

TKT Task Type 3: Introduction to Sequencing Tasks – Teacher's Notes

Description

These activities introduce the different types of sequencing tasks used in TKT. They familiarise participants with the different types of sequencing task and provide some practice in doing sequencing tasks.

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|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Time required: | 60 minutes |
| Materials required: | <ul style="list-style-type: none">▪ Participant's Worksheet 1 (cut into strips)▪ Participant's Worksheet 2 (one for each participant)▪ Participant's Worksheet 3 (one for each participant)▪ Sample Task (one for each participant) |
| Aims: | <ul style="list-style-type: none">▪ To introduce the different types of matching tasks used in TKT▪ To provide practice in doing matching tasks |

Procedure

1. (10 minutes) Put participants into groups of three. Give each group **Participant's worksheet 1** cut into strips. Tell participants that the strips are the stages of a reading comprehension lesson. Ask them to work together and to put the stages of the lesson into the correct order.
2. Check answers together (the lesson is in the correct order on the handout and see key below). Ask participants:
 - **What kind of task was this?** (a warmer, and a sequencing task)

Tell participants that sequencing tasks are used in TKT mostly in Modules 2 and 3.

3. (10 minutes) Hand out **Participant's worksheet 2**. In pairs, participants refer to **Exercise 1** and read the three different examples of sequencing tasks. Ask them to
 - a. complete the tasks (see key below)
 - b. to look at the tasks and talk about the discussion questions at the top of the page.(These questions will be answered by completing Exercise 2 on Participant's worksheet 3.)
4. (15 minutes) Give out **Participant's worksheet 3 Exercise 2**. Ask participants to look at the information about sequencing tasks and to fill in the gaps with the sentences provided. Participants complete the task on their own and then work in pairs to compare their answers.
5. Check answers together (see key below).
6. (15 minutes) Give out the **Sample Task** from TKT Module 2. Ask participants to complete the task on their own then compare their answers with a partner.
7. Check answers together (see key below).

Teaching Knowledge Test

8. (5 minutes) *Round up* Ask participants to work in groups of three and to discuss the following questions:
- **What do you think about this type of task?**
 - **What did you find difficult about it?**
 - **What strategies did you use to complete the task?**
 - **What can you do to prepare for this type of task?**
9. (5 minutes) Conduct a whole-group discussion around participants' answers to the questions.
- **What do you think about this type of task?** Allow participants to exchange opinions: some may find this type of task harder than others.
 - **What did you find difficult about it?** Allow participants to exchange opinions, include the view that some stages seem to be possible at different stages of the lesson.
 - **What strategies did you use to complete the task?** Useful strategies are:
 - read the instructions carefully as they set the context and tell you what kind of lesson it is
 - beware 'word spots', when a word appears in the stages of the lesson and the missing stages
 - read each of the stages before deciding on the answer don't just choose the first possible one you see
 - consider the overall content of the lesson as well as the individual stages
 - think about what is necessary before the stage described by each option as well as what would most naturally follow this stage
 - if you can't do a stage move on to the next one and come back to it
 - if you don't know an answer by the end then guess.
 - **What can you do to prepare for these types of task?** Allow participants to share their ideas. Ensure the following are included:
 - review recognised stages for different lesson types – e.g. speaking lesson: input language, drill, controlled pair work, group work, freer practice, consolidation, feedback, etc
 - revise terminology relating to lesson procedure e.g. lead in, gist, elicit.

TKT Task Type 3: Introduction to Sequencing Tasks – Answer Keys

Key to Procedure Step 2

B, F, H, A, D, G, C, E

Key to Participant's Worksheet 2 Exercise 1

Example task 1: 1 B 2 A

Example task 2: 1 B 2 A 3 C

Example task 3: B

Key to Participant's Worksheet 3 Exercise 2

1. D
2. F
3. B
4. A
5. E
6. C

Key to Sample Task

1. E
2. D
3. B
4. A
5. C

TKT Task Type 3: Introduction to Sequencing Tasks – Participant's Worksheet 1

Warmer

| | |
|---|----------------------------------------------------------------------------------------------------------------------|
| B | The teacher tells students the title of the story - 'A long journey'. |
| | |
| F | Students brainstorm words connected with journeys. |
| | |
| H | Students check which of their words are on a list given by the teacher and then guess what the story will be about. |
| | |
| A | Students read for gist to see if their predictions were right, and the class discuss their answers with the teacher. |
| | |
| D | The teacher gives students comprehension questions to read. |
| | |
| G | Students read for specific information. |
| | |
| C | In pairs, students check their answers. |
| | |
| E | Students use their answers to re-tell the story in pairs. |
| | |

TKT Task Type 3: Introduction to Sequencing Tasks – Participant's Worksheet 2

Exercise 1

a) Complete the tasks.

b) Look at the example tasks and discuss:

- What is required in sequencing tasks?
- What are the differences between the examples of sequencing tasks?
- What strategies would you need to use to do sequencing tasks?

Example 1 – A lesson plan which needs to be completed with the correct options

| | | |
|------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------|
| | | The teacher introduces the topic by showing pictures of Australia. |
| A Students read the text for gist. | 1 | |
| | | Teacher checks students' understanding of new words by checking with concept questions. |
| B Students match words and pictures of possible unknown vocabulary in the reading text. | 2 | |

Example 2 – A lesson plan which needs to be put in the correct order

| | | |
|----------|-----|-------------------------------------------------------------------------------------------|
| 1 | ... | A Students match words and pictures of possible unknown words from a reading text. |
| 2 | ... | B Teacher introduces the topic by showing pictures of Australia. |
| 3 | ... | C Teacher checks students' understanding of new words with concept questions. |

Example 3 – A sequence of instructions to choose which one should come first

The teacher uses a recording of an interview to help students improve their comprehension. He says:

- A** Compare your answers with your partner.
- B** Listen and tell me who you think the people are.
- C** Read the transcript and underline all the words you don't know.

TKT Task Type 3: Introduction to Sequencing Tasks – Participant's Worksheet 3

Exercise 2

For questions 1–8, read the information about sequencing tasks. Six sentences have been removed from the text. Choose from the sentences **A–F** the one which fits each gap.

| | |
|---|-----------------------------------------------------------------------------------------------------------------------------------|
| ◆ | Sequencing tasks are used in all of the TKT modules but are more common in Modules Two and Three |
| 1 | |
| ◆ | There are three types of sequencing task: completing the missing stages in a lesson plan, |
| 2 | |
| ◆ | and choosing the instruction which comes first in a part of a lesson. |
| ◆ | There are three important strategies for completing a sequencing task. Firstly, candidates should read the instructions carefully |
| 3 | |
| ◆ | Secondly it is important to get an idea of the overall content of the lesson as well as visualising the individual stages |
| 4 | |
| ◆ | Thirdly, candidates need to think about what comes before the stage described |
| 5 | |
| ◆ | Candidates are allowed to make notes on the question paper but answers |
| 6 | |

- A** so it is important to read each option and each stage before answering.
- B** as they explain what type of lesson it is and tell candidates what is required in the task.
- C** must be recorded on the answer sheet by filling in the lozenge.
- D** as these modules are more concerned with planning and classroom management.
- E** and what would naturally follow this stage.
- F** putting the stages of a lesson plan in the correct order

TKT Task Type 3: Introduction to Sequencing Tasks – Sample Task (from TKT Module Two)

For questions 1–5, read the stages of a lesson plan for young learners and fill in the missing stages from the options listed A–E.

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

- A** Go around the class getting students to describe the colours of their birds. Use sentence prompts, e.g. 'Its head is
- B** Tell the story with actions and pictures while students complete the task.
- C** Display students' coloured birds on the wall.
- D** Explain that the students have to colour in a bird as they listen to the story.
- E** Show a picture of a bird to introduce the topic to the students.

- ♦ Warm-up. Brief revision of colours, using a game.
- 1

- ♦ Discuss the bird – how it looks, its colour, its parts
- ♦ Tell the students they are going to hear a story and do an activity.
- 2

- ♦ Give out colour pens and copies of a bird drawing.
- 3

- ♦ Get students to compare drawings.
- 4

- 5

Adapted from: *Children Learning English* by Jayne Moon. Macmillan, 2000