Examples of tasks in the test:

|  |  |
| --- | --- |
| The best time to introduce some sort of simple grammar to young learners is1. at the beginning of the lesson
2. after a warm-up activity in the lesson
3. at the end of the lesson
4. at any time in the lesson

 5. when a pupil asks for an explanation. |  |
| **Which is wrong?**1. Five and six year olds are often not willing to share.

 b) Seven to ten year olds are often not willing to share. |  |
| Do Scott and Ytreberg say the following about topic-based work? Yes/No.1. With topic-base work the content becomes more important than the language itself.
2. Topic-based work does not allow you to go into a subject in depth.
3. The children can associate words, functions, structures and situations with a particular topic.

 d) The amount of time that you spend on a topic is limited in the lesson. |  |
| Add the third stage of planning:1. long term planning
2. short term planning Individual lesson planning

 c) …………….. |  |

Solution:

|  |  |
| --- | --- |
| The best time to introduce some sort of simple grammar to young learners is1. at the beginning of the lesson
2. after a warm-up activity in the lesson
3. at the end of the lesson
4. at any time in the lesson

 5. when a pupil asks for an explanation. | 5 |
| **Which is wrong?**1. Five and six year olds are often not willing to share.

 b) Seven to ten year olds are often not willing to share. | B |
| Do Scott and Ytreberg say the following about topic-based work? Yes/No.1. With topic-base work the content becomes more important than the language itself.
2. Topic-based work does not allow you to go into a subject in depth.
3. The children can associate words, functions, structures and situations with a particular topic.

 d) The amount of time that you spend on a topic is limited in the lesson. | A YesB NoC YesD No |
| Add the third stage of planning:1. long term planning
2. short term planning Individual lesson planning

 c) …………….. | Individual lesson planning |