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.

Books

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

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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.

Dictionary entry

scowl 1 / skaul / 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

LIVEWORKSHEETS

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	Unit headings
56 forming and joining letters	**A** Planning a lesson
57 developing students' interactive strategies	**B** Using the blackboard
58 aims and stages	**C** Teaching handwriting
59 providing a clear written record for students	**D** Reading activities
60 features of connected speech	**E** Role-play
61 getting students to predict content	**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.

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

LIVEWORKSHEETS

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.

Learning aids

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

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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.

LIVEWORKSHEETS

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.

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