

The

TKT

Course

Teaching Knowledge Test

Training

Activities

CD-ROM

Joanne Welling

Introduction

Cambridge ESOL's Teaching Knowledge Test (TKT) has revolutionised teacher training in many parts of the world, providing a structured and accessible way for English teachers to commence, consolidate and update their professional development and demonstrate their knowledge of the EFL classroom. In acquiring this knowledge, many trainees both enjoy and benefit from reading and trying practice test questions. However, like the learners that they teach, their understanding can also be deepened through fun and motivational games and activities.

This bank of materials provides trainers with games, quizzes and personalisation activities which will help trainees to consolidate their knowledge of teaching. They also provide a model of good classroom practice that trainees can employ in their own classrooms, and so integrate the new concepts that they have learnt into their teaching.

The contents give an overview of the 30 activities, detailing the syllabus area and testing focus that each activity targets and approximate timings. Each activity is contained within one pdf. The activities consist of one page of trainer's notes and between one and five activity pages. An information panel to aid planning can be found at the start of the trainer's notes. This gives details of the aims, syllabus area, timetable fit, interaction pattern, timing and materials needed. The panel is followed by step-by-step instructions and, where applicable, an answer key.

As a trainer, the best feeling in the world is finishing an input session with a room full of enthused and engaged teachers, and starting the following session hearing stories of how the trainees adapted the activities for their own learners. This collection of TKT training materials was 'hand-knitted with love' from a series of (sometimes early Saturday morning) encounters with a lot of amazing people who care an awful lot about their profession.

I would like to thank all my students, past, present and future, for the opportunity to learn alongside you. These activities are a snapshot of what we created together – may they bring laughter, learning and inspiration to many more classrooms around the world.

Joanne Welling

Contents (1)

Unit title	Syllabus area	Testing focus for TKT exam	Activity type	Time (minutes)
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Module 1 Part 1				
1.1 Homophone bingo	Grammar and lexis	Parts of speech	Game	20
1.2 Phoneme fun	Phonology	Phonemes	Game	20
1.3 What function am I?	Functions	Identifying functions and exponents	Mingle	20
1.4 Four skills concept check	Language skills	Describing language skills and subskills	Comparing	40
1.5 Subskills snakes and ladders	Language skills	Identifying language subskills from activities	Board game	40
Module 1 Part 2				
1.6 Motivation mind maps	Motivation	Influences on motivation and factors that can increase motivation	Mind maps and matching	30
1.7 Learning styles match	Learner characteristics	Common learning styles and preferences	Matching	30
1.8 Course design poster	Learner characteristics and learner needs	The personal, learning and professional needs of learners	Poster making	45
Module 1 Part 3				
1.9 PPP vs TBL	Types of activities and tasks for language and skills development	Frameworks for activities and tasks: PPP and TBL	Gap-fill reading	20
1.10 Assessment task types	Assessment types and tasks	Design and purpose of assessment tasks and whole exam	Matching	20
Module 1 Review				
1.11 Find someone who ...	Overview of Module 1	Module 1 glossary	Mingle	20
Module 2 Part 1				
2.1 The Aims game	Identifying and selecting lesson aims	Subsidiary aims for specific activities	Game	30
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2.4 Parallel procedures	Planning an individual lesson	Main and subsidiary aims	Ideas sharing	30

Contents (2)

Unit title	Syllabus area	Testing focus for TKT exam	Activity type	Time (minutes)
Module 2 Part 2				
2.5 Resource library	Using reference resources for lesson preparation	The range of resources available and teachers' reasons for consulting them	Categorising	30
2.6 Dictionary explorer	Using reference resources for lesson preparation	Extracting information from a dictionary entry	Quiz	45
2.7 Supplementary materials quiz	The selection and use of supplementary materials and activities	Types of supplementary materials and activities and reasons for their use	Guessing game	30
2.8 Sketch the aid	The selection and use of teaching aids	Types of aids and their teaching functions	Drawing game	25
Module 3 Part 1				
3.1 Instructions in sequence	The functions commonly used by the teacher in the classroom	Appropriacy of use: sequencing	Ordering	20
3.2. Is that really appropriate?	The functions commonly used by the teacher in the classroom	Appropriacy of use: simplicity, sequencing, formality, etc.	Worksheet	20
3.3 Who says what and why?	The functions commonly used by the teacher and learners in the classroom	Identification of a range of classroom functions and typical exponents	Sorting	25
Module 3 Part 2				
3.4 Roles, posters and pockets	The roles of the teacher	Common teacher roles	Poster making and matching	30
3.5 Group dynamics	Grouping learners	Common classroom interaction patterns and their uses	Question sheet	30
3.6 Correction traffic lights	Correcting learners	Methods of written correction, and their appropriacy of use	Correction task	25
3.7 Correction strategies	Correcting learners	Methods of oral correction, and their appropriacy of use	Worksheet	30
3.8 Feedback focus	Giving feedback	The focus and purpose of feedback and ways of giving feedback	Worksheet	20

FAQ dominoes

Trainer's notes

Aims	To familiarise trainees with the TKT exam To give the trainer the opportunity to observe trainees interacting
Syllabus area	Overview of TKT
Timetable fit	For use in an introductory session at the beginning of a TKT preparation course
Interaction pattern	Group work
Timing	25 minutes
Materials needed	One set of dominoes (0.1A and B) for each group

Instructions

1. Divide the trainees into groups of three or four.
2. Explain that this activity is based on the game of dominoes (demonstrate by drawing dominoes on the board if necessary).
3. Show the dominoes to the trainees and explain that by matching questions (on the right-hand side of each domino) with answers (on the left), they will eventually form a complete rectangle. Start the activity, setting a time limit of ten minutes.
4. Monitor to ensure that all trainees are engaged; it is likely that group leaders may emerge! Exploit any ambiguities and queries by putting them back into the trainees' hands to encourage group cooperation and confidence at this stage.
5. Stop groups after ten minutes and have them rotate to the next group's workstation (elicit or feed in language: *clockwise / anti-clockwise*). Ask each group to check the previous group's work, making any necessary changes. Stop after two minutes and rotate again, then again if required.
6. Conduct feedback, checking the answers and answering any queries. You could also ask the trainees which of the Frequently Asked Questions (FAQs) gave them new information about the TKT.

Variation

Shuffle the dominoes and hand out one to each trainee standing in a circle. Have each trainee read their own question and the corresponding answer from the card next to them (on their left). The whole class listens, repositions, monitors and corrects, until the domino loop is complete.

Answer key

How many questions are there in the TKT papers?

There are 80 questions in each of the three modules.

How many marks is each question worth?

Each question is worth one mark. All questions are equally weighted.

How do I mark the answers on the answer sheet?

You shade the lozenge for the answer you think is correct.

Do I need to take all the TKT modules?

No. You can take one, two or all three of the TKT modules, in any order.

What is the highest mark I can get?

Band 4. The other possible results are band 3, band 2 and band 1.

Will I get a certificate?

Yes, you will receive a separate certificate for each module taken.

When is the TKT exam?

TKT exams take place throughout the year. Contact your local Cambridge ESOL exam centre for specific dates.

How can I enrol for the TKT?

You can enrol and pay at local Cambridge ESOL centres.

Will my own English language skills be tested in the exam?

No, the TKT tests teachers' knowledge of teaching, not their language skills.

Do candidates need to have a certain level of English before taking the TKT?
No, but it is strongly advised that you have at least an intermediate level of English (CEF: B1 / PET level).

Where can I find out about the teaching terminology that is tested in the TKT?

The TKT glossary has definitions of the teaching terminology tested in the TKT. You can find it at www.cambridgeesol.org/tkt

Will my teaching be observed as part of the TKT?

No, TKT tests knowledge of language and teaching methodology, but does not involve observations.

What is the TKT portfolio?

The portfolio is an electronic resource in which teachers keep a record of their experiences and goals for future development.

Is the portfolio assessed?

It does not form part of the assessment for the TKT but helps develop ideas on teaching. Find it at: www.teacherportfolio.cambridgeesol.org

Can I make notes on the question paper?

Yes, you can make notes on the question paper during the examination.

Will my notes on the question paper be marked?

No. Only the machine-readable answer papers will be marked.

Does it matter if I write in pen or pencil?

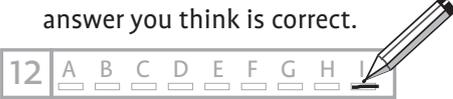
You must use a pencil to mark your answers on the answer sheet as pen cannot be read by computer.

Can I use a dictionary?

No. The use of dictionaries is not allowed.

FAQ dominoes

Dominoes

No. The use of dictionaries is not allowed.	How many questions are there in the TKT papers?
There are 80 questions in each of the three modules.	How many marks is each question worth?
Each question is worth one mark. All questions are equally weighted.	How do I mark the answers on the answer sheet?
<p>You shade the lozenge for the answer you think is correct.</p> 	Do I need to take all the TKT modules?
No. You can take one, two or all three of the TKT modules in any order.	What is the highest mark I can get?
Band 4. The other possible results are band 3, band 2 and band 1.	Will I get a certificate?
Yes, you will receive a separate certificate for each module taken.	When is the TKT exam?
TKT exams take place throughout the year. Contact your local Cambridge ESOL exam centre for specific dates.	How can I enrol for the TKT?
You can enrol and pay at local Cambridge ESOL exam centres.	Will my own English language skills be tested in the exam?

FAQ dominoes

<p>No, the TKT tests teachers' knowledge of teaching, not their language skills.</p>	<p>Do candidates need to have a certain level of English before taking the TKT?</p>
<p>No, but it is strongly advised that you have at least an intermediate level of English (CEF: B1 / PET level).</p>	<p>Where can I find out about the teaching terminology that is tested in the TKT?</p>
<p>The TKT glossary has definitions of the teaching terminology tested in the TKT. You can find it at www.cambridgeesol.org/tkt</p>	<p>Will my teaching be observed as part of the TKT?</p>
<p>No, TKT tests knowledge of language and teaching methodology, but does not involve observations.</p>	<p>What is the TKT portfolio?</p>
<p>The portfolio is an electronic resource in which teachers keep a record of their experiences and goals for future development.</p>	<p>Is the portfolio assessed?</p>
<p>It does not form part of the assessment for the TKT but helps develop ideas on teaching. Find it at: www.teacherportfolio.cambridgeesol.org</p>	<p>Can I make notes on the question paper?</p>
<p>Yes, you can make notes on the question paper during the examination.</p>	<p>Will my notes on the question paper be marked?</p>
<p>No. Only the machine-readable answer papers will be marked.</p>	<p>Does it matter if I write in pen or pencil?</p>
<p>You must use a pencil to mark your answers on the answer sheet as pen cannot be read by computer.</p>	<p>Can I use a dictionary?</p>

The TKT quiz

Trainer's notes

Aims	To familiarise candidates with the format of the TKT papers
Syllabus area	Overview of TKT
Timetable fit	For use at the start of a TKT course or just before candidates take a test
Interaction pattern	Pair work
Timing	20 minutes
Materials needed	One copy of the quiz (0.2A) for each trainee

This activity aims to highlight some of the TKT's distinguishing features and provides a written record for future reference.

Instructions

1. Divide the trainees into pairs or small groups, preferably from different teaching backgrounds.
2. Hand out one copy of the quiz to each group and model predicting the answer to the first question, taking the decision as a group.
3. Ask trainees to continue working through the quiz, discussing and guessing the correct option in each of the sixteen sentences. Explain that the correct answers will be supplied later.
4. Set a time limit of 10 minutes.
5. Regroup the trainees and have them compare their answers and discuss only points of dispute.
6. Hand out the remaining quizzes so that each trainee has a copy. Conduct feedback, checking the answers and eliciting opinions about the most surprising TKT fact/feature.

Follow-up

Close the activity by using the ideas below to lead a discussion about the TKT in your local context:

- TKT is graded in bands to allow local conditions to dictate the required level for trainees to achieve. Which band level is expected of teachers completing the TKT in your area?
- Each TKT module may be taken independently of the others and retaken if desired. How do you think these policies support teachers' ongoing professional development?

Answer key

1. There are 3 core modules of the TKT.
2. There are also 2 additional modules.
3. Each module has 1 exam paper.
4. Each paper lasts for 80 minutes.
5. Each paper has 80 questions.
6. Each question is worth the same number of points.
7. Lesson planning is tested in module 2.
8. Background to language learning is tested in module 1.
9. Classroom management is tested in module 3.
10. Which of the following is NOT one of the task types in the TKT?
true and false
11. How is the TKT graded? bands 4-3-2-1
12. All bands receive a certificate.
13. To demonstrate a more than basic knowledge on the TKT (i.e. be awarded bands 4 or 3) you need to score at least 45-50 points (out of 80).
14. You get 3 certificates if you sit all the core TKT modules.
15. The certificates arrive 2-3 weeks after you sit the exam.
16. You can take each paper as many times as you like.

The TKT quiz

Choose the correct option.

1. There are 2/3/4 core modules of the TKT.
2. There are also 1/2/3 additional modules.
3. Each module has 1/2/3/4/5 exam paper(s).
4. Each paper lasts for 60/80/100 minutes.
5. Each paper has 80/100/120 questions.
6. Each question is worth the same number of points / weighted differently.
7. Lesson planning is tested in module 1/2/3.
8. Background to language learning is tested in module 1/2/3.
9. Classroom management is tested in module 1/2/3.
10. Which of the following is NOT one of the task types in the TKT?
matching / multiple-choice / sequencing / odd-one-out / true and false
11. How is the TKT graded?
pass-fail / distinction-pass-narrow fail-fail / bands 4-3-2-1 / A-B-C-D-F
12. Only the top two / All bands receive a certificate.
13. To demonstrate a more than basic knowledge on the TKT (i.e. be awarded bands 4 or 3) you need to score at least 45-50 / 55-60 / 65-70 points (out of 80).
14. You get 5/3/just 1 certificate(s) if you sit all the core TKT modules.
15. The certificates arrive 2-3 days / 2-3 weeks / 2-3 months after you sit the exam.
16. You can take each paper only once / twice / as many times as you like.

Define it!

Trainer's notes

Aims	To review TKT glossary terms To promote trainees' self-assessment and awareness of own learning
Syllabus area	TKT glossary
Timetable fit	For use at any time in the course as a part/module round-up, or just before the exam
Interaction pattern	Pair work
Timing	20 minutes
Materials needed	One word card (see 0.3A) for each trainee

A simple vocabulary review game for TKT glossary terms. It can also be used with any lexical set.

Instructions

- Hand out one card to each trainee. Ask trainees to select three terms from the glossary that they think it would be useful for the class to revise. Have them write one term in each of the three boxes in the row marked *My words*.
- Collect all the cards. Divide the group into pairs and have the trainees sit either opposite each other, a short distance apart or back to back.
- Explain that each person has three terms they need to define to their partner, and three terms they must try to guess. This can be done in any order. When defining the words, the trainees may not:
 - say the word or any part of the word
 - spell the word or give first letters
 - use L1 (if this is not English)
- Hand out one card to each person. Try to avoid duplicated terms within the same pair and try to avoid giving a pair their own cards. Allow trainees some silent, thinking time to look at their terms and think about how to describe them.

- Start the game. Monitor and listen. Avoid intervening but note down the following:
 - any deviation from the rules
 - good clue-giving strategies and examples
 - difficulties or inaccuracies in defining certain terms.

When all pairs have finished, conduct feedback based on what you noted down. Have trainees make notes in the *Feedback for myself* section about any terms they'd forgotten, found difficult to guess, define or find examples for. Ask trainees to share their own reflections.

- Repeat the game if appropriate.

Variation

Prepare the cards in advance, choosing words that you think the trainees need to revise, or focusing on a particular part of the glossary.

Define it!

Word cards

	One	Two	Three
My words			
Feedback for myself			

	One	Two	Three
My words			
Feedback for myself			



	One	Two	Three
My words			
Feedback for myself			

Homophone bingo

Trainer's notes

Aims	To develop trainees' knowledge of parts of speech To raise trainees' awareness of homophones To model use of dictionary for reference in a classroom context
Syllabus area	Grammar and lexis
Timetable fit	For use after input sessions on grammar and lexis
Interaction pattern	Whole group
Timing	20 minutes
Materials needed	One game board (see 1.1A and B) for each trainee One set of caller's cards (1.1C) One advanced learner's dictionary for reference for each four trainees Five counters (or coins) for each trainee

Instructions

- Dictate the following words *won*, *too* and *for*. Do not spell the words or confirm the meanings. Ask one trainee to write what they have written on the board, then write *won*, *too* and *for* next to them. Ask trainees to compare the answers with their own. It is very likely that some people will have written *one*, *two* and *four*. Explain/elicite that the words are homophones (words that sound the same but have different meanings and may be spelled differently).
- Hand out one bingo game board to each trainee. Explain this game of bingo:
 - Each bingo game board has five squares with a different part of speech on it.
 - To win, a trainee must cover all five squares on their board with counters.
 - When the trainer calls out a word which is an example of a part of speech on a trainee's board, the trainee should call out the name of that part of speech.
 - The trainee must then prove that the word is an example of that part of speech by giving both:
 - an example sentence / a context / a mime, and
 - the spelling in that part of speech.
 - If the trainer is satisfied with the answer, a counter is given to the trainee to cover the part of speech on their board.
 - If another trainee thinks the word is also an example of a **different** part of speech which is on their board, they may also call out, and attempt to win a counter.
 - When a trainee has covered all five squares, they shout 'Bingo!'
- Conduct feedback between rounds to clarify items, examples given, and pronunciation. You could also model use of an advanced learner's dictionary for reference of disputed items, especially showing how to find the various parts of speech, phonemic script or example sentences listed for one headword.
- Several rounds of this game may be played back to back as required.

NB Trainees may continue suggesting different parts of speech for each word given. If there are no more suggestions from the trainees, the trainer may choose to prompt, asking e.g. *How else can you spell ...?* or by giving an example clue, e.g. *Did you get a yes or a no?* (to elicit the fact that *no* is also a noun) or choose to move on to the next word clue.

Homophone bingo

Game board 1

Noun	ð æ g θ ʃ ʒ m ə	Adjective
ð æ g θ ʃ ʒ m ə	Preposition	ð æ g θ ʃ ʒ m ə
Determiner	Pronoun	ð æ g θ ʃ ʒ m ə

Game board 2

ð æ g θ ʃ ʒ m ə	Verb	Pronoun
Adjective	ð æ g θ ʃ ʒ m ə	Exclamation
ð æ g θ ʃ ʒ m ə	Adverb	ð æ g θ ʃ ʒ m ə

Game board 3

Conjunction	ð æ g θ ʃ ʒ m ə	Adjective
ð æ g θ ʃ ʒ m ə	Noun	ð æ g θ ʃ ʒ m ə
ð æ g θ ʃ ʒ m ə	Pronoun	Preposition

Homophone bingo

Game board 4

Verb	ð æ ʃ ʒ ə g θ ʃ ʒ ə	Adverb
ð æ ʃ ʒ ə g θ ʃ ʒ ə	ð æ ʃ ʒ ə g θ ʃ ʒ ə	Exclamation
Determiner	Conjunction	ð æ ʃ ʒ ə g θ ʃ ʒ ə

Game board 5

ð æ ʃ ʒ ə g θ ʃ ʒ ə	Adjective	Pronoun
Conjunction	ð æ ʃ ʒ ə g θ ʃ ʒ ə	Exclamation
ð æ ʃ ʒ ə g θ ʃ ʒ ə	Adverb	ð æ ʃ ʒ ə g θ ʃ ʒ ə

✂ Game board 6

Pronoun	ð æ ʃ ʒ ə g θ ʃ ʒ ə	ð æ ʃ ʒ ə g θ ʃ ʒ ə
ð æ ʃ ʒ ə g θ ʃ ʒ ə	Noun	ð æ ʃ ʒ ə g θ ʃ ʒ ə
Determiner	Verb	Preposition

Homophone bingo

Caller's cards (1)

<p>/nəʊ/ no = adverb, determiner, noun know = verb</p>	<p>/wɪl/ will = noun, (modal) verb</p>
<p>/səʊ/ so = adjective, adverb, conjunction sew = verb</p>	<p>/fjuː/ few = adjective, determiner, noun, pronoun whew/phew = exclamation</p>
<p>/weðə/ whether = conjunction weather = noun, verb</p>	<p>/aɪ/ eye = noun, verb I = pronoun</p>
<p>/waɪl/ while = conjunction, noun</p>	<p>/bɒks/ box = noun, verb</p>
<p>/meɪd/ maid = noun made = verb (past simple of make)</p>	<p>/wɪtʃ/ which = determiner, pronoun witch = noun</p>
<p>/steə/ stare = noun, verb stair = noun</p>	<p>/juː/ ewe = noun yew = noun you = pronoun</p>
<p>/θruː/ through = adjective, preposition threw = verb (past simple of throw)</p>	<p>/ʃuː/ shoe = noun shoo = exclamation, verb</p>
<p>/pɔː/ poor = adjective paw = noun, verb pour = verb</p>	<p>/sʌm/ some = determiner, pronoun sum = noun, verb</p>
<p>/hɪm/ hymn = noun him = pronoun</p>	<p>/waʊ/ wow = exclamation, noun, verb</p>
<p>/dʒʌst/ just = adjective, adverb</p>	<p>/maɪ/ my = determiner, exclamation</p>
<p>/bʊk/ book = noun, verb</p>	<p>/sɔː/ sore = adjective, noun saw = noun, verb (past simple of see)</p>

Homophone bingo

Caller's cards (2)

<p>/wɒt/ what = determiner, exclamation, pronoun watt = noun</p>	<p>/wi:k/ weak = adjective week = noun</p>
<p>/aʊə/ our = determiner hour = noun</p>	<p>/wʊd/ wood = noun would = (modal) verb</p>
<p>/si:/ sea = noun see = verb</p>	<p>/raɪt/ right = adjective, adverb, exclamation, noun, verb write = verb</p>
<p>/hɪə/ here = adverb hear = verb</p>	<p>/bi:/ bee = noun be = verb</p>
<p>/ðeə/ there = adverb, exclamation their = determiner they're = pronoun + verb</p>	<p>/wʌn/ one = determiner, noun, pronoun won = verb (past simple of win)</p>
<p>/kæn/ can = noun, (modal) verb</p>	<p>/hænd/ hand = noun, verb</p>
<p>/wel/ well = adjective, adverb, exclamation, noun</p>	<p>/faɪnd/ find = noun, verb fined = verb (past simple of fine)</p>
<p>/baɪ/ by = adverb, preposition bye = exclamation buy = verb</p>	<p>/kəʊld/ cold = adjective, noun</p>
<p>/beə/ bare = adjective, verb bear = noun, verb</p>	<p>/hɪt/ hit = noun, verb</p>
<p>/həʊm/ home = adjective, adverb, noun, verb</p>	<p>/ɪn/ inn = noun in = preposition</p>

Phoneme fun

Trainer's notes

Aims	To review and recycle phonemic symbols
Syllabus area	Phonology
Timetable fit	For use as a practice activity, after trainees have been introduced to the phonemic alphabet
Interaction pattern	Group work
Timing	20 minutes
Materials needed	One copy of the worksheet (1.2A) for each group

The phonemic script can sometimes intimidate TKT candidates. This is an enjoyable practice activity to help trainees decode it.

Instructions

1. Divide the class into groups of three to five. Have each group nominate one trainee as a scribe to write the answers down.
2. Display the table on the worksheet by using an OHP or by reproducing the table on the board.
3. Demonstrate how to play the game. Write the phoneme /æ/ on the board. Elicit words that contain this sound (the sound can occur at the beginning, in the middle or at the end of the word), and that fit into the categories listed. When three categories have been filled in, shout 'finished'.
4. Explain that the teams will now play the game in the same way: you will write a phoneme on the board; each team will try to find words for three categories; when they have three categories completed they will shout 'finished'. For the TKT glossary term, allow trainees to refer to the glossary.
5. Start the game by writing /eɪ/ (Round one's phoneme: see answer key) on the board. After each round, conduct feedback by asking for the answers from the winning team. Write the words (in English spelling, not phonemic script) on the board, underlining where in the word the sound appears.
6. Award two points for the team who won the round (i.e. who shouted 'finished' first). Then award that team two points for each correct answer. Award the other teams two points for each answer they have that is different to the winning team's answer.
7. Play the next rounds, repeating steps five and six. Use the phonemes suggested in the answer key, or choose others to suit your trainees. At the end, add up all the points to find the overall winning team.

NB Keep up the pace and fun level. If a round goes on for more than two to three minutes, stop it anyway and select the team with the most, or the best answers as the winners of that round. If a team gives an answer which doesn't contain the phoneme, write up the phoneme for the mistaken sound on the board so trainees can contrast the symbols and the sounds, e.g. arm contains /ɑː/ not /æ/.

Variation 1

Have the winning team in each round delete one of the existing categories and suggest another of their choice, i.e. delete *Adjective* and substitute *Sport*.

Variation 2

Have the groups find words for all five categories, rather than just three.

Variation 3

Use the blank worksheet (1.2B) to substitute the categories or phonemes to suit your trainees.

Answer key

Here are some possible answers:

	/æ/	/eɪ/	/ʃ/	/ə/	/ɔː/
Animal	cat	snake	shark	elephant	horse
Adjective	happy	crazy	shy	wonderful	awful
Food or drink	sandwich	cake	fish	sugar	prawn
Part of the body	back	waist	shoulder	stomach	forehead
TKT glossary term	accuracy	board game	functions	inter-language	oral test

Phoneme fun

ð æ ʃ ə g θ m	Example:	Round 1:	Round 2:	Round 3:	Round 4:
Animal					
Adjective					
Food or drink					
Part of the body					
TKT glossary term					

Phoneme fun

ð ʒ æ ʃ ə g θ m	Round 1:	Round 2:	Round 3:	Round 4:	Round 5:
Category 1:					
Category 2:					
Category 3:					
Category 4:					
Category 5:					

What function am I?

Trainer's notes

Aims	To provide practice in generating exponents for common functions To identify common functions
Syllabus area	Functions
Timetable fit	For use as a practice activity after input on functions and exponents
Interaction pattern	Whole group mingle
Timing	20 minutes
Materials needed	One function card (see 1.3A) for each trainee (You may wish to select easier / more difficult functions depending on class level.)

A fun, sociable activity which provides the necessary practice on functions and exponents and generates a lot of laughter.

Instructions

1. Show the trainees the pile of cards. Choose one at random but do not look at it. Hand it to one trainee and ask them to stick/pin it to your back.
2. Explain that the word on the card is a function but that you do not know what it is. Ask the trainees to give you exponents of this function so that you can guess what the function is. Do not guess the function until you have heard several exponents.
3. Explain that the trainees are now going to play the same activity as a whole group. Explain that each trainee will have an unknown function on their back, will stand up and will mingle with the other trainees.
4. Explain that whenever a trainee meets a new partner, they should look at each other's backs, and say an exponent of the function they see. Stress that it is important that trainees should not confirm each other's guesses during the game. Only at the end of the game will they guess their function.
5. Monitor for incorrect language to feed back on after the activity.
6. After 10 minutes, call the trainees back into a circle. Each trainee guesses what their function was, and looks at their card to confirm their guess. Conduct feedback by asking questions such as *What was the most formal/informal exponent you heard for your function?* and feeding back on errors.
NB Functional categories end in -ing, e.g. thanking, interrupting, asking for clarification. Make sure the trainees are using this form, and elicit it where necessary.

Variation 1

For groups who may find it difficult to think up exponents on the spot, hand out a copy of the complete worksheet (1.3A) before the mingle. Groups can then practise thinking up exponents in advance. Before proceeding to the main activity, collect all copies of the worksheet.

Variation 2

For a more challenging activity, before the mingle begins, divide the class into three groups: formal, neutral and informal. When suggesting exponents to other trainees, the trainees in each group must only suggest exponents in the register allocated to them. Model this with an easy function such as thanking. Trainees in the informal group might come up with '*Cheers!*' or '*Ta!*'; the neutral group could say '*Thank you (very much)*'; the formal group might say '*I'm most terribly grateful*' or '*I do appreciate it*'.

Answer key

Here are some possible answers:

- accepting an apology: 'Don't worry. I forgive you.'
- accepting an invitation: 'I'd love to come – thanks!'
- advising: 'If I were you, I'd ...'
- agreeing: 'Absolutely. You're quite right.'
- apologising: 'Sorry about that!'
- asking for clarification: 'Could you say that another way?'
- attracting attention: 'Could I have your attention please?'
- beginning an anecdote: 'A funny thing happened to me the other day.'
- describing feelings: 'I feel ... about that.'
- disagreeing: 'I don't think so.'
- encouraging: 'Come on! You can do it.'
- expressing disgust: 'Oh, how horrible!'
- expressing interest: 'Well, that looks very interesting.'
- expressing obligation: 'You have to ...'
- expressing preferences: 'I'd rather have ...'
- giving a compliment: 'Wow! That really is amazing.'
- greeting: 'Hello!'
- interrupting: 'Excuse me. Could I just ...'
- introducing yourself: 'My name's ...'
- making a toast: 'Let's all raise our glasses to ...'
- offering help: 'Would you like a hand with that?'
- opening a meeting: 'OK. First on the agenda is ...'
- pleading: 'Oh, go on. Pleeeeease!'
- refusing: 'I couldn't possibly.'
- starting a speech: 'Could you listen for a moment, please.'
- suggesting a solution: 'How about trying it this way?'
- thanking: 'Thank you very much.'
- welcoming guests: 'I'd like to welcome you all to ...'

What function am I?

Function cards

	apologising	greeting	thanking	introducing yourself
easier	agreeing	interrupting	disagreeing	refusing
	expressing obligation	expressing preferences	expressing disgust	expressing interest
	suggesting a solution	offering help	asking for clarification	starting a speech
	accepting an invitation	accepting an apology	opening a meeting	welcoming guests
more difficult	attracting attention	giving a compliment	beginning an anecdote	describing feelings
	encouraging	advising	pleading	making a toast

Four skills concept check

Trainer's notes

Aims	To promote better understanding of the exact meanings of glossary terms relating to the four skills
Syllabus area	Language skills
Timetable fit	For use to review all four skills
Interaction pattern	Group work
Timing	40 minutes
Materials needed	One copy of the worksheet (1.4A) for each trainee

This exercise checks that candidates have grasped important distinctions between skills terms early in the course. This should allow for sensible discussion later in the course when many of these ideas resurface when talking about practice activities, lesson planning, correction techniques etc.

Instructions

1. Demonstrate the activity by asking for definitions and examples for *a receptive skill* / *a productive skill* and write them on the board. Encourage the trainees to discuss the similarities and differences between the two concepts.
2. Divide trainees into groups of four. Distribute the worksheets and have trainees work together to define and find examples for each pair of concepts. Monitor to make sure trainees are writing their definitions and examples down. Ask questions to encourage discussion about similarities and differences between each pair of concepts. Avoid feeding in answers yet – the aim is to promote discussion.
3. After about 20 minutes, allow trainees to refer to their TKT glossaries and/or other reference books to check their answers. They should edit their answers and add more detail where necessary.
4. Have trainees swap their worksheets with another group. Each group should mark the worksheet they receive with the correction code:
 - ✓ for each correct definition
 - ✓ for each appropriate example
 - ? for any items which don't seem to make sense
 - before any additional comments that they write
 Before they return the worksheets to the original owners, have the trainees add a brief overall comment.
5. Conduct feedback to clarify any concepts still causing confusion.

NB Listen carefully during the group discussion stage to see which concepts have been grasped well and which the trainees are still struggling with. Be well prepared with clear explanations and pertinent (if possible local) examples to clarify concepts in the final feedback stage.

Answer key

Here are some suggested definitions:

- e.g. Receptive skills: reading & listening (making sense of a text)
 Productive skills: writing & reading (involves producing language or communicating a message)
1. Skill: what we do with language, i.e. read, write, listen or speak in L2
 Subskill: component part of main skills, such as skimming, scanning, reading for detail, extensive reading
 2. Accuracy: using the correct form of the language (grammar, lexis, phonology and functions)
 Fluency: communicating the message effectively without strain on the listener/reader
 3. Authentic material: what a first language speaker would read/listen to
 Graded material: reading and listening texts adapted for L2 learners at a specific level
 4. Coherence: logical, consistent and clear connection between ideas (sentences, paragraphs) in a text
 Cohesion: grammatical links between sentences (ideas, paragraphs) which help us to see the connection between them (e.g. cohesive devices such as *because*, *although*)
 5. Extensive (reading or listening): for long pieces of text, with varying attention and interest, employing different reading/listening subskills depending on need
 Intensive (reading or listening): not a subskill, but a technique for examining language (grammar, lexis)
 6. Lead-in activity: an introduction to the topic of the lesson and/or activities focusing on the new language
 Post-task activity: activities in which the learners discuss the topic freely and/or have an opportunity to ask questions about the language used
 7. Scanning: reading for specific information, pulling out only one piece of information we're interested in
 Skimming: reading for gist, getting a general idea of what the whole text is about
 8. Language work: grammar, lexis, phonology & functions
 Skills work: reading, writing, listening & speaking

Four skills concept check

Write definitions for each pair of concepts. If possible give examples which help to illustrate how they are different.

e.g. a receptive skill / a productive skill

1. a skill / a subskill

2. accuracy / fluency

3. authentic material / graded material

4. coherence / cohesion

5. extensive / intensive (reading or listening)

6. lead-in / post-task activity

7. scanning / skimming

8. language work / skills work

Subskills snakes and ladders

Trainer's notes

Aims	To promote better understanding of subskills To help trainees differentiate between subskills within the same main skill
Syllabus area	Language skills
Timetable fit	For use after input sessions on all four skills
Interaction pattern	Group work
Timing	40 minutes
Materials needed	One copy of the game board (1.5A) and one set of skills cards (1.5B-D) for each group One dice per group and one counter per player

Trainees can usually name the four skills really easily, but have trouble naming subskills precisely. This activity addresses this by featuring many examples of subskills in learners' real-life contexts.

Instructions

1. Divide the class into groups of four to six trainees.
2. Explain/demonstrate how to play the game. (These instructions are rich in game-playing language so you may wish to highlight the italicised words and have trainees make a record of them.)
 - Each player *takes it in turns* to *roll the dice* and *move their counter* the correct number of *spaces* along the board.
 - Every time they *land on* a skills square (marked READING, WRITING, LISTENING or SPEAKING) the player opposite picks a card from the corresponding pile and reads the scenario (but not the answer!) out loud to them.
 - The player whose turn it is must say which subskill or strategy is being used. The player who read the card checks this against the answer on the card. In case of any debate, the team should call on the trainer to act as referee.
 - If the subskill named is correct, the player may go up the ladder or remain at the head of the snake. If the subskill named is incorrect, or if the player doesn't know, he must remain at the foot of the ladder or slide down to the tail of the snake.
 - The reader then returns the card to the *bottom of the pile* and it is the next player's turn.
 - The winner is the first player to land on the 'finish' square.

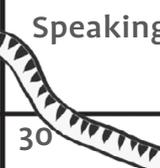
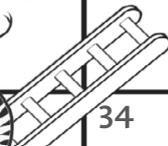
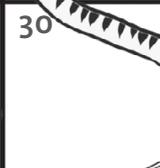
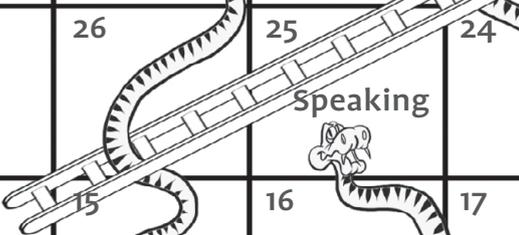
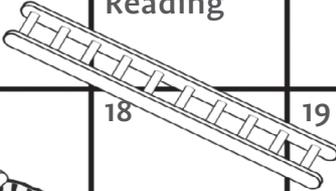
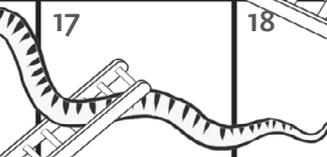
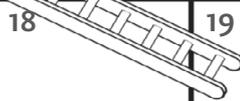
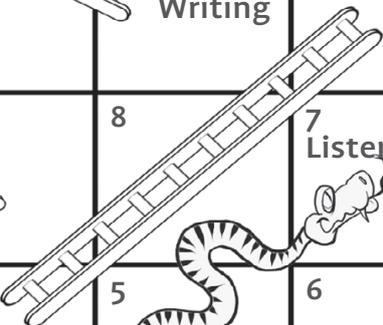
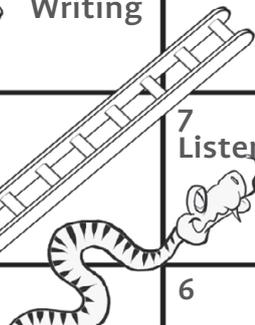
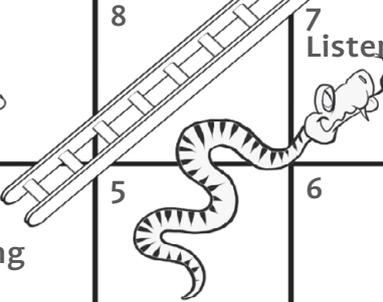
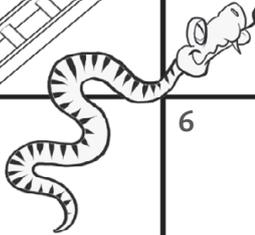
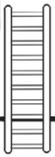
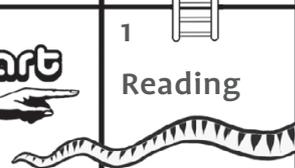
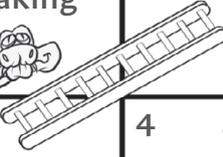
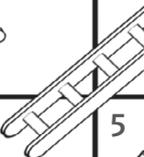
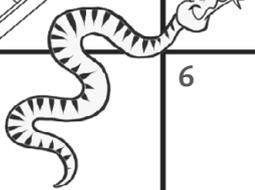
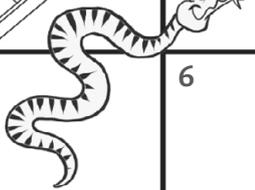
3. Circulate, monitor, arbitrate or encourage debate where required, and note down any areas of difficulty.
4. At the end of the game, lead feedback, asking what trainees have learnt from the activity and clarifying any points of difficulty.

NB Trainees with a B1 level of language may need some vocabulary support. Consider having mixed language level groups, and be ready to answer queries.

Variation

For a less challenging game, begin with a review of skills and subskills, and write all the subskills on the board. When the trainees play the game, they can refer to the list on the board to help them make their choice.

Subskills snakes and ladders

42 	43 Speaking 	44 Writing 	45	46	47 Listening 	Finish 
41 Reading 	40 	39 Speaking 	38 	37 	36 Listening 	35 
28 Reading 	29 Listening 	30 	31 	32 	33 	34 Writing 
27 	26 	25 Speaking 	24 	23 Reading 	22 	21 
14 Reading 	15 	16 Listening 	17 	18 	19 Writing 	20 
13 	12 	11 Writing 	10 Speaking 	9 	8 	7 Listening 
start 	1 Reading 	2 	3 Speaking 	4 Writing 	5 	6 

Exam Link: Module 1 Part 1



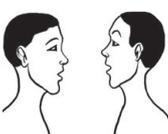
Reading



Writing



Listening



Speaking

Subskills snakes and ladders

Skills cards (1)



You look for your friend's email address in the address book of your computer.

Answer: Scanning
(reading for specific information)



You read a letter from a long-lost friend, telling you all about her life these days.

Answer: Reading for detail



You're following a secret recipe for an amazing apple cake which is rather complicated, but hopefully worth the effort.

Answer: Reading for detail



After dinner, the family passes round a box of assorted chocolates with a description of each variety on the lid. You're looking for a dark and nutty one.

Answer: Scanning
(reading for specific information)



You spend a cosy afternoon on the sofa at home with your favourite magazine.

Answer: Extensive reading



You're browsing the UK tourist website for the place where you'll be studying English for a month this summer, wondering how much you'll enjoy the city.

Answer: Skimming (reading for gist)



Your friend has written an article for the local newspaper and has asked you to read it and think of a good title for it – in the next 3 minutes!

Answer: Skimming (reading for gist)



It's World Cup final day, but you have to finish your thesis. The TV is on behind you and you turn around every time you hear 'Goal!' so you can at least watch the action replay.

Answer: Listening for specific information



You're driving your sister to her friend's house in an unfamiliar part of town for a party. She's lost the map her friend gave her, so you ask her to call for directions from your mobile phone as you turn off the motorway.

Answer: Listening for detail



You rent a movie on DVD and choose to watch in the original English without subtitles.

Answer: Extensive listening



Your son tells you all about his day while you're chopping vegetables. When he finishes, you say: 'It sounds like you had a good day at school then. And I'm glad you had fun this afternoon, too.'

Answer: Listening for gist



In class, the teacher plays a song. You have to clap your hands every time you hear the sound /b/. Other students clap when they hear /v/ or /f/.

Answer: Intensive listening



The message on your answer phone is from your boss, telling you he's leaving the company unexpectedly. You need to know how to react to him when you see him the next day – whether to congratulate or commiserate.

Answer: Listening for mood / infer attitude



You've checked in and you're waiting in the airport lounge for your flight, number TKT723, to be called. Several announcements have been made already.

Answer: Listening for specific information

Subskills snakes and ladders

Skills cards (2)



You receive an email from an old friend who you haven't heard from in a long time. She gives a few details of her recent life, but you want to know if she is feeling happy at the moment.

Answer: Read for mood / infer attitude



You have to teach phrasal verbs based on the verb *hang* to your class. You're not sure about all the meanings so you look up *hang* in the dictionary and find lots of example sentences.

Answer: Intensive reading (focus on language)



You're visiting a museum and find some parts fascinating, others fairly dull. How do you read the various fact cards on the exhibits?

Answer: Extensive reading



After composing an email to your colleague, you click on all the words the computer highlights as being wrong, and scan the options for the word you meant to write.

Answer: Proofreading



You're writing a letter to an English-speaking pen friend, and begin by writing your address in the top right-hand corner.

Answer: Using correct layout



You enter a class competition to write the best opening line for next week's creative writing essay. You spend ages brainstorming adjectives to make an impact.

Answer: Brainstorming



Your teacher marks RO in several places on a paragraph you wrote. This means 'run sentence on' in her correction code, so you work on improving these errors.

Answer: Joining sentences correctly



Your head teacher is explaining why you must teach class 2D again this term. You'd prefer a change, and are hanging on his every word, thinking up counter-arguments as he talks.

Answer: Listening for detail



You hear a short radio report about local reactions to a new by-pass being built in your area. You believe the road will have a positive impact on your community and listen to confirm your opinion.

Answer: Listening for gist



You listen to some pop music on the 50-minute commute to school, just staring out of the window, enjoying the tunes and the lyrics.

Answer: Extensive listening



You look up from your notes as often as possible while making a presentation to your classmates and teacher.

Answer: Making eye contact



Your eyes and mouth show surprise and delight when your class presents you with a bouquet of flowers at the end of an intensive course, and you say 'Oh, how beautiful! Thank you everybody.'

Answer: Using facial expressions



The burglar alarm is going off at home and you're on your way to class, on your mobile, telling your neighbour how to deactivate it. After each step you say: 'Have you got that?' or 'OK so far?'

Answer: Asking checking questions



While preparing students for their forthcoming FCE exam, you mention the multiple-choice cloze. When they look blank, you say: 'Remember the spaces in the text where you choose A, B, C or D?'

Answer: Clarifying meaning / paraphrasing

Subskills snakes and ladders

Skills cards (3)



The teacher praises the fact that ideas in your essay are treated in a logical order, with a topic sentence and supporting ideas for every main point.

Answer: Paragraphing



A student is telling you why he wasn't able to do his homework. You want to keep an open mind and hear the whole story, so you simply say: 'hmm. Ok ...'

Answer: Confirming understanding



You ask your students to write a funny anecdote. One anecdote is so funny that it makes you laugh until tears run down your face.

Answer: Having good ideas



You've finally learnt to drop the /v/ when you say 'cup /ə/ tea' to your host family over breakfast. Now it sounds much more like they say it.

Answer: Using connected speech



You note down some feedback for a teacher friend after observing their class. You want to seem encouraging and give your positive impressions first when you come to speak to them, so you put an asterisk next to each positive point.

Answer: Organising ideas



When you spend time with English friends, you've noticed you can't hesitate or talk too slowly because people just lose interest.

Answer: Speaking with fluency



You avoid contractions in a covering letter for a job application.

Answer: Using appropriate style or function



In the middle of an oral exam, you need – and forget – the word 'leaflet', so you say, 'that piece of paper for advertising or giving people information'.

Answer: Paraphrasing



You are going to write a covering letter to accompany a job application, stating why you would be perfect for the job. You take a blank sheet of paper and jot down as many reasons as possible.

Answer: Brainstorming



You deliberately make your voice rise on the last word of most questions, e.g. 'What did you say?'

Answer: Using intonation



You write an end-of-level test for your class of young learners. As this is your first experience in designing formal assessment, you email a copy to your coordinator for her comments/changes.

Answer: Drafting



You say 'Thanks' when chatting to your classmates but 'Thank you' when talking to your school director.

Answer: Using register

Motivation mind maps

Trainer's notes

Aims	To raise awareness of factors which motivate learners To share ideas for increasing motivation through different activities
Syllabus area	Motivation
Timetable fit	For use as an introduction to, or as revision of the topic of motivation
Interaction pattern	Group work
Timing	30 minutes
Materials needed	One copy of a mind map (see 1.6A and B) for each group One set of activity cards (see 1.6C) for each group

Instructions

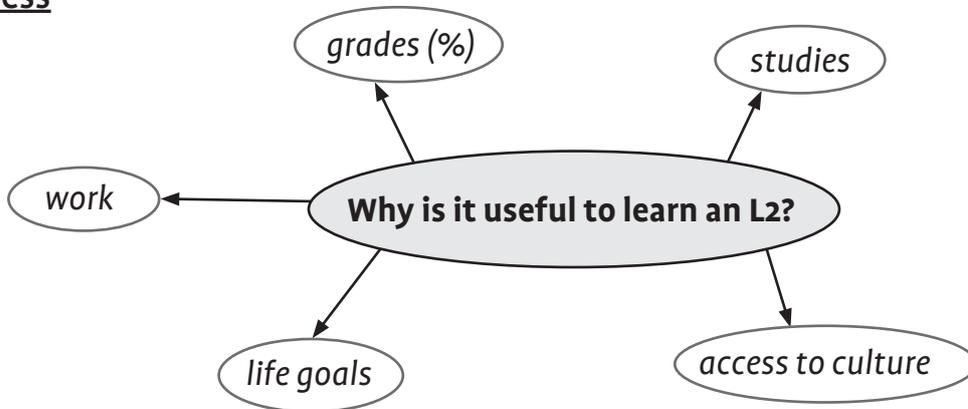
1. Divide the class into five groups.
2. Hand out a different mind map to each group. Explain that each mind map focuses on one of the main areas which influence motivation for L2 learning. Ask trainees to discuss the questions on their mind map, sharing specific examples from their experience as an L2 learner and teacher. One trainee in the group notes down details from the discussion on the mind map, branching out from the main prompt words. If trainees find it difficult to think of examples, they can also discuss and note down how the factor that they are discussing can be used to motivate language learners in the classroom.
3. When the mind maps are finished, have trainees display them on the classroom walls and ask them to present their observations to the whole class, allowing two to three minutes for each group. Allow for questions at the end of each presentation.
4. Hand out a set of the classroom activity cards to each group. Ask trainees to match them to the appropriate motivating factor on the appropriate mind map.
5. Monitor and conduct whole-class feedback.

Answer key

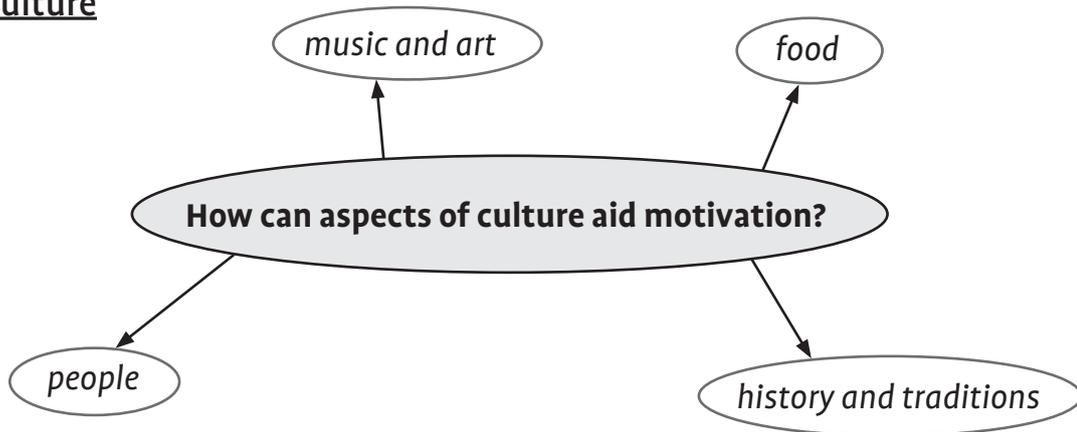
Classroom activities	Mind map and motivating factor
Build rapport with your students by finding likes and interests you have in common.	Relevance and interest: personality
Display a selection of courses locally and abroad which require L2 on a bulletin board for students to peruse.	Usefulness: studies
Find out which current films and songs your students enjoy in L2 and use them in class to supplement the coursebook.	Interest in culture: music and art
Give students a chance to choose how they work at regular intervals, e.g. in groups or individually, writing or recording their work.	Feeling good: autonomy
Have open days for families to hear and view work prepared in L2.	Encouragement and support: families
Have students list their professional goals and research how their L2 may help them to achieve them in specific terms.	Usefulness: work
Play games with competitive types; watch movies with students who like films; cook in L2 with students who like food.	Relevance and interest: activities
Praise learners and focus on what they can do; notice what students still need to learn but don't overemphasise it.	Encouragement and support: teachers
Invite visitors to the country to participate in conversation classes with students, to exchange opinions in L2.	Interest in culture: people
Point out to students what they can now do, that they were previously unable to attempt.	Feeling good: progress and success; self-confidence

Motivation mind maps

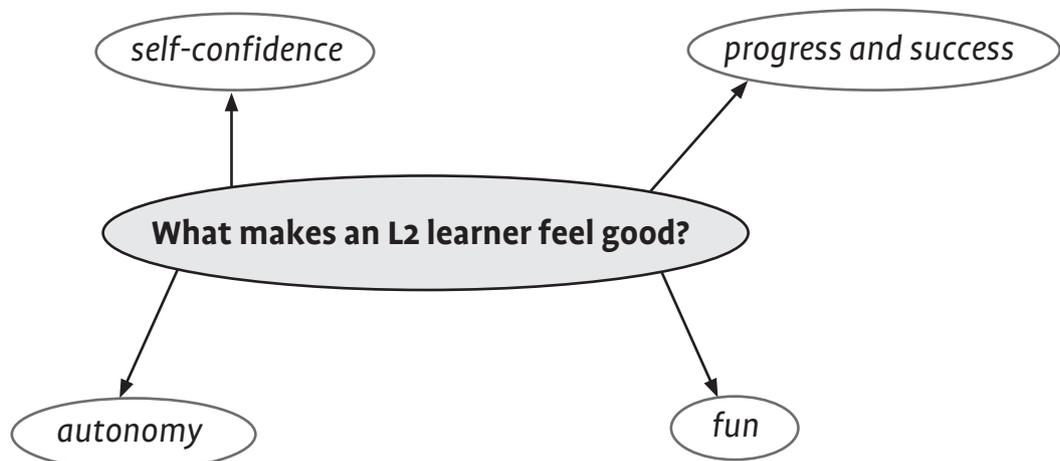
Usefulness



Interest in culture

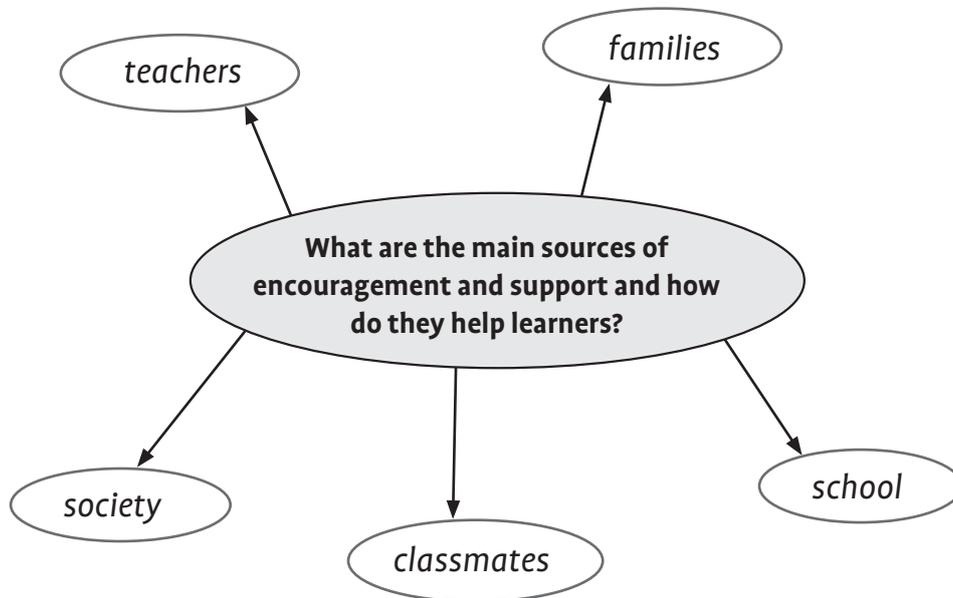


Feeling good

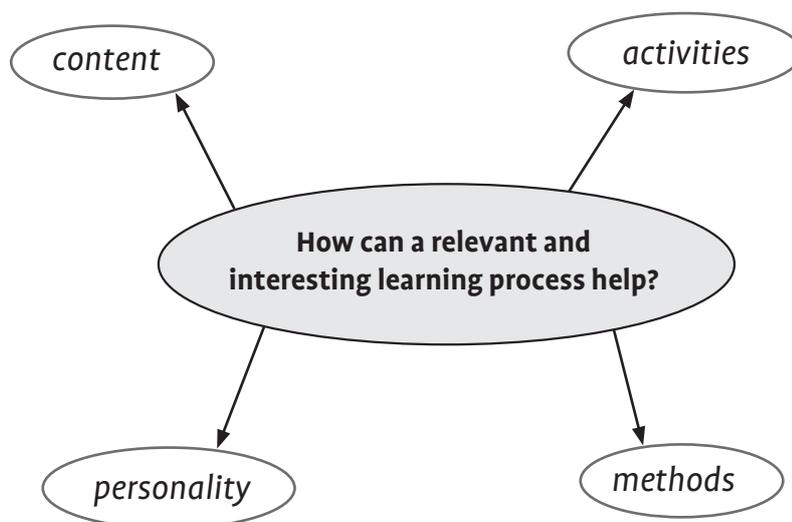


Motivation mind maps

Encouragement and support



Relevance and interest



Classroom activity cards

Build rapport with your students by finding likes and interests you have in common.

Have students list their professional goals and research how their L2 may help them to achieve them in specific terms.

Display a selection of courses locally and abroad which require L2 on a bulletin board for students to peruse.

Play games with competitive types; watch movies with students who like films; cook in L2 with students who like food.

Find out which current films and songs your students enjoy in L2 and use them in class to supplement the coursebook.

Praise learners and focus on what they can do; notice what students still need to learn but don't overemphasise it.

Give students a chance to choose how they work at regular intervals, e.g. in groups or individually, writing or recording their work.

Invite visitors to the country to participate in conversation classes with students, to exchange opinions in L2.

Have open days for families to hear and view work prepared in L2.

Point out to students what they can now do, that they were previously unable to attempt.

Learning styles match

Trainer's notes

Aims	To familiarise trainees with different learning styles To practise identifying suitable activities for particular learning styles
Syllabus area	Learner characteristics
Timetable fit	For use as input or consolidation work on learning styles
Interaction pattern	Group work
Timing	30 minutes
Materials needed	One set of learning styles cards (1.7A) for each group One set of activity cards (1.7B) for each group

Instructions

1. Divide the class into groups of four. Hand out a set of learning styles cards to each group. Have each group match each learning style to its definition.
2. Check answers as a whole group.
3. Explain that you are going to give each group another set of cards with activities described on them. Explain that for each activity the students should make a note of which learning style(s) the activity would be suitable for. Have one student in each group make notes.
4. When the groups have finished, have trainees walk around the classroom looking at the other groups' answers and noticing any differences.
5. Lead feedback on any discrepancies and different choices. To give trainees a written record, hand out a copy of the complete worksheet (1.7B) for them to note the answers on.
6. Have trainees identify their own learning styles by placing their finger(s) on the card(s) which they most identify with. Ask a couple of volunteers to explain their choices, e.g. *I'm a visual learner as I need to see words and phrases written down before I can memorise and use them, but I also learn well in groups. I lose motivation if I have to study too much on my own!*
7. Finally, elicit which learning style this activity most appeals to (visual, group).

Answer key

Learning styles

visual learners: students who learn well through seeing

auditory learners: students who learn well through hearing

kinaesthetic learners: students who learn well when moving their bodies

group learners: students who learn well working with other people

individual learners: students who learn well when working alone

reflective learners: students who learn well by thinking things through

impulsive learners: students who learn well by reacting quickly

Activities and learning styles

- A. group
- B. group, auditory, impulsive
- C. auditory, impulsive
- D. reflective, group
- E. visual, reflective, group
- F. individual, visual, reflective
- G. visual, impulsive
- H. impulsive, kinaesthetic, auditory
- I. individual, auditory
- J. reflective, individual
- K. individual, visual
- L. reflective, visual, individual
- M. kinaesthetic, group, impulsive
- N. auditory, visual, individual
- O. kinaesthetic, auditory, group
- P. kinaesthetic, auditory

Learning styles match

Learning styles cards

students who learn well
through hearing

students who learn well
through seeing

students who learn well when
moving their bodies

students who learn well when
working alone

students who learn well
working with other people

students who learn well by
reacting quickly

students who learn well by
thinking things through

AUDITORY
LEARNERS

VISUAL
LEARNERS

KINAESTHETIC
LEARNERS

INDIVIDUAL
LEARNERS

GROUP
LEARNERS

IMPULSIVE
LEARNERS

REFLECTIVE
LEARNERS

Learning styles match

Activity cards

A

Creating a class newspaper with a group of friends

B

Telling and listening to jokes with the teacher and whole class

C

Recording voice messages on classmates' mobile phones; receiving and responding to other students' messages

D

Thinking back over a task conducted in L2 to recall new or problematic language the class would like the teacher to help with

E

Making a class list of ten important spellings to learn this month

F

Working alone, students find example sentences in the dictionary for new items of vocabulary, and copy them into own exercise books

G

Chatting on an internet website with learners from other countries

H

In pairs, making the letter shape with your bodies as the teacher calls out various alphabet items one after the other

I

Listening to model/own pronunciation on a website

J

Keeping a daily journal at the end of each class

K

Reading a graded reader at home and doing comprehension exercises

L

Receiving written feedback from the teacher on the content and language in a recent oral presentation

M

Doing a treasure hunt challenge in teams around the school grounds

N

Watching an L2 film with L1 subtitles

O

Singing and dancing to an action song, e.g. *The Hokey Cokey*

P

Walking and stamping the sentence stress for a new phrase

Course design poster

Trainer's notes

Aims	To raise awareness of tailoring courses to suit students' needs To apply knowledge about learner needs and characteristics to a realistic case-study
Syllabus area	Learner characteristics and learner needs
Timetable fit	For use after input sessions on learner characteristics and learner needs
Interaction pattern	Group work
Timing	45 minutes
Materials needed	One copy of a learner profile (1.8A) for each group Poster paper Markers, crayons or paints (If required, fill in the blank card with a learner profile that more closely reflects your trainees' learners.)

Learner needs and characteristics are two separate areas of the TKT syllabus which can best be understood by contrasting and synthesising them. This task integrates both needs and characteristics into a single language-learner profile, and then asks trainees to consider implications for teaching/learning.

Instructions

1. Explain to the class that they are going to design a course for an individual learner. Elicit:
 - what they would need to know about a learner before designing a course for them, and
 - how a teacher could adapt a course to help meet those needs.

Build up a framework similar to the one below on the board:

- What you need to know:
 - Needs: Personal ~ Future professional ~ Learning
 - Characteristics: Learning style ~ Learning strategies ~ Age ~ Level ~ Maturity ~ Past learning experience ~ Motivation ~ Personality
 - How to meet needs:
 - Materials ~ Topics ~ Pace ~ Activities ~ Approach
 - Language ~ Skills ~ Interaction Patterns ~ Level
 - Feedback ~ Learning Strategies ~ Workload
2. Divide the class into groups of four to six trainees. Hand out one learner profile to each group. (If you have more than three to four groups, give two groups the same profile.)
 3. Explain that each group should use the framework on the board to design a course for their learner. Each group will then produce a poster advertising their course.

4. If necessary, check understanding of some of the listed needs, characteristics and other concepts, either before the group begins work or as the groups are working.
5. Monitor while groups brainstorm ideas and work on posters, answering questions and prompting trainees where necessary.
6. Have the groups present their language course to the class (two to three minutes each), explaining any key features in relation to the needs and characteristics discovered, e.g. *Cathy's a group learner so we included lots of social activities.*

Variation

Try this alternative with groups who are very close and uninhibited. Rather than using the profiles provided, have trainees create profiles of each other by interviewing each other about their learning needs and characteristics. Trainees can then use their notes from the interview to design a course and create a course poster.

Course design poster

Learner profiles

Name: Cathy
Sex: female
Age: 42
Occupation: Primary English teacher
L1: Latin American Spanish



Cathy learnt English at school through the grammar-translation method, but then lived in the USA for several years as a student and became fluent.

Cathy has now been back in her native country for over 15 years. She remembers basic grammar and the vocabulary she's required to teach, but she no longer has the range of phrases and pronunciation she would prefer. She has received a training grant from the school authorities to 'top up' her language so is about to start a new course.

A visual and group learner who likes to help her colleagues as a mentor, Cathy would like to share her new knowledge with the rest of the English teaching team. She is very motivated to improve, and even keen to take a proficiency test, like FCE. She sometimes has difficulty assimilating and retaining new language.

Name: Thomas
Sex: male
Age: 29
Occupation: Designer
L1: German



Thomas studied English extensively at school and reached advanced level (C1). He has practised receptive skills on a regular basis since then through reading technical magazines and listening to international radio and TV.

Thomas now needs to work on his speaking and writing skills ready for a change of job: a promotion to European manager. He has very little time but owns a laptop and can often find pockets of time, when travelling, to work on homework assignments.

Due to work trips and family commitments, Thomas is not keen to schedule regular weekly classes, but would like to progress quickly and sees the need to concentrate on his English over the next few months.

Outgoing and confident, he enjoys chatting to other people, getting ideas and motivation from them. He never sits still!

Name: Manju
Sex: female
Age: 16
Occupation: Student
L1: Hindi



Manju studied English at school from the age of 6. However, her lessons were always at a very basic level because of the language level of her fellow students.

Manju had some friends who spoke English as a first language so she picked up a lot from them. Consequently, her spoken language is very fluent: she can converse comfortably with native speakers, particularly in informal settings. She also has extremely accurate pronunciation – she could almost be mistaken for a native speaker. These advanced speaking skills mask very limited written skills. Manju has little knowledge of the writing conventions and formal register required for academic papers. Her spelling, punctuation and handwriting are also poor.

Manju's ambition is to become a doctor, so she needs to improve her English for university entrance and for her future career.

She is a bright, hard-working student, who is highly opinionated and worldly-wise. She does, however, get bored easily, especially when working alone.

Name:
Sex:
Age:
Occupation:
L1:



YOUR PROFILE

PPP vs TBL

Trainer's notes

Aims	To review PPP (Presentation, Practice, Production) and TBL (Task-Based Learning) lessons To demonstrate the differences between PPP and TBL lessons
Syllabus area	Types of activities and tasks for language and skills development
Timetable fit	After input on PPP and TBL teaching approaches
Interaction pattern	Pair work or group work
Timing	20 minutes
Materials needed	One copy of jigsaw board A (1.9A), one copy of jigsaw board B (1.9B) and one set of procedure cards (1.9C) for each pair or group

Trainees often find it hard to understand the difference between a PPP and TBL lesson plan shape. This is a practical exercise which features similar lesson content being taught through both a PPP and a TBL approach.

Instructions

1. Divide the class into pairs or groups of three and hand out one set of boards and cards to each pair/group.
2. Ask trainees to look at the two different aims and identify which lesson features a PPP approach and which is a TBL approach. Elicit that the main aim of a PPP lesson is usually a language aim, while the main aim of a TBL lesson is to complete a task in L2. Draw trainees' attention to the right-hand column on both boards, which gives the typical stages of each lesson type.
3. Draw trainees' attention to the empty procedure squares and the additional cards. Explain that their task is to place the cards in the correct place on either board. They should do this using the links between the previous and following stages in each lesson plan, and by thinking about the aims of each stage within each lesson type. Allow about five minutes.
4. Have trainees stand up and move to another pair's or group's boards. Without moving any pieces, they notice any differences between the matches made. Conduct feedback about these differences, without giving the correct answers.
5. Have trainees move back to their boards and make any changes they think necessary.
6. Conduct feedback, giving the correct answers.

Follow-up

Have trainees focus their attention on either the PPP or TBL model and suggest a variation in one of the procedures for any of the stages. These suggestions could be called out and discussed; or written down, collected in and feedback conducted on at the following input session.

Answer key

Lesson A

Approach: PPP

1. G
2. F
3. E
4. A
5. C

Lesson B

Approach: TBL

6. D
7. B
8. H
9. I

PPP vs TBL

Lesson A

Aim: to review, introduce and practise items in the lexical set 'holiday clothes and accessories'

Approach: _____

Procedure	Aim
1.	Provide a context
Teacher invites students to guess what items are in the suitcase. For every correct guess (e.g. sunglasses, swimsuit), the teacher praises the students and pulls the item out of the suitcase.	Revise previously studied language
2.	Provide written and spoken form of new vocabulary
Teacher conducts a choral and individual drill with the new vocabulary. Teacher holds up each item from the suitcase in turn and says the word. The class repeats.	Accuracy of pronunciation
3.	Concept check new vocabulary
4.	Model controlled practice activity
Teacher puts students into pairs and gives each pair a set of flashcards. Partners take it in turns to take on teacher role from previous stage and respond to their partner's sentences with 'yes' or 'no'.	Controlled practice activity
5.	Freer practice activity

PPP vs TBL

Lesson B

Aim: to create lists of items to take on different holidays

Approach: _____

Procedure	Aim
6.	Discussion on the topic
Students sit in new groups according to their preferred holiday (4 or 5 groups).	Vehicle for meaningful task
7.	Gives the students a task to do
Teacher monitors and feeds in vocabulary and pronunciation needed. Compiles word list in a lexis column on the right-hand side of the board.	Feed in and compile the language needed for task completion
8.	Content feedback
Students now put away flashcards and look at the list of words. Teacher asks about pronunciation and meaning. Teacher asks some concept questions: 'Which item would you NOT need on the beach?'	Language feedback
9.	Practice with the new vocabulary

PPP vs TBL

Procedure cards

A Teacher picks up a beach flashcard (from a pile of flashcards showing different types of holiday). He or she says: 'On a beach holiday, I take ...' and names 3 items from the list of items on the board. Sometimes, one of the items is not appropriate for that type of holiday. Students listen and respond 'yes' or 'no'.

B Teacher shows a small empty suitcase and asks each group to make a packing list for their trip to their chosen destination. Everything they choose to take must fit into the suitcase. For every item on the packing list, students make a picture flashcard.

C Students get into four groups. Each group chooses a holiday destination from picture cards. The group talk together and compile a packing list including items presented in class and their own ideas. Teacher feeds in other new vocabulary where necessary.

D Teacher discusses favourite past and future holiday destinations and activities with the class. Students choose what type of holiday they would most like to go on next summer, if they could do anything (for example beach, mountains, adventure, jungle, safari, cruise, resort).

E Teacher holds up an item, e.g. the swimsuit, and says a simple sentence, e.g. This is a beach ball. If the sentence is correct, the students repeat it. If there is a mistake, they call out: 'No! It's a swimsuit!' Choral and individual practice. Teacher also invites some students to lead this activity.

F Teacher models correct form of any mispronounced vocabulary and provides English form of L1 guesses, writing them on the board. Teacher then introduces the few additional items which class did not guess.

G Teacher brings a suitcase into class and tells the class he or she is going on holiday soon.

H Groups present their packing lists to the rest of the class using pictures and words. Other groups decide if all items are necessary for the destination and whether they will fit into the suitcase.

I Students spread all the groups' flashcards out on the classroom floor for all to see. Students work in pairs or individually to make a 'holiday suitcase' word search with written clues: 'They are long and wide and you put them on your feet when you want to swim quickly underwater.' (answer: flippers)

Assessment task types

Trainer's notes

Aims	To familiarise trainees with the four TKT task types To share exam techniques and tips amongst the trainees
Syllabus area	Assessment types and task
Timetable fit	For use at the end of a module, especially for candidates about to sit their first TKT paper
Interaction pattern	Individual or pair work
Timing	20 minutes
Materials needed	One copy of the worksheet (1.10A) for each trainee and one copy of each task (1.10B–E) for display around the room

This activity analyses the TKT exam as an assessment vehicle, while preparing candidates better for their own exam-day experience.

Instructions

1. Hand out one worksheet to each trainee. Review types of assessment by having trainees do the *TKT as an assessment activity* exercise at the top of the worksheet. Conduct feedback.
2. Refer trainees to the example TKT exam tasks around the room and the grid on their worksheet. Ask trainees to move around the classroom, skim reading the four different exam tasks on the walls and completing the grid on their worksheet. Check trainees understand the five aspects the grid requires them to identify. They may confer with other trainees as they walk around, but should sit down and check with a different person as soon as they have finished.
3. Conduct feedback, focusing on anything trainees found surprising, and tips for the exam day.

NB Trainees often confuse the matching with the sequencing or the multiple choice with the odd-one-out activity. Being able to clearly differentiate between the tasks will enable candidates to select appropriate strategies for each section as they take the exam.

It is also important to train candidates to read instructions carefully and, in particular, scan for the (bolded, underlined, capitalised) **NOT** at the top of an odd-one-out exercise. Candidates who miss this will answer the question as if it were a multiple choice activity, choosing inappropriate options/strategies, thus losing six to seven points in the exam.

Answer key

These answers are based on Module 1, questions 7–13 and 47–52, and Module 2 questions 23–29 and 36–40 from the TKT Past Examination Papers 2007.

	1	2	3	4
Task type	multiple choice	matching	sequencing	odd-one-out
Task focus	forms and use of grammatical structures	learning strategies	lesson planning	choosing assessment activities
Module and Part	Module 1 Part 1	Module 1 Part 2	Module 2 Part 1	Module 2 Part 1
Difficulty 1/10 → 10/10	at students' own discretion – this is useful for trainer to get a feel for group perceptions of tasks			
Exam strategies Answers may include:	eliminating the most unlikely answer first	identifying obvious matches first, underlining key words in situations given	identifying the stages for the first and last spaces before looking at the middle section	reading instructions carefully, noticing the NOT , rejecting the most appropriate option and choosing odd one out from other two

Assessment task types

The TKT as an assessment activity

Circle the correct answer in each line.

The TKT is an example of *formal / informal* assessment, and uses only *objective / subjective* testing tasks.

It is an example of a *diagnostic / proficiency / achievement / progress* test.

TKT testing devices

There are four different task types in the TKT exam: matching, multiple choice, sequencing and odd-one-out. Look at the past-paper questions and fill in the chart.

	1	2	3	4
Assessment task type				
Task focus				
TKT module and part				
Perceived difficulty 1/10 → 10/10				
Possible exam strategies				

Assessment task types

1

For questions 7–13, match the underlined clauses with their meanings in the sentences listed A, B or C. Mark the correct letter (A, B or C) on your answer sheet.

Meanings

- | |
|-------------|
| A condition |
| B reason |
| C result |

Clauses

- 7 It was such a bad film that we walked out.
- 8 I decided to go and see him since he hadn't phoned me.
- 9 I fell asleep in the car because I was so tired.
- 10 As there was no coffee left, I had a cup of tea.
- 11 I won't speak to him again unless he apologises.
- 12 As long as you can save the money yourself, you can go on the trip.
- 13 I walked into town so that I could avoid the traffic.

TKT Module 1 Past Examination Paper 2007, Questions 7–13

Assessment task types

2

For questions 47–52, match what the student does with the learning strategies listed A–G.

Mark the correct letter (A–G) on your answer sheet.

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

Learning strategies

- A illustrating meaning
- B guessing from context
- C memorising
- D highlighting pronunciation features
- E focusing on collocations
- F predicting content from titles
- G consulting reference sources

What the student does

- 47 I try to identify the part of speech from the other words in the sentence.
- 48 I make a note of the stress when I put words into my vocabulary notebook.
- 49 I try to listen out for new words in expressions, rather than individual words.
- 50 If I'm not sure what form to use, I look it up in a grammar book.
- 51 I sometimes draw timelines in my grammar notebook.
- 52 Occasionally, I test myself on recently taught words so I don't forget them.

TKT Module 1 Past Examination Paper 2007, Questions 47–52

Assessment task types

3

For questions 23–29, put the stages of a writing skills lesson plan in order.

Mark the correct letter (B–H) on your answer sheet.

The first stage (A) is done for you. You do not need to use option A again.

- | | | |
|----|------------|---|
| 0 |
A | A The teacher gives the students a short newspaper article about a swimming pool in their town that may close down and tells them they are going to write a letter to the newspaper to ask for the pool to stay open. |
| 23 | | B Students choose the six best reasons and the teacher writes these on the board. |
| 24 | | C Groups check each other's letters for grammar and spelling errors and correct these. |
| 25 | | D The teacher asks students in groups to brainstorm reasons for keeping the swimming pool open. |
| 26 | | E The teacher asks the students in their groups to write a draft letter using three of the reasons from the written list. |
| 27 | | F The teacher collects all the letters to send to the editor of the newspaper. |
| 28 | | G Groups tell the whole class their list of reasons. |
| 29 | | H Groups write an improved draft of their letter. |

TKT Module 2 Past Examination Paper 2007, Questions 23–29

Assessment task types

4

For questions 36-40, look at the syllabus areas which a teacher wants to test and three possible testing methods. Two of the methods are suitable for testing the syllabus areas. One of the testing methods is **NOT** suitable. Mark the method (A, B or C) which is **NOT** suitable on your answer sheet.

- 36** spelling of everyday words connected with food and cooking
- A The teacher dictates 25 words from a recipe.
 - B Students, in pairs, discuss differences between two pictures of kitchens.
 - C Students find mistakes in a restaurant's menu.
- 37** knowing the correct word stress for the names of different countries
- A Students underline the appropriate syllable(s) in country names.
 - B Students look at three different patterns and categorise each country name under the correct pattern.
 - C Students write country names in the right position on a map of the world.
- 38** correctly using regular and irregular past simple forms
- A Students tell their partner a story about what they did last summer.
 - B Students write an essay about their hopes and plans.
 - C Students do a gap-fill task about a bank robbery in which all the verbs are missing.
- 39** taking part in simple shopping conversations
- A Students read a text about new supermarkets in Britain.
 - B Students do a role-play about buying new shoes.
 - C Students record themselves performing a dialogue in a department store.
- 40** narrating events in writing
- A Students write an email to a friend about something funny that happened to them recently.
 - B Students write a business letter to order a product.
 - C Students write a story based on a sequence of pictures.

TKT Module 2 Past Examination Paper 2007, Questions 36-40

Find someone who ...

Trainer's notes

Aims	To review and recycle Module 1 glossary terms
Syllabus area	Module 1 review
Timetable fit	For use at the end of a Module 1 course, just before the exam, or at the start of a Module 2 course to familiarise trainees with key glossary terms and welcome new trainees to the course
Interaction pattern	Whole-group mingle
Timing	20 minutes
Materials needed	One copy of one of the questionnaires (see 1.11A) for each trainee (Select two phonemic symbols you'd like to review and write them in the spaces in item two on each questionnaire.)

This activity is designed to review glossary terms for the Module 1 exam.

Instructions

1. Demonstrate the activity before handing out the papers. Model asking one question around the room, for example *'Did you pick up your second language?'* When you get an affirmative answer, ask for the name (and spelling) of the person who gave it, and write it down next to the appropriate number.
2. Explain that the trainees should do the same for each of the ten items. The game is a race and the winner is the trainee who is first to collect ten (different) names.
3. Hand out the papers and explain that there are two different sheets. (This is simply to increase the variety of questions trainees will ask or respond to.)
4. Go through any vocabulary queries now, concentrating on concept questions for glossary terms without giving the answers away: *What do you read for gist? A telephone directory? No ... the back of a paperback book you might buy? That's right. What else?*
5. Check instructions and start the activity. Monitor the use/abuse of terms ready for feedback afterwards.
6. When the first person has finished, give a clear 30 second warning to everyone else to finish off.
7. Conduct feedback on the activity, for example: *Whose name did you write for number x? What can you tell me about Mr Y / Ms Z? Which question was the trickiest to find a 'yes' answer for? Had you forgotten any of these glossary terms?* Give feedback on the use of glossary terms, clarifying meaning/pronunciation.

Find someone who ...

Find someone who ...

1. ... can name three items in the lexical set "flowers".

NAME:

2. ... can pronounce a word with this phoneme in it: / /.

NAME:

3. ... can think of another name for 'gist reading'.

NAME:

4. ... formally assessed their class this week.

NAME:

5. ... is a kinaesthetic learner.

NAME:

6. ... picked up their L2 or L3.

NAME:

7. ... prefers TBL to PPP.

NAME:

8. ... can explain the difference between graded and authentic material.

NAME:

9. ... uses peer assessment regularly in their classes.

NAME:

10. ... has a different L1 from yours.

NAME:

Find someone who ...

1. ... had a silent period when learning their L2.

NAME:

2. ... can pronounce a word with this phoneme in it: / /.

NAME:

3. ... can name three items in the lexical set 'kitchen equipment'.

NAME:

4. ... can name a writing subskill.

NAME:

5. ... uses TPR regularly in their classes.

NAME:

6. ... is an auditory learner.

NAME:

7. ... prefers teaching language to language skills.

NAME:

8. ... can explain the difference between skimming and scanning.

NAME:

9. ... gave their students an opportunity to peer edit this week.

NAME:

10. ... writes fluently in their L2.

NAME:

The Aims game

Trainer's notes

Aims	To demonstrate the fundamental importance of aims To practise identifying aims in a fun, collaborative way
Syllabus area	Identifying and selecting lesson aims
Timetable fit	For use after an input session on aims
Interaction pattern	Whole group
Timing	30 minutes
Materials needed	One copy of the game board (2.1A) and one set of aims cards (2.1B and C) for each group 2 coins and 1 counter for each player

Understanding the aim behind an activity, instruction or assessment is an important part of Module 2 that may come up in many different guises in the exam. This is a fun way to focus again and again on that all-important question for lesson planners: *Why are we doing this?*

Instructions

1. Divide the class into groups of four and have them sit at a table where a game board is set up.
2. Explain/demonstrate how to play the game.
 - Player one tosses their coin (twice) and moves their counter the corresponding number of places forward:
 - heads + heads = five spaces
 - heads + tails = three spaces
 - tails + tails = one space
 - If the player lands on an instruction square, they should follow the instruction. If the player lands on a category square, the player opposite picks up a card from the top of the appropriate category pile and reads the activity described, and the stated aim.
 - Player one must now say whether the stated aim is appropriate or not.
 - If player one's answer is correct, they remain on the space and pass the coins to their left for the next player's turn. If not, an explanation is given (by other group members or trainer) and the player moves back to the space on which their turn began.
 - If the correct answer is that the aim is not appropriate, player one may then suggest an appropriate aim for the task described, e.g. *I think the aim could be to ...* The other players (with the trainer acting as referee) decide whether the new aim is appropriate. If it is, the player may move forward one space. If it is not, the player remains on the space. Play then passes to the next player.
 - The game continues in this way until the first player reaches home.

Follow-up

Have trainees make their own question cards for this game. They pick a category, write a task/instruction and give an aim or a false aim. They peer check and correct with the trainer before their card is added to the others in the game pack for future use.

The Aims game

Assessment

Assignment

5 Assessment ▶	6 Rubric ▶	7 Procedure ▶	8 Send player back 4 spaces ▶	9 Assessment ▼
4 Assessment ▲	21 Rubric ▶	22 Procedure ▶	23 Go forward 2 spaces ▼	10 Assignment ▼
3 Go forward three spaces ▲	20 Assignment ▲	HOME	24 Assessment ▼	11 Rubric ▼
2 Procedure ▲	19 Assessment ▲	28 Pick your own category. Move forward 1 if you're correct ▲	25 Assignment ▼	12 Procedure ▼
1 Rubric ▲	18 Send all the other players back 1 space ▲	27 Procedure ▲	26 Rubric ◀	13 Swap places with any other player ▼
START	17 Procedure ▲	16 Rubric ◀	15 Assignment ◀	14 Assessment ◀

Procedure

Rubric

Exam Link: Module 2 Part 1

The Aims game

Exam Link: Module 2 Part 1

<p>Assessment Teacher dictates a short paragraph with familiar structures and vocabulary and students write it down accurately.</p> <p>TO TEST SPELLING ✓</p>	<p>Lesson procedure Listen to your partner and be ready to feed his/her opinion back to the class as fully as possible.</p> <p>TO GIVE PRACTICE IN LISTENING FOR DETAIL ✓</p>	<p>Textbook rubric Read the story of <i>Jamie and the Bees</i>. Choose the best picture to go with each paragraph.</p> <p>TO PROVIDE INTENSIVE READING PRACTICE ✗</p>	<p>Homework assignment Students read the beginning of a story and write the ending.</p> <p>TO DEVELOP STUDENTS' CREATIVITY ✓</p>
<p>Assessment Students complete a text about a mountain adventure in which all the adjectives and adverbs have been blanked out.</p> <p>TO ASSESS PEER CORRECTION SKILLS ✗</p>	<p>Lesson procedure The teacher shows the students a photograph of a famous castle and asks what they know about it.</p> <p>TO GENERATE INTEREST IN THE TOPIC ✓</p>	<p>Textbook rubric Read each word, think how to pronounce it and decide whether the word contains /d/, /ð/ or /θ/</p> <p>TO FOCUS ON ACCURACY OF PRONUNCIATION ✓</p>	<p>Homework assignment Students read a chapter of their graded reader and draw a picture to show what happened.</p> <p>TO FOCUS ON TEXT COHESION AND LINKING DEVICES ✗</p>
<p>Assessment Students take part in a role-play in a classroom fruit and vegetable shop. They take turns at being the customer.</p> <p>TO OBSERVE STUDENTS' USE OF FUCTIONS FOR GOING SHOPPING ✓</p>	<p>Lesson procedure The teacher asks the students to predict what grade they will get in the spelling test next day.</p> <p>TO REVIEW THE TARGET VOCABULARY ✗</p>	<p>Textbook rubric Look at the verbs in this list and write the noun forms of the verbs. Then mark the stronger syllable on each of the words.</p> <p>TO NOTICE COMMON COLLOCATIONS ✗</p>	<p>Homework assignment Students complete seven sentence stems containing newly learnt phrases to produce seven true sentences about themselves.</p> <p>TO PRACTISE USING COLLOCATION AND LANGUAGE PATTERNS ✓</p>
<p>Assessment Students tell a story based on a sequence of four pictures. The teacher listens and encourages.</p> <p>TO EVALUATE SPOKEN FLUENCY ✓</p>	<p>Lesson procedure The students quickly read a magazine article to check whether it mentions their favourite sports.</p> <p>TO PRACTISE READING FOR GIST ✗</p>	<p>Textbook rubric Listen and mark Jim's route to work on the map (1) when he rides his bike and (2) when he takes the bus.</p> <p>TO PROVIDE EXTENSIVE LISTENING PRACTICE ✗</p>	<p>Homework assignment Students match some definitions to the underlined words in a text which was read for general understanding in class.</p> <p>TO PRACTISE DEDUCING MEANINGS OF NEW WORDS FROM CONTEXT ✓</p>

The Aims game

<p>Assessment Students compare and contrast two photographs of landscapes and say which they prefer and why.</p> <p>TO TEST ABILITY TO EXPRESS OPINIONS COHERENTLY ✓</p>	<p>Lesson procedure Students swap the first draft of creative writing with a classmate and make language corrections and content suggestions.</p> <p>TO DEVELOP PEER EDITING AND CORRECTION SKILLS ✓</p>	<p>Textbook rubric Read and listen to the questions and mark whether the speaker's voice goes up or down in tone or stays the same.</p> <p>TO INTRODUCE QUESTION FORMS ✗</p>	<p>Homework assignment At home, by themselves, students complete a grammar exercise similar to the one done in pairs in class.</p> <p>TO GIVE INDIVIDUAL PRACTICE OF STRUCTURES ✓</p>
<p>Assessment Teacher pulls ten vocabulary items learnt this month from a hat. Students write a definition and an example sentence using the word and turn it in.</p> <p>TO MOTIVATE THROUGH A GAME ✗</p>	<p>Lesson procedure Students mingle and 'Find someone who ...' using a worksheet about ambitions for the future.</p> <p>TO GIVE FREER PRACTICE OF QUESTION FORMS WITH FUTURE TENSES ✓</p>	<p>Textbook rubric Circle the word in each set which is uncountable. Now write requests with the words you circled using <i>some</i>.</p> <p>TO CREATE A CONTEXT FOR LANGUAGE PRESENTATION ✗</p>	<p>Homework assignment Students go on the Internet and find out about the food, dress and customs of a country of their choice.</p> <p>TO PRACTISE RESEARCH SKILLS ✓</p>
<p>Assessment Students write an email to an adventure sports centre asking about their holiday courses.</p> <p>TO FOCUS ON LEXICAL SET SPORT ✗</p>	<p>Lesson procedure Students brainstorm the pros and cons of studying abroad in small groups.</p> <p>TO PROVIDE PRACTICE LISTENING FOR GIST ✗</p>	<p>Textbook rubric Match these headings to the topic sentence in each paragraph. There is one heading you do not need to use.</p> <p>TO DEVELOP PREDICTION SKILLS ✗</p>	<p>Homework assignment Students write two or three paragraphs on their hopes and plans for when they leave school.</p> <p>TO PRACTISE MIXED FUTURE TENSES ✓</p>
<p>Assessment Students hear a phone conversation between two friends and answer multiple-choice questions about what they say.</p> <p>TO ASSESS ABILITIES IN LISTENING FOR SPECIFIC INFORMATION ✓</p>	<p>Lesson procedure The teacher tells an anecdote about his life as a university student. The students listen.</p> <p>TO GET STUDENTS ACTIVELY INVOLVED ✗</p>	<p>Textbook rubric Listen to the conversation again and decide, based on his intonation, whether Mark feels positive or negative about each of the life changes he mentions.</p> <p>TO PRACTISE INFERRING ATTITUDE ✓</p>	<p>Homework assignment Students interview a native speaker about work, home and social life in their country and make a recording of it.</p> <p>TO PRACTISE USING QUESTION FORMS ✓</p>

Components crossword

Trainer's notes

Aims	To review glossary terms related to lesson planning
Syllabus area	Identifying the different components of a lesson plan
Timetable fit	For use in or after an input session on lesson plan components
Interaction pattern	Individual or pair work
Timing	30 minutes
Materials needed	One copy of the crossword (2.2A) for each trainee

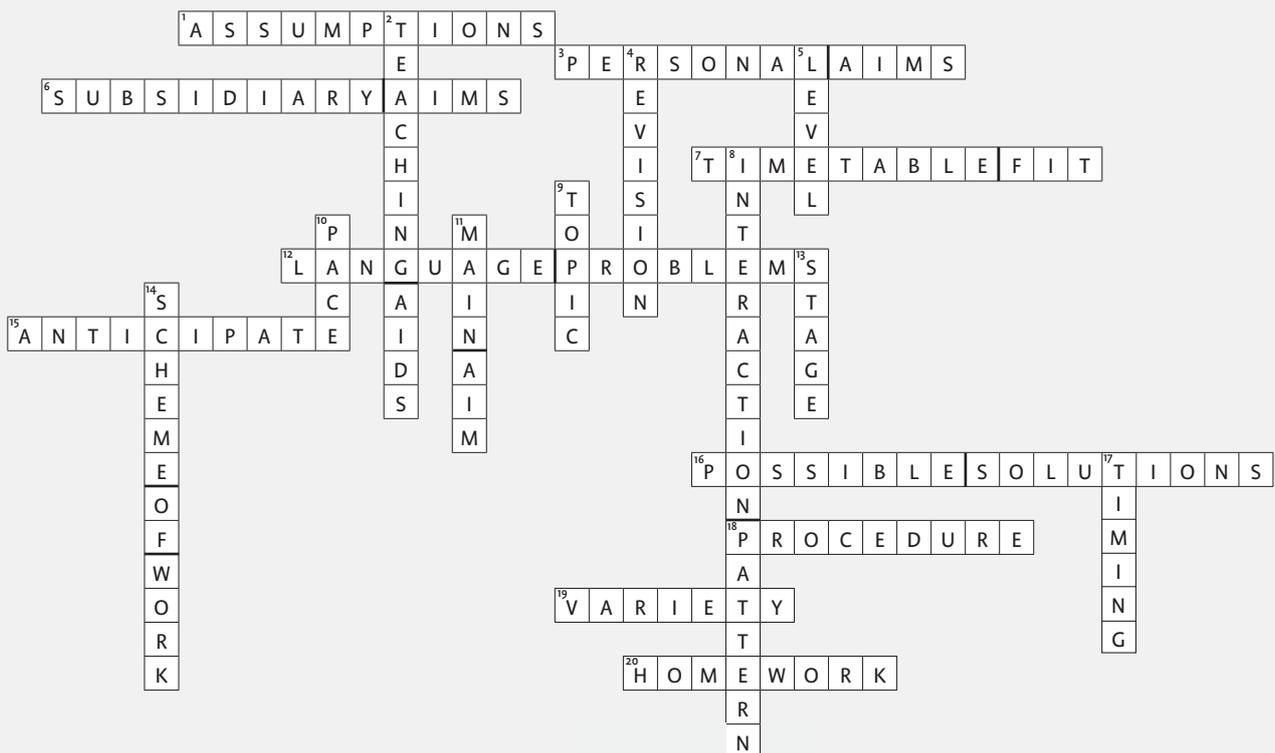
Instructions

- Hand out a copy of the crossword to each trainee. Although most trainees will need little guidance to understand the task, it's worth eliciting *down* and *across*, and the word *clue* which does not appear on the sheet.
- Have trainees work individually or in pairs to solve the crossword. Monitor and prompt where necessary.
- Conduct feedback orally or by pinning up a completed copy of the crossword for trainees to check.
- Discuss how crossword puzzles might be useful for recycling lexis from class. Talk about trainees' experiences with crosswords and other types of word puzzles. Remind trainees that they can create their own word games on www.puzzlemaker.com and other available educational software.

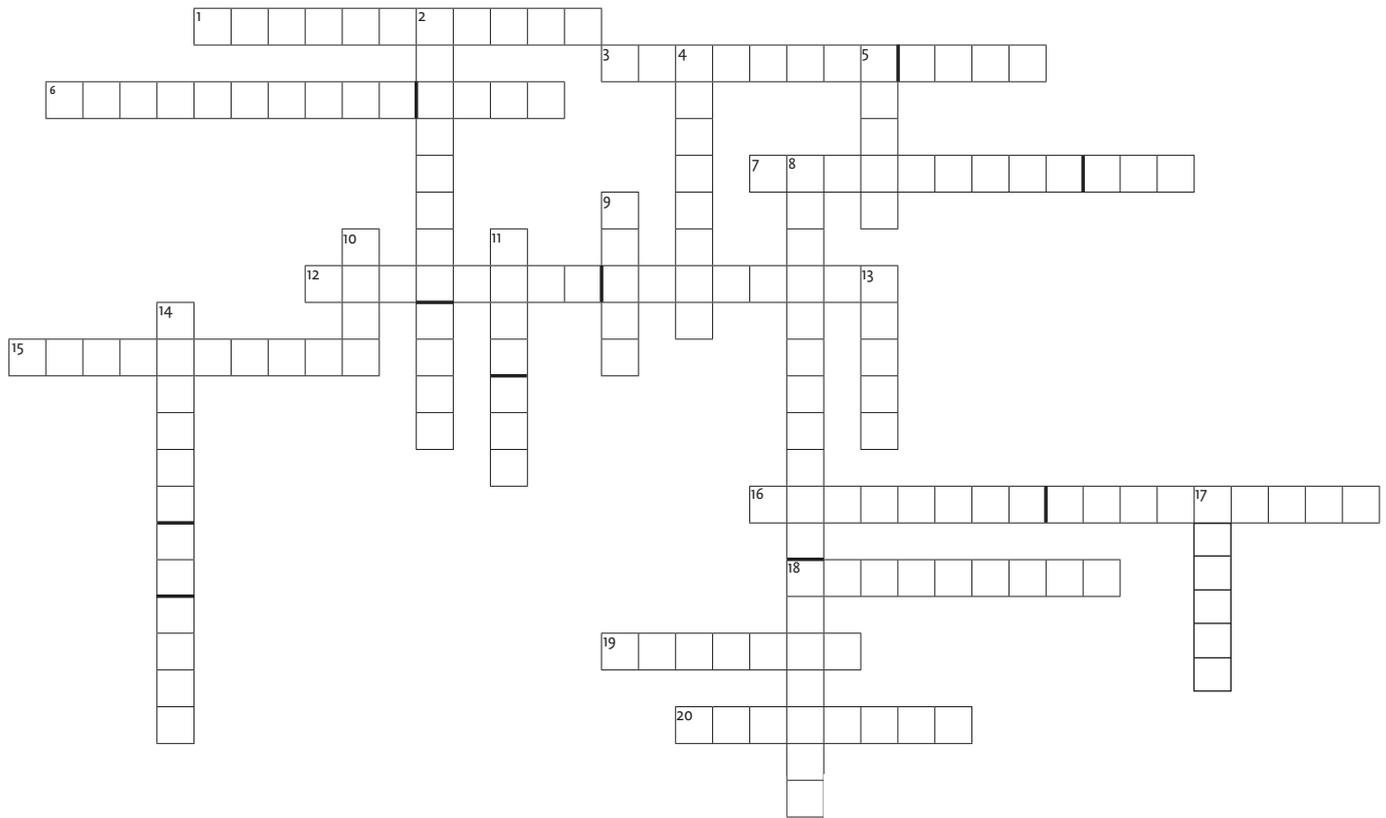
Variation

To make this into a communicative pair-work activity, photocopy the A and B versions of the crossword (see 2.2B). Have half the class research and work together to write the clues for puzzle A, while the other half do the same for puzzle B. Then pair up one trainee from group A with a partner from group B. Have them read out their clues for their partner to guess. For example, B asks 'What's 17 down?', A says 'the number of minutes needed for each step of the lesson', and B guesses 'hmmm ... Timing?'

Answer key



Components crossword



Across

1. Skills or knowledge the teacher supposes the students already have in relation to the class objectives. (11)
3. Progress and growth a teacher would like to focus on in their own teaching, including certain actions, techniques or relationship with the students. (8,4)
6. Other things students will practise or be able to do in the lesson because they are stepping stones to reach the main aim. (10,4)
7. How the class is interlinked with previous and forthcoming lessons; its position in a sequence of lessons. (9,3)
12. Functions, phonology, lexis or grammar that teachers suspect their learners might struggle with. (8,8)
15. What teachers do with language problems when they are planning lessons. (10)
16. Actions which could overcome anticipated problems. (8,9)
18. What the teacher and students will do at each stage of the lesson. (9)
19. It is very important to introduce this into our scheme of work, by doing different kinds of activities or changing the pace, interaction pattern, level of difficulty or mood from lesson to lesson. (7)
20. Exercises and practice activities that students do at home after a class. (8)

Down

2. Materials and equipment the teacher needs to remember to take into class. (8,4)
4. An activity which recycles language from a previous lesson. (8)
5. The language ability of the group, e.g. pre-intermediate, advanced. (5)
8. Ways in which students work together or alone throughout the class time: individually, in pairs, groups or as a whole class. (11,7)
9. The subject-matter or theme of the class, e.g. pets, the environment or business meetings. (5)
10. How quickly the lesson progresses, from fast-moving to reflective. (4)
11. "By the end of this lesson the students will have ...": the most important thing we want to achieve. (4,3)
13. Distinct part or period of class time. (5)
14. Outline plans which help teachers to plan the sequence of several lessons over a period of time. (6,2,4)
17. Number of minutes needed for each step of the lesson. (6)

Components crossword

Crossword A

1 A S S U M P T I O N S

3 P E R S O N A L A I M S

5 L A I M S

6 S U B S I D I A R Y A I M S

7 T I M E T A B L E F I T

9

10 L A N G U A G E P R O B L E M S

11

12

13 S

14

15 A N T I C I P A T E

16 P O S S I B L E S O L U T I O N S

17

18 P R O C E D U R E

19 V A R I E T Y

20 H O M E W O R K



Crossword B

1

2 T

3

4 R

5 L

6

7

8 I E

9 T

10 P

11 M

12 A G A P O E S

13 S

14 S

15 C E

16 O

17 T

18 P

19

20

Exam Link: Module 2 Part 1

Lesson plan labelling

Trainer's notes

Aims	To familiarise trainees with lesson plan stages and procedures To review TKT glossary terms related to lesson plans
Syllabus area	Planning an individual lesson
Timetable fit	For use as part of a set of lessons on lesson planning
Interaction pattern	Whole group
Timing	30 minutes
Materials needed	One copy of the worksheet (2.3A) for each trainee One set of stage cards (2.3B), shuffled

Instructions

1. Ask trainees to stand and come to an open space in the classroom. Give one strip of card to each trainee and tell them not to show it to anyone else.
2. Explain that each card contains one stage or step in a lesson plan. The trainees must work together to reconstruct the correct order of the lesson, by forming a human chain. Nobody may let go of their card!
3. Have trainees mingle and tell each other the step on their card; they should try to work out where they belong in relation to the stages they hear. Gradually the group forms a tentative order.
4. Now have the trainees read their own stage out loud again, for all to listen to, in the 'correct' order. As others read, trainees listen and try to get an overview of the lesson plan.
5. Prompt the trainees by eliciting what type of class this is: *Are there any main distinguishable parts to the class? (First the topic lead-in, then gist listening.)* Trainer may also prompt when the trainees have the order wrong: *Would you give out the drawing materials before or after the first reading?*
6. When trainees are completely happy with the order, have them sit down and hand out copies of the complete worksheet. Have trainees compare their order with the order on the worksheet. Discuss any differences as a whole group.
7. Finally, refer the trainees to the glossary terms at the end of the worksheet and have them match them to the lesson plan stages. Conduct feedback on this and answer any questions.

Variation

A less challenging alternative is to have the trainees order the lesson in pairs, giving a set of cards (2.3B) to each pair. The human chain can then be used as a feedback device to check the answers. Ask a volunteer from one pair to stand up with the first card. Then a volunteer from a second pair stands, with the second card, next to the first person and so on.

Answer key

F	Teacher asks students what their favourite poets and poems are.	Lead-in Generate interest Personalisation
M	Teacher tells students they are going to listen to a poem by Walter de la Mare, written over 100 years ago.	Setting the scene
O	Teacher writes several old English words on the board with modern English equivalents. (Students need to know these to understand the poem but they are not target language.)	Anticipated language problems Pre-teaching vocabulary
G	Teacher gives students a blank piece of paper and some coloured crayons. Teacher asks students to listen to the poem read aloud three times, and to draw the place and events described.	Giving instructions
J	Teacher reads poem aloud three times with a short pause between each reading to check students' progress. Students draw pictures.	Gist listening
B	Between readings, students compare their pictures in pairs and discuss reasons for any differences between the pictures.	Peer checking
A	After the last reading and drawing, teacher asks each pair to think of a title for the poem.	
N	Teacher writes groups' titles on the whiteboard and the class comments on each.	Whole-class feedback
I	Teacher then hands out a copy of the poem with the real title on it to each student for comparison.	
H	Teacher now asks students to find and circle a maximum of three words or short phrases they don't know but that they think are important.	Intensive reading
E	Teacher asks class for the words and phrases they've circled and writes them on the board in three columns: verbs, nouns and adjectives/adverbs. Teacher says the words aloud and the class repeats a few times.	Choral drill
K	Teacher reorganises the class into groups of two or three people, gives each group a learner's dictionary, and asks each group to choose one word from the board to research.	Change of interaction pattern Learner autonomy
L	Students research their word in the dictionary, using the context to make sure it has the same meaning as it does in the poem.	Reading for specific information
D	Students make a poster to show their findings to their classmates. Teacher visits the groups and helps where necessary.	Project work Monitoring
C	Students display their work on the classroom walls, look at other groups' posters and ask questions about them.	Peer teaching

Lesson plan labelling

Lesson Plan

Focus: Integrated receptive skills & lexis (using 'The Listeners' by Walter de la Mare)

Main aim: Listening for gist / development of dictionary skills

Level: B2 (FCE candidates, near to their exam)

Timetable fit: After finishing textbook topic on ghost stories to supplement final exam practice before FCE exam

F	Teacher asks students what their favourite poets and poems are.	
M	Teacher tells students they are going to listen to a poem by Walter de la Mare, written over 100 years ago.	
O	Teacher writes several old English words on the board with modern English equivalents. (Students need to know these to understand the poem but they are not target language.)	
G	Teacher gives students a blank piece of paper and some coloured crayons. Teacher asks students to listen to the poem read aloud three times, and to draw the place and events described.	
J	Teacher reads poem aloud three times with a short pause between each reading to check students' progress. Students draw pictures.	
B	Between readings, students compare their pictures in pairs and discuss reasons for any differences between the pictures.	
A	After the last reading and drawing, teacher asks each pair to think of a title for the poem.	
N	Teacher writes groups' titles on the whiteboard and the class comments on each.	
I	Teacher then hands out a copy of the poem with the real title on it to each student for comparison.	
H	Teacher now asks students to find and circle a maximum of three words or short phrases they don't know but that they think are important.	
E	Teacher asks class for the words and phrases they've circled and writes them on the board in three columns: verbs, nouns and adjectives/adverbs. Teacher says the words aloud and the class repeats a few times.	
K	Teacher reorganises the class into groups of two or three people, gives each group a learner's dictionary, and asks each group to choose one word from the board to research.	
L	Students research their word in the dictionary, using the context to make sure it has the same meaning as it does in the poem.	
D	Students make a poster to show their findings to their classmates. Teacher visits the groups and helps where necessary.	
C	Students display their work on the classroom walls, look at other groups' posters and ask questions about them.	

Now label the different lesson plan stages using the following terms:

(NB Each label can only be used once but some stages may have more than one label and others none at all.)

anticipated language problems change of interaction pattern choral drill generate interest gist listening
 giving instructions intensive reading lead-in learner autonomy monitoring
 peer checking peer teaching personalisation pre-teaching vocabulary
 project work reading for specific information setting the scene whole-class feedback

Lesson plan labelling

Stage cards

- A After the last reading and drawing, teacher asks each pair to think of a title for the poem.
- B Between readings, students compare their pictures in pairs and discuss reasons for any differences between the pictures.
- C Students display their work on the classroom walls, look at other groups' posters and ask questions about them.
- D Students make a poster to show their findings to their classmates. Teacher visits the groups and helps where necessary.
- E Teacher asks class for the words and phrases they've circled and writes them on the board in three columns: verbs, nouns and adjectives/adverbs. Teacher says the words aloud and the class repeats a few times.
- F Teacher asks students what their favourite poets and poems are.
- G Teacher gives students a blank piece of paper and some coloured crayons. Teacher asks students to listen to the poem read aloud three times, and to draw the place and events described.
- H Teacher now asks students to find and circle a maximum of three words or short phrases they don't know but that they think are important.
- I Teacher then hands out a copy of the poem with the real title on it to each student for comparison.
- J Teacher reads poem aloud three times with a short pause between each reading to check students' progress. Students draw pictures.
- K Teacher reorganises the class into groups of two or three people, gives each group a learner's dictionary, and asks each group to choose one word from the board to research.
- L Students research their word in the dictionary, using the context to make sure it has the same meaning as it does in the poem.
- M Teacher tells students they are going to listen to a poem by Walter de la Mare, written over 100 years ago.
- N Teacher writes groups' titles on the whiteboard and the class comments on each.
- O Teacher writes several old English words on the board with modern English equivalents. (Students need to know these to understand the poem but they are not target language.)



Parallel procedures

Trainer's notes

Aims	To provide practice in generating classroom ideas and writing lesson plans To highlight the importance of using procedures that lead to achieving aims
Syllabus area	Planning an individual lesson
Timetable fit	For use after input sessions on aims, procedures and lesson plan writing
Interaction pattern	Group work
Timing	30 minutes
Materials needed	One set of four procedure cards (2.4A) for each group

Instructions

1. Divide the class into groups of four. Hand out one card to each trainee so that each group has all four cards between them.
2. Explain that the aim of the exercise is to brainstorm ideas for a lesson. Ask trainees what the main aim of the lesson is (*to practise talking about the past*). Explain that each trainee in each group has a different subsidiary aim relating to the same lesson. Ask the trainees to think of a possible procedure for this subsidiary aim and write it in the space next to *possible procedure A*.
3. Allow about two minutes and monitor, ready to help trainees who lack ideas. When all the trainees have written something down, ask them to fold down the top part of the paper so that their idea is hidden, but that *possible procedure B* is still visible. They should then pass the paper to the trainee on their left (within their group).
4. Have the trainees write in a *possible procedure B* for the aim on the paper they are now holding and continue the process until each paper has been passed around the whole group.
5. Explain that each group should now work together to use the ideas generated to create a lesson plan based around the ideas on the paper. They should choose one possible procedure for each subsidiary aim to create one lesson.
6. When they have finished, have each group present their lesson plans, with trainer's guidance.

Variation

Try the activity again with different main and subsidiary aims. Here are some suggestions:

Reading lesson

Main aim: to encourage use of class library for extensive reading

Subsidiary aims:

- 1 to raise interest in the topic
- 2 to introduce vocabulary for different book genres
- 3 to familiarise students with various books available
- 4 to give students practice in extensive reading in L2

Writing lesson

Main aim: to practise creative writing for pleasure

Subsidiary aims:

- 1 to brainstorm ideas
- 2 to use recently taught adverbs in written work
- 3 to self-edit a variety of language mistakes
- 4 to motivate through content feedback

Pronunciation lesson

Main aim: to pronounce words with /s/ and /z/ more distinctly

Subsidiary aims:

- 1 to clarify and provide controlled practice of /s/ and /z/ production
- 2 to identify and contrast minimal pairs containing the sounds /s/ and /z/
- 3 to correct students' production of /s/ and /z/ sounds in words and phrases
- 4 to clarify difference between voiced and unvoiced consonants

Parallel procedures

Procedure cards

1

Possible procedure A:

Possible procedure B:

Possible procedure C:

Possible procedure D:

Main aim: to practise talking about the past**Subsidiary aim one:** to review form of past simple tense using regular verbs**2**

Possible procedure A:

Possible procedure B:

Possible procedure C:

Possible procedure D:

Main aim: to practise talking about the past**Subsidiary aim two:** to practise pronunciation of -ed endings (e.g. walked)**3**

Possible procedure A:

Possible procedure B:

Possible procedure C:

Possible procedure D:

Main aim: to practise talking about the past**Subsidiary aim three:** to present irregular past simple verbs**4**

Possible procedure A:

Possible procedure B:

Possible procedure C:

Possible procedure D:

Main aim: to practise talking about the past**Subsidiary aim four:** to practise common irregular and regular past simple verbs

Resource library

Trainer's notes

Aims	To differentiate between reference resources and other teaching materials To identify how different reference resources will help teachers and learners in various ways
Syllabus area	Using reference resources for lesson materials The selection and use of supplementary materials and activities
Timetable fit	For use as an introduction to supplementary resources
Interaction pattern	Whole group
Timing	30 minutes
Materials needed	One copy of the board display and reasons for using reference resources (2.5A) One copy of the worksheet (2.5B) A wide and large selection of ELT resources, ensuring that each of the categories focused on in the lesson are well represented – either ask trainees to bring these in, or use your own resources

Instructions

- Display board diagram (on overhead or multimedia projector, or write on board) to introduce topic of teaching resources and materials. Allow three minutes for trainees to discuss in pairs how each item differs from the others. Conduct feedback, establishing the main differences between the four categories.
- Have trainees form a circle around the resources table. Have them sort the resources into four initial piles: *reference resources*, *coursebook package elements*, *supplementary materials* and *teaching aids*. Allow just one minute for this as changes can be made at the next stage.
- Divide the class into four smaller groups and allocate one pile to each. Explain that each group should review the contents of their category and sort them into three different subgroups:
 - items which definitely belong only in their category (e.g. dictionaries in reference resources)
 - items which don't belong in their category
 - items which could also go into a different category
- Conduct feedback, asking each group to present their subgroups. Hand out the worksheet and have trainees complete the first table, writing a definition and example of the four different resources.
- Ask trainees to put aside all items which they have categorised as solely aids, supplementary resources or coursebook elements, so that only the reference resources are left on the resource table.
- Display the reasons for using reference resources (either on an OHT, the board or on cards). Ask trainees which reasons seem most familiar to them.
- Finally, have trainees sort the reference resource pile into subcategories using the reasons. To close the activity, refer students to the second table on the worksheet, and have them record their findings there.

Answer key

	Reference resources	Supplementary materials	Teaching aids	Coursebook package
Grammar reference book	✓			✓
Dictionary	✓		✓	✓
Flashcards			✓	✓
Games bank		✓	✓	✓
Methodology books	✓			
Phonemic chart			✓	
Audio CD		✓		✓
DVD of film clips		✓	✓	✓
Functions phrasebook	✓	✓		
Word bank		✓		✓
Teacher's book	✓			✓
Workbook		✓		✓
Grammar exercises book		✓		
Vocabulary exercises book		✓		

Suggested reference resources

A wide range of resources from various publishers fit into these categories. Below are some examples from the Cambridge University Press catalogue:

Developing the teacher's own language and skills

English for the teacher, Mary Spratt

Anticipating language problems learners might have in a lesson

Learner English, edited by Michael Swan and Bernard Smith

Researching lexical items (spelling, pronunciation, collocation and use)

Cambridge Advanced Learner's Dictionary, 3rd edition

Researching grammatical structures (form and use)

Grammar for English Language Teachers, Martin Parrott

Seeking inspiration on teaching ideas and classroom activities

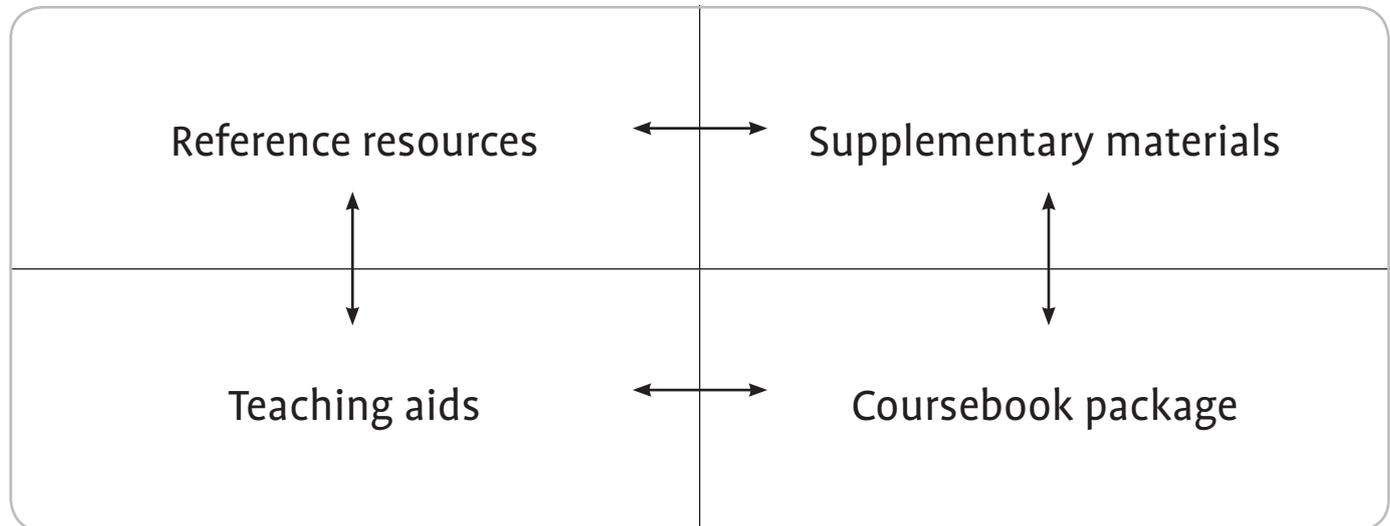
Language activities for teenagers, edited by Seth Lindstromberg

Understanding how to use coursebook materials effectively

Face2face Pre-intermediate Teacher's Book, Rachel Clark and Anna Young with Chris Redston and Gillie Cunningham

Resource library

Board display



Reasons for using reference resources

Developing the teacher's own language and skills	Anticipating language problems learners might have in a lesson
Researching lexical items (spelling, pronunciation, collocation and use)	Researching grammatical structures (form and use)
Seeking inspiration on teaching ideas and classroom activities	Understanding how to use coursebook materials effectively

Resource library

Complete the table by defining the resources and noting down some examples.

<p>Reference resources</p> <p>Examples:</p>	<p>Supplementary materials</p> <p>Examples:</p>
<p>Teaching aids</p> <p>Examples:</p>	<p>Coursebook package</p> <p>Examples:</p>

Exam Link: Module 2 Part 2

Write the names of the reference books in the boxes in the top row.
Put a tick in the appropriate box to show what you would use this resource for.

REASONS TO CONSULT REFERENCE BOOKS ↓	REFERENCE BOOKS →					
Developing the teacher's own language and skills						
Anticipating language problems learners might have in a lesson						
Researching lexical items (spelling, pronunciation, collocation and use)						
Researching grammatical structures (form and use)						
Seeking inspiration on teaching ideas and classroom activities						
Understanding how to use coursebook materials effectively						

Dictionary explorer

Trainer's notes

Aims	To familiarise trainees with glossary terms related to lexis and dictionary entries To provide practice in using a dictionary to find out information about language
Syllabus area	Using reference resources for lesson materials
Timetable fit	For use in an input session on dictionaries and reference resources
Interaction pattern	Individual or pair work
Timing	45 minutes
Materials needed	One copy of the quiz (2.6A) for each trainee Range of Advanced Learner's Dictionaries* Internet access to online dictionaries, if available

* Sample entries seen in the TKT sample tests to date resemble entries in: Cambridge Advanced Learner's Dictionary, Longman Dictionary of Contemporary English, Oxford Advanced Learner's Dictionary and Cambridge Dictionaries Online: www.dictionary.cambridge.org

The TKT exam often contains a sample dictionary entry for one headword which candidates have to show they can decipher. This activity allows trainees to test their dictionary skills and become familiar with the different entries and the glossary terms likely to be tested.

Instructions

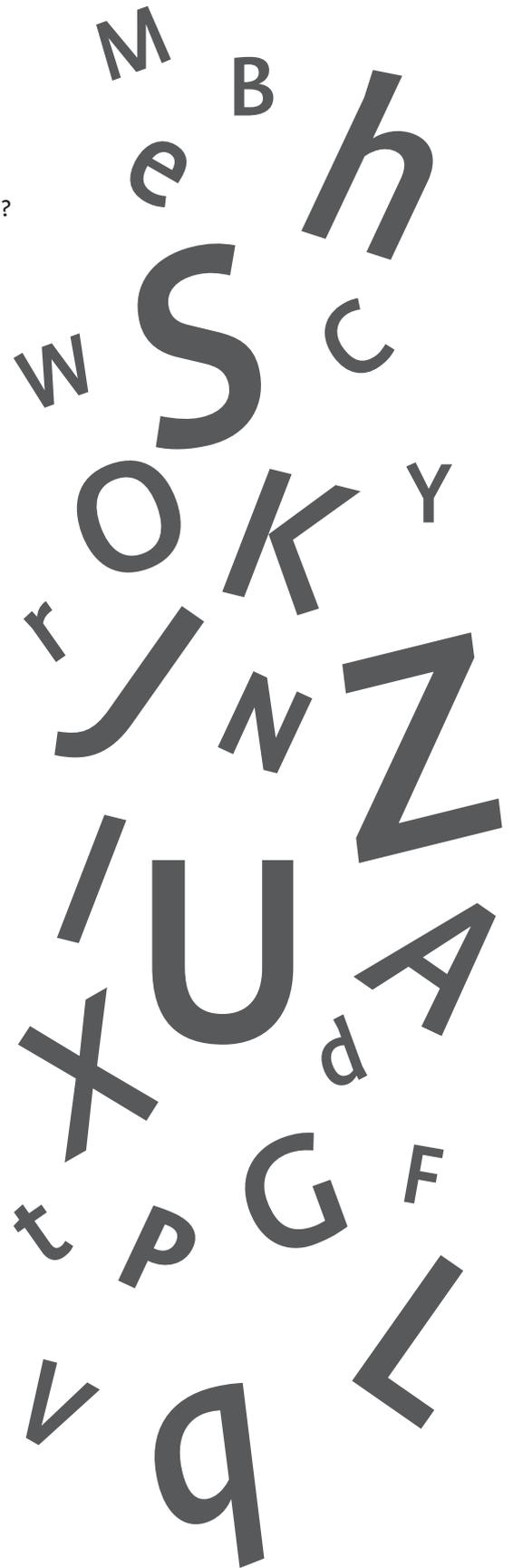
1. Explain that you are going to do a quiz which is quite difficult and that you do not expect the trainees to know all the answers. Explain that the purpose of the quiz is not to test trainees' language knowledge. It is an informal diagnostic assessment to help trainees focus on their familiarity with dictionary entries and how to use them.
2. Hand out one copy of the quiz to each trainee and allow them just five minutes to read it quickly and predict the answers. They can also predict their own score out of fifteen if this quiz were to be graded now.
3. Explain that trainees are allowed to do a little more research before the quiz is graded. Write the question numbers 1–15 on the board. Ask trainees which question numbers they feel most confident about and erase between three and five of these. Of the remaining question numbers, have trainees volunteer to check the answer to one of the questions from the quiz in the dictionary (several people can check the same question).
4. Hand out the dictionaries and allow time and guidance to find the correct answers. This may involve the trainees looking up the three headwords in different dictionaries, conferring and asking for help with dictionary symbols and abbreviations. Early finishers may select another question number to research. Monitor, model and feed in.
5. Mark the quiz as a whole group. Have trainees feed in and explain as much as possible from their dictionary discoveries.

Answer key

1. Yes. All entries show stress marked on the second syllable.
comPARE conTRAST reVISE
 2. No. *Suggest* and *provide* are similar in that they both can be followed by *that*, but *aim* has a completely different verb pattern.
Look for the bolded words inside square brackets in the verb entry.
[+ to INFINITIVE] [-ing VERB] [+ that]
 3. No. This is how the words are pronounced:
idle /aɪdl/ idol /aɪdɪl/ idyll /ɪdɪl/
Look for the phonemic script to the right of each headword.
 4. No. No entry can be found for 'impossible', as the prefix IM- would be used to make this antonym. Look for headword with the prefix already attached.
 5. No. *Cordially* is used formally, while *gobsmacked* and *yummy* are informal.
Look for the word FORMAL or INFORMAL after the part of speech for each entry.
 6. Yes. The -f changes to -ves in each case. Look for the word *plural* in brackets after the part of speech, or the example sentences using the word in plural form for this information.
 7. No. You come to a full stop, come up to scratch, but go out on a limb.
Look for ► *idiom* after the noun's headword entry and the verb in bold in the example sentences given.
 8. No. You can sort out and hold out but not dream out. You dream up or hold up but not sort up.
Look for ► *phrasal verb* directly under the headword entry.
 9. They are all plural nouns.
 10. No. *Internet* is mentioned in the definitions for *blog* and *browse*, and COMPUTING is given as a guideword for *browse*, but there is no such connection for *blink*.
 11. No. It's a pack of wolves but a flock of sheep / seagulls.
Look for the example sentence in italics after each headword.
Also look up *collective noun* for a definition of this term.
 12. No. Although all are informal, *bud* is US English while *bloke* and *geezer* are British.
Look for the words US SLANG or UK INFORMAL after the part of speech.
 13. No. *Dr* and *Mr* are given as abbreviations but *Sir* cannot be shortened.
Look for the words WRITTEN ABBREVIATION.
 14. Yes. *Wireless* is an old-fashioned word for radio, but is now more commonly used to describe electronic devices without cables.
Confinement is an old-fashioned word for the late stages of pregnancy, but is now more widely used as a synonym of *imprisonment*.
Capital is an old-fashioned word for excellent, but is now more frequently heard to describe the main city of a country, or a large amount of money with which to start a business.
 15. No. *Hop*, *laugh* and *tickle* are intransitive (having or needing no object as in *My nose started tickling horribly*), but *tickle* is also transitive (having or needing an object as in *You're tickling me!*).
Look for the symbol [I], [T] or [I or T] after the guideword.
- NB These answers are based on *Cambridge Advanced Learner's Dictionary, third edition*.

Dictionary explorer

- Is the same syllable stressed in all of these verbs?
compare contrast revise
- Are all of these words followed by the same verb pattern?
aim suggest provide
- Do all these words have the same phonemic script in British English?
idle idol idyll
- Does the prefix IN- make the opposite meaning with all of these words?
complete possible formal
- Do all these words have the same register?
cordially gobsmacked yummy
- Is the plural form rule the same for all these nouns?
leaf half elf
- Do all these idioms collocate with *come*?
_____ to a full stop _____ up to scratch _____ out on a limb
- Do all these phrasal verbs have the same particle?
sort _____ hold _____ dream _____
- What do these three nouns all have in common?
pyjamas valuables after effects
- Do all of these verbs belong to the same lexical set?
to blog to browse to blink
- Do these groups share the same collective noun?
wolves seagulls sheep
- Could these words to describe people be regularly heard on the streets of the same country?
bud a nice bloke an old geezer
- Can all these titles be abbreviated to two letters?
Doctor Mister Sir
- Do all these words have an old-fashioned meaning different from current usage?
wireless confinement capital
- Are these verbs all intransitive?
hop laugh tickle



Supplementary materials quiz

Trainer's notes

Aims	To raise awareness of the advantages and disadvantages of different types of supplementary materials
Syllabus area	The selection and use of supplementary materials and activities
Timetable fit	For use after input on supplementary materials
Interaction pattern	30 minutes
Timing	Whole group
Materials needed	One set of quiz cards (2.7A)

Instructions

1. Divide the class into three to five teams.
2. Explain that you are going to play a quiz about supplementary materials as a whole group. Explain that you will be the quizmaster and that you will read out clues. Each clue will be a pro (an advantage) or a con (disadvantage) of a supplementary material. From the clues, each team will work together to guess the supplementary material.
3. Have each team invent their own buzzer sound, e.g. *ting!* or *buzz!* before play starts. Explain that when they hear a clue, teams may confer amongst themselves, and if they think they know the answer, they should make their buzzer sound.
4. Read out the pro of the first clue. Ask the team that buzzes first to give their answer.
5. If the answer is correct, award the team three points. Then offer one bonus point to any team who can come up with a con for that same supplementary material.
6. If the original answer is not correct, another team may buzz to respond, but each team has only one chance to answer each clue.
7. If no team guesses correctly, the trainer reads out the con as a second clue for the same item. Each team then has another chance to buzz and guess again, as described above (but no bonus points this time).
8. When the quizmaster is ready to move on to a new clue card, the team who won the last point may choose whether to hear a pro or a con first.
9. The game continues until all the clue cards are used up.

Supplementary materials quiz

Quiz cards

Con

Always make sure it's cued up and working properly before class starts. There's nothing worse than trying to fix the cables while your students stare at a blank screen.

Film or video clips

Pro

This is familiar and relaxing for students, but with the right tasks, you'll also get a lot of skills practice and language value out of it too. Select the right clip to motivate your students.

Con

I find I have to help students choose, by recommending the right level to each student, and finding a genre that'll motivate them from our selection. Even then, some people don't seem to like reading books these days.

Graded readers

Pro

When they get stuck into the story, some students say they forget they're reading in a foreign language. Parents are also really pleased when their children begin reading happily in English.

Con

I wanted something on the present perfect, but got over a thousand hits when I typed it into a search engine, and I don't have the time to look through it all! My workbook has similar explanations and exercises anyway.

The Internet and websites

Pro

There's so much quality stuff out there, much of it free and ready to use – why reinvent the wheel? It's well worth spending some time to find a few good sites that you can visit over and over again.

Con

If I know my class well, my aims rarely coincide with the lesson plans given here. I prefer to use my own ideas or activities suggested in the teachers' book which fit better.

Teacher's resource books

Pro

There are so many cracking ideas for class activities which you can forget after some years in the classroom. These are a good source of inspiration, so I often try to browse the shelves of the teachers' room.

Con

It's hard to find a combination of the right level, topic and subskill focus you need to supplement the course. And these seem to date quickly, too – look at the photos!

Supplementary skills practice books

Pro

My students often need extra listening or writing practice. With these, I can pick and choose the activities they'll most enjoy and benefit from.

Con

More hours staring at a screen? Forget it! My students do enough of that in the day; they prefer person-to-person in class. Besides, what can a computer tell me about their progress and future needs?

CALL

Pro

Just make sure that the software has been installed and let the students go! Some people get so hooked on the activity they forget they're learning something.

Con

My students are so competitive that these tend to get out of control unless we have clear rules – and an eagle-eyed judge!

Language games

Pro

With a little imagination, almost any language exercise can be made into one of these, helping the class to focus and have some fun in the practice phase.

Con

Very mechanical and dry – only students with certain learning styles (especially visual or individual) really see the value of working with these. I prefer to save paper and use a more modern way to provide language practice.

Language practice books

Pro

I see these as essential, because the course book doesn't always provide enough practice on each language point. I show my students where to find them in the self-access centre too, so they can use them for individual study.

Sketch the aid

Trainer's notes

Aims	To review teaching aid glossary terms To share ideas for using aids in class
Syllabus area	Selection and use of teaching aids
Timetable fit	For use as a review of teaching aids
Interaction pattern	Team game for whole class
Timing	25 minutes
Materials needed	One set of prompt cards (2.8A) for each group Large sheets of paper and pencils or markers for sketching

This simple activity based on the popular drawing guessing game is used to elicit and review glossary terms relating to teaching aids.

Instructions

1. Demonstrate the activity: pick up a prompt card, then turn to face the board. Draw the item on the prompt card and have trainees guess what it is. Remember not to speak at all at this stage – visually demonstrate sealing your lips to make this clear!
2. Divide the class into groups of four or five.
3. Hand out a pile of scrap paper and a selection of markers or pencils for sketching to each group. Explain that you are going to play a guessing game about teaching aids where fast drawing is needed.
4. Explain to the trainees that they should take it in turns to draw. The trainee who guesses correctly keeps the card, and the winner of the game is the one in the group with the most cards at the end.
5. Monitor the groups' progress and police the game. If a team calls out something close to the prompt word, e.g. exercise papers instead of worksheets, or uses L1, gesture that a similar / more exact term in English is required. In other cases, you may judge the guess to be close enough.
6. Conduct feedback at the end of the game to clarify any confusion about terms. Point out that trainees could easily adapt and use the game in their lessons as a warmer and for reviewing many different lexical sets.

Follow-up

Shuffle the prompt cards and deal one to each team. Have each group brainstorm five different teaching purposes (applications) of that aid (e.g. *to present vocabulary*, and *as a prop in a speaking activity* are two applications of *realia*). When they have counted off five purposes on their fingers, the group raises their hands. Listen and check, awarding a point for each set of five purposes. Then pass the group another card for brainstorming.

Variation

Play as a whole class with teams competing against each other. Players in each team take it in turns to be the artist. For each round, call the teams' artists to the front of the class and show them one card at the same time. They return to their groups, draw the picture and the first team to shout out the answer gets a point.

Sketch the aid

Prompt cards

OHTs (Overhead transparencies)	Leaflet / Brochure
Board game	OHP (Overhead projector)
Cassette player / CD player / MP3 player	Puppets
Chart / Diagram / Graph / Grid	Realia
Computer / Laptop	Role cards / Prompt cards
Crossword puzzle	Tapescript / Audioscript / Transcript
Dressing-up props (hats, scarfs, bags, etc.)	The teacher
Dice	Video player / DVD player
Flash cards / Visual aids	Video clip / Film clip
Flip chart	Whiteboard / Blackboard / Interactive whiteboard
Ball	Masks

Instructions in sequence

Trainer's notes

Aims	To practise logical sequencing of instructions as part of teachers' language To raise awareness of factors to consider when planning instructions
Syllabus area	The functions commonly used by the teacher in the classroom
Timetable fit	For use in an input session on instructions and sequencing
Interaction pattern	Individual or pair work
Timing	20 minutes
Materials needed	One copy of the worksheet (3.1A) for each trainee

Instructions

- Hand out one worksheet to each trainee. Explain that for each classroom situation described, trainees must put the instructions in the correct order.
- Have trainees work individually, solving each sequence as they think best. Monitor and feed in vocabulary, or prompt trainees to review choices when they are not logical.
- Have trainees compare their chosen sequence in pairs, before leading whole-class feedback. Highlight the following points:
 - The way instructions often follow the order they will be done.
 - The advantages and disadvantages of giving out instructions before or after giving out materials.
 - Signposting in trainees' language (overview of activity, linking phrases).
 - The advantages and disadvantages of giving instructions before or after changing seating arrangements / moving students.

Answer key

- C, B, A, D
- B, C, D, A
- D, A, C, B
- D, C, A, B or D, B, C, A
- D, A, C, B
- B, C, D, A
- A, C, D, B

Instructions in sequence

For each of the classroom situations below, reorder the instructions so that they are logical and easy to follow.

1. Setting up some vocabulary review
 - A Let's try the crossword at the bottom of the page.
 - B Open your books at page 9, where we finished working yesterday.
 - C Today we're going to review some vocabulary.
 - D Work by yourself, but check with a friend if you need to.

2. Setting up controlled speaking practice
 - A Ask your partner the questions and note the answers.
 - B Look at the handout. Can anyone make a wh-question from number one?
 - C Very good. Now you are going to do the same with the other items on the handout.
 - D Turn to face your partner, please.

3. Changing partners for the next stage of the class
 - A ... and find the person with the piece of paper that matches your own.
 - B OK? Any questions? Off you go!
 - C Then, sit down together, ready for the next activity.
 - D When I say go, I'd like you to stand up ...

4. During a grammar practice activity
 - A ... so we're going to stop this activity for five minutes to look at them again.
 - B Close your books, please, and concentrate on the whiteboard again.
 - C I can see a lot of mistakes with the verb patterns ...
 - D Listen up, everybody. Can I stop you there for a moment?

5. Teaching reference skills
 - A But before we start, can anyone remember some collocations from recent classes?
Good! *have fun, have lunch, have the flu.* Excellent.
 - B OK, so could one person from each table come and collect the dictionaries, please?
We'll all look at the same example to begin with.
 - C Now, does anyone know how the dictionary shows these collocations? Nobody?
 - D Today we're going to learn how and where to find collocations in the dictionary.

6. Pre-writing stage in a project
 - A As you listen, I'd like you to write down one memorable fact from Shania's talk.
 - B Right. Today we're going to continue talking about pirates.
 - C Who has brought in their internet research on a famous pirate to tell us about? Hands up, please.
 - D Would you like to go first, Shania? Thank you.

7. Setting up a mingle activity
 - A Here's a handout with the beginnings of some sentences about each of you. Have a look at them first.
For example, the first one says: *'Jenny's favourite ice-cream flavour is ...'*
 - B If you are correct, give yourself a tick. If not, ask a question to find out the correct answer: *'Jenny, what is your favourite ice-cream flavour?'*
 - C Now, I'd like you to predict the answers. For example, I think Jenny's favourite ice-cream flavour is chocolate, so I'm going to write chocolate here, in this space.
 - D When you've finished filling in all the sentences, stand up and check with each person whether your prediction was correct, like this (models): *'Hello, Jenny. Is your favourite ice-cream flavour chocolate?'*

Is that really appropriate? Trainer's notes

Aims	To identify the factors which make teachers' language more or less appropriate in different classroom contexts To encourage teachers to reflect on their own choice of exponents in class
Syllabus area	The functions commonly used by the teacher in the classroom
Timetable fit	For use as input on appropriacy of teacher language
Interaction pattern	Individual or pair work
Timing	20 minutes
Materials needed	One copy of the worksheet (3.2A) for each trainee

In Module 3, when exponents are revisited in a classroom context, the term appropriacy broadens in scope beyond register (formality or informality of exponents) to include the ideas of grading language and sequencing instructions, as well as sensitivity to age and culture.

Instructions

- Spend two to three minutes leading the development of a mind map on the board to introduce the topic. Write the words **APPROPRIACY OF TEACHERS' LANGUAGE** in the middle and elicit what factors affect a trainee's choice of language in the classroom, prompting where necessary. Include some of the following list, but don't worry about mentioning all factors at this stage.
 - Students' language level
 - The need to sequence instructions
 - Sensitivity to age and maturity
 - Culture
 - Clarity and precision of instructions
- Divide the class into pairs. Display the worksheet and explain that the left-hand column shows the context and the right-hand one shows the teachers' language.
- Explain that only three of the ten examples illustrate appropriate teachers' language. Ask the trainees to identify the three appropriate examples. For the other examples, the trainees should decide why they are inappropriate and rephrase them to make them appropriate. Hand out one worksheet per pair.
- Monitor, answering vocabulary questions and ensuring that trainees are focusing on the teaching situation described in the left-hand column.
- Have each pair compare answers with another pair.
- Conduct feedback. Elicit any further factors trainees have noticed from the worksheet to complete the mind map.

Answer key

- X** Too vague. This sounds as if the teacher is not really preparing their students well. The teacher needs to work in some report-writing skills lessons before setting this kind of homework.
- X** Language not graded, too technical for basic level. Teacher could model the target word, or introduce the phonemic script in class little by little.
- X** Maturity of students might make this question insulting and childish. Try: 'Does your mother work, Pablo? What does she do?'
- ✓** Clear and well supported with body language.
- ✓** Clear and appropriate.
- X** Too technical a concept for this age group. Young learners can often produce a structure before understanding / needing to understand it. Respond to the content instead, for example: 'Do you enjoy cooking, Raj? Me too. I love cooking breakfast for my kids on Sundays.'
- ✓** Clear and appropriate (though dependent on appropriate intonation).
- X** Too familiar and failing to show respect, unless previously invited to use first names. Stick to surnames and a more formal register: 'Good morning, Mrs Schwartz. Would you please work with Mr Huber?'
- X** Confusing. The sequencing of this instruction is muddled and unclear – do the students work in pairs to solve the crossword or create their own? Try: 'First solve the crossword on page 48. When you finish, check your answers with a partner. Then, make a similar crossword with that partner.'
- X** May embarrass the student and make her feel stupid in front of her classmates. Try: 'Can anyone remember how to spell *beautiful*?' or: (quietly, in the student's ear) 'Check the spelling here, Marian.' (pointing)

Is that really appropriate?

Three of these examples of teacher language are perfectly appropriate for the classroom context described. The others could be improved. Find them, say why they are inappropriate and suggest how the teacher could rephrase the exponent without changing the classroom function.

1	Level: Intermediate (B1–B2) Age: Young adult – Adult Group: Academic English exam preparation course	'In the exam you have to write a report, so I'd like you to practise this for homework tonight. Report writing is quite a technical skill, so think carefully and do some research before you begin.'
2	Level: Elementary (A2) Age: Adults Group: KET preparation	'The phonemic script next to each headword in the dictionary provides plenty of clues about accurate pronunciation.'
3	Level: Elementary (A2) Age: Young adults Group: University students	'Pablo, what's your Mummy's job?'
4	Level: Elementary (A2) Age: Adult Group: One-to-one business	'Look at the box at the bottom of the page.' (points) 'How many words contain this sound?' (models /ð /)
5	Level: Intermediate (B1–B2) Age: Pre-teens Group: First year at secondary school	'Next I'd like you to compare your answers in groups. Listen for your letter.' (Indicates each student around the room.) 'A, B, C, D, A, B ... Now find your new group and compare your answers, please.'
6	Level: Intermediate (B1) Age: Primary school Group: Bilingual programme	'The verb pattern after <i>like</i> is often <i>-ing</i> . I know you understand that, because I've heard you use it.'
7	Level: Pre-intermediate (A2–B1) Age: Pre-teens Group: After-school club	'Excellent. I'm very happy with that. Well done, boys.' (looking at the finished product of a group project)
8	Level: Upper-intermediate (B2) Age: Adult Group: Legal English course	(To a senior partner in a law firm, in a culture where titles and surnames are used to show respect) 'Hi, Patty. We're just checking homework – work with Marcus, please.'
9	Level: Upper-intermediate (B2) Age: Adult Group: English teachers' language improvement course	'Make a similar crossword after you've solved the one in the book. It's on page 48. Don't forget to check your answers! Work in pairs for the second task.'
10	Level: Intermediate (B1–B2) Age: Young adult Group: Refresher course	(In open class) 'Do I really need to tell you how to spell <i>beautiful</i> again, Marian?'

Who says what and why? Trainer's notes

Aims	To review topic of functions To give trainees practice in identifying exponents of teachers' and learners' language in the classroom
Syllabus area	The functions commonly used by the teacher in the classroom Identifying the functions of language used by learners in the classroom
Timetable fit	For use as input or review of teachers' and learners' language in the classroom
Interaction pattern	Whole group
Timing	25 minutes
Materials needed	One set of function cards (3.3A) and one set of 14 blank cards for each group

Instructions

- Review the terms *function* and *exponent* from Module 1 Part 1. Establish the relationship between them by eliciting a function and various exponents of it.
- Explain that in Module 3 of the TKT, candidates are tested on *classroom functions*. Elicit a definition of this term (e.g. *teachers' and learners' reasons to communicate when in a lesson*) and give some example exponents (e.g. *Can you open your books now / Swap places A and B / May I go to the bathroom, please?*). Have students name the corresponding function (e.g. *Giving instructions / Asking for permission*).
- Divide the class into groups of three or four. Hand out one set of cards to each group and ask them to sort the cards into three piles: *Teachers' Language* (on the left), *Learners' Language* (on the right) and *Both* (in the middle). Allow five minutes. Monitor and ask prompting questions if necessary.
- When the group is satisfied (and there are no obvious mistakes that the trainer can correct) ask trainees to look at all the exponents in the *Learners' Language* column. Trainees take it in turns to name the function for each exponent, e.g. *May I take a dictionary, please?* is *Asking for permission*.
- Monitor and prompt or correct as necessary.
- Divide the class in two. Have half the groups looking at the *teachers' language* column and half the groups looking at the *both* column. Hand out a set of blank cards to each group. Explain that each group should identify the function for each exponent and write it on a blank card. Monitor and check that the functions are correct.
- Have each group swap its cards with a group that looked at the other column. The trainees' task is to match the exponents to the functions. Encourage the groups to check each other's answers and discuss any disagreements.

Answer key

Teachers' language	Both	Learners' language
It's raining outside. I come in without an umbrella. Am I wet? checking understanding	Absolutely. I think you're right. agreeing	Did he say page 17 or 70? asking for clarification
Gap means the space or difference between two things, e.g. <i>the gap between rich and poor</i> . conveying meaning	I'm sorry I'm late. I was stuck in a traffic jam. apologising	I don't understand this phrase. What do you think it means? asking for clarification
What's a synonym for <i>pace</i> ? eliciting	Sorry, what did you say? asking for repetition	May I take a dictionary, please? asking for permission
Who can name three different reptiles? eliciting	It's Bedford – B E D F O R D giving information	My answer to three is different from yours. disagreeing
Carry on working ... I'm going to come around and listen. giving instructions	Let me see – oh, it's five to six. giving information	Hmmm ... I'm pretty sure the answer is true, not false. disagreeing
Discuss it with your partner for two minutes. giving instructions	Morning! greeting	Well, what I mean is I don't exactly like listening, but I know I need to practise. paraphrasing
OK. Would anyone like to suggest an answer for number one? leading feedback	Hang on a sec ... hesitating	
Listen to the correct word stress – 'subSIDiary', 'subSIDiary', 'subSIDiary'. modelling	Ummm Well, let me think ... hesitating	
Let me see how you're doing, Jon. Yes, that's right! Go on ... monitoring	Roll the dice again! playing a game	
Once upon a time, there was a mouse ... narrating	It's your turn. playing a game	
You've listened to each other really well this class. Well done. praising	See you on Thursday! saying goodbye	
It describes the level of formality ... begins with r? re...? reg...? prompting		
Do you mean /dʒɪst/ or /gɪst/? prompting		

Who says what and why?

Function cards

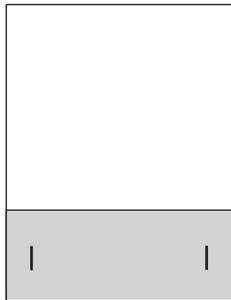
Absolutely. I think you're right.	Carry on working ... I'm going to come around and listen.
Discuss it with your partner for two minutes.	Did he say page 17 or 70?
I don't understand this phrase. What do you think it means?	Do you mean /dʒɪst/ or /gɪst/?
It describes the level of formality ... begins with r? re ...? reg ...?	Gap means the space or difference between two things, e.g. <i>the gap between rich and poor.</i>
Hang on a sec ...	Ummm ... Well, let me think ...
I'm sorry I'm late. I was stuck in a traffic jam.	It's Bedford – B E D F O R D
Let me see – oh, it's five to six.	It's raining outside. I come in without an umbrella. Am I wet?
It's your turn.	Roll the dice again!
Let me see how you're doing, Jon. Yes, that's right! Go on ...	Listen to the correct word stress – 'subSIDiary', 'subSIDiary', 'subSIDiary'.
May I take a dictionary, please?	My answer to three is different from yours.
Hmmm ... I'm pretty sure the answer is true, not false.	OK. Would anyone like to suggest an answer for number one?
Once upon a time, there was a mouse ...	See you on Thursday!
Morning!	Sorry, what did you say?
Well, what I mean is I don't exactly <i>like</i> listening, but I know I need to practise.	What's a synonym for <i>pace</i> ?
Who can name three different reptiles?	You've listened to each other really well this class. Well done!

Roles, posters and pockets Trainer's notes

Aims	To familiarise trainees with different teacher roles To give practice identifying different teacher roles
Syllabus area	Common teacher roles
Timetable fit	For use in an input session on teacher roles
Interaction pattern	Group work
Timing	30 minutes
Materials needed	One set of teacher role cards (see 3.4A) Seven sets of example cards (see 3.4A): use different colour paper for each set Eight A3 sheets of paper (the bottom third should be folded over and stapled to form a pocket) Markers Teacher-training resource and course books

Instructions

1. Divide the class into eight groups (if the class is too small for this, have fewer groups and give some groups two posters) and hand out prepared A3 pockets (see diagram below) and markers to each group.



folded up

2. Hand out one teacher role card to each group at random. Explain that each group has a different teacher role. Ask the groups to produce a poster about their role with the following elements:
 - 1) a short, clear definition of the role
 - 2) some example moments in a lesson when a trainee might take on this role
 - 3) a simple picture or symbol that will illustrate the role.
3. Refer trainees to teacher-training resource books and course books for their research. Explain that the trainees should use the top two-thirds of the paper for the text and that the poster should not actually name the role!
4. Allow about 10–15 minutes and then have trainees display their posters around the room. Have trainees read each other's posters and try to identify the different roles. Lead feedback and write the correct names of the role in the bottom one-third of the paper.
5. Regroup the trainees into up to seven groups. Hand out a set of coloured cards to each group. Explain that each card has an example of a teacher using a role. Each group should identify the roles and put the cards in the appropriate poster pockets.

6. Demonstrate checking the cards in one of the poster pockets. Discuss other possible options when a card appears to be in the wrong pocket. Then allocate a poster to each group and have them check in the same way.
7. Conduct feedback by asking trainees if there were any cards they would put in a different poster pocket. Have trainees move the cards accordingly.
8. Leave the posters on display around the walls as a reminder for the remainder of the course.

Answer key

Diagnostician: One who analyses students' language needs
F, H

Informer: One who gives information about language
G

Involver: One who makes sure all students are involved in the class
L

Manager: One who directs what happens in the classroom
K, M

Monitor: One who observes and is a source of input as students study
E

Parent/Friend: One who is a kind support
B, N

Planner: One who decides what to teach and when to teach it
D, J, I, A

Resource/Provider: One who is a source of information on language or other resources
O, C

Roles, posters and pockets

Teacher role cards

Diagnostician	Informer	Involver	Manager
Monitor	Parent/Friend	Planner	Resource/Provider

Example cards

A A group of primary English teachers look at various CALL websites and talk about which would be suitable for their students to explore.	B At the end of Friday's class, the teacher says 'Have a great weekend, guys!'	C It's February and the teacher emails a link from www.youtube.com about Pancake Day to her class of teenagers. The next page of the coursebook includes a pancake recipe which she wants them to make, but doesn't give much context on this English tradition.
D The students write a list of three topics they'd like to be given for journal writing prompts in class. The teacher goes through the topics and makes a shortlist which suits her aims for the class this semester.	E The students write emails and the teacher hesitates a few seconds behind each screen pointing to small mistakes and feeding in vocabulary ideas or just saying 'Great!'	F The teacher asks small groups of students to label a map of the world with some of the two-, three- and four-syllable country names blanked out and provided in a separate alphabetical list. She listens quietly close to each group and notes down any word stress problems.
G The teacher explains that the word 'chocolate' has just two syllables and shows students how to notice this from the phonemic script in their dictionaries.	H The teacher notices that some of the new vocabulary taught in class the previous week has been used wrongly in stories.	I The teacher selects and rejects coursebook activities to use the time left in the last week of class effectively.
J The teacher makes a worksheet adapting a popular song in order to focus on third person 's'.	K The teacher has students put their chairs back-to-back for an information gap controlled speaking practice.	L The teacher says: 'What do you think about that, Michael?' to a student who's just been listening to a group decision on how to best organise student affairs.
M The teacher adapts a lively team competition he'd planned as a warmer when some of the girls and boys in the class come in from break visibly angry with each other.	N The teacher ignores the mistakes and responds to the content when her student says: 'I not do homework yesterday. My pet die.'	O When students express an interest in learning styles, the teacher refers them to an online questionnaire about learning styles and preferences.

Group dynamics

Trainer's notes

Aims	To review different interaction patterns To raise awareness of factors influencing choice of interaction pattern
Syllabus area	Grouping learners
Timetable fit	For use in an input session on grouping learners
Interaction pattern	Group work and pair work
Timing	30 minutes
Materials needed	One copy of the worksheet (3.5A) for each trainee

Instructions

1. Divide trainees into pairs. Hand out one worksheet to each pair. Ask trainees to identify the six different interaction patterns in A on the worksheet.
2. Lead feedback, and write the six different interaction patterns on the board as below:

Pair work	S ↔ S
Group work	Ss ↔ Ss
Open class, teacher leading	T → Ss
Individual help / feedback	T → S
Whole-class feedback, brainstorming	Ss → T
Individual work	S S S

(If your trainees are more familiar with variations on these symbols, you may substitute as necessary.)

3. Refer the pairs to the table in B on the worksheet. Ask trainees to decide for each one which interaction pattern they would use. Stress that several different interaction patterns are possible, and that there is no single correct answer.
4. As each pair finishes, join them with another pair to form a group of four. Ask each pair to compare their choice of interaction patterns with the other pair in their group. For each answer that they can successfully justify, a pair receives one point. In each group the pair with the most points wins. Monitor and act as referee where necessary.
5. Lead whole-class feedback by asking what factors influenced trainees' choice of interaction pattern. Ensure that the following factors are discussed:
 - Your teaching aims: main, subsidiary and personal aims
 - The activity: whether controlled practice, discussion or project work, the activity will lend itself to one or two different interaction patterns
 - Variety of interaction (balance): within one lesson, over a sequence of lessons

- Class size: prohibitively large or small, space available
- Students' learning styles: group learners and individual learners
- Students' abilities and level: stronger and weaker students working together or apart
- Students' personalities: whether shy or dominant
- Group dynamics: the behaviour, relationship and interaction between students
- Learners' previous experience: patterns they are used to

Variation

Elicit the factors which affect choice of interaction pattern before the trainees make their own choices in stage 5.

Answer key

A	B
1. S ↔ S	Here are some suggested answers:
2. Ss ↔ Ss	1. S ↔ S
3. T → Ss	2. Ss ↔ Ss, S ↔ S
4. T → S	3. T → Ss, Ss ↔ Ss
5. Ss → T	4. T → S
6. S S S	5. Ss → T, S S S, S ↔ S, Ss ↔ Ss
	6. S S S, S ↔ S
	7. S S S, S ↔ S, T → Ss, Ss ↔ Ss
	8. S ↔ S, Ss ↔ Ss
	9. T → Ss
	10. T → Ss, T → S
	11. Ss → T
	12. S S S, S ↔ S, Ss ↔ Ss
	13. S S S, S ↔ S, Ss ↔ Ss
	14. Ss ↔ Ss
	15. T → Ss
	16. T → S, S ↔ S
	17. Ss → T
	18. S S S, S ↔ S, Ss ↔ Ss

Group dynamics

A

1 Students swap written homework with a friend and correct each other's spelling and grammar mistakes.

2 Students design a web page in small groups.

3 Students listen to details of a school outing planned and read out by their teacher.

4 **Teacher monitors during individual work, stopping to feed in suggestions and lexical items at each desk.**

5 *In open class, teacher elicits answers after a reading comprehension and writes them on the board.*

6 *Students complete journal entries quietly in the last five minutes of class.*

B

Activity	Possible interaction pattern
1. Doing an A-B communication gap	
2. Planning a role-play and presenting it to the rest of the class for fun	
3. Dictating some true/false questions for students to write down	
4. Giving a student feedback on behaviour	
5. Brainstorming the advantages and disadvantages of credit cards	
6. Students choose a graded reader and begin the first chapter in class time	
7. Revising vocabulary items for a forthcoming test	
8. Students ask each other about previous learning experiences	
9. Presenting the form of the second conditional	
10. Giving praise to one student for an improved score in a recent test	
11. Students voting on their preferred interaction pattern for the next planned activity	
12. Students complete a practice paper for a future external proficiency test	
13. Planning a talk which the teacher will assess the following week	
14. Doing a survey in the class about their musical tastes	
15. Students listening to instructions for the next class activity	
16. Giving extra help with pronunciation to one student who is having difficulty and is embarrassed to try in class	
17. Presenting a project to the teacher as part of their formal achievement test – the teacher watches and awards a grade	
18. Students read over a list of phrasal verbs, marking those they already know and don't know	

Exam Link: Module 3 Part 2

Correction traffic lights

Trainer's notes

Aims	To familiarise trainees with correction codes To raise trainees' awareness of issues relating to error correction
Syllabus area	Correcting learners
Timetable fit	For use in an input session on written error correction
Interaction pattern	Group work
Timing	25 minutes
Materials needed	One copy of the background information (see 3.6A), the correction code (see 3.6A) and the writing sample (3.6B) for each trainee One correction instruction card (see 3.6A) for each group One copy of writing sample (3.6B) on a transparency for each group Different colour OHT marker for each group (red, orange and green) Set up an OHP in the room

Instructions

- Hand out the background information to each trainee, and ask a few comprehension questions. Explain that in the next activity, you will look at a piece of written work by this learner. Explain that the activity focuses on the way teachers correct written mistakes.
- Hand out the correction code to each trainee, or elicit symbols for the items on the correction code and make sure that all the trainees are familiar with the symbols.
- Divide the class into three groups (or multiples of three if the group is very large). Elicit the colours of traffic lights (*red, amber and green*), and assign a colour to each group.
- Explain that each group will correct the same piece of work but in different ways. The colour of their group will dictate how they will correct the work. The green group are 'given the green light' to correct all the errors; the amber group will be quite cautious in correcting the errors and the red group will be very cautious.
- Hand out the appropriate correction instructions, a copy of the writing sample on a transparency, and a red, orange (amber) or green pen as appropriate to each group. Hand out a copy of the writing sample to each trainee. Explain that each group should make their corrections on the transparency.
- Allow ten minutes for the groups to complete their work.
- Collect in the transparencies from the different groups and use the projector to show the differences between the corrections by laying the transparencies on top of each other, as well as displaying them individually.
- Conduct feedback on factors to consider when making corrections. Draw out the following:
 - the need to motivate and not demotivate the learner
 - identifying slips versus developmental errors
 - the role of self- or peer-correction
 - the need to take into account learner needs, expectations and previous learning experience
 - grading work for accuracy and/or fluency
 - alternative strategies for tackling errors

Answer key

Green group

Teake 350ml lukewarm water, 500g flour, 10g salt, 20g baking powder or yeast, some corns of sesam pumkin sunflower, or diffrent fullcorns if you like style?

Make a dough, give him 15min. to rise, then put it in a baking tin, which is prepared whith some butter and put it by 180° for 1 hour in the oven. It works, i'm know, because i do it sometimes at home. You'll see it's delicious!!!!

is this necessary in a recipe?

Amber group

Teake 350ml lukewarm water, 500g flour, 10g salt, 20g baking powder or yeast, some corns of sesam pumkin sunflower or diffrent fullcorns if you like.

Make a dough, give him 15min. to rise, then put it in a baking tin, which is prepared whith some butter and put it by 180° for 1 hour in the oven. It works, i'm know, because i do it sometimes at home. You'll see it's delicious!!!!

Red group

Teake 350ml lukewarm water, 500g flour, 10g salt, 20g baking powder or yeast, some corns of sesam pumkin sunflower or diffrent fullcorns if you like.

Make a dough, give him 15min. to rise, then put it in a baking tin, which is prepared whith some butter and put it by 180° for 1 hour in the oven. It works, i'm know, because i do it sometimes at home. You'll see it's delicious!!!!

Correction traffic lights

Background information

Gert is a middle-aged, pre-intermediate level learner. He studied English (fairly reluctantly) at school and since then has mainly practised his listening and speaking when travelling around Asia on his motorbike. Although he has read a few books and magazines in English, he doesn't have much need to write in his second language and admits that he's a lousy speller. He attends classes once a week through the local adult education programme and loves sharing his many life experiences with his teacher and classmates.

Correction code

WW	wrong word
P	punctuation
SP	spelling
G	grammar
WO	word order

Correction instructions

Green group

Mark all the mistakes you see using the correction code and any other words/phrases you think will help the learner to 'see' his mistake.

Amber group

Mark any mistakes you think a learner at pre-intermediate level should be able to correct themselves (i.e. slips rather than errors), using the correction code only.

Red group

The learner produced this writing in response to a written fluency exercise, where students were invited to share their favourite recipes through English. Mark only those errors that interfere with the message, and would prevent another learner from following the recipe successfully, using the correction code only.

Correction traffic lights

Recipe for wholegrain bread

Teake 350ml lukewarm water, 500g flour,
10g salt, 20g baking powder or yeast,
some corns of sesam pumkin sunflower or diffrent
fullcorns if you like .

Make a dough, give him 15min. to rise , then put it in
a baking tin, which is prepared whith some butter
and put it by 180° for 1 hour in the oven. It works, i'm
know, because i do it sometimes at home. You'll see it's
delicious!!!!

(written by Gert Pöppel, German adult learner)

Correction strategies

Trainer's notes

Aims	To raise awareness of strategies for dealing with errors To give practice in choosing error correction strategies
Syllabus area	Correcting learners
Timetable fit	For use in an input session on oral error correction
Interaction pattern	Pair work or group work
Timing	30 minutes
Materials needed	One set of error cards (see 3.7A and B), put up on walls of room One copy of the answer grid (see 3.7B) for each trainee

Instructions

- Elicit different possible teachers' responses when learners make a mistake in speaking. Write them on the board and include the following:
 - Peer correction
 - Echo correction (with rising intonation)
 - Finger correction
 - Identifying the mistake through explanation
 - Ignoring the error (focusing on content and communication)
 - Focusing on minimal pair work
 - Seeking to clarify ideas
 - Gesture
 - Delaying feedback
 - Feeding in the correct language
- Explain that around the room are various examples of learners' oral errors, each with three possible correction strategies. Show trainees the answer grid and explain that for each example they should 1) identify the error 2) summarise the possible strategies and 3) choose the 'best' strategy and say why they chose it.
- Hand out the answer grid and have trainees work in pairs or threes. Monitor, promoting discussion and clarifying where necessary.
- Conduct feedback using the answer key below, but stress that there are pros and cons of each method. Draw out the following factors which affect decisions about correction and write them on the board:
 - student's level
 - error or slip - can the student self-correct?
 - activity taking place
 - stage of lesson/learning
 - self-confidence of student
 - motivation of student
 - frequency of mistake
 - who's listening
 - reason for speaking

Work towards the conclusion that different strategies are more or less appropriate in different situations, but that certain kinds of mistakes lend themselves to certain correction techniques.

Answer key

Here are some suggested answers:

	Type of error	Correction options	'Best' strategy and why
1.	Grammar	a) identifying the mistake through explanation b) ignoring error c) echo correction	c) echo correction It gives the student a chance to self-correct quickly, especially if the teacher thinks it's a small slip. It will not disrupt the activity.
2.	Pronunciation	a) ignoring the error b) focusing on minimal pairs c) identifying the mistake using humour	a) ignoring the error The reason the student is speaking is to share something of their life in English, not to produce a perfect sentence. The student could even be praised for using the word <i>beat</i> at elementary level.
3.	Word order	a) finger correction b) seeking to clarify ideas c) peer correction	a) finger correction It's quick and won't interrupt the flow of the interaction, which is most important in this situation.
4.	Grammar	a) ignoring the error b) delaying feedback c) finger correction	a) ignoring the error The content is more important than the grammar here. The student has clearly communicated their idea. It may also adversely affect the self-confidence of the learner to be corrected for this so publicly.
5.	Grammar	a) gesture and echo correction b) feeding in the correct language c) delaying feedback	a) gesture and echo correction There's a high probability the student will self-correct easily and continue the conversation.
6.	Vocabulary	a) seeking to clarify ideas b) feeding in the correct language c) echo correction	a) seeking to clarify ideas The student may be able to self-correct here, depending on whether they've already learnt the correct word. If they don't know <i>retired</i> , a discussion now should help them remember the potential error in future.
7.	Register	a) gesture b) echo correction c) feeding in the correct language	c) feeding in the correct language The frequency of the error suggests the student is really not aware of it. It is a simple error to correct so can be dealt with quickly in this way.
8.	Pronunciation	a) peer correction b) feeding in the correct language c) ignoring the error	c) ignoring the error If the student is still making this mistake after a lot of practice, it suggests that this is an error that the student will have to live with.
9.	Grammar	a) echo correction b) ignoring the error c) identifying the mistake through explanation	b) ignoring the error The student doesn't yet have the grammatical knowledge to express this correctly, but has still managed to communicate.

Correction strategies

Error cards

1. You have just presented the present perfect for actions which started in the past and continue to the present. The students are now doing a controlled practice activity and one of them says: 'I am learning English 7 years.' The teacher ...
 - a) draws a diagram to show the difference between *am* and *have been*.
 - b) says: 'Oh, really! 7 years ...'
 - c) repeats the sentence, stressing the word *am* with rising intonation.

2. The teacher is chatting to a fairly new group of elementary teens as they come into class. She asks how their afternoons were the day before. One student says: 'My friend *bit* me at tennis yesterday.' The teacher ...
 - a) responds: 'What a shame! Did you really want to win?'
 - b) points to /ɪ/ and /i:/ on the phonemic chart and says: 'hit; heat', 'sit; seat'
 - c) laughs, and says: 'Your friend bites you?! You poor thing!'

3. The teacher has given a class of intermediate students five minutes to check their homework exercises in small groups before collecting it in. One student says: 'Please *pass* my book work.' The teacher ...
 - a) holds up two fingers and then turns them around.
 - b) says: 'I'm sorry? What would you like me to pass you?'
 - c) asks the other students in the class: 'Is it a book work?'

4. It's the end of the cycle and a group of young learners have made a card to say thank you to you, the teacher. You are reading the comments out loud and the students are enjoying the moment. One student has written: 'You the best teacher ever.' The teacher ...
 - a) says: 'Gosh! Thank you! I have loved teaching you too.'
 - b) makes a mental note to write this sentence on the board at the end of the class.
 - c) repeats the sentence, touching a different finger for each word, including for the missing word.

5. The teacher is starting an evening class with a small pre-intermediate group but notices that one of the participants is missing. She asks the others: 'Where is Sam?' One learner says (to the teacher): 'Sam is not here tonight. He is at your house.' The teacher ...
 - a) looks very surprised, points at her own chest and says: 'My house?'
 - b) repeats: 'Yes, Sam is at his house', stressing the word *his*.
 - c) writes a story with the same mistake in it for students to correct next day.

6. An elementary group have just studied the lexical set 'jobs' and are now in groups completing a survey about their family members' occupations. The teacher is monitoring and hears one student say: 'My grandfather is 70 now so he's unemployed.' The teacher ...
 - a) asks: 'Is your grandfather looking for a new job?'
 - b) asks: 'Are you sure you don't mean *retired*?'
 - c) repeats the word *unemployed* with rising intonation.

7. Whenever he hasn't quite heard what somebody in class says, a finance manager in an in-house pre-intermediate business class says: 'What?' The teacher ...
 - a) looks questioningly at the student, frowning slightly.
 - b) repeats: 'What?' 'What?' in the same tone of voice used.
 - c) says: 'Pardon?' and encourages the student to do the same.

Correction strategies

Error cards

8. After much practice of the phoneme /ð/, the lesson sequence moves on to a freer practice activity about how leisure time is spent. During this stage, one of the older learners is heard to say: **'Dis is very difficult.'**
The teacher ...
- a) stops the activity and asks another student to say the sentence correctly.
 - b) bends down and says into the student's ear: 'this is very difficult', emphasising /ð/
 - c) smiles and lets the activity continue.
9. You've been teaching the past simple to a group of beginner students, and have just set some homework. At the end of the class one student says: **'If I not do my homework, you angry?'**
The teacher ...
- a) repeats with rising intonation 'not do' and 'you angry'?
 - b) responds: 'Well, not angry but not very happy, either.'
 - c) explains: 'You need the first conditional there. This is how it looks ...'

Answer grid

Situation	Type of error	Correction options	'Best' strategy and why
1.		a) b) c)	
2.		a) b) c)	
3.		a) b) c)	
4.		a) b) c)	
5.		a) b) c)	
6.		a) b) c)	
7.		a) b) c)	
8.		a) b) c)	
9.		a) b) c)	

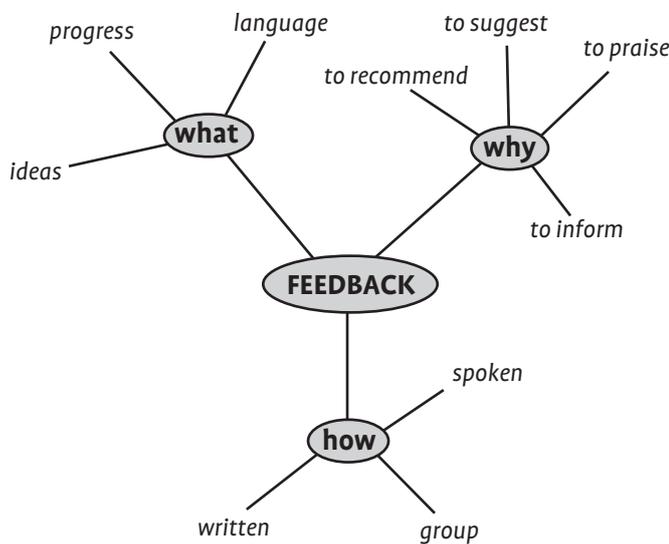
Feedback focus

Trainer's notes

Aims	To familiarise trainees with different types of feedback To practise identifying types of feedback
Syllabus area	Giving feedback
Timetable fit	For use after an input session on giving feedback
Interaction pattern	Individual or pair work
Timing	20 minutes
Materials needed	One copy of the worksheet (3.8A) for each trainee

Instructions

- Write the word *feedback* in the centre of the board.
Ask trainees to say what feedback is (e.g. *giving learners information about their learning*) and why it is an important part of the learning process (e.g. *it motivates learners, helps them understand their problems and makes them aware of how they can improve*).
- Develop a mind map like the one below by eliciting:
 - *what* teachers give feedback on
 - *why* they give feedback
 - *how* teachers give feedback



- Hand out the worksheet to each trainee. Explain that the trainees should categorise each of the eight examples of feedback in three ways:
 - 1) What is the trainee giving feedback on?
 - 2) Why is the feedback being given?
 - 3) How is the feedback being given?
- Have trainees work individually or in pairs.
- Conduct feedback.

Answer key

A	individual, spoken	suggesting	attitude and behaviour
B	group, spoken	informing	language and skills
C	peer, spoken	praising	ideas and content
D	group, spoken	thanking / praising	progress and effort / language and skills
E	individual, written	giving a grade	language and skills
F	group, spoken	praising / encouraging reminding	ideas and content / attitude and behaviour
G	peer, spoken	praising / requesting	attitude and behaviour
H	individual, spoken	giving a grade / praising	language and skills / progress and effort

Feedback focus

Categorise the examples of feedback in the following three ways:

1. Draw a line between the example and the appropriate aspect (at the bottom of the page) to show what the teacher is giving feedback on.
2. Write the reason why the feedback is being given next to the example (encouraging, giving a grade, informing, recommending, praising etc.)
3. Circle the example in the appropriate colour according to how the feedback is being given:
 - individual (teacher to student) = red
 - group (teacher to class) = green
 - peer (student to student) = blue

A

Natalie - when you receive text messages on your mobile phone in class time, you miss important input. How about turning it off next lesson?

B

Last class we had some problems with a and the, so we're going to look at this grammar point again this lesson, OK?

C

*Wow!
Look at the end of that cartoon strip. I'd like to think up something as good as that, too.*

D

Thank you, class 4I, for singing at our open day. Your pronunciation has improved a lot!

F

Your sketches were very imaginative! But I still noticed some slips - little things you should know, like forgetting the 's for possessives. Try to correct each other on these when you're rehearsing together.

E

50% You worked hard for this test, Raymond, and I imagine you will be a little disappointed with the grade. Look at the section on phrasal verbs again - this made all the difference between a pass and a fail.

G

I like talking to you in class - you always try to understand my point of view and ask lots of questions. Please could you also help me with corrections.

H

8/10 on the film clip worksheet - well done! You're picking out much more detail when you read the questions in advance, Sam.

Progress and effort

Language and skills

Ideas and content

Attitude and behaviour