



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.

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 *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.

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.

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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.