# English as a New Language Early to Middle Childhood National Board Component 1 Practice Exam (Sample)

**Study Guide**



BY EXAMZIFY

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

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# 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**

1. According to the threshold hypothesis, what condition supports successful L2 acquisition?

   A. Intensive exposure to L2 without L1 foundation

   B. Having a foundation in L1 before L2 acquisition

   C. High motivation alone

   D. Immersion in L2 classrooms only

2. What happens during roam & review after a lesson?

   A. After reflection, students roam the room to discuss the ideas with peers.

   B. The lesson ends with a solo writing task.

   C. Students review the material through a quiz.

   D. There is no sharing after the lesson.

3. Which statement best describes vocabulary in language learning?

   A. Lexicon is fixed and identical across contexts.

   B. Each content area has its own lexicon.

   C. Vocabulary is unrelated to history or context.

   D. Vocabulary only includes common everyday words.

4. Which strategy involves one partner verbally describing something hidden from the other to enable guessing?

   A. Gallery Walk

   B. Audio-Lingual Method

   C. Information Gap

   D. SDAIE

5. Which approach uses dialogues based on real-life notions and functions (like greetings, shopping) to frame speaking activities?

   A. Notional-Functional Approach

   B. Natural Approach

   C. Silent Way

   D. Community Language Learning

6. **Which approach includes structure-based production tasks, comprehension tasks focusing on target forms, and consciousness-raising tasks?**

   A. Input processing instruction

   B. Interactional feedback

   C. Textual enhancement

   D. Task-based instruction

7. **Which acronym stands for the process used to identify triggers of problem behavior and plan interventions?**

   A. FBA

   B. BIP

   C. Cloze

   D. Discourse Error

8. **Which term describes a phrase where a modifier appears to modify the wrong word in a sentence?**

   A. Pragmatic competence

   B. Misplaced modifier

   C. Pragmatics

   D. Tone

9. **What does SDAIE stand for, and what is its purpose?**

   A. Specially Designed Academic Instruction in English; to make curriculum accessible for ELLs

   B. Specially Designated Academic Instruction in English; to test language

   C. Specially Designed Academic Instruction in English; to follow Cummins & Krashen

   D. Structured Daily Academic Instruction in English; to standardize testing

10. **Which method uses inventories or questionnaires as prompts to guide follow-up or discussion?**

    A. Surveys

    B. Possible Sentence

    C. Inside-Outside Circle

    D. Written Debate

# Answers

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

# Explanations

1. **According to the threshold hypothesis, what condition supports successful L2 acquisition?**

   **A. Intensive exposure to L2 without L1 foundation**

   **B. Having a foundation in L1 before L2 acquisition**

   **C. High motivation alone**

   **D. Immersion in L2 classrooms only**

The threshold hypothesis says that reaching a minimum level of L1 proficiency supports successful L2 learning. When a learner has a solid foundation in the first language, they can transfer underlying linguistic knowledge—grammar concepts, vocabulary organization, phonological awareness—and metalinguistic skills to the second language. This transfer makes it easier to notice patterns, infer rules, and organize new language knowledge, which boosts L2 development. That's why having L1 proficiency before starting L2 acquisition best supports success. Exposure to L2 without an L1 foundation doesn't provide that necessary base for effective transfer, motivation alone isn't enough, and simply being immersed in L2 classrooms misses the crucial cognitive-linguistic groundwork that the L1 foundation provides.

2. **What happens during roam & review after a lesson?**

   **A. After reflection, students roam the room to discuss the ideas with peers.**

   **B. The lesson ends with a solo writing task.**

   **C. Students review the material through a quiz.**

   **D. There is no sharing after the lesson.**

The main idea is using movement after a lesson to reinforce learning with a quick, formative check. Roam & review works well with a brief quiz because moving around the room while answering short questions gives students a chance to retrieve vocabulary and concepts, stay engaged, and provide immediate evidence of what they've retained or where they need more support. This approach also helps the teacher quickly see patterns in understanding across the class and tailor next steps. While discussing ideas with peers can be valuable, it doesn't provide the concise, check-for-understanding format that a quick quiz offers. A solo writing task emphasizes reflection more than immediate review of key concepts, and saying there's no sharing after the lesson directly conflicts with the purpose of reviewing learning together.

## 3. Which statement best describes vocabulary in language learning?

A. Lexicon is fixed and identical across contexts.

**B. Each content area has its own lexicon.**

C. Vocabulary is unrelated to history or context.

D. Vocabulary only includes common everyday words.

Vocabulary in language learning isn't a fixed, universal set of words. Words gain precise meanings within specific subjects, so learners need to learn the specialized terms of each content area to really understand and participate. That's why each content area has its own lexicon—terms like ecosystem, hypothesis, or artifact belong to particular disciplines and can carry genre-specific implications. General everyday words are only part of vocabulary; academic and domain-specific terms are essential for accessing texts, instructions, and discussions in that field. Vocabulary also connects to history and context, so understanding how terms are used in real contexts improves comprehension and communication. Explicit instruction and practice in content-area vocabulary help learners build the language needed to learn across subjects.

## 4. Which strategy involves one partner verbally describing something hidden from the other to enable guessing?

A. Gallery Walk

B. Audio-Lingual Method

**C. Information Gap**

D. SDAIE

The idea being tested is a type of communicative task where learners must bridge a missing piece of information through description and listening. In an Information Gap activity, one person has information that the other person does not. By describing what's hidden and asking questions, the describer helps the partner guess the missing item or detail. This setup motivates precise use of language, clarifying meaning, and negotiating understanding, because success depends on effective description and listening, not just recalling or repeating practiced phrases. This is the best fit because it specifically centers on describing something hidden to enable the other person to guess, which is the defining feature of an Information Gap task. The other options don't capture that exact dynamic: Gallery Walk involves moving around to share and discuss ideas in a visual display; the Audio-Lingual Method emphasizes drills and pattern repetition rather than a information-sharing guessing activity; and SDAIE refers to a teaching approach for English learners with content knowledge, not a particular activity focused on hidden-information guessing.

**5. Which approach uses dialogues based on real-life notions and functions (like greetings, shopping) to frame speaking activities?**

**A. Notional-Functional Approach**

B. Natural Approach

C. Silent Way

D. Community Language Learning

Using real-life functions and everyday situations to guide speaking practice. This approach builds language around notions (ideas like time, quantity, direction) and functions (what you can do with language, such as greeting, asking for help, shopping). Lessons are centered on short dialogues that mirror actual tasks students are likely to perform—greeting someone, asking for prices, making requests, or confirming plans—so learners practice communicating in meaningful, practical contexts. The emphasis is on how language is used to accomplish real activities, not just on memorizing grammar or structure. Other approaches tend to focus more on exposure to language input, discovery of forms, or affective and group dynamics rather than structured, function-driven conversation. So the described approach is the Notional-Functional Approach.

**6. Which approach includes structure-based production tasks, comprehension tasks focusing on target forms, and consciousness-raising tasks?**

A. Input processing instruction

B. Interactional feedback

C. Textual enhancement

**D. Task-based instruction**

Task-based instruction organizes learning around meaningful activities that require students to use language to accomplish a goal, and it incorporates a range of task types that target form and meaning. The structure-based production tasks give learners guided opportunities to produce the target forms within an organized pattern, helping them practice how the language is used in real steps or sequences. Comprehension tasks focusing on target forms have students process input—listening or reading—with attention specifically drawn to the forms being learned, so they notice how the forms appear in authentic language. Consciousness-raising tasks are designed to make students aware of those forms, often through reflection or discussion about how and why the forms work in different contexts. This combination—producing language in a structured way, processing input with a focus on particular forms, and reflecting on form usage—fits the task-based approach, where learners develop language through purposeful tasks that blend meaning with attention to form. Other approaches emphasize different mechanisms (like processing input alone, or surface-level text alterations) rather than this integrated triad of task-based activities.

## 7. Which acronym stands for the process used to identify triggers of problem behavior and plan interventions?

**A. FBA**

B. BIP

C. Cloze

D. Discourse Error

Functional Behavioral Assessment is the process that looks at what triggers a problem behavior and why it happens, by analyzing what happens before and after the behavior to determine its function. Through data collection, interviews, and observation, it identifies whether the behavior serves to gain attention, escape a task, obtain a tangible item, or satisfy a sensory need. With that understanding, supports are designed to modify triggers and teach alternative, appropriate behaviors. The plan that results from this work is a Behavior Intervention Plan, but the method described here—identifying triggers to inform interventions—is the Functional Behavioral Assessment. The other options don't fit because a cloze task is unrelated to behavior assessment, and a Discourse Error refers to language production mistakes rather than identifying triggers or planning supports.

## 8. Which term describes a phrase where a modifier appears to modify the wrong word in a sentence?

A. Pragmatic competence

**B. Misplaced modifier**

C. Pragmatics

D. Tone

Modifiers should sit next to the word they describe. When a modifier is placed in the wrong spot, it can seem to describe the wrong word, making the meaning unclear. This specific issue is called a misplaced modifier.  For example, in a sentence like "She served the soup to the children in a plastic spoon," the phrase "in a plastic spoon" might seem to describe the children. The clearer meaning is that the spoon was plastic, used to serve the soup, not that the children are in a spoon. Rewriting to "She served the soup to the children using a plastic spoon" fixes the problem.  Other terms you might meet refer to language use in social contexts (pragmatic competence, pragmatics) or to attitude in speech (tone), but they don't describe this kind of word-placement error.

## 9. What does SDAIE stand for, and what is its purpose?

**A. Specially Designed Academic Instruction in English; to make curriculum accessible for ELLs**

B. Specially Designated Academic Instruction in English; to test language

C. Specially Designed Academic Instruction in English; to follow Cummins & Krashen

D. Structured Daily Academic Instruction in English; to standardize testing

Specially Designed Academic Instruction in English is a sheltered approach that presents grade-level content in ways that are understandable to English language learners while also supporting the development of their English skills. The goal is to give ELLs access to the same curriculum as their peers, using strategies like visuals, clear modeling, chunked language, sentence frames, and active student engagement. It's about teaching content effectively in English, not about testing language or following particular theorists, and not about standardizing assessments. That emphasis on making the curriculum accessible for ELLs is why this option is the best match.

## 10. Which method uses inventories or questionnaires as prompts to guide follow-up or discussion?

**A. Surveys**

B. Possible Sentence

C. Inside-Outside Circle

D. Written Debate

Using inventories or questionnaires as prompts to guide follow-up or discussion means gathering information from students and letting those responses shape what comes next in the conversation. Surveys fit this idea because they collect data from learners through structured items, and the teacher then uses those responses to form targeted follow-up questions, small-group tasks, or whole-class discussion topics. This approach turns a simple data collection tool into a springboard for dialogue, helping students see results, compare views, and articulate how their thinking compares with peers. Other methods involve discussion or writing that isn't driven by survey data. For example, Inside-Outside Circle relies on rotating prompts for discussion but isn't anchored to student survey responses; a Written Debate centers on presenting and defending positions rather than following up on a data-informed prompt; a Possible Sentence activity is more about a writing task than prompting discussion from inventories.

# 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.

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

https://engasnewlangearlytomidchildhood1.examzify.com

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