TKT

test

TKT Module 1 - Learning strategies[4]

Intro to task:

Match the name of the learning strategy on the left, with its example or definition on the right:

42. Learning aids	a) Noticing, practising and remembering how words can change
43. Predicting content from clues	b) An unfamiliar newspaper article in a students' L2; people speaking about an unknown topic non TV; listening to a radio programme on an unknown topic.
44. Noticing language in use	c) Repeating what someone has said, in a shorter formal writing a short summary.
45. Paraphrasing	d) Dictionary, coursebook, smart phone with a language-learning app
46. Experimenting with meaning	e) Trying out words to see if they 'fit'
47. Experimenting with form	f) Colloquialism, slang, abbreviations.

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Example TKT task

For questions 48-50, read the examples of what learners do and three possible learner strategies. Choose the correct strategy, A, B or C.

48. I have a notebook for new vocabulary and I use this to test myself in my spare time.
    A. Experimenting with meaning
    B. Focusing on collocations
    C. Exploiting learning aids

49. When I'm watching TV or DVDs, I make notes of expressions and words that native speakers use.
    A. Predicting content from clues
    B. Experimenting with form
    C. Noticing language in use

50. I try to understand the meaning of new words by looking at the rest of the sentence.
    A. Focusing on context
    B. Paraphrasing
    C. Translating into L1

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1. **TKT Module 1 - lexis terminology**

Match the underlined words or phrases (1-6) in the text with the lexical terms listed A – G.

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

Lexical terms

A phrasal verb

B compound noun

C word with negative affix

D compound adjective

E word family

F verb and noun collocation

G noun with affix

Text

During his career, Sean Connery made over 70 films and became very rich. However, as a child (1) growing up in Scotland during the Great Depression in the 1930s, he was poor. He and his family were not (2) unusual in living in a two-roomed flat with no (3) bathroom. Sean left school at thirteen and did a variety of jobs to (4) make money including being a milkman and a (5) builder. Eventually he began acting and his role as the first James Bond made him (6) well-known all over the world.

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2. TKT Module 1 - phonology

Look at the phonemic symbols and the three words listed A, B and C.
Choose the word which contains the sound matching the phonemic symbol.

1. /iː/

A leave
B wear
C heard

2. /ʧ/

A share
B lots
C question

3. /ʤ/

A danger
B cheap
C nation

4. /uː/

A but
B new
C bite

5. /ʒ/

A edge
B pleasure
C ocean

6. /θ/

A this
B father
C teeth

7. /j/

A June
B university
C guest

8. /ŋ/

A night
B manager
C drink

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3. TKT Module 1 - types of error

For questions 1-5, match the teacher's comments with the types of mistake listed A, B and C.

You will need to use some of the options more than once.

Types of mistake

A	developmental errors
B	L1 interference
C	slips

Teacher's comments

1. It's natural for all beginners to say things like *I goed home* instead of *I went home*.
2. Even though his level of English was good, the student was so excited yesterday that he made several mistakes which he wouldn't normally make.
3. This advanced student still has problems distinguishing between /s/ and /ʃ/. /s/ doesn't exist in his language.
4. After we'd done the unit on comparatives using more several students started saying *more nicer*.

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4. TKT Module 1 - First and second language learning

For questions 1-5, match the statements about first and second language learning with the categories listed A, B and C.

You will need to use some of the options more than once.

Categories

A	L1 learning
B	L2 learning in the classroom
C	Both

Statements about first and second language learning

1 There is always a strong social need for the learner to acquire the language.

2 It is necessary to process information you've heard.

3 Acquisition of the language always happens together with cognitive development.

4 The language isn't always an essential skill in the learner's life.

5 Many learners fail to become proficient users.

5 TKT Module 3 - writing errors

For questions 1-7, match the error in each line of the learner's writing to the types of error listed A, B and C.

You will need to use each option at least once.

Types of error

A	articles
B	pronouns
C	prepositions

Learner's writing

1. The classmate I will describe to you is a bit smaller than I.
2. He has a brown hair and blue eyes and wears glasses
3. but he doesn't like it when anyone reminds that he is small.
4. He loves maths and plays lots of sport in the weekend.
5. He has a brother and a ten year old sister who name is Flora.

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6. TKT Module 3 - Error correction techniques

For questions 1-6, match the method of correction with the teacher's purpose (A – G).

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

Teacher's purpose

A to encourage the use of peer feedback
B to give the class an understanding of the natural order
C to provide a quick way of checking an exercise for the whole class
D to help a learner with a language difficulty that is not common to the whole class
E to remind learners of the pattern of sentence stress
F to signal in an oral activity that a learner has used the wrong word
G to develop learners' ability to edit and proofread their own work

Method of correction

1 The teacher underlines but does not correct mistakes on each learner's written dialogue.

2 The teacher claps out for the class a regular rhythm while repeating a line from a dialogue.

3 The teacher echo-corrects a learner's question.

4 The teacher arranges to give individual feedback with a learner.

5 The learners exchange written work before it is given to the teacher for marking.

6 The learners shout out the answers to a true-false exercise and the teacher writes the correct answer on the board.

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7 TKT Module 3 - writing sub-skills

For questions 1-7, match the teacher's feedback comments with the feedback focus on writing listed A – D.

You will need to use each option at least once.

Feedback focus

A	organisation
B	accuracy
C	range
D	register

Teacher's comments

1. Don't you think your email would sound better if you used some contractions – like *I'm* instead of *I am*?

2. I like this letter of application a lot. It includes all the right information. Can you find a good place to start another paragraph? This one is quite long and the reader might get lost.

3. I think the manager would be impressed by this letter but can you check the word order in the request?

4. Next time you write a formal email like this it's a good idea to start by saying why you're writing – don't leave that until the end.

5. This letter uses a lot of good language but your English friend won't be sure if your job at the supermarket is permanent or temporary. Look at the verb form again.

6. This story is really interesting. There's a nice introduction and it's quite simple and easy to understand but you could have used more past tenses because we've done more than the past simple this term. Look back at units 3 and 4 in the course book.

7. It's quite difficult to follow this essay because you've put some of the advantages in with the disadvantages. Make notes before you write your next one.

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