

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 /fɪld/, river /rɪ:və/, peach /peɪtʃ/,* 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
 - 2 proposal for law
 - 3 paper money
 - 4 list of concert events
 - 5 bird's beak**53** **news** /veɪvətʃəs/ *verb* 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 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

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

55 *-ic, -ive, -ed, -ful, -able, -al, -ish, -less, -like, -y*

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

Comparatives

He looks more younger than he really is.
He was younger and more polite.

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

Adverbs

most commonly formed from adjective *+ly*:
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Note: Some adverbs and adjectives share the same form: *hard>hard*

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Information

A shows the usual word order

B gives different examples of the same part of speech

C refers to another part of the book

D gives an example that does not follow the rule

E shows the appropriate register

F refers to a previously published book

G gives examples of suffixes

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