

Assessment task types

Trainer’s notes

Exam Link: Module 1 Part 3

Aims	To familiarise trainees with the four TKT task types To share exam techniques and tips amongst the trainees
Syllabus area	Assessment types and task
Timetable fit	For use at the end of a module, especially for candidates about to sit their first TKT paper
Interaction pattern	Individual or pair work
Timing	20 minutes
Materials needed	One copy of the worksheet (1.10A) for each trainee and one copy of each task (1.10B–E) for display around the room

This activity analyses the TKT exam as an assessment vehicle, while preparing candidates better for their own exam-day experience.

Instructions

- Hand out one worksheet to each trainee. Review types of assessment by having trainees do the *TKT as an assessment activity* exercise at the top of the worksheet. Conduct feedback.
- Refer trainees to the example TKT exam tasks around the room and the grid on their worksheet. Ask trainees to move around the classroom, skim reading the four different exam tasks on the walls and completing the grid on their worksheet. Check trainees understand the five aspects the grid requires them to identify. They may confer with other trainees as they walk around, but should sit down and check with a different person as soon as they have finished.
- Conduct feedback, focusing on anything trainees found surprising, and tips for the exam day.

NB Trainees often confuse the matching with the sequencing or the multiple choice with the odd-one-out activity. Being able to clearly differentiate between the tasks will enable candidates to select appropriate strategies for each section as they take the exam.

It is also important to train candidates to read instructions carefully and, in particular, scan for the (bolded, underlined, capitalised) **NOT** at the top of an odd-one-out exercise. Candidates who miss this will answer the question as if it were a multiple choice activity, choosing inappropriate options/strategies, thus losing six to seven points in the exam.

Answer key				
These answers are based on Module 1, questions 7–13 and 47–52, and Module 2 questions 23–29 and 36–40 from the TKT Past Examination Papers 2007.				
	1	2	3	4
Task type	multiple choice	matching	sequencing	odd-one-out
Task focus	forms and use of grammatical structures	learning strategies	lesson planning	choosing assessment activities
Module and Part	Module 1 Part 1	Module 1 Part 2	Module 2 Part 1	Module 2 Part 1
Difficulty 1/10 → 10/10	at students' own discretion – this is useful for trainer to get a feel for group perceptions of tasks			
Exam strategies Answers may include:	eliminating the most unlikely answer first	identifying obvious matches first, underlining key words in situations given	identifying the stages for the first and last spaces before looking at the middle section	reading instructions carefully, noticing the NOT , rejecting the most appropriate option and choosing odd one out from other two

Assessment task types

The TKT as an assessment activity

Circle the correct answer in each line.
The TKT is an example of *formal* / *informal* assessment, and uses only *objective* / *subjective* testing tasks.
It is an example of a *diagnostic* / *proficiency* / *achievement* / *progress* test.

TKT testing devices

There are four different task types in the TKT exam: matching, multiple choice, sequencing and odd-one-out. Look at the past-paper questions and fill in the chart.

	1	2	3	4
Assessment task type				
Task focus				
TKT module and part				
Perceived difficulty 1/10 → 10/10				
Possible exam strategies				

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Assessment task types

1

For questions 7–13, match the underlined clauses with their meanings in the sentences listed A, B or C. Mark the correct letter (A, B or C) on your answer sheet.

Meanings

- | |
|-------------|
| A condition |
| B reason |
| C result |

Clauses

- | | |
|-----------|---|
| 7 | It was such a bad film <u>that we walked out</u> . |
| 8 | I decided to go and see him <u>since he hadn't phoned me</u> . |
| 9 | I fell asleep in the car <u>because I was so tired</u> . |
| 10 | <u>As there was no coffee left</u> , I had a cup of tea. |
| 11 | I won't speak to him again <u>unless he apologises</u> . |
| 12 | <u>As long as you can save the money yourself</u> , you can go on the trip. |
| 13 | I walked into town <u>so that I could avoid the traffic</u> . |

TKT Module 1 Past Examination Paper 2007, Questions 7–13

Assessment task types

2

For questions 47–52, match what the student does with the learning strategies listed A–G.

Mark the correct letter (A–G) on your answer sheet.

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

Learning strategies

- A illustrating meaning
- B guessing from context
- C memorising
- D highlighting pronunciation features
- E focusing on collocations
- F predicting content from titles
- G consulting reference sources

What the student does

- 47** I try to identify the part of speech from the other words in the sentence.
- 48** I make a note of the stress when I put words into my vocabulary notebook.
- 49** I try to listen out for new words in expressions, rather than individual words.
- 50** If I'm not sure what form to use, I look it up in a grammar book.
- 51** I sometimes draw timelines in my grammar notebook.
- 52** Occasionally, I test myself on recently taught words so I don't forget them.

TKT Module 1 Past Examination Paper 2007, Questions 47–52

Assessment task types

3

For questions 23–29, put the stages of a writing skills lesson plan in order.

Mark the correct letter (B–H) on your answer sheet.

The first stage (A) is done for you. You do not need to use option A again.

0

A

A The teacher gives the students a short newspaper article about a swimming pool in their town that may close down and tells them they are going to write a letter to the newspaper to ask for the pool to stay open.

23

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B Students choose the six best reasons and the teacher writes these on the board.

24

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C Groups check each other's letters for grammar and spelling errors and correct these.

25

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D The teacher asks students in groups to brainstorm reasons for keeping the swimming pool open.

26

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E The teacher asks the students in their groups to write a draft letter using three of the reasons from the written list.

27

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F The teacher collects all the letters to send to the editor of the newspaper.

28

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G Groups tell the whole class their list of reasons.

29

.....

H Groups write an improved draft of their letter.

TKT Module 2 Past Examination Paper 2007, Questions 23–29

Assessment task types

4

For questions 36-40, look at the syllabus areas which a teacher wants to test and three possible testing methods. Two of the methods are suitable for testing the syllabus areas. One of the testing methods is **NOT** suitable. Mark the method (A, B or C) which is **NOT** suitable on your answer sheet.

- 36** spelling of everyday words connected with food and cooking
- A The teacher dictates 25 words from a recipe.
 - B Students, in pairs, discuss differences between two pictures of kitchens.
 - C Students find mistakes in a restaurant's menu.
- 37** knowing the correct word stress for the names of different countries
- A Students underline the appropriate syllable(s) in country names.
 - B Students look at three different patterns and categorise each country name under the correct pattern.
 - C Students write country names in the right position on a map of the world.
- 38** correctly using regular and irregular past simple forms
- A Students tell their partner a story about what they did last summer.
 - B Students write an essay about their hopes and plans.
 - C Students do a gap-fill task about a bank robbery in which all the verbs are missing.
- 39** taking part in simple shopping conversations
- A Students read a text about new supermarkets in Britain.
 - B Students do a role-play about buying new shoes.
 - C Students record themselves performing a dialogue in a department store.
- 40** narrating events in writing
- A Students write an email to a friend about something funny that happened to them recently.
 - B Students write a business letter to order a product.
 - C Students write a story based on a sequence of pictures.

TKT Module 2 Past Examination Paper 2007, Questions 36-40