



TKT: YL (Young Learners) Part 2: Overview – Trainer’s notes

Description

This session gives an overview of TKT: YL Part 2, which covers planning and preparing young learner lessons, including working with coursebooks and supplementary materials and using additional resources such as DVD, stories and songs. Participants practise doing an odd one out task.

Time required: 45 minutes

Materials required:

- Participant’s worksheet 1 (one copy for each pair cut into strips)
- Sample task (one copy for each participant)

Aims:

- to familiarise participants with the format, content and task types of TKT: YL Part 2
- to consider lesson planning and working with supplementary materials and additional resources
- to share classroom knowledge and experience
- to practise an odd one out test question

Procedure

1. Before the session make enough copies of **Participant worksheet 1** for each pair and of the **Sample task** for each participant. Cut Participants’ Worksheet 1 into strips, so there is one set of strips for each pair.
2. Elicit or make the following points about TKT: YL Part 2:
 - TKT: YL focuses on children from 6-12 years
 - This age group are at different stages of development with varying literacy skills which has implications for lesson preparation
 - Part 2 focuses on planning and preparing young learner lessons and aspects of materials preparation
 - It also looks at ways of supporting children’s learning through adapting coursebooks and supplementary materials and using additional resources such as games, songs and handicrafts
3. (15 minutes) Tell participants they are going to do a categorisation activity in pairs which reviews the three syllabus areas of TKT: YL Part 2. Elicit or tell the group the three area headings and write them on the board:

Lesson Plan Headings Ways of Adapting Materials Possible Additional Resources

Ask participants to write these headings at the top of a clean page or piece of paper. Give out a copy of **Participant’s Worksheet 1**, cut up into strips, to each pair. Participants work together to arrange the cut up strips under the correct headings. There are 5 examples of each heading.



Feedback to whole group and brainstorm more examples for each category together on the board (see **Key** below).

4. (15 minutes) Give out the **Sample Task**. Elicit or point out the following:
 - the format of this task is 'odd one out', which is one of the TKT: YL task formats. Participants should always read instructions carefully so they are clear of what they are expected to do.
 - there are 4 different task types in TKT: YL (which is the same for all TKT modules except for TKT: Practical): 3 option multiple choice, 1-1 matching, 3/4/5 - option matching, odd one out
 - the task shows how TKT: YL tests its syllabus through objective tasks
 - the task is set within a teaching framework
5. Show participants the practice task and a sample answer sheet from the TKT: YL Handbook (page 25) and point out:
 - in the test they have to write answers on a separate answer sheet
 - the answer sheet has to be completed in the 1 hour 20 minutes allocated for the exam. Some people complete it as they work through the test; others leave it until they have finished all the questions. It doesn't matter which technique you use so long as the answer sheet is completed accurately before the end of the test.

Participants work individually to complete the **Sample Task**. Allow no more than 7 minutes for this (candidates have an average of 1 minute per question in the TKT: YL exam). Feedback to whole group to check answers and share opinions (see **Key** below).

6. (10 minutes) Ask pairs to write 3 statements about Part 2 of TKT: YL. Some statements should be true and some should be false. Participants then pass their statements to another pair, who decides if they are true or false. Feed back some points with the whole group.
7. (5 minutes) Round up to review and summarize main points covered. Ask participants:
 - **What is covered in Part 2 of the test?** (*Lesson plans, adapting course books and supplementary materials, and using additional resources such as ICT, flashcards and games to support children's learning.*)
 - **How confident to they feel about answering questions on this area of the syllabus?**
 - **How can they prepare for this part of TKT: YL?** (*Candidates can:*
 - *consider using TKT: YL headings for lesson planning*
 - *consider using additional resources and ways of adapting materials to support children's learning* (Point out that this is covered in more detail in the sessions dealing with these areas of knowledge).



Additional information

- The four syllabus areas for TKT: YL are:
 - Part 1: Knowledge of young learners and principles of teaching English to young learners
 - Part 2: Planning and preparing young learner lessons
 - Part 3: Teaching young learners
 - Part 4: Assessing young learner learning through classroom based assessment
- For information on the other three parts of TKT: YL, and a copy of the TKT: YL answer sheet, see the TKT: YL handbook at <http://www.cambridgeesol.org/resources/teacher/tkt.html>
- Participants can do the Teaching Resources activities for *TKT: Task types 1 – 4*, *TKT: YL Part 2 Lesson plans*, *TKT: YL Part 2 Selecting and adapting materials* and *TKT: YL Part 2 Using additional resources* for more information on the test format and content.

<https://www.teachers.cambridgeesol.org/ts/teachingresources>



TKT: YL (Young Learners) Part 2: Overview – Answer keys

Key to Participant's Worksheet 1

Lesson Plan Headings	Ways of Adapting Materials	Possible Additional Resources
Lesson outcomes	Adding word banks	Puppets
Personal teaching aim	Omitting unnecessary detail	Games
Resources	Simplifying language	Black/white board
Possible problems and solutions	Personalising content	Songs, chants and action rhymes
Assessment evidence	Adding visual support	DVD
Further activities from participants might include:		
Previous learning	Adding possible answers	Flash cards, pictures and drawings
Interaction patterns	Changing layout	ICT
Syllabus fit	Showing sub-titles on DVDs	Realia
Follow-up suggestions	Adapting tasks	Handicrafts
		Stories

Key to Sample Task

1. C

2. A

3. C

4. A

5. C

6. B

7. A



**TKT: YL (Young Learners) Part 2: Overview – Participant’s
Worksheet 1**



Lesson outcomes	Adding word banks	Puppets
Personal teaching aim	Omitting unnecessary detail	Games
Resources	Simplifying language	Black/white board
Possible problems and solutions	Personalising content	Songs, chants and action rhymes
Assessment evidence	Adding visual support	DVD



TKT: YL (Young Learners) Part 2: Overview – Sample Task

For questions 1 – 7, look at some teacher's comments about their lessons and the three options for completing them listed **A**, **B** and **C**.

Two of the options complete the statements correctly. One option does **NOT**.

Mark the letter (**A**, **B** or **C**) which does **NOT** complete the statement correctly.

1. When planning classes I always consider possible problems and solutions because
 - A. the children have different levels in English.
 - B. some children in the group find it hard to concentrate for very long.
 - C. using puppets in class is fun.

2. The resources for the lesson I'm planning about weather in different countries include
 - A. TPR games.
 - B. realia.
 - C. flashcards.

3. Understanding the layout of the zoo and where the different animals are is very important for following the story and the children will find this challenging so I
 - A. add a labelled diagram.
 - B. omit unnecessary information.
 - C. personalise the content.

4. The children were very interested in a new film that just came out. The newspaper review I found was really interesting but the language was above their level so I
 - A. changed the layout.
 - B. simplified the language.
 - C. added a word bank.

5. Before reading a story to the class I always
 - A. pre-teach target vocabulary.
 - B. activate children's knowledge of the theme.
 - C. let children look through the storybook.

6. Playing games in class is a good way to
 - A. create a fun atmosphere.
 - B. use DVDs.
 - C. review vocabulary.



7. When I want to stir or settle the class I sometimes

- A. personalise vocabulary.
- B. sing a song, chant or action rhyme.
- C. read the class a story.