

TKT tests

Ways students are motivated

- A This makes students feel that the course is well organised.
- B Students feel more comfortable when talking about what they know best – themselves!
- C Students like to hear they have done well.
- D Using their imagination can help students to get more involved in their fluency work.
- E Students often like 'being the teacher' and explaining things to other students.
- F I find this allows me to keep students' attention by quickly changing the pace of the lesson.

Things the teacher does

- 41 I sometimes get my students to choose a general interest topic to research and give mini-presentations on.
- 42 I connect some of the texts and speaking topics in the coursebook to my students and their lives.
- 43 I have some favourite 'five-minute' fun activities ready for whenever I need them.
- 44 I tell my students each week what they're going to study.
- 45 I use drama and role-play in the classroom.

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I focus on the language I use to make sure it is correct.

- A memorising
- B revising
- C self-monitoring

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If I don't know a word, I try to work it out from the rest of the sentence.

- A paraphrasing
- B using linguistic clues
- C translating

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I make notes about how native speakers use English in films and TV shows.

- A paying attention to language use
- B organising learning aids
- C predicting content from the situation

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I keep small cards with new expressions on them and test myself on them when I'm travelling to work.

- A developing routines for revision
- B experimenting with language
- C accepting correction

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If I don't know what something means, I look it up.

- A focusing on collocations
- B using opportunities for practice
- C consulting reference materials

Learning styles

- A** visual
- B** auditory
- C** kinaesthetic

Learners' preferences

- 51** I like it when the teacher gives me a card with a word or phrase on and I have to act it out for the rest of the class to guess the word.
- 52** I enjoy putting new vocabulary into a table or diagram. It helps me to remember words.
- 53** If we find a new word while we're reading, the teacher often writes it on the board. But I always ask her to say it too and I repeat it a couple of times.
- 54** Sometimes we cover our eyes and the teacher asks us to pick an object out of a bag. Then we have to try to describe it. It's a really good way of learning.
- 55** I collect magazines and cut out the photos I like. They're very useful for getting ideas for telling stories.

Teaching approaches

- A** Test-teach-test
- B** Presentation, Practice and Production
- C** Task-based Learning

Learners' preferences

- 56** real beginners who prefer a structural approach and like to have a clear focus on new language
- 57** those learners who just want to communicate, using all the language they know to convey meaning
- 58** learners who like to study grammar and lexical patterns and check what they already know
- 59** learners at a higher level who enjoy doing exercises on language but have already studied the structures
- 60** learners who enjoy doing extended pieces of work such as project work
- 61** learners who are not confident about experimenting with language or those who have little exposure to English

Presentation techniques

- A getting students to use grammar in a controlled way
- B highlighting the language focus and aim of the lesson
- C getting students to focus on the target language through the context of a listening activity
- D raising students' awareness of differences in register
- E getting students to focus on pronunciation of the target language
- F setting up the situation
- G encouraging students to analyse structural patterns

Sequence of classroom activities

- 62 The teacher wrote the topic of the day's lesson on the board: 'Making requests'.
- 63 The teacher asked some students to tell the class about important requests they had made in their lives.
- 64 The students did an exercise completing gaps in sentences with the correct forms of requesting verbs.
- 65 The teacher elicited whether words and phrases like *can*, *could* and *would you mind* were followed by the base form or verb+ *-ing* in the sentences.
- 66 The teacher asked students to tell her which forms would be used in particular contexts, e.g. speaking to your friend; speaking to your teacher; etc.
- 67 The teacher drilled the sentences chorally, paying attention to connected speech.