

### TKT Task Type 2: Introduction to Multiple-choice Tasks – Teacher's Notes

#### Description

This activity uses loop input to introduce the different types of multiple-choice tasks used in TKT. As well as practising multiple-choice tasks, participants consider the best ways in which to approach this type of task.

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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 multiple choice tasks used in TKT
- To provide practice in doing multiple choice tasks

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#### Procedure

1. (10 minutes). Before the session, cut up **Participant's worksheet 1 into strips** of a question or a possible answer. There are four questions each with three answers (organised with answers following questions in the handout, suitable for a group of 16 participants). For example: *How many modules are there in TKT?* matches with *one module, two modules, three modules*. Give each participant a strip. If there are more or fewer than 16 participants, repeat or reduce the number of strips, making sure that you give out answers that match the questions.
2. Tell participants that they have either a question or an answer on their strips of paper. There are three possible answers for each question. Ask them to walk around the room saying their questions/answers to other participants until they find the other people whose strips match with theirs. They should end up in a group of four. When they find the other people in their group, they can sit down next to each other.

When participants are sitting in their groups, ask them to talk in their group of four and to choose the best answer to their question.

3. Participants share their questions and answers in open class. Check answers.
4. Ask participants:
  - **What kind of task was this?** (a warmer, a matching task and a multiple choice task).

Tell participants that multiple choice tasks are used in TKT.

5. (5 minutes) Hand out **Participant's worksheet 2**. Ask participants to look at **Exercise 1** and to work in pairs to complete the three example tasks and read the information about multiple choice tasks.

## Teaching Knowledge Test

6. Check answers together (see key below).
7. (10 minutes) Hand out **Participant's worksheet 3 Exercise 2**. Ask participants to work on their own and complete the multiple choice tasks 1–5. They will need to use the information and look at the task types completed in **Participant's worksheet 2**.
8. Ask participants to compare their answers with a partner.
9. Check answers together (see key below).
10. (10 minutes) Refer participants to **Exercise 3** on **Participant's worksheet 3**. Participants work in pairs to discuss the questions and make a list of the advice they would give others trying multiple choice tasks.
11. (10 minutes) Give out **Participant's worksheet 4 Exercise 4**. Ask participants to complete the multiple choice tasks with their partners.
12. Check answers together (see key below).
13. Put the participants into groups of four. Ask them to look back at their list of 'top tips' and at the answers to **Participant's worksheet 4 Exercise 4**. As a group, they should now compile a new list including their favourites from their ideas and the ideas from Exercise 4.
14. Conduct open class plenary so that participants can share ideas on their 'top tips' (see below).
15. (10 minutes) Give out the **Sample Task** from TKT Module 1. Ask participants to complete the task on their own then compare their answers with a partner. Encourage them to use the strategies they've just discussed, especially ones they are not so familiar with.
16. Check answers together (see key below).
17. (5 minutes) Round up to summarise points covered. Ask participants:
  - **Which modules in TKT do multiple choice tasks appear in?** (all three modules)
  - **What are candidates required to do in these tasks?** (choose the best option)
  - **What are the three variations of multiple choice tasks?** (answers to a question, completing a sentence and filling a gap)
  - **What should candidates beware of?** (word spots)
  - **What do the instructions at the beginning of the tasks tell you?** (they give information about the task type and confirm that it is a multiple choice task)

### TKT Task Type 2: Introduction to Multiple-choice Tasks – Answer Keys

#### Key to Procedure Step 12

- Read the instructions to the task carefully
- When the instruction says ‘Choose the best option’ the task will definitely be a multiple choice task
- Beware of word spots
- Read all of the options carefully before choosing
- Make sure you answer all the questions
- Shade the correct lozenge on the answer sheet.

#### Key to Participant’s Worksheet 1

1 C                  2 B                  3 C                  4 A

#### Key to Participant’s Worksheet 2 Exercise 1

1 B                  2 A                  3 B

#### Key to Participant’s Worksheet 3 Exercise 2

1. A                  2. C                  3. B                  4. A                  5. B

#### Key to Participant’s Worksheet 4 Exercise 4

1. B                  2. A                  3. B                  4. C                  5. B                  6. A

#### Key to Sample Task

1. C                  2. A                  3. B                  4. C                  5. B

### TKT Task Type 2: Introduction to Multiple-choice Tasks – Participant's Worksheet 1

1. How many modules are there in TKT?
A. One module
B. Two modules
C. Three modules
2. What does TKT test?
A. Candidates' language proficiency
B. Candidates' knowledge of lesson planning
C. Candidates' teaching ability
3. Who can take TKT?
A. Only teachers with a lot of teaching experience can take TKT.
B. TKT is for only for people who have no experience as yet of teaching.
C. Pre-service teachers can do TKT as well as those who have experience and wish to refresh their teaching knowledge.
4. What different task types are there in TKT?
A. Multiple choice questions
B. True/False questions
C. Open ended questions

### TKT Task Type 2: Introduction to Multiple-choice Tasks – Participant's Worksheet 2

#### Exercise 1

Answer the following questions by choosing the best option. Then read the information on multiple choice tasks.

**Example 1: a sentence which needs to be finished by choosing the correct option**

☐ Oral fluency is speaking without

- A making mistakes.
- B hesitating too much.
- C considering the listener.

**Example 2: a question which can be answered by one of the three options**

☐ What should a teacher do to check understanding of new language?

- A ask concept questions about the new language
- B conduct a choral drill using the new language
- C write the new language on the board

**Example 3: a sentence can be completed using one of three options**

☐ Groupwork reduces . . . . . because of the change in roles.

- A noise levels    B teacher talking time    C student participation

#### Information about multiple choice tasks

Multiple choice tasks appear in all three modules of TKT. In the tasks, candidates are asked to look at a question, word or statement and choose the correct/best option from three alternatives (A, B or C). When they have decided on their answer, they indicate their answers by shading the correct lozenges on an answer sheet.

## TKT Task Type 2: Introduction to Multiple-choice Tasks – Participant's Worksheet 3

### Exercise 2

Complete questions 1–5 using the information and the examples of multiple-choice tasks on participants' worksheet 2.

For questions 1–5 look at the questions or statements about TKT multiple-choice tasks and the information about TKT listed **A**, **B** and **C**. Choose the best option **A**, **B** or **C**.

**1** Multiple choice tasks appear in

- A** Module 1, Module 2 and Module 3 of TKT.
- B** Module 1 and Module 2 of TKT only.
- C** Module 1 of TKT only.

**2** There are . . . . . types of multiple-choice task in TKT

- A** more than one    **B** two                      **C** three

**3** How are the multiple-choice tasks different?

- A** Tasks involve either completing a sentence or matching words with definitions.
- B** Tasks involve either completing a sentence, answering a question or filling a gap.
- C** Tasks involve either completing a sentence and putting sentences in order.

**4** To complete the task candidates should read the task and the options and

- A** decide which of the three options is the best.
- B** decide which of the three, or sometimes four, options is the best.
- C** decide which of the three questions to answer.

**5** Candidates indicate their answers by . . . . . A, B or C, on an answer sheet.

- A** circling the letter    **B** filling in a lozenge    **C** writing the letter

### Exercise 3

**From your experience of doing the tasks, what advice would you give to candidates to help them complete multiple-choice tasks more successfully? Discuss with a partner and make a list of your 'top tips'.**

### TKT Task Type 2: Introduction to Multiple-choice Tasks – Participant's Worksheet 4

#### Exercise 4

For questions **1-6** look at the questions or statements about TKT multiple choice tasks and the information about this type of task listed **A, B** and **C**. Choose the best option **A, B** or **C**.

**1** It is important to read the instructions to the task carefully because it gives information about

- A** which TKT module the test is from.
- B** which area of the syllabus is being tested.
- C** which type of language will be used.

**2** When the instruction says 'Choose the best option **A, B** or **C**' or 'Choose the correct example **A, B** or **C**'

- A** The task will definitely be a multiple choice task.
- B** The task will probably be a multiple choice task.
- C** The task might be a multiple choice task.

**3** When a word in the question appears in a possible answer it is called a 'word spot'. Why do candidates need to be careful of 'word spots'?

- A** because options with word spots are never the correct answer
- B** because options with word spots aren't necessarily the correct answer
- C** because options with word spots are usually the correct answer

**4** There is an example of a 'word spot' on worksheet 3 in

- A** example task 1.
- B** example task 3.
- C** example task 4.

**5** It is important to read all of the options . . . . . before choosing one even if you think that the first one is correct.

- A** slowly
- B** carefully
- C** quickly

**6** You must make sure you answer all the questions and shade the correct lozenge on the answer sheet. If you don't know the answer,

- A** guess which answer it might be.
- B** choose more than one answer.
- C** leave the answer blank.



### TKT Task Type 2: Introduction to Multiple-choice Tasks – Sample Task (from TKT Module One)

For questions 1–5, look at the following terms for language skills and three possible descriptions of the terms. Choose the correct option **A**, **B** or **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

- 1** Summarising is
- A** explaining a text in detail.
  - B** writing the last sentence of a text.
  - C** giving the main points of a text.
- 2** Interactive listening is
- A** listening, responding and giving feedback.
  - B** listening for detail, mood and attitude.
  - C** listening and identifying word stress and linking.
- 3** Oral fluency is
- A** speaking without making any mistakes.
  - B** speaking naturally without hesitating too much.
  - C** speaking without considering the listener.
- 4** Paraphrasing is
- A** using phrases to say something instead of using complete sentences.
  - B** connecting sentences together in speech or writing by using conjunctions.
  - C** finding another way to say something when you cannot think of the right language.
- 5** Scanning is
- A** reading a text quickly to get the general idea.
  - B** reading a text quickly to find specific information.
  - C** reading a text quickly to identify the writer's attitude.