

**ADMISSION TEST  
TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

**Choose the best option (A, B or C) for each question.**

**1. You have just taught your learners a new word. You want to make sure that the learners have understood you. Which of these is not a reliable method of checking learners have understood a word?**

- A asking learners to translate the word
- B asking learners questions about the meaning and use of the word
- C asking learners 'Do you understand?'

**2. Which one of these statements is not true?**

- A All languages are stress-timed.
- B It is more important for learners to recognise features of stress-timing than produce them.
- C Stress-timing puts the emphasis on the words that convey the most meaning.

**3. A learner writes this sentence: My pet cat was died when I was young. What should the teacher tell the learner about the error, was died?**

- A 'died is already a passive verb so we don't need the auxiliary verb was.'
- B 'die is a verb that does not have an object so we cannot use it in the passive voice.'
- C 'We cannot use the passive to talk about an event at a specific time in the past.'

**4. We use a \_\_\_\_\_ to show who something belongs to. For example: This is mine.**

- A. relative pronoun
- B. possessive pronoun
- C. demonstrative pronoun

**5. We use the passive when we want to make the \_\_\_\_\_ or person or thing affected by the action the focus of the sentence. For example: My hair was cut.**

- A. patient
- B. object
- C. subject

6. ***Recording students motivates them because they***

- A anticipate an audience.
- B expect to be assessed.
- C find it creative.

7. ***Imagine you have given your learners a time limit of five minutes to complete a reading skills task. Before doing feedback on the task, the teacher should***

- A wait for the weakest learner(s) to finish.
- B wait for the majority of learners to finish.
- C stick to the set time limit whether learners have finished or not.

8 **A teacher has a class of adult learners at intermediate level. The unit in the coursebook is about environmental issues. The teacher says *Today, I'm going to tell you about the problems caused by deforestation.* By making this statement, the teacher is probably wrongly assuming that**

- A the learners have no interest in this issue.
- B the learners already have the vocabulary they need to discuss this issue.
- C the learners have no knowledge of this issue.

9 **Which of the following should effective instructions always include?**

- A the procedure learners need to follow, how interaction should be organised, checking understanding
- B the relevant page number, the procedure learners need to follow, discipline
- C context for the task, speed at which the task needs to be completed, checking understanding

10 **What is the purpose of *continuing professional development*?**

- A to constantly change and update our skills
- B to help us develop and gain greater satisfaction from our jobs
- C to evaluate our weaknesses

### Suggested Answers

Thinking about teaching is an important part of teacher development. If you are just beginning your career as a teacher, you should try to find a little time to reflect on your experiences. If you are training to be a teacher, it is a good idea to develop your ability to reflect on your ideas about teaching for the future. Our TEFL program, whether you are aiming to enroll in a certification, or the complete diploma, facilitates you in your teaching goals.

**1. Answer:** As a teacher, you must always make sure that your learners understand the meaning of any new words that you teach. A learner may believe they have understood a new word, when in fact they do not. This often happens with ‘false friends’ – when the form of a word is the same (or very similar) in two languages but the meaning is different. For example, *actually* in English means ‘in fact’ but in many European languages, a very similar word (e.g. *actualmente* in Portuguese) means ‘now’ or ‘currently’. If you say ‘Do you understand the word actually?’ to a Portuguese learner, he might say ‘yes’ but in fact be wrong. Therefore, it is a good idea to use translation or questions to check understanding. So the correct answer is ‘C’.

**2. Answer:** Asking learners to repeat a word (known as *drilling*) is an effective way to demonstrate word stress. You can also help learners by showing the stress of a word when you write the word on the board for them (for example, underline or draw a dot over the stressed syllable in the word). Asking learners to make a list of words with the same number of syllables is not effective. For example, the words *happiness*, *policeman* and *recollect* all have three syllables but do not stress the same syllable. So the correct answer is ‘B’.

**3. Answer:** There is sometimes not much difference between teaching grammar and teaching vocabulary. Learners need information about how words ‘behave’ in English to help them use vocabulary more accurately. For example, most good dictionaries will tell you whether a verb is *transitive* or *intransitive*. An example of a transitive verb is *tell*. This means we can say *Jo told a joke* (ü) but not *Jo told* (û) – you must have something (the direct object) to tell. The verb *die* is intransitive so it cannot have an object (*My cat died* (ü) but not *My uncle died my cat* (û) or *My cat was died* (û)). Teachers need to give accurate information to learners when they make a grammar error. So the correct answer is ‘B’.

**4. Answer:** B

**5. Answer:** B

**6. Answer:** Although learners are motivated by creativity, all the latest research shows that when they perceive or imagine an audience, they try harder and start to perform so the correct answer is ‘A’.

**7. Answer:** Setting time limits on activities is a useful way to manage your lesson and ensure that the pace is just right (not too slow and boring, not too fast and difficult). However, a common error of many teachers is to plan too much. If your timing has been unrealistic, then you may need to revise your plan during the lesson. Waiting for the weakest learners in the class may also be problematic. So the correct answer is 'B'.

**8. Answer:** Teachers need to anticipate problems that learners might have when they plan their lessons. A useful strategy is to give learners tasks and activities which will show the teacher how much they know about a particular topic. For example, the teacher could write the word *deforestation* on the board. She could then ask 'Do you know any other words or phrases on the same topic?'. If learners can suggest words and phrases such as *acid rain*, *protest*, *global warming*, *pollution*, etc. then the teacher can see that they do have some of the vocabulary they need. The teacher can also ask learners for their opinion on the topic. By making the statement, the teacher is not giving her learners an opportunity to discuss the topic. So the correct answer is 'C'.

**9. Answer:** The purpose of instructions is to make it absolutely clear what learners need to do. Explaining what procedure to follow is just one part of this. When you give instructions, you also need to indicate who learners will do the task with and know that learners have understood. Answer 'A' provides all these features of effective instructions.

**10. Answer:** Continuing professional development (CPD) helps us to work on both our strengths and weaknesses in order to develop both personally and professionally. This helps us to gain greater satisfaction from our work, so answer 'B' is correct.