



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

Teaching Knowledge Test

Module 3

Past Examination Paper

2007

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Candidate Name _____

Centre Number	Candidate Number

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

TEACHING KNOWLEDGE TEST

MODULE 3

Managing the teaching and learning process

003

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 12 printed pages.

For questions 1-8, match the examples of teachers' classroom language with their purposes 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.

Purposes

- A giving feedback
- B eliciting language
- C organising a mingling activity
- D asking for clarification
- E drilling
- F setting up pairwork
- G managing a jigsaw task
- H dictating
- I concept checking

Teachers' classroom language

- 1 It's a person who checks your ticket on the train. Does anyone know the name of this job?
- 2 Listen and repeat after me: *I always eat eggs for breakfast.*
- 3 Look at this sentence: *I've just broken my computer.* Did I break the computer a long time ago, or a short time ago?
- 4 Good, Marek. You used the new vocabulary very well.
- 5 This part of the class, read section A, and this part, read section B, and the rest of you, read section C.
- 6 Listen and write what you hear: *Last summer I went camping for the first time.*
- 7 Stand up and ask your questions to as many people as you can in five minutes.
- 8 Sorry Maria, I don't understand. Did you come to school by train or bus?

For questions **9-16**, match the teacher's instructions to an elementary class with the teacher trainer's comments 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.

Teacher's instructions

- 9** Compare your answers with what the others have written down. Oh, first you should get into groups.
- 10** Today, we're going to learn some functional exponents – they're on the syllabus.
- 11** Can't you get it right, just for a change? Come on, you two!
- 12** Write the essay tonight and hand it in tomorrow, please.
- 13** Now we're going to move onto the role-play on page 7. Read the instructions and start when you're ready. OK, off you go!
- 14** Can anybody tell me the answer to number 1?
- 15** Right, could you all turn to page 72. Or is it 62? Wait a minute, I'll just look... It's 52. Sorry.
- 16** Sorry, no more time for questions. We need to move on. We've got a lot to get through this morning.

Teacher trainer's comments

- A** I don't think you've allowed them enough time – check that they don't have any other homework to do.
- B** You need to think before you speak, and decide on the order you want the class to do things in.
- C** Don't be in such a hurry to start new work – it's more important for students to understand what they've done so far.
- D** Check references in your lesson plan in advance, not while you're giving the instructions.
- E** Try to avoid repeating yourself – it doesn't necessarily make students understand instructions any better.
- F** It's better to nominate a particular student, rather than asking the whole class, in order to give the weaker ones a chance.
- G** Your students won't understand such technical language – it would be better to paraphrase it.
- H** You shouldn't really speak to students like that – it sounds rude.
- I** Always check students have understood your instructions. A demonstration of the activity is also a good idea.

For questions **17-23**, read the transcript in which the teacher asks a student to talk about a picture. Answer the questions about the student's use of language by choosing the correct option **A**, **B** or **C**.

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

Teacher: Anna, here are your two pictures. They show people playing games. I'd like you to compare and contrast these pictures, and say how you feel about games like these.

Anna: Well, they are both pictures of people playing games, as you said. In the first *line 4*
picture there are some old men playing cards at a table outside a café, I think.
They look very ... how to say ... concentrated in, I mean, on what they are *line 6*
doing. Some of the men are not playing but just watching what the others are
doing. The second picture shows some boys, some teenagers playing kind of *line 8*
... games in a ... I think that you call it an amusement arcade. Actually they *line 9*
look as if they are enjoying themselves. I quite like playing these games too,
but I don't like playing cards so much. I sometimes play with my grandmother,
though. *line 12*

Teacher: Thank you, Anna.

Adapted from *First Certificate Gold: Exam Maximiser* by Acklam R. and Burgess S. Longman, 2000

17

Why does Anna say 'as you said' in line 4?

- A to remind the teacher of a previous topic
- B to show that it isn't her own idea
- C to give a reason for her next statement

18

Anna says 'how to say' in line 6 because

- A she is describing the way the men are speaking.
- B she wants to give herself some time to think.
- C she doesn't know whether to continue her description.

19

Why does Anna say 'I mean' in line 6?

- A She is showing what the players intend to do.
- B She wants to emphasise her opinion.
- C She is correcting herself.

20

Anna uses 'kind of' in line 8 because

- A she intends to say which type of game they are playing.
- B she is describing the teenagers themselves.
- C she is not sure what language to use.

21

Why does Anna stop herself in line 9 and complete her sentence in a different way?

- A She has remembered the language she needs.
- B She realises that she has used the wrong structure.
- C She wants to start talking about a new idea.

22

Anna uses 'Actually' in line 9 in order to

- A involve her listener more fully.
- B give an objective opinion of the situation.
- C add a little more to the description.

23

Anna uses 'though' in line 12 to show that this sentence

- A is in contrast to the one before.
- B refers to something she does regularly.
- C describes something very important to her.

For questions **24-30**, match the teacher's instructions with the activities that the class is doing 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 instructions

- 24** Right, now everybody, please pass your paper to the person on your left. Then read and reply to the message.
- 25** The man gives lots of reasons why he is late. Write down three of them.
- 26** OK, now you Paola. Tell us about your family – your parents and brothers and sisters.
- 27** Don't forget to take your coursebook with you – the Useful Language section on reports is very good.
- 28** OK, now, all the Student Bs, listen very carefully, as you have to give detailed feedback on your partner's story.
- 29** OK everybody, repeat after the tape.
- 30** Jacques, turn away from Brigitte so you can't see her text.

Activities

- A** The teacher is doing a fluency activity with an advanced class.
- B** The teacher is giving a written homework task to an advanced class.
- C** The teacher is doing a jigsaw-reading task with an intermediate class.
- D** The teacher is doing a classroom writing activity with an intermediate class.
- E** The teacher is doing a word-building activity with an intermediate class.
- F** The teacher is doing a listening comprehension task with an intermediate class.
- G** The teacher is doing a fluency activity with a low-level class.
- H** The teacher is doing a pronunciation activity with a low-level class.

For questions 31-40, match the circled mistakes in the student composition with the types of mistake 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.

Student composition	Types of mistake
31 People like to live in specail places. They prefer to design	
32 there own house, not live in an old house. I always think	
33 about design my own house in the future.	A articles
34 Every day I have new idea. I don't know which idea I	B spelling
35 should use, one of my ideas is a house on the beach.	C punctuation
36 First of all, I would like the house to be long way from	D verb forms
37 the city. I also want it being big and strong. That way	
38 I can relax and to have fun. Secondly, the design of	
the living room is very important. I want a big screen	
39 TV with an exellent sound system.	
40 Rest of the house will be empty for future plans.	

For questions **41-46**, match the classroom management problems a teacher is experiencing while doing group project work with the solutions 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 management problems

- 41** Weaker students are relying on stronger students and not participating.
- 42** Students are copying directly from the internet and books.
- 43** Some groups are not working quickly enough.
- 44** Some students are relying on the teacher to correct work as they are doing it.
- 45** Some groups are spending all their time on the content of their text and are not thinking about how it looks.
- 46** Some students appear uninterested in the subject of their project.

Classroom management solutions

- A** Make sure that all students have a clear role within the group.
- B** Remind students that marks will be given for paragraphing and layout.
- C** Tell students that they are responsible for the process of checking and editing language.
- D** Allow students to choose their own topic.
- E** Teach students some useful exponents of classroom language.
- F** Explain to students the importance of trying to use their own words in their writing.
- G** Set time limits and deadlines for completing stages of the project.

For questions **47-56**, match what the teacher knows with the types of teaching knowledge listed **A-E**.

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

You need to use some options more than once.

Types of teaching knowledge

- | | |
|----------|----------------|
| A | linguistic |
| B | pedagogical |
| C | psychological |
| D | cross-cultural |
| E | technological |

What the teacher knows

- | | |
|-----------|---|
| 47 | the importance of respecting differences between people from all national and racial groups |
| 48 | theories of how memory works |
| 49 | the importance to language learners of feeling confident and independent |
| 50 | all areas of the target language |
| 51 | how multi-media resources work |
| 52 | how to use a variety of techniques, strategies and tasks as teaching tools |
| 53 | the fact that motivation is a factor in learning |
| 54 | a range of methodologies and types of instruction |
| 55 | the communicative value of style and register |
| 56 | the fact that regular revision must be built into lessons by the teacher |

For questions **57-64**, match the features of interaction patterns with the ways teachers interact with students listed **A, B** or **C**.

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

Ways teachers interact with students

- | | |
|----------|---|
| A | teaching from the front of the class |
| B | teaching by moving around the classroom |
| C | both A and B |

Features of interaction patterns

- | | |
|-----------|--|
| 57 | This makes the teacher the focus of attention for everyone. |
| 58 | This allows the teacher to maintain eye contact with all the students. |
| 59 | This can improve rapport with the class. |
| 60 | This allows the teacher to monitor the quality of individual students' work. |
| 61 | This is more appropriate for introducing language. |
| 62 | This helps the teacher to maintain discipline. |
| 63 | This allows the teacher to check whether individual students are paying attention. |
| 64 | This can give shy students the confidence to ask questions. |

For questions **65-70**, look at the situations in which a teacher needs to correct students and at the possible correction strategies.

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

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

65

When you are conducting an individual drill of a new structure, one student finds the pronunciation very difficult.

- A** Without saying it again yourself, ask the student to keep repeating it.
- B** Model it for the student and suggest he practises at home.
- C** Ask another student to say it and then ask the first student to try again.

66

You hear one student using target language incorrectly during a controlled practice pairwork activity, while other students are using the language appropriately.

- A** Prompt the student to correct the language herself.
- B** Repeat the language correctly for the student to say after you.
- C** Stop the activity and explain the point again to the class.

67

During a role-play a student makes a mistake but his partner understands what he means.

- A** Interrupt the role-play and make sure the student corrects the mistake.
- B** Ignore the mistake; the pair have used a lot of good language too.
- C** Make a note of the mistake to give to the student later.

68

During an open-pair demonstration of an activity, a student stops because she cannot remember a key word which has been covered in a recent class.

- A** Ask if anyone in the class can supply the word.
- B** Write the word on the board and say it out loud.
- C** Tell the student that it is not important and to carry on.

69

The first piece of writing from a new student is full of basic mistakes.

- A** Focus on two important areas and correct only those mistakes for the student.
- B** Say that it is disappointing to see so many mistakes, and ask the student to re-do it.
- C** Underline the most serious mistakes and ask the student to rewrite it for homework.

70

Students in a large, intermediate class are writing a short dialogue to practise telephone language, but many of them are making the same mistakes.

- A** Walk round the class monitoring, and correcting each pair's dialogue.
- B** Stop the class and clarify the language areas they are having problems with.
- C** Look at the common mistakes with the class at the end of the activity and ask them to correct their dialogues.

For questions **71-80**, match the learner comments on feedback with the types of feedback on oral work listed **A-E**.

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

You need to use some options more than once.

Types of feedback on oral work

- A** peer feedback
- B** giving a grade
- C** echo-correction
- D** using facial expressions
- E** praise

Learner comments on feedback

- 71** At first it seemed strange when the teacher repeated my mistake. But now I think it's a great way to help me put it right myself.
- 72** I know immediately when I've made a mistake – I only have to look at my teacher!
- 73** Sometimes you learn as much from other students' comments as from the teacher's.
- 74** It's nice to be told you've done the task well. It makes you feel more positive towards the teacher.
- 75** I need to know what my level is, so that I can improve on it another time.
- 76** As it might be us getting the comments next time, we're usually careful to say positive things about each other's work.
- 77** The teacher tries to say nice things about everybody's language, but you can see it's quite difficult with some students!
- 78** I started to say *persons*, not *people* but when I saw the teacher's reaction, I quickly corrected myself.
- 79** My parents want to check whether I'm making progress or not, so I need to show them something to prove that I'm doing well.
- 80** The teacher's voice goes up a bit when he says it, almost like a question, and I always know what he means.

TKT Module 3 Answer Key

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