

TEEPTM

TEST OF ENGLISH FOR EDUCATIONAL PURPOSES

Practice Test 1

TASK BOOKLET

PART ONE

(Part One of the TEEP is 'Language Knowledge'. This is given out in a separate booklet.)

PART TWO**FOCUS TASK**

In PART FIVE of the exam you will write an essay (composition) in English. In preparation for this extended writing component of the test, you first have **10 minutes** to make notes on any ideas you have about the following writing task. These notes are **not** marked.

NB: *Later, you will be able to use the notes that you make here, and notes from the listening and reading texts, in order to help you answer the writing task.*

Write an essay for a university lecturer on the following topic:

Pair and group work are common classroom activities in British education. Many students question the value of these activities at first. However, students often realise how useful these activities are after practising them.

Discuss this statement.

Notes

PART THREE**READING**

You have 5 minutes to read through the questions on pages 3-5 before you begin the Reading section of the test.

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In the Source Booklet, read the passage **Children Teaching Children** in order to answer the following questions. Remember to write your answers in the separate ANSWER BOOKLET. You may also later use some of the ideas from this text to help you complete the writing task in PART FIVE of this test.

Each correct answer will be given one mark.

There are **15 questions** in this section. You have **30 minutes**.

Question 1

Below are four headings for sections 1-4 in the text. Against each heading indicate the section of the text for which the heading would be most suitable.

(a) Peer Collaboration	Section =
(b) The Relative Roles of Cooperation between Peers	Section =
(c) Peer Tutoring	Section =
(d) Cooperative Learning	Section =

(4 marks)

Answer the following questions by using **short answers**. Words can be taken from the text or you may express the answer in your own words.

Questions 2-4

2. Which TWO words describe the forms of peer interaction that Damon and Phelps (1987) refer to?

(a) (Write one word only) _____

(b) (Write one word only) _____

(2 marks)

3. What term is used to describe peer tutoring when there is an age difference?

(1 mark)

4. What is apparently unimportant when one student teaches another, according to Ehly and Larsen?

(1 mark)

Questions 5-11

5. What does 'them' refer to (line 14)?

(1 mark)

6. Which researcher argued that children are motivated to improve by working with more advanced children?

(1 mark)

7. According to the text, why should there be an uneven relationship in one-to-one tutoring?

(1 mark)

8. Which academic originally developed an explanation for cognitive development in childhood?

(1 mark)

9. According to Doise et al. (1976), how do children change as a result of interacting with their peers?

(1 mark)

10. What does 'they' refer to (line 33)?

(1 mark)

11. How do Ashman and Elkins recommend children should be organised to make them learn cooperatively?

(1 mark)

Questions 12-14

12. What does an individual child have to do in order to complete a classroom task?

(1 mark)

13. What does the writer mean by 'intra-group competition' (line 50)?

- a. Some students in a small group are more successful than others
- b. Students within a small group compete with each other
- c. Different groups within a class do not cooperate
- d. Individual students in a class are in competition

(1 mark)

14. What may cause cooperative learning to become more competitive?

(1 mark)**Question 15 (a) – (d)**

15. A paragraph of the reading passage is missing from page 3 of the Source Booklet. The following four sentences originally formed that paragraph, but they are not in the correct order. Indicate, by numbering 1-4 in the boxes, the order in which you think the sentences originally appeared. The first sentence has been identified for you.

(a)	In this sense any outcomes of learning for the students can be said to have been achieved by a formal and deliberate educational intervention.	
(b)	By far the majority of what are commonly referred to as cooperative learning methods are relatively highly structured in terms of task, role, reward and authority (Slavin, 1980).	1
(c)	Cooperative learning methods also refer to a behavioural approach to classroom teaching which has to be imposed and sanctioned from above i.e. by the teacher.	
(d)	By contrast, peer collaboration may occur within the classroom every time one child turns to another to seek help with a particular difficulty; or on countless occasions outside the classroom when children are at play or at home.	

(3 marks)

**** Remember to write your answers in the separate ANSWER BOOKLET. ****

PART FOUR

LISTENING

- You are going to hear a lecture about **three different learning styles**.
- You will hear the lecture **once only**.
- The lecture is divided into four sections. There is a short break between each section.
- As you listen, you can write notes on this question paper.

- After you have heard the lecture, you will have **10 minutes** to check notes and write your answers in the separate **ANSWER BOOKLET**.
- There are **13 questions** in this section.
- You may also use some of the ideas from this text later to help you complete the writing task in **PART FIVE** of this test.

You now have **5 minutes** to read the questions.

Answer the following questions by writing **short answers**. Words can be taken from the lecture or you may express the answer in your own words.

--- SECTION 1 ---

1. The lecturer defines 'peers' as people of the same:

(a) _____

(b) *social group*

(c) _____

(both required for 1 mark)

2. Who may assist primary school teachers?

(1 mark)

3. What are primary school children helped with?

(a) *their reading*

(b) _____

(c) _____

(both required for 1 mark)

--- SECTION 3 ---

7. Examples of cooperative learning group-work:

(a) _____

(b) _____

(c) *preparing a group poster*

(2 marks)

8. Cooperative learning is often **successful** if:

(a) _____

(b) *each individual feels responsible for the group*

(1 mark)

9. Cooperative learning may be **unsuccessful** if students think:

(a) *the teacher should be* _____

(b) *they can't accept* _____

(2 marks)

--- SECTION 4 ---

10. List the characteristics of Peer Collaboration:

(a) _____

(b) _____

(c) *more 'natural' than other learning styles*

(2 marks)

11. Students review lectures by:

(a) _____

(b) *filling gaps in their understanding*

(c) *discussing how a lecture can help them to* _____

(2 marks)

12. Through Peer Collaboration, students learn that they can:

(a) _____

(b) _____

(2 marks)

13. The lecturer presents the three learning styles in the following order:

(a) _____

(b) _____

(c) _____

(3 marks)

You now have **10 minutes** to check notes and write your answers in the separate **ANSWER BOOKLET**.

(You can also use this time to transfer Reading section answers.)

PART FIVE**EXTENDED WRITING**

This is a test of your ability to write an essay / composition in English.

You have **1 hour** for this part of the test.

Write an essay for a university lecturer on the following topic.

Pair and group work are common classroom activities in British education. Many students question the value of these activities at first. However, students often realise how useful these activities are after practising them.

Discuss this statement.

You may make reference to the reading and listening texts as supporting evidence for the points you make in your essay.

Your extended writing will be assessed in the following way:

- **Content** of your answer (original ideas, and positive and/or negative references to the reading and listening input).
- Clear **argument** and **organisation** of your ideas/essay
- Accuracy and range of your **grammar** and **vocabulary**.

You may **plan** your work on the next page. Any notes in this booklet will **not** be marked.

You should write about **350** words

Write your final draft in the separate **ANSWER BOOKLET**.

Suggestions for using your time:		
1 – Review	Check the notes and planning from the FOCUS TASK (Page 2).	5 minutes
2 – Brainstorm	Think of more ideas – you can add ideas from the READING and LISTENING texts. (Use the next page for this.)	5 minutes
3 – Plan	Write down all the ideas in a logical structure. (Use the next page for this.)	10 minutes
4 – Write	Write the essay. (Use the separate Answer Booklet.)	35 minutes
5 – Edit	Read through your essay, check for errors, and check that the meanings are clear for a reader.	5 minutes
Total		1 hour

NOTES :

Main Points from the Focus Task, Reading and Listening sections to be included:

Your own views:

Your plan: