

### TKT Module 1: Types of activities and tasks for language and skills development – Teacher's Notes

#### Description

This activity begins with a review of teaching terms, then explores the purpose of some typical classroom activities. Participants discuss what approaches different activity types fit into. The syllabus area discussed here is 'types of activities and tasks for language and skills development', tested in TKT Module 1 Part 3.

<b>Time required:</b>	60 minutes
<b>Materials required:</b>	<ul style="list-style-type: none"><li>▪ Participant's Worksheet 1 (cut into strips)</li><li>▪ Participant's Worksheet 2 (one for each participant)</li><li>▪ Participant's Worksheet 3 (one for each participant)</li><li>▪ Participant's Worksheet 4 (one for each participant)</li><li>▪ Sample Task (one for each participant)</li></ul>
<b>Aims:</b>	<ul style="list-style-type: none"><li>▪ To introduce and review teaching terms</li><li>▪ To provide an opportunity for participants to discuss the design and purpose of a range of common comprehension and production tasks and activities</li><li>▪ To provide an opportunity for participants to discuss frameworks for activities and tasks</li><li>▪ To provide practice in completing tasks in which types of activities and tasks for language and skills development is the testing focus</li></ul>

#### Procedure

1. (10 minutes) Cut up **Participant's worksheet 1** into strips before the session. The strips are organised in matching pairs of teaching term and definition on the worksheet. For example: *to tell someone they have done well* matches with *Praise*. Give each participant one strip. Reduce or repeat the number of strips as appropriate, making sure that you give out matching pairs of definitions and teaching terms.
2. Tell participants that they have either a definition or a teaching term on their strips of paper. They walk around the room saying their definitions/terms until they find someone whose strip matches with theirs. When they find their partner, they should sit down next to each other and discuss when teachers would use these terms in the classroom.
3. Tell participants that knowledge of teaching terms falls into the syllabus area of 'types of activities and tasks for language and skills development', which is tested in TKT Module 1 Part 3 and that the terms in this activity were taken from the TKT Glossary.
4. Explain that this syllabus area also tests candidates on their knowledge of 'the design and purpose of a range of comprehension and production tasks and activities'. Ask participants:

### Teaching Knowledge Test

- **What do comprehension activities do?** (*test or develop listening or reading skills and subskills*)
  - **What do production tasks and activities do?** (*provide opportunities for learners to practise and extend their productive skills, i.e. speaking and writing*)
5. (10 minutes) Hand out **Participant's worksheet 2**. Participants work with their partners and choose the correct name for each task from the list at the top of the worksheet. Check answers together (see key below).
6. (10 minutes) Refer participants again to the first activity on **Participant's worksheet 2** – a survey. Ask:
- **Is a survey used for testing or developing comprehension or for practising and extending productive skills?** (practising and extending productive skills)
  - **Which productive skills?** (speaking)
  - **Is this a controlled practice activity, a less controlled practice activity or a free practice activity? That is, how much choice do students have in the language they use?** (It depends on the survey. They can be designed to practice specific language (controlled practice or less controlled practice), or they could be designed to allow students to develop oral fluency (free practice).
- Sum up by confirming that surveys are used to practise or extend speaking skills and can be used for controlled practice, less controlled practice or free practice.
7. Participants work in pairs again and refer to **Exercise 2** on **Participant's worksheet 2**. Point out that some of the activities may be designed for more than one purpose. Check answers together (see key below).
8. (15 minutes) Ask participants to think about lessons they have had and about how activities can be linked in a lesson. Point out that the types of activities, the ways the activities are used and how they follow each other in the lesson depends on the approach, and the 'framework' or procedures that the approach uses.
9. Participants work in groups of three. Give out **Participant's worksheet 3 Exercise 1**, and ask participants to fold the worksheet in half along the dotted line (they should not look at Exercise 2 yet). Participants discuss the frameworks/procedures and the activities that are used for these approaches. Allow 5 minutes for this discussion.
10. Participants now unfold **Participant's worksheet 3** and look at **Exercise 2**. They continue to work in their groups of three and decide which of the approaches go with each of the frameworks in Exercise 2. Give out **Participant's worksheet 4** for participants to check their answers.
11. (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).

## Teaching Knowledge Test

**12.** (5 minutes) Round up to *summarise* points covered. Ask participants:

- **What is the TKT Module 1 syllabus area for this lesson?** (*types of activities and tasks for language and skills development*)
- **What is the testing focus for this syllabus area?** (*the design and purpose of a range on common comprehension and production tasks and activities, teaching terms, frameworks for activities and tasks*)
- **How can participants prepare for this section of the test?** (*look at the section in the TKT Glossary on practice activities and tasks and make sure that they are familiar with the terms and their meanings*)

### TKT Module 1: Types of activities and tasks for language and skills development – Answer Keys

#### Key to Participant's Worksheet 2 Exercises 1 and 2

Exercise 1	Exercise 2	
1. D	production	speaking, controlled practice, less controlled practice and free speaking.
2. F	production	speaking, controlled practice
3. H	production	speaking, free practice
4. K	comprehension	reading or listening
5. E	production	speaking, free practice
6. J	comprehension	listening
7. A	production	writing, controlled practice or less controlled practice
8. B	production	speaking, less controlled practice or free practice
9. I	production	speaking, free practice
10. C	production	speaking, free practice
11. G	comprehension	reading

#### Key to Sample Task

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

### TKT Module 1: Types of activities and tasks for language and skills development – Participant's Worksheet 1

Drill - choral drilling and individual drilling
The teacher says a word or sentence and the students repeat it together as a class or individually.
Revise/Review
When a teacher or a student looks again at language or skills that have already been taught in order to remember this language better.
Contextualise
to put new language into a situation that shows what it means
Elicit
When a teacher asks specially designed questions or gives clues to get students to give the information.
Model
The teacher says the language for students to repeat in a drilling.
Praise
to tell someone they have done well
Prompt
to help learners think of ideas or to remember a word or phrase by giving them a part of it or by giving another kind of clue

### TKT Module 1: Types of activities and tasks for language and skills development – Participant's Worksheet 2

#### Exercise 1

Choose one of the task types (A–K) for each of the activities below (1–11).

<b>A</b> guided writing	<b>B</b> role-play	<b>C</b> problem solving	<b>D</b> survey
<b>E</b> brainstorming	<b>F</b> chant	<b>G</b> jumbled text	<b>H</b> warmer
<b>I</b> rank ordering/prioritising	<b>J</b> visualisation	<b>K</b> jigsaw listening /reading	

1. Students find out information from others by asking questions or using questionnaires in order to practise speaking skills and/or specific language.
2. Students repeat a phrase, sentence, rhyme, verse, poem or song, usually with others, in a regular rhythm.
3. An activity that a teacher uses at the beginning of a lesson to give the class more energy.
4. A text is divided into two or more different parts. Students listen to or read their part only, then share their information with other students so that in the end everyone knows all the information.
5. Students think of ideas (usually quickly) about a topic (often noting these down). This is often done as preparation before writing or speaking.
6. An activity where the teacher asks students to close their eyes and create the pictures in their minds of the story she is telling them.
7. Students produce a text after a lot of preparation by the teacher. The teacher may give the students a plan to follow, or ideas for the language to use.
8. A classroom activity in which students are given parts to act out in a given situation. They usually work in pairs or groups.
9. Students are given a list of things to put in order of importance. It involves discussion, agreeing/disagreeing and negotiating.
10. Students work in pairs or groups talking together to find the solution to a problem.
11. Students are given a text in which the paragraphs or sentences are not in the correct order. The students put the paragraphs or sentences into the correct order.

#### Exercise 2

Look at the activities again. Is the activity a comprehension task or a production task? If it's a comprehension task, which skill? If it's a production task, which skill?

## TKT Module 1: Types of activities and tasks for language and skills development – Participant's Worksheet 3

### Exercise 1

Guided discovery	Task-based learning (TBL)
Grammar-translation method	Test-teach-test
Lexical approach	Total Physical Response (TPR)
Presentation, practice and production (PPP)	Skills-based lessons



### Exercise 2

Frameworks for activities and task	Approaches
1. Activity with a task and discussion of the task → activity to focus on language used in the task	
2. Grammar rule → students translate a text	
3. The teacher presents language items as instructions → the students do the actions → the students give the instructions	
4. Lead in → pre-teach key vocabulary → gist task → detailed comprehension task → follow up productive activity	
5. Activity with a task to see if students can use a particular structure → the teacher presents the new language to the students → students do another task using new language	
6. The teacher presents the language in context → controlled practice activities → less controlled → freer practice	
7. Activity with examples of the target language provided → activity for students to work out language rules for themselves → activity for students to practice the language	
8. Activity for students to 'notice' words or chunks of language → discussion of the meaning of the chunks of language → activity to practise the language	

### TKT Module 1: Types of activities and tasks for language and skills development – Participant's Worksheet 4

#### Key to Participant's worksheet 3 Exercise 2

Frameworks for activities and task	Approaches
1. Activity with a task and discussion of the task → activity to focus on language used in the task	Task-based learning (TBL)
2. Grammar rule → students translate a text	Grammar-translation method
3. The teacher presents language items as instructions → the students do the actions → the students give the instructions	Total Physical Response(TPR)
4. Lead in → pre-teach key vocabulary → gist task → detailed comprehension task → follow up productive activity	Skills-based lessons
5. Activity with a task to see if students can use a particular structure → the teacher presents the new language to the students → students do another task using new language	Test-teach-test
6. The teacher presents the language in context → controlled practice activities →less controlled → freer practice	Presentation, practice and production (PPP)
7. Activity with examples of the target language provided → activity for students to work out language rules for themselves → activity for students to practice the language	Guided discovery
8. Activity for students to 'notice' words or chunks of language → discussion of the meaning of the chunks of language → activity to practise the language	Lexical approach



### TKT Module 1: Types of activities and tasks for language and skills development – Sample Task

For questions 1–7, match the classroom activities with the types of speaking practice listed **A**, **B** or **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You need to use some options more than once

#### Types of speaking practice

- |          |                          |
|----------|--------------------------|
| <b>A</b> | oral fluency practice    |
| <b>B</b> | controlled oral practice |
| <b>C</b> | neither                  |

#### Classroom activities

- |   |  |
|---|--|
| 1 | At the beginning of the lesson, we got into groups and talked about an interesting newspaper article we had read.  |
| 2 | The teacher gave us word prompts such as 'cinema' and 'friends', and we had to say them in sentences using the past simple, e.g. 'We went to the cinema.' 'We visited some friends.' |
| 3 | We listened to a recording of two people talking about their hobbies, then did a gap-fill comprehension task.  |
| 4 | The teacher gave us roles such as 'film star' or 'sports star' and we had to role play a party in which we chatted to each other.  |
| 5 | We had a discussion about the advantages and disadvantages of the internet.  |
| 6 | The teacher read out some sentences, some of which were correct and some incorrect. We had to shout out 'Right' or 'Wrong'.  |
| 7 | We had to ask our partner five questions about abilities, using 'can', e.g. 'Can you swim?'  |