

1. A teacher working with limited-English-proficient students uses charts, maps, photographs, overlays, and manipulatives extensively with her students. Her lesson plans involve hands-on activities as often as possible. At times, she will mime or act something out, often repeats key information and vocabulary several times throughout a lesson, and intentionally pauses to give her students a chance to process. She often "checks in" to make sure everyone understands. She's more concerned that her students grasp vital concepts than details. What type of instruction is she employing with her students?
 - a. Structured English
 - b. Sheltered English
 - c. Swim, Don't Sink
 - d. Standard English
2. A teacher is working with her bilingual students. She has made charts of word families. One chart contains the words out, shout, about, pout. Another groups reason, season, beat, heat. What component of language is she basing her lesson on?
 - a. Morphology
 - b. Semantics
 - c. Phonology
 - d. Phonetics
3. What is a common misconception about bilingual education in the United States?
 - a. It will discourage students whose first language is not English from learning English.
 - b. It is a threat to national identity by encouraging diversity instead of unity.
 - c. Non-native speakers will have little motivation to embrace their new culture.
 - d. All the above.
4. Language acquisition theory postulates that:
 - a. The acquisition of language is unconscious and comes about through use, whereas language learning is formal and based upon instruction.
 - b. From infancy, the passionate desire to communicate is the single most important force in language acquisition.
 - c. A language is learned at an "as needed" pace; a young child builds vocabulary and syntactical complexity as her needs grow and change.
 - d. The human mind contains a kind of metalinguistic grid at birth; language acquisition is the process of accepting those syntactical and sound elements that are used in a particular language and repressing elements that are not.
5. A Phoneme is:
 - a. The smallest unit of distinctive sound in any spoken language.
 - b. Sounds that are pronounced with a stop, such as /t/ /b/ /d/ or /sh/.
 - c. A syllable that changes the meaning of a word, such as —able or —un.
 - d. The most important syllable in a multi-syllabic word.
6. A pair of identical twins has lost their father in the grocery store. First they look together, walking 200 feet to the end of the aisle. Twin A goes to the left and proceeds 325 feet. Twin B turns right for 50 feet, then right again for another 125 feet. At this point, she turns, retraces her steps and follows her sister. Her sister stops and waits for her. Once they are together again, they hear an announcement on the loudspeaker that their father is waiting at the front of the store. At that moment, a woman notices that both girls are crying. When she discovers they are lost, she walks with them to the front of the store, a distance of 375 feet, where their father rushes in relief to meet them .

 Altogether, how many feet have been traveled in order for the girls to reunite with their father?
 - a. 2,525 feet
 - b. 1,925 feet
 - c. 1,075 feet
 - d. 1,250 feet
7. A third-grade teacher has a student from El Salvador who has only sporadically attended school. He has been identified as Limited English Proficient (LEP) and is far behind other students in the class. He is pre-literate, a year and a half older than his classmates, and has parents who are neither educated nor English speakers. What research-based strategies can the teacher employ to support this student's special needs?
 - a. Create a learning environment that is serious and dedicated; point out errors in English throughout the day; provide a translator to help with his class work.
 - b. Create a learning environment that is fun and spontaneous; avoid presenting an overly-serious or strict persona; allow the student to take frequent "time outs" when he feels overwhelmed; lower expectations to meet the student's abilities.
 - c. Put consistent classroom routines in place and do not vary them; create a learning environment that reflects joy and discipline in learning; create clearly defined learning expectations and goals; allow the student to work in groups with a variety of other students; permit this student to take ownership of some of his lessons.
 - d. Isolate the student from others who might be a distraction; give the student substantial private instruction and after-school tutoring; require the student to redo class work until it is correct.
8. Who is required to establish a Language Proficiency Assessment Committee (LPAC)?
 - a. Any district with a Bilingual/ ESL program.
 - b. Any building with a Bilingual/ ESL program.
 - c. Every school in every district in the United States; this is a federally mandated requirement.
 - d. While establishing an LPAC is strongly encouraged by the State Board of Education, it is not required.

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