Working towards TKT Module 1

EMC/7032c/0Y09
TKT quiz

1) How many Modules are there?

2) What is the minimum language level for TKT?

3) How many questions are there in each Module?

4) How long does a Module of the test last?

5) How many results bands are there?

6) What are the entry requirements for TKT?

7) What kind of English teacher is TKT designed for?

True or false?

8) TKT uses subjective task types.

9) TKT is a test of teacher knowledge.

10) TKT can be taken at any time of year.

Now write four more questions about TKT to ask your colleagues.
The TKT syllabus

Match the following areas of teaching knowledge from the TKT syllabus to one of the three Modules.

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
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<tbody>
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<td>Language and background to language learning and teaching</td>
<td>Lesson planning and use of resources for language teaching</td>
<td>Managing the teaching and learning process</td>
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Areas of teaching knowledge

A) consulting reference resources to help in lesson preparation
B) factors in the language learning process
C) appropriate terminology
D) options available to the teacher for managing learners and their classroom in order to promote learning appropriate to the learners and aims
E) concepts and terminology for describing language
F) lesson planning: choosing assessment activities appropriate to learners, aims and stages of learning
G) using language appropriately for a range of classroom functions
H) the range of methods, tasks and activities available to the language teacher
I) identifying the functions of learners' language
J) selection and use of coursebook materials appropriate to learners and aims
K) concepts and terminology for describing language skills
L) categorising learners' mistakes.

In your group, discuss what other areas of teacher knowledge you might find in one of the Modules.
Which content areas did you predict?
Which content areas did you not include? Can you think of reasons for this?

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The TKT glossary

1) Check your definitions against these ones from the TKT glossary.

- A **pronoun** is a word that replaces or refers to a noun or noun phrase just mentioned.
- A **collective noun** is a noun that refers to a group of people or things, e.g. *the police, the government*.
- A **compound noun** is a combination of two or more words, which are used as a single word, e.g. *a flower shop, a headache*.
- An **uncountable noun** does not have a plural form, e.g. *information*.
- A **proper noun** is the name of a person or place, e.g. *Robert, London*.
- A **plural noun** is more than one person, place or thing and can be regular or irregular, e.g. *boys, women*.

2) Now match these words to their definitions from the TKT glossary below.

<table>
<thead>
<tr>
<th>Functional exponent</th>
<th>Verb</th>
<th>Function</th>
<th>Contraction</th>
<th>Intonation</th>
<th>Appropriacy</th>
<th>Phoneme</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

A) The word which follows the subject of a sentence, and is sometimes described as the ‘action’ word, e.g. *I like cheese; He speaks Italian*.

B) The situation in which language is used or presented in the classroom *and* the words or phrases before or after a word which help a student to understand that word.

C) A shorter form of a word or words, e.g. *you have = you’ve; it is = it’s*.

D) The smallest sound unit which can make a difference to meaning, e.g. /p/ in *pan, b/ in ban*.

E) The way the level of a speaker’s voice changes, often to show how they feel about something, e.g. if they are angry or pleased. It can be rising or falling or both.

F) A phrase which is an example of a function and shows the purpose of what the speaker is communicating, e.g. *Let’s …*. This phrase is one way to make a suggestion. It is an example (or exponent) of the function of suggesting.

G) The reason or purpose for communication, e.g. *making a suggestion; giving advice*.

H) Language which is suitable or correct in a particular situation.

Access the glossary at: [www.cambridgeesol.org/TKT](http://www.cambridgeesol.org/TKT)
Reading skills

1) Discuss this question in your group.

Can you think of reasons why learners find reading difficult?

2) Now read the Key Concepts section from The TKT Course.

Key concepts

A text is usually longer than just a word or a sentence. It often contains a series of sentences, as in a letter or even a postcard. These sentences are connected to one another by grammar and vocabulary and/or knowledge of the world. Reading also involves understanding the connection between sentences. For example:

The boy was surprised because the girl was much faster at running than he was. Then he found out that her mother had won a medal for running at the Olympic Games.

The second sentence gives us a possible reason why the girl was so good at running. But we can only understand that this is a reason if we know that Olympic runners are very good. This means we need to use our knowledge of the world to see the connection between these two sentences (coherence). The grammatical links between the sentences (cohesion) also help us see the connection between them. For example, in the second example sentence ‘he’ refers to ‘the boy’ in the first sentence, and ‘her’ refers to ‘the girl’.

When we read we do not necessarily read everything in a text. What we read depends on why and how we are reading. For example, we may read a travel website to find a single piece of information about prices. But we may read a novel in great detail because we like the story and the characters and want to know as much as we can about them.

These examples show us that we read different text types and we read for different reasons. Some examples of written text types are letters, articles, postcards, stories, information brochures, leaflets and poems. All these kinds of text types are different from one another. They have different lengths, layouts (the ways in which text is placed on the page), topics and kinds of language. Learning to read also involves learning how to handle these different text types.

Our reasons for reading influence how we read, i.e. which reading sub-skill (a skill that is part of a main skill) we use. For example, if we read a text just to find a specific piece or pieces of information in it, we usually use a sub-skill called reading for specific information or scanning. When we scan, we don’t read the whole text. We hurry over most of it until we find the information we are interested in, e.g. when we look for a number in a telephone directory.

Another reading sub-skill is reading for gist or skimming, i.e. reading quickly through a text to get a general idea of what it is about. For example, you skim when you look quickly through a book in a bookshop to decide if you want to buy it, or when you go quickly through a reference book to decide which part will help you write an essay.

A third reading sub-skill is reading for detail. If you read a letter from someone you love who you haven’t heard from for a long time, you probably read like this, getting the meaning out of every word.

Another way of reading is extensive reading. Extensive reading involves reading long pieces of text, for example a story or an article. As you read, your attention and interest vary – you may read some parts of the text in detail while you may skim through others.
Sometimes, especially in language classrooms, we use texts to examine language. For example, we might ask learners to look for all the words in a text related to a particular topic, or work out the grammar of a particular sentence. The aim of these activities is to make learners more aware of how language is used. These activities are sometimes called **intensive reading**. They are not a reading skill, but a language learning activity.

We can see that reading is a complicated process. It involves understanding letters, words and sentences, understanding the connections between sentences (coherence and cohesion), understanding different text types, making sense of the text through our knowledge of the world and using the appropriate reading sub-skill. Reading may be a receptive skill but it certainly isn’t a passive one!


Make notes of the points from the Key Concepts.
Listening skills

1) Discuss this question in your group.

Listening involves understanding spoken language, which is different from written language. What differences can you think of between the spoken and written language of English?

2) Now read the Key Concepts section from *The TKT Course*.

<table>
<thead>
<tr>
<th>Written language in English</th>
<th>Spoken language in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stays on the page and doesn’t disappear.</td>
<td>Disappears as soon as it is spoken. Sometimes it is spoken fast and sometimes slowly, with or without pauses.</td>
</tr>
<tr>
<td>Uses punctuation and capital letters to show sentences.</td>
<td>Shows sentences and meaningful groups of words through stress and intonation.</td>
</tr>
<tr>
<td>Consists of letters, words, sentences and punctuation joined together into text.</td>
<td>Consists of connected speech, sentences, incomplete sentences or single words.</td>
</tr>
<tr>
<td>Has no visual support – except photos or pictures sometimes.</td>
<td>The speaker uses body language to support his/her communication; for example, gestures (movements of hands or arms to help people understand us) and facial expressions (the looks on our face). This helps the listener to understand what the speaker is saying.</td>
</tr>
<tr>
<td>Is usually quite well organised; sentences follow one another in logical sequences and are joined to previous or following sentences.</td>
<td>Is not so well organised; e.g. it contains interruptions, hesitations, repetitions and frequent changes of topic.</td>
</tr>
<tr>
<td>Usually uses quite exact vocabulary and more complex grammar.</td>
<td>Often uses rather general vocabulary and simple grammar.</td>
</tr>
</tbody>
</table>

To understand spoken language we need to be able to deal with all the characteristics of spoken language listed in the table on page 30. Here is an example of spoken language. You can see that it can be less well organised and less exact than written language:

FATHER: How's your homework? You know, your history?
SON: Easy.
FATHER: You sure?
SON: It's just ... I mean all we need to do is, well, just read some stuff.
To help us understand spoken language we need to use the context the language is spoken in and our knowledge of the world. In this example, our knowledge of relationships between fathers and sons, and of children’s attitudes to homework helps us understand, but if we knew the context of the conversation (e.g. the place where it took place, the father’s and son’s body language, their attitudes to homework), we would understand more.

When we listen, we also need to be able to understand different kinds of spoken text types such as conversations, stories, announcements, songs, instructions, lectures and advertisements. They contain different ways of organising language and different language features, and some consist of just one voice while others consist of more.

We also need to understand different speeds of speech. Some people speak more slowly and with more pauses. Others speak fast and/or with few pauses. This makes them more difficult to understand. We need to understand different accents too (e.g. Scottish or Australian English).

But we do not listen to everything in the same way. How we listen depends on our reason for listening. We might listen for gist, specific information, detail, attitude (listening to see what attitude a speaker is expressing), or do extensive listening.


Make notes of the points from the Key Concepts.
Module 1 sample task 1

For questions 36–40, look at the following terms for language skills and three possible descriptions of the terms.

Choose the correct option A, B or C.

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

36  Summarising is

A) explaining a text in detail  
B) writing the last sentence of a text  
C) giving the main points of a text.

37  Interactive listening is

A) listening, responding and giving feedback  
B) listening for detail, mood and attitude  
C) listening and identifying word stress and linking.

38  Oral fluency is

A) speaking without making any mistakes  
B) speaking naturally without hesitating too much  
C) speaking without considering the listener.

39  Paraphrasing is

A) using phrases to say something instead of using complete sentences  
B) connecting sentences together in speech or writing by using conjunctions  
C) finding another way to say something when you cannot think of the right language.

40  Scanning is

A) reading a text quickly to get the general idea  
B) reading a text quickly to find specific information  
C) reading a text quickly to identify the writer’s attitude.
Identifying the steps of the lesson

Here are the steps of the lesson you have just watched. Now put them in order.

A) The teacher got the children to practise the new language and made sure they were using it correctly.
B) When the teacher was sure the children understood the language and the task, she told them to start.
C) The teacher checked that the children understood the meaning of the new language by asking questions.
D) The teacher helped the children integrate the new language with language they already knew.
E) The teacher gave the children instructions for the pair-work activity.
F) The teacher introduced the new language with picture cards.
G) The teacher monitored the activity.
H) The teacher demonstrated the activity she had chosen for them to practise.

Step 1:  
Step 2:  
Step 3:  
Step 4:  
Step 5:  
Step 6:  
Step 7:  
Step 8:  

How can we describe the stages of this lesson?

Video extract from Primary English Teaching (Pearson Education Limited and The Bell School).
Module 1 sample task 2

For questions 60–66, match the statements with the teaching approaches that they describe listed A, B or C.

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

Teaching approaches

A) Presentation, Practice and Production (PPP)
B) Task-based Learning (TBL)
C) Grammar–Translation

Statements

60 The teacher moves from providing models of language use to monitoring learners’ use of language.

61 First the learners complete a communicative task: they are encouraged to use any English they know and they do not have to use any particular language item.

62 The written form of the language is more important than the spoken form.

63 The language focus is at the start of the teaching sequence, with fluency activities coming later.

64 The language focus comes after a communicative activity, so that learners notice gaps in their language.

65 Learners acquire language by trying to use it in real communicative situations.

66 The learners’ first language plays a central role in the teaching.
Round up

A) Briefly discuss and make notes on the following:
What aspects of language learning and teaching have you focused on in the tasks for Module 1?

What different tasks/activities have you done in the session?

What different TKT task types have you explored?

B) Ideas for further development

Preparation

Activities

Contact with other teachers
Possible resources for TKT

Books about language
Language awareness books for teachers, with interactive tasks, commentaries and keys.
Some examples include:
- *Discover English* (Bolitho and Tomlinson) Macmillan
- *About Language* (Thornbury) CUP
- *English for the Teacher* (Spratt) CUP

Books about methodology
Those which introduce basic concepts, practices and terminology. Some examples include:
- *The Practice of English Language Teaching* (Harmer) Longman
- *A Course in Language Teaching* (Ur) CUP
- *Learning Teaching* (Scrivener) Macmillan
- *Teaching Practice* (Gower, Phillips and Walters) Macmillan
- *Teach English* (Doff) CUP
- *Planning Lessons and Courses* (Woodward) CUP
- *Teachers in Action* (James) CUP
- *Looking at Language Classrooms* [video resource] (Bampfield) CUP

Teachers’ magazines
Practical guidance on classroom teaching (not the more academic journals), for example:
- *Modern English Teacher* ([www.onlineMET.com](http://www.onlineMET.com))
- *English Teaching Professional* ([www.etprofessional.com](http://www.etprofessional.com))

Websites
These provide a wealth of background material, for example:
- The Cambridge ESOL Teaching Resource ([www.cambridgeesol.org/teach](http://www.cambridgeesol.org/teach))
- Teaching English ([www.teachingenglish.org.uk](http://www.teachingenglish.org.uk))
- One Stop English ([www.onestopenglish.com](http://www.onestopenglish.com))

Discussion lists
ELT e-mail discussion lists such as those at Yahoo Groups or Nicenet.

TKT practice and preparation materials
*The TKT Course* (Spratt, Pulverness and Williams) CUP (April 2005)

Grammars
User-friendly grammar reference books, for example:
- *Practical English Usage* (Swan) OUP