

Centre Number

Candidate Number

Candidate Name _____

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UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

TEACHING KNOWLEDGE TEST

005

KNOWLEDGE ABOUT LANGUAGE

Sample Test

1 hour 20 minutes

Additional materials:

Answer Sheet

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 paper consists of 15 printed pages and 1 blank page.

A teacher is completing a teacher development quiz on lexis.

For questions **1-6**, answer the questions about the lexis in the extract from a novel on the opposite page by choosing the correct option **A**, **B** or **C**.

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

1 Which line in the text contains a compound?

A line 3

B line 6

C line 7

2 Which line in the text contains a noun suffix?

A line 6

B line 8

C line 12

3 Which line in the text contains a multi-word verb?

A line 9

B line 10

C line 11

4 Which line in the text contains a word which has a homonym?

A line 6

B line 7

C line 11

5 Which line in the text has a word containing 3 morphemes?

A line 4

B line 9

C line 11

6 Which line in the text contains two words which are synonymous with each other in that line?

A line 2

B line 5

C line 7

Extract from a novel

Mary turned away, feeling relieved, and looked out of the window at the quiet	<i>line 1</i>
street below, bathed in bright sunshine, with the BGR company building in the	<i>line 2</i>
distance. She was surprised to discover that she'd no wish to leave yet,	<i>line 3</i>
even though she was also rather embarrassed to be there. Through the window, she	<i>line 4</i>
watched an old woman dressed in a heavy coat and wearing a scarf, despite the heat.	<i>line 5</i>
She was walking along the street with an elderly sad-looking dog with a bow	<i>line 6</i>
round its neck. It was soothing to gaze out at the woman's slow movements – to	<i>line 7</i>
watch her unfastening her heavy front gate, closing it behind her with fussy precision,	<i>line 8</i>
and then, halfway to her front door, bending with difficulty to pull up a weed	<i>line 9</i>
from the narrow bed that ran along the entire length of her front path. As she did so,	<i>line 10</i>
the dog waddled towards her unsteadily and licked her wrist. The lady and her dog	<i>line 11</i>
went indoors, and the street was empty again. It could be any Saturday.	<i>line 12</i>

A teacher has underlined the spelling mistakes in a student's written work and wants to give her some advice on how to correct them.

For questions 7-13, match the underlined spelling errors with the teacher's advice listed **A, B, C** and **D**.

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

You need to use some options more than once.

Spelling errors

Dear Sue

7

I'm emalling to tell you about my holiday. We went on a long coach journey

8

but we stoped at an interesting castle on the way. On the first day

9

I planed to go sightseeing but then I made some friends

10

and went to the beach and plaied volleyball with them instead.

11

In the end I cryed when I had to say goodbye because

12

I was loveing it there so much that I didn't want to go home!

13

Hopping to see you soon

Mia

Teacher's advice

- A** This verb follows the basic pattern, so just add *-ed* to the infinitive for past simple or *-ing* for the present participle.
- B** Just drop the *-e* and add *-ing* to infinitives that end in vowel + consonant + *e*.
- C** When one-syllable verbs end in consonant + vowel + consonant, double the final consonant and add *-ed* or *-ing*.
- D** For infinitives that end in consonant + *-y*, change *-y* to *-ied* to make the past form.

A teacher is selecting sentences which exemplify different types of multi-word verbs for her class.

For questions **14-20**, match the multi-word verbs in the example sentences with the different types of multi-word verbs listed **A, B, C** and **D**.

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

You need to use some options more than once.

Different types of multi-word verbs

In this sentence the multi-word verb

- A** takes an object. It has two particles which are both inseparable.
- B** takes an object. The verb and the particle are inseparable.
- C** takes an object. The verb and the particle are separable.
- D** does not take an object. Separability of the verb and the particle is not relevant.

Example sentences

- 14** He looked up the part of speech in his dictionary.
- 15** She takes after her mother both in her looks and in her behaviour.
- 16** The teacher mixed up the students, calling Fred and John by each other's names.
- 17** The plane took off from the runway, at great speed.
- 18** After some thought, she came up with a temporary solution.
- 19** She looked after all her pets with considerable care.
- 20** He was no longer able to put up with the situation.

A teacher has identified some sentences in a recording that contain certain features of connected speech.

For questions **21-28**, match the phonemic transcriptions of the sentences with the features of connected speech that they contain, listed **A, B, C** and **D**.

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

You need to use some options more than once.

Features of connected speech

- A** intrusion (adding an extra sound)
- B** weak form of a vowel
- C** assimilation (a sound changing towards a neighbouring sound)
- D** elision (omission) within a consonant cluster

Phonemic transcriptions

- 21** / nɒt ət ɔ:l /
Not at all.
- 22** / dəʊm plɪ /
They don't play football there.
- 23** / gəʊ wɒn /
Go on!
- 24** / reb bæɡ /
She bought a lovely red bag.
- 25** / sɔ: rɪt /
She saw it once.
- 26** / sænwɪtʃ /
Have a sandwich.
- 27** / reəli jɪl /
She's rarely ill.
- 28** / tɔ:lɪs ɡɜ:l /
She's the tallest girl in our class.

A teacher has designed a task on word stress for her students and is writing the answer key.

For questions **29-35**, look at the task on word stress patterns.

For each question, two of the examples follow the stress pattern. One of the examples does **NOT** follow the stress pattern.

Mark the option (**A**, **B** or **C**) which does **NOT** follow the pattern on your answer sheet.

29 oo●oo

A international

B vegetarian

C vocabulary

30 o●oo

A demonstration

B extravagant

C thermometer

31 oo●o

A inexpensive

B disappointed

C embarrassed

32 o●ooo

A refrigerator

B communication

C appropriately

33 ●ooo

A intelligent

B calculator

C supermarket

34 ●o●o

A shopping basket

B central heating

C police station

35 o●oo

A apartment block

B public transport

C reception desk

A teacher has designed a worksheet on verb patterns for her class and is writing the answer key.

For questions **36-43**, match the underlined verbs in the example sentences with the verb pattern, listed **A**, **B** and **C**, which they exemplify in the sentences.

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

You need to use some options more than once.

Verb patterns

- A** verb followed by a direct object
- B** verb followed by a direct object and an indirect object
- C** verb with no object

Example sentences

- 36** I would never have had that coffee if I'd known it would stop me sleeping.
- 37** Her eyes shone in the darkness, reflecting the light from the candle.
- 38** Ben quietly handed her the letter, looking rather nervous.
- 39** 'Give your aunt over there a kiss, and then we'll go home,' his mother said.
- 40** He sat his friend on the chair and offered him a glass of water.
- 41** The man lay on his side in the sunlight, shading his eyes with his magazine.
- 42** 'Jake's not as lazy as you think. He's been studying all day.'
- 43** She always buys people presents which are really special.

A teacher is correcting a letter written by one of her students, using correction symbols to show him the kind of error he has made. Each line contains one error.

For questions **44-50**, match the errors with the correction symbols 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.

Correction symbols

A	w.o. (wrong word order)
B	w.w. (wrong word)
C	str. (problem with structure of the whole sentence)
D	extra (take out the extra (wrong) word)
E	∧ (word missing)
F	v.t. (wrong verb tense)
G	sp (spelling mistake)
H	p (wrong punctuation)

Student's letter

Dear Tanya

- 44** It is so long a time that I have heard from you! What's been
- 45** happening in your life? Have you yet finished all your exams?
- 46** I'm going to be in London next week. It'll be quite busy time
- 47** for me but if we could meet, it'd be great? My sister, Asa, is
- 48** also in London. She's working like an au pair (looking after
- 49** the four children, which is hard work) and studying English as
- 50** well. She was there for three months, and she'd like to meet you.

Lots of love

Haruki

A teacher has designed a worksheet on verb patterns for his students and is writing the answer key.

For questions **51-57**, look at the verbs and the three grammatical patterns. Two of the patterns can follow the verb. One of the patterns **CANNOT** follow the verb.

Mark the pattern (**A**, **B** or **C**) which **CANNOT** follow each verb on your answer sheet.

51 allow

A + object + to + infinitive

B + object + *ing* form

C + *ing* form

52 suggest

A + *ing* form

B + that + clause

C + object + to + infinitive

53 expect

A + that + clause

B + object + to + infinitive

C + bare infinitive

54 want

A + that + clause

B + object + to + infinitive

C + to + infinitive

55 stop

A + *ing* form

B + that + clause

C + object + *ing* form

56 prefer

A + bare infinitive

B + to + infinitive

C + *ing* form

57 teach

A + object + to + infinitive

B + object + bare infinitive

C + object + that + clause

For questions **58-65**, match the teacher's comments to a student with the mistakes listed **A-I** in the student's letter of application.

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

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

Student's letter of application

Dear Sir or Madam,

I saw your advertisement and I am very

A interested to spend three months working in the holiday camp.

B I have been studying English for 5 years, so I can easily

C talk at children from other countries in English.

D I enjoy to camp in the open air and

E I practise both swimming also tennis in my free-time.

F If I accepted for this job, it would be good for my future

G because I would like to go university in England next year.

H Please do not hesitate to contact with me

I if there are any more informations you want to know.

Yours truly,

Teacher's comments

- 58** You have left out a preposition here.
- 59** Don't forget that this is an uncountable noun, so you can't use it in the plural.
- 60** Use the *-ing* form after this verb.
- 61** This preposition gives the wrong meaning here – use another one.
- 62** You haven't quite linked the words in this sentence together correctly.
- 63** You need a preposition plus *-ing* form after this adjective.
- 64** There's no need for a preposition when this word is used as a verb.
- 65** Think about how the passive is formed.

A teacher is using extracts from conversations with her class to focus on the different functions of some expressions.

For questions **66-73**, match the underlined expressions in the extracts from conversations with their functions listed **A-E**.

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

You need to use some options more than once.

Functions

- A** opening a conversation
- B** ongoing checking of understanding
- C** introducing a new topic
- D** concluding a topic
- E** ending a conversation

Extracts from conversations

- 66** Aisha: That reminds me, did I ever tell you about my holiday in Cyprus?
Mat: No, you didn't. How was it?
- 67** Paula: But by two o'clock I was still waiting so I phoned them again, and they promised they'd be there in ten minutes – are you with me?
Vera: Yeah.
Paula: So in the end I got Doug to come and pick me up.
- 68** Mauro: And so we've decided to go there in the autumn. Anyway, I mustn't keep you...
- 69** Martin: And hey, guess what!
Pat: What?
Martin: I've just been given two free cinema tickets. Do you want to come?
Pat: Depends what the film is.

- 70 Ajda: Well nothing's been decided yet. Let's wait and see.
Yurcel: OK fine. How's the project going, by the way?
- 71 Ahmed: Have you got a minute? I just wanted to ask you what you thought about the plans for the new building?
Chen: Well I haven't studied them in detail, but...
- 72 Kate: And I got this fabulous designer suit on eBay.
Rod: You mean you actually bought it online?
Kate: Yeah, and I only paid £12 for it!
- 73 Graham: All you have to do is fill out the form online. It's really easy.
Tony: Let me get this straight – I don't need to go to the office myself?
Graham: No.

A teacher has prepared an exercise on the functions of discourse markers for his class and is writing the answer key.

For questions **74-80** choose the correct answer **A**, **B** or **C**.

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

74

Di: Mum, why can't we go on holiday this summer?

Mum: Well, for a start, we can't afford it.

- A** introducing the first point
- B** rejecting an argument
- C** introducing a new topic

75

Katya: Don't forget to buy some bread on your way home.

Tomas: I won't. Oh and by the way, I invited Jon for the weekend. Is that OK?

- A** linking similar things
- B** introducing a contrast
- C** changing the focus

76

Employee: Can you give me some feedback on my performance so far?

Manager: Well, obviously it's all still new for you but on the whole we're very happy with the way things are going.

- A** introducing a generalisation
- B** making a comparison
- C** stressing something

77

Attila: What do you think of Kati?

Csaba: Well, quite honestly, I don't think her singing voice is good enough for the leading role.

- A** introducing a strong point of view
- B** highlighting a difference of opinion
- C** indicating a general truth

78

Xavi: I feel sorry for Nick.

Marta: Yes, me too. All the same, he shouldn't have done what he did.

- A agreeing with the previous point
- B putting forward a counter-argument
- C indicating a similarity of opinion

79

Sam: I'm really glad we've got Morgan as our new goalkeeper. He's great!

Gabi: Well, actually, I don't think he's as good as everyone thinks.

- A expressing surprise
- B giving details to support an opinion
- C introducing another point of view

80

Luke: I thought Hannah was enjoying university.

Kath: So did I, but apparently not any more, after last week.

- A making things clear
- B introducing a consequence
- C passing on what you've seen or heard

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