p>B discovered</p> <p>C have discovered</p> <p>D had discovered</p>	
<b>Answer Key</b>	C
<b>The test question is taken from</b>	<a href="https://zno.osvita.ua/english/451/">https://zno.osvita.ua/english/451/</a>
For complete understanding of the sentence meaning, gap (41) was given to the participants.	
<b>8. EIE in the English language 2018 (demo 1<sup>st</sup> session), Task 9 Question 50</b>	
<b>Read the text below. For question 50 choose the correct answer (A, B, C or D).</b>	
<p><b>The Swiftly Evolving Blackcap</b></p> <p>Evolution doesn't have to take centuries. In the case of the Blackcap songbird, (49) _____ decades were enough. The birds breed in the forests of southern Germany, and traditionally fly to Spain for the winter. <i>Most still make the journey south, but since the 1960s, 10% (50) _____ to wintering in England, where the colder climate is more than (51) <u>balanced</u> by the food left out on bird tables – a postwar phenomenon.</i> These birds have rounder wings than their Spanish cousins (which provide better mobility but are (52) _____ suited to long-distance flight) and longer, narrower beaks, better suited to bread and nuts than to olives. Researchers speculate that if the birds (53) _____ to evolve in this way, they could eventually become a distinct species.</p>	

- A have taken
- B taken
- C has taken
- D taking

**Answer Key** **A**

**The test question is taken from** <https://zno.osvita.ua/english/277/>

For complete understanding of the sentence meaning, gap (51) was given to the participants.

**9. EIE in the English language, 2018 demo 2<sup>nd</sup> session, Task 9 Question 49**

**Read the text below. For question 49 choose the correct answer (A, B, C or D).**

**Tower Ravens**

*For many centuries ravens (49) \_\_\_\_\_ The Tower of London.* Legend has it that should the ravens ever leave, The White Tower will fall and a great disaster will strike England.

Fortunately, these (50) \_\_\_\_\_ residents, since the resign of King Charles II, (51) \_\_\_\_\_ by royal decree.

The fortunes of The Tower ravens reached their (52) \_\_\_\_\_ point soon after World War II. With the disturbances of the bombing only Raven Grip was left (53) \_\_\_\_\_ the fort!

- A guarded
- B were guarding
- C were guarded
- D have guarded

**Answer Key** **D**

**The test question is taken from** <https://zno.osvita.ua/english/283/>

**10. EIE in the English language 2018 (demo 2<sup>nd</sup> session), Task 9 Question 57**

**Read the text below. For question 57 choose the correct answer (A, B, C or D).**

**Aviation**

The successful aeroplane flights of the Americans Orville and Wilbur Wright in 1903 marked the beginning of the (54) \_\_\_\_\_ aviation industry. After these flights, the Wright brothers tried to interest the U.S. and various European governments (55) \_\_\_\_\_ buying the design for their plane. But they had never made an official public flight, and government leaders were not convinced that their plane (56) \_\_\_\_\_ fly.



*The Wright brothers (57) \_\_\_\_\_ their official public flight in 1908 and amazed the world with their (58) aeroplane's flying ability. That same year, the U.S. Army ordered a specially built Wright plane. This was the first military plane.*

- A make
- B have made
- C made
- D were making

**Answer Key**

C

**The test question is taken from**

<https://zno.osvita.ua/english/283/>

For complete understanding of the sentence meaning, gap (58) was given to the participants.

## Appendix X Post-test Questions

The link is <https://forms.office.com/r/D4yWmsPzUK>.

### Post-test NMT, block the English language, *Use of English* Part (Grammatical Competence)

Dear participant!

Thank you very much for attending all the lessons and your active participation in completing the tasks. This post-test is a part of the research of my Master's thesis in TESOL at the University of Cyprus. The purpose of the study is to investigate effectiveness of the method of completing a multiple-choice task of the *Use of English* part where a candidate's grammatical competence in the present and past tenses in active voice is tested.

Please write your **first name** and **last name** at the beginning of the test. The contents of this form are **absolutely confidential**. Information identifying the respondent **will not be disclosed under any circumstances**.

In advance I **THANK YOU** very much for your help.

Daria Kiiashko

### General Instructions

1. This test has **two (2) tasks**. Task 1 and Task 2 include **five (5) multiple-choice questions** each.
2. In both tasks you need to **read the text** and **fill the gaps** with a **correct answer A, B, C or D**.
3. Please be attentive when you complete the task.
4. You have to answer **ten (10) questions overall**.
5. Please keep in mind that this form will be available **NO MORE than for ten (10) minutes to complete**. In the right upper corner, there is a clock to check the time.

### Task 1

Read the text below. For questions (1 – 5) choose the correct answer (A, B, C or D).

#### Judge Frank Caprio

Judge Frank Caprio (1) \_\_\_\_\_ the head of Rhode Island's Court since 1985. Although he may look like any other judge, what makes Caprio different is sympathy to people's circumstances, and his attitude to children. He sometimes (2) \_\_\_\_\_ defendants' kids to the courtroom and asks them for advice. Once when he (3) \_\_\_\_\_ the case of a man accused of a traffic violation, Caprio (4) \_\_\_\_\_ the man's five year's old son Jacob, to help him with his ruling.

"I have three choices", Caprio said to Jacob. I can fine him \$90, I can charge him \$30 or I can charge him nothing. What do you think I should do?" After a long pause young Jacob

(5) \_\_\_\_\_ a surprising answer. “Thirty.” For Caprio it was a nice surprise that made him smile at the child’s fairness.

1	A	has been	B	been	C	was	D	is
2	A	invited	B	was invited	C	invites	D	inviting
3	A	hearing	B	was hearing	C	heard	D	has heard
4	A	was asking	B	had asked	C	asking	D	asked
5	A	given	B	has given	C	gave	D	had given

### Answer Key

1 A 2 C 3 B 4 D 5 C

### Scoring Procedure

1. Each correct answer is worth one (1) point.
2. The maximum number of points is five (5).

The task was adapted from Miasoiedova, S. V. (2019). *Англійська мова. Типові тестові завдання. («Серія зовнішнє незалежне оцінювання»)* [English. Typical test tasks. (“Series of external independent evaluation”)]. Kyiv: Litera LTD, p. 39-40.

The multiple-choice options 2 – 5 were designed alone for this test.

### Task 2

Read the text below. For questions (6 – 10) choose the correct answer (A, B, C or D).

#### Does Pension Mean Happy Life?!

Most people (6) \_\_\_\_\_ that old people have an easy life. They don’t have to work, they get a pension from the state, and they have time to take up all the kinds of hobbies. Well, let me tell you that the truth is rather different. I (7) \_\_\_\_\_ all my life since I was sixteen years old and I really (8) \_\_\_\_\_ it. Now that I’ve retired, I don’t know what to do with myself. I miss all my old work mates. I miss the daily routine. Now I (9) \_\_\_\_\_, I feel that there is a big hole in my life. The pension isn’t that great either, so I (10) \_\_\_\_\_ my lifestyle to get by on much less money than I used before. Don’t be in such a hurry to retire, that’s what I say!

6	A	are thinking	B	think	C	thinking	D	thought
7	A	was working	B	worked	C	have worked	D	work
8	A	enjoyed	B	enjoy	C	had enjoyed	D	enjoying
9	A	do not work	B	have not work	C	not working	D	am not working
10	A	changed	B	have changed	C	change	D	changing

### Answer Key

6 B 7 C 8 A 9 D 10 B

### Scoring Procedure

1. Each correct answer is worth one (1) point.
2. The maximum number of points is five (5).

The text was adapted from Evans, V., & Dooley, J. (2014). *Upstream intermediate* (3<sup>rd</sup> ed). Express Publishing, p. 197.

The multiple-choice options were designed alone for this test.