



## TEACHING KNOWLEDGE TEST

### MODULE 2

#### Lesson planning and use of resources for language teaching

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

- |   |                           |
|---|---------------------------|
| 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.

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### 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

- 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

#### 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**

- 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.

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**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.

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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.

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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.

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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.

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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.

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- ♦ In pairs, learners decide which country they would like to visit.

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- ♦ Learners display their work around the room.