

Supplementary materials quiz

Trainer's notes

Aims	To raise awareness of the advantages and disadvantages of different types of supplementary materials
Syllabus area	The selection and use of supplementary materials and activities
Timetable fit	For use after input on supplementary materials
Interaction pattern	30 minutes
Timing	Whole group
Materials needed	One set of quiz cards (2.7A)

Instructions

1. Divide the class into three to five teams.
2. Explain that you are going to play a quiz about supplementary materials as a whole group. Explain that you will be the quizmaster and that you will read out clues. Each clue will be a pro (an advantage) or a con (disadvantage) of a supplementary material. From the clues, each team will work together to guess the supplementary material.
3. Have each team invent their own buzzer sound, e.g. *ting!* or *buzz!* before play starts. Explain that when they hear a clue, teams may confer amongst themselves, and if they think they know the answer, they should make their buzzer sound.
4. Read out the pro of the first clue. Ask the team that buzzes first to give their answer.
5. If the answer is correct, award the team three points. Then offer one bonus point to any team who can come up with a con for that same supplementary material.
6. If the original answer is not correct, another team may buzz to respond, but each team has only one chance to answer each clue.
7. If no team guesses correctly, the trainer reads out the con as a second clue for the same item. Each team then has another chance to buzz and guess again, as described above (but no bonus points this time).
8. When the quizmaster is ready to move on to a new clue card, the team who won the last point may choose whether to hear a pro or a con first.
9. The game continues until all the clue cards are used up.

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Quiz cards

Con Always make sure it's cued up and working properly before class starts. There's nothing worse than trying to fix the cables while your students stare at a blank screen.	Film or video clips	Pro This is familiar and relaxing for students, but with the right tasks, you'll also get a lot of skills practice and language value out of it too. Select the right clip to motivate your students.
Con I find I have to help students choose, by recommending the right level to each student, and finding a genre that'll motivate them from our selection. Even then, some people don't seem to like reading books these days.	Graded readers	Pro When they get stuck into the story, some students say they forget they're reading in a foreign language. Parents are also really pleased when their children begin reading happily in English.
Con I wanted something on the present perfect, but got over a thousand hits when I typed it into a search engine, and I don't have the time to look through it all! My workbook has similar explanations and exercises anyway.	The Internet and websites	Pro There's so much quality stuff out there, much of it free and ready to use – why reinvent the wheel? It's well worth spending some time to find a few good sites that you can visit over and over again.
Con If I know my class well, my aims rarely coincide with the lesson plans given here. I prefer to use my own ideas or activities suggested in the teachers' book which fit better.	Teacher's resource books	Pro There are so many cracking ideas for class activities which you can forget after some years in the classroom. These are a good source of inspiration, so I often try to browse the shelves of the teachers' room.
Con It's hard to find a combination of the right level, topic and subskill focus you need to supplement the course. And these seem to date quickly, too – look at the photos!	Supplementary skills practice books	Pro My students often need extra listening or writing practice. With these, I can pick and choose the activities they'll most enjoy and benefit from.
Con More hours staring at a screen? Forget it! My students do enough of that in the day; they prefer person-to-person in class. Besides, what can a computer tell me about their progress and future needs?	CALL	Pro Just make sure that the software has been installed and let the students go! Some people get so hooked on the activity they forget they're learning something.
Con My students are so competitive that these tend to get out of control unless we have clear rules – and an eagle-eyed judge!	Language games	Pro With a little imagination, almost any language exercise can be made into one of these, helping the class to focus and have some fun in the practice phase.
Con Very mechanical and dry – only students with certain learning styles (especially visual or individual) really see the value of working with these. I prefer to save paper and use a more modern way to provide language practice.	Language practice books	Pro I see these as essential, because the course book doesn't always provide enough practice on each language point. I show my students where to find them in the self-access centre too, so they can use them for individual study.