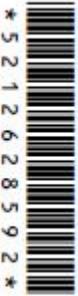




TEACHING KNOWLEDGE TEST
YOUNG LEARNERS



Sample Test

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.

For questions 1 – 6, match the teacher's comments on her approach to teaching with the young learner needs and characteristics 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.

Young learner needs and characteristics

Young learners like to have:

- A routines in the classroom.
- B personalised feedback on their language.
- C opportunities to respond to and use language creatively.
- D the chance to have fun as a whole class.
- E help with underlying language patterns.
- F opportunities for physical movement/activity.
- G enough time to complete their work.

Teacher's comments

- 1 They're often sleepy in the afternoons so we generally do some group project work where they're measuring or doing something like a science experiment.
- 2 They worry about their spelling so, each week, we choose a vowel sound and brainstorm all the words we can think of. Then we look at how they're spelt and categorise them.
- 3 One of the things my pupils like most is to learn a chant and then try to say it faster and faster but still keep in time. That part's really hard!
- 4 At the start of the lesson, two pupils give out the books and another writes the date on the board.
- 5 We often do visualisations. They close their eyes and I ask them questions about a story: who's in it? where are they? what happens? Then they draw a picture and write a few sentences about it.
- 6 I've got a bank of worksheets at the back of the room for fast finishers so that they don't get bored waiting for everyone else.

For questions 7 – 13, match the teachers' instructions with the main cognitive strategies they are helping to develop listed A – D.

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

Main cognitive strategies

- | | |
|----------|--------------|
| A | categorising |
| B | predicting |
| C | ranking |
| D | inferring |

Teachers' instructions

- 7** Look at the monsters in these pictures. Which one's naughty? How do you know?
- 8** Look at these letters and then try to find the animal word I'm thinking of. Are you ready? First word: D – O ..., Next word: S – N – ..., next one: C – A
- 9** Cut out the five pictures of food. Stick your favourite one here at the top and write the name under it. Then put your next favourite one under it, and so on.
- 10** Listen to these people's voices. Which person sounds happy?
- 11** On this paper you've got two circles. In this circle, draw two things you only wear in winter and in the other, draw two things you only wear in summer.
- 12** On the board there are pictures of Sue, a shoe and a zoo. Listen to this word and tell me which picture to write it under. Now listen to these words.
- 13** Here are pictures of 10 things to take on holiday. In pairs, choose the five most important for you.

For questions **14 – 20**, match the teacher's comments on a vocabulary lesson plan from a resource book with the lesson plan headings 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.

Lesson plan headings

- | | |
|----------|-----------------------|
| A | Assumptions |
| B | Assessment evidence |
| C | Differentiation |
| D | Extension activity |
| E | Interaction patterns |
| F | Syllabus fit |
| G | Personal teaching aim |
| H | Procedure |

Memory Game Lesson plan

Teacher comments

Vocabulary focus

kitchen, knife, fork, spoon, plate, cup, bowl, fruit, vegetables

14

Good: they're doing healthy eating in science.

Before class

Copy the vocabulary worksheet of pictures and words, and cut them into flashcards.

15

One group of children can't read them, so I'll make a set of matching pictures for them.

16

Great! Children could make their own game sets to keep and practise with.

In class

- Review the topic of vocabulary.
- Explain the game by example, with yourself as one player, and three more children.

17

Important, because this game might be new for some children.

Game rules

- Mix the cards, and put the word cards face down on the table, in four rows of two, and the pictures face down on the other side of the table, also in four rows of two.

18

Explain that they must pay attention to remember where their words are.

- Ask a child to turn over a card from the picture side and to say the word, and to do the same for a card on the word side.

19

I'll know if they have learned something if they use English rather than L1 for picture cards.

- If the picture and word cards are the same object, the child keeps the two cards. If the picture and word do not match, the child puts the two cards face down again.

- The next child continues in the same way.

20

I must try to listen to all the pairs this time.

- The game is over when all the pictures and words have been matched.

Turn over ►

For questions 21 – 27, match the problems teachers have with materials with the ways of supplementing or adapting those materials 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.

Teachers' problems

- 21** There was a text in the coursebook about pets. I wasn't sure if my learners would know the difference between hamsters and guinea pigs and budgies and canaries.
- 22** The children were keen to find out more about a new film which came out recently. I found a good review in a newspaper and although the language was above their level, I knew they would find it all really interesting.
- 23** The coursebook had a recipe for something that isn't popular among children in our country. I thought it would be more useful for them to study the language in a recipe for something they like.
- 24** I got some information about chocolate from a local factory but I wanted the children to read only about how it is made and not about the history of chocolate making.
- 25** The recording from the coursebook about the festivals was really interesting. But I wanted the children to do something more communicative than just listen and answer the comprehension questions.
- 26** I wanted my class to draw a Venn diagram of the similarities and differences between camels and giraffes. I knew they wouldn't think of enough things to make a very complete diagram.
- 27** The story in the coursebook was written as one long paragraph in very small print and was hard to read.

Ways of adapting the materials

- A** personalising the content
- B** omitting some unnecessary details
- C** adapting the task
- D** adding a transcript
- E** changing the layout
- F** giving them some possible answers
- G** adding some visual support
- H** simplifying the language

For questions 28 – 34, look at the statements about using additional resources and choose the option (A, B or C) which completes each statement.

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

28

I often use action rhymes with my class because _____ help the children to associate words with meanings.

- A the words that rhyme
- B the movements
- C the tunes

29

I find computer games where children put sentences in the right order to make a story can be useful because children get _____.

- A immediate feedback on their answers
- B the chance to invent interesting stories
- C plenty of listening practice

30

Making origami animals in class is particularly useful for practising _____.

- A the words for different animals
- B listening for gist
- C following instructions

31

Wordsearch puzzles can be a useful way of _____.

- A practising reading comprehension
- B improving learners' word stress
- C reviewing a lexical set

32

When I'm showing a video clip for the first time, I sometimes turn the sound down and ask the children to _____ what the characters are saying.

- A repeat
- B imagine
- C translate

33

I like making a video of my classes acting out little stories because they _____.

- A realise their pronunciation is not very good
- B want to practise until they can do it really well
- C can see whose acting skills are particularly good

34

I find that flashcards are particularly useful for illustrating _____.

- A concrete vocabulary items
- B lexical chunks
- C words that are hard to translate

For questions **35 – 41**, match the teacher classroom language in the examples with the strategies for scaffolding children’s understanding and language use 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.

Strategies for scaffolding children’s understanding and language use

- A** reformulating
- B** prompting
- C** echo correcting
- D** defining
- E** giving an example
- F** demonstrating
- G** ignoring error
- H** asking an open question

Teacher classroom language

- | | |
|-----------|---|
| 35 | Child: What does ‘animal’ mean?
Teacher: Cats and horses are animals. |
| 36 | Child: This Martin’s pen.
Teacher: OK. Well can you give it back to him, please. |
| 37 | Child: Last Saturday my auntie take me to the cinema.
Teacher: Take? |
| 38 | Child: Sorry. I don’t understand.
Teacher: Put your chair like this. Then you can’t see Sam’s picture. |
| 39 | Child: This dinosaur is more big.
Teacher: OK, this dinosaur’s bigger. |
| 40 | Child: What’s an insect?
Teacher: It’s an animal with six legs. |
| 41 | Child: I can’t remember the name of the colour.
Teacher: Pur ...
Child: Purple. |

For questions **42 – 48**, match the examples of what fast finishers do in class with the scaffolding strategies for challenging them listed **A, B** and **C**.

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

Scaffolding strategies for challenging fast finishers

- A** Children check their own work.
- B** Children help other children who have not finished yet.
- C** Children do an extension activity.

What fast finishers do

- 42** Write the name of five objects which are usually red.
- 43** Compare their answers to a comprehension task about a story with the answer key at the back of their coursebook.
- 44** Explain in L1 how to do a sequencing task to a group having problems doing the task.
- 45** Draw a picture to illustrate the chant they have written.
- 46** Proofread their short description of a typical day in their life before they give it to the teacher.
- 47** Choose a graded reader from a reading box the teacher keeps in the classroom.
- 48** Answer another child's questions about the meaning of some words in a survey the class are preparing.

For questions **49 – 54**, match the descriptions of activities with the types of practice activity 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.

Types of practice activity

- | | |
|----------|-----------------|
| A | brainstorm |
| B | information-gap |
| C | visualisation |
| D | guessing |
| E | memory activity |
| F | role-play |
| G | drill |

Descriptions of activities

49

Children close their eyes while the teacher removes one of the story sentences from the board. They open their eyes, then say which one is missing.

50

The teacher says the sentence 'I gave her a banana', then shows pictures of, e.g. a little girl, a man, a mother and father, a cat. Children have to say the sentence with the correct pronoun for each.

51

After reading the story, the teacher chooses different children to act it out.

52

The teacher tells the children they are going to travel in a spaceship to another planet. In groups, they make a list of things they want to take with them.

53

Each child has a different version of a picture from their partner. Without looking at each other's picture, they take turns to describe what they see in order to find five differences.

54

The teacher asks the children a series of questions about an imaginary day out such as, 'Where are you going?, Who's with you? What's the weather like?' Children sit quietly with their eyes closed, thinking about the answers.

For questions **55 – 60**, look at the statements about the uses of classroom practice activities and choose the option (**A**, **B** or **C**) which completes each statement.

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

55

Brainstorming vocabulary before a task

- A** makes use of children's own experience and memories of the topic.
- B** helps children deduce meaning from context.
- C** creates an information-gap activity.

56

Role-play can provide children with the opportunity to

- A** practise writing skills.
- B** do jigsaw listening.
- C** consolidate language chunks.

57

Settling activities aim to

- A** create a competitive classroom atmosphere.
- B** calm and focus children after a period of activity.
- C** provide group practice of target language.

58

Visualisation activities involve children in

- A** using mind maps to record vocabulary.
- B** closing their eyes and listening to the teacher.
- C** looking at pictures in groups.

59

Total Physical Response activities involve mainly

- A** children's writing skills.
- B** children's reading skills.
- C** children's listening skills.

60

Problem-solving activities consolidate children's language learning by

- A** activating their cognitive skills.
- B** presenting new language.
- C** highlighting the importance of accurate pronunciation.

For questions 61 – 67, match the teacher’s comments with the areas of managing the class to support children’s language learning listed A – D.

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

Areas of managing a class

- | |
|--|
| <p>A getting children’s attention</p> <p>B checking understanding</p> <p>C correcting language</p> <p>D establishing routines to develop responsible behaviour</p> |
|--|

Teacher’s comments

- | | |
|-----------|---|
| 61 | Very good try Martha, but remember to change the order of the words to make a question. |
| 62 | OK, thank you everyone. Are you ready to move on to the next task now? |
| 63 | Where should I put <i>usually</i> on our list? Is it nearer to <i>always</i> or to <i>never</i> ? |
| 64 | Yes, I can hear a lot of people who know the right answer but if I don’t see any hands up, I don’t know who to ask. |
| 65 | Five seconds to finish, and four, three, two, one excellent. Now let’s watch the next part. |
| 66 | It’s a lovely sunny day, so tell me which of these clothes I don’t need to wear – <i>shorts, gloves, a scarf, a T-shirt</i> . |
| 67 | No, he said <i>fifteen</i> chocolates, not <i>fifty</i> . |

For questions 68 – 73, look at the incomplete statements about assessing children in class and the three options for completing them listed **A**, **B** and **C**.

Two of the options would be good teacher decisions about assessing children in class. One of the options would **NOT** be a good teacher decision.

Mark the option (**A**, **B** or **C**) which would **NOT** be a good teacher decision on your answer sheet.

68

To assess their cognitive skills, the teacher would **NOT** ask the children to

- A** answer true/false questions about their favourite types of food.
- B** put pictures of food into two groups: food they like and food they don't like.
- C** sequence the prices of different foods from the cheapest to the most expensive.

69

To assess their ability to use language creatively, the teacher would **NOT** ask the children to

- A** listen to and perform a jazz chant in pairs.
- B** take part in a role-play in pairs.
- C** talk about their last holiday in pairs.

70

To assess their listening comprehension skills, the teacher would **NOT** ask the children to listen and

- A** mime the words in a song.
- B** follow a text with the words of a song.
- C** answer some questions about a song.

71

To assess their spelling, the teacher would **NOT** ask the children to look at pictures and

- A** fill in a crossword puzzle using the pictures as clues.
- B** use the words in a substitution drill.
- C** label the items in the space provided.

72

To assess their ability to review their learning, the teacher would **NOT** ask the children to think about the lesson and to

- A** decide what things they were good at.
- B** list the words they understood.
- C** say which activities they liked.

73

To assess their ability to remember language, the teacher would **NOT** ask the children to

- A** fill in the gaps in a text about different types of clothes.
- B** match words relating to clothes to pictures of different clothes.
- C** listen to a song about different clothes.

For questions 74 – 80, match the examples of teacher feedback with the main focus of the feedback listed A, B and C.

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

Main focus of feedback

- | | |
|----------|---------------------------------------|
| A | children's use of learning strategies |
| B | children's use of language |
| C | children's behaviour |

Examples of teacher feedback

- | | |
|-----------|---|
| 74 | OK: is it <i>he</i> or <i>she</i> for your sister? |
| 75 | This group, you gave everyone a chance to speak. Well done! |
| 76 | That's interesting: why did you answer the easier story questions first and the harder ones last? |
| 77 | It was a really good idea to plan your poster before you started to draw it. |
| 78 | That's right, it's a house. |
| 79 | Thanks for tidying up the desks so quickly. |
| 80 | Yes, sure, it's fine to use the picture dictionary to find words. |

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