

TKT Module 2: Selection and use of supplementary materials and activities – Teacher's Notes

Description

Participants explore the possible sources for supplementary materials to use in the classroom, as well as reasons for supplementing coursebook materials. They then discuss ways of selecting and adapting supplementary materials. The selection and use of supplementary materials and activities is tested in TKT Module 2 Part 2.

Time required: 50 minutes

Materials required:

- *Participant's Worksheet 1 (cut or folded in half, one for each participant)*
- *Participant's Worksheet 2 (one for each participant)*
- *Sample Task (one for each participant)*

Aims:

- *To consider types of supplementary materials and activities*
- *To provide an opportunity for participants to discuss reasons for using, selecting and adapting supplementary materials*
- *To provide practice in completing tasks in which the selection and use of supplementary materials is the testing focus*

Procedure

1. (15 minutes) Ask participants:
What do we call books, CDs, DVDs and other material teachers bring to the class as extra material/activities to use instead of (or as well as) material in the coursebooks?
Elicit *supplementary materials* and/or write it on the board. In pairs, participants brainstorm and each make a list of all the supplementary materials they can name.
2. When participants have finished, number the pairs 'A' and 'B'. Put all of the As together to form a group and all of the Bs together to form another group (if the groups are very large divide them again). Participants share their lists of supplementary materials.
3. Give out **Participant's Worksheet 1 Exercise 1** (cut or fold the worksheet first). Participants compare the list with their answers. Tell them that the selection and use of supplementary materials and activities is a syllabus area tested in TKT Module 2 Part 2.
4. (10 minutes) In pairs, participants discuss the reasons for using supplementary materials and activities. They can refer back to their lists from Step 2, discussing what the materials could be used for.
5. Give out or unfold **Participant's Worksheet 1 Exercise 2** to compare the reasons given there with their own reasons.

Teaching Knowledge Test

6. (10 minutes) Give out **Participant's Worksheet 2**. Participants continue working in pairs and answer the 3 questions on the worksheet for each activity from supplementary materials. Check answers together (see key below).
7. (10 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?** (the selection and use of supplementary materials and activities)
 - **What is the testing focus on this syllabus area?** (types of supplementary materials and activities, reasons for use and how to select and adapt)
 - **What types of supplementary materials have you used as a teacher and as a learner?** (allow participants to share opinions)
 - **Which did you find the most useful?** (allow participants to share opinions)

TKT Module 2: Selection and use of supplementary materials and activities – Answer Keys

Key to Participant's Worksheet 2 Exercise 1

	What type of supplementary activity is it?	Where is it from?	What is the teacher's aim/reason for choosing it?
1.	Grammar exercise	book with language practice activities, or website, or resource book/workbook	to provide additional practice in tenses
2.	Speaking activity and narrative writing activity	book with skills activities	to provide additional fluency practice and narrative writing practice
3.	Speaking activity	book with skills activities	to provide fluency practice in the form of a game
4.	vocabulary exercise	vocabulary practice book or website	to teach vocabulary in the lexical set 'fruit'
5.	role play/dialogue	book with skills activities	to provide additional practice of language taught earlier
6.	intonation/pronunciation	pronunciation practice book or website	to provide additional practice of intonation
7.	listening comprehension	CD	to provide practice in listening for detail using authentic material
8.	reading comprehension	newspaper, magazine or website	to provide practice in listening for gist using authentic material

Key to Sample Task

1 C 2 B 3 C 4 C 5 A 6 B 7 C

TKT Module 2: Selection and use of supplementary materials and activities – Participant's Worksheet 1

Exercise 1

Examples of supplementary materials and their uses

- Websites on the internet for practice activities on grammar, vocabulary and pronunciation practice
- Websites on the internet for games, puzzles and quizzes to provide extra fun activities
- CDs with songs for extra listening material
- Newspapers and magazines, and articles on the internet, for authentic reading texts
- Books with skills activities like reading listening speaking or writing for extra skills material
- Books with language practice activities or exercises for extra language practice material
- DVDs of movies or TV programmes for authentic practice of listening and context setting
- Resource books that come with student's books in coursebook packs for extra skills and language practice material
- Graded readers for extensive reading material
- Board games like Scrabble, Monopoly, to provide practice in a fun way
- Computer games for extra practice material



Exercise 2

Reasons for using supplementary materials

- to add variety to lessons
- to provide extra practice in grammar, vocabulary and pronunciation
- to provide extra practice in skills work (speaking, listening, reading or writing)
- to replace material in the coursebook that the teacher thinks is unsuitable
- to add something that seems to be missing from the coursebook
- to respond to learners' requests for materials with a particular focus/topic
- to include fun activities
- to include more authentic material in lessons

TKT Module 2: Selection and use of supplementary materials and activities – Participant's Worksheet 2

Look at the examples of activities from supplementary materials. For each activity say:

- a) What type of supplementary activity is it?
- b) Where is it from?
- c) What is the teacher's reason for choosing it?

1. Write out the sentences, using the most appropriate tense or form of the verb in brackets.

2. Working in groups of two or three, look at the following eight photographs, and choose at least six of them. Arrange these in an order that makes a good story. Discuss the development of the story in the group, and invent any details that you need. Then, working individually, write the story.

3. Work in groups of five or six. Each member of the group tells a story that is either completely true or completely false. The other members of the group must decide whether they think the story is true or not.

4. The following are all types of fruit. Fill in the correct words under each picture.

5. You are student A. You see an advertisement for an apartment to rent in the newspaper and decide to phone up about it. Student B owns the flat. You begin like this: *Good morning. I'm phoning about the apartment.*

6. Listen to these dialogues.

Mark the boxes ↘ where the intonation goes down when the speaker is simply answering a question.

Mark the boxes ↗ where the intonation goes up when the speaker is asking a question.

7. Listen to the song and fill in the gaps in the transcript.

8. Read the articles from the 'Also in the news' section and say what they have in common.

TKT Module 2: Selection and use of supplementary materials and activities – Sample Task

For questions 1–7 look at the supplementary materials for elementary learners and the three possible ideas for exploiting them. Two of the ideas are appropriate in each situation. One of the ideas is **NOT** appropriate.

Mark the idea (A, B or C) which is **NOT** appropriate on your answer sheet.

1 The material would be useful for practising

- A present simple questions.
- B prepositions of time.
- C reported speech.

2 The activity would probably work well with

- A teenagers.
- B young children.
- C young adults.

3 The context would revise the vocabulary of

- A places in town.
- B free time activities.
- C train travel.

4 The materials would be suitable for practising

- A requesting.
- B making plans.
- C giving permission.

5 The materials would give practice in

- A reading for gist.
- B reading for specific information.
- C reading for detail.

6 The activity would require the following interaction patterns:

- A pairwork.
- B class mingle.
- C individual work.

7 Useful pre-teaching for this task could include

- A telling the time.
- B giving directions.
- C expressing ability.

20 PLANNING A DAY OUT

A

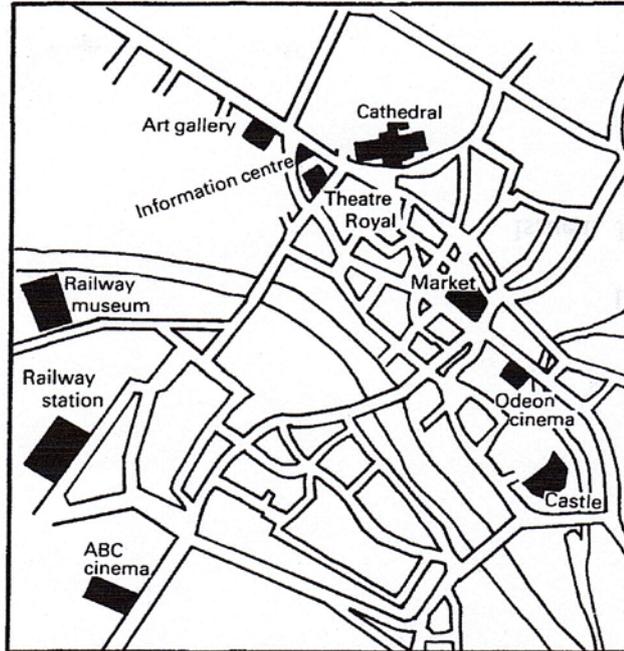
It is Tuesday 4 December.
You are going to York for the day.
You arrive at 9.30am.
The last train home leaves at 22.35.
You want to:

- visit the castle
- go to the Railway Museum
- go to the art gallery
- visit the cathedral
- go to the market
- see a play or a film

You want to plan your day, so ring up York Tourist Information Centre and ask about opening and closing times.

Decide what you are going to do and when you are going to do it. You may not be able to do everything!

Draw in your route on the map.



B

It is Tuesday 4 December.
You work in York Tourist Information Centre.
Your job is to give information about things to do and places to visit in York.
Here is a guide to the week's entertainments in York.

CASTLE Open March–October 9.30–18.30 October–March 9.30–16.00

RAILWAY MUSEUM Open Monday–Saturday 10.00–18.00

ART GALLERY Open 10.00–18.00. Closes 14.00 on Tuesdays

CATHEDRAL Open every day 7.00–18.00

CITY CENTRE SHOPS Open 9.00–5.30 every day

MARKET Tuesday mornings 9.00–13.00

CINEMAS

Odeon Cinema: *Star Wars* Starts 19.30; finishes 22.00

ABC Cinema: *Goldfinger* Starts 19.30; finishes 22.35

THEATRES

Theatre Royal: *Evita* Starts 19.30; finishes 22.15