

TKT Module 2: Common sequences in lessons – Teacher’s Notes

Description

In this activity, participants explore common sequences in lessons through different sequencing activities. They consider sequences typical to different lesson types and complete a sample task. Common sequencing in lessons is tested in TKT Module 2 Part 1.

Time required: 50 minutes

Materials required:

- Participant’s Worksheet 1 (cut into boxes, one box per participant)
- Participant’s Worksheet 2 (cut into strips, one set for each pair)
- Participant’s Worksheet 3 (one for each participant)
- Sample Task (one for each participant)

Aims:

- To familiarise participants with common sequencing in lessons
- To provide practice in completing tasks in which sequencing lesson stages is the testing focus.

Procedure

1. Before the session, cut up **Participant’s worksheet 1** into separate boxes. Each box is a stage of a lesson, and each row of three boxes forms one lesson sequence. There are six lesson sequences in total. Repeat or reduce the number of boxes according to the size of your group, ensuring each lesson sequence is complete. If the number of participants is not divisible by 3, repeat one or two of the stages from one lesson sequence.

Cut up **Participant’s worksheet 2** into strips so there is one set of strips for each pair of participants.

2. (10 minutes) Give each participant one stage of a lesson from **Participant’s worksheet 1**. Explain that the pieces of paper are the stages of different lesson sequences and that there are three stages for each lesson sequence. Participants walk around saying their stages to other participants until they find two other people with stages from the same lesson sequence. They should then sit together in groups of three, put their stages in order and discuss what would come before and what would come after the three stages.
3. Feed back with the whole group so that participants can share their sequences (see key below). Ask participants to think about what they had to do in the activity (*sequence stages of lessons*). Tell participants that ‘sequencing stages of lessons’ is a syllabus area tested in TKT Module 2 Part 1.
4. (10 minutes) Hand out **Participant’s worksheet 2**, cut into strips, to each pair. In pairs, participants look at the stages of the lesson on the strips and arrange them into a logical sequence. Check answers together (see key below).
5. (10 minutes) Still in pairs, participants discuss:
 - **What strategies are useful for sequencing lesson stages?**

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- **What are the useful words/phrases to look out for that can help with sequencing lesson stages?**
6. Feed back with the whole group so that participants can share their ideas (see key below).
 7. (15 minutes) Give out **Sample Task**. Participants complete the sample task on their own then compare their answers with a partner. Check answers together (see key below).
 8. (5 minutes) Round up to summarise points covered. Ask participants:
 - **What is the TKT Module 2 syllabus area for this lesson?** (common sequences in lessons)
 - **What issues do you find difficult about this syllabus area?** (allow participants to share ideas)
 - **How can you prepare for this section of the test?** (review different types of lessons, e.g. reading lessons, listening lessons, language focus lessons, writing lessons, speaking lessons, looking at the stages and the sequencing)

TKT Module 2: Common sequences in lessons – Answer Keys

Key to Participant's Worksheet 1

Before	Stage 1	Stage 2	Stage 3	After
Introduce the topic	Pre-teach vocabulary for reading.	Learners read for gist.	Learners read for detail.	Focus on interesting language in text.
Establish the meaning of new language.	The teacher provides a model of the language.	The teacher drills language chorally.	The teacher drills language individually.	Students do a controlled practice activity.
Introduce the topic.	Pre-teach vocabulary for listening.	Learners listen for gist.	Learners listen for detail.	discussion based on topic
Teacher and students greet each other.	The teacher introduces a new student to the class.	The new student tells the class something about himself.	The other students respond with some information about themselves.	pair or small group work to help new student to integrate
Language work, e.g. pronunciation practice	The teacher gives instructions for a role play.	The students practise the role play in pairs.	Two students perform their role play in front of the class.	Other students perform for each other.
listening to or reading a similar story as a model	The students write a story.	The students exchange their stories with a partner.	Students read their partner's stories and suggest improvements.	Students rewrite their stories to improve them.

Key to Participant's Worksheet 2

E J G A H D B K C I F

Key to Procedure Step 5

What strategies are useful for sequencing lesson stages?

- Read the instructions for the task, as it tells you about the context of the lesson.
- Read all of the stages so that you get an overall picture of what is going on in the lesson.
- When you read an individual stage, think about what would be necessary for the teacher to do before this stage, as well as what would most naturally follow this stage.

What are the useful words/phrases to look out for that can help with sequencing lesson stages?

- 'Lead in' usually comes at the start of the lesson
- 'Gist' listening or reading comes before detailed listening or reading
- 'again' signals that something connected to this happened in an earlier stage
- 'for homework' is likely to come towards the end
- 'checking in pairs' usually comes after an activity has been completed individually.

Key to Sample Task

1 B 2 E 3 C 4 A 5 D

TKT Module 2: Common sequences in lessons – Participant’s Worksheet 1

Pre-teach vocabulary for reading.	Learners read for gist.	Learners read for detail.
The teacher provides a model of the language.	The teacher drills language chorally.	The teacher drills language individually.
Pre teach vocabulary for listening.	Learners listen for gist.	Learners listen for detail.
The teacher introduces a new student to the class.	The new student tells the class something about himself.	The other students respond with some information about themselves.
The teacher gives instructions for a role play.	The students practise the role play in pairs.	Two students perform their role play in front of the class.
The students write a story.	The students exchange their stories with a partner.	Students read their partner’s stories and suggest improvements.

TKT Module 2: Common sequences in lessons – Participant’s Worksheet 2

Arrange the stages of this language focus/ language practice lesson into an appropriate lesson sequence.

A. The teacher asks students to listen to her giving model sentences using the words in comparative sentences.
B. The teacher asks students to list in pairs different adjectives to compare two other cities, e.g. New York, Athens, and writes the adjectives on the board.
C. The teacher asks the students to report back their comparisons to the whole class.
D. The teacher points out how the comparative of long and short adjectives is formed.
E. The teacher asks students about which cities or big towns they have visited, and which ones they prefer and why.
F. Students report back their decisions to the whole class.
G. The teacher asks students how these cities are different, and puts relevant adjectives on the board, e.g. big, clean, old, busy, polluted, commercial.
H. Students repeat each sentence after the teacher.
I. Group work – the teacher puts the students in groups, and gives them the names of 6 cities. They must discuss to decide which two of the cities to visit on a week’s trip.
J. The teacher puts the names of two of the cities, e.g. London and Hong Kong, on the board.
K. In pairs, the students compare the two new cities.

TKT Module 2: Common sequences in lessons – Sample Task

For questions 1–5, read the stages of the reading and writing lesson plan below and fill in the missing stages from the options listed A–E.

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

Missing stages

- A** Groups check each other's letters for grammar and spelling errors and correct these.
- B** Students read the text and answer some questions. The teacher checks answers with the whole class.
- C** Students choose the best reasons and the teacher writes them on the board.
- D** The teacher collects all the letters to send to the editor of the newspaper.
- E** The teacher asks students in groups to brainstorm reasons for keeping the pool open.

Stages of a lesson

- ◆ The teacher gives the students a short newspaper article about a swimming pool in their town that may close down.
- 1**
- ◆ The teacher tells the students that they are going to write a letter to the newspaper to ask for the pool to stay open.
- 2**
- ◆ Groups tell the whole class their list of reasons.
- 3**
- ◆ The teacher asks the students in their groups to write a draft letter using three of the reasons from the written list.
- 4**
- ◆ Groups write an improved draft of their letter.
- 5**
- ◆ The teacher and the learners discuss recent changes to their town which have happened because a new road has been built nearby.