University of Cambridge ESOL Examinations

Teaching
Knowledge
Test

Information for candidates

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

English for Speakers of Other Languages

A L T E

Introduction

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

TKT is the new test about teaching English to speakers of other languages. It aims to increase teachers' confidence and enhance job prospects by focusing on the core teaching knowledge needed by teachers of primary, secondary or adult learners, anywhere in the world. This new award will help you to understand:

- different methodologies for teaching
- the 'language of teaching'
- the ways in which resources can be used
- the key aspects of lesson planning
- classroom management methods for different needs.

TKT has three core modules:

■ **Module 1 – Language and background to language learning and teaching**

- Describing language and language skills
- Background to language teaching
- Background to language learning.

■ **Module 2 – Planning lessons and use of resources for language teaching**

- Planning and preparing a lesson or sequence of lessons
- Selection and use of resources and materials.

■ **Module 3 – Managing the teaching and learning process**

- Teachers' and learners' language in the classroom
- Classroom management.

A detailed handbook for TKT is available to download from **www.CambridgeESOL.org/TKT** and includes full sample papers for each module. The website also includes detailed Teaching Resources for tutors who are helping candidates to prepare for TKT and a glossary of teaching terms.

A dedicated textbook *The TKT Course* is published by Cambridge University Press.

An overview of TKT

■ **The aims of TKT**

- to test candidates' knowledge of concepts related to language, language use and the background to and practice of language teaching and learning
- to provide an easily accessible test about teaching English to speakers of other languages, which is prepared and delivered to international standards, and

could be used by candidates to access further training, and enhance career opportunities
- to encourage teachers in their professional development by providing a step in a developmental framework of awards for teachers of English.

■ **TKT candidature**

TKT is suitable for teachers of English in primary, secondary or adult teaching contexts and is intended for an international audience of non-first language or first language teachers of English.

Candidates taking TKT will normally have some experience of teaching English to speakers of other languages. TKT may also be taken by:

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

TKT candidates are expected to be familiar with language relating to the practice of ELT. A non-exhaustive list of teaching terminology is provided in the TKT Glossary, which can be found on our website: **www.CambridgeESOL.org/TKT**

Content of TKT

■ **TKT content outline**

TKT consists of three modules. For each module, candidates are required to answer 80 questions by selecting a letter for the correct answer. As TKT tests candidates' knowledge of teaching rather than their proficiency in the English language or their performance in classroom situations, candidates are not required to listen, speak or produce extended writing when taking TKT.

■ **TKT overview**

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

MODULE 1

Language and background to language learning and teaching

GENERAL DESCRIPTION

Module format	Module 1 consists of three parts.
Timing	1 hour 20 minutes
No. of questions	80
Task types	Objective tasks, such as one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.
Answer format	For all parts of this module, candidates indicate their answers by shading the correct lozenges on their answer sheets. Candidates should use a pencil and mark their answers firmly. Candidates should use an eraser to rub out any answer they wish to change.
Marks	Each question carries one mark.

■ **Syllabus**

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

Module 1 example questions

2

For questions **1-5**, match the example language with the grammatical terms listed A-F.

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

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

Grammatical terms

A possessive adjectives

B relative pronouns

C reflexive pronouns

D demonstrative adjectives

E prepositions of place

F prepositions of movement

Example language

1 who, which, that

2 across, along, off

3 yourself, ourselves, themselves

4 your, his, our

5 above, against, by

For questions **36-40**, look at the following terms for language skills and three possible descriptions of the terms.

Choose the correct option A, B or C.

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

36 Summarising is

A explaining a text in detail.
B writing the last sentence of a text.
C giving the main points of a text.

37 Interactive listening is

A listening, responding and giving feedback.
B listening for detail, mood and attitude.
C listening and identifying word stress and linking.

38 Oral fluency is

A speaking without making any mistakes.
B speaking naturally without hesitating too much.
C speaking without considering the listener.

39 Paraphrasing is

A using phrases to say something instead of using complete sentences.
B connecting sentences together in speech or writing by using conjunctions.
C finding another way to say something when you cannot think of the right language.

40 Scanning is

A reading a text quickly to get the general idea.
B reading a text quickly to find specific information.
C reading a text quickly to identify the writer's attitude.

For questions **22-29**, look at the two vowel sounds in each word. Match the vowel sounds in the words with the pairs of phonemic symbols listed A-I.

Mark the correct letter (A-I) on your answer sheet.

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

Phonemic symbols

A / əʊ /   / ə /
B / eɪ /   / ɪ /
C / əʊ /   / ɜː /
D / ɜː /   / ə /
E / aɪ /   / ə /
F / aɪ /   / ʌ /
G / ɪ /   / ɪ /
H / eɪ /   / ə /
I / ɜː /   / ɪ /

Words

22 curly

23 over

24 village

25 paper

26 homework

27 learner

28 nightclub

29 baby

13

For questions **67-73**, match the classroom activities with the types of speaking practice listed A, B or C.

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

Types of speaking practice

A oral fluency practice

B controlled oral practice

C neither

Classroom activities

67 At the beginning of the lesson, we got into groups and talked about an interesting newspaper article that we had read.

68 The teacher gave us word prompts such as 'cinema' and 'friends', and we had to say them in sentences using the past simple, e.g. 'We went to the cinema'; 'We visited some friends'.

69 We listened to a recording of two people talking about their hobbies, then did a gap-fill comprehension task.

70 The teacher gave us roles such as 'film star' or 'sports star' and we had to role play a party in which we chatted to each other.

71 We had a discussion about the advantages and disadvantages of the internet.

72 The teacher read out some sentences, some of which were correct and some incorrect. We had to shout out 'Right' or 'Wrong'.

73 We had to ask our partner five questions about their abilities, using 'can', e.g. Can you swim?

MODULE 2

Lesson planning and use of resources for language teaching

GENERAL DESCRIPTION

Module format	Module 2 consists of two parts.
Timing	1 hour 20 minutes
No. of questions	80
Task types	Objective tasks, such as one-to-one matching; 3/4/5-option matching; sequencing; 3-option multiple choice and odd one out.
Answer format	For all parts of this module, candidates indicate their answers by shading the correct lozenges on their answer sheets. Candidates should use a pencil and mark their answers firmly. Candidates should use an eraser to rub out any answer they wish to change.
Marks	Each question carries one mark.

■ **Syllabus**

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

Module 2 example questions

For questions **15-20**, look at the stages and aims from a lesson plan about complaining. Two of the aims (A-C) in each stage are appropriate. One of the aims is **NOT** appropriate.

Mark the aim (A, B or C) which is **NOT** appropriate on your answer sheet.

Stages | **Aims**

Lead-in

15
- The teacher asks the students when they last went on holiday and what problems they can have when travelling.
- The teacher elicits ideas about the problems and writes them on the board.

A to create interest in the topic
B to introduce the past simple tense
C to personalise the start of the lesson

Listening

16
- Students listen to a customer complaining in a travel agent's.
- Students identify the problems mentioned on the tape.
- Students compare answers in pairs.

A to check students' understanding of the tape
B to provide a model of the target language in context
C to pre-teach the meaning of new words

Language focus

17
- The teacher hands out the tapescript.
- Students identify the language of complaining and apologising in the tapescript.

A to focus students' attention on the target language
B to give students practice in reading for gist
C to provide students with a record of language in context

Restricted practice

18
- The teacher shows the target language on an OHT.
- Students try to say the phrases.
- The teacher gives feedback, correcting and drilling where necessary.

A to allow students to personalise the target language
B to allow students to use the target language in a controlled way
C to develop students' confidence in pronouncing the target language

Preparation for freer practice

19
- Students study their role-cards: student A is the complaining customer, student B is the travel agent.

A to give students time to think of ideas to use in the role-play
B to develop reading comprehension
C to allow students to check with the teacher what they have to do

Freer practice

20
- Students act out the situation in pairs.

A to focus on the form of the target language
B to give less controlled practice of the target language
C to prepare students for real communication

[Turn over

For questions **50-56**, read the dictionary entry. Match the extracts from the dictionary entry with the information they provide 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.

Dictionary entry

convince / kən'vɪns / **v** [T (of)] to make someone completely certain about something; persuade: *We finally convinced them of our innocence.*
[+ obj + (that)] *They failed to convince the directors that their proposals would work / I'm convinced that she is telling the truth.*

50	I'm convinced that she is telling the truth.	**A** Part of speech
51	convince	**B** Example sentence
52	v	**C** Dependent preposition
53	persuade	**D** Single-word synonym
54	[+ obj + (that)]	**E** Phonemic transcription
55	(of)	**F** Headword
56	to make someone completely certain about something	**G** Verb pattern
		H Definition

For questions **37-41**, match the situations in which a teacher sets a test with the reasons for assessment listed **A-F**.

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

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

Situations

37 The teacher has a new class. On the first day of the course, she sets a test which covers some language points she expects the students to be familiar with and others that she thinks the students may not know. The students do not prepare for the test.

38 The teacher notices that his intermediate students are making careless mistakes with basic question formation, which they should know. He announces that there will be a test on this the following week. The students have time to prepare for the test.

39 The students are going to take a public examination soon. The teacher gives them an example paper to do under test conditions.

40 The teacher monitors students whenever they carry out speaking tasks and keeps notes about each student.

41 The class has recently finished a unit of the coursebook which focused on the use of the present perfect simple with 'for' and 'since'. The teacher gives the class a surprise test on this.

Reasons for assessment

A to familiarise students with the test format

B to allow the teacher to plan an appropriate scheme of work

C to show students how well they have learned specific language

D to allow students to assess each other

E to motivate the students to revise a particular language area

F to assess students' progress on a continuous basis

MODULE 3
Managing the teaching and learning process

GENERAL DESCRIPTION

Module format	Module 3 consists of two parts.
Timing	1 hour 20 minutes
No. of questions	80
Task types	Objective tasks, such as one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.
Answer format	For all parts of this module, candidates indicate their answers by shading the correct lozenges on their answer sheets. Candidates should use a pencil and mark their answers firmly. Candidates should use an eraser to rub out any answer they wish to change.
Marks	Each question carries one mark.

■ **Syllabus**

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

Module 3 example questions

2

For questions **1-7**, match the examples of teachers' classroom language with their 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   checking understanding

B   emphasising word stress

C   drilling

D   checking instructions

E   monitoring

F   eliciting

G   organising pairwork

H   nominating

Teachers' classroom language

1   Listen, I like playing football, repeat everyone, I like playing football.

2   Maria – collect the books, please.

3   Tell me three adjectives beginning with the letter 'C'.

4   Just listen to how I say it – poTAtoes.

5   Okay, discuss it with your partner now, please.

6   I'm really full, I've just eaten a big lunch. Am I hungry now?

7   Let's have a look. Yes, that's great. Now try the next one.

6

For questions **28-32**, read the conversation between two advanced learners. Answer the questions about their use of language by choosing the correct option A, B or C.

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

Cristina:	Are you a good sailor? Have you ever been seasick?	
Raquel:	Yeah, I have been seasick, once. Actually, I –	line 2
Cristina:	Was that on a long journey?	
Raquel:	Yeah. In fact I'm quite a good traveller normally. But there was erm … er … not on a	line 4
	long journey, no, sorry. It was about only 30 kilometres. And erm, coming … on the	line 5
	way back, it was a very small boat, and it was very hot, and me and the rest of my	
	family were on the very … in the inside of the boat. And it was just like being in a …	line 8
	on a cork, carried by water. And my brother started first, and then everyone started	
	feeling sick.	
Cristina:	Oh, terrible.	line 10
Raquel:	It was horrible.	line 11

28 Why does Raquel stop after saying 'Actually, I –'? (line 2)

A She can't remember the right word.
B She hasn't understood the question.
C She is suddenly interrupted by Cristina.

29 Why does Raquel say 'Yeah' at the beginning of line 4?

A to show that she has heard Cristina's question
B to ask for the question to be repeated
C to show she is unsure about her answer

30 Why does Raquel use 'In fact'? (line 4)

A She's introducing a contrast with what she said earlier.
B She's correcting what Cristina said.
C She's giving herself some time to think.

31 The many uses of 'and' in lines 5-8 in Raquel's story

A summarise Raquel's ideas.
B repeat what happened in the story.
C mark new points in the story.

32 The adjectives 'terrible' and 'horrible' (lines 10 and 11) show that Raquel and Cristina both

A dislike the way Raquel told the story.
B have the same reaction.
C have had a similar experience.

4

For questions **17-21**, read the following instructions which a teacher used with adult elementary learners. Some of these instructions may not be appropriate.

Match the instructions with the trainer's comments listed A-F.

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

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

Instructions

17 Imagine you were in a shop and you had decided to buy some chocolates. What do you think you might say?

18 Read the text and identify the cohesive devices.

19 Look at the text and underline all the verbs.

20 Why don't you just get into pairs or a small group, if you like, and discuss a few of the questions for a little bit?

21 Weren't you listening? I said exercise three. Don't waste my time!

Trainer's comments

A This is a clear instruction for adult elementary learners.

B The grammar in this instruction is above elementary level.

C Some adult students might find this instruction rude.

D This instruction is not well sequenced.

E This instruction does not tell students exactly what to do.

F Some of the lexis in this instruction is above elementary level.

8

For questions **41-49**, match the teacher activities with the teacher roles listed **A, B, C or D**.

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

You need to use some options more than once.

Teacher roles

A **MANAGER** (manages students and activities during class time)

B **PLANNER** (chooses materials and/or methodology before the course or lesson)

C **PROVIDER** (gives expert information about target language)

D **DIAGNOSTICIAN** (finds out the needs and interests of students)

41 The teacher puts students into groups of three for a role-play.

42 The teacher asks a noisy student to speak more quietly.

43 The teacher invites students to suggest topics for course content.

44 While students write a story, the teacher walks round the class helping students who make errors or ask for new words.

45 The teacher wants to identify gaps in their knowledge so she asks students to brainstorm crime vocabulary.

46 The teacher introduces the present perfect continuous.

47 The teacher decides which coursebook activities will fit into the time available for the lesson.

48 The teacher finds a video to fit into the topic of the unit.

49 The teacher gives students a questionnaire in order to find out more about their learning styles and preferences.

TKT test administration

■ Modular structure

TKT has three modules. These can be taken together in one examination session or separately, in any order, over three sessions.

■ Entry procedure

Candidates must enter through an authorised Cambridge ESOL Centre. A list of Cambridge ESOL Examination Centres is available from Cambridge ESOL online at **www.CambridgeESOL.org/TKT**

Institutions wishing to become Cambridge ESOL Examination Centres should contact the Centre Registration Unit at Cambridge ESOL.

Grading and results

■ Grading

Each module is free-standing. Candidates receive a certificate for each module they take.

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

Band	A candidate at this level demonstrates
1	limited knowledge of TKT content areas
2	basic, but systematic knowledge of TKT content areas
3	breadth and depth of knowledge of TKT content areas
4	extensive knowledge of TKT content areas

Our trialling research indicates that for a candidate to achieve TKT Band 3, a score of at least 45–50 marks (out of 80) is required.

The reporting of results for TKT is subject to ongoing research. Further guidance on the interpretation of results will be issued in the future.

■ Notification of results

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

Support for TKT candidates and course providers

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

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

Support material for teacher trainers is available on the Teaching Resources website
www.CambridgeESOL.org/teach/TKT

The TKT Course is published by Cambridge University Press in collaboration with Cambridge ESOL. This coursebook provides approximately 60–90 hours of classroom-based or self-access study, and includes practice tasks and tests.

Further support is also available in the form of seminar programmes in different countries. Contact Cambridge ESOL Information for further details by e-mailing:
ESOLinfo@ucles.org.uk

Common questions and answers

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

Does it matter if candidates write in pen or pencil?
Candidates must use a pencil to mark their answers on the answer sheet. Answer sheets marked in pen cannot be read by computer.

Is the use of dictionaries allowed?
No.

What is the mark allocation?
One mark is given for each correct answer.

Do candidates have to take all three modules?
No. The modules are free-standing. Candidates may enter for any number of modules in any order.

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

What is the date of the TKT examination?
Dates are set by Centres in consultation with Cambridge ESOL, taking into account local needs and conditions.

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

How do candidates get their results?
TKT certificates are issued to Centres approximately two weeks after receipt of answer sheets by Cambridge ESOL.

Do candidates need to have taken a particular English language examination before taking TKT?
No. However, it is advisable for candidates to have a minimum language level of Council of Europe Framework Level B1.

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

What is the TKT portfolio?
The portfolio is an electronic resource in which candidates keep a record of their teaching experience, beliefs and aspirations for the future. The portfolio does not form part of the assessment for TKT. Candidates who register for TKT will receive more information on how to access their portfolio.

www.CambridgeESOL.org/TKT