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# Cambridge English

**Second  
edition**

# The TKT Teaching Knowledge Test Course Modules 1, 2 and 3

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Official preparation material for Teaching Knowledge Test (TKT)

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## Introduction

### ■ The TKT Course Modules 1, 2 and 3

*The TKT Course Modules 1, 2 and 3* is the second edition of *The TKT Course*. In this second edition you will find a range of new material that makes this edition different from the first edition:

- Revised and expanded information on the key concepts related to each area of the TKT syllabus
- An additional unit on 'Approaches to language teaching' reflecting the TKT syllabus
- New tasks in each unit for the Follow-up, Reflection, Discovery and exam practice sections
- New practice tests
- An expanded glossary reflecting the revised *TKT Glossary*
- A new section on 'Tips for preparing for the TKT', which aims to help you study by yourselves and make full use of all opportunities for working towards the TKT.

### ■ The TKT Course Modules 1, 2 and 3 Online

*The TKT Course Modules 1, 2 and 3* is also available online. If you subscribe to the online version at [cambridgektk.english360.com](http://cambridgektk.english360.com) you will get all the material from the print edition in an interactive format plus:

- Six additional interactive TKT practice tests, matching the latest Cambridge ESOL TKT computer-based tests
- 'Ask the author' videos giving an expert view on classroom issues focused on in the Reflection sections
- An interactive Glossary Quiz covering the TKT terms
- Extra support for TKT trainers.

### ■ What is the Teaching Knowledge Test (the TKT)?

The *Teaching Knowledge Test* (the TKT) is a test developed by Cambridge ESOL for teachers of English to speakers of other languages. It is designed to test candidates' knowledge of concepts related to language and language use, and the background to and practice of language teaching and learning.

The TKT consists of seven modules: TKT Module 1, TKT Module 2, TKT Module 3, TKT: KAL (Knowledge About Language), TKT: CLIL (Content and Language Integrated Learning), TKT: YL (Young Learners) and TKT: Practical. The modules can be taken together, or separately, in any order and any number. With the exception of the TKT: Practical, the content of the TKT is tested by means of objective tasks, such as matching and multiple-choice, and each module consists of 80 questions. While the TKT: Practical focuses on classroom skills and the TKT: KAL on knowledge of English language systems, the other modules focus on knowledge about teaching.

The TKT has no entry requirements, such as previous teaching experience and/or teaching or language qualifications, but candidates are recommended to have at

## Introduction

least an intermediate level of English, e.g. PET, IELTS band 4, CEFR/ALTE B1 for all the modules except KAL, for which the recommended level is B2. Candidates for all the modules are also expected to understand a range of over 500 terms describing the practice of English Language Teaching (ELT). A selection of these terms appears in each TKT module. A list of the terms is provided in the *TKT Glossary*, which is on the Cambridge ESOL website: <http://www.cambridgeesol.org/TKT>

To help them prepare for the TKT and reflect on their teaching, candidates are encouraged to keep an online Teacher Portfolio: <https://www.teacherportfolio.cambridgeesol.org/>

### ■ What is The TKT Course Modules 1, 2 and 3?

*The TKT Course Modules 1, 2 and 3* provides support material for Modules 1, 2 and 3 of the TKT.

*The TKT Course Modules 1, 2 and 3* has four main aims:

- 1 To introduce readers to the concepts and terms about teaching and learning that are central to the TKT, and to give them opportunities to do exam practice with TKT practice test tasks and practice exam papers.
- 2 To introduce readers to the main current theories, approaches, practices and activities in ELT and to assess their usefulness for the classroom.
- 3 To share with readers details of some of the many resources, such as websites, grammar books, coursebooks and supplementary materials, available to English language teachers.
- 4 To provide materials and activities that give teachers opportunities for professional development and reflection on their own teaching by exploring the concepts which have been introduced.

### ■ Who is The TKT Course Modules 1, 2 and 3 written for?

*The TKT Course Modules 1, 2 and 3* is written for:

- Teachers intending to take Modules 1, 2 or 3 of the TKT. They may be studying for it on a course, or alone as self-access students.
- Teachers following introductory teacher development courses in teaching English, or retraining to become English language teachers.
- Teachers working (by themselves) to improve their knowledge of ELT.
- People considering becoming teachers.
- Teachers already teaching in primary or secondary schools or adult learning institutions.
- Both first and other language speakers of English.

### ■ What are the contents of The TKT Course Modules 1, 2 and 3?

The contents of *The TKT Course Modules 1, 2 and 3* follow the contents and order of the TKT syllabus for the TKT Modules 1, 2 and 3. The course contains:

- Tips for preparing for the TKT: the 4 Rs (Reading, Reference, Record-keeping and Reflection).
- Three modules, each focusing on one module of the TKT. Each module is divided into units covering the contents of the TKT syllabus for that module. The units focus on topics from the module, and then provide tasks and activities exploring the topics and preparing the reader for the TKT.

- Thirty-three inter-related units. The units in the course build on one another, so that the ideas introduced in one unit provide the foundation for the ideas introduced in the next unit. Similarly, each module provides a foundation for the next module.
- The ELT terms from the *TKT Glossary*. Terms are highlighted in **bold** when they are defined. They are also highlighted in **bold** when they appear in a unit for the first time.
- Three TKT practice tests, one for each module.
- Exam tips for taking the TKT.
- Answer keys for the Follow-up activities, TKT practice tasks and TKT practice tests.
- Two lists of ELT terms from the *TKT Glossary* that are used in the book. The first alphabetical list gives the terms that are defined and the page where their definition can be found. The second list shows the terms that are defined in each unit. These lists can be used as an aid for working on a unit, or for revision purposes.

The language used in *The TKT Course Modules 1, 2 and 3* is at the same level as the language used in the TKT test for Modules 1-3, i.e. intermediate level English at approximately IELTS band 4 or CEFR (Common European Framework) B1. Glossary words are additional to this.

The material in the book is designed to provide approximately 70-100 hours of study.

## ■ How is each unit organised and how can it be used?

The advice in this table is intended for those using the book on a taught course or for self-access readers. It can also be adapted for use by trainers.

Each unit in *The TKT Course Modules 1, 2 and 3* follows the same structure.

Section	Purpose	Suggestions for use
Starter question and answer	To provide a definition of the key terms in the title of the unit.	Try to answer the question before reading the comments in the introductory paragraph.
Key concepts	To introduce the main ideas of the topic of the unit and to explain the key ELT terms.	There is a short question at the beginning of this section. Try to answer it before reading the text that follows. This section could be read outside class.
Key concepts and the language teaching classroom	To discuss how the key concepts influence English language teaching and learning.	Think about how each point might influence what you do in the classroom.
Follow-up activities	To allow the reader to work with the key concepts in order to understand them more fully. N.B. These activities sometimes use tasks with different formats from those used in the TKT.	These activities are designed for use in or outside the training classroom. Completing them leads to a fuller understanding of the unit's key concepts. There is an answer key for these activities on pages 237-244.

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Reflection	To encourage the reader to develop his/her opinions on the key concepts by considering questions or comments from teachers.	Discuss these points with others if possible. As this section is about opinions, it does not have an accompanying answer key. You could make use of the online Teacher Portfolio to record your thoughts: <a href="https://www.teacherportfolio.cambridgeesol.org/">https://www.teacherportfolio.cambridgeesol.org/</a>
Discovery activities	To help the reader find out more about the key concepts, to experiment with them in the classroom and to assess their usefulness.	These activities involve doing things outside the training classroom, e.g. reading chapters from books, finding websites, seeing how key concepts are applied in coursebooks, trying out ideas in the classroom and writing reflective comments. You will see that the book again suggests you make use of the Teacher Portfolio to write up and keep a record of your comments. This portfolio is designed by Cambridge ESOL for teacher reflection, and is completely private. You may, of course, prefer to keep your reflections in your own folder or notebook.
TKT practice task	To review the unit's content and to help readers become familiar with the TKT task formats and level. N.B. These tasks use the same question formats and numbers of questions as in the corresponding sections of the TKT.	Do these tasks to familiarise yourself with the formats of the TKT and to test yourself on the contents of the unit. You can check your answers in the answer key on page 245.

We suggest that readers using this book by themselves choose an English language teaching coursebook and think of a specific group of learners to work with for the Discovery and Reflection activities.

We also recommend readers to look at the tips for preparing for the TKT in the next section.

Enjoy your teaching and your reflection on your teaching, and good luck to all those who take the TKT.

## Tips for preparing for the TKT

Four helpful ways of preparing for the TKT are the 4 Rs: Reading, Reference, Record-keeping and Reflection.

### ■ 1 Reading

*The TKT Course Modules 1, 2 and 3* already provides core reading for taking the TKT, but you can usefully supplement this by reading the books, magazines and websites recommended in the Discovery activities. Some examples of these are mentioned below. You could also try to combine your reading with your teaching, using your lessons as an opportunity to investigate different areas you are working on in the classroom, e.g. reading skills, classroom management, methods of assessment.

- **Books about language**  
 Look at *Discover English* by Rod Bolitho & Brian Tomlinson, Macmillan 2005 and *About Language* by Scott Thornbury, Cambridge University Press 2001. Both books consist of language awareness tasks with keys that include detailed comments and explanations.
- **Books about methodology**  
 There are a huge number of books about particular skills, types of material and teaching techniques, but the most useful ones for preparing for the TKT are those that deal with a wide range of aspects of methodology. These books are some that have been recommended in various units of *The TKT Course Modules 1, 2 and 3*:  
*How to Teach English* (Second edition) by Jeremy Harmer, Longman 2007  
*The Practice of English Language Teaching* (Fourth edition) by Jeremy Harmer, Longman 2007  
*Learning Teaching* (Second edition) by Jim Scrivener, Macmillan 2005  
*A Course in Language Teaching* by Penny Ur, Cambridge University Press 1999  
*Teaching and Learning in the Language Classroom* by Tricia Hedge, Oxford University Press 2000  
*Teaching Practice Handbook* (Second edition) by Roger Gower, Diane Phillips & Steve Walters, Macmillan 1995  
*Children Learning English* by Jayne Moon, Macmillan 2000
- **Teachers' magazines**  
 Many teachers' magazines include articles, interviews and reviews written by trainers, well-known authors, and teachers. They discuss successful lessons, a favourite book, a new teaching idea, etc. If there is a teachers' association in the area where you live, they may have their own magazine or newsletter, but you could also look at some of the international magazines, such as *English Teaching Professional* (<http://www.etprofessional.com>) or *Modern English Teacher* (<http://www.onlinemet.com>), where you can find articles by teachers from different parts of the world.



## Tips for preparing for the TKT

- **Websites and discussion lists**  
 There are many websites that provide useful professional reading for English language teachers. Two sites with short informative articles by ELT specialists are Onestopenglish (<http://www.onestopenglish.com>) and Teaching English (<http://www.teachingenglish.org.uk>) You could also join internet forums, sometimes called discussion lists or message boards, to access another kind of ELT reading, and exchange ideas and experiences by email with other teachers (for example, <http://www.britishcouncil.org/morocco-english-teach-links-efl-organisation.htm>).
- **TKT practice and preparation materials**  
 You can find practice papers and preparation materials on the Cambridge ESOL website (<http://www.cambridgeesol.org/resources/teacher/tkt.html>) as well as in the TKT Handbook, which tells you all about the TKT.

## ■ 2 Reference

Make regular use of reference materials such as dictionaries and grammar books when you prepare for your lessons. This will help you become familiar with their terms, approaches and ideas, and get you ready for the TKT.

In addition, the *TKT Glossary* can be downloaded as a pdf document from the Cambridge ESOL website ([http://www.cambridgeesol.org/assets/pdf/tkt\\_glossary.pdf](http://www.cambridgeesol.org/assets/pdf/tkt_glossary.pdf)). The glossary is arranged by topic in the same order as in the syllabus. Use this to study for the exam, but also as you read materials on teaching methodology, as part of your general professional development.

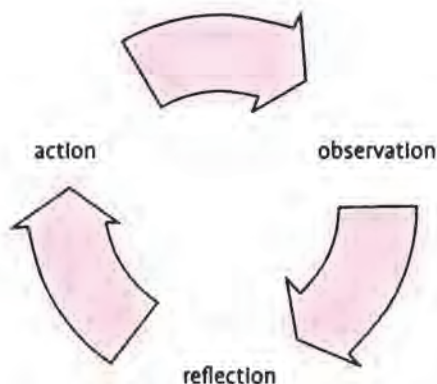
## ■ 3 Record-keeping

As suggested in many of the Discovery activities in *The TKT Course Modules 1, 2 and 3*, it's a good idea to get into the habit of keeping lesson plans and making notes on methods and materials that you have used successfully. Also make notes about your lessons, on what worked well and what you would do differently next time. Looking back at these notes is a good way of reminding yourself of all the knowledge you have about language and about teaching.

## ■ 4 Reflection

In the Discovery activities throughout *The TKT Course Modules 1, 2 and 3* we suggest you collect information (data) about your teaching from the classroom, make notes about your findings and think about how you might want to change the way you do things. We can learn from these reflections to help both with the TKT and with improving our teaching.

Reflection is one stage of the classroom research cycle: we start by looking at what happens in the classroom (observation) and by collecting data, then we try to understand the data and decide (reflection) what we can do to improve the situation, and finally, we try out our plans (action) in the classroom.



For example, a teacher might want to improve the way they give instructions for classroom activities. By collecting data from a number of lessons, they notice that the instructions are often quite long and confusing and decide to try giving shorter instructions. But when they do this, they see that learners are still quite confused. So they try a different solution: typing out the instructions and giving them to learners on a handout. This seems to be more effective.

We can collect data in many different ways, for example:

- making audio or video recordings of lessons
- giving learners questionnaires to complete
- interviewing learners
- asking learners to keep diaries
- inviting a colleague to observe a lesson
- making our own notes about a lesson.

Reflection is an important approach to developing as a teacher, and a very productive way to prepare for the TKT, especially if you are working alone, or do not have many opportunities to exchange ideas and experiences with colleagues. Remember to write your reflections in your Teacher Portfolio at <https://www.teacherportfolio.cambridgeesol.org/> as this will help you keep a record of your reflections so that you can refer back to them later to get ideas for teaching or when preparing for the TKT.

Study for the TKT but also use your everyday classroom teaching to help you prepare for it.

## Module 1 Language and background to language learning and teaching

### Part 1 Describing language and language skills

#### Unit 1 Grammar

##### ■ What is grammar?

Grammar refers to how we combine, organise and change parts of words, words and groups of words to make meaning. We use grammar unconsciously when we speak, listen, read or write. We also use it, particularly as teachers, to describe language. We do this by referring to its **forms** and its uses. Grammar includes a large number of forms and uses.

##### ■ Key concepts

###### *What are grammatical forms?*

These refer to how words are made up and presented in speech or writing. For example, the form of the plural of regular **nouns** in English is 'base word + s'; the form of the gerund is 'infinitive + -ing'.

We can identify grammatical forms in **parts of speech**, grammatical **structures** and words that contain **prefixes** (a group of letters added at the beginning of a base word) and **suffixes** (a group of letters added at the end of a base word).

There are nine parts of speech in English: nouns, **verbs**, **adjectives**, **adverbs**, **determiners**, **prepositions**, **pronouns**, **conjunctions** and exclamations. A **part of speech** or word class describes how words behave in sentences, i.e. how they operate and combine grammatically with other words. For example, in English:

- a noun can act as the subject of a verb but an adjective by itself cannot  
e.g. *The tall girl ran very fast* (✓) but not *Tall ran very fast* (✗)
- an adverb can combine with an adjective but an adjective cannot combine with another adjective  
e.g. *well organised* (✓), *good organised* (✗)
- a noun can combine with another noun  
e.g. *a car park*.

The form of some parts of speech varies according to the **function** the parts of speech have in a sentence. So, for example, these two sentences show different forms of the adjective *old*: *The boy thought he would never grow old; he's older than most of his friends.*

The table below shows the functions of the different parts of speech. It also shows how most of the parts of speech can be broken down into subcategories.

Part of speech	Examples	Function(s)	Some subcategories
Nouns	<i>children</i> <i>sugar</i>	to name people, places, things, qualities, ideas, or activities to act as the subject/object of the verb	countable, uncountable, proper, common, abstract, collective
Verbs	<i>see</i> <i>run</i> <i>take off</i>	to show an action, state or experience	transitive, intransitive, regular, irregular, participles, gerunds, infinitives, modals, multi-word verbs, phrasal verbs, tenses, active voice, passive voice, imperative
Adjectives	<i>easy</i>	to describe or give more information about a noun, pronoun or part of a sentence	comparative, superlative
Adverbs	<i>completely</i> <i>yesterday</i> <i>at the end</i>	to say more about how, when, where, etc. something happens by adding information to adjectives, verbs, other adverbs or sentences	degree, manner, time, focus, frequency, quantity, attitude markers
Determiners	<i>my</i> <i>the</i> <i>this</i> <i>both</i>	to make clear which noun is referred to	possessive adjectives, articles, demonstrative adjectives, quantifiers
Prepositions	<i>after</i> <i>at</i> <i>In the middle of</i>	to show the relationship between a noun, noun phrase or pronoun and another word or phrase	time, place, direction, contrast, exemplification, exception, cause and effect, dependent
Pronouns	<i>she</i> <i>mine</i> <i>who</i> <i>myself</i>	to replace or refer to a noun or noun phrase mentioned earlier or about to be mentioned	personal, possessive, relative, reflexive
Conjunctions	<i>as</i> <i>and</i> <i>but</i>	to join words, sentences or parts of sentences	reason, addition, contrast, time, condition, purpose, result
Exclamations	<i>er</i> <i>ow</i>	to show a (strong) feeling – especially in informal spoken language	feelings of doubt or pain

## Module 1

We also see different grammatical forms in a **grammatical structure** i.e. the arrangement of words into patterns which have meaning. There are many grammatical terms to describe different grammatical structures. Here are some examples:

Structure	Form
Past continuous/ progressive	subject + past tense of verb to be + -ing form of verb e.g. <i>he was running</i>
Passive voice	subject + to be + past participle (+ by + agent) e.g. <i>the road was built (by the company)</i>
Comparative of 'long' adjectives	more + long adjective (+ than) e.g. <i>he was more embarrassed than his friend</i>
Prepositional phrase	preposition + (article/determiner/...) + noun e.g. <i>for an hour</i>
Contrast clauses	subordinating conjunction of contrast + finite clause e.g. <i>Nobody listened although she spoke very slowly and clearly</i>

As we can see from this table, we find grammatical structures not just in different forms of the parts of speech but also at the level of sentences, phrases and clauses.

We can also talk about how words are formed through word building. One important way in which English forms words is through the use of two kinds of **affixes** (a group of letters added at the beginning or end of a **base word** which change its meaning): prefixes and suffixes. Affixes can give grammatical information, showing whether a verb is singular, for example, or marking a tense, parts of verbs, the plural of nouns, possessives, e.g. *talked, goes, going, books, girl's*. Many other prefixes and suffixes are used in English to make new words, by changing their part of speech and adding a meaning to the base word, e.g. *disappear, careful, friendly*. Some common prefixes in English are *un-/dis-/re-/im-/in-/over-/un-/il-/pre-*. Some common suffixes are *-ment/-ous/-able/-less/-ful/-tion/-ly*.

### What are grammatical uses?

Grammatical uses refer to how grammatical structures are used to convey (or communicate) **meaning**. A particular grammatical structure, e.g. the present continuous (or progressive), does not always have the same meaning. Its meaning or use comes from the **context** in which it is used. For example *She is doing her homework* might mean:

- she is doing her homework now/at the moment: the present continuous used for actions at the moment of speaking.
- she has decided to do her homework at a specific time in the future. The reader or listener understands from the context that this refers to an arrangement for the future, e.g. the question *What is she doing this evening?*, the present continuous used for firm plans and intentions.
- she has improved her study habits and regularly does her homework, which she didn't do before: the present continuous used for temporary actions happening around the time of speaking.

Many grammatical forms have more than one use. Here are some other examples:

Structure	Some uses
Present simple	a) to describe a present state e.g. <i>I live in London.</i> b) to describe actions or situations which happen repeatedly but which might not be happening at the moment e.g. <i>I read newspapers and magazines.</i> c) to refer to the future in a scheduled timetable e.g. <i>The plane leaves at 10.30.</i> d) to tell a story e.g. <i>They get to the bus stop early and start talking to the other people. Suddenly ...</i> e) to provide a commentary e.g. <i>Now here's Jones. He shoots but the goalkeeper manages to save it - another lucky escape!</i>
Present perfect	a) to describe past actions which have some connection to the present e.g. <i>I've seen that film.</i> b) to describe an event or situation which is part of one's life experience e.g. <i>I've visited most of the countries in Europe.</i> c) to describe a temporary state or action that started in the past and still continues e.g. <i>We've been staying in university accommodation all summer.</i>
Adverbs	a) to describe how something is done e.g. <i>She ate her food quickly.</i> b) to focus on something e.g. <i>He only likes pizza.</i> c) to show an attitude to something e.g. <i>They can't come, unfortunately.</i>

## ■ Key concepts and the language teaching classroom

Read these tips and tick the ones which are most important for you.

- Grammar rules describe the way that language works, but language changes over time, so grammar rules are not fixed. They change, too. But grammar rules and grammar books don't always change as quickly as the language, so they are not always up-to-date. For example, some grammar books say that we should use *whom* rather than *who* after prepositions. But in fact, except in some situations, *who* is generally used, with a different word order, e.g. 'I've just met the girl who I talked to on Friday' is much more common and accepted than 'I've just met the girl to whom I talked on Friday'. Teachers need to keep up-to-date with what parts of the language are changing and how.
- Grammar rules traditionally describe written language rather than spoken language. For example, repetition, exclamations and **contractions** (two words that are pronounced or written as one, e.g. *don't, isn't, won't*) are common **features** (important parts) of spoken language, but they are not always described in grammar books. Some grammar books are now available which describe spoken language, too.

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- Very often, speakers of a language can speak and write it well without **consciously** knowing any grammatical rules or terms.
- Teachers need to consider whether it is helpful to teach grammar to learners simply by making them aware of patterns and practising them, or by also teaching them grammar rules and some grammatical terms. Learning some grammatical rules and terms makes language learning easier for some learners. Other learners, e.g. young children, may not find it useful at all.
- Just learning grammatical rules, terms and structures doesn't teach learners how to communicate, which is the main purpose of language. So, much language teaching nowadays also focuses on functions, language **skills**, fluency and communication.
- It is important that exercises and activities **focus on form** and use to give students practice of both, e.g. how the second conditional is formed, and that the second conditional is used to talk about situations that are unlikely to happen. Learners need to develop **accuracy** in both form and use.

See Units 9-14 for how we learn grammar, Units 15 -17 for teaching grammatical structures, Units 19, 20 and 21 for planning lessons on grammatical structures, and Unit 32 for ways of correcting grammar.

### **FOLLOW-UP ACTIVITIES** (See page 237 for answers)

- 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 dining table either his because of  
even though mmm theirs usual only faster nobody

Nouns	Verbs	Adjectives	Adverbs	Determiners

Prepositions	Pronouns	Conjunctions	Exclamations

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



# The TKT Course

## Teaching Knowledge Test

### Modules 1, 2 and 3

Mary Spratt · Alan Pulverness · Melanie Williams

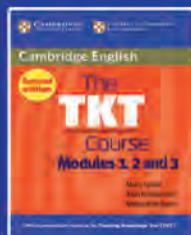
This is the updated version of *the* teacher training course for teachers and trainee teachers preparing for the Cambridge ESOL Teaching Knowledge Test (TKT). The revised second edition contains:

- Three brand new TKT practice tests.
- Revised and expanded information on the key concepts related to each area of the TKT syllabus.
- Additional guidance on preparing for the TKT.
- An additional unit on approaches to language teaching.
- New activities and tasks in every unit.
- Revised ELT terms matching the latest Cambridge ESOL TKT Glossary.

This best-selling course has been written in collaboration with Cambridge ESOL by a team of experienced TKT writers. It provides a comprehensive and reliable package for TKT candidates, as well as for teachers preparing for other initial teacher training qualifications and those on in-service training programmes.

- ELT terms and concepts are clearly introduced and explained using non-specialist language.
- TKT practice tests help candidates to become familiar with the format, level and style of the TKT.
- Regular concept checking tasks and full answer keys make the course perfect for self-study.

[www.cambridge.org/elt/tkt](http://www.cambridge.org/elt/tkt)



ISBN 978 0 521 15733 9



ISBN 978 0 521 14442 1

