

TKT Module 1: Presentation techniques and introductory activities – Teacher's Notes

Description

Participants discuss some different presentation techniques and introductory activities, which are tested in TKT Module 1 Part 3. They consider the advantages of some of these activities and do a practice task relating to this syllabus area.

Time required:	55 minutes
Materials required:	<ul style="list-style-type: none">▪ Participant's Worksheet 1 (one for each participant)▪ 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 provide an opportunity for participants to discuss introductory activities.▪ To introduce and review common ways of presenting language▪ To provide practice in completing tasks in which presentation techniques and introductory activities is the testing focus.

Procedure

1. (10 minutes) Check that students know what the presentation stage is by asking:
 - **What does the teacher do in the presentation stage of a lesson?** (introduces new language)
2. Give out **Participant's worksheet 1**. Explain that the clues in the puzzle all describe different techniques a teacher might use at the presentation stage of the lesson. Participants work in pairs to complete the puzzle. If they are finding the puzzle difficult, you can give them the first letters of the words.
3. Check answers together (see key below, but be ready to answer questions in case some participants are unfamiliar with these terms) . Ask participants:
 - **What kind of activity was this?** (word puzzle, warmer, introductory activity)Explain that knowledge about introductory activities and of common ways of presenting language are tested in the syllabus area 'presentation techniques and introductory activities' in TKT Module 1 Part 3.
4. (10 minutes) Put participants into groups of three. They discuss the following questions in their groups:
 - a. **What reasons are there for doing introductory activities such as warmers, ice breakers and lead-ins?**
 - b. **What introductory activities to start a lesson with do you know?**

Teaching Knowledge Test

5. Feed back with the whole *group* for participants to share ideas (see key below).
6. (10 minutes) Hand out **Participant's worksheet 2**. In pairs, participants look at the introductory activities and say what type of introductory activity they are and why they would be used by a teacher. Check answers together (see key below).
7. (10 minutes) Ask participants to think back to the puzzle on Participant's worksheet 1. The words in the puzzle are techniques used in different methods and approaches to presenting language. Hand out **Participant's worksheet 3**. In pairs again, participants read the different approaches and choose the correct name for each approach from the box at the top of the page. Check answers together (see key below).
8. (10 minutes) Give out the **Sample Task**. Participants complete the task on their own then compare their answers with a partner. Check answers together (see key below).
9. (5 minutes) Round up to summarise points covered. Ask participants:
 - **What is the TKT Module 1 syllabus area for this lesson?** (presentation techniques and introductory activities)
 - **Which approaches to presenting language have you used or experienced?** (allow participants to share experiences)
 - **Which approaches do you think are successful? Why?** (allow participants to share opinions)
 - **How can participants prepare for this section of the test?** (look at the section in the TKT Glossary on presentation techniques, approaches and introductory activities. Read more about different approaches.)

a. What reasons are there for doing introductory activities such as warmers, ice-breakers and lead-ins?

- give the class more energy at the start of a lesson
- relax students at the start of a lesson
- encourage students to communicate with each other.

- provide an opportunity for students to get to know each other
- provide an opportunity for the teacher to get to know students
- encourage a good rapport between the students and the students and the teacher.

- prepare students to work on a text or main task
- create interest in the topic
- personalise a text
- provide an opportunity for students to bring their knowledge and experience to a text or topic
- provide an opportunity to study some new key language needed for a text or main task.

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Teaching Knowledge Test

Key to Participant's Worksheet 2

1. Ice-breaker – students getting to know each other
2. Warmer – to increase energy levels, to relax the class
3. Lead-in – to allow students to bring their own experience to a text/topic, to create interest in a topic/text
4. Ice-breaker – students getting to know each other
5. Warmer – to increase energy levels, to relax the class
6. Lead-in – to allow students to bring their own experience to a text/topic, to create interest in a topic/text.

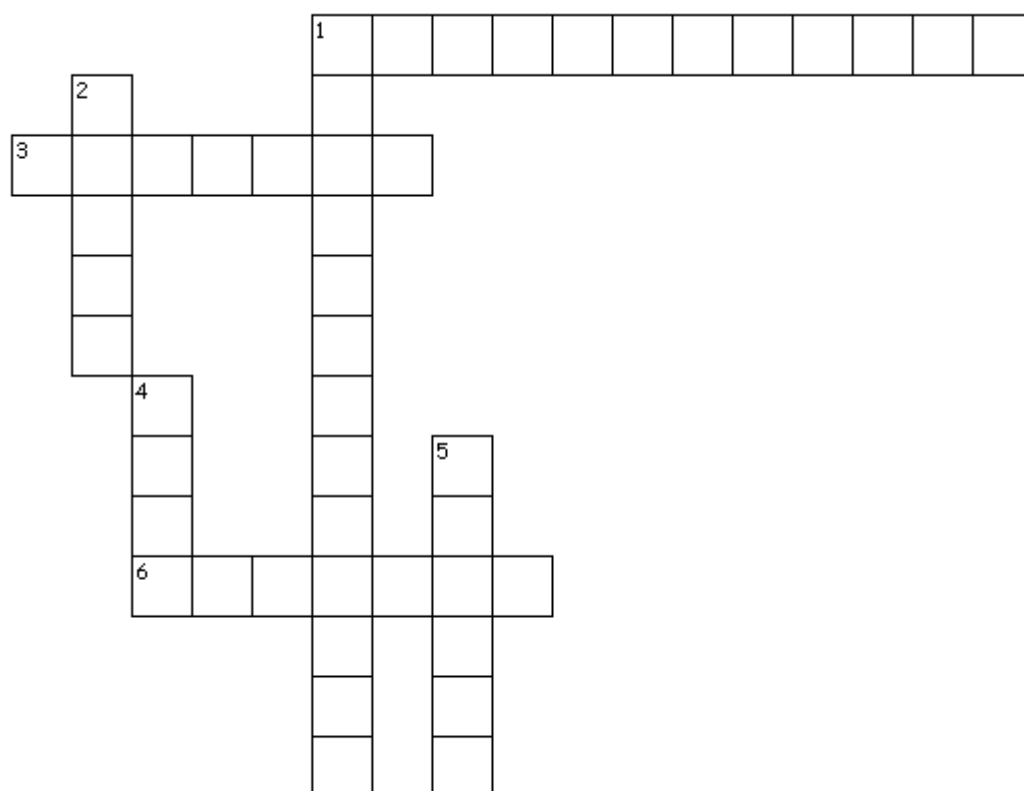
Participant's Worksheet 3

1. **D** Presentation, practice, production (PPP)
2. **E** Task-based learning (TBL)
3. **G** Total Physical Response (TPR)
4. **B** Guided discovery
5. **F** Test-teach-test
6. **A** Grammar-translation method
7. **C** Lexical approach

Key to Sample Task

1 E 2 G 3 A 4 C 5 B 6 D

TKT Module 1: Presentation techniques and introductory activities – Participant's Worksheet 1



Across

1. To ask questions or use other techniques to check that students have understood a new structure or item of lexis (two words).
3. To introduce new language, usually by focusing on it formally.
6. To tell students what language means and how it is used.

Down

1. To put new language into a situation that shows what it means.
2. To get students to repeat words or phrases.
4. To use body movements to convey meaning without using words.
5. To ask specially designed questions or give clues to get students to give information or an opinion.

TKT Module 1: Presentation techniques and introductory activities – Participant's Worksheet 2

Look at the introductory activities. For each activity say:

- what type of introductory activity is it? (warmer, ice-breaker, lead-in)
 - why would the activity be used by the teacher?
1. Students stand in a circle. The teacher throws a ball to a student who then introduces himself and says his favourite game or activity. He then tosses the ball to another student who repeats the procedure. Give each student a chance to introduce him/herself.
 2. Divide the class into two teams, choose a category, and ask each team to think of an object in that category. The teams ask each other yes/no questions. Whichever team guesses the objects with fewer questions, wins.
 3. Students work in groups of three. They brainstorm and make a list of the advantages and the disadvantages of living in a big city.
 4. The first student says something about himself, then changes that to make a question for another student. For example, "My favourite colour is blue. What's your favourite colour?" This can be another circle activity, and it works with large groups of students, too.
 5. The teacher starts off by saying: "Yesterday I went to the park." The first student must include what the teacher said and then add something they did, e.g. "Yesterday I went to the park and ate some pizza." The second student must include what the teacher and the first student said and then add something else, e.g. "Yesterday I went to the park, ate some pizza and went for a swim in the sea."
 6. The teacher asks students to say what news stories they have read about recently. Several students contribute and the teacher encourages students to ask each other questions about the stories they have read.

TKT Module 1: Presentation techniques and introductory activities – Participant's Worksheet 3

Choose one of the task types (A-K) for each of the activities below (1-7)

- | | | |
|---|--|---------------------------|
| A Grammar-translation method | B Guided discovery | C Lexical approach |
| D Presentation practice production (PPP) | E Task-based learning (TBL) | |
| F Test-teach-test | G Total Physical Response (TPR) | |

- | |
|---|
| 1. A way of teaching new language in which the teacher presents the language, gets students to practise it in exercises or other controlled practice activities and then asks students to use or produce the same language in a communicative and less controlled way. |
| 2. A way of teaching in which the teacher gives students meaningful tasks to do. After this the teacher may ask students to think about the language they have used when doing the tasks, but the main focus for students is on the task itself. |
| 3. A way of teaching in which the teacher presents language items as instructions and the students have to do exactly what the teacher tells them, e.g. <i>Open the window! Stand up!</i> This method is good for beginners when they start to learn a new language, as they have a silent period and can make fast progress. |
| 4. A way of teaching in which a teacher provides examples of the target language and then guides the students to work out the language rules for themselves. |
| 5. A way of teaching in which the teacher asks students to do a task to see how well they know a certain piece of language. The teacher then presents the new language to the students, then in the final stage asks the students to do another task using the new language correctly. This way of approaching teaching target language can be helpful if the teacher thinks the students may already know some of the target language. |
| 6. A way of teaching in which students study grammar and translate words into their own language. They do not practise communication and there is little focus on speaking. A teacher presents a grammar rule and vocabulary lists and then students translate a written text from their own language into the second language. |
| 7. A way of teaching language that focuses on lexical items or chunks such as words, multi-word units, collocations and fixed expressions rather than grammatical structures. |

TKT Module 1: Presentation techniques and introductory activities – Sample Task

For questions **1–6**, match the teacher's actions with the introductory activities and presentation techniques for different lessons listed **A–G**.

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

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

Introductory activities and presentation techniques

- | | |
|----------|--------------------------|
| A | asking concept questions |
| B | eliciting language |
| C | doing a warmer |
| D | miming |
| E | setting the scene |
| F | explaining |
| G | drilling |

Teacher's actions

- | | |
|----------|---|
| 1 | The teacher asks the students to look at pictures of Paris before they listen to a recording about tourist attractions there. |
| 2 | The teacher asks the students to repeat sentences after her. |
| 3 | The teacher checks whether the students understand when the new language is used. |
| 4 | The teacher does a short game with the students to give them energy. |
| 5 | The teacher asks the students for examples of different kinds of fruit and writes them on the board. |
| 6 | The teacher does an action which shows the meaning of a new word. |