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* /fiːld/, *river* /rɪvəː/, *peach* /pɪtʃ/, 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.

LIVEWORKSHEETS

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** *I've got a wonderful piece of news* (NOT a wonderful news) *for you*.

LIVEWORKSHEETS

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	*rude; straight; angry; quiet; slow; serious; perfect*	A	shows the usual word order
55	*–ic, -ive, -ed, -ful, -able, -al, -ish, -less, -like, -y*	B	gives different examples of the same part of speech
56	Adjectives of evaluation: →size→age→shape→colour→participle→noun-derived	C	refers to another part of the book
57	Comparatives *He looks ~~more~~ younger than he really is.* *He was younger and more polite.*	D	gives an example that does not follow the rule
58	Words like *our* and *your* are sometimes called possessive adjectives and sometimes possessive determiners (see Unit 11).	E	shows the appropriate register
59	**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*	F	refers to a previously published book
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)	G	gives examples of suffixes
		H	gives guidance on correct and incorrect forms of language

LIVEWORKSHEETS

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.

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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

LIVEWORKSHEETS