



UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

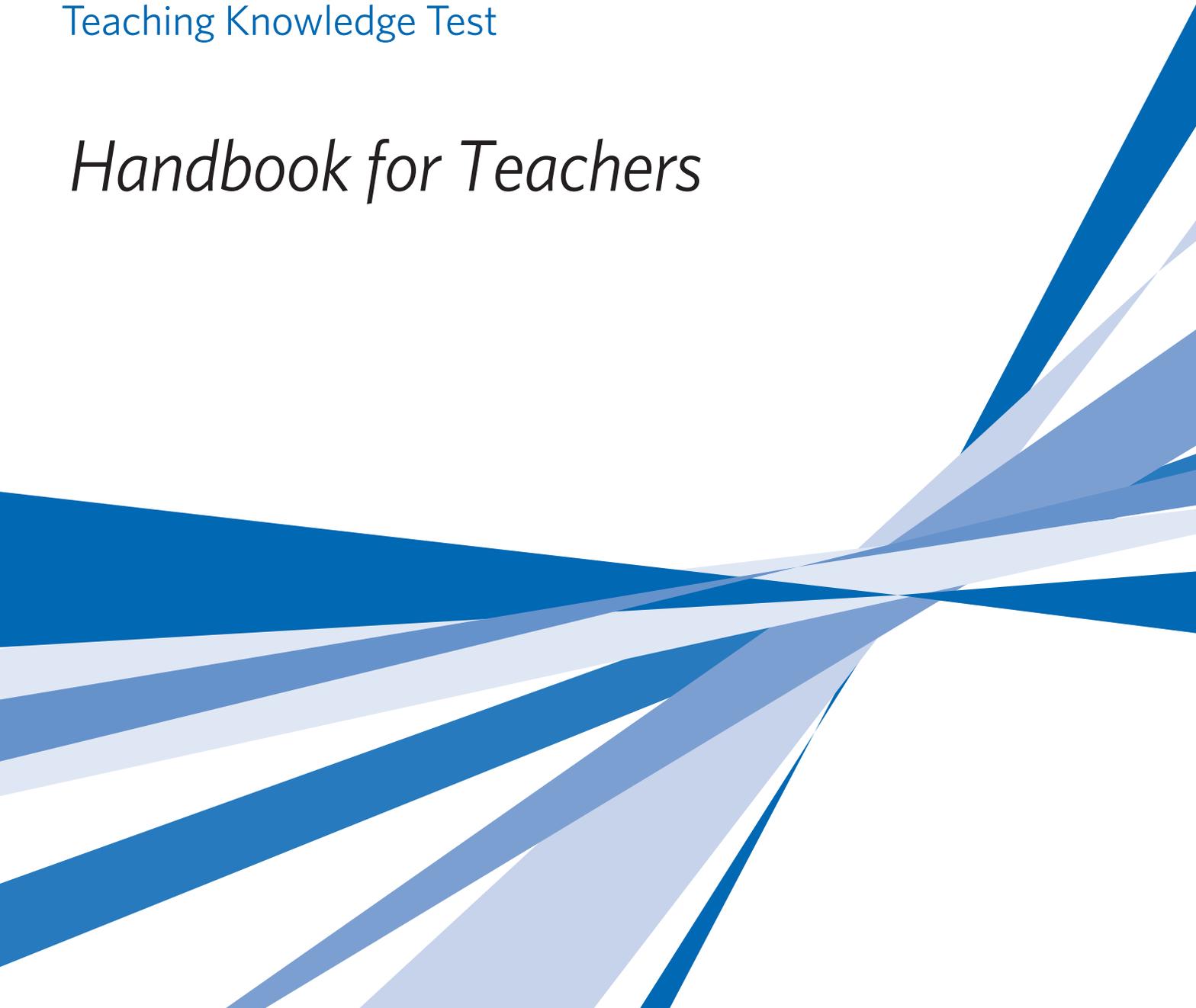
Cambridge English
Teaching Qualifications

TKT

Modules 1-3

Teaching Knowledge Test

Handbook for Teachers

A large, abstract graphic design in the bottom right corner of the page. It consists of several overlapping, semi-transparent blue shapes that create a sense of movement and depth. The shapes are primarily triangles and quadrilaterals, with some appearing as if they are layered on top of others. The colors range from a deep, dark blue to a very light, almost white blue, creating a gradient effect. The overall impression is one of modern, dynamic design.

Preface

This handbook provides information for teachers interested in taking *TKT (Teaching Knowledge Test) Modules 1–3*.

For further information on any Cambridge English examinations and teaching qualifications or for further copies of this handbook, please email ESOLinfo@CambridgeESOL.org

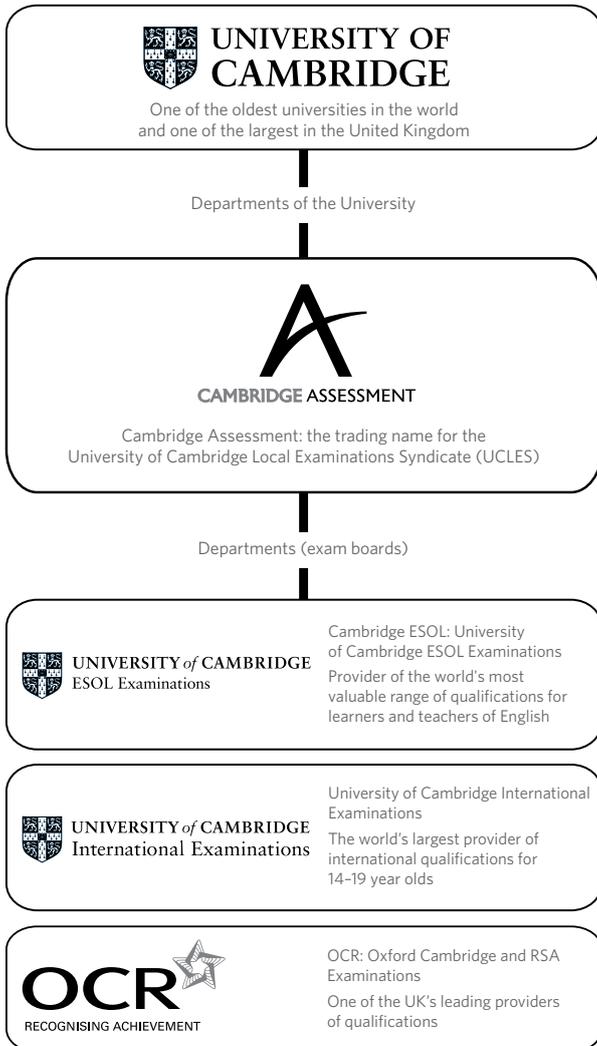
Contents

About Cambridge ESOL	2		
The world's most valuable range of English qualifications	2		
Cambridge English Teaching Qualifications	2		
Proven quality	2		
Introduction to TKT – a test of professional knowledge for English language teachers	3		
Who recognises the exams?	3		
Cambridge English teaching qualifications and tests	4		
An overview of TKT Modules 1–3	5		
Aims	5		
Candidature	5		
Content of TKT Modules 1–3	5		
Content outline	5		
Approaches to teaching and learning	5		
Sources and text types used in TKT Modules 1–3	5		
Module 1	7		
Syllabus	8		
Part 1	8		
Part 2	8		
Part 3	9		
Sample paper	10		
Module 2	18		
Syllabus	19		
Part 1	19		
Part 2	19		
Sample paper	20		
Module 3	28		
Syllabus	29		
Part 1	29		
Part 2	29		
Sample paper	30		
		TKT test administration	38
		Modular structure	38
		Entry procedure	38
		Answer sheet completion	38
		Computer-based TKT	38
		Grading and results	38
		Notification of results	38
		Appeals procedure	38
		Special Circumstances	38
		Special arrangements	38
		Special consideration	38
		Malpractice	38
		Pretesting	38
		Support for TKT candidates and course providers	39
		Frequently Asked Questions	39
		Module 1 answer key	40
		Module 2 answer key	41
		Module 3 answer key	42
		Sample OMR answer sheet	43
		Band descriptors	44

About Cambridge ESOL

TKT is developed by University of Cambridge ESOL Examinations (Cambridge ESOL), a not-for-profit department of the University of Cambridge.

Cambridge ESOL is one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 160 countries around the world every year.



To find out more about Cambridge English exams and the CEFR, go to www.CambridgeESOL.org/CEFR

Cambridge English Teaching Qualifications

Cambridge ESOL's internationally recognised teaching qualifications provide a route into the English language teaching profession for new teachers and a comprehensive choice of career development for experienced teachers.

Proven quality

Cambridge ESOL's commitment to providing exams of the highest possible quality is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge English exams. Of particular importance is the rigorous set of procedures which are used in the production and pretesting of question papers.

All systems and processes for designing, developing and delivering exams and assessment services are certified as meeting the internationally recognised ISO 9001:2008 standard for quality management and are designed around five essential principles:

Validity – are our exams an authentic test of real-life English or teaching knowledge?

Reliability – do our exams behave consistently and fairly?

Impact – does our assessment have a positive effect on teaching and learning?

Practicality – does our assessment meet learners' needs within available resources?

Quality – how we plan, deliver and check that we provide excellence in all of these fields

How these qualities are brought together is outlined in our publication *Principles of Good Practice*, which can be downloaded free from www.CambridgeESOL.org/Principles

The world's most valuable range of English qualifications

Cambridge ESOL offers the world's leading range of qualifications for learners and teachers of English. Over 3.5 million people take our exams each year in 130 countries.

Cambridge ESOL offers assessments across the full spectrum of language ability.

We provide examinations for general communication, for professional and academic purposes and also specialist legal and financial English qualifications.

All of our exams are aligned to the principles and approach of the Common European Framework of Reference for Languages (CEFR).

Introduction to TKT – a test of professional knowledge for English language teachers

TKT tests knowledge about the teaching of English to speakers of other languages. This knowledge includes concepts related to language, language use and the background to and practice of language teaching and learning and is assessed by means of objective format tests, which are simple to administer and to take. *TKT: Practical* gives candidates the opportunity to demonstrate their practical teaching competence.

TKT is designed to offer maximum flexibility and accessibility to candidates and therefore does not include a compulsory course component. However, it is likely that centres and other institutions will wish to offer courses for *TKT* preparation.

TKT offers candidates a step in their professional development as teachers and enables them to move onto higher-level teaching qualifications and access professional support materials, such as resource books for English language teaching (ELT) and journals about ELT.

TKT can be taken at any stage in a teacher's career. It is suitable for pre-service or practising teachers and forms part of a framework of teaching qualifications offered in the Cambridge English Teaching Qualifications range.

TKT is divided into separate modules. Candidates can take all of them or just choose the ones that meet their needs. A certificate is received for each module completed.

The modules are divided into two main areas.

There are four core modules, designed to provide a foundation in the principles and practice of language teaching:

- *TKT: Module 1* – Language and background to language learning and teaching
- *TKT: Module 2* – Lesson planning and use of resources for language teaching
- *TKT: Module 3* – Managing the teaching and learning process
- *TKT: Practical*

There are a further three specialist modules, which can be taken separately or added to the core modules:

- *TKT: Knowledge About Language*
- *TKT: CLIL (Content and Language Integrated Learning)*
- *TKT: Young Learners*

Who recognises the exams?

- *TKT* is a truly international exam, recognised by many organisations and institutions as a qualification in teaching English to speakers of other languages. Overall, Cambridge ESOL exams are recognised by 12,500 institutions and employers.

For more information about recognition go to www.CambridgeESOL.org/recognition

Cambridge ESOL's practical, course-based qualifications for teachers include:

- *CELTA (Certificate in Teaching English to Speakers of Other Languages)*
- *ICELT (In-service Certificate in English Language Teaching)*

Cambridge ESOL also offers *Delta*, which covers all areas of teaching knowledge at an advanced level and includes teaching practice.

The *Delta* modules are:

- *Module One: Understanding Language, Methodology and Resources for Teaching* (assessed by written examination)
- *Module Two: Developing Professional Practice* (assessed by assignments incorporating background essays and observed teaching)
- *Module Three: Extending Practice and ELT Specialism* (an extended assignment)

All three *Delta* modules can be taken independently and are certificated separately. Achievement of a pass or above in all three modules confers the status of a full *Delta* qualification, the *Diploma in Teaching English to Speakers of Other Languages*.

Other teaching qualifications offered in the Cambridge English Teaching Qualifications range include those specifically designed for the further education and skills sector within the UK. A summary of the entry requirements and content of the Cambridge English teaching qualifications can be found on the following page.

Cambridge English teaching qualifications and tests

Our range of teaching qualifications

		Item availability (see Key)	Teaching qualifications									
			TKT: Modules 1-3 Teaching Knowledge Test	TKT: Practical	TKT: CLIL (Content and Language Integrated Learning)	TKT: Knowledge About Language	TKT: Young Learners	CELTA Certificate in Teaching English to Speakers of Other Languages	Delta Module One Diploma in Teaching English to Speakers of Other Languages	Delta Module Two Diploma in Teaching English to Speakers of Other Languages	Delta Module Three Diploma in Teaching English to Speakers of Other Languages	ICELT In-service Certificate in English Language Teaching
Candidate requirements	Teaching experience			○					○	○	○	○
	Previous qualifications/training		Not essential	Not essential	Not essential	Not essential	Not essential	Yes	Yes	Yes	Yes	Local requirements apply
	Teaching age group		Primary, secondary or adults	Primary, secondary or adults	Primary, secondary or adults	Primary, secondary or adults	Primary or secondary	Adults	Primary, secondary or adults	Primary, secondary or adults	Primary, secondary or adults	Primary, secondary or adults
	Can be taken pre-service		○		○	○	○	○				
Test features	Paper-based test (PB)		○		○	○	○		○			
	Scheduled test dates		○*						○			
	Course attendance required							○		○		○
	Assessed teaching practice			○				○		○		○
	Continuous assessment							○		○		○
	Involves coursework							○		○		○
	Computer-based test (CB)		○									
Support	Candidate exam information	⬇	○	○	○	○	○	○	○	○	○	○
	Computer-based practice test	⬇										
	Online Blended Learning Course						○					
	Handbook for Teachers/Sample papers	⬇	○	○	○	○	○		○	○	○	
	Exam reports for centres	⬇	○						○	○	○	
	Teacher Support website	⬇	○	○	○	○	○	○	○	○	○	○

* Computer-based only

Content of TKT Modules 1-3

An overview of TKT Modules 1-3

Aims

- To test candidates' knowledge of concepts related to language, language use and the background to and practice of language teaching and learning
- To provide an easily accessible test about teaching English to speakers of other languages, which is prepared and delivered to international standards, and could be used by candidates to access further training, and enhance career opportunities
- To encourage teachers in their professional development by providing a step in a developmental framework of awards for teachers of English

Candidature

TKT Modules 1-3 are suitable for teachers of English in primary, secondary or adult teaching contexts and are intended for an international audience of non-first language or first language teachers of English. Candidates taking *TKT Modules 1-3* will normally have some experience of teaching English to speakers of other languages. *TKT Modules 1-3* may also be taken by:

- pre-service teachers
- teachers who wish to refresh their teaching knowledge
- teachers who are moving to teaching English after teaching another subject.

Candidates are not required to fulfil any specific entry criteria for *TKT Modules 1-3* and there are no formal English requirements. However, candidates are expected to be familiar with language relating to the practice of ELT. A non-exhaustive list of teaching terminology is provided in the *TKT Glossary*, which can be found on our website: www.CambridgeESOL.org/TKT

Content outline

For each module, candidates are required to answer 80 questions by selecting a letter for the correct answer. As *TKT Modules 1-3* test candidates' knowledge of teaching rather than their proficiency in the English language, candidates are not required to listen, speak or produce extended writing when taking *TKT Modules 1-3*.

Overview

Module	Title	Timing	Test format
1	Language and background to language learning and teaching	1 hour 20 minutes	Three parts with 80 objective questions
2	Lesson planning and use of resources for language teaching	1 hour 20 minutes	Two parts with 80 objective questions
3	Managing the teaching and learning process	1 hour 20 minutes	Two parts with 80 objective questions

Approaches to teaching and learning

A range of approaches to teaching and learning may be covered in the examination material. Approaches which might bias against candidates from particular backgrounds or teaching contexts are avoided. Knowledge of communicative and other approaches to teaching is expected, as is familiarity with ELT terminology.

Sources and text types used in TKT Modules 1-3

Extracts, original or adapted, from the following sources may feature in *TKT Modules 1-3*:

- ELT coursebooks or supplementary materials
- handbooks on English language teaching and learning
- ELT journals and magazines
- testing materials
- grammar books and dictionaries, including phonemic transcription (IPA – International Phonetic Alphabet)
- diagrams or other visuals
- transcriptions of classroom talk
- descriptions of classroom situations
- examples of learners' writing.

Module 1

Language and background to language learning and teaching

Overview

FORMAT	Module 1 consists of three parts.
TIMING	1 hour 20 minutes
NO. OF QUESTIONS	80
TASK TYPES	Objective tasks, such as one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.
ANSWER FORMAT	<p>For all parts of this module, candidates indicate their answers by shading the correct lozenges on their answer sheets.</p> <p>Candidates should use a pencil and mark their answers firmly.</p> <p>Candidates should use an eraser to rub out any answer they wish to change.</p>
MARKS	Each question carries one mark.

Syllabus

This module tests candidates' knowledge of terms and concepts common in English language teaching. It also focuses on the factors underpinning the learning of English and knowledge of the range and functions of the pedagogic choices the teacher has at his/her disposal to cater for these learning factors.

Part & Title	Areas of teaching knowledge	Task types and format
Part 1: Describing language and language skills	<p>Concepts and terminology for describing language: grammar, lexis, phonology and functions</p> <p>Concepts and terminology for describing language skills and subskills, e.g. reading for gist, scanning</p>	<p>6-8 tasks consisting of approximately 40 questions</p> <p>Tasks include one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.</p>
Part 2: Background to language learning	<p>Factors in the language learning process, e.g.</p> <ul style="list-style-type: none"> • motivation • exposure to language and focus on form • the role of error • differences between L1 and L2 learning • learner characteristics, e.g. <ul style="list-style-type: none"> - learning styles - learning strategies - maturity - past language learning experience • learner needs 	<p>2-3 tasks consisting of approximately 15 questions</p> <p>Tasks include one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.</p>
Part 3: Background to language teaching	<p>The range of methods, tasks and activities available to the language teacher, e.g.</p> <ul style="list-style-type: none"> • presentation techniques and introductory activities • practice activities and tasks for language and skills development • assessment types and tasks • appropriate terminology to describe the above 	<p>4-5 tasks consisting of approximately 25 questions</p> <p>Tasks include one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.</p>

Part 1

This part of Module 1 tests candidates' knowledge of the terms and concepts common in English language teaching that are used to describe language and its use, and language skills.

Candidates need to demonstrate an understanding of concepts and terminology related to:

Syllabus area	Possible testing focus
grammar	<ul style="list-style-type: none"> • parts of speech • the forms and use of grammatical structures
lexis	<ul style="list-style-type: none"> • types of meaning • word formation, e.g. prefixes, suffixes, compounds • word groupings, e.g. synonyms, antonyms, lexical sets, homophones, collocation • register
phonology	<ul style="list-style-type: none"> • symbols from the International Phonetic Alphabet (IPA) • phonemes, word stress, sentence stress, intonation and connected speech
functions	<ul style="list-style-type: none"> • context • levels of formality • appropriacy • a range of functions and their typical exponents
language skills	<ul style="list-style-type: none"> • reading, listening, speaking, writing and their subskills • features of spoken and written texts, e.g. layout, organisation, accuracy, fluency, authenticity

Part 2

This part of Module 1 tests candidates' knowledge of factors underpinning the learning of English by speakers of other languages. It focuses on those learner characteristics which distinguish one learner or group of learners from another in terms of their learning and those which affect both what and how a teacher chooses to teach a class or an individual learner. It also tests candidates' knowledge of aspects of the language learning process and their impact on teaching.

Candidates need to demonstrate an understanding of concepts and terminology related to the following and their implications for the L2 classroom:

Syllabus area	Possible testing focus
motivation	<ul style="list-style-type: none"> influences on motivation the importance of motivation measures that can increase motivation
exposure to language and focus on form	<ul style="list-style-type: none"> acquisition silent period L2 learners' need for interaction and focus on form as complements of exposure
the role of error	<ul style="list-style-type: none"> errors and slips interference and developmental errors interlanguage
the differences between L1 and L2 learning	<ul style="list-style-type: none"> differences in age differences in the context of learning differences in ways of learning
learner characteristics	<ul style="list-style-type: none"> common learning styles and preferences common learning strategies maturity past language learning experiences how learner characteristics affect learning
learner needs	<ul style="list-style-type: none"> the personal, learning and (future) professional needs of learners

Part 3

This part of Module 1 tests candidates' knowledge of the pedagogic choices the teacher has at his/her disposal to cater for learner characteristics, learning processes and the differences between L1 and L2 learning. This part also tests knowledge of concepts and terms related to teaching and learning procedures and activities, including assessment.

Candidates need to demonstrate an understanding of methods, tasks, activities and terminology related to:

Syllabus area	Possible testing focus
presentation techniques and introductory activities	<ul style="list-style-type: none"> introductory activities such as warmers and lead-ins common ways of presenting language
types of activities and tasks for language and skills development	<ul style="list-style-type: none"> the design and purpose of a range of common comprehension and production tasks and activities teaching terms, e.g. prompting, eliciting, drilling frameworks for activities and tasks <ul style="list-style-type: none"> Presentation, Practice and Production (PPP) Task-based Learning (TBL) Total Physical Response (TPR) the Lexical Approach Grammar-Translation test-teach-test guided discovery
assessment types and tasks	<ul style="list-style-type: none"> purposes for assessment, e.g. diagnostic, placement, achievement, formative, progress, proficiency methods of assessment, e.g. self, peer, portfolio, informal and formal the design and purpose of a range of assessment tasks and activities

For questions 1 – 7, look at the sentences. Read the questions about the grammar in the sentences and the three possible answers listed **A**, **B** and **C**.

Choose the correct answer.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

1 The two artists **seem** to understand what you **have** painted, but I'm not sure I **know**.

Which of the three verbs is **NOT** a main verb?

- A** seem
- B** have
- C** know

2 I told **you** that I'd never seen **him** before.

Which of the three pronouns is **NOT** an object pronoun?

- A** I
- B** you
- C** him

3 It's a very **difficult** question. I'm not **sure** if I've done it **right**.

Which of the three words is **NOT** an adjective?

- A** difficult
- B** sure
- C** right

4 We **visited** a **ruined** castle which had been **built** in the eighth century.

Which of the three words is **NOT** a past participle form?

- A** visited
- B** ruined
- C** built

5 I told Mark that it would be a bad **idea** to send the **email**, but he decided to ignore my **advice**.

Which of the three nouns is **NOT** an abstract noun?

- A** idea
- B** email
- C** advice

Centre Number

Candidate Number

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

TEACHING KNOWLEDGE TEST

001

MODULE 1

Language and background to language learning and teaching 1 hour 20 minutes

Additional materials:
Answer sheet

Time 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, Centre number and candidate number in the spaces at the top of this page. Write these details on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Mark your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are 80 questions on this paper.

Each question carries one mark.

6 **Quite a few** people in the class said they **never** brush their teeth in the evening.

Which of the three words is **NOT** an adverb?

- A Quite
- B few
- C never

7 Kip **had** always wanted to become a nurse. However, when he **did** a training course, he realised that he **wasn't** enjoying it enough.

Which of the three verbs is **NOT** an auxiliary?

- A had
- B did
- C wasn't

For questions 8 – 13, match the underlined examples of 'could' with their uses listed A – G.

Mark the correct letter (A – G) on your answer sheet.

There is one extra option which you do not need to use.

Uses of 'could'

- | | |
|---|--------------------------------|
| A | to express future possibility |
| B | to complain |
| C | to give permission |
| D | to express present ability |
| E | to express past ability |
| F | to express present possibility |
| G | to express future ability |

Examples

- | | |
|----|--|
| 8 | That <u>could</u> be Judith on the phone. |
| 9 | I <u>could</u> hear a funny noise coming from somewhere in the engine. |
| 10 | It <u>could</u> snow! Look at the sky! |
| 11 | Thanks a lot. You <u>could</u> leave now, if you're in a hurry. |
| 12 | You <u>could</u> try asking me before you use my comb, you know. |
| 13 | The doctor is free. He <u>could</u> see you now if you like. |

For questions 14 – 19, choose the best option (A, B or C) to complete each statement about lexis.
Mark the correct letter (A, B or C) on your answer sheet.

- 14 See and see; tale and tail; where and wear are examples of
- A false friends.
B connected speech.
C homophones.
- 15 Rock hard; soft boiled; melting point are examples of
- A compounds.
B antonyms.
C idioms.
- 16 Jeans, T-shirt, coat, and athlete, jog, long jump are examples of
- A linking.
B collocations.
C lexical sets.
- 17 Look up; look out; look over are examples of
- A word boundaries.
B phrasal verbs.
C verb patterns.
- 18 The different meanings of the noun bank are examples of
- A homonyms.
B affixation.
C connected speech.
- 19 Rare and hair, meat and street, money and sunny are examples of
- A rhymes.
B key words.
C contrastive stress.

For questions 20 – 26, look at the questions about phonology and the three possible examples listed A, B and C.

Choose the example which matches the term.
Mark the correct letter (A, B or C) on your answer sheet.

- 20 Which of the following contains a contraction?
- A USA
B can't
C bye
- 21 How many phonemes does place have?
- A two
B three
C four
- 22 How is butcher written in phonemic script?
- A /bu:tʃə/
B /bʌtʃə/
C /bu:tʃə/
- 23 Which of the following is true of connected speech in English?
- A The first syllable of each word is always stressed.
B Structural words are never stressed.
C Content words are usually stressed.
- 24 Which of the following contains a diphthong?
- A /meɪ/
B /mæd/
C /mɔː/
- 25 How many weak vowel sounds does banana have?
- A one
B two
C three
- 26 Which of these words is a minimal pair?
- A think/thinking
B she/ship
C cut/cat

For questions 27 – 33, match the underlined groups of words with the functions listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

Functions

- A to express a condition
- B to give a reason
- C to show a result

Groups of words

- 27 As it might rain at the weekend, I've hired a couple of DVDs.
- 28 I don't think I'll buy a new car unless I get a pay rise.
- 29 It was such an enjoyable party that I stayed longer than I'd planned.
- 30 I'm lighting candles since the electricity's gone off.
- 31 Wanting to avoid the rush hour, I set off very early.
- 32 Provided you pay me back next week, I'll lend you the money.
- 33 It was so cold I put another jumper on.

For questions 34 – 40, match what readers do with the ways of reading listed A – H.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

Ways of reading

- A predicting
- B scanning
- C inferring attitude
- D deducing meaning from context
- E intensive reading
- F identifying text organisation
- G reading for main ideas
- H skimming

What readers do

- 34 They quickly search the text to find particular information.
- 35 They decide how writers feel from the way that they write.
- 36 They use parts of the text to help them understand unfamiliar lexis.
- 37 They look at a text quickly to get a general understanding.
- 38 They look at how the information is structured, by noticing headings or introductory phrases.
- 39 They focus on how language is used in a piece of text.
- 40 They use titles and pictures to give themselves ideas about what the text is about.

For questions 41 – 45, match the things the teacher does with the ways in which the students are motivated listed A – F.

Mark the correct letter (A – F) on your answer sheet.

There is one extra option which you do not need to use.

Ways students are motivated

- A This makes students feel that the course is well organised.
- B Students feel more comfortable when talking about what they know best – themselves!
- C Students like to hear they have done well.
- D Using their imagination can help students to get more involved in their fluency work.
- E Students often like 'being the teacher' and explaining things to other students.
- F I find this allows me to keep students' attention by quickly changing the pace of the lesson.

Things the teacher does

- 41 I sometimes get my students to choose a general interest topic to research and give mini-presentations on.
- 42 I connect some of the texts and speaking topics in the coursebook to my students and their lives.
- 43 I have some favourite 'five-minute' fun activities ready for whenever I need them.
- 44 I tell my students each week what they're going to study.
- 45 I use drama and role-play in the classroom.

For questions 46 – 50, look at the examples of what learners do and the three possible learning strategies listed A, B and C.

Choose the strategy which matches the example.

Mark the correct letter (A, B or C) on your answer sheet.

46 I focus on the language I use to make sure it is correct.

- A memorising
- B revising
- C self-monitoring

47 If I don't know a word, I try to work it out from the rest of the sentence.

- A paraphrasing
- B using linguistic clues
- C translating

48 I make notes about how native speakers use English in films and TV shows.

- A paying attention to language use
- B organising learning aids
- C predicting content from the situation

49 I keep small cards with new expressions on them and test myself on them when I'm travelling to work.

- A developing routines for revision
- B experimenting with language
- C accepting correction

50 If I don't know what something means, I look it up.

- A focusing on collocations
- B using opportunities for practice
- C consulting reference materials

For questions 51 – 55, match the learners' preferences with the learning styles listed A, B and C. Mark the correct letter (A, B or C) on your answer sheet. You will need to use some of the options more than once.

Learning styles

- A visual
- B auditory
- C kinaesthetic

Learners' preferences

- 51 I like it when the teacher gives me a card with a word or phrase on and I have to act it out for the rest of the class to guess the word.
- 52 I enjoy putting new vocabulary into a table or diagram. It helps me to remember words.
- 53 If we find a new word while we're reading, the teacher often writes it on the board. But I always ask her to say it too and I repeat it a couple of times.
- 54 Sometimes we cover our eyes and the teacher asks us to pick an object out of a bag. Then we have to try to describe it. It's a really good way of learning.
- 55 I collect magazines and cut out the photos I like. They're very useful for getting ideas for telling stories.

For questions 56 – 61, match the learners' preferences with the teaching approaches that would suit them listed A, B and C. Mark the correct letter (A, B or C) on your answer sheet. You will need to use some of the options more than once.

Teaching approaches

- A Test-teach-test
- B Presentation, Practice and Production
- C Task-based Learning

Learners' preferences

- 56 real beginners who prefer a structural approach and like to have a clear focus on new language
- 57 those learners who just want to communicate, using all the language they know to convey meaning
- 58 learners who like to study grammar and lexical patterns and check what they already know
- 59 learners at a higher level who enjoy doing exercises on language but have already studied the structures
- 60 learners who enjoy doing extended pieces of work such as project work
- 61 learners who are not confident about experimenting with language or those who have little exposure to English

For questions 62 – 67, match the sequence of classroom activities from a lesson on offers and requests with the presentation techniques listed A – G.

Mark the correct letter (A – G) on your answer sheet.

There is one extra option which you do not need to use.

Presentation techniques

- A** getting students to use grammar in a controlled way
- B** highlighting the language focus and aim of the lesson
- C** getting students to focus on the target language through the context of a listening activity
- D** raising students' awareness of differences in register
- E** getting students to focus on pronunciation of the target language
- F** setting up the situation
- G** encouraging students to analyse structural patterns

Sequence of classroom activities

- 62** The teacher wrote the topic of the day's lesson on the board: 'Making requests'.
- 63** The teacher asked some students to tell the class about important requests they had made in their lives.
- 64** The students did an exercise completing gaps in sentences with the correct forms of requesting verbs.
- 65** The teacher elicited whether words and phrases like *can*, *could* and *would you mind* were followed by the base form or verb+ *-ing* in the sentences.
- 66** The teacher asked students to tell her which forms would be used in particular contexts, e.g. speaking to your friend; speaking to your teacher; etc.
- 67** The teacher drilled the sentences chorally, paying attention to connected speech.

For questions 68 – 74, match the classroom activities with the types of speaking practice listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

Types of speaking practice

- A** focus on pronunciation
- B** accuracy practice
- C** fluency practice

Classroom activities

- 68** We had to imagine that we were going to be on an island and decide in groups what ten things to take with us from a list of items.
- 69** My partner gave me the infinitives of different irregular verbs and I had to spell the past participle. I got a point for every one I got right.
- 70** We did a transformation drill. The teacher said a sentence and we had to make it into a question as fast as we could with no mistakes.
- 71** We worked in threes and were each given part of a story. We had to read the text and then tell each other the information we knew to complete the whole story.
- 72** We interviewed people in the street about what improvements they would like to see to the town's sports facilities.
- 73** The teacher made shapes with her mouth but didn't speak and we had to shout out what word she was saying each time.
- 74** When we were reading out the play, the teacher asked us to put more feeling into what we were saying.

TEACHING KNOWLEDGE TEST | MODULE 1

For questions 75 – 80, complete the sentences about test types by choosing the appropriate option listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

75 A cloze test assesses

- A listening skills.
- B speaking skills.
- C reading skills.

76 A diagnostic test is used to assess

- A learners' strong and weak points in language.
- B learners' ability to recognise their own language mistakes.
- C learners' ability to summarise the main points in a text.

77 A summative test is used at

- A the beginning of a course.
- B the end of a course.
- C the beginning and end of a course.

78 A placement test is used to

- A put learners in a suitable class.
- B rank learners in order of achievement from first to last.
- C assess whether learners are ready to enter university.

79 A proficiency test always assesses

- A the language of daily conversation.
- B the language which students have been taught.
- C the level of language that learners have reached.

80 An achievement test assesses

- A how well learners have learned what has been taught in class.
- B whether students are ready to start learning a language.
- C if learners are at the right level to sit a public exam.

Module 2

Lesson planning and use of resources for language teaching

Overview

FORMAT	Module 2 consists of two parts.
TIMING	1 hour 20 minutes
NO. OF QUESTIONS	80
TASK TYPES	Objective tasks, such as one-to-one matching; 3/4/5-option matching; sequencing; 3-option multiple choice and odd one out.
ANSWER FORMAT	<p>For all parts of this module, candidates indicate their answers by shading the correct lozenges on their answer sheets.</p> <p>Candidates should use a pencil and mark their answers firmly.</p> <p>Candidates should use an eraser to rub out any answer they wish to change.</p>
MARKS	Each question carries one mark.

Syllabus

This module focuses on what teachers consider and do while planning their teaching of a lesson or series of lessons. Teaching in this context is intended also to refer to assessment. It focuses too on the linguistic and methodological reference resources that are available to guide teachers in their lesson planning as well as on the range and function of materials and teaching aids that teachers could consider making use of in their lessons. Knowledge of any particular book is not required.

Part & Title	Areas of teaching knowledge	Task types and format
Part 1: Planning and preparing a lesson or sequence of lessons	Lesson planning <ul style="list-style-type: none"> identifying and selecting aims appropriate to learners, the stage of learning and lesson types identifying the different components of a lesson plan planning an individual lesson (or a sequence of lessons) by choosing and sequencing activities appropriate to learners and aims choosing assessment activities appropriate to learners, aims and stages of learning 	5–6 tasks consisting of approximately 40 questions Tasks include one-to-one matching; 3/4/5-option matching; 3-option multiple choice; odd one out and sequencing.
Part 2: Selection and use of resources	Consulting reference resources to help in lesson preparation Selection and use of: <ul style="list-style-type: none"> coursebook materials supplementary materials and activities teaching aids appropriate to learners and aims	5–7 tasks consisting of approximately 40 questions Tasks include one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.

Part 1

This part of Module 2 tests candidates' knowledge of the relationship between activities and aims. It also tests knowledge of ways of sequencing activities within and across lessons in a manner appropriate to particular groups of learners, and of selecting appropriate assessment activities to build into (a series of) lessons.

Candidates need to demonstrate an understanding of concepts and terminology related to:

Syllabus area	Possible testing focus
identifying and selecting lesson aims	<ul style="list-style-type: none"> main, subsidiary and personal aims specification of aims factors influencing the choice of aims
identifying the different components of a lesson plan	<ul style="list-style-type: none"> the standard components of a lesson plan: aims, procedures, stages, timing, aids, anticipated problems, assumptions, interaction patterns, timetable fit
planning an individual lesson or sequence of lessons	<ul style="list-style-type: none"> common sequences, e.g. structures, skills, topic, project
choosing assessment activities	<ul style="list-style-type: none"> informal or formal assessment and related tasks and activities

Part 2

This part of Module 2 tests candidates' knowledge of how to make use of resources, materials and aids in their lesson planning.

Candidates need to demonstrate an understanding of concepts and terminology related to the following and their implications for the L2 classroom:

Syllabus area	Possible testing focus
using reference resources for lesson preparation	<ul style="list-style-type: none"> the range of resources available and teachers' reasons for consulting them
the selection and use of coursebook materials	<ul style="list-style-type: none"> criteria for selection ways of adapting materials
the selection and use of supplementary materials and activities	<ul style="list-style-type: none"> types of supplementary materials and activities reasons for use how to select and adapt
the selection and use of teaching aids	<ul style="list-style-type: none"> types of aids and their teaching functions

Candidate Name _____ Centre Number _____ Candidate Number 2

For questions 1 – 6, match the textbook rubrics with the activity aims listed A – G.
 Mark the correct letter (A – G) on your answer sheet.
 There is one extra option which you do not need to use.

	Textbook rubrics	
1	Use the words and phrases to produce a paragraph about yourself.	
2	Use the train timetable to find the best train for each family to catch.	
3	Complete the gaps in the newspaper article using the correct verb forms.	
4	Use the information from the recording to decide if the statements are true or false.	
5	Share your opinions on the topic with other students.	
6	Choose the best headline for the article.	
	Activity aims	
A	to provide controlled written grammar practice of recently taught language	
B	to personalise recently taught vocabulary through a writing activity	
C	to give students practice in identifying details in a listening text	
D	to give students practice in oral fluency	
E	to provide practice in reading for specific information	
F	to provide practice in reading for general understanding	
G	to provide practice in process writing	

Candidate Name _____ Centre Number _____ Candidate Number 002

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS
English for Speakers of Other Languages
TEACHING KNOWLEDGE TEST

MODULE 2
 Lesson planning and use of resources for language teaching 1 hour 20 minutes

Additional materials:
 Answer sheet

Time 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES
 Do not open this question paper until you are told to do so.
Write your name, Centre number and candidate number in the spaces at the top of this page. Write these details on your answer sheet if they are not already there.
 Read the instructions for each part of the paper carefully.
 Answer all the questions.
 Read the instructions on the answer sheet.
 Mark your answers on the answer sheet. Use a pencil.
 You **must** complete the answer sheet within the time limit.
 At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES
 There are 80 questions on this paper.
 Each question carries one mark.

© UCLES 2011 Teaching Knowledge Test

3

For questions 7 – 12, match the classroom activities with their main teaching aims listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

- 7 Learners make a recording of a radio programme they have written.
- A to focus on voiced and unvoiced sounds
 - B to provide a sense of achievement
 - C to improve discipline
- 8 Learners do a grammar exercise on a CD-ROM.
- A to focus on pronunciation
 - B to focus on fluency
 - C to focus on form
- 9 In groups, learners do a quiz about elephants before reading a story about them.
- A to test their memory
 - B to give peer feedback
 - C to generate interest in a topic
- 10 After a groupwork discussion activity, learners work with a partner from another group to share information.
- A to vary the interaction pattern
 - B to give restricted practice of target language
 - C to focus attention on learning strategies
- 11 A group of actors comes to the school to perform a short play in English for the learners.
- A to give learners exposure to language
 - B to increase learners' participation
 - C to develop learner autonomy
- 12 Learners do an activity which involves one learner memorising parts of a text to dictate to their partner.
- A to clarify meaning
 - B to develop gist listening skills
 - C to focus on accuracy

4

For questions 13 – 19, match the lesson aims with the target language listed A – H.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

- Lesson aims**
- 13 to help students understand and produce the spoken form of regular past tenses
 - 14 to help students write a set of instructions for a process
 - 15 to help students make contrasts
 - 16 to help students hold a discussion on a current topic
 - 17 to help students write questions for a survey about favourite holiday activities
 - 18 to help students understand and use the third conditional
 - 19 to help students talk about family relationships
- Target language**
- A expressions for agreeing and disagreeing
 - B question tags
 - C possessive adjectives
 - D verb + gerund
 - E the comparative form of adjectives
 - F weak forms in connected speech for *would / have / had*
 - G verb endings /t/, /d/, /ɪd/
 - H joining phrases, such as *first of all, next and at the end*

5

For questions 20 – 27, match the information from different lesson plans with the lesson plan headings listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

Lesson plan headings

- | | |
|---|-------------|
| A | Aims |
| B | Procedure |
| C | Assumptions |

Information from different lesson plans

- 20 Students will remember how to form present perfect simple statements from the last lesson.
- 21 By the end of the lesson, students will be able to form present perfect simple questions.
- 22 Improve use of functional language for talking about experiences.
- 23 Ask pairs to act out a role-play between a reporter and a film star.
- 24 Students already know what a past participle is.
- 25 Students could complete the second task if they finish early.
- 26 Students may have problems with authentic listening.
- 27 Students listen to the recording to check their answers.

6

For questions 28 – 33, read the stages of the lesson plan about the advantages and disadvantages of school and work and fill in the missing stages from the options listed A – F.

Mark the correct letter (A – F) on your answer sheet.

Missing stages

- | | |
|---|---|
| A | Students read the article, answer comprehension questions and check their answers in pairs. |
| B | Students look at a picture of a schoolgirl called Anna, and the title of an article about her, and then read some questions a journalist asked her. |
| C | Students complete a gapped paragraph, using appropriate language forms. |
| D | Students read some opinions of people who work, and tick (✓) the ones they agree with. |
| E | Students read the article quickly, underlining the answers given to the journalist's questions. |
| F | Students use the information from the article to act out the interview. |

Lesson plan

- ◆ In groups, students brainstorm their own views on the advantages and disadvantages of being at school. 28
- ◆ Students compare their ideas and discuss in pairs whether they think school is better or worse than being at work. 29
- ◆ Students predict the content of the newspaper interview. 30
- ◆ Students check in pairs. 31
- ◆ The teacher leads whole-class feedback. 32
- ◆ The teacher tells the class to work in pairs; one of them is Anna and the other is the journalist. 33
- ◆ The teacher elicits some of the advantages and disadvantages of being at school or working, and notes these on the board, e.g. *work hours are more flexible than school hours; working is better paid than going to school!*
- ◆ Students look at the sentences on the board and the teacher revises comparatives. 33
- ◆ Students write up their views on the advantages and disadvantages of school and work.

For questions 34 – 40, look at a teacher's assessment aims and the three possible methods of assessment for each listed **A**, **B** and **C**.

Two of the methods of assessment are appropriate for each aim. One of the methods is **NOT**. Mark the method (**A**, **B** or **C**) which is **NOT** appropriate on your answer sheet.

- 34** To assess whether students have understood how to use narrative tenses, it would **NOT** be appropriate for
 - A** students to tell each other a story about a time when they were very surprised.
 - B** students to complete a story in which some of the verbs have been taken out.
 - C** students to read a story and select three pictures which best match what happened.
- 35** To assess whether students have understood some basic information about article use, it would **NOT** be appropriate for
 - A** students to underline examples of articles in a text and then select the rule which best explains the use in each case.
 - B** students to circle examples of articles in a text and categorise them according to their use.
 - C** students to read a text containing examples of different uses of articles and translate the text into their L1.
- 36** To assess whether students can use comparative structures in spoken English, it would **NOT** be appropriate for
 - A** students to compare their own country with another, using at least five comparatives.
 - B** students to correct the mistakes in the use of comparatives in a short report.
 - C** students to talk about food from different countries and say how it is similar or different.
- 37** To assess whether students can use punctuation to communicate clearly, it would **NOT** be appropriate for
 - A** students to label different features of punctuation, e.g. *comma, full stop*, in a letter.
 - B** students to write a letter to a friend, telling him/her about their latest news.
 - C** students to punctuate a short letter which has been written without any punctuation.

10

For questions 41 – 47, look at the types of information and extracts from two different dictionaries. Decide which extract (A or B) contains each type of information. If the type of information is **NOT** given in either extract A or B, choose C (neither). Mark the correct letter (A, B or C) on your answer sheet. You will need to use some of the options more than once.

Dictionary extracts

A Extract A

achieve *verb*
to succeed in finishing something or reaching an aim
VERB + ACHIEVE **aim to** *We aim to achieve an increase in sales.*
ADJ + ACHIEVE **be easy to, be impossible to**

Adapted from: *Oxford Collocations Dictionary for Students of English*. OUP, 2002

B Extract B

error *noun*
1 = **mistake**, inaccuracy, fault, miscalculation
2 = **wrongdoing**, fault, offence, sin

Adapted from: *Collins Paperback Thesaurus*. Collins, 2008

C Not given in either Extract A or Extract B

Types of information

- 41 use in context
- 42 register
- 43 individual words which have a similar meaning to the headword
- 44 common phrases
- 45 words which have the opposite meaning to the headword
- 46 more than one meaning of the headword
- 47 example of the position of the headword in a sentence

9

- 38 To assess whether students know when to use *used to* for past habits, it would **NOT** be appropriate for
 - A students to write about what they did as a child, responding to prompts, e.g. *clothes, toys*.
 - B students to write sentences about a man who has become famous, contrasting his old and new life.
 - C students to tell a story about something funny which happened to them as a child.
- 39 To assess whether students can use functional exponents for buying something in a shop, it would **NOT** be appropriate for
 - A students to write short dialogues between shop assistants and customers.
 - B students to complete the shop assistant's part of a dialogue in a shop.
 - C students to do a role-play between a shop assistant and customer, changing roles after a few minutes.
- 40 To assess whether students can use the present perfect, it would **NOT** be appropriate for
 - A students to discuss the positive and negative experiences they had at primary school.
 - B students to mingle to find out who has the most experience of travelling to other countries.
 - C students to write questions for a job interview to find out about an applicant's work experience.

11

For questions 48 – 54, choose which unit in a pronunciation resource book listed A – H, a teacher could use to help her students with their pronunciation problems.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

Students' pronunciation problems

- 48 Students can't hear the difference between *bin* and *been*; *bad* and *bed*.
- 49 Students find it hard to say the underlined parts of words like: spoon; exercise; mistake.
- 50 Students pronounce each word separately, so their speech doesn't sound smooth.
- 51 Students' speech in conversations sounds flat and uninterested.
- 52 Students sometimes mispronounce words which have the same spelling but a different meaning, such as *to record* / *a record*; *to present* / *a present*.
- 53 Students can't hear individual words when people talk.
- 54 Students don't pronounce the phonemes /ʒ/, /dʒ/, /z/, /v/. They replace them with corresponding phonemes /j/, /tʃ/, /s/, /h/.

Units in a pronunciation resource book

- A Recognising minimal pairs
- B Understanding connected speech
- C Producing voiced consonants
- D Expressing attitude through voice
- E Practising groups of consonant sounds
- F Distinguishing parts of speech through stress
- G Using contrastive stress
- H Practising linking

12

For questions 55 – 60, match the classroom activities with the reasons for using pictures in class listed A – G.

Mark the correct letter (A – G) on your answer sheet.

There is one extra option which you do not need to use.

Reasons for using pictures

- A to raise awareness of intonation
- B to provide linguistic support before receptive skills work
- C to practise reading for detail
- D to practise extensive listening
- E to practise listening for specific information
- F to provide controlled spoken practice
- G to provide practice in producing a paragraph of text

Classroom activities

- 55 Students look at some pictures of people and match descriptions from a magazine article with the pictures.
- 56 Students, in groups, look at pictures painted by famous artists and express their opinions, using a dialogue which they learned earlier to support them.
- 57 Students listen to a recording of five people saying 'hello' and look at pictures of people whose faces show different feelings. They match the feelings to the speakers.
- 58 Students look at six pictures and put them in the order they are mentioned in a short recording.
- 59 Students look at a picture. The teacher focuses on words students need to know in an article they will study later in the lesson.
- 60 Students look at a picture of a person they know well and write a description of the person.

13

For questions 61 – 67, match the learners' problems with their coursebook with the strategies a teacher can use to deal with these problems listed A – H.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

Learners' problems with their coursebook

- 61 I can't understand how to do the exercises in the progress tests.
- 62 There's lots of new and useful vocabulary in the book, but it's difficult to remember.
- 63 I like the reading texts, but there's so much language that I don't understand in them.
- 64 The book has lots of fun speaking activities, but it doesn't introduce much new grammar.
- 65 I never know what to write about so I don't do the writing tasks well.
- 66 Every unit is the same ... it gets a bit boring after a while.
- 67 The listening practice in the coursebook is too easy for me.

Strategies

- A Get students to brainstorm ideas in pairs or as a group before they start.
- B Use repetition drills for practice in listening to and producing structures.
- C Use supplementary materials to extend the coursebook topic and provide a variety of approaches to texts and language.
- D Suggest that students keep a record on cards or in a notebook and review this regularly.
- E Give students practice in class with similar task types.
- F Familiarise students with some internet sites that can help them learn rules about language.
- G Tell students about internet sites where they can hear ungraded, authentic language.
- H Train students to work with key words and to deduce meaning from context.

14

For questions 68 – 73, match the main aims of the coursebook activities with the sequence of coursebook activities listed A – G.

Mark the correct letter (A – G) on your answer sheet.

There is one extra option which you do not need to use.

Main aims

- 68 to focus on peer correction
- 69 to focus on written accuracy
- 70 to practise reading for gist
- 71 to focus on content, when planning a formal letter of complaint
- 72 to give interactive freer practice
- 73 to practise reading for attitude

16

For questions 74 – 80, match the questions with the supplementary activities listed A, B and C. Mark the correct letter (A, B or C) on your answer sheet. You will need to use some of the options more than once.

Supplementary activities

- A** Work in pairs. You each have a picture of some children in a playground, but your pictures are not the same. Talk together and find the differences. When you have finished, compare your pictures.
- B** Look at this picture of a room in a house for one minute. You are not allowed to write anything down. When your teacher tells you, turn your picture over, then write down the answers to the questions you will be asked on a separate piece of paper.
- C** You have a map with a route which starts at the station and ends at the library. Student B has the same map without a route. Give directions to help him/her to draw the same route as yours. You are not allowed to show him/her your map.

Questions

- 74** Which activity is useful for practising imperatives?
- 75** Which activity practises the present continuous?
- 76** Which activity provides a more challenging role for one partner?
- 77** Which activity could be used as a calming individual activity after a lively game?
- 78** Which activity can be used to practise questions using *some* and *any*?
- 79** Which activity depends on memory?
- 80** Which activity provides both students with a reason for listening?

15

Sequence of coursebook activities

- A** Look through these letters from people who have just returned from holiday. Match the letters (1–4) to the main subjects of complaint (a–d).
- B** Look at each letter again. Decide which writer is the most angry about his/her complaint.
- C** Read the description of a problem a student has with his accommodation and decide: What information could the student include in a letter to his landlord, the owner of the accommodation?
- D** Work in pairs. One of you is the student who is renting the accommodation and the other is the landlord. The student telephones the landlord. Role-play the discussion and record yourselves.
- E** Listen to the recordings of your classmates and identify any mistakes you hear.
- F** Now use the words and expressions about time and frequency in the box to complete the letter that the student sent to the landlord.
- G** Make notes of any new words and expressions you want to learn from this unit.

Adapted from *IELTS Express Intermediate* by Hallows R., Lisboa M. and Unwin M. Thomson, 2006

Module 3

Managing the teaching and learning process

Overview

FORMAT	Module 3 consists of two parts.
TIMING	1 hour 20 minutes
NO. OF QUESTIONS	80
TASK TYPES	Objective tasks, such as one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.
ANSWER FORMAT	<p>For all parts of this module, candidates indicate their answers by shading the correct lozenges on their answer sheets.</p> <p>Candidates should use a pencil and mark their answers firmly.</p> <p>Candidates should use an eraser to rub out any answer they wish to change.</p>
MARKS	Each question carries one mark.

Syllabus

This module tests candidates' knowledge of what happens in the classroom in terms of the language used by the teacher or learners, the roles the teacher can fulfil and the ways in which the teacher can manage and exploit classroom events and interaction.

Part & Title	Areas of teaching knowledge	Task types and format
Part 1: Teachers' and learners' language in the classroom	Using language appropriately for a range of classroom functions, e.g. <ul style="list-style-type: none"> • instructing • prompting learners • eliciting • conveying meaning of new language • identifying the functions of learners' language • categorising learners' mistakes 	6 tasks consisting of 40 questions Tasks include one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.
Part 2: Classroom management	Options available to the teacher for managing learners and their classroom in order to promote learning, e.g. <ul style="list-style-type: none"> • classroom management • teacher roles • grouping learners • correcting learners • giving feedback appropriate to the learners and aims	6 tasks consisting of 40 questions Tasks include one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.

Part 1

This part of Module 3 tests candidates' knowledge of the functions of classroom language, and how to adapt teacher language according to its audience and purpose. It also tests candidates' knowledge of the appropriacy of teachers' classroom language, how to analyse learners' language and categorise learners' errors.

Candidates need to demonstrate an understanding of concepts and terminology related to:

Syllabus area	Possible testing focus
the functions commonly used by the teacher in the classroom	<ul style="list-style-type: none"> • identification of a range of classroom functions and typical exponents • appropriacy of use, e.g. degrees of simplicity of language, appropriateness of sequencing, degrees of formality, use of L1
identifying the functions of language used by learners in the classroom (tasks may involve analysis of learner language which is not completely accurate)	<ul style="list-style-type: none"> • identification of common functions and typical exponents • identification of communicative purpose • appropriacy of use
categorising learners' mistakes	<ul style="list-style-type: none"> • categorising types of mistakes, e.g. spelling, wrong verb form, subject-verb agreement

Part 2

This part of Module 3 tests candidates' knowledge of the range and function of strategies available to a teacher for managing classes in ways appropriate to learners and to teaching and learning aims. These include variety of activity and pace, ways of grouping learners, techniques for correcting learners' mistakes and the roles a teacher can fulfil at different stages of the lesson.

Candidates need to demonstrate an understanding of concepts and terminology related to the following and their implications for the L2 classroom:

Syllabus area	Possible testing focus
the roles of the teacher	<ul style="list-style-type: none"> • common teacher roles, e.g. manager, diagnostician, planner
classroom management	<ul style="list-style-type: none"> • managing the teaching space, establishing systems for praise and reward, establishing rules, routines and procedures; analysing learners' needs; building variety into lessons, planning lessons to meet learners' needs
grouping learners	<ul style="list-style-type: none"> • common classroom interaction patterns and their uses • grouping of learners and reasons for this
correcting learners	<ul style="list-style-type: none"> • methods of correction and their appropriacy of use
giving feedback	<ul style="list-style-type: none"> • the focus and purpose of feedback • ways of giving feedback

2

For questions 1 – 6, match the examples of teacher’s language with the functions listed A, B and C. Mark the correct letter (A, B or C) on your answer sheet. You will need to use some of the options more than once.

Functions

- | | |
|----------|--------------------------------|
| A | developing social interaction |
| B | getting students’ attention |
| C | promoting learner independence |

Teacher’s language

- | | |
|---|---|
| 1 | OK, put your hands up to show you’re ready to go on to the next activity. |
| 2 | Choose a song in English and find three new words to teach the class next lesson. |
| 3 | Nice to see everyone in time for class. Does anyone know who won the football match yesterday? Our team I hope! |
| 4 | You’ve got five minutes to find three people in the class who have the same hobbies as you. |
| 5 | Right, let me see everyone with their book open at page 12. Then you’ll work on exercise A on your own. |
| 6 | Well done everyone. Now, can you try and work out the meaning of the words you underlined. |

Candidate Name _____ Centre Number _____ Candidate Number _____

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS
English for Speakers of Other Languages
TEACHING KNOWLEDGE TEST
003

MODULE 3
 Managing the teaching and learning process
 1 hour 20 minutes

Additional materials:
 Answer sheet

Time 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.
Write your name, Centre number and candidate number in the spaces at the top of this page. Write these details on your answer sheet if they are not already there.
 Read the instructions for each part of the paper carefully.
 Answer all the questions.
 Read the instructions on the answer sheet.
 Mark your answers on the answer sheet. Use a pencil.
 You **must** complete the answer sheet within the time limit.
 At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are 80 questions on this paper.
 Each question carries one mark.

4

For questions 14 – 19, read the instructions to a class and fill in the missing instructions from the options listed A – F.

Mark the correct letter (A – F) on your answer sheet.

Missing instructions

- A You have 10 minutes to do this.
- B Michael, can you tell me one of the differences you found?
- C Ask each other questions to find the differences.
- D Okay, stop now and turn to the front of the class.
- E There are two pictures. They look the same, but there are five differences.
- F I am going to give one picture to Student A, and one to Student B.

3

For questions 7 – 13, match the teacher's instructions to an elementary class with the teacher trainer's comments listed A – H.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

Teacher's instructions

- 7 Okay, let's take a break, 15 minutes, no, no, sorry, ten minutes, no five, we've got a lot to do!
- 8 This is very difficult, but I hope you can do it.
- 9 Today we are going to look at the form and use of the zero conditional.
- 10 Gina, do you know a synonym for the word 'pullover'?
- 11 So now, can you all look at this exercise, and match the words to the animals.
- 12 You can do this alone, in groups or pairs, it's up to you.
- 13 Let's check the answers. Who can tell me what's wrong with number one?

Teacher trainer's comments

- A Well done for deciding on the order for the class to do things before giving instructions.
- B Decide which interaction is most appropriate for the task instead of relying on the students.
- C It's better to nominate one particular student as this eventually gives everyone a chance to participate.
- D This is a good, clear instruction for a vocabulary task for an elementary group of learners.
- E The grammatical language in this statement is above elementary level.
- F This statement is demotivating to learners. Try to be more encouraging.
- G Try not to change your mind when giving instructions to lower levels, and make them as short as possible.
- H The student is unlikely to know this term for a lexical category at this level.

5

Instructions to a class

- ◆ Good morning everyone, please sit down and listen to what I'm going to tell you about these pictures.
14
- ◆ Now get into pairs and work with the person sitting next to you.
15
- ◆ Before I give them to you there is one thing you must remember – your picture is top secret! So don't show them to each other. Okay, so now you have the pictures you are ready to start the task. Listen to what I want you to do.
16
- ◆ I would like you to work quite quickly, so...
17
- ◆ Right, time's up, so finish your last question.
18
- ◆ Well done everybody, you worked well. Now let's see if your answers are correct. Listen carefully and see if you agree with each other's answers.
19

6

For questions 20 – 26, match the mistakes on each line of the student's letter with the types of mistake listed A – H.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

Types of mistake

A	wrong spelling
B	wrong verb pattern
C	missing auxiliary
D	wrong noun form
E	wrong word order
F	wrong tense
G	wrong preposition
H	wrong punctuation

Dear Susan and Nick,

- 20 I'm writing to give you some informations about Theo's travel arrangements.
 - 21 He leaves, Athens on December 13th on flight number
 - 22 OM 197, arriving to Melbourne at 11.20am the next day.
 - 23 In case you have problems to recognise him I've enclosed a recent photograph.
 - 24 He's quite tall with brown long hair. He's got green eyes.
 - 25 He going to wear a dark blue T-shirt, jeans and black trainers for his trip.
 - 26 Please let me no if there is anything you would like him to bring from Greece.
- Yours sincerely
Giorgos

7

For questions 27 – 33, match the underlined mistakes in the student's writing with the types of error listed A – H.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

Types of error

- A wrong pronoun
- B wrong noun form
- C missing article
- D missing adverb
- E unnecessary adverb
- F wrong adjective
- G inaccurate use of determiner
- H inaccurate spelling

Dear Sean

You asked me in your last letter about my bedroom. My bedroom is (27) not big as the one I had before. This one is smaller. It has two windows so it has (28) a lots of light and I've painted the room light blue. I would like to have (29) big mirror because (30) I haven't got none and I like to see myself before I go out. At the moment (31) this is the most important things that I need. (32) I fill that every day my room will get (33) more fuller.

Write me soon

Femi

8

For questions 34 – 40, match the underlined words in the transcript of a student's classroom conversation with the functions listed A – H.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

Functions

- A changing topic
- B agreeing
- C asking for an opinion
- D asking for clarification
- E giving clarification
- F hesitating
- G correcting
- H disagreeing

A student's classroom conversation

Katia: So, how long have you lived here, then?

Lydia: (34) In this town?

Katia: Yeah.

Lydia: I was born here, so I know it (35) err, erm ... like the back of my hand.

Katia: Like the back of ...?

Lydia: (36) it's an expression that you use when you know something really well. I like it.

Katia: (37) Yeah, it's a good one. 'Like the back of my hand', I must remember that.

Lydia: (38) Anyway, how about you? How long you have lived here?

Katia: (39) 'Have you lived here', you mean.

Lydia: Oh yeah, that's right.

Katia: About three years. It's a really nice town.

Lydia: It's so boring. (40) You can't mean that.

9

For questions 41 – 47, match the learner comments with the teacher roles listed A, B and C. Mark the correct letter (A, B or C) on your answer sheet. You will need to use some of the options more than once.

Teacher roles

- A Manager** (manages students and activities during class time)
- B Provider** (gives expert information about target language)
- C Diagnostician** (finds out the needs and interests of students)

Learner comments

- 41** My teacher always makes the lessons exciting. We work with lots of different people during a lesson.
- 42** I couldn't understand the present perfect at all, but my teacher explained it really clearly to me.
- 43** I always finish my work very quickly, but my teacher always has extra activities for me to do, so I never get bored.
- 44** The teacher gave us a questionnaire about why we were doing the class and what our aims were for the future.
- 45** There's one student in our class who is really noisy and talkative, but our teacher is so calm and patient, and makes sure we get our turn to talk as well.
- 46** Last week we made a list of topics and voted on the ones we most wanted to discuss in class.
- 47** My group wrote an essay on what music we like and the teacher really helped us to join our ideas together.

10

For questions 48 – 54, look at the classroom management terms and three possible descriptions listed A, B and C. Choose the description which matches the term. Mark the correct letter (A, B or C) on your answer sheet.

Classroom management terms

- 48** Interaction patterns
 - A** the different ways learners work together in class
 - B** common mistakes learners make when they speak a second language
 - C** the gestures learners use to keep the listener interested in what they are saying
- 49** Rapport
 - A** the help a teacher gives to learners in class
 - B** the relationship between teacher and learners
 - C** the end-of-term comments the teacher writes about each learner's work
- 50** Mingling
 - A** a group activity which involves students reading different parts of the same text and sharing the information they found out
 - B** a whole class activity which involves learners walking around the classroom sharing information with other learners
 - C** a whole class activity which involves learners sharing vocabulary they know about a topic
- 51** Group dynamics
 - A** the relationship between learners in the class
 - B** different groups of learners working autonomously in class
 - C** the strategies a group uses to work together to complete a project
- 52** Nominating
 - A** The teacher chooses and names a learner to do a task.
 - B** The teacher chooses and tells the class the date for a revision test.
 - C** The teacher chooses and writes the main aim of the lesson on the board.

11

53 Grading language

- A The teacher monitors learners' use of target language.
- B The teacher reviews the language learners need to use in a task.
- C The teacher uses language that is at the right level for learners.

54 A learning contract

- A a description of a learner's abilities and needs
- B an agreement between teacher and learners about their roles and responsibilities
- C an explanation of the aims of a course

12

For questions 55 – 61, match the examples of teachers' language with the uses listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

Uses

- | | |
|----------|-------------------------------------|
| A | language for eliciting |
| B | language for setting the scene |
| C | language for maintaining discipline |

Examples of teachers' language

- 55 Pens down and face the front please, Khaled and Abdul.
- 56 Fine, well done. So we call this tense the ... ?
- 57 Right, so Dave is going to meet Steve, and wants to find out how to recognise him.
- 58 You remember the 'fair' rule, don't you, everyone? This is a test, remember. So only look at your own work, please.
- 59 If you remember from last time, Ahmed and Hassan were going to the airport to meet their cousin.
- 60 Good. So what's best here – 'a' or 'an'?
- 61 So what do we call this animal with four legs? It likes to catch mice.

13

For questions 62 – 67, match the advice on correcting given to a trainee teacher with the correction strategies listed A – H.

Mark the correct letter (A – H) on your answer sheet.

There is one extra option which you do not need to use.

Advice on correcting

- 62 When you hear a mistake, repeat it to the student with a rising intonation so they can hear where in the sentence the mistake was made.
- 63 Don't interrupt the activity; just note down any mistakes you hear and deal with them at the end.
- 64 Repeat what the student has said but with the error corrected.
- 65 Ask students to look at each other's work and find any mistakes.
- 66 Write common mistakes on the board and see if students can spot mistakes.
- 67 Write a symbol for each type of error, eg 'T' for a tense mistake, at the side of a student's work.

Correction strategies

- A use a correction code
- B employ the technique of echo correction
- C over-apply the rule
- D give delayed feedback
- E reformulate the sentence
- F allow opportunities for self monitoring and group correction
- G encourage peer correction

14

For questions 68 – 74, match the examples of teachers giving feedback with the aims of feedback listed A, B and C.

Mark the correct letter (A, B or C) on your answer sheet.

You will need to use some of the options more than once.

Aims of feedback

- A to encourage students' ability to self-correct
- B to raise student self-confidence
- C to improve classroom relationships

Teachers giving feedback

- 68 You're going to do your projects in teams with a specific task for each member of the team. It's important for the team that everyone does their task properly.
- 69 As you were practising the role play, I noticed quite a few of you were forgetting about articles. Try it again and pay particular attention to your use of articles.
- 70 I thought you acted out those dialogues very well. You generally noticed when you'd made a mistake and were able to correct it.
- 71 Your work has improved a great deal so now let's try something more difficult.
- 72 I've listened to your recordings and written some comments on them. Before I give you these, listen to your own recording. What comments do you think I made?
- 73 Remember that you can learn by listening as well as speaking. So please pay attention when other students are talking.
- 74 This week's homework is much better. All that work we did on checking your writing really seems to have helped.

15

For questions 75 – 80, match the teachers' comments with the interaction patterns listed A, B and C. Mark the correct letter (A, B or C) on your answer sheet. You will need to use some of the options more than once.

Interaction patterns

- | | |
|----------|-------------------------------|
| A | class divided into two groups |
| B | closed pairs |
| C | groups of three or four |

Teachers' comments

- | | |
|-----------|--|
| 75 | It gives the shyer students the maximum opportunity to talk. |
| 76 | There is usually a good mix of opinions but not too many people trying to talk at the same time. |
| 77 | It's a quick way to set up a competition. The learners get very excited about working against the other team. |
| 78 | It's the simplest way to introduce some communication into any activity. Students can compare answers or help each other with an exercise. |
| 79 | This is good for project work where learners need to perform different roles. |
| 80 | The only way I can do a jigsaw listening is by sending half the class to the language laboratory. |

TKT test administration

Modular structure

TKT has seven modules. These can be taken together or separately, in any order.

Entry procedure

Candidates must enter through an authorised Cambridge ESOL Examination Centre. A list of Cambridge ESOL Examination Centres is available from Cambridge ESOL from the email address on page 1. Institutions wishing to become Cambridge ESOL Examination Centres should contact the Centre Registration Unit at Cambridge ESOL.

TKT is available throughout the year. Candidate details must be submitted to Cambridge ESOL at least six weeks prior to running the session. Please note that more notice may be necessary if candidates have special requirements and therefore need special arrangements (see opposite).

Copies of the regulations and more details on entry procedure, current fees and further information about this and other Cambridge ESOL examinations can be obtained from the Cambridge ESOL Centre Exams Manager in your area, or from the email address on page 1.

Answer sheet completion

Candidates mark all their answers on OMR (Optical Mark Reader) answer sheets, which are scanned by computer in Cambridge. There is one answer sheet per module, and candidates must fill in all their answers within the time allowed for the test.

A sample OMR answer sheet can be found on page 43 of this handbook, and it is useful for candidates to practise filling in an OMR sheet before taking the examination so that they are familiar with the procedure.

Computer-based TKT

A computer-based version of *TKT Modules 1-3 (CB TKT)* is also available via the Cambridge Connect internet delivery system.

Please contact your local Cambridge ESOL Examination Centre for more information.

Grading and results

Each module is free-standing, and there is no aggregate score. Candidates receive a certificate for each module they take.

Each question carries one mark, so the maximum mark for each module is 80. Candidate performance is reported using four bands.

See page 44 for a detailed description of each band for each module.

Notification of results

Certificates are despatched to Centres approximately two weeks after receipt of answer sheets by Cambridge ESOL. Please note that despatch of candidates' results will be delayed if they need special consideration or are suspected of malpractice.

Enquiries on results may be made through Cambridge ESOL Centre Exams Managers within a month of the issue of certificates.

Appeals procedure

Cambridge ESOL provides a service to enable Centres to appeal, on behalf of candidates, against assessment decisions that affect grades awarded to candidates, e.g. decisions relating to results and decisions relating to irregular conduct.

Candidates should first contact their Cambridge ESOL Centre Exams Manager for advice. Further information about the appeals procedure can be found at www.CambridgeESOL.org/support

Special Circumstances

Special Circumstances cover three main areas: special arrangements, special consideration and malpractice.

Special arrangements

These are available for candidates with disabilities. They may include extra time, separate accommodation or equipment, Braille versions of question papers, etc. If you think you may need special arrangements, you must contact the Cambridge ESOL Centre Exams Manager in your area as soon as possible so that the application can be sent to Cambridge ESOL in time (usually 8 – 12 weeks before the examination, depending on what is required).

Special consideration

Cambridge ESOL will give special consideration to candidates affected by adverse circumstances before or during an examination. Special consideration can be given where an application is sent through the Centre and is made within ten working days of the examination date. Examples of acceptable reasons for giving special consideration are cases of illness or other unexpected events.

Malpractice

The Malpractice Committee will consider cases where candidates are suspected of copying, collusion or breaking the examination regulations in some other way. Results may be withheld because further investigation is needed or because of infringement of regulations. Centres are notified if a candidate's results are being investigated.

Pretesting

Pretesting of *TKT* test material provides Cambridge ESOL with valuable information about candidates' performance on particular tasks. Pretesting is also useful for Centres or institutions as it gives candidates the opportunity to familiarise themselves with *TKT* task-types under test conditions and to receive feedback on areas of strength and weakness. If your Centre or institution would like to be involved in *TKT* pretesting, please contact the Pretesting Unit TKT Administrator at TKTpretesting@CambridgeESOL.org

Support for TKT candidates and course providers

General information on *TKT*, including administration details and downloadable versions of this Handbook and sample materials, can be found by visiting www.CambridgeESOL.org/TKT

Course providers and individual candidates can also access the *TKT Glossary* on this website.

Support materials for teacher trainers are available on the website.

Further support is also available in the form of seminar programmes in different countries. Contact Cambridge ESOL Information for further details by emailing ESOLhelpdesk@CambridgeESOL.org



Cambridge English Teacher

Developed by Cambridge University Press and University of Cambridge ESOL Examinations (Cambridge ESOL), Cambridge English Teacher provides opportunities for English teachers to engage in continuing professional development through online courses, share best practice and network with other ELT professionals worldwide.

For more information on how to become a Cambridge English Teacher, visit www.CambridgeEnglishTeacher.org

Frequently Asked Questions

Can candidates make notes on the question paper?

Candidates may write on the question paper during the examination, but their notes will not be marked. Candidates must complete an answer sheet, which is then scanned.

Does it matter if candidates write in pen or pencil?

Candidates must use a pencil to mark their answers on the answer sheet. Answer sheets marked in pen cannot be read by computer.

Is the use of dictionaries allowed?

No.

What is the mark allocation?

One mark is given for each correct answer.

Do candidates have to take all seven modules?

No. The modules are free-standing. Candidates may enter for any number of modules in any order.

What is the pass mark?

Results are reported in four bands. There is no pass or fail. Candidates receive a certificate for each module taken.

What is the date of the TKT examination?

Dates are set by Centres in consultation with Cambridge ESOL, taking into account local needs and conditions.

Where can candidates enrol?

Your Cambridge ESOL Centre Exams Manager can give you information about Centres where the examination is taken. Candidates enrol through local Centres, and not through the Cambridge ESOL office in Cambridge. Fees are payable to the local Centre.

How do candidates get their results?

TKT certificates are issued to Centres approximately two weeks after receipt of answer sheets by Cambridge ESOL.

What kind of teaching terminology will be tested in TKT?

A non-exhaustive list of the teaching terms and their definitions which could be tested in *TKT* can be found in the *TKT Glossary* at www.CambridgeESOL.org/TKT

Module 1 answer key

1	B	21	C	41	E	61	B
2	A	22	A	42	B	62	B
3	C	23	C	43	F	63	F
4	A	24	A	44	A	64	A
5	B	25	B	45	D	65	G
6	B	26	C	46	C	66	D
7	B	27	B	47	B	67	E
8	F	28	A	48	A	68	C
9	E	29	C	49	A	69	B
10	A	30	B	50	C	70	B
11	C	31	B	51	C	71	C
12	B	32	A	52	A	72	C
13	D	33	C	53	B	73	A
14	C	34	B	54	C	74	A
15	A	35	C	55	A	75	C
16	C	36	D	56	B	76	A
17	B	37	H	57	C	77	B
18	A	38	F	58	A	78	A
19	A	39	E	59	A	79	C
20	B	40	A	60	C	80	A

TEACHING KNOWLEDGE TEST | MODULE 2

Module 2 answer key

1	B	21	A	41	A	61	E
2	E	22	A	42	C	62	D
3	A	23	B	43	B	63	H
4	C	24	C	44	A	64	F
5	D	25	B	45	C	65	A
6	F	26	C	46	B	66	C
7	B	27	B	47	A	67	G
8	C	28	D	48	A	68	E
9	C	29	B	49	E	69	F
10	A	30	E	50	H	70	A
11	A	31	A	51	D	71	C
12	C	32	F	52	F	72	D
13	G	33	C	53	B	73	B
14	H	34	C	54	C	74	C
15	E	35	C	55	C	75	A
16	A	36	B	56	F	76	C
17	D	37	A	57	A	77	B
18	F	38	C	58	E	78	A
19	C	39	B	59	B	79	B
20	C	40	A	60	G	80	A

Module 3 answer key

1	B	21	H	41	A	61	A
2	C	22	G	42	B	62	B
3	A	23	B	43	A	63	D
4	A	24	E	44	C	64	E
5	B	25	C	45	A	65	G
6	C	26	A	46	C	66	F
7	G	27	D	47	B	67	A
8	F	28	G	48	A	68	C
9	E	29	C	49	B	69	A
10	H	30	A	50	B	70	B
11	D	31	B	51	A	71	B
12	B	32	H	52	A	72	A
13	C	33	E	53	C	73	C
14	E	34	D	54	B	74	B
15	F	35	F	55	C	75	B
16	C	36	E	56	A	76	C
17	A	37	B	57	B	77	A
18	D	38	A	58	C	78	B
19	B	39	G	59	B	79	C
20	D	40	H	60	A	80	A

Band descriptors

	Module 1: Language and background to language learning and teaching	Module 2: Lesson planning and use of resources for language teaching	Module 3: Managing the teaching and learning process
BAND 4	The candidate demonstrates comprehensive and accurate knowledge of all areas on the <i>TKT Module 1</i> syllabus, i.e. language systems and background to language learning and teaching. He/she shows familiarity with the full range of concepts, terminology, practices and processes tested in <i>TKT Module 1</i> , which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate demonstrates comprehensive and extensive knowledge of all areas on the <i>TKT Module 2</i> syllabus, i.e. lesson planning and use of resources for language teaching. He/she shows familiarity with the full range of concepts, terminology, practices and processes tested in <i>TKT Module 2</i> , which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate demonstrates comprehensive and extensive knowledge of all areas on the <i>TKT Module 3</i> syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with the full range of concepts, terminology, practices and processes tested in <i>TKT Module 3</i> , which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is able to relate existing knowledge to both familiar and unfamiliar classroom situations.
BAND 3	The candidate generally demonstrates comprehensive and accurate knowledge of areas on the <i>TKT Module 1</i> syllabus, i.e. language systems and background to language learning and teaching. He/she shows familiarity with most of the concepts, terminology, practices and processes tested in <i>TKT Module 1</i> , which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is generally able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate generally demonstrates comprehensive and extensive knowledge of areas on the <i>TKT Module 2</i> syllabus, i.e. lesson planning and use of resources for language teaching. He/she shows familiarity with most of the concepts, terminology, practices and processes tested in <i>TKT Module 2</i> , which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is generally able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate generally demonstrates comprehensive and extensive knowledge of areas on the <i>TKT Module 3</i> syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with most of the concepts, terminology, practices and processes tested in <i>TKT Module 3</i> , which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is generally able to relate existing knowledge to both familiar and unfamiliar classroom situations.
BAND 2	The candidate demonstrates basic knowledge of areas on the <i>TKT Module 1</i> syllabus, i.e. language systems and background to language learning and teaching. He/she shows familiarity with some of the concepts, terminology, practices and processes tested in <i>TKT Module 1</i> , which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.	The candidate demonstrates basic knowledge of areas on the <i>TKT Module 2</i> syllabus, i.e. lesson planning and use of resources for language teaching. He/she shows familiarity with some of the concepts, terminology, practices and processes tested in <i>TKT Module 2</i> , which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.	The candidate demonstrates basic knowledge of areas on the <i>TKT Module 3</i> syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with some of the concepts, terminology, practices and processes tested in <i>TKT Module 3</i> , which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.
BAND 1	The candidate demonstrates restricted knowledge of areas on the <i>TKT Module 1</i> syllabus, i.e. language systems and background to language learning and teaching. He/she shows familiarity with a limited range of the concepts, terminology, practices and processes tested in <i>TKT Module 1</i> , which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is able to relate existing knowledge to familiar classroom situations only.	The candidate demonstrates restricted knowledge of areas on the <i>TKT Module 2</i> syllabus, i.e. lesson planning and use of resources for language teaching. He/she shows familiarity with a limited range of the concepts, terminology, practices and processes tested in <i>TKT Module 2</i> , which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is able to relate existing knowledge to familiar classroom situations only.	The candidate demonstrates restricted knowledge of areas on the <i>TKT Module 3</i> syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with a limited range of the concepts, terminology, practices and processes tested in <i>TKT Module 3</i> , which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is able to relate existing knowledge to familiar classroom situations only.