

Module

2

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Module 2

Lesson planning and use of resources for language teaching

Overview

TIMING	1 hour 20 minutes
NO. OF QUESTIONS	80
TASK TYPES	Objective tasks, such as matching and multiple choice.
ANSWER FORMAT	Candidates indicate their answers by shading the correct boxes on their answer sheets. Candidates should use a pencil.
MARKS	Each question carries one mark.

Syllabus

This module focuses on what teachers consider and do while planning their teaching of a lesson or series of lessons. Teaching in this context is intended also to refer to assessment. It focuses too on the linguistic and methodological reference resources that are available to guide teachers in their lesson planning as well as on the range and function of materials and teaching aids that teachers could consider making use of in their lessons. Knowledge of any particular book is not required.

Title	Areas of teaching knowledge	Task types and format
Planning and preparing a lesson or sequence of lessons	Lesson planning <ul style="list-style-type: none"> identifying and selecting aims appropriate to learners, the stage of learning and lesson types identifying the different components of a lesson plan planning an individual lesson (or a sequence of lessons) by choosing and sequencing activities appropriate to learners and aims choosing assessment activities appropriate to learners, aims and stages of learning 	6 tasks consisting of 40 questions Tasks include matching and multiple choice.
Selection and use of resources	Consulting reference resources to help in lesson preparation Selection and use of: <ul style="list-style-type: none"> coursebook materials supplementary materials and activities teaching aids appropriate to learners and aims 	6 tasks consisting of 40 questions Tasks include matching and multiple choice.

Planning and preparing a lesson or sequence of lessons

This part of Module 2 tests candidates' knowledge of the relationship between activities and aims. It also tests knowledge of ways of sequencing activities within and across lessons in a manner appropriate to particular groups of learners, and of selecting appropriate assessment activities to build into (a series of) lessons.

Candidates need to demonstrate an understanding of concepts and terminology related to:

Syllabus area	Example testing focus
identifying and selecting lesson aims	<ul style="list-style-type: none"> main, subsidiary and personal aims specification of aims factors influencing the choice of aims
identifying the different components of a lesson plan	<ul style="list-style-type: none"> the standard components of a lesson plan: aims, procedures, stages, timing, aids, anticipated problems, assumptions, interaction patterns, timetable fit
planning an individual lesson or sequence of lessons	<ul style="list-style-type: none"> common sequences, e.g. structures, skills, topic, project
choosing assessment activities	<ul style="list-style-type: none"> informal or formal assessment and related tasks and activities

Selection and use of resources

This part of Module 2 tests candidates' knowledge of how to make use of resources, materials and aids in their lesson planning.

Candidates need to demonstrate an understanding of concepts and terminology related to the following and their implications for the L2 classroom:

Syllabus area	Example testing focus
using reference resources for lesson preparation	<ul style="list-style-type: none"> the range of resources available and teachers' reasons for consulting them
the selection and use of teaching aids	<ul style="list-style-type: none"> types of aids and their teaching functions
the selection and use of coursebook materials	<ul style="list-style-type: none"> criteria for selection ways of adapting materials
the selection and use of supplementary materials and activities	<ul style="list-style-type: none"> types of supplementary materials and activities reasons for use how to select and adapt

WEB LINKS - MODULE 2 - PART 1

Unit 19. Identifying and selecting aims.

<http://www.onestopenglish.com/teenagers/skills/warmers/>
<http://www.teachingenglish.org.uk/article/planning-1>
<http://eltnotebook.blogspot.mx/2006/11/setting-objectives-part-two.html>

Unit 20. Identifying the different components of a lesson plan.

<http://www.onestopenglish.com/methodology/teaching-tips/tkt-tips/tkt-tip-05-tkt-module-2-writing-a-lesson-plan/155389.article>
<http://www.teachingenglish.org.uk/article/planning-2>
<https://www.teachingchannel.org/videos/coaching-planning-lesson-planning>

Unit 21. Individual lessons & Schemes Of Work.

<http://www.willis-elt.co.uk/lesson-plans-2/>
http://developingteachers.com/plans/lessonplan_index.htm
http://www.bbc.co.uk/northernireland/forteachers/curriculum_in_action/assessment_for_learning.shtml
<http://www.citylit.ac.uk/sites/default/files/1415%20Scheme%20of%20Work%20%28simple%29%20example%20-%20Humanities%20Final2.pdf.pdf>

Unit 22. Assessment Activities.

<http://www.bes.info.pl/diagnosis/diagnosis1.html>
<http://www.teachingenglish.org.uk/article/testing-assessment>
<http://www.teachingenglish.org.uk/article/young-learner-testing>
<http://www.teachingenglish.org.uk/article/test-writing>

WEB LINKS - MODULE 2 - PART 2

Unit 23. Reference Resources.

<http://www.teachingenglish.org.uk/blogs/ninamk/online-resources>
<http://www.oxfordseminars.ca/esl-teaching-resources/>

Unit 24. Coursebook Materials.

<http://www.teachingenglish.org.uk/blogs/amin-neghavati/coursebooks-us>
<http://www.teachingenglish.org.uk/blogs/vicky-saumell/vicky-saumell-coursebooks-guides>
<http://www.teachingenglish.org.uk/blogs/paul-braddock/david-petrie-adapting-your-coursebook>

Unit 25. Supplementary Materials.

<http://www.teachingenglish.org.uk/article/using-flash-cards>
<http://www.eslgold.com>

Unit 26. Teaching Aids.

<https://www.teachingenglish.org.uk/article/visual-aid>
<http://www.fluentu.com/english/educator/blog/esl-visual-aids/>

Part 1

Planning and
preparing a lesson
sequence or
sequence
of lessons





Unit 19

Identifying and selecting aims




① Collocation match

Participants work in groups. Give out the cut up cards. On each card there is a part of a collocation. Participants match the collocations.

NB: some words are used more than once.

You may also need to deal with other plausible collocations (e.g. class feedback, personal needs, lesson aims).



lesson	plan	pair	work
main	aims	learner	needs
anticipate	problems	subsidiary	aims
arouse	interest	personal	aims
class	profile	assumed	knowledge
give	feedback	learner	centred
raise	awareness	communication	activities
set	the scene	achieve	aims

② Discussion questions

What are lesson aims?

Main aims

Subsidiary aims

Personal aims

Why is setting lesson aims important?

③ Writing effective aims

Look at the following two aims. Which one do you think is more effective? Which one is less effective?

- 1) Learners will be able to use the present perfect simple to describe situations in their lives which began in the past and are still continuing.
- 2) To teach the present perfect simple with time adverbials.

Now think about the less effective aim. What made it less effective?

How do you check whether lesson aims are effective? Write your ideas in the box.

④ Identifying different learning aims

Discuss these learning aims. Are they main, subsidiary or personal?

1. To use strategies for dealing with unknown words in reading comprehension passages: deducing meaning from context, using knowledge of the world, using word structure
2. To improve handwriting on the board
3. To revise language for describing people
4. To use narrative tenses simple past and past continuous to create stories on the theme of Hallowe'en
5. To develop learners' ability to express opinions
6. To give learners a chance to speak without correcting them every time they make a mistake
7. To give instructions to learners in English
8. To use imperatives to write instructions for making hot drinks
9. To expand vocabulary on the topic of the environment



Unit 20

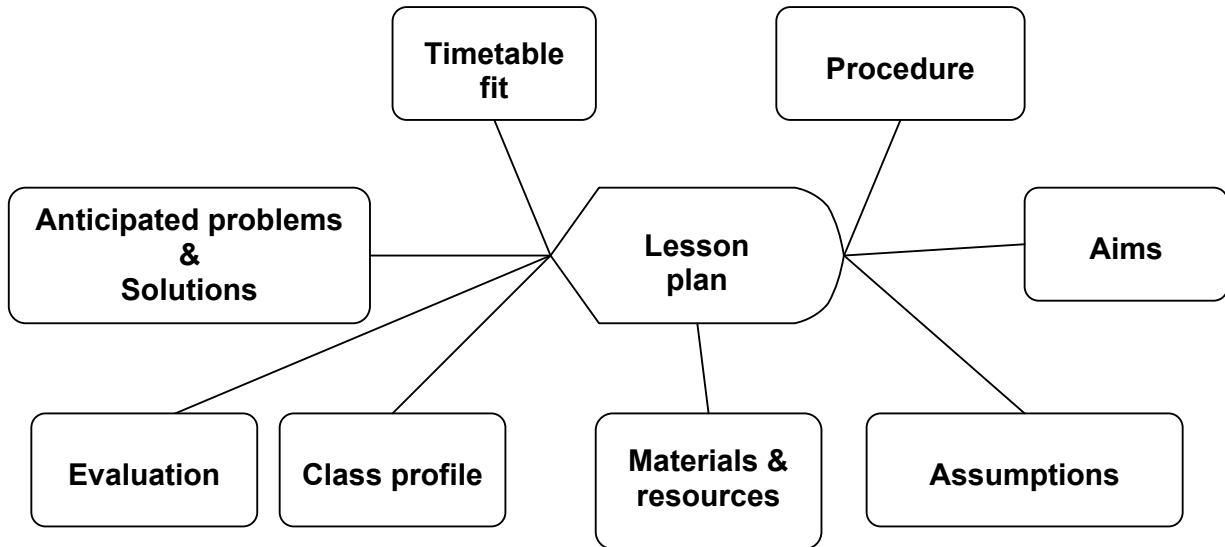
Identifying the
different
components of a
lesson plan



Module 2 – Lesson plan components

① Components

Compare the answers from your discussion with these.



Module 2 – Lesson plan components

② What do they mean?

Cut up one set of cards per group. Participants match the component of a lesson with the definition.

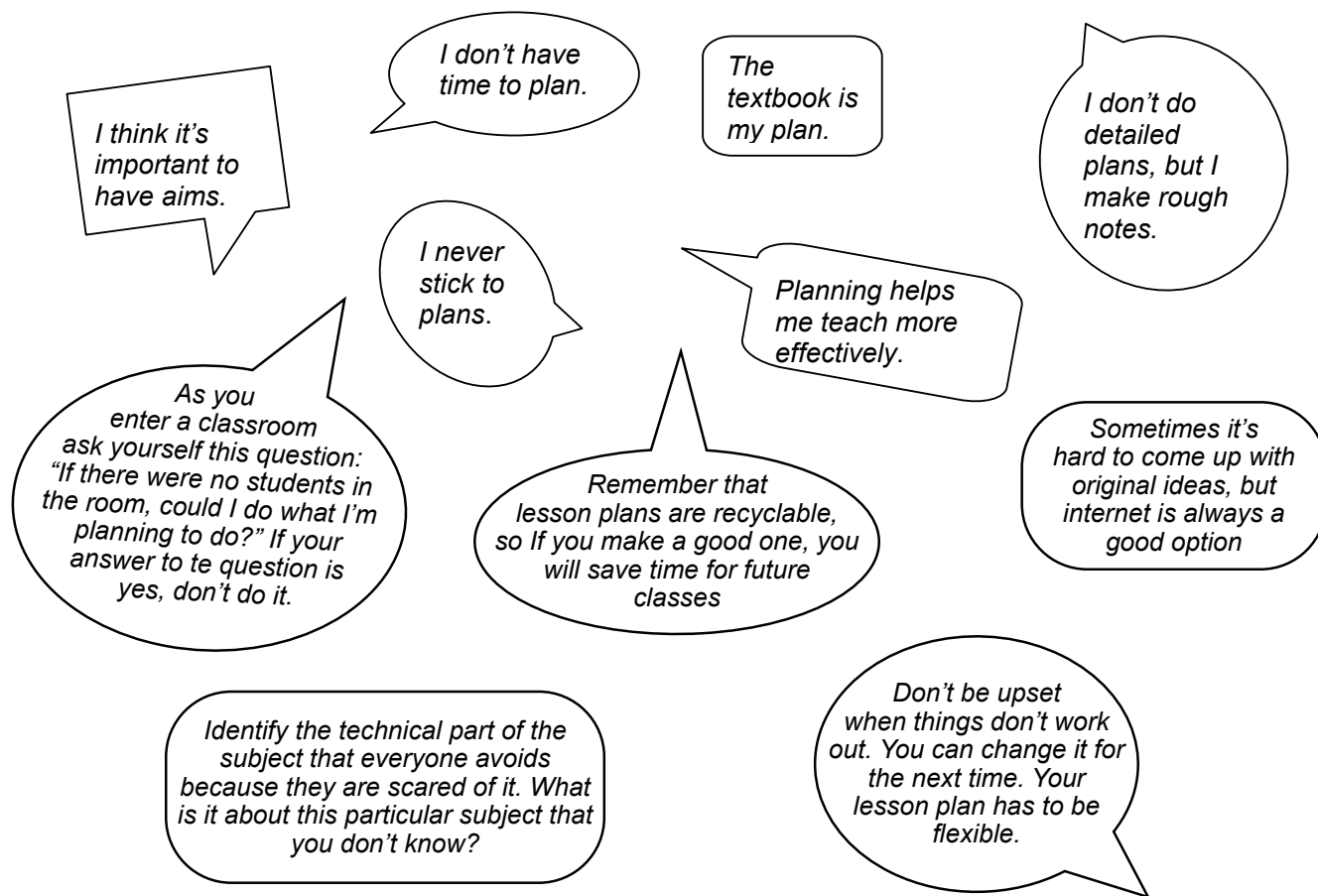


Aims	Age, level and gender of the learners. How many there are, their strengths and weaknesses. Any problems with individual students, class dynamics, - who does and doesn't work well together.
Procedure	How the lesson fits into the syllabus – what the class have studied recently – how it links back and forwards.
Timetable fit	What learners will be able to do by the end of the lesson that they couldn't do at the start.
Materials and resources	What linguistic knowledge, skills, etc, learners will be able to bring to the lesson.
Class profile	Items learners may have difficulties with, or be unsure about. Issues for teachers, such as classroom management etc. How the teacher will deal with these.
Evaluation	What the teacher will use to support learning aims, e.g. pictures, games, tapes, DVDs etc.
Assumptions	The lesson plan stages the teacher will follow, e.g., lead-in, speaking practice etc.
Anticipated problems and solutions	The teacher's thoughts about the lesson after he/she has taught it. E.g. What went well? What would the teacher do differently if he/she taught the lesson again?

Module 2 – Lesson plan components

③ Why plan?

Look at these comments from teachers. Which ones reflect how you feel about planning?



Brainstorm in your groups and add your ideas to the list.

- Helps to think through what learners will achieve in the lesson
- Helps teachers to know where they are going and how they are getting there

Module 2 – Lesson plan components

④ A lesson plan

Look at the extract of the plan for the training session you are following today. Try to complete the components.

Class profile	
Main aims	
Timetable fit	
Assumed knowledge	
Anticipated problems and solutions	
Materials and resources	
Procedure	
Evaluation	

Lesson plan October 2016: My Ideal Teacher

Topic

My ideal teacher

Aims

- To revise adjectives, verbs and nouns
- To learn how to express ideas about an ideal teacher
- To develop writing skills
- To have an opportunity to be creative in a supported way
- To contribute to a class display

Age

Primary

Level

A2 +

Time

60 minutes

Materials

1. *My Ideal Teacher* worksheet (one per learner)
2. Paper and crayons for drawing

Introduction

In 1994 UNESCO declared 5 October as being World Teachers' Day.

In this lesson primary children do a series of simple and supported vocabulary and grammar activities which lead to them writing about their ideal teacher. At the end of the lesson they draw pictures of their ideal teacher and they make a classroom display of their texts and pictures.

Procedure

Before the lesson	Download and make copies of the worksheets you need for the lesson.
1. Warmer (5 minutes)	<p>Introduce the topic by playing a guessing game. Tell learners you are thinking of something in the classroom that begins with 'T'* (teacher). Learners hold up their hands to guess. When a learner guesses correctly, write 'teacher' on the board.</p> <p>If appropriate explain that 5 October is World Teachers' Day.</p> <p>*For higher levels give the number of letters (seven) instead of the first letter.</p>
2. Main activities (40 - 45 minutes)	<ol style="list-style-type: none"> Put learners into pairs to work together and hand out the worksheets. Read the instruction for Activity 1 and explain that learners have the middle letter (or letters) for each word. Learners work together to write the 12 words and phrases. <p>Tip: For lower levels you might like to give them the first letters too.</p> <ol style="list-style-type: none"> Read the instruction for Activity 2 and spend a couple of minutes explaining the table. Check that learners understand that + means 'positive' and – means 'negative'. Elicit a few more examples if necessary. Learners work in pairs to complete the table with the words and phrases from activity 1. Read the instruction for Activity 3. You might like to do this as a whole class activity, eliciting ideas from around the class and writing them on the board for learners to copy. Higher levels can work in pairs to add extra words and phrases. Read the instruction for Activity 4. Read the text aloud, saying 'beep' or similar at each gap. Make sure learners understand that they have to complete the 12 gaps with the words and phrases from Activity 1. Learners work in pairs to complete their text. Accept variations in answers as long as the kind of word (adjective, verb, noun) is correct. Read the instruction for Activity 5 and make sure learners understand that they have to create a NEW text using their own words and phrases. Elicit a few ideas for the first and second gaps. Learners work alone for this stage of the lesson.
3. Optional extra (10 minutes)	Learners do drawings of their ideal teacher. Invite the learners to make a classroom display with their texts and drawings.

Contributed by

Katherine Bilsborough

My Ideal Teacher

worksheet

1. Read the clues and write the words.

1. _ _ _ z _ _ _ Brilliant, fantastic!
2. _ _ g _ _ Very annoyed about something
3. _ _ _ m _ _ _ For example: elephants and horses
4. _ _ _ en _ _ _ Being nice to others
5. _ _ _ t _ _ _ School subject where you study the past
6. _ in _ Generous
7. _ ea _ Unkind, not sharing
8. _ _ _ n _ _ _ For example: Mars and Jupiter
9. _ _ o _ _ Speak very loudly (sometimes angrily)
10. _ in _ -a- _ on _ A pop star does this
11. _ _ i _ _ Move your mouth to show you are happy
12. _ e _ _ -a- _ ok _ Say a funny story to make people laugh

2. Complete the table with the words or phrases from Activity 1.

+ Adjectives	- Adjectives	Verbs
<i>clever</i>	<i>sad</i>	<i>laugh</i>
1.	1.	1.
2.	2.	2.
3.		
Verb + noun	Noun (school subject)	Noun (topic)
<i>read a story</i>	<i>science</i>	<i>plants</i>
1.	1.	1.
2.		2.

3. Can you add any more words?

4. Complete the text using the words and phrases from Activity 1.

My ideal teacher

My ideal teacher is always _____ and _____.

She's never _____ or _____.

My ideal teacher always _____. She never _____!

Sometimes she _____ or _____. I love that!

My ideal teacher knows all about _____.

She knows a lot about _____ and _____ too!

And of course ... she teaches me lots of _____ things!

5. Write a new text about YOUR ideal teacher. Use different adjectives, nouns and verbs.

My ideal teacher

My ideal teacher is always _____ and _____.

She's never _____ or _____.

My ideal teacher always _____. She never _____!

Sometimes she _____ or _____. I love that!

My ideal teacher knows all about _____.

She knows a lot about _____ and _____ too!

And of course ... she teaches me lots of _____ things!

A Christmas Lesson

Topic

Christmas

Aims

- To teach or review 'has got' in the question and short answer form
- To review vocabulary for colours, clothes and describing faces
- To practise speaking skills and write a short sentence

Age group

Primary

Level

A1 - A2

Time

60 minutes

Materials

1. A large picture of Santa Claus – You can find one at www.abcteach.com or www.activityvillage.co.uk. The picture should be in colour
2. A small outline photocopy of Santa for each student, with lines in appropriate places so that students can label his clothes
3. Flashcards and word cards for vocabulary *trousers, jacket, hat, gloves, boots, mittens, belt*. The flashcards should be outline drawings with no colour.
4. Blotak or magnets

Introduction

This lesson uses the theme of Christmas to develop learners' vocabulary. It includes an introductory song, a focus on clothes words, a review of question and short answer forms using 'has got', and a labelling and colouring activity. There are suggestions for some other follow up Christmas activities.

Procedure

1. Stage 1 – Introducing Santa

Teach the class the following simple song about Santa, to the tune of London's Burning.

'Santa Claus is on his way,

On his way,

On his way,

Santa Claus is on his way,

Hurry Santa'.

If you prefer more festive music, you can teach the following words to the tune of 'Jingle Bells'

'Santa Claus, Santa Claus,

Santa Claus is here.

Bringing toys,

For girls and boys,

And lots of Christmas cheer.'

Show the class your picture of Santa and introduce him. 'This is Santa' Describe his features and clothes, pointing to each one as you do so, encouraging the students to repeat. You can also mime the things as you say them.

'He's got a big head.'

'He's got a beard.'

If the students have followed the lesson plan suggested in the previous Primary tip 'Parts of the body', they should be familiar with face vocabulary and be able to take over the description. Point to his other features and elicit:

'He's got blue eyes'.

'He's got a small nose.'

'He's got a big mouth.'

'He's got small ears.'

2. Stage 2 – introducing clothes words

Say 'Now let's look at his clothes'. Put the word cards for his clothes on the board. Show the hat picture, saying 'A hat'. The students repeat. Ask 'What colour is Santa's hat?' 'It's red.' Reinforce, saying 'He's got a red hat.'

Lesson plan

	<p>Ask a student to come up to the board and put the flashcard next to the appropriate word card on the board. Continue this with the other clothes words. Do this a couple of times until all the students have had a chance to come to the board.</p> <p>Put the flashcards on the board in a column and number each one. Display the word cards next to the flash cards in the same way, but make sure the words do not match the pictures. Label each word card with a letter.</p> <p>Ask the students to take out their whiteboards or some rough paper if they don't have whiteboards. Ask the students to match the words and pictures using their whiteboards.(i.e. 1b, 2d, 3a, 4c etc.) This is a good quick way of checking that they have assimilated the vocabulary.</p>
3. Stage 3 - Writing	<p>Leave the word cards on the board so the students can copy the spelling.</p> <p>Show the flashcards one by one and ask them to copy the appropriate word on their whiteboards or rough paper. Check the words one by one.</p> <p>Explain that the students are going to label a picture of Santa. Hand out the small outline drawing you have prepared and tell the students to write the clothes words in the appropriate place.</p> <p>Go round monitoring, helping where necessary as this activity is not meant to be a test.</p> <p>They can obviously colour the picture when they have finished.</p>
4. Stage 4 – Asking questions	<p>Show the class your picture of Santa again and ask 'Has he got a black belt?' Encourage the pupils to reply not just 'Yes', but 'Yes he has.'</p> <p>Repeat with the other clothes. Elicit 'No he hasn't.' by asking, for example, 'Has he got a blue hat?'</p> <p>At this stage, if your students are in their first year of English, you would not expect them all to be able to use the question form, but you would expect them to recognize it as a question, and answer at least 'Yes' or 'No'. Some will quickly pick up the whole short answer and have no trouble repeating 'Yes he has', 'No he hasn't'.</p> <p>If you find they have trouble recognising the question form, you might like to introduce a quick reinforcement activity by asking them to put their hands up when they hear a questions and cross their arms if what you say is not a question.</p>
5. Stage 5 - Review	<p>Encourage the students to produce a sentence describing the picture of Santa they have labelled and coloured.</p> <p><i>'He's got black boots.'</i> <i>'He's got red mittens.'</i> <i>'He's got a red hat.'</i></p> <p>Demonstrate, using the board, that you want them to write down the sentence they</p>

Lesson plan

	<p>produce about their picture. You need to model the spelling of anything they write; it is simpler to put any words they might need on the board, and write down one or two sentences as examples.</p> <p>Use the opportunity to spell out the words using the English alphabet if the students have learned it. You can ask some of the students to come and write their sentence on the board. French schoolchildren are used to coming to the board to demonstrate their work and they usually love doing it.</p> <p>Depending on the length of your lesson, you may find it more appropriate to do stages 4 and 5 in a separate lesson.</p>
6. Follow up ideas	<ul style="list-style-type: none"> • This sequence is based on an idea used in the Ciep 'mallette pédagogique'. Worksheet 9A suggests using a snowman figure. This could be done later to review and consolidate the vocabulary and grammar in this lesson • The children can make a Christmas card for their parents, using a picture of Santa to decorate the card. A good way of making Christmas cards with the children is to use coloured construction paper ("papier Canson" is usually available in French schools.) Use half a sheet for each child. Fold the paper in two. The children then colour a picture of Santa, or any other appropriate Christmas picture. There are lots of ideas at Activityvillage.co.uk. Once they have coloured the picture, they stick it on the front of the card and write their Christmas message inside the card. • Other ideas for Christmas craft using Santa can be found at Enchantedlearning.com

Contributed by

Angela Ferarre

A Midsummer Night's Dream

Topic

The Shakespeare play *A Midsummer Night's Dream*, ideas from the play, dreams and magic

Aims

- Learners will develop strategies for watching and understanding a short video based on the Shakespeare play *A Midsummer Night's Dream*.
- Learners will develop comprehension and speaking skills by discussing ideas from the play.
- Learners will develop writing skills through a personalised writing activity based on an element from the play.

Age

Older primary (9–11 years)

Time

1 x 45-minute lesson or three shorter segments

Materials

A Midsummer Night's Dream video, worksheet, answers, transcript, character flashcards and games:

<http://learnenglishkids.britishcouncil.org/en/short-stories/midsummer-nights-dream>

Please note: to access the PDF materials, you need to log in separately to [LearnEnglish Kids](#).

Introduction

In this lesson plan, which can be delivered as a 45-minute lesson or as shorter segments over three lessons, learners will be introduced to the Shakespeare play *A Midsummer Night's Dream* through a short animated video. They will complete comprehension activities, and then think about and discuss the ideas of 'dreams' and 'magic' from the play with the teacher's guidance. Finally learners will develop their creative writing skills by imagining and writing about either a magical dream, or a magic potion or spell.

Procedure

1. Introduce and watch the video (15 mins)

- Ask your learners if they usually remember their dreams or not. Have they ever had a really amazing dream?
- Tell the learners that they are going to watch a video called *A Midsummer Night's Dream*, but we don't know if it's really about a dream or not.
- Give learners the video worksheet and ask them to complete exercise 1 (match the characters and their names) while they watch. Play the video and check answers.
- Ask learners to try to complete exercise 3 (order the pictures). Tell them it doesn't matter if they can't remember because they will watch the video again.
- Play the video again and learners check their answers to exercise 3. Ask them to compare in pairs, then go through as a class, talking about each picture in turn.

	<ul style="list-style-type: none"> • Now learners should complete exercise 4 (true or false). Fast finishers can try to correct the false sentences. • Ask learners if they liked the story and why. Did they think it was funny, interesting, happy/sad, etc.? • If your learners need more support understanding the video, you might like to adapt the transcript of the video and get learners to act it out.
2. Discuss ideas from the play (5–10 mins)	<ul style="list-style-type: none"> • Two of the ideas in <i>A Midsummer Night's Dream</i> are 'dreams' and 'magic'. The depth to which you discuss the ideas and questions in this stage will depend on the age and maturity of your learners and you may need to provide more or less support. • Ask your learners if they think the ending was a happy ending, and why. Elicit 'because they were all in love with the right person at the end' – Hermia and Lysander love each other, and Helena and Demetrius love each other. But what was the situation at the beginning of the play? Elicit that Hermia and Lysander loved each other, and Helena loved Demetrius, but Demetrius didn't love Helena. • Now ask your learners why Demetrius loves Helena at the end of the play. Elicit that it is because Oberon uses the magic flower to make him fall in love with her. • Do your learners think it was a dream or did it really happen? If it was a dream, how come Demetrius loves Helena when they wake up?
3. Extension (20–30 mins)	<ul style="list-style-type: none"> • In the play, a magic flower is used to make people fall in love with each other. Ask your learners if they know any other stories where the characters have used magic. How did they make the magic? For example, was it a magic potion or a magic spell? • Ask learners to imagine they could go to sleep tonight, and dream about something magical happening. What would they like to dream about? Would they like it to be true when they wake up or only a dream? Brainstorm some ideas on the board, then learners can write about their dream, illustrate it or storyboard it. • Alternatively, ask learners to invent their own magic potion or spell! Brainstorm on the board ideas for what magic the potion or spell will do. Encourage both horrible potions and nice potions, for example it will turn you into a frog or it will make you good at homework! Brainstorm ideas for the recipe, then learners can write about their potion or spell and illustrate it. • You could put all the dreams or potions/spells up around the class, and learners can say whether they would like to have this dream, or try the potion/spell or not.
4. Further activities	<ul style="list-style-type: none"> • Would you like to extend your learners' work with <i>A Midsummer Night's Dream</i>? Try one of our suggested further activities here: http://www.teachingenglish.org.uk/article/shakespeare-extension-activities-kids

Contributed by

Rachael Ro

It's 12.00 O'clock! A speaking lesson with no materials.

Topic: It's 12 o'clock

Aims:

- To practise the present continuous
- To practise grammar in a safe environment

Level: Elementary and above.

Introduction

This is a drawing and speaking activity that is fun to use with primary classes to revise the present continuous form. It is easy to set up and requires no preparation or materials, except a board and a board pen. Students will need a piece of paper and a pencil. This version practises the present continuous form but other versions can practise other tenses. Children like it because it allows them to practise grammar in a safe environment. By repeating the same question and answer a number of times students become more confident and make fewer and fewer errors. They also like it because the drawing adds an element of fun to the activity and allows students who might be good at drawing but less good at English, to excel.

Procedure

Preparation

- On the board, draw a simple background scene such as a park with some gardens, a river and a few trees. As you build up the picture, elicit the vocabulary from the students by asking a few simple questions.

What's this place? What am I drawing now?

- Add a simple stick drawing (of yourself) in the scene. You should be "doing" something (e.g. sitting by the river eating a banana). Label the picture of yourself with your name. Point to it and say *"This is me. It's 12 o'clock and I am sitting by the river, eating a banana."*
- Give each student a piece of paper and a pencil and tell them to copy the picture on the board. Give them a limited time of about 4 minutes. They should include the stick drawing of the teacher.
- Tell the students to add a drawing of themselves and label it. They should be in a specific place and doing something. Explain that if necessary they can add other elements to the picture. Explain that students shouldn't show their picture to anybody.
- Write these two questions and answers on the board. If possible elicit the answers.
It's 12 o'clock in the park. Where are you? And what are you doing?
I'm sitting by the river. I'm eating a banana.

- Explain that students should walk around the classroom speaking to their classmates. They should ask and answer the question on the board. Each time a student answers, they should draw that student in the picture, doing the action. Then they should label the student.
- The activity finishes when each student has drawn and labeled all of their classmates in their picture; all doing different things in different parts of the picture.

Extension

- Students can do a follow up writing activity. They should start with the following:

It's 12 o'clock on Saturday and everybody is in the park. Everybody is doing something.

The teacher is sitting by the river eating a banana.

I am

... is

- Display pictures and texts around the classroom.

Other versions

- *Change It's 12 o'clock in the park for Last Saturday at 12 o'clock ... and change the tense to the past continuous.*
- *Change It's 12 o'clock in the park for Next Saturday ... and change the tense to the future continuous.*
- For older students, make the activity a "scene of the crime" activity, with each student being a potential witness to a crime that has occurred in the park. You will need to change the question to *Where were you and what were you doing when (somebody stole the bike)?*

Self-Assessment Summary Tool

Directions: Teachers should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify two priorities for the upcoming year. Note these two priorities with check marks in the far-right column.

Name:
Date:

	Standard	Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	<ul style="list-style-type: none"> • Knowledge of how students learn and of student development • Understanding of what students know and are able to do • High expectations for all students • Respect for all students • Identification, instruction and intervention for special populations 			
Standard 2: Content	<ul style="list-style-type: none"> • Knowledge of content • Use of content - specific instructional strategies to teach concepts and skills • Knowledge of school and district curriculum priorities and Ohio's Learning Standards • Relationship of knowledge within the discipline to other content areas • Connection of content to life experiences and career opportunities 			
Standard 3: Assessment	<ul style="list-style-type: none"> • Knowledge of assessment types • Use of varied diagnostic, formative and summative assessments • Analysis of data to monitor student progress and to plan, differentiate, and modify instruction • Communication of results • Inclusion of student self-assessment and goal-setting 			
Standard 4: Instruction	<ul style="list-style-type: none"> • Alignment to school and district priorities and Ohio's Learning Standards • Use of student information to plan and deliver instruction • Communication of clear learning goals • Application of knowledge of how students learn to instructional design and delivery • Differentiation of instruction to support learning needs of all students • Use of activities to promote independence and problem-solving • Use of varied resources to support learner needs 			
Standard 5: Learning Environment	<ul style="list-style-type: none"> • Fair and equitable treatment of all students • Creation of a safe learning environment • Use of strategies to motivate students to work productively and assume responsibility for learning • Creation of learning situations for independent and collaborative work • Maintenance an environment that is conducive to learning for all students 			
Standard 6: Collaboration & Communication	<ul style="list-style-type: none"> • Clear and effective communication • Shared responsibility with parents/caregivers to support student learning • Collaboration with other teachers, administrators, school and district staff • Collaboration with local community agencies 			
Standard 7: Professional Responsibility and Growth	<ul style="list-style-type: none"> • Understanding of and adherence to professional ethics, policies and legal codes • Engagement in continuous, purposeful professional development • Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement 			



Unit 21

**Planning an
individual lesson
or a sequence of
lessons**



Module 2 – Individual lessons

① Find 5

Go around the classroom as quickly as you can and find 5 examples for each of the following 5 categories.

Teaching approaches	
Skills development	
Tasks & activities	
Lesson plan components	
Lesson plan stages	

Module 2 – Individual lessons

② Stages

Match the lesson stage to the description. One example has been done for you.

Warmer	An activity which precedes the main input part of the lesson to help to arouse interest, set the scene, establish the context. For example, a short discussion, brainstorming around a topic.
Controlled practice	At the end of the lesson, teacher comments on performance, gives suggestions as to where learners can improve, praises what was done well and may also give examples to reinforce the target language.
Presentation	A short activity at the start of the lesson to get learners 'in the mood' – to engage them with the language. For example, a vocabulary game, a brief mingle activity with questions, e.g. did you have a good weekend? Etc.
Lead-in	Teacher gives a model illustrating the target language in context. The teacher may support the model with flashcards, text, video, audio recording etc.
Free practice/production	Learners practise the target language, focusing on grammatical accuracy and pronunciation. This can be through drills, sentence completion, information gap etc. Teacher monitors closely and steps in to correct if errors stop learners from communicating.
Feedback	Learners carry out an activity to practise the language with a focus on fluency. For example, role plays, discussions, projects etc. Teacher monitors as learners experiment with the new language.

Now compare your answers in groups

1. Put the stages into the order you think they would come in.
2. What kind of teaching approach does this lesson illustrate?
3. Do you stage your lesson plans in this way?

Module 2 – Individual lessons

③ PPP & TBL

Look at the following framework for task-based learning (TBL) and discuss the questions.

Pre-task		
Introduction to topic/task. Exploring useful language. May see a video or listen to a recording of other people doing same task.		
Task cycle		
Task Complete a task, e.g., rank items in order of importance, compare two versions of the same story, class survey, write a poem etc.	Planning Plan a report back to the class e.g., describing how they did the task, giving the results, etc.	Report Present reports to class, or distribute written reports.
Post task		
Language focus Analyse language arising from task, learners ask for clarification or explore points of interest. Teacher inputs other useful language. Further practice of language forms.		

- What are the differences between PPP and TBL?
- Are there any similarities?
- In which approach does the teacher seem to be more in control?
- In which approach do learners seem to be more in control?
- Which approach has more opportunities for fluency practice?
- Which approach focuses more on specific target language from the start?

Module 2 – Individual lessons

④ Lesson Plan

Analyse this lesson plan and then answer the questions which follow it

1	<ul style="list-style-type: none"> Brainstorm hobbies – write suggestions on WB. In groups, classify into : <i>sports, things you do alone, things you do in groups</i> Work individually, plan what to say about hobbies (3 minutes) Elect a group leader Play the dialogue Students note down any phrases they find useful. Modify their plans as appropriate
2	Learners take it in turns to tell the group about their hobbies. Group leader manages the group, gives each person 1 minute to speak. Group leader goes last
3	Each learner reports to the whole class about one of their classmates – rehearse together. Write up any useful language they ask for
4	Present reports to class with the purpose of finding out which hobbies are the most/least common and reasons why. Learners listen and make notes which they'll use to write the survey
5	<p>Play tape again while learners read transcript and underline words and phrases for talking about hobbies:</p> <p><i>I do a lot of sport</i> <i>I like tennis</i> <i>I love playing football</i> <i>I'm good at swimming</i> <i>I don't really enjoy it</i> <i>We're really into films</i> <i>We like going to the cinema</i> Mohamed plays a lot of computer games <i>I don't like sitting in front of the computer</i> <i>I love reading film books</i> <i>I hate dancing</i> <i>I really love listening to music</i> <i>I enjoy playing the guitar</i> <i>I don't like playing the piano</i></p>
6	<ul style="list-style-type: none"> Make two lists : positive and negative expressions Which phrase shows how well you do something? And the opposite? Which phrase is 'slang'? There are two examples of the word 'it' what does it refer to? Which verb form is used for describing likes and dislikes? Which word is used to make the statement stronger? Are any of these statements the same for you? Select any you feel are useful. Discuss which phrases will be useful for a written survey
7	Write a draft of your group's findings to work on in next class
8	<p>Groups finalise their individual surveys and present to class</p> <p>Possibly write whole class survey</p>

④ Lesson Plan cont.

The lesson plan does not have any headings. Use your knowledge about the plan itself and your own experience to answer these questions:

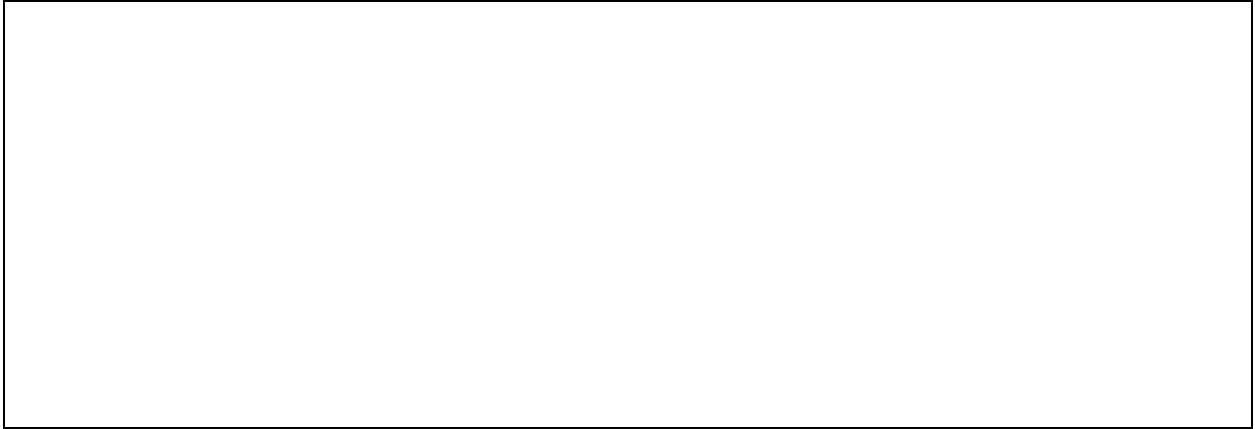
1. What level might the learners be?
2. Which teaching approach does the lesson represent?
3. What kind of knowledge would you assume learners need to have for this lesson?
4. What do you think the aims of the lesson are?
5. What might the timetable fit be?
6. What might the teacher write as the anticipated problems for this lesson?

Module 2 – Schemes of work

① Longer-term planning

In addition to knowing what was covered in the previous lesson and what will be covered in the next lesson, it is also useful to get a picture of what will be covered over several lessons, ie, a scheme of work.

Brainstorm together the kinds of things you think should be included in a scheme of work.



Now discuss these questions:

- What advantages to teachers are there in having a scheme of work?
- Are there any disadvantages?

② Schemes of work

Look at this scheme of work and answer these questions:

- Does it include the areas you discussed?
- Is it practical?
- Is it balanced?
- Is there variety?
- Is the sequence logical?
- Does anything surprise you?
- Would you prepare a scheme of work in this way? Why/ Why not?

Module 2 – Schemes of work

Scheme of work: Talking about yourself							
	Learning outcome	Context/ topic	Language	Skills	Tasks & activities	Resources/ materials	Homework
Tues	Can describe age and appearance	Family and friends	Revision – family lexis. Have/has got; is/are; lexis for appearance	Listening and speaking	Listen to description choose pics. Find S.O. who Describe family member to partner	Course book page 29. Materials bank family activities	Write a paragraph about your best friend
Thurs	Can talk about school subjects, school routines, likes and dislikes	School	School lexis. Revision of present simple for routines. Good at/bad at. Likes/dislikes	Reading Speaking Writing – peer correction	Compare/ discuss H/W. Read/ identify key info. Personal profiles	'My school' text from teenage reading materials. CB p33	Write about your partner using the info from speaking activity
Tues	Can talk about interests and free-time activities	Sports, hobbies, interests	Recycle/extn of lexis for sports and leisure activities. Like/don't like/enjoy + ing and modifiers – very, really etc	Listening Speaking Writing	Guess who using partner's profile Watch/listen to leisure time descriptions, fill in grid. Gr gap-fills. Choose correct answer	DVD from materials bank CB p 36 Grammar games	Grammar gap-fills
Thurs	As above	As above	Review Tuesday's work.	Speaking and listening	Vocab match. Pronunciation – mark stress. Intonation positive/neg. Info gap	CB p38 Tape from pron materials	Workbook Crossword hobbies Gap-fill
Tues	Class posters of leisure time activities	Likes and dislikes of class	Review/recycle previous language	Speaking Listening Reading writing	Discuss design of poster. Making Qs. Writing information, reading and editing		Language review

Module 2 – Schemes of work

③ Practice

Think about a recent lesson you have taught. Make a scheme of work showing how it interlocked with previous lessons and future ones. Consider learning outcomes, types of activity, opportunities for learners to engage in communication, language focus and context, and resources/materials used. Next, review with a partner your scheme of work and your partner's. Use these questions to help you.

- Do the learning outcomes relate to what has been taught/what will be taught?
- Does the language input help to provide a foundation for what will come in future lessons?
- Are there opportunities to recycle and consolidate language?
- Are the opportunities for skills balanced? Does one skill take precedence over the others? Which one? Why is this?
- Do the activities chosen provide variety? Is there too much repetition of the same kinds of activity? Which changes would you make?
- How many resources are used? Is there an over-dependence on the coursebook?

Module 2 – Schemes of work

④ Word-search

How many words connected with lesson planning can you find in the following word-search. Work in groups then check with your trainer.

D	R	Y	O	O	P	L	R	I	E	F	E	E	D	B	A	C	K
F	E	V	B	J	A	Q	E	A	V	N	F	O	C	U	S	O	N
N	U	T	I	P	R	O	C	E	D	U	R	E	V	D	D	N	Z
I	L	I	B	A	C	X	Z	R	S	Y	L	L	A	B	U	S	H
A	I	M	S	C	H	E	M	E	O	F	W	O	R	K	H	O	
N	H	I	E	E	C	U	Y	Y	I	O	P	L	I	L	K	L	V
T	C	N	G	R	O	W	U	R	A	P	I	L	E	A	D	I	N
I	N	G	A	M	M	B	A	E	V	E	R	A	T	A	M	D	E
C	L	A	S	S	P	R	O	F	I	L	E	S	Y	W	E	A	H
I	A	L	W	A	O	Y	S	L	B	E	H	O	P	E	I	T	S
P	L	O	A	N	N	O	O	E	R	R	E	C	Y	C	L	E	H
A	P	N	S	T	E	U	M	C	I	E	N	O	I	L	A	S	I
T	H	G	T	S	N	N	E	T	L	D	D	N	P	U	N	T	M
E	A	I	S	E	T	T	T	H	E	S	C	E	N	E	K	A	M
N	B	N	R	N	O	N	E	T	H	E	L	E	S	S	Y	T	E

Scheme of Work Example (Simple)

Course title and code:		Dates and Time of course:	
Federalism in the United States: changes and challenges (HH321)		Thursdays, 10:30 – 12:30	
Tutor Name: Dale Mineshima Lowe			
Week	Content/topic	Overall aim (focus of the session)	Assessment
1	Introduction / Background-context overview for course Initial assessment	<ul style="list-style-type: none">• Share previous experience in the subject and personal goals• Introduce learners to the Articles of Confederation and the developing idea of federalism in the USA	<ul style="list-style-type: none">• Check starting points using e voting• Q & A• Monitoring of small groups/paired work
2	The Federalist and Anti-Federalist Debates = U.S. Constitution	<ul style="list-style-type: none">• Identify key points from each side of the federalism debate in the U.S.• Choose an optional topic for Weeks - death penalty; health care; gun control; education	<ul style="list-style-type: none">• Recap• Monitoring small group work and feedback;• Q & A with use of directed questions related to pre-set reading
3	Dual Federalism (1789 – 1920s)	<ul style="list-style-type: none">• Explore early Dual-Federalism (1789 – 1861) leading up to the American Civil War• Learners to define 'dual federalism' and identify at least one issue that existed with the concept before and after the American Civil War	<ul style="list-style-type: none">• Recap• E-voting multiple choice Qs on pre-reading for session• Directed Qs• Monitoring learner feedback

4	Outline federalism under LBJ and his <i>Great Society</i> programme (Visiting tutor)	<ul style="list-style-type: none"> Understand LBJ's conception of federalism – relationship between the state and federal government levels Define 'creative federalism' and outline key roles each level of government plays and their relationship to one-another under this type of federalism 	<ul style="list-style-type: none"> Q & A Monitoring discussion Post-it notes of one thing take away from today's session OR one question to follow-up on from today's session
5	Cooperative Federalism and the New Deal (1930s-1960s)) Mid course review	<ul style="list-style-type: none"> Define what is meant by 'Cooperative Federalism' during this period Identify characteristics (economic and/or social situation) that inform the change to American federalism during these 30 years 	<ul style="list-style-type: none"> Recap and Q's from previous week Q & A Monitoring paired work and feedback from pairs to larger class IRL mid course reflection on personal goals
6	Creative federalism and Civil Rights – whose responsibility? (State or National government?)	<ul style="list-style-type: none"> Identify what the state-federal government relationship is during this period in America and evaluate how this impacts on the issue of Civil Rights and the Civil Rights movement in America 	<ul style="list-style-type: none"> Recap Q & A Monitoring of discussion following short video clip Post-it notes of one thing take away from today's session OR one question to follow-up on from today's session
7	New Federalism: Nixon to Reagan in the 1980s	<ul style="list-style-type: none"> Understand how change in society impacts state-federal level government relations Identify how New Federalism differed from Creative Federalism and explore reasons for these changes 	<ul style="list-style-type: none"> Monitoring – discussion of pre-reading and directed Qs Group / paired work to "unpick" key differences and feedback to larger class group

8	Federalism today: Optional Issue 1: gun control	<ul style="list-style-type: none"> Understand what the key points are on both sides of the gun control/gun lobby debate To be able to discuss some reasons why this issue should be handled at: a) the national/federal level; b) state level 	<ul style="list-style-type: none"> Lino post-it notes recap E-voting system Q & A Monitoring participation/Qs from class discussion
9	Federalism today: Optional Issue 2: Health Care	<ul style="list-style-type: none"> Understand the key issues involved with the current health care debate Be able to explain or link how federalism today (state-federal level relations) impact who has and what level of responsibility either/both levels of government have for dealing with health care in America 	<ul style="list-style-type: none"> Recap Q & A following video clip shown in-class with directed Qs Monitoring participation/Qs from class discussion
10	Summary/Conclusion: Who controls Congress, dictates federalism in America?? Final review	<ul style="list-style-type: none"> Understand the link between societal changes and government changes to evolution of federalism Relate these changes to key points debated on issues like gun control, health care, death penalty ... to place changes into context 	<ul style="list-style-type: none"> Learner-led discussion either in pairs w/ feedback or as a class group Responses/feedback about using e-voting & Moodle course access this term

Scheme of Work for

Course Title:

Course Duration

Teacher

Course Dates

Employability and other outcomes:	
Key differentiation methods	
Key functional skills that can be developed	

[illegible]

Scheme of Work Template 2 (Simple)

Course title and code:		Dates and Time of course:	
Tutor Name:			
Week	Content/topic	Overall aim (focus of the session)	Assessment
1			
2			
3			
4			
5			
6			
7			

TASK-BASED LESSONS

LESSON 1: STRICT PARENTS

If you are new to task-based teaching you may want to read through this lesson plan together with

LESSON 1 COMMENTARY: YOU HAVE THE SKILLS TO DO IT

This lesson is taken from our book, *Doing task-based teaching*, but it is described in more detail here. It is based on an idea which was given us for the book by Tim Marchand, Director of Smith's School, Kyoto, Japan. The lesson is built round a discussion. The question for discussion is:

Whose parents were the strictest?

1 Introduction.

You might lead into the discussion by telling students about your own childhood. Look at the student questionnaire below to give you some ideas as to what to include in this introduction.

2 Student questionnaire.

Here is a possible questionnaire to guide the student discussion. It is intended for discussion in groups of three or four. You may want to leave out some of the items. For example *c)* may be inappropriate in some settings. You may want to include other items, for example *Did you have to look after brothers and sisters?*

The questionnaire and the discussion were designed for an adult class who were asked to look back on their childhood. If you are teaching a high school class you may want to ask them questions relevant to their earlier childhood. Instead of *b)* for

example, you might ask *What time did you have to go to bed?* Instead of c) you might ask *Did they let you stay overnight with friends?*

When you were a child:

- a) *Do you think your parents were strict or easy-going?*
- b) *Did they allow you to stay out late at night?*
- c) *Did they let you go on holiday on your own?*
- d) *When you went out did you always have to tell them where you were going?*
- e) *Did you always have to do your homework before supper?*
- f) *Did your parents make you help about the house?*
- g) *Did you have to help in the garden?*
- h) *What jobs did they make you do?*

You can vary the demands you place upon the class. With an advanced class you could begin by going straight into the questionnaire without further introduction. With a weaker class or an intermediate class you might begin with a teacher led discussion of each question. Here are some options you might consider going from least to most teacher support:

1. Go straight into the questionnaire without any further introduction.
2. Show students the questionnaire, give them two minutes or so to read through it, then ask them if they understand everything.
3. Show students the questionnaire then read through it with them explaining any possible difficulties.
4. As 3. As you read each question tell them briefly about your own experience.
5. As 4. At each stage after relating your own experience ask a student to tell you what they think.
6. As 5. Finish by adding a summary of what has been said.

If you go for option 1 this means that students will have to rely almost entirely on their own resources, although the fact that they will be working in groups will mean that they can help one another. If you go for a lower option, number 5, for example, this will give you an opportunity to help with the kind of vocabulary they might need. You might want to make a list of new words down one side of the board.

You should not worry about grammar at this stage. Students will find their own ways of expressing the meanings they want. You may quickly rephrase some of the things they say to make them more comprehensible, but do not spend time correcting grammar and do not spend time at this stage on grammatical explanation or practice. That will come later (see 5 below)

3 Discussion

Put students into groups of about four and ask them to decide whose parents were the strictest. Tell them they can use the ideas in the questionnaire, but they may want to add to them. As they are involved in the discussion go round the groups listening to what they have to say. It is better not to correct students at this stage, but if they are having problems expressing themselves you might want to help out.

During the discussion you should appoint one student for each group as spokesperson. Their job is to report the findings of the group to the class as a whole after the discussion. You may want to allocate other roles as well. One possibility is to make one student the group secretary. Their job is to take notes to summarise the discussion for other group members.

4 Post-discussion.

After the discussion give the groups a few minutes to brief their spokesperson before that person reports back to the class. Choose one or two of the groups and ask them to report. Ask the other groups to listen carefully and compare with the strictest parents from their own group.

After the discussion you may want to summarise what the groups have told you and to ask the other groups for their comments.

5 Language Focus

- a. Give students a copy of the questionnaire. Ask them to underline all the expressions about what people were forced to do and what they were allowed to do.
- b. Tell them to turn over their copy of the questionnaire so that they cannot see it. Show the following on OHT or Powerpoint, or give it to them as a handout:

When you were a child:

1. *Do you think your parents were ----- or ---- - -----?*
2. *Did they ----- -- -- stay out late at night?*
3. *Did they --- -- go on holiday on your own?*
4. *When you went out did --- always --- -- tell them where you were going?*
5. *Did you always ---- -- do your homework before supper?*
6. *Did your parents ---- -- help about the house?*
7. *Did you ---- -- help in the garden?*
8. *What jobs did they ---- -- do?*

- c. Ask them to work in pairs to fill in the blanks.
- d. Tell students to put their worksheets away. Put numbers 1-8 on the board. Ask students to work in pairs to see how many of the 8 sentences they can recall. You may want to make this recall exercise easier. You can do this by leaving a few key words in:

1 Do you ----- parents ----- or -----?

Etc.

Or you can give them a version of each sentence with all the grammatical words and markers removed:

2. they/you/stay/late/night

3. they/you/go/holiday/own

Etc.

You can ask them to pause after five minutes and listen, without writing, while you read the sentences out to them. They can then go back to work.

Students usually enjoy the challenge of this kind of exercise.

6 Controlled practice

You may want to round off the lesson with some controlled practice. This will help to fix the forms in learners' minds, making it more likely that they will become a natural part of their productive repertoire. Here are two possible exercises practising *make* and *do*, and the verbs *force*, *allow* and *suppose* in the passive, which is how they are very frequently used:

Complete these to make true sentences:

*1 When I was a child my parents **made me***

*2 They **let me***

*3 I was **forced to***

*4 I was **allowed to***

*5 I was **supposed to***

Think about your schooldays...

*1 List three things **you had to do or were forced to do.***

*2 List three things **you weren't allowed to do.***

*3 List three things **you were supposed to do but didn't.***

As students read out their sentences you may want to incorporate listen and repeat drills.

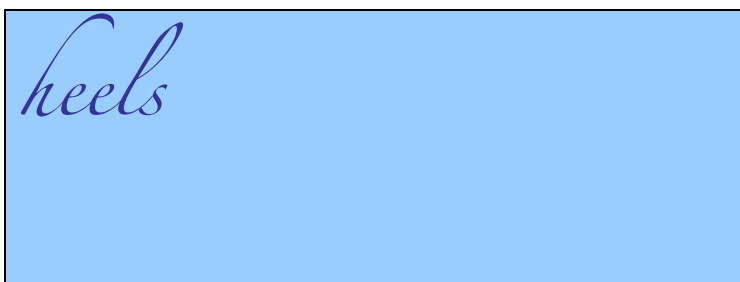
After students have composed their sentences you can ask one or two of them to read out one of their sentences, then, after four or five ask the rest of the class to see how many sentences they can recall. You can make this easier for them by writing clues up on the board:

*Miguel: Wear
uniform*

Juan:

Homework

Maria: High



Students will then recall:

Miguel had to wear a uniform.

Juan was supposed to do his homework every night.

Maria wasn't allowed to wear high heels.

7 Follow-up

You should try to follow up in a subsequent lesson within a week. With a general class you could remind them of the discussion and ask them to recall their conclusions in a teacher led discussion. With an exam class you might follow this with a gap filling exercise or give a few multiple choice items which feature these grammatical items and reproduce the format of their exam.

Another possibility would be to have a skills lesson focusing on the same topic. Here are extracts from two interviews recorded by Tim Marchand, which you could use as the basis of a listening skills lesson:

A: My Dad is a quiet man really, so he didn't really make me do much at home. He sometimes asked me to wash his car or cut the grass, but I was never forced to do it, and I could usually get some pocket money for it as well. I think my Mum was also pretty easy-going; she let me stay out late with my friends. As long as she knew where I was, she wouldn't mind so much what I did.

B: My father was definitely stricter than my Mum. If I had been in trouble at school, it was always left up to him to tell me off. But I wouldn't say that my Mum was easy-going exactly. She would sit me down sometimes and make me do my homework in front of her, or force me to eat my greens, things like that. I guess I was just more scared of my father.

Robbery in a Sweet Shop

Tell learners that this lesson is based on a true story which was reported in *The Guardian* newspaper a few years ago. The first stage (steps 1 to 3) involves encouraging learners to speculate on the story on the basis of a few clues. At the next stage (steps 4 and 5) they make up their own stories to fit the clues. At step 4 learners should ideally work in pairs or groups, but if they are not used to this they could work first as individuals, perhaps making up their story for homework, and then get together in groups to share ideas.

At steps 6-9 they compare stories. At the end of this they should be keen to and/or hear read the newspaper story (step 10) to find out what really happened.

1 Write up on the board:

The Characters:

A shopkeeper
Her two children
A young man
An eight-year-old boy
The police

The Setting:

A corner shop in Ashton-under-Lyme, Manchester.

The Props (things used in the story):

A balaclava
A packet of Smarties
A plastic bag
A gun

Some phrases from the story:

A young man came in to buy a newspaper
He pointed a gun at her and told her to fill up the bag
I pretended to reach for some money
They are taking the case very seriously, like all cases which involve a firearm, fake or not

2 Explain some of the words and phrases which might cause difficulties. A *balaclava* is like a ski mask. It covers someone's face so only their eyes can be seen. *Smarties* are small brightly coloured sweets with chocolate covered in a thin layer of sugar. A *fake* is something which is imitation, which is not real.

3 Ask learners what they think happened in the story, but do not tell them if their guesses are right or wrong.

4 Ask them to try to guess what happened in the story. Tell them to use as many of the ideas on the board as they can. The best thing is for them to work in pairs or groups and discuss their ideas. This will give them a lot of speaking practice.

5 Tell them you are going to ask some of them to tell their stories to the class. Give them some time to prepare their stories. Go round and listen as they work.

6 When they have had enough time to prepare their stories appoint a spokesperson for each group. Ask the groups to work with the spokesperson to prepare the final version of their story.

7 Ask one of them to tell the story. Try to choose someone who thinks the young man is the robber.

8 Ask the others if their stories are the same or different. Choose someone who has a different story and ask them to tell it. Try to choose someone who thinks the eight-year-old is the robber.

9 Engage the class in a discussion as to whose story is the most likely.

10 Hand out the story for them to read. Or, if you want them to have some listening practice you can read the story out before they read it.

Eight-year-old tries to rob sweet shop.

Manchester police are looking for an eight-year-old boy who attempted to hold up a sweet shop last night in the suburb of Ashton-under-Lyme.

The boy, who was wearing a balaclava, went into the corner shop and bought a packet of Smarties for 25p. As the shopkeeper gave him his change a young man came in to buy a newspaper. The boy waited until the man had gone then threw a plastic bag at the shopkeeper. At the same time he pointed a gun at her and told her to fill up the bag.

"I'm not sure whether he wanted me to fill it with sweets or with money," said the shopkeeper, who did not want to give her name. "I didn't know if the gun was real or not, but it certainly looked more real than the guns my little boy plays with. I was quite frightened because I had my children with me. I pretended to reach for some money, but I pressed the alarm instead. When it went off he turned and ran out of the shop."

She described the boy as 1.2 metres tall, and dressed in jeans and a dark coat. The police are asking the public to help. They say they are taking the case very seriously, like all cases which involve a firearm, fake or not.

10 Language work:

10.1 Identification

. Ask learners to underline all the phrases with *to*:

tries to rob sweet shop; attempted to hold up a sweet shop; to buy a newspaper; told her to fill up the bag; whether he wanted me to fill the bag with sweets or with money; who did not want to give her name; I pretended to reach for some money; asking the public to help.

10.2 Analysis. Ask them to look at these patterns:

PATTERN A

VERB	<i>to</i>	VERB
tries	<i>to</i>	rob
attempted	<i>to</i>	hold up
(not) want	<i>to</i>	give
pretended	<i>to</i>	reach for

PATTERN B

VERB	NOUN	<i>to</i>	VERB
told	her	<i>to</i>	fill up
wanted	me	<i>to</i>	fill
asking	the public	<i>to</i>	help

Look at these sentences. Are they pattern *A* or pattern *B*?

- I need to borrow some money.
- We need someone to help us.
- The boy ordered her to fill up the bag.
- We always had to get up early.
- Can you help me to carry these boxes?

10.3 Help your learners to organise their knowledge of verbs followed by *to*:

These are the commonest verbs with pattern *A*:

agree, appear, attempt, begin choose, continue, decide, expect, forget, happen, hate, help, hope, intend, love, live, learn, mean, plan, prefer, pretend, promise, refuse, remember, seem start, try, want, would like.

How many of these verbs are to do with speaking?
How many are to do with thinking?
Can you find other words in the box which mean the same as: *appear, attempt, begin, intend, like, want*?

These are the commonest verbs with pattern *B*:

advise, allow, enable, expect, help, intend, invite, mean, order, prefer, tell, want warn (usually *warn* someone *not to*), *wish, would like*.

Can you find eight words that are also used with pattern *A*?
How many words are to do with speaking?
How many words are to do with wanting or liking?

10.4 Practice:

Lead class discussions based on this:

Choose ***either***:

- Three things you *want/would like* to do over the next year.
- OR
- Three things you *hope/intend/plan to do* over the next year.

Write down the three things in your book. Close your book. See how many things you can remember.

You can listen to a few sentences before learners close their books, then make sure they all have their books closed and lead a class discussion about what people want to do and about what they hope to do. These sentences will generally be pattern *A*.

Lead more class discussions based on this:

Choose ***either***

- Three things your teacher *doesn't allow you to do* in class.
- OR
- Three things you *would like someone to give you*

Write down the three things in your book. Close your book. See how many things you can remember.

Again you can listen to a few sentences before learners close their books, then make sure they all have their books closed and lead a class discussion about what people want to do and about what they hope to do. All these sentences will be pattern A.

11 Round-up:

Ask learners to read the story for homework and be ready to tell the story next lesson. It is useful to build up a repertoire of stories so that in future lessons you can ask learners *Who can remember the story about ...* and ask them to tell one of the stories that they have studied. This is a good way of getting them to remember the useful language they have encountered.

12 Vanishing words

- a) Take a sentence from the text. For example:

As the shopkeeper gave him his change a young man came in to buy a newspaper.

- b) Write the full sentence on the whiteboard¹.

- c) Ask one or two learners to read it out.

- d) Rub out two or three words:

___ the shopkeeper ___ him his change a young man came in ___ buy a
_____.

- e) Ask learners to work in groups of three or four. Tell them to work as a group to recall the sentence. Ask a learner to recall the sentence. Ask the class if the recall is correct. If they are not satisfied, they can go on guessing until they are content.

- f) Remove more words:

___ the shopkeeper ___ his _____ a _____ man _____ in ___ buy a
_____.

- g) Repeat e).

- h) Go on until you have removed all the words.

You can make this activity more difficult:

- 1 By choosing a more complex sentence:

Manchester police are looking for an eight-year-old boy who attempted to hold up a sweet shop last night in the suburb of Ashton-under-Lyme.

¹ You can use Power point very effectively for this activity if you have the facilities.

2 By removing several words at each stage:

*Manchester _____ are _____ for an eight-year-old boy _____ to hold
up a _____ shop last night in the _____ of Ashton-under-Lyme.*

3 By asking learners to work in pairs or individually instead of groups of three or four.

Brave pensioner Foils Raid on Jewellery Store

Tell learners that this lesson is based on a true story which was reported in several British newspapers in October 2008. The first stage (steps 1 to 3) involves encouraging learners to speculate on the story on the basis of a few clues. At the next stage (steps 4 and 5) they make up their own stories to fit the clues. At step 4 learners should ideally work in pairs or groups, but if they are not used to this they could work first as individuals, perhaps making up their story for homework, and then get together in groups to share ideas.

1 Write up on the board:

The setting:

The street outside a Richmond jewellery shop.

The characters:

Two young men with sledge hammers.

A pensioner, believed to be 83.

50 onlookers.

Gabrielle Henry, a shop manager.

George Wilson.

Some phrases from the story:

“I’ve got your DNA.”

Rolex watches.

Snatched the balaclava from one of the criminals.

Last seen getting on a number 17 bus.

Without him they would have got clean away.

2 Explain some of the words and phrases which might cause difficulties. A *sledge hammer* is a very big heavy hammer. A *balaclava* is like a ski mask. It covers someone’s face so only their eyes can be seen. *DNA* stands for deoxyribonucleic acid. This is genetic material which is specific to each individual. People can be identified from a sample of their DNA.

3 Ask one or two questions to encourage students to think about the story. For example:

Why might someone say *I’ve got your DNA*?

Who do you think got on a number 17 bus?

4 Ask learners what they think happened in the story, but do not tell them if their guesses are right or wrong.

5 Ask them to try to guess what happened in the story. Tell them to use as many of the ideas on the board as they can. The best thing is for them to work in pairs or groups and discuss their ideas. This will give them a lot of speaking practice.

6 Tell them you are going to ask some of them to tell their stories to the class. Give them some time to prepare their stories. Go round and listen as they work.

7 Ask one of them to tell the story.

OR

Ask each group to send a member as ambassador to another group to tell their story. They can then compare stories. Ambassadors can return to their own groups, perhaps with some new ideas. You can then ask them to work on their story again before telling it to the class.

8 After a group spokesman has told a story ask the other groups if their stories are the same or different. Choose someone who has a different story and ask them to tell it.

9 Engage the class in a discussion as to whose story is the most likely.

10 Hand out the story for them to read. Or, if you want them to have some listening practice you can read the story out before they read it.

PENSIONER FOILS ROBBERY

Two young men got a nasty shock when they tried to rob Ernest Jones, a Richmond jewellery shop. The men, wearing balaclavas, used sledgehammers to smash the windows of the shop. There were fifty people looking on without daring to interfere. Then a pensioner, believed to be 83, stepped forward and snatched the balaclava from one of the criminals and shouted "I've got your DNA."

The two robbers were taken completely by surprise. Throwing down their hammers they ran away as fast as they could. The pensioner, still carrying the balaclava, walked away, and was last seen getting on a number 17 bus.

"I saw this¹ old guy go past and push one of them over. He grabbed his balaclava and shouted 'I've got your DNA.' The other guy stopped hitting the window and they ran off," said Gabrielle Henry, who manages WT Spa, another shop in the street.

Another onlooker, George Wilson, said: "I thought it was great. He was an old man, but he was really brave. There were about fifty people watching, but he was the only one brave enough to do anything. Without him they would have got clean away."

Police believe that the thieves were after Rolex watches in the shop, which has been robbed at least three times in the past year. They have asked the pensioner to come forward. They are sure that, with his help, they will be able to catch the criminals.

¹ The demonstrative adjective *this* is often used instead of the indefinite article, *a/an*, in informal spoken English:

I met this strange woman yesterday.

I had this dreadful headache last night.

11 Language work.

11.1 Identification:

Ask learners underline all the phrases with verbs ending in *-ing*.

***Wearing** balaclavas; There were fifty people **looking on**; **throwing** down their hammers; still **carrying** the balaclava; last seen **getting** on a number 7 bus; stopped **hitting** the window.*

11.2 Explanation:

Verbs with *-ing* are used:

- to describe people and things: *a man wearing a balaclava*. We often see this after *There is/are/was/were* : *There were fifty people **looking on***.
- after verbs like *see* and *hear*: *last seen **getting** on a bus; I saw him **getting** on a bus*.
- after time words like *still*, *after*, *before*: *still **carrying** the balaclava; after **smashing** the windows they were going to steal the jewellery*.
- to describe an action that happened immediately before another or at the same time as another: ***throwing down** their hammers, they ran away as fast as they could*.
- After the verbs like *stop* and *start*.

Which group do these belong to, *a*, *b*, *c*, *d* or *e*.

*I heard someone trying to get into the house.
There were lots of people waiting for the bus.
I have to get changed before going out.
Snatching off the man's balaclava he shouted 'I've got your DNA'.
She could smell something burning.
They began shouting.*

11.3 Practice.

You can play a memory game to practice *-ing* forms. Start off by saying *On my way to school today I saw a man waiting for a bus*. Put a matchstick drawing on the board of a man standing by a bus stop and say *I saw a man waiting for a bus and ...?* Add another matchstick drawing of two boys playing football to elicit *On my way to school today I saw a man waiting for a bus and two boys playing football*. Add other drawings, for example two women talking, a dog eating a bone, a cat chasing a mouse and so on.

Ask learners one after another to recite the list : ... *a man waiting for a bus, two women talking, a dog eating a bone and a cat chasing a mouse*.

Then begin to rub pictures off the board, putting just a number in their place, so that learners have to remember what they have seen. At the same time you can continue to add pictures until the learners have to remember six or seven items.

You can vary this by asking the learners to contribute drawings.

12 Useful phrases:

Ask learners to choose three phrases which they think will be useful to them in the future. Lead a class discussion to collect a list of phrases.

13 Recall exercise:

Here is a possible recall exercise. It focuses mainly on elements of the text which provide cohesion.

Ask learners to read paragraphs 2, 3 and 4 very carefully. Explain that they will be asked to recall the wording of the text.

*** two robbers were taken completely by surprise. ***** down their hammers **** ran away as fast as **** could. *** pensioner, still ***** the balaclava, walked away, *** *** last seen ***** on a number 17 bus.

"I saw **** old guy go past and push *** ** ***** over. He grabbed his balaclava and shouted 'I've got your DNA.' *** ***** guy stopped hitting the window and they ran off," said Gabrielle Henry, *** ***** WT Spa, another shop in the street.

***** onlooker, George Wilson, said: "I thought it was great. ** was an old man, but ** was really brave. ***** were about fifty people watching, *** he was the only one brave enough to do anything. ***** *** they would have got clean away."

14 Round-up:

Ask learners to read the story for homework and be ready to tell the story next lesson. It is useful to build up a repertoire of stories so that in future lessons you can ask learners *Who can remember the story about ...* and ask them to tell one of the stories that they have studied. This is a good way of getting them to remember the useful language they have encountered.



Unit 22

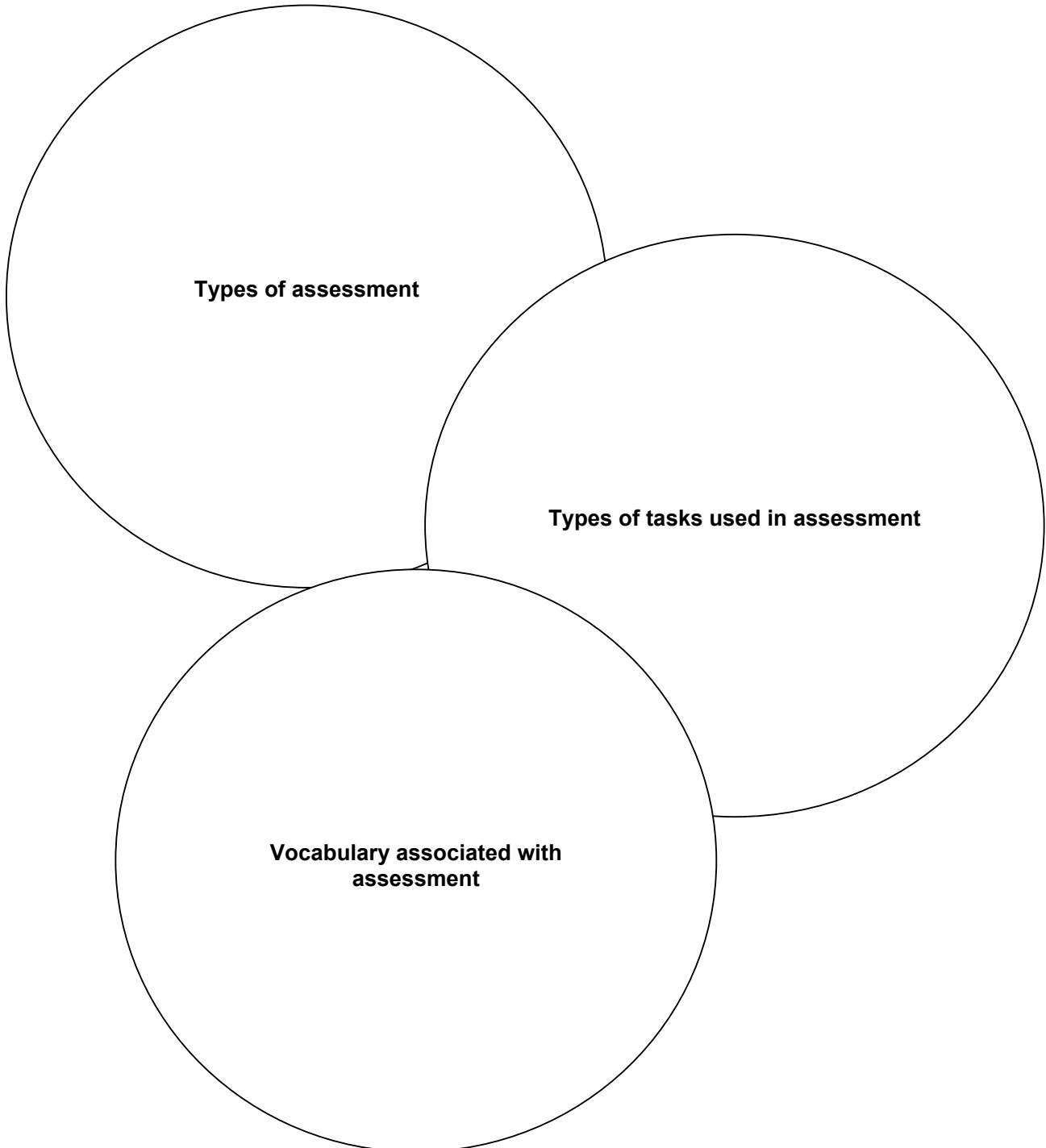
Choosing assessment activities



Module 2 – Assessment activities

① Assessment word association

Brainstorm together the words and phrases you associate with the headings below and write them in the circles.



Module 2 – Assessment activities

② Why assess?

Brainstorm all the reasons you can think of for why we assess learners.



Module 2 – Assessment activities

③ Which assessment activity?

Here are some classroom activities the teacher can collect assessment information from. Match the assessment activities in the box to the correct example.

Assessment activity

open comprehension question	true/false	matching	sentence transformation
multiple choice	cloze	sentence completion	

Example	Assessment activity
Mount Everest is the . mountain in the world. (a) higher (b) highest (c) most high	
It was a . day. The sun was . The air was . and the sea was .. We decided to go for a	
The sun moves around the earth.	
I don't know why it happened, she said. She said .	
She woke up so late she . The train.	
fair thin tall dark fat short	
Where did the family go on holiday?	

Module 2 – Assessment activities

④ Formal vs. informal assessment

Assessment can be either formal or informal. Look at the following words. Which ones do you associate with formal, which with informal? Are there any which can be applied to both?

Standardised

Self-assessment

Subjective

Certificates

Score

Projects

Portfolio

Objective

Report

Grade

Module 2 – Assessment activities

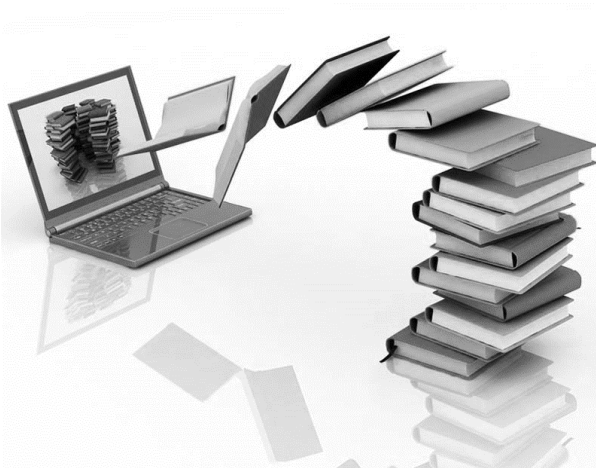
⑤ Why use informal and formal assessment activities?

Look at the table of different methods of classroom-based assessment and assessment out of class. Consider possible pros and cons of each method of assessment, and then compare ideas with your colleagues.

When	How	Pros	Cons
In class	<ul style="list-style-type: none">Asking learners about activities they like/dislike, strengths weaknesses in English	<ul style="list-style-type: none">	<ul style="list-style-type: none">
	<ul style="list-style-type: none">Observing learners as they do classroom activities	<ul style="list-style-type: none">	<ul style="list-style-type: none">
	<ul style="list-style-type: none">Informal testing	<ul style="list-style-type: none">	<ul style="list-style-type: none">
	<ul style="list-style-type: none">Formal testing	<ul style="list-style-type: none">	<ul style="list-style-type: none">
Out of class	<ul style="list-style-type: none">Marking homework	<ul style="list-style-type: none">	<ul style="list-style-type: none">
	<ul style="list-style-type: none">Formal testing	<ul style="list-style-type: none">	<ul style="list-style-type: none">

Part 2

Selection and use of resources





Unit 23

Consulting
reference
resources to help in
lesson preparation



Module 2 - Consulting reference resources

① Lesson planning

Why is the teacher's book not always a sufficient resource for planning lessons?

Module 2 - Consulting reference resources

② Collocation match

Cut up the cards, one set for each group. Participants work together to match the collocation, which all refer to possible reference resources.

One half of the collocation is **bold** and the other half is in *italics*.



bilingual	<i>dictionary</i>	coursebook	<i>unit</i>
monolingual	<i>dictionary</i>	learner	<i>dictionary</i>
learning	<i>centre</i>	phonemic	<i>chart</i>
vocabulary	<i>builder</i>	overhead	<i>transparency</i>
grammar	<i>activities</i>	Internet	<i>links</i>
teacher's	<i>book</i>	grammar	<i>reference</i>
reference	<i>materials</i>	teaching	<i>resources</i>
authentic	<i>material</i>	head	<i>word</i>
audio	<i>script</i>	dictionary	<i>entry</i>

Module 2 - Consulting reference resources

③ What would you use when?

Discuss the following situations, which type of resource would you use for each one? Two have been completed as examples.

Situation	Resource
Class tests	
Practising lexis	
Finding out about different methodologies	
Analysing complex grammar structures	<i>Grammar, language analysis publications</i>
Designing teaching materials	
Checking meaning	
Checking parts of speech	
Clarifying sounds	<i>Dictionaries; phonemic charts</i>
Ideas for teaching young learners	
Improving writing	
Developing reading skills	
Making lessons motivating	
Helping learners to work independently	

Module 2 - Consulting reference resources

④ My favourite reference resources

Work in small groups and discuss the following questions before completing the table below.

Which reference resources do you use?

Which ones are your favourites?

Which would you recommend to your colleagues?

Work in groups and complete the table, then share your recommendations and experiences with the other groups. Two examples are given.

Recommended reference resources	What we like about them
BBC/British Council Teaching English	Good source of ideas for classroom activities and has downloadable lesson plans
Learners' dictionaries	They give good examples of use and pronunciation of words which learners can understand



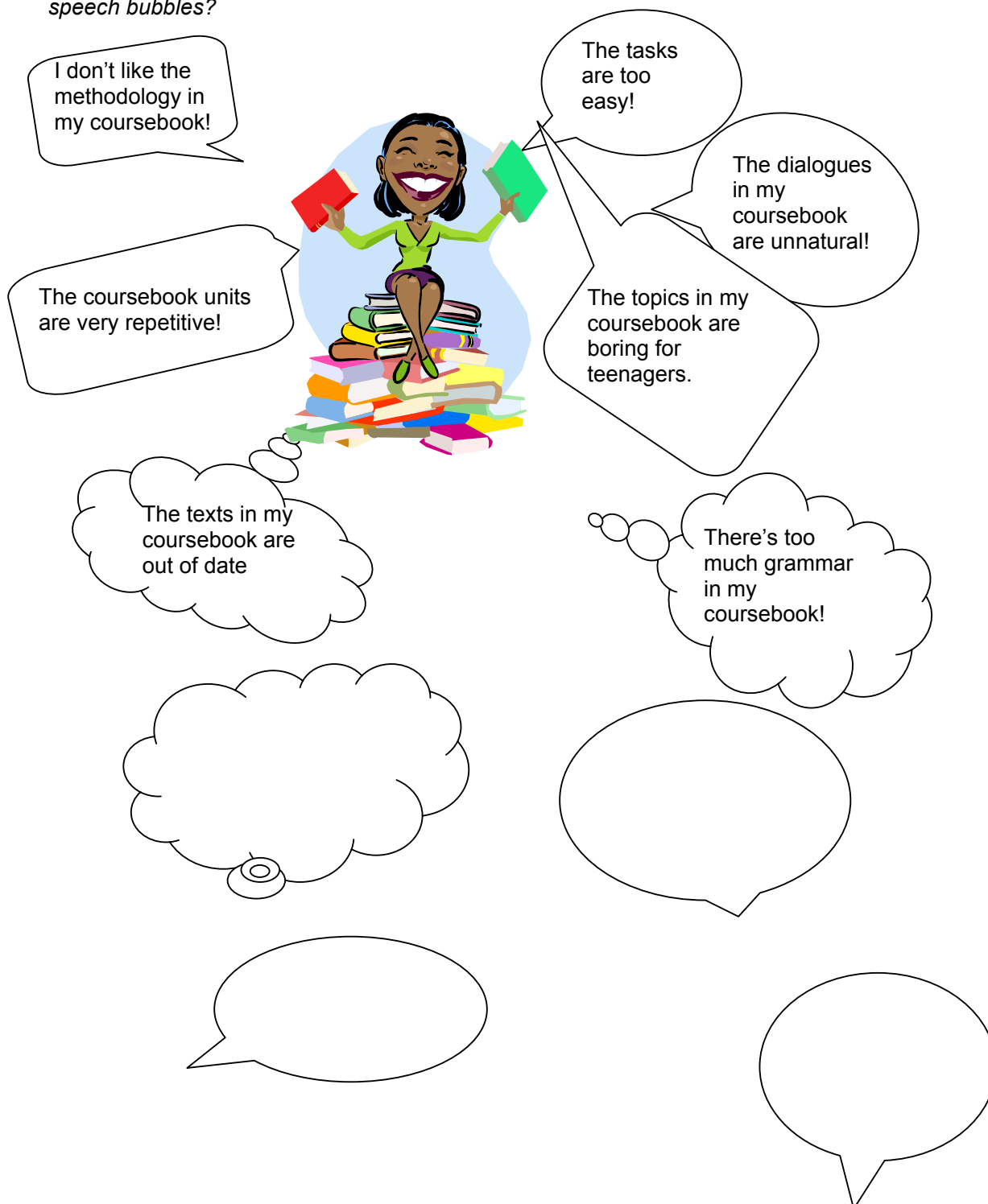
Unit 24

**Selection and
use of
coursebook
materials**



① Coursebook issues

Look at these comments from teachers. Are any of these situations familiar to you? Have the other members of your group experienced similar difficulties? Can you add any more issues in the empty speech bubbles?



Module 2 – Coursebook materials

② Coursebooks – pros and cons

Work in groups. Brainstorm and list all the reasons you can think of for and against using coursebooks.

Pros	Cons

Module 2 – Coursebook materials

③ Letters to the Headmistress

Read these letters and discuss what advice you would give to help teachers adapt coursebooks to deal with these problems. What would you write in reply?

Dear Headmistress
Many of the topics in my coursebook don't interest my class. What can I do?
Miss S Teecher

Dear Headmistress
The dialogues in my textbook are very unnatural, they only practise grammar points. Please advise me.
Mr E Prof

Dear Headmistress
The illustrations and texts in my coursebook do not relate to my learners' culture. How can I solve this problem?
Mr C Shok

Dear Headmistress
All the units in my coursebook have the same format. This is very boring for me and my class. Help!
Mrs D Motivait

Dear Headmistress
The listening and speaking tasks in my coursebook are too difficult for my class. What should I do?
Mr S Master

Dear Headmistress
The reading texts in my coursebook are out-of-date. Can you give me your advice please?
Mrs M Reader

Dear Headmistress
The speaking activities in my coursebook don't relate to the 'real world'. What would you advise me to do?
Miss R Chek

Module 2 – Coursebook materials

④ Evaluating coursebooks

How do you decide whether your coursebook is useful for your learners' needs? Here are some questions which you can use to evaluate the units in your book. Match each group of questions to a heading in the table.

Headings	Questions
Content	
Activities	
Language	
Teacher's book	
Layout	
Learning strategies	

Module 2 – Coursebook materials

Questions

A

Are the interaction patterns varied?
Is there a balance between accuracy and fluency?
Are they logically sequenced?
Are they supported by clear instructions?
Do they recycle language?
Is there provision for mixed levels?

B

Is the design attractive?
Is the content clearly set out?
Is there enough space for learners to read the materials easily?
Is there space for learners to write if need be?

C

Is it meaningful?
Is it accurate?
Is it up-to-date?

D

Are workable lesson plans provided?
Are there good explanations of key language points?
Are answers to activities given?
Are there suggestions for additional/optional activities?

E

Is it age-appropriate?
Is it culturally appropriate?
Is it appropriate to their interests and needs?

F

Are there opportunities for learners to assess their own work?
Is there any discussion of organising and planning work?
Are learners taught how to learn and store vocabulary?
Are they given study tips?

Session Plan: The Coursebook as a Flexible Tool

by Costas Gabrielatos

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Coursebooks have been variously regarded by teachers as the Bible, a guide, a crutch, a necessary evil, or a burden. The seminar presented coursebooks in their true dimension: a helpful tool that teachers can use flexibly, and combine with other resources.

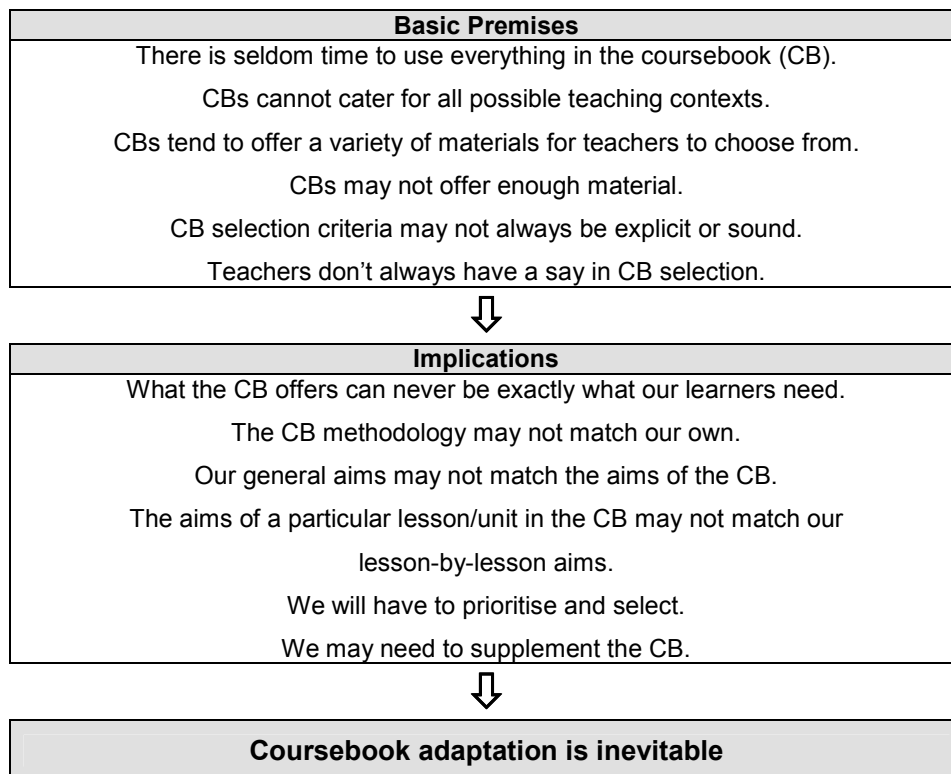
Coursebooks are not always clear regarding the methodology they use in terms of 'what' and 'how' to teach. There are also cases of inconsistency between stated and actual methodology. Finally, coursebooks cannot be relevant to all teaching/learning contexts (see Cunningham, 1995: 5-6; Dendrinos, 1992: 39-47). Similarly, supplementary materials (i.e. collections of tasks/activities for the teaching of specific areas, such as vocabulary or listening) usually give little or no information about their underlying methodology, or the place of the activities in a lesson. Consequently, teachers need to adapt published materials according to the needs of particular classes.

But appropriate adaptation requires teachers to recognise and be informed about the methodology used by the author(s), or to be able to identify the lack of clear methodology. What is more, teachers need to be conscious of their own methodological orientation, that is their theories and beliefs about the nature of language and teaching/learning (Woods, 1996: 190-212). Such awareness is important because teachers' actual practice may contradict their perceived methodological orientation (see Karavas-Doukas, 1996; Scrivener, 1996: 80). Therefore, the effectiveness of coursebook use is contingent on the level of the teachers' awareness and knowledge.

(from Gabrielatos, 2001/2002).

These are the handouts from a guest seminar I conducted at the TESOL Greece Special Event Issues in ELT: Persistent Problems, Practical Solutions, Hellenic American Union, Athens, Greece, 22 October 2000.

materials adaptation: option or necessity?



GENERAL GUIDELINES

what to check in a coursebook

Identify CB actual methodology (which may differ from the stated one)
Identify CB syllabus (topic? notional? functional? structural? combination?)
Content and balance (grammar, lexis, pronunciation, skills, strategies)
Identify CB organisation (starting point, integration, recycling)
Identify lesson/unit aims (don't teach 'pages'!)

what to check in a lesson / unit

Content and Balance	Grammar Lexis Pronunciation Skills Integration Learning Strategies
Aims	Relevance Quantity Challenge
Topics	Relevance Interest
Methodology	Telling vs. Eliciting Input vs. Discovery Teaching vs. Testing Teacher vs. Learner centered Fluency vs. Accuracy Communication vs. Mechanical Practice
Materials (i.e. texts, visuals, exercises, activities, tasks)	Methodology Relevance Quantity Sequencing Grading
Texts	Relevance to aims Complexity Authenticity Length Interest
Support	Rules Explanations Guidelines

adaptation alternatives

What can I adapt?	<ul style="list-style-type: none"> • Aims • Topics • Texts • Visuals • Guidelines and Explanations • Exercises, Activities, Tasks • Games, Quizzes, Questionnaires
How can I adapt it?	<ul style="list-style-type: none"> • Omit • Re-order • Replace • Change • Combine • Add
Where do I find alternative materials?	<ul style="list-style-type: none"> • Same CB • Other ELT books • Publications (newspapers, magazines, encyclopedias, novels etc.) • Media (radio, TV) • Internet • Corpora • Own materials

why may I want to adapt?

Omit because ...	<ul style="list-style-type: none"> • Learners are clear about a language point. • Learners are competent in a skill. • There are too many tasks on a particular area/point. • The item/area concerned is not a priority. • The item/task is not well designed. • The item/task is not well-suited to its aim(s). • The topic is not appropriate for learners.
Re-order or combine to ...	<ul style="list-style-type: none"> • Match your aims. • Use a practice task for lead-in and elicitation. • Revise an area earlier than the CB does. • Compare and contrast areas. • Provide thematic unity. • Provide an appropriate follow-up.
Replace because ...	<ul style="list-style-type: none"> • Texts are of inappropriate length. • Materials are inappropriate to the aim. • Materials are inappropriate to the learners' age/ experience. • Materials are unclear/ confusing / misleading. • Tasks are badly designed.
Add because ...	<ul style="list-style-type: none"> • Areas are not covered (sufficiently). • Texts/pictures/tasks are not provided. • Texts/pictures/tasks are fewer than needed. • Tasks are limited in scope. • Tasks are of limited range re. methodology.

what to check in materials with a lexical focus

Focus	<ul style="list-style-type: none"> • Single words and multi-word items • Denotation and connotation. • Register and genre • Collocation and colligation. • Affixation
Materials and Procedures	<ul style="list-style-type: none"> • Are learners given the meaning or are they guided to discover it? • Is there a clear context for presentation/discovery and practice? • How rich is the context? • Are learners given enough language data to discover/understand meaning and use? • Are lexical items grouped? Is the grouping meaningful and memorable? • Do exercises/activities teach or test? • Is there a balance between global and focused activities? • Is there a balance between free and controlled activities? • Are the activities realistic? • Are the activities personalised?

what to check in materials with a grammar focus

Focus	<ul style="list-style-type: none"> • Form • Meaning • Function • Use
Methodology	<ul style="list-style-type: none"> • Deductive vs. Inductive • Form → Meaning vs. Meaning → Form • Comprehension/Interpretation vs. Production
Data	<ul style="list-style-type: none"> • Context • Text vs. Examples • Amount • Authenticity • Clarity • Interest • Usefulness
Rules & Explanations	<ul style="list-style-type: none"> • Terminology • Clarity • Accuracy • Generality • Amount of detail • Exceptions • Usefulness
Practice	<ul style="list-style-type: none"> • Context • Amount • Focus (form, meaning, use) • Communication (purpose, audience) • Interest • Personalisation • Effectiveness

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Unit 25

**Selection and
use of
supplementary
materials**



① Supplementary material – what's that?

Look at the items on this grid. Which ones are supplementary materials? Tick the appropriate boxes – an example is done for you.

Story book for primary learners	√
Aims	
Listening for gist	
Alternative coursebooks	
Board game created by teacher	
Crossword puzzle	
Pairwork	
Song	
Dice	
Syllabus	
Hand-out summarising grammar information	√
Interaction patterns	
Information gap worksheet	
Book of conversation topics	
Vocabulary quiz from BBC	
Graded reader	
Scheme of work	
Book of writing activities	
Practice tests	

② Supplementary survey

You are going to carry out a survey on the following 4 themes relating to supplementary materials:

- availability
- teacher-made materials
- to supplement or not
- supplementary preferences

Your trainer will give you a set of questions on your theme. Each group has a different set of questions.

- 1) Discuss in your groups how you will conduct the survey, e.g. will each of you take one question to ask all the teachers in the other groups, or will you 'interview' a number of people each. Then discuss how you will represent the information, e.g. using a chart, table, simple sentences etc.
- 2) Conduct the survey in your own group. Make sure you record the results.
- 3) Now conduct the survey with the teachers in the other groups. Make sure you record their answers.
- 4) In your group, put the information together in the format you agreed in step 1.
- 5) Present your findings to the class.

③ Criteria for evaluating supplementary materials

What things do you or would you look for in supplementary materials? Add five ideas or more to the examples in the table.

Supplementary materials should....
<ul style="list-style-type: none">• correspond to topics learners are interested in• not involve too much preparation• come with clear instructions for use

④ Guideline snap

Work in group and discuss the following question:

When teachers make their own materials, what do they need to think about?

Now play the game: Guideline snap.

You will each have a set of cards - some with examples of things they need to think about, some with questions relating to the examples.

Your aim is to get as many matches of examples and questions as you can.

Your trainer will explain the game to you.

④ Materials design guidelines Snap - for trainers



Aims	<i>How will the materials help the teacher to achieve the main learning outcomes of the lesson?</i>
Skills	<i>Will the materials help to develop, for example, reading for general understanding, speaking, listening comprehension, or process writing?</i>
Activity	<i>What kinds will the material include? e.g., grammar quiz; vocabulary matching, role play etc.</i>
Motivation	<i>Will the materials stimulate learners? Will they meet needs and interests? Will they be appropriate for different learning styles?</i>
Interaction patterns	<i>How will the task in the materials ask learners to work? In pairs, small groups, whole class? Why?</i>
Learner independence	<i>Does the material help learners to experiment and make their own decisions?</i>
Instructions	<i>Will these be clear to learners? Can they be demonstrated? Will any be written in the mother tongue, in English, or both in L1 and L2?</i>
Lesson stage	<i>What part of the lesson will the materials be used in?</i>
Time	<i>How much will you allow to make the materials properly? Can you ask colleagues to help you?</i>
User-friendliness	<i>Can the materials be re-used? Will other colleagues use them? If so, will they understand how to use them? Can the materials be adapted by other users?</i>
Practical resources	<i>Do you have access to a computer or photocopier to help you design your materials? -</i>
Teacher role	<i>What part do the materials tasks ask the teacher to play in class? For example, do they expect the teacher to be a monitor, controller, expert or provider of feedback?</i>

⑤ Snakes and ladders

Instructions

You will need a dice and some counters.

Rules

1. Throw the dice and move your counter forward the correct number of squares.
2. If you land on a square with no question, nothing happens to you, and you throw the dice again when it is your turn.
3. Every time your counter lands on a question square, you must answer that question.
 - a. If your question is on a square with no snake or ladder, just answer it correctly. If you answer it incorrectly, miss a turn.
 - b. If your question is on a snake's head, answer it correctly and you stay on your square. If you answer it incorrectly, go to the end of the snake's tail.
 - c. If your question is at the bottom of a ladder, answer it correctly and you go to the top of the ladder. If you answer it incorrectly, miss a turn.
4. The first player to reach square 100 is the winner.

Good luck!

Module 2 –Supplementary materials

⑤ Snakes and ladders - for trainers

100	99	98	What is a graded reader?	97	96	95	94	93	92	91	What is meant by 'timing' in a lesson plan?	
81	82	83		84	85	86	What is TTT?	88	89	90		
80	79	What's another word for transcript?	77	76	75		74	73	What's the difference between analyzing language and anticipating problems?	72	71	
61	Give an example of authentic listening material.	62	63	64	What is a 'lead-in'?	65	66	67	Give an example of when to pre-teach vocab	68	69	70
60	59	58	57	Give an example of realia.	56	55	54	53	52	51		
41	42	43				46	45	44	Is a rubric a written or spoken instruction?	48	49	50
40	What's the difference between bilingual and monolingual dictionaries?	39	38	37	36	35	Why is 'pace' important?	34	33	32	31	What are the main components of a lesson plan?
21	22	23	24	What does student-centred mean?	25	26		27	28	29	Give one reason why variety is important.	
20	What is a headword?	19	18	17	16	15		14	13	What's the difference between a syllabus and a scheme of work?	12	11
1		3	4	What are 3 types of lesson aims?	5	6	7	8				10

Module 2 –Supplementary materials

⑤ Answer cards - for trainers

4 What are the 3 types of aims? Main, subsidiary, personal. (Stage aim is another possibility)	13 What's the difference between a syllabus and a scheme of work? A syllabus specifies what learners will study on the course. A scheme of work is a plan for a few lessons.	31 What are the main components of a lesson plan? Aims, procedure, timing, materials, anticipated problems, assumed knowledge etc.
24 What does student-centred mean? Teacher controls less and gives students opportunities to work things out for themselves.	29 Give one reason why variety is important. For example, to maintain learner motivation.	40 What's the difference between a bi-lingual and a mono-lingual dictionary? A bi-lingual dictionary translates into the mother-tongue. A mono-lingual dictionary gives alternative meanings in the same language.
57 Give an example of realia. Train timetable, leaflet, menu etc.	61 Give an example of authentic listening material. A song, BBC World Service radio etc.	79 What is another word for transcript? Tapescript.
98 What is a graded reader? A books in which the language has been simplified for language learners.	42 Is a rubric written or spoken instructions? Written.	86 What is TTT? Teacher talking time. The amount of time during a lesson that the teacher speaks compared to the learners.
91 What is meant by timing in a lesson plan? The estimated amount of time that each stage/task/activity will take.	20 What is a lead-in? A short, introductory activity to prepare class for topic/theme etc.	35 Why is 'pace' important? To make sure activities take the right amount of time so that learners remain motivated.
67 Give an example of when we would pre-teach vocabulary. Before listening or reading, to help learners with difficult vocabulary.	73 What's the difference between analysing language and anticipating problems? Analysing - teacher looks at form/ use of language when preparing lessons. Anticipating- teacher looks at what learners might find difficult, and thinks of solutions.	20 What is a headword? In dictionaries, it is a key word, usually at the start of an entry and usually given in bold.



Unit 26

Selection and
use of
teaching aids



Module 2 –Teaching Aids

① Scramble

Unscramble the letters in the box to find the teaching aids.

carakbborld	
drehitwoab	
torprojec veorheda	
epomctur	
sceastte creorder	
perlay dc	
dovei	
chirflpat	
lasiuv dais	
fles-cacses netrce	

Can you add any other teaching aids to the list?

Module 2 –Teaching Aids

③ Teaching aids - advantages and disadvantages

Do you have any favourite aids? Which ones?

What do you use them for?

Have you had any problems in using them?

Now work in groups. Discuss the aids and make notes in the grid. An example has been completed for you.

Teaching aid	Advantages/use	Disadvantages
Black/white board	Give examples of target language; write up instructions; make drawings; write up ideas from brainstorming; write up answers.	Teacher has back to class; handwriting may be difficult to understand; limited space; quality of drawings depend on teacher's ability.
Overhead projector		
Computers		
Cassette recorder/tapes/ CDs		
Videos/DVDs		
Visual aids: flashcards		
Realia		
Puppets		
Phonemic charts		
Teacher		

Module 2 –Teaching Aids

④ Recommendations

Which type of teaching aid would you recommend to teachers in the following situations? Discuss and note your answers.

Learners need to develop listening skills, but are very nervous about listening to tapes.	
The coursebook mainly uses texts to present new language. The layout is not very attractive.	
Teacher would like an interesting way of teaching vocabulary such as shiny, glossy, gleaming, sparkling etc, which didn't rely on dictionaries.	
Teacher wants to introduce stories to young learners involving fairy-tale characters.	
Teacher wants to summarise the main points of the lesson at the end of each class, highlighting points in different colours.	
Teacher wants to encourage learners to use dictionaries to help them with pronunciation.	
Teacher wants to encourage learners to study outside class.	

Module 2 –Teaching Aids

② Teaching aids - views

Look at this list of statements. Which ones do you agree with? Do you disagree with any? Put a tick '✓' in the box to show where you agree and a cross 'X' for those you don't agree with. Then, compare with your group and discuss your reasons.

Teaching aids help teachers provide more stimulating lessons.	
Teaching aids distract learners from the main focus of the lesson.	
Teaching aids, apart from the board, are impractical with large classes.	
Teaching aids such as overhead projectors save lesson time.	
Using transparencies helps cut down on photocopies.	
Using realia is a good way of helping learners to learn vocabulary.	
Using realia can seem silly and childish to teenage and adult learners.	
Flashcards are really useful because they can be used to introduce and to practice language.	
Computers are unhelpful because they take away teacher control.	
It is best to avoid electrical or technical equipment because there is too high a risk of it breaking down.	
Videos help learning because learners can see and hear language being used in meaningful contexts.	
Video is not good in class, because it makes learners passive.	

Mock Tests



Mock

1

Candidate Name _____ Centre Number _____ Candidate Number _____

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS
English for Speakers of Other Languages
TEACHING KNOWLEDGE TEST

002

MODULE 2
Lesson planning and use of resources for language teaching 1 hour 20 minutes

Additional materials:
Answer sheet

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 in the spaces at the top of this page. Write these details 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 on this paper.

Each question carries one mark.

2

For questions 1 – 6, match the textbook rubrics with the activity aims 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.

Textbook rubrics

1 Use the words and phrases to produce a paragraph about yourself.

2 Use the train timetable to find the best train for each family to catch.

3 Complete the gaps in the newspaper article using the correct verb forms.

4 Use the information from the recording to decide if the statements are true or false.

5 Share your opinions on the topic with other students.

6 Choose the best headline for the article.

Activity aims

A to provide controlled written grammar practice of recently taught language

B to personalise recently taught vocabulary through a writing activity

C to give students practice in identifying details in a listening text

D to give students practice in oral fluency

E to provide practice in reading for specific information

F to provide practice in reading for general understanding

G to provide practice in process writing

3

For questions 7 – 12, match the classroom activities with their main teaching aims listed A, B and C.
Mark the correct letter (A, B or C) on your answer sheet.

- 7 Learners make a recording of a radio programme they have written.
- A to focus on voiced and unvoiced sounds
B to provide a sense of achievement
C to improve discipline
- 8 Learners do a grammar exercise on a CD-ROM.
- A to focus on pronunciation
B to focus on fluency
C to focus on form
- 9 In groups, learners do a quiz about elephants before reading a story about them.
- A to test their memory
B to give peer feedback
C to generate interest in a topic
- 10 After a groupwork discussion activity, learners work with a partner from another group to share information.
- A to vary the interaction pattern
B to give restricted practice of target language
C to focus attention on learning strategies
- 11 A group of actors comes to the school to perform a short play in English for the learners.
- A to give learners exposure to language
B to increase learners' participation
C to develop learner autonomy
- 12 Learners do an activity which involves one learner memorising parts of a text to dictate to their partner.
- A to clarify meaning
B to develop gist listening skills
C to focus on accuracy

4

For questions 13 – 19, match the lesson aims with the target language 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.

- Lesson aims**
- 13 to help students understand and produce the spoken form of regular past tenses
- 14 to help students write a set of instructions for a process
- 15 to help students make contrasts
- 16 to help students hold a discussion on a current topic
- 17 to help students write questions for a survey about favourite holiday activities
- 18 to help students understand and use the third conditional
- 19 to help students talk about family relationships
- Target language**
- A expressions for agreeing and disagreeing
- B question tags
- C possessive adjectives
- D verb + gerund
- E the comparative form of adjectives
- F weak forms in connected speech for *would / have / had*
- G verb endings */t/, /d/, /ɪd/*
- H joining phrases, such as *first of all, next and at the end*

5

For questions 20 – 27, match the information from different lesson plans with the lesson plan headings listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

Lesson plan headings

- A

Alms
- B

Procedure
- C

Assumptions

Information from different lesson plans

- 20

Students will remember how to form present perfect simple statements from the last lesson.
- 21

By the end of the lesson, students will be able to form present perfect simple questions.
- 22

Improve use of functional language for talking about experiences.
- 23

Ask pairs to act out a role-play between a reporter and a film star.
- 24

Students already know what a past participle is.
- 25

Students could complete the second task if they finish early.
- 26

Students may have problems with authentic listening.
- 27

Students listen to the recording to check their answers.

6

For questions 28 – 33, read the stages of the lesson plan about the advantages and disadvantages of school and work 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

Students read the article, answer comprehension questions and check their answers in pairs.
- B

Students look at a picture of a schoolgirl called Anna, and the title of an article about her, and then read some questions a journalist asked her.
- C

Students complete a gapped paragraph, using appropriate language forms.
- D

Students read some opinions of people who work, and tick (✓) the ones they agree with.
- E

Students read the article quickly, underlining the answers given to the journalist's questions.
- F

Students use the information from the article to act out the interview.

7

Lesson plan

- ♦ In groups, students brainstorm their own views on the advantages and disadvantages of being at school.
28
- ♦ Students compare their ideas and discuss in pairs whether they think school is better or worse than being at work.
29
- ♦ Students predict the content of the newspaper interview.
30
- ♦ Students check in pairs.
31
- ♦ The teacher leads whole-class feedback.
- ♦ The teacher tells the class to work in pairs; one of them is Anna and the other is the journalist.
32
- ♦ The teacher elicits some of the advantages and disadvantages of being at school or working, and notes these on the board, e.g. *work hours are more flexible than school hours; working is better paid than going to school!*
- ♦ Students look at the sentences on the board and the teacher revises comparatives.
33
- ♦ Students write up their views on the advantages and disadvantages of school and work.

8

For questions 34 – 40, look at a teacher's assessment aims and the three possible methods of assessment for each listed A, B and C.

Two of the methods of assessment are appropriate for each aim. One of the methods is **NOT**.

Mark the method (A, B or C) which is **NOT** appropriate on your answer sheet.

- 34 To assess whether students have understood how to use narrative tenses, it would **NOT** be appropriate for
- A students to tell each other a story about a time when they were very surprised.
 - B students to complete a story in which some of the verbs have been taken out.
 - C students to read a story and select three pictures which best match what happened.
- 35 To assess whether students have understood some basic information about article use, it would **NOT** be appropriate for
- A students to underline examples of articles in a text and then select the rule which best explains the use in each case.
 - B students to circle examples of articles in a text and categorise them according to their use.
 - C students to read a text containing examples of different uses of articles and translate the text into their L1.
- 36 To assess whether students can use comparative structures in spoken English, it would **NOT** be appropriate for
- A students to compare their own country with another, using at least five comparatives.
 - B students to correct the mistakes in the use of comparatives in a short report.
 - C students to talk about food from different countries and say how it is similar or different.
- 37 To assess whether students can use punctuation to communicate clearly, it would **NOT** be appropriate for
- A students to label different features of punctuation, e.g. *comma, full stop*, in a letter.
 - B students to write a letter to a friend, telling him/her about their latest news.
 - C students to punctuate a short letter which has been written without any punctuation.

9

- 38 To assess whether students know when to use *used to* for past habits, it would **NOT** be appropriate for
- A students to write about what they did as a child, responding to prompts, e.g. *clothes, toys*.
 - B students to write sentences about a man who has become famous, contrasting his old and new life.
 - C students to tell a story about something funny which happened to them as a child.
- 39 To assess whether students can use functional exponents for buying something in a shop, it would **NOT** be appropriate for
- A students to write short dialogues between shop assistants and customers.
 - B students to complete the shop assistant's part of a dialogue in a shop.
 - C students to do a role-play between a shop assistant and customer, changing roles after a few minutes.
- 40 To assess whether students can use the present perfect, it would **NOT** be appropriate for
- A students to discuss the positive and negative experiences they had at primary school.
 - B students to mingle to find out who has the most experience of travelling to other countries.
 - C students to write questions for a job interview to find out about an applicant's work experience.

10

- For questions 41 – 47, look at the types of information and extracts from two different dictionaries. Decide which extract (A or B) contains each type of information. If the type of information is **NOT** given in either extract A or B, choose C (neither). Mark the correct letter (A, B or C) on your answer sheet. You will need to use some of the options more than once.

Dictionary extracts

A Extract A

achieve *verb*
to succeed in finishing something or reaching an aim
VERB + ACHIEVE *aim to We aim to achieve an increase in sales.*
ADJ + ACHIEVE *be easy to, be impossible to*

Adapted from: *Oxford Collocations Dictionary for Students of English*. OUP, 2002

B Extract B

error *noun*
1 = **mistake**, inaccuracy, fault, miscalculation
2 = **wrongdoing**, fault, offence, sin

Adapted from: *Collins Paperback Thesaurus*. Collins, 2008

C Not given in either Extract A or Extract B

Types of information

- 41 use in context
- 42 register
- 43 individual words which have a similar meaning to the headword
- 44 common phrases
- 45 words which have the opposite meaning to the headword
- 46 more than one meaning of the headword
- 47 example of the position of the headword in a sentence

11

For questions 48 – 54, choose which unit in a pronunciation resource book listed A – H, a teacher could use to help her students with their pronunciation problems.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

Students' pronunciation problems

- 48 Students can't hear the difference between *bin* and *been*, *bad* and *bed*.
- 49 Students find it hard to say the underlined parts of words like: *spoon*, *exercise*, *mistake*.
- 50 Students pronounce each word separately, so their speech doesn't sound smooth.
- 51 Students' speech in conversations sounds flat and uninterested.
- 52 Students sometimes mispronounce words which have the same spelling but a different meaning, such as *to record* / *a record*; *to present* / *a present*.
- 53 Students can't hear individual words when people talk.
- 54 Students don't pronounce the phonemes /ʒ/, /dʒ/, /z/, /v/. They replace them with corresponding phonemes /j/, /tʃ/, /s/, /t/.

Units in a pronunciation resource book

- A Recognising minimal pairs
- B Understanding connected speech
- C Producing voiced consonants
- D Expressing attitude through voice
- E Practising groups of consonant sounds
- F Distinguishing parts of speech through stress
- G Using contrastive stress
- H Practising linking

12

For questions 55 – 60, match the classroom activities with the reasons for using pictures in class 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.

Reasons for using pictures

- A to raise awareness of intonation
- B to provide linguistic support before receptive skills work
- C to practise reading for detail
- D to practise extensive listening
- E to practise listening for specific information
- F to provide controlled spoken practice
- G to provide practice in producing a paragraph of text

Classroom activities

- 55 Students look at some pictures of people and match descriptions from a magazine article with the pictures.
- 56 Students, in groups, look at pictures painted by famous artists and express their opinions, using a dialogue which they learned earlier to support them.
- 57 Students listen to a recording of five people saying 'hello' and look at pictures of people whose faces show different feelings. They match the feelings to the speakers.
- 58 Students look at six pictures and put them in the order they are mentioned in a short recording.
- 59 Students look at a picture. The teacher focuses on words students need to know in an article they will study later in the lesson.
- 60 Students look at a picture of a person they know well and write a description of the person.

13

For questions 61 – 67, match the learners' problems with their coursebook with the strategies a teacher can use to deal with these problems 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.

Learners' problems with their coursebook

- 61 I can't understand how to do the exercises in the progress tests.
- 62 There's lots of new and useful vocabulary in the book, but it's difficult to remember.
- 63 I like the reading texts, but there's so much language that I don't understand in them.
- 64 The book has lots of fun speaking activities, but it doesn't introduce much new grammar.
- 65 I never know what to write about so I don't do the writing tasks well.
- 66 Every unit is the same ... it gets a bit boring after a while.
- 67 The listening practice in the coursebook is too easy for me.

Strategies

- A Get students to brainstorm ideas in pairs or as a group before they start.
- B Use repetition drills for practice in listening to and producing structures.
- C Use supplementary materials to extend the coursebook topic and provide a variety of approaches to texts and language.
- D Suggest that students keep a record on cards or in a notebook and review this regularly.
- E Give students practice in class with similar task types.
- F Familiarise students with some internet sites that can help them learn rules about language.
- G Tell students about internet sites where they can hear ungraded, authentic language.
- H Train students to work with key words and to deduce meaning from context.

14

For questions 68 – 73, match the main aims of the coursebook activities with the sequence of coursebook activities 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 aims

- 68 to focus on peer correction
- 69 to focus on written accuracy
- 70 to practise reading for gist
- 71 to focus on content, when planning a formal letter of complaint
- 72 to give interactive freer practice
- 73 to practise reading for attitude

15

Sequence of coursebook activities

A Look through these letters from people who have just returned from holiday. Match the letters (1-4) to the main subjects of complaint (a-d).

B Look at each letter again. Decide which writer is the most angry about his/her complaint.

C Read the description of a problem a student has with his accommodation and decide: What information could the student include in a letter to his landlord, the owner of the accommodation?

D Work in pairs. One of you is the student who is renting the accommodation and the other is the landlord. The student telephones the landlord. Role-play the discussion and record yourselves.

E Listen to the recordings of your classmates and identify any mistakes you hear.

F Now use the words and expressions about time and frequency in the box to complete the letter that the student sent to the landlord.

G Make notes of any new words and expressions you want to learn from this unit.

Adapted from *IELTS Express Intermediate* by Hallows R., Lisboa M. and Unwin M. Thomson, 2006

16

For questions 74–80, match the questions with the supplementary activities listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

Supplementary activities

A Work in pairs. You each have a picture of some children in a playground, but your pictures are not the same. Talk together and find the differences. When you have finished, compare your pictures.

B Look at this picture of a room in a house for one minute. You are not allowed to write anything down. When your teacher tells you, turn your picture over, then write down the answers to the questions you will be asked on a separate piece of paper.

C You have a map with a route which starts at the station and ends at the library. Student B has the same map without a route. Give directions to help him/her to draw the same route as yours. You are not allowed to show him/her your map.

Questions

74 Which activity is useful for practising imperatives?

75 Which activity practises the present continuous?

76 Which activity provides a more challenging role for one partner?

77 Which activity could be used as a calming individual activity after a lively game?

78 Which activity can be used to practise questions using *some* and *any*?

79 Which activity depends on memory?

80 Which activity provides both students with a reason for listening?

[illegible]

If the candidate is **ABSENT** or has **WITHDRAWN** shade here

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

1	A	B	C	D	E	F	G	H	I
2	A	B	C	D	E	F	G	H	I
3	A	B	C	D	E	F	G	H	I
4	A	B	C	D	E	F	G	H	I
5	A	B	C	D	E	F	G	H	I
6	A	B	C	D	E	F	G	H	I
7	A	B	C	D	E	F	G	H	I
8	A	B	C	D	E	F	G	H	I
9	A	B	C	D	E	F	G	H	I
10	A	B	C	D	E	F	G	H	I
11	A	B	C	D	E	F	G	H	I
12	A	B	C	D	E	F	G	H	I
13	A	B	C	D	E	F	G	H	I
14	A	B	C	D	E	F	G	H	I
15	A	B	C	D	E	F	G	H	I
16	A	B	C	D	E	F	G	H	I
17	A	B	C	D	E	F	G	H	I
18	A	B	C	D	E	F	G	H	I
19	A	B	C	D	E	F	G	H	I
20	A	B	C	D	E	F	G	H	I
21	A	B	C	D	E	F	G	H	I
22	A	B	C	D	E	F	G	H	I

23	A	B	C	D	E	F	G	H	I
24	A	B	C	D	E	F	G	H	I
25	A	B	C	D	E	F	G	H	I
26	A	B	C	D	E	F	G	H	I
27	A	B	C	D	E	F	G	H	I
28	A	B	C	D	E	F	G	H	I
29	A	B	C	D	E	F	G	H	I
30	A	B	C	D	E	F	G	H	I
31	A	B	C	D	E	F	G	H	I
32	A	B	C	D	E	F	G	H	I
33	A	B	C	D	E	F	G	H	I
34	A	B	C	D	E	F	G	H	I
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36	A	B	C	D	E	F	G	H	I
37	A	B	C	D	E	F	G	H	I
38	A	B	C	D	E	F	G	H	I
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40	A	B	C	D	E	F	G	H	I
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43	A	B	C	D	E	F	G	H	I
44	A	B	C	D	E	F	G	H	I
45	A	B	C	D	E	F	G	H	I
46	A	B	C	D	E	F	G	H	I
47	A	B	C	D	E	F	G	H	I
48	A	B	C	D	E	F	G	H	I
49	A	B	C	D	E	F	G	H	I
50	A	B	C	D	E	F	G	H	I
51	A	B	C	D	E	F	G	H	I

52	A	B	C	D	E	F	G	H	I
53	A	B	C	D	E	F	G	H	I
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78	A	B	C	D	E	F	G	H	I
79	A	B	C	D	E	F	G	H	I
80	A	B	C	D	E	F	G	H	I

Module 2 answer key

1	B	21	A	41	A	61	E
2	E	22	A	42	C	62	D
3	A	23	B	43	B	63	H
4	C	24	C	44	A	64	F
5	D	25	B	45	C	65	A
6	F	26	C	46	B	66	C
7	B	27	B	47	A	67	G
8	C	28	D	48	A	68	E
9	C	29	B	49	E	69	F
10	A	30	E	50	H	70	A
11	A	31	A	51	D	71	C
12	C	32	F	52	F	72	D
13	G	33	C	53	B	73	B
14	H	34	C	54	C	74	C
15	E	35	C	55	C	75	A
16	A	36	B	56	F	76	C
17	D	37	A	57	A	77	B
18	F	38	C	58	E	78	A
19	C	39	B	59	B	79	B
20	C	40	A	60	G	80	A

Mock

2

Candidate Name _____

Centre Number	Candidate Number

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

TEACHING KNOWLEDGE TEST

002

MODULE 2

Version 07

Lesson planning and use of resources for language teaching

1 hour 20 minutes

Additional materials:

Answer sheets

Soft clean eraser

Soft pencil (type B or HB is recommended)

TIME 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces at the top of this page.

Write these details on your answer sheet **if they are not already printed**.

Do not open this booklet until you are told to do so.

There are eighty questions in this paper.

Answer **all** questions.

Mark your answers **on the separate answer sheet**. Use a pencil.

You may write on the question paper, but you must mark your answers in pencil on the answer sheet. You will have no extra time for this, so you must finish in one hour and twenty minutes.

At the end of the test, hand in both the question paper and the answer sheet.

INFORMATION FOR CANDIDATES

Each question in this paper carries one mark.

This question paper consists of 15 printed pages and 1 blank page.

For questions **1-6**, match the textbook rubrics with the lesson aims listed **A**, **B** or **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

Lesson aims

- | | |
|----------|---------------------------------|
| A | developing pronunciation skills |
| B | developing reading skills |
| C | developing vocabulary |

Textbook rubrics

- | | |
|----------|--|
| 1 | Choose the best summary of each paragraph. |
| 2 | Listen and group the words according to whether they have two, three or four syllables. Practise saying them in pairs. |
| 3 | Complete this chart with the correct prefixes or suffixes. |
| 4 | Indicate on the map the way that Kate went, according to the information given. |
| 5 | Read and listen to the dialogue and underline the weak forms. |
| 6 | Circle the noun in each set which does not collocate with <i>have</i> . |

For questions **7-15**, match the information from a lesson plan with the lesson plan headings listed **A-E**.

Mark the correct letter (**A-E**) on your answer sheet.

You need to use some options more than once.

Lesson plan headings

- A** Lesson aim(s)
- B** Anticipated problem(s)
- C** Procedure and interaction
- D** Aids and resources
- E** Personal aim(s) of teacher

Information from a lesson plan

- 7**

 Stronger students may dominate in pairwork.
- 8**

 Remember to use gestures to encourage self-correction whenever possible.
- 9**

 Develop dictionary skills.
- 10**

 Students use dictionaries individually to check the meaning of vocabulary.
- 11**

 Students have difficulty with phonemic transcriptions.
- 12**

 Dictionary on CD-Rom.
- 13**

 Raise students' awareness of learning strategies.
- 14**

 Students complete the task in groups.
- 15**

 Students, in pairs, match phonemic transcriptions to the correct spellings of vocabulary.

For questions **16-22**, look at the stages of an integrated skills lesson, each of which has three possible main aims listed **A**, **B** or **C**.

Two of the aims for each stage are appropriate. One of the aims is **NOT** appropriate.

Mark the aim (**A**, **B** or **C**) which is **NOT** appropriate on your answer sheet.

Stages	Main aims
<div data-bbox="191 590 250 646">16</div> <div data-bbox="305 600 404 632">Lead-in</div> <ul style="list-style-type: none"> The teacher shows the students some photographs of a famous singer and elicits what they know about him. The teacher asks the students what they can guess about the singer from the photos and title of an article. The students decide whether written statements about the singer could be true or false. 	<div data-bbox="948 737 1170 768">To help students</div> <ul style="list-style-type: none"> A have a purpose for reading. B learn new grammar items. C develop prediction skills.
<div data-bbox="191 1108 250 1165">17</div> <div data-bbox="305 1119 435 1150">Reading 1</div> <ul style="list-style-type: none"> The students quickly read an article about the singer to find out whether their answers to the true/false questions were correct. They compare their answers in pairs. 	<div data-bbox="948 1178 1284 1209">To encourage students to</div> <ul style="list-style-type: none"> A infer the writer's attitude. B scan. C only read necessary information.
<div data-bbox="191 1472 250 1528">18</div> <div data-bbox="305 1482 440 1514">Reading 2</div> <ul style="list-style-type: none"> The students underline the topic sentence of each paragraph. The students are given a jumbled list of paragraph headings. The students match the headings to the topic sentences in the article. 	<div data-bbox="948 1604 1317 1635">To give students practice in</div> <ul style="list-style-type: none"> A identifying the main points of a text. B reading extensively. C understanding how texts develop.

19 Vocabulary development

- The students read definitions of some phrases from the text.
- The students find phrases in the text which match the definitions.
- The students compare their answers in pairs.

20 Language focus

- The teacher elicits typical language used in a biography, such as past forms and adverbs of time.
- The students underline examples of past forms and adverbs of time in the text.

21 Writing

- The students use the library or a computer to find out information about a famous person of their choice.
- The students write a text about this person's life, including past forms and adverbs of time.
- The students look at each other's work and correct it.

22 Class mingle

- The students put their texts up on the classroom wall. They do not say who the famous person is.
- The students look at everyone's texts to identify who the people are.
- The students mingle and ask each other 'yes/no' questions about the people in the texts they cannot identify. (Example: Is he still alive?)

For students to

- A** learn new expressions.
- B** practise deducing meaning from context.
- C** develop oral fluency skills.

To give students an opportunity to

- A** develop writing skills.
- B** revise language.
- C** prepare for the writing stage.

To encourage students to

- A** focus on the layout of a text.
- B** practise the language they have learned.
- C** develop independent learning skills.

For students to practise

- A** reading skills.
- B** oral communication skills.
- C** editing skills.

For questions **23-29**, put the stages of a writing skills lesson plan in order.

Mark the correct letter (**B-H**) on your answer sheet.

The first stage (**A**) is done for you. You do not need to use option **A** again.

0	..A..	A The teacher gives the students a short newspaper article about a swimming pool in their town that may close down and tells them they are going to write a letter to the newspaper to ask for the pool to stay open.
23	B Students choose the six best reasons and the teacher writes these on the board.
24	C Groups check each other's letters for grammar and spelling errors and correct these.
25	D The teacher asks students in groups to brainstorm reasons for keeping the swimming pool open.
26	E The teacher asks the students in their groups to write a draft letter using three of the reasons from the written list.
27	F The teacher collects all the letters to send to the editor of the newspaper.
28	G Groups tell the whole class their list of reasons.
29	H Groups write an improved draft of their letter.

For questions **30-35**, match the example assessment items with their grammatical focus 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.

Grammatical focus

- | | |
|----------|-------------------------|
| A | superlatives |
| B | past simple |
| C | present continuous |
| D | gerunds and infinitives |
| E | present simple passive |
| F | second conditional |
| G | relative pronouns |

Example assessment items

30

Complete the sentences with the correct word(s).

I there for six years before moving to Budapest.

31

Complete the descriptions with *who* or *which*.

This is a kind of cheese is made from goat's milk not cow's milk.

32

Rewrite the sentences using the correct form of the verbs in brackets.

Where (you/fly) if (you/be) a bird?

33

Complete the sentences with the correct form of the verbs in brackets.

Coffee (grow) in Brazil. It (export) to many countries in the world.

34

Complete the sentences with ... *+ing* or *to + ...* .

I decided (send) a letter to my friend.

35

Complete the sentences with an appropriate adjective.

Shanghai is the city in the world.

For questions **36-40**, look at the syllabus areas which a teacher wants to test and three possible testing methods.

Two of the methods are suitable for testing the syllabus areas. One of the testing methods is **NOT** suitable.

Mark the method (**A**, **B** or **C**) which is **NOT** suitable on your answer sheet.

36 spelling of everyday words connected with food and cooking

- A** The teacher dictates 25 words from a recipe.
- B** Students, in pairs, discuss differences between two pictures of kitchens.
- C** Students find mistakes in a restaurant's menu.

37 knowing the correct word stress for the names of different countries

- A** Students underline the appropriate syllable(s) in country names.
- B** Students look at three different patterns and categorise each country name under the correct pattern.
- C** Students write country names in the right position on a map of the world.

38 correctly using regular and irregular past simple forms

- A** Students tell their partner a story about what they did last summer.
- B** Students write an essay about their hopes and plans.
- C** Students do a gap-fill task about a bank robbery in which all the verbs are missing.

39 taking part in simple shopping conversations

- A** Students read a text about new supermarkets in Britain.
- B** Students do a role-play about buying new shoes.
- C** Students record themselves performing a dialogue in a department store.

40 narrating events in writing

- A** Students write an email to a friend about something funny that happened to them recently.
- B** Students write a business letter to order a product.
- C** Students write a story based on a sequence of pictures.

For questions **41-47**, choose which book listed **A-H** could help a teacher who is interested in the topics below.

Mark the correct letter (**A-H**) on your answer sheet.

There is one extra option which you do not need to use.

Books

	Title	Author	Publisher
A	<i>Poem into Poem</i>	Maley, A & Moulding, S	CUP
B	<i>Using Readers in Language Teaching</i>	Hedge, T	Macmillan
C	<i>Learning to Learn English</i>	Ellis, R & Sinclair, B	CUP
D	<i>Learner English</i>	Swan, M & Smith, B	CUP
E	<i>English Phonetics and Phonology</i>	Roach, P	CUP
F	<i>Visuals for the Language Classroom</i>	Wright, A & Haleem, S	Longman
G	<i>Mixed Ability Classes</i>	Prodromou, L	Macmillan
H	<i>Keep Talking</i>	Klippel, F	CUP

Teacher's interests

- 41** developing fluency skills
- 42** exploiting a class library
- 43** helping students to become independent learners
- 44** teaching intonation
- 45** finding ways of teaching students at different levels
- 46** focusing on creative writing
- 47** using pictures to present language

For questions **48-55**, read the dictionary entry. Match the extracts from the dictionary entry with the information they provide 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.

Dictionary entry

scowl 1 / skaʊl / v [I] to look at someone in an angry way; frown: *Patrick scowled, but did as he was told.* [+ at] *Mum scowled at him and refused to say anything.*
scowl 2 n [C] an angry or disapproving expression on someone's face; frown: *She looked at me with a scowl on her face.*

Adapted from: *Longman Dictionary of Contemporary English*. Longman, 2003

Extracts	Information
48 [+ at]	A headword
49 n	B definition
50 to look at someone in an angry way	C register
51 scowl	D synonym
52 She looked at me with a scowl on her face.	E plural form is possible
53 [C]	F verb form has no object
54 frown	G part of speech
55 [I]	H dependent preposition
	I example sentence

For questions **56-61**, match the examples of unit content with the unit headings from a book on teaching 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.

Examples of unit content	Unit headings
56 forming and joining letters	A Planning a lesson
57 developing students' interactive strategies	B Using the blackboard
58 aims and stages	C Teaching handwriting
59 providing a clear written record for students	D Reading activities
60 features of connected speech	E Role-play
61 getting students to predict content	F Teaching pronunciation G Testing

For questions **62-67**, match the ways a teacher can adapt a written text with the teaching purposes 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.

Teaching purposes

- A** to focus on linking words and phrases
- B** to raise learners' awareness of register
- C** to make the text more accessible to weaker learners
- D** to generate interest in the topic covered by the text
- E** to highlight particular grammatical patterns
- F** to develop learners' proofreading skills
- G** to work out meaning from surrounding context

Ways a teacher can adapt a written text

- 62** removing from the text all the verbs which follow prepositions
- 63** replacing nouns with nonsense words and asking learners to provide the original words
- 64** putting some spelling mistakes into the text
- 65** shortening the text and paraphrasing parts of it
- 66** re-writing the text in an informal style and asking learners to compare it with the original
- 67** jumbling the paragraphs and asking learners to re-order them correctly

For questions **68-73**, match the student activities with the learning aids 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.

Learning aids

- | | |
|----------|-----------------------------|
| A | overhead transparencies |
| B | workbooks |
| C | authentic printed materials |
| D | flashcards |
| E | video clips |
| F | role-cards |
| G | bilingual dictionaries |

Student activities

- | | |
|-----------|---|
| 68 | Students, in groups, look at leaflets and brochures to get ideas on content and language for a formal writing task. |
| 69 | The whole class does a task to develop the skill of listening for detail. |
| 70 | Students act out conversations as doctors and patients. |
| 71 | Students complete extra grammar practice activities at home. |
| 72 | During formal presentations at the front of the class, students display the results of information they have collected. |
| 73 | Students are prompted by the teacher to call out the names of objects one after the other. |

For questions **74-80**, look at the supplementary materials for elementary learners and the three possible ideas for exploiting them.

Two of the ideas are appropriate in each situation. One of the ideas is **NOT** appropriate.

Mark the idea (**A**, **B** or **C**) which is **NOT** appropriate on your answer sheet.

74

The material would be useful for practising

- A** present simple questions.
- B** prepositions of time.
- C** reported speech.

75

The activity would probably work well with

- A** teenagers.
- B** young children.
- C** young adults.

76

The context would revise the vocabulary of

- A** places in town.
- B** free time activities.
- C** train travel.

77

The material would be suitable for practising

- A** requesting.
- B** making plans.
- C** giving permission.

78

The material would give practice in

- A** reading for gist.
- B** reading for specific information.
- C** reading for detail.

79

The activity would require the following interaction patterns:

- A** pairwork
- B** class mingle
- C** individual work

80

Useful pre-teaching for this task could include

- A** telling the time.
- B** giving directions.
- C** expressing ability.

20 PLANNING A DAY OUT

A

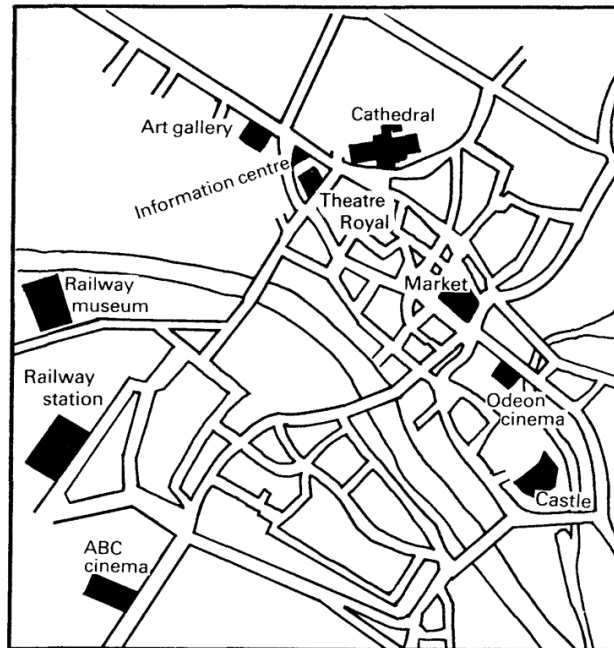
It is Tuesday 4 December.
 You are going to York for the day.
 You arrive at 9.30am.
 The last train home leaves at 22.35.
 You want to:

visit the castle
 go to the Railway Museum
 go to the art gallery
 visit the cathedral
 go to the market
 see a play or a film

You want to plan your day, so ring up York Tourist Information Centre and ask about opening and closing times.

Decide what you are going to do and when you are going to do it. You may not be able to do everything!

Draw in your route on the map.



B

It is Tuesday 4 December.
 You work in York Tourist Information Centre.
 Your job is to give information about things to do and places to visit in York.
 Here is a guide to the week's entertainments in York.

CASTLE Open March–October 9.30–18.30 October–March 9.30–16.00

RAILWAY MUSEUM Open Monday–Saturday 10.00–18.00

ART GALLERY Open 10.00–18.00. Closes 14.00 on Tuesdays

CATHEDRAL Open every day 7.00–18.00

CITY CENTRE SHOPS Open 9.00–5.30 every day

MARKET Tuesday mornings 9.00–13.00

CINEMAS

Odeon Cinema: *Star Wars* Starts 19.30; finishes 22.00

ABC Cinema: *Goldfinger* Starts 19.30; finishes 22.35

THEATRES

Theatre Royal: *Evita* Starts 19.30; finishes 22.15

From: *Elementary Communication Games* by Andrew Wright, Charles and Jill Hadfield.
 Longman, 1987

[illegible]

If the candidate is **ABSENT** or has **WITHDRAWN** shade here 

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79	A	B	C	D	E	F	G	H	I
80	A	B	C	D	E	F	G	H	I

TKT Module 2 Answer Key

Question	Answer	Question	Answer
1	B	41	H
2	A	42	B
3	C	43	C
4	B	44	E
5	A	45	G
6	C	46	A
7	B	47	F
8	E	48	H
9	A	49	G
10	C	50	B
11	B	51	A
12	D	52	I
13	A	53	E
14	C	54	D
15	C	55	F
16	B	56	C
17	A	57	E
18	B	58	A
19	C	59	B
20	A	60	F
21	A	61	D
22	C	62	E
23	D	63	G
24	G	64	F
25	B	65	C
26	E	66	B
27	C	67	A
28	H	68	C
29	F	69	E
30	B	70	F
31	G	71	B
32	F	72	A
33	E	73	D
34	D	74	C
35	A	75	B
36	B	76	C
37	C	77	C
38	B	78	A
39	A	79	B
40	B	80	C

Mock

3

TEACHING KNOWLEDGE TEST

MODULE 2

Lesson planning and use of resources for language teaching

SAMPLE PAPER 4

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.

PV5

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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.

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 <i>however</i> , <i>in addition</i> and <i>despite</i> from a list of options to fill the gaps in a text. |
| 4 | Learners replace a number of uses of <i>nice</i> and <i>good</i> 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 <i>School day</i> 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 <i>Then, After that, A bit later</i> . |
| 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

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.

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: <i>He worked very hardly; She sang beautiful.</i> |
| 42 | The teacher asked students to look up some expressions from a transcript to find out about formality, e.g. <i>You're joking!</i> |
| 43 | The teacher asked students to underline the key words in different phrases, e.g. <i>No! You're <u>pulling my leg</u>!</i> ; <i>She's the <u>apple of her father's eye</u>.</i> before finding them in the dictionary. |
| 44 | The teacher asked students to complete a gap-fill, e.g. <i>I tried _____ (do sport) last year but I didn't like it</i> , before checking in the dictionary. |
| 45 | The teacher asked students to focus on pronunciation problems after a speaking activity, e.g. <i>field</i> /fɪlɪd/, <i>river</i> /rɪvə/, <i>peach</i> /pi:tʃ/, by asking them to look the words up. |
| 46 | The teacher asked students to look up adjectives which are often confused, e.g. <i>lonely</i> and <i>alone</i> ; <i>excited</i> and <i>nervous</i> . |
| 47 | The teacher asked students to complete a grid of word families, e.g. <i>photograph</i> , <i>photographer</i> and <i>photographic</i> . 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*.

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 Scott Thornbury, *About Language. Tasks for Teachers of English*, 1997,
© Cambridge University Press, 1997

Extracts

54 *rude; straight; angry; quiet; slow; serious; perfect*

55 *-ic, -ive, -ed, -ful, -able, -al, -ish, -less, -like, -y*

56 Adjectives of evaluation:
→size→age→shape→colour→participle→noun-derived

57 Comparatives
He looks ~~more~~ younger than he really is.
He was younger and more polite.

58 Words like *our* and *your* are sometimes called possessive adjectives and sometimes possessive determiners (see Unit 11).

59 **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*

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)

Information

A shows the usual word order

B gives different examples of the same part of speech

C refers to another part of the book

D gives an example that does not follow the rule

E shows the appropriate register

F refers to a previously published book

G gives examples of suffixes

H gives guidance on correct and incorrect forms of language

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

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**.

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 **74 – 80**, match the teachers' problems with their coursebooks with the suggested solutions 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.

Suggested solutions

- A** Use class time for things like presentation, oral practice and learning strategies and set as much of the written work for homework as you can.
- B** Can any of the topic areas be exploited for ranking or role-play activities?
- C** You could try reading some of the texts aloud and get other teachers or L2 speakers to record the dialogues with you.
- D** Help students to read more efficiently by identifying topic sentences and using headings.
- E** Show your students how to make mind maps after each lesson.
- F** Put a large phonemic chart that you can refer to on the classroom wall.
- G** Set up situations in which a structure is used naturally so that the form and the meaning is clear from your model sentences.
- H** Encourage interest in graded readers and researching topics on the internet.

Teachers' problems with their coursebooks

- 74** My school can't afford the CDs that go with the book.
- 75** There are no written summaries of the new lexis that's been presented.
- 76** There are lots of comprehension exercises but that isn't helping my students' oral skills.
- 77** I can't imagine how I'm going to get through everything in the book by the end of the term but my head teacher says we must.
- 78** My students like having the opportunity to read longer texts but the ones in the book are really boring and unnatural.
- 79** The texts in the coursebooks are really long and the students often take a long time to complete them.
- 80** My students don't like having to learn grammatical terms and rules for new language. What should I do?

[illegible]

If the candidate is **ABSENT** or has **WITHDRAWN** shade here

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1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

1	A	B	C	D	E	F	G	H	I
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3	A	B	C	D	E	F	G	H	I
4	A	B	C	D	E	F	G	H	I
5	A	B	C	D	E	F	G	H	I
6	A	B	C	D	E	F	G	H	I
7	A	B	C	D	E	F	G	H	I
8	A	B	C	D	E	F	G	H	I
9	A	B	C	D	E	F	G	H	I
10	A	B	C	D	E	F	G	H	I
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13	A	B	C	D	E	F	G	H	I
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15	A	B	C	D	E	F	G	H	I
16	A	B	C	D	E	F	G	H	I
17	A	B	C	D	E	F	G	H	I
18	A	B	C	D	E	F	G	H	I
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27	A	B	C	D	E	F	G	H	I
28	A	B	C	D	E	F	G	H	I
29	A	B	C	D	E	F	G	H	I
30	A	B	C	D	E	F	G	H	I
31	A	B	C	D	E	F	G	H	I
32	A	B	C	D	E	F	G	H	I
33	A	B	C	D	E	F	G	H	I
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76	A	B	C	D	E	F	G	H	I
77	A	B	C	D	E	F	G	H	I
78	A	B	C	D	E	F	G	H	I
79	A	B	C	D	E	F	G	H	I
80	A	B	C	D	E	F	G	H	I

Answer Key: Module 2 Sample Paper 4			
Order	Key	Order	Key
1	G	41	B
2	C	42	H
3	A	43	D
4	B	44	F
5	E	45	G
6	D	46	A
7	G	47	C
8	F	48	B
9	B	49	G
10	D	50	C
11	H	51	A
12	A	52	D
13	E	53	E
14	A	54	B
15	C	55	G
16	C	56	A
17	A	57	H
18	B	58	C
19	C	59	D
20	A	60	F
21	C	61	A
22	B	62	A
23	D	63	C
24	B	64	C
25	C	65	B
26	B	66	A
27	A	67	E
28	B	68	D
29	E	69	C
30	G	70	A
31	C	71	B
32	A	72	H
33	F	73	G
34	H	74	C
35	F	75	E
36	C	76	B
37	D	77	A
38	A	78	H
39	B	79	D
40	E	80	G

Module

3

Module 3

Managing the teaching and learning process

Overview

TIMING	1 hour 20 minutes
NO. OF QUESTIONS	80
TASK TYPES	Objective tasks, such as matching and multiple choice.
ANSWER FORMAT	Candidates indicate their answers by shading the correct boxes on their answer sheets. Candidates should use a pencil.
MARKS	Each question carries one mark.

Syllabus

This module tests candidates' knowledge of what happens in the classroom in terms of the language used by the teacher or learners, the roles the teacher can fulfil and the ways in which the teacher can manage and exploit classroom events and interaction.

Title	Areas of teaching knowledge	Task types and format
Teachers' and learners' language in the classroom	<ul style="list-style-type: none"> using language appropriately, including use of L1/L2, for a range of classroom functions, e.g. instructing, prompting learners, eliciting, conveying meaning of new language sequencing of instructions identifying the functions of learners' language categorising learners' mistakes 	6 tasks consisting of 40 questions Tasks include matching and multiple choice.
Classroom management	Options available to the teacher for managing learners and their classroom in order to promote learning, e.g. <ul style="list-style-type: none"> classroom management teacher roles grouping learners correcting learners giving feedback appropriate to the learners and aims	6 tasks consisting of 40 questions Tasks include matching and multiple choice.

Teachers' and learners' language in the classroom

This part of Module 3 tests candidates' knowledge of the functions of classroom language, and how to adapt teacher language according to its audience and purpose. It also tests candidates' knowledge of the appropriacy of teachers' classroom language, how to analyse learners' language and categorise learners' errors.

Candidates need to demonstrate an understanding of concepts and terminology related to:

Syllabus area	Example testing focus
the functions commonly used by the teacher in the classroom	<ul style="list-style-type: none"> identification of a range of classroom functions and typical exponents appropriacy of use, e.g. degrees of simplicity of language, appropriateness of sequencing, degrees of formality, use of L1
identifying the functions of language used by learners in the classroom (tasks may involve analysis of learner language which is not completely accurate)	<ul style="list-style-type: none"> identification of common functions and typical exponents identification of communicative purpose appropriacy of use
categorising learners' mistakes	<ul style="list-style-type: none"> categorising types of mistakes, e.g. spelling, wrong verb form, subject-verb agreement

Classroom management

This part of Module 3 tests candidates' knowledge of the range and function of strategies available to a teacher for managing classes in ways appropriate to learners and to teaching and learning aims. These include variety of activity and pace, ways of grouping learners, techniques for correcting learners' mistakes and the roles a teacher can fulfil at different stages of the lesson.

Candidates need to demonstrate an understanding of concepts and terminology related to the following and their implications for the L2 classroom:

Syllabus area	Example testing focus
the roles of the teacher	<ul style="list-style-type: none"> common teacher roles, e.g. manager, diagnostician, planner
classroom management	<ul style="list-style-type: none"> managing the teaching space, establishing systems for praise and reward, establishing rules, routines and procedures; analysing learners' needs; building variety into lessons, planning lessons to meet learners' needs
grouping learners	<ul style="list-style-type: none"> common classroom interaction patterns and their uses grouping of learners and reasons for this
correcting learners	<ul style="list-style-type: none"> methods of correction and their appropriacy of use
giving feedback	<ul style="list-style-type: none"> the focus and purpose of feedback ways of giving feedback

WEB LINKS - MODULE 3 - PART 1

Unit 27. Using Language appropriately for a range of classroom functions.

<http://eltnotebook.blogspot.mx/2006/11/giving-and-checking-instructions.html>

<https://www.teachingenglish.org.uk/article/checking-understanding>

<http://www.smartclassroommanagement.com/2012/01/21/how-to-talk-to-difficult-students/>

Unit 28. Learner Language.

<https://www.teachingenglish.org.uk/article/non-verbal-communication>

<http://www.edweek.org/tm/articles/2016/06/17/what-english-language-learners-wish-teachers-knew.html>

Unit 29. Categorizing learners' mistakes.

<http://www.fluentin3months.com/language-learning-mistakes/>

<http://www.antimoon.com/how/mistakes-in-learning.htm>

WEB LINKS - MODULE 3 - PART 2

Unit 30. Teacher Roles.

<http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx>

<https://teach.com/what/teachers-change-lives/teachers-are-role-models/>

<http://study.com/academy/lesson/what-are-the-roles-of-a-teacher.html>

Unit 31. Grouping Students.

<https://www.teachingenglish.org.uk/article/grouping-students>

<https://www.teachingenglish.org.uk/article/working-pairs-groups>

<https://www.edutopia.org/blog/student-grouping-homogeneous-heterogeneous-ben-johnson>

<http://www.teachhub.com/30-ways-arrange-students-group-work>

Unit 32. Correcting Learners.

<https://www.teachingenglish.org.uk/article/error-correction>

<https://www.teachingenglish.org.uk/article/error-correction-1>

<https://www.teachingenglish.org.uk/article/error-correction-2>

<https://www.teachingenglish.org.uk/article/writing-correction-code>

Unit 33. Giving Feedback

<https://www.teachingenglish.org.uk/article/conducting-feedback-exercises-tasks>

<https://www.teachingenglish.org.uk/blogs/sandymillin/sandy-millin-importance-feedback>

<http://www.teachhub.com/teaching-strategies-essentials-giving-feedback>

<http://www.ihlondon.com/blog/posts/2014/giving-feedback-on-language/>

<http://www.onestopenglish.com/methodology/teaching-tips/ask-the-experts/methodology-questions/methodology-feedback-in-communicative-classrooms/146398.article>

<http://busyteacher.org/4272-how-to-provide-quality-feedback-in-the-esl.html>

Part 1

Teachers' and learners'

language in the classroom





Unit 27

Using language
appropriately for a
range of classroom
functions



Module 3 – Classroom functions

① Functions of teacher language

Look at the examples of teacher language. What is the function of each example? Choose from the options to complete the table and then add another example for each function.

Functions

- Praising
- Paraphrasing
- Giving instructions
- Narrating
- Prompting
- Explaining

Example of teacher language	Function
<ul style="list-style-type: none"> Look at the picture on page 10 and tell me 5 things you can see in it. 	
<ul style="list-style-type: none"> What game are they playing? 	
<ul style="list-style-type: none"> You use the present continuous for planned activity in the future. 	
<ul style="list-style-type: none"> Learner: He don't like that. Teacher: He ? Learner: He .doesn't like that. 	
<ul style="list-style-type: none"> OK, so she means here that she wants her son to tidy his bedroom 	
<ul style="list-style-type: none"> Last year I went on holiday to a very sunny place. I swam in the sea, read a lot of books and ate excellent food. 	
<ul style="list-style-type: none"> Well done! 	

Module 3 – Classroom functions

② Grading your language

Part 1

Look at the two sets of instructions for elementary learners for the game Find Someone Who

Right, now that you've had some time to consider this marvelous worksheet, I think it's appropriate for me to give you some instructions about what it is you are expected to do. What you have to do is get up, socialise, and ask your friends lots of questions. You have round about seven minutes or so for everything, OK? The point of the whole thing is to obtain a 'yes' answer for your questions, right? And if you do manage to find a friend who gives you a yes answer, just make sure that you remember to jot down their name against the question promote. One final, crucial rule. To keep you on your toes, there is a system whereby you can only ask one person three questions, and then you have to move on and speak to someone else.

Right everyone, we'll play a game. Ask your friends these questions. Write their name next to three questions if they say yes. But you can only ask three questions to one friend, then you must change. You have seven minutes. OK, 1,2,3 start!

What are the main differences between the two sets of instructions?

Which set is clearer for learners, and why?

What does 'grading language' mean?

Why is it important for a teacher to grade language in the classroom?

Part 2

Re-write these instructions for Sports Snap so that they are clearer and easier to understand for elementary learners:

You'll need to work in pairs for this one, if you don't mind. One person deals the cards out equally face down. There are 24 cards, so that's 12 each. Then you each familiarise yourselves with the clothes on the cards you have been dealt. The first player chooses a card, puts it face up in the middle of the table and says aloud what is on it. The next player chooses a card, puts it face up in the middle of the table and says aloud what is on it. Continue in this fashion until two cards are the same. If someone sees that there is a match they shout *Snap* and take all the cards. If they are wrong, they give up all the cards on the table to the first player. Continue like this. The player who has the most cards at the end of the game is the winner.

Module 3 – Classroom functions

③ Eliciting from learners

Sometimes learners will need you to tell them information and answers. At other times, it may be more effective if you elicit information and answers from them.

Think of two or more good reasons why eliciting information can be an effective and helpful thing to do in the classroom. Write your ideas in the box below and then compare your ideas with colleagues.

Eliciting information and answers can be a good idea because .

-
-

Module 3 – Classroom functions

④ Checking learners' understanding

What is the difference between the following words:

landlord tenant lodger

How can a teacher check that their learners understand the difference between the above words?

Look at this definition of the word 'landlord' and answer the questions below.

Landlord

A landlord is a person who owns a house. Someone else lives in the house and pays money to the owner of the house. This money can be paid weekly or monthly and is called rent.

Concept questions:

Who owns the house?

Does the landlord live in the house?

Who lives in the house?

Do they pay any money?

Who do they pay and how often?

Now write a definition for tenant and lodger. Then write some concept questions.

Tenant

Concept questions:

Lodger

Concept questions:

Module 3 – Classroom functions

⑤ Asking concept questions

Write concept questions to help learners understand the meaning of these sentences and phrases :

	Concept questions
I went to London.	
Would you mind if I opened the window?	
She must have gone out.	
He should have set his alarm.	
I used to swim a lot.	
You don't have to smoke outside.	
Columbus discovered America. Fleming invented penicillin.	
He borrow ten pounds from her. She lent ten pounds to him.	



Unit 28

Identifying the
functions of
learners'
language



Module 3 – Learner language

① Learners' classroom language

Look at the situations below and write down the language the learner would need for each situation and the function of the language.

Situation	Language learner needs	Function
Learner enters the class		
Learner leaves the class at the end of the lesson		
Learners are playing Snakes and Ladders (eg in 2.7 Supplementary Materials)		
Learner tells teacher that they haven't done their homework		
Learner doesn't understand something the teacher has said		
Learner wants more information about spelling and pronunciation of a word		
Learner isn't sure which page to look at		
Learners are working in pairs to check their answers		
Learners are working in groups		
A learner wants to leave the room		
A learner wants to know the translation of a word		

Module 3 – Learner language

② Learners' gestures

Sometimes learners use gestures and facial expressions to convey meaning.

What gestures of facial expressions would you use for the following in your culture?

- Boredom
- Not understanding
- Pointing
- Showing surprise
- Excitement
- Understanding
- Confusion

Are there any others that are common in your context?

Are they the same in different cultures? Are there any British gestures/facial expressions which would be considered inappropriate when speaking your language?

Module 3 – Learner language

③ How can we help learners with classroom language?

In the first task we saw that learners need to interact with the teacher and with each other in class.

This language often isn't in the course book and so we may need to help them with classroom language. How do you/can you help learners to develop the English they need to communicate in the classroom?

- 1) Work in small groups and discuss the pros and cons of what these four teachers do.
- 2) Then tell your colleagues what you do or would like to do to help learners develop their classroom English

Teacher 1

I put up posters of classroom language around the room at the start of term.

Teacher 2

I provide learners with the language they need when they need it.

Teacher 3

I encourage learners to make a list of useful words and phrases at the back of their notebooks.

Teacher 4

I don't have time to help my learners with classroom language, as there is too much we need to do in the book, so they just have to pick the language up as they go along.

Teacher 5

This is you! How do you help/would you like to help learners develop their classroom English?



Unit 29

Categorizing learners' mistakes



Module 3 – Learner mistakes

① Errors and slips

Mistakes can be categorised into two types: errors and slips. In pairs or small groups, discuss these questions:

- 1) Which one can be considered 'developmental', ie learners make mistakes because their learning of the item is as yet incomplete.
- 2) Which type can learners usually correct by themselves?

Module 3 – Learner mistakes

② Our typical mistakes

Follow the instructions below, working individually for the first task.

- Think of three typical mistakes your learners make. Write them in the box below.

Typical mistakes:

-
-
-

- Move around the room. Tell each other the three typical mistakes you have identified. Find 3 other teachers whose learners have similar mistakes to yours and make a group.
- In your group, discuss these mistakes – do you think they are errors or slips?
- Now form new groups with colleagues who identified different mistakes to yours. Tell each other about the typical mistakes your learners make.

Module 3 – Learner mistakes

③ Mistake categories

Work in groups and use this grid to categorise different types of mistakes that learners can make. Then give an example of each mistake. An example is done for you.

Category	Type of mistake	Example
Grammar	Mixing up the past simple and present perfect	<i>I have gone to the cinema yesterday.</i>
Register		
Lexis		
Pronunciation		
Misunderstanding what they hear		
Spelling		
Other		

Module 3 – Learner mistakes

④ Why do we make mistakes?

Look again at the grid you completed in the previous activity. What do you think caused these types of mistakes?

Now look at these causes in the following table and choose a meaning for each from the box.

Meanings

Feeling nervous about something	Not paying attention	Feeling tired	Converting from the mother tongue
Assuming a rule applies in all cases and over-using it	A stage in learning in which learners mix elements of their own language structure, rules, or pronunciation with the target-language when they use English. This is constantly changing as learners progress in the TL.		Applying the rules of the mother tongue to the target language


Causes	Meaning	Example
Interlanguage		
Mother-tongue interference		
Carelessness		
Translation		
Overgeneralisation/over-application of a rule		
Tiredness		
Anxiety		
Other (add your own ideas)		

Now look back to your 'typical mistakes'. Discuss the possible causes of these and write an example into the table.

Module 3 – Learner mistakes

⑤ Correction codes

Look at this correction codes for correcting written work. Can you guess what the codes mean?

WW	
WO	
SP	
V	
P	
X	
?	
T	
	

1. Do you use a system like this in your own teaching? Why/why not?
2. What are/would be the pros and cons of using a system like this for correcting your students' writing?

Part 2

Classroom management





Unit 30

Teacher

roles



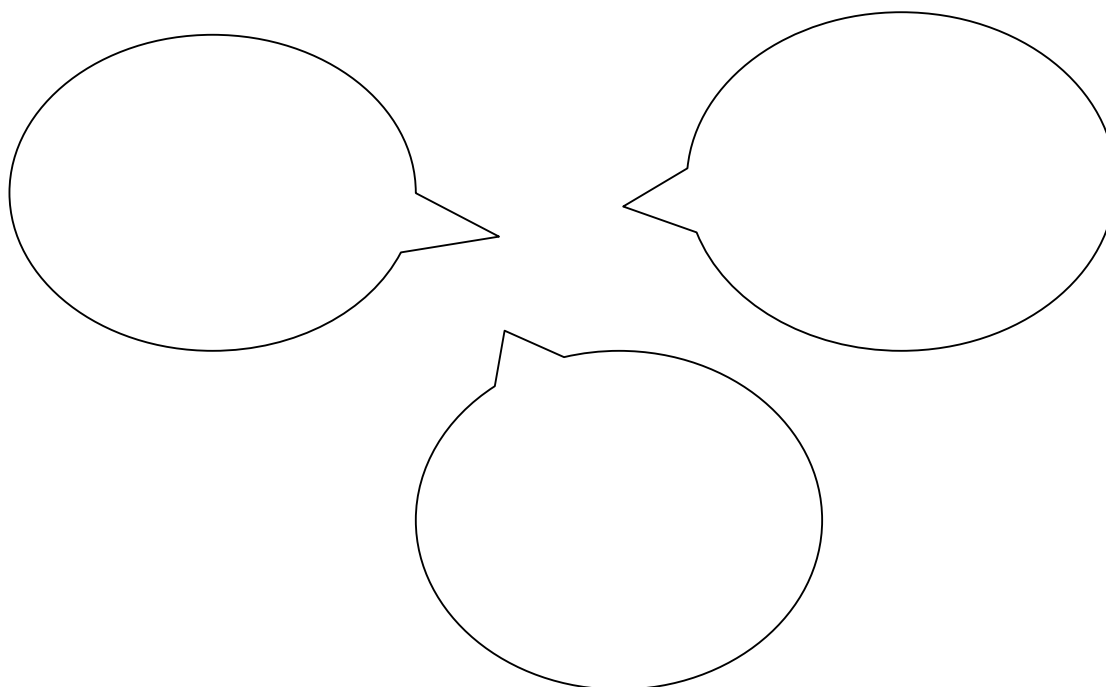
① What is a teacher?

Look at these definitions of 'teacher.' Which ones do you agree with? Are there any you disagree with – why?

A language teacher is someone who:



Now discuss your own definitions and write them in the bubbles.



Module 3 – Teacher roles

② What does a teacher do?

Look at this extract from a teacher's lesson plan notes for a group of teenage learners. The topic is New Year. What does the teacher do? Write down what you think the teacher does for each step in the lesson plan in the right-hand column. The first step has been complete for you already.

Topic:	New Year around the World	
Time:	90 minutes	
Main aim:	Learners will be able to write and say their own New year resolutions with a good degree of fluency	
Subsidiary aim:	Speaking, listening and writing skills development	
Personal aim:	To use an info gap activity for the first time	
	Lesson plan	What the teacher does
1	<p>New Year questions for groups to discuss</p> <p>Set up groups and ask them to discuss:</p> <ul style="list-style-type: none"> a) <i>How do people in your country celebrate New Year?</i> b) <i>Is New Year celebrated in the same way at the same time all over the world?</i> <p>Feedback – discuss ideas and clarify that in different countries (China, Bali, parts of India, Russia etc) New Year is celebrated at different times</p>	<p><i>Introduces topic.</i></p> <p><i>Encourages learners to participate, contribute ideas.</i></p> <p><i>Checks, gives feedback and providing learners with information.</i></p>
2	<p>New Year info-gap</p> <p>Explain learners will have once piece of info about New Year in different countries to enter on info-gap sheet. They then move around asking classmates for their information to complete the sheet.</p> <p>Demo with one learner to check.</p> <p>Distribute info cards (some learners will have the same info). Class read cards and ask for meaning of any unknown words.</p>	
3	<p>Monitor</p> <p>Make sure they are filling in correctly. Check any problems. Help with vocab.</p>	

Module 3 – Teacher roles

4	Check answers and lead in to next stage Get brief feedback from learners about New Year in different countries. Introduce idea of New Year resolutions and check that learners understand the concept	
5	Language of New Year resolutions Brainstorm with class the kind of things people make resolutions about. Elicit language for expressing resolutions: “I’m going to ”	
6	Make and discuss New Year resolutions In groups of 4, learners write down 3 resolutions. Monitor, help with language. They tell other groups their resolutions and the reasons they chose them. Each group chooses which is the most interesting resolution.	
7	Class feedback Groups present their chosen resolutions to class. Class votes on most interesting/most unusual resolution.	

Module 3 – Teacher roles

③ Teacher roles

*Connect the teacher roles in this table to what the teacher did in the previous activity.
Some roles may overlap a little, while one role may not relate to the lesson at all
Two examples have been done for you.*

Teacher roles	Actions
Planner	
Informer	Providing learners with information Checking/clarifying language.
Manager	
Involver	
Diagnostician	
Resource	Helping with language. Being on hand to help language needs.
Facilitator	
Counsellor	
Monitor	
Assessor	

Module 3 – Teacher roles

④ Roles and situations

Which teacher roles are possible in these situations? Write in as many as you think are relevant for each situation.

Situation	Possible teacher roles
Learners discuss holiday preferences as a whole class	
Learners write their own ghost story in groups	
Learners do a grammar gap-fill on past tenses individually	
Learners do a role-play 'In a restaurant'	
Learners do a vocabulary quiz	



Unit 31

Grouping learners



Module 3 – Grouping learners

① Interaction patterns

In groups, discuss the activity you have just done and complete the sentences. An example is provided.

- Working individually means ..
- Open pairwork means *when a pair of learners does an activity in front of the class, eg, when giving feedback, giving a presentation or demonstrating an activity.*
- Closed pairwork means .
- Groupwork means ..

Do you know of any other kinds of interaction patterns? Write your ideas below.

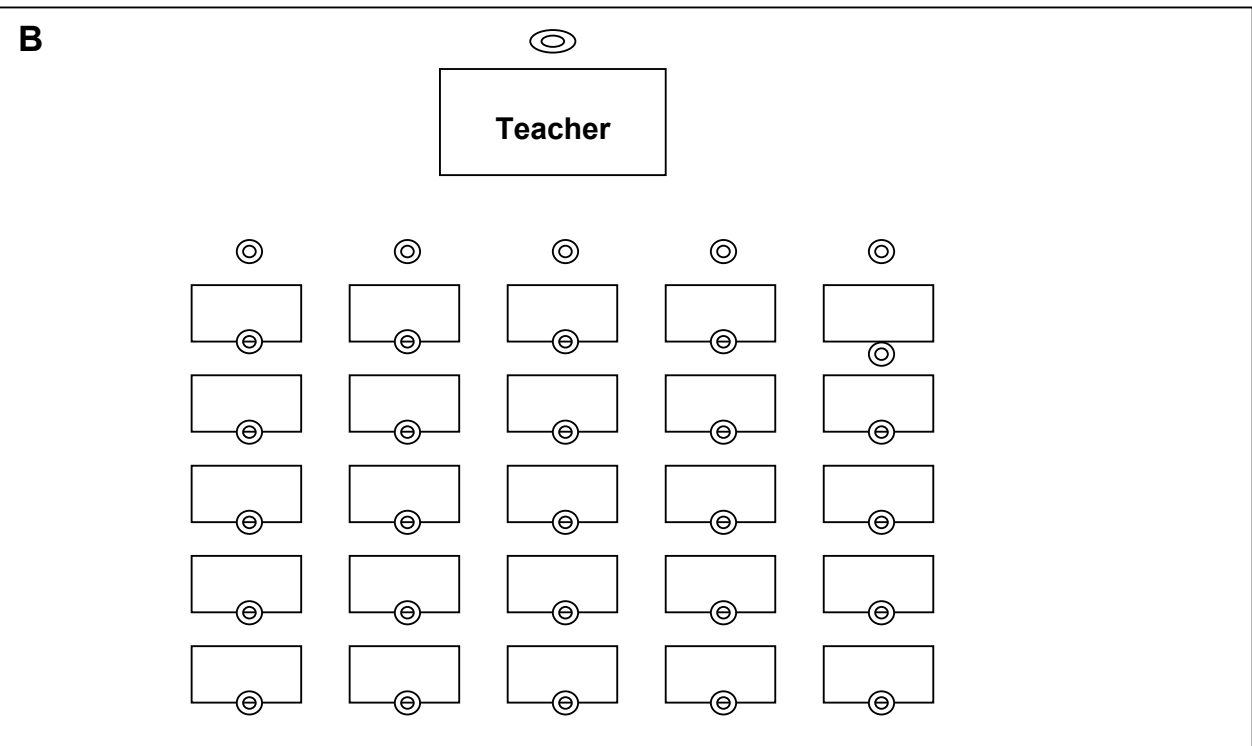
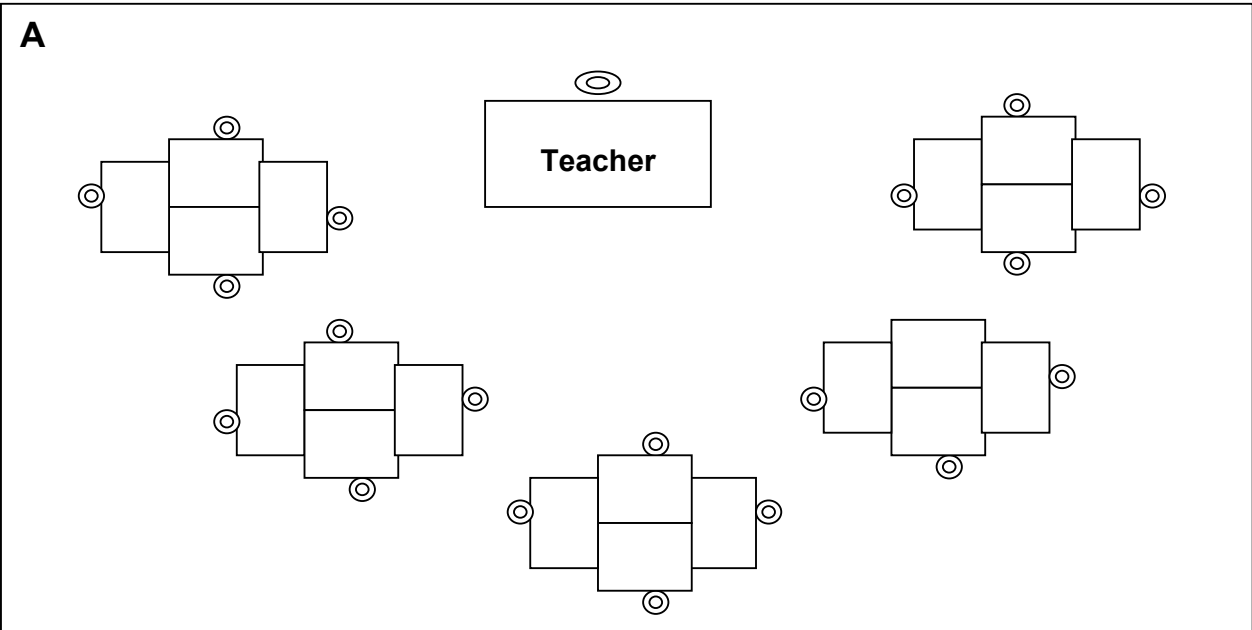
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Module 3 – Grouping learners

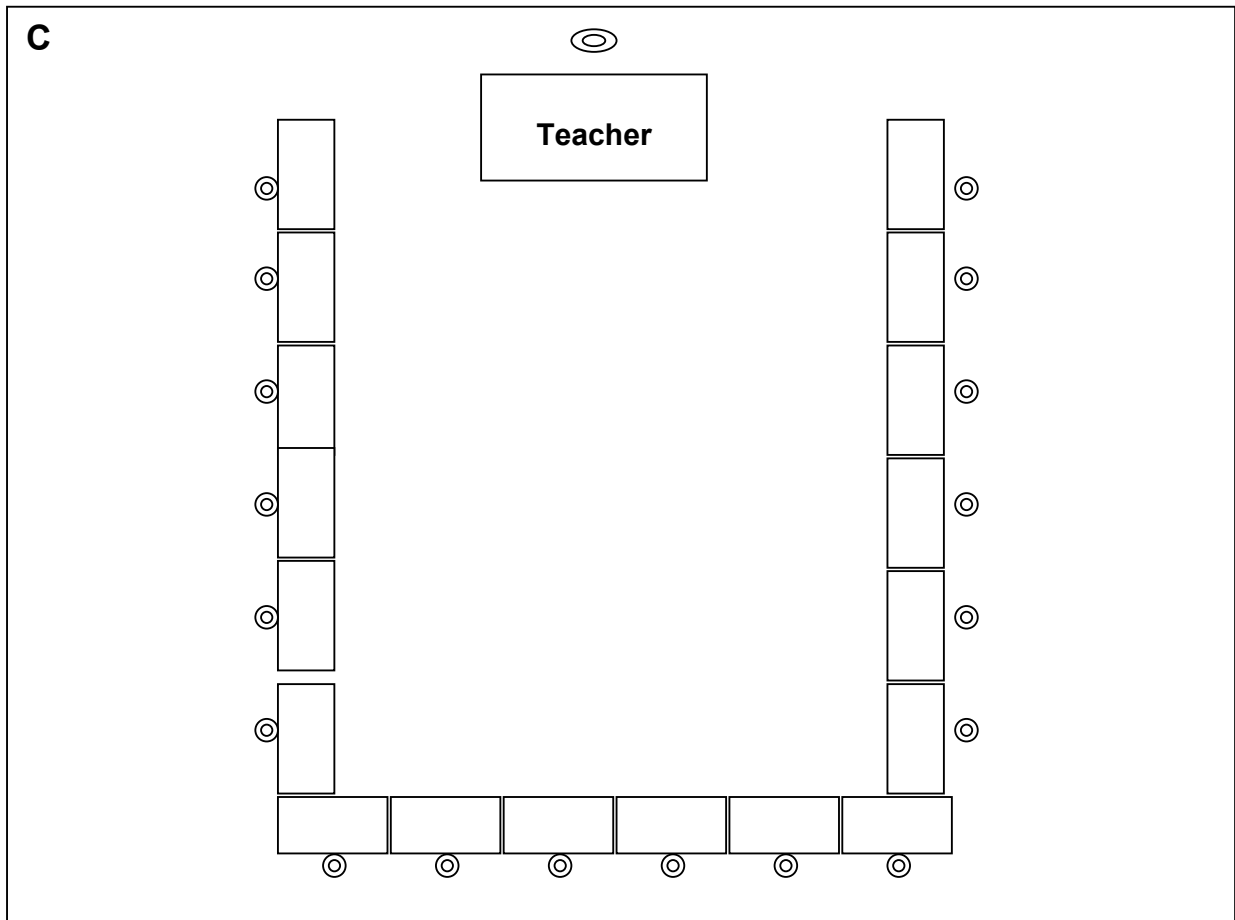
② Seating arrangements

Which of these seating arrangements most closely resembles the classes you teach – A, B or C?

What do you think the advantages are of A? Are there any disadvantages? What can teachers do to set up pair and groupwork in diagram B and groupwork in diagram C.



Module 3 – Grouping learners



Module 3 – Grouping learners

③ What do you think about classroom interaction patterns?

Think about the activities you have done in this session and enter your responses in the table. Next compare your thoughts with your group.

	Advantages	Disadvantages
Individual work		
Pairwork		
Groupwork		
Mingle		
Whole class		

Module 3 – Grouping learners

④ Dealing with difficulties in pair and groupwork – Part 1

Look at the following possible difficulties which may arise when learners work in groups or pairs. How can you deal with these difficulties?

	Difficulty	Solution
1)	Certain learners dominate the others.	
2)	Learners are resistant because they worry about learning each others' mistakes.	
3)	Some learners are shy or not confident about speaking.	
4)	The learners are of mixed ability.	
5)	Learners speak in their mother tongue.	
6)	Class becomes very noisy.	
7)	Learners are not used to working together and so think it is not the right way to do things.	

Module 3 – Grouping learners

④ Dealing with difficulties in pair and groupwork – Part 2

Now look at these suggestions. Match each suggestion to a difficulty. Then compare them with your own suggestions.

- A. Be sensitive to pairings and groupings. Vary them - stronger learners don't always appreciate working with weaker ones. Provide more support to weaker learners. Do a needs analysis and set homework to deal with weaknesses. Do mingles so that language is repeated and all learners get an opportunity to work with learners at the same level as themselves.
- B. Introduce pair and groupwork tasks gradually. Explain that they will improve their learning by doing things together. Give the aim of each activity. Gather feedback from them afterwards on what they got out of it.
- C. Think about the possible reasons for this. Are they more capable than the others? Do they get bored quickly? Is it simply a personal characteristic? Assign them a task, e.g. group secretary, group leader. Responsibility may help to keep them focused on what they have to do and they will have less time to dominate their partners. If they finish the task they have been assigned before the others, give them an extra task
- D. Give them support - make sure they have the language they need. Don't force them to speak till they are ready. Pair them with learners who do not dominate them. Give them time to prepare what they will say.
- E. If the noise is in English, this is because learners are using the language and developing their skills and understanding. Noise is natural in a language classroom and shows learners are interacting and engaged. Monitor to make sure class doesn't become too noisy, and explain the situation to other teachers or the Head before a lesson if you think the noise will disturb them.
- F. Explain that this is unlikely, but mistakes are a natural part of learning. During pair and group work, monitor and collect mistakes to go over in class. Explain that an understanding of mistakes, even if they are not personally making them will help them to understand the language better.
- G. Prepare learners so that they have sufficient language to do activities. Do not make language they need to use too high-level. Distinguish also between the use of the mother tongue to focus on learning and use of the mother tongue to talk about things which are not connected to the lesson. If learners are explaining a language point, discussing meaning, or talking about the rules, aim or steps to follow in an activity, this is quite natural. However, at higher levels, you might encourage learners to use more English.



Unit 32

Correcting learners



Module 3 – Correcting learners

① Learners, teachers and mistakes

Work alone to complete the questionnaire below by circling the answer which is closest to your opinion. When you have finished, compare your answers with your group and discuss reasons for any differences.

- 1) How do you feel when your learners make mistakes in speaking work?
 - (a) I expect mistakes – they are a natural part of learning
 - (b) I want to correct all mistakes.
 - (c) My teaching must have been faulty.
 - (d) Annoyed, because it means they haven't been paying attention.
 - (e) None of these (be ready to explain)

- 2) When do you correct speaking work?
 - (a) As soon as I hear a mistake.
 - (b) At the end of the activity.
 - (c) Only if communication breaks down.
 - (d) If a learner is not making himself/herself understood.
 - (e) None of these (be ready to explain)

- 3) What do you do when a learner makes a mistake in speaking work ?
 - (a) Tell him/her and ask them to correct it themselves.
 - (b) Tell him/her and give the correct version.
 - (c) Use a gesture to indicate and invite learner to try again.
 - (d) Indicate an error has been made and ask class to correct.
 - (e) None of these (be ready to explain)

- 4) How do you correct written work?
 - (a) Underline mistakes in red and ask learner to do corrections.
 - (b) Underline mistakes and write correct versions.
 - (c) Use correction symbols and ask learner to try to correct themselves.
 - (d) Write notes and questions to guide learners to making corrections for themselves.
 - (e) None of these (be ready to explain)

Module 3 – Correcting learners

② Correction techniques

Look at the correction techniques in the box, then select the ones which you think are most appropriate in each situation. You may use more than one technique for the same situation.

Pressing together index finger and thumb	Pointing forwards	Pointing backwards
Making a cutting motion with index and third finger	Timelines	Hand circling
Feedback cards with target language/relevant vocabulary/reminders	Modelling	Making a T-shape with fingers
Counting/wiggling the fingers on one hand	Peer correction	Writing phonemic symbols on board
Putting main mistakes on board and asking learners to identify/correct	Elicitation – from individuals and whole class	Echoing with rising intonation

Situation	Technique
Spoken grammar mistakes	
To indicate a wrong tense	
To indicate a past or future time should be used	
To show a continuous form should be used	
To show missing words	
To show there is a problem with word order	
To show there is a word too many	
To show learner should use a contracted form	
Spoken grammar or vocabulary mistake	
When the focus is on accuracy	
When the focus is on fluency	
Pronunciation mistake	
To indicate wrong pronunciation	
Other situations	
Written work	
Checking homework	

③ Our beliefs about correction

Look at these statements. Discuss together whether you agree with each statement, and give reasons for your answer.

- 1) Analyse why mistakes happen.
- 2) Give learners opportunities to correct their own mistakes.
- 3) Give learners opportunities to correct each other's mistakes.
- 4) Ignore all mistakes, as we learn from our mistakes.
- 5) Avoid correcting mistakes during freer practice activities.
- 6) Correct mistakes during accuracy activities.
- 7) Never interrupt learners when they are speaking to point out mistakes.
- 8) Only correct mistakes if they prevent understanding.
- 9) Give feedback on what learners do well, not just on their mistakes
- 10) Underline all written mistakes in red.

Now select three statements which your groups agrees or disagrees with. Prepare a short presentation (maximum 5 minutes) giving the reasons for your selection.

Listen to the other groups' presentations – what do you think of their selections? Do you agree or disagree with what they told you?



Unit 33

Giving feedback



① Your experiences of feedback

Remember a time when you have received feedback on an aspect of learning:

- Who gave you the feedback?
- How did it make you feel?
- Did it help your learning?

Now remember a time when you have given feedback:

- Who did you give the feedback to?
- Why?
- Did you find out what effect your feedback had on learning?
- If so, what was the effect?

Now compare your experiences with a partner.

② What? When? How? Who?

Discuss these questions. You can use ideas from your teaching experience, from your own learning experience or from both if you wish.

- At what stages of a lesson should feedback be given?
- Does the type of activity influence the type of feedback?
- In what ways can feedback be given?
- How can teachers do their best to make sure feedback is effective?
- Who gives feedback?

③ Constructive and unconstructive feedback - instructions

The aim of the activity is to match half sentences to form complete feedback sentences


After you have matched them, decide if the feedback is constructive or unconstructive and why.

1. Your trainer will give you two sets of cards: first halves and second halves of sentences.
2. Put these sets of cards face down on the table, and turn them over from each set one by one.
3. When you find a match, decide if the feedback is constructive or unconstructive and place it in the correct column in the table.
4. Continue in this way until you have matched all the sentences.
5. Choose one feedback phrase you like, and be ready to explain why you like it to your colleagues.

Module 3 – Giving feedback

③ Constructive and unconstructive feedback

First half sentences



Why do you keep	Wake up! Have you	Too many	Your spelling spoilt this piece of writing.	We learned this last week. How can you	If you listened more,
Not good	You should know this by	Wrong	You made so many mistakes, I	Not to standard. Do	Lazy. Try
Some	Very	A good piece of writing. To	A good effort. We only studied these verbs	Well	Good ideas, but remember to proofread
You've clearly tried hard, but you need to work	I liked	Close, but not quite	You're on the right track. Can	That was a difficult task and	You worked very well in
Your listening	You're trying hard and making progress. The main thing to work on	You used lots of good language, just be	You spoke very	You contributed lots	Yes, an

Module 3 – Giving feedback



③ Constructive and unconstructive feedback

Second half sentences



making the same mistakes?	.been paying attention?	mistakes.	piece of writing.	have forgotten already?	you wouldn't make mistakes.
enough.	now.	answer.	am giving you extra homework.	this again, please.	harder.
good ideas. Think about shorter paragraphs next time.	good try. Think about using the coursebook to check spelling.	improve organisation of your ideas, try using headings.	very recently, and it takes time to learn.	done!	your work.
on your punctuation. See me, and we can talk about how to do that.	the way you gave your own examples.	right. Do you mean 'he' or 'she'?	anyone help with this answer?	you did it well.	your groups.
is getting better. To help more, you can try the listening exercises on this website.	is your speaking.	careful with intonation.	clearly. Perhaps just think about checking the pronunciation of the days of the week.	of good ideas. Thank you.	excellent answer.

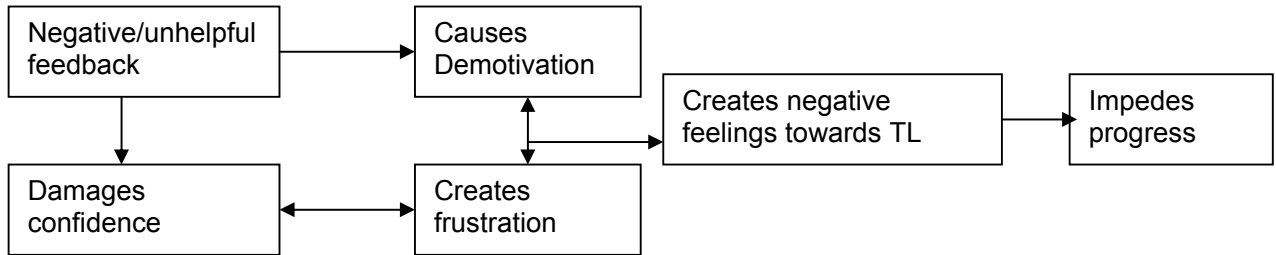
Module 3 – Giving feedback

 Constructive feedback	 Unconstructive feedback

Module 3 – Giving feedback

④ The effects of feedback

Look at this diagram showing the effects of unconstructive feedback.



Can you think of any more effects of negative feedback?

Now work together in groups and produce a diagram illustrating the effects of positive feedback.

Compare your ideas with other groups.

Mock Tests



Mock

1

Candidate Name

Centre Number

Candidate Number

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

TEACHING KNOWLEDGE TEST

003

MODULE 3

Managing the teaching and learning process

1 hour 20 minutes

Additional materials:
Answer sheet

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 in the spaces at the top of this page. Write these details 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 on this paper.

Each question carries one mark.

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Teaching Knowledge Test

2

For questions 1 – 6, match the examples of teacher’s language with the functions listed A, B and C. Mark the correct letter (A, B or C) on your answer sheet. You will need to use some of the options more than once.

Functions

- A developing social interaction
- B getting students’ attention
- C promoting learner independence

Teacher’s language

- 1

OK, put your hands up to show you’re ready to go on to the next activity.
- 2

Choose a song in English and find three new words to teach the class next lesson.
- 3

Nice to see everyone in time for class. Does anyone know who won the football match yesterday? Our team I hope!
- 4

You’ve got five minutes to find three people in the class who have the same hobbies as you.
- 5

Right, let me see everyone with their book open at page 12. Then you’ll work on exercise A on your own.
- 6

We’ll done everyone. Now, can you try and work out the meaning of the words you underlined.

3

For questions 7 – 13, match the teacher’s instructions to an elementary class with the teacher trainer’s comments 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.

Teacher’s instructions

7

Okay, let’s take a break, 15 minutes, no, no, sorry, ten minutes, no five, we’ve got a lot to do!

8

This is very difficult, but I hope you can do it.

9

Today we are going to look at the form and use of the zero conditional.

10

Gina, do you know a synonym for the word ‘pullover’?

11

So now, can you all look at this exercise, and match the words to the animals.

12

You can do this alone, in groups or pairs, it’s up to you.

13

Let’s check the answers. Who can tell me what’s wrong with number one?

Teacher trainer’s comments

A

Well done for deciding on the order for the class to do things before giving instructions.

B

Decide which interaction is most appropriate for the task instead of relying on the students.

C

It’s better to nominate one particular student as this eventually gives everyone a chance to participate.

D

This is a good, clear instruction for a vocabulary task for an elementary group of learners.

E

The grammatical language in this statement is above elementary level.

F

This statement is demotivating to learners. Try to be more encouraging.

G

Try not to change your mind when giving instructions to lower levels, and make them as short as possible.

H

The student is unlikely to know this term for a lexical category at this level.

4

For questions 14 – 19, read the instructions to a class and fill in the missing instructions from the options listed A – F.

Mark the correct letter (A – F) on your answer sheet.

Missing instructions

A

You have 10 minutes to do this.

B

Michael, can you tell me one of the differences you found?

C

Ask each other questions to find the differences.

D

Okay, stop now and turn to the front of the class.

E

There are two pictures. They look the same, but there are five differences.

F

I am going to give one picture to Student A, and one to Student B.

5

Instructions to a class

- ◆

14

Good morning everyone, please sit down and listen to what I'm going to tell you about these pictures.
... ..
- ◆

15

Now get into pairs and work with the person sitting next to you.
... ..
- ◆

16

Before I give them to you there is one thing you must remember – your picture is top secret! So don't show them to each other. Okay, so now you have the pictures you are ready to start the task. Listen to what I want you to do.
... ..
- ◆

17

I would like you to work quite quickly, so...
... ..
- ◆

18

Right, time's up, so finish your last question.
... ..
- ◆

19

Well done everybody, you worked well. Now let's see if your answers are correct. Listen carefully and see if you agree with each other's answers.
... ..

6

For questions 20 – 26, match the mistakes on each line of the student's letter with the types of mistake 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.

Types of mistake

A	wrong spelling
B	wrong verb pattern
C	missing auxiliary
D	wrong noun form
E	wrong word order
F	wrong tense
G	wrong preposition
H	wrong punctuation

- 20

Dear Susan and Nick,
I'm writing to give you some informations about Theo's travel arrangements.
- 21

He leaves, Athens on December 13th on flight number
- 22

OM 197, arriving to Melbourne at 11.20am the next day.
- 23

In case you have problems to recognise him I've enclosed a recent photograph.
- 24

He's quite tall with brown long hair. He's got green eyes.
- 25

He going to wear a dark blue T-shirt, jeans and black trainers for his trip.
- 26

Please let me no if there is anything you would like him to bring from Greece.
Yours sincerely
Giorgos

7

For questions 27 – 33, match the underlined mistakes in the student's writing with the types of error 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.

Types of error

A	wrong pronoun
B	wrong noun form
C	missing article
D	missing adverb
E	unnecessary adverb
F	wrong adjective
G	inaccurate use of determiner
H	inaccurate spelling

Dear Sean

You asked me in your last letter about my bedroom. My bedroom is (27) not big as the one I had before. This one is smaller. It has two windows so it has (28) a lots of light and I've painted the room light blue. I would like to have (29) big mirror because (30) I haven't got none and I like to see myself before I go out. At the moment (31) this is the most important things that I need. (32) I fill that every day my room will get (33) more fuller.

Write me soon

Femi

8

For questions 34 – 40, match the underlined words in the transcript of a student's classroom conversation with the functions 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.

Functions

A	changing topic
B	agreeing
C	asking for an opinion
D	asking for clarification
E	giving clarification
F	hesitating
G	correcting
H	disagreeing

A student's classroom conversation

Katia: So, how long have you lived here, then?

Lydia: (34) In this town?

Katia: Yeah.

Lydia: I was born here, so I know it (35) err_erm ... like the back of my hand.

Katia: Like the back of ...?

Lydia: (36) It's an expression that you use when you know something really well. I like it.

Katia: (37) Yeah, it's a good one. 'Like the back of my hand', I must remember that.

Lydia: (38) Anyway, how about you? How long you have lived here?

Katia: (39) 'Have you lived here' you mean.

Lydia: Oh yeah, that's right.

Katia: About three years. It's a really nice town.

Lydia: It's so boring. (40) You can't mean that.

9

For questions 41 – 47, match the learner comments with the teacher roles listed A, B and C. Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

Teacher roles

A

Manager

(manages students and activities during class time)

B

Provider

(gives expert information about target language)

C

Diagnostician

(finds out the needs and interests of students)

Learner comments

41

My teacher always makes the lessons exciting. We work with lots of different people during a lesson.

42

I couldn't understand the present perfect at all, but my teacher explained it really clearly to me.

43

I always finish my work very quickly, but my teacher always has extra activities for me to do, so I never get bored.

44

The teacher gave us a questionnaire about why we were doing the class and what our aims were for the future.

45

There's one student in our class who is really noisy and talkative, but our teacher is so calm and patient, and makes sure we get our turn to talk as well.

46

Last week we made a list of topics and voted on the ones we most wanted to discuss in class.

47

My group wrote an essay on what music we like and the teacher really helped us to join our ideas together.

10

For questions 48 – 54, look at the classroom management terms and three possible descriptions listed A, B and C.

Choose the description which matches the term.

Mark the correct letter (A, B or C) on your answer sheet.

Classroom management terms

48

Interaction patterns

A

the different ways learners work together in class

B

common mistakes learners make when they speak a second language

C

the gestures learners use to keep the listener interested in what they are saying

49

Rapport

A

the help a teacher gives to learners in class

B

the relationship between teacher and learners

C

the end-of-term comments the teacher writes about each learner's work

50

Mingling

A

a group activity which involves students reading different parts of the same text and sharing the information they found out

B

a whole class activity which involves learners walking around the classroom sharing information with other learners

C

a whole class activity which involves learners sharing vocabulary they know about a topic

51

Group dynamics

A

the relationship between learners in the class

B

different groups of learners working autonomously in class

C

the strategies a group uses to work together to complete a project

52

Nominating

A

The teacher chooses and names a learner to do a task.

B

The teacher chooses and tells the class the date for a revision test.

C

The teacher chooses and writes the main aim of the lesson on the board.

11

53

Grading language

A

The teacher monitors learners' use of target language.

B

The teacher reviews the language learners need to use in a task.

C

The teacher uses language that is at the right level for learners.

54

A learning contract

A

a description of a learner's abilities and needs

B

an agreement between teacher and learners about their roles and responsibilities

C

an explanation of the aims of a course

12

For questions 55 – 61, match the examples of teachers' language with the uses listed **A**, **B** and **C**. Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Uses

A

language for eliciting

B

language for setting the scene

C

language for maintaining discipline

Examples of teachers' language

55

Pens down and face the front please, Khaled and Abdul.

56

Fine, well done. So we call this tense the ... ?

57

Right, so Dave is going to meet Steve, and wants to find out how to recognise him.

58

You remember the 'fair' rule, don't you, everyone? This is a test, remember. So only look at your own work, please.

59

If you remember from last time, Ahmed and Hassan were going to the airport to meet their cousin.

60

Good. So what's best here – 'a' or 'an'?

61

So what do we call this animal with four legs? It likes to catch mice.

242

13

For questions 62 – 67, match the advice on correcting given to a trainee teacher with the correction strategies 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.

Advice on correcting

- 62

When you hear a mistake, repeat it to the student with a rising intonation so they can hear where in the sentence the mistake was made.
- 63

Don't interrupt the activity; just note down any mistakes you hear and deal with them at the end.
- 64

Repeat what the student has said but with the error corrected.
- 65

Ask students to look at each other's work and find any mistakes.
- 66

Write common mistakes on the board and see if students can spot mistakes.
- 67

Write a symbol for each type of error, eg 'T' for a tense mistake, at the side of a student's work.

Correction strategies

- A

use a correction code
- B

employ the technique of echo correction
- C

over-apply the rule
- D

give delayed feedback
- E

reformulate the sentence
- F

allow opportunities for self monitoring and group correction
- G

encourage peer correction

14

For questions 68 – 74, match the examples of teachers giving feedback with the aims of feedback listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

Aims of feedback

- A

to encourage students' ability to self-correct
- B

to raise student self-confidence
- C

to improve classroom relationships

Teachers giving feedback

- 68

You're going to do your projects in teams with a specific task for each member of the team. It's important for the team that everyone does their task properly.
- 69

As you were practising the role play, I noticed quite a few of you were forgetting about articles. Try it again and pay particular attention to your use of articles.
- 70

I thought you acted out those dialogues very well. You generally noticed when you'd made a mistake and were able to correct it.
- 71

Your work has improved a great deal so now let's try something more difficult.
- 72

I've listened to your recordings and written some comments on them. Before I give you these, listen to your own recording. What comments do you think I made?
- 73

Remember that you can learn by listening as well as speaking. So please pay attention when other students are talking.
- 74

This week's homework is much better. All that work we did on checking your writing really seems to have helped.

15

For questions 75 – 80, match the teachers' comments with the interaction patterns listed A, B and C. Mark the correct letter (A, B or C) on your answer sheet. You will need to use some of the options more than once.

Interaction patterns

- A class divided into two groups
- B closed pairs
- C groups of three or four

Teachers' comments

- 75 It gives the shyer students the maximum opportunity to talk.
- 76 There is usually a good mix of opinions but not too many people trying to talk at the same time.
- 77 It's a quick way to set up a competition. The learners get very excited about working against the other team.
- 78 It's the simplest way to introduce some communication into any activity. Students can compare answers or help each other with an exercise.
- 79 This is good for project work where learners need to perform different roles.
- 80 The only way I can do a jigsaw listening is by sending half the class to the language laboratory.

[illegible]

If the candidate is **ABSENT** or has **WITHDRAWN** shade here

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

1	A	B	C	D	E	F	G	H	I
2	A	B	C	D	E	F	G	H	I
3	A	B	C	D	E	F	G	H	I
4	A	B	C	D	E	F	G	H	I
5	A	B	C	D	E	F	G	H	I
6	A	B	C	D	E	F	G	H	I
7	A	B	C	D	E	F	G	H	I
8	A	B	C	D	E	F	G	H	I
9	A	B	C	D	E	F	G	H	I
10	A	B	C	D	E	F	G	H	I
11	A	B	C	D	E	F	G	H	I
12	A	B	C	D	E	F	G	H	I
13	A	B	C	D	E	F	G	H	I
14	A	B	C	D	E	F	G	H	I
15	A	B	C	D	E	F	G	H	I
16	A	B	C	D	E	F	G	H	I
17	A	B	C	D	E	F	G	H	I
18	A	B	C	D	E	F	G	H	I
19	A	B	C	D	E	F	G	H	I
20	A	B	C	D	E	F	G	H	I
21	A	B	C	D	E	F	G	H	I
22	A	B	C	D	E	F	G	H	I

23	A	B	C	D	E	F	G	H	I
24	A	B	C	D	E	F	G	H	I
25	A	B	C	D	E	F	G	H	I
26	A	B	C	D	E	F	G	H	I
27	A	B	C	D	E	F	G	H	I
28	A	B	C	D	E	F	G	H	I
29	A	B	C	D	E	F	G	H	I
30	A	B	C	D	E	F	G	H	I
31	A	B	C	D	E	F	G	H	I
32	A	B	C	D	E	F	G	H	I
33	A	B	C	D	E	F	G	H	I
34	A	B	C	D	E	F	G	H	I
35	A	B	C	D	E	F	G	H	I
36	A	B	C	D	E	F	G	H	I
37	A	B	C	D	E	F	G	H	I
38	A	B	C	D	E	F	G	H	I
39	A	B	C	D	E	F	G	H	I
40	A	B	C	D	E	F	G	H	I
41	A	B	C	D	E	F	G	H	I
42	A	B	C	D	E	F	G	H	I
43	A	B	C	D	E	F	G	H	I
44	A	B	C	D	E	F	G	H	I
45	A	B	C	D	E	F	G	H	I
46	A	B	C	D	E	F	G	H	I
47	A	B	C	D	E	F	G	H	I
48	A	B	C	D	E	F	G	H	I
49	A	B	C	D	E	F	G	H	I
50	A	B	C	D	E	F	G	H	I
51	A	B	C	D	E	F	G	H	I

52	A	B	C	D	E	F	G	H	I
53	A	B	C	D	E	F	G	H	I
54	A	B	C	D	E	F	G	H	I
55	A	B	C	D	E	F	G	H	I
56	A	B	C	D	E	F	G	H	I
57	A	B	C	D	E	F	G	H	I
58	A	B	C	D	E	F	G	H	I
59	A	B	C	D	E	F	G	H	I
60	A	B	C	D	E	F	G	H	I
61	A	B	C	D	E	F	G	H	I
62	A	B	C	D	E	F	G	H	I
63	A	B	C	D	E	F	G	H	I
64	A	B	C	D	E	F	G	H	I
65	A	B	C	D	E	F	G	H	I
66	A	B	C	D	E	F	G	H	I
67	A	B	C	D	E	F	G	H	I
68	A	B	C	D	E	F	G	H	I
69	A	B	C	D	E	F	G	H	I
70	A	B	C	D	E	F	G	H	I
71	A	B	C	D	E	F	G	H	I
72	A	B	C	D	E	F	G	H	I
73	A	B	C	D	E	F	G	H	I
74	A	B	C	D	E	F	G	H	I
75	A	B	C	D	E	F	G	H	I
76	A	B	C	D	E	F	G	H	I
77	A	B	C	D	E	F	G	H	I
78	A	B	C	D	E	F	G	H	I
79	A	B	C	D	E	F	G	H	I
80	A	B	C	D	E	F	G	H	I

Module 3 answer key

1	B	21	H	41	A	61	A
2	C	22	G	42	B	62	B
3	A	23	B	43	A	63	D
4	A	24	E	44	C	64	E
5	B	25	C	45	A	65	G
6	C	26	A	46	C	66	F
7	G	27	D	47	B	67	A
8	F	28	G	48	A	68	C
9	E	29	C	49	B	69	A
10	H	30	A	50	B	70	B
11	D	31	B	51	A	71	B
12	B	32	H	52	A	72	A
13	C	33	E	53	C	73	C
14	E	34	D	54	B	74	B
15	F	35	F	55	C	75	B
16	C	36	E	56	A	76	C
17	A	37	B	57	B	77	A
18	D	38	A	58	C	78	B
19	B	39	G	59	B	79	C
20	D	40	H	60	A	80	A

Mock

2

Candidate Name _____

Centre Number	Candidate Number

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

TEACHING KNOWLEDGE TEST

MODULE 3

Managing the teaching and learning process

003

Version 07

1 hour 20 minutes

Additional materials:

Answer sheets

Soft clean eraser

Soft pencil (type B or HB is recommended)

TIME 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces at the top of this page.

Write these details on your answer sheet **if they are not already printed**.

Do not open this booklet until you are told to do so.

There are eighty questions in this paper.

Answer **all** questions.

Mark your answers **on the separate answer sheet**. Use a pencil.

You may write on the question paper, but you must mark your answers in pencil on the answer sheet. You will have no extra time for this, so you must finish in one hour and twenty minutes.

At the end of the test, hand in both the question paper and the answer sheet.

INFORMATION FOR CANDIDATES

Each question in this paper carries one mark.

This question paper consists of 12 printed pages.

For questions **1-8**, match the examples of teachers' classroom language with their purposes 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.

Purposes

- | | |
|----------|--------------------------------|
| A | giving feedback |
| B | eliciting language |
| C | organising a mingling activity |
| D | asking for clarification |
| E | drilling |
| F | setting up pairwork |
| G | managing a jigsaw task |
| H | dictating |
| I | concept checking |

Teachers' classroom language

- | | |
|----------|--|
| 1 | It's a person who checks your ticket on the train. Does anyone know the name of this job? |
| 2 | Listen and repeat after me: <i>I always eat eggs for breakfast.</i> |
| 3 | Look at this sentence: <i>I've just broken my computer.</i> Did I break the computer a long time ago, or a short time ago? |
| 4 | Good, Marek. You used the new vocabulary very well. |
| 5 | This part of the class, read section A, and this part, read section B, and the rest of you, read section C. |
| 6 | Listen and write what you hear: <i>Last summer I went camping for the first time.</i> |
| 7 | Stand up and ask your questions to as many people as you can in five minutes. |
| 8 | Sorry Maria, I don't understand. Did you come to school by train or bus? |

For questions **9-16**, match the teacher's instructions to an elementary class with the teacher trainer's comments 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.

Teacher's instructions

- | | |
|-----------|--|
| 9 | Compare your answers with what the others have written down. Oh, first you should get into groups. |
| 10 | Today, we're going to learn some functional exponents – they're on the syllabus. |
| 11 | Can't you get it right, just for a change? Come on, you two! |
| 12 | Write the essay tonight and hand it in tomorrow, please. |
| 13 | Now we're going to move onto the role-play on page 7. Read the instructions and start when you're ready. OK, off you go! |
| 14 | Can anybody tell me the answer to number 1? |
| 15 | Right, could you all turn to page 72. Or is it 62? Wait a minute, I'll just look... It's 52. Sorry. |
| 16 | Sorry, no more time for questions. We need to move on. We've got a lot to get through this morning. |

Teacher trainer's comments

- A** I don't think you've allowed them enough time – check that they don't have any other homework to do.
- B** You need to think before you speak, and decide on the order you want the class to do things in.
- C** Don't be in such a hurry to start new work – it's more important for students to understand what they've done so far.
- D** Check references in your lesson plan in advance, not while you're giving the instructions.
- E** Try to avoid repeating yourself – it doesn't necessarily make students understand instructions any better.
- F** It's better to nominate a particular student, rather than asking the whole class, in order to give the weaker ones a chance.
- G** Your students won't understand such technical language – it would be better to paraphrase it.
- H** You shouldn't really speak to students like that – it sounds rude.
- I** Always check students have understood your instructions. A demonstration of the activity is also a good idea.

For questions **17-23**, read the transcript in which the teacher asks a student to talk about a picture. Answer the questions about the student's use of language by choosing the correct option **A**, **B** or **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

Teacher: Anna, here are your two pictures. They show people playing games. I'd like you to compare and contrast these pictures, and say how you feel about games like these.

Anna: Well, they are both pictures of people playing games, as you said. In the first *line 4*
 picture there are some old men playing cards at a table outside a café, I think.
 They look very ... how to say ... concentrated in, I mean, on what they are *line 6*
 doing. Some of the men are not playing but just watching what the others are
 doing. The second picture shows some boys, some teenagers playing kind of *line 8*
 ... games in a ... I think that you call it an amusement arcade. Actually they *line 9*
 look as if they are enjoying themselves. I quite like playing these games too,
 but I don't like playing cards so much. I sometimes play with my grandmother,
 though. *line 12*

Teacher: Thank you, Anna.

Adapted from *First Certificate Gold: Exam Maximiser* by Acklam R. and Burgess S. Longman, 2000

17 Why does Anna say 'as you said' in line 4?

- A** to remind the teacher of a previous topic
- B** to show that it isn't her own idea
- C** to give a reason for her next statement

18 Anna says 'how to say' in line 6 because

- A** she is describing the way the men are speaking.
- B** she wants to give herself some time to think.
- C** she doesn't know whether to continue her description.

19 Why does Anna say 'I mean' in line 6?

- A** She is showing what the players intend to do.
- B** She wants to emphasise her opinion.
- C** She is correcting herself.

20 Anna uses 'kind of' in line 8 because

- A** she intends to say which type of game they are playing.
- B** she is describing the teenagers themselves.
- C** she is not sure what language to use.

21 Why does Anna stop herself in line 9 and complete her sentence in a different way?

- A** She has remembered the language she needs.
- B** She realises that she has used the wrong structure.
- C** She wants to start talking about a new idea.

22 Anna uses 'Actually' in line 9 in order to

- A** involve her listener more fully.
- B** give an objective opinion of the situation.
- C** add a little more to the description.

23 Anna uses 'though' in line 12 to show that this sentence

- A** is in contrast to the one before.
- B** refers to something she does regularly.
- C** describes something very important to her.

For questions **24-30**, match the teacher's instructions with the activities that the class is doing 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.

Teacher's instructions

- 24** Right, now everybody, please pass your paper to the person on your left. Then read and reply to the message.
- 25** The man gives lots of reasons why he is late. Write down three of them.
- 26** OK, now you Paola. Tell us about your family – your parents and brothers and sisters.
- 27** Don't forget to take your coursebook with you – the Useful Language section on reports is very good.
- 28** OK, now, all the Student Bs, listen very carefully, as you have to give detailed feedback on your partner's story.
- 29** OK everybody, repeat after the tape.
- 30** Jacques, turn away from Brigitte so you can't see her text.

Activities

- A** The teacher is doing a fluency activity with an advanced class.
- B** The teacher is giving a written homework task to an advanced class.
- C** The teacher is doing a jigsaw-reading task with an intermediate class.
- D** The teacher is doing a classroom writing activity with an intermediate class.
- E** The teacher is doing a word-building activity with an intermediate class.
- F** The teacher is doing a listening comprehension task with an intermediate class.
- G** The teacher is doing a fluency activity with a low-level class.
- H** The teacher is doing a pronunciation activity with a low-level class.

For questions **31-40**, match the circled mistakes in the student composition with the types of mistake listed **A, B, C** or **D**.

Mark the correct letter (**A, B, C** or **D**) on your answer sheet.

You need to use some options more than once.

Student composition	Types of mistake
31 People like <u>to live in specail places</u> . They prefer to design	
32 <u>there own house,</u> not live in an old house. I always think	
33 <u>about design my own house</u> in the future.	A articles
34 Every day <u>I have new idea.</u> I don't know which idea I	B spelling
35 should <u>use, one of my ideas</u> is a house on the beach.	C punctuation
36 First of all, I would like the house <u>to be long way</u> from	D verb forms
37 the city. I also <u>want it being big</u> and strong. That way	
38 I can relax <u>and to have fun.</u> Secondly, the design of	
the living room is very important. I want a big screen	
39 TV <u>with an exellent sound system.</u>	
40 <u>Rest of the house will</u> be empty for future plans.	

For questions **41-46**, match the classroom management problems a teacher is experiencing while doing group project work with the solutions 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.

Classroom management problems

- 41** Weaker students are relying on stronger students and not participating.
- 42** Students are copying directly from the internet and books.
- 43** Some groups are not working quickly enough.
- 44** Some students are relying on the teacher to correct work as they are doing it.
- 45** Some groups are spending all their time on the content of their text and are not thinking about how it looks.
- 46** Some students appear uninterested in the subject of their project.

Classroom management solutions

- A** Make sure that all students have a clear role within the group.
- B** Remind students that marks will be given for paragraphing and layout.
- C** Tell students that they are responsible for the process of checking and editing language.
- D** Allow students to choose their own topic.
- E** Teach students some useful exponents of classroom language.
- F** Explain to students the importance of trying to use their own words in their writing.
- G** Set time limits and deadlines for completing stages of the project.

For questions **47-56**, match what the teacher knows with the types of teaching knowledge listed **A-E**.

Mark the correct letter (**A-E**) on your answer sheet.

You need to use some options more than once.

Types of teaching knowledge

- | | |
|----------|----------------|
| A | linguistic |
| B | pedagogical |
| C | psychological |
| D | cross-cultural |
| E | technological |

What the teacher knows

- | | |
|-----------|---|
| 47 | the importance of respecting differences between people from all national and racial groups |
| 48 | theories of how memory works |
| 49 | the importance to language learners of feeling confident and independent |
| 50 | all areas of the target language |
| 51 | how multi-media resources work |
| 52 | how to use a variety of techniques, strategies and tasks as teaching tools |
| 53 | the fact that motivation is a factor in learning |
| 54 | a range of methodologies and types of instruction |
| 55 | the communicative value of style and register |
| 56 | the fact that regular revision must be built into lessons by the teacher |

For questions **57-64**, match the features of interaction patterns with the ways teachers interact with students listed **A, B** or **C**.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

Ways teachers interact with students

- | | |
|----------|---|
| A | teaching from the front of the class |
| B | teaching by moving around the classroom |
| C | both A and B |

Features of interaction patterns

- | | |
|-----------|--|
| 57 | This makes the teacher the focus of attention for everyone. |
| 58 | This allows the teacher to maintain eye contact with all the students. |
| 59 | This can improve rapport with the class. |
| 60 | This allows the teacher to monitor the quality of individual students' work. |
| 61 | This is more appropriate for introducing language. |
| 62 | This helps the teacher to maintain discipline. |
| 63 | This allows the teacher to check whether individual students are paying attention. |
| 64 | This can give shy students the confidence to ask questions. |

For questions **65-70**, look at the situations in which a teacher needs to correct students and at the possible correction strategies.

Two of the correction strategies are appropriate in each situation. One of the correction strategies is **NOT** appropriate.

Mark the correction strategy (**A**, **B** or **C**) which is **NOT** appropriate on your answer sheet.

65

When you are conducting an individual drill of a new structure, one student finds the pronunciation very difficult.

- A** Without saying it again yourself, ask the student to keep repeating it.
- B** Model it for the student and suggest he practises at home.
- C** Ask another student to say it and then ask the first student to try again.

66

You hear one student using target language incorrectly during a controlled practice pairwork activity, while other students are using the language appropriately.

- A** Prompt the student to correct the language herself.
- B** Repeat the language correctly for the student to say after you.
- C** Stop the activity and explain the point again to the class.

67

During a role-play a student makes a mistake but his partner understands what he means.

- A** Interrupt the role-play and make sure the student corrects the mistake.
- B** Ignore the mistake; the pair have used a lot of good language too.
- C** Make a note of the mistake to give to the student later.

68

During an open-pair demonstration of an activity, a student stops because she cannot remember a key word which has been covered in a recent class.

- A** Ask if anyone in the class can supply the word.
- B** Write the word on the board and say it out loud.
- C** Tell the student that it is not important and to carry on.

69

The first piece of writing from a new student is full of basic mistakes.

- A** Focus on two important areas and correct only those mistakes for the student.
- B** Say that it is disappointing to see so many mistakes, and ask the student to re-do it.
- C** Underline the most serious mistakes and ask the student to rewrite it for homework.

70

Students in a large, intermediate class are writing a short dialogue to practise telephone language, but many of them are making the same mistakes.

- A** Walk round the class monitoring, and correcting each pair's dialogue.
- B** Stop the class and clarify the language areas they are having problems with.
- C** Look at the common mistakes with the class at the end of the activity and ask them to correct their dialogues.

For questions **71-80**, match the learner comments on feedback with the types of feedback on oral work listed **A-E**.

Mark the correct letter (**A-E**) on your answer sheet.

You need to use some options more than once.

Types of feedback on oral work

- | | |
|----------|--------------------------|
| A | peer feedback |
| B | giving a grade |
| C | echo-correction |
| D | using facial expressions |
| E | praise |

Learner comments on feedback

- | | |
|-----------|---|
| 71 | At first it seemed strange when the teacher repeated my mistake. But now I think it's a great way to help me put it right myself. |
| 72 | I know immediately when I've made a mistake – I only have to look at my teacher! |
| 73 | Sometimes you learn as much from other students' comments as from the teacher's. |
| 74 | It's nice to be told you've done the task well. It makes you feel more positive towards the teacher. |
| 75 | I need to know what my level is, so that I can improve on it another time. |
| 76 | As it might be <u>us</u> getting the comments next time, we're usually careful to say positive things about each other's work. |
| 77 | The teacher tries to say nice things about everybody's language, but you can see it's quite difficult with some students! |
| 78 | I started to say <i>persons</i> , not <i>people</i> but when I saw the teacher's reaction, I quickly corrected myself. |
| 79 | My parents want to check whether I'm making progress or not, so I need to show them something to prove that I'm doing well. |
| 80 | The teacher's voice goes up a bit when he says it, almost like a question, and I always know what he means. |

TKT Module 3 Answer Key

Question	Answer	Question	Answer
1	B	41	A
2	E	42	F
3	I	43	G
4	A	44	C
5	G	45	B
6	H	46	D
7	C	47	D
8	D	48	C
9	B	49	C
10	G	50	A
11	H	51	E
12	A	52	B
13	1	53	C
14	F	54	B
15	D	55	A
16	C	56	B
17	B	57	A
18	B	58	A
19	C	59	C
20	C	60	B
21	A	61	A
22	C	62	C
23	A	63	C
24	D	64	B
25	F	65	A
26	G	66	C
27	B	67	A
28	A	68	C
29	H	69	B
30	C	70	A
31	B	71	C
32	B	72	D
33	D	73	A
34	A	74	E
35	C	75	B
36	A	76	A
37	D	77	E
38	D	78	D
39	B	79	B
40	A	80	C

Mock

3

TEACHING KNOWLEDGE TEST

MODULE 3

Managing the teaching and learning process

SAMPLE PAPER 4

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.

PV5

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For questions 1 – 6, look at the teaching activities and the three sentences listed **A**, **B** and **C**.

Two of the sentences are appropriate to the teaching activity. One of the sentences is **NOT**.

Mark the letter of the sentence (**A**, **B** or **C**) which is **NOT** appropriate to the teaching activity on your answer sheet.

1

conveying meaning

- A** So pedestrian collocates with crossing.
- B** So if he feels cheerful, he's happy, OK?
- C** So a cathedral is like a large church.

2

eliciting

- A** Could you remind me what's happened in the story so far?
- B** Could you put down your pens and listen to the story, please?
- C** Could you tell me the names of the three characters in the story?

3

prompting

- A** Mmm ... yes ... that's right, homework is due in tomorrow, please.
- B** A footballer ... a boxer ... a dancer ... So for someone who plays golf?
- C** Good try. Think of another animal which likes to look for food at night.

4

providing a reason for doing a task

- A** This task will help you to practise the adjectives we looked at last week.
- B** This task is the kind of task you'll be doing in the school-leaving exam.
- C** Do your best on this task. Ask me if anything in it is unclear.

5

giving an instruction

- A** Take two minutes to write down as many questions as you can.
- B** OK, so can you finish please in two minutes' time.
- C** This video clip lasts for two minutes.

6

asking learners to read for gist

- A** Read the text for a minute and then tell me the main idea.
- B** Read the text and tell me the meaning of the words on the board.
- C** Read the text and tell me if the writer agrees with the idea of recycling.

For questions 7 – 13, match the following examples of a teacher's language used with a class of elementary learners with a trainer's comments 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.

Teacher's language

- | | |
|-----------|---|
| 7 | Ana, Lucie, please stop talking. Ok, everyone, please give me all your attention now! |
| 8 | Oh look, class. Can you see the rainbow? Isn't it beautiful? |
| 9 | Paolo, can you explain to us all what a <i>fridge</i> is? |
| 10 | We need to get rid of two things from this list. Which would you eliminate, An-Ju? |
| 11 | You don't seem to be trying very hard with your writing today. Let's practise our song instead. |
| 12 | You're doing well. But let's see which pair is the first to label all the pictures. |
| 13 | My other class did much better in the progress test. |

Trainer's comments

- | | |
|----------|---|
| A | It's better not to nominate at the beginning of a question so all the learners pay attention. |
| B | You should try to give formative feedback. |
| C | Ringing a bell or clapping your hands can be a good way to make the class listen. |
| D | I like the way you encouraged the learners to try harder. |
| E | It's a good idea to use what's happening around you to teach some new vocabulary. |
| F | Your instructions were not always given in the most logical order. |
| G | It was sensible to change task in the circumstances. |
| H | Make sure you keep the lexis in your instructions at an appropriate level. |

For questions **14 – 19**, look at the teacher's actions and the three instructions the teacher gave listed **A**, **B** and **C**. Choose the instruction which came first.

Choose the instruction which followed the teacher's action.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

14

The teacher handed out a questionnaire so learners could find out about their partner.
The first instruction was

- A** Work in small groups and compare your answers.
- B** Ask and answer questions with your partner to complete the questionnaire.
- C** How many people had the same answers?

15

The teacher wrote *We've never met before*, on the board.
The first instruction was

- A** Listen *We've never met before, have we?*
- B** Katja, please repeat my sentence.
- C** Say it with falling intonation on the question tag.

16

The teacher asked the learners in small groups to write ten questions for a questionnaire about the reading habits of the class.
The first instruction was

- A** Choose the five most interesting questions your group has written.
- B** Summarise what you found out about another group's reading habits.
- C** Work with someone from another group and ask your five questions.

17

The teacher wrote the topic for the class debate on the board.
The first instruction was

- A** Go to the left of the room if you agree with the statement and to the right if you disagree.
- B** Put your hand up if you have changed your opinion since you heard both sides of the argument.
- C** Brainstorm your arguments and anticipate the arguments of the other side.

18

The teacher collected several objects from around the classroom and she put them in a bag.
The first instruction was

- A** Describe it but do not say the name of the object.
- B** Andre, put your hand in the bag and touch one of the objects.
- C** Write the adjectives that describe the object.

19

The teacher wanted to elicit some adverbs by miming some actions.
The first instruction was

- A** Mime an action and your partner has to say if you're doing it patiently or impatiently.
- B** Do you think I was waiting patiently?
- C** Tell your partner which action you think I was miming.

For questions **20 – 26**, match the examples of **Learner 2**'s language with the functions 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.

Functions

- | | |
|----------|-----------------------|
| A | correcting |
| B | stating intention |
| C | predicting |
| D | complaining |
| E | expressing obligation |
| F | giving permission |
| G | warning |
| H | disagreeing |

Examples of learners' language

20

Learner 1: I've got Friday written down here.

Learner 2: That's right, we're supposed to hand it in by 12:00.

21

Learner 1: I've got *ski* for number 6. Have you?

Learner 2: Surely it can't be if it comes after *enjoy*?

22

Learner 1: Do you think we've spelled everything correctly?

Learner 2: I'm going to check in a dictionary this evening.

23

Learner 1: I forgot to bring my homework in again.

Learner 2: Oh, the teacher won't mind.

24

Learner 1: We aren't allowed to go home until 4.

Learner 2: That's such a silly rule.

25

Learner 1: So you're getting married next Friday, I hear?

Learner 2: Actually, the Friday after.

26

Learner 1: Can I borrow your grammar book this evening?

Learner 2: That's fine, but can you give it back to me tomorrow?

For questions **27 – 33**, look at the incomplete statements about functions of learner language and the three options for completing them listed **A**, **B** and **C**.

Two of the options complete the statements correctly. One option does **NOT**.

Mark the letter (**A**, **B** or **C**) which does **NOT** complete the statement correctly on your answer sheet.

27

In order to do an information gap task, learners usually need to

- A** ask questions.
- B** express disagreement.
- C** share knowledge.

28

In order to do a group ranking task, learners usually need to

- A** make guesses.
- B** give opinions.
- C** express agreement.

29

In order to prepare a poster together, learners usually need to

- A** negotiate roles.
- B** express preferences.
- C** make predictions.

30

In order to categorise some vocabulary into groups, learners usually need to

- A** compare and contrast.
- B** narrate.
- C** express doubt.

31

In order to role play a job interview, learners usually need to

- A** offer corrections.
- B** ask for information.
- C** give reasons.

32

In order to label a picture of a house with rooms and furniture in pairs, learners usually need to

- A** offer suggestions.
- B** describe a process.
- C** express certainty.

33

In order to do peer evaluation on homework, learners usually need to

- A** negotiate.
- B** express ideas.
- C** give clarification.

For questions **34 – 40**, match the error in each line of the learner's writing to the types of error listed **A, B** and **C**.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

You will need to use each option at least once.

Types of error

- | | |
|----------|--------------|
| A | articles |
| B | pronouns |
| C | prepositions |

Learner's writing

- | | |
|-----------|---|
| 34 | The classmate I will describe to you is a bit smaller than I. |
| 35 | He has a brown hair and blue eyes and wears glasses |
| 36 | but he doesn't like it when anyone reminds that he is small. |
| 37 | He loves maths and plays lots of sport in the weekend. |
| 38 | He has a brother and a ten year old sister who name is Flora. |
| 39 | He has many friends and is very good for organising parties. |
| 40 | He is in his last year at school and he is in same class as me. |

For questions **41 – 47**, look at the following situations and three possible teacher actions listed **A, B** and **C**.

Choose the most appropriate action for each situation.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

41

The teacher wants to build good rapport in her new elementary class.

- A** She gives the class some extra irregular verbs to learn for homework.
- B** She makes an effort to learn all the learners' names.
- C** She decides to ask the best learner in the class to be teacher for a lesson.

42

The teacher has a wide range of levels in her class and she wants to make sure they all make progress.

- A** She aims her lessons at the middle of her class.
- B** She teaches lessons for weaker, average and stronger learners in turn.
- C** She provides different activities for weaker and stronger learners.

43

The teacher wants to encourage cooperative learning.

- A** He sets the class a project to plan and produce a class magazine.
- B** He asks each member of the class to do a short talk to the other learners.
- C** He goes to the library with his class to practise using reference materials.

44

The teacher wants to set some rules for classroom behaviour with a new class.

- A** Learners and teacher spend time discussing and agreeing on a learning contract.
- B** The teacher tells her learners that she expects them to use English outside the classroom.
- C** The teacher gives extra work to learners who do not follow her rules.

45

The teacher wants to make sure that quieter learners have the chance to speak.

- A** He has regular lessons where more dominant learners are not allowed to speak.
- B** He nominates who he wishes to answer questions.
- C** He puts learners in pairs where there is one quieter and one noisier person.

46

The teacher wants to make sure that learners understand instructions for a paired role play activity.

- A** She gives feedback after learners do the activity in closed pairs.
- B** She asks if the learners understood everything after giving the instructions.
- C** She asks a strong pair to demonstrate the activity in an open pair.

47

The teacher wants to settle the class after a mingling activity in which the learners discussed their favourite sports.

- A** She makes learners call out all the words they can think of in the lexical set of sport.
- B** She asks each learner to write down one interesting thing they learnt during the activity.
- C** She organises a competition in which learners in one team mime sports for the other team to guess.

For questions **48 – 54**, match the learners' comments with the teacher trainers' comments 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.

Teacher trainers' comments

- | | |
|----------|--|
| A | Try to vary the order and type of activities you use in your classroom. |
| B | Remember to listen carefully to how the learners say things, they may be giving suitable alternatives and should be encouraged. |
| C | Consider collecting in some of the work the learners have done to mark outside class time. |
| D | Make sure you include materials and activities which are useful to everyone. |
| E | Introduce a system where you give all members of the class a chance to participate. |
| F | Encourage your learners to suggest or bring in material they would like to use in class. |
| G | Create a supportive atmosphere where learners see making mistakes as part of the learning process. |
| H | If you have a lot of information you want to give the learners, consider putting it on a handout which you could photocopy for them. |

Learners' comments

- 48** We like listening to songs but the ones in the book aren't very good. No one wants to listen to them or sing them.
- 49** There are some learners who are planning to do an exam soon and the teacher only focuses on the language they need.
- 50** The teacher spends a lot of time writing things up on the board and then we all have to copy it down.
- 51** I don't like talking in front of everyone else because I know their English is better than mine.
- 52** The tasks are all good but it gets a bit boring sometimes to learn something new, then practise it with a writing exercise, and then read something.
- 53** I realise it's important that we know the answers but I think we spend too much time correcting exercises every day.
- 54** The teacher just reads the answers from the book, he doesn't accept any different answers that we suggest.

For questions **55 – 61**, match the trainer's comments with the teacher's role as a language resource listed **A, B** and **C**.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

You will need to use each option at least once.

Teacher's role as a language resource

- | | |
|----------|--------------------|
| A | clarifying meaning |
| B | correcting |
| C | contextualising |

Trainer's comments

- | | |
|-----------|---|
| 55 | It will be more memorable if you encourage learners to write sentences using the new words. |
| 56 | If a learner is enthusiastically telling a story don't interrupt him to ask him to rephrase things that aren't clear, but discuss the points later. |
| 57 | It was good that you encouraged the learners to proofread their written stories before handing them in to you. |
| 58 | I liked the way you used concept questions to show the differences between two tenses. |
| 59 | It's better to use a coloured code with written work because learners remember what they find out themselves. |
| 60 | A good way of focusing on the passive is to ask learners to underline examples in a text. |
| 61 | It can be helpful to remind learners to notice any affixes in unfamiliar words. |

For questions **62 – 67**, choose the best option (**A**, **B** or **C**) to complete each statement about ways of grouping learners.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

62

The teacher moves from choral drilling to group drilling to individual drilling of a structure because

- A** she wants to build learners' confidence when using the structure.
- B** she wants everyone to understand the use of the structure.
- C** the structure is easily confused with the learners' L1.

63

Before learners start a paired feedback activity the teacher tells them they will give peer feedback afterwards because

- A** she wants learners to listen carefully to each other.
- B** she wants to introduce learner independence.
- C** different learners will produce different errors.

64

After planning a writing task as a whole class, the teacher asks the learners to write the first paragraph on their own because

- A** she wants to check that they use their own ideas.
- B** she wants to make sure all learners attempt the task.
- C** she wants stronger learners to write a longer text.

65

The teacher puts learners into mixed-ability groups to do a grammar exercise because

- A** she wants the learners to get to know each other better.
- B** stronger learners may benefit from explaining the answers.
- C** the grammar structure is new to all learners.

66

The teacher puts learners of similar ability into small groups to do a gap-fill task because

- A** she wants weaker learners to work out the answers for themselves.
- B** she wants all the groups to finish at the same time.
- C** she doesn't want learners to be aware of differences in ability.

67

The teacher asks each of the learners who are working on a project together to do part of the project presentation because

- A** speaking ability varies from learner to learner.
- B** some learners lack confidence.
- C** she wants to encourage a sense of responsibility among learners.

For questions **68 – 73**, match the method of correction with the teacher's purpose (**A – G**).

Mark the correct letter (**A – G**) on your answer sheet.

There is one extra option which you do not need to use.

Teacher's purpose

- A** to encourage the use of peer feedback
- B** to give the class an understanding of the natural order
- C** to provide a quick way of checking an exercise for the whole class
- D** to help a learner with a language difficulty that is not common to the whole class
- E** to remind learners of the pattern of sentence stress
- F** to signal in an oral activity that a learner has used the wrong word
- G** to develop learners' ability to edit and proofread their own work

Method of correction

- 68**

 The teacher underlines but does not correct mistakes on each learner's written dialogue.
- 69**

 The teacher claps out for the class a regular rhythm while repeating a line from a dialogue.
- 70**

 The teacher echo-corrects a learner's question.
- 71**

 The teacher arranges to give individual feedback with a learner.
- 72**

 The learners exchange written work before it is given to the teacher for marking.
- 73**

 The learners shout out the answers to a true-false exercise and the teacher writes the correct answer on the board.

For questions **74 – 80**, match the teacher's feedback comments with the feedback focus on writing listed **A – D**.

Mark the correct letter (**A – D**) on your answer sheet.

You will need to use each option at least once.

Feedback focus

- | | |
|----------|--------------|
| A | organisation |
| B | accuracy |
| C | range |
| D | register |

Teacher's comments

- | | |
|-----------|--|
| 74 | Don't you think your email would sound better if you used some contractions – like <i>I'm</i> instead of <i>I am</i> ? |
| 75 | I like this letter of application a lot. It includes all the right information. Can you find a good place to start another paragraph? This one is quite long and the reader might get lost. |
| 76 | I think the manager would be impressed by this letter but can you check the word order in the request? |
| 77 | Next time you write a formal email like this it's a good idea to start by saying why you're writing – don't leave that until the end. |
| 78 | This letter uses a lot of good language but your English friend won't be sure if your job at the supermarket is permanent or temporary. Look at the verb form again. |
| 79 | This story is really interesting. There's a nice introduction and it's quite simple and easy to understand but you could have used more past tenses because we've done more than the past simple this term. Look back at units 3 and 4 in the course book. |
| 80 | It's quite difficult to follow this essay because you've put some of the advantages in with the disadvantages. Make notes before you write your next one. |

Sample OMR answer sheet



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Candidate Name

If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate Signature _____

Examination Title

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here ☐

Centre No.

Candidate No.

**Examination
Details**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Use a pencil.

Mark ONE letter for each question.

For example, if you think F is the
right answer to the question, mark
your answer sheet like this:

0	A	B	C	D	E	F	G	H	I
---	---	---	---	---	---	---	---	---	---

Rub out any answer you wish to
change with an eraser.

1	A	B	C	D	E	F	G	H	I
2	A	B	C	D	E	F	G	H	I
3	A	B	C	D	E	F	G	H	I
4	A	B	C	D	E	F	G	H	I
5	A	B	C	D	E	F	G	H	I
6	A	B	C	D	E	F	G	H	I
7	A	B	C	D	E	F	G	H	I
8	A	B	C	D	E	F	G	H	I
9	A	B	C	D	E	F	G	H	I
10	A	B	C	D	E	F	G	H	I
11	A	B	C	D	E	F	G	H	I
12	A	B	C	D	E	F	G	H	I
13	A	B	C	D	E	F	G	H	I
14	A	B	C	D	E	F	G	H	I
15	A	B	C	D	E	F	G	H	I
16	A	B	C	D	E	F	G	H	I
17	A	B	C	D	E	F	G	H	I
18	A	B	C	D	E	F	G	H	I
19	A	B	C	D	E	F	G	H	I
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34	A	B	C	D	E	F	G	H	I
35	A	B	C	D	E	F	G	H	I
36	A	B	C	D	E	F	G	H	I
37	A	B	C	D	E	F	G	H	I
38	A	B	C	D	E	F	G	H	I
39	A	B	C	D	E	F	G	H	I
40	A	B	C	D	E	F	G	H	I
41	A	B	C	D	E	F	G	H	I
42	A	B	C	D	E	F	G	H	I
43	A	B	C	D	E	F	G	H	I
44	A	B	C	D	E	F	G	H	I
45	A	B	C	D	E	F	G	H	I
46	A	B	C	D	E	F	G	H	I
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49	A	B	C	D	E	F	G	H	I
50	A	B	C	D	E	F	G	H	I
51	A	B	C	D	E	F	G	H	I

52	A	B	C	D	E	F	G	H	I
53	A	B	C	D	E	F	G	H	I
54	A	B	C	D	E	F	G	H	I
55	A	B	C	D	E	F	G	H	I
56	A	B	C	D	E	F	G	H	I
57	A	B	C	D	E	F	G	H	I
58	A	B	C	D	E	F	G	H	I
59	A	B	C	D	E	F	G	H	I
60	A	B	C	D	E	F	G	H	I
61	A	B	C	D	E	F	G	H	I
62	A	B	C	D	E	F	G	H	I
63	A	B	C	D	E	F	G	H	I
64	A	B	C	D	E	F	G	H	I
65	A	B	C	D	E	F	G	H	I
66	A	B	C	D	E	F	G	H	I
67	A	B	C	D	E	F	G	H	I
68	A	B	C	D	E	F	G	H	I
69	A	B	C	D	E	F	G	H	I
70	A	B	C	D	E	F	G	H	I
71	A	B	C	D	E	F	G	H	I
72	A	B	C	D	E	F	G	H	I
73	A	B	C	D	E	F	G	H	I
74	A	B	C	D	E	F	G	H	I
75	A	B	C	D	E	F	G	H	I
76	A	B	C	D	E	F	G	H	I
77	A	B	C	D	E	F	G	H	I
78	A	B	C	D	E	F	G	H	I
79	A	B	C	D	E	F	G	H	I
80	A	B	C	D	E	F	G	H	I

TKT answer sheet

ESOL
Examinations
London 01384 241442

DP542/042

Answer Key: Module 3 Sample Paper 4

Order	Key	Order	Key
1	A	41	B
2	B	42	C
3	A	43	A
4	C	44	A
5	C	45	B
6	B	46	C
7	C	47	B
8	E	48	F
9	A	49	D
10	H	50	H
11	G	51	G
12	D	52	A
13	B	53	C
14	B	54	B
15	A	55	C
16	A	56	B
17	A	57	B
18	B	58	A
19	C	59	B
20	E	60	C
21	H	61	A
22	B	62	A
23	C	63	A
24	D	64	B
25	A	65	B
26	F	66	A
27	B	67	C
28	A	68	G
29	C	69	E
30	B	70	F
31	A	71	D
32	B	72	A
33	A	73	C
34	B	74	D
35	A	75	A
36	B	76	B
37	C	77	A
38	B	78	B
39	C	79	C
40	A	80	A

