

TEACHING KNOWLEDGE TEST

Module 2

Anna Kashcheeva

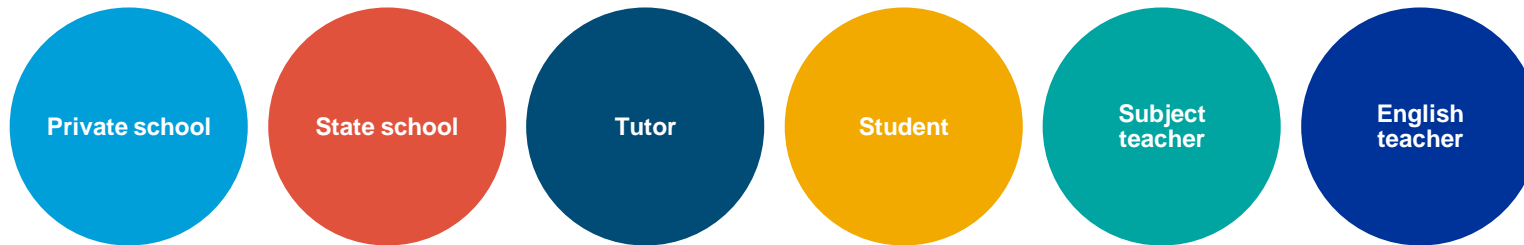
Teacher trainer, Cambridge Assessment English presenter



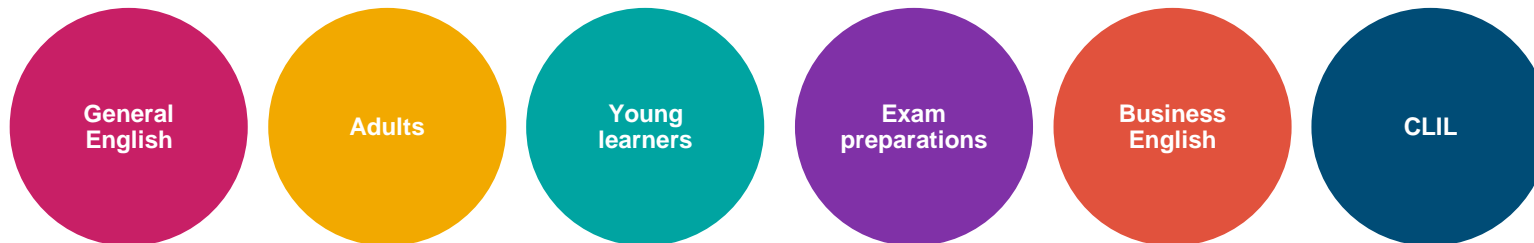
Introduction

What do you do?

Place of work



Teaching context



Type in the chat box where you work and whether you are planning to take TKT.

TKT Modules

CORE	Module 1: Background to language teaching	80 questions, 80 minutes	Paper-based
	Module 2: Planning for language teaching	80 questions, 80 minutes	Paper-based
	Module 3: Classroom management	80 questions, 80 minutes	Paper-based
Specialist	TKT: Young Learners	80 questions, 80 minutes	Paper-based
	TKT: CLIL	80 questions, 80 minutes	Paper-based

TKT results, certificates

Band	A candidate at this level demonstrates
1	limited knowledge of TKT content areas
2	basic, but systematic knowledge of TKT content areas
3	breadth and depth of knowledge of TKT content areas
4	extensive knowledge of TKT content areas





TKT (Teaching Knowledge Test)

Teaching qualifications and
courses

TKT

About the tests

Preparation

Results

Share your success

Already got a TKT certificate?

Make sure you impress future employers and add it to your LinkedIn profile.

Prove your EFL teaching knowledge with this series of flexible, internationally recognised tests.

Book a test

TKT shows how you are developing as a teacher. It is ideal for people who want to prove their teaching knowledge with a globally recognised certificate.

TKT is a flexible series of modular teaching qualifications, which test your knowledge in specific areas of English language teaching. You can take as many modules as you want, over any time period. You receive a Cambridge English certificate for each module you complete.

Key facts

Format: Multiple-choice tests

Assessment: Paper-based, modular tests



1. Choose your exam

If you're not sure which exam is right for you, take our [free multiple-choice test](#) to help you decide.

Learn more about our wide range of English exams.



2. Find an exam centre

To take your Cambridge English exam, you will need to register directly with an authorised exam centre. We have more than 2,800 centres in over 130 countries.

Our exam centres will give you more information about Cambridge English exams, how much they cost and how you can prepare for your exam. Use our online search to [find a centre](#) near you.

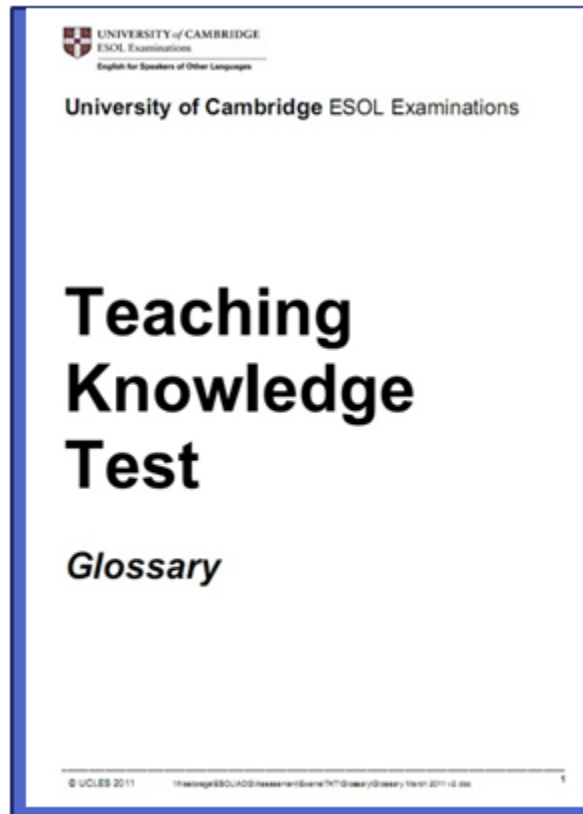
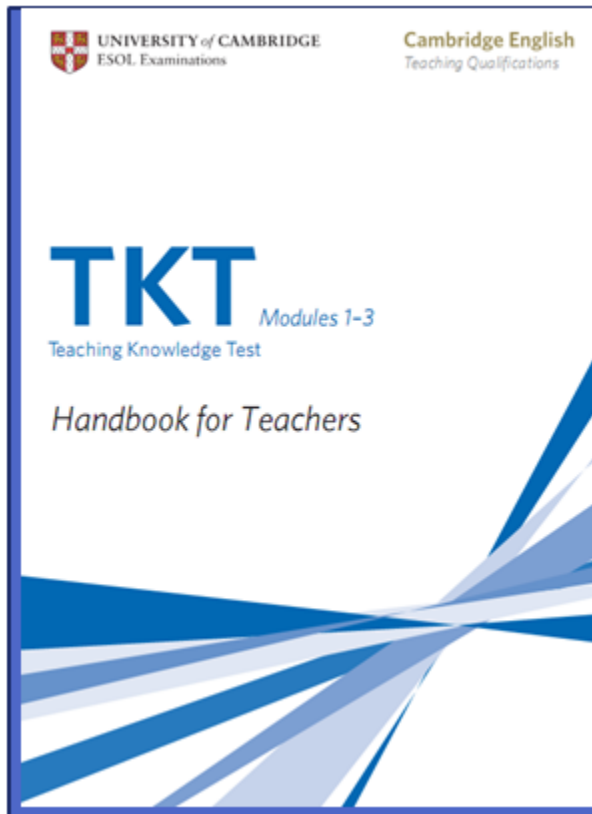
Search for an exam centre



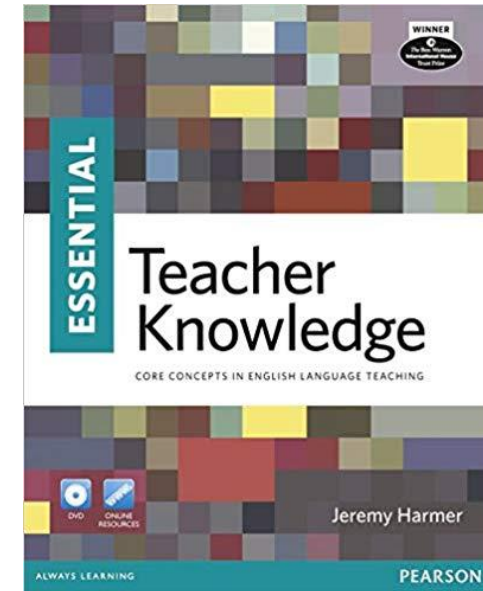
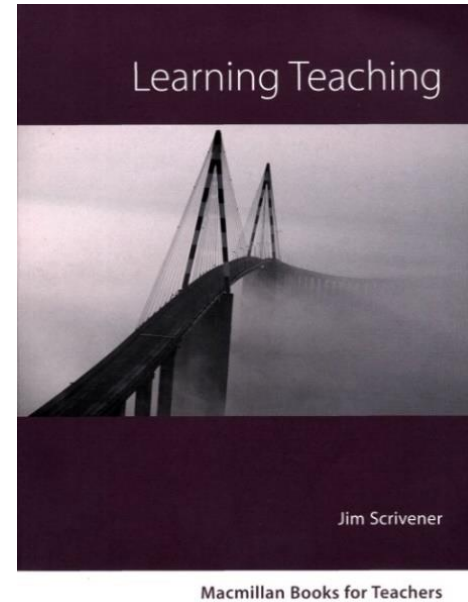
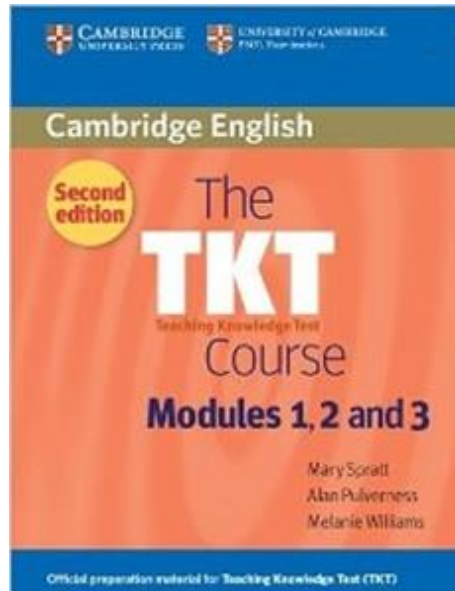
3. Book your exam

Once you have found a local exam centre you will need to book your exam with them. Exam dates are available throughout the year and you can choose whether you take your exam on a computer or on paper.

Online resources



Useful books





CORE AREAS

TKT: Module 2

Lesson planning
and use of
resources for
language teaching

TKT: Module 1

Language and
background to
language learning
and teaching

TKT: Module 3

Managing the
teaching and
learning process

TKT: CLIL

Content and Language
Integrated Learning

SPECIALIST AREAS

TKT: YL

Teaching Knowledge
Test for Teachers of
Young Learners

TKT Module 2

1. How many sections are there in Module 2?
2. What do they focus on?
3. How long is the test and how many questions are there?
4. How do candidates record their answers?
5. Which resources can candidates use to prepare for the test?
6. What are the task types?

TKT Module 2

Lesson planning and use of resources for language teaching

Timing	1 hour 20 minutes
No. of questions	80
Task types	Examples: matching, multiple choice, odd one out, sequencing
Coverage	Knowledge and skills teachers need to plan a lesson / series of lessons, and assess learners Knowledge of resources available to guide lesson planning

TKT Module 2

Lesson planning and use of resources for language teaching

Planning can help a teacher ...





Planning lessons
with experience.

Planning depends
on familiarity with
subject matter.

Planning can help
alleviate the
stress of teaching.

Planning is a key
part of a teacher's
job.

Planning can help
a teacher produce
a stimulating
lesson.

Teachers should
remember that
they need to
teach the people
in the class, rather
than the plan they
have prepared.



climbing a mountain



hard work



a game



a television show



eating a meal



a wedding



a football game



a conversation



a menu




consulting a doctor

What does lesson planning entail?




What does lesson planning entail?

- ✓ lesson frameworks and key functions of a lesson
 - ✓ setting appropriate lesson aims
 - ✓ essential lesson plan components
 - ✓ ordering activities to achieve lesson aims
 - ✓ selecting and evaluating teaching material
 - ✓ planning individual and sequence of lessons
 - ✓ planning grouping and seating arrangements
 - ✓ choosing assessment activities
- 

Key functions of a lesson

Key functions of a lesson

- goal-oriented effort
 - cooperative interaction
 - the classroom dynamics and T-SS rapport
 - a series of free choices and variety
 - a role-based culture
 - a social event with elements of ceremony
- 

TKT Module 2

Lesson plan components

Lesson Aims

Class Profile

Assumptions

Timetable Fit

Materials

Procedure

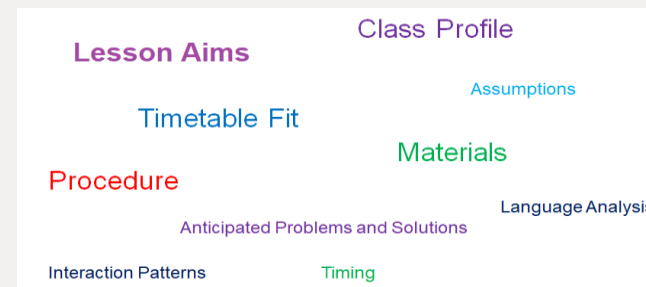
Language Analysis

Anticipated Problems and Solutions

Interaction Patterns

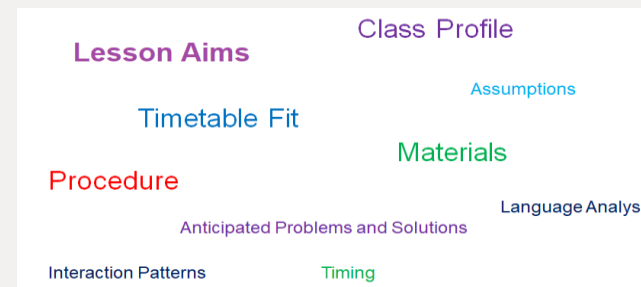
Timing

Lesson plan components



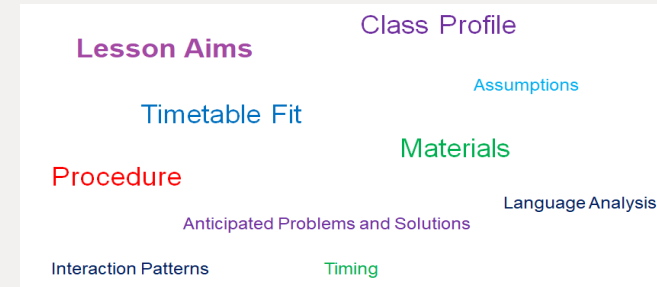
- a. Be clear about what you want to achieve.
- b. Make notes on what the learners know or can do.
- c. Just start teaching from wherever the learners are in the coursebook. There's no need for other teaching aids.
- d. Research and make notes on the vocabulary and grammar I plan to teach.
- e. Getting tasks in a logical order is really important.
- f. There's nothing you can do about things going wrong in the lesson.
- g. Decide whether the learners will be working alone, in pairs or in groups.
- h. Estimate how long each task will take.

Lesson plan components



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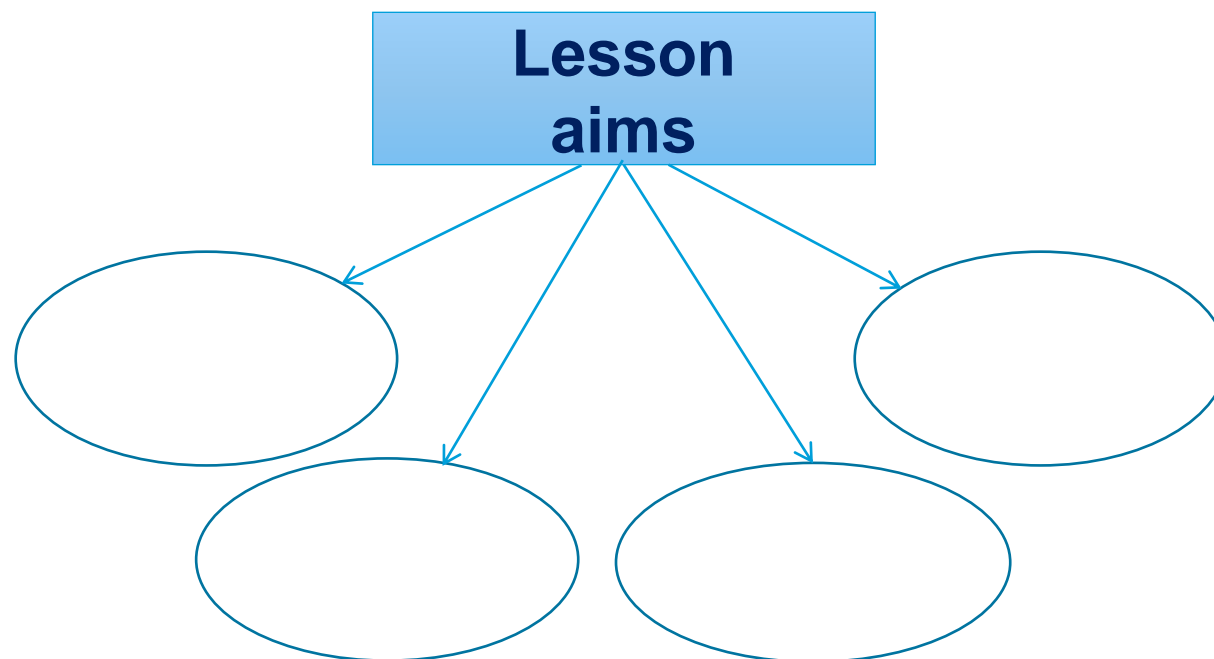
Lesson plan components



- a. Be clear about what you want to achieve.
- b. Make notes on what the learners know or can do.
- c. Look at the materials available. Consider what materials and resources you can use to improve the learning experience and decide on the order of activities based on the framework. Think about supplementary and/or self-designed materials, technology, pictures and whiteboard.
- d. Research and make notes on the vocabulary and grammar I plan to teach.
- e. Getting tasks in a logical order is really important.
- f. Be prepared, anticipate problems and provide possible solutions.
- g. Decide whether the learners will be working alone, in pairs or in groups.
- h. Estimate how long each task will take.

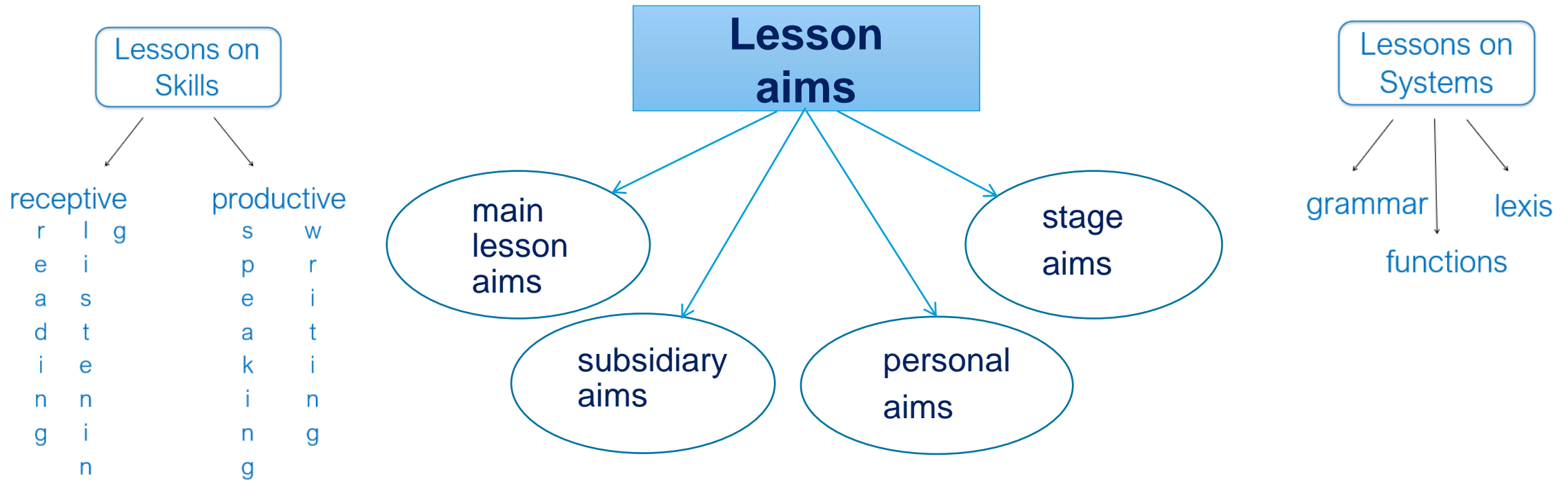
TKT Module 2

Identifying lesson aims



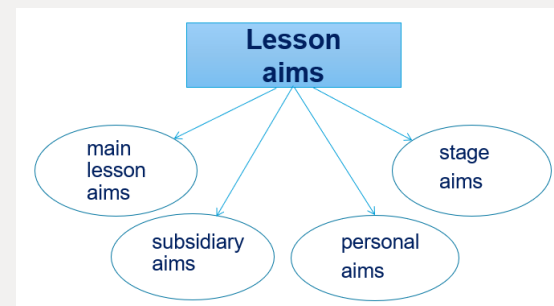
TKT Module 2

Identifying lesson aims



TKT Module 2

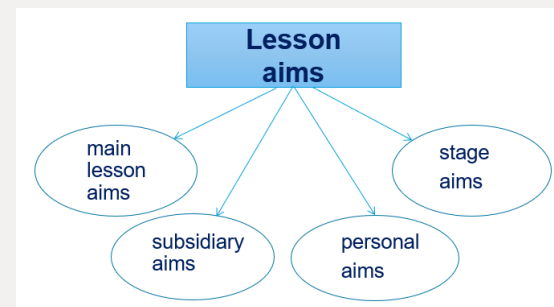
Key terminology



1. What the teacher wants to achieve in the lesson or in the course.
2. The most important aim, e.g. the teacher's main aim in a lesson could be to teach the present perfect or develop listening skills.
3. The aim or purpose of a stage, step or short section of a lesson, e.g. to provide controlled practice of the present perfect or to develop listening for gist.
4. The secondary focus of the lesson, less important than the main aim. It could be the language or skills learners must be able to use in order to achieve the main aim of the lesson or a skill or language area which is practised while focusing on the main aim.
5. What the teacher would like to improve in his/her teaching, e.g. To reduce the time I spend writing on the whiteboard.
6. Specific learning targets that help achieve a lesson's aims, e.g. learners will be able to understand the gist of the text.
7. This is what the teacher hopes will be the result in terms of learning at the end of the lesson.

TKT Module 2

Key terminology

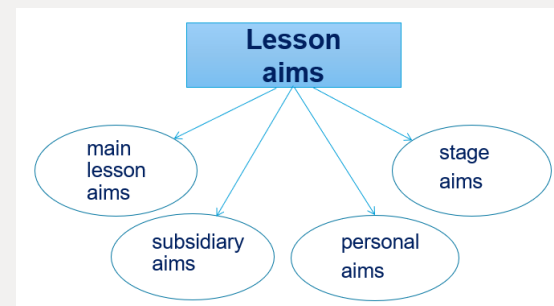


aim

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TKT Module 2

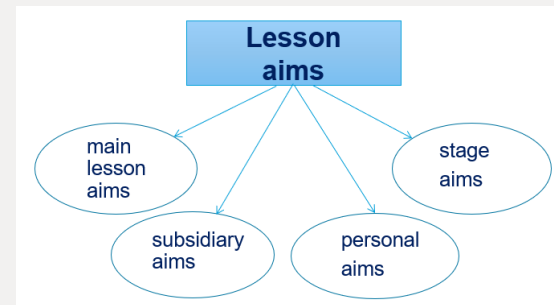
Key terminology



aim	1. What the teacher wants to achieve in the lesson or in the course.
main aim	2. The most important aim, e.g. the teacher's main aim in a lesson could be to teach the present perfect or develop listening skills.
stage aim	3. The aim or purpose of a stage, step or short section of a lesson, e.g. to provide controlled practice of the present perfect or to develop listening for gist.
sub-aim	4. The secondary focus of the lesson, less important than the main aim. It could be the language or skills learners must be able to use in order to achieve the main aim of the lesson or a skill or language area which is practised while focusing on the main aim.
personal aim	5. What the teacher would like to improve in his/her teaching, e.g. To reduce the time I spend writing on the whiteboard.
objective	6. Specific learning targets that help achieve a lesson's aims, e.g. learners will be able to understand the gist of the text.
outcome	7. This is what the teacher hopes will be the result in terms of learning at the end of the lesson.

TKT Module 2

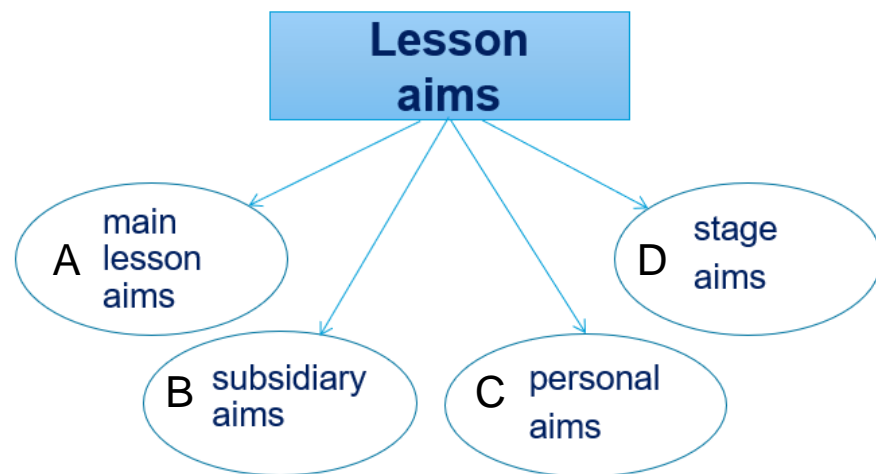
Examples of aims



- | | |
|---------------|--|
| main aims | <ul style="list-style-type: none">- to help the students develop <i>reading skills for gist and specific information</i>- to present and practise <i>the present simple in the context of everyday routines</i>- to contextualise the topic of <i>free time activities</i> |
| stage aims | <ul style="list-style-type: none">- to give a model for the <i>speaking activity</i>- to provide controlled practice of <i>the past simple</i> |
| outcome | <i>By the end of the lesson, the students will be better able to give a short talk about their hobbies.</i> |
| personal aims | <ul style="list-style-type: none">- to reduce teacher talking time- to provide clear instructions |

TKT Module 2

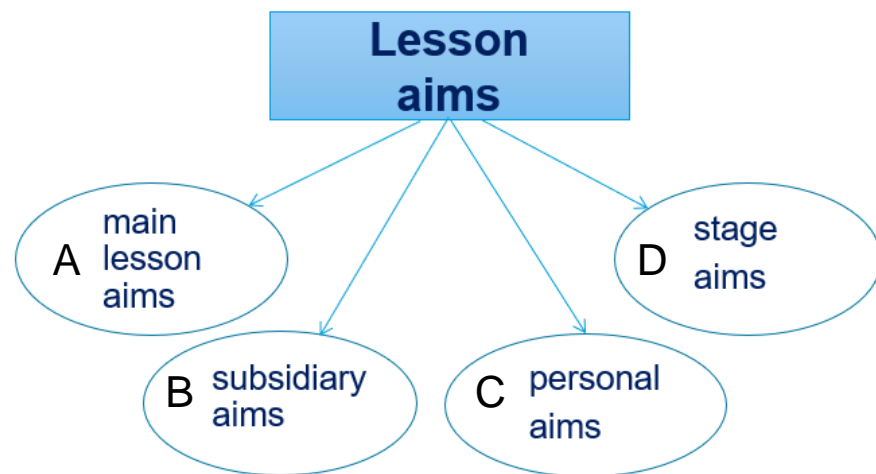
Matching



1. to improve whiteboard work
2. to revise sport vocabulary
3. to read a short text about a popular sport
4. to practise speaking skills in the context of a conversation about a favourite kind of sport

TKT Module 2

Matching



- | | |
|---|---|
| 1. to improve whiteboard work | C |
| 2. to revise sport vocabulary | B |
| 3. to read a short text about a popular sport | D |
| 4. to practise speaking skills in the context of a conversation about a favourite kind of sport | A |

TKT Module 2

Sample task

- A** to recycle language
- B** to pre-teach vocabulary
- C** to develop strategies such as predicting

Activities

1. The teacher asks students to complete sentences with the correct form of the present perfect tense. She encourages them to refer to the grammar section in the coursebook to remind them of the rules.
2. The teacher shows the class the beginning of a video, then she stops the video and asks the students to suggest how the story might end.

TKT Module 2

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Activities

1. The teacher asks students to complete sentences with the correct form of the present perfect tense. She encourages them to refer to the grammar section in the coursebook to remind them of the rules. **A**
2. The teacher shows the class the beginning of a video, then she stops the video and asks the students to suggest how the story might end. **C**

TKT Module 2

Sample task

- A** to work on pronunciation
- B** to promote self-correction
- C** to check listening comprehension

Activities

1. The teacher asks students to listen to the recording and put the pictures in order.
2. The teacher asks students to listen to the recording and identify which words the girl stresses.

TKT Module 2

Sample task

- A** to work on pronunciation
- B** to promote self-correction
- C** to check listening comprehension

Activities

1. The teacher asks students to listen to the recording and put the pictures in order. **C**
2. The teacher asks students to listen to the recording and identify which words the girl stresses. **A**

TKT Module 2

Key terminology

assumptions

class profile

differentiation

teaching aids

TKT Module 2

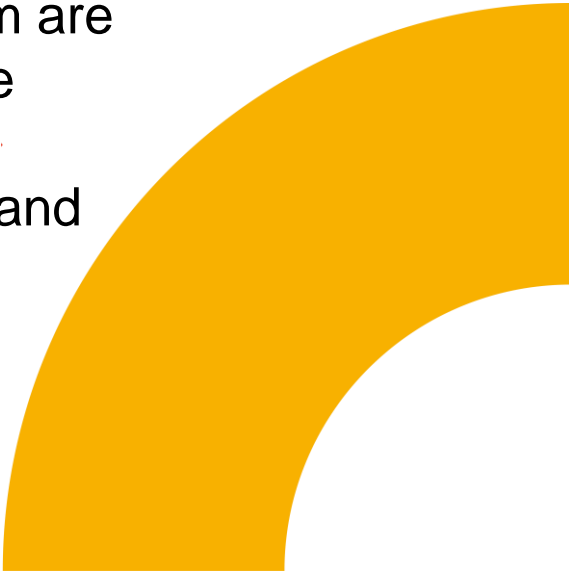
Key terminology

assumptions	When teachers think about what they believe their learners will or will not know or how they will behave in a particular lesson. For example, the learners will know basic job vocabulary.
class profile	A description of the learners and information related to their learning, including their age, ability, strengths and weaknesses in language and skills.
differentiation	The teacher can provide different tasks, activities, texts or materials for different learners in the class according to their ability, e.g. stronger students will work on the crossword without prompts while weaker students will be able to see the box with the prompts.
teaching aids	The things that a teacher uses in a class such as handouts, pictures, flashcards.

TKT Module 2

Class profile

This is a monolingual group of thirteen Russian pre-intermediate students. They have the same cultural background. The class has a wide age range (16-40); there are both young men and women with a variety of personalities. The attendance is quite regular as this is the beginning of the course but some students (Nikita) arrive 5-15 min. late. Most of them learnt / are learning English at school and at university; a few of them are familiar with a communicative classroom, as they did some language courses. The students are on the whole of low intermediate level. They have different areas of strengths (mixed ability). Some learners are better at controlled practice activities and finish such exercises earlier (Kate, Natasha), others are better at fluency and are eager to take part in classroom interactive tasks and discussions.



Anticipated problems

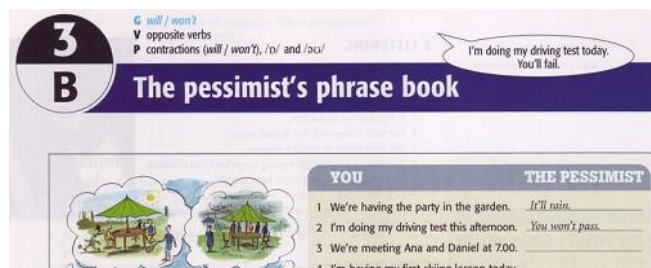
1. The topic is not appealing for this group of students.
2. Two of the students are much stronger so they may dominate or get bored.
3. Some of the classroom equipment won't work.
4. Some tasks may take too long.
5. Feedback may be unclear.

Anticipated problems

- | | |
|---|--|
| 1. The topic is not appealing for this group of students. | provide a lead-in |
| 2. Two of the students are much stronger so they may dominate or get bored. | mix up stronger and weaker students |
| 3. Some of the classroom equipment won't work. | have a back-up plan |
| 4. Some tasks may take too long. | skip optional stages and finish the lesson on time |
| 5. Feedback may be unclear. | leave sufficient time and give thorough feedback on tasks, language, effort and progress |

TKT Module 2

Lesson plan



Oxenden C. et al, New English File, pre-intermediate, OUP, 2009

Main aims:	to present and practise will/won't in the context of making predictions
Sub-aims:	to teach or revise some opposite verbs such as win/lose, pass/fail etc.
Personal aims:	to focus on timing and providing appropriate feedback
Class profile:	12 Russian young adults of pre-intermediate level who study in the evening
Assumptions:	Some students might know some verbs so they might help their peers
Syllabus fit:	This is the second lesson on future forms and the following lesson will also be about making promises and instant decisions using will
Resources:	Vocabulary bank p.149, quizlet cards, student book pp.30-31
Possible problems and solutions:	Some students might be late and tired. Provide a lot of interesting and interactive activities.

TKT Module 2

Lesson plan

Stage aim	Procedure	Time	Interaction pattern
to arouse interest	T asks the sts to describe the picture and elicits 'optimist' and 'pessimist'.	5-10'	T-SS S-S T-SS

Sample task

1. Procedure	2. Interaction pattern	3. Timetable fit	4. Stage
5. Main aim	6. Timing	7. Aids	8. Assumptions
9. Personal aim	10. Anticipated problems and solutions	11. Subsidiary aim	

A. The most important aim, e.g. the teacher's main aim could be to teach the present perfect or develop listening skills.

B. What the teacher would like to improve on in his/her teaching, e.g. *To reduce the time I spend writing on the whiteboard.*

C. The details of exactly what is going to happen in each stage of a lesson, e.g. *students practise the language of complaints in a role-play in pairs.*

D. A section of a lesson. Lessons work through different steps such as lead-in, presentation, controlled practice, etc.

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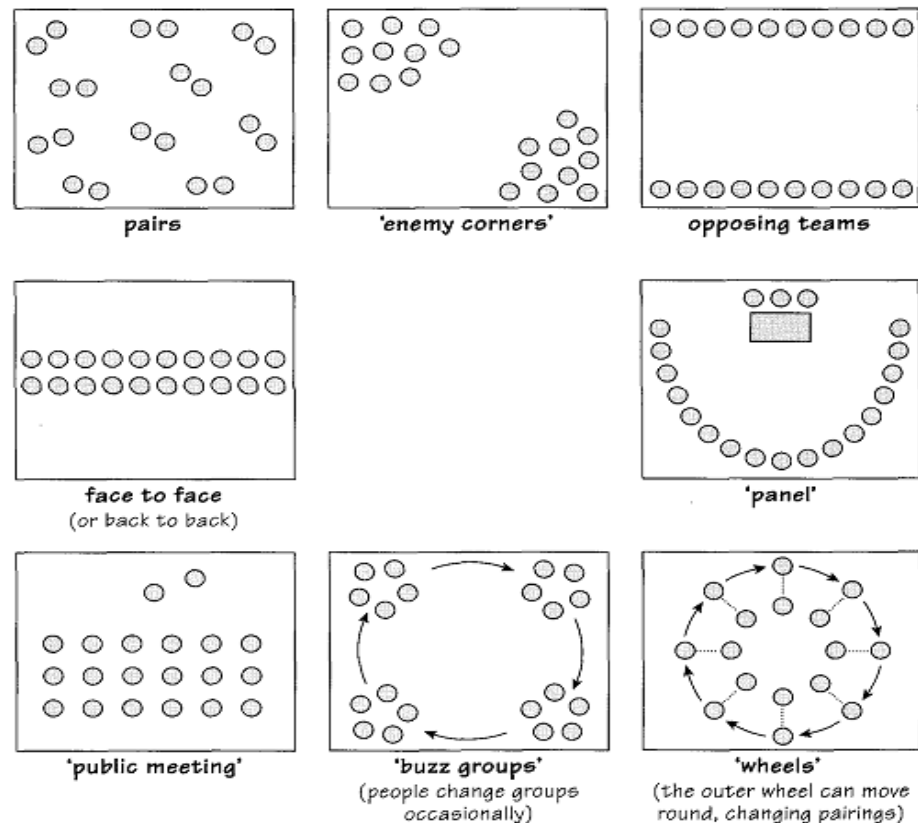
D. A section of a lesson. Lessons work through different steps such as lead-in, presentation, controlled practice, etc.

Key

A5 B9 C1 D4

Interaction patterns

brainstorm
role play
tasks
reading/listening
sharing opinions
preparing for speaking
controlled practice
discussions
find sb who
info gap
giving feedback
debates



Individual Work

Pairwork

Group Work

Mingle

Plenary

Abbreviations in lesson planning

Int = interaction pattern

W/C = whole class

S→S = student to student

SS→S = students work in groups

S = students work individually

W/S = worksheet

B = board

CD = compact disc

Sample task

Information from a lesson plan

- 1** keep the pace of the lesson lively
- 2** students talk about what they did at the weekend
- 3** tell students to put four photographs in the correct order
- 4** practise listening for specific information

Lesson plan components

- A** Aim(s)
- B** Personal aim(s)
- C** Teaching aids
- D** Procedure

Sample task

Information from a lesson plan

- 1 keep the pace of the lesson lively
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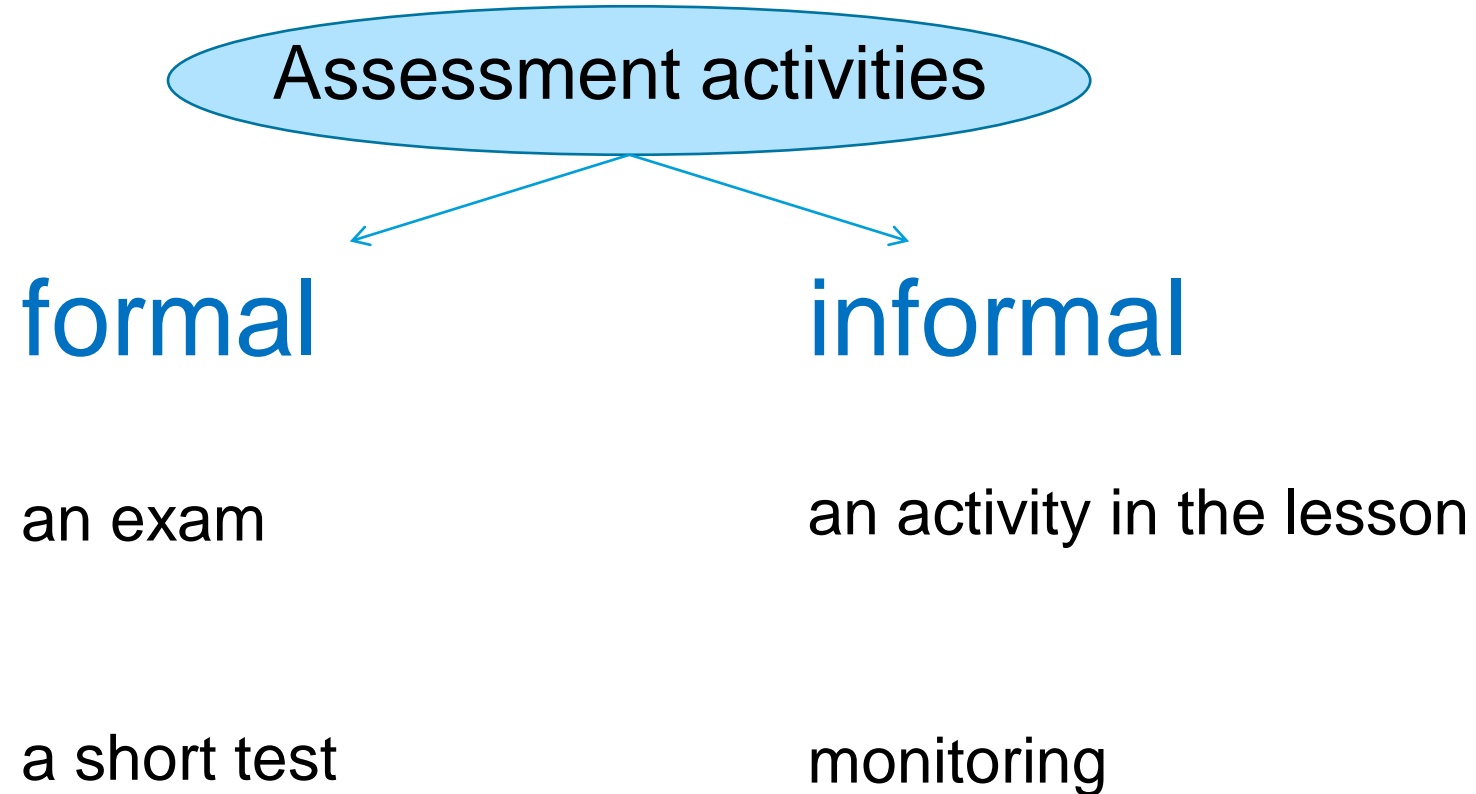
Key to Sample Task

1. B 2. D 3. D 4. A

Lesson plan components

- A Aim(s)
- B Personal aim(s)
- C Teaching aids
- D Procedure


Assessment



Assessment

Which activities are you using for assessing your learners?

Assessment activities

- multiple choice questions
 - gap fill tasks
 - true/false questions
 - matching tasks
 - ordering tasks
 - writing tasks (e.g. letters, essays, postcards, emails, stories notes)
 - speaking tasks (e.g. interviews, discussions, role-plays, presentations, practice activities)
 - listening comprehension tasks
 - reading comprehension tasks
 - language games, quizzes
- 

Sample task

Match the situations in which a teacher sets a test with the reasons for assessment

Reasons for assessment

- A** to allow the teacher to plan an appropriate scheme of work
- B** to allow students to assess each other
- C** to motivate the students to revise a particular language area

Situations

1

The teacher has a new class. On the first day of the course, she sets a test which covers some of the language points she expects the students to be familiar with and others that she thinks the students may not know. The students do not prepare for the test.

2

The teacher notices that his intermediate students are making careless mistakes with basic question formation, which they should know. He announces that there will be a test on this the following week. The students have time to prepare for the test.

Sample task

Match the situations in which a teacher sets a test with the reasons for assessment

Reasons for assessment

- A** to allow the teacher to plan an appropriate scheme of work
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| 2 | The teacher notices that his intermediate students are making careless mistakes with basic question formation, which they should know. He announces that there will be a test on this the following week. The students have time to prepare for the test. | C |

Do you follow a coursebook? Why (not)?



Sample task

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

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

1

The material would be useful for practising

- A present simple questions.
- B prepositions of time.
- C reported speech.

2

The activity would probably work well with

- A teenagers.
- B young children.
- C young adults.

3

The context would revise the vocabulary of

- A places in town.
- B free time activities.
- C train travel.

20 PLANNING A DAY OUT

A

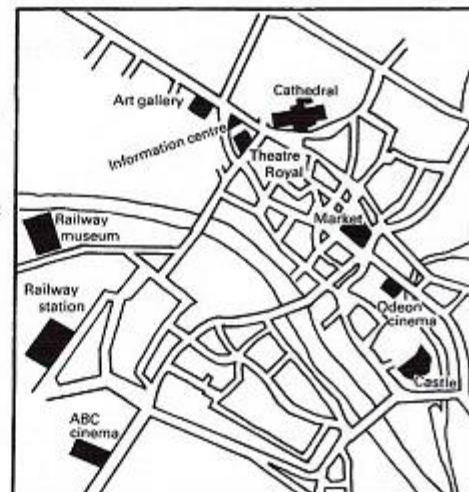
It is Tuesday 4 December.
You are going to York for the day.
You arrive at 9.30am.
The last train home leaves at 22.35.
You want to:

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

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

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

Draw in your route on the map.



B

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

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

RAILWAY MUSEUM Open Monday–Saturday 10.00–18.00

ART GALLERY Open 10.00–18.00. Closes 14.00 on Tuesdays

CATHEDRAL Open every day 7.00–18.00

CITY CENTRE SHOPS Open 9.00–5.30 every day

MARKET Tuesday mornings 9.00–13.00

CINEMAS

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

ABC Cinema: *Goldfinger* Starts 19.30; finishes 22.35

THEATRES

Theatre Royal: *Evita* Starts 19.30; finishes 22.15

From: *Elementary Communication Games* by Andrew Wright, Charles and Jill Hadfield.
Longman, 1987



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- B** young children.
- C young adults.

3

The context would revise the vocabulary of

- A places in town.
- B free time activities.
- C** train travel.

20 PLANNING A DAY OUT

A

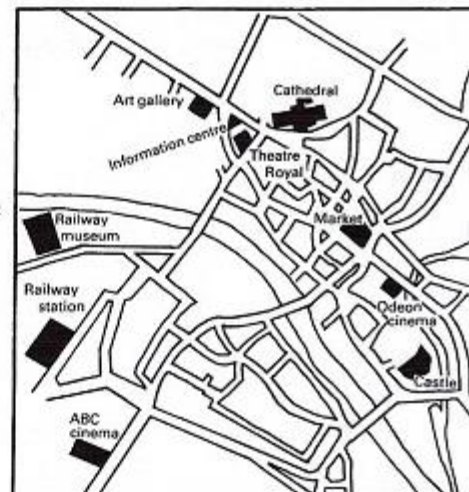
It is Tuesday 4 December.
You are going to York for the day.
You arrive at 9.30am.
The last train home leaves at 22.35.
You want to:

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

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

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

Draw in your route on the map.



B

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

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

RAILWAY MUSEUM Open Monday–Saturday 10.00–18.00

ART GALLERY Open 10.00–18.00. Closes 14.00 on Tuesdays

CATHEDRAL Open every day 7.00–18.00

CITY CENTRE SHOPS Open 9.00–5.30 every day

MARKET Tuesday mornings 9.00–13.00

CINEMAS

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

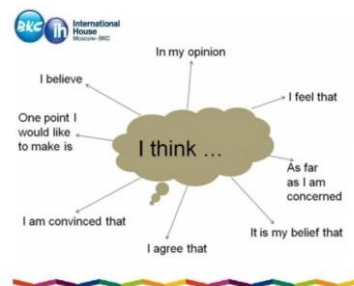
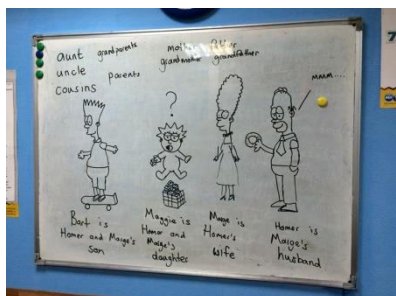
ABC Cinema: *Goldfinger* Starts 19.30; finishes 22.35

THEATRES

Theatre Royal: *Evita* Starts 19.30; finishes 22.15

From: *Elementary Communication Games* by Andrew Wright, Charles and Jill Hadfield.
Longman, 1987

Resources and teaching aids



I: READ	I SIT	U BOOK	U: TOO	Iə HERE	eI DAY	John & Sarah Free Materials 1996
e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT	ʊə TOUR	ɔɪ BOY	əʊ GO
æ CAT	ʌ BUT	ɑ: PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO
f FIVE	v VERY	θ THINK	s THE	z SIX	ʃ SHORT	z CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW
					j YES	



Roll Die



Click the button or the dice to roll it



Sample task

Learning aids

- A** authentic printed materials
- B** flashcards
- C** DVD/video clips
- D** role-cards

Student activities

1

Students, in groups, look at leaflets and brochures to get ideas on content and language for a formal writing task.

2

The whole class does a task to develop the skill of listening for detail.

3

Students act out conversations as doctors and patients.

Sample task

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2

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C

3

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D

Reference resources

Grammar books for teachers	Grammar books for learners	
Learners' dictionary	Bilingual dictionary (L1–L2)	Monolingual dictionary (L2–L2)
Methodology books for teachers	Books or articles about learners' errors	
Supplementary materials	The teacher's books from coursebooks	
The workbook from the coursebook	Websites on the internet	Colleagues

- 1 A teacher wants to do some work with her learners on /ɪ/ and /i:/ and wants to find a minimal pair exercise.
- 2 A teacher wants to know the common problems learners of a particular nationality have, so that he can anticipate difficulties they might have with a structure.
- 3 A teacher wants to improve her own understanding of how language works to improve her language awareness and her awareness of how to teach language.



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	Colleagues

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Supplementary materials (pronunciation book), websites on the internet
- 2 A teacher wants to know the common problems learners of a particular nationality have, so that he can anticipate difficulties they might have with a structure.
Books or articles about learners' errors
- 3 A teacher wants to improve her own understanding of how language works to improve her language awareness and her awareness of how to teach language.
Grammar books for teachers, websites on the internet



Sample task

For questions 1–8, read the dictionary entry. Match the extracts from the dictionary entry with the information they provide A–I.

Mark the correct letter (A–I) on your answer sheet.

There is one extra option which you do not need to use.

Scowl 1 /skaʊl/ v [I] to look at someone in an angry way; frown: *Patrick scowled, but he did as he was told.* [+ at] *Mum scowled at him and refused to say anything.*

Scowl 2 n [C] an angry or disapproving expression on someone's face; frown: *She looked at me with a scowl on her face.*

Adapted from: *Longman Dictionary of Contemporary English*. Longman 2003

Extracts

1

[+ at]

2

n

3

to look at someone in an angry way

Information

A

part of speech

B

definition

C

register

D

dependent preposition



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Extracts		Information	
1	[+ at]	A	part of speech
2	n	B	definition
3	to look at someone in an angry way	C	register
		D	dependent preposition

Examples of supplementary materials


Examples of supplementary materials

- Websites on the internet for practice activities on grammar, vocabulary and pronunciation practice
- Websites on the internet for games, puzzles and quizzes to provide extra fun activities
- CDs with songs for extra listening material
- Newspapers and magazines, and articles on the internet, for authentic reading texts
- Books with skills activities like reading listening speaking or writing for extra skills material
- Books with language practice activities or exercises for extra language practice material
- DVDs of movies or TV programmes for authentic practice of listening and context setting
- Resource books that come with student's books in coursebook packs for extra skills and language practice material
- Graded readers for extensive reading material
- Board games like Scrabble, Monopoly, to provide practice in a fun way
- Computer games for extra practice material

Reasons for using supplementary materials



Reasons for using supplementary materials

- to add variety to lessons
 - to provide extra practice in grammar, vocabulary and pronunciation
 - to provide extra practice in skills work (speaking, listening, reading or writing)
 - to replace material in the coursebook that the teacher thinks is unsuitable
 - to add something that seems to be missing from the coursebook
 - to respond to learners' requests for materials with a particular focus/topic
 - to include fun activities
 - to include more authentic material in lessons
- 

Sample task

Teaching purposes

- A to focus on linking words and phrases
- B to raise learners' awareness of register
- C to highlight particular grammatical patterns
- D to develop learners' proofreading skills
- E to work out meaning from surrounding context

Ways a teacher can adapt a written text

- 1 removing from the text all the verbs which follow prepositions
- 2 replacing nouns with nonsense words and asking learners to provide the original words
- 3 jumbling the paragraphs and asking learners to re-order them correctly

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Ways a teacher can adapt a written text

- | | | |
|---|---|---|
| 1 | removing from the text all the verbs which follow prepositions | C |
| 2 | replacing nouns with nonsense words and asking learners to provide the original words | E |
| 3 | jumbling the paragraphs and asking learners to re-order them correctly | A |

Criteria for evaluating coursebooks

- ☐ appropriate objectives/ right level of challenge
 - ☐ relevant approach/clear instructions
 - ☐ appealing and interesting topics/tasks
 - ☐ good variety of texts, topics and tasks
 - ☐ regular review and sufficient practice
 - ☐ focus on study skills
- 

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QUESTIONS?



Thank You

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<https://wordpress.com/view/anna22english.wordpress.com>

