



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 |

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.

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 *line 4* picture there are some old men playing cards at a table outside a café, I think. They look very ... how to say ... concentrated in, I mean, on what they are *line 6* doing. Some of the men are not playing but just watching what the others are doing. The second picture shows some boys, some teenagers playing kind of *line 8* ... games in a ... I think that you call it an amusement arcade. Actually they *line 9* 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, *line 12* though.

Teacher: Thank you, Anna.

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.

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.