

ENGLISH AS A NEW LANGUAGE EARLY TO MIDDLE CHILDHOOD NATIONAL BOARD COMPONENT 1 PRACTICE EXAM (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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

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- 1. Which strategy uses negotiation and modification strategies like repetitions, recasts, and clarification requests to draw attention to grammar?**
 - A. Input processing instruction
 - B. Interactional feedback
 - C. Textual enhancement
 - D. Task-based instruction

- 2. Which strategy uses a cube with commands or questions that students toss and then answer?**
 - A. Paper Pass
 - B. Inside-Outside Circle
 - C. Cubing
 - D. Jigsaw

- 3. Which method is associated with Berlitz and emphasizes immersion with little to no translation?**
 - A. Audio-Lingual Method
 - B. Suggestopedia
 - C. SDAIE
 - D. Direct Method

- 4. Which approach uses dialogues based on real-life notions and functions (for example shopping, travel, greetings) and is suitable for all levels?**
 - A. Natural Approach
 - B. Silent Way
 - C. Notional-Functional Approach
 - D. Community Language Learning

- 5. Which of the following best describes wordsalive as used in the during-reading strategies?**
 - A. It is vocabulary instruction presented in a graphic organizer
 - B. It is a reading fluency technique
 - C. It is a phonics drill
 - D. It is a classroom debate exercise

- 6. In an options matrix, which pair of foods is used as an example to compare by criteria like sweetness and texture?**
- A. Banana Bread and Donuts
 - B. Ice Cream and Sorbet
 - C. Chocolate Cake and Apple Pie
 - D. Cookies and Brownies
- 7. SDAIE follows the ideas of which scholars?**
- A. Skinner and Piaget
 - B. Cummins and Krashen
 - C. Vygotsky and Krashen
 - D. Chomsky and Piaget
- 8. Which describes the roam & review strategy?**
- A. At the end of the lesson, the teacher asks a reflection question and students roam around the room to discuss.
 - B. Students roam around the room during the lesson with no reflection.
 - C. The teacher collects notes and leaves the room.
 - D. Students must write a reflection alone without discussion.
- 9. Which of the following is an after-reading strategy?**
- A. Frontloading vocabulary
 - B. Collaborative strategic reading
 - C. Paired summarizing
 - D. Re-reading with purpose
- 10. Which actions are part of Reciprocal Teaching?**
- A. Clarify, and summarize.
 - B. Generate questions and summarize.
 - C. Summarize, generate questions, clarify, and predict.
 - D. Only read passages aloud.

Answers

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

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Explanations

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1. Which strategy uses negotiation and modification strategies like repetitions, recasts, and clarification requests to draw attention to grammar?

A. Input processing instruction

B. Interactional feedback

C. Textual enhancement

D. Task-based instruction

The main idea here is how feedback during real-time interaction helps learners notice and correct grammar through back-and-forth negotiation. In interactional feedback, a speaker uses moves such as repeating the learner's utterance, reformulating it in a correct or more natural way (recasts), or asking for clarification. These moves draw attention to a grammar point within meaningful communication and prompt the learner to modify or produce a more accurate form. Recasts provide a correct model without explicit instruction, repetitions highlight the target structure, and clarification requests signal that something needs to be clarified or reformulated. Together, they create a loop where form is noticed and improved in the flow of conversation, which is why this strategy best fits the description. Other options focus on processing input, marking grammar in text, or structuring tasks, rather than this interactive negotiation of form.

2. Which strategy uses a cube with commands or questions that students toss and then answer?

A. Paper Pass

B. Inside-Outside Circle

C. Cubing

D. Jigsaw

This item is about a kinesthetic, prompt-based discussion activity. The idea is to use a cube labeled with different commands or questions. Students toss the cube, look at the face that lands up, and then answer the prompt or complete the task on that face. The act of rolling the cube adds energy and unpredictability, which encourages quick think-on-your-feet responses and gives every student a clear, approachable way to speak, listen, and build language fluency. This approach supports language practice by providing immediate, varied prompts that target vocabulary, grammar, or content understanding in a low-pressure, interactive format. It keeps students engaged and gives them multiple chances to produce language in a short period. Other options don't fit because they rely on different formats: one involves passing papers around rather than using a cube with prompts; another uses two circles and rotating partners without a dice prompt mechanism; and another centers on expert groups teaching others, which emphasizes collaboration and instruction more than quick, toss-and-answer prompts.

3. Which method is associated with Berlitz and emphasizes immersion with little to no translation?

A. Audio-Lingual Method

B. Suggestopedia

C. SDAIE

D. Direct Method

Direct Method centers on learning through immersion, using only the target language from start to finish. Berlitz schools are closely associated with this approach, emphasizing speaking and listening in real-time with demonstrations, visuals, and real objects to convey meaning—no translation or native-language explanations. This emphasis on immediate use and immersive communication sets it apart from other methods that rely more on drills, music, or content-based instruction in a second language.

4. Which approach uses dialogues based on real-life notions and functions (for example shopping, travel, greetings) and is suitable for all levels?

A. Natural Approach

B. Silent Way

C. Notional-Functional Approach

D. Community Language Learning

Notional-Functional Approach builds language lessons around real-world purposes and the functions people use to accomplish them. Dialogues are drawn from everyday situations such as shopping, travel, and greetings, so students practice language in contexts they'll actually encounter. This makes it suitable for all levels because the functions can be kept simple for beginners (greeting, asking for help, requesting information) and gradually expanded for more advanced learners (explaining opinions, negotiating, giving advice), all within familiar scenarios. The focus is on sounding appropriate and achieving communicative goals rather than just mastering grammar forms. Other approaches emphasize different aspects: the Natural Approach centers on understanding meaning through rich input and natural communication, Silent Way emphasizes learner autonomy and discovery, and Community Language Learning foregrounds affective factors and counselor-like guidance. While these can involve dialogues, they aren't organized specifically around real-life functions and notions to the same explicit, scalable extent.

5. Which of the following best describes wordsalive as used in the during-reading strategies?

A. It is vocabulary instruction presented in a graphic organizer

B. It is a reading fluency technique

C. It is a phonics drill

D. It is a classroom debate exercise

During-reading strategies focus on helping students understand and retain word meanings as they encounter text. WordsAlive fits this purpose because it provides vocabulary instruction organized in a graphic organizer. This visual setup links a word's meaning with its parts, synonyms, antonyms, examples, and context, giving students a clear and reusable reference they can apply while reading. The approach supports students in recognizing and using new terms in context, which directly aids comprehension during reading. It isn't about fluency, which would center on speed and prosody; it isn't a phonics drill about sound-letter relationships; and it isn't a classroom debate exercise, which targets argumentation skills.

6. In an options matrix, which pair of foods is used as an example to compare by criteria like sweetness and texture?

- A. Banana Bread and Donuts
- B. Ice Cream and Sorbet
- C. Chocolate Cake and Apple Pie**
- D. Cookies and Brownies

In an options matrix, you compare items across criteria like sweetness and texture to reveal how they differ in sensory characteristics. Chocolate cake and apple pie make the best example because they show clear contrasts in both texture and sweetness. The cake offers a dense, moist crumb that reads as very smooth and uniform in texture, while the pie pairs a flaky crust with a tender fruit filling, creating a more varied mouthfeel. The sweetness profiles also differ: cake tends to be consistently sweet, whereas the pie can balance sweetness with tart fruit and a crust that can vary in sweetness level. This pair provides a familiar, intuitive basis for evaluating multiple criteria at once, making the matrix easy to reason about. Other pairs may emphasize one aspect more than another (for example, ice cream versus sorbet highlights texture differences, but less so a broad comparison of dessert textures), so the chocolate cake and apple pie pairing offers a clearer, well-rounded contrast.

7. SDAIE follows the ideas of which scholars?

- A. Skinner and Piaget
- B. Cummins and Krashen**
- C. Vygotsky and Krashen
- D. Chomsky and Piaget

SDAIE is built on helping students access grade-level content while they develop language, using ideas that focus on language input being understandable and on the separate development of academic language. This approach draws from Krashen's notion that language acquisition thrives when learners receive input that is comprehensible and just challenging enough, within a meaningful context. It also draws from Cummins' distinction between everyday language (BICS) and the more demanding academic language (CALP) needed for school success, reminding teachers to support CALP alongside meaning-making in content areas. In practice, this means using clear instruction, visuals, modeling, simplified syntax, and varied, repeated exposure so students can grasp content and gradually build academic language. Other theorists contributed important insights to language learning, but the combination of comprehensible input and the CALP/BICS framework most directly underpins sheltered, academically focused instruction.

8. Which describes the roam & review strategy?

- A. At the end of the lesson, the teacher asks a reflection question and students roam around the room to discuss.
- B. Students roam around the room during the lesson with no reflection.
- C. The teacher collects notes and leaves the room.
- D. Students must write a reflection alone without discussion.

The roam & review strategy centers on students moving around the room to discuss and reflect after a guiding prompt, typically at the end of a lesson. The teacher poses a reflection question, and students rotate to talk in small groups, share ideas, and compare understandings. This movement and peer discussion turn reflection into a collaborative activity, giving students a chance to articulate their thinking and hear different perspectives, while the teacher can quickly gauge where ideas align or diverge and address misconceptions. The other descriptions don't fit this approach: roaming during the lesson without a reflection focus misses the closing reflection aspect; the teacher leaving the room with notes eliminates the collaborative review; and writing a reflection alone omits the essential discussion and movement that characterize roaming for review.

9. Which of the following is an after-reading strategy?

- A. Frontloading vocabulary
- B. Collaborative strategic reading
- C. Paired summarizing
- D. Re-reading with purpose

The main idea here is identifying an activity used after reading to check understanding and reinforce what was read. Paired summarizing fits this role exactly. When two students team up to create a concise summary, they must pull together the main ideas and essential details in their own words. This not only reinforces comprehension but also gives English learners a purposeful language practice: practicing expressing ideas clearly, using appropriate vocabulary, and negotiating meaning with a partner. It solidifies memory of the text and helps students connect what they read to their language use. Frontloading vocabulary is done before reading to build background knowledge. Collaborative strategic reading involves pre-, during-, and post-reading tasks, not just after-reading. Re-reading with a purpose can occur after reading, but it's not inherently a post-reading, collaborative summary activity.

10. Which actions are part of Reciprocal Teaching?

- A. Clarify, and summarize.
- B. Generate questions and summarize.
- C. Summarize, generate questions, clarify, and predict.
- D. Only read passages aloud.

Reciprocal Teaching centers on four key strategies that readers use to understand text together: summarizing, generating questions, clarifying, and predicting. In practice, students take turns guiding a short discussion, modeling these strategies and prompting peers to do the same, with the teacher gradually releasing responsibility. Summarizing helps capture the main ideas in their own words and check comprehension. Generating questions keeps inquiry alive and encourages deeper engagement with the text. Clarifying addresses confusion—unfamiliar terms or tricky ideas—so everyone shares a common understanding. Predicting connects the current text to prior knowledge and sets a purpose for reading, inviting students to anticipate what might come next. When combined, these actions create a productive loop: summarize, question, clarify, and predict as you read. Options that omit one of these elements or focus only on reading aloud don't embody Reciprocal Teaching.

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://engasnewlanguagelytomidchildhood1.examzify.com>

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

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