

ENGLISH AS A FOREIGN LANGUAGE

CONTENT KNOWLEDGE

SECTION 1: GENERAL ERRORS

The following sentences contain ONE grammatical or vocabulary error that has been underlined. Briefly explain why it is an error.

Question 1:

Jessica boasted for having won the first prize.

Question 2:

The teacher wondered where were the students at the time.

Question 3:

The men are sociable beings by nature.

Question 4:

He has not yet gone to the bed.

Question 5:

His room's windows are open.

Question 6:

It is everybody's duty to defend their country.

SECTION 2: PRAGMATIC COMPETENCE

Identify the language function expressed by the words in bold. Circle the best answer to each question.

Question 1:

A: Which dress shall I buy?

B: **Try this one on.**

- a. Suggestion
- b. Instruction
- c. Request
- d. Command

Question 2:

A: I was wondering if you'd like to escort me to dinner tonight.

B: **I'm afraid I'll be working late tonight.**

- a. Complaining
- b. Announcing
- c. Declining an invitation
- d. Expressing hesitation

Question 3:

A: I'm so sorry I forgot your birthday. I really don't have anything to say.

B: **Well, there's nothing you can say. Actually, I sort of expected it, knowing you.**

- a. Refusing
- b. Complementing
- c. Instructing
- d. Criticizing

Question 4:

A: I'm going out for a while to get some fresh air.

B: **Do you mind if I join you?**

- a. Requesting permission
- b. Insisting
- c. Asking opinion
- d. Suggesting

Question 5:

A: What do you think of your new house, Anna?

B: **It's everything I could've asked for, really.**

- a. Hypothesizing
- b. Expressing regret
- c. Expressing satisfaction
- d. Predicting

SECTION 3: SEMANTIC DIFFERENCES

Briefly describe the difference in meaning between the two underlined words or phrases.

Question 1:

- a. My students study hard.
- b. My students hardly ever study.

Question 2:

- a. My students like to come and ask me about their exam.
- b. My students are likely to come ask me about their exam.

Question 3:

- a. Punishment resulted from changes to their behaviour.
- b. Punishment resulted in changes to their behaviour.

Question 4:

- a. The boy reminded her to call the headmaster.
- b. The boy reminded her of the headmaster.

SECTION 4: GRAMMATICAL TERMINOLOGY

Question 1:

What part of speech are the underlined words?

The Republic of Cyprus secures equal treatment between foreign workers and local personnel through its Constitution, which guarantees the protection of human rights regardless race, religion or ethnic origin.

Ministerial Council Decisions as well as a number of administrative arrangements also exist, to promote and guarantee that migrant workers are at least treated equally with nationals, in respect to, among other things, terms and conditions of employment.

Adapted from: http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/dmlterms_en/dmlterms_en?OpenDocument

Which of the underlined words in the text is an example of

- a. an abstract noun? _____
- b. a preposition? _____
- c. a conjunction? _____
- d. an adverb? _____
- e. an adjective? _____

Question 2:

For questions 1-7, match the underlined mistakes in the student's writing with the types of errors listed A-H. There are **three extra** options which you do not need to use. Write your answers in the space provided below.

Dear Elena,

Hi. In your email you asked me to write about my new house in London. My new house is (1) not big as the one we used to live in Cyprus. This one is smaller. It has only two bedrooms and (2) big sitting room with (3) a lots of windows. I would like to have (4) more bigger bedroom because I (5) haven't got none space to have a desk. At the moment my parents are looking for a house with a garden in the (6) similar area. Hope they (7) found one soon.

Types of Error

- | | |
|---------------------------------|--------------------------------|
| A. wrong pronoun | 1. _____ not big |
| B. wrong tense | 2. _____ big sitting room with |
| C. missing article | 3. _____ a lots of windows. |
| D. missing adverb | 4. _____ more bigger |
| E. unnecessary adverb | 5. _____ haven't got none |
| F. wrong adjective | 6. _____ similar |
| G. inaccurate use of determiner | 7. _____ found |
| H. wrong word | |
| I. wrong adverb | |
| J. incorrect spelling | |
| K. wrong word order | |

SECTION 5: READING COMPREHENSION

5.1. Read the passage and answer the question that follows:

Couples: Avoid the "Pay-Back" When One of You "Gets Critical"

When we are in intimate relationships, we often have a "ledger of offenses" that we have accumulated with each other. And what I do that offends you often prompts the reaction in you that offends me.

So when you criticize me, your partner, it reminds me of what you do that "makes" me react that way. *And so the counterattack game begins.* "Well, I wouldn't have to react this way if you didn't always..." Or, "Look at you criticizing me for having a double standard. Haven't you ever looked in a mirror?!"

Instead, if we listen to the feedback, however judgmental it sounds, and figure out whether we think it applies to us or not, then we don't have to retaliate immediately and intensify the conflict. Later, during the same conversation, or perhaps even at another time, we can ask the other person (if we are sincerely curious and not point-proving) "Do you think your sarcasm (for example) contributed in any way to how I reacted?" Or, "Do you think you ever (for example) have double standards-or do you think you don't?" We can bring up related issues if we create a transition period and deal first with the one our partner brought up.

To remain non-defensive, we must separate how we take accountability ourselves from whether or not the other person chooses to do so at any given moment. When we need to prove our partner is as "bad as we are" or worse, we are neck-deep in the muck of power struggle. In non-defensive communication, we address the issue the other person has brought up trusting that we can bring up our own issue later. Doing so can give both partners a "hearing aid."

Adapted from: <http://teenadvice.about.com/cs/peerpressure/a/blcriticism.htm>

1. What does the author mean by saying "*And so the counterattack game begins*". Write about 10 words.

5.2. Read the passage and answer the questions that follow:

What is Distance Learning?

Distance education is education designed for learners who live at a distance from the teaching institution or education provider. It is the enrollment and study with an educational institution that provides organized, formal learning opportunities for students. Presented in a sequential and logical order, the instruction is offered wholly or primarily by distance study, through virtually any media. Historically, its predominant medium of instruction has been printed materials, although non-print media is becoming more and more popular. It may also incorporate or make use of videotapes, CD or DVD ROM's, audio recordings, facsimiles, telephone communications, and the Internet through e-mail and Web-based delivery systems. When each lesson or segment is completed, the student makes available to the school the assigned work for correction, grading, comment, and subject matter guidance by qualified instructors. Corrected assignments are returned to the student. This exchange fosters a personalized student-instructor relationship, which is the hallmark of distance education instruction.

Historically, most distance education courses were vocational in nature, but today courses are offered for academic, professional, and vocational purposes for students of all ages. There are numerous specialized programs, such as those for blind persons and for parents of small children with hearing impairments. Distance education is available in practically any field, from accounting to zoology. Courses are offered in gemology, high school diploma, journalism, locksmithing, child day care management, yacht design, and many fascinating subjects.

Distance education courses also vary greatly in scope, level, and length. Some have a few assignments and require only a few months to complete, while others have a hundred or more lesson assignments requiring three or four years of conscientious study.

Distance education is especially suited for busy people who wish to increase their knowledge and skills without giving up their jobs, leaving home, or losing income. You learn while you earn. Many courses provide complete vocational training; others prepare you for upgrading in your present job, without losing wages, experience or seniority. You receive individual attention, and you work at your own pace.

In recent years, technology has played a significant role in transforming the traditional distance education school into a dynamic, interactive distance learning method using toll-free telephone lines, as well as a diverse array of personal computers, video devices, CD and DVD ROMs, online courses over the Internet, interactive devices, and other modern technological innovations. The future for distance study promises to be exciting!

Adapted from: <http://www.iadl.org.uk/article1.htm>

A. Short answer open questions:

In no more than 15 words answer the following questions:

1. According to the article, what are three advantages of Distance Learning?

2. What is ONE difference between distance learning courses in the past and in the present?

B. Multiple choice question:

1. The purpose of the writer is to _____ Distance Learning.

- a. entertain the reader with
- b. inform the reader about
- c. persuade the reader for
- d. dissuade the reader from

C. Give a synonym to replace each of the underlined words in the text so as to maintain their meaning.

1. predominant _____
2. hallmark _____
3. conscientious _____
4. array _____

SECTION 6: METHODOLOGY / PEDAGOGY

Circle the best answer to each question.

Question 1:

Which of the following is always most effective in formulating questions correctly?

- a. More study of the rules for forming questions
- b. More real life situations to form questions
- c. More oral drills and exercises
- d. More practice in formulating questions in writing

Question 2:

Which of the following would help a student who has written an essay that is irrelevant to the topic given?

- a. Have the student rewrite the essay
- b. Give the student a sample essay to copy
- c. Ask another student to correct the essay
- d. Get the student to underline key words in the essay rubric

Question 3:

Which of the following methods encourages students' responsibility in cooperative group learning and ensures student contribution?

- a. Grouping students irrespective of their level of language proficiency
- b. Allowing students to form their own groups
- c. Assigning each group member a specific role
- d. Giving the materials to only one individual in each group

Question 4:

A class of students are writing opinion essays. Which of the following activity is the most appropriate first step for students to take according to the writing process?

- a. Developing semantic maps
- b. Writing the introduction
- c. Searching for idiomatic expressions
- d. Reviewing the editing checklist

Question 5:

One of the aims of using technology in the teaching of foreign languages is to:

- a. Enhance students' time management
- b. Provide student – centered learning
- c. Replace face to face interaction
- d. Improve the status of the foreign languages

Question 6:

A teacher uses several formative assessment (FA) tools and techniques. Match the FA tools and techniques in Column A with the explanations in Column B. Write the letter of the explanation next to each of the six numbers. Use each explanation ONLY ONCE. There are three explanations you do not need to use.

COLUMN A FA and techniques	COLUMN B Explanations
1. ____ Student conference	a. a collection of a learner's work that shows the learner's progress in relation to the learning goals
2. ____ Journal entry	b. the involvement of learners in assessment procedures
3. ____ Anecdotal record	c. a visual model that assists students in organising information and communicating clearly
4. ____ Portfolio	d. a record of a learner's answers on an individual whiteboard
5. ____ Self-assessment	e. the involvement of other learners in assessment procedures
6. ____ Peer-assessment	f. the writing of a learner's thoughts, responses, attitudes, needs etc. of his/her learning which shows the teacher if the learner has gained an understanding of the topic or lesson
	g. a selection of a word which best summarises a topic
	h. a one to one conversation with learners to check their level of understanding
	i. a method used often in class where the teacher takes notes on a learner's behaviour, skills and attitudes

Question 7:

Ina test is administered to provide a grade for the students.

- a. summative assessment
- b. authentic assessment
- c. performance assessment
- d. formative assessment

Question 8:

Which of the following tests assesses what students have learned in the course of a school subject?

- a. Diagnostic test
- b. Achievement test
- c. Placement test
- d. Briggs Meyers test

Question 9:

In an oral speaking activity in the class the teacher’s focus is to encourage students’ fluency. Which of the following error correction scenarios promotes the development of students’ fluency? Justify your short 3-5 sentence answer in the space provided below.

<u>Teacher A</u>	<u>Teacher B</u>	<u>Teacher C</u>	<u>Teacher D</u>
<u>Mr. Brown focusses on correcting oral proficiency during the speaking task.</u>	<u>Ms. Johnson requires the students to identify and correct each other’s errors during the speaking task.</u>	<u>Mrs. Reynolds addresses frequent errors at the end of the task.</u>	<u>Mr. Smith does not correct errors.</u>

Answer:
