Examples of tasks in the test:

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| --- | --- |
| The best time to introduce some sort of simple grammar to young learners is   1. 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 is   1. 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 Yes  B No  C Yes  D No |
| Add the third stage of planning:   1. long term planning 2. short term planning Individual lesson planning   c) …………….. | Individual lesson planning |