

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.

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

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.

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.

For questions **47-53**, match the following learners' comments to the descriptions of learner preferences 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.

Comments

- 47** 'Most of the time should be spent doing grammar exercises.'
- 48** 'I prefer working with other students to speaking to the teacher in front of the class.'
- 49** 'I really like knowing how language works.'
- 50** 'Rules just confuse me – give some examples and let me work it out myself.'
- 51** 'Why should I listen to other students' mistakes? The teacher should talk most of the time.'
- 52** 'I just want people to understand what I mean. I don't worry if I make mistakes.'
- 53** 'I like deciding for myself what and how I learn.'

Preferences

- A** This learner wants explanations of grammar rules.
- B** This learner enjoys explaining language to other students.
- C** This learner enjoys practising language in pairs and groups.
- D** This learner enjoys doing language practice that focuses on accuracy.
- E** This learner doesn't want to work with other students.
- F** This learner enjoys learning independently.
- G** This learner focuses on communicating.
- H** This learner doesn't want the teacher to explain grammar.

For questions **54-59**, match what the student does with the learning strategies 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 strategies

- | | |
|----------|----------------------------------|
| A | self-monitoring |
| B | guessing from context |
| C | memorising |
| D | organising learning aids |
| E | repeating |
| F | consulting reference resources |
| G | using opportunities for practice |

- 54** To learn new words, I always create pictures of them in my mind.
- 55** I always keep new vocabulary on cards which I separate into topics.
- 56** Whenever I can, I talk with native English speakers in social situations.
- 57** I work out the meaning of a new word from the language around it.
- 58** I pay attention to my own language to make sure it is accurate.
- 59** If I am not sure of the meaning of a word or of how to use it, I look it up in a dictionary.

For questions **60-66**, match the statements with the teaching approaches that they describe listed **A, B** or **C**.

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

Teaching approaches

- | | |
|----------|---|
| A | Presentation, Practice and Production (PPP) |
| B | Task-based Learning (TBL) |
| C | Grammar-Translation |

Statements

- 60** The teacher moves from providing models of language use to monitoring learners' use of language.
- 61** First the learners complete a communicative task: they are encouraged to use any English they know and they do not have to use any particular language item.
- 62** The written form of the language is more important than the spoken form.
- 63** The language focus is at the start of the teaching sequence, with fluency activities coming later.
- 64** The language focus comes after a communicative activity, so that learners notice gaps in their language.
- 65** Learners acquire language by trying to use it in real communicative situations.
- 66** The learners' first language plays a central role in the teaching.

For questions **67-73**, match the classroom activities with the types of speaking practice listed **A, B** or **C**.

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

Types of speaking practice

- | | |
|----------|--------------------------|
| A | oral fluency practice |
| B | controlled oral practice |
| C | neither |

Classroom activities

- 67** At the beginning of the lesson, we got into groups and talked about an interesting newspaper article that we had read.
- 68** The teacher gave us word prompts such as 'cinema' and 'friends', and we had to say them in sentences using the past simple, e.g. 'We went to the cinema'; 'We visited some friends'.
- 69** The teacher read a passage to us, which we then wrote down.
- 70** The teacher gave us roles such as 'filmstar' or 'sports star' and we had to role play a party in which we chatted to each other.
- 71** We had a discussion about the advantages and disadvantages of the Internet.
- 72** The teacher read out some sentences, some of which were correct and some incorrect. We had to shout out 'Right' or 'Wrong'.
- 73** We had to ask our partner five questions about their abilities, using 'can', e.g. Can you swim?

For questions **74-80**, match the examples from teaching or assessment activities with the terms 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.

- | | |
|----------|-------------------------|
| A | Sentence transformation |
| B | Jumbled sentence |
| C | Odd one out |
| D | Form-filling |
| E | Multiple choice |
| F | Categorising |
| G | Labelling |
| H | Gap fill |

74 Complete the sentence.
Last night I went the cinema.

75 Complete the sentence.
The weather yesterday was
A delicious **B** exciting **C** fantastic

76 Find the word that does not fit.
banana, apple, onion, pear, orange

77 Put the words in the list in the correct box.
Thai, India, Britain, Chinese, Swedish, Hungarian, Czech, Portugal

Countries	Languages
Malaysia	

78 Complete sentence B so it means the same as sentence A.
A The man built the bridge in 1892
B The bridge

79 Complete with your personal details

Family name:
First name:
Date of birth:
Address:

80 Put the words in the right order.
do usually what in you do summer ?
.....

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SAMPLE