

**Mock Test – Methodology**

**Total 50 pts.**

**1. Fill in the chart (write one argument in each blank):**

**6 pts.**

Working:	Advantages	Disadvantages
Individually		
In pairs/groups		
Mingling		

**2. Tick minimal pairs:**

**4 pts.**

- Ship            x        sheep
- Cat            x        car
- Cheap        x        chip
- Heart        x        hear

**3. Draw timelines for these sentences:**

**4 pts.**

- When we came to the cinema the film started.
  
- When we came to the cinema the film had started.

**4. Match the instructions 1-3 with the ways of reading listed A-D. There is one extra option which you do not need to use.**

**3 pts.**

- |                                    |
|------------------------------------|
| A reading for specific information |
| B reading for detail               |
| C reading for gist                 |
| D deducing meaning from context    |

- 1 Read the text. Decide which is the best heading for it.
- 2 Read the article to find out exactly how the machine works.
- 3 Read the poster to find the dates of Mary's, Sam's and Julie's birthdays.

**5. Which statement does not characterize spoken language?**

**4 pts.**

- A Usually uses quite exact vocabulary and more complex grammar.
- B Consists of connected speech, sentences, incomplete sentences or single words.
- C Shows sentences and meaningful groups of words through stress and intonation.
- D Often uses rather general vocabulary and simple grammar.

**6. Match the activities with the teaching focuses listed A, B or C.**

**7 pts.**

Teaching focuses

A appropriacy
B fluency
C connected speech

- 1 Identifying particular phonemes in conversations on audio cassette.
- 2 Practice in speaking at a natural speed.
- 3 Practice in greeting people informally.
- 4 Identifying main stress in short dialogues on audio cassette.
- 5 Practice in speaking without hesitating.
- 6 Practice in using exponents of formal invitations.
- 7 Practice in using intonation to show surprise.

**7. Which of the following problems is not a serious problem for Czech learners. Choose only one.**

**2 pts.**

1. Word order
2. Articles
3. Comparisons of adjectives
4. Perfect tenses
5. [w] and [v] pronunciation

**8. Match the situations with the kinds of feedback listed A – C**

**3 pts.**

1. A young learner has just finished talking to the class about his hobby. The teacher says: "Thank you very much. That was very interesting" .

- A – feedback on language
- B – feedback on attitude
- C – feedback on ideas

2. A teenage learner has written a story for homework. The teacher has written: "This is so much better than last week' s homework. Well done."

- A – specific instructions on what to do
- B – identifying problems
- C – encouragement

3. The teacher is talking to a group of primary-school children at the end of a group work activity. She says:"You talked a lot today and I was pleased to see everyone working so well together."

- A – feedback on pronunciation
- B – feedback on behaviour
- C – feedback on progress

**9. For each lexical item in the following random list, suggest a different way that you could present the meaning.**

**9 pts.**

Gloves \_\_\_\_\_  
Disgusting \_\_\_\_\_  
Swimming \_\_\_\_\_  
Café \_\_\_\_\_

Often \_\_\_\_\_  
 Chase \_\_\_\_\_  
 Frightened \_\_\_\_\_  
 Window sill \_\_\_\_\_  
 Exploitation \_\_\_\_\_

**10. The teacher and the learner – roles and rapport**

**8 pts.**

For questions 1 – 8 match the teacher activities with the teacher roles listed A, B, C, D or E.  
 You have to use some of the roles more than once.

- A. assessor
- B. manager
- C. facilitator
- D. diagnostician
- E. tutor

1. The teacher monitors a communicative activity done in pairs and gives advice when necessary.
2. The teacher gives students a questionnaire in order to identify their preferred learning styles.
3. The teacher divides students into small groups.
4. The teacher gives students feedback including grades.
5. The teacher gives students a test to identify their proficiency level.
6. The teacher gives students advice on how to learn more effectively.
7. The teacher calms down students who are too noisy.
8. The teacher suggests suitable titles for extensive reading in students' free time.

**Answers:**

**1.Fill in the chart (write one argument in each blank): 6 pts.**

Working:	Advantages	Disadvantages
Individually	Everyone involved,peaceand quiet, good for intrapersonal people, autonomous learners	Ss without help, lack of communication, not natural for lang. use
In pairs/groups	Ss help each other, real communication, Ss get more practice	Ss may use Czech, dominant Ss can speak more, noisy
Mingling	Ss speak to many people, more practice, genuine info.gap, physical activity	Using Czech, noisy

**2. Tick minimal pairs: 4 pts.**

- Ship x sheep
- Cat x car

- Cheap x chip
- Heart x hear

**3. Draw timelines for these sentences: 4 pts.**

- When we came to the cinema the film started.

\_\_\_\_\_ x \_\_\_\_\_ x \_\_\_\_\_ x \_\_\_\_\_

came started now

When we came to the cinema the film had started.

\_\_\_\_\_ x \_\_\_\_\_ x \_\_\_\_\_ x \_\_\_\_\_

Had started came now

**4. Match the instructions 1-3 with the ways of reading listed A-D. There is one extra option which you do not need to use. 3 pts.**

1C 2B 3A

**5. Which statement does not characterize spoken language? 4 pts.**

**A Usually uses quite exact vocabulary and more complex grammar.**

**6. Match the activities with the teaching focuses listed A, B or C. 7 pts.**

1C 2B 3A 4C 5B 6A 7C

**7. Which of the following problems is not a serious problem for Czech learners. Choose only one. 2 pts.**

### Comparisons of adjectives

**8. Match the situations with the kinds of feedback listed A – C 3 pts.**

1.

**C – feedback on ideas**

2.

**C – encouragement**

3.

**B – feedback on behaviour**

**9. For each lexical item in the following random list, suggest a different way that you could present the meaning. You should use a variety of ways and translation should be the last resort.**

**Eg. Apple – real thing (realia) 9 pts.**

Gloves \_\_realia, picture\_\_\_\_\_

Disgusting \_facial expression, opposite, definition\_\_\_\_\_

Swimming \_\_mime\_\_\_\_\_

Café \_\_\_\_\_definition, picture, example\_\_\_\_\_

Often \_\_\_\_\_example sentence, line, diagram\_\_\_\_\_

Chase \_\_\_\_\_picture, definition\_\_\_\_\_

Frightened \_\_facial expression, picture\_\_\_\_\_

Window sill \_\_real object\_\_\_\_\_

Exploitation \_\_explanation, translation\_\_\_\_\_

**10 . The teacher and the learner – roles and rapport 8 pts.**

For questions 1 – 8 match the teacher activities with the teacher roles listed A, B, C or D

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

**Pass mark: 35 points**

**This test shouldn't take more than 30 minutes.**