



Cambridge Assessment
English



Cambridge

English Teaching

TKT: Modules 1–3

Teaching Knowledge Test

Handbook for teachers



Make the most of your handbook

This handbook is intended for tutors and candidates and provides information to help prepare for TKT: (Teaching Knowledge Test) Modules 1, 2 and 3.

For further information on any of our teaching qualifications and courses, please go to cambridgeenglish.org/teaching-qualifications

For further copies of this handbook, please email marketingsupport@cambridgeenglish.org

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About Cambridge Assessment English

We are Cambridge Assessment English. Part of the University of Cambridge, we help millions of people learn English and prove their skills to the world.

For us, learning English is more than just exams and grades. It's about having the confidence to communicate and access a lifetime of enriching experiences and opportunities.

We deliver qualifications and tests in over 130 countries to over 5.5 million people every year.



UNIVERSITY OF
CAMBRIDGE

One of the top universities in the world

Departments of the University



Cambridge
Assessment

The largest assessment research capability of its kind in Europe

Departments (exam boards)



Cambridge Assessment
English

Cambridge Assessment English
We help millions of people learn
English and prove their skills to the
world.



Cambridge Assessment
International Education

Cambridge Assessment
International Education
Prepares school students for life, helping
them develop an informed curiosity and
a lasting passion for learning.

OCR

Oxford Cambridge and RSA

OCR: Oxford Cambridge and RSA
Examinations
A leading UK awarding body.

The world's most valuable range of English qualifications

Cambridge English Qualifications are in-depth exams that make learning English enjoyable, effective and rewarding.

Our unique approach encourages continuous progression with a clear path to improving language skills. Each of our qualifications focuses on a level of the Common European Framework of Reference (CEFR), enabling learners to develop and build speaking, writing, reading and listening skills.

To find out more about Cambridge English Qualifications and the CEFR, go to cambridgeenglish.org/cefr

Cambridge English teaching qualifications

We provide a comprehensive range of industry-leading qualifications, professional development and resources for teachers, wherever they are in their professional journey.

Supporting teachers

All our teaching qualifications are mapped to the Cambridge English Teaching Framework, which helps teachers identify where they are in their career development, where they want to be, and how to get there.

Proven quality

Our commitment to providing assessment 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 Qualifications. Of particular importance are the rigorous 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 candidates' 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 cambridgeenglish.org/principles

Cambridge English teaching qualifications – an overview

The following qualifications are available to teachers through Cambridge English teaching qualification centres:

	Candidate requirements		Qualification features					
	Teaching experience	Entry qualifications	Teaching age group	Can be taken pre-service	Course participation required	Assessed teaching practice	Continuous assessment/coursework	Paper-based test
TKT: Modules 1, 2 and 3 Teaching Knowledge Test	Not essential	Not required	Primary, secondary or adults	○				○
TKT: CLIL (Content and Language Integrated Learning)	Not essential	Not required	Primary, secondary or adults	○				○
TKT: Young Learners	Not essential	Not required	Primary	○				○
CELTA Certificate in Teaching English to Speakers of Other Languages	Not required	Qualifications allowing access to higher education	Adults	○	○ Face-to-face or online/blended options	○	○	
DELTA Module One Diploma in Teaching English to Speakers of Other Languages	Recommended	Initial teaching qualification	Primary, secondary or adults					○
DELTA Module Two	Required	Initial teaching qualification	Primary, secondary or adults		○	○	○	
DELTA Module Three	Recommended	Initial teaching qualification	Primary, secondary or adults				Extended assignment	

The following courses and qualifications are available to teachers through institutions and educational authorities:

	Candidate requirements		Course/qualification features					
	Teaching experience	Entry qualifications	Teaching age group	Can be taken pre-service	Course participation required	Assessed teaching practice	Continuous assessment/coursework	Online/blended learning course option
CELT-P Certificate in English Language Teaching – Primary	Required	Local requirements for teachers apply	Primary	○	○	○	○	○
CELT-S Certificate in English Language Teaching – Secondary	Required	Local requirements for teachers apply	Secondary	○	○	○	○	○
Train the Trainer	Required	Teaching qualification	N/A		○			○
Certificate in EMI Skills English as a Medium of Instruction	Required	Local requirements apply	Students in higher education contexts		○		○	○
Language for Teaching – A2	N/A	A1 level English	Primary, secondary	○	○		○	○
Language for Teaching – B1	N/A	A2 level English	Primary, secondary	○	○		○	○
Language for Teaching – B2	N/A	B1 level English	Primary, secondary	○	○		○	○

Cambridge English Teaching Framework

We developed the Cambridge English Teaching Framework:

- to help teachers identify where they are in their professional career
- to help teachers and their employers think about where they want to go next and identify development activities to get there.

See the full version of the framework for detailed competency statements: cambridgeenglish.org/teaching-framework

Stages	Foundation	Developing
Learning and the learner	<ul style="list-style-type: none"> • Has a basic understanding of some language-learning concepts. • Demonstrates a little of this understanding when planning and teaching. 	<ul style="list-style-type: none"> • Has a reasonable understanding of many language-learning concepts. • Demonstrates some of this understanding when planning and teaching.
Teaching, learning and assessment	<ul style="list-style-type: none"> • Has a basic understanding of some key principles of teaching, learning and assessment. • Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. • Can use available tests and basic assessment procedures to support and promote learning. 	<ul style="list-style-type: none"> • Has a reasonable understanding of many key principles of teaching, learning and assessment. • Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. • Can design simple tests and use some assessment procedures to support and promote learning.
Language ability	<ul style="list-style-type: none"> • Provides accurate examples of language points taught at A1 and A2 levels. • Uses basic classroom language which is mostly accurate. 	<ul style="list-style-type: none"> • Provides accurate examples of language points taught at A1, A2 and B1 levels. • Uses classroom language which is mostly accurate.
Language knowledge and awareness	<ul style="list-style-type: none"> • Is aware of some key terms for describing language. • Can answer simple learner questions with the help of reference materials. 	<ul style="list-style-type: none"> • Has reasonable knowledge of many key terms for describing language. • Can answer most learner questions with the help of reference materials.
Professional development and values	<ul style="list-style-type: none"> • Can reflect on a lesson with guidance and learn from feedback. • Requires guidance in self-assessing own needs. 	<ul style="list-style-type: none"> • Can reflect on a lesson without guidance and respond positively to feedback. • Can self-assess own needs and identify some areas for improvement.

Proficient	Expert
<ul style="list-style-type: none"> • Has a good understanding of many language-learning concepts. • Frequently demonstrates this understanding when planning and teaching. 	<ul style="list-style-type: none"> • Has a sophisticated understanding of language-learning concepts. • Consistently demonstrates this understanding when planning and teaching.
<ul style="list-style-type: none"> • Has a good understanding of key principles of teaching, learning and assessment. • Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques. • Can design effective tests and use a range of assessment procedures to support and promote learning. 	<ul style="list-style-type: none"> • Has a sophisticated understanding of key principles of teaching, learning and assessment. • Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. • Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.
<ul style="list-style-type: none"> • Provides accurate examples of language points taught at A1, A2, B1 and B2 levels. • Uses classroom language which is consistently accurate throughout the lesson. 	<ul style="list-style-type: none"> • Provides accurate examples of language points taught at A1–C2 levels. • Uses a wide range of classroom language which is consistently accurate throughout the lesson.
<ul style="list-style-type: none"> • Has good knowledge of key terms for describing language. • Can answer most learner questions with minimal use of reference materials. 	<ul style="list-style-type: none"> • Has sophisticated knowledge of key terms for describing language. • Can answer most learner questions in detail with minimal use of reference materials.
<ul style="list-style-type: none"> • Can reflect critically and actively seeks feedback. • Can identify own strengths and weaknesses as a teacher, and can support other teachers. 	<ul style="list-style-type: none"> • Consistently reflects critically, observes other colleagues and is highly committed to professional development. • Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.

Introduction to TKT

TKT tests knowledge about English language teaching. The tests are designed to encourage teachers in their professional development and provide a step in their progression on the Cambridge English Teaching Framework. Candidates can also use TKT to access further training and enhance career opportunities.

TKT – an overview

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

The **core modules** are designed to provide a foundation in the principles and practice of English 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.

Teaching knowledge is assessed by means of objective-format tests, which are simple to administer and to take.

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

- TKT: CLIL (Content and Language Integrated Learning)
- TKT: Young Learners.

The aims of the modular format

The format is designed to be accessible and offer candidates maximum flexibility, 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: Modules 1–3: an overview

Who are TKT: Modules 1–3 suitable for?

TKT: Modules 1, 2 and 3 test knowledge of concepts related to language, language use and the background to and practice of language teaching and learning.

TKT is suitable for teachers of English in primary, secondary or adult teaching contexts.

TKT: Modules 1, 2 and 3 may be taken by:

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

Entry criteria and language requirements

Candidates are not required to fulfil any specific entry criteria for TKT: Modules 1, 2 and 3 and there are no formal English language requirements; however, candidates are expected to be familiar with language relating to the practice of English language teaching. A non-exhaustive list of teaching terminology and definitions is provided in the TKT Glossary, which can be downloaded from cambridgeenglish.org/tkt

What can successful candidates do with TKT?

TKT increases teachers' confidence and enables them to progress to other Cambridge English teaching qualifications.

TKT is recognised as an English language teaching qualification by many organisations and institutions around the world.

Test structure

All three modules include a focus on theory and practice. Each module consists of a timed pencil-and-paper test featuring 80 multiple-choice questions.

TKT: Modules 1, 2 and 3 test candidates' knowledge of concepts related to language teaching and learning, rather than their proficiency in the English language, or their performance in classroom situations.

Approaches to teaching and learning

A range of approaches to teaching and learning may be covered in the test material. Materials are carefully selected so that they are fair to candidates from all backgrounds and teaching contexts. Knowledge of communicative and other approaches to teaching is expected, as is familiarity with the common terminology of English language teaching (a non-exhaustive list of teaching terminology and definitions is provided in the TKT Glossary).

Sources and text types used in TKT: Modules 1–3

Extracts, original or adapted, from the following sources may feature in TKT: Modules 1, 2 and 3:

- English language teaching coursebooks or supplementary materials
- handbooks on English language teaching and learning
- English language teaching 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.

Support for candidates and course providers

Support and general information for TKT, including a downloadable version of this handbook, can be found at cambridgeenglish.org/tkt

Preparing to take TKT: Modules 1–3

It is not necessary to complete a course to enter for TKT: Modules 1, 2 and 3. Candidates can prepare for their exam independently, or can if they prefer, follow a course provided by an exam or teaching qualification centre.

Official Cambridge English preparation materials for TKT: Modules 1, 2 and 3, including books and an online course, have been jointly developed by Cambridge English and Cambridge University Press and can be found at cambridge.org/cambridgeenglish

Materials for course providers

For course providers, teacher training session plans and other trainer resources can be found at cambridgeenglish.org/resources-for-teachers

We also run free seminars and webinars for teachers, with replays available on Cambridge English TV:

Webinars for teachers:
cambridgeenglish.org/webinars

Seminars and events:
cambridgeenglish.org/events

Cambridge English TV:
youtube.com/cambridgeenglishtv

Pretesting

Pretesting of TKT test material provides us 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, find out more at cambridgeenglish.org/about-pretesting

Further information

Contact your local authorised exam centre or teaching qualification centre, or our helpdesk at cambridgeenglish.org/helpdesk for:

- current fees
- details of exam sessions
- more information about TKT and other Cambridge English teaching qualifications and exams.

TKT: Modules 1–3 administration

Entry procedure

Candidates must enter through an authorised Cambridge English examination or teaching qualification centre. For a list of centres, go to cambridgeenglish.org/teachingcentresearch

TKT tests are available throughout the year and examination centres select their own test dates. Entries must be made at least six weeks in advance of a test date.

Please note that more notice may be necessary if candidates have special requirements and therefore need special arrangements (see section on Special Circumstances).

For copies of the Regulations and more details on entry procedure, current fees and further information about this and our other examinations, contact your local examination centre.

Results

Candidates receive a certificate for each module taken. Candidate performance is reported using four bands.

A full set of band descriptors for each module can be found on page 40.

Notification of results

TKT results are issued to centres approximately two weeks after we receive the answer sheets in Cambridge.

Please note that despatch of candidates' results will be delayed if they need special consideration or if malpractice is suspected (see section on Special Circumstances).

Enquiries on results must be made through the candidate's centre.

Appeals procedure

We provide 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 centre for advice.

For more information about the appeals procedure, go to cambridgeenglish.org/help/enquiries-and-appeals

Special Circumstances

Cambridge English exams are designed to be fair to all test takers. This commitment to fairness covers:

- **Special arrangements**
These are available for candidates with a permanent or long-term disability. Consult your Centre Exams Manager (CEM) for more details.
- **Special consideration**
We will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.
- **Malpractice**
We will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centres are notified if a candidate's results have been investigated.

For more information about special circumstances go to cambridgeenglish.org/help

1 hour 20 mins

Module 1

Language and background to language learning and teaching

Paper	Number of tasks	Number of marks	Task types	Answer format
1	80	80	Objective tasks, such as matching and multiple choice.	Candidates indicate their answers by shading the correct boxes on their answer sheets. Candidates should use a pencil.

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 their disposal to cater for these learning factors.

Title	Areas of teaching knowledge	Task types and format
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 tasks consisting of 40 questions</p> <p>Tasks include matching and multiple choice.</p>
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 strategies ◦ learning preferences ◦ maturity ◦ past language-learning experience • learner needs 	<p>3 tasks consisting of 15 questions</p> <p>Tasks include matching and multiple choice.</p>
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 tasks consisting of 25 questions</p> <p>Tasks include matching and multiple choice.</p>

Describing language and language skills

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	Example 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 • 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

Background to language learning

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	Example 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 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

Background to language teaching

This part of Module 1 tests candidates' knowledge of the pedagogic choices the teacher has at their 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	Example 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

2

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

3

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

Turn over ►

4

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 could be Judith on the phone.
- 9

I could hear a funny noise coming from somewhere in the engine.
- 10

It could snow! Look at the sky!
- 11

Thanks a lot. You could leave now, if you're in a hurry.
- 12

You could try asking me before you use my comb, you know.
- 13

The doctor is free. He could see you now if you like.

5

For questions 14 – 19, look at the statements about lexis and choose the option (A, B or C) which completes each statement. Mark the correct letter (A, B or C) on your answer sheet.

- 14

See and sea; 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.

Turn over ▶

6

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 /bʊtʃə/
- B /bʌtʃə/
- C /bʊtʃə/

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

7

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

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

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.

Turn over ►

8

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.

9

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 answer (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.

Turn over ►

10

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

Turn over ►

11

For questions **51 – 55**, match the learners' comments with the learners' preferences listed **A, B** and **C**.

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

Learners' preferences

A

I remember language well when I see it.

B

I remember language well when I hear it.

C

I remember language well when I move.

Learners' comments

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.

12

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.

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

13

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.

Turn over ►

14

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

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

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.

15

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.

1 hour 20 mins

Module 2

Lesson planning and use of resources for language teaching

Paper	Number of tasks	Number of marks	Task types	Answer format
1	80	80	Objective tasks, such as matching and multiple choice.	Candidates indicate their answers by shading the correct boxes on their answer sheets. Candidates should use a pencil.

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.

Title	Areas of teaching knowledge	Task types and format
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 	6 tasks consisting of 40 questions Tasks include matching and multiple choice.
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 	6 tasks consisting of 40 questions Tasks include matching and multiple choice.

Planning and preparing a lesson or sequence of lessons

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	Example 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

Selection and use of resources

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	Example 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 teaching aids	<ul style="list-style-type: none"> types of aids and their teaching functions
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

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

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

15

16

17

18

19

Target language

- A
- expressions for agreeing and disagreeing

B

C

D

E

F

G

H

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

C

Information from different lesson plans

- 20
- Students will remember how to form present perfect simple statements from the last lesson.

21

22

23

24

25

26

27

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.
- ♦ The teacher tells the class to work in pairs; one of them is Anna and the other is the journalist.
- 32 ♦ 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.

8

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.

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.

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

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 /ʃ/, /dʒ/, /z/, /v/. They replace them with corresponding phonemes /j/, /tʃ/, /s/, /t/.

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.

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 |

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

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?

1 hour 20 mins

Module 3

Managing the teaching and learning process

Paper	Number of tasks	Number of marks	Task types	Answer format
1	80	80	Objective tasks, such as matching and multiple choice.	Candidates indicate their answers by shading the correct boxes on their answer sheets. Candidates should use a pencil.

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.

Title	Areas of teaching knowledge	Task types and format
Teachers' and learners' language in the classroom	<ul style="list-style-type: none"> • using language appropriately, including use of L1/L2, for a range of classroom functions, e.g. instructing, prompting learners, eliciting, conveying meaning of new language • sequencing of instructions • identifying the functions of learners' language • categorising learners' mistakes 	6 tasks consisting of 40 questions Tasks include matching and multiple choice.
Classroom management	<p>Options available to the teacher for managing learners and their classroom in order to promote learning, e.g.</p> <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 matching and multiple choice.

Teachers' and learners' language in the classroom

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	Example 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

Classroom management

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	Example 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 | We'll done everyone. Now, can you try and work out the meaning of the words you underlined. |

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. |

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.

5

Instructions to a class

♦

14

Good morning everyone, please sit down and listen to what I'm going to tell you about these pictures.

♦

15

Now get into pairs and work with the person sitting next to you.

♦

16

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.

♦

17

I would like you to work quite quickly, so...

♦

18

Right, time's up, so finish your last question.

♦

19

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.

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

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.

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

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 shy 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.

Answer keys

Module 1

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

Module 2

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	C	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

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



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**Cambridge Assessment
English**

Candidate Name

Candidate Number

Centre Name

Centre Number

Examination Title

Examination Details

Candidate Signature

Assessment Date

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ☐

Teaching Knowledge Test Candidate Answer Sheet

Instructions

Use a **PENCIL (B or HB)**.

Rub out any answer you want to change with an eraser.

For Parts 1, 2, 3, 4 and 5:

Mark **ONE** letter for each answer.

For example: If you think A is the right answer to the question, mark your answer sheet like this:



1	A	B	C	D	E	F	G	H	I
2	A	B	C	D	E	F	G	H	I
3	A	B	C	D	E	F	G	H	I
4	A	B	C	D	E	F	G	H	I
5	A	B	C	D	E	F	G	H	I
6	A	B	C	D	E	F	G	H	I
7	A	B	C	D	E	F	G	H	I
8	A	B	C	D	E	F	G	H	I
9	A	B	C	D	E	F	G	H	I
10	A	B	C	D	E	F	G	H	I
11	A	B	C	D	E	F	G	H	I
12	A	B	C	D	E	F	G	H	I

13	A	B	C	D	E	F	G	H	I
14	A	B	C	D	E	F	G	H	I
15	A	B	C	D	E	F	G	H	I
16	A	B	C	D	E	F	G	H	I
17	A	B	C	D	E	F	G	H	I
18	A	B	C	D	E	F	G	H	I
19	A	B	C	D	E	F	G	H	I
20	A	B	C	D	E	F	G	H	I
21	A	B	C	D	E	F	G	H	I
22	A	B	C	D	E	F	G	H	I
23	A	B	C	D	E	F	G	H	I
24	A	B	C	D	E	F	G	H	I

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25	A	B	C	D	E	F	G	H	I
	O	O	O	O	O	O	O	O	O
26	A	B	C	D	E	F	G	H	I
	O	O	O	O	O	O	O	O	O
27	A	B	C	D	E	F	G	H	I
	O	O	O	O	O	O	O	O	O
28	A	B	C	D	E	F	G	H	I
	O	O	O	O	O	O	O	O	O
29	A	B	C	D	E	F	G	H	I
	O	O	O	O	O	O	O	O	O
30	A	B	C	D	E	F	G	H	I
	O	O	O	O	O	O	O	O	O
31	A	B	C	D	E	F	G	H	I
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32	A	B	C	D	E	F	G	H	I
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34	A	B	C	D	E	F	G	H	I
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35	A	B	C	D	E	F	G	H	I
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38	A	B	C	D	E	F	G	H	I
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39	A	B	C	D	E	F	G	H	I
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42	A	B	C	D	E	F	G	H	I
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43	A	B	C	D	E	F	G	H	I
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45	A	B	C	D	E	F	G	H	I
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47	A	B	C	D	E	F	G	H	I
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48	A	B	C	D	E	F	G	H	I
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49	A	B	C	D	E	F	G	H	I
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50	A	B	C	D	E	F	G	H	I
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51	A	B	C	D	E	F	G	H	I
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56	A	B	C	D	E	F	G	H	I
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57	A	B	C	D	E	F	G	H	I
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58	A	B	C	D	E	F	G	H	I
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59	A	B	C	D	E	F	G	H	I
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60	A	B	C	D	E	F	G	H	I
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61	A	B	C	D	E	F	G	H	I
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62	A	B	C	D	E	F	G	H	I
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63	A	B	C	D	E	F	G	H	I
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64	A	B	C	D	E	F	G	H	I
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65	A	B	C	D	E	F	G	H	I
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66	A	B	C	D	E	F	G	H	I
	O	O	O	O	O	O	O	O	O
67	A	B	C	D	E	F	G	H	I
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68	A	B	C	D	E	F	G	H	I
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69	A	B	C	D	E	F	G	H	I
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70	A	B	C	D	E	F	G	H	I
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71	A	B	C	D	E	F	G	H	I
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72	A	B	C	D	E	F	G	H	I
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73	A	B	C	D	E	F	G	H	I
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74	A	B	C	D	E	F	G	H	I
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75	A	B	C	D	E	F	G	H	I
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76	A	B	C	D	E	F	G	H	I
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77	A	B	C	D	E	F	G	H	I
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78	A	B	C	D	E	F	G	H	I
	O	O	O	O	O	O	O	O	O
79	A	B	C	D	E	F	G	H	I
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80	A	B	C	D	E	F	G	H	I
	O	O	O	O	O	O	O	O	O

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TKT 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 TKT: Module 1 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 TKT: Module 1, 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 TKT: Module 2 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 TKT: Module 2, 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 TKT: Module 3 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 TKT: Module 3, 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 TKT: Module 1 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 TKT: Module 1, 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 TKT: Module 2 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 TKT: Module 2, 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 TKT: Module 3 syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with most of the concepts, terminology, practices and processes tested in TKT: Module 3, 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 TKT: Module 1 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 TKT: Module 1, 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 TKT: Module 2 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 TKT: Module 2, 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 TKT: Module 3 syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with some of the concepts, terminology, practices and processes tested in TKT: Module 3, 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 TKT: Module 1 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 TKT: Module 1, 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 TKT: Module 2 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 TKT: Module 2, 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 TKT: Module 3 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 TKT: Module 3, 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.

More Cambridge English teaching qualifications and courses

We offer a number of practical, flexible courses and qualifications for new or experienced English language teachers:

CELTA (Certificate in Teaching English to Speakers of Other Languages)

CELTA is an initial qualification for people with little or no previous teaching experience, or who have experience but no qualification. The CELTA course focuses on the principles of effective teaching and a range of practical skills for teaching English to adult learners. The course includes hands-on teaching practice and an alternative blended learning delivery option.

DELTA (Diploma in Teaching English to Speakers of Other Languages)

DELTA is a flexible way for experienced English language teachers to progress further in their careers. DELTA can be taken at any stage in a teacher's career and is ideal for those wanting to develop/extend their teaching knowledge and improve their teaching practice. It is made up of three independent modules which can be taken in any order and over any time period. Candidates receive a certificate for each module passed. On completion of all three modules, teachers can request the over-arching DELTA certificate. There are both face-to-face and blended/online delivery options.

The following courses and qualifications are available to teachers through institutions and educational authorities:

CELT-P (Certificate in English Language Teaching – Primary)

This qualification is for English language teachers working in primary education (6–12 year olds). Teachers learn how to improve their classroom performance through a combination of online study and observed teaching practice.

CELT-S (Certificate in English Language Teaching – Secondary)

This qualification is for English language teachers working in secondary education (11–18 year olds). Teachers improve their classroom performance through a combination of online study and observed teaching practice.

Language for Teaching courses

The three Language for Teaching courses are for English language teachers working in primary and secondary education. They give teachers the language they need to teach English with confidence. Teachers improve their general English, as well as learn the professional language they need for effective communication in English, both inside and outside the classroom. Each Language for Teaching course covers one level of the Common European Framework of Reference for Languages (CEFR), so the three courses combined take teachers from CEFR Level A1 to B2. On completion, teachers can consider taking a Cambridge English language exam.


Certificate in EMI Skills

The Certificate in EMI Skills is for higher education teaching staff whose first language is not English, but who use English as the Medium of Instruction to deliver their subject. It helps institutions to enhance teaching quality by improving the English skills of their faculty.

Train the Trainer

This course is for experienced teachers who would like to develop the knowledge and skills to become teacher trainers. It combines the development of generic training skills with course-specific familiarisation. The course will enable experienced teachers to provide training on the CELT-P and CELT-S courses.

For more information about Cambridge English teaching qualifications, visit:
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