

# SELF-STUDY EXERCISES FOR TKT EXAMS

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# SELF-STUDY EXERCISE FOR TKT EXAMS

## Exercise 1

Put these words into the correct category below. Some may belong to more than one category.

as   really   take advantage   both   on the left of   often   very   hard   that  
lovely   turn on   London   dinning table   either   his   because of   even though  
mmm   theirs   usual   only   faster   nobody

Nouns	Verbs	Adjectives	Adverbs	Determiners

Prepositions	Pronouns	Conjunctions	Exclamations

## Exercise 2

Use prefixes and suffixes to make maps, as in the example, from these words: *decide*, *luck*, *able*.

Sample: *fortune*: unfortune, fortunately, fortunate, unfortunately, misfortune,

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### Exercise 3

Read through the text below and identify the uses of the grammatical forms underlined.

A: The most amazing thing happened to me yesterday. I was leaving ( ) the house and I noticed that it was going to ( ) rain, so I ran back inside for my umbrella. As soon as ( ) I got out of the door, it started to pour down. I tried to open the umbrella but it wouldn't ( ) open. If I'd stood ( ) under the bathroom shower with my clothes on, I wouldn't have got any wetter! Then I felt something land on my head ( ). It was bigger and heavier ( ) than a raindrop. I looked on the ground and I couldn't ( ) believe my eyes. There were lots of tiny frogs falling in the rain.

B: Oh no. Are you sure?

A: Absolutely!

B: I've heard ( ) of it raining cats and dogs, but never frogs!

### Exercise 4

What does each of these sets of the words have in common? Are they synonyms, antonyms, lexical sets, compounds, idioms, collocations, word families, homophones, words with prefixes or words with suffixes?

1. table, chair, sofa, bed, bookcase, chest of drawers, desk \_\_\_\_\_
2. old-young, bright-dark, loud-quiet, fast-slow, first-last, long-short \_\_\_\_\_
3. to be over the moon, all roads lead to Rome, play through the nose \_\_\_\_\_
4. a straight road, a brilliant idea, hard work, no problem, extremely grateful \_\_\_\_\_
5. neat-tidy, precisely-exactly, to doubt-to question, nobody-no one \_\_\_\_\_
6. microwave, toothbrush, paper clip, lampshade, bottle top \_\_\_\_\_
7. illness, badly, useless, doubtful, affordable, ability, practical \_\_\_\_\_
8. imperfect, rewrite, unable, illiterate, incorrect, ultramodern \_\_\_\_\_
9. learn, learner, learning, learned \_\_\_\_\_
10. bear-bare, flour-flower, sea-see, which-witch, right-write \_\_\_\_\_

### Exercise 5

Look at the phonemic symbols chart below and practice saying each symbol.

vowels				diphthongs			
i:	ɪ	ʊ	u:	ɪə	eə		
e	ə	ɜ:	ɔ:	əʊ	aʊ		
æ	ʌ	a:	ɒ	eɪ	aɪ	ɔɪ	
consonants							
p	f	t	θ	tʃ	s	ʃ	k
b	v	d	ð	dʒ	z	ʒ	g
h	m	n	ŋ	r	l	w	j

### Exercise 6

How many phonemes are there in each of these words?

word ( )   game ( )   board ( )   afternoon ( )   exercise ( )   thirty ( )

### Exercise 7

Underline the main stress in each of these words.

thirty   vegetable   impossible   persuade   connection

### Exercise 8

List at least three different exponents for each of these functions and choose a different register for each exponent:

A) agreeing

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B) clarifying

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C) giving an opinion

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D) thanking

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### Exercise 9

Go through the list of exponents you made in 8 and mark them F (formal), N (neutral) or I (informal). Think of situations in which it would be appropriate or inappropriate to use these exponents.

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_

### Exercise 10

Complete this table with at least two examples of each category.

Characteristics of spoken language	Listening text types	Listening subskills



## Exercise 11

Look at these activities from a coursebook for intermediate level teenagers and young adults and an extract from the reading passage they accompany. Which of the terms about reading in the box match which activities?

- ( ) Scanning
- ( ) Learning key vocabulary
- ( ) Consolidating language or evaluating opinions in the text
- ( ) Relating the topic to your knowledge of the world
- ( ) Reading for detail

# Life stories

- Present perfect simple
- for, since and ago and Present perfect continuous
- Reading: *Parallel lives*
- Pronunciation: Strong and weak forms of *have*, Linking
- Vocabulary: Describing life events, Positive characteristics
- Task: Talk about someone you admire
- Wordspot: *take*
- Writing: A curriculum vitae

## Reading

1 Work in pairs. Have you got any brothers or sisters? In what ways are you similar/different? Which of your parents/grandparents do you take after? Think about the following things.

facial expressions	opinions and attitudes
health	personality
looks	tastes and interests

People say I look like my sister.

I'm completely different from my mother – she's ... but I'm ...

I think I take after my grandmother because I'm very ...

2 Do you know any twins? If so, are they identical or not? What kind of relationship have they got?

3 Read the text quickly. Which twins do each of these statements refer to?

- a They seemed almost telepathic.
- b They got married on the same day without knowing.
- c The similarities between their lives were truly remarkable.
- d They had their own special language.

4 Check the words and phrases in the box in your mini-dictionary. Then read the text again and tick the statements that are true about Professor Bouchard's research.

to be adopted      a coincidence      genes/genetic  
to influence someone      to be separated at birth  
your upbringing / to be brought up

- a He contacted both identical and non-identical twins separated at birth.
- b He collected as much information about them as he could.
- c He found that the similarities between Terry and Margaret were very unusual.
- d He found that twins who are brought up together always have more in common than twins who are brought up separately.
- e He doesn't think upbringing has an important influence on personality.
- f He has found that genes can influence:
  - the things we do in our free time.
  - how intelligent we are.
  - our political opinions.
  - the illnesses we have.
  - the things we like and dislike.

5 Discuss the following questions in small groups.

- Which of the similarities between the 'Jim Twins' do you find the most amazing?
- Which of the similarities do you think might be genetic, and which must be a coincidence?
- Which do you think is more important to our personality – our genes or our upbringing?

Margaret Richardson and Terry Connelly have almost identical taste in clothes, both have four children of more or less the same age, and both were married on exactly the same day. Not surprising, perhaps, Margaret and Terry are identical twins. What is surprising is that they didn't even meet until they were in their mid-thirties – after their children were born.

It is well known that twins are closer than most brothers and sisters – after all, they spend more time in each other's company. Occasionally, this closeness becomes extreme: for example, Grace and Virginia Kennedy who as children invented their own language; or Greta and Freda Chapman who can speak the same words at the same time in the same voice, as if linked by telepathy.

But what happens if, like Terry and Margaret, identical twins are separated at birth and brought up in different families? Will their backgrounds make them completely different, or will their shared genes still mean that they have a lot in common? Professor Tom Bouchard from the University of Minnesota, set out to find the answer to this question. He traced more than a hundred pairs of twins who were adopted by different parents at birth, sixty-four of whom were identical twins. Each twin was then tested and interviewed about every detail of their life and personality.

It turned out that Margaret and Terry were not unusual. As well as looking very similar, many twins had the same IQ, the same health problems, the same hobbies and interests, the same attitudes and even the same tastes. Several pairs of twins arrived at their first meeting in the same clothes, and one pair of middle-aged women were wearing identical jewellery. Others had made the same career

## Exercise 12

Look at this writing activity. Match the terms about writing skills in the box to the different steps. Some terms may match more than one step.

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| (     ) Extending ideas              | (     ) Providing a model          |
| (     ) Drafting                     | (     ) Thinking about your reader |
| (     ) Practicing spelling          | (     ) Developing ideas           |
| (     ) Structuring ideas / planning | (     ) Understanding the task     |

### Worksheet 2

Dream on!

### Writing 1

**A** You are going to write your own magazine article related to this topic.

- 1 Read the task carefully.

#### Writing Task

Write a magazine article of 250–300 words describing a future dream of yours. Say how you plan to achieve it.

- 2 Before you start writing, make notes in answer to these questions:

Questions	Notes
<b>a</b> What exactly is your dream?	
<b>b</b> How easy/difficult will it be to achieve?	
<b>c</b> What do you plan to do to help you achieve your dream?	
<b>d</b> How will you feel if you don't achieve it?	

- 3 Compare notes with a partner. Discuss the similarities and differences between your dreams.

**B** Referring to the notes you have just made, organise your ideas into paragraphs. Try to interest, involve, amuse or surprise the reader.

Here is a possible five-paragraph plan based on the notes you have made:

- |             |  |
|-------------|--|
| Title       | Give the article a catchy title. Remember, you want to attract people's attention to read the article.   |
| Paragraph 1 | Introduce your subject. You want to involve the reader, so your first sentence is very important. You could start with a question. Say briefly what your dream is. |
| Paragraph 2 | Say how easy it will be to achieve your dream.   |
| Paragraph 3 | Say what you will need to do to achieve this dream.  |
| Paragraph 4 | Say what you will do and how you will feel if you don't achieve it.  |
| Paragraph 5 | End in an interesting way, for example, with another question or a dramatic statement.   |

**C** Write your article. Use your paragraph plan and some of the expressions below. As you write, also think about the style and tone of the article 'Why not do something less boring?'

#### Useful language

Have you got a dream?  
 I wonder what your dream is. Mine is to ...  
 It's not going to be easy to ...  
 I'm going to do everything I can ...  
 I might have to ...  
 (Even) If I don't achieve it, I'll ...

### Exercise 13

Here is a list of titles for speaking activities from coursebooks. What aspect of speaking (A-F) do they focus on? Some focus on more than one aspect.

- |             |                     |                |
|-------------|---------------------|----------------|
| A) Accuracy | B) Connected speech | C) Appropriacy |
| D) Fluency  | E) Functions        | F) Interaction |

1. Word and sentence stress. \_\_\_\_\_
2. Language for asking for clarification politely. \_\_\_\_\_
3. Informal language for greeting. \_\_\_\_\_
4. Language for suggesting and recommending. \_\_\_\_\_
5. Using conjunctions and past tenses in stories. \_\_\_\_\_
6. Distinguishing minimal pairs of sounds. \_\_\_\_\_
7. Using intonation to show doubt. \_\_\_\_\_
8. Taking part in discussions. \_\_\_\_\_
9. Getting your partner to agree with you. \_\_\_\_\_
10. Telling stories. \_\_\_\_\_
11. Intonation in tag questions. \_\_\_\_\_
12. Interrupting politely. \_\_\_\_\_

### Exercise 14

Here are some classroom activities. Which areas of motivation from the list above do you think they put into practice?

- |                             |                       |
|-----------------------------|-----------------------|
| A) The teacher              | F) Interest           |
| B) The classroom atmosphere | G) Autonomy           |
| C) The task                 | H) Personal relevance |
| D) Rapport                  | I) Goal/Target        |
| E) Self-confidence          | J) Culture            |

1. Reading with the class a story about a social networking site because you know many of them love using these sites. \_\_\_\_\_
2. Only teaching 10 new words in one lesson rather than the 20 suggested in the coursebook. \_\_\_\_\_



3. Arranging to talk to a learner after a class about problems they are having with group work. \_\_\_\_\_
4. Giving learners some websites for making school partnership penfriends. \_\_\_\_\_
5. Giving learners a test which you know they will do well in. \_\_\_\_\_
6. Putting smiley faces😊 on learners' homework even when it's not very good. \_\_\_\_\_
7. Asking learners which activity they would prefer to do in their next lesson. \_\_\_\_\_
8. Planning a series of short activities for your lesson rather than two long ones. \_\_\_\_\_
9. Showing learners TV programmes about studying in an English-speaking country. \_\_\_\_\_
10. Giving a demonstration of a role-play the learners are going to do. \_\_\_\_\_
11. Returning homework as quickly as possible and including helpful advice on it. \_\_\_\_\_

### Exercise 15

Put these classroom activities into the correct column in the table according to which way of learning they encourage most. Some may go into more than one column.

Acquisition	Interaction	Focus on form

1. Learners proofread and correct the first draft on their compositions.
2. A group of learners explains to the rest of the class how to make a paper plane.
3. A learner says "I go to see a great film yesterday"; the teacher says "past tense"
4. Learners use the internet to find recipes for how to make their favorite dishes.
5. Learners explain to one another why a certain multiple-choice answer on a reading text must be correct.
6. The learners see how many different prefixes they can find in a text.
7. The learners complete gapped sentences with the right tense of the verbs in the brackets.
8. The learners tell one another about a good book they have just read.
9. Learners listen to two songs which are their favorite English songs.
10. Learners look at a map of their town and discuss where to build a new sports center.

## Exercise 16

Read the following teacher's comments and match them with the types of mistakes listed below:

- |                               |                                 |
|-------------------------------|---------------------------------|
| A) Lexical slip               | D) Grammatical slip             |
| B) Lexical interference error | E) Lexical developmental error  |
| C) Pronunciation slip         | F) Fossilized grammatical error |

1. A good student of mine said – *The clouds were sick and it was raining a lot* - but he quickly corrected himself and said “thick”. \_\_\_\_\_
2. I have several students in my top class who still say things like *is very nice; he do; I am doctor*. I just don't know what to do about it. \_\_\_\_\_
3. At the beginning, all my students used terms like *nice* or *good*, for anything positive, then they gradually started to use language more precisely. \_\_\_\_\_
4. During the presentation this morning, my best student was so nervous that he said - *My mother, she is coming to visit me* -. \_\_\_\_\_

## Exercise 17

Look at these two pictures. What differences that influence language learning can you imagine between the two language learning situations? Think of at least five.



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### Exercise 18

Here are three learners. Look at the list below. Which ways do you think would help them learn English best? Match the ideas below with each.

		
Miriam is 7. She has just started learning English at school for 3 hours a week. She is from Tunisia.	Santiago is 13. He is in his second year of English at secondary school in Argentina. He doesn't like learning English. He finds it boring and irrelevant to him.	Bao is 33 and from Vietnam. He learnt English at secondary school but has not studied it since. He needs to learn to speak English for his new job as a hotel manager.

- A) Watching DVD's playing games in English, miming English songs.
- B) Using English to play games in the classroom.
- C) Doing lots of extra homework.
- D) Using websites to chat online.
- E) Studying grammar books.
- F) Doing lots of communicative activities.
- G) Learning through interesting topics.
- H) Chatting to foreign tourist.

### Exercise 19

Look at these classroom activities and at the list of learning styles below. Match the activities with the learning styles they are most suitable for.

1. Giving learners lots of thinking time to answers questions. \_\_\_\_\_
2. Touching objects with your eyes closed to describe them. \_\_\_\_\_
3. Solving problems with others. \_\_\_\_\_

4. Looking at sentences containing the second conditional, and working out how to form this tense. \_\_\_\_\_
5. Listening to songs and stories. \_\_\_\_\_
6. Asking learners to decide on their own homework. \_\_\_\_\_
7. Asking learners to brainstorm answers in one minute. \_\_\_\_\_
8. Doing a role-play activity. \_\_\_\_\_
9. Asking learning to imagine a scene and describe in to you. \_\_\_\_\_
10. Asking learners to label a picture. \_\_\_\_\_

- |                 |               |
|-----------------|---------------|
| A) Visual       | F) Reflective |
| B) Auditory     | G) Impulsive  |
| C) Kinaesthetic | H) Analytic   |
| D) Group        | I) Autonomous |
| E) Individual   |               |

## Exercise 20

Look at these descriptions of two learners. Make notes on their possible learning needs in the English classroom. What would be the best kind of course for them?

### **Pilar**

Age 5, female.  
 Spanish father and mother.  
 Lives in Italy.  
 Shy.  
 Loves reading and drawing.  
 Will start learning English at primary school next year.

### **Kulap**

Age 25, female.  
 Thai, lives in Thailand.  
 Works as a shop assistant in a tourist shop.  
 Speak basic English with tourists from many different countries.  
 Needs to improve her English for her new job working in a call centre for a bank.  
 Very sociable.  
 Started learning English at age 7 in primary school.  
 Has excellent grammar, weak speaking skills, good reading and writing skills.  
 Knows very little banking English.  
 Wants to learn quickly and to a high level.  
 Can only go to lessons after work.

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### Exercise 21

Which teaching approach would be best for these learners? Match the learners with the approaches below.

A) Task-based learning                      B) Structural Approach                      C) Lexical Approach

1. A class of adult beginners. They are mostly in their 30s and 40s and have never learnt English before. They are very shy about making mistakes and looking stupid in front of their classmates. \_\_\_\_\_
2. A class of 14-year-olds in their third year of English who hate learning grammar but love talking, doing and finding out. \_\_\_\_\_
3. A class of young adults who want to go the UK/USA to work, study and see the world. \_\_\_\_\_
4. A class of advanced teenage learners who are very good at communicating but make lots of mistakes. They need fluent and accurate English for their future jobs in the tourist industry. \_\_\_\_\_
5. A class of beginner 11- years-old. Their learning styles vary: some are risk-takers, some analytical, some social, some kinaesthetic. \_\_\_\_\_

### Exercise 22

Look at the terms in the box below and see which of the seven presentation activities they can be used to describe.

- |                      |                     |
|----------------------|---------------------|
| a) focus on form     | f) concept checking |
| b) contextualization | g) using aids       |
| c) focus on meaning  | h) modelling        |
| d) guided discovery  | i) noticing         |
| e) eliciting         | j) text as input    |



1. The students read a text, then the teacher ask them to find and underline all the examples it contains of the second conditional. \_\_\_\_\_
2. The teacher shows the students a video of some children fighting and asks them to give her reasons why they might be fighting. She encourages them to say 'It might /could be because...' \_\_\_\_\_
3. The teacher shows the students pictures of people doing lots of boring duties, e.g. washing up, washing clothes, shopping, cleaning the house. After she has told the students wich of the activities she must do tonight, she says "Am I talking about something I want to do or something I have to do?" \_\_\_\_\_
4. The students listen to a recording of a dialogue between a shop assistant and a customer. The teacher asks the students to tell her what language they heard. \_\_\_\_\_
5. The students read a short advertisement advertising a new car. The teacher has underlined all the superlatives in the text. She then asks the students to look at the underlined words and work out when the -est form is used. \_\_\_\_\_
6. The teacher shows the students four drawings of what she did at the weekend and tells the students what she did. She then asks the students to draw four pictures showing what they did last weekend. Next, she asks them to talk about their pictures, helping them to use the correct form of the past tense. \_\_\_\_\_
7. The teacher shows the students a series of pictures showing the development of a butterfly. As she shows them, she tells the students what is happening to the butterfly and ask them to repeat the sentences after her. \_\_\_\_\_

### Exercise 23

Match the activity to its name.

Name	Activity
A. Brainstorming	1. (    ) Tasks which involve discussing and/or getting information in order to solve a problem.
B. Sentence completion	2. (    ) Moving round the class to discuss or find out something from one classmate after the other.
C. Extension tasks	3. (    ) Making or completing diagrams showing relationships between words.

- |                          |   |
|--------------------------|---|
| D. Making mind/word maps | 4. (   ) Listing or shouting out ideas or language quickly.   |
| E. Surveys               | 5. (   ) Imagining what something is like/building up a picture of something in your heads prompted by another person (usually the teacher).  |
| F. Visualization         | 6. (   ) Activities usually done at the end of the lesson to give further practice in target language or to consolidate language from a text. |
| G. Categorization        | 7. (   ) Supplying words to finish a sentence.  |
| H. Problem solving       | 8. (   ) Finding out what others think about the topic, often by completing a questionnaire.  |
| I. Mingling              | 9. (   ) Putting words into groups according to a feature they have in common.  |

#### Exercise 24

What column do these activities belong in? Some by belong to more than one.

Controlled practice	Freer practice	Free practice

- A) choral drilling of pronunciation
- B) rank ordering
- C) chants
- D) discussions
- E) sentence completion exercises
- F) story writing
- G) copying words
- H) repeating minimal pairs
- I) learning conversations by heart

## Exercise 25

Here are six assessment tasks. Match them with what they test, choose from the list below.

1. The learners listen to a recording about buying food, and point to the correct picture on the wall when they hear that food item mentioned. \_\_\_\_\_
2. The learners each give a mini-presentation about their house and family. \_\_\_\_\_
3. The learners read a text in which every seventh word has been taken out, and complete the blanks. \_\_\_\_\_
4. The learners take part in a discussion activity in which they discuss their opinions on a topic the teacher has given them. \_\_\_\_\_
5. The learners, as they leave the class, write a number from 1-5 on the board to show how much they think they have learnt in the lesson. \_\_\_\_\_
6. The teacher moves round the class during group work, taking notes on how much individual learners contribute ideas and on pronunciation. \_\_\_\_\_

- A) Self-assessment: evaluating progress.
- B) Cloze: reading for detail, deducting meaning from context.
- C) Following instructions: listening for specific information.
- D) Informal assessment: contribution / participation and pronunciation.
- E) Discussion: oral fluency, interactive strategies, quality of ideas, pronunciation, accuracy of grammar and lexis.
- F) A presentation: ability to talk for an extended period, discourse management, fluency, accuracy of grammar and vocabulary.

## Exercise 26

The procedures in the table show a sequence of activities for a lesson with the main aim of developing students' confidence and skills in reading authentic text. The stage aims for the lesson (A-H) are in the wrong order. Put them in the right order so they match the procedures.

Procedure	Stage aims
1. Students move around the classroom to find partners with newspaper headlines about the same story. ( )	A) to practice deducing meaning from context.
2. In pairs, they exchange ideas about what they find difficult in reading authentic texts. ( )	B) to check students' understanding of what they have read and activate language.

- |   |   |
|---|---|
| 3. They say what they think their story will be about from the headlines and make notes of the main points they expect to read. (   ) | C) to read for gist to check predictions.   |
| 4. Pairs read the two newspaper stories and compare them with their notes. (   )  | D) to use limited information to predict possible content.                              |
| 5. They list the similarities and differences between the two newspaper stories. (   )  | E) to get students actively involved to put students into pairs.                        |
| 6. They try to work out the meanings of new words, using the language that they know in the text. (   )                               | F) to read for more detailed information.   |
| 7. They prepare and give a short presentation on their articles to the rest of the class. (   )                                       | G) to review the whole lesson to give the teacher feedback.                             |
| 8. Teacher ask students to summarize what they have done. (   )   | H) to raise awareness of what the lesson aim will be to encourage personal involvement. |

### Exercise 27

Some parts of this extract from a lesson plan are missing. Put the notes A-E in the correct places in the plan.

Lesson plan components	
Timetable fit	1.
Main aim(s)	2.
Subsidiary aim(s)	3. To listen to authentic spoken English
Personal aims (s)	4.
Assumptions	5. Students will find the topic motivating.
Anticipated language problems	6. Students may make lots of mistakes.
Possible solution	7.
Procedures	8.

- A) To practice giving an informal spoken summary.
- B) Students listen twice to the story, then in their groups prepare a spoken summary.  
Groups present their summaries and receive feedback from the rest of the class.
- C) Be realistic about timing.
- D) Correct only serious errors: ignore mistakes that don't cause misunderstanding.
- E) To consolidate work on reported speech.

### Exercise 28

The lesson plan below aims to introduce and practice language for describing people. Put the stages of the lesson (A-G) into the correct order (1-7). One stage has been done for you.

- A) \_\_\_\_\_ Present new vocabulary and check pronunciation: lexical sets for describing people (flashcard and board drawings).
- B) \_\_\_\_\_ Video (TV police drama): consolidate listening and speaking activities and provide models for freer oral work.
- C) \_\_\_\_\_ Speaking: role-play in pairs: police interviews → Whole-class correction.
- D) 3 Comprehension. Matching pictures to spoken descriptions.
- E) \_\_\_\_\_ Controlled practice: describe-an-draw activity (pairwork).
- F) \_\_\_\_\_ Writing: descriptions of people and places (freer practice of functional language).
- G) \_\_\_\_\_ Listening: listening to descriptions of people to contextualise and check new language.

### Exercise 29

Read the following statements and decide whether they are true (T) or false (F). Correct the false statements.

1. In cloze test we choose the words to blank out. \_\_\_\_\_
2. We can make a true/false test more challenging by adding a third option. \_\_\_\_\_
3. Portfolio assessment can include self-assessment by the learner. \_\_\_\_\_
4. We can use information-transfer tasks to test listening skills. \_\_\_\_\_
5. Summary writing is an objective assessment activity. \_\_\_\_\_
6. Guided writing may test more than one subskill. \_\_\_\_\_



7. Assessment criteria help us to give fair marks for subjective test. \_\_\_\_\_
8. Sentence transformation is a real-life assessment activity. \_\_\_\_\_
9. Interviews are challenging because-learners can prepare all their answers. \_\_\_\_\_
10. Proofreading test skills that learners can transfer to real-life situations. \_\_\_\_\_

### Exercise 30

Look at the resources 1-7 themselves or just the titles, decide which purpose (A-G) they are suitable for. And match.

1. <http://www.yourdictionary.com/> Free online resources: definitions, sentence examples, synonyms and more. \_\_\_\_\_
2. *500 Activities for the Primary Classroom* by Carol Read, Macmillan 2007. \_\_\_\_\_
3. *Discover English: a language awareness workbook* by Rod Bolitho Brian Tomlinson, Macmillan 2005. \_\_\_\_\_
4. *Teaching Tenses: ideas for presenting and practicing tenses in English* by Rosemary Aitken, Nelson ETL 1991. \_\_\_\_\_
5. *Learner English: A teacher's guide to interference and other problems* by Michael Swan and Bernard Smith, Cambridge University press 2001. \_\_\_\_\_
6. *Dictionary skills* by Tim Bowen at: <http://www.onestopenglish.com/> This series of worksheets is aimed at training learners in dictionary use and developing their vocabulary. \_\_\_\_\_
7. *Grammar Practice Activities* (second edition) by Penny Ur, Cambridge University Press 2009. \_\_\_\_\_

- A) Checking the form and use of grammatical structures.
- B) Checking the spelling, pronunciation and use of lexical items.
- C) Developing your own understanding of language.
- D) Anticipating learners' difficulties.
- E) Helping students to become more independent learners.
- F) Looking for new approaches to teaching lessons and new classroom activities.
- G) Finding practical teaching ideas to use with young learners.

### Exercise 31

Look at the extract from a coursebook for teenagers. How could you adapt this material if you wanted to use it with a group you are teaching? Think about the following criteria.


- Visual attractions
- Visual clarity
- Visual support to understand context and meaning
- Organization
- Cultural appropriateness
- Language level
- Familiarity of context
- Suitability for learners' age, needs and interests
- Motivating topic to suit, age, gender, experience and personal interest of your learners
- Clarity of context and or explanations for learners to understand new language
- Opportunities to use the language

### 1 Read and listen

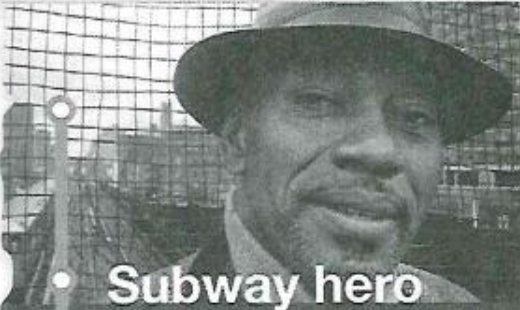
**a** Look at the pictures. What do you think the text is about?

- 1 A man who didn't feel well on the platform of a New York subway station.
- 2 A man who saved another man in the New York subway.
- 3 The man who designed the platforms of the New York subway.

Read the text quickly and check your answer.

**b**  **001 129** Now read the text again and listen. Answer the questions.

- 1 Why did Mr Hollopeter fall onto the platform and then the track?
- 2 How deep was the space where Mr Hollopeter fell?
- 3 Why did five subway carriages travel over the two men?
- 4 Who was Mr Autrey worried about when the train stopped?
- 5 What was the only thing that happened to Mr Autrey?



## Subway hero

It was 12.45 p.m. on 2 January, 2007. 50-year-old Wesley Autrey was waiting for the train at a subway station in New York. His two daughters, aged four and six, were with him.

Suddenly, a sick man collapsed on the platform. The man, 20-year-old Cameron Hollopeter, got up, but then fell again – this time, onto the track between the two rails. A train was coming into the station. It was a frightening moment.

But Mr Autrey wasn't frightened. He looked at the man, and he looked at the space that the man was in. It was about half a metre deep. And he thought, 'The train is going to travel over this man. If he tries to get up, the train will kill him. But if he lies on the ground and doesn't move, he'll be OK.' So he knew he had to make a decision.


He jumped. Mr Autrey lay on top of Mr Hollopeter, and kept him down on the ground. The train driver

saw them. He was terrified, but he couldn't stop in time. Five carriages travelled over the two men before the train stopped.

The people on the platform were shocked. When Mr Autrey heard them screaming, he shouted 'We're OK down here, but I've got two daughters up there. Let them know their father's OK'. People on the platform clapped and cheered – they were amazed at Autrey's courage. Subway workers helped the two men out. An ambulance took Mr Hollopeter to hospital. He had no serious injuries.

In an interview on a TV show, Mr Autrey said, 'The only thing that happened to me was my blue hat got dirty.'

He added, 'I wasn't brave. I didn't do anything special. I just saw someone who needed help. I did what I thought was right.'



### Exercise 32

Complete the following comments from teachers about classroom aids, using the words in the box below.

board	flashcards	internet	language laboratory	OHP	realia	DVDs
-------	------------	----------	---------------------	-----	--------	------

1. I like using the \_\_\_\_\_ because it gives all the students a chance to practice their pronunciation, listen to their own voices and improve their pronunciation.
2. The \_\_\_\_\_ gives me the opportunity to show corrections to the whole class without doing lots of writing on the board.
3. I collect all kinds of \_\_\_\_\_ wherever I go-restaurants, hotels, railway stations. So I can bring authentic materials into my lessons.
4. \_\_\_\_\_ enable me to give prompts for drills without saying anything.
5. I always keep one part of the \_\_\_\_\_ for listing new vocabulary items.
6. The great thing about \_\_\_\_\_ is that students get the chance to observe body language and facial expressions as well as listening.
7. If you know how to search- and if you have a computer-you can find almost anything on the \_\_\_\_\_.

### Exercise 33

Look at these three sets of teacher instructions. In each example, one of the instructions (A, B, C or D) is out of sequence. Decide which one is out of sequence and then order the set of instructions correctly.

1. \_\_\_\_\_  
A) Ready? I'm going to play CD. Listen.  
B) Take out your student books and turn to page 50.  
C) Look at exercise 3.  
D) Read the five true/false questions.
2. \_\_\_\_\_  
A) On your own, write a list of what you ate for breakfast.  
B) Work with the person sitting next to you.  
C) Take it in turns to tell your partner what you ate.  
D) Don't show your list to your partner.

3. \_\_\_\_\_

- A) In groups of four. Brainstorm some ideas about your personal heroes.
- B) Choose some points to use in your essay.
- C) Write a draft of your essay.
- D) Read the model essay in your students' book to remind you of the organization.

### Exercise 34

Here are four classroom situations. Read and choose which classroom management choice (A, B or C) is most appropriate in each case.

1. The teacher has planned to start the lesson by going over homework set in the previous lesson. However, only half the class have done it. \_\_\_\_\_
  - A) The teacher starts the lesson by going over homework as he had planned.
  - B) The teacher puts the students into pairs, one who has done the homework and one who hasn't and goes over homework with the whole class.
  - C) The teacher collects the homework from the students who have done it and tells the other students to bring their completed homework to the next class.
2. The teacher has finished what she planned to do in the lesson but there are still five minutes of the class left. \_\_\_\_\_
  - A) The teacher tells the students they can leave the class early.
  - B) The teacher tells students to close their books and to try and remember six of the new words from the lesson.
  - C) The teacher plays the listening text from the lesson again and tells students to listen more carefully.
3. Half the students always, arrive late for the lesson because they have gym immediately beforehand. \_\_\_\_\_
  - A) The teacher gives a workbook exercise to the students who come on time.
  - B) The teacher punishes the students who come late.
  - C) The teacher prepares a game on the topic of the lesson for the students who come on time.
4. The students are passive and always wait for the teacher to tell them the answers and to give examples. He wants them to participate more actively in the lessons. \_\_\_\_\_
  - A) The teacher lets students check answers and ideas in pairs before eliciting answers from the class.
  - B) The teacher tells the students that they must participate more.
  - C) The teacher asks a question or asks for an example and then waits until a student answers.

### Exercise 35

Here is a lesson plan from a methodology book for primary learners. Study the lesson plan and decide on appropriate learner groupings for each stage.

Time	Teacher's activity	Pupils' activity
5-10 minutes	1. Warmer: brief revision of colors	Pupils stand in lines behind flags of different colors. The teacher says a color. Pupils behind the flag of that color put up their hands.
10 minutes	2. Bring in a goldfish or a picture of a fish to introduce the topic to pupils. Discuss the fish- what it looks like, it's color, its parts. Check who has a fish at home.	Pupils gather round the tank and say what they know about fish. They tell each other something about their own fish.
10 minutes	3. Tell pupils you are going to tell them a story. Pupils predict what the story will be. Get feedback from the pupils.	Pupils talk together to try to guess what will be in the story.
10 minutes	4. Explain the activity, i.e. pupils have to color their fish as the story request. Give out colors and photocopies of a fish drawing.	Group monitors give out crayons and black sheets.
5 minutes	5. Tell the first part of the story with actions and pictures. Continue the story with instructions for coloring.	Pupils color in the fish drawings, following instructions.
5 minutes	6. Get the pupils to compare drawing.	Pupils compare drawings.
5 minutes	7. Elicit from different learner the colors of the little fish. Use sentence prompts, <i>e.g. His face is...</i>	Pupils talk about the colors of the fish to the whole class, <i>e.g. His face is...</i>
5 minutes	8. Ask pupils what they thought about the story, in L1 necessary. Ask whether the big fish was right not to give the little fish color for his lips.	Pupils give their opinions to the class.



### Exercise 36

Look at the section of a lesson plan. What is the purpose of each of the underlined feedback sections? Feedback might be teacher to students, students to teacher or student to student.

Timing	Procedure
10-15 minutes	Listening: Tell students the gist questions and play the CD. <u>Students compare their answers in pairs.</u> Elicit answers from the class.
10 minutes	Tell students to read the true/false statements silently. Check key words. Play the CD again. Students decide true or false for each statement. <u>Check answers with the class.</u>
5 minutes	<u>Elicit from students the strategies they used to do the true/false activity.</u> Remind them they have the same task in the exam.
5-10 minutes	Have students take out their notebooks. They complete the vocabulary exercise in their notebooks. <u>Monitor students as they do the activity.</u> <u>Remind them to look back in the book and check with their friends.</u>
5 minutes	<u>End the lesson by eliciting feedback from students on what they did in the lesson and what they think they learnt.</u>

# SELF-STUDY EXERCISES FOR TKT EXAMS

## ANSWER KEY

### Exercise 1

Nouns	Verbs	Adjectives	Adverbs	Determiners
London dinning table nobody	take advantage turn on	hard lovely his usual	only faster hard as really very often	both that either

Prepositions	Pronouns	Conjunctions	Exclamations
on the left of because of	both that either his nobody theirs	as that either even though	mmm

### Exercise 2

Possible answers:

*decide: decision, decisive, decisively, decided, decidedly, indecisive, indecisively, decider*

*luck: lucky, luckily, unlucky, luckless*

*able: anility, inability, unable, disable, disability*

### Exercise 3

Read through the text below and identify the uses of the grammatical forms underlined.

was leaving (*describing a background activity*)

it was going to (*making a prediction*)

As soon as (*indicating exactly when something happened*)

wouldn't (*describing unwillingness*)

I'd stood (*describing an impossible event*)

on my head (describing where something happened)

bigger and heavier (comparing two things)

couldn't (describing inability)

I've heard (referring to an event that happened at an unspecified time in the past)

#### **Exercise 4**

1. *lexical set*
2. *antonyms*
3. *idioms*
4. *collocations*
5. *synonyms*
6. *compounds*
7. *words with suffixes*
8. *words with prefixes*
9. *word family*
10. *homophones*

#### **Exercise 5**

Visit this website for an interactive phonemic chart:

[http://cambridgeenglishonline.com/interactive\\_phonemic\\_chart/](http://cambridgeenglishonline.com/interactive_phonemic_chart/)

#### **Exercise 6**

word ( 3 )   game ( 3 )   board ( 3 )   afternoon ( 7 )   exercise ( 7 )   thirty ( 4 )

#### **Exercise 7**

thirty   vegetable   impossible   persuade   connection

#### **Exercise 8**

Possible answers:

A) *agreeing*

*Yes, right.   Absolutely.   I couldn't agree more.   Yep.*

B) *clarifying*

*What I mean was...   What I'm trying to say is...   I mean...*

C) *giving an opinion*

*I thing...   As far as I'm concerned...   I reckon...   I believe...   In my opinion...*

D) *thanking*

Thanks. Cheers. Ta.

### Exercise 9

Possible answers:

A) agreeing

Yes, right (N). Absolutely (N). I couldn't agree more (F). Yep (I).

B) clarifying

What I mean was...(N) What I'm trying to say is...(N) I mean... (N)

C) giving an opinion

I think... (N) As far as I'm concerned... (F) I reckon...(I) I believe...(F) In my opinion... (N)

D) thanking

Thanks. (N) Cheers.(I) Ta. (I)

### Exercise 10

<b>Characteristics of spoken language</b>	<b>Listening text types</b>	<b>Listening subskills</b>
<i>Disappears once spoken</i>	<i>Conversations</i>	<i>Listening for gist</i>
<i>Incomplete sentences</i>	<i>Lectures</i>	<i>Listening for specific information</i>
<i>Simpler grammar/vocabulary</i>	<i>Announcements</i>	<i>Listening for attitude</i>
<i>Connected speech</i>		<i>Extensive listening</i>
<i>May be disorganized</i>		
<i>Supported by body language</i>		

### Exercise 11

( 3 ) Scanning

(1,4) Learning key vocabulary

( 5 ) Consolidating language or evaluating opinions in the text

(1, 2, 5) Relating the topic to your knowledge of the world

( 3 ) Reading for detail

### Exercise 12

Look at this writing activity. Match the terms about writing skills in the box to the different steps. Some terms may match more than one step.

( A3 ) Extending ideas

( C ) Drafting

( C ) Practicing spelling

- ( B ) Structuring ideas / planning
- ( B ) Providing a model
- ( B ) Thinking about your reader
- (A2, A3 ) Developing ideas
- (A1, A2 ) Understanding the task

### Exercise 13

- |            |         |            |
|------------|---------|------------|
| 1. A, B    | 5. A    | 9. E, F    |
| 2. C, E, F | 6. A, B | 10.D, F    |
| 3. C, E, F | 7. A, B | 11.A, B    |
| 4. E, F    | 8. D, F | 12.C, E, F |

### Exercise 14

- |            |            |            |
|------------|------------|------------|
| 1. F, H    | 5. E       | 9. I, J    |
| 2. E       | 6. B, E, D | 10.C, E    |
| 3. A, D, E | 7. G       | 11.A, D, G |
| 4. G, H, J | 8. B, F    |            |

### Exercise 15

Acquisition	Interaction	Focus on form
4, 9, 10	2, 5, 8, 10	1, 3, 6, 7

### Exercise 16

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. C | 2. F | 3. E | 4. D | 5. B |
|------|------|------|------|------|

### Exercise 17

*Child with parents:*

- *The child is getting individual attention.*
- *The learning time is not limited.*
- *The child is interacting with his parents.*
- *The child is enjoying communicating and interacting.*
- *The parents can respond to the child's interest and needs.*
- *The atmosphere is relaxed.*

*Teachers with class:*

- *Leaners cannot get much individual attention.*
- *The bell will ring and end the lesson.*



- The teacher is telling the learners something, there may be no interaction.
- The pupils may not be enjoying the lesson.
- The teacher cannot easily respond to each learner's interest In needs.

### Exercise 18

Miriam	Santiago	Bao
A, B, F, G	A, B, D (with supervision) G, H	Possibly A- H depending on his learning style, availability of time and degree of motivation.

### Exercise 19

- |         |            |         |
|---------|------------|---------|
| 1. F, H | 5. B       | 9. A    |
| 2. C    | 6. I       | 10.A, F |
| 3. D    | 7. G       |         |
| 4. H    | 8. C, D, G |         |

### Exercise 20

*Pilar:*

*Pilar will probably need to develop her cognitive abilities in English thorough learning about the world, so a course with a content-based learning approach could be suitable for her at this stage. It seems she will also need to receive lots od praise and encouragement from her teachers, and that she may well learn best by reading and drawings. A course containing a reading element and kinesthetic activities would therefore be useful. It may be that later on she will need English to communicate with friends internationally.*

*Kulap:*

*Needs to learn banking English. She needs to learn to understand people from all over the world speaking in English. She will also need to learn many expressions of politeness and firmness to use in her telephone conversations. She needs lots of practice in speaking and probably in working collaboratively with others in an evening class. The best course for her might be a specialized one focusing on call center language for dealing with banks clients.*

### Exercise 21

1. Structural Approach or the Lexical Approach might suit at the beginning of a course, then as they gained more confidence, they might react well to some Task-based Learning.
2. TBL, with some light toucheas of the SA and the LA.
3. Mix of TBL and LA
4. Mix of three approaches.
5. Mainly TBL

### Exercise 22

- |               |                  |               |
|---------------|------------------|---------------|
| 1. B, I, A, J | 2. B, C, G, E, J | 3. B, F, C, G |
|---------------|------------------|---------------|

4. B, A, C, J, E

5. B, D, C, A, J

6. B, G, I, C

7. B, I, C, A, H

### Exercise 23

1. H

2. I

3. D

4. A

5. F

6. C

7. B

8. E

9. G

### Exercise 24

Controlled practice	Freer practice	Free practice
A, C, E, G, H, I	B, E	B, D, F

### Exercise 25

1. C

2. F

3. B

4. E

5. A

6. D

### Exercise 26

1. E

2. H

3. D

4. C

5. F

6. A

7. B

8. G

### Exercise 27

1. E

2. A

3. –

4. C

5. –

6. –

7. D

8. B

### Exercise 28

1. A

2. G

3. D

4. E

5. B

6. C

7. F

### Exercise 29

1. F – In cloze tests we blank out every nth word.

2. T

3. T

4. T

5. F – Summary writing is a subjective assessment.

6. T

7. T

8. F – Sentences transformation is an inauthentic assessment activity.

9. F – Interviews are challenging because learners cannot prepare all their answers.

10. T

### Exercise 30

- |            |         |      |
|------------|---------|------|
| 1. B, C, E | 4. A, F | 7. F |
| 2. G, F    | 5. D    |      |
| 3. A, C    | 6. E    |      |

### Exercise 31

*Open answers*

### Exercise 32

- |                               |                    |
|-------------------------------|--------------------|
| 1. <i>language laboratory</i> | 5. <i>board</i>    |
| 2. <i>OHP</i>                 | 6. <i>DVDs</i>     |
| 3. <i>realia</i>              | 7. <i>Internet</i> |
| 4. <i>flashcards / realia</i> |                    |

### Exercise 33

1.

*Take out your student books and turn to page 50.*

*Look at exercise 3.*

*Read the five true/false questions.*

*Ready? I'm going to play CD. Listen.*

2.

*On your own, write a list of what you ate for breakfast.*

*Work with the person sitting next to you.*

*Don't show your list to your partner.*

*Take it in turns to tell your partner what you ate.*

3.

*In groups of four. Brainstorm some ideas about your personal heroes.*

*Choose some points to use in your essay.*

*Read the model essay in your students' book to remind you of the organization.*

*Write a draft of your essay.*

### Exercise 34

- |      |      |      |      |
|------|------|------|------|
| 1. C | 2. B | 3. C | 4. A |
|------|------|------|------|

### Exercise 35

1. *Team game: mix of abilities and learner characteristics in the teams.*
2. *Whole class: everyone can see, shy learners are not pushed to the back.*

3. *Group work: balance of learners' abilities in groups, possibility strong with strong and weak with weak; class feedback: making sure dominant learners don't take over.*
4. *Whole class: silence, not chatting in L1.*
5. *Individual work: listening, not chatting in L1.*
6. *Pairwork: give learners key language to use, otherwise they might just point or use L1.*
7. *Whole- class feedback: use of names to make sure everyone has a chance to answer.*
8. *Class discussion: provide some useful language for giving opinions, use of names to make sure everyone has a chance to give their opinion.*

### **Exercise 36**

*Open answers*



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