UNIVERSITY of CAMBRIDGE
ESOL Examinations

Cambridge English
Teaching Qualifications

TKT *Practical module*

Teaching Knowledge Test

Handbook for Teachers

Preface

This handbook provides information for centres and candidates interested in taking *TKT: Practical*.

For further information on any Cambridge English exams and teaching qualifications or if you need further copies of this handbook, please email **ESOLinfo@CambridgeESOL.org**

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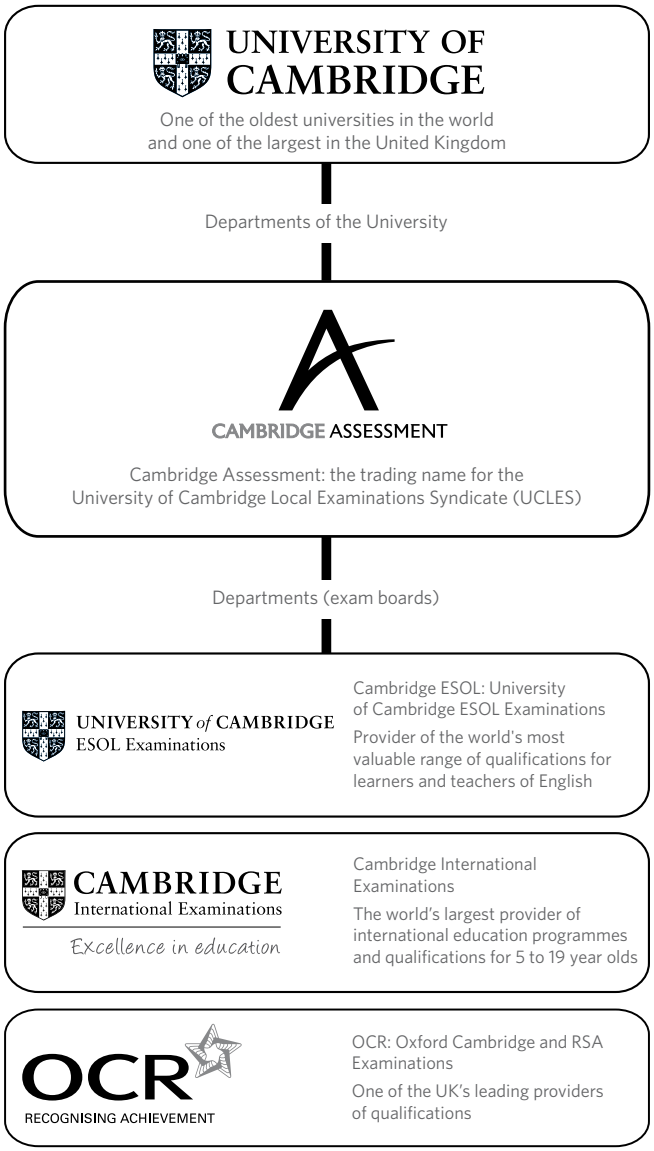
About Cambridge ESOL

TKT (*Teaching Knowledge Test*) is developed and produced by University of Cambridge ESOL Examinations (Cambridge ESOL), a not-for-profit department of the University of Cambridge.

Cambridge ESOL is one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 160 countries around the world every year.



The world's most valuable range of English qualifications

Cambridge ESOL offers the world's leading range of qualifications for learners and teachers of English. Nearly 4 million people take our exams each year in 130 countries.

Cambridge ESOL offers assessments across the full spectrum of language ability. We provide examinations for general communication, for professional and academic purposes and also specialist legal and financial English qualifications. All of our exams are aligned to the principles and approach of the Common European Framework of Reference for Languages (CEFR).

To find out more about Cambridge English exams and the CEFR, go to **www.CambridgeESOL.org/CEFR**

Cambridge English Teaching Qualifications

Cambridge ESOL's internationally recognised teaching qualifications provide a route into the English language teaching profession for new teachers and a comprehensive choice of career development for experienced teachers.

Proven quality

Cambridge ESOL's commitment to providing exams of the highest possible quality is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge English exams. Of particular importance is the rigorous set of procedures which are used in the production and pretesting of question papers.

All systems and processes for designing, developing and delivering exams and assessment services are certified as meeting the internationally recognised ISO 9001:2008 standard for quality management and are designed around five essential principles:

Validity – are our exams an authentic test of real-life English or teaching knowledge?

Reliability – do our exams behave consistently and fairly?

Impact – does our assessment have a positive effect on teaching and learning?

Practicality – does our assessment meet learners' needs within available resources?

Quality – how we plan, deliver and check that we provide excellence in all of these fields

How these qualities are brought together is outlined in our publication *Principles of Good Practice*, which can be downloaded free from **www.CambridgeESOL.org/Principles**

Introduction to TKT – a test of professional knowledge and practice for English language teachers

TKT tests knowledge about the teaching of English to speakers of other languages. This knowledge includes concepts related to language, language use and the background to and practice of language teaching and learning and is assessed by means of objective format tests, which are simple to administer and to take. *TKT: Practical* gives candidates the opportunity to demonstrate their practical teaching competence.

TKT is designed to offer maximum flexibility and accessibility to candidates and therefore does not include a compulsory course component. However, it is likely that centres and other institutions will wish to offer courses for *TKT* preparation.

TKT offers candidates a step in their professional development as teachers and enables them to move on to higher-level teaching qualifications and access professional support materials, such as resource books for English language teaching (ELT) and journals about ELT.

TKT can be taken at any stage in a teacher's career. It is suitable for pre-service or practising teachers and forms part of a framework of teaching qualifications offered in the Cambridge English Teaching Qualifications range.

TKT is divided into separate modules. Candidates can take all of them or just choose the ones that meet their needs. A certificate is received for each module completed.

The modules are divided into two main areas.

There are four core modules designed to provide a foundation in the principles and practice of language teaching:

- *TKT: Module 1* – Language and background to language learning and teaching
- *TKT: Module 2* – Lesson planning and use of resources for language teaching
- *TKT: Module 3* – Managing the teaching and learning process
- *TKT: Practical*

There are a further three specialist modules, which can be taken completely separately or added to the core modules:

- *TKT: Knowledge About Language (KAL)*
- *TKT: Content and Language Integrated Learning (CLIL)*
- *TKT: Young Learners (YL)*

Cambridge ESOL's practical, course-based qualifications for teachers include:

- *CELTA (Certificate in Teaching English to Speakers of Other Languages)*
- *ICELT (In-service Certificate in English Language Teaching)*

Cambridge ESOL also offers *Delta*, which covers all areas of knowledge at an advanced level and includes teaching practice. The *Delta* modules are:

- Module One: Understanding Language, Methodology and Resources for Teaching (assessed by a written examination)
- Module Two: Developing Professional Practice (assessed by assignments incorporating background essays and observed teaching)
- Module Three: Extending Practice and ELT Specialism (assessed by an extended assignment)

All three *Delta* modules can be taken independently and are certificated separately. Achievement of a pass or above in all three modules confers the status of a full *Delta* qualification, the *Diploma in Teaching English to Speakers of Other Languages*.

Cambridge English teaching qualifications

The table below outlines the information you need to know when selecting the right teaching qualification to suit your requirements.

Key:
⬇ Download for free

		Item availability (see Key)	Teaching qualifications									
			TKT: Modules 1-3 Teaching Knowledge Test	**TKT: Practical**	**TKT: CLIL** (Content and Language Integrated Learning)	**TKT:** Knowledge About Language	**TKT:** Young Learners	**CELTA** Certificate in Teaching English to Speakers of Other Languages	**Delta Module One** Diploma in Teaching English to Speakers of Other Languages	**Delta Module Two** Diploma in Teaching English to Speakers of Other Languages	**Delta Module Three** Diploma in Teaching English to Speakers of Other Languages	**ICELT** In-service Certificate in English Language Teaching
Candidate requirements	Teaching experience			○					○	○	○	○
	Previous qualifications/training		Not essential	Not essential	Not essential	Not essential	Not essential	Yes	Yes	Yes	Yes	Local requirements apply
	Teaching age group		Primary, secondary or adults	Primary, secondary or adults	Primary, secondary or adults	Primary, secondary or adults	Primary or secondary	Adults	Primary, secondary or adults	Primary, secondary or adults	Primary, secondary or adults	Primary, secondary or adults
	Can be taken pre-service		○		○	○	○	○				
Test features	Paper-based test (PB)		○		○	○	○		○			
	Scheduled test dates		○*						○			
	Course attendance required							○		○		○
	Assessed teaching practice			○				○		○		○
	Continuous assessment							○		○		○
	Involves coursework							○		○		○
	Computer-based test (CB)		○									
Support	Candidate exam information	⬇	○	○	○	○	○	○	○	○	○	○
	Computer-based practice test	⬇										
	Online Blended Learning Course							○				
	Handbook for Teachers/Sample papers	⬇	○	○	○	○	○		○	○	○	
	Exam reports for centres	⬇	○						○	○	○	
	Teacher Support website	⬇	○	○	○	○	○	○	○	○	○	○

* Computer-based only

An overview of TKT: Practical

Aims

TKT: Practical aims to provide candidates with the opportunity to demonstrate that they can:

- apply their knowledge of planning and teaching to a practical classroom situation
- plan and deliver a lesson/lessons which focus on language and skills development
- set up and manage learning activities designed to achieve specified aims
- manage the classroom environment in a way that encourages learner participation.

Candidature

TKT: Practical is suitable for teachers of English in primary, secondary or adult teaching contexts and is intended for an international audience of non-first language or first language teachers of English. Candidates taking *TKT: Practical* will normally have some experience of teaching English to speakers of other languages.

TKT: Practical candidates may include:

- teachers who wish to develop their teaching practice
- teachers who are moving to teaching English after teaching another subject
- teachers on initial teacher training courses.

Candidates are not required to fulfil any specific entry criteria for *TKT: Practical* and there are no formal English requirements. However, candidates are expected to be familiar with language relating to the practice of ELT. A non-exhaustive list of teaching terminology is provided in the *TKT* Glossary, which can be found on the Cambridge ESOL website: **www.CambridgeESOL.org/TKT**

Requirements of TKT: Practical

Structure

Candidates are assessed on 40 minutes' teaching. This may consist of a single lesson with real learners in which the candidate demonstrates that they can focus on language and develop learners' skills. Or the assessment can take place in two 20-minute lessons. If two 20-minute lessons are taught, then one of the 20-minute lessons may be peer teaching. The other 20-minute lesson must be with real learners. One of the 20-minute lessons must focus on language and the other must focus on developing learners' skills.

TKT: Practical consists of two parts: planning and teaching. Marks awarded to teaching are given greater weight in the overall assessment.

Planning

Candidates must complete a lesson plan template which includes a record of lesson preparation and procedures for the lesson. There are five lesson planning criteria.

Teaching

Candidates teach one 40-minute lesson or two 20-minute lessons. There are five teaching criteria.

Approaches to teaching and learning

Teachers are likely to have a teaching style which is usual in their teaching context. There is no set approach for lessons. However, candidates are expected to demonstrate a knowledge of communicative and other approaches to teaching, and show familiarity with ELT terminology. The teacher is expected to demonstrate strategies to motivate and engage learners.

Sources and text types for TKT: Practical preparation

Extracts, original or adapted, from the following sources may be helpful in preparing for *TKT: Practical*:

- *The TKT Course: Modules 1, 2, and 3* (Cambridge University Press, 2011)
- ELT coursebooks (teacher and student books) and supplementary materials
- methodology books on English language teaching and learning
- grammar books and dictionaries
- ELT journals and magazines
- internet forums
- see page 6 for additional materials.

Special Circumstances

Cambridge English exams are designed to be fair to all test takers. This commitment to fairness covers:

Special arrangements

These are available for candidates with a permanent or long-term disability. Centres should consult the Cambridge ESOL Centre Exams Manager (CEM) in their area for more details as soon as they become aware of a candidate who may need special arrangements.

Special consideration

Cambridge ESOL will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.

Malpractice

Cambridge ESOL will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because Cambridge ESOL has found an infringement of regulations. Centres are notified if a candidate's results have been investigated.

Support for TKT candidates and course providers

General information on *TKT*, including administration details and downloadable versions of this handbook and sample materials, can be found at **www.CambridgeESOL.org/TKT**

Course providers and individual candidates can also access the *TKT* Glossary on this website.

Support materials for teacher trainers are available on the Teacher Support website.
www.Teachers.CambridgeESOL.org/teachingqualifications

Further support is also available in the form of seminar programmes in different countries. Contact Cambridge ESOL Information for further details by emailing **ESOLhelpdesk@CambridgeESOL.org**

Cambridge English Teacher

Cambridge English Teacher

Developed by Cambridge University Press and University of Cambridge ESOL Examinations (Cambridge ESOL), Cambridge English Teacher provides opportunities for English teachers to engage in continuing professional development through online courses, share best practice and network with other ELT professionals worldwide.

For more information on how to become a Cambridge English Teacher, visit **www.CambridgeEnglishTeacher.org**

Further information

Contact your local Cambridge ESOL centre, or Cambridge ESOL direct (using the contact details on the back cover of this handbook) for:

- copies of the regulations
- details of entry procedures
- current fees
- more information about *TKT* and other Cambridge English exams and teaching qualifications.

TKT: Practical – assessment

Assessment of the lesson

Candidates taking *TKT: Practical* are assessed on their ability to plan and deliver one 40-minute lesson or two 20-minute lessons. They must demonstrate an ability to focus on language and develop learners' skills in their teaching.

Candidates are awarded a score by the assessor for each of the assessment criteria. The scores are: **4** = Very good, **3** = Good, **2** = Satisfactory, **1** = Basic, **0** = Not included. Scores awarded for teaching are given greater weight in the assessment.

The scores are then totalled to provide an overall grade or 'band' for each lesson. There are four bands:

Band 4

The candidate has demonstrated in the practical teaching test an ability to plan and deliver both language skills and language-focused lessons that are of a very good standard. The candidate has shown a high level of competence in most of the *TKT: Practical* teaching assessment criteria.

Band 3

The candidate has demonstrated in the practical teaching test an ability to plan and deliver both language skills and language-focused lessons that are of a good standard. The candidate has shown a good level of competence in most of the *TKT: Practical* teaching assessment criteria.

Band 2

The candidate has demonstrated in the practical teaching test an ability to plan and deliver both language skills and language-focused lessons that have some satisfactory elements. The candidate has shown a satisfactory level of competence in some of the *TKT: Practical* teaching assessment criteria.

Band 1

The candidate has demonstrated in the practical teaching test an ability to plan and deliver both language skills and language-focused lessons that are of a basic standard. The candidate has shown a basic level of competence in some of the *TKT: Practical* teaching assessment criteria.

The assessment criteria

There are ten *TKT: Practical* assessment criteria. Five focus on lesson planning and five focus on teaching.

The five lesson planning criteria

The candidate has to demonstrate an ability to:

- write detailed, clearly stated and appropriate main aims, subsidiary aims, aims for individual stages in the lesson and personal aims
- give adequate details of the different components of a lesson plan such as information about the class; procedures; timing; interaction patterns; anticipated problems with materials, activities and tasks; suggested solutions
- give details of stages, activities and tasks which are logically ordered and which are appropriate to the learners and the lesson aims
- – analyse target language, including aspects of form, meaning and phonology; anticipate possible problems and suggest solutions relating to the analysed language
  – identify appropriate strategies to develop the target skills/subskills; anticipate problems and suggest solutions relating to the identified skills
- plan the use of appropriate (referenced) materials and/or resources to be used.

The five teaching criteria

The candidate has to demonstrate an ability to:

- create a positive learning atmosphere, ensuring involvement of all the learners
- – focus on language: form, meaning and phonology, and include appropriate practice
  – follow appropriate procedures and use activities to improve learners' skills
- set up, manage and time whole-class and individual, pair or group activities, using materials, resources and aids effectively to deliver the planned lesson so that aims are achieved
- use English appropriately e.g. when explaining, instructing, prompting learners, eliciting, conveying meaning, praising
- monitor learners and provide feedback on language and tasks, including oral and/or written correction.

The assessor completes the *TKT: Practical* assessment form for each lesson. See assessor comments, examples 1–6 for examples of completed assessment forms.

Assessment criteria **a–e** on the *TKT: Practical* assessment form relate to the candidate's lesson plan.

Assessment criteria **f–j** on the *TKT: Practical* assessment form relate to the candidate's lesson.

The table on pages 8–9 illustrates ways in which teachers can meet the criteria.

	Assessment criteria	Ways in which the assessment criteria may be achieved (the suggestions may not all be relevant to every lesson)
a	The candidate demonstrates ability to write detailed, clearly stated and appropriate main aims, subsidiary aims, aims for individual stages in the lesson and personal aims.	Candidates need to: • write clear overall aims for the lesson • write clear subsidiary aims which include other skills or language covered in the lesson • write aims for individual stages of the lesson showing the reasons for including each stage • write personal aims which are appropriate for the lesson type.
b	The candidate demonstrates ability to give adequate details of the different components of a lesson plan such as information about the class; procedures; timing; interaction patterns; anticipated problems with materials, activities and tasks; suggested solutions.	Candidates need to: • provide information about the class, including relevant information about the learners and the lesson • give details of the lesson procedures, stating what the teacher will do and what the learners will do in the lesson • provide timings for each stage of the lesson indicating how long each stage will take • provide interaction patterns for each stage of the lesson • list possible problems learners may have with materials, activities and tasks • state how the problems listed will be dealt with.
c	The candidate demonstrates ability to give details of stages, activities and tasks which are logically ordered and which are appropriate to the learners and the lesson aims.	Candidates need to: • divide the procedures of the lesson plan into appropriate stages • order the stages, activities and the tasks in the lesson in a logical way so that one stage builds on the previous stage and the aims of the lesson are achieved.
d	The candidate demonstrates ability to analyse target language including aspects of form, meaning and phonology, and anticipate possible problems and suggest solutions relating to the analysed language. The candidate demonstrates ability to identify appropriate strategies to develop the target skills/subskills, and anticipate problems and suggest solutions relating to the identified skills.	For lesson stages which have a language focus, candidates need to: • complete the language analysis table in the lesson plan template, analysing the language to be taught with attention to form, meaning and phonology • list possible problems and solutions relating to the analysed language • show how the problems listed will be dealt with. For lesson stages which have a skills focus, candidates need to: • complete the skills analysis table in the lesson plan template, listing the productive/receptive skills and subskills to be focused on in the lesson • identify appropriate strategies to be used in the lesson to develop the target skills and subskills • list possible problems learners may have with skills work • state how the problems listed will be dealt with.
e	The candidate demonstrates ability to plan the use of appropriate (referenced) materials and/or resources to be used.	Candidates need to: • choose resources, materials, tasks and activities from coursebooks and other sources that match the lesson aims • choose resources, materials, tasks and activities which provide variety and maintain a communicative focus • create extra materials and tasks when appropriate • be able to adapt tasks/texts so they are easier, more challenging or more relevant for their learners when appropriate • plan board work • present materials for use in the classroom in a professional way, making sure that they can be read by learners • make sure that they have stated where published material comes from to keep within copyright laws.
f	The candidate demonstrates ability to create a positive learning atmosphere, ensuring involvement of all the learners.	Candidates need to: • establish good rapport with learners • ensure that learners are fully involved in activities during teacher-fronted and learner-centred stages of the lesson • maintain a positive learning atmosphere.
g	The candidate demonstrates ability to focus on language: form, meaning and phonology, and include appropriate practice.	For lesson stages which have a language focus, candidates need to: • provide a context for language, using a text, situation or task • ensure there is a clear link between the context and the target language • ensure that the context provides learners with sufficient opportunity for communicative practice

	Assessment criteria	Ways in which the assessment criteria may be achieved (the suggestions may not all be relevant to every lesson)
g	(continued) and/or The candidate demonstrates ability to follow appropriate procedures and use activities to improve learners' skills.	• provide accurate and appropriate models of oral and written language in the classroom • choose natural examples of language from context • highlight the target language clearly • ensure language written on the white board and on worksheets is correct in terms of spelling and punctuation • use appropriate ways of clarifying the meaning, form and pronunciation of the selected language in language-focused lessons • ensure new language models are natural and accurate when drilling. For lesson stages which have a skills focus, candidates need, as appropriate to the selected skills focus, to: • show they can help learners to understand reading and listening texts by following appropriate teaching procedures for developing receptive skills • show they can focus on developing receptive skills and subskills • show they can help learners develop oral fluency by following appropriate teaching procedures for developing speaking skills • ensure a communicative focus in speaking activities • show they can help learners to produce written texts by following appropriate teaching procedures for developing writing skills.
h	The candidate demonstrates ability to set up, manage and time whole-class and individual, pair or group activities, using materials, resources and aids effectively to deliver the planned lesson so that aims are achieved.	Candidates need to: • show they can arrange the furniture and equipment in the classroom to suit different types of activity • organise learners for individual, pair, group and plenary work • give clear instructions at appropriate stages of the lesson • check that learners have understood instructions for tasks and activities • give an example or demonstration of the task if appropriate • maintain an appropriate pace in lessons by allowing time for learners to complete tasks without allowing activities to go on for too long • give learners time to check the answers to tasks in pairs as appropriate • use materials, resources and technical aids effectively to help learners learn and to provide practice • ensure there is an appropriate balance between teacher-fronted and learner-centred activities • be sufficiently directive when appropriate.
i	The candidate demonstrates ability to use English appropriately e.g. when explaining, instructing, prompting learners, eliciting, conveying meaning, praising.	Candidates need to: • keep teacher language and explanation to a minimum • use simple language to give and check instructions for tasks and activities and when explaining • keep their simplified language natural • use appropriate language to praise learners • show they can use questions effectively for – setting context – building up information – assessing learners' prior knowledge – checking meaning of language items – checking understanding of instructions.
j	The candidate demonstrates ability to monitor learners and provide feedback on language and tasks, including oral and written correction.	Candidates need to: • show they can monitor learners appropriately by: – listening to learners – knowing when to intervene or not in learner-centred activities – ensuring that their attention is spread evenly among the learners – keeping a low profile when appropriate • provide learners with appropriate feedback on tasks and activities • use a variety of techniques in order to give feedback on tasks and activities • show an awareness of student errors • use a variety of correction techniques to correct learners' language sensitively • give feedback on oral and written errors after a communicative activity.

Guidance for candidates on completing the TKT: Practical lesson plan

The lesson plan template

Candidates entering for the *TKT: Practical* assessment must complete a *TKT: Practical* lesson plan template for each assessed lesson. (See Appendix 1 for the lesson plan template.) Examples of completed lesson plans are included later in this handbook.

The following notes give further information on completing the template.

Candidate name

Write your full name as you wish it to appear on your certificate.

Lesson number

For your *TKT: Practical* assessment you will teach either one 40-minute lesson or two 20-minute lessons. If you are teaching one 40-minute lesson, you should write 'N/A' in this section of the plan. If you are teaching two 20-minute lessons, you should write '1' if this lesson is the first assessed lesson or '2' if this is the second assessed lesson.

Level

This refers to the learners' level of English in the class you are teaching e.g. beginners, elementary, pre-intermediate, intermediate, upper-intermediate, advanced.

Lesson length

Write '20' if you are teaching a 20-minute lesson or '40' if you are teaching a 40-minute lesson.

Lesson type

For your *TKT: Practical* assessment you must demonstrate that you can develop learners' skills and deal with language. Skills work includes reading, listening, speaking or writing. Language work includes dealing with grammar, vocabulary or functional language. In this section of the plan write what type of lesson you are planning e.g. Reading or Reading/Speaking or Grammar/Listening or Writing. Remember that if you are being assessed on one 40-minute lesson, you must include some skills work and some language work. If you are being assessed on two 20-minute lessons, one lesson must have a main language focus and the other a main skills focus.

Date

Write the date that the lesson is taught and assessed.

Information about the class

In this section you provide information for the assessor on the learners and the lesson. You can include information about:

- the type of learners you are teaching e.g. 9 year olds, adult learners, teenage learners
- learners' backgrounds e.g. nationality, professions where relevant
- the learners' reason for attending the classes e.g. learners are preparing for a particular examination, learners have chosen to attend lessons because they use English at work, learners are attending because the lessons are part of a set school routine
- the type of course the learners are following e.g. the number of hours they attend each week, part time or full time
- the relationship you have with the learners e.g. how long you have known the class, how long you will be teaching them
- the materials you have selected for the lesson e.g. the use of particular materials because your institution requires that you use them, the use of self-made materials, the use of particular coursebook material
- the content of the lesson e.g. relevance to learners' needs/interests.

Main aim

Write the main aim for the lesson either stating what the learners will have done by the end of the lesson or stating what you want to achieve in the lesson e.g. 'By the end of the lesson the learners will be able to give advice using *should* and *shouldn't*', or 'To present and practise *should* and *shouldn't* for giving advice'.

Subsidiary aim

Write any subsidiary aims for the lesson e.g. the main aim of the lesson might be to present and practise *should* and *shouldn't*, used for giving advice, but a text is used as a context for the language presentation. The main aim would be to teach *should/shouldn't* but a subsidiary aim would be to develop a reading skill or skills, e.g. 'By the end of the lesson the learners will have practised reading for gist and for detail.'

Personal aim

Personal aims are individual teaching skills the teacher wants to focus on and improve in this lesson e.g. reducing teacher language, giving clearer instructions, asking concept questions.

Materials (referenced)

In this section you should list the materials that will be used in the lesson e.g. pictures from the internet, vocabulary handout, text on page 45 from *face2face Pre-intermediate Student's Book*, C Redston and G Cunningham, Cambridge University Press. Remember to state which publication material is taken from to keep within copyright rules.

Assumptions

Write what you think the learners already know or what you think the learners are able to do relating to the lesson e.g. 'I'm teaching *should* and *shouldn't* in the context of travel and the things you should or shouldn't take with you when you go abroad. We had a lesson last week on travelling, so the learners will know some of the vocabulary for this lesson (passport, insurance, sun cream)'.

Anticipated problems with materials, activities and tasks

This section is for you to mention difficulties that you and the learners might have with materials, activities and tasks and other aspects of classroom organisation e.g. 'Some of the learners are more dominant than others, so quieter learners may not get a chance to speak.' 'Some learners may not be interested in the topic.'

N.B. Do not use this section to discuss problems learners may have with language and skills. Use the language analysis table for language difficulties and the skills analysis table for skills difficulties.

Solutions

Write possible solutions to the anticipated problems with materials, activities and tasks which have been identified e.g. 'Organise learners into groups so that quieter learners will have a chance to speak.' 'Use pictures to stimulate interest and to get students talking about the topic.'

Declaration

Sign this section to confirm that the lesson plan is your own work.

Language analysis

This section needs to be completed for stages of lessons which include language work – vocabulary or grammar or functional language. See the completed language analysis table below and example language analysis tables in the example lesson plans.

You do not need to complete the language analysis table if you are doing a 20-minute lesson and there is no vocabulary, grammar or functional language being taught in the lesson. However, most lessons include some language focus.

Skills analysis

This section needs to be completed for stages of lessons which include skills development work – reading, listening, speaking or writing. See the completed skills analysis table below and example skills analysis tables in the example lesson plans.

You do not need to complete a skills analysis table if you are doing a 20-minute lesson and there is no focus on reading, writing, listening or speaking. However, lessons often include some skills work.

Stage

Write the stage of the lesson e.g. lead-in, reading, exercise 1, listening, speaking, writing.

Stage aim

Write the aim for **each** stage of the lesson e.g. to create interest in the topic, to practise gist reading, to provide controlled practice, to practise listening for detailed information, to develop fluency, to practise writing formal letters.

Procedure

In this section write what you will do in the lesson and what you will ask the learners to do e.g. 'Give out the handout and ask learners to read the text and choose the best title for the text.' Remember to include procedures relating to monitoring learners when they are doing tasks, checking that learners have completed tasks successfully and giving/responding to feedback.

Interaction

This section is for you to note the interaction patterns between the learners, and/or between the learners and the teacher during the lesson e.g. S–S would indicate a student to student interaction pattern when pair/group work is taking place or T–S would indicate a teacher-to-students interaction pattern when there is whole-class activity.

Time

Write how long you intend to spend on each stage of the lesson.

Example language analysis table

Form	Meaning	Phonology	Anticipated problems
You should buy a map You + should + base form of the verb + noun	Used for giving advice	/ʃʊd/ silent 'l' Should is not stressed, the stress is on the verb and the noun □ □ You should buy a map.	1. Pronunciation of /ʃʊd/ and silent 'l' 2. Learners may not see the difference between advice and obligation. 3. Learners may use 'to' with the verb. **Solutions** 1. Drill and show learners silent 'l'. 2. Ask concept question to clarify meaning. 3. Highlight base form without 'to' on the board.

Example skills analysis table

Skill/subskill	Tasks for skills development	Preparing learners for tasks	Anticipated problems
Listening for gist	Learners listen to the recording once and choose the most appropriate title for the listening text – someone giving advice about visiting his town.	Learners tell each other about different places they have visited.	1. Learners may listen for detail instead of gist. 2. Some of the learners have only recently arrived in London and don't know many places so won't have much to say in the discussion. **Solutions** 1. Remind learners that they might not understand everything in the recording – they should just listen to choose the best title. 2. Group learners so that the newly arrived learners work with ones that have been here for a while. Encourage new learners to ask questions.
Listening for detail	Learners listen to the recording twice and decide if eight sentences are true or false and correct the sentences that are false.	Pre-teach key vocabulary.	
Speaking – fluency practice	Learners talk about what advice they would give to someone coming to London.	Give learners a list with ideas of what topics to discuss e.g. places to visit, places to eat, transport, the weather.	
Writing a postcard	Learners write a postcard to a friend who is coming to London giving advice about what to do.	Elicit some useful phrases used in informal postcards. Provide a template.	

Introduction to lesson plans and assessor comments

In the following section of the handbook there are six sample *TKT: Practical* lesson plans with the assessor comments and scores for each plan and lesson. The material includes samples from the wide range of contexts in which *TKT: Practical* has been adopted including teachers working with teaching practice groups on teacher development courses and teachers working with their own classes. Some of the lessons are in monolingual contexts; other contexts are multilingual. In some contexts American English is standard and this is evident in the language analysis sections of the lesson plans.

The purpose of the material is to:

- provide examples of how *TKT: Practical* lesson plans should be completed
- give candidates and assessors examples of the standard for *TKT: Practical*

Examples of three 40-minute lessons and three 20-minute lessons are provided to reflect a range of ability and lesson types.

Examples 1–3 are 40-minute lessons, each with a language and a skills focus.

Examples 4 and 5 are 20-minute lessons with a main language focus.

Example 6 is a 20-minute lesson with a main skills focus.

Much of the material used has been submitted by centres, but some of the material and assessor comments have been modified in order to provide clear examples of *TKT: Practical* standards.

Some of the original lessons included substantial visual materials. These have not all been reproduced in the handbook, but it should be evident from the text in the lesson plans and assessment forms where a visual was used in the lesson. Enlarged flashcards have been reduced.

The assessor comments should be read in conjunction with the band descriptors which can be found at the end of the handbook.

Completed lesson plans and assessor comments

Example 1 – Completed lesson plan

TKT: Practical lesson plan

Centre number:	00000		**Candidate number:**	01
Candidate name:	XXXXX			
Lesson number:		**Level:**	Pre-intermediate	
Lesson length:	40 minutes	**Lesson type:**	Listening + vocabulary	
Date:	00/00/00			

Information about the class:

Most learners are Asian, especially Japanese, and they are mostly female and young adults (early 20s). The number of learners is about ten. They are taking a pre-intermediate course, and study a full-time course five days a week. They have been in New Zealand for 2 or 3 weeks in pre-intermediate level. The learners are using the text book (*Language to go*).

Main aim:

To provide gist and detailed listening practice in the context of 'changing rooms'
To introduce and consolidate lexis set of furniture

Subsidiary aim:

To provide fluent speaking practice
To read for detail

Personal aim:

To improve my organisation of lesson
To give clear instructions
To get learners to work with different partners

Materials (referenced):

Pictures of furniture
Language to go, Pre-Intermediate, G Cunningham and S Mohamed, Pearson Longman

Assumptions:

Learners know some furniture nouns and they are familiar with the vocabulary but they do not know about the TV programme (Changing Rooms).

Anticipated problems with materials, activities and tasks:	**Solutions:**
Students may not know about the TV programme so they are not familiar with the recording script.	I will let them read a reading task and I will explain about the TV programme.
Task 5 uses the present perfect for recent actions which some students may not be familiar with.	I will focus on the vocabulary only and tell students that the grammar refers to a recent action and will be covered in a later lesson.

Declaration:

This lesson plan is my own work ..... (candidate's signature).

Language analysis

Form	Meaning	Phonology	Anticipated problems
Furniture (n)	The things that can be moved, for example tables, chairs, beds, etc. in a room, house or office. A superordinate.	Furniture [fɜːnɪtʃə(r)]	1. Some unfamiliar words and pronunciation
Armchair (n)	A soft, comfortable chair with sides which support your arms	Armchair [ɑːrmtʃer]	2. Cupboard: silent /p/
Shelf (n)	A long, flat piece of wood, glass, etc. that is fixed to a wall or in a cupboard, used for putting things on	Shelf [ʃelf]	
Cushion (n)	A bag filled with soft material, for example feathers, which you put on a chair, etc. to make it more comfortable	Cushion [kʊʃn]	**Solutions** 1. Show the photos. 2. Explain the meaning and use concept checking. Drill model.
Carpet (n)	Thick material that is used for covering floors and stairs	Carpet [kɑːpɪt]	
Cooker (n)	A large piece of kitchen equipment for cooking using gas or electricity. It consists of an oven, a flat top on which pans can be placed and often a device which heats the food from above	Cooker [kʊkər]	
Cupboard (n)	A piece of furniture, usually with shelves inside and a door or doors at the front, used for storing food, clothes, etc.	Cupboard [kʌbəd]	
Curtains (n)	A long piece of cloth that hangs down and covers a window	Curtain [kɜːtn]	
Light (n)	Something that produces light, for example an electric lamp	Light [laɪt]	
Fireplace (n)	The open place in a room where you light a fire	Fireplace [faɪəpleɪs]	
Sink (n)	A large open container in a kitchen, with taps to supply water, where you wash things	Sink [sɪŋk]	
Rug (n)	A piece of thick material that covers a small part of a floor	Rug [rʌg]	
Washing machine (n)	An electric machine for washing clothes	Washing machine [wɒʃɪŋ məʃːn]	
Polish (v)	To make sth shine by rubbing it and often by putting a special cream Concept checking • Why do you polish something? • What do we use?	Polish [pɒlɪʃ]	
Verdict (n) (on sb/sth)	A decision that you make or an opinion that you give after testing sth or thinking about sth carefully. Concept checking • I can give you feedback after your test. Is the feedback a verdict? • Is a verdict final or can it change?	Verdict [vɜːdɪkt]	

Skills analysis

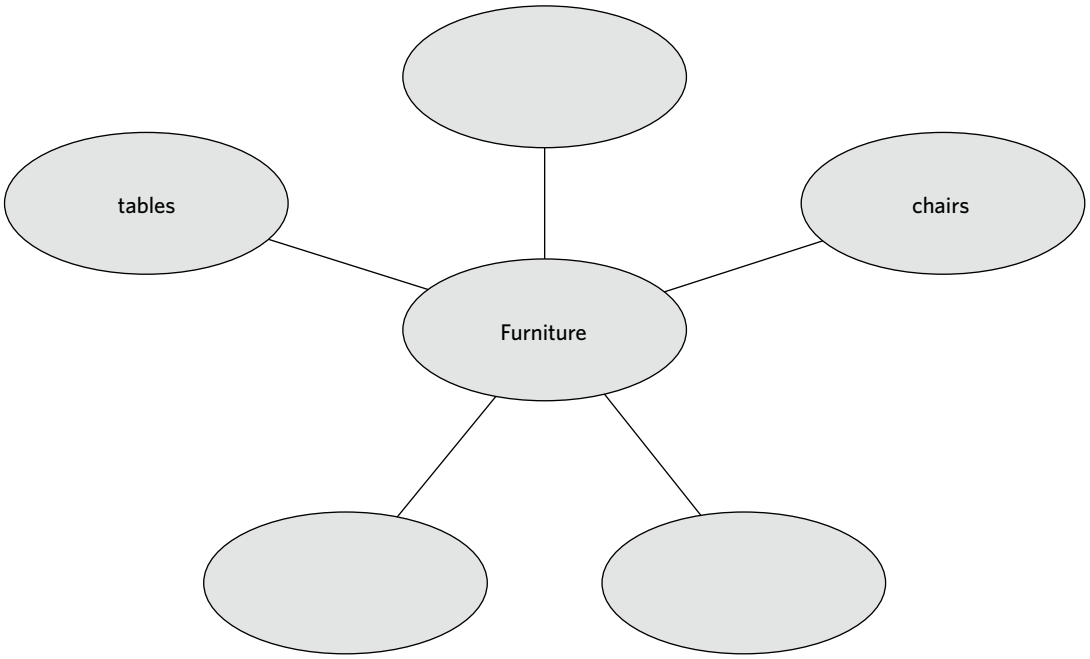
Skill/subskill	Tasks for skills development	Preparing learners for tasks	Anticipated problems
Listening for gist	Students answer two general questions (ex 4).	Pre-teach difficult vocabulary. Students read about 'Changing Rooms' in TV Choice magazine.	Students may try to listen for detail instead of gist. Students may not find the matching exercise easy.
Listening for detail	Students listen and do a matching exercise to describe what exactly the neighbours have done in the 'Changing Rooms' programme (ex 5).	Give students time to read the matching sentences before they listen. Students brainstorm furniture vocabulary in a game. Students do a matching task with pictures and words.	**Solutions** Tell students not to listen to every word the first time they hear the recording. Play the recording more than once for the detailed listening.
Speaking – fluency	Students discuss the furniture they have and find five similarities.		
Reading for detail	Students answer questions.		

Stage	Stage aim	Procedure	Interaction	Time
Context set	To set context of furniture	Show the swivel chair picture and tell students my experience with swivel chairs. 'When I was young, there were two swivel chairs in my living room. I really liked the chairs and I used to sit on them.' Elicit the word 'furniture (un)'. Concept checking. Point out a table in classroom and ask students 'Is it furniture?'	T–S	2
Vocabulary 1	To revise and brainstorming vocabulary	Get students to brainstorm. Tell students 'You need a piece of paper in pairs. How many furniture words do you know?' 'Write down the words as quickly as you can!!! I will give you just one minute!! Who will be the winner???' Tell students '000 wrote the most words!! 000 is the winner!! Let's clap for 000!!!'	T–S S–S	3
	Introduce and clarify vocabulary in the text	Match the words with correct pictures. All students together. Tell students 'Here are some pictures. Put the word next to right picture.'	S	1
Pronunciation	To check pronunciation	Show the pictures and drill the words.	T–S	2
Lead-in	To give students speaking practice	Tell students 'Let's think about your living room or kitchens! What kind of furniture do you have?' 'Talk to your partner. Please talk about the furniture you have and find 5 similarities!'	S–S	3
Feedback	To give some feedback	Open class report back. Nominate 2 students and ask 'Could you tell me your guys' similarities?'	S–T	2
Change partners	To change partners	Change their partners. Give a piece of paper and let them write their birthday (just date and month.) Let them sit in order of birthday.	S	2
Pre-teach vocabulary	To pre-teach 'polish'	Introduce the word 'polish' before Ex2. Convey the word in mime and ask concept questions. Concept checking • Why do you polish something? • What do we use?	T–S	1
Vocabulary 2	To consolidate vocabulary	Ex2. Give students pieces of sentences and match the sentences with the responses in pairs.	S–S	2
Feedback	To give answers	S–S check T monitors and helps.	S–S T–S	2
Reading	To set up listening task To read for detail	Ex3. Read about the programme 'Changing Rooms' in TV Choice and answer the questions.	S	4
Feedback	To check the answers	S–S check T monitors and helps.	S–S T–S	2
Listening 1	For students to listen for gist	Ex4. Listen to Michelle and Jason when they see their new room. Tell students to listen and find the answers.	S	4
Feedback	To check answers	S–S check T monitors and helps. Play more than once if necessary.	S–S T–S	2
Listening 2	To listen for detail	Ex5. Listen again and match the columns to describe what their neighbours have done. Tell students to listen again and match 1 to 6 with a) to f).	S	4
Feedback	To check answers	S–S check T monitors and helps. Play more than once if necessary.	S–S	2
Extension task	To give closure	Ask students 'Do you think this programme is good?' 'Would you watch this programme?' 'Do you want to participate in this programme? Why? Why not?'	S–T	2

Board plan

Today's menu – New vocabulary **Date ( )**

- Vocabulary polish (v)
- Listening



Checklist: ☑

1	I have completed a lesson plan.	☑
2	I have attached copies of the handouts and materials used in the lesson.	☑
3	I have included details of copyright photocopies of published material.	☑
4	I have completed the Cambridge ESOL questionnaire for candidates.	☑
5	I have signed the declaration to confirm that this lesson plan is my own work.	☑

Accompanying materials provided with the lesson plan

- Large-size word cards to match with the pictures of the following pieces of furniture:
  Cooker
  Cupboard
  Curtains
  Light
  Fireplace
  Sink
  Rug
  Washing machine
  Armchair
  Bookshelf
  Cushion
  Carpet
- Bright visuals of the furniture

Vocabulary consolidation exercise

1. I don't like the table that colour.
2. We need a bookshelf.
3. The corner cupboard doesn't look very good.
4. I hate the floor in this room.
5. Those old cushions on the armchairs are really ugly.
a) We can make one.
b) Let's re-cover them and put them on the sofa.
c) Why don't we change the carpet or polish the floorboards?
d) Let's move it to the other side of the room or remove it completely.
e) Shall we paint it blue, then?

Language to go, Gillie Cunningham and Sue Mohamed, Pearson Longman, pages 58–59.

LESSON 28
Present perfect

Vocabulary Furniture and fittings
Grammar Present perfect to describe present result
Language to go Talking about changes you can see

Changing rooms

Vocabulary

1 **Match the words with furniture and fittings in the photos below.**

Example: sofa – H

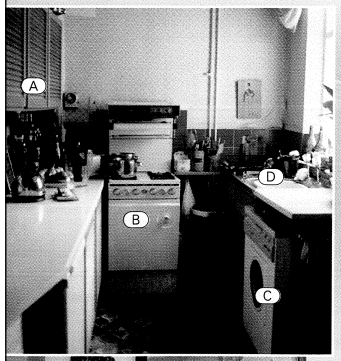
1 armchair	7 curtains
2 bookshelf	8 light
3 cushion	9 fireplace
4 carpet	10 sink
5 cooker	11 rug
6 cupboard	12 washing machine

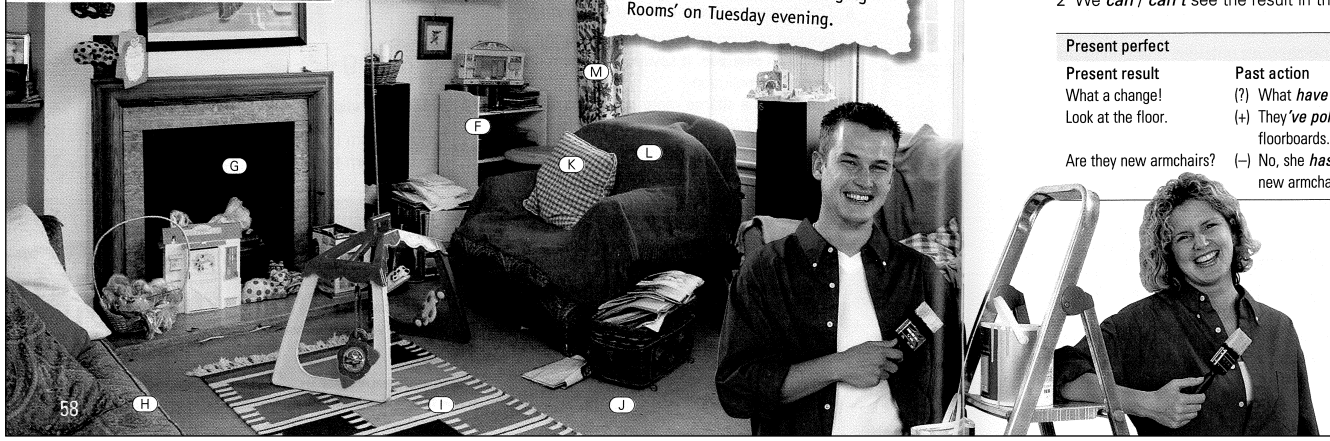
2 **Match the sentences with the responses.**

Example: 1– e)

1 I don't like the table that colour.
2 We need a bookshelf.
3 The corner cupboard doesn't look very good.
4 I hate the floor in this room.
5 Those old cushions on the armchairs are really ugly.

a) We can make one.
b) Let's re-cover them and put them on the sofa.
c) Why don't we change the carpet or polish the floorboards?
d) Let's move it to the other side of the room or remove it completely.
e) Shall we paint it blue, then?





TV Choice

This week, two pairs of neighbours, Michelle and Jason Cole and Megan and Peter Smythe, work with 'Changing Rooms' interior designers to change a room in each other's home. They have two days and can each spend a maximum of £500. To see the results, watch 'Changing Rooms' on Tuesday evening.

Reading and listening

3 **Read about the programme 'Changing Rooms' in TV Choice and answer the questions.**

1 What is Michelle and Jason Cole's relationship with Megan and Peter Smythe?
2 What are they going to do?
3 How long do they have to do it?
4 How much can they spend?

4 **Listen to Michelle and Jason when they see their new room.**

1 Are they generally positive or negative about the changes?
2 Who likes it more, Michelle or Jason?

5 **Listen again. Match the columns to describe what their neighbours have done.**

Example: 1– e)

1 They've removed	a) the sofa.
2 They've painted	b) the armchairs.
3 They've made	c) the walls bright red.
4 They've moved	d) new curtains.
5 They've re-covered	e) the carpet.
6 They've put	f) the books in the cupboard.

Grammar focus

6 **Look at the examples below and underline the correct words in these explanations.**

1 We use the present perfect to talk about a *present* / *past* action.
2 We *can* / *can't* see the result in the present.

Present perfect	
Present result	**Past action**
What a change!	(?) What *have* they *done*?
Look at the floor.	(+) They'*ve polished* the floorboards.
Are they new armchairs?	(–) No, she *hasn't bought* new armchairs.

Practice

7 **Look at the photo of Megan and Peter's new kitchen below. Use the words in the box to describe the changes their neighbours have made to their old kitchen (on page 58).**

Example: *They've put the washing machine in a cupboard.*

the washing machine	the walls	the sink
the floor	the cooker	cupboards

Get talking …

8 **In pairs, find the six differences that the 'Changing Rooms' team has made to another room.**

Student A: Turn to pages 84 and 85.
Student B: Turn to page 88.

… and writing

9 **Write a paragraph for a letter to a friend.**

1 Describe recent changes you have made either in your home or in your life.
2 What are the results of these changes?

Language to go

A: Have you decorated the house?
B: We've painted the walls but we haven't done anything else.

> GRAMMAR REFERENCE PAGE 115
> PRACTICE PAGE 103

Example 1 – Assessor comments on a Band 3, 40-minute lesson

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

TKT Practical Assessment Form – 1 x 40-minute lesson

TKT week: 00

Assessor name: XXXXX **Assessor ID:** XX00XX

Candidate name: XXXXX

Candidate number: 01

Centre name: XXXXX

Centre number: 00000

Date: 00/00/00

Level of class: Pre-intermediate

Number of learners: 10

The lesson plan – the candidate can:		Score
a	write detailed, clearly stated and appropriate main aims, subsidiary aims, aims for individual stages in the lesson and personal aims	**3**
b	give adequate details of the different components of a lesson plan such as information about the class; procedures; timing; interaction patterns; anticipated problems with materials, activities and tasks; suggested solutions	**3**
c	give details of stages, activities and tasks which are logically ordered and which are appropriate to the learners and the lesson aims	**3**
d	(i) analyse target language, including aspects of form, meaning and phonology; anticipate possible problems and suggest solutions relating to the analysed language; and (ii) identify appropriate strategies to develop the target skills/subskills; anticipate problems and suggest solutions relating to the identified skills	**3**
e	plan the use of appropriate (referenced) materials and/or resources to be used	**3**

The lesson – the candidate can:		Score
f	create a positive learning atmosphere, ensuring involvement of all the learners	**3**
g	(i) focus on language: form, meaning and phonology, and include appropriate practice and (ii) follow appropriate procedures and use activities to improve learners' skills	**3**
h	set up, manage and time whole-class and individual, pair or group activities, using materials, resources and aids effectively to deliver the planned lesson so that aims are achieved	**3**
i	use English appropriately e.g. when explaining, instructing, prompting learners, eliciting, conveying meaning, praising	**3**
j	monitor learners and provide feedback on language and tasks, including oral or written correction	**3**

Lesson plan comments:

Please provide brief comments to justify your scores.

a) Aims: Clear main aims with context and good subsidiary aims. Personal aims are listed and are appropriate for the lesson type. Aims are provided for individual stages. However, stage aims are not clearly expressed. They are sometimes procedures rather than aims e.g. 'to change partners', 'to pre-teach *polish*'.

b) Lesson components: The lesson plan components have all been completed and are appropriately clear. The section providing information about the class could be more detailed and could include information about learners' strengths and weaknesses. It would also be useful to provide some information why this lesson was chosen and how the students will relate to the content and lesson type.

c) Stages, activities and tasks: The planned lesson is clear to the reader. There is a good balance and variety of logically linked stages, which also link with the aims of the lesson and stage aims. However, there is quite some time spent on the early stages of the lesson, brainstorming and leading into the topic.

d) Language analysis: Language analysis is detailed, although more anticipated problems with meaning would help – there are no concept checking questions for the furniture vocabulary, but some attempt is made to check *polish* and *verdict*.
Skills analysis: The skills analysis table has been completed, and skills work in the plan and in the analysis is useful for listening for gist and detail and for speaking.

e) Use of materials: Materials are appropriate and well selected. Pictures have been well selected to convey the meaning of the target vocabulary. There is too much material for a 40-minute lesson.

Lesson comments:

Please provide brief comments to justify your scores.

f) Learning atmosphere: The teacher had a very good presence in the classroom and engaged and encouraged the learners. Activities had a communicative focus and were task-based throughout – which added to the engagement of learners. She could have involved the students more in some stages. For example, she could have used open-class feedback to generate interest in the listening and context of the listening.

g) Focus on language: There was some choral drilling to practise pronunciation of the target language and some individual drilling – there was also a check of the difference between 'rug' and 'carpet'. However, the teacher needed to check the differences between 'cooker/cook', 'cupboard and drawer' (the picture used for cupboard had drawers and a cupboard – this wasn't clarified).
Skills work: The tasks set led learners to work on specific skills development although the coursebook detailed listening task was not very challenging.

h) Classroom management: The teacher set up tasks well for the most part and also checked instructions. The teacher could have set up the listening more effectively (e.g. she could have given a bit more time to let students understand the task before playing the listening). She needed to elicit more from students in the open-class stage. At times she rushed through some stages and had to go back (which she did do effectively) – time was rushed to get to the listening at the end as so much time was spent on the first stages of the lesson.

i) Use of English: The teacher used English well to engage and encourage learners. At times there were some hesitations while she searched for words. There were also some problems with the /r/ sound vs /l/ sound and this was not modelled as well as it could have been.

j) Monitoring, feedback and correction: The teacher monitored well for the most part and knew what the learners were doing. She gave feedback while monitoring. However, she needed to conduct better open-class feedback, clarifying what was correct and incorrect and why, and also building on learners' responses.

Example 2 – Completed lesson plan

TKT: Practical lesson plan

Centre number:	00000		**Candidate number:**	02
Candidate name:	XXXXX			
Lesson number:		**Level:**	Pre-intermediate	
Lesson length:	40 minutes	**Lesson type:**	Grammar and reading	
Date:	00/00/00			

Information about the class:

There are 18 teenagers in this class, they have lessons twice a week. Some of them have been working together for the past three years. This group really likes working and they always get involved in every activity. They are always eager to learn.

Main aim:

To focus on the contrast of **past simple** and **past continuous** with **when: (action in progress in the past interrupted by another action in past)**

Subsidiary aim:

Reading for general understanding of the topic of the text
Reading for detail

Personal aim:

Give clear instructions

Materials (referenced):

Reading taken from *New Opportunities Education for life, Pre-intermediate Students' Book*, Michael Harris, David Mower and Anna Sikorzyńska, Longman, Module 3 pages 26 and 27.

Internet material from Busyteacher.com and material prepared by teacher.

Practice exercise adapted from: *New Opportunities Education for life, Pre-intermediate Students' Book*, Michael Harris, David Mower and Anna Sikorzyńska, Longman, Module 3 page 27.

HOMEWORK

Exercise 5 – page 15 – *New Opportunities Education for life – Pre-Intermediate – Language Powerbook* – Patricia Reilly, Michael Dean, Anna Sikorzyńska, Hanna Mrozowska – Longman

Assumptions:

Students already know the structure of simple past and past continuous (in all forms) separately.

Anticipated problems with materials, activities and tasks:

Students might have problems forming the sentences in the game in worksheet 5.

Solutions:

Demonstrate the activity and reinforce meaning.

Declaration:

This lesson plan is my own work ..... (candidate's signature).

Language analysis

Form	Meaning	Phonology	Anticipated problems
Past continuous Subj + was/were + verb +ing. José **was sitting** on the beach	We use the past continuous to say that something was in progress around a specific time in the past.	/wɒz/ /ˈwɒz.ənt/ /wɜr/ /wɜːnt/	**1** Students may forget the verb 'to be' in this structure. **2** Students may not remember the rule for doubling the final consonant. **3** Students may not remember some irregular verbs. **4** Students might have difficulty in identifying the long and the short action.
Verb + ing • We add ing to the end of most of the verbs. • If the verb ends in a consonant + e, we usually drop the e and add ing. • If the verb ends in a short, accented consonant, we double the consonant.		/-ɪŋ/ José was sitting on the beach when the shark attacked.	**Solutions** **1** Drill and provide practice with the form. **2** Provide the rule of 'ing' and provide some practice. **3** Elicit irregular verbs from the whole class. **4** Provide a clear marker sentence and concept check (flashcards).
Simple past Subj + verb in past form: regular or irregular verb. The shark **appeared**	We use past simple to talk about a short action that interrupts an action in progress in the past.		
Vocabulary			**Anticipated problems** Students might not know specific vocabulary in the text chosen to work.
Bodybuilder	someone who does special exercises regularly to make their muscles bigger.	/ˈbɒdɪbɪldə(r)/	
Hesitate	to pause before you do or say something, often because you are uncertain or nervous about it.	/ˈhez.ɪ.teɪt/	**Solutions** Elicit or tell the students a short and clear definition of the words.
Disbelief	the refusal to believe that something is true.	/ˌdɪs.bɪˈliːf/	
Bare	Idiomatic expression, with his own hands.	/beər/	
Lay	to put something in, especially a flat or horizontal position, usually carefully or for a particular purpose.	/leɪ/	
Clap	to make a short, loud noise by hitting your hands together.	/klæp/	
Cheer	to give a loud shout of approval or encouragement.	/tʃɪər/	

Skills analysis

Skill/subskill	Tasks for skills development	Preparing learners for tasks	Anticipated problems
Reading for general understanding	Set only two general questions	Create interest in the text with a pre-reading exercise using sound track from 'Jaws' and picture of a shark.	Students might want to read slowly in the first reading when I only want them to understand the topic of the text.
Reading for detail	Set four more detailed questions	Check the answers to the gist task to ensure that students understand the gist before they read the detail.	**Solutions** Tell students to find the answers quickly and set a time limit.

Stage	Stage aim	Procedure	Interaction	Time
Lead in	To get students' attention and arouse their curiosity	The T asks: ***'Do you know this soundtrack?' 'Can you recognise it?' 'Which film was it?'***	T–S	2
Pre reading	To get students involved create an interest to read	WORKSHEET 1 The T shows a picture with a shark and exploits the picture. • ***'Which animal is this?'*** • ***'Do sharks live here in our country?'*** • ***'Are they dangerous?'***	T–S	1
Reading to understand the general topic of the text	For students to practise reading for the general idea	WORKSHEET 2 Teacher gives the students a photocopy with the picture of a shark and an introduction. • Teacher writes on the board questions to understand the introduction to the text: • ***'Where did the shark appear?'*** • ***'How did the people feel?'***	Whole class	2
Jigsaw reading	For students to find the connection between paragraphs	WORKSHEET 3 • Teacher divides the class in two groups. • Teacher shows some paragraphs stuck on two different windows in the classroom. • Students stick the paragraphs in the correct order on the board. The first group to finish will win.	S–S	6
Feedback	To check understanding	WORKSHEET 3 ***Self correction:*** Teacher gives students a photocopy with text in the correct order.	S–S	2
Reading for detail	To develop reading for detail to be able to answer questions	WORKSHEET 3 Students read the text and answer the questions.	S	5
Feedback	To check understanding and round up the activity	Teacher elicits their answers.	T–S	2
Presentation	To focus on form and meaning	Teacher writes a marker sentence on the board. ***'José was sitting on the beach when the shark appeared.'*** ***Focus on meaning***: ***Teacher asks concept questions and sticks flashcards on the board.*** • ***'Which action is shorter, sitting or appearing?'*** • ***'Which action started first, sitting or appearing?'*** • ***'Which action was in progress?' (past cont)*** • ***'Which action interrupts?' (past)*** ***Teacher focus on form***: • Teacher elicits the form.	T–S	4
Practice 1	To provide guided practice of form and meaning	WORKSHEET 4 Students complete the exercise with the correct form of the verb.	S	6
Feedback 1	To check understanding of meaning and form and to focus on pronunciation	Teacher checks options and drills sentences from the exercise chorally and individually.	Whole class	3
Practice 2	To provide freer practice	WORKSHEET 5 • Teacher demonstrates the activity, and elicits the correct sentence. • ***'I was reading when the telephone rang.'*** • Divide the class in two groups. • Students mime the sentence on the slip of paper for their group to guess. For each correct sentence the team gets a point.	S–S	6
If time activity	To make students leave the class in a good mood	• Play hangman on the board with vocabulary of animals. Teacher writes on the board a word and they have to guess the animal.	Whole class	
Set homework	To reinforce the grammar point	• HOMEWORK Exercise 5 – page 15 – *New Opportunities Education for life – Pre-Intermediate – Language Powerbook*	S	1

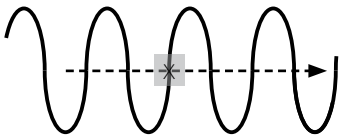
Board plan

Reading for gist questions:

- *'Where did the shark appear?'*
- *'How did the people feel?'*

Meaning:

Marker sentence: *José was sitting on the beach when the shark appeared.*



The action was in progress **the action was interrupted**

José was sitting on the beach ***when*** the shark appeared.

flashcards

Form:

- ***'José was sitting on the beach when the shark appeared.'***
- **was/were + verb + ing + when verb in the past**

Practice 2

Past continuous + when + simple past.

I read/ when /telephone rang.

I was reading when the telephone rang.

Checklist: ☑

1	I have completed a lesson plan.	☑
2	I have attached copies of the handouts and materials used in the lesson.	☑
3	I have included details of copyright photocopies of published material.	☑
4	I have completed the Cambridge ESOL questionnaire for candidates.	☑
5	I have signed the declaration to confirm that this lesson plan is my own work.	☑

WORKSHEET 1

Picture from: New Opportunities Education for life, Pre-intermediate Students' Book, page 26 ex 1.

Visual copied from top of worksheet. See Worksheets 2 and 3.

WORKSHEET 2

New Opportunities Education for life, Pre-intermediate Students' Book, page 26 ex 1.

Picture and introductory text from Worksheet 3.

Yesterday afternoon, another killer shark suddenly appeared while crowds of people were enjoying themselves at Ipanema Beach in Brazil. The shark was over two metres long and weighed about 60 kilograms. The crowds naturally panicked as two weeks ago a similar shark attacked and killed two swimmers.

WORKSHEET 3

New Opportunities Education for life, Pre-intermediate Students' Book, Module 3, page 26.

Human 1, Shark 0

Yesterday afternoon, another killer shark suddenly appeared while crowds of people were enjoying themselves at Ipanema Beach in Brazil. The shark was over two metres long and weighed about 60 kilograms. The crowds naturally panicked as two weeks ago a similar shark attacked and killed two swimmers.

A One man did not panic. José Nilson, a 32-year-old bodybuilder, was sitting on the beach with his family when the incident started. 'While I was sitting and reading a magazine, I suddenly heard screams. When I looked up, I saw the shark in the water. I didn't hesitate. I got really angry and decided to kill the thing.'

B When swimmers saw the creature, they panicked. Children started crying and some people ran for their lives. Others watched in disbelief as Mr Nilson ran into the water and fought the shark with his bare hands! While he was fighting the creature, some people called the emergency services on their mobile phones.

C Mr Nilson hit the shark repeatedly on the head until it lay unconscious and then pulled it on to the beach. When he finally killed it with a heavy stone, the people all clapped and cheered.

D Later, Mr Nilson sold the shark to a local restaurant and had a grilled shark steak for dinner!

Reading exercise:

1 Was this the first attack in Brazil?
2 What was José Nilson doing when he saw the shark?
3 What were the people on the beach doing when they saw the shark?
4 How did he kill the shark?

Adapted from: New Opportunities Education for life, Pre-intermediate Students' Book, Module 3, exercise 8, page 27.

WORKSHEET 4

Practice 1

Complete the story. Put the verbs in brackets in the past simple or past continuous.

Harris left the police station at 6 p.m.
He **1** ***was crossing/cross*** the park when he **2** ***was seeing/saw*** a little girl playing near the river.
The policeman **3** ***was sitting down/sat down and*** **4** ***was opening/opened*** his newspaper.
He **5**_____ (read) the sports page when he **6**_____(hear) screams; the girl was in the water.
Harris ran to the river and **7**_____(jump) into the water. He pulled the girl out. A lot of people **8**_____(watch) the scene. When they saw that the girl was safe, they all **9**_____(clap) and **10**_____(cheer).

Adapted from: New Opportunities Education for life, Pre-intermediate Students' Book, Module 3, page 27, ex 10.

Practice 2

WORKSHEET 5

She/ talk phone/ when/ she/ walk/ into a tree.

He/ shop/ when/ he/ lose/ his wallet.

I/ watch T.V./ when/ my friend/ call me.

He/ open the door/ when/ he/ break/ the key.

Adapted from: New Opportunities Education for life, Pre-intermediate Students' Book, Module 3, exercise 11, page 27.

Homework
Exercise 5 – page 15 – New Opportunities Education for life, Pre-Intermediate – Language Powerbook.

FLASHCARDS (originals were larger)

Which action is shorter? 'sitting' or 'appearing'?
Which action started first? 'sitting' or 'appearing'?
Which action was in progress?
Which action interrupts?

Example 2 – Assessor comments on a Band 4, 40-minute lesson

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

TKT Practical Assessment Form – 1 x 40-minute lesson

TKT week: 00

Assessor name: XXXXX **Assessor ID:** XX00XX

Candidate name: XXXXX

Candidate number: 02

Centre name: XXXXX

Centre number: 00000

Date: 00/00/00

Level of class: Pre-intermediate

Number of learners: 18

The lesson plan – the candidate can:		Score
a	write detailed, clearly stated and appropriate main aims, subsidiary aims, aims for individual stages in the lesson and personal aims	**3**
b	give adequate details of the different components of a lesson plan such as information about the class; procedures; timing; interaction patterns; anticipated problems with materials, activities and tasks; suggested solutions	**3**
c	give details of stages, activities and tasks which are logically ordered and which are appropriate to the learners and the lesson aims	**4**
d	(i) analyse target language, including aspects of form, meaning and phonology; anticipate possible problems and suggest solutions relating to the analysed language; and (ii) identify appropriate strategies to develop the target skills/subskills; anticipate problems and suggest solutions relating to the identified skills	**4**
e	plan the use of appropriate (referenced) materials and/or resources to be used	**4**

The lesson – the candidate can:		Score
f	create a positive learning atmosphere, ensuring involvement of all the learners	**4**
g	(i) focus on language: form, meaning and pronunciation, and include appropriate practice and (ii) follow appropriate procedures and use activities to improve learners' skills	**4**
h	set up, manage and time whole-class and individual, pair or group activities, using materials, resources and aids effectively to deliver the planned lesson so that aims are achieved	**4**
i	use English appropriately e.g. when explaining, instructing, prompting learners, eliciting, conveying meaning, praising	**4**
j	monitor learners and provide feedback on language and tasks, including oral or written correction	**4**

Lesson plan comments:

Please provide brief comments to justify your scores.

a) Aims: The main aims, subsidiary aims, aims for individual stages and personal aims in this lesson plan are clearly stated. Main aims and subsidiary aims could have included the context that would be used to present the language and the type and topic of the text that would be used to develop the reading skills.

b) Lesson components: All the components have been completed and are appropriate and clear. There could have been more detail in the information given about the class, including some information about their strengths and weaknesses.

c) Stages, activities and tasks: The lesson is well designed. The tasks, activities and stages are logically ordered.

d) Language analysis: The language analysis is carefully detailed and includes analysis of form, meaning and pronunciation of the target language and of vocabulary the students might find difficult in the text. Analysis of the pronunciation of the target language is included, but some attention could have been paid to the weak form of 'was' and 'were'. There was a very good number of anticipated problems with clear solutions, but the teacher could have included some problems relating to pronunciation.
Skills analysis: The skills analysis page has been completed. Reading skills and subskills have been identified and some thought has been given to students' difficulties.

e) Use of materials: Materials are well selected, well presented and very appropriate for the age group, and the teacher demonstrates that she can adapt the coursebook materials well. The board plan is clear and follows the procedure set out in the plan.

Lesson comments:

Please provide brief comments to justify your scores.

f) Learning atmosphere: The teacher had a highly positive classroom presence and there was a very nice and cooperative atmosphere. Students were actively engaged throughout the lesson.

g) Focus on language: The teacher used well-varied techniques and strategies which were very effective in achieving the lesson aims. The teacher focused on form and meaning well, but there could have been more controlled practice to focus more on pronunciation.
Skills work: Students were well prepared for the reading tasks and both gist reading and detailed reading aims were well achieved.

h) Classroom management: The teacher demonstrated good classroom management skills. Learners stayed on task and involved in the lesson throughout the class, participating actively. Materials and resources were used effectively at each stage of the lesson.

i) Use of English: The teacher used English effectively throughout the lesson to engage and encourage learners. The teacher's language was well graded.

j) Monitoring, feedback and correction: The teacher monitored efficiently and provided effective and varied feedback to tasks. She used appropriate techniques to correct students.

Example 3 – Completed lesson plan

TKT: Practical lesson plan

Centre number:	00000		**Candidate number:**	03
Candidate name:	XXXXX			
Lesson number:		**Level:**	Elementary	
Lesson length:	40 minutes	**Lesson type:**	Grammar, Reading and Writing	
Date:	00/00/00			

Information about the class:

There are 5 young adult students. They come to class 3 times a week. The class has a length of 2 hours. We started this course last week and students will be using *Channel your English*. For this class we will work with a copy of the book *Basic Grammar in Use, Reference and Practice for Students of English*. The class will be about *used to* (Affirmative Form).

Main aim:

By the end of the lesson the students will be able to talk about their habits in the past by using *used to*.

Subsidiary aim:

Practice reading and writing

Personal aim:

To have better fluency, and give clear instructions

Materials (referenced):

- Raymond Murphy with William R Smalzer, *Basic Grammar in Use, Reference and Practice for Students of English*, Second edition, New York, USA, 2002, pages 30–31
- H Q Mitchell and J Scott, *Elementary Student's Book, Channel your English*, mm publications, EU 2003, pages 66–67
- FlashCards by Eduardo Melo H.

Assumptions:

The learners already know past simple and present simple so it may be easier for them to understand *used to*.

Anticipated problems with materials, activities and tasks:

The learners may get confused about the difference between past simple and *used to*.

Solutions:

Explain again to differentiate between *used to* and past simple.

Declaration:

This lesson plan is my own work ..... (candidate's signature).

Language analysis

Form	Meaning	Phonology	Anticipated problems
USED TO POSITIVE: Subject + *used to* + verb in simple form + complement *USED TO* NEGATIVE: Subject + *did not used to* + verb in simple form + complement *USED TO* INTERROGATIVE: Did + noun + *used to* + verb in simple form + complement?	to talk about customs that you did use to do in the past.	/juːzd/	The students might mispronounce *used*. **Solutions** Drill for the correct pronunciation.

Skills analysis

Skill/subskill	Tasks for skills development	Preparing learners for tasks	Anticipated problems
Reading for specific information	Students read a text then they read again and answer questions	Prepare text	Students may not finish the writing. **Solutions** They can finish for homework.
Writing	Students will write a paragraph		
Speaking	Students practice the language	Prepare pictures	

Stage	Stage aim	Procedure	Interaction	Time
Lead-in	To introduce the topic	Ask learners for the name of the games they used to play in their childhood. Put pictures on the board of different games. (Appendix 1)	T–S	2 min
Presentation	To introduce the topic	Ask learners if they know all the games displayed in the pictures.	T–S	1 min
Presentation	To introduce the topic	Write on the board an exponent model as it is shown: "I <u>used to</u> play yoyo"	T–S	1 min
Repetition drill	To get used to the structure and to practice with the new target language	"I <u>used to</u> play yoyo" Ask learners to repeat the sentence. (choral repetition drill)	T–S	1 min
Speaking practice	To practice the structure	Learners will be working in pairs; they will be giving more examples with the pictures. Teacher monitors.	S–S	2 min
Language focus	To get learners to focus on the form of *used to*	Ask learners to look at exercise 15.1 in the book *Basic Grammar in Use, Reference and Practice for Students of English*. Explain the exercise. (Appendix 2) Monitor the learners to check that they answer and complete it.	S	1–2 min
Feedback	To check learners have the correct answer	Ask each learner the answer for each picture.	T–S	1–2 min
Reading	For learners to practise looking for specific information (scanning)	Ask learners to read the reading "Education in Ancient Times" from the book *Channel your English*, page 66. (Appendix 3)	S	5 min
Pair check	To allow learners to check their answers in pairs	Ask learners to check their answers in pairs. (Appendix 4) Monitor learners to check they are completing the task.	S–S	5 min
Feedback	To check learners have the correct answers	Ask learners the answers and correct them if necessary.	T–S	2–3 min

Stage	Stage aim	Procedure	Interaction	Time
Language focus	To get learners to focus on the form of *used to*	Ask learners to look at exercise 15.2 from the book *Basic Grammar in Use, Reference and Practice for Students of English*. Explain the exercise. (Appendix 2) Monitor the learners to check that they answer and complete it.	S	1–2 min
Feedback	To check learners have the correct answer	Ask each learner to give one answer.	T–S	1–2 min
Production practice	For learners to produce the target language in a freer way	To give flashcards to the learners in order to elicit from them sentences in a freer way. (Appendix 5)	S–S	10 min
Consolidation practice	To give extra practice to the students (if time is available, otherwise the activity will be set for homework)	Ask students to write a short paragraph about their childhood with activities they used to do at that time.	T–S	2 min

Board plan

PICTURES

EXPONENTS

Checklist: ☑

1	I have completed a lesson plan.	☑
2	I have attached copies of the handouts and materials used in the lesson.	☑
3	I have included details of copyright photocopies of published material.	☑
4	I have completed the Cambridge ESOL questionnaire for candidates.	☑
5	I have signed the declaration to confirm that this lesson plan is my own work.	☑

Appendix 1

The plan included brightly coloured visuals of children's activities, which are not included here.

Appendix 2

Exercises

UNIT 15

15.1 Look at the pictures. Complete the sentences with *used to* . . . .

1. *She used to have long hair* _____
2. He _____ _____ baseball.
3. _____ _____ a taxi driver.
4. _____ _____ in Dallas.
5. _____ _____
6. This building _____ _____ .

15.2 Karen works very hard and has very little free time. A few years ago, her life was different.

	KAREN *a few years ago*	KAREN *now*
Do you play any sports?	Yes, I swim every day and I play volleyball.	I work very hard at my job. I don't have any free time.
Do you go out much?	Yes, three or four nights a week.	
Do you play a musical instrument?	Yes, the guitar.	
Do you like to read?	Yes, I read a lot.	
Do you travel much?	Yes, I take two or three trips a year.	

Write sentences about Karen with *used to* . . . .

1. *She used to swim every day.*
2. She _____ .
3. _____
4. _____
5. _____
6. _____

Basic Grammar in Use, Reference and Practice for Students of English. Raymond Murphy with William Smalzer, Second edition, New York, USA, 2002, pages 30–31.

Appendix 3

EDUCATION IN ANCIENT TIMES

Before people invented schools, children learnt things by joining in adult activities, like farming, hunting and cooking. Later, people invented alphabets, so they needed schools to teach children to read and write.

We know about education in ancient Egypt from archaeological finds. The temple schools taught religion, reading, writing and arithmetic and only boys from rich families attended school – the girls stayed at home. In ancient China, students studied philosophy, poetry and religion.

Two different educational systems developed in ancient Greece. In Sparta, boys became soldiers, so they exercised and did athletics. They didn't learn to read or write, but they learnt music and dance. In Athens, people believed that both the mind and the body needed exercise, so they taught reading, writing, poetry, music and other arts, as well as physical education. Both rich and poor children went to school because education didn't cost much.

Children in Roman times started school at the age of six and at the age of twelve they attended grammar schools. There, they learnt Classics – Greek and Latin. Today, lots of schools and universities all over the world still teach these classical languages.

Appendix 4

Read the text again and answer the questions.

a. How did children learn before there were schools?

b. Why did people invent schools?

c. Who attended temple schools?

d. What did Chinese students study?

e. Why did Spartan boys exercise and do athletics?

f. What subjects did boys in ancient Athens do?

g. What language did Roman children learn?

Elementary Student's Book, Channel your English, H Q Mitchell and J Scott, mm publications, EU 2003, pages 66–67.

Appendix 5

RUN
RUN RAN
PAINTED
PAINT PAINTED
DRIVEN
DRIVE DROVE
WOKEN UP
WAKE UP WOKE UP
RAINED
RAIN RAINED
WASHED
WASH WASHED

SOLD
SELL SOLD
SPOKEN
SPEAK SPOKE
TAUGHT
TEACH TAUGHT
SHOWN
THOUGHT
THINK THOUGHT
MADE
MAKE MADE

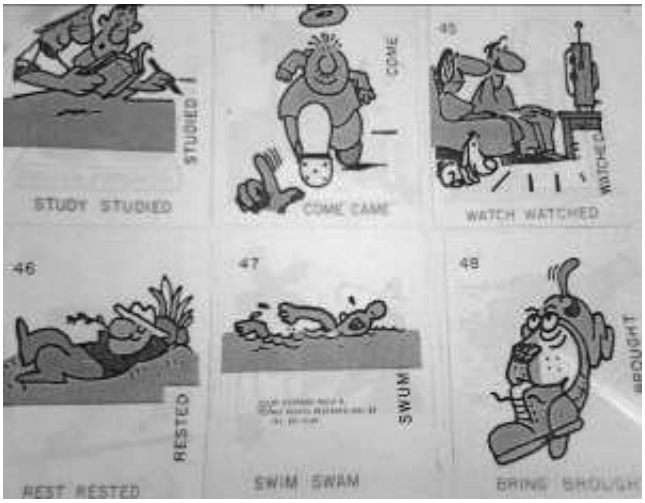
PULLED
PULL PULLED
HAD
HAVE HAD
ANSWERED
ANSWER ANSWERED
FOUND
FIND FOUND
SAVED
SAVE SAVED
SAID
A.B.C.D.
SAY SAID

DRAWN
DRAW DREW
LIVED
LIVE LIVED
LOOKED AT
LOOK AT LOOKED AT
GOT UP
GET UP GOT UP
TAKEN
MILK
TAKE TOOK
PUSHED
PUSH PUSHED

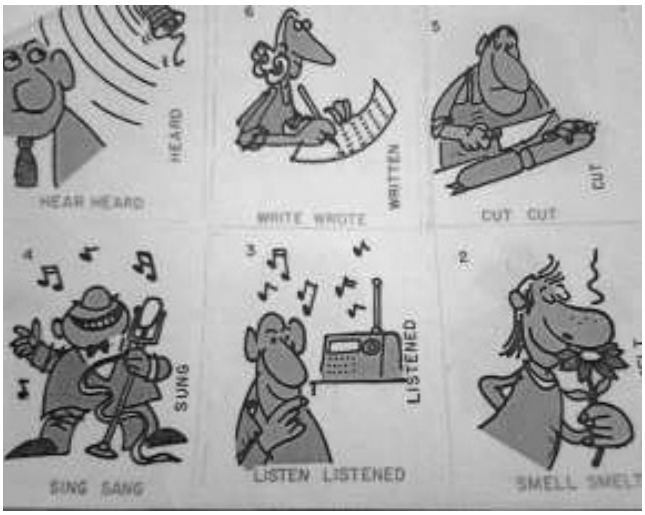
DRUNK
DRINK DRANK
CRIED
CRY CRIED
BOUGHT
BUY BOUGHT
EATEN
EAT ATE
JUMPED
JUMP JUMPED
SCHOOL
GONE
GO WENT

DANCED
DANCE DANCED
ASKED
ASK ASKED
FLOWN
FLY FLEW
CARRIED
CARRY CARRIED
READ
READ READ
SEEN
SEE SAW

WALKED
WALK WALKED
TALK TALKED
RIDE RODE
40
GIVEN
GIVE GAVE
41
SLEPT
SLEEP SLEPT
42
HELPED
HELP HELPED


STUDIED
STUDY STUDIED
COME
COME CAME
45
WATCH WATCHED
46
RESTED
REST RESTED
47
SWUM
SWIM SWAM
48
BRING BROUGHT

LEARNT
ENGLISH / SPANISH
LEARN LEARNT
51
STAYED
STAY STAYED
53
WORKED
WORK WORKED
50
PLAYED
PLAY PLAYED
52
TOLD
TELL TOLD
54
CLEAN CLEANED


HEARD
HEAR HEARD
6
WRITTEN
WRITE WROTE
5
CUT
CUT CUT
4
SUNG
SING SANG
3
LISTENED
LISTEN LISTENED
2
SMELL SMELT

Example 3 – Assessor comments on a Band 2, 40-minute lesson

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

TKT Practical Assessment Form – 1 x 40-minute lesson

TKT week: 00

Assessor name: XXXXX **Assessor ID:** XX00XX

Candidate name: XXXXX

Candidate number: 03

Centre name: XXXXX

Centre number: 00000

Date: 00/00/00

Level of class: A2

Number of learners: 5

The lesson plan – the candidate can:		Score
a	write detailed, clearly stated and appropriate main aims, subsidiary aims, aims for individual stages in the lesson and personal aims	**2**
b	give adequate details of the different components of a lesson plan such as information about the class; procedures; timing; interaction patterns; anticipated problems with materials, activities and tasks; suggested solutions	**2**
c	give details of stages, activities and tasks which are logically ordered and which are appropriate to the learners and the lesson aims	**2**
d	(i) analyse target language, including aspects of form, meaning and phonology; anticipate possible problems and suggest solutions relating to the analysed language; and (ii) identify appropriate strategies to develop the target skills/subskills; anticipate problems and suggest solutions relating to the identified skills	**2**
e	plan the use of appropriate (referenced) materials and/or resources to be used	**2**

The lesson – the candidate can:		Score
f	create a positive learning atmosphere, ensuring involvement of all the learners	**3**
g	(i) focus on language: form, meaning and pronunciation, and include appropriate practice and (ii) follow appropriate procedures and use activities to improve learners' skills	**1**
h	set up, manage and time whole-class and individual, pair or group activities, using materials, resources and aids effectively to deliver the planned lesson so that aims are achieved	**2**
i	use English appropriately e.g. when explaining, instructing, prompting learners, eliciting, conveying meaning, praising	**2**
j	monitor learners and provide feedback on language and tasks, including oral or written correction	**3**

Lesson plan comments:

Please provide brief comments to justify your scores.

a) Aims: The lesson plan includes main, subsidiary, personal aims and aims for individual stages. The main aim is reasonably clear and complete but subsidiary aims needed to specify the subskills being practised in the lesson. Some of the aims for individual stages need to more clearly provide the reason for the activities and reflect more accurately the aim for the activity.

b) Lesson components: The different components of the lesson plan have been completed but there could be more information about the class, and the lesson procedures could be more detailed. For example, it is not clear how the 'Production practice' stage would work and how students would use the material in Appendix 5 to practise 'used to'. The Anticipated problems with materials, activities and tasks section does not include difficulties with tasks but mentions a problem students may have with understanding the meaning and use of the target language. This belongs in the LA table. Timing is not efficiently calculated. For example, the time suggested for the final writing stage is 2 minutes while the 'Production practice' stage is given 10 minutes. As writing is noted as a subsidiary aim in the lesson, more time needs to be provided to achieve this aim.

c) Stages, activities and tasks: The lesson is logically staged, but a stage to clarify and check understanding of the meaning and use of 'used to' and the simple past is necessary. There could also be a clearer link between the target language and the reading text.

d) Language analysis: All of the sections of the language analysis sheet have been completed. The language analysis sheet includes analysis of the form of the negative and the interrogative, which is not included in the lesson as the lesson deals only with the affirmative. The section on phonology needed to provide detail of the target language at sentence level and include intonation and stress. There is an error in the phonemic transcription of 'used' (/ju:zd/). There are no anticipated problems relating to form or meaning.
Skills analysis: The skills analysis is very general. More thought needs to be given to how the reading text will be introduced and made accessible and how the writing paragraph could be structured. The speaking appears to be language practice.

e) Use of materials: Materials are attractive and useful in general but the reading text is too challenging and could have been better exploited to practise the target language. Appendix 5 is not an appropriate text for freer practice of 'used to'.

Lesson comments:

Please provide brief comments to justify your scores.

f) Learning atmosphere: The teacher had a very good rapport with the students and students' involvement was very good. The topic and activities were relevant to students. Learners needed more support at some stages of the lesson.

g) Focus on language: The teacher focused on language form appropriately, but she needed to have worked more on concept. Much more work on oral production could have been done.

Skills work: The students found the reading text too challenging. The students needed more support, for example, a lead-in, pre-teaching some of the key vocabulary and perhaps a first gist reading stage.

h) Classroom management: The teacher gave very clear instructions and checked them well. Classroom management was varied. The reading activity took too long to be completed and the pace of the lesson went down. The teacher did not use the activity in Appendix 5.

i) Use of English: There was some unnecessary use of L1. The teacher should have looked up the words for some of the games she was eliciting, e.g. trompo (spinning top), avión (plane). There were also some inaccuracies in the models written on the board: *Miriam <u>play</u> with trompo (played). *Ana <u>jumping</u> with rope (jumped).

j) Monitoring, feedback and correction: Monitoring was efficient and the teacher used some good correction techniques. During the personalisation task, the teacher accepted models which were not clear or correct, e.g. My mother used to pay 5.

Example 4 – Completed lesson plan

TKT: Practical lesson plan

Centre number:	00000		**Candidate number:**	04
Candidate name:	XXXXX			
Lesson number:		**Level:**	Pre-intermediate	
Lesson length:	20 minutes	**Lesson type:**	Vocabulary	
Date:	00/00/00			

Information about the class:

There are approximately 8 students in the class from a range of different countries including Japan, China, Spain and Korea. The students are from pre-intermediate classes in my school and I and my colleagues on this teacher training course have been teaching them every day for the last three weeks for two hours each day. We have been using a pre-intermediate coursebook – *Language to go* – and this lesson is based on Unit 25 of this book. The vocabulary I am teaching comes from a reading text in Unit 25. The students need to know these words in order to understand the text properly. I will teach the vocabulary and my colleague will do reading comprehension work with the text after I have taught the vocabulary. The students are keen to learn but are quite a quiet group as they sometimes lack confidence. I think they need to do more exercises to improve their listening comprehension as this will make them more confident. They enjoy learning when they are interested in the topic of the lesson, therefore, I decided to tell them a story about a relationship to teach the vocabulary, and I prepared an exercise to check that they understand the words. We have used the topic of relationships before and the students enjoyed talking about this topic.

Main aim:

By the end of the lesson the students will know the meaning of the vocabulary in the context of relationships and they will be able to make their own sentences about their experiences using the vocabulary.

Subsidiary aim:

By the end of the lesson students will have practised listening to a story and speaking about their experiences to develop oral fluency.

Personal aim:

To give clear instructions.

Materials (referenced):

Flashcards (vocabulary)

Pictures related to vocabulary

Handouts with matching sentences

Language to go, Pearson Longman, G Cunningham and S Mohamed, Unit 25

Assumptions:

Students already know some vocabulary from the text, such as 'my key', 'out late', so I'm not going to teach this vocabulary.

Anticipated problems with materials, activities and tasks:

My example context is constructed to be easy for students to understand and I will also show some pictures to help with understanding so I don't think the tasks will be difficult for students.

Solutions:

Declaration:

This lesson plan is my own work ..... (candidate's signature).

Language analysis

Form	Meaning	Phonology	Anticipated problems
Make an agreement	If you make an agreement with someone, you decide what to do, you make an arrangement. CCQ – Do we decide what things we have to do together? Yes. – Do I have to agree with the list of things to do? Yes – Does he have to agree with the list of things to do? Yes	meɪkənəgriːmənt	1. Students do not understand the meaning of the vocabulary 2. Pronunciation of words especially *anniversary* 3. Students may have problems with collocations e.g. *make* a fuss, *do* the housework, *lose* his temper
Do the housework	Do work such as cleaning, washing and ironing in the home CCQ – Does he work outside? No – Does he work at home? Yes – Does he clean the house? Yes	duː ðə haʊswɜːk	**Solutions** 1. To give students CCQs 2. Drill difficult vocabulary 3. Ask students 'Can I say: make the housework?' No. 'Can I say: do a fuss?'. No. Explain that it's 'fixed'.
Do the washing up	To wash the plates, cups, and pans which have been used for cooking and eating a meal CCQ – Do I do this after eating a meal? Yes – Do I clean the room? No. – Do I make the dishes clean? Yes	duː ðə wɒʃɪŋ ʌp	
Make a fuss	If you make a fuss, you become angry or excited about something and complain. CCQ – Does he complain that I don't do the washing up? Yes – Does he like it? No – Is he angry? Yes	meɪkəfʌs	
Anniversary	An anniversary is a date which is remembered or celebrated because a special event happened on that date in a previous year. CCQ – Is this a special day? Yes – Is this day for everybody, like Christmas? No – Is this a special day for me and my husband? Yes	ænɪvɜːsriː	
Lose his temper	Not to control your anger, become angry quickly CCQ – Is he happy? No – Is he angry? Yes	luːz hɪz tempə	

Skills analysis

Skill/subskill	Tasks for skills development	Preparing learners for tasks	Anticipated problems
Listening as a context for the language	Learners listen to my story and answer my questions as I elicit.	Learners discuss being married.	1. Learners may not know all of the words in my story. 2. Students might not understand each other in the discussion.
Speaking – fluency practice	Learners talk about their experiences in pairs. They talk about who does housework etc. in their home.	Vocabulary will be taught before and students will have questions on the board to answer.	**Solutions** 1. Use pictures to show meaning and concept check. 2. Remind learners to ask their partners to repeat things they don't understand.

Stage	Stage aim	Procedure	Interaction	Time
Lead in	To create interest in the topic of the lesson	Ask students some questions related to the topic. For example: Are any of you married? How long have you been married? Do you want to get married one day? Why/why not?	T–S	1 min
To present the vocabulary in context	To help students understand the meaning of the vocabulary and help students to pronounce the words accurately To provide listening practice	Tell students a story about my relationship with my husband and about our agreement. Introduce vocabulary through the story. Elicit/teach the words as I tell the story using flashcards, concept check the words and drill the words then write them on the board. <u>Story</u> My husband and I decided which jobs around the house we will each do. We made a list – I know which jobs he should do and which jobs I should do. (Stick a flashcard on the board of a list to show the agreement and elicit/teach 'make an agreement', concept check, drill, write on the board). We made an agreement that I would cook and he would do this (Show picture of housework, elicit/teach 'do the housework' concept check, drill, write on the board). In the agreement I cook and I'm supposed to do this (Show picture of washing up, elicit/teach 'do the washing up', concept check, drill, write on the board). I'm very lazy and I don't like washing up so sometimes I don't do the washing up. What does my husband do when I don't do the washing up? (Elicit) Yes, he complains and he does this (Show making a fuss with mime etc., elicit/teach 'make a fuss', concept check, drill, write on the board). We got married on 5 December five years ago. What is special about 5 December for me and my husband? (Elicit/teach 'anniversary', concept check, drill, write on the board). Last year my husband ordered some flowers for our anniversary but the shop didn't send them. My husband went to the shop, the manager was very rude. My husband got angry. This happens sometimes when things go wrong (Show picture, elicit/teach 'lose his temper', concept check, drill, write on the board).	T–S	5 mins
Language focus	To help students focus on the collocations with make, do and lose	Ask students questions about make and do and lose. For example, 'Can I say: make the housework?' No. 'Can I say: do a fuss?'. No. 'Can I say: do his temper?' No. Explain that these are 'fixed' expressions.	T–S	2 mins
Matching exercise	To check students understand the meaning of the vocabulary and for students to match the vocabulary in a sentence	Give instructions for task. Tell students to work in pairs to match the first half of the sentence with the second half of the sentence (see Appendix 1). ICQs Will you complete the sentences? Yes. How much time do you have? 2 mins.	S–S	3 mins
Group check	To get students to help each other and share answers	Put students into new groups and ask them to check their answers.	S–S	1 min
Feedback	To check students have the right answers	Nominate students to read out their answers.	S–T	2 mins
Personalisation	To provide practice in making sentences using the vocabulary and practise listening to their partners	Ask students to work in pairs and to tell each other about their experiences using the phrases on the board. For example: Did they make an agreement about jobs round the house? Who does the housework in their house? Who does the washing up? When is their anniversary? When do they lose their temper? ICQ Who are you going to talk about?	S–S	4 ins
Feedback	To get students to share experiences	Ask students to say what their partner said.	T–S	2 mins

Board plan

Make an agreement	Make a fuss + picture
Do some housework + picture	Anniversary ænɪvɜːsriː
Do some washing up + picture	Lose his temper + picture

Checklist: ☑

1	I have completed a lesson plan.	☑
2	I have attached copies of the handouts and materials used in the lesson.	☑
3	I have included details of copyright photocopies of published material.	☑
4	I have completed the Cambridge ESOL questionnaire for candidates.	☑
5	I have signed the declaration to confirm that this lesson plan is my own work.	☑

Appendix 1

Sentence beginnings on cards

I can't get into the house, I've **lost**

I'm tired. I'm not going to **stay**

He always shouts when he **loses**

I hate dirty dishes! Please **do**

She hates complaining or **making**

She does it every year! She **forgot**

This flat is so dirty. We should **do**

He can't change his mind. We **made**

Sentence endings on cards

our anniversary again.

a fuss in restaurants.

the washing up soon.

an agreement.

some housework.

my key.

his temper.

out late tonight.

TITLE: *Language to go*
AUTHOR: Gillie Cunningham and Sue Mohamed
PUBLISHER: Pearson Longman
DATE: 2001
Copied under licence by Auckland Language Centre

LESSON 25
Modals

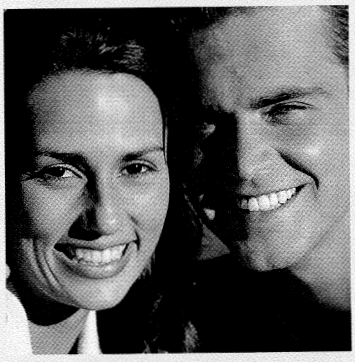
Vocabulary Verb + noun combinations
Grammar *Have to, don't have to, mustn't*
Language to go Expressing obligation and prohibition

Smart agreements

'Love me forever ... or pay 5 million dollars!'

NO ONE with big money in California or New York these days gets married without a pre-nuptial agreement. This is particularly true for Hollywood actors, who agree, for example, that a husband or wife will receive $5 million if their partner is unfaithful. But these agreements are also becoming popular in European countries such as Germany and the Netherlands. Australia, too, now accepts them.

Bus driver Bruce Collins, from Perth, is delighted. His girlfriend Suzanne Taylor has asked him to marry her. Bruce has agreed but plans to sign a pre-nuptial agreement first. 'Suzanne mustn't cut her hair short and she mustn't stay out late,' he told us. 'Last year she forgot the anniversary of the day we met and then she lost her temper. She definitely mustn't do that again.'



Suzanne thinks he's making a fuss over nothing. 'He'll have a good life. I haven't got a job so I can stay at home all day. In the agreement it says that he doesn't have to do much housework. He doesn't have to do the cooking. All he has to do is the washing up.'

But Bruce has a surprise for Suzanne. 'There's one thing in the agreement that she doesn't know about yet. Before I marry Suzanne, she has to ... get a job!'

Vocabulary and speaking

1 Match the columns to find the verbs and nouns that go together.

Example: 1 – f)

1 I can't get into the house. I've ***lost***	a) ***our anniversary*** again.
2 I'm tired. I'm not going to ***stay***	b) ***a fuss*** in restaurants.
3 He always shouts when he ***loses***	c) ***the washing up*** soon.
4 I hate dirty dishes! Please ***do***	d) ***an agreement***.
5 She hates complaining or ***making***	e) ***some housework***.
6 She does it every year! She ***forgot***	f) ***my key***.
7 This flat is so dirty. We should ***do***	g) ***his temper***.
8 He can't change his mind. We ***made***	h) ***out late*** tonight.

2 In pairs, talk about the last time you did three of the things above.

Example: I lost my keys last month and I couldn't get into my house.

Reading

3 Read the article above. What is a pre-nuptial agreement?

4 Read the article again and answer true (T) or false (F).

Example:
Only the rich make pre-nuptial agreements. F

1 Bruce asked his girlfriend to marry him.
2 Bruce likes short hair.
3 Suzanne sometimes loses her temper.
4 Suzanne wants Bruce to do the washing up.
5 Bruce wants his wife to get a job.

Language to go, Gillie Cunningham and Sue Mohamed, Pearson Longman, page 52.

Example 4 – Assessor comments on a Band 4, 20-minute lesson

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

TKT Practical Assessment Form – 2 x 20-minute lessons

TKT week:	**00**		
Lesson 1 assessor:	**XXXXX**	**Assessor ID:**	**XX00XX**
Lesson 2 assessor:		**Assessor ID:**	
Candidate name:	**XXXXX**		
Candidate number:	**04**		
Centre name:	**XXXXX**		
Centre number:	**00000**		

	Lesson 1	Lesson 2
Date:	**00/00/00**	
Level of class:	**Pre-intermediate**	
Lesson focus:	**Language**	
Number of learners:	**8**	

The lesson plan – the candidate can:		Score Lesson 1	Score Lesson 2
a	write detailed, clearly stated and appropriate main aims, subsidiary aims, aims for individual stages in the lesson and personal aims	**4**	
b	give adequate details of the different components of a lesson plan such as information about the class; procedures; timing; interaction patterns; anticipated problems with materials, activities and tasks; suggested solutions	**3**	
c	give details of stages, activities and tasks which are logically ordered and which are appropriate to the learners and the lesson aims	**4**	
d	(i) analyse target language, including aspects of form, meaning and phonology; anticipate possible problems and suggest solutions relating to the analysed language and/or (ii) identify appropriate strategies to develop the target skills/subskills; anticipate problems and suggest solutions relating to the identified skills	**3**	
e	plan the use of appropriate (referenced) materials and/or resources to be used	**4**	

The lesson – the candidate can:		Score Lesson 1	Score Lesson 2
f	create a positive learning atmosphere, ensuring involvement of all the learners	**4**	
g	(i) focus on language: form, meaning and pronunciation, and include appropriate practice and/or (ii) follow appropriate procedures and use activities to improve learners' skills	**3**	
h	set up, manage and time whole-class and individual, pair or group activities, using materials, resources and aids effectively to deliver the planned lesson so that aims are achieved	**4**	
i	use English appropriately e.g. when explaining, instructing, prompting learners, eliciting, conveying meaning, praising	**4**	
j	monitor learners and provide feedback on language and tasks, including oral or written correction	**3**	

Lesson 1 – Lesson plan comments:

Please provide brief comments to justify your scores.

a) Aims: This is a well-presented lesson plan. The main aims, subsidiary aims and aims for individual stages are detailed, appropriate and clear. The stage aims are relevant and match individual stages.

b) Lesson components: All lesson plan components have been completed and procedures are detailed. The teacher needed to think more about possible problems students might have with tasks as there are no anticipated difficulties with tasks listed.

c) Stages, activities and tasks: Stages are logical and link well to aims, as do the activities.

d) Language analysis: Language analysis is accurate and includes definitions of the vocabulary, concept questions to check understanding and analysis of the phonology of the vocabulary. There is mention of collocation but there needed to be greater attention to form, as awareness of form is necessary if students are to use the language to personalise.
Skills analysis: This is a language-focused lesson but there is some skills work in it and the teacher has completed the skills analysis table noting the listening and speaking activities and describing the ways the students will be prepared for them. The teacher has also considered the problems learners might have with skills.

e) Use of materials: Materials are appropriate to the aims, and coursebook materials have been adapted well.

Lesson 1 – Lesson comments:

Please provide brief comments to justify your scores.

f) Learning atmosphere: The teacher had a positive and effective classroom manner, engaging students with appropriate context build for language and using elicitation to involve them during the work on meaning.

g) Focus on language: There was a clear focus on the vocabulary in the lesson with effective concept checking and drilling which was snappy and competent. There could have been a clearer focus on form.
Skills work: Learners were engaged in the story and the teacher used visuals well to support meaning. Speaking aims were also achieved.

h) Classroom management: Instructions for the most part were clear and checked. Group and pair work was set up competently and the teacher encouraged pair/group answer checking. There was a good balance between teacher-fronted and learner-centred activities.

i) Use of English: The teacher's language was well graded and she used questions effectively to elicit and check.

j) Monitoring, feedback and correction: The teacher's monitoring was mostly efficient but was not consistent with the task during the personalisation stage, and open-class feedback was not appropriate to the communicative focus of the stage. A range of correction techniques was used in the lesson.

Example 5 – Completed lesson plan

TKT: Practical lesson plan

Centre number:	00000		**Candidate number:**	05
Candidate name:	XXXXX			
Lesson number:		**Level:**	Pre-intermediate	
Lesson length:	20 minutes	**Lesson type:**	Functional language/ listening	
Date:	00/00/00			

Information about the class:

There are sixteen teenage learners in the class. They have four one-hour lessons every week as part of their school curriculum. I have been teaching them in these four hours for nearly a year. They use a school English coursebook which has a structural syllabus and there is not very much functional language covered. I decided to make my own recording to include some functional language which I think goes with this structure.

Main aim:

By the end of the lesson the learners will have practised and will be better able to talk about and ask about people's arrangements, invite someone to do something, say yes or no to invitations and to make arrangements.

Subsidiary aim:

Develop listening comprehension – gist and detail

Personal aim:

Monitoring more effectively

Materials (referenced):

Clip art pictures of different activities
Recording (own material)
Handout with gap fill (own material)
Handout with transcript and table to fill in (own material)

Assumptions:

The activities in the pictures were covered in previous lessons so my students will know the vocabulary.

Anticipated problems with materials, activities and tasks: **Solutions:**

The tape is my own so it will be easy for the learners to understand.
I don't think they will find the tasks difficult.

Declaration:

This lesson plan is my own work ..... (candidate's signature).

Language analysis

Form	Meaning	Phonology	Anticipated problems
Are you doing anything this evening? What are you doing tomorrow? What are you doing at the weekend?	Asking questions	Intonation for asking questions	1. Students may forget to use 'ing' with the present continuous.
Why don't you come? Why don't we meet for a meal on Saturday? Why don't we + infinitive without 'to'			
Where shall we meet? Shall we meet at 7.00? What time shall we meet?			
I'd love to, but I can't. Yes, that'd be great! Yes, that sounds fine. OK.	Responding to questions	Intonation for responding I would = I'd I am = I'm	**Solutions** 1. Highlight form in language focus stage.
I'm having dinner with a friend from university. I'm going to the cinema. I'm taking my sister to the airport.			

Skills analysis

Skill/subskill	Tasks for skills development	Preparing learners for tasks	Anticipated problems
Listening	First listening with time limit Second listening with more time	Set the context	Some students might not hear all the words in the second listening
			Solutions Play again

Stage	Stage aim	Procedure	Interaction	Time
Lead in Unassessed warmer	To introduce the topic and practise saying different activities	Ask learners what they did at the weekend.	T–S	
Listening 1	To contextualise the language and to provide learners with a first listening	Ask learners to listen to the recording.	T–S	2 mins
Feedback	To check learners understand the context of the conversation	Ask learners: How many people are talking? (They are talking about their plans.) What is the conversation about? (Making arrangements to meet.)	T–S	1 min
Listening 2	For learners to listen for detail and target language	Give out handout 1 – gap fill. Ask learners to listen again and to fill in the gaps in the sentences. Play the tape once/twice more while learners complete the gap fill. Monitor learners to check that they are completing the task.	S	3 mins
Correcting gap-fill task	To check learners have the correct answers	Check learners' answers to the gap fill.	T–S	2 mins
Categorising sentences	To focus on the meaning/use of the target language	Ask learners to look at the transcript again and think about what the sentences are used for. Ask them to fill in the table with the letter for the appropriate sentences from the recording. Tell them not to write the sentences again, just write the letter.	S–S	3 mins
Feedback	To check understanding and provide controlled practice of language	Get answers from learners and write examples of the target language on the board. Explain use of infinitive with 'to' and without 'to' and the use of the present continuous for future arrangements, also accepting invitations and making excuses. Drill target sentences.	T–S	5 mins

Stage	Stage aim	Procedure	Interaction	Time
Pair practice	To provide further practice of the target language	Ask learners to practise the dialogue in pairs. They can substitute their own plans and ideas if they want to.	S–S	3 mins
Close	To bring the lesson to a close and get learners to share their practice activity	As a final activity ask a couple of pairs to do their pair practice activity in open class.	T–S	1 min

Handout 1

Fill in the gaps with the words from the recording.

Juan: Are you **(1)** _____ anything this evening?

Paulo: I'm having dinner with a friend from university.

Juan: What are you **(2)** _____ tomorrow?

Paulo: I'm going to the cinema. Why don't **(3)** ___ _____?

Juan: I'd **(4)** _____ to, but I can't. I'm taking my sister to the airport.

Paulo: What **(5)** ____ ____doing at the weekend? Why don't we meet for a meal on Saturday?

Juan: Yes, that'd be **(6)** _____! Where shall we **(7)** _____?

Paulo: Shall we **(8)** _____ at the station?

Juan: OK. What time shall we meet? **(9)** _____ we meet at 7.00?

Paulo: Yes, that **(10)** _____ fine.

Handout 2

Check your answers

Juan: Are you **(1)** doing anything this evening?

Paulo: I'm having dinner with a friend from university.

Juan: What are you **(2)** doing tomorrow?

Paulo: I'm going to the cinema. Why don't **(3)** you come?

Juan: I'd **(4)** love to, but I can't. I'm taking my sister to the airport.

Paulo: What **(5)** are you doing at the weekend? Why don't we meet for a meal on Saturday?

Juan: Yes, that'd be **(6)** great! Where shall we **(7)** meet?

Paulo: Shall we **(8)** meet at the station?

Juan: OK. What time shall we meet? **(9)** Shall we meet at 7.00?

Paulo: Yes, that **(10)** sounds fine.

Handout 3 Task for categorising sentences

Look at the table below. Which sentences from the conversation in the recording match these meanings/uses?

Meaning/Use	Examples from the recording
Asking about people's future plans/arrangements	**E.g. 1**
Inviting someone to do something with you in the future	
Saying yes/no to an invitation	**E.g. 10**
Arranging a time and place to meet in the future	
Saying what your plans/arrangements are for the future	

Board plan

Checklist:

1	I have completed a lesson plan.	☑
2	I have attached copies of the handouts and materials used in the lesson.	☑
3	I have included details of copyright photocopies of published material.	☑
4	I have completed the Cambridge ESOL questionnaire for candidates.	☑
5	I have signed the declaration to confirm that this lesson plan is my own work.	☑

Example 5 – Assessor comments on a Band 2, 20-minute lesson

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

TKT Practical Assessment Form – 2 x 20-minute lessons

TKT week:	**00**		
Lesson 1 assessor:	**XXXXX**	**Assessor ID:**	**XX00XX**
Lesson 2 assessor:		**Assessor ID:**	
Candidate name:	**XXXXX**		
Candidate number:	**05**		
Centre name:	**XXXXX**		
Centre number:	**00000**		

	Lesson 1	Lesson 2
Date:	**00/00/00**	
Level of class:	**Pre-intermediate**	
Lesson focus:	**Language**	
Number of learners:	**8**	

The lesson plan – the candidate can:		Score Lesson 1	Score Lesson 2
a	write detailed, clearly stated and appropriate main aims, subsidiary aims, aims for individual stages in the lesson and personal aims	**2**	
b	give adequate details of the different components of a lesson plan such as information about the class; procedures; timing; interaction patterns; anticipated problems with materials, activities and skills work; suggested solutions	**2**	
c	give details of stages, activities and tasks which are logically ordered and which are appropriate to the learners and the lesson aims	**2**	
d	(i) analyse target language, including aspects of form, meaning and phonology; anticipate possible problems and suggest solutions relating to the analysed language and/or (ii) identify appropriate strategies to develop the target skills/subskills; anticipate problems and suggest solutions relating to the identified skills	**2**	
e	plan the use of appropriate (referenced) materials and/or resources to be used	**2**	

The lesson – the candidate can:		Score Lesson 1	Score Lesson 2
f	create a positive learning atmosphere, ensuring involvement of all the learners	**2**	
g	(i) focus on language: form, meaning and phonology, and include appropriate practice and/or (ii) follow appropriate procedures and use activities to improve learners' skills	**2**	
h	set up, manage and time whole-class and individual, pair or group activities, using materials, resources and aids effectively to deliver the planned lesson so that aims are achieved	**2**	
i	use English appropriately e.g. when explaining, instructing, prompting learners, eliciting, conveying meaning, praising	**3**	
j	monitor learners and provide feedback on language and tasks, including oral or written correction	**2**	

Lesson 1 – Lesson plan comments: *Please provide brief comments to justify your scores.*	**a) Aims:** Main and subsidiary aims are generally clearly expressed and individual stage aims are well justified in parts. The plan and the aims are too ambitious, however. There are too many exponents to cover in 20 minutes at this level as well as doing gist and detailed listening. **b) Lesson components:** All of the lesson plan components have been filled in but the teacher does not anticipate difficulties with tasks. The section providing information about the class lacks detail. **c) Stages, activities and tasks:** The lesson includes different stages, and procedures are included for each stage. There is good variety of tasks in the lesson. In the procedure section of the plan, in Listening 1, there is no task and no clear stage aim. In the feedback to Listening 1 there are questions for learners to answer but these have not been prepared for (the questions needed to be set before the first listening). There is no pair check after either listening. The plan does not indicate how the answers to the task will be checked e.g. on the board? nominating individuals? self check? In the language focus stage, the teacher indicates that she will write the target models on the board. This is not necessary as they are in the transcript on the handout the learners have. It is not clear how the teacher will explain the target language, and there are too many different concepts to explain in the time available. **d) Language/skills analysis:** In the language analysis table the exponents are grouped into categories, and there is an attempt to look at pronunciation and to anticipate difficulties with language. There is no analysis of form; examples of the form are provided without analysis. There is no analysis of the meanings of the individual groups of target language e.g. invitations, suggestions, making arrangements. Categorising the examples as questions or responses is insufficient. In the phonology column there is no explanation of what is meant by 'Intonation for asking questions' and 'Intonation for responding'. Although one anticipated problem is identified, this is insufficient as there are so many different forms. For example, it is likely that the learners will have problems pronouncing the functional phrases and there may be problems with use of the infinitive with and without 'to' (Shall we go? and I'd love to go). Two stages have been identified for listening. The detailed listening encourages listening for individual words rather than listening for meaning. The listening is used to contextualise the language rather than for skills development. While this is acceptable for a language focus lesson, the teacher needs to consider whether the learners would benefit from skills work before focusing on language. **e) Use of materials:** The topic is appropriate for these learners and the teacher has designed interesting material to supplement the coursebook, but there is too much material for a 20-minute lesson. There is no board plan for this lesson.
Lesson 1 – Lesson comments: *Please provide brief comments to justify your scores.*	**f) Learning atmosphere:** The teacher had a nice rapport with her students, but several students showed a lack of enthusiasm during the lesson. This may have been due to the fact that the teacher was rather dominant. There was insufficient involvement of learners in the lesson and they needed more support. **g) Focus on language and skills:** The language was presented in context but a more focused first listening task would have given learners better support in taking the exponents from the task in the gap-fill. The teacher was quite resourceful when using teaching techniques when teaching language, but the lesson was challenging for the learners. She did provide some opportunities for controlled practice. **h) Classroom management:** There needed to be more opportunity in the lesson for learners to work together – checking answers and cooperating on tasks. Instructions were clear but these needed to be checked more regularly. Timing of stages did not go as planned and so there was little time left for the final practice activity. **i) Use of English:** The teacher's language was accurate on the whole, but there could have been more effective eliciting and there could have been less teacher talking. **j) Monitoring, feedback and correction:** The teacher monitored effectively for the most part. Feedback was provided to tasks but there could have been more variety in the way feedback was conducted. There was some correction of students but this was insufficient, especially in the controlled practice.

Example 6 – Completed lesson plan

TKT: Practical lesson plan

Centre number:	00000		**Candidate number:**	06
Candidate name:	XXXXX			
Lesson number:		**Level:**	Pre-intermediate	
Lesson length:	20 minutes	**Lesson type:**	Reading and Writing	
Date:	00/00/00			

Information about the class:

There are sixteen teenage learners in the class. They have four one-hour lessons every week as part of their school curriculum. I have been teaching them in these four hours for nearly a year. They use a school English coursebook which has a structural syllabus. There is not much authentic material for learners to read so I have chosen a text from the internet advertising City Breaks. They have recently learned vocabulary related to travel and tourism and have also learned adjectives describing places.

Main aim:

By the end of the lesson learners will have practised writing.

Subsidiary aim:

By the end of the lesson learners will have practised looking for specific information in a text.

Personal aim:

Giving clear instructions for the reading and writing tasks.

Materials (referenced):

Map of Italy
Text adapted from a text on the Thomson Holidays website advertising City Breaks.
http://www.thomson.co.uk/destinations/europe/italy/italian-cities/rome/holidays-rome.html

Assumptions:

Learners will know most of the vocabulary in the text and will have enough language from previous lessons to complete the written texts.

Anticipated problems with materials, activities and tasks:	**Solutions:**
Learners may want to read every word in the text.	Set time limit
Learners may spend too long writing.	Set time limit

Declaration:

This lesson plan is my own work ..... (candidate's signature).

Language analysis table

Form	Meaning	Phonology	Anticipated problems
ancient	Very old	**/eɪnʃ(ə)nt/**	Differences in meaning between museum and gallery park and garden
sights	Interesting places that people go to see	**/saɪts/**	
galleries	Private buildings where you can look at and buy paintings and other works of art	**/gæləriːz/**	
museums	Public buildings where many valuable and important objects are kept so that people can go and see them	**/mjuːziːəmz/**	
parks	A place in a town, an open public area with grass and trees, often with sports fields or places for children to play	**/pɑː(r)ks/**	**Solutions** Ask concept questions.
gardens	A place with flowers, trees etc. that is open to the public for their enjoyment	**/gɑː(r)d(ə)nz/**	

Skills analysis

Skill/subskill	Tasks for skills development	Preparing learners for tasks	Anticipated problems
Writing	Learners will have a model text. I will use a process approach. Learners will write their own text and then work with a partner to read and comment on each other's texts and then produce a second version.	Familiarise learners with the model text so they can use it as a model.	Some learners may not want to comment on their partner's text. **Solutions** Structure what they need to look for. Tell them to make 5 suggestions for changes. Prompt e.g. 'Can you find a spelling mistake?' 'Could you suggest a better word for x?'
Reading for specific information	Learners read the text and underline all of the things that a tourist can do in Rome.	Learners look at a map of Italy and discuss what they know about Rome.	

Stage	Stage aim	Procedure	Interaction	Time
Lead in	To introduce the topic and to get learners interested in the topic of the lesson	Show learners the map of Italy on the board and write 'Rome'. Ask learners to say what they know about Rome and what they think a tourist would do in Rome.	T–S	2 mins
Reading	To develop reading skills and to provide an example of a text advertising a city holiday	Give out text and ask learners to read the text and to underline all of the things that a tourist can do in Rome. Monitor learners to check that they are completing the task.	S	3 mins
Feedback	To prepare learners for their writing task	Elicit list of things mentioned in the text and write them on the board: Ancient sights, Famous places, Galleries, Museums, Parks, Gardens, Shopping, Sports, Theatres. Check learners know these words.	T–S	3 mins
Brainstorming	For learners to share ideas for the content of their writing	Tell learners that they will write a short text like the one about Rome advertising our city. Ask them to tell me things a tourist can do in our city. Make a list on the board of their ideas.	T–S	2 mins
First draft	For learners to practise writing	Ask learners to use the ideas from the previous activity and to write a text advertising the city. Tell them that they have five minutes to write a short text. Monitor learners to check that they are completing the task and help as necessary.	S–S	5 mins
Learners exchange texts	For learners to improve their editing skills and to focus on accuracy	Ask learners to exchange their text with their partner. Ask them to read their partner's text and to make some suggestions which would improve the text. Monitor learners to check that they are completing the task and help as necessary.	S	2 mins
Pair work	For learners to share ideas on improving the accuracy of their writing	Ask learners to work in pairs and to discuss their suggestions for improving their work with their partners. Monitor learners to check that they are completing the task and help as necessary.	S–S	2 mins
Set homework	To provide an opportunity for learners to practise writing at home	Ask learners to rewrite their texts for homework using their partner's ideas and their own and to produce a final draft of their texts.	T–S	1 min

Board plan

Things to do in Rome	**Things to do in our city**
Ancient sights Famous places Galleries Museums Parks Gardens Shopping Sports Theatres	

Checklist: ☑

1	I have completed a lesson plan.	☑
2	I have attached copies of the handouts and materials used in the lesson.	☑
3	I have included details of copyright photocopies of published material.	☑
4	I have completed the Cambridge ESOL questionnaire for candidates.	☑
5	I have signed the declaration to confirm that this lesson plan is my own work.	☑

Handout

Read the text and underline the things tourists can do in Rome.

An introduction to Rome

So you're on holiday in Rome! The Eternal City is also the City of Seven Hills, so make sure you're ready to go when you set out on a journey of discovery around Italy's incredible capital.

The city within the ancient walls is full of original classics. You can visit many ancient sights from the Colosseum to the Forum, the Pantheon to the Catacombs.

Renaissance and Baroque influence is around every corner, the Piazza del Campidoglio by Michelangelo, countless palazzos and more majestic piazzas. Plus the famous Trevi fountain and Spanish Steps.

Did we mention Michelangelo? He's not the only artist represented in the numerous galleries, museums and buildings of Rome. You can see the work of Da Vinci, Raphael, Botticelli and more. Then there are fantastic stately parks and gardens, designer boutiques, sporting events and concerts.

And the food, of course. You may well have eaten Italian back home, but there's nothing better than enjoying an al fresco pizza on your holidays to Rome. You do need to keep your energy levels up after all because there's the Vatican City to explore tomorrow.

Text adapted from a text on the Thomson Holidays website advertising City Breaks.

http://www.thomson.co.uk/destinations/europe/italy/italian-cities/rome/holidays-rome.html

Example 6 – Assessor comments on a Band 3, 20-minute lesson

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

TKT Practical Assessment Form – 2 x 20-minute lessons

TKT week:	**00**		
Lesson 1 assessor:	**XXXXX**	**Assessor ID:**	**XX00XX**
Lesson 2 assessor:		**Assessor ID:**	
Candidate name:	**XXXXX**		
Candidate number:	**06**		
Centre name:	**XXXXX**		
Centre number:	**00000**		

	Lesson 1	Lesson 2
Date:	**00/00/00**	
Level of class:	**Pre-intermediate**	
Lesson focus:	**Skills**	
Number of learners:	**8**	

The lesson plan – the candidate can:		Score Lesson 1	Score Lesson 2
a	write detailed, clearly stated and appropriate main aims, subsidiary aims, aims for individual stages in the lesson and personal aims	**2**	
b	give adequate details of the different components of a lesson plan such as information about the class; procedures; timing; interaction patterns; anticipated problems with materials, activities and tasks; suggested solutions	**3**	
c	give details of stages, activities and tasks which are logically ordered and which are appropriate to the learners and the lesson aims	**3**	
d	(i) analyse target language, including aspects of form, meaning and phonology; anticipate possible problems and suggest solutions relating to the analysed language and/or (ii) identify appropriate strategies to develop the target skills/subskills; anticipate problems and suggest solutions relating to the identified skills	**3**	
e	plan the use of appropriate (referenced) materials and/or resources to be used	**4**	

The lesson – the candidate can:		Score Lesson 1	Score Lesson 2
f	create a positive learning atmosphere, ensuring involvement of all the learners	**3**	
g	(i) focus on language: form, meaning and phonology, and include appropriate practice and/or (ii) follow appropriate procedures and use activities to improve learners' skills	**3**	
h	set up, manage and time whole-class and individual, pair or group activities, using materials, resources and aids effectively to deliver the planned lesson so that aims are achieved	**3**	
i	use English appropriately e.g. when explaining, instructing, prompting learners, eliciting, conveying meaning, praising	**3**	
j	monitor learners and provide feedback on language and tasks, including oral or written correction	**3**	

Lesson 1 – Lesson plan comments:

Please provide brief comments to justify your scores.

a) Aims: The teacher has stated main aims, subsidiary aims and aims for individual stages. Aims for individual stages are mostly clearly expressed but reading subskills aims could be provided for reading stages. The main aim is not specific enough. It is not clear what kind of text the learners have to produce i.e. descriptive text advertising their city, and that they are expected to review the language learned earlier.

b) Lesson components: All of the lesson plan components have been completed and procedures are well detailed. The section on anticipated difficulties with tasks has identified two areas of difficulty, but the solutions need to include specific strategies for how learners should use the time given, e.g. in the reading, the learners could be told to look only for things people can do in Rome, and in the writing to focus only on ideas and not accuracy in the first-draft stage.

c) Stages, activities and tasks: The plan is logically ordered with clear stages, activities and tasks. The first half of the plan is overly teacher-centred – for example the warmer and brainstorming activity could be done in pairs or groups as this would allow weaker/shyer learners, who may not want to call things out in class, more chance to participate.

d) Language analysis: The language analysis table includes a record of vocabulary that may come up in the lesson. Vocabulary is listed under 'form' but the teacher needed to include parts of speech for the vocabulary listed e.g. noun, plural noun, adjective etc. In the phonology column, accurate phonemic script is included but the teacher could have used stress marks to show word stress. Some appropriate anticipated problems are suggested but some pronunciation difficulties could be anticipated. In the solutions section, examples of concept questions could have been provided.
Skills analysis: An appropriate scan reading task is provided and writing tasks fit a process writing model. The teacher could have considered preparing the learners for the scan reading task by asking them to look at the text for gist first. She also needed to consider the skills the learners would be using in the editing stage of the lesson.

e) Use of materials: The lesson is well designed and the teacher uses appropriate authentic material which is interesting for this age group. The lesson builds on work done in previous lessons and the teacher gives good reasons for selecting the material.

Lesson 1 – Lesson comments:

Please provide brief comments to justify your scores.

f) Learning atmosphere: The teacher had a confident manner and used names consistently. Frequent praise encouraged student participation. She involved students by eliciting and providing tasks but the early stages of the lesson were rather teacher-centred and learners would have benefited from more cooperative work, especially in the brainstorming activity.

g) Focus on language/skills: The reading tasks focused effectively on developing scan reading skills and the text provided a good model for students to follow. The learners did produce a text of their own but there was not enough time for them to discuss the suggestions they had made in the editing stage.

h) Classroom management: Activities were set up reasonably well although students needed to know that they would have a chance to re-write their draft. This would have helped to get them to do the writing more quickly and to focus on content. Pair and group feedback were encouraged in the second half of the lesson.

i) Use of English: The teacher's language was accurate and well graded on the whole but there could have been less teacher talking, especially in the first half of the lesson.

j) Monitoring, feedback and correction: The teacher monitored and provided feedback to groups. Errors were collected during the writing task but there was no time to follow these up in class. She needed to give more attention to the weaker group.

Information for candidates

Where can I take TKT: Practical?

You can enter for *TKT: Practical* at any registered Cambridge ESOL *TKT: Practical* centre. If you are participating in a teacher development course, the course may include the option of entering *TKT: Practical*. If you are not attending a course but wish to take *TKT: Practical* as an individual candidate, you should contact the centre direct.

When can I take TKT: Practical?

You can enter for *TKT: Practical* at any time. However, the centre must register you with Cambridge ESOL in advance of the practical assessment date.

Who assesses me?

You will be assessed by a Cambridge ESOL assessor who will observe your teaching for one 40-minute lesson or two 20-minute lessons. If you teach two 20-minute lessons, one of these may be a peer teaching lesson. Refer also to information for centres on peer teaching, page 61. The other 20-minute lesson must be with real learners.

Where are the assessors?

All Cambridge ESOL registered *TKT: Practical* centres will have assessors who have been trained to conduct assessments. The centre will allocate the nearest available assessor to your teaching location.

What kind of lesson do I teach?

If you are being assessed on one 40-minute lesson, you must include language work (grammar, vocabulary or functional language) *and* skills work (reading, listening, speaking or writing). If you are being assessed on two 20-minute lessons, one must have a language focus and the other must have a skills focus.

When do I complete the lesson plan?

Before the assessment, you must complete a lesson plan on the lesson plan template which the centre will give you. The headings in the template act as a guide to what you need to include. Refer also to the assessment criteria on pages 8–9 to see what the assessor will be looking for when assessing the plan. See pages 10 and 11 for guidance on completing the plan.

What documentation does the assessor need?

On the day of the assessment you need to give the assessor **two** copies of your completed lesson plan and any handouts you will give to the students. If you are using a coursebook, you should provide the assessor with a copy of the book or a photocopy of the pages you will use.

Your lesson plan should be ready one hour before the assessment so that it can be given to the assessor to read before the lesson starts. If you do not have a completed lesson plan, the assessor will not observe the lesson.

Do assessed lessons last exactly 20 or 40 minutes? Can they be longer?

Your lesson may begin with an unassessed lead-in which should not last more than five minutes. This could include standard activities such as taking the register, collecting homework, a quick review of the last lesson or a brief warmer to settle the learners and introduce the topic of the lesson.

You should try to keep to the planned overall timing for the lesson, but pace activities in response to learners. For example, you may need to shorten activities if the learners do not need as long as planned, or lengthen the time allowed if the learners need more time to complete an activity. Inclusion of one or two optional activities in your lesson plan will give you some flexibility, but still allow you to achieve your overall aims.

If your lesson goes on longer than planned, you should finish the activity as soon as possible. (The assessor may indicate that you should do this.) You should not over-run by more than five minutes.

What is the role of the assessor?

Your assessor is a sympathetic observer of the lesson. Assessors understand that candidates may be a little nervous. Assessors do not participate in the lesson in any way and should not be asked to do so. Your assessor will pass the completed *TKT: Practical* assessment form together with the lesson plan and materials to the centre. The assessor will not discuss the lesson with you and is not permitted to discuss the results with you.

When do I receive my certificate?

You will normally receive your results two to three weeks after submission by the centre. Check the submission date with the centre.

Information for centres

Registering as a centre

To administer *TKT: Practical* you need to be a Cambridge ESOL registered *TKT: Practical* centre. See the back cover for contact details.

Entering candidates

Candidates may take *TKT: Practical* at any time. The centre must enter candidates at least three weeks in advance of submission of the assessment forms to Cambridge ESOL.

Scheduling of assessments

Assessments may need to be scheduled over several days. This will depend on the number of candidates and the lesson schedules.

Selecting an assessor

The centre selects an assessor from their list of eligible assessors. Where the candidate is teaching two 20-minute lessons, the same assessor or different assessors may be used.

The candidate needs to give the assessor two copies of their completed lesson plan and any handouts to be given to learners. The plan should be ready one hour before the assessment so that it can be given to the assessor to read before the assessment.

Documentation for the assessor

The centre provides the assessor with the *TKT: Practical* assessment form and details of the time and location of the assessment.

Preparing candidates for the assessment

The lesson(s) assessed for *TKT: Practical* should be prepared and delivered by the candidate independently. The candidate may need to be given information about the class if the candidate has not taught the learners previously. The candidate may be given general feedback on a draft lesson plan e.g. advice that more detail is needed in certain sections of the template, or that timing needs to be adjusted, or the number of activities reduced. The candidate must not formally practise the lesson beforehand.

Minimum class numbers

There should normally be a minimum of five learners in the class.

Use of peers

Where it is not possible to provide two 20-minute lessons with real learners, one of the 20-minute assessed lessons can take place with peers as learners.

It may be possible for the candidate to teach the peers new language – this should be encouraged as it gives the peers the opportunity to respond as real learners. Where this is not relevant or appropriate, the peer group should be guided to respond as the target learner group would respond.

Observing the lesson

The assessor observes the lesson. There will not normally be any other observer present unless local customs require it, or the assessor is being monitored. At the end of the lesson the assessor completes the assessment form either manually or electronically and sends it to the centre.

Submitting assessment documentation

Documentation is uploaded to a Learning Management System. The centre uploads the lesson plan(s), including materials, and the completed original assessment form. (See Centre Guidelines and Upload Guidelines.)

Issue of certificates

Certificates are issued to centres two to three weeks after submission of results.

Copies of the regulations and more details on entry procedure, current fees and further information about this and other Cambridge English examinations can be obtained from the Cambridge ESOL Centre Exams Manager in your area, or from the address on the back cover.

Grading and results

Grading

Each *TKT* module is free-standing. Candidates receive a certificate for each module they take. For the *TKT: Practical* assessment, each assessment criterion is given a maximum score out of 4. **Scores awarded to teaching are given greater weight in the assessment.**

Band	A candidate at this level demonstrates
4	Very good standard in planning and teaching
3	Good standard in planning and teaching
2	Satisfactory standard in planning and teaching
1	Basic standard in planning and teaching

Notification of results

Certificates are despatched to centres approximately two weeks after receipt of the assessment forms by Cambridge ESOL. Please note that despatch of candidates' results may be delayed following moderation, or if they need special consideration or are suspected of malpractice (see page 5).

Enquiries on results may be made through Cambridge ESOL Centre Exams Managers within a month of the issue of certificates.

Appeals procedure

Cambridge ESOL provides a service to enable centres to appeal, on behalf of candidates, against assessment decisions that affect grades awarded to candidates, e.g. decisions relating to results and decisions relating to irregular conduct.

Candidates should first contact their Cambridge ESOL Centre Exams Manager for advice. Further information about the appeals procedure can be found at

www.CambridgeESOL.org/exams/results

Appendix 1: TKT: Practical lesson plan template

TKT: Practical lesson plan

Centre number:			**Candidate number:**	
Candidate name:				
Lesson number:		**Level:**		
Lesson length:		**Lesson type:**		
Date:				

Information about the class:

Main aim:

Subsidiary aim:

Personal aim:

Materials (referenced):

Assumptions:

Anticipated problems with materials, activities and tasks: **Solutions:**

Declaration:

This lesson plan is my own work ..... (candidate's signature).

Language analysis

Form	Meaning	Phonology	Anticipated problems
			Solutions

Skills analysis

Skill/subskill	Tasks for skills development	Preparing learners for tasks	Anticipated problems
			Solutions

Stage	Stage aim	Procedure	Interaction	Time

Board plan

Checklist: ✓

1	I have completed a lesson plan.	☐
2	I have attached copies of the handouts and materials used in the lesson.	☐
3	I have included details of copyright photocopies of published material.	☐
4	I have completed the Cambridge ESOL questionnaire for candidates.	☐
5	I have signed the declaration to confirm that this lesson plan is my own work.	☐

Appendix 2

TKT: Practical band descriptors

	Band 1 Planning	Band 2 Planning	Band 3 Planning	Band 4 Planning
Aims	Basic aims are stated but may be inappropriate for the learner group, poorly worded and/or there may be confusion between aims and activities.	Aims are stated but may be very general, inappropriate for the learner group and/or unclear.	Appropriate aims are stated and are generally clearly expressed. Minor improvements may be needed.	Aims are appropriate and clearly and fully expressed.
Lesson components	Some components of the lesson plan may be satisfactory while others may show a lack of awareness. There may be some significant gaps. Suggested timings may be unrealistic.	Most components of the lesson plan have been completed satisfactorily. Some need more detail. Some timings may be under or overestimated.	All lesson plan components have been completed. Most are adequately completed; there may be occasional lack of clarity and/or need for more detail. Timings are mostly realistic.	The lesson plan components have been completed and are appropriately clear and detailed. Timings are realistic.
Stages, activities, tasks	Individual stages and activities are included but may not be consistently logical or may not always reflect the stated aims.	Stages are generally logical but may not be fully described or thought through. Suitable activities are included but may lack variety.	Stages are generally logical and link well to aims. Activities are generally appropriate and clear, and variety is provided.	There is a good balance and variety of logically staged activities which link clearly to the stated aims. The planned lesson is very clear to the reader.
Language analysis/ skills analysis	Language analysis may lack depth and may contain inaccuracies. The candidate has selected materials for skills development but tasks may not be present or appropriate; terminology may not be used accurately.	Language analysis is generally accurate but there are some omissions. The candidate selects some appropriate tasks for skills development but may not use terminology accurately.	Language analysis is mostly accurate but could be more detailed. The candidate's selection of tasks demonstrates a good understanding of skills development. There may be occasional mismatch between description and task.	Language analysis is thorough. The candidate's selection and description of tasks demonstrate good understanding of skills development.
Use of materials	Materials have been selected and are included with the plan but may be inappropriate or poorly exploited; planned use may be unclear.	Appropriate materials have been selected and are included with the plan and there is some evidence of the ability to exploit materials. Planned use may not be fully clear.	Appropriate materials have been selected and included with the plan and there is evidence of the ability to exploit materials well. Planned use is generally clear.	Materials are appropriate and well selected and are exploited to engage and actively involve learners. Some creativity will be evident.

	Band 1 Teaching	Band 2 Teaching	Band 3 Teaching	Band 4 Teaching
Learning atmosphere	The teacher has some awareness of the role of the teacher in the context but may not be assertive enough or may be too dominant. The teacher has limited awareness of learners' needs and level, and there is minimal learner engagement. Interaction between the teacher and the learners is minimal.	The teacher has reasonable classroom presence for the context but at times may not be assertive enough or may be too dominant. The teacher has some awareness of the learners' needs and level. Learners are not engaged for parts of the lesson. The teacher generally responds appropriately to learners, but attention to learners may be unequal and may not be consistently supportive.	The teacher has a positive and effective classroom presence for the context. The teacher, for the most part, has good awareness of the learners' needs and level. Learners are engaged for most of the lesson. The teacher responds to learners appropriately, but could give more attention to individuals.	The teacher has a positive and effective classroom presence for the context and has good awareness of the learners' needs and level. Learners are engaged throughout the lesson. The teacher responds to learners appropriately and gives good attention to individual learners.
Focus on language and/or skills	Some language and skills work takes place, but the range of techniques and strategies for dealing with language and skills is insufficient or inappropriate and is not effective in achieving the lesson aims.	Some language and skills work takes place. The teacher uses a limited range of techniques and strategies for dealing with language and skills but these could be used more extensively to achieve the lesson aims.	Language and skills work takes place. The teacher uses a good range of techniques and strategies for dealing with language and skills, but some could be used more effectively to achieve the lesson aims.	Language and skills work takes place. The teacher uses a good range of techniques and strategies for dealing with language and skills, and which are effective in achieving the lesson aims.
Classroom management	Overall the lesson is too teacher-centred. There is minimal student interaction in whole-class, pair and group work activities. Activities could be set up and managed more effectively. The timing and/or pace of stages of the lesson may be inappropriate. Limited use is made of materials and they may not be used effectively to achieve aims.	There is insufficient balance between teacher input and learner activity. Whole-class, individual, pair and group work are included but some activities could be set up more effectively. There are some stages of the lesson where the timing and/or pace could be improved. Some materials are used effectively, but materials may be under or over exploited and could be better exploited to achieve lesson aims.	There is a reasonable balance between teacher input and learner activity but some stages of the lesson may be too teacher-centred or may need more teacher guidance. Whole-class, individual, pair and group work are generally well set up. The timing and/or pace of stages of the lesson are mostly appropriate. Materials are generally used effectively to achieve lesson aims.	Teacher input and learner activity are appropriately balanced. Whole-class, individual, pair and group work are effectively set up and well managed. The timing of stages and activities is appropriate and the teacher maintains an appropriate pace throughout the lesson. Good use is made of materials to achieve lesson aims.
Use of English	The teacher uses English to manage the lesson, but there may be too much teacher language and the teacher may frequently use language which is too complex for the learners. L1 may be used too frequently. Explanations about language and language modelled for learners may be frequently unclear or inaccurate.	The teacher generally uses English effectively to manage the lesson. Teacher language may on occasion be unclear or too complex or too lengthy. Opportunities may be missed, e.g. to elicit, praise or question learners. Explanations about language and language modelled for learners may be occasionally unclear or inaccurate.	The teacher uses English appropriately and effectively to manage the lesson and to encourage and praise learners. The teacher's language is well graded and there is some effective use of eliciting and questioning techniques. Explanations about language and language modelled for learners are mostly clear and accurate.	The teacher uses English appropriately and effectively throughout the lesson to manage the lesson and to encourage and praise learners. The teacher's language is well graded and there is effective use of eliciting and questioning techniques. Explanations about language and language modelled for learners are clear and accurate.
Monitoring, feedback and correction	Some monitoring is present but is not frequent or inclusive enough. Opportunities for correction may not occur, or the teacher may give insufficient attention to correction and/or feedback.	The teacher monitors and checks learning but this could be more helpful. There may be limited opportunities for correction. The teacher makes some use of a limited range of feedback and correction techniques.	The teacher monitors and provides some effective feedback/correction during the lesson although more attention could be given to individuals. Some opportunities to engage with learner output are missed.	The teacher monitors learners effectively and demonstrates a range of strategies to provide effective feedback/correction throughout the lesson. The teacher engages with learner output.

TKT: Practical overall band descriptors

Band 4
Overall the teacher demonstrates a good range of procedures and techniques and is able to plan and deliver a very effective lesson. The lesson provides for learner interaction, and challenges and engages the learners. The planned lesson is highly appropriate for the learners and promotes effective learning.
Band 3
Overall the teacher has good control of a range of procedures and techniques, and is able to plan and manage a useful lesson. More variety and challenge would increase effectiveness and provide for more learner engagement and participation in the learning process. The planned lesson is appropriate for the learners and provides useful practice and/or learning.
Band 2
Overall the teacher is aware of and can plan and implement a range of appropriate teaching procedures and techniques but needs to do so more consistently and effectively to maximise learner engagement and participation in the learning process. The planned lesson includes some useful activities, but parts of the lesson do not provide useful practice and/or learning.
Band 1
Overall the teacher displays awareness of some appropriate procedures and techniques but is unable to plan for and implement them consistently, and there is little evidence of learner engagement and participation in the learning process to achieve learning outcomes. The planned lesson does not lead to useful practice or learning.

Cambridge English *Teaching Qualifications*
TKT: Practical module
Handbook for Teachers

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