

TKT Module 2: Using reference resources for lesson planning – Teacher's Notes

Description

Participants discuss the different types of reference resources available to teachers. They consider why teachers might use different resources, and discuss the value of these for different tasks. The range of resources available and teachers' reasons for consulting them is a syllabus area in TKT Module 2 Part 2.

Time required: 50 minutes

Materials required:

- *Participant's Worksheet 1 (one for each participant)*
- *Sample Task (one for each participant)*

Aims:

- *To consider the range of resources available to teachers in lesson preparation*
- *To provide an opportunity for participants to discuss teachers' reasons for consulting reference resources*
- *To provide practice in completing tasks in which using reference resources is the testing focus*

Procedure

1. (10 minutes) Ask participants:

What do we call the sources of information about language and the sources of information about teaching that teachers can refer to and use when planning and preparing lessons?

Elicit *Reference resources* and/or write it on the board.

2. In groups of three, participants brainstorm a list of all the reference resources they can name. When participants have finished, ask one person from each group to come to the board and to write one example of a reference resource that the group have on their list. Continue doing this until all of the resources on the participants' lists are on the board (see key below).
3. Tell participants that using referencing resources for lesson preparation is a syllabus area tested in TKT Module 2 Part 2.
4. (10 minutes) Hand out **Participant's Worksheet 1 Exercise 1**. In pairs, participants match the reference resources in the box with the reasons for using them. Check answers together (see key below).
5. (10 minutes) Refer participants to **Participant's Worksheet 1 Exercise 2**. In groups of three, participants discuss the questions on the worksheet. Feed back with the whole group so that participants can share their ideas (see key below).
6. (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).

Teaching Knowledge Test

7. (5 minutes) Round up to summarise points covered. Ask participants:

- **What is the TKT Module 2 syllabus area for this lesson?** (using reference resources for lesson preparation)
- **What is the testing focus on this syllabus area?** (the range of resources available and teachers' reasons for consulting them)
- **What did you think of the sample task?** (allow participants to share opinions)

TKT Module 2: Using reference resources for lesson planning – Answer Keys

Key to Procedure Step 2

grammar books	workbooks from coursebooks
dictionaries	resource packs from coursebooks
supplementary material	websites on the internet
methodology books for teachers	colleagues
coursebooks	

Key to Participant's Worksheet 1 Exercise 1

1. Supplementary materials (pronunciation book), websites on the internet
2. Books or articles about learners' errors
3. The teacher's books from coursebooks
4. Learners' dictionary, monolingual dictionary, bilingual dictionary, websites on the internet
5. The workbook from the coursebook, supplementary materials, grammar books for learners, websites on the internet
6. Grammar books for teachers, websites on the internet
7. Colleagues, methodology books for teachers, websites on the internet
8. Grammar books for teachers, grammar books for learners, websites on the internet
9. Supplementary materials, websites on the internet
10. Learners' dictionary, monolingual dictionary, bilingual dictionary, colleagues

Key to Participant's Worksheet 1 Exercise 2

- **Which resources have you used as a teacher?/ Which resources have you used as a learner?/ Which resources did you find the most useful?** (allow participants to share experiences)
- **What are the differences between grammar books for teachers and grammar books for learners?** *Grammar books for teachers have very detailed explanations and may be quite complicated and difficult to access. Grammar books for learners have more simple explanations and which lead towards what the learners need to know at their level and provide simpler ways of explaining grammar. Grammar books for learners also often have exercises to practice the grammar point.*
- **What are the differences between a learners' dictionary, a monolingual dictionary and a bilingual dictionary?** *Learner dictionaries are useful for teachers and learners as they provide information about form, meaning and pronunciation, and have examples of the words in sentences.*

Teaching Knowledge Test

They can provide simple explanations for teachers to use in class. Bilingual dictionaries explain the meaning of words in students' own language and they can be useful if students don't know a word in English and it is stopping them from explaining something. However monolingual dictionaries give more information about how the word is used, synonyms which are commonly used and examples of the word in sentences.

Which do you find the most useful? *(allow participants to share experiences)*

Key to Sample Task

- | | | | |
|------|------|------|------|
| 1. H | 2. G | 3. B | 4. A |
| 5. I | 6. E | 7. D | 8. F |

TKT Module 2: Using reference resources for lesson planning – Participant's Worksheet 1

Exercise 1

Match the reference resources in the box with the reasons for using them below.

Grammar books for teachers	Grammar books for learners
Learners' dictionary	Bilingual dictionary (L1–L2)
	Monolingual dictionary (L2–L2)
Methodology books for teachers	Books or articles about learners' errors
Supplementary materials	The teacher's books from coursebooks
The workbook from the coursebook	Websites on the internet
	Colleagues

1.	A teacher wants to do some work with her learners on /ɪ/ and /iː/ and wants to find a minimal pair exercise.
2.	A teacher wants to know the common problems learners of a particular nationality have, so that he can anticipate difficulties they might have with a structure.
3.	A teacher wants to know how to make the best use of the coursebook she has been given to use with her class.
4.	A teacher wants to check the spelling of a word.
5.	A teacher wants an extra grammar exercise, so that his students can do another exercise on the present continuous.
6.	A teacher wants to improve her own understanding of how language works to improve her language awareness and her awareness of how to teach language.
7.	A teacher is having difficulties controlling a rather lively and noisy class and wants some ideas for strategies she can use.
8.	A teacher wants to check on the form and use of the present perfect simple with 'yet' and 'already'.
9.	A teacher wants to find some stories for her class of young learners.
10.	A teacher wants to check the pronunciation of a word.

Exercise 2

Discuss these questions in your group:

- a) Which resources have you used as a teacher?
- b) Which have you used as a learner?
- c) Which did you find the most useful?
- d) What are the differences between grammar books for teachers and grammar books for learners?
- e) What are the differences between a learner dictionary, a bilingual dictionary and a monolingual dictionary?
- f) Which do you find the most useful?

TKT Module 2: Using reference resources for lesson planning – Sample Task

For questions 1–8, read the dictionary entry. Match the extracts from the dictionary entry with the information they provide **A–I**.

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

There is one extra option which you do not need to use.

Scowl 1 /skaʊl/ v [I] to look at someone in an angry way; frown: *Patrick scowled, but he did as he was told.* [+ at] *Mum scowled at him and refused to say anything.*

Scowl 2 n [C] an angry or disapproving expression on someone's face; frown: *She looked at me with a scowl on her face.*

Adapted from: *Longman Dictionary of Contemporary English*. Longman 2003

Extracts	Information
1 [+ at]	A headword
2 n	B definition
3 to look at someone in an angry way	C register
4 scowl	D synonym
5 She looked at me with a scowl on her face.	E plural form is possible
6 [C]	F verb has no object
7 frown	G part of speech
8 [I]	H dependent preposition
	I example sentences