Cambridge English

TKT
Teaching Knowledge Test

TEACHING KNOWLEDGE TEST

MODULE 3

Managing the teaching and learning process

SAMPLE PAPER 4

Time   1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

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

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

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

You **must** complete the answer sheet within the time limit.

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

INFORMATION FOR CANDIDATES

There are 80 questions in this paper.

Each question carries one mark.

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Language Assessment
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For questions **1 – 6**, look at the teaching activities and the three sentences listed **A**, **B** and **C**.

Two of the sentences are appropriate to the teaching activity. One of the sentences is **NOT**.

Mark the letter of the sentence (**A**, **B** or **C**) which is **NOT** appropriate to the teaching activity on your answer sheet.

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1 conveying meaning

   A So pedestrian collocates with crossing.
   B So if he feels cheerful, he's happy, OK?
   C So a cathedral is like a large church.

2 eliciting

   A Could you remind me what's happened in the story so far?
   B Could you put down your pens and listen to the story, please?
   C Could you tell me the names of the three characters in the story?

3 prompting

   A Mmm ... yes ... that's right, homework is due in tomorrow, please.
   B A footballer ... a boxer ... a dancer ... So for someone who plays golf?
   C Good try. Think of another animal which likes to look for food at night.

4 providing a reason for doing a task

   A This task will help you to practise the adjectives we looked at last week.
   B This task is the kind of task you'll be doing in the school-leaving exam.
   C Do your best on this task. Ask me if anything in it is unclear.

5 giving an instruction

   A Take two minutes to write down as many questions as you can.
   B OK, so can you finish please in two minutes' time.
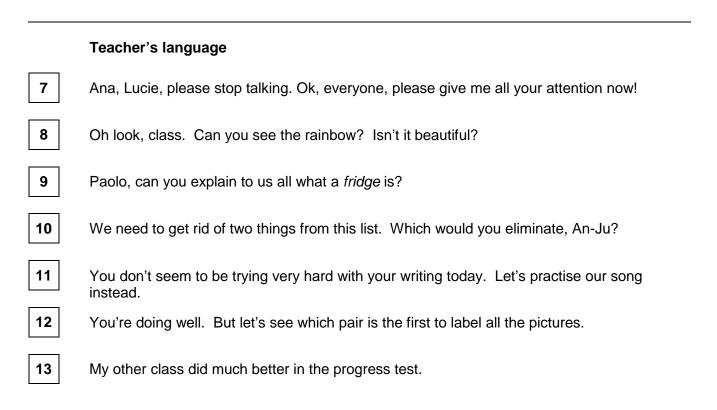   **C** This video clip lasts for two minutes.

6 asking learners to read for gist

   A Read the text for a minute and then tell me the main idea.
   B Read the text and tell me the meaning of the words on the board.
   C Read the text and tell me if the writer agrees with the idea of recycling.

For questions **7 – 13**, match the following examples of a teacher's language used with a class of elementary learners with a trainer's comments 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 language

7 Ana, Lucie, please stop talking. Ok, everyone, please give me all your attention now!

8 Oh look, class. Can you see the rainbow? Isn't it beautiful?

9 Paolo, can you explain to us all what a *fridge* is?

10 We need to get rid of two things from this list. Which would you eliminate, An-Ju?

11 You don't seem to be trying very hard with your writing today. Let's practise our song instead.

12 You're doing well. But let's see which pair is the first to label all the pictures.

13 My other class did much better in the progress test.

Trainer's comments

A	It's better not to nominate at the beginning of a question so all the learners pay attention.
B	You should try to give formative feedback.
C	Ringing a bell or clapping your hands can be a good way to make the class listen.
D	I like the way you encouraged the learners to try harder.
E	It's a good idea to use what's happening around you to teach some new vocabulary.
F	Your instructions were not always given in the most logical order.
G	It was sensible to change task in the circumstances.
H	Make sure you keep the lexis in your instructions at an appropriate level.

For questions **14 – 19**, look at the teacher's actions and the three instructions the teacher gave listed **A**, **B** and **C**. Choose the instruction which came first.

Choose the instruction which followed the teacher's action.

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

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14 The teacher handed out a questionnaire so learners could find out about their partner.
The first instruction was …

A Work in small groups and compare your answers.
B Ask and answer questions with your partner to complete the questionnaire.
C How many people had the same answers?

15 The teacher wrote *We've never met before, …* on the board.
The first instruction was …

A Listen *We've never met before, have we?*
B Katja, please repeat my sentence.
C Say it with falling intonation on the question tag.

16 The teacher asked the learners in small groups to write ten questions for a questionnaire about the reading habits of the class.
The first instruction was …

A Choose the five most interesting questions your group has written.
B Summarise what you found out about another group's reading habits.
C Work with someone from another group and ask your five questions.

17 The teacher wrote the topic for the class debate on the board.
The first instruction was …

A Go to the left of the room if you agree with the statement and to the right if you disagree.
B Put your hand up if you have changed your opinion since you heard both sides of the argument.
C Brainstorm your arguments and anticipate the arguments of the other side.

18 The teacher collected several objects from around the classroom and she put them in a bag.
The first instruction was …

A Describe it but do not say the name of the object.
B Andre, put your hand in the bag and touch one of the objects.
C Write the adjectives that describe the object.

19 The teacher wanted to elicit some adverbs by miming some actions.
The first instruction was …

A Mime an action and your partner has to say if you're doing it patiently or impatiently.
B Do you think I was waiting patiently?
C Tell your partner which action you think I was miming.

For questions **20 – 26**, match the examples of **Learner 2**'s language with the functions 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.

Functions

A	correcting
B	stating intention
C	predicting
D	complaining
E	expressing obligation
F	giving permission
G	warning
H	disagreeing

Examples of learners' language

20
Learner 1: I've got Friday written down here.

Learner 2: That's right, we're supposed to hand it in by 12:00.

21
Learner 1: I've got *ski* for number 6. Have you?

Learner 2: Surely it can't be if it comes after *enjoy*?

22
Learner 1: Do you think we've spelled everything correctly?

Learner 2: I'm going to check in a dictionary this evening.

23
Learner 1: I forgot to bring my homework in again.

Learner 2: Oh, the teacher won't mind.

24
Learner 1: We aren't allowed to go home until 4.

Learner 2: That's such a silly rule.

25 Learner 1: So you're getting married next Friday, I hear?

Learner 2: Actually, the Friday after.

26 Learner 1: Can I borrow your grammar book this evening?

Learner 2: That's fine, but can you give it back to me tomorrow?

For questions **27 – 33**, look at the incomplete statements about functions of learner language and the three options for completing them listed **A**, **B** and **C**.

Two of the options complete the statements correctly. One option does **NOT**.

Mark the letter (**A**, **B** or **C**) which does **NOT** complete the statement correctly on your answer sheet.

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27   In order to do an information gap task, learners usually need to

    A   ask questions.
    B   express disagreement.
    C   share knowledge.

28   In order to do a group ranking task, learners usually need to

    A   make guesses.
    B   give opinions.
    C   express agreement.

29   In order to prepare a poster together, learners usually need to

    A   negotiate roles.
    B   express preferences.
    C   make predictions.

30   In order to categorise some vocabulary into groups, learners usually need to

    A   compare and contrast.
    B   narrate.
    C   express doubt.

31   In order to role play a job interview, learners usually need to

    A   offer corrections.
    B   ask for information.
    C   give reasons.

32   In order to label a picture of a house with rooms and furniture in pairs, learners usually need to

    A   offer suggestions.
    B   describe a process.
    C   express certainty.

33 In order to do peer evaluation on homework, learners usually need to

    A   negotiate.
    B   express ideas.
    C   give clarification.

For questions **34 – 40**, match the error in each line of the learner's writing to the types of error listed **A**, **B** and **C**.

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

You will need to use each option at least once.

Types of error

A	articles
B	pronouns
C	prepositions

Learner's writing

34   The classmate I will describe to you is a bit smaller than I.

35   He has a brown hair and blue eyes and wears glasses

36   but he doesn't like it when anyone reminds that he is small.

37   He loves maths and plays lots of sport in the weekend.

38   He has a brother and a ten year old sister who name is Flora.

39   He has many friends and is very good for organising parties.

40   He is in his last year at school and he is in same class as me.

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For questions **41 – 47**, look at the following situations and three possible teacher actions listed **A**, **B** and **C**.

Choose the most appropriate action for each situation.

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

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41   The teacher wants to build good rapport in her new elementary class.

    A   She gives the class some extra irregular verbs to learn for homework.
    B   She makes an effort to learn all the learners' names.
    C   She decides to ask the best learner in the class to be teacher for a lesson.

42   The teacher has a wide range of levels in her class and she wants to make sure they all make progress.

    A   She aims her lessons at the middle of her class.
    B   She teaches lessons for weaker, average and stronger learners in turn.
    C   She provides different activities for weaker and stronger learners.

43   The teacher wants to encourage cooperative learning.

    A   He sets the class a project to plan and produce a class magazine.
    B   He asks each member of the class to do a short talk to the other learners.
    C   He goes to the library with his class to practise using reference materials.

44   The teacher wants to set some rules for classroom behaviour with a new class.

    A   Learners and teacher spend time discussing and agreeing on a learning contract.
    B   The teacher tells her learners that she expects them to use English outside the classroom.
    C   The teacher gives extra work to learners who do not follow her rules.

45   The teacher wants to make sure that quieter learners have the chance to speak.

    A   He has regular lessons where more dominant learners are not allowed to speak.
    B   He nominates who he wishes to answer questions.
    C   He puts learners in pairs where there is one quieter and one noisier person.

46   The teacher wants to make sure that learners understand instructions for a paired role play activity.

    A   She gives feedback after learners do the activity in closed pairs.
    B   She asks if the learners understood everything after giving the instructions.
    C   She asks a strong pair to demonstrate the activity in an open pair.

47 The teacher wants to settle the class after a mingling activity in which the learners discussed their favourite sports.

    A   She makes learners call out all the words they can think of in the lexical set of sport.

    B   She asks each learner to write down one interesting thing they learnt during the activity.

    C   She organises a competition in which learners in one team mime sports for the other team to guess.

For questions **48 – 54**, match the learners' comments with the teacher trainers' comments 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 trainers' comments

A	Try to vary the order and type of activities you use in your classroom.
B	Remember to listen carefully to how the learners say things, they may be giving suitable alternatives and should be encouraged.
C	Consider collecting in some of the work the learners have done to mark outside class time.
D	Make sure you include materials and activities which are useful to everyone.
E	Introduce a system where you give all members of the class a chance to participate.
F	Encourage your learners to suggest or bring in material they would like to use in class.
G	Create a supportive atmosphere where learners see making mistakes as part of the learning process.
H	If you have a lot of information you want to give the learners, consider putting it on a handout which you could photocopy for them.

Learners' comments

48 We like listening to songs but the ones in the book aren't very good. No one wants to listen to them or sing them.

49 There are some learners who are planning to do an exam soon and the teacher only focuses on the language they need.

50 The teacher spends a lot of time writing things up on the board and then we all have to copy it down.

51 I don't like talking in front of everyone else because I know their English is better than mine.

52 The tasks are all good but it gets a bit boring sometimes to learn something new, then practise it with a writing exercise, and then read something.

53 I realise it's important that we know the answers but I think we spend too much time correcting exercises every day.

54 The teacher just reads the answers from the book, he doesn't accept any different answers that we suggest.

For questions **55 – 61**, match the trainer's comments with the teacher's role as a language resource listed **A**, **B** and **C**.

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

You will need to use each option at least once.

Teacher's role as a language resource

A	clarifying meaning
B	correcting
C	contextualising

Trainer's comments

55 It will be more memorable if you encourage learners to write sentences using the new words.

56 If a learner is enthusiastically telling a story don't interrupt him to ask him to rephrase things that aren't clear, but discuss the points later.

57 It was good that you encouraged the learners to proofread their written stories before handing them in to you.
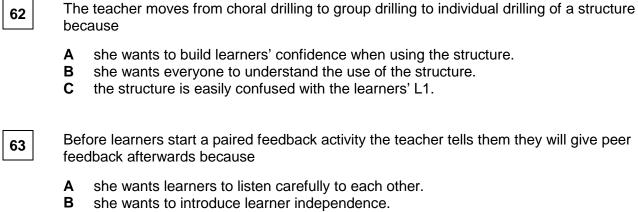
58 I liked the way you used concept questions to show the differences between two tenses.

59 It's better to use a coloured code with written work because learners remember what they find out themselves.

60 A good way of focusing on the passive is to ask learners to underline examples in a text.

61 It can be helpful to remind learners to notice any affixes in unfamiliar words.

For questions **62 – 67**, choose the best option (**A**, **B** or **C**) to complete each statement about ways of grouping learners.

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

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62 The teacher moves from choral drilling to group drilling to individual drilling of a structure because

    A   she wants to build learners' confidence when using the structure.
    B   she wants everyone to understand the use of the structure.
    C   the structure is easily confused with the learners' L1.

63 Before learners start a paired feedback activity the teacher tells them they will give peer feedback afterwards because

    A   she wants learners to listen carefully to each other.
    B   she wants to introduce learner independence.
    C   different learners will produce different errors.

64 After planning a writing task as a whole class, the teacher asks the learners to write the first paragraph on their own because

    A   she wants to check that they use their own ideas.
    B   she wants to make sure all learners attempt the task.
    C   she wants stronger learners to write a longer text.

65 The teacher puts learners into mixed-ability groups to do a grammar exercise because

    A   she wants the learners to get to know each other better.
    B   stronger learners may benefit from explaining the answers.
    C   the grammar structure is new to all learners.

66 The teacher puts learners of similar ability into small groups to do a gap-fill task because

    A   she wants weaker learners to work out the answers for themselves.
    B   she wants all the groups to finish at the same time.
    C   she doesn't want learners to be aware of differences in ability.

67 The teacher asks each of the learners who are working on a project together to do part of the project presentation because

    A   speaking ability varies from learner to learner.
    B   some learners lack confidence.
    C   she wants to encourage a sense of responsibility among learners.

For questions **68 – 73**, match the method of correction with the teacher's purpose (**A – G**).

Mark the correct letter (**A – G**) on your answer sheet.

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

Teacher's purpose

A	to encourage the use of peer feedback
B	to give the class an understanding of the natural order
C	to provide a quick way of checking an exercise for the whole class
D	to help a learner with a language difficulty that is not common to the whole class
E	to remind learners of the pattern of sentence stress
F	to signal in an oral activity that a learner has used the wrong word
G	to develop learners' ability to edit and proofread their own work

Method of correction

68 The teacher underlines but does not correct mistakes on each learner's written dialogue.
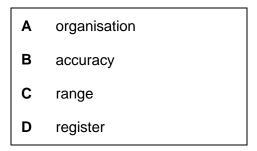
69 The teacher claps out for the class a regular rhythm while repeating a line from a dialogue.

70 The teacher echo-corrects a learner's question.

71 The teacher arranges to give individual feedback with a learner.

72 The learners exchange written work before it is given to the teacher for marking.

73 The learners shout out the answers to a true-false exercise and the teacher writes the correct answer on the board.

For questions **74 – 80**, match the teacher's feedback comments with the feedback focus on writing listed **A – D**.

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

You will need to use each option at least once.

Feedback focus

A	organisation
B	accuracy
C	range
D	register

Teacher's comments

74 Don't you think your email would sound better if you used some contractions – like *I'm* instead of *I am*?

75 I like this letter of application a lot. It includes all the right information. Can you find a good place to start another paragraph? This one is quite long and the reader might get lost.

76 I think the manager would be impressed by this letter but can you check the word order in the request?

77 Next time you write a formal email like this it's a good idea to start by saying why you're writing – don't leave that until the end.

78 This letter uses a lot of good language but your English friend won't be sure if your job at the supermarket is permanent or temporary. Look at the verb form again.

79 This story is really interesting. There's a nice introduction and it's quite simple and easy to understand but you could have used more past tenses because we've done more than the past simple this term. Look back at units 3 and 4 in the course book.

80 It's quite difficult to follow this essay because you've put some of the advantages in with the disadvantages. Make notes before you write your next one.

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