

## INTRODUCTION

Welcome to the Trainer's Guide for the Teaching Knowledge Test (TKT) Essentials Course. This guide provides course trainers with information they need to conduct a course effectively.

This guide includes:

- An introduction to the course rationale – intended audience, delivery methods, trainer requirements, etc.
- An overview of the course syllabus
- Advice to trainers on pre-course preparation
- An introduction to the course materials and how to get the most out of them
- A bibliography of suggested reading and web links

***It strongly recommended that you read this document thoroughly before beginning to plan a course – even if you are an experienced trainer and familiar with the TKT.***

## THE COURSE

This course has been designed to provide teachers with an introduction to the basic theory associated with a communicative approach to English language teaching. The course structure and content is based on the syllabus of the Cambridge ESOL Teaching Knowledge Test (TKT). If you are not familiar with TKT, you can find comprehensive information about the exam as well as sample tests, resources and a TKT glossary on the Cambridge ESOL web site at <http://www.cambridgeesol.org/TKT/>

While the course can be used to prepare participants to take the TKT exam main, it does not, at this time, contain practice materials for the TKT. Anecdotal evidence suggests many teachers who find this type of course useful do not go on to take the test and with this in mind, the focus of the course is on providing teachers with an introduction to methodology rather than practice for the TKT exam.

## AUDIENCE

The course has been written to accommodate as wide an audience as possible. The following groups of state or private English teachers are anticipated:

- Teachers who are preparing to take the TKT test – either because they feel a UK accredited test improves their prospects of promotion or because it has been recognised and credited by their Education Department.
- Experienced teachers who want to refresh/update their knowledge on the theory of Communicative Language Teaching (CLT).
- Experienced teachers who are not familiar with CLT and would like to gain an understanding of its principles and practice
- Inexperienced teachers or teachers in pre-service training who wish to receive a basic grounding in CLT theory in preparation for teaching practice.

According to Cambridge ESOL the test requires a minimum Council of Europe Framework (CEF) B1 level of English proficiency (IELTS 4.0) and the participants' materials for the course have been written with this minimum standard in mind.

## TRAINER REQUIREMENTS

Trainers delivering this course are expected to be experienced in the delivery of teacher training and familiar with the theory and practice of communicative language teaching. Obviously a knowledge of the TKT syllabus is also valuable and if participants are intending to take the TKT exam at the end of the course, then trainers should also be familiar with the test format and the type of items that are used. (A list of reading materials about TKT is included in the final section)

The Trainer Notes have been written on the assumption that trainers have a minimum CEF level of C2 equivalent to Cambridge Proficiency Exam pass or IELTS 7.0.

## COURSE MATERIALS

The course follows the TKT syllabus as specified on <http://www.cambridgeesol.org/TKT/>. As in the TKT there are three modules as follows:

Module 1 - Language & background to language learning and teaching	18 units
Module 2 - Lesson planning & use of resources for language teaching	9 units
Module 3 - Managing the teaching and learning process	7 units

Each unit is intended to last approximately 90mins, although this may vary considerably depending on the experience of the teachers taking the course and their familiarity with communicative language teaching. Each unit is complete in itself and units may be delivered in any order – however, the units do follow a logical and progressive sequence and there are occasional references within some units to earlier units. It is therefore recommended that the unit order is followed wherever possible.

Each unit consists of two Word documents: 1) The Trainer Notes 2) The Participant Worksheets. The materials have been designed to be 'off-the-shelf', i.e. provided you have both documents, you will find that the lesson is complete and ready to deliver with very little preparation except for the odd activity which requires cut-up cards to be created.

Of course, you may wish to do some background reading on the topic of a particular unit but basic explanatory notes and answers to worksheets activities are included in most units. Some units also have links to web-based resources or background reading.

If you can obtain a copy of 'The TKT Course', by Mary Spratt, Alan Pulverness and Melanie Williams (CUP, 2005), you will find that this gives a short but informative overview of the theory behind each unit.

## UNDERSTANDING THE TRAINER NOTES

The Trainer Notes consist of a header block listing the learning outcomes, key concepts and materials in the lesson, followed by a detailed lesson procedure. In most cases the Trainer Notes are two or three pages in length.

### The Header Block

- 1) Learning outcomes** – brief description of the main outcomes of the unit (usually no more than three). The outcomes have been written to reflect observable behaviours on the part of the participants (*'participants will be able to describe the advantages and disadvantages of various presentation techniques'*) rather than describe assumed or implicit learning (*'participants will be aware of various presentation techniques'*)

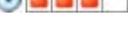
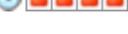
- 2) **Key Concepts** – a list of the key ideas / ELT terms presented in the unit. For a full list of all the concepts presented in the TKT, see the annotated glossary from Cambridge which can be downloaded in pdf format from their web site at [http://www.cambridgeesol.org/assets/pdf/tkt\\_glossary.pdf](http://www.cambridgeesol.org/assets/pdf/tkt_glossary.pdf)
- 3) **Materials** – a numbered list of the worksheets used in the unit and available in the Participant Worksheets file. Each worksheet is marked with an icon which indicates whether an Answer sheet is included or not (see list of icons below). Worksheets that need to cut up prior to the lesson have a scissors icon after them.

### The Procedure

The procedure consists of a series of activities each with a title and numbered sequentially. Each activity is further broken down into logical steps indicated by bullet points. In writing the procedure, the course designers have tried to strike a balance between keeping the instructions simple and concise and providing sufficient description for the activities to be clear to an experienced trainer.

A variety of icons are used in Trainer Notes to indicate activity timings, where worksheets are required, and where additional information is provided or alternative activities are suggested, etc. These icons are intended to give the trainer a visual overview of the unit and help match worksheets to activities.

Below is a list of the icons used in the Trainer Notes and their meaning:

Icon	Function
	Worksheet No 1,
	Worksheet No 2 (plus an Answer sheet)
	Worksheet that requires cutting up by teacher
	Additional or background information for trainer
 <b>Tip</b>	Activity idea or link to an external web based resource
	Alternative suggestion for activity or an idea for an activity extension
	Reference to 'The TKT Course' by Mary Spratt et al, CUP, 2005
	Approx activity time: 5 -10mins
	Approx activity time: 10 - 20mins
	Approx activity time: 20 - 30mins
	Approx activity time: 30mins +

<sup>1</sup> *Background information* and *Tips* placed in a box with orange shading.

## UNDERSTANDING THE PARTICIPANT WORKSHEETS

The Participant Worksheets are quite straightforward. All the worksheets for a unit are kept in a single Word file – typically around 3 – 6 worksheets in a unit with a few exceptions.

Each worksheet has a title and is numbered sequentially corresponding to the list provided in the *Materials* section of the Trainer Notes.

Many of the worksheets are provided with an answer sheet, even in cases where one would expect the trainer to know the answers. This is done for the convenience of the trainer and so that the answer sheet can be given to participants if required. Please note, however, that ***in most cases, the answer sheet is simply for the trainer's reference and does NOT need to be given out to participants.*** In order to save paper, please select answer sheets carefully before photocopying them for distribution.

Where an answer sheet is provided, it is given the same name and number as the corresponding worksheet but clearly labelled 'Answer Sheet'. For example, the first worksheet in Module 1, Unit 1 (Grammar) is called ① **Grammar Quiz**, while the corresponding answer sheet is called ① **Grammar Quiz – Answer Sheet**

For clarity, all Answer Sheets are exact copies of the corresponding worksheet, with answers inserted into the sheet using *in red italics*.

## SUGGESTED READING AND WEB RESOURCES

The only book to deal specifically with TKT preparation is:

[Spratt, M, Pulverness, A & Williams, M \(2005\), \*The TKT Course\*, CUP](#)

This book provides a brief overview of the theory on every unit in the TKT syllabus, as well as complete practice tests for each module and links to web sources.

For a detailed and very informative overview of English Language Teaching:

[Harmer, J \(2007\), \*Practice of English Language Teaching\*, Longman](#)

Other recent books which provide a basic introduction to teaching English (aimed at would-be teachers rather than trainers):

[Harmer, J \(2007\), \*How to Teach English\*, Longman](#)

[Lindsay, C & Knight P, \(2006\), \*Learning and Teaching English: A Course for Teachers\*, OUP](#)

[Watkins, Peter, \(2005\), \*Learning to Teach English - A Practical Introduction for New Teachers\*, Delta](#)

and books specifically for trainers:

[Doff, Adrian, \(1992\), \*Teach English Trainer's Handbook\*, CUP](#)

[Ur, Penny, \(1996\), \*Course in Language Teaching, A Trainer's Handbook\*, CUP](#)

Here is a selection of ELT web sites you will find useful in preparing for the TKT.

<http://www.cambridgeesol.org/teach/tkt/index.htm>

Cambridge's own Teaching Resources website for the TKT.

<http://www.cambridge.org/elt/tkt/tresources.htm>

Cambridge University Press site with downloadable training activities from Cambridge Teacher Training books. Very good extension to The TKT Course.

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

British Council website with a fantastic range of theoretical and practical teaching ideas and articles.

[www.developingteachers.com](http://www.developingteachers.com)

A great selection of resources and lesson plans for teachers.

[www.onestopenglish.com](http://www.onestopenglish.com)

Great website for lots of ideas and tips, lesson plans and methodology. Refreshed regularly.

<http://www.britishcouncil.org/languageassistant/website.html>

British Council website designed to support classroom assistants globally. A useful resource to dip into.

<http://searchenglish.britishcouncil.org/>

An online portal for ELT professionals – excellent if you need to find something.

[www.english-to-go.com](http://www.english-to-go.com)

Large resource of training and teaching materials. Well worth a look.