

Mock test – 6 out of 10 tasks must be answered without mistakes to pass.

1.	<p><b>What do children do when they actively recombine or construct the language, when they try to find some way of expressing themselves:</b></p> <p><i>A They use their capacity for indirect learning</i>  <i>B They creatively use limited language resources</i>  <i>C They grasp meaning</i>  <i>D They use their instinct for play and fun</i></p>	
2.	<p><b>Which statement/s is/are wrong?</b></p> <p><i>A Without correcting mistakes we could not learn anything.</i>  <i>B Without checking mistakes we could not learn anything.</i>  <i>C Without risks and mistakes we could not learn anything.</i></p>	
3.	<p><b>What should the teacher do if he can use just limited language with young learners:</b></p> <p><i>A Use more explanations in English</i>  <i>B Translate his instructions into Czech.</i>  <i>C Use miming and gestures</i>  <i>D Write everything on the board.</i></p>	
4.	<p><b>Which out of the following activities bring mental engagement of pupils?</b></p> <p><i>A repetition</i>  <i>B copying</i>  <i>C talking about themselves</i>  <i>D games</i>  <i>E puzzles</i>  <i>F imagining</i></p>	
5.	<p><b>Which out of the following are right?</b></p> <p>The coursebook helps the teacher by providing:</p> <ol style="list-style-type: none"> <li>1. <i>Economy of preparation time</i></li> <li>2. <i>A source of practical teaching ideas</i></li> <li>3. <i>Matching the goals to their explanations</i></li> <li>4. <i>A basis for homework if that is required</i></li> <li>5. <i>A basis for discussion and comparison with other teachers</i></li> <li>6. <i>Children's willingness to learn new words</i></li> </ol>	
6.	<p><b>What does the following passage talk about?</b></p> <p>“Physical response is also one of the ways in which we handle partial understanding.”</p> <ol style="list-style-type: none"> <li>1. <i>Understanding through seeing</i></li> <li>2. <i>Responding by doing</i></li> <li>3. <i>Repeated pattern</i></li> <li>4. <i>Diagrammatic representation of information</i></li> </ol>	
7.	<p><b>What is the teacher doing when this is happening in the lesson?</b></p> <p>“The children are learning the transport phrases ‘by bus, by car, by train, by bike’. As a final activity on this topic, the children conduct class interviews. They record the results in a chart. Later, in the math lesson, the children arrange the information they have collected by turning it into a pie or block chart.”</p> <ol style="list-style-type: none"> <li>1. <i>Using techniques from other subjects to stimulate language work;</i></li> <li>2. <i>Using language classes to provide material for work in other lessons;</i></li> <li>3. <i>Introducing topics from other subjects into language lessons with no follow-up activity in these subjects;</i></li> <li>4. <i>Teaching whole lesson of other subjects in English.</i></li> </ol>	
8.	<p><b>Teachers and learners need a programme, which clearly has purpose and coherence. What out of the following do the learners need?</b></p> <ol style="list-style-type: none"> <li>1. <i>To know where to direct their energies;</i></li> <li>2. <i>To provide a central path through the limitless complexities of a language;</i></li> <li>3. <i>To have a mental framework into which they can fit new knowledge.</i></li> </ol>	
9.	<p><b>Which out of the following are disadvantages of having four half English hours a week?</b></p> <ol style="list-style-type: none"> <li>1. <i>The children do not lose sight of the language between sessions.</i></li> <li>2. <i>Short lessons can be very demanding for both teacher and class.</i></li> <li>3. <i>The children have more chance of remembering from one session to the next.</i></li> <li>4. <i>Frequent lessons probably take more total preparation time than the time needed to prepare two large blocks.</i></li> </ol>	
1.	<p><b>Which out of the following activities bring physical engagement (actual occupation) of pupils?</b></p> <p><i>A repetition</i>  <i>B imagining</i>  <i>C talking about themselves</i></p>	

Mock test - solution

1.	<p><b>What do children do when they actively recombine or construct the language, when they try to find some way of expressing themselves:</b></p> <p><i>A They use their capacity for indirect learning</i>  <i>B They creatively use limited language resources</i>  <i>C They grasp meaning</i>  <i>D They use their instinct for play and fun</i></p>	B
2.	<p><b>Which statement/s is/are wrong?</b></p> <p><i>A Without correcting mistakes we could not learn anything.</i>  <i>B Without checking mistakes we could not learn anything.</i>  <i>C Without risks and mistakes we could not learn anything.</i></p>	A B
3.	<p><b>What should the teacher do if he can use just limited language with young learners:</b></p> <p><i>A Use more explanations in English</i>  <i>B Translate his instructions into Czech.</i>  <i>C Use miming and gestures</i>  <i>D Write everything on the board.</i></p>	C
4.	<p><b>Which out of the following activities bring mental engagement of pupils?</b></p> <p><i>A repetition</i>  <i>B copying</i>  <i>C talking about themselves</i>  <i>D games</i>  <i>E puzzles</i>  <i>F imagining</i></p>	C D E F
5.	<p><b>Which out of the following are right?</b></p> <p>The coursebook helps the teacher by providing:</p> <p>7. <i>Economy of preparation time</i>              8. <i>A source of practical teaching ideas</i>              9. <i>Matching the goals to their explanations</i>              10. <i>A basis for homework if that is required</i>              11. <i>A basis for discussion and comparison with other teachers</i>              12. <i>Children's willingness to learn new words</i></p>	1 2 4 5
6.	<p><b>What does the following passage talk about?</b></p> <p>“Physical response is also one of the ways in which we handle partial understanding.”</p> <p>5. <i>Understanding through seeing</i>              6. <i>Responding by doing</i>              7. <i>Repeated pattern</i>              8. <i>Diagrammatic representation of information</i></p>	2
7.	<p><b>What is the teacher doing when this is happening in the lesson?</b></p> <p>“The children are learning the transport phrases ‘by bus, by car, by train, by bike’. As a final activity on this topic, the children conduct class interviews. They record the results in a chart. Later, in the math lesson, the children arrange the information they have collected by turning it into a pie or block chart.”</p> <p>5. <i>Using techniques from other subjects to stimulate language work;</i>              6. <i>Using language classes to provide material for work in other lessons;</i>              7. <i>Introducing topics from other subjects into language lessons with no follow-up activity in these subjects;</i>              8. <i>Teaching whole lesson of other subjects in English.</i></p>	2
8.	<p><b>Teachers and learners need a programme, which clearly has purpose and coherence. What out of the following do the learners need?</b></p> <p>4. <i>To know where to direct their energies;</i>              5. <i>To provide a central path through the limitless complexities of a language;</i>              6. <i>To have a mental framework into which they can fit new knowledge.</i></p>	1 3
9.	<p><b>Which out of the following are disadvantages of having four half English hours a week?</b></p> <p>5. <i>The children do not lose sight of the language between sessions.</i>              6. <i>Short lessons can be very demanding for both teacher and class.</i>              7. <i>The children have more chance of remembering from one session to the next.</i>              8. <i>Frequent lessons probably take more total preparation time than the time needed to prepare two large blocks.</i></p>	2 4
2.	<p><b>Which out of the following activities bring physical engagement (actual occupation) of pupils?</b></p> <p><i>A repetition</i>  <i>B imagining</i>  <i>C talking about themselves</i></p>	A