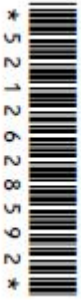




TEACHING KNOWLEDGE TEST

MODULE 1

Language and background to language learning and teaching



Test 58

Time 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Mark your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are 80 questions in this paper.

Each question carries one mark.

For questions 1 – 7, read the text. Match the underlined examples in the text with the grammatical terms listed A – H.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

Grammatical terms

- | | |
|----------|-------------------------|
| A | conjunction |
| B | preposition |
| C | adverb |
| D | superlative adjective |
| E | object pronoun |
| F | demonstrative adjective |
| G | possessive adjective |
| H | demonstrative pronoun |

Text

For me the (1) best thing about the weekend is that I don't have to go to work. I like (2) my job but I have to spend all day in an office and I'm someone who loves being outside. Another good thing about the weekend is (3) that I don't have to get up at half past six every day. It isn't (4) too bad in summer but I hate (5) it in winter when it's dark in the morning. (6) That's the time when I dream about moving away from (7) this country to somewhere light and bright.

For questions 8 – 13, read the text. Match the underlined words or phrases in the text with the lexical terms listed A – G.

Mark the correct letter (A – G) on your answer sheet.

There is one extra option which you do not need to use.

Lexical terms

- | | |
|----------|---------------------------|
| A | phrasal verb |
| B | compound noun |
| C | word with negative affix |
| D | compound adjective |
| E | word family |
| F | verb and noun collocation |
| G | noun with affix |

Text

During his career, Sean Connery made over 70 films and became very rich. However, as a child (8) growing up in Scotland during the Great Depression in the 1930s, he was poor. He and his family were not (9) unusual in living in a two-roomed flat with no (10) bathroom. Sean left school at thirteen and did a variety of jobs to (11) make money including being a milkman and a (12) builder. Eventually he began acting and his role as the first James Bond made him (13) well-known all over the world.

For questions **14 – 19**, complete the sentences about the uses of adverbs with one of the three possible endings **A**, **B** or **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

14 'This is quite nice.' 'You're quite wrong.' These examples show that *quite* can be used

- A** to modify adverbs.
- B** to express a negative idea.
- C** to strengthen or weaken adjectives.

15 'This is the best book I've ever read.' In this sentence *ever* is used

- A** to give emphasis.
- B** to show there is only one of something.
- C** to show that the action has recently been completed.

16 'I have just been speaking to him.' In this sentence *just* is used

- A** to describe an unfinished action.
- B** to highlight when the action was done.
- C** to show a repeated action.

17 'I'd rather go somewhere else.' In this sentence *rather* is used because

- A** the speaker doesn't mind what he does.
- B** the speaker is saying that something is special.
- C** the speaker is making a polite suggestion.

18 'I can hardly see – it's so dark.' In this sentence *hardly* is used because

- A** the speaker is trying very hard to see.
- B** the speaker is unable to see.
- C** it is difficult for the speaker to see.

19 'Joe worked particularly well this month.' In this sentence *particularly* is used to

- A** show agreement with what Joe did.
- B** emphasise how well Joe worked.
- C** focus on when Joe worked well.

For questions **20 – 25**, match the underlined parts of the email with the functions listed **A – G**.

Mark the correct letter (**A – G**) on your answer sheet.

There is one extra option which you do not need to use.

Functions

- | | |
|----------|------------------------|
| A | expressing ability |
| B | making an offer |
| C | making a prediction |
| D | expressing intention |
| E | expressing possibility |
| F | making a request |
| G | expressing preference |

Email

Dear Juan,

Thought I'd let you know **(20)** I'm planning to come to Chile next year and I'm hoping to visit you there! **(21)** January is my first choice, but I might stay with Mum then, so **(22)** it could be that I'll visit you in February instead.

Anyway, **(23)** I'd be really grateful if you could share your knowledge. What's the weather like in February? How much can I see in two weeks? **(24)** I know how to check all this on the internet, but it would be good to speak to someone who knows the country. By the way, **(25)** would you like me to bring you anything special from Britain?

Speak soon, I hope.

Frank

For questions **26 – 33**, look at the phonemic symbols and the three words listed **A**, **B** and **C**.

Choose the word which contains the sound matching the phonemic symbol.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

26

/i:/

- A** leave
- B** wear
- C** heard

27

/tʃ/

- A** share
- B** lots
- C** question

28

/dʒ/

- A** danger
- B** cheap
- C** nation

29

/u:/

- A** but
- B** new
- C** book

30

/ʒ/

- A** edge
- B** pleasure
- C** ocean

31

/θ/

- A** this
- B** father
- C** teeth

32

/j/

- A June
- B university
- C guest

33

/ŋ/

- A night
- B manager
- C drink

For questions **34 – 40**, choose the best option (**A**, **B** or **C**) to complete each statement on speaking skills.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

34 Adapting your speech to the listener can involve

- A** giving attention to register.
- B** making use of prompting.
- C** politely correcting.

35 A common feature of speech which is not fluent is

- A** hesitation.
- B** encouragement.
- C** turn taking.

36 Interactive speaking involves

- A** developing a topic.
- B** using a variety of language patterns.
- C** exchanging ideas.

37 An example of self-correction is

- A** No, what I actually said was.....
- B** I mean coming *down* the stairs, sorry.
- C** That's right. In other words, a lot of people think that.....

38 Trying to help the listener can involve

- A** requesting clarification.
- B** interrupting.
- C** paraphrasing.

39 A speaker uses repetition to

- A** explain things more simply when communication has broken down.
- B** speed up the interaction process.
- C** clarify things for a listener who has not heard properly.

40

Linking devices are important when

- A** giving a presentation to an audience.
- B** using corrected speech.
- C** communicating the meaning of individual words.

For questions 41 – 45, match the teacher's comments with the types of mistake listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

Types of mistake

- | | |
|----------|----------------------|
| A | developmental errors |
| B | L1 interference |
| C | slips |

Teacher's comments

41

It's natural for all beginners to say things like *I goed home* instead of *I went home*.

42

Even though his level of English was good, the student was so excited yesterday that he made several mistakes which he wouldn't normally make.

43

This advanced student still has problems distinguishing between /s/ and /ʃ/. /s/ doesn't exist in his language.

44

After we'd done the unit on comparatives using *more* several students started saying *more nicer*.

45

This intermediate level student did the written exercises on irregular verbs perfectly but she said *cutted* when she recorded the exercises. She was probably just a bit nervous.

For questions **46 – 50**, look at the learning strategies and the three learner activities **A**, **B** and **C**.

Two of the learner activities are examples of the learning strategy. One learner activity is **NOT**.

Mark the letter (**A**, **B** or **C**) which is **NOT** an example of the learning strategy on your answer sheet.

46

using a written reference resource to clarify meaning

- A** Learners check pronunciation of a new phrase in a dictionary.
- B** Learners check the register of a new phrase on the internet.
- C** Learners use examples on a worksheet to check understanding of a new phrase.

47

notetaking

- A** Learners record the main points from a lecture in writing.
- B** Learners make a mind map of what they have learned from a lesson.
- C** Learners complete gaps in a coursebook text.

48

organising work

- A** A learner categorises vocabulary into words she knows and doesn't know.
- B** A learner writes vocabulary quiz questions for his partner.
- C** A learner notes down important vocabulary under headings according to topic.

49

guessing meaning from context

- A** Learners use the intonation of a speaker in a recording to work out what he is feeling.
- B** Learners use a picture in a story to identify what a new word means.
- C** Learners use a picture dictionary to find out what a word in the title of a story means.

50

organising participation

- A** A group of learners agree a time limit for a speaking game.
- B** Learners discuss mistakes in a speaking game.
- C** Learners agree rules for taking turns to speak in a speaking game.

For questions **51 – 55**, match the statements about first and second language learning with the categories listed **A, B** and **C**.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Categories

- | | |
|----------|------------------------------|
| A | L1 learning |
| B | L2 learning in the classroom |
| C | Both |

Statements about first and second language learning

- 51** There is always a strong social need for the learner to acquire the language.
- 52** It is necessary to process information you've heard.
- 53** Acquisition of the language always happens together with cognitive development.
- 54** The language isn't always an essential skill in the learner's life.
- 55** Many learners fail to become proficient users.

For questions **56 – 61**, match the teacher's actions with the techniques for presenting new language listed **A – G**.

Mark the correct letter (**A – G**) on your answer sheet.

There is one extra option which you do not need to use.

Techniques for presenting new language

- | | |
|----------|---|
| A | encouraging prediction of target language |
| B | using a familiar text |
| C | drilling of language forms |
| D | concept checking |
| E | using a visual context |
| F | personalising a topic |
| G | giving a model for pronunciation |

Teacher's actions

- 56** The teacher tells a favourite fairy story to introduce narrative tenses.
- 57** After the students have read a text about a person who used to live in New York, the teacher asks the students if the person still lives in New York.
- 58** The teacher repeats the words *walk* and *work*.
- 59** The teacher shows an interview with a singer and asks the students to identify five fillers the singer uses.
- 60** The teacher asks the students what sport they play.
- 61** The teacher asks the students to repeat some conditional sentences from a recording.

For questions **62 – 68**, match the practice activities with the task types listed **A – H**.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

Task types

- A** brainstorming
- B** choral drill
- C** jumbled sentence
- D** rank ordering
- E** role-play
- F** survey
- G** transformation drill
- H** visualisation

Practice activities

62

You want to go out to visit the zoo. Your partner wants to stay at home. Try to persuade your partner to come with you.

63

Close your eyes and imagine you are walking in a forest. What animals do you see?
What noises can you hear? What can you smell?

64

Put these words in the right order to make questions
is colour a What zebra?

65

Listen to these animal names and say them together.

66

Which of these animals is most useful to humans? Number them from most useful (1) to least useful (5).

rabbit donkey camel sheep elephant

67

Work with a partner. Write down the names of as many animals as you can.

68

Complete this table by asking your friends about animals they like and don't like

Name	Animal he/she likes	Animal he/she doesn't like

For questions **69 – 74**, match the features of lessons which students describe with the teaching approaches listed **A, B** and **C**.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Teaching approaches

- | | |
|----------|-------------------------|
| A | Grammar-Translation |
| B | Total Physical Response |
| C | Lexical Approach |

Features of lessons

- | | |
|-----------|--|
| 69 | We analyse the language, focusing especially on everyday expressions and learning their meanings. |
| 70 | We focus on understanding the rules of the structures in L2 reading passages. |
| 71 | We work a lot on collocation and this helps us to memorise common phrases. |
| 72 | In my class everyone speaks the same language, so our teacher often asks us to look at English texts and write them out in our own language. |
| 73 | Our teacher often tells us stories, and we listen or maybe mime parts of them. |
| 74 | We often do lots of exercises on different structures. |

For questions **75 – 80**, match the assessment tasks with the descriptions of assessment listed **A – D**.

Mark the correct letter (**A – D**) on your answer sheet.

You will need to use some of the options more than once.

Descriptions of assessment

- | | |
|----------|--------------------------|
| A | summative and objective |
| B | summative and subjective |
| C | formative and objective |
| D | formative and subjective |

Assessment tasks

- | | |
|-----------|---|
| 75 | For their final test, students are given a picture and they talk about it. They are assessed on their ability to communicate. |
| 76 | Students write an article about leisure facilities in their area. The teacher gives comments later on layout and organisation, content and vocabulary and grammar. |
| 77 | Students read three texts on a topic they have studied on the course and do true/false and matching tasks. |
| 78 | Students do a vocabulary test at the end of every term on the words they have learnt. This term they have to match words with pictures. |
| 79 | Students do a multiple-choice diagnostic test which covers a range of grammar and vocabulary. The teacher then tells the students their main strengths and weaknesses. |
| 80 | As part of a monthly test, students write a composition. They then exchange compositions and choose comments from a list, to evaluate the writing. They then return it. |

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