

## TKT: YL (Young Learners) Part 3: Scaffolding Children's Understanding and Use of Language – Sample task

For questions 1 – 7, 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

- |   |   |
|---|---|
| 1 | Child: What does 'animal' mean?<br>Teacher: Cats and horses are animals.                                  |
| 2 | Child: This Martin's pen.<br>Teacher: OK. Well can you give it back to him, please.                       |
| 3 | Child: Last Saturday my auntie take me to the cinema.<br>Teacher: Take?                                   |
| 4 | Child: Sorry. I don't understand.<br>Teacher: Put your chair like this. Then you can't see Sam's picture. |
| 5 | Child: This dinosaur is more big.<br>Teacher: OK, this dinosaur's bigger.                                 |
| 6 | Child: What's an insect?<br>Teacher: It's an animal with six legs.  |
| 7 | Child: I can't remember the name of the colour.<br>Teacher: Pur ...<br>Child: Purple.                     |