

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

TEACHING KNOWLEDGE TEST

Module 1

001

Sample Test

1 hour 20 minutes

Additional materials:
Answer sheet
Soft clean eraser
Soft pencil

TIME 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your name, Centre number and candidate number on the answer sheet **if they are not already printed**.

There are eighty questions in this paper.

Answer **all** questions.

Mark your answers **on the separate answer sheet**. Use a pencil.

You may write on the question paper, but you must mark your answers in pencil on the answer sheet. You will have no extra time for this, so you must finish in one hour and twenty minutes.

At the end of the test, hand in both the question paper and the answer sheet.

INFORMATION FOR CANDIDATES

Each question in this paper carries one mark.

This question paper consists of 15 printed pages and 1 blank page.

For questions **1-5**, match the example language with the grammatical terms listed **A-F**.

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

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

Example language

1 who, which, that

2 across, along, off

3 yourself, ourselves, themselves

4 your, his, our

5 above, against, by

Grammatical terms

A possessive adjectives

B relative pronouns

C reflexive pronouns

D demonstrative adjectives

E prepositions of place

F prepositions of movement

For questions **6-10**, match the underlined words in the text below with the grammatical terms listed **A-F**.

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

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

Grammatical terms

- | | |
|----------|------------------|
| A | pronoun |
| B | collective noun |
| C | plural noun |
| D | compound noun |
| E | proper noun |
| F | uncountable noun |

Kofie stood on the shore of **(6)** Lake Volta and looked at the small **(7)** fishing boat bobbing on the waves. The boat was empty and had been there for two days. **(8)** He had wanted to jump into the lake and pull it onto the beach, but he remembered his father's **(9)** advice, and knew that he must not take other people's property. His **(10)** family often went hungry, and he could have caught fish if he only had a boat.

[Turn over

For questions **11-16**, choose the correct word(s) to complete each definition of lexical terms.

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

11 is a group of words which together mean something different from the meanings of the individual words.

- A** An idiom **B** A phrase **C** A clause

12 Colloquial English contrasts with English.

- A** formal **B** accurate **C** spoken

13 Two or more words that often go together are called

- A** comparatives **B** collocations **C** conjunctions

14 Homophones are words that have the same

- A** spelling **B** sound **C** meaning

15 Synonyms are words with meanings.

- A** opposite **B** similar **C** several

16 An appropriate is the style of language that best fits a particular situation.

- A** rhythm **B** context **C** register

For questions **17-21**, match the example sentences with the functions listed **A-F**.

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

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

Example sentences

- 17** This burger hasn't been cooked properly.
- 18** How about reading the latest Harry Potter book? It's brilliant!
- 19** I wouldn't eat that apple if I were you – it looks bad.
- 20** Excuse me, is it too late to get a ticket for the disco tonight?
- 21** What do you think of my new jeans?

Functions

- A** suggesting
- B** disagreeing
- C** advising
- D** asking for an opinion
- E** enquiring
- F** complaining

[Turn over

For questions **22-29**, each word has two vowel sounds. Match the vowel sounds in the words with the pairs of phonemic symbols 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.

Words	Phonemic symbols
22 curly	A / əʊ / / ə /
23 over	B / eɪ / / ɪ /
24 kitchen	C / əʊ / / ɜ: /
25 paper	D / ɜ: / / ə /
26 homework	E / aɪ / / ə /
27 learner	F / aɪ / / eɪ /
28 timetable	G / ɪ / / ɪ /
29 baby	H / eɪ / / ə /
	I / ɜ: / / ɪ /

For questions **30-35**, match what the writer does with the writing subskills 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.

Writing subskills

- A** Using a model
- B** Drafting
- C** Peer-evaluation
- D** Brainstorming
- E** Planning
- F** Re-drafting
- G** Proofreading

- 30** Before I start, I write down as many ideas as I can.
- 31** I organise my main points into different paragraphs in note form.
- 32** I start writing, developing my main points.
- 33** I re-organise what I have written to make my ideas clearer.
- 34** I give it to someone else to ask for his/her opinion.
- 35** I give my work a final check for accuracy.

[Turn over

For questions **36-40**, look at the following terms for language skills and three possible descriptions of the terms.

Choose the correct option **A**, **B** or **C**.

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

36 Summarising is

- A** explaining a text in detail.
- B** writing the last sentence of a text.
- C** giving the main points of a text.

37 Interactive listening is

- A** listening, responding and giving feedback.
- B** listening for detail, mood and attitude.
- C** listening and identifying word stress and linking.

38 Oral fluency is

- A** speaking without making any mistakes.
- B** speaking naturally without hesitating too much.
- C** speaking without considering the listener.

39 Paraphrasing is

- A** using phrases to say something instead of using complete sentences.
- B** connecting sentences together in speech or writing by using conjunctions.
- C** finding another way to say something when you cannot think of the right language.

40 Scanning is

- A** reading a text quickly to get the general idea.
- B** reading a text quickly to find specific information.
- C** reading a text quickly to identify the writer's attitude.

For questions **41-46**, match the general advice on motivation with the techniques for encouraging motivation listed **A-D**.

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

You need to use some options more than once.

Techniques

- A** Encourage learner autonomy.
- B** Find out what students think.
- C** Make your feedback positive and constructive.
- D** Build variety into your teaching.

Advice

- 41** Listen to student feedback using a class 'suggestion box' or a short questionnaire.
- 42** Don't always do the same kinds of things in the classroom. Try new activities and change activities in each lesson.
- 43** Think about how you tell students about their progress. How can you can praise or encourage them instead of just giving marks?
- 44** Choose activities that different students can respond to in different ways, for example, making posters or writing poems.
- 45** Give comments on students' work which are helpful and enable them to feel a sense of progress.
- 46** Train students to use reference resources to help them study successfully on their own.

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