



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

Teaching Knowledge Test

Module 1

Past Examination Paper

2007

University of Cambridge ESOL Examinations
1 Hills Road
Cambridge
CB1 2EU United Kingdom

Tel. +44 1223 553355
Fax. +44 1223 460278
email ESOL@CambridgeESOL.org
www.CambridgeESOL.org



Candidate Name _____

Centre Number	Candidate Number

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

TEACHING KNOWLEDGE TEST

MODULE 1

Language and background to language learning and teaching

001

Version 07

1 hour 20 minutes

Additional materials:

Answer sheets

Soft clean eraser

Soft pencil (type B or HB is recommended)

TIME 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces at the top of this page. Write these details on your answer sheet **if they are not already printed**.

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

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 14 printed pages and 2 blank pages.

For questions 1-6, match the underlined words/groups of words in the text with the language terms 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.

Language terms

- | | |
|----------|--------------------|
| A | word with affix |
| B | idiom |
| C | compound adjective |
| D | connector |
| E | phrasal verb |
| F | compound noun |
| G | word family |

Text

My oldest brother is quite different from me – he’s a bit (1) old-fashioned really. I suppose he’s just very traditional. For example, he always wears (2) a suit, a tie and leather shoes, listens to the radio and plays cricket. But the worst thing is that he’s got no sense of humour and that really (3) gets on my nerves. I also get the impression that he thinks I’m pretty (4) worthless, which doesn’t help our relationship. We rarely see each other these days. He sometimes (5) calls in when he’s in the area and then we may go out together. But we usually end up arguing about which (6) bus stop to walk to, or something silly like that.

For questions 7-13, match the underlined clauses with their meanings in the sentences listed A, B or C.

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

Meanings

- | | |
|----------|-----------|
| A | condition |
| B | reason |
| C | result |

Clauses

- 7 It was such a bad film that we walked out.
- 8 I decided to go and see him since he hadn't phoned me.
- 9 I fell asleep in the car because I was so tired.
- 10 As there was no coffee left, I had a cup of tea.
- 11 I won't speak to him again unless he apologises.
- 12 As long as you can save the money yourself, you can go on the trip.
- 13 I walked into town so that I could avoid the traffic.

For questions 14-19, choose the correct lexical or phonological terms to complete the sentences.

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

14

Unhappy, disagree and *incorrect* include examples of

- A prefixes.
- B informal language.
- C synonyms.

15

Hole and *whole*; *mail* and *male*; *by* and *buy* are examples of

- A homophones.
- B unvoiced sounds.
- C false friends.

16

Put out, *put off*, *put away* are examples of

- A antonyms.
- B verb patterns.
- C multi-word verbs.

17

Vehicle – *car, bicycle, plane*; *pet* – *dog, cat, rabbit*; *food* – *bread, pizza, meat* are examples of

- A collocations.
- B lexical sets.
- C collective nouns.

18

Can't, *don't*, *he's* are examples of

- A connected speech.
- B weak forms.
- C contractions.

19

Fit and *feet*; *fear* and *fair*; *track* and *truck* are examples of

- A rhymes.
- B minimal pairs.
- C linking.

For questions **20-28**, match the underlined letter 'a' in each example word with the phonemic symbols which would be used in a dictionary entry listed **A, B, C** or **D**.

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

You need to use some options more than once.

Phonemic symbols

A /æ/

B /eɪ/

C /ɑː/

D /ə/

Example words

20

late

21

player

22

party

23

alphabet

24

island

25

hard

26

pizza

27

grandson

28

invitation

For questions **29-34**, match the example sentences with the functions 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.

Example sentences

29 I can't decide whether this radio is worth buying or not.

30 I'm going to visit my mother this afternoon.

31 I'd rather have the blue one.

32 If I finish the work earlier, can I get paid more?

33 You must fill in the form before the end of the month.

34 Paula's got a chance of winning the race.

Functions

- A** expressing obligation
- B** expressing a preference
- C** offering help
- D** expressing an intention
- E** predicting
- F** expressing doubt
- G** negotiating

For questions **35-40**, look at the language skills and three possible descriptions of them.

Two of the descriptions are appropriate in each situation. One of the descriptions is **NOT** appropriate.

Mark the description (**A**, **B** or **C**) which is **NOT** appropriate on your answer sheet.

35

Productive skills involve

- A** expressing rather than understanding language.
- B** speaking and writing activities.
- C** listening and reading tasks.

36

Re-drafting involves

- A** copying a piece of writing out neatly.
- B** doing a piece of writing for the second or third time.
- C** making changes to a piece of writing.

37

Process writing involves

- A** planning a piece of writing.
- B** writing without editing.
- C** using writing subskills.

38

Listening for gist involves

- A** being able to understand every word of a text.
- B** working out the overall meaning of a text without concentrating on the details.
- C** forming a general idea of what a text is about.

39

Proofreading involves

- A** checking for language errors.
- B** reading your written work word by word.
- C** paraphrasing parts of a text.

40

Speaking accurately involves

- A** using the right expressions to convey meaning.
- B** using colloquial language to express ideas.
- C** using lexis and structures correctly.

For questions **41-46**, match the classroom activities with the strategies for motivating learners 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.

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.

For questions **47-52**, 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 | 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. |

For questions **53-58**, match the needs of each group of students with the most suitable type of course 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.

Groups of students

- 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

For questions **59-64**, match the class activities with the teaching approaches 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 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.

For questions **65-70**, match the teacher's actions with the introductory activities for different lessons 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.

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

- | | |
|-----------|---|
| 65 | 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. |

For questions **71-75**, look at the questions about classroom activities and three possible answers. Choose the correct answer **A**, **B** or **C**.

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

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

For questions **76-80**, match the descriptions of different tests with the types of test 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.

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. |

TKT Module 1 Answer Key

Question	Answer	Question	Answer
1	C	41	F
2	G	42	C
3	B	43	B
4	A	44	G
5	E	45	A
6	F	46	E
7	C	47	B
8	B	48	D
9	B	49	E
10	B	50	G
11	A	51	A
12	A	52	C
13	B	53	B
14	A	54	A
15	A	55	D
16	C	56	F
17	B	57	C
18	C	58	G
19	B	59	B
20	B	60	F
21	B	61	C
22	C	62	A
23	A	63	G
24	D	64	D
25	C	65	E
26	D	66	G
27	A	67	A
28	B	68	C
29	F	69	B
30	D	70	D
31	B	71	C
32	G	72	B
33	A	73	A
34	E	74	A
35	C	75	B
36	A	76	B
37	B	77	E
38	A	78	A
39	C	79	F
40	B	80	C