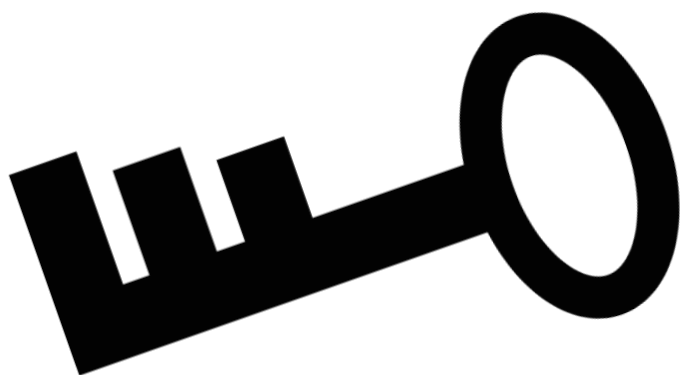


ANSWER

KEY



Teachingenglish - TKT Essentials

Module 1 - Grammar

① Grammar Quiz – Answer Sheet

Part 1: Parts of speech

- 1) Which part of speech is used for 'naming'? - *Noun*
- 2) Which part of speech is used for 'doing'? - *Verb*
- 3) Which part of speech is used for describing something or someone? - *Adjective*
- 4) Which part of speech is used for describing an action? - *Adverb*
- 5) What do we call: *these, a, the*? Which part of speech are they used with? – *Determiners, Nouns*
- 6) What kind of words are *in, of, after*? - *Prepositions*
- 7) *He, it, those* are examples of *pronouns*. Which other part of speech do they replace? - *Nouns*
- 8) *And* is an example of a *conjunction*. Can you name two more? – *But, so, because, etc*

Part 2: Grammatical Structures: Term/form/use

- 9) How many *tenses* are there in English? – *Two*
- 10) Can you name them? – *Past & Present (There is no specially formed future tense. Future time is indicated using: present tense, present continuous, 'going to', modal verbs (will, may, might), etc).*
There are also two aspects: continuous (or progressive) and perfective which can be applied to any time.
- 11) How is the *regular past simple* formed? – *Add 'ed' or 'd' to verb.*
- 12) What are modal verbs? – *Special class of verbs often for speculating, predicting, giving advice, etc.*
- 13) Give five examples of modal verbs. – *May, might, can, could, will, etc.*
- 14) When do we use the *passive voice*? - *To focus on the action rather than the subject, e.g. 'Mistakes were made'. Or when the subject is unknown e.g. 'My handbag has been stolen!'*
- 15) Give an example of an *imperative*. *Stop! Sit down! etc.*
- 16) When is the imperative used? - *For orders, suggestions.*
- 17) How is the *comparative* formed? – *Add 'er/more' to adjective.*
- 18) How is the *superlative* formed? - *Add 'est/most' to adjective.*
- 19) How do we form the *continuous aspect*? - *Correct form of 'be' + verb+ ing.*
- 20) When is the *present continuous* used? - *Something happening now, in the future, or a repeated action.*

DIAGNOSTIC TEST 1

- | | | | |
|---------|---------|---------|----------|
| 1. V | 6. CONJ | 11. ADV | 16. PRO |
| 2. PREP | 7. PRO | 12. ADJ | 17. ADV |
| 3. ADV | 8. INT | 13. N | 18. PREP |
| 4. ADJ | 9. PRO | 14. V | 19. INT |
| 5. PREP | 10. N | 15. PRO | 20. N |

DIAGNOSTIC TEST 2

- | | | |
|----------------|---------------------|------------------|
| 1. A around | 10. F fast | 19. Y for |
| 2. S she | 11. I intelligently | 20. A and |
| 3. H him | 12. R really | 21. Y yet |
| 4. E eraser | 13. B by | 22. J jeepers! |
| 5. L lock | 14. O over | 23. A ah! |
| 6. M margarine | 15. B between | 24. N no! |
| 7. O older | 16. J joke | 25. E eventually |
| 8. A agile | 17. O overcharged | |
| 9. K kind | 18. E eat | |

The four trees are: ash, elm, oak, and fir.

The four first names are: Bob, Joe, Fay, and Jane.

Exercise 1

Depends on each student.

Exercise 2

- | | |
|---------------------------------------|--|
| 1. W, H Wendy, housekeeper | 10. D, O, N doctor, orthodontist, neighbors |
| 2. A, T, E answers, test, electricity | 11. E, A, B evening, archie, boating |
| 3. V, E violin, easel | 12. R, A rash, allergy |
| 4. R, Y, O rabbit, yard, officer | 13. H, A, M height, agility, match |
| 5. U, A umbrella, alabama | 14. L, I, N Linda, infant, night |
| 6. R, E, B rain, electrician, box | 15. C, O, L, N carton, oven, licorice, noodles |
| 7. E, A end, afternoon | |
| 8. G group | |
| 9. O, O ostrich, orangutan | |

“Whatever you are, be a good one” - Abraham Lincoln

Exercise 3

- | | | |
|------------------|------------------|-------------------|
| 1. B - verb | 4. E - verb | 10. E - adjective |
| | 5. P - adverb | 11. S - adjective |
| 2. S - adjective | 6. L - verb | 12. N - adverb |
| | 7. O - adjective | 13. T - adverb |
| 3. H - adjective | 8. A - adverb | 14. S - verb |
| | 9. T - verb | 15. S - adverb |

1. VERBS 1-B, 4-E, 6-L, 9-T, 14-S. BELTS
2. ADJECTIVES 2-S, 3-H, 7-O, 10-E. 11-S. SHOES
3. ADVERBS 5-P, 8-A, 12-N, 13-T, 15-S. PANTS

Exercise 4

1. Hi is the interjection and is used as a greeting.
2. Wow is the interjection and shows surprise.
3. Bravo is the interjection and is also used as a way to congratulate the participants.
4. Bah is the interjection and shows disappointment.
5. Hmm is the interjection and a verbalization of a mental process.
6. Eureka is the interjection and shows excitement.
7. Shoo is the interjection and is being used to verbally startle the cat.
8. Darn is the interjection and shows disappointment.
9. Stop is the interjection and ceases the forthcoming action.
10. Yippee is the interjection and shows excitement.

Exercise 5

- | | |
|---------------|----------------|
| 1. And | 6. But |
| 2. Nor | 7. whether/ or |
| 3. either/ or | 8. But |
| 4. For | 9. Yet |
| 5. And | 10. Or |

Exercise 6

ACROSS

1. Jump
2. Study
3. Dance

DOWN

1. Run
2. Sing
3. Play

Exercise 7

1. C
2. A
3. C
4. C
5. B
6. B
7. B
8. A
9. B
10. B

TeachingEnglish - TKT Essentials

Module 1 - Lexis

② Aspects of vocabulary - Answer sheet

Part 1

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

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

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	<i>fairway, fairground, fair copy</i>
prefixes	<i>unfair</i>
collocations	<i>hair, skin, weather, day, chance, way, play, dos, dinkum(!), etc</i>
antonyms	<i>foul, unfair</i>
parts of speech	<i>fair, fairer, fairest, fairly, fairness,</i>
synonyms	<i>beautiful, pale, blond, just, honest, balanced, reasonable, etc</i>
suffixes	<i>fairly, fairness</i>

TeachingEnglish - TKT Essentials

Module 1 - Lexis

③ Find it! - Answer sheet

Look in the box and find ...

- two synonyms – *little/small*
- a synonym and an antonym – *more/less*
- a collocation – *bank account*
- a compound word – *notebook*
- a word with a prefix – *bicycle*
- a word with a suffix – *comfortable*
- a part of speech – *verb*

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

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

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

⑥ Learner errors - Answer sheet

Look at the following sentences and identify where the error is and say why you think the error has been made.

- 1) Grandmother is afraid of big dogs, but she likes short ones.
Comment: big/short – short is a synonym of small, but not a good antonym for big
- 2) He was wearing a half sleeve shirt.
Comment: half/short – clear case of L1 interference. English uses 'short'. other languages 'half'
- 3) She gave me some good advices.
Comment: uncountable – advice is never plural no matter how much is given (use 'piece' to count)
- 4) I prefer light tea to strong tea.
Comment: light/strong tea – confusion over antonyms and collocation - possibly from L1 interference
- 5) We had a discussion about the matter, but we disagreed.
Comment: disagreed/misagreed – good guess but wrong choice of prefix
- 6) Just as we set out, there was a big downfall of rain.
Comment: downfall – wrong choice of compound word. i.e. should be 'downpour'
- 7) The teacher expects us to work hardly.
Comment: hardly – part of speech, over-generalizing the 'add ly to form adverb' rule
- 8) As John got into the bath he cracked his cranium on the cupboard
Comment: register – 'cranium' is a medical term which is normally only used by a doctor
- 9) She had no fixed plan and decided to play it by ears
Comment: mislearning of to play by ear – idioms can be very difficult to use correctly
- 10) He took over the car at high speed.
Comment: multiword verbs (to get over sth) -- both word order and choice of preposition can make multiword verbs difficult

ANAGRAMS CROSSWORD

ACROSS

- | | |
|------------|--------------|
| 1. Sign | 19. Salesman |
| 3. Beard | 20. Insect |
| 7. Shade | 23. Post |
| 8. enlarge | 25. Could |
| 11. Forest | 26. Canoe |
| 14. Lisp | 27. Ache |
| 16. Resign | 28. drawback |
| 18. Taste | |

DOWN

- | | |
|---------------|------------|
| 2. goat | 12. resist |
| 3. bleat | 13. steal |
| 4. poem | 15. satin |
| 5. deaf | 16. rats |
| 6. pale | 17. night |
| 7. smile | 18. tame |
| 9. life | 21. salt |
| 10. residents | |

WORD FAMILIES 1

1. saucer, pot, dish, pan.
2. Socialist, party member, minister, communist.
3. Operator, directory, dial, call box.
4. Wound, injury, disease, fever.
5. Gale, thunderstorm, lightning, frost.
6. Pair, couple, billion, dozen.

WORD FAMILIES 2

1. Atlantic, Mediterranean, Pacific, North Sea.
2. Electricity, phone, water, gas.
3. Rock, classical, pop, jazz.
4. Buffet, snack bar, canteen, pub.
5. Australasia, Africa, Europe, Asia.



Building on root words - answers

These are the words you can make by **building on** the root words. You may be able to find more.

discover	correctable	unemployment	understand	react
uncover	correction	re-employ	misunderstand	acting
recover	correcting	employable	standing	acted
undercover	corrected	employing	understandable	action
rediscover		employed	understanding	reacting
coverable		employment	misunderstanding	reacted
covering		unemployed		reaction
covered		underemployed		
discoverable		underemployment		
discovering		unemployable		
uncovering				
recoverable				
recovered				
recovering				
rediscovering				
discovered				
uncovered				
rediscovered				

Note that root words ending in **t**, like correct and act, lose the **t** before adding a suffix beginning with **t**, like **tion**. So the correct spelling is correction, action and reaction.

Note where the prefix ends in a vowel and the root word begins with a vowel, we add a hyphen (-) to make it easier to say the word, eg. re-employment.



Choosing suffixes for root words - answers

The the right suffixes for each of the root words are given in **bold** below:

Root word	Suffixes	Correct word
origin	al / lv / arv	original
music	sion / cian / tion	musician
noise	v / lv / arv	noisy
happy	ness / less / ful	happiness
beauty	ful / est / lv	beautiful
like	ed / er / ful	liked
manage	ment / ible / al	management
friend	v / lv / arv	friendly
comfort	able / ible / lv	comfortable
love	v / arv / lv	lovely
subtract	sion / tion / cian	subtraction
divide	cian / sion / tion	division



Taking away the prefix to find the root word - answers

The correct root words are given in **bold** below:

Prefix + root word	Root word
untidy	tidy
indecent	decent
immature	mature
misprint	print
underarm	arm
reappear	appear
transplant	plant
intercity	city
unusual	usual
immobile	mobile
inaccurate	accurate
unimportant	important
supermarket	market
antifreeze	freeze
prejudge	judge
decrease	crease
submerge	merge
triangle	angle
misspent	spent
dissatisfy	satisfy



Taking away the suffix to find the root word - answers

The table below shows the root words with correct spellings in bold:

Root word + suffix	Root word
biggest	big
friendship	friend
quietly	quiet
sadness	sad
hoping	hope
secondary	second
employment	employ
funny	fun
professional	profession
confusing	confuse
magician	magic
decision	decide



Quiz – Answers Root words

Level A

- 1) The correct answer is D. The root word is 'take'.
- 2) The correct answer is A. The root word is 'test'.
- 3) The correct answer is B. The root word is 'try'.
- 4) The correct answer is D. The root word is 'care'.
- 5) The correct answer is C. 'ed' can be added to 'help' to make 'helped'.
- 6) The correct answer is B. 'un' can be added to 'do' to make 'undo'.

Level B

- 1) The correct answer is D. The root word is 'bake'.
- 2) The correct answer is C. The root word is 'kind'.

- 3) The correct answer is A. The root word is 'child'.
- 4) The correct answer is D. The root word is 'view'.
- 5) The correct answer is C. 'es' can be added to 'dish' to make 'dishes'.
- 6) The correct answer is B. 'ry' can be added to 'bake' to make 'bakery'.

Level C

- 1) The correct answer is C. The root word is 'accept'.
- 2) The correct answer is D. The root word is 'rely'.
- 3) The correct answer is B. The root word is 'ally'.
- 4) The correct answer is D. 'man' can be added to 'post' to make 'postman'.
- 5) The correct answer is B. 'en' can be added to 'ox' to make 'oxen'.
- 6) The correct answer is B. A person can be described as 'likeable'.

Exercise 1

path: a track...; a set of actions...

diet: the kind of food...; too much...

flavour: the particular taste... ; the particular quality...

oasis: a place in a desert...; a pleasant, peaceful place...

magnet: a piece of iron...; a person or place...

Exercise 2

- a) more
- b) more
- c) enough
- d) a lot
- e) none left
- f) more, not enough
- g) very little

Exercise 3

- 1. make progress
- 2. make faces
- 3. do the housework
- 4. make a cake
- 5. do the gardening
- 6. make a choice
- 7. make a speech
- 8. make friends
- 9. make trouble
- 10. make an effort
- 11. make a film
- 12. do the shopping
- 13. do business
- 14. do the washing-up
- 15. make a joke
- 16. do one's / your homework

Exercise 4

1. alive
2. false

3. different
4. inanimate
5. perfect

Exercise 5

There are many possibilities here, but here are the most common ones.

1. boiling / very hot / hot / quite hot / warm / lukewarm / tepid / cool / cold / freezing
2. adore, love / like very much / like / quite like / not mind / dislike / hate, loathe, can't stand
3. fascinating / interesting / quite, fairly interesting / rather boring / boring / very boring / stultifying
4. fabulous, marvellous / very good / good / quite good / OK, average / not very good / mediocre / bad / awful, dreadful

Exercise 6

1. useless
2. lioness
3. self-service
4. spoonful
5. Japanese
6. non-iron
7. mini-skirt
8. rebuild
9. changeable
10. leader
11. hairy
12. unusual

Exercise 7

1. antonym
2. affix
3. collocation
4. homophone
5. prefix
6. compound
7. synonym
8. suffix

Exercise 8

1. synonym
2. prefix
3. false friend/(cognate)
4. affix
5. phrasal verb
6. homonym
7. word family
9. suffix

10. antonym
11. lexical set
12. compound
13. root word, base word
14. collocation
15. idiom
16. homophone
17. register

Exercise 9

- 1 H 2 F 3 D 4 G 5 C 6 A 7 B

Key

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

1. I have all the information that you need but I'm busy. Can I ring you back in half an hour?
2. The Prime Minister has decided to step down after 10 years in office.
3. We heard the bomb go off from the hotel where we checked in.
4. Large companies sometimes take over smaller ones.
5. My brother and I get along very well most of the time, but occasionally we do have a fight.
6. I gave up playing football a long time ago because of a knee injury.
7. Don't worry, we'll try to sort out the problems and find a solution for everyone.
8. That story cannot be true. You have surely made it up.
9. After browsing the internet for some time, we finally found out where he lived.
10. I had no use for the books so I gave them away to the library.
11. I can't make out if it's a woman or a man, because the person is too far away.
12. The pavement is very icy so be careful you don't fall over.
13. There have been a number of robberies, but up to now the police don't know who carried them out.
14. The traffic on the motorway was held up by construction work.
15. The energy company cut off 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 figure out where I put them
2. I looked for you at the party but I couldn't see you.
3. Although he tried to eat less he put on some weight during the holidays
4. I ran into Karen and her new boyfriend when I went shopping
5. Over a hundred people showed up for the news conference
6. Our plane took off an hour late because of the fog.
7. My son drove me crazy about buying a new bike, so finally I gave in.
8. Erich is very sick at the moment but I am sure he'll pull through
9. She shouldn't talk down to him like that. You're not his boss.
10. I understand you opinion but I have to go along with Linda on this question.
11. John told me that he didn't steal but I didn't fall for his lies.
12. Can I pay for the drinks with a credit card?

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

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

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

1. Betty came through the door and sat down at our table.
2. If you are going to a fancy restaurant you'd better fix yourself up.
3. She needs to find a blouse that goes with her new skirt.
4. Tomorrow we are going to leave Madrid and head for Paris.
5. I believe in working hard and making money.
6. It was difficult for the woman to carry on after her husband had died.
7. The governor said she's counting on our support.
8. Nancy tried calling him last night but she didn't get through.
9. Mary comes over to the house every night.
10. These old shoes are starting to fall apart completely.
11. I had no idea how to go about starting a restaurant, so I read a book about it.
12. I bought Suzy some new shoes a few months ago but she's already grown out of them.

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

1. The bus stopped and I got off.
2. Sally borrowed my blue sweater and I brought it back today.
3. I found some money in the street and I handed it over to the police.
4. The soup is cold. You can warm it up in the microwave.
5. The taxi driver didn't understand me so we ended up in High Street instead of Main Street.
6. The children have to stay on the merry-go-round until it stops going around.
7. The terrorists were killed when the bomb went off by accident.
8. He has been hanging around the house all day and he doesn't know what to do.
9. The stock market started out very well but closed badly.
10. Don't stay up too late. Tomorrow's a school day.
11. He should look the car over carefully before he buys it.
12. If you're mad at your boss you shouldn't take it out on your wife or husband.

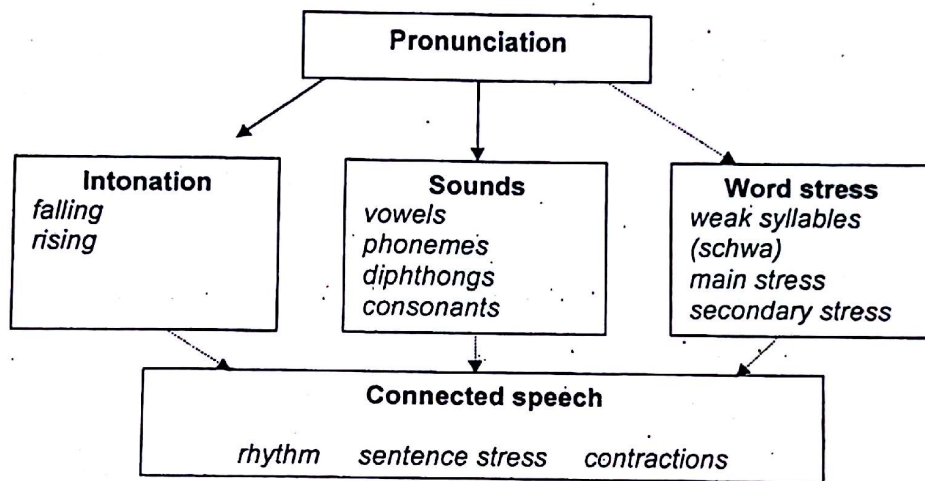
ANSWER KEY MODULE 1 - PART 1
UNIT 3. PHONOLOGY

TeachingEnglish - TKT Essentials

Module 1 - Phonology

② Mind Map – Answer sheet

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

TeachingEnglish - TKT Essentials

Module 1 - Phonology

④ Phonology true or false – Answer sheet

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 *T*
- 2) Stress is usually placed on words such as *in, on, at*. *F (usually on content words)*
- 3) Two or three words in a sentence can have main stress *F This depends very much on the length of the sentence*
- 4) A phoneme is the smallest unit of sound that can make a difference in meaning *T*
- 5) There are 26 letters in the alphabet and 26 sounds. *F (at least 44 sounds – multiple letters can combine to make a variety of sounds – especially vowels where there is little correlation between letter and sound - e.g., letter 'a' in 'what', 'war', 'wan', 'whale', etc)*
- 6) Connected speech involves sentence stress, contractions and rhythm *T*
- 7) Minimal pairs are two words which have the same phonemes *F. Minimal pairs differ in meaning because of the difference in one phoneme. Poor and bore, for example, differ in meaning because of the p and b phonemes*
- 8) Diphthongs are the same as double vowel sounds *T*
- 9) Each phonemic symbol represents one phoneme *T (although sh and ch sound use two phonemic symbols to represent one phoneme)*
- 10) Nouns which end with the letters *tion* always have the stress in the same place. *T – provided you count back from the end of the word, the stress is always on the second syllable from the end*

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



Vowel Sounds Crossword Puzzle

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

Across

2. /bɔɪ/ (3) boy

3. /hɪəʳ/ (4) here

5. /gɜ:l/ (4) girl

7. /ʃʌt/ (4) shut

8. /ʃɜ:t/ (5) shirt

10. /bʌn/ (3) bun

11. /biəd/ (5) beard

12. /beɪ/ (3) bay

Down

1. /baɪ/ (3) buy

2. /bi:/ (3) bee

3. /hɜ:ts/ (5) hurts

4. /bɜ:n/ (4) burn

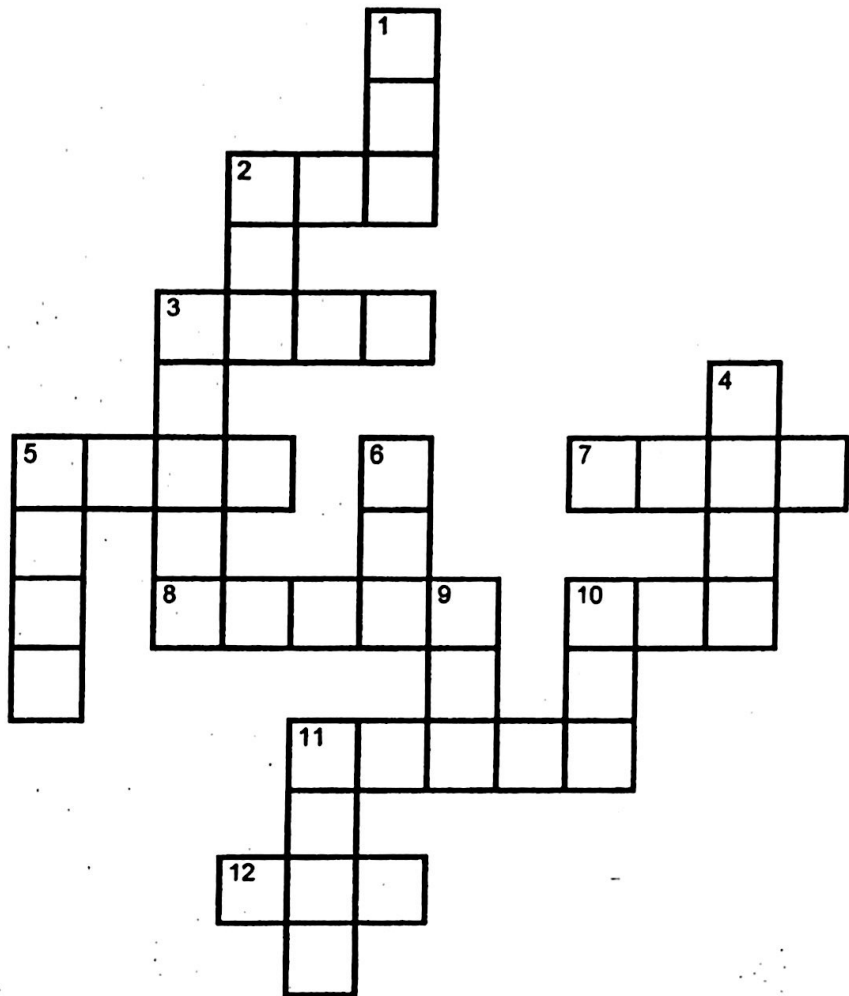
5. /gʌl/ (4) gull

6. /eəʳ/ (3) air

9. /ti:/ (3) tea

10. /bʌd/ (3) bud

11. /bi:d/ (4) bead



Word Bank

Bay

Bead

Beard

Bud

Bun

Tea

Shirt

Air

Shut

Buy

Girl

Bee

Here

Hurts

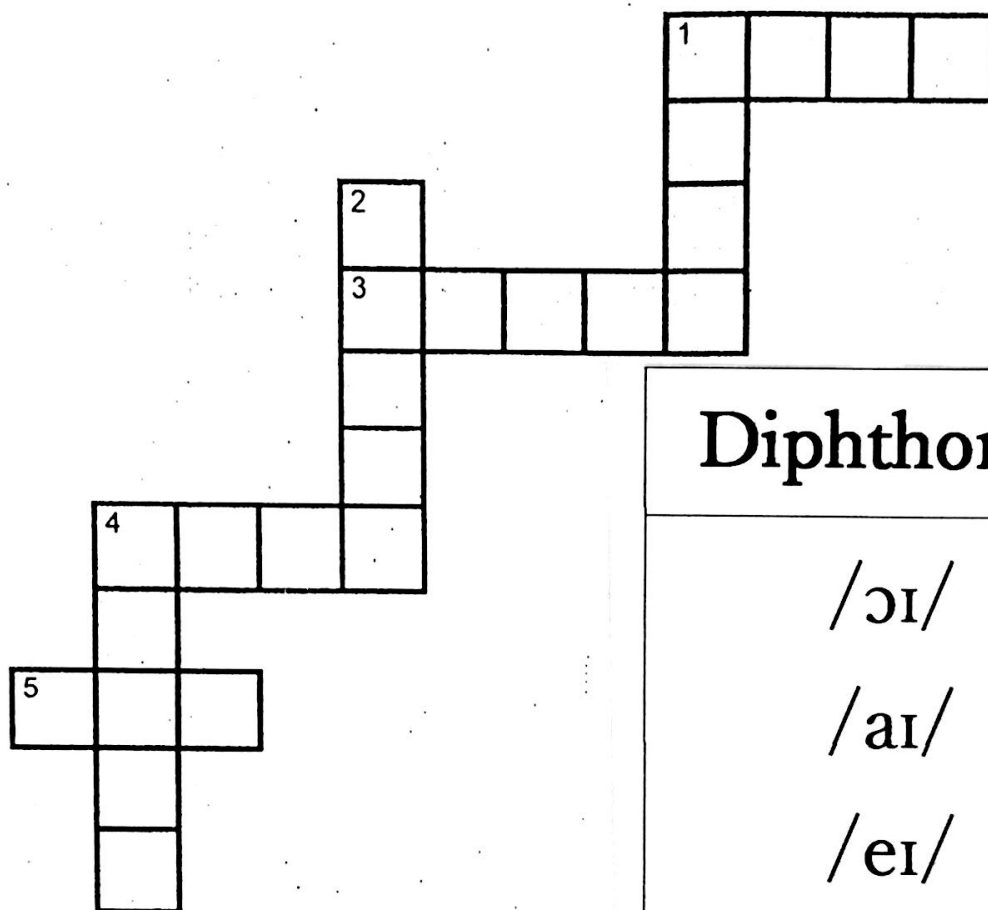
Boy

Burn

Gull

Phonetic Double Vowel Sounds

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



Diphthongs

/ɔɪ/

/aɪ/

/eɪ/

Across

1. /raɪs/ rice (4)

3. /aɪl/ aisle (5)

4. /paɪnt/ pint (4)

5. /ɔɪl/ oil (3)

Down

1. /reɪs/ race (4)

2. /peɪnt/ paint (5)

4. /pɔɪnt/ point (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/ _____ gate

2. Which word is represented by the phonetic symbol?

/leɪt/ _____ late

3. Which word is represented by the phonetic symbol?

/peɪn/ _____ pain

4. Which word is represented by the phonetic symbol?

/feɪd/ _____ fade

5. Which word is represented by the phonetic symbol?

/ˈpeɪpə/ _____ paper

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/

boy

2. What word is represented by the phonetic symbol?

/'bɔɪlɪŋ/

boiling

3. What word is represented by the phonetic symbol?

/kɔɪn/

coin

4. What word is represented by the phonetic symbol

/ɔɪ:l/

5. What word is represented by the phonetic symbol?

/tɔɪ/

toy

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?

/kai/ kite

2. What word is represented by the phonetic symbol?

/ˈdaɪnɪŋ/ dinning

3. What word is represented by the phonetic symbol?

/haɪd/ hide

4. What word is represented by the phonetic symbol?

/laɪf/ life

5. What word is represented by the phonetic symbol

/taɪ/ tie

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 eɪ /
2. Fill in the gap with the double vowel sound in the word EAR. / ɪə r /
3. Fill in the gap with the double vowel sound in the word BOY. /b ɔɪ /
4. Fill in the gap with the double vowel sound in the word BUY. /b aɪ /
5. Fill in the gap with the double vowel sound in the word HOUSE. /h aʊ s /
6. Fill in the gap with the double vowel sound in the word COLD. /k əʊ d /
7. Fill in the gap with the double vowel sound in the word TOUR. / t ʊə /
8. Fill in the gap with the double vowel sound in the word HAIR. /h eə 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	I	A / əʊ / / ə /
23	over	A	B / eɪ / / ɪ /
24	village	G	C / əʊ / / ɜ: /
25	paper	H	D / ɜ: / / ə /
26	homework	C	E / aɪ / / ə /
27	learner	D	F / aɪ / / ʌ /
28	nightclub	F	G / ɪ / / ɪ /
29	baby	B	H / eɪ / / ə /
			I / ɜ: / / ɪ /

ANSWER KEY MODULE 1 – PART 1

UNIT 3. PHONOLOGY

Exercise 1

- | | | |
|---------------------|-------------------|----------------|
| 1. dog - CVC | 2. rabbit - CVCVC | 3. frog - CCVC |
| 4. gorilla - CVCVCV | 5. snake CCVC | 6. bee - CV |

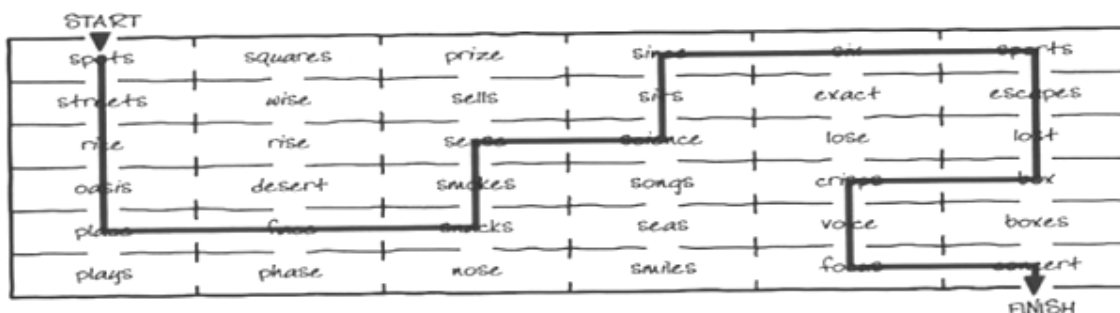
Exercise 2

- | | |
|---------------------|-----------------------|
| 1 Phil the fox A | 5 Polly the parrot A |
| 2 Mary the canary B | 6 Deborah the zebra B |
| 3 Ida the spider B | 7 Myrtle the turtle B |
| 4 Claire the bear B | 8 Kitty the cat A |

Exercise 3

/ei/	/ae/
cake table baby train eight	hat hand cat map rat

Exercise 4



Exercise 5

- 1 whistle 2 needed 3 listen 4 ended 5 soften

Exercise 6

- 1 cheek 2 read 3 beat 4 mean 5 feel
- 6 sweet 7 wheel 8 seat 9 feed 10 lead

Exercise 7

vowel in weak syllable = /ə/	vowel in weak syllable = /i/
woman collect asleep salad letter sofa quarter	orange return market begin visit teaches needed peaches women

Exercise 8

1- 3 2- 4 3- 2 4- 4 5- 4

Exercise 9



Exercise 10

- | | |
|---------------------------|-----------------------|
| 1 up cup | 6 lime climb |
| 2 aim game, came | 7 air care |
| 3 ache cake | 8 all call |
| 4 round ground, crowned | 9 rate great, crate |
| 5 old gold, cold | 10 ill kill |

Exercise 11

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

Exercise 12

- | | | |
|---|----------|---------|
| B: Well, Jim's a guy who likes a fight . | /aɪ/ = 3 | /ɪ/ = 1 |
| A: But Bill's twice his size. | /aɪ/ = 2 | /ɪ/ = 2 |
| B: Yeah, that's why Jim got a black eye and a thick lip. | /aɪ/ = 2 | /ɪ/ = 3 |
| A: And Bill's got a big smile. | /aɪ/ = 1 | /ɪ/ = 2 |
| B: That's right ! | /aɪ/ = 1 | /ɪ/ = 0 |

Exercise 13

contains /ð/	contains /ʃ/	contains /tʃ/
Belgian German Japanese	Welsh Russian Polish Turkish French	Dutch Chinese Chilean

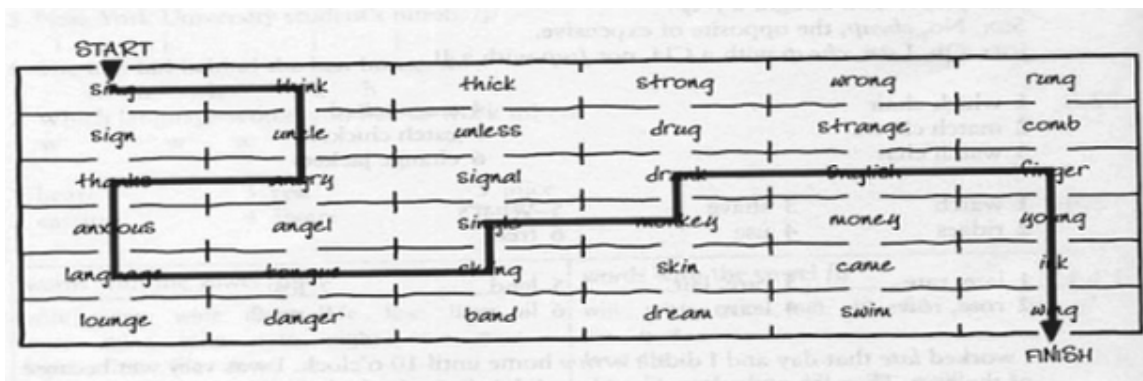
Exercise 14

- | | | | |
|--------------|--------------|--------------|---------|
| 1 late, rate | 2 rose, rows | 3 rare, lair | 4 learn |
| 5 lend | 6 lie, rye | 7 leg | 8 reach |

Exercise 15

words with the vowel /ɑ:/	words with the vowel /əə/
bar far dart star start car card cart calm half hard chart (and also... bard balm fart calf hart char)	bare rare dare fair stair square care hair chair (and also... fare stare hare)

Exercise 16



Exercise 17

- | | | |
|---------------|----------------|--------------------------|
| 1 month, June | 2 son, brother | 3 won, Cup |
| 4 juice, good | 5 full, moon | 6 wood/would, would/wood |

Exercise 18

words w/ /əʊ/	words w/ /ɒ/
cold both road show snow roll joke coat	shop song want rock what wash

Exercise 19

1 quarter /ɔ:/ 2 thirty /ɜ:/ 3 fourth /ɔ:/ 4 first /ɜ:/ 5 fourteen /ɔ:/

Exercise 20

words w/ /ɜ:/	words w/ /ɔ:/
bird turn heard word her girl	ball sort more course war saw law all

Exercise 21

1 boys /ɔɪ/, bows /aʊ/ 2 noise /ɔɪ/ 3 found /aʊ/
4 point /ɔɪ/ 5 how /aʊ/ 6 boil /aʊ/
7 hour /aʊ/ 8 flower /ɔɪ/ 9 enjoy /ɔɪ/

Exercise 22

1.- /deɪ/ = day /eɪd/ = aid
2.- /nəʊ/ = no /əʊn/ = own
3.- /peɪ/ = pay /eɪp/ = ape
4.- /ti:/ = tea /i:t/ = eat
5.- /meɪ/ = may /eɪm/ = aim
6.- /seɪ/ = say /eɪs/ = ace

Exercise 23

Oo	oO	Ooo	oOo	ooO
Monday Tuesday Thursday April August second thirty	today July thirteen thirteenth	Saturday holiday thirtieth seventy	tomorrow September October November eleventh	seventeen afternoon

Exercise 24

1. clock 4. wanted
2. gone 5. sorry
3. want 6. what

Exercise 25

- | | |
|---------|---------|
| 1. hand | 5. men |
| 2. best | 6. many |
| 3. egg | 7. have |
| 4. man | 8. next |

Exercise 26 7, 10, 11, 12, 17, 20, 70**Exercise 27** 1. gone 2. snow 3. lost 4. some

Exercise 28	words with /ɜ:/	words with /ɔ:/	words with /ɑ:/	w/ other sounds
	1. church	1. door	1. car	1. beard
	2. curtains	2. floor	2. large	2. chair
	3. dirty	3. four	3. March	3. near
	4. girl	4. horse	4. parked	4. pair
	5. nurse	5. shorts	5. stars	5. wearing
	6. purse	6. warm		
	7. shirt			
	8. surfer			
	9. third			

Exercise 29

/ɪə/ 1. dear 2. really 3. theatre 4. near
 /eə/ 1. Mary 2. upstairs 3. there 4. Sarah

Exercise 30 1. five 2. visit 3. first 4. free 5. leave 6. photo**Exercise 31**

1. Waiting for the train	3. Raining in Spain
2. Taking a break	4. Making a mistake

Exercise 32

- | | | |
|-----------------|--------------------|-------------------|
| 1. /bɪl/ bill | 8. /pæk/ pack | 15. /bæk/ back |
| 2. /pi:s/ piece | 9. /bɒm/ bomb | 16. /bu:ts/ boots |
| 3. /baɪ/ buy | 10. /'pepə/ pepper | 17. /pu:l/ pool |
| 4. /pɜ:s/ purse | 11. /'bʌtə/ butter | 18. /bɪəd/ beard |
| 5. /blæk/ black | 12. /pɑ:t/ part | 19. /pʊt/ put |
| 6. /peɪ/ pay | 13. /bʊk/ book | 20. /bɔ:t/ bought |
| 7. /bʌt/ but | 14. /'pɑ:ti/ party | |

Exercise 33

- | | | | | |
|---------|---------|------------|------------|-----------|
| 1. give | 5. keys | 9. guest | 13. walk | 17. cold |
| 2. big | 6. cake | 10. back | 14. called | 18. carry |
| 3. get | 7. kiss | 11. coffee | 15. bag | 19. work |
| 4. comb | 8. ache | 12. again | 16. bigger | 20. grey |

ANSWER KEY MODULE 1 - PART 1

UNIT 4. FUNCTIONS

Exercise 1

- | | | | |
|------|-------|-------|-------|
| 1. F | 6. E | 11. D | 16. R |
| 2. C | 7. M | 12. B | 17. Q |
| 3. N | 8. K | 13. T | 18. J |
| 4. H | 9. L | 14. S | 15. O |
| 5. I | 10. P | 15. A | 20. G |

Exercise 2

1. Asking questions, evaluating content, telling or disguising the truth.
2. Narrating, combining items of information.
3. Discussing problems and solutions to problems, replying to letters.
4. Identifying and practicing sounds.
5. Asking and answering questions.

Exercise 3

The words are: praising, requesting, advising, agreeing, inviting, thanking, refusing, suggestion, apologizing, and greeting.

Shown in bold in the grid below, with the initial letter of each word shaded grey

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

- | | |
|--------------------------|----------|
| 1. thanking | neutral |
| 2. requesting | formal |
| 3. inviting | informal |
| 4. requesting | neutral |
| 5. refusing | informal |
| 6. agreeing | neutral |
| 7. introducing yourself | neutral |
| 8. refusing | formal |
| 9. inviting | neutral |
| 10. introducing yourself | formal |
| 11. requesting | informal |
| 12. inviting | formal |
| 13. agreeing | informal |
| 14. thanking | formal |

Exercise 5

- | | | | |
|-----|-----|-----|-----|
| 1 F | 2 B | 3 H | 4 A |
| 5 C | 6 G | 7 D | |

TeachingEnglish - TKT Essentials

Module 1 - Reading

② Ways of reading – Answer sheet

For each of the text types on the left below, choose the sub-skill which 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 (analysing the language in a text closely)• Reading for detail (analysing a text very closely in order to understand its meaning)• Extensive reading (reading for pleasure/interest)	
Text	Subskill
novel	<i>extensive reading, skimming, scanning</i>
recipe	<i>skimming, scanning, reading for detail</i>
travel brochure	<i>skimming, scanning, reading for detail</i>
instructions	<i>skimming, scanning, reading for detail</i>
train or bus timetable	<i>scanning</i>
newspaper	<i>skimming, scanning, reading for detail, extensive reading</i>
advertisement	<i>skimming, scanning, reading for detail</i>
text-book passage accompanied by a grammar exercise	<i>intensive reading</i>
menu	<i>skimming, scanning</i>
legal document	<i>reading for detail, skimming, scanning</i>
email	<i>skimming, scanning, reading for detail</i>
magazine	<i>skimming, scanning, reading for detail, extensive reading</i>

Teachingenglish - TKT Essentials

Module 1 - Reading

④ Terminology check – answer sheet

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

Definitions

c The type of skill we use to write or speak.	k Reading which focuses learners on the linguistic aspects of a text.	e Techniques for reading texts, e.g. skimming and scanning.	h A reading technique to quickly get the general meaning of a text.
j Reading a longer text, e.g. novel, for pleasure or interest.	g Reading to find a specific piece of information.	l Any text which hasn't been specifically written for language learners, e.g., newspapers, books, adverts etc.	b The type of skill we use to read or listen.
d The use of devices to link words so that a text makes sense and holds together.	f Deducing meaning from context.	i Reading a text carefully for maximum understanding.	a Reading, listening, speaking and writing.

TeachingEnglish - TKT Essentials

Module 1 - Reading

⑤ Key concepts – answer sheet

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.
True. Stephen Krashen has researched extensively into the effects of extensive reading on reading skills and language development. See <http://www.sdkrashen.com/> for more information.
- 2) You can help learners to deal even with difficult texts by providing the right kind of task.
True. Simple activities such as matching tasks or T/F questions can make difficult texts more accessible to lower level learners.
- 3) Learners should be encouraged to use dictionaries during reading lessons.
False (unless the aim of the lesson is specifically to practise dictionary use).
- 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.
??? This is controversial. Some teachers believe that only authentic texts can support reading development but well written 'semi-authentic' texts can be equally valuable. The answer is probably to give learners a variety of texts – both those specifically written for learners and those from authentic sources, depending on the level of the learners and the skills being practised.
- 5) Teachers should teach sub-skills such as skimming and scanning to their learners, as they do not come naturally.
??? Also contentious. Readers may already have natural skimming and scanning skills from their L1 – the question is whether they transfer these to English.
- 6) Learners should read texts where they are likely to understand the majority of the words.
This depends a little. Knowing most of the words will clearly give most learners confidence. The other side of the coin is that comprehension does not usually depend on knowing every word and that learners also need to be challenged in order to learn. Working with texts in which they do not know all the words can be a good opportunity for them to develop inferencing skills. Some literacy researchers claim that if more than one word in 25 is unguessable, the reader will have difficulty in understanding a text.
- 7) When preparing a reading lesson, teachers need to bear in mind that learners need different skills at different ages and different competency levels.
True
- 8) Teachers should use texts which relate to learners' interests when possible, as this will help to motivate them to read.
True

Teachingenglish - TKT Essentials

Module 1 - Reading

- 9) **Learners should avoid texts on unfamiliar or complex subjects as these are difficult to interpret.**
True where practicable - sometimes the learner's purpose for studying English may be to help understand study-related texts.
- 10) **Reading lessons should always include a set of comprehension questions.**
False. This depends on the learners' purpose for reading. If they are reading for pleasure, it may be very useful and motivating to ask them to give their opinions about characters say how they think a story will develop, and so on.

Exercise 1

1. Global comprehension.
2. Understanding the plan of the text.
3. Making predictions and informed guesses.
4. Local comprehension.
5. Guessing the meanings of unfamiliar words.
6. Skimming and Scanning.
7. Understanding discourse markers.
8. Understanding the organization of a text.
9. Note making.

Diagnostic test

1. No
2. Yes
3. Not usually, no
4. Yes
5. A novel

Exercise 3

- | | | | |
|------|------|------|------|
| 1) g | 2) d | 3) e | 4) b |
| 5) a | 6) c | 7) f | |

Exercise 4

- a. A job advertisement for a job that you are really interested in.** Detailed reading – your interest in the job means you will want to understand as much as possible.
- b. A couple of unknown words in a text that is included in an exam you are doing.** Inferring meaning (guessing vocabulary in context) – it is unlikely that you will have a dictionary in an exam and it is important that you try and understand these words.
- c. A telephone directory.** Scan reading – you will only want to locate the number or name that you are looking for.
- d. The editorial of a newspaper that you are not familiar with and whose political viewpoint you would like to understand.** Inferring meaning (working out the message) – the political opinion of the editorial may not be immediately obvious.
- e. A series of articles only some of which will be useful to you for a report you're writing.** Skim or gist reading – not all the articles will be useful to you, so you do not want to waste time reading them all in detail.

f. Instructions for kitset furniture you are assembling (you are usually not very good at doing this!) Detailed reading – if you are not good at assembling kitsets, you will want to be sure you follow the instructions carefully.

g. A travel brochure when you are trying to decide on a holiday destination. Both skim and scan – you are likely to scan for destination names, prices, dates etc. but you would also skim read descriptions of the destinations.

h. An armchair travel book about a country you have enjoyed visiting. Extensive reading – you are likely to read this for pleasure as you would a novel.

i. An online flight timetable. Scan reading – you will try and locate the dates and times that suit you best.

Exercise 5

a) 2	b) 8	c) 5	d) 1	e) 4
f) 3	g) 9	h) 7	i) 6	

ANSWER KEY MODULE 1 - PART 1
UNIT 6. WRITING

Teaching**english** - TKT Essentials

Module 1 - Writing

② Good writing skills – Answer sheet

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

(accuracy)

- *spelling*
- *punctuation*
- *clear handwriting*
- *correct grammar*
- *appropriate vocabulary*
- *appropriate layout*
- *paragraphing*
- *linking sentences within paragraphs*
- *linking paragraphs*
- *proof-reading*

(communication)

- *planning (making notes, etc)*
- *appropriate style*
- *organising ideas logically*
- *writing concisely (keeping to the point)*
- *drafting / redrafting*

TeachingEnglish - TKT Essentials

Module 1 - Listening

④ Listening Focus – Answer sheet

- 1) You can't teach students listening as a skill – we can only teach them grammar and vocabulary and hope for the best!

Comment: False. You can design activities which raise student awareness of and practise specific listening sub skills

- 2) Listening to recordings can be more difficult to understand because you cannot see the body language and gestures of the speakers.

Comment: True. We interpret a lot about meaning and attitude from the speakers' body language.

- 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.

Comment: False. You can understand a great deal without catching every word and most spoken texts contain redundancy, (words and expressions which repeat or reinforce the message without adding to it.). If you are listening for gist or specific information you do not need to understand everything.

- 4) We should always pre-teach our students any difficult vocabulary they might come across in a listening text.

Comment: False. You need only pre-teach vocabulary if it will prevent the students completing the task they are doing.

- 5) Listening lessons tend to follow this structure: pre-listening tasks; during listening tasks and post-listening tasks.

Comment: True. But there can be a huge variety of tasks in each of these sections.

- 6) When we listen in our own language, we don't always have a reason for listening

Comment: False. We almost always have a reason for reading even if it is only for enjoyment or curiosity.

- 7) When we listen in our own language, we rely on our existing knowledge of the world to help us.

Comment: True... Listening comprehension involves a mixture of knowledge of language and knowledge of the world. . Language knowledge helps us to decode a spoken phrase such as 'I'll payforhimHe'safriendofmine' into the different parts of 'I'll pay for him; he's a friend of mine.' But we also bring existing knowledge of the world to the text to help us understand the meaning of these different parts. In this text our knowledge of the topic of friendship and of the situation helps us to understand in this case, why the speaker wants to pay for someone else. .

- 8) Focusing on aspects of listening (e.g. connected speech, sub-skills, problem sounds, new vocab and grammar) help to develop students' listening skills

Comment: True. This will help students enormously.

- 9) When teaching students to listen, we should aim to get them to use listening strategies they use in their first language.

Comment: True. Students should be made aware of the sub skills they use when listening in their first language and be encouraged to apply the same skills to L2.

- 10) Meaning is carried in the stress and intonation of a sentence as well as in the content words.

TeachingEnglish - TKT Essentials

Module 1 - Listening

Comment: True. A lot of information can be conveyed through the voice and gestures and it is important that the intonation and the meaning of a sentence are the same. For example, saying 'thank you' in a sarcastic tone changes the standard meaning of 'thank you' from gratitude to hostility, aggression, or playfulness. The listener's task in decoding meaning in this case may be especially difficult.

Exercise 1

Situation	Listening sub-skill	Reasons
1. You're at the airport, listening for information about your flight.	For specific information, then in detail	You're only interested in your own flight. Then, when your flight is mentioned, you listen carefully for information about the boarding gate, possible delays, etc.
2. You're in a city that you don't know. You've asked someone for directions to your hotel.	In detail	It's important that you understand all the directions. If you miss a detail, the directions will be difficult or impossible to follow.
3. You're listening to a song on the radio.	For gist (or in detail?)	The answer here depends on the listener and the song! You might be happy with a general impression of what a song is about, or you might want to understand all the lyrics
4. You're chatting to an old friend and exchanging news.	For gist and / or in detail	It depends how interested you are in your friend's news and perhaps how it relates to you. Maybe you listen to some parts for gist and other parts in more detail.
5. You're paying for your shopping at the supermarket.	For specific information	You're waiting to hear how much you have to pay. You may also be expecting particular questions (Do you have a loyalty card? Would you like a bag? etc.)

Exercise 2

1) d 2) b 3) a 4) e 5) c

Additional question: The teacher should give the task before students listen, as this gives them a reason for listening. If the task is not given first, students may be unsure about what they need to listen for and begin to focus on irrelevant words or ideas.

TeachingEnglish - TKT Essentials

Module 1 - Motivation

① What makes a good teacher - answer sheet

Here are some points to bring out of the activity:

Skills

- *Is creative*
- *Provides sufficient support to students*
- *Provides sufficient challenge to students*
- *Can vary the pace of lessons*
- *Helps students become more independent learners*
- *Uses a variety of materials and methods to make his/her lessons interesting*
- *Uses a variety of materials and methods to cater for mixed levels in class*
- *Can present language concepts and give instructions clearly and simply*
- *Establishes discipline and order in his/her lessons*
- *Helps students correct their mistakes without demotivating them*

Attitude

- *Is interested in his/her students as individuals – understands their individual needs*
- *Is patient and does not give up on a student*
- *Is enthusiastic*
- *Has a sense of humour*
- *Is encouraging*
- *Is friendly and helpful to colleagues*
- *Is open about strengths and weaknesses as a teacher*

Knowledge

- *Knows his/her subject and keeps up to date*
- *Knows about theories of learning and keeps up to date*
- *Understands the particular problems due to students' first language*
- *Can react to students' questions and give on-the-spot explanations*

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Module 1 - Motivation

② Motivation and classroom activities – answer sheet

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

There may be more than one motivational factor for each activity. The suggestions below are therefore subjective.

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' favourite 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 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		✓		✓		✓

Exercise 1

1. Enthusiasm about what they are teaching. T
2. Interest in the subject. S
3. Desire to achieve. S
4. Genuine interest in students. T
5. Frequent, early, positive feedback. T
6. View of its usefulness. S
7. Tasks that are appropriate to students' abilities and interests. T
8. Self-confidence and self-esteem. S
9. Avenues for students to find meaning and merit in the activity being presented. T
10. An environment that is inclusive and optimistic. T
11. A setting where students can see that they are valued. T
12. Levels of endurance and persistence. S
13. A well-organised system. T
14. Attitudes concerning the approval of others. S
15. Tenacity to overcome challenges. S

Exercise 2

Depends on each student.

Exercise 3

Students might be motivated because:

- they know that improving their English will help in some aspect of their life: help with their job, going to study in an English-speaking country, going to live in an English-speaking country, going on holiday, etc
- they like the school and/or the teacher
- they are made to feel that they can learn the language – they have confidence in the teacher and in their own ability
- they are given support from the teacher and the other students in the class
- they are interested in the lessons; the activities and topics are interesting
- they enjoy the social interaction with the teacher and with other students
- they are in control of their learning and can do things on their own
- they are interested in the culture of the country
- learning English will allow them to pursue a personal interest, e.g. music, internet, etc.
- they gain pleasure from learning another language.

Exercise 4

1 I

2 D

3 H

4 A

5 C

6 J

7 F

8 B

9 G

10 E

Exercise 5

1. B

2. A

3. C

4. D

5. C

6 D

ANSWER KEY MODULE 1 - PART 2
UNIT 10. EXPOSURE AND FOCUS ON FORM

Exercise 1

- *What theory of language learning is discussed in the text?* **Language acquisition, first and second language acquisition**
- *Does the theory avoid the teaching of grammar completely?* **No, focus on form is integral to second language acquisition.**

Exercise 2

1. the process of learning skills or getting knowledge
2. Language acquisition is a natural process and involves 'picking up' language in a non-conscious way through *exposure* to language, not by studying it. Language learning is conscious, intentional, involves study and pays attention to grammar rules.
3. through acquisition, first language acquisition; they get to know its rules through exposure, by being exposed to examples of the language and by using it.
4. the process, and the study of the process, by which people learn a language that is not their native language
5. exposure, interaction and focus on form
6. reading and hearing many different examples of the language all around, everywhere
7. when learners are taking in language, processing it and perhaps silently practising it
8. It allows learners to use the language, to experiment, to make the language work in communication.
9. focusing on the language, to analyse and identify it and practise it

Exercise 3

1 A 2 F 3 F 4 A/I 5 I/F 6 A

Exercise 4

1 B 2 C 3 A 4 C 5 A

② The dos and don'ts of error correction - answer sheet

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?
Do	Tell learners what they got right as well as what was wrong	<i>Praise is very important for motivation and engendering self-confidence. Whilst learners need feedback on where they went wrong, it should be done as positively and sensitively as possible. Negative feedback can be embarrassing and demotivating.</i>
Don't	Judge learners by the errors they make	<i>Errors are an inevitable and integral part of learning, so there's no point in deciding that learners are 'good' or 'bad' etc.</i>
Don't	Correct all mistakes during a fluency activity	<i>If you do this you will interrupt the flow of the activity. Only correct them if the error causes a breakdown in communication.</i>
Do	Encourage learners to correct themselves	<i>This is a good habit – the more they can do this the less dependent on the teacher they will be and will help them to analyse and understand why they make errors.</i>
Don't	Discourage learners from correcting each other	<i>Learners can learn a lot from each other. Learners are often able to explain things to each other in a way that they understand better than when teacher explains.</i>
Don't	Correct all learners in the same way	<i>Learners may be at different levels, have different learning styles and work at different paces. Teachers need to consider when learners would benefit from correction and when not.</i>
Do	Create a classroom atmosphere where learners feel free to ask for help	<i>This helps self-confidence and encourages learners to try things out for themselves.</i>
Do	See errors as useful	<i>Teachers can learn about their learners through the kinds of errors they make. Errors also provide feedback on the teacher's work, and may help him/her to plan or adjust activities in future lessons.</i>
Do	Anticipate the errors that might occur when planning a lesson	<i>A good teacher tries to predict the types of errors a particular activity may throw up and then work out strategies for dealing with them. For example, pre-teaching the vocabulary required for an activity will help reduce lexical errors.</i>

Exercise 1

Sentence with correction	Possible reason for error
1. I have a good news for you.	Difficult for students to recognise countable and uncountable nouns and to know if they should use the indefinite article.
2. He hasn't gone to bed yet.	<i>Go home, go to bed, go to school</i> don't use definite article.
3. He came by the 4:30 o'clock train.	We only use 'o'clock when the time is on the hour e.g. 10.00.
4. I have a strong bad/terrible headache.	<i>Strong</i> does not collocate with <i>headache</i> .
5. Tell me why did you go went there?	Indirect questions have sentence formation and sentence grammar, not question formation/grammar, so no auxiliary and no inversion is needed.
6. Does he needs a ticket for the bus?	Present simple question uses auxiliary <i>does</i> , which is followed by the base form, so no <i>s</i> for third person.

Exercise 2

1. An error is a mistake a learner makes when trying to say something that is above their level of language. They would not be able to self correct an error.
2. A slip is a mistake a learner makes that they are able to correct themselves.
3. Errors are considered to be important because they are an important and necessary part of language learning, learners need to experiment with language in order to work out how language works.
4. Teachers can learn what learners know, what they need to be taught and they can find out what aspects of language they have processed. This enables teachers to adapt their teaching programme.
5. The teachers' role in relation to students' mistakes is deciding if, when and how to correct.

Exercise 3

- 1 C 2 E 3 F 4 D 5 B 6 A

Exercise 4

1. L1 interference and problems with /ɪ/ and /i:/.
2. Overgeneralisation of ed endings. This is an irregular verb and does not fit in to the rule for past tense endings.
3. L1 interference – this tense can be used with a specific past time in other languages.
OR Overgeneralisation: learner doesn't know the limitations of present perfect which can't be used with a specific past time.
4. False friend (history = story)
5. Overgeneralisation: learner doesn't know the limitations of present continuous which is not used to for stating facts about yourself.
6. Interlanguage: the learner has made up this grammatical structure, which is neither his own language nor the target language.

Exercise 5

1 C

2 B

3 A

4 B

5 A

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Module 1 – L1 and L2

① First and second language learning – Answer sheet

Similarities - Group A

What are the similarities between L1 and L2 learners? Complete the sentences with one of the words given.

exposure	interlanguage	stages	praise
silent period	instruction	errors	developmental

- 1) They may both learn more quickly if they receive *praise*.
 - 2) They both make *developmental errors* as they learn.
 - 3) They both may undergo a *silent period* before speaking for the first time.
 - 4) They both go through similar *stages* of developing their skills and language knowledge, expressed as an *interlanguage*.
 - 5) They both require *instruction* to develop reading and writing skills.
 - 6) They both need *exposure* to the language to acquire it.
-

Differences – Group B

What are the similarities between L1 and L2 learners? Complete the sentences with one of the words given.

age	instruction	fossilisation	native speakers	acquisition
interact	exposure	motivated	input	incomplete

- 1) The *age* at which L2 learning begins is later than L1 learning.
- 2) L1 learners learn the whole language, whilst L2 learning is often *incomplete*.
- 3) L1 learners simply need *exposure* to language to acquire speaking and listening skills, whereas L2 learners usually rely on formal *instruction*.
- 4) L2 learners learning at school usually only *interact* with classmates and teachers, whereas L1 learners receive language *input* from everyone around them.
- 5) There is a risk of *fossilisation* in L2 learning, which almost never happens with L1.
- 6) L2 learners may not have regular contact with *native speakers*.
- 7) L2 learners may need to be *motivated* by a teacher to want to learn.

③ Out of class learning – Answer sheet

Learners learn in different ways, and so it is hard to pin answers down to age-specific suggestions. The following ideas are intended as guidelines, therefore, not as ways of pigeon-holing learners.

Children under 12

- *Learning diaries for older teenagers and adults*
- *Projects eg magazines which can be begun and planned in class*
- *Story-writing/poem writing competitions*
- *Listening to English songs and learning the lyrics*
- *Reading simplified readers*
- *Listening to the radio eg BBC Ceebeebies for children*
- *Surfing the Internet in English*
- *Reading and writing blogs*
- *Penpals*
- *Using self-access facilities, where available*

Exercise 1 and 2

Anything appropriate.

Exercise 3

	Group A First language (L1) learning	Group B Second language (L2) learning
Age	Baby, young child	Primary, secondary, adults
Context	At home	Mostly at school in a classroom
Exposure	Surrounded all the time	Three or four hours a week, recordings, texts, the teacher and other students
Praise	Constant praise and encouragement	Varied, depending on the teacher
Correction	Rarely	Frequently by the teacher
Simplified language	Yes, from parents	Yes
Way of learning	Acquiring language through exposure	Acquiring some through language exposure Interacting with the teacher and other learners Doing controlled practice activities.
Motivation	Highly motivated	Varies – none, a little, a lot
Silent period	Yes, sometimes for many months	Often not
Language used for	Talking about things they see around them	Talking about experiences and things related to lives outside the classroom

Exercise 4

1 C

2 C

3 A

4 B

5 B

Teachingenglish - TKT Essentials

Module 1 – Learner characteristics

① Learner differences – answer sheet

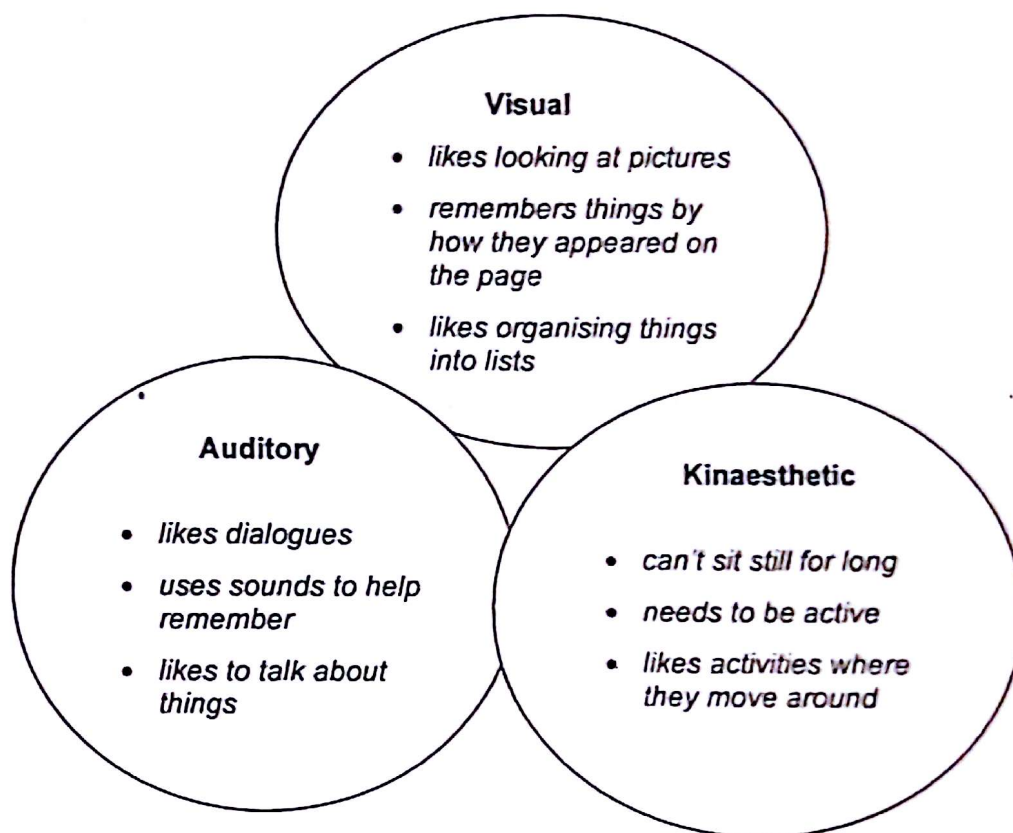
Complete the table with the correct example and check your answers with a partner.

Learner difference	Example
Age	d) How old is the learner?
Level	f) e.g. Beginner, elementary, intermediate, advanced
Personality	b) e.g. Quiet, shy, sociable
Learning style	e) How the learner likes to learn, e.g. from listening to others, from watching others, learning by doing, from analysing and evaluating ideas
Learning strategies	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
Motivation	g) How interested is he/she in learning, and how long he/she is able to make that interest continue
Past learning experience	c) Has he/she learned English before? Was this contact with the language mainly positive or negative?

Teaching **English** - TKT Essentials

Module 1 – Learner characteristics

② Learning styles – answer sheet



Teaching English - TKT Essentials

Module 1 – Learner characteristics

④ Age-related learner differences - answer sheet

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

The point to bring out here is that while it's important to think about the effect age may have on learning preferences and characteristics, we need to be careful not to pigeon-hole learners, and respond to them as people rather than as embodiments of an age group. There may be some disagreements as to which answers match each age group, so you may need to be sensitive to this.

Typically associated with children

- *Sometimes have short attention spans: but children can concentrate for remarkably long periods if they are interested in an activity (eg. Story, craft activity, film clip, song)*
- *May find it hard to keep still But some teenagers and adults are like this, too*
- *Need to have routines: commonly associated with children, but a good case for some teenage and adult classes, too*
- *Like to do activities involving movement children, but again, some teenagers and adults like such activities*
- *Motor skills not fully developed*

Typically associated with adults

- *Discipline problems usually not an issue*
- *Motivated to learn for career reasons*

Adults and (older) teenagers

- *Cognitive skills are developed*
- *May be shy/more reluctant to speak (but of course possible for some children)*
- *Able to concentrate for long periods*

All three age groups

- *Respond well to project work related to personal interests*
- *Subject to mood changes teenagers are often thought of in this way, but the same can apply to some children and adults, too*

Teachingenglish - TKT Essentials

Module 1 – Learner characteristics

⑤ Planning lessons for learners' preferred learning styles – answer sheet

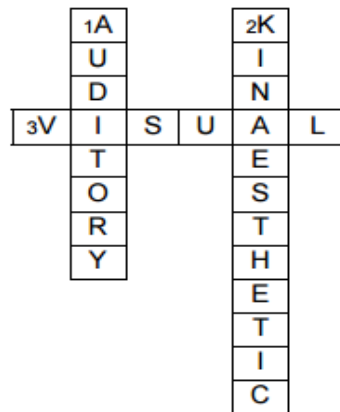
Look at the activities and say which learning style they would suit. Remember that some activities can suit more than one learning style.

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	auditory
Learners listen to statements the teacher makes. They stand up if a statement is true, and stay sitting if it is false	kinaesthetic, auditory
Learners share an experience relating to the topic	auditory
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	auditory,
Learners listen to a live lecture	visual, auditory
Learners read a text	visual,
Learners watch a video	visual, auditory
Learners play Simple Simon	visual, auditory, kinaesthetic
Learners use information to create a poster	visual, kinaesthetic
Learners develop a role play or drama	kinaesthetic, auditory, visual
Learners try out language which they have learnt outside the classroom	auditory

Exercise 2



Exercise 4

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

Exercise 5

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

Exercise 6

- | | |
|-----------------|-----------------|
| 1. Visual | 4. Auditory |
| 2. Auditory | 5. Kinaesthetic |
| 3. Kinaesthetic | 6. Visual |

Exercise 7

- | | | | | | | |
|------|------|------|------|------|------|------|
| 1. E | 2. D | 3. G | 4. B | 5. F | 6. A | 7. C |
|------|------|------|------|------|------|------|

Exercise 9

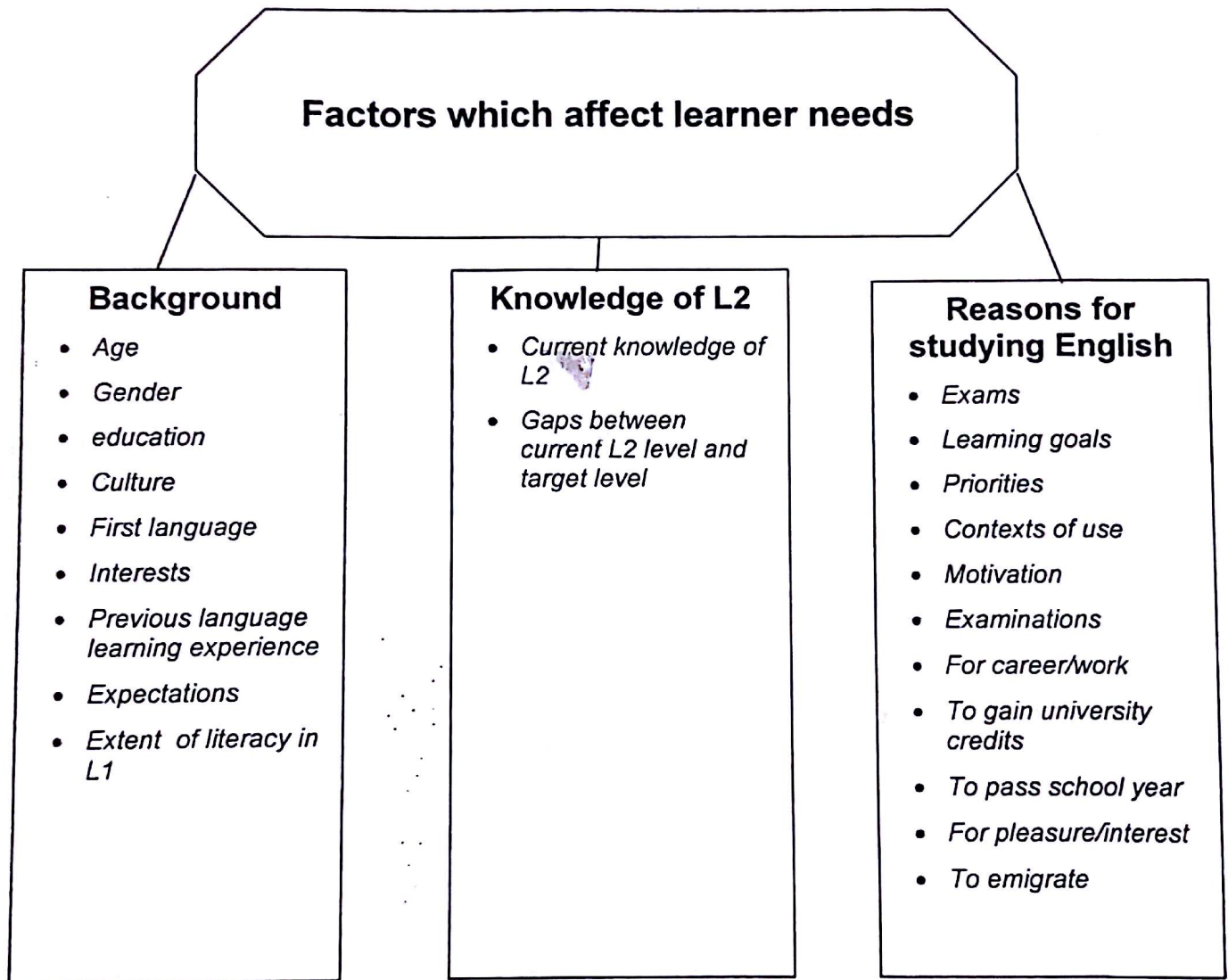
- | | | | | | | |
|------|------|------|------|------|------|------|
| 1. D | 2. C | 3. A | 4. H | 5. E | 6. G | 7. F |
|------|------|------|------|------|------|------|

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Module 1 – Learner needs

① Mind-map: mapping learner needs - Answer sheet

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.



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Module 1 – Learner needs

③ Meeting learners' needs – answer sheet

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	<i>Use both phonics and whole word strategies for reading, use visuals, help read little words etc.</i> <i>For writing, teach hand direction, teach letters in similar groups, plenty of copying and tracing practice, help with where to place paper on desk.</i>
Young teenager	To feel confident about speaking English in front of classmates	<i>Build up gradually through pair and group work, let learners decide when they are ready. Do class drills, choral drills etc.</i>
Older teenager	To pass exam, eg FCE	<i>Practice in exam techniques. Encourage out of class learning and develop learner independence.</i>
Adult	To be able to have telephone conversations with colleagues overseas	<i>Teach telephone language. Give listening practice – exposure to different accents. Use role plays etc.</i>

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?

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Module 1 – Learner needs

④ Using a questionnaire to assess learner needs - suggested answers for trainer

Depending on what participants come up with themselves, possible points include:

- *Questionnaire is one tool for finding out, but other methods, such as talking to learners in and out of class, making decisions from own observations of classroom work will be important in identifying needs*
- *With younger learners or learners with low language levels, this questionnaire may need to be in L1*
- *Need to pilot the questionnaire before using, if possible, in order to spot glitches. Q13, for example may need attention, as it makes assumptions that learners have a preferred way of working : 'it depends' may be the most common answer*
- *Length of questionnaire:*
- *Is it practical or fair to complete the questionnaire in class time? If not in class time, will it be practical to get all learners to complete and also return the questionnaire*
- *Is a questionnaire like this feasible with large classes?*
- *Need to explain purpose of questionnaire to learners*
- *Need to think about how to share results with learners*
- *What learners want may not always match the needs as outlined in a curriculum or syllabus: teacher needs to be able to act on the preferences and interests expressed by learners as far as possible*
- *There is no magic bullet: needs sometimes evolve, and so the teacher will want to keep an eye on whether the needs expressed in a questionnaire like this still hold as the school year progresses*

Exercise 1

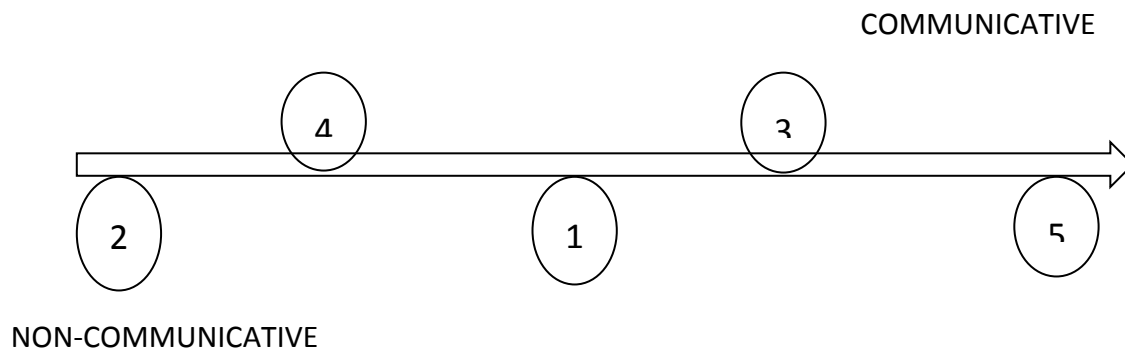
Personal Needs (PN)	Learning Needs (LN)	Professional Needs (PRN)
age ✓ learning gap x LN interest ✓ employment x PRN education ✓ LN	cultural background X PN educational background x PN learning goals ✓ expectations ✓ learning autonomy ✓ PRN	training ✓ past language learning experiences X LN motivation ✓ PN, LN learning styles X LN gender X PN

ANSWER KEY MODULE 1 - PART 2
UNIT 15. APPROACHES TO LANGUAGE TEACHING

Exercise 1

- Procedure → An ordered sequence of techniques.
- Approach → Theories about the nature of the language and language learning. Describes how language is used.
- Method → Realisation of the approach. Decisions about types of activities, roles of the teachers and learners, the kinds of material, etc.
- Technique → The different activities.

Exercise 3



Exercise 4

- 1/2
- x
- 1/2
- x
- x.
- ✓
- x
- ✓
- ✓

Exercise 5

1. CC
2. GC
3. GC, CC
4. GC, CC
5. CC
6. GC, CC
7. GC

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Module 1 – Presentation techniques

① Warmer/lead-in comparison – answer sheet

Part 1 – Definition

A **warmer** is an activity at the start of the class to prepare learners for an English lesson. They should be of short duration.

A **lead-in** introduces the theme of the class. They can also be used to prepare the class for a new activity during the lesson.

Part 2 - Difference

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

It's possible to imagine contexts in which any of these activities could be either a warmer or a lead-in. The suggestions given are therefore given as guidance rather than hard-and-fast rules.

- Asking learners to stand in a line according to height then divide learners into equal groups. *Warmer*
- Asking learners if they read magazines and elicit what sections there are in magazines. *Lead-in*
- Playing 'Stop the bus' (a vocabulary game: <http://www.britishcouncil.org/languageassistant-games-stop-bus.htm>) *Warmer*
- Playing 'Kim's Game' (<http://www.onestopenglish.com/section.asp?catid=59479&docid=146733>) *Warmer if the aim is to revise vocabulary from a previous lesson, lead-in if objects are the main theme of the lesson.*
- Ask learners what shops they like going to and why? *Lead-in*
- Ask learners to describe what TV programmes they are going to watch tonight. *Warmer or lead-in depending on the theme of the lesson.*

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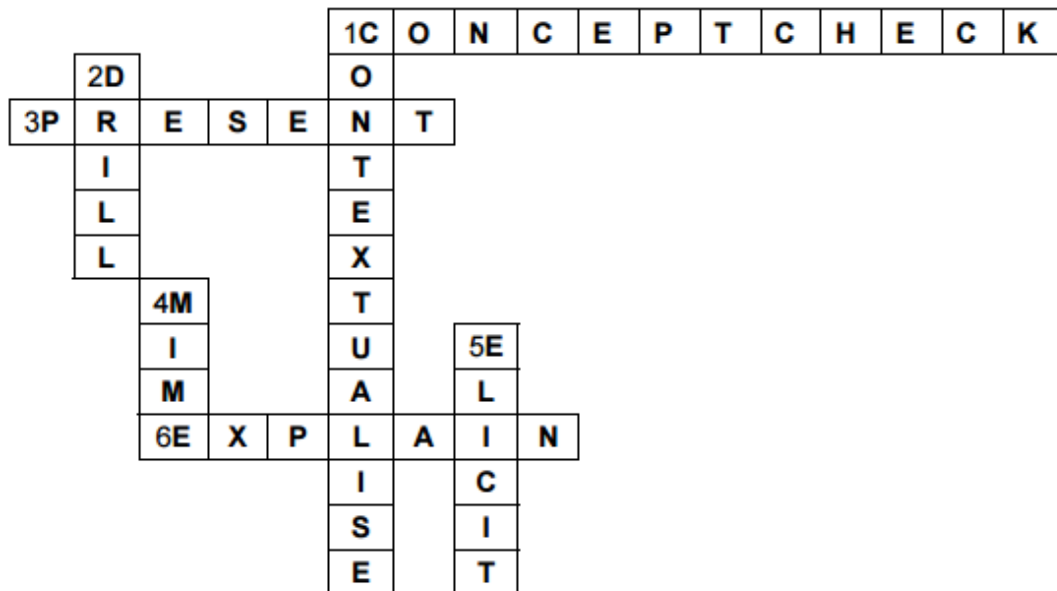
Module 1 – Presentation techniques

® Comparison – answer sheet

Complete the table below:

	Advantages	Disadvantages
TPR	<ul style="list-style-type: none"> Memorable, good for younger learners and lower levels Fun Good for kinaesthetic learners. There is also visual input (through the teacher's gestures) and auditory input (through the teacher's words) Can be used with large classes Doesn't require a lot of preparation 	<ul style="list-style-type: none"> Limited amount of words this can be used for Some learners may find it embarrassing Not always suitable for more advanced levels
Grammar translation	<ul style="list-style-type: none"> Some learners respond well to rules or enjoy grammatical analysis. It can be an effective way of comparing L1 and L2 to help develop language awareness 	<ul style="list-style-type: none"> Not very meaningful, some words/structures are difficult to translate accurately Focuses on accuracy at the expense of fluency Learners read and write a lot, but do not get many opportunities to speak the foreign language or to use it creatively
PPP	<ul style="list-style-type: none"> Language is presented in context Language practised in a safe environment where it's harder to make mistakes 	<ul style="list-style-type: none"> Learners might not be ready or need to learn the language practised. It's very controlled and can be teacher-centred. The production stages don't necessarily involve real communication
Test teach test	<ul style="list-style-type: none"> Can be adapted to different types of language. Gives learners opportunities to try to work things out Learners can identify what they need to learn Teachers can identify what needs to be taught. 	<ul style="list-style-type: none"> Learners may feel frustrated Activities may break down in the first test stage if learner language knowledge is insufficient The lesson stages may involve too much input Learners may not have sufficient opportunities to practise

Exercise 1



Exercise 2

We use warmers to:

- give the class more energy at the start of a lesson
- relax students at the start of a lesson
- encourage students to communicate with each other.

We use ice breakers to:

- provide an opportunity for students to get to know each other
- provide an opportunity for the teacher to get to know students
- encourage a good rapport between the students and the students and the teacher.

We use lead ins to:

- prepare students to work on a text or main task
- create interest in the topic
- personalise a text
- provide an opportunity for students to bring their knowledge and experience to a text or topic
- provide an opportunity to study some new key language needed for a text or main task.

Exercise 3

1. Ice-breaker – students getting to know each other
2. Warmer – to increase energy levels, to relax the class
3. Lead-in – to allow students to bring their own experience to a text/topic, to create interest in a topic/text
4. Ice-breaker – students getting to know each other
5. Warmer – to increase energy levels, to relax the class
6. Lead-in – to allow students to bring their own experience to a text/topic, to create interest in a topic/text.

Exercise 4

1. **D** Presentation, practice, production (PPP)
2. **E** Task-based learning (TBL)
3. **G** Total Physical Response (TPR)
4. **B** Guided discovery
5. **F** Test-teach-test
6. **A** Grammar-translation method
7. **C** Lexical approach

Exercise 5

- | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | E | 2 | G | 3 | A | 4 | C | 5 | B | 6 | D |
|---|---|---|---|---|---|---|---|---|---|---|---|

TeachingEnglish - TKT Essentials

Module 1 – Practice activities

⑦ Activity types and functions - answer sheet

Activity type	Skill/subskill/language	Might be used to
Brainstorming	<i>vocabulary, speaking</i>	<ul style="list-style-type: none"> • <i>create interest in topic</i> • <i>activate lexis/ideas/topic knowledge prior to reading/listening/discussion activities</i>
Mind map	<i>vocabulary development speaking writing</i>	<ul style="list-style-type: none"> • <i>strategy training</i> • <i>activate ideas for projects/written work etc</i> • <i>promote positive class dynamics when done in groups</i>
Role play	<i>speaking listening pronunciation functional language vocabulary grammar</i>	<ul style="list-style-type: none"> • <i>bring the 'real world' into the classroom</i> • <i>provide opportunities for 'personalization'</i> • <i>develop confidence</i> • <i>give all learners an opportunity to speak</i>
Drills	<i>pronunciation speaking grammar vocabulary</i>	<ul style="list-style-type: none"> • <i>introduce new language</i> • <i>help learners to articulate sounds</i> • <i>develop speaking confidence</i>
Find someone who	<i>speaking listening grammar vocabulary</i>	<ul style="list-style-type: none"> • <i>practise target language</i> • <i>disguised drill of target language</i> • <i>motivate learners</i> • <i>promote positive class dynamics</i>
Jumbled sentences	<i>reading writing speaking grammar vocabulary</i>	<ul style="list-style-type: none"> • <i>develop understanding of text coherence and cohesion</i>
Jigsaw reading	<i>reading speaking listening summarising vocabulary</i>	<ul style="list-style-type: none"> • <i>develop communication skills</i> • <i>develop problem-solving skills</i> • <i>develop understanding of texts</i>
Information gap	<i>reading speaking listening grammar vocabulary</i>	<ul style="list-style-type: none"> • <i>provide a purpose for communication</i> • <i>provide integrated skills practice of target language</i> • <i>develop confidence</i>

Exercise 1	Exercise 2	
1. D	production	speaking, controlled practice, less controlled practice and free speaking.
2. F	production	speaking, controlled practice
3. H	production	speaking, free practice
4. K	comprehension	reading or listening
5. E	production	speaking, free practice
6. J	comprehension	listening
7. A	production	writing, controlled practice or less controlled practice
8. B	production	speaking, less controlled practice or free practice
9. I	production	speaking, free practice
10. C	production	speaking, free practice
11. G	comprehension	reading

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	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

Exercise 4

- | | | | |
|-----|-----|-----|-----|
| 1 A | 2 B | 3 C | 4 A |
| 5 A | 6 C | 7 B | |

ANSWER KEY MODULE 1 - PART 3
UNIT 18. ASSESMENT TYPES

Exercise 2

1 C 2 E 3 A 4 B 5 D

Exercise 3

1. Cloze test/gap fill (in a cloze test the gaps are regular e.g. every seventh word, a gap fill is not regular but selected by the teacher or assessor)
2. Comprehension task – open comprehension questions (students answer in their own words)
3. Matching task
4. Multiple-choice task
5. Sentence completion task
6. Sentence transformation task
7. Sentence ordering task/Jumbled sentence task
8. Odd one out task
9. Essay/letter writing task
10. Speaking task

Exercise 4

- | | |
|---------------------------------------|----------------|
| 1. Subjective (many possible answers) | 6. Objective |
| 2. Subjective | 7. Objective |
| 3. Objective | 8. Objective |
| 4. Objective | 9. Subjective |
| 5. Subjective | 10. Subjective |

Exercise 5

1 B 2 E 3 A 4 F 5 C