



DELTA MODULE ONE

PAPER 2

Understanding language, methodology and resources for teaching

SAMPLE PAPER

This is the only authorised Sample Paper 2 available.

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Please report any abuse to us.



Time 1 hour 30 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 in the spaces provided on your answer booklet and on any separate answer paper used.

Read the instructions for each part of the paper carefully.

Complete **all** tasks.

You **must** write your answers in the answer booklet.

Write clearly in **pen**, not pencil. You may make alterations, but make sure your work is easy to read.

At the end of the test, hand in this question paper and your answer booklet.

INFORMATION FOR CANDIDATES

This paper consists of three tasks.

Marks allocation for each task:

Task One	18
Task Two	42
Task Three	40
Total	100

Task One (18 marks)

The text for this task is reproduced on the opposite page. It is being used in the following situation:

A group of elementary (CEFR A2) level students has just started a 4-week general English course. The teacher is using the test to diagnose their abilities in listening so that she can plan the listening component of their course.

Using your knowledge of relevant testing concepts, evaluate the effectiveness of the test for these learners in this situation.

Make a total of **six** points. You must include both **positive** and **negative** points.

Write your answer in your answer booklet.

Audio script (not for students)

You will hear some information about a food market.
Listen and complete questions 21–25.
You will hear the information twice.

PAUSE

Man: This is some information for shoppers at Elwood Food Market. There are three large food halls here.

Turn left at the entrance for Hall 1. Here you can buy many different vegetables. Choose the vegetables yourself. Use the plastic bags and then pay for everything at the cash desk. This hall also has very good fish. It all comes here straight from the sea.

In Hall 2, you can find lovely cakes and bread.

And next to this hall there is a café. You can get sandwiches, snacks and drinks all day in the café, and a hot breakfast until 11.30.

Hall 3 is the biggest hall and sells cheese, eggs and meat. In this hall there is also a special Italian shop. You can buy different pasta and they make pizza daily. At 55p a piece, it's not expensive. Children will love our new playground. It's at the end of the hall next to the telephones. You can leave them there safely when you shop.

Happy shopping!

PAUSE

Now listen again.

Part 5

Questions 21 – 25

You will hear some information about a food market.
Listen and complete questions 21 – 25.
You will hear the information twice.

ELWOOD FOOD MARKET	
Hall 1 sells:	21 vegetables and
Hall 2 sells:	22 cakes and
Hot breakfast in the café until:	23
Hall 3	
Piece of pizza costs:	24
Children's playground next to the:	25

You now have 8 minutes to write your answers on the answer sheet.

Task Two (a 12 marks, b 12 marks, c 18 marks)

The text for Task Two is reproduced on pages **5, 6** and **7**.

The purpose of the extract as a whole is to enable learners to express obligation and permission.

- a** Identify **six** purposes of the exercises listed in the box below in relation to the purpose of the extract as a whole.

Do **not** make reference to the Analysis box or Language Summary A on pages 152-153 mentioned on page 112.

Language focus 1 Exercise 1
Language focus 1 Exercise 3
Practice 1a

- b** Comment on **six** ways in which the exercises listed in the box below combine with the exercises discussed in **a**.

Pronunciation 1 and 2
Practice 3a and 3b

- c** Identify a total of **six** key assumptions about language learning that are evident in the exercises listed in the box below. Explain why each assumption might be considered important for language learning. State which exercise or exercises each assumption refers to.

Language focus 1 Exercise 1
Language focus 1 Exercise 3
Pronunciation 1 and 2

Write your answers in your answer booklet.

MODULE 11

Rules and freedom

- ▶ Obligation and permission in the present and past
- ▶ Pronunciation: Modal verbs
- ▶ Listening: Annoying rules
- ▶ Task: Present your opinions
- ▶ Reading and vocabulary: *To sue or not to sue?*
- ▶ Writing: Linking words
- ▶ Wordspot: *do*

Language focus 1

Obligation and permission in the present

- 1 What rules would you expect to find in the following places? Make a list of one or two rules for each place.

airports bars and pubs beaches hospitals libraries
roads museums nightclubs parks planes
public swimming pools train stations

- 2 Look at the signs on pages 112 and 113. In which place(s) above would you see them? What do they mean?

- 3 Which signs on page 112 do the following relate to? Cross out the sentence(s) that are not true about each sign.

- a You can use your credit card here.
You must use your credit card here.
You've got to use your credit card here.
- b You mustn't smoke in the smoking area.
You're allowed to smoke in the smoking area.
You can smoke in the smoking area if you want.
- c You mustn't leave your mobile on.
You can't use your mobile.
You shouldn't leave your mobile on.
- d Dogs are allowed.
Dogs are not allowed.
- e You have to be careful of the wet paint.
You don't have to be careful of the wet paint.
You ought to be careful of the wet paint.



Analysis

Put the underlined verbs from exercise 3 in the correct category.

- 1 It is necessary have (got) to
- 2 It is not necessary
- 3 It is OK/permitted can
- 4 It is not OK/permitted
- 5 It is a good idea / the correct thing
- 6 it is not a good idea / not the correct thing

- ▶ Read Language summary A on pages 152–153.

(Page 112)

Turn over ▶



Practice

1 a Find the signs on this page that the following sentences refer to. Then complete the gaps with the positive or negative form of the verbs in brackets.

- 1 The public _____ (allowed) to come in here.
- 2 Cyclists _____ (allowed) to use this path.
- 3 You _____ (have to) cycle on this path, you _____ (can) walk if you want.
- 4 You _____ (must) wear jeans or T-shirts.
- 5 You _____ (should) dress smartly, but you _____ (have to) wear a suit and a tie.
- 6 You _____ (should) swim here – it's dangerous.
- 7 You _____ (can) park your car here.
- 8 You _____ (ought to) have your boarding card ready for inspection.
- 9 You _____ (should) dive into the swimming pool.
- 10 You _____ (have to) show your passport.

b T11.1 Listen and check.

Pronunciation

- 1 T11.2 Listen to the pronunciation of each of the verbs in exercise 1.

aren't allowed to ... the public aren't allowed to ... the public aren't allowed to come in here.

- 2 Practise saying the verbs separately, then practise the full sentence.

2 Complete the gaps with a suitable verb from exercise 1 to make them true for your city/country.

In city centres ...

- a You _____ park in the city centre.
- b Lorries _____ drive through the centre.
- c You _____ pay to drive your car into the city centre.
- d Cars _____ stop at pedestrian crossings.

On roads ...

- e You _____ wear a seat belt.
- f You _____ pay to use the motorways.
- g You _____ drive at 180 km/hr.
- h You _____ take your driving test if you're seventeen years old.

On trains ...

- i You _____ buy your ticket in advance.
- j You _____ buy your ticket on the train.
- k You _____ pay a fine if you're caught without a ticket.
- l You _____ smoke.

3 a Choose three of the places in exercise 1 on page 112 and make a list of the most important rules for each place.

b Work in small groups. Read your rules to your group, but do not say the place. Can they guess?

You have to get there two hours in advance.

You're in an airport!

T 11.2 for Pronunciation 1

Recording 2

- 1 aren't allowed to ... the public aren't allowed to ... the public aren't allowed to come in here
- 2 are allowed to ... cyclists are allowed to ... cyclists are allowed to use this path
- 3 don't have to ... you don't have to cycle ... you don't have to cycle on this path
can ... you can walk ... you can walk if you want
- 4 mustn't ... you mustn't wear ... you mustn't wear jeans or T-shirts
- 5 should ... you should ... you should dress smartly
don't have to ... you don't have to wear ... you don't have to wear a suit and a tie
- 6 shouldn't ... you shouldn't ... you shouldn't swim here
- 7 can't ... you can't ... you can't park your car here
- 8 ought to ... you ought to ... you ought to have your boarding card ready for inspection
- 9 shouldn't ... you shouldn't ... you shouldn't dive into the swimming pool
- 10 have to ... you have to ... you have to show your passport

Task Three (40 marks)

The text for this task is reproduced below. It is an extract from an article in an English language teaching journal.

Many teachers believe that they should at all times reduce their own talking time and increase that of their students.

- a** What reasons are there for reducing teacher talking time and increasing student talking time?
- b** How do learners benefit from teacher talking time in a lesson?

Write your answer in your answer booklet.

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