# Cambridge English

**Second edition**

# The
# TKT
Teaching Knowledge Test
## Course

# Modules 1, 2 and 3

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Alan Pulverness

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**Official preparation material for Teaching Knowledge Test (TKT)**

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# Contents

# Introduction

## ■ *The TKT Course Modules 1, 2 and 3*

*The TKT Course Modules 1, 2 and 3* is the second edition of *The TKT Course.* In this second edition you will find a range of new material that makes this edition different from the first edition:

- Revised and expanded information on the key concepts related to each area of the TKT syllabus
- An additional unit on 'Approaches to language teaching' reflecting the TKT syllabus
- New tasks in each unit for the Follow-up, Reflection, Discovery and exam practice sections
- New practice tests
- An expanded glossary reflecting the revised *TKT Glossary*
- A new section on 'Tips for preparing for the TKT', which aims to help you study by yourselves and make full use of all opportunities for working towards the TKT.

## ■ *The TKT Course Modules 1, 2 and 3 Online*

*The TKT Course Modules 1, 2 and 3* is also available online. If you subscribe to the online version at cambridgetkt.english360.com you will get all the material from the print edition in an interactive format plus:

- Six additional interactive TKT practice tests, matching the latest Cambridge ESOL TKT computer-based tests
- 'Ask the author' videos giving an expert view on classroom issues focused on in the Reflection sections
- An interactive Glossary Quiz covering the TKT terms
- Extra support for TKT trainers.

## ■ What is the *Teaching Knowledge Test* (the TKT)?

The *Teaching Knowledge Test* (the TKT) is a test developed by Cambridge ESOL for teachers of English to speakers of other languages. It is designed to test candidates' knowledge of concepts related to language and language use, and the background to and practice of language teaching and learning.

The TKT consists of seven modules: TKT Module 1, TKT Module 2, TKT Module 3, TKT: KAL (Knowledge About Language), TKT: CLIL (Content and Language Integrated Learning), TKT: YL (Young Learners) and TKT: Practical. The modules can be taken together, or separately, in any order and any number. With the exception of the TKT: Practical, the content of the TKT is tested by means of objective tasks, such as matching and multiple-choice, and each module consists of 80 questions. While the TKT: Practical focuses on classroom skills and the TKT: KAL on knowledge of English language systems, the other modules focus on knowledge about teaching.

The TKT has no entry requirements, such as previous teaching experience and/ or teaching or language qualifications, but candidates are recommended to have at

least an intermediate level of English, e.g. PET, IELTS band 4, CEFR/ALTE B1 for all the modules except KAL, for which the recommended level is B2. Candidates for all the modules are also expected to understand a range of over 500 terms describing the practice of English Language Teaching (ELT). A selection of these terms appears in each TKT module. A list of the terms is provided in the *TKT Glossary,* which is on the Cambridge ESOL website: http://www.cambridgeesol.org/TKT

To help them prepare for the TKT and reflect on their teaching, candidates are encouraged to keep an online Teacher Portfolio: https://www.teacherportfolio. cambridgeesol.org/

## ■ What is *The TKT Course Modules 1, 2 and 3*?

*The TKT Course Modules 1, 2 and 3* provides support material for Modules 1, 2 and 3 of the TKT.

*The TKT Course Modules 1, 2 and 3* has four main aims:

1  To introduce readers to the concepts and terms about teaching and learning that are central to the TKT, and to give them opportunities to do exam practice with TKT practice test tasks and practice exam papers.
2  To introduce readers to the main current theories, approaches, practices and activities in ELT and to assess their usefulness for the classroom.
3  To share with readers details of some of the many resources, such as websites, grammar books, coursebooks and supplementary materials, available to English language teachers.
4  To provide materials and activities that give teachers opportunities for professional development and reflection on their own teaching by exploring the concepts which have been introduced.

## ■ Who is *The TKT Course Modules 1, 2 and 3* written for?

*The TKT Course Modules 1, 2 and 3* is written for:

- Teachers intending to take Modules 1, 2 or 3 of the TKT. They may be studying for it on a course, or alone as self-access students.
- Teachers following introductory teacher development courses in teaching English, or retraining to become English language teachers.
- Teachers working (by themselves) to improve their knowledge of ELT.
- People considering becoming teachers.
- Teachers already teaching in primary or secondary schools or adult learning institutions.
- Both first and other language speakers of English.

## ■ What are the contents of *The TKT Course Modules 1, 2 and 3*?

The contents of *The TKT Course Modules 1, 2 and 3* follow the contents and order of the TKT syllabus for the TKT Modules 1, 2 and 3. The course contains:

- Tips for preparing for the TKT: the 4 Rs (Reading, Reference, Record-keeping and Reflection).
- Three modules, each focusing on one module of the TKT. Each module is divided into units covering the contents of the TKT syllabus for that module. The units focus on topics from the module, and then provide tasks and activities exploring the topics and preparing the reader for the TKT.

# Module 1 Language and background to language learning and teaching

## Part 1 Describing language and language skills

### Unit 1   Grammar

### ■ What is grammar?

Grammar refers to how we combine, organise and change parts of words, words and groups of words to make meaning. We use grammar unconsciously when we speak, listen, read or write. We also use it, particularly as teachers, to describe language. We do this by referring to its **forms** and its uses. Grammar includes a large number of forms and uses.

### ■ Key concepts

*What are **grammatical forms**?*

These refer to how words are made up and presented in speech or writing. For example, the form of the plural of regular **nouns** in English is '**base word** + *s*'; the form of the gerund is 'infinitive + *-ing*'.

We can identify grammatical forms in **parts of speech**, grammatical **structures** and words that contain **prefixes** (a group of letters added at the beginning of a base word) and **suffixes** (a group of letters added at the end of a base word).

There are nine parts of speech in English: nouns, **verbs**, **adjectives**, **adverbs**, **determiners**, **prepositions**, **pronouns**, **conjunctions** and exclamations. A **part of speech** or word class describes how words behave in sentences, i.e. how they operate and combine grammatically with other words. For example, in English:

- a noun can act as the subject of a verb but an adjective by itself cannot
  e.g. *The tall girl ran very fast* (✔) but not *Tall ran very fast* (✘)
- an adverb can combine with an adjective but an adjective cannot combine with another adjective
  e.g. *well organised* (✔), *good organised* (✘)
- a noun can combine with another noun
  e.g. *a car park*.

The form of some parts of speech varies according to the **function** the parts of speech have in a sentence. So, for example, these two sentences show different forms of the adjective *old*: *The boy thought he would never grow old; he's older than most of his friends.*

# ■ Key concepts and the language teaching classroom

- The subskills of writing that we choose to teach will vary, depending on our learners' age and needs. At primary level we may spend a lot of time teaching learners how to form letters and words, how to join them together and how to write short texts of a few words or sentences, often by copying. Learners at primary level are not just learning how to write in English but also how to write letters and words. This may also be true for learners whose first language does not use the Roman alphabet.

- At secondary level we may need to focus more on other kinds of accuracy and the communication skills required to write longer texts such as letters, emails or compositions.

- Before they start writing it's useful to **encourage** learners to think about why they are writing (their reason for writing) and who they are writing to (their audience). This helps them focus on what they want to say (content) and how to say it (register and style).

- Many activities exist to help learners practise accuracy in writing, e.g. labelling, copying, sentence completion, **gap-filling**, **sentence transformation** exercises, dividing texts into paragraphs, putting **punctuation** into an unpunctuated text, proofreading exercises to correct **errors** in texts.

- Many activities exist to help learners practise communicating through writing, e.g. story completion, **jumbled picture stories**, writing birthday cards, writing emails of invitation.

- We can support learners in their writing by moving on to writing after doing some listening, reading or speaking on a topic. In this way, learners have already worked on the language of the topic and may have developed ideas about it.

- Teachers sometimes work with **models** (clear examples) of text types when teaching writing. Models can show learners what patterns of language, vocabulary, register or layout to use, or how to structure their writing. They can also help learners get ideas about what to write. Models are used in **guided/product writing**.

- We can also **guide** or support learners in their writing through the use of a **process writing** approach. With this approach the teacher gives learners the opportunity to work through the stages in the writing process. They move from planning their work, to drafting it, and then on to editing, re-drafting and proofreading. This approach allows learners to focus on different aspects of writing at different times. At the planning stage they focus on developing ideas and organising them. At the drafting stage they focus on finding the language to express themselves, and at the editing, re-drafting and proofreading stages they focus on **evaluating** (looking at the strengths and weaknesses of) their ideas, the organisation of their writing and the accuracy of their language.

**FOLLOW-UP ACTIVITY** *(See pages 238-9 for answers)*

1  Go back to the text 'My favourite lesson'. Find all the other pronouns that refer back or forward to other things, find all the other conjunctions and any other topic sentences.

## ■ Key concepts and the language teaching classroom

- It can be useful for teachers to become aware of their own learning styles, past learning experience and learning strategies, and to compare these with how they teach. Teachers sometimes teach in the same style in which they themselves like to learn. This is unlikely to be the same style as all their learners prefer.
- Some learner characteristics, such as past language learning experience and learning strategies, are more relevant to teaching teenagers and adults than to teaching children.
- We can find out what our learners' characteristics are by e.g. asking them, observing them, giving them questionnaires, asking at the end of a lesson whether they liked the activities done in class and why, and in what different ways they might like to work.
- We can train learners to become aware of and use different learning strategies. This is part of **learner training**. We can, for example, give learners a list of strategies for remembering words and ask them which they prefer and why; or we can ask them how they arrived at a solution to a problem to raise their awareness of useful learning strategies.
- Teachers may need to discuss their methods with learners who are unhappy with new methods. They may need to introduce the new methods gradually and explain the reasons for them. This is also part of learner training, i.e. helping learners adapt their own ways of learning. Teachers may also need to change their teaching to make the learners more comfortable and **confident** in their learning, if they see that learners can't or won't change their learning style.
- Teachers can build into their lessons activities which match different learning styles, e.g. a listening activity followed by a reading activity followed by group work followed by a **mingle** (an activity which involves learners walking round the class talking to other students), followed by an exercise.
- When teachers consider their learners' maturity it will strongly influence their lesson planning and what they do in the classroom, e.g. how many activities they do in a lesson, the length of activities, how abstract the activities are, how much the activities involve experiencing and doing, how much to **focus on** meaning rather than **form**, what features of motivation to work with, how much they ask students to talk in front of others.
- It is not possible for the teacher to match the learner characteristics of each learner all the time. Across a number of lessons teachers can try to vary how they teach so that they can match the learner characteristics of a range of learners.

### FOLLOW-UP ACTIVITIES  *(See page 240 for answers)*

1  Look at these brief profiles of three learners of English. How might their learner characteristics influence how they like to learn and how successful they are at learning English?

introduce new students to one another. If you look back at the PPP and TBL lessons on pages 90-1 you will see that they, too, include introductory activities. Step 1 in the PPP lesson provides a **lead-in** to the topic, and steps 2 and 3 a lead-in for language needed for the lesson's main aim. In the TBL lesson, steps 1 and 2 are lead-ins.

The introductory stage of a lesson helps students to settle into the lesson and focus on its content. There are two kinds of introductory activities: **warmers** and lead-ins. **Warmers** are often used to raise students' energy levels or to make them feel comfortable before the main learning of the lesson starts. They are not always connected to the topic of the lesson; for example, they could be a quiz, game or pairwork activity.

Lead-ins introduce the content of the lesson. Their aim is to focus and **motivate** students and make a link between the topic of the lesson and the students' own lives (**personalisation**). For example, if students are going to read a text about the internet, rather than giving them the text immediately, we could do one or more lead-in activities such as discussing with students how often they use the internet, what they use it for, what their favourite websites are, etc. Or if in another lesson they are going to listen to a conversation about favourite television programmes, the lead-in activities might be making a list of their favourite television programmes and discussing them with a partner. These activities will probably involve **pre-teaching** (teaching language before students meet it in a text) key vocabulary for the texts and comprehension tasks that follow.

In some classes students don't know one another at the beginning of term, or new students often join the class. In this situation teachers sometimes do another kind of introductory activity called an **ice-breaker**. The aim of ice-breakers is for students to get to know one another so that they all feel comfortable with each other in the class. Examples of ice-breakers are doing a **mingling survey** (learners find out information from others by asking questions or using questionnaires) about the class's interests and hobbies. Another is asking students to work in groups to find out what they have in common, e.g. favourite TV programmes, favourite website, favourite colour.

## ■ Key concepts and the language teaching classroom

*Read these tips and tick the ones which are most important for you.*

● Presenting new language involves the teacher in making various choices:
  – When to present the target language? Before (as in PPP) or after (as in TBL) learners try to use it?
  – What language items to present (which new **grammatical structures**, new vocabulary, new lexical phrases, new **functional exponents**)? How many of these to present together?
  – What context to choose to present the target language in? The context needs to be **meaningful** (show the meaning of the new language), and **personalised** (connected to the student's life or thoughts) and **relevant** (of importance) to the students.
  – Whether to focus on meaning or also on some aspects of **form** (grammar, pronunciation, spelling)? This choice will depend a lot on who your learners are, e.g. their age, learning preferences. As we have seen before, a focus on form is not so effective for young learners, for example.

# Unit 22 Choosing assessment activities

## ■ How do we choose assessment activities?

**Assessment** means collecting information about learners' performance, progress or attitudes in order to make judgements about their learning. We may choose to **assess** formally (through **tests** and examinations) or informally. We can carry out **informal assessment** during a lesson by **monitoring** (i.e. listening carefully) and observing learners while they are doing ordinary classroom activities. To get other information about the progress of individual learners, we can carry out **formal assessment** (e.g. a class test).

When planning assessment, we need to think first about our reasons for assessing learners. Then we can decide when and how often to assess them, and choose what methods of assessment we are going to use.

## ■ Key concepts

In Unit 18 we looked at informal and formal assessment. We can **summarise** the differences between these two kinds of assessment under the headings of assessment **tasks**, purpose and marking:

|  | Formal assessment | Informal assessment |
|---|---|---|
| **Assessment tasks** | • tests<br>• examinations | • normal classroom teaching and learning activities<br>• homework tasks |
| **Purpose** | • to assess overall language ability (**proficiency test**)<br>• to assess learning at the end of a course (**achievement test**)<br>• to assess learning at the end of part of a course (**progress test**)<br>• to decide if learners can continue to the next level<br>• other, e.g. placement, diagnostic | • **feedback** for the teacher (i.e. to find out how successful our teaching has been)<br>• to help the teacher improve **procedures** or choose different materials or activities for future lessons<br>• feedback for learners about what they can do and what they still need to work on |
| **Marking** | • learners receive grades (%, A-F, Pass/Fail, etc.) | • teacher keeps records of progress but does not give grades<br>• learners keep records of progress |

*Look at these examples of formal assessment activities. What areas of language knowledge and/or skills can we assess with the activities? Which activities produce the most real-life use of language? Which activities are easier or more difficult to mark?*

Student A:   <u>What you have for this one?</u> I have 'the supermarket'. He wants food and drink.

Student B:   Yes, supermarket. And number two? I think it is his birthday, but <u>he talks for the birthday of friend</u> also.

Student A:   Yes friend's birthday. He is sixty. (/ˈsiksti/)

Student B:   Sixty (/ˈsiksti/) …? I think they are friends in school.

Student A:   No, sixty (/ˈsiksti/) … <u>as me and you</u> …

Student B:   (laughing) <u>Sixteen (/siksˈtiːn/) … not sixty (/ˈsiksti/)</u> … <u>you speak bad</u>.

Student A:   <u>That's nokind</u> … number three … I have …

Now read about the kinds of mistakes the students made.

<u>What you have for this one?</u> This **utterance** (unit of speech) is missing the auxiliary verb *do* and is an example of grammatical inaccuracy.

<u>he talks for the birthday of friend</u> There are several grammatical inaccuracies in this utterance: the preposition *for* after *talk* is incorrect; the possessive adjective *his* is missing and the phrase *the birthday of friend* should be constructed using the possessive '*s*' (*he talks about his friend's birthday*).

<u>as me and you</u> In this utterance the adverb *as* is used incorrectly, in place of the preposition *like*. This is an example of grammatical inaccuracy.

<u>sixteen (/siksˈtiːn/) … not sixty (/ˈsiksti/).</u> Student A pronounces the person's age incorrectly, making the friend 60, not 16.

<u>you speak bad</u> This utterance is an example of inappropriate language and grammatical inaccuracy. This is inappropriate language for one student to say to another student because it is impolite. In addition, the student has not formed the adverb correctly.

<u>That's nokind</u> In this utterance, the student has used an incorrect **prefix** to make the adjective *kind* negative. The correct form of this adjective is *unkind.*

The mistakes here are in different kinds of accuracy (grammatical and pronunciation) and in appropriacy.

*Written mistakes*

Here is an informal letter written by an intermediate learner. The numbers in the margin refer to the underlined mistakes in each line.

34 Green Street
Brighton
BN4 2QA
22 May

Dear Janet

1   Thanks for your letter. I'm <u>absolutely excited</u> that you are coming to visit me in
2   Brighton. I hope you can stay for a week <u>for</u> I want to show you the town.
3   There are a lot of things to do in Brighton. I like <u>shoping</u>. We've got all the
4   big, famous shops here and there are also many small shops. You like <u>classic</u> music
5   I think. I will <u>look after</u> a concert for us to see.

See you soon.

6   <u>Yours sincerely</u>

Sarah

# Exam tips for the TKT

- The TKT is divided into modules which can be taken separately or together.
- Candidates can take one or more modules – it's up to them.
- Each module contains 80 questions.
- Each module lasts 80 minutes.
- All the questions in the modules carry the same number of marks as each other.
- The task types used in the TKT are: one-to-one matching (e.g. pages 120-121, questions 51-55), 3/4/5 option-matching (e.g. page 228), multiple-choice (e.g. page 112), sequencing (e.g. page 175, questions 28-33), and finding the odd one out (e.g. pages 125-126, questions 75-80).

*Before the exam*

1  Get to know and understand the necessary English language teaching terms and concepts. Read the relevant parts of this book, do the Follow-up and Discovery activities and think about the points in the Reflection sections. Doing this will give you confidence and familiarity with the terms and their meanings.

2  Look at the list of terms in this book and in the *TKT Glossary*. In the *TKT Glossary* the terms are listed together with their meaning. Make sure you understand the terms, because any of them might appear in the exam. Test yourself on them. See the *TKT Glossary*:
http://www.cambridgeesol.org/TKT

3  Don't just learn the meaning of the terms. Think about the ideas behind the terms and what they mean for teaching and learning, too.

4  When you prepare your lessons, as you teach and after teaching, reflect on your lessons in terms of different aspects of the TKT, e.g. lesson planning, correction techniques, activity types. Write about your reflections in the Teacher Portfolio:
https://www.teacherportfolio.cambridgeesol.org/

5  Do some TKT practice tests to help you get familiar with the task types, and get used to working within the time limit. Remember that the number of questions in each module is fixed at 80, and there is one mark for each question.

6  Remember and practise the 4 Rs: Reading, Reference, Record-keeping and Reflection.

7  Have a good night's sleep before the test!

| 19 | I<br>them | and | |
|---|---|---|---|
| 20 | I | | |
| 21 | | and | |
| 22 | they<br>one<br>another | and | |
| 23-24 | they | and | The national stereotypes do come out though, and they're often true. |
| 24 | they | or | |
| 25 | | and | |
| 26 | | that | |
| 27 | | and | |

2 **A** Activity 1: understanding the task
Activity 2: understanding the task, developing ideas
Activity 3: developing ideas / extending ideas
**B** Structuring ideas / planning, providing a model, thinking about your reader
**C** Drafting, practising spelling

## UNIT 7

*Possible answers:*

| Characteristics of spoken language | Listening text types | Different accents | Features of connected speech | Listening subskills |
|---|---|---|---|---|
| Disappears once spoken<br>Incomplete sentences<br>Simpler grammar/ vocabulary<br>Connected speech<br>May be disorganised<br>Supported by body language | Conversations<br>Lectures<br>Announcements | Scottish<br>Welsh<br>RP<br>Texan<br>Australian | Contracted forms<br>Linking<br>Word stress<br>Sentence stress | Listening for gist<br>Listening for specific information<br>Extensive listening<br>Listening for attitude |

## UNIT 8

| A Accuracy | B Connected speech | C Appropriacy | D Fluency | E Functions | F Interaction |
|---|---|---|---|---|---|
| 1, 5, 6, 7, 11 | 1, 6, 7, 11 | 2, 3, 12 | 8, 10 | 2, 3, 4, 9, 12 | 2, 3, 4, 8, 9, 10, 12 |

## UNIT 9

1 *Possible answers:*

| Activities | Areas of motivation |
|---|---|
| A | Interest, personal relevance |
| B | Self-confidence |
| C | The teacher, rapport, self-confidence |
| D | Autonomy, personal relevance, culture |
| E | Self-confidence |
| F | The classroom atmosphere, self-confidence, rapport |
| G | Autonomy |
| H | The classroom atmosphere, interest |
| I | Goal, culture |
| J | The task, self-confidence |
| K | The teacher, rapport, autonomy |

## UNIT 10

| Acquisition | Interaction | Focus on form |
|---|---|---|
| 4, 9, 10 | 2, 5, 8, 10 | 1, 3, 6, 7 |