

TKT: Practical lesson plan template

Candidate name:	Xxxxxx Xxxxxx	Lesson number:	1	Level:	Pre-Intermediate
Date:	00/00/0000	Lesson length:	20 minutes	Lesson type:	Reading and Writing

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 learnt vocabulary related to travel and tourism and have also learnt 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 (including source):

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 difficulties with tasks:

Learners may want to read every word in the text.

Learners may spend too long writing.

Solutions:

Set time limit

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 <hr/> Solutions Ask concept questions.
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	/gæləri:z/	
museums	Public buildings where many valuable and important objects are kept so that people can go and see them	/mju:ziəmz/	
parks	A place in a town, an open public area with grass and trees, often with sports fields or places for children to play	/pɑ:ks/	
gardens	A place with flowers, trees etc that is open to the public for their enjoyment	/gɑ:rd(ə)nz/	

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 for homework to rewrite their texts using their partners' ideas and their own and to produce a final draft of their texts.	T-S	1 min



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.

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TKT: Practical board plan template

Board plan:

<i>Things to do in Rome</i>	<i>Things to do in our city</i>
<i>Ancient sights Famous places Galleries Museums Parks Gardens Shopping Sports Theatres</i>	

■ Weaknesses

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.

The subsidiary aim needs to say what reading subskill will be practiced in this lesson i.e. scan reading.

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.

The language analysis table has been completed but the following would improve it.

Form: include part of speech for the vocabulary listed e.g.

noun, plural noun, adjective etc.

Phonology: include stress marks. In the anticipated difficulties section, some pronunciation difficulties could be anticipated.

In the solutions section, examples of concept questions could have been included.

In the procedure section of the plan, the first half of the plan is overly teacher-centered – 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.

Language analysis in lesson planning is the process of breaking down target language (grammar, vocabulary, or functions) to understand its meaning, form, and pronunciation. It ensures teachers are prepared to explain concepts, anticipate student errors, and design effective, confident lessons. Language analysis in ELT (English Language Teaching) refers to the process of examining how language works — its form, meaning, use, and pronunciation. It is such a system that would perform

thanks to its 4 main components. It is an essential tool for teachers, as they can effectively explain and teach it to learners.