

TEACHING KNOWLEDGE TEST

Building confidence in the principles of language teaching

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Aims

- to provide professional support for teachers preparing for TKT
- to help teachers understand the content, format and requirements
- to inform about the registration procedure
- to give practical ideas on how to prepare for the TKT core modules

Cambridge Assessment English

The world's leading range of qualifications for learners and teachers of English

Over
60 MILLION
exams and tests
taken to date

5.5 MILLION
qualifications and
tests taken every year

Over
50,000
schools to date use
the qualifications
each year

Accepted by over
20,000
organisations
worldwide


Supports over
20 MILLION
digital learners

Exams and tests taken
in over **130** countries

Giving teachers the confidence to go further

Qualifications and professional development for teachers of English

Comprehensive range of industry-leading qualifications, professional development and resources for teachers.

- Better teaching leads to better outcomes for learners
 - Building the skills and confidence teachers need
 - Recognised by thousands of employers
- 



Cambridge English Teaching Framework

Stages	Foundation	Developing	Proficient	Expert
Learning and the learner	<p>Has a basic understanding of some language–learning concepts.</p> <p>Demonstrates a little of this understanding when planning and teaching.</p>	<p>Has a reasonable understanding of many language–learning concepts.</p> <p>Demonstrates some of this understanding when planning and teaching.</p>	<p>Has a good understanding of many language–learning concepts.</p> <p>Frequently demonstrates this understanding when planning and teaching.</p>	<p>Has a sophisticated understanding of language–learning concepts.</p> <p>Consistently demonstrates this understanding when planning and teaching.</p>
Teaching, learning and assessment	<p>Has a basic understanding of some key principles of teaching, learning and assessment.</p> <p>Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.</p> <p>Can use available tests and basic assessment procedures to support and promote learning.</p>	<p>Has a reasonable understanding of many key principles of teaching, learning and assessment.</p> <p>Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.</p> <p>Can design simple tests and use some assessment procedures to support and promote learning.</p>	<p>Has a good understanding of key principles of teaching, learning and assessment.</p> <p>Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques.</p> <p>Can design effective tests and use a range of assessment procedures to support and promote learning.</p>	<p>Has a sophisticated understanding of key principles of teaching, learning and assessment.</p> <p>Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.</p> <p>Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.</p>
Language ability	<p>Provides accurate examples of language points taught at A1 and A2 levels.</p> <p>Uses basic classroom language which is mostly accurate.</p>	<p>Provides accurate examples of language points taught at A1, A2 and B1 levels.</p> <p>Uses classroom language which is mostly accurate.</p>	<p>Provides accurate examples of language points taught at A1, A2, B1 and B2 levels.</p> <p>Uses classroom language which is consistently accurate throughout the lesson.</p>	<p>Provides accurate examples of language points taught at A1–C2 levels.</p> <p>Uses a wide range of classroom language which is consistently accurate throughout the lesson.</p>
Language knowledge and awareness	<p>Is aware of some key terms for describing language.</p> <p>Can answer simple learner questions with the help of reference materials.</p>	<p>Has reasonable knowledge of many key terms for describing language.</p> <p>Can answer most learner questions with the help of reference materials.</p>	<p>Has good knowledge of key terms for describing language.</p> <p>Can answer most learner questions with minimal use of reference materials.</p>	<p>Has sophisticated knowledge of key terms for describing language.</p> <p>Can answer most learner questions in detail with minimal use of reference materials.</p>
Professional development and values	<p>Can reflect on a lesson with guidance and learn from feedback.</p> <p>Requires guidance in self-assessing own needs.</p>	<p>Can reflect on a lesson without guidance and respond positively to feedback.</p> <p>Can self-assess own needs and identify some areas for improvement.</p>	<p>Can reflect critically and actively seeks feedback.</p> <p>Can identify own strengths and weaknesses as a teacher, and can support other teachers.</p>	<p>Consistently reflects critically, observes other colleagues and is highly committed to professional development.</p> <p>Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.</p>

English teaching qualifications for individuals



CELTA

CELTA gives you essential skills, knowledge and hands-on teaching experience. It is ideal for recent graduates, those who want to change career, or teachers who want to gain a formal qualification.



TKT

TKT is a flexible series of modular teaching qualifications that show how you are developing as a teacher of English. It is ideal for people who want to prove their teaching knowledge with a globally recognised certificate.



DELTA

DELTA will help you develop professionally, and give you an advanced blend of theory and practical skills that will help you throughout your career. DELTA is suited to experienced teachers working in any context.

Cambridge English Teaching

TKT

Teaching Knowledge Test



Cambridge English Teaching

A practical solution for institutions

“We selected TKT because it’s an internationally recognised qualification, and because the Cambridge name is associated with high-quality qualifications.

TKT is a good starting point for getting teachers to appreciate the benefits of Continuing Professional Development, and it is now mandatory for all our English teachers to take TKT within their first year of teaching. We provide our own programme of preparation and support for the tests.”

Jocelyn Wang, Director of Teacher Development, New Oriental, China



What teachers say

“

I chose to take the TKT Exams because they effectively help you become a better teacher, improve your teaching style, make you become more efficient, offer challenging strategies and, to my mind, they are really helpful.

Cristiana Cornea, English Teacher, Romania

“

TKT is one of the most recognised qualifications in our field. It focuses on providing essential knowledge which all ELT teachers must have. As it has been developed by one of the most prestigious universities in the world, TKT certainly opens many doors for teachers.


*Adriana Morales Olguín, English Co-ordinator,
Puebla , Mexico*

“


There are two reasons I decided to take a TKT exam: first, to raise my self-confidence in terms of being a good English teacher; secondly, while preparing for the exam you can't but learn some terminology and even vocabulary. And the things you already knew seem to be more articulate. I am really happy I have an opportunity to be a better teacher with the help of TKT exam.

Galina Manannikova, English Teacher, Russia

TKT Benefits for your institution

- ❖ Better teaching can lead to better learning for your students
 - ❖ Cost effective provision of development for your teachers
 - ❖ Shared, core level of knowledge amongst your teachers
 - ❖ Marketing benefit from certification of teachers
 - ❖ Simple requirement for teacher recruitment
- 

Who is TKT for?

- ✓ For new teachers and for experienced teachers
 - ✓ For those who want to refresh their knowledge
 - ✓ For teachers of primary, secondary and adult learners
 - ✓ For those who wish to teach English
 - ✓ No formal entry requirements
- 

TKT

A flexible, accessible qualification

5 Modules

80 questions
in 80 minutes

Certificates
for each
Module

On demand
test dates

TKT

A flexible, accessible qualification

Cost effective,
certified
development


Select the
Modules you
require

Build your
teachers' skills
and
confidence

TKT

Focuses on the principles of English teaching

Ensure that your teachers:

- Have a shared level of knowledge of different teaching methodologies
 - Understand key aspects of lesson planning
 - Can use classroom management methods for different needs
 - Know how to use teaching resources effectively
- 

TKT Modules

CORE	Module 1: Background to language teaching	80 questions, 80 minutes	Paper-based
	Module 2: Planning for language teaching	80 questions, 80 minutes	Paper-based
	Module 3: Classroom management	80 questions, 80 minutes	Paper-based
Specialist	TKT: Young Learners	80 questions, 80 minutes	Paper-based
	TKT: CLIL	80 questions, 80 minutes	Paper-based



Cambridge English

TKT

Teaching Knowledge Test

TEACHING KNOWLEDGE TEST

MODULE 1

Language and background to language learning and teaching

SAMPLE PAPER 4

Time 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

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

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

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

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

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

INFORMATION FOR CANDIDATES

There are 80 questions in this paper.

Each question carries one mark.

P15

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CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Do not write in this box

Candidate Name

Print clearly, using name

in CAPITALS and surname (or

Qualifica do grã-mestre)

Candidate Signature

Examination Title

Centre

Centre No.

Candidate No.

Examination

Details

Supervisor:

Write candidate's name in box. If candidate is ABSENT or has WITHDRAWN write name in box.

Use a pencil.

Mark ONE letter for each question.

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

A B C D E F G H I

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

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
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78	A B C D E F G H I
79	A B C D E F G H I

Action plan

1. Find out as much as possible about the test



TKT (Teaching Knowledge Test)

Teaching qualifications and
courses

TKT

About the tests

Preparation

Results

Share your success

Already got a TKT certificate?

Make sure you impress future employers and add it to your LinkedIn profile.

Prove your EFL teaching knowledge with this series of flexible, internationally recognised tests.

Book a test

TKT shows how you are developing as a teacher. It is ideal for people who want to prove their teaching knowledge with a globally recognised certificate.

TKT is a flexible series of modular teaching qualifications, which test your knowledge in specific areas of English language teaching. You can take as many modules as you want, over any time period. You receive a Cambridge English certificate for each module you complete.

Key facts

Format: Multiple-choice tests

Assessment: Paper-based, modular tests



1. Choose your exam

If you're not sure which exam is right for you, take our [free multiple-choice test](#) to help you decide.

Learn more about our wide range of English exams.



2. Find an exam centre

To take your Cambridge English exam, you will need to register directly with an authorised exam centre. We have more than 2,800 centres in over 130 countries.

Our exam centres will give you more information about Cambridge English exams, how much they cost and how you can prepare for your exam. Use our online search to [find a centre](#) near you.

Search for an exam centre



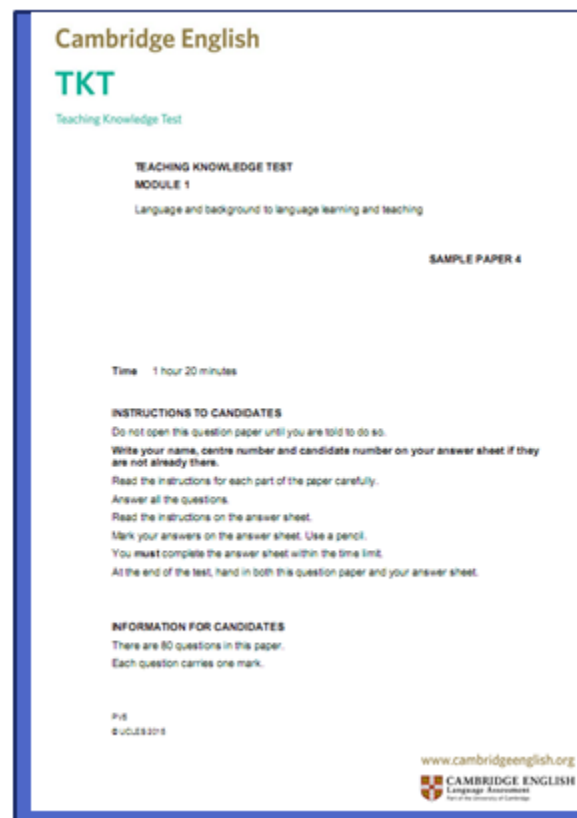
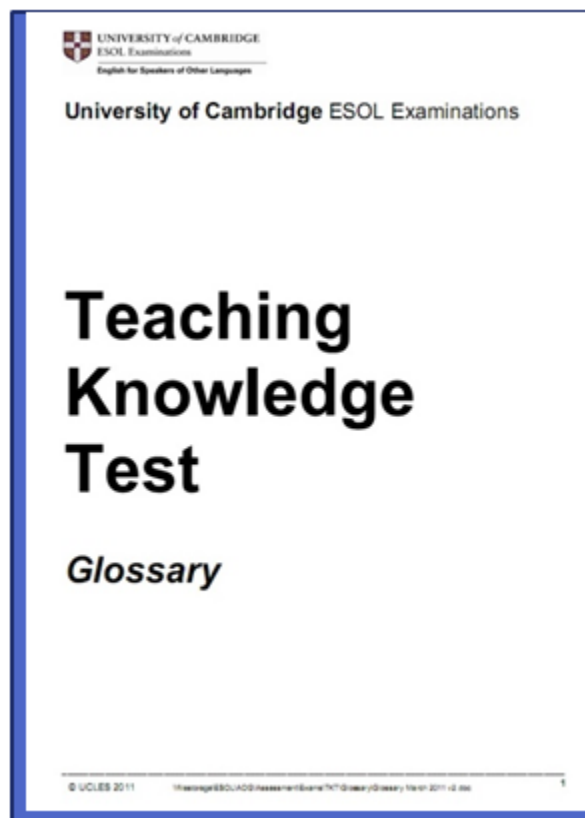
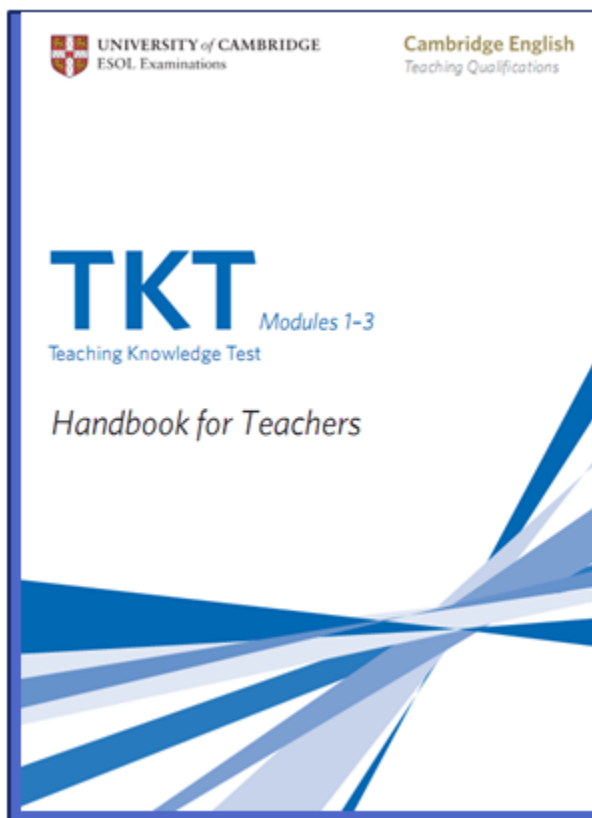
3. Book your exam

Once you have found a local exam centre you will need to book your exam with them. Exam dates are available throughout the year and you can choose whether you take your exam on a computer or on paper.

Action plan

1. Find out as much as possible about the test
2. Find and download online resources

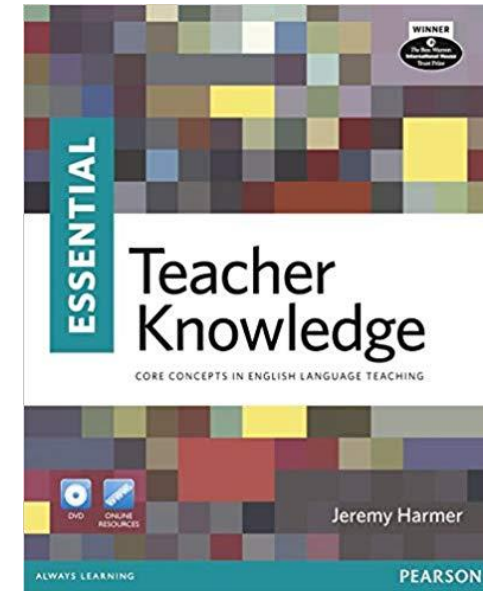
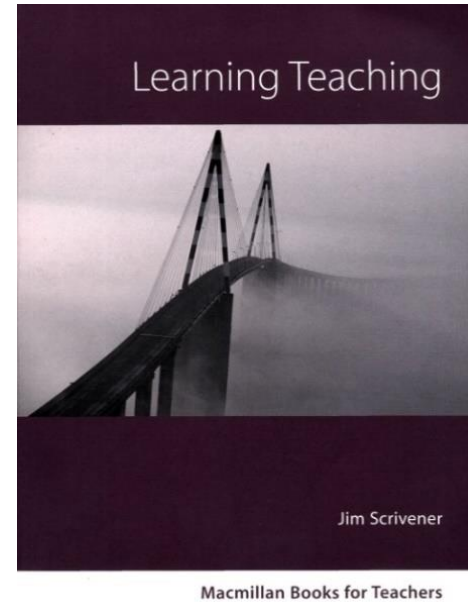
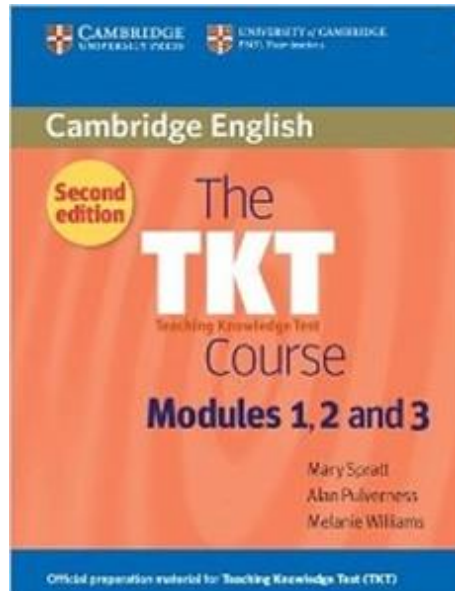
Online resources



Action plan

1. Find out as much as possible about the test
2. Find and download online resources
3. Choose other useful materials

Useful books



Books about methodology

Doff, A. (1992). *Teach English*. Cambridge University Press.

Gower, R., Walters, S., & Phillips, D. (1983). *Teaching practice handbook*. Heinemann.

Harmer, J. (2001). *The practice of English language teaching*. Longman.

Harmer, J. (2012). *Essential teacher knowledge*. Longman.

James, P. (2001). *Teachers in Action*. Cambridge University Press.

Scrivener, J. (2012). *Classroom management techniques*. Cambridge University Press.

Scrivener, J. (2011). *Learning teaching*. Macmillan Education.

Scrivener, J. (2010). *Teaching English Grammar*. Macmillan Education.

Ur, P. (2012). *A course in language teaching: Practice and theory*. Cambridge University Press.

Woodward, T. (2004). *Planning lessons and courses*. Cambridge University Press.

Books about language

Bolitho, R., & Tomlinson, B. (1995). *Discover English*. Macmillan Education.

Murphy, R. (2012). *English Grammar in Use*. Cambridge University Press.

Parrott, M. (2010). *Grammar for English Language Teachers*. Cambridge University Press.

Spratt, M. (1994). *English for the teacher*. Cambridge University Press.

Swan, M. (2005). *Practical English usage*. Oxford University Press.

Thornbury, S. (1997). *About language*. Cambridge University Press.



Assessment

Core and specialism modules

paper-based

80 minutes

multiple-choice

80 questions

1 mark/
each question


matching

TKT results, certificates

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



Flexible preparation

- pretesting
 - develop and refresh teaching knowledge and skills
 - revising terms
 - awareness of task types
 - doing sample tests
 - reflect on your teaching practice
- 

What knowledge do teachers need?

What knowledge do teachers need?

- Awareness of different methodologies for teaching
- Knowledge of concepts and terms
- Ability to understand learner needs
- How to select from a range of resources
- Identifying lesson aims
- Understanding teacher roles
- Effective lesson preparation
- Choosing practice activities
- Understanding of classroom management methods for different needs
- Ability to use the 'language of teaching'
- Using teaching aids
- Giving feedback



CORE AREAS

TKT: Module 2

Lesson planning
and use of
resources for
language teaching

TKT: Module 1

Language and
background to
language learning
and teaching

TKT: Module 3

Managing the
teaching and
learning process

TKT: CLIL

Content and Language
Integrated Learning

SPECIALIST AREAS

TKT: YL

Teaching Knowledge
Test for Teachers of
Young Learners



CORE AREAS

TKT: Module 2

Lesson planning
and use of
resources for
language teaching

TKT: Module 1

Language and
background to
language learning
and teaching

TKT: Module 3

Managing the
teaching and
learning process

TKT: CLIL

Content and Language
Integrated Learning

SPECIALIST AREAS

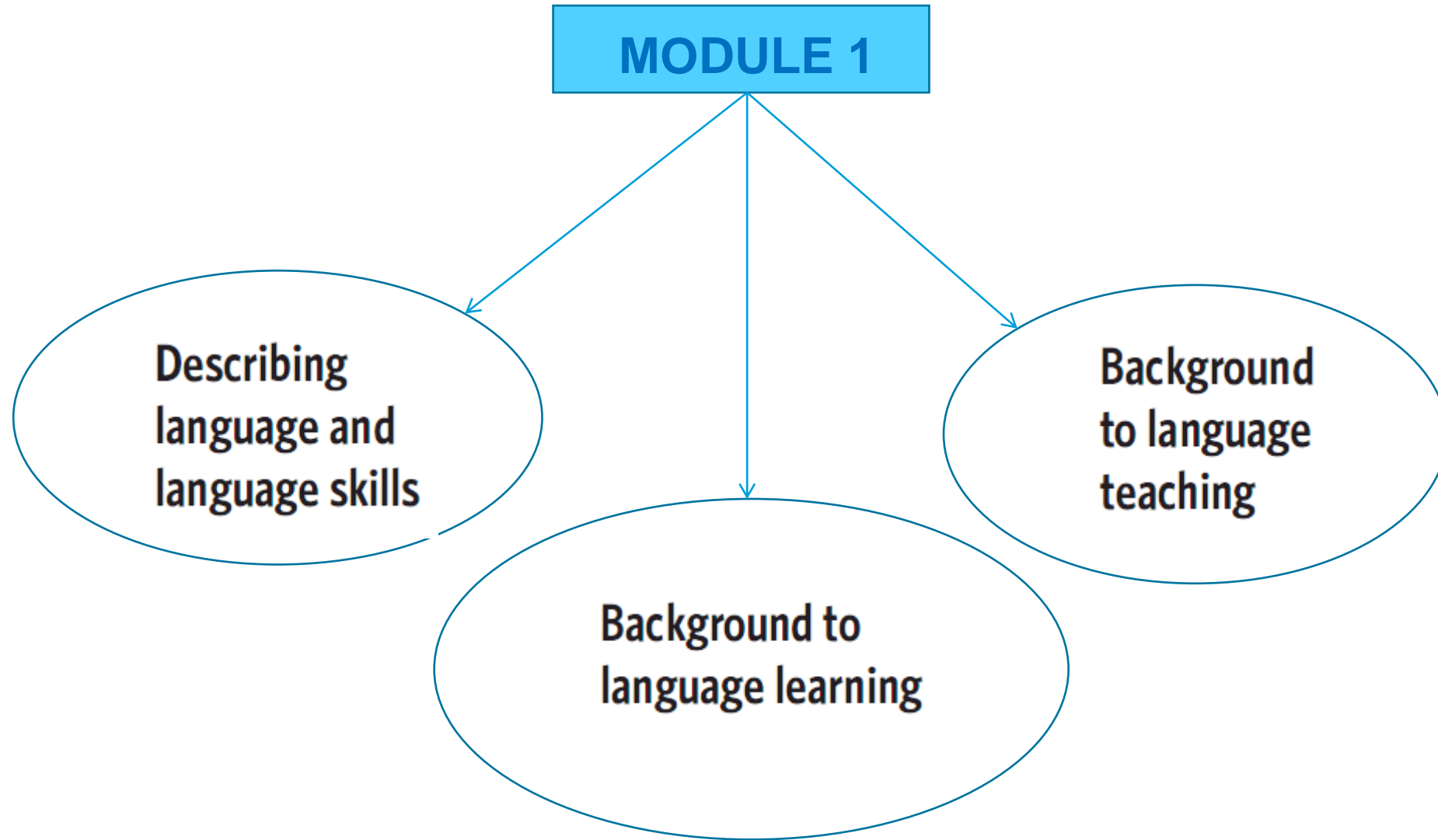
TKT: YL

Teaching Knowledge
Test for Teachers of
Young Learners

TKT Module 1

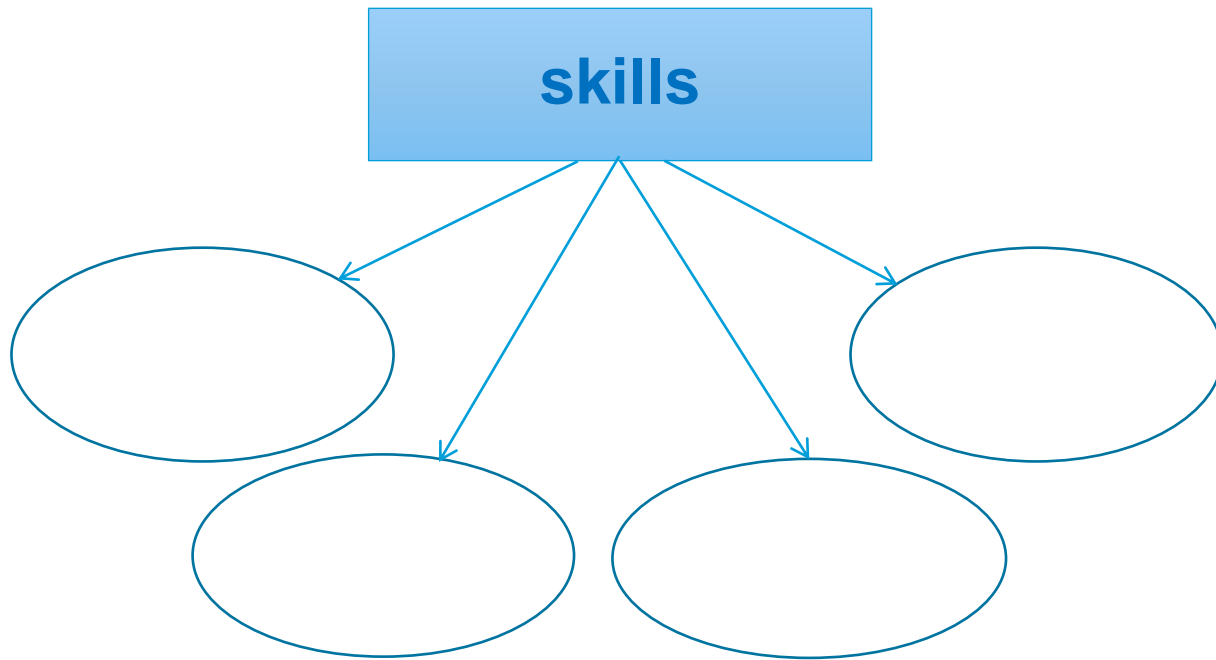
Language and background to language learning and teaching

Timing	1 hour 20 minutes
No. of questions	80
Task types	Examples: matching, multiple choice, odd one out
Coverage	Knowledge of terms and concepts in English teaching Knowledge underpinning the learning of English Knowledge of the range of choices for the teacher



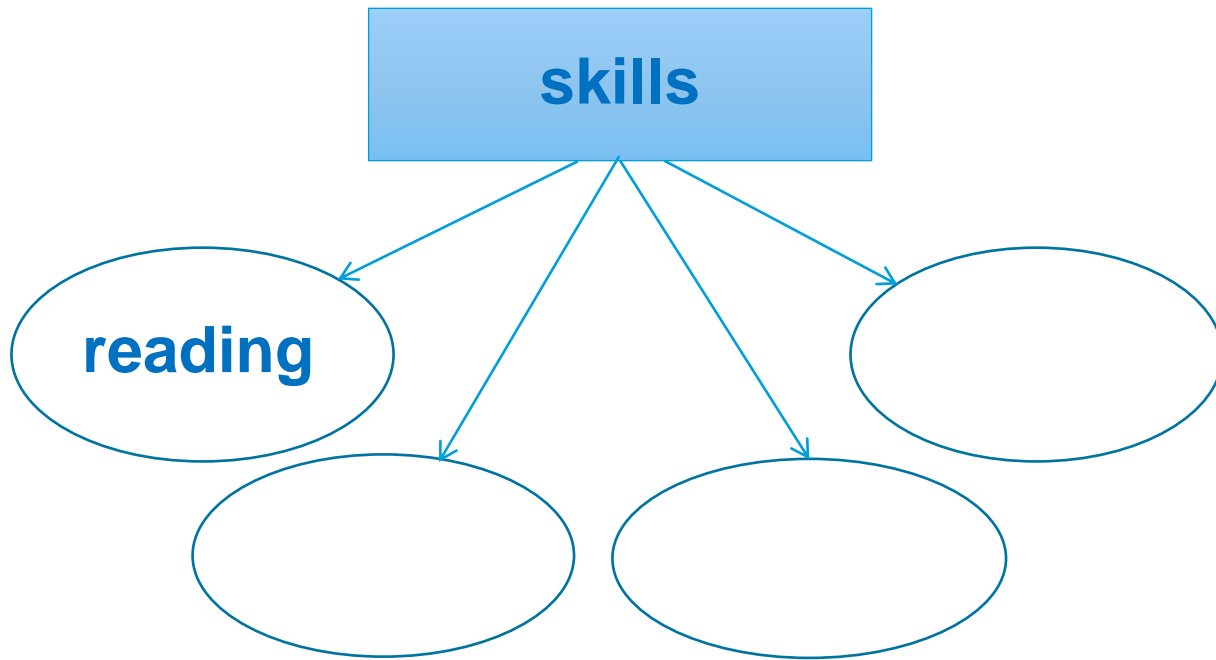
TKT Module 1

Describing language and language skills



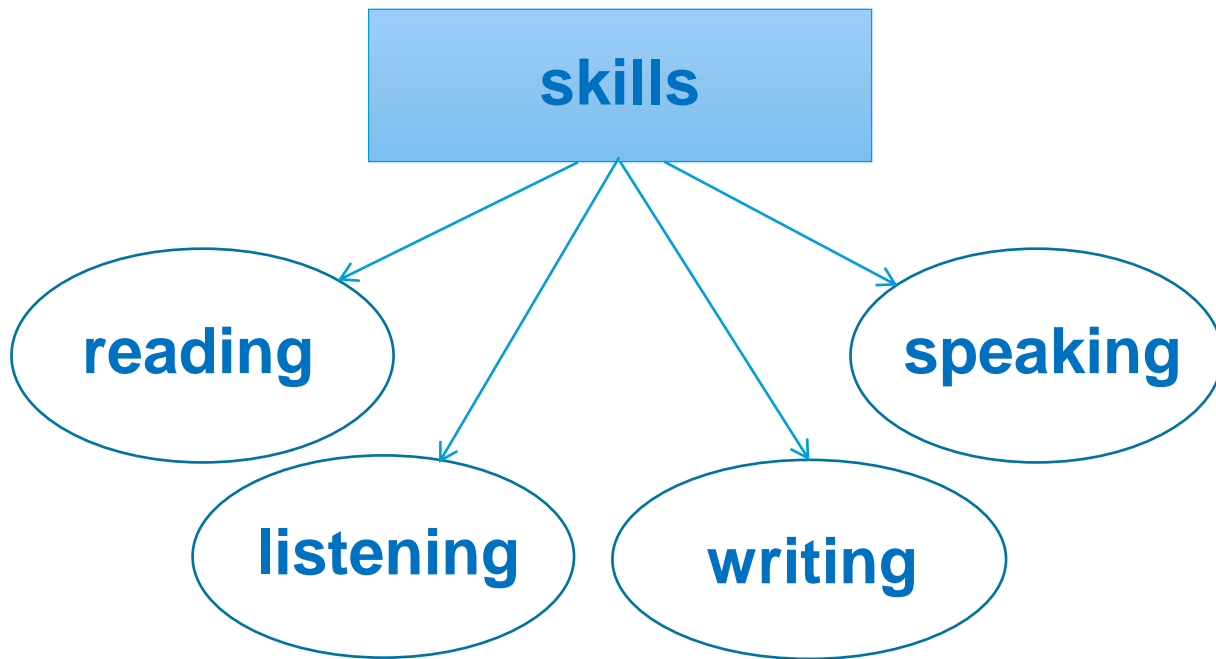
TKT Module 1

Describing language and language skills



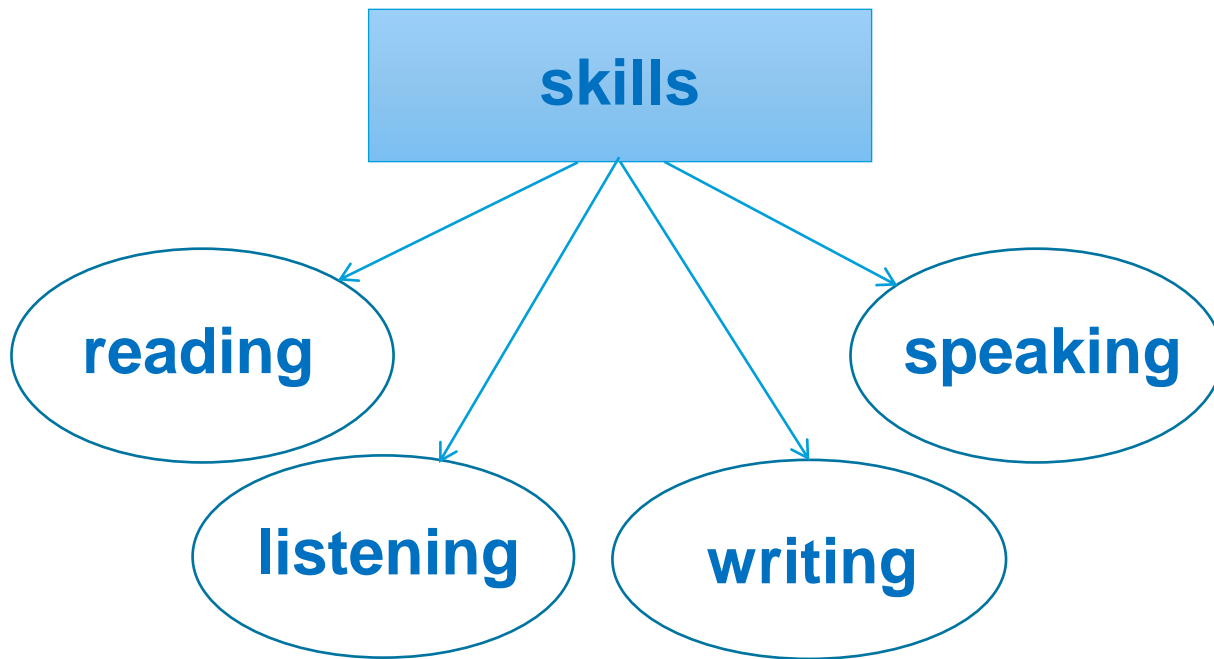
TKT Module 1

Describing language and language skills



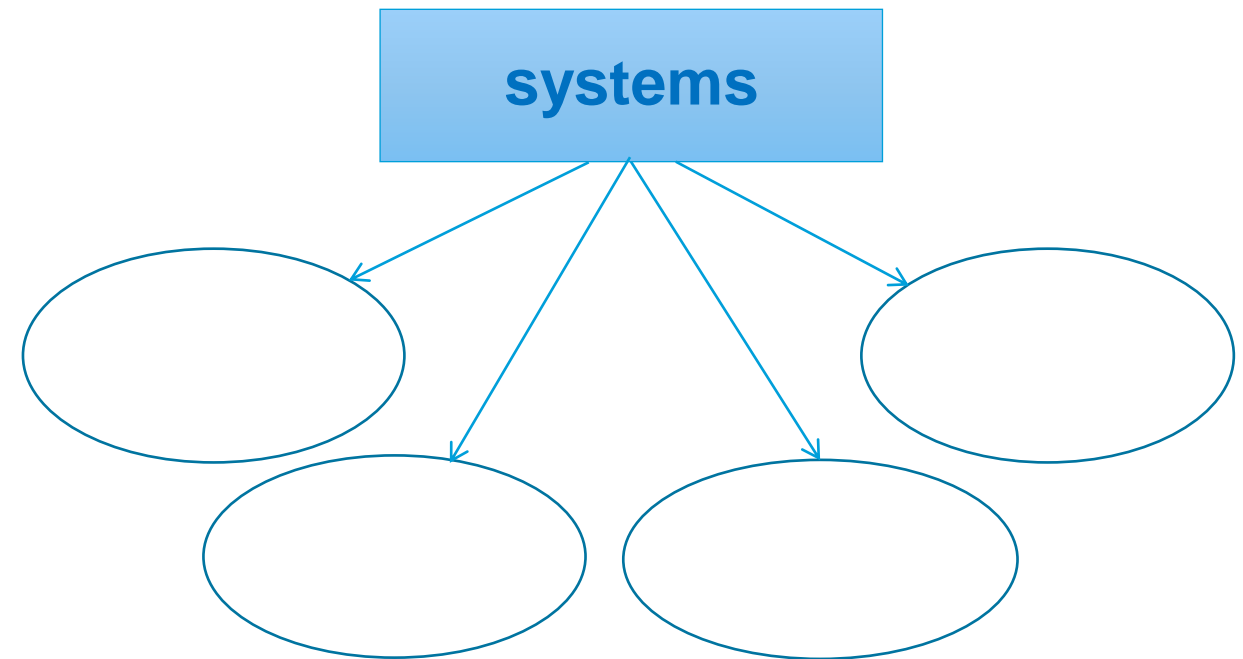
TKT Module 1

Describing language and language skills



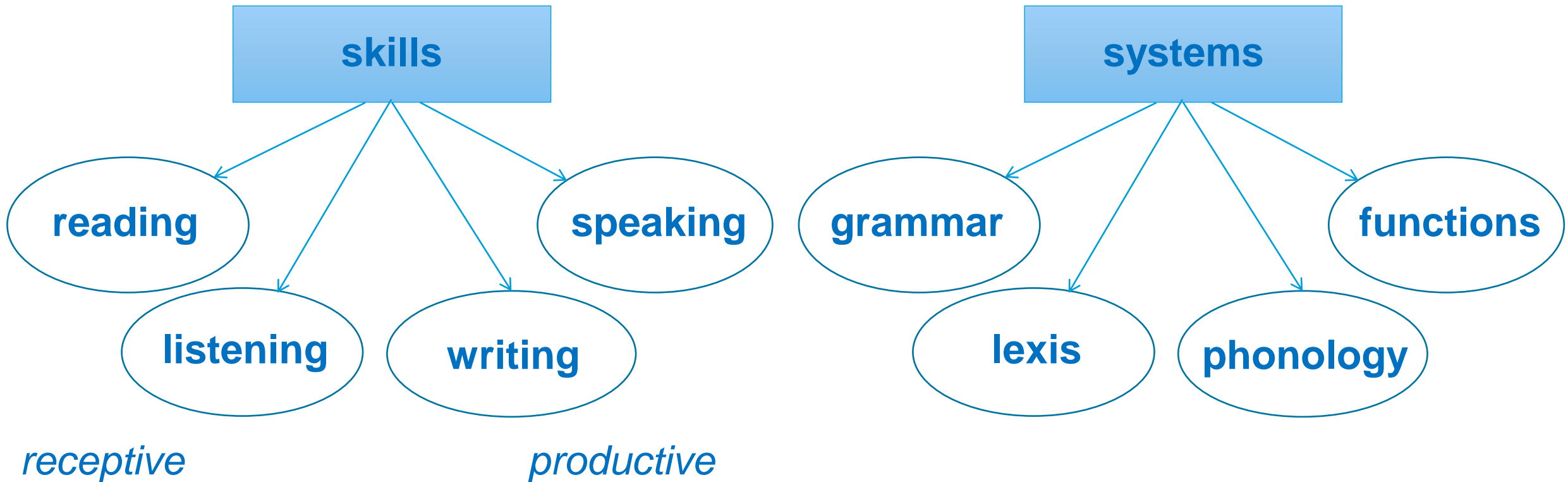
receptive

productive



TKT Module 1

Describing language and language skills



Example testing focus



- gist reading
- listening for specific info
- features of spoken text
- fluency
- layout
- organization
- authenticity

- parts of speech
- the forms and use of grammatical structures
- types of meaning
- word formation
- symbols from the IPA
- intonation
- connected speech

Syllabus area

Grammar


The way words are put together to make correct sentences

Penny Ur



Syllabus area

Grammar

- parts of speech
 - the forms and use of grammatical forms
- 

Syllabus area

Grammar

reported speech
present perfect simple
gerund
past perfect simple
present perfect continuous
present simple passive

1. Then I realized what had happened.
2. Many old houses are made of wood.
3. We've never seen a whale before.
4. He doesn't like playing chess.
5. She said she was really upset.

Syllabus area


Grammar

reported speech
present perfect simple
gerund
past perfect simple
present perfect continuous
present simple passive

- past perfect simple
1. Then I realized what had happened.
 2. Many old houses are made of wood.
present simple passive
 3. We've never seen a whale before.
present perfect simple
 4. He doesn't like playing chess.
gerund
 5. She said she was really upset.
reported speech

Syllabus area

Phonology

- symbols from the International Phonetic Alphabet
 - phonemes, word stress, sentence stress, intonation and connected speech
- 



English Phonemic Chart

front high		Vowels (monophthongs)				back		Vowels (diphthongs)			
1	see	city	good	food	dear	play					
	i:	ɪ	ʊ	u:	ɪə	eɪ					
5	head	ago	earn	more	tour	boy	home				
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ				
9	cat	pup	bark	dog	their	my	house				
	æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ				
low	pot	black	two	down	church	judge	king	god			
	21 p	22 b	23 t	24 d	25 tʃ	26 dʒ	27 k	28 g			
	full	vase	thin	the	sign	zone	shock	television			
	29 f	30 v	31 θ	32 ð	33 s	34 z	35 ʃ	36 ʒ			
	moon	June	sing	hot	lips	red	wait	you			
	37 m	38 n	39 ŋ	40 h	41 l	42 r	43 w	44 j			
Consonants											

Guide

The position on the chart of many (not all) of the sounds approximates to their position in the mouth, relative to each other. For example /p/ is made on the lips whereas /g/ is on the soft palate, much further back. The vowel /i:/ is *high* and *front* in the mouth, whereas /ɒ/ is *low* and *back*. The lightly shaded sounds are voiceless. Sounds 42-4 are the semi-vowels.


What can you say about pronunciation of the words in each box?

literature
paper
comfortable

unlucky
photography
bananas

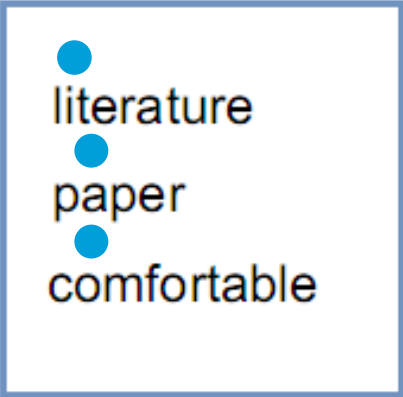
possibility
lemonade
photographic

qualification
congratulations
examination

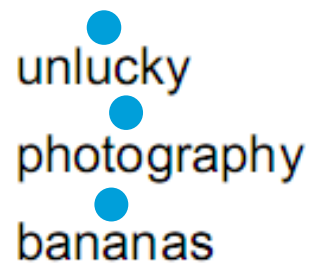


Phonology

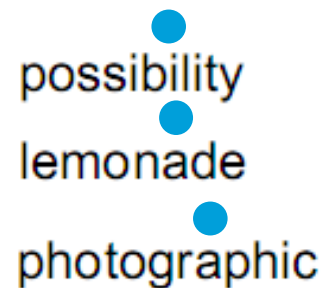
Word stress



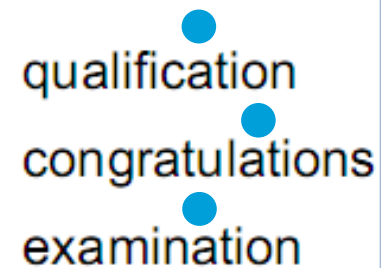
literature
paper
comfortable



unlucky
photography
bananas



possibility
lemonade
photographic



qualification
congratulations
examination

Phonology

Connected speech

Mary:	<p>/aɪm/ /təðə/ /dʒu/ → → → ↗ ↘</p> <p>(1) <u>I'm</u> going (2) <u>to the</u> (3) <u>shops</u>. (4) <u>Do you</u> (5) <u>want</u> anything?</p>
Doreen:	<p>/wʌtə/ /gʌnʌ/</p> <p>I don't (6) <u>think</u> (7) <u>so</u>. (8) <u>What are</u> you (9) <u>going to</u> (10) <u>buy</u>?</p>

Sample test

Phonology

1. How many phonemes does place have?

A two B three C four

2. How is butcher written in phonemic script?

A /'bʊtʃə/ B /'bʌtʃə/ C /'bu:tʃə/

3. Which of these words is a minimal pair?

A think/thinking B she/ship C cut/cat



Sample test (answers)

Phonology

1. How many phonemes does place have?

A two B three C four

2. How is butcher written in phonemic script?

A /'bʊtʃə/ B /'bʌtʃə/ C /'bu:tʃə/

3. Which of these words is a minimal pair?

A think/thinking B she/ship C cut/cat

Sample test

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.

Sample test

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.



Syllabus area

Lexis

antonym

homophone

synonym

affix

prefix

suffix

collocation

compound

false friend

phrasal verb

homonym

word family

register

idiom

base word

lexical set

Sample test

Lexis

1. colour, colour; realise realize; theatre, theater

A lexical set

2. sad, miserable, unhappy

B American and British English

3. childish, successfully, dependable

C compounds

4. traffic lights, alarm clock, seat belt

D synonyms

5. ankle, stomach, knee, heart

E word + suffix



Sample test (answers)

Lexis

1. colour, colour; realise realize; theatre, theater

B American and British English

2. sad, miserable, unhappy

D synonyms

3. childish, successfully, dependable

E word + suffix

4. traffic lights, alarm clock, seat belt

C compounds

5. ankle, stomach, knee, heart

A lexical set



Sample test

Is this grammar or lexis?

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

Sample test (answer)

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

Syllabus area

Functions

- context
 - levels of formality
 - appropriacy
 - a range of functions and their exponents
- 

Functions

Expressing certainty

Expressing a dislike

Apologising

Speculating

Functions

Expressing certainty

I'm sure

Expressing a dislike

I don't like...

Apologising

I'm sorry

Speculating

it might be...

Sample test

Functions

1. I'm lighting candles since the electricity's gone off.
A to express a condition
2. I don't think I'll buy a new car unless I get a pay rise.
B to give a reason
3. Wanting to avoid the rush hour, I set off very early.
C to show a result
4. Provided you pay me back next week, I'll lend you the money.
5. It was such an enjoyable party that I stayed longer than I'd planned.

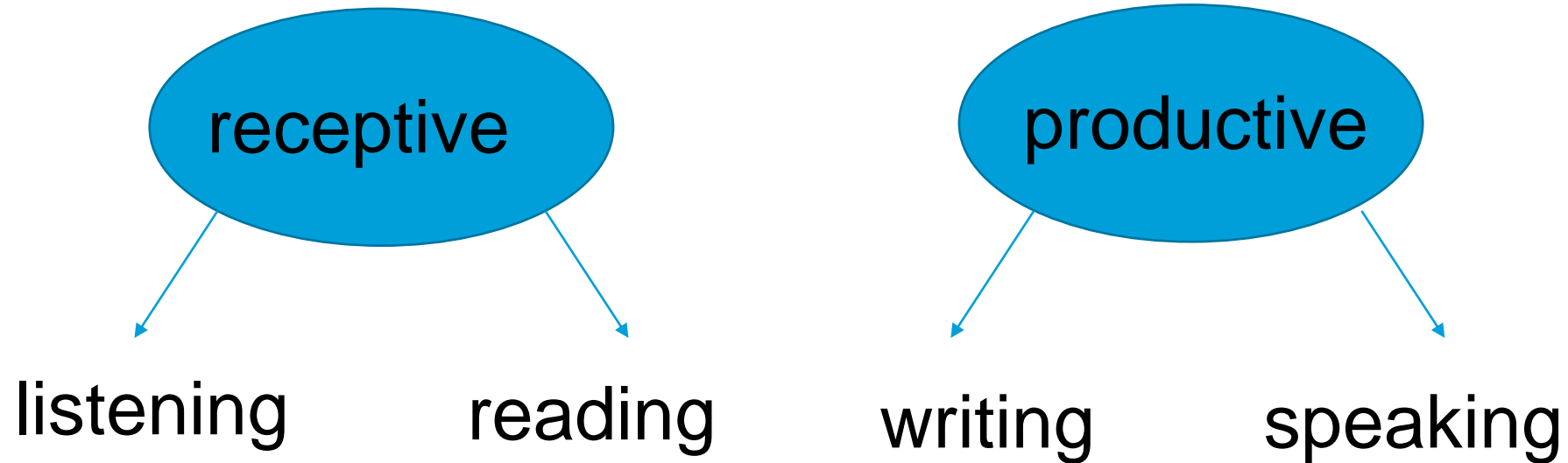
Sample test (answers)

Functions

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B A to express a condition
2. I don't think I'll buy a new car unless I get a pay rise.
A B to give a reason
3. Wanting to avoid the rush hour, I set off very early.
B C to show a result
4. Provided you pay me back next week, I'll lend you the money.
A
5. It was such an enjoyable party that I stayed longer than I'd planned.
C

Syllabus area

Language skills





Syllabus area

Language skills

A word cloud of language skills. The words are arranged in a cluster, with 'predicting' being the largest and most central. Other words include 'paraphrasing', 'skimming', 'proofreading', 'global understanding', 'infering attitude', 'intensive reading', 'scanning', and 'note-taking'. The colors range from dark blue to teal.

infering attitude
paraphrasing
global understanding
intensive reading
scanning
note-taking
predicting
skimming
proofreading

Syllabus area

Language skills

1. Summarising is
 - A explaining a text in detail.
 - B writing the last sentence of a text.
 - C giving the main points of a text.
2. Oral fluency is
 - A speaking without making mistakes.
 - B speaking naturally without hesitating too much.
 - C speaking without considering the listener.
3. The ways of reading do not include
 - A skimming.
 - B deducing meaning from context.
 - C memorising.
4. interactive listening is
 - A listening, responding and giving feedback.
 - B listening for detail, mood and attitude.
 - C listening and identifying the word stress and linking.

Syllabus area

Language skills

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 - ☒ C paraphrasing.
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Sample test

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

Sample test

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

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Syllabus area

Background to language learning and teaching

motivation

exposure to language

the role of error

learner characteristics

learner needs

presentation techniques

practice activities

assessment types, methods and purposes

Syllabus area

Background to language learning and teaching


What are the differences between L1 and L2 learning?



Syllabus area

Background to language learning and teaching

What are the differences between L1 and L2 learning?

- age
 - maturity
 - attitude to language learning
 - context and ways of learning
- 

Syllabus area

Background to language learning and teaching

- 1 L1 learners' friends and family
 - A often correct the learners' mistakes.
 - B often reformulate the learners' mistakes.
 - C often discuss the learners' mistakes with them.
- 2 L1 learners' motivation to learn their first language
 - A is part of their wish to communicate.
 - B varies according to their personalities.
 - C comes from their wish to learn school subjects.
- 3 L1 learners' long silent period helps them
 - A avoid making mistakes.
 - B produce complex grammatical structures.
 - C become familiar with language patterns.

Syllabus area

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Syllabus area

Background to language learning and teaching

Presentation, Practice and Production (PPP)

Task-based Learning (TBL)

Total Physical Response (TPR)

The Lexical Approach

Grammar-Translation

Test-teach-test (TTT)

Guided Discovery



Sample test

Teaching approaches

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

Learners' preferences

Learners who like to study grammar and lexical patterns and check what they already know.

Sample test

Teaching approaches

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- ☐ B Presentation, Practice and Production
- ☐ C Task-based Learning

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Sample test

Types of speaking practice

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

Classroom activities

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.

Sample test

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Sample test

Task 1: Match the questions (1–4) with the options (A–E). There is one extra option which you do not need to use.

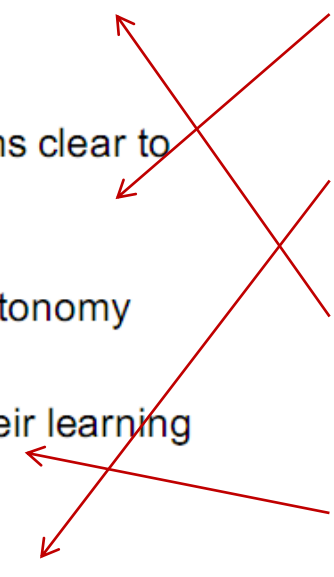
A	Build up learners' confidence in their abilities
B	Make the learning aims clear to learners
C	Encourage learner autonomy
D	Ask learners about their learning preferences
E	Personalise lessons

1	At the start of the class, the teacher writes on the board what she hopes the learners will achieve in the lesson.
2	The teacher introduces a new topic by using situations from learners' own lives.
3	The teacher gives only positive feedback on language.
4	The teacher finds out how and when the learners like to be corrected.

Sample test

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A	Build up learners' confidence in their abilities	1	At the start of the class, the teacher writes on the board what she hopes the learners will achieve in the lesson.
B	Make the learning aims clear to learners	2	The teacher introduces a new topic by using situations from learners' own lives.
C	Encourage learner autonomy	3	The teacher gives only positive feedback on language.
D	Ask learners about their learning preferences	4	The teacher finds out how and when the learners like to be corrected.
E	Personalise lessons		



- 1. B
- 2. E
- 3. A
- 4. D

Sample test

Types of test

- A progress
- B achievement
- C subjective
- D proficiency
- E diagnostic
- F placement

1 These tests are designed to test language taught on the whole course.

2 These tests are designed to help teachers to plan course content.

Sample test

Types of test

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1 These tests are designed to test language taught on the whole course.

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Key to Sample Task

1 B 2 E

TKT Module 1

1. How many sections are there to Module 1?
2. What do the three parts focus on?
3. How long is the test and how many questions are there?
4. Do candidates write long answers?
5. How do candidates record their answers?
6. What are the task types?
7. Is there a list of recommended resources?

TKT Module 1

- | | |
|---|---|
| 1. How many sections are there to Module 1? | 3 |
| 2. What do the three parts focus on? | describing language and language skills, background to language learning and teaching |
| 3. How long is the test and how many questions are there? | 80 min, 80 qs |
| 4. Do candidates write long answers? | no |
| 5. How do candidates record their answers? | shade the lozenges using the answer sheet |
| 6. What are the task types? | matching and multiple choice |
| 7. Is there a list of recommended resources? | yes |

QUESTIONS?



Thank You

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<https://wordpress.com/view/anna22english.wordpress.com>

