

剑桥英语教学能力考试 同步训练

Teaching Knowledge Test (TKT) Workbook

主编: Christine Defty

编者: Christine Defty

Hariklia Hearn-Kokkinos

Neil MacRae

Matthew Thatcher

Liu Chunying (刘春英)

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HIGHER EDUCATION PRESS

JIANQIAO YINGYU JIAOXUE NENGLI KAOSHI
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Preface

This book is intended to support teachers who are preparing to take the three core modules of the TKT in China. Teachers have been asking training providers for more practice related to the contents of the glossary provided by Cambridge ESOL as well as translation of the terms into Chinese for quick and easy reference. We hope this workbook goes some way towards fulfilling this need.

About the workbook

What is the workbook?

This workbook has been designed to be used either for self-study or as a classroom revision aid by teachers preparing to take the 3 core modules of the TKT. The four main task types used in the TKT are practised in all the units of the workbook giving teachers important test practice.

Who is it for?

Although the workbook is an excellent study tool for TKT candidates, it can also be used by trainee teachers at normal colleges or universities who want to improve or review their knowledge of English language teaching. The contents cover most of the areas of knowledge included in methodology courses and have been written with Chinese teachers in mind.

How is it organised?

The contents are divided into 3 modules although the contents of some units may relate to more than 1 module. For example, different aspects of assessment and classroom testing are included in all 3 modules of the TKT but for ease of use have been included together in Module 3.

How was it developed?

The task writers are all experienced TKT trainers working in China with backgrounds in teaching and teacher training in primary schools, middle schools and universities. The workbook was trialled with Beijing middle and primary school teachers taking a TKT course and includes special features as a result of requests and feedback from the teachers.

What special features are there?

Special features include a list of specialist terminology from the TKT glossary relating to each topic with Chinese translations. Another popular feature is the extensive explanation of answers

which also accompanies each unit.

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As one of the achievements of the TKT training programme for primary school and middle school English teachers in Chaoyang District, the authors would like to thank the following teachers and teacher trainers for their help in reviewing the materials, offering valuable suggestions and making this happen:

Cambridge ESOL — Higher Education Examination Centre has been promoting TKT to teachers and educational organizations in the last few years and has provided us with relevant TKT information and materials such as glossary and handbooks; which has made a great impact on the English education sector; Beijing Leading Baihui International Education Consulting Centre generally designed and carried out the whole training program, which also greatly helped with the writing of the book; Mr Lu Xueqing, deputy dean of Chaoyang Institute of Education in Beijing has given us constructive advice on the TKT training programme; Liu Chunying for her keen observation and insight; Liu Mengzhen and Yang Yaqian, excellent assistants on the training course who provided us with essential information on participants and their needs; the first cohort of trainees from summer 2012 for valuable feedback; trainers from the first course, including: Hariklia Hearn-Kokkinos, Neil MacRae, Matthew Thatcher, Anne Burraston, etc. Zhao Baobin for his dedication and informed, vital feedback as well as his understanding of Chinese teacher needs.

Chief Editor: Christine Defty

前 言

本书旨在为准备参加剑桥英语教学能力考试三个核心模块考试的中国教师提供支持。参加过培训的教师强烈要求我们提供更多的与考试有关的同步练习，特别是针对剑桥大学考试委员会提供的词汇表内容的练习，并希望我们提供相关专业术语的中文译文以便自学或复习时参考。我们希望这本同步练习能在某种程度上满足这种要求。

作为北京教育学院朝阳分院“北京市朝阳区英语教师教学能力国际资格认证培训项目”成果之一，本书编者谨此对为该书的成稿付出过辛勤劳动并提出宝贵意见的教师、培训师、相关人士和机构表示感谢：

高等教育出版社的剑桥—高教外语考试中心把TKT这样权威的、得到国际高度认可的英语教师能力考试推介给了国内的英语教师和教育机构，并提供考试和培训的相关资料，在中小学英语教师、大学英语专业师范生和英语教育培训机构中产生了广泛的影响；北京立鼎百汇国际教育咨询中心承担了此培训项目的整体设计与实施，同时为本教材的编写给予很大帮助；北京教育学院朝阳分院院长助理陆学清对该项目的培训提出了非常明确的要求；刘春英老师对教师需求的理解和把握使我们在编写这本同步练习时更富有针对性；该项目培训课程的两位优秀助教刘梦真和阳亚倩为我们提供了参训学员的基本需求信息；该培训项目2012年暑期第一批参训学员提出了很有价值的反馈意见；第一期培训师：Hariklia Hearn-Kokkinos, Neil MacRae, Matthew Thatcher, Anne Burraston等对此书提出了建设性的建议；赵宝斌老师非常理解中国教师的需求，提出了关键性的意见，为本书的最终完成付出了许多的心血和努力。

主编：Christine Defty

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Module

1

Unit 1 Pronunciation and Lexis

Glossary terms

affix	/ˈæfɪks/	<i>n.</i> 词缀
affixation	/ˌæfɪkˈseɪʃən/	<i>n.</i> 加词缀法
antonym	/ˈæntənɪm/	<i>n.</i> 反义词
articulation	/ɑːˌtɪkjʊˈleɪʃən/	<i>n.</i> 清晰发音; 清晰度
collocation	/ˌkɒləˈkeɪʃən/	<i>n.</i> (词的) 搭配
compound	/ˈkɒmpaʊnd/	<i>n.</i> 复合词
compound noun		复合名词
connected speech		连读, 连贯发音
consonant	/ˈkɒnsənənt/	<i>n.</i> 辅音
consonant clusters		辅音连缀, 辅音音丛
content words		实词
context	/ˈkɒntekst/	<i>n.</i> 上下文
contextualise	/kɒnˈtekstʃuəlaɪz/	<i>v.</i> 关联上下文, 考虑上下文
diphthong	/ˈdɪfθɒŋ/	<i>n.</i> 双元音
form words		虚词
headword	/ˈhedwɜːd/	<i>n.</i> 词目; 标题字; 中心词
homonym	/ˈhɒməɪnɪm/	<i>n.</i> 同音/同形异义词
homophone	/ˈhɒməfəʊn/	<i>n.</i> 同音异义词
idiom	/ˈɪdɪəm/	<i>n.</i> 成语, 习语
initials	/ˈɪnɪʃəls/	<i>n.</i> 首字母缩略式
intonation	/ˌɪntəˈneɪʃən/	<i>n.</i> 语调
jargon	/ˈdʒɑːɡən/	<i>n.</i> 行话
key word		关键词
lexical approach		词汇教学法
lexical set		词汇集, 词汇集合
lexis	/ˈleksəs/	<i>n.</i> 词, 词汇
linking of sounds		音的连读
morpheme	/ˈmɔːfiːm/	<i>n.</i> 词素
multi-word verb		多词动词
nonverbal	/ˈnɒnˈvɜːbəl/	<i>adj.</i> 非言语的

Module 1

oral fluency		口语流利性
part of speech		词性, 词类
phoneme	/'fəʊni:m/	<i>n.</i> 音位, 音素
phonemic chart		音位/音素图
phonemic script		音标; 音素文字
phonemic symbol		音素符号, 音标
phonemic transcription		音位标音
phrasal verb		短语动词
place of articulation		发音部位
prefix	/'pri:fiks/	<i>n.</i> 前缀
primary stress		主重音
relevance	/'reləvəns/	<i>n.</i> 关联, 相关性
relevant	/'relivənt/	<i>adj.</i> 相关的, 切题的
rhetorical devices		修辞手法
rhyme	/raɪm/	<i>n.</i> 押韵, 韵律, 韵文
rhythm	/'rɪðəm/	<i>n.</i> 节奏, 韵律
root	/ru:t/	<i>n.</i> 词根
schwa	/ʃwɑ:/	<i>n.</i> 英语中非重读音节的元音 /ə/
secondary stress		次重音
semantic	/sɪ'mæntɪk/	<i>adj.</i> 语义的
sentence stress		句子重读, 句子重音
stress	/stres/	<i>n.</i> 重读, 重音
strong forms		强读式
suffix	/'sʌfiks/	<i>n.</i> 后缀
syllable	/'sɪləbl/	<i>n.</i> 音节
synonym	/'sɪnənɪm/	<i>n.</i> 同义词
true/false questions		真/假问题, 对/错题, 正/误题
unstressed	/ʌn'strest/	<i>adj.</i> 非重读的, 非重音的
vibration	/vaɪ'breɪʃən/	<i>v.</i> 振动
vocal organs		发音器官
voiced sound		浊音
voiceless/unvoiced sound		清音
vowel	/'vaʊəl/	<i>n.</i> 元音
weak forms		弱读, 弱式
word boundary		词界
word map		词汇图, 联想图表, 分类联想记忆法

Test tasks

1. For questions **1-5**, match the example language with the correct lexical term listed **A-F**. There is one extra option that you do not need to use.

- 1** exciting-boring, quick-slow, up-down
- 2** there, their, they're
- 3** unusual, rare, uncommon
- 4** uncanny, unimaginable, unintentional
- 5** bad luck, afternoon tea, school teacher

- | |
|--|
| <p>A Synonyms</p> <p>B Words with prefixes</p> <p>C Homophones</p> <p>D Antonyms</p> <p>E Compound words</p> <p>F Collocations</p> |
|--|

2. For questions **6-12**, look at the following terms about language and three possible descriptions of the terms. Choose the correct option **A, B** or **C**.

- 6** Figurative meaning is _____.
 - A dictionary meaning
 - B imagined meaning
 - C real meaning
- 7** Reliable, inflexible, and decisive are all examples of adding _____ to the base word.
 - A affixes
 - B suffixes
 - C prefixes
- 8** Homophones are words that _____.
 - A have a different meaning but sound the same
 - B sound the same and are spelled the same
 - C mean the same but are spelled differently
- 9** Being able to use vocabulary accurately is _____.
 - A passive ability
 - B active ability
 - C inductive ability
- 10** Contextualisation of vocabulary means _____.
 - A presenting words in a situation
 - B using the right words at the right time
 - C learning all the connotations of a word

Module 1

- 11 A lexical set is a group of words that _____.
A are connected to the same topic area
B have a similar meaning
C come from the same root word

- 12 Denotative meaning is _____.
A a written explanation of a word
B the dictionary definition of a word
C the meanings associated with a word

3 For questions **13-18**, look at the following terms about language and three possible descriptions of the terms. Choose the correct option **A**, **B** or **C**.

- 13 A synonym is a word that _____.
A has almost the same meaning as another word
B sound the same but has a different meaning
C has a different meaning because it has a different affix

- 14 Collocation means _____.
A words that are often used together
B words that are pronounced the same
C words that are joined together to make a new meaning

- 15 Contextualising new vocabulary helps learners to _____.
A remember the connotations
B use language appropriate
C pronounce words accurately

- 16 Being able to recognise words and understand them is considered _____.
A passive ability
B active ability
C deductive ability

- 17 An antonym is _____.
A a word that means the opposite
B a word that means the same
C a word that sounds the same

- 18 A phrasal verb combines a verb with a(n) _____ to form a single unit of meaning.
A preposition or adverb
B noun
C adjective

4. For questions **19-23**, look at the sentences about pronunciation and complete the sentences. Choose the correct option **A, B** or **C**.

- 19** Weak forms are connected to _____.
 A rhythm
 B intonation
 C liaison
- 20** Negative question tags usually have _____ intonation.
 A upward
 B downward
 C flat
- 21** Intrusive "r" is usually found between two _____ sounds.
 A /ə/ (schwa)
 B /ʌ/
 C /i/
- 22** Minimal pair activities check _____.
 A pronunciation
 B listening
 C hearing
- 23** Tenses usually have _____ stressed word(s).
 A one
 B no
 C two or more

5. For questions **24-28**, look at the following activities and match them with the three aspects of pronunciation. Choose the correct option **A, B** or **C**.

- | |
|--|
| A individual sounds
B rhythm and stress
C connected speech |
|--|

- 24** The teacher plays a game with the class where learners have to guess words from the shape of the teacher's mouth.
- 25** Learners read a dialogue and predict which words will be reduced to a weak form.
- 26** Learners listen to a recording and say which word they hear.

- 27 The teacher listens to learners doing a role play and notes how fluently they speak and how they join words together.
- 28 Learners practise saying a sentence so it means different things.

Key

Questions 1-5

- 1 D The pairs of words are antonyms because they have the opposite meaning to each other.
- 2 C These words are homophones because they all sound the same but have different meanings.
- 3 A These words are synonyms because they have a similar meaning.
- 4 B These words all have the prefix "un-" before the base word.
- 5 F These words are examples of collocations as they often go together. They are not compound words because they don't form single words.

Questions 6-12

- 6 B Figurative meaning is where an imagined meaning is used to represent a real meaning.
- 7 A These words all have a prefix as this is added to the beginning of the word and a suffix because this is at the end, so the answer must be A — affixes.
- 8 A Homophones are words that sound the same but mean different things.
- 9 B The key word here is "use" which means that it is active.
- 10 A Contextualisation means putting language into a context or situation. This is important because words can mean different things in different contexts.
- 11 A Lexical sets are words that are connected to a particular topic. An example would be: picture; portrait; landscape; painting; photo; image.
- 12 B The denotative meaning of a word is the definition as written in a dictionary.

Questions 13-18

- 13 A Synonyms are words which have very similar meanings.
- 14 A Collocations are words which often go together.
- 15 B When language is contextualised, it often helps learners to recognise when it is suitable to use it.
- 16 B The key word here is "recognise" which indicates passive knowledge.
- 17 A Antonyms are words with opposite meanings.
- 18 B Phrasal verbs are made up of verbs combined with one or more other words to make a different meaning.

Questions 19-23

- 19 A Weak forms are unstressed words and are therefore connected to rhythm.
- 20 A Affirmative question tags usually have downward intonation because the speaker expects the listener to agree but negative question tags are real questions and have upward intonation.
- 21 A /ʌ/ usually has an intrusive "w", /ɪ/ usually has an intrusive "y".
- 22 B In a minimal pair activity, learners hear a word and choose which of two written options matches it, so it is a test of listening.
- 23 A Tenses are made up of one or two words. Where there are two (an auxiliary and a participle), the participle is usually stressed not the auxiliary.

Questions 24-28

- 24 A Many sounds are made by changing the shape of the lips so this activity helps learners practise recognising which shape of mouth goes with which sound.
- 25 B Weak forms are unstressed so this activity gets learners to predict stress patterns.
- 26 A Learners are listening for the individual sounds that make up words.
- 27 C Smooth, unhesitating connected speech is an aspect of fluency.
- 28 B Stressing different words in a sentence will create different meanings, so the answer is B.

Unit 2 Grammar and Functions

Glossary terms

accuracy	<i>/ˈækjʊərəsi/</i>	<i>n.</i> 准确性, 精确性
appropriacy	<i>/əˈprəʊpriəsi/</i>	<i>n.</i> 准确性, 贴切性, 得体
appropriate	<i>/əˈprəʊpriət/</i>	<i>adj.</i> 适当的, 恰当的, 合适的
association	<i>/əˌsəʊsiˈeɪʃən/</i>	<i>n.</i> 关联, 联想
authenticity	<i>/ˌɔːθənˈtɪsɪti/</i>	<i>n.</i> 真实性; 确实性
body language		体语
chunk	<i>/tʃʌŋk/</i>	<i>n.</i> 片语, 语块
colloquial	<i>/kəˈləʊkwɪəl/</i>	<i>adj.</i> 口语的, 白话的, 口语体的
communicative function		交际功能
cross culture		跨文化
declining/refusing an invitation		<i>n.</i> 谢绝/拒绝邀请
deduce meaning from context		从上下文中推断词义
define	<i>/dɪˈfaɪn/</i>	<i>v.</i> 下定义, 解释
definition	<i>/ˌdefɪˈnɪʃən/</i>	<i>n.</i> 定义, 阐释
dialect	<i>/ˈdaɪələkt/</i>	<i>n.</i> 方言
discourse	<i>/dɪsˈkɔːs/</i>	<i>n.</i> 话语, 语篇, 语段
enquiring	<i>/ɪnˈkwaɪərɪŋ/</i>	<i>adj.</i> 爱打听的, 探询的
equivalent expression		相对应的表达
exponent	<i>/eksˈpəʊnənt/</i>	<i>n.</i> 成分, 范例
express	<i>/ɪksˈpres/</i>	<i>v.</i> 表达, 表示
expressing ability		表达能力
expressing intention		表达意图, 表达意愿
expressing necessity		表达需求
expressing obligation		表达责任义务
expressing permission		表达同意, 许可
expressing preference		表达喜好
expressing probability		表达可能性
flexibility	<i>/ˌfleksəˈbɪlɪti/</i>	<i>n.</i> 灵活性
flexible	<i>/ˈfleksəbl/</i>	<i>adj.</i> 灵活的, 可变通的
formal language		正式用语