

This is to certify that

REBECCA LORENZ

Attended 120 hours of a 120 hour initial teacher training course leading to the
**Cambridge Certificate in Teaching English to Speakers of Other Languages
(CELTA)**

at

Polyskills GmbH / International House Frankfurt

From April 20th to July 17th 2020

The following provisional grade was awarded:

PASS B

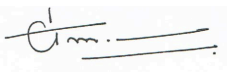
Please note that this is an internal course report and that the final grade is subject to confirmation by
Cambridge ESOL Teaching Awards.

The course included collaborative planning, peer observation and shared evaluation and feedback.

Within this framework each participant completed 6 hours of individual teaching which was
observed and assessed by an experienced trainer. The course also included 60 hours of input and
6 hours of observation of experienced teachers.

A full assessment report can be found on the reverse of this document.

Guus van der Made
Main course tutor



Cansu Akan
Teaching practice tutor



Richard Wilson
Teaching practice tutor



ACHIEVEMENTS IN INDIVIDUAL ASSESSMENT AREAS

The grades in this section refer to the individual areas of assessment listed in the Cambridge CELTA Syllabus and Assessment Guidelines. Please note that written assignments are graded Pass or Fail. Classroom teaching skills are graded as Pass 'A', Pass 'B', Pass or Fail. A full description of topics covered in each area can be found on the Cambridge website (www.cambridgeesol.org)

Preparing, planning and practising teaching:	Pass B
Written assignments:	Pass
Final certification assessment:	PASS B

For descriptions and requirements for each grade, please see the Syllabus and Assessment Guidelines.

Candidates are assessed overall by the following criteria:

Awareness of the Teaching and Learning Context	To standard
• demonstrating awareness of the learning needs and interests of the learners	To standard
• establishing rapport and generating motivation among the learners	Excellent
• demonstrating cultural and social sensitivity in the classroom	Good
Language Analysis and Awareness	To standard
• analysing meaning, form and pronunciation for teaching purposes to an appropriate depth	Excellent
• providing clear, appropriate and communicative contexts for new language	Good
• providing accurate and appropriate language models in the classroom	Good
Lesson Planning and Use of Resources	To standard
• identifying and expressing appropriate aims	Good
• ordering the stages of a lesson in a logical order	Excellent
• ensuring balance and variety in materials, tasks and activities	Good
• anticipating potential difficulties and planning to resolve them	To standard
• selecting, adapting, or designing appropriate learning materials for lessons	Good
Teaching Skills	To standard
• clarifying meaning, form and pronunciation of language items to an appropriate depth	To standard
• promoting balanced development of listening and reading skills	Excellent
• promoting balanced development of writing and speaking skills	To standard
• providing appropriate feedback on activities	Good
• eliciting and checking understanding	To standard
• identifying and sensitively correcting learners' errors	To standard
• giving clear instructions	Good
• pace / time management	To standard
Professional development	To standard
• assessing own strengths and weaknesses, and acting upon these in future teaching	To standard
• constructively participating in feedback and responding to feedback	Good
• working constructively with colleagues	Good
• punctuality and reliability	Excellent
• day to day administration	To standard
Overall quality of written assignments	Good

Criteria standard: Excellent, Good, To standard, Weak