Cambridge

English Teaching

TKT: Young Learners

Teaching Knowledge Test

Handbook for teachers

Make the most of your handbook

This handbook is intended for tutors and candidates and provides information to help prepare for the TKT: Young Learners (YL) module.

For further information on any Cambridge English teaching qualifications and courses, please go to **cambridgeenglish.org/teaching-qualifications**

If you need further copies of this handbook, please email **marketingsupport@cambridgeenglish.org**
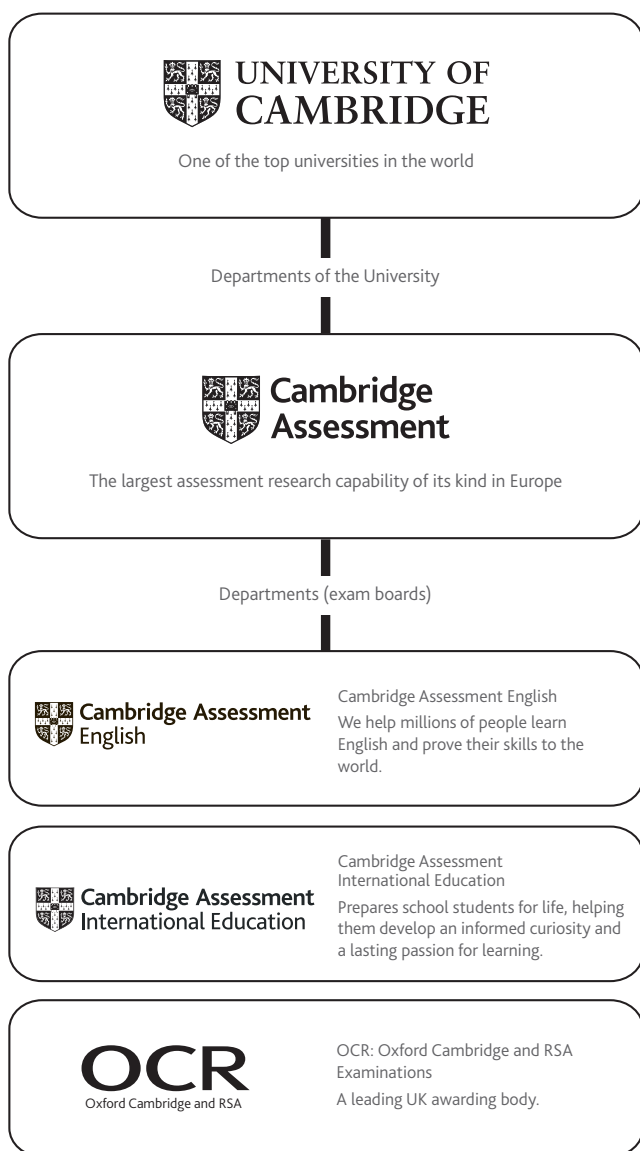
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We are Cambridge Assessment English. Part of the University of Cambridge, we help millions of people learn English and prove their skills to the world.

For us, learning English is more than just exams and grades. It's about having the confidence to communicate and access a lifetime of enriching experiences and opportunities.

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To find out more about Cambridge English Qualifications and the CEFR, go to **cambridgeenglish.org/cefr**

Cambridge English teaching qualifications

We provide a comprehensive range of industry-leading teaching qualifications, professional development and resources for teachers, wherever they are in their professional journey.

Clear progression

All our qualifications are mapped to the Cambridge English Teaching Framework which helps teachers identify where they are in their career development, where they want to be, and how to get there.

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Our commitment to providing assessment of the highest possible quality is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge English Qualifications. Of particular importance are the rigorous procedures which are used in the production and pretesting of question papers.

All our systems and processes for designing, developing and delivering exams and assessment services are certified as meeting the internationally recognised ISO 9001:2015 standard for quality management and are designed around five essential principles:

- **Validity** – are our exams an authentic test of real-life English or teaching knowledge?
- **Reliability** – do our exams behave consistently and fairly?
- **Impact** – does our assessment have a positive effect on teaching and learning?
- **Practicality** – does our assessment meet candidates' needs within available resources?
- **Quality** – how we plan, deliver and check that we provide excellence in all of these fields.

How these qualities are brought together is outlined in our publication *Principles of Good Practice*, which can be downloaded free from **cambridgeenglish.org/principles**

Cambridge English teaching qualifications – an overview

The following qualifications are available to teachers through Cambridge English teaching qualification centres:

	Candidate requirements		Qualifcation features					
	Teaching experience	Entry qualifications	Teaching age group	Can be taken pre-service	Course participation required	Assessed teaching practice	Continuous assessment/ coursework	Paper-based test
TKT: Modules 1, 2 and 3 Teaching Knowledge Test	Not essential	Not required	Primary, secondary or adults	○				○
TKT: CLIL (Content and Language Integrated Learning)	Not essential	Not required	Primary, secondary or adults	○				○
TKT: Young Learners	Not essential	Not required	Primary	○				○
CELTA Certifcate in Teaching English to Speakers of Other Languages	Not required	Qualifcations allowing access to higher education	Adults	○	○ face-to-face or online/blended options	○	○	
DELTA Module One Diploma in Teaching English to Speakers of Other Languages	Recommended	Initial teaching qualifcation	Primary, secondary or adults					○
DELTA Module Two	Required	Initial teaching qualifcation	Primary, secondary or adults		○	○	○	
DELTA Module Three	Recommended	Initial teaching qualifcation	Primary, secondary or adults				Extended Assignment	

The following courses and qualifications are available to teachers through institutions and educational authorities:

	Candidate requirements		Course/qualifcation features					
	Teaching experience	Entry qualifications	Teaching age group	Can be taken pre-service	Course participation required	Assessed teaching practice	Continuous assessment/ coursework	Online/ blended learning course option
CELT-P Certificate in English Language Teaching – Primary	Required	Local requirements for teachers apply	Primary	○	○	○	○	○
CELT-S Certificate in English Language Teaching – Secondary	Required	Local requirements for teachers apply	Secondary	○	○	○	○	○
Train the Trainer	Required	Teaching qualifcation	N/A		○			○
Certificate in EMI Skills English as a Medium of Instruction	Required	Local requirements apply	Students in higher education contexts		○		○	○
Language for Teaching – A2	N/A	A1 level English	Primary, secondary	○	○		○	○
Language for Teaching – B1	N/A	A2 level English	Primary, secondary	○	○		○	○
Language for Teaching – B2	N/A	B1 level English	Primary, secondary	○	○		○	○

Cambridge English Teaching Framework

We developed the Cambridge English Teaching Framework:

- to help teachers identify where they are in their professional career
- to help teachers and their employers think about where they want to go next and identify development activities to get there.

See the full version of the framework for detailed competency statements: **cambridgeenglish.org/teaching-framework**

Stages	Foundation	Developing
Learning and the learner	• Has a basic understanding of some language-learning concepts. • Demonstrates a little of this understanding when planning and teaching.	• Has a reasonable understanding of many language-learning concepts. • Demonstrates some of this understanding when planning and teaching.
Teaching, learning and assessment	• Has a basic understanding of some key principles of teaching, learning and assessment. • Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. • Can use available tests and basic assessment procedures to support and promote learning.	• Has a reasonable understanding of many key principles of teaching, learning and assessment. • Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. • Can design simple tests and use some assessment procedures to support and promote learning.
Language ability	• Provides accurate examples of language points taught at A1 and A2 levels. • Uses basic classroom language which is mostly accurate.	• Provides accurate examples of language points taught at A1, A2 and B1 levels. • Uses classroom language which is mostly accurate.
Language knowledge and awareness	• Is aware of some key terms for describing language. • Can answer simple learner questions with the help of reference materials.	• Has reasonable knowledge of many key terms for describing language. • Can answer most learner questions with the help of reference materials.
Professional development and values	• Can refect on a lesson with guidance and learn from feedback. • Requires guidance in self-assessing own needs.	• Can refect on a lesson without guidance and respond positively to feedback. • Can self-assess own needs and identify some areas for improvement.

Profcient	Expert
• Has a good understanding of many language-learning concepts. • Frequently demonstrates this understanding when planning and teaching.	• Has a sophisticated understanding of language-learning concepts. • Consistently demonstrates this understanding when planning and teaching.
• Has a good understanding of key principles of teaching, learning and assessment. • Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques. • Can design effective tests and use a range of assessment procedures to support and promote learning.	• Has a sophisticated understanding of key principles of teaching, learning and assessment. • Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. • Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.
• Provides accurate examples of language points taught at A1, A2, B1 and B2 levels. • Uses classroom language which is consistently accurate throughout the lesson.	• Provides accurate examples of language points taught at A1–C2 levels. • Uses a wide range of classroom language which is consistently accurate throughout the lesson.
• Has good knowledge of key terms for describing language. • Can answer most learner questions with minimal use of reference materials.	• Has sophisticated knowledge of key terms for describing language. • Can answer most learner questions in detail with minimal use of reference materials.
• Can refect critically and actively seeks feedback. • Can identify own strengths and weaknesses as a teacher, and can support other teachers.	• Consistently refects critically, observes other colleagues and is highly committed to professional development. • Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.

Teaching English to young learners – an overview

How young is a young learner?

The term young learner is interpreted differently around the world. TKT: YL defines a young learner as a child who is in their first six years of formal education, from the age of 6 to 12. This age range is used because formal schooling in many countries begins at 6, while the upper age of 12 approximates to when many children begin to experience significant cognitive and emotional changes.

How is teaching English to young learners different from teaching English to adults?

There are similarities between teaching young learners and teaching adults. Teachers of young learners will need many of the same skills in planning, teaching, classroom management and language proficiency as teachers of adults. Depending upon the educational and cultural context in which they are working, the aims of their teaching may often be similar: helping learners to understand and communicate, and to develop learning strategies which help them to learn independently.

Like adults, young learners are individuals with their own characteristics, likes, dislikes and beliefs. It is therefore difficult to generalise about teaching them. However, there are four key areas where teaching young learners differs from teaching adults:

1. Young learners are still developing cognitively, linguistically, socially, emotionally and physically. Smith (1995) describes young learners as 'products in process'. Learners aged 6–12 are still developing their thinking skills, their first language systems, their hand–eye co-ordination and other motor skills. They are still discovering the rules for interacting with others, and learning to understand their own reactions to others and to events. The breadth, volume and speed of this early development also means there are significant differences in the abilities, interests and characteristics of children within the 6–12 age range. There can be significant learner variables, for example, between children aged 8–9, and children aged 10–11 (Cephe and Teflik 2001).

2. Young learners often have no obvious reason for learning English. Many adults choose to learn English for a specific job-related purpose, or for personal reasons. Learners at secondary school are often motivated to learn English in order to pass an exam, get a job, or go to university. Young learners, by contrast, are generally conscripts in language classes (even in private tuition). They generally do not need, for example, to order a meal in English, give directions, or discuss the weather (Clark 1990) – typical focuses of early language learning classes for adults. However, the lack of a clear reason for learning English may not worry the young learner, who will very often bring goodwill, energy and curiosity to learning.

3. Young learners may not always have well-developed literacy skills to support their learning of English. Many children at the younger end of the 6–12 year-old spectrum may not be able to read and write in their own language, or may be starting to read and write – sometimes in a different script – in parallel with learning English. It is often the case, therefore, that children up to the age of about 9 may not be able to use reading or writing to support their learning in a foreign language. Cameron (2001:108) refers to this phenomenon as a 'literacy skills lag'. This means that in many young learner classrooms, talking is the main medium of input, as children may not yet have the skills to decode meaning from text.

4. Young learners often learn slowly and forget quickly. The popular belief that young learners find it somehow much easier to learn than adults is attractive, but not supported by evidence from classroom contexts where children have a few English lessons a week. From the rather limited evidence available, research tends to show that older learners (from around age 13 and up) may have advantages in terms of remembering grammar and vocabulary (Aitchison 2003, Snow and Hoefnagel-Hohle 1978), possibly due to advantages over younger learners in learning skills and cognition. In addition, given similar conditions, older learners' pronunciation may not differ significantly from that of younger learners over time (Snow and Hoefnagel-Hohle 1977).

Why teach English to young learners?

While there may not be immediate linguistic benefits in teaching English to young learners, there are many good reasons for doing so. Most crucially, positive early experiences of learning a foreign language may help young learners to develop self-esteem and positive attitudes that will equip them to study English with greater confidence when they are older. It can also help them apply more developed learning and cognitive skills to the more formal and abstract learning they may experience in secondary school.

Intercultural benefits may derive from the realisation that other countries have a language with sounds and rules different from their own. As they realise both the similarities and differences between English-speaking people and themselves, they may also learn values of tolerance, empathy and curiosity. These values will be useful in later life and for the society in which they live.

They may gain academic benefits from learning English, too: generic concepts such as time, number and changes in the season can be consolidated through learning English, as can learning skills such as planning, organising and checking work. For more on the benefits of early-start English, see Read (2003).

Aitchison, J (2003) Trickles, Bangs, Spurts, or Whimpers? Profiling the Development of the Lexicon, in *Teaching English to Young Learners*, Second International TEYL Research Seminar, York: University of York.

Cameron, L (2001) *Teaching Languages to Young Learners*, Cambridge: Cambridge University Press.

Cephe, P and Teflik, G (2001) Learner variables in learning English, *MET* 10 (1), 57–62.

Clark, J (1990) Teaching children: is it different? *JET* October 1990.

Read, C (2003) *Is younger better? English Teaching Professional* 28, Modern English Publishing.

Smith, K (1995) *Assessing Young Learners. Can we? Should we?* Testing and Young Learners Special Interest Group (IATEFL).

Snow, C and Hoefnagel-Hohle, M (1977) Age differences in the pronunciation of foreign sounds, *Language and Speech* 20, 357–365.

Snow, C and Hoefnagel-Hohle, M (1978) The Critical Period for Language Acquisition: Evidence from Second Language Learning, *Child Development* 49, 1,114–28.

Introduction to TKT

TKT tests knowledge about English language teaching. The tests are designed to encourage teachers in their professional development by providing a step in their progression on the Cambridge English Teaching Framework. Candidates can also use TKT to access further training and enhance career opportunities.

TKT – an overview

TKT is divided into separate modules. Candidates can take them all, or choose the modules that meet their needs. A certificate is received for each module completed.

The **core modules** are designed to provide a foundation in the principles and practice of English language teaching:

- TKT: Module 1 – Language and background to language learning and teaching
- TKT: Module 2 – Lesson planning and use of resources for language teaching
- TKT: Module 3 – Managing the teaching and learning process.

Teaching knowledge is assessed by means of objective-format tests, which are simple to administer and to take.

There are further **specialist modules**, which can be taken separately or added to the core modules:

- TKT: CLIL (Content and Language Integrated Learning)
- TKT: Young Learners (YL).

Please note: TKT: KAL (Knowledge about Language), TKT: Practical and computer-based TKT Modules 1, 2, and 3 are no longer available.

The aims of the modular format

The format is designed to be accessible and offer candidates maximum flexibility, and therefore does not include a compulsory course component. However, it is likely that centres and other institutions will wish to offer courses for TKT preparation.

What can successful candidates do with TKT?

TKT increases teachers' confidence and enables them to progress to other Cambridge English teaching qualifications.

TKT is recognised as an English language teaching qualification by many organisations and institutions around the world.

TKT: YL – an overview

TKT: YL is a test of knowledge of teaching English to young learners. It tests knowledge of concepts related to:

- the learning and development of young learners
- planning lessons for young learners
- teaching strategies, practice activities and resources used to support and challenge language learning in young learners.

It also tests knowledge of informal classroom assessment of young learners' work.

Who is TKT: YL suitable for?

TKT: YL is suitable for teachers of young learners who already teach other curriculum subjects in their first language, specialist young learner teachers who teach only English, or teachers of older learners or adults who also wish to teach young learners.

It can also be taken by:

- pre-service teachers
- teachers who wish to refresh their teaching knowledge
- teachers who are moving to teaching English after teaching another subject.

Entry criteria and language requirements

Candidates are not required to fulfil any specific entry criteria for TKT: YL. There are no formal English language requirements; however, candidates are expected to be familiar with language relating to the practice of English language teaching. A non-exhaustive list of teaching terminology and definitions is provided in the TKT Glossary, which can be downloaded from **cambridgeenglish.org/tkt**

Test structure

The TKT: YL module consists of a timed pencil-and-paper test, featuring 80 multiple-choice questions.

It tests candidates' knowledge of concepts related to teaching young learners, rather than their subject knowledge, proficiency in the English language, or their performance in classroom situations.

Approaches to teaching and learning

A range of approaches to teaching and learning may be covered in the test. Materials are carefully selected so that they are fair to candidates from all backgrounds and teaching contexts. Knowledge of communicative and other approaches to teaching is expected, as is familiarity with the common terminology of English language teaching (a non-exhaustive list of teaching terminology and definitions is provided in the TKT Glossary).

Sources and text types for TKT: YL preparation

Extracts, original or adapted, from the following sources may feature in TKT: YL:

- young learners' coursebooks, activity books or supplementary materials, including young learner materials found online
- the TKT Glossary
- articles relating to young learners from journals, magazines and the internet
- diagrams and other visuals
- descriptions of classroom situations.

Support for candidates and course providers

Support and general information for TKT: YL, including a downloadable version of this handbook, can be found at **cambridgeenglish.org/tkt**

Materials for course providers

For course providers, teacher training session plans and other trainer resources can be found at **cambridgeenglish.org/resources-for-teachers**

We also run free seminars and webinars for teachers, with replays available on Cambridge English TV:

Webinars for teachers: **cambridgeenglish.org/webinars**

Seminars and events: **cambridgeenglish.org/events**

Cambridge English TV: **youtube.com/cambridgeenglishtv**

Preparing for TKT: YL

It is not necessary to complete a course to enter for TKT: YL. Candidates can prepare for their exam independently, or can if they prefer, follow a course provided by an exam or teaching qualification centre.

Pretesting

Pretesting of TKT test material provides us with valuable information about candidates' performance on particular tasks. Pretesting is also useful for centres or institutions, as it gives candidates the opportunity to familiarise themselves with TKT task types under test conditions and to receive feedback on areas of strength and weakness.

If your centre or institution would like to be involved in TKT pretesting, find out more at **cambridgeenglish.org/about-pretesting**

Further information

Contact your local authorised exam centre or teaching qualification centre, or our helpdesk at **cambridgeenglish.org/helpdesk** for:

- current fees
- details of exam sessions
- more information about TKT and other Cambridge English teaching qualifications and exams.

TKT: YL administration

Entry procedure

Candidates must enter through an authorised Cambridge English examination or teaching qualification centre. For a list of centres, go to **cambridgeenglish.org/teachingcentresearch**

TKT: YL is available throughout the year and examination centres select their own test dates. Entries must be made at least six weeks in advance of a test date.

Please note that more notice may be necessary if candidates have special requirements and therefore need special arrangements (see section on Special Circumstances).

For copies of the Regulations and more details on entry procedure, current fees and further information about this and our other examinations, contact your local examination centre.

Results

Candidates receive a certificate for each module taken. Candidate performance is reported using four bands.

Band	A candidate at this level demonstrates
4	extensive knowledge of TKT: YL content areas
3	breadth and depth of knowledge of TKT: YL content areas
2	basic, but systematic knowledge of TKT: YL content areas
1	limited knowledge of TKT: YL content areas

Notification of results

TKT results are issued to centres approximately two to four weeks after we receive the answer sheets in Cambridge.

Please note that despatch of candidates' results will be delayed if they need special consideration or if malpractice is suspected (see section on Special Circumstances).

Enquiries on results must be made through the candidate's centre.

Appeals procedure

We provide a service to enable centres to appeal, on behalf of candidates, against assessment decisions that affect grades awarded to candidates, e.g. decisions relating to results and decisions relating to irregular conduct.

Candidates should first contact their centre for advice. For more information about the appeals procedure, go to **cambridgeenglish.org/help/enquiries-and-appeals**

Special Circumstances

Cambridge English Qualifications are designed to be fair to all test takers. This commitment to fairness covers:

- **Special arrangements**
  These are available for candidates with a permanent or long-term disability. Consult your Centre Exams Manager (CEM) for more details.

- **Special consideration**
  We will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.

- **Malpractice**
  We will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centres are notified if a candidate's results have been investigated.

For more information about special circumstances go to
cambridgeenglish.org/help

1 hour 20 mins

TKT: YL test overview

Paper	Number of tasks	Number of marks	Task types	Answer format
1	12	80	Objective tasks, such as matching and multiple choice.	Candidates indicate their answers by shading the correct boxes on their answer sheets. Candidates should use a pencil.

Syllabus

TKT: YL is an examination for teachers and classroom assistants who teach or will teach English to young learners. It tests knowledge of concepts related to young learner learning and development, and knowledge of young learners from a teaching perspective: the planning, teaching and assessment of young learners' work.

Title	Areas of teaching knowledge	Task types and format
Knowledge of young learners and principles of teaching English to young learners	• children's characteristics as language learners (theory focused) • developing children's learning strategies through language learning • developing children's cognitive strategies through language learning • developing children's communication strategies through language learning	2 tasks consisting of 13 questions. Tasks include matching and multiple choice.
Planning and preparing young learner lessons	• lesson plans – components/headings • providing support and challenge when selecting and using coursebooks and supplementary materials • additional resources – selecting, adapting and supplementing	3 tasks consisting of 21 questions. Tasks include matching and multiple choice.
Teaching young learners	• 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	5 tasks consisting of 33 questions. Tasks include matching and multiple choice.
Assessing young learner learning through classroom-based assessment	• purposes of different types of classroom-based assessment • focus of different types of classroom-based assessment • acting on classroom-based assessment evidence	2 tasks consisting of 13 questions. Tasks include matching and multiple choice.

Knowledge of young learners and principles of teaching English to young learners

This part of the TKT: YL module tests candidates' knowledge of children's characteristics as language learners and knowledge of how language learning can help young learners to develop learning strategies, cognitive strategies and communication strategies.

Syllabus area	Example testing focus
Children's characteristics as language learners (theory focused)	• capacity for play and fun • capacity for indirect learning: tendency to respond to meaning and the situation rather than to language • need to feel relaxed/safe • learning from social interaction (with peers and teacher) • using chunks • using limited language at their disposal creatively • some children may already be able or be beginning to understand abstracts, generalise and systematise • characteristics which vary between children: e.g. learner preferences, previous learning experience, L1 background, motivation, personality, attention spans (depending on activity and topic)
Developing children's learning strategies through language learning	• planning learning • setting learning objectives • selecting activities • organising learning • reviewing learning • remembering language or information about language • using reference resources • developing hypotheses about language rules • comparing • contrasting • self-assessment • self-correction
Developing children's cognitive strategies through language learning	• predicting • skimming • scanning • identifying • matching • categorising • deducing meaning from context • risk-taking • sequencing • ranking

Syllabus area	Example testing focus
Developing children's communication strategies through language learning	• asking for an object (*Can I have …?*) • asking for clarifcation or help (*Can you help me?/How can I …?*) • asking for information (*What's a dragon?/How do you …?*) • asking for permission (*Can I go/take/use/work with …?*) • attracting someone's attention (*Miss!*) • clarifying (*Yes, a blue one.*) • describing routines or states (*I go to bed at …/It lives in the jungle.*) • describing a personal experience (*We went to the park.*) • describing an action (*He's singing.*) • describing appearance (*It's green.*) • expressing a reason (*Because I found it.*)
	• expressing agreement/disagreement (*OK/I don't think so …*) • expressing an intention (*I'm going to draw a house.*) • expressing an opinion (*I like cats.*) • giving instructions (*Open it! Don't do that!*) • narrating (*The king said …*) • offering something (*Do you want some?*)

Planning and preparing young learner lessons

This part of the TKT: YL module tests candidates' knowledge of planning and preparing language lessons for young learners.

Syllabus area	Example testing focus
Lesson plans (components/ headings)	• learning outcomes • personal teaching aim • previous learning • resources needed • interaction patterns (plenary, groups, pairs, individual) • procedure • possible problems and solutions • differentiation • assessment evidence • syllabus ft • follow-up suggestions • lesson evaluation
Providing support and challenge when selecting and using coursebooks and supplementary materials	• adding to, omitting from and adapting coursebooks and supplementary materials to support and challenge children's learning: ○ adding visual support ○ adding word banks ○ adding possible answers ○ omitting unnecessary detail ○ simplifying language ○ personalising content ○ changing layout ○ adapting tasks

Syllabus area	Example testing focus
Additional resources – selecting, adapting and supplementing	Planning and sequencing lessons involving coursebooks and supplementary materials through the use and adaptation of: • stories • games (e.g. physical response, guessing, memory, categorisation games) • puppets • realia • fashcar ds, pictures and drawings • blackboard/whiteboard • art and craft materials and activities (e.g. making and designing mini-books, origami animals, personal dictionaries, masks, puppets, weather charts, cards for special occasions) • action rhymes, songs and chants • ICT • video clips (both commercial and class made)

Teaching young learners

This part of the TKT: YL module tests candidates' knowledge of strategies for teaching language to young learners.

Syllabus area	Example testing focus
Scaffolding children's understanding of language and use of language through teacher language	• using language at children's level • adjusting language to children's level: repeating, rephrasing, allowing wait time after asking a question • asking appropriate questions: closed, open, divergent, convergent • supporting language with gestures and actions (facial expressions, making sounds, pointing, nodding) • correcting: reformulating, recasting, ignoring error • using L1 when appropriate
Scaffolding through teaching strategies (see Moon 2000)*	• creating a clear or familiar context for an activity • creating a clear purpose for an activity which makes sense from a child's perspective • providing language models or prompts for an activity or topic (e.g. through puppets, drawings) • reviewing language needed for an activity or topic • demonstrating through a model and/or example how to do an activity • moving from known to unknown in an activity • focusing on visible objects, actions and information • using practical activities in which language is supported by action • supporting meaning with visuals and/or objects (e.g. puppets, mascots) • creating opportunities for learning through different senses • relating activities to children's personal experiences • use of word banks, language frames, substitution tables, sentence starters, speech bubbles, different kinds of charts, diagrams and grids to support both input and output

* Moon, J (2000) *Children Learning English*, Oxford: Macmillan Heinemann.

Syllabus area	Example testing focus
Using practice activities to consolidate children's language learning	• stirrers and settlers • competitive and co-operative activities • listen-and-do (physical response), listen-and-make, listen-and-draw, listen-and-say • dictation • visualisation • brainstorming • drills • chants • dialogue • songs • role-play • stories • surveys • information-gap activities • guessing activities • memory activities • categorisation activities • problem-solving activities
Managing young learners in class	• getting and keeping children's attention • checking understanding • correction strategies (recasting, reformulating, ignoring errors, plus a limited focus on direct correction techniques) • using and managing individual, pair, group and whole-class work • establishing routines to develop responsible behaviour and help children to feel safe • giving children practical responsibilities

Assessing young learner learning through classroom-based assessment

This part of the TKT: YL module tests candidates' knowledge of assessing young learner learning in the classroom, and knowledge of how to respond to the information provided by classroom assessment.

Syllabus area	Example testing focus
Purposes of different types of classroom-based assessment	• identifying progress in language, learning strategies, use of skills • identifying achievement in language, learning strategies, use of skills • diagnosing strengths and weaknesses in language, learning strategies, use of skills, gaining feedback on learning objectives of lesson or of syllabus • identifying children's likes and dislikes
Focus of different types of classroom-based assessment	• language • behaviour • learning strategies • cognitive strategies • communication strategies
Acting on classroom-based assessment evidence	• providing oral and written formative feedback in class • adjusting teaching materials • adjusting task types • adjusting classroom management

Preparing for TKT: YL

General

TKT: YL is concerned with teaching English to young learners. Teachers may therefore be able to use their own teaching situation as a means of preparing for the test.

Before a lesson, candidates could:

- look at the language demands of the lesson and decide what kind of support is needed so that learners can understand and produce the language in spoken and written English
- notice any particular difficulties and include additional support for learners who need it
- think about providing additional challenge for learners who need it
- provide young learners with an opportunity to reflect on what they have learned at the end of the lesson.

While teaching a lesson, candidates could:

- note any common strengths and problems young learners have in understanding and using key language
- monitor and take note of young learners' ability to work effectively at different stages of the lesson.

After a lesson, candidates could:

- consider possible reasons for young learners' success or difficulty in understanding and using key language
- consider possible reasons for the effectiveness or ineffectiveness of different lesson stages
- consider what changes, if any, they might make in their future lesson with their young learners class.

Candidates should also become familiar with supplementary materials for teaching English to young learners. When looking at these materials it is useful to think about how the learner can access them by asking questions such as:

- Is the topic appropriate for my young learners?
- Is the language load manageable and relevant for my young learners?
- What will I need to adapt, omit or add to in the materials?

Candidates will find it helpful to familiarise themselves with the exam format and task types by looking at the TKT: YL syllabus information and the sample paper in this handbook.

Knowledge of young learners and principles of teaching English to young learners

Candidates can consider, discuss or read about:

- young learners' characteristics as language learners
- how language learning can help young learners to develop learning strategies, cognitive strategies and communication strategies.

Planning and preparing young learner lessons

Candidates can consider, discuss or read about:

- what needs to be planned before teaching a young learner lesson or series of lessons
- different ways of providing support and challenge in young learner materials
- the use of additional classroom resources in young learner lessons.

Teaching young learners

Candidates can consider, discuss or read about:

- scaffolding young learners' understanding and use of language
- using practice activities in young learner lessons
- managing young learners in class.

Assessing young learner learning through classroom-based assessment

Candidates can consider, discuss or read about:

- purposes of and focuses for assessing young learners' work in class
- ways of responding to the information classroom assessment provides.

2

For questions **1 – 6**, match the teacher's comments on her approach to teaching with the young learner needs and characteristics 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.

Young learner needs and characteristics

Young learners like to have:

A   routines in the classroom.

B   personalised feedback on their language.

C   opportunities to respond to and use language creatively.

D   the chance to have fun as a whole class.

E   help with underlying language patterns.

F   opportunities for physical movement/activity.

G   enough time to complete their work.

Teacher's comments

1   They're often sleepy in the afternoons so we generally do some group project work where they're measuring or doing something like a science experiment.

2   They worry about their spelling so, each week, we choose a vowel sound and brainstorm all the words we can think of. Then we look at how they're spelt and categorise them.

3   One of the things my pupils like most is to learn a chant and then try to say it faster and faster but still keep in time. That part's really hard!

4   At the start of the lesson, two pupils give out the books and another writes the date on the board.

5   We often do visualisations. They close their eyes and I ask them questions about a story: who's in it? where are they? what happens? Then they draw a picture and write a few sentences about it.

6   I've got a bank of worksheets at the back of the room for fast finishers so that they don't get bored waiting for everyone else.

3

For questions **7 – 13**, match the teachers' instructions with the main cognitive strategies they are helping to develop listed **A – D**.

Mark the correct letter (**A – D**) on your answer sheet.

Main cognitive strategies

A   categorising

B   predicting

C   ranking

D   inferring

Teachers' instructions

7   Look at the monsters in these pictures. Which one's naughty? How do you know?

8   Look at these letters and then try to find the animal word I'm thinking of. Are you ready? First word: D – O –…. Next word: S – N – …. next one: C – A ….

9   Cut out the five pictures of food. Stick your favourite one here at the top and write the name under it. Then put your next favourite one under it, and so on.

10   Listen to these people's voices. Which person sounds happy?

11   On this paper you've got two circles. In this circle, draw two things you only wear in winter and in the other, draw two things you only wear in summer.

12   On the board there are pictures of Sue, a shoe and a zoo. Listen to this word and tell me which picture to write it under. Now listen to these words.

13   Here are pictures of 10 things to take on holiday. In pairs, choose the five most important for you.

Turn over ▶

For questions **14 – 20**, match the teacher's comments 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.

Lesson plan headings

A Assumptions

B Assessment evidence

C Differentiation

D Extension activity

E Interaction patterns

F Syllabus fit

G Personal teaching aim

H Procedure

Memory Game Lesson plan

Teacher comments

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

14 | *Good: they're doing healthy eating in science.*

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

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

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

In class
• Review the topic of vocabulary.

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

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

18 | *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.

19 | *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.

20 | *The next child continues in the same way.*

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

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

Turn over ▶

6

For questions **21 – 27**, 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.

Teachers' problems

21 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.

22 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.

23 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.

24 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.

25 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.

26 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.

27 The story in the coursebook was written as one long paragraph in very small print and was hard to read.

Ways of adapting the materials

A personalising the content

B omitting some unnecessary details

C adapting the task

D adding a transcript

E changing the layout

F giving them some possible answers

G adding some visual support

H simplifying the language

7

For questions **28 – 34**, look at the statements about using additional resources and choose the option (**A**, **B** or **C**) which completes each statement.

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

28 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

29 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

30 Making origami animals in class is particularly useful for practising _____.

   A the words for different animals
   B listening for gist
   C following instructions

31 Wordsearch puzzles can be a useful way of _____.

   A practising reading comprehension
   B improving learners' word stress
   C reviewing a lexical set

32 When I'm showing a video 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

33 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

34 I find that flashcards are particularly useful for illustrating _____.

   A concrete vocabulary items
   B lexical chunks
   C words that are hard to translate

Turn over ▶

For questions **35 – 41**, match the teacher classroom language in the examples with the strategies for scaffolding children's understanding and language use 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.

Strategies for scaffolding children's understanding and language use

A   reformulating

B   prompting

C   echo correcting

D   defining

E   giving an example

F   demonstrating

G   ignoring error

H   asking an open question

Teacher classroom language

35 Child: What does 'animal' mean?
    Teacher: Cats and horses are animals.

36 Child: This Martin's pen.
    Teacher: OK. Well can you give it back to him, please.

37 Child: Last Saturday my auntie take me to the cinema.
    Teacher: Take?

38 Child: Sorry. I don't understand.
    Teacher: Put your chair like this. Then you can't see Sam's picture.

39 Child: This dinosaur is more big.
    Teacher: OK, this dinosaur's bigger.

40 Child: What's an insect?
    Teacher: It's an animal with six legs.

41 Child: I can't remember the name of the colour.
    Teacher: Pur ...
    Child: Purple.

For questions **42 – 48**, match the examples of what fast finishers do in class with the scaffolding strategies for challenging them listed **A, B and C**.

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

Scaffolding strategies for challenging fast finishers

A   Children check their own work.

B   Children help other children who have not finished yet.

C   Children do an extension activity.

What fast finishers do

42 Write the name of five objects which are usually red.

43 Compare their answers to a comprehension task about a story with the answer key at the back of their coursebook.

44 Explain in L1 how to do a sequencing task to a group having problems doing the task.

45 Draw a picture to illustrate the chant they have written.

46 Proofread their short description of a typical day in their life before they give it to the teacher.

47 Choose a graded reader from a reading box the teacher keeps in the classroom.

48 Answer another child's questions about the meaning of some words in a survey the class are preparing.

For questions **49 – 54**, 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

A	brainstorm
B	information-gap
C	visualisation
D	guessing
E	memory activity
F	role-play
G	drill

Descriptions of activities

49 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.

50 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. Children have to say the sentence with the correct pronoun for each.

51 After reading the story, the teacher chooses different children to act it out.

52 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.

53 Each child has a different version of a picture from their partner. Without looking at each other's picture, they take turns to describe what they see in order to find five differences.

54 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.

For questions **55 – 60**, look at the statements about the uses of classroom practice activities and choose the option (**A**, **B** or **C**) which completes each statement.

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

55 Brainstorming vocabulary before a task

A makes use of children's own experience and memories of the topic.
B helps children deduce meaning from context.
C creates an information-gap activity.

56 Role-play can provide children with the opportunity to

A practise writing skills.
B do jigsaw listening.
C consolidate language chunks.

57 Settling activities aim to

A create a competitive classroom atmosphere.
B calm and focus children after a period of activity.
C provide group practice of target language.

58 Visualisation activities involve children in

A using mind maps to record vocabulary.
B closing their eyes and listening to the teacher.
C looking at pictures in groups.

59 Total Physical Response activities involve mainly

A children's writing skills.
B children's reading skills.
C children's listening skills.

60 Problem-solving activities consolidate children's language learning by

A activating their cognitive skills.
B presenting new language.
C highlighting the importance of accurate pronunciation.

Turn over ▶

TKT: YL test

For questions **61 – 67**, match the teacher's comments with the areas of managing the class to support children's language learning listed **A – D**.

Mark the correct letter (**A – D**) on your answer sheet.

Areas of managing a class

- **A** getting children's attention
- **B** checking understanding
- **C** correcting language
- **D** establishing routines to develop responsible behaviour

Teacher's comments

61 Very good try Martha, but remember to change the order of the words to make a question.

62 OK, thank you everyone. Are you ready to move on to the next task now?

63 Where should I put *usually* on our list? Is it nearer to *always* or to *never?*

64 Yes, I can hear a lot of people who know the right answer but if I don't see any hands up, I don't know who to ask.

65 Five seconds to finish, and four, three, two, one excellent. Now let's watch the next part.

66 It's a lovely sunny day, so tell me which of these clothes I don't need to wear – *shorts, gloves, a scarf, a T-shirt.*

67 No, he said *fifteen* chocolates, not *fifty*.

For questions **68 – 73**, look at the incomplete statements about assessing children in class and the three options for completing them listed **A**, **B** and **C**.

Two of the options would be good teacher decisions about assessing children in class. One of the options would **NOT** be a good teacher decision.

Mark the option (**A**, **B** or **C**) which would **NOT** be a good teacher decision on your answer sheet.

---

68 To assess their cognitive skills, the teacher would **NOT** ask the children to

- **A** answer true/false questions about their favourite types of food.
- **B** put pictures of food into two groups: food they like and food they don't like.
- **C** sequence the prices of different foods from the cheapest to the most expensive.

69 To assess their ability to use language creatively, the teacher would **NOT** ask the children to

- **A** listen to and perform a jazz chant in pairs.
- **B** take part in a role-play in pairs.
- **C** talk about their last holiday in pairs.

70 To assess their listening comprehension skills, the teacher would **NOT** ask the children to listen and

- **A** mime the words in a song.
- **B** follow a text with the words of a song.
- **C** answer some questions about a song.

71 To assess their spelling, the teacher would **NOT** ask the children to look at pictures and

- **A** fill in a crossword puzzle using the pictures as clues.
- **B** use the words in a substitution drill.
- **C** label the items in the space provided.

72 To assess their ability to review their learning, the teacher would **NOT** ask the children to think about the lesson and to

- **A** decide what things they were good at.
- **B** list the words they understood.
- **C** say which activities they liked.

73 To assess their ability to remember language, the teacher would **NOT** ask the children to

- **A** fill in the gaps in a text about different types of clothes.
- **B** match words relating to clothes to pictures of different clothes.
- **C** listen to a song about different clothes.

14

For questions **74 – 80**, match the examples of teacher feedback with the main focus of the feedback listed **A**, **B** and **C**.

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

Main focus of feedback

A children's use of learning strategies

B children's use of language

C children's behaviour

Examples of teacher feedback

74 OK: is it *he* or *she* for your sister?

75 This group, you gave everyone a chance to speak. Well done!

76 That's interesting: why did you answer the easier story questions first and the harder ones last?

77 It was a really good idea to plan your poster before you started to draw it.

78 That's right, it's a house.

79 Thanks for tidying up the desks so quickly.

80 Yes, sure, it's fine to use the picture dictionary to find words.

Answer key

1	F	21	G	41	B	61	C
2	E	22	H	42	C	62	A
3	D	23	A	43	A	63	B
4	A	24	B	44	B	64	D
5	C	25	C	45	C	65	A
6	G	26	F	46	A	66	B
7	D	27	E	47	C	67	C
8	B	28	B	48	B	68	A
9	C	29	A	49	E	69	A
10	D	30	C	50	G	70	B
11	A	31	C	51	F	71	B
12	A	32	B	52	A	72	C
13	C	33	B	53	B	73	C
14	F	34	A	54	C	74	B
15	C	35	E	55	A	75	C
16	D	36	G	56	C	76	A
17	A	37	C	57	B	77	A
18	H	38	F	58	B	78	B
19	B	39	A	59	C	79	C
20	G	40	D	60	A	80	A

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Cambridge Assessment English

Candidate Name	
Centre Name	
Examination Title	
Candidate Signature	

Candidate Number	
Centre Number	
Examination Details	
Assessment Date	

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ○

Teaching Knowledge Test Candidate Answer Sheet

Instructions
Use a PENCIL (B or HB).
Rub out any answer you want to change with an eraser.

For Parts 1, 2, 3, 4 and 5:
Mark ONE letter for each answer.
For example: If you think A is the right answer to
the question, mark your answer sheet like this:

`0` A● B○ C○

	A B C D E F G H I
1	○ ○ ○ ○ ○ ○ ○ ○ ○
2	○ ○ ○ ○ ○ ○ ○ ○ ○
3	○ ○ ○ ○ ○ ○ ○ ○ ○
4	○ ○ ○ ○ ○ ○ ○ ○ ○
5	○ ○ ○ ○ ○ ○ ○ ○ ○
6	○ ○ ○ ○ ○ ○ ○ ○ ○
7	○ ○ ○ ○ ○ ○ ○ ○ ○
8	○ ○ ○ ○ ○ ○ ○ ○ ○
9	○ ○ ○ ○ ○ ○ ○ ○ ○
10	○ ○ ○ ○ ○ ○ ○ ○ ○
11	○ ○ ○ ○ ○ ○ ○ ○ ○
12	○ ○ ○ ○ ○ ○ ○ ○ ○

	A B C D E F G H I
13	○ ○ ○ ○ ○ ○ ○ ○ ○
14	○ ○ ○ ○ ○ ○ ○ ○ ○
15	○ ○ ○ ○ ○ ○ ○ ○ ○
16	○ ○ ○ ○ ○ ○ ○ ○ ○
17	○ ○ ○ ○ ○ ○ ○ ○ ○
18	○ ○ ○ ○ ○ ○ ○ ○ ○
19	○ ○ ○ ○ ○ ○ ○ ○ ○
20	○ ○ ○ ○ ○ ○ ○ ○ ○
21	○ ○ ○ ○ ○ ○ ○ ○ ○
22	○ ○ ○ ○ ○ ○ ○ ○ ○
23	○ ○ ○ ○ ○ ○ ○ ○ ○
24	○ ○ ○ ○ ○ ○ ○ ○ ○

	A	B	C	D	E	F	G	H	I
25	○	○	○	○	○	○	○	○	○
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	A	B	C	D	E	F	G	H	I
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54	○	○	○	○	○	○	○	○	○
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73	○	○	○	○	○	○	○	○	○
74	○	○	○	○	○	○	○	○	○
75	○	○	○	○	○	○	○	○	○
76	○	○	○	○	○	○	○	○	○
77	○	○	○	○	○	○	○	○	○
78	○	○	○	○	○	○	○	○	○
79	○	○	○	○	○	○	○	○	○
80	○	○	○	○	○	○	○	○	○

More Cambridge English teaching qualifications and courses

We offer a number of practical, flexible courses and qualifications for new or experienced English language teachers:

CELTA (Certificate in Teaching English to Speakers of Other Languages)

CELTA is an initial qualification for people with little or no previous teaching experience, or who have experience but no qualification. The CELTA course focuses on the principles of effective teaching and a range of practical skills for teaching English to adult learners. The course includes hands-on teaching practice and an alternative blended learning delivery option.

DELTA (Diploma in Teaching English to Speakers of Other Languages)

DELTA is a flexible way for experienced English language teachers to progress further in their careers. DELTA can be taken at any stage in a teacher's career and is ideal for those wanting to develop/extend their teaching knowledge and improve their teaching practice. It is made up of three independent modules which can be taken in any order and over any time period. Candidates receive a certificate for each module passed. On completion of all three modules, teachers can request the over-arching DELTA certificate. There are both face-to-face and blended/online delivery options.

The following courses and qualifications are available to teachers through institutions and educational authorities:

CELT-P (Certificate in English Language Teaching – Primary)

This qualification is for English language teachers working in primary education (6–12 year olds). Teachers learn how to improve their classroom performance through a combination of online study and observed teaching practice.

CELT-S (Certificate in English Language Teaching – Secondary)

This qualification is for English language teachers working in secondary education (11–18 year olds). Teachers improve their classroom performance through a combination of online study and observed teaching practice.

Language for Teaching courses

The three Language for Teaching courses are for English language teachers working in primary and secondary education. They give teachers the language they need to teach English with confidence. Teachers improve their general English, as well as learn the professional language they need for effective communication in English, both inside and outside the classroom. Each Language for Teaching course covers one level of the Common European Framework of Reference (CEFR), so the three courses combined take teachers from CEFR Level A1 to B2. On completion, teachers can consider taking a Cambridge English language exam.

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The Certificate in EMI Skills is for higher education teaching staff whose first language is not English, but who use English as the Medium of Instruction to deliver their subject. It helps institutions to enhance teaching quality by improving the English skills of their faculty.

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This course is for experienced teachers who would like to develop the knowledge and skills to become teacher trainers. It combines the development of generic training skills with course-specific familiarisation. The course will enable experienced teachers to provide training on the CELT-P and CELT-S courses.

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