

Name: Class/Subject: Date:	Lesson: Reference date:	Lesson focus: Reading: Receptive skills	Date: ID/Subject:
Aims:			
Main aim: To develop students' skills of reading for gist and specific information in the context of interview experiences.			
Subsidiary aims: To enable learners to speak about their experiences related to interviews.			
Personal aims: To maintain a good pace of the lesson and provide clear instructions.			
Target group: 12 adult learners who have intermediate level of English. They have a variety of professional experiences, therefore, they may bring various points of view in the class. They also come from different countries and cultural backgrounds. This may have an impact on the way they communicate with others. This is their second evening session and they do not yet know each other very well. Thus, some may feel nervous when speaking in front of their peers.			
Adult Materials: handout adapted from New Cutting Edge Intermediate, Longman 2006; Cunningham, S. (2006). PPT, laptop, board, pens, paper, cards.			

Time	Strategies	Procedure (describe how you will manage each step.)	Interaction (Pair/group/Individual/Whole class)	Anticipated Problems and Solutions with learners, management, and tasks.
3 mins	Warm-up: To enable students to get to know the teacher and to introduce themselves.	<p>The teacher provides learners with cards containing different words. She instructs learners to ask their peers questions using these words, which are all related to their careers. How to give instructions:</p> <p>I want you to ask me 'What?'. If you have time, ask me about my career. Please be aware of words to find out what they mean. You have 2 minutes for this.</p> <p>Words: Spanish, English literature, Translation, Romance, Teacher, 3 years, Qualified Teacher Status, 10 years.</p> <p>For example: Teacher: Are you a teacher? NC (No) Are you going to ask me questions with yesterday's lesson? (NC) Are you going to ask me questions? (YES)</p>	TTT S-T-T	<p>Problem: Although they have done a card sort similar with the teacher in the previous lesson, they are not very sure, may appear confused.</p> <p>Solution: The teacher will try to provide clear instructions.</p> <p>Problem: Learners might not be able to identify a some of the information.</p> <p>Solution: The teacher will give out the answer.</p> <p>Problem: Learners may struggle with the interrogative form specific to your questions; e.g.,</p> <p>Solution: Modelling an question before may help.</p> <p>Problem: Learners may struggle with the use of past or present interrogative, use of connecting when necessary, but without interrupting the flow of</p>

Time	Strategies	Procedure (describe how you will manage each step.)	Interaction (Pair/group/Individual/Whole class)	Anticipated Problems and Solutions with learners, management, and tasks.
				Individually rather than pair/partner after subject etc.
		The students listen to the instructions and have two minutes to think about all the questions.		The activity.
20 mins	Lead-in: To activate learners' schemata related to the world of work.	<p>Instruction: learners to turn to their peers and discuss aspects related to the following questions:</p> <ul style="list-style-type: none"> What is your job? What are your good at? What have you studied? (Slide 2) <p>Instructions must be checked:</p> <p>Minimum 1 answer for each, if need you to say your name and answer some of these questions. For example, I am Chinese and I studied English.</p> <p>NC: do you answer all the questions? NC: How many questions will you answer? 3.</p> <p>Learners do the activity for two or three minutes, until everyone has had a go.</p> <p>RESOURCES: PPT, Slide 2 and computers, laptop</p>	T S-T-T	<p>Problem: Learners may not understand what they have to do.</p> <p>Solution: Examples may be given by the teacher.</p> <p>Problem: Learners may not stay on topic.</p> <p>Solution: Careful monitoring and timing are required.</p> <p>Problem: Learners may not have vast vocabulary related to education - e.g. Bachelor's degree, secondary school etc.</p> <p>Solution: Some help may be provided by the teacher with pronunciation. However, this vocabulary will not be taught explicitly, as they might do this it with the next lesson in the vocabulary lesson.</p>
5 mins	Pre-teach vocabulary: To unlock key terms related to help students understand the text.	<p>The teacher tells students that they will soon read a text. The teacher draws students' attention to the fact that they discuss and work with new words in their lesson, but first we are going to read a text, first read and then go over the text, all about vocabularies.</p> <p>She asks learners various questions to activate vocabulary:</p> <ul style="list-style-type: none"> What do we need to do the job well? (Expected answer: apply, interview) <p>Consequently, it gives an idea to go for an interview.</p>	TTT	<p>Problem: Learners may not give out the elicited vocabulary at first.</p> <p>Solution: More prompts may be given.</p>

Celta Lesson Plan

RF Duncan-Goodwillie

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CELTA Course Student Notebook and Diary Celta Helper,2019-02-25 This notebook provides templates note taking pages for your notes from any background reading on English language teaching methodology and practice CELTA input sessions CELTA lesson plan notes CELTA course assignments your reflections on teaching practice and space for CELTA course diary entries as you go

The Routledge Handbook of English Language Teacher Education Steve Walsh,Steve Mann,2019-07-03 The Routledge Handbook of English Language Teacher Education provides an accessible authoritative comprehensive and up to date resource of English language teacher education With an overview of historical issues theoretical frameworks and current debates this handbook provides unique insights into a range of teacher education contexts focusing on key issues relating to teacher and learner priorities language and communication current practices reflective practice and research Key features include a cross section of current theories practices and issues providing readers with a resource which can be used in a variety of contexts the use of data transcripts and tasks to highlight and illustrate a range of practices including examples of best practice snapshots of ELTE from a number of contexts taken from all around the world and examples of current technological advances contemporary thinking on reflective practice and insights gained from recent research This wide ranging and international collection of chapters has been written by leading experts in the field The Routledge Handbook of English Language Teacher Education is sure to be core reading for students researchers and educators in applied linguistics TESOL and language education

TEFL Lesson Plans For Dummies Michelle M. Maxom,2014-08-21 Instant English lessons learn in a flash TEFL Lesson Plans For Dummies is a ready made course manual for TEFL teachers With fully fleshed out lessons activities tools games and resources this book contains what is essentially an instant TEFL course Use the ready made materials directly in the classroom or follow along with the detailed planning models and frameworks to grow your skills while designing your own lesson plans more effectively The book includes access to online materials you can print for use in class and the lessons can be used with or without the aid of technology in the classroom You ll find expert advice on teaching all age levels and class sizes including ideas for taking the lessons out into the world Many EFL ESL teachers have little or no experience and may have only been in the profession for a limited time TEFL Lesson Plans For Dummies saves the day with materials ideas and activities that can be implemented quickly and easily making lessons more productive and fun From quick exercises to larger scale plans this book contains hundreds of ways to help your students become more proficient English speakers Implement expertly designed planning models with step by step advice Teach lessons designed for students of all ages and classes of all sizes Integrate technology when it s available or do without it when it s not Move your lessons outside of the classroom for deeper immersion Whether you re taking a TEFL training course about to head out on your first job or a veteran of the field this book provides you with the tools you will need to get things moving in class If you re looking to cut down on planning time without sacrificing

student engagement TEFL Lesson Plans For Dummies is the classroom ready resource you need **The English Teachers**
RF Duncan-Goodwillie,2020-07-08 English teaching encompasses a variety individuals and contexts Much has been written about their jobs how to teach what to teach etc but very little about the people themselves until now In a series of interviews with current and former English teachers conducted in locations ranging from Rhode Island to Northern Iraq Rory Fergus Duncan Goodwillie provides an insight into the lives of the English teachers **The Indigo Memoirs** Dexter Blithe,2016-01-14 This novel titled The Indigo Memoirs details anecdotes events thoughts opinions experiences and memories that have occurred during my life The book retells my travels over Australia and other parts of the world including Greece and Japan It includes my struggles at school as well as my personal and intimate experiences There is something for everyone in this book There elements of comedy suspense lust and action There are elements of spirituality and theology and the material is graphic and heavy at times The Indigo Memoirs tells the story of who I am and how I became who I am

Social Interaction and English Language Teacher Identity John Gray,Tom Morton,2018-05-15 Social interaction and English language teacher identity uses fine grained analyses of interaction in a range of teacher education and professional practice settings in ELT to explore the different identities and power relationships which teachers orient to It traces the role of identity and interaction in the processes of acquiring new teaching skills and knowledge reflecting on professional practice and constructing teaching selves and explores the limits and constraints on these processes imposed by global forces such as the marketization of education The book is written for teachers teacher educators postgraduate students and researchers interested in the relationships between social interaction identity and professional practice in ELT **Duoethnography in English Language Teaching** Robert J. Lowe,Luke Lawrence,2020-02-05 This book sets out duoethnography as a method of research reflective practice and as a pedagogical approach in English Language Teaching ELT The book provides an introduction to the history of duoethnography and lays out its theoretical foundations The chapters then address duoethnography as a research method which can be used to explore critical and personal issues among ELT teachers discuss how duoethnography as a reflective practice can aid teachers in understanding themselves their colleagues or their context and demonstrate how duoethnography can be used as a pedagogical tool in ELT classrooms The chapters are a range of duoethnographies from established and emerging researchers and teachers which explore the interplay between cultural discourses and life histories with a focus on ELT in Japan

Assessing Language Teachers' Professional Skills and Knowledge Rosemary Wilson,Monica Poulter,2015-01-31 The growth in English language teaching worldwide and the related increase in teacher training programmes of all kinds highlight the need for greater accountability in the assessment of teachers The need for formal summative assessment has taken on greater importance in training programmes and requires procedures which do not always sit easily with the development process while transparency of assessment procedures is also increasingly demanded by the candidates themselves This edited volume discusses key issues in assessing language teachers

professional skills and knowledge and provides case study illustrations of how teacher knowledge and teaching skills are assessed at pre service and in service levels within the framework of the Cambridge English Teaching Qualifications The volume provides discussion of ways in which the changing nature of English language teaching has impacted on teacher education and assessment examples of specific assessment procedures for both teaching knowledge and practical classroom skills accounts of the ways in which the Cambridge English Teaching Qualifications have been integrated into and adapted for local contexts This is the first volume of its kind wholly dedicated to language teacher assessment and as such will be of interest to language teachers and teacher educators as well as to researchers and postgraduate students *Empowering the English Language Teacher in a Multipolar Environment* Nima A. Nazari, 2025-07-01 This edited volume focuses on the changing landscape of English language learning and teaching It equips English language teachers with cutting edge knowledge and developments in English language learning and teaching which they need to teach a diverse body of learners and instruct in a multipolar environment The chapter contributors are among the high standing and most knowledgeable scholars in the subject area who in the four sections of the book provide the reader with the recent developments changes and research in the sociocultural and socio educational aspects of ELT ELT teacher education and teacher identity ELT paradigm shifts and diversity in ELT The book empowers English language teachers to teach in educational contexts where diversity variety complexity and fluidity are paramount The book is a must read for English language teachers professionals practitioners researchers and ELT teacher trainees and trainers It can also be used by TESOL TESL TEFL and Applied Linguistics students researchers and lecturers at BA MA and PhD levels **College Credit Recommendations**, 2002

Surviving and Thriving on Your CELTA Anthony Smales, 2025-12-04 Your Indispensable Roadmap to Conquering the World's Most Respected TEFL Certificate You've secured your place on the CELTA course The excitement is building but so is the terror You've heard the stories the relentless pace the observed lessons the infamous lesson plans You know it's going to be one of the most challenging months of your life The question is how will you not just survive it but truly thrive Stop worrying and start preparing *Surviving and Thriving on Your CELTA* is your essential companion written as the trusted mentor you wish you had This isn't a theoretical textbook it's a hands on manual designed to be your day by day week by day support system through every step of the journey Inside this complete guide you will discover A Pre Course Bootcamp Get your ducks in a row before Day One Ace your application conquer the pre course task with annotated examples and learn exactly what to read and how to organize your mind your materials and your life The CELTA Blueprint Demystified Understand the core components Input Sessions Teaching Practice TP Written Assignments and Observation and how they interlink to forge you into a capable teacher The Ultimate Guide to Mastering Teaching Practice Transform the heart of the CELTA from a source of fear into your greatest opportunity for growth Includes a step by step walkthrough of the infamous lesson plan template complete with a fully annotated sample Acing the Written Assignments Banish the fear of the four

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