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Anglia Examination Syndicate (England)

**Certificate for International Teachers of
English**

Young Learners – Sample Paper

SAMPLE ANSWERS

Time allowed – Three hours.

Candidates should answer ALL questions.

Write your answers in PEN in the spaces provided.

You may use correcting fluid if necessary.

Ask for extra paper if you need it.

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Section one	Section two	Section three	Section four	Section five	Section six	TOTAL

Part One (20 marks) Grammatical awareness.

Match the underlined phrases with one of the grammatical terms given and then provide a sentence with a *different* example of the structure, underlined as below.

1 mark each correct letter, 1 mark each example.

Phrase	Grammatical term	Your own example
<u>They are playing</u> in the park at the moment	D	<u>We are drinking orange juice.</u>
<u>Stand up!</u>	A	<u>Sit down!</u>
That book is <u>mine.</u>	K	This hat is <u>yours.</u>
<u>I drove</u> 400 kilometres yesterday	L	<u>He lived in America last year.</u>
Miguel <u>isn't as tall as</u> Sonia.	E	Harry <u>is fatter than</u> Simon.
Frank is the one <u>who</u> is sitting at the back of the class	N	That's the house <u>which</u> I used to live in.
John <u>takes after</u> his father.	J	The plane <u>took off</u> late.
Have you finished your work <u>already?</u>	G	I haven't eaten my dinner <u>yet.</u>
I <u>couldn't</u> do my homework.	H	You <u>must</u> have a driving licence to drive.
Is that <u>a</u> duck's egg?	F	<u>One</u> day I want to go to New York.
He came <u>third</u> in the race.	I	It is her <u>fourth</u> birthday today.

imperative	A	ordinal number	I
past perfect	B	phrasal verb	J
interrogative	C	possessive pronoun	K
present continuous	D	past simple	L
comparative	E	cardinal number	M
determiner	F	relative pronoun	N
adverb	G	adjective	O
modal verb	H	superlative	P

Part Two (20 marks) Functional awareness.

Match the underlined phrases with one of the functions given below and then provide a sentence with a *different* example of the function. There is one example and one function you will not need.

Phrase	Function	Your own example
I'm very grateful <u>to you</u>	<i>I</i>	<i>Thanks for everything you've done for me</i>
Let's go out tonight.	F	How about seeing a film?
You've done brilliantly!	D	Well done!
I was wrong, It won't happen again	K	I'm sorry I'm late.
This room is dirty and cold.	E	My room hasn't been cleaned.
Could you tell me what time the next train is, please?	G	How much is this book?
If I were you, I'd go to the doctor.	A	You ought to eat more fruit.
I'll have chicken salad, please.	C	One coffee and two teas please.
This word is spelt with a 'b' not a 'v'.	H	The bus goes at 9.30 not 9.35
Could you possibly carry this heavy bag for me?	J	Could you help me pack?
You're quite right about this T-shirt: it's too bright.	B	I agree with you about that.

giving advice	A	requesting information	G
agreeing	B	correcting	H
ordering	C	thanking	I
congratulating	D	asking for help	J
complaining	E	apologising	K
suggesting	F	refusing an invitation	L

Part Three. (15 marks) The language of young learners: adaptation and accommodation

Rewrite the following passage in no more than 75 words to make it suitable for reading by young learners. At the end of the passage, state at what age and what level you assume these young learners to be.

Deserts: What are they?

When people think about deserts, they usually imagine vast sand dunes under a burning sun, with nothing to break the monotony of the landscape except for an occasional palm-filled oasis. Although places like this certainly exist, the word 'desert' encompasses a wide range of landscapes, many of which are rich in wild plants, animals and people, adapted to difficult conditions. Characteristics of deserts include very low rainfall and humidity, high evaporation rates, and little cloud cover. Many deserts are hot but some can be bitterly cold; there are ice deserts in the polar regions. Desert soils are generally poor because they contain little vegetable matter; if water is supplied, most deserts are capable of sustaining agriculture. (116 words)

What is a Desert?

Think about deserts. Are you thinking about a hot, dry empty place with sand, camels and an oasis with palm trees? There are other kinds of deserts, too. Some deserts are cold. Most deserts are not empty. They have people and animals and plants living in them. So what is a desert? A desert has almost no rain, almost no cloud and almost no earth to grow things in.

My passage is for young learners aged between 8 and 11 at Elementary, CEF A2, post beginner (etc) level.

Part Four (15 marks) The language of young learners: error correction

Look at the essay below by a young learner. Correct the errors in it using symbols of your own choosing. Give praise where it is due. Provide a key to your symbols, and any comments you want to make about the essay at the bottom of the page.

My Father

My father is my best friend. He is very good man. I like my father. Me and my
 brother play my favourite sport, the football. Yesterday after school I played
 football with my father. We went at 8 o'clock home. He has a good character. He is
 very friendly, he help all the people. He works in the bank. Together, reading my
 homework, play with my ball and go together to my school.

He was born in a village, Agia Marina, but now lives in Nicosia. He likes the dogs very
 much. He likes special the big dog but he likes and small dogs .

I like my father because he love me and I love he, too.

My father the best man from all the people.

g is wphr in the world.

key wo =word order 1,2 3 =correct wo ww = wrong word w phr = wrong

phrase g = grammar ✓ = good Λ something omitted δ delete

comment: half the child's errors are to do with the determiner, a or the or nothing

or the third person 's'- and are not a real impediment to understanding. There

is a good sentence in the past tense, completely correct. In spite of all the

corrections this is a promising piece of writing.

Part Five Classroom language (10 marks)

Choose the best word to fill the gap in the sentence.

1. O.K, everyone _____ attention!

<u>A Pay</u>	B Give	C Have	D Offer
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2. Right, let's _____ to see who's here.

A control	B call	<u>C check</u>	D charge
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3. _____ up behind each other in front of the door, please.

A Snake	<u>B Line</u>	C Form	D Wait
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4. See if you can learn this little poem off by _____

A head	B memory	<u>C heart</u>	D mind
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5. _____ down now, everyone and listen to me.

A Soften	B Straighten	<u>C Settle</u>	D Smooth
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6. Could you _____ up, Harry? I can't hear you.

A shout	B call	C voice	<u>D speak</u>
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7. Don't worry about _____ mistakes when you speak.

A having	<u>B making</u>	C saying	D doing
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8. Keep your hands in the _____ while I count you.

A sky	<u>B air</u>	C height	D space
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9. Whose _____ is it to give out the books?

A round	B occasion	C opportunity	<u>D turn</u>
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10. Can you put these words into alphabetical _____ for me?

A range	B system	<u>C order</u>	D rule
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Part Six Essay (20 marks)

Using your experience of young learners, write an essay of between 250 and 300 words on one of the following topics

either The Role of Games in Teaching English to Young Learners

or Good ways of Teaching Pronunciation and Intonation to Young Learners.

The role of games in teaching English to young learners.

Games are particularly important for teaching a language, to young learners. My experience of teaching them has shown that they learn much better in a friendly environment, where they enjoy the activities and feel no embarrassment about or pressure from the introduction of a foreign language.

One of the most useful aspects of games is the instruction-giving at the beginning. Because the children are eagerly anticipating playing the game, they are listening with genuine interest to find out how to play, not simply to follow arbitrary English phrases. Then, when they understand and do play the game they have had a valuable lesson reinforced: that the language works just like any other: for sending and receiving meaningful messages.

The type of games which I have found especially useful are guessing games and memory games. In these games the children become familiar with new vocabulary in an enjoyable way. The games also encourage the children to speak in a real communicative situation.

Games are therefore particularly useful for the skills of listening and speaking and for the enjoyable introduction of new vocabulary. Their usefulness should not be over exaggerated as there is much else that has to be done in the classroom which may have to be done in a quieter way, but there is no doubt that language games have a crucial part to play in making the learning of English a happy experience for the young learner. 225 words

SAMPLE

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