

# Delta Module 1 Practice Test (Sample)

## Study Guide



**Everything you need from our exam experts!**

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# Table of Contents

<b>Copyright</b> .....	<b>1</b>
<b>Table of Contents</b> .....	<b>2</b>
<b>Introduction</b> .....	<b>3</b>
<b>How to Use This Guide</b> .....	<b>4</b>
<b>Questions</b> .....	<b>5</b>
<b>Answers</b> .....	<b>8</b>
<b>Explanations</b> .....	<b>10</b>
<b>Next Steps</b> .....	<b>16</b>

SAMPLE

# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

**Remember:** successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

# How to Use This Guide

**This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:**

## **1. Start with a Diagnostic Review**

**Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.**

## **2. Study in Short, Focused Sessions**

**Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.**

## **3. Learn from the Explanations**

**After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.**

## **4. Track Your Progress**

**Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.**

## **5. Simulate the Real Exam**

**Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.**

## **6. Repeat and Review**

**Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.**

**There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!**

## Questions

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- 1. What is the term for providing the necessary resources, information, and support to enable learners to complete a task?**
  - A. Facilitation**
  - B. Exploitation**
  - C. Extension Task**
  - D. Field-Dependent Learners**
  
- 2. Which sentence demonstrates hedging?**
  - A. The party was somewhat spoiled by the return of the parents.**
  - B. The party was great.**
  - C. The party happened last night.**
  - D. The party is canceled.**
  
- 3. Selecting techniques, activities, procedures for classroom use from a range of different methodologies is known as what?**
  - A. Eclecticism**
  - B. Monoglossia**
  - C. Purism**
  - D. Prescriptivism**
  
- 4. Which example best illustrates Congruency in ELT?**
  - A. Coordinating intonation, gesture, grammatical structure and lexis to fit an utterance**
  - B. Focusing only on grammar rules**
  - C. Repeating phrases without context**
  - D. Ignoring non-verbal cues in communication**
  
- 5. Which term describes a sound produced with the back of the tongue against the soft palate, as in /k/ and /g/, and the final consonant in 'sing'?**
  - A. Velar**
  - B. Dental**
  - C. Nasal**
  - D. Plosive**

- 6. Which aspect of pragmatic competence concerns using language to carry out certain intentions?**
- A. Illocutionary competence**
  - B. Discourse competence**
  - C. Sociolinguistic competence**
  - D. Strategic competence**
- 7. Which technique involves a teacher and student discussing a piece of writing during drafting?**
- A. Conferencing**
  - B. Cohesion**
  - C. Comprehensible input**
  - D. Content schemata**
- 8. Which concept, proposed by Dell Hymes, represents the knowledge needed to communicate effectively by integrating multiple competences?**
- A. Communicative Competence**
  - B. Linguistic Competence**
  - C. Discourse Competence**
  - D. Register**
- 9. The term for the period during which a single participant speaks in a conversation is called what?**
- A. Turn Taking**
  - B. Taboo Language**
  - C. Utterance**
  - D. Vague Language**
- 10. Which term denotes the grammatical category used to indicate time by verb form (e.g., walked vs walks)?**
- A. Tense**
  - B. Aspect**
  - C. Mood**
  - D. Voice**

## Answers

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1. A
2. A
3. A
4. A
5. A
6. A
7. A
8. A
9. A
10. A

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## **Explanations**

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**1. What is the term for providing the necessary resources, information, and support to enable learners to complete a task?**

**A. Facilitation**

**B. Exploitation**

**C. Extension Task**

**D. Field-Dependent Learners**

Facilitation is guiding learners by providing the resources, information, and support they need to complete a task. It centers on enabling students to perform the task themselves, with the teacher offering materials, scaffolding, prompts, and structured guidance rather than doing the work for them. This approach helps learners build independence and confidence as they apply what they're learning, using checklists, exemplars, rubrics, and access to tools or demonstrations to navigate the task. The goal is to create the conditions for successful performance, not to take over the task or just present content. Exploitation isn't about teaching and supporting learning; it implies taking unfair advantage. An extension task is an additional challenge added after the main task, not the mechanism for enabling initial task completion. Field-dependent learners describe a learner style, not a process of providing support.

**2. Which sentence demonstrates hedging?**

**A. The party was somewhat spoiled by the return of the parents.**

**B. The party was great.**

**C. The party happened last night.**

**D. The party is canceled.**

Hedging is using cautious language to soften a claim and show uncertainty or nuance. In the sentence that contains somewhat, the adverb lowers the intensity of the statement, signaling that the party was spoiled to some degree but not completely. That softening is exactly what hedging looks like. The other sentences make strong or definite statements without any softening: great presents a bold evaluation, happened last night states a simple fact, and is canceled declares a definite outcome. So the sentence with somewhat demonstrates hedging.

**3. Selecting techniques, activities, procedures for classroom use from a range of different methodologies is known as what?**

- A. Eclecticism**
- B. Monoglossia**
- C. Purism**
- D. Prescriptivism**

Eclecticism in teaching means drawing on techniques, activities, and procedures from several different methodologies to fit learners and the task at hand. This flexible approach rejects sticking to one fixed method and instead combines elements from direct instruction, collaborative work, inquiry, and other strategies as needed. The benefit is you can tailor the lesson to students' needs, the content, and the classroom context, blending where appropriate to maximize engagement and understanding. For example, you might begin with a quick explicit explanation, followed by guided practice in pairs, then a hands-on project to apply the idea, and finish with a reflective activity. The other terms don't describe this practice: monoglossia relates to using a single language variety, purism to an insistence on purity, and prescriptivism to prescribing language norms. Eclecticism best fits the idea of selecting techniques from a range of methodologies.

**4. Which example best illustrates Congruency in ELT?**

- A. Coordinating intonation, gesture, grammatical structure and lexis to fit an utterance**
- B. Focusing only on grammar rules**
- C. Repeating phrases without context**
- D. Ignoring non-verbal cues in communication**

Congruency in ELT means making sure what is said, how it's said, and the non-verbal signals used all work together to express the same message. The example that best illustrates this is coordinating intonation, gesture, grammatical structure and lexis to fit an utterance. When the speaker uses the right intonation to show emphasis or question, aligns the grammar and vocabulary to that function, and uses gestures that reinforce the meaning, the delivery matches the speaker's intent and the context, making communication clear and natural. The other approaches don't fit as well because focusing only on grammar rules misses how language is performed; repeating phrases without context lacks purpose and function; and ignoring non-verbal cues breaks the link between the message and its delivery.

5. Which term describes a sound produced with the back of the tongue against the soft palate, as in /k/ and /g/, and the final consonant in 'sing'?

- A. Velar
- B. Dental
- C. Nasal
- D. Plosive

Velar describes sounds made with the back of the tongue against the soft palate (the velum). That place of articulation is used for the English sounds /k/ and /g/ (the velar stops), and for the final consonant in "sing" (/ŋ/), which is a velar nasal. Dental would involve the tongue against the teeth, nasal is a manner of voice flow through the nose, and plosive is a manner (stop), not the place. So the correct term is velar.

6. Which aspect of pragmatic competence concerns using language to carry out certain intentions?

- A. Illocutionary competence
- B. Discourse competence
- C. Sociolinguistic competence
- D. Strategic competence

Using language to carry out certain intentions is about performing actions through speech—the illocutionary act. Illocutionary competence is the ability to choose an utterance and intend a specific effect, like making a request, giving a promise, or issuing a command. It captures how we use language to accomplish what we mean in social interaction. Discourse competence focuses on how sequences of sentences hang together and flow across turns, ensuring coherence and organization. Sociolinguistic competence deals with using language appropriately for social context—adjusting formality, politeness, and registers. Strategic competence is about employing tactics to keep communication going or overcome breakdowns (rewording, signaling clarification, etc.). So the aspect that specifically targets using language to carry out intentions is illocutionary competence.

7. Which technique involves a teacher and student discussing a piece of writing during drafting?

- A. Conferencing
- B. Cohesion
- C. Comprehensible input
- D. Content schemata

This item targets collaborative feedback during the drafting stage of writing. Conferencing is a one-on-one or small-group discussion between a teacher and student about a draft, focusing on ideas, structure, and language to guide revision. This direct, interactive exchange helps the writer rethink what to include, how to reorganize, and how to improve clarity with concrete guidance from the teacher. Cohesion is about how well ideas and sentences connect within the text, not the process of discussing the draft. Comprehensible input concerns providing understandable language to help learners acquire it, not the drafting conference itself. Content schemata refers to background knowledge about a topic, not a drafting discussion.

**8. Which concept, proposed by Dell Hymes, represents the knowledge needed to communicate effectively by integrating multiple competences?**

**A. Communicative Competence**

**B. Linguistic Competence**

**C. Discourse Competence**

**D. Register**

Communicative competence is the ability to convey and interpret messages effectively in real social contexts by drawing on a range of knowledge areas. Dell Hymes argued that effective communication requires more than knowing grammar and vocabulary; it needs sociolinguistic awareness (what is appropriate in a given setting), discourse competence (how to organize speech across exchanges), and strategic competence (how to handle gaps or misunderstandings). In other words, it's knowledge of not just how language works in isolation, but how to use it to achieve communicative goals across different contexts, genres, and relationships. For example, choosing an informal register with a friend versus a formal one with a teacher, making a request politely, or repairing a misunderstanding—all require integrating multiple competences. This broader capacity is what enables communication to be effective, flexible, and culturally appropriate, which is why communicative competence is the best descriptor here. Other concepts focus on isolated aspects, like grammar alone or the organization of text, but they don't capture the social and strategic dimensions that Hymes tied together under communicative competence.

**9. The term for the period during which a single participant speaks in a conversation is called what?**

**A. Turn Taking**

**B. Taboo Language**

**C. Utterance**

**D. Vague Language**

Think about how conversations flow: the stretch of speech when one person has the floor is a turn. The broader idea that describes how speakers take turns—when a turn ends and another begins, and how that exchange is managed—is called turn-taking. The other terms refer to different things: taboo language means forbidden words, an utterance is any spoken unit, and vague language refers to hedged or imprecise speech. So this choice fits best because it captures the notion of the speaking interval within the system that governs how turns are allocated in dialogue.

**10. Which term denotes the grammatical category used to indicate time by verb form (e.g., walked vs walks)?**

**A. Tense**

**B. Aspect**

**C. Mood**

**D. Voice**

**Tense is the grammatical category that marks when an action happens by changing the verb form. In English, the main tenses express past, present, and future. Walked signals a past action, while walks signals a present action. You can also show future time with forms like will walk. The other terms describe different features: aspect deals with the flow of time within the action (completed vs ongoing), mood expresses the speaker's attitude or possibility, and voice shows whether the subject acts or is acted upon. So the term that denotes time by the verb form is tense.**

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## Next Steps

**Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.**

**As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.**

**If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at [hello@examzify.com](mailto:hello@examzify.com).**

**Or visit your dedicated course page for more study tools and resources:**

**<https://deltamodule1.examzify.com>**

**We wish you the very best on your exam journey. You've got this!**

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