CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

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.

PV8

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LIVEWORKSHEETS

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.

LIVEWORKSHEETS

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.

LIVEWORKSHEETS

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.

LIVEWORKSHEETS

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.

LIVEWORKSHEETS