



# STUDY GUIDE

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A companion for the 300h  
i-to-i TEFL course

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# HOW TO USE THIS STUDY GUIDE

## UNITS

There is an explanation on each unit as we guide you through the most important aspects for you to read or work through. We point out what you do and don't need to memorise, and we make suggestions for notes or what will be helpful later on for your assignments. If you follow the suggested study process in these pages, you will be well on track to succeeding in your learning journey.

## UNIT TASK

After each unit, we have designed a reflective activity for you to work through. The task will not be marked or checked by a tutor but, where relevant, we have provided answers in the Key at the back that you can consult to check your thinking. By completing the tasks, you will be better equipped for both your assignments and your real life lesson planning; so, wherever possible: stick with the suggested process and put in the time and effort – it will pay off!

**TIP:**

When clicking on the links within the course it helps to open them in a new tab so you don't lose your place in the study guide.

## TOP TIP

These are highlights we have extracted from the course to bring to your attention or key aspects that you need to focus on.

## HELPFUL HINTS FOR ASSIGNMENTS

After Units 5, 8 and 10 of the Study Guide, we have included some support for you as you approach your 3 course Assignments. These hints will remind you which parts of the course to revisit before writing your lesson plans and they will also explain the criteria against which your assignment will be marked.



# UNIT 1



## UNIT OVERVIEW

### WHAT IS THE BEST WAY TO TEACH?

This unit introduces you to the world of TEFL and gives you a brief history of the main methodologies used by EFL teachers. Part of being a good EFL teacher is understanding the reasons why you use the techniques that you do so that you can decide which approach to use for different kinds of learners.

### DIFFERENT TEACHING METHODOLOGIES

Although the list provided to you in this unit seems long, you don't need to memorise every method. It is, however, a good idea to make as many notes as you can about each method and some of the techniques used. You will have the opportunity to do this in the Unit task.

### THE ECLECTIC APPROACH

You may already have a specific method that you like to use, or you might choose to draw on a range of methodologies to suit the class that you're teaching. When you write your lesson plan, don't think that you are limited to only one method. Have a look at the techniques and don't be afraid to pick and mix according to what you think your learners will need.

### TYPES OF ENGLISH CLASSES

Once you have an idea of the types of methodologies that can be used, we have included some information on the types of English classes you may come across. At this stage, you might not know which route you want to take; however, we encourage you to make a few notes on what each type of class entails and start to think about which kind of class appeals the most to you. The most common class that is offered and taught around the world is general English, but you can also branch out into more niche areas as you go.

## UNIT 1 TASK

Complete the table below with the main points to remember about each of the teaching methodologies in Unit 1.1

**TIP:**  
Print this page out  
or draw the table  
on a piece of  
paper.

Method	Main points to remember
<i>Eg. Audiolingual</i>	<i>Eg. Uses drilling</i>

**TOP TIP:** You don't need to memorise all the teaching methodologies in this unit straight away. Just make sure you do the task and you will have the key information that you need. This will help with the quiz at the end of the unit and, once complete, you will be able to refer back to it whenever you need to.



# UNIT 2

## UNIT OVERVIEW

### WHAT DO I NEED TO THINK ABOUT WHEN PLANNING A LESSON?

In this unit, we begin to explore the key information you need to know to start writing a lesson plan. In order to be able to choose the right techniques from your list in Unit 1, you need to be aware of exactly who it is that you are teaching, what you want them to learn in the lesson and how you are going to successfully deliver what they need. You will also need to make sure you have a backup strategy if things don't go according to plan.

### WRITING YOUR FIRST LESSON PLAN

This unit will guide you through the things you need to consider when you go about designing your first lesson plan and we will help you to consider the structure so that you are clear on what the purpose is at each stage. The more time you put into reflecting on your approach, the quicker lesson planning becomes second nature. Remember, you aren't choosing an activity randomly, you are designing a learning journey for your students so that they will leave the lesson able to do, understand or use something in English. If you are clear about what that is, it informs everything else – the timing, the choice of activities and so on. As you work through the lesson planning part of the unit, try to use an example in your mind, or jot down an idea and then hold it up to the questions presented in the unit, for example "Is that relevant and engaging for the age group?"

### WHO ARE YOU TEACHING?

This is a key part of approaching lesson planning: thinking about the age, level and number of students as well as their background and reason for learning English. Read and reflect your way through this part of the unit and it will make things a lot clearer when you do your lesson plan assignment.

### UNDERSTANDING LEARNING STYLES

As well as being clear about who you are teaching, it is also essential that you gain some understanding about the way different learners absorb information. This unit will introduce you to 3 main styles – visual, auditory and kinaesthetic. The Learning Style Questionnaire in [Unit 2.11](#) is helpful for understanding your own learning style – which, in turn, will help you to put yourself in the shoes of your learners.

### AIMS AND OUTCOMES

It is important that you make friends with aims and outcomes. When you work through this part of the unit, be sure to note that aims are WHAT you want your students to learn.

You will need to become familiar with writing both main and secondary aims in a way that is centred on the student (not the teacher).

Outcomes are HOW you want your students to meet the aim of the lesson – in other words, what the student will have done to achieve that aim. Read through the examples given in the unit and try to think of your own, that will help to clarify it in your mind.

## UNIT 2 TASK

Decide if the below are aims or outcomes and then consider if they are good or bad, and why. You can check your answers in the back of the Study Guide.

1. By the end of the lesson, students will be able to understand and use a range of adjectives related to places.
2. By the end of the lesson, students will have interviewed each other about past adventures in nature.
3. In this lesson, I will cover primary colours and a song.

**TOP TIP:** The two main areas to ensure you have notes on are: **Aims & Outcomes and Anticipating Difficulties.** The kind of notes that will be useful are, for example, noting down phrases that lend themselves to lesson aims (eg. “By the end of the lesson, learners will be able to...”) and to lesson outcomes (eg. “By the end of the lesson, learners will have...”). Or, for example, some notes on what kind of problems learners could have with different areas of target language.





# UNIT 3

## UNIT OVERVIEW

### HOW DO I STRUCTURE MY LESSON?

In this unit, we look at the different types of lesson plan structures that you can use. We will take you through how to go about deciding on a structure and how to approach the crafting and layout of a lesson plan. What you learn in this unit will play a big part in your assignment writing, but it will also prepare you for lesson planning throughout your career, so make sure you take notes and really explore this unit fully.

### DIFFERENT TYPES OF LESSON STRUCTURES

You will be introduced to three main lesson structures. With these three in your toolbox, you will have a great foundation to work from. Here are some notes for you to refer to when you are deciding on how to approach your first lesson plan:

#### 1. PPP = Presentation, Practice and Production

This is the structure that we recommend as the go-to, mostly because it is simple and clear to work with and you can add in other teaching techniques to enrich the lesson design if you wish. The main stages are as follows:

- Warmer = breaks the ice, gets everyone speaking English, gets students interacting with each other
- Presentation (3 aspects):
  - Meaning = introduces the meaning of the new vocabulary or grammar point
  - Form = gives the written form of the target language: words or grammar
  - Pronunciation = provides a model for your students to listen to, repeat and practise
- Controlled Practice = allows students to practise the target language within a limited and clear set of options so that they don't have to produce unknown language
- Production = provides the space for students to more freely practice the language that they have covered in the lesson, use their own ideas and use more "natural" forms of communication
- Cooler = wraps up the lesson, offers a review and is often a fun or memorable note to end on

#### 2. TTT = Test Teach Test

With this lesson structure, you would still use a warmer and cooler, as with PPP, but what changes is how you take the students through the target language for the lesson:

- Warmer = breaks the ice, gets everyone speaking English, gets students interacting with each other
- Test = students are given a task to do without your help and you monitor them during this activity and figure out where their needs lie

- Teach = based on what you observe in the above stage, you present the relevant target language to them
- Test = students then repeat the first test phase, or do a similar activity, now equipped to complete it
- Cooler = wraps up the lesson, offers a review and is often a fun or memorable note to end on

### 3. TBL = Task Based Learning

This structure approaches learning through setting a task or a problem for students to solve – and then the teacher provides the language as needed

- Pre-task activities = introduces the topic and task to the class
- Task - Planning - Report cycle = students have time to carry out the task in pairs or groups, then they prepare and present a report to the class based on their process
- Post-task activities = focuses on analysis and practice of the language that arose

## WRITING A RATIONALE

Learning to give the reasons for your choices and approach is a key part of being able to write a successful lesson plan – and it will help you in your assignment. Read through this part of the unit carefully and don't forget to really show your thinking by explaining your "why" clearly in your assignment.

**TOP TIP:** The most important part of this Unit is getting to grips with the lesson structures – in particular, the PPP approach – and making sure you know how to write a well thought out rationale.



## UNIT 3 LESSON PLAN EXAMPLE

**TIP:**  
Print this page out  
or draw the table  
on a piece of  
paper.

Stage name	Stage aim	Time	Interaction	Teacher's procedure	Students will...	Rationale
<b>Warmer</b>	To get students interacting with each other and in English and to practice the alphabet.	10 mins	T - S S - S	Get students to stand in a circle and explain the "The Alphabet Game" = students throw and catch the ball and say a word starting with "A" The catcher then throws the ball to another student, who says something starting with 'B' and so on until someone makes a mistake or gets stuck – and then it starts from 'A' again.	Get comfortable in the space and with each other, practice the alphabet and some vocabulary, break the ice.	<b>Warmer</b> = I chose this to get students comfortable in the space / get them using their imagination / the class needs practice with previous vocabulary.
<b>Presentation</b>	To begin identifying and becoming familiar with the target language.	10 mins	T – S	Write "Clothes" on the board and elicit what they are from the students. Draw each item of clothing in the vocab list on the board and elicit what they are from the students. Check for meaning, drill the new words and correct any pronunciation errors at this stage.	Students are introduced to the new vocabulary and have an opportunity to activate their existing knowledge of the words. Students will work on their pronunciation of the words.	<b>Presentation</b> = In the Presentation phase, students will establish the meaning and pronunciation of the words by having a visual reference and drilling / will activate their passive vocabulary.
<b>Practice</b>	To check the form and meaning of the target language by writing and matching it to an image.	15 mins	S - S S - T	Give the students a worksheet with 2 people on it alongside scrambled words for them to complete.	Students unscramble the words on the side and fill them in the correct gap to label the clothing in the images. They check their answers in pairs.	<b>Practice</b> = in this phase, students will have the opportunity to check they are very clear on the spelling and meaning of the words, by matching it to the images and then working with a partner (peer correction) to verify.

## UNIT 3 LESSON PLAN EXAMPLE - PART 2

Stage name	Stage aim	Time	Interaction	Teacher's procedure	Students will...	Rationale
<b>Production</b>	To develop confidence in using the new words and to work on fluency by doing pair work.	20 mins	S - S	<p>Production 1. Put students into pairs in a line (speed dating style) and instruct them to ask each other the questions: "What am I wearing?" and "What are you wearing?" They each take a turn to ask and respond to those questions for a couple of minutes each, then everyone moves down the line and they repeat the process with the next person. The teacher monitors.</p> <p>Production 2. Put the students into groups of 2 or 3. Instruct them to use the dress up box to dress one of the students in their group. When each group has a "model", set up a fashion ramp in the classroom and each group takes a turn to present their creations. If you can, play some background music to create the atmosphere of a fashion show.</p>	<p>Students stand in a line and ask and answer "What are you wearing?" They practise the target language and swap partners so that they have a chance to improve on their answers.</p> <p>In the second Production activity, students discuss how to dress the "model", who will be the model and then they narrate the fashion show using the target language.</p>	<b>Production</b> = students will be able to use the new vocabulary in questions and answers and then experience a fun activity using their imagination – providing the space for a more creative use of the target language.
<b>Cooler/ review</b>	To consolidate the new vocabulary and to end the lesson in a fun way.	5 mins	T - S S - S	Play a few rounds of "hangman" with the vocabulary learnt during the lesson.	Students guess the vocabulary letter by letter and then get a chance to choose a word and run the exercise themselves.	<b>Cooler</b> = I chose this as a fun way to review the language and the pronunciation of the alphabet.

# UNIT 4



## UNIT OVERVIEW

### HOW CAN I MAKE MY LESSON WORK WELL?

This unit focuses on ensuring your lesson goes as smoothly as possible. Once you know who you're teaching, what you're teaching them and how you're teaching it, then you can add the following: how to create a good teaching environment and how to keep your learners motivated and on track throughout the learning journey.

### CLASSROOM MANAGEMENT

This section of the unit is extremely helpful to read through and absorb – especially in relation to some potential problems and suggested solutions that may arise when you are teaching - so that you are ready to deal with them. If you can create a good environment and build rapport with students, then you are well on track to making your lesson work!

### GIVING INSTRUCTIONS

This is one of the most important parts to getting students on board with your lesson. Read through the scenarios in [Unit 4.8](#) and see what you can learn about how to deliver your instructions so that your students know exactly what to do.

### ERROR CORRECTION

Take the time to work through the techniques outlined for correcting errors and then start to think about ways in which you can implement them in your lessons, as well as create activities out of error correction. This will form an integral part of your teaching skill set, so make sure you have a few techniques ready in your toolbox.

### TESTING

This part of the unit will take you through the two main types of assessment, the “when”, “what” and “how” to test, as well as the different kinds of tests you can draw on. You don't need to memorise all of the testing information, but you will need to understand and be familiar with the options out there.

### MULTILINGUAL AND MONOLINGUAL LEARNERS

This section will get you thinking about the two different kinds of classes – Monolingual, where all the students speak the same language – and Multilingual, where they come from a variety of backgrounds. This is relevant to understand because it impacts how you manage your class, as well as the kind of challenges that may arise and how you will deal with them.

## UNIT 4 TASK

Write down one tip for yourself to remember for each of these aspects of making it work in the classroom:

- Classroom layout
- Seating
- Making sure you are prepared and organised
- Choosing relevant topics
- Making your students feel welcome
- Using technology
- Involving ALL the students
- Giving clear instructions
- Asking good questions
- Making sure students speak only English in the class

**TOP TIP:** Be sure to take note of the Top Tips laid out in section [4.5](#). They cover all kinds of hints for managing the environment and learning journey like a pro!



# UNIT 5



## UNIT OVERVIEW

### HOW CAN I TEACH VOCABULARY?

This unit takes you through a key part of your quest in the world of TEFL: teaching vocabulary. As you work through the content of the unit, you will be introduced to: the main elements of vocabulary, how to present it, how to make sure your students know how to use it – and of course, how to help them to remember it. Vocabulary forms a core part of what a student needs when learning a language and if you can get this part right, you are well on track!

### MEANING, FORM AND PRONUNCIATION

These three elements are the building blocks to teaching vocabulary. You need to be very familiar with all three, so it is wise to take notes on each section and start to think about how you are going to put them into practice in your classes. Once you have a handle on them, you can then approach the next step: how to structure your vocabulary lesson.

### LOWER VS HIGHER LEVELS

At times, you might find yourself teaching the same vocabulary to different levels; however, the approach you use to teach this vocabulary may differ depending on whether you're teaching a lower or higher level. For this part of the unit, we recommend jotting down a few ideas that appeal to you for presenting vocabulary to lower and higher level classes – and then you can try testing those ideas out with some actual examples that you think of. That will put you ahead of the game when the time comes to complete your first assignment.

### CCQS

Knowing how to ask effective concept checking questions means being able to make sure your students know what their new vocabulary means and how to use it correctly. [Unit 5.7](#) takes you through some of the different kinds of CCQS and gives you some time to practise coming up with some of your own. If you go through this page carefully AND do the suggested activity, it will consolidate your skill in this area.

### LANGUAGE ANALYSIS

You will need to apply the process of analysing vocabulary that is outlined in [Unit 5.8](#) in your first assignment and it is important in general for your teaching journey. So we recommend spending time getting to grips with the Language Analysis table and doing the task in this unit so that you are well prepared. Once you have completed the task, you can check your answers against the key in the back of the Guide.

## UNIT 5 TASK

Read through the Language Analysis in [Unit 5.8](#). Then print out the table below, or copy into your notebook and complete it, paying special attention to your CCQs. You will find some ideas for possible responses at the back of the Study Guide.



Language Item	Meaning of the item	How will you present meaning?	Concept Checking Questions	Grammatical Form	Pronunciation
1. Happy					
2. Movie					
3. Laugh					

**TOP TIP:** Pay attention to the Top Tips in [Unit 5.12](#) as there are lots of excellent reminders. Read through some the Further Reading provided too, as that will deepen your understanding and knowledge.



## HELPFUL HINTS FOR ASSIGNMENT 1:

### 1. What do I have to do?

For this assignment, you will need to design a 60 minute vocabulary lesson, using the PPP (Presentation/Practice/Production) lesson structure from a choice of 3 topics given. Choose ONE of these topics and you will need to show in your lesson plan how you will teach the words provided within the context of the topic. Bear in mind what will work best for the class that has been described: 15 Chinese students aged 18 – 35 years old at an Elementary level. Read through the instructions carefully, as they will remind you which parts of the course to look back on to refresh your memory so that you will be well equipped to decide and plan your approach.

### 2. What do I need to review?

**Before you begin, look back at the following units:**

[Unit 2 – Initial Lesson Planning](#) - this will help you with the first page of the plan - the aims/outcomes, anticipated problems and solutions

[Unit 3 – Structuring your Lesson](#) - this will help you with the PPP structure, writing CCQs, using the phonemic script and [writing a rationale](#)

As a reminder, you'll need to locate the phonemic script for the language you are presenting - review how to do this at [the bottom of this page](#).

[Unit 5 – Teaching Vocabulary](#) - this will help you with relevant tasks for presenting and practising vocabulary

### 3. Where do I write the Assignment?

Once you have read through these sections, download the lesson plan template (either in Word or Google Docs) for you to work on, save and, when it's ready, upload onto the system. Be sure to download and carefully read the Assignment 1 Criteria, which are the basis upon which your assignment will be marked!

When you are ready to write up your ideas, download the example lesson plan (*please note – this cannot be used as the basis of your lesson! It is an example only*) as a reference for some ideas of how to express the stages and reasons for your plan. Be sure to include a thoroughly explained rationale – the why is as important as the what for this assignment.

### 4. What happens if I don't pass the first time?

If your tutor asks you to resubmit, don't worry! It is perfectly fine for you to have to redo parts of the plan if needed. Your tutor will be very specific – don't change the parts that s/he has approved already – so you can adjust the plan based on their feedback and get it right the next time. You learn a lot that way.



## CRITERIA FOR ASSIGNMENT 1

Meets  
criteria?

Specification:

**Write clear aims and outcomes for the lesson, which include the target language you will teach.**

Remember that the aim is what you want your students to learn and the outcome is how they will go about doing that. The clearer you are on your aims/outcomes, the easier it will be to show how you will meet them successfully

**Anticipate difficulties both in relation to the learners and their L1/age/level and to the target language.**

What could be problematic for your students in this lesson? Which words do you think they may struggle with? Be sure to give details on what these difficulties may be in the "Anticipated Difficulties" box on your assignment.

**Provide relevant solutions to the anticipated difficulties.**

How will you deal with the challenges that may arise? How will your design or delivery solve or reduce these difficulties? Explain that clearly.

**Analyse language including meaning, grammatical form and pronunciation (e.g. phonemic script) plus how the language will be presented, and the concepts checked.**

You will need to analyse the target language clearly in your plan – for example, form: is it a noun/verb? What concept checking questions will you ask? How will you present the vocabulary?

**Stage a lesson which will achieve the lesson aims and includes a variety of tasks which focus on communication between students.**

How will the activities and tasks of your lesson achieve the aims? How will you get your students talking and using the target language?

**Create, adapt or source activities which will help achieve the lesson aims.**

Don't forget to include ALL the resources you mention in your lesson! Be clear where you found them – even the images (e.g. Google images) – in your bibliography.

**Write a clear procedure such that a colleague could pick up the lesson plan and teach a very good lesson from it.**

What would you need to know if you were in the position of having to teach a colleague's class? How detailed would it need to be for you to feel comfortable? Include that.

**Give appropriate timings for the stages.**

How long will each activity take? Does it all add up to 1 hour?

Meets  
criteria?

Specification:

**Include interaction patterns which are suitable for the tasks and varied throughout the lesson.**

Try to keep it diverse: so teacher to student/pair work/group work etc. It helps to keep the learning fluid and interesting.

**Provide relevant justification for the inclusion of each stage.**

Why have you included every step? How does it add to the overall aims and outcomes of the lesson?

**Use appropriate terminology both with regards to the structuring of an effective lesson and to the target language.**

Make sure you use wording that's similar to what you've learnt in the course, e.g. presentation (meaning). Also, ensure that what you write is in relation to the target language.

**Include professionally-presented materials with references if taken from outside sources where relevant.**

Also be sure to include any that you have made!

**Provide a rationale for the structure of the lesson and how the activities will help to achieve the lesson aims.**

This is where you need to explain your thinking around each choice. The more specific and thorough you can be here, the better.

**Explain what you would do if activities did not work as planned as well as explaining which other activities you considered including but didn't choose to use.**

This is the space for your Plan B, which is very important to have at hand, as well as some of those ideas that you considered, but decided not to include – and your reasons why.

**Provide a bibliography where necessary.**

## UNIT 6

## UNIT OVERVIEW

## HOW CAN I TEACH PRONUNCIATION?

This unit provides you with some ways to approach teaching your students the correct pronunciation of both words and phrases. If your students know a word, but don't know how to pronounce it, it means they are not able to use it when communicating with others. So it is important that you become familiar with the various ways to support them.

## SINGLE WORDS AND SENTENCES

If you read through [Unit 6.2](#) and [Unit 6.3](#), you will become familiar with the use of word stress, as well as unstressed words and intonation. We recommend that you practise saying the words and sentences analysed in the Unit out loud, beat the stress with your hands, record yourself saying a word or sentence and listen to it if you can't hear it clearly the first time. The more you put these skills into practice, the easier it will be when you are standing in front of a class, drilling the word stress with your students.

## THE PHONEMIC CHART

[The Phonemic Chart](#) is a wonderful tool because it helps your students to become independent learners of English, they can consult the chart even without a teacher. You don't need to memorise all the symbols, but you do need to be familiar with the Chart and know how to use it when necessary. Some of your students may already be using it, so you don't want to know less than them! Read through this part of the Unit, have a look at how the consonants and vowels are represented and get to know the schwa, which is the most common sound in the English language. It is also good for you to be familiar with minimal pairs as they occur quite often in English.

## ACTIVITIES

It is useful for you to figure out how you are going to bring pronunciation practice into your lessons – so read through [Unit 6.8](#) and then think of some other ideas for activities that will allow your students to work on pronunciation

## UNIT 6 TASK

Once you have worked through the Unit, write down 3 ways you can use the Phonemic Chart to help your students with their pronunciation.

**TOP TIP:** The most important learning in this Unit is how you will work on pronunciation with your students in the classroom, or online – so, once you have read through the Unit, spend some time looking at articles and videos [in Further Reading](#), as they provide you with some practical tips and ways to put what you have learnt into practice.



# UNIT 7



## UNIT OVERVIEW

### HOW CAN I TEACH GRAMMAR?

This unit will take you through the broad strokes of the grammar that you will need to be familiar with and then, of course, how to go about teaching it. Remember that just because grammar may seem more “technical” than other kinds of lessons at first, the methodology is exactly the same: make the lesson engaging, interactive, effective and, yes it is possible – fun!

### GRAMMAR BASICS

This part of the unit takes you through an overview of the different building blocks of grammar. You do NOT have to memorise each structure and know every detail at this stage. What is important is that you have an understanding of the main elements and of how everything fits together. Your grammar awareness will grow in time and you can review each structure in more depth as you plan for specific classes. For now: read through the information, take lots of notes that you can refer back to later and let it all sink in. If there are any parts that aren’t clear for you, there are an infinite number of books, articles, blogs, lesson plans and video clips available to search to help you make sense of it all.

### TEACHING GRAMMAR

When it comes to teaching a grammar lesson, you can draw on the same structures that you have been working with throughout the course. In time, you can explore using other options, but here is a good starting point:

- Introduction & Warmer = get students attention, get them engaging in English and lead in to the grammar topic of the lesson. So for example, if the lesson is on the past simple, then “Where did you go on your last holiday? What did you do? Discuss in pairs.”
- Presentation of Grammar (Meaning/Form/Pronunciation) 2 options:
  - Deductive = teacher presents a grammar rule and then follows it up with examples where the rule is applied
  - Inductive = teacher gives some examples and then helps the students to figure out the rules from the examples (eg. Guided Discovery method)
- Controlled Practice = to check that they have understood the rules accurately (eg. Gap fill, unjumble the sentences)
- Production = teacher creates the opportunity for students to practise using the grammar in a “real life” way

- Review & Cooler = students review what they have learnt or share their points from the Production phase. Also an opportunity to correct any relevant errors. Then a cooler to wrap up the lesson.

## CONCEPT CHECKING GRAMMAR

As with any other language point, you will need to check whether your students understand the grammar you have presented and the best way to do this is to use CCQs. It is essential that you carefully read and work through the activity in [Units 7.9.4 - 7.9.6](#) as this will prepare you for your second assignment and also for your grammar lessons in future. The more practice you get, the quicker you will develop your CCQ muscles!

## ANALYSING GRAMMAR

The process of being able to analyse the grammar you are presenting is not only important in order to pass your assignment, but it forms the basis for thinking about grammar points in general and how you are going to approach them in a clear and step by step way. To give you some extra practice, and to get you ready for your upcoming assignment, do the Unit task on the next page.

## APPROACHES TO TEACHING GRAMMAR

This part of the unit takes you through some techniques and tools for how to approach grammar in your lessons, some of the activities that will allow your students to practise grammar and also what ideas work best for the different levels of students. We recommend that you read through [Units 7.9.4 – 7.9.6](#) and jot down the useful tips and ideas that you can use when the time comes to plan a grammar lesson.

**TOP TIP:** The most important things to note when it comes to grammar is: when you make friends with it, it becomes just another fun part of the learning journey for both you and your students! Work through the Grammar Basics so that you have a foundation to build from, but know that your understanding and skill in teaching it will deepen over time. Pay special attention to CCQs and practice your approach by using the Unit Task as many times as you like. Lastly, [read through the tips in 7.10](#) and you will be good to go!



## UNIT 7 TASK

Choose a grammar point that you are comfortable with, or - if you are feeling brave - one you are not comfortable with, and complete the table below. You can refer to the example given in Unit [7.9.3](#) to guide you. Feel free to repeat this exercise as many times as you would like with different grammar points, it will make things MUCH easier when you are planning for grammar lessons.

**TIP:**  
Print this page out  
or draw the table  
on a piece of  
paper.

1. What is the use or function of this language? (include a timeline if appropriate):

2. In which context are you introducing the language?

3. Which concept checking questions will you ask to ensure the students understand the meaning? (try to include at least 3)

4. What is the form of the target language? (include positive/negative/question forms if relevant)

5. How will your students work out the rules for the structure?

6. What will you teach about the pronunciation of the structure? (eg. contractions, weak forms, word stress, intonation)

7. Notes to self to remember when teaching this.

# UNIT 8



## UNIT OVERVIEW

### HOW CAN I TEACH YOUNG LEARNERS?

Whether you plan to or not, you may find yourself teaching young learners at some point in your career. This unit takes you through understanding how young learners learn, how to motivate them and the ways in which you can manage the class, design and deliver appropriate lessons, as well as how to overcome some potential challenges.

### WHO ARE YOUNG LEARNERS AND HOW DO THEY LEARN?

It is helpful to understand who young learners are and how their background and reason for being in the class will impact how they learn, as well as their level of motivation. We recommend that you read through the information in the Unit and jot down some ideas on how you would go about approaching managing the class, building rapport, getting the students engaged, keeping them motivated and also adapting your approach to the different contexts in which you may teach them (eg. Summer school vs an online individual lesson).

### CHOOSING AND ADAPTING RESOURCES

If you work through the Who-What-Why-How-Where principles, the Quiz in [Unit 8.15](#), the examples given in [Unit 8.16](#) and the Unit task in this Study Guide, you will be in a good position to choose relevant resources for young learners. You will also develop the ability to adapt materials you use for other kinds of learners and know how to use them effectively for the young ones.

### POTENTIAL CHALLENGES

When it comes to dealing with minors, there are some things that you be aware of, both from the perspective of keeping your students safe as well as keeping yourself professionally covered in all instances. You don't need to memorise the information in [Unit 8.18 – 8.21](#), but it is very important that you read and absorb all of it and take notes on aspects that you want to remember, including how to go about following best practice from the start.



## UNIT 8 TASK

Consider the topics below and then write 3 differences between how you would present them to young learners as opposed to adults. Complete the table and then you can check the key at the back for some ideas. *Please note: the ideas in the Key will NOT be accepted in your lesson plan assignments.*

**TIP:**  
Print this page out  
or draw the table  
on a piece of  
paper.

Lesson Topic	Young Learners	Adult Learners
<b>Colours</b>		
<b>Past Simple</b>		
<b>Celebrating a birthday</b>		

## HELPFUL HINTS FOR ASSIGNMENT 2:

### 1. What do I have to do?

For this assignment, you will need to design a 60 minute grammar lesson, using the PPP (Presentation/Practice/Production) or TTT (Test/Teach/Test) lesson structure from a choice of 3 topics given. Choose ONE of these topics and you will need to show in your lesson plan how you will present the grammar points. Bear in mind what will work best for the class that has been described: 12 Russian, French and Italian students aged 11 - 12 years old at a Pre-Intermediate level. Read through the instructions carefully, as they will remind you which parts of the course to look back on to refresh your memory so that you will be well equipped to decide and plan your approach.

### 2. What do I need to review?

The most important thing for you to review is **the analysis of grammar.**

And look back on the following sections:

[Unit 2 – Initial Lesson Planning](#) - this will help you to write the first page of the plan - aims/outcomes, anticipated difficulties and solutions

[Unit 3 – Structuring your Lesson](#) - this will help you with lesson plan structures and the [written rationale](#)

[Unit 7 – Teaching Grammar](#) - this will help you with the grammar point, structuring a grammar lesson and **language analysis - it is very important that you read this page!**

[Unit 8 – Teaching Young Learners](#) - this will help you with activities and games that are appropriate for younger learners

Also, make sure that you read carefully through the Criteria for this Assignment and ensure you have met them all.

### 3. Where do I write the Assignment?

Once you have read through these sections, download the lesson plan template (either in Word or Google Docs) for you to work on, save and, when it's ready, upload onto the system.

When you are ready to write up your ideas, download the example lesson plan (*please note – this cannot be used as the basis of your lesson! It is an example only*) as a reference for some ideas of how to express the stages and reasons for your plan. Be sure to include a thoroughly explained rationale – the why is as important as the what for this assignment.

### 4. What happens if I don't pass the first time?

If your tutor asks you to resubmit, don't worry! It is perfectly fine for you to have to redo parts of the plan if needed. Your tutor will be very specific – don't change the parts that s/he has approved already – so you can adjust the plan based on their feedback and get it right the next time. You learn a lot that way.



## CRITERIA FOR ASSIGNMENT 2

Meets  
criteria?

Specification:

**Write clear aims and outcomes for the lesson, which include the target grammar in an example sentence.**

Remember that the aim is what you want your students to learn and the outcome is how they will go about doing that. The clearer you are on your aims/outcomes, the easier it will be to show how you will meet them successfully

**Design a lesson which will work effectively for Young Learners.**

Refer back to Unit 8 Task and think carefully about what will work for the age group 11 – 12.

**Anticipate difficulties both in relation to the learners and their L1/age/level and to the target language.**

What will be problematic, do you think, in terms of them being from 3 different language groups? Which part of the grammar point do you think they may struggle with? Be sure to give details on what these difficulties may be in the “Anticipated Difficulties” box on your assignment.

**Provide relevant solutions to the anticipated difficulties.**

How will you deal with the challenges that may arise? What will you do in your lesson that will help your students to overcome these difficulties? Explain that clearly.

**Analyse the target language, showing a clear understanding of key grammar terminology and the form and function of the target language.**

You will need to explain the grammar structures clearly in your plan – for example, the positive/negative/question form – how it is used, is there a contraction in the negative? This is the nuts and bolts part of the grammar point and you know to know how to present it.

**Create a clear context for the language to be introduced.**

Just because it is grammar, don't forget your TEFL principles – introduce new language within a context, make it interactive, get your students engaging... so what is a good context for the grammar point you are covering? Why is it a good context?

**Stage a lesson which will achieve the lesson aims and include a variety of grammar-focused tasks which focus on communication between students.**

How will the activities and tasks of your lesson achieve the aims? How will you get your students talking and using the language point?

**Create, adapt or source grammar-focused activities which will help achieve the lesson aims.**

Don't forget to include ALL the resources you mention in your lesson! Be clear where you found them – even the images (eg. Google images) – in your bibliography.

Meets  
criteria?

Specification:

**Write a clear procedure such that a colleague could pick up the lesson plan and teach a very good lesson from it.**

What would you need to know if you were in the position of having to teach a colleague's class? How detailed would it need to be for you to feel comfortable? Include that.

**Give appropriate timings for the stages.**

How long will each activity take? Does it all add up to 1 hour?

**Include interaction patterns which are suitable for the tasks and varied throughout the lesson.**

Try to keep it diverse: so teacher to student/pair work/group work etc. It helps to keep the learning fluid and interesting.

**Provide relevant justification for the inclusion of each stage.**

Why have you included every step? How does it add to the overall aims and outcomes of the lesson?

**Include professionally-presented materials with references, if taken from outside sources. Also be sure to include any that you have made!**

**Provide a rationale for the structure of the lesson and how the activities will help to achieve the lesson aims.**

This is where you need to explain your thinking around each choice. The more specific and thorough you can be here, the better.

**Explain what you would do if activities did not work as planned as well as explain which other activities you considered including but didn't choose to use.**

This is the space for your Plan B, which is very important to have at hand, as well as some of those ideas that you considered, but decided not to include – and your reasons why.

**Provide a bibliography where possible.**

**TOP TIP:** Watch the “Survival Tips for Teaching Young Learners” video in [Unit 8.7](#) and write down and rank the 10 tips as suggested. It will inform your thinking and approach and could stand you in good stead when faced with a class of young learners!

## UNIT 9

## UNIT OVERVIEW

**HOW CAN I DESIGN AND DELIVER LESSONS WHICH PRACTICE THE 4 MAIN SKILLS?**

While many students will claim that they want to learn English by having conversations only, it is essential that you provide a balanced focus on all the key skills, so that your students can become competent in all areas. This unit will give you a toolkit for all 4 skills, so read through carefully, take notes and then start thinking about how you are going to put these new tools into practice.

**SPEAKING**

As you will discover, it is essential that you are clear what your aims are in a speaking lesson and that you know whether your students are working on accuracy or fluency at each stage.

To get you started, we recommend using the PPP approach for a speaking lesson – so read through how that will be applied to this skill and then pay particular attention to the suggested approaches and ideas for speaking lessons. Don't forget to read the top tips, they include a lot of helpful information!

**LISTENING**

This is the most challenging skill for students to practice, so it is important that you absorb the guidance given. You will need the information in [Unit 9.3.1 – 9.3.3](#) for your third assignment. Pay particular attention to the difference between listening for gist and listening for detail – and then how to go about planning and delivering activities which practice both of those sub-skills. Then, make sure you work through how to structure a listening lesson, choose resources and approach the lesson in practice. Once again, don't forget the top tips!

**WRITING**

Writing is often the most under-valued and scarcely practiced skill, but it plays a key role in your student's successful communication in English. Read through the unit and take notes on some of the different forms of writing, ways to approach this skill in class, how to review and correct writing and then pay special attention to the top tips.

## READING

As with the other receptive skill (listening), the important part of this unit is to really grasp the difference between reading for gist and for specific information and what kind of activities will do both of those things. Pay particular attention to [Units 9.5.1 - 9.5.3](#) as they are needed for your third assignment. Take notes on some of the approaches and ideas presented in the unit as they will be useful when you are lesson planning – and once again, don't forget to read the top tips carefully!

**TOP TIP:** The most important parts of this Unit to read and absorb are [Units 9.3.1 - 9.3.3](#) and [Units 9.5.1 - 9.5.3](#). They will also help you directly with your third assignment.



# UNIT 10

## UNIT OVERVIEW

### HOW CAN I BEST USE AND ADAPT MATERIALS FOR MY LESSONS? AND HOW CAN I FIND WORK AS A TEFL TEACHER?

There are so many ways to bring your lessons to life and often all it takes is some good resources and planning. This unit will take you through some ideas and options for finding and using resources and then, as you approach the end of your course, how you can go about looking for work and applying for jobs.

### TYPES OF RESOURCES

There are so many options for resources out there: the traditional coursebook, the world of film and music, real life objects, games, texts... the list is endless and that isn't even including the materials that you make using your own creativity.

We suggest you read through this unit and that while you do, take notes on the different ways you could adapt or use resources you may already be familiar with. Also, think of some practical ideas for how you are going to find new resources and then start thinking about how to implement them in class and for what purpose.

Treat this unit as a preparation for all your lesson planning – so the more time you spend searching, jotting down notes, discovering resources and thinking how to adapt or use them – the more time you will save when you start teaching.

Part of your process will be to consider, with each example, what kind of class (level, age, group, size) would it work for? How long would each activity take? These explorations will be the building blocks for your future lessons.

### FINDING WORK

The last part of Unit 10 takes you through the various possibilities for finding a job, gets you thinking about what search is going to suit you best and gives you some key information on applying for jobs. All of the information in [Unit 10.13](#) is super helpful for a new teacher so read it carefully and get searching!

## UNIT 10 TASK

Copy this table below into your notebook and complete it with 3 points in each box. That will shape your job search and career pathway ahead:

What kind of school/environment do I want to work in?	
What do I need to consider when looking for work?	
What do I need to think about when applying for a job?	
What do I need to think about before my interview?	

**TIP:**

Print this page out or draw the table on a piece of paper.

What do I need to remember on my first day?

What else do I need to think about?

**TOP TIP:** Don't miss the gems in the Top Tips for finding work ([Unit 10.13.4](#)) as well as for your first day of school ([Unit 10.13.5](#)) and start to think about what is going to suit you best. You may need to finish your TEFL course, but you are nearly there and you can start to get a sense of what is out there. Once you have completed the Unit Task, you will have a clearer idea of how to take the first few steps in launching your new career!

## HELPFUL HINTS FOR ASSIGNMENT 3

### 1. What do I have to do?

For this assignment, you will need to design a 60 minute lesson focusing on either reading or listening. The important thing here is that you will need to include a listening/reading text that you **FIND** yourself. NB it needs to be an authentic piece of content – so **NOT** designed for English language learners specifically, nor made by you. This is so that your students can practise “real life” reading or listening.

The structure that you will use will be different from the other assignments: for Reading, see [Unit 9.5.3](#) and for Listening, see [Unit 9.3.3](#). Decide which skill you want to practise and then use the format in the course to structure the lesson.

Bear in mind what will work best for the class that has been described: 10 Spanish students aged 18 – 25 years old at an Upper-Intermediate level. Read through the instructions carefully, as they will remind you which parts of the course to look back on to refresh your memory so that you will be well equipped to decide and plan your approach.

### 2. What do I need to review?

**Before you begin, look back at the following sections:**

[Unit 2 – Initial Lesson Planning](#) - this will help you with the first page of a lesson plan - the aims/outcomes, anticipated difficulties and solutions

[Unit 3 – Structuring your Lesson](#) - this will help you with different lesson plan structures and writing a rationale

[Unit 9 - Teaching a Listening Lesson](#) or [Unit 9 - Teaching a Reading Lesson](#) - this will help you with the structure of a skills lesson for this assignment

[Unit 9 – Teaching the Four Skills](#) - this will help you with tasks and activities for reading and listening

[Unit 10 – External Resources and Next Steps](#) - this will help you select a suitable authentic material - in particular, [this page of unit 10](#).

Also, make sure that you read carefully through the Criteria for this Assignment and ensure you have met them all.





## CRITERIA FOR ASSIGNMENT 3

Meets  
criteria?

Specification:

**Write clear aims and outcomes for the lesson, which include a focus on the receptive skills students will practise.**

Remember that the aim is what you want your students to learn and the outcome is how they will go about doing that. The clearer you are on your aims/outcomes, the easier it will be to show how you will meet them successfully.

**Anticipate difficulties both in relation to the learners and their L1/age/level and to the target language.**

What will be problematic, do you think, in terms of the skill or context you have chosen? And what challenges will arise relevant to the age group and level? Be sure to explain some of these issues in a thorough way in your plan.

**Provide relevant solutions to the anticipated difficulties.**

How will you deal with the challenges that may arise? What will you do in your lesson that will help your students to overcome these difficulties? Explain that clearly.

**Choose an authentic text (reading or listening) which is appropriate for the level and assumed needs of your learners.**

Be sure that this is a “real life” text or listening and not one made for EFL learners.

**Give ample justification of your choice of text based on the assumed needs of your learners.**

How will your choice of text meet your learners' needs? Why specifically that text/listening?

**Stage a lesson which will achieve the lesson aims.**

How will the activities and tasks of your lesson achieve the aims? How will you get your students to practise the skill you want them to practise?

**Create, adapt or source activities which will help achieve the lesson aims.**

Don't forget to include ALL the resources you mention in your lesson! Be clear where you found them – even the images (eg. Google images) – in your bibliography.

**Write a clear procedure such that a colleague could pick up the lesson plan and teach a very good lesson from it.**

What would you need to know if you were in the position of having to teach a colleague's class? How detailed would it need to be for you to feel comfortable? Include that.

**Give appropriate timings for the stages.**

Meets  
criteria?

Specification:

How long will each activity take?

**Does it all add up to 1 hour?**

**Include interaction patterns which are suitable for the tasks and varied throughout the lesson.**

Try to keep it diverse: so teacher to student/pair work/group work etc. It helps to keep the learning fluid and interesting.

**Provide relevant justification for the inclusion of each stage.**

Why have you included every step? How does it add to the overall aims and outcomes of the lesson?

**Give appropriate timings for the stages.**

How long will each activity take? Does it all add up to 1 hour?

**Include interaction patterns which are suitable for the tasks and varied throughout the lesson.**

Try to keep it diverse: so teacher to student/pair work/group work etc. It helps to keep the learning fluid and interesting.

**Provide a rationale for the structure of the lesson and how the activities will help to achieve the lesson aims.**

This is where you need to explain your thinking around each choice. The more specific and thorough you can be here, the better.

**Explain what you would do if activities did not work as planned as well as explain which other activities you considered including but didn't choose to use.**

This is the space for your Plan B, which is very important to have at hand, as well as some of those ideas that you considered, but decided not to include – and your reasons why.

**Include professionally-presented materials with references, if taken from outside sources.**

Also be sure to include any that you have made!

**Provide a bibliography where possible.**

### 3. Where do I write the Assignment?

Once you have read through these sections, download the lesson plan template (either in Word or Google Docs) for you to work on, save and, when it's ready, upload onto the system.

When you are ready to write up your ideas, download the example lesson plan (*please note – this cannot be used as the basis of your lesson! It is an example only*) as a reference for some ideas of how to express the stages and reasons for your plan. Be sure to include a thoroughly explained rationale – the why is as important as the what for this assignment.

### 4. What happens if I don't pass the first time?

If your tutor asks you to resubmit, don't worry! It is perfectly fine for you to have to redo parts of the plan if needed. Your tutor will be very specific – don't change the parts that s/he has approved already – so you can adjust the plan based on their feedback and get it right the next time. You learn a lot that way.



# UNIT KEYS



## KEY - 180H COURSE - UNIT 2 TASK

Aim = good, because the target language is specific and it is clear what learners will leave with)

Outcome = good, because it is specific and refers to what they will have done to achieve the lesson aim)

Aim, bad = it is teacher centred and not student centred, also it is not specific – which song?)

## KEY - 180H COURSE - UNIT 5 TASK

Language Item	Meaning of the item	How will you present meaning?	Concept Checking Questions	Grammatical Form	Pronunciation
<b>1. Happy</b>	<ul style="list-style-type: none"> <li>• A positive mood</li> <li>• Feeling good</li> </ul>	<ul style="list-style-type: none"> <li>• An image or emoticon drawn on the board</li> <li>• Demonstrate smiling</li> <li>• Ask “What mood am I in?” and look cheerful</li> </ul>	<ul style="list-style-type: none"> <li>• Is it positive or negative? (positive)</li> <li>• Does it make you smile? (yes)</li> </ul>	Adjective	/hæpi/
<b>2. Movie</b>	<ul style="list-style-type: none"> <li>• A story you watch on the TV or computer</li> <li>• What Hollywood actors make</li> </ul>	<ul style="list-style-type: none"> <li>• Showing them a clip of a film</li> <li>• An image of the camera</li> <li>• Picture of a movie poster</li> </ul>	<ul style="list-style-type: none"> <li>• Do you read or watch this? (watch)</li> <li>• What's your favourite?</li> </ul>	Noun	/'mu:vi/
<b>3. Laugh</b>	<ul style="list-style-type: none"> <li>• A sound you make when something is funny</li> </ul>	<ul style="list-style-type: none"> <li>• Make or play the sound</li> <li>• Show a picture of someone laughing</li> </ul>	<ul style="list-style-type: none"> <li>• Does it make you happy or sad? (happy)</li> <li>• What types of movies make you do this? (comedy)</li> </ul>	Verb	/'lɑ:f/

## KEY - 180H COURSE - UNIT 8 TASK

Lesson Topic	Young Learners	Adult Learners
<b>Colours</b>	<ul style="list-style-type: none"> <li>• Use a song to introduce the colours</li> <li>• Use flashcards to check meaning</li> <li>• Get students to point at something in the room with that colour or run to it</li> </ul>	<ul style="list-style-type: none"> <li>• Put the colours up around the room, students work in pairs to discuss what emotions are connected with the colours</li> <li>• Students are presented with a list of idioms to do with colours (eg. tickled pink) and in pairs, they try to work out the meaning of them from the context</li> <li>• Students write a poem using one of the colours and read it to the class</li> </ul>
<b>Past Simple</b>	<ul style="list-style-type: none"> <li>• Ball game: each student catches the ball and says what they did yesterday</li> <li>• Students listen to a story and have to point to the pictures provided when they hear that word</li> <li>• Students use the pictures provided and tell a partner the story again in their own words</li> </ul>	<ul style="list-style-type: none"> <li>• Speed quiz: students have to work in pairs to correctly write the past simple of a list of words. The first pair to get all of them correct wins</li> <li>• Students read a jumbled story and have to put it in order</li> <li>• Students play the “complete the story” game in a group using the verbs explored in the lesson. They write 3 sentences, fold over the paper leaving only the last few words showing, then the next person continues the story. When they have all had a turn, the story is read out to the group.</li> </ul>
<b>Celebrating a birthday</b>	<ul style="list-style-type: none"> <li>• The teacher brings in realia and gets students to guess what day it is based on the objects</li> <li>• Students sing happy birthday together</li> <li>• Students act out being at a birthday party, using phrases covered in the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Students in pairs discuss how birthdays are celebrated in their country or household</li> <li>• The language point is event planning and use of the 1st conditional (eg. If it rains, we will...)</li> <li>• Students plan a birthday party in pairs, using the language point covered</li> </ul>

# ONE TO ONE & ONLINE



# UNIT 1

## UNIT OVERVIEW

This unit will take you through the pros and cons of teaching both one-to-one and online lessons. It will give you insight into how these lessons are different compared to group classes and also how to approach lesson planning and delivery. This is a growing area of the industry, so get your pen and paper ready and get ready to be equipped!

### ONE-TO-ONE TEACHING

A lot of what you have already learnt about TEFL skills takes into account how to plan and deliver lessons to group classes. Now you will have the chance to think about how to approach classes specifically for individual students. We recommend that you read through [Units 1.2](#) and [Unit 1.3](#) and take notes on: how one-to-one classes are different from group classes, as well as the advantages of teaching one-to-one. You don't need to memorise this part of the course, but it will inform your understanding and approach.

### ONLINE TEACHING

[Units 1.4](#) – [Unit 1.5](#) will take you through the similarities and differences of teaching online, instead of in person, as well as some of the specific advantages to teaching online. Read through and digest these segments and take some notes to refer back to – you can also download the PDF outlining the advantages to online teaching so that you can refresh your knowledge later on if you need to.

### CHALLENGES AND SOLUTIONS

Once you have read through the first part of the unit, work through [Units 1.6](#) – [Unit 1.7](#) more carefully, as these segments will provide you with important insights as to what challenges you will face when teaching one-to-one and online classes and, most importantly, how to overcome them so that you and your students have a smooth experience. Read our Top Tip for this Unit for some extra pointers.

## UNIT 1 TASK

Decide whether the following statements are true or false, based on what you have learnt in this unit. Once you have completed the task, check your answers against the key in the back of the Study Guide

1. The tips and tools from this unit are only relevant for new teachers, not teachers who have been in the industry for years.
2. Motivation is generally lower with one-to-one students.
3. It is key to have strategies for keeping your students engaged in online classes.
4. Teaching online means you have more control over who, how and when you teach.
5. One-to-one lessons are less tiring for both the student and teacher.

**TOP TIP:** We highly recommend doing the tasks in [Unit 1.6](#) before hitting “click to reveal” and also watching the video and taking good notes on “Overcoming the Challenges of One-to-One Online” in [Unit 1.7](#).





# UNIT 2

## UNIT OVERVIEW

This unit will take you through the working contexts you will come across when teaching one-to-one or online. There will be some background information for you to read through and digest, as well as some practical tips for getting you ready to thrive in those contexts – we recommend you take good notes on those as they will be very helpful in your teaching journey.

### WORKING CONTEXTS

Understanding who and how you will be teaching plays a big part in designing a learning journey or even a lesson for your students. We recommend reading through [Units 2.2 – 2.9](#) and taking notes on each context as follows:

- Context = What kind of course or lesson is it? When and where does it happen?
- Student = Who are they? What is their reason for being there? What do they need?
- Teaching tips = What can I be aware of or think about as a teacher to be fully prepared for this context. This could include tips like where to search for such jobs, how can I make these particular students feel comfortable or some pros and cons for each context.

### TEACHING ONLINE

Online Teaching is a fast-growing field in the TEFL world, so whether or not you plan to teach online, we recommend you read through [2.10 – 2.13](#) to find out how you can best equip yourself for this possibility, what you need to consider, how you can create a niche for yourself and what else is needed to get set up, teaching and paid! There is no need to memorise this information, but rather – apply it practically.

### UNIT 2 TASK

Think about and write down which of the working contexts appeal to you and why. Make an action plan of what steps you need to take to get ready to dive into that working context, for example. “Do a search for jobs at an Online school and see what their application requirements are” or “Make a profile video for a freelance teaching platform”.

**TOP TIP:** Your key take away here will be the insight into each context and what will be needed for you to be ready for each. Be sure to watch the videos in [Units 2.8 – 2.13](#) as they contain handy tips that you can note down for when you are ready to get started and put some time and thought into the Unit Task as that will help to direct your focus.

# UNIT 3

## UNIT OVERVIEW

This unit will take you through understanding your student more deeply and how to analyse and meet their specific needs and goals. You will also cover some important tips for teaching young learners online.

### KNOWING YOUR STUDENTS

Work through [Units 3.2 – 3.5](#) and take some notes on what is important to understand and assess about your students in order to approach teaching them (for example, purpose for studying/interests/language needs/age/level). Then, pay special attention to the section in [Unit 3.5](#) on needs analysis and diagnostic tests as these will tell you what you need to know about your students. You will need to be familiar with the needs analysis process for your course assignment

### TEACHING YOUNG LEARNERS ONLINE

There is an enormous market for teaching young learners in non English speaking countries via the internet. Read through and make notes on the tips provided in [Unit 3.6](#) so that you are ready for that possibility.

### UNIT 3 TASK

Think about and write down which of the working contexts appeal to you and why. Make an action plan of what steps you need to take to get ready to dive into that working context, for example. “Do a search for jobs at an Online school and see what their application requirements are” or “Make a profile video for a freelance teaching platform”.

**TOP TIP:** We recommend doing the reflection tasks in this unit before hitting “reveal” – that way, you will not only read through, but also understand and engage with the information and be well on track for lesson and course design in future. This skill set will also play a part in your Course Assignment at the end of Unit 10.

## UNIT 4

## UNIT OVERVIEW

This unit will take you through the ins and outs and practicalities of creating a syllabus for your students. This unit is key for both your course assignment and for your teaching career, so be sure to read carefully and take detailed notes.

## DESIGNING A COURSE

Work through [Units 4.2 – 4.5](#) and take detailed notes on:

- the different types of syllabi
- how to establish the aims of the course
- how to go about planning a syllabus
- what needs to be included
- the benefits of having a syllabus
- how to work with a syllabus once you have created it

Once you have understood and reflected on the points above, you will be well on track!

## BRINGING IT TO LIFE

The second part of the unit will take you through what resources and materials you can use to bring your syllabus to life. We recommend that you take notes on:

- the advantages and disadvantages of working with coursebooks (note that you can download a PDF of this table in [Unit 4.6](#) to refer to later)
- some useful ideas and resources for making your online lessons engaging and interactive

## UNIT 4 TASK

Based on what you have read in this unit, write down 2 different ideas for using materials in online classes to teach the following skills and systems:

- |             |              |
|-------------|--------------|
| • Reading   | • Writing    |
| • Listening | • Grammar    |
| • Speaking  | • Vocabulary |

Try to make these ideas as specific as possible. The more effort you put in now, the more prepared you will be for when you start planning for online classes.

**TOP TIP:** The Summary Quiz at the end of the unit is a great review of what you have covered, so give it a bash and see whether you have grasped the information well! If not, go back and read again...

# UNIT 5

## UNIT OVERVIEW

Now that you have an idea of how to design a course, this unit will allow you to take a deeper look at what goes into planning each lesson. While some aspects of lesson planning are similar to planning for group classes, there are some differences with one-to-one and online lessons, so get your pen and paper ready.

### THINGS TO CONSIDER

Read through [Units 5.2 – 5.4](#) and think about how to prepare for a one-to-one lesson. The main areas that we recommend jotting down some notes on are: what preparations to make before you start (eg. doing the exercises yourself before your student does so that you know the answers), how to keep Teacher Talking Time to a minimum (eg. using conversation topic cards) and how to personalise the lesson around your student (eg. taking requests for topics or activities from your student). You don't need to memorise this information, just understand and know how to apply it.

### RESOURCES AND MATERIALS

We suggest watching the video clip in [Unit 5.5](#) and then looking through the recommended sites for online resources. Once you have done that, read and take notes on how to incorporate materials into the lesson ([Unit 5.6](#)) as well as how to avoid some frequent mistakes ([Unit 5.7](#)) that teachers make. The Frequent Mistakes Task will help you to check your understanding. Another useful thing to note is how to keep track of your student's progress – you will need to give feedback or write reports throughout your teaching career.

### UNIT 5 TASK

Based on the notes you have taken, write down the 7 most important things you need to remember when planning a one-to-one lesson.

**TOP TIP:** Watch the video in [Unit 5.4](#) to see a personalised online lesson in action!

# UNIT 6

## UNIT OVERVIEW

This unit will help you to approach your first lesson with a new student so that you can feel equipped and confident.

### PREPARING FOR THE FIRST LESSON

Before you can put together a relevant and engaging lesson for your student, you need to know their level as well as their areas of strength and weakness.

Work through [Unit 6.2](#) for some key information on placement and diagnostic tests. If you are not yet familiar with students' levels, be sure to click on the link that says "For more information about CEFR, take a look here".

Then, watch the video in [Unit 6.3](#) for some useful tips for your first lesson – remember that you can download the tips from the video to refer to later – and make some notes about what you should include.

### UNIT 6 TASK

Consider the brief outline of the lesson below and think of reasons why it is or isn't a good example of a first lesson. Once you have done that, have a look at the Key at the back for some of our ideas.

- The teacher starts off the class by telling the student about how long s/he has been teaching, what his/her interests are
- The teacher then gives the student the following writing task: write down 3 sentences about why you are studying English
- Student reads out their writing piece and the teacher uses the errors as the basis for a grammar review
- The student tells the teacher what else they want to cover in their course
- Wrap up with a vocabulary game as a cooler

**TOP TIP:** Be sure to work carefully through [Unit 6.4](#) which gives you some pointers on error correction and feedback – your student needs both from you so make sure you know how to go about it!

# UNIT 7

## UNIT OVERVIEW

Knowing what to include in your lessons in terms of content plays a big role in making sure your lessons are engaging and effective. This unit will cover: the two main lesson formats - skills-based or topic-based, how to source and use a range of relevant material, how to keep your students motivated and the ways to assess your students and give them work to do at home.

### SKILLS VS TOPIC-BASED LESSONS

Understanding the difference between these two main lesson formats will allow you to choose the best option for your students. We recommend that you read through [Unit 7.2](#) and take notes on the following for each format:

- What is the centre focus of this format?
- What are the benefits of this lesson format for my students?
- Where can I find materials to use?
- How can I use those materials or activities to benefit my students?

Don't forget to do the quizzes on this page to test your understanding.

### THE LESSON

[Unit 7.3](#) provides a lot of useful insight into how to choose materials and activities that keep things fresh and exciting. Read, digest and note down the ideas that appeal to you and think about how you are going to use them in your lessons. Try the Lesson Plan activity to give yourself a chance to consolidate the ideas you have covered. Be sure to work through [Unit 7.5](#) carefully too and note down ways to assess your students' progress, as well as set and mark homework.

### KEEPING IT ENGAGING ONLINE

There are a range of ways to keep online lessons interesting. We recommend that you work through [Unit 7.4](#) and note down tools and tips for:

- How to keep things engaging and motivational in an online lesson (eg. use of the camera, setting goals)
- Using props for young learners and where to source props
- Using reward systems
- Using visuals in the virtual classroom
- Ways to stay motivated as a teacher (eg. connecting with other teachers, managing energy levels)

## UNIT 7 TASK

Write yourself an action plan to practise keeping your students engaged online. Make sure there are at least 7 items on the plan and that you set yourself a timeline for the steps. Then: follow the plan!

### To give you an example:

Step 1: Improve my use of the camera = set up a practice session with Mona next week and focus entirely on looking into the camera and using my gestures clearly

Step 2: Work on smiling more during lessons (in a natural way) = ask Mona to give me feedback after the simulation lesson on how warmly I came across

Step 2: Make some props for a test lesson with a young learner = buy paper on Monday and cut out some shapes of food and label them etc.

**TOP TIP:** The videos in [Unit 7.4](#) offer a wealth of tips, tricks and recommendations for keep yourself and your students motivated – watch them and take careful notes, they cover the main points for you and it will be super handy to refer back to the suggestions.



# UNIT 8



## UNIT OVERVIEW

While working through this course and getting as much practice as you can equips you wonderfully for your teaching journey, there are some inevitable challenges that arise in one-to-one and online lessons. This unit will help you to understand these challenges and give you some tools for overcoming them.

### POTENTIAL PROBLEMS AND HOW TO AVOID THEM

You don't need to memorise this part of the course, but you certainly do need to be familiar with the problems that can arise and be very careful to avoid them. Read through [Unit 8.2](#) and [Unit 8.3](#) and take note of the ways to approach discipline and behaviour management, as well as how to protect yourself by being professional at all times.

### UNIT 8 TASK

Write down the 5 most important tips you have learnt from this unit about dealing with potential problems. Once you have done that, have a look at the Key in the back for some of our ideas.

**TOP TIP:** Don't forget that you can download the Unit Summary so that you can refer back to these key tips for keeping yourself professionally impeccable. If you start on the right foot with your students, it helps to avoid problems later down the line.



# UNIT 9

## UNIT OVERVIEW

All good teachers learn and grow with experience and so can you. This unit takes you through why it is helpful to reflect on your teaching, some ways to get feedback from others, how to reflect on your teaching and what to do with the insight you gain.

### FEEDBACK AND REFLECTION

This part of the course gives you tools for your continued professional development (CPD) and so is very helpful in taking you from a starting-out teacher to a pro!

You don't need to memorise any of it, but you will need to read through and understand the why and how of useful reflection. We recommend taking notes on the following:

- Examples of reflection (eg. a diary)
- How to get feedback from students or fellow teachers (eg. peer observation)
- Creating a reflection on your lesson

### UNIT 9 TASK

From working through this course, what would you say are likely to be your top 3 strong and weak points as a teacher?

Write them down.

Then, think of ways to build in your strong points and improve on your weak points – write one for each point.

Once you have been teaching for a couple of months, go back and look at what you wrote and see if it has changed. This could be your first reflection!

**TOP TIP:** Don't forget to download and read the example reflection form in [Unit 9.4.](#) It will be very helpful for you to read through.

# UNIT 10

## UNIT OVERVIEW

This is the final unit of your One-to-One and Online course, but it contains some of the most useful information in the course. It will take you through some new ideas, practices and trends emerging in online learning, how to teach small groups online and it will introduce you to some platforms, activities and other tips that will benefit your group online lessons.

You are nearly done, keep at it and get your pen and paper ready!

### INNOVATION IN EDUCATION

Blended Learning and Flipped Learning are two dynamic approaches to teaching that offer a fresh way for teachers and students to interact and manage the learning process. We suggest that you read through [Unit 10.2](#) and [Unit 10.3](#) and take notes on: what the two approaches are, what value they offer and some ways of using them in your classes.

### SMALL GROUPS ONLINE

You may come across classes where, instead of having an individual student online, you will teach a pair or small group. Read through [Units 10.4 – 10.6](#) and make note of some of the ways you can go about teaching group classes online (remember that you can download the benefits of teaching small groups from [Unit 10.4](#) to refer to later), some of the technical functions offered in online platforms (eg. breakout rooms) as well as classroom management tips – like calling on each learner by name if you would like them to respond. We also recommend that you note down some ideas for the kinds of activities that will work well with teaching small groups online.

### UNIT 10 TASK

Consider whether the statements below are good or bad ideas for small online group classes and think about why.

When you have completed the task, check the Key at the back for some of our ideas.

1. Use breakout rooms to put students into pairs or small groups and create a mini presentation to then present to the whole group in the main room.
2. Get one student to create and give a presentation and the teacher gives feedback to him/her.
3. Students interview one another about their previous holiday and then tell the group about what their partner did.
4. The teacher has a conversation with one student on their opinions about working remotely.

**TOP TIP:** Don't miss out on the Further Reading offered for this unit and for the course as a whole. There is a rich and relevant range of articles, videos, books and blog posts provided which will come in very handy – so be sure to click on some of them and if you don't have time to work through them all, make a note of the links so that you can come back to them when you need to.

## HELPFUL HINTS FOR COURSE ASSIGNMENT

### 1. What do I have to do?

For this assignment, you will need to read through the Needs Analysis Questionnaire and watch the oral interview with a student called Alberto, who has booked a course of 20 lessons, and his new teacher. Once you have read the Needs Analysis and watched the interview, you will need to write a syllabus for the first 5 hours of his course. Each lesson lasts for one hour. You will need to write a rationale to explain your choices, so think carefully about what topics, skills and activities you are going to choose – and why – as well as what language areas he needs to work on and how you are going to structure the lessons systematically. You DON'T have to write a full lesson plan on this syllabus task, but you DO need to give an outline of the tasks, materials and activities for each lesson. NB: remember to reference all the materials you use, even if you create them yourself!

When you are ready to write up your ideas, download the example lesson plan (*please note – this cannot be used as the basis of your lesson! It is an example only and does not relate to Alberto*) as a reference for some ideas of how to go about writing up the syllabus. Be sure to include a thoroughly explained rationale – the why is as important as the what for this assignment.

### 2. What do I need to review?

Before you begin, look back at the following units:

- [Unit 3 The Students](#)
- [Unit 4 Creating a Syllabus](#)
- [Unit 5 Successful Lesson Planning](#)
- [Unit 6 The First Lesson](#)
- [Unit 7 Lesson Content](#)

Also, make sure that you read carefully through the Criteria for this Assignment and check that you have met them all.

## CRITERIA FOR ONE-TO-ONE ASSIGNMENT

Meets criteria?

Specification:

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | <p><b>Analyse the student's oral interview and written questionnaire to establish language level, motivation, strengths and weaknesses, learning preferences, interests and how he sees the role of the teacher.</b></p> <p>Make reference to what Alberto has written in his questionnaire and watch the interview, noting down what you observe in terms of the above criteria. The more detail you can extract, the better.</p> |
| <input type="checkbox"/> | <p><b>Establish course aims for the learner to achieve by the end of the course and provide justification for this.</b></p> <p>Make sure your 5 lessons are working in a clear manner towards the course outcomes and then think about and explain how they are doing that.</p>  |
| <input type="checkbox"/> | <p><b>Choose the most appropriate syllabus type for the course and provide justification for this.</b></p> <p>To refresh your knowledge in this area, refer back to <a href="#">Unit 4.2</a></p>   |
| <input type="checkbox"/> | <p><b>Provide a rationale for the topics, language areas and skills the course covers and justify the structure of the course and how the course will meet the learner's needs.</b></p> <p>Make sure you explain your thinking and your choices clearly along with relevant details.</p>   |
| <input type="checkbox"/> | <p><b>Write an overview of the main skills and systems covered in the first five lessons of the course with reference to any materials used.</b></p> <p>Skills can include speaking, listening etc.</p>  |
| <input type="checkbox"/> | <p><b>Write an outline of the tasks/activities/materials you will use in the first five lessons of the course.</b></p> <p>Remember this is an outline only, you don't have to include an entire lesson plan. Refer to the Example Syllabus if needed.</p> <p>Write clear aims and outcomes for each lesson. You will need to do this for each of the 5 lessons.</p>  |
| <input type="checkbox"/> | <p><b>Stage lessons which will achieve the lesson aims and include a variety of tasks which focus on the needs of the individual student.</b></p> <p>It must be clear how your lessons directly relate to Alberto's needs and preferences.</p>   |
| <input type="checkbox"/> | <p><b>Use appropriate terminology both with regards to the structuring of an effective lesson and syllabus design.</b></p> <p>Use the terms that you have learnt in the course so that it is clear you know how to refer to things, for example "lexical" or "multi- syllabus".</p>  |
| <input type="checkbox"/> | <p><b>Provide a bibliography where necessary.</b></p>  |

### 3. Where do I write the Assignment?

Once you have read through these sections, download the One-to-One Assignment Template (either in Word or Google Docs) for you to work on, save and, when it's ready, upload onto the system.

### 4. What happens if I don't pass the first time?

If your tutor asks you to resubmit, don't worry! It is perfectly fine for you to have to redo parts of the Assignment if needed. Your tutor will be very specific – don't change the parts that s/he has approved already – so you can adjust the plan based on their feedback and get it right the next time. You learn a lot that way.



# LESSON PLAN

# UNIT KEYS



## KEY - ONE TO ONE COURSE - UNIT 1 TASK

1. False (Many experienced teachers also need support with teaching one-to-one or online classes as it may be new for them)
2. False (Motivation is generally higher – students pay more for an individual course and generally have specific goals to meet)
3. True
4. True
5. False (They are generally more tiring as they require constant engagement)

## KEY - ONE TO ONE COURSE - UNIT 6 TASK

This is not a good first lesson plan at all for the following reasons:

1. Too much teacher talking time and focus on the teacher rather than the student, not enough student practice
2. Starting off with a writing task is not at all interactive – that could have been done before the lesson already with a placement test and the teacher could refer to what the student has already done rather than repeating the task
3. Doing a grammar review isn't ideal in a first lesson, it is better to get the student comfortable discussing areas they may be familiar with, or a gentle activity to "ease" them in
4. To wrap up with a vocabulary game requires covering the vocabulary in class first, there is no evidence of that in the plan

What other reasons did you think of?

## KEY - ONE TO ONE COURSE - UNIT 8 TASK

(these are some ideas, there are many more in the unit)

1. Dealing with cancellations: have a cancellation policy and make sure it has been agreed beforehand what the acceptable notice period is
2. Aggression in the classroom: report the student to the Director of Studies or School Principal. If it is a private student, cancel the lesson and take legal action if necessary
3. Students not doing homework: adult – discuss this with the student and ask if they perhaps need less homework or how/when they want to complete it, child – speak to their parents
4. Students having insight into your personal life via social media: don't connect with students with your personal profile. With minors: NO social media contact
5. Students misinterpreting friendly behaviour: keep things professional by sitting at an appropriate distance, keep touching to a handshake only, keep the door open where relevant (always with minors)

## KEY - ONE TO ONE COURSE - UNIT 10 TASK

1. Good idea = all students are engaging and practising
2. Bad idea = no student interaction and only one-person practises
3. Good idea = students have to listen, remember and then report back, it gets everyone engaged
4. Bad idea = probably too much teacher talking time and only one student is speaking English

# BUSINESS ENGLISH STUDY GUIDE



# UNIT 1

## UNIT OVERVIEW

This unit will take you through the Business arm of EFL teaching: how it is different from general English and how the lessons and courses are structured. It will also help you to understand how this niche area of the market emerged and why it is valuable.

### WHAT IS BUSINESS ENGLISH?

We recommend reading through the first part of the unit, up to [Unit 1.2.4](#), and absorbing the information provided about what Business English is, the history of it and how doing this course can help both new and experienced teachers. This part of the unit gives you an insight into the field of Business English, so your main task here will be to understand and take in the information.

### HOW WILL THIS COURSE HELP ME?

[Units 1.2.5](#) and [1.2.6](#) will give you some insight into how this course can add value to your teaching skills and some ways to update and refresh your teaching with new ideas – so again, this is a read and absorb part of the course.

### WHAT WILL I COVER WHEN I TEACH BUSINESS ENGLISH?

[Unit 1.3.1](#) contains the most valuable information for you to take away, so work through this part of the unit and take clear notes to refer back to later on the kinds of topics that you will teach in this field of TEFL and especially: how to prepare a syllabus and set course objectives. These notes will come in very handy when you are preparing for your first Business English course.



## UNIT 1 TASK

Decide which of the following are course objectives and which are course aims – and then think about whether they are good examples of those and why/why not? Once you have written down your thoughts, have a look at the key at the back of the Study Guide for some ideas for answers.

1. By the end of the course, students will be able to negotiate confidently and fluently in English.
2. Students will practise a variety of presentation structures and topics and receive feedback on them.
3. By the end of the course, students will improve their Business English skills. One-to-one lessons are less tiring for both the student and teacher.

**TOP TIP:** Do both quizzes in [Unit 1.3](#) as they will give you an insight as to how Business English is different from General English - as well as the pros and cons of teaching it.



# UNIT 2

## UNIT OVERVIEW

This unit will give you some insight into what kind of student and class you will come across most often in a Business English course. Understanding what to expect, for the most part, will give you a chance to start thinking about how to prepare for your students when the time comes to teach Business English classes. It will also equip you with ways to maximise their learning.

### WHO WILL I BE TEACHING?

We suggest reading through [Unit 2.2](#) to gain an understanding of who your students on a Business English course are likely to be in terms of age and level and the ways in which those factors affect when and how they learn.

### PRE-EXPERIENCE VS IN-SERVICE COURSES

This part of the Unit is helpful in framing your lessons for the 2 different groups - it will give you an insight into how to plan and deliver your lessons. We suggest you take some clear notes whilst working through [Unit 2.3](#), paying special attention to the tips for teaching as well as what to expect when working with such groups.

### WHAT ELSE WILL AFFECT HOW MY BUSINESS ENGLISH STUDENTS LEARN?

Read through [Units 2.4](#) and [2.5](#) in order to understand how factors such as mixed levels or gender of the students can impact the class, as well as motivation levels and time pressures. Jot down some ideas that you can refer back to later in terms of what you can do from your side to deal with these factors – either how to minimise (eg. time pressures) or how to maximise (eg. accountability) their impact.

### HOW CAN I ASSESS MY BUSINESS ENGLISH STUDENTS?

Your students' reasons for learning English, the requirements of their company (if relevant) as well as their learning style will contribute to how and when you assess their progress. Read through [Unit 2.6](#) and make some notes on ideas for assessing students in each context so that you are a step ahead when you start teaching. Bear in mind that assessment is a key part of the learning journey.



## UNIT 2 TASK

Decide whether the following statements are True or False based on what you have learnt in this unit. Once you have completed the task, check your answers against the Key at the back of the Study Guide.

1. It is possible for beginner learners to study Business English, but they may struggle with some of the material.
2. Business English learners are always adults.
3. The ideal level of general English for a Business English learner to have is Pre-Intermediate and upwards.
4. It is important to have high expectations of young learners of Business English – it makes them take the class more seriously.
5. When you are teaching to an In-service group who are familiar with each other, you should always use peer correction.

**TOP TIP:** The most important take away from this unit is the clear understanding of the factors affecting how, when and why your Business English students learn so that you can craft the lessons and courses accordingly. This understanding will also be useful when you approach your Course Assignment at the end of the course.



# UNIT 3

## UNIT OVERVIEW

Understanding the challenges associated with teaching a niche area of English is super helpful as it gives you the opportunity to work around them or avoid them altogether. This unit will outline the typical challenges that can arise while teaching Business English students as well as what to do about them.

### WHAT ARE THE MAIN CHALLENGES?

We recommend that you read through [Unit 3.2](#) and answer the questions in your notebook before revealing the suggested ideas and answers. That way, you will activate your thinking on the topic, have some notes to look back on and you will be more likely to remember the relevant points.

### WHAT CAN I DO ABOUT THE CHALLENGES?

We recommend taking notes on each of the activities suggested in [Unit 3.3](#) and then, once you have worked through the rest of the unit, doing the Unit Task to consolidate your ideas.

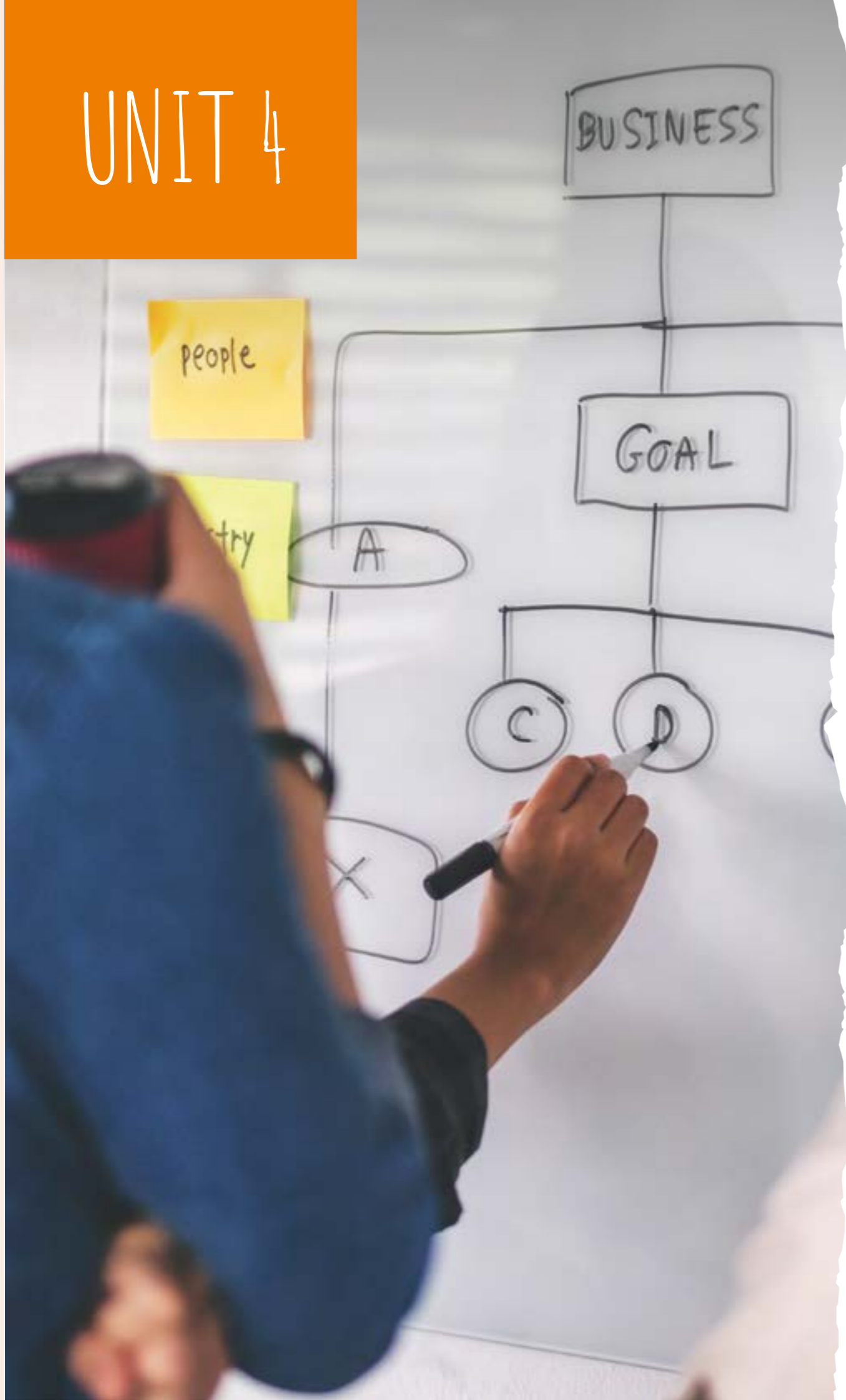
Also, be sure to read through potential challenges in [Unit 3.5](#) and make notes on some practical ways you will address each one of them, for example “Spend time going over the relevant vocabulary for a given topic – check spelling, introduce typical collocations and get students to practise using it in a few different ways”.

### UNIT 3 TASK

Choose 2 of the Energiser Activities from [Unit 3.3](#) and write down how you will use them to practice specifically Business English topics. See the Key at the back for some ideas to check your answers against.

**TOP TIP:** The most important part of this unit is understanding what you can practically do to offset some of the challenges that arise. So, make sure you take notes on the many tips and tricks offered in the unit for dealing with these things – your notes will help you, in future, to minimise the challenges and/or deal with them gracefully.

# UNIT 4



## UNIT OVERVIEW

This unit will take you through approaching your first lesson of a Business English course: understanding what to consider, what to include and how to deliver it. You will also receive some great tips and tools, so get your pen and paper ready and get cracking!

### WHAT SHOULD I INCLUDE?

If you work through [Units 4.2 – 4.4](#) and take clear notes on what you need to include in your first lesson, reflect on the Dogme Approach and whether you would like to use it (Why? Why not?) and the kind of questions which are helpful to include in a placement or diagnostic test, then you will be in a good position to kick off your first Business English class.

### HOW DO I ANALYSE MY STUDENT'S NEEDS?

Read through [Unit 4.5](#) and start to think about how you will design your own Needs Analysis Form when the time comes, bearing in mind that your school or company may have a template already. The Needs Analysis is the foundation for understanding your student's reasons for being on the course and setting goals that make sense to them – so it is essential that you understand and know how to work with it. As mentioned in [Unit 4.8](#), don't forget that you can set aims and topics together with your student, if appropriate, to make sure that the course is highly personalised.

### UNIT 4 TASK

Choose 2 of your favourite Icebreakers from the unit and write down how you would use them in class – for which level, age group and background of students?

**TOP TIP:** Have a look at the Model Lesson Plan in [Unit 4.7](#) and think about why/why not to use it in a first lesson situation. Working through this activity will consolidate a lot of the learning in the unit, so don't skip it! Also, take note of the great Icebreaker ideas offered in [Unit 4.6](#)

# UNIT 5

## UNIT OVERVIEW

As with any other kind of English teaching, it is crucial that you include all four of the main skills when you teach Business English: reading, writing, listening and speaking. This unit will take you through understanding the importance of each of these skills within the Business English context, as well as some ideas to use in your classes.

### HOW DO I TEACH READING IN BUSINESS ENGLISH?

Read through [Unit 5.2](#) and take notes on the various aspects you need to practise with your students – like skimming, scanning, reading for detail and reading out loud – as well as bottom-up and top-down processing. Then, jot down the relevance of reading in Business English and some ideas for activities to practice this key skill.

### HOW DO I TEACH WRITING IN BUSINESS ENGLISH?

Writing is often the least-practiced skill and is nonetheless very important for your students in their work life – so work through [Unit 5.3](#) carefully and take notes on: the 5 different approaches to writing, how and why writing is relevant in Business English, and then take notes on the suggested activities and start thinking about how you can use and adapt them in class.

### HOW DO I TEACH LISTENING IN BUSINESS ENGLISH?

Listening is one of the skills that English students find the most difficult. This part of the unit will deepen your understanding of this skill in the Business English context and guide you through a structured approach to teaching it. We recommend working through [Unit 5.4](#) in a systematic way: thinking and noting down answers to the questions posed before hitting “click to reveal”. The clearer you are on the approach, the easier it will be to put the suggestions into practice. We have also included some ideas for activities to practise listening with your students.

### HOW DO I TEACH SPEAKING IN BUSINESS ENGLISH?

This is the skill that students most want to practise. [Unit 5.5](#) offers you an insight into what your students need in order to speak well - read through these - as well as the range of activities that you can use to give your students a chance to practise. Take notes on these activities and some ideas on how to use/adapt them in your classes, which topics will suit them, which level and type of class – so that you are well prepared when the time comes to plan a lesson.

## UNIT 5 TASK

Choose one activity to adapt in your classes for each of the skills based on the ideas given and note down how you will use it and why you chose it. This will be good practice for when you start planning your lessons and it will clarify each skill in your mind.

**TOP TIP:** The important part of this unit is understanding the approach to each skill, how and why it is important to Business English learning in particular – and then: the main take away is your library of practice activities; so, take plenty of notes on those! You will be able to use and adapt them in many ways in your Business English lessons.



# UNIT 6



## UNIT OVERVIEW

Although some students may believe that learning Business English will mean less focus on grammar or vocabulary, they will still need to be strong in both areas in order to conduct themselves professionally in English. This unit will cover the reasons why vocabulary and grammar are important, how to approach teaching them and ideas for activities to practice the relevant areas in class.

### HOW DO I APPROACH GRAMMAR IN A BUSINESS ENGLISH CLASS?

Work through [Units 6.2 – 6.5](#) and take notes on the following in particular: the different categories of grammar (descriptive/prescriptive/mental/pedagogical), the various grammar teaching methodologies, why students need grammar in a Business English course and some of the common problems which affect your students' communication. All this information will be useful in terms of how you approach grammar in your classes, but it needs to be understood rather than memorised.

After that, work through [Unit 6.5](#) and write down some ideas of grammar activities for lower and higher level students based on the suggestions you see in the unit. Reflecting on this part of the unit, think about how you integrate grammar practice or correction in an engaging way relevant to Business English.

### HOW DO I APPROACH VOCABULARY IN A BUSINESS ENGLISH CLASS?

This unit will refresh your knowledge on teaching vocabulary, give you an insight into its relevance within the Business English context and provide you with some ways to support your students in learning and practising vocabulary in your Business English classes. Read through [Units 6.7 – 6.11](#) and take notes on the following in particular: recording vocabulary, why students need to improve their vocabulary in a Business English context, telephone language and common mistakes or misunderstandings when learning vocabulary. You will not have to memorise any of these areas but understanding them clearly and having notes to refer back to, will equip you well for this aspect of teaching.

After that, work through [Unit 6.11](#) for some ideas on how to integrate vocabulary practice into your classes. Think about the different ways you can use the ideas given and jot them down – it will come in handy when it's time to teach!



## UNIT 6 TASK

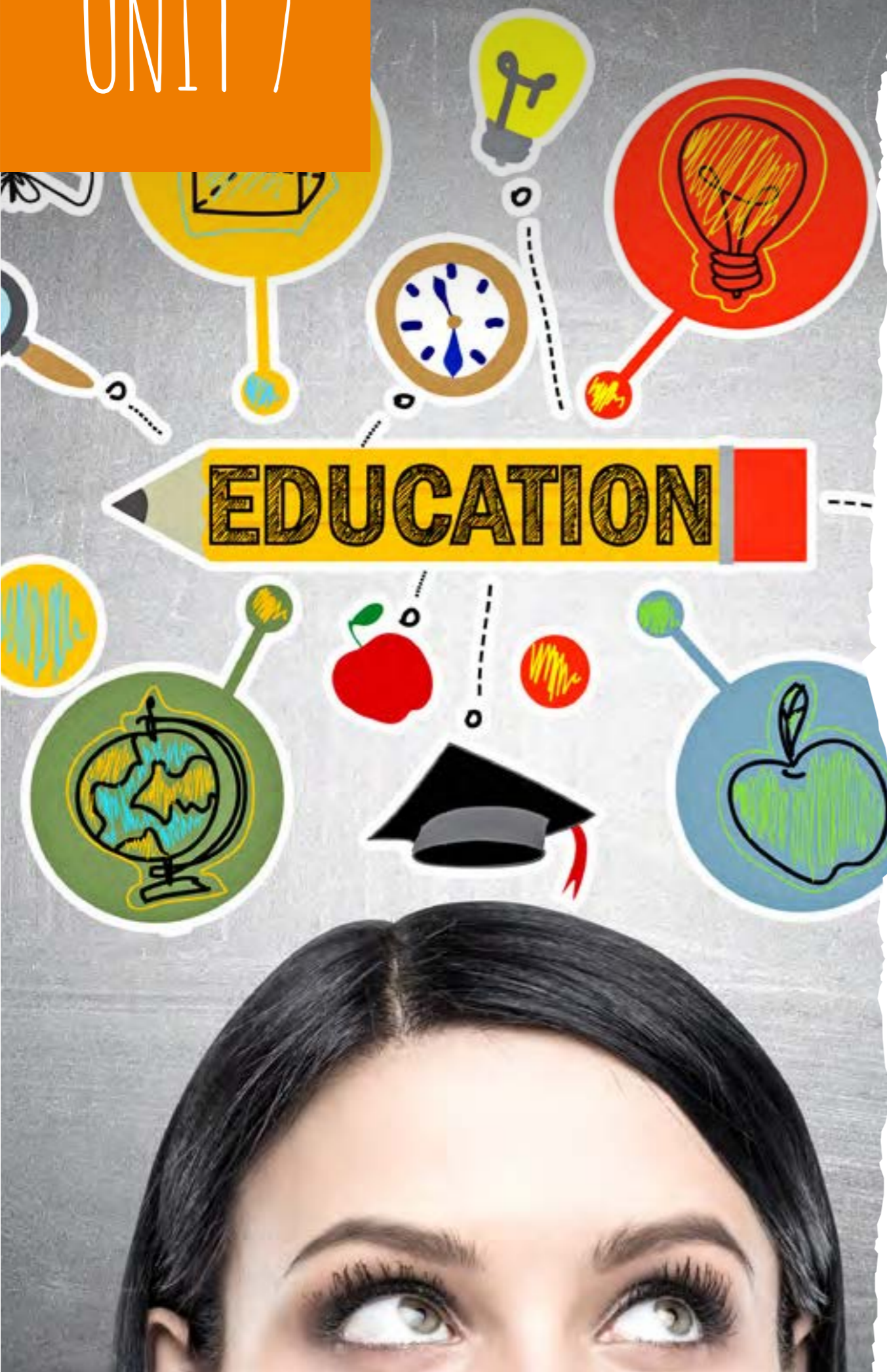
Decide whether the following activities are for lower or higher level students and give some reasons why. Once you have completed the task, check the Key at the back of the Study Guide for some ideas.

1. Students each have a word on a piece of card and they have to arrange themselves in a line in order to make a sentence about online meetings. See if they can rearrange themselves in more than one way.
2. Students have 1 minute to discuss the main skills needed to pitch a product before changing partners and discussing the next topic, the best marketing strategies for that product.
3. Students must work in groups of 4 to create a conflict resolution in the workplace role play. 2 students are colleagues having a conflict, 1 is the manager on duty and 1 is the mediator.
4. In pairs, students match the missing phrases to do with office etiquette in one column (eg. greet politely / speak softly) with the sentences in the other column.

**TOP TIP:** The most useful part of this unit is figuring out HOW to teach grammar and vocabulary in a Business English context – so work through [6.5](#) and [6.11](#) carefully and make as many notes as you can of ways to use the activities suggested. Also, make sure to do the Unit Task as that will give you extra practice and get you ready for the exciting road ahead.



# UNIT 7



## UNIT OVERVIEW

As you will discover in this unit, using a coursebook is not the only way to approach designing a lesson. There is a wealth of “real-life” content available for you to make use of once you know about it. This unit will guide you through getting to know what kind of authentic materials are out there, how they may help and how to use them in your classes.

### WHAT ARE AUTHENTIC MATERIALS AND HOW CAN I USE THEM?

We suggest that you read through [Units 7.2 – 7.5](#), absorb the information on the various kinds of materials that are out there and make notes on some of the advantages and disadvantages of using them – as well as how you will go about using them in class. Working through this unit systematically will help you in your Assignment for this course, when you go about choosing and adapting materials for your lesson plan.

### UNIT 7 TASK

Decide whether these authentic materials below would be good for the class description provided and think about why/why not? See the Key at the back of the Study Guide for some ideas.

1. Article from the finance section of the newspaper on the overall decrease in annual profits = for a class of Elementary level nurses
2. Ted Talk on productivity = for a class of Upper-Intermediate IT specialists
3. Brochure for holiday packages = for a group of Pre-Intermediate tourism operators
4. Podcast on motivation = for an Advanced level HR team

**TOP TIP:** Do the Quiz in [Unit 7.3](#) to consolidate your understanding of the pros and cons of using authentic materials. Also, be sure to jot down some ideas of how you will incorporate authentic materials into your classes when you are teaching – it will save you a lot of thinking and planning later on.

## UNIT 8



## UNIT OVERVIEW

This unit covers the how and why of equipping your students with language and skills necessary for meetings, negotiations and networking. Since these professional skills require a slightly higher level of English, you will also need to think about how to support lower level students in being ready for these contexts – for example, drilling pronunciation of phrases, focusing on error correction and lots of practice to increase fluency.

**HOW DO I GET MY STUDENTS READY FOR MEETINGS?**

Read through [Unit 8.2](#) and [Unit 8.3](#) and take notes on the meeting situations your students may find themselves in, as well as some ways to help them to be prepared for those. Make sure you jot down some answers to the questions in this part of the unit before revealing the suggestions provided – it will be much more tangible for you that way.

Read and take notes on the various ways you can improve your students' way of engaging in meetings – including interrupting politely, interjecting and following the conversation. These may seem natural to you, but they won't be for your students and it is important that they have a polite model to follow.

**HOW DO I HELP MY STUDENTS WITH NEGOTIATING?**

Many of your students will find themselves using this skill in English and it can be quite daunting to do that confidently and politely. Read through [Unit 8.4](#) and take notes on how to equip your students with the relevant tools and phrases – for example, giving an opinion or being clear on what they do and don't want and how to communicate it. Start to think about ways to get them to practise this in a lesson.

**HOW DO I HELP MY STUDENTS WITH NETWORKING?**

While this skill can be a by-product of fluency and confidence in a language, it definitely requires focus and practice for your students to feel comfortable networking in English. Read through [Unit 8.5](#) and note down some ways in which you can help your students to be more familiar and comfortable with this skill.

## UNIT 8 TASK

Based on what you have learnt in this unit, and further research online if you wish to, write down at least one practice activity for your students for each of the following:

- Meetings
- Negotiating
- Networking

See if you can think of more than one – it will stand you in good stead in the future!

**TOP TIP:** The main take away from this chapter is to understand how and why your students need to practice these skills so that they are comfortable using them in the workplace. Whilst you are reading and taking notes, think carefully about some creative ways that you can get them to practice.



## UNIT 9

## UNIT OVERVIEW

This unit will take you through the concept of English as an International Language and why this is relevant to your students learning and you teaching Business English.

**WHAT IS EIL AND HOW DOES IT AFFECT BUSINESS ENGLISH?**

Read through [Units 9.2 – 9.4](#) to gain an overview of what it means for English to be a global means of communication amongst people who are both native and non native speakers, as well as how to approach teaching Business English as a result of this. We suggest taking notes on some of the trends and challenges that arise due to English being an International Language and how to respond to them. Take special note of the activities recommended in [Unit 9.4](#) so that you can apply them to your classes when relevant.

**UNIT 9 TASK**

Decide whether the following statements about EIL are True or False based on what you have learnt in this unit. Once you have completed the task, check your answers against the Key at the back of the Study Guide.

1. Listening to EIL means that the accents your students are exposed to will be varied and they won't have just one influence.
2. Because your students are exposed to EIL, it means that their grammar will be perfect.
3. Exposure to international colleagues speaking EIL means that often, errors used will be widely used and mirrored amongst non native speakers.

**TOP TIP:** Watch the videos provided in [Unit 9.2](#) for a deeper understanding of how EIL and how it impacts the teaching, learning and use of English.

# UNIT 10

## UNIT OVERVIEW

This unit will take you through how Business English has changed in recent times, where it is at now in terms of teaching methods and how you can use current trends to up your teaching game. Get ready to learn and implement!

### HOW CAN I USE TECHNOLOGY TO TEACH BUSINESS ENGLISH?

It is a fact that technology now plays an enormous part in how people learn and work. With this in mind, work your way through [Units 10.2 – 10.4](#) so that you can understand the various ways you can use technology to your advantage in your Business English teaching career. As you read and take notes, be sure to start thinking about HOW you are going to apply these ideas to your lessons. The more specific, the better – it will shape your thinking and be more memorable that way.

### WHAT MORE CAN I DO TO PREPARE FOR TEACHING BUSINESS ENGLISH?

We highly recommend that you make use of the list of Further Reading in [Unit 10.5](#). There is a wide range of books, blogs, videos and other resources listed to deepen your knowledge and prepare you for teaching Business English classes.

### UNIT 10 TASK

Write down 3 ways that you are going to incorporate technology into your Business English classes. Set out the steps for using that particular platform or tool and jot down your ideas for activities to get your students practising in an interactive way, using the tool/platform.

**TOP TIP:** Watch the video in [Unit 10.2.1](#) and do the exercise below before hitting “click to reveal” so that you can get your ideas flowing. It will go a long way to informing what resources you will use in your class and how you will go about doing so.

## HELPFUL HINTS FOR COURSE ASSIGNMENT

### 1. What do I have to do?

For this assignment, you will need to design a 60 minute lesson to introduce functional language and you will need to complete a Language Analysis. There are 4 topics provided - choose one of them and you will also need to decide which teaching method to use – eg. PPP/TBL/TTT.

You are responsible for the research for this lesson. Bear in mind what will work best for the class that has been described: 12 Japanese students aged 35 - 45 years old. Be sure to include a thoroughly explained rationale – the why is as important as the what for this assignment. Read through the instructions carefully, as they will remind you which parts of the course to look back on to refresh your memory so that you will be well equipped to decide and plan your approach.

### 2. What do I need to review?

Before you begin, look back at the following units:

- [Unit 2 – The students](#)
- [Unit 5 – The Four Skills](#)
- [Unit 6 – Business Grammar and Vocabulary](#)
- [Unit 7 – Authentic Materials](#) - If you choose to introduce language through an audio or text
- [Unit 8 – Meeting, Negotiating and Networking](#) - For speaking,
- [Unit 10 – Current trends in Teaching Business English](#) – Further Reading (books, blogs and videos)

### 3. Where do I write the Assignment?

Once you have read through these sections, download the lesson plan template (either in Word or Google Docs) for you to work on, save and, when it's ready, upload onto the system.

### 4. What happens if I don't pass the first time?

If your tutor asks you to resubmit, don't worry! It is perfectly fine for you to have to redo parts of the plan if needed. Your tutor will be very specific – don't change the parts that s/he has approved already – so you can adjust the plan based on their feedback and get it right the next time. You learn a lot that way.



## CRITERIA FOR ASSIGNMENT 5

Meets  
criteria?

Specification:

**Write clear aims and outcomes for the lesson, which include the writing or speaking subskills you will develop, plus any target language.**

Remember that the aim is what you want your students to learn and the outcome is how they will go about doing that. The clearer you are on your aims/outcomes, the easier it will be to show how you will meet them successfully

**Anticipate difficulties both in relation to the learners and their L1/age/level and to the subskills and target language.**

Which subskill may be problematic for them, do you think? Which part of the target language are they likely to struggle with? Be sure to give details on what these difficulties may be in the “Anticipated Difficulties” box on your assignment.

**Provide relevant solutions to the anticipated difficulties.**

How will you deal with the challenges that may arise? How will your design or delivery solve or reduce these difficulties? Explain that clearly.

**Analyse the target language and the context in which you will teach it.**

You will need to describe and explain the functional language clearly in your plan – for example, are there other ways to say that? Is it formal or informal?

**Stage a lesson which will achieve the lesson aims and include a variety of tasks which focus on communication between students.**

How will the activities and tasks of your lesson achieve the aims? How will you get your students talking and using the target language?

**Create, adapt or source activities which will help achieve the lesson aims.**

Don't forget to include ALL the resources you mention in your lesson! Be clear where you found them – even the images (eg. Google images) – in your bibliography.

**Write a clear procedure such that a colleague could pick up the lesson plan and teach a very good lesson from it.**

What would you need to know if you were in the position of having to teach a colleague's class? How detailed would it need to be for you to feel comfortable? Include that.

**Give appropriate timings for the stages.**

How long will each activity take? Does it all add up to 1 hour?

**Include interaction patterns which are suitable for the tasks and varied throughout the lesson.**

Try to keep it diverse: so teacher to student/pair work/group work etc. It helps to keep the learning fluid and interesting.

**Provide relevant justification for the inclusion of each stage.**

Why have you included every step? How does it add to the overall aims and outcomes of the lesson?

**Include professionally-presented materials with references, if taken from outside sources.**

Also be sure to include any that you have made!

**Provide a rationale for the structure of the lesson and how the activities will help to achieve the lesson aims.**

This is where you need to explain your thinking around each choice. The more specific and thorough you can be here, the better.

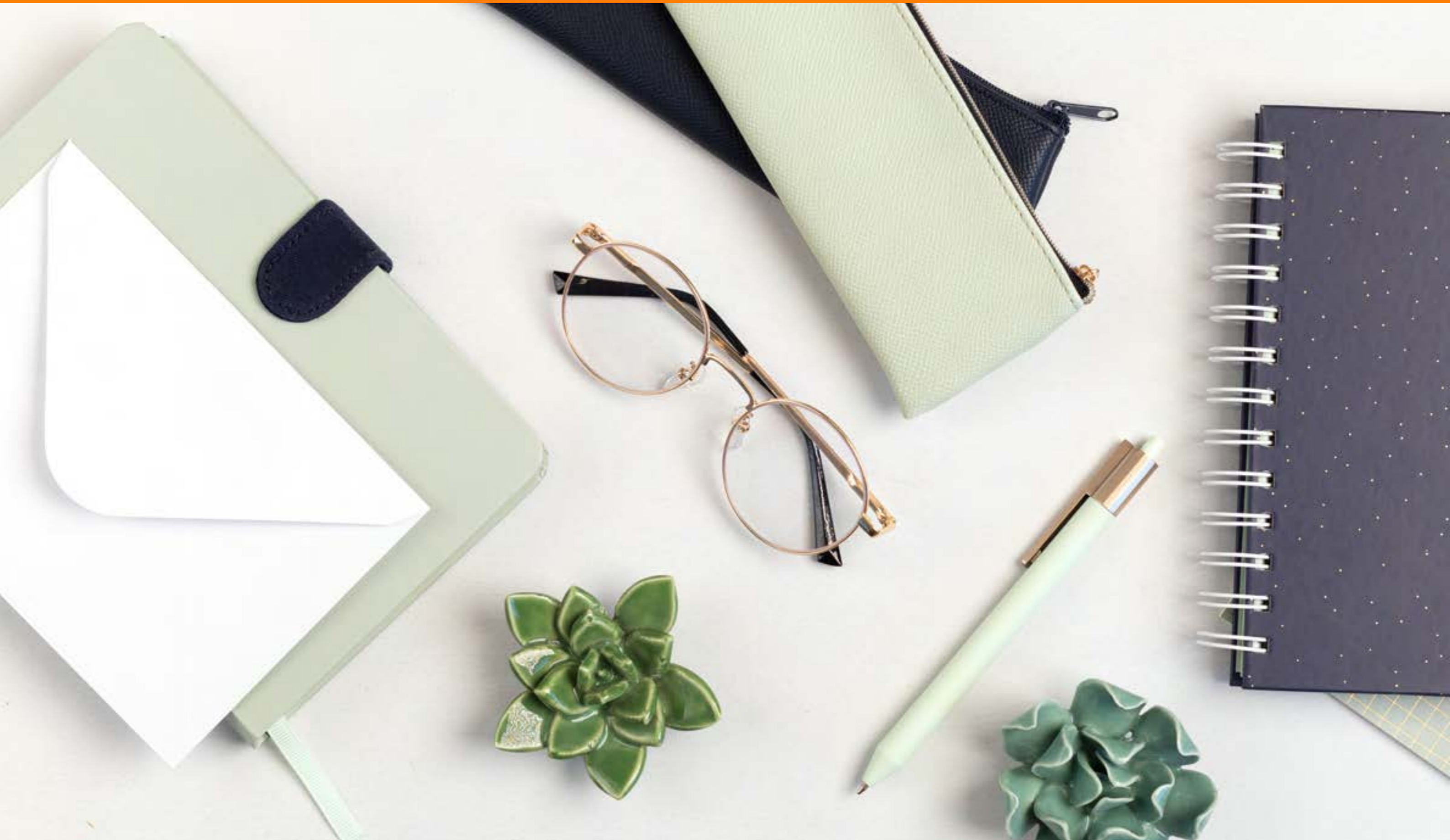
**Explain what you would do if activities did not work as planned as well as explain which other activities you considered including but didn't choose to use.**

This is the space for your Plan B, which is very important to have at hand, as well as some of those ideas that you considered, but decided not to include – and your reasons why.

**Provide a bibliography where possible.**



# UNIT KEYS



**UNIT 1 TASK**

1. Course aim = good, it is specific and measurable.
2. Course objective = good, it specifies the steps that will be taken to reach the goal.
3. Course aim = not good, it doesn't specify any skills or lexical areas that students will practise. It will be difficult to measure whether this aim has been achieved.

**UNIT 2 TASK:**

1. True
2. False – there may be some young learners interested in studying Business English
3. True
4. True
5. False – it is better to avoid peer correction if the group knows each other and works together

**UNIT 3 TASK:**

1. Board Race = this could be used to practise specific vocabulary (eg. types of meetings) or to review the language for functional language in the form of a dialogue (eg. booking a flight)
2. True Error Correction = this could be incorporated into every lesson – after a roleplay or dialogue, after presentations, whilst monitoring a speaking activity in pairs.
3. Small Talk Mingle = could be used in the context of an end of year office party, or else a meet and greet at a conference about a new product.

What other ideas did you come up with?

**UNIT 6 TASK**

1. This could be used for lower levels if the sentence is simple or for higher levels if you add in more complex forms like conditionals.
2. Higher levels as it requires a range of sales/marketing terms as well as the ability to speak quickly and fluently on a topic.
3. Higher levels – this task requires fluency and a range of grammatical structures, as well as some skills in conflict resolution.
4. Lower levels – it is a simple vocabulary match exercise so it doesn't require a huge amount of language production.

**UNIT 7 TASK**

1. Not a good match - too complex for that level and not appropriate for their field.
2. Good match in terms of level and content too - depending on what the group's aims are for the course.
3. Great match in terms of level and content.
4. Good match – HR deals with motivation and performance levels, so the content is appropriate and an Advanced class would be able to listen effectively to a Podcast.

**UNIT 9 TASK**

1. True
2. False – students of EIL can be of any level
3. True