

**TEACHING KNOWLEDGE TEST
MODULE 2**

Lesson planning and use of resources for language teaching

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

40
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- ◆ 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 /f\lδ/, river /r\ɪvə/, 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 Scott Thornbury, *About Language. Tasks for Teachers of English*, 1997,
© 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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