

TKT

- A to help students consider the meaning of words very closely
- B to help students understand how a dictionary identifies parts of speech
- C to help students notice how a dictionary shows stronger syllables in a word
- D to help students search for idioms successfully
- E to help students notice compound words
- F to help students understand how a dictionary shows verb patterns
- G to help students check for correct vowel sounds
- H to help students focus on register

Dictionary tasks

- 41 The teacher gave students feedback on their homework, referring them to the dictionary to correct their examples, such as: *He worked very hardly; She sang beautiful.*
- 42 The teacher asked students to look up some expressions from a transcript to find out about formality, e.g. *You're joking!*
- 43 The teacher asked students to underline the key words in different phrases, e.g. *No! You're pulling my leg!*; *She's the apple of her father's eye.* before finding them in the dictionary.
- 44 The teacher asked students to complete a gap-fill, e.g. *I tried _____ (do sport) last year but I didn't like it*, before checking in the dictionary.
- 45 The teacher asked students to focus on pronunciation problems after a speaking activity, e.g. *field* /fild/, *river* /ri:və/, *peach* /pitʃ/, by asking them to look the words up.
- 46 The teacher asked students to look up adjectives which are often confused, e.g. *lonely* and *alone*; *excited* and *nervous*.
- 47 The teacher asked students to complete a grid of word families, e.g. *photograph*, *photographer* and *photographic*. Students then looked up the words to mark the word stress.

Explanations

- A common collocational words are given
- B this word must be followed by an object
- C the headword is classified in the same entry under different parts of speech
- D all meanings are given
- E a common error is included
- F only used in formal written language
- G this word cannot be used in the plural

Dictionary extracts

- 48 **jet** *verb* [T]
- 49 **jet-lag** *noun* {U} the feeling of being tired because you have travelled on a plane across parts of the world where the time is different.
- 50 **jet** *noun* a plane that can fly very fast.
jet *verb* to fly somewhere in a plane.
- 51 **promote** *verb* to support something or help something to develop. Used with: actively, heavily, strongly, vigorously.
- 52 **bill** *noun* [C]
1 an amount that you owe 4 list of concert events
2 proposal for law 5 bird's beak
3 paper money
- 53 **news** *I've got a wonderful piece of news* (NOT a wonderful news) *for you.*

Section from a grammar reference book

Adjectives and adverbs

Adjectives

rude; straight; angry; quiet; slow; serious; perfect

words often end in *-ic, -ive, -ed, -ful, -able, -al, -ish, -less, -like, -y*

Adjectives of evaluation: *→size→age→shape→colour→participle→noun-derived*

Opinion adjectives usually go before fact adjectives, as in

this comfortable Victorian country house

Comparatives

He looks ~~more~~ younger than he really is.

He was younger and more polite.

Words sometimes like *our* and *your* are called possessive adjectives and sometimes possessive determiners (see Unit 11).

Adverbs

most commonly formed from adjective +*ly*: *loudly; carefully; badly; quickly; cleverly; softly; nervously*

Note: Some adverbs and adjectives share the same form: *hard>hard*

'The adverb is an extremely broad word class. Almost any word that is not easily categorised as a noun, an adjective, a verb, a determiner, a preposition or conjunction is usually categorised as an adverb.' (Downing and Locke, 1992)

Extracts	Information
54 <i>rude; straight; angry; quiet; slow; serious; perfect</i>	A shows the usual word order
55 <i>-ic, -ive, -ed, -ful, -able, -al, -ish, -less, -like, -y</i>	B gives different examples of the same part of speech
56 Adjectives of evaluation: <i>→size→age→shape→colour→participle→noun-derived</i>	C refers to another part of the book
57 Comparatives <i>He looks more younger than he really is.</i> <i>He was younger and more polite.</i>	D gives an example that does not follow the rule
58 Words like <i>our</i> and <i>your</i> are sometimes called possessive adjectives and sometimes possessive determiners (see Unit 11).	E shows the appropriate register
59 Adverbs most commonly formed from adjective + <i>ly</i> : <i>loudly; carefully; badly; quickly; cleverly; softly; nervously</i> Note: Some adverbs and adjectives share the same form: <i>hard>hard</i>	F refers to a previously published book G gives examples of suffixes
60 'The adverb is an extremely broad word class. Almost any word that is not easily categorised as a noun, an adjective, a verb, a determiner, a preposition or conjunction, is usually categorised as an adverb.' (Downing and Locke, 1992)	H gives guidance on correct and incorrect forms of language

For questions 61 – 66, look at the ways of using supplementary material and the three reasons for each listed A, B and C.

Two of the reasons are appropriate in each situation. One of the reasons is **NOT**.

Mark the reason (A, B or C) which is **NOT** appropriate on your answer sheet.

- 61 Following a lesson on the topic of families, the teacher asks learners to bring their family photos to class and to talk about them in small groups.
- A to encourage visualisation
 - B to provide practice of lexis in context
 - C to personalise an activity
- 62 Following a lesson focusing on narrative tenses, the teacher gives learners different stories to read at home. Learners retell their stories in class the next day.
- A to give practice in using topic sentences
 - B to give practice in summarising
 - C to give practice in extensive reading
- 63 Following a lesson on the topic of houses, the teacher uses a recording of colleagues talking about their favourite rooms in class the next day.
- A to develop gist listening
 - B to consolidate vocabulary
 - C to introduce prepositions
- 64 Following a lesson focusing on clothes, the learners do a crossword using the previously-taught vocabulary.
- A to review spelling
 - B to check understanding of meaning
 - C to review false friends
- 65 Following a lesson focusing on the topic of different places, the teacher brings in holiday brochures. The learners choose a place they want to visit and say why they like it.
- A to develop scan reading skills
 - B to focus on text structure
 - C to make an activity feel authentic
- 66 Following a lesson focusing on pronunciation, the teacher uses a game in which learners work in teams and match phonemic symbols with pictures.
- A to provide practice of contrastive stress
 - B to include interaction in the lesson
 - C to focus on specific sounds