
HellenicAmericanUniversity

ETECT

The English Teaching
Competency Test



HELLENIC AMERICAN UNION

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CENTER FOR EXAMINATIONS AND CERTIFICATIONS

Sample Test

Paper 1: Methodology

FREE OF CHARGE

PAPER 1: METHODOLOGY (SAMPLE)

This paper of the English Teaching Competency Test (ETECT) measures your knowledge of language teaching methodology. **All items are worth one point unless otherwise indicated.**

There are five sections in this paper, covering the following areas:

| | | |
|-----------|---|-----------|
| Section 1 | Reflecting on classroom scenarios | 20 points |
| Section 2 | Spoken error correction | 10 points |
| Section 3 | Lesson planning | 15 points |
| Section 4 | Recognizing strengths and weaknesses in students' writing | 10 points |
| Section 5 | Methods and techniques in TESOL | 25 points |

Total 80 points

Look at the IMPORTANT DIRECTIONS FOR MARKING ANSWERS. This test is not machine scored, so you must follow instructions carefully.

- Use a #2 (soft) pencil or a pen.
- Mark all answers in the test booklet.
- Make sure you write your answers clearly.
- Erase cleanly any answer you wish to change.
- Any item with more than one answer marked will be counted wrong.
- If you are not sure about an answer, you may guess.

Please note: Keep your eyes on your own test booklet and answer sheet. Candidates giving or receiving help or using notes or other aids will be disqualified and will not receive a score report.

You will have **two hours** to complete Paper 1.

PAPER 1, SECTION 1: REFLECTING ON CLASSROOM SCENARIOS

20 POINTS

Part 1 (10 points): In this part of Section 1, you will read and reflect on two classroom scenarios. **Five problems** are underlined in each scenario. Briefly explain why each problem is an issue. Pay special attention to the class profile.

Example:**Class profile: 6 pre-intermediate students (adults)**

The teacher wants the students to recycle their vocabulary skills. The students have been working on a unit dealing with technology. The teacher starts by reviewing some vocabulary seen previously in the unit. She assigns students in pairs, and (1) goes around to each pair explaining the activity that is to follow...

Problem: giving instructions to each pair

Explain why this is an issue:

Suggested answer: Students do not all begin the activity at the same time.

SCENARIO 1**Class profile: 12 intermediate level students (adolescents)**

The teacher wants to help students improve their speaking skills. She introduces the topic by asking them who they admire. Afterwards, she (1) gives each student a picture of one of twelve of her favorite personalities. Each student receives a different picture. She then tells them they will be working in pairs, but tells them not to show each other their pictures. One member of the pair has to ask questions to guess the name of the personality in their partner's picture. When s/he has guessed correctly, then it will be the partner's turn to ask questions.

(2) Two students ask for the name of the student they are working with. Another student raises his hand, but (3) the teacher ignores him and says "Okay, you may start now." Four students who finish the task first start chatting. (4) The teacher says, "Be quiet!", and continues monitoring the class.

When the students have finished, the teacher says "Dimitri, (5) tell us everything you learned from Jenny." Dimitri is unsure what she means and mumbles an answer.

1 using the teacher’s favorite personalities, not students’

Explain why this is an issue:

.....

.....

.....

2 not telling the students who they will be working with

Explain why this is an issue:

.....

.....

.....

3 ignoring the student who has a question before the task starts

Explain why this is an issue:

.....

.....

.....

4 not giving students who finish early something to do

Explain why this is an issue:

.....

.....

.....

5 giving students a task that is vague, i.e. tell us everything

Explain why this is an issue:

.....

.....

.....

SCENARIO 2

Class profile: 10 elementary-level students (6-8 years old)

The teacher wants to pre-teach words relating to family. She uses flashcards and has students repeat the words. (6) They already know all of them. Then she gives a handout with a family tree and asks students to complete it with the right word for family members, e.g. *father, mother*.

Afterwards, the teacher gives students a handout with the lyrics of a song accompanied by illustrations of different characters as well as a list of names of family members but (7) she only draws students' attention to the lyrics of the song at that point in the lesson. (8) She then reads the lyrics aloud and asks the students if they like the song. She asks them to read the lyrics chorally. Next, she draws the students' attention to the list at the top of the handout and to the people in the illustrations, (9) saying that these are characters mentioned in the song. She asks students to tell her who is who.

After successfully matching pictures, character and family roles, students are each asked to pick out a flashcard with the name of a family member from a pack of flashcards. (10) They have to read the word and draw a picture of that person. Then they tell their partner who the person they drew is. At the end of the lesson the teacher plays the song.

6 teaching students words they already know

Explain why this is an issue:

.....

.....

.....

7 only focusing on the lyrics and ignoring the illustrations

Explain why this is an issue:

.....

.....

.....

8 reading the lyrics out loud, instead of singing

Explain why this is an issue:

.....

.....

.....

9 asking the students who is who after having listened to the song

Explain why this is an issue:

.....

.....

.....

10 not specifying whose picture students should draw

Explain why this is an issue:

.....

.....

.....

Part 2 (10 points): In this part of Section 1, you will read and reflect on one classroom scenario. **Five problems** are underlined in the scenario. Briefly explain why each problem is an issue and suggest what the teacher should have done instead. Pay special attention to the class profile. **Each item is worth two points (explanation of issue = 1pt; suggestion = 1pt)**

Example:**Class profile: 6 pre-intermediate students (adults)**

The teacher wants the students to recycle their vocabulary skills. The students have been working on a unit dealing with technology. The teacher starts by reviewing some vocabulary seen previously in the unit. She assigns students in pairs, and (1) goes around to each pair explaining the activity that is to follow...

Problem: giving instructions to each pair

Explain why this is an issue:

Suggested answer: Students do not all begin the activity at the same time.

Suggest what the teacher should have done:

Suggested answer: The teacher should have given instructions to the whole class.

Class profile: 8 elementary-level students (7-9 years old)

The teacher wants the students to do a reading comprehension activity in their course books. The topic vocabulary of the text is toys. The teacher shows flashcards depicting different toys to the students, and asks “What’s this?” for each one to elicit what students may know. For each of the flashcards, a student says the word and (11) the teacher moves on to the next flashcard, without asking the rest of the class to repeat the word. (12) The students who did not know any of the words do not participate.

The teacher asks students to open their books. (13) The students start looking at the pictures in their books but the teacher tells them to listen to the recording of the text and follow along in their course books. At the end of the recording, (14) she asks students if they would like to listen to the text again.

(15) Afterwards, the teacher draws the students’ attention to four comprehension questions in their books. The teacher and the students answer the first question together as an example. After the students have finished the rest of the questions, the teacher elicits the correct answers and writes them on the board for the students to check.

11 not asking students to say the new words

Explain why this is an issue:

Suggest what the teacher should have done:

12 not involving all the students

Explain why this is an issue:

Suggest what the teacher should have done:

13 asking students to listen and read without having exploited the visuals in the story

Explain why this is an issue:

Suggest what the teacher should have done:

14 not giving the students a specific purpose to listen to the text again

Explain why this is an issue:

Suggest what the teacher should have done:

15 drawing the students' attention to the comprehension questions after reading the text

Explain why this is an issue:

Suggest what the teacher should have done:

PAPER 1, SECTION 2: SPOKEN ERROR CORRECTION

10 POINTS

Part 1 (5 points): In this part of Section 2, for each of the short dialogs, indicate which type of error correction technique the teacher uses by choosing one of the techniques listed below. In your booklet, circle the letter of the technique that best corresponds to the teacher's response.

Example:

Student: I *goed* to the movies last night.

Teacher: There's no word like "goed" in English. How can you say it differently?

Answer: A (Elicitation)

Error correction techniques used by teacher

A Elicitation

B Explicit correction

C Repetition

D Metalinguistic feedback/explanation

E Clarification

F Reformulation/Recast

16 Student: Mary said me to help her.

Teacher: Mary SAID me to help her?!

A B C D E F

17 Student: I like very much swimming. It's my favorite sport.

Teacher: I like swimming very much.

A B C D E F

18 Student: I think that pollution is a major issue no days.

Teacher: What do you mean 'no days'?

A B C D E F

19 Student: I forgot buying food for my cat, and she was hungry!

Teacher: What did the cat eat when you forgot to buy cat food?

A B C D E F

20 Student: Bob and Kate isn't going to London next week.

Teacher: Use the plural form of 'be' for 'Bob and Kate'.

A B C D E F

Part 2 (5 points): In this part of Section 2, using the error technique indicated in parentheses, suggest a possible way for the teacher to respond to the student’s error for each of the items below.

Example:

Student: I *goed* to the movies last night.

Teacher: (Elicitation)

Suggested Answer: There’s no word like “goed” in English. How can you say it differently?

21 Student: I already seen the “Hunger Games”.

Teacher: (Metalinguistic feedback/explanation)

.....

22 Student: My dad is a doctor. She works in a hospital.

Teacher: (Repetition)

.....

23 Student: I was born on 1998.

Teacher: (Reformulation/Recast)

.....

24 Student: I will watching the game at 10:00 tonight.

Teacher: (Explicit correction)

.....

25 Student: My daughter passed her driving test next week.

Teacher: (Clarification)

.....

PAPER 1, SECTION 3: LESSON PLANNING

15 POINTS

In this section, you will read and reflect on 3 extracts from three different lessons. For each extract:

- (i) indicate the current stage of the lesson by circling A, B, C, or D from the choices provided
- (ii) in note form, provide one reason for your choice of the current stage
- (iii) in note form, explain why the teacher chose to follow the three indicated procedures.

Example:**Class profile: 10 intermediate students (16-18 years old)**

The following is an extract from a lesson in which the teacher wants to help the students improve their reading skills in the target language.

In the current stage, she gives the students some travel brochures and information about four people looking for certain types of vacations. She tells the students to read through the brochures to choose the best vacation for each person before discussing their choices with a partner.

1 Which stage of the lesson plan does the current stage of the lesson describe?

- A Lead-in/Warm-up
- B Pre-reading
- C While-reading
- D Post-reading

2 One reason for your choice of the current stage:

Suggested answer: The students are reading through the text to complete a task.

3 Why does the teacher have students discuss their answers with a partner?

Suggested answer: By justifying answers in pairs, students practice speaking and learn from each other.

A] Class profile: 8 intermediate students (adults)

The following is an extract from a lesson about travelling by train in which the teacher wants the students to practice their listening skills and to listen for general as well as detailed comprehension.

The teacher asks students if they have ever travelled by train and what they think about it. After discussing trains, the teacher gives students a set of different scenes in train stations in different cities and asks them to predict what they are going to listen to.

In the current stage, the students are working in pairs, describing what is going on in each picture. The need for words like *queue*, *platform*, *ticket*, *luggage* and *suitcase* appears and the teacher writes them on the board and elicits their meaning and use.

26 Which stage of the lesson plan does the current stage of the lesson describe?

- A Lead-in/Warm-up
- B Pre-listening
- C While-listening
- D Post-listening

27 One reason for your choice of the current stage:

.....

28 Why does the teacher show pictures?

.....

29 Why does the teacher write words on the board?

.....

30 Why does the teacher ask students to discuss in pairs?

.....

B] Class profile: 10 elementary-level students (8-10 years old)

The following is an extract from a lesson in which the teacher wants to introduce and practice the superlative forms along with comparatives which were introduced in the previous lesson.

The teacher asks students if they like school and which subjects they think are easy and which ones are difficult. A list of names of different subjects is elicited and written on the board and the teacher introduces the character of the story, George, who also goes to school.

In the current stage, the teacher asks students to read the text in order to find out if they have anything in common with the main character, George. After reading and exchanging ideas they are asked to order the subjects George does on a scale from easiest to the most difficult. When they finish, the teacher draws the students' attention to the easiest and most difficult subjects and introduces the superlative form.

31 Which stage of the lesson plan does the current stage of the lesson describe?

- A Lead-in/Warm-up
- B Presentation
- C Controlled practice
- D Freer practice

32 One reason for your choice of the current stage:
.....
.....

33 Why does the teacher use a text?
.....
.....

34 Why does the teacher use a story about a school-aged child, i.e. George?
.....
.....

35 Why does the teacher ask students to rank the school subjects?
.....
.....

C] Class profile: 11 elementary students (adults)

The following is an extract from a lesson in which the teacher wants to help students write a postcard. She pretends to have received a postcard from a friend, which she shares with the students, and asks them to imagine they are on holiday, too. They discuss their holiday in pairs and small groups deciding where they are, to whom they are writing, and what they want to say about their holiday.

In the current stage, the teacher gives each pair or group several typical sentences used on postcards, e.g. *Hope you are well* and *Wish you were here*. She asks the students to use some of these sentences, along with a list of activities, e.g. *scuba diving, cycling, hiking*, to come up with a draft of a postcard. They exchange their postcard with that of another pair or group in order to provide feedback. They then get their own postcard back with 1-2 comments and think about the comments before producing a final version.

36 Which stage of the lesson plan does the current stage of the lesson describe?

- A Lead-in/Warm-up
- B Pre-writing
- C While-writing
- D Post-writing

37 One reason for your choice of the current stage:

.....

.....

38 Why does the teacher give students sets of expressions?

.....

.....

39 Why does the teacher ask students to exchange postcards?

.....

.....

40 Why does the teacher ensure that students get their own postcards back?

.....

.....

**PAPER 1, SECTION 4: RECOGNIZING STRENGTHS AND WEAKNESSES
IN STUDENTS' WRITING****10 POINTS**

In this section, you will read and reflect on two responses by students at upper intermediate level (B2) to the essay prompt and task below. For each response, circle the best answer to each multiple choice question.

Example:

Task: You have seen an advertisement in a newspaper from an organization asking for volunteers to organize educational games and activities for forty children at a summer camp. You are thinking about applying for the job. Write to your friend John, telling him about this job and the reasons why you want to apply.

Response:

Dear John,

How are you? The reason that I write this letter is that they need volunteer to plan some funny and interesting games for children at camp next summer. There are too many children and a few people only to work with the children. I think you will want to help....

What is the main problem with this paragraph?

- A** The writer has not explained why s/he has written the letter.
- B** The writer begins the letter too informally with "How are you?"
- C** The writer has misunderstood the purpose for writing the letter.
- D** The writer has errors in grammar and word choice that affect comprehension.

THE CITY TIMES
TROUBLE AGAIN AT THE STADIUM*

Police were called to Victory Stadium last night when a fight broke out during the game between a player and a fan. Other players and fans got involved, and at least 30 people were injured. This is the third time this month that there has been violence at a sporting event. The National Sports Association is considering a number of new measures to reduce violence at the game.

Task: Letter

Write a letter to the editor of your newspaper to express your opinion on violence at sporting events. Describe the problem and offer some solutions. Begin your letter: 'Dear Editor'.

*This writing stimulus and task have been taken from the University of Michigan May-June 2007 ECCE past paper.

Letter 1

Dear Editor,

My name is Amelia. I like to play and to see games football and basketball to the stadium. Nowadays it is a big problem a violence at sporting events. I have seen and I have heard for the radio and magazines many accidents. The fans are have obsession for their team and they like to win every day.

The advertising and the moneys to give for the team it is very much. The TV show a team captain saying bad things about the different team. This makes the fan of that team to be angry and want to fight the fan of the different team.

I believe the fans shouldn't have obsession for their team and make the police to go to the stadium. The sport is a game only for fun and to make ourselves strong and health.

It is good the fans give support their favorite team. However, sometimes they do it very much and it brings problems, especially violence.

In conclusion, I think violence at the stadium is bad and must to stop.

Yours Faithfully,

Amelia Bonet

- 41 What does the opening and the closure of the letter signal?**
- A The writer is aware of who she is writing to.
 - B The writer has copied too much from the task.
 - C The writer relies too much on fixed expressions.
 - D The writer does not use an appropriate opening and closure.
- 42 What is the main problem with the first sentence of the second paragraph, which functions as the topic sentence of that paragraph?**
- A It is too short.
 - B It is irrelevant.
 - C It is incomprehensible.
 - D It does not begin with a linking word.
- 43 How is content developed in the second and third paragraphs?**
- A The writer does not offer a description of the issue.
 - B The writer describes the problem but does not offer solutions.
 - C The writer supports each point with a number of relevant examples.
 - D The writer uses examples from her own experience to support her point of view.
- 44 Which of the following signals a good range of grammar and vocabulary?**
- A The use of the adjectives *bad* and *different* in the second paragraph.
 - B The use of the structure *it is...* accurately in three different paragraphs.
 - C The use of conjoined sentences and words such as *obsession* and *captain*.
 - D The repetition of the words *violence*, *fan*, and *team* in different sentences.
- 45 What is the main problem with the organization of this text?**
- A The writer does not use connectors.
 - B The third paragraph lacks coherence.
 - C The writer's opinion is at the end of the letter, not the beginning.
 - D The idea that fans are obsessed is interrupted by the second paragraph.

Task: Letter

Write a letter to the editor of your newspaper to express your opinion on violence at sporting events. Describe the problem and offer some solutions. Begin your letter: 'Dear Editor'.

Letter 2

Dear Editor,

I write 'cause of the violence at Victory Stadium. I seen cases of hooligans on the football stadium a lot of times 'cause of the drunk fans. They broke the seat and threw bombs. That's why many time the game stopped and some of the innocent people who came to enjoy this beautiful sport like football got hurt or even something worse. I seen how the train where the fans of football travel was absolutely destroyed from fans.

If I may suggest, you will stop the drunk fans and keep them out the stadium. You will suggest the leader of the big football clubs and teams to have better connections with their fan clubs and to give them instructions to not be so violent and cruel in and out of the stadiums. But most of all I will suggest all fans to not be foolish and to enjoy the game in a peaceful way.

I think after we all take care and begin to protect each other, the accidents in the football stadium will become fewer, which will be good for everybody.

Yours,
Antonis

- 46 What does the organization of ideas demonstrate?
- A The writer does not offer a conclusion.
 - B The writer's ideas are not well-connected.
 - C The writer shows appropriate, clear organization.
 - D The writer shows very basic organization of ideas.
- 47 What does the use of *'cause*, *Yours*, and command-like forms, e.g., *you will stop*, signal?
- A the writer's linguistic fluency
 - B the writer's ability to personalize language
 - C the writer's choice of inappropriate register
 - D the writer's attempt to connect with the target reader
- 48 What does the use of *hooligans*, *drunk*, *innocent*, *connection*, and *peaceful* signal?
- A the writer's vocabulary range
 - B the writer's use of frequent collocations
 - C the writer's choice of inappropriate vocabulary
 - D the writer's confusion between the use of adjectives and nouns
- 49 What is the main strength of this piece of writing?
- A generally appropriate use of verb tenses
 - B opens and closes the letter appropriately
 - C responds adequately to the three parts of the task
 - D maintains theme of drunk fans throughout the text
- 50 Overall, what is the main problem with this piece of writing?
- A overuse of the pronoun 'I'
 - B limited linguistic control
 - C lack of standard connectors
 - D lack of ideas regarding the problem and the solution

SECTION 5: METHODS AND TECHNIQUES IN TESOL

25 POINTS

In this section, circle the best answer to each question, based on your knowledge of effective communicative language teaching principles and techniques.

Example:

How are learners most likely to remember lexical items?

- A by recording them in a vocabulary notebook
- B by having opportunities to use them in a variety of contexts
- C by being introduced to them before encountering them in a text

51. Which of the following is an example of an information gap activity?

- A students working alone to complete a cloze passage in a test preparation course
- B students doing a mingling activity to find out who has visited the most countries
- C pairs using a shared table of population figures to rank countries from least to most populated

52. What is the recommended course of action to take if a teenager has refused to work in a group?

- A insist in front of the other students that the student should participate
- B call the student's parents after class to complain about their child's behavior
- C take the student aside after class and attempt to find a reason for the behavior

53. Young learners have come across the word *uncle* in a text. Which of the following courses of action is most likely to help them remember the new word?

- A Say the word, write the word, have the students say the word and write it three times.
- B Write the word, say the word, have the students say the word and write it three times.
- C Say the word, have the students say the word, write the word, have students write the word three times.

54. Which of the following would most help an intermediate-level student who has written an essay that is largely irrelevant to the topic?

- A Have the student rewrite the essay.
- B Ask the student to create an outline for the next essay.
- C Get the student to underline key words in the task before writing the next essay.

55. Which of the following error correction techniques is most likely to encourage fluency during a speaking activity?
- A Correct errors as they are made.
 - B Ask students to correct each other's mistakes as they hear them.
 - C Note down frequent errors and present them at the end of the activity.
56. Which of the following criteria is most important when selecting a book for a communicative language course?
- A integration of all skills
 - B grammar rules and drills
 - C lists of vocabulary words
57. Which of the following illustrates students experiencing inductive learning?
- A They follow a model essay in writing one of their own.
 - B They underline all examples of simple past tense in a text.
 - C They work out the meaning of new vocabulary words from context.
58. Which of the following best promotes learner autonomy in writing?
- A Have students provide feedback on each other's work.
 - B Give students a list of things to check for before handing in their work.
 - C Encourage students to use as many vocabulary words as they can in their writing.
59. Which of the following illustrates an effective use of L1 translation in the classroom?
- A explaining all new vocabulary in a text using the L1
 - B clarifying instructions for a complicated task using the L1
 - C giving students the option of providing each other with feedback on writing tasks using the L1
60. Which of the following statements about listening comprehension is true?
- A It involves both top-down and bottom-up processing.
 - B It is rarely improved by a second listening of the same material.
 - C It relies on the same sub skills of skimming and scanning as reading.
61. Which of the following best illustrates scanning a text?
- A reading fast to get the gist
 - B reading fast to find specific information
 - C reading carefully to take detailed notes

- 62. Which course of action is likely to be most effective in helping very young learners formulate questions correctly?**
- A more drills and exercises
 - B more natural opportunities to ask questions
 - C more study of the rules for forming questions
- 63. A learner who has just learned how to form simple past verbs says, “I was thirsty, so I dranked some water.” What does this type of error with the verb illustrate?**
- A carelessness
 - B reformulation
 - C overgeneralization
- 64. Which of the following pairs of words is an example of a minimal pair?**
- A pat, bad
 - B fish, feel
 - C cane, rain
- 65. Young learners with limited motor skills cannot do which of the following effectively?**
- A Make cut-outs with a pair of scissors.
 - B Count from one to ten without visual support.
 - C Come to the interactive whiteboard to indicate an answer.
- 66. Which of the following terms refers to mistakes that students can correct themselves, once those mistakes have been pointed out to them?**
- A slips
 - B attempts
 - C developmental errors
- 67. Why would the teacher draw stick figures on the board to model appropriate language items and concept check their meaning?**
- A to help students explore language using visual aids
 - B to explain a target structure to the students
 - C to help them practice the target items more
- 68. What is the main purpose for asking students to classify words according to whether or not they have a positive or negative connotation?**
- A to help them practice their spelling skills
 - B to encourage them to notice the new words
 - C to help them work on the semantic differences of these words

69. What is the rationale behind asking students to look at the title of a text?
- A to practice their speaking skills
 - B to practice scanning for specific information
 - C to engage students and have them predict
70. Which of the following is an example of guided writing?
- A giving students models to follow
 - B focusing on the process of writing
 - C providing students feedback on their first draft
71. What are 'cell phone' and 'mobile phone' examples of?
- A synonyms
 - B antonyms
 - C connotations
72. Which of the following is an example of sound classroom management during a lesson on speaking?
1. not allowing a noisy class to work in small groups
 2. keeping the students seated in rows for a class discussion
 3. choosing a controversial topic that may offend some of the students
 4. modifying a lesson when a topic generates more discussion than expected
 5. asking students to read an article on a related topic before any discussion
- A 1 and 3
 - B 2 and 4
 - C 4 and 5
73. Which of the following are advantages in using songs to help students learning English?
1. They are effective settling activities for young learners.
 2. Chunks of language can readily be practiced and repeated.
 3. The beat of the music often leads to unexpected stress on words.
 4. Rhythm can help learners practice reduced language forms, such as contractions.
 5. Lyrics often contain low-frequency words that can improve learners' vocabulary.
- A 1 and 2
 - B 2 and 4
 - C 3 and 5

74. Which of the following are examples of reading sub skills?

1. inferring
2. skimming
3. turn taking
4. circumlocution
5. guessing meaning from context

- A** 1, 2, and 5
B 2, 3, and 4
C 3, 4, and 5

75. Which of the following are examples of elicitation?

1. asking a student to read aloud part of a text
2. encouraging a student to study harder at home
3. getting a student to expand on an oral response
4. putting two fingers together to indicate a spoken contraction
5. prompting a student with the first syllable of a vocabulary word

- A** 1, 2, and 5
B 1, 3, and 4
C 3, 4, and 5

KEY

PAPER ONE: METHODOLOGY KEY

Please note: For the open-ended items, the answers provided are only suggested responses. There may be others.

Paper 1, Section 1: Reflecting on classroom scenarios

- 1 Students (Ss) may not know who the people in the pictures are. / The teacher's (T's) choice may not be appropriate for the Ss' age/preferences. / By using the Ss' favorite personalities, Ss are more likely to get involved in the task.
- 2 Ss do not know who they will be working with and may be confused, thus resulting in time wasted on repeating instructions.
- 3 The Ss who have questions may not know what they are supposed to do and may interrupt the task while it is in progress, or they may not be able to complete the task successfully.
- 4 Early finishers may get bored while they are waiting for everyone else to finish and may cause discipline problems (e.g. chatting / making noise).
- 5 Without specific questions, Ss may be unwilling to participate, may not know how to answer the vague question or what they should be reporting.
- 6 They already know the words so there is little or no learning value. The Ss may be unlikely to get involved in the task; valuable class time is wasted on a task that Ss might not find interesting.
- 7 The T focuses on the lyrics - no contextualization. Not using the pictures may result in the Ss not having prepared for the task adequately.
- 8 Reading the lyrics out loud defies the purpose of the song that is meant to be heard and not read. To be fair, they should be given some time to rehearse / prepare before checking on pronunciation/ overall reading performance. Ss may not be as engaged in reading aloud as they would be in singing.
- 9 She tells them these are characters from the song too late. She should have assigned this as a while-listening task
- 10 The T should specify whose picture they should draw. She should have given them opportunities to personalize; presenting a favorite member of their own family would have made more sense and would have reinforced the memory of the word / boosted their motivation.
- 11 a. Ss need to practice saying the words in the foreign language. / Ss need to practice how to pronounce the new words.
b. The T should have asked Ss to repeat the new words in chorus and individually.
- 12 a. The Ss who did not become involved in the pre-reading stage may not have understood the target vocabulary and may not be adequately prepared for the while-reading task(s).
b. The T should have involved all the students, for example by introducing an activity with the new words.
- 13 a. By not exploiting the pictures that accompany the story, the T is missing an opportunity to arouse Ss' interest and have them make predictions about the text.
b. The T should have asked Ss to describe the pictures, e.g. by asking some guiding questions.
- 14 a. By not giving Ss a specific task, the T is not providing a reason for the Ss to read the story. The Ss may not be motivated / may not know what they should be focusing on.
b. The T should have asked a global question to motivate Ss and provide a purpose for reading.
- 15 a. This is a while-reading activity, which requires Ss to read the text in order to find the answer. When Ss try to remember what they read, it becomes a memory quiz. In this way, Ss don't practice their reading skills.
b. The T should have asked Ss to read the questions before they read the story a second time.

Paper 1, Section 2: Spoken Error Correction

- 16 C
- 17 B
- 18 E
- 19 F
- 20 D
- 21 You can use present perfect tense, but you have only used the past participle. / Use the simple past tense for an action that happened in the past.
- 22 SHE works in a hospital?!
- 23 My sister was born in 1998, too. What month were you born in?
- 24 You will BE watching the game at 10:00 tonight.
- 25 Did she pass the exam or is she going to take it?

Paper 1, Section 3: Lesson planning

- 26 Pre-listening stage
- 27 Preparation for listening about train travel. / The Ss haven't started listening to the recording yet.
- 28 To pre-teach vocabulary. / To activate background knowledge. / To cater for the needs of visual learners. / To help them predict. / To help Ss visualize the situation on a platform and put them in the right frame of mind.
- 29 To pre-teach key vocabulary which will help Ss comprehend the listening passage.
- 30 To integrate speaking with listening. / Ss can remind each other of useful vocabulary. / To activate Ss' background knowledge of similar exchanges and to help them predict language they will be listening to.
- 31 Presentation stage
- 32 The T is drawing the Ss' attention to the new form.
- 33 The presentation is in context.
- 34 Ss can relate to George, who also goes to school, and the subjects he studies.
- 35 Ss focus on the difference between comparatives and superlatives by ordering the list of subjects.
- 36 While-writing stage
- 37 The T has presented the context and the situation and now Ss are focused on the task. / Ss are focused on writing.
- 38 To activate background knowledge. / Ss at this level may have very limited language resources and may lack confidence. / To introduce writing for communication.
- 39 Ss get involved in providing feedback to their peers. / To involve Ss in the process of writing.
- 40 Ss can use the feedback to produce a better version. / To engage Ss in the activity of writing by making it enjoyable.

Paper 1, Section 4: Recognizing strengths and weaknesses in students' writing

| | | |
|------|------|------|
| 41 A | 53 C | 65 A |
| 42 B | 54 C | 66 A |
| 43 B | 55 C | 67 A |
| 44 C | 56 A | 68 C |
| 45 D | 57 C | 69 C |
| 46 C | 58 B | 70 A |
| 47 C | 59 B | 71 A |
| 48 A | 60 A | 72 C |
| 49 C | 61 B | 73 B |
| 50 B | 62 B | 74 A |
| 51 B | 63 C | 75 C |
| 52 C | 64 C | |



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