



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

Teaching Knowledge Test

Handbook for teachers

Preface

This handbook is intended for course providers who are, or intend to become, involved in preparing candidates for the Teaching Knowledge Test (TKT).

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Introduction

■ Introduction to Cambridge ESOL

The Teaching Knowledge Test (TKT) is designed and produced by University of Cambridge ESOL Examinations (Cambridge ESOL), a department of the University of Cambridge and part of the University of Cambridge Local Examinations Syndicate, which has provided examinations in English for speakers of other languages since 1913. Cambridge ESOL offers an extensive range of examinations, certificates and diplomas for learners and teachers of English, taken by over 1.5 million people a year, in more than 130 countries.

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

TKT tests knowledge about the teaching of English to speakers of other languages. This knowledge includes concepts related to language, language use and the background to and practice of language teaching and learning and is assessed by means of objective format tests, which are simple to administer and to take.

TKT is designed to offer maximum flexibility and accessibility for candidates and therefore does not include a compulsory course component or compulsory teaching practice. However, it is likely that centres and other institutions will wish to offer courses for TKT preparation and these may also include some teaching practice, if desired. It should be noted that TKT tests teaching knowledge rather than teaching ability.

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

TKT candidates are encouraged to keep a portfolio, a record of their professional development and reflections on their teaching. Through their portfolio candidates should become reflective practitioners, analysing their teaching and how this impacts on their students' learning. However, the portfolio does not form part of the assessment for TKT.

TKT can be taken at any stage in a teacher's career. It is suitable for pre-service or practising teachers and forms part of a framework of teaching awards offered by Cambridge ESOL. This includes CELTA (Certificate in English Language Teaching to Adults); CELTYL (Certificate in English Language Teaching to Young Learners); ICELT (In-service Certificate in English Language Teaching); and DELTA (Diploma in English Language Teaching to Adults). These are based on the following content areas: subject knowledge, pedagogical knowledge, pedagogical content knowledge and knowledge of context. TKT covers the first three of these areas of knowledge, but unlike the other teaching awards, TKT does not assess knowledge of teaching context. This area is most appropriately assessed through teaching practice, which does not form part of the assessment of TKT.

Other teaching qualifications offered by Cambridge ESOL include two specifically designed for the further education and skills sector within the UK.

A summary of the entry requirements and content of Cambridge ESOL's Teaching Awards can be found on the following page.

Cambridge ESOL Teaching Awards

	TKT	CELTA	CELTYL	ICELT	DELTA
Selection procedure	None	Interview and task	Interview and task	Interview and task, where appropriate	Interview and task
Teaching experience required	None	None	None	Must be teaching	2 years' (1200 hours) relevant teaching experience
Previous qualifications/training required	None	Normally qualifications which allow access to higher education	Normally qualifications which allow access to higher education	Local requirements for teacher training apply	Normally a university degree and an initial ELT qualification, such as CELTA
Language level	Minimum PET/Council of Europe B1	Near first language speaker	Near first language speaker	Minimum FCE/Council of Europe B2	Near first language speaker
Teaching age group	Primary, secondary or adults	Adults (16+)	Primary or secondary	Primary, secondary or adults	Adults (16+)
Can be taken pre-service	✓	✓	✓	✗	✗
Must be taken in-service	✗	✗	✗	✓	✓
Obligatory course	✗	✓	✓	✓	✓
Assessed teaching practice	✗	✓	✓	✓	✓
Continuous assessment	✗	✓	✓	✓	✓
Coursework	✗	✓	✓	✓	✓
Portfolio	✓	✓	✓	✓	✓
Written test/examination	✓	✗	✗	✗	✓

Note: Cambridge ESOL also offers IDLTM and the Young Learner Extension to CELTA. IDLTM is an educational management qualification and, as such, does not focus on knowledge about or practice of teaching. The Young Learner Extension to CELTA shares similarities with CELTYL, except that entry is conditional on candidates having completed CELTA.

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.

To access TKT, teachers need a level of English of at least Level B1 of the Council of Europe's Common European Framework of Reference for Languages. This level is specified in the Council of Europe's Threshold document (Threshold 1990, J A van Ek & J L M Trim; CUP August 1998). However, candidates are not required to have taken any English language examinations.

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

Candidates are not required to fulfil any specific entry requirements for 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

■ Approaches to teaching and learning

A range of approaches to teaching and learning may be covered in the examination material.

Approaches which might bias against candidates from particular backgrounds or teaching contexts are avoided. Knowledge of communicative and other approaches to teaching is expected, as is familiarity with ELT terminology.

■ Sources and text types used in TKT

Extracts, original or adapted, from the following sources may feature in TKT:

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

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.

Part	Title	Areas of teaching knowledge	Task types and format
1	Describing language and language skills	<p>Concepts and terminology for describing language: grammar, lexis, phonology and functions</p> <p>Concepts and terminology for describing language skills and subskills, e.g. reading for gist, scanning</p>	<p>7–8 tasks consisting of approximately 40 questions</p> <p>Tasks include one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.</p>
2	Background to language learning	<p>Factors in the language learning process, e.g.</p> <ul style="list-style-type: none"> • motivation • exposure to language and focus on form • the role of error • differences between L1 and L2 learning • learner characteristics, e.g. <ul style="list-style-type: none"> – learning styles – learning strategies – maturity – past language learning experience • learner needs 	<p>2–3 tasks consisting of approximately 15 questions</p> <p>Tasks include one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.</p>
3	Background to language teaching	<p>The range of methods, tasks and activities available to the language teacher, e.g.</p> <ul style="list-style-type: none"> • presentation techniques and introductory activities • practice activities and tasks for language and skills development • assessment types and tasks <p>Appropriate terminology to describe the above</p>	<p>4–5 tasks consisting of approximately 25 questions</p> <p>Tasks include one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.</p>

■ Part 1

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

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

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

■ Part 2

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

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

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

■ Part 3

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

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

Syllabus area	Possible testing focus
presentation techniques and introductory activities	<ul style="list-style-type: none"> • introductory activities such as warmers, 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 1-5, 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.

Example language	Grammatical terms
1 who, which, that	A possessive adjectives
2 across, along, off	B relative pronouns
3 yourself, ourselves, themselves	C reflexive pronouns
4 your, his, our	D demonstrative adjectives
5 above, against, by	E prepositions of place
	F prepositions of movement

Candidate Number

Candidate Number

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS
English for Speakers of Other Languages

TEACHING KNOWLEDGE TEST
MODULE 1
Language and background to language learning and teaching 1 hour 20 minutes

001
Sample Test

Additional materials:
Answer sheet
Soft clean eraser
Soft pencil (type B or HB is recommended)

TIME 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

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

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

There are eighty questions in this paper.

Answer all questions.

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

You may write on the question paper, but you must mark your answers in pencil on the answer sheet. You will have no extra time for this, so you must finish in one hour and twenty minutes.

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

INFORMATION FOR CANDIDATES

Each question in this paper carries one mark.

This question paper consists of 15 printed pages and 1 blank page.

For questions 6-10, match the underlined words in the text below 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 | pronoun |
| B | collective noun |
| C | plural noun |
| D | compound noun |
| E | proper noun |
| F | uncountable noun |

Kofie stood on the shore of (6) Lake Volta and looked at the small (7) fishing boat bobbing on the waves. The boat was empty and had been there for two days. (8) He had wanted to jump into the lake and pull it onto the beach, but he remembered his father's (9) advice, and knew that he must not take other people's property. His (10) family often went hungry, and he could have caught fish if he only had a boat.

[Turn over

For questions 11-16, choose the correct word(s) to complete each definition of lexical terms.

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

- 11 is a group of words which together mean something different from the meanings of the individual words.
 A An idiom B A phrase C A clause
- 12 Colloquial English contrasts with English.
 A formal B accurate C spoken
- 13 Two or more words that often go together are called
 A comparatives B collocations C conjunctions
- 14 Homophones are words that have the same
 A spelling B sound C meaning
- 15 Synonyms are words with meanings.
 A opposite B similar C several
- 16 An appropriate is the style of language that best fits a particular situation.
 A rhythm B context C register

5

For questions 17-21, match the example sentences with the functions 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.

Example sentences	Functions
17 This burger hasn't been cooked properly.	A suggesting
18 How about reading the latest Harry Potter book? It's brilliant!	B disagreeing
19 I wouldn't eat that apple if I were you – it looks bad.	C advising
20 Excuse me, is it too late to get a ticket for the disco tonight?	D asking for an opinion
21 What do you think of my new jeans?	E enquiring
	F complaining

[Turn over

6

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.

Words	Phonemic symbols
22 curly	A / əʊ / / ə /
23 over	B / eɪ / / ɪ /
24 village	C / əʊ / / ɜ: /
25 paper	D / ɜ: / / ə /
26 homework	E / aɪ / / ə /
27 learner	F / aɪ / / ʌ /
28 nightclub	G / ɪ / / ɪ /
29 baby	H / eɪ / / ə /
	I / ɜ: / / ɪ /

7

For questions 30-35, match what the writer does with the writing subskills 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.

Writing subskills

- A Using a model
- B Drafting
- C Peer-evaluation
- D Brainstorming
- E Planning
- F Re-drafting
- G Proofreading

- 30 Before I start, I write down as many ideas as I can.
- 31 I organise my main points into different paragraphs in note form.
- 32 I start writing, developing my main points.
- 33 I re-organise what I have written to make my ideas clearer.
- 34 I give my work to someone else to ask for his/her opinion.
- 35 I give my work a final check for accuracy.

[Turn over

8

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.

9

For questions 41-46, match the general advice on motivation with the techniques for encouraging motivation 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.

Techniques

- A Encourage learner autonomy.
- B Find out what students think.
- C Make your feedback positive and constructive.
- D Build variety into your teaching.

Advice

- 41 Listen to student feedback using a class 'suggestion box' or a short questionnaire.
- 42 Train students to use reference resources to help them study successfully on their own.
- 43 Think about how you tell students about their progress. How can you praise or encourage them instead of just giving marks?
- 44 Put students into new groups for different activities.
- 45 Give comments on students' work which are helpful and enable them to feel a sense of progress.
- 46 Don't always do the same kinds of things in the classroom. Try new activities and change activities in each lesson.

[Turn over

10

For questions 47-53, match the learners' comments to the descriptions of learner preferences 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.

Comments

- 47 'Most of the time should be spent doing grammar exercises.'
- 48 'I prefer working with other students to speaking to the teacher in front of the class.'
- 49 'I really like knowing how language works.'
- 50 'Rules just confuse me – it's better to work out language from examples.'
- 51 'Why should I listen to other students' mistakes? The teacher should talk most of the time.'
- 52 'I just want people to understand what I mean. I don't worry if I make mistakes.'
- 53 'It's important for me to know how well I'm doing.'

Preferences

- A This learner wants explanations of grammar rules.
- B This learner enjoys explaining language to other students.
- C This learner enjoys practising language in pairs and groups.
- D This learner enjoys doing language practice that focuses on accuracy.
- E This learner doesn't want to work with other students.
- F This learner needs to feel a sense of progress.
- G This learner focuses on communicating.
- H This learner doesn't want the teacher to explain grammar.

11

For questions 54-59, match what the student does with the learning 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.

Learning strategies

- A** self-monitoring
- B** guessing from context
- C** memorising
- D** organising learning aids
- E** repeating
- F** consulting reference resources
- G** using opportunities for practice

- 54** 'To learn new words, I always create pictures of them in my mind.'
- 55** 'I always keep new vocabulary on cards which I separate into topics.'
- 56** 'Whenever I can, I talk with native English speakers in social situations.'
- 57** 'I work out the meaning of a new word from the language around it.'
- 58** 'I pay attention to my own language to make sure it is accurate.'
- 59** 'If I am not sure of the meaning of a word or of how to use it, I look it up in a dictionary.'

[Turn over

12

For questions 60-66, match the statements with the teaching approaches that they describe listed A, B or C.

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

Teaching approaches

- A** Presentation, Practice and Production (PPP)
- B** Task-based Learning (TBL)
- C** Grammar-Translation

Statements

- 60** The teacher moves from providing models of language use to monitoring learners' use of language.
- 61** First the learners complete a communicative task; they are encouraged to use any English they know and they do not have to use any particular language item.
- 62** The written form of the language is more important than the spoken form.
- 63** The language focus is at the start of the teaching sequence, with fluency activities coming later.
- 64** The language focus comes after a communicative activity, so that learners notice gaps in their language.
- 65** Learners acquire language by trying to use it in real communicative situations.
- 66** The learners' first language plays a central role in the teaching.

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 'filmstar' 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?'

[Turn over

14

For questions 74-80, match the examples of teaching or assessment activities with the task-types 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.

Task-types

- | | |
|---|-------------------------|
| A | Sentence transformation |
| B | Jumbled sentence |
| C | Odd one out |
| D | Form-filling |
| E | Multiple choice |
| F | Categorising |
| G | Labelling |
| H | Gap-fill |

Activities

74

Complete the sentence.

Last night I went the cinema.

75

Complete the sentence.

The weather yesterday was

- A delicious B exciting C fantastic

76

Find the word that does not fit.

banana, apple, onion, pear, orange

77

Put the words in the list in the correct box.

Thai, India, Britain, Chinese, Swedish, Hungarian, Czech, Portugal

Countries	Languages
Malaysia	

78

Complete sentence B so it means the same as sentence A.

- A The man built the bridge in 1892
 B The bridge

79

Complete with your personal details

Family name:
 First name:
 Date of birth:
 Address:

80

Put the words in the right order.

do usually what in you do summer ?

.....

[Turn over

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.

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

■ Part 1

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

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

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

■ Part 2

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

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

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

2

For questions 1-7, match the learner activities with the appropriate teaching aims 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.

Teaching aims

- | | |
|----------|--------------------------------------------------------|
| A | to practise deducing the meaning of words from context |
| B | to develop the skills of peer correction |
| C | to give practice in oral fluency |
| D | to give practice in extensive reading |
| E | to give controlled practice of structures |
| F | to recycle vocabulary |
| G | to focus on pronunciation |
| H | to give practice in using new vocabulary |

Learner activities

- | | |
|----------|---------------------------------------------------------------------------------------------|
| 1 | Learners complete a gap-fill grammar exercise in a workbook. |
| 2 | Learners have a group discussion on a topic of their choice. |
| 3 | Learners exchange workbooks and check their partner's work. |
| 4 | Learners play a word game based on words studied last term. |
| 5 | Learners write a story using words the teacher has just presented. |
| 6 | Learners mark the stress on recently taught words. |
| 7 | Learners find words in a reading text and match them with definitions given by the teacher. |

Candidate Number

Candidate Name

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS
English for Speakers of Other Languages

002

Sample Test
1 hour 20 minutes

TEACHING KNOWLEDGE TEST

MODULE 2

Lesson planning and use of resources for language teaching

Additional materials:

Answer sheet
Soft clean eraser
Soft pencil (type B or HB is recommended)

TIME 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

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

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

There are eighty questions in this paper.

Answer **all** questions.

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

You may write on the question paper, but you must mark your answers in pencil on the answer sheet. You will have no extra time for this, so you must finish in one hour and twenty minutes.

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

INFORMATION FOR CANDIDATES

Each question in this paper carries one mark.

This question paper consists of 14 printed pages and 2 blank pages.

3

For questions 8-14, match the textbook rubrics with the activity aims 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.

Textbook rubrics

- 8 Complete the following sentences so that they are true for you.
- 9 Discuss with your partner the ways in which you revise vocabulary.
- 10 Match the adjectives in column A with the nouns in column B.
- 11 Look at the three sentences below. Then listen and mark the weak forms.
- 12 Now read the story again and answer the following true/false questions.
- 13 Read the story quickly and then put the four pictures in order.
- 14 Do the vocabulary quiz in teams.

Activity aims

- A to raise students' awareness of learning strategies
- B to give students practice in reading for specific information
- C to give students the chance to personalise the language
- D to revise language through a game
- E to give students practice in process writing
- F to give students practice in reading for gist
- G to highlight features of connected speech
- H to develop students' understanding of collocation

[Turn over

4

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
<p>15</p> <p>Lead-in</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> A to create interest in the topic B to introduce the past simple tense C to personalise the start of the lesson
<p>16</p> <p>Listening</p> <ul style="list-style-type: none"> • Students listen to a customer complaining in a travel agent's. • Students identify the problems mentioned on the tape. • Students compare answers in pairs. 	<ul style="list-style-type: none"> 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
<p>17</p> <p>Language focus</p> <ul style="list-style-type: none"> • The teacher hands out the tapescript. • Students identify the language of complaining and apologising in the tapescript. 	<ul style="list-style-type: none"> 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
<p>18</p> <p>Restricted practice</p> <ul style="list-style-type: none"> • The teacher shows the target language on an OHT. • Students try to say the phrases. • The teacher gives feedback, correcting and drilling where necessary. 	<ul style="list-style-type: none"> 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

5

19 Preparation for freer practice

- 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

20 Freer practice

- 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

6

For questions 21-29, match the information from a lesson plan with the lesson plan headings listed A-E.

Mark the correct letter (A-E) on your answer sheet.
You need to use some options more than once.

Lesson plan headings

- | | |
|----------|----------------------------|
| A | Lesson aim(s) |
| B | Anticipated problems |
| C | Procedure |
| D | Aids/resources |
| E | Personal aim(s) of teacher |

Information from a lesson plan

- 21** Copy of transcript (teacher's book) and coursebook cassette.
- 22** Students might not want to talk about their childhood during the lead-in stage.
- 23** Tell students to listen a second time and answer the detailed comprehension questions.
- 24** Give students practice in the subskills of prediction, listening for gist and listening for specific information.
- 25** Students may not know several words in the listening, e.g. whisper, uniform, scary.
- 26** Reduce teacher talking time and involve students more, especially when answering questions.
- 27** Students copy down the new words from the board.
- 28** Class set of dictionaries.
- 29** Develop fluency skills.

7

For questions 30-36, put the stages (A-H) of a reading skills lesson plan in order.

Mark the correct letter (B-H) on your answer sheet.

The first stage (A) is done for you. You do not need to use option A again.

- | | | |
|----|-----|--|
| 0 | .A. | |
| 30 | ... | |
| 31 | ... | |
| 32 | ... | |
| 33 | ... | |
| 34 | ... | |
| 35 | ... | |
| 36 | ... | |
- A** The teacher tells students the title of the story – ‘A long journey’.
- B** Students read for gist to see if their predictions were right, and the class discuss their answers with the teacher.
- C** The teacher gives students comprehension questions to read.
- D** Students brainstorm words connected with journeys.
- E** Students read for specific information.
- F** In pairs, students check their answers.
- G** Students use their answers to re-tell the story in pairs.
- H** The teacher gives students a list of words from a story about a journey. Students check which of their words are in the list, and then guess what the story will be about.

[Turn over

8

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

9

For questions 42-49, match the examples of unit content with the unit headings from a book on lexis 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.

Examples of unit content

- 42 Suffixes
- 43 General advice about learning vocabulary
- 44 The difference between 'some experience' and 'an experience'
- 45 American and British spelling
- 46 Get up, run out of, set off
- 47 Vocabulary about science
- 48 Idioms like 'over the moon'
- 49 Unless, besides, although

Unit headings

- A Introduction
- B Word formation
- C Connecting and linking
- D Countables and uncountables
- E Topics
- F Feelings and actions
- G Fixed expressions
- H Phrasal verbs
- I Varieties of English

[Turn over

10

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.
- 51 convince
- 52 v
- 53 persuade
- 54 [+ obj + (that)]
- 55 (of)
- 56 to make someone completely certain about something

- A Part of speech
- B Example sentence
- C Dependent preposition
- D Single-word synonym
- E Phonemic transcription
- F Headword
- G Verb pattern
- H Definition

11

For questions 57-64, choose which book listed A-I could help a teacher who is interested in the following topic areas.

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

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

Title of book	Author	Publisher
A Primary Vocabulary Box	Caroline Nixon and Michael Tomlinson	CUP
B Writing	Tricia Hedge	OUP
C Uncovering Grammar	Scott Thornbury	Macmillan
D English Pronunciation in Use	Mark Hancock	CUP
E Readings in Teacher Development	Katie Head and Pauline Taylor	Macmillan
F Designing Language Teaching Tasks	Keith Johnson	Macmillan
G Choosing Your Coursebook	Alan Cumminsworth	Macmillan
H Assessment	Michael Harris and Paul McCann	Macmillan
I Teaching Children English	David Vale and Anna Feunteun	CUP

Topic areas

- 57** preparing a class test
- 58** activities to practise new words
- 59** reflecting on your recent teaching
- 60** teaching English sentence structure
- 61** evaluating textbooks
- 62** writing your own teaching materials
- 63** focusing on the sounds of English
- 64** learning to teach young learners

Turn over

12

For questions 65-72, match the uses of coursebook materials with the sequence of coursebook activities listed A, B, C or D on the following page.

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

You need to use some options more than once.

- 65** involves speaking practice
- 66** practises note-taking skills
- 67** pre-teaches vocabulary
- 68** develops listening for detail
- 69** personalises the topic
- 70** brainstorm ideas about the topic
- 71** introduces the theme of the lesson
- 72** provides language needed to do the activities

13

Getting Your Tongue Round It

1 Look at these words and try to pair them up in opposites or near opposites. They will be useful for the tasks in this lesson.

loud	quiet	soft	unattractive	interesting
beautiful	hard	noisy	dull	gentle

2 Listen to these four people. What languages are they speaking?

3 What languages do you like because of how they sound?

Work with a partner and explain why you like them. (Do they sound pleasant, attractive, soft, musical, etc.? – Try to use some of the words from the first task.)

4 Listen to these people talking about how they think different foreign languages sound or how they think foreign accents in English sound. Make a list of the languages and accents and write down what the people think about how they sound.

The people you are going to hear are:

1	Iain	4	Lesley
2	Chris	5	Ravi
3	Donald	6	Peter

[Turn over

14

For questions 73-80, match the teachers' comments with the resources 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.

Resources

- A** graded readers
- B** overhead transparencies
- C** role-cards
- D** newspapers
- E** student posters
- F** songs
- G** bilingual dictionaries
- H** realia
- I** puppets

Teachers' comments

- 73** Teachers of young learners find these a good way to motivate their students. Young learners can make their own and act out stories using them.
- 74** These can be based on authentic material but contain language that has been made easier for students. They can help students to develop their vocabulary.
- 75** These can help students to understand difficult texts.
- 76** These can be very useful, but finding suitable texts for low-level learners is often a problem.
- 77** Students find these useful because they provide ideas for what to say.
- 78** These provide enjoyable listening practice and can also be used as the basis for language work.
- 79** They can have many different uses, such as correction, feedback, setting the scene and comprehension questions.
- 80** I put these up around the classroom so that students can see their own work on display.

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.

Part	Title	Areas of teaching knowledge	Task types and format
1	Teachers' and learners' language in the classroom	Using language appropriately for a range of classroom functions, e.g. <ul style="list-style-type: none"> • instructing • prompting learners • eliciting • conveying meaning of new language Identifying the functions of learners' language Categorising learners' mistakes	5-6 tasks consisting of approximately 40 questions Tasks include one-to-one matching; 3/4/5-option matching; 3-option multiple choice; odd one out and sequencing.
2	Classroom management	Options available to the teacher for managing learners and their classroom in order to promote learning, e.g. <ul style="list-style-type: none"> • teacher roles • grouping learners • correcting learners • giving feedback appropriate to the learners and aims	5-7 tasks consisting of approximately 40 questions Tasks include one-to-one matching; 3/4/5-option matching; 3-option multiple choice and odd one out.

■ Part 1

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

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

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

■ Part 2

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

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

Syllabus area	Possible testing focus
the roles of the teacher	<ul style="list-style-type: none"> • common teacher roles, e.g. manager, diagnostician, planner • functions of teacher roles, e.g. managing the teaching space, establishing systems for praise and reward, establishing rules, routines and procedures; analysing learners' needs; building a 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 oral and written correction, and their appropriacy of use
giving feedback	<ul style="list-style-type: none"> • the focus and purpose of feedback • ways of giving feedback

Candidate Number

--	--

Candidate Name _____

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS
English for Speakers of Other Languages
TEACHING KNOWLEDGE TEST
MODULE 3
 Managing the teaching and learning process

003
Sample Test
 1 hour 20 minutes

Additional materials:
 Answer sheet
 Soft clean eraser
 Soft pencil (type B or HB is recommended)

TIME 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces at the top of this page. Write these details on your answer sheet **if these are not already printed**.
 Do not open this booklet until you are told to do so.
 There are eighty questions in this paper.
 Answer **all** questions.
 Mark your answers **on the separate answer sheet**. Use a pencil.
 You may write on the question paper, but you must mark your answers in pencil on the answer sheet.
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 At the end of the test, hand in both the question paper and the answer sheet.

INFORMATION FOR CANDIDATES

Each question in this paper carries one mark.

This question paper consists of 13 printed pages and 3 blank pages.

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[Turn over

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.

Teachers' classroom language	Functions
1 Listen, I like playing football. repeat everyone, I like playing football.	A checking understanding
2 Maria – collect the books, please.	B emphasising word stress
3 Tell me three adjectives beginning with the letter 'C'.	C drilling
4 Just listen to how I say it – potAtoes.	D checking instructions
5 Okay, discuss it with your partner now, please.	E monitoring
6 I'm really full, I've just eaten a big lunch. Am I hungry now?	F eliciting
7 Let's have a look. Yes, that's great. Now try the next one.	G organising pairwork
	H nominating

3

For questions 8-16, match the examples of classroom language with the descriptions listed A, B or C. Mark the correct letter (A, B or C) on your answer sheet.

Descriptions

- A language for learners to use in the classroom
- B language for playing games
- C language for the teacher to manage classroom routines

Classroom language

- 8 Can I borrow your pencil, please?
- 9 It's your team's turn.
- 10 Whose turn is it to get the books today? Anna?
- 11 Red group and blue group, work together.
- 12 Can I have a pair of scissors, please?
- 13 What's the score?
- 14 Sorry I'm late.
- 15 Practise in pairs.
- 16 Miss a turn.

[Turn over

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.

5

For questions 22-27, match what the teacher is doing with the purposes for using the students' first language listed **A, B** or **C**.

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

Purposes for using the students' first language

- A** Checking understanding
- B** Explaining procedures
- C** Motivating

The teacher is

- 22** asking students to show they know what to do for homework.
- 23** giving individual written feedback to a weak student.
- 24** encouraging elementary students to try new ways of learning.
- 25** telling a large group of teenagers the rules of a game.
- 26** asking students to translate the meaning of new words.
- 27** showing a group of beginners exactly how to use a self-access centre.

[Turn over

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 long journey, no, sorry. It was about only 30 kilometres. And erm, coming ... on the 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 ... on a cork, carried by water. And my brother started first, and then everyone started feeling sick.

line 4
line 5

line 8

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 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.

7

For questions 33-40, match the circled mistakes with the types of mistake 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.

Circled mistakes

- 33 The weather in London (is **badder than**) the weather in Tokyo.
- 34 The teacher (made me to stay) in school after class.
- 35 (What you doing) this weekend?
- 36 (go to the cinema) last week.
- 37 He (worked very hardly) to finish the project.
- 38 (Don't blame you.) It's not your fault.
- 39 (She in summer goes) to the seaside every year.
- 40 They've been (away since a long time).

Types of mistake

- A wrong tense
- B wrong verb pattern
- C wrong preposition
- D wrong adverb form
- E wrong comparative form
- F wrong word order
- G missing auxiliary verb
- H missing preposition
- I wrong pronoun

[Turn over

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.

9

For questions 50-55, choose the best option to complete each statement about ways of grouping students.

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

50 It is a good idea to group less able students together so that

- A they feel more comfortable when speaking.
- B they do not dominate other students.
- C they can work at a faster pace.

51 Group work is useful because it

- A reduces teacher talking time.
- B improves class discipline.
- C makes all students work as hard as they can.

52 In mixed ability classes, using group work

- A helps to identify weaker students.
- B means the teacher can give attention to all students.
- C encourages students to help one another.

53 Pairwork activities aim to encourage students

- A to work independently of the teacher.
- B to assess their own progress.
- C to develop language awareness.

54 If a teacher wants to assess students' written work, it's best to do

- A group work.
- B individual work.
- C mingling activities.

55 If a teacher wants to control what the students do as much as possible, it's best to do

- A pairwork.
- B team activities.
- C whole class work.

[[Turn over

10

For questions 56-63, match the classroom management strategies with the problems of group or pairwork listed A, B or C.

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

Problems of group or pairwork

In group or pairwork...

- A some students get bored.
- B some students use L1 too much.
- C some students always dominate.

Classroom management strategies

56 Plan extra activities for students who may finish before the others.

57 Make sure students know the language they need to complete tasks.

58 Introduce more challenge into the activities.

59 Arrange groups more carefully, and re-group students whenever necessary.

60 Create a purpose for doing group or pairwork in English.

61 Teach the language needed for frequent classroom activities.

62 Raise awareness of the importance of giving everyone a chance to take part.

63 Select topics and tasks that motivate the students.

11

For questions 64-70, match the classroom situations with the classroom management choices listed A-G.

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

Classroom situations

- 64** You notice that some of your students are unsure about how to start some pairwork.
- 65** After a reading comprehension task, you ask the class for the answer to number one. Nobody says anything.
- 66** You notice that during an activity your class of young learners is making too much noise.
- 67** During a group work activity about travel, your students talk about a different topic. However, they do this in English.
- 68** You set a task for listening comprehension. During the listening, you notice that no one is writing the answers.
- 69** You set up a speaking task in groups. You notice when you monitor closely that the groups stop speaking completely.
- 70** You are teaching a class after lunch. Everyone is sleepy.

Classroom management choices

- A** Praise them for using the language but remind them about the task.
- B** Do a 'warmer' activity which gets the students out of their seats.
- C** Model the activity yourself with a student, so everyone understands what they have to do.
- D** Use a strategy that students recognise for 'turning down the volume', e.g. a hand gesture or drawing on the board.
- E** Ask the students to compare their work with their partner to give them confidence.
- F** Stand back and listen from a distance.
- G** Repeat the instructions and ask if they would like you to play it again.

[Turn over

12

For questions 71-75, look at the situations in which a teacher corrects students and at the correction strategies listed A, B or C.

Two of the correction strategies are appropriate in each situation. One of the correction strategies is **NOT** appropriate.

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

- 71** A student says the word 'August' with poor pronunciation, in open class. The teacher
 - A** says the word correctly, and asks the student to repeat it.
 - B** writes the word in phonemic script on the whiteboard.
 - C** asks the student to say the word again, with no correction, and then moves on.
- 72** Students tell stories about themselves in groups of three. The teacher corrects students' language
 - A** quietly, as she is monitoring their group storytelling.
 - B** after the group stage, by focusing on problems she noted down during the group stage.
 - C** later when she asks the weaker students to tell their stories to the whole class.
- 73** In a controlled practice exercise on the past continuous, a pre-intermediate student says 'I driving down the road when it happened.' The teacher
 - A** uses hand gestures to show that there is a missing word.
 - B** mimes driving to show the student that she has understood.
 - C** points to the model sentence on the whiteboard to remind the student of the form.
- 74** At the start of class, when students are talking in open class, one of the learners says, 'The film was interested.' The teacher
 - A** says 'Interesting or interested?'
 - B** says 'There's a grammar problem there, Maria. What about your weekend, Hassan?'
 - C** says 'You were interested, so the film was _____?' (with rising intonation)
- 75** In a controlled writing practice activity, a learner makes several mistakes in recently studied language. The teacher
 - A** marks the writing using a correction code.
 - B** gives the writing to a peer to correct.
 - C** ignores the mistakes in the writing.

13

For questions 76-80, match the ways a teacher gave feedback on students' written work with the aims 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.

Feedback on written work

76 The teacher marked students' writing using a correction code. Then she gave them time in the lesson to improve their work while she monitored.

77 The teacher gave an overall grade for letters students had written for homework. He also gave them an example letter to look at.

78 The teacher used a system of smiling and sad faces to give students feedback on their written work.

79 The teacher noted mistakes from students' written work and used these to prepare a language quiz, which students did in teams.

80 The teacher only commented on the content of stories that students had written.

Aims

- A to focus on common language mistakes that many students made in their writing
- B to inform students of their general progress in writing at the end of term
- C to encourage students to learn to edit their own work
- D to encourage students' creativity and to create a positive attitude to writing
- E to provide students with a model for similar written work in the future
- F to inform primary age students about their progress in a fun way

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 from the address on page 1. Institutions wishing to become Cambridge ESOL Examination Centres should contact the Centre Registration Unit at Cambridge ESOL.

TKT is available throughout the year and Centres contact Cambridge ESOL to arrange a test date. Candidate details must be submitted to Cambridge ESOL at least six weeks prior to running the session. Please note that more notice may be necessary if candidates have special requirements and therefore need Special Arrangements (see below).

Candidates may not repeat a module within four months at any centre.

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

■ Answer sheet completion

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

A sample OMR answer sheet can be found on page 44 of this Handbook, and it is useful for candidates to practise filling in an OMR sheet before taking the examination so that they are familiar with the procedure.

■ Computer-based TKT

A computer-based version of TKT (CB TKT) is also available via the Cambridge Connect internet delivery system. Please contact your local Cambridge ESOL centre for more information.

Grading and results

■ Grading

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

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

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' results will be delayed if they need Special Consideration or are suspected of malpractice (see page 35).

Enquiries on results may be made through Cambridge ESOL Local Secretaries within a month of the issue of certificates.

■ Appeals procedure

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

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

Special Circumstances

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

■ Special arrangements

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

■ Special consideration

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

■ Malpractice

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

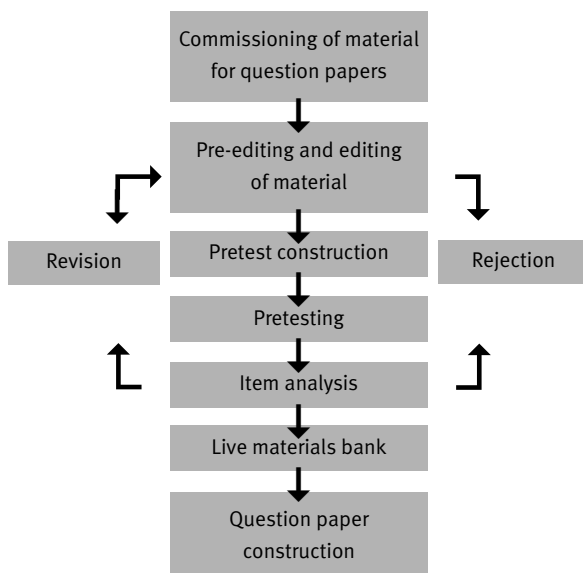
The production of TKT

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

The production process for TKT is the same as that for the Cambridge ESOL language examinations. It begins with the commissioning of materials and ends with the printing of question papers.

There are five main stages in the production process:

- commissioning
- pre-editing and editing
- pretesting
- analysis and banking of materials
- question paper construction



■ Question paper production cycle

Pretesting of TKT test material provides Cambridge ESOL with valuable information about candidates' performance on particular tasks. Pretesting is also useful for Centres or institutions as it gives candidates the opportunity to familiarise themselves with TKT task-types under test conditions and to receive feedback on areas of strength and weakness. If your Centre or institution would like to be involved in TKT pretesting, please contact the Pretesting Unit TKT Administrator on + 44 (0) 1223 552998.

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 emailing: ESOLhelpdesk@CambridgeESOL.org

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?

Opposite is the TKT wordlist which contains terms which may be used 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 Teacher 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.

TKT wordlist

This list is indicative only. Other terms may also be used in TKT.

The words are entered into categories so as to help the reader. Some words could fall into more than one category. However, to economise on space each word has been entered only once. Candidates who are preparing for only one module should ensure they have an understanding of **all** the TKT terminology. The TKT Glossary contains definitions of the words in this list and can be downloaded from www.CambridgeESOL.org/TKT

Approaches

Activity-based learning
Communicative approaches
Content-based learning
Functional Approach
Grammar-Translation method
Guided discovery
Lexical Approach
Presentation, Practice and Production (PPP)
Situational presentation
Structural Approach
Task-based Learning (TBL)
Test-teach-test
Total Physical Response (TPR)

Assessment

Achievement test
Assess
Assessment
Assessment criteria
'Can-do' statements
Cloze test
Comprehension questions
Continuous assessment
Diagnose
Diagnostic test
Evaluation
Formal assessment, evaluation
Formative assessment, evaluation
Informal assessment, evaluation
Item
Learner profile
Matching task
Multiple-choice questions
Objective test
Oral test
Peer assessment, evaluation
Placement test
Portfolio
Proficiency test
Progress test
Self-assessment, evaluation
Sentence completion
Sentence transformation
Subjective test

Summative test
Test
True/false questions
Tutorial

Background to language learning

Achievable target, goal
Acquire
Acquisition
Attention span
Auditory learner
Autonomous
Cognitive (processes)
Confidence
Conscious (of)
Demotivate
Developmental error
Effective
English-medium school
Error
Expectation
Expose
Exposure
Factor
First language
Focus on form
Goals
Guidance
Ignore (errors)
Independent study
Intensive course
Interference
Interlanguage
Kinaesthetic learner
L1/L2
Language awareness
Learner autonomy
Learner characteristics
Learner independence
Learner training
Learning resources
Learning strategies
Learning style
Linguistic
Literacy
Mature
Maturity
Memorable
Memorise
Mother tongue
Motivate
Motivation
Natural order
Needs
Participate
Participation
Personalisation

Personalise
Pick up
Processing language
Proficient
Silent period
Slip
Target language culture
Unmotivated
Visual learner
Work language out

Classroom management

Active role
Classroom management
Closed pairs
Co-operate
Co-operation
Co-operative
Discipline
Dominant
Dominate
Energy levels
Get students' attention
Grade (language)
Group dynamics
Interaction patterns
Involvement
Learning contract
Mingle
Mixed ability
Mixed level
Monitor
Nominate
One-to-one
Open class
Open pairs
Passive role
Rapport, build rapport
Routine
Seating arrangement
Seating plan
Teacher role
Teaching space

Functions

Appropriacy
Appropriate
Chunk
Colloquial
Declining, refusing an invitation
Enquiring
Express
Expressing ability
Expressing intention
Expressing necessity
Expressing obligation

Expressing permission
Expressing preference
Expressing probability
Formal (language)
Formality (level of)
Function
Functional exponent
Greeting
Inappropriate
Informal (language)
Informality (level of)
Instructing
Negotiating
Neutral
Predicting
Register
Requesting
Speculating

Grammar

Active voice
Adjective
Adverb
Article
Aspect
Auxiliary verb
Base form of the verb
Clause
Collective noun
Comparative adjective
Compound noun
Conditional
Conditional forms
Conjunction
Connector
Countable noun
Demonstrative adjective
Demonstrative pronoun
Dependent preposition
Determiner
Direct question
Direct speech
First conditional
Gerund, -ing form
Grammatical structure
Imperative
Indirect question
Indirect speech
Infinitive
Infinitive of purpose
-ing/-ed adjective
Intensifier
Interrogative
Irregular verb
Main clause
Modal verb
Noun

Object
Object pronoun
Participle (past and present)
Passive voice
Past perfect simple and continuous, progressive
Past simple and past continuous, progressive
Personal pronoun
Phrase
Plural noun
Possessive adjective
Possessive pronoun
Possessive 's' and whose
Preposition
Present continuous, progressive for future
Present perfect simple and continuous, progressive
Present simple and continuous, progressive
Pronoun
Proper noun
Punctuation
Quantifier
Question tag
Reflexive pronoun
Regular verb
Relative clause
Relative pronoun
Reported statement
Reporting verb
Second conditional
Singular noun
Subject
Subject-verb agreement
Subordinate clause
Superlative adjective
Tense
Third conditional
Third person
Time expression
Uncountable noun
Used to
Verb
Verb pattern

Introductory activities

Ice-breaker
Introductory activity
Warm up
Warmer

Language skills

Accuracy
Authenticity
Cohesion
Cohesive
Coherence
Coherent
Context

Discourse
Deduce meaning from context
Develop skills
Draft
Edit
Extensive listening/reading
Extract
Fluency
Infer attitude, feeling, mood
Intensive listening/reading
Interact
Interaction
Interactive strategies
Key word
Layout
Listen/read for detail
Listen/read for gist
Listen/read for mood
Note-taking
Oral fluency
Paragraph
Paraphrase
Predict
Prediction
Process
Process writing
Productive skills
Proofread
Receptive skills
Re-draft
Relevance
Relevant
Scan
Skill
Skim
Subskill
Summarise
Summary
Text structure
Theme
Thematic
Topic
Topic sentence
Turn-taking
Version

Learners' mistakes and correction strategies

Correction code
Echo correct
Finger correction
Over-application of the rule
Over-generalisation
Reformulate
Reformulation
Repetition
Self-correction
Time line

Lesson planning

Achieve aims, objectives
Aim
Analyse language
Anticipate (language) problems
Arouse, generate interest
Assumptions
Class profile
Components (of a lesson plan)
Conduct feedback
Consolidate
Enable
Encourage
Encouragement
Feedback
Focus on
Give feedback
Highlight
Lead-in
Logical
Main aim
Objective
Outcome
Pace
Peer feedback
Personal aim
Pre-teach (vocabulary)
Procedure
Raise awareness
Rationale
Recycle
Reflect on teaching
Reinforce
Report back
Scheme of work
Sequence
Set a question, task, test
Set the scene, the context
Specification, to specify (aims)
Stage
Step
Stimulate (discussion)
Student-centred
Subsidiary aim
Syllabus
Teacher talking time
Teacher-centred
Timetable fit
Timing
Variety
Vary

Lexis

Affix
Affixation
Antonym
Collocation

Compound
False friend
Homonym
Homophone
Idiom
Lexical set
Lexis
Multi-word verb
Part of speech
Phrasal verb
Prefix
Suffix
Synonym

Phonology

Connected speech
Consonant
Contrast
Contrastive stress
Contraction
Diphthong
Discriminate
Distinguish
Feature
Identification
Identify
Intonation
Linking
Main stress
Minimal pair
Phoneme
Phonemic script
Phonemic symbol
Phonemic transcription
Primary stress
Rhyme
Rhythm
Schwa
Secondary stress
Sentence stress
Stress
Strong forms
Syllable
Unvoiced sound
Voiced sound
Vowel
Weak forms
Word boundary
Word stress

Practice activities and tasks

Brainstorm
Categorisation
Categorise
Chant
Choral drill

Communicative activity
Controlled practice
Drill
Extension task
Filler
Freer practice
Gap-fill
Guided writing
Individual drill
Information-gap activity
Jigsaw listening/reading
Jumbled paragraphs, pictures, sentences
Label
Less controlled practice
Mind map
Open-ended (task)
Picture stories
Practice
Prioritising
Problem solving
Project work
Rank ordering
Recall
Restricted practice
Revise
Revision
Role-play
Solution
Solve
Substitution drill
Survey
Swap
Target language
Task
Task-type
Transformation drill
Visualisation
Visualise
Word map

Presentation techniques

Concept checking
Concept questions
Contextualise
Define
Definition
Elicit
Emphasis
Emphasise
Gesture
Illustrate meaning
Meaningful
Mime
Present
Presentation
Teaching strategy

Reference resources

Bilingual dictionary
Consult
Headword
Monolingual dictionary
Phonemic chart
Reference materials, resources

Teachers' and learners' language in the classroom

Acknowledge
Ask for clarification
Clarify
Convey meaning
Exchange
Facial expression
Filler
Hesitate
Model
Narrate
Praise
Prompt
Recast
Refer to
Respond
Response
Simplification
Simplify
Terminology
Utterance
Word prompt

Teaching materials and aids

Activity book
Adapt (material)
Audio script
Authentic material
Board game
Book
Brochure
Chart
Coursebook
Coursebook unit
Crossword puzzle
Dialogue
Dice
Exploit (material)
Flashcard
Flexible
Flipchart
Graded reader
Graph
Grid
Handout
Language laboratory
Leaflet
Learning centre

Overhead projector (OHP)
Overhead transparency (OHT)
Puppet
Realia
Recording script
Resources
Rubric
Self-access centre
Sticker
Supplementary material
Tapescript
Teacher's book
Teaching aids
Textbook
Transcript
Video clip
Visual (aid)
Workbook
Worksheet

MODULE 1

answer key

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

MODULE 2

answer key

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

MODULE 3

answer key

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



UNIVERSITY of CAMBRIDGE
ESOL Examinations

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Candidate Name
If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here ☐

Centre No.

Candidate No.

**Examination
Details**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

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:

0 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
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
25	A	B	C	D	E	F	G	H	I
26	A	B	C	D	E	F	G	H	I
27	A	B	C	D	E	F	G	H	I
28	A	B	C	D	E	F	G	H	I
29	A	B	C	D	E	F	G	H	I
30	A	B	C	D	E	F	G	H	I
31	A	B	C	D	E	F	G	H	I
32	A	B	C	D	E	F	G	H	I
33	A	B	C	D	E	F	G	H	I
34	A	B	C	D	E	F	G	H	I
35	A	B	C	D	E	F	G	H	I
36	A	B	C	D	E	F	G	H	I
37	A	B	C	D	E	F	G	H	I
38	A	B	C	D	E	F	G	H	I
39	A	B	C	D	E	F	G	H	I
40	A	B	C	D	E	F	G	H	I
41	A	B	C	D	E	F	G	H	I
42	A	B	C	D	E	F	G	H	I
43	A	B	C	D	E	F	G	H	I
44	A	B	C	D	E	F	G	H	I
45	A	B	C	D	E	F	G	H	I
46	A	B	C	D	E	F	G	H	I
47	A	B	C	D	E	F	G	H	I
48	A	B	C	D	E	F	G	H	I
49	A	B	C	D	E	F	G	H	I
50	A	B	C	D	E	F	G	H	I
51	A	B	C	D	E	F	G	H	I

52	A	B	C	D	E	F	G	H	I
53	A	B	C	D	E	F	G	H	I
54	A	B	C	D	E	F	G	H	I
55	A	B	C	D	E	F	G	H	I
56	A	B	C	D	E	F	G	H	I
57	A	B	C	D	E	F	G	H	I
58	A	B	C	D	E	F	G	H	I
59	A	B	C	D	E	F	G	H	I
60	A	B	C	D	E	F	G	H	I
61	A	B	C	D	E	F	G	H	I
62	A	B	C	D	E	F	G	H	I
63	A	B	C	D	E	F	G	H	I
64	A	B	C	D	E	F	G	H	I
65	A	B	C	D	E	F	G	H	I
66	A	B	C	D	E	F	G	H	I
67	A	B	C	D	E	F	G	H	I
68	A	B	C	D	E	F	G	H	I
69	A	B	C	D	E	F	G	H	I
70	A	B	C	D	E	F	G	H	I
71	A	B	C	D	E	F	G	H	I
72	A	B	C	D	E	F	G	H	I
73	A	B	C	D	E	F	G	H	I
74	A	B	C	D	E	F	G	H	I
75	A	B	C	D	E	F	G	H	I
76	A	B	C	D	E	F	G	H	I
77	A	B	C	D	E	F	G	H	I
78	A	B	C	D	E	F	G	H	I
79	A	B	C	D	E	F	G	H	I
80	A	B	C	D	E	F	G	H	I