



UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

TEACHING AWARDS

Teaching Knowledge Test (TKT)
Knowledge
About
Language (KAL)

Handbook for teachers

Preface

This handbook is intended for course providers who are, or intend to become, involved in preparing candidates for TKT: KAL (Knowledge about Language).

For further information on any of the Cambridge ESOL examinations and teaching awards, please contact:

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Introduction

■ Introduction to Cambridge ESOL

TKT: Knowledge about Language 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 3 million people a year, in more than 130 countries.

■ Introduction to TKT: Knowledge about Language – a test of professional knowledge for English language teachers

TKT: Knowledge about Language (KAL) is an extension module of the Teaching Knowledge Test (TKT). It tests knowledge about the systems of the English language that aid a teacher in planning and delivering their lessons. The systems referred to are lexis, phonology, grammar and discourse, seen from the perspective of a teacher's language knowledge needs.

KAL 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 preparation courses for KAL and these may also include some teaching practice, if desired. It should be noted that KAL tests subject knowledge rather than teaching ability.

KAL offers candidates a step in their professional development as teachers and enables them to move on to higher-level teaching qualifications and more readily access professional support materials, such as resource books for English language teaching (ELT) and journals about ELT.

KAL candidates are encouraged to keep a portfolio, a record of their professional development and reflections on their teaching. Through their portfolio candidates can 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 KAL. The Teacher Portfolio is Cambridge ESOL's free online system that any teacher can use to record and document their career progress. Teachers can visit www.teacherportfolio.CambridgeESOL.org for more information.

KAL can be taken at any stage in a teacher's career. It is suitable for pre- or in-service or practising teachers and forms part of a framework of teaching awards and tests for teachers offered by Cambridge ESOL.

Cambridge ESOL's tests for teachers include:

- The Teaching Knowledge Test (TKT)
- TKT: Knowledge about Language (KAL)
- TKT: Content and Language Integrated Learning (CLIL)
- TKT: Practical

Cambridge ESOL's practical, course-based qualifications for teachers include:

- 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)

Cambridge ESOL also offers the Delta Modules, which cover all areas of knowledge at an advanced level and include teaching practice. The Delta Modules are:

- Delta Module One: a written examination
- Delta Module Two: a course-based qualification
- Delta Module Three: an extended assignment

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 and tests for teachers can be found on the following page.

Cambridge ESOL teaching awards and tests for teachers

	TKT Module 1 TKT Module 2 TKT Module 3	TKT: CLIL	TKT: KAL	TKT: Practical	CELTA CELTYL	ICELT	Delta Module One	Delta Module Two	Delta Module Three
Teaching experience	not essential	not essential	not essential	required	not required	required	recommended	required	recommended
Previous qualifications / training	not essential	not essential	not essential	not essential	qualifications which allow access to higher education	local requirements apply	an initial teaching qualification	an initial teaching qualification	an initial teaching qualification
Suggested language level	minimum of Council of Europe B1	minimum of Council of Europe B1	minimum of Council of Europe B2	minimum of Council of Europe B1	minimum of Council of Europe C2/C1	minimum of Council of Europe B2	minimum of Council of Europe C2/C1	minimum of Council of Europe C2/C1	minimum of Council of Europe C2/C1
Teaching age group	primary, secondary or adults	primary, secondary or adults	primary, secondary or adults	primary, secondary or adults	CELTA: adults (16+) CELTYL: primary or secondary	primary, secondary or adults	primary, secondary or adults	primary, secondary or adults	primary, secondary or adults
Can be taken pre-service	yes	yes	yes	no	yes	no	not recommended	no	not recommended
Course attendance	not required	not required	not required	not required	yes	yes	not required	yes	not required
Assessed teaching practice	no	no	no	yes	yes	yes	no	yes	no
Continuous assessment	no	no	no	no	yes	yes	no	yes	no
Involves coursework	no	no	no	no	yes	yes	no	yes	no
Written test / examination	yes	yes	yes	no	no	no	yes	no	no

Note: Cambridge ESOL also offers IDLTM and the Young Learner Extension to CELTA. IDLTM is an educational management qualification. The Young Learner Extension to CELTA shares similarities with CELTYL, except that entry is conditional on candidates having completed CELTA.

An overview of TKT: Knowledge about Language

■ The aims of TKT: Knowledge about Language

- to test candidates' knowledge of concepts related to language and language use
- to provide an easily accessible test of English language knowledge to teachers of English, 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: Knowledge about Language candidature

KAL 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 KAL will normally have some experience of teaching English to speakers of other languages. KAL 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 KAL, teachers need a level of English of at least level B2 of the Council of Europe's Common European Framework of Reference for Languages. This level is specified in the Council of Europe's *Vantage* document (Van Ek, J A and Trim, J L M (2001) *Vantage*, Cambridge: CUP). However, candidates are not required to have taken any English language examinations. KAL candidates are expected to be familiar with language and terminology relating to the description of lexical, phonological, grammatical and discursal features of the English language.

Candidates are not required to take any other modules of TKT or to fulfil any specific entry requirements for KAL.

Content of TKT: Knowledge about Language

■ TKT: Knowledge about Language content outline

KAL tests knowledge of the lexical, phonological, grammatical and discursal features of the English language. It focuses on those areas of language that are relevant to teachers of English when preparing lessons, delivering lessons, responding to learners' queries or language use, or evaluating or giving feedback on homework.

KAL consists of 80 questions in four parts. Candidates are required to answer the questions by selecting a letter for the correct answer. As KAL tests candidates' knowledge of language systems 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 KAL.

■ Teaching contexts

KAL tests the knowledge about language that underpins a teacher's preparation and delivery of lessons regardless of the approach to teaching and learning that they adopt. It is relevant to teachers from a wide range of teaching contexts and methodological backgrounds. It does not test approaches to teaching and learning English.

■ Sources and text types used in TKT: Knowledge about Language

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

- ELT coursebooks or supplementary materials
- reading and listening texts from articles, books, radio etc. that could be used in the language classroom
- grammar books, dictionaries and other language reference materials for teachers
- phonemic transcriptions (using the IPA – International Phonetic Alphabet)
- diagrams or other visuals
- transcriptions of spoken language

TKT: KNOWLEDGE ABOUT LANGUAGE

GENERAL DESCRIPTION

Examination format	TKT: Knowledge about Language consists of four parts
Timing	1 hour 20 minutes
No. of questions	80
Task types	3-option multiple-choice; 4-option multiple-choice; matching; 'odd one out'
Answer format	For all parts, 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

KAL is an examination for English language teachers. It tests candidates' knowledge of the lexical, phonological, grammatical, and discorsal features of English from a teaching perspective. It also focuses on the teacher's awareness of learners' language needs (e.g. understanding of concepts, meaning and forms; working with interlanguage; errors and other linguistic difficulties).

PART 1

Title	Lexis
Number of items	20
Areas of language knowledge tested	<ul style="list-style-type: none"> • different types of meaning • sense relations • word formation • lexical units (e.g. fixed phrases, collocations) • lexico-grammatical features • register
Task types	3 tasks 3-option multiple-choice; 4-option multiple-choice; matching; 'odd one out'

PART 2

Title	Phonology
Number of items	15
Areas of language knowledge tested	<ul style="list-style-type: none"> • segmental features • suprasegmental features • the role of phonology in conveying meaning • the role of phonology in discourse
Task types	2 tasks 3-option multiple-choice; 4-option multiple-choice; matching; 'odd one out'

PART 3

Title	Grammar
Number of items	30
Areas of language knowledge tested	<ul style="list-style-type: none"> • form, meaning and use: <ul style="list-style-type: none"> – word classes and the functional role of words in a sentence e.g. 'adverbials' can be made up of preposition + noun phrase – grammatical roles performed by words in a sentence e.g. subject, object – structural patterns e.g. verb patterns, types of clauses, verb tenses • the role of context in conveying meaning
Task types	4 tasks 3-option multiple-choice; 4-option multiple-choice; matching; 'odd one out'

PART 4

Title	Discourse
Number of items	15
Areas of language knowledge tested	<ul style="list-style-type: none"> • coherence • cohesion • register • distinctive features of common written and spoken genres • pragmatic and semantic meaning • functions
Task types	2 tasks 3-option multiple-choice; 4-option multiple-choice; matching; 'odd one out'

■ Part 1

This part of KAL tests candidates' knowledge of different types of meaning; sense relations; word formation; lexical units; lexico-grammar and register.

■ Syllabus area Lexis

■ Possible testing focus

- types of meaning: denotation, connotation, figurative, contextual e.g. situational, collocational
- sense relationships: synonyms, antonyms, hyponyms, whole/part, lexical sets, false friends
- word formation: morphemes, affixation, compounds, types of abbreviations, acronyms, spelling rules, word families
- lexical units: collocations, idioms, fixed phrases, formulaic phrases
- lexico-grammatical features: grammatical function of words and morphemes
- register: domain-specific vocabulary; degrees of formality in vocabulary and their contexts of occurrence

■ Part 2

This part of KAL tests candidates' knowledge of segmental and suprasegmental phonological features.

■ Syllabus area Phonology

■ Possible testing focus

Segmental features:

- phonemes: the different phonemes of English and their places and manner of articulation e.g. bilabial plosive; voiced or unvoiced consonant; front or back vowels etc.
- word stress: primary, secondary stresses and weak syllables; contrastive word stress and changing word stress
- standard word patterns in word stress e.g. words ending in sion/tion
- the role of segmentals in conveying meaning e.g. full vs. weak forms, contrastive word stress

Suprasegmental features:

- sentence stress: primary and secondary stresses in a sentence; emphatic and contrastive stress
- connected speech: linking, assimilation, elision, intrusion (liaison), weak forms, contraction
- intonation: pitch direction and range; common intonational patterns such as for 'yes/no' questions; the grammatical, attitudinal and interactive functions of intonation
- the role of suprasegmentals in conveying meaning

■ Part 3

This part of KAL tests candidates' knowledge of the form, meaning and use of grammatical structures in English.

■ Syllabus area Grammar

■ Possible testing focus

- the role of context in determining meaning and use of grammatical forms
- word classes and the functional role of words in a sentence
- grammatical roles performed by words in a sentence
- the form, meaning and use of structural patterns

The noun phrase:

- different types of nouns e.g. countable, collective, pronouns
- determiners e.g. articles, possessives, quantifiers
- adjectives
- noun phrase structures
- nominalisation

The verb phrase:

- verb types e.g. transitive and intransitive, reflexive, phrasal, stative and dynamic
- verb patterns
- mood e.g. declarative, negative, interrogative and imperative
- modality
- time and tense
- aspect: perfect and progressive aspects in present, past and future forms
- hypotheticality e.g. conditional and wish structures
- adverbials e.g. time, manner, place, degree, comparatives, position of adverbials
- the passive
- reported speech and reporting verbs

The sentence:

- simple sentences e.g. elements and word order
- complex sentences e.g. main, subordinate and co-ordinate clauses; non-finite and finite clauses; types of clauses (e.g. time, condition, relative, purpose, reason, result, concessive); sentence linking

■ Part 4

This part of KAL tests candidates' knowledge of coherence; cohesion; register; distinctive features of common written and spoken genres; pragmatic and semantic meaning; and functions.

■ **Syllabus area** Discourse

■ Possible testing focus

- coherence: what it is and how it is achieved in writing and speaking
- grammatical cohesion: linking words; anaphoric, cataphoric and exophoric reference; substitution and ellipsis; parallelism
- lexical cohesion: lexical chains, discourse markers; text structuring
- register/appropriateness: the relationship of register to audience, message and setting; degrees of appropriateness: formal, neutral, informal
- recognising register: choice of vocabulary, grammar, layout, genre, functions
- general distinctions between written and spoken English e.g. sentences v utterances, complexity and simplicity of grammar and lexis, cohesion, register, organisation of discourse
- genres: notion of audience; features of common genres for writing and speaking
- distinctive features of spoken genres e.g. turn-taking, feedback and adaptation to audience, incomplete utterances
- differences between pragmatic and semantic meaning
- different ways of expressing a range of written and spoken functions using grammatical and lexical means
- the significance of phonology and context in determining coherence and pragmatic meaning

Preparation

General

■ As KAL is concerned with knowledge about language relevant to teaching English, it would be useful for candidates to exploit their teaching situation for opportunities to prepare for the test. They could use every opportunity to become aware of the features of language related to the different stages of teaching a lesson e.g. lesson preparation, lesson delivery – including responding to learners' queries and use of language – and evaluating homework.

At the preparation stage candidates could, for example:

- look up new vocabulary, notice its stress features, find synonyms and opposites for it, find what it collocates with or how it could be used to build words
- check grammar points in a reference book or teacher's book, focusing on their form, meaning and use
- take note of the discursive features of texts they are planning to use
- notice the features of connected speech in recordings they are preparing for their class.

While delivering a lesson, candidates could:

- note what conceptual difficulties learners are having with learning new language
- note what kinds of problems learners are having in using specific features of lexis, grammar, phonology and discourse
- analyse after the lesson the linguistic causes of learners' problems e.g. false friends, problems with producing particular sounds, problems with understanding particular features of connected speech, problems with recognising the meaning of cohesive devices, misuse of verb tenses because of confusion over their meaning or use.

When evaluating homework, candidates could:

- note the types of problems learners have
- think about what the linguistic reasons for those problems might be
- consider how to word feedback to students about these problems.

■ Candidates should make use of reference material about language. There are many useful reference materials available for teachers both in book form and on the web. When looking at these materials it would be useful to see them from a teacher's perspective by asking questions such as: what is it about this piece of language that my class might need to know? Do my learners need to know all the information given? What aspects of this piece of language might my learners find difficult to learn or use? Why? Do I need to teach my learners the terminology for this language or is it unnecessary for them to understand it?

■ Candidates should become fully familiar with the exam format and task types for KAL. See page 5 for details of the number of sections the test contains, the number of tasks in each section and the task types that could be used in each section. Look too at the sample paper on pages 9–16 of this handbook. The task types used are:

- multiple choice (See sample paper page 2 for example)
- matching (See sample paper page 4 for example)
- 'odd one out' multiple choice (See sample paper page 7 for example)

Notice the instructions for each task, read them carefully and always do as instructed.

■ Candidates should check that they can complete the questions in the given time limit (80 minutes) and make sure they know how to record their answers on the answer sheet (See page 20 for a sample answer sheet). Remember that all answers must be given on the answer sheet by shading the lozenge underneath the correct letter.

By part

■ Part 1: Lexis

Candidates

- are advised to build up their awareness of the different lexical features mentioned in the syllabus by noting these features in the texts they read or listen to in their spare time or use in lessons
- can study dictionary entries to see what types of information are given about the word in the entry
- can consult the many reference books and websites available on features of vocabulary.

■ Part 2: Phonology

Candidates

- can listen to recordings that they will use in class, becoming aware of the segmental and suprasegmental features they contain that are mentioned in the syllabus, or focusing on particular features. They could also do this while listening to the radio or to any spoken interaction.
- can test their knowledge through the online worksheets available on many websites.
- can consult the many reference books and websites available on the features of phonology and connected speech.

■ Part 3: Grammar

Candidates

- can take advantage of their teaching to help them prepare for this section of the test. They are advised to consult reference books on the use, meaning and form of key language that is the focus of texts or coursebook units. The teachers' books accompanying coursebooks can also give useful information about these aspects of grammar.
- can note errors made by their students in speaking and writing and analyse why these are errors and what is wrong with the language produced in the particular contexts. Errors may be in form, meaning or use.
- can test their knowledge through the online worksheets available on many websites.
- can consult the many reference books and websites available on the form, meaning and use of grammar.

■ Part 4: Discourse

Candidates

- could use spoken or written texts they will work on with their classes to become aware of the features of discourse mentioned in the syllabus. They could similarly make use of texts they read or listen to in their spare time.
- could analyse their students' written work for the strengths and weaknesses in the handling of features of discourse that they contain.
- can consult the many reference books and websites available on aspects of discourse.

Candidate name _____

Centre Number _____

Candidate Number _____

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

TEACHING KNOWLEDGE TEST

005

KNOWLEDGE ABOUT LANGUAGE

Sample Test

1 hour 20 minutes

Additional material:
Answer sheet

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 in the spaces at the top of this page. Write these details 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 the question paper and the answer sheet.

INFORMATION FOR CANDIDATES

There are 80 questions on this paper.

Each question carries one mark.

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TKT: Knowledge about Language

A teacher is completing a teacher development quiz on lexis.

For questions 1 – 6, look at the extract from a novel. Read the questions about the lexis in the extract from a novel and three possible answers listed **A**, **B** and **C**.

Choose the correct answer.

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

- 1 Which line in the text contains a compound?
A line 3 **B** line 6 **C** line 7
- 2 Which line in the text contains a noun suffix?
A line 6 **B** line 8 **C** line 12
- 3 Which line in the text contains a multi-word verb?
A line 9 **B** line 10 **C** line 11
- 4 Which line in the text contains a word which has a homonym?
A line 6 **B** line 7 **C** line 11
- 5 Which line in the text has a word containing 3 morphemes?
A line 4 **B** line 9 **C** line 11
- 6 Which line in the text contains two words which are synonymous with each other in that line?
A line 2 **B** line 5 **C** line 7

Extract from a novel

Mary turned away, feeling relieved, and looked out of the window at the quiet street below, bathed in bright sunshine, with the BGR company building in the distance. She was surprised to discover that she'd no wish to leave yet,
line 1
line 2
line 3
line 4
 even though she was also rather embarrassed to be there. Through the window, she watched an old woman dressed in a heavy coat and wearing a scarf, despite the heat.
line 5
line 6
line 7
 She was walking along the street with an elderly sad-looking dog with a bow round its neck. It was soothing to gaze out at the woman's slow movements – to watch her unfastening her heavy front gate, closing it behind her with fussy precision,
line 8
line 9
 and then, halfway to her front door, bending with difficulty to pull up a weed from the narrow bed that ran along the entire length of her front path. As she did so,
line 10
line 11
 the dog waddled towards her unsteadily and licked her wrist. The lady and her dog went indoors, and the street was empty again. It could be any Saturday.
line 12

A teacher has underlined the spelling mistakes in a student's written work and wants to give her some advice on how to correct them.

For questions 7 – 13, read the underlined spelling errors. Match the spelling errors with the teacher's advice listed A – D.

Mark the correct letter (A – D) on your answer sheet.

You will need to use some of the options more than once.

Spelling errors

Dear Sue

7 I'm smalling to tell you about my holiday. We went on a long coach journey

8 but we stoped at an interesting castle on the way. On the first day

9 I plained to go sightseeing but then I made some friends

10 and went to the beach and plaid volleyball with them instead.

11 In the end I crved when I had to say goodbye because

12 I was loveing it there so much that I didn't want to go home!

13 Hopping to see you soon

Mia

Teacher's advice

A This verb follows the basic pattern, so just add *-ed* to the infinitive for past simple or *-ing* for the present participle.

B Just drop the *-e* and add *-ing* to infinitives that end in vowel + consonant + *e*.

C When one-syllable verbs end in consonant + vowel + consonant, double the final consonant and add *-ed* or *-ing*.

D For infinitives that end in consonant + *y*, change *-y* to *-ied* to make the past form.

A teacher is selecting sentences which exemplify different types of multi-word verbs for her class.

For questions 14 – 20, match the multi-word verbs in the example sentences with the different types of multi-word verbs listed A – D.

Mark the correct letter (A – D) on your answer sheet.

You will need to use some of the options more than once.

Different types of multi-word verbs

In this sentence the multi-word verb

A takes an object. It has two particles which are both inseparable.

B takes an object. The verb and the particle are inseparable.

C takes an object. The verb and the particle are separable.

D does not take an object. Separability of the verb and the particle is not relevant.

Example sentences

14 He looked up the part of speech in his dictionary.

15 She takes after her mother both in her looks and in her behaviour.

16 The teacher mixed up the students, calling Fred and John by each other's names.

17 The plane took off from the runway, at great speed.

18 After some thought, she came up with a temporary solution.

19 She looked after all her pets with considerable care.

20 He was no longer able to put up with the situation.

A teacher has identified some sentences in a recording that contain certain features of connected speech.

For questions 21 – 28, match the phonemic transcriptions of the sentences with the features of connected speech that they contain listed A – D.

Mark the correct letter (A – D) on your answer sheet.

You will need to use some of the options more than once.

Features of connected speech

- | | |
|----------|--|
| A | intrusion (adding an extra sound) |
| B | weak form of a vowel |
| C | assimilation (a sound changing towards a neighbouring sound) |
| D | elision (omission) within a consonant cluster |

Phonemic transcriptions

- | | |
|----|---|
| 21 | / nɒt at ɔ:l /
Not at all. |
| 22 | / dɔ:km plɪz /
They don't play football there. |
| 23 | / ɡəʊ ɒn /
Go on! |
| 24 | / rɛb beɪɡ /
She bought a lovely red bag. |
| 25 | / sɔ: ɪt /
She saw it once. |
| 26 | / sændwɪʃ /
Have a sandwich. |
| 27 | / rɛəli ɪl /
She's rarely ill. |
| 28 | / tɔ:lɪs ɡɜ:l /
She's the tallest girl in our class. |

A teacher has designed a task on word stress for her students and is writing the answer key.

For questions 29 – 35, look at the word stress patterns, and the three words listed A, B and C.

Two of the words follow the stress pattern. One of the words does **NOT** follow the stress pattern.

Mark the letter (A, B or C) which does **NOT** follow the stress pattern on your answer sheet.

- | | | | | |
|----|-------|-------------------|--------------------|------------------|
| 29 | oo●oo | A international | B vegetarian | C vocabulary |
| 30 | o●oo | A demonstration | B extravagant | C thermometer |
| 31 | oo●o | A inexpensive | B disappointed | C embarrassed |
| 32 | o●ooo | A refrigerator | B communication | C appropriately |
| 33 | ●ooo | A intelligent | B calculator | C supermarket |
| 34 | ●o●o | A shopping basket | B central heating | C police station |
| 35 | o●oo | A apartment block | B public transport | C reception desk |

A teacher has designed a worksheet on verb patterns for her class and is writing the answer key.

For questions 36 – 43, match the underlined verbs in the example sentences with the verb pattern which they exemplify listed A, B and C.

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

You will need to use some of the options more than once.

Verb patterns

- | | |
|----------|---|
| A | verb followed by a direct object |
| B | verb followed by a direct object and an indirect object |
| C | verb with no object |

Example sentences

- 36 I would never have had that coffee if I'd known it would stop me sleeping.
- 37 Her eyes shone in the darkness, reflecting the light from the candle.
- 38 Ben quietly handed her the letter, looking rather nervous.
- 39 'Give your aunt over there a kiss, and then we'll go home,' his mother said.
- 40 He sat his friend on the chair and offered him a glass of water.
- 41 The man lay on his side in the sunlight, shading his eyes with his magazine.
- 42 'Jake's not as lazy as you think. He's been studying all day.'
- 43 She always buys people presents which are really special.

A teacher is correcting a letter written by one of her students, using correction symbols to show him the kind of error he has made. Each line contains one error.

For questions 44 – 50, read the student's letter. Match the error in each line with the correction symbols 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.

Correction symbols

- | | |
|----------|---|
| A | w.o. (wrong word order) |
| B | w.w. (wrong word) |
| C | str. (problem with structure of the whole sentence) |
| D | extra (take out the extra (wrong) word) |
| E | ∧ (word missing) |
| F | v.t. (wrong verb tense) |
| G | sp (spelling mistake) |
| H | p (wrong punctuation) |

Student's letter

Dear Tanya

- 44 It is so long a time that I have heard from you! What's been happening in your life? Have you yet finished all your exams?
- 45 I'm going to be in London next week. It'll be quite busy time for me but if we could meet, it'd be great? My sister, Asa, is also in London. She's working like an au pair (looking after the four children, which is hard work) and studying English as well. She was there for three months, and she'd like to meet you.

Lots of love

Haruki

A teacher has designed a worksheet on verb patterns for his students and is writing the answer key.

For questions 51 – 57, look at the verbs and the three grammatical patterns listed A, B and C.

Two of the patterns can follow the verb. One of the patterns **CANNOT** follow the verb.

Mark the pattern (A, B or C) which **CANNOT** follow the verb on your answer sheet.

51

allow

A + object + to + infinitive

B + object + *ing* formC + *ing* form

52

suggest

A + *ing* form

B + that + clause

C + object + to + infinitive

53

expect

A + that + clause

B + object + to + infinitive

C + bare infinitive

54

want

A + that + clause

B + object + to + infinitive

C + to + infinitive

55

stop

A + *ing* form

B + that + clause

C + object + *ing* form

56

prefer

A + bare infinitive

B + to + infinitive

C + *ing* form

57

teach

A + object + to + infinitive

B + object + bare infinitive

C + object + that + clause

For questions 58 – 65, match the teacher's comments with the mistakes listed A – I in the student's letter of application.

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

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

Student's letter of application

Dear Sir or Madam,

I saw your advertisement and I am very

A interested to spend three months working in the holiday camp.

B I have been studying English for 5 years, so I can easily

C talk at children from other countries in English.

D I enjoy to camp in the open air and

E I practise both swimming also tennis in my free-time.

F If I accepted for this job, it would be good for my future

G because I would like to go university in England next year.

H Please do not hesitate to contact with me

I if there are any more informations you want to know.

Yours truly,

Teacher's comments

58 You have left out a preposition here.

59 Don't forget that this is an uncountable noun, so you can't use it in the plural.

60 Use the *-ing* form after this verb.

61 This preposition gives the wrong meaning here – use another one.

62 You haven't quite linked the words in this sentence together correctly.

63 You need a preposition plus *-ing* form after this adjective.

64 There's no need for a preposition when this word is used as a verb.

65 Think about how the passive is formed.

A teacher is using extracts from conversations with her class to focus on the different functions of some expressions.

For questions 66 – 73, match the underlined expressions in the extracts from conversations with their functions listed A – E.

Mark the correct letter (A – E) on your answer sheet.

You will need to use some of the options more than once.

Functions

- | | |
|----------|-----------------------------------|
| A | opening a conversation |
| B | ongoing checking of understanding |
| C | introducing a new topic |
| D | concluding a topic |
| E | ending a conversation |

Extracts from conversations

66 Aisha: That reminds me, did I ever tell you about my holiday in Cyprus?
Mat: No, you didn't. How was it?

67 Paula: But by two o'clock I was still waiting so I phoned them again, and they promised they'd be there in ten minutes – are you with me?
Vera: Yeah.
Paula: So in the end I got Doug to come and pick me up.

68 Mauro: And so we've decided to go there in the autumn. Anyway, I mustn't keep you...

69 Martin: And hey, guess what!
Pat: What?
Martin: I've just been given two free cinema tickets. Do you want to come?
Pat: Depends what the film is.

70 Aida: Well nothing's been decided yet. Let's wait and see.
Yurcel: OK fine. How's the project going, by the way?

71 Ahmed: Have you got a minute? I just wanted to ask you what you thought about the plans for the new building?
Chen: Well I haven't studied them in detail, but...

72 Kate: And I got this fabulous designer suit on eBay.
Rod: You mean you actually bought it online?
Kate: Yeah, and I only paid £12 for it!

73 Graham: All you have to do is fill out the form online. It's really easy.
Tony: Let me get this straight – I don't need to go to the office myself?
Graham: No.

A teacher has prepared an exercise on the functions of discourse markers for his class and is writing the answer key.

For questions 74 – 80 look at the underlined discourse markers and the three possible functions listed **A**, **B** and **C**.

Choose the function which matches the discourse marker.

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

74 Di: Mum, why can't we go on holiday this summer?

Mum: Well, for a start, we can't afford it.

- A introducing the first point
- B rejecting an argument
- C introducing a new topic

75 Katya: Don't forget to buy some bread on your way home.

Tomas: I won't. Oh and by the way, I invited Jon for the weekend. Is that OK?

- A linking similar things
- B introducing a contrast
- C changing the focus

76 Employee: Can you give me some feedback on my performance so far?

Manager: Well, obviously it's all still new for you but on the whole we're very happy with the way things are going.

- A introducing a generalisation
- B making a comparison
- C stressing something

77 Attila: What do you think of Kati?

Csaba: Well, quite honestly, I don't think her singing voice is good enough for the leading role.

- A introducing a strong point of view
- B highlighting a difference of opinion
- C indicating a general truth

78

Xavi: I feel sorry for Nick.

Marta: Yes, me too. All the same, he shouldn't have done what he did.

- A agreeing with the previous point
- B putting forward a counter-argument
- C indicating a similarity of opinion

79

Sam: I'm really glad we've got Morgan as our new goalkeeper. He's great!

Gabi: Well, actually, I don't think he's as good as everyone thinks.

- A expressing surprise
- B giving details to support an opinion
- C introducing another point of view

80

Luke: I thought Hannah was enjoying university.

Kath: So did I, but apparently not any more, after last week.

- A making things clear
- B introducing a consequence
- C passing on what you've seen or heard

TKT: Knowledge about Language test administration

■ 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.

KAL 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).

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. Candidates must fill in all their answers within the time allowed for the test.

A sample OMR answer sheet can be found on page 20 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.

Grading and results

■ Grading

Candidates receive a certificate for KAL.

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

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

BAND A candidate at this level demonstrates

1 limited knowledge of KAL content areas

2 basic, but systematic knowledge of KAL content areas

3 breadth and depth of knowledge of KAL content areas

4 extensive knowledge of KAL content areas

The reporting of results for KAL 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 below).

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 10 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.

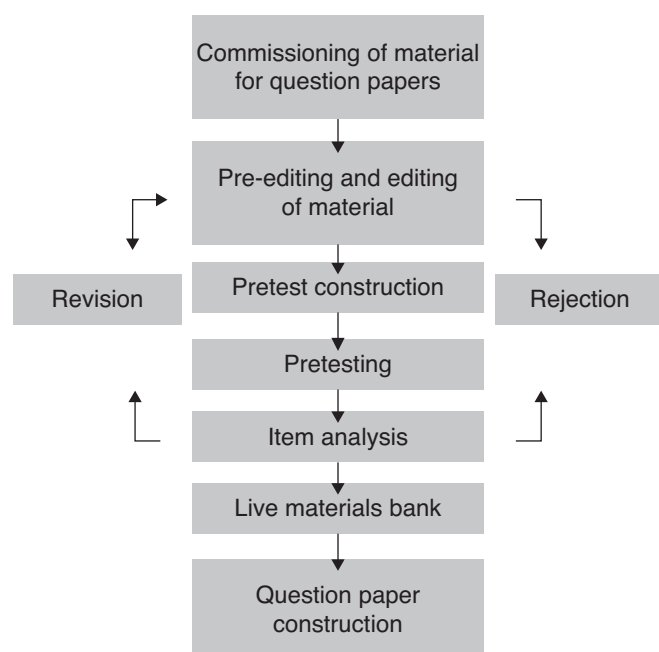
The production of TKT: Knowledge about Language

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 KAL 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 KAL 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 KAL 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 KAL pretesting, please contact the Pretesting Unit TKT Administrator on + 44 (0) 1223 558454 or TKTpretesting@CambridgeESOL.org.

Support for TKT: Knowledge about Language candidates and course providers

General information on KAL, including administration details and downloadable versions of this Handbook and sample materials, can be found by visiting

www.CambridgeESOL.org/KAL

Support material for teacher trainers will be available on the Teaching Resources website

www.CambridgeESOL.org/teach/KAL

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 the other TKT modules?

No. KAL is free-standing. Candidates are not required to take TKT Modules 1, 2 and 3 in addition to KAL.

What is the pass mark?

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

What is the date of the TKT: Knowledge about Language 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 approved local Centres, and not through the Cambridge ESOL office in Cambridge. Fees are payable to the local Centre.

How do candidates get their results?

KAL 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: Knowledge about Language?

No. However, it is advisable for candidates to have a minimum language level of Council of Europe Framework level B2.

What kind of teaching terminology will be tested in TKT: Knowledge about Language?

KAL does not test candidates' knowledge of terminology. It tests their knowledge of language systems. In doing this it may include terminology about language. See the TKT Glossary for an indication of the kinds of terms that may appear, but please note that this list is indicative only. Candidates will be expected to know this terminology. Terms about language included in the test will be ones that are regularly used in teachers' books and coursebooks. Any other more specific terms will be glossed in the test paper if they appear.

Sample test answer key

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



www.CambridgeESOL.org/exams/teaching-awards/kal.html

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