



Cambridge Assessment
English

Cambridge

English Teaching

TKT: Modules 1–3

Teaching Knowledge Test

Handbook for teachers

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

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

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	Options available to the teacher for managing learners and their classroom in order to promote learning, e.g. <ul style="list-style-type: none"> classroom management teacher roles grouping learners correcting learners giving feedback appropriate to the learners and aims 	6 tasks consisting of 40 questions Tasks include 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

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.



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