



Teaching Knowledge Test

Module 1 Past Examination Paper

Classroom activities

- 41** At the start of the class, the teacher writes on the board what she hopes the learners will achieve in the lesson.
- 42** The teacher introduces a new topic by using situations from the learners' own lives.
- 43** The teacher gives only positive feedback on language used in an activity.
- 44** Students A and B exchange information in order to complete a text.
- 45** The teacher finds out how and when the learners like to be corrected.
- 46** The teacher shows the learners how to use the self-access centre.

Strategies for motivating learners

- A** Ask learners about their learning preferences.
- B** Build up learners' confidence in their abilities.
- C** Personalise lessons.
- D** Make sure that learners understand instructions.
- E** Encourage learner autonomy.
- F** Make the learning aims clear to learners.
- G** Give learners a reason for communicating with one another.

Learning strategies

- A** illustrating meaning
- B** guessing from context
- C** memorising
- D** highlighting pronunciation features
- E** focusing on collocations
- F** predicting content from titles
- G** consulting reference sources

What the student does

- 47** I try to identify the part of speech from the other words in the sentence.
- 48** I make a note of the stress when I put words into my vocabulary notebook.
- 49** I try to listen out for new words in expressions, rather than individual words.
- 50** If I'm not sure what form to use, I look it up in a grammar book.
- 51** I sometimes draw timelines in my grammar notebook.
- 52** Occasionally, I test myself on recently taught words so I don't forget them.

53 These young adults need a range of study skills before going to a British university.

54 These adult beginners are going on holiday, and need to learn how to communicate in an English-speaking environment.

55 This group of young children have a short attention span; their parents want them to learn English while having some fun.

56 These business people need to meet and work with people from other countries at international conferences.

57 These secretaries and receptionists want to focus on vocabulary and skills which are useful for them in their work.

58 These scientists need to keep up-to-date with the latest developments in their subjects.

Types of courses

- A a course focusing on basic language skills for everyday situations
- B a course focusing on listening and note-taking, and writing academic essays
- C a course based on role-plays and situations, such as greeting visitors and telephoning clients
- D an activity-based course with lots of games, songs and stories
- E a course based on grammar revision and written practice
- F an oral skills course based on cross-cultural material
- G an online course in which students read texts on specific topics and answer detailed comprehension questions

Teaching approaches

- A Presentation, Practice and Production (PPP)
- B Task-based Learning (TBL)
- C Total Physical Response (TPR)
- D The Lexical Approach
- E Grammar Translation
- F Test-teach-test
- G Guided discovery

Class activities

59 I asked groups to design an advertisement for a new type of cereal. While they were working, we looked at some real advertisements together, and the students practised writing some 'slogans'.

60 I gave the class an exercise on the past simple and past continuous. Lots of students found it difficult, so I explained the grammar, then they practised in pairs.

61 I gave the class a series of instructions, for instance, to stand up and turn around, which they followed. Then some students gave me the same instructions.

62 I introduced a new structure to the class by showing a set of pictures while I said sentences containing the structure. Then I gave pairs some sentence prompts to complete. Finally, students talked in groups about a similar set of pictures while I monitored their conversations.

63

I gave the class some 'if' sentences containing second and third conditional structures. In pairs, they discussed the sentences and completed a set of grammar rules for the form and use of the two structures.

64

I gave the class an authentic text from a magazine about unusual sports. We found lots of useful sports collocations in it and looked in some detail at how the text was written. The students then practised using some of the new language, orally and in writing.

Introductory activities

- A asking concept questions
- B eliciting language
- C doing a warmer
- D miming
- E setting the scene
- F explaining
- G drilling

Teacher's actions

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The teacher asks the students to look at pictures of Paris before they listen to a recording about tourist attractions there.

66

The teacher asks the students to repeat sentences after her.

67

The teacher checks whether the students understand when the new language is used.

68

The teacher does a short game with the students to give them energy.

69

The teacher asks the students for examples of different kinds of fruit and writes them on the board.

70

The teacher does an action which shows the meaning of a new word.

71 Which one of these does **not** involve putting things in order?

- A** ranking
- B** jumbled paragraphs
- C** labelling

72 Which one of these does **not** usually involve pair or groupwork?

- A** jigsaw reading
- B** choral repetition
- C** information-gap activities

73 Which one of these does **not** usually focus on grammar practice?

- A** project work
- B** transformation exercises
- C** gap-fills

74 Which one of these is **not** a speaking activity?

- A** mind map
- B** mingle
- C** role-play

75 Which one of these is **not** a vocabulary-learning strategy?

- A** visualisation
- B** problem solving
- C** categorisation

Types of test

- A** progress
- B** achievement
- C** subjective
- D** proficiency
- E** diagnostic
- F** placement

Descriptions

76 These tests are designed to test language taught on the whole course.

77 These tests are designed to help teachers to plan course content.

78 The purpose of these tests is to test language taught on part of a course.

79 These tests help teachers to put students in classes at the appropriate level.

80 The marking of these tests depends on decisions made by individual examiners.