



## TKT: YL (Young Learners) Part 2: Lesson plans – Trainer’s notes

### Description

This session covers components and headings in lesson plans for young learners. Participants do a matching task to examine this area of the syllabus. At the end of the session, participants practise doing a 1-1 matching task.

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**Time required:** 45 minutes

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**Materials required:**

- Participant’s Worksheet 1 (one copy for every two participants)
- Participant’s Worksheet 2 (cut up – see Procedure Step 1 below)

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**Aims:**

- to consider areas of lesson planning and lesson plan heading
- to share classroom knowledge and experience
- to practise a TKT: YL Part 2 task

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### Procedure

1. Make copies of **Participant’s Worksheet 1** so there is one for every pair. Copy **Participant’s Worksheet 2** and cut up the trainer’s notes. Stick up these notes around the room for later in the session.
2. Elicit or make the following points about TKT: YL Part 2:
  - it focuses on planning and preparing lessons for young learners
  - this session will focus on lesson planning and materials preparation
  - TKT: YL is for children from 6-12 years
  - children in this age group have different literacy skills which has implications for lesson preparation.
3. (10 minutes) Ask participants to work in pairs and discuss how they prepare lessons. Feed back some ideas with the whole group and compare procedures.

Write: Lesson Plan Headings on the board and elicit examples of possible headings that participants use in their lesson plans (see **Key** below). Tell participants that 12 headings are used in the TKT: YL syllabus and elicit as many as possible.

4. (15 minutes) Matching activity. Ask participants to work in pairs and give a copy of **Participant’s Worksheet 1** to each pair. Explain that around the room there are 8 different notes from a trainer’s lesson plan. Participants should take it in turns to find one of the notes, read it silently to themselves, report the main points to their partner and match it to one of the 8 lesson plan headings on the worksheet.
5. Feed back with the whole group to check answers and share opinions (see **Key** below).
6. Make the following points about TKT: YL:



- There are 12 lesson plan headings/components in TKT: YL and teachers can select from them to support their own lesson planning
  - Participants usually have to answer one task on lesson planning in the TKT: YL test.
7. (15 minutes) Hand out a copy of the **Sample Task** to each participant. It focuses on lesson plan headings and stages in a lesson plan. Point out or elicit:
- the format of this task is 1-1 matching, which is one of the task types used in TKT: YL. It is important to read instructions carefully so you know what the task is asking you to do.
  - There are 4 different question types in the test – 3 option multiple choice, 1-1 matching, 3/4/5 option ratio matching and odd one out.
8. Check the sample task together (see **Key** below). Ask participants what they have learnt about lesson planning in the session and how confident they feel about answering test 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 this area of the syllabus?** (*Planning and preparing lessons and lesson plan headings/components*).
  - **What have they learnt about the TKT: YL test in this session?** (*They have to answer one task on lesson planning and have less than 10 minutes per task*).
  - **How can they prepare for this part of TKT: YL?** (*Candidates can:*
    - *consider using these lesson plan components when planning their own lessons*
    - *after teaching a lesson, reflect on how the lesson plan could be improved and try to implement these improvements in their next lessons*
    - *look at the ideas in the TKT: YL Handbook pp. 10–11*)

#### Additional information

- 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 Providing support and challenge when selecting and using 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>



### 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
  - There are 4 different question types in the test – 3 option multiple choice, 1-1 matching, 3/4/5 ratio matching, odd one out
- in the TKT: YL test there are 80 questions to do in 1 hour 20 minutes.



## TKT: YL (Young Learners) Part 2: Lesson plans – answer keys

### Key to Procedure Steps

#### Step 3

Learning outcomes

Language aims

Previous learning

Possible problems and solutions

Procedure

Follow up suggestions

Syllabus fit

Extension activity

Assumptions

Learning aims

Interaction patterns

Resources

Personal teaching aim

Differentiation

Assessment evidence

Lesson evaluation

**Note:** the underlined headings appear on the TKT: YL syllabus

### Key to Participant's Worksheet 1

Learning outcomes

By the end of the session participants will have considered their own methods for lesson planning and identified different lesson plan headings

Resources needed

For this session I'll need:

- a black board for the brainstorming activity
- worksheet 1 (1 between 2)
- cut up comments for matching activity
- drawing pins to put comments on notice boards around the room
- sample task (1 each)

Possible problems and solutions

Each participant has his/her own way of preparing lessons so there will be different procedures. Point out that TKT: YL gives lesson plan headings to support lesson planning and teachers can select and use them according to teaching/learning needs

Differentiation

Some participants have just started teaching and preparing lessons while others have been teaching for a longer time so experience is very different

Interaction patterns

Comparing lesson planning - pairs

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Brainstorming - whole group

Matching - pairs

Feedback - whole group

Sample task – individual

Syllabus fit

This session ties in with TKT: YL Part 2 overview and 2 other sessions on Part 2

Assessment evidence

I'll know who is familiar with lesson plan headings from participation in the brainstorming activity and completing the sample task

Follow up suggestions

Participants might use lesson plan components when preparing their own lesson plans in future

**Key to Sample Task**

1. F

2. C

3. D

4. E

5. H

6. B

7. G





## TKT: YL (Young Learners) Part 2: Lesson plans – Participant's Worksheet 2



By the end of the session participants will have considered their own methods for lesson planning and identified different lesson plan headings

For this session I'll need

- a black board for the brainstorming activity
- worksheet 1 (1 between 2)
- cut up comments for matching activity
- drawing pins to pin comments to notice boards around the room
- sample task (1 each)

Each participant has his/her own way of preparing lessons so there will be different procedures. Point out that TKT: YL gives lesson plan headings to support lesson planning and teachers can select and use them according to teaching/learning needs

Some participants have just started teaching and preparing lessons while others have been teaching for a longer time so experience is very different



Comparing lesson planning - pairs

Brainstorming - whole group

Matching - pairs

Feedback - whole group

Sample task - individual

This session ties in with TKT: YL Overview and two other sessions on Part 2

I'll know who is familiar with lesson plan headings from participation in the brainstorming activity and completing the sample task

Participants might use lesson plan components when preparing their own lesson plans in future





## TKT: YL (Young Learners) Part 2: Lesson plans – Sample Task

For questions 1 – 7, match the teacher's notes on a vocabulary lesson plan from a resource book with the lesson plan headings 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.

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### Lesson plan headings

- |          |                       |
|----------|-----------------------|
| <b>A</b> | Assumptions           |
| <b>B</b> | Assessment evidence   |
| <b>C</b> | Differentiation       |
| <b>D</b> | Extension activity    |
| <b>E</b> | Interaction patterns  |
| <b>F</b> | Syllabus fit          |
| <b>G</b> | Personal teaching aim |
| <b>H</b> | Procedure             |



## Memory Game Lesson plan

### Teacher comments

#### Vocabulary focus

kitchen, knife, fork, spoon, plate, cup, bowl, fruit, vegetables

1

Good: they're doing healthy eating in science.

#### Before class

Copy the vocabulary worksheet of pictures and words, and cut them into flashcards.

2

One group of children can't read it, so I'll make a set of matching pictures for them.

3

Great! Children could make their own game sets to keep and practise with.

#### In class

- Review the topic of vocabulary.

- Explain the game by example, with yourself as one player, and three more children.

4

Important, because this game might be new for some children.

#### Game rules

- Mix the cards, and put the word cards face down on the table, in four rows of two, and the pictures face down on the other side of the table, also in four rows of two.

5

Explain that they must pay attention to remember where their words are.

- Ask a child to turn over a card from the picture side and to say the word, and to do the same for a card on the word side.

6

I'll know if they have learned something if they use English rather than L1 for picture cards.

- If the picture and word cards are the same object, the child keeps the two cards. If the picture and word do not match, the child puts the two cards face down again.

- The next child continues in the same way.

7

I must try to listen to all the pairs this time.

- The game is over when all the pictures and words have been matched.

