Cambridge English

TKT

Teaching Knowledge Test

TKT Module 1: Describing language skills and subskills – Teacher's Notes

Description

In this activity, teachers look at the two aspects of the syllabus area relating concepts and terminology for describing language skills and subskills from TKT Module 1 Part 1. They explore what is covered through discussion and tasks.

Time required:	*60 minutes*
Materials required:	• *Participant's Worksheet 1 (cut into strips)* • *Participant's Worksheet 2 (one for each participant)* • *Participant's Worksheet 3 (cut into strips, one set for each pair)* • *Participant's Worksheet 4 (one for each participant)* • *Participant's Worksheet 5 (cut in half, one half for each participant)* • *Sample Task (one for each participant)*
Aims:	• *To provide and opportunity for participants to discuss language skills and subskills* • *To provide and opportunity for participants to discuss features of spoken and written texts* • *To provide practice in completing tasks in which language skills is the testing focus.*

Procedure

1. Before the session, cut **Participant's worksheet 1** into strips so there are enough for one for each participant. If necessary, repeat some of the strips.

    Make enough copies of **Participant's worksheet 3** for each pair of participants, and cut each copy into strips, keeping them in their set.

    Copy **Participant's worksheet 5** and cut it in half so each participant receives either A or B, with equal numbers of each.

2. *(10 minutes)* Give each participant a strip from **Participant's worksheet 1.** Tell them that they have a teacher's comment on dealing with language skills in the classroom. Participants look at their strip and think about whether they agree or disagree with the comment, and why. They walk around the room, saying the comment on the strips to other participants and sharing their opinions of the comments.

3. Tell participants that the session is on developing language skills, which is tested in TKT Module 1 Part 1. Ask participants:

    - **What are the four language skills?** *(reading, listening, speaking, writing)*

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- **Which of the skills are considered to be receptive skills and which are productive skills?** *(receptive = reading and listening, productive = speaking and writing)*

4. *(15 minutes)* Explain that when we talk about the four main language skills, we think about smaller skills, or *subskills,* which make up each of the main skills. These are the focus of the next exercise. Put participants into pairs. Hand out **Participant's worksheet 2** and **Participants worksheet 3** (cut into strips). Participants match the definitions of the subskills on **Participant's worksheet 2** with the subskills on the strips from **Participant's worksheet 3**.

5. Check answers together (see key below). Participants should keep **Participant's worksheet 2** and the strips from **Participant's worksheet 3**.

6. *(10 minutes)* Hand out **Participant's worksheet 4.** In pairs, participants categorise the subskills on the strips according to the four columns (reading, listening, speaking, writing) on **Participant's worksheet 4.** Some subskills may be in more than one column. They should write the subskill in the appropriate column in the table. Check answers together (see key below).

7. *(15 minutes)* Point out that this area of Module 1, as well as skills and subskills, tests candidates' knowledge of the features of spoken and written texts. Elicit an example of what this means, e.g.:

   - **What is special about letters?** *Layout (where things are written)*

   - **Is layout a feature of written or spoken language, or both?** *It's a feature of written text, e.g. letters.*

8. Divide participants into Group A and Group B. Give out the appropriate part of **Participant's worksheet 5** to each group. Participants look at the features of spoken and written text and:

   a) **decide whether the feature relates to spoken or written texts, or both.**

   b) **think of an example of each feature to help someone understand it.**

9. When participants have finished, re-group them so that one participant from group A works with one from Group B. They should show each other their list and discuss their answers together. Feed back with the whole group so that participants can share ideas.

10. *(10 minutes)* Give out the **Sample Task**. Participants complete the sample task on their own then compare their answers with a partner. Check answers together (see key below).

11. (*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 skills)*

    - **What issues do you find difficult about this syllabus area?** *(allow participants to share ideas)*

    - **How can participants prepare for this section of the test?** (*look at the skills section of the TKT Glossary and make sure that they are familiar with the terms listed).*

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Key to Procedure Step 5 (Participant's worksheets 2 and 3)

1. Listening/reading for detail
2. Deducing meaning from context
3. Note-taking
4. Skimming
5. Proofreading
6. Intensive listening/reading
7. Editing
8. Listening/reading for gist, global understanding
9. Inferring attitude, feeling, mood
10. Predicting
11. Scanning
12. Using interactive strategies
13. Summarising
14. Paraphrasing

Key to Participant's worksheet 4

Main skill	Subskill	
Reading	Listening/reading for detail Deducing meaning from context Note-taking Skimming Proofreading Editing	Listening/reading for gist, global understanding Inferring attitude, feeling, mood Predicting Scanning
Listening	Listening/reading for detail Deducing meaning from context Intensive listening/reading Listening/reading for gist, global understanding Inferring attitude, feeling, mood Predicting	
Speaking	Inferring attitude, feeling, mood Using interactive strategies Summarising Paraphrasing	
Writing	Proofreading Editing Summarising Paraphrasing	

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Key to Participant's Worksheet 5

Group A

Textual feature	Main skill	Example
1. Abstract	Written or spoken texts	talking about thoughts or ideas
2. Accuracy	Written or spoken tasks	drills, gap fill tasks, copying written or spoken models
3. Authenticity	Written or spoken texts	newspaper articles, advertisements, recordings from TV or radio
4. Cohesion	Written or spoken texts	conjunctions (*Firstly, secondly*), lexical sets, referring words (*it, them, this*).
5. Coherence	Written or spoken texts	stories with a beginning, middle and end
6. Concrete	Written or spoken texts	words for real objects like clothes, food, animals that can be seen or touched

Group B

Textual feature	Main skill	Example
1. Layout	Written texts	Certain texts have special layouts, e.g. letters and newspaper articles
2. Fluency	Written or spoken tasks	discussions, role plays, writing tasks where students are encouraged to focus on ideas rather than languag
3. Paragraph	Written texts	Paragraphs start on a new line and usually contain a single new idea.
4. Text structure	Written or spoken texts	An essay typically has an introduction, a main section and a conclusion.
5. Theme	Written or spoken texts	The theme of this session is language skills.
6. Topic sentence	Written texts	the opening sentence in a paragraph..

Key to Sample Task

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

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TKT Module 1: Describing language skills and subskills – Participant's Worksheet 1

Teachers can help students read a text by reading it aloud while they follow in their books.
There are no major differences between how we read in our mother tongue and how we read in a foreign language.
To understand a reading text, you have to read and understand every word in it.
When doing listening comprehension in class, I prefer to read the transcript to students rather than use a recording. This way I can speak slowly and pronounce words carefully.
I always give the students a copy of the transcript I'm going to read so they can follow it while I'm reading.
I never use passages for listening comprehension which have unknown words.
Writing is more or less the same as speaking. I don't think there are any particular things to teach students.
I always give my students a model or example text to copy from when we are doing writing in class.
Writing lessons are boring – just sitting and watching students write is not interesting.
Doing a speaking lesson is easy. You don't even have to prepare!
I don't think there is much value in doing speaking activities in class. Students can talk to each other in breaks or at lunchtime.
Students don't like talking to other students because their English isn't very good. They prefer talking to the teacher.

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TKT Module 1: Describing language skills and subskills – Participant's Worksheet 2

Match the terms with the definitions of the subskills.

1.	to listen to or read a text in order to understand most of what it says or particular information
2.	to guess the meaning of an unknown word by using the information in a situation and/or around the word to help
3.	to listen and write down ideas from the text in short form
4.	to read a text quickly to get a general idea of what it is about
5.	to read a text in order to check whether there are any mistakes in spelling, grammar, punctuation etc.
6.	to read or listen and to focus on how language is used in a text
7	to shorten or change or correct the words or content of some parts of a written text to make it clearer or easier to understand
8.	to understand the general meaning of a text or a recording, without paying attention to specific details
9.	to decide how a writer or speaker feels about something from the way that they speak or write, rather than from what they openly say or the words they use
10.	to use clues like headlines or pictures or general knowledge about the text or topic to make it easier to understand what you read or hear
11.	to read a text quickly to pick out specific information, e.g. finding a phone number in a phone book
12.	to use strategies when speaking to keep people involved and interested in what is said or to keep communication going, e.g. eye contact, use of gestures
13.	to take out the main points of a long text, and rewrite or retell them in a short, clear way
14.	to say or write something that has been read or heard using different words

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TKT Module 1: Describing language skills and subskills – Participant's Worksheet 3

editing
paraphrasing
note-taking
intensive listening/reading
listening/reading for gist/global understanding
using interactive strategies
deducing meaning from context
skimming
predicting
scanning
summarising
listening/reading for detail
inferring attitude/feeling/mood
proofreading

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TKT Module 1: Describing language skills and subskills – Participant's Worksheet 4

Which of the subskills are connected to each of the main skills (reading, listening, speaking, writing) in the table below? Some of the subskills may be connected to more than one main skill.

Main skill	Subskill
Reading	
Listening	
Speaking	
Writing	

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TKT Module 1: Describing language skills and subskills – Participant's Worksheet 5

Group A

Look at the features of spoken and written text and:

   a)   **decide whether the feature relates to spoken or written texts, or both.**

   b)   **think of an example of each feature to help someone understand it.**

1.	**Abstract**	relating to complex thoughts and ideas rather than simple, basic, concrete concepts
2.	**Accuracy**	the use of correct forms of grammar, vocabulary and pronunciation. In an accuracy activity, teachers and students typically focus on using and producing language correctly.
3.	**Authenticity**	relating to language and material which would be used by first language speakers
4.	**Cohesion**	The way texts are joined together with logical grammar or lexis.
5.	**Coherence**	when ideas in a text fit together clearly and smoothly, and so are logical and make sense to the listener or reader
6.	**Concrete**	relating to real or specific ideas or concepts

TKT Module 1: Describing language skills and subskills – Participant's Worksheet 5

Group B

Look at the features of spoken and written text and:

   a) **decide whether the feature relates to spoken or written texts, or both.**

   b) **think of an example of each feature to help someone understand it.**

1.	**Layout**	the way in which a text is organised and presented on a page
2.	**Fluency**	the use of connected speech at a natural speed without hesitation, repetition or self-correction. In a written or spoken fluency activity, students typically give attention to the communication of meaning, rather than trying to be correct.
3.	**Paragraph**	a section in a longer piece of writing such as an essay
4.	**Text structure**	the way a text is organised
5.	**Theme**	the main subject or topic
6.	**Topic sentence**	a sentence that gives the main point or subject of a paragraph

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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 term (**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.

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