

TKT: Module 1 – Language skills

Overview: These practice materials by Russell Whitehead are designed to help with the Module 1 exam, in particular with the language skills aspect in the 'Describing language and language skills' section of the test. Students will consider the four skills of reading, listening, speaking and writing in terms of the subskills involved.

Part of Exam: Module 1 (Language and background to language learning and teaching): Describing language and language skills

Materials: one copy of the worksheet per student

Time: 30–60 mins

The *Think about* point that looks at the generalization of the cooking sentence can be further developed and the parallelism extended to other activities.

Trainees should be encouraged to discuss their own English learning needs in detail, so that they can apply the subskills to their own abilities and needs.

Teacher's notes



Think about:

Most of the time we combine various subskills together. For example, in a typical phone call, we might speak with appropriate politeness, listen for specific information, make written notes, etc.



Think about:

If your students aren't conscious of doing something in their L1, then they will find it hard to think about doing it in L2. If you want to focus on reading for detail, for example, start by discussing when they do this in their L1, and why.

Notes for teacher trainers

Depending on the time available, expand and develop the consideration in part a) of the worksheet and the ideas in the *Think about* sections. Give trainees a few questions related to these ideas to discuss in groups and then as a whole class.

TKT: Module 1 – Language skills

Stage 1: Considering

a) The following are suggested answers:

Task	Language skills
Writing a lesson plan	brainstorming, note-taking, editing
Planning a holiday	scanning, reading for specific information, note-taking
Marking students' homework	reading for gist, e.g. if looking at a story for composition or detail, if checking for correct answers to exercises
Finding a phone number in a directory	scanning, reading for specific information
Phoning a parent	turn-taking, paraphrasing, inferring attitude/feeling/mood, listening for detail
Preparing the school newsletter	planning, drafting, editing, proofreading
Arranging to go to a restaurant with friends	turn-taking, listening for specific information
Attending a seminar	note-taking, listening for gist, listening for detail
Watching the news	fluency, understanding intonation
Reading a story aloud	using appropriate intonation, fluency
Reading the newspaper	skimming for general interest and also for specific information in certain stories that are particularly relevant to you

Answer key

Stage 2: Experimenting

b) 1. *skimming*

2. *topic sentence*

3. *scan*

c) 1. *B*

2. *C*

3. *A*

d) 1. *edit*

2. *cohesive*

3. *coherence*

e) 1. *paraphrase*

2. *correct*

3. *turn-taking*

f) 1. *C: Attitude is not the overall meaning, and note-taking is not the same as working out.*

2. *A: A draft is a version of something. You might evaluate first, in order to decide what changes you will make in the re-drafting process. Proofreading is making small checks and changes to spelling, punctuation, etc.*

3. *A: B and C are true of many types of speaking and writing.*

TKT: Module 1 – Language skills

Stage 1: Considering

- a) Think about the following tasks. What language skills might you need to achieve them?
Make some notes in the table below, next to each task.

Task	Language skills
Writing a lesson plan	
Planning a holiday	
Marking students' homework	
Finding a phone number in a directory	
Phoning a parent	
Preparing the school newsletter	
Arranging to go to a restaurant with friends	
Attending a seminar	
Watching the news	
Reading a story aloud	
Reading the newspaper	

Now check the suggested answers.

Worksheet

TKT: Module 1 – Language skills

Stage 2: Experimenting

b) Reading subskills

Use the words in the box to complete the sentences below.

scan skimming topic sentence

1. If we read a text quickly to get the general idea of what it is about, we call this _____.
2. In order to read a text effectively, you need to be able to identify the _____ of each section or paragraph, as that contains the important information.
3. When you want to find specific information from a text, you _____ it.

Now check your answers. When do you use these skills in your everyday life?

c) Listening subskills

Match the two parts of each sentence.

1. To deduce meaning from context is to guess what an unknown word ...
2. To listen for gist or global understanding is to understand ...
3. To infer mood is to decide what speakers feel about something from ...

A ... how they speak rather than the exact words they use.

B ... means by using the situation described and other words to help you understand.

C ... what the general meaning is.

Now check your answers.

d) Writing subskills

Use the words in the box to complete the sentences below.

coherence edit cohesive

1. To _____ is to correct mistakes and make improvements to a piece of writing.
2. It's important to use _____ devices, for example conjunctions or lexical fields, to join a text together.
3. The ideas or arguments of a text should fit clearly and smoothly together; this is called _____.

Now check your answers.

TKT: Module 1 – Language skills

e) Speaking subskills

Fill in the missing letters to make words and complete the sentences.

1. If learners don't know the exact word or expression they need, they can p _____ (9) to explain their meaning with other words.
2. If learners are making mistakes while focusing on fluency in a speaking activity, they will often not self-c _____ (6).
3. In conversation, the process of speaking and then allowing another person to speak is called t _____- t _____ (3, 5).

Now check your answers.

f) Now try this part of a sample TKT exam task.

For questions 1–3, choose the correct word(s) to complete each statement.

1. Working out the overall meaning when reading is called _____.
 A inferring attitude
 B note-taking
 C reading for gist
2. Producing a new version of a text is called _____.
 A re-drafting
 B evaluating
 C proofreading
3. Reading and listening are called _____ skills.
 A receptive
 B interactive
 C productive

Now check your answers.



Think about:

'I want to be better at cooking.' This is a general statement, and perhaps it's not very helpful. However, statements like these can be more practical: 'I want to be better at using a knife for slicing' or 'I want to be able to mix flavours together better'. So what about the learner who says, 'I want to speak better English'?

