

TKT Module 2: Lesson Planning and Use of Resources for Language Teaching Part 2: Selection and Use of Resources

Unit 25: Selection and use of supplementary materials and activities.

Cambridge English

TKT

Teaching Knowledge Test

TKT Module 2: Selection and use of supplementary materials and activities – Sample Task

For questions 1–7 look at the supplementary materials for elementary learners and the three possible ideas for exploiting them. Two of the ideas are appropriate in each situation. One of the ideas is **NOT** appropriate.

Mark the idea (A, B or C) which is **NOT** appropriate.

- 1

 The material would be useful for practising
 - A present simple questions.
 - B prepositions of time.
 - C reported speech.
- 2

 The activity would probably work well with
 - A teenagers.
 - B young children.
 - C young adults.
- 3

 The context would revise the vocabulary of
 - A places in town.
 - B free time activities.
 - C train travel.
- 4

 The materials would be suitable for practising
 - A requesting.
 - B making plans.
 - C giving permission.
- 5

 The materials would give practice in
 - A reading for gist.
 - B reading for specific information.
 - C reading for detail.

6

The activity would require the following interaction patterns:

- A pairwork.
- B class mingle.
- C individual work.

7

Useful pre-teaching for this task could include

- A telling the time.
- B giving directions.
- C expressing ability.

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20 PLANNING A DAY OUT

A

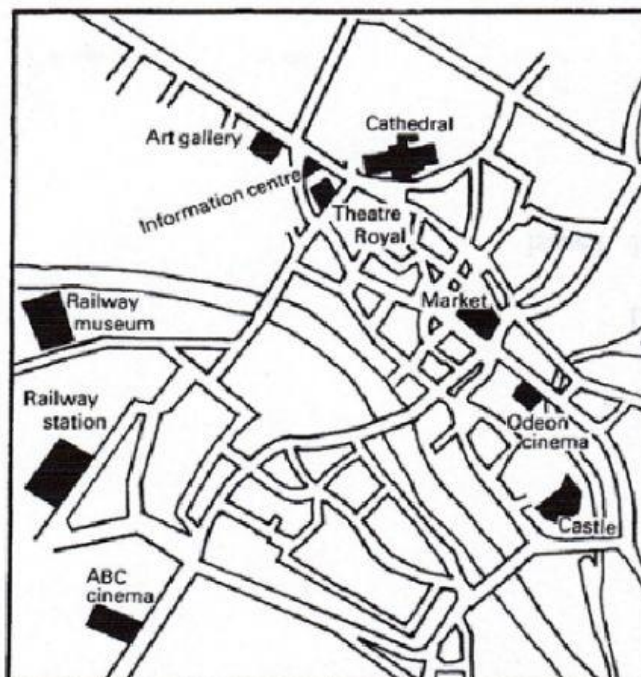
It is Tuesday 4 December.
You are going to York for the day.
You arrive at 9.30am.
The last train home leaves at 22.35.
You want to:

visit the castle
go to the Railway Museum
go to the art gallery
visit the cathedral
go to the market
see a play or a film

You want to plan your day, so ring up York Tourist Information Centre and ask about opening and closing times.

Decide what you are going to do and when you are going to do it. You may not be able to do everything!

Draw in your route on the map.



B

It is Tuesday 4 December.
You work in York Tourist Information Centre.
Your job is to give information about things to do and places to visit in York.
Here is a guide to the week's entertainments in York.

CASTLE Open March–October 9.30–18.30 October–March 9.30–16.00

RAILWAY MUSEUM Open Monday–Saturday 10.00–18.00

ART GALLERY Open 10.00–18.00. Closes 14.00 on Tuesdays

CATHEDRAL Open every day 7.00–18.00

CITY CENTRE SHOPS Open 9.00–5.30 every day

MARKET Tuesday mornings 9.00–13.00

CINEMAS

Odeon Cinema: *Star Wars* Starts 19.30; finishes 22.00

ABC Cinema: *Goldfinger* Starts 19.30; finishes 22.35

THEATRES

Theatre Royal: *Evita* Starts 19.30; finishes 22.15

Look at the examples of activities from supplementary materials. For each activity say: a) What type of supplementary activity is it? b) Where is it from? c) What is the teacher's reason for choosing it?

to provide fluency practice in the form of a game	Speaking activity and narrative writing activity	to teach vocabulary in the lexical set 'fruit'
pronunciation practice book or website	to provide additional practice of language taught earlier	to provide additional practice in tenses
vocabulary exercise	reading comprehension	newspaper, magazine or website
book with language practice activities, or website, or resource book/workbook	book with skills activities	role play/dialogue
intonation/ pronunciation	to provide practice in listening for detail using authentic material	to provide additional practice of intonation
Grammar exercise	to provide practice in reading for gist using authentic material	to provide additional fluency practice and narrative writing practice
CD	book with skills activities	listening comprehension
Speaking activity	vocabulary practice book or website	book with skills activities

ACTIVITIES	What type of supplementary activity is it?	Where is it from?	What is the teacher's aim/ reason for choosing it?
1. Write out the sentences, using the most appropriate tense or form of the verb in brackets.			
2. Working in groups of two or three, look at the following eight photographs, and choose at least six of them. Arrange these in an order that makes a good story. Discuss the development of the story in the group, and invent any details			

that you need. Then, working individually, write the story.			
3. Work in groups of five or six. Each member of the group tells a story that is either completely true or completely false. The other members of the group must decide whether they think the story is true or not.			
4. The following are all types of fruit. Fill in the correct words under each picture.			
5. You are student A. You see an advertisement for an apartment to rent in the newspaper and decide to phone up about it. Student B owns the flat. You begin like this: Good morning. I'm phoning about the apartment.			
6. Listen to these dialogues. Mark the boxes ⚡ where the intonation goes down when the speaker is simply answering a question. Mark the boxes ↗ where the intonation goes up when the speaker is asking a question.			
7. Listen to the song and fill in the gaps in the transcript.			
8. Read the articles from the 'Also in the news' section and say what they have in common.			