



**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 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
- ♦ 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 /fild/, river /ri:vɜ:/, peach /pitʃ/*, 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.*

Extracts	Information
54 <i>rude; straight; angry; quiet; slow; serious; perfect</i>	A shows the usual word order
55 <i>-ic, -ive, -ed, -ful, -able, -al, -ish, -less, -like, -y</i>	B gives different examples of the same part of speech
56 Adjectives of evaluation: →size→age→shape→colour→participle→noun-derived	C refers to another part of the book
57 Comparatives <i>He looks more younger than he really is.</i> <i>He was younger and more polite.</i>	D gives an example that does not follow the rule
58 Words like <i>our</i> and <i>your</i> are sometimes called possessive adjectives and sometimes possessive determiners (see Unit 11).	E shows the appropriate register
59 Adverbs most commonly formed from adjective + <i>ly</i> : <i>loudly; carefully; badly; quickly; cleverly; softly; nervously</i> Note: Some adverbs and adjectives share the same form: <i>hard>hard</i>	F refers to a previously published book
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)	H gives guidance on correct and incorrect forms of language

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

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 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

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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.

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