

5 x simple TTT (Test – Teach – Test) lessons that can be used and adapted for all groups of pre-intermediate level and above.

The idea with TTT is that you:

- a) **TEST:** *give learners a task that you feel they are able to attempt. You listen and watch to see what they need to be able to do this task better.*
- b) **TEACH:** *learners learn and practise the words / grammar / skills they need to be able to improve. They can work in small groups, each group working on the same area of language or on different areas of language if this is what they need. You can give learners a choice of which areas to work on, or you can choose.*
- c) **TEST:** *give learners a similar task to the first one, and they should do it better. Both you and the learners should feel a real sense of achievement at seeing such progress.*

1. Form-filling

Stage	Activity
1. Test	Divide learners into pairs. Give them 2 copies of a simple form which they need to complete for each of the pair. Observe all learners to see what difficulties they are having or where their language could be improved.
2. Teach	Learners might need work on the following areas: <ul style="list-style-type: none"> • Writing – handwriting and forming different letters, when to use upper and lower case letters, writing on the lines – if learners need practice, get them to copy difficult letters on lined paper and/or help guide their hands to form letters • Language – check understanding and usage of words: forename, surname, next of kin, emergency contact, date of birth, place of residence and practice; there might be a problem with spelling – if so, get them to copy out problem words 5 times each, then test each other; depending on the form; there might be problems with sentence structure, verb tenses, prepositions or articles (the / a / an), if so, guide learners to correct and learn from their errors in stage 1 and practise with more examples.
3. Test	Give learners a slightly different form to complete.
4. Variation	Learners could have one form between each pair. A looks at the form and asks B questions, then completes the form for B. In this case, learners will probably need help with accurate forming of questions. Another alternative is to get learners to complete a form about someone else eg. a famous person or character in a story that they all know.

2. Picture dictation

Stage	Activity
1. Test	<p>Divide learners into pairs, A & B.</p> <p>Hand out a simple picture to each learner – a different one to each of A & B. They have time to look at their picture and think about how to describe it, then take turns to ‘dictate’ their picture to their partner (ie. without showing the picture, A describes it and B draws what they think A is describing. B can ask questions. Then they swap roles.) When they’ve both finished, they can compare their pictures and discuss what (if anything) is different.</p> <p>The teacher needs to listen carefully to see how their descriptions can be improved.</p>
2. Teach	<p>Learners will probably need to work on the following language areas:</p> <ul style="list-style-type: none">• Vocabulary - you can point to and list all the words learners didn’t know in the pictures, get learners to repeat, spell, add word stress and practise using all these words eg. by creating another picture with as many of the words in as possible.• Grammar - you could take some grammar the learners made mistakes with and get them to correct it eg. if they said ‘you drawing a table’ or ‘you puts a chair under table’, you could guide them to the correct verb form, which, in this case is the imperative (the same as the base form or infinitive) to practise phrases such as: ‘draw a table’ ‘put a chat under the table’ etc• Prepositional phrases of place – learners may have problems with exact descriptions of place eg. ‘in the top left-hand corner’, ‘in the bottom right-hand corner’, ‘next to the x’, ‘just above the x’, ‘a centimetre to the right of the x’ etc. You could feed in and get learners to practise these phrases by demonstrating them with one large picture.
3. Test	<p>Put learners into different pairs from Stage 1 and get them either to repeat the same task as in Stage 1 (after swapping pictures) or give them different pictures to take turns dictating. Again, after they’ve finished, they can compare and discuss.</p>
4. Variations	<p>Learners can draw their own pictures at stage 1 and stage 3 and dictate these.</p>

3. Letters eg. job application

Stage	Activity
1. Test	Put learners in pairs or small groups. Tell them to write a letter (eg. to apply for a job). Watch to see where they have difficulties. Get all pairs or groups to read each others' letters to decide what's good about each letter.
2. Teach	Learners will probably need to work on the following areas: <ul style="list-style-type: none">• Vocabulary and phrases for letters – appropriate letter beginnings and endings (eg. Dear Sir/Madam, Dear Mrs x, I am writing to apply for the job of x, I would like to ..., I look forward to hearing from you, Yours sincerely); adjectives to describe how suitable you are for the job (eg. hard-working, enthusiastic, organised, tidy, smart, intelligent, experienced etc)• Grammar – you can look at errors the learners made in their letters and guide learners to correct these; and/or you can look at and practise these grammar areas: I would like to + base form of verb, I can + base form of verb, I am good at + -ing• Skills – learners may need help with punctuation (capital and small letters, dividing up ideas into sentences with full stops and capital letters); handwriting (they might need help and practice holding the pen correctly, writing on the line, forming some letters); layout of a formal letter (with addresses and date at the top); spelling (they can copy out the words they spelt wrongly 5 times and then test each other).
3. Test	Learners, in different pairs/groups to stage 1, write a slightly different letter (eg. to apply for a similar job). Get them to check their writing afterwards, thinking about all the language you've just looked at in stage 2. Compare all the letters and discuss improvements.
4. Variation	Learners can also do the letter-writing (stages 1 & 3) alone, or more confident learners alone and others in pairs/small groups.

4. Giving instructions eg. a recipe

Stage	Activity
1. Test	Ask learners to think of a simple meal or drink that they know how to make (it could be something very simple like fresh fruit juice or a cup of tea). Put learners in pairs, with a different meal or drink to their partner. They take it in turns to give instructions to their partner how to make the food or drink.
2. Teach	<p>These are some of the language areas learners might need to work on:</p> <ul style="list-style-type: none"> • Time markers: first, next, then, after that, and finally (you can go through one of the recipes together and feed these in, getting learners to repeat them, then they can practise a different sequence) • Vocabulary: food items (different types of fruit, vegetable, drink, meat, basic supplies – these will vary according to the recipes you choose – it would be useful to have, or draw, pictures of some); cooking implements (show real items or draw pictures eg. saucepan, teaspoon, sharp knife, dish, plate, cup); verbs of different ways to cook (you can mime the verbs needed, then get learners to repeat and practise eg. to fry, to bake, to stir, to boil, to mix, to chop, to slice, to season, to add) • Grammar: imperative verbs – you can give examples of the verb form (imperative) by practising various direct commands (eg. stand up, walk, sit down, pick up the pen, stir the milk, cut the onion) and showing how we use this verb form in recipes. Learners can practise giving direct commands in pairs. • Skills: pronunciation – you can give examples of some words the learners pronounced wrongly in task 1 and get learners to practise saying them. Problems with difficult words could be: word stress (the part of the word that is emphasized most heavily eg. 'onion, po'tato), individual sounds (if the learner does not have this sound in their language eg. 'p' in Arabic), or clusters of difficult sounds together (eg. crisps).
3. Test	Change pairs and they take it in turns to repeat their own recipe or a different one to their partner. Make sure they see how much better they are now!
4. Variation	To make this more difficult, you can say mime actions are not allowed. You could prescribe which dishes and drinks learners describe by handing out a different dish / drink (written phrase or picture) to each learner.

5. Giving directions

Stage	Activity
1. Test	Put learners in pairs, A & B. Give each A and B a different place (this needs to be a place they both know in the local area eg. a station, shop or place of worship). A & B take turns to give directions to their place to their partner. Listen out for areas of difficulty that affect the communication.
2. Teach	Areas of language that learners might need to work on include: <ul style="list-style-type: none">• Vocabulary: you can show/draw pictures of the words learners might need, get them to repeat and practise eg. road, path, corner, junction, end, beginning, lamppost + other relevant landmarks• Phrases: you can show road signs or mime/demonstrate the following, get learners to repeat and practise: turn right/left, take the 1st/2nd/3rd left / right, cross the road, at the corner/junction/end, next to, go past• Polite language: learners might need help with polite phrases where intonation is especially important eg. excuse me, could you help me?, thank you so much. You can model the phrases, show learners if the intonation ('music') goes up or down, then get learners to repeat
3. Test	Get learners into different pairs. Give them a different destination or different starting point. They take turns to give directions to their partner.
4. Variation	You could draw, or get learners to draw, a simple map of the local area, then tear off a small bit of paper and screw it into a ball to form a 'person'. They then follow the instructions physically on their map by moving the paper 'person' along. You could draw a map on large sheets of paper on the floor, with chalk on a pavement, or with markers in earth, add markers for different buildings and use this for giving real directions. If practical, you could take learners out to give directions to each other in real life/time.