



**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.

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### Main teaching focuses

<b>A</b>	cohesive devices
<b>B</b>	lexical range
<b>C</b>	accurate letter formation
<b>D</b>	register
<b>E</b>	narrative skills
<b>F</b>	dialogue writing
<b>G</b>	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 *however*, *in addition* and *despite* from a list of options to fill the gaps in a text.
- 4 Learners replace a number of uses of *nice* and *good* 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 *School day* 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 *Then, After that, A bit later*.
- 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.

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**Lesson plan headings**

- |          |                      |
|----------|----------------------|
| <b>A</b> | Lesson aims          |
| <b>B</b> | Personal aims        |
| <b>C</b> | Anticipated problems |
| <b>D</b> | Procedure            |

**Information from a lesson plan on the past simple**

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

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### 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 /fɪld/, river /rɪ:vɜːl/, peach /pi:tʃ/*, 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.

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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.

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### 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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