

## TKT Module 1: Describing language: Grammar – Teacher's Notes

### Description

Participants will discover what is covered by the TKT Module 1 Part 1 syllabus area relating to concepts and terminology for describing language: grammar. They will look at parts of speech and the understanding of form and use of grammatical structures.

Time required:	60 minutes
Materials required:	Participant's Worksheet 1 (one for each pair) Participant's Worksheet 2 (one for each participant) Participant's Worksheet 3 (one for each participant) Participant's Worksheet 4 (one for each participant) Sample Task (one for each participant)
Aims:	To provide an opportunity for participants to discuss the form and use of parts of speech and grammatical structures  To provide practice in completing tasks in which grammar is the testing focus.

### Procedure

- (10 minutes) On the board write:  
**A word used to show an action, state, event or process.**  
Elicit what is being described here (*a verb*) and that verbs are a part of speech.
- Hand out **Participant's Worksheet 1** to pairs of participants. The words in the puzzle are all parts of speech. Participants answer the clues to complete the puzzle.
- Check answers together (see key below). Explain that
  - identifying parts of speech falls into the syllabus area of 'concepts and terminology for describing language', which is tested in TKT Module 1 Part 1
  - the words and clues in the puzzle were taken from the grammar section of the TKT Glossary.
- (10 minutes) Hand out **Participant's Worksheet 2 Exercise 1**. In the same pairs, participants look at the underlined words in the sentences and match them with the words from the puzzle on Participant's Worksheet 1.
- Check answers together (see key below).
- (15 minutes) Ask participants to look at the first underlined word again (she).  
Ask:  
**What kind of word is this again** (*a pronoun*)  
**What kind of pronoun is it?** (*subject pronoun, personal pronoun*)
- Refer participants to **Participant's Worksheet 2 Exercise 2**. Divide the participants into two groups, A and B. Group A looks again at the underlined words 1–10 in the sentences *and* Group B looks at the underlined words 11–20. They match each word

to a more specific term from the box at the bottom of the work sheet. Some of the words may have more than one term.

8. When the participants have finished, re-group them so that they work in pairs – one from Group A and one from Group B and share their answers.
9. Hand out **Participant's Worksheet 3** and ask participants to check their answers with the key on the Worksheet.
10. (10 minutes) Tell participants that in this syllabus area of 'concepts and terminology for describing language' they will also be tested on their knowledge of the form and use of grammatical structures. Hand out **Participant's Worksheet 4**. Check participants are clear about the headings of the three columns (*Grammatical structure*, *How it is made and example* and *What it means/how it is used*) by looking at the example of the present continuous in the first row. In pairs, they then fill in the gaps (1– 6) in the table.
11. Check answers together (see key below).
12. (10 minutes) Give out **Sample Task**. Participants complete the sample task on their own then compare their answers with a partner.
13. Check answers together (see key below).
14. (5 minutes) Round up to summarise points covered. Ask participants:
  - **What is the TKT Module 1 syllabus area for this lesson?** (*concepts and terminology for describing language – grammar*)
  - **What areas do you find difficult about this syllabus area?** (*allow participants to share ideas*)
  - **How can you prepare for this section of the test?** (*Look at the TKT Glossary and make sure that you are familiar with the grammar terms and the uses of the structures listed.*)

## TKT Module 1: Describing language: Grammar – Answer Keys

### Key to Participant's Worksheet 1

Across: 3: verb; 8: conjunction; 9: adverb; 10: pronoun

Down: 1: exclamation; 2: determiner; 4: preposition; 5: adjective; 6: article; 7: noun

### Key to Participant's Worksheet 2

Question		Exercise 1	Exercise 2
1	<i>She</i>	pronoun	subject pronoun, personal pronoun
2	<i>always</i>	adverb	adverb of frequency
3	<i>furniture</i>	noun	uncountable noun, collective noun
4	<i>housework</i>	noun	uncountable noun, compound noun
5	<i>Robert</i>	noun	proper noun
6	<i>taller</i>	adjective	comparative adjective
7	<i>his</i>	adjective; determiner	possessive adjective, determiner
8	<i>Can</i>	verb	modal verb, modal auxiliary
9	<i>good</i>	adjective	adjective
10	<i>book</i>	noun	countable noun
11	<i>him</i>	pronoun; determiner	object pronoun
12	<i>tomorrow</i>	adverb	adverb of time
13	<i>Ouch!</i>	exclamation	exclamation
14	<i>standing</i>	verb	intransitive verb
15	<i>my</i>	adjective; determiner	possessive adjective
16	<i>saw</i>	verb	transitive verb
17	<i>in</i>	preposition	preposition of place
18	<i>didn't</i>	verb	auxiliary verb
19	<i>said</i>	verb	reporting verb
20	<i>a</i>	article	indefinite article

### **Key to Participant's Worksheet 4**

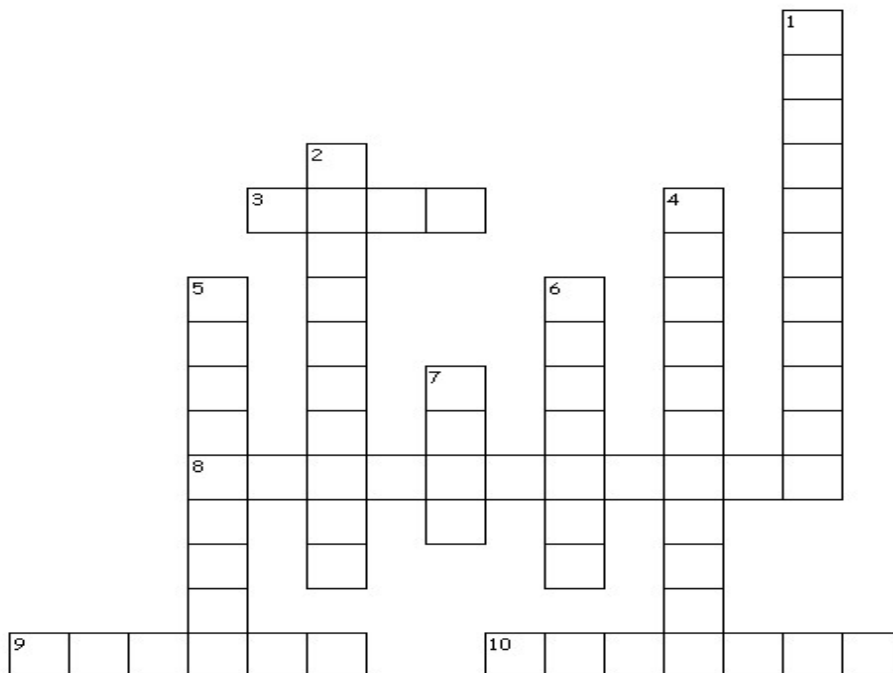
- 1) Past simple
- 2) subject + present of the verb, e.g. *I get up at 7.00 every day.*
- 3) Present perfect simple
- 4) To talk about an obligation, something that is necessary
- 5) subject + present tense of the verb *to be* + *going to* + base form, e.g. *I'm going to take the train.*
- 6) First conditional

### **Key to Sample Task**

1 F    2 E    3 B    4 A    5 D

## TKT Module 1: Describing language: Grammar Participant's Worksheet 1

Complete the puzzle with parts of speech



### Across

3. A word used to show an action, state, event or process, e.g. 'I like cheese.'; 'He speaks Italian.'
8. A word used to connect words, phrases, clauses or sentences, e.g. 'I like tea but I don't like coffee because it's too strong for me.'
9. A word that describes or gives more information about how, when, where or to what degree something is done, e.g. 'He worked quickly and well.'
10. A word that replaces or refers to a noun or a noun phrase just mentioned, e.g. 'I saw John yesterday. He looked very well.'

### Down

1. An expression used to show a strong feeling, e.g. Oh! Wow!
2. A word which makes clear which noun is referred to or to give information about quantity, e.g. this, that, some, any, my, that car is mine.
4. 'On' 'under' 'over,' for example
5. A word that describes or gives more information about a noun or pronoun, e.g. a cold day.
6. 'The', 'a', 'an', for example
7. A person, place or thing, e.g. elephant, girl, grass, school

## TKT Module 1: Describing language: Grammar Participant's Worksheet 2

### Exercise 1

Look at the underlined words in the sentences below and match them with the words from Participant's Worksheet 1, given in the box.

exclamation	determiner	verb	preposition	adjective
noun	conjunction	pronoun	article	adverb

A. (1) She (2) always moves the (3) furniture when she does the (4) housework.

B. (5) Robert is (6) taller than James and (7) his hair is longer.

C. (8) Can you buy a (9) good (10) book for Jim?

D. I'll give it to (11) him for his birthday (12) tomorrow.

E. (13) Ouch! You're (14) standing on (15) my foot.

F. John (16) saw Fred last week (17) in town. I (18) didn't see him myself but he (19) said he was carrying (20) a suitcase.

### Exercise 2

**Group A:** Look at the underlined words 1–10 in the sentences again.

**Group B:** Look at the underlined words 11–20 in the sentences again.

**Both groups:** Match your words with a more specific term from the box below. Some of the words may have more than one term. Some terms may apply to more than one word.

reporting verb	modal verb	countable noun
adjective	possessive adjective	indefinite article
collective noun	adverb of frequency	uncountable noun
auxiliary verb	personal pronoun	preposition of place
compound noun	proper noun	adverb of time
object pronoun	determiner	intransitive verb
exclamation	modal auxiliary	transitive verb
comparative adjective	subject pronoun	

## TKT Module 1: Describing language: Grammar

### Participant's Worksheet 3

#### Key to Participant's Worksheet 2 Exercise 2

	<i>Word</i>	<i>Specific terms</i>
1.	She	subject pronoun, personal pronoun
2.	always	adverb of frequency
3.	furniture	uncountable noun, collective noun
4.	housework	uncountable noun, compound noun
5.	Robert	proper noun
6.	taller	comparative adjective
7.	his	possessive adjective, determiner
8.	Can	modal verb, modal auxiliary
9.	good	adjective
10.	book	countable noun
11.	him	object pronoun
12.	tomorrow	adverb of time
13.	Ouch!	exclamation
14.	standing	intransitive verb
15.	my	possessive adjective, determiner
16.	saw	transitive verb
17.	in	preposition of place
18.	didn't	auxiliary verb
19.	said	reporting verb
20.	a	indefinite article

## TKT Module 1: Describing language: Grammar

### Participant's Worksheet 4

Grammatical structure	How it is made and example	What it means/how it is used
Present continuous	subject + present tense of the verb to be + <i>ing</i> form of verb, e.g. <i>I am working at the moment.</i>	to talk about an action happening at the time of speaking.
1)	subject + past tense of the verb, e.g. <i>I went to France last year.</i>	to talk about an action completed at a specific time on the past.
Present simple	2)	to talk about a routine or habit.
3)	subject + present of the verb to have + past participle, e.g. <i>I've been to France many times.</i>	to talk about things you have experienced on your life
Modal verb - must	subject + base form of the verb e.g. You must be home by 10.00.	4)
Future with going to	5)	to express intention
6)	If + subject + present simple + subject + <i>will</i> + bare infinitive, e.g. <i>If I see him I'll tell him.</i>	to talk about something that is possible in the future and the action that will be taken



## TKT Module 1: Describing language: Grammar

### Sample Task

For questions 1 – 5, match the example sentences with the grammatical terms listed A – F.  
Mark the correct letter (A – F) on your answer sheet.  
There is one extra option which you do not need to use.

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#### Grammatical terms

- |   |                            |
|---|----------------------------|
| A | gerund                     |
| B | present perfect simple     |
| C | present perfect continuous |
| D | reported speech            |
| E | present simple passive     |
| F | past perfect simple        |

#### Example sentences

- |   |                                    |
|---|------------------------------------|
| 1 | Then I realised what had happened. |
| 2 | Many old houses are made of wood.  |
| 3 | We've never seen a whale before.   |
| 4 | He doesn't like playing chess.     |
| 5 | She said she was really upset.     |