



TEACHING KNOWLEDGE TEST

MODULE 1

Language and background to language learning and teaching

001

Test 58

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 – 7, read the text. Match the underlined examples in the text with the grammatical terms 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.

Grammatical terms

- | | |
|---|-------------------------|
| A | conjunction |
| B | preposition |
| C | adverb |
| D | superlative adjective |
| E | object pronoun |
| F | demonstrative adjective |
| G | possessive adjective |
| H | demonstrative pronoun |

Text

For me the (1) best thing about the weekend is that I don't have to go to work. I like (2) my job but I have to spend all day in an office and I'm someone who loves being outside. Another good thing about the weekend is (3) that I don't have to get up at half past six every day. It isn't (4) too bad in summer but I hate (5) it in winter when it's dark in the morning. (6) That's the time when I dream about moving away from (7) this country to somewhere light and bright.

For questions **8 – 13**, read the text. Match the underlined words or phrases in the text with the lexical 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.

Lexical terms

- | | |
|----------|---------------------------|
| A | phrasal verb |
| B | compound noun |
| C | word with negative affix |
| D | compound adjective |
| E | word family |
| F | verb and noun collocation |
| G | noun with affix |

Text

During his career, Sean Connery made over 70 films and became very rich. However, as a child **(8)** growing up in Scotland during the Great Depression in the 1930s, he was poor. He and his family were not **(9)** unusual in living in a two-roomed flat with no **(10)** bathroom. Sean left school at thirteen and did a variety of jobs to **(11)** make money including being a milkman and a **(12)** builder. Eventually he began acting and his role as the first James Bond made him **(13)** well-known all over the world.

For questions **14 – 19**, complete the sentences about the uses of adverbs with one of the three possible endings **A**, **B** or **C**.

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

14 'This is quite nice.' 'You're quite wrong.' These examples show that *quite* can be used

- A** to modify adverbs.
- B** to express a negative idea.
- C** to strengthen or weaken adjectives.

15 'This is the best book I've ever read.' In this sentence *ever* is used

- A** to give emphasis.
- B** to show there is only one of something.
- C** to show that the action has recently been completed.

16 'I have just been speaking to him.' In this sentence *just* is used

- A** to describe an unfinished action.
- B** to highlight when the action was done.
- C** to show a repeated action.

17 'I'd rather go somewhere else.' In this sentence *rather* is used because

- A** the speaker doesn't mind what he does.
- B** the speaker is saying that something is special.
- C** the speaker is making a polite suggestion.

18 'I can hardly see – it's so dark.' In this sentence *hardly* is used because

- A** the speaker is trying very hard to see.
- B** the speaker is unable to see.
- C** it is difficult for the speaker to see.

19 'Joe worked particularly well this month.' In this sentence *particularly* is used to

- A** show agreement with what Joe did.
- B** emphasise how well Joe worked.
- C** focus on when Joe worked well.

For questions **20 – 25**, match the underlined parts of the email 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.

Functions

- | | |
|----------|------------------------|
| A | expressing ability |
| B | making an offer |
| C | making a prediction |
| D | expressing intention |
| E | expressing possibility |
| F | making a request |
| G | expressing preference |

Email

Dear Juan,

Thought I'd let you know **(20)** I'm planning to come to Chile next year and I'm hoping to visit you there! **(21)** January is my first choice, but I might stay with Mum then, so **(22)** it could be that I'll visit you in February instead.

Anyway, **(23)** I'd be really grateful if you could share your knowledge. What's the weather like in February? How much can I see in two weeks? **(24)** I know how to check all this on the internet, but it would be good to speak to someone who knows the country. By the way, **(25)** would you like me to bring you anything special from Britain?

Speak soon, I hope.

Frank

For questions **26 – 33**, look at the phonemic symbols and the three words listed **A**, **B** and **C**.

Choose the word which contains the sound matching the phonemic symbol.

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

26

/i:/

- A** leave
- B** wear
- C** heard

27

/tʃ/

- A** share
- B** lots
- C** question

28

/dʒ/

- A** danger
- B** cheap
- C** nation

29

/u:/

- A** but
- B** new
- C** book

30

/ɜ/

- A** edge
- B** pleasure
- C** ocean

31

/θ/

- A** this
- B** father
- C** teeth

32

/j/

- A June
- B university
- C guest

33

/ŋ/

- A night
- B manager
- C drink

For questions **34 – 40**, choose the best option (**A**, **B** or **C**) to complete each statement on speaking skills.

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

34

Adapting your speech to the listener can involve

- A** giving attention to register.
- B** making use of prompting.
- C** politely correcting.

35

A common feature of speech which is not fluent is

- A** hesitation.
- B** encouragement.
- C** turn taking.

36

Interactive speaking involves

- A** developing a topic.
- B** using a variety of language patterns.
- C** exchanging ideas.

37

An example of self-correction is

- A** No, what I actually said was.....
- B** I mean coming *down* the stairs, sorry.
- C** That's right. In other words, a lot of people think that.....

38

Trying to help the listener can involve

- A** requesting clarification.
- B** interrupting.
- C** paraphrasing.

39

A speaker uses repetition to

- A** explain things more simply when communication has broken down.
- B** speed up the interaction process.
- C** clarify things for a listener who has not heard properly.

40

Linking devices are important when

- A** giving a presentation to an audience.
- B** using corrected speech.
- C** communicating the meaning of individual words.

For questions **41 – 45**, match the teacher's comments with the types of mistake listed **A, B** and **C**.

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

You will need to use some of the options more than once.

Types of mistake

- | | |
|----------|----------------------|
| A | developmental errors |
| B | L1 interference |
| C | slips |

Teacher's comments

- | | |
|-----------|---|
| 41 | It's natural for all beginners to say things like <i>I goed home</i> instead of <i>I went home</i> . |
| 42 | Even though his level of English was good, the student was so excited yesterday that he made several mistakes which he wouldn't normally make. |
| 43 | This advanced student still has problems distinguishing between /s/ and /ʃ/. /s/ doesn't exist in his language. |
| 44 | After we'd done the unit on comparatives using <i>more</i> several students started saying <i>more nicer</i> . |
| 45 | This intermediate level student did the written exercises on irregular verbs perfectly but she said <i>cutted</i> when she recorded the exercises. She was probably just a bit nervous. |

For questions **46 – 50**, look at the learning strategies and the three learner activities **A**, **B** and **C**.

Two of the learner activities are examples of the learning strategy. One learner activity is **NOT**.

Mark the letter (**A**, **B** or **C**) which is **NOT** an example of the learning strategy on your answer sheet.

46

using a written reference resource to clarify meaning

- A** Learners check pronunciation of a new phrase in a dictionary.
- B** Learners check the register of a new phrase on the internet.
- C** Learners use examples on a worksheet to check understanding of a new phrase.

47

notetaking

- A** Learners record the main points from a lecture in writing.
- B** Learners make a mind map of what they have learned from a lesson.
- C** Learners complete gaps in a coursebook text.

48

organising work

- A** A learner categorises vocabulary into words she knows and doesn't know.
- B** A learner writes vocabulary quiz questions for his partner.
- C** A learner notes down important vocabulary under headings according to topic.

49

guessing meaning from context

- A** Learners use the intonation of a speaker in a recording to work out what he is feeling.
- B** Learners use a picture in a story to identify what a new word means.
- C** Learners use a picture dictionary to find out what a word in the title of a story means.

50

organising participation

- A** A group of learners agree a time limit for a speaking game.
- B** Learners discuss mistakes in a speaking game.
- C** Learners agree rules for taking turns to speak in a speaking game.

For questions **51 – 55**, match the statements about first and second language learning with the categories listed **A**, **B** and **C**.

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

You will need to use some of the options more than once.

Categories

- | | |
|----------|------------------------------|
| A | L1 learning |
| B | L2 learning in the classroom |
| C | Both |

Statements about first and second language learning

- | | |
|-----------|---|
| 51 | There is always a strong social need for the learner to acquire the language. |
| 52 | It is necessary to process information you've heard. |
| 53 | Acquisition of the language always happens together with cognitive development. |
| 54 | The language isn't always an essential skill in the learner's life. |
| 55 | Many learners fail to become proficient users. |

For questions **56 – 61**, match the teacher's actions with the techniques for presenting new language 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.

Techniques for presenting new language

- | | |
|----------|---|
| A | encouraging prediction of target language |
| B | using a familiar text |
| C | drilling of language forms |
| D | concept checking |
| E | using a visual context |
| F | personalising a topic |
| G | giving a model for pronunciation |

Teacher's actions

- | | |
|-----------|---|
| 56 | The teacher tells a favourite fairy story to introduce narrative tenses. |
| 57 | After the students have read a text about a person who used to live in New York, the teacher asks the students if the person still lives in New York. |
| 58 | The teacher repeats the words <i>walk</i> and <i>work</i> . |
| 59 | The teacher shows an interview with a singer and asks the students to identify five fillers the singer uses. |
| 60 | The teacher asks the students what sport they play. |
| 61 | The teacher asks the students to repeat some conditional sentences from a recording. |

For questions **62 – 68**, match the practice activities with the task types 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.

Task types

- A** brainstorming
- B** choral drill
- C** jumbled sentence
- D** rank ordering
- E** role-play
- F** survey
- G** transformation drill
- H** visualisation

Practice activities

- 62** You want to go out to visit the zoo. Your partner wants to stay at home. Try to persuade your partner to come with you.
- 63** Close your eyes and imagine you are walking in a forest. What animals do you see? What noises can you hear? What can you smell?
- 64** *Put these words in the right order to make questions*
is colour a What zebra?

65

Listen to these animal names and say them together.

66

Which of these animals is most useful to humans? Number them from most useful (1) to least useful (5).

rabbit donkey camel sheep elephant

67

Work with a partner. Write down the names of as many animals as you can.

68

Complete this table by asking your friends about animals they like and don't like

Name	Animal he/she likes	Animal he/she doesn't like

For questions **69 – 74**, match the features of lessons which students describe with the teaching approaches listed **A, B** and **C**.

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

You will need to use some of the options more than once.

Teaching approaches

- | | |
|----------|-------------------------|
| A | Grammar-Translation |
| B | Total Physical Response |
| C | Lexical Approach |

Features of lessons

- | | |
|-----------|--|
| 69 | We analyse the language, focusing especially on everyday expressions and learning their meanings. |
| 70 | We focus on understanding the rules of the structures in L2 reading passages. |
| 71 | We work a lot on collocation and this helps us to memorise common phrases. |
| 72 | In my class everyone speaks the same language, so our teacher often asks us to look at English texts and write them out in our own language. |
| 73 | Our teacher often tells us stories, and we listen or maybe mime parts of them. |
| 74 | We often do lots of exercises on different structures. |

For questions **75 – 80**, match the assessment tasks with the descriptions of assessment listed **A – D**.

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

You will need to use some of the options more than once.

Descriptions of assessment

- | | |
|----------|--------------------------|
| A | summative and objective |
| B | summative and subjective |
| C | formative and objective |
| D | formative and subjective |

Assessment tasks

75

For their final test, students are given a picture and they talk about it. They are assessed on their ability to communicate.

76

Students write an article about leisure facilities in their area. The teacher gives comments later on layout and organisation, content and vocabulary and grammar.

77

Students read three texts on a topic they have studied on the course and do true/false and matching tasks.

78

Students do a vocabulary test at the end of every term on the words they have learnt. This term they have to match words with pictures.

79

Students do a multiple-choice diagnostic test which covers a range of grammar and vocabulary. The teacher then tells the students their main strengths and weaknesses.

80

As part of a monthly test, students write a composition. They then exchange compositions and choose comments from a list, to evaluate the writing. They then return it.

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



TEACHING KNOWLEDGE TEST
MODULE 2

Lesson planning and use of resources for language teaching

002

Test 58



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 activities for teaching writing with the main teaching focuses 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.

Main teaching focuses

- | | |
|----------|---------------------------|
| A | cohesive devices |
| B | lexical range |
| C | accurate letter formation |
| D | register |
| E | narrative skills |
| F | dialogue writing |
| G | summarising |

Activities for teaching writing

- | | |
|----------|--|
| 1 | Learners write the key points of an article they read in class, using no more than 50 words. |
| 2 | Learners copy a handwritten text, trying to make it look as similar to the original as possible. |
| 3 | Learners choose words and expressions like <i>however</i> , <i>in addition</i> and <i>despite</i> from a list of options to fill the gaps in a text. |
| 4 | Learners replace a number of uses of <i>nice</i> and <i>good</i> with more interesting adjectives. |
| 5 | Learners discuss how to make a story more interesting by including interesting characters. |
| 6 | Learners discuss the differences between writing a letter to a friend and to a stranger. |

For questions 7 – 13, match the stages of a lesson with the main stage aims 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.

Main stage aims

- | | |
|----------|---|
| A | to organise ideas for a narrative |
| B | to ensure the learners have complete understanding of the text |
| C | to give proofreading practice |
| D | to check past tense forms |
| E | to give free practice of past tense and sequencing words |
| F | to give practice in reading for gist |
| G | to set the topic and activate vocabulary |
| H | to give an opportunity to the learners to notice sequencing words |

Stages of a lesson

- | | |
|-----------|---|
| 7 | The teacher writes <i>School day</i> in the middle of the board. The learners brainstorm all the things they do during their day at school. |
| 8 | The teacher hands out a story about Susan's school day, together with pictures of it. The learners read the story quickly and put the pictures in order. The teacher gives the correct order. |
| 9 | The learners reread the text and look up any unknown vocabulary in their dictionaries. The teacher checks any problematic words. |
| 10 | The teacher gives the learners the same story but with gaps instead of verbs. The learners fill the gaps from memory. They check their answers. |
| 11 | The learners look at the complete text again, and underline phrases such as <i>Then, After that, A bit later</i> . |
| 12 | The learners have five minutes to make notes for their own story about a memorable day at school. |
| 13 | In groups, the learners tell their own stories to each other and then decide on the most memorable day. |

For questions **14 – 20**, read the seven stages of an integrated skills lesson and complete each statement about the aims of each stage by choosing the correct option, **A**, **B** or **C**.

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

Stages of an integrated skills lesson

Stage 1

Word power

argument

embarrass

fight

jealousy

tease

Stage 2

What problems can teenagers face because of parents? Other people at school? Brothers and sisters? Friends?

Stage 3

Look at the title and subtitle of the article you are going to read about a service for teenagers. What do you think this new service does?

Stage 4

Read the article, then find the following words and phrases and underline them. Can you work out what they mean from the context?

Stage 5

Find words or phrases in the text which have a similar meaning to these words or phrases.

Stage 6

Look back at the article and find an example of:

the present simple in the question form (paragraph 2)

the past simple in the negative (paragraph 6)

Stage 7

Use the words in the box in the correct form to complete the following sentences:

The girl was _____ (tease) by an older child. It was the most _____ (embarrass) moment of my life.

14

The main aim of Stage 1 is to

- A** introduce key themes for the unit.
- B** present a set of proper nouns.
- C** review structures from a previous unit.

15

The main aim of Stage 2 is to

- A** remind learners of structures they will need for the activity.
- B** assess learners' own experiences.
- C** stimulate learners' interest in the topic.

16

The main aim of Stage 3 is to

- A** focus on the layout of a text.
- B** practise the language of giving opinions.
- C** predict the content of a text.

17

The main aim of Stage 4 is to

- A** practise strategies for dealing with unfamiliar words.
- B** assess vocabulary knowledge.
- C** focus on a lexical set.

18

The main aim of Stage 5 is to

- A** encourage peer correction.
- B** bring learners' attention to useful new words in the text.
- C** practise using new words from the text.

19

The main aim of Stage 6 is to

- A** highlight some unusual structural patterns.
- B** introduce a new grammar point.
- C** focus on grammar in context.

20

The main aim of Stage 7 is to

- A** focus on accuracy.
- B** personalise target language.
- C** check comprehension.

For questions **21 – 27**, match the information from a lesson plan on the past simple with the lesson plan headings listed **A – D**.

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

You will need to use some of the options more than once.

Lesson plan headings

- | | |
|----------|----------------------|
| A | Lesson aims |
| B | Personal aims |
| C | Anticipated problems |
| D | Procedure |

Information from a lesson plan on the past simple

- | | |
|-----------|--|
| 21 | Learners may say the auxiliary 'do' in the past simple question form. |
| 22 | Remember to make instructions suitable for learners' level. |
| 23 | Learners discuss previous holidays in groups. |
| 24 | Increase variety to keep energy levels high. |
| 25 | Learners will use the past simple instead of the base form in questions. |
| 26 | Give more encouragement in group work activities. |
| 27 | Learners will increase the number of verbs they know for holiday activities. |

For questions **28 – 34**, match the ways of assessing with the main focuses of assessment 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.

Main focuses of assessment

- A** use of proofreading skills
- B** ability to read intensively
- C** knowledge of layout of a written text
- D** ability to write fluently
- E** awareness of register of a text
- F** use of turn-taking skills
- G** ability to infer attitude from a text
- H** knowledge of functional language

Ways of assessing

- 28** Ask students to find five new collocations in a leaflet about London.
- 29** Ask students to fill gaps in a leaflet about London with the correct adjective taken from pairs of formal/informal adjectives.
- 30** Ask students how they think the people who wrote different emails feel about London.
- 31** Give students a list of features such as *pictures*, *headings* and *maps*, and ask them to note down which features they would find in a leaflet about London.
- 32** Give students an email about London and ask them to write the corrections for any spelling mistakes.
- 33** Put students who like different kinds of films in pairs. Ask them to discuss and compare their tastes in films.
- 34** Ask students to write down five ways of inviting someone on a trip to London.

For questions **35 – 40**, read the stages of a listening lesson about places (on the following page) and fill in the missing stages from the options listed **A – F**.

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

Missing stages

- | | |
|----------|---|
| A | Learners look at a list of statements about the two countries and they try to decide if the statements are true or false. |
| B | Learners find a partner from the other group and they help each other to complete a worksheet with the information about the countries. |
| C | Learners check their answers with their partner. Then the teacher conducts whole class feedback to prepare for a reading. |
| D | Learners listen for gist to a recording of people giving their opinion on two different places and decide which places are being described. |
| E | Learners make a poster advertising the place they have chosen. |
| F | In pairs, learners decide which words are connected with the countryside and which are connected with cities. |

Stages of a listening lesson

- ◆ The teacher writes *trees, businessman, cars, houses, fields, farmer, office*, etc. on the board.

35

.....

- ◆ The teacher conducts feedback and corrects learners' pronunciation.
- ◆ Learners look at a picture of the countryside and a picture of the city and label the pictures using the words they have learned.

36

.....

- ◆ Learners look at four short descriptions of places and decide which two texts match the pictures they have labelled.
- ◆ Learners check their answers with their partner, then share their answers in open class.

37

.....

- ◆ Learners check their answers in pairs, then share their answers in open class.
- ◆ Learners listen for detail to a recording of people giving their opinion on the two different places and fill in detailed information in a table.
- ◆ Learners check their answers in pairs, then share their answers in open class.
- ◆ The teacher explains that the focus of the lesson will now change from places to countries.
- ◆ The teacher writes *Australia* and *Argentina* on the board and elicits information about them from the learners.

38

.....

- ◆ Learners check their answers from recordings: half of the class listen to a recording about Australia and the other half listen to a recording about Argentina.

39

.....

- ◆ In pairs, learners decide which country they would like to visit.

40

.....

- ◆ Learners display their work around the room.

For questions 41 – 47, match the dictionary tasks that a teacher gave her students with their main purposes 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.

Main purposes

- A** to help students consider the meaning of words very closely
- B** to help students understand how a dictionary identifies parts of speech
- C** to help students notice how a dictionary shows stronger syllables in a word
- D** to help students search for idioms successfully
- E** to help students notice compound words
- F** to help students understand how a dictionary shows verb patterns
- G** to help students check for correct vowel sounds
- H** to help students focus on register

Dictionary tasks

- 41

 The teacher gave students feedback on their homework, referring them to the dictionary to correct their examples, such as: *He worked very hardly; She sang beautiful.*
- 42

 The teacher asked students to look up some expressions from a transcript to find out about formality, e.g. *You're joking!*
- 43

 The teacher asked students to underline the key words in different phrases, e.g. *No! You're pulling my leg!; She's the apple of her father's eye*; before finding them in the dictionary.
- 44

 The teacher asked students to complete a gap-fill, e.g. *I tried _____ (do sport) last year but I didn't like it*, before checking in the dictionary.
- 45

 The teacher asked students to focus on pronunciation problems after a speaking activity, e.g. *field* /fild/, *river* /rɪ:vɜ:/, *peach* /pitʃ/, by asking them to look the words up.
- 46

 The teacher asked students to look up adjectives which are often confused, e.g. *lonely* and *alone*; *excited* and *nervous*.
- 47

 The teacher asked students to complete a grid of word families, e.g. *photograph*, *photographer* and *photographic*. Students then looked up the words to mark the word stress.

For questions **48 – 53**, match the dictionary extracts with the explanations 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.

Explanations

- A** common collocational words are given
- B** this word must be followed by an object
- C** the headword is classified in the same entry under different parts of speech
- D** all meanings are given
- E** a common error is included
- F** only used in formal written language
- G** this word cannot be used in the plural

Dictionary extracts

48

jet verb [T]

49

jet-lag noun {U} the feeling of being tired because you have travelled on a plane across parts of the world where the time is different.

50

jet noun a plane that can fly very fast.
jet verb to fly somewhere in a plane.

51

promote verb to support something or help something to develop. Used with: actively, heavily, strongly, vigorously.

52

bill noun [C]

- | | |
|--------------------------|--------------------------|
| 1 an amount that you owe | 4 list of concert events |
| 2 proposal for law | 5 bird's beak |
| 3 paper money | |

53

news *I've got a wonderful piece of news* (NOT a wonderful news) *for you*.

For questions **54 – 60**, match the extracts from a grammar reference book (on the following page) with the information they provide 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.

Section from a grammar reference book

Adjectives and adverbs

Adjectives

rude; straight; angry; quiet; slow; serious; perfect

words often end in *-ic, -ive, -ed, -ful, -able, -al, -ish, -less, -like, -y*

Adjectives of evaluation: →size→age→shape→colour→participle→noun-derived

Opinion adjectives usually go before fact adjectives, as in

this comfortable Victorian country house

Comparatives

He looks ~~more~~ younger than he really is.

He was younger and more polite.

Words sometimes like *our* and *your* are called possessive adjectives and sometimes possessive determiners (see Unit 11).

Adverbs

most commonly formed from adjective +*ly*: *loudly; carefully; badly; quickly; cleverly; softly; nervously*

Note: Some adverbs and adjectives share the same form: *hard>hard*

‘The adverb is an extremely broad word class. Almost any word that is not easily categorised as a noun, an adjective, a verb, a determiner, a preposition or conjunction is usually categorised as an adverb.’ (Downing and Locke, 1992)

Adapted from: *About Language* by Thornbury, S. Cambridge University Press, 1997

Extracts

54 *rude; straight; angry; quiet; slow; serious; perfect*

55 *-ic, -ive, -ed, -ful, -able, -al, -ish, -less, -like, -y*

56 Adjectives of evaluation:
→size→age→shape→colour→participle→noun-derived

57 Comparatives
He looks ~~more~~ younger than he really is.
He was younger and more polite.

58 Words like *our* and *your* are sometimes called possessive adjectives and sometimes possessive determiners (see Unit 11).

59 **Adverbs**
most commonly formed from adjective +*ly*:
loudly; carefully; badly; quickly; cleverly; softly; nervously
Note: Some adverbs and adjectives share the same form: *hard>hard*

60 'The adverb is an extremely broad word class. Almost any word that is not easily categorised as a noun, an adjective, a verb, a determiner, a preposition or conjunction, is usually categorised as an adverb.' (Downing and Locke, 1992)

Information

- A** shows the usual word order
- B** gives different examples of the same part of speech
- C** refers to another part of the book
- D** gives an example that does not follow the rule
- E** shows the appropriate register
- F** refers to a previously published book
- G** gives examples of suffixes
- H** gives guidance on correct and incorrect forms of language

For questions **61 – 66**, look at the ways of using supplementary material and the three reasons for each listed **A**, **B** and **C**.

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

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

61

Following a lesson on the topic of families, the teacher asks learners to bring their family photos to class and to talk about them in small groups.

- A** to encourage visualisation
- B** to provide practice of lexis in context
- C** to personalise an activity

62

Following a lesson focusing on narrative tenses, the teacher gives learners different stories to read at home. Learners retell their stories in class the next day.

- A** to give practice in using topic sentences
- B** to give practice in summarising
- C** to give practice in extensive reading

63

Following a lesson on the topic of houses, the teacher uses a recording of colleagues talking about their favourite rooms in class the next day.

- A** to develop gist listening
- B** to consolidate vocabulary
- C** to introduce prepositions

64

Following a lesson focusing on clothes, the learners do a crossword using the previously-taught vocabulary.

- A** to review spelling
- B** to check understanding of meaning
- C** to review false friends

65

Following a lesson focusing on the topic of different places, the teacher brings in holiday brochures. The learners choose a place they want to visit and say why they like it.

- A** to develop scan reading skills
- B** to focus on text structure
- C** to make an activity feel authentic

66

Following a lesson focusing on pronunciation, the teacher uses a game in which learners work in teams and match phonemic symbols with pictures.

- A** to provide practice of contrastive stress
- B** to include interaction in the lesson
- C** to focus on specific sounds

For questions **67 – 73**, match activities in a lesson using a song with the main aims 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.

Aims

- A** to focus on similar-sounding words
- B** to practise intensive listening through dictation
- C** to practise understanding gist
- D** to prepare students for the lexical content of the song
- E** to raise interest in the topic and allow students to state personal preferences
- F** to use the song to present new grammar
- G** to use the song to lead to freer discussion
- H** to use the song for controlled oral practice

Activities

- 67**

 Before listening, students complete a questionnaire about musical tastes and compare their answers with a partner.
- 68**

 Students use dictionaries to research the meanings of idioms before they listen to the song.
- 69**

 Students listen to the complete song and order a set of pictures relating to the story the song tells.
- 70**

 Students listen and identify the rhyming words that are at the end of lines.
- 71**

 Students listen to the song line by line and write exactly what they hear.
- 72**

 Students practise saying (not singing) lines of the songs, keeping the same rhythm and pace as the singer had.
- 73**

 In groups, students prepare ideas for a video of the song to present to the rest of the class.

For questions **74 – 80**, match the teachers' problems with their coursebooks with the suggested solutions 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.

Suggested solutions

- A** Use class time for things like presentation, oral practice and learning strategies and set as much of the written work for homework as you can.
- B** Can any of the topic areas be exploited for ranking or role-play activities?
- C** You could try reading some of the texts aloud and get other teachers or L2 speakers to record the dialogues with you.
- D** Help students to read more efficiently by identifying topic sentences and using headings.
- E** Show your students how to make mind maps after each lesson.
- F** Put a large phonemic chart that you can refer to on the classroom wall.
- G** Set up situations in which a structure is used naturally so that the form and the meaning is clear from your model sentences.
- H** Encourage interest in graded readers and researching topics on the internet.

Teachers' problems with their coursebooks

- 74** My school can't afford the CDs that go with the book.
- 75** There are no written summaries of the new lexis that's been presented.
- 76** There are lots of comprehension exercises but that isn't helping my students' oral skills.
- 77** I can't imagine how I'm going to get through everything in the book by the end of the term but my head teacher says we must.
- 78** My students like having the opportunity to read longer texts but the ones in the book are really boring and unnatural.
- 79** The texts in the coursebooks are really long and the students often take a long time to complete them.
- 80** My students don't like having to learn grammatical terms and rules for new language. What should I do?

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Answer Key: Module 2 Sample Paper 4

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

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.

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.

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 <i>fridge</i> 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 | Ringling 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.

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.

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.

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.

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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Answer Key: Module 3 Sample Paper 4

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