



STUDY GUIDE

A companion for the 180h
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
Warmer	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.	Warmer = I chose this to get students comfortable in the space / get them using their imagination / the class needs practice with previous vocabulary.
Presentation	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.	Presentation = 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.
Practice	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.	Practice = 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
Production	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>	Production = 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.
Cooler/ review	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.	Cooler = 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.

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

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

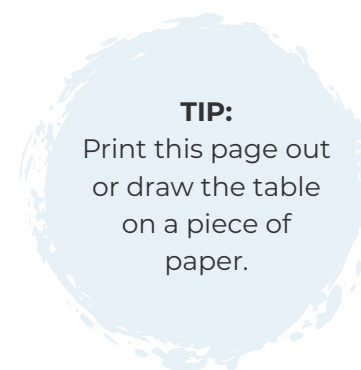
If you work through the Who-What-Why-How-Where principles, the Quiz in [Unit 8.15](#), the examples given in [Unit 8.16](#) and the Unit task in this Study Guide, you will be in a good position to choose relevant resources for young learners. You will also develop the ability to adapt materials you use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



Lesson Topic	Young Learners	Adult Learners
Colours		
Past Simple		
Celebrating a birthday		

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 French 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.

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Provide a bibliography where possible.

3. Where do I write the Assignment?

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

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

KEY - 180H COURSE - UNIT 8 TASK

Lesson Topic	Young Learners	Adult Learners
Colours	<ul style="list-style-type: none"> • Use a song to introduce the colours • Use flashcards to check meaning • Get students to point at something in the room with that colour or run to it 	<ul style="list-style-type: none"> • Put the colours up around the room, students work in pairs to discuss what emotions are connected with the colours • 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 • Students write a poem using one of the colours and read it to the class
Past Simple	<ul style="list-style-type: none"> • Ball game: each student catches the ball and says what they did yesterday • Students listen to a story and have to point to the pictures provided when they hear that word • Students use the pictures provided and tell a partner the story again in their own words 	<ul style="list-style-type: none"> • 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 • Students read a jumbled story and have to put it in order • 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.
Celebrating a birthday	<ul style="list-style-type: none"> • The teacher brings in realia and gets students to guess what day it is based on the objects • Students sing happy birthday together • Students act out being at a birthday party, using phrases covered in the lesson 	<ul style="list-style-type: none"> • Students in pairs discuss how birthdays are celebrated in their country or household • The language point is event planning and use of the 1st conditional (eg. If it rains, we will...) • Students plan a birthday party in pairs, using the language point covered