

### TKT Task Type 1: Introduction to Matching Tasks – Teacher's Notes

#### Description

This activity examines the matching tasks used in TKT. Participants consider the different types of matching task and discuss strategies for tackling them.

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**Time required:** 60 minutes

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**Materials required:**

- *Participant's Worksheet 1 (cut into strips)*
- *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)*

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**Aims:**

- *To introduce the different types of matching tasks used in TKT*
- *To provide practice in doing matching tasks*

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#### Procedure

1. (7 minutes). Cut up **Participant's worksheet 1** into strips before the session. The strips are organised in matching pairs of example and tense on the worksheet. For example: *I've been to China* matches *present perfect simple*. Give each participant one strip. If there are fewer or more than fourteen participants, reduce or repeat the number of strips, making sure that you give out matching pairs of sentences and tenses.
2. Tell participants that they have either a sentence or the name of a tense on their strips of paper. Ask them to walk around the room saying their sentences/tenses to other participants until they find someone whose strip matches with theirs. When they find their partner, they can sit down next to each other.
3. Ask participants:
  - **What kind of task was this?** (a warmer, and a matching task)Tell participants that matching tasks are used in all three modules of TKT, and that this will be the focus of this session.
4. (10 minutes) Hand out **Participant's worksheet 2**. In pairs, participants look at **Exercise 1**. They read the different tasks numbered 1 to 5 and choose the correct name for each task from the list A–E at the top of the page.
5. Check answers together (see key below).
6. (8 minutes) Give out **Participant's worksheet 3**. Refer participants to **Exercise 2**. They should complete the task on their own and then put them into groups of three to compare their answers.

## Teaching Knowledge Test

7. Check answers together (see key below).
8. (15 minutes) Put participants into groups of five. Refer them back to **Participant's worksheet 2**. Tell them to each choose one of the tasks to complete. They should do their task and then discuss the answers with the others in their group.
9. Give out the answer key for participants to check their answers, **Participant's worksheet 4**.
10. Still in their groups of five, ask participants to think about how they went about completing these tasks (what strategy they used). They should discuss the following questions in their group:
  - **What did you have to do to complete the tasks?**
  - **Did the different tasks require different strategies, or the same ones?**
  - **What strategies would you use to complete these types of tasks in the future?**

Point out that there may be different strategies that different candidates prefer. You will discuss this issue further in a moment, but first they are going to try a full sample task.

11. (15 minutes) Give out the **Sample Task** from TKT Module 3. Ask participants to briefly discuss, in their groups, what strategy they are going to use, before they complete the task individually. They should then compare their answers with a partner.
12. Check answers together (see key below).
13. (5 minutes) Round up. Conduct an open class discussion on the different types of matching task looked at in the session to get participants' views and to discuss strategies for completing the tasks. Ask participants:
  - **Which matching task type did they find the easiest? Why?** Allow participants to exchange opinions.
  - **What strategies did they use to complete the tasks?** Useful strategies are:
    - read the instructions carefully as they set the context and tell you what kind of task it is
    - think carefully about which options to choose: don't just choose the first possible one you see. If you're not sure, mark more than one.
    - consider all the options for each question, including those you've already allocated, in case you've made a mistake
    - beware 'word spots', when a word appears in an option and an item
    - when there are a number of options, read one question and then skim the options to select an answer/possible answers
    - when there are only a few options, it may be easier to read these first and then work through the questions
    - if you can't do an item move on to the next one and come back to it, if you don't know an answer by the end then guess.

## Teaching Knowledge Test

- **Did they use different strategies for one-to-one matching and option matching?** Allow participants to exchange ideas. Include the view that it's important to remember that one-to-one matching tasks have an extra option so there is one option that will not be used.
- **What did they do when they finished the task?**
  - make sure you answer all of the questions
  - check your answers quickly before moving on to the next task
  - mark your answers on the answer sheet by shading the correct lozenge on the answer sheet.

## TKT Task Type 1: Introduction to Matching Tasks – Answer Keys

### Key to Participant's Worksheet 1

If I see him, I'll give him your letter.	first conditional
I've been living here for three months.	present perfect continuous
She's working in São Paolo.	present continuous
I've been to China.	present perfect simple
If I were you, I'd talk to him about it.	second conditional
She was running along the High Street when I saw her.	past continuous
I went to France on holiday last year – I had never been there before.	past perfect simple

### Key to Participant's Worksheet 2

#### Exercise 1

Task 1 D      Task 2 E      Task 3 B      Task 4 A      Task 5 C

### Key to example tasks

Task 1	Task 2	Task 3	Task 4	Task 5
1. F	6. A	11. C	50. B	33. D
2. D	7. C	12. B	51. E	34. B
3. A	8. D	13. C	52. A	35. C
4. B		14. A	53. C	
5. C				

### Key to Participant's Worksheet 3 Exercise 3

1.	D	2.	C
3.	E	4.	A

### Key to Sample Task

76. C

77. E

78. F

79. A

80. D



## TKT Task Type 1: Introduction to Matching Tasks – Participant’s Worksheet 1

If I see him, I'll give him your letter.
first conditional
I've been living here for three months.
present perfect continuous
She's working in São Paolo.
present continuous
I've been to China.
present perfect simple
If I were you, I'd talk to him about it.
second conditional
She was running along the High Street when I saw her.
past continuous
I went to France on holiday last year – I had never been there before.
past perfect simple

## TKT Task Type 1: Introduction to Matching Tasks – Participant's Worksheet 2

### Exercise 1

Choose one of the task types (A–E) for each example tasks (Task 1–Task 5).

- A** Matching extracts from a dictionary entry with information about the extract
- B** 3/4/5-option matching
- C** Matching learner errors with the type of error
- D** One-to-one matching
- E** Matching options to items taken from an extract of text

### Task 1

For questions 1–6 match the example sentences with the grammatical term 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.

1	If I see him, I'll give him your letter	A	present perfect simple
2	She's working in São Paolo.	B	second conditional
3	I've been to China.	C	past continuous
		D	present continuous
4	If I were you, I'd talk to him about it.	E	past perfect simple
5	She was running along the High Street when I saw her.	F	first conditional

### Task 2

For questions 6–10, match the underlined words in the text below 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.

- A** preposition
- B** adverb
- C** adjective
- D** determiner

When I was living in Budapest, I went **(6)** to the **(7)** thermal baths **(8)** every week.

### Task 3

For questions **11–14**, match the example sentences with the learning styles listed **A–C**.

Mark the correct letter (**A–C**) on your answer sheet. You need to use some options more than once.

<b>A</b>	Visual Learner	<b>11</b>	likes listening to stories in English.
<b>B</b>	Kinaesthetic Learner	<b>12</b>	enjoys miming activities for a partner to guess.
<b>C</b>	Auditory Learner	<b>13</b>	responds well to spoken instructions from the teacher.
		<b>14</b>	needs to see words written down.

### Task 4

For questions **50–56**, read the dictionary entry. Match the extracts from the dictionary entry with the information they provide listed **A–H**.

Mark the correct letter (**A–F**) on your answer sheet. There is one extra option which you do not need to use.

**Reflect** /rɪflekt/ v. 1 tr. **a** (of a surface or body) to throw back (heat, light, sound etc.) **b** to consider - he reflected on the situation.

<b>50</b>	/rɪflekt/	<b>A</b>	part of speech
<b>51</b>	consider	<b>B</b>	pronunciation
<b>52</b>	v.	<b>C</b>	example sentence
<b>53</b>	he reflected on the situation	<b>D</b>	idiom
		<b>E</b>	single word synonym

### Task 5

For questions **33–40**, match the underlined mistakes with the types of mistake listed in **A–I**.

Mark the correct letter (**A–I**) on your answer sheet. There is one extra option which you do not need to use.

<b>33</b>	Marta was <u>an assistent teacher</u> in 2001.	<b>A</b>	punctuation
<b>34</b>	I'm going <u>to holiday next</u> week.	<b>B</b>	preposition
<b>35</b>	When <u>I will see him</u> , I will tell him.	<b>C</b>	verb tense
		<b>D</b>	spelling



### TKT Task Type 1: Introduction to Matching Tasks – Participant's Worksheet 3

#### Exercise 2

For questions **1–4**, match the answers about TKT matching tasks with the questions listed **A–E**.

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

#### Questions

- A** What do you learn about the task from reading the instructions?
- B** What area of the TKT syllabus is covered in this task?
- C** What are candidates required to do?
- D** Which modules do matching tasks appear in?
- E** Are there any variations of this task type?

#### Answers

**(1)** All three modules of TKT have matching tasks.

**(2)** Each task has items which have numbers (1, 2, 3, etc). These may be statements, definitions or examples. Candidates need to match each of these items with one option from a list of a maximum of nine options. The list of options has letters (A, B, C, etc). Options may be concepts, terms or purposes.

**(3)** There are two types of matching task: One-to-one matching tasks and 3, 4 or 5 option matching tasks. One-to-one matching has one extra option (e.g. 6 items and 7 options). This task type may also involve matching items from an extract of a text. 3, 4 or 5 option matching has fewer options than questions, requiring candidates to consider using each option more than once.

**(4)** In both types of matching task, the instructions explain what needs to be matched and provide a context for the terms and the options.

#### TKT Task Type 1: Introduction to Matching Tasks – Participant's Worksheet 4

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

Task 1	Task 2	Task 3	Task 4	Task 5
1. F	6. A	11. C	50. B	33. D
2. D	7. C	12. B	51. E	34. B
3. A	8. D	13. C	52. A	35. C
4. B		14. A	53. C	
5. C				

#### TKT Task Type 1: Introduction to Matching Tasks – Participant's Worksheet 4

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

Task 1	Task 2	Task 3	Task 4	Task 5
1. F	6. A	11. C	50. B	33. D
2. D	7. C	12. B	51. E	34. B
3. A	8. D	13. C	52. A	35. C
4. B		14. A	53. C	
5. C				

#### TKT Task Type 1: Introduction to Matching Tasks – Participant's Worksheet 4

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

Task 1	Task 2	Task 3	Task 4	Task 5
1. F	6. A	11. C	50. B	33. D
2. D	7. C	12. B	51. E	34. B
3. A	8. D	13. C	52. A	35. C
4. B		14. A	53. C	
5. C				

### TKT Task Type 1: Introduction to Matching Tasks – Sample Task (from TKT Module Three)

For questions **76-80**, match the ways a teacher gave feedback on students' written work with the aims 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.

#### Feedback on written work

- 76** The teacher marked students' writing using a correction code. Then she gave them time in the lesson to improve their work while she monitored.
- 77** The teacher gave an overall grade for letters students had written for homework. He also gave them an example letter to look at.
- 78** The teacher used a system of smiling and sad faces to give students feedback on their written work.
- 79** The teacher noted mistakes from students' written work and used these to prepare a language quiz, which students did in teams.
- 80** The teacher only commented on the content of stories that students had written.

#### Aims

- A** to focus on common language mistakes that many students made in their writing
- B** to inform students of their general progress in writing at the end of term
- C** to encourage students to learn to edit their own work
- D** to encourage students' creativity and to create a positive attitude to writing
- E** to provide students with a model for similar written work in the future
- F** to inform primary age students about their progress in a fun way