



剑桥英语 教学能力认证考试 全真模拟试题

Practice Tests for the Cambridge Teaching Knowledge Test: Module 1, 2 and 3

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剑桥英语教学能力认证考试考点各个击破!

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Practice Tests for the Cambridge Teaching Knowledge Test: Module 1, 2 and 3

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TKT (Teaching Knowledge Test) 剑桥英语教学能力认证考试,是剑桥大学考试委员会外语考试部(Cambridge ESOL)为非英语国家的中小学或成人英语教师研发的英语教学能力认证考试,主要测试考生对语言及语言应用基本概念的掌握,以及对教学与学习的背景知识及实践过程的把握。该证书具有国际水准,考生可以借此进一步丰富教学专业知识,拓展事业发展前景。

通过准备及参加 TKT 考试, 考生可以:

- 奠定教师职业生涯的发展基础
- 熟悉与语言、语言应用相关的基本概念,掌握教学与学习的背景知识及实践过程
- 进一步丰富教学专业知识, 拓展事业发展前景
- 为参加更高级别的师资证书考试做准备

TKT 包括三个核心模块的证书考试:

模块一:语言及语言教学背景知识(Language and Background to Language Learning and Teaching)

该模块能够帮助教师从语言、教师教学和学生学习三个角度了解语言、语言的教与学的基本规律,从而在教学中尊重教学规律,尊重学生个性。

该模块考查和学习要点:

- 语言教学中用来描述语言(包括语法、语音、功能)和语言技能(听、说、读、写)的常用术语
- 语言学习背景: 学习动机、容易出现的错误、语言学习的需求
- 语言教学背景: 具体的语言教学方法、课堂活动的进行、演讲方法, 作为 教师怎样评价学生课堂任务的完成情况

模块二:课程计划制订及教学资源利用(Planning Lessons and Use of Resources for Language Teaching)

该模块能够帮助教师做课前准备:如何撰写教案以及如何使用各种资源进行 备课。

该模块考查和学习要点:

- 教学计划中根据不同教学目的而设计的不同板块;教学计划和评价活动的 选择
- 教具和教学参考资料的选择

模块三: 课堂教学组织与学习过程管理 (Managing the Teaching and Learning Process)

该模块能够帮助教师了解课堂管理的技巧: 教师用语与学生用语的作用, 教师在课堂上的角色以及如何给学生分组, 如何纠错, 从而将语言教学的规律运用于实践。

该模块考查和学习要点:

- 教师和学生如何恰当地使用课堂用语; 对学生的错误分类及教师的角色
- 课堂管理: 分组学习、如何改正学生的错误

这三个核心模块均为纸笔考试,考试时间为80分钟,每份试卷含80道客观选择题,每题1分。

此外, TKT 还包括三个独立专业模块的证书考试:

- TKT: CLIL" 学科内容与语言整合教与学"证书 (TKT: Content and Language Integrated Learning)
- TKT: KAL" 英语语言知识 "证书 (TKT: Knowledge about Language)
- TKT: YL" 少儿英语教师 "证书 (TKT: Young Learners)

为了帮助各位考生更好地备考 TKT 三个核心模块的考试,我们特别邀请了国外专注于 TKT 考试的顶尖学术专家团队,为考生精心打造了这本《TKT 剑桥英语教学能力认证考试全真模拟试题》(Practice Tests for the Cambridge Teaching Knowledge Test: Module 1, 2 and 3)。

本书共包括九套完整的全真模拟试题 (Module 1、2、3 各三套题)。作为

国内第一本由国际专业团队打造的 TKT 全真模拟试题集, 其题目的形式和难度 完全贴近 TKT 考试真题, 并且涵盖了 TKT 考试的主要考点, 能够帮助考生熟悉 TKT 考试的形式、题型和难度, 具有极大的参考价值。

本书的问世得到了国际知名学者、英语教育专家,"第二语言教学之父"Rod Ellis 教授以及国内众多著名英语教育专家的大力支持与指导,在此深表感谢。

期待《TKT 剑桥英语教学能力认证考试全真模拟试题》能为参加 TKT 考试的 所有考生助力!

周超

Contents

Teaching Knowledge	Test Module 1 ·····	001
Teaching Knowledge	Test Module 1 Practice Test 1	003
	Test Module 1 Practice Test 2	
	Test Module 1 Practice Test 3	
Teaching Knowledge	Test Module 2 ·····	049
Teaching Knowledge	Test Module 2 Practice Test 1	051
Teaching Knowledge	Test Module 2 Practice Test 2	065
Teaching Knowledge	Test Module 2 Practice Test 3	077
Teaching Knowledge	Test Module 3 ·····	091
Teaching Knowledge	Test Module 3 Practice Test 1	093
Teaching Knowledge	Test Module 3 Practice Test 2	107
Teaching Knowledge	Test Module 3 Practice Test 3	121
Appendix ······		133
Answer Key·····		135
Sample OMR Answer	Sheet ·····	215

Teaching Knowledge Test Module

Teaching Knowledge Test

Module 1

Practice Test 1

For questions 1—6, match the underlined word in the sentences below with the grammatical 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.

Grammatical terms

A reflexive pronoun

- B possessive pronoun
- C subject pronoun
- D relative pronoun
- E object pronoun
- F emphatic pronoun
- G demonstrative pronoun
- 1 I didn't know the man who sat next to me.
- The yellow car is theirs.
- The young girl dressed herself for the first time.
- 4 Those don't belong to you.
- 5 We can't stop now.
- 6 Where did you meet him?

For questions 7—13, match the underlined clauses or phrases in the sentences below with their meanings listed **A**, **B**, **C** and **D**.

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

Meanings

- A cause
- **B** effect
- C comparison
- D contrast

Clauses and phrases

- 7 The children played outside in spite of the rain.
- 8 She likes to read late at night just as her sister does.
- 9 Although Lucy ran fast, she couldn't catch up.
- 10 I missed the bus so I was late for the appointment.
- 11 Since the city was so crowded, they moved to the country.
- As it was raining, they stayed indoors.
- She was calm before the test whereas the others were nervous.

For questions **14—19**, choose the correct lexical or phonological terms to complete the sentences.

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

14 Take a break, a bunch of carrots and from dawn till dusk are examples of lexical sets. A B collocations. C idioms. 15 Sunglasses, sandcastles, and palm trees are examples of A minimal pairs. B collective nouns. C compound nouns. 16 Old, mature, and aged are examples of A synonyms. B antonyms. C false friends. 17 Committee, audience and team are examples of A collective nouns. B word families. C homonyms. 18 International, submarine and semicircle include examples of A formal language. B idioms. C prefixes. 19 But and bat; want and won't; hurt and heart are examples of

A

B

C

weak forms.

rhymes.

minimal pairs.

For questions 20—28, look at the two vowel sounds in each word. Match the vowel sounds in the words with the pairs of phonemic symbols listed A—J.

Mark the correct letter (A—J) on your answer sheet.

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

Words		Phonemic symbols		
20	walker	Α	/eə/	/^/
21	worker	В	/3:/	/ə/
22	oven	С	/ s: /	/ ə /
23	potter	D	/æ/	/^/
24	haircut	E	/ :: /	/ 3: /
25	makeup	F	/ə/	/ a /
26	carton	G	/ D/	/ ə /
27	upon	н	/eɪ /	/^/
28	manhunt	1	/ aː /	/ə/
		J	/^/	/ə/

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For questions 29—34, match the example sentences 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.

Example sentences		Fur	Functions	
29	I'd rather go straight home.	Α	suggesting	
30	Would you be able to finish this by 2pm?	В	expressing agreement	
31	If you ask me, they cheated.	С	reassuring	
32	That's so true, Danny.	D	stating an opinion	
33	Would you like to join us for dinner?	E	requesting	
34	You'll be fine; don't worry.	F	making an invitation	
		G	expressing a preference	

For questions 35—40, look at the language skills and three possible descriptions of them.

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

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

35 Cohesion involves

- A using pronoun reference.
- B using conjunctions.
- **C** using appropriate register.

36 Proofreading involves

- A checking for spelling mistakes.
- B checking the grammar is correct.
- C checking consistency of style.

37 Prediction involves

- A looking at headings and subheadings.
- B reading the text word by word.
- C looking at pictures and diagrams.

38 Reading for detail involves

- A trying to understand all the ideas in the text.
- B trying to understand relationships between sentences.
- C trying to understand only the main purpose of the text.

39 Inferring involves

- A deciding how the writer feels about something.
- B checking unknown words in a dictionary.
- c taking notice of register and style.

40 Speaking fluently involves

- A maintaining a fast flow of speech.
- B speaking at normal speed.
- C using paraphrase to avoid pauses.

For questions **41**—**46**, match the general advice on motivation with the strategies for encouraging motivation 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.

Strategies

A pror	note stud	ent autonor	my
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- B build rapport with students
- c increase students' self-confidence
- D personalise lessons

Advice

- 41 Grade activities to provide opportunities for equal participation in class.
- 42 Adapt materials to fit the context and situation of students.
- 43 Give students projects to do outside the classroom.
- 44 Provide positive feedback and encouragement.
- 45 Instruct students on how to use reference materials in the library.
- 46 Smile a lot and make eye contact at every opportunity.