

# **LTCL Diploma TESOL (2005 Assessment)**



## **Unit 1 – examination**

**November 2009**

### **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 1 with at least 20 out of 40 marks and EITHER Section 2 OR Section 3 with at least 15 out of 30 marks.

# LTCL Diploma TESOL (2005 Assessment)

## 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 FOUR out of FIVE 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 2 OR Section 3 with at least 15 out of 30 marks. In addition you need an overall aggregate mark of 50% or more.*

1.
  - i) Give **two** contextualised examples of adjectives that usually go in the attributive position and **two** that usually go in the predicative position.
  - ii) Choose **three** adjectives that you might put before the noun 'trousers'. What order would you put them in and why?
  - iii) How would you raise learners' awareness of the placement of adjectives in English?
2. Look at the following examples:
  - a) He broke out of jail
  - b) The prisoners have threatened a break-out
  - i) How has the phrasal verb in a) been transformed in b)? Give **one** further example of this type of transformation.
  - ii) Give examples of **three** different uses of hyphens in written English other than nominalised phrasal verbs.
  - iii) What issues are there with teaching hyphens in written English and how can these be addressed?
3. Look at the following three sentences in the active voice:
  - a) The train arrived ten minutes late
  - b) They have a lovely house in France
  - c) They've been asking me for ages
  - i) Explain why each of these examples are unlikely to occur in passivised versions
  - ii) Explain why the passive voice is preferred in the following examples:
    - a) This house was built in 1856
    - b) Adam Bede was written by George Eliot
    - c) I am irritated by people who constantly use their mobile phones in the quiet carriage on the train
  - iii) You are teaching the passive to a group of intermediate-level learners using an industrial process as the context. Describe how you would structure your activity.

- 4. i)** Provide an example sentence for each of the following adverbs:
- a) already
  - b) yet
  - c) still
  - d) just
- ii)** Explain the meaning(s) and rules for use of each.
- iii)** How would you teach 'yet' and 'already' to a group of pre-intermediate level learners?
- 5. i)** List **five** features of written academic English that distinguish it from other types of written discourse. Give relevant examples for each.
- ii)** How would a lecture on an academic subject differ in its discourse features from a written academic text?
- iii)** Choose **one** of the features you have identified in part i). How would you raise awareness of it with a group of EAP learners?
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## 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 1 with at least 20 out of 40 marks and EITHER this section OR Section 3 with at least 15 out of 30 marks. In addition you need an overall aggregate mark of 50% or more.*

- 1. i)** How do Communicative Language Teaching approaches differ from or relate to Audiolingual or Situational methods?
- ii)** 'The philosopher pulled the lower jaw of the hen.' (invented exemplar). Argue for or against the use of nonsense or invented sentences in language teaching.
- iii)** For a class and language teaching context defined by you, outline an activity that focuses on natural language use **or** one that makes use of invented sentences.
- 2. i)** What are the advantages and disadvantages of using dictation as a teaching tool in ELT?
- ii)** Traditionally, teachers have dictated a text which learners have to reproduce verbatim. Describe **four** alternative dictation procedures and outline the benefits of each.
- iii)** With a class of a level and type defined by you, outline a dictation activity with a specific lexical or grammatical focus. Explain why your dictation activity is a suitable choice of activity in this case.
- 3. i)** What do you understand by the term *differentiation* in the teaching of language?
- ii)** With reference to either a monolingual or multilingual group of a type and level defined by you, what differentiation issues have you faced and how have you addressed these?
- iii)** Outline an activity for this group that required differentiation. Evaluate the effectiveness of this differentiation.
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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 1 with at least 20 out of 40 marks and EITHER this section OR Section 2 with at least 15 out of 30 marks. In addition you need an overall aggregate mark of 50% or more.*

1. *'Teaching should be done using only the resources that teachers and students bring to the classroom – i.e. themselves – and whatever happens to be in the classroom.'*  
Scott Thornbury, A Dogme for EFL, IATEFL Issues 153, February/March 2000
  - i) How far do you agree with the view expressed above?
  - ii) As Director of Studies, you find that your teachers are over-reliant on coursebooks, photocopied materials and classroom technology. How can you encourage teachers to reduce this over-reliance in a way that is satisfactory for learners, the teacher and the school?
2. You work as an ELT teacher in a mainstream educational environment and have been asked to lead this month's in-house training workshop for the rest of the teaching staff.
  - i) Outline approaches and methods derived from ELT that would be of professional interest for your non-ELT teaching colleagues. Justify your choices.
  - ii) Describe **five** activities that you could demonstrate in the session that would be of particular relevance for your workshop.
3.
  - i) If you do not speak your learners' language(s), what information can you find out about the language(s) that will help you to meet your learners' needs?
  - ii) You have moved to teach in a new country whose language you do not speak. Local employment law requires all staff to speak the local language. How can the school management motivate new staff members to achieve this?
  - iii) How will learning the local language benefit your teaching?