

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

1.	<p>What do children do when they actively recombine or construct the language, when they try to find some way of expressing themselves: <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>Which statement/s is/are wrong? <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>What should the teacher do if he can use just limited language with young learners: <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>Which out of the following activities bring mental engagement of pupils? <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>Which out of the following are right? The coursebook helps the teacher by providing: 1. <i>Economy of preparation time</i> 2. <i>A source of practical teaching ideas</i> 3. <i>Matching the goals to their explanations</i> 4. <i>A basis for homework if that is required</i> 5. <i>A basis for discussion and comparison with other teachers</i> 6. <i>Children's willingness to learn new words</i></p>	
6.	<p>What does the following passage talk about? "Physical response is also one of the ways in which we handle partial understanding." 1. <i>Understanding through seeing</i> 2. <i>Responding by doing</i> 3. <i>Repeated pattern</i> 4. <i>Diagrammatic representation of information</i></p>	
7.	<p>What is the teacher doing when this is happening in the lesson? "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." 1. <i>Using techniques from other subjects to stimulate language work;</i> 2. <i>Using language classes to provide material for work in other lessons;</i> 3. <i>Introducing topics from other subjects into language lessons with no follow-up activity in these subjects;</i> 4. <i>Teaching whole lesson of other subjects in English.</i></p>	
8.	<p>Teachers and learners need a programme, which clearly has purpose and coherence. What out of the following do the learners need? 1. <i>To know where to direct their energies;</i> 2. <i>To provide a central path through the limitless complexities of a language;</i> 3. <i>To have a mental framework into which they can fit new knowledge.</i></p>	
9.	<p>Which out of the following are disadvantages of having four half English hours a week? 1. <i>The children do not lose sight of the language between sessions.</i> 2. <i>Short lessons can be very demanding for both teacher and class.</i> 3. <i>The children have more chance of remembering from one session to the next.</i> 4. <i>Frequent lessons probably take more total preparation time than the time needed to prepare two large blocks.</i></p>	
1.	<p>Which out of the following activities bring physical engagement (actual occupation) of pupils? <i>A repetition</i> <i>B imagining</i> <i>C talking about themselves</i></p>	

Mock test - solution

1.	<p>What do children do when they actively recombine or construct the language, when they try to find some way of expressing themselves: <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>Which statement/s is/are wrong? <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>What should the teacher do if he can use just limited language with young learners: <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>Which out of the following activities bring mental engagement of pupils? <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>Which out of the following are right? The coursebook helps the teacher by providing: 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>What does the following passage talk about? "Physical response is also one of the ways in which we handle partial understanding." 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>What is the teacher doing when this is happening in the lesson? "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." 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>Teachers and learners need a programme, which clearly has purpose and coherence. What out of the following do the learners need? 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>Which out of the following are disadvantages of having four half English hours a week? 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>Which out of the following activities bring physical engagement (actual occupation) of pupils? <i>A repetition</i> <i>B imagining</i> <i>C talking about themselves</i></p>	A