Cambridge Assessment English

TEACHING KNOWLEDGE TEST

MODULE 3

Managing the teaching and learning process

For questions **1 – 6**, look at the teaching activities and the three sentences listed **A**, **B** and **C**.

Two of the sentences are appropriate to the teaching activity. One of the sentences is **NOT**.

Mark the letter of the sentence (**A**, **B** or **C**) which is **NOT** appropriate to the teaching activity on your answer sheet.

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1 conveying meaning

A So pedestrian collocates with crossing.
B So if he feels cheerful, he's happy, OK?
C So a cathedral is like a large church.

2 eliciting

A Could you remind me what's happened in the story so far?
B Could you put down your pens and listen to the story, please?
C Could you tell me the names of the three characters in the story?

3 prompting

A Mmm ... yes ... that's right, homework is due in tomorrow, please.
B A footballer ... a boxer ... a dancer ... So for someone who plays golf?
C Good try. Think of another animal which likes to look for food at night.

LIVEWORKSHEETS

4 providing a reason for doing a task

A This task will help you to practise the adjectives we looked at last week.
B This task is the kind of task you'll be doing in the school-leaving exam.
C Do your best on this task. Ask me if anything in it is unclear.

5 giving an instruction

A Take two minutes to write down as many questions as you can.
B OK, so can you finish please in two minutes' time.
C This video clip lasts for two minutes.

6 asking learners to read for gist

A Read the text for a minute and then tell me the main idea.
B Read the text and tell me the meaning of the words on the board.
C Read the text and tell me if the writer agrees with the idea of recycling.

For questions **7 – 13**, match the following examples of a teacher's language used with a class of elementary learners with a trainer's comments 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 language

7 Ana, Lucie, please stop talking. Ok, everyone, please give me all your attention now!

8 Oh look, class. Can you see the rainbow? Isn't it beautiful?

9 Paolo, can you explain to us all what a *fridge* is?

10 We need to get rid of two things from this list. Which would you eliminate, An-Ju?

LIVEWORKSHEETS

11	You don't seem to be trying very hard with your writing today. Let's practise our song instead.
12	You're doing well. But let's see which pair is the first to label all the pictures.
13	My other class did much better in the progress test.

Trainer's comments

A	It's better not to nominate at the beginning of a question so all the learners pay attention.
B	You should try to give formative feedback.
C	Ringing a bell or clapping your hands can be a good way to make the class listen.
D	I like the way you encouraged the learners to try harder.
E	It's a good idea to use what's happening around you to teach some new vocabulary.
F	Your instructions were not always given in the most logical order.
G	It was sensible to change task in the circumstances.
H	Make sure you keep the lexis in your instructions at an appropriate level.

LIVEWORKSHEETS

For questions **14 – 19**, look at the teacher's actions and the three instructions the teacher gave listed **A**, **B** and **C**. Choose the instruction which came first.

Choose the instruction which followed the teacher's action.

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

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14 The teacher handed out a questionnaire so learners could find out about their partner.
The first instruction was ...

A Work in small groups and compare your answers.
B Ask and answer questions with your partner to complete the questionnaire.
C How many people had the same answers?

15 The teacher wrote *We've never met before, ...* on the board.
The first instruction was ...

A Listen *We've never met before, have we?*
B Katja, please repeat my sentence.
C Say it with falling intonation on the question tag.

16 The teacher asked the learners in small groups to write ten questions for a questionnaire about the reading habits of the class.
The first instruction was ...

A Choose the five most interesting questions your group has written.
B Summarise what you found out about another group's reading habits.
C Work with someone from another group and ask your five questions.

17 The teacher wrote the topic for the class debate on the board.
The first instruction was ...

A Go to the left of the room if you agree with the statement and to the right if you disagree.
B Put your hand up if you have changed your opinion since you heard both sides of the argument.
C Brainstorm your arguments and anticipate the arguments of the other side.

18 The teacher collected several objects from around the classroom and she put them in a bag.
The first instruction was ...

A Describe it but do not say the name of the object.
B Andre, put your hand in the bag and touch one of the objects.
C Write the adjectives that describe the object.

19 The teacher wanted to elicit some adverbs by miming some actions.
The first instruction was ...

A Mime an action and your partner has to say if you're doing it patiently or impatiently.
B Do you think I was waiting patiently?
C Tell your partner which action you think I was miming.

LIVEWORKSHEETS

For questions **20 – 26**, match the examples of **Learner 2**'s language with the functions 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.

Functions

A	correcting
B	stating intention
C	predicting
D	complaining
E	expressing obligation
F	giving permission
G	warning
H	disagreeing

LIVEWORKSHEETS

Examples of learners' language

20

Learner 1: I've got Friday written down here.

Learner 2: That's right, we're supposed to hand it in by 12:00.

21

Learner 1: I've got *ski* for number 6. Have you?

Learner 2: Surely it can't be if it comes after *enjoy*?

22

Learner 1: Do you think we've spelled everything correctly?

Learner 2: I'm going to check in a dictionary this evening.

23

Learner 1: I forgot to bring my homework in again.

Learner 2: Oh, the teacher won't mind.

24

Learner 1: We aren't allowed to go home until 4.

Learner 2: That's such a silly rule.

LIVEWORKSHEETS

25 Learner 1: So you're getting married next Friday, I hear?

Learner 2: Actually, the Friday after.

26 Learner 1: Can I borrow your grammar book this evening?

Learner 2: That's fine, but can you give it back to me tomorrow?

For questions **27 – 33**, look at the incomplete statements about functions of learner language and the three options for completing them listed **A**, **B** and **C**.

Two of the options complete the statements correctly. One option does **NOT**.

Mark the letter (**A**, **B** or **C**) which does **NOT** complete the statement correctly on your answer sheet.

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27 In order to do an information gap task, learners usually need to

A ask questions.
B express disagreement.
C share knowledge.

28 In order to do a group ranking task, learners usually need to

A make guesses.
B give opinions.
C express agreement.

29 In order to prepare a poster together, learners usually need to

A negotiate roles.
B express preferences.
C make predictions.

30 In order to categorise some vocabulary into groups, learners usually need to

A compare and contrast.
B narrate.
C express doubt.

31 In order to role play a job interview, learners usually need to

A offer corrections.
B ask for information.
C give reasons.

LIVEWORKSHEETS

32 In order to label a picture of a house with rooms and furniture in pairs, learners usually need to

A offer suggestions.
B describe a process.
C express certainty.

33 In order to do peer evaluation on homework, learners usually need to

A negotiate.
B express ideas.
C give clarification.

For questions **34 – 40**, match the error in each line of the learner's writing to the types of error listed **A**, **B** and **C**.

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

You will need to use each option at least once.

Types of error

A	articles
B	pronouns
C	prepositions

Learner's writing

34 The classmate I will describe to you is a bit smaller than I.

35 He has a brown hair and blue eyes and wears glasses

36 but he doesn't like it when anyone reminds that he is small.

37 He loves maths and plays lots of sport in the weekend.

38 He has a brother and a ten year old sister who name is Flora.

39 He has many friends and is very good for organising parties.

40 He is in his last year at school and he is in same class as me.

LIVEWORKSHEETS