



CELTA@ISE

TEACHING PRACTICE LESSON PLAN

Name: _____ **Date:** _____ **Number of students:** _____

Duration: _____ **T.P. number:** _____ **Level: Pre Intermediate / Upper Intermediate**

Type of lesson (please circle one or more category as appropriate)

Grammar Vocabulary Pronunciation Function(s) Speaking Listening Reading Writing other (Please specify – e.g. revision/testing etc.)

Main Aims: By the end of the lesson the learners will be able to

Subsidiary aims: By the end of the lesson the learners will also be able to

Materials (please include attributions)

Provide a copy to your trainer

My personal aims: (NB refer to last lesson action points)

- 1.
- 2.
- 3.
- 4.

Please add extra sheets if necessary



Language Analysis

(In the rare event of a skills lesson with absolutely no target language envisaged, please justify this below)

1. Meaning: establish and clarify meaning with relevant CCQs verbatim

<u>Lexical/Grammatical item(s)</u>	<u>Pronunciation and stress</u>	<u>How to establish and clarify meaning</u>	<u>CCQs</u>
e.g. a barber	■ □ /bɑ:bə/	Show a picture of a barber; mime cutting my hair.	1.Does he work at school? 2.Does he cut men's hair?



2. Form

<u>Lexical/Grammatical item(s)</u>	<u>Marker sentence (for grammar)</u>	<u>Structure (for grammar)</u>	<u>Part(s) of speech (for vocabulary)</u>
e.g. a barber e.g. A barber works in a barber shop. (colloquial 'barber's')	e.g. A barber works in a barber shop.	e.g. Indefinite article + subject + verb+3 rd person 's' + preposition of place + indefinite article + countable noun.	It's a countable noun



<u>Anticipated language difficulties</u>	<u>Possible solutions</u>
1.e.g. students mispronounce target vocabulary 2. 3. 4.	1. 2. 3. 4.
<u>Anticipated procedural difficulties</u>	<u>Possible solutions</u>
1. e.g. students arrive late for class 2. 3. 4	1. 2. 3. 4



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STAGE	STAGE AIM	PROCEDURE	TIMING	INTER-ACTION	TUTOR'S COMMENTS: Positive points	Suggestions

Please add extra sheets if necessary



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Criteria checklist (from 2017 CELTA Syllabus)

4a	Identifying and stating appropriate aims/outcomes for individual lessons	4a
4b	Ordering activities so that they achieve lesson aims	4b
4c	Selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson	4c
4d	Presenting the materials for classroom use with a professional appearance, and with regard to copyright requirements	4d
4e	Describing the procedure of the lesson in sufficient detail	4e
4f	Including interaction patterns appropriate for the materials and activities used in the lesson	4f
4g	Ensuring balance, variety and a communicative focus in materials, tasks and activities	4g
4h	Allocating appropriate timing for different stages in the lessons	4h
4i	Analysing language with attention to form, meaning and phonology and using correct terminology	4i
4j	Anticipating potential difficulties with language, materials and learners	4j
4k	Suggesting solutions to anticipated problems	4k
4l	Using terminology that relates to language skills and sub-skills correctly	4l
4m	Working constructively with colleagues in the planning of teaching practice sessions	4m
4n	Reflecting on and evaluating their plans in light of the learning process and suggesting improvements for future plans	4n
1a	Teaching a class with an awareness of the needs and interests of the learner group	1a
1b	Teaching a class with an awareness of learning styles and cultural factors that may affect learning	1b
1c	Acknowledging, where necessary, learners' backgrounds and previous learning experiences	1c
1d	Establishing good rapport with learners and ensuring they are fully involved in learning activities	1d
2a	Adjusting your own use of language in the classroom according to the learner group and the context	2a
2b	Identifying errors and sensitively correcting learners' oral and written language	2b
2c	Providing clear contexts and a communicative focus for language	2c
2d	Providing accurate and appropriate models of oral and written language in the classroom	2d
2e	Focusing on language items in the classroom by clarifying relevant aspects of meaning, form and phonology to an appropriate of depth	2e
2f	Showing awareness of differences in register	2f
2g	Providing appropriate practice of language items	2g
3a	Helping learners to understand reading & listening texts	3a
3b	Helping learners to produce oral and written language	3b
5a	Arranging the physical features of the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution	5a
5b	Setting up and managing whole class and/or group and individual activities as appropriate	5b
5c	Selecting appropriate teaching techniques in relation to the content of the lesson	5c
5d	Managing the learning process in such a way that lesson aims are achieved	5d
5e	Making use of materials, resources and technical aids in such a way that they enhance learning	5e
5f	Using appropriate means to make instructions for tasks and activities clear to learners	5f
5g	Using a range of questions effectively for the purpose of elicitation and checking of understanding	5g
5h	Providing learners with appropriate feedback on tasks and activities	5h
5i	Maintaining an appropriate learning pace in relation to materials, tasks and activities	5i
5j	Monitoring learners appropriately in relation to the task or activity	5j
5k	Beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to the learners	5k
5l	Maintaining accurate and up to date records in your portfolio	5l
5m	Noting your own strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators	5m
5n	Participating in and responding to feedback	5n



Aims achieved?

No	Partially	Fully

Action points:

Overall summary:

1. Planning & preparation

2. Delivery

Assessment: (for this stage of the course)

Not to standard	To standard	Above standard

Trainer's signature:

Please add extra sheets if necessary