



## TKT: YL (Young Learners) Part 2: Using additional resources- Trainer's notes

### Description

This session covers the syllabus area of selecting, adapting and supplementing materials with additional resources to support children's learning. It focuses on developing an additional resource for a selected topic. There is a 3 option multiple choice task.

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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 for each participant)*

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**Aims:**

- *to familiarise participants with Part 2 content and task types*
- *to consider selecting, adapting and supplementing additional resources and use knowledge to prepare materials*
- *to review and use TKT :YL lesson plan headings and selecting materials*
- *to share knowledge and experience*
- *to practise a 3 option multiple choice test task*

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Note: This session focuses on additional resources, but involves lesson plan headings and selecting materials. These two areas of Part 2 are covered in two other sessions for TKT: YL Part 2, *TKT: YL Part 2 Lesson plans* and *TKT: YL Part 2 Providing support and challenge when selecting and using materials*, which can both be found on the Teaching Resources website. To support participants' learning, it is recommended they are done before this session.

### Procedure

1. Make the following points about TKT: YL Part 2:
  - Part 2 focuses on planning and preparing young learner lessons
  - This session focuses on selecting, adapting and supplementing materials with additional resources such as stories, songs or DVDs
  - The other sessions in Part 2 are planning lessons and adapting materials to support children's learning and have relevance to the task in this session
2. (5 minutes) Put the heading *Additional Resources* on the board and brainstorm as many examples as possible (see **Key** below).
3. (20 minutes) Tell the group they are going to work in threes to prepare part of a lesson using one of the additional resources from the board. Give out **Participant's Worksheets 1 and 2. Participant's Worksheet 1** gives topic boxes for participants



to select from. They should then complete the lesson plan, using the lesson plan headings on **Participant's Worksheet 2**. Ask them to write clearly as groups will read each others' lesson plans later. Elicit or point out:

- TKT: YL is for children from 6-12 years
  - In the TKT: YL test some tasks focus on younger children from 6–8 years, others focus on older ones from 9–12 years and some focus on a mixture of age groups.
  - Participants need to think about children's age for the task in the session and consider stage of development and varying literacy skills
4. As the groups are working, the trainer can move from group to group to monitor progress and support lesson planning. Resources can be used to refer to and support participants, e.g.
- The example lesson plan
  - Lesson plan headings (Participant's worksheet 1 in the Teaching Resources activity *TKT: YL Part 2: Lesson plans*)
  - Materials - Problems and Solutions (Participant's worksheet 1 in the Teaching Resources activity *TKT: YL Part 2: Providing support and challenge when selecting and using materials*)
5. Display participants' lesson plans around the room and circulate to read all the plans.
6. (5 minutes) Feedback to the whole group by asking:
- **Have you used any of the additional resources before? If so, which ones?**
  - **Which ones did you like?**
  - **Which additional resources would you use in your classes?**
  - **What are the problems of using additional resources?** (*e.g. preparation time, organisation, tidying up, cost, availability, etc*)
  - **What are the benefits of using them?** (*e.g. appeal to children's need to be active and play, provide concrete examples of language in use, provide variety and change of pace, provide context for language learning and practice, motivating, cater for different learning styles etc*)
7. (10 minutes) Hand out the **Sample Task** to each participant. The task focuses on the rationale for using additional resources to support children's learning. Point out:
- The task format is multiple choice, which is one of the task types used in TKT: YL. It is important to read instructions carefully to know what you are required to do.
  - Candidates have to answer 80 questions and have 1 hour 20 minutes to complete the test.
  - The task shows how TKT: YL tests its syllabus through objective tasks.



8. Allow participants about 8 minutes to complete the test individually. Feed back with the whole group to check answers. Ask participants what they have learnt through the task and how confident they feel about answering questions on this area of the syllabus.
9. (5 minutes) Round up to review and summarize main points covered. Ask participants:
  - **What is covered in Part 2 of TKT: YL?** (*Lesson plans, adapting course books and supplementary materials, and using additional resources to support children's learning.*)
  - **What new ideas for additional resources will they use in classes?**
  - **How can they prepare for this part of TKT: YL?** (*Candidates can:*
    - *try to use a range of additional resources to supplement course books and support children's learning when preparing classes*
    - *share resource ideas with colleagues*
    - *reflect on how using additional resources has affected the lesson.*

#### Additional information

- Lesson plan headings in this session are those used in the Part 2 area of knowledge: lesson plans – components/headings.
- In the TKT: YL test candidates have to answer one question on lesson planning and one on using additional resources to supplement course books and supplementary materials.
- For information on the other three parts of TKT: YL, 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 Overview*, *TKT: YL Part 2 Lesson plans* and *TKT: YL Part 2 Providing support and challenge when selecting and using materials* for more information on the test format and content.

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



## TKT: YL (Young Learners) Part 2: Using additional resources Answer keys

### Key to Procedure Steps

#### Step 2

- Stories
- Songs, chants and action rhymes
- Games (e.g. TPR, guessing, circle, memory, categorisation, etc.)
- Puppets
- Flashcards, pictures and drawings
- Realia
- Black/white board
- Handicraft activities (making mini-books, masks, personal dictionaries, posters, cards for special occasions, etc)
- ICT
- Pictures and photos
- DVDs

Note: These resources are listed in the TKT: YL syllabus. Other reasonable examples should be accepted.

### Key to Participant's Worksheets 1 and 2

#### Example Lesson Plan

<b>Topic:</b>	Food
<b>Additional Resources:</b>	Storybook 'The Tiger who came to Tea' (Judith Kerr) and Flashcards of 8 target vocabulary food items
<b>Age group:</b>	6–7 years
<b>Learning Outcomes:</b>	Children practise and learn topic vocabulary: milk, cakes, water, biscuits, sandwich, sausages, cheese, eggs.
<b>Previous Learning:</b>	Children are used to listening to stories and working with flashcards.
<b>Possible Problems and Solutions:</b>	-The storybook is authentic so language is not graded or selected - I will need to simplify some of the language - I may use L1 to explain <i>milkman</i> , <i>having tea</i> and the <i>grocer boy</i> if children are confused



	-Children will get excited after the flashcard game and will need settling before the end of class
<b>Assessment Evidence:</b>	I'll know if they have learnt food vocabulary when they have to say target words in the memory flashcard game at the end of class.

**Procedure steps:**

1.	Ask class to sit in a circle on the floor and brainstorm food vocabulary.
2.	Use food flashcards to check pronunciation of target words.
3.	Show class the story book and ask them what it is about (It's about a tiger who visits a little girl for tea and eats all the food in the house).
4.	Tell the story prompting children to use target vocabulary.
5.	Ask the class to sit at their desks and put the food flashcards on the board.
6.	Tell the class to close their eyes. Remove one flashcard and ask them to put up hands to say which one it is.
7.	Review language and finish class.

**Key to Sample Task**

1. B      2. A      3. C      4. C      5. B      6. B      7. A



## TKT: YL (Young Learners) Part 2: Using additional resources Participant's Worksheet 1

Choose from the following topic boxes to select an additional resource from the list on the board to supplement the coursebook and support children's learning.

- Use the course book notes in the topic box you choose as a starting point.
- Complete information under the lesson plan headings on Participant's Worksheet 2.

<p style="text-align: center;"><b><u>Weather</u></b></p> <p><b>Focus:</b> Vocabulary and Structure</p> <p>It's _____ ing</p> <p>It's _____ +y e.g. it's windy</p> <p><b>Skills:</b> listen to children saying what they are going to do in relation to the weather and tick the things they need from the list.</p>	<p style="text-align: center;"><b><u>Story about a dolphin - Our new friend</u></b></p> <p><b>Focus:</b> Vocabulary and structure</p> <p>he likes _____</p> <p>he doesn't like _____</p> <p><b>Skills:</b> listen to the story and order the story pictures in your book. Write the number in the box on the picture.</p>	<p style="text-align: center;"><b><u>Clothes</u></b></p> <p><b>Focus:</b> Vocabulary and structure</p> <p>s/he was _____ing</p> <p>His/ her _____ was _____</p> <p><b>Skills:</b> read the descriptions of five different spies and what they were doing. Match the texts with the pictures of the spies.</p>
<p style="text-align: center;"><b><u>Save Our Planet</u></b></p> <p><b>Focus:</b> Vocabulary and structure</p> <p>You should/ shouldn't _____ e.g. <i>you should turn off the tap while you are brushing your teeth</i></p> <p><b>Skills:</b> Writing - Make a poster to show to your classmates showing ways to save our planets' resources.</p>	<p style="text-align: center;"><b><u>Animal Magic</u></b></p> <p><b>Focus:</b> Vocabulary and descriptions</p> <p>It has got _____</p> <p>It likes/doesn't like _____</p> <p>It can _____</p> <p><b>Skills:</b> listen to an expert talking about wild animals. Write the number of the description next to the correct animal picture.</p>	<p style="text-align: center;"><b><u>Celebrations, e.g. Valentine's Day or birthdays</u></b></p> <p><b>Focus:</b> Vocabulary and pronunciation</p> <p><b>Skills:</b> listen to the Valentine's poems and underline the words that rhyme. Then say the poems.</p>



## TKT: YL (Young Learners) Part 2: Using additional resources Participant's Worksheet 2

### Lesson Plan

<b>Topic:</b>	
<b>Additional Resources:</b>	
<b>Age group:</b>	
<b>Learning Outcomes:</b>	
<b>Previous Learning:</b>	
<b>Possible Problems and Solutions:</b>	
<b>Assessment Evidence:</b>	

### Procedure steps:

1.	
2.	
3.	
4.	
5.	
6.	
7.	



## TKT: YL (Young Learners) Part 2: Using additional resources – Sample Task

For questions 1 – 7, choose the best option (A, B or C) to complete each statement about using additional resources.

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

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- 1 I often use action rhymes with my class because \_\_\_\_\_ help the children to associate words with meanings.
- A the words that rhyme
  - B the movements
  - C the tunes
- 2 I find computer games where children put sentences in the right order to make a story can be useful because children get \_\_\_\_\_.
- A immediate feedback on their answers
  - B the chance to invent interesting stories
  - C plenty of listening practice
- 3 Making origami animals in class is particularly useful for practising \_\_\_\_\_.
- A the words for different animals
  - B listening for gist
  - C following instructions
- 4 Word search puzzles can be a useful way of \_\_\_\_\_.
- A practising reading comprehension
  - B improving learners' word stress
  - C reviewing a lexical set
- 5 When I'm showing a DVD clip for the first time, I sometimes turn the sound down and ask the children to \_\_\_\_\_ what the characters are saying.
- A repeat
  - B imagine
  - C translate
- 6 I like making a video of my classes acting out little stories because they \_\_\_\_\_.
- A realise their pronunciation is not very good
  - B want to practise until they can do it really well
  - C can see whose acting skills are particularly good
- 7 I find that flashcards are particularly useful for illustrating \_\_\_\_\_.
- A concrete vocabulary items
  - B lexical chunks
  - C words that are hard to translate