

# LTCL Diploma TESOL (2005 Assessment)



## Unit 1 – examination

May 2007

### GENERAL INSTRUCTIONS TO CANDIDATES

1. The time allowed for answering this paper is five minutes' reading time followed by three hours' writing time.
2. During the five minutes' reading time no writing of any kind is permitted.
3. Fill in your name and the registration number printed on your appointment slip in the appropriate space on the front of the answer booklet.
4. DO NOT OPEN THIS PAPER UNTIL YOU ARE TOLD TO DO SO.
5. Read each question carefully before answering it.
6. Your answers must be written in ink in the answer booklet provided.
7. You are reminded that you are bound by the regulations for written examinations displayed at the centre. In particular, you are reminded that you are not allowed to bring books or papers into the examination room. Bags must be left at the back of the room under the supervision of the invigilator.
8. If you leave the examination room for any reason other than a permitted short break, accompanied by an invigilator, you will not be allowed to return.
9. At the end of the examination, fix together all your work — including rough work — using the tag provided.
10. Please note that in order to obtain a pass grade for this examination paper you need an overall aggregate mark of 50% or more, and in order to obtain a distinction grade you need an overall aggregate mark of 80% or more. In addition, you need to pass section one with at least 20 out of 40 marks and EITHER section two OR section three with at least 15 out of 30 marks.

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## Unit 1 – examination

*Time allowed: 5 minutes' reading time and 3 hours' writing time.*

Answer FOUR out of FIVE questions from Section 1. Total marks available = 40

Answer ONE question from Section 2. Total marks available = 30

Answer ONE question from Section 3. Total marks available = 30

*Special note: candidates are strongly advised to refer to their reading and to discuss the practical application of their theoretical knowledge wherever appropriate.*

### Section 1 Language – short answer section

*Candidates must answer 4 out of 5 questions in this section. Please note that in order to pass the examination as a whole you need to pass this section with at least 20 out of 40 marks, and EITHER section two OR section three with at least 15 out of 30 marks. In addition you need an overall aggregate mark of 50% or more.*

1. Look at the following learner errors:

- i) He explained me the job
- ii) She wants that you phone her
- iii) He suggested us to visit him tomorrow

- a) Correct each of the above examples and analyse the structure of each corrected sentence in terms of subject, verb, object etc.
- b) What other sentence patterns are associated with the three verbs *explain*, *want* and *suggest*?
- c) How can we raise awareness of verb patterns with our learners?

2. Look at the following examples:

- i) Don't cook them dinner – they'll have eaten already
- ii) That'll be John – I'm expecting him

- a) What meaning does WILL give to the above utterances?
- b) What other modals can replace WILL in these utterances and how might this affect their meaning?
- c) How might you introduce this meaning of WILL to a level and class type of your choice?

3. Look at the following words:

Column One	Column Two	Column Three
<i>kids</i>	<i>children</i>	<i>offspring</i>
<i>my other half</i>	<i>husband/wife</i>	<i>spouse</i>
<i>kick off</i>	<i>start</i>	<i>commence</i>
<i>pissed</i>	<i>drunk</i>	<i>inebriated</i>

- a) Label the three columns according to their register and briefly explain what you mean by these terms.

- b) Suggest two words as examples of learners' inappropriate use of register. State why they may be used inappropriately.
- c) Choose ONE of the above groups of words (e.g. *kids–children–offspring*). In what circumstances would you teach all three words, if at all?
4. a) Provide examples and definitions for each of the following ways in which words can be categorized:
- i) polysemes
  - ii) synonyms
  - iii) antonyms
  - iv) hyponyms
  - v) lexical fields
- b) Choose ONE of the above terms and, for a class type and level defined by you, say how and why you would focus on this area.
5. a) Describe, with contextualized examples, four distinct uses of the apostrophe in English.
- b) For a class level and type of your choice, state how you would practise ONE of the following:
- i) commas
  - ii) full-stops
  - iii) capitalization

## **Section 2 Learning and Teaching – essay answer section**

*Candidates must answer ONE question in this section. Please note that in order to pass the examination as a whole you need to pass section one with at least 20 out of 40 marks and EITHER this section OR section three with at least 15 out of 30 marks. In addition you need an overall aggregate mark of 50% or more.*

1. a) What principles should be adopted when considering the social and cultural appropriacy of language and materials to be used in the classroom? How does this apply to: the subject matter of lessons; written texts and other teaching materials; exchanges between teacher and learners?
- b) Give a specific example, with rationale, of an adaptation you have made to a piece of published material in order to take account of social and cultural appropriacy.
2. a) Explain what you understand by the term 'washback (backwash) effect' as applied to language assessment.
- b) Describe the positive and negative outcomes that such a washback effect can have on a class preparing for an examination.
- c) How can we ensure that the effect is beneficial rather than detrimental to language learning?

*please turn over*

3. a) Define the sub-skills of reading that should be included in a General English syllabus.
  - b) Choose TWO groups from the following list. For each, provide TWO examples of real-world reading tasks that they will need to complete. Which of the skills that you have identified in a) are likely to be used in each case?
    - i) technical maintenance staff
    - ii) administrative personnel in business
    - iii) international students on university pre-sessional courses
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### **Section 3 Professional development – essay answer section**

*Candidates must answer ONE question in this section. Please note that in order to pass the examination as a whole you need to pass section one with at least 20 out of 40 marks and EITHER this section OR section two with at least 15 out of 30 marks. In addition you need an overall aggregate mark of 50% or more.*

1. a) What do you understand by the term 'principled eclecticism'?
  - b) In what circumstances might an eclectic approach to teaching be appropriate?
  - c) For a class type and level of your choice, cite three different approaches that you have used, and explain your reasons for choosing them for that group.
  2. a) Cite two ELT related journals or magazines that you are familiar with. Briefly outline the scope of each one, paying attention to target audience, content, style, length, layout and availability.
  - b) Choose ONE of the above publications and provide a critical evaluation of its usefulness in your own teaching.
  3. You have been approached to design a one week, thirty hour training programme for non-experienced young adult volunteers wishing to take up a 'gap' year placement to teach English in secondary schools around the world.
    - a) Briefly describe the training needs of these volunteers for a gap year teaching and learning context as defined by you.
    - b) Produce an outline scheme of work for the thirty hours which takes account of the above needs.
    - c) How would you evaluate the effectiveness of this programme?
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