

FATIMA MATA NATIONAL COLLEGE

AUTONOMOUS

(Reaccredited with 'A' Grade by NAAC)

Affiliated to University of Kerala



1.3.2 TKT Teaching Framework Summary

IQAC INTERNAL QUALITY ASSURANCE CELL

Cambridge English Teaching Framework

	Foundation	Developing	Proficient	Expert
Learning and the Learner	<ul style="list-style-type: none"> Has a basic understanding of some language-learning concepts. Demonstrates a little of this understanding when planning and teaching. 	<ul style="list-style-type: none"> Has a reasonable understanding of many language-learning concepts. Demonstrates some of this understanding when planning and teaching. 	<ul style="list-style-type: none"> Has a good understanding of many language-learning concepts. Frequently demonstrates this understanding when planning and teaching. 	<ul style="list-style-type: none"> Has a sophisticated understanding of language-learning concepts. Consistently demonstrates this understanding when planning and teaching.
Teaching, Learning and Assessment	<ul style="list-style-type: none"> Has a basic understanding of some key principles of teaching, learning and assessment. Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. Can use available tests and basic assessment procedures to support and promote learning. 	<ul style="list-style-type: none"> Has a reasonable understanding of many key principles of teaching, learning and assessment. Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. Can design simple tests and use some assessment procedures to support and promote learning. 	<ul style="list-style-type: none"> Has a good understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques. Can design effective tests and use a range of assessment procedures to support and promote learning. 	<ul style="list-style-type: none"> Has a sophisticated understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.
Language Ability	<ul style="list-style-type: none"> Provides accurate examples of language points taught at A1 and A2 levels. Uses basic classroom language which is mostly accurate. 	<ul style="list-style-type: none"> Provides accurate examples of language points taught at A1, A2 and B1 levels. Uses classroom language which is mostly accurate. 	<ul style="list-style-type: none"> Provides accurate examples of language points taught at A1, A2, B1 and B2 levels. Uses classroom language which is consistently accurate throughout the lesson. 	<ul style="list-style-type: none"> Provides accurate examples of language points taught at A1-C2 levels. Uses a wide range of classroom language which is consistently accurate throughout the lesson.
Language Knowledge and Awareness	<ul style="list-style-type: none"> Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials. 	<ul style="list-style-type: none"> Has reasonable knowledge of many key terms for describing language. Can answer most learner questions with the help of reference materials. 	<ul style="list-style-type: none"> Has good knowledge of key terms for describing language. Can answer most learner questions with minimal use of reference materials. 	<ul style="list-style-type: none"> Has sophisticated knowledge of key terms for describing language. Can answer most learner questions in detail with minimal use of reference materials.
Professional Development and Values	<ul style="list-style-type: none"> Can reflect on a lesson with guidance and learn from feedback. Requires guidance in self-assessing own needs. 	<ul style="list-style-type: none"> Can reflect on a lesson without guidance and respond positively to feedback. Can self-assess own needs and identify some areas for improvement. 	<ul style="list-style-type: none"> Can reflect critically and actively seeks feedback. Can identify own strengths and weaknesses as a teacher, and can support other teachers. 	<ul style="list-style-type: none"> Consistently reflects critically, observes other colleagues and is highly committed to professional development. Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.



Cambridge English

TKT

Teaching Knowledge Test

Glossary 2015



TKT GLOSSARY OF ENGLISH LANGUAGE TEACHING (ELT) TERMINOLOGY

The words in this glossary are in alphabetical order and are for all the TKT modules. Candidates preparing for any one module should make sure that they are familiar with all the words and phrases in the glossary. Candidates for all modules are also expected to be familiar with the Cambridge English: Preliminary (PET) Vocabulary List.

The words and phrases included in the TKT Glossary are not intended to provide a full or complete list of English language teaching terminology. This glossary includes words and phrases for teaching knowledge connected to language, language use and the background to and practice of language teaching and learning as assessed in TKT.

Words which are in **bold** are explained in the glossary.

Terms included in the *Appendix* are for use in TKT: KAL (Knowledge About Language) only. A separate glossary is available for candidates preparing for TKT: CLIL (Content and Language Integrated Learning).

Abbreviation noun

A short **form** of a word or **phrase**; e.g. in addresses, *Rd* is an **abbreviation** of *Road*. See **contraction**.

Abstract adjective

Connected to thoughts and ideas rather than real objects, situations or actions. A text can be **abstract** and we use **abstract** words to **express** things like thoughts (e.g. *believe*), feelings (e.g. *love*) or ideas (e.g. *beauty*). Words for things that cannot be seen or touched are **abstract** words. See **concrete**.

Academic adjective

Things which are connected with education or connected with studying in schools, colleges or universities. For example, in school, maths is an **academic** subject; playing football is not.

Access verb, **accessible** adjective (**material**)

To be able to find and to use materials for lessons. For example, teachers can **access** materials such as games and songs from the internet. Materials which are easy to find and to use are **accessible**.

Accuracy noun

The ability to do something without making mistakes. **Accuracy** is the use of correct **forms** of grammar, **vocabulary**, spelling and pronunciation. In an **accuracy** activity, teachers and learners usually **focus on** using and producing language correctly. See **fluency**.

Achievement noun, **achieve** verb, **achievable** adjective

Something you succeed in doing usually by making an effort; something done successfully, e.g. *Sarah worked hard and passed her exam*. This was an **achievement**. Something which is **achievable** for learners is something they can succeed in.

Achievement test: see **test**.

Acknowledge verb

To show that you have seen or understood something, e.g. the teacher **acknowledged** the learner's answer by looking at him and saying 'Yes'.

Acquire verb, **acquisition** noun (**language acquisition**)

To learn a language without studying it, just by hearing and/or reading it and then using it. This is the way people usually learn their first language. See **exposure**, **pick up (language)**.

Action rhyme noun

A classroom activity used mostly with young learners which includes words and sentences which end in the same sound. For example 'One, two, three, touch your knee.' Learners say the **rhyme** and perform the actions. See **Listen and do/make/draw**.

Activate previous knowledge phrase

To get learners to think about and to say what they know about a **topic**. Teachers **activate learners' previous knowledge** when they are preparing learners to read or listen to a text. For example, a teacher could prepare learners for a text about cooking by asking learners what kind of food they can cook. Research has shown that when learners' previous knowledge is activated, reading and listening **comprehension** is increased. See **arouse/generate/stimulate interest**.

Active role phrase

Taking part and being involved and interested in something. When learners think about their own learning and what their own **needs** are and try to do things themselves to learn more, they are taking an **active role** in their learning. See **passive role**.

Active voice noun

In English grammar, there are active **forms** and passive **forms**. In an **active** sentence, the **subject** of the sentence does the action, e.g. **active voice**: *The captain (the **subject**) scored the winning goal.* The **passive voice** would be: *The winning goal was scored by the captain.* See **passive voice**.

Activity-based learning noun

An **approach** to learning by doing activities and focusing on the activity rather than focusing on grammar and **vocabulary**. Learners do an activity in groups; e.g. they **solve** a problem, draw or paint a picture or make or build something. The rules of language used in the activity are looked at either after the activity or not at all. An **activity-based learning approach** is more common with school-aged children.

Activity book: see **book**.

Adapt verb (material)

To change a text or other material, so that it is suitable to use with a particular class. For example, a teacher thinks a text in his/her **coursebook** is too long and/or too difficult for his/her learners. He/she **adapts** the material by removing some of the more difficult **paragraphs**.

Adjective noun

An **adjective** describes or gives more information about a **noun** or **pronoun**, e.g. *a cold day.*

A **comparative adjective** compares two things, e.g. *He is taller than she is.*

A **demonstrative adjective** shows whether something is near or far from the speaker, e.g. *this (near) book is interesting, that window (not near) is open.*

An **-ing / -ed adjective** describes things or feelings. An **-ing adjective** describes things or people, e.g. *The book is very interesting.* An **-ed adjective** describes feelings, e.g. *I am very interested in the book.*

A **possessive adjective** shows who something belongs to, e.g. *It's my book.*

A **superlative adjective** compares more than two things, e.g. *He is the tallest boy in the class.*

Adverb noun

An **adverb** describes or gives more information about how, when, where, how much or how well something is done, e.g. *he worked quickly and well.*

Affix noun and verb, **affixation** noun

A letter or letters added to the beginning or end of a word to make a new word, which can be a different **part of speech** from the original word, e.g. *interview, interviewer*; 'er' is an affix added to *interview* to make the new word *interviewer*. **Affixation** is the **process** of adding letters at the beginning (**prefix**) or end of a word (**suffix**) to make a new word. See **prefix, suffix**.

Aids noun

Aids are the things that a teacher uses in a class, e.g. **handouts**, pictures, **flashcards**. When teachers plan lessons they think about what **aids** they will need to help learners understand things more easily. See **visual aid**.

Aim noun

What the teacher wants to **achieve** in the lesson or in the course.

The **main aim** is the most important **aim**; e.g. the teacher's **main aim** in a lesson could be *to teach the **present perfect simple** or **develop listening skills***.

A **stage aim** is the **aim** or purpose of a **stage, step** or short section of a lesson, e.g. *to provide **controlled practice of the present perfect simple** or **to develop listening for gist***.

A **subsidiary aim** is the secondary focus of the lesson, less important than the **main aim**. It could be the language or **skills** learners use in order to **achieve** the **main aim** of the lesson, or a **skill** or language area which is practised while the teacher is working on achieving the main lesson **aim**.

A **personal aim** is what the teacher would like to improve in his/her teaching, e.g. *to reduce the time I spend writing on the whiteboard*.

Analyse verb, **analysis** noun

To examine or think about something in detail in order to understand it or get to know it better; e.g. **to analyse** language is to study the **form** of the structure and to examine why it is being used in this way in this situation. Teachers also **analyse** learners' style (see **learning style**) or performance.

Anticipate problems phrase

When teachers are planning a lesson, they think about what their learners might find difficult about the lesson so that they can help them learn more effectively at certain points in the lesson. For example, a teacher preparing to teach the word *vegetable* thinks that learners will have difficulty pronouncing the word so he/she plans some ways of helping learners to say the word. Teachers also think about how learners' previous learning experience may affect their learning in a **specific** lesson.

Antonym noun

The opposite of another word, e.g. *hot* is an **antonym** of *cold*. See **synonym**.

Apostrophe: see **punctuation**.**Approach** noun, **Method** noun

A particular way or a system for doing something. When teaching a language, there are different ways or systems teachers can use, each based on a belief or a theory about the best way to learn a language. Teachers choose an **approach/method** which fits in with the beliefs they have about language learning and language teaching. For example, teachers who believe that learners should be able to communicate in the language they are learning choose **approaches/methods** which include speaking and listening activities. There are many different **approaches/methods** used for English language teaching. See **content and language integrated learning 'CLIL'**, **communicative approach**, **guided discovery**, **lexical approach**, **presentation**, **practice**, **production (PPP)**, **test-teach-test**, **task-based learning**.

Appropriacy noun, **appropriate** adjective (**language**)

Language which is suitable in a particular situation; e.g. it might be **appropriate** to say *Hi* in one situation but *Good morning* in another. See **inappropriate**, **formal language**, **informal language**, **register**.

Arouse, generate, stimulate interest phrase

To get learners interested in a **task** or **topic**, teachers try to **arouse** their **interest**, e.g. by asking them what they know about the **topic** or getting them to share ideas about the **topic**. In doing this, teachers help their learners to be better prepared to begin a **task**. See **activate previous knowledge**.

Art and craft activity noun

A classroom activity in which (younger) learners make something with their hands, such as an **origami** animal or a mini-book. Learners often follow **instructions** from a teacher or a **coursebook** in order to make the item.

Article noun

Articles are used before nouns. There are two types of **article**: *the* is the **definite article** and *a/an* is the **indefinite article**. Sometimes we use the definite **article** before a **noun** (*I was in the sitting room*), sometimes we use the indefinite **article** (*I heard a noise*) and sometimes we use no **article** (*I was at (-) home*).

Ask for clarification phrase

To ask for an explanation of what a speaker means, e.g. *What do you mean?* See **clarify**, **clarification**.

Aspect noun

Aspect is a way of looking at **verb forms** without looking specifically at the time of the action or event. When we talk about the time of an action or event, we talk about **tense**. **Aspect** is about the way speakers view events, e.g. whether the event is long or short, whether it is complete or not, whether it is repeated or not, whether it is connected to the time of speaking or not. There are two **aspects** in English, the continuous/progressive **aspect** and the perfect **aspect**. The continuous/progressive **aspect** may describe an action that is in progress at a particular time. See **tense**.

Assessment noun, **assess** verb

To discover, judge, or form an opinion on learners' ability, **achievement**, **proficiency** or progress either formally or informally.

Continuous assessment

A type of **assessment** which does not involve a final examination. Some or all of the work that learners do during a course is marked by the teacher on a regular basis and these marks go into the calculation of the final grade given to learners. **Continuous assessment** may include regularly assessing learners' written work; assessing their listening, reading and speaking skills; talking to learners; observing them in class; looking at self-assessments and thinking about learners' classroom performance.

Diagnostic assessment

A type of **assessment** aimed at finding out – diagnosing – what language and **skills** weaknesses or strengths learners have. Teachers use this information to inform their future lesson planning. See **teacher roles**.

Formal assessment

When a teacher **assesses** learners and then gives them a formal report or grade, to say how successful or unsuccessful they have been. See **informal assessment**.

Formative assessment

When a teacher uses formal and informal **assessment** and information on learners' progress during a course to give learners **feedback** on their learning or to change their teaching. See **summative assessment**.

Informal assessment

When a teacher decides whether a learner is doing well or not, or whether a course is successful or not, by **evaluating** learners by thinking about their strengths and weaknesses and thinking about their progress rather than setting a **test** or writing an official report. See **formal assessment**.

Objective assessment

When the opinion or judgement of the person marking a **test** is not needed to **assess** learners. The questions in the **test/assessment** have one correct answer. **Objective assessment** takes place when marking **tasks** such as **multiple-choice questions** or **true/false questions** because the marker does not need to decide if the answer is right or wrong as there are clear correct or incorrect answers. See **subjective assessment**.

Peer assessment

When learners give their opinions on each other's language or work. See **self-assessment**.

Performance assessment

This involves teachers thinking about learners' classroom performance to assess how well learners communicate during **specific tasks** by checking learners' performance against criteria. Teachers can see if learners have **achieved** the purpose of the **task** by using the criteria.

Portfolio assessment

This is used for **formative assessment** and also **continuous assessment**. It consists of a collection of learners' work done over a course or a year which shows **development** of their language and **skills**.

Self-assessment

When learners **assess** themselves, they decide how good they think their progress, learning or language use is. See **peer assessment**.

Subjective assessment

When the opinion of the person marking a **test** is needed to make a decision on the quality of the work being assessed. **Subjective assessment** takes place when marking, for example, stories, compositions, interviews, conversations. The person marking the test makes a judgement about whether the work is good or not. Subjective assessment can be made more reliable by using **assessment criteria**. See **objective assessment, assessment criteria**.

Summative assessment

A type of **assessment** done at the end of a course where the focus is on learners receiving a grade for their work rather than receiving **feedback** on their progress. See **formative assessment**.

Assessment chart, assessment profile noun

A **chart** designed by the teacher and used for **diagnostic** purposes. The **chart** includes learners' names and **assessment criteria**. The teacher uses it to record comments on learners' progress and **achievement** in English. The comments are based on observation of learners working during class time, and/or on samples of written work done for homework. See **chart, pupil profile chart**.

Assessment criteria noun

The qualities against which a learner's performance is judged for **assessment**. For example, **assessment criteria** for judging learners' writing may be: **accuracy of grammar, use of vocabulary, spelling and punctuation, organisation of ideas**.

Assessor: see **teacher role**.

Assumptions noun

When teachers think about what they believe their learners will or will not know or how they will **behave** in a particular lesson. For example, a teacher plans to teach the **present simple** using the **context** of jobs and daily **routines**. The teacher may make the **assumption** that learners will know basic job **vocabulary** (because he/she has already taught it) and so knows he/she will not need to spend time in the lesson **presenting** these words.

'**At**' symbol: see **punctuation**.

Attention span noun

How long a learner is able to concentrate at any one time. Some learners have a short **attention span** and they cannot concentrate for as long as other learners do. When teachers prepare lessons they think about how long activities will take and about whether their learners will be able to concentrate for as long as it takes to complete the activity.

Attention spread noun

This is about teachers giving equal attention to all of the learners in the class. This can involve encouraging quieter learners to **participate** by asking them to **contribute** an answer and ensuring that more enthusiastic learners do not **dominate**.

Audio script: see **tapescript, transcript**.

Auditory learner: see **learning style**.

Authentic material noun

Written or spoken texts which a first language speaker might read or listen to. They may be taken from newspapers, radio, the internet etc. The language in the texts is not **adapted** or made easier for learners or the language learning **process**.

Authenticity: see **authentic material**.

Autonomy, autonomous: see **learner autonomy**.

Auxiliary verb: see **verb**.

Awareness: see **language awareness** and **raise awareness**.

Base form of a verb: see **verb**.

Base word: see **root word**.

Behave verb, **behaviour** noun

The way we do things; to be polite or rude, to be noisy or quiet. Examples of good **behaviour** are being polite and respecting each other. See **discipline**.

Bilingual dictionary: see **dictionary**.

Block noun

A small object, often made of wood, with straight sides. Some teachers give learners coloured **blocks** for use in **listen and make** activities.

Board game noun

A game played by two or more players on a board using **dice**. Players throw the **dice** and move around squares on the board. By writing different **instructions** in the squares, teachers can use board games for controlled language practice or **oral fluency**; e.g. the teacher writes daily **routines** such as *eat breakfast* in the squares. When a learner lands on a square, they say a daily **routine** using the **present simple** (e.g. *I eat breakfast at 7.00*).

Book noun

An **activity book** or **workbook** contains extra practice activities and is often used for homework. It usually accompanies a **coursebook**.

A **coursebook** or **textbook** is used regularly by learners in the class. It usually contains grammar, **vocabulary** and **skills** work and follows a **syllabus**. A **coursebook unit** is a chapter of a **coursebook**.

A **teacher's book** accompanies the **coursebook**, and contains teaching ideas, **audio scripts** and answers to **coursebook** activities.

Brainstorm noun and verb

To quickly think of ideas about a **topic** and also possibly note them down. This is often done as preparation before a writing or speaking activity; e.g. before learners write a description of their city they make a list of all the positive and negative **adjectives** they know to describe places.

Brochure: see **leaflet, realia**.

Build rapport: see **rapport**.

'Can Do' statements noun

Sentences that describe learners' language use or an aspect of it on a scale of proficiency, e.g. *This learner CAN express simple opinions or requirements in a familiar context*.

Capital letter noun

A letter of the form and size used at the beginning of a sentence or a name, e.g. *They went to Spain last year*. See **punctuation**.

Categorise verb, **categorisation** noun, **category** noun

To put things into the group to which they belong. For example, learners might **categorise** a list of different foods into groups such as fruit and vegetables.

Chant noun and verb

To **repeat** a **phrase**, sentence, **rhyme**, verse, poem or song, usually with others, in a regular **rhythm**. Teachers use chants to practise pronunciation and to help learners remember **vocabulary**.

Chart noun

Information in the form of diagrams, lists or drawings often placed on the classroom wall for learners to use. Common examples are lists of **irregular verb forms** or drawings **illustrating the meanings** of **prepositions**.

Checking understanding: see **concept questions, concept checking**.

Checklist noun

A list of things that a learner or teacher needs to **focus on** or consider. Examples could include **assessment** checklist, **resources** checklist, lesson planning checklist.

Choral drill: see **drill**.

Chunk noun

Any pair or group of words commonly found together or near one another, e.g. **phrasal verbs** (*get on*), **idioms** (*it drives me crazy*), **collocations** (*make the bed*), **fixed expressions** (*How do you do?*). See **lexical unit**.

Clarify verb, **clarification** noun

1. To make clear what you mean, e.g. to **repeat** something using clearer words or say something again in a clearer way. See **ask for clarification**.
2. **Clarify language.** When teachers **focus on form**, meaning and pronunciation in a lesson to help learners understand the use and rules of **target language**. For example, showing learners that the **past perfect** is made of *had* + the **past participle**, that it's used for an earlier past action and telling them that *had* can be written 'd is **clarifying language**.

Class dynamics: see **group dynamics**.

Class profile, learner profile noun

A description of the learners and information about their learning, including their age, ability, strengths and weaknesses in language and **skills**.

Classroom management noun

The things teachers do to organise the classroom, the learning and the learners, such as organising **seating arrangements**, organising different types of activities, and managing **interaction patterns**.

Clause noun

A **clause** generally consists of a **subject** and a finite **verb** connected to the **subject** and sometimes other things, e.g. an object. A **clause** can be a full sentence or a part of a sentence.

Main clause

When the teacher arrived, the learners stopped talking.

Subordinate clause

When the teacher arrived, the learners stopped talking.

Relative clause

The learners who were sitting near the front stood up.

Clip, DVD clip, video clip noun

Part of a video or DVD of a film or TV programme that can be used in class. Teachers might choose to use a **DVD clip** to **present** new language.

Closed pairs: see **pairs**.

Closed question noun

A question which leads to a yes/no answer or another very short **response**, e.g. *Did you come to school by bus? Yes. What did you have for breakfast? Toast.* See **open question**.

Cloze test noun

A **task-type** in which learners read a text with missing words and try to **work out** what the missing words are. The missing words are removed regularly from the text, e.g. every seventh word. A **cloze test** is used for testing reading ability or general language use. It is different from a **gap-fill activity**, which can focus on practising or testing a specific language point and particular words connected to the language point are removed from the text. See **gap-fill**.

Clue noun

A piece of information that helps someone to find the answer to a problem; e.g. a teacher could give the first letter of a word he/she is trying to **elicit** as a **clue** to learners to help them find the word.

Cognitive adjective (**processes**)

The mental **processes** involved in thinking, understanding and learning, e.g. recognising, analysing, remembering, **problem solving**.

Coherence noun, **coherent** adjective

When ideas in a spoken or written text fit together clearly and smoothly, and so are logical and make sense to the listener or reader. Teachers help learners to be **coherent** by getting them to plan what they will include in a text before they write it.

Cohesion noun, **cohesive** adjective

The way spoken or written texts are joined together with grammar or lexis, e.g. **conjunctions** (*Firstly, secondly*), **topic related vocabulary, pronouns** (e.g. *it, them, this*).

Cohesive device noun

A **feature** in a text which provides **cohesion** (joins texts together), e.g. use of **vocabulary** about the **topic** throughout a text, of sequencing words (*then, next, after that, etc.*), of **pronouns** (*he, him, etc.*), of **conjunctions** (*however, although, etc.*).

Collaborate verb, **collaborative** adjective

To work together. Learners often **collaborate** in class when carrying out **tasks** which typically involve working together on planning, creating, discussing, evaluating, etc.

Collective noun: see **noun**.

Collocation noun, **collocate** verb

Words which are regularly used together. The relation between the words may be grammatical, for example when certain **verbs/adjectives** **collocate** with particular **prepositions**, e.g. *depend on, good at*, or when a **verb** like *make* or *do* **collocates** with a **noun**, e.g. *do the shopping, make a plan*. **Collocations** may also be **lexical** when two content words are regularly used together, e.g. *We went the wrong way* NOT *We went the incorrect way*.

Colloquial adjective

Language normally used in **informal** conversation but not in **formal** speech or writing, e.g. *Give Gran a ring, OK?*

Comma: see **punctuation**.

Common noun: see **noun**.

Communicative activity noun

A classroom activity in which learners need to talk or write to other learners to complete the activity, e.g. a **role play**.

Communicative approach(es) noun

An **approach** to teaching and practising language which is based on the principle that learning a language successfully involves real written and spoken communication rather than just memorising a series of rules. Teachers using **communicative approaches** try to **focus on meaningful** communication by providing activities for learners to do which involve practising language in real life situations. For example, to practise *should* and *shouldn't*, learners give each other advice about the best way to improve their English. See **Grammar-Translation method**.

Comparative adjective: see **adjective**.

Complain verb, **complaint** noun

To say you are not pleased about something; to say something isn't good. For example, learners sometimes **complain** if they are given too much homework or a teacher might focus a lesson on writing letters of **complaint**.

Complex adjective

Complicated, not simple; e.g. some English grammar is easy to understand, some grammar is more **complex**.

Complex sentence noun

A sentence containing a **main clause** and one or more **subordinate clauses**, e.g. *The learners stopped talking* (main clause) *when the teacher arrived* (subordinate clause).

Compliment verb

To say something is nice, to give **praise**; e.g. a teacher might **compliment** a learner on a good story they wrote.

Components noun (of a lesson plan)

The different parts of a lesson plan, e.g. **aims, procedure, timing, aids, interaction patterns, anticipated problems, assumptions, timetable fit, personal aims**.

Compound noun

Nouns, verbs, adjectives or prepositions that are made up of two or more words and have one unit of meaning, e.g. *assistant office manager, long-legged*.

Compound noun: see **noun**.

Comprehension noun

Understanding something which is spoken or written. Teachers give learners **comprehension tasks** to help them understand listening and reading texts or to assess understanding.

Concept noun

Idea or **meaning**; e.g. the **concept** of *You should go to the doctor* is giving advice.

Concept questions noun, concept checking verb

A **concept question** is a question asked by the teacher to make sure that a learner has understood the meaning of new language, e.g. teaching the new **grammatical structure** '*used to*', using the example *He used to live in Paris*
concept question – *Does he live in Paris now?* Answer – *No*.

Concept checking is the technique of asking **concept questions** or using other techniques to check that learners have understood the **meaning** of a new structure or **item** of **vocabulary**.

Concrete adjective

Relating to real objects, situations or actions. Words can be **concrete**, e.g. words for real objects like clothes, food, animals which can be seen or touched, or they can be abstract, e.g. *believe, love*. See **abstract**.

Conditional noun (forms)

A **verb form** that is used for a possible or imagined situation. Grammar books often mention five kinds of **conditionals**:

Zero conditional – is used when we talk about something that is always true if another action takes place, e.g. *If it rains, the ground gets wet*.

First (Type 1) conditional – is used for present or future possible or likely situations, e.g. *I will come if I can*.

Second (Type 2) conditional – is used for present or future situations which the speaker thinks are impossible or unlikely, e.g. *I would play for West Ham United if they asked me*.

Third (Type 3) conditional – is used for past situations that cannot be changed, e.g. *I would have seen her if I had arrived earlier (but I didn't so I couldn't)*.

Mixed conditional – is used when the speaker wants to talk about different time frames in one sentence, e.g. *If I'd arrived on time, I wouldn't have to wait now*. '*If I'd arrived*' is about the past and '*I wouldn't have to wait*' is about the present.

Confidence noun, confident adjective

The feeling someone has when they are sure of their ability to do something well. Teachers often do activities that help learners to feel more **confident** about their own ability.

Conjunction noun, connector noun

A **conjunction** (or **connector**) is used to connect words, **phrases, clauses** or sentences, e.g. *I like tea but I don't like coffee because it's too strong for me*.

Connected speech noun

Spoken language in which the words join to form a connected stream of sounds. In **connected speech** some sounds in words may be left out or some sounds may be pronounced in a weak way or some words might join together, e.g. *Is he busy* → /ɪzɪbɪzi/. See **linking, weak forms**.

Connector: see **conjunction**.

Consolidate verb, reinforce verb

To do something again in order to allow learners to understand and remember it more completely. For example, learners can **consolidate** a grammar point by doing extra practice. See **review, revise**.

Consonant noun

1. A sound in which the air is partly blocked by the lips, tongue, teeth etc., e.g. /θ/ in 'thing', /b/ in 'boy'. See **diphthong** and **vowel**.
2. Any letter of the English alphabet which represents **consonant** sounds, e.g. d → /d/, c → /k/.

Consult verb

To get advice or information from someone or something; e.g. teachers and learners might **consult** a **dictionary** or grammar book.

Content and Language Integrated Learning (CLIL) noun

An **approach** in which learners are taught a non-language subject such as science or geography through a **target language**. Subject content and language are interrelated. For example, in Spain, teaching young learners science in English and using science material in English so that learners can think about and then communicate their ideas about science in English.

Note: A separate glossary is available for candidates preparing for TKT: CLIL (Content and Language Integrated Learning).

Content-based instruction noun, **content-based learning** noun

An **approach** to teaching, traditionally associated with the US and Canada, in which **non-native speakers**, often from minority language groups, learn about a **topic** or a subject through the **target language**. For example, migrant children in the US studying science using English only in class and using English material. The children develop their English and learn about science at the same time.

Context noun

1. The situation in which language is used or **presented**; e.g. a story about a holiday experience could be used as the **context** to **present** and practise past **tenses**. Photographs can help to provide a **context** for a magazine article.
2. The words or **phrases** before or after a word in **discourse** which help someone to understand that word, e.g. *I drove my van to the town centre and parked it in the car park. We know that van must be some kind of vehicle because the words drive and park provide a context.* See **deduce meaning from context**.

Contextualise verb

To put new language into a situation that shows what it means, e.g. when teaching the **past simple tense** showing learners a series of pictures of a family holiday that went wrong. See **set the scene**, **set the context**.

Continuous assessment: see **assessment**.

Contraction noun

A shorter **form** of a group of words, which usually occurs in **auxiliary verbs**, e.g. *you have = you've; it is = it's*. See **abbreviation**.

Contrast verb

To compare the differences between two things, e.g. talking about the differences between China and France.

Contrastive stress: see **stress**.

Contribute verb, **contribution** noun

To give or add something; e.g. in the classroom, learners can **contribute** to a discussion by taking part and giving their ideas.

Contributor: see **teacher role**.

Controlled practice: see **practice**.

Convey meaning phrase

To show, **express** or communicate meaning. Teachers **focus on conveying meaning** when they **present** new language.

Co-operation noun, **co-operate** verb, **co-operative** adjective

Working together and helping each other. In some group work activities learners **co-operate** to find the answer or **solve** a problem.

Core noun and adjective

The most important, central or most basic part of something. The **core** of a word is the main part of a word from which other words can be made; e.g. *like* is the **core** of the words *unlike*, *dislike*, *likes*. See **root word**, **base word**.

Correct verb, **correction** noun

Teachers helping learners to make what they write or say better or right.

Echo correction – When learners make a mistake, the teacher **repeats** the mistake with rising **intonation** encouraging learners to **correct** themselves, e.g.

Learner: *He don't like it.*
Teacher: *Don't?*
Learner: *He doesn't like it.*

Finger correction – A way of drawing attention to where a learner has made a mistake. The teacher counts out the words a learner has said on her fingers. The fingers represent words and the teacher can show clearly in which word (finger) the mistake was made. A teacher may use **finger correction** to show that a mistake has been made with **word** or **sentence stress**, word order, grammar, pronunciation of sounds etc.

Peer correction – When learners **correct** each other's mistakes, perhaps with some help from the teacher.

Self-correction – When learners **correct** language mistakes they have made, perhaps with some help from the teacher.

See **ignore (errors)**.

Correction code noun

A series of symbols a teacher may use to mark learners' writing so that they can **correct** mistakes by themselves, e.g. P = **punctuation** mistake, T = **tense** mistake.

Counsellor: see **teacher role**.

Countable noun: see **noun**.

Coursebook: see **book**.

Coursebook unit: see **book**.

Criteria: see **assessment criteria**.

Criticise verb

To say what you don't like about something; to say what you think is bad or wrong about something. Teachers might **criticise** a book that they don't like.

Cross reference noun

A note that tells the reader of a book to go to another place in the book to get more information; e.g. in a **dictionary entry** for *early* it might say: *Early – arriving before the planned time. OPP LATE*. This is a **cross reference** showing the reader that there is information about the opposite of the word *early* in another **entry**.

Crossword puzzle noun

A word game in which learners complete a **grid**. Learners write the answers to **clues** in the squares on the grid. It is often used to **review** and **consolidate vocabulary**.

¹ H	O	² T	Across	1. Not cold	2. dinner (verb)	3. Verb to be: I am, You
O		O	Down	1. The place you live.	2. Preposition.	3. You wear this.
M						
² E	A	³ T				
		I				
³ A	R	E				

Cue card, prompt card noun

A card on which there is/are (a) word(s) or (a) picture(s) to **prompt** or **encourage** learners to produce particular language, often during a **controlled practice** activity or **drill**; e.g. a teacher **presenting** *I like + ing / I don't like + ing* could have a number of picture cue cards with different activities (swimming, reading etc.). Learners have to **respond** to the cue card using *I like + swimming* or *I don't like + swimming*. See **flashcard**.

Curriculum noun

The subjects which make up an educational programme; e.g. maths, science and English are subjects on most school **curriculums**. They are taught differently in different contexts and in different cultures. See **syllabus**.

Decline, refuse an invitation phrase

To say that you will not accept an invitation, e.g. *I'm sorry but I can't come to your party.*

Deduce meaning from context phrase

To guess the **meaning** of an unknown word or phrase by using the information in a situation and/or around the word to help, e.g. *I drove my van to the town centre and parked it in the central car park.* We know from the sentence that *van* must be some kind of vehicle because you *drive* it and *park* it.

Definition noun, **define** verb

An explanation of the meaning of a word, e.g. in a **dictionary**.

Demonstrate verb

To show how something is done or how something works. Teachers often **demonstrate** how an activity should be carried out by doing an example of the **task** with the learners in **open class** before the students do it themselves.

Demonstrative adjective: see **adjective**.

Demonstrative pronoun: see **pronoun**.

Demotivate: see **motivation**.

Dependent preposition: see **preposition**.

Detail noun, **read for detail, listen for detail** phrase

To listen to or read a text in order to understand most of what it says; e.g. learners listening for **detail** to someone talking about a their last holiday would have a **task** to listen for *where* the holiday was, *when* it was, *how long* it was, *what things* the person *did* etc. See **gist, global understanding**.

Determiner noun

A **determiner** is used to make clear which **noun** you are talking about, or to give information about quantity, examples are words such as *the, a, this, that, my, some*, e.g. *That car is mine.*

Develop skills phrase, **skills development** phrase

To help learners to improve their listening, reading, writing and speaking ability. Teachers do this in class by providing activities which **focus on skills development**; e.g. learners read a text and answer **comprehension** questions. See **skills**.

Developmental error: see **error**.

Diagnostic test noun, **diagnose** verb: see **assessment, test**.

Diagnostician: see **teacher role**.

Dialogue noun

A conversation between two or more people, e.g. John: *Hello Sarah. How are you?* Sarah: *I'm fine, thanks, and you?* John: *Fine.*

Dice noun

Small **blocks** of plastic or wood with six sides and a different number of spots on each side. They are used in **board games**.

Dictation noun, **dictate** verb

An activity which involves the learners writing down what the teacher reads aloud. Learners can also write down what another learner reads aloud. **Dictation** helps learners to practise listening, writing and spelling. See **picture dictation**.

Dictionary noun

A **bilingual dictionary** uses translation from one language into another language for **definitions** and examples.

A **monolingual dictionary** uses only the **target language** for **headwords, definitions, examples** etc.

A **thesaurus** is a type of **dictionary** in which words with similar **meanings** are grouped together.

Differentiate verb, **differentiation** noun

To make or see a difference between people and things. In teaching, this can have a special meaning relating to dealing with **mixed ability** or **mixed level** learners in one class. The teacher can provide different **tasks**, activities, texts or materials for different learners in the class according to their ability. See **mixed ability**, **mixed level**.

Diphthong noun

Diphthongs are **vowel** sounds. They are a combination of two single **vowel** sounds said one after the other to produce a new sound; e.g. /aɪ/ as in 'my' is pronounced by saying /æ/ and /ɪ/ together. There are eight **diphthongs** in English. See **consonant** and **vowel**.

Direct object: see **object**.

Direct speech, **direct question** noun

The actual words someone says, e.g. *He said, 'My name is Ron.'* or *'What do you mean, Sue?'*, asked Peter. See **indirect question**, **reported speech**, **statement**, **question**.

Discipline noun and verb, **maintain discipline** phrase

The system of rules used to keep control of learners in the classroom; e.g. a teacher might **maintain discipline** by asking learners to stop chatting and listen to his/her **instructions**.

Discourse noun

Spoken language or written language in texts, e.g. groups of sentences which are spoken or written.

Discriminate verb, **discrimination** noun, **distinguish** verb

To **identify** the difference between two or more things; e.g. sound **discrimination** is hearing the differences between sounds, particularly **minimal pairs**, e.g. *not/lot*, *ship/sheep*.

Distract verb

To prevent someone from concentrating on doing something, for example talking to someone when they are trying to read a book.

Dominate verb, **dominant** adjective

To have a very strong influence over what happens. If a particular learner is **dominant** in class, then other learners get less chance to **participate** actively. If a teacher **dominates**, the lesson is **teacher-centred**.

Draft noun and verb

A **draft** is a piece of writing that is not yet finished, and may be changed. A writer **drafts** a piece of writing – that is, they write it for the first time but it is not exactly as it will be when it is finished and they might change it or have to make **corrections**. Teachers **encourage** learners to begin with a quick first **draft** so that they can get their ideas down on paper, then go back and **correct** and improve the text. See **re-draft**, **process writing**.

Drill noun

A technique teachers use to provide learners with practice of language. It involves guided **repetition** of words or sentences.

In a **choral drill** the teacher says a word or sentence and the learners **repeat** it together as a class.

In an **individual drill** the teacher says a word or sentence and one learner **repeats** it.

In a **substitution drill** the teacher provides a sentence and a different word or **phrase** which the learner(s) must use (or substitute) in exactly the same structure, e.g.

Teacher: *I bought a book. Pen*
Learner(s): *I bought a pen.*

In a **transformation drill** the teacher says a word or a sentence and the learner answers by changing the sentence into a new **grammatical structure**, e.g.

Teacher: *I bought a pen. Didn't*
Learner: *I didn't buy a pen.*
Teacher: *I went to the cinema. Didn't*
Learner: *I didn't go to the cinema.*

DVD clip: see **clip**.

Dynamics: see **group dynamics**.

Echo correct: see **correction**.

Edit verb

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; e.g. learners might **edit** the first **draft** of a text they have written to **correct** the mistakes. See **process writing**.

Effective adjective, **effectiveness** noun

Something which works well and produces the result you intended or wanted. **Effective classroom management** means that the lesson is well managed and well organised.

Elicit verb

This is a teaching technique. When a teacher thinks that some learners know a piece of language or other information, he/she asks targeted questions or gives **clues** to get or **prompt** them to give the **target language** or information rather than simply providing it to the class her/himself. For example, the teacher is teaching words for different vegetables. He/she shows learners a picture of a carrot and says: *What's this?* The teacher does this because he/she thinks some of the learners might be able to say: *It's a carrot*.

Emphasis noun, **emphasise** verb, **emphatic** adjective

When special force or attention is given to a word or information because it is important, e.g. *I want to start the lesson at SIX o'clock, not seven o'clock*.

Enable verb

To help someone be able to do something; to make something possible. For example, using a **correction code** when correcting learners' writing may **enable** learners to improve their own work.

Encourage verb, **encouragement** noun

1. To give someone **confidence** to do something. When a teacher helps learners to succeed by giving them **confidence**, e.g. *Of course you can do it! You're doing very well*. See **confidence**.
2. To tell someone to do something that you think would be good for them to do, e.g. teachers **encourage** learners to speak in class so that they can practise.

Energy levels noun

This is about how much activity and interest there is from learners at different times in the lesson. If learners are busy, interested and working hard, then the **energy levels** are high; if learners are bored or tired, then the **energy levels** are low.

English-medium school noun

A school in a non-English-speaking country, in which all subjects are taught using English.

Enquire verb

To ask for information, e.g. *What time does the train leave?*

Entry noun

An item, for example a piece of information that is written or printed in a **dictionary** about a word, e.g. *Easy: /'i:zi/ adj.*
1. not difficult, and not needing much physical and mental effort: an easy job.

Error noun

A mistake that a learner makes when trying to say or write something above their level of language or language **processing**.

A **developmental error** is an error made by a second language learner which could also be made by a child learning their **mother tongue** as part of their normal development. A second language learner might make the error because they are applying a rule they have learned that doesn't work for this particular case e.g. *I goed there last week* (I went there last week).

A **fossilised error** is an error that has become (almost) permanent in a learner's language and has become a habit. **Fossilised errors** cannot easily be corrected. For example, a B2 learner might habitually not add an 's' when saying **third person singular present simple verbs**. Learners at this level do not usually make this mistake, but, for this learner, the **error** was not **corrected** early and it has become habitual. See **fossilisation**.

A **slip**. When a learner makes a slip they make a language mistake but they are able to correct themselves, e.g. Learner: *He like ice-cream, I mean, he likes ice-cream*.

Establish verb

To discover or get proof of something. **Assessing** learners can **establish** the progress they have made.

Evaluate verb, **evaluation** noun

To **assess** or decide on the quality, importance or **effectiveness** of something. Teachers may **evaluate** learners' progress or strengths and weaknesses. Teachers also **evaluate** their own lessons and think about the things that went well and the things that they could improve in future lessons.

Exchange verb and noun

1. To give something to another person and receive something in return; e.g. learners can exchange books. See **swap**.
2. An **exchange** is also part of spoken **interaction** in which one person speaks and another **responds** to what they said, e.g. an **exchange** between a teacher and a learner: Teacher *How are you today Tomas?* Learner: *I'm fine thanks.*

Exclamation mark: see **punctuation**.

Expectation noun

A belief about the way something will happen. Learners often have **expectations** about what and how they should learn.

Exploit verb (**material**)

To use material so that you get the best out of it. For example, a teacher could **exploit** a text fully by using one text a) to teach **vocabulary**, b) to develop reading **comprehension**, c) to start a discussion, d) as a **model** for a writing **task**.

Exponent noun

An example of a grammar point, **function** or **lexical set**; e.g. *Can you open the window, please?* is an **exponent** for **making requests**.

Exposure noun (**to language**), **expose** verb

Exposure to language means being in contact with language by hearing it or reading it. We can learn another language through **exposure** to it. We can learn a language without realising we are learning it and without studying it, in the same way that children learn their **mother tongue**. Learners can get **exposure** to language outside the classroom by watching movies in English and reading books or magazines in English. See **acquisition**, **pick up language**.

Express verb

Use words to show what you think, know or feel etc. For example, to **express** ability, we say, *I can swim*.

Extension task noun, **extend** verb, **extended** adjective

An **extension task** is an activity which gives learners more practice of **target language** or the **topic** of the lesson or provides extra **skills** work; e.g. after learners have practised using the **past simple** by telling each other about their last holiday, they could do an **extension task** which involves writing sentences about the holidays they talked about.

Extensive listening/reading noun

Listening to or reading long pieces of text, such as stories or newspapers. **Extensive** reading is often reading for pleasure. See **intensive listening/reading**.

Extract noun

Part of a text which is removed from an original, longer text. Newspaper articles can be very long, so teachers sometimes choose just a few of the **paragraphs** from an article for learners to read in class. This gives learners practice in reading **extracts** from **authentic material**.

Facial expression noun

A person can show how they feel through their face, e.g. smiling, showing surprise.

Facilitate verb, **facilitator** noun

To make something possible. Teachers **facilitate** learning by planning and delivering lessons, maintaining **discipline** in the classroom and making it easier for learners to learn. See **teacher role**.

Factor noun

Something which has an effect on the result of a situation or event; e.g. **motivation** is one of many **factors** which have an effect on whether someone learns a language successfully or not.

Fairy story noun

A traditional story written for children which usually involves imaginary creatures and magic, e.g. the Grimms brothers' **fairy stories** like *Cinderella*, *Hansel and Gretel* and *The Frog Prince*.

False friend noun

A word in the **target language** which looks or sounds similar to a word in the learners' first language but does not have the same meaning in both languages. For example, in French, '*librairie*' is a place where people can buy books. In English, a *library* is a place you may go to borrow books rather than somewhere where you buy books (a *bookshop*).

Feature noun

A **feature** of something is an interesting or important part or characteristic of it. For example, look at the sentence *I can play tennis*. In **connected speech**, *can* is pronounced /kən/ – the **weak form** /ə/ is a **feature** of this sentence because it's important to the way we pronounce 'can'.

Feedback noun, **feed back** verb, **give, provide feedback** verb

1. To tell someone how well they are doing. After a test, or at a certain point in the course, teachers might give learners **feedback** on how well they are doing.
2. Teachers also give **feedback** after an exercise that learners have just completed; e.g. after learners have done a **gap-fill activity** the teacher conducts **feedback** by asking learners to tell him/her which words they have put in the gaps. He/she writes the correct answers on the board.
3. In addition, learners can give **feedback** to teachers, and teacher **trainers** give feedback to **trainee** teachers about what went well or less well in their lessons. See **peer feedback**.

Filler noun

1. A short activity between the main **stages** of a lesson used for reasons such as time management or to provide a change of **pace** etc. For example, learners do a word game after a difficult piece of reading before moving on to some grammar work.
2. A word or sound used between words or sentences in spoken English when someone is thinking of what to say; e.g. *When I went to London ... um ... I think it was about ... er ... 4 years ago. Er and um are fillers.*

Finger correction: see **correct**.

First conditional: see **conditional (forms)**.

First language: see **mother tongue, L1, L2**.

First person: see **person**.

Fixed expression noun

Two or more words used together as a single unit of meaning. The words in the **phrases** cannot be changed. For example, *by the way, pleased to meet you, what's the matter?* See **chunk, lexical units**.

Flashcard noun

A card with words, sentences or pictures on it. A teacher can use these to explain a situation, tell a story, teach **vocabulary** etc. See **cue card, prompt card**.

Flexible adjective

Something or someone that can change easily to suit new situations. Teachers need to be **flexible** and to be prepared to change or **adapt** if the lesson is not going to plan.

Flipchart noun

A pad of large sheets of paper in a frame standing in the classroom, which teachers use for writing on and presenting information to the class.

Fluency noun, **fluent** adjective

Oral fluency – being able to speak at a natural speed without stopping, **repeating**, or self-correcting. In **oral fluency** activities, learners are **encouraged** to **focus on** communicating meaning and ideas, rather than trying to be correct.

Written fluency – being able to write without stopping for a long time to think about what to write. In a **written fluency** activity, learners give attention to the content and ideas of the text, rather than trying to be correct. See **accuracy**.

Focus on verb, **focus** noun

To pay attention to something, to notice something, to **highlight** something; e.g. teachers might **focus on** words in a text the learners are reading by giving learners a **task** which helps them to understand the meanings of the words.

Focus on form phrase

Paying attention to the words/parts of words that make a language structure, or to spelling or pronunciation, e.g. showing learners that the **present perfect simple** is made up of *have* + **past participle**.

Font noun

The design and size of a set of letters, e.g. this is Georgia 9.5, this is Times New Roman 10. Teachers choose different **fonts** on **handouts** to make them more attractive for learners.

Form noun

The **form** of a **grammatical structure** is the way it is written or pronounced and the parts which combine to make it; e.g. the **present perfect simple** (**grammatical structure**) is made up of *have* + **past participle** (this is the **form**).

Formal assessment: see **assessment**.

Formal language noun

Language used when speaking or writing to people we do not know well, e.g. using *Yours faithfully* in a letter of application, rather than writing *All the best*. See **informal language**, **register**.

Formality (level of): see **register**.

Formative assessment: see **assessment**.

Fossilisation noun

The **process** in which incorrect language becomes a habit and cannot easily be corrected. For example, a B2 learner might habitually not add an 's' when saying **third person singular present simple verbs**. Learners at this level do not usually make this mistake, but, for this learner, the **error** was not **corrected** early and it has become habitual. See **error**.

Fossilised error: see **error**.

Freer practice, free practice: see **practice**.

Full stop: see **punctuation**.

Function noun

The reason or purpose for using language, e.g. *making a suggestion*; *giving advice*. See **functional exponent**.

Functional approach noun

An **approach** to teaching which uses a **syllabus** based on **functions**. The **syllabus** would **focus on functions** like 'making suggestions', 'giving advice', 'making requests', and would **present** and practise the language used to **express** these **functions**, e.g. *Can you ...?*, *Could you ...?*, *Would you mind ...?*

Functional exponent noun

Phrases which are used for a particular communicative purpose or **function**, e.g. *Let's ...*, *Shall we ...*, *How about ...*. These **phrases** are used to make a suggestion and are **functional exponents** of the **function** of suggesting. See **function**.

Future forms: see **tense**.

Gap-fill activity noun

An activity in which learners fill in spaces or gaps in sentences or texts. **Gap-fill activities** are often used for **restricted practice** or for **focusing on a specific** language point, e.g. *John _____ to the park yesterday*. A **gap-fill activity** is different from a **cloze test**, which can **focus on** reading ability or general language use. See **cloze test**.

Generate interest: see **arouse interest**.

Gerund noun

A **form** of a **verb** that ends in *-ing* and functions as a **noun**, e.g. *I hate shopping*.

Gesture noun and verb

A movement of part of the body, which is used to communicate an idea or a feeling; e.g. a **gesture** for saying goodbye is waving a hand.

Get learners' attention phrase

To make learners listen to the teacher after they have been doing group or pairwork, or at the start of the lesson, for example, the teacher says; *Stop everyone now, please, and listen*.

Gist noun, **global understanding**, **listen/read for gist**, **listen/read for global understanding** phrases

To read or listen to a text and understand the general meaning of it, without paying attention to **specific details** – for example, reading a restaurant review quickly to find out if the writer liked the restaurant or not. See **detail**, **read for detail**, **listen for detail**, **intensive listening/reading**, **scan**, **skim**.

Give feedback: see **feedback**.

Glue noun and verb

Glue is used to fix or join things together. For example, children cut out pictures from a magazine and then **glue** them onto a poster they are making in class.

Goal, target noun

An **aim** that a learner or teacher may have; e.g. a teacher's **goal** or **target** might be to help learners become **confident** speakers.

Grade verb (**language**)

To use language that is at the correct level for the learners and is not too easy or difficult; e.g. teachers may **grade their language** and avoid complicated structures when they give **instructions**. See **graded reader**.

Graded reader noun

A book where the language has been made easier for learners. These are often books with stories or novels where the language has been simplified.

Grammar Translation method noun

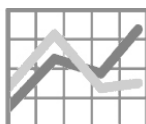
A way of teaching in which learners study grammar and translate words and texts into their own language or the **target language**. They do not practise communication and there is little **focus on** speaking. For example, a teacher **presents** a grammar rule and **vocabulary** lists and then learners translate a written text from their own language into the second language or vice versa. See **communicative approach(es)**.

Grammatical structure noun

A **grammatical structure** is a grammatical language pattern; e.g. **present perfect simple** is a **grammatical structure**. See **form**.

Graph noun

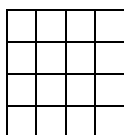
A drawing that uses a line or lines to show how two or more sets of numbers relate to each other, e.g.

**Greet** verb

To say hello and welcome someone, often with words such as *Hello, how are you?*

Grid noun

A pattern of straight lines that cross each other to make squares, e.g.

**Group, class dynamics** noun

The relationship between learners in the group or class. Teachers think about **group dynamics** when they are deciding which learners should work together in different groups.

Guidance noun, **guide** verb

Help and advice about how to do something. Teachers give learners **guidance** with learning, or with doing a **task**.

Guided discovery noun

An **approach** to teaching in which a teacher provides examples of the **target language** and then guides the learners to **work out** the language rules for themselves. For example, learners read an article which has examples of **reported speech**. Learners find the examples and answer questions about the grammar rules and the meaning of the examples.

Guided writing noun

A piece of writing that learners produce after the teacher has helped them to prepare for it by, for example, giving the learners a plan or **model** to follow, and ideas for the type of language to use. See **process writing, product writing**.

Handout, worksheet noun

A piece of paper with exercises, activities or **tasks** on it that a teacher gives to learners for a range of reasons during a class or for homework; e.g. a teacher gives learners a **handout** with the **lyrics** of a song made into a **gap-fill activity**.

Headword noun

A word whose meaning is explained in a **dictionary**. It usually appears in bold at the top of a **dictionary entry**, e.g. **run** *verb: to move using your legs, going faster than you can walk*; 'run' is the **headword**.

Hesitation noun, **hesitate** verb

A pause before or while doing or saying something. Learners often **hesitate** if they are trying to find the correct words to say, because they need more time to think.

Higher-order thinking skills (HOTS) phrase

These are **cognitive** skills such as **analysis** and **evaluation** which teachers help (younger) learners develop. Higher-order thinking skills include thinking about something and making a decision about it; **problem solving**; creative thinking; thinking about the advantages and disadvantages of something. For example, in class a teacher asks learners to think about and discuss: *How can we change the design of the building to make it more energy efficient?* Higher-order thinking skills involve discussion and decision-making. See **Lower-order thinking skills (LOTS)**.

Highlight verb

1. To mark words on paper, on the board or on a computer screen using a colour or underlining so that they are easier to notice.
2. To **focus on** something so that learners realise it is important, e.g. to **highlight** a mistake by underlining it.

Homograph noun

A word which is spelled the same as another word but has a different meaning, e.g. *It's close to the river* (**adverb** not far) and *Please close the window* (**verb** shut). See **homophone, homonym**.

Homonym noun

A word with the same spelling or pronunciation as another word, but which has a different meaning. There are two types of **homonym**: **homographs**, which are words with the same spelling but which have different meanings, e.g. *bit* (**past form** of 'bite') and *a bit* (a little), and **homophones**, which have the same pronunciation but different spelling and different meanings, e.g. *write* and *right*. See **homophone, homograph**.

Homophone noun

A word which sounds the same as another word, but has a different meaning and may have a different spelling, e.g. *I knew he had won; I bought a new book.* See **homograph**, **homonym**.

Hypothesise verb, **hypothesis** noun

To suggest an explanation for something unknown. For example, *The ground is very wet here; it must have rained a lot.* Also, to imagine or suppose, e.g. *If I were the president, I'd reduce taxes.* See **speculate**.

Ice-breaker noun

An introductory speaking activity that a teacher uses at the start of a new course so that learners can get to know each other, e.g. a speaking activity which asks learners to find out about other learners' hobbies.

ICT / IT (Information [and Communication] Technology) noun

Using computers and digital technology to communicate and store information. Teachers help learners to use technology to **enable** them to improve information-**processing** skills, to explore ideas, to **solve problems**, to access and surf the internet, to develop **collaborative** learning with students who are in other places, to **participate** in video conferencing. The subject is known as **ICT**, the skills used are **IT** skills, and the lab is known as the **IT** lab.

Identify verb, **identification** noun

To recognise somebody or something and be able to say who it is or what it is. For example, a teacher can find out what fruit **vocabulary** learners know by giving them pictures of different fruit and asking them to **identify** the fruit by matching words to the pictures.

Idiom noun, **idiomatic** adjective

An unchangeable **phrase** or expression, in which the meaning of the **phrase** is different from the meaning of each individual word; e.g. *She felt under the weather means that she felt ill.*

Ignore verb (**errors**)

To choose not to pay attention to something; e.g. a teacher may choose to **ignore** an **error** made by a learner in a speaking activity because he/she wants to help the learner with **fluency**, not **accuracy**. See **correction**.

Illustrate meaning phrase

To show what something means by giving examples or using **visual aids**. Teachers sometimes use pictures to show learners what new words mean.

Impede verb

To make it more difficult to do something. For example, listening to a different accent can **impede** understanding. This means that listening to a different accent can make listening **comprehension** more difficult.

Imperative noun

A **grammatical structure** which we use to give an order or **instruction**. To make the **imperative** we use the **base form** of the **verb**, e.g. *Turn to page 10.*

Inappropriate adjective (**language**)

Language which is not suitable in a particular situation; e.g. it is **inappropriate** to say *Open the door, will you?* to a stranger; it would be more appropriate to say: *Would you mind opening the door, please?* See **appropriacy** and **register**.

Independence: see **learner autonomy**.

Independent study phrase

Studying without a teacher present or without the teacher **monitoring** and directing the learning very closely. For example, learners could carry out research on a **topic** using **reference resources**. This could be done at home or with minimum **involvement** of the teacher in class.

Indicate verb

To show, point out, make known; e.g. a teacher can **indicate** that a learner has made a mistake by **repeating** the mistake with rising **intonation**.

Indirect object: see **object**.

Indirect question noun

An **indirect question** is used when someone wants to ask something in a more polite way, e.g. *I was wondering if you could help me.* (**indirect question**) instead of *Could you help me?* (**direct question**). See **direct speech** and **reported speech**.

Individual drill: see **drill**.

Infer attitude, feeling, mood phrase

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. Teachers might help learners to **infer attitude** by helping them to understand **intonation**. For example, learners could listen to a recording and say if they think the person is happy or sad.

Infer meaning phrase

To understand what someone means even though the words they say might not give all of the information. For example, *Oh no! The clothes! Look at those clouds. Quick!* The listener will infer that this means: *It's going to rain and the clothes will get wet. Hurry and help me to bring them in.*

Infinitive: see **verb**.

Infinitive of purpose noun

This is used to say why something is done, e.g. *I joined the course to learn English.*

Informal assessment: see **assessment**.

Informal language noun

Language used in **informal** conversations or writing, e.g. *Hi John*. See **formal language, register**.

Informality (level of): see **register**.

Information-gap activity noun

A classroom activity in which learners work in pairs or groups. Learners are given a **task**, but they are given different information and, to complete the **task**, they have to find out the missing information from each other. For example, learners work in pairs; one of the learners has a weather report from Toronto and the other a weather report from Taipei. Learners talk to each other to **exchange** information to find out what the weather is like in places they don't know about.

Information-transfer activity noun

An activity in which learners move information from one source to another, e.g. reading an explanation then completing a diagram with **key words** from the explanation.

-ing / -ed adjective: see **adjective**.

-ing form: see **gerund**.

Input noun and verb

To provide new information about something. Teachers **input** new language by providing examples and giving learners information about it; e.g. teachers can **input** new **vocabulary** through a text or by using the board.

Instruct verb, **instruction** noun

To order or tell someone to do something. Teachers give learners instructions for activities, e.g. *Please turn to page 12 and do exercise 1.*

Integrated skills phrase

An **integrated skills** lesson combines work on more than one language skill. For example reading and then writing or listening and speaking.

Intensifier noun

A word used to make the meaning of another word stronger, e.g. *He's much taller than his brother; I'm very tired.*

Intensive course noun

A course which takes place over a short period of time, but which consists of a large number of hours.

Intensive listening/reading phrase

One **meaning** of **intensive listening/reading** is listening or reading to **focus on** how language is used in a text. This is how **intensive listening/reading** is used in TKT. See **extensive listening/reading, gist, detail**.

Interaction noun, **interact** verb, **interactive strategies** phrase

Interaction is two-way communication between listener and speaker, or reader and text. **Interactive strategies** are the ways used, especially in speaking, to keep people involved and interested in what is said or to keep communication going, e.g. eye contact, use of **gestures, functions** such as **repeating, asking for clarification**.

Interaction patterns noun

The different ways learners and the teacher work together in class, e.g. learner to learner in pairs or groups, or teacher to learner in **open class**, in plenary. When teachers plan lessons, they think about **interaction patterns** and write them on their plan.

Interactive whiteboard (IWB) noun

A special board linked to a computer so that the screen on the computer is shown to the class. Teachers and learners can use it by touching it or by using an **interactive** pen. **Interactive whiteboards** make it possible for teachers to use online resources in class, such as *YouTube clips* and online **dictionaries**.

Interference noun

Interference happens when the learner's **mother tongue** affects performance in the **target language**, especially in **pronunciation**, **lexis** or grammar. For example, a learner may make a grammatical mistake because they apply the same grammatical pattern as they use in their **mother tongue** to what they are saying in the **target language** but the **mother tongue** grammatical pattern is not correct in the **target language**.

Interlanguage noun

While they are learning a new language, learners create their own **version** of grammatical systems for the new language which they use as they are learning. **Interlanguage** is the most recent **version** of the language that learners create and is made from rules from their **mother tongue** and from the rules of the new language. **Interlanguage** is constantly changing and developing as learners learn more of the new language.

Interrogative noun

A question **form**, e.g. *What time is it? Where's the bank?*

Intonation noun

The way the level of a speaker's voice changes to show **meaning** such as how they feel about something; e.g. the level of your voice when you are angry is different from the level of your voice when you are pleased. **Intonation** can be rising or falling or both.

Intransitive verb noun

A **verb** which does not take a **direct object**, e.g. *She never cried*. See **transitive verb**.

Introductory activity noun

An activity which takes place at the beginning of a lesson. **Introductory activities** often include **warmers** and **lead-ins** which teachers use to get learners thinking about a **topic** or to raise **energy levels**.

Involvement noun

Taking part in an activity, being involved in it. Teachers try to get maximum **involvement** in activities from learners as this makes learning more interesting and useful for them.

Irregular verb: see **verb**.**IT**: see **ICT**.**Item** noun

1. A piece of language, e.g. a **vocabulary** or a grammar **item**. See **lexis**.
2. The questions (**items**) in a **test** to which a learner has to **respond**, e.g. a question in a multiple-choice **test**.

Jigsaw listening/reading noun

A communicative listening or reading activity. A text is divided into two or more different parts. Learners listen to or read their part only, then share their information with other learners so that in the end everyone knows all the information. In this way, the text is made into an **information-gap activity**.

Jumbled letters, paragraphs, pictures, sentences, words nouns

A word in which the letters are not in the correct order, a sentence in which the words are not in the correct order, a text in which the **paragraphs** or sentences are not in the correct order, or a series of pictures that are not in the correct order. The learners put the **jumbled letters**, words, text or pictures into the correct order.

Key word noun, **key language** noun

A word or type of language in a text which is important for understanding the text. Teachers often teach the **key words** in a text before learners read it so that the text is more manageable for them.

Kinaesthetic learner: see **learning style**.

L1 noun

L1 is the learner's **mother tongue** or first language; e.g. if the first language a learner learned as a baby is Spanish then the learner's **L1** is Spanish. See **mother tongue, native speaker, target language**.

L2 noun

L2 is the learner's second language. For example, for a Spanish person who learned English as an adult, English is their **L2**, Spanish is their **L1**. See **mother tongue, native speaker, target language**.

Label verb and noun

To put the name of an object on or next to the object; e.g. in a **vocabulary** lesson learners look at a picture of a house and write the different parts such as window, door, roof, etc. in the right place on the picture.

Language awareness noun

A teacher's or learner's knowledge about language; an understanding of the rules of how language works and how it is used. Teachers need to develop their **language awareness** so that, for example, they know about and understand different **verb tenses** so they can help learners to understand them.

Language frame noun

Forms of support for writing and speaking at **word, sentence** and **text levels** or all three. They are types of **scaffolding** which help learners to start, connect and develop ideas. For example:

Describing a process from a visual

The diagram shows ...

First of all ...

Then ...

Next ...

After that ...

Finally ...

Language laboratory noun

A room in a school where learners can practise language by listening to recordings or CDs and by recording themselves speaking. Teachers might use **language laboratories** to provide learners with an opportunity to work on listening or pronunciation on their own.

Language resource: see **teacher role**.

Layout noun

The way in which a text is organised and presented on a page. Certain texts have special **layouts**; e.g. letters and newspaper articles have different **layouts** – when you look at them, the text is presented differently on the page.

Lead-in noun, **lead in** verb

The activity or activities used to prepare learners to work on a text, **topic** or **task**. A **lead-in** often includes an introduction to the **topic** of the text or **task** and possibly study of some new **key language** required for the text or **task**.

Leaflet noun, **brochure** noun

A piece of printed paper that gives information or advertises something; e.g. a tourist information office might have a **leaflet** with information about local places of interest. See **realia**.

Learn by heart phrase

To learn something so that you can remember it perfectly. Teachers **encourage** young learners to **learn** songs and poems **by heart** so that they can say them or sing them without having to read the words. See **memorise**.

Learner autonomy noun, **autonomous** adjective, **learner independence** noun

When a learner can set his/her own **aims** and organise his/her own study, they are **autonomous** and independent. Many activities in **coursebooks** help learners to be more independent by encouraging them to find out more about things in the book and helping them to organise their learning, such as by suggesting they keep **vocabulary** lists. See **learning strategies, learner training**.

Learner-centred adjective

When learners take part actively in a lesson. When learners are at the centre of the activities and have the chance to work together, make choices and think for themselves in a lesson. Pair and group activities make lessons more **learner-centred**. See **teacher-centred**.

Learner characteristics noun

The typical things about a learner or learners that influence their learning, e.g. age, **L1**, past learning experience, **learning style**.

Learner independence: see **learner autonomy**.

Learner profile: see **class, learner profile**.

Learner training noun

Using activities which help learners understand how they learn and help them to become more **autonomous**, independent learners, e.g. doing an activity which teaches learners to use a **dictionary** quickly.

Learning centre: see **self-access centre**.

Learning contract noun

An agreement between the teacher and the learners about their roles and responsibilities. Learner contracts include what the teacher will do and what the learners will do to create a good classroom experience; e.g. learners agree to respect each other, the teacher agrees to be **supportive**, etc.

Learning resources noun

The materials or tools which help learners learn, e.g. books, computers, CDs etc. See **aids** and **reference materials/resources**.

Learning strategies noun

The techniques which learners consciously use to help them when learning or using language, e.g. **deducing the meaning** of words **from context**; **predicting** content before reading.

Learning style noun

The way in which an individual learner naturally prefers to learn something. There are many **learning styles**. Three of them are below.

Auditory learner noun

A learner who remembers things more easily when they hear them spoken. This type of learner may like the teacher to say a new word aloud and not just write it on the board.

Kinaesthetic learner noun

A learner who learns more easily by doing things physically. This type of learner may like to move around or move objects while learning.

Visual learner noun

A learner who finds it easier to learn when they can see things written down or in a picture. This type of learner may like the teacher to write a new word on the board and not just say it aloud.

Less controlled practice: see **practice**.

Lesson evaluation noun

When teachers think about what went well in a lesson they taught and note things that they could improve in future lessons. **Lesson evaluation** can help teachers to improve their teaching.

Lexical approach noun

An **approach** to teaching language based on the idea that language is made up of **lexical units** rather than **grammatical structures**. Teachers using this **approach** plan lessons which **focus on lexical units** or **chunks** such as words, multi-word units, **collocations** and **fixed expressions** rather than **grammatical structures**. An example of an activity using a **lexical approach** would be for a teacher to ask learners to listen to a text and to note down all of the **chunks** they hear.

Lexical set noun

A group of words and/or **phrases** which are about the same **topic** or subject; e.g. a **lexical set** on the **topic** of *weather* could be: *storm, rain, wind, cloud*.

Lexical unit noun

A single word or a group of words which have one unit of **meaning**. The **meaning** of the group of words may be different from that of the individual words in the group. For example, *car* is a **lexical unit** which means a type of transport; *car park* is a **lexical unit** which means a place to leave your car; *car park attendant* is a **lexical unit** which means a person who looks after cars in a car park. See **chunk, fixed expression**.

Lexis noun (also **vocabulary**), **lexical** adjective

Individual words or sets of words, e.g. *homework, study, whiteboard, get dressed, be on time*. **Lexical** means connected with words or sets of words. See **lexical approach, lexical set, lexical unit**.

Linguistic adjective, **linguistics** noun

Connected with language or the study of language. Studying **linguistics** includes studying the grammar, **discourse** and phonology of a language.

Linking noun

1. The way different sounds and words can join with each other in **connected speech**, e.g. *it's a good day – /ɪtsə'gudeɪ/*. See **connected speech**.
2. Joining parts of sentences (**phrases** and **clauses**), sentences and **paragraphs** to make text more **cohesive**, e.g. *I went shopping, then I went to the gym. I bought a dress and a hat*. See **cohesive device**.

Listen and do/make/draw phrase

A classroom activity where learners listen to the teacher or to another learner and while they are listening they perform an action (**listen and do**), make something (**listen and make**) or draw something (**listen and draw**). These activities are usually used as **comprehension tasks**. See **action rhyme** and **picture dictation**.

Listen for detail: see **detail**.

Listen for gist, global understanding: see **gist**.

Listen for mood: see **mood**.

Literacy noun

The ability to read and write. Teachers of young learners work on **developing** their learners' **literacy skills** by teaching them, for example, how to form letters and to write on a line.

Logical adjective

Connecting ideas in a sensible way. A lesson is **logical** if the **stages** follow an order which makes sense and if one **stage** leads clearly and obviously to another.

Lower-order thinking skills (LOTS) phrase

These are skills such as remembering information and understanding information. They are often used in the classroom to check understanding and to **review** learning. **Lower-order thinking skills** usually involve **closed questions**. See **higher-order thinking skills (HOTS)**.

Lyrics noun

The words of a song. Teachers sometimes use the **lyrics** of a song to teach or practise language or for listening **comprehension**.

Main aim: see **aim**.

Main clause: see **clause**.

Main stress: see **stress**.

Maintain discipline: see **discipline**.

Management: see **classroom management**.

Manager: see **teacher role**.

Mask noun

Something that you wear to cover your face to hide it. Children may wear different **masks** when they are acting as different characters in a class activity. See **prop**.

Matching task noun

A **task-type** in which learners are asked to pair things together, e.g. match two halves of a sentence, or match a word with a picture.

Mature adjective, **maturity** noun

Fully grown or developed. If a learner is **mature** in attitude, they behave in an adult way. A learner's maturity (physical, emotional and mental) influences a teacher's **approaches** and/or decisions.

Meaning: see *Appendix - Terms used for TKT KAL*

Meaningful adjective

1. Something which shows the **meaning** of language. Teachers **present** language using situations which show learners the meaning of the language they are learning. These are **meaningful contexts**. See **context**.
2. An activity can be **meaningful** if it is useful for learners in the real world outside the classroom or is **relevant** to them. For example, a **role-play** in which learners practise buying things in a shop would be a **meaningful** activity.

Memorise verb, **memorable** adjective

To learn something so that you can remember it later; something which is easy to remember is **memorable**. Learners often try to **memorise** new **vocabulary** they have learned by **repeating** it to themselves. See **learn by heart**.

Method: see **approach**.

Methodology noun

A word used to describe the way teachers do different things in the classroom, e.g. the techniques they use in **classroom management**.

Mime verb and noun

To tell a story or to communicate actions or emotions using only body movements; not using words. Teachers might use **mime** to show learners what a word means.

Mind map: see **word map**.

Mingle noun and verb

A **mingle** is an activity which involves learners walking round the classroom talking to other learners to complete a **task**. For example, learners could **mingle** to find out what the other learners in the class like doing in their free time.

Minimal pair noun

Two words which are different from each other by only one **meaningful** sound (or **phoneme**), e.g. *hit* /hɪt/; *heat* /hi:t/.

Mixed ability, mixed level adjective

The different levels of language or ability of learners studying in the same class. Teachers sometimes prepare different **tasks** for different learners in the class so that all of the learners are able to succeed in an activity. See **differentiation**.

Mixed conditional: see **conditional (forms)**.

Modal verb: see **verb**.

Model noun and verb

1. A clear example of the **target language** for learners to **repeat** or write down or save as a record. If a teacher is focusing on the **target language** of a lesson, he/she usually chooses a **model** sentence and writes it on the board. The teacher often **models** the language as well, by saying it clearly before getting learners to **repeat** it.
2. To do a **whole class** example of a **task** before learners work on their own or in pairs on the **task**. Teachers do this to show learners exactly what they need to do in the **task**.

Monitor verb, **self-monitor** verb

1. To watch and listen to learners when they are working on their own or in pairs or groups in order to make sure that they are doing what they have been asked to do, and to help them if they are having problems. For example, while learners are doing a **role-play** in pairs, the teacher walks around the room listening to them, perhaps noting down **errors**, and helping when needed.
2. To listen to or read the language you use to check if it is accurate and **effective**. Teachers do this to make sure that learners can understand them.

See **teacher role**.

Monolingual dictionary: see **dictionary**.

Mood noun, **listen for mood**, **read for mood** phrase

The way a person feels at a particular time. To read or listen for **mood** is to read or listen to a text in order to **identify** the feelings of the writer or speaker. Teachers might ask learners to do this as a first **comprehension task** as it might help learners to get a general understanding of the text. See **infer attitude**, **feeling**, **mood**.

Mother tongue noun

The very first language that you learn as a baby, which is usually the language spoken to you by your parents. Also called **L1** or first language. We learn our **mother tongue** in a different way from the way we learn a second language. See **L1**, **L2**, **native speaker**.

Motivation noun, **motivate** verb

Feelings of interest and excitement which make us want to do something and help us continue doing it. Learners who are highly **motivated** and want to learn English are more likely to be successful.

Demotivate verb, **demotivated** adjective

To make someone lose **motivation**. Learners can become demotivated if they feel a lack of progress.

Unmotivated adjective

Without **motivation**; having no **motivation**. Learners who do not see a reason for learning a particular subject can be **unmotivated**.

Multiple-choice question noun

A **task-type** in which learners are given a question and three or four possible answers or options. They choose the correct answer from the options they are given, e.g.

Listen to the weather report. What will the weather be like tomorrow?

- A very sunny
- B a bit sunny
- C not at all sunny

Multiword verb: see **verb**.

Narrative noun and adjective, **narrate** verb

1. A **narrative** is another word for a story. Teachers use stories in class to **present** language and to provide an opportunity for learners to practise language.
2. To tell a story or talk about something that has happened. Teachers often **narrate** stories to learners in class.

Narrator: see **teacher role**.

Native speaker noun, **non-native speaker** noun

Someone who has spoken a particular language since they were a baby, rather than having learned it as a child or adult. For example, someone whose first language is English is a **native speaker** of English. The opposite of a **native speaker** is a **non-native speaker**. See **L1/L2** and **mother tongue**.

Natural order noun

Research into how we learn a language has shown that there is an order in which all learners naturally learn grammar **items**. Some language **items** are learned before others; e.g. we learn to add 's' to words to make a plural **form** before we learn to use 'the'/'a'.

Needs noun

The language, language **skills** or learning strategies a learner still has to learn in order to reach their **goals**, which are the things they want personally and professionally which are connected to their learning. For example, a learner might need to have good speaking **skills** because they need to talk in English in their job. Teachers try to recognise their learners' **needs** so that they can plan lessons to meet these **needs**.

Negotiate verb

To discuss with someone to reach an agreement, e.g. *If you help me now, I'll help you next week.*

Neutral adjective

A way of speaking or writing that is neither **formal** nor **informal**, but in between. This type of language is **appropriate** for most situations; e.g. When you meet someone in a **formal** situation you say, 'How do you do' or 'Hello'. In an **informal** situation you say 'Hi' or 'Hello'. 'Hello' can be used in both **formal** and **informal** situations as it is **neutral**. See **formal language**, **informal language**.

Nominate verb

To choose and name one learner to speak or do a particular **task**. Teachers **nominate** different learners to give the answers to a **task** in order to ensure that more learners get a chance to speak.

Note-taking noun, **take notes** verb

To **take notes** means to listen or read and write down ideas from the text in short **form**. Learners who are preparing to study at university need to learn **note-taking skills**.

Notice verb (**language**)

Noticing is part of the **process** of language learning. When learners pay attention to a piece of language in a spoken or written text they are **noticing** language. For example, learners read a text and **notice** that it has many words ending in *-ed* and then they think about why the words end this way. Learners are **noticing** language when they pay attention to the *-ed* words and think about their **meaning** and use.

Noun noun

A person, place or thing, e.g. *elephant, girl, grass, school.*

A **collective noun** is a **noun** for a group of people or things, e.g. *the police, the government.*

A **common noun** is a **noun** that is not the name of a particular person, place or thing, e.g. *table, book.*

A **compound noun** is a combination of two or more words, which are used as a single word, e.g. *a flower shop, a headache.*

A **countable noun** has both a singular and a plural **form**, e.g. *book* → *books.*

A **plural noun** is more than one person, place or thing and can be regular or irregular, e.g. *boys, women.*

A **proper noun** is the name of a person or place, e.g. *Robert, London.*

An **uncountable noun** does not have a plural **form**, e.g. *information.*

Object noun

This is a **noun** or **phrase** that describes the thing or person that is affected by the action of a **verb**, e.g. *I saw Mary in the classroom.* See **subject**.

A **direct object** shows who or what is affected by the action of the **verb**; e.g. *He gave the book to me.* In this sentence, *the book* is the **direct object**.

An **indirect object** is an **object** affected by a **verb** but not directly acted on; e.g. *He gave the book to me.* In this sentence, *the book* is the **direct object** and *me* is an **indirect object**.

Object pronoun: see **pronoun**.

Objective noun

Something that you plan to **achieve**. Lesson **objectives** are **specific** learning **targets** that help **achieve** a lesson's **aims**, e.g. *Learners will be able to understand the **gist** of the text.*

Objective test: see **test**.

Observe verb, **observed lesson** noun

To **observe** means to watch carefully the way something happens. An **observed** lesson is a lesson that is watched by a teacher **trainer** or a colleague. Teacher **trainers** or colleagues usually discuss the lesson they have **observed** with the teacher and talk about the strengths of the lesson and about things that could be improved.

Observer: see **teacher role**.

Off task adjective

When learners are **distracted** or not completing an activity in the way the teacher wants them to do it, then they are **off task**. For example, a learner is sending a message on their phone instead of doing a reading **comprehension task**. See **on task**.

On task adjective

When learners are doing an activity in the way the teacher intended that it should be done, then learners are **on task**. For example, all of the learners are involved in completing the **gap-fill task** the teacher asked them to do. See **off task**.

One-to-one adjective

A teaching situation which involves only one teacher and one learner. Many **one-to-one** classes are specialist classes for people such as business people wanting a course which meets their particular **needs**.

Open class, whole class adjective

When the teacher leads the class and each learner is focusing on the teacher, rather than working alone or in groups. When learners **respond**, they do so in front of everyone in the class. For example, at the beginning of a lesson, the teacher puts a picture on the board and asks all of the learners to look at it. He/she then chooses individual learners to describe the picture while everyone else listens. See **plenary**.

Open pairs: see **pairs**.

Open question noun

A question which can lead to a long **response**, e.g. *How did you spend last weekend? Why do you think many people prefer to drive rather than use public transport?*

Open comprehension questions are a **task-type** in which learners read or listen to a text and answer questions using their own words.

Open-ended adjective (**task, questions**)

A **task** or question that does not have a right or wrong answer, but which allows learners to offer their own opinions and ideas or to **respond** creatively, e.g. *Why do you think the writer likes living in Paris?*

Oral fluency: see **fluency**.

Oral test noun

A **test** of speaking ability. Many public exams have reading, listening, writing and speaking parts to their **test**.

Origami noun

The art of making objects for decoration by folding sheets of paper into shapes. Teachers use **origami** activities in class, especially with younger learners, as a way of providing language practice and **developing** communication **skills** and listening **skills**.

Outcome noun

The result of teaching/learning. The teacher intends or aims for a result or **outcome** in terms of learning at the end of the lesson. For example, a teacher might aim that the **outcome** of a **role-play** will be that the learners will be more **confident** in speaking.

Over-application of the rule, over generalisation noun

When a learner uses a grammatical rule he/she has learned, but uses it in situations when it is not needed or not **appropriate**, e.g. a learner says *There were three girls* (correct plural **form** used for most nouns) *and two mans*. (incorrect plural **form** – not **appropriate** for *man*).

Overhead projector (OHP) noun

A piece of equipment that makes images appear on a wall or screen. It can be used in a classroom instead of a whiteboard or blackboard.

Overhead transparency (OHT) noun

The plastic sheet a teacher can write on and use with an **overhead projector (OHP)**. Teachers might write the answers to an activity on an OHT to show to learners when they have completed a **task**.

Pace noun, **pacing** noun

The speed of the lesson. A teacher can **vary** the **pace** in a lesson by planning different activities in order to keep the learners' attention.

Pairs noun

Closed pairs – When learners in the class work with the person sitting next to them but not in front of the class. For example, learners discuss the answers to a **task** with the person sitting next to them.

Open pairs – In **open pairs**, one pair does an activity in front of the class. This technique is useful for showing how to do an activity and/or for focusing on **accuracy**.

Paragraph noun and verb

A **paragraph** is a section in a longer piece of writing such as an essay. It starts on a new line and usually contains a single idea. When a writer is **paragraphing**, he/she is creating **paragraphs**. See **topic sentence**.

Paraphrase noun and verb

To say or write something that you have read or heard but using different words. Learners who are preparing to study at university need to practise **paraphrasing** so that when they do research they are able to put the ideas they read in books into their own words.

Part of speech noun

A way of **categorising** words according to their grammatical **function** and meaning, e.g. **noun, verb, adjective, pronoun, adverb, preposition, conjunction**. Similar to word class. See **word class**.

Participate verb, **participation** noun

To take part in something; e.g. when learners **participate** in a lesson or classroom activity they are involved and active.

Participle (past and present) noun

–*ed* and –*ing* forms of the **verb**; they are used to make **tenses** or **adjectives**, e.g. *I'm going home* (**present participle**); *I haven't seen him today* (**past participle**).

Particle noun

A small grammatical word, often an **adverb** or **preposition** which does not change its **form** when used in a sentence; e.g. *after* is a **particle** in the **phrasal verb** *look after*.

Passive role phrase

Allowing other people to be in control and accepting what happens without trying to change events. When learners want to be taught and to learn language without making their own decisions about their **needs** and the ways they learn, they are taking a **passive role**. See **active role**.

Passive voice noun

In English grammar there are active **forms** and passive **forms**. In a passive sentence, something is done to or happens to the **subject** of the sentence; e.g. **passive voice**: *The winning goal was scored by the captain*, **active voice**: *The captain scored the winning goal*. See **active voice**.

Past perfect simple, continuous, progressive: see **tense**.

Past simple, continuous, progressive: see **tense**.

Peer assessment: see **assessment**.

Peer feedback noun

Feedback given to a learner by another learner in the class; e.g. learners can give each other **feedback** on things that are good and things that can be **corrected** in a piece of written work. See **feedback**.

Performance assessment see **assessment**.

Person noun

First person – the person speaking – *I* (first person singular), *we* (first person plural)

Second person – the person spoken to – *you* (second person singular and plural)

Third person – the person (or thing) spoken about – e.g. *he, she, it* (third person singular), *they* (third person plural)

Personal aim: see **aim**.

Personal pronoun: see **pronoun**.

Personalisation noun, **personalise** verb

When a teacher helps learners to connect new words, **topics**, texts or grammar to their own life; e.g. the teacher shows learners a picture of people swimming in the sea and asks the learners if they can swim; if they like swimming; if they have ever swum in the sea. Personalisation makes language more **meaningful** and keeps learners **motivated**.

Phoneme noun

The smallest sound unit which can make a difference to **meaning** e.g. /p/ in *pan*, /b/ in *ban*. **Phonemes** have their own symbols (**phonemic symbols**), each of which represents one sound. See **phonemic chart**.

Phonemic chart noun

A poster or diagram of the **phonemic symbols** arranged in a particular order. Below is an example of the International Phonetic Alphabet or IPA. See **phoneme**, **phonemic symbols**, **phonemic transcription**.

i:	ɪ	ʊ	u:		iə	eɪ		
e	ə	ɜ:	ɔ:		ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ		eə	aɪ	aʊ	
p	b	t	d		tʃ	dʒ	k	g
f	v	θ	ð		s	z	ʃ	ʒ
m	n	ŋ	h		l	r	w	j

Phonemic symbols noun

The characters we use which represent the different sounds or **phonemes**, e.g. /ɜ:/, /tʃ/, /θ/. Words can be written in **phonemic** script (usually the International Phonetic Alphabet or IPA), e.g. /dɒktə/ = *doctor*. See **phoneme**, **phonemic chart**, **phonemic transcription**.

Phonemic transcription noun

Phonemic transcription means writing words using **phonemic symbols**, e.g. writing *doctor* as /dɒktə/. This is done in **dictionaries** to show pronunciation.

Phonology noun, **phonological** adjective

The study of sounds in a language or languages. When teaching new language, teachers **focus on** teaching sounds and on other **phonological** areas such as **stress** and **intonation**.

Phrasal verb: see **verb**.

Phrase noun

1. A group of words which are part of a sentence rather than the whole sentence, e.g. *the green car*, *on Friday morning* are **phrases**.
2. A group of words that together have a particular meaning e.g. *By the way*, *round the corner*. See **fixed expression**.

Pick up phrasal verb (**language**)

To learn a language without studying it, just by hearing and/or reading and then using it. This is the way we learn our first language. See **acquisition**, **exposure**.

Picture dictation noun

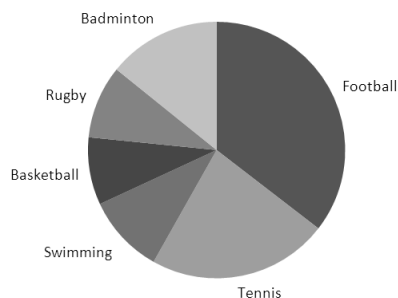
A classroom activity in which the teacher describes a scene or an object and learners draw what they hear. The activity can also be for learners to describe a scene or an object and other learners draw what they hear, perhaps in pairs; e.g. learner A describes and learner B draws. See **listen and do/make/draw**.

Picture story noun

Stories that are shown in pictures instead of words. Teachers use **picture stories** to **present** language or for providing practice of language; e.g. learners saying what happened in a series of pictures of a story which took place in the past can practise past **tenses**.

Pie chart noun

A **pie chart** shows information in a circle which is divided into sections. Each section represents a quantity. Teachers use pie charts to help learners remember new information by making thinking visual - below is an example.

Class survey results

See **Venn diagram**.

Placement test: see **test**.

Planner: see **teacher role**.

Plenary noun and adjective

Part of a lesson when the teacher discusses ideas with the **whole class**; for example a **plenary** could be held at the end of a lesson when the teacher might **assess** learning by asking learners to **review** what has been learned. See **open class**.

Plural noun: see **noun**.

Portfolio noun

A collection of work that a learner uses to show what he/she has done during a particular course. A purposeful document, regularly added to, that may be part of **continuous assessment**. See **portfolio assessment**.

Portfolio assessment: see **assessment**.

Possessive adjective: see **adjective**.

Possessive pronoun: see **pronoun**.

Possessive 's' and whose pronoun

Ways of showing or asking who something belongs to, e.g. *Whose book is it? It's Sue's.*

PowerPoint noun

A computer program which is used during **presentations** to show pieces of text, diagrams, drawings, videos or other images. Teachers use **PowerPoint** in the same way that they use a board in class to show learners pictures, questions and answers for a **task**, texts or explanations.

Practical activity noun

An activity which involves or simulates real events, situations, actions or experiences. For example, learners **role-play** taking something they bought, which doesn't work properly, back to a shop.

Practice noun**Controlled practice, restricted practice**

When learners use the **target language** repeatedly and productively in situations in which they have little or no choice of what language they use. The teacher and learners **focus on** accurate use of the **target language**. For example, teaching the **present simple**: *John gets up at 7.00, he has breakfast, he gets dressed etc.* The teacher says each sentence and learners **repeat** them, then they practise the same sentences in pairs.

Less controlled, freer practice, free practice

When learners use the **target language** but have more choice of what they say and what language they use. For example, when practising the **present simple** learners talk to each other about their daily **routines**.

Praise verb

To tell someone they have done well, e.g. *That's excellent. Well done!*

Prediction noun, **predict** verb

Using your experience or knowledge to say what you think will happen in the future. **Prediction** is a technique or **learning strategy** learners can use to help with listening or reading. Learners think about the **topic** before they read or listen. They try to imagine what the **topic** will be or what they are going to read about or listen to, using **clues** like headlines or pictures accompanying the text or their general knowledge about the **text type** or **topic**. This makes it easier for learners to understand what they read or hear.

Prefix noun

A **prefix** is a letter or group of letters added to the beginning of a word to make a new word, e.g. *clear – unclear*. See **affix** and **suffix**.

Preposition noun

A word used before a **noun**, **pronoun** or **gerund** to connect it to another word, e.g. *He was in the garden*.

Dependent preposition – Many **nouns**, **verbs** and **adjectives** are followed by a particular **preposition**. These **prepositions** are **dependent prepositions**, e.g. *interested in, depend on, bored with*.

Present perfect simple and continuous, progressive: see **tense**.

Present simple and continuous, progressive: see **tense**.

Presentation noun, **present** verb

1. When the teacher introduces new language. Teachers **present** new language, sometimes by using the board and speaking to the **whole class**, or they might use a text which includes the new language for their **presentation**. See **guided discovery approach**, **Presentation, Practice and Production (PPP)**.
2. When learners give a talk to their class or group; e.g. a learner does some research and prepares a **PowerPoint presentation** about a subject he/she is interested in.

Presentation, Practice and Production (PPP) noun

An **approach** to teaching new language in which the teacher **presents** the language using a situation, gets learners to practise it in exercises or other **controlled practice** activities, and then asks learners to use or produce the same language in a communicative and less controlled way. For example, teaching the **present simple**, *John gets up at 7.00, he has breakfast, he gets dressed etc.* The teacher shows learners pictures of a person (John) doing these things and shows a calendar to show the learners that the person (John) does these things every day (this is the **presentation stage**). The teacher checks learners understand the meaning (routine) then gets learners to **repeat** example sentences, in **open class** then in pairs (the **practice stage**). Finally, the learners talk to each other about their daily routines (the **production stage**).

Pre-teach verb (**vocabulary**)

Before introducing a text to learners, the teacher can teach **key vocabulary** from the text which he/she thinks the learners do not already know and which they need in order to understand the main points of a text. For example, if learners are going to listen to a weather report, before they listen they match pictures of different weather to words for different types of weather (*cloudy, sunny, foggy, etc.*). The teacher is **pre-teaching key words** from the text.

Primary stress: see **stress**.

Prioritising: see **ranking activity**, **rank ordering**.

Problem-solving activity noun

Learners work in pairs or groups to find the **solution** to a problem. For example, learners are given a problem situation such as a town centre with too much traffic and they talk together to think of **solutions** to the problem.

Problem-solving activities usually help to **develop oral fluency**.

Procedure noun

A set of actions that describes the way to do something. Teachers write lesson plans and provide details of exactly what is going to happen in each **stage** of a lesson; e.g. learners practise the language of **complaints** in a **role-play** in pairs. The details of the different actions are the **procedures** of the lesson.

Process verb and noun

1. To think actively about new information in order to understand it completely and be able to use it in future. Learners need to **analyse** and think about what a piece of new language means, how it is used and how it is **formed**, and perhaps see how it fits with their own language. When learners have a better understanding of these things they may be better able to use the language correctly.
2. The series of actions which are taken to **achieve** a result, for example preparing a grammar lesson, might involve the **process** of researching and **analysing** a language point, choosing an **approach** to teach it, finding materials, and then writing a lesson plan.

Process writing noun

An **approach** to writing, which thinks of writing as a **process** which includes different **stages** of writing such as planning, **drafting**, **re-drafting**, **editing**, **proofreading**. See **guided writing** and **product writing**.

Product writing noun

An **approach** to writing which involves **analysing** and then reproducing **models** of particular **text types**. For example, learners read a restaurant review, **analyse** the way it is written, then produce their own review. See **guided writing** and **process writing**.

Productive skills noun

In language teaching we talk about the four **skills**: reading, listening, speaking and writing. Speaking and writing are **productive skills** because learners produce language. Reading and listening are not **productive skills**. See **receptive skills**.

Proficiency noun, **proficient** adjective

Being able to do something very well, e.g. speaking English. Learners who practise speaking can become more proficient.

Proficiency test: see **test**.

Profile: see **class profile**, **learner profile**.

Progress test: see **test**.

Project work noun

An activity which focuses on completing an extended **task** or **tasks** on a **specific topic**. Learners may work in groups to create something such as a class magazine. Learners sometimes do some work by themselves, sometimes outside the classroom.

Prompt verb and noun

To help learners think of ideas or to remember a word or **phrase** by giving them a part of it or by giving another kind of **clue**. When a teacher suggests a word that the learner hasn't remembered, e.g.

Learner: *I want to in an office.*

Teacher: *Work?*

Learner: *Yes, I want to work in an office.*

A teacher can also use a word prompt to **correct** a learner, e.g.

Learner: *He don't like that.*

Teacher: *Grammar.*

Learner: *Sorry – he doesn't like that.* See **elicit**.

Prompt card: see **cue card**.

Pronoun noun

A word that we use instead of a noun.

A **demonstrative pronoun** is used instead of a **noun** to show something or point to something. *This, that, these, those* are **demonstrative pronouns**, e.g. *Those are my shoes.*

An **object pronoun** is used instead of an **object noun**. *Me, you, him, her, it, us, you, them* are **object pronouns**, e.g. *I gave him the book.*

Personal pronouns are words, which are used instead of the name of a person. *I, you, he, she, it, we, you, they* are **personal pronouns**, e.g. *She's Spanish.*

A **possessive pronoun** is used instead of a **noun** and shows something belongs to someone. *Mine, yours, his, hers, its, ours, yours, theirs* are **possessive pronouns**, e.g. *the house is mine.*

A **reflexive pronoun** is used when the **object** of a sentence is the same person or thing as the **subject** of the sentence. **Reflexive pronouns** end with *self* or *selves*: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*, e.g. *He cut himself.*

A **relative pronoun** introduces a **relative clause**. *Who, which, that, whose, whom* are **relative pronouns**, e.g. *the book which I'm reading is interesting.*

Proofread verb

To read a text in order to check whether there are any mistakes in spelling, grammar, **punctuation** etc. Teachers **encourage** learners to **proofread** their homework and **correct** their mistakes before they hand it in. See **process writing**.

Prop noun

An object used by actors performing in a play or film. Teachers may give learners **props** to use when they are doing a **role-play** in class. See **mask**.

Proper noun: see **noun**.

Provide feedback: see **feedback**.

Punctuation noun

The symbols or marks used to organise writing into **clauses**, **phrases** and sentences to make the meaning clear.

Apostrophe noun	'	' is added to a singular noun before an 's' to show that something belongs to someone, e.g. <i>Mae's house</i> . An apostrophe is also common in contractions , e.g. <i>He's (He is or He has)</i> .
'at' symbol noun	@	used instead of 'at' in email addresses, e.g. <i>john@yahoo.com</i>
Comma noun	,	used to separate items in a list or to show where there is a pause in a sentence, e.g. <i>I bought some apples, oranges, bananas and lemons. When I went to the market, I met my friend.</i>
Exclamation mark noun	!	written after a sentence to show excitement, surprise or shock, e.g. <i>Be careful!</i>
Full stop noun	.	used at the end of a sentence, e.g. <i>I like chocolate.</i>
Question mark noun	?	used at the end of a question, e.g. <i>How are you?</i>
Speech marks noun	'x'	written before and after a word or a sentence to show that it is what someone said, e.g. <i>John said 'My favourite subject is music'.</i>

Pupil profile chart noun

A table or diagram used by teachers to record learners' performance and progress in different **skills** during a course.

Pupil profile charts help teachers to **monitor** learners' progress and to **evaluate needs**. See **chart, assessment chart/assessment profile**.

Puppet noun

A model of a person or animal often made of paper or cloth, which a teacher or learners can move by putting their hand inside. **Puppets** are often used when teaching young learners.

Quantifier noun

A word or **phrase** such as *much*, *few* or *a lot of* which is used with a **noun** to show an amount, e.g. *I don't have much time; I have a lot of books about music.*

Question mark: see **punctuation**.

Question tag, tag question noun

A **phrase** that is added to the end of a sentence to make it a question, or to check that someone agrees with the statement just made, e.g. *It's very cold, isn't it? It isn't very far, is it?*

Raise awareness phrase

To help learners to start to understand something that they may not already know by focusing on it. For example, if you teach **learning strategies**, it can **raise** learners' **awareness** of how to learn.

Range noun

A number of different things which are of the same type. For example, teachers can use a **range** of activities in their lessons such as a discussion activity, a **role-play** activity, **multiple choice** questions, or a **gap fill activity**. We also use **range** when we talk about learners' language. For example, when a learner uses many different **adjectives** in a description of her town we say she has 'a good **range of adjectives**' whereas when a learner uses just a few **adjectives** again and again when describing her town we say that she has 'a limited **range of adjectives**'.

Ranking activity, rank ordering activity, prioritising activity noun, **prioritise** verb, **rank** verb

Putting things in order of importance. In the classroom, a **prioritising** or **rank-ordering activity** is a communicative activity in which learners are given a list of things to **rank** (put in order of importance). It involves discussion, agreeing/disagreeing and **negotiating**.

Rapport noun, **build rapport** phrase

The relationship between the teacher and learners. Teachers try to build or create good **rapport** and to have a good relationship with their learners because it makes the classroom a better place for learning.

Rationale noun

The reason for doing something, e.g. the **rationale** for **pre-teaching vocabulary** before learners read a text is to help learners read the text more easily. When teachers plan a lesson, they think about a **rationale** for activities and **procedures**.

Read for detail: see **detail**.

Read for gist, global understanding: see **gist**.

Read for mood: see **mood**.

Realia noun

Real objects such as clothes, menus, timetables and **leaflets** that can be brought into the classroom for a range of purposes. For example, teachers might bring in different clothes to teach learners the words for those clothes (*shirt, skirt, trousers* etc.).

Recall verb and noun

To remember, bring something back into the mind; e.g. in a **test**, learners might have to **recall vocabulary** they learned the week before.

Recast verb, **reformulate** verb, **reformulation** noun

To reword a sentence or **phrase** to improve it, e.g. when a teacher **corrects** what a learner has said by **repeating** the sentence correctly, but without drawing the learner's attention to the mistake. This is usually the way parents 'correct' their young children's language mistakes.

Learner: *I am not agree.*

Teacher: *Oh, you don't agree. Why not?*

Receptive skills noun

In language teaching we talk about the four **skills**: reading, listening, speaking and writing. Reading and listening are **receptive skills** because learners receive language; they do not have to produce language. See **productive skills**.

Recycle verb

To **focus on** words or structures that have been taught before, for **revision** and more practice. **Coursebooks** often **recycle vocabulary** and structures in later units that has been **presented** in early units.

Re-draft verb

When a piece of writing is changed with the intention of improving it. A writer's first **draft** may be **re-drafted**. Many teachers **encourage** learners to write a first **draft** quickly to get their ideas down on paper, then to go back and **re-draft** the text, **correcting** mistakes and improving the text. See **draft, process writing**.

Refer to phrasal verb, **reference** noun

1. To be about something or to be connected with something; e.g. the **past simple refers to** an event in the past.
2. To look at something for information or to ask for information; e.g. learners can **refer to** a **dictionary** to find out what a word means or they can **refer to** their teacher for advice.

Reference materials noun, **reference resources** noun

The materials which teachers and learners can use to find or check information, e.g. grammar books, **dictionaries** and online teaching resources.

Reflect on teaching, learning phrase

To think about a lesson after teaching it or to think about learning in order to decide what worked, what did not work, and how to improve teaching/learning in the future.

Reflective adjective (**teachers**)

Teachers who look back on the lessons they have taught and think about what worked and what did not work, in order to improve their teaching.

Reflexive pronoun: see **pronoun**.

Refuse an invitation: see **decline an invitation**.

Register noun

The **formality** or **informality** of language used in a particular situation. **Formal register** or **formal** language is language which is used in serious or important situations, e.g. in a job application. **Informal register** or **informal** language is language used in relaxed or friendly situations, e.g. with family or friends. **Register** may also **refer to** language which is **specific** to a particular group, e.g. technical **register**, scientific **register**. See **formal, informal**.

Regular verb: see **verb**.

Reinforce: see **consolidate**.

Relative clause: see **clause**.

Relative pronoun: see **pronoun**.

Relevance noun, **relevant** adjective

A connection with a situation or the subject you are thinking about or discussing. For example, **verbs** and **tenses** are **relevant** to grammar.

Repeat verb, **repetition** noun

To say something again. Teachers get learners to **repeat** words and **phrases** so that learners can practise pronunciation of new language and so that they can learn language patterns. See **drill**.

Report back phrasal verb

When a learner tells the **whole class** what was discussed in groupwork or pairwork. For example, after a group discussion on using the internet, one of the learners in each group tells the **whole class** the main points mentioned in their group.

Reported speech, statement, question noun

Reported speech is used when we want to say what someone else said (to report what was said). When we say what someone else said we do not **repeat** the exact words because it is necessary to make some grammatical changes such as changing the **pronoun** and the **verb tense**, e.g. *Sarah said she was sorry*. Sarah's exact words were: *I'm sorry*. See **direct speech, question** and **indirect question**.

Reporting verb: see **verb**.

Request noun and verb, **make a (polite) request** phrase

To ask someone (politely) to do something, e.g. *Please could you open the window?*

Resources: see **aids, reference materials, learning resources**.

Response noun, **respond** verb

An answer or reaction to something someone says such as a laugh, a smile or saying something. Teachers and learners **respond** to each other in class by answering each other's questions (Teacher: *How are you all today?*

Learner: *Fine thanks*), by commenting on things that are said (Learner: *I'm going to paint a picture*. Teacher: *That's a good idea.*) or by using **gestures** or **facial expressions**.

Restricted practice: see **practice**.

Review noun and verb

When a learner, often guided by the teacher, looks again at language that has already been taught in order to remember this language better. Teachers may choose to **review vocabulary** or **grammatical structures** in the classroom in order to help learners **consolidate** the language or to prepare for a **test**. See **revise**.

Revise verb, **revision** noun

1. In British English usage **revise** means to study again something you have learned, to prepare for an exam. For example, a teacher might advise learners to **revise** the **vocabulary** they have learned before a weekly **test**. Americans use **review** for this. See **review**.
2. **Revise** also means to look again at a piece of writing to **correct** it or improve it. For example, teachers **encourage** learners to **revise** their homework before handing it in. See **edit**.

Rhyme noun and verb

1. Words that sound similar because they have the same ending, e.g. *hat, cat*.
2. A song or poem with words that sound the same at the end of each line, e.g.
I believe I can fly.
I believe I can touch the sky.

Rhythm noun

The **rhythm** of speech is the way that some words in a sentence are **emphasised** or **stressed** to produce a regular pattern, e.g. *If I were YOU, I'd go by BUS.*

Role-play noun and verb

A classroom activity in which learners are given roles to act out in a given situation, e.g. a job interview **role-play** where one learner is the interviewer and the other learner is the interviewee. **Role-plays** are usually done in pairs or groups.

Root word, base word noun

The main word or part of a word from which other words can be made by adding a **prefix** or **suffix**; e.g. *help* is the **root** or **base word** of *helpful, unhelpful* and *helpless*. See **core**.

Routine noun

Something which is done regularly such as a teacher setting writing homework every Friday. Teachers try to develop some **routines** in the classroom, e.g. always asking learners to record new words with their meaning and an example sentence. This helps learners to feel settled, safe and more relaxed.

Rubric noun

Written **instructions** for an exercise, activity or **task** in a **test**; e.g. for a **multiple-choice task** the **rubric** might be: *For questions 1 – 7, choose the best option (A, B or C) to complete each of the statements.*

Scaffolding noun

Scaffolding is the temporary support that teachers (and parents) give to learners to help them to do a **task, solve** a problem, communicate or understand. **Scaffolding** can be through the use of teacher language to help learners understand language and use of language, e.g. using language at the learners' level; asking questions; using **gestures** and actions when speaking; using **L1** when necessary. **Scaffolding** can also be through the use of teaching strategies, e.g. providing language **models** or **prompts**; using **substitution tables** and **language frames**.

Scaffolding is temporary support which is gradually taken away so that learners can eventually work without it.

Scan verb

Reading a text to look for **specific** information and paying no attention to everything else in the text, e.g. looking for a word you want to know the **meaning** of in a **dictionary**. See **detail, gist, global understanding, skim**.

Scheme of work noun

A basic plan of what a teacher will teach for a number of lessons. Its **aim** is to try to ensure that lessons fit **logically** together, to give the teacher clear **goals** and to try to ensure a balance of language, **skills, topics** and activities over a number of weeks or months.

Schwa noun

The /ə/ sound is called the **schwa**. It is a **feature** of many **weak forms**, e.g. /kən/ in *I can play tennis*.

Script noun

1. A set of letters used for writing a particular language, e.g. Arabic **script**, Cyrillic **script**, Roman **script**.
2. The written version of the words of spoken language, e.g. the words heard during a listening activity. See **audioscript, transcript**.

Seating arrangement, seating plan noun

The way the learners sit in the classroom, e.g. in rows, in a circle around the teacher, in groups around different tables. Teachers sometimes make a seating plan of where the learners should sit in the classroom.

Second conditional: see **conditional (forms)**.

Second person: see **person**.

Secondary stress: see **stress**.

Self-access centre, learning centre noun

A place with **learning resources** such as books, computers, CDs and DVDs where learners can study by themselves.

Self-assessment: see **assessment**.

Self-correction: see **correction**.

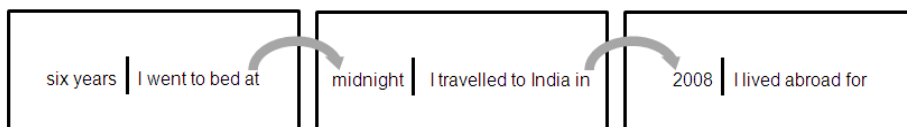
Self-monitor: see **monitor**.

Sentence completion activity noun

A **task-type** in which learners are given parts of a sentence, e.g. the beginning or the end, and are asked to complete the sentence, using **specific target language**, e.g. to practise using **-ing forms**: *At the weekend, I love ... ; In the evenings, I enjoy ...*

Sentence dominoes noun

A pair or group game in which learners match half-sentences, in order to make full sentences. They do this by taking turns to join dominoes which, in the context of language teaching, are typically single pieces of paper with two half-sentences on them, at either end of other dominoes; e.g.



The second half of one card and the first half of another card form a sentence (e.g. *I went to bed at midnight*). As the game continues, learners develop a line of sentences.

Sentence level phrase

When we study language, we can study words, sentences or whole texts. When we study words in a text we are studying language at **word level**; studying sentences in a text is studying language at **sentence level** and when we study whole texts we are studying language at **text level**. Studying a text at **sentence level** means looking at the language **features** of sentences in a text and looking at how the sentences are made – for example looking at the use of **imperative forms**, use of **relative clauses**, use of **punctuation**. See **word level** and **text level**.

Sentence starter, sentence stem noun

The beginning of a sentence which learners then complete orally or in writing. A type of **scaffolding** strategy to help learners make sentences, e.g. *I like, I love*

Sentence stress: see **stress**.

Sentence transformation activity noun

A **task-type** in which learners are given a sentence and a **prompt**, and have to make a second sentence, which means the same as the first, using the **prompt**, e.g.

It's too cold to play tennis.

It _____ to play tennis. (enough)

It isn't warm enough to play tennis.

Sequence noun and verb, **sequencing activity** noun

A **sequence** is a series of things which follow each other in a **logical** order. Learners can **sequence** pictures in a story, i.e. put them in order.

Set a question, set a task, set a test phrase

To give learners a question to answer, e.g. an essay question such as: *Is living in a big city better than living in a small town?* To tell learners what to do in a **task**, e.g. find the meaning of these five words in your **dictionary**. To give learners a **test** to do; e.g. many teachers **set** a weekly **test** for learners to find out how well the week's work has been understood.

Set the scene, set the context phrase

To explain or discuss the **topic** or situation of something learners will read, hear, talk or write about, so that learners understand the **topic** or situation before they begin their **task**. For example, before playing a recording of a conversation between two people, a teacher might tell learners who the people are on the recording, where they are and what they are talking about. This prepares learners for the listening and it means they are better able to understand what the people are saying.

Settler noun

An activity used to quieten and calm children perhaps done after a more lively activity. For example, a piece of copying or quiet drawing or colouring in. See **stirrer**.

Silent letter noun

A letter in a word which is written but which is not pronounced, e.g. in *thumb*, the letter *b* is a **silent letter**.

Silent period noun

The time when learners who are beginning to learn a first (or second) language prefer to listen (or read) before producing the language; e.g. babies have a **silent period** when they listen to their parents before starting to try to speak themselves.

Simplify verb, **simplification** noun

To make something easier. **Simplifying** language or **tasks** is a common **scaffolding** strategy, for example.

Singular noun: see **noun**.

Situational presentation noun

A way of **presenting** new language through a simple story or situation. The teacher may use pictures or other **aids** to help him/her create the situation, For example, a teacher is teaching *If I were you I'd...* for giving advice. The teacher shows learners a picture of a young man. He/she tells the learners that this is John and that John has a job interview tomorrow. The teacher says that John needs the learners' help, He wants to know what he should and shouldn't do during the interview to be successful and get the job. The teacher asks learners for their ideas, such as wear a suit, be on time, smile and be friendly etc. Then the teacher asks how they can tell John these things. He/she helps the learners to say: *If I were you, I'd wear a suit; If I were you, I'd be on time*, etc. Then the learners practise the different sentences in **open class**, then pairs. **Situational presentations** are part of the **Presentation, Practice, Production (PPP) approach**.

Skills noun

The four language **skills** are listening, speaking, reading and writing. See **develop skills, subskills, receptive skills, productive skills**.

Skim verb

To read a text quickly to get a general idea of what it is about – e.g. reading a description of a city to find out if it sounds like somewhere you'd like to visit. See **detail, gist, global understanding**.

Slip: see **error**.

Smiley noun

A picture of a happy face 😊. Teachers can use a **smiley** to point out good **features** of learners' written work. Learners can use a **smiley** to **indicate** strengths or progress in their own English, or to show **features** of a lesson they enjoyed.

Solution noun, **solve** verb

An answer to a problem. When teachers are planning a lesson, they think about what their learners might find difficult about the lesson (**anticipated problems**) and they think about how they can **solve** those problems. Lesson plans include **anticipated problems** and **solutions**.

Specific adjective

Involving one particular thing or one type of thing; e.g. teachers might talk about teaching a **specific** language point. This means that they are teaching one particular language point, e.g. *If I were you, I'd ...* for giving advice.

Specify verb (**aims**)

To explain or describe something in a clear and exact way. Teachers **specify** lesson **aims** in their lesson plans. **Aims** are **specified** at the beginning of a lesson plan for the lesson as a whole and for individual **stages** in the lesson.

Speculate verb

To guess something based on information you have; e.g. the teacher shows learners a picture with two men wearing suits sitting at a desk. He/she asks learners to guess what the men are doing. Learners say: they might be having a meeting, it might be a job interview etc.

Speech marks: see **punctuation**.

Stage, step noun

A section of a lesson. Lessons have different **stages** or **steps** such as **lead-in, presentation, controlled practice**, etc.

Stage aim: see **aim**.

Step: see **stage**.

Sticker noun

A **label** with a picture or message on it that has **glue** on the back of it. Teachers may use **stickers** to keep things on the classroom wall or on the board.

Stimulate discussion phrase

To **encourage** learners to talk about something, to help them with ideas and information which they can use in a discussion. This can be done in different ways such as through a text or a picture.

Stimulate interest: see **arouse interest**.

Stirrer noun

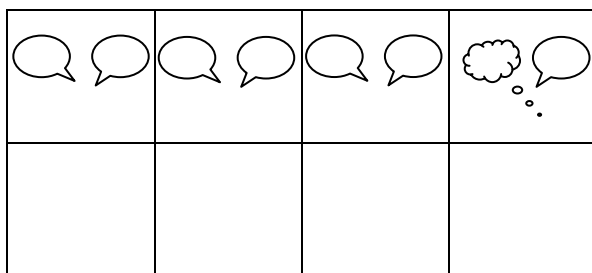
A lively activity teachers use to activate children in class – for example, a **mingle** or an action game. See **settler**.

Story corner noun

A permanent space in the classroom where learners can tell each other stories or sit quietly and read stories. Teachers sometimes use story corners to **encourage** children to be more independent by allowing them to choose which activity they would like to do.

Storyboard noun

This shows the events in a story, sometimes with speech and thoughts or short text.

**Storybook** noun

A book with stories for children. Teachers might read stories from **storybooks** to children in class and **encourage** children to read **storybooks** themselves.

Stress noun and verb

Pronouncing part of a word (**syllable**) or part of a sentence louder and longer than other parts, e.g. VEGetable, I LOVE baNAnas. Some parts of words and sentences are **stressed** and some are **unstressed**.

Contrastive stress is used when we compare or **contrast** and involves **stressing** the word we are comparing or **contrasting**, e.g. *It was my AUNT who bought the car (not my uncle) or My aunt bought the CAKE (not the biscuits)!*

Primary, main stress

Some sentences and longer words may have more than one part **stressed**, These words and sentences have a **primary** or **main stress** which is the part that is loudest and longest. For example, *pronunciation* – prəˌnʌn.si'ei.jən. The **main stress** is on the /ei/ part of the word. The **primary** or **main stress** on a word is marked in the **dictionary** with e.g. prəˌnʌn.si'ei.jən.

Secondary stress is **stress** on a **syllable** or word in a sentence which is less strong than the **primary (main) stress**, e.g. /prəˌnʌn.si'ei.jən/ has the **primary** or **main stress** on /ei/ and the **secondary stress** on /ˌnʌn/.

Secondary stress is marked in the **dictionary** with e.g. prəˌnʌn.si'ei.jən.

Sentence stress is about the way some words in a sentence are **stressed** and some are unstressed. The **stressed** words are usually the information-carrying words or content words such as **nouns, verbs, adjectives** and **adverbs**. For example, *It was a lovely evening, and the temperature was perfect.*

Word stress is about which **syllable** of a word is pronounced louder and longer – e.g. umbRELLa /ʌm'breɪlə/.

Strong form noun

In **connected speech** many words are not pronounced fully. For example, **prepositions, auxiliary verbs, pronouns** and **conjunctions** are usually not pronounced fully and are not **stressed**. When these words are pronounced fully and are **stressed** to make a point they become **strong forms**; e.g. 'can' is often pronounced in its **weak form** /kən/: *I can (/kən/) speak French*, but it can be pronounced in its **strong form**, e.g. *I don't speak Italian but I can (/kæn/) speak a little Spanish in an emergency.* See **weak form**.

Structural approach noun

A way of teaching which uses a **syllabus** based on **grammatical structures**, e.g. **present simple, present continuous, past simple**. The order in which the language is **presented** is usually based on how difficult it is thought to be. See **functional approach**.

Student talking time (STT) phrase

This is about the time learners spend speaking in a lesson. See **Teacher Talking Time (TTT)**.

Subject noun

This is the **noun** or **phrase** that goes before the **verb** to show who is doing the action in an active sentence, e.g. *John plays tennis every Saturday*, or who or what the action is done to in a passive sentence, e.g. *The food was cooked yesterday*. See **object**.

Subjective test: see **test**.

Subject–verb agreement phrase

When the **form** of the **verb** matches the person doing the action of the **verb**, e.g. *I walk, he walks*. If a learner writes *I walks*, then it is wrong because there is no **subject–verb agreement**.

Subordinate clause: see **clause**.

Subsidiary aim: see **aim**.

Subskill noun

Each of the four language **skills** can be divided into smaller **subskills** that are all part of the main **skill**; e.g. **identifying** text organisation is a **subskill** of reading; **identifying word stress** is a listening subskill. See **detail, gist, global understanding, scan, skim**.

Substitution drill: see **drill**.

Substitution table noun

A **grid** giving a choice of grammatical **forms**:

I You	go	to work by car.	Do you	go by car?
He/she/it	goes		Does he/she/it	
We You They	go		Do you/they	

Suffix noun

A **suffix** is a letter or group of letters added at the end of a word to make a new word, e.g. good → goodness. See **affix** and **prefix**.

Summary noun, **summarise** verb

To take out the main points of a long text, and rewrite or retell them in a short, clear way. Learners preparing to study at university need to practise **summarising** skills.

Summative assessment: see **assessment**.

Summative test: see **test**.

Superlative adjective: see **adjective**.

Supplementary material noun, **supplement** verb and noun

The books and other materials which teachers can use in addition to a **coursebook**, e.g. pronunciation practice materials.

Supportive adjective, **unsupportive** adjective

Providing help or encouragement. The opposite of **supportive** is **unsupportive**, which is not being helpful and encouraging. **Effective** teachers create a **supportive** atmosphere in their classes by encouraging learners to help each other and to ask others for help.

Survey noun

An activity in which learners find out information from others by asking questions or using questionnaires in order to practise speaking **skills** and/or **specific** language. For example, learners might conduct a **survey** to find out how often their classmates use the internet.

Swap verb

To change one thing for another; e.g. in class a teacher could ask learners to swap partners so that they can work with someone different. See **exchange**.

Syllable noun

A part of a word that usually contains a **vowel** sound, e.g. *pen* = one **syllable**; *teacher* = two **syllables** – teach/er; *umbrella* = three **syllables** – um/brell/a.

Syllabus noun

This describes the language and **skills** to be covered on a course, and the order in which they will be taught. The content of a **syllabus** will be based on the writer's beliefs about language learning. See **curriculum**.

Syllabus fit noun

The **syllabus** is the language and **skills** work planned for a whole course. **Syllabus fit** is how a particular lesson fits in with the **syllabus** or the whole course; e.g. a teacher might decide to include a week of work on storytelling because in the **syllabus** there is work on past **tenses** and storytelling is a useful way for learners to learn and practise past **tenses**. See **timetable fit**.

Sympathise verb

To say something which shows that you understand and care about someone's problem. For example, a teacher might say *Oh dear, what a shame* to **sympathise** with a learner who isn't feeling well.

Synonym noun

A word which has the same, or nearly the same, **meaning** as another word; e.g. *nice* is a **synonym** of *pleasant*.

Tag question: see **question tag**.

Take notes: see **note-taking**.

Take risks phrase

To do something without knowing if the result will be good or bad. When learners take risks they experiment with language and try using structures and **vocabulary** they may not have used before to see if it works. This is a natural part of their language development.

Tapescript, audio script, transcript noun

The written **version** of the words learners hear when doing a listening activity. These can often be found in a teacher's book or at the back of the learner's book.

Target: see **goal**.

Target language noun

1. The language which is the focus of the lesson or a part of the lesson. It could be grammar, **lexis**, **functions** or pronunciation, e.g. the **present perfect**, or **vocabulary** for parts of the body, or giving advice.
2. The language being studied (often called the **L2**). If learners are studying English then English is the **target language**.

Target language culture phrase

The traditions and culture of the country whose language is being studied. For example, a learner studying Japanese might want also to learn about things like Japanese festivals, Japanese food, Japanese music etc.

Task noun

An activity that learners complete. For example, **problem-solving activities** or **information-gap activities** are **tasks**. **Task** may also be used as another word for activity. See **Task-Based Learning (TBL)**.

Task-based learning (TBL) noun

An **approach** to teaching in which the teacher asks learners to do a **task** which has an **achievable** result. The **task** the teacher gives is the type of **task** people might do in real life and which involves communicating with other learners. For example, learners might be given the **task** of planning the opening of a new restaurant in their town. They have to decide where the restaurant should be, what kind of food it will serve, how big it will be, how expensive etc. While doing the **task**, learners use language to prepare a report on their decisions. When they have completed the **task** and their report, the teacher may ask them to think about the language they used while doing the **task**, but the main focus for learners is on the **task** itself.

Task-type noun

A set of questions or an activity that are all of one kind, e.g. **multiple choice**, **gap-fill**, matching.

Teacher-centred adjective

When the teacher leads activities in the classroom, usually from the front of the class with the learners' attention on him/her. In **teacher-centred** parts of the lesson the teacher might be explaining something to the learners or asking individual learners questions or asking learners to **repeat models** or giving **instructions**. If a lesson is thought to be too **teacher-centred** it means that learners are not being given opportunities to work together, to practise, share experiences or think for themselves. See **learner-centred**.

Teacher role noun

This is about the different jobs a teacher can have in a class and the different ways a teacher can manage the classroom and the learners; e.g. a teacher can choose to take a controlling role, giving directions or **instructions** at the front of the class or to take a less controlling role, **monitoring** learners as they work.

Teacher roles in the classroom:**Assessor** noun

Assessing learners' performance, **behaviour**, effort and **contribution**. **Evaluating** learners' performance, **behaviour** and **contribution**. **Testing** learners' progress and level. **Providing feedback** on work, progress, **behaviour** and **contribution**.

Contributor noun

Contributing ideas or information other than language, e.g. **participating** in discussions.

Counsellor noun

Giving learners advice on difficulties they may have outside of their language class. **Showing** understanding of issues learners bring to the classroom from outside.

Diagnostician noun

Diagnosing and **evaluating** learners' **needs** and difficulties.

Facilitator noun

Developing **learner autonomy**. Helping learners to access **resources**. Providing opportunities for individual learning.

Language resource noun

Clarifying language. **Correcting** learner language. **Consolidating** learner language. **Contextualising** language. **Eliciting** language. Explaining language. **Modelling** language. **Checking understanding** of language. **Personalising** language. Providing language **input**.

Manager noun

Managing the learners, the lessons and **procedures** in the classroom, e.g. controlling the **group dynamic**, deciding on **interaction patterns**, **demonstrating tasks** and activities, **building rapport**, **encouraging** learners, giving **instructions**, **motivating** learners, **maintaining discipline**, **responding** to classroom problems as they happen.

Monitor/Observer noun

Monitoring, **observing** and collecting information about learner performance, **behaviour**, **contribution**, effort and progress. Keeping a written record of learners' work.

Narrator noun

Narrating stories and things that have happened.

Teacher roles outside the classroom:

The teacher also has roles to play outside the classroom. Before a lesson, the teacher has to plan activities which may involve **anticipating problems** and suggesting **solutions**; deciding on a **methodology** for lessons; designing and **adapting** texts and materials for lessons; preparing texts and **tasks** for learners; selecting materials and texts for lessons. After a lesson, the teacher may **reflect** on his or her own performance. **Reflecting** on learner's progress and performance may take place after several lessons.

Teacher's book: see **book**.**Teacher talking time (TTT)** noun

This is about the time the teacher spends talking in a lesson. See **Student Talking Time (STT)**.

Tense noun

A **form** of a verb which shows when something happens, e.g. in the past, present or future.

Future with going to

I'm going to visit my aunt on Sunday. It's going to rain.

Future with present continuous

He is meeting John for dinner at eight tomorrow.

Future with present simple

The plane leaves at 9.00 next Saturday.

Future with will (or shall)

It will be lovely and sunny tomorrow

Past continuous, progressive

I was watching TV all evening.

Past perfect continuous, progressive

I had been studying for three hours so I felt tired.

Past perfect simple

After I had phoned Mary, I went out.

Past simple

I went on holiday to France last year.

Present continuous, progressive

I am working in London now.

Present perfect continuous, progressive

I have been studying for three years.

Present perfect simple

I have known him for a long time.

Present simple

He drives to work every day.

Test noun and verb

A formal **assessment** of a learner's language.

An **achievement test** is used to see how well learners have learned the language and **skills** taught in class.

Achievement tests are often at the end of term or end of the year and **test** the main points of what has been taught in that time.

A **diagnostic test** is used to **identify** problems that learners have with language or **skills**. The teacher diagnoses or finds out the language problems learners have. It can also be used to diagnose or find out about learner strengths. **Diagnostic tests** help the teacher to plan what to teach, or what not to teach, in future.

An **objective test** is a **test** which has only one correct answer (for each question) and is marked without using the examiner's opinion, e.g. **true/false questions**, **multiple-choice questions**. There is a clear right or wrong answer.

A **placement test** is used at the beginning of a course in a language school in order to **identify** a learner's level of language and find the best class for them.

A **proficiency test** is used to see how good learners are at using the **target language**. The contents of a **proficiency test** are not chosen according to what has been taught, but according to what is needed for a particular purpose, e.g. English for hotel receptionists, English for studying at university, English for general communication. Cambridge English: First and IELTS are examples of **proficiency tests**.

A **progress test** is used during a course in order to **assess** the learning up to a particular point in the course. Teachers might set **progress tests** weekly or in the middle of a course.

A **subjective test** is a **test** in which the examiner's opinion and judgement is used to decide on the quality of the answer. There isn't just one correct answer. There may be many different answers which are correct. Types of subjective test are, for example; written stories, compositions, interviews, conversations. Subjective tests can be made more reliable by using **assessment criteria**. See **assessment criteria**.

A **summative test** is used at the end of a course. The focus is on the mark or grade given and **feedback** is not usually provided. See **formative assessment**.

Total Physical Response (TPR) noun

A **method** or **approach** to teaching in which the teacher **presents** language **items** in **instructions** and the learners have to do exactly what the teacher tells them; e.g. the teacher says: *Stand up* and the learners stand up; the teacher says: *Walk to the window* and the learners walk to a window in the classroom.

Trace verb

To copy a letter or a picture by putting transparent paper (paper you can see through) on top of it and following the lines with your pencil. This is an activity that teachers do with young learners which helps them to learn to write and to draw.

Train verb

To teach someone to do a particular job or activity. For example, *John **trains** people to sing*. It also means to study or learn to do something. For example, *I **trained** to be a teacher*.

Trainee noun

Someone learning to do a particular job or activity. For example, a **trainee** teacher is someone learning to be a teacher.

Trainer noun

Someone whose role is to teach people how to do something, e.g. a particular job. For example, a teacher **trainer** **trains** people to become teachers.

Transcript: see **tapescript**.

Transformation drill: see **drill**.

Transitive verb noun

A **verb** which takes a **direct object**, e.g. *She wrote a letter*. See **intransitive verb**.

True/false question noun

A **task-type** in which learners read or listen to a text and decide whether statements are correct (true) or not correct (false). **True/false questions** can be used as **comprehension tasks** or as a speaking activity in which learners say if they think sentences are right or not and why they think so.

Turn noun, **turn-taking** noun

When someone speaks in a conversation this is called a **turn**. Speaking and then allowing another person to speak in reply is called '**turn-taking**'. Teachers teach learners language they can use in **turn-taking**, e.g. *What do you think? Do you agree with John?*

Tutorial noun

When a teacher talks to a learner individually or to a small group of learners to discuss their learning and give **feedback** on their progress in class. The teacher can use **tutorials** as a way of keeping learners interested and **motivated**.

Uncountable noun: see **noun**.

Unmotivated: see **motivation**.

Unstressed: see **stress**.

Unvoiced sound noun

To produce an **unvoiced** sound, no voice is used, e.g. /p/ in pad, /t/ in tomorrow. No movement or vibration can be felt in the throat. See **voiced sound**.

Used to verb

A structure that shows something happened habitually in the past but does not happen now, e.g. *I used to live in London, but now I live in Paris*.

Utterance noun

A complete unit of speech in spoken language. An **utterance** can be shorter than a sentence, e.g.

A: *When's he coming?* B: *Tomorrow*. C: *Oh!*

'*When's he coming?*' is an **utterance** and '*Tomorrow*' and '*Oh*' are both **utterances**.

Varieties of English phrase

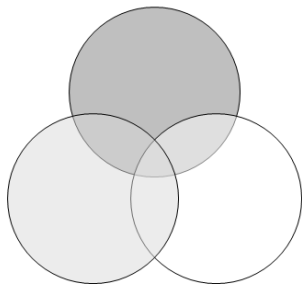
English is spoken as a first or second language in many countries around the world, but the English spoken may be slightly or significantly different in each country or in different parts of one country; e.g. different **vocabulary** or grammar may be used. An example of this is the English spoken in the USA and that spoken in the UK.

Variety noun, vary verb

To introduce different things such as different types of activities or **tasks**, language **skills**, **interaction patterns**, **pacing** or **timing** into a lesson. Teachers try to include **variety** in their lessons, so that learners stay interested.

Venn diagram noun

A drawing of circles that cross over each other showing the similarities and differences between two or three objects, people, **concepts**, places. They are also used to show a whole set of items and a sub-set of those items, e.g.



See pie chart.

Verb noun

A word used to show an action, state, event or **process**, e.g. *I like cheese; He speaks Italian.*

An **auxiliary verb** is a **verb** used with other **verbs** to make questions, negatives, **tenses**, etc.; e.g. *be, do, have; He has gone home.*

The **base form** of a **verb** is the **infinitive form** of a **verb** without 'to', e.g. *go, sit, look.*

The **infinitive form** is the **base form** of a **verb** with 'to'. It is used after another **verb**, after an **adjective** or **noun** or as the **subject** or **object** of a sentence, e.g. *I want to study, It's difficult to understand.*

An **irregular verb** does not follow the same pattern as **regular verbs**. Each **irregular verb** has its own way of **forming** the **past simple** and **past participle**, e.g. *go → went (past simple) → gone (past participle).*

A **modal verb** is a **verb** used with other **verbs** to show ideas such as ability or obligation or possibility. They include *can, must, need, will, should*, e.g. *I can speak French, but I should study even harder.*

A **multiword verb/phrasal verb** is made up of a **verb** and one or more particles (**adverbs** and/or **prepositions**). The **meaning** of a **multiword verb** is not the same as the **meaning** of the individual verbs and **participles** that make it. One **multiword verb** may have more than one **meaning**, e.g. *Get your coat on and then we can leave (wear); How are you getting on with that job? (progressing).*

A **regular verb** changes its **form** by adding *-ed* in the **past simple** and **past participle**, e.g. *walk → walked.*

A **reporting verb** is a **verb** such as *tell, advise, suggest* used in **reported speech** to report what someone has said, e.g. *Jane advised John to study harder.*

Verb pattern noun

The **form** of the words following a **verb**, e.g. *He advised me to get there early = advise + **object pronoun** + infinitive; I love travelling = love + -ing word.*

Version noun

A particular form of something in which some details are different from an earlier or later form of it; e.g. a written text may have different **versions**; two people might tell a different **version** of the same story.

Video clip: see **clip**.

Visual aid noun

A picture, a diagram or anything else learners can look at which can help teachers **illustrate form** or **meaning**. See **aids, realia**.

Visual learner: see **learning style**.

Visualise verb, **visualisation** noun

To form a mental picture of something. **Visualisation** can help learners to remember new words or can be used for creative story-telling. A classroom activity where learners close their eyes and create mental images.

Vocabulary: see **lexis**.

Voiced sound noun

To produce a **voiced** sound, the voice is used, e.g. /b/ in bad, /d/ in dentist. Movement or vibration can be felt in the throat. **Vowels** in English are **voiced**. See **unvoiced sound**.

Volunteer noun and verb

To offer to do something without being asked; e.g. a learner who offers to help the teacher in class, for example by handing out books or cleaning the board without being asked or told to do it, **volunteers** for these jobs.

Vowel noun

1. A sound in which the air is not blocked by the tongue, lips, teeth etc., e.g. /i:/ (eat), /ə/ (about), /e/ (eag), /ʌ/ (fun). Movement or vibration is felt in the throat because the voice is used. See **consonant** and **diphthong**.
2. In the alphabet, the letters *a, e, i, o, u* are **vowels**. They represent the **vowel** sounds. See **consonant**.

Wait time noun

The time that teachers wait in order to give learners time to **respond** to questions rather than expecting an immediate **response**. Learners need wait time to **process** the questions they are asked and to think of an answer.

Warmer noun, **warm up** phrasal verb

An activity that often involves movement, which a teacher uses at the beginning of a lesson to give the class more energy. **Warmers** can also be used to introduce the **topic** of the lesson. For example, the **topic** of the lesson is *Watching TV*. The teacher asks learners who watch a lot of TV to move to stand near the door of the classroom, learners who watch a little TV to stand near the board, and learners who don't watch any TV to stand at the other side of the classroom. See **energy levels**, **lead-in**.

Weak form noun

In **connected speech**, if a word is **unstressed**, the **weak form** of **vowels** is used. Words which do not carry important information in sentences are usually **unstressed** and their **vowels** are pronounced as **weak forms** – words such as **prepositions**, **articles**, **conjunctions** and **auxiliary verbs**, e.g. *I can (/kən/) speak Italian. It's the (ðə) best film ever*. The sound /ə/ is called the **schwa**. See **strong form**.

Wh-question noun

Wh-questions start with a **wh-word** (except for *How* which is known as a **Wh-question**). **Wh-questions** begin with *who, whom, what, which, whose, how, why, where, when*. **Wh-questions** expect information in reply, not just yes or no, e.g. *Where do you live? I live in France*. See **Wh-word**.

Wh-word noun

Wh-words introduce wh-questions and **indirect questions**. **Wh-words** include *who, whom, what, which, whose, how, why, where, when*. See **Wh-question**.

Whole class: see **open class**.

Word bank noun

A list of **key words** learners need to know in order to understand a text or to talk about a **topic**. Teachers might use a **word bank** to **pre-teach vocabulary** for a text, or they might provide learners with a **word bank** to use while they are reading a text as a way of supporting their reading.

Word boundary noun

Where one word ends and the next one begins, e.g. the **word boundary** in *ice cream* is the place between the *e* in *ice* and the *c* in *cream*. **Word boundaries** are important in **connected speech** because we might drop a letter or join words together at a **word boundary**. See **connected speech**, **linking**.

Word class noun

One of the grammatical groups into which words are divided depending on their use, such as **noun**, **verb** and **adjective**. Similar to **part of speech**. See **part of speech**.

Word family noun

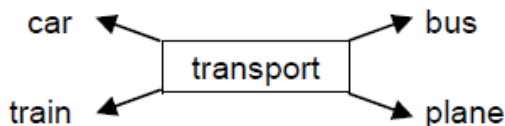
A group of words that come from the same **root** or **base word**, e.g. *economy, economist, economic*. See **root word, base word**.

Word level phrase

When we study language, we study words, sentences or whole texts. When we study words in a text we are studying language at **word level**, studying sentences in a text is studying language at **sentence level**, and when we study whole texts we are studying language at **text level**. Studying a text at **word level** means looking at the language **features** of words in the text. For example, looking at the **part of speech**, the spelling, the **register** etc. of words in a text. See **sentence level, text level**.

Word map, mind map noun

A diagram which is used to make a visual record of **vocabulary** on the same **topic**, e.g.



Word prompt: see **prompt**.

Word snake noun

A reading or writing activity involving words written in the shape of a snake. Each new word begins with the first letter of the previous word, e.g. *dog* → *giraffe* → *elephant* → *tiger*. This activity is often done with younger learners.

Word stress: see **stress**.

Wordsearch noun

A **grid** in which each square contains a letter of the alphabet. Words are hidden in the **grid** and learners have to find them, e.g.

O	L	A	R	M
C	H	E	E	K
H	I	Y	G	N
I	S	E	B	E
N	O	S	E	E

Work out phrasal verb (**language**)

When learners try to understand how and why a particular piece of language is used or how it is **formed**. For example, learners read a text with different past **tenses**, then look at the example sentences in the text and **work out** how the different **tenses** are used and how they are **formed**. See **deduce meaning from context**.

Workbook: see **book**.

Worksheet: see **handout**.

Written fluency: see **fluency**.

Appendix

TKT KAL Terminology

Acronym noun

A set of letters representing the first letters of two or more words, usually of a name or title. The letters are pronounced as a word not individual letters, e.g. *NATO (North Atlantic Treaty Organization) radar (radio detection and ranging)*. N.B. **Acronyms** are different from **initialisms** such as *BBC, CD* where the letters are pronounced as letters not words. See **initialism**.

Adverbial adjective

A word, **phrase** or **clause** acting as an **adverb**; e.g. in the sentence *She cut the paper as carefully as she could*, the underlined part is an **adverbial clause**.

Affricate noun

A sound produced by stopping the air flow then releasing it with friction, e.g. /tʃ/, /dʒ/.

Alveolar (ridge) noun

The ridge at the top of the mouth between the teeth and the hard palate. Several sounds, e.g. /t/, /d/, are made in this area.

Anaphoric reference noun

Reference to something that occurs earlier in the text; often **achieved** through use of **pronouns** or **lexical chains**; e.g. in the text *Singapore is on the sea. It shares a border with Malaysia*, '*It*' **refers** back to *Singapore*. See **cataphoric reference** and **exophoric reference**.

Assimilation noun

When a sound in **connected speech** changes because of a neighbouring sound; e.g. in the sentence *He grew up in Britain*, the /n/ in 'in' is likely to be assimilated to /m/ resulting in /ɪmbrɪtn/.

Back-channelling verb

When a listener signals understanding, surprise, agreement etc. to a speaker as the speaker is speaking. This is done by using **gestures** such as nodding, making a noise like *uh-huh*, or using words and **phrases** like *I see*.

Bilabial noun or adjective

A sound produced with both lips, e.g. /p/, /b/.

Cataphoric reference noun

Reference to something that occurs later in the text; often **achieved** through use of **pronouns** or **lexical chains**; e.g. in the sentence *That's what it is – a nuisance*, '*That*' **refers** forward to '*nuisance*'. See **anaphoric reference**, **exophoric reference**.

Causative passive noun

A use of the passive to **express** the idea of making something happen, e.g. *She got her car washed*; *They had their house painted*; the causative is commonly **expressed** with the **verb** 'get' or 'have'. See **passive voice**.

Complement noun

Words or **phrases** that complete the **meaning** of another word or a sentence; e.g. in the sentence *He gave the man a ticket*, '*the man a ticket*' is the **complement**. In *Jane was unavailable*, '*unavailable*' is the **complement**.

Connotation noun

The associations of a word. These associations may come from a situation, person or culture; e.g. '*garlic*' – in some contexts garlic is thought of as health-giving and tasty; in others it is thought of as smelly and overpowering. Because **connotations** are often subjective, they are not easy to learn. This example is terribly **specific** and is also cross-cultural. **Connotation** also explains the difference between words like 'thin' and 'slim' which have the same **meaning** but one has a positive **connotation** and the other a negative **connotation**.

Consonant cluster noun

Two or more **consonant** sounds occurring together at the beginning or end of a **syllable**, e.g. /ks/ in /eksəsəɪz/ (exercise) is a two-**consonant cluster**; /str/ in /strɒŋ/ (strong) is a three-**consonant cluster**.

Content word noun

A word which carries the main **meaning**; often contrasted with **function words** which mainly do a grammatical job and carry little **meaning**; e.g. in the sentence *'The postman was carrying a very big bag.'* the content words are *postman, carrying, very, big, bag*. Content words are usually **nouns, verbs, adjectives** or **adverbs**. See **function word**.

Co-ordinating conjunction noun

Conjunctions which link two **main clauses** or two other grammatical units which have the same grammatical status; *'and'* and *'but'* are examples of **co-ordinating conjunctions** – e.g. *He was keen but lazy; He played football and tennis*. See **conjunction**.

Declarative form, declarative question noun

The **declarative form** refers to the **form** of a sentence/utterance/clause that is used to make statements and give information, e.g. *I've opened the door*. A **declarative question** is a question with the grammar of a statement but said with **intonation** that shows it is a question, e.g. *You're on the train?*

Delexicalised verb noun

Verbs which have little or no **meaning** on their own but when they are joined with other words they have many different **meanings**. **Delexicalised verbs** can be joined with **prepositions** to make **multiword verbs**, e.g. *get* can be joined with *up, on, in, off* (*get up, get on, get in, get off*). They can also combine with **nouns** e.g., *make the bed* and *do the washing*.

Denotation: see **meaning**.

Dental adjective and noun

Involving the teeth. Dental sounds (/ð/, /θ/) are made with the teeth.

Discourse marker noun

A word or **phrase** that signals what kind of information will follow or tells us about information which has just been given; e.g. in the sentence *She was interested in many subjects, for example, food technology*. *'for example'* signals that an example will follow. In the sentence *By the way, they've become good friends*. *'by the way'* signals that the remark gives additional information which is different or marks a contrast to the previous information.

Dynamic verb noun

Verbs referring to actions, events or bodily sensations and that **express** some kind of action. They can be used in the progressive/continuous **form**, e.g. *His leg is hurting him; They're eating their supper; It's changing shape*.

Elision noun

When a sound is left out in **connected speech** because it is followed by a similar sound; e.g. in *he gave up politics* the /p/ in 'up' is likely to be elided: /hi:geɪvʌpələtɪks/.

Ellipsis noun

When a word, **phrase** or **clause** is left out in **discourse** because it is unnecessary for **conveying meaning**; e.g. in the sentence *They made a big effort and ended up winning the prize, 'they'* is left out before *'ended up'* because it is clear what the **subject** of this **verb** is.

Exophoric reference noun

Reference to something that is outside the text; often **achieved** through **pronouns** or **demonstrative adjectives**; e.g. in the sentence *Pass me that piece of paper, will you?* *'that'* is **exophoric, referring to** something in the speaker's surroundings. See **anaphoric reference, cataphoric reference**.

Figurative: see **meaning**.

Finite verb noun

There are two types of **verb**: **finite verbs** and **non-finite verbs**. A **finite verb** shows person, number and **tense**; e.g. in the sentence *He goes away, laughing, 'goes'* shows **tense (present simple)** and number and person (he) whereas *'laughing'* shows neither. See **non-finite verb**.

Fricative noun and adjective

A sound produced by creating friction in the air flow, e.g. /f/, /ʃ/, /ʒ/, /h/, /ð/.

Pragmatic adjective

The **meaning** given to an **utterance** by the situation in which it occurs; e.g. *would you mind keeping quiet* said by a teacher to a student is likely to have the **pragmatic meaning** of a command rather than an enquiry about willingness.

Semantic adjective

The **meanings** of words and how they are connected to one another, e.g. as **synonyms, antonyms**.

Modifier noun

A word which adds further **meaning** to a **noun phrase**; e.g. in the sentence *I'd like to try on that leather coat in the window*, 'leather' and 'in the window' are **modifiers**.

Morpheme noun

The smallest unit that has **meaning** in a language. A **morpheme** is a base word or an **affix**; e.g. *carefully* contains three **morphemes**: *care, -ful, -ly*; *walked* contains two: *walk, -ed*.

Nasal noun and adjective

A sound produced by air passing through the nose, e.g. /ŋ/, /m/.

Non-finite verb noun

There are two types of **verb**: **finite verbs** and **non-finite verbs**. A **non-finite verb** does not show person, number or **tense**. **Infinitives** and **present/past participles** are **non-finite verbs**, e.g. the infinitive (He needed *to have* a holiday), the **present participle** (Not *understanding* the question, he gave the wrong answer). See **finite verb**.

Noun phrase noun

A single word or a group of words that act as the **subject, object** or **complement** in a sentence or **utterance**. It usually contains a **noun** and words occurring before or after the noun that modify it; e.g. in the sentence *The tall shy-looking girl on the right is my sister*, the underlined words make up **noun phrases**.

Palate noun, **palatal** adjective

The palate is the roof of the mouth. Sounds can be produced on the hard palate or the soft palate (velum), e.g. /j/, /k/.

Parallelism noun

The repetition of **grammatical structures** within a text, e.g. *Enjoy the ride; have a great time* (**imperative + object**).

Plosive noun and adjective

A sound produced by blocking air, then releasing it suddenly. This creates a popping sound e.g. /p/, /t/, /g/.

Pragmatic: see **meaning**.**Qualify** verb

Used in grammatical descriptions to **refer to** words that limit the **meaning** of something; e.g. in the phrase '*The young student sitting at the end of the row*', the underlined words qualify 'student'.

Reduced relative clause noun

A **relative clause** in which the **relative pronoun** and possibly the **auxiliary verb** have been left out; e.g. in *the person I saw on the bus*, 'who' is left out (*the person who I saw on the bus*); in *the house hit by the storm*, 'which was' is left out (*the house which was hit by the storm*).

Repair strategy noun

An **utterance** which **corrects** or modifies what has just been said e.g. *Can you tell me where I can, um, send, um, I mean, post this letter?* Using *Um* and *I mean* are this learner's **repair strategy**.

Rhetorical question noun

A question that does not expect or require an answer, and is often used to create interest, e.g. *Where have I put my keys? Do you know how many people in the world like ice-cream?*

Semantic: see **meaning**.**Semi-modal** noun

A **verb** which has a **modal meaning** but does not have all the grammatical **features** of **modal verbs**. Examples of **semi-modals** are *ought to, be able to, used to*.

Separable phrasal verb noun

A **phrasal verb** in which the **particle** can be separated from the **verb**, e.g. *He looked up a word. / He looked a word up.* See **phrasal verb**.

State (stative) verbs noun

Verbs which describe a state or situation rather than an action, e.g. *to want, to contain*. They tend not to be used in the progressive/continuous.

Style noun

A characteristic way of conveying information, e.g. humorous, journalistic, casual, business-like.

Subordinating conjunction noun

A **conjunction** that links a **main clause** with a **subordinate clause**, e.g. *though, while, because*.

Substitution noun, **substitute** verb

Replacing words, **phrases** or **clauses** in **discourse** with another word or words to **achieve cohesion**; e.g. in the sentence *Bill is going to university next year, and Jim is too*, 'too' **substitutes** for 'going to university next year'.

Superordinate noun

The name for a **category** or a type of thing; e.g. *vehicle* is the **superordinate** for *car, bus, train, bike* etc.; *job* is the **superordinate** for *postman, teacher, computer scientist, politician* etc.

Syntax noun

The way words are arranged and joined together into sentences; e.g. we say *it's a blue bag* not *it's bag a blue*.

Velar adjective

The **adjective** from velum (the soft palate). **Velar** sounds are made by moving the tongue towards the velum. Examples of these sounds in English are: /k/, /g/.

Verb phrase noun

The part of a sentence containing a main **verb** and any other **verbs** that qualify it, e.g. *He must have heard me; Those fantastic things couldn't have been made by machine.*

Verbs of perception noun

Verbs for the senses or emotions, e.g. *hear, see, smell, taste, feel*. These **verbs** follow distinctive grammatical patterns.

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