

ENGLISH LANGUAGE EXAM SAMPLE FOR PEDAGOGY OF PRESCHOOL AND PRIMARY SCHOOL EDUCATION

Date: 27/09/2024

Full name: _____

Signature: _____

PART 1:

1. Reading comprehension

Teaching Children About their Human Rights

[...] Children's rights are a subset of human rights. The United Nations Convention on the Rights of the Child sets out the rights that all children worldwide should have access to and is one of the most widely adopted international treaties of all time. In England, specific teaching about human rights is included in Relationships Education for primary age pupils and in Relationships and Sex Education for secondary age pupils. Both primary and secondary pupils also learn about human rights in Health Education and in Citizenship education. Schools already teach some elements of human rights, but more needs to be done.

As part of these subjects, in primary schools, aspects relating to rights education include pupils learning to recognise if relationships make them feel unhappy, unsafe or uncomfortable. Pupils also learn how to report any concerns or abuse and where they can get help. In secondary schools, pupils are taught about issues such as how to recognise when a relationship is unsafe, what constitutes sexual harassment and sexual violence and why these are unacceptable. They are also taught about legal rights and responsibilities regarding equality, online rights, as well as how to report and get advice if needed for themselves or others. Civil liberties enjoyed by the citizens of the UK are also looked at, as are the nature of rules and laws and the justice system. These subjects include some important teaching about rights, but the focus is on factual information about rights and the help available. What's lacking is teaching children specifically about children's rights and how these rights apply to their own situations. More also needs to be done to empower children with the confidence to voice concerns in cases where their rights are not respected. [...]

The focus needs to be not only on the transmission of knowledge and facts about children's rights but, as asserted by the United Nations World Programme for Human Rights Education, it must also ensure children acquire the skills to apply their rights in a practical way in daily life. And this means teaching children how to take action to defend and promote their rights as and when needed. [...]

1. What are children's rights and where can they be found?
 - a. they are a subset of human rights and they can be found in The United Nations Convention on the Rights of the Child
 - b. not mentioned
 - c. they are a subset of human rights and they can be found in Relationships Education for primary age pupils
 - d. they are a subset of human rights and they can be found in Relationships and Sex Education for secondary age pupils
2. Which disciplines teach primary age pupils in England about their human rights?
 - a. Relationships Education
 - b. Relationships Education, Health Education and Citizenship Education.
 - c. not mentioned
 - d. Relationships Education and Relationships and Sex Education.
3. Which disciplines teach secondary age pupils in the UK about their human rights?
 - a. Relationships Education, Health Education and Citizenship Education
 - b. Relationships Education and Relationships and Sex Education
 - c. Relationships and Sex Education, Health Education and Citizenship Education
 - d. not mentioned
4. Do the children in the UK learn enough in schools about their human rights, according to the author of the article?
 - a. yes
 - b. no
 - c. not mentioned
 - d. he/she is not sure
5. In primary school pupils...
 - a. need to fight against unhappy, unsafe or uncomfortable relationships
 - b. must report other pupils who are abused
 - c. learn only about the differences between positive and negative relationships
 - d. become aware of the negative aspects of relationships and how to deal with them
6. Secondary pupils are taught about their civil liberties and about the justice system.
 - a. not mentioned
 - b. yes
 - c. no
 - d. maybe
7. In her conclusion, the author of the article feels that:
 - a. the focus is on theory, not at all on practice.
 - b. the focus needs to be on the transmission of knowledge and facts
 - c. a balance must be found between theory and practice
 - d. children are able to apply their rights in a practical way in daily life

Vocabulary task

8. The noun *subset* means:
- a number of laws
 - a set of rules
 - a set that is a part of a larger set
 - a group of children
9. *Sexual harassment* refers to:
- unprovoked sexual advances in a professional situation
 - unwanted and inappropriate sexual comments or sensual advances in any social situation
 - comments with some strong sexual connotation in any social situation
 - having strong sexual appeal
10. *Factual information* refers to:
- a piece of information
 - information dealing mainly with facts
 - information not dealing with facts
 - information dealing exclusively with facts
11. To *empower* means:
- to give someone power
 - to get power
 - to let go of power
 - to become more powerful
12. The opposite of the idiom *to take action* is:
- to do something
 - to get involved
 - to delay
 - to cancel
13. The antonym of the verb *to defend* is:
- to attack
 - to preserve
 - to uphold
 - to safeguard
14. The verb *to assert* means:
- to declare
 - to question
 - to negate
 - to serve

15. The verb *to acquire* means:

- a. to give
- b. to fulfil
- c. to achieve
- d. to inquire

3. Grammar Task:

16. If there (...) good weather next weekend, we (...) a barbecue.

- a. is / will have
- b. will be / have
- c. will be / will have
- d. is / have

17. Students regularly (...) snacks from vending machines during the breaks.

- a. buys
- b. buy
- c. is buying
- d. are buying

18. I stepped out of the building, and my car was nowhere. I found out that it (...) by the authorities.

- a. has removed
- b. had been removed
- c. has been removed
- d. was removing

19. We (...) a labour union, but they (...) to do much for us.

- a. were having / didn't seem
- b. had / didn't seem
- c. had / wasn't seeming
- d. were having / didn't seemed

20. I (...) in touch with him a few weeks ago.

- a. had
- b. took
- c. got
- d. made

21. I (...) up my mind. You can't change my opinion.

- a. 've already made up
- b. 've already make up
- c. has already made up
- d. already made up

22. 'Sorry, Lena, I (...) the glass if I (...) so nervous now about our guest.'
'Stop worrying about him! Go wash your hands, and I'll pick up the shards.'

- a. wouldn't have dropped / weren't

- b. wouldn't drop / hadn't been
 c. won't drop / wasn't
 d. didn't drop / hadn't been
23. 'How long (...) him?' / 'Since high school. We're old friends. So can I speak to him?'
- a. did you know
 b. do you know
 c. have you known
 d. has you known
24. 'Well, he's bought an engagement ring to her. What more proof do you want? I'm telling you, they (...) married.'
- a. 're going to get
 b. 'll going to get
 c. will get
 d. get
25. By the time they found him, he (...) in the woods for 16 hours.
- a. was
 b. had been
 c. has been
 d. were
26. Not so fast! I just need to stop (...) my breath for a second.
- a. catching
 b. to catching
 c. catch
 d. to catch
27. If I (...) savings in the bank, we (...) able to prepare for our wedding. But I do, and I'm glad for that.
- a. don't have / won't be
 b. didn't have / wouldn't be
 c. hadn't had / wouldn't been
 d. wouldn't have / couldn't be
28. *Pick the question that fits the answer:*
 '_____
 'Simone's team. They are the best.'
- a. Which team did the competition win?
 b. Which competition did the team win?
 c. Which did the team win the competition?
 d. Which team won the competition?
29. You'd better (...) as she says. Don't rock the boat!
- a. to do
 b. doing
 c. to doing
 d. do

30. I had my phone turned off. I (...) when you called. It went pretty well, I think.

- a. was interviewed
- b. was being interviewed
- c. have been interviewed
- d. am being interviewed

PART 2: Speaking

The candidate randomly picks a card from the table. Each card has a topic and a set of questions:

Children's Rights

Bullying

Friendship in Primary School

Career Education

Outdoor Learning

Test Anxiety

Challenges of Autistic Children

Maria Montessori's Legacy

Babies and Bilingualism

The Importance of Make-Believe Play

Example of a set of questions:

Children's Rights:

1. Do the children in Romania know enough about their human rights?
2. At what age, in your opinion, should children be taught about their human rights?
3. Does the Romanian school system prioritise teaching children about their human rights?
4. How important is it, in your opinion, to teach children about their human rights at school?
5. What can we do, as teachers, to make children more aware of their human rights?

Assessment:

- **Part 1:**
30 multiple choice questions (Reading comprehension / Vocabulary / Grammar) → 30 points
 - 0-14 overall correct answers: FAIL
 - 15-30 overall correct answers: PASS
- **Part 2: (Only available if Part 1 results in PASS)**
5 questions (Speaking)
→ 30 points
 - 10 points for Content (Relevance and Quality of Answers)
 - 10 points for Language (Grammar and Vocabulary)
 - 10 points for Communication Skills (Fluency, Pronunciation, Style, Interaction)

Source material to prepare for the exam:

Pop Antonia, Szabó Roland-Attila. *Partium Language Exams – English Language – 10 topics for students with specialisation in Pedagogy of Preschool and Primary School Education*. Partium kiadó, 2023

(The book is available at the Partium Language Center)