Working towards
TKT Module 3
EMC/7032e/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.
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 that 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, /bl/ 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)
Attitudes to correction

Circle your response to each statement.
Agree strongly = 5; Disagree strongly = 1
Discuss in your groups.

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel I need to correct all my students’ written mistakes.</td>
<td>5  4  3  2  1</td>
</tr>
<tr>
<td>Parents think I’m not doing my job if I don’t correct everything.</td>
<td>5  4  3  2  1</td>
</tr>
<tr>
<td>I always write in the corrections for my students.</td>
<td>5  4  3  2  1</td>
</tr>
<tr>
<td>It’s very important to be able to write accurately.</td>
<td>5  4  3  2  1</td>
</tr>
</tbody>
</table>

Work with a colleague and write an example of a correction code.
Module 3 sample task 1

Here is a task from Module 3 of the handbook, p.30. For questions 33–40, match the circled mistakes with the types of mistake 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.

<table>
<thead>
<tr>
<th>Circled mistakes</th>
<th>Types of mistake</th>
</tr>
</thead>
<tbody>
<tr>
<td>33 The weather in London is badder than the weather in Tokyo.</td>
<td>A) wrong tense</td>
</tr>
<tr>
<td>34 The teacher made me to stay in school after class.</td>
<td>B) wrong verb pattern</td>
</tr>
<tr>
<td>35 What you doing this weekend?</td>
<td>C) wrong preposition</td>
</tr>
<tr>
<td>36 I go to the cinema last week.</td>
<td>D) wrong adverb form</td>
</tr>
<tr>
<td>37 He worked very hardly to finish the project.</td>
<td>E) wrong comparative form</td>
</tr>
<tr>
<td>38 Don’t blame you. It’s not your fault.</td>
<td>F) wrong word order</td>
</tr>
<tr>
<td>39 She in summer goes to the seaside every year.</td>
<td>G) missing auxiliary verb</td>
</tr>
<tr>
<td>40 They’ve been away since a long time.</td>
<td>H) missing preposition</td>
</tr>
<tr>
<td></td>
<td>I) wrong pronoun</td>
</tr>
</tbody>
</table>


Teacher roles

Discuss these comments from teachers, and decide what role or roles the teacher is taking in each case.

**Current thinking on teaching and learning puts the teacher in a background role.**
We have to create the conditions for learners to learn and in this way we facilitate learning. It is the opposite of the teacher as controller.

**Teacher role(s):**

**My students expect me to be very knowledgeable about every aspect of teaching. I think they are right. The teacher should always be very well prepared and should keep to the lesson plan, whatever happens.**

**Teacher role(s):**

**I go into the classroom with a brief lesson plan, but often the plan changes. It depends on the mood of the students and what they feel like doing that day. It means that sometimes I don’t finish the units from the coursebook on time and I admit that can be a problem.**

**Teacher role(s):**

What other teacher roles can you think of? Work with a partner and put your ideas on the mind map.
Module 3 sample task 2

Here is a task from Module 3 of the handbook, p.30.

For questions 41–49, match the teacher activities with the teacher roles 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.

Teacher roles

A) **MANAGER** (manages students and activities during class time)

B) **PLANNER** (chooses materials and/or methodology before the course or lesson)

C) **PROVIDER** (gives expert information about target language)

D) **DIAGNOSTICIAN** (finds out the needs and interests of students)

Teacher activities

41  The teacher puts students into groups of three for a role-play.

42  The teacher asks a noisy student to speak more quietly.

43  The teacher invites students to suggest topics for course content.

44  While students write a story, the teacher walks round the class helping students who make errors or ask for new words.

45  The teacher wants to identify gaps in their knowledge so she asks students to brainstorm crime vocabulary.

46  The teacher introduces the present perfect continuous.

47  The teacher decides which coursebook activities will fit into the time available for the lesson.

48  The teacher finds a video to fit into the topic of the unit.

49  The teacher gives students a questionnaire in order to find out more about their learning styles and preferences.
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
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](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 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