

III. SECOND LANGUAGE ACQUISITION AND INSTRUCTIONAL PRACTICES (283)

IV. ASSESSMENT (17)

Pyetja 1.

Circle the correct teacher's classroom language with the strategies for scaffolding children's understanding and language use.

Child: This Ann's ruler.

Teacher: OK. Well can you give it back to her, please!

- A) ignoring error
- B) reformulating
- C) prompting
- D) echo correcting

Pyetja 2.

Circle the correct teacher's classroom language with the strategies for scaffolding children's understanding and language use.

Child: Last Sunday I go to my Grandpa.

Teacher: Go?

- A) prompting
- B) echo correcting
- C) defining
- D) ignoring error

Pyetja 3.

When might you use the students' mother tongue in the classroom?

- A) When explaining new grammar rules to intermediate students
- B) When setting up a new type of activity with young learners
- C) When teaching advanced level adults new vocabulary
- D) When assigning homework to advanced level adults

Pyetja 4.

Which of the following is most likely to improve students' reading skills?

- A) Asking students to read a text aloud to improve pronunciation.
- B) Having students work with a partner to discuss their answers to the text questions.
- C) Telling students to use dictionaries to look up new words while they read the text.
- D) Asking students to correct their peers.

Pyetja 5.

What is one way of improving students' listening skills?

- A) Encouraging students to improve their own pronunciation.
- B) Asking students to correct their peers.
- C) Encouraging students to understand each word while listening.
- D) Encouraging students to predict what they will hear.

Pyetja 6.

Settling activities aim to:

- A) create a competitive classroom atmosphere
- B) keep students quiet
- C) calm and focus children after a period of activity
- D) provide group practice of target language

Pyetja 7.

A Rapid reading for overall gist and to extract specific information is:

- A) Prediction
- B) Skimmiming
- C) Scanning
- D) Summary

Pyetja 8.

Visualisation activities involve children in:

- A) using mind maps to record vocabulary
- B) looking at pictures in groups.
- C) closing their eyes and listening to the teachers
- D) watching a DVD

Pyetja 9.

Tactile learners are those who:

- A) Perform the activities
- B) Work on their own
- C) Are physically involved in the activities
- D) Work in group.

Pyetja 10.

Visual learners are those who:

- A) Work better in pairs
- B) Work on their own
- C) Perform the activities
- D) learn things best through seeing them

Pyetja 11.

In the audio lingual method new material is presented by:

- A) Dialogues
- B) Written activities
- C) Reading activities
- D) Comprehension check

Pyetja 12.

Arben is an Albanian speaker who is at a further education college in London, UK, doing a course as preparation for the IELTS examination, a requirement for entry into a British university. What are his reasons for learning English?

- A) EFL= English as a foreign language
- B) ESL = English as a second language
- C) EIL = English as an international language
- D) ESP = English for special (or specific) purposes

Pyetja 13.

Maria is a 19-year-old German speaker who is studying English as one of her school subjects in Berlin. She also attends an English class twice a week in a local language school. What is her reason for learning English?

- A) EIL = English as an international language
- B) ESL = English as a second language
- C) EFL= English as a foreign language

D) ESP = English for special (or specific) purposes

Pyetja 14.

Selma is an asylum-seeker in Canada. She speaks Arabic and Turkish and is attending English classes with a view to settling in Canada permanently. What is her reason for learning English?

- A) ESP = English for special (or specific) purposes
- B) ESL = English as a second language
- C) EIL = English as an international language
- D) EFL= English as a foreign language

Pyetja 15.

Katja (41) is of Greek origin. She lives and works in USA and is learning English through contact with her colleagues. What is her reason for learning English?

- A) EFL= English as a foreign language
- B) ESL = English as a second language
- C) EIL = English as an international language
- D) ESP = English for special (or specific) purposes

Pyetja 16.

Kim Chao is from China. She is enrolled on an online course in order to prepare for a business trip to the USA with her family in a few weeks. What is her reason for learning English?

- A) ESL = English as a second language
- B) EFL= English as a foreign language
- C) EIL = English as an international language
- D) ESP = English for special (or specific) purposes

Pyetja 17.

Carla who is Spanish, is the head of the legal department in a brewery company. She attends a one-to-one English class in Sao Paulo to help her in her business dealings, which are mainly with Middle Eastern clients. What is her reason for learning English?

- A) EIL= English as a international language
- B) ESL = English as a second language
- C) ESP = English for special (or specific) purposes
- D) EAP = English for academic purposes

Pyetja 18.

Hans is a Dutch student of Agriculture. Most of his classes at his university are conducted in English, a language he started learning when he was six. What is her reason for learning English?

- A) EAP = English for academic purposes
- B) EFL= English as a foreign language
- C) ESL = English as a second language
- D) ESP = English for special (or specific) purposes

Pyetja 19.

Before beginning a new content-area reading passage, a fourth-grade English teacher asks students to think of words related to the topic of the text. The teacher writes the words on the board and then asks the students to suggest ways to group the words based on meaningful connections. The teacher also encourages them to explain their reasons for grouping particular words together. This series of activities is likely to promote the students' reading development primarily by helping them:

- A) extend and reinforce their expressive and receptive vocabularies related to the text's topic.
- B) infer the meaning of new vocabulary in the text based on word derivations.
- C) strengthen and extend their understanding of the overall structure of the text.
- D) verify word meanings in the text by incorporating syntactic and semantic cues into their word analysis.

Pyetja 20.

A text includes the word *indefensible*, which is unfamiliar to some students in a fourth-grade class. Which of the following strategies for teaching the word would be most effective in both clarifying the meaning of the word and extending the students' vocabulary development?

- A) Have the students enter the word in their ongoing list of new vocabulary words and then look up its definition independently.

- B) Explain the meaning of the word to the students before they read the text.
- C) Discuss the meanings of other words having the same affixes or root and then ask the students to try to "construct" the word's meaning.
- D) Ask the students to paraphrase the sentence that contains the word by substituting a synonym for the word.

Pyetja 21.

In which of the following sentences is context most helpful in understanding the italicized word?

- A) Oak trees are ubiquitous in the Northern Hemisphere and in some other parts of the world as well.
- B) Mary's classmates surreptitiously planned a party for her soon after she had moved in.
- C) Peter is magnanimous in all of his dealings with people, even when he does not know a person well.
- D) Mark's parents were adamant that he should attend college, but he did not seem to care.

Pyetja 22.

Students in a fifth grade class are studying different professions. As part of this unit of study, they work together to create a semantic map of words associated with professions, including words that they have recently learned (e.g., doctor, driver, actor) . This activity is most likely to promote students' vocabulary development by:

- A) showing them how structural analysis can be used to determine the meaning of new vocabulary.
- B) helping them to categorize, visualize, and remember new vocabulary.
- C) guiding them to discover the multiple meanings of new vocabulary.
- D) providing them with frequent, varied reading experiences using the new vocabulary.

Pyetja 23.

Before reading aloud a book about a zoo to a group of beginning readers, a thirdgrade teacher has the students brainstorm words and concepts related to zoo. Next, she reads the text aloud from a big book, pointing to the words as she reads. After discussing the story with the students, she puts the book in the classroom library and encourages the students to read it on their own. Students are most likely to be successful in their independent reading of the book if:

- A) they have previously heard and can recognize the text's key words.

- B) the text does not include compound sentences.
- C) they come from homes where silent reading is extensively modeled.
- D) the text deals with fictional rather than factual material.

Pyetja 24.

Before reading aloud a book about a zoo to a group of beginning readers, a third grade teacher has the students brainstorm words and concepts related to zoo. Next, she reads the text aloud from a big book, pointing to the words as she reads. After discussing the story with the students, she puts the book in the classroom library and encourages the students to read it on their own.

The theoretical basis for including the brainstorming activity in this lesson is that having the students share their knowledge of zoos prior to the reading will:

- A) give the teacher an opportunity to assess and compare the students' oral language skills.
- B) develop the students' understanding of basic concepts about print.
- C) facilitate the students' comprehension of the story through schema building.
- D) prepare the students to benefit from phonics activities related to the text.

Pyetja 25.

Before reading aloud a book about a zoo to a group of beginning readers, a third grade English teacher has the students brainstorm words and concepts related to zoo. Next, she reads the text aloud from a big book, pointing to the words as she reads. After discussing the story with the students, she puts the book in the classroom library and encourages the students to read it on their own.

The most important reason for putting the book in the classroom library is to promote the students':

- A) use of metacognitive strategies by allowing them to practice selfmonitoring when reading silently.
- B) understanding of the alphabetic principle by introducing them to letter-sound correspondence.
- C) oral language development by providing them with the opportunity to imitate the teacher's reading of a text.
- D) love of reading by facilitating their access to a story that they have already heard, understood, and enjoyed.

Pyetja 26.

While a sixth grade English teacher reads her students a fable about a hare and a tortoise, she stops at key points and asks herself questions aloud such as, "I wonder why the hare said that?" or "I wonder what the tortoise will do next?" Rather than answering the questions, she tells the students that she will hold the questions in her mind and think of possible answers as the story progresses. She also invites the students to pose their own questions as they listen. This activity is useful in illustrating for students that:

- A) readers interact with text and construct meaning as they read.
- B) oral reading fluency facilitates comprehension.
- C) texts generally have only one correct interpretation.
- D) readers need to recall story events in a sequential order.

Pyetja 27.

After reading a fiction book, *Adventures of Tom Sawyer & Huckleberry Finn*, students in a eighth grade class bring in an object that, to them, represents the book. The students share the different objects and discuss ways in which each object might represent the book. This activity is most likely to promote students' reading development by helping them:

- A) determine the author's main point of view.
- B) understand the plot structure and overall chronology of the book.
- C) create personal interpretations about the book.
- D) analyze the author's use of figures of speech .

Pyetja 28.

During weekly independent reading time, ninth-grade students read fiction books and record their thoughts, reactions, and questions in a teacher student dialogue journal. The dialogue journal activity is likely to promote the students' reading proficiency primarily by:

- A) increasing students' reading fluency and facilitating their rapid automatic word recognition.
- B) encouraging students' active construction of meaning with a text and developing their literary response skills.
- C) expanding students' vocabulary knowledge and providing them with extensive reading experiences.

D) promoting students' appreciation for literary genres.

Pyetja 29.

Students make use of previous knowledge. Which of the followings is their learning strategy?

- A) eliciting information
- B) Paraphrasing
- C) Revising
- D) memorizing

Pyetja 30.

Eighth grade students have just finished reading a chapter in a novel. The teacher wants to develop students' literary response skills so she gives homework. Which of the following questions are most effective?

- A) What new vocabulary words did you learn when reading this chapter? List and define the new words from the chapter.
- B) What happened in the chapter? Describe two or three events from the chapter.
- C) Characters are mentioned in this chapter? List each of the characters.
- D) What do you think is the main idea or theme of the novel? Provide evidence or relate specific events in this chapter to the theme you suggest.

Pyetja 31.

A fourth grade English teacher reads a fairy tale aloud to the class. Which of the following post-reading activities would be most likely to promote the students' comprehension of the story by enhancing their literary analysis skills?

- A) helping the students make a concept map of the main events of the story
- B) encouraging the students to identify the key vocabulary words in the story
- C) asking the students to reread the story silently and respond to literal comprehension questions
- D) having the students "free write" about the story in their notebooks

Pyetja 32.

An eleventh grade class is about to read a play of Shakespeare called *Henry V*. Which of the following pre-reading activities would best promote students' comprehension of the text?

- A) reading the play together as a class
- B) asking students to comment on the title and the characters of the play.
- C) asking students to share what they already know about Henry V and the time period during which he lived.
- D) asking students about the main idea of the play.

Pyetja 33.

A teacher notices that one of her students lacks fluency when reading aloud. The first thing the teacher should do in order to help this student is assess whether the student also has difficulties with:

- A) predicting.
- B) inferring.
- C) metacognition.
- D) decoding.

Pyetja 34.

An English teacher periodically reads aloud from a chapter in content-area textbooks and describes his thought processes as he reads. Following is an example:

"The moon does not shine on its own. The sun's light reflects off the moon.' Hmm. I'm imagining the sun. 'As the moon rotates, only the part that faces the sun is visible from the Earth.' I'm not quite sure what "visible" means in this context but I am pretty sure that it has something to do with eyes. Perhaps it's the part that we can see. But it's not so clear is it? Let's check the next page of this chapter . . ." This practice is most likely to promote students' reading proficiency by:

- A) exposing them to new vocabulary in context.
- B) modeling for them metacognitive comprehension strategies.
- C) acting as a guide model.
- D) summarizing the text for students

Pyetja 35.

Skimming is likely to be the most effective strategy for accomplishing which of the following reading tasks?

- A) evaluating if a website is trustworthy
- B) previewing a chapter in a content area textbook
- C) summarizing information from various sources for a project
- D) studying in detail for an exam

36. A fifth-grade class is about to begin reading a text about the European Union. Before they begin, the teacher has the students brainstorm what they already know about the topic. After reading the text, she encourages them to share any additional information that they may have thought of as they were reading. These activities are likely to promote the students' comprehension primarily by:

- A) encouraging them to connect new information to prior knowledge of the topic
- B) helping them determine the author's purpose and point of view
- C) encouraging them to use dictionaries
- D) helping them analyze the text in terms of main ideas and supporting details.

Pyetja 37.

Students in an English class are working on an Internet research project about nature resources and the best ways to protect them. The teacher could best support students' effective use of the Internet for their research by:

- A) providing students with a checklist of questions that prompt critical evaluation of information on Web sites.
- B) giving students a list of Web sites according to their linguistic competences
- C) encouraging students to search for Web sites that they are familiar with
- D) advising them to open Skype accounts so they can discuss with each other

Pyetja 38.

Which of the following text features are students likely to find most useful when previewing informational texts such as library books for a research project?

- A) index
- B) bibliography
- C) glossary
- D) table of contents

Pyetja 39.

Two proficient readers are answering postreading comprehension questions about a chapter in a content-area textbook.

- *The first student remembers details from the chapter but still faces difficulties when asked to provide the gist of the chapter*
- *The second student can give an outstanding summary of the chapter but is not able to remember specific facts/dates from the chapter.*

Which of the following best explains the differences and the difficulties of understanding of the text?

- A) The first student is more proficient than the second student at using metacognitive comprehension strategies to understand the text.
- B) Students' comprehension skills used for reading the text were different.
- C) The second student is more proficient at reading for literal understanding than for inferential understanding.
- D) Each student related the previous knowledge they have about the topic with the new text

Pyetja 40.

Which of the following types of assessments would best provide information about the comparative reading proficiency of students in an elementary school?

- A) a test of vocabulary development
- B) a norm-referenced survey test
- C) a reading miscue inventory
- D) a diagnostic portfolio

Pyetja 41.

Considerations of validity in test construction relate most closely to:

- A) how a particular student's test results relates to the standards set
- B) whether the test questions effectively measure their specified content.
- C) how a particular student's test performance compares to the performance of other students
- D) whether the test results are likely to be the same if the test is repeated with the same students

Pyetja 42.

If a standardized test is said to lack reliability, the test:

- A) is not measuring what it is supposed to measure.
- B) has not proven to be useful as an instructional intervention.
- C) gives fluctuating scores in different administrations.
- D) has poor predictive value relative to students' classroom performance.

Pyetja 43.

An advantage of using assessment tools such as portfolios and scoring rubrics is that they:

- A) provide more objective results than tests.
- B) ensure consistency among different evaluators.
- C) promote student participation in self-assessment activities.
- D) offer more reliable assessment data.

Pyetja 44.

Which of the following best describes the primary advantage of having a student read a passage silently and then provide a "retelling" of that passage?

- A) A retelling is open-ended and requires the student to construct a description of the passage more independently of the teacher.
- B) The results of a retelling are more objective and easier to quantify than the results of direct questioning.
- C) questioning.

- D) The procedure involved in retelling tends to be more familiar to a wider range of students, including English Language Learners.
- E) A retelling can provide information about the student's inferential comprehension skills, which questioning cannot provide.

Pyetja 45.

Which of the following criteria would be most important to consider when selecting "leveled texts" for use in assessments and guided reading with beginning-level readers?

- A) The texts should use repeated words and natural oral language structures.
- B) The texts should require readers to use problem-solving to connect text to illustrations.
- C) The texts should emphasize use of literary language and dialogues.
- D) The texts should feature a range of punctuation and context-specific vocabulary.

Pyetja 46.

Problem-solving activities consolidate children's language learning by:

- A) presenting new language
- B) highlighting the importance of accurate pronunciation
- C) activating their cognitive skills
- D) create a competitive classroom atmosphere

Pyetja 47.

A fourth-grade English Language Learner is new to a school. Assessments suggest that the student can read orally with accuracy on grade level; however, the student's comprehension of grade-level textbooks fluctuates widely. Which of the following steps would be most appropriate for the teacher to take first in order to determine the cause of the student's difficulty?

- A) Assess the student's word analysis and decoding skills.
- B) Determine whether the student has a specific learning disability that affects language processing.
- C) Assess the student's level of first language literacy.

- D) Determine whether the student has adequate vocabulary and background knowledge to support comprehension of the textbooks.

Pyetja 48.

A first-grade teacher encourages beginning readers to "write" their own captions beneath their drawings. This practice is most likely to lead to which of the following?

- A) The students will tend to lose interest in writing because of their frustration with their lack of mastery of the English spelling system.
- B) The students' overall reading proficiency will be adversely affected by any spelling errors that go uncorrected.
- C) The students will tend to develop strong automatic word recognition skills from their interaction with print.
- D) The students' development of phonics knowledge will be reinforced as they experiment with their own phonetic spellings.

Pyetja 49.

A fifth-grade class silently reads an informational text. In subsequent informal assessments, several students demonstrate poor overall comprehension of the text as well as lack of understanding of key vocabulary. The teacher could most appropriately address these students' needs by adjusting future instruction in which of the following ways?

- A) using informational texts that are written at the students' independent reading level
- B) providing the students with explicit instruction in test-taking strategies
- C) introducing a text's key vocabulary and concepts prior to engaging the students in silent reading
- D) emphasizing reading activities that focus on narrative texts

Pyetja 50.

Electronic reading books are advantageous for beginning or struggling readers primarily because this type of computer software:

- A) scaffolds learning by providing a high level of interactivity.
- B) helps students develop familiarity with reading from a computer screen.
- C) provides students with models of good reading practices and habits.
- D) minimizes the focus on written text by using sound effects and voices to convey meaning.

Pyetja 51.

Which of the following best describes the relationship between word decoding and reading comprehension in a beginning reader's development?

- A) Decoding skills and reading comprehension skills tend to develop independently of one another.
- B) another.
- C) Reading comprehension skills directly facilitate the development of decoding skills.
- D) Development of decoding skills is secondary to the development of reading fluency and comprehension skills.
- E) Rapid automatic decoding skills help facilitate development of reading fluency and comprehension.

Pyetja 52.

Which of the following statements best describes how oral vocabulary knowledge is related to the process of decoding written words?

- A) A reader applies decoding skills to unfamiliar written words in order to increase his or her oral vocabulary knowledge.
- B) A reader's oral vocabulary knowledge allows the reader to derive meaning as he or she decodes written words.
- C) A reader must have extensive oral vocabulary knowledge in order to learn decoding processes.
- D) A reader's oral vocabulary knowledge is dependent on his or her development of strong decoding skills.

Pyetja 53.

Which of the following types of activities would be most important to include on a daily basis when planning reading instruction for first graders who are developing as beginning readers?

- A) activities that introduce students to basic concepts about print

- B) activities that emphasize listening to and producing rhyming, alliteration, and similar forms of wordplay
- C) activities that promote students' development of decoding and other
- D) word analysis skills
- E) activities that emphasize memorization of lists of grade level appropriate sight words

Pyetja 54.

As a third-grade English teacher reads a big book to a group of students, she points to the beginning consonants of selected words and accentuates the sound the initial letter makes. This activity is most likely to promote the students':

- A) awareness of multisyllable words.
- B) ability to isolate individual sounds in words.
- C) structural analysis skills.
- D) ability to blend the sounds in words.

Pyetja 55.

Total Physical Response activities involve mainly

- A) children's writing skills
- B) children's reading skills
- C) children's speaking skills
- D) children's listening skills

Pyetja 56.

Which of the following is the most important reason for a fourth-grade English teacher to assign trade books as a component of reading instruction?

- A) The themes typical of children's literature tend to help facilitate students' development of literal comprehension skills.
- B) Reading a variety of genres helps students develop an understanding of how to approach the structures and features of different texts.
- C) The simplified syntax and controlled vocabulary typical of children's literature provide scaffolding for students who are struggling readers.
- D) Reading a variety of texts helps to promote students' development of phonological and phonemic awareness skills.

Pyetja 57.

Frequent oral reading to third grade students using appropriate and expressive intonation and voices is likely to promote the students' reading development primarily by:

- A) improving their aural discrimination skills.
- B) explicitly teaching letter-sound correspondence.
- C) fostering their engagement in and love of reading.
- D) explicitly modeling phonological concepts such as word boundaries.

Pyetja 58.

Which of the following strategies is likely to be most effective in promoting reluctant readers' interest in independent reading outside of school?

- A) Calculate numerical scores based on the number and difficulty level of the books students read at home and integrate the score into students' report card grade for reading.
- B) Encourage parents to give their children simple external rewards for at-home reading, such as an extra helping of a favorite treat.
- C) Encourage students and parents to read books together on a regular basis, either silently or aloud, and discuss their personal responses to each chapter or key event.
- D) Recommend that parents make their children's daily television-watching time contingent on their reading a specified number of pages first.

Pyetja 59.

Which of the following informal assessment results provides the clearest indication that a kindergarten child has attained a beginning level of phonemic awareness?

- A) The student can clap the "beats" or syllables of familiar multisyllable words.
- B) The student can delete the second "word" or syllable in compound words.
- C) The student can identify the beginning sound of single-syllable words.
- D) The student can substitute phonemes in the medial position of single-syllable words.

Pyetja 60.

One of the most important purposes of a standardized Informal Reading Inventory (IRI) is:

- A) to establish how prior knowledge and text organization influence a student's reading comprehension.

- B) to determine how a student uses semantic, syntactic, and other text cues to deduce a word's meaning.
- C) to analyze how a student's silent reading comprehension is influenced by oral reading fluency.
- D) to establish a student's independent, instructional, and frustration reading levels.

Pyetja 61.

Read the dialogue below between a teacher and a student. The student's past tense error in this dialogue is an example of which of the following natural phenomena that occurs during the early phases of both first- and second-language acquisition?

Teacher: What did you do last night?

Student: I goed play bowling.

Teacher : Oh, you went bowling?

Student: Yes, I goed bowling.

Teacher: Did you like it? Tell me more about it!

- A) performance errors
- B) overgeneralization
- C) inflected forms
- D) transformation

Pyetja 62.

Read the dialogue below between a teacher and a student .

Teacher: What did you do last night?

Student: I goed play bowling.

Teacher (enthusiastically): Oh, you went bowling? (gestures rolling a bowling ball)

Student: Yes, I goed bowling.

Teacher: Was it fun? Tell me about it!

In the above dialogue, the teacher is most likely trying to:

- A) convey the patterns of verb conjugation in English.
- B) encourage the student to develop fluency without overt attention to form
- C) check the student's level of listening comprehension.
- D) provide correct verb forms by directly pointing out the student's mistake.

Pyetja 63.

Which of the following identifies an underlying principle of the communicative approaches to the instruction of English language learners?

- A) Students develop skills in English by mastering the written grammar of the language.
- B) Students should follow a step by- step progression of English instruction from simpler to more difficult tasks.
- C) Students develop English language skills by negotiating meaning in interactions with other people.
- D) Students should have repeated exposure to accurate models of oral English.

Pyetja 64.

A high school English teacher creates a holistic scoring system to assess sets of papers written by her students . Using this form of writing assessment is most appropriate when a teacher wants to evaluate the students':

- A) mastery of English punctuation and mechanics.
- B) progress in expanding their English language vocabulary.
- C) development of personal style or voice in their writing.
- D) ability to communicate ideas through their writing.

Pyetja 65.

As an instructional format, role-playing would be most effective for English language learners who have which of the following learning styles?

- A) visual
- B) tactile
- C) auditory
- D) kinesthetic

Pyetja 66.

These learners prefer using images, pictures, colors, and maps to organize information and communicate with others. They can easily visualize objects, plans and outcomes in their mind's eye. What type of learners are they?

- A) visual
- B) tactile
- C) auditory
- D) kinesthetic

Pyetja 67.

These learners tend to remember information by doing, rather than listening or seeing. They also learn through imitation and practice, love games and group activity, and often are very good at expressing emotions and feelings. What type of learners are they?

- A) visual
- B) tactile
- C) auditory
- D) kinesthetic

Pyetja 68. V)2

The teacher of a multilingual class is often asked by parents what they can do to help their children learn English. The teacher always replies, "Keep speaking to your children in your native language." The teacher's response is most probably based on the understanding that:

- A) children of this age are likely to imitate and retain incorrect English pronunciation.
- B) language learning is most effective when the language is introduced by only one person.
- C) hearing English spoken by nonnative speakers reinforces syntactic errors.
- D) mastery of first-language skills generally promotes successful English acquisition.

Pyetja 69.

These learners acquire knowledge best by hearing the information. They prefer spoken instructions to written instructions and they usually need to read things out loud to remember them. They learn best by using their ears and concentrating on the sounds that they hear.

- A) visual
- B) tactile
- C) auditory
- D) kinesthetic

Pyetja 70.

Circle the correct strategy of children's understanding and language use in the following dialogue.

Ann: What does "fruit" mean?

Teacher: Apples and oranges are fruits.

- A) Reformulating
- B) Prompting
- C) Echo correcting
- D) Giving an example

Pyetja 71.

Circle the correct strategy of children's understanding and language use in the following dialogue.

Andy: This Anja's ruler.

Teacher: I see. Well, can you give it to Anja please?

- A) Giving an example
- B) Demonstrating
- C) Eliciting
- D) Ignoring error

Pyetja 72.

Circle the correct strategy of children's understanding and language use in the following dialogue.

John: Yesterday I play with my brother.

Teacher: Play?

- A) Reformulating
- B) Demonstrating
- C) Echo correcting
- D) Eliciting

Pyetja 73.

Circle the correct strategy of children's understanding and language use in the following dialogue.

Ann: I don't know what to do.

Teacher: Ok. Just move your arms like this every time you hear a vowel.

- A) prompting
- B) reformulating
- C) defining
- D) demonstrating

Pyetja 74.

Circle the correct strategy of children's understanding and language use in the following dialogue.

Mary: What's a butterfly?

Teacher: it is an insect with a slender body and four broad, usually colorful wings.

- A) defining
- B) prompting
- C) giving an example
- D) reformulating

Pyetja 75.

Circle the correct strategy of children's understanding and language use in the following dialogue.

Kate: My brother is more young than me.

Teacher: OK. Your brother is younger than me.

- A) ignoring error
- B) defining
- C) giving an example
- D) reformulating

Pyetja 76.

Circle the correct strategy of children's understanding and language use in the following dialogue.

Ann: I don't remember the name of the color.

Teacher: Yell...

Ann: Yellow

- A) defining
- B) prompting
- C) asking an open question
- D) giving an example

Pyetja 77.

After you have read the descriptions of activities circle the correct type of practice activity.

After reading a story, the teacher chooses some students to act it out.

- A) brainstorm
- B) information gap
- C) role- play
- D) guessing

Pyetja 78.

After you have read the descriptions of activities circle the correct type of practice activity.

The teacher asks students to think about an imaginary day. She asks questions such as: Where are you? Who is with you? What are you doing? Students close their eyes thinking about the activity.

- A) Brainstorm
- B) Guessing
- C) Visualization
- D) Memory activity

Pyetja 79.

After you have read the descriptions of activities circle the correct type of practice activity.

The teacher asks students to close their eyes and then she deletes 2 words from the interactive white board she has been using for a story. Finally she asks students to open their eyes and say which word is missing.

- A) Drill
- B) Guessing
- C) Information gap
- D) Memory activity

Pyetja 80.

After you have read the descriptions of activities circle the correct type of practice activity.

The teacher tells the students they are going to a deserted island. She puts them in groups and they have to write down a list of things they want to take with them.

- A) Drill
- B) Brainstorm
- C) Guessing
- D) Visualization

Pyetja 81.

Visualization activities involve students in:

- A) using mind maps to memorize new vocabulary
- B) looking at different pictures
- C) closing their eyes and listen carefully to their teachers
- D) taking part in a role-play.

Pyetja 82.

Problem-solving activities reinforce students' language learning by:

- A) activating cognitive skills
- B) Acquiring new language
- C) making use of memory activities
- D) paying importance to the right pronunciation

Pyetja 83.

Settling activities aim to:

- A) create a friendly atmosphere
- B) calm and focus students after a period of activity
- C) create different activities
- D) involve students in oral speaking activities

Pyetja 84.

Role-play activities allow students to:

- A) practice writing skills
- B) Practice listening skills

- C) use and master language chunks
- D) have fun

Pyetja 85.

To check their cognitive skills, the teacher asks students to:

- A) put pictures of animals in two groups: wild animals and domestic animals
- B) sort animals according to their body shape and size
- C) answer true/false questions about their favorite animal
- D) write down the names of animals they know.

Pyetja 86.

To check students' listening comprehension skills, the teacher asks them to listen and:

- A) answer some questions about a song
- B) Mime the words of a song
- C) follow a text with the words of a song
- D) write down the words they hear.

Pyetja 87.

Which of the following students is demonstrating the specific type of phonological awareness known as phonemic awareness?

- A) a student who, after being shown a letter of the alphabet, can orally identify its corresponding sound(s)
- B) a student who listens to the words *ring*, *bring*, *sing*, and *bang* and can identify that *hang* is different
- C) student who listens to the word *Chicago* and can determine that it contains three syllables
- D) a student who, after hearing the word *rat*, can orally identify that it ends with the sound /t/

Pyetja 88.

A teacher could best determine if a child has begun to develop phonemic awareness by asking the child to:

- A) say the word *dog*, then say the first sound the child hears in the word.
- B) count the number of words the child hears in a sentence while she says the sentence.
- C) point to the correct letter on an alphabet chart while the teacher pronounces specific letters.
- D) listen to the teacher say *ring* and *sing*, then identify whether the two words rhyme.

Pyetja 84

As students begin to read, the ability to blend phonemes orally contributes to their reading development primarily because it helps students:

- A) recognize and understand sight words in a text.
- B) divide written words into onsets and rimes.
- C) guess the meaning of unfamiliar words from their context.
- D) . use knowledge of letter-sound correspondence to decode words.

Pyetja 85.

Summarizing is:

- A) Explaining a text in detail
- B) Writing the last sentence of a text
- C) Giving the main point of a text
- D) Writing the first sentence of a text

Pyetja 86

Phonemic awareness contributes most to the development of phonics skills in the elementary students of English by helping them:

recognize different ways in which one sound can be written.

count the number of syllables in a written word.

understand the concept of a silent letter.

identify in spoken language separate sounds that can be mapped to letters.

Pyetja 87.

Which of the following first-grade students has attained the highest level of phonemic awareness?

- A) a student who can orally segment the word train into its onset and rime
- B) a student who can orally segment the word wonderful into won-der-ful
- C) a student who, after hearing the words *boy* and *box*, can identify that they both begin with the same phoneme, /b/
- D) . a student who, after hearing the word hot and the sound /i/, can substitute /i/ for /o/ to make the word hit

Pyetja 88.

Asking students to listen to a word (e.g., *name*) and then tell the teacher all the sounds in the word is an exercise that would be most appropriate for students who:

have a relatively low level of phonological awareness.

are beginning to develop systematic phonics skills.

have a relatively high level of phonemic awareness.

are beginning to master the alphabetic principle.

Pyetja 89.

Circle the correct example of what fast finishers do in class with the scaffolding strategies for challenging them.

Fast finishers write the name of five objects which are usually red.

- A) Children check their own work.
- B) Children help other children who have not finished yet.
- C) Children do an extension activity.
- D) Children are playing

Pyetja 90.

Circle the correct example of what fast finishers do in class with the scaffolding strategies for challenging them.

Fast finishers compare their answers to a comprehension task about a story with the answer key at the back of their coursebook.

- A) Children check their own work.
- B) Children help other children who have not finished yet.
- C) Children do an extension activity.
- D) Children are playing

Pyetja 91.

Circle the correct example of what fast finishers do in class with the scaffolding strategies for challenging them.

Fast finishers explain in L1 how to do a sequencing task to a group having problems doing the task.

- A) Children check their own work.
- B) Children help other children who have not finished yet.
- C) Children do an extension activity.
- D) Children are playing

Pyetja 92.

Circle the correct example of what fast finishers do in class with the scaffolding strategies for challenging them.

Draw a picture to illustrate the chant they have written.

- A) Children check their own work.
- B) Children help other children who have not finished yet.
- C) Children do an extension activity.

D) Children are playing

Pyetja 93.

Circle the correct example of what fast finishers do in class with the scaffolding strategies for challenging them.

Fast finishers proofread their short description of a typical day in their life before they give it to the teacher.

- A) Children check their own work.
- B) Children help other children who have not finished yet.
- C) Children do an extension activity.
- D) Children are playing

Pyetja 94.

Circle the correct example of what fast finishers do in class with the scaffolding strategies for challenging them.

Choose a graded reader from a reading box the teacher keeps in the classroom.

- A) Children check their own work.
- B) Children help other children who have not finished yet.
- C) Children do an extension activity.
- D) Children are playing

Pyetja 95.

Circle the correct example of what fast finishers do in class with the scaffolding strategies for challenging them.

Choose a graded reader from a reading box the teacher keeps in the classroom.

- A) Children check their own work.
- B) Children help other children who have not finished yet.
- C) Children do an extension activity.
- D) Children are playing

Pyetja 96.

Circle the correct example of what fast finishers do in class with the scaffolding strategies for challenging them.

Fast finishers choose a graded reader from a reading box the teacher keeps in the classroom.

- Children check their own work.
- Children help other children who have not finished yet.
- Children do an extension activity.
- Children are playing

Pyetja 97.

Circle the correct example of what fast finishers do in class with the scaffolding strategies for challenging them.

Fast finishers answer another child's questions about the meaning of some words in a survey the class are preparing.

- A) Children check their own work.
- B) Children help other children who have not finished yet.
- C) Children do an extension activity.
- D) Children are playing

Pyetja 98.

An English teacher holds up a series of familiar objects, asking students to name each object and isolate the final sound they hear. This type of activity would be most appropriate for a student who:

- A) lacks automaticity in word recognition.
- B) needs to increase reading fluency and comprehension.
- C) needs more development with phonemic awareness skills.
- D) has difficulty sounding out phonetically regular one-syllable words.

Pyetja 99.

A teacher can most effectively support elementary students of English to develop rapid automatic word recognition by first teaching students how to:

- A) look up unfamiliar words in the dictionary
- B) use context cues to determine the meanings of words.
- C) identify the constituent parts of multisyllable words.
- D) apply consistent phonics generalizations in common words.

Pyetja 100.

Circle the correct teacher's classroom language with the strategies for scaffolding children's understanding and language use.

Child: What does flower mean?

Teacher: Roses and daises are flowers.

- giving an example
- demonstrating
- checking the dictionary
- asking an open question

Pyetja 101.

Circle the correct teacher's classroom language with the strategies for scaffolding children's understanding and language use.

Child: I can't remember the name of the colour.

Teacher: Br .

Child: Brown

- A) demonstrating
- B) reformulating
- C) prompting
- D) echo correcting

Pyetja 102.

Circle the correct teacher's classroom language with the strategies for scaffolding children's understanding and language use.

Child: What's an insect?

Teacher: It's an animal with six legs.

- A) reformulating
- B) prompting
- C) defining
- D) demonstrating

Pyetja 103.

Circle the correct teacher's classroom language with the strategies for scaffolding children's understanding and language use.

Child: I am more tall.

Teacher: OK, you are taller.

- A) ignoring error
- B) prompting
- C) reformulating
- D) echo correcting

Pyetja 104.

Circle the correct teacher's classroom language with the strategies for scaffolding children's understanding and language use.

Child: Sorry. I don't understand.

Teacher: Turn around so can't see what Mary is drawing .

- A) giving an example
- B) demonstrating

- C) reformulating
- D) defining

Pyetja 105.

Reading a story quickly to get the main idea leads to the subskill of :

- A) inferring attitude
- B) creative writing
- C) summary writing
- D) reading for gist

Pyetja 106.

Reading through a text quickly to find particular dates and places leads to the subskill of :

- A) scanning
- B) reading for gist
- C) paraphrasing
- D) inferring attitude

Pyetja 107.

Looking at a new word in a sentence and trying to work out its meaning from other words in the sentence leads to the subskill of:

- A) inferring attitude
- B) scanning
- C) extensive reading
- D) deducing meaning from context

Pyetja 108.

Reading a text carefully to try to find out the what the writer;s own opinon leads to the subskill of:

- A) inferring attitude
- B) reading for details

- C) skimming
- D) scanning

Pyetja 109.

Producing a short text based on the main points of a longer text leads to the subskill of:

- A) creative reading
- B) summary writing
- C) scanning
- D) reading for details

Pyetja 110.

Reading a story, then producing your own on the same topic leads to the subskill of:

- A) summary writing
- B) reading for gist
- C) paraphrasing
- D) creative writing

Pyetja 111.

Writing a first rough version of a text leads to the subskill of

- A) paraphrasing
- B) skimming
- C) creative writing
- D) drafting

Pyetja 112.

Every morning the teacher starts the class by chatting with the students. Which of the following strategies did she use to motivate her students?

- A) Engages students' brainstorming skills

- B) engages students with different activities
- C) Personalizes target language practice
- D) Builds rapport with her students by creating a friendly atmosphere.

Pyetja 113.

Sometimes the teacher repeats the activity because students liked it. Which of the following strategies did she use to motivate her students?

- A) Personalizes target language practice
- B) Responds to students' feedback
- C) Helps students to brainstorm
- D) Encourages students to develop independence

Pyetja 114.

The teacher gives the students written feedback on their homework. Which of the following strategies did she use to motivate her students?

- A) Responds to students' needs
- B) Helps students to check and know their progress
- C) Encourages students to develop independence
- D) Encourages their cognitive skills

Pyetja 115.

The teacher shows the class how to use the dictionary and then they are asked to check for specific words. Which of the following strategies did she use to motivate her students?

- A) Responds to students' needs
- B) Helps students to think differently
- C) Encourages students to develop independence
- D) Engages students in different activities

Pyetja 116.

The teacher uses quizzes and problem solving activities in most of her classes. Which of the following strategies did she use to motivate her students?

- A) engages students' cognitive skills
- B) sets up a warm atmosphere.
- C) personalizes target language practice
- D) encourages them to think out of the box

Pyetja 117.

Students use a word even though they are sure it is not the correct one. Which of the followings is their learning strategy?

- A) Revising
- B) Experimenting with language
- C) Drafting
- D) Eliciting

Pyetja 118.

Students use teachers' feedback on the correct use of language as guidance. Which of the followings is their learning strategy?

- A) Accepting correction
- B) Drafting
- C) Thinking about how to learn
- D) Eliciting

Pyetja 119.

Students are very attentive while their listen to native speakers speak in English. Which of the followings is their learning strategy?

- A) thinking about how to learn
- B) revising
- C) experimenting with language
- D) paying attention to language use

Pyetja 120.

Students decide that the best way to memorize new vocabulary is by writing them down in notebooks. Which of the followings is their learning strategy?

- A) writing skills
- B) paraphrasing
- C) thinking about how to learn
- D) mind mapping

Pyetja 121.

Students perform actions better when the teacher provides instructions. Which is the teaching approach?

- A) Test – Teach -Test
- B) Total Physical Response (TPR)
- C) Grammar Translation
- D) Audio Lingual

Pyetja 122.

Students practice new structures after the teachers explain them. Which is the teaching approach?

- A) Presentation Practice and Production (PPP)
- B) Task Based Learning (TBL)
- C) Grammar translation
- D) Reading

Pyetja 123.

The teacher assesses students' knowledge of the target language before presenting it. Which is the teaching approach?

- A) Communicative Language Learning
- B) Natural Approach
- C) Total Physical Response (TPR)
- D) Test – Teach Test

Pyetja 124.

The focus is on words or sets of words and they are used in natural contexts. Which is the teaching approach?

- A) Natural Approach
- B) Total Physical Response
- C) Lexical approach
- D) Test – Teach Test

Pyetja 125.

There is more emphasis on the written word than spoken communication. Which is the teaching approach?

- A) Test – Teach Test
- B) Total Physical Response Storytelling
- C) Grammar Translation
- D) Natural Approach

Pyetja 126.

Lessons focus on completing an activity after which relevant language is highlighted and worked on. Which is the teaching approach?

- A) Task Based Learning (TBL)
- B) Direct method
- C) Total Physical Response (TPR)
- D) Silent Way

Pyetja 127.

The teacher asks students to take three things out of their bags and write the names of these things on the blackboard. What of the following techniques is she using:

- A) miming
- B) skimming
- C) drilling
- D) realia

Pyetja 128.

The teacher asks students to read some sentences and then decide whether the underlined words were nouns or adjectives by looking carefully at their endings. What of the following techniques is she using:

- A) scanning
- B) using guided discovery
- C) miming
- D) eliciting

Pyetja 129.

The teacher asks tells the class the meaning of the words. What of the following techniques is she using:

- A) concept checking
- B) eliciting
- C) defining
- D) skimming

Pyetja 130.

The teacher says the words several times and then she asks students to repeat the words. What of the following techniques is she using:

- A) miming

- B) using guided discovery
- C) drilling
- D) singing in chorus

Pyetja 131.

The teacher asks students to think of things that people take with them when they go on holidays. What of the following techniques is she using:

- A) eliciting
- B) concept checking
- C) describing a situation
- D) giving examples

Pyetja 132.

The teacher asks students questions about the meaning of the words she has just introduced. What of the following techniques is she using:

- A) concept checking
- B) skimming
- C) drilling
- D) checking the dictionary for right meaning

Pyetja 133.

The teacher starts to run to show the meaning of “running”. What of the following techniques is she using:

- A) eliciting
- B) describing a situation

- C) defining
- D) miming

Pyetja 134.

Students say that sometimes they start the lesson with a short activity to wake them up. What activity are they doing?

- A) A warmer
- B) Project work
- C) A role play
- D) A jigsaw activity

Pyetja 135.

Students say that the teacher encourages them to think of and share all the words they know about a particular topic before they start writing. What activity are they doing?

- A) A jigsaw activity
- B) Comprehension check
- C) Brainstorming
- D) Role play

Pyetja 136.

Students say that the teacher gives them exercises where there are some boxes under the pictures and they have to write the correct word in each box. What activity are they doing?

- A) Comprehension check
- B) Labeling
- C) Group work
- D) Brainstorming

Pyetja 137.

Students say that at the beginning of the semester they do an activity to learn everyone's names. What activity are they doing?

- A) An ice breaker
- B) Project work
- C) Labeling
- D) Group work

Pyetja 138.

Students say that gives them an exercise where each one of them has a part of the story and they have to ask questions to find the missing information. What activity are they doing?

- A) comprehension check
- B) project work
- C) story telling
- D) a jigsaw activity

Pyetja 139.

Students say that sometimes they work together in groups to produce an extracurricular activity such as a class magazine. What activity are they doing?

- A) An ice breaker
- B) Project work
- C) Story telling
- D) A jigsaw activity

Pyetja 140.

Which steps are not parts of learning a language?

- A) Labeling
- B) Speaking in public
- C) Learning the proper pronunciation
- D) Listening to the words

Pyetja 141.

Strategies for teaching English Language Learners may include:

- A) Using native cultural cues in the classroom
- B) Lecturing
- C) Requiring rote memorization
- D) Dressing code

Pyetja 142.

Ways to encourage cross-cultural understanding may include:

- A) Telling a worldwide popular story
- B) Laughing at inappropriate use of words or expressions
- C) Ridiculing a clothing choice
- D) having fun with students

Pyetja 143.

Information should be shared with parents for which of the following reasons?

- A) Fewer behavior problems
- B) Students learn better
- C) Explain progress in intangible skills
- D) All options

Pyetja 144.

Vital elements of learning any language include:

- A) Vocabulary
- B) Pronunciation
- C) Grammar
- D) All options

Pyetja 145.

English Language Learners should learn conversational English quickly because:

- A) Grades depend on conversational skills
- B) Teachers only speak English in class
- C) It helps to master grammar and syntax
- D) All options

Pyetja 146.

Which level is not part of Bloom's Taxonomy?

- A) Knowledge
- B) Application
- C) Memorization
- D) Evaluation

Pyetja 147.

Reasons for using different types of tests to evaluate the knowledge of ESL students may include:

- A) Some types of tests are easier to administer than others
- B) Offers different ways to show their understanding
- C) Different types of tests should not be used
- D) All options

Pyetja 148.

Which teaching method should not be used with English as a Second Language students?

- A) Content-based

- B) Sheltered
- C) Rote memorization
- D) Across the curriculum

Pyetja 149.

Some ways to engage ELS students in the learning process include:

- A) Provide lists of words to memorize daily
- B) Connect data to other disciplines
- C) Give many testing opportunities
- D) All options

Pyetja 150.

Children's academic growth should be assessed because:

- A) Problems can be diagnosed early
- B) Grades are important
- C) Children like to take tests
- D) Schools can post high test scores

Pyetja 151.

Self-regulated learning:

- A) Relies heavily on memorization
- B) Helps students set goals
- C) Is rarely successful
- D) helps students in the final exam

Pyetja 152.

Diversity promotes a fair and effective learning environment by:

- A) Using diversity to teach universal concepts

- B) Ignoring cultural differences
- C) Encouraging prejudices
- D) engaging students in projects

Pyetja 153.

Cultural influences impact students' ability and readiness to learn:

- A) By emphasizing different choices
- B) By rewarding different behavior
- C) Because of communication differences
- D) All options

Pyetja 154.

Which approach is not a good way to handle behavioral problems?

- A) Establish written expectations
- B) Explain the rules clearly
- C) Refuse to consider students' suggestions
- D) ask students to brainstorm

Pyetja 155.

Components of effective discipline plan may include:

- A) rules and incentives
- B) strict punishment
- C) unreasonable expectations
- D) grades as punishments

Pyetja 156.

Which of the following does not affect classroom communication?

- A) Expectations
- B) Class size
- C) Classroom atmosphere
- D) teacher's mood

Pyetja 157.

Which of the following elements are important in student assessment?

- A) content and performance
- B) dress code
- C) attention to detail
- D) being punctual

Pyetja 158.

Which activity will not help motivate students?

- A) offer material interesting to the student
- B) build on previously acquired knowledge
- C) require memorization of many topics discussed
- D) encourage lively discussions

Pyetja 159.

Characteristics of a high literacy home environment include:

- A) lots of reading material available
- B) happy home
- C) focus on decoding words
- D) limited vocabulary

Pyetja 160.

Phonics is:

- A) analytical
- B) helps students sound out new words
- C) expands vocabulary
- D) All options

Pyetja 161.

Which of these strategies create an effective bilingual learning environment?

- A. Do not use the student's native language
- B. Require rote memorization
- C. Point to objects for clarification
- D. All options

Pyetja 162.

English Language Learners instructional methods include:

- A. Transitional Bilingual
- B. Developmental Bilingual
- C. Two-Way Immersion
- D. All options

Pyetja 163.

The methods used to teach English as a Second Language are:

- A. Grammar-based and Communication-based
- B. Review
- C. Memorization
- D. All options

Pyetja 164.

One of the stages in the continuum of learning theory includes:

- A. Memorization
- B. Speech emergent
- C. Stuttering
- D. Understanding

Pyetja 165.

Which concept is not necessary to include in lesson plans for English language learners?

- A) comprehensibility
- B) interaction
- C) hands-on activities
- D) using the native language regularly

Pyetja 166.

Which strategy will not help English as a Second Language students and English Language Learners?

- A) pair with a native English speaker
- B) use Idiom and slang
- C) emphasize key words with flashcards
- D) allow the use of a translation dictionary

Pyetja 167.

Factors to consider when determining the reading skills of an English Language Learner include:

- A) cultural identity
- B) religious beliefs
- C) availability of reading material
- D) All options

Pyetja 168.

Reading fluency includes:

- A) Memorization of facts
- B) Making connections with known knowledge
- C) Public speaking skills
- D) All options

Pyetja 169.

Factors causing difficulty in determining an English Language Learner's grade level may include:

- A) ELL students may not be as smart as other students
- B) There are no difficulties
- C) School attendance may have been sporadic
- D) All options

Pyetja 170.

Which of these teaching methods is usually not used with English Language Learners?

- A) content-based language instruction
- B) sheltered instruction
- C) language across the curriculum
- D) self-regulated learning

Pyetja 171.

The whole language approach to reading:

- A) is a systematized approach
- B) builds on previously acquired knowledge
- C) is structured
- D) All options

Pyetja 172.

A child learns to understand words by:

- A) How they are used
- B) Who is saying them
- C) What is going on when he hears them
- D) All options

Pyetja 173.

Some benefits of reading include:

- A) expands knowledge and increasing vocabulary
- B) helps hand/eye coordination
- C) helps student get higher grades
- D) All options

Pyetja 174.

Which of the following steps is not part of the writing process?

- A) Developing an outline
- B) Writing a sloppy copy
- C) Reading it out loud
- D) Asking for feedback

Pyetja 175.

Some ways to improve students' reading, writing, listening and speaking skills include:

- A) Ask questions and critique written work
- B) Encourage memorization
- C) Dismiss the need to listen
- D) All options

Pyetja 176.

Which of the following does not contribute to language development?

- A) Rules, patterns and conventions
- B) Changes over time
- C) Is one-dimensional
- D) Continues after formal schooling has ended

Pyetja 177.

Activities that make connections between school, home and the real world include:

- A) Explore universal themes and discuss current events
- B) Require memorization
- C) Assign topics relevant to Medieval England
- D) All options

Pyetja 178.

Cultural influences impact students' ability and readiness to learn by:

- A) Recognizing different standards
- B) Emphasizing different choices
- C) Rewarding different behavior
- D) All options

Pyetja 179.

Effective ways to manage behavior include:

- A) Asserting authority and power
- B) Explaining the rules
- C) Withdrawing approval
- D) All options

Pyetja 180.

A discipline plan provides a framework in which to:

- A) Assess situations
- B) Address issues
- C) Make changes
- D) All options

Pyetja 181.

To encourage class participation, it is important to:

- A) Place rules visibly
- B) Provide feedback and ask for input
- C) Refuse to explain guidelines
- D) All options

Pyetja 182.

Ways of teaching students how to approach an assignment might include:

- A) Set firm deadlines
- B) Requiring memorization of facts
- C) Giving detailed instructions
- D) All options

Pyetja 183.

Influences that affect communication with parents include:

- A) Age of students
- B) Educational level of the parents

- C) Administration support
- D) All options

Pyetja 184.

Which of the following does not contribute to language development?

- A) Rules, patterns and conventions
- B) Changes over time
- C) Is one-dimensional
- D) Continues after formal schooling has ended

Pyetja 185.

Which of the following steps is not part of the writing process?

- A) developing an outline
- B) writing a sloppy copy
- C) reading it out loud
- D) asking for feedback

Pyetja 186.

Strategies to improve students' reading, writing, listening and speaking skills may include:

- A) Asking probing questions
- B) Memorization projects
- C) Dismissing the need to listen
- D) All options

Pyetja 187.

The steps used in learning to read include:

- A. Decode the letters
- B. Arrange them appropriately
- C. Recognize spoken words when written
- D. All options

Pyetja 188.

How can a teacher help students learn and retain new vocabulary?

- A) Define unfamiliar words
- B) Stress the importance of learning new words
- C) Require memorization of definitions
- D) All options

Pyetja 189.

Students will add a word or term to their active vocabulary for the following reasons:

- A) It will give them higher grades
- B) It solves a problem
- C) They are forced to
- D) All options

Pyetja 190.

To encourage class participation, it is important to:

- A) Enforce rules strictly
- B) Requiring students to read aloud
- C) Ask for student input
- D) All options

Pyetja 191.

Active learning helps students:

- A) Avoid boredom
- B) Retain information
- C) Use critical thinking skills
- D) All options

Pyetja 192.

Reading fluency is:

- A) Concentrating on the meaning
- B) Focusing on the words
- C) Ability to communicate information
- D) All options

Pyetja 193.

A child learns words by:

- A) Memorizing the alphabet
- B) Conversations with adults
- C) Beginning a formal reading program at age 3
- D) All options

Pyetja 194.

Reasons students add a new word to their active vocabulary may include:

- A) They are required to memorize it
- B) It will improve their grades
- C) The word makes a connection to known information
- D) All options

Pyetja 195.

The whole language approach used in reading instruction:

- A) Requires rote memorization
- B) Presents material independent from previously-learned knowledge
- C) Emphasizes working in groups
- D) All options

Pyetja 196.

Phonics is:

- A) Analytical
- B) Helps students sound out new words
- C) Expands vocabulary
- D) All options

Pyetja 197.

Some ways to improve students' reading, writing, listening and speaking skills may include:

- A) Require memorization
- B) Carefully critique written work
- C) Dismiss the need to listen
- D) All options

Pyetja 198.

Guided oral reading can best be used with:

- A) Older learners
- B) English Language Learners
- C) Students who already enjoy reading
- D) All options

Pyetja 199.

Context clues that may help students comprehend new words include:

- A) Definitions
- B) Descriptions
- C) Restatements
- D) All options

Pyetja 200.

Reasons why students should read are:

- A) For pleasure
- B) To increase comprehension skills
- C) To increase vocabulary skills
- D) All options

Pyetja 201.

Students from high literacy home environments:

- A) Are surrounded by reading material
- B) Are good public speakers
- C) Have few opportunities to practice reading skills
- D) All options

Pyetja 202.

The methods used to teach English as a Second Language may be:

- A) Memorization-based
- B) Visually based
- C) Content based
- D) All options

Pyetja 203.

The steps in learning a new language may include:

- A) Speech Proficiency
- B) Speech emergent
- C) Early Emergence
- D) All options

Pyetja 204.

Which of the following does not help an ELL student learn English?

- A) Using pictures, props and gestures
- B) Assigning group activities
- C) Using idiom and slang
- D) Asking thought-provoking questions

Pyetja 205.

Factors that impact the reading skills of an English Language Learner may include:

- A) Cultural identity
- B) Behavior
- C) Gender
- D) All options

Pyetja 206.

Reading fluency means:

- A) Memorizing words
- B) Concentrating on meaning
- C) Focusing on words
- D) All options

Pyetja 207.

Correct grade placement of an English Language Learner may:

- A) Not impact performance
- B) Help assimilation
- C) Inhibit development
- D) All options

Pyetja 208.

Teaching methods used to instruct English Language Learners may include:

- A) Memorization techniques
- B) Sheltered instruction

- C) Public reading and speaking
- D) All options

Pyetja 209. It is a good idea to group less able students together so that:

- A) They feel more comfortable when speaking
- B) They do not dominate the discussions
- C) They work faster
- D) They feel they do not belong to the group

Pyetja 210.

Assessment record-keeping methods include:

- A) Anecdotal records
- B) Observation checklists
- C) Rating scales
- D) All options

Pyetja 211.

English Language Learners instructional methods using the native language do not include:

- A) Memorization methods
- B) Developmental bilingual
- C) Transitional Bilingual
- D) Support Only

Pyetja 212.

Levels of mastery in Bloom's Taxonomy include:

- A) Grade level
- B) Articulation matrix
- C) Analysis
- D) All of the above

Pyetja 213.

Basics of communication include:

- A) Debate and argument
- B) Conveying thoughts
- C) Proving ideas as correct
- D) All options

Pyetja 214.

A child with a hearing problem:

- A) will not be able to learn speaking skills
- B) will have difficulty learning independently living skills
- C) will be unable to learn to read
- D) All options

Pyetja 215.

Linguistic knowledge includes:

- A) Universal themes
- B) Syntax
- C) Plot and conflict
- D) All options

Pyetja 216.

Which of the following does not contribute to language development?

- A) Rules, patterns and conventions
- B) Changes over time
- C) Is one-dimensional
- D) Continues after formal schooling has ended

Pyetja 217.

Ways teachers can improve students' listening and speaking skills include:

- A) Requiring memorization
- B) Encouraging public speaking skills
- C) Paraphrasing
- D) All options

Pyetja 218.

Common characteristics of successful teachers include:

- A) Strict disciplinarians
- B) Long teaching careers
- C) Consistency
- D) All options

Pyetja 219.

Creating an environment that motivates students includes:

- A) Present challenging lessons and activities
- B) Promise rewards
- C) Threatening consequences
- D) All options

Pyetja 220.

Making connections to other parts of the students' lives is important because connected data:

- A. Helps understanding
- B. Increases ability to integrate new information
- C. Encourages application of lessons learned
- D. All options

Pyetja 221.

Cognitive collaboration can be used to:

- A. Get better grades
- B. Function individually
- C. Create a new way of thinking
- D. All options

Pyetja 222.

Strategies that help students who have difficulty understanding new concepts include:

- A) Field trips
- B) Repeat lessons, if necessary
- C) Require memorization
- D) All options

Pyetja 223.

Strategies that help students who have difficulty retaining and retrieving data include:

- A) Divide instructions into short sections
- B) Rephrase key concepts
- C) Use mnemonics
- D) All options

Pyetja 224.

Strategies that help students who have difficulties following classroom protocol include:

- A) Derogatory remarks about a student's behavior
- B) Consistent enforcement of the rules
- C) Ignoring the behavior
- D) All options

Pyetja 225.

Teachers can create a harmonious classroom by:

- A) Admitting mistakes
- B) Being judgmental
- C) Delay addressing the problem
- D) All options

Pyetja 226.

Work products that can be included in a portfolio include:

- A) List of awards achieved
- B) Papers and presentations
- C) Written recommendations from previous teachers
- D) All options

Pyetja 227.

What areas are often considered when evaluating the contents of a portfolio?

- A) Intelligence
- B) Critical thinking
- C) Neatness
- D) All options

Pyetja 228.

A standard tool of reading assessment for beginning readers requires that the teacher do which of the following?

- A) Have the student read a paragraph and then write down the most difficult words.
- B) Have the student read a page slowly first and then as fast as possible.
- C) Record the number of errors per minute as the child reads from a grade-level passage.
- D) Have the student read a passage and then orally answer specific questions to establish the level of comprehension.

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Pyetja 229.

It is well known that animals can communicate and even recognize human vocabulary words. However, a significant difference occurring in human language acquisition is...

- A) The ability of humans to copy and speak the words they hear.
- B) Dogs can read body language better than humans.
- C) The use of syntax.
- D) Humans learn language through a process of behavioral conditioning.

Pyetja 230.

A traditional fallacy regarding young ESL learners is that...

- A) Exposure to two languages at the same time builds cognitive abilities which transfer to other disciplines.
- B) Young learners more easily acquire a second language than mature adults.
- C) Exposing young children to two languages at the same time may confuse them and can be an obstacle to language acquisition.
- D) Dual language learners acquire language more quickly if the first acquired language is used in the classroom.

Pyetja 231.

An EFL certified teacher who wishes to expand vocabulary among dual language learners in the elementary grades would likely accomplish this goal effectively by...

- A) Developing dual language word lists.
- B) Having students memorize word lists.
- C) Associating pictures with vocabulary words.
- D) All options

Pyetja 232.

A productive technique that may be used to assist elementary EFL students in comprehending a short fiction selection is...

- A) By diagramming sentences from the literature selection.
- B) Use of a story action map, a story star, or a story board.
- C) Having students write a parody of the story.
- D) All options

Pyetja 233.

An ESL teacher who wants to develop a positive strategy for EFL assessment should...

- A) Hold her EFL students to the same assessment standards as native English speakers.
- B) Create longer quizzes and tests that provide EFL students opportunities to show strengths in different areas.
- C) Rely on the mainstream teacher's assessment strategies.
- D) Devise a double grading strategy for essays and compositions.

Pyetja 234.

An English teacher is frustrated by attempts to obtain classroom interaction from a beginner student of English language learner who initially joined in classroom activity but will no longer participate. Select the most suitable response or explanation for this situation.

- A) The student has likely entered into the "silent period," a common occurrence among newcomers to a new language.
- B) The teacher should make use of different learning style techniques to further stimulate the student's participation.
- C) The teacher should send the student to a guidance counselor for evaluation.
- D) The student most likely has a low affective filter.

Pyetja 235.

Among students who study English and are new to the English speaking culture, the teacher may get a surprising or even hostile response if...

- A) The teacher uses slang phrases in the classroom.
- B) The teacher is unfamiliar with the body language and non-verbal communication gestures of non-American English speaking cultures.
- C) The teacher simplifies the language content to a level below the students' actual comprehension level.
- D) The teacher reads aloud to a classroom full of students who read up to grade level.

Pyetja 236.

An English teacher who teaches in Albania instructs her students to write descriptive phrases employing adjectives because...

- A) The teacher is trying to establish the fundamental building blocks of sentence structure to the class.

- B) Albanian language conventions generally require adjectives to be placed after a noun.
- C) English language expression can be expanded greatly in this manner.
- D) Repetition of language structures such as descriptive phrases reinforces language learning.

Pyetja 237.

An English teacher of the sixth grade knows she has a large number of tactile learners in her class and wants to teach his students about the human portrait. That teacher would most likely...

- a) Arrange a field trip to an art museum for the class.
- b) Pass out coloring books for the class to color in.
- c) Have his students sculpt faces with clay.
- d) Show a film to the class about how the Mona Lisa was painted.

Pyetja 238.

The teacher wants to put students into a class at the correct level of their linguistic competence. What type of assessment should she make use of?

- A) Continuous assessment
- B) Peer assessment
- C) Placement test
- D) Diagnostic test

Pyetja 239.

The teacher wants to identify how much the class already knows about a particular language item. What type of assessment should she make use of?

- A) Continuous assessment
- B) Placement test
- C) Peer assessment
- D) Diagnostic test

Pyetja 240.

The teacher gives students a test on language taught in the latest unit of their course book. What type of assessment should she make use of?

- A) Peer assessment
- B) Self-assessment
- C) Achievement test
- D) Progress test

Pyetja 241.

The teacher keeps a record of students' performance, based on work completed throughout the course. What type of assessment should she make use of?

- A) Continuous assessment
- B) Placement test
- C) Peer assessment
- D) Diagnostic test

Pyetja 242.

The teacher helps students evaluate their own progress. What type of assessment should she make use of?

- A) Continuous assessment
- B) Placement test
- C) Peer assessment
- D) Self-assessment test

Pyetja 243.

The teacher wants to see students' performance at the end of the course. What type of assessment should she make use of?

- A) Peer assessment
- B) Self-assessment
- C) Achievement test
- D) Progress test

Pyetja 244.

As you hear Mary's phone conversation, circle the things she's got and put a cross for the things she hasn't got. Which is the course book rubric?

- A) Pronunciation work
- B) Practicing prepositional phrases
- C) Listening comprehension
- D) Personalization of a grammar structure

Pyetja 245.

Listen to the words and count the syllables. Mark the stress. Which is the course book rubric?

- A) Practicing prepositional phrases
- B) Listening comprehension
- C) Pronunciation work
- D) Personalization of a grammar structure

Pyetja 246.

Match the words for clothes with their definition. Which is the course book rubric?

- A) Listening comprehension
- B) Practicing prepositional phrases
- C) Personalization of a grammar structure
- D) Teaching meaning

Pyetja 247.

Which are your favorite authors. Order them from the most favorite to the least and compare your list with another student. Which is the course book rubric?

- A) Personalization of a grammar structure
- B) Teaching meaning
- C) Reading comprehension
- D) Learner training

Pyetja 248. Match the verbs in list A with the correct preposition in list B. Which is the course book rubric?

- A) Writing
- B) Listening comprehension
- C) Practicing prepositional phrases
- D) Personalization of a grammar structure

Pyetja 249.

How did you spend your summer holidays? Make a list of places you visited and exchange it with another student. Ask questions to find out more. Now write at least 10 sentences about your partner's holidays. Which is the course book rubric?

- A) Culture corner
- B) Listening comprehension
- C) Reading
- D) Personalization of a grammar structure

Pyetja 250.

The teacher gives feedback on pronunciation mistakes. Which is the teaching focus for this activity?

- A) Accuracy
- B) Appropriacy
- C) Fluency
- D) None

Pyetja 251.

The students listen to a story and then try to remember it in groups. Which is the teaching focus for this activity?

- A) Accuracy
- B) Appropriacy
- C) Fluency
- D) None

Pyetja 252.

The students do an information - gap activity practicing “How much/ how many...? Which is the teaching focus for this activity?

- A) Accuracy
- B) Appropriacy
- C) Fluency
- D) None

Pyetja 253.

The class chooses from a list which topics are suitable for discussion with children. Which is the teaching focus for this activity?

- A) Accuracy
- B) Appropriacy
- C) Fluency
- D) None

Pyetja 254.

The teacher encourages peer correction during group work. Which is the teaching focus for this activity?

- A) Accuracy
- B) Appropriacy
- C) Fluency
- D) None

Pyetja 255.

The students do a problem – solving behavior in different cultures. Which is the teaching focus for this activity?

- A) Accuracy
- B) Appropriacy
- C) Fluency
- D) None

Pyetja 256.

Following is some information taken from a lesson plan. Circle the correct *Lesson plan heading*.

...keep the pace of the lesson lively

- A) Aims
- B) Personal aims
- C) Teaching aids
- D) Procedure

Pyetja 257.

Following is some information taken from a lesson plan. Circle the correct *Lesson plan heading*.

...students talk about what they did at the weekend

- A) Aims
- B) Personal aims
- C) Teaching aids
- D) Procedure

Pyetja 258.

Following is some information taken from a lesson plan. Circle the correct *Lesson plan heading*.

...tell students to put the photos in the correct order

- A) Aims
- B) Personal aims
- C) Teaching aids
- D) Procedure

Pyetja 259.

Following is some information taken from a lesson plan. Circle the correct *Lesson plan heading*.

...practice listening for specific information

- A) Aims

- B) Personal aims
- C) Teaching aids
- D) Procedure

Pyetja 260.

Following is some information taken from a lesson plan. Circle the correct *Lesson plan heading*.

...recycle recently taught vocabulary in a different context

- A) Aims
- B) Personal aims
- C) Teaching aids
- D) Procedure

Pyetja 261.

Following is some information taken from a lesson plan. Circle the correct *Lesson plan heading*.

...dialogue of two people discussing about plans for the weekend (CD)

- A) Aims
- B) Personal aims
- C) Teaching aids
- D) Procedure

Pyetja 262.

Following is some information taken from a lesson plan. Circle the correct *Lesson plan heading*.

...students check their answers in pair.

- A) Aims
- B) Personal aims
- C) Teaching aids
- D) Procedure

PS)

Pyetja 263.

Following is some information taken from a lesson plan. Circle the correct *Lesson plan heading*.

...make better use of the blackboard

- A) Aims
- B) Personal aims
- C) Teaching aids
- D) Procedure

Pyetja 264.

Circle the correct stage taken from a lesson plan for using a song with the following step:

Students brainstorm some words or expression that might be in a song about friendship.

- A) Before listening
- B) While listening
- C) After listening
- D) None

Pyetja 265.

Circle the correct stage taken from a lesson plan for using a song with the following step:

Students decide together whether they would buy the song or who they would buy it for.

- A) Before listening
- B) While listening
- C) After listening
- D) None

Pyetja 266.

Circle the correct stage taken from a lesson plan for using a song with the following step:

Students discuss theme of the song.

- A) Before listening
- B) While listening
- C) After listening

D) None

Pyetja 267.

Circle the correct stage taken form a lesson plan for using a song with the following step:

Students discuss the mood of the song.

- A) Before listening
- B) While listening
- C) After listening
- D) None

Pyetja 268.

Circle the correct stage taken form a lesson plan for using a song with the following step:

Students act out a role play as an extension task.

- A) Before listening
- B) While listening
- C) After listening
- D) None

Pyetja 269.

Circle the correct stage taken form a lesson plan for using a song with the following step:

Strudnets read the words and sing along.

- A) Before listening
- B) While listening
- C) After listening
- D) None

Pyetja 270.

Circle the correct stage taken form a lesson plan for using a song with the following step:

Students look at jumbled lines from the song and predict the correct sequence.

- A) Before listening
- B) While listening
- C) After listening
- D) None

Pyetja 271.

Following is a sequence of teaching activities from a page of a coursebook. Circle the correct coursebook materials used.

Think of three things that you enjoy doing. Go around the class and find someone who enjoys the same things.

- A) Practice listening for gist
- B) Provides an extension task to consolidate vocabulary from the lesson
- C) Raises energy by getting students to move about and speak to each other
- D) Raises awareness of the importance of collocation

Pyetja 272.

Following is a sequence of teaching activities from a page of a coursebook. Circle the correct coursebook materials used.

Before you listen to the first part of the story, match the words and expression with the definition. Use a dictionary if necessary.

- A) Practice a useful way of recording vocabulary
- B) Gives practice in predicting
- C) Familiarizes students with vocabulary they may find difficult in the listening text
- D) Practices listening for specific information

Pyetja 273.

Following is a sequence of teaching activities from a page of a coursebook. Circle the correct coursebook materials used.

Listen to the first part of the story to see how a teenager feels.

- A) Practice listening for gist
- B) Provides an extension task to consolidate vocabulary from the lesson
- C) Raises energy by getting students to move about and speak to each other
- D) Raises awareness of the importance of collocation

Pyetja 274.

Following is a sequence of teaching activities from a page of a coursebook. Circle the correct coursebook materials used.

Work in pairs. Divide the words in the box in the following groups:

<i>Job</i>	<i>Animals</i>	<i>Transport</i>

- A) Raises awareness of the importance of collocation
- B) Practice a useful way of recording vocabulary
- C) Gives practice in predicting
- D) Familiarizes students with vocabulary they may find difficult in the listening text

Pyetja 275.

Following is a sequence of teaching activities from a page of a coursebook. Circle the correct coursebook materials used.

The words in the groups in the last activity are all in the story. Work in pairs and decide what the rest of the story is about. Join another pair and share your version of the story.

- A) Practice a useful way of recording vocabulary
- B) Gives practice in predicting
- C) Familiarizes students with vocabulary they may find difficult in the listening text
- D) Practices listening for specific information

Pyetja 276.

Following is a sequence of teaching activities from a page of a coursebook. Circle the correct coursebook materials used.

Listen again and answer the following questions:

What is the teacher doing?

Who does the teacher speak to?

- A) Practice a useful way of recording vocabulary
- B) Gives practice in predicting
- C) Familiarizes students with vocabulary they may find difficult in the listening text
- D) Practices listening for specific information

Pyetja 277.

Following is a sequence of teaching activities from a page of a coursebook. Circle the correct coursebook materials used.

Write a description of a visit you have made to the doctor's. Say how you felt. What happened to you and describe the attitude of the doctor. Use some of the language you have just learnt.

- A) Provides an extension task to consolidate vocabulary from the lesson
- B) Raises awareness of the importance of collocation
- C) Practice a useful way of recording vocabulary
- D) Gives practice in predicting

Pyetja 278.

Following there are some instructions given by teachers. Circle the correct cognitive strategies, which these instructions are helping to develop.

Look at the children in these pictures. Who is naughty? How do you know?

- A) categorizing
- B) predicting
- C) ranking
- D) inferring

Pyetja 279.

Following there are some instructions given by teachers. Circle the correct cognitive strategies, which these instructions are helping to develop.

Look at these letters and then try to find the job word I am thinking of. Are you ready?

First word: D ... r ., Next word: T..r., next one: N..e .

- A) categorizing
- B) predicting
- C) ranking
- D) inferring

Pyetja 280.

Following there are some instructions given by teachers. Circle the correct cognitive strategies, which these instructions are helping to develop.

Cut out the five pictures of flowers. Stick your favorite one here at the top and write the name under it. Then put your next favorite one under it, and so on.

- A) categorizing
- B) predicting
- C) ranking
- D) inferring

Pyetja 281.

Following there are some instructions given by teachers. Circle the correct cognitive strategies, which these instructions are helping to develop.

Listen to these people's voices. Which person sounds happy?

- A) categorizing
- B) predicting
- C) ranking
- D) inferring

Pyetja 282.

Following there are some instructions given by teachers. Circle the correct cognitive strategies, which these instructions are helping to develop.

On this paper you've got two circles. In this circle, draw two things you only wear in winter and in the other, circle two things you only wear in summer.

- A) categorizing
- B) predicting
- C) ranking
- D) inferring

Pyetja 283.

Following there are some instructions given by teachers. Circle the correct cognitive strategies, which these instructions are helping to develop.

On the board there are pictures of Sue, a shoe and a zoo. Listen to this word and tell me which picture to write it under. Now listen to these words.

- A) categorizing
- B) predicting
- C) ranking
- D) inferring

Pyetja 284.

Following there are some instructions given by teachers. Circle the correct cognitive strategies, which these instructions are helping to develop.

Here are pictures of 10 things to take on holiday. In pairs, choose the five most important for you.

- A) categorizing
- B) predicting
- C) ranking
- D) inferring

Pyetja 285.

Choose the best option to complete the statement about using additional resources.

I often use action rhymes with my class because _____ help the children to associate words with meanings.

- A) the words that rhyme
- B) the movements
- C) the tunes
- D) dialogues

Pyetja 286.

Choose the best option to complete the statement about using additional resources.

I find computer games where children put sentences in the right order to make a story can be useful because children get _____.

- A) immediate feedback on their answers
- B) the chance to invent interesting stories
- C) plenty of listening practice
- D) used with the computer

Pyetja 287.

Choose the best option to complete the statement about using additional resources.

Making origami animals in class is particularly useful for practicing _____.

- A) the words for different animals
- B) listening for gist
- C) following instructions
- D) cutting skills

Pyetja 288.

Choose the best option to complete the statement about using additional resources.

Wordsearch puzzles can be a useful way of _____.

- A) practicing reading comprehension
- B) improving learners. word stress
- C) reviewing a lexical set
- D) Practicing the computer

Pyetja 289.

Choose the best option to complete the statement about using additional resources.

When I'm showing a DVD clip for the first time, I sometimes turn the sound down and ask the children to _____ what the characters are saying.

- A) repeat
- B) imagine
- C) translate
- D) sing

Pyetja 290.

Choose the best option to complete the statement about using additional resources.

I like making a video of my classes acting out little stories because they _____.

- A) realize their pronunciation is not very good
- B) want to practice until they can do it really well
- C) can see whose acting skills are particularly good
- D) like role plays

Pyetja 291.

Choose the best option to complete the statement about using additional resources.

I find that flashcards are particularly useful for illustrating _____.

- A) concrete vocabulary items
- B) lexical chunks
- C) words that are hard to translate
- D) colorful images

Pyetja 292. Here is an example of teacher feedback.

OK: is it he or she for your sister?

Which is the main focus of the feedback?

- A) Children's use of learning strategies
- B) Children's use of language
- C) Children's behavior
- D) Children's beliefs

Pyetja 293.

Here is an example of teacher feedback.

Well done! This group, you gave everyone a chance to speak.

Which is the main focus of the feedback?

- A) Children's use of learning strategies
- B) Children's use of language
- C) Children's behavior
- D) Children's beliefs

Pyetja 294.

Here is an example of teacher feedback.

That is interesting: why did you answer the easier questions first and the harder ones last?

Which is the main focus of the feedback?

- A) Children's use of learning strategies
- B) Children's use of language
- C) Children's behavior

D) Children's beliefs

Pyetja 295.

Here is an example of teacher feedback.

It was a really good idea to plan your poster before you started to draw it.

Which is the main focus of the feedback?

- A) Children's use of learning strategies
- B) Children's use of language
- C) Children's behavior
- D) Children's beliefs**

Pyetja 296.

Here is an example of teacher feedback.

That's right, it's a cow.

Which is the main focus of the feedback?

- A) Children's use of learning strategies
- B) Children's use of language
- C) Children's behavior
- D) Children's beliefs**

Pyetja 297.

Here is an example of teacher feedback.

Thanks for helping your friend Emma.

Which is the main focus of the feedback?

- A) Children's use of learning strategies
- B) Children's use of language
- C) Children's behavior
- D) Children's beliefs**

Pyetja 298.

Here is an example of teacher feedback.

Yes, sure, it's OK to use the dictionary to find words.

Which is the main focus of the feedback?

- A) Children's use of learning strategies
- B) Children's use of language
- C) Children's behavior
- D) Children's beliefs

Pyetja 299.

Choose the best option to complete the statement about the uses of classroom practice activities.

Brainstorming vocabulary before a task _____

- A) makes use of children's own experience and memories of the topic.
- B) helps children deduce meaning from context.
- C) creates an information-gap activity.
- D) check children's performance

Pyetja 300.

Choose the best option to complete the statement about the uses of classroom practice activities.

Role-play can provide children with the opportunity to _____

- A) practice writing skills.
- B) do jigsaw listening.
- C) consolidate language chunks.
- D) practice acting skills