

Resource library

Trainer's notes

Aims	To differentiate between reference resources and other teaching materials To identify how different reference resources will help teachers and learners in various ways
Syllabus area	Using reference resources for lesson materials The selection and use of supplementary materials and activities
Timetable fit	For use as an introduction to supplementary resources
Interaction pattern	Whole group
Timing	30 minutes
Materials needed	One copy of the board display and reasons for using reference resources (2.5A) One copy of the worksheet (2.5B) A wide and large selection of ELT resources, ensuring that each of the categories focused on in the lesson are well represented – either ask trainees to bring these in, or use your own resources

Instructions

- Display board diagram (on overhead or multimedia projector, or write on board) to introduce topic of teaching resources and materials. Allow three minutes for trainees to discuss in pairs how each item differs from the others. Conduct feedback, establishing the main differences between the four categories.
- Have trainees form a circle around the resources table. Have them sort the resources into four initial piles: *reference resources*, *coursebook package elements*, *supplementary materials* and *teaching aids*. Allow just one minute for this as changes can be made at the next stage.
- Divide the class into four smaller groups and allocate one pile to each. Explain that each group should review the contents of their category and sort them into three different subgroups:
 - items which definitely belong only in their category (e.g. dictionaries in reference resources)
 - items which don't belong in their category
 - items which could also go into a different category
- Conduct feedback, asking each group to present their subgroups. Hand out the worksheet and have trainees complete the first table, writing a definition and example of the four different resources.
- Ask trainees to put aside all items which they have categorised as solely aids, supplementary resources or coursebook elements, so that only the reference resources are left on the resource table.
- Display the reasons for using reference resources (either on an OHT, the board or on cards). Ask trainees which reasons seem most familiar to them.
- Finally, have trainees sort the reference resource pile into subcategories using the reasons. To close the activity, refer students to the second table on the worksheet, and have them record their findings there.

Answer key

	Reference resources	Supplementary materials	Teaching aids	Coursebook package
Grammar reference book	✓			✓
Dictionary	✓		✓	✓
Flashcards			✓	✓
Games bank		✓	✓	✓
Methodology books	✓			
Phonemic chart			✓	
Audio CD		✓		✓
DVD of film clips		✓	✓	✓
Functions phrasebook	✓	✓		
Word bank		✓		✓
Teacher's book	✓			✓
Workbook		✓		✓
Grammar exercises book		✓		
Vocabulary exercises book		✓		

Suggested reference resources

A wide range of resources from various publishers fit into these categories. Below are some examples from the Cambridge University Press catalogue:

Developing the teacher's own language and skills

English for the teacher, Mary Spratt

Anticipating language problems learners might have in a lesson
Learner English, edited by Michael Swan and Bernard Smith

Researching lexical items (spelling, pronunciation, collocation and use)
Cambridge Advanced Learner's Dictionary, 3rd edition

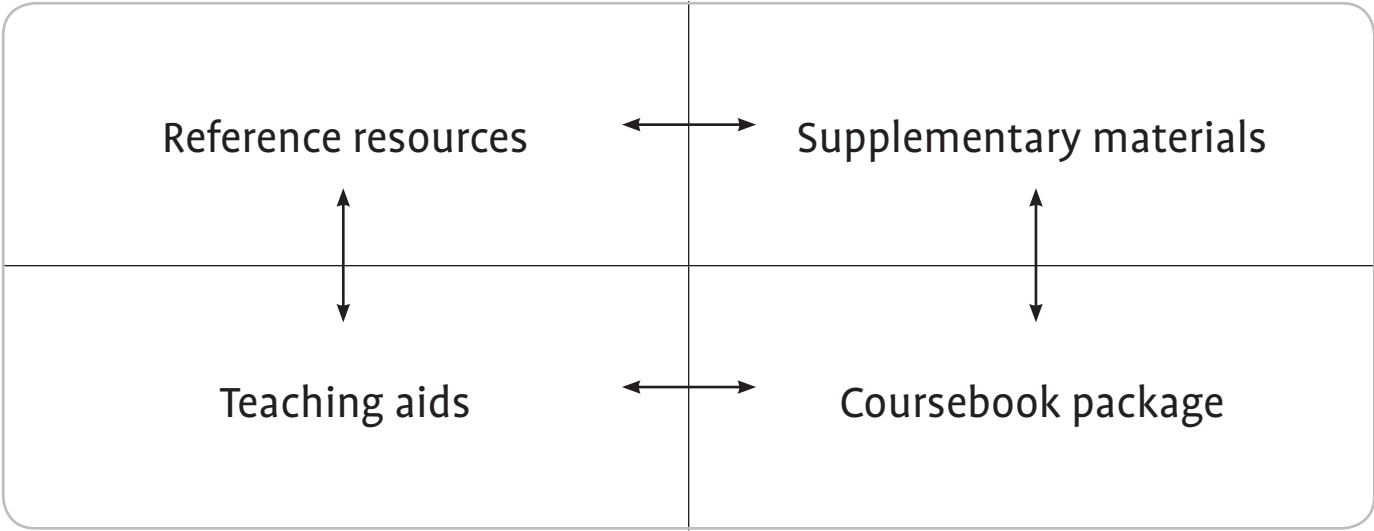
Researching grammatical structures (form and use)
Grammar for English Language Teachers, Martin Parrott

Seeking inspiration on teaching ideas and classroom activities
Language activities for teenagers, edited by Seth Lindstromberg

Understanding how to use coursebook materials effectively
Face2face Pre-intermediate Teacher's Book, Rachel Clark and Anna Young with Chris Redston and Gillie Cunningham

Resource library

Board display



Exam Link: Module 2 Part 2

Reasons for using reference resources

Developing the teacher's own language and skills	Anticipating language problems learners might have in a lesson
Researching lexical items (spelling, pronunciation, collocation and use)	Researching grammatical structures (form and use)
Seeking inspiration on teaching ideas and classroom activities	Understanding how to use coursebook materials effectively

Resource library

Complete the table by defining the resources and noting down some examples.

Reference resources Examples:	Supplementary materials Examples:
Teaching aids Examples:	Coursebook package Examples:

Exam Link: Module 2 Part 2

Write the names of the reference books in the boxes in the top row.

Put a tick in the appropriate box to show what you would use this resource for.

REASONS TO CONSULT REFERENCE BOOKS ↓	REFERENCE BOOKS →					
Developing the teacher's own language and skills						
Anticipating language problems learners might have in a lesson						
Researching lexical items (spelling, pronunciation, collocation and use)						
Researching grammatical structures (form and use)						
Seeking inspiration on teaching ideas and classroom activities						
Understanding how to use coursebook materials effectively						