

8575-001

Access Certificate in English Language Teaching
Foundations of English Language Teaching

Sample paper 1

You should have the following for this examination

- a multiple-choice answer sheet
- a pen with black or blue ink

This question paper is the property of the City and Guilds of London Institute and is to be returned after the examination.

Read the following notes before you answer any questions

- You **must** use a pen with black or blue ink to complete **all** parts of the answer sheet.
- Check that you have the correct answer sheet for the examination.
- Check that your name and candidate details are printed correctly at the top of your answer sheet.
- Inform the invigilator if your name or examination details are not correct.
- Each question shows **four** possible answers (lettered 'a', 'b', 'c' and 'd'); only **one** is correct.
- Decide which **one** is correct and mark your answer on the **answer sheet** with your pen.

For example if you decide 'a' is correct, mark your answer like this

101	<input checked="" type="radio"/>	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d
	Cancel	Cancel	Cancel	Cancel

If you want to change your answer, cancel your first choice by filling in the 'cancel' box below the circle like this

101	<input checked="" type="radio"/>	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d
	Cancel	Cancel	Cancel	

Then mark the answer which you have now decided is correct. For example if you now decide 'c' is correct, mark your answer like this

101	<input checked="" type="radio"/>	<input type="radio"/> b	<input checked="" type="radio"/>	<input type="radio"/> d
	Cancel	Cancel	Cancel	

Any other marks on the form may invalidate some of your answers.

- Any calculations or rough working can be done on the question paper.
- Attempt all questions. If you find a question difficult, leave it and return to it later.

This paper contains 40 questions. Answer them using the 'boxes' numbered 1 to 40 on the answer sheet.

- 1 Communicative language teaching tends to emphasise
- 1 engaging
 - 2 activation
 - 3 study
- and to down play
- 4 engaging
 - 5 activation
 - 6 study
- a 1 and 4
 - b 3 and 6
 - c 2 and 6
 - d 1 and 5
- 2 Good language learners are described as
- a having an aptitude for foreign languages.
 - b always doing their homework.
 - c having good motivation for learning.
 - d always practising more than weak learners.
- 3 Which **two** of the following are features of 'comprehensible input'?
- 1 The language is slightly above the current level of the students.
 - 2 Students can understand most of it.
 - 3 The language is adjusted to the current level of the students.
 - 4 Students can understand all of it.
 - 5 The language is slightly below the current level of the students.
- a 1 and 2
 - b 2 and 3
 - c 3 and 4
 - d 4 and 5
- 4 What is the recommended way of using L1 when giving classroom instructions?
- a Getting one student to translate the teacher's instructions as a check.
 - b As a method of ensuring that all students understand what the teacher wants them to do.
 - c As a way of ensuring that the instructions are as simple and comprehensible as possible.
 - d The teacher should give instructions twice – first in English and then in L1.
- 5 'In such circumstances, orderly rows may well be the best or only solution.' What sort of circumstances is the author referring to?
- a A class of young learners.
 - b Large classes.
 - c When the teacher is explaining a grammar point.
 - d When the teacher wants to maintain contact with all students in the class.
- 6 Which **two** groupings are recommended for giving students greater independence?
- 1 Separate tables.
 - 2 Whole class activities.
 - 3 Pairwork.
 - 4 Solowork.
 - 5 Groupwork.
- a 1 and 2
 - b 2 and 3
 - c 3 and 4
 - d 3 and 5
- 7 '..... is a verb which is used with a main verb, for example to form different aspects.' Which one of the following completes this sentence?
- a A modal
 - b An infinitive
 - c An auxiliary
 - d An imperative
- 8 Which of the following is an example of an uncountable noun?
- a book (I recommend this book.)
 - b sense (Use your common sense.)
 - c stick (I don't need a walking stick.)
 - d hall (Meet me at the town hall.)
- 9 A teacher wrote the following questions to check learners' understanding of the meaning of a modal verb:
- Do I think it's the postman? (yes)
 Why? (because he always comes at this time)
 Am I 100% sure? (about 99.9%)
- Which one of the following contains the modal verb that these questions illustrate?
- a That could be the postman.
 - b That might be the postman.
 - c That may be the postman.
 - d That will be the postman.

- 10 The following task is from a grammar practice book:
- Decide whether the following words are , or both:
- daily, deadly, fast, friendly, hard, lively, loud, lovely, ugly, well.
- Which **two** words are missing from the instruction?
- 1 descriptors
 - 2 adjectives
 - 3 comparatives
 - 4 adverbs
 - 5 demonstratives
- a 1 and 2
 - b 2 and 3
 - c 2 and 4
 - d 4 and 5
- 11 "Every time we use a noun we have to decide whether to use If one is necessary, we then have to decide which. We base these choices on a complex interaction of factors including meaning, shared knowledge, context and whether the noun is singular, plural or uncountable.' (Grammar for English Language Teachers , Parrott)
- Which one of the following is missing from the above quote?
- a a quantifier
 - b an article
 - c a capital letter
 - d an adjective
- 12 Inviting, agreeing/disagreeing and suggesting are examples of
- a grammar items
 - b communicative items
 - c functions
 - d appropriacy
- 13 Which is the stressed syllable in correspondence?
- a co
 - b re
 - c spond
 - d ence
- 14 Which one of the following is the best description of discourse markers?
- a They point out how what we say and write relates to other bits.
 - b They express our attitude to what we say and write.
 - c They are used to manage a conversation or text.
 - d They highlight functions in a text or conversation.
- 15 What are 'false friends'?
- a English words which are like L1 words in form or sound, but different in meaning.
 - b English words which are like L1 words in meaning, but different in form or sound.
 - c English words which are like L1 words in form, but different in sound and meaning.
 - d English words which are like L1 words in sound, but different in form and meaning.
- 16 The first strategy that is recommended when correcting a student is
- a to invite other students to give the correct answer.
 - b for the teacher to correct the error him/herself.
 - c to ask the student who made the error to correct it.
 - d to wait and elicit the same language point from the same student later in the lesson.
- 17 When choosing a text to teach reading skills, which one of the following is the first consideration?
- a the length of the text
 - b a context for a Study activity
 - c that it is authentic
 - d your students' interest in the topic
- 18 A teacher begins a lesson by giving students a newspaper headline and asking them to think about it. What reading skill is the teacher trying to encourage?
- a skimming
 - b scanning
 - c imagination
 - d prediction

- 19 Which **two** types of reading texts are recommended for elementary learners?
- 1 simple authentic texts, eg menus, timetables, signs, etc.
 - 2 authentic texts such as newspapers.
 - 3 traditional language teaching materials, which are at the right level but may look artificial to native speakers.
 - 4 texts specially written or adapted for the learners' level.
- a 1 and 2
 - b 2 and 3
 - c 3 and 4
 - d 1 and 4
- 20 There are many reasons for teaching reading. Which **two** of the following reasons would contribute to an integrated skills lesson?
- 1 Many students need to be able to read English texts.
 - 2 Some of the language of reading texts sticks in students' minds.
 - 3 Reading texts are good models for writing.
 - 4 Reading texts provide opportunities to study language.
- a 1 and 2
 - b 2 and 3
 - c 3 and 4
 - d 1 and 3
- 21 What are the **two** major reasons for teaching listening?
- 1 Exposure to a variety of accents.
 - 2 Listening is important for good pronunciation.
 - 3 As a model for spoken language.
 - 4 It helps language acquisition.
- a 1 and 2
 - b 2 and 3
 - c 3 and 4
 - d 1 and 4
- 22 Which of the following is the best procedure to support learners when teaching listening?
- a Teaching difficult vocabulary before playing a tape.
 - b Giving learners the tapescript to read before listening.
 - c Reading the script aloud for learners before listening.
 - d Letting learners read the tapescript while listening.
- 23 Which **two** of the following do not give learners practice in speaking skills?
- 1 Learners take it in turns to read aloud to the class.
 - 2 Learners practise using a written dialogue for role play.
 - 3 Learners discuss in pairs the differences in the rules they had to obey as children and make a list of them.
 - 4 Learners work in pairs. One describes a hidden picture so the other can draw it.
 - 5 Learners make a list of things they do regularly, eg watch TV. They interview each to find out how often other learners do these activities.
- a 1 and 2
 - b 2 and 3
 - c 3 and 4
 - d 4 and 5
- 24 Read the following text and then choose the most appropriate conclusion. Many teachers watch and listen while speaking activities are taking place. They note down things that seemed to go well and times when students couldn't make themselves understood or made important mistakes. When the activity has finished, they will say that they did hear one or two mistakes and they can then either discuss them with the class, write them on the board or give them individually to the students concerned. In each case they will.....
- a ask the student who made the mistake to identify the problem and correct it.
 - b ask the class to identify the problem and correct it.
 - c identify the problem and correct it for the class.
 - d ask the class to identify the problem and then the teacher corrects it.

- 25 Which one of the following speaking activities is an information-gap task?
- Two students have slightly different pictures. They have to find the differences without looking at each other's pictures.
 - Students think of five famous people. They have to decide on the perfect gift for each person.
 - In groups, students look at five different photographs. They have to decide which one will win a photographic competition.
 - Students give a prepared talk on a given topic or person
- 26 The most important reason for teaching writing is
- it reinforces language taught at other times.
 - it contributes to learners' language development.
 - some learners learn best through practising writing.
 - it is a valuable language skill.
- 27 What are the **two** recommended methods of correcting students' writing?
- The teacher should correct every mistake.
 - The teacher selects one or two language points and corrects only these.
 - The teacher indicates the error in the margin.
 - The teacher writes a comment at the end of a student's writing.
- 1 and 2
 - 2 and 3
 - 3 and 4
 - 1 and 4
- 28 In a writing lesson, the teacher describes his best friend, showing a picture of him. He writes on the board: appearance, personality, likes/dislikes. Learners discuss in pairs their own best friends using the words on the board as prompts. Each learner then writes a paragraph describing his/her best friend
- Why did the teacher give a speaking activity as well as a writing activity?
- To allow learners time to look up vocabulary.
 - To create a guided writing task.
 - To give practice in discussion skills.
 - To give learners an opportunity to collect ideas for their writing.
- 29 A teacher writes a new word on the board in lower case letters. Why is this good practice?
- It's easier to read
 - It's the way words are written in dictionaries.
 - Upper case should only be used for proper nouns.
 - It helps learners remember the shape of the word
- 30 A language learning contract is recommended as a means of
- getting students to do their homework.
 - identifying the problems of uncooperative students.
 - getting students to agree on ways of behaving in class.
 - getting students to arrive for class on time.
- 31 Below is an outline of a task-based lesson: The teacher explains that a murder has been committed and the police have three suspects. Learners work in pairs to analyse the statements of the three suspects and 'arrest' the murderer. The teacher circulates and makes a note of language problems. The teacher writes examples of good and weak language use on the board. Learners decide which examples are good, which are weak and correct any mistakes.
- What type of lesson is this?
- Engage-Study-Activate
 - Engage-Activate-Study
 - Study-Engage-Activate
 - Activate-Study-Engage

- 32 The PPP model of teaching has been criticised because it
- can't be used to teach functions.
 - doesn't activate learners.
 - is regarded as old fashioned.
 - isn't appropriate at higher levels.
- 33 The starting point of a lesson plan should be
- the learners.
 - the language to be taught.
 - the activities that will be used
 - what went on in the previous lesson.
- 34 Which one of the following is the first consideration in planning a sequence of lessons?
- a range of topics
 - logical progression of grammar points
 - authentic tasks
 - variety and interest
- 35 "Instrumental motivation for learning is determined by a functional goal and learning is seen as a means to an end." Which of the following is the overriding consideration when planning lessons for learners with instrumental motivation?
- Providing motivating and engaging tasks every lesson.
 - Including auditory, kinesthetic and visual activities.
 - Activities matched to learners' needs.
 - Ensuring the course covers all four language skills.
- 36 Using textbooks creatively is an important teaching skill. Which one of the following should the teacher consider first before deciding on the use of any particular activity or exercise from a course book?
- omit
 - replace
 - add to
 - adapt
- 37 "Students' written work is often characterised by inappropriate word choice, lack of lexical precision, and unawareness of collocational restraints."
- Which of the following would be the most suitable resource to overcome the specific problems described above?
- A course book on writing skills.
 - A class set of readers.
 - A teacher's resource book on dictionary activities.
 - An up-to-date bilingual dictionary.
- 38 Playing the tape without sound is a common video technique. Put the four steps of this technique (1-4) into the best sequence.
- The students describe what they see/what they have seen/what the characters are saying.
 - The teacher starts the videotape but switches off the sound
 - The students check how their predictions match the actual sound.
 - The teacher rewinds the video and plays it with the sound.
- 1,2,3,4
 - 2,3,4,1
 - 2,1,4,3
 - 3,4,1,2

- 39 “This course will explore your own learning experiences and build on and extend your strengths. The starting point for lessons will be your interests, your values and opinions.”

The course description above is based on which view of learning?

- a humanistic
 - b communicative
 - c active
 - d discovery
- 40 Which **two** of the following can be measured by discrete point testing?
- 1 writing
 - 2 listening
 - 3 speaking
 - 4 reading
- a 1 and 2
 - b 2 and 3
 - c 2 and 4
 - d 3 and 4

NOW GO BACK AND CHECK YOUR WORK

- **IMPORTANT -**

Are the details at the top of the answer sheet correct?

Have you filled in your answers in INK in the appropriate boxes on the answer sheet?