



## TKT: YL (Young Learners) Part 3: Using practice activities – Trainer's notes

### Description

This session covers the area of knowledge 'using practice activities to consolidate children's language learning'. Participants do an information gap activity and a true/false statement task as well as a sample task which focuses on types of practice activities.

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**Time required:** 50 minutes

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**Materials required:**

- *Participant's Worksheet 1 (one copy for each participant)*
- *Participant's Worksheet 2 (A and B) (one copy for each pair of participants)*
- *Sample Task (one copy for each participant)*

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**Aims:**

- *to familiarise participants with the format, content and task types of TKT: YL Part 3.*
- *to consider different practice activities to consolidate children's language learning.*
- *to share classroom knowledge and experience.*
- *to practise a 1-1 matching task.*

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### Procedure

1. Before the class, copy the **Participant's Worksheets** and **Sample Task**. Cut **Participant's Worksheet 2** into two parts, 2A and 2B, so that there is one copy of 2A for half the group and one copy of 2B for the other half of the group.
2. If necessary, elicit or make the following points about TKT: YL:
  - TKT: YL focuses on children from 6–12 years
  - children at this age are developing cognitively and will come to class with different levels of literacy skills
  - This has implications for planning and preparing practice activities, since young children are just starting to read and write.
3. (5 minutes) Put the heading **Practice Activities** on the board and elicit from participants examples of practice activities they use to consolidate children's language learning, e.g. information gaps or chants (see **Key** below).
4. (10 minutes) Discuss briefly whether the activities on the board all have the same purpose or should be used to meet different objectives. Elicit the reasons for using one or two of the practice activities.



5. Give out **Participant's Worksheet 1**. Participants work in pairs to read the statements about different the purposes of practice activities, and decide which statements are correct and which are not.
6. Feed back with the whole group (**see Key below**).
7. (10 minutes) The same pairs now re-write the false statements to make them true.
8. Feed back together, asking volunteers to read out versions of corrected statements (see **Key to Participant's Worksheet 1**, third column).
9. Discuss with participants how each activity is affected by children's level of literacy. For example, the level and complexity of the language of songs and chants for younger children is at a lower level and more simple than for older children. Young learners with more developed literacy skills can read and write chants to invent or learn them.
10. (15 minutes) Arrange participants so they sit back to back with a partner. Give out copies of **Participant's Worksheet 2A** to one member of each pair, and **Participant's Worksheet 2B** to the other member of each pair. Participants do the information gap activity about TKT: YL (see **Key** below).
11. Give out the **Sample Task** to each participant. Allow participants about 5 minutes to complete this task.
12. Feed back together to check answers (see **Key** below). Ask participants for alternative ways of using the types of practice activities in the sample test to share classroom experience.
13. (5 minutes) Round up to review and summarize main points covered. Ask participants:
  - **What syllabus areas are covered in Part 3 of the test?** (*The title of Part 3 is teaching young learners, which includes:*
    - *scaffolding children's understanding of language and use of language through teacher language and teaching strategies*
    - *using practice activities to consolidate children's language learning*
    - *managing young learners in class.*)
  - **How is children's learning affected by their stage of development?** (*Young children are still developing literacy skills so teachers choose practice activities depending on their stage of development.*)
  - **What have they learnt about the TKT: YL test in this session?** (*Participants can comment on areas of learning about the content and format of TKT: YL*)
  - **How can they prepare for this part of TKT: YL?** (*Candidates can:*
    - *plan and prepare young learner classes using a variety of practice activities to consolidate children's language learning*
    - *reflect on the effectiveness of different practice activities during and after teaching.*)



### 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
- The TKT: YL handbook is available to download at <http://www.cambridgeesol.org/resources/teacher/tkt.html>
- Participants can do the Teaching Resources activities for *TKT: Task types 1 – 4* and for *TKT: YL Part 3 Overview*, *TKT: YL Part 3 Scaffolding learning*, and *TKT: YL Part 3 Managing young learners* for more information on the test format and content. <https://www.teachers.cambridgeesol.org/ts/teachingresources>

### Suggested follow-up activity

- Show participants the practice test and a 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.



## TKT: YL (Young Learners) Part 3: Using practice activities – Answer keys

### Key to Procedure Steps

#### Step 2

**Possible practice activities:** (Participants will have other examples from their own experience; a list of practice activities on TKT: YL syllabus is on p.8 of the **Handbook**.)

- Memory games
- True and false activities
- Songs
- Total Physical Response Activities (TPR)
- Stories
- Listen and Do (listen and draw, listen and make etc)
- Guessing games
- Categorisation activities
- Brainstorming
- Role-plays
- Surveys
- Information gap activities
- Competitive and co-operative activities
- Dictation
- Drills
- Dialogues

### Key to Sample Task

1. E                  2. G                  3. F                  4. A                  5. B                  6. C



**Key to Participant's Worksheet 1**

1. Brainstorming vocabulary before a task makes use of children's own knowledge of the topic.	<b>True</b>	
2. Songs, chants and rhymes are used only at the start of class to review language from the last class.	<b>False</b>	Songs, chants and rhymes can be used at different times and in different ways in class: as warmers, to close the lesson, as a transition from one activity to the next, to introduce new language or practise language or to channel high levels of energy.
3. Settling activities aim to provide group practice of target language.	<b>False</b>	Settling activities aim to calm and focus children after a period of activity.
4. Only stories which children know in L1 are used in YL classes.	<b>False</b>	Many different types of stories, including simplified versions of well-known fairy tales and stories written especially for children, are used to consolidate children's language learning.
5. Total Physical Response (TPR) activities mainly involve children's listening skills.	<b>True</b>	
6. Problem-solving activities consolidate children's language learning by activating their cognitive skills.	<b>True</b>	
7. Stirring activities aim to calm and focus children after a period of excitement or activity.	<b>False</b>	Stirring activities aim to awaken children after a period of quiet or of concentration.
8. Mind map activities consolidate children's language learning by creating a visual record of vocabulary on the same topic.	<b>True</b>	
9. Surveys consolidate children's language learning through reading information on resources such as CD-ROMS.	<b>False</b>	Surveys consolidate children's language learning through finding out information from others by asking questions and practising speaking skills.
10. Categorisation activities activate children's cognitive powers because they have to put things into groups depending on characteristics, for example food into fruit or vegetable groups.	<b>True</b>	



**Key to Participant's Worksheet 2**

**A and B**

The sample task is an example of **1 - 1 matching** question type.

There are **80** questions in the test.

Candidates have **1 hour 20 minutes** to complete the test.

TKT: YL covers **4** syllabus areas.

The syllabus areas are **Children's learning and development, Planning and preparing lessons, Teaching strategies for young learners and Assessment.**



## TKT: YL (Young Learners) Part 3: Using practice activities – Participant's Worksheet 1

1. Brainstorming vocabulary before a task makes use of children's own knowledge of the topic.
2. Songs, chants and rhymes should only be used at the start of class to review language from the last class.
3. Settling activities aim to provide group practice of target language.
4. Only stories which children know in L1 should be used in YL classes.
5. Total Physical Response (TPR) activities mainly involve children's listening skills.
6. Problem-solving activities consolidate children's language learning by activating their cognitive skills.
7. Stirring activities aim to calm and focus children after a period of activity.
8. Mind map activities consolidate children's language learning by creating a visual record of vocabulary on the same topic.
9. Surveys consolidate children's language learning through reading information on resources such as CD-ROMS.
10. Categorisation activities activate children's cognitive powers because they have to put things into groups depending on characteristics, for example food into fruit or vegetable groups.



### TKT: YL (Young Learners) Part 3: Using practice activities – Participant’s Worksheet 2A

**A**

The sample task is an example of \_\_\_\_\_ question type.

There are 80 questions in the test.

Candidates have \_\_\_\_\_ to complete the test.

TKT: YL covers 4 syllabus areas.

The syllabus areas are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
and \_\_\_\_\_.

### TKT: YL (Young Learners) Part 3: Using practice activities – Participant’s Worksheet 2B

**B**

The sample task is an example of 1 - 1 matching question type.

There are \_\_\_\_\_ questions in the test.

Candidates have 1 hour 20 minutes to complete the test.

TKT: YL covers \_\_\_\_\_ syllabus areas.

The syllabus areas are Children’s learning and development, Planning and preparing lessons, Teaching strategies for young learners and Assessment.





## TKT: YL (Young Learners) Part 3: Using practice activities – Sample task

For questions 1 – 6, match the descriptions of activities with the types of practice activity 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.

### Types of practice activity

- |          |                 |
|----------|-----------------|
| <b>A</b> | brainstorm      |
| <b>B</b> | information-gap |
| <b>C</b> | visualisation   |
| <b>D</b> | guessing        |
| <b>E</b> | memory activity |
| <b>F</b> | role-play       |
| <b>G</b> | drill           |

### Descriptions of activities

- |          |   |
|----------|---|
| <b>1</b> | Children close their eyes while the teacher removes one of the story sentences from the board. They open their eyes, then say which one is missing.   |
| <b>2</b> | The teacher says the sentence 'I gave her a banana', then shows pictures of e.g. a little girl, a man, a mother and father, a cat, etc. Children have to say the sentence with the correct pronoun for each.                      |
| <b>3</b> | After reading the story, the teacher chooses different children to act it out.  |
| <b>4</b> | The teacher tells the children they are going to travel in a spaceship to another planet. In groups, they make a list of things they want to take with them.  |
| <b>5</b> | Each child has a different version of a picture to their partner. Without looking at each other's picture, they take turns to describe what they see in order to find five differences.   |
| <b>6</b> | The teacher asks the children a series of questions about an imaginary day out such as, 'Where are you going?, Who's with you? What's the weather like?' Children sit quietly with their eyes closed, thinking about the answers. |