

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

Dictionary entry

scowl 1 / skaʊl / 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

48 [+ at]

49 n

50 to look at someone in an angry way

51 scowl

52 She looked at me with a scowl on her face.

53 [C]

54 frown

55 [I]

Information

A headword

B definition

C register

D synonym

E plural form is possible

F verb form has no object

G part of speech

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.

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.

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.

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.

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.