



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

Teaching Knowledge Test

Module 2

Past Examination Paper

2007

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Candidate Name _____

Centre Number	Candidate Number

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

TEACHING KNOWLEDGE TEST

MODULE 2

Lesson planning and use of resources for language teaching

002

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 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
<p data-bbox="129 622 193 689">16</p> <p data-bbox="252 645 359 678">Lead-in</p> <ul data-bbox="193 734 826 1137" style="list-style-type: none"> <li data-bbox="193 734 826 835">• The teacher shows the students some photographs of a famous singer and elicits what they know about him. <li data-bbox="193 891 826 992">• The teacher asks the students what they can guess about the singer from the photos and title of an article. <li data-bbox="193 1048 826 1137">• The students decide whether written statements about the singer could be true or false. 	<p data-bbox="946 790 1185 824">To help students</p> <ul data-bbox="882 857 1305 1025" style="list-style-type: none"> <li data-bbox="882 857 1305 891">A have a purpose for reading. <li data-bbox="882 925 1305 958">B learn new grammar items. <li data-bbox="882 992 1305 1025">C develop prediction skills.
<p data-bbox="129 1187 193 1254">17</p> <p data-bbox="252 1198 395 1232">Reading 1</p> <ul data-bbox="193 1288 826 1456" style="list-style-type: none"> <li data-bbox="193 1288 826 1388">• The students quickly read an article about the singer to find out whether their answers to the true/false questions were correct. <li data-bbox="193 1422 826 1456">• They compare their answers in pairs. 	<p data-bbox="946 1265 1313 1299">To encourage students to</p> <ul data-bbox="882 1332 1377 1489" style="list-style-type: none"> <li data-bbox="882 1332 1377 1366">A infer the writer's attitude. <li data-bbox="882 1400 1377 1433">B scan. <li data-bbox="882 1456 1377 1489">C only read necessary information.
<p data-bbox="129 1568 193 1635">18</p> <p data-bbox="252 1579 395 1612">Reading 2</p> <ul data-bbox="193 1668 826 1957" style="list-style-type: none"> <li data-bbox="193 1668 826 1747">• The students underline the topic sentence of each paragraph. <li data-bbox="193 1780 826 1859">• The students are given a jumbled list of paragraph headings. <li data-bbox="193 1892 826 1957">• The students match the headings to the topic sentences in the article. 	<p data-bbox="946 1713 1345 1747">To give students practice in</p> <ul data-bbox="882 1780 1409 1937" style="list-style-type: none"> <li data-bbox="882 1780 1409 1814">A identifying the main points of a text. <li data-bbox="882 1848 1409 1881">B reading extensively. <li data-bbox="882 1904 1409 1937">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

- 56** forming and joining letters
- 57** developing students' interactive strategies
- 58** aims and stages
- 59** providing a clear written record for students
- 60** features of connected speech
- 61** getting students to predict content

Unit headings

- A** Planning a lesson
- B** Using the blackboard
- C** Teaching handwriting
- D** Reading activities
- E** Role-play
- 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.

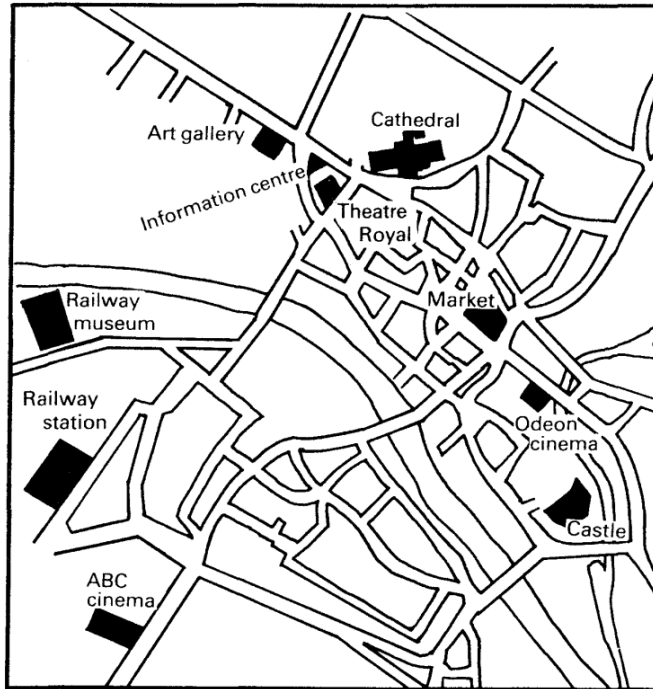
You want to:

- 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

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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