Week 3 test

For this week, we have prepared a slightly longer test than previous weeks. You have 50 questions, so try to spend less than 50 minutes doing the test. Good luck!

TKT Module 1: Reading - Sample task

For questions 1-5, match the instructions with the ways of reading listed A-F. There is one extra option which you do not need to use.

Ways of reading

A. Reading for specific information
B. Reading for detail
C. Reading for gist
D. Intensive reading
E. Deducing meaning from context
F. Extensive reading

Instructions

1. Read the text and underline examples of the past simple passive.
2. Read the text. Decide which is the best heading for it.
3. Read the article to find out exactly how the machine works.
4. Read a newspaper article at home.
5. Read the poster to find out the dates of Annie's, Sam's and Julie's birthdays.

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TKT Module 1: Listening - Sample task[1]

For questions 6-12, match the teachers' comments with the aspects of listening listed A-H.

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

Aspects of listening

A listening for specific information
B listening extensively
C listening for detail
D listening for gist
E activating students' knowledge of the world
F working with authentic texts
G deducing meaning from context
H dealing with connected speech

Teachers' comments

6. My students find it hard to recognise the pronunciation of individual words and sounds when they hear people speak in the street.
7. Students only need to recognise words like numbers and names to practise this subskill.
8. I always ask my students what information they can tell me about the topic before we start listening.
9. I tell my students that they can use the situation to help them understand meaning.
10. It's nice if learners can just listen to a story and enjoy it without doing a task on it.
11. Some listening texts in the coursebook are extracts from real TV programmes and real conversations. The students think they're challenging but useful.
12. The first listening task I give my students is usually one in which they have to decide on the general meaning of the text.

[1] Taken from Spratt, M., Pulverness, A., and Williams, M. (2011) *The TKT Teaching Knowledge Test Course, Modules 1,2 and 3* (Cambridge: C.U.P.) - Unit 6, p. 47

LIVEWORKSHEETS

TKT Module 2 - Common sequences in lessons: Practice task

Questions 13-18: Put the lesson stages A - F in the correct order

A. Students listen to a recording and identify if the statements are true or false according to the recording.
B. Teacher displays photos of different activities and asks learners to discuss in groups what they can see and if they have tried/would like to try any of the activities displayed and why.
C. Students read the script and listen to the recording at the same time
D. Teacher nominates a few students to report on their discussion and uses this opportunity to teach some vocabulary for the lesson.
E. Students listen to a recording of someone describing what they like doing in their free time. Students to identify the type of activities mentioned in the recording.
F. Students discuss if the speaker has encouraged them to try out any new activities and why.

13.	14.	15.
16.	17.	18.

Questions 19-25: Now match the instructions with the name of the stage. There is one option that you don't need.

Instructions

A. Students listen to a recording and identify if the statements are true or false according to the recording.
B. Teacher displays photos of different activities and asks learners to discuss in groups what they can see and if they have tried/would like to try any of the activities displayed and why.
C. Students read the script and listen to the recording at the same time
D. Teacher nominates a few students to report on their discussion and uses this opportunity to teach some vocabulary for the lesson.

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E. Students listen to a recording of someone describing what they like doing in their free time. Students to identify the type of activities mentioned in the recording.
F. Students discuss if the speaker has encouraged them to try out any new activities and why.

Name of stages

19. Listening for gist
20. Listening for specific information
21. Activating students' knowledge of the topic
22. Follow-up task
23. Pre-teach vocabulary
24. Checking answers
25. Listening for detail

TKT Module 1 - Phonology[2]

For questions 26-30, look at the two vowel sounds in each word. Match the vowel sounds in the words with the pairs of phonemes listed A–F. There is one extra option which you do not need to use.

26. over
27. homework
28. nightclub
29. learner
30. paper

A) /eɪ/ /ə/

B) /aɪ/ /ə/

C) /əʊ/ /ɜ:/

D) /ɜ:/ /ə/

E) /əʊ/ /ə/

F) /aɪ/ /ʌ/

[2] Scrivener, J. (2020). *TKT Tip 04: Module 1 - Phonemes* [online].*Onestopenglish*. [Viewed 13th July 2020]. Available from: http://www.onestopenglish.com/methodology/teaching-tips/tkt-tips/tkt-tip-04-tkt-module-1-phonemes/155275.article

LIVEWORKSHEETS

Review from previous weeks

TKT Module 1: Motivation – Sample Task[3]

For Questions 31–36, match the general advice on motivation with the techniques for encouraging motivation listed A, B, C or D.

Mark the correct letter (A, B, C or D) on your answer sheet.

You need to use some options more than once

Techniques
A Encourage learner autonomy
B Find out what students think
C Make your feedback positive and constructive
D Build variety into your teaching

Advice

31. Listen to student feedback using a class 'suggestion box' or a short questionnaire.
32. Train students to use reference resources to help them study successfully on their own.
33. Think about how you tell students about their progress. How can you praise or encourage them instead of just giving marks?
34. Put students into new groups for different activities.
35. Give comments on students' work which are helpful and enable them to feel a sense of progress.
36. Don't always do the same kind of things in the classroom. Try new activities and change activities each lesson.

[3] **Taken from:** UCLES (2009). TKT Module 1:Motivation. Classroom activity. [online]. *Cambridge English*. [Viewed 17th June 2020]. Available from: https://www.cambridgeenglish.org/images/168881-tkt-module-1-motivation.pdf

LIVEWORKSHEETS

For questions 37 -41 choose the best option:

37. This student wants to improve his global understanding of reading texts. What should the teacher recommend?
    A. When reading, the student should check all the words they don't understand, look them up in a dictionary and then read the text again.
    B. Try to read as much as they can in their free time, especially graded readers.
    C. Spend time translating texts to their own language.

38. For the following learner's comment, what should the teacher do?

    Learner: *'I don't like discussing things in groups as other students make mistakes and I may take some bad habits'*

    A. Explain to the learner why talking to other students will help them get better at speaking.
    B. Stop doing group discussions
    C. Ask learners to memorise what they want to say before they speak.

39. Which set of words is an example of a homophone?

    A. their - there
    B. hope - hop
    C. excellent - outstanding

40. Which of the following words is stressed in the third syllable?

    A. economy
    B. economist
    C. economics

41. Which set of words has linking in connected speech?

    A. over and over
    B. nice beach
    C. baby food

LIVEWORKSHEETS

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.

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

[4] Taken from: Onestopenglish (2018). *Cambridge English: TKT Module 1 - Aspects of the learner.* Springer Nature Ltd. Macmillan Education. [Viewed 29th October 2020]. Available from: https://www.onestopenglish.com/download?ac=17982.

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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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