

### TKT Module 3: Categorising learners' mistakes – Teacher's Notes

#### Description

Teachers consider the different types of mistakes that learners make and practise categorising them. They also do a sample exam task on this TKT Module 3 Part 1 syllabus area of categorising learners' mistakes.

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**Time required:** 60 minutes

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**Materials required:**

- *Participant's Worksheet 1 (cut into strips and one for each participant)*
- *Participant's Worksheet 2 (cut into strips, one set per pair)*
- *Sample Task (one for each participant)*

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**Aims:**

- *To provide an opportunity for participants to discuss learners' mistakes and to categorise learners' mistakes*
- *To provide practice in completing tasks focusing on categorising learners' mistakes*

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#### Procedure

1. Before the session, cut Participant's worksheet 1 into strips so there is one strip for each participants. Repeat or remove some strips if you have more or fewer participants in your group. You will also need to copy Participant's worksheet 1 so there is one complete copy for each participant.

Copy Participant's worksheet 2 and cut each one into strips, so there is one set of strips per pair of participants.

2. (10 minutes) Give each participant a strip from **Participant's worksheet 1**. Each statement or a question has a mistake. Participants walk around the room saying their sentences or questions to other participants, who should correct the mistake.
3. Check answers together (see key below). Participants read out the sentence or question with the mistake, then identify the mistake and correct it. Avoid discussing the type of error as this will be done at a later stage in the session.
4. Tell participants that the area of categorising learners' mistakes is tested in TKT Module 3 Part 1. Ask participants:
  - **What are some of the categories for learners' mistakes?** (*grammar mistakes, spelling mistakes, vocabulary mistakes, punctuation mistakes, pronunciation mistakes*)
5. (15 minutes) Give each participant a complete copy of **Participant's worksheet 1**, and each pair a set of cut-up strips from **Participant's worksheet 2**. In pairs, participants categorise the mistakes by matching the type of mistake to the example sentence.
6. Check answers together (see key below). Participants should keep the task for the next exercise.

### Teaching Knowledge Test

7. (15 minutes) Still in pairs, each pair should choose *two* of the categories of learner mistakes from Participants worksheet 2. They should write an example sentence with a learner mistake for the categories chosen.
8. Put participants into groups of four. In their groups, participants read out their sentences with learner mistakes and the other participants in their group identify the category of error.
9. (15 minutes) Give out **Sample Task**. Ask participants to complete the sample task on their own then compare their answers with a partner. Check answers together.
10. (5 minutes) Round up to summarise points covered. Ask participants:
  - **What is the TKT Module 3 syllabus area for this lesson?** (*categorising learners' mistakes*)
  - **What are candidates being tested on?** (*candidates are tested on their knowledge of different types of mistakes*)
  - **How easy/difficult do you think this syllabus area will be?** (*allow participants to share views*)

### TKT Module 3: Categorising learners' mistakes – Answer Keys

#### Key to Procedure Step 3

1. I ~~am~~ like football very much.
2. Every festival ~~are~~ **is** different in my country.
3. We must ~~to~~ protect the environment.
4. What time did you say you **were** going out later?
5. I'm going to wear my ~~leather-red~~ **red leather** jacket.
6. The weather in London is ~~badder~~ **worse** than the weather in Tokyo.
7. I ~~go~~ **went** to the cinema last week.
8. He worked very ~~hardly~~ **hard** to finish the project.
9. Don't blame ~~you~~ yourself. It's not your fault.
10. They've been away ~~since~~ **for** a long time.
11. I like *listening* **to** classical music.
12. That must be the dress ~~who~~ **which/that** you bought last week.

#### Key to Procedure Step 6

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|---|---|---|---|---|---|----|---|----|---|----|---|
| 1 | K | 2 | F | 3 | A | 4  | H | 5  | L | 6  | B |
| 7 | C | 8 | J | 9 | D | 10 | E | 11 | I | 12 | G |

#### Key to Sample Task

1	B	2	B	3	D	4	A	5	C
6	A	7	D	8	D	9	B	10	A

## TKT Module 3: Categorising learners' mistakes – Participant's Worksheet 1

In pairs, match one of the categories of mistakes (A–L) with a learner's mistake below (1–12).

1. I am like football very much.
2. Every festival are different in my country.
3. We must to protect the environment.
4. What time did you say you going out later?
5. I'm going to wear my leather red jacket.
6. The weather in London is badder than the weather in Tokyo.
7. I go to the cinema last week.
8. He worked very hardly to finish the project.
9. Don't blame you. It's not your fault.
10. They've been away since a long time.
11. I like listening classical music.
12. That must be the dress who you bought last week

## TKT Module 3: Categorising learners' mistakes – Participant's Worksheet 2

<b>A</b>	wrong verb pattern
<b>B</b>	wrong comparative form
<b>C</b>	wrong tense
<b>D</b>	wrong pronoun
<b>E</b>	wrong preposition
<b>F</b>	wrong subject-verb agreement
<b>G</b>	wrong relative pronoun
<b>H</b>	missing auxiliary verb
<b>I</b>	missing preposition
<b>J</b>	wrong adverb form
<b>K</b>	unnecessary auxiliary verb
<b>L</b>	wrong word order

#### TKT Module 3 Categorising learners' mistakes – Sample Task

For questions 1–9, match the underlined mistakes in the student composition with the types of mistake listed A–D. You need to use some options more than once.

##### Student composition

1 People like to live in specail places. They prefer to design

2 there own house, not live in an old house. I always think

3 about design my own house in the future.

4 Every day I have new idea. I don't know which idea I

5 should use, one of my ideas is a house on the beach.

6 First of all, I would like the house to be long way from

7 the city. I also want it being big and strong. That way

8 I can relax and to have fun. Secondly, the design of

the living room is very important. I want a big screen

9 TV with an exellent sound system.

10 Rest of the house will be empty for future plans.

##### Type of mistake

A articles

B spelling

C punctuation

D verb forms