

**TEFL Certification Exam**

**Complete all module questions below. Place your answers below each question, in the answer section (for Q1 for example, place your answer below A1:). We suggest that you SAVE the document as you progress through the exam, in order that you do not lose any of the work you have completed.**

**We allow 48 hours to complete the exam. Once you have finished, visit the link below and use the exam drop box, to return it to us. If you have any questions during the exam, you will find our contact details on the page:**

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**You may refer to your course book, and course related books during the exam**

**Module2**

**Q1:** What is the main difference between “PPP” and “ESA”?

**A1: ESA is more superior to PPP. Although they are quite similar, PPP is very a rigid where ESA is more flexible, it is designed to move back and forth between stages.**

**Q2:** What are the four orientations among second-language methods?

**A2: STRUCTURAL/LINGUISTIC, COGNITIV,** **AFFECTIVE/INTERPERSONAL, AND FUNCTIONAL/COMMUNICATIVE**

**Q3:** What are the stages of language acquisitions in the communitive approach?

**A3: 1. Comprehension or pre-production 2. Early speech production 3. Speech emerges**

**Q4:** Explain in your own words the difference between the **affective** and the **filter** hypothesis?

**A4: The affective hypothesis states that individuals with high** **self-esteem and high levels of self-confidence can acquire L2 better and faster. As for Filter hypothesis, it is a “mental block” that prevents an individual from acquiring the language input when he/she are bored, nervous, or unmotivated. The lower the filter is, the better the acquisition of the language becomes.**

**Module3**

**Q5:** What are the 5 main stages in construction a lesson plan?

**A5: Warm-up, Presentation, Practice, Production, Conclusion.**

**Q6:** Construct a lesson plan for grade 12 students. The class consists of 30 students and they are at intermediate level. The topic is the difference between the **present simple tense** and the **present perfect tense.** The class is 1 hour long.?

**A6:**

**LESSON NAME: The difference between the present simple and the present perfect tense.**

**LEVEL: Intermediate, grade 12, 30 students**

**MATERIALS: Handouts, PowerPoint Presentation, Lesson plan note.**

**GOAL/AIM: The students will be able to understand the different between present simple and present perfect tense and know when to use them.**

**PROBLEMS/SOLUTIONS:**

**Problems: Students will not fully listen to the presentation because they might be focusing on taking note.**

**Solution: Print out 30 copies of the presentation.**

**Problem: Not understanding new vocabulary: past participle.**

**Solution: Define it during presentation.**

**TIME: One hour long: Warm-up 10 minutes, Presentation 15 minutes, practice 10, production 2.5, Conclusion 22.5 minutes**

**WARM-UP: Begin the lesson with guessing a game. Divide 30 students into 2 groups: group 1, and group 2. The game is to define these two tenses: present and past. The groups may not use any other sources but each other to come up with the answers. Each group will be assigned a different tense. Each group will select a team leader who will represent their group and write the answers on the board. The group that has the most correct answers will win the game.**

**PRESENTATION: Introduce present simple and present perfect tense and how they are different, using PowerPoint. Hand out 30 copies of the presentation to the students. Encourage students to listen more and not focus on taking notes. Explain that all they need is the handout. The only time they can write during the presentation is when they have questions. Write any questions on the handout. First define present simple and present perfect, how they are formulated, and give examples for each tense. Allow students to ask questions after the presentation.**

**PRESENT SIMPLE: This tense is used to indicate an action at present, now. It is also used to indicate facts or habits.**

**FORMULATION:**

**I play soccer.**

**You play soccer.**

**He/She/It plays soccer. “S” is added at the end of the verb when using he, she, and it.**

**We play soccer.**

**You play soccer.**

**They play soccer.**

**EXAMPLES:**

**FACTS: I like swimming.**

**She likes ice-cream.**

**It never snows in the desert.**

**HABITS: I always read in the morning before getting up.**

**He likes to wash his hands before eating.**

**She always goes running after work.**

**PRESENT PERFECT: The tense that expresses an action was completed at the time of speaking.**

**FORMULATION: This tense is formed by combining has or have with past participle.**

**Past participle: A verb form that indicating past or completed action. Verb ends in -d (said) , -ed (worried) , -n(broken), -t (slept).**

**I have played soccer.**

**You have played soccer.**

**He/She/It has played soccer.**

**We have played soccer.**

**You have played soccer**

**They have played soccer.**

**EXAMPLES:**

**I have walked 3 miles until now.**

**You have already listened for 30 minutes.**

**He has just talked to his girlfriend.**

**PRACTICE: Given students an exercise to complete within 5 minutes. Once everyone is done, tell them to pick a partner and check each other answers, allow another 5 minutes. Teacher walks around to help or answer students’ questions.**

**Exercise:**

**In your own words, define the following tenses.**

**Present simple\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Present prefect\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Formulate:**

**Present Simple: Verb is sing. Present Perfect: Verb is sing.**

**I \_\_\_\_ I \_\_\_\_**

**You\_\_\_\_ You\_\_\_\_\_**

**He/She/It\_\_\_\_\_\_ He/She/It\_\_\_\_\_\_**

**We\_\_\_\_\_ We \_\_\_\_\_\_\_**

**You\_\_\_\_\_ You\_\_\_\_\_\_\_**

**They \_\_\_\_\_ They\_\_\_\_\_\_\_**

**Identify the correct tense for each sentence, present simple or present perfect.**

**John runs every day after work. \_\_\_\_\_\_\_\_\_**

**The computer has already crashed. \_\_\_\_\_\_\_**

**The rain has finally stopped.\_\_\_\_\_\_\_\_**

**PRODUCTION: With the same partner, students have to ask and correctly answer the questions below. Write the questions on the board. Tell students that they have to ask and answer these questions in front the class at the end of class. Teachers walk around to answer any questions they might have.**

**Questions:**

**What is your name?**

**What are your hobbies, name two?**

**What have you learned in class so far?**

**CONCLUSION: Each pair will have 1.5 minutes to ask and answer the questions in front of the class. Teacher can correct any mistakes as students are asking and answering the questions. Applause each pair after they are done. Finally, teacher should thanks his/her class for participating and ask if they have any other questions.**

**Q7:** Explain the differences when constructing a lesson plan for a productive skill and a receptive skill?

**A7: Productive skills are all about speaking and writing. Students use the language they have learned and produce a message through speech and written text. On the other hand, receptive skills include understanding when listening and when reading. Students receive the language and decode its meaning to understand the message.**

**Module4**

**Q8:** In your own words (**Not less than** **100 words**) please state the importance of using and preparing your board correctly in an ESL classroom?

**A8: Using and preparing your board correctly in an ESL classroom is very important and essential. A prepared board will keep you more organized and have a better flow throughout the lesson. Boards are also important because they can act as a reminder for the teachers, again with the organization. Lastly, properly prepared and organized boards can provide a visual representation of the topic you are teaching. ESL students typically need more reinforcement and deeper learning to understand a topic. A visual representation will give the students something to look at, while at the same time, listening to the teachers’ lectures.**

**Module 5**

**Q9:** There are 13 ways to treat verbs in sentences and each construction has a name. Please state which tense the sentences/statements are in below.

**1:** She changes her shoes regularly.

**A9-1: Present Simple**

**2:** We are meeting at six outside the cinema.

**A9-2: Present Continuous**

**3:** I have done a bungee jump.

**A9-3: Present Perfect**

**4:** I am sweating because I have been jogging.

**A9-4: Present perfect Continuous**

**5:** I ate dinner at 3 pm yesterday.

**A9-5: Simple Past**

**6:** I was watching the movie.

**A9-6: Past Continuous**

**7:** She said that she had lost her keys.

**A9-7: Past Perfect Simple**

**8:** She had been living there in Leeds for 5 years before she moved away.

**A9-8: Past Perfect Continuous**

**9:** I will go to the ball.

**A9-9: Future Simple**

**10:** This time next week I will be sitting on the beach.

**A9-10: Future Progressive**

**11:** I will have finished by 3 o’ clock tomorrow.

**A9-11: Future Perfect Simple**

**12:** I will have been writing this book for 2 days by 9 o ‘clock tonight.

**A9-12: Future Perfect Progressive**

**13:** John is going to study medicine next year.

**A9-13: ‘Going to’ Future**

**Q10:** In your own words describe how you teach the three different tenses (**past, present and future**) of the following verbs to a beginner’s class in ESL?

The verbs are:

**To be**

**To do**

**To have**

**Please write at least 100 words**. It does not have to be a lesson and you can also use diagrams if needed.

**A10: Fist, I have to define what a verb is to my students. Since they are beginners, I will find the simplest way to explain it. My purpose is just to give them the most basic idea of what it is and not to overwhelm them with a complex definition that would confused them before I even started. A simple definition for a verb is word that often used to describe or indicate action. Next, I will explain how verb can change its form based on the use of different personal pronouns and different tenses. Again, I have to find the easiest way to define personal pronouns and tenses. Finally, I will use diagrams to illustrate these changes and give examples.**

**TO BE**

**PERSONAL NOUN PRESENT TENSE PAST TENSE FUTURE TENSE**

**I AM WAS WILL BE**

**YOU ARE WERE WILL BE**

**HE/SHE/IT IS WAS WILL BE**

**WE ARE WERE WILL BE**

**YOU ARE WERE WILL BE**

**THEY ARE WERE WILL BE**

**EXAMPLES:**

**I AM SMART. YOU ARE SMART. HE/SHE/IT IS SMART. WE ARE SMART. YOU ALL ARE SMART. THEY ARE SMART.**

**TO DO**

**PERSONAL NOUN PRESENT TENSE PAST TENSE FUTURE TENSE**

**I DO DID WILL DO**

**YOU DO DID WILL DO**

**HE/SHE/IT DOES DID WILL DO**

**WE DO DID WILL DO**

**YOU DO DID WILL DO**

**THEY DO DID WILL DO**

**I did Homework last night. You did Homework last night. He/She/It did homework last night. We did Homework last night. You all did Homework last night. They did Homework last night.**

**TO HAVE**

**PERSONAL NOUN PRESENT TENSE PAST TENSE FUTURE TENSE**

**I HAVE HAD WILL HAVE**

**YOU HAVE HAD WILL HAVE**

**HE/SHE/IT HAS HAD WILL HAVE**

**WE HAVE HAD WILL HAVE**

**YOU HAVE HAD WILL HAVE**

**THEY HAVE HAD WILL HAVE**

**I have two dogs. You have two cats. He/She/It has two gold fish. We have two horses. You all have pets. They have a lot of pets.**

**Module6**

**Q11:** What are the four main things to consider when teaching pronunciation?

**A11: Speak at a natural pace, not fast or slow. Use stress pattern and respelling system. Use block building method.**

**Q12:** Do you think phonics is important when teaching pronunciation. Answer Yes or No, then, please write 100 words to explain your choice.

**A12: Phonics is an important tool when it comes to teaching pronunciation. It can serve as another useful method for teaching pronunciation rather than relying heavily on just one strategy. Phonics is the relationship between words and their spellings. This method will help students sound out words. It will help students in the development of word recognition and result in higher reading fluency. For example, having phonics skill can help those students who might know a word when spoken to them but does not know how to read or write it. Not only phonics will help in pronunciation but it can also serve as a base for other learning skills.**

**Q13:** What are the 2 basic types of **linking?**

**A13: The consonant and vowel.**

**Module7**

**Q14:** What does **SSS** mean when teaching a reading skill?

**A14: Surveying, skimming, and scanning: Methods that do not require students to read the entire text, just look through the content of the book, headings, subheadings, sidebars, pictures, words in italic and bold.**

**Q15:** What attributes identify a good reader in an ESL class?

**A15: Read extensively, are motivated, and have a flexible reading style, depending on what they are reading,** **rely on different skills interacting: perceptual processing, phonemic processing, recall, and Read for a purpose; reading serves a function.**

**Q16:** What are the 6 main stages to use as a teacher when teaching a reading skill?

**A16:**

* **Recognizing letter of the alphabet**
* **Matching spoken words and sentences with their written form**
* **Understanding sentence structure**
* **Understanding vocabulary**
* **Recognizing signals of text organization**
* **Recognizing signals of logical reationshios**

**Module8**

**Q17:** What is the main problem a teacher faces with his/her students when teaching a writing skill?

**A17: The main problem a teacher faces with his/her students is grammar. Often students think their writing skills are quite good but in fact their skills are poor. Teachers have to rebuild and teach them the very basic sentence structure and how to write simply.**

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**Q18:** How would you identify a strong writer from a beginner writer in and ESL class? Please give at least 5 examples?

**A18: Strong writer:**

* **Writing has to sound natural, and one sentence should flow effortlessly into the next.**
* **Use different sentence beginnings that help readers getting ready from one sentence to the next.**
* **Use different sentence structures and lengths.**
* **Express a complete thought for each sentence without fragments.**
* **When using dialogue it should sounds like people talking.**

**Q19:** Explain the term **sentence fluency?**

**A19: It is the readability of the paper. The sentence has to flow smoothly and must express a complete thought. The writing should have different beginnings, lengths, and structures. The sentence should not have fragment.**

**Q20:** List 5 ways in which a writer develops sentence fluency?

**A20:**

* **Use complete sentences--any fragments must add to the meaning of the text**
* **Use writing that sounds natural**
* **Use different sentence lengths**
* **Use different sentence beginnings**
* **Use different sentence structures**

**Module9**

**Q21:** What are the similarities in teaching a listening and reading skill? **Please state at least 4**.

**A21:**

**Q22:** Is, listening a productive or receptive skill?

**A22: Listening is a receptive skill.**

**Q23:** Please state the 2 productive and the 2 receptive skills?

**A23:**

* **Productive skills are speaking and writing**
* **Receptive skills are listening and reading**

**Module10**

**Q24:** What are the three errors that should be addressed in an ESL class?

**A24: The high frequency errors, stigmatizing errors, and the errors that block meaning or understanding by listeners.**

**Q25:** List 3 ways in which you should correct errors in an ESL class?

**A25: When you hear an error you should correct it with a corrected statement. Another good way is to encourage peer correction and to correct the student personally.**

**26:** Which do you consider more important to an ESL student, fluency or accuracy? Please state your answer in no less than 50 words

**A26: It is a good idea to balance between fluency and accuracy and not let one dominates over the other. However, if I have to choose, I would go with emphasis on fluency with ESL students. I think the purpose for EFL students to study English is mainly related to their work. Due to this reason, it is import for them to be able to communicate and understand English when spoken to them.**

**Module 11**

**Q27:** Read through the students work below and determine the level of each student. Please highlight the errors made by each student.

**Student A:** This morning I get up at six o clock and I had readed the newspaper per one hour in room. At half past six \_\_\_ I had to went in the park after I had come at school on foot\_\_\_ it was raining. Now I am going \_\_\_ lunch.

**A27-1: Proficiency level: low beginner**

**Module 11 deals with discipline in the classroom and does not deal with determining the level of student language proficiency.**

**Student B:** I was very glad to hear the news that was saying you will came to England for March vacation. I hope your stay will be very good in England. Everybody here cannot wait to see you and all pass on their wishes to you.

**A27-2: Proficiency level: medium beginner**

**Module 11 deals with discipline in the classroom and does not deal with determining the level of student language proficiency.**

**Module 12**

**Q28:** What is the first thing you should do as a teacher to get your students motivation at the start of a new lesson?

**A28: At the start of a new lesson, teachers motivate their students by getting them more involved in the lesson. Also teachers should allow students to participate and to draw their own experiences into the lesson.**

**Q29:** What should you ensure is happening in your class with your students during the production stage of your lesson?

**A29: In the production stage, teachers should ensure that students are using the target language to talk about their lives, feelings, and interests. By making the lesson more personal, it will motivate and interest students.**

**Q3O:** In your own words (**Not less than 100 words**) explain why relevance is key when teaching an ESL class?

**A30: Text books and rigid exercises can be very dull and boring. Relevance is key in teaching. It makes the lesson more enjoyable and fun when students are allowed to incorporate their daily lives into the lesson. In addition it is much more effective and better for students to absorb and obtain new information since relevance reinforces the lesson that is being taught. Adding to that, when students have the opportunity to talk about subjects they enjoy and can relate to, they will be much more involved in the lesson. Relevance is a very useful way of getting a topic across to the student.**

**Module 13**

**Q31:** What is the most important component of any lesson?

**A31: The target language that is being taught is the most important component of any lesson.**

**Q32:** What does the (TPR) stand for in ESL?

**A32: TPR stands for Total Physical Response. Developed by James Asher; Students response by physically rather than verbally.**

**Q33:** What is the importance of body language in an ESL class (**answer with not less than 50 words**)?

**A33: Body language can be a very important tool when comes to teaching. Using body language to gesture and acting out can further provide assistance for students to understand the lesson. When students do not understand a word, a gesture or acting out that word, can be of tremendous help. Instead of telling students to up look a word, this method of gestures and body language is a great way to assist students.**

**Module 14**

**Q34:** What is the basic idea of using of using a warm up at the start of an ESL class?

**A34: Warm ups are generally used to relax and put students into a ready and calm mindset.**

**Q35:** Why is important for an ESL teacher to have several games on hand that require minimal preparation?

**A35: Games that require minimal preparation can be very useful and handy when you are asked to teach another class.**

**Q36:** At what stage(s) would you use a game in an ESL class?

**A36: Games should be used at the beginning of class right before vigorous activity.**

**Module15**

**Q37:** In your own words (**Not less than 100 words**) please state the pros and cons of Edutainment in ESL?

**A37: Edutainment is teaching in entertaining ways. You can decide whether or not to use edutainment depending on the school or country in which you work. However edutainment has its pros along with its cons. Some countries and schools are strict in the way a teacher teaches. They expect you to deliver good content and skills. Other schools want more entertainment in your teachings and this is where you want to use edutainment. Students can learn the language quickly if you entertain them with edutainment. On the other hand, some schools look for an entertainer instead of a teacher. This is what you want to avoid.**

**Module 16 + 17**

**Q38:** What does ESP stand for?

**A38: ESP stands for “English for Specific Purposes.”**

**Q39:** State 3 differences between TBE and normal ESL classes?

**A39-1: TBE classes focus on specific parts of the language rather than ESL’s teaching of English in general.**

**A39-2: TBE students are typically older than ESL students.**

**A39-3: It is essential for TBE teachers to know a little bit about business. ESL teachers do not need to know about business whatsoever.**

**Module18**

**Q40:** State 3 advantages of teaching large classes?

**A40: The three advantages of teaching large classes are timing, participation, and high energy.**

**Q41:** Intimacy, distractions and students needs are 3 major challenges a teacher faces in a large class. In your own words how would you overcome these problems (100 words)?

**A41: Every large class has challenges. Intimacy, distractions, and students needs are just a few of them. However teachers must have methods to overcome these challenges. To overcome intimacy issues I would create and maintain a close relationship with all of my students. I’d start by introducing myself and come up with an icebreaker. To overcome distractions, students must know the rules. I would inform and state classroom rules to avoid any student distractions in the future. Lastly to avoid potential student needs, I would keep a notebook to take note of student problems and address all the problems at the same time. Also, I would induce regular student checks to monitor progress and make sure students have no problems advancing in the language.**

**Q42:** Give 4 strategies you would use in coping with a large class. Explain each choice you make?

**A42: I would properly plan lessons to make sure the class flows with problems. It is important to keep the class going or students will get distracted and off topic. I would also establish and enforce class rules. If the students know the rules and consequences, they surely will not misbehave. Next I would have a timer to make sure everything is on schedule. By managing time, it would help me focus on certain aspects of the whole lesson. This would help carry out my main objective instead of spending too much time on a particular topic. Lastly, I would reinforce and review past topics before going onto a new topic. This will ensure the students understanding of all topics.**

**Q43:** Why is it important to get to know your students names as soon as possible?

**A43: Learning your student’s names as soon as possible is the first step to building a close relationship with them. Not knowing your student’s names could also slow down lessons and make you seem unprofessional.**

**Q44:** Why is so important in a large class to get your students warmed up before you start your lesson?

**A44: Warm ups are important because they can get your students engaged and ready them for the main lesson while reviewing and relating to old lessons.**

**Q45:** What is the advantage of using **Choral Drilling** in large classes?

**A45: Choral drilling is a quick way of teaching diction and pronunciation. It can make words more memorable.**

**Q46:** What are the advantages of using group work in large classes?

**A46: Group work has many advantages to it. In groups students can help each other point out each other’s mistakes whereas an individual is less likely to notice their own mistakes. Also during group work, the teacher can help other groups.**

**Module19**

**Q47:** Teaching with limited resources as always difficult for any teacher. In your own words (**Not less than 100 words**) explain how would you overcome the many problems it will cause you and how you would make your class a success?

**A47: Being creative is essential in overcoming problems associated with limited resources. Being creative includes coming up with games. Games can incorporate lots of speaking and listening. Students can have fun, but at the same time learn. Fun conversations that involve speaking and listening also help in overcoming limited resources. Again, students will have the opportunity to learn as well as having fun. In addition, teachers can allow their students to come up with their own creativity to contribute to class’s activities. This will increase students’ familiarity with lessons and motivate them at the same time. These methods work well in compensating for the lack of resources.**

**Module20**

**Q48:** List 4 characteristics of how young children learn a new language?

**A48: The four characteristics of how young children can learn a new language is assimilation and reception, repetition, language blocks, and semantic fields.**

**Q49:** What does the term, **semantic fields** mean in E.S.L?

**A49: Semantic fields is the process in which students learn through topics such as, the seaside, my house.**

**Q50:** What does the term **routine time** mean in E.S.L?

**A50: The term routine time means using the same language every day. It is a set of expressions and phrases that can be used in every teaching session.**

**Q51:** List 4 reasons why **linguistic culture** is important in an E.S.L class for young learners?

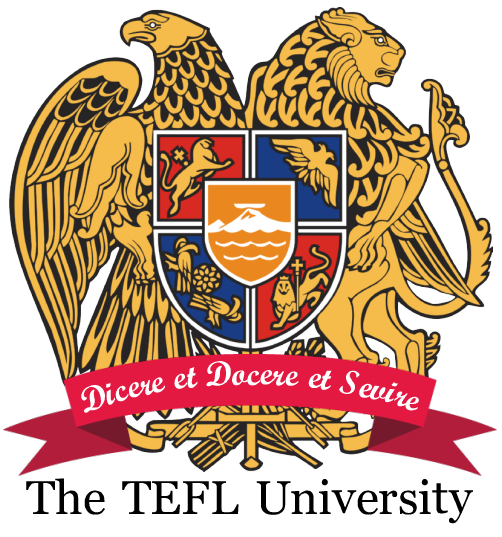
**A51: Linguistic culture is important because it is a natural way of learning blocks of language. It also helps you keep class in English. Linguistic culture can be used to acquire certain skills and is essential for intonation.**

**Q52:** What are the 3 development stages of early learning?

**A52: The three development stages of early learning are creative, mathematical, and physical development.**

**We allow 48 hours to complete the exam. Once you have finished, visit the link below and use the exam drop box, to return it to us. If you have any questions during the exam, you will find our contact details on the page:**

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