

# LTCL Diploma TESOL (2005 Assessment)



## Unit 1 – examination

November 2008

### 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.

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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 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. Look at the following example sentences:

- a) The manager asked him to leave
- b) My father gave me this watch
- c) His wife considered him a nuisance

- i) Put the above sentences into the passive voice and indicate the syntactic changes that you have made.
- ii) Select **one** of the examples from i). How does the emphasis alter when the passive voice is used?
- iii) Suggest a situational context that you would employ to review the passive voice with an examination class of Upper Intermediate/Level 1 ability. Justify your choice of context.

2. Look at the following pairs of examples:

- a) He went to school  
He went to the school
- b) Tigers are becoming an endangered species  
The tiger is becoming an endangered species
- c) They met by night  
They met in the night

- i) For each of the above pairs, explain how the meaning or emphasis changes when the definite article is used.
- ii) Your learners have difficulty in using articles correctly. How can you help to raise their awareness of how articles are used?

3. i) Using 'must' and 'have to', give **two** examples of obligation or compulsion in the present tense. Indicate how the use of 'must' and 'have to' alters the meaning in each case.

ii) What changes need to be made to your examples when expressing past obligation or compulsion?

iii) Show how you would illustrate the above points on a board plan for your learners.

4. i) Give contextualised pairs of examples of how the following verbs can be used with both a gerund and infinitive:  
Remember  
Regret  
Stop  
Go on
- ii) For each pair of examples, explain the difference in meaning.
- iii) Give a further example of a verb that can be followed by either the gerund or infinitive. What concept check questions would you ask in order to check understanding?
5. i) Re-write the following sentence in **three** different ways using a cleft construction:  
Nick kept a baby crocodile in his bath
- ii) In your **three** examples, what is the change in emphasis?
- iii) Outline a communicative activity for learners to practise cleft constructions.
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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) Why might English spelling and capitalisation be problematic?
- ii) Choose a specific nationality or language group. What problems are they likely to have with spelling in English? What might be the reasons for these problems?
- iii) What awareness-raising and correction techniques can you suggest to help your learners improve their spelling?
2. i) Apart from language difficulty, what criteria do you use to select and evaluate materials for your classes?
- ii) Using the above criteria, briefly critique an ELT course-book with which you are familiar.
- iii) Select **one** piece of authentically-sourced material that you have used with a class of a level and type defined by you and comment on its strengths and short-comings.
3. You are about to teach a monolingual group of eight to ten-year-olds of pre-intermediate (entry two) level.
- i) Compared with an adult class, what are characteristics of these learners likely to be in terms of: classroom behaviours; linguistic needs and aptitudes; interests; motivations.
- ii) How can you take account of these factors when teaching this class?
- iii) Choose **one** of the following activities and describe how you would use it to teach a particular language point to these learners.  
Drama and role play  
Storytelling  
Arts and craft activities  
Songs and music
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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.
    - i) As a trainer on a pre-service course, what aspects of professional awareness and development would you expect a trainee to have demonstrated by the end of the course?
    - ii) How would you assess this?
    - iii) What advice would you offer a newly qualified teacher on developing their awareness of the teaching and learning environment?
  
  2. You have been asked to organise a one-day conference on global issues in ELT for local teachers.
    - i) Outline the timetable and provisional agenda for the day's events.
    - ii) You have three months to organise the conference. Outline the stages involved in programming the specific events of the day and publicising the event.
  
  3. You have been recruited as the Director of Studies for a six week residential summer school, reporting to the centre manager and in charge of eight teachers, three of whom have some teaching experience but no formal ELT qualifications.
    - i) Outline your probable roles and responsibilities towards:
      - a) the teaching staff
      - b) the learners
    - ii) What teaching materials, classroom-based activities and assessments would you include in the six week programme? Justify your choices.
    - iii) How would you ensure that all your staff implement these effectively?
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