

# Teaching Knowledge Test

For questions **41-47**, choose which book listed **A-H** could help a teacher who is interested in the topics below.

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

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

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## Books

	<b>Title</b>	<b>Author</b>	<b>Publisher</b>
<b>A</b>	<i>Poem into Poem</i>	Maley, A & Moulding, S	CUP
<b>B</b>	<i>Using Readers in Language Teaching</i>	Hedge, T	Macmillan
<b>C</b>	<i>Learning to Learn English</i>	Ellis, R & Sinclair, B	CUP
<b>D</b>	<i>Learner English</i>	Swan, M & Smith, B	CUP
<b>E</b>	<i>English Phonetics and Phonology</i>	Roach, P	CUP
<b>F</b>	<i>Visuals for the Language Classroom</i>	Wright, A & Haleem, S	Longman
<b>G</b>	<i>Mixed Ability Classes</i>	Prodromou, L	Macmillan
<b>H</b>	<i>Keep Talking</i>	Klipfel, F	CUP

### Teacher's interests

- 41** developing fluency skills
- 42** exploiting a class library
- 43** helping students to become independent learners
- 44** teaching intonation
- 45** finding ways of teaching students at different levels
- 46** focusing on creative writing
- 47** using pictures to present language

For questions 48-55, read the dictionary entry. Match the extracts from the dictionary entry with the information they provide 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.

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### Dictionary entry

**scowl 1** /skəʊl/ v [I] to look at someone in an angry way; frown: *Patrick scowled, but did as he was told.* [ + at ] *Mum scowled at him and refused to say anything.*

**scowl 2** n [C] an angry or disapproving expression on someone's face; frown: *She looked at me with a scowl on her face.*

Adapted from: *Longman Dictionary of Contemporary English*. Longman, 2003

**Extracts****Information****48** [ + at ]**A** headword**49** n**B** definition**50** to look at someone in an angry way**C** register**51** scowl**D** synonym**52** She looked at me with a scowl on her face.**E** plural form is possible**53** [C]**F** verb form has no object**54** frown**G** part of speech**55** [I]**H** dependent preposition**I** example sentence

For questions **56-61**, match the examples of unit content with the unit headings from a book on teaching 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.

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### Examples of unit content

- 56** forming and joining letters
- 57** developing students' interactive strategies
- 58** aims and stages
- 59** providing a clear written record for students
- 60** features of connected speech
- 61** getting students to predict content

### Unit headings

- A** Planning a lesson
- B** Using the blackboard
- C** Teaching handwriting
- D** Reading activities
- E** Role-play
- F** Teaching pronunciation
- G** Testing

For questions 62-67, match the ways a teacher can adapt a written text with the teaching purposes 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.

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### Teaching purposes

- A** to focus on linking words and phrases
- B** to raise learners' awareness of register
- C** to make the text more accessible to weaker learners
- D** to generate interest in the topic covered by the text
- E** to highlight particular grammatical patterns
- F** to develop learners' proofreading skills
- G** to work out meaning from surrounding context

### Ways a teacher can adapt a written text

- 62** removing from the text all the verbs which follow prepositions
- 63** replacing nouns with nonsense words and asking learners to provide the original words
- 64** putting some spelling mistakes into the text
- 65** shortening the text and paraphrasing parts of it
- 66** re-writing the text in an informal style and asking learners to compare it with the original
- 67** jumbling the paragraphs and asking learners to re-order them correctly

For questions **68-73**, match the student activities with the learning aids 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.

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### Learning aids

- A** overhead transparencies
- B** workbooks
- C** authentic printed materials
- D** flashcards
- E** video clips
- F** role-cards
- G** bilingual dictionaries

### Student activities

68

Students, in groups, look at leaflets and brochures to get ideas on content and language for a formal writing task.

69

The whole class does a task to develop the skill of listening for detail.

70

Students act out conversations as doctors and patients.

71

Students complete extra grammar practice activities at home.

72

During formal presentations at the front of the class, students display the results of information they have collected.

73

Students are prompted by the teacher to call out the names of objects one after the other.

For questions 74-80, look at the supplementary materials for elementary learners and the three possible ideas for exploiting them.

Two of the ideas are appropriate in each situation. One of the ideas is NOT appropriate.

Mark the idea (A, B or C) which is NOT appropriate on your answer sheet.

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74

The material would be useful for practising

- A present simple questions.
- B prepositions of time.
- C reported speech.

75

The activity would probably work well with

- A teenagers.
- B young children.
- C young adults.

76

The context would revise the vocabulary of

- A places in town.
- B free time activities.
- C train travel.

77

The material would be suitable for practising

- A requesting.
- B making plans.
- C giving permission.

78

The material would give practice in

- A reading for gist.
- B reading for specific information.
- C reading for detail.

79

The activity would require the following interaction patterns:

- A pairwork
- B class mingle
- C individual work

80

Useful pre-teaching for this task could include

- A telling the time.
- B giving directions.
- C expressing ability.