Working towards
TKT Module 2

EMC/7032d/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>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
</tbody>
</table>

**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.
### ‘The TKT Course’ contents page

Which content areas did you predict?
Which content areas did you not include? Can you think of reasons for this?

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**Language and background to language learning and teaching**

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  10
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  13
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  17
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  21
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  26
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**Background to language learning**
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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)
Completing a lesson plan

Complete the lesson plan as you watch the lesson.

**Objectives:** By the end of the two sessions, the students will be better able to give a short talk recommending a tour of their country. This will be achieved by:

a) listening to a native speaker model
b) allowing plenty of preparation time, in class with the teacher as a resource, and out of class producing a poster as an aid to their talk.

**Language focus:**
- useful phrases for this kind of talk
- useful language emerging as a result of the task.

**Anticipated problems:**
- It’s *well worth seeing*: concept and form.
  Solution: equate it with the other two recommendation phrases, give a definition, ask concept questions, check the *-ing* form, highlight on the handout.
- Sounds and intonation; linking and weak forms generally, e.g. famous for *its* /frits/
  Solution: model and drill if necessary; mark on the handout.

**Assumptions:**
- Students have now had several task-based lessons and are accustomed to the idea of using the teacher as a resource in the preparation stage.
- Much lexis used in the initial listening has recently been covered, e.g. cathedral, famous, architecture, tourist, recommend. Also *should* for giving advice.

**Materials:** visuals, handout.

<table>
<thead>
<tr>
<th>Stage/timing</th>
<th>Procedure</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lead-in</strong></td>
<td>‘Have you visited any places in England outside London?’</td>
<td>Students to teacher</td>
</tr>
<tr>
<td>(3 mins)</td>
<td>‘Which places would you like to go to?’</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>The teacher talks through a 5-day tour of England (unscripted) using map and guidebook pictures.</td>
<td>Teacher to students.</td>
</tr>
<tr>
<td>(5 mins)</td>
<td>Students discuss answers to questions set by teacher and feed back.</td>
<td>Student to student/ students to teacher</td>
</tr>
<tr>
<td><strong>Language focus</strong></td>
<td>Introduce and give controlled practice of seven expressions which will be useful for giving the talk.</td>
<td>Student to student/ teacher to students</td>
</tr>
<tr>
<td>(10 mins)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Task preparation (10–15 mins)

| The students ________________________________.
| The teacher ________________________________.
| The students work ____________________________
| ____________________________________________
| ____________________________________________.
| The teacher sets up __________________________ for homework and shows some done by a previous class.

| Student to students/teacher |

### Lesson Two

#### Lead-in (2 mins)

| Posters are up around the walls. The students ________________________________
| ______. |

| Teacher to students/student to student |

#### Task rehearsal (6 mins)

| The students have a ‘dry run’, explaining their tour in pairs. They can call the teacher if they get stuck or need an expression. |

#### Task performance (20 mins)

| The students ________________________________
| __________________________ using the posters as a prop and reference point.
| The teacher ____________________________ and will help if asked. |

| Student to students |

#### Feedback (5–10 mins)

- On content: ________________________________
| ____________________________
- ____________________________ : any useful ______________________ which either was produced by the students or was needed by them.

| Student to teacher/teacher to students |

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Video extract from International House Video Productions; Teacher Training videos for Language Learning TT143.
TKT Module 2 sample tasks 1 and 2

Here are two tasks from Module 2 of TKT (Handbook, pp.20–21).

Task 1

For questions 21–29, 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

<table>
<thead>
<tr>
<th>A)</th>
<th>Lesson aim(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B)</td>
<td>Anticipated problems</td>
</tr>
<tr>
<td>C)</td>
<td>Procedure</td>
</tr>
<tr>
<td>D)</td>
<td>Aids/resources</td>
</tr>
<tr>
<td>E)</td>
<td>Personal aim(s) of teacher</td>
</tr>
</tbody>
</table>

Information from a lesson plan

21 Copy of tapescript (teacher’s book) and coursebook cassette.
22 Students might not want to talk about their childhood during the lead-in stage.
23 Tell students to listen a second time and answer the detailed comprehension questions.
24 Give students practice in the subskills of prediction, listening for gist and listening for specific information.
25 Students may not know several words in the listening, e.g. whisper, uniform, scary.
26 Reduce teacher talking time and involve students more, especially when answering questions.
27 Students copy down the new words from the board.
28 Class set of dictionaries.
29 Develop fluency skills.
Task 2

For questions 30–36, put the stages (A–H) of a reading 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.

<table>
<thead>
<tr>
<th>0</th>
<th>A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A)</td>
<td>The teacher tells students the title of the story – ‘A long journey’.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>30</th>
<th>B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B)</td>
<td>Students read for gist to see if their predictions were right, and the class discuss their answers with the teacher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>31</th>
<th>C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C)</td>
<td>The teacher gives students comprehension questions to read.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>32</th>
<th>D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D)</td>
<td>Students brainstorm words connected with journeys.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>33</th>
<th>E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E)</td>
<td>Students read for specific information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>34</th>
<th>F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F)</td>
<td>In pairs, students check their answers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>35</th>
<th>G)</th>
</tr>
</thead>
<tbody>
<tr>
<td>G)</td>
<td>Students use their answers to re-tell the story in pairs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>36</th>
<th>H)</th>
</tr>
</thead>
<tbody>
<tr>
<td>H)</td>
<td>The teacher gives students a list of words from a story about a journey. Students check which of their words are in the list, and then guess what the story will be about.</td>
</tr>
</tbody>
</table>
Supplementary materials

Here are ten sets of instructions for the kinds of activities you might find in a book of supplementary materials. For each one, decide:

a) what level(s) it is suitable for (i.e. elementary, intermediate, advanced)
b) what you think the aims are
c) what materials (if any) the teacher needs to prepare
d) if it focuses on particular language.

1) In pairs, compare your list of ideas for staying healthy. Then agree on the six most useful ideas. Next, get together with another pair and decide on a group list of the six best ideas. Put these ideas in order according to their usefulness.

2) Describe a picture to your partner so that s/he can draw it. When you have finished, compare your pictures and discuss the reasons for any differences.

3) Send one member of your group outside the classroom to read the next sentence. He or she must remember the sentence without writing it down, then come back and dictate the sentence to the group.

4) Use your dictionary to find as much information as you can about a particular word. Discuss with the other students in your group how the meanings of your words are connected and then explain the connections to the class.

5) Decide which stories are true and which are false. Then choose one to tell to the rest of the class for them to make the same decision.

6) Read a definition to the class for them to guess the word.

7) Listen to the words on the recording and check whether you have underlined the correct syllables.

8) Correct the text so that it matches the information in the picture.

9) Write the next part of the story on the computer. When you have finished, move to the next computer and continue the story you see on the screen.

10) Go to the blackboard and rub out one word in a sentence, so that the words that are left on the board still form a correct sentence.

Module 2 sample task 3

For questions 57–64, choose which book listed A–I could help a teacher who is interested in the following topic areas. Mark the correct letter (A–I) on your answer sheet. There is one extra option which you do not need to use.

<table>
<thead>
<tr>
<th>Title of book</th>
<th>Author</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Primary Vocabulary Box</td>
<td>Caroline Nixon and Michael Tomlinson</td>
<td>CUP</td>
</tr>
<tr>
<td>B) Writing</td>
<td>Tricia Hedge</td>
<td>OUP</td>
</tr>
<tr>
<td>C) Uncovering Grammar</td>
<td>Scott Thornbury</td>
<td>Macmillan</td>
</tr>
<tr>
<td>D) English Pronunciation in Use</td>
<td>Mark Hancock</td>
<td>CUP</td>
</tr>
<tr>
<td>E) Readings in Teacher Development</td>
<td>Katie Head and Pauline Taylor</td>
<td>Macmillan</td>
</tr>
<tr>
<td>F) Designing Language Teaching Tasks</td>
<td>Keith Johnson</td>
<td>Macmillan</td>
</tr>
<tr>
<td>G) Choosing Your Coursebook</td>
<td>Alan Cunningsworth</td>
<td>Macmillan</td>
</tr>
<tr>
<td>H) Assessment</td>
<td>Michael Harris and Paul McCann</td>
<td>Macmillan</td>
</tr>
<tr>
<td>I) Teaching Children English</td>
<td>David Vale and Anna Feunteun</td>
<td>CUP</td>
</tr>
</tbody>
</table>

Topic areas

57 preparing a class test

58 activities to practise new words

59 reflecting on your recent teaching

60 teaching English sentence structure

61 evaluating textbooks

62 writing your own teaching materials

63 focusing on the sounds of English

64 learning to teach young learners
Possible resources for TKT

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

Books about methodology
Introducing 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)
- English Teaching Professional (www.etprofessional.com)

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

Discussion lists
ELT email 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)

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