

**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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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**

- |          |  |
|----------|--|
| <b>1</b> | Learners write the key points of an article they read in class, using no more than 50 words.   |
| <b>2</b> | Learners copy a handwritten text, trying to make it look as similar to the original as possible.   |
| <b>3</b> | Learners choose words and expressions like <i>however</i> , <i>in addition</i> and <i>despite</i> from a list of options to fill the gaps in a text. |
| <b>4</b> | Learners replace a number of uses of <i>nice</i> and <i>good</i> with more interesting adjectives.   |
| <b>5</b> | Learners discuss how to make a story more interesting by including interesting characters.   |
| <b>6</b> | 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

- |          |   |
|----------|---|
| <b>A</b> | to organise ideas for a narrative                                 |
| <b>B</b> | to ensure the learners have complete understanding of the text    |
| <b>C</b> | to give proofreading practice                                     |
| <b>D</b> | to check past tense forms   |
| <b>E</b> | to give free practice of past tense and sequencing words          |
| <b>F</b> | to give practice in reading for gist                              |
| <b>G</b> | to set the topic and activate vocabulary                          |
| <b>H</b> | to give an opportunity to the learners to notice sequencing words |

#### Stages of a lesson

- |           |   |
|-----------|---|
| <b>7</b>  | 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.   |
| <b>8</b>  | 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. |
| <b>9</b>  | The learners reread the text and look up any unknown vocabulary in their dictionaries. The teacher checks any problematic words.  |
| <b>10</b> | 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.   |
| <b>11</b> | The learners look at the complete text again, and underline phrases such as <i>Then, After that, A bit later</i> .  |
| <b>12</b> | The learners have five minutes to make notes for their own story about a memorable day at school.   |
| <b>13</b> | In groups, the learners tell their own stories to each other and then decide on the most memorable day.   |

Turn over ►

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.