UNIVERSITY of CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

Teaching Knowledge Test

Module 3

Past Examination Paper

2007

For questions **1-8**, match the examples of teachers' classroom language with their purposes listed **A-I**.

Mark the correct letter (**A-I**) on your answer sheet.

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

Purposes

A	giving feedback
B	eliciting language
C	organising a mingling activity
D	asking for clarification
E	drilling
F	setting up pairwork
G	managing a jigsaw task
H	dictating
I	concept checking

LIVEWORKSHEETS

Teachers' classroom language

1	It's a person who checks your ticket on the train. Does anyone know the name of this job?
2	Listen and repeat after me: *I always eat eggs for breakfast.*
3	Look at this sentence: *I've just broken my computer.* Did I break the computer a long time ago, or a short time ago?
4	Good, Marek. You used the new vocabulary very well.
5	This part of the class, read section A, and this part, read section B, and the rest of you, read section C.
6	Listen and write what you hear: *Last summer I went camping for the first time.*
7	Stand up and ask your questions to as many people as you can in five minutes.
8	Sorry Maria, I don't understand. Did you come to school by train or bus?

For questions **9-16**, match the teacher's instructions to an elementary class with the teacher trainer's comments listed **A-I**.

Mark the correct letter (**A-I**) on your answer sheet.

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

Teacher's instructions

9	Compare your answers with what the others have written down. Oh, first you should get into groups.
10	Today, we're going to learn some functional exponents – they're on the syllabus.
11	Can't you get it right, just for a change? Come on, you two!
12	Write the essay tonight and hand it in tomorrow, please.
13	Now we're going to move onto the role-play on page 7. Read the instructions and start when you're ready. OK, off you go!
14	Can anybody tell me the answer to number 1?
15	Right, could you all turn to page 72. Or is it 62? Wait a minute, I'll just look... It's 52. Sorry.
16	Sorry, no more time for questions. We need to move on. We've got a lot to get through this morning.

LIVEWORKSHEETS

Teacher trainer's comments

A I don't think you've allowed them enough time – check that they don't have any other homework to do.

B You need to think before you speak, and decide on the order you want the class to do things in.

C Don't be in such a hurry to start new work – it's more important for students to understand what they've done so far.

D Check references in your lesson plan in advance, not while you're giving the instructions.

E Try to avoid repeating yourself – it doesn't necessarily make students understand instructions any better.

F It's better to nominate a particular student, rather than asking the whole class, in order to give the weaker ones a chance.

G Your students won't understand such technical language – it would be better to paraphrase it.

H You shouldn't really speak to students like that – it sounds rude.

I Always check students have understood your instructions. A demonstration of the activity is also a good idea.

For questions **17-23**, read the transcript in which the teacher asks a student to talk about a picture. Answer the questions about the student's use of language by choosing the correct option **A**, **B** or **C**.

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

Teacher: Anna, here are your two pictures. They show people playing games. I'd like you to compare and contrast these pictures, and say how you feel about games like these.

Anna: Well, they are both pictures of people playing games, as you said. In the first picture there are some old men playing cards at a table outside a café, I think. *line 4*
They look very ... how to say ... concentrated in, I mean, on what they are doing. Some of the men are not playing but just watching what the others are doing. *line 6*
The second picture shows some boys, some teenagers playing kind of ... games in a ... I think that you call it an amusement arcade. *line 8*
Actually they look as if they are enjoying themselves. I quite like playing these games too, but I don't like playing cards so much. I sometimes play with my grandmother, though. *line 9* *line 12*

Teacher: Thank you, Anna.

LIVEWORKSHEETS

17 Why does Anna say 'as you said' in line 4?

A to remind the teacher of a previous topic
B to show that it isn't her own idea
C to give a reason for her next statement

18 Anna says 'how to say' in line 6 because

A she is describing the way the men are speaking.
B she wants to give herself some time to think.
C she doesn't know whether to continue her description.

19 Why does Anna say 'I mean' in line 6?

A She is showing what the players intend to do.
B She wants to emphasise her opinion.
C She is correcting herself.

20 Anna uses 'kind of' in line 8 because

A she intends to say which type of game they are playing.
B she is describing the teenagers themselves.
C she is not sure what language to use.

21 Why does Anna stop herself in line 9 and complete her sentence in a different way?

A She has remembered the language she needs.
B She realises that she has used the wrong structure.
C She wants to start talking about a new idea.

22 Anna uses 'Actually' in line 9 in order to

A involve her listener more fully.
B give an objective opinion of the situation.
C add a little more to the description.

23 Anna uses 'though' in line 12 to show that this sentence

A is in contrast to the one before.
B refers to something she does regularly.
C describes something very important to her.

LIVEWORKSHEETS

For questions **24-30**, match the teacher's instructions with the activities that the class is doing 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.

Teacher's instructions

24 Right, now everybody, please pass your paper to the person on your left. Then read and reply to the message.

25 The man gives lots of reasons why he is late. Write down three of them.

26 OK, now you Paola. Tell us about your family – your parents and brothers and sisters.

27 Don't forget to take your coursebook with you – the Useful Language section on reports is very good.

28 OK, now, all the Student Bs, listen very carefully, as you have to give detailed feedback on your partner's story.

29 OK everybody, repeat after the tape.

30 Jacques, turn away from Brigitte so you can't see her text.

Activities

A The teacher is doing a fluency activity with an advanced class.

B The teacher is giving a written homework task to an advanced class.

C The teacher is doing a jigsaw-reading task with an intermediate class.

D The teacher is doing a classroom writing activity with an intermediate class.

E The teacher is doing a word-building activity with an intermediate class.

F The teacher is doing a listening comprehension task with an intermediate class.

G The teacher is doing a fluency activity with a low-level class.

H The teacher is doing a pronunciation activity with a low-level class.

LIVEWORKSHEETS