



## TKT: YL (Young Learners) Part 2: Providing support and challenge when selecting and using materials – Trainer's notes

### Description

The session covers the syllabus area of adding to, omitting from and adapting coursebooks and supplementary materials to support and challenge children's learning. At the end of the session there is a 1-1 matching task which focuses on this area of knowledge.

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**Time required:** 45 minutes

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**Materials required:**

- Participant's worksheet 1 (one copy for each participant)
- Participant's worksheet 2 (one copy for each participant)
- Sample Task (one copy between two participants)

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**Aims:**

- to familiarise participants with the format, content and task types of TKT: YL Part 2
- to look at ways of adding to, omitting from and adapting coursebooks and supplementary materials to support and challenge children's learning
- to share classroom knowledge and experience
- to practise a TKT: YL 1-1 matching task

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### Procedure

1. Elicit or make the following points about Part 2 of TKT: YL:
  - Part 2 covers the syllabus area of planning and preparing young learner lessons
  - This session focuses on adding to, omitting from and adapting coursebooks and supplementary materials to support and challenge children's learning
  - The other areas of learning for Part 2 are planning lessons and using additional resources.
2. (10 minutes) Ask participants to work in fours to list problems and solutions when working with coursebooks and supplementary materials. A volunteer in each group can make notes for group feedback. If necessary, elicit or point out that:
  - TKT: YL is for children from 6–12 years
  - Within this age group children are at different stages of development
  - They have different levels of literacy skills which has implications for lesson planning and materials preparation
3. Put the following headings on the board:

*Using course books and supplementary materials*

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4. Ask 2 volunteers to write a list for *Problems* and a list for *Solutions* on the board from group feedback (see **Key** below).

Make or elicit further points about providing support and challenge:

- problems with parts of coursebooks may occur because e.g. skills work is at the right level but the grammar/vocabulary development is too easy
  - coursebooks are too slow-moving
  - levels within the coursebook are inconsistent.
5. (15 minutes) Give out **Participant's Worksheet 1** and explain that there is a list of problems the trainer might have with materials when preparing this session. Ask participants to work together in fours to write solutions by adapting those from the blackboard and noting them down on the worksheet.
  6. Look at Information and Word banks on **Participant's Worksheet 2** (one worksheet for each participant) and ask participants to underline anything which is new for them.
  7. Feed back with the whole group to check solutions to **Participant's Worksheet 1** and share key vocabulary for the session (see **Key** below). Discuss with participants some different ways of using information and word banks in the young learner classroom, e.g. the teacher provides word banks or children build their own word banks in notebooks.
  8. (15 minutes) Give each participant a copy of the **Sample Task**. The task focuses on using and adapting materials to support children's learning. Point out:
    - The format of the Sample Task is 1-1 matching, which is the one of the task types used in TKT: YL. It is always important to read instructions carefully so you are clear what you need to do in a task.
    - There is usually one task on adapting coursebooks and supplementary materials in the TKT: YL test.
    - The task shows how TKT: YL tests its syllabus through objective tasks.
  9. Allow participants about 6 minutes to complete the task. Participants work in pairs to do the task and consider whether working together makes the task easier or more difficult. Feed back with the whole group and share opinions on the challenges of working together or individually (see **Key** below).
  10. (5 minutes) Round up to review and summarize main points covered. Ask participants:
    - **What is covered in Part 2 of YKT: YL?** (*Planning lessons, adapting coursebooks and supplementary materials and using additional resources to support children's learning.*)



- **What have they learnt about this area of the syllabus?** (*Participants share areas of learning.*)
- **How can they prepare for this part of TKT: YL?** (*Candidates can*
  - *consider ways of adapting coursebooks and materials to support children's learning and incorporate them into lesson plans*
  - *think about providing additional challenge for the more able learners in their classes*
  - *consider ways of supporting less able learners.*)

### Additional information

- Show participants the practice test and sample answer sheet from the TKT: YL handbook and point out:
  - In the TKT: YL test they have to write answers on a separate answer sheet
  - The answer sheet has to be completed in 1 hour 20 minutes. 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.
  - The TKT: YL handbook is available to download at **<http://www.cambridgeesol.org/resources/teacher/tkt.html>**
- Participants can look at TKT: YL Part 2 sessions and TKT Overview of task types for more information on test format and content.
- Participants can do the Teaching Resources activities for *TKT: Task types 1 – 4*, *TKT: YL Part 2 Overview*, *TKT: YL Part 2 Lesson plans* and *TKT: YL Part 2 Using additional resources* for more information.

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



## TKT: YL (Young Learners) Part 2: Providing support and challenge when selecting and using materials – Answer keys

### Key to Procedure Steps

#### Step 3

#### *Using course books and supplementary materials*

<b>Problems</b>	<b>Solutions</b>
The level of grammar is too advanced	Simplify language
Vocabulary is difficult/complicated	Simplify language/add visual support
The content is unfamiliar to the class	Personalise content
The text is too detailed/complicated	Omit sentences/words
(DVD/Listening Exercise) Dialogues are too fast	Show subtitles/read transcript
(DVD/Listening Exercise) The vocabulary is difficult	Provide a glossary/word bank
Tasks are difficult/complicated	Adapt the tasks/change the layout

**Note:** The solutions above appear in the TKT: YL syllabus. Other reasonable problems and solutions should be accepted.

### Key to Participant's Worksheet 1

<b>Problems with materials</b>	<b>Possible Solutions</b>
Using practice tests in class can become repetitive	Personalise the content for teachers with TKT: YL syllabus areas and test format Change the layout
There may be new vocabulary	Each group writes a list of key words for this session on their worksheets Provide a <i>Word bank</i>
There is a lot of information about TKT: YL syllabus content in the handbook	Omit unnecessary detail Select key information for this session and provide an <i>Information bank</i>
The sample task in this session may be difficult	Add possible answers
There is a lot of information about TKT: YL test format on the website	Omit unnecessary information. Select key information for this session and provide an <i>Information bank</i>

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**Key to Sample Task**

1. G (given)    2. H    3. A    4. B    5. C    6. F    7.E (given)

(**Note:** Number 1 and 7 are given in this sample test to support learning. Answers are NOT given in the TKT: YL test)



## TKT: YL (Young Learners) Part 2: Providing support and challenge when selecting and using materials – Participant’s Worksheet 1

Participants work in fours to suggest solutions to the trainer’s problems when using TKT: YL materials. Information and Word banks are given.

<b>Problems with materials</b>	<b>Possible Solutions</b>
Using practice tests in class can become repetitive.	
There is new vocabulary.	
There is a lot of information about TKT: YL syllabus content in the handbook.	
The sample task in this session may be difficult.	
There is a lot of information about TKT: YL test format on the website.	



## TKT: YL (Young Learners) Part 2: Providing support and challenge when selecting and using materials – Participant's Worksheet 2

Underline any new information and words in the banks below.

### Information for TKT: YL test format

- There are 4 different question types in the test – 3 option multiple choice, 1-1 matching, 3/4/5 option matching and odd one out.
- In the TKT: YL test there are 80 questions to do in 1 hour 20 minutes.
- Candidates have to do three tasks on Part 2 and one task focuses on adapting course books and supplementary materials.
- Candidates write answers on a separate answer sheet.

### Information for TKT: YL Syllabus Content

There are 4 syllabus areas, or parts, in TKT: YL

- 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

Three areas of knowledge are covered in Part 2:

- i. lesson plans – components/headings
- ii. providing support and challenge when selecting and using course books and supplementary materials
- iii. additional resources – selecting, adapting and supplementing

### Word bank for this session

- personalise
- simplify
- add
- omit
- adapt
- select



## TKT: YL (Young Learners) Part 2: Providing support and challenge when selecting and using materials – Sample Task

For questions 1 – 7, match the problems teachers have with materials with the ways of supplementing or adapting those materials 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.

**(Note: 2 answers are given in this sample test to support learning. Answers are NOT given in the TKT: YL test)**

### Teachers' problems

- 1 There was a text in the coursebook about pets. I wasn't sure if my learners would know the difference between hamsters and guinea pigs and budgies and canaries. So I ... **(G)**
- 2 The children were keen to find out more about a new film which came out recently. I found a good review in a newspaper and although the language was above their level, I knew they would find it all really interesting. So I ...
- 3 The coursebook had a recipe for something that isn't popular among children in our country. I thought it would be more useful for them to study the language in a recipe for something they like. So I ...
- 4 I got some information about chocolate from a local factory but I wanted the children to read only about how it is made and not about the history of chocolate making. So I ...
- 5 The recording from the coursebook about the festivals was really interesting. But I wanted the children to do something more communicative than just listen and answer the comprehension questions. So I ...
- 6 I wanted my class to draw a Venn diagram of the similarities and differences between camels and giraffes. I knew they wouldn't think of enough things to make a very complete diagram. So I ...
- 7 The story in the coursebook was written as one long paragraph in very small print and was hard to read. So I ... **(E)**

### Ways of adapting the materials

- A personalised the content.
- B omitted some unnecessary details.
- C adapted the task.
- D added a transcript.
- E changed the layout.
- F gave them some possible answers.
- G added some visual support.
- H simplified the language.