

Module

1

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University of Cambridge ESOL Examinations

Teaching Knowledge Test

Information for candidates



UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

English for Speakers of Other Languages



Introduction

■ Introduction to TKT – a test of professional knowledge for English language teachers

TKT is the new test about teaching English to speakers of other languages. It aims to increase teachers' confidence and enhance job prospects by focusing on the core teaching knowledge needed by teachers of primary, secondary or adult learners, anywhere in the world. This new award will help you to understand:

- different methodologies for teaching
- the 'language of teaching'
- the ways in which resources can be used
- the key aspects of lesson planning
- classroom management methods for different needs.

TKT has three core modules:

■ Module 1 – Language and background to language learning and teaching

- Describing language and language skills
- Background to language teaching
- Background to language learning.

■ Module 2 – Planning lessons and use of resources for language teaching

- Planning and preparing a lesson or sequence of lessons
- Selection and use of resources and materials.

■ Module 3 – Managing the teaching and learning process

- Teachers' and learners' language in the classroom
- Classroom management.

A detailed handbook for TKT is available to download from www.CambridgeESOL.org/TKT and includes full sample papers for each module. The website also includes detailed Teaching Resources for tutors who are helping candidates to prepare for TKT and a glossary of teaching terms.

A dedicated textbook *The TKT Course* is published by Cambridge University Press.

An overview of TKT

■ The aims of TKT

- to test candidates' knowledge of concepts related to language, language use and the background to and practice of language teaching and learning
- to provide an easily accessible test about teaching English to speakers of other languages, which is prepared and delivered to international standards, and

could be used by candidates to access further training, and enhance career opportunities

- to encourage teachers in their professional development by providing a step in a developmental framework of awards for teachers of English.

■ TKT candidature

TKT is suitable for teachers of English in primary, secondary or adult teaching contexts and is intended for an international audience of non-first language or first language teachers of English.

Candidates taking TKT will normally have some experience of teaching English to speakers of other languages. TKT may also be taken by:

- pre-service teachers
- teachers who wish to refresh their teaching knowledge
- teachers who are moving to teaching English after teaching another subject.

TKT candidates are expected to be familiar with language relating to the practice of ELT. A non-exhaustive list of teaching terminology is provided in the TKT Glossary, which can be found on our website: www.CambridgeESOL.org/TKT

Content of TKT

■ TKT content outline

TKT consists of three modules. For each module, candidates are required to answer 80 questions by selecting a letter for the correct answer. As TKT tests candidates' knowledge of teaching rather than their proficiency in the English language or their performance in classroom situations, candidates are not required to listen, speak or produce extended writing when taking TKT.

■ TKT overview

Module	Title	Timing	Test format
1	Language and background to language learning and teaching	1 hour 20 minutes	Three parts with 80 objective format questions
2	Lesson planning and use of resources for language teaching	1 hour 20 minutes	Two parts with 80 objective questions
3	Managing the teaching and learning process	1 hour 20 minutes	Two parts with 80 objective questions

MODULE 1

Language and background to language learning and teaching

GENERAL DESCRIPTION

Module format	Module 1 consists of three parts.
Timing	1 hour 20 minutes
No. of questions	80
Task types	Objective tasks, such as one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.
Answer format	For all parts of this module, candidates indicate their answers by shading the correct lozenges on their answer sheets. Candidates should use a pencil and mark their answers firmly. Candidates should use an eraser to rub out any answer they wish to change.
Marks	Each question carries one mark.

■ Syllabus

This module tests candidates' knowledge of terms and concepts common in English language teaching. It also focuses on the factors underpinning the learning of English and knowledge of the range and functions of the pedagogic choices the teacher has at his/her disposal to cater for these learning factors.

Module 1 example questions

2

For questions 1-5, match the example language with the grammatical terms listed A-F.

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

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

Example language

1

who, which, that

2

across, along, off

3

yourself, ourselves, themselves

4

your, his, our

5

above, against, by

Grammatical terms

A possessive adjectives

B relative pronouns

C reflexive pronouns

D demonstrative adjectives

E prepositions of place

F prepositions of movement

For questions 22-29, look at the two vowel sounds in each word. Match the vowel sounds in the words with the pairs of phonemic symbols 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.

Words	Phonemic symbols	
22 curly	A	/ əʊ / / ʌ /
23 over	B	/ eɪ / / ɪ /
24 village	C	/ əʊ / / ɜː /
25 paper	D	/ ɜː / / ə /
26 homework	E	/ aɪ / / ʌ /
27 learner	F	/ aɪ / / ʌ /
28 nightclub	G	/ ɪ / / ɪ /
29 baby	H	/ eɪ / / ʌ /
	I	/ ɜː / / ɪ /

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.

For questions 67-73, match the classroom activities with the types of speaking practice listed A, B or C.

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

Types of speaking practice

- | | |
|---|--------------------------|
| A | oral fluency practice |
| B | controlled oral practice |
| C | neither |

Classroom activities

- | | |
|----|--|
| 67 | At the beginning of the lesson, we got into groups and talked about an interesting newspaper article that we had read. |
| 68 | The teacher gave us word prompts such as 'cinema' and 'friends', and we had to say them in sentences using the past simple, e.g. 'We went to the cinema'. 'We visited some friends'. |
| 69 | We listened to a recording of two people talking about their hobbies, then did a gap-fill comprehension task. |
| 70 | The teacher gave us roles such as 'film star' or 'sports star' and we had to role play a party in which we chatted to each other. |
| 71 | We had a discussion about the advantages and disadvantages of the internet. |
| 72 | The teacher read out some sentences, some of which were correct and some incorrect. We had to shout out 'Right' or 'Wrong'. |
| 73 | We had to ask our partner five questions about their abilities, using 'can', e.g. 'Can you swim?' |

[Turn over

MODULE 2

Lesson planning and use of resources for language teaching

GENERAL DESCRIPTION

Module format	Module 2 consists of two parts.
Timing	1 hour 20 minutes
No. of questions	80
Task types	Objective tasks, such as one-to-one matching; 3/4/5-option matching; sequencing; 3-option multiple choice and odd one out.
Answer format	For all parts of this module, candidates indicate their answers by shading the correct lozenges on their answer sheets. Candidates should use a pencil and mark their answers firmly. Candidates should use an eraser to rub out any answer they wish to change.
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.

Module 2 example questions

<p>For questions 15-20, look at the stages and aims from a lesson plan about complaining. Two of the aims (A-C) in each stage are appropriate. One of the aims is NOT appropriate.</p> <p>Mark the aim (A, B or C) which is NOT appropriate on your answer sheet.</p>	<table> <tr> <th>Stages</th><th>Aims</th></tr> <tr> <td data-bbox="479 1879 511 1911">15</td><td data-bbox="479 1155 641 1533"> <p>Lead-in</p> <ul style="list-style-type: none"> The teacher asks the students when they last went on holiday and what problems they can have when travelling. The teacher elicits ideas about the problems and writes them on the board. </td></tr> <tr> <td data-bbox="706 1879 738 1911">16</td><td data-bbox="706 1155 885 1533"> <p>Listening</p> <ul style="list-style-type: none"> Students listen to a customer complaining in a travel agent's. Students identify the problems mentioned on the tape. Students compare answers in pairs. </td></tr> <tr> <td data-bbox="925 1879 958 1911">17</td><td data-bbox="925 1155 1096 1533"> <p>Language focus</p> <ul style="list-style-type: none"> The teacher hands out the transcript. Students identify the language of complaining and apologising in the transcript. </td></tr> <tr> <td data-bbox="1144 1879 1177 1911">18</td><td data-bbox="1144 1155 1339 1533"> <p>Restricted practice</p> <ul style="list-style-type: none"> The teacher shows the target language on an OHT. Students try to say the phrases. The teacher gives feedback, correcting and drilling where necessary. </td></tr> </table>	Stages	Aims	15	<p>Lead-in</p> <ul style="list-style-type: none"> The teacher asks the students when they last went on holiday and what problems they can have when travelling. The teacher elicits ideas about the problems and writes them on the board. 	16	<p>Listening</p> <ul style="list-style-type: none"> Students listen to a customer complaining in a travel agent's. Students identify the problems mentioned on the tape. Students compare answers in pairs. 	17	<p>Language focus</p> <ul style="list-style-type: none"> The teacher hands out the transcript. Students identify the language of complaining and apologising in the transcript. 	18	<p>Restricted practice</p> <ul style="list-style-type: none"> The teacher shows the target language on an OHT. Students try to say the phrases. The teacher gives feedback, correcting and drilling where necessary.
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18	<p>Restricted practice</p> <ul style="list-style-type: none"> The teacher shows the target language on an OHT. Students try to say the phrases. The teacher gives feedback, correcting and drilling where necessary. 										

<p>19</p> <p>Preparation for freer practice</p> <ul style="list-style-type: none"> Students study their role-cards: student A is the complaining customer student B is the travel agent. 	<p>5</p> <p>Freer practice</p> <ul style="list-style-type: none"> Students act out the situation in pairs. 	<p>20</p> <p>Freer practice</p> <ul style="list-style-type: none"> Students act out the situation in pairs. 	<p>5</p> <p>Freer practice</p> <ul style="list-style-type: none"> Students act out the situation in pairs.
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[Turn over

For questions 37-41, match the situations in which a teacher sets a test with the reasons for assessment listed A-F.

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

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

Situations

37 The teacher has a new class. On the first day of the course, she sets a test which covers some language points she expects the students to be familiar with and others that she thinks the students may not know. The students do not prepare for the test.

38 The teacher notices that his intermediate students are making careless mistakes with basic question formation, which they should know. He announces that there will be a test on this the following week. The students have time to prepare for the test.

39 The students are going to take a public examination soon. The teacher gives them an example paper to do under test conditions.

40 The teacher monitors students whenever they carry out speaking tasks and keeps notes about each student.

41 The class has recently finished a unit of the coursebook which focused on the use of the present perfect simple with 'for' and 'since'. The teacher gives the class a surprise test on this.

Reasons for assessment

- A to familiarise students with the test format
- B to allow the teacher to plan an appropriate scheme of work
- C to show students how well they have learned specific language
- D to allow students to assess each other
- E to motivate the students to revise a particular language area
- F to assess students' progress on a continuous basis

For questions 50-56, read the dictionary entry. Match the extracts from the dictionary entry 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.

Dictionary entry

convince / kənˈvɪns / v [T (of)] to make someone completely certain about something; persuade: *We finally convinced them of our innocence.*
[+ obj + (that)] *They failed to convince the directors that their proposals would work / I'm convinced that she is telling the truth.*

50 I'm convinced that she is telling the truth.

51 convince

52 v

53 persuade

54 [+ obj + (that)]

55 (of)

56 to make someone completely certain about something

A Part of speech

B Example sentence

C Dependent preposition

D Single-word synonym

E Phonemic transcription

F Headword

G Verb pattern

H Definition

MODULE 3

Managing the teaching and learning process

GENERAL DESCRIPTION

Module format	Module 3 consists of two parts.
Timing	1 hour 20 minutes
No. of questions	80
Task types	Objective tasks, such as one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.
Answer format	For all parts of this module, candidates indicate their answers by shading the correct lozenges on their answer sheets. Candidates should use a pencil and mark their answers firmly. Candidates should use an eraser to rub out any answer they wish to change.
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.

Module 3 example questions

2

For questions 1-7, match the examples of teachers' classroom language with their 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.

Teachers' classroom language	Functions
1 Listen, I like playing football, repeat everyone, I like playing football.	A checking understanding
2 Maria – collect the books, please.	B emphasising word stress
3 Tell me three adjectives beginning with the letter 'C'.	C drilling
4 Just listen to how I say it – poTAtoes.	D checking instructions
5 Okay, discuss it with your partner now, please.	E monitoring
6 I'm really full, I've just eaten a big lunch. Am I hungry now?	F eliciting
7 Let's have a look. Yes, that's great. Now try the next one.	G organising pairwork
	H nominating

For questions 17-21, read the following instructions which a teacher used with adult elementary learners. Some of these instructions may not be appropriate.

Match the instructions with the trainer's comments listed A-F.

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

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

Instructions

17 Imagine you were in a shop and you had decided to buy some chocolates. What do you think you might say?

18 Read the text and identify the cohesive devices.

19 Look at the text and underline all the verbs.

20 Why don't you just get into pairs or a small group, if you like, and discuss a few of the questions for a little bit?

21 Weren't you listening? I said exercise three. Don't waste my time!

Trainer's comments

- A This is a clear instruction for adult elementary learners.
- B The grammar in this instruction is above elementary level.
- C Some adult students might find this instruction rude.
- D This instruction is not well sequenced.
- E This instruction does not tell students exactly what to do.
- F Some of the lexis in this instruction is above elementary level.

For questions 28-32, read the conversation between two advanced learners. Answer the questions about their use of language by choosing the correct option A, B or C.

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

Cristina: Are you a good sailor? Have you ever been seasick?

Raquel: Yeah, I have been seasick, once. Actually, I –

Cristina: Was that on a long journey?

Raquel: Yeah. In fact I'm quite a good traveller normally. But there was erm ... er ... not on a long journey, no, sorry. It was about only 30 kilometres. And erm, coming ... on the way back, it was a very small boat and it was very hot, and me and the rest of my family were on the very ... in the inside of the boat. And it was just like being in a ... on a cork, carried by water. And my brother started first, and then everyone started feeling sick.

Cristina: Oh, terrible.

Raquel: It was horrible.

28 Why does Raquel stop after saying 'Actually, I –'? (line 2)

- A She can't remember the right word.
- B She hasn't understood the question.
- C She is suddenly interrupted by Cristina.

29 Why does Raquel say 'Yeah' at the beginning of line 4?

- A to show that she heard Cristina's question
- B to ask for the question to be repeated
- C to show she is unsure about her answer

30 Why does Raquel use 'In fact'? (line 4)

- A She's introducing a contrast with what she said earlier.
- B She's correcting what Cristina said.
- C She's giving herself some time to think.

31 The many uses of 'and' in lines 5-8 in Raquel's story

- A summarise Raquel's ideas.
- B repeat what happened in the story.
- C mark new points in the story.

32 The adjectives 'terrible' and 'horrible' (lines 10 and 11) show that Raquel and Cristina both

- A dislike the way Raquel told the story.
- B have the same reaction.
- C have had a similar experience.

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) |

- | | |
|----|--|
| 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. |

TKT test administration

■ Modular structure

TKT has three modules. These can be taken together in one examination session or separately, in any order, over three sessions.

■ Entry procedure

Candidates must enter through an authorised Cambridge ESOL Centre. A list of Cambridge ESOL Examination Centres is available from Cambridge ESOL online at www.CambridgeESOL.org/TKT

Institutions wishing to become Cambridge ESOL Examination Centres should contact the Centre Registration Unit at Cambridge ESOL.

Grading and results

■ Grading

Each module is free-standing. Candidates receive a certificate for each module they take.

Each question carries one mark, so the maximum mark for each module is 80. Candidate performance is reported using four bands.

Band	A candidate at this level demonstrates
1	limited knowledge of TKT content areas
2	basic, but systematic knowledge of TKT content areas
3	breadth and depth of knowledge of TKT content areas
4	extensive knowledge of TKT content areas

Our trialling research indicates that for a candidate to achieve TKT Band 3, a score of at least 45–50 marks (out of 80) is required.

The reporting of results for TKT is subject to ongoing research. Further guidance on the interpretation of results will be issued in the future.

■ Notification of results

Certificates are despatched to Centres approximately two weeks after receipt of answer sheets by Cambridge ESOL. Please note that despatch of candidates' certificates will be delayed if they need Special Consideration or are suspected of malpractice.

Support for TKT candidates and course providers

General information on TKT, including administration details and downloadable versions of this Handbook and sample materials, can be found by visiting

www.CambridgeESOL.org/TKT

Course providers and individual candidates can also access the TKT Glossary on this website.

Support material for teacher trainers is available on the Teaching Resources website

www.CambridgeESOL.org/teach/TKT

The TKT Course is published by Cambridge University Press in collaboration with Cambridge ESOL. This coursebook provides approximately 60–90 hours of classroom-based or self-access study, and includes practice tasks and tests.

Further support is also available in the form of seminar programmes in different countries. Contact Cambridge ESOL Information for further details by e-mailing:
ESOLinfo@ucles.org.uk

Common questions and answers

Can candidates make notes on the question paper?

Candidates may write on the question paper during the examination, but their notes will not be marked. Candidates must complete an answer sheet, which is then scanned.

Does it matter if candidates write in pen or pencil?

Candidates must use a pencil to mark their answers on the answer sheet. Answer sheets marked in pen cannot be read by computer.

Is the use of dictionaries allowed?

No.

What is the mark allocation?

One mark is given for each correct answer.

Do candidates have to take all three modules?

No. The modules are free-standing. Candidates may enter for any number of modules in any order.

What is the pass mark?

Results are reported in four bands. There is no pass or fail. Candidates receive a certificate for each module taken.

What is the date of the TKT examination?

Dates are set by Centres in consultation with Cambridge ESOL, taking into account local needs and conditions.

Where can candidates enrol?

Your Cambridge ESOL Local Secretary can give you information about Centres where the examination is taken. Candidates enrol through local Centres, and not through the Cambridge ESOL office in Cambridge. Fees are payable to the local Centre.

How do candidates get their results?

TKT certificates are issued to Centres approximately two weeks after receipt of answer sheets by Cambridge ESOL.

Do candidates need to have taken a particular English language examination before taking TKT?

No. However, it is advisable for candidates to have a minimum language level of Council of Europe Framework Level B1.

What kind of teaching terminology will be tested in TKT?

A non-exhaustive list of the teaching terms and their definitions which could be tested in TKT can be found in the TKT Glossary at **www.CambridgeESOL.org/TKT**

What is the TKT portfolio?

The portfolio is an electronic resource in which candidates keep a record of their teaching experience, beliefs and aspirations for the future. The portfolio does not form part of the assessment for TKT. Candidates who register for TKT will receive more information on how to access their portfolio.

Content of TKT Modules 1–3

Content outline

For each module, candidates are required to answer 80 questions by selecting a letter for the correct answer. As *TKT Modules 1–3* test candidates' knowledge of teaching rather than their proficiency in the English language, candidates are not required to listen, speak or produce extended writing when taking *TKT Modules 1–3*.

Overview

Module	Title	Timing	Test format
1	Language and background to language learning and teaching	1 hour 20 minutes	Three parts with 80 objective questions
2	Lesson planning and use of resources for language teaching	1 hour 20 minutes	Two parts with 80 objective questions
3	Managing the teaching and learning process	1 hour 20 minutes	Two parts with 80 objective questions

An overview of TKT Modules 1–3

Aims

- To test candidates' knowledge of concepts related to language, language use and the background to and practice of language teaching and learning
- To provide an easily accessible test about teaching English to speakers of other languages, which is prepared and delivered to international standards, and could be used by candidates to access further training, and enhance career opportunities
- To encourage teachers in their professional development by providing a step in a developmental framework of awards for teachers of English

Candidature

TKT Modules 1–3 are suitable for teachers of English in primary, secondary or adult teaching contexts and are intended for an international audience of non-first language or first language teachers of English. Candidates taking *TKT Modules 1–3* will normally have some experience of teaching English to speakers of other languages. *TKT Modules 1–3* may also be taken by:

- pre-service teachers
- teachers who wish to refresh their teaching knowledge
- teachers who are moving to teaching English after teaching another subject.

Candidates are not required to fulfil any specific entry criteria for *TKT Modules 1–3* and there are no formal English requirements. However, candidates are expected to be familiar with language relating to the practice of ELT. A non-exhaustive list of teaching terminology is provided in the *TKT Glossary*, which can be found on our website: www.CambridgeESOL.org/TKT

Approaches to teaching and learning

A range of approaches to teaching and learning may be covered in the examination material. Approaches which might bias against candidates from particular backgrounds or teaching contexts are avoided. Knowledge of communicative and other approaches to teaching is expected, as is familiarity with ELT terminology.

Sources and text types used in TKT Modules 1–3

Extracts, original or adapted, from the following sources may feature in *TKT Modules 1–3*:

- ELT coursebooks or supplementary materials
- handbooks on English language teaching and learning
- ELT journals and magazines
- testing materials
- grammar books and dictionaries, including phonemic transcription (IPA – International Phonetic Alphabet)
- diagrams or other visuals
- transcriptions of classroom talk
- descriptions of classroom situations
- examples of learners' writing.

Band descriptors

	Module 1: Language and background to language learning and teaching	Module 2: Lesson planning and use of resources for language teaching	Module 3: Managing the teaching and learning process
BAND 4	The candidate demonstrates comprehensive and accurate knowledge of all areas on the <i>TKT Module 1</i> syllabus, i.e. language systems and background to language learning and teaching. He/she shows familiarity with the full range of concepts, terminology, practices and processes tested in <i>TKT Module 1</i> , which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate demonstrates comprehensive and extensive knowledge of all areas on the <i>TKT Module 2</i> syllabus, i.e. lesson planning and use of resources for language teaching. He/she shows familiarity with the full range of concepts, terminology, practices and processes tested in <i>TKT Module 2</i> , which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate demonstrates comprehensive and extensive knowledge of all areas on the <i>TKT Module 3</i> syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with the full range of concepts, terminology, practices and processes tested in <i>TKT Module 3</i> , which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is able to relate existing knowledge to both familiar and unfamiliar classroom situations.
BAND 3	The candidate generally demonstrates comprehensive and accurate knowledge of areas on the <i>TKT Module 1</i> syllabus, i.e. language systems and background to language learning and teaching. He/she shows familiarity with most of the concepts, terminology, practices and processes tested in <i>TKT Module 1</i> , which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is generally able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate generally demonstrates comprehensive and extensive knowledge of areas on the <i>TKT Module 2</i> syllabus, i.e. lesson planning and use of resources for language teaching. He/she shows familiarity with most of the concepts, terminology, practices and processes tested in <i>TKT Module 2</i> , which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is generally able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate generally demonstrates comprehensive and extensive knowledge of areas on the <i>TKT Module 3</i> syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with most of the concepts, terminology, practices and processes tested in <i>TKT Module 3</i> , which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is generally able to relate existing knowledge to both familiar and unfamiliar classroom situations.
BAND 2	The candidate demonstrates basic knowledge of areas on the <i>TKT Module 1</i> syllabus, i.e. language systems and background to language learning and teaching. He/she shows familiarity with some of the concepts, terminology, practices and processes tested in <i>TKT Module 1</i> , which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.	The candidate demonstrates basic knowledge of areas on the <i>TKT Module 2</i> syllabus, i.e. lesson planning and use of resources for language teaching. He/she shows familiarity with some of the concepts, terminology, practices and processes tested in <i>TKT Module 2</i> , which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.	The candidate demonstrates basic knowledge of areas on the <i>TKT Module 3</i> syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with some of the concepts, terminology, practices and processes tested in <i>TKT Module 3</i> , which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.
BAND 1	The candidate demonstrates restricted knowledge of areas on the <i>TKT Module 1</i> syllabus, i.e. language systems and background to language learning and teaching. He/she shows familiarity with a limited range of the concepts, terminology, practices and processes tested in <i>TKT Module 1</i> , which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is able to relate existing knowledge to familiar classroom situations only.	The candidate demonstrates restricted knowledge of areas on the <i>TKT Module 2</i> syllabus, i.e. lesson planning and use of resources for language teaching. He/she shows familiarity with a limited range of the concepts, terminology, practices and processes tested in <i>TKT Module 2</i> , which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is able to relate existing knowledge to familiar classroom situations only.	The candidate demonstrates restricted knowledge of areas on the <i>TKT Module 3</i> syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with a limited range of the concepts, terminology, practices and processes tested in <i>TKT Module 3</i> , which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is able to relate existing knowledge to familiar classroom situations only.

WEB LINKS - MODULE 1 - PART 1

Unit 1. Grammar

http://www.cambridgeesol.org/assets/pdf/tkt_glossary.pdf x
<http://englishpage.com/verbpage/simplepresent.html>
<http://learnenglishteens.britishcouncil.org/grammar-vocabulary>
<http://www.nea.org/tools/tips/Teaching-Parts-of-Speech.html>
<http://www.teachthemenglish.com/2013/10/14/20-resources-for-teaching-and-practicing-parts-of-speech/>
<http://www.storyboardthat.com/articles/education/english/parts-of-speech>
<http://grammar.yourdictionary.com/parts-of-speech/interjections/interjections-worksheet.html>
<http://englishforeveryone.org/PDFs/Crossword%20Puzzle%20-%20Verbs%20in%20Present%20Tense%201.pdf>
<http://www.rong-chang.com/ex/contents.htm>

Unit 2. Lexis

<http://www.cambridgeesol.org/teach/pet/index.htm> x
<http://www.bbc.co.uk/skillswise/topic/prefixes-and-suffixes>
http://www.english-grammar.at/worksheets/phrasal_verbs/phrasal_verbs.htm

Worksheets

<http://www.esltower.com/PRONUNCIATION/worksheets/quizzes/Vowel%20sounds%20phonetic%20exercise%20Quiz.pdf>
<http://www.esltower.com/PRONUNCIATION/worksheets/quizzes/Diphthongs%20or%20double%20Vowel%20sound%20practice%20test%20Quiz.pdf>
<http://www.esltower.com/PRONUNCIATION/worksheets/quizzes/Phonetic%20Vowel%20Sound%20Quiz%20-%20EI%20Quiz.pdf>
<http://www.esltower.com/PRONUNCIATION/worksheets/quizzes/Vowel%20sounds%20phonetic%20practice%20test%20Quiz.pdf>
<http://www.esltower.com/PRONUNCIATION/worksheets/crosswords/Phonetic%20Double%20Vowel%20Sounds%20Crosswordai,oei,.pdf>
<http://www.esltower.com/PRONUNCIATION/worksheets/crosswords/vowelsoundscrossword.pdf>

Unit 3. Phonology

<http://phonmap.com/download.asp>
<http://www.teachingenglish.org.uk/try/resources/pronunciation/phonemic-chart>
<https://www.teachingenglish.org.uk/article/telephone-number-pronunciation>
<https://www.teachingenglish.org.uk/article/whats-pronunciation>
<https://www.teachingenglish.org.uk/article/pronunciation-past-simple-verbs>
<https://www.teachingenglish.org.uk/article/phonemic-symbols>
<https://www.teachingenglish.org.uk/article/using-phonemic-chart-autonomous-learning>
<https://www.teachingenglish.org.uk/article/phonemic-chart>
<http://busyteacher.org/14764-how-to-introduce-phonetic-alphabet-schwa-ipa.html>
<http://busyteacher.org/8168-top-10-ways-teach-vowel-pronunciation-in-english.html>
<http://www.bbc.co.uk/learningenglish/english/features/pronunciation>
<http://soundsofspeech.uiowa.edu/english/english.html>

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/>
<http://inglesparalatinos.com/escuchar/alfabeto-fonetico-internacional-los-sonidos-del-ingles/>
<http://www.ompersonal.com.ar/omphonetics/diphthongs/practice2.htm>
<http://www.ompersonal.com.ar/omphonetics/vowels/practice1.htm>
http://stuff.co.uk/calcul_nd.htm
<http://www.cambridge.org/elt/peterroach/exercises.htm>
http://www.cambridgeenglishonline.com/Phonetics_Focus/
https://new.vk.com/wall-51506472_509
https://new.vk.com/doc65751681_148207952?hash=2ffb78b788334fbe0b&dl=bfb222885c944ba45d

Phonetic Texts

Tibbitts, L. (1963) A Phonetic Reader For Foreign Learners Of English: Cambridge.

APPS

Sounds → <http://www.macmillaneducationapps.com/soundspron/>
Sounds Right → <https://learnenglish.britishcouncil.org/es/apps/sounds-right>
https://www.teachingenglish.org.uk/sites/teacheng/files/TEphonemic_GreyBlue2_0.swf

Unit 4. Functions

<http://www.myonlineenglishtutor-co-uk.blogspot.mx/2012/09/tefl-functions-and-exponents.html>
<http://www.esl-library.com/?gclid=COrrj4jxmsACFQto7AodCWUAkQ>
<http://akoaotearoa.ac.nz/download/ng/file/group-4/n2464-esol-teaching-skills-taskbook-unit-4-i--teaching-functional-language.pdf>

Unit 5. Reading

<http://literacytrust.org.uk/>
<http://iienglish2.blogspot.com/2011/06/skimming-exercise.html>
<http://www.sparknotes.com>

Unit 6. Writing

<http://www.makebeliefcomix.com/> x
<http://web.archive.org/web/20040804075009> x
<http://www.kented.org.uk/ngfl/literacy/Writing-frames/frames1.html> x

Unit 7. Listening

<http://www.bbc.co.uk/worldservice/learningenglish/>

Unit 8. Speaking

<http://eltnotebook.blogspot.com/2006/10/complete-list-of-contents.html>
<http://englishfromzerotake2.blogspot.com/>
<http://towerofenglish.com>

WEB LINKS - MODULE 1 - PART 2

Unit 9. Motivation

<http://www.ltscotland.org.uk/mfle/sharingpractice/peoplecitizens/motivation/index.asp> x

<http://www.educationscotland.gov.uk/learningandteaching/>

http://ourworld.compuserve.com/homepages/A_Littlejohn/articles.htm x

Unit 10. Exposure and focus on Form

<http://www.perfect-english-grammar.com/english-verb-patterns.html>

<http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode30/languagepoint.shtml>

<http://reallifeglobal.com/english-grammar-made-easy-how-to-use-verb-patterns/>

Unit 11. The role of error

<http://www.cambridge.org/elt/ces/methodology/errors.htm>

Unit 12. L1 and L2 learning

<http://www.bbc.co.uk/worldservice/learningenglish/>

<http://www.bbc.co.uk/skillswise/english>

Unit 14. Learner needs

<http://www.hltmag.co.uk/nov05/mart06.htm>

http://www.actj.org/joomla/index.php?option=com_content&task=view&id=44&Itemid=31

Unit 15. Approaches to language teaching

<http://www.sk.com.br/sk-revie.html>

WEB LINKS - MODULE 1 - PART 3

Unit 16. Presentation Techniques

http://www.ehow.com/how_13518_play-hangman.html

<http://www.onestopenglish.com>

<http://ihworld.com/ihjournal/articles/03ABRIEFHISTORY.pdf>

Unit 17. Practice activities and tasks for language and skills development

<http://www.onestopenglish.com>

Unit 18. Assessment Types

<http://www.willis-elt.co.uk/lesson-plans-2/>

Part 1

Describing language and language skills





Unit 1

Grammar



① Grammar Quiz

Part 1 - Parts of speech

- 1) Which part of speech is used for 'naming'?
- 2) Which part of speech is used for 'doing'?
- 3) Which part of speech is used for describing something or someone?
- 4) Which part of speech is used for describing an action?
- 5) What do we call *these*, *a*, *the*? Which part of speech do we use them with?
- 6) What kind of words are *in*, *of*, *after*?
- 7) *He*, *it*, *those* are examples of Which other part of speech do they replace?
- 8) *And* is an example of a Can you name two more?

Part 2 - Grammatical Structures

- 9) How many *tenses* are there in English?
- 10) Can you name them?
- 11) How is the *regular past simple* formed?
- 12) What are *modal verbs*?
- 13) Give five examples of modal verbs
- 14) When do we use the *passive voice*?
- 15) Give an example of an *imperative*.
- 16) When is the *imperative* used?
- 17) How is the *comparative* formed?
- 18) How is the *superlative* formed?
- 19) How do we form the *continuous aspect*?
- 20) When is the *present continuous* used?

Teachingenglish - TKT Essentials

Module 1 - Grammar

② Parts of speech

Four in a row

Work in groups. Each group takes turns to choose a word from the grid and say which part of speech it is. Put a symbol or colour to mark the square your team has 'won'. One point for each correct answer. Bonus point for getting 4 in a row correct.

fly	teach	the	bad	or
your	horse	with	quickly	careful
learn	on	it	yours	because
that	good	now	pen	extremely

fly	teach	the	bad	or
your	horse	with	quickly	careful
learn	on	it	yours	because
that	good	now	pen	extremely

ADJECTIVE:	A word used to describe a noun or a copular verb e.g. A nice day. He looks nice. An adjective phrase is a group of words where the main word is an adjective e.g. It is very very important
COMPARATIVE	Expressing more or less. Gradable adjectives can express the notion of more or less e.g. nicer (than), more beautiful (than)
SUPERLATIVE	Expressing the most or least. Gradable adjectives express this notion e.g. the nicest, the most beautiful
ADVERB:	A word or phrase (adverbial phrase) used to modify or give more information about a verb or adjective or phrase. An adverb can give information on such areas as manner (quickly), time (at 4.00), frequency(every day), place (over there), or perform connections (before, although). Gradable adverbs can also use comparative (more quickly) and superlative (the most carefully)
ADVERBIAL	A word or phrase additional to the verb and subject that gives information about time, place and manner
ADVERBIAL CLAUSE	A type of subordinate clause that says when, how, where etc. something happens e.g. although she was tired...
INTENSIFIER	An adverb indicating degree e.g. very, extremely, only
CLAUSE:	A meaningful group of words that contains a verb. It can exist on its own to create a simple sentence or with other clauses to create a complex sentence
CONDITIONAL CLAUSE	A subordinate clause expressing a hypothetical state - usually expressed by 'if' e.g. If he comes, I'll tell you. If I won, I would be rich
INDIRECT SPEECH	Also known as REPORTED SPEECH. Re-telling the statement, question or imperative after it has been said or thought. This frequently changes the tense as well as words of time and place. e.g. She said she was leaving the next day.
RELATIVE CLAUSE	A subordinate clause modifying a preceding noun. It can be defining e.g. The girl (that/who) I spoke to was friendly, or non-defining e.g. Paris, which is on the Seine, is the capital of France.
RELATIVE PRONOUN	The pronoun which introduces a relative clause

SUBORDINATE CLAUSE	A clause which cannot exist on its own, but combines with a main clause to create a complex sentence. The subordinate clause can denote condition, reason etc. e.g. Because I was tired (subordinate clause), I went to bed (main clause)
CONJUNCTION	A word used to connect words, phrases or clauses within a sentence e.g. and, if, although, because
DEMONSTRATIVE	This, that, these, those - either demonstrative adjective I want this book, or demonstrative pronoun e.g. I want this.
DETERMINER:	A pre-modifier for a noun phrase e.g. this (demonstrative adjective), some (quantifier), my (possessive adjective), a/the (article)
ARTICLE	A determiner which indicates whether a noun is specific or non-specific. Definite article- 'the'. Indefinite - 'a/an'
QUANTIFIER	A determiner denoting quantity e.g. one, some, many, few
INTERROGATIVE	The inversion structure used to indicate questions or requests. It often starts with an interrogative pronoun e.g. who, whose, what, which
INVERSION	A change to the usual word order so that the verb comes before the subject. Usually used for interrogative or emphasis e.g. Down came the rain, Where do you live?
MORPHEME	The smallest grammatical unit. A component of meaning within a word e.g. happy is 1 morpheme, happiness is 2 (ness = noun), unhappiness is 3 morphemes. Morphemes can be free, which means that they can exist on their own e.g. happy; or bound, which means that they cannot exist separately e.g. un. They can also be inflexional, indicating such grammatical aspects as number e.g. plural 's' or verb features e.g. 'ing' 'ed'; or derivational, which means that they change the word class or meaning e.g. ness, un
NOUN:	A word used as the name of a person, thing, quality or process e.g. John, car, wealth
ABSTRACT NOUN	A noun that describes an entity or feeling that cannot be seen or touched (compare concrete noun)
COMMON NOUN	The majority of nouns. All nouns that are not the name of a particular person, place, day etc. and are not, therefore proper

	nouns (see proper noun)
COMPLEMENT	A word or phrase that follows a copular verb or the object. It can be a noun or an adjective, and can describe the subject (John is a doctor) or the object (He made his mother happy)
COMPOUND NOUN	A noun which consists of two or more words used together e.g. a teapot, a boarding school
CONCRETE NOUN	A noun that describes a thing that can be seen or touched (compare abstract noun)
COUNTABLE NOUN	A separate noun which can be counted, add plural s', and be used with a/an e.g. car
GERUND	A noun formed from a verb by adding ing' to the stem. e.g. Typing is fun.
NOUN PHRASE	A group of words where the main word is a noun e.g. The chair in the corner.....
OBJECT	The person or thing affected by the action of the verb e.g I hit the ball (compare subject). The object may be direct or indirect e.g. I gave the book (direct) to him (indirect)
PROPER NOUN	A noun that is the name of a particular person or place and starts with a capital letter e.g. John, London. All other nouns are common nouns
SUBJECT	The person or thing that performs the action of the verb e.g I went (compare object)
UNCOUNTABLE NOUN	A noun that is not a separate entity e.g. furniture, wealth, rice. It is not used in the plural or with a/an
PHRASE	A meaningful group of words performing the function of a noun (noun phrase e.g. The girl with green eyes), adjective (adjective phrase e.g. very tired), preposition (prepositional phrase e.g. out of breath) etc.
PREPOSITION	A word that comes before a noun form to indicate connection e.g. in , by, across
PREPOSITIONAL PHRASE	A group of words that consists of a preposition and the related noun or pronoun form e.g. under the table

PRONOUN	A word standing in place of a noun or noun phrase such as I, her, mine e.g. I like him. This is mine
SENTENCE	A structure consisting of at least one main clause. It starts with a capital letter, ends with a full stop, and must contain a finite verb.

VERB:	A term used to express action, process or state
ACTIVE VOICE	The subject is the person or things that performs the action e.g. I hit the ball (compare passive voice)
ASPECT	Verbs can be in simple aspect, continuous aspect or perfect aspect. Aspect denotes a way of looking at the performance of a verb as to whether we see it as complete, temporary, repeated etc.
AUXILIARY VERB	The verbs be, have and do when used with a main verb to form questions, negatives, tenses etc. e.g. He has come. He doesn't work. A modal verbs is also an auxiliary verb.
CONTINUOUS/PROGRESSIVE ASPECT	This expresses a temporary, incomplete or progressive state. It is formed with the auxiliary verb 'to be' + the present participle (-ing) e.g. I am drinking milk, I was drinking milk etc.
COPULAR VERB	A verb that joins a subject to a complement e.g. That car looks fast. I feel a fool
DYNAMIC VERB	A verb expressing an action. It can be used in both simple aspect and continuous aspect e.g. He speaks English. He is speaking now. (compare stative verb)
FINITE VERB	A verb that has a tense or aspect e.g. she waited, she is waiting. Compare non-finite verb
IMPERATIVE	The base/bare infinitive form expressing functions such as a request, advice, instruction or suggestion. It is the only finite verb which does not need a subject e.g. Help me
INFINITIVE	The part of the verb which expresses the notion

	of the verb, usually used with 'to' e.g. to hit, to swim. The bare infinitive is used without to e.g. I must go, he let me go
INTRANSITIVE VERB	A verb which does not take a direct object e.g. She cried (compare transitive verb)
IRREGULAR VERB	A verb which does not form the past simple and past participle with the regular 'ed' ending. e.g. sit - sat - sat
MODAL VERB	A group of verbs (can, could, must, will, would, shall, should, may, might) used with an infinitive to express such things as possibility or necessity e.g. I can go
NON-FINITE VERB	The infinitive or participle form of the verb. This form is not used with a subject e.g. Feeling tired,... Born many years ago, he.....
PARTICIPLE	A non-finite verb form. The 'ing' (present participle) or 'ed' (past participle) form are used as part of the verb to form for example continuous aspect or passive voice e.g. I am eating, or it was eaten. It is also used to form a participle adjective e.g. The crying child, the broken window
PASSIVE VOICE	In the passive the object becomes the subject and the verb is formed by the auxiliary verb to be + past participle e.g. the ball was hit (compare active voice)
PERFECT ASPECT	This expresses indefinite time or duration of time before present (present perfect), past (past perfect) or future (future perfect). It is formed with the auxiliary verb to have + past participle
PHRASAL VERB	A phrase consisting of a verb + adverb particle e.g. away or preposition which changes the meaning of the original verb. e.g. He gave up beer. He fell over.
PROGRESSIVE ASPECT	- see continuous aspect
REFLEXIVE VERB	A verb with the same subject and object e.g. She hurt herself

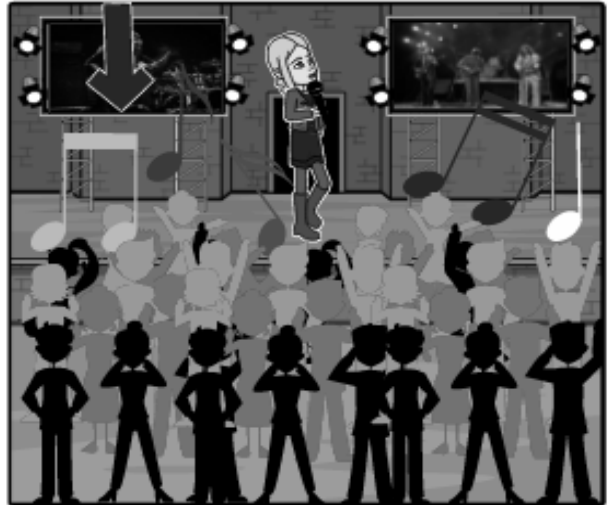
REGULAR VERB	A verb which forms the past simple and past participle with the stem + ed - e.g. walk -walked - walked
STATIVE VERB	A verb expressing a state. Also known as state verb. It cannot be used in the continuous aspect e.g. He likes coffee NOT He is liking coffee. (compare dynamic verb)
SUBJUNCTIVE	A set of verb forms usually only used in formal English now to talk about possibilities rather than facts e.g. If I were you, we recommend that he (should) go now
TENSE	The form of the verb usually associated with time. There are two tenses - present simple e.g. He drives to work, and past simple e.g. He lived in London
TRANSITIVE VERB	A verb which takes a direct object e.g. She saw the crime (compare intransitive verb).

NOUN



My **DOG** Harry and I live in **LONDON**.

VERB



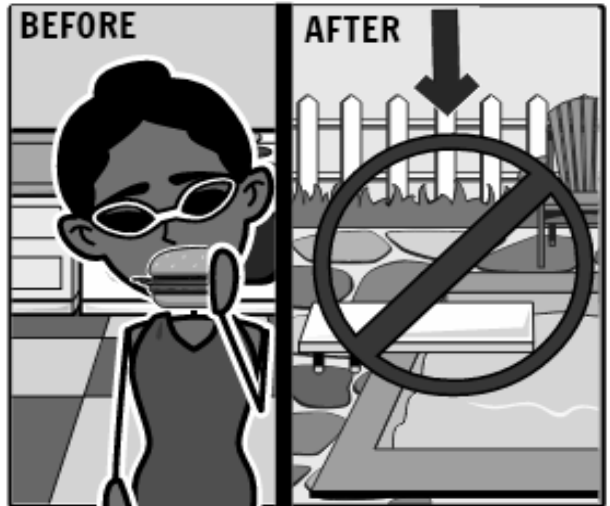
I really enjoy when people **SING** with me while I am performing on stage.

PRONOUN



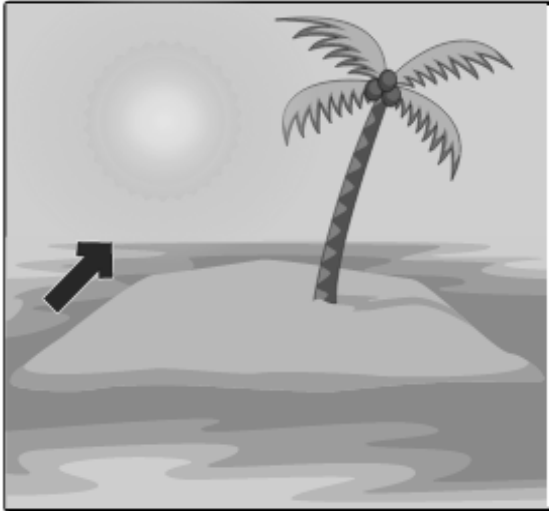
I love my grandmother because **SHE** is a great cook.

PREPOSITION



It is a common misconception that you cannot swim **AFTER** you eat.

ADJECTIVE



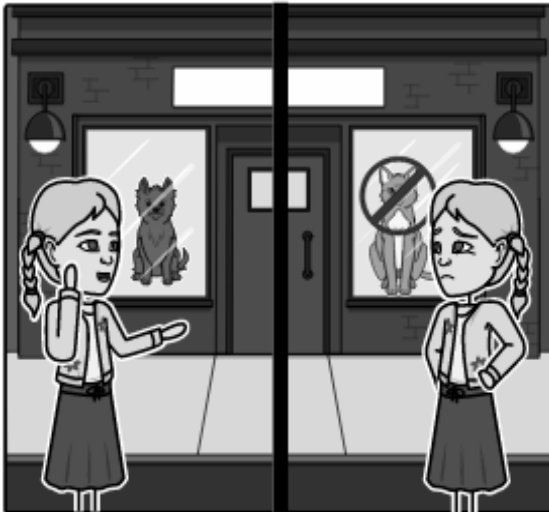
The sun is very **BRIGHT** at noon time.

ADVERB



If you don't get on the train **QUICKLY** the doors will close and you will not get on.

CONJUNCTION



I like dogs, **BUT** I do not like cats.

INTERJECTION



OUCH! That needle hurts, Doc!

DIAGNOSTIC TEST 1

For each underlined word in the following sentences, identify and then write the part of speech on the line next to the number. Each part of speech is used at least once.

Use the following abbreviations:

noun—N

pronoun—PRO

verb—V

adjective—ADJ

adverb—ADV

preposition—PREP

conjunction—CONJ

interjection—INT

1. _____ They attended the concert last weekend.
2. _____ Several cats ran into Rob's garage.
3. _____ The truck driver delivered the packages quickly.
4. _____ Fast runners won all the awards at the track meet.
5. _____ My friends and I walked home after school.
6. _____ I wanted a peanut butter and jelly sandwich for lunch yesterday.
7. _____ She was counting the ballots during social studies class.
8. _____ Hey! That is my seat.
9. _____ Will they finish the test on time?
10. _____ The diagram was pretty complicated for us.
11. _____ He will practice his musical piece soon.
12. _____ Reggie saw the awesome sight from the air.
13. _____ Her sister is the oldest member of the group.
14. _____ Check the score, Tom.
15. _____ Will the students be able to find the answer by themselves?
16. _____ Are you sure of yourself?
17. _____ They slowly carried the couch down the stairs.
18. _____ Can you see beyond the hills from the top of the tower?
19. _____ Hurray! Our team has finally scored a touchdown.
20. _____ The troop had been scattered throughout the woods.

DIAGNOSTIC TEST 2

On the line next to the number, write the first letter of the word indicated by the part of speech in the parentheses. Underline the indicated word within the sentence. If your consecutive letters are correct, you will spell out the names of four trees in items 1 through 12 and four first names in items 13 to 25. Write these six names on the lines below the last numbered item.

1. _____ (**preposition**) He walked around the corner.
2. _____ (**pronoun**) Paul hopes that she will sing with the choir.
3. _____ (**pronoun**) Can Jerry help him with the science project?
4. _____ (**noun**) Have you seen the eraser?
5. _____ (**noun**) The lock was stuck.
6. _____ (**noun**) She purchased the margarine with him.
7. _____ (**adjective**) Older people tire more easily.
8. _____ (**adjective**) He is agile.
9. _____ (**adjective**) Kind people are often rewarded.
10. _____ (**adverb**) The police officer ran fast.
11. _____ (**adverb**) My sister answered the question intelligently.
12. _____ (**adverb**) You really should see this art exhibit, Kenny.
13. _____ (**preposition**) Reggie fell by the stairs.
14. _____ (**preposition**) Can you jump over the hurdle?
15. _____ (**preposition**) May I sit between you two?
16. _____ (**verb**) Joke about it now.
17. _____ (**verb**) They overcharged me.
18. _____ (**verb**) Ozzie, eat up.
19. _____ (**conjunction**) I cannot go, for I have much to do.
20. _____ (**conjunction**) I like peanuts and potato chips.
21. _____ (**conjunction**) He wants to buy the house, yet he knows it is too expensive.
22. _____ (**interjection**) Jeepers! This is a great deal.
23. _____ (**interjection**) Ah! The sun is so warm.
24. _____ (**interjection**) No! I will never try that.
25. _____ (**adverb**) Georgette eventually walked her brother to the station.

Exercise 1

Think about 3 adjectives that describe the next situations. NOTE: You can't repeat adjectives.

1. Name three complimentary adjectives that describe one of your friends:

2. Name three adjectives that describe the beach on a summer's day:

3. Name three adjectives that describe a Super Bowl crowd:

4. Name three adjectives that describe one of your Halloween costumes:

5. Name three adjectives that describe a famous actor or actress:

6. Name three adjectives that describe a book or magazine article that you recently read:

7. Name three adjectives that describe a typical spring day where you live:

8. Name three adjectives that describe your favorite song:

9. Name three adjectives that describe one of your recent math tests:

10. Name three adjectives that describe one of your most difficult experiences

Exercise 2

Underline each noun in the following sentences. Then write the first letter of each noun on the line next to the sentence. If your answers are correct, you will spell out the words of a quotation and the name of the famous American who said the quotation. Write the quotation and its author's name on the lines below.

1. _____ Wendy located her housekeeper.
2. _____ Some answers on this test are about electricity.
3. _____ Her violin and easel were missing.
4. _____ Their rabbit that left the yard was returned by the officer.
5. _____ He used this umbrella in Alabama.
6. _____ After the rain, the electrician checked the box.
7. _____ The end of the afternoon arrived quickly.
8. _____ This group is funny.
9. _____ The ostrich and the orangutan are interesting.
10. _____ My doctor and my orthodontist are neighbors.
11. _____ In the evening, Archie likes to go boating.
12. _____ Unfortunately, he had a rash and an allergy.
13. _____ Her height and agility helped her win the match.
14. _____ Linda cared for the infant throughout the night.
15. _____ The garbage carton near the oven had licorice and noodles in it.

The quotation and its author:

Exercise 3

On the line next to the sentence number, tell whether the underlined adverb modifies a verb, an adjective, or another adverb by writing the correct answer's corresponding letter. Then fill in the spaces within the three sentences after sentence 15. If your answers are correct, you will understand this activity's title.

1. Patricia slept peacefully. (b) verb (c) adjective (d) adverb
2. Our teachers are very happy with the results. (t) verb (s) adjective (l) adverb
3. Larry's unusually good cooking skills came in handy last weekend. (b) verb (h) adjective (o) adverb

- | | |
|--|-----------------------------------|
| 4. He ran <u>swiftly</u> away from the tackler. | (e) verb (a) adjective (i) adverb |
| 5. She danced <u>so</u> gracefully in the competition. | (d) verb (m) adjective (p) adverb |
| 6. They sang <u>beautifully</u> during the entire winter concert. | (l) verb (n) adjective (p) adverb |
| 7. My aunt was <u>extremely</u> hungry after we completed the three-hour hike. | (r) verb (o) adjective (d) adverb |
| 8. We had met <u>somewhat</u> earlier than you think. | (v) verb (n) adjective (a) adverb |
| 9. Are they going <u>away</u> ? | (t) verb (e) adjective (r) adverb |
| 10. His <u>rather</u> clever remarks were not appreciated. | (g) verb (e) adjective (u) adverb |
| 11. These stories seem <u>strangely</u> familiar to me. | (x) verb (s) adjective (o) adverb |
| 12. They will <u>hardly</u> try to win. | (n) verb (r) adjective (s) adverb |
| 13. Francine earns high grades <u>quite</u> often. | (t) verb (e) adjective (t) adverb |
| 14. Do not walk <u>alone</u> in the forest. | (s) verb (u) adjective (f) adverb |
| 15. We met <u>only</u> recently. | (g) verb (h) adjective (s) adverb |

- The five sentences that illustrate an adverb modifying a verb are numbers _____, _____, _____, _____ and _____. Their corresponding letters spell the word _____.
- The five sentences that illustrate an adverb modifying an adjective are numbers _____, _____, _____, _____ and _____. Their corresponding letters spell the word _____.
- The five sentences that illustrate an adverb modifying another adverb are numbers _____, _____, _____, _____ and _____. Their corresponding letters spell the word _____.

Exercise 4

In the following sentences, identify the interjection and underline it, also analyse the meaning according to the sentence.

- Hi, I'm glad that you could make it to my party.

Meaning:

- Wow! You look great tonight.

Meaning:

- That was the best performance that I have ever seen, bravo!

Meaning:

- I can't believe you broke my favorite toy, bah.

Meaning:

- Hmm, I wonder where I put my keys and wallet.

Meaning:

6. Miners used to shout “eureka!” when they struck gold.

Meaning:

7. “Shoo!” shouted the woman when she saw the cat licking milk from her cereal bowl.

Meaning:

8. I guess that’s the end of the movie, darn.

Meaning:

9. Stop! You should always wear a helmet when riding a bike.

Meaning:

10. Yippee, I made this picture all by myself.

Meaning:

Exercise 5

Circle the conjunction or pair of conjunctions in each sentence:

1. Lyle chose both steak and salad for his dinner.
2. I chose neither steak nor salad for my dinner.
3. Either you or he can drive Dad to the train station tomorrow morning.
4. The panda wanted to eat, for he was hungry.
5. Peanut butter and jelly is Rex’s favorite sandwich.
6. Not only the girls but also the boys will be invited to the assembly.
7. Sara did not know whether to swing at the ball or take the pitch.
8. Mark would like to go, but he cannot.
9. Rich likes the food at this restaurant, yet he seldom eats here.
10. Run with him or her.

Use these coordinating and correlative conjunctions in your own sentences:

11. Use *neither . . . nor*:

12. Use *but*:

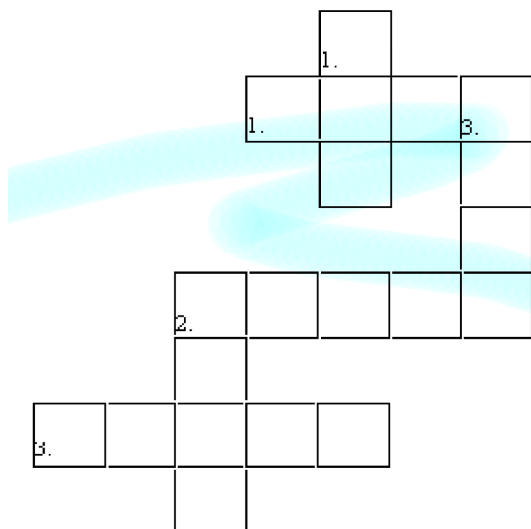
13. Use *for*:

14. Use *or*:

15. Use *either . . . or*:

Exercise 6

Read the clues below to fill in the crossword puzzle with the correct verb in present tense and write a sentence with each one of them.



Across:

1. This word means: to use your legs to make your body leave the ground.

2. You must do this to learn.

3. This action is fun to do. You do it at parties and at night. You do it when music is playing.

Down:

1. You do this to move and to get exercise. It is faster than a walk.

2. This action is fun to do. You use your mouth and tongue to make pretty sounds. You usually do this when music.

3. This is fun. You normally do it with your friends.

Sentences:

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.

Exercise 7

Choose the correct answer.

1. John introduced _____.
A. him to she
B. him to his
C. him to her
D. her to he
2. _____ have been good friends since childhood.
A. You, he and I
B. You, I and he
C. I, you and he
3. Tom! Can you see your pen and book on the floor? _____.
A. Pick it up
B. Pick up them
C. Pick them up
D. Pick up it
4. What time is it? _____ five o'clock.
A. it's
B. Its
C. It's
D. It was
5. She writes _____ from time to time.
A. him to letter
B. him a letter
C. a letter him
D. letter to him
6. He told me only part of the story and that was _____.
A. this
B. it
C. that
D. One
7. Your teacher is sick today. _____ is why I have come here to give the lesson.
A. It
B. That
C. There
8. What I want to tell you is _____. The meeting is put off till next Tuesday.
A. this
B. these
C. it
D. that
9. Those people have worked for a long time. They are _____ tired and hungry, but _____ of them would stop to take a break.
A. all --- neither
B. all --- none
C. both --- none
D. both --- neither
10. A: Does she study French or German?
B: She studies _____ of them.
A. none
B. neither
C. all
D. either



Unit 2

Lexis



① Different kinds of meaning

Part 1

Work in pairs. What does the word 'fair' mean in the following sentences?

- She used to have dark hair, but she has fair hair now!
- It was a fair decision, and so everyone accepted it.
- The weather was fair, so we decided to go for a walk.
- We still have a fair way to go. I think we'll be there this evening
- They went to an antiques fair at the weekend.

How do we know the meaning of 'fair' in the examples above?

Part 2

Look at the use of 'fair' in the following expressions. What do they mean?

- to have a fair crack of the whip
- to be fair game
- to win fair and square
- fair to middling.

How do we know the meaning of 'fair' in the expressions above?

Teachingenglish - TKT Essentials

Module 1 - Lexis

② Aspects of vocabulary

Part 1

Link the words on the left to the terms on the right

quiet, silent, soundless	compound nouns
love, hate, war, peace	prefixes
crystal clear, cosmetic surgery, real time	collocations
handbag, flowerpot, fingerprint	antonyms
impossible, unlikely, misspell	parts of speech
freedom, childhood, friendship	synonyms
noun, adjective, verb, adverb	suffixes

Part 2

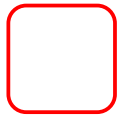
Now complete the table below with examples based on the word 'fair'. The first one has been done as an example.

compound nouns	fairway, fairground
prefixes	
collocations	
antonyms	
parts of speech	
synonyms	
suffixes	

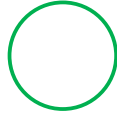


Using different word types in sentences

Sentences are made up of different types of words. Each type of word has been given a different shape.



nouns



verbs



pronouns



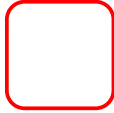
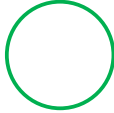
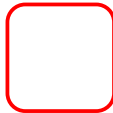
adjectives



**linking
words**

How many sentences can you make with the words on page 2?

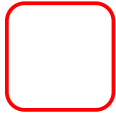
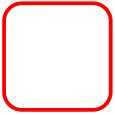
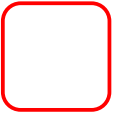
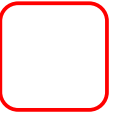
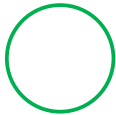
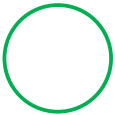
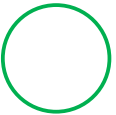
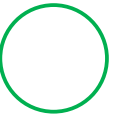








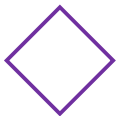

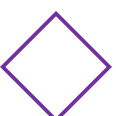
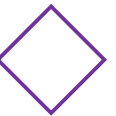
Here is an example:

 Mrs Hill	 ate	 dinner
--	---	--



How many sentences can you make with the words below?

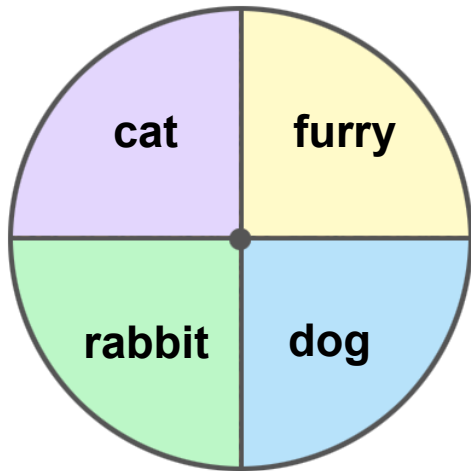
Each type of word has a different shape. The key is on page 1.

 Mrs Hill	 curry	 dinner	 chips
 cooked	 was	 burned	 ate
 it	 she	 they	 her
 nasty	 tasty	 hot	 cold
 the	 and	 a	 but

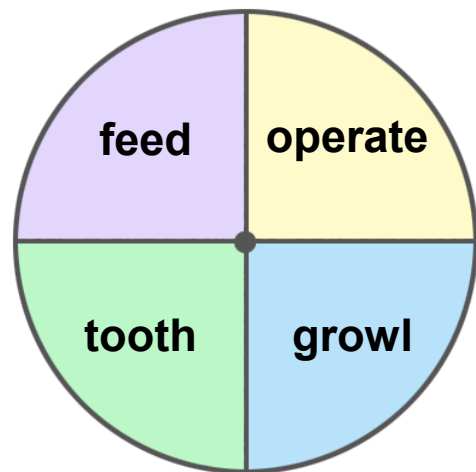


Nouns and verbs odd-one-out

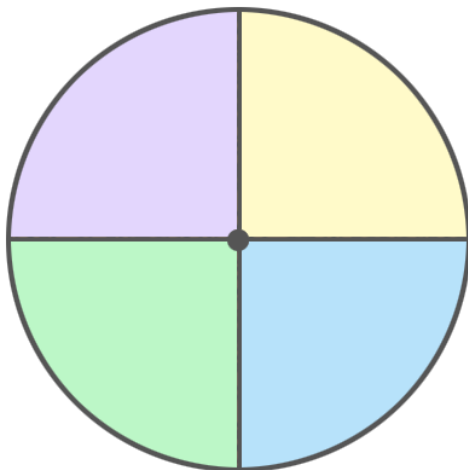
Which word is not a noun?



Which word is not a verb?



Make your own adjective odd-one-out.



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Module 1 - Lexis

③ Find it!

Look in the box and find...

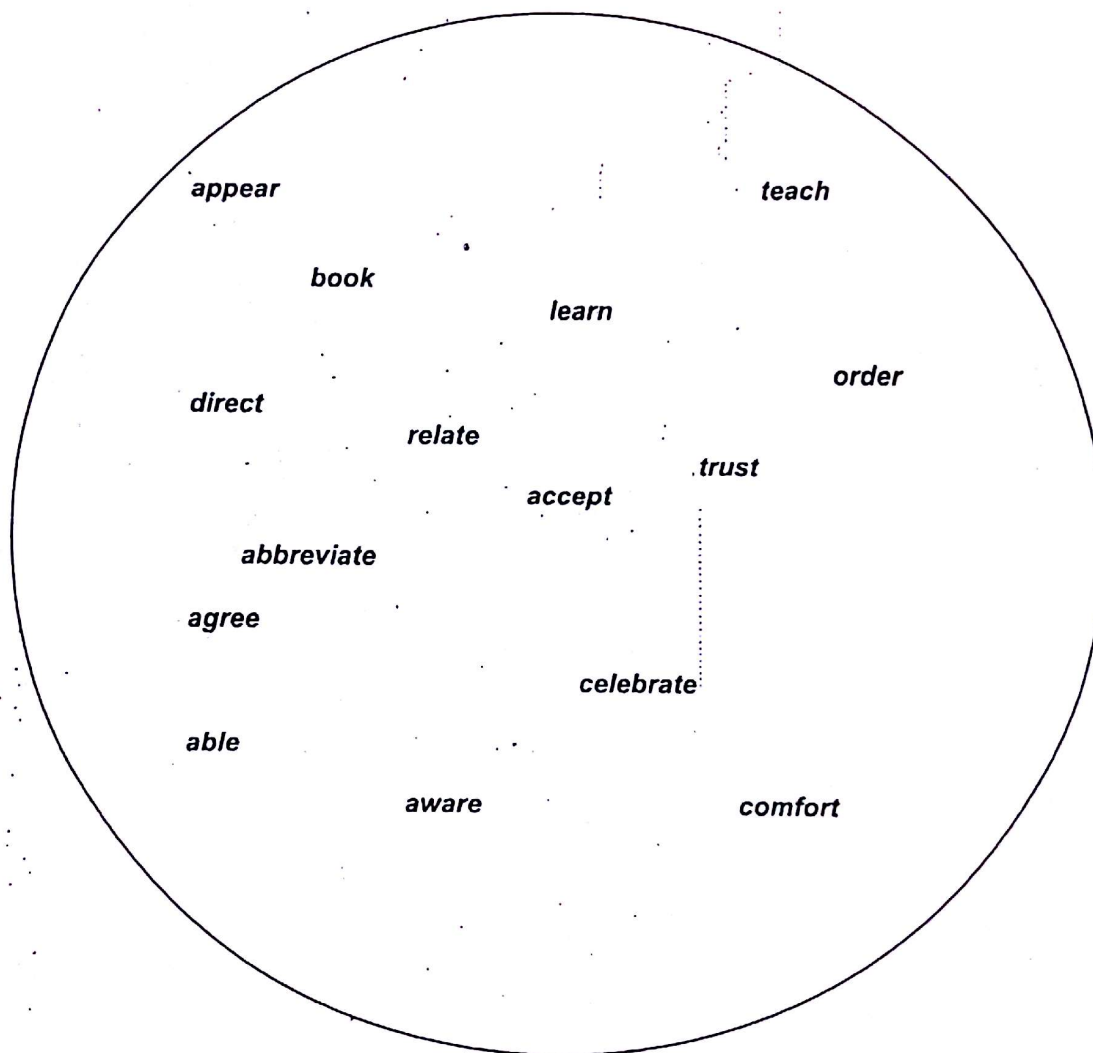
- two synonyms
- a synonym and an antonym
- a collocation
- a compound word
- a word with a prefix
- a word with a suffix
- a part of speech

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

④ Word formation

How many new words can you make using prefixes and suffixes? Add as many as you can to the words in the circle.

Un	pre	dis	er	(e)d	ing	(e)s	ion	ly	able
----	-----	-----	----	------	-----	------	-----	----	------



Put the correct form of the word in brackets into the blank .

1. The results were very strange! In fact, they were _____ ! (**BELIEVE**)
2. He has an unfortunate _____ to understand people's feelings (**ABLE**)
3. Due to the clerk's _____ we missed the train (**STUBBORN**)
4. What we saw was beyond all _____ (**EXPECT**)
5. She is a student of the _____ (**HUMAN**)
6. The book contains some great _____ (**ILLUSTRATE**)
7. Please give us details of your present _____ (**OCCUPY**)
8. What is the _____ of the Danube River (**LONG**)
9. The _____ of our agriculture is important if we want to produce more food (**MECHANIC**)
10. Drug _____ is a problem causing great concern (**ADDICT**)
11. The _____ of the awards is scheduled for next Friday (**PRESENT**)
12. I have been sworn to _____ so I can't say a word (**SECRET**)
13. After losing her job she was _____ for a month (**EMPLOY**)
14. Pushing into a queue is considered to be extremely _____ (**POLITE**)
15. The audience gave the violinist a round of _____ (**APPLAUD**)
16. He isn't happy with his job because he feels he is _____ (**PAY**)
17. We have just been shown another example of _____ killing (**SENSE**)
18. My sister's _____ makes hers social life difficult (**SHY**)
19. I'm not sure at all I really can't say with _____ (**CERTAIN**)
20. My _____ is the history of Elizabethan England (**SPECIAL**)
21. The police were told by their _____ where to find the criminal (**INFORM**)
22. He received many medals for his acts of _____ during the war (**HERO**)
23. The _____ of the company is said to be dangerous to small firms (**EXPAND**)
24. For all of us, Marilyn Monroe was the _____ of beauty (**PERSON**)
25. I can guarantee the _____ of our new product (**RELY**)
26. The government is encouraging heavy _____ (**INVEST**)
27. People who suffer from _____ should buy themselves a pet (**LONELY**)
28. George and I have been friends since _____ (**CHILD**)
29. Everybody is worried about the _____ of the rain forest (**DESTROY**)
30. Some MPs are calling for _____ without trial (**DETAIN**)
31. My grandfather was given a medal for _____ (**BRAVE**)
32. My father takes great _____ in his work (**PROUD**)
33. This bag contains all my photographic _____ (**EQUIP**)
34. _____ is probably the most useful form of energy (**ELECTRIC**)
35. John turned up on the wrong day because of a _____ (**UNDERSTAND**)
36. Jake had another _____ with his boss (**AGREE**)
37. The bank robbers were sentenced to twelve years of _____ (**PRISON**)
38. Mary suddenly felt sick, so we needed a _____ for her part in the play (**REPLACE**)
39. Failure to apply in time may result in a _____ of benefits (**LOSE**)
40. Pat was accused of stealing some _____ documents (**CONFIDENT**)

Teaching**english** - TKT Essentials

Module 1 - Lexis

⑤ The messy teenager's bedroom

This teenager's bedroom is in a mess. Re-arrange the words to put things where they should be. The words in bold on the right are the head-words

wardrobe	pillows	rubber	sweatshirts	blankets	pens
desk	paper	jeans	pillows	jacket	socks
bed	school uniform	sheets	notebooks	t-shirt	pencils

Now create your own lexical sets with the following head-words:

parts of the body

movement (verbs)

weather

⑥ Learner errors

Identify the errors in the following sentences and think about why the learner might have made them.

- 1) Grandmother is afraid of big dogs, but she likes short ones.
- 2) He was wearing a half sleeve shirt.
- 3) She gave me some good advices.
- 4) I prefer light tea to strong tea.
- 5) We had a discussion about the matter, but we misagreed.
- 6) Just as we set out, there was a big downfall of rain.
- 7) The teacher expects us to work hardly.
- 8) As John got into the bath he cracked his cranlum on the cupboard.
- 9) She had no fixed plan and decided to play it by ears.
- 10) She was sad yesterday, but has got it over now.

Anagrams crossword

Fill in the crossword by finding the missing words in the following sentences. Each word is an anagram of the word in bold type at the end of the sentence. Number 1 has been done for you.

Across

- 1 He handed me the application form and asked me to _____ it at the bottom. **sing**
- 3 He was a tall man with a thick, bushy _____. **bread**
- 7 It's too hot over there! Let's sit here in the _____ instead. **heads**
- 8 How much would it cost to _____ this photo? **general**
- 11 We live in the country in the middle of a _____. **softer**
- 14 I'm surprised that he became such a famous newsreader, considering the fact that he has a _____. **slip**
- 16 After the scandal, the Prime Minister was forced to _____. **singer**
- 18 Would you like to _____ my home-made wine? **state**
- 19 My uncle's a car _____ and he earns about £40,000 a year. **nameless**
- 20 A butterfly is a kind of _____. **nicest**
- 23 I must remember to _____ the letter on my way home tonight. **stop**
- 25 I wish I _____ play a musical instrument. **cloud**
- 26 I've tried sailing boats and rowing boats, but never a _____. **ocean**
- 27 The child complained of a stomach _____ after eating the meal. **each**
- 28 I think it's a big _____ being an only child. I really wish I had an older brother or sister. **backward**

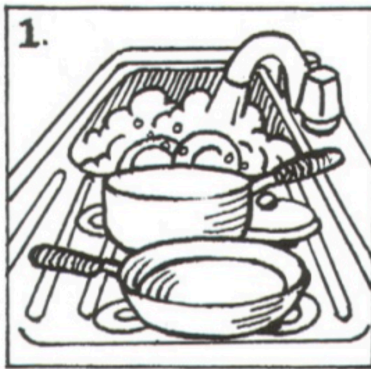
Down

- 2 A _____ is a popular farm animal in many countries. **toga**
- 3 The lamb began to _____ as we got near it. **table**
- 4 My favourite _____ is *Love is ...* by Adrian Henri. **mope**
- 5 My grandmother can't hear you, I'm afraid. She's _____. **fade**
- 6 Are you sure you're feeling all right, Helen? You've gone very _____. **leap**
- 7 Look happy, everyone. Come on, _____! **miles**
- 9 Do you think you could give up your _____ for your country? **file**
- 10 Most of the _____ in this area are young married couples with children. **tiredness**
- 12 I have a weakness for cream cakes, just can't _____ them. **sister**
- 13 The shopkeeper saw the child _____ a box of chocolates. **slate**
- 15 Cathy was wearing a red _____ dress. **stain**
- 16 London's sewers are full of _____. So is the Underground. **star**
- 17 He was afraid of the dark, so he always kept a light on at _____. **thing**
- 18 Do you think it's possible to _____ a rhinoceros? **meat**
- 21 Pass me the _____, please. **last**

Word Families 1

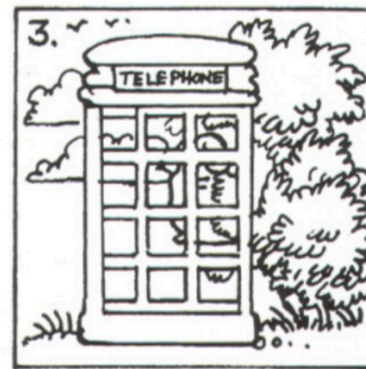
Here are 24 words. Can you put them into 6 different subject groups?

saucer pair frost dozen pot wound minister party member
directory call box thunderstorm disease socialist fever operator
billion dish injury lightning communist couple pan gale dial



For example:
saucer











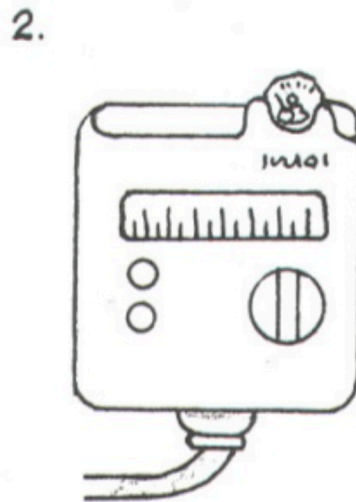
Word Families 2

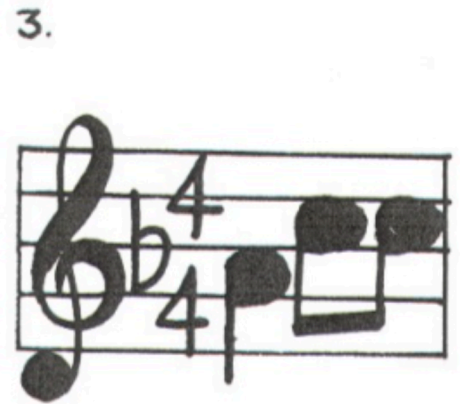
Can you put these words into 5 different subject groups?
There are 4 words in each.

Atlantic buffet North Sea classical Africa water Pacific
rock canteen gas snack bar pop Australasia pub jazz
Europe phone Mediterranean Asia electricity



For example:
Atlantic









What is a suffix?

A suffix is a word ending - a group of letters you can add to the **end** of a **root word***
eg walking, helpful

*A **root word** stands on its own as a word, but you can make new words from it by adding beginnings (prefixes) and endings (suffixes).

For example, '**comfort**' is a root word. By adding the suffix 'able' you can make new words such as '**comforting**' and '**comfortable**'.

Adding suffixes to words can change or add to their meaning. But they can also show how a word will be used in a sentence and what part of speech the word belongs to (eg noun, verb, etc).

eg If you want to use the root word 'talk' in the sentence "I was (talk) to Samina", then you must add the suffix **-ing** so that the word 'talk' makes better sense grammatically:
"I was **talking** to Samina".

There are various suffixes. The most common are probably **-ed** and **-ing**.

	Suffix	Example
Verb suffixes	-ed	walk + ed = walked
	-ing	say + ing = saying
Noun suffixes	-ness	happy + ness = happiness
	-sion	divide + sion = division
	-ment	excite + ment = excitement
	-tion	educate + tion = education
	-cian	music + cian = musician
Adjective suffixes	-al	accident + al = accidental
	-er	tall + er = taller
	-able	accept + able = acceptable
	-ary	imagine + ary = imaginary
	-est	large + est = largest
	-ful	help + ful + helpful
Adverb suffixes	-ly	love + ly = lovely
	-fully	hope + fully = hopefully

NB: Adding a suffix to some root words will change the spelling of the new word. There are some spelling rules to help you learn why and when this happens. **For more about this, see the factsheets on suffix spelling rules.**

Prefixes and suffixes

Some words (**root** words) can have words or parts of words added to the beginning or end that change their meaning.

If you add parts of words to the beginning of a word, it is called a **prefix**.

If you add parts of words to the end of a word, it is called a **suffix**.

The children were **unhelpful** to their mother

un	help	ful
prefix	root word	suffix

I ended up **repainting** the kitchen

re	paint	ing
prefix	root word	suffix

Knowing about these parts of words is useful for spelling because they help you break down longer words into smaller parts and they also give you clues about their meanings.

Prefixes

Prefix	Meaning
un-	means not or the opposite of the rest of the word: eg uneaten means not eaten
dis-	also means not : eg disagreed means not agreed
re-	means again : eg redone means done again
pre-	means before e.g. predate means to come before

Suffixes

Suffix	Meaning
-s, -es	means more than one (plural): eg one book but many books.
-ing or -ed	shows when something happened - in the present (ing) or past (ed) tense: eg I am working there now or I worked there last week
-er, -est	means more or the most of something: eg that drink was colder (more cold) or that was the coldest drink (the most cold)
-ful or -less	shows there is a lot of something (hopeful - a lot of hope) or none of something (hopeless - no hope)

Suffix spelling rules: double letters

When adding a suffix to a root word the spelling of both usually stays the same:

eg care + ful = careful

But there are several important groups of words in which the spelling of the root word **changes** when you add a suffix.

Sometimes the spelling changes because of the **Doubling rules**.

As always, there are exceptions to these four rules, but they are a good starting guide:

1. For most short (one syllable) words that end in a single consonant (anything but 'a', 'e', 'i', 'o', 'u'), double the last letter when adding a suffix:

eg run + ing = **running**

sun + y = **sunny**

If the word ends with more than one consonant, don't double the last letter:

eg pump + ed = **pumped**

sing + ing = **singing**

2. For most longer (more than one syllable) words that end in 'l', double the 'l' when adding the suffix:

eg travel + ing = **travelling**

cancel + ed = **cancell**ed

3. If you have a word ending in a consonant and a suffix starting with a consonant, you don't need to double the last letter of the word:

eg enrol + ment = **enrolment**

commit + ment = **commitment**

4. For most longer (more than one syllable) words that have the stress on the last syllable when you say them **and** end with a single consonant (anything but 'a', 'e', 'i', 'o', 'u'), double the last letter:

eg begin + er = **beginner**

prefer + ing = **preferring**

If the word has more than one syllable and ends with a single consonant, but the stress isn't on the last syllable, you don't need to double the last letter before adding a suffix:

eg offer + ing = **offering**

benefit + ed = **benefited**

PREFIX	MEANING
<i>Re-</i>	Again or back
<i>Dis-</i>	Reverses the meaning of the verb
<i>Over-</i>	Too much
<i>Un-</i>	reverses the meaning of the verb
<i>Mis-</i>	badly or wrongly
<i>Out-</i>	more or better than others
<i>Be-</i>	make or cause
<i>Co-</i>	together
<i>De-</i>	do the opposite of
<i>Fore-</i>	earlier, before
<i>Inter-</i>	between
<i>Pre-</i>	before
<i>Sub-</i>	under/below
<i>Trans-</i>	across, over
<i>Under.</i>	not enough
<i>Anti-</i>	against
<i>Auto-</i>	self
<i>Bi-</i>	two
<i>Co-</i>	joint
<i>Counter-</i>	against
<i>Dis-</i>	the converse of
<i>Ex-</i>	former

<i>Hyper-</i>	extreme
<i>In-</i>	the converse of
<i>In-</i>	inside
<i>Inter-</i>	between
<i>Kilo-</i>	thousand
<i>Mal-</i>	bad
<i>Mega-</i>	million
<i>Mis-</i>	wrong
<i>Mini-</i>	small
<i>Mono-</i>	one
<i>Neo-</i>	new
<i>Out-</i>	separate
<i>Poly-</i>	many
<i>Pseudo-</i>	false
<i>Re-</i>	again
<i>Semi-</i>	half
<i>Sub-</i>	below
<i>Super-</i>	more than, above
<i>Sur-</i>	over and above
<i>Tele-</i>	distant
<i>Tri-</i>	three
<i>Ultra-</i>	beyond
<i>Under</i>	below, too little
<i>Vice-</i>	deputy

Building on root words

Build your own words adding **prefixes** and **suffixes** to the root words. How many words can you make?

Remember that root words ending in 't' lose the 't' when a suffix beginning with 't' is added.

prefixes	root words	suffixes
dis	cover	able
un	correct	ing
mis	employ	ed
under	stand	tion
re	act	ment

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Choosing suffixes for root words

In the table below, only one out of the three suffixes next to each root word is right for that word.

Choose the one you think is correct and write the new word in the space provided, as in the example. Don't forget the suffix spelling rules.

Root word	Suffixes	Correct word
origin	al / ly / ary	original
music	sion / cian / tion	
noise	y / ly / ary	
happy	ness / less / ful	
beauty	ful / est / ly	
like	ed / er / ful	
manage	ment / ible / al	
friend	y / ly / ary	
comfort	able / ible / ly	
love	y / ary / ly	
subtract	sion / tion / cian	
divide	cian / sion / tion	

Taking away the prefix to find the root word

Take away the prefix from each of the root words in the table. Write the root word in the space provided, as in the example.

Prefix + root word	Root word
untidy	tidy
indecent	
immature	
misprint	
underarm	
reappear	
transplant	
intercity	
unusual	
immobile	
inaccurate	
unimportant	
supermarket	
antifreeze	
prejudge	
decrease	
submerge	
triangle	
misspent	
dissatisfy	

Taking away the suffix to find the root word

Write the correctly spelled root word in the space provided, as in the example. Don't forget the suffix spelling rules.

Root word + suffix	Root word
biggest	big
friendship	
quietly	
sadness	
hoping	
secondary	
employment	
funny	
professional	
confusing	
magician	
decision	



Quiz Root words

Level A

Circle the right answer for each question.

- 1) These words all have the same root word. Which is the root word?

A) takes
B) taken
C) mistaken
D) take

- 2) These words all have the same root word. Which is the root word?

A) test
B) testing
C) tested

- 5) Which ending can you add to root word 'help' to describe an action in the past?

A) ing
B) ful
C) ed
D) less

- 6) Which beginning can you add to root word 'do' to give an opposite meaning?

A) re
B) un
C) pre

Level B

- 3) These words all have the same root word. Which is the root word?

A) trying
B) try
C) untried
D) retried

- 1) These words all have the same root word. Which is the root word?

A) baker
B) baked
C) unbaked
D) bake

- 4) These words all have the same root word. Which is the root word?

A) careful
B) careless
C) caring
D) care

- 2) These words all have the same root word. Which is the root word?

A) unkind
B) kindly
C) kind
D) kindness



3) These words all have the same root word. Which is the root word?

- A) child
- B) children
- C) childish

2) These words all have the same root word. Which is the root word?

- A) unreliable
- B) relying
- C) reliance
- D) rely

4) These words all have the same root word. Which is the root word?

- A) reviewed
- B) preview
- C) viewer
- D) view

3) These words all have the same root word. Which is the root word?

- A) allied
- B) ally
- C) alliance

5) Which ending can you add to root word 'dish' to make a plural noun?

- A) s
- B) ed
- C) es
- D) ing

4) Which ending can you add to root word 'post' to make a person?

- A) ing
- B) al
- C) box
- D) man

6) Which ending can you add to root word 'bake' to make the name of a place?

- A) r
- B) ry
- C) d
- D) ing

5) Which ending can you add to root word 'ox' to make a plural noun?

- A) tail
- B) en
- C) es
- D) s

Level C

Circle the right answer for each question.

6) Which word from the root word 'like' can be used to describe a person?

1) These words all have the same root word. Which is the root word?

- A) acceptance
- B) accepting
- C) accept
- D) acceptable

- A) unlikely
- B) likeable
- C) dislike
- D) liking

Word families: building possibilities...

Words often come in families. You can expand your vocabulary by becoming familiar with these word families and this can also enable you to become a more fluent speaker and writer of English. If you know all the possible words within a word family, you can express yourself in a wider range of ways. For example, if you know the verb and the noun forms related to the adjective **boring**, you can say:

- The lesson was **boring**.
- The lesson **bored** me.
- That lesson was such a **bore**.

An extra reason for paying attention to word families is that for some exams you have to know them.

In the list below, the words printed in **bold** are words which are very common and important to learn. The other words in the same row are words in the same family, often formed with prefixes and suffixes. Sometimes they are just a different part of speech (e.g. **anger**, which is a noun and a verb). All the words in this list have entries in the dictionary except for some beginning with **un-**, **im-**, **in-** or **ir-**, or ending with **-ly** or **-ily**, where the meaning is always regular. Sometimes words in a word family can have meanings which are quite different from others in the group, so you should always check in the dictionary if you are not sure of the meaning.

Nouns	Adjectives	Verbs	Adverbs
ability , disability, inability	able , unable, disabled	enable, disable	ably
acceptance	acceptable , unacceptable, accepted	accept	acceptably, unacceptably
accident	accidental		accidentally
accuracy, inaccuracy	accurate , inaccurate		accurately, inaccurately
accusation, the accused, accuser	accusing	accuse	accusingly
achievement , achiever	achievable	achieve	
act , action , inaction, interaction, reaction, transaction	acting	act	
activity , inactivity	active , inactive, interactive, proactive	activate	actively
addition	additional	add	additionally
admiration, admirer	admirable	admire	admirably
advantage , disadvantage	advantageous, disadvantaged		advantageously
advertisement, advertiser, advertising		advertise	
advice , adviser	advisable, inadvisable, advisory	advise	
agreement , disagreement	agreeable	agree , disagree	agreeably
aim	aimless	aim	aimlessly
amazement	amazed, amazing	amaze	amazingly
anger	angry	anger	angrily
announcement, announcer	unannounced	announce	unannounced
appearance , disappearance, reappearance		appear , disappear, reappear	
applicant, application	applicable, applied	apply	
appreciation	appreciable, appreciative	appreciate	appreciatively
approval, disapproval	approving, disapproving	approve , disapprove	approvingly
approximation	approximate	approximate	approximately
argument	arguable, argumentative	argue	arguably
arrangement		arrange , rearrange	
art , artist , artistry	artistic		artistically
shame	ashamed , unashamed, shameful, shameless	shame	shamefully, shamelessly
attachment	attached, unattached, detachable, detached	attach , detach	
attack , counter-attack, attacker		attack , counter-attack	
attention	attentive, inattentive	attend	attentively
attraction, attractiveness	attractive , unattractive	attract	attractively

Nouns	Adjectives	Verbs	Adverbs
authority , authorization	authoritarian, authoritative, unauthorized	authorize	
availability	available , unavailable		
avoidance	avoidable, unavoidable	avoid	
awareness	aware , unaware		unawares
base, the basics, basis	baseless, basic	base	basically
bearer	bearable, unbearable	bear	
beat, beating	unbeatable, unbeaten	beat	
beauty , beautician	beautiful		beautifully
beginner, beginning		begin	
behaviour/US behavior , misbehaviour/US misbehavior	behavioural/US behavioral	behave , misbehave	
belief , disbelief	believable, unbelievable	believe , disbelieve	unbelievably
block, blockage	blocked, unblocked	block , unblock	
blood , bleeding	bloodless, bloody	bleed	
the boil, boiler	boiling	boil	
bore, boredom	bored , boring	bore	boringly
break , outbreak, breakage	unbreakable, broken , unbroken	break	
breath, breather, breathing	breathless	breathe	breathlessly
brother , brotherhood	brotherly		
build, builder, building		build , rebuild	
burn, burner	burning, burnt	burn	
burial	buried	bury	
calculation , calculator	incalculable, calculated, calculating	calculate	
calm, calmness	calm	calm	calmly
capability	capable , incapable		capably
care , carer	careful, careless, caring, uncaring	care	carefully, carelessly
celebration, celebrity	celebrated, celebratory	celebrate	
centre/US center , centralization, decentralization	central , centralized	centre/US center, centralize, decentralize	centrally
certainty, uncertainty	certain , uncertain		certainly, uncertainly
challenge , challenger	challenging	challenge	
change	changeable, interchangeable, unchanged, changing	change	
character , characteristic, characterization	characteristic, uncharacteristic	characterize	characteristically
chemical, chemist, chemistry	chemical		chemically
circle , semicircle, circulation	circular	circle, circulate	
cleaner, cleaning, cleanliness	clean , unclean	clean	cleanly
clarity, clearance, clearing	clear , unclear	clear	clear, clearly
close, closure	closed, closing	close	
closeness	close		close , closely
clothes , clothing	clothed, unclothed	clothe	
collection , collector	collected, collective	collect	collectively
colour/US color , colouring/US coloring	coloured/US colored, discoloured/US discolored, colourful/US colorful, colourless/US colorless	colour/US color	colourfully/US colorfully
combination	combined	combine	
comfort, discomfort	comfortable , uncomfortable, comforting	comfort	comfortably
commitment	noncommittal, committed	commit	
communication , communicator	communicative, uncommunicative	communicate	
comparison	comparable, incomparable, comparative	compare	comparatively
competition , competitor	competitive, uncompetitive	compete	competitively
completion, incompleteness	complete , incomplete	complete	completely , incompletely
complication	complicated , uncomplicated	complicate	
computer , computing, computerization		computerize	
concentration	concentrated	concentrate	
concern	concerned , unconcerned	concern	
conclusion	concluding, conclusive, inconclusive	conclude	conclusively
condition , precondition, conditioner, conditioning	conditional, unconditional	condition	conditionally, unconditionally
confidence	confident , confidential	confide	confidently, confidentially
confirmation	confirmed, unconfirmed	confirm	
confusion	confused, confusing	confuse	confusingly
connection	connected, disconnected, unconnected	connect , disconnect	
subconscious, unconscious, consciousness, unconsciousness	conscious , subconscious, unconscious		consciously, unconsciously

Nouns	Adjectives	Verbs	Adverbs
consequence	consequent, inconsequential		consequently
consideration	considerable, considerate, inconsiderate, considered	consider , reconsider	considerably, considerably
continent	continental, intercontinental		
continuation, continuity	continual, continued, continuous	continue , discontinue	continually, continuously
contribution , contributor	contributory	contribute	
control , controller	controlling, uncontrollable	control	uncontrollably
convenience, inconvenience	convenient , inconvenient	inconvenience	conveniently
	convinced, convincing, unconvincing	convince	convincingly
cook, cooker, cookery, cooking	cooked, uncooked	cook	
cool, coolness	cool	cool	coolly
correction , correctness	correct , incorrect, corrective	correct	correctly, incorrectly
count, recount	countable, uncountable, countless	count , recount	
cover , coverage, covering	undercover, uncovered	cover , uncover	undercover
creation, creativity, creator	creative, uncreative	create , recreate	creatively
crime , criminal , criminologist	criminal, incriminating	incriminate	criminally
critic, criticism	critical , uncritical	criticize	critically
crowd , overcrowding	crowded , overcrowded	crowd	
cruelty	cruel		cruelly
cry , outcry	crying	cry	
culture , subculture	cultural, cultured		culturally
cure	cured, incurable	cure	
custom , customer , customs	customary	accustom	customarily
cut, cutting	cutting	cut , undercut	
damage , damages	damaging, undamaged	damage	
danger	endangered, dangerous	endanger	dangerously
dare, daring	daring	dare	daringly
dark , darkness	dark , darkened, darkening	darken	darkly
date	dated, outdated	date, predate	
day , midday	daily		daily
dead, death	dead , deadly, deathly	deaden	deadly, deathly
deal, dealer, dealings		deal	
deceit, deceiver, deception	deceitful, deceptive	deceive	deceptively
decision , indecision	decided, undecided, decisive, indecisive	decide	decidedly, decisively, indecisively
decoration, decorator	decorative	decorate	decoratively
deep, depth	deep , deepening	deepen	deeply
defeat , defeatism, defeatist	undefeated, defeatist	defeat	
defence/US defense , defendant, defender	defenceless/US defenseless, indefensible, defensive	defend	defensively
definition	definite , indefinite	define	definitely , indefinitely
demand , demands	demanding, undemanding	demand	
democracy , democrat	democratic, undemocratic		democratically
demonstration, demonstrator	demonstrable, demonstrative	demonstrate	demonstrably
denial	undeniable	deny	undeniably
dependant, dependence, independence, dependency	dependable, dependent, independent	depend	dependably, independently
description	describable, indescribable, nondescript, descriptive	describe	descriptively
desire	desirable, undesirable, desired, undesired	desire	
destroyer, destruction	indestructible, destructive	destroy	destructively
determination, determiner	determined , predetermined, indeterminate	determine	determinedly
developer, development , redevelopment	developed, undeveloped, developing	develop , redevelop	
difference , indifference, differentiation	different , indifferent	differ, differentiate	differently
directness, direction , directions, director	direct , indirect	direct , redirect	directly, indirectly
disagreement	disagreeable	disagree	disagreeably
disappointment	disappointed , disappointing	disappoint	disappointingly
disaster	disastrous		disastrously
disciplinary, discipline	disciplinary, disciplined, undisciplined	discipline	
discoverer, discovery		discover	
distance	distant	distance	distantly
disturbance	disturbed, undisturbed, disturbing	disturb	disturbingly
divide, division, subdivision	divided, undivided, divisible, divisive	divide , subdivide	
divorce , divorcee	divorced	divorce	
do, doing	done, overdone, undone	do , outdo, overdo, redo, undo	
doubt , doubter	undoubted, doubtful, doubtless	doubt	undoubtedly, doubtfully
dream , dreamer	dream, dreamless, dreamy	dream	dreamily

Nouns	Adjectives	Verbs	Adverbs
dress , dresser, dressing	dressed, undressed, dressy	dress , redress, undress	dressily
drink , drinker, drinking, drunk, drunkenness	drunk , drunken	drink	drunkenly
drive, driver , driving	driving	drive	
due, dues	due , undue		due, duly, unduly
earner, earnings		earn	
earth	earthy, earthly, unearthly	unearth	
ease, unease, easiness	easy , uneasy	ease	easily , uneasily, easy
east , easterner	east, easterly, eastern	east, eastward(s)	
economics, economist, economy	economic , economical, economize uneconomic(al)	economically	
education	educated, uneducated, educational	educate	educationally
effect , effectiveness, ineffectiveness	effective , ineffective, ineffectual	effect	effectively, ineffectively
effort	effortless		effortlessly
election , re-election, elector, electorate	unelected, electoral	elect, re-elect	
electrician, electricity	electric , electrical	electrify	electrically
electronics	electronic		electronically
embarrassment	embarrassed , embarrassing	embarrass	embarrassingly
emotion	emotional, emotive		emotionally
emphasis	emphatic	emphasize	emphatically
employee, employer , employment , unemployment	unemployed	employ	
encouragement, discouragement	encouraged, encouraging, discouraging	encourage , discourage	encouragingly
end , ending	unending, endless	end	endlessly
energy	energetic	energize	energetically
enjoyment	enjoyable	enjoy	enjoyably
enormity	enormous	enormously	
entrance , entrant, entry		enter	
entertainer, entertainment	entertaining	entertain	entertainingly
enthusiasm, enthusiast unenthusiastically	enthusiastic , unenthusiastic	enthuse	enthusiastically,
environment , environmentalist	environmental		environmentally
equality, inequality	equal , unequal	equalize	equally , unequally
escape, escapism	escaped, inescapable	escape	inescapably
essence, essentials	essential	essentially	
estimate, estimation	estimated	estimate , overestimate, underestimate	
event , non-event	eventful, uneventful, eventual		eventfully, eventually
exam , examination, cross-examination, examiner			examine, cross-examine
excellence	excellent	excel	excellently
excitement	excitable, excited , exciting , unexciting	excite	excitedly, excitingly
excuse	excusable, inexcusable	excuse	inexcusably
existence	non-existent, existing, pre-existing	exist , coexist	
expectancy, expectation	expectant, unexpected	expect	expectantly, unexpectedly
expenditure, expense , expenses	expensive , inexpensive	expend	expensively, inexpensively
experience , inexperience	experienced , inexperienced	experience	
experiment	experimental	experiment	experimentally
expert , expertise	expert, inexpert		expertly
explaining, explanation	unexplained, explanatory, explicable, inexplicable	explain	inexplicably
explosion, explosive	exploding, explosive	explode	explosively
exploration, explorer	exploratory	explore	
expression	expressive	express	expressively
extreme, extremism, extremist, extremity	extreme , extremist		extremely
fact	factual		factually
fail, failure	unfailing	fail	unfailingly
fairness	fair , unfair		fairly , unfairly
faith , faithfulness	faithful, unfaithful		faithfully
familiarity, family	familiar , unfamiliar	familiarize	familiarly
fame	famed, famous , infamous		famously, infamously
fashion	fashionable, unfashionable	fashion	fashionably, unfashionably
fat	fat , fattening, fatty	fatten	
fastener		fasten , unfasten	
fault	faultless, faulty	fault	faultlessly
fear	fearful, fearless, fearsome	fear	fearfully, fearlessly
feel, feeling , feelings	unfeeling	feel	

Nouns	Adjectives	Verbs	Adverbs
fiction , nonfiction	fictional		
fill, refill, filling	filling	fill , refill	
final, semifinal, finalist	final	finalize	finally
finish	finished, unfinished	finish	
firmness, infirmity	firm , infirm		firmly
fish , fishing	fishy	fish	fishily
fit, fittings	fitted, fitting	fit	fittingly
fix, fixation, fixture	fixed, transfixed, unfixed	fix	
flat	flat	flatten	flat, flatly
flower	flowered/flowery, flowering	flower	
fold, folder	folded, folding	fold , unfold	
follower, following	following	follow	
force	forceful, forcible	force	forcefully, forcibly
forest , deforestation, forestry	forested		
forgetfulness	forgetful, unforgettable	forget	forgetfully
forgiveness	forgiving, unforgiving	forgive	
form , formation, transformation, reformer, transformer	reformed	form , reform, transform	
formality	formal , informal	formalize	formally, informally
fortune	fortunate, unfortunate		fortunately , unfortunately
freebie, freedom	free	free	free, freely
freeze, freezer, freezing	freezing, frozen	freeze	
frequency, infrequency	frequent , infrequent	frequent	frequently , infrequently
freshness, refreshments	fresh , refreshing	freshen, refresh	freshly, refreshingly
friend , friendliness	friendly, unfriendly	befriend	
fright	frightened , frightening , frightful	frighten	frighteningly, frightfully
fruit , fruition	fruitful, fruitless, fruity		fruitfully, fruitlessly
fund , refund, funding	funded	fund, refund	
furnishings, furniture	furnished, unfurnished	furnish	
garden , gardener, gardening		garden	
generalization	general	generalize	generally
generosity	generous		generously
gentleness	gentle		gently
gladness	glad	gladden	gladly
glass , glasses	glassy		
good, goodies, goodness, goods	good		
government , governor	governmental, governing	govern	governmentally
gratitude, ingratitude	grateful , ungrateful		gratefully
greatness	great		greatly
green , greenery, greens	green		
ground , underground, grounding, grounds	groundless, underground	ground	underground
grower, growth , undergrowth	growing, grown, overgrown	grow , outgrow	
guilt, guiltiness	guilty		guiltily
habit	habitual		habitually
hair , hairiness	hairless, hairy		
hand , handful	underhand, handy	hand	
handle, handler, handling		handle	
hanger	hanging	hang , overhang	
happiness, unhappiness	happy , unhappy		happily, unhappily
hardship	hard	harden	hard , hardly
harm , harmfulness	unharmful, harmful, harmless	harm	harmlessly
head , heading, overheads	overhead, heady	head, behead	overhead
health	healthy , unhealthy		healthily, unhealthily
hearing	unheard, unheard of	hear , overhear	
heart	heartened, heartening, heartless, hearty	heartily, heartlessly	
heat , heater, heating	heated, unheated	heat, overheat	heatedly
height , heights	heightened	heighten	
help , helper, helpfulness, helping	helpful, unhelpful, helpless	help	helpfully, helplessly
highness	high		high, highly
historian, history	historic, prehistoric, historical		historically
hold, holder, holding		hold	
home	homeless, homely	home	home
honesty, dishonesty	honest , dishonest		honestly, dishonestly
hope , hopefulness, hopelessness	hopeful, hopeless	hope	hopefully , hopelessly
human, humanism, humanity,	human , inhuman, superhuman, humane	humanly, humanely	inhumanity
hunger	hungry		hungrily
hurry	hurried, unhurried	hurry	hurriedly
hurt	unhurt, hurtful	hurt	hurtfully

Nouns	Adjectives	Verbs	Adverbs
ice, icicle, icing	icy	ice	icily
identification, identity	identifiable, unidentified	identify	
imagination	imaginable, unimaginable, imaginary, imaginative	imagine	unimaginably, imaginatively
importance	important , unimportant		importantly
impression	impressionable, impressive	impress	impressively
improvement	improved	improve	
increase	increased	increase	increasingly
credibility, incredulity	incredible , credible, incredulous		incredibly, incredulously
independence , independent	independent		independently
industrialist, industrialization, industry	industrial , industrialized, industrious		industrially, industriously
infection , disinfectant	infectious	infect, disinfect	infectiously
inflation	inflatable, inflated, inflationary	inflate, deflate	
informant, information , informer	informative, uninformative, informed, uninformed	inform, misinform	
injury	injured, uninjured	injure	
innocence	innocent		innocently
insistence	insistent	insist	insistently
instance, instant	instant , instantaneous		instantly, instantaneously
instruction , instructor	instructive	instruct	instructively
intelligence	intelligent , unintelligent, intelligible, unintelligible	intelligently	
intent, intention	intended, unintended, intentional, unintentional	intend	intentionally, unintentionally
interest	interested , disinterested, uninterested, interesting	interest	interestingly
interruption	uninterrupted	interrupt	
interview , interviewee		interview	
introduction	introductory	introduce	
invention , inventiveness, inventor	inventive	invent , reinvent	inventively
invitation , invite	uninvited, inviting	invite	invitingly
involvement	involved , uninvolved	involve	
item	itemized	itemize	
joke , joker		joke	jokingly
journal, journalism, journalist	journalistic		
judge, judg(e)ment	judgmental	judge	
juice , juices	juicy		
keenness	keen		keenly
keep, keeper, keeping	kept	keep	
kill, overkill, killer, killing		kill	
kindness, unkindness	kind , unkind		kindly, unkindly
knowledge	knowing, knowledgeable, known, unknown	know	knowingly, unknowingly, knowledgeably
enlargement	large	enlarge	largely
laugh, laughter	laughable	laugh	laughably
law , lawyer , outlaw	lawful, unlawful	outlaw	lawfully, unlawfully
laziness	lazy		lazily
lead , leader , leadership	lead, leading	lead	
learner, learning	learned, unlearned	learn	
legality, illegality, legalization	legal , illegal	legalize	legally, illegally
length	lengthy, lengthening	lengthen	lengthily
liar, lie	lying	lie	
life	lifeless, lifelike, lifelong		lifelessly
light , lighter, lighting, lightness	light	light, lighten	lightly
dislike, liking	likeable	like , dislike	
likelihood	likely , unlikely		likely
limit , limitation, limitations	limited, unlimited	limit	
literature , literacy	literary, literate, illiterate		
liveliness, living	live , lively, living	live , outlive, relive	live
local, location, relocation	local	dislocate, relocate	locally
loser, loss	lost	lose	
	loud		aloud, loud/loudly
love , lover	lovable, unlovable, loveless, lovely, loving	love	lovingly
low	low , lower, lowly	lower	low
luck	lucky , unlucky		luckily, unluckily
machine , machinery, mechanic, mechanics, mechanism, machinist	mechanical, mechanized		mechanically
magic , magician	magic, magical		magically
make, remake, maker, making	unmade	make , remake	
man , manhood, mankind, manliness, mannishness	manly, manned, unmanned, mannish	man	mannishly, manfully

Nouns	Adjectives	Verbs	Adverbs
management , manager, manageress	manageable, unmanageable, manage managerial		
mark , marker, markings	marked, unmarked	mark	markedly
market , marketing, marketability, marketer, marketeer	marketable	market	
marriage	married , unmarried, marriageable	marry , remarry	
match , mismatch	matching, unmatched, matchless	match	matchlessly
material , materialism, materialist, materials, materialization	material, immaterial, materialistic	materialize	materially
meaning , meaningfulness	meaningful, meaningless	mean	meaningfully, meaninglessly
measure, measurement	measurable, immeasurable, measured	measure	immeasurably
medical, medication, medicine	medical , medicated, medicinal, medicinally		medically
memorial, memory	memorable	memorize	memorably
mentality	mental		mentally
method , methodology	methodical, methodological		methodically
militancy, militant, the military, militia, militarist, militarism	military , militant, militaristic, demilitarized		militantly, militarily
mind , minder, reminder, mindlessness	mindless, mindful	mind , remind	mindlessly
minimum, minimization	minimal, minimum , minimalist	minimize	minimally
miss	missing	miss	
mistake	mistaken, unmistakable	mistake	unmistakably, mistakenly
mix, mixer, mixture	mixed	mix	
modernity, modernization	modern , modernistic	modernize	
moment	momentary, momentous		momentarily
mood , moodiness	moody		moodyly
moral, morals, morality, immorality	moral , amoral, immoral, moralistic	moralize	morally
mother , motherhood	motherly	mother	
move, movement , removal, remover, mover	movable, unmoved, moving	move , remove	movingly
murder , murderer	murderous	murder	murderously
music , musical, musician, musicianship, musicality, musicologist, musicology	musical, unmusical		musically
name	named, unnamed, nameless	name , rename	namely
nation , national, multinational, nationalism, nationalist, nationality, nationalization	national , international, multinational, nationalistic	nationalize	nationally, internationally
nature , naturalist, naturalization, naturalness the supernatural, naturalist, naturism	natural , supernatural, unnatural, naturalistic	naturalize	naturally, unnaturally
necessity	necessary , unnecessary	necessitate	necessarily, unnecessarily
need , needs	needless, needy, needed	need	needlessly
nerve, nerves, nervousness	nervous , nervy, nerveless, unnerving	unnerve	nervously, nervelessly, unnervingly
news , renewal, newness	new , renewable, renewed	renew	newly, anew
night , midnight			overnight, nightly, nights
noise , noisiness	noisy, noiseless		noisily
normality/ <i>US</i> normalcy, abnormality, norm	normal , abnormal	normalize	normally , abnormally
north , northerner	north, northerly, northern, northward(s), northbound		north, northward(s), northbound
notice	noticeable, unnoticed	notice	noticeably
number , numeral	innumerable, numerical, numerous, numbered, numerate	number, outnumber, enumerate	
nurse , nursery, nursing		nurse	
obedience, disobedience	obedient, disobedient	obey , disobey	obediently, disobediently
occasion	occasional		occasionally
offense/US offense , offender, offensive	offensive, inoffensive	offend	offensively
office , officer, official, officialdom	official , unofficial	officiate	officially, unofficially
the open, opener, opening, openness	open , opening	open	openly
operation , cooperation, operative, cooperative, operator	operational, operative, cooperative, operable	operate , cooperate	operationally
opposition , opposite	opposed, opposing, opposite	oppose	opposite
option	optional	opt	optionally
order , disorder	disordered, orderly, disorderly, ordered	order	
organization , disorganization, reorganization, organizer	organizational, organized,	disorganized	organize , disorganize, reorganize
origin, original, originality, originator	original , unoriginal	originate	originally
owner, ownership		own , disown	

Nouns	Adjectives	Verbs	Adverbs
pack, package, packaging, packet, packing, packer	packed	pack, unpack, package	
pain	pained, painful , painless	pain	painfully, painlessly
paint , painter, painting		paint	
part , counterpart, parting, partition	partial, parting, impartial	part, partition, depart, impart	part, partially, partly
pass, overpass, underpass, passage, passing	passing, passable	pass	
patience, impatience, patient	patient , impatient		patiently, impatiently
pay, payment , repayment, payee, payer, payoff, payback, payout	unpaid, underpaid	pay , repay	
peace	peaceful	pacify	peacefully
perfection, imperfection, perfectionist, perfectionism	perfect , imperfect	perfect	perfectly
performance , performer		perform	
permission , permit, permissiveness	permissible, impermissible, permissive	permit	
person , personality	personal , impersonal, personalized, <i>personable</i>	personalize, personify	personally
persuasion, persuasiveness	persuasive	persuade , dissuade	persuasively
photo , photograph , photographer, photography	photogenic, photographic	photograph	
picture	pictorial, picturesque	picture	
place , placement, displacement, replacement	misplaced	place, displace, replace	
plan , planner, planning	unplanned	plan	
plant , transplant, plantation, planter		plant, transplant	
play, interplay, replay, player , playfulness, playback, playoff	playful, playable	play , outplay, replay, downplay, underplay	playfully
pleasantry, pleasure , displeasure	pleasant , unpleasant, pleased , displeased, pleasing, pleasurable	please, displease	pleasantly, unpleasantly
poem , poet, poetry	poetic		poetically
point , pointer, pointlessness	pointed, pointless, pointy	point	pointlessly, pointedly
politeness	polite , impolite		politely, impolitely
politician , politics , politicking	political , politicized	politicize	politically
popularity, unpopularity, popularization	popular , unpopular	popularize	popularly
population	populated, unpopulated, populous	populate	
possibility , impossibility, the impossible	possible , impossible		possibly , impossibly
post , postage	postal	post	
power , superpower, powerlessness	powerful , overpowering, powerless	power, empower, overpower	powerfully
practical, practicalities, practicality, practicability	practicable, practical , impractical		practically
practice , practitioner	practised/ <i>US</i> practiced, practising/ <i>US</i> practicing	practise/ <i>US</i> practice	
precision	precise , imprecise		precisely
preference	preferable, preferential, preferred	prefer	preferably
preparation , preparations, preparedness	prepared, unprepared, preparatory	prepare	
presence, present , presentation, presenter	present , presentable	present, represent	presently
press, pressure	pressed, pressing, pressurized	press , pressure/pressurize, depress, repress	
prevention	preventable, preventive/preventative	prevent	
price	overpriced, priceless, pricey/pricy	price	
print, printer, printing	printed, printable	print	
prison , prisoner , imprisonment		imprison	
privacy, private, privatization	private	privatize	privately
probability	probable, improbable		probably , improbably
process , processing, procession, processor	processed, processional	process	
produce, producer, product , productively	productive, counterproductive,	produce , reproduce	unproductive,
production , reproduction, productivity	reproductive, unproductive		
profession, professional, professionalism	professional , unprofessional		professionally
profit , profitability, profiteer, profiteering	profitable, unprofitable	profit	profitably
progress , progression	progressive	progress	progressively
proof	proven, unproven	prove, disprove, <i>proof</i>	
protection, protector, protectionism, protectorate	protected, unprotected, protective, protectionist, protectively	protect	
provider, provision, provisions	provisional	provide	provisionally

Nouns	Adjectives	Verbs	Adverbs
public, publication, publicist, publicity	public	publicize	publicly
publisher, publishing	published, unpublished	publish	
punishment	punishable, punishing	punish	punishingly
purification, purist, purity, impurity, purifier	pure , impure	purify	purely
purpose , purposelessness	purposeful, purposeless		purposefully, purposely, purposelessly
push, pusher, pushiness	pushed, pushy	push	
qualification , disqualification, qualifier	qualified, unqualified	qualify, disqualify	
quarter , quarters	quarterly	quarter	quarterly
question , questioning, questioner, questionnaire	questionable, unquestionable	question	unquestionably
quiet, disquiet	quiet	quieten/quiet	quietly
race , racism, racist	racial, multiracial, racist	race	racially
rarity	rare , rarefied, rarified		rarely
rate , rating, ratings	overrated, underrated	rate, underrate	
reaction , reactor, reactant	reactionary	react , overreact	
read, reader, readership, reading	readable, unreadable	read	
readiness	ready		readily
realism, realist, reality, unreality, realization	real , unreal, realistic, unrealistic, realisable	realize	real, really , realistically
reason , reasoning, reasonableness	reasonable, unreasonable, reasoned	reason	reasonably, unreasonably
receipt, receipts, receiver, reception, recipient, reciprocity	receptive, reciprocal, received	receive	reciprocally
recognition	recognizable, unrecognizable, recognized	recognize	recognizably
record , recorder, recording	recorded, unrecorded	record	
referee, reference, referral		refer , referee	
reflection, reflector	reflective	reflect	reflectively
regret	regrettable, regretful	regret	regrettably, regretfully
regular, regularity, irregularity	regular , irregular	regulate	regularly , irregularly
relation , relations, relationship , relative	related , unrelated, relative	relate	relatively
relaxation	relaxed , relaxing	relax	
reliability, reliance	reliable , unreliable, reliant	rely	reliably
religion	religious , irreligious		religiously
the remainder, remains	remaining	remain	
remark	remarkable, unremarkable	remark	remarkably
repair, disrepair	irreparable	repair	irreparably
repeat, repetition	repeated, repetitive/repetitious	repeat	repeatedly, repetitively
report , reporter	unreported	report	reportedly
representation, representative	representative, unrepresentative	represent	
reputation , disrepute	reputable, disreputable, reputed		reputedly, reputably
respect, disrespect, respectability, respector, respects	respectable, respected, respectful, disrespectful, respective	respect	respectably, respectfully, disrespectfully, respectively, irrespectively
respondent, response , responsiveness	responsive, unresponsive	respond	responsively
responsibility , irresponsibility	responsible , irresponsible		responsibly, irresponsibly
rest , unrest, restlessness	restless, rested, restful	rest	restlessly
retire, retirement	retired, retiring	retire	
reward	rewarding, unrewarding	reward	
riches, richness, enrichment, the rich	rich	enrich	richly
ride, rider, riding	overriding, riderless	ride , override	
right , rightness, rights, righteousness, rightist	right, righteous, rightful, rightist	right	right , rightly, rightfully
roll , roller		roll , unroll	
romance, romantic, romanticism	romantic , unromantic, romanticized	romance, romanticize	romantically
rough, roughage, roughness	rough	rough, roughen	rough, roughly
round, rounds, roundness	round , rounded	round	round , roundly
royal, royalist, royalty	royal , royalist		royally
rudeness	rude		rudely
rule , ruler, ruling, unruliness	ruling, unruly	rule, overrule	
run , rerun, runner, running, rundown	running, runny	run , outrun, overrun	
sadness	sad , saddened	sadden	sadly
safe, safety	safe , unsafe		safely
satisfaction, dissatisfaction	satisfactory , unsatisfactory, satisfied , dissatisfied, unsatisfied, satisfying	satisfy	satisfactorily, unsatisfactorily
save, saver, saving, savings, saviour/ US savior		save	
scare	scared , scary	scare	

Nouns	Adjectives	Verbs	Adverbs
school , pre-school, schooling	pre-school, scholastic	school	scholastically
science , scientist	scientific , unscientific		scientifically
score , scorer	scoreless	score , outscore, underscore	
search , research, researcher	searching, searchable	search , research	searchingly
seat , seating	seated	seat, unseat	
secrecy, secret, secretiveness	secret , secretive		secretly, secretly
sense , nonsense, sensibility, sensitivity, insensitivity, sensitiveness, sensor	sensible , senseless, sensitive, insensitive, nonsensical, sensory	sense, sensitize, desensitize	sensibly, sensitively, insensitively, senselessly
separation, separatism, separatist	separable, inseparable, separate	separate	inseparably, separately
seriousness	serious		seriously
servant, serve, server, service , disservice, services, serving, servitude, servicing	serviceable, servile	serve , service	
sex , sexism, sexuality	sexist, sexual , bisexual, sexy, asexual		sexually, sexily
shadow , shade	shadowy	shadow, overshadow	
shake, shakiness, shaker	shaky	shake	shakily
shape , shapeliness, shapelessness	shapeless, shapely, shaped	shape	shapelessly
(pencil) sharpener, sharpness	sharp	sharpen	sharp, sharply, sharpish
shine, shininess	shiny	shine , outshine	
shock , shocker	shocked, shocking, shockable	shock	shockingly
shop , shopper, shopping		shop	
short, shortage, shortness, shorts	short , shortish	shorten	short, shortly
shyness	shy	shy	shyly
sick, sickness	sick , sickening, sickly	sicken	sickeningly
sight , insight, oversight, sighting	sighted, unsightly	sight	
sign , signal , signatory, signature, signing	signed, unsigned	sign , signal	
significance, insignificance, signification	significant , insignificant	signify	significantly, insignificantly
silence , silencer	silent	silence	silently
similarity	similar , dissimilar		similarly
simplicity, simplification	simple , simplistic	simplify	simply
singer, singing	unsung	sing	
single, singles	single , singular	single	singly
skill	skilful/ <i>US</i> skillful, skilled, unskilled		skilfully/ <i>US</i> skillfully
sleep , sleeper, sleepiness, sleeplessness	asleep, sleepless, sleepy, sleeping	sleep	sleepily
slight	slight , slighted, slightest	slight	slightly
slip, slipper	slippery	slip	
smoke , smoker, non-smoker, smoking	smoked, smoking, non-smoking, smoky, smokeless		smoke
smoothness, smoothie	smooth	smooth	smoothly
society , sociologist, sociology, socialism, socialist, socialite	sociable, unsociable, social , anti-social, unsocial, sociological	socialize	socially, sociologically
softness, softy, softener	soft	soften	softly
solid, solidarity, solidity, solids	solid	solidify	solidly
solution , solvent, solubility, solvency	soluble, insoluble, unsolved, solvent, solvable	solve	
south , southerner	south, southerly, southern, southbound, southward, southernmost		south, southward(s), southbound
speaker, speech	unspeakable, speechless, outspoken, unspoken	speak	unspeakably
special, specialist, specialty/ <i>US</i> specialty, specialization, specialism	special , specialized	specialize	specially
speed , speeding, speediness	speedy	speed	speedily
spelling, speller		spell , misspell	
spoils	spoilt/spoiled, unspoiled/unspoilt	spoil	
sport	sporting, sporty, unsporting	sport	
spot	spotted, spotless, spotty	spot	spotlessly
stand, standing, standoff, standstill	standing, outstanding	stand , withstand	outstandingly
standard , standardization	standard, substandard	standardize	
start, starter, non-starter		start , restart	
statement , understatement	understated	state, overstate	
steam , steamer	steamy, steaming	steam	
steepness	steep	steepen	steeply
sticker, stickiness	sticky, stuck, unstuck	stick	
stiffness	stiff	stiffen	stiff, stiffly
stone	stoned, stony	stone	
stop, stoppage, stopper	non-stop	stop	non-stop
storm	stormy	storm	
straight	straight	straighten	straight
stranger, strangeness	strange , estranged		strangely
strength	strong	strengthen	strongly

Nouns	Adjectives	Verbs	Adverbs
stress , distress	stressed, stressful, distressing	stress	distressingly
strike, striker	striking, strikebound	strike	strikingly
structure , restructuring, structuralism, structuralist	structural, structuralist	structure, restructure	structurally
student , study , studies, studiousness	studious, studied	study	studiously
stupidity	stupid		stupidly
style , stylist, stylishness	stylish, stylistic	style	stylishly, stylistically
substance	substantial, insubstantial, substantive	substantiate	substantially
success , succession, successor	successful , unsuccessful, successive	succeed	successfully,
unsuccessfully			
suddenness	sudden		suddenly
sufferer, suffering, sufferance	insufferable	suffer	insufferably
suggestion	suggestive, suggestible	suggest	suggestively
summer , midsummer	summery		
supplier, supplies, supply		supply	
support , supporter, supportiveness	supportive, supporting	support	supportively
supposition	supposed	suppose , presuppose	supposedly
surface	surface	surface, resurface	
surprise	surprised , surprising	surprise	surprisingly
surroundings, surrounds	surrounding	surround	
survival, survivor	surviving, survivable	survive	
suspect, suspicion	suspect, suspected, unsuspecting, suspicious	suspect	suspiciously
swearing	sworn	swear	
sweet, sweetener, sweetness, <i>sweet</i>	sweet	sweeten	sweetly
swim, swimmer, swimming		swim	swimmingly
symbol , symbolism, symbolist	symbolic, symbolist	symbolize	symbolically
sympathy , sympathizer, sympathies	sympathetic , unsympathetic	sympathize	sympathetically
system , systematization	systematic	systematize	systematically
takings, undertaking, taker	taken	take , overtake, undertake	
talk , talks	talkative	talk	
taste , distaste, taster	tasteful, distasteful, tasteless, tasty	taste	tastefully, distastefully, tastelessly
tax , taxation	taxable, taxing	tax	
teacher , teaching, teachings	taught	teach	
tear , tearfulness	tearful		tearfully
technicalities, technicality, technician, technique	technical		technically
technology , technologist	technological		technologically
thanks , thankfulness	thankful, thankless	thank	thankfully
theorist, theory , theorem	theoretical	theorize	theoretically
thick, thickness, thickener	thick	thicken	thickly
thinness, thinner	thin	thin	thinly
think, rethink, thinker, thinking	unthinkable	think , rethink	
thirst	thirsty		thirstily
thought , thoughtfulness, thoughtlessness	thoughtful, thoughtless		thoughtfully, thoughtlessly
threat	threatening	threaten	threateningly
tie		tie , untie	
tightness	tight	tighten	tight, tightly
time , overtime, timer, timing	timeless, timely, untimely	time	
tiredness	tired , tireless, tiresome, tiring	tire	tirelessly, tiredly, tiresomely
title , subtitles, surtitle, titles	titled	entitle	
top , topping	top , topless, topmost	top	
touch	touched, untouched, touching, touchy	touch	touchingly, touchily
	tough	toughen	toughly
trade , trader, trading		trade	
tradition , traditionalist, traditionalism	traditional		traditionally
trainee, trainer, training , retraining	untrained	train	
transport , transportation, transporter		transport	
treat, treatment , mistreatment, maltreatment	untreated	treat , mistreat, maltreat	
trick , trickery	tricky	trick	
trouble	troubled, troublesome, troubling	trouble	troublingly
trust , distrust, mistrust, trustee, trusteeship	trusting, trustworthy	trust , distrust, mistrust, entrust	trustfully
truth , untruth, truthfulness	true , untrue, truthful		truly, truthfully
try, <i>trier</i>	trying, untried	try	
turn , upturn, turning, turnout, turnaround, turnover	upturned	turn , overturn	
twist, twister	twisted, twisty	twist	

Nouns	Adjectives	Verbs	Adverbs
type , typing, typist understanding, misunderstanding	typical understandable, understanding, misunderstood	typify understand , misunderstand	typically understandably
upset	upset , upsetting	upset	
urgency, urge, urging	urgent		urgently
usage, use , disuse, misuse, usefulness, user	reusable, used , disused, unused, useful , useless	use , misuse, reuse	usefully
valuables, value, values, valuer, valuation	valuable , invaluable, undervalued, valueless	value, devalue, evaluate	
variable, variance, variant, variety , variation	variable, varied, various	vary	invariably, variously
vegetable , vegetarian	vegetarian		
view , overview, preview, review, viewer		view, preview, review	
violence	violent, non-violent	violate	violently
visit , visitor, visitation		visit , revisit	
vote , voter, voting		vote	
want, wants	wanted, unwanted	want	
war , warfare, warrior	postwar, warring, warlike		
warmth	warm	warm	warmly
wash, washer, washing, washout	washable, unwashed, awash	wash	
wastage, waste , waster	waste, wasteful	waste	wastefully
watch , watchfulness	watchful	watch	
water , waters	underwater, waterproof, watery	water	underwater
way , subway	wayward		midway
weakling, weakness	weak	weaken	weakly
wear, underwear	wearing, worn, wearable	wear	
week , midweek	weekly, midweek		weekly, midweek
weight , weights, weighting	overweight, underweight, weighted, weighty, weightless	weigh , outweigh	weightlessly
welcome	welcome, unwelcome, welcoming	welcome	
west , western, westerner, westernization	westerly, western, westernized, westbound, westernmost	westernize	west, westward(s), westbound
white , whiteness, whitening, whites	white , whitish	whiten	
whole	whole , wholesome, unwholesome		wholly
width	wide	widen	wide, widely
wild, wildness	wild		wildly
willingness, unwillingness	willing , unwilling		willingly, unwillingly
win, winner , winnings	winning	win	
winter , midwinter	wintry		
wire , wireless, wiring	wiry	wire	
woman , womanhood	womanly	womanize	
wonder	wonderful	wonder	wonderfully
wood	wooded, wooden, woody		woodenly
wool , woollens, woolliness	woollen/ <i>US</i> woolen, woolly/ <i>US</i>		
wooly			
word , wording	wordy, worded, wordless	word, reword	
work , workaholic, worker, workings, workout	workable, unworkable, overworked, working	work , rework	
world , underworld	world, worldly, unworldly, worldwide		worldwide
worry, worrier	worried , unworried, worrying, worriedly, worrisome	worry	worryingly
worth , worthlessness	worth , worthless, worthwhile, worthy, unworthy		worthily
writer , writing , writings	written, unwritten	write , rewrite	
wrong, wrongdoer	wrong , wrongful	wrong	wrong , wrongly, wrongfully
year	yearly		yearly
young, youngster, youth	young , youthful		youthfully

Exercise 1

In the chart below are some words from the texts in 2. Match each word with both its literal and its metaphorical meaning.

Words	Literal meanings	Metaphorical meanings
path	a place in a desert where there is water and plants grow	a person or place that attracts many other people or things because it is so interesting
diet	the particular taste of a food or drink	the particular quality of something that makes what it is
flavour	a track that people walk along, sometimes covered with concrete, etc.	too much of something which you think is boring or unpleasant
oasis	a piece of iron or steel which attracts other metal object towards it	a set of actions, which lead to a particular goal
magnet	the kind of food and drink that somebody eats regularly	a pleasant, peaceful place surrounded by something unpleasant or noisy

Exercise 2

Complete these definitions by underlining the most suitable word.

- a) If you have time to spare, you have more / less time than you need.
- b) If you waste time, you use more / less than you should, in a way that is not helpful.
- c) If you make time, you find enough / a lot time to do something, even though you are very busy.
- d) If you invest time in something, you use a a lot / a small amount of time in order to make it successful.
- e) If you run out of time, you have none left / a few minutes left.
- f) If you are short of time, you need more / less time and there is not enough / too much time.
- g) If we say 'there's no time to lose' we mean that you must do something quickly because there is very little / a lot of time.

Exercise 3

Do you know how use MAKE and DO correctly? With the words below to help you, decide whether to use MAKE or DO to describe the pictures.

DO your best and try not to MAKE a mistake.



progress housework joke choice washing-up speech shopping
trouble friends cake film homework effort business faces
gardening

Exercise 4

What's the opposite of the following?

1. dead
2. true
3. same
4. animate
5. imperfect

How are they called? A _____

Exercise 5

e.g.

BIG / SMALL

huge / very big / BIG / quite big / medium-sized / quite small / SMALL / tiny

Add the rest of the scale, as in the example.

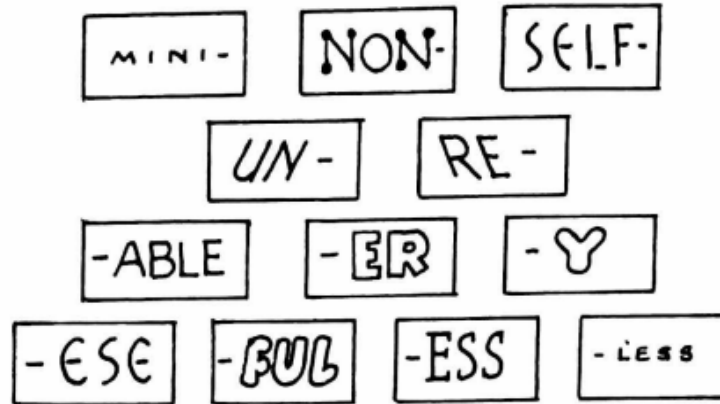
1. HOT / COLD (water)

2. LOVE / HATE

3.- INTERESTING / BORING (a film)

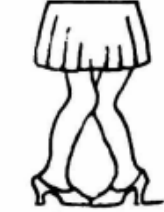
4. GOOD / BAD (a book)

Prefixes & Suffixes



Can you put them in the correct place?

For example: useless



Exercise 7

Complete the puzzle with parts of speech.

1.

T M
A Y
N N
O

5.

R P
E I
F X

2.

F A
I X
F

6.

C U
D P
O N
M O

3.

O L
L O C
C N T
A I N

7.

M Y
N N
O S
Y

4.

M O
H P
O O
H N
E

8.

X F
F S
U I

A. Affix
B. Antonym
C. Collocation
D. Compound
E. False friend
F. Homophone
G. Homonym
H. Idiom
I. Lexical set
J. Prefix
K. Phrasal verb
L. Register
M. Root word, base word
N. Suffix
O. Synonym
P. Word family

Exercise 8

Match the definitions below with the terms for the lexical items.

1.	a word which has the same or nearly the same meaning as another word
2.	a meaningful group of letters added to the beginning of a root or base word to make a new word, which can be a different part of speech from the original word
3.	a word in the target language which looks or sounds as if it has the same meaning as a similar word in the learners' first language but does not
4.	a meaningful group of letters added to the beginning or end of a word to make a new word, which can be a different part of speech from the original word
5.	a verb which is made up of more than one word (e.g. a verb + adverb particle or preposition) which has a different meaning from each individual word
6.	a word with the same spelling as another word, but which has a different meaning
7.	a group of words that are related to each other by their root or base word
8.	a meaningful group of letters added to the end of a root or base word to make a new word, which can be a different part of speech from the original word
9.	the opposite of another word
10.	a group of words or phrases that are about the same content topic or subject
11.	nouns, verbs, adjectives or prepositions that are made up of two or more words with one unit of meaning
12.	a basic word or part of a word from which other words can be made by adding a prefix or suffix or in some other way
13.	words which are regularly used together. The relation between the words may be grammatical or lexical.
14.	a group of words that are used together, in which the meaning of the whole word group is different from the meaning of each individual word
15.	a word which sounds the same as another word, but has a different meaning or spelling
16.	the formality or informality of the language used in a particular situation

Affix
Antonym
Collocation
Compound
False friend
Homonym
Homophone
Idiom
Lexical set
Phrasal verb
Prefix
Register
Root word, base word
Suffix
Synonym
Word family

Exercise 9

For questions **1–7** match the examples of vocabulary with the categories 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.

Examples of vocabulary		Categories
1	colour, color; realise, realize; theatre, theater	A synonyms
2	traffic lights; alarm clock; seat belt	B lexical set
3	childish; successfully; dependable	C collocations
4	turn up; turn off; turn into	D word + suffix
5	catch a cold; catch a bus; catch a thief	E prefix + word
6	sad; miserable; unhappy	F compounds
7	ankle; stomach; knee; heart	G phrasal verbs
		H American and British English

Fill in the correct form of one of the phrasal verbs from the box!

get along	give away	step down
make up	ring back	find out
cut off	carry out	take over
fall over	give up	hold up
go off	make out	sort out

- I have all the information that you need but I'm busy. Can I _____ you _____ in half an hour?
- The Prime Minister has decided to _____ after 10 years in office.
- We heard the bomb _____ from the hotel where we checked in.
- Large companies sometimes _____ smaller ones.
- My brother and I _____ very well most of the time, but occasionally we do have a fight.
- I _____ playing football a long time ago because of a knee injury.
- Don't worry, we'll try to _____ the problems and find a solution for everyone.
- That story cannot be true. You have surely _____ it _____.
- After browsing the internet for some time, we finally _____ where he lived.
- I had no use for the books so I _____ them _____ to the library.
- I can't _____ if it's a woman or a man, because the person is too far away.
- The pavement is very icy so be careful you don't _____.
- There have been a number of robberies, but up to now the police don't know who _____ them _____.
- The traffic on the motorway was _____ by construction work.
- The energy company _____ our electricity because we didn't pay.

Fill in the correct form of one of the phrasal verbs from the box.

1. I looked for my keys everywhere but I couldn't _____ where I put them
2. I _____ you at the party but I couldn't see you.
3. Although he tried to eat less he _____ some weight during the holidays
4. I _____ Karen and her new boyfriend when I went shopping
5. Over a hundred people _____ for the news conference
6. Our plane _____ an hour late because of the fog.
7. My son drove me crazy about buying a new bike, so finally I _____.
8. Erich is very sick at the moment but I am sure he'll _____
9. She shouldn't _____ him like that. You're not his boss.
10. I understand your opinion but I have to _____ Linda on this question.
11. John told me that he didn't steal but I didn't _____ his lies.
12. Can I _____ the drinks with a credit card?

fall for
figure out
give in
go along with
look for
pay for
pull through
put on
run into
show up
take off
talk down to

Fill in the correct form of one of the phrasal verbs from the box.

1. Can you _____ the man carrying the gun?
2. Hank has been _____ his wife for years.
3. The police chief couldn't solve the case, so he wanted to _____ the FBI
4. The guard _____ my ID card _____ to me.
5. I _____ her and told her that I loved her.
6. She _____ a meeting with Jimmy and his lawyer.
7. Don't worry about the broken window. I'll _____ it one of these days.
8. I _____ the words that our teacher dictated.
9. The general showed me a satellite photo and I _____ the enemy tanks.
10. When I saw Melanie I _____ to her and gave her a hug
11. The clock is completely broken. I'll try to _____ it _____ and fix it.
12. Have you _____ a dress to wear at the party?

call in
cheat on
get around to
hand back
look at
look up
pick out
point out
point to
run over
set up
take apart

Fill in the correct form of one of the phrasal verbs from the box.

- Betty _____ the door and sat down at our table.
- If you are going to a fancy restaurant you'd better _____ yourself _____.
- She needs to find a blouse that _____ her new skirt.
- Tomorrow we are going to leave Madrid and _____ Paris.
- I _____ working hard and making money.
- It was difficult for the woman to _____ after her husband had died.
- The governor said she's _____ our support.
- Nancy tried calling him last night but she didn't _____.
- Mary _____ to the house every night.
- These old shoes are starting to _____ completely.
- I had no idea how to _____ starting a restaurant, so I read a book about it.
- I bought Suzy some new shoes a few months ago but she's already _____ of them.

believe in
carry on
come over
come through
count on
fall apart
fix up
get through
go about
go with
grow out
head for

Fill in the correct form of one of the phrasal verbs from the box.

- The bus stopped and I _____.
- Sally borrowed my blue sweater and I _____ it _____ today.
- I found some money in the street and I _____ over to the police.
- The soup is cold. You can _____ it _____ in the microwave.
- The taxi driver didn't understand me so we _____ in High Street instead of Main Street.
- The children have to stay on the merry-go-round until it stops _____.
- The terrorists were killed when the bomb _____ by accident.
- He has been _____ the house all day and he doesn't know what to do.
- The stock market _____ very well but closed badly.
- Don't _____ too late. Tomorrow's a school day.
- He should _____ the car _____ carefully before he buys it.
- If you're mad at your boss you shouldn't _____ it _____ your wife or husband.

bring back
end up
get off
go around
go off
hand over
hang around
look over
start out
stay up
take out on
warm up



Unit 3

Phonology



English Phonetics - Reference Table

Vowels

IPA Phonetic Symbol Example

i :	<u>tree, sea, receive, women, believe, we, people</u>
ɪ	<u>bit, symbol, recall, business</u>
æ	<u>cat, apple, compact</u>
ɑ :	<u>car, far, garage, heart</u>
ɔ :	<u>sort, ball, ought, awful, board, floor, audacity, saw</u>
ʊ	<u>put, foot, could, butcher, woman</u>
u :	<u>fool, rule, shoes, true, crew, move, through</u>
ʌ	<u>up, other, but, couple, blood, love</u>
ɜ :	<u>her, first, turn, search</u>
ə	<u>until, about, alias</u>
e	<u>bed, effort, head, said, friend</u>
ɒ	<u>rock, impossible, body, cough, knowledge</u>

Diphthongs

IPA Phonetic Symbol Example

eɪ	<u>tray, eight, make, sail, say, great, ace</u>
aɪ	<u>sky, I, by, buy, by, guide, flight, rye, die, choir ['kwair]</u>
ɔɪ	<u>joy, coin, oyster</u>
ɪə -ɪ (amer.)	<u>fear, beer, here</u>
eə -ɪ (amer.)	<u>hair, care, there, hare</u>
ʊə -ɪ (amer.)	<u>tour, poor</u>
aʊ	<u>trousers, cow, hour, our</u>
əʊ	<u>joke, coat, own, go, though, sew, toe</u>

Consonants

p	<u>parking, gallop, open</u>
b	<u>board, tab, abandon</u>
t	<u>trunk, request, receipt</u>
d	<u>add, ad, diligent</u>
k	<u>kodak, cord, accomplish, school, ache, conqueror, exchange</u> (x = k+s)
g	<u>grace, agree, auxiliary</u> (x = g+z)
tʃ	<u>chance, achieve, catch, mutual</u>
dʒ	<u>jungle, judge, logic, procedure</u>
f	<u>fool, atmosphere, enough</u>
v	<u>vocal, give</u>
θ	<u>thanks, ethic</u>
ð	<u>there, other</u>
s	<u>sunday, citizen, east, scissors, psychology</u>
z	<u>zebra, cosmonaut, scissors, resign, xenon</u>
ʃ	<u>shine, sure, action, special, issue, conscience, anxious</u> (x = k + ʃ)
ʒ	<u>visual, casual, usual, garage,</u>
h	<u>head, uphill</u>
m	<u>mother, lamb</u>
n	<u>note, intrusion, knowledge, pneumatic</u>
ŋ	<u>sing, sink</u>
l	<u>laughter, illegal</u>
r	<u>random, orange; (amer.) order</u>
j	<u>yet, yesterday, you, utility;</u> (u = j + u)
w	<u>what, windows, quest, one</u> (o = w + ʌ)

Teaching **english** - TKT Essentials

Module 1 - Phonology

① Same sounds

Cut out cards and distribute to participants. Participants have to find the person with the same underlined sound in their word. Ask participants to say their word followed by the sound underlined (e.g. 'show', 'sh'). Participants sit with their new partner for the next activity.

✂

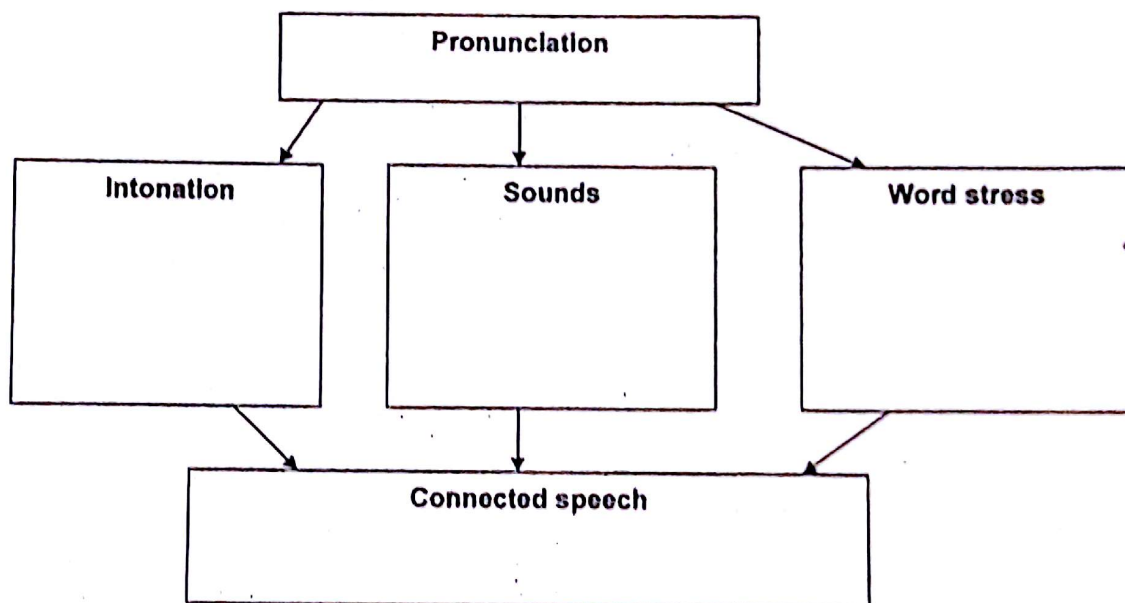
<u>s</u> how	<u>J</u> une	h <u>a</u> ve	m <u>a</u> ke
<u>s</u> hoe	e <u>d</u> ge	r <u>a</u> n	l <u>a</u> te
<u>t</u> hink	m <u>e</u> et	p <u>a</u> per	c <u>o</u> at
<u>t</u> hree	<u>e</u> at	moth <u>e</u> r	<u>l</u> ow
c <u>u</u> p	<u>ch</u> urch	<u>k</u> ettle	televis <u>i</u> on
b <u>u</u> tter	ben <u>ch</u>	<u>s</u> chool	leis <u>u</u> re

Teaching **english** - TKT Essentials

Module 1 - Phonology

② Mind Map

Complete the boxes with the words below:



consonants	vowels	contractions
phonemes (individual sounds)	rising	weak syllables (schwa)
falling	sentence stress	diphthongs
rhythm	secondary stress	main stress

Teaching**english** - TKT Essentials

Module 1 - Phonology

③ Stress pattern

Cut out cards and distribute to participants. Participants have to find someone who has a word with the same stress pattern (stressed syllables indicated in bold). For example, 'beautiful' has the stress pattern O o o which is the same as 'happiness'.

beautiful	handbag	book	object
happiness	coffee	two	winter
department	university	documentary	impolite
accountant	multinational	cosmopolitan	incorrect

4. Phonology true or false

Look at the statements below and in groups decide whether they are true or false.

- 1) Phonology deals with the system and pattern of sounds.
- 2) Stress is usually placed on words such as in, on, at.
- 3) Two or three words in a sentence can have main stress.
- 4) A phoneme is the smallest unit of sound that can make a difference in meaning.
- 5) There are 26 letters in the alphabet and 26 sounds.
- 6) Connected speech involves sentence stress, contractions and rhythm.
- 7) Minimal pairs are two words which have the same phonemes.
- 8) Diphthongs are the same as double vowel sounds.
- 9) Each phonemic symbol represents one phoneme.
- 10) Nouns which end with the letters tion always have the stress in the same place.

5. Pronunciation and teaching

In small groups, discuss the following:

- There should be separate lessons for pronunciation.
- Stress and rhythm is more important than correct pronunciation.
- Students don't need to know the terminology for pronunciation but teachers do.
- Students can't learn pronunciation from each other, only from the teacher.

HOW TO PLAY

Roll the dice and advance according to the number that shows on the dice, When a player lands on a space s/he has to decode the phonetic symbol first by reading the word and then trying to spell the word. If correct, the player advances after the other player has taken a turn. If wrong the player loses a turn. If player lands on a box with instructions, s/he follows the instructions. If the instruction is - START AGAIN -, the player goes back to start. If it is - GO FORWARD-, s/he advances according to the instruction. The first person to get to finish wins.








Say it right!



Pronunciation Board Game



Let's have fun!

33. /θɪŋk/	34. /juː/	35.  Start again	36. Finish
32. /taʊəʳ/	31. /ʃɜːt/	30. /hɑːt/	29.  Go back 5 spaces
25.  Go forward 3 spaces	26. /'plezəʳ/	27. /'leɪtə/	28. /'daɪnɪŋ/
24.  Start again	23. /nɪəʳ/	22. /tʃɪːp/	21. /tuəʳ/
17. /reɪs/	18. /maʊs/	19. /bɔɪ/	20. /dʒʌmp/
16. /væn/	15. /'feðəʳ/	14. /tʃeəʳ/	13.  Go forward 3 spaces
9.  Start again	10. /kjuːt/	11. /bɪəd/	12. /praɪz/
8. /ðəʊz/	7. /gaɪd/	6.  Go back 3 spaces	5. /θæŋks/
1. Start	2. /buk/	3. /ʃʌt/	4. /wɜːk/





















Vowels

/ɒ/ = hot
 /ɔː/ = store
 /ʊ/ = cook
 /uː/ = shoe
 /ɜː/ = girl
 /ə/ = other
 /ʌ/ = bus
 /æ/ = fat
 /ɑː/ = car
 /iː/ = bee
 /e/ = bed
 /eɪ/ = play
 /aɪ/ = kite
 /ɔɪ/ = toy
 /ɪə/ = fear
 /ʊə/ = tour
 /eə/ = air
 /əʊ/ = go
 /aʊ/ = how

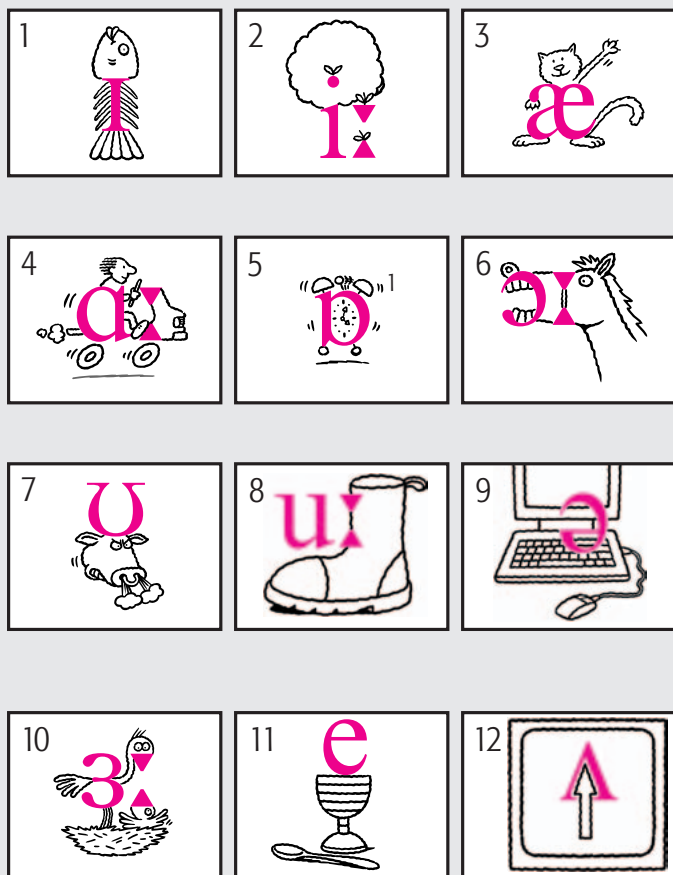
Consonants

/v/ = van
 /f/ = fan
 /t/ = tie
 /dʒ/ = job
 /ð/ = that
 /θ/ = thin
 /ŋ/ = sing
 /z/ = prize
 /s/ = price
 /ʃ/ = shop
 /tʃ/ = chop
 /w/ = wall/
 /z/ = treasure
 /j/ = yes
 /m/ = mice
 /n/ = nice
 /r/ = run
 /b/ = bat
 /p/ = pat
 /l/ = late
 /d/ = dance
 /k/ = cake
 /h/ = high
 /g/ = goat

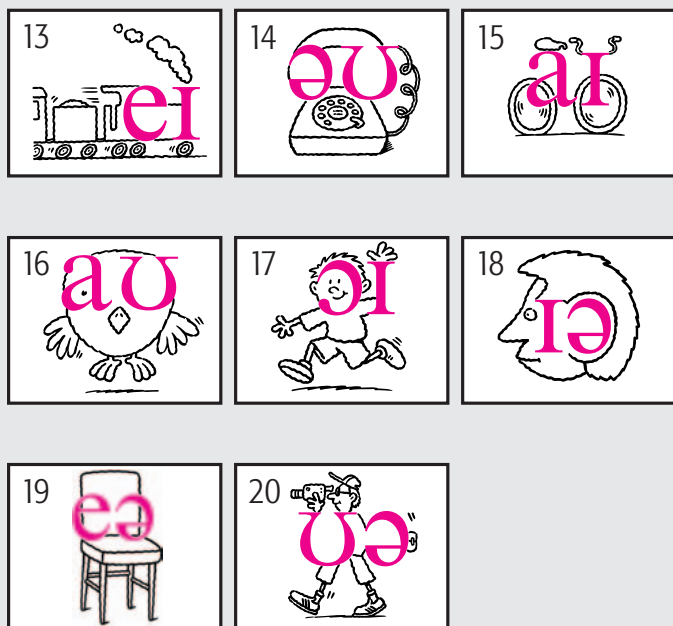
13	eɪ	<u>May</u> (<u>mayo</u>)	<u>train</u> (<u>tren</u>)	<u>cake</u> (<u>torta</u>)	<u>lady</u> (<u>señora</u>)	<u>baby</u> (<u>bebé</u>)
14	oʊ	<u>so</u> (<u>así</u>)	<u>nose</u> (<u>nariz</u>)	<u>rose</u> (<u>rosa</u>)	<u>soap</u> (<u>jabón</u>)	<u>toast</u> (<u>tostado</u>)
15	aɪ	<u>dry</u> (<u>seco</u>)	<u>spy</u> (<u>espía</u>)	<u>fine</u> (<u>agradable</u>)	<u>mile</u> (<u>milla</u>)	<u>time</u> (<u>tiempo</u>)
16	aʊ	<u>cow</u> (<u>vaca</u>)	<u>clown</u> (<u>payaso</u>)	<u>mouse</u> (<u>ratón</u>)	<u>pound</u> (<u>libra</u>)	<u>cloud</u> (<u>nube</u>)
17	ɔɪ	<u>toy</u> (<u>juquete</u>)	<u>oil</u> (<u>petróleo</u>)	<u>coin</u> (<u>moneda</u>)	<u>point</u> (<u>punto</u>)	<u>noisy</u> (<u>ruidoso</u>)
18	ɪə	<u>dear</u> (<u>querido</u>)	<u>near</u> (<u>cerca</u>)	<u>fear</u> (<u>miedo</u>)	<u>tear</u> (<u>lágrima</u>)	<u>beer</u> (<u>cerveza</u>)
19	ɛə	<u>pear</u> (<u>pera</u>)	<u>air</u> (<u>aire</u>)	<u>hair</u> (<u>cabello</u>)	<u>tare</u> (<u>tara</u>)	<u>rare</u> (<u>raro</u>)
20	ʊə	<u>poor</u> (<u>pobre</u>)	<u>moor</u> (<u>páramo</u>)	<u>lure</u> (<u>cebo</u>)	<u>cure</u> (<u>cura</u>)	<u>fury</u> (<u>furia</u>)

1. <u>che</u> ese /i:/	
2. r <u>i</u> ch /i/	
3. b <u>oo</u> k /u/	
4. <u>boo</u> t /u:/	
5. <u>ea</u> r /iə/	
6. b <u>a</u> by /ei/	
7. b <u>e</u> d /e/	
8. cam <u>e</u> ra /ə/	
9. b <u>ir</u> d /ɜ:/	
10. b <u>a</u> ll /ɔ:/	
11. d <u>o</u> g /ɒ/	
12. c <u>ow</u> /aʊ/	
13. C <u>a</u> t /æ/	
14. c <u>a</u> r /ɑ:/	
15. P <u>h</u> one /əʊ/	
16. b <u>u</u> s /ʌ/	
17. b <u>oy</u> /ɔɪ/	
18. <u>a</u> irplane /eə/	
19. Kn <u>i</u> fe /aɪ/	
20. c <u>u</u> re /ʊə/	

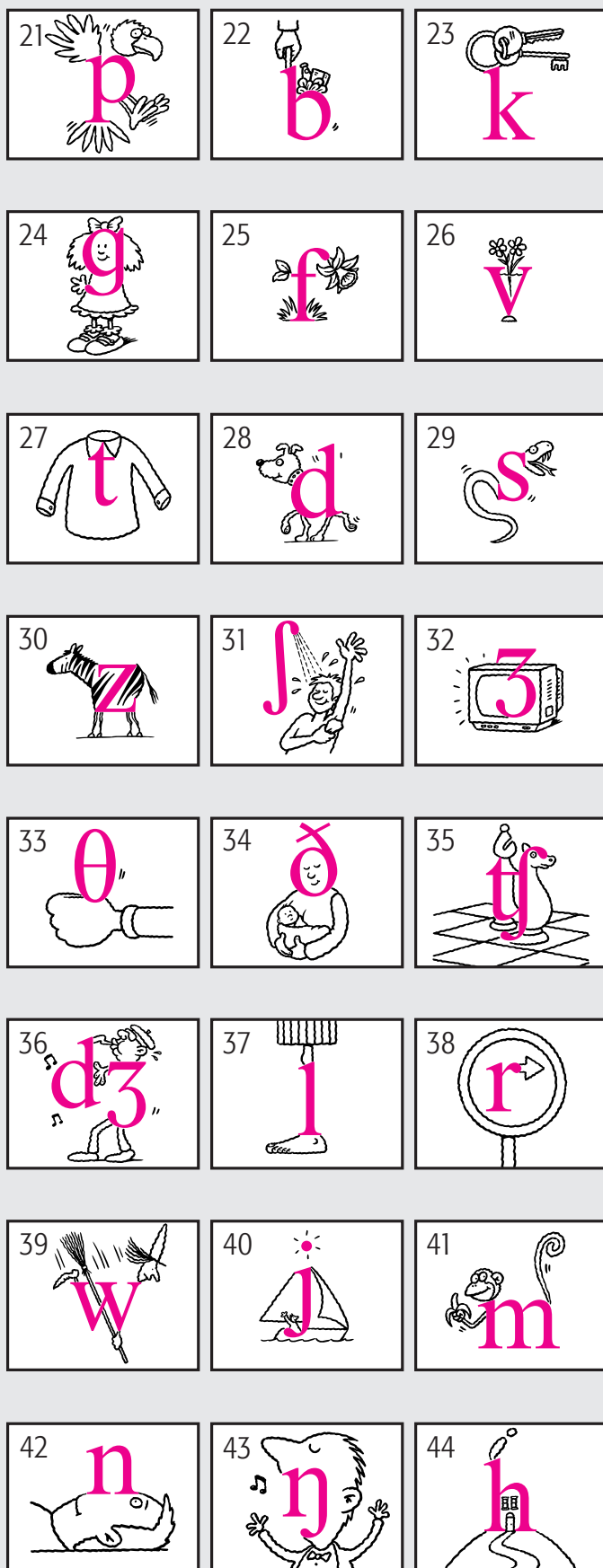
Vowels



Diphthongs



Consonants



Vowel sounds phonetic exercise

1. Which of the following words does not have the sound shown on the picture?

- a) Bean
- b) Pick
- c) Bead
- d) Peak



2. Which of the following words does not have the sound shown on the picture?

- a) Bin
- b) Bit
- c) Bead
- d) Bid



3. Which of the following words does not have the sound shown on the picture?

- a) Bell
- b) Bed
- c) Feed
- d) Fed



4. Which of the following words does not have the sound shown on the picture?

- a) Hat
- b) Bat
- c) Park
- d) Pack



5. Which of the following words does not have the sound shown on the picture?

- a) Bus
- b) Bud
- c) Bun
- d) Bat



6. Which of the following words does not have the sound shown on the picture?

- a) Car
- b) Barn
- c) Pack
- d) Park



Single vowel sounds phonetic practice test 2

/ʌ/ /æ/

/ɑː/ /iː/ /e/

1. Fill in the gap with the vowel sound that is in the word BEE
/b___ /
2. Fill in the gap with the vowel sound that is in the word CAT
/k___t /
3. Fill in the gap with the vowel sound that is in the word CUT
/k___t/
4. Fill in the gap with the vowel sound that is in the word CAR
/k___r/
5. Fill in the gap with the vowel sound that is in the word HEAD
/h___d/

Vowel Sounds Crossword Puzzle

Fill in the puzzle spaces with the words represented by their phonetic symbols.

Across

2. /bɔɪ/ (3) _____

3. /hɪəʳ/ (4) _____

5. /gɜ:l/ (4) _____

7. /ʃʌt/ (4) _____

8. /ʃɜ:t/ (5) _____

10. /bʌn/ (3) _____

11. /bɪəd/ (5) _____

12. /beɪ/ (3) _____

Down

1. /baɪ/ (3) _____

2. /bi:/ (3) _____

3. /hɜ:ts/ (5) _____

4. /bɜ:n/ (4) _____

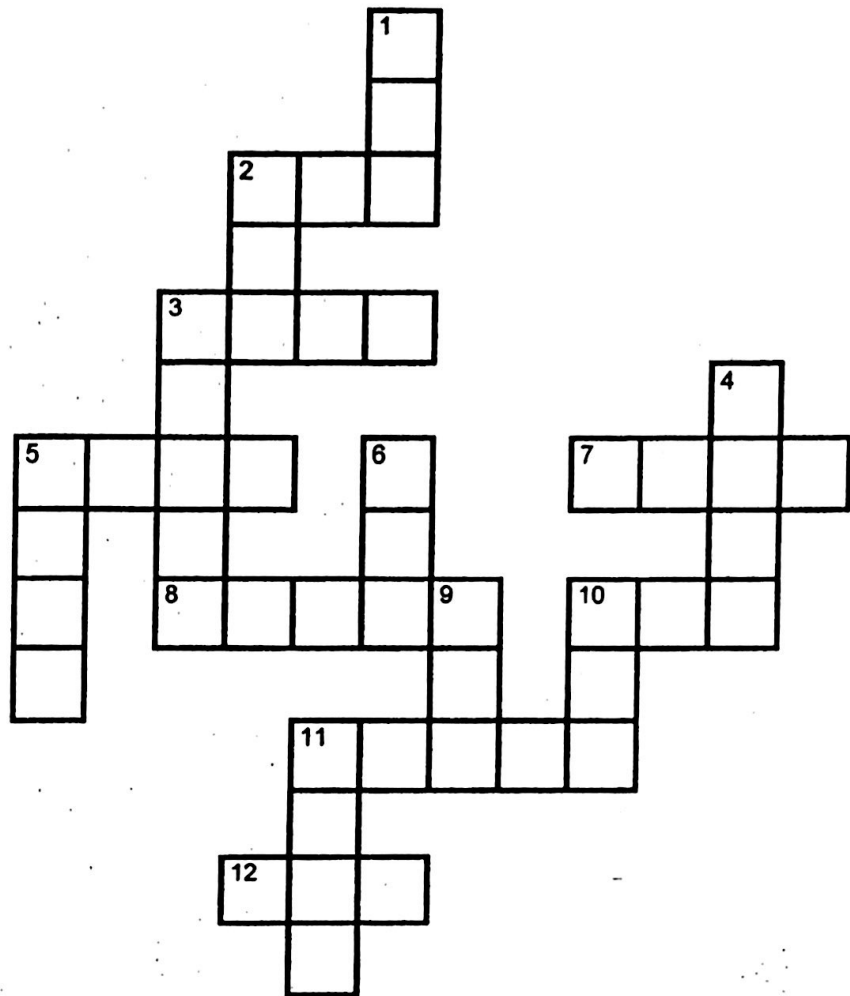
5. /gʌl/ (4) _____

6. /eəʳ/ (3) _____

9. /ti:/ (3) _____

10. /bʌd/ (3) _____

11. /bi:d/ (4) _____



Word Bank

Bay

Beard

Bun

Shirt

Shut

Girl

Here

Boy

Gull

Bead

Bud

Tea

Air

Buy

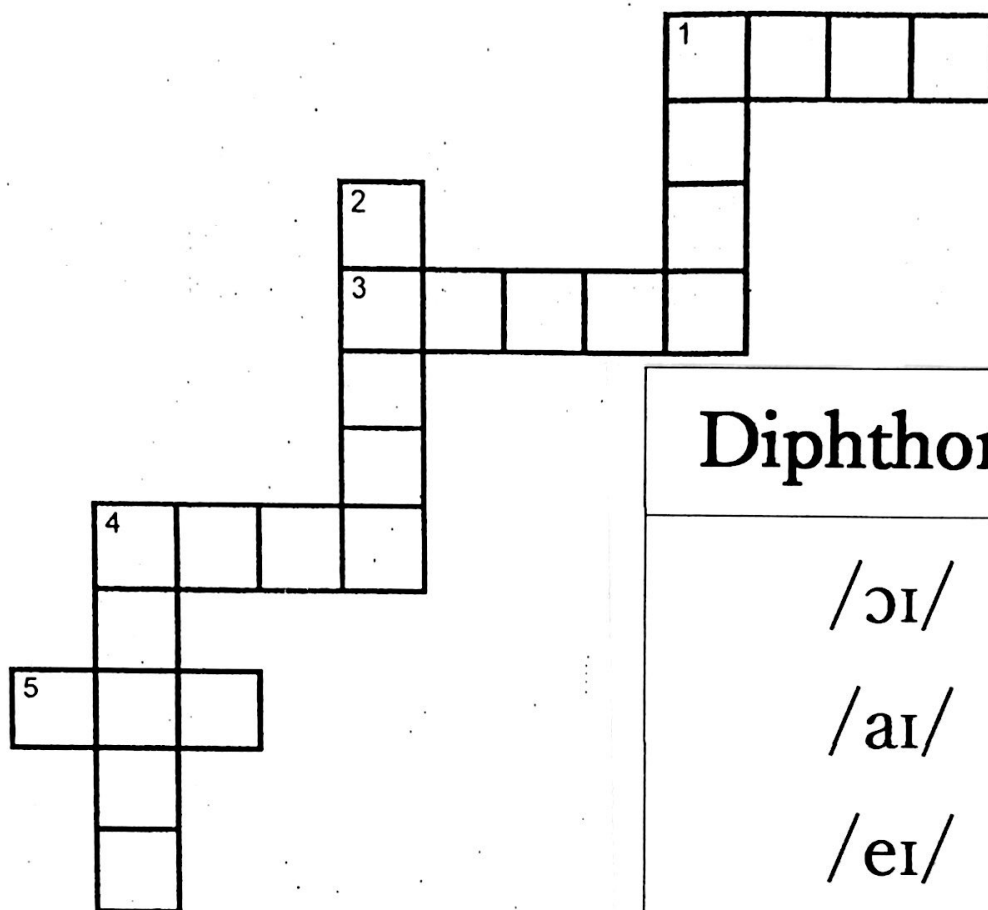
Bee

Hurts

Burn

Phonetic Double Vowel Sounds

Fill in the puzzle with the words represented by the phonetic symbols below.



Diphthongs

/ɔɪ/

/aɪ/

/eɪ/

Across

1. /raɪs/ (4)

3. /aɪl/ (5)

4. /paɪnt/ (4)

5. /ɔɪl/ (3)

Down

1. /reɪs/ (4)

2. /peɪnt/ (5)

4. /pɔɪnt/ (5)

Phonetic Vowel Sound Quiz **/ei/** sound

Fill in the space with the word represented by the phonetic symbol.

1. Which word is represented by the phonetic symbol?

/geɪt/ _____

2. Which word is represented by the phonetic symbol?

/leɪt/ _____

3. Which word is represented by the phonetic symbol?

/peɪn/ _____

4. Which word is represented by the phonetic symbol?

/seɪd/ _____

5. Which word is represented by the phonetic symbol?

/ˈpeɪpə/ _____

Phonetic Vowel Sounds - OI as in BOY

Fill in the gaps with a word represented by the phonetic sound symbol. Practice the OI sound.

/ɔɪ/

1. What word is represented by the phonetic symbol?

/bɔɪ/

2. What word is represented by the phonetic symbol?

/'bɔɪlɪŋ/

3. What word is represented by the phonetic symbol?

/kɔɪn/

4. What word is represented by the phonetic symbol

/ɔɪ:l/

5. What word is represented by the phonetic symbol?

/tɔɪ/

Phonetic Vowel Sounds - AI as in FLY

Fill in the gaps with a word represented by the phonetic sound symbol. Practice the AI sound as in FLY.

/ai/

1. What word is represented by the phonetic symbol?

/kait/ _____

2. What word is represented by the phonetic symbol?

/'daɪnɪŋ/ _____

3. What word is represented by the phonetic symbol?

/haɪd/ _____

4. What word is represented by the phonetic symbol?

/laɪf/ _____

5. What word is represented by the phonetic symbol

/taɪ/ _____

Diphthongs or double vowel sound practice test

/ɪə/ /eɪ/
/aɪ/ /ɔɪ/ /ʊə/
/eə/ /əʊ/ /aʊ/

1. Fill in the gap with the double vowel sound in the word DAY. /d ____ /
2. Fill in the gap with the double vowel sound in the word EAR. / ____ r/
3. Fill in the gap with the double vowel sound in the word BOY. /b ____ /
4. Fill in the gap with the double vowel sound in the word BUY. /b ____ /
5. Fill in the gap with the double vowel sound in the word HOUSE. /h ____ s/
6. Fill in the gap with the double vowel sound in the word COLD. /k ____ d /
7. Fill in the gap with the double vowel sound in the word TOUR. / t ____ /
8. Fill in the gap with the double vowel sound in the word HAIR. /h ____ r /

For questions 22-29, look at the two vowel sounds in each word. Match the vowel sounds in the words with the pairs of phonemic symbols 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.

Words	Phonemic symbols
22 curly	A / əʊ / / ə /
23 over	B / eɪ / / ɪ /
24 village	C / əʊ / / ɜ: /
25 paper	D / ɜ: / / ə /
26 homework	E / aɪ / / ə /
27 learner	F / aɪ / / ʌ /
28 nightclub	G / ɪ / / ɪ /
29 baby	H / eɪ / / ə /
	I / ɜ: / / ɪ /

Exercise 1

How many sounds are there in each word? Write the order of consonant sounds (C) and vowel sounds (V).

EXAMPLE

night: CVC (three sounds: first a consonant, then a vowel and finally another consonant)

1.- dog _____

2.- rabbit _____

3.- frog _____

4.- gorilla _____

5.- snake _____

6.- bee _____

Exercise 2

Say out loud these possible names of cartoon animals. Do they have the same first sounds? (write A) Do they rhyme? (write B)

EXAMPLE Sam the lamb B

1.- Phil the fox _____

2.- Mary the canary _____

3.- Ida the spider _____

4.- Claire the bear _____

5.- Polly the parrot _____

6.- Deborah the zebra _____

7.- Myrtle the turtle _____

8.- Kitty the cat _____

Exercise 3

Write words for the things in the pictures in the correct part of the table.

/eɪ/	/æ/
cake	apple

Exercise 4

Find a way from Start to Finish. You may not pass a square if the word contains the sound /z/. You can move horizontally or vertically only.

START

spots	squares	prize	since	six	sports
streets	wise	sells	sits	exact	escapes
rice	rise	sense	science	lose	lost
oasis	desert	smokes	songs	crisps	box
place	face	snacks	seas	voice	boxes
plays	phase	nose	smiles	focus	concert

FINISH

Exercise 5

Circle the word does *not* have the sound /t/.

EXAMPLE asked castle letter first

1.- eight Thames whistle walked

2.- Thomas needed time liked

3.- listen winter eaten after

4.- ended wished left hoped

5.- whiter greater soften written

Exercise 6

Change the vowel sound from /e/ to /i:/ in these words. Write the new words.

EXAMPLE met - meat

1.- check _____

2.- red _____

3.- bet _____

4.- men _____

5.- fell _____

6.- sweat _____

7.- well _____

8.- set _____

9.- fed _____

10.- led _____

Exercise 7

Write the words in the correct part of the table.

return collect market begin visit asleep salad
teaches needed letter sofa peaches quarter women

vowel in weak syllable = /ə/	vowel in weak syllable = /i/
woman	orange

Exercise 8

How many /f/ and /v/ sound are there when you say these numbers? Write the number.

EXAMPLE 55 - 4

1.- 512 _____ 2.- 745 _____ 3.- 5 _____ 4.- 11.75 _____ 5.- 7,474 _____

Exercise 9

Find 12 words beginning or ending with /f/ or /v/. The words are written horizontally or vertically. Note that the last letter is not always F or V. Use all the letters.

D	C	L	A	U	G	H	I
R	O	W	S	A	V	E	F
I	U	I	L	F	I	V	E
V	G	F	I	H	A	V	E
E	H	E	V	G	O	L	F
O	F	F	E	S	A	F	E

Exercise 10

Add the sound /g/ or /k/ to the beginning of these words and write the new words. Remember: think of sounds, not spelling. For example, if you add /k/ to the beginning of water /wɔ:tə/, you get quarter /kwɔ:tə/. The sound is similar but the spelling is completely different!

EXAMPLE eight gate

1.- up _____

3.- ache _____

5.- old _____

7.- air _____

9.- rate _____

2.- aim _____

4.- round _____

6.- lime _____

8.- all _____

10.- ill _____

Exercise 11

Each sentence contains four or five examples of one of these sounds: /h/, /w/, /j/.

EXAMPLE A fusion of Cuban and European music. /j/.

j j j j

1. Your uniform used to be yellow. /j/
2. Haley's horse hurried ahead. /h/
3. This is a quiz with twenty quick questions. /w/
4. We went to work at quarter to twelve. /w/
5. New York University student's union. /j/
6. The hen hid behind the hen house. /h/
7. Which language would like to work in? /w/

Exercise 12

Read the dialogue. Circle the sound /ai/ and underline /i/. Count them and write the number at the end of the line.

A: Why did Jim hit Bill?

/aɪ/ = 1 /ɪ/ = 4

B: Well, Jim's a guy who likes a fight.

/aɪ/ = _____ /ɪ/ = _____

A: But Bill's twice his size.

/aɪ/ = _____ /ɪ/ = _____

B: Yeah, that's why Jim got a black eye and a thick lip.

/aɪ/ = _____ /ɪ/ = _____

A: And Bill's got a big smile.

/aɪ/ = _____ /ɪ/ = _____

B: That's right!

/aɪ/ = _____ /ɪ/ = _____

Exercise 13

Write these nationality words in the correct column.

Belgian Welsh Dutch Russian Chinese German
Japanese Polish French Chilean Turkish

contains /ð/	contains /ʃ/	contains /tʃ/
Belgian		

Exercise 14

Add the sound /l/ or /r/ to the beginning of these words and write the new words. Remember: think of sounds, not spelling. For example, if you add /l/ to the beginning of ache /eɪk/, you get lake /leɪk/. The sound is similar but the spelling is completely different!

EXAMPLE ache lake (or rake)

1.- eight _____

2.- owes _____

3.- air _____

4.- earn _____

5.- end _____

6.- eye _____

7.- egg _____

8.- each _____

Exercise 15

Make words with these beginnings and endings and write them in the correct part of the table.

beginnings	ba fa ra da sta squa ca ha cha
endings	r re lf ir rd rt lm

words with the vowel /ɑ:/	words with the vowel /eə/
bar	bare

Exercise 16

Find a way from Start to Finish. You may not pass a square if the word contains the sound /ŋ/. You can move horizontally or vertically only.

START

sing	think	thick	strong	wrong	rung
sign	uncle	unless	drug	strange	comb
thanks	angry	signal	drank	English	finger
anxious	angel	single	monkey	money	young
language	tongue	skiing	skin	came	ink
lounge	danger	band	dream	swim	wing

FINISH

Exercise 17

Complete these sentences with words from the box. The vowel sound is given.

*brother wood moon juice won month
would full Cup son good June*

EXAMPLE

Two things you can put /ʊ/ on a foot are a show and a boot /u:/.

- 1.- The _____ /ʌ/ after _____ /u:/ is July.
- 2.- My mother's other _____ /ʌ/ is my _____ /ʌ/.
- 3.- Brazil _____ /ʌ/ the World _____ /ʌ/ in 2002.
- 4.- Fruit _____ /u:/ is _____ /ʊ/ for you.
- 5.- There is a _____ /ʊ/ _____ /u:/ once a month.
- 6.- You pronounce _____ /ʊ/ exactly the same as _____ /ʊ/.

Exercise 18

Find 14 words in the puzzle (every letter is used once) and write them in the correct part of the table. The words are written horizontally (→) or vertically.

c	s	h	o	p	r	w
o	s	o	n	g	o	h
l	r	s	w	s	c	a
d	o	h	a	n	k	t
b	a	o	n	o	r	w
o	d	w	t	w	o	a
t	j	o	k	e	l	s
h	c	o	a	t	l	h

words w/ /əʊ/	words w/ /ɒ/

Exercise 19

Write these numbers out in full. Which of the two vowel sounds do they contain? Write /ɜ:/ or /ɔ:/.

EXAMPLE 3rd third /3:/

1. $\frac{1}{4}$ _____
2. 30 _____
3. 4th _____

4. 1st _____
5. 14 _____

Exercise 20

Find 14 words in the puzzle (every letter is used once) and write then in the correct part of the table. The words are written horizontally (→) or vertically.

b	b	t	c	o	u	r	s	e
i	a	u	h	w	s	w	a	r
r	l	r	e	o	o	h	g	m
d	l	n	a	r	r	e	i	o
s	a	w	r	d	t	r	r	r
l	a	w	d	a	l	l	l	e

words w/ /ɜ:/	words w/ /ɔ:/
bird	

Exercise 21

Put one of the letters *y*, *i*, *u* or *w* in each gap to make a word. The word must contain the sound /ɔɪ/ or /aʊ/. Write /ɔɪ/ or /aʊ/ after each word.

EXAMPLE to_n town /aʊ/

- | | | |
|-----------------|------------------|-----------------|
| 1.- bo_s _____ | 2.- no_se _____ | 3.- fo_nd _____ |
| 4.- po_nt _____ | 5.- ho_ _____ | 6.- bo_l _____ |
| 7.- ho_r _____ | 8.- flo_er _____ | 9.- enjo_ _____ |

Exercise 22

The spelling changes if you change the order of sound in these one-syllable words from CV to VC.
Write the missing words.

EXAMPLE	CV /lɔ:/ = law	VC /ɔ:l/ = all
1.- /deɪ/ = _____		/eɪd/ = aid
2.- /nəʊ/ = _____		/əʊn/ = own
3.- /peɪ/ = _____		/eɪp/ = ape
4.- /ti:/ = tea		/i:t/ = _____
5.- /meɪ/ = may		/eɪm/ = _____
6.- /seɪ/ = _____		/eɪs/ = ace

Exercise 23

Write the full words in the correct column, according to their stress pattern.

Mon x	Tues	Thu	Sat	today	tomorrow	Apr	Jul	Aug	Sept	Oct
Nov	holiday	2nd	11th	13	30 13th	30th	17	70	afternoon	

Oo	oO	Ooo	oOo	ooO
Monday				

Exercise 24

Write these words.

EXAMPLE	/bɒks/	<u>box</u>			
1. /klɒk/	_____	3. /wɒnt/	_____	5. /'sɒri/	_____
2. /gɒn/	_____	4. /'wɒntɪd/	_____	6. /wɒt/	_____

Exercise 25

Write these words.

EXAMPLE /boks/ map

- | | |
|-----------------|------------------|
| 1. /hænd/ _____ | 5. /men/ _____ |
| 2. /best/ _____ | 6. /'meni/ _____ |
| 3. /eg/ _____ | 7. /hæv/ _____ |
| 4. /mæn/ _____ | 8. nekst/ _____ |

Exercise 26

Seven numbers have /e/. Which are they?

3 7 8 10 11 12 13 17 18 20 70 80 100

_____	_____	_____	_____
_____	_____	_____	_____

Exercise 27

Underline the word with a different vowel sound.

EXAMPLE houses soup about mountains

- | | | | |
|----------|--------|--------|-------|
| 1. stone | gone | closed | coast |
| 2. brown | flower | snow | town |
| 3. old | over | lost | no |
| 4. coach | boat | some | road |

Exercise 28

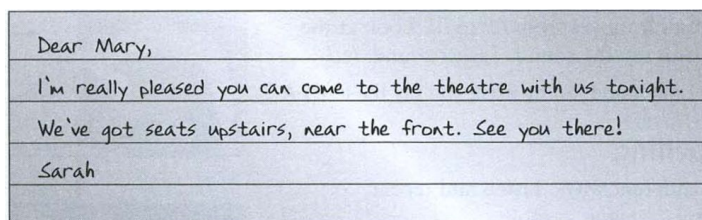
Classify the following words according to the sound.

beard	car	chair	curtains	dirty	doors	floor	four	girl	horse
large	March	near	nurse	pair	parked	purse	shirt	shorts	stars
		third	warm	wearing					

- | words with /ɜ:/ | words with /ɔ:/ | words with /ɑ:/ | w/ other sounds |
|-----------------|-----------------|-----------------|-----------------|
| 1. _____ | 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ | 3. _____ |
| 4. _____ | 4. _____ | 4. _____ | 4. _____ |
| 5. _____ | 5. _____ | 5. _____ | 5. _____ |
| 6. _____ | 6. _____ | | |
| 7. _____ | | | |
| 8. _____ | | | |
| 9. _____ | | | |

Exercise 29

Read this note and find four /ɪə/ words and four /eə/ words.



/ɪə/ _____

/eə/ _____

Exercise 30

Write these words

EXAMPLE /fəʊn/

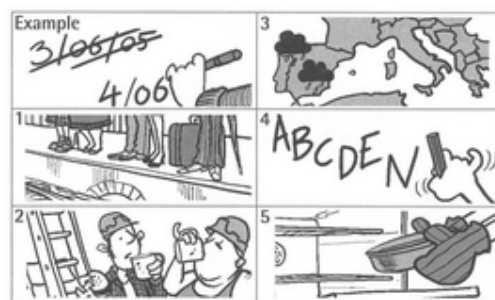
- | | | |
|-------------------|------------------|--------------------|
| 1. /faɪv/ _____ | 3. /fɜːst/ _____ | 5. /liːv/ _____ |
| 2. /'vɪzɪt/ _____ | 4. /friː/ _____ | 6. /'fəʊtəʊ/ _____ |

Exercise 31

Complete the titles of these pictures. All the missing words have /eɪ/.

EXAMPLE Changing the date.

1. W _____ ing for the tr _____.
2. T _____ ing a br _____.
3. R _____ ing in Sp _____.
4. M _____ ing a m _____.
5. B _____ ing a c _____.



Exercise 32

Write the words. Choose from the words in the box.

back	beard	bill	black	bomb	book	boot	boots	bought	bread	
build	but	butter	buy	pack	paper	part	party	pay	pepper	pie
			piece	pool	pull	purse	put			

- | | | |
|-----------------|--------------------|-------------------|
| 1. /bɪl/ _____ | 8. /pæk/ _____ | 15. /bæk/ _____ |
| 2. /pi:s/ _____ | 9. /bɒm/ _____ | 16. /bu:ts/ _____ |
| 3. /baɪ/ _____ | 10. /'pepə/ _____ | 17. /pu:l/ _____ |
| 4. /pɜ:s/ _____ | 11. /'bʌtə/ _____ | 18. /bɪəd/ _____ |
| 5. /blæk/ _____ | 12. /pɑ:t/ _____ | 19. /pʊt/ _____ |
| 6. /peɪ/ _____ | 13. /bʊk/ _____ | 20. /bɔ:t/ _____ |
| 7. /bʌt/ _____ | 14. /'pɑ:ti/ _____ | |

Exercise 33

Write the words. Choose from the words in the box.

ache	again	ago	back	bag	big	bigger	bike	black	called
cake	carry	classical	coffee	cold	comb	come	copy	gave	get
	give	great	grey	guess	guest	keys	kiss	walk	work

- | | | |
|-----------------|-------------------|-------------------|
| 1. /gɪv/ _____ | 8. /eɪk/ _____ | 15. /bæg/ _____ |
| 2. /bɪg/ _____ | 9. /gest/ _____ | 16. /'bɪgə/ _____ |
| 3. /get/ _____ | 10. /bæk/ _____ | 17. /kəʊld/ _____ |
| 4. /kəʊm/ _____ | 11. /'kɒfi/ _____ | 18. /'kæri/ _____ |
| 5. /ki:z/ _____ | 12. /ə'gen/ _____ | 19. /wɜ:k/ _____ |
| 6. /keɪk/ _____ | 13. /wɔ:k/ _____ | 20. /greɪ/ _____ |
| 7. /kɪs/ _____ | 14. /kɔ:ld/ _____ | |



Unit 4

Functions



1) What is a function?

Part 1

Look at the situations below. Work with a partner in each case decide what the speaker o writer's purpose is.

In the staffroom, one colleague to another:

"Could you give me a hand please? The photocopier is jammed."

Written reply from a company to a customer:

"Thank you for your letter. I am sorry to hear that you have been experiencing difficulties with our product."

Doctor to patient:

"I am afraid you'll have to stop eating sweet food for a few months."

Post-it-note on a colleague's computer

"Lunch? I'm buying – Chris"

Part 2

What other functions are there? Make a list below:

Functions

2) Exponents

Work together and decide on the function for each of the exponents below.

Exponent	Function
Let's go out for dinner tomorrow night.	
Why don't you see a doctor?	
Good morning, my name is Khaled.	
Thank you so much for your letter.	
So you mean you can't come on later.	
John, could you turn down the lights please.	

3) Exponents and functions

Cut up and give each participant a card. Make multiple copies if necessary.

agreeing	disagreeing	giving advice
complaining	suggesting	apologizing
explaining	thanking	clarifying
inviting	expressing obligation	refusing
interrupting	comparing	offering
expressing dislikes	requesting	introducing

4) Formality and appropriacy

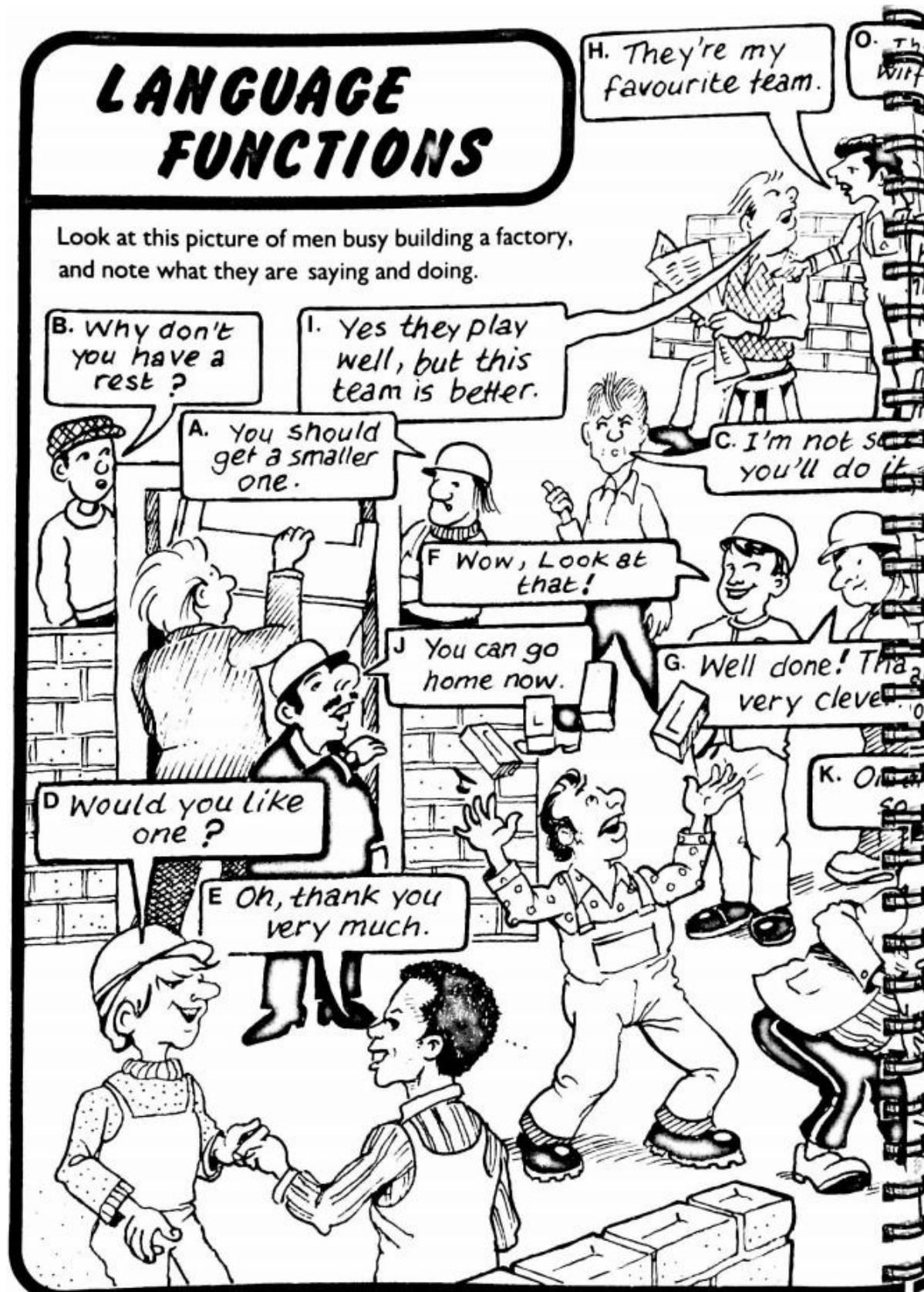
Look at the exponents below and rank them in order from most informal to most formal.

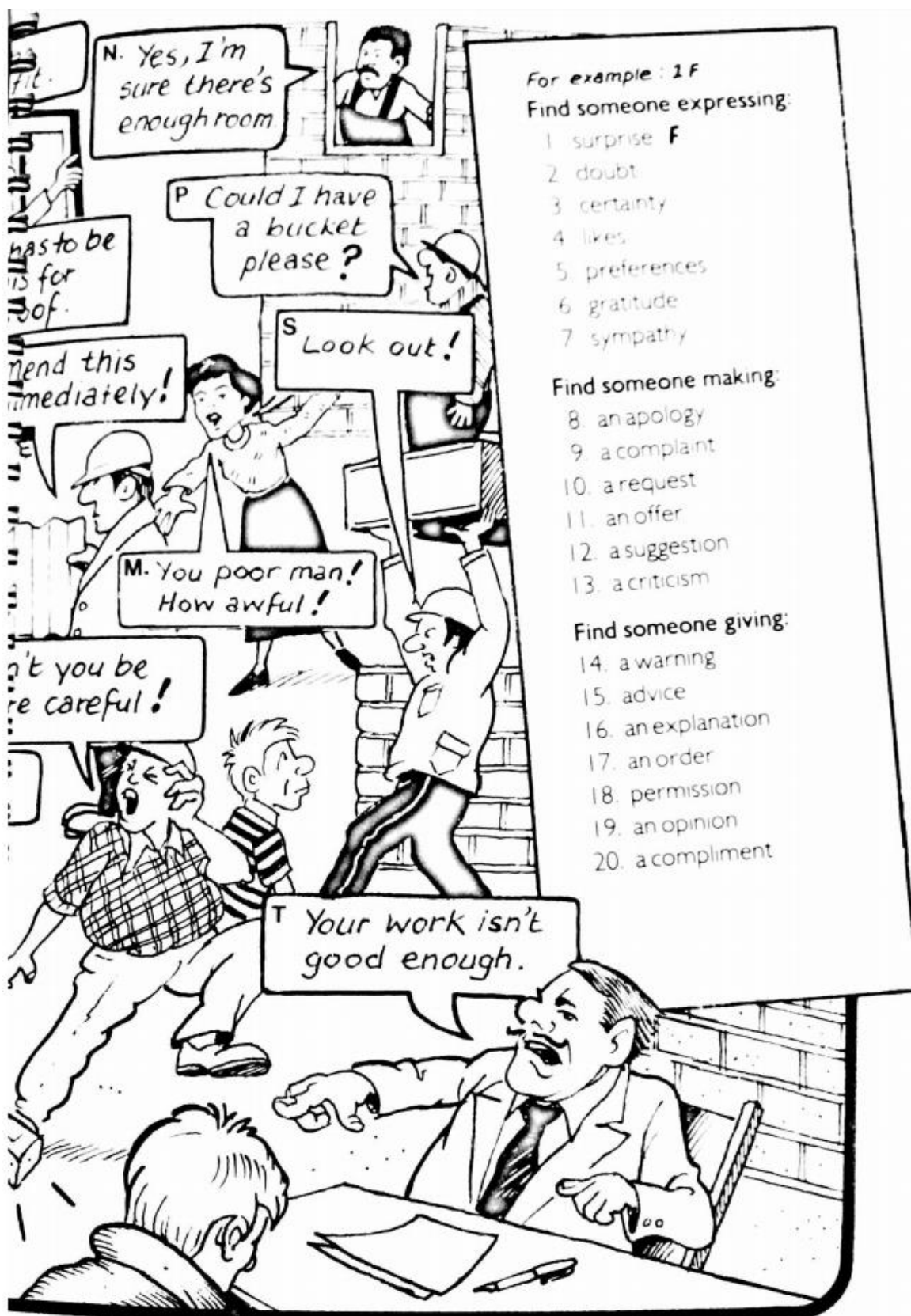
1. Could you offer you something to drink?
2. Fancy a drink?
3. Would you like a drink?
4. Do you want a drink?
5. I would be delighted to offer you some refreshment. What would you like?
6. Coffee?

Now for each exponent, decide:

- What is the context? (place, time, situation)
- What is the relationship between the speakers?

Exercise 1





Exercise 2

Read the text, identify and write in the line which function(s) should be accomplished at the end of the lesson.



M I LYING?

14

Unit I / GROUP DYNAMICS / Level: Low intermediate and above / Time: 20-30 minutes

Language Function(s):

Materials: Pictures (see Method Two below)

In Class

Method One. Tell a short anecdote which may either be true or be a complete fabrication. Have the group ask you questions about it. Give additional information as necessary to generate more questions. Then ask the students to decide whether you were telling the truth or making the whole thing up—lying, that is. Put it to a vote.

Method Two. A variation is to bring in a picture (which the students cannot see) and describe it to the class. Again, the description may be true or it may be completely false. Let the group quiz you about the details. As with Method One, the students must decide whether you are telling the truth or lying.

2. To follow up, ask a student to tell a story or describe a picture in the same way. Again, the remainder of the class must decide whether the student is telling the truth or lying.

3. As an optional extra with either method, you may wish to ask students to explain why they voted as they did. This can be done individually, student by student, or by a panel of three or four students. Encourage the students to give contextual reasons for their verdicts rather than make comments such as "(S)he always lies / exaggerates."

Authors' Note

For Method Two, it is a good idea to use an "unlikely" picture—perhaps even an abstract or surrealistic one—the first time you do this exercise. This will create an atmosphere in which the improbable is on a par with one's more "normal" expectations.

*Joan Hewitt
Christopher Sion*





NECNOTE ANALYSIS

II-6

Unit II / CREATIVE WRITING AND TTTfI^

Time: 30 minutes each, 2 days

Language Function(s):

Materials: None

In Class

1. Work with the class to create a story. The story can be based on anything: an amusing incident, something that has happened to the students in using their English, a few unrelated pictures, a book, or anything else. Encourage each student to make a contribution so that all the students can feel that it is their story. You may wish to write it on the board so that all the students can see it as it is constructed, or you may write it in a notebook as the students dictate it to you.
2. Before the next class, condense the story into about twelve sentences and type or print each sentence on a separate strip of paper. This is a good place to introduce new words: the students are likely to remember them because they are in "their" story. Make sure that the sentences include something from every member of the group and that there are enough strips so that each student will have one.
3. At the next session pass out the strips, making sure that everybody gets at least one. Then ask the class to put the story together in sequence. Provide help only if there is a serious problem.
4. Once the sentences are in the correct order, ask individual students to dictate the story to you and write it on the board. Hesitate obviously at garbled pronunciation and encourage the rest of the class to help in making you understand what to write. Allow time for those who want to copy the story for themselves.
5. There will probably be many verbs in the simple past, comparatives, and/or relative pronouns in the story. The exercise provides an opportunity to analyze and discuss these. Ask the students to tell you the words to write on the board for this purpose. You can also have them list regular past endings, put irregular verbs into their logical groupings, and cover other related points the class may have missed.

Mike Perry



DEAR ANN LANDERS

III-2

Unit III / READING AND WRITING / Level: Intermediate / Time: 45 minutes

Language Function(s):

Materials: Letters and replies from typical, personal advice columns

Before Class

Cut out several letters and their replies from typical advice columns such as "Dear Abby" or "Ann Landers." Paste them on cards, with a letter on one side of the card and the answer to a different letter on the other side. For example, the answer to letter "A" may appear on the back of letter "C," and so on. However the entire set will include all the letters and their answers.

Method Two. As an alternate, ask each student to write a reply to a letter that has been read to the class. Or give each student one of the letters and ask him or her to draft a reply to it. In either case, compare the student reply with the columnist's answer.

Method Three. (This can be used either as an alternative to Methods One and Two or as a follow-up to either.) Give each student a reply, and ask him or her to write a letter to which it might be the response. Then ask them to look through the cards and find the original letter. (If this Method is used as a follow-up, be sure that the responses used are not among those already seen by the class.)

In Class

1. *Method One.* Have one student read one of the letters to the class. The class discusses the problem and suggests solutions. After one or more letters have been read and discussed, the students look at the backs of the cards for the columnist's answer and discuss that, comparing it with their own replies.
2. After the students have completed the exercise with the letters, lead a discussion on related topics such as loneliness in the modern world, communication breakdowns between people, and what leads men and women to write to advice columns of this kind.

Publisher's Note

If your students are teenagers or young people in their early twenties, you may wish to use a column directed specifically toward young people. "Ask Beth" is one such syndicated column in the United States. However, both Abigail VanBuren ("Dear Abby") and Ann Landers include letters from young people as well as those from older adults, and their columns, because of wider syndication, may be easier to find.

Mike Levy



SOUNDS DIFFERENT

IV-6

Unit IV / LISTENING / Level: Intermediate / Time: 20-30 minutes

Language Function(s):

Materials: Cards with an illustration on one side and, ideally, the relevant word written on the other, with contrasts such as "bear/beer" or "pen/pan." Ann Baker's *Ship and Sheep: Introducing English Pronunciation* (Cambridge University Press) has some excellent examples.

Before Class

Select the pairs of pictures you want to use.

In Class

1. Show the class the pictures one by one and ask the students to identify the objects in them. Elicit the vocabulary from the group as much as possible, prompting as necessary. Write the words in two numbered columns on the board on the basis of contrasting sounds, like this:

1	2
beer pan bed	bear pen bad ETC.

2. Say one of the words without indicating how it is spelled. The students have to decide which column on the board it comes from and should repeat the word. If they get the wrong column they must repeat *both* parts of the minimal pair, for example "ship/sheep."

3. Ask the students to call out words from the columns while the teacher or other students indicate which words they think are being said. Again, if the word has not been pronounced correctly, both parts of the minimal pair must be repeated.

4. Variations

- a. Give a sentence incorporating one of the relevant words and have the students choose which is correct, for example: "Yesterday I went for a ride in a ship" or "I had a beer with my dinner." Ask the class to make sentences in the same way.
- b. Put some of the cards in various places around the class and ask questions like "Where is the bear?" or "Is the pan on the table?"
- c. Divide the class into teams. Divide the cards equally between the teams and tell them to write a short story containing all the words on their cards*. When they are ready, a group spokesman reads the story to the rest of the class. Illustrate it on the board, pretending to misunderstand words that are incorrectly pronounced, so that the students have to emphasize. For example: "No, not ship; *sheep*." This will show that they have genuinely grasped the difference.

'Author's Note

Be sure to check that the stories are in correct English. This can give you valuable insight into many other areas that need to be dealt with as a basis for future work.

Mike Levy



HE OPEN-ENDED INTERVIEW

V-4

Unit V / ROLE PLAYING / Level: Low intermediate and above / Time: 5-20 minutes

Language Function(s):

Materials: None

Before Class

Select one or more characters from any story, dialogue, book, or picture that the class has recently studied. It should be a fictional, not a real-life person. Prepare questions to ask as described below.

In Class

1. Assign the role(s) of the character(s) to one (or more) of your better students. Tell them to respond to the questions you will ask them. Suppose the class has studied Poe's story "Cask of Amontillado." Announce that students X and Y are to be Montressor and Fortunato. Immediately begin by firing "nosey-reporter" questions at them.* These should be questions that do not have answers in the story. Simply invent the questions as you go along once you have used all your prepared questions.

Example:

Teacher: Fortunato, are you married?

Student X: Yes.

Teacher: What did your wife do when you failed to come home after visiting Montressor?

Student X: Well, you see, she was having an affair with him and she knew about the plot all along.

Teacher: Montressor, is that true?

And so on.

Once the students are familiar with the game, let the class members themselves assume the roles of reporters interviewing the others. Finish with a discussion of how convincing the characters' accounts are. How would the other students have responded to the questions?

"Author's Note

The teacher rather than a student acts as interviewer *at first*, to ensure that the questions will be far-ranging and unexpected, and to guide the students away from looking for answers anywhere but in their imaginations. By holding such interviews frequently, all the students will eventually have the chance to be on the "firing line."

John Pint



Exercise 3

Find ten functions in the word search.

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

Exercise 4

Look at the exponents.

- What are the functions of the exponents?
- Are they formal (F), informal (I), or neutral (N)?

1. Thanks a lot	
2. Do you think you could possibly open the window?	
3. Come round to my house for a bite to eat?	
4. Can you open the window, please?	
5. No way! I'm not doing that.	
6. I agree with that.	
7. Hello, I'm Josephine.	
8. I'm sorry but I'm afraid I can't.	
9. Would you like to come to dinner?	
10. I don't believe we've met. My names James Sanders.	
11. Open the window, will you?	
12. Mr and Mrs Smith request the pleasure of your company for dinner.	
13. Yeah. You're right there.	
14. Thank you very much indeed.	

Exercise 5

For questions 1–7 match the example sentences 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.

	Example sentences	Functions
1	Let's go to that new restaurant.	A describing ability
2	They might win – you never know in cup matches!	B describing possibility
3	Watch out! That's dangerous.	C asking for permission
4	My son can speak three languages fluently.	D requesting
5	Is it OK if I open the window?	E asking for advice
6	Shall I show you how the camera works?	F suggesting
7	Could you pass me my bag?	G offering
		H warning



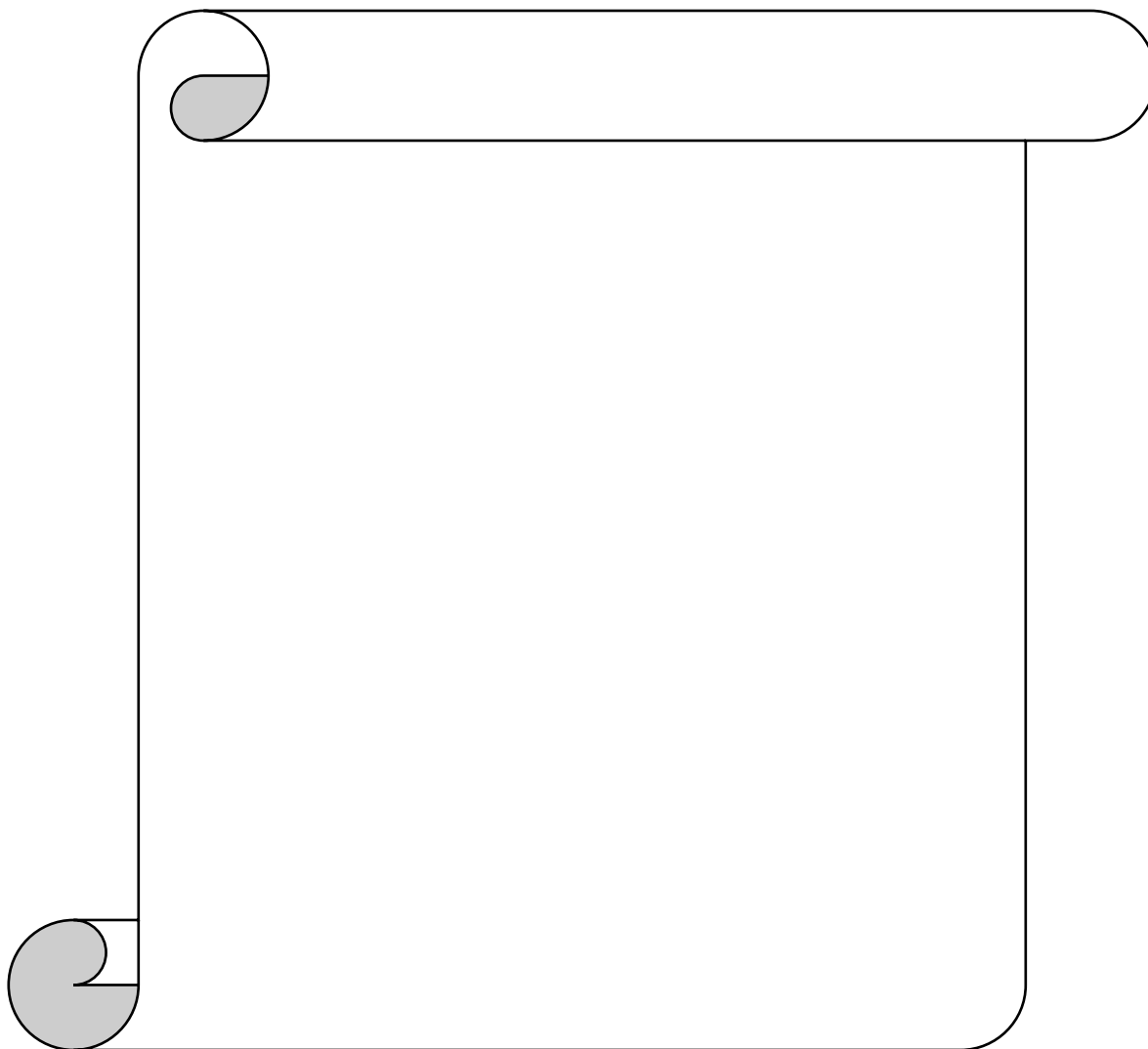
Unit 5

Reading



1) What do you read?

Make a list of the things you have read in the past few days.



With reference to the list of reading texts above, work in pairs and answer the following questions:

- What were your reasons for reading them?
- What were the differences in the way you read them?

2) Ways of reading

For each of the text types on the left below choose the sub-skill is typical of how you might read it. Some text types may involve using more than one sub-skill.

Subskills	
<ul style="list-style-type: none">• Skimming (reading for gist)• Scanning (reading for specific information)• Intensive reading (analyzing the language in a text closely)• Reading for detail (analyzing a text very closely in order to understand its meaning)• Extensive reading (reading for pleasure/interest)	
Text	Subskill
novel	
recipe	
travel brochure	
instructions	
train or bus timetable	
newspaper	
advertisement	
text-book passage accompanied by a grammar exercise	
menu	
legal document	
email	
magazine	

4) Terminology check

Match the terms in the table with the definitions below. The first one has been done for you.

a) (four) skills	b) receptive skill	c) productive skill	d) cohesion
e) subskill	f) inferring	g) scanning	h) skimming
i) reading for detail	j) extensive reading	k) intensive reading	l) authentic material

Definitions

C A term used to describe writing and speaking.	Reading which focuses learners on the linguistic aspects of a text.	Techniques for dealing with texts. E.g. skimming and scanning.	A reading technique to get the general meaning of a text quickly.
Reading a longer text, e.g. novel, for pleasure or interest.	Reading to find a specific piece of information.	Any text which hasn't been specifically written for language learners, e.g. books, newspapers, adverts.	A term used to describe reading and listening.
The use of devices to link words so that a text makes sense and holds together.	Deducing meaning from context.	Reading a text carefully for maximum understanding.	Reading, listening, speaking and writing.

5) Key concepts

*Discuss the following statements. Write a **T** next to any which you consider to be True and an **F** next to any you consider to be False.*

- 1) Extensive reading, both inside and outside the classroom, helps to improve learners' reading skills.
- 2) You can help learners to deal even with difficult texts by providing the right kind of task.
- 3) Learners should be encouraged to use dictionaries during reading lessons.
- 4) Only give your learners texts from authentic sources, such as newspapers, etc. as these are more meaningful than texts which are specially created for learners.
- 5) Teachers should teach sub-skills such as skimming and scanning to their learners, as they do not come naturally.
- 6) Learners should read texts where they are likely to understand the majority of the words.
- 7) When preparing a reading lesson, teachers need to bear in mind that learners need different skills at different ages and different competency levels.
- 8) Teachers should use texts which relate to learners' interests when possible, as this will help to motivate them to read.
- 9) Learners should not read texts on unfamiliar subjects as this makes them difficult to interpret.
- 10) Reading lessons should always include a set of comprehension questions.

Exercise 1

Read each paragraph and then select the appropriate title.

Understanding the plan of the text
Note making
Guessing the meanings of unfamiliar words
Global comprehension
Understanding discourse markers
Local comprehension
Understanding the organization of a text
Making predictions and informed guesses.
Skimming and Scanning

Reading involves...

1. _____

In reading a text for meaning, it is desirable to go from the 'whole' to the 'parts', and not vice versa, as unskilled readers tend to do. A poor reader will pick up information from the text in small bits and pieces, as he/she reads from one word or one sentence to the next, and try to assemble the bits together. An efficient reader, on the other hand, will first try to form an overall 'picture' of the entire text.

'Global Comprehension', or the ability to get 'over-all' meaning from a text, requires the sub-skill of skimming i.e. reading through the text at high speed in order to identify and pick up the main idea or ideas in the text while 'filtering out' the unnecessary details.

2. _____

A good reader usually reads a text more than once in order to understand it adequately. The first reading is done at speed, with the intention of making a 'general survey' of the text. Then the reader returns to the text as many times as needed in order to fill in the details.

Efficient readers are able to form a 'plan' of the text that is being read, which helps them to recover meaning from it. Most texts – unless they are badly written – possess unity of thought. There is generally one central idea or 'theme' in the text, which is most prominent. There may be other ideas as well, but they are usually introduced in order to provide support for the main idea. The reader's mental plan helps him/her to 'navigate' through the text confidently instead of groping about blindly.

3. _____

An unskilled reader plods through a text laboriously, trying to get the meaning of every word. The skilled reader, after reading a few sentences, paragraphs or pages, is able to form a fairly accurate picture of what the author is trying to say, and is able to 'hop' and 'skip' through the text, omitting quite substantial portions of it without missing important information. Most writers have a tendency to repeat themselves in order to ensure that their readers do not miss the significance of what they are saying; good readers are aware of this and know that portions of the text can be safely omitted. Making reliable predictions about what is likely to be found in the text is an important sub-skill of reading.

4. _____

After reading through the text quickly to form an overall impression, one should focus on the details of the information provided by the writer, which will generally be located in different parts of the text.

A reader begins by gathering the 'facts' presented by the author in the text. The term 'factual comprehension' refers to the ability to absorb and retrieve factual information contained in the text – i.e., information which has been explicitly stated by the writer and is directly available in the text. Factual comprehension must come before deeper and more thorough understanding of the text; unless one understands the 'plain sense' of the text, one cannot reach the other levels of comprehension.

Inferential comprehension refers to the reader's ability to 'read between the lines'. The reader has to understand not just what the writer has said but also what he/she might have said but has chosen to leave unsaid. This is done on the basis of clues provided in the text as well as the reader's own background knowledge.

Evaluative comprehension requires the reader to make a considered judgment on the truth and the value of what the writer is trying to say, and how far he/she has succeeded in saying it. This is a more sophisticated skill than the two previously referred to since the author has to respond to the text more critically to identify, among other things, the writer's bias, force and accuracy of argument and the effectiveness of what he/she is trying to say.

5. _____

Good readers tackle unknown words in a text by trying to guess their meanings from the context. It is not possible to look up the meanings of all unknown words in the dictionary. If the reader attempts to do that the flow of reading is interrupted. However, this is possible only when the text does not have too many difficult words.

6. _____

'Skimming' a text means going through it quickly to get an overall idea of the content. We are not interested in details or any specific information while skimming.

'Scanning' on the other hand , involves searching the text for specific piece of information in which the reader is interested.

7. _____

Discourse markers are 'signposts' provided by the writer. These are used in a text to indicate sequence of ideas and signal the writer's point of view. Understanding the writer's use of discourse markers is an important sub-skill of reading. These signposts are helpful because they indicate to the reader the relationship between two parts of the text.

8. _____

Every text contains a number of different ideas, which are presented in different parts of the text. The manner in which different ideas are related to each other in a text is referred to as the structure or organization of a text. This is controlled by the topic, the writer's purpose and the audience that he/she has in mind. A good reader should be able to trace the organizational pattern in the text. Once readers understand how a text is organized, they are better able to get meaning from a difficult text.

9. _____

Note-making is a sub-skill of reading that is highly useful for study purposes. It involves understanding the organization of the text and being able to identify the main points and the supporting details, in skeleton or outline form.

DIAGNOSTIC TEST

Read the questions and answer them based on what you know.

1. Are skim and scan reading the same thing?
2. Are gist and skim reading more or less the same thing?
3. Can you infer meaning before you read?
4. Do you typically scan a bus timetable?
5. What kind of text do you typically read extensively?

Exercise 3

Look at different reading sub-skills and strategies 1 - 7. Match the definitions a -g below with the correct sub-skill.

Reading sub-skills and strategies	Definitions
1- prediction	
2- skimming	
3- gist reading	
4- scan reading	
5- intensive reading	
6- inferring meaning	
7- extensive reading	

Definitions

- a) Reading to get detailed information from the text.
- b) Reading a text to locate a specific piece of information such as a word or a number or a time. It is not necessary to understand the whole text in order to do this.
- c) Either guessing the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious.
- d) Reading to get a general but not detailed understanding of the text.
- e) Also reading to get an overall but not detailed understanding of the text.
- f) Reading longer texts frequently over a period of time. This is usually done independently and not in the classroom.
- g) Looking at headlines, pictures, typeface and layout to guess what you think a text will be about.

Exercise 4

Read the description of the different texts and the motivations for reading (a-h) below. Decide which reading sub-skill or strategy (1-7) you would probably use to read each. You will need to use some of the skills more than once, and some texts may use more than one skill.

Texts and the motivations for reading	Sub-skill / strategies
eg. A novel you are really enjoying	7
a- A job advertisement for a vacancy you are really interested in.	
b- A couple of unknown words in a text that is included in an exam you are doing.	
c- A telephone directory.	
d- The editorial of a newspaper that you are not familiar with and whose political viewpoint you would like to understand.	
e- A series of articles, only some of which will be useful to you, for a report you are writing.	
f- Instructions for a kitset furniture you are assembling (you are usually not very good at doing this!)	
g- A travel brochure when you are trying to decide on a holiday destination.	
h- An armchair travel book about a country you have enjoyed visiting.	
i- An online flight timetable.	

Reading sub-skills and strategies

1. Prediction.
2. Skim reading.
3. Gist reading.
4. Scanning.
5. Intensive reading.
6. Inferring meaning.
7. Extensive reading.

Exercise 5

Letters a-h show some typical reading tasks or instructions for reading texts in different ways. Match them with the reading sub-skills and strategies from the previous exercise (1-7) above.

Typical reading tasks or instructions	Reading sub-skills
a. Does John go overseas before or after finishing his degree?	
b. Talk about the headline and pictures and decide what you think the article will be about.	
c. Does this article discuss a problem and offer a solution, or does it talk about two different points of view?	
d. Look at the words immediately before and after and see if they can help you guess the meaning.	
e. The government will change the law in the near future TRUE/FALSE	
f. Find the best times for leaving and returning.	
g. Do you think the writer of the letter supports the City Council or not? Why do you think so?	
h. Complete the following table by making notes on all the advantages and disadvantages of the proposal.	



Unit 6

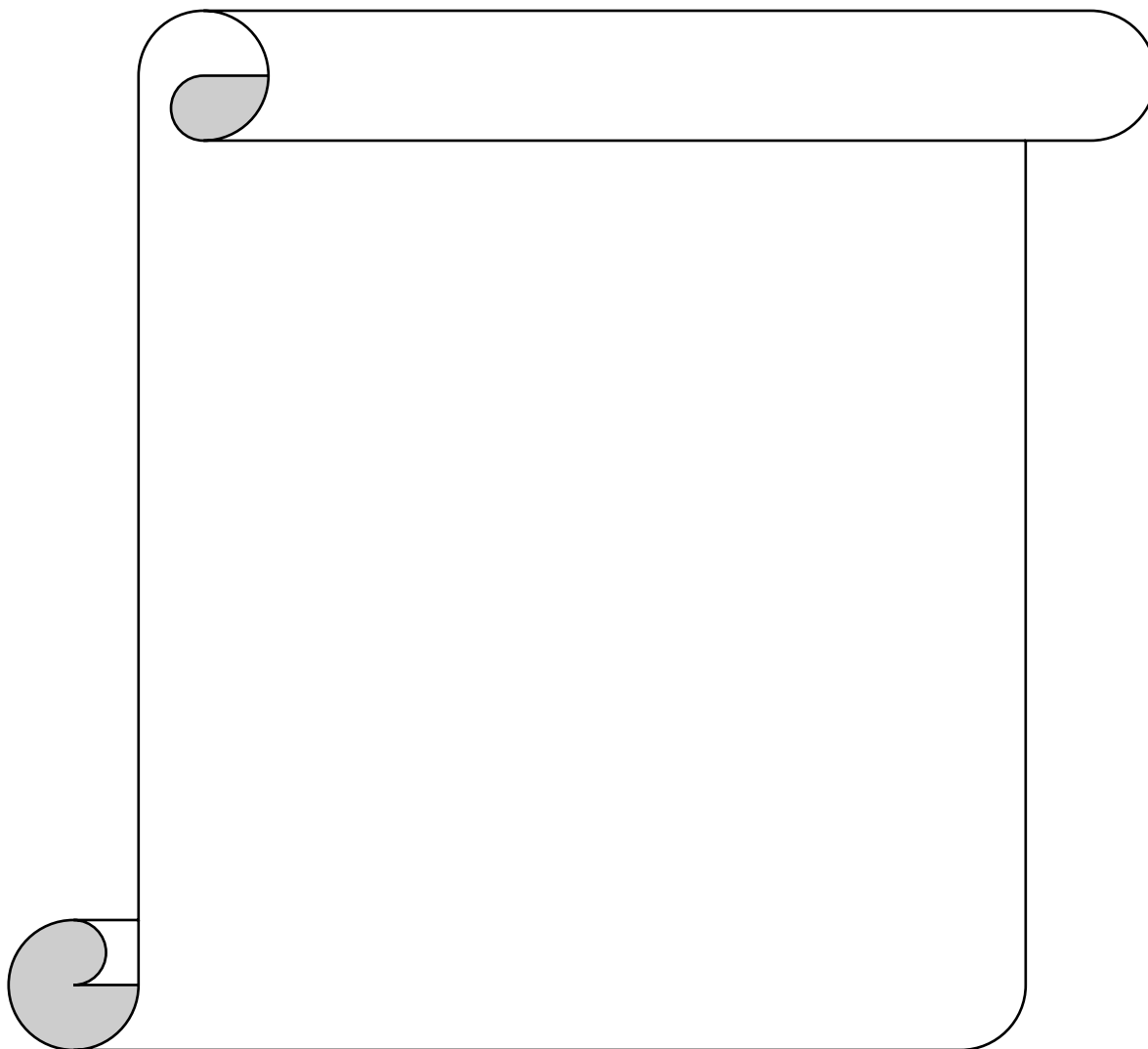
Writing



1) What have you written?

Part 1

In pairs or small groups, make a list of all the things you have written in the last week.



Part 2

In groups, discuss the following questions:

- Who were you writing the items to or for?
- Were there differences in the way you wrote each of them?
- How were they different from speaking?

2) Good writing skills

Below are some of the subskills required for effective writing? Work in pairs. Can you add any more to the list?

(accuracy)

- *spelling*
- *punctuation*
-
-
-
-
-
-
-
-

(communication)

- *planning (making notes, etc)*
-
-
-
-

3) Accuracy and communication

Part 1

Work in groups and brainstorm what kind of writing activities you did when you were at school. Make a list in the box below.

--

Part 2

Which of these focus mainly on accuracy and which are more concerned with communicating the writer's message?

*Put an **A** next to the writing activities for those relating to accuracy and a **C** next to those relating to communicating the message.*

Useful language to improve your writing

Writing about the past

In retrospect, ...
Looking back, ...
I remember X as ...
X marked a major turning point for me
X was the highlight of (my schooldays, my trip, etc.)
To cut a long story short ...

Giving advice

Make a point of ...*ing*
Consider ...*ing*
Try to ...
Make time to ...
Make sure you ...
Most importantly, learn how to ...

Sending an attachment

Here's (a copy of) ...
I am sending / forwarding with this email ...
Attached is / are ...
I attach ...
Please find attached ...

Introducing key events in a story

Just then, ...
All of a sudden, ...
It was at that moment that ...
Just as he was leaving, ...

Listing problems

The first and most serious problem is ...
A further problem is ...
I am also concerned about ...
In addition, ...
Finally, ...

Writing a conclusion

In conclusion, ...
To conclude, ...
• To sum up, ...
On balance, ...
In short, ...

Writing a letter of thanks

I am writing to express my gratitude for ...
This is just to say a big thank you for ...
I am writing to extend our sincere thanks for ...

Writing a letter

I am writing on behalf of / in response to ...
Just a brief note to say ...
I am interested in applying for the position of X.
I look forward to hearing from you.

Time phrases

From that time onwards ...
From then on ...
Not long after that ...
Soon afterwards ...
During the next ten years ...
During this period ...
Around this time ...

Making a deduction

If so, then you may well ...
If the answer is yes, you could ...
If not, then you are likely ...
If the answer is no, then you should certainly ...
If you can't, the chances are that ...

Expressing a viewpoint

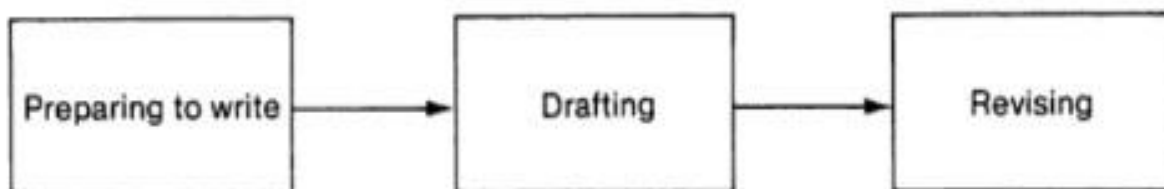
It is widely believed that ...
All the evidence suggests that ...
I would argue that ...
It is often claimed that ...
There can be no doubt that ...
It is my view that ...

Recounting an experience

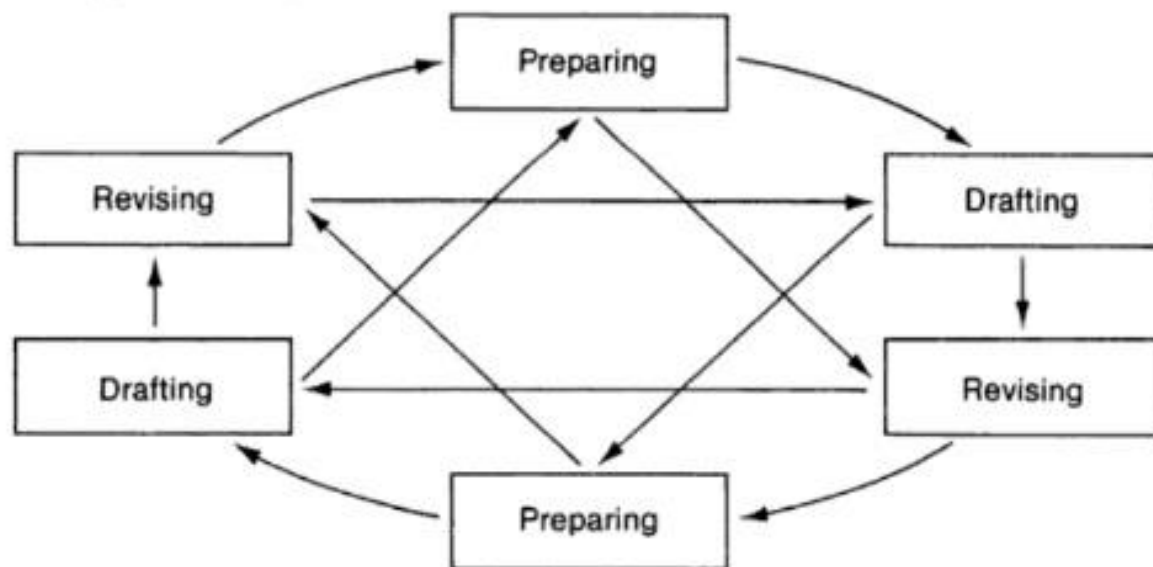
To make matters worse ...
Imagine my embarrassment when ...
Anyway, ...
At this point ...
The moral of the story is ...

The writing proces...

The three main stages of the writing process are:



But in the practice process is often more like this:



The writing process depends on:

- who are you writing to or for (reader)
- why are you writing (purpose)
- what are you writing about (content)
- where you are, how much time you have, how you feel, etc. (situation)

How is writing different to speaking?

- There is no immediate feedback
- There is possibly no known reader
- Writing has more permanence
- Writing gives more time to plan
- In writing, intonation (the way the voice moves up and down) is shown by punctuation

What can be written?

- Essays
- Reports
- Notes
- Poems
- Letters (business & personal)
- Plays
- Diaries
- Instructions etc

Why do we write?

- To communicate ideas and information
- To recall experiences
- To entertain
- To explore feelings

The sub-skills of writing are:

- Copying

AIM: - To give student model examples to promote success rather than failure.

METHODS:

- Elicit a story (from pictures, words cues) from students. Write it on the blackboard with 'mistake' of students. Elicit corrections, then students copy.
- Copy cards to passed around class, can be organized from easy and short to long and more difficult, according to students needs.
- Story first to be re-ordered, (from cut-up sentences) then finally copied.
- Multiple choice storylines/answers chosen then copied.

- Filling in the blanks

AIMS: - To encourage limited creativity on a correct base.

METHODS:

- One word (verb/noun/adjective etc) or random gaps (from 1:5 to 1: 10 missing words)
- To make this more learner centered, have 2 copies of a text with different words blanked out, students then work in pairs to give each other correct answers.

- Parallel writing

AIMS: - To encourage creative/guided writing with reference to model examples.

METHODS:

- Using a model sentence/paragraph students change:
 - grammar (noun/verb/adjective/adverb)
 - content (event/situations/description/ending)
- (match to given picture or students' own situation)

- Describing a picture or series of pictures

AIMS: - To further encourage creative/guided writing, but with a given situation/stories line to keep words flowing.

METHODS:

- Put a picture/series of pictures on the blackboard. Elicit words/structures, then ask individuals or groups to write the whole story.
- Give each group the same picture and together they write a group story, pin on blackboard or pass around the groups to check spelling/grammar.
- Give each group one of a series of pictures to write about, discuss together, but write an individual story. Regroup the class, so each new group has representative of each picture. Take away the pictures and ask students to put the story in order and check each other's spelling/grammar.

- Sentence/paragraph completion

AIMS: - Giving guided practice in writing from given clues.

METHODS:

- Give students half sentences to finish
- Give students a word bank to create story around (with or without a picture)
- Give students the last paragraph of a story and ask them to create the previous events leading up to the given conclusion.
- Give students the first paragraph of a story and ask them to complete it.
- All these can be done: individually / in pairs/in groups
- Students can compare their results by reading aloud or pinning their work up for comments and/or corrections.

- Editing and drafting

AIM: - To give practice in finding and correcting mistakes (own and others) in grammar and spelling and content.

- Give back homework (coded to help with whereabouts and type of mistake)
- Swap class work and correct each other's work
- Give students 5 – 10 mins near the end of writing lesson and ask them to check their work before giving it to the Teacher.

- Reacting to a situation

AIM: - To encourage written responses to everyday situations.

METHODS:

- Listen to news item, conversation or read a newspaper/letter/invitation or watch an experiment, then:
 - write a letter (complaint / query / acceptance / refusal / thanks)
 - write a letter to a newspaper - write a report about an observation / experiment
 - students write what they think/feel/know about the topic under discussion.



Unit 7

Listening

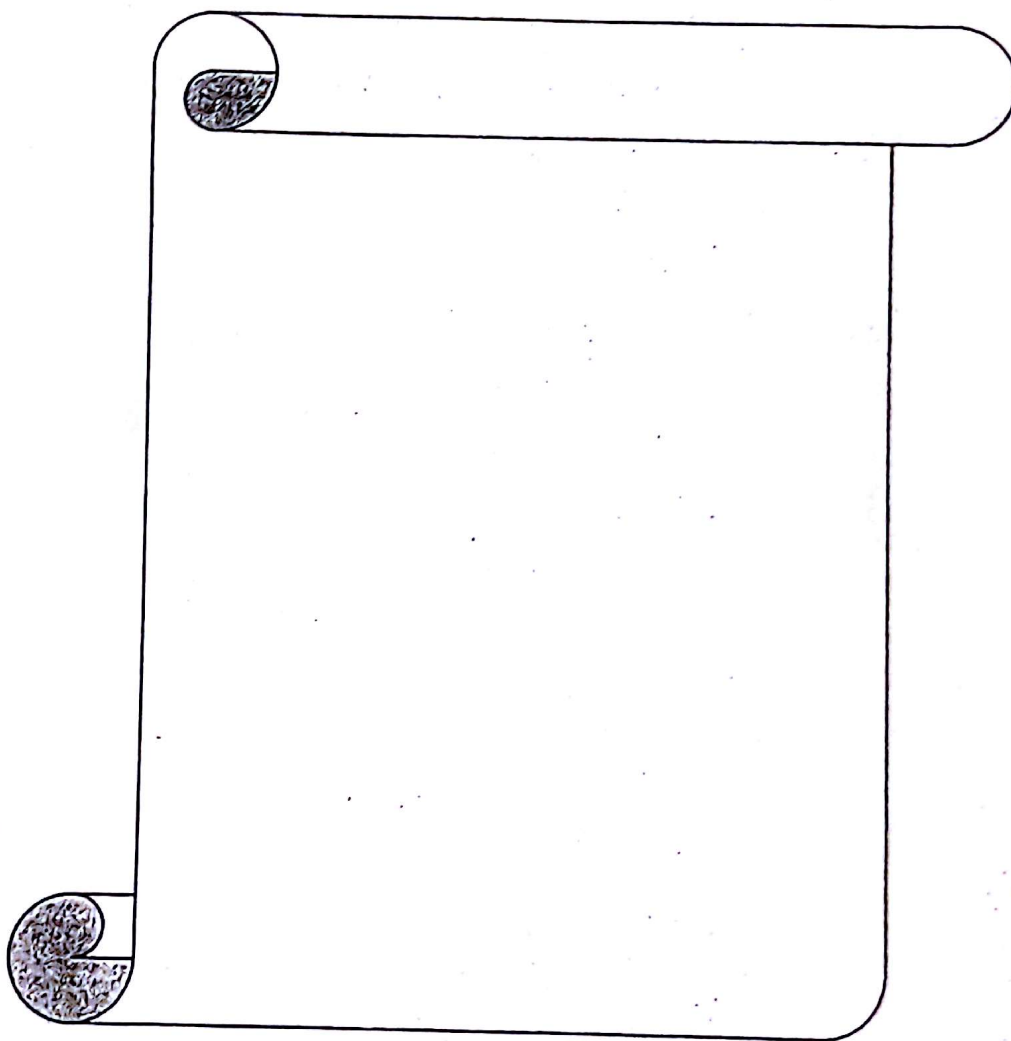


Teaching**english** - TKT Essentials

Module 1 - Listening

① What do you listen to?

In pairs groups, brainstorm a list of all the things you have listened to in the past 24 hours.



Teaching**english** - TKT Essentials

Module 1 - Listening

② Spoken and written English

What are the differences between spoken and written language? Work in pairs or small groups and add to the table below.

Spoken English	Written English
<ul style="list-style-type: none">disappears as soon as the words are spoken	<ul style="list-style-type: none">is written down and can be referred to later

Teachingenglish - TKT Essentials

Module 1 - Listening

③ Not just words

Participant A

Work in pairs. Communicate the following situations to your partner – but you cannot speak or make any sound!

- You get on the bus and buy a ticket. The driver gives you a ticket and your change.
- It's a cold and wet day. You are going to work but you are late.
- You visit a friend who gives you a cup of tea. You take milk and one sugar in your tea.

Now say the following expressions to your partner using intonation to sound angry, happy, disappointed, confident, etc. Can they guess which feeling you are expressing?

Really. I told you. What's that? Look! On Monday.

24

Teachingenglish - TKT Essentials

Module 1 - Listening

③ Not just words

Participant B

Work in pairs. Communicate the following sentences to your partner – but you cannot speak or make any sound!

- You catch the bus to work. It is very full and there is almost nowhere to sit. It is very hot.
- You've lost your watch and you want to know what time it is because you are late for school.
- You are in a shop and you have seen a jumper you like. Ask for the jumper in a smaller size.

Now say the following expressions to your partner using intonation to sound angry, happy, disappointed, confident, etc. Can they guess which feeling you are expressing?

Honestly! Tell me again. Who's that? Stop it! In August.

4) Listening Focus

Read the statements below. Do you agree or disagree with them? Discuss your reasons with a partner.

- 1) You can't teach students listening as a skill – we can only teach them grammar and vocabulary and hope for the best!
- 2) Listening to recordings can be more difficult to understand because you cannot see the body language and gestures of the speakers.
- 3) It is important to understand every word in a listening text; if we don't, we won't be able to understand what we are listening to.
- 4) You should always pre-teach students any difficult vocabulary they might come across in a listening text.
- 5) Listening lessons tend to follow this structure: pre-listening tasks; during listening tasks and post-listening tasks.
- 6) When we listen in our own language, we don't always have a reason for listening.
- 7) When we listen in our own language, we rely on our existing knowledge of the world to help us.
- 8) Focusing on aspects of listening (e.g. connected speech, sub-skills, problem sounds, new vocab and grammar) help to develop students' listening skills.
- 9) When teaching students to listen, we should aim to get them to use listening strategies they use in their first language.
- 10) Meaning is carried in the stress and intonation of a sentence as well as in the content words.

Sub-skills

Here are the three listening sub-skills which are often practiced in the language classroom:

* **Listening for gist.** This is when we listen to something to get a general idea of what it's about, of what's being said. We don't want or need to understand every word.

Example: listening to a summary of the day's news on the radio.

* **Listening for specific information.** This is when we listen to something because we want to discover a particular piece of information. We know in advance what we're hoping to find out. We can ignore other information which doesn't interest us.

Example: listening to a weather report to find out about the weather in your part of the country.

* **Listening in detail.** This is when we listen we listen very closely, paying attention to all the words and trying to understand as much information as possible.

Example: a member of a jury listening to a statement from a witness.

Exercise 1

Think about these listening situations. In your opinion, which listening sub-skill(s) would normally use in each situation? Why? Complete the table.

Note: more than one answer may be possible. Sometimes different people might listen in different ways, or they might start listening using one sub-skill and then switch to another.

Situation	Listening sub-skill	Reasons
1. You're at the airport, listening for information about your flight.		
2. You're in a city that you don't know. You've asked someone for directions to your hotel.		
3. You're listening to a song on the radio.		
4. You're chatting to an old friend and exchanging news.		
5. You're paying for your shopping at the supermarket.		

Exercise 2

Numbers 1 to 5 show a typical order for different steps in a listening lesson. Imagine your students are listening to a conversation between a tourist and someone who lives in your town – the local. The tourist is asking the local for directions. Letters a to e are the different activities for this lesson. Match the activities to the steps.

Steps in a listening lesson	Activities
1. Pre-listening activity to activate students' knowledge on the topic of the text.	
2. Listening for a general understanding (listening for gist).	
3. Listening for a more detailed understanding of information in the text.	
4. Very detailed listening for language (vocabulary, grammar, phonology) in the text.	
5. Follow-on speaking activity.	

Activities

- Students listen and mark the route the local suggests on the map.
- Students listen to find out where the tourist wants to go and why they want to go there.
- Students evaluate whether the route suggested by the local is the best one.
- Students look at a map of the city and find different landmarks.
- The teacher dictates two sentences from the local's directions.

Additional question:

In steps 2 and 3, should the teacher give students the task before or after they listen? Why do you think this?



Unit 8

Speaking



Sub-skills	Application
Fluency Students practice speaking with a logical flow without planning or rehearsing.	Activities which require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterwards).
Accuracy with Words & Pronunciation Students practice using words, structures and pronunciation accurately.	Students need to be able to use and pronounce words and structures correctly in order to be understood. Controlled practice activities are the most common way of working on spoken accuracy.
Using Functions Students use specific phrases for purposes like giving advice, apologizing, etc.	Activities which stress that verbal communication is for a reason or function. Role plays and simulations are ideal.
Appropriacy Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.	Activities which stress that the purpose of talking determines what language is appropriate. Students are required to make choices about grammar and vocabulary and also other aspects of communication like intonation and length of turn. For example, "What's the damage?" is inappropriate in a four-star restaurant.
Turn-taking Skills Students practice ways of interjecting, eliciting an interjection or preventing one	Turn-taking skills involve knowing how and when to interject, eliciting an interjection or preventing one. Students can practice listening for appropriate gaps in order to take their turn without irritating the speaker. While speaking they can practice techniques such as pausing which purposely allows others to take a turn or they can practice using hesitation devices such as 'ums' and 'errs' to hold on to a turn while they search for the next thing to say.
Relevant Length Students practice speaking at a length appropriate to a situation	Activities which demonstrate that the purpose of speaking or the context determines the appropriate length of a turn. For example, a one-word answer is acceptable for a market research survey but would not be sufficient in a job interview. Activities which require students to elaborate or be concise are useful.
Responding and Initiating Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.	Activities which get students to practice managing a conversation in an appropriate way with specific words and phrases such as, "What do you think about...", "Speaking of...", "Really?", etc. Gestures and other paralinguistic tools are also used in conversation management.
Repair and Repetition Students practice repeating or rephrasing parts of a conversation when they suspect	The spontaneous nature of conversation requires that participants constantly have to make sure that what's being said is understood. When misunderstanding is suspected, a participant will 'repair' parts of the conversation. The most

that what was said was not understood.	common form of repair is repetition and individual words or groups of words can be repeated by either the speaker or listener. Students can practice repairing when they suspect they haven't been understood or as listeners they can repeat to seek clarification or correction from the speaker
Range of Words and Grammar Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task.	Students need to know a range of words and grammar and have the ability to choose from that bank the most appropriate words and structures for a specific task or topic. They are taught or made aware of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately.
Discourse Markers Students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize)	When speakers are required to take a particularly long turn, for example when giving a presentation, they use specific words and phrases to help the listener recognize how their talk has been organized. Activities can be used which teach discourse markers and then require students to use them appropriately

Why is speaking important?

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. As speaking is interrelated with the other skills, its development results in the development of the others. One of the primary benefits of increased communicative competency is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people.

What should teacher know when planning speaking activities?

In planning speaking activities, teachers need to decide whether students need high structure (for example drills and controlled practice) for practice in learning or [Getting It](#) or low structure (for example role plays, simulations) for using it. Questions to consider in relation to speaking include the following:

- Is it necessary to review the language to be used in a task?
- Will the learners work in pairs or small groups?
- How will learners be monitored as they complete task?
- How will teachers provide feedback to students?

When developing activities, lessons or tasks around speaking, teachers should also be aware of the 3 areas of knowledge that speaking encompasses. Each area should receive attention, though not necessarily all at once. It is advisable to inform the students of these areas, so they are aware of the purpose of the activities.

- Mechanics: This area involves the different pieces that make up speaking including pronunciation, vocab, grammar and word order.
- Functions: This area describes the uses of speaking whether for transaction or interaction, and when precise understanding is or is not required.

- Social/Cultural rules and norms: This area involves the more subtle cultural value inherent in the language's culture, such as turn taking, social norms, roles of participants, etiquette and social register etc.

When creating activities that focus on student speaking, teachers can create activities relative to different types output and their purposes:

- Structured output focuses on using a correct form, usually something specific that has been worked on in class. The purpose is to develop comfort with certain forms/structures
- Communicative output focuses less on form and more on the completion of a task that includes using specific language. The purpose is for the students to get their meaning across; accuracy not as big of a consideration.

How are some tips for promoting speaking in the SL classroom?

When assisting students in the development of their oral skills, there are some tips and techniques that teachers can use to minimize students' anxiety and to make the development as efficient and practical as possible. This way, students will learn more and have increased motivation to continue this skill development.

- Create authentic practice activities that as similar to real-life as possible
- Create different contexts in which students can practice in order to broaden their vocabulary and experiential horizons
- Provide scaffolding and support for each context; this means making sure students are aware of the appropriate vocabulary and what social or cultural norms are appropriate
- Don't focus solely on errors; correct as much as each student can handle, more advanced students can often handle more correction, but avoid excessive correction if it will promote anxiety
- Be aware of Higgs, what students at different levels can focus on
- Give students options to use when responding to questions and teach them those options; allow them to use minimal responses if it reduces anxiety but make sure all students are aware of the possibilities. This allows for differentiation, as students can use the level of response that they feel comfortable with
- Develop routines involving certain scripts (ie greetings, compliments, asking certain questions) so students become comfortable and familiar with those scripts
- Use gestures to help get meaning across and encourage students to do the same; emphasize that what is important is the meaning.
- Make it fun!

Part 2

Background to language learning





Unit 9

Motivation



1) What makes a good teacher?

Part 1

Work in pairs.

*Think back to when you were at school. Who was your best teacher? Why?
Who was your worst teacher? Why?*

Part 2

Join with another pair to form a small group. In your group brainstorm the qualities of a good teacher. Organize the qualities into the following three categories:

Skills	Attitude	Knowledge

2) Motivation and classroom activities

Work in groups. Decide which motivational factors are covered by each of the activities on the left. Put a symbol in the appropriate boxes for each activity, following the example.

There may be more than one motivational factor for each activity.

Factor Activity	Setting learning goals	Personalisation	Learner autonomy/independence	Self-confidence	Interest in target culture	Motivating class atmosphere
Showing learners resources to help them improve outside class						
Carrying out an activity based on learners' favorite hobbies						
Allowing learners to choose the kind of activity they want to do						
Helping learners evaluate their strengths and weaknesses and identify how they can improve						
Setting up an email project with schoolchildren in UK						
Praising learners even when they haven't quite got it right						
Including games which you know learners enjoy						
Asking learners to work in pairs and groups to find and feedback answers						
Doing activities where learners engage in giving and finding out classmates' opinions						

Top tips for teachers

1. Give Ss something to work towards. Have goals for yourself and encourage Ss to have goals of their own.
2. Be enthusiastic in lessons and enthusiastic about the material you are using. 'Sell it' to the Ss.
3. Make sure your material is well presented and attractive for learners.
4. Give clear instructions for tasks so that Ss can achieve your aims.
5. Provide a good variety of activities in your lessons.
6. Provide a variety of interaction patterns in lessons.
7. Find out about your Ss' interests so that you can provide material on topics that the Ss are interested in.
8. Encourage Ss to relax in lessons and encourage them to talk to each other and to help each other.
9. Praise all Ss when they have done something well, especially weaker learners, to build self-confidence.
10. Encourage Ss to continue studying outside the classroom.

Match each of the activities below with the 'top tip' above that it would put in action. _____

- A. Demonstrate tasks so that Ss know what to do. Check understanding of instructions. _____
- B. If Ss arrive early for class, encourage them to chat to amongst themselves. _____
- C. Try different activities within a lesson, e.g. speaking and reading rather than just reading. _____
- D. Start your lessons with a warmer to raise energy levels. _____
- E. Set up a research project. Get learners to look things up on the internet. _____
- F. Provide a questionnaire with topics so that Ss can choose which ones they like best. _____
- G. When monitoring a speaking or writing task, select some examples of good English to put on the board at the end for everyone to share. _____
- H. Use pictures on handouts and vary the font size, layout, etc. _____
- I. Tell Ss what you intend to achieve by the end of the course and find out what they want to achieve. _____

Exercise 1

Identify which factors that increase student's motivation are provided by the teacher (T) and which ones are related to the student's own development (S).

1. Enthusiasm about what they are teaching.
2. Interest in the subject.
3. Desire to achieve.
4. Genuine interest in students.
5. Frequent, early, positive feedback.
6. View of its usefulness.
7. Tasks that are appropriate to students' abilities and interests.
8. Self-confidence and self-esteem.
9. Avenues for students to find meaning and merit in the activity being presented.
10. An environment that is inclusive and optimistic.
11. A setting where students can see that they are valued.
12. Levels of endurance and persistence.
13. A well-organised system.
14. Attitudes concerning the approval of others.
15. Tenacity to overcome challenges.

Exercise 2

Write in each area the reasons why you think it's important to influence the learners and how you would do that.

1. Classroom atmosphere.
2. Rapport.
3. Self-confidence.
4. The task.
5. Goal/Target.
6. Autonomy.
7. The teacher.
8. Autonomy.
9. Culture.
10. Personal relevance.

Exercise 3

Make a list of the factors that influence motivation. Answering these questions will help:

- Why are some students motivated and others not?

-Why do students come to class, and keep coming to class?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Exercise 4

Compare these ideas with your 'top tips' for teachers to maintain motivation in students.

1. Give students something to work towards. Have goals for yourself and encourage students to have goals of their own.
2. Be enthusiastic in lessons and enthusiastic about the material you are using. 'Sell it' to the students.
3. Make sure your material is well presented and attractive for learners.
4. Give clear instructions for tasks so that students can achieve your aims.
5. Provide a good variety of activities in your lessons.
6. Provide a variety of interaction patterns in lessons.
7. Find out about your students' interests so that you can provide material on topics that the students are interested in.
8. Encourage students to relax in lessons and encourage them to talk to each other and to help each other.
9. Praise all students when they have done something well, especially weaker learners, to build self-confidence.
10. Encourage students to continue studying outside the classroom.

Match each of the activities below with the 'top tip' above that it would put in action.

- A. Demonstrate tasks so that students know what to do. Check understanding of instructions.
- B. If students arrive early for class, encourage them to chat to amongst themselves.
- C. Try to do different activities in a lesson, e.g. speaking and reading rather than just reading.
- D. Start your lessons with a warmer to raise energy levels.
- E. Set up a research project. Get learners to look things up on the internet.
- F. Provide a questionnaire with topics so that students can choose which ones they like best.
- G. When monitoring a speaking or writing task, select some examples of good English to put on the board at the end for everyone to share.
- H. Use pictures on handouts and vary the font size, layout, etc.
- I. Tell students what you intend to achieve by the end of the course and find out what they want to achieve.
- J. Do pair work and group work and change students around so they can work with different people.

Exercise 5

For Questions 1–6, match the general advice on motivation with the techniques for encouraging motivation 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

Techniques

- | | |
|----------|--|
| A | Encourage learner autonomy |
| B | Find out what students think |
| C | Make your feedback positive and constructive |
| D | Build variety into your teaching |

Advice

- | | |
|----------|--|
| 1 | Listen to student feedback using a class 'suggestion box' or a short questionnaire. |
| 2 | Train students to use reference resources to help them study successfully on their own. |
| 3 | Think about how you tell students about their progress. How can you praise or encourage them instead of just giving marks? |
| 4 | Put students into new groups for different activities. |
| 5 | Give comments on students' work which are helpful and enable them to feel a sense of progress. |
| 6 | Don't always do the same kind of things in the classroom. Try new activities and change activities each lesson. |

What do you think?

Here are some opinions on what makes a good teacher from students all around the world. Read them and discuss:

- Which qualities would you like to achieve?
- Do you agree with everything that the students say?
- Do you think that the factors that make a good teacher are different around the world?

Yuventius, Jakarta, Indonesia

A great teacher Interacts with the child (physically, and mentally).

A great teacher gives affection to the pupils, makes them understand what emotion is.

A great teacher smiles to his/her pupils even when they screw him up.

A great teacher teaches not only textbook materials but also The truth that's happening outside. Practice balanced with theory.

A great teacher dedicates him/herself to the job. They made a commitment. Then they have to do it.

A great teacher understands that a child is not only a tiny bundle of joy that can cry, smile, laugh. He/she must understand that in front of him stands a true miracle of life.

Migena Mullaj, Reseda, California, USA

I was graduated as a teacher of english in Albania. What really makes a very good teacher is having a lot of intuition and intelligence because having these qualities you will have the power to understand your students' psychology and behaviour and helping them out would be much easier. A teacher should also be super comprehensive to understand what's going on in the student's' world.And a teacher should the subject that he/she is teaching.

Claudia Thiel, Kiel, Germany

A teacher should have various qualities. First of all he/she should love to be a teacher and fond of his/her subjects. He/she should be patient with his/her students and be able to explain the subject matter to them well. His/her class should be a mixture of learning by doing and theoretical learning and should be fun as well. A teacher should be a person you can always speak to and be able to give you some advice in case you need help. He/she also needs to be friendly but also a little strict so students pay respect.

Mohamad Hazawawi Yusof, Perak, Malaysia

A good teacher is the one who:

1. is a master in the subjects taught.
2. always thinks to improve the teaching techniques.
3. always tries to produce quality students (quality results).
4. does 'needs assessments' to help students meet the requirements.

Arif Raza, Pakistan

A real friend is someone who knows all about you and still he loves you. A good teacher is a good friend. A good teacher is someone who teaches us like children with love.

Ana Laura Garcia Gutierrez, Special Education Teacher, Mexico

Everyone in the world is a teacher in a sense. We all teach something to someone at one point in our lives. However, some of us succeed to be great teachers. I believe this happens when a teacher believes in the power of education. When you teach with the certitude that everyone can learn from you. When the student does not learn the way the teacher teaches, then the good teacher teaches the way the student learns.

<http://www.unicef.org/teachers/teacher/teacher.htm>



Unit 10

Exposure and
focus on form



Warmer

Find someone in the room who speaks more than two languages.
Find someone in the room who is learning another language at the moment.
Find someone in the room who would like to learn Swedish.
Find someone in the room who is bilingual.
Find someone in the room who has used English in an English speaking country.
Find someone in the room who reads books, newspapers and listens to the radio/TV in a second language.
Find someone in the room who found learning a second language easy.

Exercise 1

Read the text quickly and answer these questions:

- What theory of language learning is discussed in the text?
- Does the theory avoid the teaching of grammar completely?

Second language learning

If you look in a dictionary to find the meaning of the word '*acquisition*', you will find it defined as something like '*the process of learning skills or getting knowledge*'. So what then is '*language acquisition*' and how is language acquisition different to '*language learning*'?

Some theorists believe that there is a difference between learning and acquisition and that the difference is this: language learning is a conscious or intentional process which may involve studying the language, paying attention to grammar rules and possibly following a course of instruction. Language acquisition, on the other hand, is considered to be a natural process and involves 'picking up' language in a non-conscious way through *exposure* to language, not by studying it.

Children 'acquire' their first language and get to know its rules through exposure and by being exposed to examples of the language and by using it. This is part of the theory of '*first language acquisition*'.

'*Second language acquisition*' is the process, and the study of the process, by which people learn a language that is not their native language. This is a fairly new field of study and there are still many questions to answer about how languages are learnt. However, teachers and theorists believe that we do learn a second language by 'acquiring' or 'picking up' language, but there are some important considerations for second language learners.

Second language learners acquire language through *exposure* to many different examples of the language, by reading it and by hearing it in their environment. We listen and read and develop an understanding of language over a period of time before we eventually use it ourselves. The period, when learners are taking in language, processing it and perhaps silently practising it, is known as the '*silent period*' and is thought to be an important stage in language acquisition.

Once we use the language, it is important that there is an opportunity for *interaction* so we can use the language, to experiment, to make the language work in communication.

The final consideration is the need for a *focus on form*. Second language learners need to focus on the language, to analyse and identify it and practise it. Teachers and learners will also want to look at correcting mistakes so that learners can think about rules, and exceptions to rules.

Exercise 2

Read the text again and answer the following questions.

1. What is 'acquisition'?
2. In some people's opinion, how is language acquisition different to language learning?
3. How do children learn their first language?
4. What is second language acquisition?
5. What are the three considerations mentioned regarding second language acquisition?
6. What is 'exposure'?
7. What is the 'silent period'?
8. Why is 'interaction' important?
9. What is 'focus on form'?

Exercise 3

Look at the activities and decide if they are related to **(A)** acquisition, **(I)** interaction, or **(F)** focus on form. Write **A**, **I** or **F** in the column on the right.

Activity	A/I/F
1. Students read a newspaper and choose one article to study in detail.	
2. Students read a newspaper article and circle all the examples of reported speech.	
3. Students repeat model sentences in an open class drill.	
4. Students tell each other in groups about different festivals in their countries.	
5. Students read each others' essays and suggest improvements.	
6. Students listen to a recording of a job interview.	

Exercise 4

For Questions 1–6, match the teacher strategies with the aspects of learning listed **A**, **B** or **C**.

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

You need to use some options more than once

Techniques

- | | |
|----------|---------------|
| A | Focus on form |
| B | Silent period |
| C | Exposure |

Teacher strategies

- | | |
|----------|--|
| 1 | I know some of the students won't want to speak straightaway, so I'll leave them to just work things out. |
| 2 | I'm going to set my students a project where they have to use the internet and do some research into different aspects of the topic beforehand. |
| 3 | This exercise will encourage the learners to look at the language in the text and to think about why and when it is used. |
| 4 | I know the texts have a lot of unknown grammar and lexis, but I think I'll use a lot more authentic material in my lessons so that my students don't have to rely on the coursebook alone. |
| 5 | I've built in some time to for correction on the board with the whole class at the end of the lesson, so that I can pick up and deal with mistakes that I've heard during the class. |



Unit 11

The role of error



Teachingenglish - TKT Essentials

Module 1 – The role of error

② Dos and don'ts of error correction

Below is a list of suggested ways to deal with errors in a teaching context. Work in pairs and decide if the suggestion is something you agree with (a **do**) or something you disagree with (a **don't**). Give your reasons.

Do or don't?	Suggestion	Why/why not?
	Tell learners what they got right as well as what was wrong	
	Judge learners by the errors they make	
	Correct all mistakes during a fluency activity	
	Encourage learners to correct themselves	
	Discourage learners from correcting each other	
	Correct all learners in the same way	
	Create a classroom atmosphere where learners feel free to ask for help	
	See errors as useful	
	Anticipate the errors that might occur when planning a lesson	

TKT General

Linguistic errors

1. We go to the beach last year.	
2. I'm going to buy a wooden new photo frame.	
3. She has been practicing fencing since a long time.	
4. All the students is working hard.	
5. He is the man which I saw knocking at your door	
6. She is likes dancing a lot.	
7. Mangoes are gooder than bananas.	
8. She likes listening the radio.	
9. I must to arrive home early.	
10. What time did you say you going out later?	
11. I studied very hardly to pass the exam.	
12. Don't blame you. It was an accident.	

TKT General
Types of mistakes

Match the mistakes with their corresponding type.

A Lexical slip

B Lexical interference

C Pronunciation slip

D Grammatical slip

E Lexical developmental error

F Fossilised grammatical error

1. A student said 'The weather was delicious' but he immediately corrected himself and said 'The sea was delightful'.
2. A student who talks about his family saying 'my parents', referring to his brothers, sisters, uncles, aunts, etc.
3. A group that started the course using 'And things like that' for everything. Now they can use more vocabulary.
4. This group always forgets to add the 's' to third person singular in Simple Present.
5. A student who said 'He come from France' but immediately corrected himself and said 'He comes from France'.
6. A students who is frequently saying / ʌəz/ when he wants to say / ɪz/. After he says that he always corrects himself.

shows is. chose

TKT General

Categorising Ss' mistakes

Write an example of each of the following categories of mistakes. Work with a partner.

A	wrong verb pattern
B	wrong comparative form
C	wrong tense
D	wrong pronoun
E	wrong preposition
F	wrong subject-verb agreement
G	wrong relative pronoun
H	missing auxiliary verb
I	missing preposition
J	wrong adverb form
K	unnecessary auxiliary verb
L	wrong word order

Exercise 1

The following are all errors commonly made by students. Look at the sentences/questions and correct them. Then discuss why you think these errors are frequently made by students.

1. I have a good news for you.
2. He has not yet gone to bed.
3. He came by the 4:30 o'clock train.
4. I have strong headache.
5. Tell me why did you go there?
6. Does he needs a ticket for the bus?

Sentence with correction	Possible reason for error
1.	
2.	
3.	
4.	
5.	
6.	

Exercise 2

1. What's an *error*?
2. What's a *slip*?
3. Why do people think it is important for students to make mistakes?
4. What can teachers learn from students' mistakes?
5. What is the teachers' role in relation to students' mistakes?

Exercise 3

Why do students make mistakes? Choose the correct term in the box below for the following descriptions.

1. When the learner's mother tongue affects their performance in the target language. A learner may make a mistake because they use the same grammatical pattern in the target language as they use in their mother tongue. The L1 grammatical pattern is not appropriate in L2.
2. The process in which incorrect language become a habit and cannot easily be corrected.
3. An error made by a second language learner which is natural part of the language learning process because they are unconsciously organising and working out language. These types of error are also made by children learning their first language and often disappear as their language ability improves.
4. When a student uses a grammatical rule he/she has learned, but uses it in situations when it is not needed or appropriate, e.g. a student says <i>There were three girls</i> (correct plural form used for most nouns) and <i>two mans</i> . (incorrect plural form – not appropriate for <i>man</i>).
5. The learners own version of the second language which they speak as they learn. They create their own grammatical system as they are learning, which is neither their first language nor the target language but something in between the two. This version of their language changes as they progress and learn more.
6. A word in the target language which looks or sounds as if it has the same meaning as a similar word in the learners' first language but does not, e.g. in French ' <i>libraire</i> ' is a place where people can buy books. In a <i>library</i> in English, you do not buy books but borrow them instead.

A. false friend	B. interlanguage	C. L1 interference
D. overgeneralisation	E. fossilisation	F. developmental error

Exercise 4

Look at these examples of student errors. Decide what the error is in each sentence, and discuss why you think the error is being made. You should use the terms in the box.

false friend	L1 interference	interlanguage	overgeneralisation
---------------------	------------------------	----------------------	---------------------------

1. She li:vz in London in a small flat.
2. He throwed the ball over the fence.
3. I have seen that film yesterday.
4. She told me a fantastic history about her last holiday.
5. Where do you come from? I'm coming from Sweden.
6. You should better can to go now.

Exercise 5

For questions 1–6, match the teachers' comments about errors with the type of mistake listed **A**, **B** or **C**.

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

You need to use some options more than once

Type of Error

- | | |
|----------|-----------------|
| A | slip |
| B | L1 interference |
| C | error |

Teacher's comments

- | | |
|----------|--|
| 1 | We haven't covered the past simple yet so when I asked about their weekend my students said things like 'I go to the park', 'I am very busy with my friends'. |
| 2 | I'm trying to get my learners to see the difference between the subjunctive in English and in their own language so that they will use it accurately in English. |
| 3 | My students were really tired by the end of the afternoon so I didn't do very much correction. I knew that they would know how to say the sentences correctly; they were just tired. |
| 4 | We've been doing a lot of practice saying /θ/ and /ð/. My learners keep saying /z/, I think it's because they don't have those sounds in their own language so they just use the sound they do have. |
| 5 | While doing an individual drill teaching 'going to', one of the students said 'I going to buy some fruit'. I repeated 'I going' with rising intonation and he said 'I'm going'. |



Unit 12

Differences
between L1 and
L2 learning




Module 1 – L1 and L2

Module 1 – L1 and L2

Differences - Group B

age	instruction	fossilisation	native speakers	acquisition
interact	exposure	motivated	input	incomplete

- Can you think of any other differences? Add them to the list above.*



② How can we best help L2 learners?

Look at these statements offering advice to teachers and rank them in importance. Number 1 = most important, 7 = least important. Work on your own first.

- Motivate learners through tasks and activities related to their real-life interests
- Vary activities to take account of the different learning styles in the class.
- Give learners positive feedback and praise.
- Balance input and practice so that learners receive exposure to the language forms they need to engage in communicative activities.
- Include opportunities for learners to personalise, i.e., relate the language they learn to their real-life interests and needs.
- Encourage learners to continue learning outside the classroom.
- Use language at a level appropriate for learners, but keep it natural.

Now discuss your choices with your group. Do you all agree? If not, justify your reasons.

③ Out of class learning

Work in groups. Brainstorm what recommendations you would make to the following age groups to study outside class.

- Children up to age 12
- Teenagers
- Adults

TKT MODULE 1 PART 2
Differences between L1 and L2 Learning

Part 1: Look at the following aspects and decide if they are characteristics of L1 or L2 learning.

- | | |
|--|-------|
| 1. Using language in controlled practice activities | _____ |
| 2. Form and accuracy are rarely corrected as long as the message is understood | _____ |
| 3. Permanent interaction with friends and family | _____ |
| 4. Lots of correction | _____ |
| 5. Individual attention is not always possible | _____ |
| 6. Constant praise and encouragement to experiment with language | _____ |
| 7. Need to produce the language soon before it has been taught | _____ |
| 8. Many opportunities to experiment with the language | _____ |
| 9. Controlled amount of praise and encouragement to use the language | _____ |
| 10. Constant exposure and opportunities to 'pick up' the language | _____ |
| 11. Limited exposure to language | _____ |
| 12. Strong, little or no motivation to learn the language | _____ |
| 13. Strong desire and need to learn the language | _____ |
| 14. Limited / controlled interaction | _____ |
| 15. Meaningful communication related to daily life & surroundings | _____ |
| 16. Subject to a process before having the need to produce the language | _____ |
| 17. Many opportunities to play with the language | _____ |
| 18. Simplification of speech | _____ |
| 19. Emphasis on form | _____ |
| 20. There is a clear need and desire to learn the language | _____ |

Part 2: Based on our analysis, write ten key principles about L1 learning that you can apply to the language teaching classroom.

- | | |
|-----|-------|
| 1. | _____ |
| 2. | _____ |
| 3. | _____ |
| 4. | _____ |
| 5. | _____ |
| 6. | _____ |
| 7. | _____ |
| 8. | _____ |
| 9. | _____ |
| 10. | _____ |

Exercise 1

Discuss the following questions with your group. Write some conclusions.

1. Where and when did you start learning your second language?
2. What do you think is the best age to start learning a second language?
3. Why do you think is this the best age to start learning a second language?
4. What do you think are some differences between learning your first language and learning a second language?
5. What do you think are some of the difficulties in learning a second language? Are these the same as the difficulties children have when learning a first language?

Conclusions

Exercise 2

Divide the class into two groups, Group A and Group B. Each group will read their text and decide on an appropriate title for the text.

Group A – Text 1

“ _____ ”

We learn our first language as a baby and as a young child and continue to build our language as we grow older and learn different kinds of language and language skills.

Babies and children are surrounded by their first language. They hear and see their families, friends and strangers talking and interacting with each other and friends and family interact with them. Children are constantly provided with opportunities to use the language and to experiment with the language as they are learning it and they receive constant praise and encouragement for their efforts. Parents encourage and persuade their children to talk by simplifying their own language and directing simple questions and requesting simple responses. When children's language is inaccurate, adults very rarely correct them or make them repeat accurate forms and they will, more often than not, respond to the utterance in a natural way.

Babies and children learn language by 'acquiring' it through exposure and by picking it up. They are generally highly motivated to learn their first language because they have a great need and desire to communicate with others around them. They hear and see friends and family communicating with each other and they will listen and take in this language and process it during a 'silent period', possibly lasting many months, before using language themselves. When children start using language the language they use will be about things they see around them and they will play and experiment with new language. They learn through this experimentation and through interaction with family and friends.

Group B – Text 2

“ _____ ”

Most people learn their second language at school in a classroom. Some start at primary school or secondary school and their learning might continue in later life. Some people begin second language learning as adults and attend lessons along with the other things they do in their lives.

Second language learners do not usually hear or read more than three or four hours a week of the second language, so they do not have much exposure to the language. The exposure they do get is generally in the classroom, where they will hear recordings and read texts and will have the teacher to listen to. Teachers often simplify their language so are not necessarily a source of additional exposure to language and they usually correct students frequently. In class, the opportunities for second language learners to use the language vary, as does the amount of praise and encouragement provided by the teacher and other learners.

Second language learners, like L1 learners, do learn language by ‘acquiring’ it through exposure but they are more likely to learn language in a classroom and the language they learn is selected by teachers. They learn by interacting with the teacher and with other learners and by using language in controlled practice activities. In the classroom, learners often want to produce the language as soon as possible and do not always welcome the opportunity of a silent period. They use language for talking about experiences and things relating to their lives outside the classroom. Learning is often dependent on motivation and this can vary in second language learners, from learners having little or no motivation to learners being very highly motivated.

Exercise 3

1. Complete the appropriate column in the table with information from your text.

	Group A First Language (L1) learning	Group B Second Language (L2) Learning
Age		
Context		
Exposure		
Praise		
Correction		
Simplified language		
Way of learning		
Motivation		
Silent period		
Language used for		

2. Work with a partner from the other group and help each other to complete the other column in the table.
3. With your partner, discuss ways of helping second language learners learn. Note down at least five things that a teacher can do to improve the way second language learners learn.

Exercise 4

For Questions 1–6, match the aspects of learning with the type of learner listed **A**, **B** or **C**.

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

You need to use some options more than once.

Type of learner

- | | |
|----------|------------------------------|
| A | L1 learner |
| B | L2 adult learner |
| C | Both L1 and L2 adult learner |

Aspect of learning

- | | |
|----------|---|
| 1 | These learners seem to respond to praise and encouragement and it helps them to develop their language and skills. |
| 2 | These learners don't need to be constantly corrected. They need to experiment and to play with language. |
| 3 | These learners will listen and process language and will not speak at all, sometimes for many months, before beginning to use language. |
| 4 | These learners are able to share experiences and talk about the things they see around them and about experiences in their lives. |
| 5 | These learners need some controlled practice and a focus on form. |
-



Unit 13

Learner

characteristics



Teaching**english** - TKT Essentials

Module 1 – Learner characteristics

① Learner differences

Complete the table with the correct example and check your answers with a partner.

Learner difference	Example
Age	
Level	
Personality	
Learning style	
Learning strategies	
Motivation	
Past learning experience	

- a) The ways a learner uses to learn e.g. planning work, organising his/her time, recording new vocabulary in a notebook, testing him/herself on grammar points, asking the teacher if he/she is not sure how to do a classroom task
- b) e.g. Quiet, shy, sociable
- c) Has he/she learned English before? Was this contact with the language mainly positive or negative?
- d) How old is the learner?
- e) How the learner likes to learn, e.g. from listening to others, from watching others, learning by doing, from analysing and evaluating ideas
- f) e.g. Beginner, elementary, intermediate, advanced
- g) How interested is he/she in learning, and how long he/she is able to make that interest continue

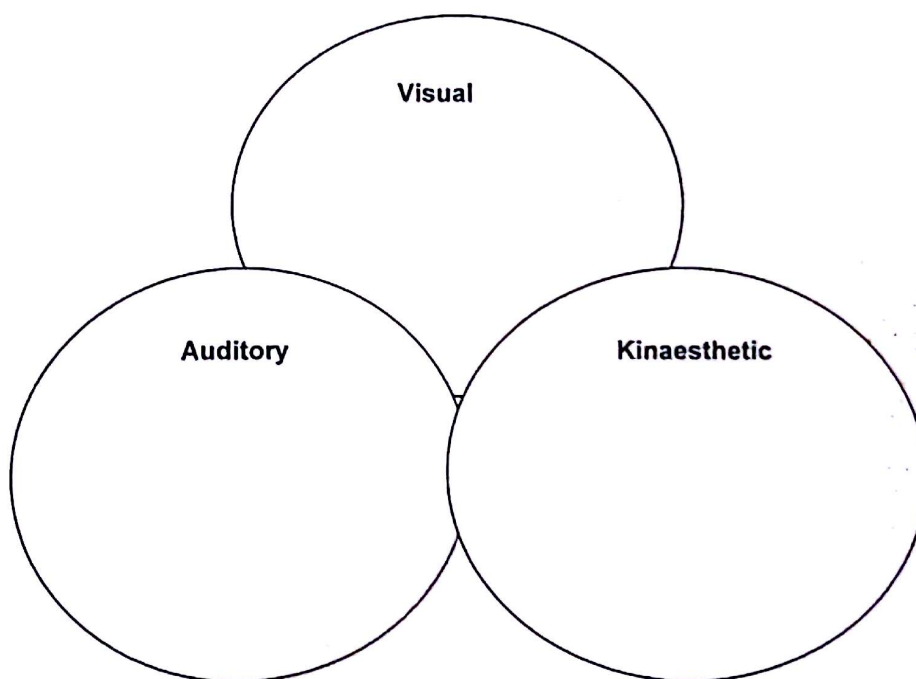
Teaching**english** - TKT Essentials

Module 1 – Learner characteristics

② Learning styles

The table below contains characteristics of different learning styles. Put each characteristic into one of the circles representing visual, auditory, kinaesthetic, group and analytical learning styles.

likes looking at pictures	uses sounds to help remember	likes organising things into lists
can't sit still for long	likes dialogues	likes to talk about things
needs to be active	remembers things by how they appeared on the page	likes activities where they move around



④ Age-related learner differences

Discuss the following statements. Do you associate them with children, teenagers, adults, with two of the groups or all groups?

- Sometimes have short attention spans
- Motivated to learn for career reasons
- Need to have routines
- Cognitive skills are usually well developed
- Discipline problems usually not an issue
- Like to do activities involving movement
- May be shy or more reluctant to speak
- Able to concentrate for long periods
- Respond well to project work related to personal interests
- Motor skills not fully developed
- May find it hard to keep still
- May be subject to mood changes

TeachingEnglish - TKT Essentials

Module 1 – Learner characteristics

⑤ Planning lessons for learners' preferred learning styles

Look at the activities and say which learning style they would suit. Remember that some activities can suit more than one learning style.

Choose from these learning styles

visual	auditory	kinaesthetic
--------	----------	--------------

Activity	Learning style
Learners work in groups and discuss what they know about the topic of a lesson	
Learners listen to statements the teacher makes. They stand up if a statement is true, and stay sitting if it is false	
Learners share an experience relating to the topic	
Learners listen to a song or piece of music that relates to the lesson topic. Then they discuss what the song/music made them feel	
Learners listen to a live lecture	
Learners read a text	
Learners watch a video	
Learners play Simple Simon	
Learners use information to create a poster	
Learners develop a role play or drama.	
Learners try out language which they have learnt outside the classroom	

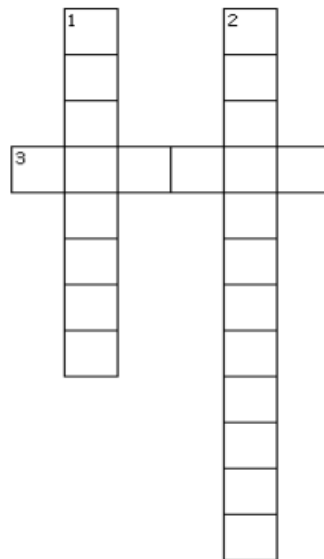
Exercise 1

Here are some questions to reflect about, read them and discuss them with your classmates.

- Which ways do you like to learn?
- How have you learnt in the past?
- How does age affect the way that you learn?

Exercise 2

Complete the puzzle with learning styles using the clues below.



Across

3. A learner who finds it easier to learn when they can see things written down or in a picture. This type of learner may like the teacher to write a new word on the board and not just say it aloud.

Down

1. A learner who remembers things more easily when they hear them spoken. This type of learner may like the teacher to say a new word aloud and not just write it on the board.
2. A learner who learns more easily by doing things physically. This type of learner may like to move around or move objects while learning.

Exercise 3

VAK Learning Style Questionnaire

What is your preferred Learning Style?

What kind of learner are you?

For each of the following questions, choose and circle the answer that *describes you best*.

- | | |
|--|--|
| 1. When spelling a word, do you | 6. When you relax, do you |
| A hear or say the word to yourself? | A play sports or games? |
| B see the word? | B watch TV or read? |
| C write the word out to see how it feels? | C listen to music? |
| 2. When you remember things, do you | 7. Which do you prefer to help you learn |
| A see some moving images? | A to be active in doing things? |
| B see clear colour pictures? | B written work with lots of colours? |
| C hear the sounds first? | C to be told things? |
| 3. When you are thinking hard, what interrupts you most? | 8. When talking, do you |
| A Untidiness | A like to listen and talk? |
| B Movement | B move your hands about as you talk? |
| C Noise | C not want to listen for too long? |
| 4. When you forget someone or something, do you | 9. Which do you prefer as a reward? |
| A forget the face but remember the name? | A To be given a pat on the back. |
| B remember where you were and what you were doing? | B To hear it said to you. |
| C forget the name but remember the face? | C To get a written note. |
| 5. When reading, do you | |
| A imagine the characters moving? | |
| B make your own mental pictures? | |
| C hear the characters talking? | |

Exercise 4

Identify which learning style fits better with each activity; VISUAL, KINESTHETIC or AUDITORY.

- | | |
|---------------------------|-------|
| 1. Flashcards | _____ |
| 2. Role Play | _____ |
| 3. Audiobooks | _____ |
| 4. Role recitals | _____ |
| 5. Floor Games | _____ |
| 6. Comics And Cartoons | _____ |
| 7. Mime and Pantomime | _____ |
| 8. Active-problem solving | _____ |
| 9. Debates | _____ |
| 10. Word Puzzles | _____ |
| 11. Storytelling | _____ |
| 12. Reading Out Loud | _____ |
| 13. Charades | _____ |
| 14. Pictionary | _____ |
| 15. Whiteboard Games | _____ |
| 16. Dance | _____ |
| 17. Oral surveys | _____ |
| 18. Treasure Hunts | _____ |
| 19. Graphic Organizers | _____ |
| 20. Musical Performances | _____ |
| 21. Video | _____ |
| 22. Podcast | _____ |
| 23. Simulations | _____ |
| 24. Peer tutoring | _____ |
| 25. Multimedia | _____ |
| 26. Illustrated reading | _____ |
| 27. TED talks | _____ |

Exercise 5

In the following word search there are some verbs to complete some learning strategies, find them and discuss with your partners which ones are better or which ones would you apply.

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

1. _____ words in your head until you remember them.
2. _____ with just learnt language in conversation.
3. _____ the meaning of unknown words.
4. _____ others to comment on your use of the language.
5. _____ the language as much as possible outside class.
6. _____ yourself speaking, then judging and correcting your pronunciation.
7. _____ someone to repeat what they said.
8. _____ which vocabulary you need to learn
9. _____ lexis from your notebook after lessons.

Exercise 6

Read the situations and choose to which kind of learner the teacher is trying to help.

1. The teacher creates a substitution table with the target language on the board.
2. The teacher contextualises target language by telling the students a story.
3. The teacher asks learners to come to the board and to write their answer to a task.
4. The teacher says the new words she is teaching three times before asking the students to repeat them.
5. The teacher does a mingling activity, where learners walk around asking questions to find out information from each other.
6. The teacher shows learners a picture of the object she is trying to elicit.

Exercise 7

What learning strategies could learners use to help them improve in the following areas?

1. dealing with words in texts and recordings that you don't know
2. remembering new vocabulary
3. learning new grammar
4. improving pronunciation
5. developing oral fluency
6. developing comprehension skills
7. becoming more independent

Match the learner strategies below with the areas for improvement above.

- A. Reading more authentic material (magazines and newspapers etc.) outside class, listening to English radio/TV programmes outside class, asking people to repeat what they have said when you don't understand.
- B. Learning the sounds and symbols in the phonemic chart, asking teachers and other students to correct your pronunciation, recording your self and listening for pronunciation errors.
- C. Using the internet to research language and vocabulary, using English-English dictionaries to research vocabulary, choosing an area of language or vocabulary to revise/learn and using resources to self study
- D. Saying new words in your head over and over again, writing new words down in your note book, writing new words down with a translation in your own language next to them, writing words down on separate cards and storing them in a box.
- E. Guessing the meaning from context, looking words up in the dictionary, writing words down to ask someone about later.
- F. Speaking English only in class, speaking English whenever possible outside class, practise speaking for one minute on a topic without hesitating.
- G. Practising the language as soon as you've learnt it, repeating different examples of the language, writing down the different grammatical components of the language, cutting up the different components and arranging them in the correct order.

Exercise 8

Describe how you would make a specific activity work for different learning styles.

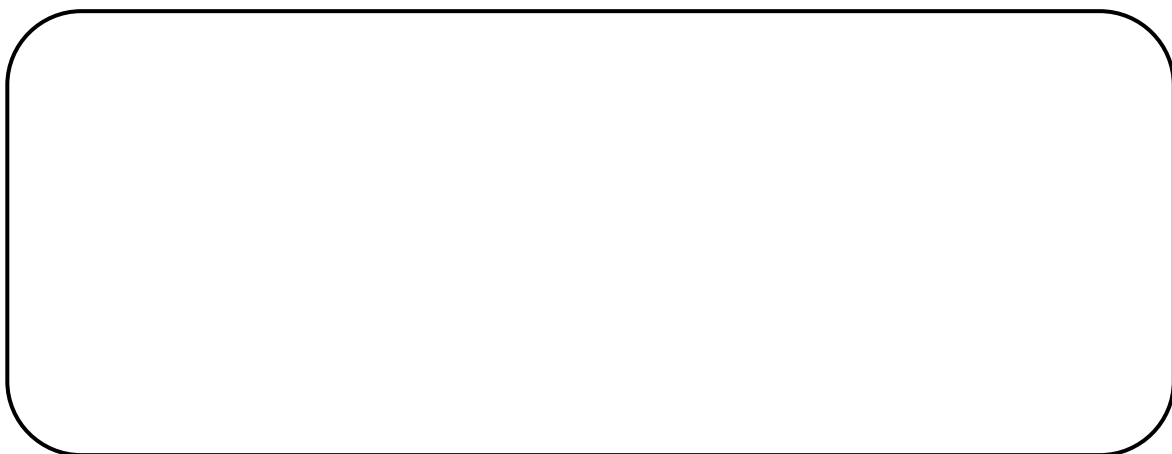
AUDIOBOOK → AUDITORY AND KINESTHETIC

A large, empty rounded rectangular box with a black border, intended for writing notes related to the first learning style adaptation.

VIDEO → VISUAL AND KINESTHETIC

A large, empty rounded rectangular box with a black border, intended for writing notes related to the second learning style adaptation.

SIMULATIONS → VISUAL AND AUDITORY

A large, empty rounded rectangular box with a black border, intended for writing notes related to the third learning style adaptation.

Exercise 9

For questions 1–7 match the learners' comments to the descriptions of learner preferences 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.

Comments

- 1 'Most of the time should be spent doing grammar exercises.'
- 2 'I prefer working with other students to speaking to the teacher in front of the class.'
- 3 'I really like knowing how language works.'
- 4 'Rules just confuse me – it's better to work out language from examples.'
- 5 'Why should I listen to other students' mistakes? The teacher should talk most of the time.'
- 6 I just want people to understand what I mean. I don't worry if I make mistakes.'
- 7 'It's important for me to know how well I'm doing.'

Preferences

- A The learner wants explanations of grammar use.
- B The learner enjoys explaining language to other students.
- C The learner enjoys practising language in pairs or groups.
- D The learner enjoys doing language practice that focuses on accuracy.
- E The learner doesn't want to work with other students.
- F The learner needs to feel a sense of progress.
- G The learner focuses on communicating.
- H The learner doesn't want the teacher to explain grammar.



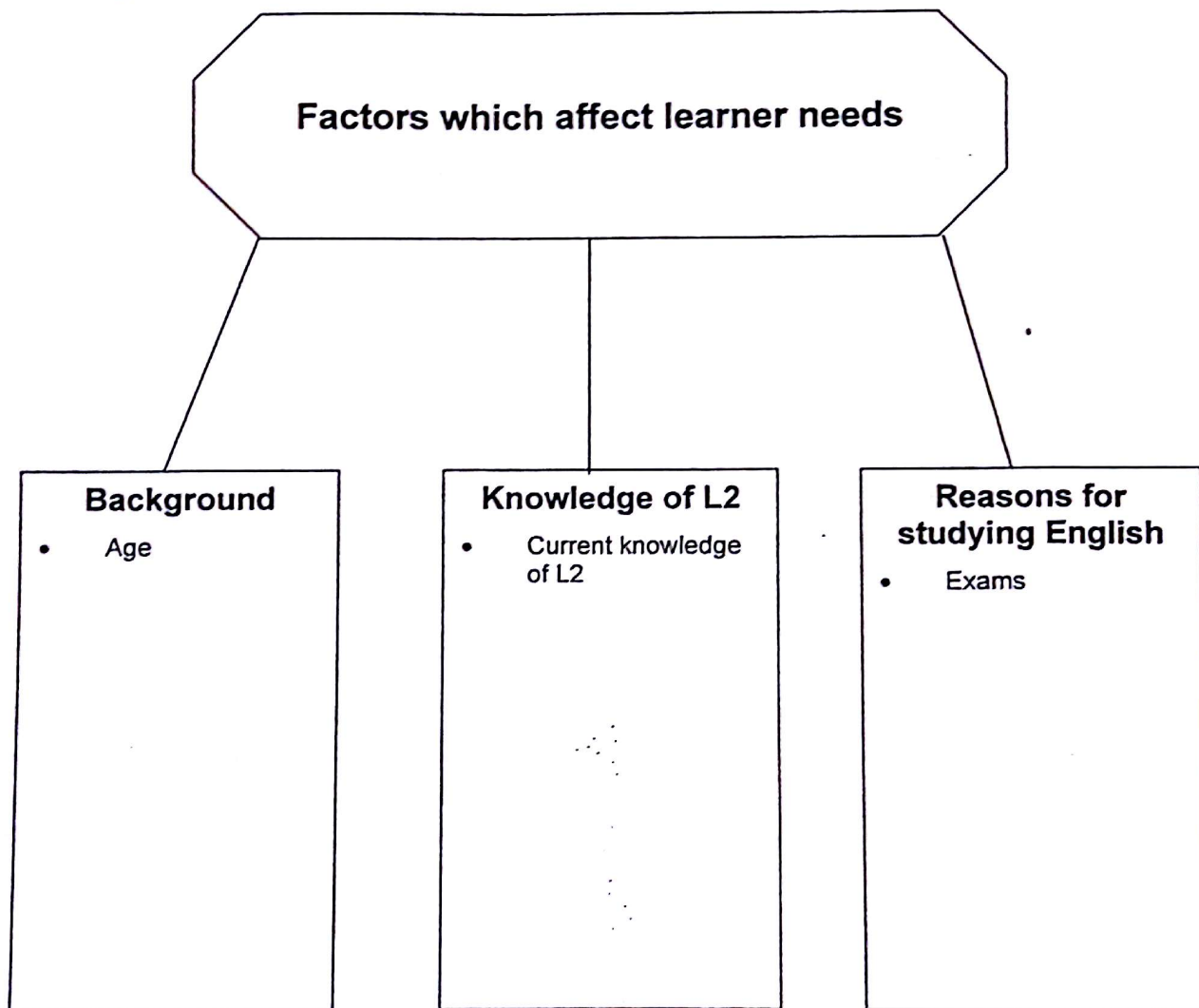
Unit 14

Learner needs



① Mind-map – mapping learner needs

There are a lot of factors which affect learners when they are learning a new language. Work in pairs or small groups to complete the boxes below.



Teaching **english** - TKT Essentials

Module 1 – Learner needs

② My learning needs

Think about your needs and your experience on the TK course. Complete the table and then compare with a partner.

	Needs	Progress	What I still need to do
Before beginning TKT - what I hoped to learn			
Half-way through TKT - what I have learned			
At the end of the TKT – what I hope to have learned at the end of the course			

Teachingenglish - TKT Essentials

Module 1 – Learner needs

③ Meeting learners' needs

How can teachers help to meet learners' needs? Work in groups to complete the table.

Type of learner	Needs	Ideas
Young primary school child	To learn to read and write Roman script	
Young teenager	To feel confident about speaking English in front of classmates	
Older teenager	To pass exam, eg FCE	
Adult	To be able to have telephone conversations with colleagues overseas	

Can you think of any other 'needs' from your own language learning experience or from your teaching experience? How were your or your learners' needs met?

④ Using a questionnaire to assess learner needs

We can find out about our learners needs by asking them questions at the beginning of a term or course. Here is an example of a learner needs questionnaire.

1. Discuss how you could use or adapt it for different groups of learners
 2. Would it be suitable for your learners? Why/why not?
-
- 1) Why are you learning English?
 - 2) What kinds of things can you do now in English?
 - 3) What do you need to improve?
 - 4) What kind of difficulties do you have with speaking, writing, listening, reading?
 - 5) How much time can you spend studying?
 - 6) What kinds of things do you do outside class to practise English?
 - 7) What would you like to do in class?
 - 8) What kind of topics would you like to cover in class?
 - 9) What do you like about learning English?
 - 10) What don't you like about learning English?
 - 11) Do you like working with a coursebook?
 - 12) What other materials do you like working with?
 - 13) Do you prefer to work alone, with a partner, or in a group?
 - 14) How do you like to study grammar – learning rules or discovering by yourself?
 - 15) Are you worried about failing tests?
 - 16) What do you hope to use English for in the future?
 - 17) How can you help yourself to learn better?
 - 18) What do you think your teacher can do to help you learn better?

Exercise 1

Check if the current classification is correct (✓), if it is not (x) write in which column should the need be classified.

Personal Needs	Learning Needs	Professional Needs
age learning gap interest employment gender education	cultural background training educational background learning goals expectations learning autonomy	training past language learning experiences motivation employment learning styles



Unit 15

Approaches to language teaching



Procedures In The Teaching Of English.

Building up the situation:

Teacher gets students to ask and answer questions using patterns they already know in order to bring out necessary information to introduce a new model.

Presentation:

The teacher makes sure he has the student's attention. He draws attention to the object he is to present and says "look" and "listen".

The teacher isolates the new vocabulary item and says it clearly without distortion several times (3 times).

The students repeat the model chorally about 3 or 4 times.
several students say the new vocabulary item individually.

The teacher presents the next model saying it clearly as he did before. the students repeat chorally and individually.

The teacher elicits the second model by making the students say first model number one and then the model number two.

The teacher says model #3 several times and repeats the steps mentioned above.

Don't forget to check, substitute or backtrack constantly.

Question / answer drill: In this process, one student asks a question and another answers it.

Reading: teacher elicits an oral model and writes the written full form on the blackboard.

The teacher reads the written model(s) and asks students to read chorally and individually.

The teacher can mark stress by tapping on the blackboard.

Writing: the teacher creates a "fill in" or completion exercise on the blackboard by eliciting responses from students and writing up incomplete models. during this practice the teacher walks around the classroom, checking by looking over the student's shoulders.

Students correct their work by copying it from the board.

Further oral practice

The teacher organizes practice of several questions and answers (they should be related). this can be done in several kinds of exercises, such as: four phase drills, guided oral and written composition, puppets, frame dialogues, etc...

Four phase drill: one student produces a question in which the answer or response is negative. the first student is required to produce another question. e.g. st. 1 is it a cat? st.2 no, it isn't; st. 1 what is it? st. 2 it's a dog.

Pair work: the teacher sets up the pair practice by having two students stand up in front of the class and then he shows what he wants to be done, then the teacher carefully divides the class into pairs.

The teacher asks the whole class to start practicing in their seats, while he **walks around listening, helping and correcting.**

The teacher stops practice after a while to check. (he asks a couple of students to do what they had been doing).

Oral Guided Composition:

The teacher establishes the situation by making questions.

The teacher elicits the first model and makes students repeat chorally and individually.

The teacher elicits the whole composition and develops it in composition form. (writing down the punctuation marks and NOT forgetting to backtrack constantly)

The students repeat chorally and individually.

The teacher asks some students to recap the whole story.

When possible, the teacher asks the students to perform the story.

Dialogue:

The teacher will elicit as far as possible the whole dialogue.

The teacher elicits the first line (or greeting) and makes students repeat chorally and then individually.

The teacher elicits the second line (or greeting) and does the same as above.

The teacher DIVIDES the class into 2 groups and makes students practice the dialogue by representing each character.

The teacher now elicits the 3rd model and makes students repeat it chorally and then individually. and so on.

Frame Dialogue:

When the students have repeated and memorized the dialogue, the teacher builds another quick mini-situation (two people talking) and elicits first substitution dialogue number one and then, very rapidly elicits next dialogues. **N.b. in this kind of exercise you must always backtrack from the beginning.**

Personalization: A transfer from the third person to the first and second persons, so that the practice become more meaningful and real. This provides a free way of communication, because the students are invited to give personal information and to tell the truth.

Towards Reflective Teaching

by Jack C. Richards
Department of English, City Polytechnic of Hong Kong

Most teachers develop their classroom skills fairly early in their teaching careers. Teachers entering the profession may find their initial teaching efforts stressful, but with experience they acquire a repertoire of teaching strategies that they draw on throughout their teaching. The particular configuration of strategies a teacher uses constitutes his or her "teaching style". While a teacher's style of teaching provides a means of coping with many of the routine demands of teaching, there is also a danger that it can hinder a teacher's professional growth. How can teachers move beyond the level of automatic or routinised responses to classroom situations and achieve a higher level of awareness of how they teach, of the kinds of decisions they make as they teach, and of the value and consequences of particular instructional decisions? One way of doing this is through observing and reflecting on one's own teaching, and using observation and reflection as a way of bringing about change. This approach to teaching can be described as "Reflective Teaching", and in this paper I want to explore how a reflective view of teaching can be developed.



What is reflection?

Reflection or "critical reflection", refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action. Bartlett (1990) points out that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and "how to" questions and asking "what" and "why" questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes.

Asking "what and why" questions gives us a certain power over our teaching. We could claim that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control we can exercise over our actions. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life.

Exercise 1

Match each concept with their meaning.

Procedure

The different activities.

Approach

Realisation of the approach.
Decisions about types of activities,
roles of the teachers and learners, the
kinds of material, etc.

Method

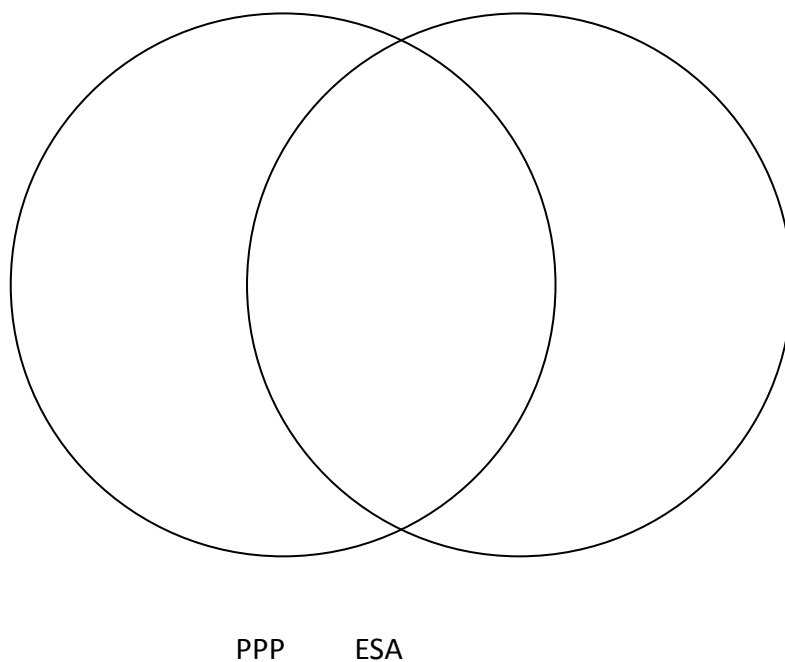
An ordered sequence of techniques.

Technique

Theories about the nature of the
language and language learning.
Describes how language is used.

Exercise 2

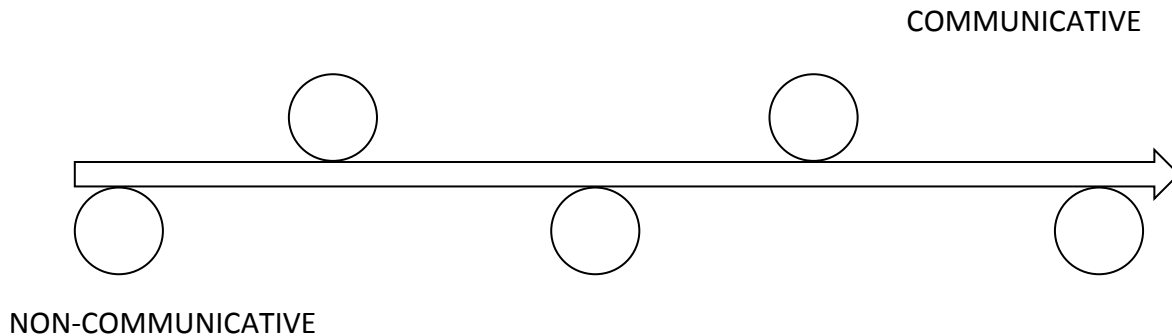
Write down the similarities and differences between PPP and ESA



Exercise 3

Collocate the following activities in order from the non-communicative to the most communicative.

- Jigsaw listening.
- Reading out loud a dialogue.
- Speed dating.
- Find someone who.
- Do a real play.



Exercise 4

Which of the statements below do you think characterizes communicative language teaching (CLT)?

- People learn a language best when using it to do things rather than through studying how language works and practicing rules.
- Grammar is no longer important in language teaching.
- People learn a language through communicating in it.
- Errors are not important in speaking a language.
- CLT is only concerned with teaching speaking.
- Classroom activities should be meaningful and involve real communication.
- Dialogs are not used in CLT.
- Both accuracy and fluency are goals in CLT.
- CLT is usually described as a method of teaching.

Exercise 5

Consider the following sentences that are all requests for someone to open a door. Imagine that the context is normal communication between two friends. Check if you think they conform to the rules of grammatical competence (GC), communicative competence (CC), or both.

1. Please to opens door.
2. I want the door to be opened by you.
3. Would you be so terribly kind as to open the door for me?
4. Could you open the door?
5. To opening the door for me.
6. Would you mind opening the door?
7. The opening of the door is what I request.

GC	CC
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Part 3

Background

to language

teaching





Unit 16

Presentation
techniques and
introductory
activities



① Warmer/lead-in differences

Part 1 - Definition

Work in groups to discuss the following:

What were the main differences between the two activities you have just done (Hangman and the group discussion on how new language was presented)?

- Which one is a *warmer* and which one is a *lead-in*?

Part 2 - Difference

Which of the following are warmers and which are lead-ins?

- Asking learners to stand in a line according to height then divide learners into equal groups.
- Asking learners if they read magazines and elicit what sections there are in magazines.
- Playing 'Stop the bus' (a vocabulary game: <http://www.britishcouncil.org/languageassistant-games-stop-bus.htm>)
- Playing 'Kim's Game' (<http://www.onestopenglish.com/section.asp?catid=59479&docid=146733>)
- Asking learners what shops they like going to and why.
- Asking learners to describe what TV programmes they are going to watch tonight.

Teachingenglish - TKT Essentials

Module 1 – Presentation techniques

② Total Physical Response

Look at this outline of a lesson and discuss the questions in your group.

Lesson outline

Ask learners to act what you say. For example if you give the instruction: 'Stand up', learners stand up out of their chairs.

Here are some more action words which can be used with a Total Physical Response method. Take turns being the teacher in your group.

- Sit down
- Sleep
- Eat
- Run
- Dance
- Shake hands

This is called **TPR**, Total Physical Response – learners act out or respond to the target words without speaking.

1. *Can you think of any more target words or phrases you could present through TPR?*

2. *What are some of the advantages/disadvantages of this method of presenting language?*

③ Grammar Translation

Look at this outline of a lesson and discuss the questions in your group.

Lesson outline

Learners are presented with language in a text. For example, if the focus of the lesson is 'many' and 'few' a text such as the one below is shown to learners.

There are many pages in the thick book. There are few pages in the thin book. There are many students in the large class. There are few students in the small class.

(The texts are usually much longer than this example).

Learners look at the text and analyse how the words are used.

Learners then translate the text into their own language (L1).

This is called the **grammar-translation** method because a text is translated from English to L1.

1. *Have you ever used this technique either when learning a language or when teaching it?*

2. *What are some of the advantages and disadvantages of this method of presenting language?*

Teachingenglish - TKT Essentials

Module 1 – Presentation techniques

④ Presentation Practice Production

Look at this outline of a lesson and discuss the questions in your group.

Lesson outline

Present the language to the learners. For example, if you are presenting short answers, write a few examples of the board to illustrate the rules.

Do you like tea? Yes, I do; No I don't

Can you swim? Yes I can; no I can't

Have you got a cat? Yes, I have; No I haven't

Would you like a biscuit? Yes, I would; No, I wouldn't

Explain the rules of short answers and elicit more short answers for more questions. Do a choral drill with the above sentences.

Give learners a gap-fill exercise on short answers to complete.

Ask learners to create their own example sentences and questions. Learners mingle in the class and ask and answer each other's questions.

The method is called PPP, **presentation** (new language is taught), **practice** (learners practice the new language in a controlled way through exercises), **production** (learners practise the language in a less controlled and freer way using a more communicative activity).

1. *Have you ever used this technique either when learning a language or when teaching it?*

2. *What are some of the advantages and disadvantages of this method of presenting language?*

TeachingEnglish - TKT Essentials

Module 1 – Presentation techniques

⑤ Test teach test

Look at this outline of a lesson and discuss the questions in your group.

Lesson outline

Give some hypothetical scenarios to learners and ask them to tell you what they would do in these situations:

- If you won a lot of money
- if it never rained
- if you had 2 months' holiday

Learners don't know the second conditional yet and may make a lot of language mistakes if they try to use conditionals in their answers to you.

After learners have tried to answer the questions, present the grammatical structure of the second conditional on the board.

Learners then do the above exercise again using the grammar you have presented. Give learners more example situations. They tell each other what they would do in those situations.

This approach is called **test** (see what the learners know and create a need for the target language), **teach** (present the language), **test** (practice using the target language).

1. *Have you ever used this technique either when learning a language or when teaching it?*

2. *What are some of the advantages and disadvantages of this method of presenting language?*

Teaching English - TKT Essentials

Module 1 – Presentation techniques

⑥ Task based learning

Look at this outline of a lesson and discuss the questions in your group.

Lesson outline

Learners work in groups. Tell them that they are going to make a poster for foreign visitors to their country. This poster will be useful advice and tips for first-time visitors.

The teacher prepares the learners a little for the task by discussing with them the kinds of information they might include, for example:

- attitudes to being late
- eating habits
- what people do in the evenings
- working hours
- how people dress at work and socially

Learners work together to prepare their poster which they present to the whole class. The teacher provides learners with the necessary language as they are completing the task and makes a note of any language areas that need to be looked at once the task has been completed.

The teacher focuses on any key areas of language that occurred in the task, and discusses this with the learners.

This is called **task-based learning** because learners complete a task rather than looking at a specific area of language. By completing a task, learners are practicing a range of language and are learning new language when they need it.

1. *Have you ever used this technique either when learning a language or when teaching it?*
2. *What are some of the advantages and disadvantages of this method of presenting language?*

Teaching **English** - TKT Essentials

Module 1 – Presentation techniques

⑦ Guided discovery

Look at this outline of a lesson and discuss the questions in your group.

Lesson outline

Ask learners to look at the following sentences:

- We were all *so worried* about you. Where were you?
- I'm *such an idiot*, I forgot my umbrella and it's raining.
- That's *such a good idea*! Let's not have a test today.
- We went to *so many restaurants* when I was on holiday.
- It is *so cold* today, I need another jumper.
- It's *such a lovely day*, let's go to the beach.
- I've got *so much work* to do.

When do we use *so* and *such*? Ask learners to see if they can see a grammatical pattern.

Prompt learners if they are struggling to work out the rules.

Once they have discovered the rules, give them another exercise to complete using *so* and *such*.

This is called **guided discovery** as learners are working out the language structures themselves with some guidance from the teacher.

1. *Have you ever used this technique either when learning a language or when teaching it?*
2. *What are some of the advantages and disadvantages of this method of presenting language?*

Teaching **English** - TKT Essentials

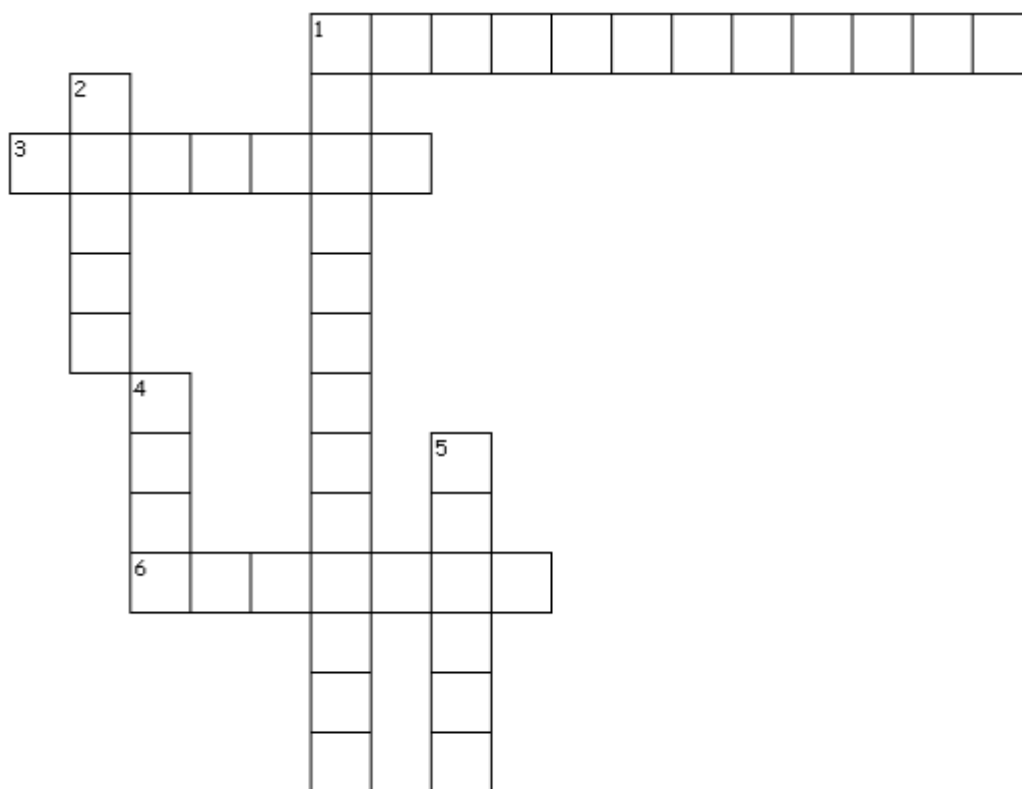
Module 1 – Presentation techniques

⑧ Comparison

Complete the table below:

	Advantages as a presentation technique	Disadvantages as a presentation technique
TPR		
Grammar Translation		
PPP		
Test teach test		
Task-Based learning		
Guided Discovery		

Exercise 1



Across

1. To ask questions or use other techniques to check that students have understood a new structure or item of lexis (two words).
3. To introduce new language, usually by focusing on it formally.
6. To tell students what language means and how it is used.

Down

1. To put new language into a situation that shows what it means.
2. To get students to repeat words or phrases.
4. To use body movements to convey meaning without using words.
5. To ask specially designed questions or give clues to get students to give information or an opinion.

Exercise 2

Discuss the following questions and answer them.

- a. What reasons are there for doing introductory activities such as warmers, ice breakers and lead-ins?
- b. What introductory activities to start a lesson with do you know?

Exercise 3

Look at the introductory activities. For each activity say:

- **what type of introductory activity is it? (warmer, ice-breaker, lead-in)**
 - **why would the activity be used by the teacher?**
1. Students stand in a circle. The teacher throws a ball to a student who then introduces himself and says his favourite game or activity. He then tosses the ball to another student who repeats the procedure. Give each student a chance to introduce him/herself.
 2. Divide the class into two teams, choose a category, and ask each team to think of an object in that category. The teams ask each other yes/no questions. Whichever team guesses the objects with fewer questions, wins.
 3. Students work in groups of three. They brainstorm and make a list of the advantages and the disadvantages of living in a big city.
 4. The first student says something about himself, then changes that to make a question for another student. For example, "My favourite colour is blue. What's your favourite colour?" This can be another circle activity, and it works with large groups of students, too.
 5. The teacher starts off by saying: "Yesterday I went to the park." The first student must include what the teacher said and then add something they did, e.g. "Yesterday I went to the park and ate some pizza." The second student must include what the teacher and the first student said and then add something else, e.g. "Yesterday I went to the park, ate some pizza and went for a swim in the sea."
 6. The teacher asks students to say what news stories they have read about recently. Several students contribute and the teacher encourages students to ask each other questions about the stories they have read.

Exercise 4

Choose one of the task types (A-K) for each of the activities below (1-11)

A Grammar-translation method	B Guided discovery	C Lexical approach
D Presentation practice production (PPP)	E Task-based learning (TBL)	
F Test-teach-test	G Total Physical Response (TPR)	

1. A way of teaching new language in which the teacher presents the language, gets students to practise it in exercises or other controlled practice activities and then asks students to use or produce the same language in a communicative and less controlled way.
2. A way of teaching in which the teacher gives students meaningful tasks to do. After this the teacher may ask students to think about the language they have used when doing the tasks, but the main focus for students is on the task itself.
3. A way of teaching in which the teacher presents language items as instructions and the students have to do exactly what the teacher tells them, e.g. *Open the window! Stand up!* This method is good for beginners when they start to learn a new language, as they have a silent period and can make fast progress.
4. A way of teaching in which a teacher provides examples of the target language and then guides the students to work out the language rules for themselves.
5. A way of teaching in which the teacher asks students to do a task to see how well they know a certain piece of language. The teacher then presents the new language to the students, then in the final stage asks the students to do another task using the new language correctly. This way of approaching teaching target language can be helpful if the teacher thinks the students may already know some of the target language.
6. A way of teaching in which students study grammar and translate words into their own language. They do not practise communication and there is little focus on speaking. A teacher presents a grammar rule and vocabulary lists and then students translate a written text from their own language into the second language.
7. A way of teaching language that focuses on lexical items or chunks such as words, multi-word units, collocations and fixed expressions rather than grammatical structures.

Exercise 5

For questions 1–6, match the teacher's actions with the introductory activities and presentation techniques for different lessons listed **A–G**.

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

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

Introductory activities and presentation techniques

- | | |
|----------|--------------------------|
| A | asking concept questions |
| B | eliciting language |
| C | doing a warmer |
| D | miming |
| E | setting the scene |
| F | explaining |
| G | drilling |

Teacher's actions

- | | |
|----------|---|
| 1 | The teacher asks the students to look at pictures of Paris before they listen to a recording about tourist attractions there. |
| 2 | The teacher asks the students to repeat sentences after her. |
| 3 | The teacher checks whether the students understand when the new language is used. |
| 4 | The teacher does a short game with the students to give them energy. |
| 5 | The teacher asks the students for examples of different kinds of fruit and writes them on the board. |
| 6 | The teacher does an action which shows the meaning of a new word. |



Unit 17

Practice activities
and tasks for
language and skills
development



TeachingEnglish - TKT Essentials

Module 1 – Practice activities

② Word categories

Cut up the words. Give one set to each group. Participants work together to put words into the right category. Check the meaning of any words participants aren't sure about.

Grammar	Phonology	Lexis	Language skills
gerund	minimal pair	homophone	deduce from context
aspect	linking	antonym	gist
determiner	voiced sound	false friend	scan
modal verb	weak forms	prefix	skim
subordinate clause	schwa	collocation	paraphrase

N.B.: homophone appears under the heading of lexis in the TKT Handbook, but could plausibly be categorised under phonology. If you prefer, you could replace it with another word such as idiom, suffix, or synonym

TeachingEnglish - TKT Essentials

Module 1 – Practice activities

③ Jumbled sentences

Cut up the sentences, one for each group. Participants work together to put the stages in the right order under each heading.

Tips for before the exam

8

Investigate the resources available to help with TKT eg the TKT Handbook, the TKT glossary, the PET wordlist, The TKT Course, a good grammar book

When you have the resources you want, learn the meaning of the terminology and test your friends

When you feel you know the terms and the activity types in TKT, do a TKT Practice Test

Look at your results and work on any areas of the test you found difficult

Finally, remember to get a good night's sleep the night before you do the exam

Tips for during the exam

8

Read the whole thing quickly to get a general idea of its content

Do it in order and answer with a pencil on the question paper itself. Divide your time equally across all the questions, as you will not be given extra time

If you are unsure of some, mark them with a cross, then come back to them. Don't waste time on them

When you are ready, transfer your answers very carefully in pencil onto the answer sheet. Make sure you put the answer to each question in the correct place

Try and leave 5 minutes at the end to check your answers

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Module 1 – Practice activities

④ Find someone who...

Walk around the class and ask each other questions to find someone who answers yes to the following statements. Write their name in the box provided.

Then write a few statements of your own.

Find someone who	Name
can name three tenses in English	
can write their name in phonemic script	
can tell you 3 words which come from <i>produce</i>	
can explain the difference between a warmer and a lead-in	
can tell you what TPR is and give you an example	
knows what activities a kinaesthetic learner would like	
has a short attention span	

Teachingenglish - TKT Essentials

Module 1 – Practice activities

⑤ Jigsaw reading

Drills

A drill is a type of controlled activity where learners repeat after the teacher. There are a number of different types of drill.

Work in groups of four. Each of you will be given a piece of paper with a definition of a type of drill. Give your paper back to your trainer once you have understood the definition. Exchange your definitions with each other and answer the questions below.

Choral drill – when learners repeat the word or sentence after the teacher as a whole class or in groups.

Individual drill – when one learner repeats the word or sentence after the teacher.

Substitution drill – the teacher gives the sentence and a different word or phrase the learners must use in the same place. For example:

If you go to Scotland, you will see a lot of castles. (the Loch Ness monster)

If you go to Scotland, you will see the Loch Ness monster

Etc

Transformation drill – learners change the grammatical structure of the sentence given by the teacher according to which rule is being practised. For example:

I went to Scotland.

I didn't go to Scotland.

I saw the Loch Ness monster.

I didn't see the Loch Ness monster.

Etc

1. Have you ever done any drills like these as a learner or a teacher?

2. What are some of the advantages of drills?

3. What are some of the disadvantages of drills?

TeachingEnglish - TKT Essentials

Module 1 – Practice activities

© Role play

Work in pairs. Each of you has a card with a role on it. You need to agree on when to have classes and how to prepare for the TKT exam.

3.

A

You are on the TKT course and want to take the TKT exam. You have discovered that there is an exam in two weeks time but you haven't finished the course yet. There isn't another exam for a further 6 months and you are keen to sit the exam now as you feel you are ready. You would like the trainer to give you extra lessons so that you are ready to take the exam.

3.

B

You are the trainer on the TKT course. There is another month of sessions still to be covered by the participants. You are also teaching at the local college in the evenings. You have a little spare time but not much and you are not keen to take on extra work.

Teachingenglish - TKT Essentials

Module 1 – Practice activities

⑦ Activity types and functions

You have looked at a number of different activity types for practising English in the classroom. Work together to complete the table below

1. What do each of the activity types practise?
2. Why are they used in teaching
3. Which ones focus mainly on communication and which ones focus mainly on accuracy?

Activity type	Skill/subskill/language	Might be used to
Brainstorming	Warmer, vocabulary, speaking	Create interest in topic Activate lexis/ideas/topic knowledge prior to reading/listening/discussion activities
Mind map		
Role play		
Drills		
Find someone who		
Jumbled sentences		
Jigsaw reading		
Information gap		

Exercise 1

Choose one of the task types (A–K) for each of the activities below (1–11).

A guided writing	B role-play	C problem solving	D survey
E brainstorming	F chant	G jumbled text	H warmer
I rank ordering/prioritising	J visualisation	K jigsaw listening /reading	

1. Students find out information from others by asking questions or using questionnaires in order to practise speaking skills and/or specific language.
2. Students repeat a phrase, sentence, rhyme, verse, poem or song, usually with others, in a regular rhythm.
3. An activity that a teacher uses at the beginning of a lesson to give the class more energy.
4. A text is divided into two or more different parts. Students listen to or read their part only, then share their information with other students so that in the end everyone knows all the information.
5. Students think of ideas (usually quickly) about a topic (often noting these down). This is often done as preparation before writing or speaking.
6. An activity where the teacher asks students to close their eyes and create the pictures in their minds of the story she is telling them.
7. Students produce a text after a lot of preparation by the teacher. The teacher may give the students a plan to follow, or ideas for the language to use.
8. A classroom activity in which students are given parts to act out in a given situation. They usually work in pairs or groups.
9. Students are given a list of things to put in order of importance. It involves discussion, agreeing/disagreeing and negotiating.
10. Students work in pairs or groups talking together to find the solution to a problem.
11. Students are given a text in which the paragraphs or sentences are not in the correct order. The students put the paragraphs or sentences into the correct order.

Exercise 2

Look at the activities again. Is the activity a comprehension task or a production task? If it's a comprehension task, which skill? If it's a production task, which skill?

Exercise 3

Frameworks for activities and task	Approaches
1. Activity with a task and discussion of the task → activity to focus on language used in the task	
2. Grammar rule → students translate a text	
3. The teacher presents language items as instructions → the students do the actions → the students give the instructions	
4. Lead in → pre-teach key vocabulary → gist task → detailed comprehension task → follow up productive activity	
5. Activity with a task to see if students can use a particular structure → the teacher presents the new language to the students → students do another task using new language	
6. The teacher presents the language in context → controlled practice activities → less controlled → freer practice	
7. Activity with examples of the target language provided → activity for students to work out language rules for themselves → activity for students to practice the language	
8. Activity for students to 'notice' words or chunks of language → discussion of the meaning of the chunks of language → activity to practise the language	

Exercise 4

For questions 1–7, match the classroom activities with the types of speaking practice listed **A, B** or **C**.

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

You need to use some options more than once

Types of speaking practice

- | | |
|----------|--------------------------|
| A | oral fluency practice |
| B | controlled oral practice |
| C | neither |

Classroom activities

- | | |
|----------|--|
| 1 | At the beginning of the lesson, we got into groups and talked about an interesting newspaper article we had read. |
| 2 | The teacher gave us word prompts such as 'cinema' and 'friends', and we had to say them in sentences using the past simple, e.g. 'We went to the cinema.' 'We visited some friends.' |
| 3 | We listened to a recording of two people talking about their hobbies, then did a gap-fill comprehension task. |
| 4 | The teacher gave us roles such as 'film star' or 'sports star' and we had to role play a party in which we chatted to each other. |
| 5 | We had a discussion about the advantages and disadvantages of the internet. |
| 6 | The teacher read out some sentences, some of which were correct and some incorrect. We had to shout out 'Right' or 'Wrong'. |
| 7 | We had to ask our partner five questions about abilities, using 'can', e.g. 'Can you swim?' |



Unit 18

Assessment

types and

tasks



Exercise 1

Discuss the teachers' comments below on assessment. Do you agree or disagree? Why/Why not?

1. I think it's important for students to assess themselves, so sometimes I record them when they are doing a speaking activity and then get them to listen to themselves.
2. I don't like giving my students tests and exams. I think they are demotivating, especially for young learners.
3. I get students to mark each others' written work and I tell them to just look at it and say what's wrong. I don't ask them to check it against any criteria. I don't think they can look for particular mistakes like spelling mistakes or grammar mistakes.
4. When students are doing a speaking activity, I observe them, but I don't make any notes and I don't give marks. Sometimes I talk to students about their strengths and weaknesses in tutorials though.
5. My students choose pieces of their best work during the course and keep them in a file, which can be looked at during the course. I know some teachers use this as the way they assess students at the end of the course, but I'm not sure how that works.

Exercise 2

Choose the correct term from the box below for the types of test described.

A. Placement test	B. Diagnostic test
C. Progress test	D. Proficiency test
	E. Achievement test

1. This type of test is used during a course in order to assess the learning up to a particular point in the course.	
2. This type of test is used to see how well students have learned the language and skills taught in class. These tests are often at the end of term or end of the year and test the main points of what has been taught in that time.	
3. This type of test is often used at the beginning of a course in a language school in order to identify a student's level of language and find the best class for them.	
4. This type of test is used to identify problems that students have with language or skills. The teacher tries to find out what language problems students have. It helps the teacher to plan what to teach in future.	
5. This type of test is used to see how good students are at using the language. The contents of this type of test are not chosen according to what has been taught, but according to what is needed for a particular purpose.	

Exercise 3

What are these assessment task and activities called?

- | | |
|--|---|
| 1 Complete the sentences.
In Paris the people were much _____ and more polite than I had _____. The food though was not as _____. | 2 Read the text and answer the following questions.
Why did John go to the party?
What happened when he got there? |
| 3 Which word belongs to each group?
apple vegetable
juice meat
potato fruit
beef drink | 4 Choose the correct answer.
1. The car he drove was
a) Ford b) Peugeot c) BMW
2. It was
a) red b) white c) black |
| 5 Finish the sentence with an answer from the text.
It was sunny so she _____ . | 6 Complete sentence B so that it means the same as sentence A.
A. Jack doesn't have to do the test.
B. It's _____ Jack to do the test. |
| 7 Rearrange the words in the sentences.
1. month/travelled/France/we/last/to
2. Japan/Tom/a/ago/week/went/to | 8 Which word does not fit the group?
cup, plate, knife, bowl
banana, apple, onion, pear |
| 9 Write a letter to a friend inviting him/her to a party at your house next Saturday. | 10 Look at the picture. Talk about the people, what they are doing and what they are wearing. Where do you think they are going? |

Exercise 4

Which of the activities and tasks are **subjective** tests and which are **objective** tests?

Exercise 5

For Questions 1–5, match the descriptions of different tests with the types of test listed **A–F**.

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

You need to use some options more than once

Types of test

- | | |
|----------|-------------|
| A | progress |
| B | achievement |
| C | subjective |
| D | proficiency |
| E | diagnostic |
| F | placement |

Descriptions

1 These tests are designed to test language taught on the whole course.

2 These tests are designed to help teachers to plan course content.

3 The purpose of these tests is to test language taught on part of the course.

4 These tests help teachers to put students in classes at the appropriate level.

5 The marking of these tests depends on decisions made by individual examiners.



TKT Module 1: Types of activities and tasks for language and skills development – Teacher's Notes

Description

This activity begins with a review of teaching terms, then explores the purpose of some typical classroom activities. Participants discuss what approaches different activity types fit into. The syllabus area discussed here is 'types of activities and tasks for language and skills development', tested in TKT Module 1 Part 3.

Time required:	60 minutes
Materials required:	<ul style="list-style-type: none">▪ Participant's Worksheet 1 (cut into strips)▪ Participant's Worksheet 2 (one for each participant)▪ Participant's Worksheet 3 (one for each participant)▪ Participant's Worksheet 4 (one for each participant)▪ Sample Task (one for each participant)
Aims:	<ul style="list-style-type: none">▪ To introduce and review teaching terms▪ To provide an opportunity for participants to discuss the design and purpose of a range of common comprehension and production tasks and activities▪ To provide an opportunity for participants to discuss frameworks for activities and tasks▪ To provide practice in completing tasks in which types of activities and tasks for language and skills development is the testing focus

Procedure

1. (10 minutes) Cut up **Participant's worksheet 1** into strips before the session. The strips are organised in matching pairs of teaching term and definition on the worksheet. For example: *to tell someone they have done well* matches with *Praise*. Give each participant one strip. Reduce or repeat the number of strips as appropriate, making sure that you give out matching pairs of definitions and teaching terms.
2. Tell participants that they have either a definition or a teaching term on their strips of paper. They walk around the room saying their definitions/terms until they find someone whose strip matches with theirs. When they find their partner, they should sit down next to each other and discuss when teachers would use these terms in the classroom.
3. Tell participants that knowledge of teaching terms falls into the syllabus area of 'types of activities and tasks for language and skills development', which is tested in TKT Module 1 Part 3 and that the terms in this activity were taken from the TKT Glossary.



4. Explain that this syllabus area also tests candidates on their knowledge of ‘the design and purpose of a range of comprehension and production tasks and activities’. Ask participants:
 - **What do comprehension activities do?** (*test or develop listening or reading skills and subskills*)
 - **What do production tasks and activities do?** (*provide opportunities for learners to practise and extend their productive skills, i.e. speaking and writing*)
5. (10 minutes) Hand out **Participant’s worksheet 2**. Participants work with their partners and choose the correct name for each task from the list at the top of the worksheet. Check answers together (see key below).
6. (10 minutes) Refer participants again to the first activity on **Participant’s worksheet 2** – a survey. Ask:
 - **Is a survey used for testing or developing comprehension or for practising and extending productive skills?** (practising and extending productive skills)
 - **Which productive skills?** (speaking)
 - **Is this a controlled practice activity, a less controlled practice activity or a free practice activity? That is, how much choice do students have in the language they use?** (It depends on the survey. They can be designed to practice specific language (controlled practice or less controlled practice), or they could be designed to allow students to develop oral fluency (free practice).

Sum up by confirming that surveys are used to practise or extend speaking skills and can be used for controlled practice, less controlled practice or free practice.
7. Participants work in pairs again and refer to **Exercise 2** on **Participant’s worksheet 2**. Point out that some of the activities may be designed for more than one purpose. Check answers together (see key below).
8. (15 minutes) Ask participants to think about lessons they have had and about how activities can be linked in a lesson. Point out that the types of activities, the ways the activities are used and how they follow each other in the lesson depends on the approach, and the ‘framework’ or procedures that the approach uses.
9. Participants work in groups of three. Give out **Participant’s worksheet 3 Exercise 1**, and ask participants to fold the worksheet in half along the dotted line (they should not look at Exercise 2 yet). Participants discuss the frameworks/procedures and the activities that are used for these approaches. Allow 5 minutes for this discussion.
10. Participants now unfold **Participant’s worksheet 3** and look at **Exercise 2**. They continue to work in their groups of three and decide which of the approaches go with each of the frameworks in Exercise 2. Give out **Participant’s worksheet 4** for participants to check their answers.
11. (10 minutes) Give out the **Sample Task**. Participants complete the task on their own then compare their answers with a partner. Check answers together (see key below).



12. (5 minutes) Round up to *summarise* points covered. Ask participants:

- **What is the TKT Module 1 syllabus area for this lesson?** (*types of activities and tasks for language and skills development*)
- **What is the testing focus for this syllabus area?** (*the design and purpose of a range on common comprehension and production tasks and activities, teaching terms, frameworks for activities and tasks*)
- **How can participants prepare for this section of the test?** (*look at the section in the TKT Glossary on practice activities and tasks and make sure that they are familiar with the terms and their meanings*)



TKT Module 1: Types of activities and tasks for language and skills development – Participant's Worksheet 1

Drill - choral drilling and individual drilling
The teacher says a word or sentence and the students repeat it together as a class or individually.
Revise/Review
When a teacher or a student looks again at language or skills that have already been taught in order to remember this language better.
Contextualise
to put new language into a situation that shows what it means
Elicit
When a teacher asks specially designed questions or gives clues to get students to give the information.
Model
The teacher says the language for students to repeat in a drilling.
Praise
to tell someone they have done well
Prompt
to help learners think of ideas or to remember a word or phrase by giving them a part of it or by giving another kind of clue



TKT Module 1: Types of activities and tasks for language and skills development – Participant's Worksheet 2

Exercise 1

Choose one of the task types (**A–K**) for each of the activities below (**1–11**).

A guided writing	B role-play	C problem solving	D survey
E brainstorming	F chant	G jumbled text	H warmer
I rank ordering/prioritising	J visualisation	K jigsaw listening /reading	

1. Students find out information from others by asking questions or using questionnaires in order to practise speaking skills and/or specific language.
2. Students repeat a phrase, sentence, rhyme, verse, poem or song, usually with others, in a regular rhythm.
3. An activity that a teacher uses at the beginning of a lesson to give the class more energy.
4. A text is divided into two or more different parts. Students listen to or read their part only, then share their information with other students so that in the end everyone knows all the information.
5. Students think of ideas (usually quickly) about a topic (often noting these down). This is often done as preparation before writing or speaking.
6. An activity where the teacher asks students to close their eyes and create the pictures in their minds of the story she is telling them.
7. Students produce a text after a lot of preparation by the teacher. The teacher may give the students a plan to follow, or ideas for the language to use.
8. A classroom activity in which students are given parts to act out in a given situation. They usually work in pairs or groups.
9. Students are given a list of things to put in order of importance. It involves discussion, agreeing/disagreeing and negotiating.
10. Students work in pairs or groups talking together to find the solution to a problem.
11. Students are given a text in which the paragraphs or sentences are not in the correct order. The students put the paragraphs or sentences into the correct order.

Exercise 2

Look at the activities again. Is the activity a comprehension task or a production task? If it's a comprehension task, which skill? If it's a production task, which skill?



TKT Module 1: Types of activities and tasks for language and skills development – Participant's Worksheet 3

Exercise 1

Guided discovery	Task-based learning (TBL)
Grammar-translation method	Test-teach-test
Lexical approach	Total Physical Response (TPR)
Presentation, practice and production (PPP)	Skills-based lessons



Exercise 2

Frameworks for activities and task	Approaches
1. Activity with a task and discussion of the task → activity to focus on language used in the task	
2. Grammar rule → students translate a text	
3. The teacher presents language items as instructions → the students do the actions → the students give the instructions	
4. Lead in → pre-teach key vocabulary → gist task → detailed comprehension task → follow up productive activity	
5. Activity with a task to see if students can use a particular structure → the teacher presents the new language to the students → students do another task using new language	
6. The teacher presents the language in context → controlled practice activities → less controlled → freer practice	
7. Activity with examples of the target language provided → activity for students to work out language rules for themselves → activity for students to practice the language	
8. Activity for students to 'notice' words or chunks of language → discussion of the meaning of the chunks of language → activity to practise the language	



TKT Module 1: Types of activities and tasks for language and skills development – Participant's Worksheet 4

Key to Participant's worksheet 3 Exercise 2

Frameworks for activities and task	Approaches
1. Activity with a task and discussion of the task → activity to focus on language used in the task	Task-based learning (TBL)
2. Grammar rule → students translate a text	Grammar-translation method
3. The teacher presents language items as instructions → the students do the actions → the students give the instructions	Total Physical Response(TPR)
4. Lead in → pre-teach key vocabulary → gist task → detailed comprehension task → follow up productive activity	Skills-based lessons
5. Activity with a task to see if students can use a particular structure → the teacher presents the new language to the students → students do another task using new language	Test-teach-test
6. The teacher presents the language in context → controlled practice activities →less controlled → freer practice	Presentation, practice and production (PPP)
7. Activity with examples of the target language provided → activity for students to work out language rules for themselves → activity for students to practice the language	Guided discovery
8. Activity for students to 'notice' words or chunks of language → discussion of the meaning of the chunks of language → activity to practise the language	Lexical approach



TKT Module 1: Types of activities and tasks for language and skills development – Sample Task

For questions 1–7, match the classroom activities with the types of speaking practice listed **A, B** or **C**.

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

You need to use some options more than once

Types of speaking practice

- | | |
|----------|--------------------------|
| A | oral fluency practice |
| B | controlled oral practice |
| C | neither |

Classroom activities

- | | |
|----------|--|
| 1 | At the beginning of the lesson, we got into groups and talked about an interesting newspaper article we had read. |
| 2 | The teacher gave us word prompts such as 'cinema' and 'friends', and we had to say them in sentences using the past simple, e.g. 'We went to the cinema.' 'We visited some friends.' |
| 3 | We listened to a recording of two people talking about their hobbies, then did a gap-fill comprehension task. |
| 4 | The teacher gave us roles such as 'film star' or 'sports star' and we had to role play a party in which we chatted to each other. |
| 5 | We had a discussion about the advantages and disadvantages of the internet. |
| 6 | The teacher read out some sentences, some of which were correct and some incorrect. We had to shout out 'Right' or 'Wrong'. |
| 7 | We had to ask our partner five questions about abilities, using 'can', e.g. 'Can you swim?' |

Mock Tests



Mock

1

For questions 1 – 7, look at the sentences. Read the questions about the grammar in the sentences and the three possible answers listed A, B and C.

Choose the correct answer.

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

1 The two artists **seem** to understand what you **have** painted, but I'm not sure I **know**.

Which of the three verbs is **NOT** a main verb?

- A seem
- B have
- C know

2 I told **you** that I'd never seen **him** before.

Which of the three pronouns is **NOT** an object pronoun?

- A I
- B you
- C him

3 It's a very **difficult** question. I'm not **sure** if I've done it **right**.

Which of the three words is **NOT** an adjective?

- A difficult
- B sure
- C right

4 We **visited** a **ruined** castle which had been **built** in the eighth century.

Which of the three words is **NOT** a past participle form?

- A visited
- B ruined
- C built

5 I told Mark that it would be a bad **idea** to send the **email**, but he decided to ignore my **advice**.

Which of the three nouns is **NOT** an abstract noun?

- A idea
- B email
- C advice

6 **Quite** a **few** people in the class said they **never** brush their teeth in the evening.

Which of the three words is **NOT** an adverb?

- A Quite
- B few
- C never

7 Kip **had** always wanted to become a nurse. However, when he **did** a training course, he realised that he **wasn't** enjoying it enough.

Which of the three verbs is **NOT** an auxiliary?

- A had
- B did
- C wasn't

For questions 8 – 13, match the underlined examples of 'could' with their uses 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.

Uses of 'could'

- | | |
|---|--------------------------------|
| A | to express future possibility |
| B | to complain |
| C | to give permission |
| D | to express present ability |
| E | to express past ability |
| F | to express present possibility |
| G | to express future ability |

Examples

- 8 That could be Judith on the phone.
- 9 I could hear a funny noise coming from somewhere in the engine.
- 10 It could snow! Look at the sky!
- 11 Thanks a lot. You could leave now, if you're in a hurry.
- 12 You could try asking me before you use my comb, you know.
- 13 The doctor is free. He could see you now if you like.

For questions 14 – 19, choose the best option (A, B or C) to complete each statement about lexis.

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

- 14 See and *sea*, *tail* and *tail*; *where* and *wear* are examples of
- A false friends.
B connected speech.
C homophones.
- 15 *Rock hard*, *soft boiled*, *melting point* are examples of
- A compounds.
B antonyms.
C idioms.
- 16 *Jeans*, *T-shirt*, *coat*, and *athlete*, *jog*, *long jump* are examples of
- A linking.
B collocations.
C lexical sets.
- 17 *Look up*, *look out*, *look over* are examples of
- A word boundaries.
B phrasal verbs.
C verb patterns.
- 18 The different meanings of the noun *bank* are examples of
- A homonyms.
B affixation.
C connected speech.
- 19 *Rare* and *hair*, *meat* and *street*, *money* and *sunny* are examples of
- A rhymes.
B key words.
C contrastive stress.

For questions 20 – 26, look at the questions about phonology and the three possible examples listed A, B and C.

Choose the example which matches the term.

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

20 Which of the following contains a contraction?

- A USA
- B can't
- C bye

21 How many phonemes does *place* have?

- A two
- B three
- C four

22 How is *butcher* written in phonemic script?

- A /bʊtʃə/
- B /bʊtʃə/
- C /bʊtʃə/

23 Which of the following is true of connected speech in English?

- A The first syllable of each word is always stressed.
- B Structural words are never stressed.
- C Content words are usually stressed.

24 Which of the following contains a diphthong?

- A /meɪ/
- B /mæd/
- C /mɔ:/

25 How many weak vowel sounds does *banana* have?

- A one
- B two
- C three

26 Which of these words is a minimal pair?

- A think/thinking
- B she/ship
- C cut/cat

For questions 27 – 33, match the underlined groups of words 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 to express a condition
- B to give a reason
- C to show a result

Groups of words

27 As it might rain at the weekend, I've hired a couple of DVDs.

28 I don't think I'll buy a new car unless I get a pay rise.

29 It was such an enjoyable party that I stayed longer than I'd planned.

30 I'm lighting candles since the electricity's gone off.

31 Wanting to avoid the rush hour, I set off very early.

32 Provided you pay me back next week, I'll lend you the money.

33 It was so cold I put another jumper on.

For questions **34 – 40**, match what readers do with the ways of reading 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.

Ways of reading

- | | |
|----------|-------------------------------|
| A | predicting |
| B | scanning |
| C | inferring attitude |
| D | deducing meaning from context |
| E | intensive reading |
| F | identifying text organisation |
| G | reading for main ideas |
| H | skimming |

What readers do

- | | |
|-----------|---|
| 34 | They quickly search the text to find particular information. |
| 35 | They decide how writers feel from the way that they write. |
| 36 | They use parts of the text to help them understand unfamiliar lexis. |
| 37 | They look at a text quickly to get a general understanding. |
| 38 | They look at how the information is structured, by noticing headings or introductory phrases. |
| 39 | They focus on how language is used in a piece of text. |
| 40 | They use titles and pictures to give themselves ideas about what the text is about. |

For questions **41 – 45**, match the things the teacher does with the ways in which the students are motivated listed **A – F**.

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

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

Ways students are motivated

- | | |
|----------|---|
| A | This makes students feel that the course is well organised. |
| B | Students feel more comfortable when talking about what they know best – themselves! |
| C | Students like to hear they have done well. |
| D | Using their imagination can help students to get more involved in their fluency work. |
| E | Students often like 'being the teacher' and explaining things to other students. |
| F | I find this allows me to keep students' attention by quickly changing the pace of the lesson. |

Things the teacher does

- | | |
|-----------|--|
| 41 | I sometimes get my students to choose a general interest topic to research and give mini-presentations on. |
| 42 | I connect some of the texts and speaking topics in the coursebook to my students and their lives. |
| 43 | I have some favourite 'five-minute' fun activities ready for whenever I need them. |
| 44 | I tell my students each week what they're going to study. |
| 45 | I use drama and role-play in the classroom. |

For questions **46 – 50**, look at the examples of what learners do and the three possible learning strategies listed **A, B** and **C**.

Choose the strategy which matches the example.

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

46 I focus on the language I use to make sure it is correct.

- A** memorising
- B** revising
- C** self-monitoring

47 If I don't know a word, I try to work it out from the rest of the sentence.

- A** paraphrasing
- B** using linguistic clues
- C** translating

48 I make notes about how native speakers use English in films and TV shows.

- A** paying attention to language use
- B** organising learning aids
- C** predicting content from the situation

49 I keep small cards with new expressions on them and test myself on them when I'm travelling to work.

- A** developing routines for revision
- B** experimenting with language
- C** accepting correction

50 If I don't know what something means, I look it up.

- A** focusing on collocations
- B** using opportunities for practice
- C** consulting reference materials

For questions **51 – 55**, match the learners' preferences with the learning styles 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.

Learning styles

- A** visual
- B** auditory
- C** kinaesthetic

Learners' preferences

I like it when the teacher gives me a card with a word or phrase on and I have to act it out for the rest of the class to guess the word.

51

I enjoy putting new vocabulary into a table or diagram. It helps me to remember words.

52

If we find a new word while we're reading, the teacher often writes it on the board. But I always ask her to say it too and I repeat it a couple of times.

53

Sometimes we cover our eyes and the teacher asks us to pick an object out of a bag. Then we have to try to describe it. It's a really good way of learning.

54

I collect magazines and cut out the photos I like. They're very useful for getting ideas for telling stories.

55

For questions 56 – 61, match the learners' preferences with the teaching approaches that would suit them 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.

Teaching approaches

- | | |
|---|---------------------------------------|
| A | Test-teach-test |
| B | Presentation, Practice and Production |
| C | Task-based Learning |

Learners' preferences

- | | |
|----|---|
| 56 | real beginners who prefer a structural approach and like to have a clear focus on new language |
| 57 | those learners who just want to communicate, using all the language they know to convey meaning |
| 58 | learners who like to study grammar and lexical patterns and check what they already know |
| 59 | learners at a higher level who enjoy doing exercises on language but have already studied the structures |
| 60 | learners who enjoy doing extended pieces of work such as project work |
| 61 | learners who are not confident about experimenting with language or those who have little exposure to English |

For questions 62 – 67, match the sequence of classroom activities from a lesson on offers and requests with the presentation techniques 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.

Presentation techniques

- | | |
|---|--|
| A | getting students to use grammar in a controlled way |
| B | highlighting the language focus and aim of the lesson |
| C | getting students to focus on the target language through the context of a listening activity |
| D | raising students' awareness of differences in register |
| E | getting students to focus on pronunciation of the target language |
| F | setting up the situation |
| G | encouraging students to analyse structural patterns |

Sequence of classroom activities

- | | |
|----|---|
| 62 | The teacher wrote the topic of the day's lesson on the board: 'Making requests'. |
| 63 | The teacher asked some students to tell the class about important requests they had made in their lives. |
| 64 | The students did an exercise completing gaps in sentences with the correct forms of requesting verbs. |
| 65 | The teacher elicited whether words and phrases like <i>can</i> , <i>could</i> and <i>would you mind</i> were followed by the base form or verb+ <i>-ing</i> in the sentences. |
| 66 | The teacher asked students to tell her which forms would be used in particular contexts, e.g. speaking to your friend; speaking to your teacher; etc. |
| 67 | The teacher drilled the sentences chorally, paying attention to connected speech. |

For questions **68 – 74**, match the classroom activities with the types of speaking practice 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.

Types of speaking practice

- | | |
|----------|------------------------|
| A | focus on pronunciation |
| B | accuracy practice |
| C | fluency practice |

Classroom activities

- 68** We had to imagine that we were going to be on an island and decide in groups what ten things to take with us from a list of items.
- 69** My partner gave me the infinitives of different irregular verbs and I had to spell the past participle. I got a point for every one I got right.
- 70** We did a transformation drill. The teacher said a sentence and we had to make it into a question as fast as we could with no mistakes.
- 71** We worked in threes and were each given part of a story. We had to read the text and then tell each other the information we knew to complete the whole story.
- 72** We interviewed people in the street about what improvements they would like to see to the town's sports facilities.
- 73** The teacher made shapes with her mouth but didn't speak and we had to shout out what word she was saying each time.
- 74** When we were reading out the play, the teacher asked us to put more feeling into what we were saying.

For questions **75 – 80**, complete the sentences about test types by choosing the appropriate option listed **A, B and C**.

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

- 75** A cloze test assesses
A listening skills.
B speaking skills.
C reading skills.
- 76** A diagnostic test is used to assess
A learners' strong and weak points in language.
B learners' ability to recognise their own language mistakes.
C learners' ability to summarise the main points in a text.
- 77** A summative test is used at
A the beginning of a course.
B the end of a course.
C the beginning and end of a course.
- 78** A placement test is used to
A put learners in a suitable class.
B rank learners in order of achievement from first to last.
C assess whether learners are ready to enter university.
- 79** A proficiency test always assesses
A the language of daily conversation.
B the language which students have been taught.
C the level of language that learners have reached.
- 80** An achievement test assesses
A how well learners have learned what has been taught in class.
B whether students are ready to start learning a language.
C if learners are at the right level to sit a public exam.

Sample answer sheet



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Do not write in this box

Candidate Name

If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate Signature

Centre No.

Candidate No.

Examination Title

Examination Details

Centre

Supervisor:

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

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
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17	A	B	C	D	E	F	G	H	I
18	A	B	C	D	E	F	G	H	I
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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

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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
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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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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
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39	A	B	C	D	E	F	G	H	I
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47	A	B	C	D	E	F	G	H	I
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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

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Candidate Name _____

Centre Number	Candidate Number

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

TEACHING KNOWLEDGE TEST

001

MODULE 1

Version 07

Language and background to language learning and 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.

For questions **1-6**, match the underlined words/groups of words in the text with the language terms 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.

Language terms

- | | |
|----------|--------------------|
| A | word with affix |
| B | idiom |
| C | compound adjective |
| D | connector |
| E | phrasal verb |
| F | compound noun |
| G | word family |

Text

My oldest brother is quite different from me – he's a bit **(1)** old-fashioned really. I suppose he's just very traditional. For example, he always wears **(2)** a suit, a tie and leather shoes, listens to the radio and plays cricket. But the worst thing is that he's got no sense of humour and that really **(3)** gets on my nerves. I also get the impression that he thinks I'm pretty **(4)** worthless, which doesn't help our relationship. We rarely see each other these days. He sometimes **(5)** calls in when he's in the area and then we may go out together. But we usually end up arguing about which **(6)** bus stop to walk to, or something silly like that.

For questions **7-13**, match the underlined clauses with their meanings in the sentences listed **A, B** or **C**.

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

Meanings

- | | |
|----------|-----------|
| A | condition |
| B | reason |
| C | result |

Clauses

- | | |
|-----------|---|
| 7 | It was such a bad film <u>that we walked out</u> . |
| 8 | I decided to go and see him <u>since he hadn't phoned me</u> . |
| 9 | I fell asleep in the car <u>because I was so tired</u> . |
| 10 | <u>As there was no coffee left</u> , I had a cup of tea. |
| 11 | I won't speak to him again <u>unless he apologises</u> . |
| 12 | <u>As long as you can save the money yourself</u> , you can go on the trip. |
| 13 | I walked into town <u>so that I could avoid the traffic</u> . |

For questions **14-19**, choose the correct lexical or phonological terms to complete the sentences.

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

14 *Unhappy, disagree* and *incorrect* include examples of

- A** prefixes.
- B** informal language.
- C** synonyms.

15 *Hole* and *whole*; *mail* and *male*; *by* and *buy* are examples of

- A** homophones.
- B** unvoiced sounds.
- C** false friends.

16 *Put out*, *put off*, *put away* are examples of

- A** antonyms.
- B** verb patterns.
- C** multi-word verbs.

17 *Vehicle* – *car, bicycle, plane*; *pet* – *dog, cat, rabbit*; *food* – *bread, pizza, meat* are examples of

- A** collocations.
- B** lexical sets.
- C** collective nouns.

18 *Can't*, *don't*, *he's* are examples of

- A** connected speech.
- B** weak forms.
- C** contractions.

19 *Fit* and *feet*; *fear* and *fair*; *track* and *truck* are examples of

- A** rhymes.
- B** minimal pairs.
- C** linking.

For questions **20-28**, match the underlined letter 'a' in each example word with the phonemic symbols which would be used in a dictionary entry 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.

Phonemic symbols

A / æ /

B / eɪ /

C / ɑː /

D / ə /

Example words

20

late

21

player

22

party

23

alphabet

24

island

25

hard

26

pizza

27

grandson

28

invitation

For questions **29-34**, match the example sentences with the functions 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.

Example sentences	Functions
29 I can't decide whether this radio is worth buying or not.	A expressing obligation
30 I'm going to visit my mother this afternoon.	B expressing a preference
31 I'd rather have the blue one.	C offering help
32 If I finish the work earlier, can I get paid more?	D expressing an intention
33 You must fill in the form before the end of the month.	E predicting
34 Paula's got a chance of winning the race.	F expressing doubt
	G negotiating

For questions **35–40**, look at the language skills and three possible descriptions of them.

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

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

35

Productive skills involve

- A** expressing rather than understanding language.
- B** speaking and writing activities.
- C** listening and reading tasks.

36

Re-drafting involves

- A** copying a piece of writing out neatly.
- B** doing a piece of writing for the second or third time.
- C** making changes to a piece of writing.

37

Process writing involves

- A** planning a piece of writing.
- B** writing without editing.
- C** using writing subskills.

38

Listening for gist involves

- A** being able to understand every word of a text.
- B** working out the overall meaning of a text without concentrating on the details.
- C** forming a general idea of what a text is about.

39

Proofreading involves

- A** checking for language errors.
- B** reading your written work word by word.
- C** paraphrasing parts of a text.

40

Speaking accurately involves

- A** using the right expressions to convey meaning.
- B** using colloquial language to express ideas.
- C** using lexis and structures correctly.

For questions **41-46**, match the classroom activities with the strategies for motivating learners 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 activities

- | | |
|-----------|--|
| 41 | At the start of the class, the teacher writes on the board what she hopes the learners will achieve in the lesson. |
| 42 | The teacher introduces a new topic by using situations from the learners' own lives. |
| 43 | The teacher gives only positive feedback on language used in an activity. |
| 44 | Students A and B exchange information in order to complete a text. |
| 45 | The teacher finds out how and when the learners like to be corrected. |
| 46 | The teacher shows the learners how to use the self-access centre. |

Strategies for motivating learners

- | | |
|----------|--|
| A | Ask learners about their learning preferences. |
| B | Build up learners' confidence in their abilities. |
| C | Personalise lessons. |
| D | Make sure that learners understand instructions. |
| E | Encourage learner autonomy. |
| F | Make the learning aims clear to learners. |
| G | Give learners a reason for communicating with one another. |

For questions **47-52**, match what the student does with the learning strategies 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 strategies

- A** illustrating meaning
- B** guessing from context
- C** memorising
- D** highlighting pronunciation features
- E** focusing on collocations
- F** predicting content from titles
- G** consulting reference sources

What the student does

- 47** I try to identify the part of speech from the other words in the sentence.
- 48** I make a note of the stress when I put words into my vocabulary notebook.
- 49** I try to listen out for new words in expressions, rather than individual words.
- 50** If I'm not sure what form to use, I look it up in a grammar book.
- 51** I sometimes draw timelines in my grammar notebook.
- 52** Occasionally, I test myself on recently taught words so I don't forget them.

For questions **53-58**, match the needs of each group of students with the most suitable type of course 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.

Groups of students

- 53** These young adults need a range of study skills before going to a British university.
- 54** These adult beginners are going on holiday, and need to learn how to communicate in an English-speaking environment.
- 55** This group of young children have a short attention span; their parents want them to learn English while having some fun.
- 56** These business people need to meet and work with people from other countries at international conferences.
- 57** These secretaries and receptionists want to focus on vocabulary and skills which are useful for them in their work.
- 58** These scientists need to keep up-to-date with the latest developments in their subjects.

Types of courses

- A** a course focusing on basic language skills for everyday situations
- B** a course focusing on listening and note-taking, and writing academic essays
- C** a course based on role-plays and situations, such as greeting visitors and telephoning clients
- D** an activity-based course with lots of games, songs and stories
- E** a course based on grammar revision and written practice
- F** an oral skills course based on cross-cultural material
- G** an online course in which students read texts on specific topics and answer detailed comprehension questions

For questions **59-64**, match the class activities with the teaching approaches 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 approaches

- | | |
|----------|---|
| A | Presentation, Practice and Production (PPP) |
| B | Task-based Learning (TBL) |
| C | Total Physical Response (TPR) |
| D | The Lexical Approach |
| E | Grammar Translation |
| F | Test-teach-test |
| G | Guided discovery |

Class activities

59

I asked groups to design an advertisement for a new type of cereal. While they were working, we looked at some real advertisements together, and the students practised writing some 'slogans'.

60

I gave the class an exercise on the past simple and past continuous. Lots of students found it difficult, so I explained the grammar, then they practised in pairs.

61

I gave the class a series of instructions, for instance, to stand up and turn around, which they followed. Then some students gave me the same instructions.

62

I introduced a new structure to the class by showing a set of pictures while I said sentences containing the structure. Then I gave pairs some sentence prompts to complete. Finally, students talked in groups about a similar set of pictures while I monitored their conversations.

63

I gave the class some 'if' sentences containing second and third conditional structures. In pairs, they discussed the sentences and completed a set of grammar rules for the form and use of the two structures.

64

I gave the class an authentic text from a magazine about unusual sports. We found lots of useful sports collocations in it and looked in some detail at how the text was written. The students then practised using some of the new language, orally and in writing.

For questions **65-70**, match the teacher's actions with the introductory activities for different lessons 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.

Introductory activities

- A** asking concept questions
- B** eliciting language
- C** doing a warmer
- D** miming
- E** setting the scene
- F** explaining
- G** drilling

Teacher's actions

- 65** The teacher asks the students to look at pictures of Paris before they listen to a recording about tourist attractions there.
- 66** The teacher asks the students to repeat sentences after her.
- 67** The teacher checks whether the students understand when the new language is used.
- 68** The teacher does a short game with the students to give them energy.
- 69** The teacher asks the students for examples of different kinds of fruit and writes them on the board.
- 70** The teacher does an action which shows the meaning of a new word.

For questions **71-75**, look at the questions about classroom activities and three possible answers. Choose the correct answer **A**, **B** or **C**.

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

71 Which one of these does **not** involve putting things in order?

- A** ranking
- B** jumbled paragraphs
- C** labelling

72 Which one of these does **not** usually involve pair or groupwork?

- A** jigsaw reading
- B** choral repetition
- C** information-gap activities

73 Which one of these does **not** usually focus on grammar practice?

- A** project work
- B** transformation exercises
- C** gap-fills

74 Which one of these is **not** a speaking activity?

- A** mind map
- B** mingle
- C** role-play

75 Which one of these is **not** a vocabulary-learning strategy?

- A** visualisation
- B** problem solving
- C** categorisation

For questions **76-80**, match the descriptions of different tests with the types of test listed **A-F**.

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

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

Types of test

- | | |
|----------|-------------|
| A | progress |
| B | achievement |
| C | subjective |
| D | proficiency |
| E | diagnostic |
| F | placement |

Descriptions

- | | |
|-----------|--|
| 76 | These tests are designed to test language taught on the whole course. |
| 77 | These tests are designed to help teachers to plan course content. |
| 78 | The purpose of these tests is to test language taught on part of a course. |
| 79 | These tests help teachers to put students in classes at the appropriate level. |
| 80 | The marking of these tests depends on decisions made by individual examiners. |

Sample answer sheet



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Do not write in this box

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
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

Mock

3

TEACHING KNOWLEDGE TEST

MODULE 1

Language and background to language learning and 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 – 7**, read the text. Match the underlined examples in the text with the grammatical terms 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.

Grammatical terms

- | | |
|----------|-------------------------|
| A | conjunction |
| B | preposition |
| C | adverb |
| D | superlative adjective |
| E | object pronoun |
| F | demonstrative adjective |
| G | possessive adjective |
| H | demonstrative pronoun |

Text

For me the **(1) best** thing about the weekend is that I don't have to go to work. I like **(2) my** job but I have to spend all day in an office and I'm someone who loves being outside. Another good thing about the weekend is **(3) that** I don't have to get up at half past six every day. It isn't **(4) too** bad in summer but I hate **(5) it** in winter when it's dark in the morning. **(6) That's** the time when I dream about moving away from **(7) this** country to somewhere light and bright.

For questions **8 – 13**, read the text. Match the underlined words or phrases in the text with the lexical terms 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.

Lexical terms

- | | |
|----------|---------------------------|
| A | phrasal verb |
| B | compound noun |
| C | word with negative affix |
| D | compound adjective |
| E | word family |
| F | verb and noun collocation |
| G | noun with affix |

Text

During his career, Sean Connery made over 70 films and became very rich. However, as a child **(8)** growing up in Scotland during the Great Depression in the 1930s, he was poor. He and his family were not **(9)** unusual in living in a two-roomed flat with no **(10)** bathroom. Sean left school at thirteen and did a variety of jobs to **(11)** make money including being a milkman and a **(12)** builder. Eventually he began acting and his role as the first James Bond made him **(13)** well-known all over the world.

For questions **14 – 19**, complete the sentences about the uses of adverbs with one of the three possible endings **A**, **B** or **C**.

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

14 'This is quite nice.' 'You're quite wrong.' These examples show that *quite* can be used

- A** to modify adverbs.
- B** to express a negative idea.
- C** to strengthen or weaken adjectives.

15 'This is the best book I've ever read.' In this sentence *ever* is used

- A** to give emphasis.
- B** to show there is only one of something.
- C** to show that the action has recently been completed.

16 'I have just been speaking to him.' In this sentence *just* is used

- A** to describe an unfinished action.
- B** to highlight when the action was done.
- C** to show a repeated action.

17 'I'd rather go somewhere else.' In this sentence *rather* is used because

- A** the speaker doesn't mind what he does.
- B** the speaker is saying that something is special.
- C** the speaker is making a polite suggestion.

18 'I can hardly see – it's so dark.' In this sentence *hardly* is used because

- A** the speaker is trying very hard to see.
- B** the speaker is unable to see.
- C** it is difficult for the speaker to see.

19 'Joe worked particularly well this month.' In this sentence *particularly* is used to

- A** show agreement with what Joe did.
- B** emphasise how well Joe worked.
- C** focus on when Joe worked well.

For questions **20 – 25**, match the underlined parts of the email with the functions 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.

Functions

- | | |
|----------|------------------------|
| A | expressing ability |
| B | making an offer |
| C | making a prediction |
| D | expressing intention |
| E | expressing possibility |
| F | making a request |
| G | expressing preference |

Email

Dear Juan,

Thought I'd let you know **(20)** I'm planning to come to Chile next year and I'm hoping to visit you there! **(21)** January is my first choice, but I might stay with Mum then, so **(22)** it could be that I'll visit you in February instead.

Anyway, **(23)** I'd be really grateful if you could share your knowledge. What's the weather like in February? How much can I see in two weeks? **(24)** I know how to check all this on the internet, but it would be good to speak to someone who knows the country. By the way, **(25)** would you like me to bring you anything special from Britain?

Speak soon, I hope.

Frank

For questions **26 – 33**, look at the phonemic symbols and the three words listed **A**, **B** and **C**.

Choose the word which contains the sound matching the phonemic symbol.

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

26

/i:/

- A** leave
- B** wear
- C** heard

27

/tʃ/

- A** share
- B** lots
- C** question

28

/dʒ/

- A** danger
- B** cheap
- C** nation

29

/u:/

- A** but
- B** new
- C** book

30

/ʒ/

- A** edge
- B** pleasure
- C** ocean

31

/θ/

- A** this
- B** father
- C** teeth

32

/j/

- A** June
- B** university
- C** guest

33

/ŋ/

- A** night
- B** manager
- C** drink

For questions **34 – 40**, choose the best option (**A**, **B** or **C**) to complete each statement on speaking skills.

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

34 Adapting your speech to the listener can involve

- A** giving attention to register.
- B** making use of prompting.
- C** politely correcting.

35 A common feature of speech which is not fluent is

- A** hesitation.
- B** encouragement.
- C** turn taking.

36 Interactive speaking involves

- A** developing a topic.
- B** using a variety of language patterns.
- C** exchanging ideas.

37 An example of self-correction is

- A** No, what I actually said was ..
- B** I mean coming *down* the stairs, sorry.
- C** That's right. In other words, a lot of people think that ..

38 Trying to help the listener can involve

- A** requesting clarification.
- B** interrupting.
- C** paraphrasing.

39 A speaker uses repetition to

- A** explain things more simply when communication has broken down.
- B** speed up the interaction process.
- C** clarify things for a listener who has not heard properly.

40

Linking devices are important when

- A** giving a presentation to an audience.
- B** using corrected speech.
- C** communicating the meaning of individual words.

For questions **41 – 45**, match the teacher's comments with the types of mistake 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.

Types of mistake

- | | |
|----------|----------------------|
| A | developmental errors |
| B | L1 interference |
| C | slips |

Teacher's comments

- | | |
|-----------|---|
| 41 | It's natural for all beginners to say things like <i>I goed home</i> instead of <i>I went home</i> . |
| 42 | Even though his level of English was good, the student was so excited yesterday that he made several mistakes which he wouldn't normally make. |
| 43 | This advanced student still has problems distinguishing between /σ/ and /□/. /σ/ doesn't exist in his language. |
| 44 | After we'd done the unit on comparatives using <i>more</i> several students started saying <i>more nicer</i> . |
| 45 | This intermediate level student did the written exercises on irregular verbs perfectly but she said <i>cutted</i> when she recorded the exercises. She was probably just a bit nervous. |

For questions **46 – 50**, look at the learning strategies and the three learner activities **A**, **B** and **C**.

Two of the learner activities are examples of the learning strategy. One learner activity is **NOT**.

Mark the letter (**A**, **B** or **C**) which is **NOT** an example of the learning strategy on your answer sheet.

46

using a written reference resource to clarify meaning

- A** Learners check pronunciation of a new phrase in a dictionary.
- B** Learners check the register of a new phrase on the internet.
- C** Learners use examples on a worksheet to check understanding of a new phrase.

47

notetaking

- A** Learners record the main points from a lecture in writing.
- B** Learners make a mind map of what they have learned from a lesson.
- C** Learners complete gaps in a coursebook text.

48

organising work

- A** A learner categorises vocabulary into words she knows and doesn't know.
- B** A learner writes vocabulary quiz questions for his partner.
- C** A learner notes down important vocabulary under headings according to topic.

49

guessing meaning from context

- A** Learners use the intonation of a speaker in a recording to work out what he is feeling.
- B** Learners use a picture in a story to identify what a new word means.
- C** Learners use a picture dictionary to find out what a word in the title of a story means.

50

organising participation

- A** A group of learners agree a time limit for a speaking game.
- B** Learners discuss mistakes in a speaking game.
- C** Learners agree rules for taking turns to speak in a speaking game.

For questions **51 – 55**, match the statements about first and second language learning with the categories 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.

Categories

- | | |
|----------|------------------------------|
| A | L1 learning |
| B | L2 learning in the classroom |
| C | Both |

Statements about first and second language learning

- | | |
|-----------|---|
| 51 | There is always a strong social need for the learner to acquire the language. |
| 52 | It is necessary to process information you've heard. |
| 53 | Acquisition of the language always happens together with cognitive development. |
| 54 | The language isn't always an essential skill in the learner's life. |
| 55 | Many learners fail to become proficient users. |

For questions **56 – 61**, match the teacher's actions with the techniques for presenting new language 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.

Techniques for presenting new language

- | | |
|----------|---|
| A | encouraging prediction of target language |
| B | using a familiar text |
| C | drilling of language forms |
| D | concept checking |
| E | using a visual context |
| F | personalising a topic |
| G | giving a model for pronunciation |

Teacher's actions

- | | |
|-----------|---|
| 56 | The teacher tells a favourite fairy story to introduce narrative tenses. |
| 57 | After the students have read a text about a person who used to live in New York, the teacher asks the students if the person still lives in New York. |
| 58 | The teacher repeats the words <i>walk</i> and <i>work</i> . |
| 59 | The teacher shows an interview with a singer and asks the students to identify five fillers the singer uses. |
| 60 | The teacher asks the students what sport they play. |
| 61 | The teacher asks the students to repeat some conditional sentences from a recording. |

For questions **62 – 68**, match the practice activities with the task types 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.

Task types

- A** brainstorming
- B** choral drill
- C** jumbled sentence
- D** rank ordering
- E** role-play
- F** survey
- G** transformation drill
- H** visualisation

Practice activities

62

You want to go out to visit the zoo. Your partner wants to stay at home. Try to persuade your partner to come with you.

63

Close your eyes and imagine you are walking in a forest. What animals do you see? What noises can you hear? What can you smell?

64

Put these words in the right order to make questions
is colour a What zebra?

65

Listen to these animal names and say them together.

66

Which of these animals is most useful to humans? Number them from most useful (1) to least useful (5).

rabbit donkey camel sheep elephant

67

Work with a partner. Write down the names of as many animals as you can.

68

Complete this table by asking your friends about animals they like and don't like

Name	Animal he/she likes	Animal he/she doesn't like

For questions **69 – 74**, match the features of lessons which students describe with the teaching approaches 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.

Teaching approaches

- | | |
|----------|-------------------------|
| A | Grammar-Translation |
| B | Total Physical Response |
| C | Lexical Approach |

Features of lessons

- | | |
|-----------|--|
| 69 | We analyse the language, focusing especially on everyday expressions and learning their meanings. |
| 70 | We focus on understanding the rules of the structures in L2 reading passages. |
| 71 | We work a lot on collocation and this helps us to memorise common phrases. |
| 72 | In my class everyone speaks the same language, so our teacher often asks us to look at English texts and write them out in our own language. |
| 73 | Our teacher often tells us stories, and we listen or maybe mime parts of them. |
| 74 | We often do lots of exercises on different structures. |

For questions **75 – 80**, match the assessment tasks with the descriptions of assessment 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.

Descriptions of assessment

- | | |
|----------|--------------------------|
| A | summative and objective |
| B | summative and subjective |
| C | formative and objective |
| D | formative and subjective |

Assessment tasks

- | | |
|-----------|---|
| 75 | For their final test, students are given a picture and they talk about it. They are assessed on their ability to communicate. |
| 76 | Students write an article about leisure facilities in their area. The teacher gives comments later on layout and organisation, content and vocabulary and grammar. |
| 77 | Students read three texts on a topic they have studied on the course and do true/false and matching tasks. |
| 78 | Students do a vocabulary test at the end of every term on the words they have learnt. This term they have to match words with pictures. |
| 79 | Students do a multiple-choice diagnostic test which covers a range of grammar and vocabulary. The teacher then tells the students their main strengths and weaknesses. |
| 80 | As part of a monthly test, students write a composition. They then exchange compositions and choose comments from a list, to evaluate the writing. They then return it. |

Sample answer sheet



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Do not write in this box

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
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
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30	A	B	C	D	E	F	G	H	I
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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
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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
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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
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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

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